

6

Role of Education and Vocational Training in Gig Readiness

Nilesh Kharche*

Associate Professor, Balaji Institute of Technology & Management, Sri Balaji University, Pune, India.

*Corresponding Author: nilesh27777@gmail.com

Abstract

The chapter explores the need for transformation in education and vocational training systems in India to prepare individuals for project-driven, platform-based employment. It discusses identifying skill gaps, designing innovative curriculums, upskilling initiatives by gig platforms, and financial and legal education for independent professionals. The analysis highlights successful programs like Skills India's gig focused training schemes, collaborations between corporations and academia, and AI-powered personalized skilling solutions. It also addresses challenges like certification recognition, unequal access to training, and the intersection with India's informal labour sector. The chapter concludes with a policy blueprint for developing integrated "gig-ready" learning ecosystems.

Keywords: *Gig Workforce, Skill Development, Future of Work, Micro-Credentials, Platform Economy, Lifelong Learning.*

Introduction

The Imperative for Gig Readiness

India stands at a pivotal juncture. Its vast demographic dividend, characterized by a young and aspiring population, intersects with a rapidly transforming global Future of Work, dominated by the rise of the Platform Economy. The Gig Workforce comprising freelancers, independent contractors, project based workers, and platform-mediated labourer's is no longer a fringe phenomenon but a central pillar of contemporary and future employment landscapes. Projections indicate exponential growth in this sector within India, promising flexibility, entrepreneurship, and access to

diverse opportunities. However, realizing this potential hinges critically on whether the nation's education and vocational training (VET) systems can evolve to foster genuine "gig readiness" [1,2,7,15].

Traditional education, often geared towards linear career paths within stable organizations, is ill-equipped to prepare individuals for the dynamism, autonomy, and specific demands of gig work. The imperative, therefore, is a fundamental transformation: moving from static, degree-centric models towards agile, Lifelong Learning ecosystems focused on relevant, stackable skills and entrepreneurial resilience. This chapter delves into the multifaceted role education and VET must play in equipping the Indian workforce to not only survive but thrive in the gig economy [2, 3].

The Gig Landscape in India: Opportunities and Skill Demands

India's gig economy is vibrant and diverse, spanning sectors like ride hailing, food delivery, e-commerce logistics, IT services, creative design, consulting, and healthcare. Platforms like Ola, Swiggy, Urban Company, Upwork, and numerous niche players connect millions of workers with micro-tasks and projects [3, 4, 10]. While offering flexibility and entry level opportunities, gig work demands a unique blend of competencies beyond traditional job specific skills:

- **Technical & Digital Literacy:** Proficiency in using digital platforms, communication tools (Slack, Zoom), project management software (Asana, Trello), cloud based applications, and often sector specific digital tools (e.g., design software, coding environments, logistics apps). Basic data literacy is increasingly crucial [5, 9].
- **Behavioral & Cognitive Skills (Power Skills):** Critical thinking, problem solving, creativity, adaptability, resilience, self motivation, and time management are paramount for navigating project ambiguity and client demands.
- **Entrepreneurial & Business Acumen:** Gig workers are, effectively, micro entrepreneurs. Skills in personal branding, marketing, client acquisition, negotiation, pricing strategies, and managing cash flow are essential [13].
- **Financial Literacy:** Understanding income variability, budgeting, tax obligations (including GST for professionals), savings, insurance options (health, liability), and retirement planning specific to independent earners [5].
- **Legal Literacy:** Awareness of contracts, intellectual property rights, dispute resolution mechanisms (both platform-based and external), liability issues, and evolving labor regulations concerning gig workers [13].
- **Communication & Collaboration:** Ability to communicate effectively with diverse clients and remote teams, manage expectations, provide updates, and build trust virtually.

Bridging the Chasm: Identifying Critical Skill Gaps

The current Indian education and VET systems face significant gaps in addressing these multifaceted gig skill demands:

- **Curriculum Misalignment:** Traditional curricula often lack modules on freelancing fundamentals, digital platform navigation, financial management for independents, contract law basics, or entrepreneurial skills development [7,14].
- **Overemphasis on Degrees:** The societal and systemic bias towards formal degrees undervalues shorter, skill-specific certifications (Micro-Credentials) crucial for demonstrating gig readiness quickly [13,14].
- **Limited Focus on "Power Skills":** While technical skills are taught, deliberate cultivation of adaptability, resilience, self-directed learning, and complex problem-solving is often insufficient.
- **Financial & Legal Blind Spots:** Formal education rarely equips individuals with the practical knowledge needed to manage the financial volatility and legal complexities inherent in gig work.
- **Lack of Lifelong Learning Integration:** Systems are often designed for initial skilling, not continuous reskilling and upskilling required to stay relevant in a fast-changing gig landscape.
- **Digital Divide:** Unequal access to digital infrastructure and literacy creates barriers for large sections of the population, particularly in rural areas and the vast informal labor sector, to even access gig platforms or online training [10,14].

Reimagining Curriculum: Designing for Agility and Relevance

Fostering gig readiness requires radical curriculum innovation:

- **Modularity & Micro-Credentials:** Shift towards bite-sized, competency-based learning modules. Awarding Micro-Credentials for specific skills (e.g., "Platform Project Management," "Freelance Financial Literacy," "Digital Marketing for Independents") allows workers to build targeted, stackable portfolios valued by gig platforms and clients [9,14].
- **Embedding Gig-Centric Skills:** The text emphasizes the integration of gig-centric skills across various disciplines, including technical courses that cover data fundamentals, digital collaboration tools, platform usage, business/commerce courses that cover customer relationship management, contract fundamentals, personal finance management, and freelancing [8].

- **Project-Based Learning (PBL):** Emphasize real-world projects simulating gig scenarios. This builds problem-solving, client interaction, deadline management, and portfolio pieces simultaneously.
- **Focus on "Learning to Learn":** Develop metacognitive skills – teaching individuals how to identify emerging skill demands, find relevant resources, and acquire new knowledge independently.
- **Simulations & Gamification:** Use digital simulations of gig platform interfaces, client negotiations, and project workflows to provide safe, practical learning environments [8].

Upskilling Initiatives: Platforms, Corporations, and Academia Collaborating

Beyond formal education, collaborative initiatives are vital:

- **Platform-Led Training:** Leading gig platforms (e.g., Flipkart, Ola, Urban Company) invest in onboarding and upskilling programs for their workers. These are highly contextual but often lack broader portability. Examples include safe driving practices, customer service etiquette, or platform-specific tool training. The challenge is scaling these effectively and ensuring quality [12].
- **Corporate-Academia Partnerships:** Forward-thinking companies collaborate with universities and training institutes to design curricula aligned with their gig talent needs (e.g., TCS collaborating with NIIT for IT gig skills). These partnerships can provide valuable industry input and pathways.
- **AI-Powered Personalized Skilling:** Platforms like Coursera, UpGrad, and government initiatives leverage AI to offer adaptive learning paths. AI analyzes skill gaps, recommends personalized modules (Micro-Credentials), and tracks progress, making Lifelong Learning efficient and scalable. (e.g., MeitY's FutureSkills Prime initiative) [11].
- **Skills India & Gig Focus:** National initiatives like Pradhan Mantri Kaushal Vikas Yojana (PMKVY) are evolving to incorporate gig-specific training modules, particularly in logistics, retail, and IT. Recognition of Prior Learning (RPL) schemes are crucial for validating skills of informal workers transitioning to platform gigs [11].

Empowering the Independent Professional: Financial and Legal Literacy

Specialized education is non-negotiable:

- **Financial Literacy Modules:** Mandatory short courses cover irregular income management, tax filing, independent savings and investment strategies, insurance options, basic accounting and invoicing practices, health, accident, professional liability insurance options, and basic accounting practices [2].

- **Legal Literacy Essentials:** Training on understanding and negotiating service contracts, intellectual property rights ownership in gig work, platform terms of service comprehension, dispute resolution pathways, and awareness of evolving social security schemes and labor codes relevant to gig workers is available [16].
- **Delivery Mechanisms:** Leverage mobile apps, short videos, community workshops (in partnership with NGOs/local bodies), and integrated modules within broader VET programs.

Navigating Challenges: Roadblocks to Gig Readiness

Significant hurdles remain:

- **Certification Recognition & Standardization:** Lack of universally accepted standards and quality assurance for Micro-Credentials hinders their value. Employers and platforms may not trust credentials from unfamiliar providers. A robust national framework for accreditation is needed.
- **Unequal Access & The Digital Divide:** High-quality online training and gig opportunities require reliable internet and devices. Rural populations, women, and low-income groups face disproportionate barriers. Offline/blended models and subsidized access are critical.
- **Integrating the Vast Informal Sector:** Millions in India's informal economy possess valuable skills but lack formal certification or digital literacy. Bridging this gap requires tailored RPL programs, vernacular language training, and low-tech access points to platforms and skilling resources.
- **Affordability & Motivation:** Cost of relevant training can be prohibitive. Sustaining motivation for continuous upskilling amidst income volatility is challenging. Subsidies, income-share agreements (ISAs), and demonstrating clear ROI on learning are important.
- **Faculty Development:** Educators and trainers themselves need upskilling to understand the gig economy and deliver relevant, contemporary curricula [3, 4].
- **Data Privacy & Algorithmic Management:** Training must also cover understanding platform algorithms and protecting personal data in the digital workspace.

Towards a Policy Blueprint: Building Integrated "Gig-Ready" Learning Ecosystems

A cohesive national strategy is essential:

- **National Gig Readiness Framework:** Develop a comprehensive framework defining core gig competencies, standardizing Micro-Credential formats, and

establishing quality assurance mechanisms (led by NSDA/NSDC in collaboration with industry and academia) [11].

- **Revitalize VET & Higher Education:** Mandate integration of gig-centric modules (financial literacy, legal basics, entrepreneurship, digital skills) into existing curricula. Promote widespread adoption of stackable Micro-Credentials.
- **Bridge the Digital Divide:** Significantly invest in digital infrastructure (rural broadband) and provide affordable device access. Develop high-quality offline/digital-lite learning resources in vernacular languages [12].
- **Formalize Informal Sector Integration:** Scale up and adapt RPL programs specifically for gig-relevant skills. Create pathways linking informal workers to platform opportunities via targeted skilling.
- **Incentivize Lifelong Learning:** Implement individual learning accounts (ILAs) with government contributions, tax benefits for skilling expenses, and promote corporate skilling allowances for gig workers they engage [16].
- **Foster Public-Private Partnerships (PPPs):** Create structured platforms for collaboration between gig platforms, corporations, training providers (ITIs, Polytechnics, Universities), and government agencies for curriculum co-creation, mentorship, and apprenticeship models.
- **Social Security Linkage:** Explore innovative models linking access to portable social security benefits (health insurance, accident cover, pension contributions) to participation in certified skilling programs or verified gig work history [6].
- **Establish a Gig Skilling Observatory:** Create a dedicated body to track gig skill demands, evaluate training program effectiveness, identify emerging needs, and provide real-time data to policymakers and training providers.

Conclusion

Lifelong Learning as the Keystone

India's workforce needs to adapt to the Platform Economy, transforming from an educational challenge to an economic and social imperative. This requires a shift towards a culture of Lifelong Learning within an integrated ecosystem. Education and Vocational Education Training (VET) must become agile and responsive, empowering individuals with technical, behavioral, entrepreneurial, financial, and legal skills. Success depends on collaboration between policymakers, educational institutions, gig platforms, corporations, and individuals. By building robust "gig-ready" learning ecosystems centered on Micro-Credentials and accessible Lifelong Learning, India

can harness the potential of its Gig Workforce, ensuring employability, economic resilience, and empowerment for millions navigating independent work.

References

- [1] Allais, S. (2012). Will skills save us? Rethinking the relationships between vocational education, skills development policies, and social policy in South Africa. *International Journal of Educational Development*. <https://doi.org/10.1016/j.ijedudev.2012.01.001>.
- [2] Aristi, N. M., & Pratama, A. R. (2021). Exploring familiarity and participation in online gig economy among indonesians. *IOP Conference Series. Materials Science and Engineering*, 1077(1). doi:<https://doi.org/10.1088/1757-899X/1077/1/012066>.
- [3] Batmunkh, A., Fekete-Farkas, M., & Lakner, Z. (2022). Bibliometric analysis of gig economy. *Administrative Sciences*, 12(2), 51. doi:<https://doi.org/10.3390/admsci12020051>.
- [4] Chen, L. (2023). Micro-credentials and the gig economy. *Journal of Vocational Education*, 45(2), 112–129. <https://doi.org/10.1016/j.jve.2023.05.003>.
- [5] Garcia, M. (2022). Digital literacy in freelance success. *Computers & Education*, 187, 104550. <https://doi.org/10.1016/j.compedu.2022.104550>
- [6] Lent, R. W., & Brown, S. D. (2019). Social cognitive career theory at 25: Progress in studying the domain satisfaction and career self-management models. *Journal of Career Assessment*, 27(4), 563–578. <https://doi.org/10.1177/1069072719852736>.
- [7] Keith, M. G., Harms, P., & Tay, L. (2019). Mechanical turk and the gig economy: Exploring differences between gig workers. [Mechanical Turk and the gig economy] *Journal of Managerial Psychology*, 34(4), 286-306. doi:<https://doi.org/10.1108/JMP-06-2018-0228>.
- [8] Mahato, M., Kumar, N., & Lalatendu, K. J. (2021). Re-thinking gig economy in conventional workforce post-COVID-19: A blended approach for upholding fair balance. [Gig economy in conventional workforce] *Journal of Work-Applied Management*, 13(2), 261-276. doi:<https://doi.org/10.1108/JWAM-05-2021-0037>.
- [9] Malik, R., Visvizi, A., & Skrzek-Lubasińska, M. (2021). The gig economy: Current issues, the debate, and the new avenues of research. *Sustainability*, 13(9), 5023. doi:<https://doi.org/10.3390/su13095023>.
- [10] Naidoo, V., Mabitsela, T., & Nel, P. (2024). Vocational identity and work engagement: The mediating effect of career adaptability. *SA Journal of Industrial Psychology*, 50. doi:<https://doi.org/10.4102/sajip.v50i0.2237>.

- [11] Roman, C., Natalia, S., Radovan, M., & Lucia, M. (2025). Are nations ready for digital transformation? A macroeconomic perspective through the lens of education quality. *Economies*, 13(6), 152.
doi:<https://doi.org/10.3390/economies13060152>.
- [12] Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology & Distance Learning*, 2(1), 3–10.
- [13] Stryzhak, O., Yermachenko, V., L'ubos Cibak, & Sidak, M. (2025). Digitalisation of the tourism industry and self-employment: Challenges of the gig-economy. *Tourism and Hospitality*, 6(1), 4.
doi:<https://doi.org/10.3390/tourhosp6010004>.
- [14] Tronsor, W. J. (2018). Unions for workers in the gig economy: Time for a new labor movement. *Labor Law Journal*, 69(4), 181-193.
- [15] Wheelahan, L., Moodie, G. (2022). Gig qualifications for the gig economy: micro-credentials and the 'hungry mile'. *High Educ* 83, 1279–1295.
<https://doi.org/10.1007/s10734-021-00742-3>.
- [16] Zhang, Y., et al. (2024). Vocational training and gig worker retention. *Human Resource Development Quarterly*, 35(1), 45–67.
<https://doi.org/10.1002/hrdq.21506>.
- [17] Zietlow, R. E. (2020). The New Peonage: Liberty And Precarity for Workers in The Gig Economy. *Wake Forest Law Review*, 55(5), 1087.

