

Manpower Advancement Strategies And Employability: An Exploratory Study Of Nagpur Region

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ABSTRACT

The International Labor Organization asserts that "skill development is of critical importance in encouraging a sustainable development process and can contribute to enabling the transition from an informal to a formal economy. In the context of globalisation, it is also crucial to address the opportunities and difficulties in order to fulfil the requirements of changing economies and new technology. The goal of skill development is to create a workforce that has the continually updated knowledge, skills, and internationally recognised credentials needed to obtain decent jobs and maintain India's competitiveness in the fast-paced global economy. On September 25, 2014, Indian Prime Minister Mr. Narendra Damodardas Modi announced the commencement of Make in India. It strives to raise workforce productivity and employability in the wage and self-employed sectors of both the organised and unorganised economies. This essay sought to determine how Make in India affected opportunities for skill development and employment. It is crucial to concentrate on improving the skills of the Indian labour force in order for them to be qualified enough to meet industry market requirements. It will be fascinating to see if the Make in India programme results in the creation of new jobs or if there will be a greater need for skilled labour. However, it has been discovered after reading numerous articles that India has a significant skill deficit. It has been determined via the examination of numerous research papers that various skill development efforts must be put in place in order to close the skill gap between the needed and existing skills in order for the Make in India programme to be implemented successfully.

Key Words: Employability, Skill upgradation, Make in India, impact on manpower.

INTRODUCTION

The foundations of each nation's economic and social progress are its people's skills and knowledge. The problems and opportunities of globalisation are met more quickly and efficiently by nations with greater and better levels of knowledge and skills. The general education and vocational training levels of the Indian workforce in the age range of over 14 to 59 years old have been evaluated, and it was discovered that they are incredibly low, with

approximately 38% of the workforce not even being literate, 24% having below primary or up-to primary level education, and the remaining 38% having an education level of middle and higher level, while only 10% of the workforce is vocationally trained with 2% formal and 8% in informal settings. The study also revealed that although the government and its partner organisations have taken a number of steps and initiatives to effectively implement the skill development system in the economy, there are still a number of open problems and difficulties that demand the policymakers' immediate attention. Therefore, in order for the government's skill development initiatives to be completely successful, it is important to concentrate on these challenges and create programmes to address them. India has a median age that is substantially lower than China and other wealthy nations, hovering around 29 years old. By 2025, 70% of India's population, which currently comprises 62% of those under 35, will be in the labour force. If a large portion of the population is employed, educated, and productive, they can easily take advantage of the demographic dividend and promote sustainable development, but a large portion of the population that is unemployed, uneducated, and unproductive can even convert the demographic dividend into a demographic liability.

The development of skills is essential for India from a socioeconomic and demographic perspective. A multifaceted and extremely effective skill development system is essential for the economy to grow at 8% to 9%, with the planned growth rates of 10% for secondary, 11% for tertiary, and 4% for agriculture sectors. With the second-largest population in the world and the demographic advantage of having the youngest population—with an average age of 29 years compared to 37 years in China and 45 years in Western Europe—India is also destined to contribute to the global workforce pool. This is because of the country's higher growth rate of working age population relative to its total population and its home to the second-largest population in the world. (FICCI, 2014). The requirement for highly trained workers has grown as a result of globalisation of knowledge and competition in both developing and developed countries since it helps them to accelerate the growth rate of their economies toward higher trajectories.

All countries today require a competent workforce in order to achieve international quality standards, expand their international trade, introduce cutting-edge technologies to their domestic businesses, and accelerate their industrial and economic development. For any nation, education and skills become the main forces promoting socioeconomic progress. As it has been noted, nations with highly skilled human capital typically have higher GDP and per capita income levels and are better able to adapt to the opportunities and difficulties presented by the workplace. Making India a centre for global manufacturing and encouraging domestic and foreign entrepreneurs to invest in India will enable the Make in India programme to bring about an economic revolution, resulting in job creation and India's overall development. The project also places a strong emphasis on high quality standards and minimising environmental impact. It also emphasises economic, infrastructure, and technical

development, which will stimulate the growth of other industries and sectors and boost Indian industry's visibility internationally.

The Make in India initiatives seek to increase employment, improve living conditions, and boost the per-capita GDP of the Indian economy. The manufacturing industry requires significant investment to obtain the most recent technology, develop and establish the appropriate infrastructure, and train its workforce in order to manufacture products of the highest quality and compete on the global market. India's labour force needs to obtain the necessary skills through skill development and enhancement coupled with the accumulation of financial requirements if the country is to draw in investors and become a destination for global manufacturing.

A little over half (51%) of the workforce is employed in agriculture, which makes up only 17% of India's GDP, whereas 22% of all employees are employed in manufacturing, which accounts for 26% of India's GDP. It has been noted that there is a significant skill gap between the available skilled labour force and the industrial need for skilled labour. In order for the Make in India project to be successful, the government's aim of 10% sustained growth in the manufacturing sector must be met.

Review of Literature

India is now ranked 11 worldwide for industrial output. Manufacturing contributes 28% of the overall GDP and employs almost 17% of the labour force. Any manufacturing company's foundation is determined by the amount of capital it is willing to commit and the types of employees it plans to hire. It is crucial to promote both fund-based and non-fund-based financial services in order to improve the health of the manufacturing sector and to make it a top choice for both domestic and international investors and industrialists. Manufacturing companies must invest significantly in the establishment and development of their infrastructure, raw materials, skill development of their human resource, and research and development in order to resist the competition on a worldwide scale and assure their long-term survival (Goyal, Kaur, & Singh, 2015). According to World Bank data, the manufacturing sector's share of the Indian economy in 2013 was only 13%. The manufacturing sector's entire GDP contribution was only 28%. With a contribution of only 1.8%, India contributes very little to global manufacturing. These data make it very evident how poorly India is performing in the manufacturing sector (Goyal, Kaur, & Singh, 2015). If India becomes a manufacturing hub that attracts foreign and domestic investors, it will create a large number of job possibilities for the Indian labour force (Goyal, Kaur, & Singh, 2015).

Stewart, B. A. (2021) claims that institutions are under pressure to create graduates who are prepared for the workforce. In order to determine the competencies that Australian employers of environmental science were looking for, this study evaluated 130 job postings. The most often demanded qualifications for degree-related criteria were content knowledge, a tertiary degree, and experience. Understanding environmental laws as well as the capacity for GIS analysis, fieldwork, ecological surveys, and species identification were additional desirable

talents. More than half of job postings for generic skills specified that applicants should have excellent interpersonal, communication, writing, and project management skills. It was determined that institutions should give students opportunities to participate in work experience and focus teaching students the abilities that are most frequently found in job advertisements. This would entail developing teamwork, oral and written communication skills, and the capacity for students to conduct field ecological surveys, recognise significant plants and animals, and perform data analysis using GIS techniques. Senior undergraduate and graduate programmes ought to cover environmental law and policy topics and give students the chance to practise project and time management skills.

In their study article from 2021, Nabulsi, N., McNally, and Khoury seek to elucidate various stakeholder views on the degree of graduation of a set of business school graduates in Palestine. A mixed technique exploratory approach was used. Survey data provided the quantitative information that was examined using a social science statistical analysis programme (SPSS). The qualitative data was collected through 1.5–2 h interviews. To analyse these data, the study used an inductive thematic method. Employers were adamant that they had trouble finding graduates with the right qualifications despite Palestine having a high rate of youth unemployment. The level of cooperation between businesses and institutions of higher learning does not encourage the growth of graduateness. The soft skills sector, including writing and verbal communication, language and problem-solving skills, negotiation and conflict resolution, was where the identified main skill shortages occurred. Employability skills are essential for success in the job, especially in this era of globalised economy and technological innovation, claim Tan, L. M., Laswad, & Chua (2021). The disparity between the abilities attained by university graduates and those anticipated by employers in the workplace, however, is amply demonstrated. The goal of this paper is to examine how students majoring in accounting develop their employability skills through participation in two extracurricular activities: community accounting and an accountancy club. We do this by applying the modes of grasping and transforming the experience embodied in Kolb's experiential learning theory (ELT) (1976, 1984). An online survey of accounting students was conducted to gauge their reflections on participation in the two aforementioned extracurricular activities over a two-year period. This survey was supported by Kolb's (1976, 1984) four modes of ELT and work-integrated learning to develop professional competencies required for future work. The results show that the students' involvement in these extracurricular activities helped them to acquire practical cognitive and behavioural abilities. These results are in line with the research on service learning and internships, both of which have been linked to the growth of transferrable skills.

Objective of the study

1. To comprehend via a literature analysis and the impact of the Make in India policy on employability.
2. To comprehend the state of skill development in India today

3. To determine, via a study of the literature, whether skill development initiatives will contribute to closing the skills gap between the workforce and labour force in India.
4. To comprehend the difficulties facing India's skill development initiatives.

Hypothesis

H1: There is no significant impact of manpower upgradation skill on ability to undertake problem identification, formulation and solution

METHODOLOGY

The study presented in this paper is based on secondary data and information that were obtained from libraries, pertinent books, journals, magazines, articles, news stories, and government portals like Make in India and Skill India, among other sources. The research design used for the study is of the descriptive type, taking into consideration the needs of the objectives of the study. To improve accuracy and conduct a thorough analysis of the research study, the authors adopted. The study heavily relied on secondary data that was readily available.

Data Analysis

To test the significant impact of manpower upgradation skills on employability, one way ANOVA test has been applied taking parameters affecting manpower upgradation skills viz., Discipline and orderly skills, Skill of being flexible with plans, Skills of taking initiative and responsibility, Ability to design a system, component, or process to meet desired needs, Ability to develop Strategic Thinking skills, Risk taking ability, Ability to pick up new skills and adapt to new situations, Ability to manage information and documentation as dependent factors and factors affecting employability skills viz., Ability to undertake problem identification, formulation and solution and Ability to apply knowledge practically as fixed factors.

		Sum of Squares	df	Mean Square	F	Sig.
Discipline and orderly skills	Between Groups	706.988	4	176.747	647.034	.000
	Within Groups	110.632	405	.273		
	Total	817.620	409			
Skill of being flexible with plans	Between Groups	625.886	4	156.472	422.091	.000
	Within Groups	150.136	405	.371		
	Total	776.022	409			
Skills of taking initiative and responsibility	Between Groups	592.801	4	148.200	464.880	.000
	Within Groups	129.111	405	.319		
	Total	721.912	409			
Ability to design a system, component, or	Between Groups	737.435	4	184.359	794.983	.000
	Within Groups	93.921	405	.232		

process to meet desired needs	Total	831.356	409			
Ability to develop Strategic Thinking skills.	Between Groups	780.936	4	195.234	965.986	.000
	Within Groups	81.854	405	.202		
	Total	862.790	409			
Risk taking ability	Between Groups	720.610	4	180.152	706.358	.000
	Within Groups	103.293	405	.255		
	Total	823.902	409			
Ability to pick up new skills and adapt to new situations	Between Groups	741.291	4	185.323	789.559	.000
	Within Groups	95.060	405	.235		
	Total	836.351	409			
Ability to manage information and documentation.	Between Groups	751.740	4	187.935	707.141	.000
	Within Groups	107.636	405	.266		
	Total	859.376	409			

The above one-way ANOVA test gives the F-value in sixth column and sig. value i.e. p-value in the seventh column. The p-value so obtained is compared with the alpha value of 0.05, if the p-value is more than the alpha value, the relationship is said to be insignificant and if the p-value is less than the alpha value of 0.05 the relationship is said to be significant. In case of all the five parameters of ability to undertake problem identification, formulation and solution the p-value obtained is Discipline and orderly skills ($f = 647.034$, $p = 0.000$; $p < 0.05$); Skill of being flexible with plans ($f = 422.091$, $p = 0.000$; $p < 0.05$); Skills of taking initiative and responsibility ($f = 464.880$, $p = 0.000$; $p < 0.05$); Ability to design a system, component, or process to meet desired needs ($f = 794.983$, $p = 0.000$; $p < 0.05$); Ability to develop Strategic Thinking skills ($f = 965.986$, $p = 0.000$; $p < 0.05$); Risk taking ability ($f = 706.358$, $p = 0.000$; $p < 0.05$); Ability to pick up new skills and adapt to new situations ($f = 789.559$, $p = 0.000$; $p < 0.05$); and Ability to manage information and documentation ($f = 707.141$, $p = 0.000$; $p < 0.05$). In case of all of the variable the P-value obtained is less than the alpha value of 0.05, this indicates that there is significant relationship between manpower upgradation skills and ability to undertake problem identification, formulation and solution. Hence, the hypothesis i.e. **“There is no significant impact of manpower upgradation skill on ability to undertake problem identification, formulation and solution”** is failed to be accepted.

Findings of the study

Second part of data analysis consists of responses received from employees of different industries which are Persistent Systems Ltd., Infocepts Ltd., and Hotel Key. During the research, the responses have been received from 410 employees which were analysed graphically and interpretations have been drawn from them. The responses received were categorised into two sections like Demographic and level of agreement of employees on the need of upgradation of contribution from Colleges and Universities towards ‘Skill Development’ among Amateur/ Fresh students joining Industry.

During the research, it is found that responses have been received from 252 (61%) employees from Persistent Systems, 110 (27%) employees from Infocepts Ltd. And 48 (12%) employees from Hotel Key. It is further found that 100 (24.39%) industries have less than 10 number employees. 88 (21.46%) industries have 11-20 employees, 100 (24.39%) industries have 21-30 employees, 76 (18.54%) industries have 31-40 employees, and the remaining 46 (11.22%) industries have more than 40 number of employees.

An attempt is made to find the opinion of corporate recruiters towards need of upgradation of contribution from Colleges and Universities towards 'Skill Development' among Amateur/Fresh students joining Industries, where it is found that majority of the employees i.e. 50% agree that employees today lack discipline and orderly skills, hence they feel there is necessity to develop such skill among the students at the college level itself.

Majority i.e. 43.9% recruiters believe that their fresh recruits lack the ability of being flexible with plans and situations, hence they feel that there is need to develop flexibility skill among students at the college level. Similarly, 51.71% recruiters agree that employees lack skills of taking initiatives and responsibility which is very much needed in the industry to survive and grow, hence, development of such skills is highly required to be developed.

Conclusion

At the outset, it should be observed that India has failed to generate equal access to opportunities in education. It is grave concern that in India education itself has become a tool for creating divisions. A child of a rich parent would get good education and a child of poor parent cannot afford even a basic education. Government should intervene and make education its prime responsibility. At a cursory glance there are plenty of things that could be said to be wrong with the education system in India. To start with education in India does not cover each and every child in the country. Then there is the ever-increasing gap between the government owned institutions and the private ones as far as factors like quality and facilities are concerned.

Recent emphasis on inclusive growth is an indicator that India as a country has been suffering from various forms of social exclusion of marginalized groups in terms of law, policy, infrastructure, budget and development across parameters. Present graduate unemployability has its roots in the above phenomenon of State induced social exclusion and this has to be understood in its full dynamics. The education setting in the modern times is changing very fast. No matter how well competent an individual think he is with respect to the technical skills he will not get success in the corporate world, if you cannot communicate well with your colleagues or clients. Communication skill is a vital soft skills component and plays a significant task in the business world. Soft skills have become a critical an increasingly demanded quality for careers in corporate world, irrespective of the sector.

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