SKILL INDIA REFORMS

STUDY OF REGULATIONS, COMPLIANCES & THE SKILLING ECOSYSTEM
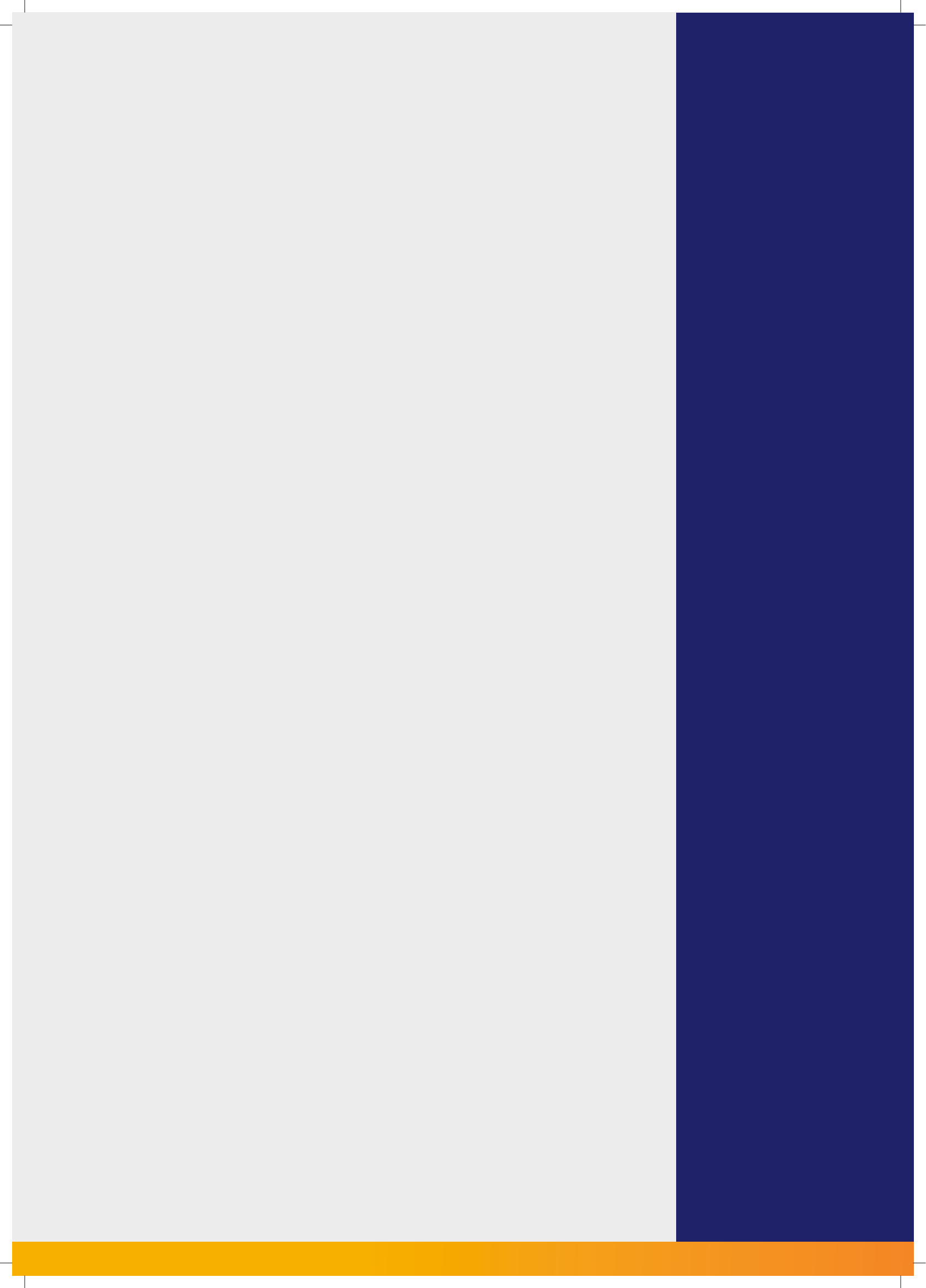
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MESSAGE FROM TASKFORCE CHAIR

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We are aware the country's rich demographic dividend can be realised only through a robust education and skill development ecosystem.The quality of the education system will determine how the youth develops knowledge, skills and expertise essential for giving impetus to the momentum of economic growth.This has been the focus of attention for sometime, and a detailed Framework is in place, but in the scenario of technology led disruptions, skill requirements are dynamic and fast changing. This needs continuous thought and review of the System to meet the demanding need.

This Study on Regulations , Compliances and the Skill Ecosystem is an initiative of the Skill Development Committee of FICCI, which has a focus on ease of doing Business and ensuring the outcome of livelihood. A Task force comprising members from diverse fields was constituted. Several rounds of deliberations were held within the Taskforce, besides discussions with stake holders--Industry Representatives, CEO's of Sector Skill Councils, Skilling Agencies,Training Partners, Skill Universities, and International Agencies such as ILO and UNDP. We are grateful to them for their rich inputs and deep insights. There was also a survey, extensive literature review and collation of secondary data.

The Report brings together an overview of the Skilling framework in India, besides some best practices from overseas.Delving into the importance of Regulations and Compliances such as Common cost norms and other guidelines for streamlining the System, it however flags Issues and Challenges and brings out Action Points requiring attention, including in the operational areas, which could facilitate effective Skilling.

I would like to thank FICCI for giving me the opportunity to chair this Taskforce and hope the findings and recommendations will give impetus to Skill Development. My Compliments to the Leadership of the Skill Development Committee and Mr Arun Chawla Director General FICCI, for taking on this important area of study. My thanks to each member of the Taskforce for their time, enthusiasm, and their contribution. A special thanks to Mr. Veerappan former VP Excelus Learning Solutions for his commitment. My deep appreciation to the untiring efforts put in by Dr Rajesh Pankaj. Director FICCI, Ms Deepti Singh Deputy Director FICCI and Ms Upasana Maurya Assistant Director FICCI for effectively coordinating the numerous Meetings, Collation of information and putting this Report together.

EXECUTIVE SUMMARY

The World Bank quotes that the development of skills can contribute to structural transformation and economic growth by enhancing employability and labor productivity and helping countries in becoming more competitive. Low skills perpetuate poverty and inequality. When done right, skills development can reduce underemployment, increase productivity, and improve standards of living.

"Making India the Skill Capital of the World"- The vision of our Hon'ble Prime Minister gave speed, scale, and standardisation to the ongoing efforts of the various central and state governments & public and private sector organisations in the area of youth skilling. Over the last decade, the TVET ecosystem in India has evolved and has gained recognition for its persistent efforts in making young India employable and aatmanirbhar.

While young people in the post-pandemic world navigate jobs, employability skills, future of work and employment challenges, India still has a few years left to leverage the demographic dividend. To make this a reality and to make India rich before it gets old, the responsibility is not just on the shoulders of the young population but also on the Government, Private, and Public Sector Organisations.

The Ministry of Skill Development and Entrepreneurship has been playing a significant role to skill the population of the country since 2014 and the challenge of skilling right people for right jobs was propelled due to the pandemic. The COVID 19 crisis accelerated and accentuated the need to review and upgrade the existing systems and processes to bring a boost to the Skill India Mission. Recognizing the importance of the reforms in the skill development ecosystem in the country, FICCI constituted a Task Force with the objective to review the Rules, Regulations, Compliances, Policies, and Practices in the areas of skill development that not only ensures ease of doing businesses but also focuses on livelihood and employability. In this report, we have made an earnest effort to recognise the bottlenecks and impediments that are slowing down the pace of creating livelihoods through skilling & have proposed recommendations to resolve these.

Not just these, this report considers and understands the nuances in the skilling ecosystem that

impedes the ease of doing business and recommends changes in the processes, which will facilitate ease of business and ease of livelihood & employability through improving systems and processes, thereby facilitating skilling. This report is a focused approach towards identifying & recognising issues and attempting to strengthen the ecosystem by suggesting implementable actions. The recommendations are based on the various rounds of consultative meetings with the Industry Leaders, CEOs of Sector Skill Councils, International Organizations, Training Partners, Universities (Skills), etc. In conclusion, this study presents a series of lessons and recommendations that can be considered by various stakeholders i.e, Government, Industry, SSCs, and Training Partners etc.

Summary of the key recommendations include the following:

For Government

- Develop a uniform, standardised skill development policy and a central nodal agency for the formulation and release of Skill Dev schemes.

- Compile comprehensive guidelines and related rules at a single platform.

- Review Skill India Portal, to make it all encompassing, covering all Skilling schemes, and enabling end- to-end implementation.

- Develop a National Integrated Data System, for E-to-E Stack (Education to Employment).

- Develop and implement outreach and communication programs, regarding Skilling schemes to bring clarity for the Skilling agencies and those being skilled.

- Skill Gap Studies be carried out to have demand-driven Skilling.

- A tracking and evaluation mechanism be created to make Skilling transparent, and outcome based.

- Align NSQF curriculum with ITI for acceptance by industry while hiring.

- Career Counselling be made part of the Skilling process.

- Evolve a functional Skilling framework for the informal sector.

- Review the areas highlighted under operational category (indicated in the report) to facilitate better Skilling.

For Industry and Industry Bodies- Sector Skill Councils

- Collaborate with Govt. in the communication and outreach programs.

- Collaborate with Govt in the Skill Gap Studies and projection of job opportunities to make Skilling demand-driven.

- Associate in aligning the NSQF curriculum with the ITI to enable recognition and acceptance of the same while hiring.

- Associate in evolving a mechanism to evaluate Skilling along with outcome.

- Review and include the industry customized specialized programs, especially for upskilling along with NSQF e.g. the health sector.

- Review of Skilling infrastructure to ensure optimal utilisation. Some companies having state-of-the-art training facilities may consider pooling resources with smaller companies, especially clusters of MSMEs.

- Sector Skill Councils, as autonomous industry led bodies be responsible for the creation of Qualification Packs to ensure standardized curriculum to be approved by NCVET.

For Industry- Academia

- Enhancement of Industry Academia interface to give impetus to blended learning models.

- Integration of technology with the current system, for creating e-curriculums, e-learning tools, platforms for online attendance etc.

INTRODUCTION

Skill Development is an important driver for improving employability, productivity and helping sustainable enterprises develop through inclusive growth. According to the World Economic Forum report published in October of last year, the rapid acceleration of automation and economic uncertainty caused by the pandemic will shift the division of labor between humans and machines, causing 85 million jobs to be displaced and 97 million new ones to be created by 2025. During the pandemic, the world saw a stark contrast between the massive job losses in hard-hit sectors-such as tourism, retail, and construction and the positive job growth in industries like technology and finance. (Coursera Global Skills 2021 Report)[1]. The future of work demands continuous upskilling and reskilling, and constant efforts by an individual to succeed in education and career.

The National Skill India Mission, launched in 2015, aims to provide young Indians with the skills required for sustainable employment. Over the last few years, the government has undertaken several initiatives to increase youth access to vocational training. The primary goals of the Skill India movement are to meet employers' needs of skills and to prepare workers (young and old) for the world of work. With over 62% of the population in the working age group and about 54% below 25 years of age, India is one of the most advantageously placed countries with regards to the demographic landscape. At the same time, we are about to enter the final stage of the demographic transition. (United Nations, 2019b)[2]. This necessitates the urgent need to enhance the skill sets of the available workforce to improve their employability quotient and their effective contribution to the country's economic growth.

Skilling in India is witnessing reforms and policy interventions that going forward, should revamp and reinvigorate the country's workforce and prepare the youth with future skills. This report takes a closer look at policies and programs, that we need to work on, to support linkages between education, skilling, and industry and further create a demand-driven 'learner-centric' skills ecosystem.

Skill Development is the productive capabilities acquired through all levels of learning and training occurring in formal, non-formal, informal, and on-the-job settings. The UNESCO–UNEVOC TVET glossary defines Skill Development as the acquisition of practical competencies, know-how, and attitudes necessary to perform a trade or occupation in the labour market. It indicates a move away from school-orientated approach and includes non-formal programmes which may be delivered in the workplace, do not lead to formal qualifications, and encompasses training in the informal economy. (EU Commission 2012, Europe)

1- https://pages.coursera-for-business.org/rs/748-MIV-116/images/Coursera-Global-Skills-Report-2022.pdf
2- https://www.msde.gov.in/sites/default/files/2019-09/National%20Skill%20Development%20Mission.pdf

SCOPE OF THE REPORT

With the Indian economy growing in scale with various enabling policies and programmes being put in place, the need for skilled workers in different sectors was a consequential requirement. Realizing the emerging need, the Ministry of Skill Development and Entrepreneurship (MSDE) was established in 2014 with an overall objective to promote skilling and entrepreneurship development in India. This report has attempted to provide a comprehensive representation of the issues and challenges of the Indian skilling ecosystem and has proposed recommendations towards streamlining to facilitate skilling. It is a study of the compliances and regulations of the skilling ecosystem that impedes the ease of doing business and recommends changes in the processes which will facilitate ease of business and ease of livelihood & employability by improving systems and processes thereby facilitating skilling.

CONTEXT

In order to translate the Atmanirbhar Bharat Abhiyan into a reality, the next generation of reforms relating to minimizing the regulatory burden on sectors, businesses and citizens are being taken up by Central Ministries and States/UTs on a mission mode. Department for Promotion of Industry and Internal Trade (DPIIT), Ministry of Commerce and Industry is the nodal department for coordinating this exercise.

Against this backdrop, FICCI created a Task Force with the objective to review the Rules, Regulations, Compliances, Policies, and Practices in the areas of skill development that not only ensures ease of doing businesses but also focuses on livelihood and employability.

Skilled workforce is at the centre stage of profitable and sustainable businesses, as they support growth, transitions, and innovation. The report has looked at the need for methods to facilitate and improve skilling amongst students and budding entrepreneurs too.

Due to the pandemic, the labour force participation rate dropped to 46.3 % in Dec 2020, compared with 49.3 % in the previous year[3]. The COVID-19 crisis has accelerated the shift towards digital adoption and companies have started exploring alternatives to integrate new technologies in their operations. The industry is adopting new technologies such as automation, digitalization, artificial learning, 3D manufacturing, etc. in the world of work globally. This has led to an urgent need to upskill and train the existing and new workforce on Industry 4.0 related technologies.

The report is a detailed study of the skilling landscape of India & challenges faced by respective stakeholders - industry, sector skill councils, training partners and those to be skilled. The study also brings out the global best practices and models. The recommendations are perspicuous and will certainly facilitate creation of an enabling skilling and entrepreneurship ecosystem resulting in employability and livelihood. The report is exhaustive and covers important elements that could ensure an effective and seamless functioning of skills ecosystem in the country.

3-https://unemploymentinindia.cmie.com/kommon/bin/sr.php?kall=wstatmore

METHOD OF STUDY

It is a widely accepted fact that the precision of any study/research work is predominantly determined by the robust methodology adopted while carrying out the study. In line with this, the FICCI Task Force took a muti-pronged and nuanced approach during the course of the study. This not only ensured reflections on every important aspect of skilling but also led to a comprehensive understanding of the issues and pain points in the skilling ecosystem of the country. The basic objective of this study has been to understand the challenges of the skilling landscape, more so from the regulatory, compliance and livelihood perspectives and suggest effective recommendations, thereof.

A Task Force was constituted by FICCI under the leadership of Ms Veena Swarup, Former Director-HR, Engineers India Limited and had members from Sector Skill Councils and Training Partners. Besides the numerous rounds of Task Force meetings, there was a survey conducted, extensive literature review, desk research and collation of secondary data. The Task Force members validated the collated information. Consultation meetings were also held with some Skill Universities, CEOs of Sector Skill Councils, Representatives from Industry and Training Partners, International Organisations like ILO and UNDP.

To make the study more comprehensive and bring about the requisite outcomes, this FICCI Task Force right at the start had spelt out the need to engage with diverse set of stakeholders (directly or indirectly) linked with the skilling landscape. This was of course, supplemented by an extensive literature review and collation of data from authentic secondary sources.

The Task Force's aim was to review Rules, Regulations, Compliance, Policies, and Practices in the area of skill development with a view towards ease of doing business and ensuring the outcome of livelihood.

This study is distinctly placed on account of the fact that it not only had wide and rigorous stake-holders' consultations (with Sector Skills Councils, Skilling Universities, Training Partners, Industry Leaders, Multilateral Organizations, etc.), but also entailed validation and authentication of each and every point shared during the course of discussion. The idea was to ensure that the inputs shared by the stakeholders were bereft of any 'valued-loaded' or skewed insights.

Through this study, the Task Force has also attempted to map some of the good international best practices existing in the global skill ecosystem.

With a foresight to assist with effective implementation strategies, this study has categorically looked at the specific issues and bottlenecks and has suggested the recommendations in a simplistic but in an effective way. The overall structure of the report has been put together in a format that ensures easy readability and seamlessly relatability f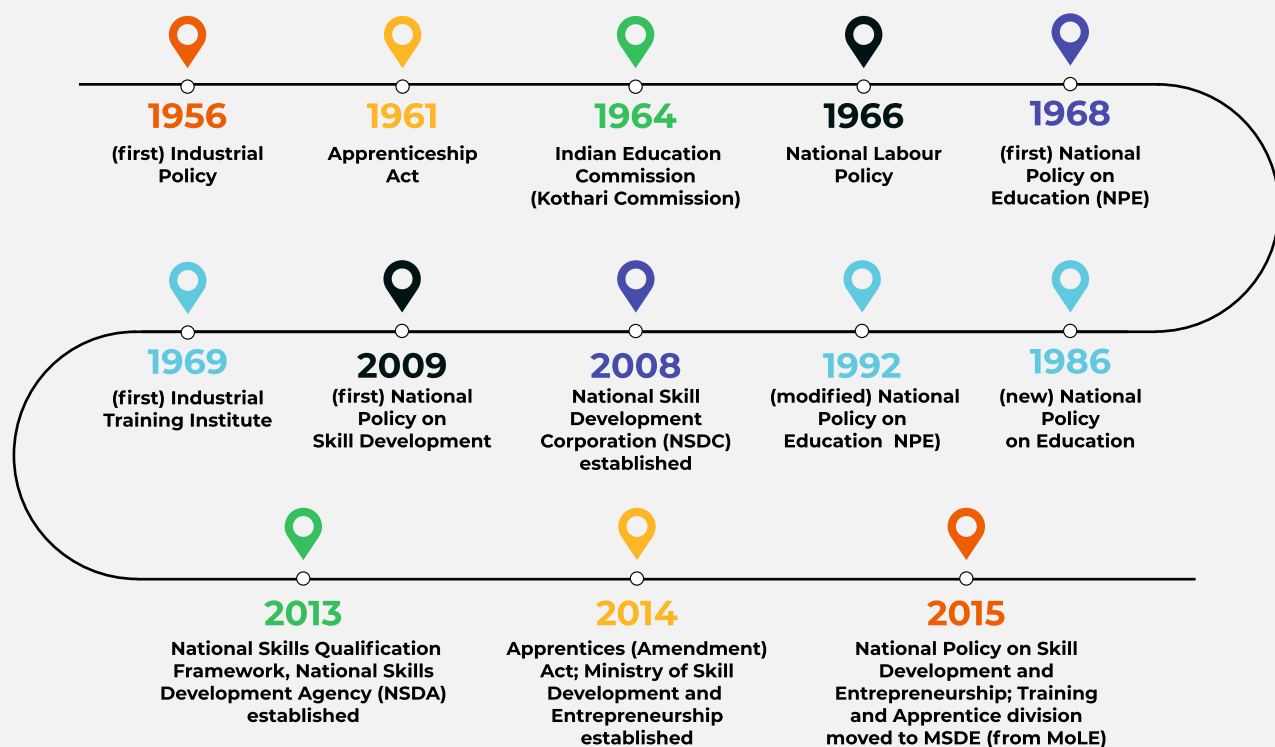or stakeholders to implement. The underlying principle has always been to deep dive in the issues and look at them from a 360-degree perspective and revalidate the observations/ suggestions before their final incorporation in the report. This process/method, though looked extremely tedious from the start, but has certainly been able to dig out the critical challenges and accordingly helped in putting together an effective recommendation note for the consideration of government and other stakeholders.

Process Diagram: Consultations on Regulations and Compliances in Indian Skilling Ecosystem

Research
Primary and secondary research on various schemes, policies, guidelines and frameworks

Training Partner Consultations
Information collection about compliances, norms and regulations

CONSULTATION PROCESS

Consultation with Skill Universities
Data validation, information gathering, understanding roadblocks

Consultation with International Bodies
ILO, UNDP to collect best practices from across the globe

SSC & Industry Consultations
Validating data & collecting information

HISTORICAL BACKGROUND

History of Skill Development: A Snapshot

1956
(first) Industrial Policy

1961
Apprenticeship Act

1964
Indian Education Commission (Kothari Commission)

1966
National Labour Policy

1968
(first) National Policy on Education (NPE)

1969
(first) Industrial Training Institute

2009
(first) National Policy on Skill Development

2008
National Skill Development Corporation (NSDC) established

1992
(modified) National Policy on Education NPE)

1986
(new) National Policy on Education

2013
National Skills Qualification Framework, National Skills Development Agency (NSDA) established

2014
Apprentices (Amendment) Act; Ministry of Skill Development and Entrepreneurship established

2015
National Policy on Skill Development and Entrepreneurship; Training and Apprentice division moved to MSDE (from MoLE)

Method of Study

The earliest efforts of the government to promote vocational education in the country can be traced back to 1956 when National Council for training in vocational trades was formalised through establishment of ITIs. In 2008, the Indian Government introduced a "Coordinated Action on Skill Development" run by Prime Ministers National Council on Skill Development (PMNCSD) and National Skill Development Coordination Board (NSDCB). This was followed by the inception of the National Skill Development Agency (NSDA) in 2013, a merger between PMNCSD, NSDCB and office of the Advisor to the PM on Skill Development. The NSDA was responsible for providing key strategic direction, development of infrastructure and promotion of the prevailing organizations like Industrial Training Institute (ITIs), craftsmen training institutes and Technical and Vocational Education and Training (TVET).

The National Skill Development Mission, 2010 prepared a planned strategy on skill development and information structuring of around 530 million youth by 2022 by the National Skill Devel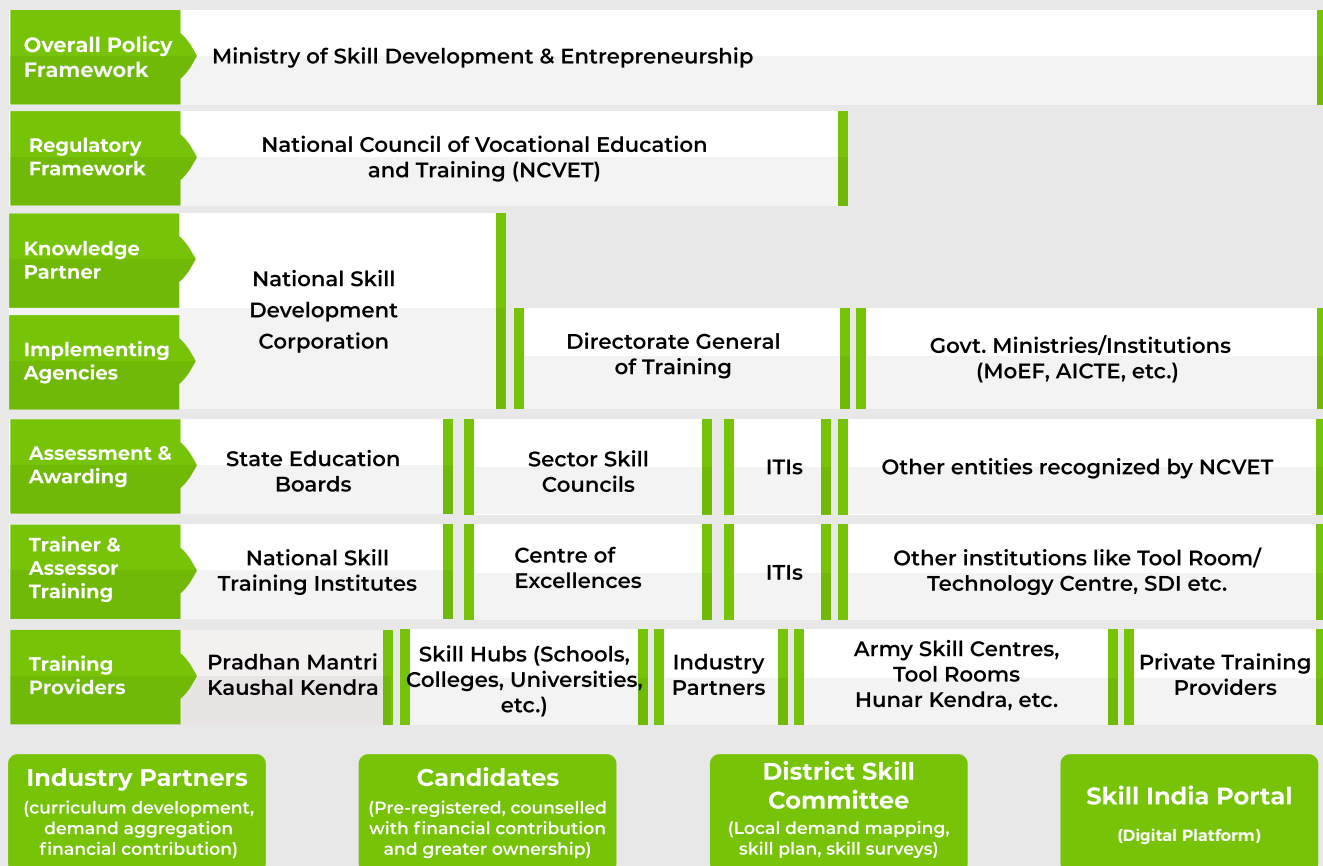opment Corporation, DGE&T (Directorate General of Employment and Training under Ministry of Labour and Employment), MHRD and other related Ministries. With the support of its private alliances, the National Skill Development Corporation (NSDC) which was established in 2008, aimed to attain a target of 150 million skilled workers by 2022.

After assessing the high demand for the skilled workforce globally, the Ministry of Skill Development and Entrepreneurship (MSDE) was formed in 2014. It aimed to establish and lay down consistent and common teaching standards and collaborate organization's efforts to develop skills.

On 5th December 2018, MSDE notified the National Council for Vocational Education and Training (NCVET) by merging the existing two skill regulatory bodies- National Skill Development Agency (NSDA) & National Council for Vocational Training (NCVT). Now NCVET is an overarching skills regulator with a mandate to regulate the functioning of entities engaged in vocational education and training, both long & short-term, and establish minimum standards for the functioning of such entities.
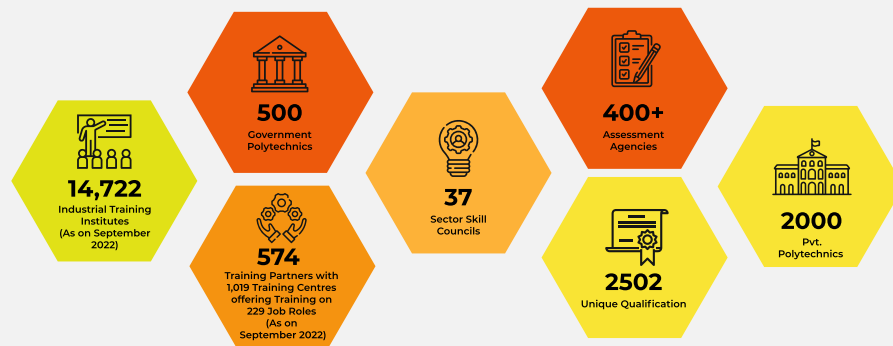
EXISTING SKILLING FRAMEWORK (POLICY, KEY SCHEMES, REGULATIONS, STAKEHOLDERS

Overall Policy Framework	Ministry of Skill Development & Entrepreneurship			
Regulatory Framework	National Council of Vocational Education and Training (NCVET)			
Knowledge Partner	National Skill Development Corporation			
Implementing Agencies		Directorate General of Training		Govt. Ministries/Institutions (MoEF, AICTE, etc.)
Assessment & Awarding	State Education Boards	Sector Skill Councils	ITIs	Other entities recognized by NCVET
Trainer & Assessor Training	National Skill Training Institutes	Centre of Excellences	ITIs	Other institutions like Tool Room/ Technology Centre, SDI etc.
Training Providers	Pradhan Mantri Kaushal Kendra	Skill Hubs (Schools, Colleges, Universities, etc.)	Industry Partners	Army Skill Centres, Tool Rooms Hunar Kendra, etc.	Private Training Providers

Industry Partners
(curriculum development, demand aggregation financial contribution)

Candidates
(Pre-registered, counselled with financial contribution and greater ownership)

District Skill Committee
(Local demand mapping, skill plan, skill surveys)

Skill India Portal
(Digital Platform)

Picture Source: https://skillspedia.in/wp-content/uploads/2022/06/SKILLSPEDIA-PMKVY4.0-Guidelines.pdf

Since 2014, The MSDE has been able to create a robust skilling ecosystem through [4]

Label	Value
14,722	Industrial Training Institutes (As on September 2022)
500	Government Polytechnics
574	Training Partners with 1,019 Training Centres offering Training on 229 Job Roles (As on September 2022)
37	Sector Skill Councils
400+	Assessment Agencies
2502	Unique Qualification
2000	Pvt. Polytechnics

MSDE has issued many notifications on the National Skill Qualifications Framework and Common Cost Norms – Guidelines, Clarifications and Amendments. Subsequently, NSDC has also issued guidelines and frameworks on

- Assessment Processes and Protocols: Guide for Short-Term Skill Training Programs

- Frameworks for Social Emotional Learning at the Workplace

- Introduction to Occupational Standards in the Indian Context

- Guidelines for Developing Skilling Content for Indian Learners

- Skilling Curriculum and Training Delivery Plan Guideline

- PwD Sensitization Framework for Skill Development

- Gender Mainstreaming Framework in the Indian Context

- Greening Framework for Skill Development in India Context

POLICY

The **National Skill Policy 2009 and 2015** aims to align supply with demand, bridge existing skill gaps, promote industry engagement, operationalize a quality assurance framework, leverage technology and promote apprenticeship to tackle identified issues. It also aims to promote equitable skilling opportunities for socially/geographically marginalized and disadvantaged groups as well as women

Apprentices Act, 1961, was enacted to regulate and promote the programme of training of apprentices in the industry; and to utilize the facilities available in industry for imparting practical training with a view to meet the requirements of skilled manpower for industry.

4. https://dgt.gov.in/
   https://www.education.gov.in/en/technical-education-19
   https://nsdcindia.org/partners
   https://nsdcindia.org/about-us
5- https://nsdcindia.org/about-ushttps://nsdcindia.org/about-us

REGULATORY FRAMEWORKS/TRAINING INSTITUTION

National Skills Qualification Framework (NSQF) has Levels from 1 to 10 where competencies of trades have been defined, and these are further designed to curriculum level through the National Occupational Standards (NOS) for over 2,000 job roles. These standards are being developed by the Sector Skill Councils

Common Cost Norms, the Ministry of Skill Development and Entrepreneurship notified the common cost norms for skill development training on 15th July 2015 and has made 5 subsequent amendments to it on 20.5.2016, 28.2.2017, 11.11.2020 and 05.01.2021. These norms include standards for inputs/output, funding/cost norms, third party certification and assessment cost etc, while allowing flexibility to meet the requirements of different parts of the country and its different socio-economic groups.

The National Skill Development Corporation acts as a catalyst in skill development by providing funding to enterprises, companies and organizations that provide skill training. It has enabled the skilling, upskilling, and reskilling of over 60000 trainers and over 15000 assessors through the Skill India Portal. It has created capacity of over 5,00[5] training providers, over 10,000[5] training centres offering training on over 1,500[5] job roles and have trained over 20 lakh candidates.

Existing skilling framework (policy, key schemes, regulations, stakeholders)   15

Sector Skill Councils are set up as autonomous industry-led bodies by NSDC. The 37 SSCs are responsible for creating Occupational Standards and Qualification bodies, developing competency frameworks, conducting Train the Trainer Programs, conducting skill gap studies, and assessing and certifying trainees on the curriculum aligned to National Occupational Standards developed by them. The SSCs also ensure standardized delivery of Training for the Trainers and Assessors.

National Council for Vocational Education and Training (NCVET) aims to integrate the existing regulatory system and infuse quality assurance across the entire vocational training value chain, leading to better outcomes. Recognition and regulation of Awarding Bodies, Assessment Agencies, Approval of Qualifications, Monitoring and Supervision of Recognized Entities and Grievance Redressal are some of its main functions.

The State Skill Development Missions (SSDMs) are the nodal agencies for Skill Development in 29 states of India. **District Skill Committees (DSCs)** are the nodal bodies at the district level for skill development initiatives that are there to support SSDMs.

Regional Directorate of Skill Development & Entrepreneurship (RDSDE) was established in December 2018 to further improve skill training and apprenticeship training and ensure effective integrated development and monitoring of these programmes at the State level. There are currently 22 RDSDEs in India[6].

National Skill Training Institute (NSTI) is one of the premier institutes run by the Directorate General of Training (DGT) with the primary objective of imparting training to the instructor of ITIs in the country. There are currently 33 NSTIs in India[7].

India International Skill Centres (IISCs) were established by MSDE, Ministry of External Affairs (MEA) and NSDC wherein the domain training of candidates was supported by MSDE while Pre-Departure Orientation Training (PDOT) was supported by MEA.

Jan Shikshan Sansthan The scheme was transferred from the Ministry of Human Resources Development (MHRD) to the Ministry of Skill Development and Entrepreneurship (MSDE) in July 2018 to improve the occupational skills and technical knowledge of the non/neo literates and persons having the rudimentary level of education up to 8th standard and other school dropouts beyond 8th standard i.e. up to class 12th to raise their efficiency, increase productive ability and enhance their livelihood opportunities. There are
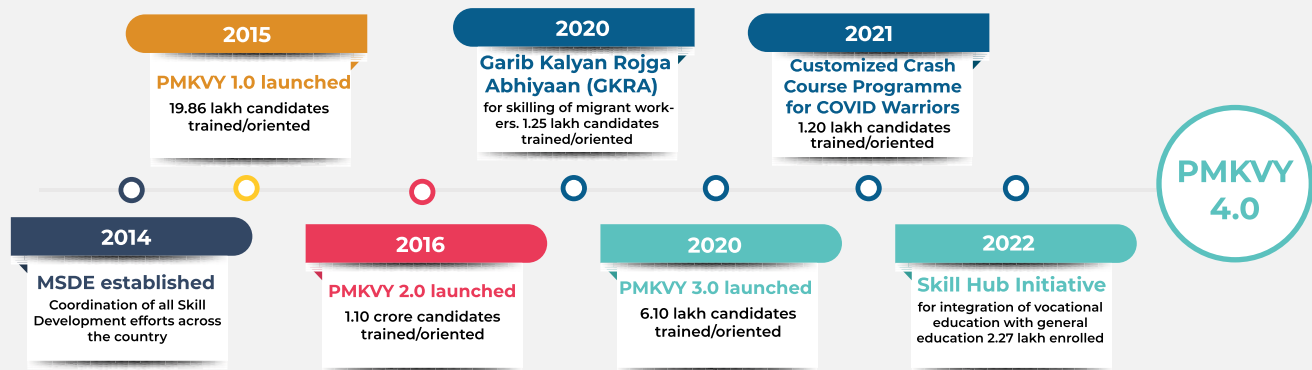
304 JSSs in India[8].

The National Institute for Entrepreneurship and Small Business Development (NIESBUD)) is a premier organization of the Ministry of Skill Development and Entrepreneurship, engaged in training, consultancy, research, etc. in order to promote entrepreneurship and Skill Development. The major activities of the Institute include Training of Trainers, Management Development Programmes, Entrepreneurship-cum-Skill Development Programmes, Entrepreneurship Development Programmes and Cluster Intervention.

Central Staff Training and Research Institute (CSTARI) was established in 1968 by the Govt. of India, The Ministry of Labour & Employment, DGE&T, in collaboration with the Govt. of the Federal Republic of Germany. From April 2015, CSTARI has been under the Directorate General of Training (DGT), Ministry of Skill Development and Entrepreneurship (MSDE). Various operational activities such as Research and Training, Craftsman Training, Craft Instructor Training, and Modular Employable Skills are executed.

6-https://nsdcindia.org/about-us
7-https://dgt.gov.in/rsde-lists
8-https://jss.gov.in/

SCHEMES

MSDE Skill Development Schemes are publicly funded and implemented through private training providers, and have encouraged infrastructure development, and offered accessible quality vocational education free of cost. STAR, PMKVY 1, PMKVY 2 and PMKVY 3 are a few schemes that have benefitted millions of youths in India. Till 31st October 2021, close to 113 lakh people[9] have been skilled (under PMKVY) and prepared for a new India. More than 717 Pradhan Mantri Kaushal Kendra (PMKKs)[10] are operational to support the country's skill development infrastructure. These are state of the art centres of skilling with the latest pedagogy and use of technology. The scheme includes

2015
PMKVY 1.0 launched
19.86 lakh candidates trained/oriented

2020
Garib Kalyan Rojga Abhiyaan (GKRA)
for skilling of migrant workers. 1.25 lakh candidates trained/oriented

2021
Customized Crash Course Programme for COVID Warriors
1.20 lakh candidates trained/oriented

PMKVY 4.0

2014
MSDE established
Coordination of all Skill Development efforts across the country

2016
PMKVY 2.0 launched
1.10 crore candidates trained/oriented

2020
PMKVY 3.0 launched
6.10 lakh candidates trained/oriented

2022
Skill Hub Initiative
for integration of vocational education with general education 2.27 lakh enrolled

- Short Term Trainings- There are specific guidelines for applying as a training provider (these includes the accreditation process to become a VTP, specifications on infrastructure, trainers, training delivery and placements)

- Recognition of Prior Learning- There are guidelines on the selection of RPL implementation agencies, reskilling-upskilling courses and involvement of District Skill Committees in some cases.

- Special Projects– On special approvals of NSDC and PMKVY approval, committee can be implemented by Vocational training Providers/ Project Implementation Agencies. There are submission guidelines for them too.

- Curriculum and Standards– All the training curriculum has to be NSQF aligned and in case of a special project, where training is happening at the Industry site, the PIA has to connect with SSCs to get the job roles approved by National Skill Qualification Committee (NSQC).

- Training of Trainers– All trainers delivering training to learners under the scheme are mandated to be certified trainers from the related SSC. The SSCs conduct paid TOT programs.

- Training of Assessors – All assessors conducting assessments of the trained candidates under the scheme are mandated to be certified trainers from the related SSC. The details of the assessors are cross verified through the Takshashila Portal. The SSCs conduct paid TOA programs.

The Scheme of **Jan Shikshan Sansthan (JSS)**, formerly known as Shramik Vidyapeeth was shifted from industrial workers in urban areas to the non-literates, neo-literates, unskilled and unemployed youth, particularly from SC/ST/OBC/Minority/Divyang/Women throughout the country, especially to underprivileged people in the rural areas. The scheme was renamed as Jan Shikshan Sansthan in 2000.

Craftsmen Training Scheme (CTS) was initiated in 1950 to meet the skilled workforce required for the country's industrial growth. Presently, 15,154 ITIs (Govt. 3,262 + Private 11,892) are located all over the country with a total seating capacity of 26.58 lakhs (in the trades of 1 year and 2 year durations) on the NCVTMIS portal to provide a skilled workforce to the industry in 137 NSQF compliant trades[11].

National Apprenticeship Promotion Scheme (NAPS) aims to promote apprenticeship training in the country by providing stipend support to the apprentices, undertake capacity building of the apprenticeship ecosystem and provide advocacy assistance to support rapid growth. As per MSDE dashboard till 30 Apr'22, over 5 lakh apprentices had been trained through over 28,000 establishments[12].

Apart from these, the Indian TVET ecosystem sees contribution to skilling through the below mentioned Central State Government Initiatives and Institutions.

9- https://www.itisolutionsmp.com/website-assets/1655090854PMKVY4.0-Guidelines.pdf
10- https://www.msde.gov.in/sites/default/files/2022-06/Annual%20Report%202021-22%20Eng.pdf
11 - https://www.msde.gov.in/en/schemes-initiatives/schemes-initiatives-through-DGT/craftsmen-training-scheme
12-https://www.apprenticeshipindia.gov.in/

CENTRAL GOVERNMENT INITIATIVES

S.No	Name of the Ministry	Scheme Name	Key Features
1	Ministry of Agriculture and Farmers Welfare	National Food Security Mission- Farmers Field School	Provides first-hand information to the farmers in their fields to enable them to evaluate, fine-tune and adopt the best crop production and protection technologies
2	Ministry of Commerce and Industry	Indian Leather Development Programme	All States having large concentration of leather units are covered under the scheme. GOI assistance is provided from a range of INR 15K to 50K
3	Ministry Of Development Of North Eastern Region	Capacity Building & Technical Assistance	Provides funding for skill development, enhancement of employability and competencies and promotion of self-employment and entrepreneurship amongst youth
4	Ministry of Electronics and Information Technologies	Financial Assistance to States for Skill Development in Electronic System Design and Manufacturing (ESDM) Sector	Focusing on students/unemployed youth from 9th-10th standard onwards, ITI, Diploma, Non-engineering graduates, etc. to increase their employability to work in Manufacturing and Service Support functions
		Skill Development in ESDM for Digital India	Facilitating skill development for 3,28,000 persons in ESDM sector
5	Ministry of Minority Affairs	Seekho aur Kamao (Learn & Earn)	Aims to upgrade the skills of minority youth in various modern/traditional skills
		Upgrading the Skills and Training in Traditional Arts Crafts for Development (USTTAD)	Aims at capacity building and updating the traditional skills of master craftsmen/artisans
		Nai Manzil	Aims to benefit the minority youth who do not have a formal school leaving certificate
		Maulana Azad National Academy for Skills	Covers all skill up-gradation/development needs of Minority communities
6	Ministry of Education	Scheme for Higher Education Youth in Apprenticeship and Skills	Provides industry apprenticeship opportunities to the general graduates exiting in April 2019

	Ministry of Education	NATS	Provides opportunities for practical training to graduate engineers, diploma holders (technicians) and 10+2 vocational pass-outs in about 10,000 industrial establishments/ organizations
		Vocationalisation of Secondary Education	Provides financial assistance to the States to set up administrative structure, area vocational surveys, preparation of curriculum, textbook, workbook curriculum guides, training manual, teacher training programme, strengthening technical support system for research and development, training and evaluation etc.
7	Ministry of Home Affairs	UDAAN	Provides skills training and enhance the employability of unemployed youth of J&K
8	Ministry of Housing and Urban Poverty Alleviation	Deendayal Antyodaya Yojana- National Urban Livelihoods Mission (NULM)	Provides skills to the unskilled urban poor as well as upgrades their existing skills
9	Ministry of Rural Development	Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY)	Provides high quality skill training opportunities to the rural poor and also to establish a larger ecosystem that supports trained candidates to secure a better future
		Rural Self-Employment Training Institutes (RSETIs)	Supports promoting self employment in the unemployed rural youth, particularly those below the poverty line, and periodic skill up gradation to keep them abreast of latest technologies
10	Ministry of Social Justice and Empowerment	Pradhan Mantri Dakshta Aur Kushalta Sampann Hitgrahi Yojana	Aims at skilling of marginalized persons covering SCs, OBCs, EBCs, DNTs, and sanitation workers including waste pickers
		Financial Assistance for Skill Training of Persons with Disabilities	Provides financial assistance for skill training for persons with disabilities
11	Ministry of Textiles	Samarth (Scheme for Capacity Building in Textile Sector)	Aims to skill the youth for gainful and sustainable employment in the textile sector for the entire value chain of textile except Spinning and Weaving in the organized sector

12	Ministry of Micro, Small and Medium Enterprises	Entrepreneurship and Skill Development Programs	Aims to upgrade the skills of prospective entrepreneurs, existing workforce and also to develop skills of new workers and technicians of MSEs
		Assistance to Training Institutions (ATI)	Aims to provide financial assistance to National Level Training Institutions operating under the Ministry of MSME for the purpose of creation and strengthening of infrastructure and support for entrepreneurship development and skill development training programmes
13	Ministry of Women and Child Development	Support to Training and Employment Programme for Women (STEP)	Aims to provide skills that give employability to women and to provide competencies and skill that enable women to become self-employed/entrepreneurs
14	Ministry of Tribal Affairs	Vocational Training for Tribal Youth	Aims to upgrade the skills of the tribal youth in various traditional/ modern vocations depending upon their educational qualification, present economic trends and the market potential, which would enable them to gain suitable employment or enable them to become self-employed
15	Ministry of Tourism	Scheme of Capacity Building for Service Provides	Aims to provide education, training and certification to tourism service providers at every levels.
		Hunar se Rozgar Tak Initiative	Skill development programmes are organised for persons with not much means and in need to acquire skills facilitative to employment
16	Ministry of Culture	Scheme for Capacity Building and Training for Museum Professional	Aims to fulfill an urgent need for trained professionals at museums at various levels i.e., national level, state level, regional and local level museums all across the country

STATE GOVERNMENT / CENTRAL GOVERNMENT DEPARTMENTS/ PRIVATE SECTOR INITIATIVES

S.no	Name of the Institution	Sector
1	Industrial Training Centers	Multisectoral
2	National Institute of Food Technology Entrepreneurship and Management, NIFTEM	Ministry of Food Processing Industries (MoFPI)
4	Central Institute of Plastics Engineering and Technology	CSR Initiatives of PSUs
5	Krishi Vigyan Kendras (KVKs)	Department of Agriculture Research and Education
6	National Institute of Open Schooling	Multi-sectoral
7	Centers of Excellence	Government/ Private/ Public Sector
8	Indian Society for Training & Development (ISTD)	Multisectoral
9	Science and Technology Entrepreneurship Parks	Department of Science and Technology (DST)
10	Skill Universities	State Government Multi sectoral
11	Global Skills Park	State Government with International Partners
12	Centre for Innovation Incubation & Entrepreneurship	IITs/IIMs

INTERNATIONAL BEST PRACTICES

GERMANY

The Federal Ministry of Education and Research has overall responsibility for Vocational Education and Training strategy. The Länder (the sixteen states of Germany) have responsibility for the VET schools. They design the school curricula, train and pay the teachers and are responsible for legal supervision of the Chambers of Industry and Commerce, Crafts and Trades.

Occupation-specific content is set according to a framework curriculum issued for each profession by the Standing Conference of Ministers for Education and Cultural Affairs of the Länder jointly for vocational subjects and by the Länder individually for general subjects.

The social partners are involved in the development and updating of the curricula, issued by the Ministry of Economic Affairs and Energy in most cases, and determine apprenticeship salaries through collective wage negotiations.

The business chambers register apprenticeship contracts, assess the suitability of training firms, and monitor their training, assess the aptitude of VET trainers, provide advice to training firms and apprentices, organise and carry out the final exams and issue the degree certificates.

The responsibility for funding vocational schools lies with the Länder (mainly teacher salaries) and local authorities (equipment, infrastructure), while companies bear the costs of training in the workplace. In some sectors, companies have created a general fund to which all companies pay contributions and through which the costs for the apprenticing institution are covered, while in other sectors each company bears its own costs. Overall, the biggest share of the costs for dual system VET falls to training firms.

The German training system is considered "dual" because it combines both practical on-the-job training with theoretical education in vocational schools. Depending on the profession, the duration of the apprenticeship typically varies between two and three-and-a-half years. Apprentices receive monetary compensation throughout the job training, which increases every year. The vocational training pay varies substantially across professions as well as between German regions. Apprentices typically spend three to four days per week at a training facility to gain work experience and acquire practical job-relevant skills. Apprentices can also choose to attend vocational schools on a part-time basis, for either one or two days a week or in block of several weeks.

VET in the German Education and Training System in 2020
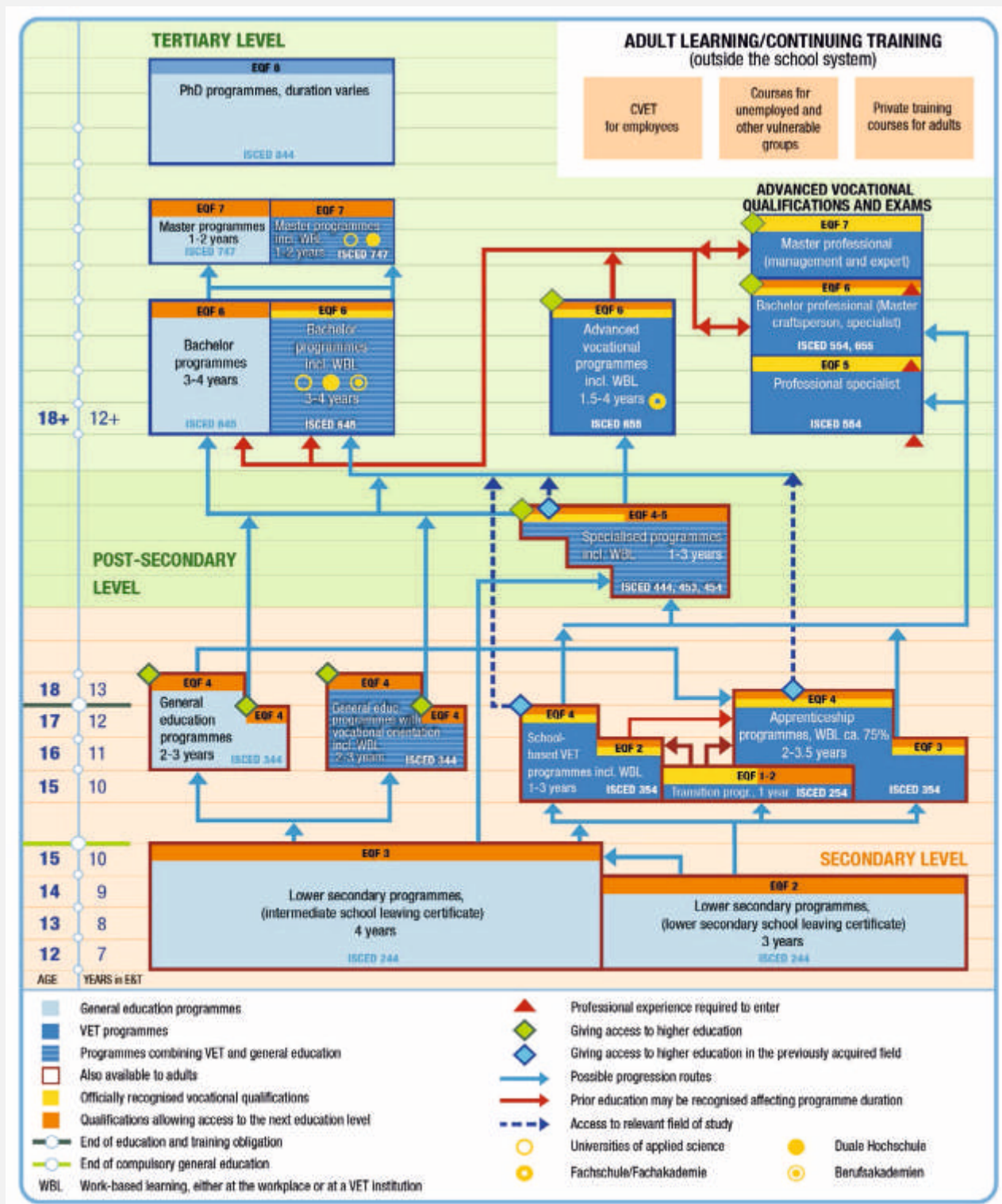
NB: ISCED-P 2011. This is a simplified chart, based on the unified approach used for the spotlights on VET in all EU-27 countries plus Iceland and Norway.
Source: Cedefop ReferNet German

The Australian Skill Best Practices

The three most important factors in successful enterprise training practices include having an organizational culture which supports learning, linking training to the major features of a business strategy and to workplace changes. The other elements relate to the customisation of training and learning practices to meet the needs of the individual workers and the company.

Organisation Culture

An organizational culture in which all individuals are respected, a willingness to share knowledge and expertise, and a positive attitude or 'can do' mentality among workers, were essential to successful training and learning. Open communication and, in particular, cross-functional team consultations, also stimulated learning which led to innovative solutions.

Supportive Culture

A supportive learning culture also encouraged individual development through its human resource practices, such as providing training and learning opportunities for all workers, career planning and promotion opportunities within the organisation, and individual performance feedback in a performance-management system. Within such a culture, employee achievements were recognised through employee or team awards for excellence, quality and consistency or goal-orientated bonus reward schemes. In addition, having a graded competency system ensured that excellence in performance was recognised.

Linking Training to the Business Strategy

The linking of training to the business strategies, by conducting training needs analysis for the skills required to implement these strategies, also led to ensuring its relevance to individuals and to corporate objectives. Because improving quality and consistency and complying with occupational health and safety and environment standards were generally accepted as part of sound business practice, enterprise training now focuses on maintaining a competitive advantage by increasing efficiency in production, developing innovative solutions, products or services, and exceeding customer expectations. In the follow-up case studies, all firms indicated that they were market-driven. Listening to their customers was, therefore, paramount.

Because the company believed that creativity and innovation came from listening to customers, clipsal engineers and technicians were encouraged to talk with customers, such as during the regular visits arranged for contractors. Responding to workplace change was another major element for ensuring the success of workplace training. Whether the stimulus for workplace change was new technology, new management, new government legislation or new competition, it remained the major driver of enterprise training. At the strategic level, successful training was often part of the change-management process in preparing staff to accept or implement change. When training was related to current work practices, it became more relevant to individual workers, and this increased their motivation to learn. At the Clipsal manufacturing plants, workplace trainers believed that most operatives now enjoy change, since the company was committed to open communication, listened to employees and supported their learning to prepare them for change.

Customising Training

Customising training for enterprises and individuals' other elements which contribute to successful training practices highlight the customisation of training for enterprises and individuals. An increasing diversity of training and learning approaches are used in large firms. They have more choices in how they resource their training functions. Large firms may source formal training from within the organisation itself or import customised training from a range of external training providers. In addition, large firms are increasingly providing training towards externally recognised qualifications in order to attract and retain high-quality staff for a competitive advantage in a global market. Firms have been assisted in implementing training for national industry qualifications by the industry-specific competency standards in training packages.

TVET in the UK forges the knowledge, skills and behaviours that enable employment and social mobility. TVET is also vital in supporting businesses to innovate and grow and plays an integral role in sustainable economic development. Post 16 Skills Plan is the country's ambitious framework to support young people and adults to secure a lifetime of sustained skilled employment and meet the needs of our growing and rapidly changing economy, prepared jointly by the department for Business Innovation and Skills and the Department for Education of the UK.

The systems in the UK are made up of a range of different organisations, each fulfilling different roles. For this multi-stakeholder model (as shown in the picture) to operate effectively, it is important that roles and remits are clearly defined including through the allocation of funding and responsibility.

Design principles for moving towards an eco-systemic change

The Regulated Qualifications Framework (RQF) is used in England and Northern Ireland. The RQF is regulated by Ofqual in England and the Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland. The Scottish Credit and Qualifications Framework (SCQF) has a credit and unit-based structure. The Credit and Qualifications Framework for Wales (CQFW) is used for all qualifications in Wales. Qualifications Wales was established in 2015 as an independent agency tasked with the effective management of the CQFW. England, Scotland, Wales and Northern Ireland also have different inspection and regulatory bodies for the regulation of qualifications and provision in their TVET sectors. The National Vocational Qualifications (NVQs) are qualifications delivered in the workplace or settings that replicate the working environment. NVQs are based on national occupational standards which define the competencies, knowledge and understanding needed in a given occupation, and identify outcomes that can be assessed.

In England, the Office of Qualifications and Examinations Regulation (Ofqual) school, further education and non-degree higher education qualifications and Office for Standards in Education, Children's Services and Skills (Ofsted) – schools and further education colleges are the VET regulators and inspection/accreditation agencies in formal VET. A growing number of education providers now receive funding directly from the Government rather than through local authorities. Much of school-based VET is Government funded, but employers fund an increasing part of workplace training, such as in-company training and learning through specialist consultants and agencies.
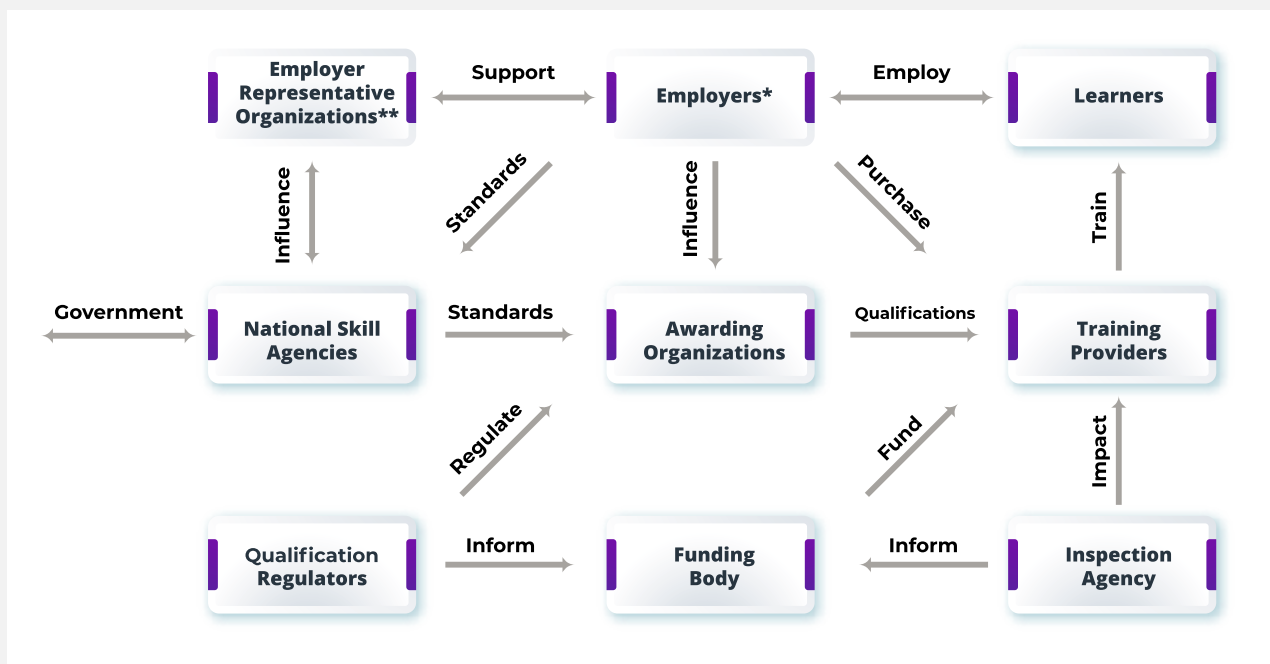
Vocational training centres in VET institutions belonging to the Ministry of Labour and Social Affairs, as well as other centres under other ministries. Graduates from elementary training receive Certificates I, II or III, depending on the programme chosen and duration. Graduates from elementary training can advance to further education in secondary VET training. Non-formal and informal training in Vietnam are referred to as continuing vocational education and training (C-VET). The Law on VET (2015) defines C-VET as training that is provided as in-service, correspondence, or guided self-study training at the elementary, intermediate, and college levels. Flexible or part-time vocational training programmes are also considered as C-VET.

The Ministry of Labour and Social Affairs is responsible for C-VET programmes. The duration of continuing training depends on the programme and the types of trainees targeted (e.g. unemployed youths, ethnic minority groups, people with disabilities, employed people who want to have further training etc.). Non-formal and informal TVET are offered in TVET institutions or other organizations such as the Women Union, Farmer Union, Youth Union, Associations, and companies.

Despite existing challenges in upskilling young workers, feasible courses of actions can be inspired from a myriad of good practices of key stakeholders. Leading enterprises such as Garment 10, and Vietravel have set evident examples for other businesses to establish formal and long-term agreement with educational institutions in providing annual internship and training programs for students.

Vietnamese domestic firms can also refer to Enablecode's online recruitment platform when considering of an inclusive recruitment policy. With regards to government's efforts, Model 9+ is a successful initiative to address the crucial role of vocational training and help secondary school's graduates to direct their future paths. Last but not the least, the career guidance toolbox developed by ILO in collaboration with VCCI, if, up scaled at a nation-wide level would contribute to fulfilling the thirst for well-structured career guidance at formal schooling.

The Ministry of Labour- Invalids and Social Affairs, highlighted certain challenges in the TVET System in Vietnam like adapting the VET system to technological, poor ratio of skilled workers working in the sector, skills mismatch affecting productivity, increasing autonomy among VET institutions and outdated technology of small and medium-sized enterprises (SMEs) cannot provide proper employment. And hence the current reforms and policy discussions focused on the implementation of the Law on VET (2015) including discussions on reforming the testing and examination procedures, developing policy reforms to improve the quality of teachers and trainers, establishing a network of VET institutions and enterprises and increasing the autonomy of VET institutions.
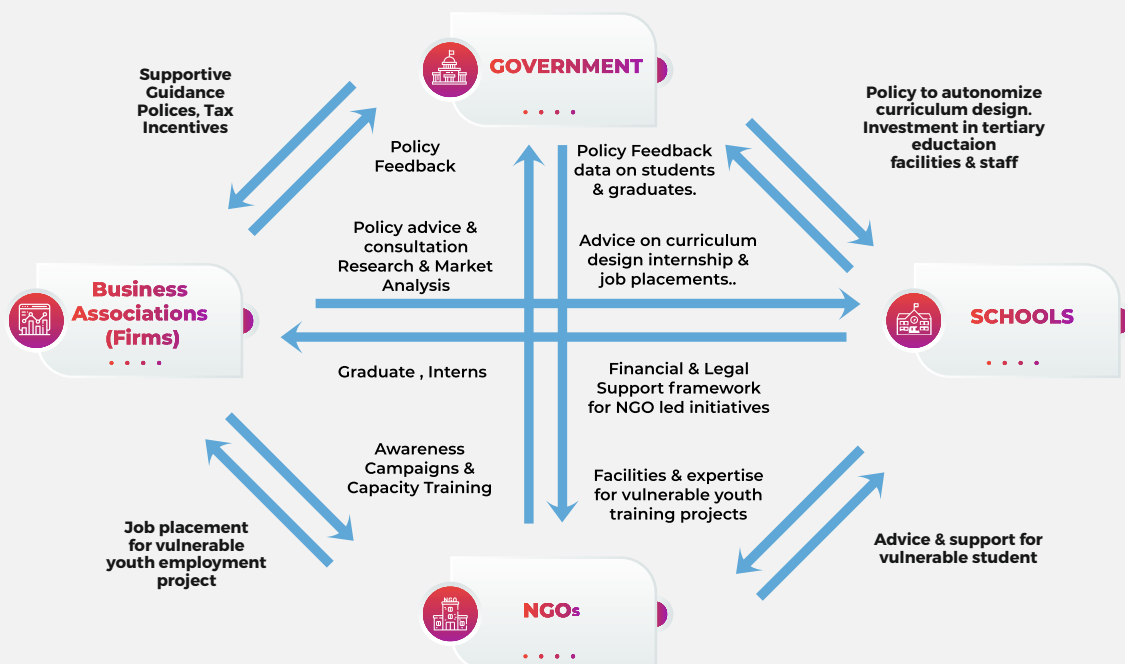

Figure: Model of Cooperation between Stakeholders

OBSERVATIONS & RECOMMENDATIONS

OBSERVATIONS

Several rounds of discussions of Task Force members, detailed consultations with key stake holders which included Senior Industry Leaders, CEOs of Sector Skill Councils, Training Partners, Representatives from Academia and Multilateral Agencies, and Secondary Research & Surveys brought out the issues and challenges in the existing skilling ecosystem which needed a review with specific reference to processes to facilitate effective skilling.

These extensive deliberations established the fact that for effective skilling with a focus on enhanced livelihood and employability, effective collaboration between Government, Skilling Agencies, Industry, Sector Skill Councils is critical. While Government can lay down the framework, effective implementation and providing quality training, leading to livelihood is largely dependent on Industry, and Industry bodies.

Some of the observations regarding issues and challenges highlighted during discussions are as follows:

1   Skilling is not very aspirational- acquiring a skill is seen as the last option for those not able to acquire formal academic qualification. This differentiation needs a focus.

2   Training capacity to meet the increasing demand needs augmentation.

3   Lack of access to skill-based education, and training keeps the marginalized at the level of low skills and hence low employability.

4-   The absence of a single central nodal agency for formulation and release of schemes of Multiple Skilling Schemes from multiple agencies create overlaps and confusion.

5-   Absence of a platform for skilling related information leads to lack of complete information regarding the opportunities available and means to acquire. Advocacy and information sharing systems need strengthening.

6-   Absence of a single point data base for the entire skilling ecosystem. There are multiple portals which in most cases are not seamlessly integrated to each other.

7-   Absence of industry and employers buy in for skilled workers. Value of skilled workforce needs recognition.

8-   Insufficient focus and implementation of the apprenticeship program. This area needs action and impetus.

9-   Skills mismatch, was recognized as a major impediment in the way of employability. The trades and level of skilling required should be in line with need-based analysis and skill gap studies.

10   Declining labour force participation by women is an area of concern especially during the pandemic. This needs special focus.

Keeping in view the issues and challenges that were highlighted during the stakeholders' consultations and deliberations, the following Recommendations are listed as problems in the system and probable solutions to facilitate effective skilling leading to the outcome of employability and livelihood.

RECOMMENDATIONS

1   **Need for a uniform, standardized policy for skill development and a central nodal agency for formulation and release of Schemes for Skill Development.**

Currently, there are multiple schemes under various Ministries and agencies at the centre and state levels. Although broadly on the lines of the Skill Development policy, they do have vast variations in terms of the period of training or funding etc. as shared in the Appendix 1, hence resulting in different mechanisms for delivery, monitoring, quality, prerequisites for infrastructure etc. This impacts the employability of trainees. It also leads to most of the schemes not being able to avail the digital Skill India Portal, which has been designed and tested to cater to the specifications of the PMKVY scheme of the MSDE.

It is recommended that MSDE be the nodal agency for the formulation, and release of all Schemes relating to Skill Development. There, however, must be a robust monitoring framework for ensuring compliance. The schemes may be evolved and funded by different agencies/ ministries, but they must route their concept for the schemes through MSDE prior to launch. This standardization will also help the implementing and funding agencies to successfully use Skill India Portal. The existing schemes need to be rationalized.

2   **Need for comprehensive guidelines for all Skill Development Schemes on one platform.**

Many aspiring to be killed get confused by so many schemes at different places. Hence, simplification and availability of all schemes on one platform is important.

3   **Need for review of the Skill India Portal.**

Presently the Skill India Portal developed and maintained by NSDC has been designed based on the specifications of the PMKVY scheme. With a view to bring in more transparency and facilitate ease of compliance, it is important that the Portal is all encompassing, covering all schemes related to skill development.

The Portal should also support end-to-end implementation, with access being available based on their roles, to agencies engaged in different stages of skilling. The audit trails and reports through the system will ensure compliances.

4   **Need for a real-time database, to cover all aspects of Education, Skilling & Livelihood. Develop a National Integrated Data System: E-to-E Stack (Education to Employment)**

Presently, there are multiple systems/portals for the respective education data, apprenticeship schemes, skilling schemes, career guidance, and employment. It is recommended that a robust integrated, single-point, real- time data system, be developed on the Aadhar platform, to seamlessly integrate Data and Transactions from school education (mid-school and above) to higher education, skill development through various schemes and agencies and, apprenticeship through respective schemes by various industries. Career guidance may also be integrated with this system, and industry wise employment trends can be reflected to facilitate youth to follow the appropriate track. This system besides removing all overlaps and duplications of implementation would also give a clear picture of the existing scenario at any given time to enable appropriate actions by respective agencies. Exponential technologies may be leveraged upon to achieve a robust, user-friendly transaction based seamlessly integrated system.

5   **Need for awareness and clarity among all stakeholders, particularly the implementing agencies and the youth to be skilled.**

The eligible youth is often not aware of the schemes and the livelihood opportunities available for them post Skilling. Most of the industries are not aware of the schemes, the curriculum and its alignment to jobs, besides the availability of industry-ready trainees. Although the E-to-E Stack recommended above will go a long way in seamlessly integrating the stakeholders, it's important to have Effective Outreach Programs. Advocacy needs to start at the school level.

6   Need for demand driven skilling

Presently skilling is being imparted in most cases in trades based on available infrastructure, funding, or trainer. It is important to ensure Skilling is demand-driven rather than supply-driven to facilitate employability and lead to livelihood. Skill gap studies must essentially be carried out to map the trainees to the actual need. Industry must be associated or at least consulted for its actual requirement. This study needs to be held within laid down frequency to ensure the right supply for demand to the extent possible. In fact, industry should be involved even in the process of fund allocation for government schemes to make skilling more need based.

7   Need for a mechanism to evaluate Skilling along with outcome

Skilling should essentially be outcome-based, leading to placements, entrepreneurship etc. while maintaining quality. Some tracking mechanism needs to be ensured, such as through the SIP Portal, relevant access to which needs to be with the concerned agencies.

8   Need for alignment of qualification levels

The NSQF curriculum, quality and duration of the program needs to be aligned with the ITI so that it is recognized well and accepted by industry, especially Govt. Depts/ PSUs, at the time of hiring. It has been noticed presently that those skilled under NSQF are not enjoying the same opportunities for jobs as in the case of those trained at ITI.

9   Need for expediting the alignment between NSQF & NEP

This work is in progress but needs to be expedited.

10   Need for inclusion of industry customized specialized programmes with NSQF programs

It is important to have specialized and customized up-skilling programs along with those under NSQF programs, for specific areas or sectors e.g., the Health sector.

11   Need for review of infrastructure for skilling in collaboration with industry

Presently some large organizations have come forward to adopt ITIs for the trades relevant to them. Some of these companies have state-of-the art training Institutes and they must be encouraged to collaborate for optimal utilization by pooling these resources with MSMEs who do not have their own facilities.

12   Need for single point responsibility for the creation and timely review of Qualification Packs

Sector Skill Councils are autonomous Industry led bodies which are responsible for creating the Qualification Packs for the respective jobs for their area/industries covered by them. It is important that they should be maintained as a single point to ensure standardized curriculum, to be approved by NCVET and hence ensure the quality of training meets the industry needs. Other awarding bodies may have the flexibility to add to the Basic QP created by the concerned Sector Skill Council, provided it does not lead to any changes to the Basic QP and is only augmenting it.

13   Need for blended learning models through enhanced Industry-Academia integration.

The domain training currently is the prime responsibility of the Training Partner. The on-the-job part should be made essential and an equally important component. The Training partners should collaborate with Industry to ensure this.

14   Need for gender mainstreaming.

Relevant focus on equality and inclusiveness be given impetus to achieve larger participation.

15   Need for integration of technology with the current system.

The below mentioned focus areas can be integrated through the Skill India Portal:

• Conversion of curriculums into e-curriculum

• Development tools for e-learning

• Creation of platforms for online attendance

16	**Need for Career Counselling to be part of skilling to align skilling to available opportunities and enhance employability.**

To achieve the desired results, it is important to gauge whether the candidate has the right aptitude to acquire a specific skill. Along with this, it is equally important for the candidate to know the future opportunities in a particular vocation. Career Counselling becomes an important factor for both advocacy and information for the prospective beneficiary. Career Counselling therefore, may be encouraged.

17	**Need for evolving a functional Skilling framework for Informal Sector**

Since a large percentage of our population is engaged in the informal sector it is important to create a framework to meet the requirements of this sector through on the job training, up skilling, reskilling, recognition of prior learning and through clusters formalizing the USTAD concept.

18	**Need for focus on the following in the Operational areas to facilitate better skilling.**

• NCVET as Central Repository for issuance of certificates be adhered by all.

• Skilling Policy is framed focusing on Manufacturing and Service Sectors. Sectors like Agriculture are not included.

• Recategorization of Sectors into Organized and Unorganized.

• Assignment of Licenses be reviewed by studying all job roles. Presently limited roles like Drivers, Electricians etc are covered.

• Trainings NOS based rather than the existing QP based. It is understood that the matter is under examination. The modalities may be expedited.

• A nominal fee be introduced for Skilling programs to bring seriousness among participants. If required, the amount be reimbursed on completion of training after certificates are given.

• Training centers' validity needs to be coterminous with the validity of the Training Partner.

• Training Partners having the capacity to train more candidates in different schemes may be permitted with relevant checks and balances and reporting.

• System may provide for spillover of scheduled assessment to next day, till completion of the same. Such situations arise especially in rural areas.

• Standard prerequisites for setting up Training centers be reviewed, may be sector-wise e.g. AC, Lift etc. They could be categorized under the heads essentials and desirables (as per availability).

• Mandatory PAN card for becoming a Training partner may be replaced with gazette notification for Govt. Agencies. It is understood that the matter is under examination. The matter may be expedited.

• Mandatory Mobile numbers for registration by candidates may be reviewed since all don't have mobiles, especially in the rural areas. Multiple options may be given. Either of the following i) Aadhar Card ii) School Certificate iii) Birth Certificate iv) Bank Account Number v) Voter ID Card vi) Mobile Number vii) Contact Number and Email ID may be desirable but not essential for tracking students.

APPENDIX I

Parameters of Scheme/ Scheme Name	DDUGKY (2016)	PMKVY	Seekho aur Kamao	PM DAKSH (Pradhan Mantri Dakshta Aur Kushalta Sampann Hitgrahi Yojana)	RKVY
Scheme Launched By	MoRD (Ministry of Rural development)	MSDE (Ministry of Skill Development	MoMA (Ministry of Minority Affairs)	MoSJ&E (Ministry of Social Justice and Empowerment)	MoA (Ministry of Agriculture)
Objective/ Outcome of Scheme- Mandatory	Placement linked (70% to be placed in wage employment post training) or Apprenticeship of 12 months post training	Placement linked (Self Employment included in Placement)	Placement Linked • Improve employability of existing workers • Generate better means of livelihood • To develop potential human resource of country	Wage/self- employment focused	Skilling of farmers and farm workers
Types of Beneficiaries	• Rural Youth • RSBY Household • MGNREGA Household • BPL-PDS Household • NRLM- SHG Household • Antyodaya Anna Yojana household Disadvantag- ed groups -SC/ST 50% - Women 33 % - Minorities 15 % Youth form J&K LWE Districts	-School Dropouts -Unemployed Youth - University Students - Tribals - Transgenders - Jail Inmates	6 notified Minority communities as listed by GoI 33% vacancies for women	- Artisans - Women - Youth -marginalized persons covering SCs, OBCs, EBCs, DNTs, Sanitation workers including waste pickers	All types of farmers
Placements	Wage employment Market Linked	-Wage -Self-employment	-Wage employment Market Linked -Self employment	Wage/self- employment focused	Not mandatory. Aim to double farmers' income/ improve livelihood

	Min 70% placement	Min 70 % of certified candidates with 50% of these in wage employment	Priority of allotment of vacancies to PIAs who guarantee 75% placement with 50% in organized sectors		
Age	15-35 years	15-45 years	14-45 years	18-45 (for PwD 15-59)	Not Specified
State Role	Assess, approve, monitor	- For implementation States to empanel TP, allot targets, - Assessment Through Msde norms Monitor Project		Centrally controlled	Identification of beneficiaries Implemented through State institutes (including State Agriculture Universities) and KVKs
Allotment of Funds	MoRD releases funds on state designed projects	As per demand received, funds allotted to states (State Skill Missions/ District Skill Committees)	All funds centrally controlled by MoMA	Centrally controlled	MOA – 60 % State - 40 %
	Share Center – 75% State – 25% For NE States: Centre – 90 % State – 10%	100% funds by centre (MSDE) under PMKVY Scheme	100% funding of arrangement by MoMA	100% funded by MoSJ&E	
Additional Benefits	Assessment fee paid by ministry	-Rs 500 to every candidate by DBT - Assessment fee paid by PMKVY	Non-residential candidates stipend Rs 2000/- PM Residential Candidates stipend Rs 1000/- PM	Rs 2500/- per candidate for wage loss for undertaking training Plus Rs 500/- per candidate as incentive	NIL
			PIA additional financial assistance -Rs 10,000/ Training fee for each nonresidential candidate - Rs 13,000/-+ Rs 2000/- per candidate for residential		

			candidate - Rs 2000/- per candidate for training raw material - Staff salary - Assessment and certification costs		
Method of Implementation	Through private project implementing agencies (PIA)	Through Private/ government/ industry organizations	Through PIAs Direct by MoMA and by State Governments	Through State Government organizations, Private TPs,	· Through KVK · State organizations · SAUs
	PIA empanelled by state missions	Tps directly selected by NSDC for 75% of the scheme. Balance 25% empanelled by states	PIAs empanelled by MoMA	Tps empanelled by MoSJ&E	Not Required
	Franchise/ outsourcing permitted	Franchise/ outsourcing permitted- NOT ALLOWED	No specific directives	No specific directives	Not Required
	Consortiums can apply for empanelment	Consortiums can apply for empanelment- NOT ALLOWED	No specific directives	No specific directives	No
Miscellaneous	Scheme for both Non Residential and Residential Candidates	Primarily Non-residential, Residential permitted in NE, LWE areas and J&K.	Scheme for both Non-Residential and Residential Candidates	Only Non Residential	Scheme for Non-Residential candidates
Types of Courses	-NCVET approved qualifications -SSC- QPs	Only SSC QPs approved by NCVET	-NCVET approved qualifications -SSC - QPs	NSQF approved only	Only in Ministry identified qualifications
	Vocations indicated in scheme. Any QP / QPs may be selected by PIA	TP allotted vacancies by NSDC only for QPs included under PMKVY	Vocations indicated within scheme. Any QP may be selected by PIA	Only in Ministry identified qualifications	Proposal to include NSQF courses
	Tps permitted to merge NCVET approved courses to arrive at minimum duration of training	Merging of QP NOT PERMITTED	Merging of qualifications not allowed	Merging of QP NOT PERMITTED	
Training Models & Duration	4 Models	3 Models	1 Model	3 Models	

	3 months – 576 hours 6 months – 1,152 hours 9 months -1,578 hours 12 months - 2,304 hours	-Short Term Training (STT) -Recognition of prior learning (RPL) -Special Projects	- Minimum 2 months - Maximum 1 year	- Upskilling - Short Term Training (STT) - Long term courses	· Short courses Ranging from 1 day to 1 week ·Other courses upto 2 months
	PIA may include OJT for course durations : 3 Months – max 30 days 6 months – max 60 days 9 months – max 90 days 12 months and beyond – max 120 days	Duration as per notional hours indicated in QP		-Upskilling 32-80 hours -STT 200-600 hours -LT- Above 5 months and upto 1 year	
Training Partner / PIA Affiliation	Through publishing of EOI RFP directly or through States	Only through Skill India Portal (SIP)	Through EOI/ RFP. Affiliation (empanelment) provided by MoMA through SIP	Through EOI	Direct Allotment
Training Centre Infrastructure and Equipment	Not laid down	Parameters laid down as per SSC standards	Desired as per SSC standards	Not specified	Not specified
Assessment	State Government	3rd party AAs empanelled by SSCs	Option to Ministry for assessment through SSC / other agency	Not specified	No assessment conducted
Certification	MoRD	Only through SIP- standard PAN India certificate approved by MSDE (NCVET)	MoMA / SIP	Not specified	No certificate provided

ACKNOWLEDGEMENTS

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APPENDIX III

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APPENDIX IV

SOME GLIMPSES OF THE MEETINGS
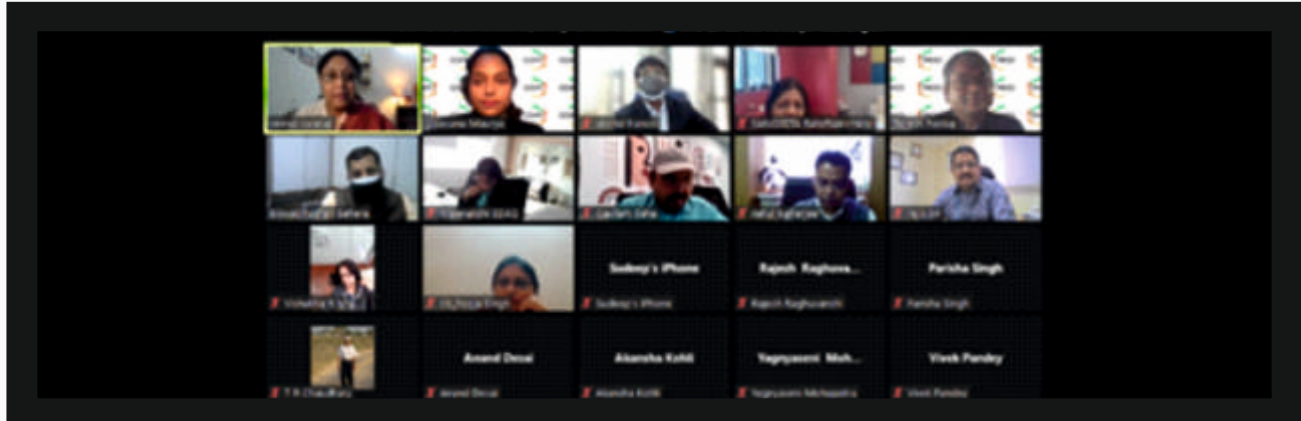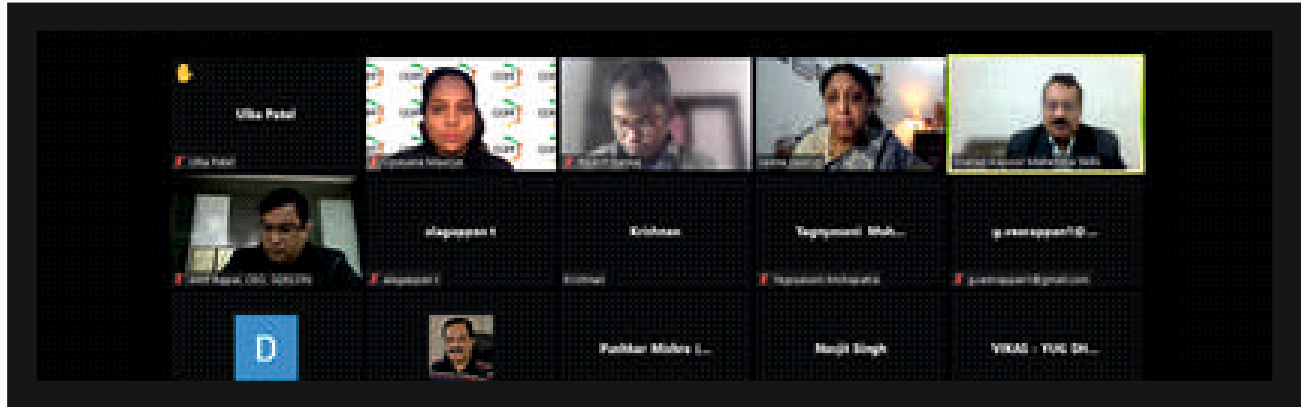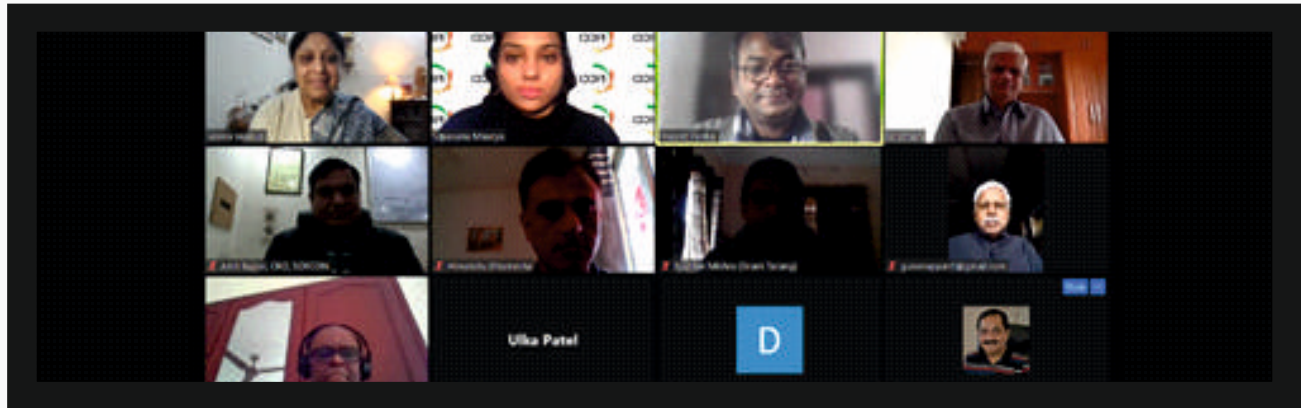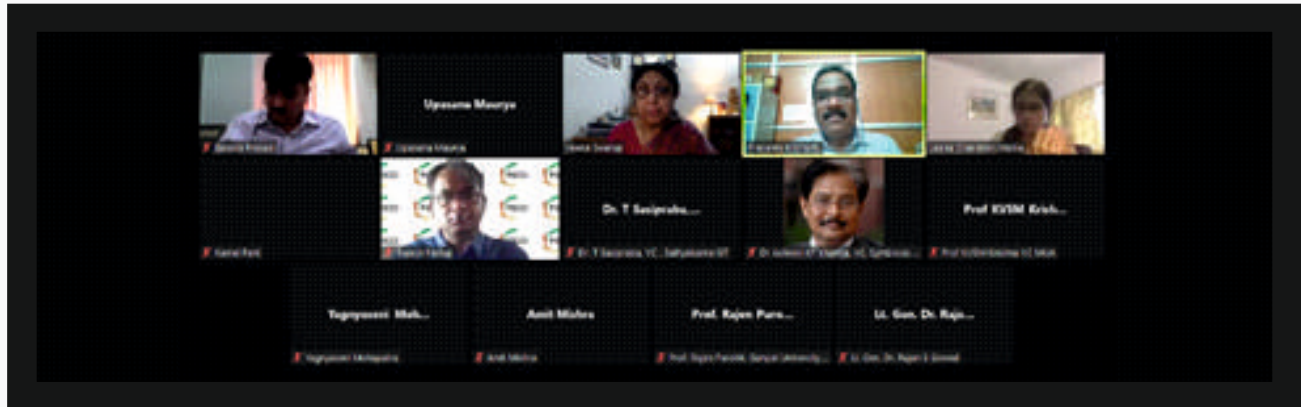
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