

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

UNSTARRED QUESTION NO:2265  
ANSWERED ON:18.12.2013  
SKILL DEVELOPMENT PROGRAMMES  
Reddy Shri Modugula Venugopala

**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 STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (Dr. Shashi Tharoor)

(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 includes: 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). The National Skill Development Corporation envisages the fulfilment of the growing need in the country for skilled manpower across sectors and the narrowing of the existing gap between the demand and supply of skills. The objective of the NSDC is to contribute significantly to the overall target of skilling/ up-skilling 500 million people in India by 2022. 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).

(c): Yes, Madam.

(d): The 12th Five Year Plan envisages that the quality and relevance of skill development will be key to India's global competitiveness as well as for 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 the Ministry of HRD have significant roles in attempting to integrate Skill Development, Employability and Education. A Modular Employable Skills (MES) programme has been initiated by the Ministry of Labour and Employment wherein short duration courses are provided to prospective trainees using both government and private infrastructure. A total of 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. The ITIs have been improved through up gradation and creation of centers of Excellence by introducing multi-skilling courses. 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 role in terms of providing practical training and the 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 Rashtriya Madhyamik Siksha Abhiyaan (RMSA) aims at strengthening the infrastructure facilities for the 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). As on date, the AICTE has registered 79 SKPs and 376 vocational Institutions under NVEQF, which is available at [www.aicte-india.org/vocskp.html](http://www.aicte-india.org/vocskp.html).

(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. A total of 518 polytechnics have been provided financial assistance to implement the scheme. The Government of India has a scheme for the setting up 200 community colleges in existing colleges/polytechnics from the academic session 2013. The AICTE has a scheme for setting up 35 Model Skill Centres one in each in a State/ Union Territory for providing hands-on training to students under the NVEQF Scheme and also launched a new scheme National Employability Enhancement Mission (NEEM) to offer on the job practical training to enhance employability. In the case of school education there is a provision of building capacities within the 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. The CBSE also undertook 6 master trainer training workshops for the capacity building of vocational teachers. A component on the Skill Training of Rural Youth has been kept under the 12th Plan National Mission on Agricultural Extension and Technology. The Ministry of Agriculture is focussing on skill development programmes under different Schemes in different areas of Agriculture. The Ministry of Rural Development has restructured SGSY as the 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 the ASDP in the 12th five year plan. The ASDP seeks to cater to the occupational aspirations of the rural poor with special focus on youth.