



13 FICCI GSS

Global Skills Summit 2022

September 27-28, 2022

EDUCATION TO EMPLOYABILITY - MAKING IT HAPPEN



2022

Post Show Report

GLIMPSES





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About Global **Skills Summit 2022**

The Federation of Indian Chambers of Commerce & Industry (FICCI) organized the 13th FICCI Global Skills Summit 2022, on September 27 and 28, 2022, in New Delhi on the theme “Education to Employability: Making it happen”. The theme focused on discussions and deliberations that can possibly ease the education to employability transition for the youth of our country.

Currently, our nation is at the cusp of leveraging demographic dividend, disruptive technologies and changing World of Work. We all know that it took us 34 years (post the launch of the National Policy of Education in 1986) to create and implement the new National Education Policy -2020 which envisions to have a learning ecosystem that is second to none. The Global Skills Summit looked from the NEP lens and focused on how India can become the “Skill Capital of the World” keeping the UN Sustainable Development Goal 4 (SDG4) as an underpinning theme.

Over the years, the FICCI Global Skills Summit has evolved into a thought leadership forum and brings together key stakeholders including change influencers, policy makers, vocational sector experts, industry leaders and learners to deliberate upon strategies and share best practices that helps in bringing 21st century skills, accessible for all. This year, the Summit was inaugurated by Shri Dharmendra Pradhan, Hon’ble Minister of Education and Skill Development & Entrepreneurship, Govt of India. Some of the other key dignitaries who spoke at the Summit were Shri Atul Kumar Tiwari, Secretary, Ministry of Skill Development and Entrepreneurship, Shri Kundan Kumar, Adviser, Skill Development, Labour & Employment - NITI AAYOG , Dr Nirmaljeet Singh Kalsi, IAS (Retd.), Chairman, NCVET , Prof. Anil D. Sahasrabudhe, Chairman NETF & Former Chairman, All India Council for Technical Education (AICTE) , Mr Subhrakant Panda, Senior Vice President, FICCI & MD, Indian Metals and Ferro Alloys Ltd (IMFA), Mr Manish Sabharwal, Chair, FICCI Skill Development Committee (SDC) and Chairman & Co-Founder, Teamlease Services Ltd. and Mr T.V. Mohandas Pai, Honorary Advisor, FICCI Skills Development Committee (SDC) & Chairman, Manipal Global Education (MaGE)

The Summit was attended by 400 + stakeholders from the Indian TVET ecosystem. These included representatives from Government, Industry, MSMEs, Industry associations, Edtech organisations, Foundations, International organisations, Sector Skill Councils, Skill Universities, Schools & Higher Education Institutions, Vocational Training Providers and Media. The key features of the Summit were Panel Sessions, Masterclass and VIRASAT Exposition.



Summit **Overview**

Delegates
present:
400+

Speakers:
60+

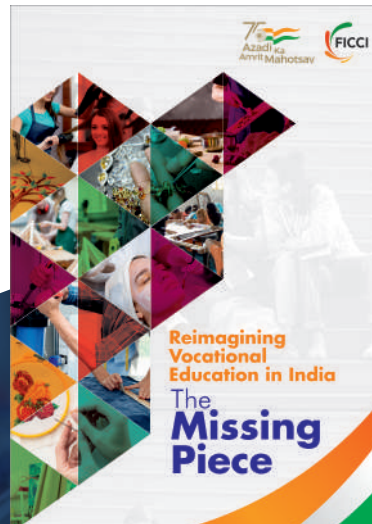
Cloud
Architecture
Master Class:
**120
Learners**

Panel
Discussions:
8

VIRASAT Exposition Overview



Knowledge Reports



Key Speakers



Shri Dharmendra Pradhan
Hon'ble Minister of Education
and Skill Development &
Entrepreneurship, Government
of India

Speaking at the Special Session, Shri Pradhan congratulated FICCI for organizing the annual flagship event of Skills in India. He also thanked all members who have been instrumental and have contributed to the development of the two knowledge reports. Hon'ble Minister highlighted the importance of Industry and skilling to go hand in hand to bring an overall fillip to the Indian TVET ecosystem. He emphasized that the education to employability transition of our youth is an important milestone in realising the dream of making India a \$5 trillion economy. Quoting the India's life expectancy data, he shared that it has doubled since our independence.

The Minister in his speech highlighted that India needs 70-80 percent of its population working and meaningfully engaged which currently is a 50%. There is still a need of 25 crore more people to join the workforce in order to make us to a developed economy. He highlighted that the National Education Policy (NEP) is the reform which streamlines skilling and education for the young learners of our country. Sharing the benefits of the National Apprenticeship Scheme mentioned that it is a win-win proposition for both employers (access to skilled workers) and learners (exposure to world of work). He shared that the implementation of NEP is expected to create smoother pathways for learners to progress through vertical and horizontal integration via the National Credit Framework (NCF) and Academic Bank of Credits (ABC). He urged for the strong support from Industry in its acceptance and implementation.

The Minister shared that our country is one of the largest captive markets of the world and having trained manpower would lead to India becoming manufacturing hub. To make this a reality, he urged the Indian private sector to come forward and join the government's initiatives in providing employment opportunities for the youth. He emphasized that Knowledge, Education and Skills are the way through which we can build the capacity of our youth and it is the responsibility of the leaders (both Industry and Government) of the country to guide the young Indians, engage with them in meaningful employment, bring them to gainful careers and provide them sustainable livelihoods.



Shri Atul Kumar Tiwari
Secretary, Ministry of Skill
Development and Entrepreneurship (MSDE)

Delivering the special address during the panel discussion on Skilling in Schooling and Schooling in Skilling Shri Tiwari highlighted the elements of the National Education Policy, 2020 which enables Vocationalisation of education. He also mentioned the initiatives of the MSDE like Skill Hubs, short term trainings being offered at JSS, PMKK, CBSE Schools, NSTIs, NIELIT centers which are in tandem with initiatives of Ministry of Education. He shared that the National Curriculum Framework (NCF) will act as a stepping stone in bringing hands-on skills to school students and exposing them to the world of work.

The Hon'ble Secretary shared that the schooling in skilling shall be delivered through the mode of National Credit framework (NCrF). He highlighted that the framework will enable the mapping of credits from primary to Phd levels of education. He further shared that the skilling curriculum is now focused on industry requirements, employability skills and aligned to the national credit framework.



Shri Subhrakant Panda
Senior Vice President,
FICCI & MD, Indian Metals
and Ferro Alloys Ltd (IMFA)

Shri Panda welcomed all the dignitaries and delegates to the Summit, & highlighted the role of FICCI in contributing to the India's growth story through the various skill development initiatives. Stressing on India's demographic dividend, Mr. Panda highlighted that 67% of our population is in between the age group of 15-64 years and these are the ones who have the huge responsibility to be the engine of economic growth. He appreciated the efforts of Ministry of Education for the implementation of the NEP 2020 and bringing momentum to the education to employability transition. He proposed that FICCI would be keen and happy to work through a PPP model with the Government of India to enhance employability led interventions. He also highlighted that upskilling is needed for industry 4.0 which demands extravagant skillsets and can be achieved through collaboration with all stakeholders.



Prof. Anil D. Sahasrabudhe
Chairman NETF & Former
Chairman, All India
Council for Technical
Education (AICTE)

Delivering the special address during the panel discussion on Apprenticeships for employability, Prof Sahasrabudhe highlighted the importance of the Apprenticeship and internships. Emphasizing that in Medicine, Architecture and Law the degree and license to work is provided only after years of practice with a senior, he recommended that a hands-on stream like Engineering should also follow such methodology. This will enhance the practical skills and employability quotient of the graduates. He also recommended that revising and re-designing the syllabi as per the current and future needs should have a larger role of industry so that the academia can be advised accordingly. This will include the two months

internships by Asst professors in the industry. The Smart India Hackathon was one such initiative that solved real time issues of the Government and exposed the faculty and learners to current challenges of the learning ecosystem. He also emphasized that the Academic Bank of Credit is also a promising way forward where high-quality education is made accessible to learners at an affordable cost. Prof Sahasrabudhe also urged veterans and senior industry experts to join the education ecosystem and share their life experiences with learners.



Shri Manish Sabharwal
Chair, FICCI Skill Development
Committee (SDC) and
Chairman & Co-Founder,
Teamlease Services Ltd.

Shri Sabharwal highlighted that the 3Es of 21st Century are Education, Employment and Employability. He said that our country doesn't have a job problem but a wage problem. He also shared that for India to become a developed economy, the productivity of states, cities, sectors and firms needs to be enhanced. He also introduced the concept of 5 design principles which are Learning by doing, Learning while earning, Learning with qualification modularity, Learning with multimodal delivery and Learning by signaling value. He highlighted the significance of teamwork and the need for developing risk appetite within the stakeholders (Govt., private partners and young learners).



Shri T.V. Mohandas Pai
Honorary Advisor, FICCI Skills
Development Committee (SDC)
& Chairman, Manipal Global
Education (MaGE)

Shri Pai highlighted that India currently is a \$3.15 trillion economy and aspires to be \$5 trillion by 2026 and a \$10 Trillion by 2032. He shared that the earlier estimates of the global population being 11 billion by 2100 is predicted to shrink to 9.6 billion owing to the lower fertility rates and birth rates. He said that the next few years are critical for India as we will be a young-

er country as compared to the others which will grow older faster than India would be. Mr Pai emphasized that the increased income (economic growth) of the country will happen when the focus is on improved productivity and skills of the individuals. He emphasized that a Pan India Skill policy/ regulation might not be the best solution for a diverse country like ours. He stressed that different states need different Industry led skilling policy to map the demand and supply of skilled manpower. Highlighting the need of the Industrial policy to be closely intertwined with the skilling policy, Mr Pai shared that this was the only way to meet the employer's and employee's needs. He proposed that Industry and Government collaborate to create job intensive programs and budgets are allocated for these efforts. Sharing that India provides human capital to the whole world which is not limited to just software but other skills like nursing, health and wellness, he proposed that a Human Capital policy should be designed that caters to the supply and demand of manpower state wise, and district wise. Such a policy, he shared would make jobs coming to people and people not migrating for jobs.



Ms Nazrene Mannie
Executive Director, Global
Apprenticeship Network
(GAN)

Delivering the special address during the panel discussion on Apprenticeships for employability, Ms Mannie shared how different countries are dealing and delivering the agenda of apprenticeship. The role of industry and how various initiatives across nations are promoting apprenticeships. The GAN is taking efforts to support the implementation of sustainable and responsive work-based learning through convening and connecting public and private sectors to build solutions. She also encouraged partners and industry members from India to partner with GAN and become members of a life long learning experience.





Summit's Recommendations

Theme Education to Employability: Making it happen

- Encourage lifelong learning and promote Vocational Education as one of the life skills.
- A tool kit-based approach to provide accessibility to skilling training programs
- Enhancing the Career guidance and counselling initiatives as they help learners in navigating through the changing landscape of the world of work.
- The learning of the basic employability skills like problem solving, digital skills, people management and self-management should start young.
- To make Education to Employability a reality, a stronger collaboration between the Ministries of Education, Skill Development & Entrepreneurship and the Ministry of Labour is needed. Also more synergy is needed between Industry, Academia and Industry Associations.

Recommendations to Government

- To ensure optimisation of training infrastructure: the government, corporates, and academia need to have a stronger cooperation.
- More capacity building initiatives for teachers, trainers and instructors at school, ITIs and vocational training institutes.
- The curriculum of the graduates and under graduates needs to expose learners to cross functional work areas of the industry.

Recommendations to Industry

- The industry needs to come forward to support entrepreneurs and micro entrepreneurs. These new job creators need a lot of hand holding by experts and Industry veterans.
- The industry members should come forward and take out time to mentor teachers, trainers and instructors. They need to create a cross functional teams which when combined can multiply the capacity of the trainers who prepare the workforce of tomorrow.
- The technology start-ups can come forward and seek support from large organisations for mentorship and learn in real time from Industry experts.

Session 1: Skilling in Schooling and Schooling in Skilling

To mainstream and integrate Education and Skilling, efforts have been made by government in the form of skill Hub initiative and several other initiatives including efforts of CBSE.

The National Education Policy 2020 is envisaged to bring in phenomenal transition through incorporation of vocational courses in school curriculum and offering flexibility with regards to choice of subjects.

Some of the initiatives of Ministry of Skill Development & Entrepreneurship (MSDE) like Skill Hubs, short term training programs in PMKKs, Navodaya Vidyalayas, CBSE schools, ITIs, NSTIs, NIELIT centers are institutionalized methodologies of bringing formal education and skill education together.

Employability Skills, Credit Bank, Counselling and Career Guidance were recommended to become integral part of skilling and education ecosystem. The future of skilling programs will be NOS and Credit based.

Recommendations to Government

- Develop Tool Kit based approach for any job role so that taking up that profession doesn't look like a huge task for learners (in terms of fees) and for providers (in terms of setting up of labs). Example: Automobile repair, Beauty Therapists who work from a bag/ tool box.
- A National and long-term initiative to provide career guidance and counselling to learners. This needs to be in tandem with the interests of the parents and aspirations of the learners. Making sure vocational education is not a fall-back option but a preferred choice.

- Capacity Building of teachers/ trainers and Instructors to ensure that the knowledge transfer is at pace with the changing aspirations of the youth. The schools need to have well trained instructors who can impart knowledge to school students.
- The Academic Bank of Credit needs to be in complete sync with National Credit framework and national curriculum framework. This needs to consider the fact that the learners are not stressed with too much information
- A National Entrance Test may be conducted to assess the aptitude, knowledge, skills and acumen of the class 10/12 learners. This test would recommend which stream the learners should take up.
- Optimisation of Skilling, schooling and training infrastructure. They need to work together to maximise the utility of the physical infrastructure.
- The skill certifications that India provides should be globally acceptable and create transferable skilled manpower.

Recommendations to Industry

- Allow learners to take up internship with SMEs and MSMEs. This will expose learners to entrepreneurship ecosystem.
- The ADDI model should support the symbiotic relationship between schools and industry with respect to internships, employment opportunities. These could be credit framework linked.
- Train trainable workers – the tomorrow is of transferable skills which means that learners have skills that can meet the requirements of jobs of the future.
- The industry needs to provide access and exposure to young learners so that they understand various occupations, job roles and industry requirements.
- The industry needs to support and recognise the lesser known or dignified roles (cooks, bar tenders, etc). This will give create pathways and aspirations for vocational education. This will also include the support of industry in creating curriculum that is taught today but prepares youth for jobs of tomorrow.



Session 2: Employability-led skilling in India: Role of Corporates & Social Sector Organizations

In the year 2022, out of 36 lakhs Engineering and polytechnic seats in India 18 lakh enrollments took place. 6 lakhs of these dropped out in the first year and the remaining 12 lakh completed the degree. Of these, only 4.8 lakh students landed up with jobs. The remaining 60% are jobless and clueless. The gap between the employment opportunities and the skill sets of the workforce hasn't been really met in the last decades. Today millions of young people are exposed to various skilling and upskilling opportunities, however still the outcomes are still not up to the mark and many end up being Neither in Employment, Education or Training (NEET). A lot still needs to be done to bring the talent and skills of workforce at par with the constantly changing VUCA world of work.

Creating an employability led skilling ecosystem in India would definitely look at the smoother transitions of young learners from the education to employment. Such an ecosystem is expected to be more inclusive and enhance the engagement of women at work.

The time has now arrived for the TVET ecosystem of our country isn't Government led anymore. The corporate organisations, Social Sector Organisations and CSR foundations have been contributing but now the need is to step up their contributions. This means that Corporates, SCOs, SMEs and MSMEs must now participate equally in creating a sustainable TVET ecosystem of our country.

The Educators, Industry and Learners have to work together to bring speed and scale to the journey of skilling and bring more acceptability of vocational skills. There is immense learning which the corporates can share with the TVET stakeholders. The digital and design led momentum can transform the way skilling happens in India today.

Recommendations to Government

- The Government and Industry need to come together to expose the youth of our country to job roles and occupations that didn't exist two years ago. A huge part of the learners has no awareness about new jobs the digital era has brought with it.
- The need for constant upgradation, reskilling and upskilling has reduced from 10 years to every 2 years. Hence, the support of the Government programs and schemes need to be as dynamic as the disruptive changes.
- With the support of the Government, the capacity building of teachers and instructors is done at school level which trains them to deliver training on vocational skills.
- A robust framework of mentoring and coaching needs consideration to prevent the drop outs that happens during the first year of the jobs of the new entrants.
- A comprehensive policy that integrates education, vocational learning and employability is needed.

Recommendations to Industry

- The learners from not just the higher education institutions but also from vocational education systems be involved in internships, hackathons, project work, innovation competitions and industry academia partnerships.
- The industry members should come forward and take out time to mentor teachers, trainers and instructors. They need to create a cross functional team which when combined can multiply the capacity of the trainers who prepare the workforce of tomorrow.
- The German TVET ecosystem has been a pioneer in creating a balance between Industry, Government, and learners. It has been only possible because of the strong collaboration between Industry and Government. To start with, India also needs such models of collaboration and these could begin with SMEs and MSME clusters. The SMEs lack training infrastructure and hence we need to look at a collaborative ecosystem which supports the optimisations of training infrastructure between Industry and academia.
- An evolved model of Industry-led skilling could start with curriculum development. This means that industry contributes 30% to the curriculum development for the state, the next 30% is contributed by the state government and the remaining 40% could come from the central government to expose learners to global standards.
- The industry needs to share timely and frequent feedback with the academia and government to ensure that the learners are skilled on the in-demand skills. The use of technology can play a phenomenon role here and support in keeping up to the constant change.



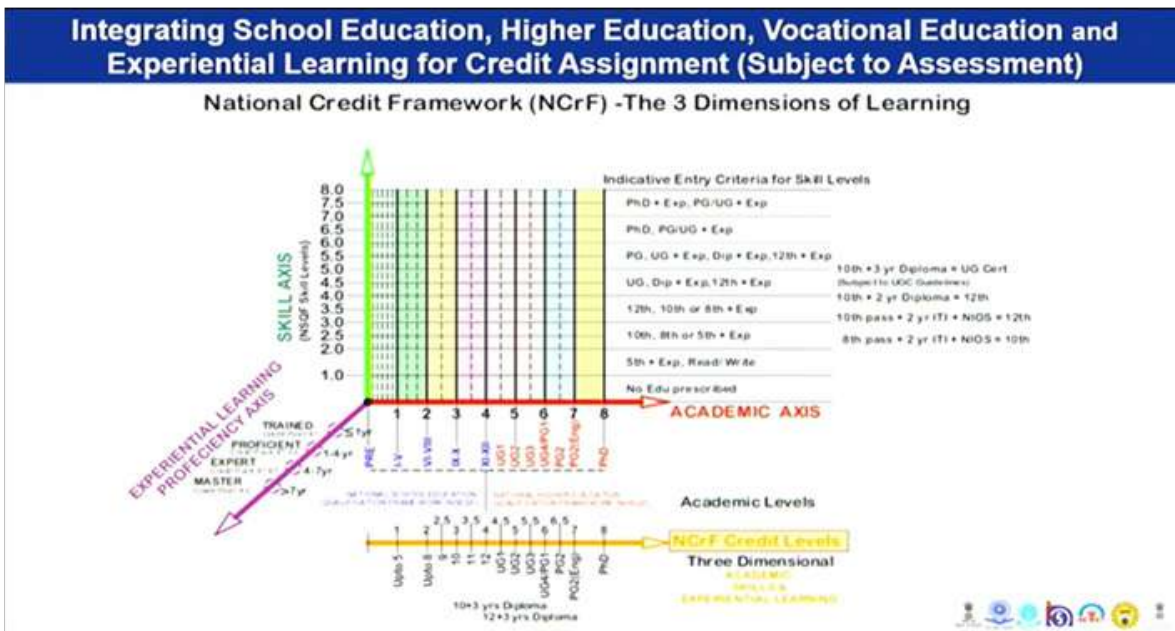
Session 3: The Future of Skilling: New World of Work

India is one of the youngest countries of the world, with over 50% of the population under the age of 30 years. We are expected to add another 183 million people to the working age group (15 – 64 years) between 2020 – 2050. This demographic dividend needs to be channelised so that the demographic advantage could be reaped. With the advent of new technologies and the digital momentum, the traditional & conventional jobs are being replaced. The Global risk report by WEF shares that over 85% jobs are expected to get automated in the next five years. The World Bank estimates that 42% of the jobs are likely to see automation in India.

The Industrial Revolution 4.0 and the post pandemic era is likely to make many jobs redundant and create many new jobs. The NCVET has identified 13 mega trends and 10 competencies for which the youth of our nation need to be prepared. These megatrends are namely connectivity & convergence, cognitive era, bricks & clicks, green & smart, social trends, new business models, health & wellness, innovating to zero, economic trends, urbanisation, future infrastructure, futuristic energy, and mobility. These themes will highly influence the skills and talent that the future world of work would require. The future competencies needed to be eligible for these future jobs are social intelligence, novel and adaptive thinking, new media literacy, cognitive load management, virtual collaboration, trans-disciplinarity, design mindset, computational thinking, cross cultural competencies, and sense making.

NCVET has envisaged a blended model of delivering training to learners on more than 250 job roles. The model is inclusive of components like theory/ knowledge dissemination, soft skills & life skills, demonstrative learning through simulation, tutorials & assignments, proctored monitoring & assessments and on the Job training & internships.

The National Credit framework proposed the integration of school, higher and vocational education as per the model given below:



Academic Band/ Hours of Learning per year	Academic Grade/ Levels- School Education & Higher/ Technical Education	Vocational Education Long Term Trg/ Short Term Trg (LTT/STT)	National Credit Framework (NCF) Credit levels	Credits Earned/ year	Credit Points Earned	Assessment Stage and equivalence
Doctoral Degree	Ph.D	NSQF Level 8 STT	8.0	40	320	
PG degree (1/2 yrs)/ ME/ M Tech (1200 Hrs/yr)	PG- 2 nd [Eng]	NSQF Level 7 STT	7.0	40	280	M.Tech. 2 nd Yr./ Engg PG Degree
	PG - 2 nd yr/ PG 1 st yr (Eng)	NSQF Level 6.5 STT	6.5	40	260	PG Degree/ M. Tech 1 st Yr
4-year UG with honours/ Honours with Research / B.E./ B.Tech. OR 3 year UG (1200 Hrs/yr)	4-year UG with Honours/ Research / PG - 1 st yr	NSQF Level 6 STT	6.0	40	240	UG- Degree (Hons)/ PG- Diploma
	UG- 3 rd Year	10 th +3-Yr NTC/NAC/CITS, 12 th +3-Yr NTC/NAC/CITS, NSQF Level 5.5 STT	5.5	40	220	UG- Degree
	UG- 2 nd Year	10 th +4-Yr NTC/NAC/CITS, 12 th +2-Yr NTC/NAC/CITS, NSQF Level 5 STT	5.0	40	200	UG- Diploma
	UG - 1 st Year/equivalent/ Diploma 3 rd Yr	10 th +3-Yr NTC/NAC/CITS, 12 th +1-Yr NTC/NAC/CITS, NSQF Level 4.5 STT	4.5	40	180	UG Certificate
2 year- Senior Secondary (1200 Hrs/yr)	Class XII, Diploma 2 nd Yr	10 th +2-Yr NTC/NAC/CITS, NSQF Level 4 STT	4.0	40	160	Class XII (thru CBSE/Boards/ NIOS)
	Class XI, Diploma 1 st Yr	10 th +1-Yr NTC/NAC/CITS, NSQF Level 3.5 STT	3.5	40	140	Class XI (thru CBSE/Boards/ NIOS)
2 Year- Secondary (1200 Hrs/yr)	Class X	8 th +2-Yr NTC/NAC/ NSQF Level 3 STT	3.0	40	120	Class X (thru CBSE/Boards/ NIOS)
	Class IX	8 th +1-Yr NTC/NAC/ NSQF Level 2.5 STT	2.5	40	100	Class IX (thru CBSE/Boards/ NIOS)
3 year- Middle (1200 Hrs/yr)	Class VIII	NSQF Level 2 STT	2.0	40	80	Class VIII (thru Boards/ NIOS)
	Class VII		1.67	40	67	
	Class VI		1.33	40	53	
	Class V	NSQF Level 1 STT	1.0	33	33	Class V (thru Boards/ NIOS)
3 year- Preparatory (1000 Hrs/yr)	Class IV		0.8	33	26.4	
	Class III		0.6	33	19.8	
	Class II		0.4	27	10.8	
5 year Foundational (800 Hrs / yr)	Class I		0.2	27	5.4	
	Pre-School (3 years)		0.1x3	27x3=81	2.7X3	

Recommendations to Government

- The Government should look at means to make Internet accessible to low-income strata of the society. Making learning through technology has a deeper outreach.
- National Qualification Framework and Common Cost norms should be reviewed keeping in mind online learning and digitally simulated learning models.
- Effective distance learning platforms and training of trainers and instructors need to be created so that they are trained on the pedagogy for digitally delivered programs.
- A framework for digital apprenticeship should be prepared for the manpower which can't be physically present for training and learning.



Recommendations to Industry

- The industry associations with support of State Governments can work together on developing Centres of Excellence for Industry 4.0. This would support the local workforce in being prepared for the future of work.
- The industry could come forward in sharing the emerging and in demand employability skills that they seek in the workforce. The skills needed to converge operational technologies and digital technologies should be promoted so that the learners can be prepared for it.
- The industry can make the skilling of in demand smart and green technology more accessible to the upcoming workforce by collaborating with HEIs, ITIs and Polytechnics.
- The new world of work will definitely see Hybrid working and confluence of digital skills. Hence the workforce needs to be trained on working in a phygital mode.
- The industry needs to come forward to support entrepreneurs and micro entrepreneurs. These new job creators need a lot of hand holding by experts and Industry veterans.
- The support of Industry members especially the CSR funding is needed to support setting up of new age technology labs with Vocational Training Providers. More partnerships and collaboration of the industry is expected to bring VTPs at par with the changing demand of skills.



Session 4: Internationalization of Skilling

With the aim of making India the Skill capital of the world, it is crucial to skill Indian youth on international standards and make them aware of the international work ethics. The Indian skilled workforce needs to be exposed to not just internationally spoken languages but also effectively oriented towards the culture and values. Working with international teams, learning relevant competencies, and collaborating with diverse people are a few skills needed for being a globally accepted skilled professional. Today, the skills required to sustain international markets isn't just the technical skills or core skills. The skills have now extended to more softer skills like mindset, cultural sensitivity, customer focus, people skills, digital skills, leadership and technical skills.

The participation of Indian participants at the World Skills Competitions has been increasing over the years. Not just this, the medal tally has been on the incremental side as well. To make Indian talent win and succeed at the international platforms, we need ace trainers and instructors who can skill our learners. Still a lot needs to be done to bring Indian trainers at par with international ones. So, an international curriculum wouldn't be able to do much unless there are skilled trainers to deliver it to the learners.

Digital Skills today have the potential of creating approx. 14 million jobs by 2026 and contributing 8% of India's GDP. As per a recent report of AWS, approx. 2.2 million cloud engineers are needed by 2025 against which the supply is approx. 1.4 million. There is a lot of scope to bring the learners at par with programs such as these which are internationally acceptable and have standard global curriculum of delivery. The three pillars of internationalisation could possibly be curriculum, delivery capabilities and assessment & certification.

The ecosystem of Indian TVET has been evolving for almost a decade and today we have reached the stage where we understand its importance and are now looking at converging the efforts from all sides.

Recommendations to Government

- There is still lack of awareness about skills, international competitions on skills and the glory associated with it. The Government can work in collaboration with Industry to promote India and World Skills Competitions. Thus, making Skills Aspirational for the young Indians.
- Technology can play a crucial role in identifying the talented teachers and instructors across the globe and can support the momentum of upgrading the capacity of the trainers.
- A global certification that goes hand in hand with the Indian Certification system will definitely encourage continuous integration with the international markets while learning. International placements of our candidates and their acceptance in the global market could also be promoted by the Government.
- The learn while you earn model is being practiced for doctors, lawyers, nurses, beauticians and many more such occupations. The focus on making learning rewarding will popularise apprenticeships, make licenses for these occupations and skills aspirational.

Recommendations to Industry

- With support from Industry, Government and Academia we can make global standards a norm in our country. For this the industry needs to give opportunities to young talent about newer technologies and innovative skills.
- OEMs can collaborate with international training and certification partners and provide dual certificates. This would bring up the credibility of the trainers and learners substantially. At the same time prevent reverse brain drain of Indian talent.
- The collaboration of Indian TVET players with international training and certification agencies can bring a huge fillip to the skilling programs, its curriculum and placements of learners.
- There is huge scope for learners in Indian fine arts, actuarial sciences and wellness initiatives which have been recognised for its excellence. These should be supported and promoted by the industry at all national and international platforms.



Session 5: Boosting Entrepreneurship & Ease of doing business

The vision of Atmanirbhar Bharat aspires that Indian youth find value and passion in becoming self-sustaining entrepreneurs. The conventional models of education and skilling might not be the perfect ways of developing and mentoring entrepreneurs. Also, the exposure of entrepreneurial mindset is not restricted to the founders but also to the team and contemporaries engaged in the business. The benefits to society are expected to be greater in economies where entrepreneurs can operate flexibly, develop their ideas, and reap the rewards. Entrepreneurs stimulate employment growth by generating new jobs when they enter the market.

The learners still need to be exposed to production know hows, enhancement of business & financial skills, Marketing & Sales skills.

Recommendations to Government

- Ease of starting a business; with the intent of promoting There is an immediate need for supporting innovators with necessary linkages. These essentially include connecting them to funders, markets and essential knowledge on financial management.
- A coordinated effort between Government and Industry is needed where micro and small entrepreneurs are upskilled on digitization, market intelligence and modern technologies. The rural and tier 2 & 3 cities youth don't want to join jobs in cities, hence model centres of entrepreneurship can be set up in these areas for providing the necessary information to the innovators.

Recommendations to Industry

- There is currently a dearth of available resources for reading and learning for entrepreneurs. There is a huge demand for a knowledge repository for learners who wish to read and learn about this area of work.
- The entrepreneurs need seed money for setting up of the start-ups. Hence CSR organisations should support and handhold the micro and small entrepreneurs.



Session 6: Apprenticeships for employability

Apprenticeship with industry is a proven method to bridge the skilled workforce gap and provide learners with real work experience. Recently announced India's National Education Policy (NEP) 2020 also prominently talks about closer collaborations between industry and higher education institutions to drive innovation & research. NEP also highlights that higher and technical education will be offered within multidisciplinary programmes and have a renewed focus on opportunities to engage deeply with industry for content development, mentoring, internship, and apprenticeship, etc. The session discussed how a roadmap can be prepared for a coherent execution of apprenticeship policies (including NAPS) that will expedite and scale up the number of apprentices in India. It also focused on possibilities of making apprenticeships a gateway for creating a robust education to work transition

Recommendations to Government

- The Government should consider credentialing the apprenticeship duration of the learners so that they can be linked to formal or vocational education streams at any life stage.
- The Group Training Organisation Model could be explored, which promotes engagement between industry associations, members, and SMEs to promote apprenticeships.
- To manage the VCA: Value, Confusion and Awareness, the learners and employers need to be made aware about the value trained apprentices bring to work. The Government needs to minimise the confusion between NAPS, NATS, NEEM and multiple regulatory compliances.

Recommendations to Industry

- To make Apprenticeship Aspirational, the industries can look at adopting ITIs/Vocational Training Institutes and support them in aligning with the industry focussed curriculum. This would expose learners to high technology labs and give them experience of real world of work.
- Apprenticeships to be relooked and repositioned as entry level workforce providing initiative.
- The Cluster based model of promoting apprenticeship should be explored by industry.
- Industry must come forward and support the hiring of apprentices, designing curriculum and engaging with academia for creating successful degree apprenticeship programs.



Session 7: Skill Financing – Creating sustainable ecosystem

For nurturing quality skilled manpower, the TVET sector in India requires innovative methods of financing that can assist in the creation of skilling capacity and infrastructure along with providing necessary financial assistance to the stakeholders including the end beneficiary. The Ministry of Skill Development and Entrepreneurship (MSDE) envisions maximum skilling of the Indian workforce. It is an ambitious goal and requires huge amount of investment in the skills sector. Despite the huge amount of funds deployed by the government and private sector, there is a need to develop a self-sustained 'Financing Model for the Skill Training' which could strengthen the skilling ecosystem.

Recommendations to Government

- The Government may consider relooking at the CSR act to include areas of developmental funding. This could include capacity building and content creation.
- The existing Government funding schemes are not adept to the changing world needs. This was evident during the pandemic as many initiatives could not function in absence of a regulatory framework.
- The industry could be considered as an affiliating authority for any training centre that is set up. This would ensure relevant skill centres are created and youth is trained on market linked programs.
- Integrating formal education with vocational education would streamline the system. This would mean that these might look like two parallel learning pathways, but they lead to one coherent outcome of employability.



Recommendations to Industry

- The expectations of the CSR donors are to have an impact of funding in a given financial year. They may consider looking at larger benefits spread over a larger amount of time.
- The industry can support learner-based funding models where the learners pay for the training and some financial and training support is provided by the industry.
- PPP models like AMBER could be explored which promote Industry and Government co funded model of skill financing.
- The industry needs to support and partner in developing knowledge reports which can help in assessing the situation and create customised financing solutions.



Session 8: VIRASAT – The Heritage' Vocal for Local: Go Global'

India is home to 3,000 craft forms with artisans spread across the country. The handloom and handicraft industry has been the backbone of India's rural economy for decades. It is one of the largest employment generators after agriculture, providing a key means of livelihood to the country's rural and urban population. According to official estimates, India is home to 7 million artisans. However, data from unofficial sources indicates that the artisan strength is as high as 200 million. The wide nature of this range and disparity in the number is due to the informal and unorganised character of this sector. The tangible and intangible nature of India's craft heritage, coupled with its regional uniqueness, presents the country with a competitive global advantage. The Indian craft sector has the scope to become a billion-dollar marketplace with the right support and business environment. Developing a systematic approach, which nurtures the intrinsic value of craft skills and opens avenues for product design and manufacturing, will increase access to new markets. Alongside this, capitalising on e-commerce for online visibility and operational efficiencies will prove to be a critical success factor as the sector evolves and gains further traction. The session focused on a road map on how the above objectives could be achieved.

Recommendations to Government

- There are multiple schemes that support the local artisans and their trainings. However, the bureaucracy systems have made it very difficult for local businesses to make on board. A lot of inclusivity is still required so that loomers, weavers and artisans could be included.
- A national framework is missing which connects the artisans, loomers, weavers and crafts men together and looks at their sole benefit.

Recommendations to Industry

- The industry could look at leveraging technology and bridging the gap between the consumer and the creator.
- The Industry could look at partnering with Industry associations, clusters and in support ing them in engaging with market places.





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