



सत्यमेव जयते

नीति आयोग

National Institution for Transforming India



REPORT OF THE SUB-GROUP OF CHIEF MINISTERS ON SKILL DEVELOPMENT

SEPTEMBER, 2015



D.O. No. CMO/Conf-2015/667
Dated: 16-09-2015

PARKASH SINGH BADAL
Chief Minister, Punjab

Respected Prime Minister Sir,

The Sub-Group of Chief Ministers on Skill Development was constituted on 24th March, 2015 following the first Governing Council meeting of NITI Aayog to address the issues related to scale, speed, standards and sustainability of the ambitious goals set for the Skill Development Mission. On behalf of all the Members of the Sub-Group, my colleague Chief Ministers I would like to thank you for involving us in this critical initiative that forms an important element of the National development Agenda.

There has been an overwhelming response from the Chief Ministers who were Members of this Sub-Group to come together and provide valuable suggestions for improving the efforts in realization of the challenge of skilling the large number of new entrants to the labour force in each of their States. The Sub Group also asked all States who were not members of the Sub-Group to send their comments and suggest measures for improving the Mission. I am happy that Bihar, Haryana, Arunachal Pradesh and Mizoram have sent their views and these are part of our Report.

Our Sub-Group felt that the major challenges to be addressed in this journey are making skill aspirational among youth; addressing mobility between education and work; improving access and outreach; Providing quality trainers; monitoring outcomes and making available adequate financial resources. Since States are the major players there is need for an integrated delivery framework at the State level to ensure convergence of programs by strengthening the State Skill Development Missions. However, it was felt that there should be total convergence at the Central Government level also and all Central Ministries should comply with the common norms and standards formulated by Ministry of Skill Development and Entrepreneurship. The States of the North East as well as less industrially advanced States have, on their part, urged that there should be Central Government support as well to help them in taking forward the skilling initiatives in their States.

We would like to place on record our thanks to Dr. V.K. Saraswat Member (Skill Development), NITI Aayog for his support to the deliberations of the Sub-Group. We would also like to place on record our appreciation to the CEO, NITI Aayog, Ms. Sindhushree Khullar and the Working Group of officers including Mrs. Sunita Sanghi and others whose participation in finalization of the Report was exemplary and of a very high standard.

with deep regards,

Yours sincerely,

Parkash Singh Badal

Shri Narendra Modi
Hon'ble Prime Minister

(Parkash Singh Badal)

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List of Abbreviations & Acronyms

AICTE	All India Council for Technical Education
ATI	Advanced Training Institutes
DGET	Directorate General of Employment and Training
EDP	Enterprise Development Programme
ESDP	Enterprise Skill Development Programme
EUS	Employment-Unemployment Survey
ITI	Industrial Training Institute
ITC	Industrial Training Centre
MHRD	Ministry of Human Resource Development
MES	Modular Employment Scheme
MoRD	Ministry of Rural Development
MSME	Micro Small & Medium Enterprises
NCVT	National Council for Vocational Training
NGO	Non-Government Organization
NOS	National Occupation Standards
NSDA	National Skill Development Agency
NSDC	National Skill Development Corporation
NSQF	National Skill Qualifications Framework
NRLM	National Rural Livelihoods Mission
NSSO	National Sample Survey Organization
PIA	Project Implementation Agency
PPP	Public-private partnership
PIP	Participatory Identification for Poor
PMEGP	Prime Minister Employment Generation Programme
QCI	Quality Council of India
QP	Qualification Pack
RVTI	Regional Vocational Training Institute
SME	Small and Medium Enterprises
SC/STs	Scheduled Caste/ Scheduled Tribes
SSC	Sector Skill Council
SSDM	State Skill Development Mission
SCVT	State Council for Vocational Training
UT	Union Territory

EXECUTIVE SUMMARY

Background

India enjoys the demographic advantage of having the youngest workforce with average age of 29 years in comparison with the advanced economies. It can be the Human Resource Capital of the world by appropriately skilling its youth bulge and convert its advantage into a dividend. However, skilling this huge labour force is a challenge given the low levels of vocational training in India, high proportion of school-dropouts, huge informal workforce, poor quality of training etc. The question is not only of fresh skilling but also up skilling / re-skilling of the existing workers to make them compatible with the changing needs of the industry and market requiring a Mission mode approach.

The Governing Council of NITI Aayog in its first meeting held on 8th February, 2015 decided to constitute a Sub-Group of Chief Ministers on Skill Development to address issues pertaining to human resources, especially youth and to work on scientific methods on moving towards creating a pool of skilled manpower with speed, scale, standard and sustainability. The notification for the Sub Group was issued on 24 March 2015 with the Chief Ministers of Assam, Chhattisgarh, Goa, Gujarat, Himachal Pradesh, Meghalaya, Odisha Puducherry, Tripura and Tamil Nadu as Members and the Chief Minister of Punjab as the convener and CEO NITI Aayog as the coordinator of the Sub-Group.

The focus of the terms of reference of the Sub-group was on strengthening State Skill Development Missions for integrated delivery; improving private sector participation in various aspects of skill development; expanding outreach of skilling programmes, mobilizing local bodies, civil societies ,Railways and Armed Forces to participate in skilling; career guidance and post training placement tracking and to suggest State level innovative measures for up-scaling of pilots, best practices, dissemination and replication by the other States/UTs and financing.

The Sub- Group held three meetings and one regional consultation with the North Eastern States. The MOS Skill Development also participated in the meeting with the central ministries. The recommendations have been finalized on the basis of extensive discussions held with the states.

Present Status: vision skilling 40 million by 2022

The policy focus on skill development emerged for the first time in the Eleventh Five year Plan with initiation of Coordinated Action on Skill Development and formulation of a National Policy on Skill Development in 2009 with a vision to skill, re-skill and up-skill 500 million strong labour force by 2022. The States also setup the State Skill development Missions and a large number of schemes were initiated. The systemic reforms such as developing a unified National Skill Qualification Framework, National

Occupation Standards, setting up Labour Market Information system etc. were initiated to make skill aspirational by facilitating linkage between general education and vocational education. The National Skill Development Corporation (NSDC) was also set up in 2009 under Section 25 of Companies Act, 1956 for catalysing the private sector participation in skill development. So far more than 5 million people have been trained by its 211 training Partners (3026 training centres) and 37 Sector Skill Councils. NSDC is working with 21 universities for alignment of education and training to NSQF.

Despite these efforts skill is yet to become aspirational among youth. The pathway to career growth through skill development is yet to strike among the unemployed/under employed. Training Institutes such as the ITIs continue to be under-utilized, lack of trainers, inadequate training facilities in nearby villages and small towns persists. The skill development efforts remained fragmented and in silos.

For synergized and convergent efforts, in 2014 a Ministry of Skill Development and Entrepreneurship has been created. Since then number of measures have been taken to speed up the skilling with standards. The Government has launched National Skill Development Mission; new Skill Development and Entrepreneurship Policy, 2015, Common norms and standards for schemes implemented by different Central Ministries; New skill Loan Scheme and Pradhan Mantri Kaushal Vikas Yojana on 15th July 2015.

Sub Group of Chief Ministers and Its Recommendations

The Sub-Group of Chief Ministers on Skill Development deliberated on various issues relating to improving quality, relevance, quantity, aspirations, mobility and financing of skill development at length in its meetings with the implementing Ministries, member and non-member States, and through State visits to study best practices. The major highlights of the recommendations made by the Sub-Group are as follows:

Integrated Delivery Framework for Achieving Convergence

- The State Skill Development Missions (SSDMs) should evolve into a coordinating body to harmonize the skilling efforts across line departments/ private agencies/voluntary organizations etc. The common norms announced at the central level may be adopted by the SSDMs so as to have State-specific guidelines for skill development programmes.
- For decentralized implementation and to ensure effective coordination and monitoring of skill development initiatives a three-tier structure at State, district and block level for SSDMs proposed. Pattern of DRDA to coordinate skill efforts at district level can be adopted for effective coordination and interaction with local self-government, civil society, training provider, industry and other stakeholders.

- Determination of sectoral priorities at State level based on an independent assessment of the needs of each sector and the formulation of appropriate policies to enhance the qualitative and quantitative skill availability for the sector based on conduct of regular skill surveys.
- SSDMs should have the overarching power to pool across the resources and to utilize according to priority. The inter-linkage of the SSDMs with the industry, training providers, Sector Skill Councils, NSDA should be maintained at the policy formulation and implementation level.
- Sector Skill Councils to assist the State Skill Development Missions to align training program with NSQF.

Achieving Scale & Relevance through PPP

- Industry to be incentivized to set up training institutions in PPP mode in industry clusters to facilitate availability of trained manpower for big and MSME units and to adopt existing government ITIs and Polytechnics.
- Local Industry to be involved for curriculum development, training modules, provision of equipments, training of trainers, opening skill development centres and taking apprentices.
- Industry can also enter into flexi MOU based on sector, trade or institutions and offer work benches for practical training
- Industry can help in Developing a database of instructors as also resilient system for selection of Training providers
- The States Government can incentivize the public sector or the private industries operating either within the State or in neighboring regions to involve in the skill development efforts of these States through their SSDMs in less industrialized as well as difficult terrain.
- Skill Development programmes and skill training providers should get an extension of service tax exemption for the next 5 years.
- Income tax exemption to category-A training providers (as per the definition of Ministry of Rural Development) for a period of 5 years need to be considered.
- Skill training in manufacturing sector should be incentivised in all skill development programmes to achieve the broader objective of Make in India programme”.

Reaching the Unreached and the Disadvantaged

- The possibility of introducing legislation on Right of Youth to Skill Development to make it mandatory on the part of the State to impart skill training to every eligible youth may be explored.
- Vocational education may be introduced from the middle level onwards with SSDM having the responsibility to explore the marketability potential of traditional skill sets of the State. This would motivate the

children to take up training in traditional skills especially in States that excel in handicrafts, wood art and handlooms. Further the international models viz German, Chinese and Singapore may be studied for replication in India.

- Flexibility to states to introduce local and traditional skills meeting local needs to be provided under various central government administered skill programs and attract local youth for training.
- Opening of Incubation Centres, counselling Centres and Tracking Centres at the village level.
- The provision of safe transportation, female instructors, child care facilities, market and finance to encourage women participation. Also making available dormitory/ hostel facilities in district and block headquarters for students from remote corners.
- Using ICT, Mobile vans, to make available training facilities in villages and hilly areas .
- Monetary and non-monetary incentives should be part of the policy for training providers and potential employers to engage with differently-abled persons.

Improving the Quality

- SSDMs could play a facilitating role to address the shortage of instructors/ trainers especially in imparting practical training by identifying Government/ private/ self-employed entrepreneurs operating establishments/units in the skills in demand in the State and bring them on the panel where students after attaining the basic skills can be sent for practical training.

Making Skills Aspirational by involving Local Bodies/NGOs

- The Railways and other para-military forces can play a more proactive role in advocacy and skill development, instead of just focusing on recruitment rallies. The personnel of these agencies could be used for skill training or these agencies could lend institutional support in imparting training in hilly, inaccessible and difficult terrains.
- The awareness among the targeted population on the benefits of skill training can be generated through audio/visual media as well as through street plays and by involving the PRIs/ULBs and Civil Society.
- Local Bodies to be used for skill mapping and creating a data base of youth at local level.

Focus on Outcome

- Union Government initiatives in strengthening the National Career Guidance Centre at the district and block level, integrating with the Labour Market Information System should be facilitated by the SSDMs. This would facilitate to track the youth receiving skill training and moving to placement either as self-employed or wage-employed.

- LMIS/National Career Service Centres could be the medium where the success stories that are documented can be shared so that it provides a medium for the youth to explore the possibilities of its up-scaling/replication.

Making Available Adequate Resources

- To enhance the scale of skill development resources is of utmost priority. Half of the 2 percent CSR could be used exclusively for skill development initiatives. Further it was also agreed to by the Sub-Group that out of the cess collected under the Building and other Construction Workers Cess Act, 1996 the Cess Fund which is presently in surplus should be available for imparting skill training to all underprivileged youth irrespective of whether or not they are wards of construction workers.
- Public Training Institutions to be made revenue generating.
- Use of MPLAD/MLA funds for creating infrastructure for skill development could be explored.
- Funds generated under education cess could also be used for introducing vocational education from secondary school onwards.
- MoSDE should make a budget provision for all States to set up Skill Universities or convert one of the existing Universities as a Skill University under PPP mode. This funding could be made available through NSDF/NSDC.

For detailed recommendations refer Chapter-IV of the Sub-Group Report.

CHAPTER- I
INTRODUCTION

"We are a youthful nation. Our youth are our strength. The world and India needs a skilled workforce. Let our youth get skill those skills that contribute towards a Strong India"

PM's Independence Day Speech, 2014

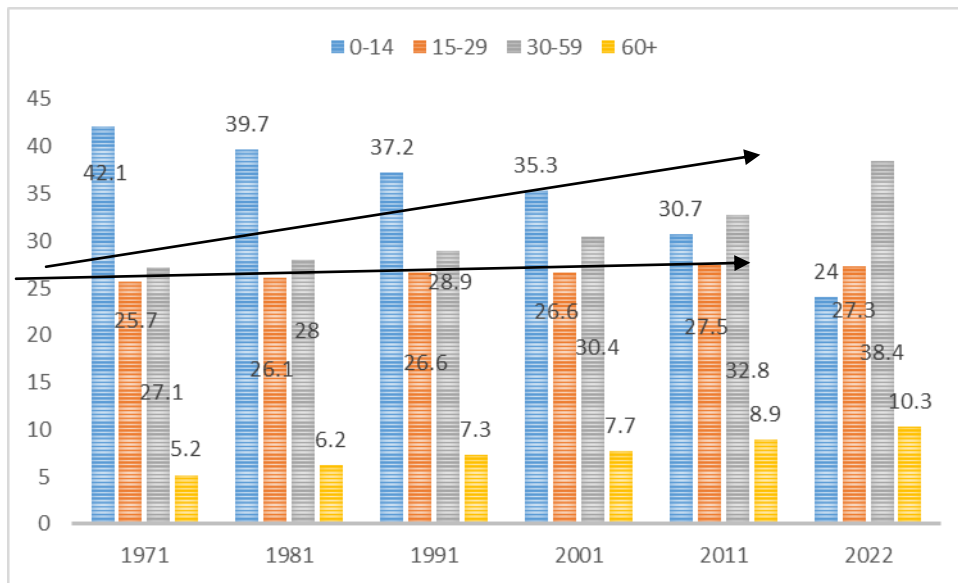
1.1 As per the United Nations World Population Prospects, 2015¹ India is one of the the youngest nation with median age of 27 years vis a vis 37 years for China in 2015. By 2022, both countries are expected to have approximately 1.4 billion people. Thereafter, India's population is projected to continue growing and would be 1.7 billion in 2050, while the population of China is expected slightly decrease.

1.2 A look at the broad age cohort of 0-14, 15-29, 30-59 and 60 years & wise data as shown in Figure 1.1 below , India is supposed to have had a demographic advantage right from 1971 onwards when the working age population i.e. 15-59 years accounted for nearly 52.8 percent of the total population. In other words the dependancy ration for less than 14 years was This proportion of the working age population has increased over the decades and as per the 2011 Census accounted for 60.3 percent of the total population. The same trend when projected to 2022 shows that about 65.9 percent of the population would be in the working age group. But within 15-59 age-group, the proportion of youth population over the decades has increased only marginally from 25.7 percent in 1971 to 27.5 percent in 2011 and in 2022 would decline marginally by 0.2 percentage. The proportion of the 0-14 age group has seen a steady fall from 42.1 percent of the population in 1971 to 30.7 percent in 2011 and is expected to further decline to 24.5 percent by 2022. But the proportion of those in the prime working age group of 30-59 years has increased from 27.1 percent in 1971 to 32.8 percent in 2011 and is expected to further increase to 38.4 percent by 2022. It is noticed that Countries with a relatively high ratio of working to dependent populations

¹ World Population Prospects The 2015 Revision Key Findings and Advance Tables

have the possibility of benefitting from a “demographic dividend,” provided appropriate labour market and other policies allow productive absorption of the growing working-age population and increased investments in the human capital of children and youth².

Figure -1.1 Demographic trends By Broad age Groups 1971-projected to 2022



Source: 1971 and 1981 Data accessed from India Stat and for 1991, 2001 and 2011 from Census of India, 2022 projected by LEM Division*

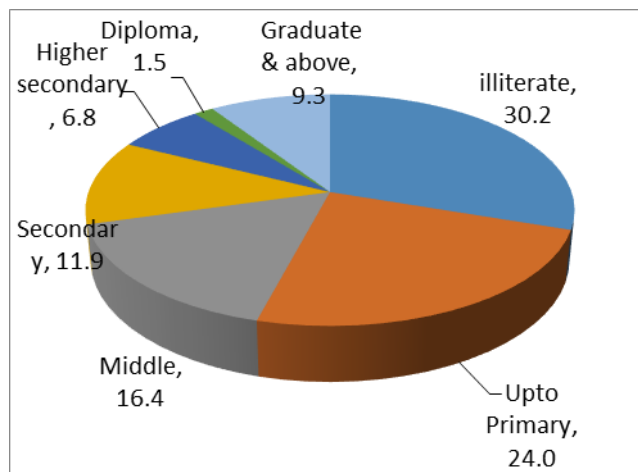
In other words this is the major challenge that policy makers both at the Centre and the States have to unravel. The population in the 15-59 age group consists of two sets: 15-29 years the fresh entrants to the labour force and 30-59 years those already in the labour force. The policy focus should, therefore, spread out to both skilling and upskilling and reskilling those already in the labour force. The NSDC study of skill gap has also focussed on reskilling and upskilling 460 million by 2022 and skilling 109 million.

1.3 With the present education and skill levels of those already in the labour force being at a very low level it would be a major challenge for India to reap its demographic advantage. To add to this the challenges of an open economy

² ibid

calls for constant re-skilling and up-skilling of the nearly 40 percent population in the 30-59 age group to maintain their employability levels. Unless the mission mode approach to skill development is followed up across all States upto the district, block and panchayat levels we may miss the bus to reap the demographic dividend. The education profile of the labour force as per the NSSO Employment-Unemployment Survey (EUS) 2011-12 is shown in the Figure 1.2. Due to the skill mismatch at the entry level into labour force, unemployment rate among the youth is higher than the rest of the population. As per NSSO EUS 2011-12, unemployment rate among the 15-29 age group was 5 percent for rural males, 4.8 percent for rural females, 8.1 percent for urban males and 13.1 percent among urban females. When compared with the educational status, unemployment rate was higher among those with higher educational qualifications. For instance, among the 18-29 age group unemployment rate was 15.6 percent among graduates & above, 9.3 percent for diploma holders as against only 2.3 percent for those who passed primary³ in 2013-14.

Figure 1.2: Education Profile of Labour Force in India (%)



Source: Estimated data from NSSO Employment Unemployment Survey 2011-12

1.4 With low level of education and skill, about 49 per cent of the workforce is engaged in agriculture followed by 12.60 per cent in manufacturing, 10.60 per cent in construction and 27 per cent is engaged in the services sector. A high

³ Report on Employment-Unemployment Survey 2013-14, Labour Bureau, Government of India

proportion of the work force is self-employed 50 per cent of which 32.79 per cent are engaged in own enterprises and 17.99 per cent as unpaid helper i.e. mostly family members.⁴ Almost 30 per cent were engaged as casual labour and around 17.85 per cent as regular wage/salaried workers. Most of the self-employed are engaged in agriculture. The regular wage/salaried workforce are largely spread in manufacturing, transport, storage & communications, education and public administration & defence. Those employed as casual labour were mostly in the agriculture and construction sector. The proportion of workforce engaged in organized sector was about 17 per cent in 2011-12 of which 54 percent was informal employment within the organized sector⁵ .

1.5 Therefore, a strategy is required to enhance the employability of the labour force which would cover new entrants as well as those already in the work force. In India the potential young entrants to the labourforce are spread in the Northern belt in States such as Bihar, Uttar Pradesh, Chattisgarh, Jharkhand, Madhya Pradesh etc where the present education and skill levels of the population are relatively low. The challenge therefore lies in providing skill training in demographic surplus States, re-skilling and up-skilling in rest of the country, Recognition of Prior Learning to impart skill certification to skilled labour in the unorganized sector, strengthening the educational profile of the youth by emphasizing more on secondary and higher secondary schooling and linking school education with vocational education at various levels of learning through a credible certification system like the National Skill Qualification Framework; and making available adequate financial resources both public and private for imparting skill training.

Decision of Governing Council of NITI Aayog

1.6 In the first meeting of the Governing Council of NITI Aayog, held on 8th February, 2015, the Hon'ble Prime Minister emphasized the need for skilling to harness the demographic advantage available to the country by way of a youthful population.

⁴ Ministry of Skill Development

⁵ Computed from NSSO EUS 2011-12 unit level data

1.7 It was decided to set up a Sub-Group of Chief Ministers on Skill Development to deliberate upon issues pertaining to jobs and livelihood and to work on methods for moving towards creating a pool of skilled manpower to complement and strengthen programs such as Make in India and Digital India.

1.8 The notification was issued on 24th March 2015 (**Annexure-I**). The terms of reference of the Sub- Group are as follows:-

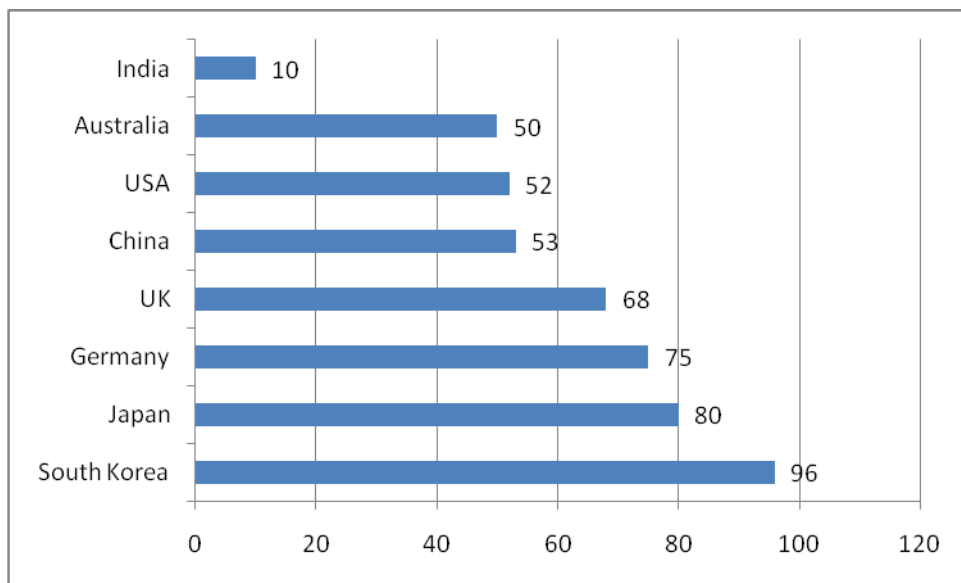
- i. To suggest measures to strengthen the State Skill Development Missions to enhance capacity and improve standards of skilling at the State level;
- ii. To examine private sector participation in skill development and to suggest ways for improved partnership of private sector in curriculum development, delivery mechanism, pedagogy, certification, trainer attachment, apprenticeship training and financing;
- iii. To propose measures to expand outreach of skilling programmes, particularly in demographically advantageous States;
- iv. To recommend measures for dealing with shortage of trainers/ instructors/ assessors;
- v. To suggest ways for mobilizing panchayats, municipalities and civil society organizations and also the Railways as well as Armed Forces to participate in these efforts;
- vi. To propose ways of career guidance and post training placement tracking;
- vii. To suggest State level innovative measures for up-scaling of pilots, sharing best practices, dissemination and replication by the other States/UTs;
- viii. Any other measures; financing skill development.

CHAPTER- II

SKILL INDIA: CHALLENGES

2.1 The Twelfth Plan projects that by 2017 the total labour force would comprise 502.4 million. But currently only about 10 percent of the workforce is trained which include about 3 per cent formally trained and 7 percent informally trained. Large proportion of the workforce does not get an opportunity for training. The focus of the government on providing decent job opportunities on the one hand, and skilled manpower on the other, to improve competitiveness in the highly globalised economy, makes skill development urgent and imperative.

Figure 2.1: Per cent of formally trained workforce



Source: Eleventh Five Year Plan Document Vol I

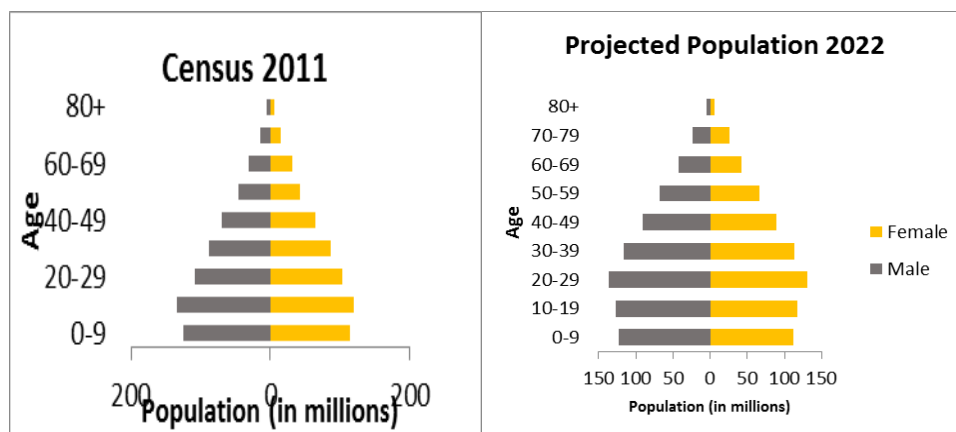
2.2 This challenge becomes enormous when the recent studies indicates that employers found just about 25 per cent of Indian professional's 'employable' in the organised sector. The informal sector which composes 93 percent of the workforce has no skilling mechanism as skill development takes place on the job.

Challenges in Skill Development

Youth Demographics

2.3 India occupies a unique position vis-à-vis other countries with its proportion of population in the working age group (15-59 years) increasing continuously to reach 63 per cent in 2013⁶ and dependent population especially those below 14 years is declining to reach 28.4 per cent in 2013⁷. It is expected that by 2022 the working age population would increase to 65 percent of the total population and the average age in the country would be 29 years (Figure 2.2). However, this demographic advantage/bulge needs to be harnessed through appropriate skilling to convert it into dividend and to meet the skilled manpower requirements of the rapidly growing economy as also aspirations of the young ones.

Figure 2.2: India's Population Pyramid 2011 vs 2021



2.4 The distribution of this demographic bulge is not uniform across the country. There are State wise variations viz. the States of Assam, Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Rajasthan and UP would witness increase in the working age population in the next decade making these states demographically youthful (**Appendix 1**). However mobilizing the youth for vocational education/ skill development is difficult in these States due to lack of willingness to migrate, inability to pay for training, lack of employers endorsements, low literacy level, lack of awareness among others.⁸

⁶ SRS Statistical Report 2010 & 2013

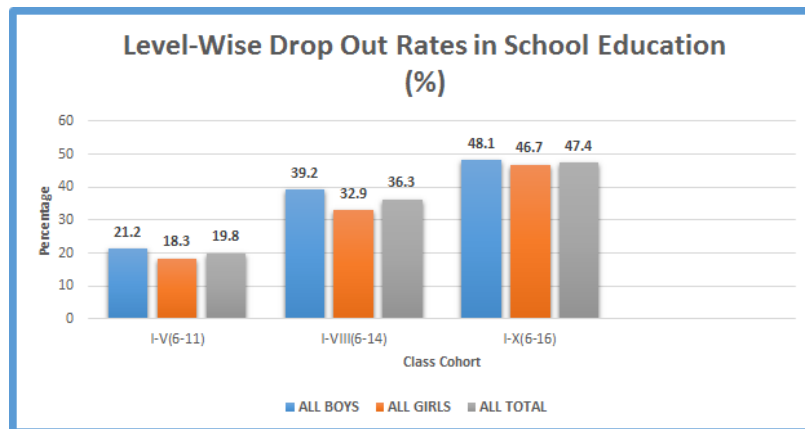
⁷ ibid

⁸ Skilling India – a look back at the Progress, challenges and Way forward , FICCI

Skilling formal school system drop outs

2.5 The Right to Education Act, 2009 has led to an increase in the total enrolment at the primary level and reduction in the dropout rate at elementary level through showing an improvement in the retention rate. There is an increase in the Gross Enrollment rate at the secondary and the higher secondary level as compared to earlier years. In 2013-14 the dropout rate for both boys and girls at secondary level was very high (Figure- 2.3). It may be seen there is about 20 percent dropout before completing Class V and additional 16.5 percent drop out before completing Class VIII. The total number of children who drop out before completing Class X is about 47.4 percent. In addition there are 3 per cent of children who are out of school.

Figure 2.3 Level-Wise Drop Out Rates in School Education



Source: Unified District Information Service for Education(U-DISE)-2013-14

This implies that skill programmes must focus on the 10-15 age groups. In other words large proportion of those in the age group 10-15 may not have the entry level educational qualification to avail ITI or diploma training but they are the youth still in need of skills and jobs.

Skilling informal sector

2.6 Nearly 93 percent of the workforce today is informally employed. In other words they are denied job security, social security benefits, exposed to occupational hazards in addition to low wages. These workforce are spread out both in the organized and unorganized sector more so in the unorganized

sector. They maybe wage employed or self-employed like the pavement retailers, rickshaw pullers, construction workers etc. High dropout rate at the secondary and higher secondary level also leads to the new entrants to the labour force entering the informal sector. Providing appropriate skill training to these set of labour force is major challenge.

Reaching the Unreached-Vulnerable Areas/ Groups (rural/tribal/hilly areas, women, socially deprived groups, disabled, migrants)

2.7 As per the Socio Economic & Caste Census 2011, 73 percent of the households in the country are still in the rural areas. In other words, out a total 24.39 crore households 17.91 crore are located in rural areas. Out of these 51 percent households survive on income from manual casual labour, 30 percent from cultivation and rest from other sources. Nearly 74 percent rural households have monthly income less than Rs.5000. To add to this the education profile of the rural household shows that 35.73 percent were illiterate and about 67 percent have education below or unto primary.

2.8 Women constitute about 48.5 per cent⁹ of the population and have important role to play in the growth of the economy. However the worker participation rate of females is only 25.5 percent¹⁰ in 2011. Women continue to be underrepresented in training programmes thus limiting their employment options, economic returns and longer-term career development. As per Census 2011 about 2.2 percent of the population is disabled of which 2.4 percent are males and 2 percent females. Thus the gender profile indicates that women who are in rural areas and among the disabled lam multiple disadvantageous to jobs and skilling.

2.9 The labour force participation rate¹¹ was 45.9 percent for SCs and 40.4 percent for STs in 2011-12. Among the STs 53.6 percent were self-employed and 37.6 percent casual employed with the remaining 8.7 percent wage employed. Among the SCs 36.7 percent were self-employed, 47.9 percent

⁹ Census of India 2011

¹⁰ ibid

¹¹ NSSO Report No.563: Employment and Unemployment Situation among Social Groups in India 2011-12

casual employed and relatively higher proportion 15.3 percent wage employed. The distribution of socially deprived groups sector-wise shows that 70.4 percent STs were in the primary sector, 17.9 percent in the secondary sector and 11.7 percent in the tertiary sector. As regards SCs the corresponding proportions were 49 percent primary, 29.5 percent secondary and 21.6 percent tertiary.

From the preceding paras challenge facing India to expand the outreach of the vocational/skill training can be inferred. There is either no or inadequate training infrastructure in rural and far flung areas. With poor economic, social and educational background expecting the youth to travel to urban areas for undergoing training is beyond their capabilities. Therefore, there is need to develop training capacities in and around rural areas to facilitate rural youth to undergo appropriate skill training to access good jobs or set up their own enterprises.

Existing Constraints in Formal vocational training: ITIs, VTPs, MES.

2.10 The issues that mainly crop up are outdated curricula, inadequate trainers, lack of training of trainers, non-fulfilment of trainers' vacancies, lack of training infrastructure, absence of industry clusters close by leading to isolation of ITI, under-utilisation of seating capacity, un-employability of trained graduates etc. are the issues that are raised about the functioning of the training institutions in existence.

Adequate Financing

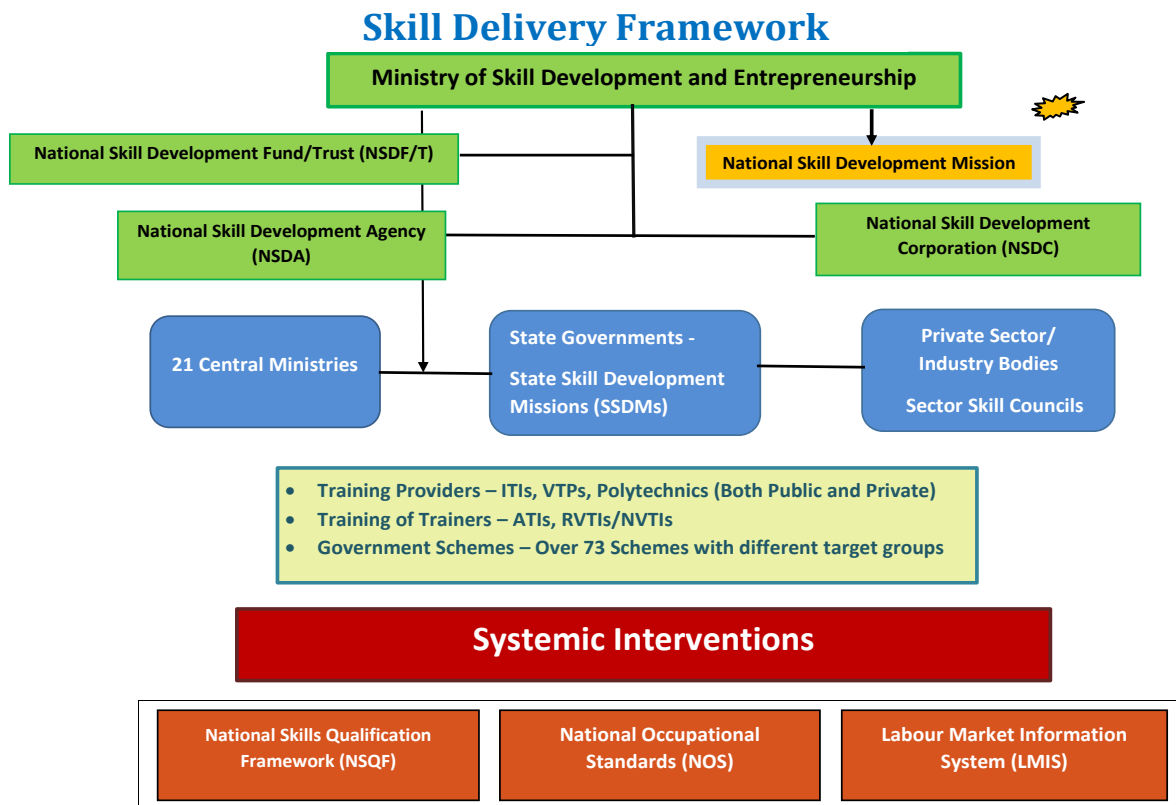
2.13 For skilling the key stakeholders include Governments both at the Centre and State; industry, labour force (new and existing) and training providers. Currently most training is financed from budgetary resources. However, skilling with standards requires adequate resources.

Skill Delivery Framework in Government of India

2.14 Acknowledging the scale of the skilling challenge, the government notified a dedicated Department of Skill Development and Entrepreneurship

on 31st July, 2014, which became a full-fledged Ministry on 9th Nov, 2014, with National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC) and National Skill Development Fund (NSDF) under its purview. Further, the Training and Apprenticeship verticals, comprising of the entire network of Industrial Training Institutes (ITIs) and Apprenticeship Training schemes, were transferred from the Ministry of Labour and Employment to Ministry of Skill Development and Entrepreneurship (MSDE) on 16th April, 2015. These changes have paved the way for a new skilling ecosystem, with closer coordination across the public and private sectors. The Ministry is mandated for coordinating all skill development efforts across the country; aligning demand and supply of skilled manpower; building the framework for vocational and technical education to facilitate skill up-gradation, building of new skills, and innovative thinking for existing as well as new jobs to be created. The Ministry envisages skilling on a large scale with speed and high standards in order to achieve the vision of a 'Skilled India'. The present skill delivery framework in the country is highlighted in **Figure 2.4** below.

Figure 2.4



The National Policy on Skill Development & Entrepreneurship approved on 1st July, 2015.

Skill Delivery framework in States:

2.15. Most State Governments/ UTs have set up their State Skill Development Missions (SSDMs) under their Chief Minister/ Chief Secretary/ UT Administrator. However, the State Skill Development Missions, set up with the objective of converging various initiatives to achieve better outcome and optimization of resources, have not been able to mobilize, implement, and monitor programmes in an integrated manner except in few states like Uttar Pradesh, Rajasthan.

2.16 The success of SSDM depends on their ability to reach out to the local stakeholders. Their capacity to undertake such initiatives has been resource constrained both in terms of financial resources and human capacity. The ability of the SSDMs to effectively coordinate and harmonize skilling efforts within the State would be enhanced considerably if the norms and parameters applicable to all the schemes of the Government of India and state were similar. To address these issues, the Government of India has notified the common norms for skill development schemes implemented by Government of India to ensure a coordinated approach in implementation of skill development schemes across Central Ministries/Departments and agencies.

BOX 2.1 National Policy on Skill Development and Entrepreneurship

The National Policy on Skill Development and Entrepreneurship was launched on 15th July, 2015. **Vision of the Policy** is "To create an ecosystem of empowerment by Skilling on a large scale at Speed with high Standards and to promote a culture of innovation based entrepreneurship which can generate wealth and employment so as to ensure Sustainable livelihoods for all citizens in the country."

Mission of the Policy is:

- Create a demand for skilling across the country;
- Correct and align skilling with required competencies;
- Connect the supply of skilled human resources with sectoral demands;
- Certify and assess in alignment with global and national standards; and
- Catalyze an ecosystem wherein productive and innovative entrepreneurship germinates, sustains and grows leading to creation of a more dynamic entrepreneurial economy and more formal wage employment.

Policy Framework for Skill Development outlines eleven major paradigms and enablers to achieve its Vision and Mission viz;

Aspiration and Advocacy, Capacity, Quality, Synergy, Mobilization & Engagement, Promotion of skilling among women, Global Partnerships, Outreach, ICT Enablement, Trainers and Assessors, Inclusivity.

Policy Framework for Entrepreneurship

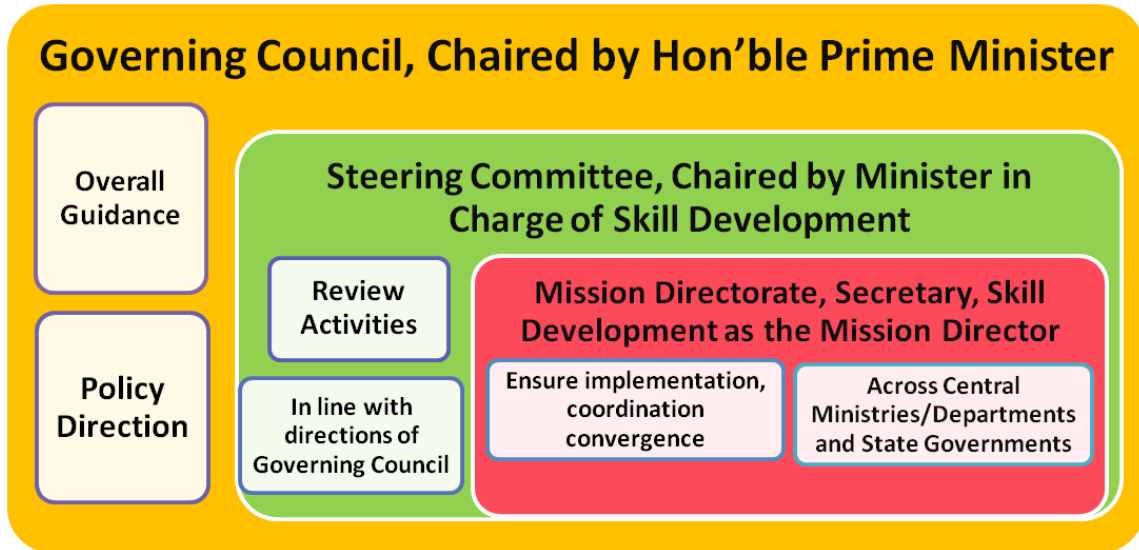
To unlock the entrepreneurial potential a nine part entrepreneurship strategy is proposed viz:

- Educate and equip potential and early stage entrepreneurs across India
- Connect entrepreneurs to peers, mentors and incubators.
- Support entrepreneurs through Entrepreneurship Hubs (E-Hubs)
- Catalyze a culture shift to encourage entrepreneurship.
- Encourage entrepreneurship among under-represented groups.
- Promote Entrepreneurship amongst women.
- Improve ease of doing business.
- Improve access to finance
- Foster social entrepreneurship and grassroots innovations

National Skill Development Mission

2.17 In July 2015 on World Youth Skill Day the National Skill Development Mission was launched to provide a strong institutional framework at the Centre and States for implementation of skilling activities in the country. The Mission will have a three-tiered, high powered decision making structure (Figure 2.5)

Figure 2.5: Structure of the National Skill Development Mission



2.18 The Mission's Governing Council, chaired by the Prime Minister, will provide overall guidance and policy direction. The Steering Committee, chaired by Minister in charge of Skill Development, will review the Mission's activities in line with the direction set by the Governing Council. The Mission Directorate, with Secretary, Skill Development as Mission Director, will ensure implementation, coordination and convergence of skilling activities across Central Ministries/Departments and State Governments.

2.19 The Mission will run select seven sub-missions in high priority areas. The National Skill Development Agency (NSDA), the National Skill Development Corporation (NSDC) and the Directorate of Training will function under the overall guidance of the Mission. The Mission would be anchored by Ministry of Skill Development and Entrepreneurship (MSDE) which will link all three decision making levels and facilitate linkages to all Central Ministries/Departments and State Governments.

2.20 Besides the Ministry of Skill development and Entrepreneurship 20 Central Ministries and Departments are also catering to the requirement of skilling across sectors, target groups and areas. To synergise the implementation of skill development schemes across Ministries/Departments & States, the Ministry of Skill Development has introduced Common Norms across all skill development schemes being implemented by different Ministries / Departments of Government of India.

Rationalization of Norms

2.23 Currently, over 70-odd Skill Development Programmes (SDPs) are being implemented by Government of India, each with its own norms for eligibility criteria, duration of training, cost of training, outcomes, monitoring and tracking mechanism etc. This multiplicity of norms and parameters has created a diffusive effect of SDPs, which need to be streamlined in order to achieve the final outcomes envisaged. Common Norms seek to rationalise the whole spectrum of skill development processes and systems including inputs, outputs, funding/cost norms, third party certification and assessment, monitoring/tracking mechanisms, and empanelment of training providers.

2.24 Common Norms define the activities constituting 'Skill Development' in the country, skill development courses and their **alignment with the National Skills Qualification Framework**, broad input standards for training programmes and the outcomes expected from these programmes. The outcomes of skill training programmes have been defined in terms of placement achieved in wage and self-employment, both for fresh trainees as well as existing workers who have undergone Recognition of Prior Learning. Since the common norms are aimed at being outcome focused, the cost norms and fund flow mechanism for skill development programmes have also been linked to specific outcomes achieved. Cost norms include support for components like mobilisation of candidates, trainers' training, placement expenses, post-placement tracking/monitoring and infrastructure costs.

2.25 The modality for introducing Common Norms is creation of a Common Norms Committee under the Chairmanship of Secretary, Ministry of Skill Development and Entrepreneurship to bring about uniformity and standardisation among the skill development schemes of the Central Government. The Committee will also consist of eight other representatives from relevant Central Ministries/Departments, State Governments, National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC), with a provision for inviting experts and other significant stakeholders who may be necessary in the decision making process. It will be empowered to revise/amend the common norms, schedules of the

notification, training costs and funding norms for skill development programmes.

2.26 While the Common Norms would be applicable to the skill development schemes of the Government of India being implemented through various Ministries/Departments, the State Governments are also encouraged to align their skill development schemes with the common norms so as to bring in uniformity and standardization.

Major Skilling Program

2.28 About 20 Central Ministries/ Departments/ NSDC are implementing over 70 plan schemes for skill development. Details of objectives, target group, duration of training etc. of these schemes can be accessed from the Background Note for the Sub-Group when it was circulated. Several new schemes have been started or existing schemes revamped during the 12th Plan period to expand outreach of training. Some of these schemes include:

- i. The placement linked **Aajeevika** scheme has been renamed as Deen Dayal Upadhyaya Grameen Kaushalya Yojana which aims to train 10 lakh rural youths by 2017.
- ii. **Seekho Aur Kamao** (Learn and Earn) Scheme launched by the Ministry of Minority Affairs to upgrade the skills of the minority youths in various modern /traditional vocations depending upon their educational qualification, present economic trends and the market potential, which can earn them a suitable employment or make them suitably skilled to go for self-employment.
- iii. The Swarna Jayanti Shahari Rozgar Yojana (SJSRY) in the 12th Plan was restructured as the National Urban Livelihood Mission (NULM) to target the urban poor who are occupationally vulnerable for Employment through Skills Training & Placement (EST&P). The Mission provides assistance for development / upgrading of the skills of the urban poor so as to enhance their capacity for self-employment and salaried employment.
- iv. The Ministry of Labour & Employment has launched the **Apprentice Protsahan Yojana** to support training of one lakh apprentices through

- MSMEs, in the next two and a half years, by sharing 50% of the stipend. Enhanced rates of stipend have been notified for trade apprentices.
- v. The scheme for **“Enhancement of Skill Development Infrastructure in the Northeastern States & Sikkim”** has been revised to include construction of 22 new ITIs instead of 14 as per the existing scheme.
 - vi. Ministry of Skill Development and Entrepreneurships through NSDC is implementing a new scheme titled STAR (Standards Training Assessment and Reward) since 2013-14 to motivate a large number of youth to voluntarily join skill development programmes; wherein on successful completion of training and obtaining a certificate, every candidate is provided with a monetary reward of an average of Rs. 10,000/-.
 - vii. Ministry of Skill Development and Entrepreneurship through the National Skill Development Corporation (NSDC) the **Pradhan Mantri Kaushal Vikas Yojana** will implement the scheme will cover fresh training and Recognition of Prior learning of 24 lakh persons. Skill training would be done based on the National Skill Qualification Framework (NSQF) and industry led standards. Under the scheme, a monetary reward is to be given to trainees on assessment and certification by Third Party assessment. The average monetary reward would be around Rs.8000 per trainee. Mobilization would be done through skill melas organized at the local level with participation of the State Governments, Municipal Bodies, Panchayati Rai Institutions and community based organizations. The focus under the scheme is also on mentoring support and placement facilitation. The scheme will target the first time entrants to the labour market and primarily target Class 10 and Class 12 drop-outs.
 - viii. The Ministry of Human Resource Development through the D/o School Education and Literacy has revamped the scheme of **“Vocationalisation of Higher Secondary Education” into “Vocationalisation of Secondary and Higher Secondary Education”** incorporating the learnings emerging out from the Haryana pilot project on National Vocational Education Qualification Framework

- (NVEQF) and subsuming the revamped scheme into the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). The revamped scheme has introduced Vocational Education from Class IX onwards i.e. at the secondary stage.
- ix. The Ministry of Labour & Employment launched the **Recognition of Prior Learning (RPL)** to evaluate the skills of construction workers acquired through informal means on pre-determined parameters. Successful workers would be awarded NCVT certificate. The NSDA has been organizing workshops with varied stakeholders to contextualize and implement RPL in India especially after its mandate under the NSQF.
 - x. In March, 2015 itself, the Government has launched the **National Action Plan for Skill Training of Persons with Disabilities**. This National Action Plan is a partnership between the Ministry of Skill Development and Entrepreneurship (MSDE) and Department of Empowerment of Persons with Disability for skilling 2.5 million Person with Disability (PwD) over seven years.
 - xi. The NSDA is assigning annual targets of skilling to the Central Ministries and is monitoring the progress. The targets and achievements during the 12th Plan is as under:

Table 2.1: Annual Skilling Targets and Achievements		
Financial Year	Skilling Target (in lakh) for India	Persons skilled (in lakh)
2011-12	46.53	45.58
2012-13	72.51	51.88
2013-14	73.42	76.37
2014-15	105.07	49.77
Source: National Skill Development Agency, March 2015		

Private sector Participation

2.29 Since the target for skilling is huge private sector participation is essential for achieving the objectives and goals of the National Skill Development Mission. At present the private sector participate as training partners in the schemes operated by various Ministries/Departments(10,000

vocational Training Providers) or institutions(211) funded by the National Skill Development Corporation (NSDC) or as part of Sector Skill Councils (SSCs) for preparation of occupational standards and qualification packs or engaged in imparting training or through adoption of training institutions/ courses.

2.30 In vocational training, the private sector has been involved in upgrading existing ITIs through the Institute Management Committees constituted for the purpose under schemes implemented by the Directorate General of Training viz. "Upgradation of 1396 ITIs through PPP" and "World Bank assisted Vocational Training Improvement Project". Several new initiatives have also been taken to increase industry participation and thereby improve the quality of training viz. constitution of Mentor Councils (MCs), which have representatives from thought leaders among various stakeholders, to revamp courses run /to be run under National Council of Vocational Training (NCVT) (11 priority sectors including automobile, construction, IT & ITeS, textiles, tourism & hospitality, beauty & wellness have been selected to start the process.) ; Up-gradation of ITIs into Model ITIs" involving setting up of a model ITI in every State to set benchmark for quality vocational training and to establish demand centres for industries ; providing students opportunity to work in Incubation Centres in premier academic institutes(IITs); allow industries to take advantage of various schemes for conducting training programmes in higher employment potential courses according to needs of industries etc. The courses will be conducted in high potential areas and Industry/Employer will ensure minimum 80 percent employment for minimum of six months duration. Several flexi MoUs have been signed with TATA Group, Flipkart, Cadila Pharma Ltd., Maruti Suzuki, Raymond, GIPCL etc. to re-design courses to suit local industry requirement. The impact of these interventions needs to be assessed.

National Skill Development Corporation (NSDC)

2.30 NSDC was created in 2009 under Section 25 of Companies Act,1956 for catalyzing the private sector efforts by providing equity or loan to scale up the training capacity and creation of sustainable support systems required for skill development. The NSDC has been operating through partnerships with

multiple stakeholders in catalysing and evolving the skilling ecosystem viz. Private Sector; International Engagement ; Central Ministries ; State Governments ;University/School systems ;Non-profit organizations and Innovation. So far more than 5 million people have been trained by its 211 training Partners (3026 training centres) where each has a target to train at least 50,000 persons over a 10-year period; and 37 Sector Skill Councils. NSDC is working with 21 universities for alignment of education and training to NSQF. The NSDC has launched an awareness campaign Hunarbazz and Hunar Hai Tau Kadar Ha to help young Indians to make informed choices about their future.

Sector Skills Councils (SSCs)

2.31 To bridge the gap between industry demand and supply, NSDC has set up industry-led bodies called Sector Skills Councils which play a vital role in bridging the gap between what the industry wants and what the skilling curriculum ought to be. They complement the existing vocational education system for the industry Sector in meeting the requirements of appropriately trained manpower in quantity and quality across all levels on a sustained and evolving basis. The SSC address the skill gaps through building up skill inventory database for the industry sector, skill-wise, region-wise, reviewing international trends in skill development and identifying skill gaps and technology to be taken up for teaching through conduct of research; improving the delivery mechanism by partnering with educational institutions to train trainers and upgrade skill sets of existing industry employees, and those in the industry value chain, e.g., dealer and service networks and building quality assurance by setting up a robust and stringent certification and accreditation process to ensure consistency and acceptability of standards.

Private sector participation: Status

2.33 The vocational training programmes delivered through Industrial Training Institutes are implemented by the Ministry of Skill Development & Entrepreneurship. During the last two decades the growth of Government and Private ITIs has been steep and during last five years they have been growing

at an average growth rate of 15 percent every year. At present there are 12,106 Government and Private ITIs (2285 in Government and 9821 in Private sector) having a seating capacity of 17.11 lakh, out of this 4,99,586 in Government sector and 12,11,522 is in private sector¹².

The ITIs offer courses for Class VIII and Class X dropouts. In the last five years the ITIs have undergone changes in terms of creation of centres of excellence, signing of flexi MOUs with Industry; affiliation after five years and besides ITIs, polytechnics also offer training for Class XII pass outs. ITI trainees are certified by National Council for Vocational Training. Recently ITI have initiated semester system and certification to improve certification.

Table 2.2 Training Statistics of Trade Apprentices

As on 30th Sep., 2014

S.No.	Training Statistics	Central Sector	State/Private sector	Total
1	Number of seats located	56049	335576	391625
2	Number of seats utilized	37609	175208	212817
3	% utilization of seats	67%	52%	54%
4	Minorities/Weaker Section			
	4.1 Scheduled Caste	6840	20299	27139
		18%	12%	13%
	4.2 Scheduled Tribe	2410	9537	11947
		6%	5%	6%
	4.3 Minorities	1223	7707	8930
		3%	4%	4%
	4.4 Person with Disability	214	928	1142
1%		0.35%	1%	
4.5 Women	1616	7109	8725	
	5%	4%	4%	

Source: Annual Report 2014-15, Ministry of Labour & Employment

Existing ITIs in a State is being upgraded as **Model ITI** which will be evolved as an institution showcasing best practices, efficient and high quality training delivery and sustainable and effective industry relationship. One ITI per State situated in a prominent industrial cluster is being identified. Funds up to Rs.10

¹² Ministry of Skill Development & Entrepreneurship

crore per ITI will be provided. Under the scheme approved in December 2014 10 States have been identified so far for as up gradation as Model ITIs.

Box 2.2 Revamp of Apprenticeship Training Scheme

At present there are 28500 establishments covered throughout the country for trade apprentices and 2.20 lakh trade apprentices are undergoing apprenticeship training as against 3.95 lakh apprenticeship seats.

The Apprentices Act, 1961 was amended in December 2014 to make it flexible and user friendly for industry and youth. The key features are:

- Prescription of number of apprentices to be engaged at establishment level instead of trade-wise.
- Establishment can also engage apprentices in optional trades which are not designated, with the discretion of entry level qualification and syllabus.
- Scope has been extended also to non-engineering occupations.
- The burden of compliance on industry has been reduced significantly through the following measures:
 - Submission of returns and other information through online portal
 - Submission of apprenticeship contract through portal and its time bound approval
 - Penalties in the form of fine only
 - Establishments operating in four or more States would be interfacing with Central authorities.
- Establishments have been permitted to outsource basic training in an institute of their choice.

The minimum **rate of stipend** per month for trade apprentices has been indexed to minimum wage of semi-skilled worker of the respective State Govt., starting at 70 percent of the minimum wage in the first year, 80 percent in the second year and going up to 90 percent in the third year. The stipend has almost doubled after this notification.

A new scheme "**Apprentice Protsahan Yojana**" was launched w.e.f 16th October, 2014 to bring in more number of establishments and youth under apprenticeship and also to encourage the MSME sector to avail the benefits of apprenticeship training scheme. Under the scheme, the Government will support one lakh apprentices in next two and a half years by sharing 50 percent of the prescribed stipend for the first two years of training.

Source: Ministry of Skill Development & Entrepreneurship

Skill Development Initiative Scheme for dropouts and informal sector

2.35 SDI scheme is being implemented since 2007 to develop skilled manpower for the industry. The major objectives of this scheme are: (i) to provide for skills upgradation/ formation, vertical and horizontal mobility including recognition of prior learning for schools drop-outs, unorganized sector workers etc. and (ii) to facilitate multi entry and exit. Modular courses

running from 60 hours to 1000 hours duration are being implemented. Minimum qualification required is 5th standard pass. The scheme is implemented by vocational training providers (VTPs). To enhance the employability of trainees of SDI scheme, a common module on Soft & Entrepreneurship Skills has been developed and made compulsory for all MES modules. Modules are added and deleted based on the market requirements. At present there are 578 modules developed in 68 sectors and over 35.47 lakh youth have been trained/tested under SDIS¹³.

National Institute of Open Schooling (NIOS)

2.36 The National Institute of Open Schooling (NIOS) formerly known as National Open School (NOS) was established in November, 1989 as an autonomous organization in pursuance of National Policy on Education, 1986 by the Ministry of Human Resource Development (MHRD), Government of India. It was re-named in July 2002. NIOS is providing a number of vocational, life enrichment and community oriented courses besides General and Academic Courses at Secondary and Senior Secondary level. It also offers Elementary level Courses through its Open Basic Education Programmes (OBE). The mission of the programme is to provide relevant, continuing and holistic education up to pre-degree level through Open and Distance Learning System; by contributing to the universalization of School Education and catering to the educational needs of the prioritized target groups for equity and social justice.

Availability of Trainers

2.37 There is an acute shortage of qualified trainers/instructors. The 12th Plan document mentions that the demand for trained instructors is huge as compared with the capacity of instructor training of DGE&T field institutes. Presently, the gross requirement of instructors is 79,000. The additional requirement of instructors per annum is about 20,000 whereas the present instructor training capacity of about 2,000 per annum which is inadequate to meet the demand. There is huge gap and in many institutes there are 60 to

¹³ ibid

70 per cent vacancies which would be a serious bottleneck in enhancing skill development target.

2.38 It is estimated by the Ministry of Labour and Employment that with an average trainee instructor ratio of 20:1, more than 70,000 instructors are required to attend to the seating capacity of about 15 lakhs in ITIs. This clearly indicates a huge requirement of trainers to achieve the target of 500 million by 2022. The trainers as per Government of India policy particularly for ITIs need to be trained under the Craft Instructor Training Scheme (CITS) which has very limited capacity. At present there are 21 institutions wherein Craftsmen Instructor Training Scheme (CITS) courses are run. However, the combined training capacity of these institutes is about 3600 trainers per annum. Efforts are on to create a pool of trained instructors for training of craftsmen as per industry needs and for improving the delivery of quality vocational training. The existing institutes are being upgraded to Advanced Training Institutes Besides there are Regional Vocational Training Institutes and National Vocational Training Institute (NVTI) for training of women.

Skill Eco System- System Reforms

2.39 The key systemic reforms which improves alignment and access of training have been undertaken include National Occupational Standards, Quality Assurance, National Skill Qualification Framework; Labour Market Information System and National Career Services. The key certification and assessment requirement that ensures that demand and supply of skill matches are given are in Box 2.3.

BOX 2.3 Certification and Assessment Requirements

National Council for Vocational Training is an advisory body set up in 1956 to ensure and maintain uniformity in standards of training all over the country. The Council act as a central agency to advise the Government of India in framing the training policy and coordinating vocational training throughout India. It is an apex tripartite body under the Chairmanship of Minister of Skill Development & Entrepreneurship and consists of representatives of Central Ministries, State Governments, Employers & Employees Organizations, Experts etc.

National Skills Qualification Framework (NSQF), is a national framework that aims to integrate general and vocational streams of education and training. It is a competency based framework that organizes qualifications into ten levels, with the entry level being 1, and the highest level being 10. Each of the NSQF levels is characterized by the following categories of competencies:

- Professional knowledge –what the person must know at that level
- Professional skills-what the person should be able to do at that level
- Core skills-which include soft and interpersonal skills
- Responsibility-the degree of supervision that needs to be exercised over the person while doing the job, or the degree of supervision that person is capable of exercising over others.

Accordingly, to be certified to have the competency needed for any level, the learner can acquire the same through formal, non-formal or informal learning.

NSQF among others ensures the following:

- Integration between vocational education, skill training, general education, technical education and job markets.
- Increased potential for Recognition of Prior Learning (RPL) of individuals who have acquired skills through non-formal channels
- Countering the negative perception associated with vocational education & training by development of quality qualifications that also permit acquisition of higher qualifications, including degrees & doctorates.

2.40 The training should lead to decent employment. This depends on the availability of information about opportunities. The 2009 National Policy on Skill Development (NPSD) suggests development of Labour Market Information System (LMIS), both at national and sector level. The LMIS would make available all the information at one place about the availability of jobs and skill requirement which will help all the stakeholders to make appropriate choices such as vocational guidance and counselling services for students and job seekers, and for curricula development. The LMIS by Sector Skills Councils (SSCs) would be instrumental to understanding the skills landscape of the

sector and enable SSCs to recognise changes in the skill requirements for qualified workers and employees in a timely manner. They can use this information to advise training providers and other stakeholders on how to bring their investments in training in line with the demand in the sector. The NSDA is mandated to anchor the LMIS. India has entered into an agreement with European Union to develop LMIS.

2.41 In addition to the labour market information system, recognising the need for providing career counselling to the youth, government has decided to convert the existing employment exchanges into Model Career Centre under National Career Service. Ministry of Labour & Employment is establishing 100 Model Career Service Centres. The national web portal will facilitate users to register and seek / access counselling and employment related services while industry will be encouraged to register and post vacancies on the NCS portal and access the data base of registered users. All employment exchanges in the country will be computerized and interlinked. The new system will provide online career counselling & guidance, skill aptitude testing, vocational guidance etc. for candidates, online information access of various skill development courses, internship, apprenticeship schemes etc. Under the project about 100 Model Career Centers will be opened which will aim at last mile employability through imparting training in finishing skills. Certain State Governments have already initiated similar measures to transform select employment exchanges within their state into Human Resource Development Centres/ Centres for Skill & Employability Development e.g. Karnataka and Kerala. These centres provide a host of services like career counselling, vocational guidance, soft skill training, conducting job fairs etc.

2.42 Efforts towards funding of skill development

In recent years, the Government of India has initiated the following measures for improving the funding available for skill development:

- I. Under Section 135 of the new Companies Act 2013, companies with an annual turnover of Rs. 1000 crore and more, or a net worth of Rs. 500 crore and more, or a net profit of Rs. 5 crore or more during any

financial year must spend at least two per cent (2%) of their average net profits made during the three immediately preceding financial years on CSR activities and/or report the reason for not spending or non-expenditure. The CSR activities as listed in Schedule VII of the Act include employment enhancing vocational skills. The Ministry of Skill Development has also entered into the MOU with PSUs like PGCIL, CIL which will contribute for the first time to the National skill Development Fund out of the CSR funds for training.

- II. A Model Loan Scheme for Vocational Education and Training aimed at providing financial support from the banking system to those who, have the minimum educational qualification, as required by the institution / organization running the course was initiated in 2012. The quantum of loan varied from Rs. 20,000 to Rs. 1.50 lakh with no requirement of collateral or third party guarantee. Expenses covered by the loan include: (i) Tuition / course fee; (ii) Examination / Library / Laboratory fee; (iii) Caution deposit; (iv) Purchase of books, equipment and instruments; and (v) any other reasonable expenditure found necessary for completion of the course. This scheme has been redesigned and now known as Skill loan scheme. In the revised scheme the loan amount varies from Rs 5000 to Rs 1,50,000 depending on the course. Under the new scheme there is target of providing 34 lakh skill loans in 5 years. The loan is provided on simple interest during study and no processing fee is charged. The loan is available as add on with benefits under government skilling schemes. All member banks and financial institutions can participate. The tenure of loan varies from 3 Years (Rs 50000) to 7 years (Rs 1,50,000)
- III. Credit Guarantee Fund Scheme for Skill Development (CGSSD) has been launched for guaranteeing Skill Development Loans sanctioned by Member Banks of Indian Banks Association (IBA) or other Banks / Financial Institutions as may be directed by Government of India. Government of India, through Department of Financial Services, Ministry of Finance, as Settlor shall establish a Fund for guaranteeing loans sanctioned under the Scheme. A total corpus of Rs.1000 crore with contribution of Rs. 500 crore each in FY2014 & FY2015 has been

- created. Provisions for these funds will be made by the D/o Financial Services as settler of the fund from its budget resources.
- IV. 10% of Special Central Assistance to Scheduled Caste Sub Plan, 10% Special Central Assistance to Scheduled Tribes Sub Plan, 5% of Border Area Development Programme, 20% of funds under Building and Other Construction Workers Welfare Cess, 10% of allocation under Integrated Action Plan for LWE districts have been earmarked for skill development.

Entrepreneurship Development

2.43 The National Knowledge Commission has given development of entrepreneurship a critical role for India's growth in development. It indicated that entrepreneurship development leads to wealth creation and employment generation. The National Policy for Skill development & Entrepreneurship launched in July 2015 places emphasis on entrepreneurship development given that the capacity of the economy to generate decent employment opportunities are limited and that not every one undergoing skill development can get a job. The core objective of the entrepreneurship framework in the National Policy is to coordinate and strengthen factors essential for growth of entrepreneurship across the country. This includes:

- Promote entrepreneurship culture and make it aspirational
- Encourage entrepreneurship as a viable career option through advocacy.
- Enhance support for potential entrepreneurs through mentorship and networks.
- Integrate entrepreneurship education in the formal education system.
- Foster innovation-driven and social entrepreneurship to address the needs of the population at the 'bottom of the pyramid'.
- Ensure ease of doing business by reducing entry and exit barriers.
- Facilitate access to finance through credit and market linkages.
- Promote entrepreneurship amongst women

- Broaden the base of entrepreneurial supply by meeting specific needs of both socially and geographically disadvantaged sections of the society including SCs, STs, OBCs, minorities, differently-abled persons.

2.44 Vibrant entrepreneurship requires support from an enabling ecosystem of culture, finance, expertise, infrastructure, skills and business friendly regulation. Many government and non-government organizations are playing enabling roles across each of these crucial supporting elements. The national skill policy framework, cognizant of the need for the full ecosystem to be present to unlock entrepreneurial potential, proposes a nine part entrepreneurship strategy:

- Educate and equip potential and early stage entrepreneurs across India
- Connect entrepreneurs to peers, mentors and incubators
- Support entrepreneurs through Entrepreneurship Hubs (E-Hubs)
- Catalyse a culture shift to encourage entrepreneurship
- Encourage entrepreneurship among under-represented groups
- Promote Entrepreneurship amongst Women
- Improve ease of doing business
- Improve access to finance
- Foster social entrepreneurship and grassroots innovations

2.45 The Ministry of Skill Development & Entrepreneurship (MSDE) has developed a roadmap to significantly scale up Entrepreneurship Development initiatives across the country, over the next three years. Social entrepreneurship is a key focus area. The scheme comprises of four components, namely: Entrepreneurship Education, Social Entrepreneurship, Establishing a Mentor Network and Incubator and Creating an Accelerator Network. MSDE is partnering with Wadhvani Foundation (a US based non-profit organization), Entrepreneurship Development Institute of India (EDII), NSDC, NIESBUD and Chambers of Commerce (such as CII, and FICCI), in this effort.

2.46 The MSME has introduced a scheme called "Support for Entrepreneurial and Managerial Development of SMEs through incubator" while the DST has been implementing the programme under the S&T Entrepreneurship Development for promotion of technology based entrepreneurship. It has also provided seed funding up to Rs 200 lakhs in a phased manner to some of the Technology Business Incubators (TBI). Similarly, a new 'Scheme for Promoting Innovation, Entrepreneurship and Agro Industry' is under formulation to set up a network of technology centre and incubation centres to accelerate entrepreneurship and to promote start-ups for innovation and entrepreneurship in agro-industry.

2.47 To cater to the needs of potential women entrepreneurs, who may not have adequate educational background and skills, the Micro, Small & Medium Enterprises Development Organization (MSME-DO), has introduced process/product oriented Entrepreneurship Development Programmes (EDPs) in areas like TV repairing, printer circuit boards, leather goods, screen printing etc. There are also several other schemes of the government like Income Generating Scheme, implemented by the Department of Women and Child Development, which provides assistance for setting up training-cum-income generating activities for needy women to make them economically independent.

2.48 In addition, the Small Industries Development Bank of India (SIDBI) has been implementing two special schemes for women viz; Mahila Udyam Nidhi which is an exclusive scheme for providing equity to women entrepreneurs and the Mahila Vikas Nidhi which offers developmental assistance for pursuit of income generating activities to women. Further, SIDBI has also taken initiative to set up an informal channel for credit needs on soft term giving special emphasis to women including training for credit utilization and credit delivery skills for the executives of voluntary organizations working for women.

2.49 The National Institute for MSMEs promotes development and modernise SME Sectors by providing training, consultancy, research and education, extension in information services. In addition, the Indian Institute of Entrepreneurship at Guwahati promotes and develop entrepreneurship,

conduct research and provide consultancy for entrepreneurship development and collaborate with other organisations in undertaking training, research and other activities. NIESBUD, an organisation under MSME is engaged in training, consultancy, research and publication to promote entrepreneurship. The institute undertake training of trainers entrepreneurship skill development programme and entrepreneurship development programme. The All India Council for Technical Education has given permission to start 2 year post graduate diploma in entrepreneurship management.

2.50 The focus is to develop indigenous entrepreneurs from all walks of life so as to set up new micro and small enterprises enlarge the entrepreneurial base and encourage self-employment in rural as well as urban areas, providing training to the first generation entrepreneurs and assisting them in setting up of enterprises.

2.51 In addition, to promote entrepreneurship and skill development capital grant is provided for creation/strengthening of infrastructure and programme support for conducting entrepreneurship development in skill development programme to training institutions. The Credit linked capital subsidy scheme encourages entrepreneurs to adopt model technology to improve their productivity. The National Manufacturing Competitiveness Programmes helped in promoting growth oriented enterprises through interventions like lean manufacturing, design clinic, quality management system etc. There is also focus on building awareness on intellectual property rights, setting up mini tool rooms and training centres under PPP mode, promotion of ICT in Indian manufacturing sector and cluster development programme.

2.52 Besides Ministry of Micro Small and Medium Enterprises, there are other ministries involved in this initiative such as the Department of Industrial Policy and Promotion (leather clusters), Ministry of Finance (SIDBI and MUDRA), HUPA (NULM), Rural Development (AJEEVIKA), entrepreneurship development cell programme and centre in Ministry of Science and Technology, development of handloom clusters in Ministry of Textiles, capacity building for service providers under Tourism, programmes of National Scheduled Tribes Finance and Development Corporation and STEP- Support to training and

employment programme for women under Ministry of Women & Child Development.

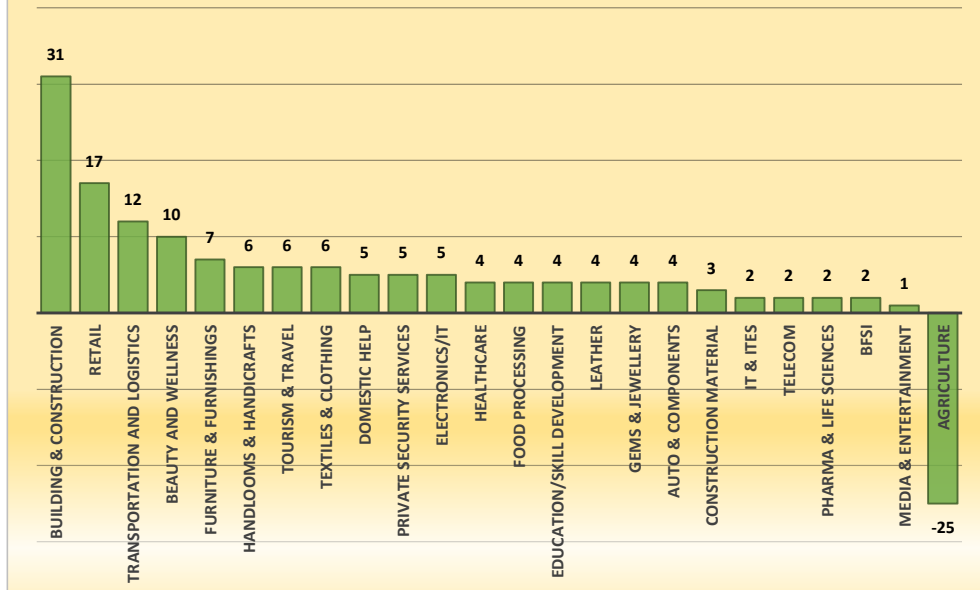
Future Skill Requirement

2.53 The NSDC study has projected incremental human resource requirement as indicated in Figure 2.6 and 2.7. Together with addressing the above challenges there needs to be coherence with other sectoral and macro policies as also coordination among different stakeholders. The macro policies of investment and sectoral policies would give the cue about the possible skill demand and of what type. There is also need for coordination among different central ministries and other training providers to avoid duplication of efforts so as to achieve optimal utilization of resources. If need be a Central portal can be made where all the schemes are listed and each prospective trainee is linked to Aadhaar which can be used to promote efficiency in use of limited training opportunities. This would take care of streamlining of beneficiaries to avoid duplication. (Appendix III)

Figure 2.6 Incremental Human Resource Requirement 2012-22 (in millions) State - wise



Figure 2.7 Incremental Human Resource Requirement Between 2013-2022 (in millions)



Source: NSDC Skill Gap Studies

CHAPTER III

Consultations undertaken by the Sub-Group

3.1 For finalizing its recommendations, The Sub-Group had undertaken consultations with member States; Central Ministries; and also held regional consultations.

a) **First meeting of the Sub-Group 25th April, 2015.** The first meeting of the Sub-Group was held on 25th April, 2015 in NITI Aayog, New Delhi under Convenership of Shri Parkash Singh Badal, Chief Minister of Punjab. Among the members states Chief Ministers of Assam, Chhattisgarh, Gujarat, Himachal Pradesh and Tamil Nadu attended the meeting. In the meeting the member states while highlighting the skill initiatives taken in their respective States highlighted the need for funds for scaling up their skill development efforts. The minutes of the meeting is placed at **Annexure II**. The main decisions arrived at the meeting are:-

- i. Given that the skill development requires huge resources and government resources are limited, need to explore other options for fund mobilization such as utilizing 1percent (50 percent) of the 2 percent CSR funds of the corporate sector earmarked for social sector, as mandated by the new Companies Act, 2013. A direction can be issued to this effect that about 1 percent of the fund is used exclusively for activities related to skill development.
- ii. Replication of the Chhattisgarh example of bringing in a legislation that guarantees Right of Youth to Skill Development was reiterated. Under the Act, every youth between 14 to 45 years of age has a right to receive skill development training in notified skills, subject to fulfilment of eligibility, within 90 days of demanding to District Collector. The Act is implemented by State Skill Development Authority with a Governing Council under the Chief Minister and an Executive Committee under the Chief Secretary.

- iii. Need for permanent set up to understand the requirements of the job market were mentioned and the operationalization of the LMIS system in every State and at the national level was reiterated. This would even provide details of the migration patterns of the labour force their needs and aspirations based on which requisite policy interventions for both providers and absorbers of migrant labour can be formulated, at the State and Central level.
- iv. It was decided that Key Central Ministries dealing with skill development programme and policy issues would make presentation to the sub group wherein the Chief Minister of Punjab would be present and members of the sub group may join if so desire.
- v. Regional level consultations to be held.

3.2 **Meeting with the Central Ministries on 6th May 2015:** As per the decision taken in the first meeting, a meeting was held on 6th May, 2015 with the main Central Ministries implementing skill development programmes under the Chairmanship of Chief Minister, Punjab, Shri. Prakash Singh Badal. The newly formed Ministry of Skill Development headed by the Minister of State for Skill Development (I/C) Shri. Pratap Singh Rudy led the deliberations. The Ministry of Skill Development highlighted on the recent initiatives undertaken by the Ministry to reach the target of skill development.

3.3 From the meeting it was evident that bringing all the skill development programmes under the banner of one Ministry of Skill Development/under one umbrella may not necessarily lead to better qualitative achievement because in certain sectors like Agriculture, MSME etc the domain knowledge in skill training rests with the line Ministry. However it was felt that the norms and standards to be followed by the implementing ministries may be made uniform. The minutes of the meeting and inputs received from Ministries are at Annexure **IV and V respectively**. The main discussion points that emerged are:-

- i. Need for all the States/UTs to understand the concept/utility of the National Skill Qualification Framework (NSQF), National Occupational Standards (NOS) and Qualification Packs (QPs). The need for the Sector Skill Councils under the NSDC to maintain better liaison with the State Governments especially at the Chief Minister level for better achievement of targets and for fruitful results.
- ii. Question to be posed whether the country requires a national statute on skill development – Chhattisgarh is the first State to announce the Right of Youth to Skill Development.
- iii. Need for replication of best practices undertaken by various states; making skills aspirational; converging resources from various sources for implementing schemes; strengthening industry-training provider partnership; expanding the pool of quality trainers by utilizing the services of retired employees from the armed/para military forces; role of Skill Universities in the States and need for a National Policy on Skill Training Infrastructure so that existing infrastructure can be leveraged and optimally utilized.

3.4 The Chairperson stressed on the need for improving the participation of women and rural youth in skill development activities. He desired that information on various skill development schemes should be shared with the States and that the Ministry of Labour & Employment should explore the possibility of utilizing funds collected from the Building & other Construction Workers Cess Fund for training of poor students in the respective States. CEO, NITI Aayog suggested to the CMD of NSDC to request the heads of various Sector Skills Councils to visit different States and brief the respective Chief Ministers starting with Punjab.

3.5 Regional Consultation with North Eastern States on 11th May 2015 at Shillong: The first Regional Consultation under the Convenorship of the Punjab Chief Minister Shri. Prakash Singh Badal was held on 11th May 2015 at Shillong. Among the States that participated included Arunachal Pradesh, Assam, Bihar, Chhattisgarh, Meghalaya, Mizoram, Manipur, Nagaland, Odisha, Puducherry, Tripura and Sikkim. The meeting brought to the fore interstate variations in priorities on skill development. While for some it was the

leverage to use the Central funds in accordance with local needs, while for others non-availability of CSR funds (especially in less industrialized States), variation in the sectoral priorities among States and therefore the trades chosen for skill development, implementation issues in existing skill development programmes like delay in receipt of NCVT certification after completion of the training etc emerged as the priority issues. For the ethnic North Eastern States the issue of how to create jobs within the region so as to prevent out-migration and preserve the ethnicity of the population was also raised. The minutes of the meeting is placed at **Annexure VI**. The following decisions were taken in the meeting:-

- i. Sub-Group Member States' comments must be approved by the respective Chief Ministers while non-member States can furnish comments at the official level.
- ii. Constitution of the drafting committee for the report from the member states.
- iii. The first draft of the report of the Sub Group to be prepared and submitted/ circulated before the next Sub-Group meeting.
- iv. The next full meeting of the Sub- Group to be held in Raipur, Chhattisgarh .
- v. Identification of skills in animal husbandry & dairying, apiculture etc. would be done before the next meeting.
- vi. Clarifications and data on people trained using the Cess collected under the Building & other Construction Workers Act may be obtained from the Ministry of Labour & Employment.
- vii. A team of officials from the Sub-Group member States & NITI Aayog may visit the States that are undertaking innovative skill development measures.

3.6 In the **second meeting of the Sub-Group on Skill Development** held on 7th June, 2015 at Raipur, Chhattisgarh the draft Report of the Sub-Group prepared based on the discussions held with the member & non-member States and Central Ministries was discussed. The draft Report recommendations were broadly accepted by all Member States who also gave in their recommendations for including in the Report. Some of the highlights

are such as it would be desirable for Central Government agencies including NSDC to confine themselves to national level standardization, accreditation and certification functions, provision of financing and policy and legislative frameworks. Actual training delivery should be routed through and monitored by State Government agencies which are better placed to mobilize candidates for training. A crucial element of the Skill Development Strategy should be the determination of sectoral priorities based on an independent assessment of the needs of each sector and the formulation of appropriate policies to enhance the qualitative and quantitative skill availability for the sector. This is clearly a task best done at the State level since the priority sectors would vary from State to State. Government of India and the Ministry of Skill Development should intensify the efforts towards universal adoption of National Skills Qualification Framework (Periodic skill gap studies should be undertaken to identify the demand-driven sectors and the deficit informal vocational and technical education may be bridged through skill development programmes. Revisit the Recruitment Rules in the Government / Public Sector / Private sector to provide for Vocational Qualifications aligned with NSQF. The Gujarat Model of entry/exit and transfers for horizontal mobility between general and vocational streams to be closely studied and may be replicated across the country, if considered feasible.

3.8 CEO, NITI Aayog sought extra time of one month for the finalisation of the report with inclusion of the comments of the Chief Ministers who could not participate in the Sub Group meetings. It was decided that the Working Group of State nodal officers and NITI Aayog would visit some of the States who have not participated in the meetings and make presentation of the draft recommendations before the respective CMs to elicit their views. It was also decided that after that a final meeting of the full Sub Group will take place in Delhi in July 2015. The detailed minutes of the meeting maybe seen at **Annexure VII**.

3.9 The Working Group made a presentation of the draft report of the Sub-Group on Skill Development before the Hon.CM of Tripura on 7th July, 2015. The minutes of the meeting may be seen at Annexure. The Hon.CM, Tripura made following observations and comments:

- There is need to linking the literacy with skill development programmes.
- There is need for periodic market survey after two to three years in order to assess skill demand and supply.
- Placement of youth should be done in or around the State rather than placing them outside the State which leads to drop out
- He expressed his reservation about Public Private Partnership in skill development programmes. Industrialist is guided by profit motive and usually not interested in developing infrastructure for skill development in backward/under developed region or countryside.
- Centre should fund skill development programmes in North-east states
- Government of India is spending huge amount for industrial development for private sector, the private sector should be motivated for developing infrastructure in less developed areas
- There should be more ITIs and polytechnics set up for giving skill training. In the NER region the focus should be on trades related to agricultural and allied activities, handloom, handicrafts, art works etc on which training can be provided through the ITIs so that skill training become aspirational among the unemployed youth.
- Tripura's Swavalamban experience of skill development may be replicated in other states.

The CEO also took a review of the progress made by the Working Group in finalizing the Report of the Sub-Group and the following directions were given:

- Best practices in vocational training should be documented as a Box item in the Report. Member States to share their new initiatives taken in skill development.
- The experience gained in implementing the Apprentice Act, 1961 for enhancing skill development maybe mentioned. Member States to share their experience in this regard. The mobility pathway designed for shifting between basic and vocational education may also be mentioned by the States.

- Linkage of functional literacy such as basic accounting, computer literacy, soft skills etc. with skill development training should be mentioned in the Report, Member States may provide their inputs in this regard ,
- Exploring the possibility of integrating vocational education from the secondary school level, Member States may provide their inputs in this regard,
- Role of private player as a service provider, knowledge partner and employer maybe well defined. Member States may provide their inputs in this regard.

3.10 Inputs received from the stakeholders in accordance with the ToR of the Sub-Group

The state wise inputs are at **Annexure III**. A summary of the input in accordance with the Terms of Reference of the Sub Group (para 1.11) is as under:

1. To suggest measures to strengthen the State Skill Development Missions, to enhance capacity and improve standards of skilling at the State level.

The State Skill Development Missions (SSDMs) should evolve into a strong authority to harmonize the skilling efforts across line departments/ private agencies/voluntary organizations etc. The SSDMs should evolve a set of basic guidelines applicable across institutions. It should have the overarching power to pool across the resources and to utilize according to priority. The inter-linkage of the SSDMs with the industry, training providers, Sector Skill Councils, NSDA should be maintained at the policy formulation and implementation level.

2. To examine private sector participation in skill development and to suggest ways for improved partnership of private sector in curriculum development, delivery mechanism, pedagogy, certification, trainer attachment, apprenticeship training and financing.

The private sector representation can to a certain extent be addressed by the active involvement of the Sector Skill Councils and the NSDC with the State

Skill Development Missions. In less industrialized as well as difficult terrain States the involvement of the private sector would be difficult. In such instances Government can incentivize the public sector or the private industries operating either within the State or in neighbouring regions to involve in the skill development efforts of these States through their SSDMs.

3. To propose measures to expand outreach of skilling programmes, particularly in demographically advantageous States.

This calls for immediate introduction of vocational education from the secondary school level onwards. The States should promote availability of trainers in the secondary schools and above to impart the traditional skill sets. The SSDMs should explore the marketability potential of traditional skill sets of the State so that the children are motivated to take up training in traditional skills. To explore the need for introducing legislation on Right of Youth to Skill Development to make it mandatory on the part of the States to impart skill training to every eligible youth. To provide dormitory facilities in district and block headquarters to facilitate students from remote corners to come and access skill training. Introduce mobile training facilities in villages and hilly areas to pool in young girls and women in women centric skills. Generate awareness among the targeted population on the benefits of skill training through audio/visual media as well as through street plays.

4. To recommend measures for dealing with shortage of trainers /instructors /assessors.

Instructors/ trainers could be either to impart theoretical skills or practical training. The shortage is most often faced in imparting practical training. The SSDMs can play a facilitating role in this by identifying Government/ private/ self-employed entrepreneurs operating establishments/units in the skills in demand in the State and bring them on the panel where students after attaining the basic skills can be sent for practical training.

5. To suggest ways for mobilizing panchayats, municipalities and civil society organizations as also the Railways and Armed Forces to participate in these efforts.

The Railways and Armed Forces can play a more proactive role in advocacy and skill development, instead of just focusing on recruitment rallies. There should be information about all jobs and vacancies at the village or ward level. All those who meet the eligibility criterion should be identified and trained, so that they are in a better position to succeed in the recruitment process. Civil Society Organizations can be constructively engaged in advocacy. In peace time, army should be involved in schemes like police-cadet scheme under Suraksha Setu Scheme of Gujarat Government to instill leadership, teamwork, self-defence activities, training for security forces, agencies etc. Gram Sabha, Ward Sabha, Mohalla Sabha in local bodies should play a role in identification of beneficiaries for skilling and suggest areas in which skilling is required.

6. To propose ways of career guidance and post training placement tracking.

The strengthening of the National Career Guidance Centre at the district and block level, integrating with the Labour Market Information System are to be initiated by the SSDMs in association with the implementing Ministry. This would facilitate to track the youth receiving skill training and moving to placement either as self-employed or wage-employed.

7. To suggest State level innovative measures for upscaling of pilots, sharing best practices, dissemination and replication by the other State/UTs.

The LMIS/National Career Service Centres can be the medium where the success stories that are documented can be shared so that it provides a medium for the youth to explore the possibilities of its up-scaling/replication.

8. Any other measure/issue.

Funds should not be a constraint in the endeavour towards skilling India. Funds will have to be pooled from all sources. This is a National Mission and, hence, the country should marshal and dovetail all resources at the command. For the Special Category States, Central Funds should be allocated on a 90:10 basis. Levying a cess for Skill Development may be explored. Also a fixed percentage of the budgets of all Ministries and Departments maybe be earmarked for skill development and having non-lapsable resources for the

same. In all these aspects it is necessary to ensure that funds actually flow for the purposes that they are kept aside for and are not largely used for administrative issues or for creating jobs in the Skill or Employment Generating Missions.

Availability of faster, easier and cheaper credit for skill development by financial institutions needs to be ensured. Trainees being trained by training providers securing high accreditation from National Skills Universities should be eligible for loan on same terms as under the Education Loan Scheme. The scheme may be called Skilled India Loan Scheme.

Cluster model for development of skilled manpower in particular sector based on local and traditional diversity supported with quality training, up-skilling, provision of raw material, tool kits, banking support, latest technologies along with market linkage may be explored. For example, the Craft cluster model of Gujarat through the Cottage Industries Department.

Industries should be incentivized to spend in skill based training by allowing a weightage of 200 percent of such expenditure as deduction under Income Tax Act. Out of CSR funds to be spent by the private companies, 1 percent must be earmarked for skill development activities. Currently the Rules relating to collection of cess fund under the Building and other Construction Workers Act, needs to be amended to allow use of the cess for skill training of underprivileged youth irrespective of whether or not they are wards of construction workers.

Chapter IV

RECOMMENDATIONS

Skill Development and Entrepreneurship enables skilling and promotes the culture of entrepreneurship to ensure sustainable livelihoods for all citizens in the country. The Sub-Group is of the view that engaging with aspirations of India's youth is a challenge both for the Central and the State governments and acknowledges that innovative mechanisms are required to address the critical challenges in ensuring access, equity, aspirations, quality and availability of trainers etc. A meaningful engagement requires providing opportunities' to equip with requisite skills to access sustainable livelihoods-wage or self-employment for a life of dignity and self-respect. The need for aligning skills with requirements of industry in terms of job roles/norms and standards is a must for matching supply with demand. The need to address the skilling requirements of the unorganized sector which employ about 93 percent of the India's workforce has been highlighted. The Sub Group have taken on board the responses/inputs of both Members and non-Member States and after intensive deliberations makes the following recommendations.

STRENGTHENING STATE SKILL DEVELOPMENT MISSIONS (SSDMs): an Integrated Delivery Framework

The SSDMs were set up in 2010 with the broad objective of providing integrated delivery framework at the state level so as to bring synergy, oversight and effective coordination in the implementation of skill programs across the Departments. However, it was observed by Sub-Group that most States have not been able to mobilize, implement and monitor skilling programs in an integrated manner. It was felt that their capacity to undertake such initiatives has been resource constrained both in terms of financial and human resources. Therefore, it was felt that it is necessary to strengthen the SSDMs, to enhance their capacities and role. Therefore, the Sub-Group recommended that the State Skill Development Missions must

- i. Undertake all major activities of coordinating and harmonizing skilling efforts; be responsible for assigning targets among all line departments in the State; monitor progress of schemes; undertaking efforts for convergence of programs; addressing issues of up-skilling and re-skilling; take up skill gap studies; liaise with the private sector and address all policy issues including quality of training, assessment and certification in consultation with Central Ministries.
- ii. SSDM must become single nodal point to launch Sub- Missions in priority sectors important to the State like agriculture, rural based livelihoods, construction, health, sanitation and services including repair and maintenance.
- iii. The Group felt that the convergence should be at three levels, viz. within the Center, between Central Ministries & State and within State Departments. This would facilitate convergence of Schemes & pooling of resources to channelize the same for programmes/sectors where there is strong demand for skilled work force to achieve scale and ensure effective outcomes. This requires maintenance of a comprehensive database of Schemes, standardization of costs, industry partners and training providers as well as assessing and certifying bodies. The details of trainees as well as prospective trainees are also to be maintained by SSDMSs as in Rajasthan and U.P. The funds under the Central schemes should flow directly to the SSDMs. (See **Box 4.1**).
- iv. Ensure effective coordination and monitoring of skill development initiatives. For this, a three-tier structure at State, district and block level for every SSDMs must be created. A District Skill Development Agency can be linked to the District Rural Development Agency to coordinate skill efforts at district level. District Employment Exchanges also be upgraded into nodal centres for the District Skill Development Agency as they already have data relating to Labour Market Information System (LMIS) and details of vacancies under the Compulsory Notification of Vacancies Act. This would also ensure effective coordination and interaction with local self-government, civil society, training providers, industry and other stakeholders.
- v. National Skill Development Corporation (NSDC) may also leverage its strengths to conduct regular capacity building programmes at the

State/regional levels in consultation with key stakeholders. All skill training must be linked to outcomes. Suitable key performance indicators should be developed and monitored by the SSDMs in respect of State initiatives. NSDC may also support SSDM to conduct annual skill mapping to identify the new emerging sectors of requirements of existing sectors.

- vi. Set sectoral priorities at State level based on an independent assessment of the needs of each sector and the formulation of appropriate policies to enhance the qualitative and quantitative skill availability for the sector. Since the priority sectors would vary from State to State such State specific policies are required. NSDC may support SSDM to conduct annual skill mapping to identify the new emerging sectors and the requirements in the existing sectors.
- vii. Role clarity is essential in terms of field level of implementation of skill development programmes. Right now the NSDA and NSDC are involved in implementation of skill development programmes at the field level through Vocational Training Providers. This leads to confusion among the prospective trainees as to go for the Central/State schemes as the norms and benefits vary between the two. The Sub-Group therefore was of the view that it would be desirable for Central Government agencies including NSDC to confine themselves to national level standardization, accreditation, certification, advocacy, capacity building, conduct of impact assessment, provision of financing, framing policy and legislation. Actual training delivery should be routed through and monitored by State Government agencies/SSDMs which are better placed to mobilize candidates for training.
- viii. Facilitate linking of training of trainers to a Skill University and use existing infrastructure to focus on local skills and jobs. MoSDE should make a budget provision for all States to set up Skill Universities or convert one of the existing Universities as a Skill University under PPP mode. This funding could be made available through NSDF/NSDC.
- ix. Open Sector Skill Council (SSC) Chapter in each state, based on sectoral priority of the State, for better industry linkages and to ensure that skills imparted in a State are recognized even outside the State.

- x. Building capacities of Sector Skill Councils to build capacities of SSDM's to ensure that training is aligned with National Occupational Standards so that students are ready for job post training. A joint working group under SSDM with SSC is suggested can be set up
- xi. A National Skill Testing Authority with representation from Central and State governments, besides the industry should be set up to facilitate recognition of skilled youth having foundation level skills and their entry into higher level skill education programs.
- xii. Greater role for States in the implementation of Pradhan Mantri Kaushal Vikas Yojana than confining only to advocacy. It was felt that unless the training programmes are residential and placement linked, there may be poor response from candidates in areas such as the North East.
- xiii. SSDM has significant capacity constraint. NSDM should provide assistance to create specialized PMU to professionalize skill initiatives, mobilization /counselling of youth for skill training, LMIS, expediting assessment process of trained youth, identification of potential employers and placement tracking.
- xiv. The existing District Employment Exchanges may be upgraded and scaled up into District Skill Development Agency to take up the new challenges besides also functioning as Model Career Centres under the National Career Service.
- xv. The NSDC and Sector Skill Council chapters may be opened at the State level or at least at the Regional level for better coordination with SSDM. The SSDMs should function as the Subordinate Office of the National Skill Development Mission.
- xvi. Clarity in the organizational structure of skill development was called for by the Sub-Group. At the Central level there is the Ministry of Skill Development as well as the National Mission for Skill Development. Underneath this parallel structure there functions the National Skill Development Agency and under it the National Skill Development Corporation. Each of these institutions is left with the State Governments in skill development training. The State Governments have to interact with multiple agencies for multiple tasks. This duplication of organisational structure at the Centre be streamlined and strengthening of State Skill

Development Missions needs to be concentrated upon as that is where the whole action lies.

- xvii. Various skill development schemes have since been introduced by the different departments to carry forward the vision of the Government. The Skill Development Mission provides an integrated framework to initiate and propagate actions along with monitoring, co-ordination and convergence of skilling activities of various departments to strengthen the skill Eco system.

Even though sizeable amount from exchequer is being spent for imparting training on various vocational training modules by the different departments, it is found that the lack of uniform policy for curriculum of the trades, assessment and certification deprive the beneficiaries in obtaining gainful employment for want of proper assessment leading to a Government approved valid certification which has wide acceptance across the country. It was felt that there is a dire need for a common norms for cost, standards, curriculum of the vocational trades, its assessment and certification to bring under National Council of Vocational Training (NCVT)/State Council of Vocational Training Modular Employable Scheme (MES) for wider acceptance in industry across the country leading to the gainful employment. The Ministry of Skill Development has notified the common norms for the skill programs. The various ministries implementing the schemes for skill development need to align their programs to these common norms.

- xviii. Skill development efforts have not as yet focussed on improvement of skills among the youth in situations of natural calamities like earthquakes, floods, erosion, drought, etc which are a regular occurrence in different parts of the country. It is useful to have a pool of trained manpower locally available in different locations that can be effectively used by the State and Central relief agencies.

Box 4.1: Convergence and Pooling of Resources

Rajasthan Skill and Livelihoods Development Corporation (RSLDC)

Rajasthan is the first state in India to establish a Mission for livelihoods. In order to address the challenges of unemployment and ensuring gainful and sustainable employment, in 2009-10, Rajasthan Mission on Skill and Livelihoods (RMoL) formulated specific action plans to provide further impetus to the Skill trainings. RSLDC is an initiative by Government of Rajasthan to cater to the challenges of creating a large number of livelihood opportunities for the poor, increasing labour force and to increase the income levels of working poor in the state. Since then, major schemes have been rolled out by RSLDC to upscale the skilling scenario of the state that includes Mukhyamantri Kaushal Vikas Yojana (Employment linked Skill Training Program-ELSTP), Regular Skill Training Program, Aajeevika Skills Program, Skill Development Initiative, Government of India. The objective of RMoL was to formulate appropriate and innovative strategies to promote and facilitate large scale livelihoods for the poor and vulnerable people. Innovative training measures include (i) Mobile Skill Training Facility: 6 Mobile vans running in Districts of Baran, Barmer, Dungarpur, Jodhpur, Rajsamand and Tonk; (ii) E-Learning Material: course materials developed in Hindi for courses like Household Wiring and Repair of Electrical Appliances, Diesel Engine and Pump Set Repair and Repair & Rewinding of Electrical Motor.

Uttar Pradesh Skill Development Mission (UPSDM)

Uttar Pradesh Skill Development Mission (UPSDM) has been instituted with the objective to integrate efforts of various departments of the State and Central Government organizations engaged in providing skill development training and make available employment oriented and placement linked training in vocational skills to 45 lakh youth in the age group of 14 to 35 years by 2016-17. They aim to achieve this partnering with government and private training providers, ensuring equitable access to the most disadvantaged and strive for placement of preferably at least 70% of the trained youth in gainful wage/ self-employment to enable them to contribute to the economic development of the State.

The vision of the UPSDM is that by the end of the Plan period, all the youth of the state who do not want to, or cannot, due to any reason, pursue formal general education after Class V, would have fair choices to acquire skills that are relevant to the employers, at a reasonable cost and within reasonable distance from their residence. They would have the facility to obtain professional counselling in making good choices.

Bringing on standardization in skilling programmes run by various departments

Labour & employment department, Gujarat passed a resolution on 24th January 2014 that all the skilling programmes run by different government departments should be as per GCVT/NCVT/MES approved syllabus for the purpose of bringing uniformity in course curriculum, assessment and certification. As per the resolution the skill imparting departments/HODs have to make arrangements for assessment and certification of trainees by GCVT/NCVT/MES, after completion of training.

The Skilling modules of the concerned departments/HODs which are concurrent with GCVT - MES pattern, were switched over to GCVT - MES with effect from 1st March 2014 and skilling modules which have non-concurrent with GCVT - MES pattern, have been registered first of all under GCVT pattern and training for such courses is being carried out as per GCVT - MES pattern.

IMPROVING ACCESS AND OUTREACH WITH FOCUS ON DEMOGRAPHICALLY ADVANTAGEOUS STATES

The Sub-Group notes that the accessibility of skill training is a huge challenge on account of the uneven availability of formal and informal livelihood opportunities especially to socially disadvantaged target groups. Training capacities both in terms of physical and human resources and the participation of private sector vary across States. The disparities in social and economic groups across States and regions make it important that training facilities and livelihood opportunities reach all population. After detailed deliberations the Sub-Group makes the following recommendations:

- i. The Centre and all the States may explore the need for enacting legislation on Right of Youth to Skill Development in line with the law in the State of Chhattisgarh. It was felt that such a right based legislation backed by robust implementation will generate greater demand, remove the low esteem attached to vocational education and encourage more young persons to seek skill training. This should be backed by adequate infrastructure and resources especially for less resource rich States.
- ii. There is argument to make sweeping changes in the education system to ensure that along with academic learning, formal schooling leads to actual employment. Sub-optimal jobs and disguised unemployment of educated persons leads to frustration, crime and insurgency. Successful vocational education models in Germany, China and Singapore are available to redesign and retool the education system.
- iii. The National Skill Qualification Framework provide for multiple pathways, horizontal as well as vertical, across education subsystems (school education, higher and technical education) and training sector. But it does not provide academic equivalence. It only enables a person to acquire desired competency levels, transit to the job market and, at an opportune time, return for acquiring additional skills to further upgrade their competencies. However, it was felt that the existing demographic pool of barely literate/low literate young persons need a seamless two way movement between formal system and skill training.

Therefore, there is need to integrate education and skill training so as to provide equivalence with formal education. Some states have initiated the process to formulate a policy for mainstreaming of VET towards Educational Qualification Framework to create avenues of higher learning to students after completing ITI courses.

Box 4.2 The Formal Education and Skilling Equivalence

Govt. of Gujarat has declared 10th equivalence for 8th passed & 2 years ITI passed out ,12th equivalence for 10th passed & 2 years ITI passed out , Reserved seats for lateral entry in third semester of Diploma courses to 10th Passed + ITI pass outs and Steps initiated for giving 12th std. equivalence to students completing apprenticeship training after 10th std. or ITI. Further, developments in mainstreaming skill development on the anvil include granting of equivalence for class 10 and 12 to apprentices. It is also proposed to grant credit based equivalence of vocational training with individual courses to those students fails in one or two subjects can obtain the 10th and 12th class certificates.

- iv. Currently in large number of State Boards the vocational education courses are not part of the official school curriculum. To make skill a desirable goal both for students and parents there is a need for introducing vocational stream compulsorily in all schools from middle school onwards. The introduction from early stage would help many students benefit and learn subjects which prepare them for the labour market. In addition by being a part of general curriculum in schools society will gradually recognize vocational education as an integral element of the overall education process and will contribute to its general acceptability.
- v. Central schemes need to provide flexibility to State governments to introduce traditional and local skills suitable to local needs under various skill training programmes to enable local youth to be attracted into skill development and also for nurturing the employment potential through traditional skills like artisans, weavers etc. Similarly, up-skilling of people engaged in agriculture, horticulture, Bee Keeping, animal husbandry, dairying etc. should be encouraged. Promotion of local resources should be encouraged to provide scope for self-employment and higher income. Skill training supporting such local resources like

Agar plant in Meghalaya should be encouraged. (Box 4.2). It was suggested that area wise skill profiling may be done to facilitate skill development on local need based. This may require formulating curriculum relating to traditional skills.

- vi. Increasing and improving Income generation should be a metric for skill development. Efforts in agriculture in the country and entrepreneurial activity related to agriculture and animal husbandry, dairying, fisheries and bee-keeping should be promoted which, in turn, creates additional employment opportunities. All Agriculture Training Programmes (5 days or more duration) should be treated as Upskilling Programmes and should be assessed and certified. Every scheme in rural areas may include skills in agriculture and certification of each skill is necessary.
- vii. Open incubation centers, career counseling and skill tracking centers in every village and municipal ward which would liaise and coordinate with schools and colleges.
- viii. It is a matter of national priority to address the productivity gaps of the demographically mature Southern States like Tamil Nadu, lest their population grow old without fully enjoying the fruits of growth and development. Hence reskilling and upskilling efforts should be given a boost in these regions as given the longer life expectancy they are expected to continue in the labour force beyond 60 years. This will also help in addressing the shortage of skilled labour in these States.
- ix. Skill Development initiatives should consider the cultural aspects of the State and should meet the expectations and aspirations of the youth, making best use of the resources and opportunities available and promoting local entrepreneurship in viable sectors. (e.g. Music / Sports etc). This would encourage value additions in the areas of residence. The need for dedicated programme like UDDAN and Himayat for other States as well including the NER was highlighted. Several States including those in the NER are under-represented in the para-military forces i.e Central Armed Police Forces viz. Indo Tibetan Border Police Force(ITBPF), Border Security Force(BSF), Central Industrial Security Force(CISF), Central Reserve Police Force(CRPF), Sashastra Seema Bal (SSB), Assam Rifles etc. Special Coaching Programmes may be arranged to enable the youth particularly from under-represented areas to qualify for recruitment

against the vacancies in their respective States. There is also a need to look whether the norms for recruitment are also a factor for the continued under-representation of some areas. Regional Training Centers such as North Eastern Police Academy (NEPA), Meghalaya could be identified as a Training Partner for this activity.

- x. There is a need for comprehensive pan-India assessment of migration patterns, needs and aspirations to facilitate interventions for providers and absorbers of migrant labour.
- xi. Open Craft clusters, using national institutions of repute such as National Institute of Design(NID) and National Institute of Fashion Technology(NIFT) for skilling crafts persons and artisan families and provide them training in life and soft skills to enhance their employability and enabling them to become entrepreneurs.
- xii. Given the resources constraints both financial and training capacity, the target group needs to be identified clearly so that after training, they are able to get decent livelihood. There needs to be participation of target group in terms of school drop outs and those who are in class X and XII in additions, the students from disadvantaged group of class IX and above in high schools may be targeted.
- xiii. Industrial motivational campaign /EDP may be conducted in educational institutions with provision for bank linkages to motivate students to go for startup/ entrepreneurial ventures.
- xiv. Taking cognizance of the heterogeneity of demographic challenges and opportunities across different States, targeted interventions need to be devised by broadly classifying the States as net suppliers and net absorbers of labour. There are clear complementarities between the opportunities and requirements in both sets of States. The interventions at the national level need to cover the needs of both sets of States and not just focus on the demographically advantaged States.
- xv. Maximum emphasis to be placed on practical skill training. Unskilled/semi-skilled youth may be imparted practical skill training in the market or at the worksite for the foundational levels of skill development (levels 1 to 4 of NSQF). Trainings imparted in reputed industries and services sector establishment should be recognized directly under NSQF. The focus of skill training should be outcome driven

with a regulatory mechanism to ensure 100% quality compliance with zero tolerance to poor quality training.

- xvi. SSDM setting up skill development centres(SDCs) with hostel facilities. Central assistance may be provided to equip these SDCs with the required tools and equipment to make it fully dedicated; as training providers are not coming forward to invest in terms of tools and equipment especially in the manufacturing sector. Keeping in view the Make in India programme, skill training in manufacturing sector should be incentivized in all skill development programmes
- xvii. Retention of youth in employment (after skill training) outside their State / Region is usually a problem. For the North Eastern Region in particular, appropriate policy measures need to be put in place to promote investments within the region which in turn will create employment avenues so that the NE youth after undergoing Skill Training can, to a large extent, be locally absorbed.
- xviii. The need to involve educational institutions like ITIs, polytechnics, engineering and medical colleges and PSUs in skill development. Since they have both infrastructure and personnel with expertise, these institutions/organisations can play a pivotal role in providing skill training of good quality. Further it will ensure optimum utilization of their infrastructure

BOX: 4.3 Local Resources and livelihood opportunities: Case of Agar wood Plantation in Meghalaya

.The Ministry of Environment, Forest and Climate Change, Government of India has prepared Draft Policy for Sustainable Utilisation of Agar wood which deals with the issues related to trade, current status, export and management of agar wood for sustainable utilisation.

Employment opportunities can be created in plantation, primary processing units, extraction factory, supercritical fluid extraction facility, warehousing, packing and marketing.

The South East Asian Countries' business model based on creating a vertically integrated business from the management of plantations to the inoculation, harvesting, distilling and processing of agarwood inputs into a multitude of agarwood end products, including the highly prized oud oil may be studied and replicated

Reaching the Unreached: Focus on Rural Women, Persons with Disabilities and the Informal sector

The Sub-Group indicated that the large proportion of demographic advantage that India enjoys consists of women and youth especially in the rural areas and that the rural youth migrate in search of jobs to other States. They being illiterate or primary level dropouts end up in poor quality low paid jobs. They remain unskilled either due to poor levels of education, lack of resources to undergo training or lack of awareness. Therefore, there is need to make efforts to mobilize these drop outs and provide them training at their villages in traditional as well as vocational skills so that their employability prospects increase both within their State as well as when they migrate in search of better prospects. The Livelihood College of Chhattisgarh is a live example.

The focus on women who constitute 49 percent of population needs to be underlined as they continue to be under-represented in formal training programmes in turn limiting their employment options and career development. The falling female labour force participation rates both in rural and urban areas is a cause of concern. The available literature suggests that either jobs are not available or women do not want to move out of their place of residence. Women are primarily engaged in handicrafts, handlooms, basic food processing and are engaged in micro enterprises such as papad and pickle making etc. Due to their restricted mobility, they are not able to attend rural training programmes.

Box 4.4: Reaching the School Dropouts: Livelihood Colleges of Chhattisgarh

Livelihood colleges, offers short duration residential training programme with focus on drop-out youth with no formal education beyond schooling of class 5th or 8th, have become a role model as an effective programme for engaging with youth with low levels of education and little or no prior exposure to skills. It empowers students with skills for building self-confidence to cope with life-challenges. The training modules are also flexible to adapt to the emerging market trends and requirements. The colleges are seeded in existing public or rented buildings, and engagement of Trainers, enables overcoming constraints of infrastructure and resources. The model is based on PPP model: The partnership with private sector is needed for following reasons:

- a) Finite capacity constraints within the public system.
- b) Obvious limitations for public sector to cope with the requirements of number of skills in the market
- c) Time-lag in receiving market signals can be minimal
- d) Enhances the probability of gainful employment and engagement of skilled youth.
- e) The inclusive composition of State and District Authorities, respectively, ensures effective coordination and interaction with all stake holders; which in turn improve the quality of the outcomes.
- f) Skill development programmes become an important priority in discharge of CSR
- g) Partnership with Central Government, other State Governments, and their agencies, shall ensure that the skills imparted are recognised even outside the State
- h) Interest begets interest in a cascading manner - number of leading national brands entering into Expression of Interest for training youth, after the first few signed up.

Therefore, there is need to promote training programmes in and around their place of residence. The success of the Tamil Nadu Women's Development Corporation which is primarily responsible for the Self-Help Group movement and implements the Pudhu Vaazhvu Project, a Rural Livelihoods project with World Bank assistance, in mobilizing youth for skill development needs to be replicated as a model best practice. There is also a need to focus on skill training of handicapped persons so that they can become part of the mainstream economy.

The Sub-Group makes the following recommendations:

- i. Set up Skill Committees and training institutions like Kaushalya Vardhan Kendras in under-served rural areas to target school dropouts, women.

- ii. Reduce entry barriers by making available loans and skill vouchers.
- iii. Leverage school buildings and other public infrastructure including Railway stations and bank branches to set up training centers in rural areas. Unused school buildings in remote areas cooperatives can be made to undertake training.
- iv. A conscious attempt needs to be made to give women opportunities in non-traditional skill sectors such as electrician, welding, masonry, mechanics, plumber, repair of pumps, TVs, mobile phones and not limit to gender typical occupations like tailoring, beauty care , papad making. This can be done through the establishment of specific training programmes and pilot support schemes.
- v. The training programme of women and rural poor should include life skills training modules and literacy training.
- vi. Anganwadies and Primary Schools should have facilities for day care to look after children till the parents return from work in the evening.
- vii. By promoting financing, providing safe transportation, adequate female instructors, provision of child care facilities, hostels and separate sanitation facilities for women can encourage them to come for training and participate in labour market.
- viii. The need for monitoring progress for increasing the participation and integration of women in training and employment was highlighted by the Sub Group.
- ix. Developing flexible timing and modular training programmes to facilitate women who cannot afford longer training particularly in the rural areas.

Box 4.5 Improving Outreach: Kaushalya Vardhan Kendra-Gujarat

Rural people's access to education and training is often limited by financial barriers (e.g. training and transportation costs) and non-financial barriers (e.g. scarce education and training infrastructure, inflexible training schedules).

The Kaushalya Vardhan Kendra (KVK) of Gujarat Government is a decentralized, cluster base approach to skill development responsive to local culture and traditional skills. They aim to make skill accessible and harness the potential of rural youth, school drop outs, adolescent girls, housewives etc. so as to promote self-employment and entrepreneurship. 455 technical courses have been selected on WISH concept: W - Women Oriented Courses; I -Industry Oriented Courses S - Soft Skill and Service Sector Related Courses; H -Hard Core Traditional Course. Life Skill courses have also been added later on..

All the villages of the state having population above 5000 are covered with 500 KVKs and so far total 13, 32,769 youth trained out of which 8, 39,396 are women (62%). The KVK provides flexibility of course selection, training timings, and admission norms. The model has limited liability of staff and has higher outreach. No fees for SC/ST/Women/PH & BPL candidates and nominal fees of Rs. 50/- for General Candidates.

For interior and far-flung areas 4 Kaushalya Rath (Mobile KVKs), have been started especially for the benefit of candidates residing in remote areas.

The KVKs has won the PM Award for Excellence in Public Administration for Year 2011-12.

Besides a KVK in Ahmedabad in the premises of Blind People's Association, (BPA) Vastrapur, in Ahmedabad has also been started wherein training is provided in sectors such as radio anchoring, plumbing, physiotherapy for the blind, beauty parlour for the hearing impaired. The passed out are placed in the BPA printing press. BPA placed the passed out trainees in their own printing press. Centre is a successful model in providing employment to persons with disability(PWD)in public as well as private sectors and make them capable of handling important assignments in banks, railways, hospitals, restaurants, etc. and to work as telephone operators, computer programmers, mobile repairers, liftman, etc.

For the trainees who desire to start their own venture State Government has facilitated by providing bank loans with interest and capital subsidy support from the NHDC. Special employment fairs are also arranged with the help of NGOs, Pvt. Sectors and Government. Labour and Employment department supports to direct industry to employ such trained PWDs. Gujarat is the only state where reservation in jobs for persons with disability is 1% in private sector.

Note: Details in Chapter 5

- x. The National Rural and Urban Livelihood Missions must have a skill component to be used as a key mechanism for mobilizing women and youth (in the families) for skill development.
- xi. For improving the outreach in difficult terrain measures such as distance learning, information and communication technologies were suggested for adoption. However, it was felt that there needs to be judicious blend of traditional and modern communication methods to facilitate the delivery of content to targeted group so as to ensure that the information is properly and effectively used and that it enhances the employability.
- xii. Need for special agency to certify skills under Recognition of prior learning based on which the employing agency would pay the remuneration to the workers.
- xiii. To ensure that persons with Disabilities are effectively skilled, it is essential to identify skill training partners who have the requisite expertise and infrastructure to provide the specialized training. In this respect, the Government has already launched the National Action Plan (NAP) for skill training of PWDs. The Plan seeks to provide a synergistic framework for people with disability, for improving vocational training and employment opportunities for them with the eventual goal of providing them with livelihood and independence. Monetary and non-monetary incentives should be part of the policy for training providers and potential employers to engage with differently –abled persons. The plan envisages use of Information Technology for content, training delivery and employer connect.
- xiv. Organizing employment – placement fairs from the PWD who have undergone vocational training so that they can be placed in productive employment, coordination with the National Handicapped Development Corporations which has a number of subsidy and loan schemes for PWDs.
- xv. MGNREGA unskilled workers can be skilled and wages can be given as incentive to participate in the training programme.
- xvi. There is need for creating more congenial and enabling environment for those not very academically inclined but contribute with skill and enterprise. Special schemes for skill enhancement and productivity

- improvement of rural artisans can be implemented. The beneficiary can be provided monthly stipend, toolkit and bankable plans to initiate their enterprise with small investment. Interest and capital subsidy can be provided. Ministry of Micro Small and Medium Enterprises through its scheme PRIME MINISTER'S EMPLOYMENT GENERATION PROGRAMME (PMEGP) provides credit linked subsidy with the objective to increase the wage earning capacity of artisans and contribute to increase in the growth rate of rural and urban employment. The SHG, NGOs and State Governments can provide support.
- xvii. Setting up skill infrastructure/skill cities/centers including incubators for self-employment at capital towns in PPP or joint venture mode in those states which lack infrastructure including NE states so that training providers can come up and impart training.
 - xviii. There is a need for involvement of higher technical institutions like IITs, IIITs, IIMs, Medical colleges and PSUs in skill development process.

Developing the Pool of Trainers/Assessors/ Instructors for Improving Quality

The Sub-Group noticed that availability of adequate number of trainers both in terms of numbers and in terms of lack of knowledge affecting the quality of vocational education is a challenge and needs to be addressed for improving the standards of our skill programmes to achieve equivalence with international standards. Measures recommended for the development of qualified trainers and assessors in adequate number:

- i. Enhancing the training capacities of existing institutions and by setting up of new institutions. The need to evolve cost norms to facilitate deployment of instructors from hilly and difficult terrains to industries outside state for training was felt.
- ii. Making the trainers pay and allowances attractive for attracting good caliber people to join teaching stream. The trainers are required to be offered better career mobility either through industry exchange programmes or promotional avenues to ensure creation of relevant

- pool of trainers. They need to be sent for regular training to keep them updated with the latest developments.
- iii. Private industry should be incentivized to offer staff as instructors and go into creation of institutions especially in the backward and Special Category States. The industry and NGOs can be used for initial identification of training needs, motivation and basic vocational training. Instructors and trainers from NGOs can also be used to address the shortage of trainers. Minimum one month training of instructors/trainers every year in industry for skilling should be made compulsory.
 - iv. Retired government personnel/defence officials can be utilized to address the problem of shortage of trainers in relevant fields. Similarly, final year engineering students may be incentivized to work as instructors during college breaks and off-days.
 - v. State Government officials dealing with skilling programmes should be trained on the National Skill Qualification Framework (NSQF), National Occupational Standards (NOS) and Qualification Packs (QPs) for better implementation of the programmes.
 - vi. Presently, Assessment and Certification is done under the framework of both, NCVT and Sector Skill Councils. However, it is desirable that there is a Single Statutory Body with branches in all the States that will have a panel of certified assessors for each sector and will issue certificates aligned with NSQF levels to trainees who have successfully completed the training. Assessment should be handled by DGT, NCVT and MoSDE who have the experience of conducting assessment for several years. They have a network of assessing bodies and certified assessors with a robust mechanism to conduct tests and issuing NCVT certificates. All trainees will thus have a nationally recognized Certificate. Overseas recruiters will also be able to relate better to such Certification. The certifying agency should allow e-certificates to be downloaded and used as regular certificates. Industry bodies like Sector Skill Councils, CII, FICCI etc. must give recognition to such e-certificate. The issue of joint certificates by industry bodies like Sector Skill Councils NCVT and SCVT etc. may be explored.

- vii. There should be competence building for assessors. The entire process of assessment should be revamped to make it more flexible and responsive to state specific issues. It should be ensured that untrained personnell are not deputed for assessment.
- viii. The role of Skill Universities in the States should also to be explored particularly for developing large numbers of qualified trainers and for conducting research in curricula and pedagogy. A panel of trainers can also be prepared for each module/trade through trainer's competency evaluation test like that of assessors. Perhaps one Skill University in each geographical region including the northeast may be considered. MoSDE should make a budget provision for all States to set up Skill Universities or converting one of the existing Universities as a Skill University under PPP mode. This funding could be made available through NSDF/NSDC.
- ix. Universities/Research Institutions at the National and State Level to play more prominent role in training of trainers. Institutions such as University Grants Commission, All India Council of Technical Education etc. should play greater role in policy and planning. These institutions can also function for conducting assessment competency evaluation test of assessor and refresher training of trainers. A policy can be conceived by Government of India in this regard.
- x. Greater use of ICT for Training of Trainers as is done in Tamil Nadu (Box 4.5). .
- xi. Need to create a talent pool of trainers for diversified skill sectors to meet local training requirements, the State Council for Technical Education and Vocational Training may be empowered to coordinate, assess skills and certify the trainers. For maintaining uniformity and quality the Government of India need to develop advanced skill modules, pedagogy etc for training of trainers in uncommon trades in consultation with the States.
- xii. The Sub-Group indicated that while there is supply of potential assessor with good industry experience, there is need to strengthen assessing bodies with the capabilities and resources to train individuals appropriately. It was suggested that the SSCs which are industry led

- bodies may contemplate providing training or some kind of qualifications be introduced for the assessors.
- xiii. Presently, the prescribed qualification norm for almost all jobs is General Educational / Technical Qualification from recognized Boards / Universities / Institutions. There is a need to revisit the Recruitment Rules in the Government / Public Sector as well as the Private sector to see that jobs for which Vocational Certification are more relevant or considered sufficient, the Recruitment Rules provide for Vocational Qualifications. The Recruitment Rules could be aligned with National Skills Qualification Framework (NSQF) Levels.
 - xiv. It must be mandated and enforced that all Vocational Training (Govt & Pvt ITIs / Private Skill Providers) should have only trained and certified trainers for which there should be appropriate qualification norms
 - xv. It is learnt that Gujarat has issued educational equivalence orders, which provides horizontal mobility to students, allowing students passing out of ITIs/Polytechnics to get admission into mainstream colleges—thereby allowing for easy entry/exit and transfers from the formal education and vocational training systems. This model needs to be closely studied and if considered feasible may be replicated across the country.
 - xvi. Further, to make Vocational Education really attractive, in due course, it should allow eligibility to Civil Services (AIS/ Central / State) by prescribing appropriate level in the NSQF for a skills-qualified person to be eligible for Civil Services Examinations
 - xvii. To address the shortage of trainers and assessors, the State Council for Vocational Training (SCVT) the counterpart of NCVT may be strengthened and empowered to coordinate, assess skills, create a pool of assessor and trainers in diversified skill areas which are not covered under Craft Instructor Training scheme of NCVT. Besides the above the regional centers of RDAT need to be opened in all States to facilitate better coordination for assessment and certification of trainees.
 - xviii. Under National Career Service Project of MoL&E, 100 Employment Exchanges across the country have been identified for converting it into Model Career Centres. Under this scheme. Counselling,

assessment of aptitude, linking to skill training to bridge the skill gap and establishing linkage to the potential employer shall be provided to the youth under a single roof. Hence it is appropriate that all the Employment Exchanges may be developed as Model Career centres with one time Capital support from GoI. Further, it may be advisable to convert these Employment Exchanges/model career centres into District Skill Development Centres as they already have details of employment/placement.

Box 4.6: ICT for Training of Trainers

ICT Academy of Tamil Nadu (ICTACT)

ICTACT is a pioneering venture under the Public - Private - Partnership (PPP) model that endeavours to train the higher education teachers and students in the areas of Information & Communication Technology, thereby making the students industry ready. ICTACT has launched a number of innovative Initiatives like Power Seminar and theGuide Network. ICTACT is creating a platform to bring Rural graduates closer to the corporate executive through theGuide Network. ICT Academy is inviting individuals to volunteer and handhold the graduating students from the colleges. Spend a small valuable time of yours in imparting what you have learned and gained over the years to the groups of students in a smaller town of our nation. "POWER SEMINAR" is a series of half- day seminar, featuring multiple tracks with noted speakers offered at several locations on highly technical issues or to teach the fundamentals of a specific application to pre-final / final year engineering / Arts & Science graduate students across the Tamil Nadu. At each seminar, expert speakers will give an informal talk about the research cum latest development happening in the field, which has direct cum indirect impact on the business.

**PROMOTING PRIVATE SECTOR PARTICIPATION FOR IMPROVING
QUALITY AND RELEVANCE OF TRAINING**

The Sub-Group noted that the best way to improve the relevance of vocational training is to enable, facilitate and incentivize industry participation. It was noticed that in spite of a number of initiatives in last seven years to involve the private sector in all facets of skill development ranging from curriculum development, apprenticeship delivery mechanism, certification, adoption / management of government training institutes and financing, the progress so far is found wanting. Moreover, it varies across States and Schemes. The involvement of private sector needs to be scaled up in different sectors across States to address the capacity constraints for achieving the target of skilling 119 million by 2022 in 24 sectors and up-

skilling- re-skilling existing 460 million as projected by the NSDC based on its skill gap studies across states. The Sub-Group observed that the private sector participation could be through managing institutions, as a Vocational Training Provider (VTP), curriculum development, financier, decision maker or through offering Work Benches (Apprenticeships). As a matter of fact, the private sector is a key stakeholder, a resource and an important partner in this Mission. In view of the foregoing, the Sub-Group recommends the following for improving private participation in relevance and quality of skill training:

- i. Industry to be encouraged /incentivized to set up Advanced Training Institutes in PPP mode particularly in industry clusters for better outcomes both for large industry and MSME units in the area. Government of India and State Governments can provide the infrastructure and viability gap funding wherever required.
- ii. State Government may tie-up with the local industry or any pan India industry for development of curriculum and training modules; provision of equipment; training of trainers/instructors; officers/officials for imparting training during off-peak hours; placement services and post-placement tracking; offering its work benches for on the job training; adoption of ITI/polytechnic and schools; accepting apprentices in different trades; special initiatives in difficult terrains etc. and develop MoUs with industries with flexible provisions.
- iii. The industry can assist the SSDMs in compiling a database of Master Trainers who are willing to train students and trainers.
- iv. Private sector participation is essential for scaling up and expanding the skilling initiatives. However, the Sub-Group opined that for controlling the quality of private sector training partners and thereby quality of training and outcomes it is necessary to develop a resilient system for empanelment of private training partners/ Vocational Training Partners by NSDA instead by each Ministry / States separately. NSDA would lay down standard and prescribed guidelines for empanelment of private training partners / vocational training providers. Actual Empanelment of suitable partners to be done by the respective State Government Agencies which are better placed to assess the suitability of the TP / VTP to meet the aspiration of the youth of the State.

- v. This information should be available online on the websites of the state government and the State Skill Development Missions. It was felt that availability of information relating to all VTPs in terms of quality of trainers, quality of infrastructure and rate of placement would not only help the implementing authorities but also help trainees to make informed choice.
- vi. To enhance capacity for skill training in the States the public and private universities, medical colleges, engineering colleges etc. maybe roped in to setup of skill development centers which can function under their direct guidance and supervision. The available infrastructure can be used additionally for Skill Development both during the operation time and during the slack time.
- vii. Different models for private participation are available at national and state level viz. adoption of ITIs, "Flexi" MOUs at sector/ course level and using premises and machinery of industry. In case of adoption of ITIs, students are to be mobilized, the building is that of a government ITI, equipment from private sector and funding is from the government. This facilitates market driven skill development. "Flexi" MOUs facilitate upgradation of infrastructure, availability of modern technology, training of trainers, on the job training and employment. The use of industry premises and machinery. Facilitate training in the premises of the industry using its own infrastructure and also facilitates upskilling of the employed workers. The Government pays per trainee per hour cost. This cost effective measures does not require infrastructure building, equipment, staff appropriately skilled manpower, increase in quality and productivity and state of the art training. To begin with, Public Sector Units (PSUs) and major Private Sector Units can be impressed upon to make available machines, technical specialists and premises under Corporate Social Responsibility (CSR).
- viii. Making it mandatory for government funded engineering colleges, polytechnics , to devote at least 20 % of the teaching man-hours for the vocational training in ITIs. For the North East where such institutions are not available in adequate quantity, the Central government should directly fund their setting up and also keep aside a certain proportion of seats

reserved in its institutions outside the region for candidates from such areas

- ix. Skill Development programmes and skill training providers should get an extension of service tax exemption for the next 5 years.
- x. To grant income tax exemption to category-A training providers (as per the definition of Ministry of Rural Development) for a period of 5 years.
- xi. Gramm sevaks may be trained for extension work in agriculture, counselling etc.

Box 4.7: Engaging Private sector : Flexi MOUs , Creation of Centers of Excellence

The **Flexi Memorandum of Understanding (Flexi MoU) sector/trade specific have been introduced in the ITIs wherein** it is sign MOU with Industries of the related sector in their vicinity. Specific module designed as per need of industries and recognition given by Gujarat Council of Vocational Training (GCVT). Industry shares technical experts and donates technological knowhow and machinery/equipment and there by improves infrastructure& training quality for trainees and trainers. Exposure to industrial environment is also provided to trainees and the trainers and this enhance their skill.

Gujarat has implemented total **32 Major Flexi MoU** with prominent Industries (Eicher, Toyota, L&T, General Motors, Sintex, ABG Shipyard, Mahindra & Mahindra Ltd., Volkswagon, Royal Enfield, Pidilite Industries etc.). The Vibrant Gujarat Global Investors Summit-2015 has seen substantial growth in such MOUs to produce industry-ready workforce ; Trainers Training, Skill upGradation, Soft Skill Training, On Job Training and Placement in 24 Sectors of various trades of I.T.I.. These courses have been recognized under the NCVT framework. The concept has been accepted and taken up for implementation at National level.

Private sector is also partnering to create centers of excellence in ITIs wherein industry provides assistance in Procurement, Expert faculties, On Job Training and Industrial visit for Trainer and Trainees and introduction of Industry relevant courses like Ship Building Technician, Marin Electrical Advance, and Pipe Fitting for Marine Sector. Under State PPP scheme prominent industries like Maruti Suzuki, Tata Auto Comp, Adani Foundation, Geeta Machine Tools,Pipavav Shipyard Ltd., Ambuja Cement etc. have joined as PPP partners and adequate financial and administrative autonomy given to IMCs of ITIs.

Note: details in Chapter 5

Box 4.8: Optimizing the Industrial Infrastructure for Skill Training
– I-KVKs

Industry is also helping to set up **Skill Centres popularly known as Industrial-KVK) with a Mission Statement of Skilling: in the Industry; by the Industry; for the Industry and beyond on Specific Courses with Certification from the Government.** Industry specific skill training within the industrial environment with the desired work culture has been incorporated into the training model. Customized training is provided to the workers and fresh trainee across the State. Provision of industry based theory and practical assignments by the sector/ industry experts will eventually reduce the existing skill mismatch thereby bringing down the skill gap. The assessment is by third party and certification by Gujarat Council of Vocational Training (GCVT).

- xii. National Skill Development Corporation type institutions maybe set up at state level to provide skill development funding either as loans or equity or grants to private and non-governmental organizations (NGOs).
- xiii. Mentor Councils set up at state level also for designing new courses, revamping courses in ITIs and vocational training institutions. They need to coordinate through SSDM closely with national level agencies for an integrated approach.
- xiv. Existing industries may be encouraged to open skill development training centers. An enabling framework can be developed by every State to suit its purposes.
- xv. Apprenticeship training and placement with a focus on manufacturing should be given top priority. It is observed that Apprenticeship programmes are used in the developed countries for effective transition of young people from the school to the workplace by improving the linkage between industry and training providers and the school system. Apprentices enable industry to fill gaps in workforce and Apprentices learn while doing in the actual workplace. The amendments made to the Apprentices Act, 1961 to facilitate effective use of this alternate mode of training is a welcome step but needs future improvement to increase its intensity of implementation. Apprenticeship Protsahan Yojana catering to small industries facilitate availability of requisite manpower needs to be called out in all States in a time bound manner.
- xvi. The Apprenticeship Act envisages that the industry pays the stipulated monthly remuneration to the apprentices even when they are undergoing

theoretical training in the it is which is a minimum of one third of the total period. Reconsidering this provision may need reconsideration to overcome the reluctance of the private sector to taking apprentices. It may be considered that apprentices undertake training in it is may be provided stipend/scholarship on par with the regular trainees. This would lead to enhancement of the number of apprentice training.

- xvii. The community colleges may be used for certification of master trainers/assessors. The Community Colleges movement in Tamil Nadu is a success story. Out of the 322 Community Colleges in India, 215 are in Tamil Nadu. Out of the 215, the Tamil Nadu Open University has established 205 Colleges. Vocational Diploma and Certificate courses in areas including Health, Computer, Engineering, Textile Design are delivery collaboration with industry partners. More than 62,000 students are enrolled in Community Colleges. Of this, 19,759 students are from other States.
- xviii. Greater emphasis on the role of industry and private sector in providing employment/placement to the skilled youth and not just in providing funds/facilities for training. They should be responsible for the placement of at least 75% of the persons trained by them under CSR.
- xix. Skill development in industry should be recognized towards rehabilitation obligations for land oustees (and CSR obligations).
- xx. There is need for capacity building of training providers. Incentives should be provided to skill providers like IT exemptions and other monetary and non-monetary incentives.

Creating an Ecosystem for Entrepreneurship Development

It is important to actively promote entrepreneurship development as this can be a force multiplier to tackle youth unemployment. The capacity of the organized sector to absorb the emerging workforce is limited and the youth must be encouraged to become self-reliant. This is also necessary to maintain equity and balanced concentration of resources. A skilled worker placed in employment wants only one job but a skilled worker who becomes an entrepreneur can create many jobs. The sub Group makes following recommendations

- All Skill Development programs should have modules on entrepreneurship and soft skills. Trainers should know how to prepare a project report, how to respond to RFPS and how to apply for bank loans.
- Industry should be incentivized to convert workers into entrepreneurs.
- Subsidy may be provided to trained persons to start the start up. Gujarat has a policy to give capital subsidy of Rs. 40000 to Rs.60000 of loans to persons who have undergone skill training as apprenticeship.
- There is need to facilitate dissemination of best practices as well as documentation of unsuccessful ideas in the entrepreneurial space.
- Recognizing and awarding right from local to the national level to energize and encourage new entrepreneurs
- Creating a network of entrepreneurs to facilitate exchange of ideas and sharing of technology/best practices.
- Need for developing synergies between education, innovation and entrepreneurship.
- There is need to increase business incubation for entrepreneurship by comprehensively exploring policy options to improve access to financing. The incubators can become entrepreneurs by providing services such as market data preparation of business model, recruiting skilled employees.
- The availability of skilled manpower is a priority, requiring improved access to quality education. In the vocational training space, there is need to modernise institutions and revise curriculum, innovative delivery models, incentives to states, ensuring performance based training and assessment, certification, learning by doing ensuring flexibility of vocational education alongside higher education (NSQF).

Box 4.9 Scheme for assistance for Start Ups/ Innovation

To prepare the people entering labour market to start their own businesses instead of merely looking for job opportunities Gujarat Government has initiated the Startup Scheme from January 2015 to support the young entrepreneurs of the state. The youth will be supported to develop their business idea, to receive technical knowledge and guidance and assistance. Key focus areas of this scheme is motivation of new innovations through technology transfer. Besides, it would also focus on incentives for youth, women, scheduled castes, scheduled tribes and handicapped entrepreneurs, assistance to micro, small and medium enterprises (MSME) sector as well as an assistance for upgrading technology.

Assistance under the scheme is provided to

- ✓ Any Individual or Group of individuals having innovative idea/ concept
- ✓ Universities/ educational institutions, Incubation Center / PSUs/ R&D Institutions /private and other establishments are eligible as an institution to support and mentor to innovators

The innovator will approach institution with his proposal of innovative idea/concept for recommendation and institution which intend to promote the startups can submit the proposal to industries commissioner and after getting approval from state level approval committee can avail assistance up to Rs. 5 lakhs for providing mentoring services and up to Rs.10 lakhs for Cost of Raw material /Components & other related equipment required for the innovative process for the new product development.

Rs. 10,000/- per month also provided to the innovator as sustenance allowance for one year whose project is recommended by institution as approved by Committee. Govt. will support selected innovator to get free access to University/ Libraries/ Govt. Laboratories / Skill Development Centres functional in GIDC / Center of Excellence / PSUs to have more clarity on his innovative ideas/concept.

Once the idea get commercialized, the Innovator will apply to Industries Commissioner to avail benefits such as venture capital assistance, marketing, publicity support, and apply to District Industrial Centre for assistance under MSME scheme and Net VAT reimbursement etc.

In addition subsidy of Rs 40,000 to Rs 60,000 is provided for loans upto Rs.1 to 8 Lakhs to trainees who have undertaken VET for self employment. Entrepreneurships and self employment is a force multiplier for employment generation as every such startup can provide employment to 5-10 workers while providing placement can provide only one job.

This policy of fostering Start-ups/Innovations, bringing practice-orientation in a big way will make India a significant player in the fields of new technologies and new products and processes for ushering a smarter and more equitable world.

Making Skill Aspirational by Mobilising Panchayats, Municipalities & Civil Society Organisations, retired persons

The success of skill development programme depends on awareness generation programmes which provide information about programmes and their relevance in accessing better career opportunities. Innovative mechanism needs to be adopted to attract the students to this system of education. Sub Group opined that the cutting edge field level functionaries such as employment assistants, panchayat secretaries, literacy volunteers and VTP can play an important role in disseminating information as is done in Chhattisgarh Career melas. Some suggestions that emerged from deliberations of the Group as follows:

- i. Local bodies functionaries can help in creating database of youth to be supported either with wage/self-employable skill training with proper advocacy and outreach. The database can be uploaded on the SSDM portal with linkage to Aadhar card, Voter ID, Bank account. The functionaries can be assigned additional duty of door to door campaign, parents counseling and listing of unemployed youth for skilling.
- ii. Local Bodies both rural and urban can also help in mapping and identifying skill gaps and needs at village and municipality level where communities are close knit and possess traditional skills which are required to be adapted to market place. This would facilitate addressing it effectively.
- iii. Free to air skill and employment related channels should be started. Local T.V. channels can run scrolls about vocational training providers and schemes while showing films etc. Railway stations, bus services including bus stations, public institutions could be used as advertising venues for skilling and job-related advertisements. Magazines and newspapers for skilling and employment related opportunities may be published periodically. Free SMS services to inform job aspirants regarding job and skilling opportunities.
- iv. A mechanism should be devised whereby success stories / innovative measures taken by different States are documented, shared, up-scaled and replicated on a regular basis by local bodies/NGOs.

- v. It is much easier to map and identify skill gaps and needs at village and municipality levels, where communities are closely knit and possess traditional skills which have to be adapted to the market place. Hence, gram panchayats, municipal bodies and even civil societies can play a major role in mobilization.
- vi. Making vocational education more attractive by providing similar concessions and benefits as available to those pursuing academic courses. In Tamil Nadu, the government has pioneered a model which is worth emulating. Tuition fee has been waived and free training is offered to all trainees in Government ITIs and a monthly stipend of Rs. 500 is paid to each student. Benefits which are available to students in Government schools have been extended to students in Government and Government aided ITIs including free bus passes for travel to the institutes, free bicycles, uniforms and shoes and laptops.
- vii. Emphasis to be laid on multi-skilling (three skills) courses which are connected thereby improving the scope of employment of trainees.
- viii. There is need for recognition and awards for excellence in skill to motivate and encourage youth for skill training. There should also be focus on creating awareness about dignity of labour from young age so that blue-collared jobs gain respectability.

Career Guidance & Post Training Placement Tracking for effective outcome

The Sub-Group noted that while there is a mechanism to track literacy, education, immunisation and other social indicators, absence of similar mechanism to provide career counselling at early age, tracking skills, proficiency and employability of our youths was found to be stumbling block for outcome oriented skill development. The Sub-Group recommended the following:

- i. Developing an IT based system where we have information about all trained in terms of learning levels, need for higher vocational training; propensity for particular skill set, etc. This requires having skill tracking and counseling centers in every village and ward. These centers can liaise and coordinate

with schools and colleges which can have interface with SSCs and Mentor council under SSDMs.

- ii. High School Head Masters, District Education Officer and District Employment officer are associated with counseling at High school level. They can be used for the same purpose at Sr. Secondary level. The instructions can be used at the National Level towards this effect.
- iii. All the Training Providers must have Career Counselling and Placement Cells which are ICT and Aadhar enabled. Each training provider can set up a dedicated help-desk to provide post placement support. Post placement support is critical to prevent drop-outs, the trainees are much in need of mentoring in the matter of how to open a bank account, on ways to remit money to families etc; access to markets, micro credit and finance for self-employment. Tracking needs to be done for post training placement levels of earning etc. upto block level.
- iv. Development of a comprehensive MIS for all skill schemes including linking of employment exchanges is essential. The States may prepare the Labour Market Information System to help all stakeholders in the skilling ecospace with relevant information. The States may also convert employment exchanges into career centres. States need to build strong skill market information system as also skill development monitoring system.
- v. Opening of incubation centers, career counseling and skill tracking centers in villages and municipal wards to liaise and coordinate with schools and colleges.
- vi. Setting up National Career Service Center to make available career guidance for informed choices about their education, training and employment by rural youth and women in particular. Counselling to be provided at the entry level for skilling.
- vii.** Setting up of Migration Support Centre at big hubs of the country could facilitate the candidates for better retention and career progression opportunities. This is more essential for trainees coming from the northeast, hilly States and other difficult areas including LWE affected districts.
- viii. World is increasingly becoming global village. Therefore, there is need to skill to for employment avenues abroad. This requires providing overseas career guidance and Placement.

- ix. There should be a clear and strong focus on placement with particular emphasis on local requirement and absorption potential. All skill development activity should be closely linked with opportunities for earning livelihood, be it through placement, self-employment or linkage with government schemes. This is one area of skill development that needs urgent attention given the current emphasis on skilling of the youth. This calls for a well streamlined system of tracking trainees for ascertaining their activities post training. In fact identification of employment potential should be the first step and skill development courses should be chosen accordingly. Tracking and assessment of post-skilling placement and earnings of trainees, by an independent credible organization is essential to get the true picture of the impact of skill development programmes.
- x. In areas of the country which are net exporters of manpower there need to be concomitant policy efforts to attract greater industrial investment into the region so that a larger proportion of trained manpower can get placed locally, as it is generally seen that trainees prefer to get employment as close to their homes as possible. In this connection, policy initiatives such as the North East Industrial and Investment Promotion Policy have helped in attracting industrial investment into the North East and thus the policy should not remain suspended.

**Institutionalizing Sharing of Best Practices/ Success Stories by States
for Dissemination and Replication**

During the meetings of the Sub Group it was decided to make State visits to identify best practices and successful models in skill development and document them for dissemination and replication. In this regard it may be mentioned that the NSDA has taken an initiative to popularize the innovative practices. However, there is no formal mechanism for sharing of best practices. The best practices in different aspects of skill dissemination can be documented by the Ministry of Skill development and Entrepreneurship at the Centre and by the SSDM at the States.

Table 4.1: Details of State visits by the Sub group

Name of the project visited	Team Members
KIIT and Centurion Universities, Odisha- Industry Academia Linkage	Goa, Tamil Nadu, and State Plan Adviser NITI
Tamil Nadu Skill Development Mission – ICT Academy, Training of Trainer Projects	Gujarat, Tripura and State Plan Adviser NITI
KVK, Gujarat- Women	Assam, Meghalaya, Chhattisgarh and State Plan Adviser NITI
Multi Skill Development Centre, Assam Skills for wage and self-employment and in local skill and local crafts	Punjab, Puducherry and State Plan Adviser NITI
Livelihood College, Chhattisgarh: Youth mainly drop outs	HP, Odisha, and State Plan Adviser NITI

The NSDC and NSDA can be made responsible for sharing of best practices in the private and the public space respectively. However, this requires complete skill profiling of population of different States beginning at the district level and identification of challenges for each States by respective SSDM for scalability and replicability. The following projects were visited. Chapter 5 provides details of the States’ best practices.

Broadening the Financial Resource Base for Skill Development

The Members of the Sub Group highlighted funds as a constraint for scalability of the skill efforts. The North Eastern States indicated that they do not have sufficient resources for capacity enhancement and introducing new courses which are in sync with the market demand. There is need to pool resources across schemes. The success of any skill strategy depends on availability of adequate financial resources. The Sub-Group opined that funds should not be a constraint for Skill India Mission. Today most finances are from the government budgetary resources. There is need to explore innovative mechanisms for mobilizing more resources for achieving the vision of the National Skill Mission. Some of the measures suggested by the Sub-Group are as follows:

- i. As per the Companies Act 2013, Section 135, companies’ earning a net profit of Rs.5 crore or more are to spend 2 percent of their average net profits on CSR activities which includes employment enhancing vocational

skills. The Sub-Group recommended that out of the 2 percent, half may be earmarked for skill development activities. Moreover, there has to be policy of distributing these funds to less-industrialized and backward States including those in the NE.

- ii. Government may explore the option of levying a cess for Skill Development and creating a non-lapsable pool. The funds collected out of Education Cess could also be provided for vocationalisation of school education given that India has achieved near universalization of the Primary Education. However, it is necessary to ensure that funds actually flow for the purposes that they are kept aside for and are not largely used for administrative issues.
- iii. It is important to ensure faster, easier and cheaper loan for skill Development by financial institutions. The Model Loan Scheme for Vocational Education and Training should be widely publicized so that maximum advantage may be derived out of it.
- iv. Impact Funds which are specialized financial institutions of recent origin, raise funds from philanthropic sources and corporate social responsibility obligations and invest into companies, organizations, and projects with the intention to generate a measurable, beneficial social or environmental impact alongside a financial return. State Governments can explore the possibility of setting up Impact Funds under the aegis of their respective skill development corporations.
- v. Use of Compensatory Afforestation Fund Management and Planning Authority (CAMPA) Fund in skilling of people affected by diversion of forest land to non-forest uses by earmarking a certain percent share. Similarly, use of the State Mineral Fund (increased royalty available) for skill upgradation of people affected by mining.
- vi. The Subgroup was of the opinion to mobilize resources for skill development a portion of the surplus funds available under the various Workers Welfare Funds can be used for skill training viz. Building and Construction Workers Welfare Fund, Beedi Workers Welfare Fund, Cine workers Welfare Fund, Lime, DoloMite Mine Workers Welfare Fund etc
- vii. Funding diversification measures may also include making institutions revenue generating. States like Gujarat are encouraging the ITIs to earn revenue. However, there needs to be freedom to ITI to ploy it back for

- upgradation and part can be given as incentive to students who produce goods for sale.
- viii. There is need to replace ad-hoc funding arrangement of public training institutions. The funding needs to be based on objective formula which takes on board inputs, outputs and outcome.
 - ix. The MPLAD funds can also be used for creating in infrastructure or provisioning of machine and equipments.
 - x. The National Skill Development Fund be broad based to finance the activities under all skill programme instead of it being captive for NSDC private players. It may have contributions from all sources viz; CSR funds, budgetary resources, donations etc. As is done in SSDM funds can be pooled in the NSDF and then allocated to different implementing ministries and state governments based on training proposals received from these agencies and state governments. This would facilitate in better monitoring. The fund can be named as National Training Fund.
 - xi. The additional funds available with ESIC, EPF and BOCW which total upto more than 80,000 crores (ESIC=40,000, EPF=27,000, BOCW= 16000 crores) should be used for skill development for workers and fresh trainees.
 - xii. Exemptions under various provisions of Income Tax and Corporate Taxes can be made for investments in Skill Development for the Corporate Sector and Pubic Trusts.
 - xiii. FDI can be asked to earmark one percent for skill development in their sector and can be asked to adopt ITIs in the vicinity. Funds under major flagship programs can be earmarked for skill development as success of these programs such as Digital India, Housing for All, Smart Cities and Swatch Bharat depends on the availability of skilled manpower.
 - xiv. A dedicated fund may be created under the Centre for skill development in backward and underdeveloped states, and more particularly in the Special Category States, to be used to launch a programme to address infrastructure deficits in these states like inadequate number of training institutions, shortage of trainers, etc.

CHAPTER V
BEST PRACTICES BY STATES FOR DISSEMINATION & REPLICATION

I. IMPROVING ACCESS AND OUTREACH : REACHING THE UNREACHED

(a) KAUSHALYA VARDHAN KENDRA, GUJARAT:

Rural people's access to education and training is often limited by financial barriers (e.g. training and transportation costs) and non-financial barriers (e.g. scarce education and training infrastructure, inflexible training schedules). Opportunities for vocational training and skill development are also scarce. Women in rural areas are particularly disadvantaged; bound by social norms and customs and have limited time and money to spend on education and skill enhancement.

Government of Gujarat started Kaushalya Vardhan Kendra (KVK). The concept Kaushalya Vardhan Kendras in Gujarat was conceptualized during the Chintan Shibir held in Kutch in 2009. It was launched on 15th August 2010. The KVK model adopts a decentralized, cluster base approach to skill development that is responsive to local culture, traditional skills. KVKs are institutes to increase access to skill development and to harness the potential of rural youth, school drop outs, adolescent girls, housewives etc. to promote to promote self-employment and entrepreneurship.

500 KVKs were established in 4 phases. 455 courses have been acknowledged considering the local needs and another 1980 Life Skill courses are also added later on. The courses were selected on **WISH concept:**

**W - Women Oriented Courses; I -Industry Oriented Courses
S -Soft Skill and Service Sector Related Courses; H -Hard Core
Traditional Course.**

All the villages of the state having population above 5000 are covered with 500 skill centres (KVKs). **From August 2010 till March 2015, total 13,32,769 youth trained out of which 8,39,396 are women (62%).** For interior and far-flung areas 4 Kaushalya Rath (Mobile KVKs), have been started especially for the benefit of candidates residing in remote areas. **The**

KVKs are unique and revolutionary institutions due to their following features:

- Flexible approach - In terms of course selection, institute timings
- Efficient utilization of resource - Utilized available infrastructure in rural area, School buildings, Panchayats buildings, PHC buildings etc. No need to create new infrastructure.
- Limited liability - Only one coordinator is regular Govt. employee other staff are outsourced.
- Increased Outreach - At least one KVK in 15 km cluster area of villages
- Highly subsidized training - No fees for SC/ST/Women/PH & BPL candidates and nominal fees of Rs. 50/- for General Candidates
- Liberal Admission norms - No upper age limit, minimum education qualification - std-5

Kaushalya Vardhan Kendra, the Flagship Scheme of Govt. of Gujarat run by Directorate of Employment and Training has won the PM Award for Excellence in Public Administration for Year 2011-12. KVK Model in short is instead of Trainees going to the Institutes, the Institutes go to the Trainees.

This Project is Sustainable and Replicable as the 'Ownership of the Project is vested with the Stakeholders'.

INDUSTRIAL KAUSHALYA VARDHAN KENDRA-(I-KVK): ALIGNING DEMAND AND SUPPLY THROUGH PRIVATE PARTICIPATION

Industry specific skills enable the youth to attain relevant skills and accomplish the technical demands of today. The perfect way to conduct relevant activities for industries is by industry specific skills training.

The Government of Gujarat introduced the innovative Industry led Skilling Centres (i-KVK) scheme in 2014-15 with a Mission Statement of Skilling: in the Industry ; by the Industry; for the Industry and beyond on Specific Courses with Certification from the Government

The objective of i-KVKs is to generate in-house skills to meet the standardized benchmarks of the industry through producing an industry ready

workforce. This provides a win-win scenario for all the stake-holders viz. Government, industries and workers. Key features of the Scheme:

- Industry specific skill training has been planned in industrial environment where the work culture can also be incorporated into the trainees
- Provides customized training to the workers and freshers by the industries
- Provision of industry based theory and practical assignments by the sector/ industry experts will eventually reduce the existing skill mismatch
- Trainees receive industry relevant skill & gains employment in same or similar industries
- Third Party assessment and certification

136 course modules in 22 sectors developed with the help of Industries. Industries related to sectors like Manufacturing, Textile, BPO, Medical, Hospitality, Pharmaceutical, Automobiles, Nonrenewable energy etc. In the first phase 47 i-KVK made operationalized which has trained more than 3000 trainees so far. During Vibrant Gujarat Global Summit-2015 (VGGGS-2015) MoUs done with 62 additional industries for starting i-KVK.

Observations of Group of Officers on efficacy of three Kaushalya Vardhan Kendras (KVKs) during the field visit

Positive features of KVKs

1. The strong points of the KVKs are the optimum use of existing infrastructure, the provision of skill development facility virtually at the doorstep of people, the linking of ITIs with skill development and the special efforts being made for skill development of the handicapped.
2. A very welcome feature of the Kaushalya Vardhan Kendras is that the programme is dovetailed into the existing available infrastructure and no money is spent on creating additional infrastructure. Available school buildings, Panchayat buildings, Community halls etc. are used for imparting training. All villages having a population of 5000 or more are grouped into clusters and have a KVK within a maximum distance of 15 kilometres. This arrangement does away with the need for hostel facilities and makes skill development accessible even to those who for various reasons do not wish to be away from their homes.

3. The rural KVKs cater to the skilling needs of the populations based on traditional skills like jewellery making and the demands of modern times like Computer Skills and spoken English. It was gratifying to see that young boys and girls were keen on acquiring these skills during their vacation, even though they might not use them immediately for livelihood. The focus appeared more on computer skills and spoken English and also on beauty courses and designing of jewellery and clothes.
4. Coordinators have been given enough freedom and flexibility in selection of trainers and designing the courses. This makes KVKs more effective.
5. The linking of ITIs and of NGO with skill development is yet another positive feature of the KVKs. There is a structural linkage of ITIs and KVKs as an employee of the nearest ITI is designated Facilitator of the KVK and coordinates all activities in the KVK.
6. The focus on skill development of physically handicapped persons is a very positive feature. KVKs have also been supporting NGOs for providing training to the handicapped, blinds etc. in the areas of computer skills, mobile repairing, cutting and tailoring, hair and skin care and various other types of income generating activities.
7. For the trainees to be absorbed in self-employment, the funds are provided by the banks with the interest and capital subsidy support from the Government.

Issues requiring attention

1. There is a need of continuous technological upgradation in the trade witnessing unceasing technological improvements. In some of the trade like computer skill, quality gap of the training imparted has been noticed.
2. One area in which while work is being done, scope for further improvement exists is the post training linkages with placement or self-employment. After imparting the training at KVKs, monitoring of the absorption of the trainees in self-employments or employments has been lacking. As a result the total quantitative effect of the training imparted by the KVKs on the self-employment or employment is not known. Similarly, the qualitative effect in terms of the absorption in gainful self-employment or employment is not known without keeping a post monitoring of the training imparted.

3. Some of the KVKs find it difficult to get enough numbers of candidates due to saturation. This is rather a welcome situation as it would tantamount to say that such KVKs have achieved their goal of providing the self-employments or employments in the region. However, in such cases, it is felt that as the staff/trainers are outsourced, such KVKs may be discontinued for the time being and/or the trainers/staff may be diverted to such KVKs where they are required. However, at the same time a survey of the prospective trainees in the State may be undertaken. These KVKs may be restarted after the survey showing the assessment of and the adequacy of the trainees in the future.

Industrial Kaushalya Vardhan Kendra (iKVKs): Issues

1. The requirements of the sectors both in manufacturing and ancillary industry may be met. There should be greater coordination between industry and ITIs and Engineering College so that course may be designed in tune with the demands of changing time.
2. In major towns of every States/UTs such iKVKs may be begun. Industry may provide the present and future quality and quantitative demands of the trainees. The industry may as well provide the requisite infrastructure and the cost may be shared say in the ratio of 2:1 between the industry and the State Government.
3. The industry and the trainees may be provided the adequate incentives for initiating such training centers in the backward areas of the State so as to achieve the balanced regional developments.
4. It should be ensured that both the types of KVKs need to have continuous process of absorbing the continuous technological upgradation wherever required.

Replication of KVKs in the States of Chhattisgarh, Assam and Meghalaya

Similar initiatives and intervention in skill space as created by Government of Gujarat with an aim to impact desired skill training at the door steps of the rural population may be replicated in Chhattisgarh, Assam and Meghalaya. The States may identify the trades for imparting the skill as per local requirements and local conditions.

In the States prior to starting any institutions such as KVKs, a comprehensive survey of the infrastructure available and the assessment of trainees and also the likely number of trainees available in future may be undertaken so that such a position of saturation does not arise. The combined forums provided through linking of ITIs, NGO and KVKs in developing skill among handicaps, blinds etc may be provided financial supports to undertake such activities in all the States. This would be a great heroic work for the handicaps who living in the state of deprivation in order to provide them a life with a dignity, joy and happiness.

The funding arrangements for the self-employment absorptions may be made on the pattern of Gujarat Government. Similarly, the trainers/staff may be arranged on the pattern of KVKs. The availability of finance, demand for the service/product, continuous upgradation of the requisite technological aspect etc. would result in sustainability of the skill development programmes.

SKILL DEVELOPMENT OF PHYSICALLY CHALLENGED PERSONS

India has a unique talent pool of about 3-4 million educated disabled which can provide tremendous business value to corporate India. However, their representation in Corporate India is meagre, only about 0.8% of the educated disabled talent pool. Acceptance of disabled persons at work can be viewed as society's acceptance of these Persons without discrimination.

After the success of Kaushalya Vardhan Kendra's (KVK) initiative Government of Gujarat focused to train physically challenged persons in short duration training programmes and to provide employment as well as self-employment opportunities, so that they can be financially independent and self-sufficient. **For this Directorate of Employment & Training, Gujarat started a KVK in Ahmedabad in the premises of Blind People's Association, Vastrapur, in Ahmedabad.**

Blind People's Association (BPA) is a professional organization which believes in providing equal opportunities to all categories of people with disabilities. Since 1984, BPA has continuously strived to provide employment

Opportunities to people with disability. The KVK is run by dedicated trainers. The youth undergoing skill development showed a lot of confidence. Some of the sectors identified for skill development were radio anchoring, plumbing, physiotherapy for the blind, beauty parlour for the hearing impaired.

The KVKs for the disabled is run with great passion and commitment and the Blind People's Association placed the passed out trainees in their own printing press.

For the trainees who desire to start their own venture State Government has facilitated by providing bank loans with interest and capital subsidy support. Special employment fairs are also arranged with the help of NGOs, Pvt. Sectors and Government.

SKILLING FOR URBAN POOR

- Government of Gujarat launched scheme named "UMEED" in 2007 for Motivation, Employment and Development of urban youth
- Training imparted through 42 Vocational Training Providers which trained **2,22,376** youths, out of which **1,43,200** have been employed

SKILLING OF RURAL ARTISANS

- 17 types of training programmes of duration ranging from 1 to 3 months are conducted
- Free of cost training given in 170 talukas
- Various benefits like monthly stipend, tool kit, bankable loan scheme to start own business given to beneficiaries
- To develop skill of traditional craft cluster members Government has engaged reputed agencies like NID, NIFT and work is going on in 65 craft clusters.

(b) LIVELIHOOD COLLEGE, CHHATTISGARH (Youth Drop-outs):

Considering the need to provide residential skill training facilities to a large tribal population living in remote and under-served areas, a unique initiative in the form of a Livelihood College was piloted in Dantewada district in South Bastar. The Dantewada Livelihood College was established in October, 2012 to provide residential training free of cost to unemployed youth in various

employment-oriented trades with the objective to provide them with employment and self-employment opportunities. The Livelihood College lays thrust on those unemployed youth who could not complete their schooling and left school at different levels. Such unemployed youths are provided short-term training of 2-3 months in MES courses in trades that are relevant in today's competitive market. In addition, training courses like Diploma in Computer Application (DCA) and Post-Graduate Diploma in Computer Application (PGDCA) is also made available to educated unemployed youth free of cost. The Dantewada Livelihood College has the capacity to train 1000 trainers at a time and by running three batches in a year, it is providing training facilities to a total 3,000 youths in a year. Till date, about 9,000 youths have been provided training in the Dantewada Livelihood College.

Following the success of Dantewada Livelihood College, a decision was taken by the Government of Chhattisgarh to establish such Livelihood Colleges in all the 27 districts of the State. By the end of 2014-15, the Livelihood Colleges have been established in all the districts and the year-wise details are given below:

2012-13: Bijapur, Sukma, Bastar and Rajnandgaon (4)

2013-14: Kanker, Kandagaon, Bilaspur, Korba and Sarguja (5)

2014-15: In the remaining 16 districts of the State.

All the Livelihood Colleges are planned to be provided with full scale physical infrastructure by 2017-18 in a calibrated manner. After this, each of these Livelihood Colleges shall have an annual training capacity of 1000 youth, similar to the Dantewada Livelihood College.

District Collector is ex-officio chairperson of the District Project Livelihood Colleges and Chief Executive officer of the Zila Panchayat, its Director, and the district level body includes district Level officers and the experts from various sectors.

Salient Features of Livelihood Colleges

- Skill Development facilities under one roof;
- Short-term, market oriented and demand-driven MES courses;

- Multi-skilling, multi entry and exit and linkages to future upgradation opportunities;
- Less entry barriers as there is no minimum educational qualification, transportation cost, loss of wages, language problem or fees;
- Residential facility for 75% trainees in LWE districts and 50% trainees in other
- Stipend @ Rs.300 per month
- Assistance for post-training placement and one time settling allowance of Rs.2000 per trainee.

As regards implementation modality of Livelihood College, the State Government has established the State Project Livelihood College Society. The Governing Council of the Society is chaired by the Chief Minister and its Executive Committee is chaired by the Chief Secretary. Further, over a dozen stakeholder departments are represented on Governing Council and Executive Committee. This initiative of the Government of Chhattisgarh has been supported by the Central Government by providing a one-time Additional Central Assistance of Rs.196 crore for meeting the infrastructure costs. The recurring costs of Livelihood Colleges are met by the State Governments, with training costs being met from the Mukhya Mantri Kaushal Vikas Yojana under which skill development schemes and funds from 27 streams and 15 departments are being converged. A provision of Rs.200 crore has been made for Mukhya Mantri Kaushal Vikas Yojana.

Each Livelihood College has set target of skilling 1000 youth annually at peak capacity, since year 2010, so far a total of 18000 youth have been trained in the 27 colleges which are presently functional. Livelihood Colleges impart MES (Level 3) skills at present and a time bound programme of imparting skills at higher levels (5 & 6) is also being drawn up. It is heartening to note that the leading industrial brands (ICICI, Voltas, BlueStar, SIS etc.) are training partner with the Livelihood Colleges; many more Expression of Interests from industries are under consideration. As on date, 8790 trainees are on the rolls of the Livelihood Colleges, of which 1127 are residential trainees. Even though, these numbers vouch the success of the Livelihood, considering the large number of youth registered for skill demand under the State Act, partnership with private efforts is inevitable.

Leveraging Partnership:

The State Government promote partnership for following reasons:

- a) Number of youth demanding skill-training is large, particularly at foundational levels (Level 1 to 4 of the National Skill Qualification Framework-NSQF); and there would always be finite capacity constraints within the public system.
- b) Nature of skills demanded in the market place is subject to rapid change, and the time-lag in receiving market signals can be minimal, if markets are involved in imparting skills.
- c) Transition that are bound to be made due to either increase in the number of skills, or due to changes in the nature of skills, are both, can be adapted and flexible, if skills are imparted in collaboration with markets or at the work sites.
- d) Involvement of reputed industries and service establishments enhances the probability of gainful employment and engagement of skilled youth.
- e) The inclusive composition of State and District Authorities, respectively, ensures effective coordination and interaction with local self-governments, civil society, training institutions, private sponsors, industry, and other stake holders; which in turn improve the quality of the outcomes.
- f) Partnership with the industries has also ensured that skill development programmes become an important priority in discharge of CSR
- g) Partnership with Central Government, its agencies, other State Governments, and their agencies, shall ensure that the skill imparted to youth in the State of Chhattisgarh are recognised as such even outside the State, at least till a viable national mechanism is in place for that purpose.
- h) Interest begets interest in a cascading manner, as the Livelihood College experience shows- with a number of leading national brands entering into Expression of Interest for training youth, after the first few signed up.

The Livelihood College in Durg district was inaugurated in March 2015 and currently the first batch of 250 trainees in 6 different courses is undergoing training. There has been an MOU between State Livelihood College Society

and ICICI Foundation for Inclusive Growth under which skills training is imparted to trainees with active participation of the industry. Training in the livelihood college is completely residential. ICICI Foundation for Inclusive Growth is providing not just training in association with its knowledge partner but also residential facility including food, uniforms, training material free of cost. With a view to providing training that is in line with the emerging market requirements knowledge partners have been identified for each of the courses who provide curricular inputs, develop laboratories and do training of trainers. Schneider Electric India Foundation is the knowledge partner for repair and maintenance of domestic electric equipment, Blue Star Limited for refrigerator and air conditioning repair, Voltas limited for Central air conditioning, Tally solutions private limited for Office Management, Cafe Coffee Day for retail skills and Exo Nobel India Limited for Paint Application Techniques. ICICI Academy of Skills has agreements with various Industries for placement post training (including Jaana Urban Foundation, Teamlease Service Private Limited, Ujjevan Financial Private Limited). The Building for the Livelihood College has been provided by SAIL.

In Raigad district, the O.P.Jindal Community College is the training partner of District Project Livelihood College Society. This too has been taken up under Corporate Social Responsibility. OPJCC also assists in placement post training. It has also associated local commercial establishments such as hotels and shopping malls for on the job training .The cost of residential facility and food is being borne by the training partner under Corporate Social Responsibility.

Recommendations/Suggestions

The team visited the Livelihood College and ICICI Academy for Skills, Durg in the States of Chhattisgarh and recommended / suggested the following:

- i. The Livelihood Colleges set up at the district level provides excellent opportunity to the youth in the State to acquire employment-oriented skills. This initiative of the State Government need to be scaled up further by taking this to the block level.
- ii. The involvement of private sector and knowledge partners in centres such as Durg has helped in providing quality training and consequently resulted

in higher placement after training. The State Government needs to make efforts to involve private players/knowledge partners in all its Livelihood Colleges to make the programme sustainable.

- iii. The Present Public-Private Partnership (PPP) model involves capital cost for infrastructure being provided by the State Government while cost of training, laboratories, etc. is borne by the private players. The State Government need to explore the possibility of developing PPP models where the capital cost is also borne by the private sector. This would help in scaling up the skill development programme at a faster pace.
- iv. The Livelihood College model (viz., establishment of a society at the State/District level and involvement of private sector in the implementation and convergence of various skill schemes and funding) has helped in running the operations of these Colleges successfully. Other States may also consider adopting similar model for establishing employment-oriented skill development centers in their respective States

**(c) MULTI-DISCIPLINARY SKILL DEVELOPMENT PROGRAMME, ASSAM:
Skills for wage/self-employment in local skill and local crafts**

One of the major initiatives in the skill development is being taken by the dept. of Industry and Commerce, Govt. of Assam, known as Multi-disciplinary Skill Development Programme, a Flagship Programme started since 2011-12. The scheme aims to impart demand driven skill development training to two lakhs youth in Assam by 2019. It has created a job studio, the database of the trained and skilled youths is uploaded in the departmental e-portal, which will act as an interface between employee and employer. The portal also maintain database of available vacancies. The scheme also has provision for training of entrepreneurs to enhance their skills to compete internationally. The entrepreneurs are sent for training in reputed institutes within and outside the state so that they can acquire both hard and soft skills that are necessary to produce goods and services of international standard and compete globally. Moreover, those entrepreneurs once trained will also be engaged as master trainers to train more and more numbers of entrepreneurs throughout the state to upgrade their skills.

The training programme aims to provide –

- Soft skill development for capacity building
- Hard skill development in the employable trades
- Job Studio to act as interface between employer and employee
- Skill upgradation
- Special skill development programme for differently able persons.

The training is provided within or outside Assam depending upon the availability of courses applied for and intake capacity of the institutes who offer the courses. Special provision has been made under MDSD Programme to train 'differently able persons' with the coordination of Government organization & NGOs etc. There is a provision of reservation for woman under MDSD Programme. The training is completely free of cost. The Industries and Commerce Department has planned to set up the MDSD Training Centre in each development block of Assam.

Strategy:

- State wide MDSD training centers to be created to expand existing training facilities in demand based trades not covered by other skill training institutes.
- Collaboration/Partnering with the best National Level "Skill Training Service Providers (STSP)".
- Tie ups with placement agencies, Industrial Houses and provided financial assistances for self employment through departmental scheme like MMKA, Angel Fund, etc.

The State has created Employment Generation Mission (EGM) and Multi-disciplinary Skill Development Programme for skill development.

- EGM is under administrative control of Labour & Employment Department .
- EGM, Assam is a registered society (under Societies Registration Act, 1860) under Govt. of Assam which functions as an autonomous body with its area of operation in the entire State. EGM started its operation in the FY 2006-07.

- From FY 2006-07 to 2014-15 the physical target of EGM was 48,165 and generated employment to 31,607 nos of youth.
- In the FY 2015-16 EGM intends to provide employment to 30,000 youth through skilling in various demand driven trades as well as entrepreneurship.

Salient features of Skill Development trainings under EGM, Assam:

- Short duration training (mostly 2-3 months), Residential programme (optional)
- Free of cost, Assured placement by the training providers within and outside the State
- In the 1st phase, DBI has trained youths in trades like Sales & Marketing, Electronics, Service Engineer, Welding & Hospitality out of which 80% has been placed in organization. In the 2nd phase, youth in trades like Sales & Marketing, Electronics, Service Engineer, Welding & Hospitality, ISMO, Food & Beverage, Motor Mechanic, House Keeping. Training locations are spread over different parts of the State. EGM has successfully created employment for 32,671 youth in various sectors till April, 2015.

Observations of the Field Visit

The team visited the following skill development facilities in and around Guwahati:

- A. Don Bosco Institute(DBI), Kharghuli
- B. Women Industrial Training Institute (ITI), Rehabari
- C. Chaygaon Industrial Estate for seeing Fabric Plus, a handloom unit (A unit for blending of Eri and Muga Silk), WIWI (A fast food manufacturing unit) ,etc.

Observations:

1. Don Bosco Institute at Guwahati is one of the major training provider in the state under EGM with high quality of training infrastructure. Since it has an all India network , its locations should be utilized for imparting training in other parts of the country as well as North East. The facilities/staff/faculties and premises of Don Bosco Institute are very well managed for the purpose of skill training. It has branches in other parts of the country which can be utilized for skill development

2. The state Govt. has signed the MoU with private sector organization and allowed them to use their premises for creating training facilities and conducting training in automobile mechanic (Hundai), beauty and skin care (Lakme) and retail (Cofee Café Day), etc. This is a very good model of using the existing training infrastructure by collaborating with the private sector.
3. Gram Tarang Educational Services Ltd., a NSDC partner for providing manpower in Café Coffee Day (CCD) chains across India. The students are guaranteed 100% job placement after completion of the course and shall have the option of appearing in BBA degree course after 1 year of experience in CCD outlets.
4. 2-months simulator motor driving course for women is planned to be started in September, 2015 in collaboration with Tata Motors and the Department of Transport, Govt. of Assam.
5. The beauty and skin care training center established by Lakme and Café Coffee day in the Women ITI, appeared state of the art, sophisticated and it also caters to customers by charging user fee. The government of Punjab representative showed an interest in adopting the Assam model of using private training providers such as Don Bosco Institute and tying with private companies using ITI premises which have plenty of buildings and land. It would be better if the EGM and the MDSD programmes are converged for effective results.

(d) C-PYTE, Punjab

Genesis. The Centre for Training and Employment of Punjab Youth (C-PYTE) is the brain child of the thinkers of Punjab who had the welfare of the youth of the State in mind. The Centre was raised in August 1990 at a time when terrorism in Punjab was at its peak and unemployment was widespread. The Scheme was inaugurated at Lopoke, near Amritsar by Prime Minister V.P Singh on 19 Aug 1990. Undoubtedly, this is a unique organisation which is engaged in inculcating self-discipline, spirit of national integration and secularism besides imparting technical skills for making the youth more employable in various fields including self-employment. The major beneficiaries of the scheme are the rural unemployed who are given pre

selection training for joining the Army, Central Para Military Forces, besides being imparting technical training to upgrade their skills.

Present Set-up Initially four Camps were established at Kapurthala. Each camp would normally hold 250 youths. Today, the organization has expanded and established 16 C-PYTE Training camps for Boys, all over Punjab with a camp in almost every district and two Camps specifically for Girls at Mansa and Kairon (Tarn Taran).

Training. The training in these camps is organized keeping in view the aim of making/grooming a youth to be fit for taking up employment ; To create confident, mentally robust and physically fit young citizens, so that they can carve an honourable place for themselves in society, get gainfully employment and be a flag bearer of our State. Besides preparing the youth for their induction into Defence/Para Military Forces, training in different skills appropriate to the talent and aptitude of each youth is provided in various technical institutes besides "On the Job Training" in various Mills/Factories. Facilities. To attract the youth we provide the following incentives to our campers:

- a) Free training for enhancing the employability.
- b) Free Accommodation and recreational facilities.
- c) Free wholesome meal - Rs. 100/- per youth per day.

Achievements. About 10,000 youth are selected annually, trained and inducted into various organizations, technical trades and employed gainfully. Till now C-PYTE has trained 194887 youth out of which 102938 youth have been absorbed in various fields especially the Armed Forces.

(e) MAHARAJA RANJIT SINGH ARMED FORCES PREPARATORY INSTITUTE, PUNJAB

Traditionally Punjab has been contributing a large number of officers to the Armed Forces and the state used to be known as the 'Sword Arm of India'. This number has been decreasing over the last few decades. Maharaja Ranjit Singh Armed Forces Preparatory Institute (AFPI) has been established by the

Government of Punjab in 2011 in SAS Nagar (Mohali) with a view to training selected young men for a commission into the Armed Forces through the National Defence Academy / Naval Academy.

The institute is designed to train up to 96 cadets at any one time in two courses of 48 cadets each. Cadets are selected to join the institute after completing Class 10. Training is organized as under:-

- **Academics.** Plus 1 and Plus 2 level academic training in a very good school in Mohali. All cadets study in the non-medical stream.
- **Physical Fitness and Sports.** Complete infrastructure for all outdoor training on the lines of NDA has been made available.
- **Personality Development.** A lot of emphasis is laid on personality development, soft skills, communication skills, motivation and leadership training.
- **Preparation for NDA Entrance Exam and SSB.** The institute assists cadets to prepare for the NDA Entrance Examination as well as SSB interview training.

State of the art infra structure to include modern class rooms, shooting range, swimming pool, squash court, gymnasium and various sports fields are available. Training is imparted free of cost to the cadets. All training and administrative expenditures are borne by the state government.

The performance of this young institute has been excellent. Details of results achieved so far are as under:-

2013. First batch completed training. Seven cadets joined NDA / Naval Academy. Best result in the region.

2014. Second batch completed training. Twenty two cadets joined NDA/ Naval Academy. One cadet stood first in the entire country. Best result in the country.

2015. Third batch completed training. Twenty two cadets expected to join NDA/ Naval Academy. Likely to be the best result in the country.

Enthused by the encouraging success achieved by this institute the state government is now opening another similar institute for training of girls for joining the Armed Forces. Mai Bhago Armed Forces Preparatory Institute will

be functional with effect from July this year.

(f) HUNAR PROGRAMME, BIHAR

Special Skill training programmes for the girls from the minority community called **Hunar** has been taken up. Hunar was launched in collaboration with National Institute of Open Schooling (NIOS) and Govt. of India in 2008-09. **The unique aspect of this project was that it used the existing network of traditional educational institutions of Muslim community like Madarasa & Maktabas within the formal frame work of study centers of Open and Distance Learning Institutions.** This broke the disconnect between modern education and the traditional religious educational institutions of the minorities.

The Project, in its pilot form, was aimed at initially providing free of cost, skill training to 13,678 poor Muslim girl child in the age group of 11-14/16 years, mostly out of school in all Districts of Bihar, in '6' selected courses of NIOS, like Cutting Tailoring & Dress making, Beauty Culture, Basic Computing, Preservation of Fruits and Vegetables, Early Child Care Education (ECCE), Hindi and English Typing. The objective was to these girls back into the educational mainstream and ensure their socio-economic & educational empowerment.

The first pilot phase of Project Hunar was successfully completed in June, 2009. At the end of training, these girls appeared for a Public Examination and were given certificate by NIOS, after passing the examination. The Govt. of Bihar, provided the seed money to the girls who were successful in the examination conducted for Hunar, under New Project known as Auzar started by Govt. of Bihar. Under this new project, they were given Rs. 2400/- , for purchase of equipments/tool etc., to utilize the skill training given to them.

2nd phase of Hunar was launched in October 2009-10, and it's scope was expanded to cover 50,000 girls, from the entire state - 50% of the girls were taken from minority community and remaining 50% were to be include from other marginalized sections of society like Schedule Cast (SC)/Schedule Tribe(ST)/Extremely Backward Cast (EBC). Under first part of Phase-II of Hunar, 12,300 girls have already completed training and have appeared in the

exam in June, 2011, held by NIOS. The girls who were successful in this exam have been given cash grant of Rs. 2500/- under project Auzar by Govt. of Bihar.

The Second part of the Phase-II of Hunar is being implemented by newly set up Bihar Board of Open Schooling and Examination (BBOSE). Under the second part Bihar Board of Open Schooling & Examination (BBOSE) has identified 522 Govt. schools in all districts of Bihar as its study centre for project Hunar. It has allotted 19508 girls in these study centres on the basis of its distance from their places of residence. Board has tried to ensure that the beneficiary girls under the project do not have to travel more than 2-3 kms to undertake skills training at the study centres allotted to them.

Phase-III of Hunar, has also been announced by the State Govt. on the same lines as Hunar-II, covering 50,000 girls in 2012-13. It will be implemented by Bihar Board of Open Schooling and Examination (BBOSE), on behalf of Bihar Education Project Council who will provide funds for it as in the past.

(g) THE MAHADALIT VIKAS MISSION, BIHAR

The Mission carries out training under the Dashrat Manjih Kaushal Vikas Yojna specifically meant for weakest groups among the Scheduled Castes. Around one lakh students are trained under this scheme of the State Government every year. A target of training 1.75 lakh youths have been fixed for the year 2015-16

(h) Skill Development Allowance Scheme, Himachal Pradesh

Skill Development Allowance Scheme for educated unemployed youth of the State. The scheme aims at providing Skill Development Allowance at the rate of Rs. 1,000/- per month to all eligible candidates and Rs. 1,500/- per month for the persons with disabilities to enhance their employability. This allowance is given for a period of 2 years. 8th standard pass youth, who are above 16 years and below 36 years are eligible to avail benefits of this scheme. 80,000 eligible youth have been benefitted under the scheme so far.

(i) Kaushal Kendras, Kerala

Kaushal Kendras are being set up as community skill centres focused on rural population with facilities for Language Lab, Digital Library, Assessment and Counselling Centre, and Multi Skill Centre with video conferencing facility for skill training in various sectors. The Language lab will impart Functional English for different levels from students to workers. The higher levels of language lab modules are aligned to international exams like IELTS and T'OFEL which are prerequisites for employment abroad. There will a certification from a nationally or internationally renowned Institution.

(j) ISTEP (International Skill Training and Employability Programme) Chapters, Kerala

In professional colleges and technical training institutions seek to inspire and mobilize the youth to hone their skills and make them skill champions. It would provide unique opportunities for the committed, innovative and ingenious youth to come forward and join the 'Youth Brigade' as skill champions and contribute to the skill development mission of Kerala. The ISTEP Chapters will enable a platform to demonstrate the ability of an individual to bring about change in the society through a youth movement committed to inculcate a learning culture through skills development and conscientization programmes. The ISTEP Chapters would offer communication and soft skills training, entrepreneurship skills training and sector specific skill trainings as well.

(k) District Level Skill Camps, Kerala

The objective is to conduct an awareness campaign across the State with the support of Local Bodies to bring respect and dignity to the blue-collar jobs and regard them as core to the workforce for making an egalitarian and developed society.

- To identify, promote and develop different skill sets of young workforce
- To inspire youth to develop their skills and follow their passion

- Provide a platform to display talents
- To change the mind set of youth/parents and emphasize the significance of skilled workmanship as a dignified occupation

The schools and colleges shall be invited to participate in these Skill Camps. Secondary and Higher Secondary Schools, Vocational Higher Secondary Schools. ITIs/ITCs, Engineering Colleges. Polytechnic Colleges. Arts & Science Colleges, other Professional Colleges shall be considered. The camp shall offer trainings on Soft skills development. Skills Competitions, Career Guidance, Industry Oriented Seminars, Platform for budding Entrepreneurs etc.

II. ADDRESSING SHORTAGE OF QUALITY TRAINERS

(a) ICT ACADEMY OF TAMIL NADU:

ICT Academy of Tamil Nadu is an initiative of Government of India, Government of Tamil Nadu and Industry. It is a not for profit Society formed in 2009 under the Tamil Nadu Societies Act aimed at quality improvement of the ICT faculty in various higher educational, technical institutions to produce trainees who are readily employable in the ICT sector.

ICTACT is governed by Board of Directors from the Tamil Nadu Government and Industry. It collaborates with public and private organization to create, integrate and disseminate knowledge in the field of ICT and thus to bridge the gap between academic output and industry requirements.

ICTACT at its commencement received the GOI grant of 6.0 Crores on a project basis for the first three years to train 5000 higher education teachers on cutting edge ICT technologies. This project from Deity was under the scheme of manpower development for software export industries. During the first three years:

- ICTACT Offered 8 days Faculty Development Programme (**FDP**) for faculty members in the ICT domain.

- The **FDP** was offered to teachers of UG and PG in the ICT Streams including computer science, computer applications, electronics etc., from all engineering streams
- ICTACT forged partnerships of all state universities as nodal universities through which the nominations for the programs were received from the faculty who met the pre requisite of the programs.
- All courses were developed with support of Industry. Some courses were fully developed by Industry and some courses of developed by ICTACT with inputs from Industry.
- A board of studies comprising of members from Industry were roped in for vetting the content and courses.
- ICTACT completed training 5000 students within three years.
- ICTACT has developed "student training" for each of its "Faculty development" program, thereby conducting assessments and certification for the trained students. This has enabled ICTACT to measure the impact of knowledge transferred.
- ICTACT used its nodal universities and college facilities to deliver the program across the state. Till 31st March 2015 ICT-ACT has collaborations with **10** Nodal Universities, **279** Engineering College, **145** Arts & Science College, and **64** Schools.

On completion of the project during the first three years, ICTACT built several models for sustainability. ICT Academy has forged relationships with leading corporate across the Globe including Microsoft, Intel, EMC, NI. It has also forged relationships with all State universities as nodal institutions and academic institutions across the state.

ICTACT Course Development

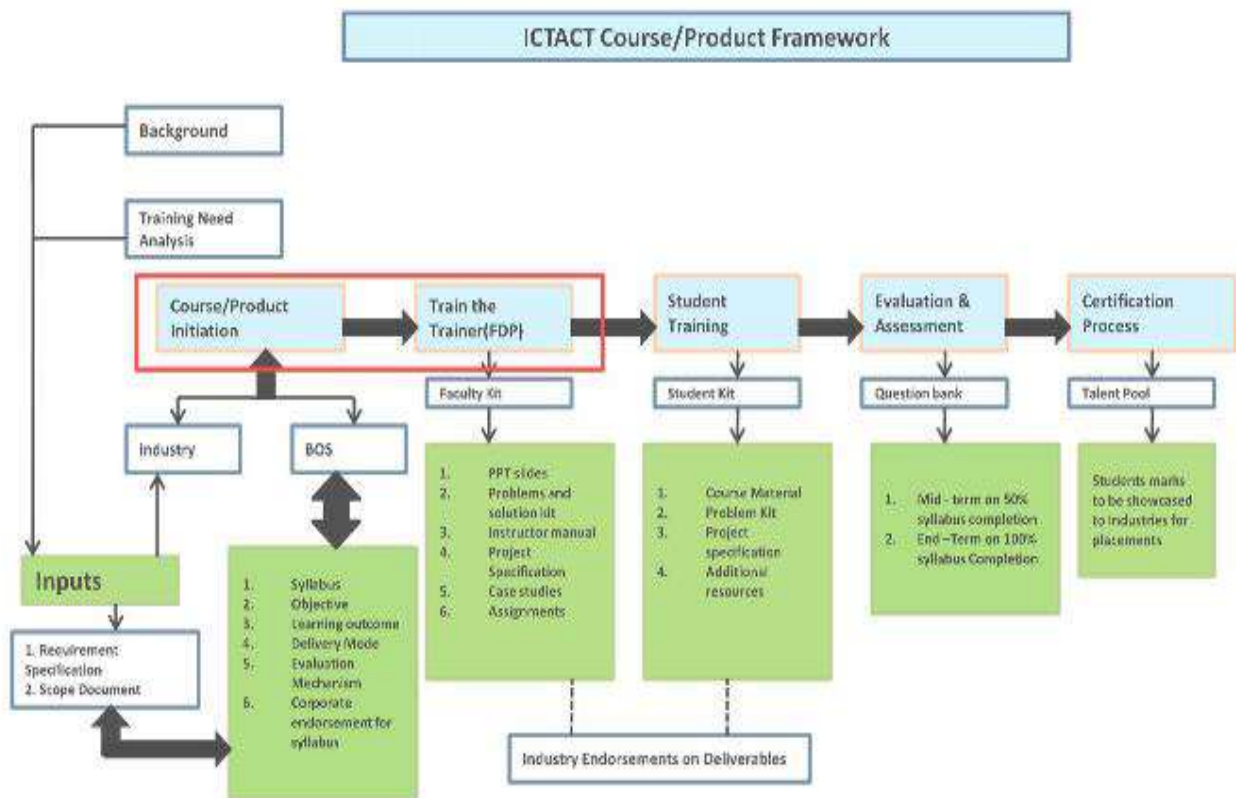
All skill development courses are delivered through the faculty in respective colleges. ICTACT Student training framework is developed with TOT, Student Training followed by assessment and certification.

A Board of studies comprising of eminent members from Industry are supporting in the selection and design of the Courses. And also involved in the reviewing of the courses on regular intervals. Currently all the courses are

endorsed by the ICTACT Board of studies. ICTACT Plans to map all its courses with Sector Skill Councils (ESSC, TSSC, BSSC), which is in progress. ICTACT has already accredited by ITSSC.

ICTACT Course Development & Delivery Framework

All skill development courses are delivered through the faculty in respective colleges. ICTACT Student training framework is developed with TOT, Student Training followed by assessment and certification.



ICTACT Course Delivery Framework

ICTACT currently focuses on the following areas, restricted to ICT and soft skill and the services sector:

1. Faculty Development Program
2. Student Empowerment Program
3. Entrepreneurship Development
4. Digital Literacy
5. Research Journal publication

6. Industry Institute Interaction
7. Assessments and Certification

ICT-ACT invites technical colleges to subscribe to an annual membership, in return for training sessions of its faculty throughout the year. The membership services to Higher Education Institutions include;

1. Participate in Faculty Development Programs
2. Access to ICTACT online portal
3. Receive ICTACT International Research Journals
4. Receive ICTConnect Magazine
5. Participation in ICTACT Conference, Seminars and Events
6. Assessment and Certification for students
7. Organize Joint conferences and events at Colleges
8. Participation of students in ICTACT Youth Events

ICTACT charges an annual membership fee of Rs.50,000/- per Engineering colleges and Rs.15000/- per arts & Science College for the above said services. There are more than 400 member institutions currently on roll; and 10985 faculty have been trained so far. This annual membership model makes ICT Academy a self-sustainable organization.

Apart from the membership model, ICTACT has the following services on payment basis for academia, institutions, industry and government.

- a) Skill Development Courses
- b) Conference & Sponsorships
- c) Journal Subscription
- d) Corporate Services
- e) Government Project Implementation

The programs are currently offered across Tamil Nadu in the colleges and also few institutions in other states based on the invitation from the State Government / Institutions. ICT-ACT has conducted **63** Students Workshops/Training Programs and trained **21348** students through member colleges, out of which 9825 were trained with Government funding since inception.

Reasons for Success:

The USP(s) of ICTACT courses include

- All courses are endorsed by Industry
- Priced at Rs.1250/= to Rs.1500/= , which is considered to be the lowest
- Course Materials , Assessment & Certification included
- Advanced and Emerging Technology Courses included
- Promotion and Marketing through relationship team

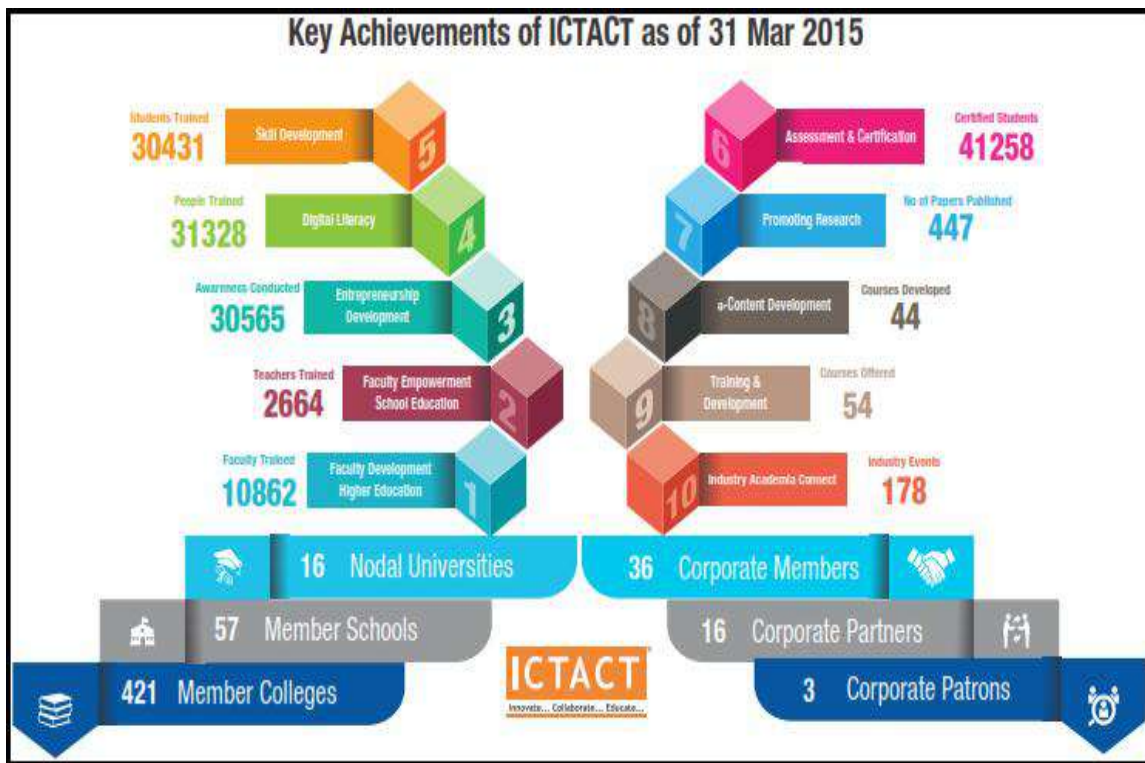
Key Reasons for Success over other possible models include:

- Market Size of the state and base created by ICTACT
- Collaboration of Government, Corporates and Institutions
- A Neutral organization; not influenced by any one of the there partners, i.e. Government, Academia and Industry
- Continuous promotion of services and marketing of academy through events and conferences
- Membership Model strongly promoted across the state
- Ability to obtain Government Projects every year from various Government Department
- Strong and passionate team

Recommendation for expansion and replication:

ICTACT is already an established player, and can expand its activities all over the country if it is given requisite support by the State Government concerned. Hence, instead of replicating ICT Academy in each State, the existing and established organization (ICTACT) can open chapters / branches in willing states, where local administration can be represented, for carrying on its activities.

DIT may be requested to urge the private IT sector , which is a major consumer of the HR resource generated as a result of ICTACT's efforts, to contribute to its corpus. A strong corpus will ensure viability over time, and sustainability even in difficult times.



III. INDUSTRY ACADEMIA LINKAGE – ENCOURAGING PUBLIC PRIVATE PARTNERSHIP

(b) KIIT & KIIS UNIVERSITIES & CENTURION UNIVERSITY, ODISHA:

KIIT caters to skill development in generic as well as discipline specific skills. The Skill Development initiatives at KIIT were divided into four broad groups Level-1 Vocational Training Courses for school dropouts, Level-2 Vocational Training for Under-Graduates, Level-3 for Graduates and Level-4 for Post-Graduates. These included programme for Samsung Mobile App Development, Cloud Computing model of Monibu, Advanced Welding Technology with L&T and Advance CAD/CAM with Seimens. They also have HVAC Training and Advance Plumbing in collaboration with International Association of Plumbing and Mechanical Officers. In the IT&ES sector, they have Microsoft IT Academy for software development using Java and also a Tech Mahindra Programme exclusively for Tech Mahindra requirements. The high end programmes include D-link Network Academy, Oracle Centre of Excellence and Unisis Innovation Lab. The employability for Level-1 is 45% in Industry and 25% in

self-employment. The employment increases progressively at Level-2, 3 and 4.

Best Practices adopted by KIIT at Various Stages of Skill Development:

Need Identification: For need identification KIIT depend on sources that include potential employers, graduates, alumni and feedback from their own research teams augmented by reports from Government and Private sectors. The general employment pattern as well as futuristic expectations is also studied in detail by research group at KIIT School of Advanced Skills.

Industry Institution Collaborations: Partnership with industries and nationally reputed skill building organizations is usually preferred. MOUs cover aspects of their partner's contribution in stages of skill development. Engagements may include joint effort in design, delivery and assessment of the training domains and post training placement assistance.

Curriculum Design: Curriculum design, in general is done as per syllabus provided by regulating authority or a certifying agency. The curriculum enrichment exercise is carried out in an exhaustive way to enhance employability opportunities.

Content Delivery: Content delivery is primarily done by own resources. The experts from partnering organizations, administrative functionaries, finance providers, support providers contribute to large extent. Most skill development programs are designed with a larger share for practice sessions, aided practical, demonstrations, audio-visual supports. Not-a-strict class room environment, peer trainer group, on job, on site trainings help candidates learn the things faster and mostly improves the quality of output. Visit to skill intensive places, platform to interact with personnel engaged also enrich the content delivery. Efforts to showcase the skills learnt results in proving trainees a platform to interact with general masses and specialists, thereby helping them to think, learn and act in fostering their skills. Incentives including awards, scholarships, fellowship motivate the trainees.

Assessment: Assessment processes for different level of skill development courses are different. The programs that are for target group with zero or a

lower educational background are assessed by a trainers' committee. The committee usually has a member of potential recruiters' group. For programs that are floated at middle level and higher level are assessed in a formal manner, where in tasks are set out for the trainees. Upon satisfactory performance trainees become eligible for certification.

Certification: The programs follow a joint certification process. Besides KIIT, the partner institution (An industry or a certified training organization) offer the certificate.

Employment Assistance: Post training support is provided to the trainees with a target to place cent percent of trainees or provide support service to start own venture. Follow up period is longer in case of candidates still seeking employment.

Soft Skills Development initiatives: Career augmentation and Advancement School has been established at KIIT to foster soft skills among the learners and trainees. The School runs programs to improve communication skill, drafting and presentation skills along with other soft skills to improve trainees' capability in presenting themselves and promoting their ventures.

Entrepreneurship Development initiatives: At KIIT several endeavours have been undertaken including establishment of Technology Business Incubation (TBI) center and events including camps to promote entrepreneurship awareness. The TBI at KIIT has promoted twenty seven startups in various sectors. Inspire Program undertaken here has offered platform of interaction to meritorious and desiring candidates of different age groups with an aim to infuse an attitude of science and research.

Kalanga Institute of Social Sciences (KIIS)

KIIS is a residential institute for the indigenous tribal children and provides: education from KG to PG, vocational training, food, accommodation, health care and all other basic necessities of life to 25,000 poor tribal children free of cost. It was informed that all this is provided by transferring the resources from KIIT University and by contribution from the salaries of the KIIT staff including faculty. The visiting team observed that this is indeed an initiative

for social transformation through holistic education to poorest section of the society. All institutions in the country, which are in the field of technical education, can follow the example of KIIS so that poorest and vulnerable of the society can be benefitted in the process.

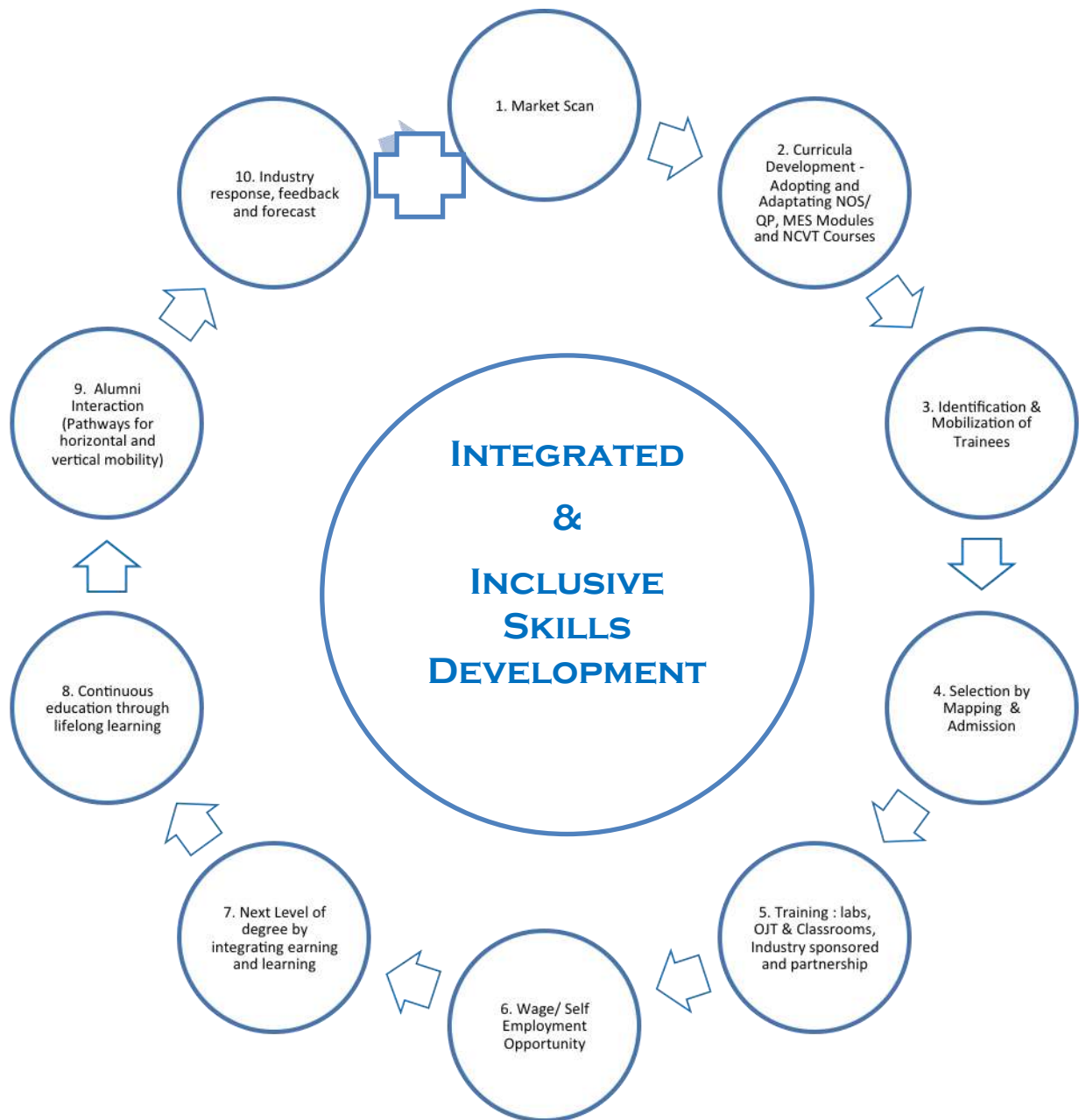
Centurion University - Gram Tarang

Centurion University, a State-Enacted Private University having a School of Vocational Education and Skills Training in its original Charter, has established a Social Entrepreneurship Entity Gram Tarang, which is one of the first partners of NSDC. The Raison D'tre of Centurion University, having its constituent campuses in difficult geographies and one campus in Bhubaneswar, has been to impart appropriate and relevant education.. The sense of purpose and the purpose of appropriate and relevant education is to build Competency- Ability-Capacity through hands-on knowledge, experience-based learning and practice oriented pedagogy.

The Unique Edge

- Giving the most disadvantaged sections of the society in the most difficult-to-work-in areas of the country an opportunity to earn a sustainable livelihood and navigate an equitable growth and thereby wean them away from the shadow of extremism.
- Industry involvement in the process to assist with setup of state of the art, industry standard workshops & labs with all relevant machines, tools & equipment to ensure hands on, practice oriented & experiential based learning.
- Going the extra mile and helping the youth build career paths in the industry through post placement migration support & work integrated learning through NSQF implementation.

Centurion University – Gram Tarang Iteration Process in Practice



CUTM – Gram Tarang has pioneered various unique initiatives in the vocational education space, which clearly demonstrate, out of square and out of circle thinking to bring in new paradigms in skills development. Some of the key initiatives are:

1. Proven track record in community mobilization from difficult to reach regions where the ability to pay for training is limited and education levels are poor.
2. Partnership with DGET: Institute of Training of Trainers (ITOT), Testing Centre for Testing the Competencies of Assessors of Empaneled Assessing Bodies under the SDI Scheme, Assessing Body under Skill Development Initiative (SDI) Scheme based on Modular Employable Skills (MES) for Odisha, Andhra Pradesh and Telengana, RPL Testing Institute, Model Career Counselling Centre
3. Industry partnerships to create state of the art workshops & labs for experiential based learning.
4. Launching skill training for deaf and mute (they term is as kids of Wonder of Silenec) in partnership with CCD.
5. Gender sensitivity was visible both for training and engagement of trainers.
6. Pioneered a qualifications framework - Centurion Vocational Education Qualifications Framework (CVEQF), aligned to and in complete synch with NSQF to ensure continuous learning & higher qualifications through work-integrated training.

Revenue Model

CUTM – Traditional models adopted by training institutes, NGOs etc depend on students paying for their training or on government subsidies. However, CUTM is working actively towards establishing a market-driven model that is both sustainable and scalable. The 1/3 x 1/3 x 1/3 revenue model that has been adopted depends on training costs being paid for by the three key stakeholders involved: Individuals, Government and Enterprises.

1. **Government Schemes:** Gram Tarang has linked with various government schemes through the ministry of Rural Development (DDU GKY) and Housing Urban Development Department (SJSRY – NULM), Integrated Tribal Development Authority, SC/ST Dept, State Employment & Skill Missions etc. to subsidize the training costs for BPL (Below Poverty Line) candidates and SC/STs.
2. **Industry Sponsorships/CSR:** The industry is also now involved in the training cycle by funding some portion of the training costs of the youth.

These partnerships ensure that those specific skill-sets are imparted to the trainee and they are partly or fully sponsored by the hiring company

3. **Student fee:** Students paying their own fee entirely or through one of the following means:

- a. Pay as you earn: Gram Tarang encourages trainees to undertake training on credit and paid on installments once the candidate gets employment.
- b. Training cum Production: GTET also operates a small scale production unit where some of the trainees for Welding, Fabrication & Fitter are employed as interns to enhance learning in a live production environment.

Trainers: Selection & Training of trainers is a major roadblock in the scaling of skill development; this problem needs to be addressed on a mission mode and requires a two fold strategy. One aimed at increasing the pipeline of potential trainers and the other at quality improvement of the existing trainers. Centurion – Gram Tarang follows as below:

- University Teachers are sent to Industry/ NTTF/ Tools Rooms for Training on real-time basis,
- Technicians or experts in the industry who want to return home,
- Ex-servicemen,
- Higher education dropouts – in order to train school dropouts, we can target higher education dropouts. These are often people with good soft skills & leadership skills who can be molded to become good trainers.

Curricula: The University offers a credit based assessment & certification framework which is a unique differentiator in the skill development landscape. Curriculum for short vocational courses is aligned with existing affiliating agencies (MES/SSCs), which are either government bodies or industry bodies, and is modified in partnership with the industry.

Certification through Centurion Vocational Education Qualifications Framework:

Rigidities of the formal education system (e.g. fixed entry and exit points in Diploma education with an annual examination system) makes it very difficult for our working youth to pursue a higher qualification. The program developed

under the Centurion Vocational Qualifications Framework (CVQF) aims at getting around these very problems by developing a flexible modular system for providing thorough technical training, build cognitive & practical abilities, develop social & behavioral traits of candidates to make them employment ready in specific industry fields.

Program Objectives

- To provide the students with a flexible, modular system for pursuing their higher education from 10th Pass to Diploma Level or ITI to Diploma or from Diploma to Degree Level.
- To provide opportunities to apply the skills gained through industry integrated / live projects.
- To develop an understanding of the manufacturing sector's processes and systems.
- To enhance the learner's intellectual and transferable skills, especially focusing on manufacturing sector specific knowledge and practices.
- To augment the ability to plan, execute manufacturing & production functions efficiently.

Key Features of the Framework

- Qualifications are divided into levels and are aimed at providing multiple entry and exit points to students.
- The qualifications framework feeds into the under graduate engineering program of the University.
- The qualifications are aimed at providing students, irrespective of their education background, a calibrated and guided entry into the formal education system of the University.
- The Framework is a competency-based model. Each of the qualifications is based on the vocational competencies required at various levels The Framework provides for direct or lateral entry into the framework up to a certain level.
- The Framework weights practical skills initially. Theoretical inputs increase as the levels increase.

- The Framework outlines competencies required at every level, the process of acquisition of such competencies and the methods assessment of the competencies.

The visiting team of NITI Aayog, had the opportunity to experience the University's eco-system of human values, aspiration and learning with a trajectory of 16 students in 2006 to 57,000 by 2015 and from one State to 6 States. The uniqueness, which is *Numero Uno* in any parameter is the learning platform and ambiance for school drop outs to master's level students by ensuring simultaneity in entirety entailing Education, Employability, Employment and Entrepreneurship (4Es).

The lab-to-land approach with intensive and extensive industry partnership in action is a sustainable, scalable and replicable model. The Committee had a glimpse of the quantifiable, sustainable and replicable output-outcome - impact accomplished through literacy skills, numeracy skills, core skills, professional skills, life skills and risk-bearing skills.

The Hub and Satellite Centers model in partnership with companies like Ashok Leyland, Yamaha, Godrej, Café Coffee Day, Volvo-Eicher, Kannapuram Mills, Sai Exports, Four Fountains, Hyundai, BEML, GAP Foundation, etc. is most certainly scalable and replicable elsewhere in the country. Centurion University – Gram Tarang have knowledge partners like Godrej Industries while PSUs like HPCL, SIDBI, Bank of India, Canara Bank, Allahabad Bank, SAIL, NALCO and Union Bank have supported for Training Infrastructure due to the yeoman work in Skills Development landscape.

It is currently working out modalities to impart training for Visually Impaired and Trans genders.

(c) PPP SKILL INITIATIVES IN GUJARAT

i. Flexi MoUs with Industries

Emergence of the Public Private Partnership model in Gujarat brought about new avenues for skill training under Directorate of Employment and Training (DET). The concept of **Flexi Memorandum of Understanding (Flexi MoU) was introduced in the ITIs.**

Salient Features and Benefits:

- DET initiated the process of handshaking of ITIs with the nearest Industries of relative sector by way of flexi MoU to provide Industry Specific Training
- Specific module were designed as per need of industries and recognition has been given by GCVT
- Sharing/Donation of technological knowhow and Machinery/Equipment by the Industries
- Provide a platform to enhance employability and bring about Employment and Self-Employment opportunities
- Improved infrastructure & training quality for trainees and trainers with minimum investment with the help of Industries
- Proactive Development of Physical Infrastructure like Building and Machinery in terms of latest technological development keeping pace with global industrial competition
- Exposure of industrial environment to trainees and the trainers to enhance skill development.
- Cost saving on re-training of trainees to industry specific needs (products) resulting in ZERO transition time.
- Recently GoI has recognized the courses under NCVT framework, which are prepared with the involvement of Industry, connected with the institute through MoU and also intended to sign MoU with such industries.
- To increase availability of skilled workforce Flexi MoUs done with 37 prominent industries like L&T Ltd., Tata Motors Ltd., Volkswagon, Royal Enfield, Mahindra & Mahindra Ltd. , Eicher Motors, Toyota Kirloskar (India) Ltd., General Motors, ABG Shipyard, Pidilite Industries etc.
- Training imparted in 28 courses of 14 different sectors.
- 1242 Flexi MoUs done by, 282 Government ITIs with nearby Industries/Industries Associations
- By virtue of these MoUs, on the job training given to more than one lakh ITI students in these industries
- 70% ITI pass out trainees get employment
- Since eleven years, Gujarat stands first in providing employment through Employment Exchanges

Examples:

Toyota Kirloskar (I) Ltd.

- Developed Automobile Trade workshop with latest equipment at ITI Kubernagar, Ahmedabad
- Since 2007, trained 400 trainees out of which 300 have been placed

Tata Motors Ltd.

- To prepare skilled workforce for Nano Motor Plant situated at Sanand , Automobile trade workshop in ITI, Sanand equipped with latest equipment by Tata Motors
- Trainers have been trained and 2000 trainees trained by expert faculties from Tata Motors got employment in Nano Plant

Pidilite Industries Ltd.

- Runs Plumbing and Carpentry courses in ITI Bhavnagar
- Pidilite provides raw materials and trainers for the training
- Trainees got placed before they passed out
- Based on the success of this Flexi MoU, Plumbing, Carpentry and Construction Technician courses will be started in 200 Govt. ITIs in next three years by Pidilite Industries in partnership with Government
- Training cost will be shared by Pidilite Industries and Govt.

L&T Ltd.

- Entered into Flexi MoU with ITI Surat for imparting training in Fabrication and Mechanical sector
- Accreditation by Gujarat Council of Vocational Training (GCVT) given to three courses prepared by L&T
- 1173 students trained so far, 850 trainees got placement
- L&T equipped the workshop of ITI Surat with latest equipment

Siemens Ltd.

- MOU between M/s. Siemens and Gujarat government done where Siemens will invest Rs. 489 crore for establishing Centres of Excellence
- 50,000 engineering students will benefit in five years by this MoU

ii. State PPP ITIs

- Total 131 PPP ITIs out of which **40** Government ITIs upgraded into Centre of Excellence (CoE) under "State Sponsored Public Private Partnership Schem
- e" since 2011

- State Government funded each ITI @ **Rs.2 crore**
- Institutional Management of these ITIs done by Industrial Management Committee (IMC) headed by industrial partners
- ITI trainees inculcated work place discipline along with industry relevant training and industry gets work ready force by imparting training within ITI
- Prominent Industry partners - Adani Foundation, Pipavav Shipyard Ltd., Maruti Suzuki Ltd., Ambuja Cement Ltd. etc.

iii. Skill University:

It is a Private University run in collaboration with Team Lease Foundation at Vadodara. It offers industry responsive programmes designed and run with active participation and involvement of industries.

(d) Human Development Resource Foundation Society, Goa

Goa has a Human Development Resource Foundation Society, which has 55 affiliated private institutes with an average enrolled capacity of 1,200 students per year, being imparted vocational training in sectors which are in demand like hospitality, travel and tours.

(e) ITIs for Backward areas, Himachal Pradesh

Himachal Pradesh State Government intends to encourage establishment of new ITIs in private sector in tribal, hard areas and in the backward panchayats in the State. Therefore, the State government has decided that ITIs set up in these areas will be provided Government land on lease on a token amount of Re. 1 and if the ITIs are set up on private land, only 50% of stamp duty will be charged.

(f) Setting up of Centers of Excellence (CoE) through Private/Industrial Partners, Kerala

KASE is setting up Centres of Excellence (CoE) in various sectors which is aimed at forming long term sustainable relationship for skill development and employability with international organisations, industries, industrial clusters and experts. In all such models, KASE will provide the basic infrastructure,

wherein the training, certification and placement including overseas placement is the mandate of the industrial partner as per the standards laid out by KASE. The course, curriculum and certification is supervised by an independent academic council of KASE. There would be minimum interference from Government so that the private industrial partner has the operational freedom.

The private industrial partner has to invest in the equipment, tools, furniture and fittings and ensure that the facilities in the campus is constantly updated so as to be abreast with the technological advancements. They have the freedom to select appropriate courses, design the course structure, curriculum and pedagogy based on industry demand. The industrial partner has to conduct courses at international standard by engaging appropriate faculties, facilities and technology like virtual class room, provide certificates through affiliation with/ accreditation of nationally/internationally reputed institutions. They also have freedom to create industrial tie ups for on-site trainings and internships, however, they have to ensure placement/ employment of at least 60% for all the courses.

(g) Skill training programs through Private Training Partners, Kerala

KASE is collaborating with experienced private players in skill training to provide placement linked specialized skill training programmes. These programmes are funded by KASE and the training providers are entrusted with the conduct of skill training courses as per approved terms and conditions and intake procedures prescribed by KASE. The training providers have to arrange for the recognized/international certifications for the courses and ensure at least 60% or placements to the successful candidates.

IV. PROMOTING ENTREPRENEURSHIP: LOCAL INDUSTRY/ RESOURCES/ CRAFT

(a) TRIPURA BAMBOO MISSION

Origin:

Tripura Bamboo Mission was created by the Govt of Tripura in the year 2006 to provide a strong and vibrant platform to the lakhs of tribal and rural

community of Tripura who depend on bamboo for their livelihood. Bamboo being the major forest produce under NTFP category, had a very limited use in local construction and supplying to paper mills situated outside the state. The Mission was established under the Department of Industries & Commerce to focus more on value addition of bamboo resource available in the state. The Mission studied the value chain and market of all the sub-sectors within bamboo and came up with a strategy document for each subsector with required investment and turnover potential. The Mission was initiated in association with National Mission on Bamboo Application (NMBA) Dept of Science and Technology, Govt of India, National Institution of Design, Ahmadabad as its steering committee members along with many other agencies.

Bamboo sub-Sectors:

The bamboo sector in Tripura is divided into following sub-sectors 1. Bamboo handicraft and furniture 2. Bamboo stick and blind, 3. Mat (Dhari) 4. Resource generation and 5. Industrial application of bamboo.

Objectives of Tripura Bamboo Mission: Based on the initial study, it was estimated that the sector turnover can grow up to 100 crores

Project implementation mechanism:

The project is being implemented in a Public Private Partnership (PPP) mode since August 2007 by IL& FS Clusters, and follows a cluster development approach with integration of institution building, technological linkage, market facilitation and credit facilitation coupled with resource upgradation. Majority of the beneficiaries are women and minorities who comprise of the poorest sections of the population in the state. IL&FS Clusters has deployed a multi-skilled team in Tripura and has built a network of partners and domain experts to undertake the implementation.

Skill training:

The Mission focuses on skill training of the artisans, farmers and entrepreneurs involved in the bamboo sector based on the practical need of the trainee. The practices followed are unique with an integrated approach during pre- training, training and post training phases. The pre-training phase

covers skill gap analysis of existing skill with reference to a particular product and production process. Based on the market requirement, the proposed training modules are customised and training is imparted by engaging sector skill experts and experience trainers. As most of the skill training programs are self employment model and the existing entrepreneurs play a major role in providing market order, so TBM links each of the producer group to the local entrepreneurs. After the training program, the producer group focus on production and marketing through the entrepreneurs. The Mission adopts following steps for imparting skill training.

Pre- Training Phase

Identification of the product based on market demand: Based on the feedback and market study, the TBM team identifies the product. The costing of the product along with prototype is done at the "Bamboo Craft Skill Resource Centre" of TBM. Each product identified has a buyer to sell either locally or nationally. However modification of the existing products in terms of design, style and material use is being done on a regular basis.

Identification of the skill gap: Each product expects some skill set for its completion with respect to quality & productivity. During the mobilization of artisans, the skill gaps of each of the artisans are being mapped and grouped for training on specific skill. The specific skill may be weaving, stitching, cutting & pasting, framing, joining, etc based on the product.

Mobilization of the artisans into producer groups: the artisans who are interested for skill training are asked to form one group of their own. The group size must be between 10 to 30; however the average group size is 20. Each artisan producer group has bank account, required books and records, working shed and some working capital to undertake the production.

Backward and forward marketing Agreement: The marketing of raw material and accessories is very important for sustained production and selling. Each producer group has formally and informally done agreement with some of the leading entrepreneurs for marketing the products.

Training of Trainers: Training of Trainers (ToT) is a very integral part of the TBM skill development program. All the cluster managers, cluster coordinators

along with master trainers from the respective clusters are being trained on regular basis to acquire the latest deliverable and training methodology.

Training Phase

Imparting of Training: the training imparted by TBM is divided into two major categories like domain skill and soft skill.

The **domain skill trainings** are mostly customized to meet the need of the local artisans, entrepreneurs and the products that are to be produced and marketed. The training period ranges from 15 days to six months depending on the product. The topics covered under it are production techniques, production process, quality control, maintenance of tools and equipments. It also covers the production management, product costing.

The **soft skill training** covers book keeping, accounting, group management, leadership training, marketing, behavioural training, health safety and Hygiene at work place.

Post training Phase

Handholding the trained group: All the groups covered under the training are monitored on weekly basis in terms their production, book keeping, quality control and supply order executed.

Execution of Market orders; the TBM trade facilitation cell provides marketing linkage to all the producer groups on regular basis in addition to the linkage provided during the pre-training period.

Training Statistics

Total number of people trained so far										
Subject training	of	2007 - 08	2008 - 09	2009 -10	2010 - 11	2011 -12	2012 - 13	2013 - 14	2014 -15	Total trained
Raw Perfumed Agarbatti	&	2400	2169	1068	1960	962	271	1911	1140	11881
Bamboo Polished Stick		0	739	679	1787	2607	190	944	322	7268
Industrial Mat (Dhari)	Mat	300	620	1304	262	948	0	0	0	3434
Handicraft Furniture	&	552	470	1308	829	1032	1988	792	788	7759

Bamboo Preservation & Treatment	260	1035	0	0	0	0	0	-	1295
Bamboo Cultivation & Propagation	490	2532	1259	0	2303	0	1288	-	7872
Exposure visit & training outside state	0	451	451	0	537	0	223	220	1882
Training of field functionaries	442	197	0	0	301	58	222	237	1457
Enterprise Development	0	313	0	0	103	0	0	134	550
Total	4444	8526	6069	4838	8793	2507	5380	2841	43398

Category wise distribution of artisans trained by TBM	
Community/ Category	Approx %Age
SC	32%
ST	23%
OBC	28%
RM	5%
Gen	12%
No. of SHGs trained	2144
SHG members	67%
Female	97%

Details of SHGs/Other organization promoted			
Year/ Period	Category	No. of SHGs/ Federation/ Producer Company promoted	Registered with
2007-2015	SHGs/ total SHG members	2144/ 32160	DRDA & other agencies
	Societies	42	SR Act 1860
	Cooperatives	6	Coop Act 1972
	Producer Companies/SPVs	2	Companies Act 1956

Income Potential



Key Achievements

- Formation of artisan owned institutions (producer groups, Societies); developing them as viable business enterprise
- Skill training to over 43000 persons in different aspect of handicraft, incense & resource generation
- Identification of focused product categories those are scalable;
- Streamlining production activities for improved productivity & business viability
- Regular participation in fairs & exhibitions- IITF, Kerala Bamboo Fest, SARAS, Industries Fair, NE Business Summit
- Turnover Achieved: From 28 Crores to 121.32 Crores (till 2014)
- Total Funds Mobilized from various sources for project implementation: Rs. 66.30 Crores
- No. of cluster level CFCs set up: 16
- Total no. of producer groups (SHGs, Societies & Cooperatives) promoted: over 60
- Mechanization in Agarbatti sector- bamboo stick making & Rolling
- Development of contemporary design products & dissemination to the clusters
- Concerted effort in Trade Facilitation focusing B2B & B2C business; initiating online marketing
- Promotion of bamboo plantation in private lands in commercial format with support from MGNREGA, JICA etc. in more than 900 ha over last 4 years covering around 1700 farmers

- Partnership with several institutions like NInC, NID, NIFT, IICD, IPIRTI, FFDC, CIMERI, CSIR-CIMAP etc.
- Partnership with major buyers like ITC, NRR & Sons, NEHHDC, Mother Earth, eBay, Indiamart, Realshoppee etc.

(B) Swavalamban, Tripura

Background: Tripura is one of the first States in the country to recognize the significance of skill development and introduced **Swavalamban**, a Self-employment Generation Programme (SEGP) with the objective to ensure that a sizeable number of unemployed youth and SHGs are imparted skill in various sectors and developed as potential individual or group entrepreneurs to take up gainful employment or self-employment. The Programme was initially launched in July 2001, but has since been expanded in its scope in 2005-06. A Swavalamban Society has been constituted for effective implementation of the Programme. The main components of the Programme are skilling, up-skilling and Financial Support through Banks where necessary. Both industries and service sector are covered under the Scheme.

1. **Eligibility:** All categories of persons, without any restrictions, and all types of economic enterprises are eligible for assistance under the Programme. Nothing is excluded. There is no upper ceiling on Project Cost. However, the subsidy admissible is 25% of the Project Cost, subject to ceiling of Rs.50,000 per person. The borrower's contribution should be minimum 5% of the Project Cost. The remaining portion of Project Cost, other than subsidy and borrower's contribution, is being financed by banks as Loan.
2. **Selection Procedure:** Swavalamban Programme is primarily meant for individual entrepreneurs, the Procedure followed is broadly as follows:
 - The applications are invited through open advertisement. Thereafter, a District Implementation Committee headed by the DM & Collector interviews and selects entrepreneurs. Priority will be given to those with prior learning and skills. The cases are sponsored to banks by the DICs after recommendations of the Committee. DICs also follow-up the matter constantly with Banks for sanction and disbursement.

- After the banks sanction and disburse the complete project amount, they claim subsidy, which is released to them after proper scrutiny of the claims.
 - Each entrepreneur has to mandatorily undergo an Entrepreneurship Development Programme (EDP) for one week after sanction of loan, but before disbursement of loan. The skill development programmes are conducted in the training institutes of Tripura as well as outside Tripura. Skilled Master trainers were identified from within and outside the state who impart skill development to the selected beneficiaries. No bank disburses a loan unless such EDP is completed by the entrepreneur.
3. **Performance so far:** Since inception 11,279 beneficiaries have benefited under the scheme and an amount of Rs 178.06 crores have been disbursed to them through bank financing to start their own small business for self employment apart from training/ skill up gradation. A large number of beneficiaries of the scheme belonged to SC/ST, women and belonged to rural areas of the state.

(C) “Vishwakarma Kaushalya Yojana”, Goa

“Vishwakarma Kaushalya Yojana”, is a new scheme that aims at training, development and marketing of traditional and other village crafts and thus promoting self-employment and income generation.

V. INTEGRATED DELIVERY FRAMEWORK

(a) Integration of Main Stream Education With Skilling, Gujarat

Gujarat is the first state to formulate a policy for mainstreaming of VET towards Educational Qualification Framework to create avenues of higher learning to students after completing ITI courses, Govt. of Gujarat has declared

- 10th equivalence for 8th passed & 2 years ITI passed out
- 12th equivalence for 10th passed & 2 years ITI passed out
- Reserved seats for lateral entry in third semester of Diploma courses to 10th Passed + ITI pass outs

Steps initiated for giving 12th std. equivalence to students completing apprenticeship training after 10th std. or ITI

- (b) The State Government proposes to grant equivalency in respect of qualification of National Trade Certificate and National Apprenticeship Certificate being awarded by NCVT to 10+2 level.

VI. OTHERS

(l) State-of-art ITIs, Himachal Pradesh

New state-of-art ITIs will be opened in the state in which instead of having different trades, training will be imparted only in a group of inter-related trades so that there could be beneficial utilisation of craft instructors and equipment.

(m) Overseas Employment & Career Information Centre Gujarat:

They were started in 2014-15 at three places Ahmedabad, Vadodara & Rajkot. The objective is to provide information to candidates/students who are interested in education and /or employment abroad.

(n) SCOPE (Society for Creation of Opportunity through Proficiency in English), Gujarat

- Established in 2007, to increase proficiency in English language
- 90 hours training of English language course given to **4,66,070** candidates till date
- Training imparted in 800 private training centres by 250 Cambridge certified trainers
- Apart from students, Auto or Taxi Drivers, Traffic Police, Tourist Guides, Hotel Staff etc. also trained which enhanced their language skills and confidence

(o) eMPower (electronic Man Power), Gujarat

- Started in July 2012 with an aim to provide training related to computer and Information Technology to the youth of Gujarat

- Basic computer related training along with social media networking training imparted through a pool of 716 training centres
- Joint certification by GCVT and Microsoft.
- 286 Master trainers trained by Microsoft
- **7,29,118** people trained so far out of which 92% belong to Rural areas

(f) Self-Certification, Gujarat

The Government has started to test & certify the existing skills of the experienced but unqualified workers at their place of work. (Direct Assessment & Certification). Also awarding Skill Certificates by upskilling the skills of the Semi-skilled/Un-skilled workers (Assessment & Certification after training).

(g) Virtual Class Room Training, Gujarat Outreach

The government has started to provide qualitative vocational skill education to every corner of the state by SATCOM through BISAG (Bhaskarcharya Institute of Spade Application and Geo-informatics) and Internet. Live lectures to all ITIs and KVKs started from 1st January 2015 by experienced ITI and industry subject experts. HD video lessons are made available on You-Tube freely accessible to all.

(h) Internal revenue Generation for ITIs, Odisha Finance

The advance level workshops of ITIs are registered under District Industries Centers (DICs) in the status of SSI Units for undertaking production and service activities for internal revenue generation and trainees internship (GoI may formulate scheme guidelines for generation of IRG and earning while learning)

ANNEXURE-I

National Institution for Transforming India
(Plan Coordination and Management Division)

NITI Aayog, New Delhi

24th March 2015

ORDER

Sub: Constitution of a Sub-Group of Chief Ministers on Skill Development in India

In pursuance of decision taken in the first meeting of the Governing Council of NITI Aayog, held on February 8, 2015, a Sub-Group of Chief Minister is hereby constituted on skill development in India to address issues pertaining to human resources, especially youth and to work on scientific methods on moving towards creating a pool of skilled manpower.

2. The Composition of the sub-Group is as under

- a) Chief Minister, Punjab :
Convener
- b) Chief Minister, Assam :
Member
- c) Chief Minister, Chhattisgarh :
Member
- d) Chief Minister, Goa :
Member
- e) Chief Minister, Gujarat :
Member
- f) Chief Minister Himachal Pradesh :
Member
- g) Chief Minister, Meghalaya :
Member
- h) CM Chief Minister, Odisha :
Member
- i) Chief Minister, Puducherry :
Member

- j) CM Chief Minister, Tripura :
Member
- k) Chief Minister, Tamil Nadu :
Member
- l) CEO, NITI Aayog :
Coordinator

The Sub-Group would be serviced by NITI Aayog. Adviser (Labour and Employment) and Adviser (Rural Development) would assist the CEO NITI Aayog in this regard.

3. Terms of Reference of the Sub-Group will be as follows:

- (i) To suggest measures to strengthen the State Skill Development Missions to enhance capacity and improve standards of skilling at the State level;
- (ii) To examine private sector participation in skill development and to suggest ways for improved partnership of private sector in curriculum development, delivery mechanism, pedagogy, certification, trainer attachment, apprenticeship training and financing;
- (iii) To propose measures to expand outreach of skilling programmes, particularly in demographically advantageous States
- (iv) To recommend measures for dealing with shortage of trainers/instructors/assessors;
- (v) To suggest ways for mobilizing panchayats, municipalities and civil society organisations as also the Railways and Armed Forces to participate in these efforts;
- (vi) To propose ways of career guidance and post training placement tracking
- (vii) To suggest State level innovative measures for up-scaling of pilots, sharing best practices, dissemination and replication by the other States/UTs
- (viii) Any other measures

4. General

- a) Since the Governing Council had desired this to be a Sub-Group of CMs it is clarified that no other person is expected to represent the Member CMs in case the concerned CM is unable to attend the deliberation. However, the Convener may co-opt any other official/non-official expert/representative of any organization to assist the Sub-Group.
- b) The expenditure on TA/DA in connection with the meeting of the sub-group in respect of a Member or any co-opted official will be borne by the respective States/ Department. However, in case of co-opted non-official persons, they will be entitled for TA/DA as admissible to Grade-I Officials of the Government of India limited to economy class in case of air journey where applicable and the expenditure in this regard would be met by the NITI Aayog.
- c) The Sub-Group will submit its report within three months of its notification.

(Sindhushree Khullar)
CEO (NITI)

To

The Convenor & All Members of the Sub-Group

Copy for information to:

1. All Members of the Governing Council of NITI Aayog
2. Principal Secretary to the Prime Minister of India
3. PS to the Prime Minister of India
4. Vice Chairman and Full Time Members of NITI Aayog

ANNEXURE-II

Minutes of the first meeting of the Sub-Group of Chief Ministers on Skill Development held on 25th April, 2015 in NITI Aayog under the convenership of the Chief Minister, Punjab

The first meeting of the Sub-Group of Chief Ministers on Skill Development took place on 25th April, 2015 in NITI Aayog, New Delhi under the Convenership of Shri Parkash Singh Badal, Chief Minister of Punjab. The Chief Ministers of Assam, Chhattisgarh, Gujarat, Himachal Pradesh and Tamil Nadu also participated in the meeting. The Minister of State for Employment and Technical Education, Government of Odisha and Dr. V.K. Saraswat, Member, represented the NITI Aayog. The meeting was also attended by senior officers from the States and NITI Aayog.

Welcoming the Members of the Sub-Group and other participants, the Chief Minister of Punjab indicated that setting up of Sub-Group on Skill Development by Prime Minister is a timely measure to address the issue of skill development for the development of the country and harnessing the demographic dividend that country enjoys. He emphasized on the need for addressing the wide spread problem of unemployment especially among the rural youth, woman and lower strata of the society by linking the skill training to placement and employment. He mentioned that the country has empowered the citizens through the right to information, right to education, right to food security etc. and the now time has come to give the right to skill to every youth in the country. The State Skill Development Missions (SSDMs) would have to work in a mission mode and are required to be strengthened at the district and block level. He informed that Punjab Skill Development Mission aims at bringing all skill development programmes and policies under one umbrella. The State Government has also tied up with private companies, for example, a Skill Training Institute has been set up in partnership with M/s. Tata Motors in the automobile sector and with M/s. L&T in construction sector. The State Government is also focussing on skill up-gradation in the field of agriculture, dairy and other allied activities. He made special reference to the training programme organised by the state for preparing youth for army.

Dr. V.K.Saraswat, Member, NITI Aayog emphasized the importance of availability of skilled manpower for increasing productivity. He mentioned that if India has to achieve a GDP growth rate of 8 to 9 % and move from a low income to a middle income country then the youth of this country should be fully skilled. . He pointed out on the need to make skill aspirational among youths by generating awareness for skill development among the youth. He further mentioned about the challenges of skill development in India including access to skilling opportunities, expanding outreach while ensuring equity, optimal utilisation of resources, continuous revision of curriculum etc. He also highlighted the role of State Skill Development Missions to ensure convergence of schemes and the need for adequate funding. He mentioned about the need for skill development for disaster management. He also desired to know the views of the State Governments on the top/ best five skill development schemes of the Government of India.

NITI Aayog made a presentation covering the various Terms of Reference of this Sub Group. The presentation highlighted the major challenges of skill development in India; the present status of low vocational training in various States; the skill institutional structure existing in India; and flagged major issues for deliberations by the Members.

The Convenor of the group called upon the members for their views.

The Chief Minister of Assam made following observations and suggestions:

- There is shortage of skilled manpower in the country. This requires mobilizing more youth for skill training by changing their mind-set. Every state is making efforts at skilling or reskilling its population.
- He laid emphasis on increased focus on skill development in Assam and other States in similar conditions.
- He suggested conduct of Demand-Supply analysis of skills by categorizing a hierarchy of skills, starting with Basic skills, skills at the Lower Middle level, skills at the Higher Middle level and specialized skills at the apex at local levels. However, he mentioned that while all these types of skills are required in all States, for less developed States, the greater emphasis needs to be on the Basic and Middle level rather than at the higher level skills.

- He mentioned about positive results of the Employment Generation Mission that the Government of Assam launched in 2006-07 wherein several employment generation schemes were initiated.
- He stressed on Private sector participation in a big way as ultimately most of the skilled manpower will cater to the demands and requirements of the private industry.
- He highlighted the issues of school drop-outs and trainers' problems and suggested opening up of career counseling and skill tracking centers in every village and municipal wards.
- He expressed his concern about lack of adequate financial resources and the number of industries for supporting employment generation in the North-East States and desired greater role for the central government. He said that there is enough scope of skilling in Assam in Security Services, Agriculture, Animal Husbandry, Fisheries, Floriculture, Soil Conservation, Healthcare, Retail, Food Processing, Police training and Conservation of Natural Resources. The emphasis was laid on skilling the youth in co-operative land use, food processing and production of secondary food products and proper utilization of natural resources to obtain maximum benefit of such resources.

The **Chief Minister of Chhattisgarh** made a presentation and mentioned:

- There is need for effective coordination of all skill development programmes implemented by various central ministries and need for bringing them under the new Skill Development Ministry for better implementation.
- He suggested that maximum importance needs to be given to practical skill training and that skilling needs of unskilled and semi-skilled youths be met through practical skill training in the market or at the work site for the foundational levels of skill development equivalent to levels one to four of the National Skill Qualification Framework (NSQF).
- Further reflected on need for direct recognition of training imparted in reputed industries and service sector establishment under the NSQF.
- He suggested setting up of High level committees under the PM at the national level and under the CM at the state level with representatives from CII, FICCI etc. to link industry with skill development training,.

- A suggestion was made for setting up of industry led National Skill Testing Authority with representation from the centre and state governments. The authority will put in place framework to facilitate recognition of tested skilled youth into various higher level skill courses.
- Mention was made for a law for giving Right of Youth to Skill Development. He mentioned that the Chhattisgarh Government is implementing the Right of Youth to Skill Development Act 2013 to ensure that every youth between 14 to 45 years of age has a right to receiving skill development training in notified skills, subject to fulfilment of eligibility, within 90 days of demanding to District Collector. The Act is implemented by State Skill Development Authority with a Governing Council under the Chief Minister and an Executive Committee under the Chief Secretary. The Annual Skill Development Plan and a five year Perspective Plan for skill development is prepared by the State Authority.
- For ensuring equitable access to quality skill training, need for setting up residential training facilities in the form of Livelihood Colleges at the district level was highlighted. Chhattisgarh has established Livelihood Colleges in every district. These colleges are located in existing public or rented buildings through convergence of resources at the district level; operational costs are made from on-going skill development initiatives; each college is supposed to train 1000 youth annual; industry leaders like ICICI, Voltas etc. are partners; training is imparted in MES courses.
- The need for a Skilled India Loan Scheme for linking loan from banks after completion of training for self-employment opportunities was stressed.

The Chief Minister of Gujarat made a presentation and suggested following:

- The need to make general education system skill and employment oriented including making job oriented changes in curriculum in consultation with the UGC and alignment of vocational and general education streams was highlighted. It was informed that the Government of Gujarat has made provisions for 10th class and 12th class equivalence for ITI graduates. It is also essential to make skill programmes an attractive option for high schools pass-outs.

- The CM mentioned about developing strong institutional relationship with industry viz. – (i) identification of required skills, (ii) designing curriculum, and (iii) providing skilling programmes. It was mentioned that Gujarat has institutionalised flexi-MOU schemes with industries and skill up-gradation centres has been established in industrial clusters.
- To facilitate quality training the need for setting up of a specialised institute or university in every State for training of quality trainers was stressed.
- It was mentioned that there is need for permanent system for knowing demand and supply in the job market which necessitates development of a dynamic LMIS system in every State and at the national level. Labour Market analysis should be institutionalised at central, state and district levels.
- For bringing unorganised labour force into the skilling framework, it was suggested that the Kaushal Vardhan Kendras (KVKs) can be utilised as outreach centres.
- There is also need to incentivising MSMEs for taking 100% apprentices. The State Government also emphasized the need to focus on self-employment; need for hostel facilities near the skilling centres etc.

The Chief Minister of Himachal Pradesh made following observations and suggestions:

- State Government is committed to create employment opportunities for the unemployed youth of the State and to increase their employability through appropriate skilling on a mission mode.
- Himachal Pradesh presently has a State level Skill Development Society to give policy direction, coordinate, and implement the skilling activities in the State.
- The State Government has decided to constitute the HP Skill Development Corporation, which will plan, co-ordinate and implement most of the Skill Development Schemes of the State. This Corporation will provide an umbrella framework to improve coordination and convergence among all the departments of the State Government. It will also encourage public-private interface for skilling the youth on a large scale.
- He emphasized on his government's Skill Development Allowance Scheme for the educated unemployed youth of the State. The scheme aims at providing Skill Development Allowance at the rate of Rs. 1,000/- per month to all

eligible candidates and Rs. 1,500/- per month for the persons with disabilities to enhance their employability. This allowance is given for a period of 2 years.

- The present education system needs to be suitably re-oriented so as to focus on employability of educated youth through vocationalisation of education and expanding Technical Education availability on a large scale. Himachal is a hill State with difficult geographical terrain with 90% of rural area which is highest amongst the States. About 63% of the employable workforce was working in the primary sector. These workers are grossly under-employed. This means that agriculture, horticulture, and allied sectors need to be harnessed appropriately for new job opportunities.
- There is a need to impart skills to the youth in various service sectors like automobile, construction, home services etc. Tourism is an important sector where there is a huge scope for the youth of the State to be employed. The State intends to empanel quality skill providers in various sectors, who can impart certified courses to our youth. Government of India support is essential for fiscally stressed and industrially under developed States like Himachal Pradesh. Apart from the technical support, the Special Category States/Hilly States like Himachal Pradesh need continuous full central support to fund Skill programmes.

The Chief Minister of Tamil Nadu mentioned that:

- State Government has brought out the Tamil Nadu Vision 2023, which has posited that the single most important resources for the State's success and development is the availability of trained, knowledgeable and skilled manpower. Vision 2023 envisages training and skilling 20 million persons over the next 11 years. It was indicated that a large portion of the inter-state and inter-regional migration is by under-skilled or semi-skilled labour.
- The CM suggested undertaking a comprehensive pan-India assessment of migration patterns, needs and aspirations based on which requisite policy interventions for both providers and absorbers of migrant labour can be formulated, at the State and Central level. Tamil Nadu has developed a comprehensive 'Skill Development Strategy 2015', based on extensive consultations with various stakeholders.
- The Tamil Nadu Skill Development Strategy classifies the population to be mobilized for fresh skilling or up-skilling into two brackets and five key

cohorts. The first bracket comprises candidates outside the organized workforce who need to be freshly skilled. This includes the uncertified workforce and school dropouts. The second bracket includes those who are already part of the workforce or the formal educational system and may need to be 'up-skilled'. Tamil Nadu's Skill Development Strategy proposes a gender based approach to skill development to ensure greater inclusion of women in the workforce.

- The Tamil Nadu Skill Development Mission has an agenda of understanding and matching the aspirations and needs of different stakeholders, including the student body, the labour force and industry. The main executive agency to implement the Mission has been corporatized and the Tamil Nadu Skill Development Corporation (TNSDC) formed as the nodal agency for skill development initiatives in the State. Since its inception, the Mission has launched several short-term skill development schemes in both technical and soft skill training areas.
- The TNSDC also co-ordinates the activities of the 22 other departments and agencies in the State that implement skilling programmes in different sectors aimed at different cohort groups.
- The Central Government should explore the possibility of setting up more RVTIs or NVTIs in Tamil Nadu. In addition, a model of incentivizing the involvement of private sector factory/industry floor supervisors and senior workers to work as trainers can also be explored. The Chief Minister informed that detailed comments on the Terms of Reference would be submitted subsequently.

The Minister for Employment, Technical Education & Training, and Government of Odisha mentioned that the State Government has accorded high priority for enhancing opportunities for imparting high quality skills development training for creating gainful employment opportunities for youth. The State Government has launched the Chief Minister Employment Generation Scheme with a vision of skilling 11 lakhs youth in the next five year. Odisha has started an Employment Mission, called "Odisha State Employment Mission" and the "Odisha State Employment Mission Society (OSEMS)" has been constituted in the year 2005-06 under the chairmanship

of the Chief Minister. Opening up of Sector Skill Council chapter offices in the State was suggested as a way of involving private sector participation.

In his concluding remarks, the Convener and Chief Minister of Punjab mentioned that

- Given the tight timeline for submission of report within three months of constitution of the sub group i.e. by 25th June, 2015 group has to deliberate with non-member states also at an early date. He expressed his desire to have regional consultations with other non-member States to get the state specific inputs.
- He admitted that the States were short of funds and emphasized that the funds could be generated for Skill India Mission by giving emphasis on the trainings which are less costly. He further suggested that the 2% CSR funds of the industry, as mandated by the new Companies Act, may be utilized with 1% funds on skilling activities and the remaining 1% for other CSR purposes. He also desired to know the views of relevant Central Ministries before finalizing the report of the Sub Group.

The following action points emerged from the discussion

- Key Central Ministries dealing with skill development programme and policy issues to make presentation to the sub group wherein the Chief Minister Punjab would be present and members of the sub group may join if so desire.
- Regional level consultations to be held.

The meeting ended with a vote of thanks to the Convener of the Sub-Group and Chief Minister of Punjab.

ToR-wise inputs from Member and non-Member States

- 1. To suggest measures to strengthen the State Skill Development Missions, to enhance capacity and improve standards of skilling at the State level.**

ASSAM

The SSDMs have to become strong and effective and should harmonize skilling efforts across line departments. The SSDMs have to be overarching bodies with the mandate and authority to address the skill requirements of the state cutting across all departments.

The SSDMs should coordinate and incorporate under its wing all the vocational courses offered by various Government departments, agencies and institutions (including ITIs, VTPs as well as those offered by private institutions within the State.

SSDMs have to not only rationalize the courses in terms of employability and instruction of up-to-date technical skills, but also give emphasis to last mile employability related soft-skills.

The SSDMs have to implement or oversee the implementation of all self-employment and employment generation schemes under various departments, agencies and organizations of the State and the Central government within the State.

They must also organize skill up-gradation and refresher courses for the benefit of different craftsmen, technicians, industrial workers etc. and provide an interface between such workers and potential clients/employers.

An Employment Generation Mission has been set up since 2006-07 in the State and the State Skill Development Mission is being set up.

CHHATTISHGARH

There is a State Skill Development Authority with a Governing Council under the Chief Minister and an Executive Committee under the Chief Secretary implements the Act. The State Authority advises the State Government on

policies and programmes; prepares the Annual Skill Development Plan and prepares a five year Perspective Plan for skill development.

GOA

Keeping in line with the State Government's vision of bringing synergy, harmony, unity of purpose and objective and relevance and employability potential of all the skill development initiatives, there is an ongoing school of thought process to unify all skilling efforts under a unifying umbrella for effective monitoring and delivery by creating a separate Skill Development Directorate call the State Directorate of Craftsmen Training functioning under an independent Ministry.

GUJARAT

Gujarat Skill Development Mission is a body headed by the CM and engaged in value addition and streamlining skill development activities in the state with an objective to create an overarching integrated framework for actions pertaining to skill development and to act as an apex body for monitoring, coordination and convergence of skilling activities.

All skilling programmes of different departments should be under the SSDM. SSDM may evolve Quality Policy, Quality Standards of skilling in close association with the industry and academic institutes. National level standard and uniform quality standards to be designed to cover all key areas of the skill eco system for assessment and certification focusing on methodology, transparency and quality of assessment. NSQF to be followed throughout the country.

A web-based technological platform for skill registry covering different departments in the state involved in skilling should be created and maintained.

Every state needs to have a separate skill development institute which evaluate skill development programmes undertaken by various departments. This institute should identify the new areas of skilling, help design curriculum. District level skill development offices for monitoring, coordination, convergence and career counselling centres with adequate and proper staff should be established.

Central assistance to be given to States if they follow NSQF (incentivised).

District Employment Committee headed by District Magistrate (DM) to be converted to District Skilling & Employment committee. Also Taluka level and

Sub Divisional similar committees to be formed headed by Sub Divisional Magistrate (SDM) and Taluka Development Officer (TDO) respectively. These committees should form district and taluka annual skilling and employment plans doing convergence of schemes of various departments.

HIMACHAL PRADESH

Himachal Pradesh presently has a State level Skill Development Society to give policy direction, coordinate, and implement the skilling activities in the State. The State Government has decided to constitute the HP Skill Development Corporation, which will plan, co-ordinate and implement most of the Skill Development Schemes of the State. This Corporation will provide an umbrella framework to improve coordination and convergence among all the departments of the State Government. It will also encourage public-private interface for skilling the youth on a large scale.

ODISHA

Odisha has started an Employment Mission, called "Odisha State Employment Mission" and the "Odisha State Employment Mission Society (OSEMS)" has been constituted in the year 2005-06 under the chairmanship of the Chief Minister.

The OSEMS / SSDM to act as an umbrella Society to regulate and implement skill training courses across all departments.

SSDM should have PMU to be headed by a fulltime senior level bureaucrat. There should be a district Skill Development Agency in the pattern of DRDA. Web linked database of youths to be counselled and trained should be prepared.

Opening of Sector Skill Council chapters in the State.

Third party assessment of trainees and online certification of trainees through an agency acceptable to the industries.

The State Government has set up a 'Center for Finishing Skill and Entrepreneurship' and 'Finishing Skill Training Wings' in ITIs to minimize the skill gap of the trained ITI graduates.

PUDUCHERRY

The UT is setting up a dedicated institute for skilling. Puducherry Skill Development Society has already been set up.

PUNJAB

- (i). There should be a Department of Skill Development in every state, which should house State Skill Development Mission and coordinate with Ministry of Skill Development, Government of India.
- (ii). GOI schemes need to accord a pivotal role to the State Skill Development Mission in their guidelines.
- (iii). Skill Development Fund pooled from different sources such as GOI schemes, State Funds, CSR funds etc. shall be available under State Skill Development Mission for effectively taking up the skill development programs.
- (iv). In order to ensure convergence and pooling of various schemes, the standardization of costs and other parameters is essential. Convergence of various schemes is vital towards achieving scale and effective outcomes.
- (v). The entire domain of skills is very vast and therefore there should be Sub-Missions on Priority Sectors of each State such as Agriculture, Construction, Health, Retail etc. Appropriate technical experts for Sub-Missions need to be engaged for assisting the Mission in discharge of their role.
- (vi). The State Skill Development Missions are required to have three tier structure of State, District and Block/City to ensure effective coordination and monitoring of skill development initiatives.
- (vii). Indicative manpower structure for State Skill Development Missions like National Rural Livelihood Mission and funding support for the same needs to be provided.

TAMIL NADU

The Tamil Nadu Skill Development Mission has been set up and has an ambitious agenda of understanding and matching the aspirations and needs of different stakeholders, including the student body, the labour force and industry. The main executive agency to implement the Mission has been corporatized and the Tamil Nadu Skill Development Corporation (TNSDC) formed as the nodal agency for skill development initiatives in the State Since its inception, the Mission has launched several short-term skill development schemes in both technical and soft skill training areas. The TNSDC also co-ordinates the activities of the 22 other departments and agencies in the State that implement skilling programmes in different sectors aimed at different cohort groups.

TRIPURA

The Tripura Skill Development Mission has been set up in 2011. The decisions of the Mission like conducting a skill gap study, setting up of new ITIs and polytechnics, skill development in specialised sectors etc are already implemented or under implementation.

2. To examine private sector participation in skill development and to suggest ways for improved partnership of private sector in curriculum development, delivery mechanism, pedagogy, certification, trainer attachment, apprenticeship training and financing.

ASSAM

Private industry should partner with the Governments in a much bigger way than at present to ensure the availability of quality skilled manpower to meet their requirements. In less developed states like Assam it may not be practical to invite only the private sector to impart training in these areas. A judicious blend of public and private institutions will be required.

States could consider setting up institutions like NSDC (a PPP initiative at the centre) in the states, to provide skill development funding either as loans or equity or grants to private and non-governmental bodies.

Similarly, sector-based skill councils and mentor councils are also needed for determining skill gaps, competency standards, designing/revamping courses in ITIs and VTPs. These state level bodies should coordinate closely with national bodies so that the initiatives, requirements and inputs are not viewed in isolation and the demands and shortages are nationally and internationally evaluated.

CHHATTISHGARH

In order to link industry with skill development training, high level committees may be set up under the PM at the national level and under the CM at the state level with representatives from CII, FICCI etc. A National Skill Testing Authority should be set up under the chairpersonship of an industry with representation from the centre and state governments. This authority will take practical steps to facilitate recognition of tested skilled youth into various higher level skill courses.

Chhattisgarh has established Livelihood Colleges in every district. Colleges seeded in existing public or rented buildings through convergence of resources

at the district level. Various models adopted like imparting training in the departmental mode by engaging instructors, in the PPP mode by engaging training partners, and in the CSR mode by inviting established parties to run the college. Industry leaders like ICICI, Voltas, BlueStar, SIS and other partners are involved.

If any industry contributes more to skill development than necessary for fulfilment of CSR or rehabilitation obligations, Ministry of Finance should give it tax concessions.

GOA

The State is aiming to synergise its efforts with the 'Make in India' campaign in a big way through investor friendly policies.

Goa Government is exploring the possibility of creation of a Skill Development Centre with the assistance of Goa Shipyard Limited so that local youths will be skilfully and gainfully employed in ship building sector that is expected to boom.

GUJARAT

Highly autonomous National Skill Universities in different States should be set up on the lines of National Law Schools as Centre of Excellence.

A scheme for compulsory internship in related industry for minimum 10% of training duration financially supported by NSDC should be made.

Dual certification by Sector Skill Council and relevant Industrial body should be started.

Government should promote the establishment of private sector training institutions through a package of suitably designed incentives such as provision of land and financial assistance

Special incentive scheme for MSME who engage 100% Apprentices should be made.

Skill voucher system should be institutionalised.

Resilient system for selecting private training partner should be evolved to avoid Fly by Night training providers. The work of training partners empanelled by various Central Ministries empanelled for skilling must be evaluated by Government of India and assesses their usefulness.

HIMACHAL PRADESH

The H.P. Government has decided to extend vocational education in trades like automobiles, retail, security, ITeS, agriculture, healthcare etc. from 9th to 12th class in 300 Government Sr. Secondary Schools in PPP mode.

There is a shortage of skill training providers in the state. MoSDE may empanel quality-training providers whose services could be taken by the States.

Soft skill training should be an integral component of training.

ODISHA

The State Govt. has MOUs with 33 numbers of PSUs/private Industries for setting up of quality it is at un-served/ sub-served locations in the State under CSR activities.

The State has 72 SDCs to meet the infrastructure requirements of the training providers, these need modern equipment to meet the vision of Make in India.

The existing industries in the State be encouraged to open Skill Development Training Centers.

A well designed apprenticeship model / Captive training and placement with special focus on manufacturing needs top priority.

Third party assessment and certification must be mandatory for every skill training programme.

The State Government has gone ahead in identification of land for setting up of targeted allocation of 91 Adarsh ITIs in PPP mode.

PUNJAB

(i). Participation of Private Sector is essential for scaling up and expanding the skilling initiatives. However, qualification, affiliation and accreditation of Private Sector Skill Training Partners is required to ensure quality of training and outcomes.

(ii). Instead of each ministry empanelling Training Partners, there is a need for common empanelment of training partners to avoid duplicity of infrastructure and making it sub-optimal.

(iii). Private sector can help modernize the legacy institutions aligning them with NSQF and current requirements of Industry.

(iv). There is need to strengthen Public Private Partnership and a suggested model could be

(a). Land and Building by the Government

- (b). Universities/ Medical Colleges/ ITIs/ Other Institutions as Institutional Partner
- (c). Industry as Knowledge Partner
- (d). Skill Training Agency as Implementation Partner
- (e). Sponsored Candidates, Self Paid and Financed

TAMIL NADU

In addition, a model of incentivizing the involvement of private sector factory/industry floor supervisors and senior workers to work as trainers can also be explored.

NSDC may also leverage its strengths to conduct regular capacity building programmes at the State/ regional levels in consultation with key stakeholders.

TRIPURA

It is suggested that NSDC may conduct training in coordination and consultation with the State Governments. So far, NSDC is conducting training independently.

Skill cities/ skill infrastructure may be set up at the capital town where Project Implementation Agencies (PIAs) can come with the professionals and impart training. Such skill centres should also be provided with incubators, particularly for self-employment. This may be set up on PPP mode or joint venture mode or as decided by respective State Governments.

3. To propose measures to expand outreach of skilling programmes, particularly in demographically advantageous States.

ASSAM

For effective outreach there have to be major changes in our education system. The education system in the States until the secondary level is largely uniform and one-dimensional. There are hardly any vocational education courses as part of the official school curriculum under the many Boards in different States. There is need to introduce vocational streams in all schools at a much earlier middle school level. Students should go into these streams at that stage without this being considered as something outside the actual educational system.

In Assam, finest handloom and weaving sectors in the country exist with an innate skill set in the population particularly among women and girls. But few courses exist to help these young people translate these skills into economic opportunities. Vocational education and introduction of appropriate courses from middle school level needs close attention.

The State Government is giving emphasis on skill training in agriculture, animal husbandry, sericulture, natural resources management, wellness and tourism.

CHHATTISGARH

Chhattisgarh Government is implementing the Right of Youth to Skill Development Act 2013 to ensure that every youth between 14 to 45 years of age has a right to receiving skill development training in notified skills, subject to fulfilment of eligibility and minimum batch size, within 90 days of demanding to District Collector.

In order to ensure equitable access to quality skill training, residential training facilities in the form of Livelihood Colleges should be established at the district level. Chhattisgarh has established Livelihood Colleges in every district. Each college is supposed to train 1000 youth annually. Training is imparted in MES courses (NSQF level 3), over time, longer duration and higher level courses would be offered.

GOA

In order to lay greater emphasis on skill development mission, the State Government has formulated a new scheme called "Vishwakarma Kaushalya Yojana" which aims at training, development and marketing of traditional and other village crafts and thus promoting self-employment, and income generation in these areas.

GUJARAT

The State Government proposes "Skill-Mela", on the pattern of "Vigyan-Mela" of higher secondary schools which may be organised to create awareness and exposure.

Up-skilling opportunities should exist along with fresh skilling activities.

Infrastructure facilities, including schools, community centres and local government buildings, to be utilised as training venues. Hostels, as critical infrastructure should be created for underprivileged trainees.

Career and skilling related call centres to be established.

HIMACHAL PRADESH

Keeping in view the large rural and dispersed population, and difficult terrain, State Government is emphasising on capacity building to facilitate skill development trainings and delivering demand driven quality certified skill training.

MEGHALAYA

The State Government of Meghalaya is implementing a Human Capital Development Project to train 3500 teachers, benefit 18000 students, upgrade 117 schools, skill 60000 youth for jobs as well as self-employment, upgrade training infrastructure in ITIs, introduce new market driven trades and address the capacity building needs of trainers.

The State Government is implementing Multi-Skilling Centres.

ODISHA

National Open School as well as State Open Schools should provide a number of skill based training courses in combination of distance and class room mode.

Each of the government ITI needs to be strengthened up to sub-divisional level. These should be having 1000 seats with residential facilities and having popular and modern trades.

The available infrastructure and resources of High Schools may be used optimally during off hours for skill training of local youth as well as skill training of 9th and 10th class students under NSQF.

The institutional motivational campaign may be conducted in educational institutions with the provision for bank linkage.

PUDUCHERRY

The UT has adopted a hub and spoke model where the skill development centres will be situated near industrial estates to meet the skill deficit of industrial units. These centres are being opened up under the Societies Registration Act. This enables the centres to take funding from other government sources as well.

PUNJAB

- (i). Large number of GOI schemes aimed at weaker sections, poor and women not reaching the targeted beneficiaries.
- (ii). Convergence of livelihood support, self-employment, skilling
- (iii). Skills for SME sector/informal sector
- (iv). Govt. to support in mobilization of Candidates through various entities such as Panchayats, Municipal Bodies
- (v). NGO and other Civil Society efforts for weaker sections
- (vi). Leverage School Buildings and other Infrastructure to set up skill training centres at village level
- (vii). Survey of those desires of skill training and Right to Skill

TRIPURA

It may be necessary to bring all the skill development programmes under one umbrella to be implemented in coordination to derive the benefits of synergy. Fund available from different schemes may be better utilised and would be more productive if implemented under aegis of a specialised department. The State Government may setting up a new directorate/department parallel to the new Ministry of Skill Development and Entrepreneurship of Government of India. The department can implement plan and strategies to expand outreach of skilling programmes, particularly for demographically advantageous states formulated at the Centre.

4. To recommend measures for dealing with shortage of trainers/instructors/assessors.

ASSAM

While many more instructors and trainers will have to be produced by Government-run Institutes both at the Central and State level, there is need to engage Industry and NGOs for this purpose. Private industry, whether in services, manufacturing or construction should be incentivised to offer staff as instructors and go into creation of institutions especially in the backward and Special Category States. Assam needs institutes of training for the oil and natural gas sector, to service the tea industry, wellness, tourism & hospitality, water management, flood and natural resource management.

NGOs can be used, in this regard, in a big way, especially for initial identification of training needs, motivation and basic vocational training. The

emphasis on higher education at the cost of vocational or technical education needs to be corrected on priority.

CHHATTISGARH

Between practical skill training and conceptual knowledge, practical skill training should be given maximum emphasis.

Effective implementation of schemes possible if all programmes are brought under the purview of the new Ministry on Skill Development.

GOA

The vocational teachers under the Education Department are under consideration to be utilised for the NSQF programmes started in the schools to optimally utilise the available manpower and avoid additional burden of manpower recruitment. Efforts will be made to train other teachers through reorientation programmes conducted by the ITIs and utilise them as trainers for the NCVT programmes.

GUJARAT

State level teacher training institutes may be established for addressing shortage of well trained staff.

Minimum 1 month training of instructor every year in industry for skilling should be made compulsory.

The pay and allowances for trainers should be made attractive so that bright technical minds join this teaching stream.

Proper framework to be established by NSDA/NSDC/other agencies to empanel quality training providers and assessors based on regional diversity and requirements.

A Scheme could be formulated to engage engineering graduates and undergraduates pursuing final semester for internship in vocational training institutes.

Creation of skill training material in regional languages particularly for ITI students and to be made freely available to skill aspirants. Also creation of audio-visual skill training material in regional languages can be considered.

HIMACHAL PRADESH

The Government of India should enhance the capacity of training institution by at least 3 times so that availability of instructors is increased substantially.

Cost norms need to be evolved to facilitate deployment of instructors from hill state to industries outside the state because there is very limited facility available for training of instructors within the State.

State government will consider taking the services of retired personnel/private persons.

There could be a tie up with private industries to utilize the craftsman/instructors available in the industries.

ODISHA

Each of the government ITI, polytechnics and engineering colleges having proper infrastructure and manpower resources should function for training of trainers, for conducting assessment, competency evaluation test of assessor and refresher training of trainers.

Facilitate Private Players to establish Training of Trainers Centres in PPP model.

The State Government has set up a world class ITOT at Bhubaneswar in partnership with CTTC. One ITOT has been set up at Talcher under World Bank assisted VTIP.

PUNJAB

- i. Institute of Training of Trainers to be set up
- ii. Universities and Institutions of Higher Learning can take up Teacher Training courses in their respective Domain
- iii. Retired Instructors, Army personnel
- iv. Sector Specific Skill Development Centres may have some courses for Trainers
- v. Use of Digital Learning for refreshing and upskilling of existing Instructors
- vi. GOI Schemes so far only allow sponsoring training cost of candidates

TAMIL NADU

The infrastructure available to train vocational trainers is less than 20% of the required capacity. Hence, there is an urgent need to explore multiple modes for training capacity augmentation. To fulfil the requirement of qualified trainers and assessors, for various skill training programmes, the Government of Tamil Nadu plans to establish a Trainers' Training Institute. More RVTIs & NVTIs should be set up by the Government of India.

A model of incentivising the involvement of private sector factory/ industry floor supervisors and senior workers to work as trainers can also be explored. Industries deputing staff for training purposes may be made eligible for additional expenditure deduction provisions under the I.T. Act.

TRIPURA

The Ministry of Labour & Employment is setting up a Regional Vocational Training Centre for Women in Agartala. This centre may be well equipped for conducting advance training courses and training of trainers especially conducting training of in service candidates in ITIs.

There should be proper arrangement for certification by NCVT/ FICCI/ CII or by an independent agency in NE States.

5. To suggest ways for mobilizing panchayats, municipalities and civil society organizations as also the Railways and Armed Forces to participate in these efforts.

ASSAM

Local bodies, both rural and urban, can play a very important and constructive role in skill development. It is much easier to map and identify skill gaps and needs at village and municipality levels, where communities are close knit and possess traditional skills which have to be adapted to the market place. Local elected representatives have a close, informal and family and community interface with people.

The Railways and Armed Forces can also play a more proactive role in advocacy and skill development, instead of just focussing on recruitment rallies. There should be information about all jobs and vacancies at the village or ward level. All those who meet the eligibility criterion should be identified and trained, so that they are in a better position to succeed in the recruitment process.

Civil Society Organisations can be constructively engaged in advocacy. In Assam there are a large number of such organisations at the field level that can be gainfully used.

GOA

The employment exchanges would be roped in for mobilising youth towards vocational education and for locating placement to the skilled youth by

facilitating recruitment through counselling, road shows, placement fairs and tracking the employed youth for a minimum period of 3 years to boost aspirations, migration across sectors and career progression.

GUJARAT

Active participation of local self-government bodies in skill building activities through Kaushalya sabhas in every village and ward/Mohallas in ULBs is needed.

In peace time, army should be involved in schemes like police-cadet scheme under Suraksha Setu Scheme of Gujarat Government to instil leadership, teamwork, self-defence activities, training for security forces, agencies etc.

Gram Sabha, Ward Sabha, Mohalla Sabha in local bodies to play a role in identification of beneficiaries for skilling and suggest areas in which skilling is required.

Magazine and newspaper for skilling and employment related opportunities to be published periodically.

Railway, bus services, public institutions to be used as advertising venues for skilling and job-related advertisements.

Free to air skill and employment related channels should be started.

Free SMS services to inform job aspirants regarding job and skilling opportunities.

HIMACHAL PRADESH

Himachal Pradesh has a network up to the village level of schools, PRIs and other Government institutions. Active support of PRIs, ULBs, schools, Anganwari and NGOs will be taken for mobilisation of unskilled and school dropouts for skilling and training.

For effective mobilisation, skill melas will be organised on the pattern of Job Melas being already organised by the state government. DDU Aajeevika Vikas Yojana and skill programmes of NULM will be implemented with the help of Panchayats and Municipalities.

ODISHA

The Gram Panchayat level functionaries of Panchayati Raj Department , Youth Clubs, SHGs of Mission Shakti, Panchayat Extension Officers may act as community resource persons for creating data base of youth to be supported with either for employable / self- employable skill training with proper

counselling; the data base shall be uploaded in the State Mission portal with linkage to Aadhaar card, bank account, voter ID etc.

Indian Railways and Ministry of Defence may be entrusted to set up skill development centres to act as coaching-cum-guidance centres.

PUNJAB

(i). There is urgent need to create awareness in the society particularly in the minds of the parent regarding the value of skills. The skill training programs started in the schools and higher education need to be scaled up.

(ii). There should be a mechanism to award school certificates to those undergoing skill training at appropriate level (Dual Certification)

(iii). Advocacy and campaigns by NSDC to be replicated by State Skill Development Mission. The branding and other material prepared by NSDC can be used.

(iv). NGO and Civil Society Organizations to be leveraged and other innovative mechanisms viz. street plays highlighting skill champion's story.

TAMIL NADU

In Tamil Nadu, the most successful mobilisation of candidates has taken place through the Tamil Nadu Women's Development Corporation which is implementing agency for the self help group movement in the State. Under the Pudu Vazhvu project, detailed data bases of the village poor are maintained including of those in need of skill training. Close to 50000 youth are mobilised for skill training each year under this project.

Job melas is also common to mobilise youth for skill development training programmes imparted through different training partners.

TRIPURA

A Skill Mela was organised by the State in 2014 to identify youths for skilling them outside Tripura. If funding arrangements are made, Tripura would like to organise such fairs in future also.

The students from NE States when selected for training in other States should also be incentivised in a manner so that their expenditure on account of to and fro journey and boarding and lodging can be factored in the scheme.

A free dedicated TV channel for creating awareness on skill development and placement opportunities should be started.

6. To propose ways of career guidance and post training placement tracking.

ASSAM

There is a need to devise an IT-based system whereby one can have information about people tracking learning levels, needs for higher or vocational training, propensity for particular skill sets and planning reorientation if needed.

As a first step, incubation, career counselling and skill tracking centres can be opened in every village and municipal ward. These centres can liaise and coordinate with schools and colleges, which, in turn, can have an interface with the Sector Skills Councils and Mentor Councils under the State Development Mission or Corporation.

The State Government is converting employment exchanges into Career Guidance Centres starting with Jorhat and Nagaon.

GOA

The employment exchanges would be roped in for mobilising youth towards vocational education and for locating placement to the skilled youth by facilitating recruitment through counselling, road shows, placement fairs and tracking the employed youth for a minimum period of 3 years to boost aspirations, migration across sectors and career progression.

GUJARAT

Employment Exchanges to act as Career Counselling Centres. Placement Advisory Bureau (PAB) in all ITIs, colleges, universities to be strengthened.

Set up 'Finishing Schools' to take up last mile employability and entrepreneurship.

Job Melas with Skill Melas to be held together to take care of last mile employability.

To start and promote courses in career guidance and counselling to develop large number of personnel required for such services.

Capacity building institute for Employment officers (E.O.) to act as Career Counselling Officers.

To establish Model Career Centres in PPP mode.

Post-training support along with mentoring for access to markets, micro credit and finance should be a part of skill development strategy for self-employment.

HIMACHAL PRADESH

Employment and career guidance will be started in all the 10+2 schools and colleges of the State to guide the students about trainings and career choices. The State Government has decided to reform and revamp the employment exchanges into career counselling centres.

There is a need for separate policy for tracking of persons given skill training for self and wage employment purposes.

ODISHA

All the Training Providers must have Career Counselling and Placement Cells which are all preferably be web based.

Under National Career Service programme, all the Employment Exchanges may be converted in to Career Development Centres.

Post placement support is critical to prevent drop-outs, the trainees are much in need of mentoring in the matter of how to open a bank account, on ways to remit money to families etc. Each training provider can set up a dedicated help-desk to provide this support.

Setting up of Migration Support Centre at big hubs of the country could facilitate the candidates for better retention and career progression opportunities.

PUNJAB

- (i). States need to build strong Skill Market Information System
- (ii). State Skill Development Mission through their district and block tiers need to be involved in these activities of career guidance, counselling and aptitude tests.
- (iii). The Employment Departments to be merged with Skill Development
- (iv). Finishing Schools to impart last mile employability training
- (v). Strong Skill Development Monitoring Systems are required to be operationalized at the State level
- (vi). Overseas career guidance and placement

TAMIL NADU

The Tamil Nadu Skill Development Strategy envisages the development of a Skill Repository and linking it with the database on employment exchanges to ensure that more effective matching of candidates with skills take place with prospective employers. This could be further developed into a comprehensive

MIS for all skill schemes including linking of employment exchanges. Career guidance is being provided in employment exchanges on a pilot basis.

The School Education Department has also initiated a programme of Mobile Guidance Counsellors for all high and higher secondary schools.

TRIPURA

The State Government has decided to set up Model Career Centres (MCC) at the District Employment Exchange, Agartala under the National career service project. As per the Action Plan, MCC would start functioning by 15th July, 2015.

7. To suggest State level innovative measures for upscaling of pilots, sharing best practices, dissemination and replication by the other State/UTs.

ASSAM

There should be a mechanism whereby success stories are documented, shared, up-scaled and replicated.

GOA

Goa has a Human Development Resource Foundation Society, which has 55 affiliated private institutes with an average enrolled capacity of 1,200 students per year, being imparted vocational training in sectors which are in demand like hospitality, travel and tours.

The State has formulated a new scheme called "Vishwakarma Kaushalya Yojana" that aims at training, development and marketing of traditional and other village crafts and thus promoting self-employment and income generation.

GUJARAT

Some of the major initiatives of the State Government which can be replicated in other States include:

(i) Kaushal Vardhan Kendra (KVK): These are Institutes to impart desired skill training at the door steps of the rural population. All the villages of the state having population above 5000 are covered with 500 skill centres (KVKs). For rural and semi urban population, Kaushalya Rathis (Mobile KVKs) have been started especially for the benefit of candidates in remote areas.

- (ii) Industrial Kaushalya Vardhan Kendras (i-KVK): Scheme started in 2014-15 to train the freshers and upskill workers already employed in the industry. The training will be in the industry, by the industry and for the industry on customised industry specific courses with certificate from GCVT. Skill Training conducted in 136 course modules in 22 sectors through 47 i-KVKs. The additional 62 i-KVKs will start in this year.
- (iii) Self-Certification: The Government has started to test & certify the existing skills of the experienced but unqualified workers at their place of work. (Direct Assessment & Certification). Also awarding Skill Certificates by upskilling the skills of the Semi-skilled/Un-skilled workers (Assessment & Certification after training).
- (iv) Flexi MoUs with Industries: 32 Flexi MoUs with prominent Industries have been initiated (Eicher, Toyota, GM, Sintex, Volkswagon, Tata, Pidilite, Siemens etc.).
- (v) Virtual Class Room Training; The government has started to provide qualitative vocational skill education to every corner of the state by SATCOM through BISAG (Bhaskarcharya Institute of Spade Application and Geo-informatics) and Internet. Live lectures to all ITIs and KVKs started from 1st January 2015 by experienced ITI and industry subject experts. HD video lessons are made available on You-Tube freely accessible to all.
- (vi) Superior Technology Centres (An Initiative for Industry Responsive Short Term Courses): They were started on 7th April, 2012 in 20 ITI Centres. The syllabus of each course is designed with the hold of industrial experts.
- (vii) Skill University: It is a Private University run in collaboration with Team Lease Foundation at Vadodara. It offers industry responsive programmes designed and run with active participation and involvement of industries.
- (viii) Overseas Employment & Career Information Centre: They were started in 2014-15 at three places Ahmedabad, Vadodara & Rajkot. The objective is to provide information to candidates/students who are interested in education and /or employment abroad.

HIMACHAL PRADESH

Skill Development Allowance Scheme for educated unemployed youth of the State. The scheme aims at providing Skill Development Allowance at the rate of Rs. 1,000/- per month to all eligible candidates and Rs. 1,500/- per month

for the persons with disabilities to enhance their employability. This allowance is given for a period of 2 years. 8th standard pass youth, who are above 16 years and below 36 years are eligible to avail benefits of this scheme. 80,000 eligible youth have been benefitted under the scheme so far.

State Governments intend to encourage establishment of new ITIs in private sector in tribal, hard areas and in the backward panchayats in the State. Therefore, the State government has decided that ITIs set up in these areas will be provided Government land on lease on a token amount of Re. 1 and if the ITIs are set up on private land, only 50% of stamp duty will be charged.

The State Government proposes to grant equivalency in respect of qualification of National Trade Certificate and National Apprenticeship Certificate being awarded by NCVT to 10+2 level.

New state-of-art ITIs will be opened in the state in which instead of having different trades, training will be imparted only in a group of inter-related trades so that there could be beneficial utilisation of craft instructors and equipment.

MEGHALAYA

There is a need to engage with different States not only within the NE Region but with the main land to replicate important initiatives.

ODISHA

The State Government has supported Technical Institutes with proper ICT infrastructure like IT Labs, Smart Class Rooms, Communication labs, Biometric attendance, web enabled placement cells, Software for MIS Application etc. Government of India may support developing large scale e-learning materials for improving skills.

PUNJAB

(i). There is urgent requirement of sharing successful practices for replication in other States/ UTs.

(ii). The Ministry of Skill Development has to set up a good Knowledge Management System to disseminate these practices.

TRIPURA

Tripura is the first State to recognise the significance of skill development and introduced 'Swavalamban', a Self-Employment Generation Programme (SEGP) with the objective to ensure that a sizeable number of unemployed youth and SHGs are imparted skills in various sectors and developed as potential individual or group entrepreneurs to take up gainful employment or self-employment. The programme was initially launched in July 2001, but has since been expanded in its scope in 2005-06. A Swavalamban Society has been constituted for effective implementation of the programme. The main components are Skill Up-gradation and Financial Support through banks where necessary. Both industries and service sectors are covered under the scheme and till March, 2015, 10,308 youths have been trained and provided financial assistance of Rs. 175.56 crores.

8. Any other measure/issue.

ASSAM

Funds should not be a constraint in our endeavour of skilling India. Funds will have to be pooled from all sources. This is a National Mission and, hence, the country should marshal and dovetail all resources at the command. For the Special Category States, Central Funds should be allocated on a 90:10 basis.

Levying a cess for Skill Development and having non lapsable resources for the same may be explored. In all these aspects it is necessary to ensure that funds actually flow for the purposes that they are kept aside for and are not largely used for administrative issues or creating job in the Skill or Employment Generating Missions.

It is also important to ensure faster, easier and cheaper credit for skill development by financial institutions. A fixed percentage of the budgets of all Ministries and Departments can be earmarked for skill development.

CHHATTISHGARH

Trainees being trained by training providers securing high accreditation from National Skills Universities should be eligible for loan on same terms as under the Education Loan Scheme. The scheme may be called Skilled India Loan Scheme.

GUJARAT

Cluster model for development of skilled manpower in particular sector based on local and traditional diversity supported with quality training, up-

skilling, provision of raw material, tool kits, banking support, latest technologies along with market linkage may be explored. For example, the Craft cluster model of Gujarat through the Cottage Industries Department. Set up Finishing Schools to take care of last mile employability and entrepreneurship.

HIMACHAL PRADESH

Government of India support is essential for fiscally stressed and industrially undeveloped States like Himachal Pradesh. Not only technical support, special category/hilly State need continuous and full central support on 90:10 pattern to fund central government skill programmes.

MEGHALAYA

There is a need for promoting traditional skills e.g. weavers, artisans, agricultural and allied sectors etc. These people should be imparted advance skill training programmes to enable them to earn higher income or to promote entrepreneurship.

The importance of promoting local resources/indigenous plants like Agar plant which has tremendous capacity for generating income for the farmers given its medicinal value, incense etc.

ODISHA

In central schemes, relating to skill development, sufficient flexibility be given to States to modify guidelines to suit local needs.

Industries should be incentivized to spend in skill based training by allowing a weightage of 200% of such expenditure as deduction under Income Tax Act.

Uniform procedure to be formulated for implementing skill development by various implementing departments including a common platform for mobilization of youth, pool of trainers, industry tie up for placements etc.

Open State chapter of Sector Skill Councils.

PUDUCHERRY

Puducherry has identified agro-tourism as the main tourism product where lot of employment can be generated and there will be a huge demand in the hospitality sector. The Government of Puducherry is proposing to develop two such farms where agricultural activities will be showcased as tourism product.

PUNJAB

1. Skill Development must have linkages with social and economic development goals and programs like "Make in India", "Digital India", "Swachh Bharat" and "Smart Cities", to benefit from them and in turn contribute to their success.
2. Skills have a wide connotation and spectrum. At one end, skills are being parted for livelihood and on the other hand skills are crucial for achieving excellence in any field. The skill development strategy should cater to the entire spectrum of skill building.
3. Skill training must be intricately linked with employment, which should cater to not only State and National demand but also Global Demand. The country would derive demographic dividend only if it caters to the skill requirement of the entire world.
4. District wise Skill Gap Studies and Sectoral Skill Reports have been prepared by NSDC but there is an urgent need to align the skill training in accordance with these skill gap studies. These reports have to be used for actual planning and implementation on ground.
5. Skills for self-employment and entrepreneurship is crucial as it is not possible to provide wage employment to everyone. Various schemes of self-employment, entrepreneurship and skill development will have to be dovetailed to achieve the objective.
6. Skill training must ensure participation of Industry, Agriculture and allied Sector and other Employers. It must align with their needs. The Sector Skill Councils have to be expanded
7. Skills for new entrants as well as existing workforce and particular recognition of prior learning will hold the key in achieving the target by 2022.
8. Skill Training needs to be aligned to NSQF based QP-NOS so that there is a standardized and norms based training and certification. The trans-national standard also need to be expedited so that our skilled manpower can have global opportunities.
9. Agriculture and allied activities have not been adequately focused so far. The State has organized detailed consultation with Agriculture Sector Skill Council and detailed recommendations in this regard are annexed separately.

10. BOCW Cess has generated huge funds and there is plenty of scope for further augmentation of revenues. Effective policies to be framed to utilize these funds for skill development.

11. Overseas Employment – Appropriate policies and institutions to be developed to link skill training with global employment opportunities.

12. Corporate Social Responsibility – 1% fund to be dedicated to the skill development

TRIPURA

The Model Loan Scheme for Vocational Education and Training should be widely publicised so that maximum advantage may be derived out of it. Also, the loan should be extended without any guarantor or security in hidden form. There should be focus on upskilling of traditional skills. Tripura Bamboo Mission is an example. Curriculum relating to traditional skills popular in the NES should be formulated.

There should be schemes separately for NE States which may deal with training outside NE States.

Inputs of Non-member States/UTs:

ARUNACHAL PRADESH

The State is planning to set up one ITI in each district and Livelihood Mission Schools along with Skill Development Centres. However, given the lack of resources in the NE States, the Government of India needs to provide sufficient budget for each of these activities.

In the NE States there is a preference for Government jobs which is very limited in number. To counter this tendency, private companies should be more participative and self-employment should be promoted in agriculture, horticulture, dairy farming etc.

BIHAR

1. The State Government has set up the Skill Development Mission (SDM) in 2013 under the Chief Minister with 17 departments as members. The Mission has set an ambitious target of skilling one crore youth in five years. About Rs.

2400 crore per year would be required spread across various schemes of the Central and State Governments. The Bihar SSDM has also created a pool fund for this purpose.

2. A hub and spoke model will be followed.
3. All high schools would have a vocational training centre attached to it. About 1035 high schools have been identified. Rs. 1035 crore would be required for this activity.
4. Training of one lakh construction workers per year has been taken up to be funded out of cess collected under the Buildings & Other Construction Workers (Regulation of Employment & Conditions of Service) Act, 1996.
5. There is a shortage of CTIS trained teachers in the State.
6. CSR funds going only to industrial States, by policy a share needs to be provided to less developed States.
7. The Bihar Board of Open Schools has been constituted to act as a certifying agency for training courses.
8. Special training programmes for the girls from minority community called Hunar has been taken up involving the madarasas and maktabas. The Government of Bihar provided seed money to the girls who were successful in the exam conducted for Hunar, under the new project titled Auzar, they were given Rs. 2400/- for the purchase of equipment/ tool etc. to utilise the skill training given to them which has now been increased to Rs. 2500/-.The Mahadalit Vikas Mission carries out training under Dashrat Manjih Kaushal Vikas Yojna specifically meant for the weakest sections among SCs. Around one lakh students are trained every year.
9. Special skill training fund for states with a high skill gap needs to be created and made available to the SSDMs for setting up training infrastructure to meet the skill training gap.

HARYANA

To achieve the skill targets States have constituted State Skill Development Mission. To bring uniformity in functioning of State Skill Development Mission, there is need of capacity building of State Skill Development Mission and their funding by the Central Government. The Central Government may finance State Skill Mission with a minimum corpus of 50 crore. The gray areas which need strengthening are:

- i) Review of Skill Gap Analysis of all States and thereafter regular study after every 3 years. Previous study conducted by NSDC in the year 2013 is due for review in the year 2016.
- ii) Assessment of training of trainers
- iii) Review of training programmes and their assessment
- iv) Training of Skill Mission Officers
- v) Mapping the key employers/ industries/ clusters in the State
- vi) Linkages of unemployment allowances and other such schemes of SC/ ST/ Minority etc. to be linked with skill training.

i) Mobilize more resources for funding Skill Development

- Central Level:

All Central Government Ministries and PSUs shall earmark a portion of its allocated budget for skill training.

For the funding of skill schemes, industry CSR (Corporate Social Responsibility) funds.

Utilization of construction cess.

Earmarking a portion of education cess for Skill Development, earmarking a portion of corpus for Skill Development collected every year by AICTE/ UGC from its affiliated/ approved institutions.

Linkages of apprenticeship allowance with skill training.

- State Level:

The Central Government may finance State Skill Mission with a minimum corpus of 50 crore.

Every Department of the State/ Boards/ Corporations shall earmark 2 to 5% of its allocated budget for skill training.

For the funding of skill schemes, industry CSR (Corporate Social Responsibility) funds.

Utilization of construction cess.

Raising funds from the market, receiving donations from big industrial house.

A minimum fee may be collected from the trainees.

- ii) Establishment of Centre of Excellences/ Multi Skill Development Centre/ Livelihood College in each Parliamentary Constituency:

- In each Parliamentary Constituency, one Centre of Excellences/ Multi Skill Development Centre/ Livelihood College may be established in collaboration with NSDC/ SSC.
 - These centres may be established with the Financial Support by the MSDE or NSDC.
 - These centres will also provide skill training as per local area/ industry requirements in addition to the skill training in identified gaps.
- iii) Convergence/ Integration of all Central Government Skill Schemes under Pradhan Mantari Kaushal Vikas Yojana (PMKVY), a Flagship Scheme of Ministry of Skill Development & Entrepreneurship:
- Presently 21 Central Ministries and NSDC are imparting skill training through their respective skill schemes, the curriculum, norms, standards of all these various schemes are not at par therefore there is a need to converge all the skill schemes under Ministry of Skill Development.
 - All the schemes of skill development to have uniform standards across India may be implemented across the States through State Skill Missions and not through various Departments of the State.
 - All the schemes should be clubbed under the name & style of Pradhan Mantari Kaushal Vikas Yojana (PMKVY).
- iv) Focus on Entrepreneurship Development:
- Manufacturing industries provide more jobs for the labour force, with the advent of make in India mission of Government of India more manufacturing industries are likely to be established in the near future, presently the existing industry cannot offer more job avenues to the labour force therefore more focus should be on Entrepreneurship Development.
 - Financial institutions may be motivated to provide loan to the successful trainees and 1st generation entrepreneurs to achieve the goals of 'Make in India'.
- v) Implementation of National Skill Qualification Framework notified by Government of India:
- National Skill Qualification Framework has been notified by Government of India in December 2013.
- To adhere to the timelines of the scheme, regulatory bodies such as UGC, AICTE, NCTE, INC, PCI, COA, DCI, MCI etc. may be involved in implementing the framework.

- MSDE and NSDA to rollout a functional mechanism of undertaking the task of level wise grading and providing guidance to State Governments to get the formal courses being run in ITIs, Polytechnics, Professional/ Engineering Colleges/ Schools to be aligned with NSQF.

vi) Increase Women participation in Skill Development

Women account for approximately 45% of the entire population in India however their participation in economy is very meagre. Women have capability to drive the economy of the country if their participation in workforce is increased. With the help of skilling women can have viable incomes, decent work and can contribute equally to the economy growth of the country.

- To ensure more participation and mobilization of the Women, mobile training units should offer flexi timing trainings based on the local needs of the area.
- Atleast 25% horizontal reservation to Women may be provided in all skill schemes.
- Government may promote setting up of more training and apprenticeship institutions exclusively for Women.
- Promoting training in non-traditional fields for Women through the establishment of specific training programmes that focus on life skill training and literacy training.
- Efforts may be made to increase the pool of Women Trainers by earmarking a certain percentage intake in training of trainer institutions for Women.
- We may increase the participation of Women by introducing safe and gender sensitive training environment, employment of Women trainers and complaint redressal mechanism.
- Private sector to encourage conducive environment for women skill training and for women workforce already working in the private sector.

For information, guidance, counselling, mobilization and any other help to the youth/ parents for their participation in vocational training/ skill training besides the use of Mass Media, Print Media, Local Media, use of Social Media, involvement of Local State and District Administration, NGOs, community Based Organizations, Local Bodies, Legislatures, Member Parliaments may be involved to ensure greater outreach of the scheme to the end user.

- Camps/ Melas/ Yataras may be explored to take awareness drive to the hinterlands. Awareness programmes in Schools/ Colleges may also be organized.
- Teaching fraternity right from school teacher to the Vice Chancellor of the University to improve awareness and benefits of skill training among students/ parents etc.
- Establishment of State Chapter of Sector Skill Councils by involving NSDC and Local Industries. Sector Skill Councils to motivate local industries for their active participation in skill activities.
 - Help in creating Pool of Trainers and Master Trainers as per the requirement of industries/ market.
 - Hands on skill training for skill up-gradation & to enhance employability skills in the industry premises free of cost.
 - Exchange of faculty and trainer among industries and skill development institutions.
 - Facilitate in improving/ up-gradation of machinery & equipment in technical institutions providing skilled human resource for industries.
 - To share a portion of CSR in creating skill development facilities in the State.
 - To facilitate establishment of innovation and incubation centre in industry premises.
 - To address the problem of paucity of good trainer, State Level Institutions in collaboration with MSME, NTTF, CSIO, Industry Associations, Sector Skill Councils etc. may be established.
 - Initially to be funded by the Central Government/ MSDE and thereafter may work in self sustainable mode.
 - Foreign collaboration in specific sectors may also be explored by MSDE/ NSDC.
 - Skill training in industries/ automobile service centres, construction sites, institutions of service sectors like Banks, Insurance, Hotels etc. may also be provided.
- Optimum utilization of infrastructure available with various Departments for running various skill schemes of GoI or State Government.
- Skilled Workforce required as per NSDC Skill Gaps Survey may be aligned with the demand from the Central Government Flagship Programmes

namely Swachh Bharat, Make in India, Digital India, National Solar Mission, Beti Padhao Beti Bachao, Clean Ganga Programme, Smart Cities etc.

- Integration of School Education with Skill/ Vocational Training preferably w.e.f. class 9th onwards.
- Integration of Technician Education with School/ Vocational Training.
- For running various skill programmes, the use of existing infrastructure of institutions approved by AICTE, UGC, INC, NCTE, MCI, DCI, PCI etc. may be permitted.
- The interdisciplinary programmes may be made permissible in the existing institutions by deleting restrictive clauses of terms & conditions of regulatory bodies like AICTE, UGC, INC, NCTE, MCI, DCI etc.
- Skill training in industries/ automobile service centres, construction sites, institutions of service sectors like Banks, Insurance, Hotels etc. may also be provided.

KERALA

- Vocational Training Improvement Project (VTIP)

In order to cater multi skilled force which is needed for the various industries in and outside India, Government of India had launched an initiation for setting up of Centres of Excellence for Skill Development through World Bank. The main objective of the scheme is to produce multi skilled work force matching global standards. The main threat of the programme is to provide appropriate infrastructure equipment, updated syllabi and also to introduce new courses in the ITIs. Under this scheme, seven ITIs under the Department of Industrial Training namely Dhanuvachapuram. Women ITI Kollam. Pallickathode. Malampuzha, Aryanad, Kalpetta and Koyilandy have been selected for the up gradation of these ITIs into Centres of Excellence with World Bank Assistance on 75:25 funding pattern.

- Up gradation of 1396 ITIs through PPP

As a part of the Skill Development, Institute Management Committee (IMC), a Society which has been constituted for the purpose of implementation of the "Up gradation of 1396 Govt ITIs through Public Private Partnership" has been registered as Vocational training providers to implement the Skill Development Initiative Scheme. Institute Management Committee Societies

also conduct their own courses. It may be suggested that NCVT certification shall also be done for such courses.

- Skill Development Initiative

Skill Development Initiative Scheme has been implemented through registered VIPs. The scheme has to be strengthened based on the training need of the state. On the basis of the need of our state it is necessary to train 39000 candidates during the financial year 2015-16. Accordingly proposal has been submitted to Central Govt. But till date Central Govt has neither fixed the number of candidates to be trained nor the fund to be released during 2015-16.

- Model ITI

The Government of India has launched a programme for the up gradation of the existing Government Industrial Training Institute into Model ITIs. An existing Government ITI in the state has to be identified for the conversion into Model ITI. The main objective of the scheme is to develop a benchmark for industry oriented ITI which would serve as a model for other ITIs and also raise the dignity of ITI education. ITI Kalamassery has been identified for the setting up of a Model ITI in the state. A proposal has been forwarded to the Union Government by the state Government in this regard.

- Apprenticeship Training

Apprentice Protsahan Yojana introduced in various Micro Small and Medium Enterprises (MSME) establishments in Kerala. 21 apprentices of various establishments got the benefits of the scheme. By this scheme, the 50% of stipend is borne by Central Govt through bank account of the apprentice trainee is the salient feature of this scheme. The Apprentice Protsahan Yojana Scheme already got immense popularity among the various MSME establishments.

- Role of private sector in training

In order to enhance the quality of training, the role of private sector is an important factor. The quality of training imparted to the trainees is to be improved. The trainees are to be exposed to the most modern and sophisticated equipment that are available in the present day industries; and also to seek higher employment opportunities nationally and internationally. To achieve this, tie ups have been constituted for bringing the giant industrial concerns to the ITIs in order to make available skilled training in the highly

sophisticated machines and equipment available with them. M/s. Samsung. M/s. Toyota. M/s. Maruthi Suzuki, M/s. Mahindra and Mahindra Ltd have already entered into agreements with various ITIs in this regard.

To introduce skill training in school level

It is also proposed that training programmes may be included in the curriculum of schools from the VIII' standard so as nurture a technical and industrial attitude in the minds of the younger generation.

- The competitiveness of a trainee is measured by the quality of the training imparted to him. A competent instructor is highly essential for grooming a skilled craftsman. Every instructor has to be properly trained. The instructors of this department are deputed to the various field institutes of the DGET for training in different stream. It is also expected that the number of seats allotted to this State may be increased on the basis of available Govt/Private ITIs.
- State Governments may be advised to ensure optimal utilisation of existing infrastructure and available resources. The existing infrastructure with all available amenities including class rooms, conference halls, computer labs. furniture and fixtures in schools, colleges, and professional institutions which are set up as per AICTE norms, shall be utilized. Hence, the resources lying idle can be effectively used for capacity enhancement. Providing industry based training to the existing resource persons and trainers and incentivising them for garnering their support from long-term sustainability standpoint, State Governments may be advised to entrust the State Skill Development Mission (SSDM) with the task of resource mapping, talent mapping, skill training requirement mapping for ensuring effective coordination and convergence in the skill development landscape. The existing skill development programmes being implemented by various Departments shall continue subject to the general guidelines issued by the SSDM so as to avoid duplication of efforts, optimal utilisation of infrastructure and proper direction for skill development in the State.
- Union Government may bring the various existing technical skill training centres of the Government and skill development programs being implemented by various Ministries and Departments under the ambit of Ministry of Skill Development and Entrepreneurship so that there can be

convergence and optimal utilisation of infrastructure and proper direction for skill development.

- Ministry of Skill Development and Entrepreneurship and NSDC may ensure that whenever SSDM or Government agencies are conducting training through Private Training Providers and the same is funded by the State Government completely, then Pradhan Mantri Kaushal Vikas Yojana (PMKVY) are made available to the State agencies and not Training Providers so that benefits reach trainees directly. For this purpose, SSDM or Government agencies shall be directed to align the training modules/curriculum and methodology to NSDC Sector Skill Council Qualification Framework, and adhere to all norms required for PMKVY or similar programmes.
- Proper mobilization support through single window platform shall be provided for enabling international financial assistance like the ADB financial assistance for ASAP.
- NSDC shall be advised to relax the criteria for enabling the financial assistance for States.
- State Governments may be advised that the existing skill development programmes being implemented by various Departments in the State shall continue subject to the general guidelines issued by the SSDM so as to avoid duplication of efforts, optimal utilisation of infrastructure and proper direction for skill development in the State.

The skill development programmes like Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) may be implemented through SSDMs.

- Identify those specific areas for conducting tailor-made skill development programmes to impart skills that provide employability to women considering the cultural and regional aspirations.

Specific skill development programmes to impart skills and provide competencies that enable women to become self-employed/entrepreneurs.

An ecosystem for enabling women shall be created for equipping them with the requisite skills for executing male-dominated jobs like plumbing, electrical services, carpentry, painting etc.

MIZORAM

- At the centre, a new Ministry of Skill Development and Entrepreneurship has been set up whose role need not be limited to only policy making but in pooling of funds from various sources/segments. This is in line with the practice adopted by Rajasthan Skills & Livelihood Development Corporation (RSLDC) who pools together funds from different sources and sets target of skilling across different line departments
- There is a large time gap between completion of training courses under the Skill Development Initiative Scheme of the Government of India and getting the NCVT certificate. This aggravates the employability problem. There is a need to issue the certificate within a period of two to three weeks
- One major deficiency of the youth in Mizoram is that Hindi language is not spoken or used in the State. This creates disadvantages for the youth when they go to the mainland States for training or jobs. Hence, there is a need to propagate Hindi language in the State.
- Traditional skills need to be included in the list of trades under the SDI scheme.

NAGALAND

There is also the problem of managing the challenges of migration/ relocation for jobs. Acclimatisation of the youth by the VTPs under the Skill Development Initiative (SDI) Scheme is thus important.

Under the SDI Scheme, VTPs are concentrated in urban centres, however, there is a need to provide opportunities for interior and backward areas within the State. Therefore, the provision of funding boarding facilities for VTPs may be strengthened and relaxed to accommodate trainees both outside and within the State. State Specific skills should be permitted in schemes like SDI e.g. sports and music in respect of the NE States.

There is need for increasing the flexi-funds from 10% to 25% for career guidance, counselling, pre-training orientation and post-training placement tracking. Local assessors need to be encouraged and engaged also.

For States like Nagaland, CSR support for skilling is not forthcoming, hence, some kind of mandatory provision may be made for such States.

SIKKIM

The Directorate of Capacity Building since 2010 has set up 31 Livelihood Schools in every constituency of the State. These schools target school drop-outs and also undertake skill gap mapping. The average cost per trainee per month is about Rs. 4750/-. The focus sectors are tourism, organic farming and hydropower.

DAMAN & DIU AND DADRA & NAGAR HAVELI

The UT administration has been in a dialogue with the Ministry of Skill Development. A high level expert group was constituted by the Ministry headed by the former Chairman of IIT, Kanpur which visited the UT for stakeholder consultation. Thereafter a scoping Mission from the Ministry visited in June 2015. The following roadmap has been prepared.

- i. NSDC of the Commission will commission a skill gap study in the two territories. MoU will be signed with NSDC for this purpose.
- ii. A UT level Skill Development Mission has been constituted. A CEO will be appointed and an Industry Advisory Board will be constituted for taking forward the Skill Agenda.
- iii. A transaction advisor will be hired for developing a world class Skill Development Institute in Dadra & Nagar Haveli for which 20 acres of land has already been identified. This institute will serve the requirement of the industry not only in the UT but also in regions including Valsad, Surat, Thane & Pune
- iv. Skill Development Centres will be set up in a phased manner and formal Education scheme will be introduced in 10 schools of the two territories
- v. A target of training 10000 trainees per year for the two UTs (subject to ratification by Skill Gap Study) has been set up by the end of the 5th year. Overall objective of the scheme is to train 1000 people in the first year and 6500 people by the 5th year in the Skill Development Centres. 500 trainees would be trained in ITIs/Polytechnics in the first year, going up to 1000 by the 5th year. 500 trainees will obtain formal training in 10 schools in the first year,

going up to 1000 by the 5th year. A world class Skill Development institute would train 1000 people once commissioned over the 5 year period.

- vi. ITIs and Polytechnics at Daman and Silvassa will be upgraded and modernized as per the industry requirements in this territory.
- vii. The Investment Promotion Scheme 2015 envisages assistance for skill development under which any autonomous institutions with a background of skill development would be provided an assistance of 25% with the ceiling of Rs 1 crore of the project cost in capital investment.

ANNEXURE-IV

Record Note of discussions of the meeting chaired by CM, Punjab/Convener, Sub-Group on Skill Development with major Central Ministries held on 6th May, 2015 at 3.00 P.M. in NITI Aayog.

CM, Punjab/ Convener Sub Group of Chief Ministers on Skill Development chaired a meeting with Secretaries of major Central Ministries implementing skill development schemes on 6th May 2015. CM, Punjab welcoming the participants thanked the Secretaries of various Central Ministries for attending the meeting and sharing with the Sub-Group about initiatives of their respective Ministries. In his opening remarks, CM, Punjab mentioned that the country has Right to Information, Right to Education, Right to Food etc. and it is high time to have a Right to Skill. He mentioned that a massive campaign with missionary zeal is needed to generate awareness in the country particularly among the youth for under-going skill training. He further mentioned that the skill training must be linked to outcome and there is a need to re-energise the State Skill Development Missions. He raised the issue of multiplicity of schemes and Ministries involved in implementing them and laid emphasis on bringing skill development schemes under one umbrella.

CEO, NITI Aayog thereafter outlined the sequence of presentations to be made by the Secretaries and invited Secretary, Skill Development & Entrepreneurship to start his presentation.

Secretary, MSDE, in his presentation highlighted the following:-

- The major objective of skilling is to ensure that individuals are employable and able to access growth opportunities to improve their prospects; supply and composition of skilled workers is aligned and skill is aspirational and valued by the employers.
- The major skill challenges in the skill landscape relates to areas of entry, delivery and employment. The gaps in capacity and quality, absence of common standards, insufficient industry involvement, low appeal amongst

youth for vocational education and addressing the skilling requirement of un-organised sectors was specially highlighted.

- It was indicated that the workforce in India with formal skill training is only about 3% compared to other developed/emerging countries like U.K. (68%), China (about 50%), South Korea (96%), and Germany (75%).
- It was mentioned that incremental human resource requirement upto the year 2022 including the biggest gaps in skilling in sectors like construction, retail, transportation, beauty and wellness, and tourism & hospitality is 109 million.
- Highlighted the role of NSDC in catalyzing private participation and the role of the Sector Skill Councils.
- The key features of the newly approved Pradhan Mantri Kaushal Vikas Yojana viz. Special emphasis and funding for local mobilization using Kaushal Melas and Kaushal Yatras involving State/district authorities and MPs; Demand driven target based on skill needs studies and school drop outs; Recognition of prior learning (RPL) on large scale ; Mentorship and placement support; Active involvement of other Central Ministries / Department, States and MPs were highlighted.
- He highlighted the roles of schools, colleges, Polytechnics, ITIs and new institutions like 2500 Multi Skilling Institutions (MSI) and Skill Universities for addressing capacity and quality issues.
- The importance of NSQF and aligning schemes with this framework by 2017 was highlighted.
- A mention was made about the new Ministry's partnerships with different Ministries engaged in skill development; various international collaborations; strategy partnerships with the corporate sectors and flagging of the National Skills Mission.

The **Minister of State (I/C)** in the Ministry of Skill Development & Entrepreneurship made some observations as under:-

- Need to distinguish between an extension programme and actual training in agricultural activities.
- Need for all the States/UTs to understand the concepts of NSQF, National Occupational Standards (NOS) and Qualification Packs (QPs).

- A question needed to be asked whether the country required a national statute on skill development – Chhattisgarh is the first State to announce Right to Youth for the Skill Development.
- He made mention of replication of best practices undertaken by various states; making skills aspirational ; converging resources from various sources for implementation of schemes implementing schemes; linking training to outcome; industry institute partnership; addressing the problem of availability of quality trainers using retired employees of the defence forces ; role of Skill Universities in the States and need for a National Policy on Skill Training Infrastructure so that existing infrastructure can be leveraged and optimally utilized.

Secretary, School Education & Literacy, in her presentation made the following points:-

- The Government has introduced vocational education from class 9.
- For ensuring horizontal and vertical mobility pathways, a credit transfer framework named SAMVAY (Skill Assessment Matrix for Vocational Advancement of Youth) has been initiated.
- About 3645 schools in 30 States have been covered under the Vocationalization of school education. 14 sectors including retail, IT, wellness, tourism etc. have been covered.

Secretary, Higher Education invited Director, AICTE to make a presentation. In this presentation, the following issues were highlighted:-

- The importance of the NSQF to integrate general education and vocational education.
- The role of community colleges and B.Voc courses at the NSQF level 4 to 7.
- Signing of MOUs with ILFS, UKIERI, AACC, NIELIT and TISS in order to improve industry-academia linkage.
- Signing of a MoU with NSDC for 16 sectors and 76 trades under community colleges and 80 trades under B.Voc.
- Approval of 100 KAUSHAL centres by the UGC.

- The scheme of Jan Shikshan Sansthan in April, 2000 with the objective to provide vocational and occupational development of literates, semi literates, neo-literates and non-literates both rural and urban areas.

Secretary, Rural Development mentioned about the placement linked skill development programme of the Ministry titled "Deen Dayal Upadhyay Gramin Kaushal Yojana" (DDU-GKY) and invited the Joint Secretary to make a presentation. The highlights are as under:-

- During the period 2012-15, 5,08,900 candidates were trained out of which 3,62,631 candidates were placed.
- One component under the scheme is titled "Himayat" which targets training of one lakh rural and urban poor and non-poor candidates in Jammu & Kashmir. Till March, 2015, 32,331 candidates were placed against 40,253 persons trained.
- Another component titled "Roshni" meant for 27 critical LWE affected districts; the target is to train 50000 youth under this scheme.
- Under the DDU-GKY scheme, there are 354 training centres with 45 trades with an average duration of 576 hours. The scheme provides post placement support of Rs. 1,000/- per month for 2 to 6 months depending upon the location of placement from home.
- The presentation highlighted the role of UP Skill Development Mission in converging schemes and resources with a top-up funding facility to cover gaps in central funding.
- The initiatives of Rajasthan Skill & Livelihood Development Corporation was also highlighted particularly the skill icon of the month awards to encourage enrolment and performance of candidates.
- Certain suggestions were given including the need to set a vision and drive it from the top leadership i.e. CM or CS backed by strong advisory team drawn from multiple industries.
- Unifying skill programmes under a single institution, establishing standard operating procedures to support quality. Ensure training partners are paid on time and a certain career progression is built into their career path of trainers were needed. Private sector should also release officers as master trainers for short periods.

- Harness the power of self-help groups and community organisations for mobilisation and provide tax incentives for skill providers.

Secretary and JS, Animal Husbandry, Dairying & Fisheries made a presentation. The highlights of the presentation are:-

- Most of training received by the current workforce is “traditionally transmitted” and there is dire need of skill development through revision/re-orientation of skilling curriculum as per market needs and enhancement and up-gradation of training infrastructure.
- Major demand areas identified for skill development are for various job roles in respect of dairy farm management, milk collection and handling, livestock health management, poultry farming, poultry hatchery operations, aquaculture, etc.
- Focus of training in dairy development should be on multi task artificial insemination technicians in Rural India (MAITRIs), dairy entrepreneurs (educated unemployed rural youth, farmers and animal breeders).
- In National Livestock Mission (NLM), focus training in azolla cultivation, silage making, demonstration for cultivation of high yielding varieties of fodder, basic training in poultry rearing and management including biosecurity.
- Thrust is needed for the Sub Mission on Skill Development, Technology Transfer and Extension under the National Livestock Mission.

CM, Punjab requested Secretary, Animal Husbandry to share ideas with the State Governments for improving local breed of cattle etc. He further sought ideas/modules both from the Department of Agriculture and Department of Animal Husbandry regarding opening of skill centres in universities of Punjab and other States.

Secretary MSME and his officers made a presentation on skilling initiatives in the MSME sector. The highlights are:-

- The Ministry imparts training on a wide range of activities from rural industries based training through institutions of the KVIC and the Coir Board

to extremely hi-tech training in Tool Rooms and Technology Development Centres.

- The Ministry imparts training in about 160 skill modules through Entrepreneurs Development Institutes, NSIC etc. Modular based training is imparted and about 60 courses have been standardised.
- There are 3 national levels autonomous institutes – (i) National Institute for Entrepreneurship and Business Development (NIESBD), Noida, (ii) National Institute for Micro, Small and Medium Enterprises (NIMSME), Hyderabad, and (iii) Indian Institute of Entrepreneurship, (IIE), Guwahati.
- In addition, training in PPP mode through 119 Partner Institutions under the Assistance to Training Institutions (ATIs) Scheme.
- A Scheme to Promote Innovations & Rural Entrepreneurship (ASPIRE) which includes (i) Livelihood Business Incubator (ii) Technology Business Incubator and (iii) Fund of Funds is being implemented through the NSIC.
- For monitoring and programme management, a National MSME Trainee Database has been created which enables the Ministry to receive feedback from individual trainees, undertake feedback analysis and social group tracking.

Joint Secretary, Department of Agriculture & Cooperation in his presentation highlighted the following:-

- Most of the training received by the workforce in agriculture is “traditionally transmitted” and is in the form of “prior learning”.
- MoA has been assigned by NSDA a target of 20 million skilled manpower to be trained in the country by 2022. During 2009-10 to 2014-15, 76.51 lakh farmers/rural youths have so far been trained by the Ministry. These skill development programmes ranges from 2 days to 2 years by different Divisions of DAC and DAHD&F.
- Schemes and programmes of the Ministry have an inbuilt component of capacity building and training of farmers, however, there is no specific scheme or programme only on skill development of farmers.
- Some of the potential areas of skill development in agriculture and allied sectors include farm implements/machinery, post-harvest management, integrated pest management, bee-keeping/sericulture/mushroom, multiple

skill development in basket making, mat and craft, bio-fertilisers/pesticides/organic manures and medicinal plants, direct marketing and retail marketing, horticulture clinic and tissue-culture.

- There are about 846 training institutes under the Ministry of Agriculture including 621 Krishi Vigyan Kendras (KVKs) and 56 State Agriculture Universities.
- Two innovative activities are being implemented during the 12th Five year Plan :
 - a. "Farmer's Capacity Assessment & Certification (FCAC)"- recognition to the farmers who have acquired desired skills in agriculture & allied areas but continued to be treated as unskilled, in the absence of a certificate
 - b. "Skill Training of Rural Youth (STRY)" - one week training aimed at imparting skill based training to rural youth in agriculture and allied areas to promote employment in rural areas and facilitate creation of skilled manpower to perform farm and non-farm operations.
- Income generation should be metric for skill development efforts of agriculture in the country and entrepreneurial activity to be promoted which, in turn, increases additional employment avenues.
- State Skilling Missions should earmark a budget of at least 25 % for this key sector (Agriculture and Allied) considering the fact that at present this vital sector contributes to more than 47% of country's employment.
- All Agriculture Training Programmes (5 days or more) should be treated as Upskilling Programmes and should be assessed and certified.
- Every scheme in rural areas may include skills in agriculture and certification of each skill is necessary.

The **Ministry of Labour & Employment** made a presentation on the National Career Service (NCS). The highlights of the presentation are as under:-

- It is a Mission Mode Project involving creation of a NCS Portal. The portal will link job seekers and employers; provide linkages with State, training providers etc.; and there will be Aadhar based authentication.
- As part of the NCS, career centres will be setup for counselling and guidance, on-line registration, conducting job fairs, imparting finishing skills for last mile employability.

- There will be a network of counsellors.
- The governance structure will involve an inter-ministerial Apex Committee and a NCS Project Steering Committee.
- 100 Model Career Centres will be set up during the 12th Five Year Plan – 37 locations already approved (involving 21 States, 5 vocational rehabilitation centres and 11 institutions).

The Chairperson wanted to know from participating Ministries what can be done to improve the participation of women in skill development activities. He suggested that information on various skill development schemes should be shared with the States. He also inquired from the Ministry of Labour & Employment on exploring the possibility of utilising funds collected from the Building & other Construction Workers Cess Fund for training of poor students in the respective States.

CEO, NITI Aayog also suggested to the CMD of NSDC to request the heads of various Sector Skills Councils to visit different States and brief the respective Chief Ministers starting with Punjab.

The meeting ended with a vote of thanks to the chair.

Information/Inputs from major Central Ministries/ Departments

1. Ministry of Skill Development & Entrepreneurship

- There is a need to distinguish between an extension programme and actual training in agricultural activities.
- There is a need for all the States/UTs to understand the concepts of NSQF, National Occupational Standards (NOS) and Qualification Packs (QPs).
- A question needed to be asked whether the country required a national statute on skill development – Chhattisgarh is the first State to announce Right to Youth for the Skill Development.
- Various States in the country have initiated important measures on skill development, there is a need to pick up the best examples and replicate them in other States.
- How to make skills aspirational was an important issue.
- How to converge resources from various sources and give them to the States for implementing schemes.
- In India, employability is a major issue and, hence, training must be linked to outcome.
- Partnership of the industries is very crucial but unlike developed countries e.g. Germany where industry participation is significant, the same is very limited in the Indian context.
- The trainers' problem needs to be addressed. In this respect, retired employees of the defence forces can be utilised.
- A National Policy on Skill Training Infrastructure was perhaps needed – the Government cannot create any more infrastructure, however, leveraging the existing infrastructure and making optimal use during off-peak hours needed to be explored.
- The role of Skill Universities in the States should also to be explored. The Ministry is planning to set up one such university in each region including one in the north-east to develop large number of qualified instructors, conduct research in curricula and pedagogy and provide oversight over skill institutions.
- The Ministry has plans to set up 2500 Multi Skilling Institutions in PPP mode.

- Based on skill gap studies commissioned by the National Skill Development Corporation (NSDC) under the Ministry, an incremental 109.7 million skilled people will be required by 2022 across these 24 sectors whereby the top 10 sectors including automobile, retail, handloom, leather, etc account for about 80% of requirements.

2. Department of School Education & Literacy

- For ensuring horizontal and vertical mobility pathways, a credit transfer framework named SAMVAY (Skill Assessment Matrix for Vocational Advancement of Youth) has been initiated.
- About 3645 schools in 30 States have been covered under the vocationalisation of school education. 14 sectors including retail, IT, wellness, tourism etc. have been covered.

3. Department of Higher Education

- The importance of the NSQF to integrate general education and vocational education.
- The role of community colleges and B.Voc courses at the NSQF level 4 to 7.
- In order to improve industry-academia linkage, MOUs have been signed with ILFS, UKIERI, AACC, NIELIT and TISS.
- 100 KAUSHAL centres have been approved by the UGC.
- There are various challenges of skills in higher education like promotion of skill in general colleges; improvement in employability of polytechnic students; improvement of quality of technical institutions; accreditation of the institutions; where to get trained faculty for vocational courses; linkages of courses (certificate, diploma and degree); industry partnership in community colleges; training of trainers; mapping of college curriculum; and system of credit transfer, assessment and certification.

4. Ministry of Rural Development

- Under the Deen Dayal Upadhyay –Grameen Kaushal Yojana scheme, there are 354 training centres with 45 trades with an average duration of 576 hours. The scheme provides post placement support of Rs.

1,000/- per month for 2 to 6 months depending upon the location of placement from home.

- The role of UP Skill Development Mission in converging schemes and resources with a top-up funding facility to cover gaps in central funding.
- The initiatives of Rajasthan Skill & Livelihoods Development Corporation was also highlighted particularly the skill icon of the month awards to encourage enrolment and performance of candidates.
- Unifying skill programmes under a single institution, establishing standard operating procedures to support quality.
- Ensure training partners are paid on time and a certain career progression is built into their career path of trainers were needed. Private sector should also release officers as master trainers for short periods.
- Harness the power of self-help groups and community organisations for mobilisation and provide tax incentives for skill providers.

5. Department of Animal Husbandry, Dairying & Fisheries (DAHD&F)

- Most of training received by the current workforce is “traditionally transmitted” and there is dire need of skill development through revision/re-orientation of skilling curriculum as per market needs and enhancement and up-gradation of training infrastructure.
- Major demand areas identified for skill development are for various job roles in respect of dairy farm management, milk collection and handling, livestock health management, poultry farming, poultry hatchery operations, aquaculture, etc.
- Focus of training in dairy development should be on multi task artificial insemination technicians in Rural India (MAITRIs), dairy entrepreneurs (educated unemployed rural youth, farmers and animal breeders).
- In National Livestock Mission (NLM), focus training in azolla cultivation, silage making, demonstration for cultivation of high yielding varieties of fodder, basic training in poultry rearing and management including biosecurity.

6. Department of Agriculture & Cooperation (DAC)

- Most of the training received by the workforce in agriculture is “traditionally transmitted” and is in the form of “prior learning”.
- These skill development programmes ranges from 2 days to 2 years by different Divisions of DAC and DAHD&F.
- Schemes and programmes of the Ministry have an inbuilt component of capacity building and training of farmers, however, there is no specific scheme or programme only on skill development of farmers.
- Some of the potential areas of skill development in agriculture and allied sectors include farm implements/machinery, post-harvest management, integrated pest management, bee-keeping/sericulture/mushroom, multiple skill development in basket making, mat and craft, bio-fertilisers/pesticides/organic manures and medicinal plants, direct marketing and retail marketing, horticulture clinic and tissue-culture.
- There are about 846 training institutes under the Ministry of Agriculture including 621 Krishi Vigyan Kendras (KVKs) and 56 State Agriculture Universities.
- Two innovative activities are being implemented during the 12th Five year Plan :
 - a)“Farmer’s Capacity Assessment & Certification (FCAC)”- recognition to the farmers who have acquired desired skills in agriculture & allied areas but continued to be treated as unskilled, in the absence of a certificate
 - b)“Skill Training of Rural Youth (STRY)” - one week training aimed at imparting skill based training to rural youth in agriculture and allied areas to promote employment in rural areas and facilitate creation of skilled manpower to perform farm and non-farm operations.
- Income generation should be a metric for skill development efforts of agriculture in the country and entrepreneurial activity to be promoted which, in turn, increases additional employment avenues.

7. Ministry of Micro, Small and Medium Enterprises (MSME)

- The Ministry imparts training on a wide range of activities from rural industries based training through institutions of the KVIC and the Coir

Board to extremely hi-tech training in Tool Rooms and Technology Development Centres.

- The Ministry imparts training in about 160 skill modules through Entrepreneurs Development Institutes, NSIC etc. Modular based training is imparted and about 60 courses have been standardised.
- A Scheme to Promote Innovations & Rural Entrepreneurship (ASPIRE) which includes (i) Livelihood Business Incubator (ii) Technology Business Incubator and (iii) Fund of Funds is being implemented through the NSIC.
- For monitoring and programme management, a National MSME Trainee Database has been created which enables the Ministry to receive feedback from individual trainees, undertake feedback analysis and social group tracking.

8. Ministry of Labour & Employment

- The National Career Service (NCS) has been started involving creation of a NCS Portal. The portal will link job seekers and employers; provide linkages with States, training providers etc.; and there will be Aadhar based authentication.
- As part of the NCS, career centres will be set up for counselling and guidance, on-line registration, conducting job fairs, imparting finishing skills for last mile employability. There will be a network of counsellors.
- 100 Model Career Centres will be set up during the 12th Five Year Plan – 37 locations already approved (involving 21 States, 5 vocational rehabilitation centres and 11 institutions).

Subject:- Record Note of Discussions of the Regional Consultation of the Sub-Group of Chief Ministers on Skill Development held at Shillong (Meghalaya) on 11th May, 2015 at 10.00 A.M.

Chief Minister, Punjab and Convener of the Sub Group welcomed the Chief Ministers present and other Ministers/participants of Member/non-Member States for deliberating on the important theme of skill development. He also thanked Chief Minister, Meghalaya for organising this Regional Consultation at Shillong and for extending excellent hospitality and other facilities to the participants. CM, Punjab made the following points:-

- The Regional Consultation is being held for ascertaining the views of non-Member States, who are not part of this Sub-Group.
- Skill development should reach the youth, the women and the lower strata of society.
- Skill training must be linked to placement.
- Like the Right to Food, Right to Information, Right to Education; it is high time that there should be a Right to Skill Development.
- Skill training would be required for 109 million new entrants and 460 million existing workers would require up-skilling/re-skilling by the year 2022.
- Skill up gradation in agriculture and allied activities is very important given that nearly 60% of the workforce is still dependent on this sector.
- There is need to bring all schemes under one umbrella i.e. one Ministry/organisation.
- Out of CSR funds to be spent by the private companies, 1 % must be earmarked for skill development activities.
- It was observed that currently the cess fund collected under the Building and other Construction Workers Act needs to be amended to allow use of the cess for skill training of all youth particularly, the poorer segments within the States irrespective of whether or not they are wards of construction workers.

- Apart from imparting training in modern skills, traditional skills like bee-keeping should be encouraged.

Chief Minister, Punjab requested the participants from all States to submit written copy of their suggestions on the TORs of the Sub-Group. He also suggested that every Member State may nominate one officer to the Drafting Committee for preparing the report.

CEO, NITI Aayog then invited the other CMs/Ministers and Senior Officers of other States to express their views.

Chief Minister, Meghalaya made the following observations/suggestions:-

- Each State need to learn from each other's initiatives.
- The actual capacity in the North-Eastern States for creation of jobs is very limited. Hence, there is a need to estimate the number of youth who can find jobs within the home States and those who would need to migrate to work in outside States.
- The North-East has a peculiar feature as there are a large number of microscopic communities/tribes which pose a major challenge in retaining these people if they migrate to other parts of the country.
- It is important to note that the resources available with the NE States are limited. But the States should maintain the momentum of growth to create jobs within the region.
- The State Government of Meghalaya is implementing a Human Capital Development Project to train 3500 teachers, benefit 18000 students, upgrade 117 schools, skill 60000 youth for jobs as well as self-employment, upgrade training infrastructure in ITIs, introduce new market driven trades and address the capacity building needs of trainers.
- There is a need for promoting traditional skills e.g. weavers, artisans, agricultural and allied sectors etc. These people should be imparted advance skill training programmes to enable them to earn higher income or to promote entrepreneurship.
- A robust policy support for entrepreneurship is also needed.

- He highlighted the importance of promoting local resources/indigenous plants like Agar plant which has tremendous capacity for generating income for the farmers given its medicinal value, incense etc.
- There is a need to engage with different States not only within the NE Region but with the main land to replicate important initiatives.
- The State Government is implementing Multi-Skilling Centres.

Chief Minister, Arunachal Pradesh in his comments mentioned that:

- The State is planning to set up one ITI in each district and Livelihood Mission Schools along with Skill Development Centres. However, given the lack of resources in the NE States, the Government of India needs to provide sufficient budget for each of these activities.
- Skill Development should be undertaken in a mission mode programme basis with a time line for skilling all the youth of the country.
- In the NE States there is a preference for Government jobs which is very limited in number. To counter this tendency, private companies should be more participative and self-employment should be promoted in agriculture, horticulture, dairy farming etc.

The Minister of Government of Mizoram made the following points:-

- At the centre, a new Ministry of Skill Development and Entrepreneurship has been set up whose role need not be limited to only policy making but in pooling of funds from various sources/segments. This is in line with the practice adopted by Rajasthan Skills & Livelihood Development Corporation (RSLDC) who pools together funds from different sources and sets target of skilling across different line departments. Hence, the funds allocated for skilling to the 20 central Ministries may be pooled together and given to the new Ministry.
- There is a large time gap between completion of training courses under the Skill Development Initiative Scheme of the Government of India and getting the NCVT certificate. This aggravates the employability problem and embarrassment of trainees. There is a need to issue the certificate within a period of two to three weeks.

- Given the importance of the SDI scheme, various problems faced by the Vocational Training Providers (VTPs) need to be addressed by the Government of India including early reimbursement of funds and ensuring proper tracking of the trainees by the VTPs.
- One major deficiency of the youth in Mizoram is that Hindi language is not spoken or used in the State. This creates disadvantages for the youth when they go to the mainland States for training or jobs. Hence, there is a need to propagate Hindi language in the State.
- The possibility of using mobile VTPs may also be explored.
- Traditional skills needs to be included in the list of trades under the SDI scheme.

The Minister, Government of Assam made the following points:-

- An Employment Generation Mission has been set up since 2006-07 in the State and the State Skill Development Mission is being set up.
- The State Government is giving emphasis on skill training in agriculture, animal husbandry, sericulture, natural resources management, wellness and tourism.
- The State Government is also converting Employment Exchanges into Career Centres. The State Government also intends to combine skill development with entrepreneurship programmes so as to help the youth set up employment ventures.

The Parliamentary Secretary, Nagaland made the following comments:

- Schemes under which 100% financial support of Government of India is available should be continued.
- Government is the sole employer in the State while government jobs are almost saturated. There is lack of private investments and industries. Hence, employment opportunity is insignificant in the State. However, the youth prefer government jobs only. This mindset needs to change.
- There is also the problem of managing the challenges of migration/relocation for jobs. Acclimatisation of the youth by the VTPs under the Skill Development Initiative (SDI) Scheme is thus important.

- Under the SDI Scheme, VTPs are concentrated in urban centres, however, there is a need to provide opportunities for interior and backward areas within the State. Therefore, the provision of funding boarding facilities for VTPs may be strengthened and relaxed to accommodate trainees both outside and within the State. State Specific skills should be permitted in schemes like SDI e.g. sports and music in respect of the NE States.
- There is need for increasing the flexi-funds from 10% to 25% for career guidance, counselling, pre-training orientation and post-training placement tracking. Local assessors need to be encouraged and engaged also.
- For States like Nagaland, CSR support for skilling is not forthcoming, hence, some kind of mandatory provision may be made for such States.

The Chief Secretary, Tripura made the following comments:

- Lack of skill infrastructure in the State.
- Lack of vocational training providers (VTPs) / project implementation agencies (PIAs) in Tripura.
- Most of the skill centres in the northeast are located in capital towns.
- There is need for incubator training centres along with empanelment of PIAs.
- Local arrangement for certification may also be explored.
- There is also need for schemes specific to the requirement of NE States.
- There is also a need to study good models of other States and replicating the best ones.
- Regular skill gap analysis is also required.

The representative of the Government of Chhattisgarh made the following comments:

- The Government of Chhattisgarh has enacted the Chhattisgarh Right of Youth to Skill Development Act, 2013. Under this Act, every youth between the 14-45 years age has a right to receiving skill development training in notified skills within 90 days of submitting an application with the District Collector in this regard. Further, a State Skill

Development Authority has been established under the Act for coordination on policy and programmes of skill development.

- The State Government has established Livelihood Colleges in every district of the Chhattisgarh. These colleges have started functioning in existing public or rented buildings and the State Government is in the process of creating full scale infrastructure for these colleges. The process of setting up these colleges started with Dantewada. The next meeting of the Sub Group may be held in Chhattisgarh (Durg or Raipur) for facilitating visit to these Livelihood Colleges.

The representative of Puducherry mentioned the following:

- The UT is setting up a dedicated institute for skilling. Puducherry Skill Development society has already been set up.
- The UT has adopted a hub and spoke model where the skill development centres will be situated near industrial estates to meet the skill deficit of industrial units. These centres are being opened up under the Societies Registration Act. This enables the centres to take funding from other government sources as well.
- Puducherry has identified agro-tourism as the main tourism product where lot of employment can be generated and there will be a huge demand in the hospitality sector. The Government of Puducherry is proposing to develop two such farms where agricultural activities will be showcased as tourism product.

The representative of Sikkim made a power point presentation with the following points:

- The Directorate of Capacity Building since 2010 has set up 31 Livelihood Schools in every constituency of the State. These schools target school drop-outs and also undertake skill gap mapping. The average cost per trainee per month is about Rs. 4750/-. The focus sectors are tourism, organic farming and hydropower.

The representative of Manipur made the following points:

- One ITI funded by the M/o Minority Affairs is being set up with 50% seats for minorities.

- A pilot project on sector skill council for Power sector is being taken up.

The representative of Bihar made the following points:

- The State Government has set up the Skill Development Mission (SDM) in 2013 under the Chief Minister with 17 departments as members. The Mission has set an ambitious target of skilling one crore youth in five years. About Rs. 2400 crore per year would be required spread across various schemes of the Central and State Governments. The Bihar SDM has also created a pool fund for this purpose.
- Training infrastructure in Bihar at present can train 2.5 lakh persons per year which needs to add another 17.5 lakh persons per year. For this, one government ITI per block i.e. about 469 new ITIs would have to be set up. Additional cost of Rs. 9380 crore would be involved.
- A hub and spoke model will be followed.
- All high schools would have a vocational training centre attached to it. About 1035 high schools have been identified. Rs. 1035 crore would be required for this activity.
- The number of VTPs in the private sector needs to be increased from 500 to 3000.
- Training of one lakh construction workers per year has been taken up to be funded out of cess collected under the Buildings & Other Construction Workers (Regulation of Employment & Conditions of Service) Act, 1996.
- There is a shortage of CTIS trained teachers in the State.
- CSR funds going only to industrial States, by policy a share needs to be provided to less developed States.
- The Bihar Board of Open Schools has been constituted to act as a certifying agency for training courses.
- Special training programmes for the girls from minority community called Hunar has been taken up involving the madarasas and makhtabs. The Government of Bihar provided seed money to the girls who were successful in the exam conducted for Hunar, under the new project titled Auzar, they were given Rs. 2400/- for the purchase of equipment/

tool etc. to utilise the skill training given to them which has now been increased to Rs. 2500/-.

- The Mahadalit Vikas Mission carries out training under Dashrat Manjih Kaushal Vikas Yojna specifically meant for the weakest sections among SCs. Around one lakh students are trained every year.
- Availability of funds for training is a major constraint.

The Government of Odisha submitted a written statement with certain suggestions as under:

- In central schemes relating to skill development, sufficient flexibility be given to States to modify guidelines to suit local needs.
- National Open School as well as State Open Schools should provide a number of skill based training courses in combination of distance and class room mode.
- Industries should be incentivised to spend in skill based training by allowing a weightage of 200% of such expenditure as deduction under I T Act.
- Promote national and state level skill universities.
- Each ITI, polytechnic, engineering college and private sector agencies must be encouraged to create a pool of trainers.
- Setting up of Migration Support Centres in major placement hubs to facilitate the candidates for better retention and career progression opportunities. This will also help post placement tracking.
- A free dedicated TV channel for creating awareness on skill development and placement opportunities,
- Tie up with industries for captive training and employment.

CEO, NITI Aayog summed the decisions of this meeting as under:

- Member States comments must be approved by the respective CMs while non-member States can furnish comments at the official level.
- For Drafting Committee, name of nominees of member States must be furnished at the earliest.

- A first draft of the report of this Sub Group would be prepared and submitted/ circulated before the next meeting.
- Next full meeting of the Sub Group may be held in Raipur, Chhattisgarh as suggested by the CM.
- Identification of skills in animal husbandry & dairying, apiculture etc. would be done before the next meeting.
- Clarifications and data on people trained using the Cess collected under the Building & other Construction Workers Act may be obtained from the Ministry of Labour & Employment.
- Group of officials from member States & NITI may visit a number of States who have undertaken innovative skill development measures.

The meeting ended with a vote of thanks to the chair.

ANNEXURE VII

Subject: - Minutes of the meeting of the Sub-Group of Chief Ministers on Skill Development held at Raipur, Chhattisgarh on 7th June 2015.

Chief Minister, Punjab and Convener of the Sub Group welcomed the Chief Ministers present and other Ministers/participants of Member States. He mentioned that so far the Sub-Group has held consultations with member and non-member States as well as central ministries. Based on the inputs received and discussions held, a draft report has been prepared which may be deliberated upon. Comments of the Govt. of Punjab on the report are as under:-

(1) Skill Delivery Framework (Chapter-2, Page-9)

- Institutions such as University Grants Commission, All India Council of Technical Education etc. should play greater role in policy and planning.
- Similarly, Public and private universities, medical colleges, engineering colleges etc. should play more active role in setting up of skill development centres under their direct guidance and supervision.
- Reference has been made to include private sectors/ industries bodies where skill training is required. Besides industries, skill training scope is required to be widened to include agriculture and allied activities such as horticulture, dairy, fisheries, piggery, goatery, apiculture, floriculture etc.
- Success story of Punjab viz C-type and Maharaja Ranjit Singh Armed Forces Preparatory Institute, Mohali exemplify how rights skills can lead to great success rate.

(2) Incremental Human Resource Requirement 2012-22 (Chapter-2, Page-18)

- Additional demand assessed for job market for Punjab does not seem to be very reliable and needs to be determined by state skill development mission. Further the targets for skilling should include demand from other regions including national and international.

(3) Private Sectors Participation (Chapter-4, Page-28)

- It is also important that private sector training partners should be of high repute and professionally extremely competent.

(4) Developing the pool of trainers (Chapter-4, Page-30)

- So far as training of trainer is concerned, Universities and National and State Level Institutions need to play more prominent role.

(5) Making skill aspirational as a career choice (Chapter-4, Page-31)

- There is need to for recognition and awards for excellence in skill to motivate and encourage youth for skill training.

(6) Improving Access and Outreach (Chapter-4, Page-32)

- Unlike many nations such as the USA, Canada, Germany, the role of community college in skill training and skill up gradation in India has been extremely less. There is direct need to involve community colleges more vigorously in the field of skill training and skill up gradation.

(7) Focusing on Rural Youth, Women and Informal Sector (Chapter-4, Page-33)

- There is also requirement to focus on skill training of handicapped persons so that they can also become part of main stream economy.

(8) Broadening the financial resource base for skill development (Chapter-4, Page-34)

- Skill training should be recognised as one of the fit components under MGNREGA. In case, an unemployed youth chooses to take skill training under MGNREGA, he should be allowed to do so and the training charges should be paid out of MGNREGA funds.
- Extensive media campaign is required to be launched in order to create awareness about various skill training programmes/ schemes of the Government down to the grass root level.
- There is also a need for greater use of Information, Communication and Technology for training of trainers as well as skill training delivery.

NITI Aayog made a power point presentation covering major recommendations, received so far in the meetings/ and from written inputs of States covering the various Terms of References of the Sub Group. The roles of the central government, state governments and the private sector along with the scope of Public Private Partnerships in skilling were also highlighted.

CM, Chhattisgarh made a power point presentation and highlighted the following:

- The Livelihood Colleges initiative with its focus on unskilled, unemployed youth often school dropouts is a major programme of the state government with short duration residential training in market oriented MES courses. The Collector is the Chairperson of the District Project Livelihood College. The funding sources for this project cover the SDI Scheme of the central government, Mukhya Mantri Kaushal Vikas Yojana, Training budgets of various sponsoring departments, IAP, BRGF in LWE districts, CSR funds, ACA of Rs. 196 crore received earlier.
- Highlighted the importance of agriculture/ forestry (minor forest produce)/ horticulture/ veterinary science and their scope for value addition through 3 months local training.
- Availability of VTPs is very crucial and the linkage with jobs.
- The Coal Auction Fund will be channelized to these livelihood colleges.
- Also emphasized on the need for legislation in skilling, greater use of CSR and also to involve the private sector in a large way for skill development by making them responsible for training/ employment.
- Tracking system needs to be placed in every block after completion of training.
- Identified two major groups who would require training – (i) drop-out group and (ii) those who want to undergo training (of which 50% seats can be reserved for women, SC/ ST etc.).
- There is need to penetrate the unorganised sector for which use of the Building & other Construction Workers Cess Fund can be used.
- Focus should also be on multi-skilling (three skills) courses which are connected thereby improving the scope of employment of trainees.
- It was pointed out that very good recommendations have been incorporated in the draft Report.

CM, Gujarat made a presentation highlighted the following:

- Gujarat is the first state to formulate a policy for mainstreaming of VET towards Educational Qualification Framework to create avenues of higher learning to students after completing ITI courses.
- Steps have been initiated for giving 12th standard equivalence to students completing apprenticeship training after 10th standard or ITI.
- To increase availability of skilled workforce, Flexi MoUs signed with 37 prominent industries like L&T Ltd., Tata Motors Ltd., Volkswagon, Royal Enfield, Mahindra & Mahindra Ltd., Eicher Motors, Toyota Kirloskar (India) Ltd., General Motors, ABG Shipyard, Pidilite Industries etc.
- Industrial Kaushlya Vardhan Kendras (i-KVKs) started. Under this project, training is imparted by the industry, for the industry, within the industry as per their requirement by using their own infrastructure. More than 3000 persons trained in 45 i-KVKs during year 2014-15 by reputed industries like Hitachi Home & Life Solution, Zydus Cadila, Intas Pharma, Gujarat Ambuja Exports, Mafatlal Industries Ltd., J.K. Paper Ltd. etc. Training Cost @ Rs.25/- per trainee per hour reimbursed to industries by the State Government
- 500 Kaushlaya Vardhan Kendras started to skill rural population. All the villages of the state having population above 5000 are covered with Skill centers within 15 kms cluster. Short duration training with flexible timing and compatible to cluster to school dropouts, youth, house wives etc.
- Highlighted the need for RPL certificates for rural artisans and credit/market linkages provided for these people.
- 2% seats reserved in private sector jobs for the disabled.
- Government of Gujarat launched the scheme named "UMEED" in 2007 for Motivation, Employment and Development of urban youth.
- SCOPE (Society for Creation of Opportunity through Proficiency in English) established in 2007, to increase proficiency in English language.
- The State Government has set up a Skill University along with Teamlease through a special Act. A MoU has also been signed between Gujarat and China recently for the Mahatma Gandhi Institute of Skilled Entrepreneurship. Hence, every State should have its Skill University.

CM, Tamil Nadu addressed the Convener/ CM, Punjab in a letter dated 6-6-2015 indicating her inability to attend the meeting due to pressing commitments in Chennai. The letter also included the suggestions of the Govt. of Tamil Nadu for inclusion in the report of the Sub-Group as under:

- The interventions at the national level need to cover the needs of both sets of States and not just focus on the so called demographically advantaged States. It is a matter of national priority to address the productivity gaps of the demographically mature States like Tamil Nadu, lest their populations grow old without fully enjoying the fruits of growth and development.
- In para 2.4.5 of the report, mention should be made of Tamil Nadu's schemes of providing free mixies, grinders and fans to all poor households which has to be seen in the context of enabling higher participation by women in the work force, by freeing them from domestic drudgery.
- In Chapter IV of the Report, either in Section 5 "Improving Access and Outreach" or in Section 6 entitled "Focusing on Rural Youth, Women and Informal Sector", the success of the Tamil Nadu Women's Development Corporation which is primarily responsible for the Self Help Group movement and implements the Pudhu Vaazhvu Project, a Rural Livelihoods project with World Bank assistance, in mobilizing youth for skill development needs to be highlighted. On this basis, a specific recommendation needs to be made that the National Rural and Urban Livelihood Missions must have a skill component which should be used as a key mechanism for mobilizing women and youth (in the families) for skill development.
- Further, in the report there is no mention of issues relating to persons with disabilities. This is a key omission. A recommendation stating "to ensure that persons with disabilities are effectively skilled, it is essential to identify skill training partners who have the requisite expertise and infrastructure to provide the specialized training" should be included in the report.

- In Chapter IV in the section relating to “Strengthening State Skill Development Missions”, some key issues require to be mentioned:-
 - i. It would be desirable for Central Government agencies including NSDC to confine themselves to national level standardization, accreditation and certification functions, provision of financing and policy and legislative frameworks. Actual training delivery should be routed through and monitored by State Government agencies which are better placed to mobilize candidates for training.
 - ii. A crucial element of the Skill Development Strategy is the determination of sectoral priorities based on an independent assessment of the needs of each sector and the formulation of appropriate policies to enhance the qualitative and quantitative skill availability for the sector. This is clearly a task best done at the State level since the priority sectors would vary from State to State.
 - iii. Government of India and the Ministry of Skill Development should intensify the efforts towards universal adoption of National Skills Qualification Framework (NSQF) and clarify its linkage with National Vocational Education Qualification Framework (NVEQF).
- Similarly in Chapter IV in the section on “Making Skill Aspirational as a Career Choice”, the following additional recommendations may be included:-
 - i. An awareness campaign may be launched to draw repeated attention to the notion of dignity of labour right from a young age, so that blue collar employment, which is bound to be more abundant, is given due respect and gains acceptability.
 - ii. Making vocational education more attractive through providing all facilities and benefits available to those pursuing academic course to those in the vocational stream is essential. In Tamil Nadu, the government has pioneered a model which is worth recalling in this regard. Tuition fee has been waived and free training is offered to all trainees in Government ITIs and a monthly stipend of Rs. 500 is paid to each student. Benefits which are available to students in Government schools have been extended to students in Government and Government aided ITIs including free bus passes for travel to the institutes, free bicycles, uniforms and shoes and laptops. The State

Government also reimburses the training cost for poor students who get enrolled in private ITIs. Opportunities for learning academic subjects including language have been created in ITIs and upward mobility for ITI trainees on completion of training to pursue polytechnic Diploma should be created.

- In Chapter IV in the section relating to “Private Sector participation”, the following recommendations may be included:-
 - i. Greater information in a transparent format relating to Vocational Training Providers and Government Training agencies should be provided for parameters such as quality of trainers, quality of infrastructure, and rate of placement which would enable candidates to make informed choices.
 - ii. The Community Colleges movement in Tamil Nadu may be mentioned as a success story. Out of the 322 Community Colleges in India, 215 are in Tamil Nadu. Out of the 215, the Tamil Nadu Open University has established 204 Colleges. Vocational Diploma and Certification courses in areas including Health, Computer, Engineering, and Textile Design are delivery collaboration with industry partners. More than 62,000 students are enrolled in Community Colleges.
- In Chapter IV in the section relating to “Broadening the Financial Resources Base for Skill Development”, the following point may be added:-
 - i. Impact Funds which are specialized financial institutions of recent origin, raise funds from philanthropic sources and corporate social responsibility obligations and invest into companies, organizations, and projects with the intention to generate a measurable, beneficial social or environmental impact alongside a financial return. State Governments can explore the possibility of setting up Impact Funds under the aegis of their respective skill development corporations.

The Minister of Employment and Technical Education and Training, Govt. of Odisha gave the following suggestions:

- Odisha mounted an Employment Mission, called “Odisha State Employment Mission” under the chairmanship of the Chief Minister. The

“Chief Minister’s Employment Generation Scheme” with a vision of skilling 11 lakh youth in Odisha has been started. This includes 9.3 lakh youth in rural areas at the rate of at least 150 youth in each Gram Panchayat and 1.7 lakh youth in urban areas.

- The country faces an acute shortage of qualified trainers and assessors.
- The key aspect of skill development initiatives should be to help people in working age group to acquire skill which are needed by businesses and industries currently and in the future. The following proposals were submitted for consideration:-
 - i. Periodic skill gap studies should be undertaken to identify the demand-driven sectors and the deficit informal vocational and technical education may be bridged through skill development programmes.
 - ii. The issue of shortage of trainers and assessors both in numbers and quality needs be addressed by the Ministry of Skill Development and Entrepreneurship on priority basis.
 - iii. The issues like soft skills, communication skills and post placement tracking need to be taken care of.
 - iv. Sufficient flexibility should be given to States to modify the guidelines of Central Skill Development Schemes to suit local needs.
 - v. The National Open School as well as State Open Schools should provide skill based training courses in combination of distance and class room mode in collaboration with other competent institutions.
 - vi. The Government of India should promote National and State level Skill Universities which will work in close co-ordination with relevant industries, training and academic institutions, Sector Skill Councils and Government agencies.
 - vii. Uniform procedures should be formulated for implementing skill development programmes by different implementing Ministries/ Departments. This may include the need for a common platform for mobilisation and counselling of youth for skill development. Aadhar data may be utilized during mobilisation to capture details of potential trainees.
 - viii. Private sector including industries and trades should set up state of art skill development centres.

- ix. All Districts Employment Exchanges should be converted to Model Career Centres under National Career Service Programme which shall be the single point of contact for counselling, soft skill training, linking to Programme Implementing Agencies (PIA) for hard skill training and enabling placement through local industries / trades and other potential employers.
 - x. There is also need to set up Migration Support Centres at major placement hubs to facilitate candidates for better retention and career progression opportunities. This will also help post placement tracking of trainees.
 - xi. Every block should have an ITI and vocational training facilities may be strengthened at the sub-divisional level.
 - xii. Government of India may empanel International Partners through transparent bidding process for collaborating with States for setting up of Multi Skills Development Centres (MSDC) with sharing of funds.
 - xiii. Sub-Group should strongly focus on MHRD institutions such as AICTE, NCVT and UGC to develop strong technical contents in the school vocational education.
- The initiatives of Government of Odisha were also discussed as under:
 - i. The Government of Odisha has taken a decision to implement a five-year Advance Skill Training Institute (ASTI) Programme to establish 8 ASTI in a hub-and-spoke model to cover 30 ITIs by committing over USD 175 million (Rs. 1015 crore). This will not only link world class Finishing Schools-cum-Production Centres to ITIs, Engineering Colleges, diploma holders in the State, but also provide career oriented courses.
 - ii. Government of Odisha has decided in-principle to create a large group of technical experts including retired ITI trainees and form assessment groups under the supervision of the State Council of Technical Education and Vocational Training (SCTE&VT).
 - iii. Odisha has also implemented 72 Skill Development Centres (SDC) which will take care of the shortage of training infrastructure and where the PIA will impart skill development training under various State and Government of India programmes. Each SDC costs about

Rs. 75 lakh to Re. 1 crore and the State Government has already committed this from its own resources. The State has also spent Rs. 57 crore to establish six Institutes for Training of Trainers (IToT).

The representative of Government of Goa agreed broadly with the recommendations contained in the draft Report. He emphasized on the following:

- Involvement of the private sector in curriculum development and certification.
- Higher Education sector including UGC, AICTE should work out a credit transfer mechanism between general and vocational education.
- Many new schemes started by the Government of India which is having a scattered effect. So there is need for some convergence.
- Regarding re-affiliation of ITIs after 5 years, some grace period should be given by the NCVT as ITIs are already becoming NSQF compliant and then getting re-affiliation will take some time.

The representative of Meghalaya made a presentation with the following suggestions/ comments on the draft recommendations:

Recommendation # 1: Strengthening State Skill Development Missions

The State Government agrees to the recommendations made in the draft report.

Recommendation # 2: Private Sector Participation for Improving Quality and Relevance of Training

Constraint: NE States do not have significant presence of Industry

Suggestions:

- Upgrading of all existing Government ITIs and Polytechnics in partnership with industry needs to be facilitated by MSDE and MHRD.

- Private Sector participation for setting up Advance Training Institutes (ATIs) and for expanding outreach through New ITIs / Skill Development Centres (SDCs) needs to be facilitated by MSDE.
- MCIT support to attract Private Industries to set-up business in the upcoming Information Technology Parks.

Recommendation # 3: Developing the Pool of Trainers/Assessors/ Instructors for Improving Quality

“Making the trainers pay and allowances attractive for attracting good caliber people to join teaching stream. The trainers are required to be offered better career mobility either through industry exchange programmes or promotional avenues to ensure creation of relevant pool of trainers. They need to be sent for regular training to keep them updated with the latest”.

Suggestions:

- This recommendation seems to indicate regular employment in Government Jobs which may not be a good idea in view of the dynamic nature of demand for trades / skills.
- Contractual employment with good remuneration package may be considered.
- All Vocational Training (Government and private ITIs / Private Skill Providers) should have only trained and certified trainers for which there should be appropriate qualification norms.
- Advanced Training Institutes (ATIs) may be set-up across the country for training of trainers (at least one in each state).
- ATIs may be affiliated to the proposed Skill University.
- A single Statutory Body with branches in all the States that will have a panel of certified assessors for each sector and will also issue certificate to trainees who have successfully completed the training.
- A Nationally recognized certificate from a single Statutory Body for Trainees (instead of multiplicity of certificates).

Recommendation # 4: Making Skill Aspirational as a Career Choice

Suggestions:

- Revisit the Recruitment Rules in the Government / Public Sector / Private sector to provide for Vocational Qualifications aligned with NSQF.

- Gujarat Model of entry/exit and transfers for horizontal mobility between general and vocational streams to be closely studied and may be replicated across the country, if considered feasible.
- Allow eligibility to Civil Services (AIS/ Central / State) for Vocational Education by prescribing appropriate level in the NSQF for a skills-qualified person to be eligible for Civil Services Examinations.

Recommendation # 5: Improving Access and Outreach

“Right of youth to Skill Development”

Suggestions:

- This should be backed by adequate resources especially for less resourceful States like the NE States.
- It should perhaps be enacted only after 2-3 years when requisite infrastructure is put in place.
- In certain States like Meghalaya, the outreach of formal skill training institutes is poor.
- All the uncovered districts to have 1(one) Polytechnic established in PPP Mode.
- All the uncovered Districts / Sub-Divisions to have 01 (one) ITI established in PPP Mode.
- Below these, Skill Development Centres (SDCs) at the Block level.
- Line department’s infrastructure to be suitably upgraded under PPP mode
- Active involvement of District Administration in Skill Development Programmes.
- For remote and disturbed areas - Government will have to establish skill training institutes since PPP Model may not be feasible.
- Aadhar enabled Career Counselling & Placement Cells – Aadhar is not implemented in Meghalaya as yet.

Recommendation # 6: Focusing on Rural Youth, Women and Informal sector

Suggestions:

- In the case of rural youth and women, the focus should be more on harnessing traditional skills and in the agricultural and allied sectors.
- The need of up-skilling the existing labour force in the informal sector also has to be addressed.

Recommendation # 7: Broadening the Financial Resource Base for Skill Development

Suggestions:

- For resource-poor State like the NE States, adequate fund-flow from Government of India is necessary.

Terms of Reference No.5: *"To suggest ways for mobilizing panchayats, municipalities and civil society organisations as also the Railways and Armed Forces to participate in these efforts"*

Suggestions:

- The NE States are under-represented in the Central Armed Police Force (CAPF) - ITBPF, BSF, CISF, CRPF, SSB and Rifleman (GD) in Assam Rifles.
- Special Coaching Programmes may be arranged to enable the youth of the NE Region to qualify for recruitment against the vacancies in their respective States. The North Eastern Police Academy (NEPA), Meghalaya could be an ideal Training Partner for this activity.

Terms of Reference No.7: *"To suggest State level innovative measures for upscaling of pilots, sharing best practices, dissemination and replication by the other State/UTs"*

Suggestions:

- Skill Development initiatives should consider the cultural aspects of the State and should meet the expectations and aspirations of the youth, making best use of the resources and opportunities available and promoting local entrepreneurship in viable sectors. (e.g. Music / sports in NE).
- Identify untapped potential sectors in the State and build skills around that (e.g., Agarwood Industry in NE).
- To have a cluster approach to develop skilled manpower in identified sectors to attract industry partners (e.g. skilled workers for apparel industry).

CM, Gujarat added a few final comments. She gave examples of Festivals in Gujarat like Navratri and Ganapati Utsav for which the preparation start 4-6 months in advance and there is a huge demand for clothes and other

accessories. The government just organises an exhibition and provides the people with a market place to sell these products. The State Government doesn't have any other role apart from this and it helps the people (especially women) economically. For Ganapati Utsav, the idols that used to be made out of Plaster of Paris (PoP) are now being made of mud as the PoP idols pollute the rivers after immersion/*visarjan*. State Government officials organised a meeting with the Mandals and idol makers to explain to them the harmful effects of PoP on the environment. Similarly, Kite Festival in Gujarat was a Rs.50 crore business which has now become a Rs. 500 crore business and helps the 20 lakh women associated with the Sakhi Mandals (SHGs). They make kites and sell them through the government exhibitions. Thus, she concluded that by these simple efforts of the State Government without any major expenditure, economic conditions can be improved and no training is required in these areas as such for improving livelihood opportunities particularly for the women.

The Chief Secretary, Chhattisgarh also gave a few suggestions for funding of skill development:

- Use of Compensatory Afforestation Fund Management and Planning Authority (CAMPA) Fund in skilling of people affected by diversion of forest land to non-forest uses by earmarking a certain percent share.
- Similarly, use of the State Mineral Fund (increased royalty available) for skill upgradation of people affected by mining.
- A Skill Cess in line with the Education Cess may also be levied.

CEO, NITI Aayog sought an extra time of one month for the finalisation of the report with the comments of the Chief Ministers who could not participate in the Sub Group's meetings. It was decided that the Working Group of State nodal officers and NITI Aayog would visit some of the States who have not participated in the meetings and make presentation of the draft recommendations before the respective CMs to elicit their views. It was also decided that after that a final meeting of the full Sub Group will take place in Delhi in July 2015.

The meeting ended with a vote of thanks to the chair.

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Skill Development in Agriculture & Allied Sector

1. Skill Development in Agriculture and Allied Sector : An Ingredient of National Development

1.1 Transforming Indian Agriculture and the Skill Development Needs

- i. Subsistence Agriculture in India and the fragmented landholding in the backdrop of **conventional agriculture have resulted in marginal incomes for the farmers**. In spite of substantial transformation Indian Agriculture is witnessing in the last two decades, increase in farm incomes has been marginal at best. There is a pressing need for an average Indian farmer to get equipped with necessary skills that match with the transformation Indian agriculture is experiencing today. Imparting such skills to the existing workforce of agriculture is not only essential to ensure the farm incomes but also for Nation's food security.
- ii. Several of these **transformation changes** in the domains of Commodity Trading, Agriculture Insurance, Agriculture Finance, Information Technology Applications in Agriculture, Market Access Services, Biotechnology, Agriculture Exports, Weather Forecasting, Farm Mechanisation, Retail Supply Chain, Cold Chain etc., **hold an immense opportunity for job employment both in formal and informal sectors** (illustrative list of job roles in the emerging areas of agriculture and allied sectors are provide as Annexure) . However, youth in the country essentially needs to be connected with these emerging job opportunities through skill development efforts for one to harvest the merits of demographic dividend.
- iii. Similarly, the **maturing agriculture markets** reflected in the emergence of new / refinement of agriculture value chains and retail supply chains; **are further pushing the frontiers of self employment in agriculture**. Various segments of agriculture value chains are offering immense opportunities for rural entrepreneurs for the benefit of agriculture economy in general and individual benefit in terms of enhanced per capita income.

1.2 Recent Efforts of Skill Development in Agriculture

- i. Though the focused, organized and integrated skill development efforts of 21st Century started around 2009, such **efforts in Agriculture Sector had a late start**. Several sectors (including agriculture) grouped into 'unorganized sectors' / 'informal sectors' further received less and delayed attention as against the focused and intensive efforts of organized sectors. Interestingly, these **unorganised enterprises and informal employment is harbouring about 85 per cent of the workforce in India**. Thus, major proportion of skill development efforts are focussing on the formal sector that constitute only around 15 per cent of manpower in the economy.
- ii. Historically, India has classified and tracked its economy and GDP as three sectors - agriculture, industry (manufacturing) and services. Agriculture and allied accounted for 13.7% of the GDP and **employed 51% of the total workforce in 2013**. As Indian economy has diversified and grown, agriculture's contribution to GDP has steadily declined from 1951 to 2014, **yet it is still the largest employment source and a significant piece of the overall socio-economic development of India**. It therefore seems paradoxical when skilling is categorized into just two sectors - services & manufacturing, excluding agriculture allied sectors.

1.3 Nation's Food Security and Need for Skill Development in Agriculture

- i. Agriculture's performance calls for greater attention given the recently passed **Food Security Act** and the ongoing **National Rural Employment Guarantee Scheme**. Robust agricultural growth is expected to contain inflation, support industry and services, and increase employment opportunities in rural India. Low agriculture growth pulls down overall growth because of its indirect connection to industry and services. In the event of decreasing manpower, increasing inflation and transforming Indian agriculture, there is a **need for special attention** if the country has to be protected / prevented from becoming a net importer of agriculture goods and services.

- ii. Recent trends suggest that India might very well be at the "tipping point" of the transition in its agriculture dependent population. A large proportion of rural youth is on their way out of agriculture. While the decreasing manpower dependence on Agriculture is a sign of economic progress, it is time to go beyond just the number calculations and look closely into the characteristics of the rural youth and ability of the current systems to offer them appropriate alternative livelihoods. The **rate of growth of non-farm jobs continues to be limited** as the service sector still needs to mature to absorb the migration from rural areas and the manufacturing sector has only been experiencing jobless growth.
- iii. A look back at the history of developed countries reveals that **in most cases withdrawal from farming took place in very short concentrated periods of time either by way of growth in the non-farm sector** or farm crisis as experienced by US in 1980s. Most of the East Asian economies such as Japan, South Korea, and Taiwan which are similar to India in being land scarce and labour surplus underwent steep fall in agricultural population within a short span of less than 20 years. If India was to handle this situation in the interest of large workforce depending on Agriculture while ensuring food security (especially owing to the steep inflation witnessed in food prices in the recent past and a large majority of Indian population still living below poverty line), just stress on skill development in conventional areas is not sufficient, but efforts should be made to identify and support emerging perspectives of agriculture.
- iv. Keeping in mind the need for food security of the burgeoning Indian population especially owing to the large gini coefficient across the farming communities, the migration of rural youth out of agriculture and the poor contribution of non-farm sector in alleviating poverty owing to the high growth of minimal skilled in manufacturing and service industries (as against the semi-skilled and high skilled manpower), **specific focus on skill up-gradation and new skill development** in Agriculture is imperative.

2. Skill Development in Agriculture – Need for a Paradigm Shift

- 2.1 Declining total factor productivity, diminishing and degrading natural resources, and stagnating farm incomes are the major concerns of Indian Agriculture today. The trade liberalization on agriculture and effects of climate change are posing new challenges to the subsistence Indian farmer. **Key challenges of Indian Agriculture include:** (i) weakening of input delivery and local agri-governance systems; (ii) increasing risk in agriculture due to weather, prices and trade policies, including the impact of globalization; (iii) small, declining and fragmented holdings; (iv) growing market inefficiencies and increasing agri-waste; and (v) limited employment opportunities in non-farm sector. (Working Group on Agriculture Production, 2010)
- 2.2 In many ways, these challenges can neutralize the contributions made through various technological breakthroughs with substantial adverse affect on the farm income and the future of Indian agriculture. In this context of increased market and production risks, an average Indian farmer has to be far more equipped (read as skilled) to overcome these challenges. **Neglecting these challenges and skill development agenda for Agriculture could adversely affect the national food and livelihood security.** (Working Group on Agriculture Production, 2010)
- 2.3 However, on the brighter side, **new opportunities** are knocking the doors of Indian agriculture. Commercialization and diversification of Agriculture towards high-value commodities and integration are offering new opportunities, both in the domestic and global markets (Working Group on Agriculture Production, 2010). **High-value commodities** such as fruits, vegetables, milk, meat, flowers, etc. and agri-processed products point towards potential prosperity for the farmer **which however require specific technical skills** to achieve the productivity levels of global standards.
- 2.4 Recently, the entry of corporate sector in developing and delivering market-driven technologies, contract farming, processing of agri-products, organized retailing and produce for export markets are providing a new dimension to Indian agriculture from plot to plate (Working Group on Agriculture Production, 2010). **But the moot question still remains as to how to ensure that the farming community matches up to the**

technology and skill requirement. Concerted efforts would, therefore, be required for meeting the skill development targets for transforming agriculture that are achievable.

2.5 However, in order to achieve the set targets of agriculture growth through skill development, there is a dire need for paradigm shift in the way the skill development programmes in agriculture are conceived, planned, implemented and monitored.

2.6 In the backdrop of exodus of rural youth out of agriculture, **potential interventions areas of skill development in Indian agriculture** are to be conceived that can (i) increase the incomes of farmers through skill development in various technological interventions that increase the productivity and thus the incomes; (ii) reduce the cost of cultivation at least by 10 - 15 per cent through increasing the ability of the cultivator (skill development) towards improving the resource use efficiency; (iii) value add through post harvest management and market linkages to the tune of at least 15 per cent through targeted skill development interventions for entrepreneurs; and (iv) target themes of high value agriculture (Dairy / Piggery / Fishery / Poultry / or any Allied Activity of Agriculture; Horticulture & Floriculture; Sericulture and Lac Culture; Specialized Farming as Organic Farming, etc.) through vocational education and entrepreneurship development.

2.7 Further, the skill development efforts in Agriculture need reorientation from the following perspective:

- **Making Agriculture Aspirational for Rural Youth:** Many young farmers are already taking up high risk high returns agri-ventures like protected agriculture, precision farming, organic agriculture, floriculture, medicinal and aromatic plants cultivation etc., which are mostly avoided by the aging farmers. Through offering demand driven skills sets to these youth along with active support from government agencies and financial institutions based on the certificates issued to the trainees, skill development can go a long way in improving the aspirations of rural youth.
- **Emphasis on Farm as an Enterprise:** In the back drop of ensuring profitability of the farming enterprises, the skill

development initiatives are to build the capacities of the individual farmer in resource use efficiency and entrepreneurship. A clear distinction has to be brought on the training content for 'production orientation' and 'entrepreneurship / market orientation'. This involves emphasis on risk mitigation than risk aversion. This necessitates development of accounting, market information interpretation skills in addition to technical / production skills.

- **Focus on activities beyond farm gate:** While the segments of agriculture supply chain are more organized towards the consumer's end, the segments of supply chain that are closer to the farmer / producer remained unorganized to a large extent. Though the regulated markets in the rural hinterlands do offer organized services to the farmers, the distance between the farm and the market appears to be never decreasing. This scenario offers large scope for self employment through skill development in the domain of post-harvest handling, village level storage, repair and maintenance of farm machinery, financial intermediation and farmer centered farm advisory services etc.

3. Recommendations for Special Thrust on Agricultural and Allied Sector Skills

In the backdrop of the status of skill development interventions in India and prevailing challenges in the ecosystem, the following action points can play a substantive and critical role in agriculture growth and employment in India. The points are grouped at three levels viz., (a) Sector; and (b) Value Chain c) Government & Inter Stakeholder.

3.1 Sector Level

- i. As against the focus on conventional agriculture (not to be read as traditional agriculture which otherwise holds good linkages with conservation agriculture), there is a need to incentivize and **promote skill development efforts that focus on technologies (modern and traditional) that emphasise high productivity and resource**

- use efficiency.** Similarly, the changing dietary / consumption patterns calls for focus on various sub-sectors such as dairy, fisheries, poultry etc., Owing to the poor enabling factors in these sub-sectors and high investment, special package may be provided for the skill development efforts in these sub sectors.
- ii. Given the challenges of climate changes, production and marketing risks, it is imperative to up-skill the farmers on emerging techniques of crop production and **Skill Development should be made an integral part of all the ongoing efforts related to climate change and risk mitigation, supported through public funds.**
 - iii. In the back drop of the increasing challenges of Indian agriculture and lack of market facilitated supporting (or enabling) environment for agriculture growth, there is a need to promote good and services in agriculture sector through **rural youth who can offer advisory on modern / efficient technologies** (including practices). Such prospective avenues include Soil-testing, identification and treatment of micro-nutrient deficiencies, Nursery management, poly house construction and maintenance, Irrigation, and pipeline and pump maintenance, Post- harvest management of agriculture produce at the farm and village levels, Sorting, grading and packaging, data analysis for improved market decisions etc.
 - iv. Agriculture not being perceived as a vocation is leading to migration of rural youth to urban areas creating additional stress on urban amenities without any real benefit to the populace. Moreover, **most of the skilling initiatives of the Government have got placement related thrust which is compelling Training Providers to exclude agricultural skilling from their agenda owing to the sector being predominated by self-employment.** In reference to the efforts of various government schemes, **equal status should be assigned to 'self-employment' and 'job employment'.** **Income generation should be metric for skill development efforts of agriculture in the country** and entrepreneurial activity to be promoted which in turn increases additional employment avenues.

- v. 'Creation of self-employment' / 'income generation through **self-employment**' should be recognized as metric equivalent to the current performance metric of skill development efforts – 'job employment'. The same to be made mandatory for the ongoing livelihood/skilling programmes such as DDUGKY/NRLM to streamline the institutional development efforts with that of metric driven / outcome based performance assessment.

3.2 Agri Skill Development Value Chain

- i. **Recognition of farmer as an entrepreneur** and use of appropriate terminology viz., 'Crop Producer', 'Agriculture Entrepreneur' in all official communications and references made to a person involved in agriculture; On the lines of recognizing the scientists and sports men / women in the country, **annual awards at District, State and Country level recognizing the efforts of farmers** (as against agriculture scientists) to be given.
- ii. India is a witness to a **large training infrastructure** established to train the farmer and scientist groups for the benefit of agriculture development viz., Krishi Vigyaan Kendras (KVKs) at district level; State Institutes of Rural Development (SIRD) and Extension Education Institutes at State Level; Several Training Centres established by Civil Society Organisations under various Government Schemes; Several Educational Institutes both at the School level, Graduate and Post Graduate levels. In the back drop of **this infrastructure being established through Public Funds, the same can be allowed for utilization by various other SSC affiliated Training Providers/ NGOs for the delivery of Agriculture Training**. A policy promoting such planning can be supported through necessary policy measures.
- iii. Though several Government Commodity Boards/ Corporates are already taking up capacity development initiatives and Sector Skill Council ie. Agriculture Skill Council of India (ASCI) is playing a critical role in bringing in standardisation and uniformity in these initiatives, there is a need to **encourage these Boards / Corporates** involved in Agriculture and Allied Sector (Fertilizer, Farm Mechanisation ,

Seed, Microirrigation, Commodity Exchanges, AgriBusiness Companies, Dairy, Fisheries and Poultry companies) **to utilise their CSR for taking up Skilling initiatives in Agriculture, Dairy, Fishery and Poultry Sector.**

- iv. In the context of Agriculture sector having unorganized manpower in large proportions, **special directives to the financial institutions may be provided to recognize the NSQF level certification of Agriculture Skill Council of India** (especially towards self employment) for projects that needs capital investments. Special Incentives to individuals receiving training (for self Or Wage employment) as per the National Occupational Standards notified and facilitated by SSC. It may be done through (a) Incentives of soft credit to be facilitated through various private and public banks under priority sector lending with interest subvention between 1.0 and 2.0 points. Capacity building / training grants from Apex financial Institutions viz. NABARD and Government Departments under various schemes should make Industry recognized (i.e. ASCI) assessment and Certification mandatory for ensuring quality, upward mobility and career progression and factor in assessment & certification cost within these grants.
- v. Synergising the Skilling Efforts of Stakeholders Government, Industry, Training Institutions and Farmer groups across Ministries/Departments at various levels:
- Skilling Programme needs to ensure practice by hands. There is an urgent need to **promote short term programmes** from 2 week duration to 3 months for creating a range for Para Professionals in Agriculture, Horticulture, Veterinary, Dairy, Poultry and Fisheries Sector.
 - Department of Agriculture & Cooperation, Department of Dairy, Animal Husbandry and Fisheries, ICAR, ASCI and Ministry of Skill Development and Entrepreneurship (MSDE) **should work closely for bringing in Standardization in short term programmes, Train the Trainer Programmes, Joint Skill Gap Studies and Design of Structured Curriculum aligned with National**

Occupational developed by ASCI for training of farmers, Trainers and Extension Workers.

- It is recognized that training Providers do not come forward to take up skill development in Agriculture sector as a part of major schemes viz. DDUGKY and NRLM owing to the '**placement criteria**'. The **Operational guidelines may be suitably modified to factor in Self Employment / Wage Employment in Agriculture & Allied Sector** vocations. Similarly RSETI by providing more short term Agriculture courses can greatly supplement the capacity.
 - **State Skilling Missions** should earmark a budget of **at least 25 percent for this key Sector (Agriculture and Allied)** considering the fact that at present this vital sector contributes to more than 50% of India's Employment.
 - **Alignment of Agriculture Training Programs** being done by under various Schemes viz. MIDH, NLM, STY , NRLM, DDUGKY, RSETI and others **with National Occupational Standards (NOS)** so that a vast no of beneficiaries can get assessed, certified and be counted as Skilled Worker and avail various related benefits in time to come. ASCI can take up assessments for all the trainings under various schemes. Thus, the outcomes of Government Schemes can be streamlined in synchronization with one another and thus taken up effectively & efficiently.
 - **Preferential treatment to individuals certified on the above lines**, in case of various works in government departments, Civic bodies, farms, admission to Agriculture and Veterinary Universities and for availing various government schemes such as Technology Missions, Food Security Mission, and Technology Transfer Schemes.
 - Subsidy distribution on Farm equipment, Micro Irrigation, Cold chain/Warehousing and other schemes can have a compulsory short term (2 Weeks) training component attached to it.
- vi. Special courses should be organized **for women** through taking up programmes in topics of their interest such as Milch cattle

management, preservation of seed, allied farm activities such as bee keeping, mushroom production etc.

- vii. **Recognition to Prior Learning (RPL)** is one of the game changer under NSQF as in India there was no such mechanism to recognize the experience and learning of individual through informal ways or traditional transfer of knowledge and Skill. RPL gives an opportunity to individual to get assessed for any Job Role and certified if qualify. Credit will be accumulated for each certification and will provide opportunity to move for high level courses through formal education/vocational education system. Hence RPL gives opportunity for lifelong learning and growth. A plan should be designed by the State Departments where in ASCI can do assessment and certification for semi-skilled and skilled workforce in agriculture, Agri allied and Rural Skills domain, mobilized by training Providers/Industry.
- viii. While **Centres of Excellence** have come in some states on Horticulture, there is a need to have such centres of Excellence on Farm Mechanisation, Dairy, Fisheries, Poultry and applications of renewable energy/ Climate change. Agencies like ASCI can play an important role in bringing the technical and International partnership from the Industry.
- ix. **Agriculture Universities to act as Vocational Centres for Students/ Farmers/ Government Extension agents:** Joint initiative with ASCI (Industry partners) to start vocational courses for strengthening the vocational education system may be taken up in collaboration with SAUs. This would increase the employability and ready Industry acceptance.
- x. Agri and Priority Sector lending wing of Banks as well as their CSR arms can play an important role for imparting of Agriculture Skills. A 30% spend of their CSR funds on Agriculture Skilling programmes can be made mandatory.

4. Conclusion

With a renewed focus on the Capacity Building efforts from the Government, various initiatives in public as well as the private sector have already been

taken up to harness the advantage of 'Demographic dividend' in India. However, skill development initiatives in the domain of agriculture can play lasting impact in retaining the rural youth in agriculture sector through making it technology oriented with less drudgery. Though several efforts are taken up proactively to facilitate income generation through employment of rural people and also for growth in agriculture, improvement in the operational strategies of the training institutions along with the involvement of industry players is the need of the hour. While the country is bracing itself the mountainous task of building the skills of millions, it is time for making innovative and holistic efforts for focusing on the targeted employment generation and market efficiency building towards sustainable growth in agriculture production and employment.

Appendix-I

Per cent of Population in the age group 0-14 years to total population by sex and residence, India and bigger States, 2010 and 2013						
India and bigger States	0-14 years		15-59 years		60+	
	2010	2013	2010	2013	2010	2013
India	30.9	28.4	61.6	63.3	7.5	8.3
Andhra Pradesh	26.4	23.8	65.8	66.5	7.7	9.7
Assam	32.3	29.8	62.2	64.0	5.5	6.2
Bihar	39.4	36.0	54.3	57.2	6.4	6.8
Chhattisgarh	32.6	30.2	60.9	62.5	6.5	7.3
Delhi	29.0	26.8	65.3	67.2	5.7	6.0
Gujarat	29.1	27.1	63.4	64.2	7.5	8.7
Haryana	30.7	28.3	63.3	64.4	6.1	7.3
Himachal Pradesh	26.0	24.6	63.9	64.4	10.1	11.0
Jammu & Kashmir	26.9	24.4	65.4	66.0	7.7	9.6
Jharkhand	35.5	32.0	58.6	61.2	5.9	6.8
Karnataka	26.7	25.1	65.5	66.2	7.9	8.8
Kerala	23.9	22.8	64.2	63.8	11.8	13.5
Madhya Pradesh	33.6	31.2	59.7	61.6	6.7	7.2
Maharashtra	27.5	26.5	63.3	63.7	9.2	9.8
Odisha	29.4	26.9	61.9	63.8	8.7	9.2
Punjab	26.0	23.2	65.1	66.2	8.9	10.6
Rajasthan	33.6	31.3	59.6	61.2	6.8	7.5
Tamil Nadu	24.0	23.0	66.0	66.1	10.0	10.9
Uttar Pradesh	35.7	31.7	58.0	61.2	6.4	7.1
West Bengal	27.4	24.8	65.2	66.8	7.5	8.5

Source: SRS Statistical Report 2010 & 2013

State wise per thousand distribution of persons in the age group 15-59 years by status of vocational training received or being received-

State	Formal		Non Formal Vocational Learning				did not receive any vocational training	not reported	Total
	receiving formal vocational training	received formal vocational training	Hereditary	Self Learning	Learning on job	Others			
A & N ISLANDS	19	111	5	49	37	4	773	2	1,000
ANDHRA PRADESH	10	13	42	25	38	11	860	0	1,000
ARUNACHAL PRADESH	3	5	0	19	2	3	956	12	1,000
ASSAM	4	9	4	24	6	1	949	3	1,000
BIHAR	3	3	1	5	2	1	978	7	1,000
CHANDIGARH	8	36	6	9	21	0	920	-	1,000
CHATTISGARH	4	16	75	54	163	4	681	1	1,000
D & N HAVELI	9	43	51	16	61	11	808	-	1,000
DAMAN & DIU	31	10	59	39	286	1	575	-	1,000
DELHI	4	15	6	4	7	3	963	-	1,000
GOA	18	69	1	5	14	0	892	-	1,000
GUJARAT	7	21	43	25	60	3	842	-	1,000
HARYANA	11	28	16	3	25	5	912	1	1,000
HIMACHAL PRADESH	21	40	7	19	27	9	876	-	1,000
JAMMU & KASHMIR	4	13	33	8	34	5	895	8	1,000
JHARKHAND	4	4	6	4	1	0	979	1	1,000
KARNATAKA	7	27	8	12	21	4	921	-	1,000
KERALA	22	106	10	15	33	31	783	0	1,000
LAKSHADWEEP	18	88	4	22	28	2	838	-	1,000
MADHYA PRADESH	6	16	55	16	19	1	883	4	1,000
MAHARASTRA	18	47	11	13	25	1	884	-	1,000
MANIPUR	3	10	19	20	28	1	914	4	1,000
MEGHALAYA	2	5	1	2	6	3	975	5	1,000
MIZORAM	3	12	14	10	29	2	927	3	1,000
NAGALAND	3	22	0	4	3	2	966	0	1,000
ORISSA	7	9	96	40	51	3	793	2	1,000
PONDICHERY	45	153	2	2	26	4	768	-	1,000
PUNJAB	15	29	146	25	126	23	636	-	1,000
RAJASTHAN	5	8	44	11	27	2	904	-	1,000
SIKKIM	3	12	0	18	18	0	947	1	1,000
TAMIL NADU	14	37	15	19	54	3	858	-	1,000
TRIPURA	3	6	2	13	1	1	969	6	1,000
UTTAR PRADESH	3	8	30	14	23	1	921	0	1,000
UTTARANCHAL	12	26	7	4	27	2	921	-	1,000
WEST BENGAL	10	18	25	20	53	2	870	2	1,000
INDIA	9	22	30	17	35	4	883	1	1,000

Source: Extracted from unit level data NSSO 68th round

Appendix III

Projected Employment & Incremental Human Resource Requirement Sector-Wise by 2022				
S. No	Sectors Employment Base in 2013 (million)	Projected Employment by 2022 (million)	Incremental Human Resource Requirement (2013-2022)	Skill Gap 2013-2022 (in millions)
1	Auto & Auto Components	10.98	14.88	3.9
2	Beauty and Wellness	4.21	14.27	10.06
3	Food Processing	6.98	11.38	4.4
4	Retail	38.6	55.73	17.13
5	Media & Entertainment	0.4	1.3	0.9
6	Handlooms & Handicrafts	11.65	17.79	6.14
7	Leather and Leather Goods	3.09	6.81	3.72
8	Domestic Help	6.00	10.88	4.88
9	Gems & Jewellery	4.64	8.23	3.59
10	Telecommunication	2.08	4.16	2.08
11	Tourism, Hospitality & Travel	6.96	13.44	6.48
12	Furniture & Furnishing	4.11	11.29	7.18
13	Building, Construction & Real Estate	45.42	76.55	31.13
14	IT & ITES	2.77	5.12	2.35
15	Construction Material & Building Hardware	8.3	11	2.7
16	Textile & Clothing	15.23	21.54	6.31
17	Healthcare	3.59	7.39	3.8
18	Security	7.00	11.83	4.83
19	Agriculture	240.4	215.6	-24.8
20	Education/ skill development	13.02	17.31	4.29
21	Transportation & Logistics	16.74	28.4	11.66
22	Electronic & IT Hardware	4.33	8.94	4.61
23	Chemical & Pharmaceuticals	1.86	3.58	1.72
24	BFSI	2.55	4.25	1.7
	Grand Total	459.46	578.62	119.16