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Pursuing Growth in Developing countries through Community Capacity Building – An innovative approach towards Skills development

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ABSTRACT- 'Change' is the rule of the disruptive era we are part of. This has been obvious especiallywith regardto the population dynamics of countries and their path towards growth and development. The Demographic Dividend has been upheld as a factor with impeccable potential – that can increase the pace of economic growth for the vast expanse of the developing world if appropriately leveraged. While many East Asian economies seem to have made phenomenal strides in growth owing to the demographic dividend, the same transition has not permeated expected growth outcomes for countries in Latin America. This paper pointshighlights the importance of Governmental Policy making, and developmental programs through upskilling of resource base as a better approachtowards enhancing development in countries like India. The study undertaken among 350 IT skilling graduates in India on their perception of employability potential of the skilling programs and second study parallelly done among 100 trainers on the kind of IT skilling programs rolled out yearly – reveals the existence and the direction of skilling needed in the country by bringing out a measure called the 'propensity to upskilling' in the IT sector. In order to ensure that Development initiatives drive optimum results to economic growth, the need of the hour is an impetus on 'IT Skills' and building up on 'Employability skills' among the people. This undeniable need for change in Development efforts to be able to give the right thrust to IT Skills and to forecast the right kind of Skills to promote employability and productivity increase. This introduces us to the new approach of Community Capacity Building. 'Strengths, Skills and Abilities of masses' - the new direction for governments of developing countries to steer ahead to speedier progress.

Key Words: Community Capacity building, Skills gap, Skills mismatch, Employability skills, Unemployment

I. INTRODUCTION

'Change' is the rule of the disruptive era we are part of. This has been conspicuouswith regard to the population dynamics of countries, specific to the third world. Demographic exponents like Bloom and Canning have unequivocally propagated thetheory of 'Demographic Dividend' (Bloom and Canning, 2011) as one with flawlesscredentials – that which can lead togrowth-orienteddevelopment.If the pathway to sustainable development for India is through accentuation of our resources potential, then in order to make profitable use of the demographic dividend of the country, (an advantage which would remain with us only for a restricted time period), there would need efforts from the Government and Policy making bodies in the country to ensue in better development on a war footing basis. The expected outcomes of these efforts could be obtained with a renewed focus on skill development of the working-class population in India. It is in this context that Community Capacity building through skills development could play a pivotal part in bridging the skills gap to increase employability in India. This study deep dives into the Information and Communication Technology skills space on how better skill development through the Knowledge Building Ecosystem(a constituent of community capacity building), the Skill India Program, could raise the stakes forhigher employability and growth in the country.

II. LITERATURE REVIEW

Community Capacity Building

Skinner has defined:

"*Community Capacity Building as: all Quote "Activities, resources and support that strengthen the skills, abilities and confidence of people and community groups to take effective action and leading roles in the development of communities.' Unquote (Skinner, Strengthening Communities ,2006)"*

Discourses in the field of Community Capacity Building have been popular from 1999, but most of its perspective was focused on institutional and organizational capacity building. (Labonte, 1999). A number of definitions on Community Capacity building were formulated by different authors since then creating a vast repository of meanings and characteristics to describe the phenomenon from different contextual standpoints. (Simmons et.al, 2011). All systematic studies and rhetoric on Community Capacity building have been extensive from 2001 after Chaskin's explicit paper that

contributed towards a standard definitional framework for Community Capacity. He defined Capacity building as an interaction between
"the human capital, organizational resources and social capital, existing within a community which can be leveraged to solve collective problems and improve the well-being of the community."(Chaskin, 2001). A few seminal papers on '*Community Capacity building'* from 1995 to 2017 have been picked and chosen (below)to highlight its significance as the new development strategy for Policy makers and governments.

Community Capacity has been of much interest to community, organizational development experts, funding agencies, implementing organizations and has become common space for governments and policy makers ever since 1990s onwards. (Craig, 2007). Snip facts like those on the Government in United Kingdom investing in more than 3000 CCB (Community Capacity building) initiatives, as part of its regenerative program for the masses has increased the relative importance of this construct in recent times. (Duncan and Thomas, 2000).

Richard Philips has defined it as:
"development of capabilities to identify and address community issues and was conceptualized using four dimensions: participation, resource mobilization, linkswith others and role of outside agents." (Richard Philips, 2007)

Renewed focus on Individual
Moreno's perspective in his '*Understanding the process of CCB: A case study of two programs in Yunnan Province, of China* '(2017) was a turning point or a paradigm shift in directing a clear-cut understanding of the 'individual' level of community capacity which is in fact the most effective one too. Since then there has been a shift in development theories in support of this dimension of individual capacity building which has been adopted by governments and policy making bodies too. This paper delves deeper to elaborate on the capacities built at the level of the individual, while admitting that the expectations and outcomes at each level differ though mutually reinforce or overlap with each other. An impetus given to participatory community driven approaches and schemes has been another distinctive change noticed, from hitherto Government or Donor focused approaches. Analyzing the trend in fund allocation towards Development programs from 1999 to 2011, the World Bank has been financing, more than $85billion has been spent on Community
based development initiatives. Local people's capabilities to self-organize, building up on concrete capabilities and positive freedom to participate in programs improving self-well-being has been the goal of many of these Community driven development initiatives. (Moreno et. al, 2017)

A variety of characteristics have been unveiled through examining the definitions of this construct by different authors. These range from the usual characteristics like"*capabilities, abilities, strengths to the more tangible characteristics of knowledge, technical expertise, skills, and leadership to the less tangible characteristics of will, commitment, propensities for actions, openness to learning and attitudes."* (Simmons et. al, 2011)

In 1999, the constituents of community capacity building as "knowledge building", "leadership", "network building", "valuing community", "supporting information", which were derived by Prof. Garlick of the Regional Research Institute of the South Cross University, Australia vetted from various sources including Schumacher's 1975 – Small is beautiful, a study of economics, as if people mattered. These elements were further broken down into key observable indicators of community capacity building, taking development of an educational institution as a platform. (Mc Guinty, 2003)

Those Indicators that reflected Knowledge Building and Skills were listed as:

(1) Information and Communication Technology skills (ICT),
(2) Management Skills,
(3) Mentoring and Upskilling communities and
(4) Staff professional development for Community Capacity Building in schools. (Mc Guinty, 2003)

The Knowledge Building dimension with its far-fetched potential to foresee the emerging skill needs of communities, states and nations was considered effective in tackling the Skills gap issue. In India the Knowledge Building ecosystem for skills building comes within the purview of the Ministry of Skills development and Entrepreneurship (MSDE)promoted by the Skills India movement, inaugurated in 2015.
The table below unveils the number of training centers and job rolesfor which training is provided under PMKVY scheme of Skill India campaign.

TABLE 1. List of Training Centers under PMKVY programme

SCHEME NAME	TRAINING CENTERS IN INDIA	TRAINING CENTERS IN KARNATAKA	TRAINING CENTERS FOR IT/ITeS SECTOR IN KARNATAKA	NUMBER OF JOB ROLES FOR IT/ITeS
Pradhan Mantri Kaushal Vikas Yojana (PMKVY)	6636	209	8	6
Pradhan Mantri Kaushal Kendras (PMKK)	527	34	1	1

(Source: Skill India Official website as of December 2019)

Skills Gap and Employability Skills
Delving deeper into the review of Skilling from a globallenswill present fewdaunting facts on the 'middle skills' gap; confronted by this century employers and reveal the reasons of its persistence.
Thismiddle skills gap is indeed a reality - a catch 22 situation the labour market today is challenged with, an aghast finding of Bessen in his Harvard Business reviewpaper. While there are detractors and passivetheorists who disprove the claim of skills shortage through very many facts, figures, and survey results, what has beenthe experience of employers or industry is that there is a dearth in real talent, when it comes to newly emerging skills.
Three major reasons that validate the middle skills gap issue as outlined were:
1. A lack of certified or grade skills identifiableto fit the new roles in the job market
2. 'On the job learning' found ineffectiveon account of lack of right hires.
3. Continuous learning disrupted due to uncertain prospects of learning newerskills (Bessen, 2014)

IT skillsand Job roles in India

A look intothe'***National Classification of Occupations'***, released by the Government of India, by its Labour and Employment ministry, would offer a transparent ground to skillingby understanding the job roles, occupational setup, duties, responsibilities and skills grade required to perform tasks in a specific profile.It also throws light on the structural changes in the Indian labour market and newly evolving occupation types in the country. NCO designates aspecific coding to differentjob types or roles in the country under 52 or more odd industries in India. These qualification codes are aligned to International Standard Classification of Occupations, recognized globally which caters to a wide coverage of almost all jobs in vogue in the country today. (NCO 2015)

The National Industries Classification (2008) of the Indian government has classified 6 major job segments under the IT industry:

TABLE 2. IT/ITeS job roles

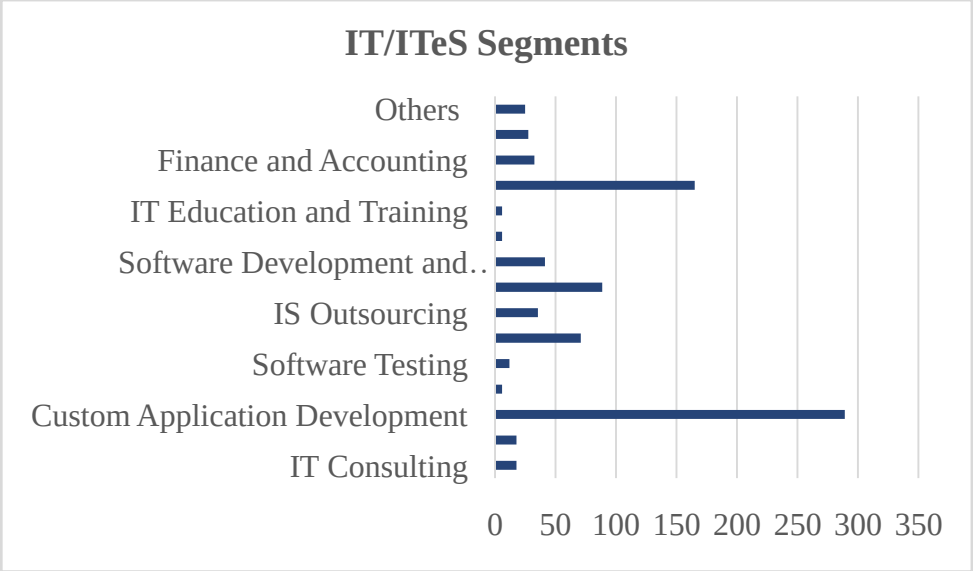
Computer Programming activities
Computer consultancy and facilities management activities
Other Information technology and computer service activities
Software Publishing
Data Processing, Hosting and related activities
Web Portals

(Source: National Industries Classification report, 2008)

Skill sets specific to India's information and Communication technology industry

The Information and communications technology industry comprises of Information technology services and technology enabled services which can be segregated into:
IT Services – 59%
Business Process Outsourcing (BPO) – 25%
Engineering Research and Development (ER&D) – 8%
Software Product Development (SPD) – 8% *(NASSCOM)*

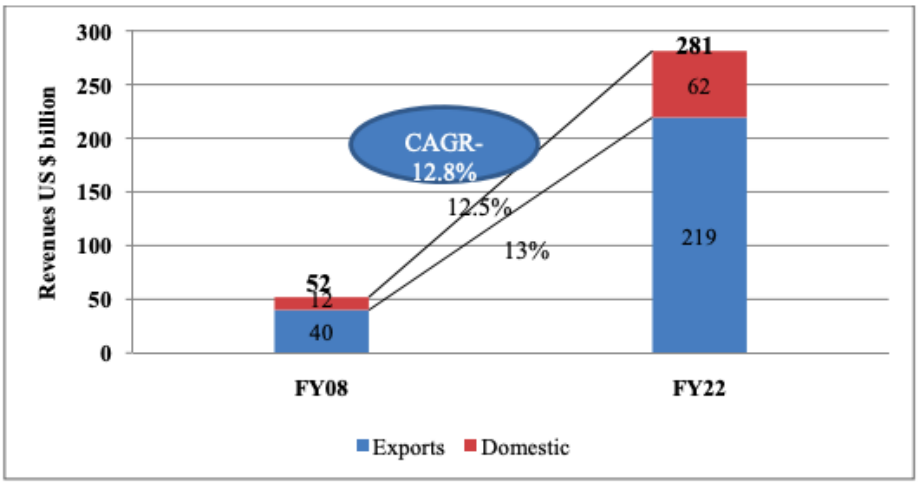
FIGURE1. Industry revenue from various segments of ITand ITeS



(NASSCOM 2013)

With Cognitive and Cloud services attaining terrific priority in today's Digitized economy worldwide, many of the IT companies worldwide expanding their operations into cost competitive markets to sustain their business and profitability (through economies of scale) the size and demand of this industry is expected to multiply five times more than its current revenues.

FIGURE 2



(The IT and ITeS industry in India revenues prediction for 2022 by NASSCOM)

Some of the upcoming jobs of high demand, calling for suitable hires in the Information and Communications technology industry are:

TABLE 3. High demand jobs in IT/ITeS sector

Application Development
Application Deployment
Analytics
Customer Relationship Management
Data Scientists
Engineering Analysis
Finance and Accounting
Health Services
Infrastructure Management Services
Information Security
Knowledge services - Research
Legal Services
Project Management
Product Engineering Design
Product Development and Delivery
Product Support
Sales and Marketing
Supply Chain Management
Transition
Testing and Quality Assurance

IMAC has predicted a skills gap in the IT/ITeS sector of jobs for the period of 2012-22 as under the various incremental skill categories as:

TABLE4. IT/ITeS skills gap

SECTOR	TOTAL SKILLS GAP	SEMI - SKILLED	SKILLED	HIGHLY SKILLED
IT & ITeS	618,091	432,663	154,523	30,905

(Source: IMAC report 2012-13)

IT Employability skills

All those skills that appear as inevitable for obtaining a new job as well as those needed to successfully sustain in the workplace are Employability skills. The category would encompass adaptability, flexibility and adeptness to changing needs of the market. Collation of the set of skills that satisfy this criterion would need amulti-dimensional understanding, imbibing opinion from both the employerand from the employees' standpoint.

The American Institute of Researchers in 2016 has conceptualized astandard set up on Employability skills in their handout to Higher Education institutions. Employability was to be explainedfrom triador three essential dimensions; viz., Effective relationships; Workplace Skills; Applied Knowledge.Each one of these dimensions had its own set of aspects like Interpersonal Skills, Personal Qualities – reflective of effective relationships, Resource management, Information use defining what workplace skills mean, Communication Skills, Systems thinking, Technology use, Applied Academic skills and Critical thinking skills pointers to the aspect of Applied knowledge. (AIR, 2016)

A scale for measuring the extent of employability or a measure of occupational expertise would be defined based on effectiveness and efficiency in jobs called**Competence**. (Heijde, 2006). This element was highlighted and includedin the definition of "*taxonomy of employability skills"* for the 21st century Higher Education graduates.Skills here were inclusive of both personal attributes and technical eminence in order to be eligible as employable for graduates into their interviewed job roles. (Ornellas, 2018)

It is undeniable to bring into this context the Appraisal Scale for employability which refers to a multidimensional scale giving credence to a **Bioecological Model.** Thisnew modelanalyzesboth the Personal and Social dimensions of a person's employability. This standard was the result of testsconducted on a heterogenous sample of 489 people which hints on its rationale. This was a major breakthrough in employability enhancement efforts. (Lucia et.al, 2018)

The emergence of 'employability' has been as a result of a three-phased sequential process of a decline in Industrial production, followed by rise in the Services economy. In a Services driven economy, Education and work are regarded as a means towards bringing in a more inclusivesociety and lifelong learning would pave the smoothen the wayto a rapidly changing world. (Mc Grath, 2009)

It is due toexisting deficiencies in the labour market as well as the educational system that has brought about increased rates of unemployment. In other words, the consequences of unemployment being found in areduced labour force participation in the economy, low skills levels and a higher skills mismatch is rampant in many of the emerging economies today. OECD Economic Working paper on Employability and Skills counts on two major headways to tackle the issue at its roots.

Creating new job roles–This fall within the domain ofgovernmental policy making. Of late this has assumed phenomenal importancein strategies to curb peak unemployment rates, specific to the young or adolescent workforce.

Industry market fit skills – What would be those skill sets advocated by Industry experts as predominant today would be where our schools and educational institutions would need to focusin terms of outcomes.

Needless to state that a consistentskills upgrade mechanism in alignment to employer needs is the crux of employability acceleration measures if they are to succeed.

There needs to be constant dialogue between Industryexperts and educational/ training institutions to prove to be effective stakeholders in the Skills upgrade process. There is a need to revamp programs on traineeship

and apprenticeship,On-the-job trainingprovided by Industry partners so that they are more accessible to the Training Institutes with more impact on graduates. (Paula, 2017)

Gaps in Literature:

National Classification of Occupations in India has published a list of occupations that are classified for different industry job roles. It also mentions the demand and supply gap in these occupations. However, clarity on standard IT certified skills for new jobs that are in demand have not been outlined by the Government in any of these publications.(Bessen, 2014).

Another problem which is specific to Indian labour ecosystem is that of workforce layoffs. This hasassumedhuge proportions in Indian Information Technology sector, despite the fact of it being portrayed as an employment hub for the vast population. Practically speaking there are hardly any major studies that pick on the need for integrating the skills domain with that of formal education system in India. This study serves to address this gap in Indian labour ecosystem.

A Source matrix or scale that the American Institute of researchers have come up on employability skills that could be used generally, within the context of United States of America. This Study that aims to clearly identify the specific outcomes or traits that assure Employability may need to be customized to relate to skills in India so as to mitigate the gap in skills and adequately skilled persons. (AIR, 2016)

A Labour intensive technological growth has been purported to be a way towards accelerating employment intensity driven growth for developing countries, like India. How far could this proposition be validated in terms of economic viability and implementation in a country of huge population and with large part of the workforce minimally skilled. This paper seeks to address the ways and means of increasing India's productive employment capacity. (Pattanaik and Nayak, 2014)

Thefocus towards skilling for employability would add to development of the community and society, which in fact is the crux that community capacity building as a concept seeks to action upon through this study of the IT Skilling institutions.

SCOPE AND OBJECTIVES OF THE CURRENT STUDY

The present study focusses on Information and communication sector skills(IT/ITeS), that contributes to 8% GDP of India in terms of its productivity.(KPMG-NSDC IT and ITeS gap study 2013)It evaluates the skilling undertaken on the large volumes of semi-skilled or unskilled working population of the country by the flagship programs of the Government (Skill India movement)so as to further the existing rate of employability, thus culminating in growth.

(i)A perceptionmapping of Information technology job roles and skills from those classified under the National Industry classification of occupations with the IT/ITeS subsectors and othersin demand in this sector to arrive at a measure of Propensity to upskilling of skilled workforce.

(ii)To evaluate the employability potential of the Skill India programs in the IT Sector in India.

HYPOTHESIS TO BE TESTED

The Objectives of the study lead us to testing of the below hypotheses:

Null (1): There is no difference in the propensity to upskilling among conventional and analytics skills in the IT sector

III. METHODOLOGY

Two assessmentstudies were undertaken parallelly on the IT Skills Ecosystem of India specific to Bangalore Urban and Rural districts.

A study on350 graduates of IT/ITeS Skill India training courses (both PMKVY and Non PMKVY) in Bangalore was conducted. Their perception on value add obtained from these upskilling/reskilling programs as regards 'employability' was measured on a 5 point Likert scale questionnaire. (with 50 questions). Data collected from these students included the skilling program they had completed, benefits obtained as a result of the training. The benefits included obtaining new jobs, better employment or career possibilities, awareness of job vacancies through employment support facilities these institutions provided. The curated content was

further analysedto enablethe design of a skills scorecard. For this yet anotherquestionnaire on 100 Training Institutions in the IT/ITeS sector was circulated as to list out the type of skillstraining provided to their students. The data obtained from them, helped enlist 25 skill typeswhich were rankedbased on the perception ofsignificance towards employability. This analysis helped segregate IT skills into 4 major buckets. These were – PROTECT, ACCOMMODATE, EMERGE and IMPROVE buckets.

The 25 significant IT/ITeS skills rated by those 100 trainers on a 9-point scale of horizontal and vertical attributes for each of the skills. While the Horizontal traits enumerated for ranking were

	Horizontal Attribute
1 =	Conventional IT skills
5 =	Equal mix of both
9 =	Analytics & Applicability to Service

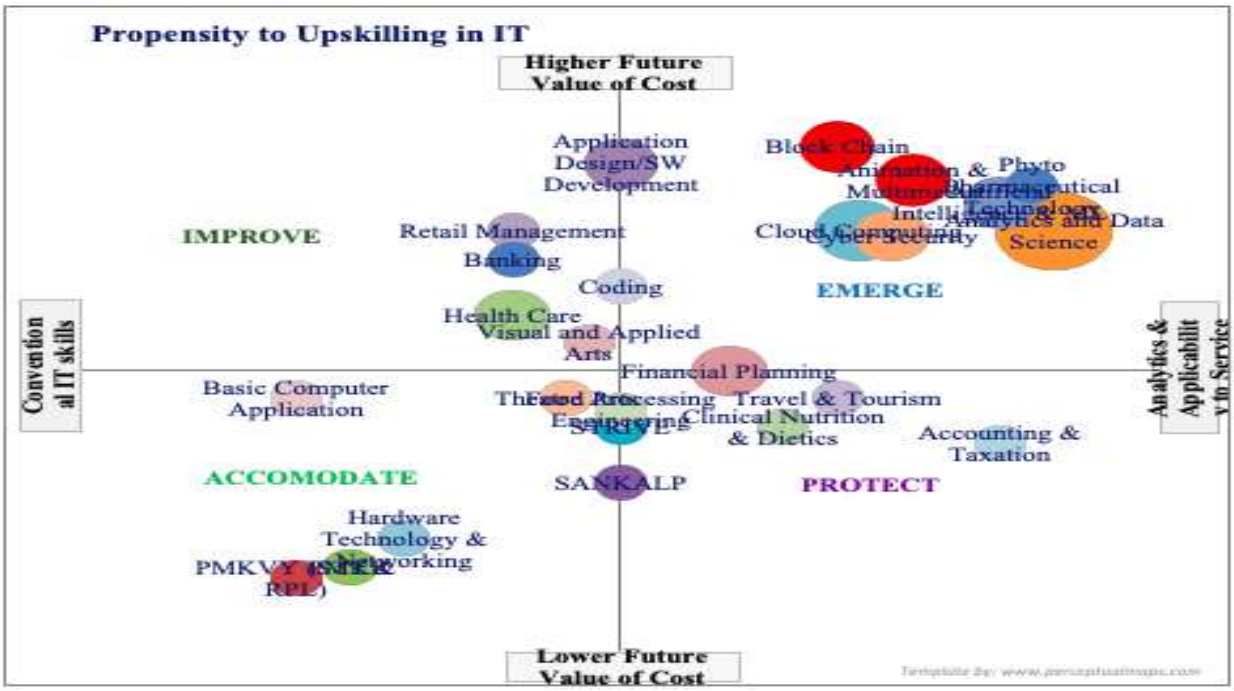
These skills were rated also based on the below Vertical attributes:

	Vertical Attribute
1 =	Lower Future Value of Cost
5 =	Equal mix of both
9 =	Higher Future Value of Cost

IV. ANALYSIS AND FINDINGS

A Perception mapping of IT/ITeS skills helped to arrive at a measure for Propensity to Upskilling.
This metric wasderived after consideringbroad based factors (from data obtainedfrom100 Skill Training institutions in India) and from the perception of 350 graduates of Skill training programs in the IT sector. This 'skills score card'portrayed similarity to the BCG matrix and has two critical input categories that have been factored into for the purpose of the analysis - Skill type and Future value of cost.IT skills programs ranging from the most conventional types like Basic computing, Recognition of Prior learning (RPL) etc. to the most sophisticated newly emerging skills like Cybersecurity, Block Chain, Data Analytics etc. were included. This culminated in segmentation of the entire IT/ITeS Skills Ecosystem in India into 4 broad segment types or quadrants.PROTECT, ACCOMMODATE, EMERGE and IMPROVE quadrants.

FIGURE 3.PROPENSITY TO UPSKILLING IN IT IN INDIA



(Source: Prepared by Self based on data collected through Questionnaire)

The Skills score card leads us to rejecting the null hypothesis which stated that there is no difference in the propensity to upskilling among conventional and analytics skills in the IT sector.
The division of skill types into quadrants proved their essential differences and the factors that prompted people to take up those skills training. It goes without saying that the best strategy to be adopted by Governments would be to increase accessibility for skilling in EMERGE quadrant skills. These pose to be of higher return for initial investment. While at the same time, institutions were to equip themselves to provide these emerging skills training through their improvised curriculum.

Going by Skills reporter scan that the Employability potential of yearly supply of IT workforce in India, depicted a dismal 17% level, which calls for urgent upskilling efforts to scale up with speed the skilled manpower potential in India's fast-growing working population

With this objective, the Ministry of Electronics and IT, Government of India in collaboration with NASSCOM have officially concurred on the 'future skills' initiative to industry professionals across different segments.
Thisambitious Digital platform is known as the Future Skills PRIME (Programme for reskilling/upskilling of IT manpower for employability) and would initiate education in nine emerging new technologies of the day – viz., Artificial Intelligence (AI), Virtual Reality (VR), Internet of Things (IoT), Big Data, Cyber security, social, mobile, Block Chain and Cloud computing.

V. RECOMMENDATIONS AND SUGGESTIONS FOR IMPROVED UPSKILLING EFFORTS:

The Governmental National Industries Classification should be expanded to include within it many of the newer emerging occupations/job roles.
Training efforts initiated under Skill India campaigns must align their training curriculum to include many of the emerging newer skill areas.
Upskilling through the medium of Vocational Educational institutes or Community Colleges must be promoted in rural areas of the country to ensure equipping of larger rural population into India's workforce.
The Government must promote collaborative efforts on the part of Experts in the Private sector/Industry to involve and improve the training curriculum provided through Public Infrastructure.

World Skills India initiative of Skill India campaign of the National Skills Development Corporation must increase awareness and participation of skilled youth in World Skilling competitions conducted worldwide every year.

VI. EXTENDED ARENAS FOR FURTHER RESEARCH

The above studies have opened vistas for extensive cum Exploratory research possibilities - Those that pertain to the employment ecosystemofdifferent states of the country. If the Knowledge Building element would reduce the skills gap driving employability and working towards better community capacity building through optimum productivity. There could be studies undertaken to assess the impact of an Inclusive culture surrounding the adolescent class which is yet to enter into the workforce of the country in the near future.An objective analysis of the skills promoted by Institutes to trainees, to identify those that promote employability, those that currently classify into

New-collar IT skills in high demand today, other market ready skills that trainees need to imbibe into. It could also include some definitivestrategies that could take on the problems associated the existing training infrastructure and their revamping.And finally, if we were just to veer into our present context, Of How the Skill India Policy and movement would drive employability in the country and enable maximum increase in the national product.

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