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The policy framework of skill development in India

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Key points from Masterclass One

- **Key point one:** India has demographic potential
- **Key point two:** India has given impetus to policy reforms in skilling
- **Key point three:** India has made strides in institutional framework for skilling
- **Key point four:** Efforts to forge international collaborations have risen
- **Key point five:** Focus is now on policy implementation and institutional unity



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Key Point 1: India has demographic potential

- Average median age of Indians – 28.7 years.
- 60% of India's population – working age group.
- Potential for increase in GDP by 6.1 % due to upskilling.



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Key Point 2: India has given impetus to policy reforms in skilling

- 2008: Formation of National Skills Development Corporation (NSDC).
- 2009: First National Skills Development policy notified.
- 2014-15: First a full-fledged Department of Skills and then Ministry of Skills Development and Entrepreneurship (MSDE) created.
- 2015: Comprehensive National Skill Development and Entrepreneurship Policy released and National Skill Development Mission with 7 sub-missions launched.
- 2020: National Education Policy (NEP) launched for integration of vocational education.



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Key Point 3: India has made strides in institutional skills framework

- Initial phase (1950-2010)
- Growth phase (2010-2016)
- Consolidation phase (2016-2018)
- Regulation phase (2018)



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Key Point 4: Efforts to forge international collaborations have risen

- 11 G2G MoUs with Canada, United Kingdom, Slovenia, Finland, United Arab Emirates, Germany, Israel, Armenia, Malaysia, Japan and Australia.
- Australia: MoU on Cooperation in Vocational Education and Training and Taskforce on Education Qualifications Recognition.
- Global assessment of demand for the skilled work force in 16 destination countries namely, Australia, Bahrain, Canada, Germany, Japan, Kingdom of Saudi Arabia, Kuwait, Malaysia, Oman, Qatar, Romania, Singapore, Sweden, United States of America, United Arab Emirates, and United Kingdom.
- As per the Budget announcement on 1st Feb 2023, to skill youth for international opportunities, 30 Skill India International Centres to be set up across different States.



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Key Point 5: Focus is on policy implementation and institutional unity

- Implementation of NEP 2020.
- Implementation of proposed National Credit Framework.
- Convergence of skilling initiatives and training delivery.
- Harmonisation of global skilling standards.



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Skill development programs and quality framework

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Key points from Masterclass Two

Key Point 1 : Integrating vocational education with general education

Key Point 2 : Responding to the needs of labour market requirements, individuals and society

Key Point 3 : Leveraging the potential of information and communication technology for promoting
skill development activities

Key Point 4 : Building capacity of vocational teachers/trainers through continuous professional development

Key Point 5 : International collaborations for recognition of qualifications and preparing global workforce



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Key Point 1: Integrating vocational education with general education

- Holistic education and skill development of learners.
- Prepare learners' for lifelong learning opportunities.
- Instilling the feeling of equality, self-worth, respect, and dignity of labour to facilitate upliftment of social status of vocational education.



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Key Point 2 : Responding to the needs of labour market requirements, individuals and society

- Closing the gap between skills required by the industry i.e. the demand, and the skills people possess for availing employment opportunities i.e. supply. Jobs are now best matched with skillsets and interests.
- Building workplace competencies, rather than giving people mere qualifications or certificates.
- Focus on future skills, such as use of artificial intelligence, internet of things, drone technology, mobile applications, use of computers in designing, etc.



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Key Point 3 : Leveraging the potential of information and communication technology for promoting skill development activities

- Leveraging the potential of ICT to make the best quality content accessible to all learners in the country, free of cost.
- Greater access to ICT infrastructure, affordable devices, quality Internet connectivity, as well as trained teachers and facilitators, relevant educational content, and digital resources for skills development.
- Increased awareness and enrolment in online and hybrid courses provided by various learning platforms, such as e-skill India, Bharat Skills, etc.



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Key Point 4 : Building capacity of vocational teachers/trainers through continuous professional development

- Standardisation and uniformity in qualifications for eligibility, tenure, professional development, salary, promotion, incentives, and recognition of vocational teachers.
- Focus on capacity building for employability skills, 21st-century skills, green skills, inclusive education, vocational pedagogy, vocational skills, ICT skills, and indigenous knowledge and skills.
- Garnering support of local experts/craftspersons/masters for developing competencies of teachers.



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Key Point 5 : International Collaborations for Recognition of Qualifications and Preparing Global Workforce

- Memorandum of Understanding (MoU) signed with countries, like Australia, Belarus, China, Denmark, France, Germany, Japan, Qatar, Switzerland, United Arab Emirates, the United Kingdom, South Korea and Finland for strengthening VET.
- Information sharing and capacity building through bilateral agreements for implementation and recognition of best principles and practices.
- Mechanism on the Recognition of Australian and Indian Qualifications.



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The Mechanics of Indian skill ecosystem

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Key points from Masterclass Three

- **Key point one:** Leveraging India's demographic bulge
- **Key point two:** Effective regulation for quality assurance
- **Key point three:** Qualified and accredited trainers mainstay of quality skilling
- **Key point four:** Industry partnership for reducing skill gap, mismatch and shortages
- **Key point five:** Broad basing skill financing for outcome



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Key point 1: Leveraging India's Demographic Bulge

- India's demographic structure an opportunity to provide skilled workforce to aging economies and support structural transformation and economic growth.
- Focus on access to holistic and lifelong learning in changing world of work to support IR 4 and plug the gap.
- Digital skilling initiative future skills prime skill/ re-skill/ up-skill in newer technologies.



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Key point 2: Effective regulation for quality assurance

- Independent regulatory system ensuring clarity of functions, better outcomes and efficiency in training.
- Self-regulated ecosystem to inculcate a culture of self-monitoring & improvement.
- Nationally integrated education & competency-based quality assurance framework to facilitate mobility.



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Key point 3: Qualified and accredited trainers mainstay of quality skilling

- Participation of Industry in training of trainers: Making available facilities for practical experience.
- Focus on enhancing capacity of training of trainers through continuous professional development and use of ICT.
- National system to recognise trainers' excellence.



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Key point 4: Industry Partnership for Reducing Skill gap, Mismatch and Shortages

- Setting-up Skill Centre of Excellence (CoE) /Multi Skill Centre.
- Support trade-specific labs/centres including right to use land, building, machinery.
- Supporting apprenticeship.



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Key Point 5: Broad Basing Skill financing for Outcome

- Private Sector supplementing Government efforts.
- Result based skill financing through Skill Impact Bonds for leveraging private sector expertise.
- Support from multi lateral / bilateral agencies indicating trust in India's effort.
- Ensuring trainee participation through Skill Voucher.



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Challenges and opportunities for skill reforms in India

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Key Points from Masterclass Four

- **Key Point 1:** Existing challenges & opportunities in the Indian skilling ecosystem
- **Key Point 2:** Measures to increase scale of VET
- **Key Point 3:** Major reforms to enhance Quality & Employability
- **Key Point 4:** Major reforms to make Skilling Aspirational
- **Key Point 5:** Creating Opportunities for International Collaboration



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Key Point 1: Challenges & Opportunities in the Indian Skilling Ecosystem

- **India is a young country** – 54% < 25 years of age, ageing world population.
- **Limited Training Capacity** – 2.4% of the workforce received formal vocational/technical training, 8.9% through informal sources.
- **Challenges** – Major workforce in non-formal sector, scale & speed, quality issues, multiplicity of schemes/bodies, geographical inequity, low aspirational value, demand & supply disconnect.



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Key Point 2: Increasing Scale of VET

- Increasing scope of fresh training – through long-term training, short-term training.
- Expanding reach through recognition of prior learning.
- Focus on apprenticeship training, upskilling and reskilling.



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Key Point 3: Quality & employability of VET

- **Notification of NCVET** to consolidate and integrate the fragmented skilling ecosystem.
- **Improving Training Standards** – recognition & regulation of AB & AA, strengthening of NSQF.
- **Improving Training Delivery** – through blended learning, developing ToA and ToT standards and standardisation of certificates.



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Key Point 4: Making Skilling Aspirational

- Focus on future skills, multi-skills, cross-sectoral skills, NOS & micro-credentials for upskilling.
- **Employability NOS** for every qualification to enhance employability.
- Formulation & implementation of **National Credit Framework (NCrF)** for integrating academic, vocational & experiential learning, creditisation of all types of learning across school, higher and vocational education, enabling mobility across them.



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Key Point 5: Opportunities for International Collaboration

- Developing Qualifications of global skilling standards & mapping for mutual recognition – bilaterally/multilaterally.
- Getting involved as a NCVET recognised body – AB / Training body or AA; NSQF alignment of qualifications as of OEMs (Redhat)- simplified template and process.
- Mutual collaboration for international equivalence of courses, provision of credit transfer and promoting exchange with school boards & universities.