

Social Protection and Skill Development of Workers: Way Forward

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Key Challenges in Skills Space

- **Employability of the skilled person** – as per NASSCOM, only 1 in 4 engineering graduates in India is employable;
- **Availability of the skilled manpower** – despite favorable demographic trends (54% population below 25 years), there is a situation of high unemployment with labour shortages;
- **Significant skills gap both in terms of** – quantity and quality having significant impact on economic growth. Only 10% of work force skilled – compared to 68% in UK, 75% in Germany, 52% in USA, 80% in Japan and 96% in South Korea
- **Fragmented Skills Development Structure**
- **Lack of industry / employer linkage**
- **Negative perception of skills & training**
- **Diversity of targeted sectors / mapping the skills requirement of the unorganized sector / shifting skills training from services towards manufacturing sector**
- **Low education and skills base of Indian workforce**
- **Target population, inclusion challenge & identifying the poor**

Target Population & Inclusion Challenge

400 million

Skilling target identified in the National Policy for Skill Development & Entrepreneurship 2015 (NPSDE)

250 Mn existing workers

Unskilled or semi-skilled workers in the current pool of 487.3 Mn workers who need to be skilled (NPSDE 2015)

109.73 million

Demand across 24 key sectors by 2022 (NPSDE 2015 – NSDC Skills Gap Analysis)



282 million

67% of India's emergent youth bulge lives in its villages (National Census 2011)

135.3 Mn workers

Core constituency of 55 million workers including 16% of current agricultural worker (non-cultivators)

55 million

CORE TARGET: Youth aged between 15 & 35, from poor families, currently unemployed or marginally employed

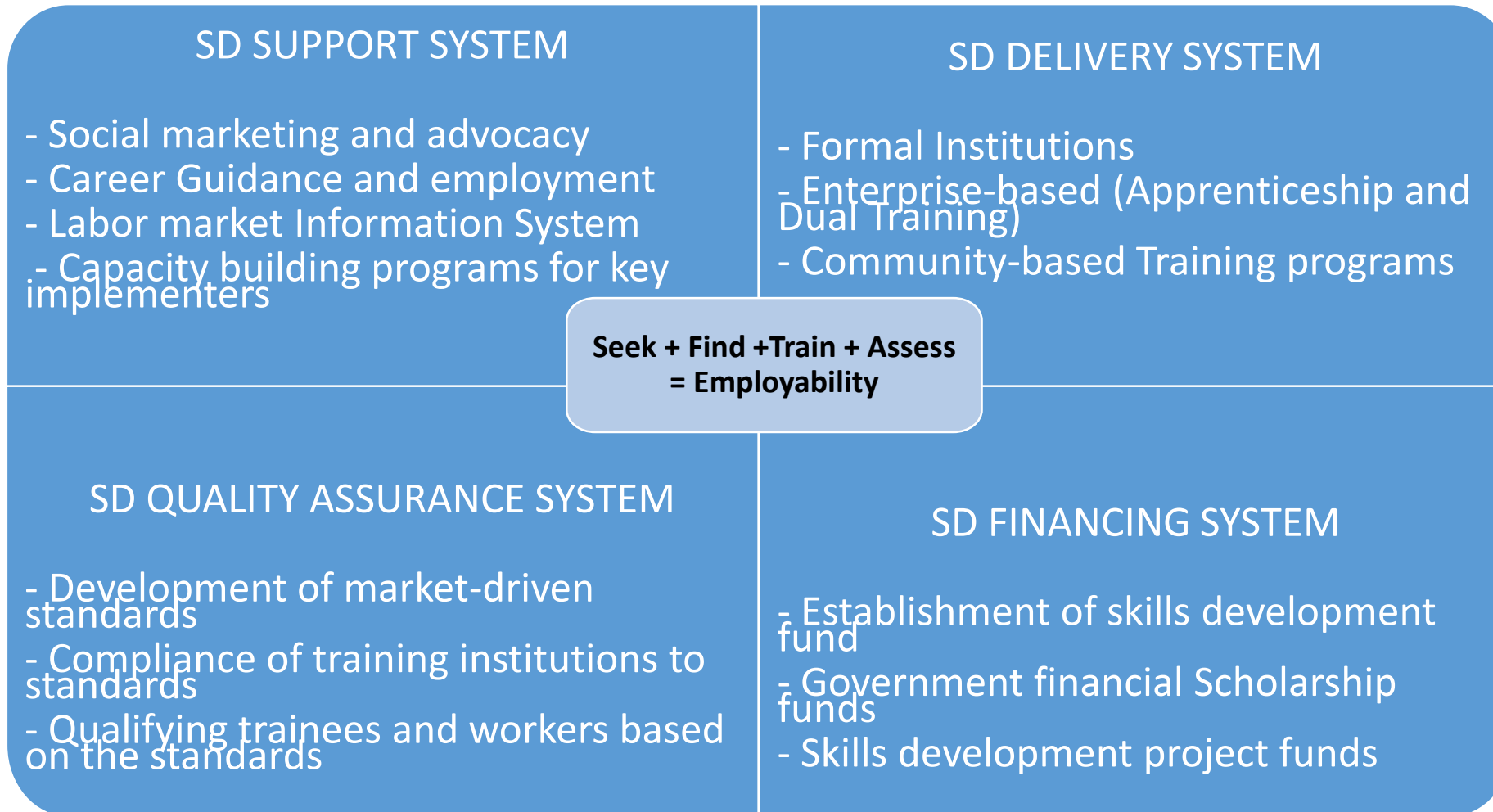
Key Reform Initiatives undertaken in Skills Space

- Creation of Institutional structure – NSDM, PMNCSD, NSDCB, NSDC (2009), NSDA (2013), SSDMs, & Central Ministries
- Notification of a new Ministry of Skills Development during November 2014;
- National Policy on Skills Development 2009 and 2014. The 2014 policy lays emphasis on addressing challenge of skilling at scale with speed, standard (quality) and sustainability.
- One Nation One standard : Establishment of a qualification framework for a borderless movement of workers from training to education then to work and vice versa
- Operationalizing a dynamic LMIS

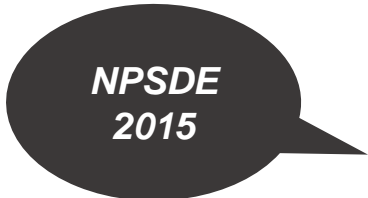
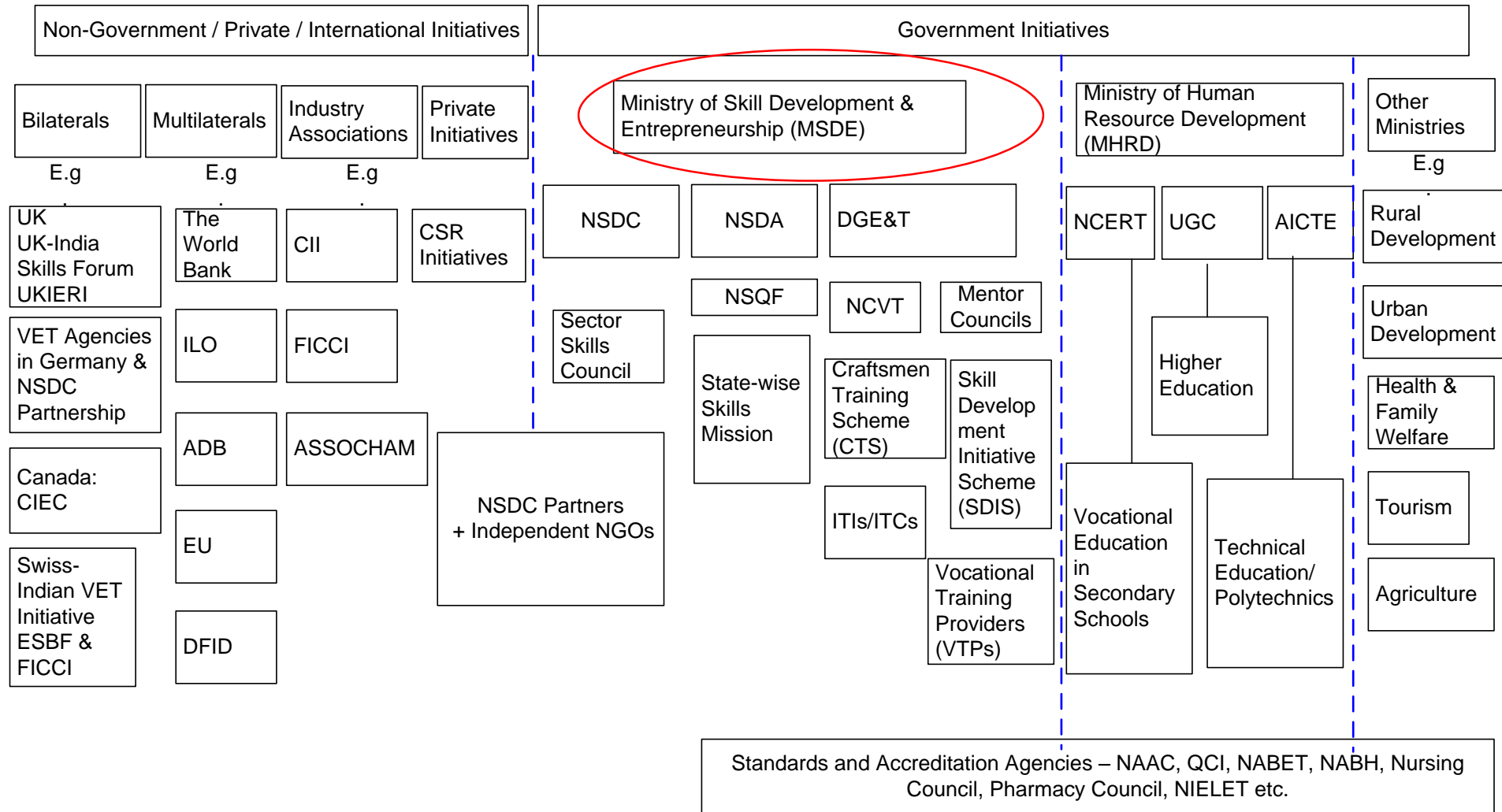
Key Reform Initiatives undertaken in Skills Space (Contd.)

- Linking Skills India with Make in India
- Purposive mechanism to improve access to Skills development
- Rationalization of all government schemes : duration (training hours), cost, outcome and monitoring
- Strengthen the capability of the key partners including industry to assume roles in SD - Establishment of industry sector councils
- Establishment of the capability development system for implementers such as trainers, assessors and managers
- Establishment of Skills Development Fund

Skill Development (SD) Eco-system to enhance employment and productivity



Diverse Training Initiatives in the Country



1. Aspiration and Advocacy
2. Capacity
3. Mobilization and Engagement
4. Promotion and skilling among women
5. Outreach
6. Inclusivity

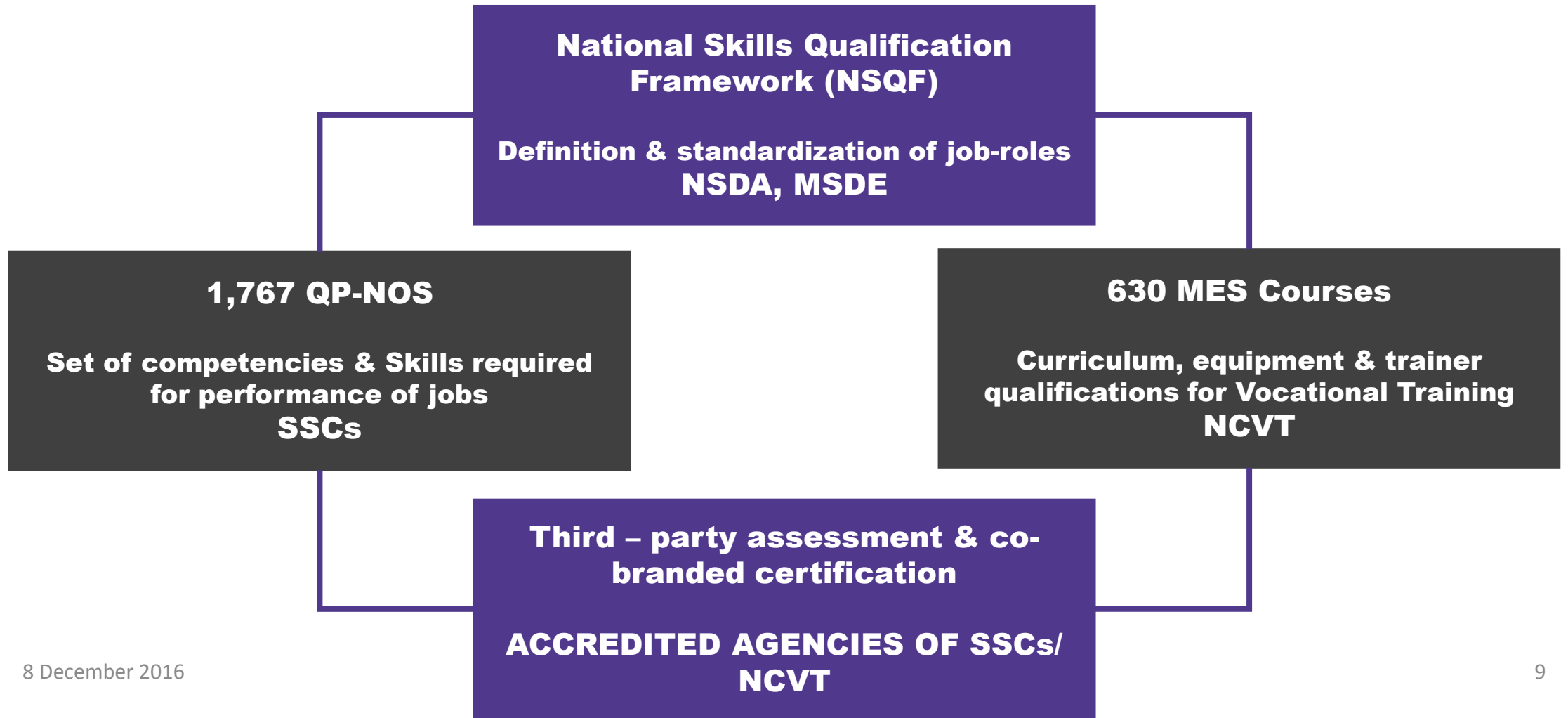
7. Quality
8. Trainers and Assessors
9. Global partnerships
10. ICT enablement
11. Synergy

Variety of Short-term training models in the Country

For those In Education	Types of training needs	Models/ Examples
Students in Class IX, X, XI, XII	Foundation skill training in schools	Skill @ schools; Training by NSDC partners in HP; Haryana Vocational training project;

For those out of Education	Types of training needs	Models/ Examples
School dropouts/passouts Not in Education, Employment or Training (NEET)	Short-term placement – linked employability skills training	Skill Development Centres (SDCs) <ul style="list-style-type: none"> • NSDC Partners • PIAs under various Govt. Schemes Community Colleges <ul style="list-style-type: none"> • UGC Community Colleges • OP Jindal Community College BVoC Programs <ul style="list-style-type: none"> • UGC BVoC Program • TeamLease Skills University

Training Curriculum, Assessments & Certification



What SSCs does for skills development

Research	Quality Assurance	Delivery Mechanism
<ul style="list-style-type: none">• Create skill development plan/capacity as per industry needs• Create sector specific occupational /competency standards• Labor Market Information Systems• Conduct productivity analysis of human resources• Tracking the latest technological trends	<ul style="list-style-type: none">• Curriculum & Course Design as per competency standards• Streamline certification framework• Conduct assessment & certification of (master) trainers to match competency & certification levels• Conduct certification of workers• Undertake accreditation of all sector specific courses	<ul style="list-style-type: none">• Mobilisation of Trainees• Catalyze training delivery organizations to meet industry requirements<ul style="list-style-type: none">- Work with industry to train existing workers• Provide training to (master) trainers<ul style="list-style-type: none">- Develop trainer modules & e-learning modules• Develop CoEs• Placement

No of SSCs formed

SSCs	SSCs
Auto	Logistics & Transportation
Security	Capital Goods
Retail	Electronics Hardware
IT/ITES	Life Sciences
BFSI	Food Processing
Leather	Aerospace & Aviation
Media	Iron & Steel
Healthcare	Power
Gems & Jewelry	Mining
Rubber	Beauty & Wellness
Telecom	Textiles & Handlooms
Agriculture	Apparels
Plumbing	Handicrafts
Construction and Real Estate	Tourism & Hospitality

What is NSQF?

Education	Academic Level	Skill	NSQF Level Interpretation
Class 9	1	Skill – Educated/ Uneducated	1
Class 10	2	Skill with some experience	2
Class 11	3	Semi Skilled	3
Class 12	4	Skilled	4
1 st Year of Graduation	5	Supervisor of Skilled Worker	5
2 nd Year of Graduation	6	Supervisor's Supervisor	6
3 rd Year of Graduation	7	Managerial Supervisor	7
1 st Year of PG	8	Junior Management	8
2 nd Year of PG	9	Middle Level Management	9
PhD	10	Senior Level Management	10

The diagram illustrates the mapping between Academic Level and Skill. A red arrow points from Academic Level 1 to Skill 'Skill – Educated/ Uneducated'. Two green arrows point from Academic Level 7 to Skills 'Managerial Supervisor' and 'Junior Management'.

Way Forward

- How to improve training outcomes ? - May offer jobs but not a career
- How to address regional imbalances in skills training?
- How to improve significantly women's LFPR through skills training ?
- How to provide increasing importance to entrepreneurship to match the aspirations of the youth.
- Putting in place appropriate labor job matching & LMIS system
- Skills gap analysis is yet to get institutionalised as a process to inform the design and implementation of skill development programmes
- Increasing emphasis on skills development throughout the life-cycle – starting from early childhood, through primary & secondary education, to tertiary education, technical and vocational education and job training programs.
- Better convergence and implementation at the state level

Physical Achievements

01 Apr 2012 to 31 Jul 2016

DDU-GKY overall (including Roshni & Himayat)	Training Target	Training Achievement	Placement	Sub-programmes - Himayat		Sub-programmes - Roshni	
				Target 2011 – 2016	90,000	Target 2012 – 2017	50,000
FY 2012/13	2,12,000	2,17,997	1,68,502	Training Achievement	67,410	Training Achievement	11,983
FY 2013/14	2,50,000	2,01,019	1,37,417	Placement	51,202	Placement	7,283
FY 2014/15	2,10,000	86,120	54,196	Added Target 2016-	1,00,000	Programme targeted at youth from LWE affected Districts	
FY 2015/16	1,77,986	2,70,392	1,34,744	Sanctions			
FY 2016/17	2,00,014	62,916	33,909	Programme targeted at youth from J&K			
Total	10,50,001	8,38,444	5,28,768				
Current Approved Target, Cost		9.79 Lakh	Rs. 8,635 Cr				

Geographic spread		Training Infrastructure	
States	23	Number of PIAs	179
Districts covered	593	Number of Projects (on-going)	395
Blocks covered	6,319	Number of Training Centres	809