

## **National Skill Development Mission: Effectiveness and Insights**

**Dr. Geeta Batra**

Assistant Professor, Department of Commerce  
Sirsa College of Science and Technology Bareilly U.P.  
(MJP Rohilkhand University, Bareilly)

### **Abstract**

#### **Purpose**

This paper examines the effectiveness of Pradhan Mantri Kaushal Vikas Yojna in skilling the youth of Uttar Pradesh (East), with a special focus on Varanasi, Mirzapur, and Jaunpur. It intends to comprehend, explain, and evaluate the nature and extent of the Skill India program amongst the trainees in Skill Development Centers relative to their needs and expectations. India has a demographic dividend of about 65% of youth, which has the potential to transform the Indian economy from a developing to a developed one. PMKVY will create space and scope for youth to showcase their knowledge and entrepreneurial skills as it empowers youth with technical and professional skills. It provides means for bringing about social and economic changes and uplifting the underprivileged sections of society.

#### **Design and methodology**

This paper empirically tests the effects of training on students. It's an accepted practice in the world to vocationally train students along with traditional education, as we see from the example of South Korea. The paper discusses the skill development concept in India before 2014 and after. The major impact is seen in rural areas, where various skills of individuals developed and improved. The research design is primarily based on survey research on skill development in skill development centers and trainees in eastern Uttar Pradesh, India. A review of available research was done to understand the reasons behind the skill gap despite the vibrant and abundant young generation. The present study intends to analyze the changes in the technical, professional, behavioral, and soft skills of students with the implementation of the scheme.

#### **Key words**

PMKVY, Skill Development, Vocational Training, Skill Gap, Skill Development Centers, Skill India Program

### **National Skill Development Mission: Effectiveness and Insights**

## **Introduction**

The Indian government has been very vocal about skill development since last decade, with the first national policy on skill development released in 2009. The government came up with the new and updated National Policy on Skill Development and Entrepreneurship in 2015. India has a demographic dividend of about 65% of youth, which has the potential to transform the Indian economy from a developing to a developed one. PMKVY will create space and scope for youth to showcase their knowledge and entrepreneurial skills as it empowers youth with technical and professional skills. It provides means for bringing about social and economic changes and uplifting the underprivileged sections of society. For achieving an overall growth rate of 8% to 9% in the economy and 4% in the agriculture sector, it is imperative to have an efficient skill development ecosystem. Skill development provides us with the opportunity to convert our population problem into a boon. Currently, India has a higher working-age population, with the advantage of having the youngest population in the world at 29 years, as compared to 37 years in China and the US and 45 years in Europe (FICCI, 2014). Increasing globalization and digital penetration provide India with an opportunity to increase its share of the global workforce market. But it requires skill development in the workforce.

## **Objectives**

1. To understand the workings of NSDM
2. To understand the workings of training partner centers.
3. To study the changes in students after pursuing training from PMKVY
4. To study the challenges faced by training partner centers.

## **Literature Review**

*Kerr et al. (1973)* discussed that technological development would lead to more complex types of work tasks and, therefore, rising levels of skills and responsibility. The present study focuses on the skill sets in the service sector. Much debate has taken place on skill development and utilization, focusing on the impact of technology and the manufacturing sector. In this study, the researchers revisit the technique of scripting customer service interactions as a means to improve the quality of customer interaction.

*Wentling (1987)* commented that employers have no quarrel with the skills and performance of today's graduates, but they do have serious reservations when it comes to their non-technical abilities. Mastery of non-technical skills by new employees is a serious concern because this deficiency detracts from their performance at work and their ability to hold a job.

*Jonassen (1991)* says there is not necessarily a single best way to improve the performance of a particular skill. The social constructivist approach encourages the idea that there are many ways to improve the performance of an employee.

**Ashton and Green (1996)** During the last two decades, the importance of skills has been recognized by policymakers in the developed world as a lever for amplifying individual performance, a firm's overall productivity, and national competitiveness in the international arena.

**Muhlemeyer and Clarke (1997)** argue that innovation and improvement in productivity can be achieved only if firms employ highly skilled workers.

**Keep and Mayhew (1999)** recognize that the UK's distinctive capabilities are not raw materials, land, or cheap labor. They must be the components such as knowledge, skills, and creativity that help create high-productivity business processes and high-value-added goods and services. As organizations aim to compete on the basis of high quality and productivity, the notion of best practice is also dependent on employers adopting a high-cost, high-skilled employment strategy.

**Gibbons-Wood and Lange (2000)** In today's business world, the term 'soft skills' is synonymous with core skills, key competencies, and personal skills. To remain in the job in today's competitive business world, one needs to possess soft skills in addition to hard skills. It is often said that hard skills get one a job, but soft skills keep one in the job.

**Binna Kandola (2000)** has discussed some of the difficulties associated with the accurate and useful evaluation of training effectiveness, particularly in the department of soft skills, which include skills relating to people management.

**Heckman (2000), Mincer (1962)** *The workplace* is a place where not only skills are demanded, but they also provide a place in which skill formation takes place.

**Peddle (2000)** There is a rise in employment opportunities in India due to changes in policy and the encouragement of FDI in India by the government. It's becoming a hub for various MNCs due to governmental support and the availability of cheap labor. However, due to rapidly changing technology, there is a shortage of skilled manpower. To avoid expenses on training, organizations expect trained students on various parameters during campus recruitment. Students are evaluated on technical skills, soft skills, team building, ethics, ethics and value.

**Noorbakhsh and Paloni (2001)** found that human capital is a statistically significant determinant of FDI inflows. Policymakers focus attention on the importance of workplace-centered training and skills development schemes, such as those implemented in Singapore and Malaysia, as valuable adjuncts to inputs in formal education.

**World Bank (2002)** The state of Karnataka produces ITI graduates who are not needed by industry and who lack basic scientific temperament and technical understanding of their trade.

**ILO (2003)** Employers felt that ITI/ITC graduates do not perform well in the practical use of machines, teamwork practice, communication, and use of computers. One of the studies shows

the poor success rate of ITI and Industrial Training Centers (ITC) in the labor market. Employers feel on-the-job training (OJT) of graduates is necessary to bring their skill levels on par with industry.

**Raybould, Sheedy (2005)** Instead of degree-specific knowledge, employers today prefer soft skills obtained during study and periods of work experience.

**National Statistical Service of Greece (ESYE) (2005)** Greece apparently lacks well-educated workers. The majority of the organizations operating in the Greek industry use predominantly unskilled labor. Small manufacturing firms are unable to compete due to a low skill set.

**According to EDCiL (2005)**, in the survey, it was found that institutions have very limited interaction with industry. Only one-third of the institutions send students to industry for practical training, and a mere less than 10 percent of institutes involve industry in designing courses.

**According to the Government of India (2006)**, there is a need for strong political goals, guidance, and will to bring India into a middle-skill equilibrium from a low-skill equilibrium, and the government wants that to happen by 2030.

**Government of India (2006)** The success of HRD and VET in India will require that the country build basic infrastructure like roads, water supply, and energy delivery—things Western countries take for granted but that are essential to changing from the current low-skills equilibrium to the desired middle-skills one.

**Rothwell, Arnold (2007)** As the business world becomes more competitive and dynamic, it is necessary for the employee to possess both soft and hard skills. Today's employers want their workers to excel in 'softer skills' such as teamwork and communication.

**Mehra (2007)** The growth of Indian industries is hindered by the acute shortage of skilled manpower in various industry sectors. According to a report by NASSCOM, every year, three million graduates and postgraduates are added to the Indian market. But only 25 percent of total technical graduates and 10–15 percent of other graduates are suitable for employment by the growing information technology firms.

**Datta et al. (2007a):** For an individual, employability skills are the capital for a career, which helps them get a job and acquire specific skills necessary for the job.

**Datta et al. (2007b)** Workers employability is recognized by their possession of a number of skills that enable them to access the labor market. Generic competencies or abilities that can be used across a large number of occupations are called employability skills, which enable job-to-job mobility. Three broad indicators are identified for employability: key academic and technical skills, process skills, and personal qualities.

**FICCI (2007)** The “Survey on Emerging Skill Shortages in the Indian Industry (2007)” by the Federation of Indian Chambers of Commerce and Industry (FICCI) (FICCI, 2007) highlights the significant skill gaps in key sectors like food processing, pharmaceuticals, education, retail, health, and automotive. The current organizational set-up of vocational training is failing to address the needs of multiple skills training in the system and, thus, not providing the population with the option of being able to meet the skill demands of multiple industries.

**GOI (2009)** Vocational and skill training for around 15 million youth is required in India every year, whereas the existing public and private institutional capacity is only for 3 million.

**GOI (2009)** The current formal vocational training capacity is 3.1 million, as compared to 15 million new entrants into the workforce every year.

**Report of the Prime Minister’s Task Force on Micro, Small, and Medium Enterprises, Government of India (2010)** The committee has prepared a report about the problems and prospects of the MSME sector in India. The panel observed that though India has a large pool of human resources, the manpower does not possess the necessary skills required for manufacturing, marketing, service, etc. The industry has a very high attrition rate. Institutions governed by the state government, like the District Industries Centre, have failed in their purpose; their current infrastructure has not been utilized.

**ILO (2011)** In India, only 10 percent of the workforce has some sort of skill. India ranks extremely low when compared with countries like Korea (98 percent), Canada (77 percent), Japan (80 percent), Germany (78 percent), and the UK (68 percent).

**American Standard for Training and Development (2012):** The report sheds light on the gap between an organization’s current capabilities and the skills that are required to achieve its future goals. The gap is important in the sense that it leads to making the organization inefficient and ineffective in a specific business situation. Most of the organizations face gaps in middle- and high-skilled jobs. In the case of middle-skilled jobs, some amount of industry or government certification is necessary, whereas high-skilled jobs require at least an undergraduate degree in science, engineering, technology, and mathematics. Lack of skills in these areas is ultimately putting the future of business enterprises at stake, and they often have to depend on skilled manpower from other countries. This will lead to socioeconomic problems in the host country where migrant workers are moving.

**Janardhanan et al.( 2012)** Developing countries like India and Brazil have been cautioned by “The World Economic Forum’s Global Talent Risk Report (2011)” that they will also face a huge skill gap due to low employability.

**Green et al. (2013)** Since skills are difficult to observe, the current study uses a subjective measure for perceiving overall skill development. (ability, knowledge, and skill).

**Patil, S.G., & Chaudhari, P.T. (2014)** NSDM helps to address the problem of a shortage of skilled manpower, which will help them increase their productivity and quality of production.

**Reji Edakkandi Meethal's (2014)** review of skill-building and employability training programs suggests that neither the public nor the private training institutions have been able to provide quality training as per industry demands.

**Australian Education International (2014)** India has to shift its position from low-skill to middle-skill equilibrium, and the Indian government is willing to make that change happen.

**Dr. B. Chandra Mohan Patnaik Dr.Ipseeta Satpathy(2015)** The skill gap is an issue that narrows the chances of a fruitful enterprise. The biggest strength for any organization is having skilled manpower. From the very beginning, MSME's have been underestimated, so their potential is still tapped. Basically, they are the producers of traditional products, and for large and medium enterprises, they base their business more on experience than expertise. The story of India is quite different from that of developed and other developing countries. Though industry has a huge potential to absorb huge amounts of manpower, the manpower does not have the necessary skill set. Many times, it is observed that enterprises are not willing to spend on the training of their employees. They feel it is an unnecessary expense. Today, when the industry is ready to absorb manpower, they don't have the necessary skills. This difference between demand and supply is affecting the future prospects of the industry.

**Pouliakas & Russo (2015)** Skill development is also supported in the work environment, where highly skilled workers are demanded. Complex jobs are designed to keep workers motivated, and for that, workers with high skills are demanded.

**Aggarwal, S. (2016)** India today faces a dual problem both on the demand and supply sides, where on one side there is a severe paucity of highly skilled and trained labor and, due to a lack of skills, educated youth are unemployed. A mismatch in demand and supply has given birth to a wide skill gap since there are more people with low skills than jobs available, and fewer people are available for high-skill jobs.

## **Research Methodology**

The proposed study is both descriptive and statistical in nature. It is based on primary and secondary data and information that is collected from the concerned sources as per the needs of the research. The help of relevant books and documents from the necessary ministries and departments has been provided. Competition and globalization have necessitated the demand for skilled workers in both developed and developing economies as they escalate the growth rate of their nations. All economies in the world today need skilled workers to meet international standards of quality in production and services. To face the competition from global players, to grow its foreign trade, to heighten their industrial and economic development, and for the socio-economic growth and development of any country, skills and knowledge are major pillars. The economic development of South Korea lies in its skill development, where a



labor demand-driven approach provided the required skilled workers in time for industrialization.

### **National Skill Development Mission**

The Union cabinet led by Hon'ble Prime Minister Shri Narendra Damodar Das Modi approved the National Skill Development Mission on July 1, 2015, and officially launched it on the occasion of World Youth Day on July 15, 2015. The objective of the mission is to combine and converge all the activities across sectors and states in terms of skill training activities. For the first time in 68 years of India's independence, a Ministry for Skill Development and Entrepreneurship (MSDE) has been formed for its successful implementation and to focus on enhancing the employability of the youth through skill development. Seven sub-missions have been proposed, which will act as building blocks for attaining the overall objectives of the mission.

They are:

- Institutional Training,
- Infrastructure,
- Convergence,
- Trainers,
- Overseas Employment,
- Sustainable Livelihoods,
- Leveraging public infrastructure

### **Components**



## **NATIONAL SKILL DEVELOPMENT AGENCY**

To synchronize and harmonize the activities regarding skill development, a national-level autonomous body called the National Skill Development Agency (NSDA) was created under the Ministry of Skill Development and Entrepreneurship.

.Activities undertaken by the NSDA

### **Rationalization of the Skill Development Schemes of the Government of India**

The convergence of norms has been achieved by the NSDA with the concerned ministries and various other stakeholders for the various skill development schemes of the central government.

#### **2. Creation of an integrated labor market information system**

NSDA, with the help of other ministries of the Government of India and the state governments, has created a national database on major aspects of skill development. It will provide all relevant information to the citizens freely. It would provide operational efficiencies, and the system is transparent and freely available to all.

#### **3. Engagement with States**

NSDA is consistently helping various state governments to chalk out their action plans for skill development, policies regarding skill development, and administrative mechanisms. The Asian Development Bank (ADB), European Union (EU), and Department of International Development of the Government of the U.K., in collaboration with NSDA through a technical assistance program, are helping the State Skill Development Mission build their skill development capacities.

## **NATIONAL SKILLS QUALIFICATIONS FRAMEWORK**

Necessary skill, aptitude, and knowledge levels are organized in terms of qualification by the National Skills Qualification Framework (NSQF). These are the learning outcomes that the learner must possess, regardless of whether they were acquired through formal, non-formal, or informal learning. Thus, NSQF is a quality assurance framework.

## **National Skills Research Division**

The National Skill Research Division was established under the National Policy for Skill Development and Entrepreneurship in 2015. The National Skill Research Division works within the NSDA at the national level; it provides input on research related to skill development and works to evolve as a credible research organization in skill development at the national level. It has collaborated with



1. BiBB
2. Indian School of Business
3. British Council
4. NCVER

### **National Quality Assurance Framework (NQAF)**

Learners across India are studying for knowledge and qualification by enrolling themselves in training and skill development programs. These programs help them gain the knowledge, skills, and competence they require for jobs and future careers. The quality of training lies at the heart of effective education and training/skills programs. There is a need to ensure that the training and qualifications provided through education and training/skill programs are of high quality, regardless of where they are delivered and assessed. The aim of the National Quality Assurance Framework (NQAF) is to improve the quality of all education and training/skills programs in India. NQAF establishes benchmarks and criteria for training and skill programs that are to be followed across India.

### **Labor Market Information System (LMIS)**

The National Labour Market Information System is a single-window database launched by the National Skill Development Agency under the Ministry of Skill Development and Entrepreneurship to aggregate demand and supply trends in the Indian skill development ecosystem. LMIS produces labor market information as per globally accepted standards by integrating various institutes, procedures, mechanisms, and data systems. The system generates reports and analyses concerning the labor market by bringing together quantitative and qualitative information that is useful for policy formulation by the government and industry.

- **National Skill Development Corporation**

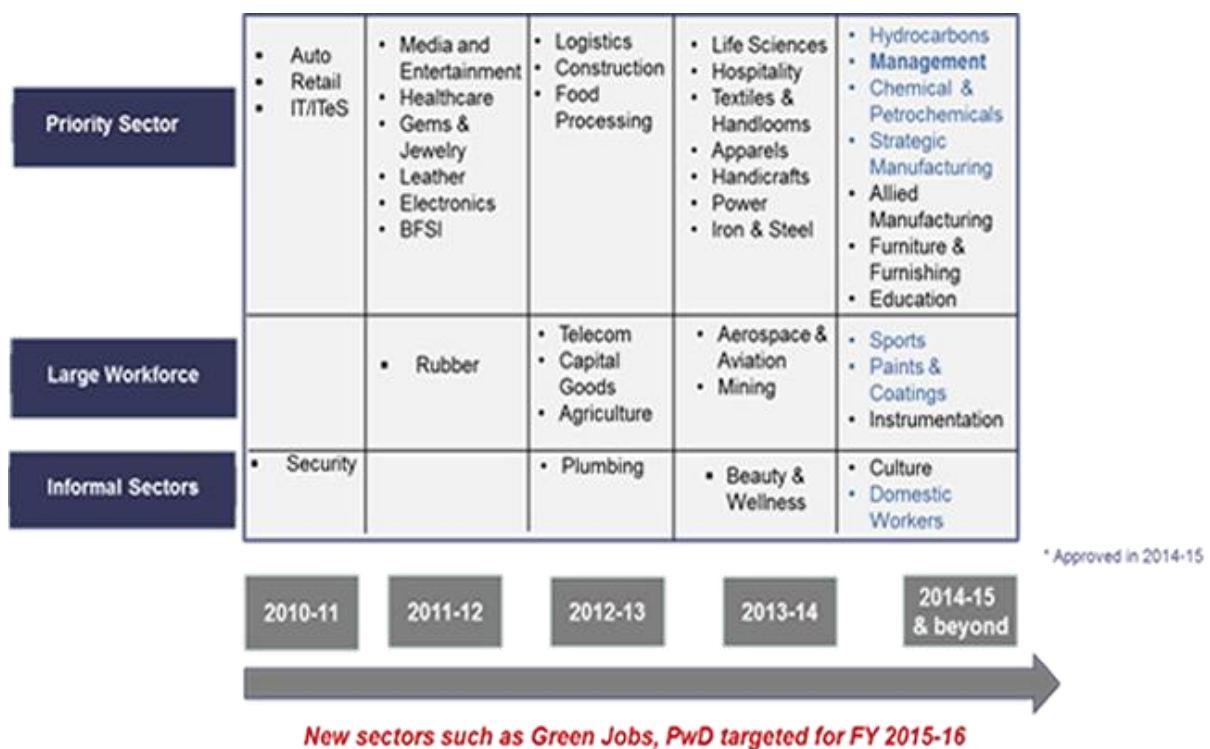
Under Section 25 of the Companies Act, 1956, corresponding to Section 8 of the Companies Act, 2013, National Skill Development Corporation was established in 2009 as a not-for-profit company.

The Government of India, through the Ministry of Skill Development and Entrepreneurship (MSDE), holds 49%, while the private sector has the balance at 51%. NSDC was established with the objective of promoting skill development by creating large, quality, and for-profit vocational institutions. Organizations provide funds to build profitable vocational training institutes. NSDC acts as a catalyst for skill development by providing funding to enterprises, companies, and organizations that provide skill training. It also develops appropriate models to enhance, support, and coordinate private sector initiatives. The differentiated focus on 21 sectors under NSDC's purview and its understanding of their viability will make every sector attractive to private investment. Its primary objective is to catalyze the skills landscape in India. NSDC operates through partnerships with multiple stakeholders.

- **Private Sector:** Areas of partnerships include awareness building, capacity creation, loan financing, the creation and operation of sector skill councils, assessment leading to certification, employment generation, corporate social responsibility, world skills competitions, and participation in special initiatives like Udaan focused on J&K.
- **International Engagement:** Investments, technical assistance, transnational standards, overseas jobs, and other areas
- **Central Ministries:** participation in programs like Make in India, Swachh Bharat, Pradhan Mantri Jan Dhan Yojana, Smart City, Digital India, and Namami Ganga
- **State Governments:** development of programs and schemes; alignment with the NSQF; capacity building; operation of programs; capacity building efforts, among others.
- **University/school systems:** vocational approach to education through specific training programs, evolution of credit frameworks, entrepreneur development, etc.
- **Non-profit organizations:** capacity-building programs for marginalized and special groups; development of livelihood; self-employment; and entrepreneurship programs.

### Sector Skill Councils (SSC)

An autonomous body comprising people from industries and led by NSDC facilitates the training of trainers, develops a framework, performs skill gap studies, and provides occupational standards for PMKVY students. Following is a list of various SSCs.



### **Skill Development Before 2014**

The governance structure was much more tedious in previous UPA (United Progressive Alliance) governments; coordination among ministries was a big problem. The focus was on financing, and implementation lost its way. Existing institutional setups were not fully utilized, such as Employment Exchange, NCVT, and SCVT, for training purposes. In the UPA regime, 20 different ministries handled 73 different skill development schemes. The certification was not centralized, so the curriculum As NSDC was under the Finance Ministry, it hardly succeeded in creating coordination among various ministries. India's vocational education system is fragmented in nature, managed by a host of bodies under the NCVT and SCVT's. So, it could not produce any effective results. Much of young India learns on the job. It learns well but lacks the certification of authority, resulting in low-paid jobs.

### **Skill Development After 2014**

The Ministry of Skill Development and Entrepreneurship, as a separate ministry, was established by the current NDA (National Democratic Alliance) government. All the elements regarding skill development have been taken from other ministries and integrated into one. After negotiations with two dozen ministries, the current scenario is as follows:

- The new ministry will devise a training curriculum in key sectors and issue certificates to trained personnel.
- Three key agencies—the National Skill Development Corporation, the National Skill Development Agency, and the National Skill Development Trust—that used to be attached to the department of economic affairs under the ministry of finance are now under the administrative control of the new ministry.

### **Pradhan Mantri Kaushal Vikas Yojana**

Pradhan Mantri Kaushal Vikas Yojana is the flagship skill training scheme of the Ministry of Skill Development and Entrepreneurship. PMKVY provides a skill certificate and reward that is aimed at mobilizing a large number of youth to enroll in skill training centers and become capable of earning their livelihood independently. The scheme provides a monetary reward to trainees who are successfully trained, assessed, and certified by affiliated training providers. It will increase the productivity of the country's workforce as they acquire high-quality skill training across a range of sectors. The courses help a person focus on the practical delivery of work and help him enhance his technical expertise so that he is ready on day one for his job and companies don't have to invest in training him for his job profile.

## **Procedure**

- **Target Allocation:** SSC's are allocated targets, which in turn are allocated to their affiliated training partners.

**Responsibility:** Steering Committee

- **Mobilization:** Candidates are mobilized by training partners, and mobilization is facilitated by the state government.

**Responsibility:** State Governments (Training Provider)

- **Enrollments:** Candidates are enrolled by training partners, and data is uploaded on SDMS.

**Responsibility:** Training Providers

- **Training:** Training is provided by training partners under designated job roles in alignment with QP-National Occupational Standards (NOS).

**Responsibility:** Training Providers

- **Assessments:** Assessments are conducted by assessment agencies, and data is uploaded to SDMS. The final result is approved by the respective SSC.

**Responsibility:** Assessment Agencies, SSC

- **Certifications:** SSCs certify the candidates after successful completion of the assessment and validation of their identity based on Aadhaar authentication.

**Responsibility:** SSC

- **Reward Disbursement:** Reward money is disbursed by NSDC into the candidate's bank account under the scheme. Bank and AADHAR details are mandatory for disbursement.

**Responsibility:** NSDC

### **Reward Amount**

<b>NSQF Levels</b>	<b>Manufacturing ,Plumbing and Construction Sectors ( in Rs)</b>	<b>Other Sectors (in Rs)</b>
Level 1 and 2	7500	5000
Level 3 and 4	10000	7500
Level 5 and 6	12500	10000

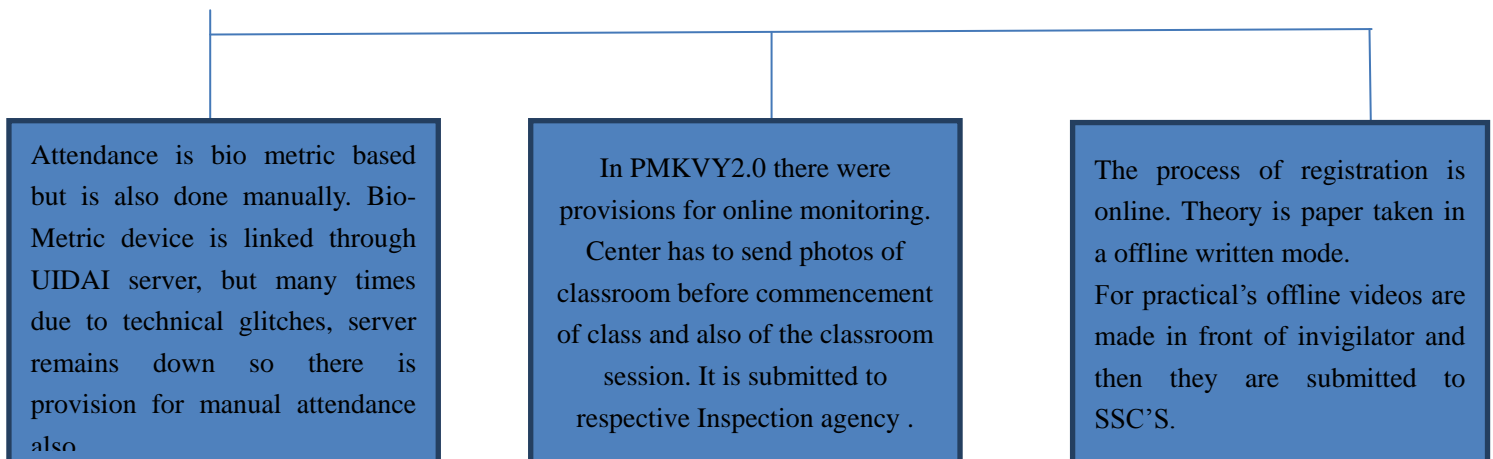
### **Background of Students**

Most of the students are 10<sup>th</sup>, 12<sup>th</sup>, and ITI passouts. Batch comprises of around 90% U.P. Board students, which also brings us to the fact that the quality level of U.P. Board School is also very poor. What comes as an utter surprise is that B.Tech. pass students are also coming for the skill development program. B.Tech. pass students are generally from CBSE and CISCE. It is important to inform B.Tech. pass students that they are cent percent from AKTU (ABDUL KALAM TECHNICAL UNIVERSITY). This is what happens when you keep increasing the quantity while the quality deteriorates.

### **Change in Students After Training**

After pursuing training, the changes are visible in students; they gained practical knowledge of their field, which improved their confidence level and also helped in developing soft skills. Many of the students have some preliminary knowledge about the work; the center gives them a platform to enhance their knowledge and encourages them to pursue new work. After completion of the course, each student is capable of earning around 400 to 500 rupees per day, depending on the type of work. Eventually, their social life changes.

### Online Monitoring



### Problems faced by centers

1. The government delays the student allocation process; targets are not allotted on time. Even after complying with all the norms and procedures,
2. The center has to bear expenses like rent of premises, electricity charges, and fourth-class staff in the intermittent period.
3. As there is no surety about the next allocation, it results in a loss of interest in running the center.
4. Students who have them registered in the center also suffer, as there is no certainty for the commencement of classes.
5. The credibility of the center also suffers; companies come for placements but go empty-handed.

### Suggestions

1. The government should give targets on a yearly basis; it is more effective. After one year, an appraisal of the center can be done.
2. Though the government has introduced the MUDRA Yojna for providing loans to needy entrepreneurs, there are many complications in following the Yojna with the bank, or we can say banks are not kind enough to help.

### Budgetary Support

The Indian Finance Minister, Honourable Mr. Arun Jaitley, in his Budget Speech for the year 2017-18 in Parliament, kept youth engagement as a key theme for the year. Education and skills development continued to be a development priority, and the Finance Ministry has amply provided for existing initiatives and newer initiatives to also be launched. The Budget 2017 brings in much more focus on job creation and skills development.



- There is a clear intent to strengthen the Ministry of Skills and Entrepreneurship with a strong budget allocation (more than the estimated figures for 2016–17) and therefore its overall portfolio.
- A clear direction is also seen in creating programs that address both skills for industries and other small, medium, or home-based enterprises. The reiteration that young Indians shall be prepared not only for the domestic market but also for the international labor markets is much in line with the Skill India mission of ‘Making India the Skills Capital of the World’.

The tone of this budget shouts ‘mission mode’. It provides an interesting opportunity for the private sector, especially employers and skills service providers, to deliver higher-order programs that connect youth to jobs and careers. Undoubtedly, such massive implementation also creates a huge demand for a trained and passionate skills workforce and unprecedented opportunities for universities and academic institutions to offer programs in applied social sciences. Budget 2017 is yet another step towards realizing the Skill India mission. However, research in skills and incentives for employer engagement shall be taken forth duly by the MSDE and its various councils and institutions.

### **Big Announcements**

1. Pradhan Mantri Kaushal Kendras (PMKK) have already been promoted in more than 60 districts. It is now proposed to extend these Kendras to more than 600 districts across the country. 100 India International Skills Centers will be established across the country. These centers would offer advanced training and courses in foreign languages. This will help those of our youth who seek job opportunities outside the country.
2. The Skill Acquisition and Knowledge Awareness for Livelihood Promotion program (SANKALP) will be launched at a cost of ₹4,000 crores in 2017-18. SANKALP will provide market-relevant training to 3.5 million youth.
3. The next phase of Skill Strengthening for Industrial Value Enhancement (STRIVE) will also be launched in 2017–18 at a cost of ₹2,200 crores. STRIVE will focus on improving the quality and market relevance of vocational training provided in ITIs and strengthening the apprenticeship programs through an industry cluster approach.

### **Strengthening existing programs**

1. Allocations for the Deendayal Antyodaya Yojana—National Rural Livelihood Mission—for promotion of skill development and livelihood opportunities for people in rural areas will reach 4,500 in 2017–18.
2. For imparting new skills to the people in rural areas, mason training will be provided to 5 lakh persons by 2022, with an immediate target of training at least 20,000 persons by 2017–18.

3. 100 India International Skills Centers will be established across the country. These centers would offer advanced training and courses in foreign languages. This will help those of our youth who seek job opportunities outside the country.
4. By the end of 2017–18, high-speed broadband connectivity on optical fiber will be available in more than 1,50,000 gram panchayats, with wifi hot spots and access to digital services at low tariffs. A DigiGaon initiative will be launched to provide telemedicine, education, and skills through digital technology.

## **Initiatives**

### **1. Balrampur Chini Mills Ltd.**

The National Skill Development Fund (NSDF) and the National Skill Development Corporation (NSDC) entered into an agreement with Balrampur Chini Mills Ltd. on February 16, 2018 to empower women with appropriate job-oriented skills. The tripartite MoU will help women secure their livelihood and upward socio-economic mobility since, as per the agreement, 70% of trained certified women are guaranteed employment.

## **Highlights of the MoU**

- The program aims at providing skill development training to 1000 women in Noida, Uttar Pradesh, across the functionary roles of Retail Trainee Associate (Retail) and Retail Sales Associate (Retail).
- The project will run for 24 months to empower women from various rural and urban areas of Uttar Pradesh.
- This program will offer economic security and stability for women by facilitating employment opportunities in industry as well as via self-employment.

NSDC will ascertain that all training programs are National Skill Qualification Framework (NSQF), Qualification Pack (QP), and National Occupation Standard (NOS) compliant and also as per standards mandated by the Sector Skill Councils (SSCs).

Such collaborations are important to achieve the goals of the Prime Minister's Skill India Mission; they contribute to the development of skills, which provides means for bringing about social and economic changes and uplifting the underprivileged sections of society. The linkage between government and private enterprise helps achieve inclusive growth in the country.

### **2. Singapore to set up a skill center in the Northeast**

The Singapore government has decided to set up a skill center in Guwahati that will serve the needs of the entire North-Eastern region. This was announced by the Union Minister of State (Independent Charge) of the Ministry of Development of the North Eastern Region (DoNER),

Dr. Jitendra Singh. For the proposed skill center in Guwahati, a MoU (Memorandum of Understanding) has already been formalized between Singapore and the State Government of Assam. The Skill Center is proposed to be set up in Guwahati by the year 2019, and the Ministry of DoNER will coordinate this initiative.

### 3. Indian Institute of Skills (IIS)

It is proposed to set up the Indian Institute of Skills across the five regions of India on the lines of the Institute of Technical Education, Singapore. ITE provides training to secondary school leavers. The first IIS will come up in Mumbai soon, in collaboration with Tata Group. A total budget of Rs. 476 crore has been sanctioned for building IIS, which will provide training in advanced courses such as energy-efficient construction, industrial electronics and automation, etc.

### Challenges

1. In the 21<sup>st</sup> century, the most important thing is to keep yourself updated. One of the major challenges is to constantly update the trainer about the new technological innovations in their field. A link should be created between the industry and the trainer institute, which will help both as the industry will provide the new changes in the field of technology, which will help to upgrade the knowledge of trainers, whereas industries will get candidates as per their requirements.
2. School education needs to be matched with government efforts in the area of skill development. In our country, education is still based on the traditional concept; education does not necessarily provide the skills required for the job.
3. Experiential learning courses, i.e., a mix of classroom and practical training, will help students retain more. Presently, very few institutions offer such courses in India. The government should try to use this methodology more.
4. Skill development is not the responsibility of governments, corporations, and training institutes alone; students too are equally responsible and need to recognize the changing scenario of employment.
5. Our country does not have nation-wide vocational education and training standards; a lack of uniformity results in poor productivity. Lack of integrated on-site apprenticeship training, inadequate industry interface, and insufficient financing of the vocational education and training system
6. Guidelines were not followed in the formation of Sector Skill Councils, which are responsible for developing and conducting programs as well as assessing trainees. One of the criteria for establishing a Sector Skill Council—that a sector have 1 million existing workers—was itself not strictly followed. For instance, the Media and

Entertainment Sector Skill Councils were created despite employing 400,000 people in 2013.

7. A program called Recognition of Prior Learning, under which people with prior learning experience or skills were assessed and certified, was abruptly misused. People were certified “after giving 4-5 hours of training” in order to achieve targets.
8. Many ministries lack training infrastructure and impart substandard training. Some of the short-term courses offered are as short as eight hours and neither meet the skills needs of employers nor provide employment opportunities. Even if few are employed, the retention rate is low.
9. In order to appoint more and more trainers, the NSDC and SSCs [Sector Skill Councils] provided training to fresh diploma and engineering graduates for 2–5 days to become qualified trainers. This system questions the knowledge level of trainers.

### **Misallocation of funds granted under the PMKVY by Sampurnanand University**

The university was granted funds to help in identifying and developing skill sets related to Sanskrit, as the language has the potential to generate employment in India as well as abroad. The funds granted for the establishment of the center were utilized by the university in the disbursement of salaries and other allowances. The university has utilized the funds without consulting or getting permission from the center director.

It was proposed to establish the Deen Dayal Upadhyay Kaushal Vikas Centre in the varsity, for which the Ministry of Human Resources Department allotted Rs 3.70 crore. With the intention of providing education as per demand, Rs 2 crore out of Rs 3.7 crore were issued in 2015, but unfortunately, they were not utilized in the establishment of the center. It was only in 2016 that the center was opened with half-hearted efforts. Upon investigating the issue, it was found that the center does not even have funds for printing admission forms for the new batches.

### **Charges of Misuse**

In October 2016, academic and administrative staff called a protest for the remuneration. Varsity succumbed to the pressure and distributed the funds for it. And the trainees at the center have not gotten any type of monetary assistance till date.

### **Abbreviations**

NSDM- National Skill Development Mission

NSDC- National Skill Development Council

SSC- Sector Skill Councils

NCVT- National Council for Vocational Training

SCVT- State Council for Vocational Training

PMKVY- Pradhan Mantri Kaushal Vikas Yojana

SDMS- Skill Development Management System

QP – Qualification Pack

NOS- National Occupational Standards

### **References-**

1. Courtney L. Holladay, Jennifer L. Knight, Danielle L. Paige, Miguel A. Quiñones(2013). The influence of framing on attitudes toward diversity training.<https://onlinelibrary.wiley.com/doi/pdf/10.1002/hrdq.1065>
2. ASTD.Bridging the Skills Gap (2012).[https://www.nist.gov/sites/default/files/documents/mep/Bridging-the-Skills-Gap\\_2012.pdf](https://www.nist.gov/sites/default/files/documents/mep/Bridging-the-Skills-Gap_2012.pdf)
3. Hong-Min Chun,Kyu Cheol Eo(2012).Aid for Skills Development: South Korea Case Study.<http://unesdoc.unesco.org/images/0021/002178/217875e.pdf>
4. British Council. OVERVIEW OF INDIA’S EVOLVING SKILL DEVELOPMENT LANDSCAPE(2016)  
[https://www.britishcouncil.org/sites/default/files/18.10.16\\_overview\\_of\\_skill\\_landscape.pdf](https://www.britishcouncil.org/sites/default/files/18.10.16_overview_of_skill_landscape.pdf)
5. <https://www.merriam-webster.com/dictionary/skill>
6. ‘Year End Review, 2017’, Ministry of Skill Development & Entrepreneurship
7. Press Information Bureau, Government of India, Ministry for Development of North-East Region, 19-September-2017,**PIB, Press Release**
8. Budget Comparison
9. Process Manual Of PMKVY