

A STUDY ON SKILL DEVELOPMENT WITH BUSINESS SUPPORT AND ITS IMPACT ON EMPLOYABILITY

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Abstract

Human resource planning is conducted at the micro and macro-level and is concerned with the demand and supply of skilled manpower. The consequence of skill development is employability. Businesses enterprises from the public and private sector have supported the skill development program with financial commitment from corporate social responsibility and other statutory requirements. The absence of authenticated working models for evaluation of the outcome of skill development programs is to be bridged by this study. CSR is an initiative from business enterprises and through a public-private or public-public initiative to reach society. The skill gap problem is addressed by business enterprises through skill development programs. The quality and sustainability of the skill training programs in improving the socio-economic, confidence and employability is a measure of success. Hence this study is with focus on skill development in priority areas like construction, IT/ITES in selected districts of Visakhapatnam and Srikakulam (low skill deficit district with surplus manpower). The major objective is to measure the extent of employability of trained candidates by the public and private sector supported skill development institutes with Corporate Social Responsibility funds. The study is conducted in four skill development institutes sponsored by major corporate firms with 1241 samples. Employability is measured with index numbers and also subjected to rigors testing with regression, Tukey test and Anova. The post-training employability index is 56.045. The regression equation estimates that, in the absence of skill training the employability is 14.58546 and with training improved to 56.93046. But variations exist based on the type of Institute, nature of employability of the course and quality environment in the Institute.

Keywords: Human Resource Planning, Skill Development, Employability Index, Entrepreneur, CSR.

Introduction

Human resource planning is conducted at the micro and macro-level and is concerned with the demand and supply of skilled manpower. The consequence of skill development is employability. Businesses enterprises from the public and private sector have supported the skill development program with financial commitment from corporate social responsibility and other statutory requirements. The absence of authenticated working models for evaluation of the outcome of skill development programs is to be bridged by this study.

The government policies under Aatmanirbhar Bharat, Make in India and Skill India Mission have resulted in forming a separate Ministry for Skill Development and Entrepreneurship¹. National Skill Development Corporation is constituted with public and private business enterprises participation for administering and monitoring the skill development programs with a focus on employability, entrepreneurship and self-employment. The model for implementation is framed with different channel partners and formats. The mission is formulated and supported by Sector-Specific Councils, Qualification Packs, Assessment and Certification. The concentration is on skilling, upskilling and certification of prior learning².

¹ Government of India Policy statements relating to economic self-reliance announced in 2014, 2017 and 2018.

² National Skill Development Corporation, „Human Resource and Skill Requirements in the Capital Goods Sector.” NSDC, 2010. pp. 17-22.

1. Empirical Review

The Report of Knowledge-based Economy (1999) on India report anticipates skill mismatch in the employment market³. Swaminathan based on a thorough examination of the AICTE Review Committee Report observes the reasons for skill mismatch are low academic-industry participation and low skill development⁴. The skill gap study reports by NSDC presents urgent measures to address the key supply related issues⁵. Seema Sharma (2013) comments that CSR is framed by the government and the corporate. The study suggests the political ideology and economy in India are interlinked⁶. Mrityunjay Athreya observes that CSR programs need to be reoriented and managed to realize such potential⁷.

The CSR activities in India is a hygiene factor in employer brand image in contrast to the Western context⁸. Vasanthi Srinivasan stated that skilling people for India meant skilling people for the world^{9, 10}.

Renana Jhabvala observes that informal workers are in existence in all societies, but Skilling and prior recognition is the priority area to be dealt with immediately¹¹. Sodhi, J.S., finds the skill gap is filled with non-formal training and the proficiency level is locally fixed by the employer without formal certification¹².

Dilip H. M. Chenoy has stressed replacement of the content-based learning with outcome-based learning with integration of industrial standards and requirements. The public and private partnerships are examined for their role in improving the supply of skills in the relevant sectors¹³. The integrated approach has improved the outcome for all the stakeholders¹⁴. The German system of vocational skill training implemented in parallel from the school level is good for India¹⁵. Pilz and Junmin Li indicate that there exists localization effect in vocational training patterns in USA, China and India and China has a slight similarity with German vocational education¹⁶.

Sarathi Acharya and Santosh Mehrotra suggest the governments in China, South Korea, Malaysia, and Taiwan protected the industry in transformation and in addition, have educational and skill development policies for the supply of skilled human capital¹⁷. Tiwari, P. and Malati, N. have observed that factors of skill development viz., initiative skills, workplace skills, professional practice and standards, inter-personal skills and integration theory and practice will impact employability¹⁸.

³ World Bank, „India and the Knowledge Economy, Leveraging Strengths and Opportunities.” 2005.

⁴ Swaminathan, P., „Education and skill development in the context of declining rate of formal employment generation: issues for discussion.” *The Indian Journal of Labour Economics* 51, no.4, 2008. pp. 843-855.

⁵ National Skill Development Corporation, „Human Resource and Skill Requirements in the Capital Goods Sector.” Publisher NSDC, 2010. pp. 17-22.

⁶ Sharma, S., „Corporate Social Responsibility in India.” *Indian Journal of Industrial Relations*, 46 (4), 2013. pp. 637-649.

⁷ Athreya, M., „Corporate Social Responsibility for Inclusive Growth.” *Indian Journal of Industrial Relations* 44, no.3, 2009.

⁸ Yadav, R.S., & Sunil, M. “Is CSR a Hygiene Factor for Prospective Employees? An Indian Exploration.” *Indian Journal of Industrial Relations* 50, no.4, 2015. pp.601-612.

⁹ Srinivasan, V., „Upskill and Upscale – Employment Generation and Skill Development in India.” Sahay '17, the annual social summit organized by Vikasana, the social impact club at IIM Bangalore, 2017.

¹⁰ Banerjee, A., et al., „The Impact of Information, Awareness and Participation on Learning Outcomes.” Mimeo, 2005.

¹¹ Jhabvala, R., „Informal Workers & the Economy.” *Indian Journal of Industrial Relations*, 48, no.3, 2013. pp. 373-374.

¹² Sodhi, J.S., „A Study of Skill Gaps in the Informal Sector.” *Indian Journal of Industrial Relations*, 49, no.3, 2014. pp. 456-470.

¹³ Chenoy D., „STAR Scheme to Catalyse the Skills Ecosystem”, *Indian*, 49, no.3, 2014. pp. 363-366.

¹⁴ Comyn, P., „Linking Employment Services, Skills Development and Labor Market Needs: Issues for India.” *Indian Journal of Industrial Relations*, 49, no.3, 2014. pp.378-388.

¹⁵ Pilz, M. et al., „Undertaking comparative VET research in international teams: The example of exploring recruitment and training cultures in SMEs in Germany, Australia and the United States”, edited by M. Pilz und J. Li In *Comparative Vocational Education Research: Enduring Challenges and New Ways Forward*, 2020.

¹⁶ Pilz, M. and Li, J., „Tracing Teutonic footprints in VET around the world?” *European Journal of Training and Development* 38, no.8, 2014. pp.745-763.

¹⁷ Acharya, S., and Mehrotra, S., „Industrial Planning in a Human Development Framework – Experiences in Asia.” *Indian Journal of Industrial Relations* 54. no.1, 2018. pp.20-36.

¹⁸ Tiwari, P., and Malati, N., „Employability Skill Evaluation among Vocational Education Students in India.” *Journal of Technical Education and Training* 12, no.1, 2020.

2. Formulation of Research Idea

The importance of skill development initiatives in the inclusive development of the country is established by the studies of the World Economic Forum¹⁹, OECD²⁰, and UNDP²¹.

Corporate Social Responsibility (CSR) is mandatory and compulsory under Company Law with an option to spend on skill development programs²².

CSR is an initiative from business enterprises and through a public-private or public-public initiative to reach society. The skill gap problem is addressed by business enterprises through skill development programs. The quality and sustainability of the skill training programs in improving the socio-economic, confidence and employability is a measure of success. The NSDC survey for the State of Andhra Pradesh establishes up to the period 2020 the demand for human resources is 62.77 lakhs, whereas the supply of such human resources is 37.97 lakhs and the net deficit of human resources is 24.8 lakhs²³. The districts with skill gaps or surplus manpower in the descending order are Visakhapatnam, Guntur, Srikakulam, Nellore, East Godavari, Anathapur, Cuddaph, and Krishna. Hence this study is with focus on skill development in priority areas like construction, IT/ITES in selected districts of Visakhapatnam and Srikakulam (low skill deficit district with surplus manpower).

Figure 1: Model

Demographic Characteristics	Process	Employability
Public Sector supported Skill Development Institutes	→	Private Sector supported Skill Development Institutes

Objectives

1. Impact of these skill development initiatives of public and private sector on the socio-economic standards of the beneficiary community in the priority areas of construction, ITES/IT and other sectors in the selected districts of Andhra Pradesh.
2. Examine the CSR commitment with skill development initiative in bringing gender and social inclusiveness of vulnerable class (BC, SC, ST, Physically Challenged, Women).
3. The extent of employability of trained candidates by the public and private sector supported Skill Development Institutes with Corporate Social Responsibility funds.

Hypothesis

H₀₁: The public and private business enterprises supported skill training initiatives with Corporate Social Responsibility have no significant variations in Skill Training Process.

H₀₂: Skill development programs of the public and private sector have not resulted in a significant increase of employability in each of the sub-factors after training in comparison with before training in the priority skilling areas of construction, ITES/IT and Other sectors.

H₀₃: The outcome factor employability is not significantly different across the priority Specific Skill Sector areas of Construction, ITES/IT and Others.

H₀₄: The outcome of skill training by the skill training institutes supported by the private sector business is not significantly different from the skill training institutes supported by the public sector business initiatives.

¹⁹ World Economic Forum, "The Future of Jobs Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution." 2016.

²⁰ OECD, "Indicators of Skills for Employment and Productivity: A Conceptual Framework and Approach for Low-Income Countries." 2010.

²¹ United Nations Development Program, "Human Development Report: Readers Guide." 2020.

²² Kapoor, N.D., and Rajni A., "Elements of Business Law." Publisher S, Chand & Co., 2018.

²³ NSDC Survey Report, "District wise Skill Gap Study for the State of Andhra Pradesh (2012-17, 2017-22)." 2013.

3. Research Method

The present research work first evaluates with reaction on the skill training process²⁴. The next phase examines the outcomes of impact i.e., Employability.

The sample design specifies the procedure in the selection of a sample stage-wise. The district of Visakhapatnam and Srikakulam in Andhra Pradesh with surplus manpower and a deficit in skill sets are identified. The sample respondents are identified based on random basis from the list of trained candidates provided by the sampling units.

Table 1: Distribution of Sample

Business Enterprises	Partnership Type	Foundations	Institute formed for Skill Delivery	Sample
GMR and Andhra Bank	Public-Private	GMRVF – ABRDT	Nagavalli Institute for Rural Entrepreneurship Development - Rajam, Srikakulam (NIRED)	405
HPCL and Public Oil Sector	Public	HPCL Administered	Skill Development Institute – Visakhapatnam Urban (SDI) Also has a unit in Srikakulam	422
RINL-Visakhapatnam Steel Plant (VSP)	Public	VSP Administered	Skill Development Centre – Visakhapatnam (SDC)	223
Tech Mahindra and Bagavatullu Charitable Trust (NGO)	Private	TechMahindra Foundation-BCT	Skill for Market Training (SMART Centres) – Visakhapatnam Urban	191

The actual responses considered for inclusion in the analysis are 1241.

3.1 Calculation of Index Numbers

The Index numbers help in comparing the increase in the pre- and post-training positions. The data on before-training ratings and after-training ratings are utilized to calculate the index score for the base period i.e. before training. The calculation is done for three indices and their sub-indices.

1. Employability Index: The employability index is constructed with the following sub-factors indexes i.e. Integrated Planning index, Evaluation and Judgment index, Working Efficiency index, Working Spirit Index, Monitoring and Control Index, Working Quality Index and Working Attitude Index.

a) Integrated Planning Index

$$= \frac{\sum (\text{Integrated Planning After Training} - \text{Integrated Planning Before Training})}{\sum \text{Integrated Planning Before Training}} \times 100$$

b) Evaluation and Judgment Index

$$= \frac{\sum (\text{Evaluation and Judgement After Training} - \text{Evaluation and Judgement Before Training})}{\sum \text{Evaluation and Judgement Before Training}} \times 100$$

c) Working Efficiency Index

$$= \frac{\sum (\text{WorkingEfficiencyAfterTraining} - \text{WorkingEfficiencyBeforeTraining})}{\sum \text{WorkingEfficiencyBeforeTraining}} \times 100$$

d) Working Quality Index

$$= \frac{\sum (\text{WorkingQualityAfterTraining} - \text{WorkingQualityBeforeTraining})}{\sum \text{WorkingQualityBeforeTraining}} \times 100$$

e) Working Spirit Index

²⁴ Kirkpatrick, D. L., „Evaluation of Training. In Training and Development Handbook: A Guide to Human Resource Development”, publisher McGraw Hill, 2017. p.28.

$$= \frac{\sum (\text{WorkingSpiritAfterTraining} - \text{WorkingSpiritBeforeTraining})}{\sum \text{WorkingSpiritBeforeTraining}} \times 100$$

f) Monitoring and Control Index

$$= \frac{\sum (\text{MonitoringandControlAfterTraining} - \text{MonitoringandControlBeforeTraining})}{\sum \text{MonitoringandControlBeforeTraining}} \times 100$$

g) Working Attitude Index

$$= \frac{\sum (\text{WorkingAttitudeAfterTraining} - \text{WorkingAttitudeBeforeTraining})}{\sum \text{WorkingAttitudeBeforeTraining}} \times 100$$

Employability Index = 1/7(Integrated Planning index + Evaluation and Judgment index + Working Efficiency index + Working Spirit Index + Monitoring and Control Index + Working Quality Index + Working Attitude Index)

3.2 Strength of the Instrument

The Coefficient of Reliability (Cronbach Alpha)²⁵ is high for the questionnaire with the following values.

Table 2: Reliability Coefficients

Factors	No of Items	Cronbach's Alpha
Process	38	.954
Employability Before Training	27	.959
Employability After Training	27	.953
Confidence of Delivery Before Training	11	.931
Confidence of Delivery After Training	11	.949
Human Development Before Training	11	.931
Human Development After Training	11	.953

4. RESULTS

4.1 The results are discussed under the following groups in the below lines

Public and Private Sector Business Enterprises Support for Skill Development:

The public sector business enterprises are sponsoring skill development institutes with Corporate Social Responsibility funds. SDI is sponsored by the public sector HPCL led Oil Consortium. NIREN is sponsored by Andhra Bank Rural Development Trust-Public Sector and GMR Group – Private Sector. SMART Class is sponsored by Bhagavatula Charitable Trust-Private Sector and Tech Mahindra-Private Sector. SDC is sponsored directly by RashtriyaIspat Nigam-Visakhapatnam Steel Plant.

Demographics, Purpose and Inclusiveness:

The age of the skill trainees is mainly in the age group of 20-25 years with 52 percent participation. The average age for the whole sample is 23.49 years. Gender inclusion is noted in all four skill training institutes. The presence of skill training with a religious affiliation is as per the National ratio. The representation of minorities (20 percent) is high in the case of NIREN. The Caste composition is fulfilling the inclusion condition. Therefore, a social obligation is satisfied in this representative sample.

Life Stage, Household and Economic Influence:

The results have a perfect association for Life Stage distribution. The married are more in SDI, the literature is reviewed and the reason is the type of courses is for reskilling or first-time skilling. The

²⁵ Cronbach, L. J., „A case study of the split-half reliability coefficient”, Journal of educational Psychology, 16, 1951. pp.297–334.

Widow and Divorce group is higher in NIREN, the reason is the nature of Occupational Skill Training. The courses are fit for self-employment and in demand from the women in distress.

Most of the skill learners (88.3 percent) have a white card which is an identity card for low-income group households. The head of the household for skill trainees in all the skill training institutes is mainly Father (54.6 percent). The highest-ranked skill training institute as employee creator is SMART Class (89.5 percent) and employer creator is NIREN (56.6 percent plus dual category part-time self-employed 31.1 percent).

Family Occupation and Choice of Occupational Skill Training:

The choice of construction for Occupational Skill Training among those with Family Occupation as Farmer is 37.5 percent followed by Employee category as 24 percent. The choice of IT/ITES for skill training is high for those with Family Occupation as Business (32.9 percent).

NIREN follows the guidelines issued under the Rural Self-Employment Training Institute (RSETI). SDC adheres to National Apprentice Promotion Scheme guidelines, SMART Class works in collaboration with Tech Mahindra Foundation which scrupulously conforms to NSQF and SDI also follows the NSQF sector-specific guidelines. SMART Class does not conduct any course relating to Construction Occupation Category. The focus is on IT/ITES (59.2 percent) and Other (40.8 percent). NIREN has different agendas and focuses on self-employment and entrepreneurship courses. The courses are in Construction (12.8 percent), IT/ITES (26.7 percent) and Others (60.5 percent). In SDI multi-skill specializations in construction are offered. In other category retail sales, beauty parlor and tailoring are in demand. In IT and ITES, Occupational Skill Category courses related to BPO, MS Office and teleservices are in good demand.

Education and Purpose of Joining the Skill Training Course:

The education level of majority skill trainee for NIREN is Senior Secondary School and below category (63.2 percent), for SDC is diploma (100 percent), for SDI, intermediates and Diploma (57.9 percent) and for SMART Class are intermediates and graduates (85.8 percent). The perception of the trainees is that skill counselling shall start at the time of leaving Higher Secondary School. This has important policy implications and supports a skill-based Education System.

Mobilization and Registration:

In the case of NIREN and SDC, registration is free for the course. The friends' circle is the important source for awareness (56 percent) and another important source is the Internet (17.6 percent). The response for the attended mobilization drive is 28.1 percent. The skill trainees are ignorant (80.7 percent) of any Smart Applications for skill training on mobile phones promoted by the Government or the Skill Institutes.

4.2 Process

The Process factor is the sum of sub-factors on different aspects of the skill training process. The factor loading strength is good for all the nine sub-factors, i.e. Accessibility and Publicity, Equality, Design, Assessment, Infrastructure, Financial Support, Quality, Relevance and Delivery.

The characteristics of each of the sub-factors are analyzed for each of the statements. The Mean value for Accessibility and Publicity is 3.515 with a standard deviation of 1.2812. The score rating accounts for 70.83 percent of the total score for four statements on five-point scales. The mean value of the second sub-factor Equality is 3.5103 with a standard deviation of 1.2009.

The rating score for the three statements on design is 63.32 percent of the total possible score with a five-scale rating. The rating is average overall with a lower rating for a subject is overloaded (58.4 percent). The financial support for pursuing the course is embedded with two statements. The mean value is 3.276 and the standard deviation is 1.3215.

The sub-factor Assessment is examined for responses to the three statements. The rating score is 71.31 percent of the total possible rating score. The infrastructure has a rating score of 72.80 percent of the total rating score with four statements. The rating (69.49 percent of the total possible score) for the

Quality sub-factor is good and above in the case of all the skill training institutes. The sub-factor Relevance has a rating score of 70.125 percent of the total score. The mean value is 3.507 with a standard deviation of 1.1957 for the six statements on Relevance. The sub-factor Delivery is assessed with nine statements on a standard five-point rating scale. The rating score recorded is 70.47 percent of the total possible score with a mean value of 3.534. SDC is conducting NAPS²⁶ vocational training whereas the other three are implementing Short Term Courses under NSDC or RUDSETI curriculum.

The important insights drawn are:

- Age-wise there is no uniformity in perception towards financial support,
- PwD have no difference in perception regarding Design,
- Religion and Caste have no perceptual difference with Design, and Caste in addition Financial Support,
- The inclusive factors are having perceptual differences with Process sub-factors in a majority of the cases,
- The Training Institute, Occupational Skill Category wise have perceptual differences with all the sub-factors.

4.3 Employability Skills

The Employability of the skill trainees is assessed under seven sub-factors under two heads separately Employability Before Training and Employability After Training.

The two factors are extracted from factor analysis and named Employability Before Training and Employability After Training. The sub-factor Integrated Planning After Training is having an increase in rating scores in comparison with Integrated Planning Before Training. The Planning of tasks has a higher rate of increase in the case of NIREN. The empirical data generated to support the argument that the Evaluation and Judgment rating score has jumped more than 80 percent. The rating scores of Working Efficiency have seen improvement across SDI, NIREN and SMART Class. The rating scores improvement recorded for NSQF²⁷ requirement for each skill is 54.97, ability acquired for inspection of quality is 51.63 and knowledge of quality procedures is 40.62.

4.4 Relational Observations

The data analysis is examined for drawing important inferences and insights. The shortlisted demographic and other factors for inter factor influence assessment are Age, Gender, PwD, Caste, Religion, Life Stage, Type of Family, Household Members, Economic Status, Household Earnings, Present Position, Rural-Urban Status, Family Occupation, Occupation Skill Category, Training Institute, Training Level, Education Stream, Education Level and Nature of First Degree. The demographic and other factors influence on Process is examined with regression. The Process is having a change of 1.483 (β value) for every unit change in the independent values. The explanatory of the equation with the process as dependent and demographic and other factors as independent is 27.6 percent (R^2).

Process = 1.483 + 0.360 (Gender) + 0.180 (PwD) + 0.080 (Religion) + 0.351 (Nature of First Degree) - 0.048 (Occupation Skill Training Category) - 0.178 (Training Institute) + 0.044 (Education Stream) + 0.081 (Education Level) + 0.112 (Household Members) + 0.60078

The influence of sub-factors on the process is estimated with regression, the influence is very high with the explanatory power of 98.2 percent and a significant beta value (.112). Therefore, the process is influenced by changes in independent sub-factors by multiple beta values.

Process = .112 + .107 (Accessibility and Publicity) + .104 (Equality) + .061 (Design) + .065 (Financial Support) + .076 (Assessment) + .092 (Infrastructure) + .101 (Quality) + .152 (Relevance) + .189 (Delivery) + .09445

²⁶ NAPS mean National Apprenticeship Scheme under Government of India program.

²⁷ NSQF means National Skills Qualifications Framework prepared by Sector Specific Councils for National Skills Development Corporation of Government of India program.

Regression of Employability with sub-factors Before Training:

The model fit for Employability as a dependent factor and its sub-factors before training as independent factors is tested for Multi-regression Equation fit (table 1). The correlation value is 0.824, the R^2 value is 0.679 and the standard error of the estimate is 46.64927. The explanatory power of the Multi-regression Equation is 67.7 percent. The model is fit for analysis since the F-test is statistically significant at a 95 percent confidence level ($F = 372.604$, $p = 0.000$).

The regression coefficients or beta values are given in table 1 for reference. The beta constant coefficient is 292.977 and is significant with t-statistic ($t = 66.330$, $p = 0.000$). The insignificant independent factor is discarded in the construction of the Multi-regression Equation. The Multi-regression Equation is built from the above information as follows:

Employability = 292.977 - 20.994 (Evaluation and Judgement-BeforeTrg.) - 4.857 (Working Efficiency-BeforeTrg.) - 19.898 (Working Quality-BeforeTrg.) - 20.105 (Working Spirit-BeforeTrg.) - 13.601 (Working Attitude-BeforeTrg.) + 46.64927

Regression of Employability with sub-factors After Training:

The Multi-regression Equation is constructed with Employability as the dependent factor and its sub-factors after training as the independent factors. The model fit is statistically significant with $F = 38.448$, $p = 0.000$. Since the test is significant it is proper to run the Multi-regression Equation. The explanatory power of the equation is 17.5 percent whereas the R-value is 0.423. The standard error of the estimate is 74.59758. The beta coefficients for the Multi-regression Equation is calculated as - 50.987 (table 4). The Multi-regression Equation is built based on the above information.

Employability = -50.987 + 25.033 (Evaluation and Judgement-AfterTrg.) - 9.186 (Working Efficiency-AfterTrg.) + 10.712 (Working Quality-AfterTrg.) + 9.852 (Monitoring and Control-AfterTrg.) + 7.528 (Working Attitude-AfterTrg.) + 74.59758

The negative beta coefficients have improved to positive in some of the factors, but the negative beta impact still exists in some factors. The reason being the contribution of SDC, however, the overall aggregate impact is positive outcome.

Table 3: Model Summary for Regression of Employability with sub-factors Before training

R	R Square	Adjusted R Square	Std. Error	F	P
.824	.679	.677	46.6492	372.60	.000
Coefficients					
	Unstandardized Coefficients		Std. Co-efficient	T	Sig.
	B	Std. E	Beta		
(Constant)	292.97	4.417		66.330	.000
Integrated Planning-Before Trg.	-1.215	1.848	-.015	-.657	.511
Evaluation and Judgment-Before Trg.	-20.994	2.285	-.234	-9.187	.000
Working Efficiency-Before Trg.	-4.857	2.106	-.057	-2.306	.021
Working Quality-Before Trg.	-19.898	2.523	-.216	-7.887	.000
Working Spirit-Before Trg.	-20.105	2.836	-.234	-7.088	.000
Monitoring and Control-Before Trg.	-4.934	2.741	-.054	-1.800	.072
Working Attitude-Before Trg.	-13.601	2.304	-.157	-5.903	.000

Predictors: (Constant), Working Attitude-BeforeTrg., Integrated Planning-BeforeTrg., Working Efficiency-BeforeTrg., Monitoring and Control-BeforeTrg., Evaluation and Judgement-BeforeTrg., Working Quality-BeforeTrg., Working Spirit-Before Trg.: Dependent Variable: Employability.

Table 4: Model Summary for Regression of Employability with sub-factors After training

R	R Square	Adjusted R Square	Std. Error	F	P
.423	.179	.175	74.59758	38.448	.000
Coefficients					
	Unstandardized Coefficients		Std. Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-50.987	12.313		-4.141	.000
Integrated PlanningAfterTrg.	-4.481	3.632	-.044	-1.234	.218
Evaluation and Judgment-After Trg.	25.033	3.825	.277	6.544	.000
Working Efficiency After Trg.	-9.186	4.536	-.093	-2.025	.043
Working Quality-After Trg.	10.712	3.294	.132	3.252	.001
Working Spirit-After Trg.	-2.806	3.884	-.032	-.722	.470
Monitoring and Control-After Trg.	9.852	3.459	.132	2.848	.004
Working Attitude-After Trg.	7.528	3.064	.103	2.457	.014

Predictors: (Constant), Working Attitude-AfterTrg., Integrated Planning-AfterTrg., Working Quality-AfterTrg., Working Spirit-AfterTrg., Evaluation and Judgement-AfterTrg., Working Efficiency-AfterTrg., Monitoring and Control-After Trg. Dependent Variable: Employability

4.5 Impact Estimation of Process on Outcome Factors

The direct impact of Process on Employability on skilled person is evaluated with the regression equation. The first step in the procedure is to test the independence of the factors. The correlation matrix is generated and it has diagonal unity. The correlation coefficients are significant at a 99 percent confidence level with 0.362(table 5). The factors are independent since the coefficient values are between +1 to -1 and none of them is 1 or more. In the next step, the regression equations are calculated.

Table 5: Correlations of Process with Impact Factors

Factor	Test	Process	Employability
Process	Pearson Correlation	1	.362**
	Sum of Squares and Cross-products	609.817	25822.838
	Covariance	.492	20.825
Employability	Pearson Correlation	.362**	1
	Sum of Squares and Cross-products	25822.83	8359102.1
	Covariance	20.825	6741.211

** . Correlation is significant at the 0.01 level (2-tailed).

Process on Employability:

The impact of the Process factor on Employability is evaluated with the regression equation. The model fit is examined by running ANOVA and the F-test results are $F = 186.469$ which is significant at a 95 percent confidence level. The correlation R-value for the equation is 0.362 with an explanatory power of 13.1 percent (Square $R = 0.131$). The standard estimate of error is 76.57746. The beta coefficient for the constant is - 61.992 and for Process are 42.345 (table 6). The Process is significant with a t-test at a 95 percent confidence level.

The regression equation is

$$\text{Employability} = - 61.992 + 42.345 (\text{Process}) + 76.57746$$

Table 6: Model Summary for Regression of Employability on Process

R	R Square	Adjusted R Square	Std. Error of the Estimate	F	P
.362	.131	.130	76.57746	186.469	.000
Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-61.992	10.762		-5.760	.000
Process	42.345	3.101	.362	13.655	.000

Predictors: (Constant), Process
Dependent Variable: Employability

4.6 Results on Hypothesis Testing

Since all the hypotheses are rejected, the alternative hypothesis of the existence of significant relation is accepted in each of the cases.

	Hypothesis	Result
H ₀₁	The public and private business enterprises that supported skill training initiatives with Corporate Social Responsibility have no significant variations in Skill Training Process.	Rejected
H ₀₂	Skill development programs of the public and private sector have not resulted in a significant increase of employability in each of the sub-factors After Training in comparison with Before Training in the priority skilling areas of construction, ITES/IT and Other sectors.	Rejected
H ₀₃	The outcome factors of employability are not significantly different across the priority Specific Skill Sector areas of Construction, ITES/IT and Others.	Rejected
H ₀₄	The outcome of skill training by the skill training institutes supported by the private sector business is not significantly different from the skill training institutes supported by the public sector business initiatives.	Rejected

H₀₁: The public and private business enterprises that supported skill training initiatives with Corporate Social Responsibility have no significant variations in Skill Training Process.

The null hypothesis in each of the cases is tested with the sub-factors of the Process (table 7). The test results are significant at a 95 percent confidence level in each of the tests with ANOVA. Therefore, the null hypothesis is rejected and evidence of significant variation is tracked for each of the sub-factors of the Process within Public and Private Sector sponsored Skill Training Institutes.

Table 7: ANOVA Results between Public and Private Sector Business sponsored Skill Training Institutes and Sub Factors of Process

Sub-Factors of Process	BG: WG	Df	F	Sig.	Remarks
Accessibility and Publicity	73.648:1600.463	3,1237	18.974	.000	Significant
Equality	292.179:792.253	3,1237	152.066	.000	Significant
Design	49.979:404.374	3,1237	50.963	.000	Significant
Financial Support	517.133:874.293	3,1237	243.890	.000	Significant
Assessment	146.347:901.153	3,1237	66.963	.000	Significant
Infrastructure	73.671:755.970	3,1237	40.183	.000	Significant
Quality	232.765:868.877	3,1237	110.461	.000	Significant
Relevance	244.577:750.779	3,1237	134.323	.000	Significant
Delivery	224.199:647.993	3,1237	142.663	.000	Significant

H₀₂: Skill development programs of the public and private sector have not resulted in a significant increase of employability in each of the sub-factors after training in comparison with before training in the priority skilling areas of construction, ITES/IT and Other sectors.

The hypothesis is tested with Paired T-test. The eight pairs comprising of sub-factors and Employability before training and after training are significant. Each of the sub-factors of Employability is having a significant increase (Table8). Therefore, the null hypothesis is rejected and it is concluded that a significant increase in employability has occurred with the support of private and public sector business initiatives.

Table 8: Pair ‘t’ test Values for Hypothesis Testing of Employability

Pairs	Paired Differences					T	df	Sig. (2tail- ed)
	Mean	S.D.	SEM	95% Confidence Interval of the Difference				
				L	U			
Pair 1								
Integrated Planning- After Trg.- Integrated Planning-BeforeTrg.	1.764	1.155	.0328	1.7003	1.8290	53.806	1240	.000
Pair 2								
Evaluation and Judgment-After Trg.- Evaluation and Judgement-BeforeTrg.	1.556	1.362	.0386	1.4801	1.6318	40.227	1240	.000
Pair 3								
Working Efficiency- After Trg.- Working Efficiency-BeforeTrg.	1.523	1.156	.0328	1.4593	1.5881	46.428	1240	.000

Pair 4								
Working Quality-After - Working Quality- Before	1.217	1.297	.0368	1.1453	1.2898	33.060	1240	.000
Pair 5								
Working Spirit-After Trg.- Working Spirit- BeforeTrg.	1.232	1.242	.0352	1.1629	1.3012	34.943	1240	.000
Pair 6								
Monitoring and Control-After - Monitoring and Control-Before	1.228	1.377	.0391	1.1513	1.3047	31.409	1240	.000
Pair 7								
Working Attitude-After Trg.- Working Attitude- BeforeTrg.	1.049	1.370	.0389	.9728	1.1254	26.962	1240	.000
Pair 8								
Employability- AfterTrg. - Employability- BeforeTrg.	1.319	1.031	.0292	1.2625	1.3773	45.096	1240	.000

H₀₃: The outcome factors of employability are not significantly different across the priority Specific Skill Sector areas of Construction, ITES/IT and Others.

The hypothesis testing with ANOVA finds that Occupational Skill Training is statistically significant with Employability ($F = 10.717$, $p < .000$). The null hypothesis is rejected since the p values are significant and the interpretation is the factors are significantly varying (table 9). Therefore, it is concluded that Occupational Skill has some variations in perceptions.

The post hoc study is conducted with Tukey HSD to find the variations within the Occupational Skill groups on the three outcome factors (table 10). The multiple comparisons have Construction and Others not significant ($p = .084$) within the Occupational Skill whereas Construction and ITES/IT are significant at 5 percent level. The interpretation is within Occupational Skill, the Construction and Others are having variations. The combined effect has minimized the contribution to the total.

Table 9: ANOVA between Occupational Skills with Employability, Confidence of Delivery and Human Development

Factor		Sum Squares	of Df	Mean Square	F	Sig.	Interpretation
Employability	Between Groups	14.226	2	7.113	10.717	.000	Significant
	Within Groups	821.685	1238	.664			
	Total	835.910	1240				

Table 10: Tukey HSD Multiple Comparisons

Dependent Variable	Occupation Skill Training Category(I)	Occupation Skill Training Category(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Employ-ability	Construction	IT and ITES	-.33746*	.07522	.000	-.5140	-.1609
		Others	-.13594	.06372	.084	-.2855	.0136
	IT /ITES	Construction	.33746*	.07522	.000	.1609	.5140
		Others	.20151*	.05776	.001	.0660	.3370
	Others	Construction	.13594	.06372	.084	-.0136	.2855
		IT and ITES	-.20151*	.05776	.001	-.3370	-.0660

*. The mean difference is significant at the 0.05 level.

H₀₄: The outcome of skill training by the skill training institutes supported by the private sector business is not significantly different from the skill training institutes supported by the public sector business initiatives.

The results of ANOVA testing are statistically significant for outcomes Employability ($F = 152.289$, $p = .000$). The testing is conducted between the outcome factors of skill training and the training institute sponsor (table11). The training institute sponsors are business enterprises from Public Sector, Private Sector and Public-Private Sector. The results are significant at the 5 percent level. Further, to disseminate the contributor to the significance, Tukey HSD is applied (table12). The results find Private Sector sponsored Skill Training Institute (SMART Class) is not significantly different from Public-Private sponsored Skill Training Institute (NIRED). In the case of the sponsored institute from the Public Sector (SDI and SDC) the contribution to employability is statistically significantly different for all the skill training institutes.

The cross-checking with descriptive results and index finds SMART Class (Private Sector Sponsor) has contribution shift more followed by NIRED (Public-Private Sector Sponsor), SDI (Public Sector Sponsor) and SDC (Public Sector Sponsor).

Table 11: ANOVA between Public and Private Sector Business supported Skill Training Institutes with Employability, Confidence of Delivery and HD

Factor		Sum Squares	Df	Mean Square	F	Sig.	Interpretation
Employ-ability	BG	225.461	3	75.154	152.289	.000	Significant
	W G	610.450	1237	.493			
	Total	835.910	1240				
	W G	1323.920	1237	1.070			
	Total	1482.172	1240				

Table 12: Post Hoc Test -Tukey HSD Multiple Comparisons

Dependent Variable	(I) Skill Training Institute	(J) Skill Training Institute	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Employability	SDI Public	NIRED	.31232*	.04887	.000	.1866	.4380
		SMART Class	-.55680*	.06126	.000	-.7144	-.3992
		VSP	.85346*	.05816	.000	.7038	1.0031
	NIRED Public-Private	SDI	-.31232*	.04887	.000	-.4380	-.1866
		SMART Class	-.86912*	.06166	.000	-1.0278	-.7105
		VSP	.54114*	.05858	.000	.3904	.6918
	SMART Class Private	SDI	.55680*	.06126	.000	.3992	.7144
		NIRED	.86912*	.06166	.000	.7105	1.0278
		VSP	1.41026*	.06926	.000	1.2321	1.5884
	SDC Public	SDI	-.85346*	.05816	.000	-1.0031	-.7038
		NIRED	-.54114*	.05858	.000	-.6918	-.3904
		SMART Class	-1.41026*	.06926	.000	-1.5884	-1.2321

*. The mean difference is significant at the 0.05 level.

5. Index Values:

5.1 The Employability Index

Employability is examined at the micro-level by analyzing the seven sub-factors of employability. The Integrated Planning Index is constructed with the help of the aggregate index measure (table 13). The post skill training contribution to employability is highest in this sub-factor with an increase of 71.85 index points. The second sub-factor Evaluation and Judgment Index is also constructed with the help of the aggregate index measure. The comparison with pre-skill training as the base presents an increase of 68.33 points in the post skill training in this particular sub-factor. The third sub-factor, Working Efficiency Index is an aggregate index measure and the calculated values are presented in table 13. The post skill training index points increase by 63.27 in comparison with pre skill training position. The fourth sub-factor, Work Quality Index is calculated with the aggregate index measure (table 13). An increase of 48.31 points in the post skill training in comparison to the pre skill training is recorded. The calculated index measure is lower than the first three sub-factors and lower by 12 points over the combined employability index.

The fifth sub-factor Working Spirit Index has an increase of measure of 47.83 points in the post skill training calculation in comparison with pre skill training. The calculated index shows a change in the post skill training phase (table 13). The sixth and seventh sub-factors of the Employability Index are calculated with the aggregate measure of index formula (table 13). The change in the case of the sixth sub-factor i.e. Monitoring and Control Index is 51.87 points increase in the post skill training phase in

comparison with the pre-skill training phase. The change for the seventh sub-factor Working Attitude Index is 40.87 points.

The Employability Index is calculated with 1/7 the contribution to the score by each of the seven sub-factors making up the Index. The Employability Index is calculated by giving equal weight to each of the sub-factors of the employability index. The aggregate index is calculated by the addition of one-seventh value of each of the sub-factor index scores. The formula adopted is as follows:

Employability Index = 1/7 of each of the sub-factor score of the Index of {(Integrated Planning Index + Evaluation and Judgment Index + Working Efficiency Index + Working Quality Index + Working Spirit Index + Monitoring and Control Index + Working Attitude Index)}.

Employability Index = 1/7(71.850 + 68.330 + 63.265 + 48.306 + 47.826 + 40.866 + 51.872) = 56.045

The results are positive and may be interpreted as compared to pre-skill training period the ability to get gainful employment has increased by 56.045 over base point.

Table 13: Combined Index Values

Employability Index Points Increase	56.045		
Sub –Factor Indexes of Employability			
	Sum of the rating scores		Index Points Increase
	Before Training	After Training	
Integrated Planning Index	3048	5238	71.85039
Evaluation and Judgment Index	2826	4757	68.32979
Working Efficiency Index	2989	4880	63.26531
Working Quality Index	3128	4639	48.30563
Working Spirit Index	3197	4726	47.82609
Monitoring and Control Index	2938	4462	51.87202
Working Attitude Index	3186	4488	40.86629

SDI:

The results along with the calculation of Indexes of all the sub-factors of Employability are also calculated (table 14). The first sub-factor, Integrated Planning Index, has 68.97 points increase for the pre-skill training position. The next sub-factor in descending value of increase is Working Efficiency Index with 67.78 points followed by Working Quality Index with 66.21 points, Evaluation and Judgment with 64.93 points, Working Spirit Index with 64.12 points, Working Attitude Index with 62.33 points and Monitoring and Control Index with 61.00 points.

In all the above sub-factors of the Employability Index, the increase recorded is more than 60 points in the post skill training phase in comparison with the pre skill training phase. The Employability Index of SDI as an aggregate of sub-factors index scores in equal aggregation is calculated. The Employability Index in the case of the skill training institute SDI is 65.049 points over the pre skill training period. The Employability Index has 8.5 points over and above the combined Employability Index.

Table 14: Index Values of Key Factors of Skill Training Institute SDI

Employability Index Points Increase	65.049		
Sub –Factor Indexes of Employability			
	Sum of the rating scores		Index Points Increase
	Before Training	After Training	
Integrated Planning Index	1073	1813	68.96552
Evaluation and Judgment Index	1055	1740	64.92891
Working Efficiency Index	1049	1760	67.77884
Working Quality Index	1027	1707	66.21227
Working Spirit Index	1048	1720	64.12214
Monitoring and Control Index	1036	1668	61.00386
Working Attitude Index	1046	1698	62.3327

NIRE D:

The Index numbers along with their indexes for the skill training institute NIRE D are recorded in table 15. The Employability Index for NIRE D is calculated as the aggregate of sub-factors index scores in equal proportion. The calculated Index with equal weights from the sub-factors is 67.205 points increase for the pre-skill training period.

The first sub-factor, Integrated Planning Index. presents a capitulating increase of 111.25 points in comparison with the pre-skill training period. The second sub-factor, Evaluation and Judgment Index, has 104.60 points increase in comparison with the pre-skill training period. The third factor Working Efficiency Index shows 69.87 points increase in the post skill training period in comparison with the pre skill training period. The fourth-factor, Working Quality Index, with 42.46 points, fifth-factor, Working Spirit Index, with 40.40 points, sixth-factor, Monitoring and Control Index, with 58.49 points and seventh-factor, Working Attitude Index, with 43.35 points show an increase in each of the cases in comparison with the pre skill training period.

Table 15: Index Values of Key Factors of Skill Training Institute NIRE D

Employability Index Points Increase	67.205		
Sub –Factor Indexes of Employability			
	Sum of the rating scores		Index Points Increase
	Before Training	After Training	
Integrated Planning Index	853	1802	111.2544
Evaluation and Judgment Index	782	1600	104.6036
Working Efficiency Index	946	1607	69.87315
Working Quality Index	1088	1550	42.46324
Working Spirit Index	1099	1543	40.40036
Monitoring and Control Index	983	1558	58.4944
Working Attitude Index	1075	1541	43.34884

SMART Class:

The skill training institute SMART Class sponsored by Bhagavatula Charitable Trust and Tech Mahindra has the highest index scores for the employability index. The Employability Index value for the private sector supported Skill Training Institute is calculated as the aggregate of sub-factor Index score in equal weights (table 16). The Employability Index in comparison over the pre-skill training period is 120.131 points, which are the highest in comparison with other training institutes. The first sub-factor Integrated Planning Index with 111.68 points has a remarkable increase compared to the pre skill training period. The second sub-factor, Evaluation and Judgment Index, has a calculated value of 136.54 points in comparison with the pre-training period. The third sub-factor, Working Efficiency Index, has a value of 129.93 points at the post skill training period for the pre skill training period. The fourth sub-factor, Working Quality with 123.74 points over the base period of pre-skill training has shown an increase in over 100 points. The fifth sub-factor Working Spirit Index with 121.30 points, the sixth sub-factor Monitoring and Control Index with 116.98 points and the seventh sub-factor Working Attitude Index with 100.72 points has increased in points over the base period.

Table 16: Index Values of Key Factors of Skill Training Institute SMART Class

Employability Index Points Increase	120.131		
Sub –Factor Indexes of Employability			
	Sum of the rating scores		Index Points Increase
	Before Training	After Training	
Integrated Planning Index	351	743	111.6809
Evaluation and Judgment Index	301	712	136.5449
Working Efficiency Index	304	699	129.9342
Working Quality Index	299	669	123.7458
Working Spirit Index	291	644	121.3058
Monitoring and Control Index	265	575	116.9811
Working Attitude Index	277	556	100.722

Skill Development Centre -VSP:

The key index values in the case of the Skill Training Institute SDC are presented in table 17. The index score is 4.480 points over in comparison with the base period of the pre-skill training period and is the lowest. The comparison with sub-factors of the employability index is also discussed. The first sub-factor Integrated Planning Index has 14.14 points over the pre-skill training base period.

Table 17: Index Values of Key Factors of Skill Training Institute SDC-VSP

Employability Index Points Increase	4.480		
Sub –Factor Indexes of Employability			
	Sum of the rating scores		Index Points Increase
	Before Training	After Training	
Integrated Planning Index	771	880	14.13748
Evaluation and Judgment Index	688	705	2.47093
Working Efficiency Index	690	814	17.97101
Working Quality Index	714	713	-0.14006
Working Spirit Index	759	819	7.905138
Monitoring and Control Index	654	661	1.070336
Working Attitude Index	788	693	-12.0558

6. Discussion

CSR is a strategy with a business orientation towards building the brand of the business enterprises. The training institutes sponsored by the public and private sector are promoting the vision and values envisaged by the sponsor Organizations. The interesting aspect is irrespective of losses the business enterprises from the public sector and private sector are contributing to furthering the cause of skill development with CSR funding. The business initiatives of the enterprises with corporate responsibility funds are supporting the skill training institutes. The measurement mechanism with index numbers effectively presents the extent of increase in employability. The formula is simple in application and conformances with the international measurement practices.

The study theorizes and establishes the impact of the training Process on Employability Skills. The role of intervening factors relating to age, gender and other social and economic demographics on Process and Outcome. The study establishes the Capabilities Building as model development is a relevant and appropriate model for Indian society. National Apprentice Promotion Scheme may require to be analyzed with a longer duration perspective to measure the outcome.

The Index values for Employability are constructed by adopting the simple aggregate method. The first attempt is made to construct an index for a combined sample for conceptual review and the second attempt is to construct indexes for each of the skill training institutes.

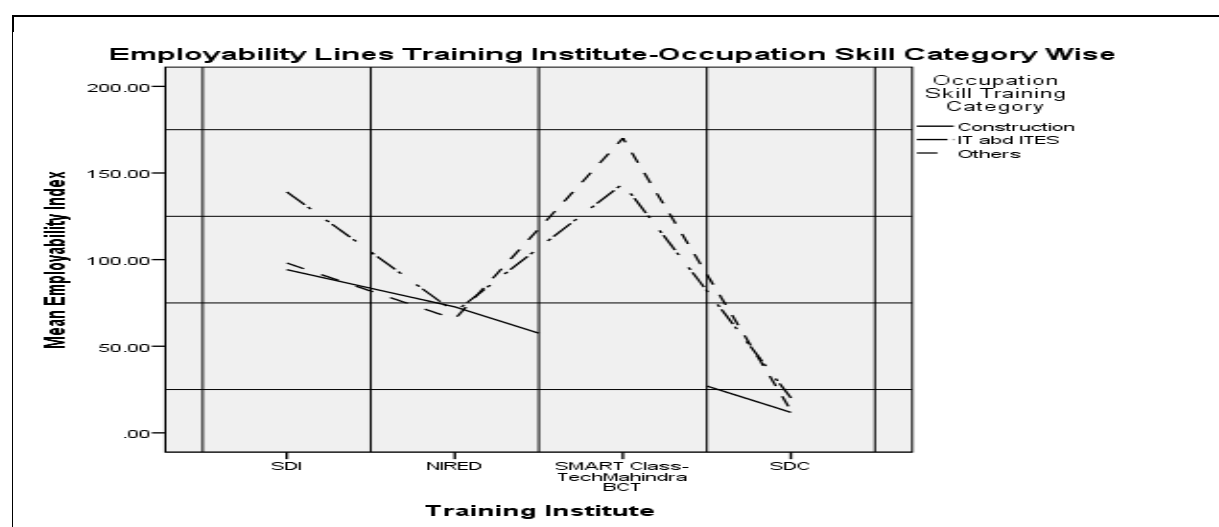
The post-training employability index is 56.045 i.e. the increase in employability of skill trainees is estimated to increase by 56.045 percent over the base period. The Employability Index for SDI is 65.049 percent over the base period. In the case of NIREN, the improvement in Employability over the base period is 67.205 percent. In the case of SMART Class, the Employability index improvement over the base period is highest with 120.131 percent. In the case of SDC, the Employability Index improvement over the base period is 4.480 percent. NIREN, SDI and SMART Class have higher employability rate since placement services are strong along with better course in demand selection for training.

The calculated values from the regression equation for a hypothetical value of Process at 0, 0.5 and 1 are

Table 17: Calculated values from Regression Equation

Independent	Dependent
Process	Employability
0	14.58546
0.5	35.75796
1	56.93046

In the absence of any training or nil value for the training Process, there are Employability Skills. With the increase in training Process quality Employability is improving. Therefore, with the public sector and private sector sponsoring skill development programs a definite benefit is derived to society in terms of improvement in Employability.

Figure 2: Data Visualization of Outcomes of Skill Training Based on occupational Skill Category²⁸

The important insight is the contribution of the Public Sector initiated skill training (SDC) is comparatively having very low employability. The private sector initiated SMART Class employability is very high and the reasons are the nature of the Occupational Skill Category i. e. IT/ITES and Retail. NIRET Employability Index is good with 67.205 percent. Corporate Social Responsibility has vitiated the skill development ecosystem by providing facilities with funds. The skill development programs conducted as independent Centre of Excellence by the public sector are more effective than those conducted inside the Organization as vocational apprentice course. In the case of NIRET, the focus is total on entrepreneurship and self-employment with quality benchmarks suggested by RUDISETI²⁹. The last mile handholding for entrepreneurs and self-employed from the sponsors is building the confidence of trainees. The formula is highly successful, with employability skills simultaneously skills for establishing own enterprises is also promoted. The policy shall concentrate on strengthening the vocational apprentice courses provided by the public sector. The skill training institutes administered as independent units of excellence are performing exceptionally good.

The policy shall be oriented towards short-term courses. The self-employment and entrepreneurship courses are highly successful in rural and semi-urban areas in occupational classes viz. construction and female-oriented courses. In urban areas, the demand for basic skill courses in IT/ITES and retail is very high. The other occupational skill categories, especially agriculture-based activities, are to be concentrated on. The technology intervention in agriculture activities has opened up new avenues for employment. The state of Andhra Pradesh is rural-based (70 percent) and 63.5 percent of the population depend directly or indirectly on agriculture.

The convergence of skills acquisition with education is paramount important for emerging countries like India. The gap between social and business needs is to be reduced with employability skills, confidence skills and human development skills. The comparison of the skill development methods, outcome and the role of business enterprises in funding skill development with international perspectives is a niche area for extension of the present study. The actual measurement of outcomes based on sustainability requires a time perspective of 5 or 10 years. The addition of new dimensions for measurement from sustainable and international perspectives shall be the gaps to be examined. Business enterprises from public and private sector support skill development in agriculture and allied activities are to be uncovered in future studies.

The empirical evidence in the case of SDI, NIRET and SMART Class support the argument that corporate social responsibility contribution to improving the living conditions After Training is conclusive.

²⁸ Constructed from data with SPSS. Statistical Software Package version 24 of IBM.

²⁹ Rural Development and Self-Employment Training Institute, an apex institute formed by Shri V Heggade in association with Canara Bank for rural upliftment in 1982.

Conclusion

The public and private sector business enterprises are actively supporting the skill development programs with Corporate Social Responsibility funds in India. The short-term skill training is generating more impact with employability, confidence of delivery and human development. The non-agriculture based occupational skill categories are given priority over agriculture-based categories in skill development.

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