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Study on Challenges and Scope of Apprenticeship Program in Bundelkhand Region in the View of Viksit Bharat@2047

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Abstract

This study delves into the current skill development landscape in Jhansi, Uttar Pradesh, India. It examines various initiatives undertaken by the government and international organizations, such as the "Learn and Earn" program, TITP (Technical Intern Training Program), and SSW (Specified Skilled Worker) program, to enhance the skill set of the local workforce. However, the analysis also acknowledges the challenges faced by Jhansi. Limited access to quality education, outdated curriculum content, and a lack of qualified teachers impede the progress of skill development efforts. Despite these hurdles, positive trends emerge. Jhansi boasts a significant rise in literacy rates, signifying a growing interest in education and skill acquisition. Additionally, the Indian government's dedication is evident through programs like "Skill India Mission" . Furthermore, international collaborations with countries like Japan, demonstrate an ongoing commitment to skill exchange and development. While challenges persist, growth opportunities remain. By implementing a comprehensive model encompassing needs assessment, curriculum development, teacher training, industry-academia partnerships, financial assistance for students, technology-enabled learning, community engagement, and ongoing monitoring and evaluation, Jhansi can effectively address its existing gaps. This model holds the potential to transform Jhansi into a region with a skilled and competitive workforce, paving the way for a thriving economy.

Keywords: *Skill Development, Apprenticeship, Viksit Bharat , BIDA*

Introduction

With 1.42 billion inhabitants, India is the most populous nation and a prime candidate for substantial economic expansion through the demographic dividend (Saini, 2015) .As India grows into a global superpower, it must provide its workforce with the knowledge and abilities necessary to meet international quality standards, advance commerce, integrate cutting-edge technologies into domestic enterprises, and boost industrial and economic advancement(Bano & Varghese, 2023) .Thus, education and skills are the primary drivers of socioeconomic development and advancement in any country. An all-encompassing strategy for the future prosperity of the country is India's "Viksit Bharat2047", which prioritizes inclusive development and economic success. (Singh, 2024) . It is a vision or objective that aims to make India a fully developed country, usually by addressing several issues including social fairness, economic growth infrastructural development, and technological improvement. The phrase is frequently used in long-term -term strategies and plans meant to accomplish notable advancement and development in India.

With a life expectancy of 80.89 years, Jhansi has attained a literacy rate of 36.1% and an employment rate of 65.3%[1]. The noteworthy increase in literacy rates from 36.1% to 65.3% indicates a populace that is becoming more adept at skill development and vocational training, which is consistent with the goal of Viksit Bharat @2047. Bundelkhand's increasing literacy rates encourage apprenticeship programs, but to guarantee that every district contributes to India's development objectives by 2047, the focus needs to be placed on places where rates are falling. For equal involvement in national efforts and long-term success, a better-educated workforce is essential.

Talent Optimization using Skill Mapping

In higher education, there is frequently a misalignment between the government's knowledge-based economic goals, the characteristics companies desire in graduates, and the skills offered by educational institutions. This mismatch might result in a skill deficit and graduates who aren't "work-ready." Degree apprenticeships (DAs) are ideal for bridging this gap since employers are directly involved in the design and delivery of education. Employers collaborate with higher education institutions (HEIs) to shape the skills that graduates require through work-integrated learning(Konstantinou & Miller, 2020). Skill mapping involves evaluating the unique abilities that employees bring to the organization, tapping into the goldmine of skills within the team. This helps recognize and leverage diverse skill sets. By assessing the proficiency levels of key skills, skill mapping aids in determining how well those skills align with the needs of ongoing projects or tasks. In today's complex environment, where resources are limited, it has become essential for countries to use their existing resources as effectively and efficiently as possible. These resources include personnel, materials, equipment, and finances, all of which must be well-coordinated to maximize returns and minimize waste. The most important resource within any organization is its human capital, both managerial and technical. Other resources cannot be properly used unless people are present. Therefore, optimizing human capital is critical. However, it is also the most challenging resource to manage because each individual has unique abilities, talents, attitudes, motivations, and expertise. Therefore, optimizing human capital is critical. However, it is also the most challenging resource to manage because each individual has unique abilities, talents, attitudes, motivations, and expertise. These elements have a significant impact on their success(Murthy & Rajan, 2022).Apprenticeship programs aim to provide young learners with valuable, diverse skills. These programs help to solve talent shortages in a variety of underpopulated industries. Apprenticeships are especially advantageous to the construction industry, which is dealing with an aging workforce and low worker productivity. Despite this, several nations worldwide still have low apprenticeship completion rates in the construction business (Daniel et al., 2020). Employability, as defined by employers, typically refers to work readiness or job eligibility, which is linked to having the necessary skills, knowledge, and attributes to perform a job effectively. Employers expect individuals to be functionally adaptable by acquiring complementary skills, as well as behavioral and social competencies, to take on different roles(Meethal, 2014)

Role of HEI

Higher Education Institutions (HEIs) play a key role in skill development by providing specialized knowledge, and practical experience, and fostering both technical and soft skills. They enhance communication, teamwork, leadership, and problem-solving abilities while promoting innovation through startup incubators

1 (Research) Changes in Demographic Characteristics in Bundelkhand Region: Evidences from Census 2001 & 2011 by Sarda Prasad, JNU. (n.d.). Retrieved from https://bundelkhand.in/changes-in-demographic-characteristics-in-bundelkhand-region

and workshops[2] HEIs collaborate with industries for internships, ensuring graduates are job-ready with relevant skills. Digital literacy and lifelong learning are supported through online courses and technology integration HEIs also encourage global competence through international programs(Glazunova et al., 2022) Higher education institutions play a vital role in nurturing holistic development by emphasizing critical thinking through the use of case studies and interactive teaching methods.(Goteng et al., 2022). Furthermore, global exposure through international collaborations, exchange programs, and different curricula prepares students to work in international situations, ensuring they are well-prepared to tackle the difficulties of both their profession and a globalized world(Salem et al., 2022).

Strengthening Skill Acquisition and Employability

Across 660 training centers, 42% of participants received job offers, boosting the state's young employability rate to 72.7%, ranking it highly for computer skills, corporate communication, and critical thinking(De La Harpe et al., 2000) .Uttar Pradesh has produced many employable graduates in polytechnic, MCA, and BCom fields, with 46.51% of female applicants employable, placing it just behind Rajasthan[3]. The Ministry of Skill Development and Entrepreneurship (MSDE) integrates employability outcomes and technical solutions through updated platforms and councils, while the Confederation of Indian Industry (CII) focuses on sustainable development across sectors, including education and skill development (Kausar, 2303) CII's analysis suggests that if India's demographic dividend is fully leveraged, its GDP could increase significantly by 2030 and 2047. The Association of Indian Universities (AIU) supports both central and state universities and collaborates globally, with 635 of India's 831 universities as members. Meanwhile, the All-India Council for Technical Education (AICTE), which started with engineering and technology programs, has become a leading authority in technical education, promoting industry growth and skill development nationwide (Sonam Prabhakar & Ashok Nimesh, 2022) The Association of Indian Universities (AIU) supports both central and state universities and collaborates globally, with 635 of India's 831 universities as members (Mustafa et al., 2022)

To address the growing need for skilled workers and drive economic growth, governments are concentrating on improving skilled labor by funding vocational instructor training. Underwritten by a Memorandum of Cooperation (MoC) signed on October 17, 2017, Japan and India support the Technical Intern Training Program (TITP), which trains interns in skills relevant to developing nations. As a component of the Skill India Mission, India's "Learn and Earn" initiative provides a range of training options to enhance career opportunities and financial independence. Furthermore, the January 2021 program known as Specified Skilled Worker (SSW) covers twelve industries, including construction and nursing. To assist in their reemployment, the Swadesh plan seeks to compile a database of skilled individuals who are returning.

Viksit Bharat

"Hamara Sankalp Viksit Bharat" is a national effort to create awareness and ensure that government schemes are fully implemented in all Gram Panchayats, Nagar Panchayats, and Urban Local Bodies in India. It attempts to reach out to vulnerable persons who are qualified but have yet to benefit from these programs, as well as to disseminate information and build awareness. The initiative also aims to learn from beneficiary experiences and enroll new potential beneficiaries. The program aims to enhance citizen participation and accomplish the goal of a developed India by utilizing a "whole of government" approach that includes numerous Ministries, State Governments, and Central Organizations.[4]

Viksit Bharat is supposed to give its services based on three flagship programs.

- Tribal (under M/O Tribal Affairs): Several key initiatives are in place through the Ministry of Tribal Affairs to support and empower tribal communities. The Sickle Cell Anaemia Elimination Mission offers low-cost healthcare and seeks to reduce Sickle Cell Disease (SCD) prevalence through awareness and screening. The Eklavya Model Residential Schools offers free, high-quality education to ST children, and the Scholarship Schemes provide financial help to 30 lakh ST students. The Forest Rights Act acknowledges tribal rights to forest resources for their livelihood. Furthermore, the Van Dhan Yojana

2 Mokski , E., Filho, W.L., et al. (2022) Education for sustainable development in higher education institutions: an approach for effective interdisciplinarity. Available at: https://www.emerald.com/insight/content/doi/10.1108/IJSHE-07-2021-0306/full/html?skipTracking=true (Accessed: 06 September 2024).

3 State-wise Card Issued Record Ministry of Labour & Employment: Government of India. (n.d.). Retrieved from https://labour.gov.in/state-wise-data

4 *(N.d.). Retrieved from https://viksitbharatsankalp.gov.in/about*

increases tribal revenue through Minor Forest Produce (MFP), whereas PM Vishwakarma expands the market accessibility of artists' items.[5]

- Rural Outreach: The Government of India's Rural Outreach efforts aim to improve the quality of life for rural communities through a variety of schemes. Ayushman Bharat - PMJAY offers free health coverage of ⊚5 lakhs per household annually to over 12 crore underprivileged families. 27.16 crore beneficiaries have now received Ayushman cards. PM Garib Kalyan. Anna Yojana provides free food grains to migrants and the destitute. The Deendayal Antyodaya Yojana - National Rural Livelihoods Mission seeks to alleviate deprivation by promoting self-employment and skilled wage jobs. Additionally, PM Awas Yojana (Rural) provides pucca houses, and PM Ujjwala Yojana offers free of charge connections for cooking fuel to those females who belongs to poor houses, promoting clean cooking fuel.[5]
- Urban saturation Awareness: Urban Saturation Awareness projects seek to broaden the reach and impact of important government programs in urban areas. The PM Svanidhi initiative, which is wholly supported by the Ministry of Housing and Urban Affairs, gives working capital loans to street vendors, promoting formalization and economic development. PM Vishwakarma has a goal to increase the market reach of artists, improvise their product quality and crafts people's products.

Pradhan Mantri MUDRA Yojana provides loans to small businesses which are free from any collateral deposits, whilst Startup India and Standup India promote entrepreneurship and innovation, particularly in underserved communities.[6]

Bida: Sectors of Opportunity

Uttar Pradesh, a state in India, is aggressively pursuing a strategy to boost its economic growth and development through numerous industries. This comprehensive approach encompasses initiatives in aviation, defense, semiconductors, MSMEs, films, agro-food processing, pharmaceuticals, electric vehicles, textiles, tourism, startups, IT & ITES, data centers, sports, logistics, renewable energy, and township development.Uttar Pradesh aims to create a conducive environment for investment, job creation, and economic growth by focusing on these key sectors. The state provides a variety of incentives and support measures to attract investors and enterprises, including as tax reductions, subsidies, infrastructure development, and talent development programs. The following sections will delve deeper into the specific policies and initiatives implemented in each of these sectors.

Sector	Role	Skill Required	Suggested Course
Aviation	Airport operations, MRO facilities, air cargo hubs, and fulfillment centers	Aviation management, MRO skills, logistics	Aviation Management, MRO Technology, Logistics Management
Defense	Defense & Aerospace projects, infrastructure development, and skill development	Defense technology, project management, engineering	Defense Technology, Aerospace Engineering, Project Management
Semi-Conductors	Semiconductor manufacturing, R&D, infrastructure building	Semiconductor technology, electronics, R&D skills	Semiconductor Technology, Electrical Engineering, R&D Management
MSME	Support for local businesses, quality certifications, and infrastructure development	Business management, quality control, entrepreneurship	Business Administration, Quality Management, Entrepreneurship
Films	Film production, cultural heritage promotion, and film city development	Film production, cultural studies, project management	Film Production, Cultural Studies, Media Management
Agro & Food-Processing	Agro-processing, food value addition, and market development	Agro-processing technology, market analysis, food science	Agro-Processing Technology, Food Science, Market Research

5 *(N.d.). Retrieved from https://viksitbharatsankalp.gov.in/flagship*

6 *(N.d.). Retrieved from https://viksitbharatsankalp.gov.in/flagship*

Pharma	Pharmaceutical production, R&D, and infrastructure development	Pharmaceutical technology, R&D, regulatory knowledge	Pharmaceutical Sciences, R&D Management, Regulatory Affairs
EV Manufacturing	Electric vehicle production, battery management, and sustainable practices	EV technology, battery management, sustainability	Electric Vehicle Technology, Battery Management, Sustainability Studies
Textile	Textile manufacturing, investment attraction, and skilled labor development	Textile engineering, manufacturing processes, design	Textile Engineering, Fashion Design, Manufacturing Management
Tourism	Tourism development, infrastructure, and service provider training	Tourism management, hospitality, customer service	Tourism Management, Hospitality Studies, Customer Service Training
Startup	Startup support, incubator space development, and entrepreneur support	Entrepreneurship, business development, innovation	Entrepreneurship, Business Development, Innovation Management
IT & ITEs	IT infrastructure development, smart town projects, and business ecosystem enhancement	IT management, software development, infrastructure planning	IT Management, Software Engineering, Urban Planning
Data Centers	Data center development, operation, and investment	Data center management, IT infrastructure, operations	Data Center Management, IT Infrastructure, Operations Management
Sports	Sports facility development, athlete training, and public-private partnerships	Sports management, physical training, public relations	Sports Management, Physical Education, Public Relations
Logistics	Logistics infrastructure, storage capacity, and employment generation	Logistics management, supply chain management, infrastructure planning	Logistics Management, Supply Chain Management, Infrastructure Planning
Renewable Energy	Renewable energy projects	Project management, sustainability	Renewable Energy Technology, Environmental Engineering, Sustainability Studies
Fortune 500	Investment attraction, regulatory framework development, and workforce skill development	Investment analysis, regulatory knowledge, workforce development	Investment Management, Regulatory Affairs, Workforce Development
Township	Planned city development, affordable housing, and urban sprawl management	Urban planning, real estate management, public policy	Urban Planning, Real Estate Management, Public Policy

Fig : Sectors of Opportunity (BIDA)

Review of Literature

The rapid advancement of technology, globalization, and the scarcity of educational opportunities in emerging countries all contribute to the growing importance of knowledge and skills. Despite India's planned transition to a knowledge-based economy, the vast majority of its citizens lack the skills required for employment.[7] India's enormous and diversified population poses both obstacles and possibilities in the area of education and developing necessary skill. Competitive and adaptive workforce which is skilled is critical to economic progress. Specific actions are required to bridge the employability gap and connect skills with rising industries. Current difficulties include access gaps, outdated curricula, and geographical disparities. The evaluation and enhancement of government activities such as the Skill India Mission and other related programs is vital for promoting education and skill development throughout

7 *Roy, S., Dutta, A., & Bose, M. (2023). The Indian Journal of Labour Economics, 66(3), 885–909. doi:10.1007/s41027-023-00461-6*

the country. (Patel & Judan Fernandes, n.d.) Moreover, the notion of "creative thinking" and its educational framework have been focusing on cognitive development, personality traits, and effective instructional approaches for improving creative thinking abilities. It demonstrates that the development of these skills is dependent on an individual's cognitive orientation and attitudes toward tasks. The technique comprises a review of psychological and educational research, as well as an examination of individual work, observations, and discussions, all of which indicate that individuals' cognitive orientation and attitudes toward tasks influence the development of creative thinking skills.(Assem et al., 2020). The integration of youth with Special Educational Needs and Disabilities (SEND) into vocational education and training (VET) is investigated, with a focus on supported internships (SIs), which include life skills development, job training, and academic courses in literacy and numeracy. The pedagogical framework of SIs and the role of systematic instruction are examined to better understand their effectiveness in promoting vocational learning for SEND students. An exploration of the design of SIs and the expansive-restrictive model of apprenticeship learning reveals significant implications for social inclusion and employment outcomes, drawing insights from an empirical study conducted in England.[8] Successively Indian governments have implemented a variety of initiatives and expenditures to strengthen labour capacities. For instance, The Learning and Skills Council addressed these difficulties with the Support for Success quality improvement effort, which is handled by the Learning and Skills Development Agency(Okumu & Bbaale, 2019). The purpose is to draw attention to the outdated educational system that is still in place in our government-run institutions. This system has the potential to be a major deterrent and a curse for the future of this country—today's kids, tomorrow's young. We put up a plan to boost the country's skilled employment rate and get it closer to the "make in India" ideal.[9]

Nonetheless, many professional workers in India work in informal jobs, frequently without enough salary or benefits. Addressing critical criteria is required to increase the success of skill development programs in creating meaningful jobs. Initiative of Government of India's National Skill Development Mission is based on the concept that improving skills leads to more job possibilities(Narayanan & Nandi, 2017) .Based on enterprise and employment characteristics, respectively, clarifies the factors that influence informality. The literature defines informality as —"informal sector" and "informal employment". It is determined that workers' education, training, and gender are important for their contribution in the informal sector (Sheikh & Gaurav, 2020). The implementation of India's modified skills strategy in 2009, as well as its influence on blue-collar occupations, highlight substantial problems for HR and industrial relations professionals in workforce management. Employers are under pressure to secure temporary workers and offer job stability. A discrepancy between the government's skills policy aims and actual outcomes has emerged, exposing the ethical quandaries and ambiguities confronting businesses, students, and vocational training providers. This situation necessitates a more balanced approach to skill development, one that meets industrial issues while promoting workforce stability.[10] When businesses have issues with the amount and quality of competent workers, they usually turn to internal training as their primary answer. Moreover, these companies are willing to collaborate on skill development efforts and take part in government-funded joint projects. It is proposed that key components of the German dual system be revised to better align Indian VET with labor market demands.(Mehrotra et al., 2015). A study was conducted on the Austrian firms using training companies and apprentices. The methodology successfully connects social participation and skill development, with variations in company practices reflecting the diverse purposes of training organizations give insights into vocational training legislation, educational methodologies, and related research which are offered, with a focus on the relationship between supportive work environments and the unique design of apprenticeship programs inside organizations.(Schlögl & Mayerl, 2024) .Employers focus on overcoming skills deficits for individual career growth, while employees prioritize external attributes like convenience and organizational brand. Employers prioritize content and accumulating specific human capital for the enterprise's needs. Employees' choice is related to higher assessment of qualifications by other employers. Informal forms of learning are prevalent among respondents with higher and secondary vocational education, and most employees prefer learning from experienced colleagues and receiving a university-rated certificate.

8 *Khatwani, P. A., & Desai, K. S. (1970). ERP Modules for Industry-Institute Interaction, Training and Placement, and Alumni Management. Retrieved from https://www.igi-global.com/chapter/content/70268*

9 (*Proceedings of the 2014 IEEE International Conference on MOOCs, Innovation and Technology in Education (IEEE MITE 2014) : 19-20 December, 2014, Thapar University*, 2014)

10 *Ruthven, O. (2018). Getting Dividend from Demography: Skills Policy and Labour Management in Contemporary Indian Industry. Journal of South Asian Development, 13(3), 315-336. https://doi.org/10.1177/0973174118822398*

Gaining entrepreneurial and vocational training skills is recognized as a benefit and safety net for escaping poverty, particularly during the last stages of the economic downturn and high unemployment. The variables affecting the perceived value and usefulness of skill development and empowerment to support the influence of these initiatives on reducing poverty in Nigerian families by encouraging more women to participate in small-scale companies. The target population will participate in comparable training more frequently in the future if government policy and program interventions take these findings into account. This will reduce regional poverty and assist to achieve its SDGs. (George et al., 2021) .

Objectives

1. To study the trends of education. (Bajna, Badanpur, Bachuni) block in Jhansi District.
2. To find opportunities in BIDA for the relevant education
3. To identify the skill gap among the students in the BIDA location of Jhansi

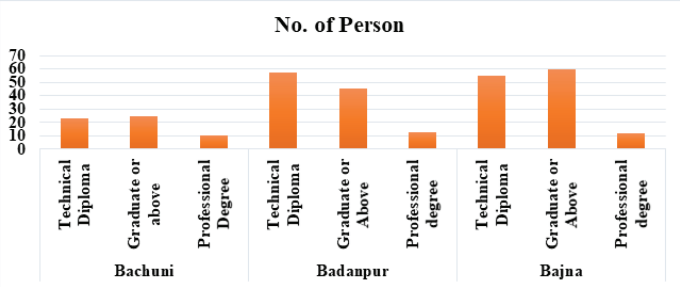
Methodology & Analysis

Sample Size: 300

Sampling Method: Simple Random Technique

Ha: *There is a significant relationship between geographical location and Educational Profile*

S. No	Area	Education Profile	No. of person
01	Bachuni	Technical Diploma	23
		Graduate or above	25
		Professional Degree	10
2	Badanpur	Technical Diploma	57
		Graduate or Above	45
		Professional Degree	13
3	Bajna	Technical Diploma	55
		Graduate or above	60
		Professional Degree	12



Based on the demographic information obtained through primary data collection, the educational qualifications of students living in Bachuni, Badanpur, and Bajna have been taken into account. The above graph and table show that Badanpiur has the most technical diploma students with 57, followed by Bajna with 55, and Bachuni with the fewest with 23. In the field of graduation, Bajna has the most students 60, followed by Badanpur with 45, and Bachuni with the fewest 10 pupils. In the field of professional degrees, it is least liked with 12 in Bajna, 13 in Badanpur, and 10 in Bachuni.

Based on the information the contingency table is as follows:

Chi-Square Test: The test of independence is a method used to decide if two categorical variables have a significant relationship. In other words, it helps to determine whether one variable's distribution is independent of another's.

Contingency Table: The rows indicate the various educational levels: technical diploma, graduate or above, and professional degree. Columns symbolize the villages of Bachuni, Badanpur, and Bajna. The figures in the table show the number of people with each educational profile in each community.

CONTINGENCY TABLE			
Education	**Bachuni**	**Badanpur**	**Bajna**
Technical Diploma	23	57	55
Graduate or above	25	45	60
Professional Degree	10	13	12

Observed Table(O): displays the actual counts (frequency) of individuals in each combination of two category variables: Education and Village. Specifically, it shows how many people in each hamlet (Bachuni, Badanpur, and Bajna) have a specific level of education. Total Column: Displays the total number of persons in all villages at each educational level. Total Row: Displays the total number of individuals in each village.

OBSERVED (O)				
Education	**Bachuni**	**Badanpur**	**Bajna**	**Total**
Technical Diploma	23	57	55	135
Graduate or above	25	45	60	130
Professional Degree	10	13	12	35
Total	58	115	127	300

Expected Frequencies Table (E): are the frequencies we would expect to find in each cell of a contingency table assuming the two variables Expected Frequencies: (row total*column total)/overall total

EXPECTED(E)			
	Bachuni	**Badanpur**	**Bajna**
Technical Diploma	26.1	51.75	57.15
Graduate or above	25.133	49.83	55.03
Professional Degree	6.76	13.41	14.81

Chi-square (Test of Independence):

(observed value -expected value) ^2/expected value

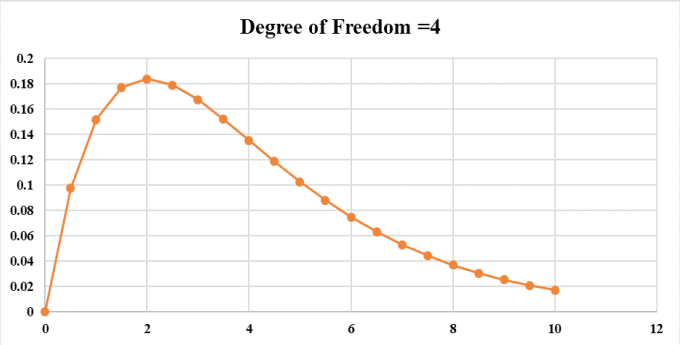
$(O-E)^2/E$			
	Bachuni	**Badanpur**	**Bajna**
Technical Diploma	0.36	0.53	0.08
Graduate or above	0.00	0.46	0.44
Professional Degree	1.54	0.01	0.53

Degree of Freedom: The degree of freedom is a key term in statistical tests, such as the Chi-Square Test of Independence. It represents the number of values that can be varied in the calculation of a statistic. The total number of categories or levels in a single variable (for example, the many educational profiles: Technical Diploma, Graduate or Above, Professional Degree). The total number of distinct categories or levels in the other variable (for example, the villages of Bachuni, Badanpur, and Bajna).

Degree of Freedom = (No. of row -1) *(No. of Columns -1)

P-Value: The p-value is the probability that assesses how significant evidence/s are that support the acceptance of the alternate hypothesis. A p-value (below ≤ 0.05) indicates significant evidence to reject the null hypothesis. In our study, p-value is greater than 0.05, therefore, we fail to reject the null hypothesis.

X-Square	3.99
Degree Of Freedom	4
P-Value	0.40



Findings & Suggestions

Based on the results, we conclude that there is no significant association between village and educational profile of students. This means that the distribution of educational profiles (technical diploma, graduate or above, professional degree) is not significantly different across the three villages (Bachuni, Badanpur, and Bajna).

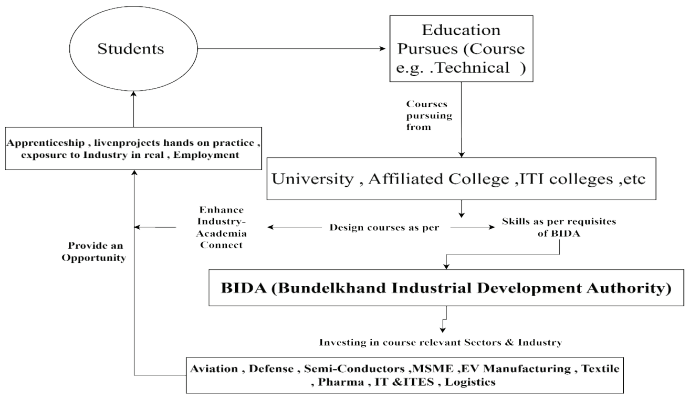


Fig: Industry -Academia Connect : BIDA

BIDA enhances skill development by aligning educational efforts with regional investment needs. Its strategic investment, both locally and internationally, improves job readiness and compensation prospects. BIDA's collaboration with international centers of excellence and NSDC introduces advanced technologies, enhancing skill development standards and driving economic progress and regional growth in Bundelkhand.

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