

Reforming the Indian Skill system

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Structure of presentation

1. National Skill Qualification Framework.
2. Re-engineering Existing Institutions and Building New ones
3. Reforming the Apprenticeship System
4. New Vocational Education and Training Act
5. Financing skill development on a much wider scale.
6. Labour Market Information System (LMIS)

National Skill Qualification Framework (NSQF)

- MHRD's NVEQF + MoLE's NVQF = National Skills Qualification Framework (NSQF).
- Vertical & horizontal mobility for student in TVET stream very difficult. NSQF designed to address this problem.
- While current TVET system (VE) starts at secondary level, NSQF recommends vocational stream starts from class 9
- Provision for recognition of prior learning acquired through informal training

Design of National Skills Qualification Framework - Architecture

Level	General Education Qualifications	TVET qualifications	Proposed Certificate Awarding Bodies
10	Doctorates	NCC 8	Universities and SSC
9	Masters	NCC 7	Jointly by Universities/IGNOU/State Open Universities and SSC
8	Post Graduate Certificates, Post Graduate Diplomas and Bachelor Degrees (Honours)	NCC 6	- Do -
7	Bachelor Degrees and Graduate Diplomas	NCC 5	- Do -
6	Graduate Certificates/Advanced Diplomas	NCC 4	- Do -
5	Diplomas	NCC 3	Jointly by Colleges / Polytechnics /Universities /IGNOU/State Open Universities and SSC
4	Class XII (General Academic/Vocational Education)	NCC 2	Jointly by CBSE/ State Boards /NIOS /State Open Schools and SSC
3	Class XI (General Academic/ Vocational Education)	National Competence Certificate 1 (NCC 1)	- Do -
2	Class X (Pre-vocational)	NCWP-2	Jointly by Institution and SSC
1	Class IX (Pre-vocational)	National Certificate for Work Preparation 1 (NCWP-1)	- Do -

* SSC = Sector Skill Councils to be established by National Skill Development Corporation

Shift from Annual to Semester (Credit Based) Examination System

“We are convinced that if we are to suggest any single reform in the university education it would be that of examination system” (Radhakrishnan Commission, 1948)

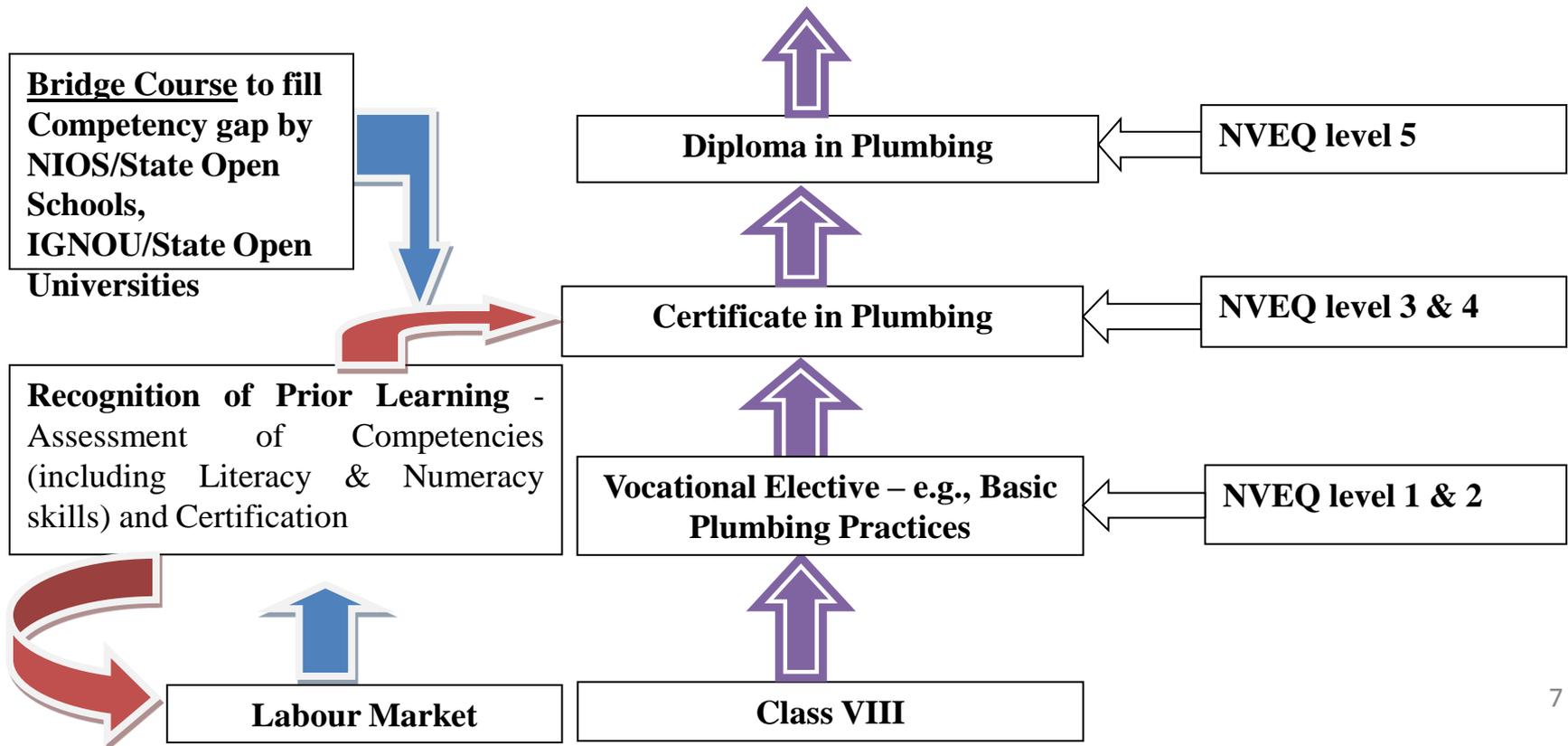
Annual Examination System	Credit Based Semester System
<u>Single final examination</u> at the end of academic year.	<u>Periodical assessment and feedback</u> for improvement of performance
Encourages rote learning.	Encourages performance based learning – with definable competencies
<u>Chronic problems</u> : Question out of syllabus, erroneous and ambiguous questions, incomplete questions	Internal and transparent assessment, based on <u>unambiguous competency criteria</u> .
Rigid system and does not allow for multi-entry and exit.	Flexibility for building ‘Learning Units’ through accumulation of credits over time and encourages multi-entry and exit.

Shift from Government as Major Player to Industry and Employers as Major Players in TVET reforms

Existing TVET	NSQF
<p><u>Supply Driven</u>-TVET provision do not reflect labour market requirements due to lack of Industry involvement</p>	<p><u>Demand Driven-</u> Involvement of Industry to identify skill requirements and gaps at national and local level.</p>
<p>Courses not aligned with skill requirements of employers</p>	<p>Learning Units to align with skill requirements of employers/labour market.</p>
<p>Lack of involvement of industry in delivery of TVET and certification of qualifications</p>	<p>Industry's involvement in delivery and joint certification through Directorate of Education and Skill Development Centres (SDCs) of SSCs at local level.</p>
<p>Funded by various Ministries, from general taxation. Lack of involvement of Industry in financing TVET</p>	<p>Financing of TVET through National Skill Development Corporation (NSDC) and National Training Fund</p>

Shift from Lack of Provision for Prior Learning to Recognition of Prior Learning

Existing TVET	NSQF
No provision for Recognition of Prior Learning (RPL) acquired through informal learning/unstructured apprenticeship training	Testing and Certification of <u>knowledge and skills</u> (competencies) that an individual has acquired in previous training and through work experience.



Shift from Restricted Opportunities for Mobility to Clear Cut Pathways for Mobility of Students between Programs and Institutions

Existing TVET	NSQF
<p>Non-uniformity in nomenclature, duration, curriculum design, content and examination system of TVET courses.</p>	<p>Uniformity ensured through registration of NVEQs and accreditation of programs, institutions. A Register of all NVEQs will be maintained on a website.</p>
<p>Lack of provision for vocational courses at higher education level</p>	<p>NVEQ levels to be introduced in Polytechnics, Universities & Colleges for seamless pathways in a sector.</p>
<p>Lack of provision for progression from VE at +2 level to higher education courses; lack of progression from ITI to Polytechnic</p>	<p>NVEQ levels at 3 & 4 will be aligned with NVEQ levels 5-10 for progression.</p>

Shift from Fragmented to a Unified TVET Governance

Existing TVET	NSQF
Fragmented governance: more than 17 Ministries offering TVET courses	Unified governance through registered and accredited TVET courses/programs under one umbrella i.e., Indian Qualifications Authority
<u>Centralized allocation and monitoring of TVET courses/programs</u> by Departments (e.g., Directorate of Education for vocational courses in schools)	Registered Education and Training Providers (RETPs) to decide courses in consultation with Skill Development Centres (to be created at District level) of NSDC.
Lack of monitoring and feedback system to improve efficiency of TVET system	Management Information System (MIS) to be set up for feedback from RETPs and Quality Assurance.

Layout

- National Skill Qualification Framework.
- **Re-engineering Existing Institutions and Building New ones**
- New Vocational Education and Training Act
- Financing skill development on a much wider scale.
- Labour Management Information System (LMIS)

Re-engineering Existing Institutions and Building New Ones

- *The Private Sector: Creating a good model for Sector Skills Councils*
- Broad set of SSCs horizontally at federal level, and then creating a deep vertical structure by creating SSC bodies at regional, state and local levels (avoid Australia situation)

Re-engineering Existing Institution and Building New Ones

- *The Public Sector: Creating an overarching institution*
 - Currently, skill development is everybody's and hence nobody's business
- *Reforming institutions of the Ministry of Labour: Re-engineering of NCVT*

Re-engineering Existing Institution and Building New Ones

- *Instructor Training*
- *In-house capacity building of DGET and the PSS Central Institute of Vocational Education (Bhopal)*

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A new Vocational Education and Training Act and changes to existing laws

- Joint certification of skills and qualifications by private sector employers on the one hand and government bodies on the other (Example: German dual education training system)
- Emerging market economies (i.e. Malaysia) also enable joint certification by private sector and government
- India has no such legal basis for enabling certificates to be issued by SSCs
- Way forward is that an Act is conceived, possibly in the Office of the PM's Adviser on Skills, so that this minimum legal pre-requisite for joint certification is put in place

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Reforming the Apprenticeship System: proposed amendments

- DAAs' need to be strengthened in terms of adequate staff, infrastructure, and budget.
- Centralized institutional mechanism at the office of DAA and a Web Portal for matching demand for and supply of potential trainees
- Develop and commission a web-based Portal where all companies would be required to publish their trade-wise requirements of apprentices.
- Market forces to determine number of apprenticeship in a trade

Reforming the Apprenticeship System: proposed amendments

- Manufacturing enterprise may be mandated to deploy sufficient number of apprentices amounting to at least 5% (and 2.5% in case of service sector companies) of the overall workforce (regular plus contractual workers).
- Stipends payable to apprentices should be directly linked to the macro-economic indicators and hence linked to minimum wages for the trade at the state level (at least 60% to 90% of the minimum wages from year 1 to year 4 respectively)
- In case of cost sharing of stipend, if National Training Fund is implemented, the cost of the stipend could be met partly from resources of Fund, rather than from general taxation.

Reforming the Apprenticeship System: proposed amendments

- Procedure should be simplified for such establishments, which are willing to engage more apprentices than the sanctioned intake without affecting the quality of training.
- Industry should be allowed to self-regulate and report its achievements vis-à-vis the targets. Penalties should only be limited to cases of non-compliance with disbursement of stipulated stipend as well as minimum safety conditions.
- MES and other courses being run by SDCs, NSDC partners and other providers could be brought under the purview of the Apprentices Act to increase the number of skill people

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Financing of skill development by establishing a National Training Fund

- Historically in India, vocational training has been financed by the state from general taxation.
- Private sector must recognize that one of most successful TVET systems in world, which has underpinned a high wage but very competitive manufacturing economy in Europe – Germany – is financed 84 % by the private sector, and remaining 16 % from the state.

International experience: some lessons for India

- Indian policy makers should initiate a national training fund during the 12th Plan (62 countries of the world have training levies).
- Collect levies from organized sectors and medium and large enterprises
- Beneficiaries of fund should include both organized and unorganized enterprises
- Need for India to adopt both revenue-raising and levy disbursement schemes
- There should be considerable scope for demand side financing of training through payment of stipend.
- Until the National Training Fund : Interim Measures to increase financing for Skill Development

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Development of Labour Market Information System (LMIS)

- Currently no common platform where the industry, job seeker and government can share information, none of them are able to take informed decisions
- Meta-data of job and skill inventory would be created through studies at micro level by Sector Skill Councils (SSC) to find out the availability, requirement of type & depth of skill, and identification of skill gaps with a provision of regular update.
- A data repository which is dynamic in nature would be created with an architecture keeping in mind the needs of the user viz.: government, industry and employment seeker.