

Skill Development:

Syndicate Presentation by
Group IV



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1. Need for Skill Development

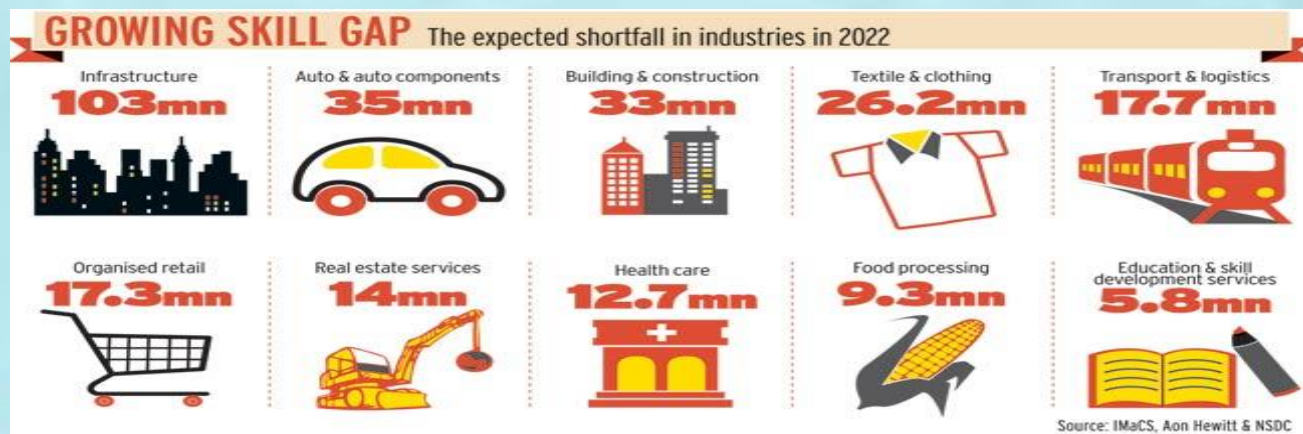
- Skills and knowledge are the driving forces of economic growth and social development for any country.
- India currently faces a severe shortage of skilled workers It is estimated 2.3% of the work force in India has undergone formal skill training, where as compared to -

Name of Country	Skill Percentage
U.K.	68 %
Germany	75 %
USA	52 %
Japan	80 %
South Korea	96 %

Therefore India must focus on scaling of Skill Training efforts to meet the demands of employers and drive economic growth .

- India is one of the youngest nations in the world.
- More than 54 % of its total population is below 25 years of age and over 62 % of the population is in working age group (15 to 59 years).
- India's skilling challenge is aggravated by the fact that skill training efforts cut across multiple sectors and require the involvement of the diverse stake holders, such as -

- Multiple Government Department at the Centre and State Levels.
- Private training providers.
- Educational Training Institutions.
- Employers industry Associations.
- Assessment and certification Bodies.
- Trainees and Trainers.
- All these stakeholders need to align their work together in order to achieve the target of skill India



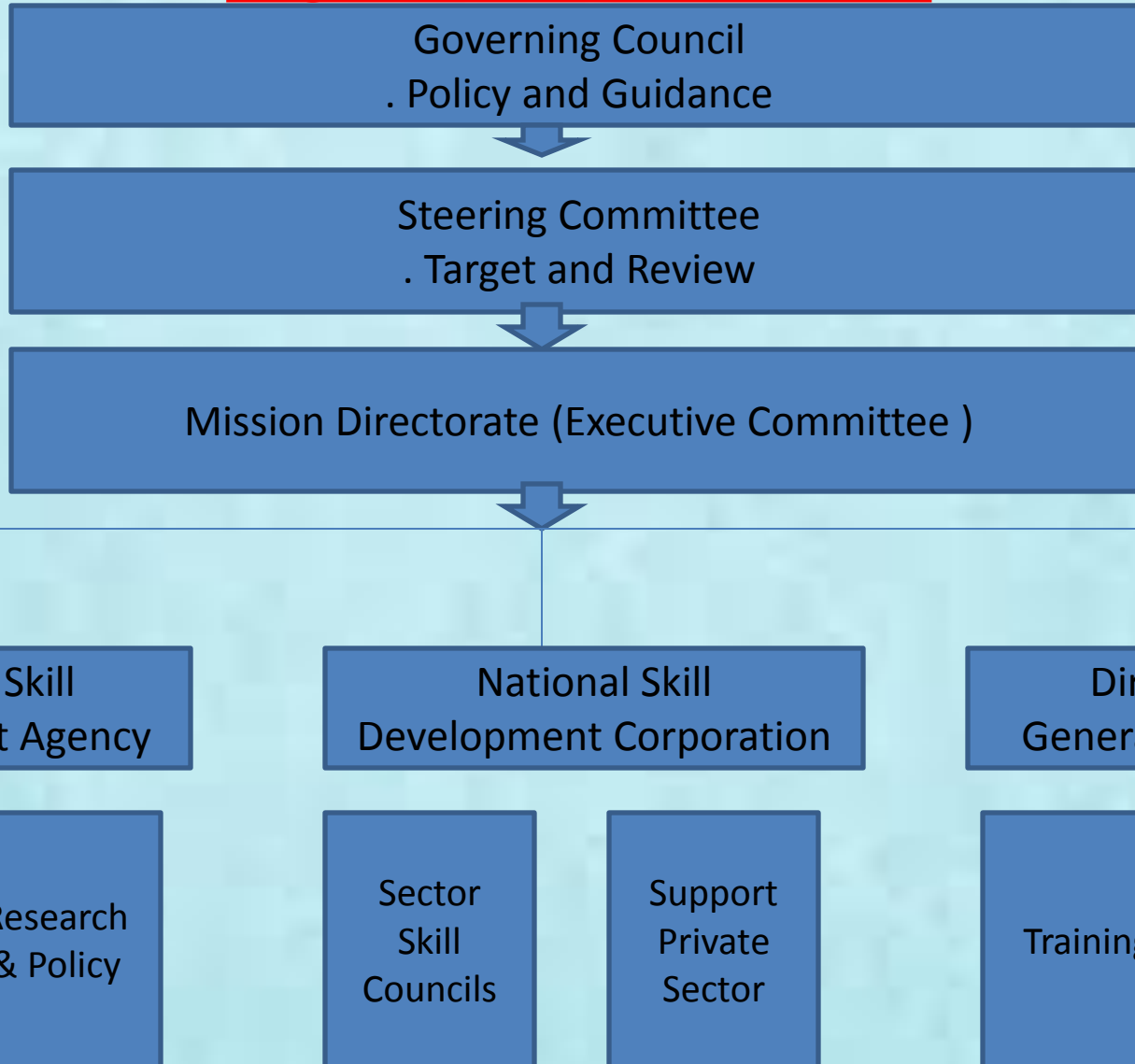
2. National Skill Development Mission

1. Mission governing council will be headed by Honourable Prime Minister.
2. Functions of Governing Council.
3. Function of Steering committee.
4. Functions of the Executive committee
5. Function of Mission Directorate
6. Other functions of NSDA (National Skill Development Agency).
7. Four key function of the research division .
8. National Skill Development corporation.
9. National Skill Development Fund.
10. Indian Institute of Entrepreneurship.
11. National Institute for Entrepreneurship and Small Business Development.

Composition of Governing Council at Apex level

- Headed by Hon'ble Prime Minister
- Union Ministers from Ministry of Finance, Ministry of Skill Development and Entrepreneurship, Ministry of Human Resource Development, Ministry of Rural Development, Ministry of Labour & Employment , Ministry of Micro small and Medium Enterprises, Ministries of Agriculture, Ministry of Overseas Affairs, Ministry of Information Technology, Ministry of Housing and Urban Poverty Alleviation.
- Deputy Chairman, NITI Aayog (**National Institution for Transforming India Aayog**)
- Principal Secretary to the Prime Minister
- Cabinet Secretary
- Secretary, Ministry of **Skill development and entrepreneurship** (as Member Secretary)
- 3 members from industry/academia as determined by Governing Council
- 3 State Chief Ministers as determined by Governing Council, on rotation basis.

Organizational Structure



Functions of Governing Council – Chair: Prime Minister

- ❖ Providing overall guidance and policy direction
- ❖ Decide on sub-mission in high priority areas.
- ❖ Review overall progress and development of Mission activities
- ❖ Overlook convergence of all skill development.

Functions of Steering Committee

Ensure implementation as per Governing Council direction.

- Set targets and approve the Annual Mission Plan.
- Review overall progress of Mission activities on a quarterly basis.

Functions of Executive committee

- To resolve all inter-departmental execution issues.
- Set annual targets for all sub-missions.
- Converge skilling activities across all sectors with national Mission objectives and skill gap findings.
- Monitor mission activities.
- Co-ordinate implementation of Governing council and steering committee decisions.

Four key functions of the Research Division will include:

i) Research: To conduct qualitative and quantitative research on skill gaps.

ii) Policy Advisory/Inputs: To provide policy advisory/inputs to guide Ministry in the process of policy formulation and implementation.

iii) Careers Support:

To provide Indian citizens with placement support or career related information.

iv) Knowledge Exchange Networks: Establishing research collaborations between universities in India and abroad in the field of skill development and sharing international best practices will be carried out through the institute.

Other functions of NSDA will include:

- Operationalize and implement National Skills Qualification Framework (NSQF)
- Design and implement the National Labour Market Information System
- Develop national protocols for registration and accreditation of private training providers.
- Promote use of 'Skill India' logo on skill certificates by Sector Skills Councils (SSCs)/ Agencies.

National Skill Development Corporation (NSDC)
will support the Mission through capacity building
initiatives and support private training partners.

Other functions of
NSDC include:

- Catalyze the creation of market-based, scalable business by providing funding through a combination of debt, equity and grants
- Driving engagement with industry and businesses
- Promote centres of excellence for training of trainers in coordination with States and SSCs
- Initiating and incubating Sector Skills Councils (SSCs)

NATIONAL SKILL DEVELOPMENT FUND

The National Skill Development Fund was set up in 2009 by the Government of India for raising funds both from Government and Non Government sectors for skill development

- A public Trust set up by the Government of India is the custodian of the Fund. The Trust accepts donation, contribution in cash or kind from the Contributors for furtherance of objectives of the Fund.

INDIAN INSTITUTE OF ENTREPRENEURSHIP (IIE)

- The Indian Institute of Entrepreneurship (IIE) was established in the year 1993 in Guwahati by Ministry of Micro, Small and Medium Enterprises.
- The aim is to undertake training, research and consultancy activities in small and micro enterprises focusing on entrepreneurship development.

NATIONAL INSTITUTE OF ENTREPRENEURSHIP AND SMALL BUSINESS DEVELOPMENT (NIESBUD)

- ❖ The National Institute for Entrepreneurship and Small Business Development is a society under the Ministry of Micro, Small and Medium Enterprises engaged in Training, Consultancy, Research and Publication, in order to promote entrepreneurship.

3. N S D M - Objectives and Strategies

1. Mission Statement
 2. Mission objectives
 3. Institutional Mechanism
 4. Mission Strategy
- Skill sub-mission: Institutional training
- Skill sub-mission: Infrastructure
- Skill sub-mission: convergence
- Skill sub-mission: Trainers
- Skill sub-mission: Overseas employment
- Skill sub-mission: sustainable livelihoods
- Skill sub-Mission: Leveraging Public infrastructure

Mission Statement

To rapidly scale up skill development efforts in India, by creating an end-to-end, outcome-focused implementation framework, which aligns demands of the employers for a well-trained skilled workforce with aspirations of Indian citizens for sustainable livelihoods.”

Mission Objectives

The Mission seeks to:

Create an end-to-end implementation framework for skill development. E.g..Incorporation of skilling in the school curriculum

Align employer/industry demand and workforce productivity with trainees’ aspirations for sustainable livelihoods.

Establish and enforce cross-sectoral, nationally and internationally acceptable standards for skill training.

Build capacity for skill development in critical un-organized sectors.

Ensure sufficient, high quality options for long-term skilling, benchmarked to internationally acceptable qualification standards.

Develop a network of quality instructors/trainers in the skill development ecosystem by establishing high quality teacher training institutions.

Leverage existing public infrastructure and industry facilities for scaling up skill training and capacity building efforts.

Offer a passage for overseas employment.

Enable pathways for transitioning between the vocational training system and the formal education system.

Promote convergence and co-ordination between skill development efforts of all departments.

Support weaker and disadvantaged sections of society through focused outreach programmes and targeted skill development activities.

Propagate aspirational value of skilling among youth, by creating social awareness on value of skill training.

Maintain a national database, known as the Labour Market Information System (LMIS), which will act as a portal for matching the demand and supply of skilled workforce in the country.

Institutional Mechanisms

There will be a National Skill Development Mission at the Centre to steer, drive and execute the Mission's objectives.

The Mission will consist of a Governing Council at apex level, a Steering Committee and a Mission Directorate (along with an Executive Committee).

Mission Directorate will be supported by three other institutions: National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC), and Directorate General of Training (DGT).

At State level, States will be encouraged to create State Skill Development Missions (SSDM).

Mission Strategy

- i. National Skill Development Mission will initially consist of seven sub-missions.
- ii. Executive guidelines and detailing of each sub-mission will be done by Executive Committee headed by Secretary, SDE.
- iii. Each sub-mission will act as a building block for achieving the overall objectives of the Mission.
- iv. Key focus areas of the sub-mission include:
 - a) Addressing the long-term and short-term skilling needs through revamp of existing institutional training framework
 - b) Establishing new institutions.
 - c) Leverage existing public infrastructure for skilling; focus on training of trainers, facilitate overseas employment, and promote sustainable livelihoods.

Skill Sub-Mission: Institutional Training

• Objectives:

- To drive quantity, quality and reach of training provision and outcomes.
- To provide demand driven, outcome focused training aimed at achieving high placement rates.
- To upgrade and modernize all existing training institutions, like ITI Industrial Training institutes, ATIs etc. under DGT to make them more responsive to industry demand.
- To specifically focus on reforms in five key areas concerning these existing institutions, (i) curriculum flexibility, (ii) training equipment and workshops, (iii) pedagogy, (iv) industry interface, and (v) financial model.
- To supplement training by providing opportunities to earn and learn through apprenticeships.

Skill Sub-Mission: Infrastructure

Objectives:

- To build capacity and ensure high quality skill development in infrastructure including construction sector to increase productivity of workers in this sector, through an emphasis on on-site training.
- To match projected requirement of additional 31 million workers to work in construction sector over the next five years.

Skill Sub-Mission: Convergence

Objectives:

- To ensure convergence and co-ordination of skill development efforts across multiple stakeholders.

Skill Sub-Mission: Trainers

Objectives:

- To improve overall quality of instruction at training institutions across the country.
- To meet trainer's training requirement in each sector and geographical region across India.

Skill Sub-Mission: Overseas Employment

Objectives:

- To ensure that youth in India are trained at the highest global standards, in order to enable them to access employment opportunities abroad.

Skill Sub-Mission: Sustainable Livelihoods

Objectives:

- To empower trainees by assisting them to maximize the potential of skill training by providing them a pathway to access long-term sustainable livelihoods.

Skill Sub-Mission: Leveraging Public Infrastructure

Objectives:

- To optimise the usage of existing public infrastructure to scale up skill development efforts across India.

4. POLICIES & SCHEMES

- **NATIONAL POLICY ON SKILL DEVELOPMENT AND ENTREPRENEURSHIP 2015**

- The objective of the National Policy on Skill Development and Entrepreneurship, 2015 will be to meet the challenge of skilling at scale with speed and standard (quality).
- It will aim to provide an umbrella framework to all skilling activities being carried out within the country, to align them to common standards and link the skilling with demand centres.
- The effort will also be to identify the various institutional frameworks which can act as the vehicle to reach the expected outcomes.
- The national policy will also provide clarity and coherence on how skill development efforts across the country can be aligned within the existing institutional arrangements.
- This policy will link skills development to improved employability and productivity.

Objectives

- a) Create opportunities for all to acquire skills throughout life, and especially for youth, women and disadvantaged groups.
- b) Promote commitment by all stakeholders to own skill development initiatives.
- c) Develop a high-quality skilled workforce/entrepreneur relevant to current and emerging employment market needs.
- d) Enable the establishment of flexible delivery mechanisms.
- e) Enable effective coordination between different ministries, the Centre and the States and public and private providers.

SCHEMES UNDER NATIONAL SKILL DEVELOPMENT

- **Pradhan Mantri kaushal Vikas Yojana** :-a unique initiative by the Government of India that aims to offer 24 lakh Indian youth meaningful, industry relevant, skill based training.
- Under this scheme, the trainees will be offered a financial reward and a government certification on successful completion of training and assessment, which will help them in securing a job for a better future.
- **UDAAN**
- **Skill Certification and Monetary Reward Scheme.**

UDAAN

- Udaan program is focused on youth of Jammu & Kashmir (J&K) who are graduate, post graduate and three year diploma engineers.
- Simultaneously, the aim is also to provide exposure to corporate India towards the rich talent pool available in J&K.
- The principal focus of the Udaan programme is to create an ecosystem that would bridge this gap.
- The Udaan programme is designed to encourage corporates to travel to J&K meet with the youth and hire aspiring youth in J&K who wish to explore the opportunity to work with corporates.
- Udaan has two objectives :
 - a) To provide exposure to the graduates and post graduates of Jammu and Kashmir to the best of corporate India and
 - b) To provide corporate India with exposure to the rich talent pool available in the state

SKILL CERTIFICATION AND MONETARY REWARD SCHEME

- To encourage skill development for youth by providing monetary rewards for successful completion of approved training programs.
- To encourage standardization in the certification process and initiate a process of creating a registry of skills; and
- increase productivity of the existing workforce and align the training and certification to the needs of the country.
- provide Monetary Awards for Skill Certification to boost employability and productivity of youth by incentivizing them for skill trainings
- reward candidates undergoing skill training by authorized institutions at an average monetary reward of ₹ 10,000 (Rupees Ten Thousand) per candidate.
- benefit 10 lakh youth at an approximate total cost of ₹ 1,000 Crores.

5.Skill India Programme Overview

1. Features of skill India
2. Objectives of skill India
3. Make in India

Skill India is an initiative of the Government of India. It was launched by Prime Minister Narendra Modi on 16 July 2015 with an aim to train over 50 crore people in India in different skills by 2022.^[1] The initiatives include National Skill Development Mission, National Policy for Skill Development and Entrepreneurship 2015, Pradhan Mantri Kaushal Vikas Yojana (PMKVY) scheme and the Skill Loan scheme.

Features of Skill India

- The emphasis is to skill the youths in such a way so that they get employment and also improve entrepreneurship.
- Provides training, support and guidance for all occupations that were of traditional type like carpenters, cobblers, welders, etc.,
- More emphasis will be given on new areas like real estate, construction, transportation, textile, gem industry, jewellery designing, banking, tourism and various other sectors.

- The training programmes would be on the lines of international level so that the youths of our country can not only meet the domestic demands but also of other countries.
- Another remarkable feature of the 'Skill India' programme would be to create a hallmark called 'Rural India Skill', so as to standardise and certify the training process.
- Tailor-made, need-based programmes would be initiated for specific age groups which can be like language and communication skills, life and positive thinking skills, personality development skills, management skills, behavioural skills, including job and employability skills.

Objectives of Skill India

- The main goal is to create opportunities, space and scope for the development of the talents of the Indian youth and to develop more of those sectors which have already been put under skill development for the last so many years and also to identify new sectors for skill development.
- The new programme aims at providing training and skill development to 500 million youth of our country by 2022, covering each and every village.

Advantages of Skill India

- The idea is to raise confidence, improve productivity and give direction through proper skill development.
- Development of skills, at an young age, right at the school level, is very essential to channelize them for proper job opportunities.
- There should be a balanced growth in all the sectors and all jobs should be given equal importance.
- Every job aspirant would be given training in soft skills to lead a proper and decent life. Skill development would reach the rural and remote areas also.
- Corporate educational institutions, non-government organizations, Government, academic institutions, and society would help in the development of skills of the youths so that better results are achieved in the shortest time possible.

Make in India

The Make in India program was launched by Prime Minister Modi in September 2014 as part of a wider set of nation-building initiatives. Devised to transform India into a global design and manufacturing hub, Make in India was a timely response to a critical situation: by 2013,

The much-hyped emerging markets bubble had burst, and India's growth rate had fallen to its lowest level in a decade.

The promise of the BRICS(Brazil, Russia, India, China, South Africa) nations had faded, and India was tagged as one of the so-called 'Fragile Five'. Global investors debated whether the world's largest democracy was a risk or an opportunity.

How is it different from the previous skill development policies?

- It's not that we do not have any skill development programme already. The Government of India has always considered skill development as a national priority.
- It is just that since the ministry is new, the approach taken for skill development is also new.
- Earlier, the emphasis was on traditional jobs. But this time, all kinds of jobs will be given equal emphasis.
- Earlier, the responsibility was divided among various ministries, but this time, these are being clubbed together.

- ❑ According to Hon'ble Prime Minister, Shri Narendra Modi, Skill India won't be just a programme but a movement. Here, youth who are jobless, college and school dropouts, along with the educated ones, from rural and urban areas, all will be given value addition.
- ❑ The new ministry will be the certifying agency.
- ❑ Certificates will be issued to those who complete a particular skill or programme and this certificate has to be recognized by all public and private agencies and entities, including overseas organisations.

6.Opportunities and challenges in skill development

1. The emphasis is to skill the youths
2. Provides training support and guidance for all occupations.
3. More emphasis will be given on new areas
4. International training programmes
5. Rural India skill: create a hallmark
6. Tailor made, need based programme would be initiated

Geographical Problem:

Skills in India are uneven and in dismal share

1. The states with much higher economic growth rates have more new jobs with lower rate of labour-force while on the other hand; the states with slower economic growth rates have higher population growth rates with fewer new jobs. Thus laggard states need to rely on migrant workers so as to cope with this challenge.
2. Majority of formal institutions are located in urban areas as compared to rural areas. Hence, large proportions of rural population do not have any formal vocational training institutions.

Suggestions :

the Government along with its partner agencies should set-up more standardized skill-based institutions or skill development centers across the country, particularly in laggard/backward states with a view to provide equal access to all segments and sections of the society, so that the whole society gets the benefits of the skill initiatives and strategies.

Demand & Supply Mismatch:

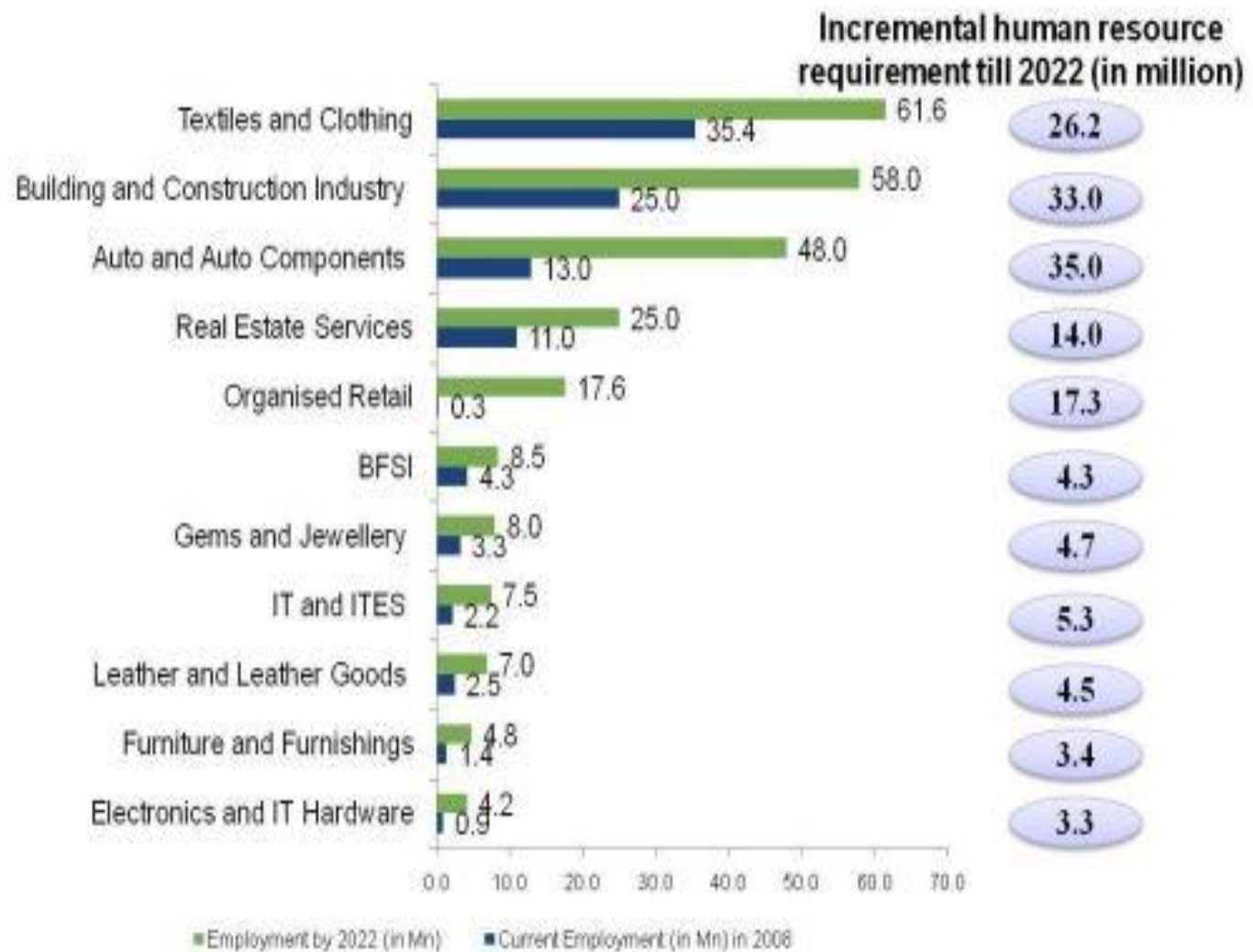
There is a serious mismatch between the education and skills that the youth attain and what the labor market demands.

1. The number of people formally trained in a year is only 1,100,000 by Ministry of Labour and Employment and approximately 3,200,000 trained by 17 other central government ministries.
2. According to the Manpower Group (USA), in Germany, USA, France, and Japan, the percentage of employers who find it difficult to fill jobs is 40%, 57%, 20% and 80% respectively as compared to Indian employers (67%).

Suggestions :

it is required that the skill development initiatives needs to be **coordinated with demand and supply scenarios** across geographies, industries and labour markets so that new skills required by industry or changes in supply of labour are speedily adjusted with adequate and efficient training programs.

Figure 2: Illustrative human resource requirements across select sectors till 2022



Source: National Skill Development Corporation (NSDC)

Low Educational Attainment:

Though the country has made progress on educational attainment as reflected below:

1. There are about 1.5 million schools in India with a total enrolment of 250 million students (from pre-primary to high/senior secondary levels)
2. Vocational training in India is primarily imparted through the government and private industrial training institutes (ITIs). There are total 9,447 (in 2012), with a total seating capacity of 1.3 million. The total number of ITIs has increased at a CAGR([Compound Annual Growth Rate](#)) (2007–2012) of 11.5%, while the total number of seats has increased at a CAGR (2007–2012) of 12.2%.
3. Current annual training capacity of India is 4.3 million, which is 20% less than the industrial requirement of 22 million skilled workers a year.

But the reality is that some regions are still lags behind as compared to other regions in terms of accessibility of education and skills in India are:

1. Higher drop-out rates of educational institutions mostly after the age of 15 years and above and especially in female students.
2. Accessibility for the disadvantaged and rural section of the society is difficult due to high costs and other social impediments like transportation problems especially for a girl student travelling away from home.

Suggestions :

- a) The need of the hour is to provide quality educational curriculum at all levels with targeting skills development programs.
- b) Hence, the instructional material or syllabus must be prepared jointly by the industry and the educational planners.

Vocational Training:

As it was observed in India, around 90% of the jobs are skill-based i.e. they require some sort of vocational training whereas in reality only 2% of the population (in 15-25 years age group) enrolled for vocational training in India.

1. India needs to impart vocational training to at least 300–350 million people by 2022 which is significantly lower than the government target of 500 million.
2. Due to lack of awareness about industrial requirements and the availability of matching vocational courses, most of the prospective students in the country do not go for vocational education.

Suggestions :

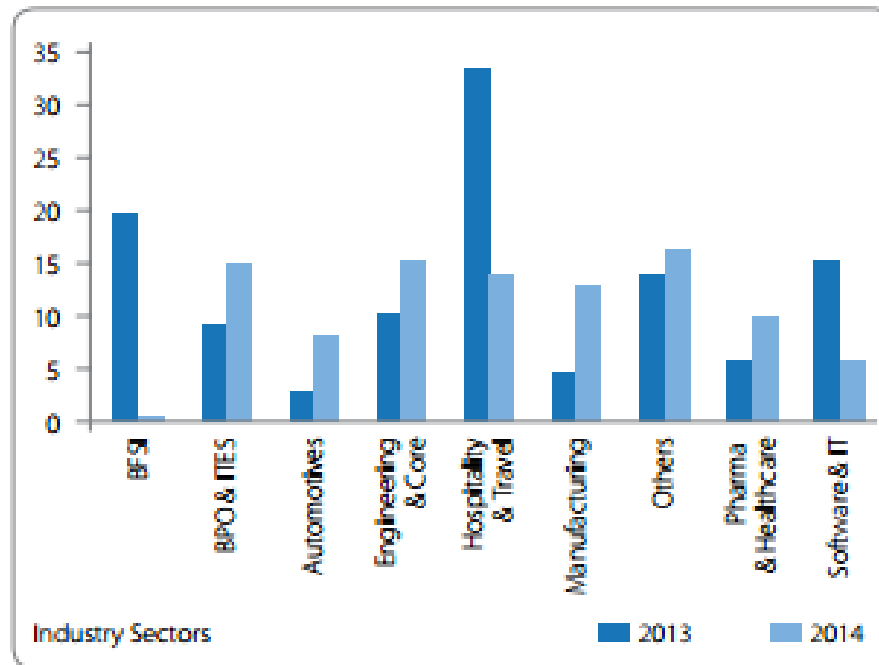
- a) Hence, a scalable, efficient and comprehensive vocational training system with proper awareness generation programs is the need of the hour.
- b) As these programs help in spreading information about existing skill development courses and market requirements which lead to increase the student enrolment as well as enhance the credibility of vocational institutes.

Vocational Training:

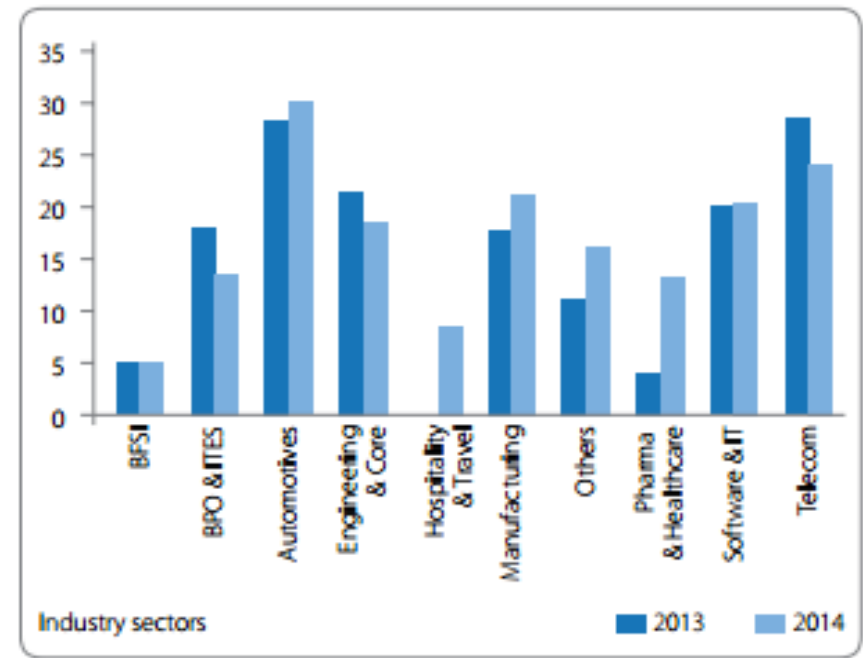


Graphs Showing the difference between the hiring demand Vocational and ITI Trained Skilled Labour in various sectors of years 2013-2014.

Vocational



ITI - Hiring mix share



BSFI = Banking, Financial services and Insurance
 BPO= Business process outsourcing.
 ITES= Information Technology Enabled Services
 IT = Information Technology.

Skill development for women:

In India, women also form an integral and substantial part of the workforce; but the working percentage rate of women in total labor force is declining.

1. The share of women workforce (between 25-54 years of age) is about 30% in 2010 as against 39% in 2000, which is quite below as compared to 82% in China and 72% in Brazil.
2. Moreover, women in India are mainly concentrated in the informal sector and are engaged in low paid jobs with no security benefits. This represents lack of employment opportunities and skills for women workforce.
3. Currently, a majority of the female workforce in India is unskilled, i.e. a very low percentage of women have any kind of formal education. In India, around 65% of women in rural areas and over 30% of women in urban areas lacked basic primary school education.

Suggestions:

1. **The need of the hour is to bring about an employment revolution along with a skill development revolution.**
2. **The planners should focus on women specific policies for their effective participation in the employment market.**

Skill development for women:



Private sector participation:

1. The private sector is not involved adequately in curriculum development and policy formulation related to educational and vocational training.
2. Mostly private sector institutes are located in urban areas therefore rural population remains lags behind. Furthermore, due to high cost of these institutes the weaker or disadvantaged section also unable to get proper skill training.

Way forward:

Hence, a strong policy measures and operational linkages are needed to bring together the public and private sector to improve the quality and relevance of training.

Placement-linked Challenge:

A major problem of India's existing skill (or education) development system is lack of linkages between education and placement of that trained workforce.

1. In India, the vocational training is offered nearly in 120 courses and mostly of long duration (i.e. of 1 to 2 years duration). Whereas in China, there exist approximately 4,000 short duration modular courses, which provide skills more closely aligned to employment requirements.
2. Majority of ITI/ITC do not offer job placement services.
3. Majority of the current government schemes of India like Swarnjayanti Gram Swarozgar Yojana (SGSY), Roshini and Himayat aimed at providing employment to around 75% people at above minimum wages.

Suggestions:

- a) **To achieve this India needs a flexible education system with multi-faceted and highly efficient skill development system.**
- b) **This system must provide linkages between each of its constituents and provide a seamless integration between skill development and employment.**

Multiplicity of Institutional Framework:

Around 17 ministries, 2 national-level agencies, several sector skill councils, 35 state skill development missions and several trade and industry bodies come forward with a view to push the national skill development agenda.

Suggestions :

Hence, it is necessary to introduce integrated reforms in the form of establishing some nodal authority or bodies ranging from advisory to executive in nature with a view to coordinate and govern various skills development and policy making initiatives.

Informal & Formal Sector Skill-Gap:

1. In India, around 22 million people are expected to join the workforce every year whereas the current total training capacity of the country is around 4.3 million. thereby depriving around 80% entrants of the opportunity of formal skill development every year.
2. Barely 2.5% of the unorganized workforce reportedly undergoes formal skill development in comparison to 11% of organized sector.
3. In addition, only around 12.5% and 10.4% of the workforce in the unorganized and organized sectors, respectively, undergoes informal skill development. This indicates that around 85% of the work force in the unorganized sector does not imbibe any form of skill development — formal or informal.

Suggestions :

- a) **The dire need of the hour is to focus more on the labour force of the unorganized sector.**
- b) **Practically the unorganized sector do not have the affordability to hire expensive labour of high quality.**
- c) **Thus this conflicting objective can be resolved with an integrated approach that gradually enhances labour quality while maintaining a purposeful balance with the demand and affordability of labour markets.**

Infrastructure Challenge:

One of the important requirements for the proper implementation of the skill and training development programs is the availability of the basic infrastructure for the same.

1. The situation is more severe in case of institutions located in semi-urban and rural areas. These institutes need rapid expansion and up-gradation in order to provide efficient training capabilities to prospective aspirants.
2. Hard infrastructure including equipments, machines and tools etc. are not available in majority of the institutions.
3. As a result, workers get trained on outdated machines and find themselves deficient in skills when employed

Suggestions:

- a) Hence, the policy-makers must focus on providing the required infrastructure and equipments namely computers, software's, tools, machines etc.
- b) and qualified instructors so that they provide high-quality skills as required by industrial sectors and relevant practical exposure to the students.
- c) Secondly, appraisal of institutes against standard norms and guidelines need to be conducted regularly and ratings should be based on outcomes assigned to every institution.

Training of Trainers:

Training of trainers is one of the important key of the skill development framework.

- 1. In India, the gross requirement of trainers is approximately 79,000. Furthermore, the annual incremental requirement of trainers is approximately 20,000, whereas at present the current annual capacity of the trainers is only 2,000.**
- 2. It is estimated that various publicly funded organizations produce 3.5 million trained personnel per annum against the 12.8 million new entrants into the workforce each year.**
- 3. However, to address this issue, NCVT (National Council for Vocational Training) approved a proposal to upgrade Model Industrial Training Institutes (MITIs) for conducting instructors training and in addition to this the council also allow various types of organizations.**

Suggestions:

- a) The Government and its participating agencies should focus on the provision of more effective training centers of the trainers**
- b) otherwise this mismatch between demand and supply of trainers could impede the success rate of the whole skill and training framework.**

7.Key Learnings

1. Skill India would be innovative.
2. Setting up of submissions with targeted beneficiaries.
3. Conversion of District Employment exchanges in to Human Resource Development Centers.
4. Making MOU (Memorandum of Understanding) with foreign universities for training of trainers.
5. Focusing on training specific to local requirements like services sector, Nano Technology, Tissue Culture.
6. Skill Voucher scheme to induce competition among training providers.
7. Kaushlya vardhana Kendra – Woman Specific soft skills training.
8. Use of Mobile Vans for providing training in remote areas.
9. Development of e-learning material in local Language.
10. Development of skills at a young age right at the school level is very essential.
11. Balanced growth in all the sectors and all jobs.

No doubt it seems to be a good initiative – providing skills to people, especially because [India](#) is one of the few countries all across the world whose working age population will be very high.

8.Suggestions and Recommendations

1. Physical and Mental development of the youths required
2. Economy growth required as the economy should concentrate on jobs creation and social security schemes.
3. New approach good initiative should always be welcomed.
4. Increasing the growth of population is a big challenge in India.
5. Building a professional Development Plan.
6. On the Job Coaching and feed back counseling.
7. Understudy Training.
8. Planned Exposure visits.
9. Special Team projects.
10. In House training Programs.
 - I. It is also high time now measures are taken to improve the physical and mental development of the youths of the country so that none of them remains unemployed and the country's unemployment problem also gets reduced.
 - II. It is time to open up avenues by which the youth accepts responsibility and no one remains idle because an idle youth is a burden to the economy.
 - III. The economy should concentrate on job creation and social security schemes. With this new approach towards skill development, India can definitely move forward towards its targeted results.

Factors leading to Success

- Committed Management and Discipline.
- Capacity building at all levels.
- Proactive guidance by NSDM.
- IEC/ IMF Activities.
- Emulate Success stories.
- Above all the Key factor is Political will.

THANK U