



Study of Performance of Skill Development Programmes and its impact on Job Placement of Commerce Students

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Abstract :

Formal education was institutionalized chronologically from the pre-primary to college level through structured educational systems. The Higher Education was established for the purpose of preparing students for the world of work, especially for meeting middle-level manpower requirements in different fields, and of preparing students for a general higher education in various professional disciplines. Students pursuing commerce education are lacking behind in getting placed. This paper focuses on the various skill development programmes on the job placement of commerce students.

Keywords : skill development, job placement, performance

Introduction :

Skills and knowledge are the dynamic forces for the growth of economy and social development of the country. Those Countries having higher and better levels of skills can cope-up more effectively to the challenges and opportunities of work. As India moves progressively towards becoming a „knowledge economy“ it becomes increasingly important that the country should focus on advancement of skills and these skills have to be relevant to the emerging economic environment. In order to achieve the twin targets of economic growth and inclusive development, India’s Gross Domestic Product has to grow consistently at 8% to 9% per annum. This requires significant progress in several areas, including infrastructure development, agricultural growth coupled with productivity improvements, financial sector growth, a healthy business environment, ably supported by a skilled workforce.

The development of manpower is a key concept and challenging task before concern authority



through proper education system and training activities in the current scenario. The developing economy does not require only human employees but skilled and trained employees in the various sectors by way of new skills and the training curriculum. This requires a new syllabus, new trainers who can teach new skills and the infrastructure where people can be trained. The demand for specific skills is very high, and it is often not met by the educational institutes due to lack of training institutes, training facilities, education policy or it can be due of availability of trained trainers to train required skills. For instance, in spite of the boom in the construction sector, simple skills like water-proofing, fencing, or scaffolding has shortage of supply.

The demand for employment in India in the year 2007 is estimated to grow to 800 million. Most of this demand will be for youth equipped with technical and soft skills. It will require training in flexible and varied skills like Critical thinking, Teamwork, Multilingual abilities and Customer orientedness. However, according to the Planning Commission, there are 940 million in the workforce, 60% of whom are between the ages 15 to 35, it may be a good news but the reality is unemployability because they are trained in civil service type of jobs which are characterized by rote learning, a hierarchical structure, a focus on one skill, one language, a rigid and inflexible attitude. The numbers say that a billion plus population with unemployment at 9.1% i.e. 42 million people and by 2025 it will grow to 2 billion people. The number of college graduates is expected to rise by 2025 in-between 1.5 billion to 2 billion annually and in the same period about 20 million new jobs will be created. Although it looks like a perfect demand-supply balance, 80% of the manpower will be unemployed which is quite an irony. The labour force participation is as low as 940 million of a 1 billion population. Organized employment has been stagnant at 940 million for thirty years (200 million in Public Sector, 100 million in Private Sector). Given that 600 million people are below the poverty line, even the majority of those employed can barely sustain themselves.

Skill development and entrepreneurship efforts across the country have been highly fragmented so far. As compared to developed countries, where the percentage of skilled employees is between



60% to 90% of the total workforce, India records as low as 5% of workforce (20-24 years) with formal vocational skills. There is a need for speedy reorganization of the ecosystem of skill development and entrepreneurship promotion in the country to suit the needs of the industry and enable decent quality of life to its population. Today, more than 20 Ministries/Departments run 70 plus schemes for skill development in the country. The various ministries of central government engaged in skill development programmes. There are gaps in the capacity and quality of training infrastructure as well as outputs, insufficient focus on workforce aspirations, lack of certification and common standards and a pointed lack of focus on the unorganized sector.

Recognizing the need of skill development, skill development programmes were started in 2009 and to coordinate the efforts of all concerned stakeholders in the field of Skill Development and Entrepreneurship, Government of India has notified the formation of the Department of Skill Development and Entrepreneurship on 31st July, 2014 which subsequently led to the creation of the Ministry of Skill Development and Entrepreneurship on 10th November, 2014. The Ministry has strategized a road map to significantly scale up Entrepreneurship Development initiatives across the country. The aim is to build a robust ecosystem for entrepreneurship through advocacy and promotion, providing access to entrepreneurship content, pedagogy and best practices delivered through ICT based e-content facilitated by local faculty and incubator network.

Skill Development :

Skills development is the process of (1) identifying your skill gaps, and (2) developing and honing these skills. It is important because your skills determine your ability to execute your plans with success.

Imagine a carpenter trying to build a house. He has the raw materials but lacks good wood working tools. He has, however, a flimsy hammer and a small screwdriver. Without the right tools like a hand saw, he can't turn these raw materials into house building pieces.



It's the same with goal achievement. In goal achievement, your skills are your tools. The house is your goal. Just as you need the right tools to build a house, you need the right skills to build your goal. **Without the right skills, you will only frustrate yourself, waste your time, and spend a lot of time dealing with rudimentary issues caused by the lack of knowledge or lack of skills, as opposed to progressing in your goal.** While difficulty and struggle is part and parcel of any goal pursuit, without the right skills, you find yourself struggling more than necessary. Worse still, this struggle is unconstructive and doesn't help you move forward.

Government of Maharashtra has put in place an institutional structure for skill development in the State up to the district level. It has set itself up a target of generating 4.5 crore skilled manpower by 2022. It has formed the State Management Committee of Skill Development Initiative for Maharashtra and Sectoral Skill Committees under the Department of Higher and Technical Education.

Key skill development initiatives taken by the Government so far include:

- Sectoral Skill Development Committees have identified 11 high demand trades in the State: Construction, Production & manufacturing; textile; automobile; hospitality; healthcare; BFSI; retail; pharmaceuticals and chemicals; IT / ITeS and agro processing
- Of these, sector skill reports have been released for nine sectors so far
- Maharashtra State Skill Development Society has been established as a Single Nodal Agency for skill development initiative with the objective of preparation and continuous updating of 'State Skill Gap Assessment Report' and 'State Skill Development Plan'. It is also responsible for empanelling and grading training providers; and to provide support to district and division level committees and sectoral / territorial skill mission officers in the state for the preparation and effective implementation of 'Annual Action Plans'



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- Knowledge Management Centre on Skill Development has been proposed to be established at Yashada, Pune
 - Directorate of Establishment & Self Employment has set up a dynamic Labour Market Information System (LMIS)

Various skill development programmes are run by many Government Departments as well. Some of these are as follows:

- Employment Promotion Programme (EPP): On-the-job training or other practical training to educated unemployed persons. The programme is run by Department of Employment & Self Employment, Maharashtra. EPP is a stipend based scheme. The stipend paid to persons varies between Rs.300 to Rs.1000 per month, based on their educational qualification. Duration of each training programme is six months. On completion of training, the candidates may get absorbed.
- Apprenticeship Training Programme: Supply of skilled manpower to the industry through apprenticeship training. The programme is run by Directorate of Vocational Education & Training, Maharashtra. About 238 trades relating to both engineering and non-engineering industries have so far been designated under the programme. Duration of training varies from 6 months to 4 years. Stipend is also paid as a part of the training programme.
- Entrepreneurial Development & Training Programme: Motivate and train the educated unemployed youth for self-employment. It is run by Directorate of Industries, Maharashtra. The programme is run by recognized training institutions such as MITCON Consultancy Services Ltd. and Maharashtra Centre for Entrepreneurship Development (MCED). Under this scheme, the aspects such as the Entrepreneurship Development and Technical Training are covered



Job Placement

Placement is a process of assigning suitable jobs to employees. It is a systematic approach to assign the right person for the right job. It is the most important human resource function of all, simply because both allocating a wrong job to the right person or assigning a wrong person to the right job will cause heavy damage to the organization at large.

It is a vital function because it strikes a balance between the vacancies to be filled and assigning right person for the right job. It comprises of both initial assignment to new employees and assigning jobs to existing employees by transfer, promotion, deputation and demotion.

Literature Review

Berger et al. (2001), the study was conducted to find the effect of on-the-job training on wages earned by the workers. The study concluded that on-the-job training increased wages by 35.5%, considerably more than found here, perhaps because of differences in the construction of the samples and different periods studied.

Berger et al. (2001), investigated the effect of vocational training and retraining in Russia by using the Russian Longitudinal Monitoring Survey (RLMS) database. The construction of the dataset did not permit the authors to conduct a separate analysis for unemployed individuals, nor did the paper address the question of causality in outcomes. The author found that training in fields other than the previous primary occupation promoted mobility and contributed positively to wage growth. However, additional training in the primary occupation had a negative impact on labour. Thus the authors suggested that retraining contributes to a labour reallocation to more productive sectors of the economy, whereas additional training may just maintain workers in the current inefficient sector.

Patil and Arolkar (2010), an article elaborates the gap between industry and academia in the state of Goa. It is suggested in their research article that effective and meaningful interface between industry and academia will be of immense help to mount the gap of theory and practice. Through a



fruitful deliberation at regular intervals and reducing the reservation will help in deriving

The study will help to identify the number of educational institutions practicing skill development programmes in Nagpur and accordingly implement required courses in the institution. It will help the educational departments to take suitable measures to introduce necessary programmes for the students at various levels to control drop-out rates. The study will help the various training institutes and directorates to introduce different types of skill development courses in the state. It will help various stakeholders, industries and sectors to impart training for their employees to upgrade their skills and to improve their productivity.

Rationale for choosing the Topic

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Conclusion

Several research are being conducted on the various topics like Secondary Education for Youth and Adults, Education and Employment for youth, Education and Self-Employment for men and women, Vocational Education for youth, Employment and Employability for youth and adults, etc. which are closely related to the present study. Most of the research concentrated on High School and Secondary Schools children pertaining to Vocational Programmes on computational skills, soft skills, based on different skills. The above studies did not focus much on Skill Development Programmes like evaluating or comparing various programmes on the basis of gender, districts,



talukas, regions, different trades offered by institutions, stream wise and comparison between international, national and state level skill programmes. It is also found that no much more studies were conducted on different types of skills required by the entrepreneurs and the actual availability in the market. A reliable search from all the available sources in Maharashtra also proved that research on the said topic is not yet undertaken by any scholar or by any NGO to find the impact of skill development programmes on Employment and self-employment and a relevant contribution made to the nations economy. It is necessary to bridge the gap of employability and job placement among commerce students. So in view of this colleges should start specialized skill development programme in collaboration with the industries, so that commerce students become employable.

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