

**GOVERNMENT OF INDIA
HUMAN RESOURCE DEVELOPMENT
LOK SABHA**

STARRED QUESTION NO:45
ANSWERED ON:07.08.2013
DEVELOPMENT OF HUMAN RESOURCES
Joshi Shri Pralhad Venkatesh

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

- (a) whether the Government has any specific plans to take advantage of the demographic profile of the country through comprehensive skill development programmes;
- (b) if so, the details thereof;
- (c) whether such proposals especially those for imparting quality education have been included in the 12th Five Year Plan;
- (d) if so, the details thereof; and
- (e) the specific steps taken/being taken by the Government for capacity building in this regard in the country especially in the rural areas?

Answer

MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI M.M.PALLAM RAJU)

(a) to (e) : A statement is laid on the table of the House.

STATEMENT REFERED TO IN REPLY TO PART (a) TO (e) OF THE LOK SABHA STARRED QUESTION NO. 45 FOR 07.08.2013 ASKED BY SHRI PRALHAD JOSHI, HON'BLE MEMBER OF PARLIAMENT REGARDING DEVELOPMENT OF HUMAN RESOURCES.

(a) : Yes, Madam.

(b) : The Government of India has formulated the National Policy on Skill Development in 2009 that gives the broad framework for skill development in the country. Through this Policy, the Government has put in place an institutional structure for skill development. This structure include; the National Skill Development Agency (which subsumes three erstwhile entities, viz., PM's National Council on Skill Development, National Skill Development Coordination Board and the Office of the Adviser to the PM on Skill Development) and the National Skill Development Corporation (NSDC). NSDA has already been approved by the Government. The functions of NSDA and NSDC are at ANNEXURE-I & II respectively. Skill Development has been undertaken through a number of schemes implemented by different Ministries/Agencies. A key Ministry in this regard is the Ministry of Human Resource Development that links Skill Development with quality education through its National Vocational Education Qualification Framework(NVEQF). NVEQF is a nationally integrated education and competency based skill framework that provides multiple pathways both within vocational education and between general and vocational education to link one level of learning to another higher level and enable learners to progress to higher levels from any starting points in the education and/or skill system. It allows cross mobility of students and their absorption in Industry with certain skill gained over a fixed period of time or their seamless integration into higher learning that enable them to acquire formal degree and higher skills so that they perform higher level jobs in industry.

(c) : Yes, Madam.

(d) : The 12th Five Year Plan envisages quality and relevance of skill development as key to India's global competitiveness as well as improving an individual's access to decent employment. A number of schemes are envisaged for implementing through different Ministries. Among these the Ministry of Labour and Ministry of HRD have significant roles in attempting to integrate Skill Development, Employability and Education. Modular Employable Skills (MES) programme has been initiated by Ministry of Labour and Employment wherein short duration courses are provided to prospective trainees using both government and private infrastructure. 1402 modules covering more than 60 sectors have been developed, 36 Assessing Bodies empanelled for conducting assessment, 6951 vocational Training Providers registered and more than 13.53 lakh persons have been trained/tested. ITIs has been improved through up gradation and creation of centers of Excellence by introducing multi-skilling course. This is done under public-private-partnership in the form of Institute Management Committees with representatives from industries, government and academic organisations who play a major in terms of providing practical training and identification of emerging skill demands in the local industry. In order to improve the outreach of open schooling programme with special focus on skill development particularly in the educationally backward districts of the country, the Rastriya Madhyamik Siksha Abhiyaan(RMSA) aims at strengthening the infrastructure facilities for National Institute of Open Schooling(NIOS) and 16 State Open Schools It also envisages concerted action in several key areas in order to ensure that skill

formation takes place in a demand driven manner including curriculum for skill development to be reoriented on a continuing basis to meet the demands of the employers/industry and align it with the available self-employment opportunities. The All India Council for Technical Education (AICTE) has made detailed general and vocational contents in 13 sectors with 57 specializations in close association with the market forces for the NVEQF. As per the 12th Plan an enabling framework is needed that would attract private investment in skill development through Public Private Partnership (PPP). Accordingly, for session 2013-14 the AICTE has accorded approval to 79 Skill Knowledge Providers (SKPs) and 376 Institutions for running the NVEQF programmes under the self-financing mode.

(e): Several measures for capacity building have been undertaken. One of the components of NVEQF is that of developing capacity building programme for teachers and trainers. The scheme of Community Development through Polytechnics (CDTP) aims at providing non formal, short term, employment oriented skill development programmes, through AICTE approved polytechnics, to various sections of the community particularly the rural, unorganized and disadvantaged sections of the society, to enable them to obtain gainful self/ wage employment. 518 polytechnics have been provided financial assistance to implement the scheme till 31.07.2013. Government of India has scheme for setting up 200 community colleges in existing colleges/polytechnics from the academic session 2013. AICTE has scheme for setting up 35 Model Skill Centres one in each in a State/ Union Territory forging hands on training of students under the NVEQF Scheme and also launched a new scheme National Employability Enhance Mission (NEEM) to offer on the job practical training to enhance employability.

Under the scheme of Vocationalisation of Higher Secondary Education, a pilot on NVEQF was launched in September, 2012 in Haryana across 40 schools in 8 districts covering 4908 students. The districts include Gurgaon, Faridabad, Mewat, Palwal, Jhajjar, Rohtak, Ambala and Yamuna Nagar. The scope of the pilot included NVEQF level 1 to 4 i.e. from Class IX to Class XII in four industry sectors: Information Technology (IT)/Information Technology Enabled Services (ITeS), Automotive, Security and Retail. Under the pilot appropriate infrastructure, including laboratories, tools, equipments, raw materials, were provided to all the schools. Competency based curriculum and courseware for job roles in four industry sectors was developed by Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) and Central Board of Secondary Education (CBSE) in consultation with industry. Induction training in vocational pedagogy and trade specific skills was provided to all the vocational co- coordinators and teachers. Necessary tie up with local industry was made for providing skill training to the students. The State School Education Board, Haryana, has been entrusted with the task of assessment and certification in consultation with industry for the skills offered under the pilot project.

There is also a provision of building capacities within local management committee at the school, including in the rural areas as well as at the district and state institutional level. The scheme provides for 30 days induction training and 7 days in service training of teachers. CBSE also undertook 6 master trainer training workshops for the capacity building of vocational teachers. A component on Skill Training of Rural Youth has been kept under the 12th Plan National Mission on Agricultural Extension and Technology. Ministry of Agriculture is focussing on skill development programmes under different Schemes in different areas of Agriculture as at ANNEXURE-III.

Ministry of Rural Development has restructures SGSY as National Rural Livelihoods Mission (NRLM), also known as Aajeevika, on 26th June, 2010. The Special Projects for placement linked Skill Development was accordingly revisited repositioned under Aajeevika in September 2012 as Aajeevika Skill Development Programme (ASDP). The Ministry plans to impart skills to 50 lakh rural BPL youth under ASDP in 12th five year plan. The ASDP seeks to cater to the occupational aspirations of the rural poor with focus on youth, and on communities who have limited access to formal employment avenues including SC/ST, women and Minorities. Skilling the rural poor with focus on outcomes, consumer choice and competition, permitting accumulation of knowledge and skills and ensuring bankability and/or employability of the skills developed through co-created solutions and through forging partnerships between the government at the central and state, with all potential stakeholders forms the basis of the programme. A total of 8,49,838 youths have been trained and 6,70,814 youths have been given employment under the placement linked skill development projects under SGSY and subsequently the ASDP.