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Shyam L Kaushal

Professor, University Business School, Himachal Pradesh University, Summerhill, Shimla, Himachal Pradesh, India

Abhilasha Sharma

Ph.D. Research Scholar, University Business School, Himachal Pradesh University, Summerhill, Shimla, Himachal Pradesh, India

Correspondence

Shyam L. Kaushal

Professor, University Business School, Himachal Pradesh University, Summerhill, Shimla, Himachal Pradesh, India

A study of skill development training partners under HPKVN

Shyam L Kaushal and Abhilasha Sharma

Abstract

Skills are the expertise needed in order to do a job. A nation's skills and knowledge determine its economic progress and social advancement. The aim of skill development is to equip the workforce with the knowledge, certifications, and skills that are continually upgraded in order to get access to suitable jobs and keeping India competitive in the quick-paced global economy. The present study is an attempt to examine the working of HPKVN-sponsored skill-development initiatives in Himachal Pradesh from the perspective of the trainers. In this study, 26 questionnaires were rolled out to various training institutes in the state, out of which 17 filled-in responses were received. This research focuses on type of institutes associated, reasons to offer skill development programmes and means of information used for the purpose of creating awareness regarding skill development programmes offered. The study revealed that ITIs were the major service providers, the trainers gather most of the information from government websites and start programmes and awareness was created amongst public through local bodies (Panchayats) and local TV channels etc.

Keywords: Skill development, training, employment, jobs, labour force, HPKVN, Himachal Pradesh

Introduction

A skill is the learned ability to act with determined results with good execution on time and requisite energy. Skill development is crucial for poverty alleviation since it improves employability and productivity while also promoting long-term social development and inclusive growth. On the one hand, teenagers entering the labour market are unemployed, while employers are concerned about a scarcity of suitably skilled labour. India's employment sector faces a substantial challenge due to its informal worker-dominated structure, high levels of underemployment, skill shortages, and labour markets. Vocational education and training are critical for increasing an individual's employability and gaining entry to the labour market. The Indian workforce reported the second-highest skills gap, according to the Global Skills Gap Report 2021. With about 500 million individuals of working age, the United States has the second-largest domestic labour market after China. India now has a skilled workforce of just 2%, which is much less than that of China (68%) and other growing nations like Korea (96%), Japan (80%), Germany (75%), and the United Kingdom (68%). According to the India Skills Report 2021, just 45.9% of young people would be regarded as employable. However, in comparison to other developed and developing countries, India has a unique chance during the next 20 to 25 years due to its demographic advantage ^[1]. If India can equip its people with the necessary life skills, job skills, and entrepreneurial skills in the coming years, it will be able to turn its demographic advantage into a dividend in which those entering or already in the labour market will contribute productively to economic growth both within and outside the country. Given that the unorganised sector employs 93% of the total labour force, the greatest challenge for skill development initiatives is meeting the needs of a large population by providing them with skills that will make them employable and enable them to find decent work, thereby improving their quality of life. The issue in growing economies such as India is to meet the skilled manpower needs of high-growth industries in the informal sector through enhanced synergy between employers and training providers and increased investment in the country's skilled manpower infrastructure ^[2]. Those who are less privileged are caught in a cycle of low-paying employments and poverty due to inadequate education and training. The majority of the poor live in rural areas, are young, disabled, migratory, and female. A low-quality labour force with only a secondary education or vocational training; educated employees are unable to find occupations equivalent to their degrees due to technical or other skill gaps.

Because of these factors, there is a mismatch between the skills of the educated or trained workforce and the skills desired by the employers.

Himachal Pradesh has the fourth-highest unemployment rate of all the states, according to statistics issued by the Centre for Monitoring Indian Economy (CMIE) 2022. In October 2022, the unemployment rate in Himachal has been 9.2% (approx. 7, 95, 294 individuals as per census 2022 estimations). According to data made public by the department of labour and employment, there were an astounding 8, 77, 507 young people who had registered as unemployed in the state (figures as on March 31, 2022). This represents more than 12% of the state's whole population. According to estimates, every year after graduating from college, more than 60,000 young men and women enter the labour market. The lack of employment opportunities in the state is a result of a number of factors, including the terrain's difficulty for infrastructure development, reliance on agriculture, horticulture, and tourism, and a strong desire among the state's youth for government employment, despite the fact that such vacancies are in short supply. However, the major reason for high unemployment rate is mostly attributable to a lack of industrialisation in the state. Himachal Pradesh's industrialisation has been sluggish throughout the years. In the previous two years (2020-2022), almost 2,484 industrial units, both small and large, have been established in Himachal, attracting nearly 16,987 crores in investment and creating nearly 15,000 employments. Himachal Pradesh has nearly 50,000 industrial units, the majority of which are concentrated in the Baddi Barotiwala and Nalagarh Industrial Regions, as well as Parwanoo in Solan District, Kala Amb, Dhaulakuan in Paonta Sahib in Sirmaur District, Mehatpur in Una District, and Sansarpur in Indora District [3].

Review of Related Literature

Anita Swain and Sunita Swain (2020) [4] conducted a study titled "Skill Development in India: Challenges & Opportunities" to understand various difficulties faced by Indian youth as well as various government programmes like the Deen Dayal Upadhyaya Grameen Kaushalya Yojana and Pradhan Mantri Kaushal Vikas Yojana and analysing the data obtained from the National Skill Development Corporation. The study found that although India has a "demographic dividend," it must make use of it in order to benefit from it. By assuring a highly skilled workforce, it can benefit the economy and help the "Make in India" initiative. For the country to create more jobs, the Skill India efforts must concentrate on fostering entrepreneurship skills among the workforce. The youth and target audience must be made aware of numerous government programmes like PMKVY, DDU-GKY, and skill India in order to encourage them to take advantage of these skill-building opportunities and become more employable.

Krishnamoorthy A. and Srimathi H. (2019) [5] carried out a study titled "Skill Development - The Future of India" with the intention of reviewing the current norms in the various skill sets that are accessible and outlining potential future directions. According to the study's findings, India may have the greatest youthful workforce over the next two decades, but this won't be enough on its own. This achievement cannot be made possible by arbitrary rule of law. The need for a skilled workforce must be carefully

considered, and appropriate measures must be implemented to transmit vocational and associated skills in accordance with industrial demands. With a combined approach of all the best practises in skill development on need-based analysis, introspections, periodic revisions, and cooperative involvement of all stake holders, Indians may have a strong hold in the global workforce and also sustain growth & development.

K. Ganguly, A. Gulati, and J. von Braun in 2019 [6] undertook research on "Skill Development in Indian Agriculture and Food Processing Sectors: A Scoping Exercise". The study's goal was to examine the institutions and policies in use in India's skill-formation environment, with an emphasis on the agriculture and food industries. The study came to the conclusion that skill development has become increasingly important over time in India because of the vast number of young people, the expanding workforce, and the potential for broadening and strengthening sectorial productivity and growth. To obtain the intended results, it is necessary to overcome the frequently encountered difficulties associated with skill development programmes using a different strategy based on improved institutions, partnerships, and programme designs.

Need for the study

The development of skills contributes to structural transformation and economic growth by increasing employability, labour productivity and competitiveness. Himachal Pradesh has a population of 58.42 lakh persons aged 15 and above, according to the NSDC 2019 study "Estimating the skill stock in Himachal Pradesh". [9] There are 25.97 lakh people in the labour force (persons who are either working or willing to work and actively looking for work). 13.5% of the state's workforce is unemployed. 91% of those out of work are between the ages of 15 and 30 years in contrast to 5.9% of India's unemployed labour force and 90% of those unemployed aged 15 to 30 years. Himachal Pradesh has a total of 0.04 lakh formally trained people aged 15 and up. There are 0.016 lakh people in the labour force with formal education (persons who are either working or willing to work and actively looking for work). So, when evaluating the job status of Himachal's youth, the situation becomes dire, necessitating immediate attention to Himachal's youth training in order for them to find long-term sustainable employment [10]. Thus, need of the hour is to identifying the training centres that can work for skill development.

Recognising the need, Department of Planning (DoP) established Himachal Pradesh Kaushal Vikas Nigam (HPKVN) in September 2015 as a specialised skill development company. Consolidating the fragmented Technical and Vocational Educational and Training (TVET) programmes, harmonising all TVET programmes with India's National Skills Qualification Framework (NSQF), and facilitating private sector involvement in TVET design and delivery were the main objectives.

The Himachal Pradesh Skill Development Policy (Him Kaushal), 2016, was adopted by the GOHP in June 2016 and will provide as a roadmap for the state's reform and growth of skill development initiatives. The HPSDP concentrates on increasing HPKVN's institutional capability for carrying out the difficult mandate of the state's skill development mission with the necessary concentration in order to operationalize this policy [11]. The present study is

also an endeavour to examine the functioning of HPKVN in general and services provided in the state.

According to the CMIE 2022 report, "Unemployment in India (May-August 2022): Himachal Pradesh," the unemployment rate for young people with bachelor's degrees and higher studies is a staggering 38.8% due to lack of employment opportunities in the state and a mismatch between skill sets developed and industry requirements but for those with higher secondary and senior secondary diplomas, the rate is only 4%. This suggests that young people with higher education have it a little harder to obtain acceptable job when they graduate. This could be caused by a lack of career opportunities in the state or a lack of necessary expertise even with a higher degree. However, in contrast, the rate of youth who are in the labour force is highest among age group 25 to 29 years old (85.09%) which is a highly encouraging indicator and the age range of 15 to 19 years old has the lowest employment rate (1.41%), which is again reassuring since it indicates that young people are pursuing academic and vocational training ^[12]. Himachal Pradesh is in the same condition as other states, but because of its challenging geography, it requires more attention from the government.

Through the perspective of trainers and training institutions, this research seeks to uncover gaps in existing quality of skill training for the youth of the state. In order to determine this, research was conducted in which the respondents were trainers who provided their perspective on the training programmes being administered in the state. This study aims to assess the working of skill training partners, programme' popularity and their approach to reach the public in Himachal Pradesh.

Objectives

1. To assess the training institutions associated with HPKVN
2. To establish the factors contributed for training

institutions for becoming training partners with HPKVN

3. To examine the methods undertaken to create awareness about skill development programmes

Research Methodology

The present study used both primary and secondary data. The primary data was collected from all the 12 districts of Himachal Pradesh. The list of training service providers was requested from HPKVN by the researcher, responding to which these training service providers provided the researcher with the list and details of training centres providing training as per HPKVN training programme.

Through a convenient and purposeful random sampling technique, training facilities recognised by HPKVN that offer skill development training in 12 distinct Himachal Pradesh districts were chosen. The opinions were gathered using questionnaire which was distributed to 26 trainers in Himachal Pradesh who provide skill development training as part of the HPKVN. The questionnaire contains dimensions like type of institutions associated, reasons to offer skill development programmes, and means adopted to create awareness amongst masses to join skill development programmes. The collected opinions have been analysed with the help of % age method.

Results and Findings

To collect primary data from the institutions/trainers, a total of 26 questionnaires were rolled out to the following mentioned Industrial Training Institutes/Training Centres/Institutes/Colleges during the timeframe between May - November 2021 on the basis of their visibility and availability. Out of which 17 filled-in questionnaires were received with the desired information from the institutions/trainers of the below mentioned districts as shown in the Table 1.

Table 1: Number of Industrial Training Institutes/Training Centres/Institutes/Colleges

Sr. No.	District	Industrial Training Institute/Training Centre/Institute/College	No. of Respondents (Trainers/Institutes)
1	Bilaspur	Government Industrial Training Institute	1
2	Chamba	Government Industrial Training Institute	1
3	Hamirpur	Government Industrial Training Institute	0
4	Kangra	Government Industrial Training Institutes Government Degree College	3
5	Kinnaur	Government Industrial Training Institute	0
6	Kullu	Government Industrial Training Institute	1
7	Lahaul Spiti	Government Industrial Training Institute	1
8	Mandi	Sri Sai Industrial Training Institute Wazir Skill development Centre Government Industrial Training Institute	3
9	Shimla	National Institute of Skill Development	1
10	Sirmaur	National Institute of Skill Development Indian Institute of Skill Development	2
11	Solan	Government Industrial Training Institute, (Men) Government Industrial Training Institute, (Women) Central Institute of Petrochemicals Engineering and Technology (CIPET)	3
12	Una	Government Industrial Training Institute	1

Note: The above given data is for representation purpose only. *

The table 1 indicates that above mentioned institutes were more active, keen to start skill development programs and

had shown interest in helping this research survey.

Table 2: Response Analysis for Type of Institutes

Type of Institutes	%age (N = 17)
ITI's	82.35%
NSQF (SSC)	5.88%
Other Initiative by the Government	5.88%
Training Cum production centre	5.88%

Out of 17 respondents, it was found that 82.35% were ITI, a few of which were running pre-approved courses along with new courses introduced by HPKVN under its flagship HPSDP scheme, other respondents were identified to be training centres which were recognised by HPKVN and endorsed by Sector Skill Councils (5.8%), private training institutes programmes providing training to the youth of the state (5.8%), Training Cum production centre (5.8%) as per table number 2.

Table 3: Response Analysis of Gathering Information for Starting Training Institute.

Information	%age (N = 17)
Government Guidelines/Websites	64.70%
DGET Manual	23.60%
Government initiatives/Instructions	11.76%

When training centres were asked about their source of information for starting the institutes, majority of respondents (64.7%) mentioned that they gathered information through Government guidelines/websites. Other source of information was found to be DGET Manual (23.6%) and Government initiatives/Instructions (11.76%) as per Table number 3.

Table 4: Response Analysis of Methods Undertaken for Spreading Awareness about Skill Programmes

Awareness Activities	%age (N = 17)
Seminars through local bodies	29.41%
TV Spot	23.53%
Banners/Posters	11.78%
Mike/On-stage	11.78%
Wall paintings/Wall writings	11.78%
Newspaper Appeal/Advertising	5.89%
Radio Jingles	5.89%

From table number 4, it has been noticed that Training centres' most used method came out to be seminars through local bodies (29.41%). Generally, these are the panchayat houses of the villages which are approached for collecting and disseminating data/information regarding training programmes for the purpose of enrolment in various courses as well as mobilising the trainees. The second most used activity for spreading awareness has been informational advertisements aired on local channels (23.53%).

Conclusion

From the findings, it is concluded that ITIs took lead in offering skill development programmes under HPKVN. It is noted that for starting their own training centres, the most useful method for collecting needed information has been found to be from official websites of HPKVN, Ministry of Skill Development and Entrepreneurship and National Skill Development Corporation. It is also found through the study that various methods are being adopted for promoting awareness to the youth of the respective districts, out of which mostly institutions rely on seminars being conducted by local organisations like panchayats for mass gatherings, followed by local TV channels. It is suggested that colleges and polytechnic institutions should also may given preference for better results.

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