



## **A Short Insights Into the Background of Skill Development Initiatives in India : A Roadmap to Pradhan Mantri Kaushal Vikas Yojana (PMKVY-2015)**

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**Abstract** - This present study focuses on the Government's initiatives in skill development in India since independence with various Institutional set up and policy initiatives. It highlights on the that major policies which govern the skill development in the country and how these initiatives led to the advent of major current schemes like Skill India Mission and Pradhan Mantri Kaushal Vikas Yojana. The Skill India Mission and the Skill Policy, which is PMKVY 2015, aimed to skill 40 crore youth in the country by 2022. The vision of the policy is to create an ecosystem conducive to an empowered economy which has a job ready skilled workforce by skilling on a large scale with speed and quality, based on industry recognised standards and to promote a culture of innovation-based entrepreneurship which can generate wealth and employment to ensure sustainable livelihoods for all citizens in the country. This paper deals with all the major initiatives in short detail in order to generate the theoretical understanding of nature and purpose of the initiative like NCVT, Apprentice Act, NSDC, Skill India Mission, PMKVY etc.

The Skill development Ecosystem also has been explained to understand the functioning of Skill development programme in the country.

**Keywords:** Pmkvy, Skill Development, NcvT, Skill India Mission, Youth, Apprentice Act, Nsqf, NsdC, Sector Skill Council.

**Introduction** - truth is equally applicable for the young generation. Youth energy can be driving force for social and economic development of any country provided it is channelized effectively. Skill development and employment are the best means to mobilises this force. The Indian employer have been struggling with the acute shortage of skilled manpower despite India having the largest pool of youngest population

in the world. Reasons: lack of required expertise for specific jobs. As per the labour bureau report 2014, the current size of indies formally skilled workforce is only 2 per cent. This apart, there is also the challenges of employability of the large sections of the conventionally educated youth. The Indian education system has been churning out brilliant minds but lacking the skill sets required for specific jobs. There is also gap between the talent that is coming out of colleges and universities and its suitability in terms of scope and standard of employable skills.

Post-independence, the initial focus was on establishing a formal TVET sector, with dedicated technical and vocational institutes generally catering to the manufacturing trades. Current era of vocational skill training started by the setting up of national Council for vocational training (NCVT) and 1<sup>st</sup> ITI in 1969 by the Ministry of labour and employment, Government of India. In 1987, the All-India council of technical Education (AICTE) Act 1987 and became the official regulator and funded for polytechnic and technical college in 1993.

With the opening of the economy in the 1990s, new sectors spreads, especially IT and service sector. However, various research carried on the IT sector by the higher-level technical institutions. However, rapid slowdown in the manufacturing sectors showed that significant amount of employment for the skilled and semi-skilled workers was no longer in the traditional trades.

Paradigm shift observed in the skill development initiatives with the advent of the NSDC (National Skill development council) and the first national Skill development set out the vision for the national Qualification Framework (NSQF) and the creation of a unified competence- based training system. Through SSCs (Skill Sector councils) relevant efforts were made to represent all the sectors of the economy in the skill system.

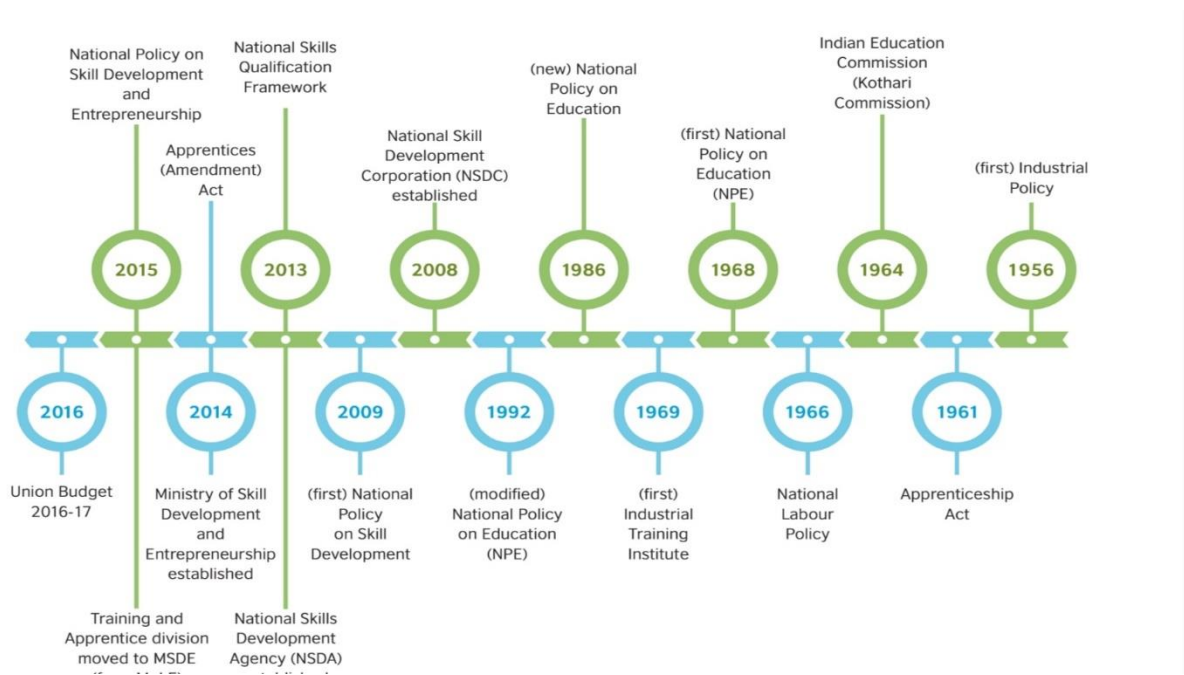
Before the advent of the Ministry of Skill development and Entrepreneurship, several ministries brought in the various initiatives like short course training and placement initiatives, it included the state Skill Development missions (SSDM), SDI modular employability scheme (MES) and the ajeevika Programme. The Creation of the ministry of Skill Development and Entrepreneurship in 2014 has provided an opportunity to unite platform in the skill development sector. It represented by the implementation of the national Skills Qualification Framework (NSQF) across skill programmes that deliver all sectors.

In 2015, Skill development initiative launched with an aim to provide training to 400 million people in different skills by 2022. Skill initiatives includes the very important scheme Pradhan Mantri Kaushal Vikas yojana (PMKVY) which has a mandate to enable and mobilise many Indian youths to take up outcome-based skill training, becoming employable and earn their livelihood.

**The National Policy for Skill Development and Entrepreneurship 2015** proposes to meet the challenge of skilling at scale with speed, standard and sustainability. It aims to provide an umbrella framework to all

skilling activities being carried out within the country. It also seeks to standardise the process of skilling and link it with demand centres both at national as well as international level. Skill multiplied by effort equals success. With recent initiatives of the government, the skill development programme has taken the shape of a ‘movement’. These efforts of the government may take some time to bear fruits however in the long run, the skilled Indians (Kushal Bharat) will lead the country towards being a happy, healthy and prosperous nation (Kaushal Bharat) thus justifying the slogan “Kaushal Bharat, Kaushal Bharat”.

### Institutional and Policy initiatives on Skill development in India since independence:



### National Council for Vocational Training (NCVT) 1956

Established under Ministry of Labor and Employment with a view to ensure and maintain uniformity in the standards of training all over the country, **the National Council for Vocational Training (NCVT) was set up in 1956**. This certifying body conducts All India Trade Tests for those who complete training in ITIs and awards National Trade Certificates to successful candidates. The Council has representation from central and state government departments, employers’ and workers’ organizations, professional and learned bodies, All India Council for Technical Education, scheduled castes and scheduled tribes, All India Women’s Organization, among others. The State Council for Vocational Training (SCVT) at the state levels and the sub committees have been established to assist the National Council.

### **The Apprenticeship Act of (1961)**

Apprenticeship programmes in India are governed by The Apprentice Act of 1961 and the Apprenticeship Rules of 1992. The organizational structure and rules and regulations overseeing it are complex and burdensome. The Apprentice Training Scheme is implemented by the ministries of Labor and Employment and Human Resource Development. The Ministry of Labor and Employment oversees 'trade apprentices' through six regional offices. The Ministry of Human Resource Development oversees 'graduate, technician, and technician (vocational) apprentices' through four boards located in different cities. The Act regulates programmes of training of apprentices and makes it obligatory for employers in both public and private sector establishments to have training infrastructure as detailed in the Act. This has been primarily to ensure trainees get optimum access to real work environment and on-the-job training. One of the objectives of apprenticeship was also to ensure that employers get skilled workforce having adequate exposure to real work environment. About 254 groups of industries are covered under the Act and about 27,000 establishments engage apprentices.

However, there has not been much success in implementation of this Act. **The Apprentice Act of 1961** was recently **amended in December 2014** to make it more responsive to industry and youth. The Apprentice Protsahan Yojana was also launched to support MSMEs in the manufacturing sector in engaging apprentices. As per the amended Act, work hours and leave benefits of Apprentices will be at par with the regular workers from the organized sector. Industries will be allowed to take more non-engineer graduates and diploma holders as apprentices, depending on the nature of the job, and new trades for apprenticeship training will be introduced. A portal is also being setup to make all approvals transparent and time bound.

### **The National Skill Policy (2009)**

The National Policy on Skill Development was first formulated in 2009 to create a skill ecosystem in India. It acts as a guide to formulate strategies by addressing the different challenges in skill development. The objective is to empower the workforce with the required skills, knowledge and qualifications to make the Indian workforce globally competitive. The government has introduced a National Policy on Skill Development and Entrepreneurship, 2015. The policy aims to provide an umbrella framework to all skill related activities carried out within the country, to align them to common standards and link skill activities with demand centers. In addition to laying down the objectives and expected outcomes, it aims at identifying various institutional frameworks which can act as the vehicle to reach the expected outcomes. The new skills policy also provides details on how skill development efforts across the country can be aligned within the existing institutional arrangements.

### **NSDC (National Skill development Corporation India) 2009**

The National Skill Development Corporation India (NSDC) is a public private partnership organization (now under the Ministry of Skill Development and Entrepreneurship) that was incorporated

in 2009 under the National Skill Policy. Its main aim is to provide viability gap funding to private sector in order to scale up training capacity. The NSDC has tied up with more than 187 training providers, many of whom have started scaling up their operations. The NSDC has also been entrusted to set up SSCs ensuring right representation of employers and to extend financial support to operationalize them. It also undertakes research initiatives, pilot projects, and skill gap studies to create a knowledge base for the sector. They have supported and incubated 31 SSCs that is intended to facilitate the much-needed participation and ownership of the industry to ensure needs-based training programmes. The National Skills Development Agency (NSDA) is working with the State governments to rejuvenate and synergize skilling efforts in the State.

### **Sector Skill Councils**

The National Skill Development Policy of 2009 mandated the NSDC to setup SSCs to bring together key stakeholders i.e., industry, work force and academia. As on date, 29 SSCs are operational and 4 more SSCs have been approved by NSDC<sup>1</sup>. They are funded by NSDC for the initial few years and are expected to become financially self-sustaining as they grow. These SSCs are expected to lay down the National Occupational Standards for different levels of jobs in their respective sectors, formulate certification and accreditation norms, strive to create knowledge repository on current requirement of skill development in the industry, assess the supply of skilled workers, identify the demand and supply gap in each sector, and identify trends and future requirements. With availability of trainers being a major challenge in scaling up the capacity, SSCs are also expected to play a crucial role in getting right industry support to facilitate training of trainers for their respective sectors.

### **The National Skills Qualification Framework (2013)**

The National Skill Qualification Framework (NSQF) was introduced in 2013 through a Cabinet notification, as a single unified framework for all qualifications. The National Skills Qualifications Framework (NSQF) is a skills-based framework that organizes qualifications based on a range of knowledge, skills and competencies. NSQF levels, ranging from one to ten, are defined in terms of the learning outcomes that a student should have, whether they are obtained through formal, informal or informal learning.

### **Policy initiatives for Skill development in recent times**

This section deals with the key policy initiatives that have been instrumental in enhancing and scaling up of Skill Development in India. It includes the Setting up of the ministry of Skill Development and Entrepreneurship, national policy on Skill development and Entrepreneurship, National Skill Development mission and the very ambitious flagship scheme Pradhan Mantri Kaushal Vikas Yojana (PMKVY).

### **Ministry of skill development and entrepreneurship (2014)**

The creation of the Ministry of Skill Development and Entrepreneurship (MSDE) in 2014 was both a significant statement of intent as well as strong and unified force driver for the policies and schemes in the skill development sector. Its important functions are to coordinate with stakeholders for bringing together skill development initiatives. To bridge the huge, disconnect between demand and supply of skilled manpower. Enable policies in the skill sector in line with the market demand. To expand entrepreneur education and enhance knowledge of computer education and develop soft skills and assess and certify existing skills.

### **The National policy on Skill Development and Entrepreneurship (2015)**

NSDE was published after the massive consultation and the 2016 union budget illustrates the focus and direction of the government policy in Skills, including the announcement of a new national board of skills development certification which will be institute with the partnership with the industry and academia. Its Core objectives are to create demand for the skill development across India. To align skill development with the required competency and to connect the supply of skilled resources with national and global demands. Enhance Entrepreneurship, especially female entrepreneurship. Global partnerships have been listed as one of the major enablers to achieve the above stated objectives.

Figure 11

### **NATIONAL POLICY FOR SKILL DEVELOPMENT AND ENTREPRENEURSHIP**



### **National Skill Development Mission or Skill India Mission (2015)**

The National Skills Development Mission was approved by the Union Cabinet on 01.07.2015 and was officially launched by the Honourable Prime Minister on 15.07.2015 at the International Skills Day event. The primary objective is to create interdisciplinary engagement in all districts and provinces in terms of skills training activities. In addition, to achieve the 'Skilled India' vision, the National Skill Development Mission will not only integrate and consolidate skills initiatives but will also accelerate decision-making in all sectors to achieve skills faster and more efficiently. It will be implemented in an improved institutional manner operated by the Department of Skills Development and Entrepreneurship (MSDE).

It is an umbrella scheme that has many skilling schemes and programmes under it. The chief objective is to empower the youth of the country with adequate skill sets that will enable their employment in relevant sectors and improve productivity. The chief objective of the Skill India Mission is to provide **market-relevant skills training** to more than 40 crore young people in the country by the year 2022.

- The mission intends to create opportunities and space for the development of talents in Indian youth.
- It aims to develop those sectors which have been put under skill development for the last many years, and to recognize new sectors for skill development.
- Closing the gap between skill required by the industry and skills people possess for employment generation.

### **Sub-schemes under Skill India**

Skill India is an umbrella mission under which there are multiple schemes and programme with specialized focus areas. The sub-schemes are as follows.

#### **National Skill Development Mission (NSDM)**

The NSDM was launched for creating convergence across various sectors and different states with respect to activities relating to skills training. The mission, apart from consolidating and coordinating skilling efforts, would also facilitate decision making across sectors to achieve quality skilling on a large scale.

#### **Pradhan Mantri Kaushal Vikas Yojana (PMKVY)**

PMKVY is a skill certification scheme that aims to encourage the young population of the country to take up training which is industry-relevant and builds them in skill development.

The scheme contains many specialized components such as the National Skills Qualifications Framework (NSQF), Recognition of Prior Learning (RPL), Kaushal, and Rozgar Melas among others

#### **Indian Skill Development Service**

The Indian Skill Development Services (ISDS) is a new central government service that has been created especially for the training directorate of the Ministry of Skill Development and Entrepreneurship. It is a

Group 'A' service and is expected to give a big push to the government's skilling initiatives by drastically enhancing the effectiveness and efficiency of the various schemes in this domain. The qualifying exam for this service is the Indian Engineering Service Exam conducted by the UPSC. The idea behind the ISDS is to attract young and talented people into the skill development domain and make skilling initiatives successful in the country.

### **Skill Loan Scheme**

Under this scheme, loans ranging from Rs.5000 to Rs. 1.5 lakhs will be provided for those seeking to attend skill development programmes. The idea behind the scheme is to remove financial hurdles for people who want to upgrade their skills and learn new skills.

### **Pradhan Mantri Kaushal Vikas Yojana (2015)**

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the **flagship outcome-based skill training scheme of the Government of India** implemented through the National Skill Development Corporation (NSDC) under the Ministry of Skill Development & Entrepreneurship. The objective of this skill certification and reward scheme is to enable and mobilize many Indian youths to take up outcome-based skill training and become employable and earn their livelihood.

Under the scheme, monetary reward through direct bank transfer would be provided to trainees who are successfully trained, assessed and certified in skill courses run by affiliated training providers. PMKVY will impart skill/training to 24 lakh persons. PMKVY is the flagship scheme that is driving towards greater realization of this vision. Owing to its successful first year of implementation, the Union Cabinet has approved the Scheme for another four years (2016-2020) to impart skilling to 10 million youth of the country. The tagline, 'Kaushal Bharat, Kushal Bharat' suggests that skilling Indians ('Kaushal Bharat') will result in a happy, healthy, prosperous and strong nation ('Kushal Bharat.'). The Pradhan Mantri Kaushal Vikas Yojana (PMKVY), the Ministry's flagship, demand-driven, reward-based skill training scheme will incentivize skill training by providing financial rewards to candidates who successfully complete approved skill training programmes.

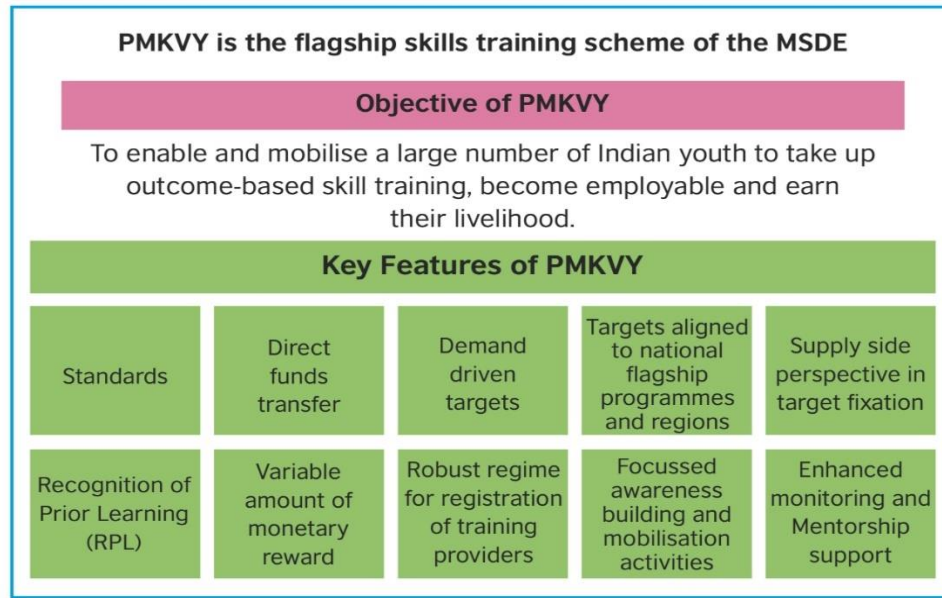
Recently, Government of India launched **PMKVY 3.0** to empower youth **with new-age skills to boost employability**. Government of India in January 2021 launched its flagship skilling scheme Pradhan Mantri Kaushal Vikas Yojana (PMKVY 3.0) in a bid to empower the country's youth with employable skills by making over 300 skill courses available to them. PMKVY 3.0 envisages training 8 lakh candidates over the scheme period of 2020-2021 with an outlay of Rs 948.90 crore. **PMKVY 2.0** broadened the skill development with inclusion of Recognition of Prior Learning (RPL) and focus on training. With the advent of PMKVY 3.0, the focus is on bridging the demand supply gap by promoting skill development in areas of **new-age and Industry 4.0 job roles**. The third phase of the scheme is designed towards making skill development more demand-driven and decentralized in its approach, with focus on digital



technology and Industry 4.0 skills. Launched in 717 districts, 28 states/8 UTs, **PMKVY 3.0 marks yet another step towards 'Atmanirbhar Bharat'**. PMKVY 3.0 will be implemented in a more decentralized structure with greater responsibilities and support from states/UTs & districts.

Figure 8

**PRADHAN MANTRI KAUSHAL VIKAS YOJANA (PMKVY)**



**Features of 'Skill India'-PMKVY:**

- The emphasis is to skill the youths in such a way so that they get employment and improve entrepreneurship. Provides training, support and guidance for all occupations that were of traditional type like carpenters, cobblers, welders, blacksmiths, masons, nurses, tailors, weavers etc.
- The training programmes would be on the lines of international level so that the youths of our country can not only meet the domestic demands but also of other countries like the US, Japan, China, Germany, Russia and those in the West Asia. Another remarkable feature of the 'Skill India' programmed would be to create a hallmark called 'Rural India Skill', to standardize and certify the training process.
- Tailor-made, need-based programmes would be initiated for specific age groups which can be like language and communication skills, life and positive thinking skills, personality development skills, management skills, behavioral skills, including job and employability skills.
- Programme seeks to create an end-to-end implementation framework for skill development, which provides opportunities for life-long learning. This includes incorporation of skilling in the school

curriculum, providing opportunities for quality long and short-term skill training, by providing gainful employment and ensuring career progression that meets the aspirations of trainees.

### **Key Components of Pradhan Mantri Kaushal Vikas Yojana (PMKVY):**

#### **➤ Short-Term Training**

The Short-Term Training imparted at PMKVY Training Centers (TCs) is expected to benefit candidates of Indian nationality who are either school/college dropouts or unemployed.

#### **➤ Recognition of Prior Learning**

Individuals with prior learning experience or skills shall be assessed and certified under the Recognition of Prior Learning (RPL) component of the Scheme.

#### **➤ Special Projects**

The Special Projects component of PMKVY envisages the creation of a platform that will facilitate trainings in special areas and/or premises of Government bodies, Corporates or Industry bodies.

#### **➤ Kaushal and Rozgar Mela**

Social and community mobilization is extremely critical for the success of PMKVY.

Active participation of the community ensures transparency and accountability and helps in leveraging the cumulative knowledge of the community for better functioning. In line with this, TPs shall conduct Kaushal and Rozgar Melas every six months with press/media coverage.

### **Placement**

PMKVY envisages to link the aptitude, aspiration, and knowledge of the skilled workforce it creates with employment opportunities and demands in the market. Every effort thereby needs to be made by the PMKVY TCs to provide placement opportunities to candidates, trained and certified under the Scheme.

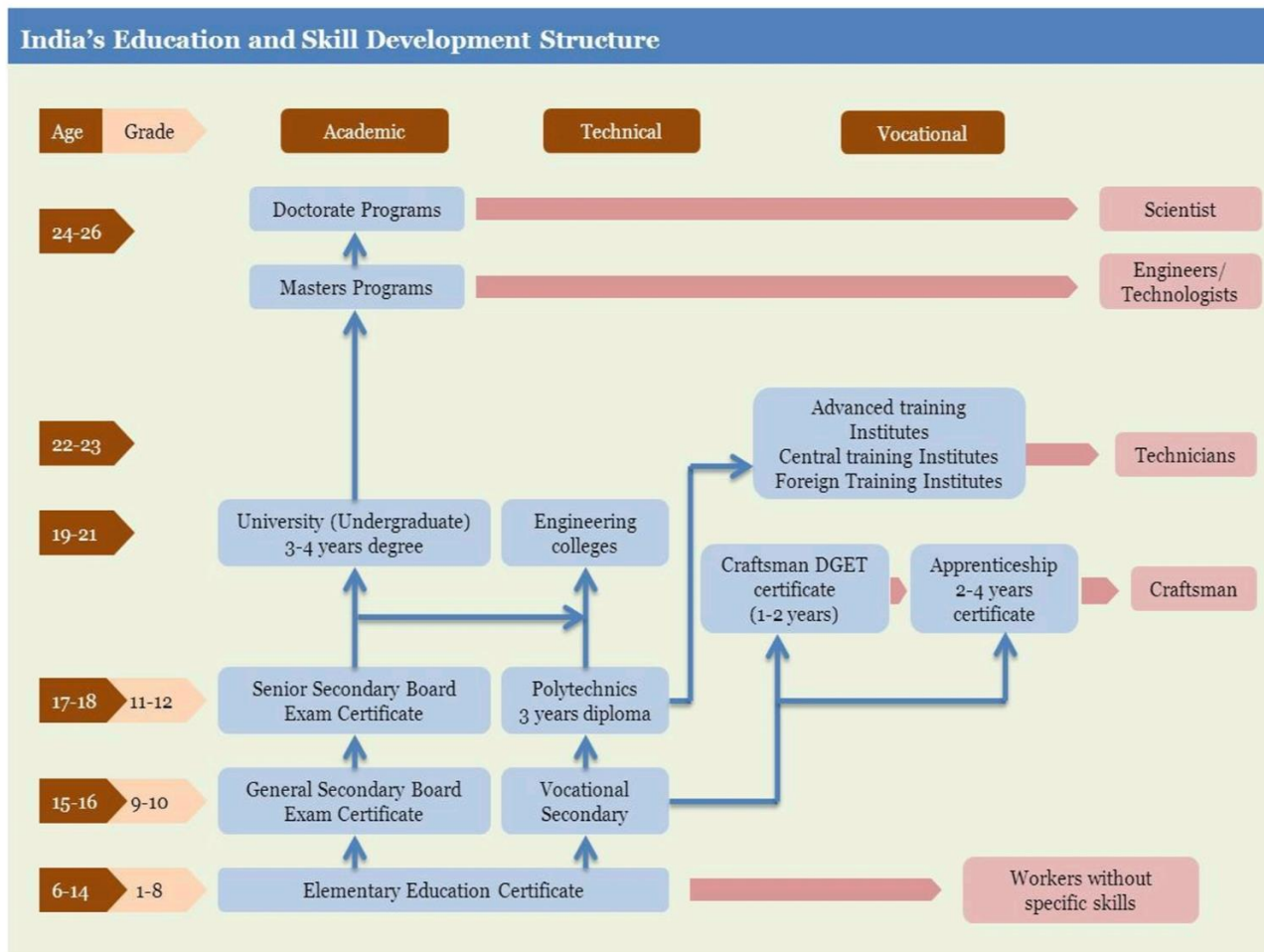
#### **➤ Monitoring**

To ensure that high standards of quality are maintained by PMKVY TCs, NSDC and empaneled Inspection Agencies shall use various methodologies, such as self-audit reporting, call validations, surprise visits, and monitoring through the Skills Development Management System (SDMS).

➤ **Branding** is an important aspect of communicating the Scheme accurately. All the TCs need to brand their centers and promotional activities in accordance with these Guidelines.

## Skill Development Ecosystem in the India

India's skills development ecosystem is complex, large and diverse, providing diversity skills levels for people are very diverse. Skills development in India can be broadly divided into Education and Vocational Training. The show below introduces a comprehensive Skills Development Framework in India.



Source: World Bank

Primary, secondary and tertiary education is governed by the Department of Education. The University and Higher Education provide all college education (Arts, Science, Commerce, etc.), while engineering education, polytechnics, etc. falls under Technical Education. The University Grants Commission (UGC) is an organization that manages funds, grants and setting standards for teaching, assessment and research at universities, and All India Council for Technical Education (AICTE) is the governing body of Technology education in India.

India skills are acquired through both formal and informal channels.

Formal job study training is provided in both the public and private sectors. Some of the major official channels vocational training includes Industrial Training Institutes (ITIs), state-owned In Practical Training Centers (ITCs), vocational schools, specialized centers of technical training, and industry training. Private sector participation has been on the rise recently, but the sector continues to be dominated by the community sector. Informal training on the other hand refers to the skills acquired in the workplace. At the intermediate level, the institute will be trained in manual labor by the Director-General of Recruitment and Training (DGET) under the Department of Labor and Employment. DGET you are responsible for making policies, setting standards, providing organization, trading examinations and certifications, as well as issues related to vocational training and provision rental services.

National Skills Development Council (NSDC) - now part of the newly formed Ministry of Skill Development and Entrepreneurship - was first established under the Department of Finance to provide effective gap funding and independent skills promotion programs.

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