International
Labour
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Possible Futures for the National Council for Vocational Training (NCVT) Discussion Paper

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DECEMBER 2011

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FOREWARD

This discussion paper was commissioned by the ILO Country Office for India as an input to discussions on the emerging institutional arrangements in India's skills ecosystem.

It considers different possible futures for the National Council of Vocational Training (NCVT) which is expected to assume greater responsibilities pursuant to the National Skills Development Policy.

The paper has been prepared by Prof. Ashoka Chandra, a recognised Indian specialist on education and training in this country, and we thank him sincerely for his endeavours.

However, whilst the paper presents a number of interesting suggestions on the future roles of NCVT, it should be noted that they reflect the views of the author and should not be interpreted as ILO recommendations on the future of NCVT.

The ILO hopes this thought provoking discussion paper will be a useful input to the ongoing policy debate in India.

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November 2011

TABLE OF CONTENTS

1. EXECUTIVE SUMMARY

Introduction

The Indian national skills development system is at the cusp of change. Although the ground reality has not shifted all of a sudden and the signals have been around for quite some time, the urgency of the issues and the recognition that substantial actions are needed, even stepping outside the incremental paradigm, has come to the fore only recently.

Purpose of this study

This report is not intended to be a detailed and thorough review of the NCVT's functioning. This is largely an impressionistic review, only to the extent necessary to recognize and highlight certain issues for further consideration. These in turn provide a basis to reflect on the future mandate, role, responsibilities, and activities of the NCVT keeping in mind that other key skills agencies have emerged on the scene also mandated with certain roles and function.

This report is also not intended to provide definitive recommendations. This study comes at a time when the thinking of different key stakeholders is still evolving, and the full implications of their respective mandates are still being worked out by them. Until the churning has stopped and one can see the contours clearly it would be premature to come up with 'definitive' recommendations.

The Emerging Context

Indian economic growth will be constrained by lack of skilled labour
According to a CII study, "most industries are struggling to achieve their growth targets because of shortage of skilled labour." Nearly 75 to 80 million jobs will be created in India over the next five years, mainly in some key service sectors. Almost 75% to 90% of all

additional employment will require some form of vocational training. But, today, less than 5% of the workforce receive formal skills training.[1]

The Government has recognized the seriousness of the problem and established a national skills initiative. A target has been set to skill 500 million people by 2022 (through a mix of public, private, and PPP interventions); roughly 15 million people every year. This target needs to be seen in the context that the current total national capacity for vocational training from all sources combined, is only limited to producing 4.3 million annually.

<u>A formal policy on skills – the National Skills Development Policy, 2009</u>

An explicit, detailed, formally articulated National Skills Development Policy was enunciated in 2009 for the first time. From piecemeal policies developed in response to specific issues from time to time, and relatively greater operational rather than strategic focus, the movement to a comprehensive national policy - which makes major commitments to development of a national skills system - has been a major development. It has turned out to be a 'game changer' in the national skills landscape in the sense of

- bringing greater national attention, thrust, urgency and resources than before;
- creation of totally new institutional mechanisms;
- outlining an unprecedented role and scope for involvement of industry; and;
- thrust on real work-place competencies than mere qualifications.

Promotion of life-long access to skills development opportunities, explicit recognition of the criticality of the huge informal economy in the spectrum of skills development efforts, and thrust on 'Inclusivity' in coverage of different target groups and regions in skills development efforts - are other noteworthy features of the Policy.

<u>Need for a structural shift in skills supply</u>

The existing formal vocational training has focused relatively more on the manufacturing sector. However, the services sector already accounts for 53% of the GDP, and the demand for service sector skills is growing rapidly. This calls for a major structural shift in skills supply system. Another dimension worth mentioning is that industries are now demanding a sector wise examination of their requirements. This is different from the past where generic occupations were emphasized, more than a particular sector, on the

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[1] To put this number in perspective, the corresponding figures for some other countries are as follows: Mexico 28%, UK 68%, Germany 78%, Canada 79%, Japan 80%, and Korea 96%.

assumption that many would cut across sectoral boundaries. This calls for a very different system of planning and delivery.

A National Vocational Qualification Framework

The National Policy stipulates establishment of a National Vocational Qualifications Framework. This involves many new elements to be introduced in the vocational training system such as (a) developing a competency framework for vocational training, (b) accreditation and quality assurance, (c) education pathways, (d) recognition of prior learning and on-the-job training, (e) international comparability of qualifications & certification.

Labour Market Information System

Need for establishing a Labour Market Information System to guide planning of Vocational Training was emphasized as far back as the 8th Plan and repeated thereafter in successive plans. However, with the National Skill Development Policy, 2009, formally committing the nation to its establishment, the very basis of planning is about to change.

Strengthening the National Council for Vocational Training (NCVT)

It is now proposed to vest the National Council for Vocational Training with statutory authority through an Act of the Parliament. For the first time NCVT would be in a position to enforce its recommendations on proper development of the system, particularly in matters relating to standards, quality and relevance.

Coordination at Operational and Policy Levels

With the establishment of the Prime Minister's National Council on Skills Development and the National Skill Development Coordination Board it would be possible to bring about high level coordination at policy and broad operational levels.

About the NCVT

The Government of India set up the National Council for Vocational Training in the year 1956, as an advisory body 'with a view to ensure and maintain uniformity in the standards of training all over the country'.

The Council has been entrusted with the responsibilities of prescribing standards and curricula for Craftsmen Training, advising the Government of India on the overall policy

and programmes, conducting All India Trade Tests and awarding National Trade Certificates.

The National Council is a tripartite body chaired by the Union Minister of Labour & Employment. Members represent Central and State Government departments, employers' and workers' organisations, professional and learned bodies, the All India Council for Technical Education, scheduled castes and scheduled tribes, All India Women's Organisation, etc.

Meeting of the NCVT is conducted once in a year to discuss various issues on vocational training. Recommendations made during the meeting are accepted by Govt. of India for implementation. Meeting of Sub-committee of NCVT dealing with affiliation is conducted three to four times in year to deal with affiliation and other issues of Craftsmen Training. Approval/comments from members of NCVT on syllabi & other urgent issues are sought through circulation of documents before implementation. However, NCVT does not have an independent secretariat or its own administration wing. Secretarial assistance is provided by the Directorate General of Employment & Training of the Ministry of Labour and Employment. Director of Training is the Member Secretary of the Council.

Role of Various Apex Institutions

DGE&T: Amongst other roles, its role includes development of training schemes, evolution of policy, developing training standards, procedures, norms, affiliation and guidelines for conducting trade tests and certification, as per the decisions of the NCVT.

Central Apprenticeship Council: This is an apex statutory tripartite body to advise the Government on laying down of policies and prescribing norms & standards in respect of Apprenticeship Training Scheme.

State Directorates of Technical Training/ Employment & Training: These are apex bodies at the level of respective State Governments responsible for implementing various schemes. The ITIs/ITCs, primarily engaged in craftsmen training, operate under the jurisdiction of these directorates.

State Apprenticeship Advisers: They are responsible for implementation of the Apprenticeship Act in respect of trade apprentices in State Government Undertakings / Departments and Private Establishments.

It is significant to note that there is virtually no coordination and working relationship among different ministries involved in delivering vocational training. Other ministries also run their training activities independently of the NCVT/DGE&T through their independent schemes, policies, funding, and institutional arrangements.

The Future Role of the NCVT (as per NSDP 2009)

The future roles of the NCVT, as envisaged by the Government, can be surmised from the following statements made in the National Policy on Skills Development, 2009, on NCVT:

"NCVT will be strengthened and re-engineered with a broader mandate and representation. The main functions include:
- Design, development and maintenance of NVQF which inter alia includes:
    – Setting up a framework for competency standards, structure of courses, credit structure, accumulation and certification.
    – Setting up a framework for affiliation and accreditation of institutions.
    – Quality control mechanism.
- Labour Market Information System (LMIS) and dissemination of information at the national level.
- Monitoring and evaluation on the effectiveness and efficiency of national skill development efforts through appropriate reporting and communication mechanism."

While the current functions of the NCVT would continue, these would be re-conceptualized and implemented in a far more rigorous way that would be consistent with emerging international thinking and patterns.

The 'main functions' mentioned in the Policy represent addition of some totally new functions, which were not being performed anywhere in the national skills system but are considered vitally important in the new emerging context, such as NVQF and LMIS. NCVT has been given primary responsibility for 'design, development and maintenance' of these key 'systemic' functions which underpin its national role of planning and development of the national skills system.

The NCVT would thus be responsible for establishing the larger design, ensuring that arrangements for executing various constituent tasks are suitably articulated and established, and generally overseeing that the framework is working satisfactorily. NCVT

would, therefore, provide an 'umbrella framework' within which various activities would be conducted, either by itself or by authorized designated agencies. In its new avatar the thrust of the NCVT would be more on the 'systemic role', than on 'operational roles and functions'.[2] The focus would be more on promotion and strategic rather than comprehensive regulation.

The National Skills Development Council

Under the Chapter on Governance of Skill Development Initiative, the National Policy on Skills Development, 2009, envisages the establishment of National Skill Development Corporation (with Rs. 1,000 crores as government equity) as 'a non-profit company under the companies Act 1956 with an appropriate governance structure, headed by a person of eminence/ reputed professional in the field of Skill Development.'

The Corporation aims to promote skill development by catalyzing creation of large, quality, for-profit vocational institutions, and by setting up Sector Skills Councils which will help identify skill development needs and establish a sector specific Labour Market Information System (LMIS) to assist in planning and delivery of training. It provides viability gap funding to build scalable, for-profit vocational training initiatives. Its mandate is also to enable support systems such as quality assurance, and train the trainer academies either directly or through partnerships. It also has monitoring and evaluation functions including supporting systematic collection and analysis of data about skills development, and obtaining employer feedback regarding the quality of NSDC trainees In numerical terms it aims to contribute around 30% of the overall target of skilling/upskilling 500 million people in India by 2022.

Relationship between the NCVT and NSDC

Some of these roles, namely, those in respect of policy planning; coordination; frameworks for standards, curriculum and quality assurance; accreditation; Certification Systems; and Labour market information system also figure in the list of roles and functions of the NCVT. This does not necessarily mean that there is a conflict of roles between the two agencies. Indeed the words like 'enable', 'facilitate' and 'assist' could mean a possible cooperation and complementarity of functioning in future, but it does require some clarifying to enable such collaboration and complementarity to emerge in

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[2] For example, establishing the 'accreditation framework' could be accomplished by establishment of 'an autonomous National Accreditation Agency for Vocational Education & Training' (NAAVET), funded by the NCVT, and nominally (at broad policy and conceptual levels, not operational decision level) reporting to it.

due course, particularly when a phrase like 'independent certification' or 'framework for standards, …accreditation' runs directly contrary to NCVT's roles.

Sector Skills Councils

Taking cognizance of industry view that skill requirements of different sectors, for the whole value chain of individual sectors, were not being met adequately, and taking note of the initiatives of some leading economies who have been successful in addressing their country's human resource development needs, the National Skills Development Policy, provided that the NSDC would constitute SSCs with following functions:

- Identification of skill development needs including preparing a catalogue of types of skills, range and depth of skills to facilitate individuals to choose from them.
- Development of a sector skill development plan and maintain skill inventory.
- Determining skills/competency standards and qualifications.
- Standardization of affiliation and accreditation process.
- Participation in Affiliation, accreditation, examination and certification.
- Plan and execute Training of Trainers.
- Promotion of academies of excellence.
- Establishment of a well structured sector specific Labour Market Information System (LMIS) to assist planning and delivery of training.

Some thirty SSCs are in different stages of formation at present. SSCs are seen as national partnership organizations that bring together all the stakeholders – industry, labour and skill development institutions.

Relationship between the NCVT and NSDC

It is noteworthy that SSCs in the above conceptualization are to be involved in Standards setting, Certification, Accreditation, LMIS, and NVQF. These are roles for which NCVT has been mandated. As said earlier in the case of NSDC as well, it does not necessarily mean a conflict of roles. It could also indicate that SSCs' activities can feed into the NCVT's overall responsibility, and indeed make realization of NCVT's role easier in practice. SSCs could well become the operational arms within the NCVT umbrella. Much would depend on how SSCs functioning evolves in practice over time.

The Prime Minister's National Council on Skills Development and the National Skill Development Coordination Board

The Prime Minister's Council and National Skill Development Coordination Board are 'deliberative' bodies, not implementation agencies. Both, given their authority, can 'cause things to happen' and stimulate action by concerned implementation agencies.

The PM's council would 'review' progress, at an overall level, taking a comprehensive view of how the national effort is moving in the area of skill development, what big-picture problems and impediment need to be addressed, and what strategic decisions need to be taken towards addressing them.

The National Skill Development Co-ordination Board (NSDCB), set up under the Chairmanship of Deputy Chairman, Planning Commission, would ensure coordination of approaches and efforts by different key implementation agencies – Central Ministries, NCVT/ DGE&T, and NSDC/SSCs. This is something that the present NCVT has been mandated to do but has been unable to do in reality. Again, it needs to be emphasised is that this is not an operational role but of providing a guidance framework.

The NSDCB seeks to enumerate strategies to implement the decisions of the Prime Minister's National Council on Skill Development and develop appropriate operational guidelines and instructions for meeting the larger objectives of skill development needs of the country. These would be implemented by the Union and State Governments as well as the NSDC.

Roles and Responsibilities of NCVT and Relation to other key Skill Agencies

Policy Advice to Government

The NCVT already carries the mandate of providing policy advice to the Central Government (even though it has been unable to do so in full until now). In the new context NCVT could take this responsibility for the whole of the Vocational Training system. This does not mean that the NCVT will set policy agenda for all the agencies involved in VT or take *suo-moto* position and generate policy advice independently of them.

While various actors would be involved in implementing parts of the policy, some central agency has to take the 'whole of the system' view and take nodal responsibility to see that the National Policy is realized in its totality, not just in parts. This role belongs

naturally to the NCVT. The NCVT would collect, collate, and present a consolidated picture, along with its own analysis and advice, to the decision forums for their consideration and decision.

<u>Planning</u>

At the macro level, many agencies are involved in the national skill system – the NCVT and SVCTs, Central Ministries, State Governments, and NSDC and the SSCs. Each has to plan for its own domain of responsibility. In this matrix of institutions, the NCVT could collect, collate, and consolidate plans of individual agencies, analyse them with respect to the requirements of the national policy, and then, if necessary, put these plans up for consideration by higher forums mentioned earlier, which would take appropriate decisions and provide necessary directions for any required modulation of plans.

Taking a sectoral view of the national skill system, where the needs of different chosen sectors for the entire vertical are sought to be planned for, the responsibility would fall on the different Sector Skill Councils. While the Sector Skill Councils will carry the direct and primary responsibility for planning skill needs of their respective sectors, their plans would have to be fitted into a larger, comprehensive national plan that takes care of overlapping requirements as also those of left out sectors of the economy. These plans will be examined by the NSDC in the first instance, communicated to the NCVT which will then suitably fit them into a national plan. The process of fitting them into the national plan will be a consultative process involving NCVT, NSDC, Sector Skill Councils, and Central Ministries and State Governments.

Systemic Issues of Development and strengthening Vocational Training

<u>Labour Market Information System, Labour Market Analysis and Human Resource Planning</u>

Each SSC, with its deep understanding of the sector and easy access to employers and enterprises of the sector, will be in a position to gather detailed and timely information that would go into the sectoral LMIS. This is a great advantage as experience suggests that it is very difficult for a remote central agency to collect timely information from employers; many employers are unwilling to share certain type of information unless they trust the agency implicitly.

NCVT would be responsible for establishing the larger, national, all sectoral, LMIS. Information from the SSCs' sectoral LMIS would be suitably incorporated into the NCVT's

above national LMIS. However, issues of overlap and flow across individual sectors would have to be resolved while incorporating information from different sectoral information systems. It would be best if the NCVT provides a 'framework' for sectoral LMIS so that there is a degree of uniformity and consistency of approach between different sectoral LMISs, and it is easy to incorporate them into the larger national LMIS.

However, establishment of LMIS is not an end in itself. Forecasting, labour market analysis, labour market signalling and Human Resource Development Planning have to be undertaken for the economy as a whole, for its individual sectors, and for individual enterprises. These are complex professional tasks and require the backing of a critical mass of relevant professionals working continuously on them. It is highly unlikely that individual SSCs can put together such a professional resource and engage them meaningfully. This function would be performed by the NCVT, or, an agency under the umbrella of the NCVT.

SSCs also have a crucial role, indeed obligation, in disseminating sector specific information. SSCs themselves and industry associations can undertake advocacy to see that the information influences the policy environment relating to that sector. In this matrix, NCVT and SCVTs will have the responsibility to disseminate national level information to Central Ministries, State Governments, Planning Commission, and all other stakeholders.

National Competency Standards Framework
As a national agency with national outreach and soon to have statutory status which would give it legal authority for enforcement of certain desirable provisions, the NCVT would be the natural choice for designing and providing the framework. While the SSCs would be tasked with the job of developing competency standards and designing competency standards for different occupations relevant for their respective sectors, after vetting the standards for consistency with the national framework the NCVT will then formally endorse and notify them. Testing of trainees could be done by the SSCs or designated private/public institutions. However the award for an NVQF qualification would be given by the NCVT.

Quality Control, Affiliation, Accreditation and Quality Assurance
Evaluation and accreditation of both vocational programmes and institutions against detailed criteria of performance is critical for the credibility of the VET system. Such bodies exist for the general education and technical education systems in India. The VET system needs an accreditation body for similar reasons. The NCVT (or a body under its

umbrella) could perform these functions. So far the NCVT only performs affiliation functions and this is not mandatory for VET institutions; they can also choose to get affiliated by the SCVT in their state, with corresponding diminished status of their certificate in the labour market.

Accreditation in its international connotation is a process of quality assurance to the consumers. Accreditation exercises therefore go well beyond satisfying that prescribed norms and standards are met. It includes a detailed examination of the individual education/training programmes, the actual delivery processes for their quality, robustness, and examines the evaluation and certification process in detail for credibility, reliability and relevance. The accreditation process also collects detailed perceptions of different stakeholders – students and former graduates, parents, faculty, management of the institution, employers, and the representatives of the larger education/training system. All these are folded into the decision by the 'Accreditation Agency' to grant, provisionally grant, or not to grant 'accreditation status' to the institution or to the specific programmes run by it.

With this perspective in mind, the NCVT could be tasked with establishing an 'Accreditation Framework' applicable nationally. This could involve setting up 'an autonomous National Accreditation Agency for Vocational Education & Training' (NAAVET), funded by the NCVT, and nominally (at broad policy and conceptual levels, not operational decision level) reporting to it. The NCVT would lay down the accreditation concept, broad policies, procedures, and principle of involvement of stakeholders and peer groups, which the NAAVET would follow; the NCVT would not be involved directly in operational aspects and decisions on individual cases. The SSCs would be extensively consulted by the NCVT in developing the Accreditation Framework, in developing norms and standards, processes, and criteria that underpin Accreditation exercises. SSCs could also serve as 'mentors' to private training institutions and help them prepare for 'Accreditation'.

National Vocational Qualification Framework
NCVT has been mandated by the National Skill Development Policy 'to design, develop and maintain' NVQF. This is a direct national responsibility assigned to NCVT. This implies that it cannot be transferred to some other agency, nor can it be effectively usurped by another agency, nor that NCVT, instead of playing the central lead role, can be made a marginal associate to some other agency.

It also means that if another agency attempts to set up a qualification framework for dealing with its own context, it does not absolve the NCVT of its responsibility of establishing a National Vocational Qualification Framework for Vocational Training.

Admittedly, any partial qualification frameworks would have to be 'fitted-in' in a comprehensive National Qualification Framework that would cover all types and levels of qualifications, as and when such a framework is designed. Meanwhile the NCVT needs to design and establish an NVQF covering the domain of vocational training.

Funding and Financing the Skill Development System
This role would be performed by multiple actors competent in their own domains i.e. the NCVT, the NSDC, Central and State Governments, Central Ministries, Public Sector Enterprises, DGE&T/Ministry of Labour, and State Governments. Specific details have been enumerated in the main report in section 5.2.5.

Regulation and Control
With statutory status NCVT would have legal authority for regulation and control at operational levels for:
• Approval of new institutions and programmes
• Affiliation and registration
• Inspection
• Granting accreditation or de-accreditation
• Imposing and enforcing Penalties
• Enforcing norms and standards
• Enforcing recognized qualifications and certification

The exercise of these functions is likely to involve SSCs and SCVTs extensively. The SSCs and SCVT could act on behalf of NCVT or could enjoy delegated authority in selected functions as part of decentralization.

Strengthening the NCVT

Legislative support to the NCVT
With the future roles of the NCVT in mind, in May 2010, the Government decided
• "...to accord autonomous status to National Council for Vocational Training and broaden its mandate and representation in keeping with the aims of national policy on skills development.

- …get its own national and international support network with administrative and secretarial set up having regional and state-level offices.
- The autonomous status would be supported by an Act of Parliament. …The status would also enable NCVT to effectively handle legal issues…"

Strengthening of organisational structure

The shift in focus of the NCVT would also require a strengthening of its organisational structure with an independent secretariat of adequate size, comprising professionals and support staff and a limit on outsourcing to retain organizational memory and enhance capacity.

Extensive stakeholder participation

There should also be extensive stakeholder participation in decision making of the NCVT. All major stakeholders should have due representation and voice in composition of Council, Executive Committee, Professional Boards, and Committees set up by NCVT. This would also guard against an excessive Delhi-centricity and would help balance interests of different groups and regions. Consultation should also be initiated not just through constituted bodies but also through general consultations, surveys and field research.

Establishing institutional arrangements to address systemic tasks

The NCVT would also have to establish several institutional arrangements that would address systemic tasks (such as LMIS and NVQF) that operate under its umbrella and report to it.

Meaningful decentralisation to the SCVTs

NCVT and SCVTs should work as a network where SCVTs receive guidance and support from NCVT for certain functions that need to be implemented at the State level, and where SCVTs provide field level information and intelligence for shaping NCVT's policies and approaches.

Independent Funds and Autonomy in functioning

Furthermore, the NCVT must also enjoy real autonomy and not be subject to operational directions from link Ministry, or undue influence. The NCVT will need sizeable funds for its own operations and discharging its national responsibilities. These funds should be voted independently for the NCVT from Consolidated Funds of India, even if the Ministry of Labour presents the requirements formally.

<u>Close, collaborative, symbiotic working relationship with SSCs</u>

SSCs are a major innovation in the skill development system, with enormous potentiality to contribute. SSCs add greatly to the implementation infrastructure available to the NCVT. The NCVT should explore areas and possibilities where SSCs can be helpful and then involve them.

2. THE EMERGING CONTEXT

2.1. INTRODUCTION

The environment in which the national skill development system finds itself is suddenly very different from the recent past. Although the ground reality has not shifted all of a sudden and the signals have been around for quite some time – brought out by numerous studies and official working groups – the urgency of the issues and the recognition that substantial actions are needed, even stepping outside the incremental paradigm, has come to the fore only recently. Some of the new dimensions that map the emerging context are indicated below:

2.2. SKILLS AVAILABILITY THE ACHILLES' HEEL FOR SUSTAINABILITY OF INDIAN ECONOMIC GROWTH

Notwithstanding the continuing decent economic growth, signals are beginning to emerge that sustainability of growth could well be compromised by the shortage of 'skilled labour'. According to a CII study, "most industries are struggling to achieve their growth targets because of shortage of skilled labour." Even as the education and training system produces more persons, industry finds that they are not immediately employable, their skill up-gradation on the job is low, and that a large section of the currently employed labour possess outdated skills.

On the numbers front also the picture is grim. As per industry analysis, nearly 75 to 80 million jobs will be created in India over the next five years, mainly in some key service sectors. Almost 75% to 90% of all additional employment will require some form of vocational training. 90% of the current jobs in the country are skill based and require vocational training. But, today, less than 5% receive formal skills training.[3] 12.8 million youth enter the job market every year in search of

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[3] To put this number in perspective, the corresponding figures for some other countries are as follows: Mexico 28%, UK 68%, Germany 78%, Canada 79%, Japan 80%, and Korea 96%.

Furthermore, , the current VET system covers only a small fraction of the large number of vocations practiced in the economy. The National Classification of Occupations (NCO) 2004 has identified 2945 occupations in the country, primarily in the organized sector. The number of vocations in the informal economy that are different from those in the organized sector is anybody's guess since no comprehensive identification has ever been attempted. Given that the size

reasonable employment but, with very few of them trained their prospects to access the emerging jobs are very dim. An ironical picture is emerging; industries are looking to employ but cannot find skilled people, and a huge population of persons are available in the job market, desperately seeking employment but cannot get jobs because they do not have the right skills. This situation cannot continue indefinitely without creating economic and social de-stability. Something must be done!

The Government has recognized the seriousness of the problem and established a national skills initiative. A target has been set to skill 500 million people by 2022; roughly 15 million people every year. This target needs to be seen in the context that the current total national capacity for vocational training from all sources combined, is only limited to producing 4.3 million annually. The publicly funded system for vocational training is straining hard to expand and increase supplies, and ambitious plans have been drawn up to do so, it is now recognized, both by the Government and the industry, that the Private Sector has to play a major complementary role (the nature and details of private sector participation will be discussed a little later). This is a major, almost evolutionary, shift from the past.

2.3. A FORMAL NATIONAL POLICY ON SKILLS

An explicit, detailed, formally articulated National Skills Development Policy was enunciated in 2009 for the first time. It was a response to the growing recognition

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of the workforce in the informal economy is huge (more than 13 times that of the organized), and that vocational identities in informal economy may have much more local character reflecting different types of economic-activity at the local level that may be distinctly different from those prevailing at another location, the number of distinct vocations in informal economy may be huge. They add substantially to the number of vocations identified for the formal economy – around three thousand, as indicated above.

As against this huge number of vocations that exist in our economy, our VET system provides training in only a very small number. The system of Industrial Training Institutes (ITIs) and Industrial Training Centres (ITCs), provides training in only 67 nationally recognized trades. Apprenticeship Training Scheme, which largely supplements the effort of these institutions organizes training in these trades and some more, totalling 153 (ILO study on ITI s, 2003). Community Polytechnics offer non-formal training for the informal economy, mainly in 49 trades and, if some other limited intervention is also included, in another 66. In this background, it is not surprising that the 'Approach Paper' for the 11th Plan stresses that 'the number of skills for which training is provided *must be increased hundred fold … closer to 4000* as provided in China'. It is clear that vocational training would have to be expanded and diversified very substantially to cover a much larger range of vocations, both for the organized as well as the informal economy.

of skills challenge that the country faces. From piecemeal policies developed in response to specific issues from time to time, and relatively greater operational rather than strategic focus, the movement to a comprehensive national policy - which makes major commitments to development of a national skills system - has been a major development. It has turned out to be a 'game changer' in the national skills landscape in the sense of

- bringing greater national attention, thrust and urgency to the skills issues than ever before;
- opening up a virtually new paradigm for planning;
- creation of totally new institutional mechanisms;
- promising new resources and financing mechanisms for development of the system;
- outlining an unprecedented role and scope for involvement of industry; and;
- thrust on real work-place competencies than mere qualifications.

Promotion of life-long access to skills development opportunities, explicit recognition of the criticality of the huge informal economy in the spectrum of skills development efforts, and thrust on 'Inclusivity' in coverage of different target groups and regions in skills development efforts - are other noteworthy features of the Policy.

2.4. INDUSTRY DRIVEN SYSTEM

Hitherto the skills development system has been largely driven by the suppliers' perspective, albeit taking into account end-users' requirements as it interpreted them. Choice of trades and vocations in which the training would be offered, level and duration of courses/programmes, the relative focus on knowledge and skills, quality and standards criteria, and testing and certification, were all determined in a suppliers' driven environment. Users – industry and other employers participated but only marginally. This disconnect was giving rise to increasing dissatisfaction on both sides.

The new policy, and recent developments thereafter, seek to change this and visualize an industry driven system. This is a major shift again from the past.

2.5. FOCUSING ON THE SKILLS REQUIREMENTS OF DIFFERENT KEY SECTORS OF INDUSTRY

Most of the existing formal vocational training has focused relatively more on the manufacturing sector. With the services sector already accounting for 53% of the GDP, and the emergence of high growth service sector industries such as IT, retail, healthcare, financial services, telecom, transportation and logistics, warehouse and packaging, travel and tourism, media and entertainment, and aviation, the demand for service sector skills is growing rapidly. This calls for a major structural shift in skills supply system.

Another dimension that would be worth mentioning is that industries are now demanding a sector wise examination of their requirements. They would like the skills needs of a particular sector to be examined in its full vertical – from the lowest occupation to the highest. This is different from the past where generic occupations were emphasized, more than a particular sector, on the assumption that many would cut across sectoral boundaries. This calls for a very different system of planning and delivery.

2.6. STRATEGIC PROMOTION OF PRIVATE SECTOR PARTICIPATION

This has been touched upon earlier. It was most significant that the National Policy on Skill Development went beyond the usual scope and specified the establishment of specific mechanisms such as National Skill Development Corporation, and Sector Skill Councils – both of these formations are essentially private sector, industry driven bodies. Government has also provided significant initial funding, where the government is in a minority holding in a PPP initiative.

This explicit focus on promotion of private sector participation extends to all dimensions of development of a national skills system– in planning, financing, standards setting, curriculum development, establishing training institutions, training of trainers, research into systemic issues, quality assessment and certification, etc.

2.7. A NATIONAL VOCATIONAL QUALIFICATION FRAMEWORK

The National Policy stipulates establishment of a National Vocational Qualifications Framework. This would be a major innovation in the national skills system, and implies very significant changes in the way vocational training has been articulated and delivered thus far. This is intended to go well beyond establishing a framework where different qualifications can be fitted in and compared, and pathways for vertical and horizontal movements are indicated. It involves a virtual total reform of the system in as much as it involves many new elements to be introduced in the vocational training system.

Some of these are:
- *Competency Framework for vocational training*: development of competency standards, developing and instituting competency based curriculum, training of trainers in competency based instruction, establishing arrangements for testing and certification, training of assessors, etc.
- *Accreditation and quality assurance*: of training providers and programmes, covering the input, process, output, and outcome dimensions, and involving all stakeholders.
- *Pathways* for vertical progression and horizontal movements among different qualifications – vocational and academic, between training and education
- *Recognition of prior learning*, even informal learning
- *International comparability of qualifications & certification*: to enable international transportation of qualifications, promote international employability of trainees, and to provide basis for international competitiveness of industry on technology and productivity dimensions.

All these are new and uncharted areas for national vocational training system. It would involve major restructuring and institutional reform in the system.

2.8. LABOUR MARKET INFORMATION SYSTEM

Need for establishing a Labour Market Information System to guide planning of Vocational Training was emphasized as far back as the 8th Plan and repeated thereafter in successive plans. However, with the National Skill Development

Policy, 2009, formally committing the nation to its establishment, the very basis of planning is about to change.

It is to be hoped that the proposed establishment of LMIS is also an indication that the planning is likely to transcend simplistic forecasting of demand and supply, and incorporate Labour Market analysis and signalling – thereby providing a more realistic guidance to policy makers and planners.

2.9. LEGAL AUTHORITY FOR ENFORCING COMPLIANCE

It is now proposed to vest the National Council for Vocational Training with statutory authority through an Act of the Parliament. This would change the national skills development scenario quite dramatically; for the first time NCVT would be in a position to enforce its recommendations on proper development of the system, particularly in matters relating to standards, quality and relevance.

2.10.   COOORDINATION AT OPERATIONAL AND POLICY LEVELS

Absence of effective coordination of the system, where different agencies have been involved with provision of skills and establishing standards in different sectors has been a matter of long standing concern. With the establishment of the Prime Minister's National Council on Skills Development and the National Skill Development Coordination Board it would be possible to bring about high level coordination at policy and broad operational levels.

Hitherto NCVT has struggled in providing such coordination and fulfilling its objective of 'coordinating vocational training throughout India'. With high level coordination being provided by these apex bodies, it should now become easier for the NCVT and any other bodies to establish a coordinated approach at other, more immediate and detailed, levels.

The new dimensions mentioned above have not only changed the context very significantly in which the NCVT had operated earlier; it has also altered it in some fundamental ways. New players and institutional arrangements have emerged with significant roles and stake in shaping the skills development system. NCVT itself, in the National Skills Development Policy and subsequent considerations,

has been given a broader mandate and assured strengthening of its capacity consistent with re-engineering of its functions. As mentioned earlier, it is also proposed to make NCVT a statutory body through an Act of the Parliament with a view to empowering and enabling it to discharge its national role in proper development of the national skills system.

This is an opportune moment to review the role, functioning and performance of NCVT over past decades, assess its current strengths and weaknesses, reflect on the opportunities and threats that NCVT faces, and how they might impact on its future expanded mandate.

It would be pertinent also to assess the future roles for NCVT in view of the National Policy and globalization factors and additional responsibilities associated with emerging government priorities.

Further, with reference to recent decisions of the Council, it would be useful to develop thoughts on: how NCVT can address performance issues and fulfil its mandate; necessary changes to the legal status, rules and regulations, and/or other policies that may impact on NCVT operations; and develop a clearer understanding of its roles and responsibilities vis-à-vis and in relation to other key skills agencies.

This is the larger purpose of this study.

It must be clarified immediately that it is not intended to be a detailed and thorough review of the NCVT's functioning; that would neither be feasible within the time and resource limitations of the study, nor particularly germane to the nature of the study. This is largely an impressionistic review, only to the extent necessary to recognize and highlight certain issues for further consideration. These in turn provide a basis to reflect on the future mandate, role, responsibilities, and activities of the NCVT keeping in mind that other key skills agencies have emerged on the scene also mandated with certain roles and function, and it is therefore necessary to see who does what, how one relates to the other in different tasks, and how a symbiotic relationship might possibly be realized so that each benefits from the existence of the other in effectively discharging their respective mandates.

It is also not intended to provide definitive recommendations. Developing such recommendations requires a very elaborate process, constant, multi-level and comprehensive dialogue among all stakeholders, resolving many interface issues, and securing eventual convergence and agreement among all concerned – not just about the content but also strategies. This study comes at a time when the thinking of different key stakeholders is still evolving, and the full implications of their respective mandates are still being worked out by them. Until the churning has stopped and one can see the contours clearly it would be premature to come up with 'definitive' recommendations; some suggestions yes, which can be further refined over time, but that is about all, without spending a lot of time (months and year), resources and effort - which is clearly beyond the scope of this study.

It is hoped to generate some 'food for thought and reflections', and some 'suggestions' for further consideration.

In that sense this in an input to the ongoing process of deliberation in which many agencies are involved in giving shape to a new vibrant and effective national skill system.

3. ABOUT THE NATIONAL COUNCIL FOR VOCATIONAL TRAINING

3.1. HISTORICAL BACKGROUND

The genesis for the establishment of the National Council for Vocational Training goes back to 1951, when, in pursuance of the recommendation of the All India Council for Technical Education, the Government of India appointed a committee called the National Trade Certification Investigation Committee with instructions to prepare a scheme for the establishment of an All India Trades Board which would award certificates of proficiency to craftsmen in various engineering and building trades.

Another committee, the Training and Employment Services Organisation Committee also made recommendations on this general issue among others.

The Government accepted both committees' recommendations and agreed that there was need for setting up a central agency for coordinating the training programmes in the country, bringing about uniformity of standards, and awarding certificates of proficiency in craftsmanship on an All India basis.

The Government of India also decided at the same time to transfer the administration of the training organisation under the then Directorate General of Resettlement and Employment to the control of the State Government concerned, retaining for themselves the functions of co-ordinating craftsmen training and laying down the training policy. This decision further accentuated the need for a central agency for assisting and advising the Central Government in the discharge of their responsibilities regarding Craftsmen Training. It was accordingly decided, in consultation with State governments and other concerned parties, to set up a National Council for Vocational Training.

In pursuance of this decision, the Government of India set up the National Council for Vocational Training in the year 1956, as an advisory body 'with a view to ensure and maintain uniformity in the standards of training all over the country'.

3.2. ROLES & RESPONSIBILITIES

The Council has been entrusted with the responsibilities of prescribing standards and curricula for Craftsmen Training, advising the Government of India on the overall policy and programmes, conducting All India Trade Tests and awarding National Trade Certificates. Specifically, the objectives and Functions of the Council have been laid down as follows:

3.2.1. Objective

The Council shall function as a central agency to advise the Government of India in framing the training policy and coordinating vocational training throughout India.

3.2.2. Functions

The functions of the council shall be to:
1. Establish and award National Trade Certificates in engineering, building, textile and leather trades and such other trades as may be brought within its scope by the Government of India;
2. Prescribe standards in respect of syllabi, equipment, and scale of accommodation, duration of courses and methods of training;
3. Arrange trade tests in various trade courses and lay down standards of proficiency required for a pass in the examination leading to the award of National Trade Certificate;
4. Arrange for ad-hoc or periodical inspections of training institutions in the country to ensure that the standards prescribed by the council are being followed;
5. Recognise training institutions run by government or by private agencies for purposes of the grant of National Trade Certificates and lay down conditions for such recognition;
6. Co-opt, if necessary, any person or persons to advise the council in connection with its work;
7. Prescribe qualification for the technical staff of training institutions;
8. Prescribe the standards and conditions of eligibility for the award of National Trade Certificates;
9. Generally control the conditions for the award of National Trade Certificates;

10. Recommend the provision of additional training facilities wherever necessary and render such assistance in the setting up of additional training institutions or in the organisation of additional training programmes as may be possible;

11. Advice the Central government regarding distribution to State governments of the contribution of the Government of India towards expenditure on the Craftsmen Training Scheme;

12. Perform such other function as may be entrusted to it by the Government of India;

13. Perform such functions as are assigned by or under the Apprentices Act, 1961

3.3. STRUCTURE AND COMPOSITION OF THE COUNCIL

The National Council is a tripartite body chaired by the Union Minister of Labour & Employment. Members represent Central and State Government departments, employers' and workers' organisations, professional and learned bodies, the All India Council for Technical Education, scheduled castes and scheduled tribes, All India Women's Organisation, etc.

Ministry of Labour is represented heavily in NCVT's membership. Union minister as Chairman, the Minister of State for Labour & Employment is the Vice Chairman; other members from the Ministry are the Secretary, Labour & Employment, Director General of Employment & Training, Financial Adviser, Deputy Director General (Training), Deputy Director General (Apprenticeship Training), and Director of Training.

3.4. MODALITIES OF FUNCTIONING OF NCVT

Meeting of NCVT is conducted once in a year to discuss various issues on vocational training. Recommendations made during the meeting are accepted by Govt. of India for implementation.

Meeting of Sub-committee of NCVT dealing with affiliation is conducted three to four times in year to deal with affiliation and other issues of Craftsmen Training.

Approval /comments from members of NCVT on syllabi & other urgent issues are sought through circulation of documents before implementation.

3.5. <u>SECRETARIAT OF THE COUNCIL</u>

NCVT does not have an independent secretariat or its own administration wing. Secretarial assistance is provided by the Directorate General of Employment & Training of the Ministry of Labour and Employment. Director of Training is the Member Secretary of the Council.

3.6. <u>DIRECTORATE GENERAL OF EMPLOYMENT & TRAINING</u>

Recommendations and decisions of the NCVT are implemented by the DGE&T, a wing of the Ministry of Labour & Employment. While the NCVT provides advice to the Central Government and prescribes various standards, etc., it is the DGE&T which is charged with the overall responsibility for vocational skill training of the labour force. Most of the States have a Directorate of Training & Employment located in the State capital.

Since NCVT functions through the instrumentality of the DGE&T it would be useful to look at the schemes which the DGE&T implements and the institutions under the DGE&T which form the implementation infrastructure.

Various vocational training schemes under DGET include:
- Craftsmen Training Scheme,
- Apprenticeship Training Scheme,
- Craft Instructor Training Scheme,
- Women's Vocational Training Programmes,
- Advanced Vocational Training System (AVTS),
- Supervisory Training Programmes,
- Staff Training & Research; and
- Instructional Media Development.

3.7. CRAFTSMEN TRAINING SCHEME

The objectives of the Craftsmen Training Scheme are to ensure steady flow of skilled workers in all industrial /service sectors; raise the quality and quantity of industrial production by systematic training of potential workers; and reduce unemployment among educated youth by equipping them with suitable skills for suitable employment. Training under the scheme is imparted in 112 trades through Govt. Industrial Training Institutes (ITIs) or private Industrial Training Centres (ITCs) spread all over the country ITCs have now been renamed as ITI s under the private sector). The period of training for various trades varies from 6 months to three years. The entry qualification varies from class 8th pass to class 12th pass, depending on the requirements of training in different trades. Candidates with age ranging from 14 to 40 years seek admission in ITIs/ITCs. About 70% of the training period is allotted to practical training. Trainees after successfully completing training appear for All India Trade Test conducted under the aegis of National Council for Vocational Training (NCVT). Successful trainees are awarded National Trade Certificate, which has been recognized by Govt. of India for recruitment to subordinate posts and services under Central Govt.

3.8. APPRENTICESHIP TRAINING SCHEME:

Under this scheme, on-the-job training is provided in the industry under the Apprentices Act, 1961 to school leavers and ITI graduates to prepare skilled workers for industry in 188 trades. The main purpose of this Act is to regulate the programme of training of apprentices in the industry so as to conform to the prescribed syllabi and period of training; and utilize fully the facilities available in industry for imparting practical training. The Act makes it obligatory on the part of employers, both in the public and private sector, and having requisites training infrastructure as laid down in the Act, to engage apprentices in 254 groups of industries covered under the Act. Entry qualification for the apprenticeship training varies from class VIII pass to class XII pass (10+2) system. Period of training varies from 6 months to 4 years depending upon the trade. The prescribed syllabus consists of basic training, shop-floor training and Related Instructions. During the period of training, the apprentices receive stipend at the rates prescribed by the Rules framed under the Act. NCVT conducts All India Trade Tests (AITTs) for trade apprentices twice a year, and National

Apprenticeship Certificate (NAC) is awarded to those who pass the AITT. NAC is recognized for employment under Government/Semi-Government departments / organizations.

3.9. OTHER TRAINING SCHEMES

Craft Instructor Training Scheme: Under this scheme, one-year courses for training of ITI instructors and apprenticeship training establishments are organized.

Women's Vocational Training Programme: The programme aims at providing vocational training facilities to women, thereby increasing their employability and participation in the economy. The courses are offered at three levels, namely, Basic, Advanced and Post-advanced. Besides, short-term and ad hoc skill training courses are organized for women in certain advanced skill areas.

Advanced Vocational Training Scheme (AVTS): To upgrade the skills of serving industrial workers, training in selected advanced technology areas is imparted through short-term courses of one to six weeks duration under the AVTS scheme. Tailor-made programmes suiting the needs of particular establishments/ industry are also offered.

Supervisory Training Programme: The purpose of this scheme is to train existing and potential shop floor foremen and supervisors in technical and managerial skills through long term and short term courses.

Staff Training and Research: Under this scheme, short-term training programmes for junior and senior level management personnel of the training directorates and institutes of the central and state governments and training departments of the industrial establishments are conducted.

Instructional Media Development: Under this scheme, instructional material is developed for use of trainees in the ITIs and industrial establishments imparting apprenticeship training.

3.10. ROLE OF VARIOUS APEX LEVEL INSTITUTIONS

Role of NCVT has been delineated earlier. A brief statement of the roles of other apex bodies is provided below.

DGE&T: Its role includes development of training schemes, evolution of policy, developing training standards, procedures, norms, affiliation and guidelines for conducting trade tests and certification, as per the decisions of the NCVT. DGET is also responsible for implementation of the Apprenticeship Act 1961 in respect of trade apprentices in the Central Government Undertakings & Departments through six Regional Directorates of Apprenticeship Training.

While DGE&T is part of the Ministry of Labour & Employment it also has a distinct status within the ministry given its scope and volume of activity. It performs the usual functions of a ministry, as part of the Ministry, in respect of policy making, planning, financing and monitoring of training and employment issues; in addition it also undertakes implementation of promotional schemes and system development tasks besides administration of the institutions under it.

Central Apprenticeship Council: This is an apex statutory tripartite body to advise the Government on laying down of policies and prescribing norms & standards in respect of Apprenticeship Training Scheme.

State Directorates of Technical Training/ Employment & Training: These are apex bodies at the level of respective State Governments responsible for implementing various schemes. The ITIs/ITCs, primarily engaged in craftsmen training, operate under the jurisdiction of these directorates.

State Apprenticeship Advisers: They are responsible for implementation of the Apprenticeship Act in respect of trade apprentices in State Government Undertakings / Departments and Private Establishments.

3.11. FIELD INSTITUTIONS

Following are some of the field level institutions:
a) 7605 ITIs/ ITCs having a total seating capacity of 1.06 million. These include 2076 Govt. ITI s, under different State Governments, with

aggregate seating capacity of 0.42 million and 5529 Private ITI s with aggregate seating capacity of 0.64 million.

b) Seven Advanced Training Institutes (ATIs) and one Central Training Institute (CTI) for implementation of Craft Instructor Training Scheme. The ATIs and 46 selected ITIs are responsible for implementing AVTS.

c) Two specialized ATIs, for Electronics and Process Instrumentation.

d) Two Foremen Training Institutes (FTIs) for supervisory training scheme.

e) One Central Staff Training & Research Institute (CSTRI) for implementing the scheme for Staff Training & Research.

f) One National Instructional Media Institute (NIMI) for implementing the scheme of Instructional Media Development.

g) One Apex Hitech Institute set up with the assistance from World Bank as DGET's core institute for high level demand driven training.

h) Six Model Training Institutes (MTIs) attached to the six ATIs/ CTI

i) Four Model ITIs, directly administered by DGET, and imparting training on modular pattern in selected specialized areas.

j) Network of one National Vocational Training Institute (NVTI), 10 Regional Vocational Training Institutes (RVTIs), 356 women ITIs and 527 women wings in general ITIs/ ITCs for implementing Women's Vocational Training Programme.

k) Twenty Vocational Rehabilitation Centres for the physically challenged

l) Twenty two Coaching–cum-Guidance Centres for the Scheduled Castes and Scheduled Tribes.

3.12.   **SOME NEW INITIATIVES OF DGE&T:**

Latest initiatives to strengthen the Vocational Training system include:

a) Establishment and upgradation of ITI s in North-Eastern States, Sikkim, and the State of Jammu & Kashmir,

b) Upgradation of 500 ITI s – 100 from domestic funding and 400 from World Bank assistance.

c) Upgradation of the remaining Government ITI s through Public Private Partnership by providing an interest free loan of up to Rs 2.5 crore per ITI.

d) Modular Employable Skills (MES) under Skill Development Initiative Scheme (SDIS)

A large number of school drop outs do not have access to skill development for improving their employability. The educational entry requirements and long duration of courses of the formal training system are some of the impediments for a person of low educational attainment to acquire skills for his livelihood. Further, the largest share of new jobs in India is likely to come from the unorganized sector that employs up to 93 per cent of the national workforce, but most of the training programmes cater to the needs of the organized sector. Accordingly, Ministry of Labour & Employment undertook development of a new strategic framework for skill development for early school leavers and existing workers, especially in the un-organised sector in close consultation with industry, micro enterprises in the un-organised sector, State Governments, experts and academia which was essential considering their educational, social and economic background. The main objective of the scheme is to provide employable skills to school leavers, existing workers, ITI graduates, etc. Existing skills of the persons can also be tested and certified under this scheme. Priority will be given to covering those above the age of 14 years who have been or withdrawn as child labour to enable them to learn employable skills in order to get gainful employment.

Table 3.1: Current pattern of responsibilities for Vocational Training among different Actors: Central & State Government and Industry

The table summarises[4] the existing pattern of sharing responsibility for vocational sharing among different key partners.

Training Scheme	Government of India (DGE&T, Ministry of Labour)	State Government	Industry
Craftsmen Training	• Policy and procedures, standards, duration, etc. in consultation with the NCVT • Conduct final trade tests on behalf of NCVT	• Day to day administration of institutions	• Render advice at Central and State Governments and institutional levels. • Assist with final trade tests
Craft Instructors Training	• Policy and procedures, standards, duration, etc. in consultation with the NCVT • Implementation and administration of the programme in ATIs. • Conduct final Trade Tests on behalf of NCVT	• Depute ITI instructors for training in ATIs.	• Advise at Central Government Institutional levels. • Assist in final Trade Tests.
Apprenticeship Training	• Policy, procedure, notification of industries, designating trades, syllabi, standards,	• Assist, coordinate and regulate programmes in State public and private sector	• Implement practical training programme in accordance with the Apprenticeship

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[4] World Bank Report No.22, Skill Development in India, The Vocational Education and Training System, January 2008.

etc. in consultation with Central Apprenticeship Council. • Assist, coordinate and regulate programmes in Central public sector industries. • Concurrent jurisdiction with the States to assist, coordinate and regulate programmes in private industries. • Conduct final Trade Tests on behalf of the NCVT	industries. • Impart related instructions. • Impart basic training in the case of those industries in the private sector which employ less than 500 workers.	Act and regulations. • Arrange for basic training (by employers, employing more than 500 workers). • Advise the Central and State Governments.

Source: DGET Annual Reports (various Years)

3.13. RELATIONSHIP WITH RELEVANT CENTRAL MINISTRIES AND STATE GOVERNMENTS.

3.13.1. Directorates of Training and Employment and SCVT at the State Level

The State Council for Vocational Training at the State level and the Trade Committees have been established to assist the National Council. They advise state governments on training policy and coordinate vocational training in each state. Most of the States have a Directorate of Training & Employment located in the State capital. SCVTs and State Directorates receive guidance from their central counterparts but do not have direct accountability to them.

3.13.2. Other Ministries and Departments involved in provision of vocational education, and vocational training for skills development

As many as seventeen different Central ministries are involved in provision of vocational skills development and run their own schemes and programmes through their own institutions. It would be useful to enumerate briefly the activities of these ministries in the area of vocational skills development, before touching on the relationship issue.

3.13.2.1. *Ministry of Human Resource Development*

The main schemes under Ministry of HRD related to vocational education/ training are:

a) <u>Scheme of Vocationalisation of Secondary Education at + 2 Level</u>: Under the scheme, implemented through an existing network of 9619 secondary schools, vocational courses are offered to the students of 11th and 12th class. The scheme, so far, has created a massive infrastructure of 21000 sections for diversion of about 1 million students at +2 level.

b) <u>Apprenticeship Training under MHRD</u>: For passouts of vocational education stream at +2 level, diploma holders from polytechnics, and engineering graduates from engineering colleges and universities, apprenticeship seats are provided to nearly 0.05 million persons in industry under the Apprenticeship Act. An Additional Apprenticeship Adviser at the MHRD interacts with the Central Apprenticeship Council and derives authority from it under the Apprenticeship Act which the Council implements.

c) <u>Vocational education/ training under the auspices of National Institute of Open Schooling (NIOS)</u>, which enrols nearly 7000 persons annually and provides vocational training through its 1000+ accredited training institutions, offering 85 vocational courses at present.

d) <u>Scheme of Community Polytechnics</u>: imparting training in need-based skills to unemployed youth, scheduled castes/tribes, minorities and school drop outs, through 669 community polytechnics, to about 0.45 million at present. The scheme is slated for considerable expansion.

e) <u>Scheme of Jan Shikshan Sansthans</u> enrolling 0.35 million students at 157 JSSs annually to the socio-economically backward and educationally disadvantaged groups.

f) <u>Scheme of Community Colleges</u> enrolling nearly 20,000 persons annually. 153 colleges offer diploma courses in designated fields.

g) <u>Scheme of Vocational Education at the first degree level</u>: coordinated by the UGC.

3.13.2.2. *Training activities under other Ministries and Govt. departments*

Other Ministries/ Govt. departments which conduct some kind of training activities are as follows:

- Ministry of Agriculture
- Food Processing Industries
- Health & Family Welfare
- Heavy Industries & Public Enterprises
- Information Technology
- Rural Development
- Small Industries Development Organisation
- Khadi & Village Industries Commission
- Social Justice & Empowerment
- Women & Child Development
- Textiles
- Tourism
- Tribal Affairs
- Urban Development & Poverty Affiliation

Details in respect of different schemes operated by each, target groups covered, duration of training, etc., are provided in an Annexure at the end.

3.14. <u>VIRTUALLY NO COORDINATION OR WORKING RELATIONSHIP</u>

It is significant to note that there is virtually no coordination and working relationship among different ministries involved in delivering vocational training. Except to the extent that MHRD also utilizes the Apprenticeship Act through the Central Apprenticeship Council for provision of apprenticeship seats to pass outs of its vocational stream as well as technical diploma and engineering graduates,

there is no coordination with the Ministry of Labour & Employment, DGE&T, and the NCVT.

Other ministries also run their training activities independently of the NCVT/DGE&T through their independent schemes, policies, funding, and institutional arrangements.

4. STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS FOR NCVT

4.1. INTRODUCTION

This analysis pertains to the current situation which, admittedly, is bound to change in the near future as full implications of the National Skills Development Policy unfold and become manifest over time. This analysis, however, provides a basis for reshaping the role and functioning of the NCVT in the emerging environment.

It also needs to be recognized that, in the current situation, the boundary between NCVT and DGE&T is often unclear and blurred. To that extent the SWOT analysis of NCVT cannot be totally disassociated from that of the DGE&T.

4.2. STRENGTHS

- National outreach: In vocational training and apprenticeship training its zone of influence extends throughout the country. NCVT is not merely a formation at the Centre, it is a nationwide network through SCVTs and State Directorates.
- Sole agency that sets national standards in terms of syllabi, equipment, duration of courses, method of training, and other physical norms. These standards are accepted by all State Governments and required to be followed by all vocational training institutions (ITI s).
- Nationally recognized Trade Tests are prescribed and nationally accepted Trade Certificates are provided.
- Provides national affiliation to training institutions.
- Controls quality of training throughout the country through prescribing norms, standards, qualification of trainers, and periodic inspection of training institutions.
- Has the mandate to provide Policy Advice to the Central Government.
- Has the mandate to coordinate vocational training throughout the country.
- Backed up by the considerable implementation infrastructure of the DGE&T, and power, authority, and funding of the Central Government through the Ministry of Labour & Employment, which lend enormous credibility and

authority to its recommendations and advice, and help ensure their implementation.

- Through the DGE&T, access to support of a number of institutions which deal with system development issues like curriculum planning, trainers' training, development of new trades, setting standards, and conducting trade certification. Their activities help the NCVT in fulfilling its mandate meaningfully.

4.3. <u>WEAKNESSES</u>

- Its identity is shadowed by its executive arm, the DGE&T. NCVT is seen, in essence, as an adjunct to the DGE&T, as a mere committee with real functioning and authority lying with the DGE&T. While DGE&T is NCVT's strength as noted earlier, it is also its weakness in as much as its functioning and effectiveness are circumscribed by that of the DGE&T.
- Government ethos and culture shapes NCVT's culture.
- No independent secretariat of its own.
- No institutions and agencies under its own direct control which could take up assigned responsibility of investigating issues, developing strategies, criteria, and implement recommendations.
- No institutional arrangement for supporting policy research and planning function, except what the Ministry may do. This is ironical since the NCVT is expected to advise the Government on policy issues.
- NCVT is seen as a body of the Ministry of Labour & Employment alone, and its role and recommendations are not automatically accepted by other Ministries and agencies. It cannot therefore perform a truly national policy advice role cutting across all sectoral ministries. Nor can it provide coordination of vocational training throughout India as expected of it.
- While the DGE&T provides valuable secretariat it is limited in size and scope by constraints and rules governing creation of additional positions within the government. It cannot therefore have easy access to varied professional advice as per its needs, and its flexibility is limited.
- NCVT, despite having representation of industry on the Council has very limited access to industry. It cannot reach out to industry at field level and gather perceptions and build linkages necessary to understand ground realities and provide relevant answers to industry's specific and changing needs.

4.4. OPPORTUNITIES

- Major national thrust on skill development, and supportive environment created by the National Skills Development Policy has given an unprecedented opportunity to shape and develop a truly comprehensive and relevant national skills system.

- Excellent prospects of being vested with statutory authority very soon. This would give it legally enforceable authority to influence planning of the national skills development system, promote system development through various strategies, schemes, and programmes, and regulate quality and relevance of the system. It could also give the NCVT the authority to interact, influence, and coordinate skill development approaches, standards, and certification of skill development programmes of different ministries and agencies.

- Establishing a National Vocational Qualification Framework in the country which would allow for vertical movement up the skill chain, opportunity to be certified at an appropriate level of achievement, provide horizontal pathways (and linkages) for movement across different vocations and from vocational training to general education, and recognition of prior learning irrespective of whether it was acquired through the formal or informal system of skill development.

- Under its national statutory authority umbrella, promoting establishment of Competency based skilled development system throughout the country, promoting development of competency standards, providing national recognition to approved standards, instituting a national system of competency testing, and proving nationally acceptable certification of competencies.

- Providing a national system of affiliation to training providing institutions - based on norms and standards of physical facilities, qualified trainer resource, relevant programmes, and such other parameters as are conducive to delivery of appropriate training.

- Under its national statutory authority umbrella, promoting establishment of a national Accreditation System, and providing 'Accreditation status' to deserving institutions, with a view to providing nationally credible 'quality assurance' to different clients of the skills development system.

- Establishing a comprehensive national Labour Market Information System (LMIS), instituting arrangements for labour market analysis and human resource planning, and effective dissemination and utilization of information

and signals so generated, with a view to providing a sound basis for planning of skills development system for the country.

- Becoming the national front-end for interfacing with different international skills development systems, and establishing cooperation and cross recognition arrangements with different countries. This would, among others, facilitate, movement of skilled persons to international labour market for provision of skilled services under the WTO:GATS framework.

4.5. **THREATS**

- With emergence of several agencies on the national scene, such as NSDC and Sector Councils, and enhanced thrust by existing central ministries involved in skills development training, NCVT may be seen as one more agency besides many others, and not enjoy a pivotal national role. It may not receive necessary cooperation and support from other agencies/ministries.

- Statutory status may be delayed or the scope of legal authority may be limited to only some, not all, roles necessary for orchestrating a comprehensive national skills development system. The NCVT Act may not extend to the domain areas and activities of existing Councils engaged in skills development in different sectors.

- Standard setting, Certification, and Accreditation may be undertaken by different agencies independently, and not under the umbrella of the NCVT.

- NCVT may not have its own independent secretariat, appropriate to its requirements, even after it gets statutory authority and continue to depend on the DGE&T for its functioning.

- It may not enjoy easy access to systemic institutions currently under the DGE&T control once it is separated from the Ministry as an autonomous body. These institutions would be crucial for the NCVT for discharging its system development roles.

- Establishment of an effective Labour Market System is a complex, slow process of iterative learning and continuous improvement. It would require setting up a huge system of data collection and analysis and conducting specific issue-based studies, not occasionally but on a regular/ annual basis. Labour Market Analysis based on the LMIS and other techniques for human resource planning would need to be combined for supporting planning of skills development effort across the country.

- NCVT may not be able to set up an adequate infrastructure for data collection and analysis and, also, may not receive necessary cooperation from all data sources – particularly individual employers who may be reluctant to part with certain types of information.
- Furthermore, NCVT's advice may not be accepted and utilized by those involved in planning and delivery of skills initiatives where it does not suit their limited and immediate objectives. In other words, planning of skills development system may be driven more by the individual agencies' own interests and perceptions than by the information and signals generated by the LMIS.
- Developing a National Vocational Qualifications Framework is, again, a slow and complex process, that would require extensive cooperation from all concerned. Such cooperation may not be forthcoming and a parallel, independent effort may be mounted by another Ministry/ agency, where the requirements of vocational training system may not receive due attention.

This analysis is summarized in the table below:

Table 4.1: SWOT Analysis of NCVT

Strengths	*Weaknesses*
• National outreach in VT & Apprenticeship Training – a network of SCVTs and State Directorates • Sets nationally accepted standards • National Trade Tests and National Trade Certificates • National affiliation to training institutions • Quality control and inspection • Mandate for Policy Advice to Central Government • Mandated to coordinate vocational training throughout the country • Support of DGE&T and MoLE, infrastructure, authority, power and funding	• Identity blurred by executive arm the DGE&T. • No independent secretariat • NCVT functioning circumscribed by government ethos & culture • No independent institutional support for policy research and planning; cannot provide independent policy advice to whole of central government. • NCVT seen as MoLE body; not readily accepted by other ministries. Cannot provide national coordination of vocational training. • Little flexibility to expand secretariat or obtain external operational support, as its secretariat, DGE&T, bound by

Opportunities	Threats
• Access to system-development institutions through DGE&T	government approvals. • Very limited access to industrial reality at ground level; poor and limited linkages with industry.
• Unprecedented policy support and national commitment for skill development. Opportunity to shape, reform and develop a comprehensive, adequate, relevant, and quality system. • Statutory authority for planning, promotion and regulation of national skills system. • Establishing NVQF in the country • Establishing norms and standards based national affiliation system for training institutions. • Establishing national accreditation framework and granting accreditation status; providing credible quality assurance to clients of the system. • Establishing a comprehensive, national Labour Market System, promote labour market analysis, undertake human resource planning for guiding planning of skills development, and dissemination of information and advice. • Becoming national front-end for collaboration with different international skills-development systems, and securing cross accreditation of national qualifications.	• NCVT may not be pivotal national agency with emergence of other agencies. May not receive cooperation & support from them and other ministries. • Statutory status may be delayed or scope truncated. • Standard setting, certification, and accreditation may be undertaken independently by different agencies. • NCVT may not secure its independent secretariat and remain dependent on DGE&T. • NCVT may be unable to have effective access to systemic institutions under the DGE&T when separate from the DGE&T. • May not be able to set up adequate infrastructure for LMIS; data sources may not extend support; LMIS information and signals may be ignored in planning. • Establishment of NVQF requires major effort and investment. Its establishment may be compromised by parallel effort by some other agency with its own focus, which may not meet requirements of Vocational Training adequately.

5. FUTURE ROLES OF NCVT AND OTHER NEWLY EMERGED KEY AGENCIES

Current roles of the NCVT have been described in an earlier chapter. Future roles of the NCVT can be surmised from the following statements made in the National Policy on Skills Development, 2009, on NCVT:

5.1. NATIONAL COUNCIL FOR VOCATIONAL TRAINING:

"NCVT will be strengthened and re-engineered with a broader mandate and representation. The main functions include:
  a) Design, development and maintenance of NVQF which inter alia includes:
     • Setting up a framework for competency standards, structure of courses, credit structure, accumulation and certification.
     • Setting up a framework for affiliation and accreditation of institutions.
     • Quality control mechanism.
  b) Labour market information system and dissemination of information at the national level.
  c) Monitoring and evaluation on the effectiveness and efficiency of national skill development efforts through appropriate reporting and communication mechanism."

Reading between the lines and keeping in view the current roles, it would appear that:

5.1.1. NCVT will be strengthened:

It could mean a number of things. One could be giving it statutory status. Another would be giving it independent secretariat, and own structures and formations for its effective functioning consistent with a 'broader mandate' than hitherto.

It is pertinent to note in this context that in May 2010, the Government decided

"to accord autonomous status to National Council for Vocational Training and broaden its mandate and representation in keeping with the aims of national policy on skills development.

The status would bring the advisory body, prescribing standards and curricula for craftsmen training, to get its own national and international support network with administrative and secretarial set up having regional and state-level offices.
The autonomous status would be supported by an Act of Parliament. …The status would also enable NCVT to effectively handle legal issues….".

This would mean that the NCVT is due to be made a statutory body through a Central Act and that it would have its own secretariat, state level offices, funding, and other necessary infrastructure. In its new avatar it would not be dependent on the DGE&T, which would then perform the normal ministerial functions of a central ministry in respect to training issues. The NCVT would also be able to set up institutions to assist it in various professional tasks, and have the flexibility to draw upon external resources and formations.

5.1.2. NCVT will have broader mandate:

Its current mandate is quite broad already. It is mandated to provide policy advice on training to the Central Government (and, presumably, through the SCVTs to State Governments as well). It is also mandated to co-ordinate vocational training throughout India. Implicitly it means that planning of vocational training for the whole country is to be coordinated by the NCVT. It also implies that NCVT is to coordinate training efforts of other agencies both at the Centre and in the States.

However, as noted earlier, for various reasons this mandate could not be fulfilled. It has not been possible for the NCVT to advise whole of the Government of India and coordinate activities of various ministries in vocational training. Essentially, its mandate got shrunk in reality to vocational training under the DGE&T alone. The statement in National Policy on Skills Policy that 'NCVT will have broader mandate', therefore is a reiteration and reaffirmation of the Government's intention that NCVT will

have a broader mandate covering whole of vocational training, wherever it may lie, and provide policy advice and coordination to the whole national skills development system, cutting across jurisdictional boundaries of different ministries and Central and State governments.

5.1.3. <u>NCVT will have additional functions:</u>

Statement in the National Policy does not imply that current functions are being taken away and substituted by the 'main functions' specifically mentioned therein.

Instead it would imply that the current functions of NCVT (e.g., in establishing and awarding National Trade Certificates; prescribing standards of syllabi, equipment, method of training, qualifications of trainers; recognizing training institutions; etc.) would continue. However, it does not imply that the 'mode of functioning' would necessarily continue as before. Indeed the word 'reengineering' could indicate the expectation that the current mode of NCVT's functioning may well undergo some changes.

The 'main functions' mentioned in the Policy represent addition of some totally new functions, which were not being performed anywhere in the national skills system but are considered vitally important in the new emerging context, such as NVQF and LMIS. NCVT has been given primary responsibility for 'design, development and maintenance' of these key 'systemic' functions which underpin its national role of planning and development of the national skills system.

The function of 'Monitoring and Evaluating effectiveness and efficiency of the national skills development efforts', is not a new function strictly speaking, since NCVT has had this responsibility all along. But the emphasis that the Policy lays by describing it as one of the 'Main Functions' implies that this function needs to be strengthened considerably and made far more effective than it has been hitherto. For this purpose NCVT would be empowered with greater authority and true jurisdiction over the whole of skills development function. (The NCVT Act would be a way of giving requisite legal authority to the NCVT.)

Other main functions, viz.,

- Setting up a framework for competency standards, structure of courses, credit structure, accumulation and certification.
- Setting up a framework for affiliation and accreditation of institutions.
- Quality control mechanism,

are not entirely new functions either. In a limited and indirect way the NCVT has been performing these functions over the years, but, now, these functions would have to be re-conceptualized and implemented in a far more rigorous way that would be consistent with emerging international thinking and patterns.

It is also interesting to note that the formulation above speaks of NCVT's responsibility of establishing 'frameworks', and 'mechanism' - not necessarily of operating them directly. (This is different from the direct and comprehensive responsibility that NCVT is charged with in respect of NVQF, LMIS, and Monitoring and Assessment.)

Looking at it this way, the NCVT would be responsible for establishing the larger design, ensuring that arrangements for executing various constituent tasks are suitably articulated and established, and generally overseeing that the framework is working satisfactorily. NCVT would thus provide an 'umbrella framework' within which various activities would be conducted, either by itself or by authorized designated agencies.

All in all, in its new avatar the thrust is more on the 'systemic role', than on 'operational roles and functions'. Operational roles and functions are not ruled out; they could well continue, possibly in a somewhat different manner of implementation. However, in its future role the NCVT would focus much more on establishing and running 'systemic institutional arrangements (like NVQF, LMIS) and providing frameworks (like competency frame, and accreditation) within which other players can operate - under the overall authority umbrella of the NCVT.

5.2. NATIONAL SKILLS DEVELOPMENT CORPORATION:

Under the Chapter on Governance of Skill Development Initiative, the National Policy on Skills Development, 2009, envisages 'a National Skill Development Corporation as 'a non-profit company under the companies Act 1956 with an appropriate governance structure, headed by a person of eminence/ reputed professional in the field of Skill Development. The Corporation would constitute Sector Skills Councils' with certain stipulated functions (*mentioned later in this chapter*).

The background to this statement in the National Policy and the elaboration of the thinking which led to the establishment of NSDC can be found in a Government note seeking Cabinet approval for setting up the NSDC, which speaks of 'two arms, public and private to complement and supplement each other in achieving the national goal of skill development, including partnership activities - wherever suitable'. The two arms, also referred to as 'two prongs', refer to the Union and State Governments as one prong, and the National Skill Development Corporation as the other. As regards the NSDC, it states:

a) "The National Skills Development Corporation will be set up as a non-profit company under the Companies Act with appropriate governance structure (Board of Directors being drawn from the outstanding professionals/experts). The Head of the Corporation will be a person of eminence/ reputed professional in the field of Skill Development. The Chairperson may also be the Chief Executive Officer of the Corporation ...The National Skill Development Corporation will be set up with Rs. 1000 crores as Government Equity.

b) The Corporation will be a public private partnership on skill development conceived as a non-profit Corporation. It will make periodic as well as an annual report of its plans and activities and put them in the public domain.

c) Establish a Trainee Placement and Tracking System for effective evaluation and future policy planning.

d) Establish credible independent Certification systems for both V.E. and V.T. with the scope for permitting vertical and horizontal mobility within and between V.E. and V.T.

e) The Central Government will contribute as its equity a sum of Rs. 1,000 crore in the proposed non-profit Corporation, with a view to obtaining about Rs. 15,000 crore as capital from Governments, the public and private

sector, and bilateral and multilateral sources for the promotion of skill development. The precise modalities and operations by the Corporation will be decided by the Ministry of Finance."

Following approval of this proposal the National Skill Development Corporation has since been established and has begun its operations. It has interpreted its role in terms of the following statements about its nature, Vision, Objective, Mission, and Structure[5]:

'...a Public Private Partnership. It aims to promote skill development by catalyzing creation of large, quality, for-profit vocational institutions. It provides viability gap funding to build scalable, for-profit vocational training initiatives. Its mandate is also to enable support systems such as quality assurance, information systems and train the trainer academies either directly or through partnerships.'

'Vision: As part of a national skill development mission to fulfill the growing need in India for skilled manpower across sectors and narrow the existing gap between the demand and supply of skills.'

'Objective: To contribute significantly (about 30%) to the overall target of skilling/upskilling 500 million people in India by 2022, mainly by fostering private sector initiatives in skill development programmes and providing viability gap funding.'

'Mission Statement:
- Upgrade skills to international standards through significant industry involvement and *develop necessary frameworks for standards, curriculum and quality assurance*[6].
- Enhance, support and *coordinate private sector initiatives* for skill development through Public-Private Partnership models; strive for significant operational and financial involvement from the private sector.
- Focus on underprivileged sections of society and back ward regions of the country thereby enabling a move out of poverty; similarly, focus significantly on the unorganized or *informal sector* workforce.[7]

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[5] NSDC website www. nsdcindia.org

[6] Italicization added for emphasis.

[7] It is stated that a large part of its efforts are directed at skill development programmes in the unorganized sector.

- Play the role of "market-maker" by bringing financing or viability gap funding, particularly in sectors where market mechanisms are ineffective or missing.
- Prioritize initiatives that can have a multiplier or catalytic effect.'

5.2.1. NSDC Structure:

The structure of NSDC is as follows:

a) Public Private Partnership, not-for profit Section 25 Company; Govt of India has 49% equity, industry has 51%.

b) Board of Directors, Board Sub Committees, Executive Council

c) National Skill Development Fund

The 12 member Board has four government nominees, one of whom is the Chairman of the Corporation (from the Private Sector) and eight are private sector members.

The National Skill Development Fund is a 100% Government-owned trust that invests in NSDC and is run by professional fund managers: loans, Equity, and Grants.

5.2.2. NSDC's functions:

The structure of NSDC is as follows:

a) NSDC provides skill development funding either as loans or equity, and supports financial incentives to select private sector initiatives to improve financial viability through tax breaks etc. NSDC's financial initiatives provide viability gap funding through: Loans, Equity, and Grants.

b) NSDC will facilitate several support services, such as curriculum, faculty and their training, and standards and quality assurance. NSDC will coordinate to ensure best in class 'Labour Market Information System'. This in turn will facilitate labour market analysis. In the near term, the NSDC will partner with industry associations to set up standards and accreditation systems.'

c) ...setting up Sector Skills Councils which will help identify skill development needs and establish a sector specific Labour Market Information System (LMIS) to assist in planning and delivery of training.'

5.2.3. Further elaboration of NSDC's Functions:

It is useful to see the intended scope of functioning as elaborated in an Approach Paper for Setting up SSCs prepared by the NSDC.

a) 'Encouraging private sector investment and initiatives in training and skill development in 20 high growth sectors and the huge unorganized sector.

b) Developing an enabling environment for skills development including support for
- clarification of sector-specific competencies/skills through promotion of Sector Skills Councils;
- quality assurance such as independent third-party accreditation of trainees' skill acquisition;
- capacity development for skills development institutions such as curriculum and standards, faculty development, and so forth;
- trainee placement mechanisms; and
- monitoring and evaluation, supporting systematic collection and analysis of data about skills development, including employer feedback regarding the quality of NSDC trainees.

c) NSDC will facilitate establishment and growth of private "train the Trainers" centres where instructors will be updated...

5.2.4. Note the following statements about roles and functions:

It may be worth noting certain proposed roles and functions of NSDC from the above description, as they could have an overlap with or bearing on the roles of the NCVT. The key words/ sentences that refer to those functions are given below:

a) Establish a Trainee Placement and Tracking System for effective evaluation and future policy planning.

b) Establish credible independent Certification systems for both V.E. and V.T.

c) enable support systems such as quality assurance, information systems and train the trainer academies

d) develop necessary frameworks for standards, curriculum and quality assurance.

e) coordinate private sector initiatives for skill development

f) facilitate several support services, such as curriculum, faculty and their training, and standards and quality assurance. NSDC will coordinate to ensure best in class 'Labour Market Information System'.

g) partner with industry associations to set up standards and accreditation systems

h) setting up Sector Skills Councils …and establish a sector specific Labour Market Information System (LMIS) to assist in planning and delivery of training.'

Some of these roles, namely, those in respect of policy planning; coordination; frameworks for standards, curriculum and quality assurance; accreditation; Certification Systems; and Labour market information system also figure in the list of roles and functions of the NCVT. This does not necessarily mean that there is a conflict of roles between the two agencies. Indeed the words like 'enable', 'facilitate' and 'assist' could mean a possible cooperation and complementarity of functioning in future, but it does require some clarifying to enable such collaboration and complementarity to emerge in due course, particularly when a phrase like 'independent certification' or 'framework for standards, …accreditation' runs directly contrary to NCVT's roles.

5.2.5. Sector Skills Councils (SSCs):

Taking cognizance of industry view that skill requirements of different sectors, for the whole value chain of individual sectors, were not being met adequately, and taking note of the initiatives of some leading economies who have been successful in addressing their country's human resource development needs, the National Skills Development Policy, provided that the NSDC would constitute SSCs with following functions:

a) Identification of skill development needs including preparing a catalogue of types of skills, range and depth of skills to facilitate individuals to choose from them.

b) Development of a sector skill development plan and maintain skill inventory.

c) Determining skills/competency standards and qualifications.

d) Standardization of affiliation and accreditation process.

e) Participation in Affiliation, accreditation, examination and certification.

f) Plan and execute Training of Trainers.

g) Promotion of academies of excellence.

h) Establishment of a well structured sector specific Labour Market Information System (LMIS) to assist planning and delivery of training.

Some thirty SSCs are in different stages of formation at present. SSCs are seen as national partnership organizations that bring together all the stakeholders – industry, labour and skill development institutions. The broad design is as follows: SSCs will be Section 25 company, initially funded by the NSDC/Government and later to become self supporting. Each will be headed by a CEO & Managing Director, who would be assisted by three Directors, one each for Research, Curriculum and Training, and Accreditation. CEO will report to a Board, chaired by an industrial luminary, with membership consisting of technical members from the Government, relevant industry, key industry associations, distinguished business leaders, trade unions, training providers, and the NSDC.

SSCs propose to complement the existing vocational system and address the skill gaps through the following activities[8],[9]:

a) <u>Conducting research</u> – Researching labour market information to provide industry with accurate real time inputs. Building up skill inventory database for the industry sector, skill wise and region wise, reviewing international trends in skill development and identifying skill gaps and technology to be taken up for teaching.

b) <u>Improving the delivery mechanism</u> – Partnering with educational institutions to train trainers and upgrade skill sets of existing industry employees, and those in the industry value chain, such as dealer and service networks.

c) <u>Building quality assurance</u> – Setting up a robust and stringent certification and accreditation process for skill development institutes for the industry sector to ensure consistency and acceptability of standards.

The following table lists the key tasks of SSCs as culled out from different documents:

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[8] Approach Paper for Setting up SSCs, NSDC; and An overview of Skills Development in India, NSDC presentation.

[9] SSCs are 'work in progress'. Thinking on what it will do and how is still evolving. Some of the activities mentioned here may undergo changes, at least in the manner they are conducted and the level of detail as the picture becomes clearer over time.

Conducting Research	Delivery Mechanism	Quality Assurance & NVQF
• Create Skill Database • Collate and disseminate labour market information • Identify current and future skill requirements in numbers and types of skill. • Develop Sector specific competency standards • Act as Career Guidance Centre for industry to channelize candidates into apprenticeships and training • Benchmark international standards • Productivity analysis of human resources • Identifying 'technology' to be taken up for teaching.	• Develop and update training curriculum • Create industry relevant courses • Train the trainers in Industry and Institutes to industry standards • Train Existing employees • Career pathing and lifelong learning for employees • Develop training delivery mechanisms. Provide innovative learning techniques. • Register training organizations and encourage investment • Support infrastructure through government/ industry bodies • Create National level skill academies • Enter into MoUs with industry members	• Streamline certification framework; set up certification levels for each competency standard. • Certification test for employees • Certification test for trainers at institutes • Accreditation of sector specific and related courses. • Develop criteria for assessment, evaluation and accreditation. • Feed competency standards into the NVQF • Play pivotal role in setting up NVQF • Rating public and private training institutions • Provide joint certification with awarding bodies for qualifications right up to Master's level.[11]

Noteworthy

It is noteworthy that SSCs in the above conceptualization are to be involved

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[10] As seen by SSCs and NSDC

[11] As proposed in Ministry of HRD document on National Vocational Education Qualifications Framework.

in Standards setting, Certification, Accreditation, LMIS, and NVQF. These are roles for which NCVT has been mandated. As said earlier in the case of NSDC as well, it does not necessarily mean a conflict of roles. It could also indicate that SSCs' activities can feed into the NCVT's overall responsibility, and indeed make realization of NCVT's role easier in practice. SSCs could well become the operational arms within the NCVT umbrella. Much would depend on how SSCs functioning evolves in practice over time.

Some of the statements made in certain documents about the SSCs, however, could pose difficulties in articulating a cooperative and complementary relationship, if indeed the positions mentioned therein are maintained unchanged. Example would be the following statements in CII's paper 'Case for setting up Sector Skill Councils in India':

- The power of certification of private training institutes would rest with the SSCs.
- The NSDC will be responsible for the accreditation of private training institutes.

The DGET would regulate the government training institutes and ITIs and would be responsible for their accreditation and certification process along with the NCVT and SCVT.

Another example would be a provision in the MHRD's paper on NVEQF which proposes SSCs providing joint certification with awarding authorities at various levels up to the University level. That provision would directly contradict NCVT's mandate of awarding certification in its domain of vocational training.

Notwithstanding the above examples, and recognizing that the thinking on the functioning of different agencies including the NCVT, NSDC, and SSCs is still evolving, there is every likelihood that a meaningful, mutually supportive cooperation across agreed roles and functions can be developed over time.

5.3. <u>HIGH LEVEL COORDINATION PLATFORMS</u>

Although in a different category from NCVT, NSDC and SSCs, two high level platforms are worth describing here in the context of the Coordination issue of national skills development initiative. These are:

- Prime Minister's National Council on Skill Development, and
- National Skill Development Coordination Board.

5.3.1. Prime Minister's National Council on Skill Development

This is an <u>apex institution for policy direction and review</u> under the Chairmanship of Prime Minister. The Ministers for Human Resource Development, Finance, Industries, Rural Development, Housing and Urban Poverty Alleviation, Labour and Employment and Micro Small & Medium Enterprises are members. Deputy Chairman, Planning Commission, Chairperson of the National Manufacturing Competitiveness Council, Chairperson of the National Skill Development Corporation and 6 experts in the area of skill development are other members. Principal Secretary to the Prime Minister is the Member Secretary to the Council.

<u>Functions of this Council are as follows:</u>
a) Lay down overall broad policy objectives, financing and governance models and strategies relating to skill development in the nation.
b) Review the progress of schemes, and give guidance on mid-course corrections, additions and abolitions of parts or whole of any particular programme,
c) Orchestrate Public Sector/ Private Sector initiatives in a framework of collaborative action.

The Committee would ordinarily meet once in a year.

5.3.2. National Skill Development Coordination Board

With a view to achieving 'coordination and harmonization of the Governments' initiatives for skill development spread across the seventeen central ministries and State Governments with the initiatives of the National Skill Development Corporation', a National Skill Development Co-ordination Board has been set up under the Chairmanship of Deputy Chairman, Planning Commission.

Secretaries of Ministries of Human Resource Development, Labour and Employment, Rural Development, Housing and Urban Poverty Alleviation and Finance are members. Chairperson/Chief Executive Officer of the National Skill Development Corporation, Secretaries of four States by rotation, for a period of two years, and three distinguished Academicians/Subject Area Specialists are other members. Secretary, Planning Commission is Member Secretary of the Board.

Functions of the coordination board are as follows:

a) Enumerate strategies to implement the decisions of the Prime Minister's National Council on Skill Development and develop appropriate operational guidelines and instructions for meeting the larger objectives of skill development needs of the country.

b) The Coordination Board will, subject to broader policy directives from the Prime Minister's National Council on National Development, make appropriate and practical solutions and strategies to address the following concerns, to be adopted by both the prongs – the Union and State Governments as well as the National Skill Development Corporation – and also develop system of institutionalizing measures to this end:

- Regional imbalances in skill development infrastructure.

- Strategy to address the socio-economic (SC/ST/OBC, Minorities and BPL etc.), rural-urban, gender divides.

- Strategize the action to address the chronic dearth of quality teachers, to ensure that investments in terms of money and infrastructure are fully utilized.

- Integration of the existing regulatory institutions such as AICTE, NCVT etc. into the new format of skill development. Synergy between public and private initiatives in skill development (including RUDSET of M/o RD and EDI of M/o MSME), fitting in the regime of modular skill development programmes.

- Incentivizing and/or making it obligatory for private sector to develop skills over and above the requirements for captive-wage employment.

- Apprentice training/ on-the-job training as a route to skill development and as a reliable source of skilled personnel for addressing both unemployability and unemployment problems.

- Ensure that each sectoral and temporal Action Plans should build-in long term measures with a self-corrective mechanism.
  o Encourage the state governments to put their activities in such structures that may be modeled along similar lines or in any other way as deemed suitable by State Governments.
  o Assessment of skill deficits sector-wise and region-wise, and plan action to bridge the gaps, and move towards the establishment of a "National Skill Inventory" and another

"National Database for Skill Deficiency Mapping" on a national web portal – for exchange of information between employers and employment seekers.

o Coordinate and facilitate the repositioning of Employment Exchanges as Outreach points for storing and providing information on employment and skill development, and to encourage them to function as career counseling centres.

o Coordinate the establishment of a "Credible accreditation system' and a "guidance framework" for all accrediting agencies, set up by various Ministries and/or by private players.

o Monitor, evaluate and analyze the outcomes of the various schemes and programmes and apprise the Apex Committee of the same.

The Coordination Board would ordinarily meet once in a quarter.

Noteworthy

The Prime Minister's Council and National Skill Development Coordination Board are 'deliberative' bodies, not implementation agencies. Both, given their authority, can 'cause things to happen' and stimulate action by concerned implementation agencies.

As Apex body the PM's Council is in a position to prescribe broad policies and strategies for realizing the desired national skill system. These policies and strategies would provide a framework for determining operational policies and strategies to be followed by different implementation agencies. In other words the operational policies/strategies of different agencies have to be consistent with the broad framework provided by the PM's council from time to time.

PM's Council would 'review' progress, at an overall level, taking a comprehensive view of how the national effort is moving in the area of skill development, what big-picture problems and impediment need to be addressed, and what strategic decisions need to be taken towards addressing them. It is not likely to engage itself with details of any individual

scheme. Those would be passed on to the Coordination Board to pursue with concerned agencies.

The Coordination Board would ensure coordination of approaches and efforts by different key implementation agencies – Central Ministries, NCVT/ DGE&T, and NSDC/SSCs. Again, this is not an operational role but of providing a <u>guidance framework, evolved through a deliberative and participative process, for obtaining cooperation, collaboration and coordination among approaches, strategies, programs and actions of different agencies involved in implementation</u>.

The Coordination Board would be able to bring all key agencies including the seventeen central Ministries on one platform and help evolve coordination among them – something that the present NCVT has been mandated to do but has been unable to do in reality. However, this coordination would be at a broad level - of generating a common understanding and agreement on principles, not on day-to-day operational details and coordination among scope and modalities of implementation of specific individual schemes. Coordination at that level, once a facilitative platform has been created by the Coordination Board, could well be done by the NCVT and other relevant agencies.

Coordination Board would try and obtain coordination between the Central Government and State Governments in respect of thrusts, priorities, and broad strategies that they may have on respective skill development efforts. Functions of the Coordination Board refer to a number of key areas of national concern, such as balanced and inclusive national skill development system, assessment of skill deficits, repositioning of employment exchanges, establishment of credible accreditation system, etc. Their inclusion among the Functions does not connote that NSDCB will independently deal with them. Instead it connotes that the Board would maintain focus on them, draw the attention of relevant implementation agencies to take suitable action, and thus 'cause action', rather than take action itself.

In the same vein the function of 'monitor, evaluate and analyze the outcomes of different schemes' is basically one of receiving reports from ministries and agencies – at a broad perspective level, than of overtaking

the detailed monitoring and evaluation of schemes operated by concerned agencies. NCVT has the mandate of Monitoring and Evaluation of Vocational Training. This mandate need not be compromised. It could well be that the NCVT gathers the necessary information through different agencies on their schemes and provides a comprehensive, consolidated M&E report to the Coordination Board. Of course, the precise modalities will evolve and emerge in due course of time.

6. ROLES AND RESPONSIBILITIES OF NCVT AND RELATION TO OTHER KEY SKILL AGENCIES

6.1. <u>INTRODUCTION</u>

The purpose of this chapter is to reflect on the roles and responsibilities of the NCVT in the new context and how they relate to the roles and responsibilities of other key agencies, in particular NSDC and SSCs. It is also intended to suggest how the NCVT and these agencies can cooperate and collaborate in order to meet the common objective of establishing an adequate, relevant and quality national skill development system that would meet the current and future challenges that Indian economy faces in a competitive world, and, at the same time provides opportunities to the young entrants to the labour market and those already in the workforce to improve their employability and growth prospects.

In order to facilitate this exercise it would help to have a framework for analysis. This could be provided by examining the various roles that underpin the growth and development of a National Skill Development System, running through planning, promotion and regulation of the system, and examining each role in its various dimensions one by one and seeing where and how NCVT, NSDC and SSCs fit into them. A possible framework is provided below:

6.2. <u>ROLES IN GROWTH AND DEVELOPMENT OF NATIONAL SKILLS DEVELOPMENT SYSTEM</u>

6.2.1. <u>Policy Advice to Government</u>

The National Skills Development Policy provides a policy framework for the entire nation. The Government would be guided by this super-ordinate frame. However, there may be need at a level below - strategic or operational – for operational agencies to raise policy issues, provide policy advice for consideration, and seek policy decisions. Decision forums for this purpose already exist. The Prime Minister's Council would provide broad policy directives. Any decisions on policy coordination across ministries or between government and NSDC would be within the authority of the NSDCB. However, some agency has to be made responsible for bringing

up such policy issues for the consideration of the appropriate decision forums, along with its analysis and advice for their consideration. (While these forums could well give policy advice and policy decisions at their own instance but that would be rare. They are deliberative bodies, not charged with operational responsibility. Ordinarily, once issues are brought to their attention by some designated agency they would consider and provide their decision.)

NCVT already carries the mandate of providing policy advice to the Central Government (even though it has been unable to do so in full until now). In the new context NCVT could take this responsibility for the whole of the Vocational Training system. This does not mean that the NCVT will set policy agenda for all the agencies involved in VT or take *suo-moto* position and generate policy advice independently of them. The agencies would bring up policy issues and project their advice on them in their respective domains of responsibility. (For example, NSDC could generate policy issues and advice with respect to private sector initiatives; or the individual sectoral ministries could do the same for their sectoral training initiatives.)
The NCVT would collect, collate, and present a consolidated picture, along with its own analysis and advice, to the decision forums for their consideration and decision. In that sense it becomes a single point window for raising policy issues, giving its analytical advice, and obtaining necessary decisions from the appropriate authority.

Further, it needs to be noted that some agency has to take the responsibility of monitoring whether the National Skills Development Policy is being implemented, whether its intents and purposes are being achieved, and if not, raising policy issues and projecting policy advice for consideration. While various actors would be involved in implementing parts of the policy, some central agency has to take the 'whole of the system' view and take nodal responsibility to see that the National Policy is realized in its totality, not just in parts. This role belongs naturally to the NCVT. It already carries the mandate of monitoring the VT system, and has been responsible, along with its secretariat - the DGE&T, for spearheading the development of the National Skills Development Policy.

6.2.2. <u>Planning</u>

6.2.2.1.   *At the macro level*
Many agencies are involved in the national skill system – the NCVT and SVCTs, Central Ministries, State Governments, and NSDC and the SSCs. Each has to plan for its own domain of responsibility. NSDC, along with SSCs is responsible for skill development of 150 million and those in the informal economy, Sectoral ministries are concerned with skills development for their respective sectors, State Governments have to plan for skill development needs of the State, and NCVT, along with SCVTs, has to plan for the ITI system among others.

It is clear that each will have to develop plans for its area of responsibility. Does it mean that planning would be 'fragmented' and there would be no consolidated national plan? Also, the National Policy imposes certain requirements to be met in developing the national skill system – of equity and access,   vocational training for women, due provision for rural, hilly and difficult areas, balanced regional opportunities, coverage of minorities, disabled, school drop-outs, and persons below poverty line, among others. A national view is necessary of individual agencies' plans for this to be ensured.

NCVT would provide this view. It would collect, collate, and consolidate plans of individual agencies, analyse them with respect to the requirements of the national policy, and then, if necessary, put these plans up for consideration by higher forums mentioned earlier, which would take appropriate decisions and provide necessary directions for any required modulation of plans.

In this paradigm of planning, each agency is free to draw up its own plans; the NCVT plays the role of consolidation and vetting it against larger expectations of National Policy, and then seeks directions from higher forums.

6.2.2.2. At meso level – sector level

Taking a sectoral view of the national skill system, where the needs of different chosen sectors for the entire vertical are sought to be planned for, the responsibility would fall on the different Sector Skill Councils. Each Sector Skill Council would plan for its own industrial sector – cutting across the Centre and States, and public and private sector industry. Whether these exercises would be limited to organized sector industries alone or also cover the unorganized component of that industry would be a point of consideration in planning by the Sector Skills Councils. Another issue would be that the Sector Skill Councils do not cover the whole of the economy. There may be no sector skill council for certain parts of the national industrial system. Yet another issue would be that many of the skills in one industry vertical could be common to those for another industry vertical. Planning for these skills separately for each industrial sector would be a difficult proposition because skilled persons could easily, and often unpredictably, move from one sector to another. It may be desirable to plan for such skills not by individual sectors but the economy as a whole.

This discussion brings out one point: While the Sector Skill Councils will carry the direct and primary responsibility for planning skill needs of their respective sectors, their plans would have to be fitted into a larger, comprehensive national plan that takes care of overlapping requirements as also those of left out sectors of the economy. At one level of consolidation, particularly if NSDC and SSCs see their responsibility limited to private sector alone, a private sector skill development plan can be prepared by the NSDC (with inputs from the SSCs), leaving the public sector plan to be prepared by some public agency. But that is not without its problems either. For one, movement of skilled persons from private to public and vice versa can blur the planning of either. For another, skill needs of informal economy are prominently mentioned in the objectives of the NSDC. This is also an important concern of the public agencies, particularly the Central ministries, and State governments besides the NCVT and SCVT. How does one plan independently, by public and private sector categories?

To summarize, the individual Sector Skill Councils will plan for their respective sectors, ideally for both public and private industries of the sector and accommodate the requirements of the unorganized sector as well. These plans will be examined by the NSDC in the first instance, communicated to the NCVT which will then suitably fit them into a national plan. The process of fitting them into the national plan will be a consultative process involving NCVT, NSDC, Sector Skill Councils, and Central Ministries and State Governments.

6.2.2.3. *At micro level – individual industrial enterprises*

This is an important dimension - hitherto largely neglected. SSCs can play a tremendous role in assisting individual enterprises to plan their skill needs. An SSC will have a perspective of the industry-sector, able to see the likely changes in that sector in relation to emerging national developments and international trends, and thus be in a better position to advise them on the future composition of needed skills. Except for a few large enterprises, most enterprises have not had the capability to foresee their requirements and make realistic plans for anything but the immediate term. SSCs are likely to have professional capability, internal or outsourced, to help develop realistic plans.

In turn these enterprise level plans will help the SSCs to develop better sector wide plans for their respective sectors.

6.2.3. Growth, expansion and diversification of National Skill Development System

The reference here is to actual implementation at the ground level. Plans evolved at different levels have to be implemented and the desired growth, expansion and diversification have to be achieved in real practice. The following activities lie with different players:
a) NSDC provides financial support to private sector initiatives to set up new institutions, new programmes, and quality development activities like teacher training, curriculum development, learning resource material

development, expansion of physical facilities, addition of new laboratories, strengthening equipment and other facilities, etc.

b) Central Ministries and State Governments set up more public sector institutions, strengthen existing institutions, add new programmes in new and existing institutions, modernize the delivery infrastructure and undertake quality improvement programmes of the kind mentioned above. They would also develop and institute schemes to achieve the objectives of balanced equitable and inclusive development.

c) NCVT and SCVTs acting through DGE&T and State Directorates will ensure the growth and development of ITI system and resource institutions that deal with systemic tasks.

d) Prime Minister's Council will receive reports through the NSDCB and provide necessary directives and strategies for ensuring that the desired national skill development is put in place in line with stipulated quantitative and time targets.

6.2.4. <u>Systemic Issues of Development and strengthening Vocational Training</u>

6.2.4.1. Labour Market Information System, Labour Market Analysis and Human Resource Planning

The national Skills Development Policy has entrusted the NCVT with the responsibility for Labour Market Information System and dissemination of information at the national level. The same policy document has also specified that Sector Skills Council will have, among others, the function of 'establishment of a well structured sector specific Labour Market Information System to assist planning and delivery of training'.

Before one attempts to delineate the relationship between NCVT and SSCs in discharging their respective expectations that the National Policy has from them it would help to understand what is involved in establishing and operating a Labour Market Information System.

The primary purpose of setting up an LMIS is to systematically observe, on a continuing basis, the labour market behaviour for

different categories of skilled manpower, how it reacts to new supplies of skills, current and changing employment levels of different types of skills in different sectors of the economy, productivity of labour as a whole and for each skill category and time-trends therein, employment elasticity of different sectors of the economy and the economy as a whole, GDP of individual sectors and the whole economy and trends therein, etc. This is not a complete description of all the elements, which are usually finalized during the process of designing the LMIS. It is important to note, however, that LMIS is not a snap-shot picture of the labour market (which occasional surveys and studies can provide) but a well established, continuing arrangement for systematically collecting, at regular intervals, labour related data and putting it in economic context. Labour Market Analysis of the data and trends then generates the labour market information as per the needs of the interested parties, the users.

There can be a variety of users, each with its own specific usage in view. They can be planners at the national level who are interested in such macro issues as employment levels and trends in the economy and its sectors with a view to intervening in the market through specific policies and strategies designed to achieve desired objectives. Or, they could be industrial employers interested in forecasting demand and availability of certain types of skills over future periods – short, medium or even long. Industry associations and Sector Skill Councils would be interested on behalf of all the employers of that sector and in sector's growth per se. Or, they could be training institutions interested in seeing demand, supply and mismatch patterns between supply and demand so that they may plan their skill development initiatives accordingly. Another category of user could be the potential trainees themselves who take decisions on which type of skill development programme to undergo, which skills are likely to provide good employment prospects.

Two other points need to be noted. One, the scope of the Labour Market for Skills is potentially national[12]. Employers, even those

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[12] To some extent it is also international. Skilled persons can and do move across national boundaries, to different extents depending on the nature of skills and demand patterns of international labour market for those categories.

belonging to a particular industrial sector, are generally distributed across the country, albeit with varying density. Further, skilled labour can and does move across different parts of the country. For the purposes of designing an LMIS, therefore, labour market cannot be purely local or even regional. It must be national.

Two, the labour market for skills is not fully segmentable into different sectors. While certain types of skills may be highly specific to a particular industrial sector and persons possessing those skills can only move within employer organizations belonging to that sector, many other skills are not so tightly coupled with a particular sector. To that extent skilled persons can move from one sector to another. Indeed some higher level skills are so generic that they cannot be tied to any particular sector; their labour market consists of all the sectors put together. This raises the question whether a sector specific Labour Market Information System alone is sufficient to assist planning of skill development for that sector.

One would need a national level Labour Market Information System which encompasses all the sectors. Sector specific LMIS could be useful to provide sector wise details but then, given the inter-sectoral flows and larger economy-wide trends which influence each sector, a comprehensive LMIS would need to be established.

Looking at the LMIS issue this way, the respective roles of the NCVT and the SSCs fall into place. Each SSC, with its deep understanding of the sector and easy access to employers and enterprises of the sector, will be in a position to gather detailed and timely information that would go into the sectoral LMIS. This is a great advantage as experience suggests[13] that it is very difficult for a remote central agency to collect timely information from employers; many employers are unwilling to share certain type of information unless they trust the agency implicitly. SSCs, given their potential proximity

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[13] The National Technical Manpower Information System (NTMIS) which is a limited LMIS for higher technical education collects annual information from there respondents groups, one of which is employing establishments. Getting detailed and timely information from the employers has been the most difficult part. Employers are reluctant to part with some information, considering it sensitive to their competitiveness within the sector, and mistrustful of how it might be used by outside agencies. This challenge would have to be addressed by the SSCs and the NCVT as well, but SSCs, hopefully will have a closer and trusted working relationship with individual employers.

to sectoral employers and regular contacts, are likely to engender that kind of trust and collect information useful for LMIS than, say, if the NCVT were to approach them independently.

NCVT would be responsible for establishing the larger, national, all sectoral, LMIS. Information from the SSCs' sectoral LMIS would be suitably incorporated into the NCVT's above national LMIS. However, issues of overlap and flow across individual sectors would have to be resolved while incorporating information from different sectoral information systems. Incidentally, this is not going to be easy. Considerable attention would have to be given to this aspect while designing the LMIS.

It would be best if the NCVT provides a 'framework' for sectoral LMIS so that there is a degree of uniformity and consistency of approach between different sectoral LMISs, and it is easy to incorporate them into the larger national LMIS. NCVT should suggest the design, data collection methodology, organizational structure for data collection and analysis, nature of analyses to be conducted, types of signals to be generated, and outputs to be produced and their frequency, etc., which each SSC would adopt. Clearly, NCVT would not develop the framework in isolation and simply prescribe it; instead the SSCs would be involved fully at all stages of evolving the framework, and would agree to it willingly.

Another issue that would need to be resolved is that of coordination among different SSCs in collecting data from different key respondent groups. While one of the key respondent groups, the employers in a particular industrial sector are slotted relatively easily by sectors, other respondent groups such as training establishments and trainees/graduates of skill training programmes are not so easily segregated by individual sectors. Would respondents from these latter groups be approached repeatedly by different SSCs each for gathering information relating to their own sector? Apart from being extremely costly this would not work; respondents would refuse to cooperate, and the response rate would vary considerably depending on which SSC approached them first and which later-making data quality very uneven for meaningful statistical analysis.

There would have to be some kind of coordination at the field level and possibly a common shared infrastructure for data collection in order to collect data from different respondents in different parts of the country. This common infrastructure could well be created under the umbrella of the NCVT and its associated SCVTs which different SSCs could utilize. The intention is not to prescribe a design; that would be premature and would require considerable amount of thinking and deliberation over time. The purpose is to recognize the need for coordination and collaboration among different SSCs, and a possible role for the NCVT and SCVTs in that direction.

Let us turn our attention to another dimension, namely of Labour Market Analysis and Human Resource Planning. Ordinarily, the primary motive is to be able to project future demand and supply of skills and if mismatches are anticipated at different future points then to intervene in the labour market so as to minimize the mismatch. If shortages are expected then one would trigger expansion of supplies, and if surpluses are expected then the supply system would be advised to reduce the supply of those skills. Demand is supposed to exist independently of the supply situation (which incidentally is an oversimplification of reality). This faith in 'forecasting' and using it as a basis for planning is, however, highly overrated. Despite its obvious charm of being able to forecast numbers of skilled persons required and likely to be available, forecasting often flatters only to deceive. Forecasting demand and supplies has failed more often around the world than it has succeeded, for a variety of reasons which cannot be discussed here. Suffice it to say that it is based on certain assumptions about the structure and growth rates of future economy, productivity changes, and a host of other parameters whose behaviour over time is difficult to predict. Assumptions notwithstanding, the future reality unfolds in unpredictable ways. It is akin to trying to forecast behaviour of stock markets and is equally unreliable, except in the very short term where it is of little practical use for planning modifications in the skill supply system, which by its very nature has a relatively long response time. Forecasting demand (by the so called Manpower Requirement Approach) has largely fallen into disrepute, despite

occasionally relapses by the uninitiated, thanks to its simplistic charm. An alternative approach, Labour Market Analysis, tended to be favoured. It involves analyzing the behaviour of the current labour market to supplies put into it and generating a variety of signals that could guide planning of future supplies of skills. This methodology too has its limitations, which, again, this is not the place to discuss. A hybrid methodology, which combines the best features of MRA and LMA, and provides a rolling forecast that is continually modified in the light of LMA signals is likely to be a better methodology. In this, while numbers can be generated, there is no undue reliance on numbers but on indications that they provide for modulating supplies.

Human Resource Planning is not concerned with demand and supplies alone. Its scope is much larger. For our purposes of planning skills development efforts the thrust would be on Human Resource Development Planning (HRDP). HRDP can be conducted at three levels - macro, meso and micro. All three are required. The proposed LMIS should be able to provide relevant inputs for HRDP at all three levels.

The purpose of the above discussion is to bring out that establishment of LMIS is not an end in itself. Forecasting, labour market analysis, labour market signalling and Human Resource Development Planning have to be undertaken for the economy as a whole, for its individual sectors, and for individual enterprises. These are complex professional tasks and require the backing of a critical mass of relevant professionals working continuously on them. It is highly unlikely that individual SSCs can put together such a professional resource and engage them meaningfully. Instead it would make sense to establish a sizeable high level professional institution and give it the responsibility of labour market analysis and HRD Planning and undertaking a variety of issue-based studies that help in planning of skill development. Such an institution would serve the needs of each sector besides the whole of economy. Logically it should be established by the NCVT and operate under its umbrella while responding to all stakeholders including the NSDC, SSCs, and Central and State Governments/Ministries.

A thought: This institute could also be given the responsibility to design, establish, and operate the national LMIS on behalf of the NCVT, and sectoral LMISs on behalf of the SSCs. By putting the designing, data collection, and analysis at one place the usual problems that arise when data producing and data using agencies are separate, can be minimized.

Let us now turn to the issue of dissemination and utilization of labour market information and see who can, and needs to, play what role.

SSCs have a crucial role, indeed obligation, in disseminating sector specific information. They are closer to the sector's enterprises and industry associations. SSCs themselves and industry associations can undertake advocacy to see that the information influences the policy environment relating to that sector, helps mobilization of resources for skills development, and stimulates skill development initiatives by training institutions among others. They can also stimulate proper utilization of the information by individual enterprises, and hand hold them should they need such assistance in utilization and converting information into actionable plans.

NCVT and SCVTs will have the responsibility to disseminate national level information to Central Ministries, State Governments, Planning Commission, and all other stakeholders. A variety of strategies and modalities would be deployed for ensuring effective dissemination. The Institute referred to in the previous paragraph could also be asked to assist in dissemination. Past experience elsewhere suggests that it is not enough to disseminate information. Many a times the information is set aside, resisted, or even discredited if it is inconsistent with target organization's existing schemes, programmes, strategies, organizational objectives, or operational circumstances.   NCVT and SCVTs will have the added responsibility to maintain pressure that information is indeed utilized and necessary modifications made in the priorities, strategies and actions of targeted organizations. The proposed statutory status for NCVT may give it the necessary authority *vis a vis* some organizations, but in most other situations it would have to depend on active advocacy.

6.2.4.2. Competency Framework

Before attempting to delineate the responsibilities and roles of different agencies it would help to recapitulate and agree what is meant by a Competency framework.

6.2.4.2.1.   National Competency Standards Framework

Competencies could be defined broadly as a cluster of skills/abilities, underpinned by relevant knowledge and attitudes, which enable a person to perform specified tasks pertaining to an occupation. The tasks can be both technical as well non-technical, which together comprise practice. Accordingly, required skills also go beyond mere technical ones.

National Competency Standards (NCS) are 'agreed statements of competence, which describe the work outcomes required from an individual', developed in consultation with the employing industry, and designed using a nationally agreed specific format to maintain uniformity and consistency of standards amongst occupations.

In NCS the emphasis is upon outcomes and the application of knowledge and skills, not just on the specification of knowledge and skills, or the learning process. Standards are concerned with what people are able to do and the ability to do a task in a range of contexts – that are also specified.

These Standards also provide the basis of a National Vocational Qualification Framework (NVQ).

A typical Standard for a vocation will specify the competencies required in action terms, such as: perform, assemble; install, configure, repair, prepare estimate, ascertain customer's requirements, advise customer, etc., as separate units. Each 'Competency Unit' is then broken into a number of 'Elements', and for each competency element, a number of specific 'Performance Criteria' are specified. The

work context and the range of work situations in which the tasks have to be performed are specified. Different tools and equipment needed for the tasks, along with their specifications are also given. The Standard also lays down the 'form of assessment'; 'context' in which the assessment is to be carried out – on the job, off the job, or a combination of both, working alone or as part of a team etc.; 'content and process' of assessment; 'level of performance' to be displayed; 'special requirements' to be exhibited such as safe work-practice, communication, taking responsibility, planning tasks, meeting specifications, etc. The Standard also specifies in some detail the 'underpinning knowledge and skills' of the occupation. Each Competency Unit is assigned a unique numerical code that helps to identify it. Students can obtain certification for different competency units independently, at different times, and complete all units to be certified for a vocation. The Standards also specify the NVQ level in the occupation, such as level 2, or level 3. Since some of the competency units can form part of some other vocation as well, students can transfer the credit of a particular competency unit gained in one vocational context to meet the requirement of another vocational qualification.

NCS can serve a number of purposes including: providing advice to curriculum developers about the knowledge, skills and attitudes to be included in the curriculum; providing specifications to Competency Based Assessors about the knowledge, skills and attitudes to be demonstrated by candidates; and providing advice to industry about job functions, which in turn can be used for the development of job descriptions, performance appraisal systems and work flow analysis.

Some of the features of an NCS framework would be:
- several levels of competencies, rather than a single level, that can be mapped onto different levels of vocational qualifications under the NVQ;
- modular character: different competency modules

constitute a particular horizontal level.[14]

- trainee can complete some or all modules of a particular level as and when it suits him/her and be certified for the modules and level completed. Someone who cannot afford to be a full time trainee for long durations that characterize formal vocational programmes can benefit from this flexibility. Indeed, a trainee can carry a 'Skill Passbook" issued by a national authority that lists all the competencies acquired at any point of time, and their level. The pass book can be updated by the authority from time to time.

- higher levels will have modules requiring higher degree of competency, specialized competencies, as also additional areas of competencies.

- competencies may not all be in manual skills or the manipulative domain, but also in cognitive and affective domains. (This allows incorporation of vocational education aimed at building higher order transferable generic skills within the competency framework.)

- eligibility for testing of competencies would not require prior formal educational qualification, or certain specified duration of training, or indeed training from a recognized institution. In other words there would not be any entry barriers to certification of skills which is not possible in the formal system of VET. Anyone who has acquired skills from any source whatsoever, whether formal or informal, can seek to demonstrate acquisition of competencies and be certified for it. This has the advantage that skills

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[14] Modularity of training courses

National Competency Standards lend themselves easily to the concept of modularity. It is not important that all competencies be acquired in one uninterrupted long programme of education and training. While trainees for the formal economy can afford to devote time exclusively to training and usually take up long term programmes, persons in informal economy are often unable to allocate longish durations for training as they have to pay a heavy 'opportunity cost' of foregone earnings while they undergo training. Modular programmes, therefore, suit them much more. There is no strong pedagogical reason why training programmes cannot be delivered in a modular fashion. As pointed out earlier, trainees can pick up training modules for building different competencies at different times and be certified as they go along. Their competencies can be recorded in a 'skills passbook' that is updated from time to time.

acquired from informal and traditional arrangements can be recognized nationally, and the person can access jobs which otherwise would have been restricted only to those qualified from the formal VET system.

The purpose of describing the National Competency Framework is to recognize the purposes behind establishing the framework, underlying concepts, scope, and contents of the framework, as also the process, detail and guidelines involved in developing competency standards. Since the standards are nationally agreed statements that would be used by all for a variety of purposes it is important that the Framework be designed, developed, and provided by a national agency, and be followed by all concerned.

6.2.4.2.2. <u>Constituent Tasks in Establishing and Operating a National Competency Framework:</u>
- Designing and Providing the Framework
- Development of national competency standards
- Instituting effective competency based training
- Testing of competencies, and
- Certification of competencies.

6.2.4.2.2.1. *Designing and Providing the Framework*
As a national agency with national outreach and soon to have statutory status which would give it legal authority for enforcement of certain desirable provisions, the NCVT would be the natural choice for designing and providing the framework. As in all its national tasks, it is important that all key stakeholders, including SSCs in particular, are consulted and closely involved in developing the design and the processes. The design would be adopted by all SSCs as a uniform national framework within which their related specific activities would be undertaken. This should not be a limitation or curtailment of their freedom or autonomy as they would have participated fully in evolving the design and indeed shaped it.

6.2.4.2.2.2.   *Development of national competency standards*
Individual SSCs are close to their respective sectors, understand the occupations therein and are in the best position to identify the standards of performance, etc. Therefore, the role of developing competency standards is best performed by the SSCs. Individual SSCs will develop competency standards for different occupations relevant for their respective sectors, following the design criteria laid down in the framework. After vetting the standards for consistency with the national framework the NCVT will then formally endorse them and notify. These standards will then be utilized by all concerned for their respective purposes. Thus, SSCs' standards would become national standards binding on all stakeholders.

6.2.4.2.2.3.   *Instituting Effective Competency Based Training*
This involves a number of functions:

- *designing competency based training curricula for different vocations;*
This is not a minor curriculum revision but a complete revamping of the curriculum development process and calls for establishing new patterns of designing and documenting curricula. SSCs will have the primary responsibility; they can draw upon specialized professional institutions under the DGE&T for instance for this purpose. As with the standards, these curricula would be formally endorsed by the NCVT to enable their country wide adoption.

- *developing teaching/learning material in support of competency based training;*
This effort would include development of trainers' manuals, and students' manuals besides textbooks and other learning aids. The role belongs to the SSCs.

They can take help of resource institutions under the DGE&T or outsource it to other appropriate bodies.

- *developing laboratories and equipping them relevant tools, machines, material, etc.;*

This will be a two-fold effort: developing and equipping laboratories at the VET centre adequately in order to support building of competencies and levels of performance demanded by the National Competency Standards, but also arranging 'work-benches' in industry where trainees will be exposed to equipment, scale of operations, and processes that cannot be duplicated in the institutional environment.

NSDC and SSCs can play this role for the private sector, whereas for the public sector the responsibility would be undertaken by NCVT and SCVTs through the Central ministries and the State Governments.

For arranging work-benches in industry the most appropriate agency would be the SSCs. If needed they can draw upon the statutory authority of NCVT and Central Apprenticeship Council.

- *train instructors in competency based training*

NSDC and SSCs both have this among its list of functions. NCVT is also responsible for this function through the DGE&T. Each agency would perform this role in its own domain of functioning.

6.2.4.2.2.4. *Testing of Competencies*

The framework and the competency standards statements would have laid down the procedure for testing and the standards of performance. For private sector training institutions the testing can be organized and led by the different relevant SSCs. SSCs will also identify test centers, train the assessors from industry who would test workplace competencies, and ensure that the testing is conducted in a credible environment – free from bias and distortion of procedural rigour.

For public sector training institutions, where the Certification bodies (Boards/Directorates) may be required to conduct testing on their own, relevant public bodies may conduct the testing. However, it is expected that they would follow the same competency standards and process as the SSCs would follow.

6.2.4.2.2.5. *Certification of Competencies*
There would be many levels of certification. Certification for successfully completing a particular module, certification for completing a particular competency Unit, and finally the award of a recognized qualification which is part of the National Vocational Qualification Framework.

The first two tasks of certification can be decentralized to respective SSCs for the private training institutions and to Boards/Directorates for public sector institutions. They can issue related certificates as proof of successfully completion of that component. However the award for an NVQF qualification would be given by the NCVT. It would rely on the certification of constituent modules and Units by the SSCs and other awarding bodies referred to above, and after satisfying that all requirements have been met would finally award the NVQF qualification.

In this formulation, SSCs are an integral part of the certification and final award, and their certification gets backed by the statutory national authority of the NCVT and hence automatic national and international acceptance. Also, it is not inconceivable that the final award certificate may carry the name of the concerned SSC as well besides the NCVT. That could only add to the credibility of certification in terms of its direct relevance to industry's requirement.

6.2.4.2.3. Quality Control, Affiliation, Accreditation and Quality Assurance

Before discussing the delineation of the role among different agencies it would help to take note of the current situation and how these functions are seen internationally.

VET, as it is generally delivered and perceived in the country, faces serious doubts about its quality and relevance. Customers, whether students, parents, or employers, are not sure whether VET indeed delivers on the implied promise. It is, therefore, important to institute some credible quality assurance mechanism that would evaluate both vocational programmes[15] and institutions against detailed criteria of performance and then accredit those that meet its norms and standards. Such an 'accreditation body' exists for higher technical education – the 'National Board of Accreditation' under the All India Council of Technical Education. The University Grants Commission has a similar one for general higher education – the National Accreditation & Assessment Council. The VET system needs an accreditation body for similar reasons. The National Council for Vocational Training, under the Ministry of Labour performs some of the functions similar to those of the AICTE but it is not an accreditation body in the sense this term is understood and implemented internationally. An Accreditation agency for VET needs to be set up urgently to instill confidence among users of VET and to award a 'seal of quality' to programmes and institutions that measure up to its scrutiny.

At the ITI/ITC level, affiliation with (not accreditation by) the National Council for Vocational Training (NCVT) is crucial for the pass-outs to have a trade certificate that is recognized in the labour market. NCVT lays down conditions/norms on various aspects of craftsmen training scheme such as approval of syllabi, testing and certification system etc. ITIs/

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[15] It means a formal programme of study, comprising of several courses and modules, ultimately resulting in a formal award of qualification/certification by an authorized agency.

ITCs unable or unwilling to get affiliation from NCVT can opt for affiliation with respective State Council for Vocational Training (SCVT), with corresponding diminished status of their certificate in the labour market. There is no formal accreditation of industrial units providing apprenticeship training or enterprise-based training for their own employees.

Affiliation in the above sense involves the affiliating body laying down certain norms and standards for physical facilities, teacher resource – numbers and qualifications, financial provision, admission criteria for students, etc. Prescribed curriculum, duration, and pattern of examination are some of the other standards. In order to be affiliated to the relevant authority the institution should satisfy the body that it meets the required norms and standards and can continue to meet them in future as well. Affiliation is thus an input based effort at quality control.

Accreditation in its international connotation is a process of quality assurance to the consumers. Accreditation exercises therefore go well beyond satisfying that prescribed norms and standards are met, and includes a detailed examination of the formally stated objectives of the institution (what it promises to deliver) and individual education/training programmes, examines the actual delivery processes for their quality, robustness, and consistency with the objectives, examines the evaluation (both formative and summative) and certification process in detail for credibility, reliability and relevance, examines future plans and any changes in delivery strategies along with reasons thereof, and collects detailed perceptions of different stakeholders – students and former graduates, parents, faculty, management of the institution, employers, and the representatives of the larger education/training system. All these are folded into the decision by the 'Accreditation Agency' to grant, provisionally grant, or not to grant 'accreditation status' to the institution or to the specific programmes run by it.

Among the important concerns of international accreditation

bodies one is that quality assurance must involve all stakeholders and two that it should not vest directly with the affiliating/approving agencies which control the system, lest there be a conflict of interest in as much as the same body that approves and affiliates has to take a view on whether or not to accredit it.

With this perspective we can now attempt delineation of roles as follows:

• NCVT grants NCVT affiliation to VT institutions on the basis of specific and detailed norms and standards prescribed by it.

• SCVTs can grant affiliation to the particular SCVT on the basis of its own norms and standards. However, it would be desirable that SCVTs promote NCVT affiliation instead of its separate affiliation, using NCVT norms. Indeed NCVT affiliation may become a mandatory requirement if the proposed NCVT Act so stipulates.

• NCVT establishes an 'Accreditation Framework' applicable nationally. This could involve establishing 'an autonomous National Accreditation Agency for Vocational Education & Training' (NAAVET), funded by the NCVT, and nominally (at broad policy and conceptual levels, not operational decision level) reporting to it.

• The NCVT would lay down the accreditation concept, broad policies, procedures, and principle of involvement of stakeholders and peer groups, which the NAAVET would follow; it would not be involved directly in operational aspects and decisions on individual cases. NAAVET will have its own organizational structure, authorities and functionaries, and will have the right to constitute evaluation committees, as per its own decisions.

• NCVT, (utilizing its soon-to-be statutory authority under the NCVT Act) will grant Accreditation Status to institutions

and/or programmes on the basis of formal recommendations by the NAAVET. Institutions granted such a status would be able to write 'Accredited by the NCVT'. This would serve as 'quality assurance' by a national legal authority to the users of the VET system that the institution/programme indeed delivers quality as per promise and can be relied to do so in future as well.

- SSCs will be extensively consulted by the NCVT in developing the Accreditation Framework, and establishment of the NAAVET and deciding its composition.

- SSCs will be involved closely in developing norms and standards, processes, and criteria that underpin Accreditation exercises.

- SSCs will have a strong representation in NAAVET, and would be involved closely in accreditation exercises at the ground level, including having their representative on the accreditation teams along with sectoral employers.

- The potential size of the accreditation tasks is huge given the number of institutions, their wide geographical distribution, and diversity of industrial sectors. SSCs can help NAAVET greatly in implementing accreditation across the country. It is conceivable that the NAAVET may devolve the field inspections and other data collection and analysis functions to SSCs that are integral parts of accreditation exercises – as NAAVET designated agencies, performing these functions on its behalf.

- SSCs can serve as 'mentors' to private training institutions and help them prepare for 'Accreditation'.

- Over time, using NCVT's national legal-authority umbrella, and taking help of SSCs international linkages with their counterparts elsewhere, the NAAVET will enter into 'cross-

accreditation arrangements' with other international accreditation agencies – thereby promoting international acceptance of Indian VET qualifications and international mobility of skilled persons.

6.2.4.2.4.   National Vocational Qualification Framework

The National Policy on Skill Development stipulates that main functions of the NCVT would include:

Design, development and maintenance of NVQF which inter alia includes:

- Setting up a framework for competency standards, structure of courses, credit structure, accumulation and certification
- Setting up a framework for affiliation and accreditation of institutions;
- Quality control mechanism.

We have already discussed the elements of competency standards, affiliation, accreditation, and quality control, and attempted to identify what role different agencies could play therein and what relationship they might develop. There are still a few issues, however, that need discussion in relation to the establishment of an NVQF. To facilitate that, let us recall, first of all the concept and features of an NVQF and the purposes behind its establishment. As these features are detailed out it would be easy to see the respective roles that NCVT and SSCs in particular, can play.

6.2.4.2.4.1.   *Concept and Purpose of NVQF*

An NVQF is essentially a framework which classifies and registers qualifications, according to a set of nationally agreed standards/criteria for levels of learning/skills obtained.

The growing international support for establishing NVQFs stems from the widely accepted public goals of national qualification frameworks that are associated with promoting social justice, improving access to

education and training and raising standards, and in many countries as a strategy for achieving redress and overcoming the inequalities of the past where only the privileged ones had access to formal education whereas the informal learning of the underprivileged was not accorded due recognition or reward, or accepted for access to formal avenues for acquisition of skills and qualifications. It is also rooted in the belief that outcomes and competencies for workplace performance are more important than academic achievements alone and that employers are in the best position to identify training needs and therefore the kind of vocational qualifications required. In a sense it is a mechanism for transferring control of vocational education from providers to employers. NVQF is also an enabling framework that permits persons to move across academic and vocational streams and allow vertical progress – thus overcoming a major issue with the vocational stream which was seen as limiting horizons and closing opportunities for lateral and vertical movement for ever. By providing a framework for comparability and equivalence it also serves to deal with the issue of lack of 'parity of esteem' that vocational education suffered from in comparison to the academic stream.

6.2.4.2.4.2. <u>*NCVT's responsibility in Design, Development and Maintenance of NVQF*</u>

NCVT has been mandated by the National Skill Development Policy 'to design, develop and maintain' NVQF. This is a direct national responsibility assigned to NCVT. This implies that it cannot be transferred to some other agency, nor can it be effectively usurped by another agency, nor that NCVT, instead of playing the central lead role, can be made a marginal associate to some other agency.

It also means that if another agency attempts to set up a qualification framework for dealing with its own context, it does not absolve the NCVT of its responsibility of establishing a National Vocational Qualification Framework for Vocational Training.

Admittedly, any partial qualification frameworks would have to be 'fitted-in' in a comprehensive National Qualification Framework that would cover all types and levels of qualifications, as and when such a framework is designed. Meanwhile the NCVT needs to design and establish an NVQF covering the domain of vocational training.

6.2.4.2.4.3. *Features of an NVQF and Roles that different agencies can play:*

Let us now look at the specific roles NCVT, SSCs, and others can play and how they can work in a symbiotic relationship with reference to each key feature of the NVQF in turn. (Key features are in italics and the suggested roles of different agencies in normal type.)

a) *Competency based- qualifications are provided on the basis of obtaining competencies (or, expected learning outcomes) stipulated by nationally agreed standards/criteria*

Respective roles of NCVT and SSCs in realizing a Competency framework have been delineated earlier.

b) *Modular character – unit and credit based, so that achievement can be made in small steps that are recognized and can be accumulated*

These are part of the Competency framework design. SSCs would play an important role and

assist the NCVT in designing and establishment of modules, and accumulation framework.

c) *Portability of recognition of skills across enterprises, sectors, industries, educational institutions and the promotion of labour market mobility*

SSCs have the key role in promoting portability and mobility across sectors and enterprises, more than any other agency, close as they are to the sectoral enterprises and can shape their understanding and acceptance.

d) *Quality Assurance Regime for credibility of qualifications, or training provision among users, employers, enterprises, education & training institutions, and public at large*

Respective roles of NCVT and SSCs have been discussed earlier in Accreditation and Quality Assurance.

e) *Life Long Learning – facilitates life-long learning through improved skills recognition system and helps individuals maintain their employability and obtain fair rewards.*

This is an important objective that NCVT, SSCs, and NSDC have been given – in different national documents as mentioned in earlier chapters. All have important obligation to promote life-long learning. SSCs and NSDC can particularly push it for the private sector.

f) *Recognition of Prior Learning - whether non-formal or informal learning, and thereby facilitating participation in formal education and training*

NSDC and SSCs have specifically articulated responsibility for skill development of the informal economy workers. Indeed, one document recognizes that NSDC will have major focus on informal economy workers. RPL is an important requirement for providing access of these workers to skill training opportunity by the formal institutions. Keeping this in view NSDC and SSCs will have a key role in ensuring development of a frame for recognition of prior learning.

In view of its overall responsibility for design and development of NVQF the NCVT clearly also has an important stake in this.

g) *Provides different learning pathways - academic and vocational - that integrate formal and non-formal learning, notably learning in the workplace.*

NCVT, given its responsibility to design the NVQF has the role of ensuring that learning pathways are provided. SSCs have a special role to play in stimulating meaningful integration of workplace learning into the system.

h) *Recognition of achievements accruing from appropriate employer and private training programmes, and customized awards that meet specific market needs*

Central role for the SSCs in designing and establishing employer and private training programmes, and designing customized awards. With inputs and assistance of SSCs the NCVT will incorporate them into the NVQF where appropriate and feasible.

i) *Assists enterprises match skills demand with supply and improves enterprises' recruitment of staff*

Direct and key role for SSCs.

j) *Guides individuals in their choice of training and career planning*

Documents pertaining to NSDC and SSCs speak of their intention to provide career and placement guidance to trainees. DGE&T already has a large national system of Employment Exchanges that too are required to provide career guidance and provide placement assistance. NSDC and SSCs can provide both: independent guidance to persons from industry, and assist NCVT and DGE&T by providing useful information and assistance to employment exchanges.

k) *Helps avoid duplication and overlapping of qualifications, assuring, at the same time, inclusion of all training needs*

This is a common concern of all NSDC, SSCs, and NCVT. Indeed part of the reason for the establishment of the new agencies was that all training needs were not being covered by the current skill development initiatives. SSCs will play an important role in identifying and projecting training needs that are not being met or only inadequately.

l) *Provides for a range of national qualification levels - based on criteria with respect to responsibility, complexity of activities, and transferability of competencies*

This is intrinsic to designing the NVQF. SSCs will play an important part in designing the framework as noted earlier.

m) *Provides for comparability of (general) educational and vocational qualifications at appropriate levels.*

This is intrinsic to designing the NVQF. NCVT will work with general education system to evolve comparability patterns.

n) *Provides basis for international recognition of national qualifications and their equivalence with international ones, thus expanding the market for utilization of skills and providing for labour mobility.*

NCVT as a national authority backed by statutory status from a Central Act of Parliament would have the primary role in this aspect. SSCs, as mentioned earlier can assist through links with their counterparts in other countries.

o) *Supports transparency of qualifications and generating better understanding of specific qualifications among potential users, in terms of the nature and level of competencies that can be expected, and the level and quality of effort demanded in different qualifications.*

SSCs have a major role in generating better understanding among users. NCVT and SSCs to collaborate in this effort.

6.2.5. <u>Funding and Financing the Skill Development System</u>

Broad principles and approaches behind financing and funding the skill development have been spelt out in the National Policy on Skill Development. Basically, these are:

a) All stakeholders, the Government both at Centre and States, the enterprise – public and private, and the direct beneficiary – the individual, would share the burden of mobilizing financial or in-kind resources for skill development.
b) Apart from adequate central outlay, the Planning Commission will also provide a specific budgetary provision for skill development in the State Plans.
c) Private sector investment in skill development will be encouraged through innovative methods.
d) A National Skill Development Corporation in PPP mode with Central Government committing Rs 1000 crore, and Rs 15000 crores to be mobilized from Governments, public sector entities, private sector, bilateral and multilateral resources.

Among NSDC's functions an important function is to provide skill development funding either as loans or equity, and support financial incentives to select private sector initiatives to improve financial viability through tax breaks etc. NSDC's financial initiatives are meant to provide viability gap funding through: Loans, Equity, and Grants.

We are now in a position to spell out the financing and funding roles of different agencies:

a) *Financing growth and development of existing public sector institutions*
   - Central and State Governments, Central Ministries, Public Sector Enterprises. DGE&T/Ministry of Labour, and State Governments would fund the growth and development of the government part of the ITI system.

b) *Financing establishment of new institutions in public sector*
   - Same as above

c) Financing expansion/diversification of programmes in public sector institutions

- Same as Above

d) Financing establishment, strengthening and diversification of private sector institutions

- NSDC through viability gap funding to private institutions by way of loans, equity or grants as appropriate.

e) Financing New structures like SSCs

- NSDC and the Government initially; later SSCs to become self supporting through contributions from member enterprises

f) Financing key systemic institutional arrangements like LMIS NVQF, NAAVET

- Government to finance NCVT for these responsibilities.

g) Financing Teacher Training Centres, SDCs, Advanced Training Institutes, etc.

- Central Government through NCVT, Central Ministries, State Governments, NSDC in their respective domains.

h) *Financing Curriculum Development Centres,*

- NCVT using government funds, NSDC

i) *Financing Research into VET system and issues*

- NCVT using government funds, and NSDC

j) *Financing students/trainees; scholarships*

- Central Ministries, State Governments, and NSDC through schemes designed and operated by them.

6.2.6. <u>Coordination of Skill Development system</u>

As mentioned earlier, a high level coordination platform, National Skill Development Co-ordination Board has been set up under the Chairmanship of Deputy Chairman, Planning Commission, with a view to achieving

'*coordination and harmonization of the Governments' initiatives for skill development spread across the seventeen central ministries and State Governments with the initiatives of the National Skill Development Corporation'.* While the NSDCB will provide overall coordination at a higher level, the NCVT will continue to be responsible for providing a lower level, day-to-day coordination.

This issue has been discussed in a previous chapter. However, for the sake of easy reference, some key paragraphs are reproduced below:

a) The Coordination Board would ensure coordination of approaches and efforts by different key implementation agencies – Central Ministries, NCVT/ DGE&T, and NSDC/SSCs. Again, this is not an operational role but of providing a guidance framework, evolved through a deliberative and participative process, for obtaining cooperation, collaboration and coordination among approaches, strategies, programmes and actions of different agencies involved in implementation.

b) The Coordination Board would be able to bring all key agencies including the seventeen central Ministries on one platform and help evolve coordination among them –something that the present NCVT has been mandated to do but has been unable to do in reality. However, this coordination would be at a broad level - of generating a common understanding and agreement on principles, not on day-to-day operational details and coordination among scope and modalities of implementation of specific individual schemes. Coordination at that level, once a facilitative platform has been created by the Coordination Board, could well be done by the NCVT and other relevant agencies.

c) Coordination Board would try and obtain coordination between the Central Government and State Governments in respect of thrusts, priorities, and broad strategies that they may have on respective skill development efforts.

d) Functions of the Coordination Board refer to a number of key areas of national concern, such as balanced and inclusive national skill development system, assessment of skill deficits, repositioning of employment exchanges, establishment of credible accreditation system,

etc. Their inclusion among the Functions does not connote that NSDCB will independently deal with them. Instead it connotes that the Board would maintain focus on them, draw the attention of relevant implementation agencies to take suitable action, and thus 'cause action', rather than take action itself.

e) In the same vein the function of 'Monitor, evaluate and analyze the outcomes of different schemes' is basically one of receiving reports from ministries and agencies – at a broad perspective level, than of overtaking the detailed monitoring and evaluation of schemes operated by concerned agencies. NCVT has the mandate of Monitoring and Evaluation of Vocational Training. This mandate need not be compromised. It could well be that the NCVT gathers the necessary information through different agencies on their schemes and provides a comprehensive, consolidated M&E report to the Coordination Board. Of course, the precise modalities will evolve and emerge in due course of time.

6.2.7. <u>Regulation and Control</u>

High level platforms like the Prime Minister's Council and NSDCB will provide, de-facto, a higher level, broad regulation and control, given their superior hierarchical authority. The reference here is to legal authority for regulation and control at operational levels, viz,

- Approval of new institutions
- Approval of new programmes
- Affiliation and registration
- Inspection
- Granting accreditation or de-accreditation
- Imposing and enforcing Penalties
- Enforcing norms and standards
- Enforcing recognized qualifications and certification

NCVT is soon to be provided statutory authority through an Act of the Parliament. The Act is likely to give NCVT legal authority for the above functions. Assuming that the final act does contain these functions and the Act is promulgated soon then NCVT will have the national authority for Regulation and Control to that extent.

It does not mean that other agencies like the NSDC, SSCs, and Central Ministries and State Governments would have no role in regulation and control. Indeed it is conceivable that many of the roles are devolved to other agencies like the SSCs, which undertake these functions either on behalf of the NCVT or under the delegated authority of the statutory NCVT. For example, in respect of approval of new institutions and programmes, inspection for quality control purposes, or undertaking accreditation exercises, it is more than likely that NCVT would depend on the SSCs , SCVTs, and State Governments. NCVT may also allow the affiliation and registration function to be decentralized, where the institutions could be registered with and affiliated to SSCs and/or SCVTs, and the NCVT takes formal cognizance of that affiliation/registration. However, when it involves the exercise of formal, legal authority, NCVT would use its statutory powers. Even here it may receive recommendations from other agencies on which it acts. However, NCVT would formally recognize and notify the outcome of work of other agencies when it comes to such things as development of Norms and Standards, and Qualifications and Certification. In this pattern the NCVT would provide the statutory authority umbrella while field agencies perform the operational roles in practice, supported and facilitated by the NCVT authority.

7. STRENGTHENING NCVT FOR ITS FUTURE ROLES

7.1. NECESSARY CHANGES TO ITS STATUS, STRUCTURE AND OPERATIONS

The required conditions for NCVT performing its future roles effectively have emerged either implicitly or explicitly in previous chapters while discussing the nature and scope of those roles, and how they would be performed in relation to its own mandate as also the roles and responsibilities of other agencies. It is therefore not necessary to go into detail. A quick enumeration of the main points is provided below.

7.1.1. Statutory Status to NCVT

The proposed NCVT Act should give the NCVT authority for 'planning, promotion and regulation' of the national skill development system. These roles have been discussed earlier and will not be repeated here.

It is important however to emphasize that regulation should not become the 'be all and end all' of its functioning. Primary focus should be on promotion of development of the system. Regulation should be minimal. An overregulated system loses flexibility and its potential for innovation. In regulation it is also important that the inspection arms and decision making bodies operate at an arm's length, lest the prosecutor also becomes the judge.

Transparency is another key requirement. Full detailed documentation and a clear and effective dissemination strategy are central to this. Wider involvement in decision making is also important.

With wide statutory power the possibility of misuse of power, rent seeking by those in the process, and corruption cannot be ruled out. It is particularly important that this is not allowed to happen, or else the credibility of the organization would be so thoroughly compromised that it cannot play its legitimate role and functions effectively. The whole purpose of giving statutory authority to NCVT for developing a quality, robust and relevant system would be defeated. Prevention of misuse/corruption is not simply a matter of providing for penal provisions; it is also of designing systems and

procedures that are less amenable to misuse. NCVT would do well to draw upon expert professional advice in designing systems and reengineering processes from this perspective.

7.1.2. <u>Own organizational Structure adequate for the tasks</u>

One of the key weaknesses of the NCVT has been its total dependence on its secretariat the DGE&T. In its new avatar the NCVT should have an independent secretariat of adequate size. NCVT has a number of large-size functions. Its structure should have adequate size secretariat for each of its major functions.

The secretariat will have professional as well as administrative staff since the roles are professional in nature. While, the professional staff would be supported in its functioning by external professional committees and institutions, driving those professional roles cannot be a purely administrative function; it requires professionals with in-depth understanding of those roles and the system.

It should also be emphasized that an adequate administrative staff should also be available. Often, in the name of 'teeth to tail ratio' there is a tendency to reduce the support staff greatly, preferring to outsource some of those tasks. This does not always work well, certainly not beyond a point. There are limits to what can be outsourced given the legal responsibility of the NCVT. Further, in outsourcing models, record-keeping and continuity of organizational learning have been known to suffer. These can be a great handicap when the decisions of the NCVT are later challenged in the Courts.

7.1.3. <u>Own Institutional Arrangements and Resource Institutions for systemic tasks</u>

NCVT would need institutional arrangements for systemic tasks such as LMIS, NVQF, and NAAVET. These are large and complex tasks requiring adequate organization under the direct control and funding of the NCVT. It would need resource institutions like: an institution for research into labour

market issues and skills development issues (like the IAMR under the planning commission); institute for curriculum development; institutes for designing and supporting teacher training initiatives (like the National Institutions for Technical Teacher Training and Research – NITTTRs under the Ministry of HRD for higher technical education); institutional arrangements for supporting and coordinating testing and certification of competencies, etc. This is not a comprehensive list. The purpose is to highlight that NCVT would have to establish several institutional arrangements that operate under its umbrella and report to it.

7.1.4. <u>Independent Funds and Autonomy in functioning</u>

The NCVT will need sizeable funds for its own operations and discharging its national responsibilities. These funds should be voted independently for the NCVT from Consolidated Funds of India, even if the Ministry of Labour presents the requirements formally.

It is also crucial that NCVT enjoys real autonomy and not be subject to operational directions of the link Ministry, or de-facto control by the Government through financial procedures and requirement of government approvals for creation and filling of positions. Usual propensity of a ministry to control its autonomous organizations has often interfered with effective functioning of the organization and compromised achievement of results. That should not be allowed to happen.

7.1.5. <u>SCVTs as State Level Arms; meaningful Decentralization</u>

NCVT and SCVTs should work as a network where SCVTs receive guidance and support from NCVT for certain functions that need to be implemented at the State level; SCVTs provide field level information and intelligence for shaping NCVT's policies and approaches; and SCVTs are effective partners to NCVT in the common objective of developing a strong skill development system.

NCVTs may consciously adopt the policy of decentralizing certain functions to SCVTs where ever that is possible.

7.1.6. <u>Close, collaborative, symbiotic working relationship with SSCs</u>

SSCs are a major innovation in the skill development system, with enormous potentiality to contribute. Instead of approaching them as 'encroachers on the turf' their potentially enormous reach and closeness to the industry sectors can be leveraged for the entire system's benefit. SSCs add greatly to the implementation infrastructure available to the NCVT. The NCVT should explore areas and possibilities where SSCs can be helpful and then involve them. Indeed, for many functions (some mentioned earlier) SSCs can be given the status of operational arms, working on behalf of the NCVT and drawing on NCVT's authority and funds.

7.1.7. <u>Extensive stakeholder participation in decision making</u>

This has two dimensions.

One is in the composition of the Council, Executive Committee, Professional Boards, and Committees that are set up. All major stakeholders should have due representation. A careful balancing is also necessary lest some stakeholders' voice gets buried under the weight of other interest groups. Some balancing considerations would be: regional representation, gender and weaker groups, minorities, SC/STs, etc. Delhi Centricity is not entirely unknown in national bodies; nor is the male domination, for instance. Another kind of balancing is between Government and private sector representation; dominance of government thinking has been the usual pattern that needs to change. Yet another is between supply side institutions and demand side representation. Industry representation has been limited in the past and only indirect through their national associations. A significant representation of the SSCs along with others would help to shift the balance and create an industry-driven system by and large.

The other dimension is in extensive consultation with stakeholders at all important stages. Some of this consultation would happen through the formal structures mentioned above. But one also needs to consult much more widely at times on important issues. Such consultations have to be organized, systematically documented, and then analyzed with a view to posing decision questions for consideration by the decision forums.

Research institutions could be involved in studying some issues. Opinion surveys could be conducted to gather views of different stakeholders. An example would be to get the opinions of private training providers on issues such as NCVT prescribed norms and standards, procedures and other requirements that they must observe, etc. This is not to imply that NCVT would necessarily work by minimum common agreement; but it always helps to understand the reality from another perspective before taking a final decision.

It would be important to recall that the stakeholders are not just employers and the government. Trade unions are an important stakeholder as well. Their concerns are mainly in ensuring employability linkages of training provision, eventual decent employment outcomes, and, in addition, they can play an important role in stimulating demand for training from employees as well as ensuring that enterprises do provide training to their employees in order to maintain their employability in the face of changing technological operations which require newer skills. Consultations with and involvement of Workers' representatives & trade unions is therefore important in the consultation strategy recommended above.

8. IN CONCLUSION

8.1. <u>INTRODUCTION</u>

This study has been prepared in a highly fluid environment where the ground reality is changing practically every day. Thinking of different agencies and authorities is constantly evolving as they go beyond the generic policies and broad strategies to addressing specifics of the huge variety, complexities and dimensions of different tasks, as also modalities of operation that are likely to be needed at the ground level. All this is changing the positions and stance taken only a short time ago. The Consultative process for developing shared understanding is far from complete, and is likely to continue at many different levels over the coming months. In turn, outcomes of each stage by different key authorities/agencies are likely to lead to iterative rethinking and re-evaluation of current positions on different issues.

It is well nigh impossible in such an environment to arrive at 'the' final set of recommendations. Apart from being impossible it would be naïve and presumptuous. This is understood implicitly. The purpose of this study, therefore, is not to prescribe any solutions, or make definitive recommendations, it is to contribute to the ongoing process of thinking. Even when recommendations are made in a seemingly certain and definite language it would be best to approach them as tentative suggestions for further consideration, that could be modified as more information becomes available, and new insights become available.

With these caveats the study is presented for suitable consideration and reflection by those concerned with the challenge of developing a strong, quality driven, and relevant national skill development system.

9. ANNEXURES

9.1. SKILL DEVELOPMENT AND TRAINING PROGRAMMES UNDER VARIOUS MINISTRIES OR DEPARTMENTS

Sl. No	Ministry/ Department	Schemes/ Programmes/ Institutions having provision for Vocational Education and Training programme	Target Group	Duration of Training (Long-term / Short-term)
1	Agriculture	Training in Agricultural Extension (21 training centres), Training in use of Agricultural Implements & machinery, Soil Conservation Training Centre, LFQC&TI, NPPTI, Cooperative Education and Training.

Under the University stream, various under-graduate, post-graduate and Ph.D. courses are offered (DARE).

There is one Central Agricultural University, thirty-one State Agricultural Universities (SAUs) and four National Institutes of Indian Council of Agricultural Research having the status of Deemed University.

ICAR also arranges need | Person engaged in Agricultural institutions and support services, members of cooperatives and Farmers. Under KVK, 550/589 districts are covered.

Students with Qualifications as usual under University stream of education.

Students with Qualifications as usual.

Individual scientists or groups of scientists.

10th Standard | Short term courses

U.G. courses – 4 years, P.G. courses – 2 years and Ph.D. as usual. As usual.

One week to three months (or longer duration, as fixed).

6-18 months

4 weeks |

		based training programmes in any of State Agricultural University or ICAR Institutes in new and emerging areas. CIFNET – Regular courses and special training courses CIFNET – Refresher courses	students Lecturers/in-service	
2	*Food Processing Industries*	Grants were provided to NGOs for setting up of 326 Food Processing & Training Centres (FPTCs) during 1992-93 to 2000-01. Institutions like Central Food Technology Research Institute, Paddy Processing Research Centre, PHTC, Council of Entrepreneurial Development Programme (EDP) are also running training courses. Person power development in rural areas (FBTC Scheme) Entrepreneurship Development Programme Programmes for development of human resources in food processing, testing, training, quality management etc.	Persons living in rural areas with preference being given to women, SC, ST and other weaker sections of society Mainly persons in Food Processing Industry Open Open Candidates aspiring to be Managers, technician/ technologists, and entrepreneurs	Short term Short term Short term AICTE approved diploma/degree courses? durations as usual (Long-term)

3	*Health & Family Welfare*	Basic Training of multipurpose health worker (Female & Male) • *478 ANM/ MPW(F) Training Centres* • *28 HFWTC & 30 Basic MPWA(M) Schools* Promotional training of Female Health Assistant in 42 training centres. Training is also provided by Safdarjung Hospital, St. John Ambulance, NTCP, NPCB, NMHP, NACP, INC, CBHI, CLTRI, PWTRC, ECH etc.	-Educated youth with minimum 10th pass -Persons working in Health & family Welfare programme	12 to 18 months Short term
4	*Heavy Industries & Public Enterprises*	Counselling, Retraining and Redeployment of Rationalized Workers of CPSEs (Formerly NRF)	Workers who opt for voluntary retirement, rendered surplus or retrenched from CPSEs	Short term courses
5	*Human Resource Development*	Vocationalisation of Secondary Education *(6800 schools covered)* Polytechnics (1244) + Institutions for diploma in pharmacy (415), hotel management (63), architecture (25) Community Polytechnic	Student having passed 10th class 10th pass Poorer sections of society in both rural and urban areas Disadvantaged	2 years 3 years diploma (3 to 6 months) Need Based (1- 4 weeks)

		Scheme (675 CPs) Jan Shikshan Sansthan (157 Vocational Training Centres run by NGOs offering more than 250 courses) *Support For Distance Education & Web Based Learning (NPTEL)*	groups of adults. Priority is given to adult neo-literates/ semi-literates, SC and ST, women/girls, oppressed, migrants, slum/ pavement dwellers and working children Engineering and physical sciences under-graduates/post graduates in the country; all teachers/faculties in science and engineering Universities in India	(Designing course material – time bound project)
		National Institute of Open Schooling -Distance Vocational Education Programmes [Practical training through Accredited Vocational Institutes (AVIs)]	School leavers with 5th, 7th,,8th and 10th pass	6 months to 2 years
		Apprenticeship Training for student of +2 Vocational stream	Students passing out of +2 Vocational stream	One year

		National Programme on Earthquake Engineering Education (NPEEE)	Recognized engineering colleges/ polytechnics and schools of architecture having related academic degree or diploma programme	Faculty development through short-term crash programmes and long-term programmes
6	*Information Technology*	DOEACC – 'O' level CEDTI	Students or working persons with 10+2 pass It conducts courses in the field of Electronics, Telecommunications, IT, Process Control & Instrumentation	Flexible duration for passing examination Short term courses
7	*Labour & Employment (DGET)*	Craftsmen Training Scheme (CTS) (6834 ITI/ITCs) Apprenticeship Training Scheme (ATS) *(23,800 establishments)* Modular Employable Skills(MES)	School leavers with 8th, 10th and 12th pass School leavers with 8th, 10th and 12th pass or National Trade Certificate Holder School drop outs and	Six months to Three years Six months to 4 years Short term(60 hrs to 1000 hrs)

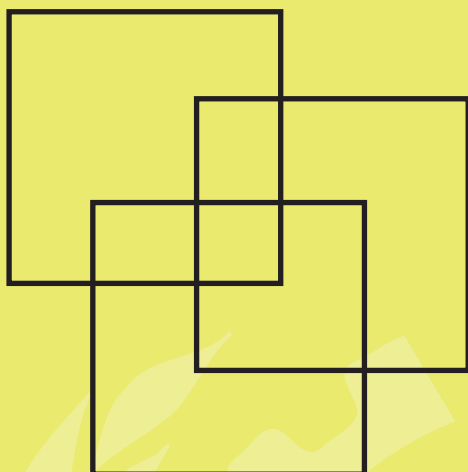|			unorganized sector workers	1 year
		Crafts Instructor Training Scheme (CITS) (*6 Institutes*)	Instructors of ITIs/ITCs	Short Term courses
		Advanced Vocational Training Scheme and Hi-tech Training Scheme *(65 centres)*	Industrial Workers/ Technicians	Long and short term
			Supervisors from Industry	Long and short term
		Supervisory Training (2 institutes)	Women (School leavers, Instructors and others)	Short Term
		Women Training Institutes(11 institutes)		
		Central Staff Training and Research Institute	Training Executives and Principals	One to Three years
		Model Training Institutes and Model Industrial Training Institutes.	School leavers with 8th, 10th and 12th pass	
8	*Rural Development*	National Institute of Rural Development (NIRD) Conducts about 150 programmes	Practicising Manager in rural development	Short term Courses
		Swarnjayanti Gram Swarozgar Yojana (SGSY)	Focus is on the vulnerable groups among the rural poor. SC/ STs	Need based short term
		RUDSETIS train about 1.25		Short term

		Lakh per annum Skill development of BPL @50000 per annum	would account for a minimum of 50%, women for 20% and disabled for 3% of the total swarozgaris during a year.	Short term
9	*MSME [Small Industries Development Organisation (SIDO)]*	Entrepreneurship Development Programme, Skill Development Programme (SDP), Management Development Programme • It has 72 institutes/bodies o SSSI – 30 o Br. SSSI-28 o RTC – 4 o Tool Rooms – 8 o PPDC - 2	• Workers • Educated unemployed youth • Entrepreneurs	Both short term and long term
10	*Khadi & Village Industries Commission under Ministry of MSME*	51 Training Centres run 35 types of programmes	Unemployed rural youth, In-job Artisans/Supervisors working in KVI instts, Prospective Entrepreneurs, Beneficiaries of different Government. Schemes desirous of undertaking KVI activities.	2 months to 12 months
11	*Social Justice & Empowerm*	National Institute of Mentally Handicapped, National Institute for the	Disadvantaged and marginalized sections of the	• Short term training upto six months

		Orthopaedically Handicapped, Institute for Physically Handicapped, National Institute for the Hearing Handicapped, National Handicapped Finance and Development Corporation, National Scheme of Liberation and Rehabilitation of Scavengers and their Dependents, National Scheduled Castes and Scheduled Tribes Finance and Development Corporation, Rehabilitation Council of India	society viz., SC, Minorities, B.C., Persons with disabilities, Aged Persons, Street children and victims of Drug Abuse etc.	duration • Orientation Programmes upto one week duration
ent				
12	Textiles	Decentralized Training Programme, 24 Weavers? Service Centres, Cooperative Training, 13 Power loom Centres, Indian Jute Industries Research Association, Central Wool Development Board, Central Silk Board, Training Centres for Handicrafts, North –eastern Handicrafts and Handlooms development Corporation Apparel Export Promotion Council (AEPC)	Skill upgradation of Workers in textile industry Workers in Garment Industry	Mainly short term (15 days to 3 months). Some courses under Handicrafts are of 1 year duration. 3 months to 1 year
13	Tourism	15 Food Craft Institutes under State Governments	10th Pass	6 months – 1 year

14	Tribal Affairs	Vocational Training Centres (VTC) in Tribal Areas. (100% central assistance is given to State/ UT / NGO for setting up VTs.	Unemployed Tribal youth (Each person is given training in two trades)	6 months in VTC and 6 months with master craftsmen
15	*Urban Development & Poverty alleviation*	Urban Self Employment Programme under Swarna Jayanti Shahari Rozgar Yojana (SJSRY)	Urban Unemployed or underemployed poor below poverty line	Short term (2-6 months) subject to minimum 300 hours
16	*HUDCO & others in Construction sector under Ministry of Urban Development & Planning Commission*	640 Building Centres (HUDCO) Company run schools (NBCC HCC, L&T, ECC etc.) & association etc. Construction Industry Development Council (CIDC) & others	Persons engaged in Construction Industry Worker& Supervisor having qualification of Vth to XIIth Standard	Short term courses Short term courses 1 month to 6 months
17	*Women & Child Development*	Support to Training and Employment Programme for Women (STEP) Swalamban (previously NORAD) Training in home scale preservation of fruits and vegetables,*(by Community Food and Nutrition Extension Units (CFNEUs)* Central Social Welfare	To provide updated skills and new knowledge to poor and assetless women traditional sectors To train poor women mostly in non-traditional trades Housewives and adolescent girls	Short term courses Two weeks

| | | Board (programmes are organised by voluntary organisations)

Women Empowerment Programme in collaboration with IGNOU (Training programme on

"Empowering women through SHG")

Kishori Shakti Yojana

Other programmes like UDISHA, Training of Anganwadi Workers, NIPCCB, Rashtriya Mahila Kosh etc. | with a view to promote preservation and consumption of fruits and vegetables which provide much needed micronutrients, as well as to provide necessary skills which could be useful for income generation purposes.

To train women in marketable trades and also to upgrade their skills for getting remunerative employment opportunities

To organize women into effective Self Help Groups

To train and equip adolescent girls to improve home based and vocational skills | Minimum 60 days |
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18	*Ministry of Science & Technology*			
	DST	Science and Technology Training cell runs a National Training Programme for Scientists & Technologists working in the Government sector.	To empower scientists & technologists with right kind of capabilities and make them sensitive to the dynamics of development and responsive to the socio-economic aspirations of citizens of the country with holistic and structured in-service training programme cutting across the sectors.	Diversified courses of varying duration
	DSIR	Various training programmes for Scientists & Technologists	Prepares scientists & technologists for the sector	Diversified, various durations
	DAE	BARC Training School		
	This is not a complete listing	Many scientific departments offer training in their respective sectors		