

GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT AND ENTREPRENEURSHIP
RAJYA SABHA
UNSTARRED QUESTION NO. 920
ANSWERED ON 14.12.2022

SKILL DEVELOPMENT FRAMEWORK IN THE COUNTRY

920. DR. AMAR PATNAIK:

Will the Minister of SKILL DEVELOPMENT AND ENTREPRENEURSHIP be pleased to state:

- (a) the proportion of formally skilled labour as a percentage of the country's workforce as of December 2022, industry-wise details thereof;
- (b) how the skill training is being made compliant with the National Skills Qualification Framework (NSQF) for young professionals, industry-wise details thereof;
- (c) whether the Ministry is considering policy proposals including but not restricted to the addition of any new component in Rashtriya Uchhatar Shiksha Abhiyan (RUSA) 2.0 which would focus on imparting Skill Development or Job oriented courses to the students in their higher education;
- (d) if so, the details thereof; and
- (e) if not, the reasons therefor?

ANSWER

MINISTER OF SKILL DEVELOPMENT AND ENTREPRENEURSHIP

(SHRI DHARMENDRA PRADHAN)

(a) As per the Periodic Labour Force Survey (PLFS) Annual Report 2020-21 of National Statistical Office (NSO), percentage of persons in the age group 15-59 years who received vocational/technical training was 16.9%, which includes 3.3% who received formal vocational/technical training. As per the same survey, percentage distribution of persons of age 15-59 years who received formal vocational/technical training by field of training is at **Annexure-I**.

(b) National Skill Qualification Framework (NSQF) was notified in December, 2013 as a quality assurance framework which organizes qualifications in a series of levels based on increasing order of complexity and competency. These levels are defined in terms of learning outcomes which are an explicit description of what a learner should know, understand and be able to do because of learning, regardless of whether these competencies were acquired through formal, non-formal or informal learning. This enables learners to acquire desired competency levels, transit to the job market and, at an opportune time, return for acquiring skills as required to further upgrade their competencies. Steps taken to encourage alignment of skill training with NSQF are as follows:

- i. The NSQF gazette notification dated 27th December 2013 mentions that government funding would not be available for any training/ educational programme/ course which is not NSQF-compliant and it shall be mandatory for all training/educational

programmes/courses to be NSQF-compliant. Accordingly, all the skilling Ministries/ Departments are required to align their training programs with NSQF. A total of 5739 Qualifications have already been aligned to NSQF.

- ii. All National Council of Vocational Education and Training (NCVET) recognised Awarding Bodies have been mandated to develop and implement NSQF aligned and approved qualifications.
- iii. NSQF processes and templates have been revised to make them more user-friendly and swift.
- iv. Uniform template has been developed and implemented for issuance of certificate after successful assessment of NSQF complaint training.
- v. To ensure that qualifications are in line with the industry requirements, the process of NSQF alignment and approval has a mandatory component of need assessment and submission of industry validations for each qualification being submitted.

The National Council of Vocational Education and Training (NCVET), notified on 5th December, 2018, has been set up as an overarching regulator establishing regulations and standards to ensure quality in the Technical and Vocational Education and Training (TVET) space. NCVET has been mandated for recognition of Awarding Bodies (ABs) which are responsible for development and implementation of NSQF aligned programs in the country. The recognised ABs are expected to develop the qualifications as per the industry demand and map them with the identified occupations as per the National Classification of Occupation, 2015, of Ministry of Labour and Employment and obtain industry validations.

(c) to (e) Considering the importance of the Skill Development among the school students, the Department of School Education and Literacy (DoSEL) is implementing an initiative of vocationalization of School Education under the Centrally Sponsored Scheme - Samgra Shiksha - throughout the country. The Scheme aims at integrating vocational education with general academic education in all Secondary/Senior Secondary schools, enhancing the employability and entrepreneurial abilities of the students, providing exposure to work environment and generating awareness among students about various career options so as to enable them to make a choice in accordance with their aptitude, competency and aspirations.

Under the scheme, NSQF compliant vocational courses are offered to the students from class 9th to 12th in the schools covered under the scheme. At the secondary level, that is, Class 9 and 10, vocational modules are offered to the students as an additional subject. At Senior Secondary level, that is, Class 11 and 12, vocational courses are offered as a compulsory (elective) subject.

Employability skill module has been made a mandatory part of the vocational courses. It consists of communication skills, self management skills, information and communication technology skills, entrepreneurship skills and Green skills.

The National Education Policy (NEP) 2020 has also given a special emphasis on vocational education and skill development. Integration of vocational education with general education and mainstreaming of vocational education have been identified as the key reform in the education system of the country. In order to fulfil various objectives of the NEP, the existing scheme of Samagra Shiksha has been revamped and various new interventions relating to vocational education have been incorporated. Some of them are as under :

- i. Coverage of vocational education has been expanded to over Government aided schools also in addition to Government Schools.
- ii. Hub and Spoke Model of Vocational Education has been introduced providing for the utilization of the infrastructure available in the Hub Schools by the students of nearby schools (spoke schools) for vocational training.

iii. Exposure of pre-vocational education at Upper Primary level.

iv. Internships, bagless days, etc. have been included under innovation component of Samagra Shiksha.

Under the Scheme, a module on entrepreneurship development has been made a core component of vocational education programme from Grades 9 to 12 for nurturing innovation and creativity amongst the students. The module has been oriented towards the development of creative and innovative skills among the students so that they can apply new knowledge to the existing work and create new ideas and values.

Taking the vision of New Education Policy, Government of India has developed National Credit Framework (NCF) to enable integration of academic and vocational domains to ensure flexibility and mobility between the two.

Further, under the second phase of the scheme of Rashtriya Uchchatar Shiksha Abhiyan (RUSA 2.0) the components of Enhancing Quality and Excellence in Select State Universities and also in Select Autonomous Colleges, funds worth Rs. 100.00 crore per University and Rs. 5.00 Crore per college was approved for 10 Universities and 70 colleges for quality enhancement and improvement in teaching and research in the institutions. Under these components and under the component of Research innovation and Quality improvement, the institutions can use part of the funds for creation of Entrepreneurship, innovation and Career Hubs.

NEP and vocationalisation of education target at reduction in the number of new entrants to the labour force without any vocational skills.

Annexure-I

Percentage distribution of persons of age 15-59 years who received formal vocational/ technical training by field of training during PLFS (2020-21):

S. No.	Field of Training	Percentage Distribution
1	Aerospace and Aviation	0.1
2	Agriculture, Non-Crop based Agriculture, Food Processing	0.6
3	Allied Manufacturing- Gems and Jewellery, Leather, Rubber, Furniture and Fittings, Printing	0.8
4	Artisan/ Craftsman/ Handicraft/ Creative Arts and Cottage based Production	1.5
5	Automotive	2.7
6	Beauty and Wellness	2.9
7	Chemical Engineering, Hydrocarbons, Chemicals and Petrochemicals	0.5
8	Civil Engineering - Construction, Plumbing, Paints and Coatings	3.5
9	Electrical, Power and Electronics	11.3
10	Healthcare and Life Sciences	5.5
11	Hospitality and Tourism	1.0
12	Iron and Steel, Mining, Earthmoving and Infra Building	0.4
13	IT-ITeS	27.5
14	Logistics	0.2
15	Mechanical Engineering - Capital Goods, Strategic Manufacturing	4.0
16	Media-Journalism, Mass Communication and Entertainment	0.6
17	Office and Business Related Work	3.8
18	Security	0.3
19	Telecom	0.2
20	Textiles and Handlooms, Apparels	11.7
21	Work Related to Childcare, Nutrition, Pre-School and Crèche	1.6
22	Other	19.3
	Total	100.0
