



A STUDY ON PROVIDING TRAINING AND SKILL DEVELOPMENT TO LOCALLY EMPLOYED WORKERS AT ITC

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Abstract:-

This study analyzes the crucial importance of training and skill development programs in boosting the competences and productivity of locally hired workers at ITC, a known global corporation operating in several industries such as agriculture, FMCG, and hospitality. The research investigates the motivation for investing in employee training, the techniques and tactics adopted, and the impact of such programs on both the workforce and the organization's overall performance. The research begins with a detailed analysis of the current literature, providing light on the relevance of workforce development in today's changing corporate climate. It stresses the connection between skill development and organizational performance, stressing how a well-trained and talented staff may contribute to innovation, efficiency, and competitiveness.

Keywords:- skill development, providing training, employed workers

INTRODUCTION :-

In the dynamic and ever-evolving landscape of the global economy, organizations are constantly adapting to meet the demands of a changing market. ITC, a brand that is well-known in the world of business, does not constitute an exception to this norm. ITC, which is an organization that is committed to sustainable growth and development, is aware of the essential role that its staff plays in the attainment of the organization's purpose and goals because it is aware of the significance of the role that its personnel plays in the organization's mission and goals. The growth of its locally employed workforce through training and skill improvement programs is one of the main components of this commitment and is one of the important components of this commitment. ITC is a multinational firm that runs businesses in a variety of locations all over the world. Agri-business, fast moving consumer goods (FMCG), paperboards, hotels, and other commercial sectors are all included among the company's varied commercial holdings. This regional variety highlights the significance of addressing the particular training and skill development needs of its locally employed people in order to meet the demands of the local economy. ITC has on a quest to improve its employees' levels of empowerment and competence. The company has made the decision to go on this path after realizing that its personnel is the most important factor in determining its level of success. Because of this, the workers will be in a position to flourish in their jobs and make significant contributions to the expansion of the organization as a whole. This study's objective is to evaluate the many aspects of staffing an ITC with locally employed personnel who have access to chances for training and skill development. It seeks to get an understanding of the rationale behind investing in workforce development, the strategies that are utilized, as well as the effect that these programs have on employee performance, job satisfaction, and the overall success of the business. Specifically, it is interested in understanding why organizations should invest in workforce development. This study will shed light on the wider relevance of employee training and skill development, not just for ITC but also for other firms with a similar passion to fostering their workers.

The goal of this study is to offer light on the wider relevance of employee training and skill development. We are optimistic that if we are successful in finishing this study, we will be able to achieve our goal.

Objectives

1. To assess the current training and skill development programs available for locally employed workers at ITC.
2. To explore the benefits of providing training and skill development to locally employed workers.
3. To analyze the challenges and barriers faced in implementing training programs for this group.

Coordinated Action for Skill Development in India

Skill development and entrepreneurship activities across the country have been severely fragmented till roughly 2009 when the first National Policy on Skill Development was developed. As compared to industrialized nations, where the percentage of trained labor is between 60% and 90% of the entire workforce, India reports a low 5% of workforce (20-24 years) with formal vocational skills. There is a need for quick rearrangement of the ecosystem of skill development and entrepreneurship promotion in the country to meet the demands of the industry and provide adequate quality of life to its population. After more than five years of application of the National Policy on Skill Development, the institutional infrastructure and finance mechanisms have been enhanced to some extent, with strong private sector engagement in the delivery of skill training through a fee based approach. Even yet, more than 20 Ministries/Departments continue to implement 70 plus projects for skill development in the country mostly for free or at heavily subsidized cost targeting at the disadvantaged parts. However, gaps in the capacity and quality of training infrastructure as well as outputs, insufficient attention on worker ambitions, lack of certification and universal standards and a targeted lack of focus on the unorganized sector continue to plague the sector both in the public and private arena. Recognizing the need and urgency of quickly coordinating the efforts of all concerned stakeholders in the field of Skill Development and Entrepreneurship, Government of India notified the formation of the Department of Skill Development and Entrepreneurship (MoSDE) on 31st July, 2014 which subsequently led to the creation of the Ministry of Skill Development and Entrepreneurship on 10th Nov, 2014.

Role of the Ministry of Skill Development and Entrepreneurship

The Ministry of Skill Development and Entrepreneurship has determined that in order to fulfill its mission under the Allocation of Business Rules and to satisfy the requirements of a wide variety of stakeholders, it is necessary to accomplish the four outcomes that are listed below:

- Ensure people who are stuck in low-income jobs and in the unorganized segments can access growth opportunities through up-skilling / re-skilling and Recognition of Prior Learning (RPL);
- Improve the supply and quality of the workforce for industry, contributing to increased productivity;
- Make skilling an aspirational goal for young people.
- Ensure that young people who have just completed their formal education are employable with job or self-employment oriented skills.
- Ensure that young people who have just completed their

The Ministry of Skill Development and Entrepreneurship (MoSDE) has thought of a framework that is founded on five basic pillars defining the core criteria for skilling in order to accomplish the aforementioned goals. These pillars are as follows: to Create a pipeline of skilled individuals, to Ensure that the Skilled Workforce Is Correct supply for demand, Certify global/common standards, Connect supply with demand and Catalyse entrepreneurship. The Ministry of Skill Development and Entrepreneurship (MoSDE) has defined the common rules on skill development, as well as metrics on inputs, outcome measurements, and funding for schemes related to skill development that are used by Central Ministries and Departments. Skill gap studies for all high priority industries, including important manufacturing industries, have been conducted for 24 different industries as part of the Make in India initiative. Support to States has been extended via the State Skill Development Mission through funding and technical support to ramp up capacity and improve standards of skilling at the State level. The Ministry of Education is currently working on a number of other initiatives, including working with other countries to adopt international best practices, revamping the vocational education framework in the country, partnering with corporate entities, leveraging public infrastructure for skilling, creating a pipeline of quality trainers, and leveraging technology for skill training. The Indian government has placed the following organizations under the purview of the Ministry of Skill Development and Entrepreneurship in order to further improve cooperation:

- Directorate General of Employment Training - DGET (from Ministry of Labour & Employment)
- National Skill Development Agency (NSDA)
- National Skill Development Corporation - NSDC (from Ministry of Finance)

National Policy on Skill Development

The first National Policy on Skill Development was drawn up and approved under the coordination of the Ministry of Labour and Employment in the year 2009 with an aim to support achieving rapid and inclusive growth. Given the paradigm shift in the skilling ecosystem in the country and the experience gained through the implementation of various skill development programmes in the country, there was an imminent need to revisit the existing policy and the National Skill Development Policy 2015 to appropriately take account of progress in implementation and emerging trends in the national and international skill environment. The National Skill Development and Entrepreneurship Policy 2015 is now in effect, replacing the policy that was in place in 2009. The purpose of this strategy is to rise to the challenge of scaling up skill acquisition in a way that is rapid, consistent (in terms of quality), and long-term. Its purpose is to create an overarching structure for all skilling activities that are being carried out throughout the country, to align those efforts to common standards, and to link skilling with demand centers. The policy not only lays out the aims and outcomes that are anticipated, but it also outlines the different institutional frameworks that will serve as the vehicles by which the anticipated outcomes will be achieved. The development of workers' skills is the shared duty of the government, employers, and individual workers. In addition, non-governmental organizations (NGOs), community-based organizations (CBOs), private training organizations, and other stakeholders play an important part in this process. The policy establishes a connection between the development of skills and increased employability and productivity in order to pave the road for future equitable growth in the nation. The skill strategy is complemented by specific efforts to promote Entrepreneurship to create enough opportunities for skilled workforce.

Direct Stakeholders of Skill Development

The persons seeking skill training and the industry/institutions that employs them are the direct stakeholders of skills development. Other stakeholders include the various central and state ministries engaged in providing and/or granting funds for providing skill training, National Skill Development Agency, National Skill Development Corporation, Sector Skill Councils and other certification agencies and the skill training providers, both public and private as well as financial institutions.

Persons Seeking Employment

The new entrants to the labour market and those seeking re-skilling, upgrading their existing skills to enhance the income earning capacity are the main stakeholders of skill development. Persons who have gained skills through informal, non-formal, or experiential learning, whether through family vocations or otherwise, and who desire their talents to be recognized by formal certification are also considered to be stakeholders in skill development.

Employers

Employers are the other main players in the skilling eco-system. Employers include companies, institutions, organizations, contractors as well as people that need various services such as those of a driver, maid, etc. Although the Skill Gap Analysis done under the jurisdiction of the Ministry of Skill Development and Entrepreneurship reveals tremendous necessity for skilled workforce, the same research illustrates that employer's have little readiness to pay higher compensation for skilled trained personnel. This tendency demonstrates that the abilities obtained has minimal economic value for the applicants gaining it. Proactive measures and incentives have to be offered to encourage businesses to value talents and provide higher wage premium to skilled workers as compared to unskilled ones.

Employment Through Skills Training and Placement

With the help of this component, the urban poor will receive aid for the development and upgrading of their skills, which will increase their potential for either self-employment or salaried work. EST&P has the intention of providing the urban poor with skill training in skills that are in demand on the market, in order for these individuals to be able to either start their own businesses or find paid jobs. EST&P will direct its attention at low-income urban residents who are vulnerable due to their jobs. Under EST&P, there is no mandated minimum or maximum level of education that applicants must have in order to be eligible for benefits.

Self-Employment Programme

The focus of this component will be on providing monetary support to individuals and groups of urban poor in order to establish self-employment ventures that are suitable to the persons' skill sets, levels of training, levels of aptitude, and local environments. The second dimension of this component is the support to SHGs to access credit from banks and interest subsidy on SHG loans. In addition to this, assistance will be given to businesspeople who are operating on their own or as part of a group, members of SHGs, and urban street vendors and hawkers who are running microbusinesses. This component will also facilitate credit cards for the entrepreneurs so that they may meet their working capital requirements. Individual Enterprises (SEP-I)- Loan & Subsidy; Group Enterprises (SEP-G); Interest Subsidy on SHG Loans (SHG-Bank Linkage); Credit

Card for Enterprise Development; and Technology, Marketing, and Other Support are the several Subcomponents that reinforce the SEP component.

Selection of Skill Training Providers (STP)

EST&P will be put into action by either Training Providers who have been empanelled at the national level or by a recognized procedure at the state level. A centralized method for the accreditation of Training Providers and Assessors will be established at the national level by the Ministry. This process would factor in sector specific issues/nuances in consultation with the related Ministries/Departments and the Sector Skill Councils. For the purpose of skill training and placement, the Ministry may sign a memorandum of understanding (MOU) with other national level agencies in the skill training arena, such as the National Skill Development Corporation (NSDC), Sector Skill Councils (SSC), Autonomous Institutes within the Ministry of the Government of India, and Industrial Groups. Based on this MOU between MoHUPA and Agencies, the States can give them work of skill development in the respective States. SULM has the ability to choose which private STPs to include on its panel. The criteria for selection have to include a mix of technical qualification, experience of the organization, cost of training, and any other factors that the State may choose to be relevant. The SULM is going to have to conduct a rigorous technical evaluation of the STPs in order to guarantee that the standard of the training will not suffer in any way. SULM can directly engage Training Partners of National Skill Development Corporation (NSDC) and training providers engaged by any other Government Agency for the purpose of skill training. However, it will be the responsibility of the SULM to ensure that the Training Providers comply with the procedures, deliverables, and cost standards that are outlined in the NULM rules. At the national level, SULMs will have their process of empanelment of Training Providers/Assessors confirmed by a designated agency, the identity of which will be selected by MoHUPA. This validation will take place at the SULM level. For the purpose of creating the TOR, assessment, evaluation, and monitoring of the STPs, SULM may also use the services of external professional agencies, universities, academic institutions, and other similar organizations. It is possible to account for the expense of the same thing as part of NULM's A&O Expense. The empanelment of STPs should be valid for a period of 3 years based on satisfactory performance of the STPs. It is not the responsibility of the STP to give certification for any of the trainings; rather, an independent external organization should do so.

Future Directions

As ITC seeks to further empower its locally employed workers through training and skill development, it's important to consider the evolving landscape of business and technology. To ensure long-term success, the following future directions can be explored:

- a. **Lifelong Learning:** Emphasize the concept of lifelong learning by encouraging employees to acquire new skills throughout their careers. Offer continuous learning opportunities and resources to stay relevant in an ever-changing world.
- b. **Digital Transformation:** Leverage emerging technologies such as AI and virtual reality to enhance training methods and make them more engaging and effective. This can include interactive simulations, virtual labs, and online communities for knowledge sharing.

- c. **Global Collaboration:** Facilitate cross-border collaboration and knowledge sharing among locally employed workers in different regions. This can help create a global community of skilled employees who support each other's growth.
- d. **Diversity and Inclusion:** Ensure that training and skill development programs are inclusive and accessible to all employees, regardless of their backgrounds, to foster a diverse and inclusive workforce.
- e. **Social Responsibility:** Expand training initiatives to benefit the local communities in which ITC operates. Engage in community development by providing skill development opportunities to individuals beyond the company's workforce.

Implementation and Evaluation

Implementing the recommendations derived from this study will require a well-planned strategy. ITC should consider the following steps:

- a. **Develop a Training Roadmap:** Create a comprehensive plan that outlines the specific training programs, timelines, and budgets to address the identified needs.
- b. **Pilot Programs:** Test new initiatives on a smaller scale to evaluate their effectiveness and make adjustments as needed before full-scale implementation.
- c. **Monitoring and Evaluation:** Continuously track and assess the impact of training programs on employee performance and engagement.
- d. **Feedback Mechanisms:** Establish regular channels for employees to provide feedback on training experiences and suggest improvements.
- e. **Flexibility:** Adapt to changing needs and emerging trends in the workplace to ensure the continued relevance of training programs.

Conclusion

This research on offering training and skill development to locally employed workers at ITC seeks to boost the overall performance and happiness of the workforce. By recognizing the particular requirements and problems encountered by this group, ITC can reinforce its position as a leader in employee development and engagement. The findings will serve as a platform for continuing improvement in training and skill development programs.

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