

Skilling through Pooled Endeavors in India

Dr. Reeta Kumari

University Professor, Department of Economics, B.S. College, Danapur, Patna

ABSTRACT

India is fortunate to boast a mixed economy, adorned with the co-existence of public, private, and joint sectors. This arrangement addresses the inefficient skilling patterns that prevailed before the implementation of The National Policy on Skills (2009), meeting the current needs effectively. With the recent growth and progress, the Indian economy has transitioned into a knowledge-based economy. To uphold this status, skilling becomes imperative to compete in the global employment landscape. Therefore, prioritizing the skill development of the working population is essential for the government. This priority is underscored by the remarkable progress India has achieved under the National Policy on Skills (2009) over the years. Furthermore, the private sector has acknowledged the significance of skill development and has initiated facilitation through three key dimensions: non-profit initiatives, for-profit enterprises, and consumer engagement. Presently, numerous skilling opportunities are being provided by both the government and the private sector, demonstrating effective collaboration between the two. India still lags far behind in providing skill training compared to other countries, with only 10% of the total workforce receiving any form of training (2% formal and 8% informal). Consequently, there exists a significant shortage of skilled manpower in the country, posing a formidable challenge for the Indian economy to address the needs of the remaining 80% of the unskilled workforce. This challenge can only be tackled through the establishment of a comprehensive framework for an efficient educational platform, encompassing availability, accessibility, adaptability, and acceptability. By implementing such a mechanism and thereby improving the quality of entrants, both the public and private sectors can foster a substantial labor market, making India an attractive destination for foreign investment and multinational corporations (MNCs). Hence, the current imperative is to synergize efforts and resources to establish a feasible framework for vocational and skill development.

keywords: *Skill Development, Vocational Education and Training, Public-Private Partnerships, Workforce Development, Employability, India*

Received : 20/7/2026 **DOI:** <https://doi.org/10.5281zenodo.23030734>

Acceptance: 15/8/2026

Introduction:

India's economic landscape reflects the hallmarks of a mixed economy, characterized by the harmonious coexistence of public, private, and joint sectors. This arrangement acts as a solution for inefficient skilling mechanisms, meeting the immediate needs of the nation. Over the years, India has witnessed a notable evolution, transitioning into a knowledge-based economy. Nevertheless, to remain competitive in the global employment sphere, the imperative of skilling cannot be overstated. The introduction of the National Policy on Skills (2009)

has placed considerable pressure on the government to implement widespread skilling mechanisms, particularly in light of India's demographic dividend, with approximately 64% of the population comprising young individuals. Consequently, prioritizing the skill development of this youthful workforce has become a paramount concern for the government. The government alone cannot fulfill the monumental task of skilling outlined in the National Policy on Skills 2009. India's economy operates through the collaboration of the public and private sectors.

plays a pivotal role in facilitating quality skills provision. It offers financial assistance and special funding schemes to foster viable businesses while introducing crucial support systems for job creation. The participation of both public and private sectors underscores the collaborative effort required to address India's skilling challenges comprehensively.

Review of Literature:

The National Policy for Skill Development and Entrepreneurship, 2015 marked an important shift towards an integrated skill-development ecosystem. Subsequent programmes have sought to improve coordination, quality, industry relevance and access to training. The literature suggests that convergence is particularly important because different ministries and agencies often target overlapping groups but operate with different standards, funding mechanisms and implementation structures. SANKALP, for example, was designed to strengthen institutional mechanisms, decentralize skilling initiatives and promote convergence and market-relevant training.

The literature also highlights the importance of pooled infrastructure and human resources. Existing ITIs, schools, colleges, community institutions and industrial facilities can potentially be used more efficiently rather than creating separate infrastructure for every programme. Similarly, industry professionals, retired personnel, teachers and experienced practitioners can contribute to the pool of trainers and assessors. The Sub-Group recommended greater use of existing infrastructure and the development of a stronger pool of qualified trainers.

The literature also points to the significance of lifelong learning, reskilling and upskilling. Rapid technological and economic changes require workers to continuously update their competencies. The International Labour Organization notes that fragmented governance, weak coordination and inadequate quality-assurance mechanisms remain important barriers to effective lifelong-learning systems. Stronger coordination among governments, employers, workers and educational institutions is therefore necessary for sustainable skill development.

Critical Synthesis and Research Gap

The reviewed literature establishes that pooled endeavours and convergence are essential for making India's skill-development system more efficient, inclusive and employment-oriented. Existing studies and policy documents have extensively discussed public-private partnerships, convergence of schemes, industry participation, vocational education, apprenticeships and institutional coordination. However, relatively less attention has been given to examining "pooled endeavours" as an integrated framework encompassing financial resources, infrastructure, expertise, technology, curriculum development, training delivery, assessment and placement.

Role of Private Sector

The private sector in association with the government, will work to identify quality skill deficiencies in their respective sectors and constitute a sector plan to address the issue over the years. The private sector has increased its presence in the field of vocational education in India. Unemployment and underemployment situation can be better handled by the private institutions nowadays being the largest absorber of skilled manpower, this sector is aware of the exact skill required in particular employees. This insight and availability of other vital resources enables the private sector to train learners effectively. Customized courses / programs are formulated with a curriculum crafted by industry experts to better train and prepare the learner for the changing requirements of jobs and the entire working environment.

Private Sector Initiatives in India

A few examples of private initiatives in vocational educational and training in India have been further expanded below: -

Apollo Med Skills Limited

- (i) Centers in tier I and II cities to provide innovation class room training with video conferencing, e-learning and stimulator learning.
- (ii) Provides programs for skilling doctors, nurses in fields of medical lab technology, radiology, dialysis and non-invasive cardiac courses and certain support activities.

- (iii) Own 47 centers in India in different states.

IL & FS Education

- (i) It has been involved with education and skills training for the past 15 years.
- (ii) Own 100 schools with locations across India with special focus on 10th and 12th school dropouts and graduates.
- (iii) It offers skilling for sectors such as textiles, construction, leather and leather products, automobile and auto-components and logistics.

New Channels and use of technology

It provides new technology-based education to reduce infrastructure costs.

NIIT Ltd.

- (i) It keeps focus on building a skilled manpower pool.
- (ii) It also provides training and training solutions in information technology, business process outs sourcing, banking, finance and insurance.
- (iii) It owns approx 10375 centers in India.

B-ABLE

- (i) Its key focus on technology enablement in targeted sectors such as construction, tourism, banking, rural farm, hospitality and food processing.
- (ii) It targets school dropouts and socially unprivileged classes.

Role of Government sector

The basic facts of the skill development mission led by the Govt. of India is to provide skilled human resource to industry and other corporates. Skill development is the means to create to productivity, growth and reaping the demographic dividend in a country where 64% of the people within the age group of 15-59 years. As per government estimates, 34 million trained people will be required in construction, 16 million in retail, four million in hospitality in the next-five-six years. For that they need extensive skilling. Twelve years of education is important, but it may not give good jobs. Twelve weeks of skill training will make people employable. The govt's concept of skilling is mobilization, training under curriculum, assessment, certification and final linkage to jobs or entrepreneurship.

Govt's Agencies for Skilling youth.

Pradhan Mantri Kaushal Vikash Yojana. It is approved for further four years (2016-20) to benefit 10 million youth. PMKVY is the flagship scheme of the ministry of skill development & entrepreneurship (MSDE). The objective of the skill certification scheme is to enable a large number of Indian youths to take up industry – relevant skill training that will help them in securing a better Livelihood. Under this scheme, Training and Assessment fees are completely paid by the Government.

IX. Key Components of the scheme

1. Short Term Training – The short-term training imparted at PMKVY Training centers is expected to benefit candidates belonging to Indian nationality (may be dropouts or unemployed.)

- (a) Training centers shall impart training in soft skills, digital literacy.
- (b) Training hours will be 150 to 300 hours as per requirement of the job.
- (c) Trained candidates shall be provided placement assistance by training partners.

2. Recognition of Prior Learning.

Individuals with prior learning experience or skills shall be assessed and certified under the Recognition of prior learning component of the scheme.

3. Special Projects

It is unimportant part of the PMKVY envisages the creation of a platform that will facilitate trainings in special areas of Govt. bodies, Corporate or industry.

4. Kaushal and Rozgar Mela

Training partners shall conduct Rozgar melas every six month with press and media coverage. They are also required to participate actively in National career service melas and on ground activities.

5. Placement Guide Lines

Every possible effort thereby needs to be made by the PMKVY Training Centres to provide placement opportunities and demands in the market. It also supports for entrepreneurship development.

6. Monitoring Guidelines

To ensure good quality of training imparted by

PMKVY Training Centres there is a need of continuous monitoring through various methodologies such as self audit, reporting and surprise visit.

II. National skill Development corporation.

The National Skill Development Corporation on National Skill Development is entrusted with the job to identify areas where support and implementation will be required from the government. It is a unique corporation having public private partnership. It is based on the following pillars:

1. **Create** – Creation of large quality vocational training institutions.
2. **Fund**: Reduce risk by providing patient capital grant and equity.
3. **Enable**: The creation and sustainability of support systems required for skill development.

Partnerships

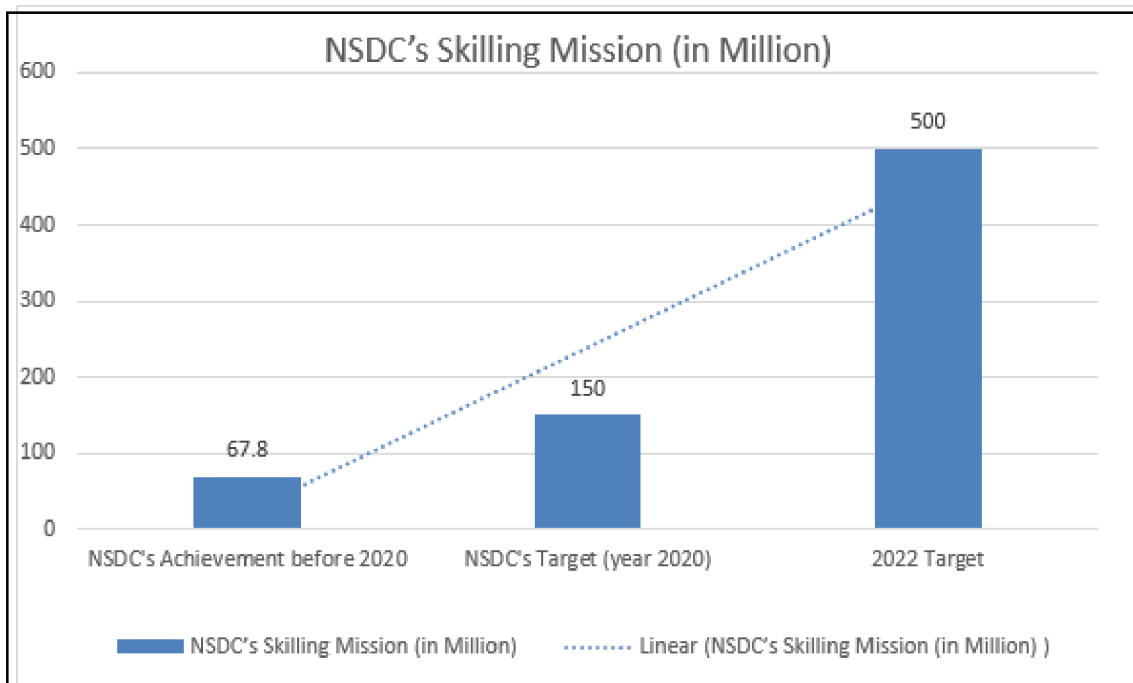
It operates through partnerships with multiple stakeholders in catalyzing and evolving the skilling ecosystem. Partnership comprises of private sector, central ministries for example, Make in India, Swachha Bharat Mission, Pradhan Mantri Jan Dhan Yojana,

Smart City, Digital India and Namami Ganga etc., state governments, universities and non-profit organizations.

III. Pravasi Kaushal Vikas Yojana (PKVY)

This scheme is launched under the partnership of ministry of external affairs for the implementation of this scheme under which 50 centres will be opened by the end of this year in India. These centres will focus on training and certification of Indian workforce keen on overseas employment across selected sectors and job profiles in line with international standards to facilitate overseas employment opportunities.

Achievement: During 2015-16, more than 1.04 crore youth under the skill India mission which is 36.8 percent higher than the previous year. The mission will target to impart skills to crore people over the next four years (2016-20). As of 31st May 2023, a total of 1,29,062 candidates have received training under Pre- Departure Orientation Training (PDOT) and Pravasi Kaushal Vikas Yojana since January 2018. Currently 59 corporate houses / private players / private education al institutes are associated with NSDC for imparting vocational education in India with the help of private players.



Source: National skills Development Council.

Need of Skilling at a Large Scale

Upon analyzing the efforts of both private and public agencies in skilling the youth and their accomplishments, it becomes evident why the Indian economy requires skilling on a massive scale. India possesses a unique advantage in its youthful population, enjoying what is termed as the “demographic dividend.” This demographic dividend signifies a higher proportion of the working population falling within the age group of 15-59 years. Unlike many European countries, India stands out for its youthful demographic profile. To harness the potential of this working population, specialized skill training plays a crucial role. A skilled labor force not only meets the domestic demand but also caters to the needs of other countries.

The government has set a challenging target to increase the percentage of the workforce with formal skills to 25% by the end of the twelfth five-year plan. It is estimated that India will create 50-70 million jobs in the next five years, with approximately 75% - 90% of these new employment opportunities requiring some form of vocational training.

Major Challenges of Skilling Mission

Despite various efforts of private and public sectors, there is still a long way to bring the skill development mission its desired results due to the presence of certain serious key challenges in the path of the mission. Some of these are: -

Demand and supply Mismatch

There is a big mismatch between demand of the skilled labour and its supply.

Geographical problem

It is another serious problem plaguing the labour market and has a more serious impact in large economies like India. The opportunities are unevenly distributed.

i. The state with much higher economic growth rates have more new jobs with lower rate of labour force while on the other hand, the states with slower economic growth rates have higher population growth rates with poor opportunities of job.

- Majority of formal institutions are located in urban areas as compared to rural areas so the large proportions of rural population do not have any formal vocational training institutions.

- There is lack of block level mapping of employment demand. Local economic activities, youth population profile etc. This leads to sub-optimal planning of skill development initiatives resulting in gap between skill development and local employment demand.

Low Educational Attainment

- (i) Higher– drop-out rates of educational institutions mostly offer the age group of 15 years and above have seen in the urban and rural areas.
- (ii) Accessibility for the disadvantaged and rural section of the society is difficult due to high casts and other problems like distance of the institution.
- (iii) Poor quality of educational standard which result is poor knowledge. As a result these students find it extremely difficult to absorb even basic skills.
- (iv) There is lack of plat forms where industrial and governmental agencies can meet regularly for systematic up gradation of curriculum for new skills. Ultimately it results in lack of coordination between the job aspirants and employers.
- (v) In India, low proportion of the workforce has higher education or any form of skill training in spite of massive effort to expand the capacity of providing high quality formal education or skill training, the work force is still unable to gain any kind of benefit from the high economic growth.

Placement Linkage challenge:

A major problem of India's existing skill development mission is lack of linkages between education and placement of the trained workforce. Mostly they placed on low-income jobs, where they lack job security.

Infrastructure challenge

One of the important requirements for the poor implementation of the skill and training development programs is the availability of the basic infrastructure for the same. It has been noticed that many skill development institutions suffer from lack of proper infrastructure.

Conclusion :

From the above analysis it is clear that globalization, knowledge and competition have intensified the need for highly skilled work force in developing countries like India. To make India globally competitive and to boost its economic growth, a comprehensive skill development mechanism is the need of the hour to achieve its

skilling target of 500 million (people) up to 2022. Challenges can be overcome with proper Govt. policy and awareness of common masses. The govt. and the private partnership collectively combat the challenges. India is ornamental with the textures of mixed economy, so private public and joint sector have the responsibility of skilling of the younger population.

References :

1. Pahlman, c & Aniya, U (2005) India and the knowledge Economy: Leveraging strengths and opportunities. Washington D.E. world Bank.
2. Government of India (2012) Reports and Publications. Ministry of Statistics and programme Implementation Govt. of Indian. New Delhi.
3. National Sample Survey organizations. (2010) Employment and unemployment situation in India (66th Round). Ministry of statistics and plan implementation, Govt. of India. New Delhi.

