

Exploration And Effect Of Skill Development Various Training Programme On Academic Institution In Tamil Nadu

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Abstract

Education has to make the students flexible and not rigid, innovative and not obsessive, faithful and not fanatic, and all inclusive. The Institutions should assess the skills of their own students after taking requirements from the placement cell tie ups (i.e. recruitment firms, other higher educational institutions etc.) and then build on the gaps found which will have an impact on the Key Performance Indicators and Results of the institute. This implementation also places the Tamil Nadu state economic development over other states.

Keywords: Skill development, training on skill development, Government initiative, academic involvement

INTRODUCTION

Skill Development aims in academic institutions as: Creating a workforce with necessary skills and knowledge. Creating a workforce with internationally recognized qualifications including academics. Getting an employment with good salary and work place environment. Ensuring that state remains competitive in the dynamic global market. Increasing the productivity of workforce. Increasing employability of workforce in all sectors. Seeking better participation to develop students skills from various programmes offered. Bringing efforts of different sectors together to develop the capability of present system which adapts to technology changes and employment market demands. Report mentions the need for skills in India and states that for the growth of the economy and development of all income groups together India's GDP has to grow consistently at 8 to 9 percent per annum. This requires progress in areas which include development of infrastructure, growth with productivity improvement in agriculture, growth in financial sector, a healthy environment for business supported by a skilled workforce. Key Performance Indicators and Results for an Educational Institute The objectives of an educational institution are primarily Spreading knowledge and developing knowledge resource. Helping students realize their goals and then supporting them by supplying talent to the best recruiters / best higher educational institutes. Developing realistic ideas / working models through industrial support and promoting research in unexplored areas. Grooming talent (technical, cultural i.e. acting, dancing, singing skills) by providing platforms and trainings (on job and others) Developing a sense of ownership towards the society in students and contributing towards social causes wherever possible. Providing world class infrastructure to the students for their complete and thorough education and relevant activities. Performance is based on the attainment of objectives. Hence, the KPI's are based on the main objectives of an educational Institute.

STATEMENT OF THE PROBLEM

According to (Wikipedia description of Gross state skill development) construction, telecom, software and information technologies, infrastructure, tourism, education, health care, travel, trade, banking and other components of its economy belong to the fastest growing part that is the service sector in India. (Commerce, 2010) report states that as compared to Indian workforce where only 5% have marketable skills, in other countries 50 to 60% have marketable skills. It is a big challenge as each year are expected to join the workforce. Complete Quality structures should be in place for successful implementation looking at the importance of skill development as well as the amount of funding involved. Each segment of skill development value chain should have quality standards and processes. (Prasad H. A. C., 2014) state that Education is the part of concurrent list in the Constitution of India with controls and regulations both in the hands of Central and State Governments and statutory bodies and hence there is a need for fast implementation of skill development policy and quality measures.

OBJECTIVES OF THE STUDY

The **demand supply gap** is not only in terms of numbers i.e. not only because of lesser number of educational Skill development programme courses conducted state wise in Tamilnadu which also leads the skill gap in the existing students i.e. students lag in the skills expected by the recruiters even after having the required qualification. (Prasad H. A. C., 2014) state that the Quality of education in India is deteriorating and is a big concern where reforms are needed. This also raises the issues of employability as people say that B.Tech is the new B.Sc. and MBA is the new BA. AICTE (the regulator) also has weaknesses which need to be reformed. There is a gap between the knowledge, skills, abilities, interests, aptitude, personality, health that university graduates possess and what is required by prospective employers. This gap exists due to the differences in the perceptions between industry leaders and academicians as highlighted in (Cushman's, 2014) study. They found that industry respondents believed that strong effective skills such as “leadership” and “decision making” were the most desirable characteristics for Future executives.

RESEARCH METHODOLOGY

Date Type: Primary (Data from Survey) and Secondary Data from website.

Sampling : Simple Random Sampling (questionnaire sent to selected institutes and firms randomly)

Respondent Details

There were around 27 Institutions who participated by sharing their opinion. Our Survey consists 7 questions and the survey result has shown below

RESULTS AND DISCUSSIONS

The objectives of a Tamil Nadu State Government:

Tamil Nadu Skill Development Corporation was formed with a vision to transform the state into skill hub by skilling the youth to enhance their employability and match the expectations of the Industry. Since 2013 it is functioning as a Corporation under the Labour and Employment Department. TNSDC has been declared as the State Nodal Agency for Skill Development by the Government. The corporation is administered by the board of directors with representation from multi-level industrial association tie-ups. The annual budget allocation for this corporation is Rs.150 crores.

Table: 1

Grants in Aid of Tamil Nadu

S.No	Item	Amount (in Rupees)
1	The total amount to be released for year 2016-2018	68,86,21,440
2	50% of the (1) tranche payment for the year 2016-2018	34,43,10,720

(Source: Primary Data)

Rs.34,43,10,720/- has been released to the Tamil Nadu government vide the order Ir.No.F.No:- B.120t219/2017-SNP, dated 28.04.2017 MSDE release which is subject to the condition that the amount is to be utilized for the purpose for which it is released.

Table: 2

Target of Tamil Nadu Government

The following is the target submitted by the Tamil Nadu skill development corporation, TN government as mentioned in the above said letter is as

Parameters	2016-2018	2018-2019	2019-2020	Total
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A.Total students to be trained	46,960	46,960	46,960	1,40,880
B.Training funds required @ avg.cost 14,100 per student	66,21,36,000	66,21,36,000	66,21,36,000	1,98,64,08,000
C.Administrative expense @4% of total expenses	2,64,85,440	2,64,85,440	2,64,85,440	7,94,56,320
Total Funds(B+C)	68,66,21,440	68,66,21,440	68,66,21,440	2,06,58,64,320

(Source: Primary Data)

FINDINGS

Though the Tamil Nadu Government implements the skill based programme in the academic institutions, the Corporation required the training standards to associate with the instruction to meet their parameters as follows. Rural unemployment youth and women should be given preferences during the programme. The programme should be industry oriented and curriculum include the combination of technical skills necessary for the developing livelihood and earning potential of the state's stakeholders. The training delivery manuals should be using Tamil and English to cover the rural and urban students to get benefited.

The government covers the plan of well-deserved execution, the corporation faces institutional issues highlighted such as

Lack of coordination between NSDC / SSC and TNSDC in identifying and implementing and monitoring the training institutions. Reaching out all the educational institutions in Tamil Nadu and information sharing about the skill training program to the academies should be maximize. Duplication on training deliverance. Non availability of curriculum effectively reaching the students. Lack of assessment at the state level. Quality function deployment is a necessity for the academic institutions in order to know their present growth position on skill based criteria.

CONCLUSION

Every Institute should have a strategy for skill development aligned with the strategy of National Skill Development Centre or Government of India Strategy Following Advance approach in skill development programmes can work wonders in not only tracking the results but also in formulating an effective strategy. Another recommendation is the competency mapping of students at college level which can be handed over to the recruiters / higher education institutions / parents at the time of their selection. This will be of advantage to the recruiters as well as parents as they will come to know how much the child has gained during the tenure as a student in the educational institute. Also it will be a proactive approach from the recruiters as well as educational institutions to mould the career of students.

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