

# Skill Development in India with Reference to the New Education Policy 2020

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**Abstract** - Skills and knowledge are driving forces of economic growth and social development for any country. Countries with higher levels and better standards of skills adjust more effectively to the challenges and opportunities in domestic and international job markets. Today, India is one of the youngest nations in the world with more than 62% of its population in the working age group (15-59 years), and more than 54% of its total population below 25 years of age. Its population pyramid is expected to bulge across the 1559 age group over the next decade. It is further estimated that the average age of the population in India by 2020 will be 29 years. During the next 20 years the labour force in the industrialized world is expected to decline by 4%, while in India it will increase by 32%. This poses a formidable challenge and a huge opportunity. To reap this demographic dividend which is expected to last for next 25 years, India needs to equip its workforce with employable skills and knowledge so that they can contribute substantively to the economic growth of the country. The Prime Minister launched SKILL INDIA on July 15, 2015, on the occasion of the first ever World Youth Skills Day. It includes four important and complementary initiatives of the Ministry of Skill Development and Entrepreneurship. The National Skill Development Corporation India (NSDC) was setup as a one of its kind, Public Private Partnership Company with the primary mandate of catalyzing the skills landscape in India. It made far more focused and comprehensive towards promoting self-employment through productive activities. The National Skill Development and Entrepreneurship Policy of 2015 is an integrated approach involving coordination with ministries and organizations covering various sectors which are implementing either skill development or entrepreneurship programs. Being the youngest nation with more than 62 per cent of its population in working age group of 15-59 years, and more than 54 per cent of its total population below 25 years of age, it seems feasible. Skill development is critical for economic growth and social development. The demographic transition of India makes it imperative to ensure employment opportunities for more than 12 million youths entering working age annually. The skill

development issue in India is thus pertinent both at the demand and supply level. This paper focuses on the functioning of various skill development agencies in Andhra Pradesh with reference to Srikakulam district.

**Index Terms** - Skill Development, Workforce, Employment, Youth Empowerment, Skill gap.

## I. INTRODUCTION

The Prime Minister launched SKILL INDIA MISSION on July 15, 2015, on the occasion of the first ever World Youth Skills Day. It includes four important and complementary initiatives of the Ministry of Skill Development and Entrepreneurship. National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC), National Skill Development Fund (NSDF) and 33 Sector Skill Councils (SSCs) as well as 187 training partners registered with NSDC. The Ministry of skill development is also intends to work with the existing network of skill development centres, universities and other alliances in the field. Further, collaborations with relevant Central Ministries, State governments, international organizations, industry and NGOs have been initiated for multi-level engagement and more impactful implementation of skill development efforts. 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 in the country. The Fund is contributed by various Government sources, and other donors/ contributors to enhance, stimulate and develop the skills of Indian youth by various sector specific programs. Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship scheme of the Ministry of Skill Development & Entrepreneurship (MSDE) implemented by National Skill Development Corporation. The objective of this Skill Certification Scheme is to enable a large number of Indian youth to

take up industry-relevant skill training that will help them in securing a better livelihood. Individuals with prior learning experience or skills will also be assessed and certified under Recognition of Prior Learning (RPL).

## II. OBJECTIVE

The present study is undertaken keeping in view the following major objectives, viz.

1. To study about the skill development in detail.
2. To review about different youth empowerment programs.
3. To upgrade skills to international standards through significant industry involvement and develop necessary frameworks for standards, curriculum and quality assurance.
4. To project the need of the skill development.

## III. METHODOLOGY

The present study is conceptual survey with exploratory cum descriptive in nature. It is based on the analysis of secondary data. The secondary data is availed from various Journals, Internet, Government reports and Books.

## IV. NATIONAL EDUCATION POLICY 2020: RE-IMAGINING VOCATIONAL EDUCATION

Initiatives/targets

- At least 50 percent of school learners to get exposure to vocational education by 2025.
- Considering students in vocational education while arriving at the Gross Enrolment Ratio (GER) targets.
- Secondary schools to collaborate with ITIs, polytechnics, local industry.
- Setting up of Skill labs and creating hub & spoke model in the schools to allow other schools to use the facility.
- To offer vocational education by higher education institutions or in partnership with industry and NGOs.
- Offering vocational courses to students enrolled in all other Bachelor's degree programs, including the 4-year multidisciplinary Bachelor's programs.

- Higher educational institutions to conduct short-term certificate courses in various skills including soft skills.
- Making vocational knowledge developed - 'Lok Vidya' to students through integration into vocational education courses.
- Vocational courses through Open Distance Learning (ODL) mode.
- Integrating vocational education into all school and higher education institutions in a phased manner over the next decade.
- Ministry of Education to constitute a National Committee for the Integration of Vocational Education (NCIVE), consisting of experts in vocational education and representatives from across Ministries, in collaboration with industry, to oversee this effort.
- Setting up incubation centres in higher education institutions in partnership with industries.
- National Skills Qualifications Framework for each discipline vocation and profession.
- Aligning Indian standards to the International Standard Classification of Occupations maintained by the International Labour Organization.

## V. NATIONAL POLICY ON SKILL DEVELOPMENT AND ENTREPRENEURSHIP 2015

Ministry is an integral part of the government policy on "Sabka Saath, Sabka Vikaas" and its commitment to overall human resource development to take advantage of the demographic profile of our country's population in the coming years. Developing a comprehensive and holistic policy document is an integral part of the process. This requires a fresh look at the already existing National Policy on Skill Development (NPSD), 2009. 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. In addition to laying down the objectives and expected outcomes, 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. Andhra Pradesh will face an incremental Human resources requirement of approximately 10 million skilled workers between 2012 till 2022, across the high-priority and emerging sectors.

Table - 1 Distribution of Persons received formal vocational/technical training (in percent)

Year	Age group	Rural			Urban			All India		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
2017-18	15-29	2.0	1.3	1.7	4.6	4.2	4.4	2.8	2.2	2.5
	15-59	1.5	0.9	1.2	4.0	3.3	3.7	2.3	1.7	2.0
2018-19	15-29	2.4	1.4	2.0	4.8	4.6	4.7	3.2	2.5	2.8
	15-59	1.8	1.1	1.5	4.9	3.9	4.4	2.8	2.0	2.4
2019-20	15-29	3.1	2.7	2.9	7.0	6.5	6.8	4.3	3.8	4.1
	15-59	2.2	1.7	2.0	6.3	5.4	5.8	3.5	2.9	3.2

Source: Annual PLFS Reports, 2017-18 to 2019-20

As per the report of first quarter (April-June, 2021) of Quarterly Employment Survey (QES) in respect of establishments employing at least 10 workers in major nine sectors, 17.9 percent of estimated establishments were imparting formal skill training. Sectors such as IT/BPO imparted skill training in 29.8 percent of estimated establishments, followed by 22.6 percent financial services and 21.1 percent education sector's establishments. Further, about 24.3 percent estimated establishments were found to be imparting 'On-the-Job' training, which is higher in IT/ BPO sector (36.1 percent of establishments) and financial services sector (34.8 percent) is shown in table - 2.

Table – 2 Sector-wise Percentage Distribution of Estimated Establishments imparting Formal Skill Development Training and On the Job Training (in percent)

Sectors	Skill Training	On-the-Job Training
IT/BPOs	29.8	36.1
Financial Services	22.6	38.8
Education	21.1	22.1
Health	20.2	24.0
Manufacturing	17.4	28.3
Construction	15.5	26.0
Transport	13.0	20.6
Trade	11.2	17.4
Accommodation & Restaurants	7.1	13.4
Total	17.9	24.3

Source: Quarterly Employment Survey Report, 2nd Quarter 2021, Labour Bureau.

To unlock the demographic dividend, several steps have been taken to increase the skill levels in population. Periodic Labour Force Survey (PLFS) 2019-20 shows that formal vocational / technical training among youth (age 15-29 years) and working population (age 15-59 years) have improved in 2019-20 over 2018-19. The improvement in skills has also been for males and females, both in rural and urban sectors. However, formal training for males and females is lower in rural than in urban areas is shown in Table - 1.

## VI. VARIOUS SKILL DEVELOPMENT PROGRAMMES IN INDIA

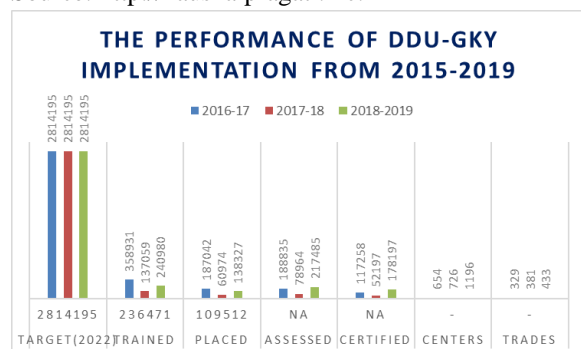
A. Deen Dayal Upadhyaya Grameen Kaushal Yojana (DDU-GKY):

The Ministry of Rural Development (MoRD) announced the Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) Antyodaya Diwas on 25<sup>th</sup> September 2014. DDU-GKY is a part of the National Rural Livelihood Mission (NRLM), tasked with the dual objectives of adding diversity to the incomes of rural poor families and cater to the career aspirations of rural youth. DDU-GKY is uniquely focused on rural youth between the ages of 15 and 35 years from poor families. As a part of the Skill India campaign, it plays an instrumental role in supporting the social and economic programs of the government. The performance of DDU-GKY implementation from 2015 to 2019 is presented in table – 3.

Table - 3

The performance of DDU-GKY implementation from 2015-2019				
Item	2015-16	2016-17	2017-18	2018-2019
Target(2022)	2814195	2814195	2814195	2814195
Trained	236471	358931	137059	240980
Placed	109512	187042	60974	138327
Assessed	NA	188835	78964	217485
Certified	NA	117258	52197	178197
Centers	-	654	726	1196
Trades	-	329	381	433

Source: <http://kaushalpragati.nic.in>



### B. Gram Tarang:

Gram Tarang Employability Training Services Pvt. Ltd. is a social entrepreneurial initiative in skill training working in largely underdeveloped regions of the country and is committed towards providing young people with high quality vocational education & skill training, relevant & recognized certifications resulting in meaningful employment & successful careers in the organized sector. Gram Tarang currently operates in Orissa and Andhra Pradesh in East India. It has a widefield network across villages and semi-urban centres in a hub and spoke model (a small number of mother centres with a number of satellite centres).

C. Pradhan Mantri Kaushal Vikas Yojana (PMKVY): Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship scheme of the Ministry of Skill Development and Entrepreneurship (MSDE) implemented by National Skill Development Corporation. The objective of this skill certification scheme is to enable a large number of Indian youth to take up industry-relevant skill training that will help them in securing a better livelihood. Individuals with prior learning experience or skills will also be assessed and certified under Recognition of Prior Learning (RPL). PMKVY has two training components, viz., Short Term Training (STT) and Recognition of Prior Learning (RPL). Between 2016-17 and 2021-22 (as on 15 January 2022), under PMKVY 2.0 about 1.10 crore persons were trained (inclusive of the placement-linked and non-placement-linked components of the PMKVY): 83 percent certified and about 21 lakhs placed. In 2021-22, under PMKVY 3.0, 3.48 lakh persons have been trained: 50 percent certified and 16,321 placed.

STT Performance:

Parameter	FY 2016 - 2020	FY 2019 – 2020*
Enrolled	37,15,416	8,53,635
Trained	34,33,002	9,46,188
Assessed	31,45,996	8,75,313
Certified	28,09,949	7,68,915
Reported Placed	15,60,956	4,60,087

Source: NSDC Annual Report 2019-20.

\* Data till March 17, 2020 (includes SDMS & SIP). Trained numbers in FY 2019 - 20 include candidates who were enrolled in FY 2018 - 19 and completed training in FY 2019 – 20.

### D. Pradhan Mantri Kaushal Kendras (PMKKs):

from 2016- 17 to 2021-22, 16.35 lakh persons were trained and over 78 percent of them were certified. PMKVY also provided training to Shramiks (migrant labourers) affected by COVID-19. This component covered 116 districts of 6 States, viz., Assam, Bihar, Madhya Pradesh, Odisha, Rajasthan and Uttar Pradesh. As on 15.01.2022, 1.26 lakh migrants have been trained / oriented (0.88 lakh in STT and 0.38 lakh in RPL). Several micro-programmes under PMKVY have also been formulated for targeting artisans' clusters in partnership with private sector, also to ensure employment to all artisans. Special project has been launched to revive the traditional Namda craft of Jammu & Kashmir and upskilling of Weavers & Artisans of traditional crafts of Nagaland and Jammu and Kashmir.

### E. Skill Strengthening for Industrial Value Enhancement (STRIVE):

Skills Strengthening for Industrial Value Enhancement (STRIVE) is a new World Bank funded project that has been approved by Expenditure Finance Committee (EFC) in November 2016 for a total cost of Rs. 2200 crore (US \$ 318 million). The project falls under the Programme for Results (P4R) based category of World Bank that ensures outcome based funding. The project aims at creating awareness through industry clusters/ geographical chambers that would address the challenge of involvement of micro, Small and Medium-sized Enterprises (MSMEs). The Project would also aim at integrating and enhancing delivery quality of ITIs. In order to ensure achievement of outcome these ITI would be competitively selected for upgradation under the scheme.

F. Skills Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP):

This project aims to implement the mandate of the National Skill Development Mission (NSDM), which was launched on 15th July by Ministry of Skill Development & Entrepreneurship, through its core sub-missions. The project will be implemented in mission mode through World Bank support and is aligned with the overall objectives of the NSDM. The main objectives of the project include strengthening institutional mechanisms at both national and state levels, building a pool of quality trainers and assessors, creating convergence among all skill training activities at the state level, establishing robust monitoring and evaluation system for skill training programs, providing access to skill training opportunities to the disadvantaged sections and most importantly supplement the Make in India initiative by catering to the skill requirements in relevant manufacturing sectors.

G. National Apprenticeship Promotion Scheme (NAPS):

The National Apprenticeship Scheme is a new scheme of Government of India to promote apprenticeship. It was launched on 19th August 2016. Apprenticeship Training consists of Basic Training and On-the-Job Training/Practical Training at workplace in the industry. It is a sharing of 25% of the prescribed stipend, subject to a maximum of INR 1,500 per month per apprentice per month to the employer. The aim of this programme is to increase the engagements of apprentices from present 2.4 lakh to 50 lakh cumulatively by 2020.

H. Scheme for Higher Education Youth in Apprenticeship and Skills (SHREYAS):

Scheme for Higher Education Youth in Apprenticeship and Skills (SHREYAS) is a central government scheme for providing industry apprenticeship opportunities to the general graduates exiting in April 2019 through the National Apprenticeship Promotional Scheme (NAPS). The program aims to enhance the employability of Indian youth by providing 'on the job work exposure' and earning of stipend. SHREYAS is a programme basket comprising the initiatives of three Central Ministries, namely the Ministry of Human Resource Development, Ministry of Skill Development &

Entrepreneurship and the Ministry of Labour & Employment viz the National Apprenticeship Promotion Scheme (NAPS), the National Career Service (NCS) and introduction of BA/BSc/BCom (Professional) courses in the higher educational institutions.

I. Recognition of Prior Learning (RPL): RPL's objectives are (i) to align the competencies of the unorganized workforce of the country with the standardized National Skill Qualification Framework; (ii) to enhance the opportunities for employment and provide alternative means for higher education; (iii) to provide opportunities for reducing inequalities. As on 15th January 2022, more than 63 lakh beneficiaries have been certified across 37 different sectors.

J. Jan Shikshan Sansthan (JSS): Scheme JSS aims to provide vocational skills to non-literate, neo-literates, persons with rudimentary level of education up to 8th and school dropouts up to 12th standard in the age group of 15-45 years. The priority groups are women, SC, ST, minorities, divyangjan and other backward sections of the society. The Jan Shikshan Sansthan work at the doorstep of the beneficiaries with minimum infrastructure and resources. Under the scheme grant is released to Jan Shikshan Sansthan (NGOs) for Skill Development.

K. National Apprenticeship Promotion Scheme (NAPS): This Scheme promotes apprenticeship training and the engagement of apprentices by providing financial support to industrial establishments undertaking apprenticeship program under The Apprentices Act, 1961. As on 31 October 2021, 4.3 lakh apprentices engaged under the scheme.

L. Craftsmen Training Scheme (CTS): CTS is for providing long-term training in 137 trades through 14,604 Industrial Training Institutes (ITIs) across the country. For session 2020, 13.36 lakh trainees were enrolled.

M. Aatmanirbhar Skilled Employees Employer Mapping (ASEEM) portal:

ASEEM, a digital platform, created to match supply of skilled workforce with the market demand, acts as a directory of skilled workforce. As on 31.12.2021, 1.38 crore candidates have been registered on the portal

including candidates registered on Skill India Portal (SIP). As on 31.12.2021, around 26.7 lakh migrant's data/profile are also available on the portal. The Portal consists of three IT based AI (artificial intelligence) driven interfaces for stakeholder interactions:

- ❖ A job application for individuals with access to hyper local jobs using machine learning and automated match based on persona.
- ❖ A demand and campaign management system for employers to forecast the current and future demand.
- ❖ A management dashboard for analytics and insights. This could also be used for future decision making.

**N. India International Skill Centre (IISC) Network:**  
IISC Network is catering to the needs of foreign countries where Indian manpower is in demand. The IISC Network is a fee-based market driven model; based on global workforce supply and demand dynamics. It provides incremental skill training on international standards and assessment of skills for overseas employment. India has agreements with Germany, Belarus, United Kingdom, France, Australia, Japan and Qatar in the field of apprentices/training.

**O. Pradhan Mantri Dakshta Aur Kushalta Sampann Hitgrahi Yojana (PM-DAKSH):**  
PM-DAKSHYojana is a national action plan for skilling of marginalized persons including scheduled castes, backward classes and safai karamcharis. The eligible target group are being provided skill development training programmes on (i) up-skilling/re-skilling (ii) short term training programme (iii) long term training programme and (iv) entrepreneurship development program. During the year 2021-22, a target has been set to provide skill development training to approximately 50,000 persons of the target groups.

## VII. RECENT INITIATIVES IN HIGHER EDUCATION

Government has taken multiple initiatives aimed at revolutionizing the higher education ecosystem by (i) enabling higher vocationalisation, (ii) greater multi-disciplinary research, (iii) providing multiple entry and exit points, (iv) promoting globalisation of education, (v) leveraging the potential of Information

and Communication Technology (ICT) in teaching and learning process for all learners. For integration of vocational education into the higher education system, University Grant Commission (Institutions Deemed to be University) Regulation 2019 has been amended; and guidelines have been issued by UGC and All India Council for Technical Education to enable Higher Education Institutions (HEIs) to offer Apprenticeship/Internship embedded degree programme.

**I. National Apprenticeship Training Scheme (NATS):**  
It has been extended for the next five years with an outlay of ₹ 3054 crore which will make, through apprenticeship, around 9 lakh students employable. Under the scheme students will be given apprenticeship in the emerging and frontier technology such as Artificial Intelligence, drone technology, new evolving and emergent areas including expertise required for Production Linked Incentive Scheme, and PM Gati Shakti Programme of the Government. The scope of the NATS has been broadened to give apprentices to students from humanities, commerce and science besides engineering stream.

**II. Academic Bank of Credit (ABC):** ABC has launched on 29.07.2021, would digitally store the academic credits earned from various recognized Higher Educational Institutions (HEI) such that credits so earned can be accounted for award of degree by any given HEI. Appropriate amendments in regulations by University Grants Commission (UGC) have been affected to facilitate multiple entry/exit in academic programmes at HEIs and offering of offshore courses by Institutions of Eminence (IOE).

**III. e-PG Pathshala :** 154 Universities have come on board for accepting credit transfer for courses offered through SWAYAM platform till now, thereby boosting mainstreaming of Massive Open Online Courses (MOOCs). In this regard, the e-PG Pathshala has been offered as an Online Gateway of Post Graduate Courses; 778 papers, with 23000 plus e-modules in 67 Subjects have been developed, out of which 23 subjects cover the entire syllabus/curriculum. Due to COVID-19 induced lockdown and restrictions, ePG Pathshala website has

been used widely across all Universities and several Universities have used ePGPathshala content as a flip class room.

IV. Unnat Bharat Abhiyan: Unnat Bharat Abhiyan has been launched to cater the rural local needs by leveraging higher education. The objective of the scheme is to engage reputed higher educational institutions (central and state; public and private) to understand and work in rural areas. As of now 2897 institutions are participating and they have adopted close to 14500 villages.

V. Scholarships for weaker sections: To address the issue of access to higher education by students from weaker sections, scholarship schemes (such as Central Sector Scheme of Scholarship for College and University Students which has benefited over 1.5 lakh students in 2021-22 as of November, Special Scholarship Scheme for J&K which has benefited close to 15000 students in 2021-22 as of November) have been operationalised.

#### VIII. CONCLUSION

Governments should boost investment in life-long learning to retrain, retool, and de-skill. For example, governments could use individual skill accounts to provide training grants throughout people's working lives, conditional on stronger private-sector involvement in training and skills development. Governments should also reinforce the supply of skills by strengthening incentives for educational institutions to harness the power of digital technology and new business models. Clearly, skills are no more a matter of choice. In this competitive digital era, they are compulsory to get access to better professional prospectus that can create a futuristic workforce adept with the necessary skills and knowledge. After all, the progression of a country can be determined only by its workforce, especially if they are equipped with the best possible technical, industrial and soft skills. However, with technology modifying at a rapid pace, a comprehensive 'augmentation strategy' is the need of the hour where businesses can automate some jobs to enhance their employees' relative strengths and eventually empower them to leverage their full potential. Skill development efforts of the Government aim at the removal of disconnect between

demand and supply of skilled manpower, building the vocational and technical training framework, skill up-gradation, building of new skills and innovative thinking not only for existing jobs but also jobs that are to be created.

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