

Role of National Skill Development Mission in Nation Development

Vivek Kumar Tiwari

Asst professor

Career convent girl's degree college

Luck now

1/676 Vikas Nagar Luck now Uttar Pradesh 226022

Mob: 9335820848,9795403311

1. Abstract:

The National Skill Development Mission was approved by the Union Cabinet on 01.07.2015, and officially launched by the honourable Prime Minister on 15.07.2015 on the occasion of World Youth Skills Day. The Mission has been developed to create convergence across sectors and States in terms of skill training activities. Further, to achieve the vision of 'Skilled India', the National Skill Development Mission would not only consolidate and coordinate skilling efforts, but also expedite decision making across sectors to achieve skilling at scale with speed and standards. It will be implemented through a streamlined institutional mechanism driven by Ministry of Skill Development and Entrepreneurship (MSDE). Key institutional mechanisms for achieving the objectives of the Mission have been divided into three tiers, which will consist of a Governing Council for policy guidance at apex level, a Steering Committee and a Mission Directorate (along with an Executive Committee) as the executive arm of the Mission. Mission Directorate will be supported by three other institutions: National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC), and Directorate General of Training (DGT) – all of which will have horizontal linkages with Mission Directorate to facilitate smooth functioning of the national institutional mechanism. Seven sub-missions have been proposed initially to act as building blocks for achieving overall objectives of the Mission. They are:

(i) Institutional Training, (ii) Infrastructure, (iii) Convergence, (iv) Trainers, (v) Overseas Employment, (vi) Sustainable Livelihoods, (vii) Leveraging Public Infrastructure.

Keywords: Council, Committee, Mission

2. Skill Development

The new policy focus on skill development has emerged a result of a combination of factors. The changing demographic profile of the country, with 54% of its population under 25 years of age,

the rising aspirations of our youth who seek better jobs and higher incomes, and the growing requirements of industry for an efficient, well trained workforce – have contributed to a focus on skill development. Speed, Scale and Quality are the three driving themes of the Ministry's efforts.

The Ministry of Skill Development and Entrepreneurship takes a multidimensional view of the term 'skill'. 'We recognise the fact that 'skill' has both intrinsic and instrumental value. Possessing a skill can be an end in itself – giving individuals greater self-confidence, self esteem and dignity, which results from the knowledge that they can stand on their own feet. A skill can also be a means to an end. It can a tool, which helps individuals realise their aspirations by pursuing better jobs, leading to stable, sustainable livelihoods.

Skilling is a lifelong process. Hence, skill upgradation and reskilling are fundamental components of the skilling cycle. The Ministry also sees a close connection between skilling and entrepreneurship. We seek to create synergies between these two areas, so that our youth can aspire to being job seekers and job creators.

3.Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship outcome-based skill training scheme of the new Ministry of Skill Development & Entrepreneurship (MSDE). The objective of this skill certification and reward scheme is to enable and mobilize a large number of Indian youth to take up outcome based skill training and become employable and earn their livelihood.Under the scheme, monetary reward would be provided to trainees who are successfully trained, assessed and certified in skill courses run by affiliated training providers.

Key features of the PMKVY are:

Standards- Training will be done against standards (National Occupational Standards - NOS and Qualification Packs - QPs for specific job roles) formulated by industry-driven bodies, namely the Sector Skills Councils (SSCs). Third party assessments for skill training will be done based on national (and often) global standards.

Direct Fund Transfer- It will have complete transparent funding of skill training without any intermediaries with monetary rewards directly transferred to the trainees bank account. It will ensure financial inclusion with a provision of unique multi-wallet facility linked to debit card and accidental insurance. Aadhaar number will be used for unique identification of each candidate.

Demand-driven targets: Based on assessment of skill demand and the Skill Gap Studies, target for skill training would be allocated to training providers by job-role and by district/city to the extent possible, by NSDC in consultation with the SSCs, States/UTs and the Central Ministries/Departments under the oversight of the Steering Committee of PMKVY.

Target aligned to national flagship programmes and regions: Target for skill training would be aligned to the demand from the Central Governments flagship programmes, such as - Swachh Bharat, Make in India, Digital India, National Solar Mission and so on.

Supply side perspective in target fixation: Skill training under PMKVY would essentially target drop out students after class 10 and class 12 and hence these numbers will be taken into

consideration while deciding state / district wise targets. There will be special focus on youth in regions affected by left-wing extremists and from North Eastern States and J&K.

Recognition of prior learning (RPL): Under PMKVY, trainees with prior experience or skills and competencies will be assessed and they will also be given monetary rewards for undergoing assessments. This will be an important step towards recognising the skills possessed by workers working in the informal sector and their inclusion. This will also facilitate the process of skill upgradation and re-skilling of the existing workforce. The focus of RPL would be on those job-roles/sectors in which it is most desired and it will be accompanied with a strong advocacy campaign to promote a paradigm shift in the labour market to make skill training to standards aspirational.

Variable amount of monetary reward: Monetary reward for various job roles within a sector would also vary. This amount would be arrived at after taking various factors like cost of training, willingness of trainees for pay and other relevant factors into consideration. Higher incentives will be given to training in manufacturing, construction and plumbing sectors.

Robust regime for registration of training providers: NSDC training partners undergo due diligence before being registered with NSDC. Government affiliated training centres and other training partners will be approved by the SSCs on the basis of guidelines issued by NSDC. Under PMKVY, even the government affiliated training providers will undergo due diligence as per the process manual. Each training partner would be responsible for its entire franchisee network and the infrastructure of training centers. The same will be part of the monitoring process. Only first level of franchising would be allowed but the same should be declared in advance and validated on the basis of random sampling as per guidelines in the process manual.

Focussed awareness building and mobilisation activities: Awareness building & mobilization activities would be carried out with the involvement of local State and district governments as well as involve Members of Parliament in the activities to ensure greater outreach and ownership. A camp-based approach by organizing Kaushal Melas to disseminate information about various skill training options, outline possible career paths and income generation potential once the training is imparted would be held in every district. Efforts will be made to ensure that the coverage of the scheme is across all the 543 constituencies in India. Skill Yatras through bus journeys will be explored to take awareness to the hinterlands and include live demonstration of skills in the buses. Non-governmental and community-based organizations would be involved in this activity to ensure widest possible reach and create an environment for skilling in the country. This would be supplemented with specialised and standardized branding and communication packages through mass media and social media. Periodic surprise checks and audits of the mobilisation phase would be conducted to ensure its continued efficacy.

Improved curricula, better pedagogy and trained instructors: While, the thrust would be on outcomes in terms of third party assessment/certification, but support for improved curricula, better technology enabled pedagogy and upgrading the capacity of instructors would enable improving the overall ecosystem for high quality skill training in the country. All skill training would include soft skill training, personal grooming, behavioural change for cleanliness, and good work ethics as a part of the training curricula.

Enhanced monitoring: To monitor the training process, SSCs will be tasked with verifying and recording details of all training centres on the Skill Development Management System (SDMS), and ascertain quality of training locations and courses through certified assessors during the time of assessments. Possibility of putting in place a system of bio-metric attendance and sample video recording would be explored. SSCs will also be responsible for certifying the training curriculum and for ensuring that it is aligned to QPs of job roles. In addition, SSCs will be tasked with certifying all trainers for the Scheme. Audit checks and surprise visits to training centres will also be conducted to ensure enhanced monitoring. Assessing process could be more technology driven and could also be carried out in CCTV environment.

Mentorship support: A mentorship programme will be created in order to support trainees who have successfully completed the training programme and are in the process of looking for employment opportunities. Training providers will be responsible for identifying mentors who will support and guide trainees in the post-training phase. These mentors will provide career guidance and counselling for trainees once they have completed training and will also help connect them to employment opportunities. This mentorship programme will also facilitate the tracking of trainees in the post training phase.

Evaluation: Trainee feedback based on validated standard format obtained at the time of assessment will become the key element of the evaluation framework to assess the effectiveness and scale up of PMKVY in future.

Grievance redressal: A proper grievance redressal mechanism would be put in place. Online Citizens Portal would be set up to disseminate information about PMKVY. This would also serve as a platform for redressal of grievances. The portal would also include a complete database of all available courses and training centres under PMKVY.

4. UDAAN

Udaan is a Special Industry Initiative for Jammu & Kashmir in the nature of partnership between the corporates of India and Ministry of Home Affairs and implemented by National Skill Development Corporation. The programme aims to provide skills training and enhance the employability of unemployed youth of J&K. The Scheme covers graduates, post graduates and three year engineering diploma holders. It has two objectives:

- (i) To provide an exposure to the unemployed graduates to the best of Corporate India;
- (ii) To provide Corporate India, an exposure to the rich talent pool available in the State.

The key stakeholders are:

Ministry of Home Affairs (MHA) - Chief Benefactors

State Government (Jammu & Kashmir)

Corporate - Training Partners

Implementation Agency (IA) NSDC

The Scheme aims to cover 40,000 youth of J&K over a period of five years and Rs. 750 crore has been earmarked for implementation of the scheme over a period of five years to cover other incidental expenses such as travel cost, boarding and lodging, stipend and travel and medical insurance cost for the trainees and administration cost. Further corporates are eligible for partial reimbursement of training expense incurred for the candidates who have been offered jobs .udaan as on 10th July, 2015

<u>Milestones</u>	<u>Figures</u>
Youth who have joined Udaan training programs till date	10,555
Placement Offers Made	4,984
Cumulative Corporates successfully partnered with Udaan	74
Cumulative commitment for 5 years	94,300
Udaan selection drives conducted till date	585

5. Standard Training Assessment and Reward (STAR) Scheme:

The National Skill Certification and Monetary Reward Scheme, known as STAR (Standard Training Assessment and Reward), was operational between August 2013 and September 2014. NSDC is the designated implementing agency of the scheme and is working through various Sector Skill Councils (SSCs), Training Providers (TPs) and independent Assessment Agencies (AAs).

The achievements made under the scheme as on Feb, 2015 are as under:

Outcomes: (As of 03 July 2015)

Enrolled	1,400,848
Training completed	1,400,844
Assessment Completed	1,362,296
Passed	915,242
Certified	861,077

Reward Money Disbursed	833,144 (Rs. 851.67* Cr)
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6. School Education

The Centrally Sponsored Scheme of Vocationalisation of Secondary Education of Ministry of HRD, Government of India lists out a crucial role for NSDC and its Sector Skill Councils (SSCs) in implementation of NSQF. The trainings conducted in the scheme are based on the National Occupational Standards set by NSDC through its Sector Skill Councils. The scheme also mandates the SSCs to conduct assessments and certification jointly with the State Board.

NSDC is currently working with the State Governments of Haryana, Himachal Pradesh, Karnataka, Punjab, Uttarakhand, Madhya Pradesh, Nagaland, Maharashtra, Chhattisgarh and Rajasthan for implementation of the scheme in their states through its approved and funded Sector Skill Councils.

Sector Skill Councils support the States in Identification of Trades/ Occupations, Accrediting curriculum with PSSCIVE, Recommendation for Appointment of Vocational (Industry) Coordinator, Quality Control of Training, Training of Trainers, Student Assessment and Certification and Industry Interface. NSDC funded Training Partners take the responsibility of entire Training Delivery including deploying and managing faculty, setting up of labs, organising Guest Lectures/Industry Visits.

6.1 Broad Model for Current Implementation across States

Infrastructure

State provides the civil infrastructure at each school.

State Govt./NSDC Training Partner take funds from State and equip the schools with skill labs

Aligning the scheme with the scheme of studies with state board

Training Delivery through NSDC Training Partner

NSDC Training Partner recruit teachers and place them in schools as per the minimum prescribed qualifications.

Two Trades are offered in each school and each trade to have 50 students.

NSDC TP monitors and manage the training delivery.

TP organize On the Job Trainings and Guest Lectures at different intervals.

The course runs for four years from Class IX-Class XII pertaining to a Qualification Pack prescribed by the Sector Skill Councils.

Assessments and Certification

Sector Skill Councils conduct Assessments and provide certification aligned to the National Skill Qualification Framework (NSQF) along with the State Education Board.

Stakeholders in the Implementation:

- State Government
- NSDC
- Sector Skill Councils
- NSDC Training Partner

Role and Responsibilities of the Stakeholders

State Government: Policy, Providing infrastructure, Mobilisation of Students through Principals, Monitoring, Regulatory, Aligning vocational to mainstream scheme of studies of the State Board, Extensive advocacy and marketing of the project.

NSDC: Conceptualize and operationalize the project, Selection of NSDC partners in various trades to implement the project across schools, Setting Standards & Quality Processes, MIS and Monitoring, Management Review

Sector Skill Council: Identification of Trades, Accrediting curriculum, Recommendation for Appointment of Vocational (Industry) Coordinator, Quality Control of Training, Student Assessment and Certification and Facilitating Industry Interface

NSDC Training Partner: Curriculum development aligned to National Occupational Standards, Development and Printing of Courseware, Providing Vocational trainers, Industry Participation through OJTs and Internships, MIS & reporting, Interfacing with all Stakeholders

State/Board	Schools (In 2014-15)	Sectors
Haryana	240	Auto, Healthcare, Retail, Security, IT-ITeS, Beauty and Sports
Himachal Pradesh	200	Auto, Healthcare, Retail, Security, IT-ITeS, Agriculture
Uttarakhand	44	Auto, Healthcare, Retail, IT-ITeS
Madhya Pradesh	50	Auto, IT-ITeS
Punjab	100	Auto, Retail, IT/ITES, Security, B&W and Healthcare

Rajasthan	70	Automotive, Gems & Jewellery, Healthcare, Travel
Maharashtra	350	Auto, Healthcare, IT-ITeS, Construction, Capital Goods
Nagaland	6	IT-ITeS
Karnataka	100	Auto, Healthcare, IT-ITeS, Retail
Chhattisgarh	30	Automotive, Retail and IT-ITES

7. Higher Education

In order to bridge the industry academia gap – NSDC has developed a unique model to integrate skill based trainings into the academic cycle of the Universities. These are based on National Occupational Standards set by industry through sector skill councils. The job roles offered are designed to be progressive in nature – from Level 5 – level 7 on National Skills Qualification framework. The key highlight of the model is as given below:

Based on state skill gap report – identification of Sectors and job roles

Development of implementation model and Integration into time table as per university norms

Training of Trainers by Sector Skill Council

Curriculum Alignment and Capacity Building workshops

Student orientation sessions to take an informed choice of sector/job role based on career aspiration

Standardized Training Delivery by NSDC Training Partners

Internships and On- the – job Training

Assessment and certification by Sector Skill Council

Last Mile Employability and Entrepreneurship Opportunities for the students

NSDC is working with 21 Universities, UGC and AICTE catering to more than 1200 colleges and 400 community colleges across the country. Some of the organization includes:

1. Savitribai Phule University of Pune : 663 colleges and 57 autonomous institutions
2. University of Delhi: 67 colleges including NCWEB and SOL
3. University Grants Commission: 150 community colleges and 127 colleges for B.Voc and Degree programmers
4. Tamil Nadu Open University (TNOU): 155 learning resource centers and 204 community colleges
5. Centurion University: 4 colleges
6. Haryana and Punjab Universities
7. AICTE : 100 Community Colleges

8.National Skills Qualifications Framework (NSQF)

The National Skills Qualifications Framework (NSQF) is a competency-based framework that organizes all qualifications according to a series of levels of knowledge, skills and aptitude. These levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. NSQF in India was notified on 27th December 2013. All other frameworks, including the NVEQF (National Vocational Educational Qualification Framework) released by the Ministry of HRD, stand superceded by the NSQF.

Under NSQF, the learner can acquire the certification for competency needed at any level through formal, non-formal or informal learning. In that sense, the NSQF is a quality assurance framework. Presently, more than 100 countries have, or are in the process of developing national qualification frameworks.

The NSQF is anchored at the National Skill Development Agency (NSDA) and is being implemented through the National Skills Qualifications Committee (NSQC) which comprises of all key stakeholders. The NSQC's functions amongst others include approving NOSs/QPs, approving accreditation norms, prescribing guidelines to address the needs of disadvantaged sections, reviewing inter-agency disputes and alignment of NSQF with international qualification frameworks.

Specific outcomes expected from implementation of NSQF are:

Mobility between vocational and general education by alignment of degrees with NSQF

Recognition of Prior Learning (RPL), allowing transition from non-formal to organised job market

Standardized, consistent, nationally acceptable outcomes of training across the country through a national quality assurance framework

Global mobility of skilled workforce from India, through international equivalence of NSQF

Mapping of progression pathways within sectors and cross-sectorally

Approval of NOS/QPs as national standards for skill training

The NSQF provides for a five year implementation schedule which provides that after the third anniversary (27.12.2016) date of the notification of the NSQF,

Government funding would not be available for any training/ educational programme/ course which is not NSQF-compliant.

All government-funded training and educational institutions shall define eligibility criteria for admission to various courses in terms of NSQF levels.

The recruitment rules of the Government of India and PSUs of the central government shall be amended to define eligibility criteria for all positions in terms of NSQF levels. The State

Governments and their PSUs shall also be encouraged to amend their recruitment rules on above lines. After the fifth anniversary (27.12.2018) date of the notification of the NSQF, It shall be mandatory for all training/educational programmes/courses to be NSQF-compliant All training and educational institutions shall define eligibility criteria for admission to various courses in terms of NSQF levels.

9.QP and NOS

NOSs – National Occupational Standards (NOSs) specify the standard of performance, knowledge and understanding when carrying out a particular activity in the workplace. Each NOS defines one key function in a job role. Example: For a Sales Associate, one of the NOS would be to 'To help customers choose right products'

QPs – A set of NOSs, aligned to a job role, called Qualification Packs (QPs), would be available for every job role in each industry sector. These drive both the creation of curriculum, and assessments. These job roles would be at various proficiency levels, and aligned to the NSQF. Example would be Qualification Pack of a Sales Associate

Sector Skill Councils are responsible for the creation of QPs and NOSs. These Occupational Standards are open for public viewing for a month on <http://www.nsdindia.org/nos>. All those who have participated in development and validation of standards as well as the industry are informed by the SSC that the Occupational Standards have been published for comments. All comments/ feedback received during the period will be responded to by respective Sector Skill Council under intimation to NSDC. After one month of public viewing, these standards will be promulgated as National Standards.

As of 31st March 2015, across 28 Sectors, standards for 1319 Job Roles pegged at NSQF levels 1 to 8 have been defined by the Sector Skill Councils. 14 SSCs have covered development of 80% of entry level workforce QPs.

10. Proposed Scheme on Entrepreneurship Development

An entrepreneurship development scheme is currently being developed by Ministry of Skill Development and Entrepreneurship. The scheme will being designed around the following major elements:

Educate and equip potential and early stage entrepreneurs across India:
In partnership with experts, a world class entrepreneurship education curriculum will be developed. This curriculum will be delivered to all aspiring entrepreneurs at no cost. Leveraging online learning, entrepreneurship courses can be taken as and when needed by students and business people alike through Massively Open Online Courses (MOOCs). In addition, entrepreneurship education will be integrated into the mainstream curriculum in 3,000 colleges around India. Entrepreneurship education courses will also be delivered in approximately 325 industrial clusters across the nation. Through 50 nodal Entrepreneurship Hubs (E-Hubs) set up across all states, existing and potential entrepreneurs will be targeted for entrepreneurship education modules that suit their need.

Connect entrepreneurs to peers, mentors, incubators:
To support young entrepreneurs, a web and mobile based platform connecting the entire

entrepreneurial ecosystem will be established. Platform members will access content online, including information on government services and special packages offered by service providers.

The creation of new incubators will be encouraged and a national network of incubators and accelerators established to support young entrepreneurs. A national network of high quality, screened mentors will also be created, leveraging existing networks and successful local entrepreneurs where possible.

Entrepreneurship activities in innovative and cutting edge technology areas will be aligned with initiatives such as Atal Innovation Mission (AIM) and Self Employment Talent Utilisation (SETU).

Support entrepreneurs through Entrepreneurship Hubs (E-Hubs):
Support to entrepreneurs, including coordinated delivery of national and state government entrepreneurship programs and access to enabling resources, a national network of Entrepreneurship Hubs (E-Hubs) will be established. One national, 30 state, 50 Nodal and 3,000 college based E-Hubs will be set up to deliver support. These E-Hubs will, collectively, cover the entire nation.

Catalyze a culture shift to encourage entrepreneurship:
To promote entrepreneurship, state and national level interactions with stakeholders will be convened. International linkages will be established through internship opportunities and exchange trips to global entrepreneurship hubs such as Silicon Valley and Israel. To build awareness, national brand ambassadors will be created to champion entrepreneurial culture in India. Awards will be instituted for young achievers and a National Entrepreneurship Day will be celebrated.

Encourage entrepreneurship among underrepresented groups:
Special focus will be given to the inclusion of scheduled castes & scheduled tribes, minorities, differently able, etc., and regionally under-represented areas including large part of Eastern and North Eastern India in entrepreneurship programs. Special efforts will also be made to enrol incubators and mentors catering to these groups will in the national entrepreneurial ecosystem.

Promote Entrepreneurship amongst Women:
Focus will also be placed on encouraging women entrepreneurs through appropriate incentives for women owned businesses under the public procurement process. It will also be ensured that gender neutral incubation/ accelerator, network of mentors, industry, resource centers and credit institutes are developed to facilitate Women Entrepreneurs. Priority will be given for mentorship and support system for women entrepreneurs in existing business centers and incubators. Steps will also be taken to assemble gender disaggregated data.

Foster social entrepreneurship and grassroots innovations:
Universities and academic institutions will be encouraged to launch a course on 'Social Entrepreneurship', including through online distance education, to actively promote social entrepreneurship in the country. Additional support, including through fiscal incentives and incubation, will also be considered.

To foster grass-roots innovation, a focus on innovations in hubs, collaborations with organizations such as the National Innovation Foundation and promotion of Intellectual Property Rights will also be encouraged.

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