OVERVIEW OF INDIA’S EVOLVING SKILL DEVELOPMENT LANDSCAPE
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FOREWORD

The British Council is committed to improving employability in India, and we aim to support this through education, skills and English language partnerships, digital collaborations and expert networks to help employable skills development.

The governments of India and the UK have made skill development a priority in their respective countries and it is a key part of our bi-lateral relationship. Significant changes to the governance of skills in India have been made in what is already a complex landscape. So this report should prove to be a useful introduction for UK skills providers to help navigate the India market.

This report is part of a series of market insight and research reports on skills that can be found on the British Council’s website (www.britishcouncil.in/research). Working with Indian and UK based research organisations and the British High Commission in India, we have published reports on Skill Assessments in India, English Skills for Employability and soon a report on Opportunities for Collaborations using Blended Learning.

The UK India Education and Research Initiative (UKIERI) has also recently published a report on Best Practices for International Partnerships in India. Also in the pipeline is new insights on Skill Requirements among Young Professionals in India - to understand the demand and drivers of professional qualifications in India.

The British Council supports UK skills training and vocational education practices, and promotes engagement with their Indian counterparts for the benefit of both the countries. This includes raising the profile of skills and making it aspirational for young learners through our partnership with World Skills UK and World Skills India to celebrate the excellence of young people.

I hope you find the report both useful and informative.

Alan Gemmell OBE
Director
British Council India
EXECUTIVE SUMMARY

The strong push for skill development in India has resulted in a fast evolving landscape propelled by game-changing reforms and policy measures under the banner of Skill India.

The report gives a brief outline of the history of skill development in India from the setting up of the first Industrial Training Institute in 1969 to the latest Union Budget 2016-17, and highlights the main drivers for the big push towards skills development, which are: India’s demographic dividend and the rapidly growing economy.

India adds 12 million people to its workforce every year. By 2030, a third of world’s working age population is going to be from India. There are as many as 711 million people in India in the working age group of 15-59 years, with the majority requiring additional or new skills. India is a young and ambitious country with Skills at the top of its agenda. This provides a fertile landscape for new partnerships between India and the UK.

The report highlights the key policies and programmes that the Government of India has brought about to skill the youth population. Global partnerships are cited in the National Policy on Skill Development and Entrepreneurship 2015 as an important component to enrich the skills ecosystem. The skill development policy also gives importance to promoting mobility of labour and encourages certifications and assessments that can ensure national and international recognition of acquired skills.

Finally, the report lists out some of the key organisations playing a pivotal role in the skills system and lists some UK organisations currently engaged in India.
CHAPTER 1

INTRODUCTION

This chapter will focus on the context of the Skills sector in India. India’s population is one of the youngest in the world, but it is not homogenous in its demand for skills. The chapter illustrates important ways in which the target audience for skills is wider than the traditional audience for the TVET sector and explores why English language and employability skills are seen to be just as important as high quality industry skills. It also gives a brief history of the skills policy landscape in India.

DEFINITION

'Skills' has a wide range of definitions.

The International Labour Organisation defines Vocational Skills as the ability to carry out the tasks and duties of a given job.

The British Council has recently adopted the concept of Core Skills to underpin our work in Schools and English Language Training. Based on international research, we focus on six core skills: Digital literacy; Critical thinking and problem solving; Creativity and imagination; Student leadership; Collaboration and communication; and Citizenship.

There are various definitions of skills and they link to each other to form an overall skill set as can be seen from Figure 1 (adapted from The UK Skills System: An Introduction, British Council Report, 2015).

A look at the figure above explains not just the importance of skill development to UK and India, but also the complexity of the challenge. Skill development applies to a wide audience and it would be a mistake to focus only on the traditional group of learners that constitutes the formal TVET sector. The traditional TVET sector in India is relatively small at around 2 per cent (see Table 1). However, the need for additional skills training is felt across the board. This is highlighted by recent reports on the employability skills gap of both engineering and management graduates¹, as well as recent initiatives to introduce vocational options in higher secondary schools.

More People Speak English in India than in the UK

The need for English Language skills, which are seen as an important skill for business, is common to many skilling initiatives in both the public and private sectors in India. According to the Census of India 2011, there are more

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English language speakers in India than in the UK (approximately 100m); however, interestingly enough, this represents less than 10 per cent of the population. This fact alone highlights two important opportunities:

- first, there is likely to be a significant market in absolute terms for additional skills training among English language speakers (and many of these speakers may wish to improve their English skills)
- second, there is an even larger market for additional skills training for non-English language speakers. This poses both a challenge and an opportunity for international partnerships and emphasises the need to ensure that UK training providers consider English Language Training (ELT) as part of their offer.

HISTORY

Post-independence, the initial focus was on establishing a formal TVET sector, with dedicated technical and vocational institutions generally catering to the manufacturing and engineering trades. The beginning of the current era of vocational education and skill training in India was marked by the setting up of the first Industrial Training Institute (ITI) in 1969 by the Ministry of Labour and Employment, Government of India. This was preceded the year before by the establishment of the Central Staff Training & Research Institute (CSTARI) in Kolkata.

Similar moves to formalise and regulate TVET institutions for higher level skills continued in the 1980s and 1990s. In 1987, the All India Council of Technical Education (AICTE) Act 1987, a body which previously operated as an advisory board, became the official regulator and funder for polytechnics and technical colleges. In 1993, National Council of Educational Research and Training (NCERT) established the Pandit Sunder Lal Sharma Central Institute of Vocational Education (PSSCIVE), a similar nodal body to CSTARI for vocational education in the schools sector.

With the opening up of the economy in the 1990s, new sectors grew rapidly in India, including the IT industry and a growing service sector. The IT industry was well served by the higher level technical institutions. However, the relative slowdown in the manufacturing and engineering sectors (with the exception of construction) and the rapid growth of the service sector meant that a significant amount of employment for skilled and semi-skilled workers was no longer in the traditional trades.

This led to a paradigm shift in 2009. The need to rapidly expand the capacity of skills training sector was recognised and a significant effort was made to bring more private sector organisations into the system. The National Skills Development Corporation (NSDC) was established and the first National Skill Development Policy set out the vision for a National Qualification Framework (NQF) and the creation of a unified competence-based training system. Employers were proposed to be formally engaged.

Table 1

<table>
<thead>
<tr>
<th>Educational Institutions</th>
<th>ALL</th>
<th>%</th>
<th>MALE</th>
<th>FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>272,193,771</td>
<td>87%</td>
<td>145,414,857</td>
<td>126,778,914</td>
</tr>
<tr>
<td>College</td>
<td>32,836,448</td>
<td>10%</td>
<td>19,416,839</td>
<td>13,419,609</td>
</tr>
<tr>
<td>Vocational institution</td>
<td>6,449,486</td>
<td>2%</td>
<td>4,197,092</td>
<td>2,252,394</td>
</tr>
<tr>
<td>Other institution</td>
<td>3,077,221</td>
<td>1%</td>
<td>1,508,643</td>
<td>1,568,578</td>
</tr>
</tbody>
</table>

2. Source: Census of India, 2011
through Sector Skills Councils (SSCs) and a significant effort was made to represent all sectors of the economy in the skills system, including the service and agricultural sectors. A number of different initiatives under different Ministries that started around this time focussed on short course training and placement schemes. These included the introduction of State Skill Development Missions (SSDM), the Skill Development Initiative Modular Employability Scheme (SDI MES), the Aajeevika programme and a number of programmes supported by the NSDC. The creation of the new Ministry for Skill Development and Entrepreneurship (MSDE) in 2014 has provided an important unifying force in the sector. This is represented by the implementation of the National Skills Qualification Framework (NSQF) across skill programmes that deliver in all sectors (schools, TVET, higher education and short course skill programmes), spearheaded by the National Skill Development Agency (NSDA). In 2015 the Skill India initiative was launched with an aim to train over 400 million people in different skills by 2022. Initiatives under Skill India include the National Skill Development Mission, National Policy for Skill Development and Entrepreneurship 2015 and the Skill Loan scheme. New certification and assessment systems are currently being put in place, alongside efforts to improve the quality and standardisation of training, while continuing to increase capacity.

More recently, the Union government announced that students graduating from Industrial Training Institutes (ITI) in India will be considered to be on par with students graduating Class XII, bringing a long-pending equivalence in the formal and vocational streams of education in the country.  

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CHAPTER 2

TRAINING A GLOBAL WORKFORCE

By 2030, it is expected that a third of the world’s working age population (between 15-59 years) will be from India. This makes for a very large target population for Skills training. This chapter will provide an initial analysis of that target population. The first section will review the educational background of India’s young population and the employment challenges facing different learner groups. The second section will review the employment scenario in India and the key growth sectors that will provide employment within India and internationally.

A ‘YOUNG’ NATION

62 per cent of India’s population is in the working age group (15-59 years), and more than 54 per cent of the total population is below 25 years of age. It is estimated that the average age of the population in India by 2020 will be 29 years, as against 40 years in USA, 46 years in Europe and 47 years in Japan. A recent article in The Guardian led with the headline ‘Every month for the next several years, 1 million Indians will turn 18’.

Due to recent initiatives, this young population is increasingly well educated. Increasing enrollments in schools and higher education institutions mean that a significant proportion of the young population is educated, or has benefited from some level of education. For the purpose of this report, the target population for skills training is roughly between the ages of 15-35 and can be classified into three broad sections identified below.

- 15–19 years (school segment),
- 20–24 years (college segment) and
- 25–34 years (young working population)

This does not imply that skills are irrelevant for other age groups, but priorities would be substantially different. For example, prior to the age of 15, general focus on core skills would be of significant benefit to learners and a sector-based approach would be less appropriate.

Segmenting such a large audience to target groups for specific programmes is a huge task and we will not attempt it in this report. Given below is a broad overview of young people in India according to their educational background and general participation levels in formal institutions. We hope that by doing this, initial ideas about how best to engage young learners and the level at which training is required can be estimated.

SCHOOL SEGMENT

The Net Enrolment Ratio (NER) for Primary and Secondary school education in India has improved significantly in the last 20 years and this has meant a significant increase in the number of students who reach higher secondary education. Approximately 60 per cent of 15-19 year olds have received formal education or training (62 per cent of boys and 57 per cent of girls). The remaining 30 per cent have received some level of education and approximately 10 per cent have never attended school in this age group.

The route to skills vary significantly, depending on the socio-economic content and personal choice of the students. Out of the 70,770 higher secondary schools, 34 per cent were government schools, 28 per cent private aided and 38 per cent private unaided schools. The degree of autonomy of schools to make decisions will depend on the management of the school and there are benefits with each type. While government schools will have the least autonomy, the support and coordination they receive from the government allows for large scale interventions at a state level. This has been evidenced through a number of successful partnerships the British Council has had through its English for Education Systems programmes in India and the NSQF trial led by the Wadhwani Foundation in Haryana with government schools.

This has led to a sector-wide initiative to introduce NSQF compliant courses across schools being led by the NSQF Cell, based in the PSS CIVE. Private schools, on the other hand, have greater autonomy and can be harder to reach as a group. However, in many cases they reach a population that can access international provision and have greater discretion in decision making. This can be seen by the increasing success of the International Baccalaureate and IGCSE / IGCSEs qualifications. There are around 109 IB World Schools and 310 Cambridge schools in India, making over 44,000 examination entries for Cambridge

5. Source: https://www.theguardian.com/books/2016/apr/24/somini-sengupta-the-end-of-karma-interview
6. Source: Census of India 2011
IGCSE and Cambridge International AS and A Level, a rise of 15 per cent since 2012. The greatest challenge in engaging international provision is faced by private aided schools, but even in this segment, there is a growing number of institutions engaging in international programmes, such as International School Awards and Connecting Classrooms.

Majority of the 40 per cent of the population, between the age of 15-19 years, who have not received formal education will already be in some form of employment. Unemployment rates are very low for individuals who are illiterate or educated till the primary school level (see Table 2). While it is likely that because of economic necessity, they have found some form of employment, the quality of the pay is likely to be low. One of the reasons for this could also be that though they are highly skilled, there is no formal recognition or certification of their prior skills. Hence, there is still a significant need for skilling among this population.

Mobilising students in this segment can be a challenge and this is where State Skill Development Missions (SSDM) will play a significant role. As many of these individuals are likely to be economically active, the focus will necessarily be on short course skill training programmes with emphasis on employment in high growth sectors. By 2017, all skilling programmes in this sector will need to be within the NSQF, and where applicable, to an international standard. Sector specific skills are clearly important in this sector as they assist with placement and help individuals change or target new sectors of employment. However, it is important to highlight that English language and soft skills are as important in this segment of training to help learners gain employment as in any other segment explored in this report. This is highlighted through a recent report, English Skills for Employability: Setting Common Standards11, funded by the British Council, Trinity College, London and Manipal City and Guilds.

Engagement with nodal bodies such as Sector Skills Councils, private

Table 2

<table>
<thead>
<tr>
<th>Level of Education/Year</th>
<th>Incidence of Unemployment for 15 years and above age group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2004-05</td>
</tr>
<tr>
<td>Not Literate</td>
<td>0.3</td>
</tr>
<tr>
<td>Literate without Formal Schooling</td>
<td>1.2</td>
</tr>
<tr>
<td>Below Primary</td>
<td>1.2</td>
</tr>
<tr>
<td>Primary</td>
<td>1.4</td>
</tr>
<tr>
<td>Middle</td>
<td>2.7</td>
</tr>
<tr>
<td>Secondary</td>
<td>4.8</td>
</tr>
<tr>
<td>Higher Secondary</td>
<td>6.4</td>
</tr>
<tr>
<td>Diploma / Certificate</td>
<td>10.4</td>
</tr>
<tr>
<td>Graduate</td>
<td>8.8</td>
</tr>
<tr>
<td>Post Graduate &amp; above</td>
<td>8.1</td>
</tr>
<tr>
<td>All Level of Education</td>
<td>2.3</td>
</tr>
</tbody>
</table>

10. More details available at www.britishcouncil.in/programmes/schools/connecting-classrooms; and www.britishcouncil.in/programmes/schools/connecting-classrooms/about-international-school-award
training providers with a national reach or direct engagement with State Skill Development Missions, provide the best platform of engagement for international providers.

**HIGHER EDUCATION AND GRADUATES**

The trend of rising unemployment rates among higher education students and graduates, as seen in Table 2, is a significant challenge. Unemployment is highest among graduates and those who have achieved higher level skills. Although we can say that this is roughly 8 per cent, and therefore, a relatively small percentage of the population, there are estimated to be 68 million graduates in India\. Among these, over 60 per cent are those who have a non-technical graduate degrees\. This implies that most graduates need additional skills that can make them more employable as per the industry requirements.

A prominent report by *Aspiring Minds* (National Employability Report, 2013) highlighted:\

- as many as 47 per cent graduates in India are not employable for any industry role
- lack of English language knowledge and cognitive skills were identified as the major obstacles to their suitability in the job market, with 90 per cent graduates not having the required proficiency in English communication.

Thus, not only do students need soft skills, they also need to get a certification that is recognised by majority of the employers.

Engaging with Higher Education students while at the university presents a significant opportunity for international partnerships. The Higher Education is an extremely diverse sector with a range of institutions (see Figure 3). However, a significant number of institutions have already established international partnerships or are in the process of establishing new partnerships. A review of the status of Higher in key states can be found on the British Council website\.

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**Table 2**

<table>
<thead>
<tr>
<th>Level of Education/Year</th>
<th>2004-05</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Literate</td>
<td>0.3</td>
<td>0.3</td>
</tr>
<tr>
<td>Literate without Formal Schooling</td>
<td>1.2</td>
<td>0.3</td>
</tr>
<tr>
<td>Below Primary</td>
<td>1.2</td>
<td>0.7</td>
</tr>
<tr>
<td>Primary</td>
<td>1.4</td>
<td>1.2</td>
</tr>
<tr>
<td>Middle</td>
<td>2.7</td>
<td>2.1</td>
</tr>
<tr>
<td>Secondary</td>
<td>4.8</td>
<td>2.7</td>
</tr>
<tr>
<td>Higher Secondary</td>
<td>6.4</td>
<td>5.2</td>
</tr>
<tr>
<td>Diploma / Certificate</td>
<td>10.4</td>
<td>9.6</td>
</tr>
<tr>
<td>Graduate</td>
<td>8.8</td>
<td>6.9</td>
</tr>
<tr>
<td>Post Graduate &amp; above</td>
<td>8.1</td>
<td>6.7</td>
</tr>
<tr>
<td>All Level of Education</td>
<td>2.3</td>
<td>2.0</td>
</tr>
</tbody>
</table>

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**Figures**

- Figure 3: Number of Higher Education Institutions by Type\.

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12. Source: Census of India 2011
YOUNG WORKING POPULATION
The workforce in India between the ages of 20-35 is roughly 150m (excluding those in formal education or otherwise not economically active). This is a large number spread across the whole economy, which includes agriculture through to advanced manufacturing. The educational background of this group is varied, as can be seen Table 3.

The aspiration of the workers varies significantly as also financial ability to self-fund training. There are a significant number of large employers who invest in training of their workforce and a reasonable percentage willing and able to fund their own training. Professional qualifications play an increasingly significant role in this sector, for both corporates and individuals. This includes cross sector skills like leadership and management and industry-specific qualifications like accountancy. English language is still an important skill for promotion and client-facing roles across many industries. More information about the key industries and growth sectors in India is included in the next section.

CHANGING PATTERNS OF EMPLOYMENT IN INDIA

Economic Growth Projections
- India is among the fastest growing economies of the world
- India is projected to achieve its highest annual GDP growth rate of 7.9 percent over the next 8 years, overtaking China.  

This growth rate will be sustained by several ‘high-growth’ sectors identified by the NSDC.

India’s economy has changed significantly in the last 20 years as can be seen in Figure 4. The general trend is towards the Service sector, which includes the IT sector, while the biggest rise has actually been in the construction sector (identified by the Planning Commission as non-manufacturing). In an effort to sustain and increase current growth rates, the current government has started initiatives to boost high value sectors, like Make In India for manufacturing and high employment through Startup India, in recognition of the vital role of India’s unorganised sector, which makes up 69 per cent of the economy.

HIGH-GROWTH SECTORS AND MANPOWER REQUIREMENTS
It is estimated that 109.73 million additional skilled individuals will be required across 22 key sectors by 2022. Manufacturing would roughly contribute towards half of these additional jobs.

Table 3

<table>
<thead>
<tr>
<th>Highest level of educational attainment</th>
<th>% of workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illiterate</td>
<td>21%</td>
</tr>
<tr>
<td>Literate but below matric/secondary</td>
<td>42%</td>
</tr>
<tr>
<td>Matric/secondary but below graduate</td>
<td>25%</td>
</tr>
<tr>
<td>Technical diploma or certificate not equal to degree</td>
<td>1%</td>
</tr>
<tr>
<td>Graduate and above other than technical degree</td>
<td>9%</td>
</tr>
<tr>
<td>Technical degree or diploma equal to degree or post-graduate degree</td>
<td>2%</td>
</tr>
</tbody>
</table>

Figure 4

Proportionate Share of Sectors in Employment

Figure 5 illustrates that, for example, in the Building and Construction sector, the requirement of skilled manpower was 25 million in 2008. However, by 2022, this requirement will shoot up to 58 million. Similar is the estimated manpower requirements in various other sectors.

1. Auto and Auto Components;
2. Building and Construction;
3. Real Estate Services;
4. Electronics and IT Hardware;
5. Media and Entertainment;
6. Food Processing;
7. Gems and Jewellery;
8. Healthcare;
9. Textiles;
10. Agriculture;
11. Apparel;
12. Beauty and Wellness;
13. Capital Goods;
14. IT and ITES;
15. Leather;
16. Mining;
17. Plumbing;
18. Rubber;
19. Tourism and Hospitality;

20. Telecom;
21. Security;
22. Mining.

Figure 5 shows the stunning growth rate that some sectors are expected to achieve.

The building and construction sector, where the demand for workforce is expected to be 58 million by 2022, largely consists of the unorganised workforce relying mostly on migrant population of daily wage earning labourers. Formalising the sector and improving the skills of the workforce is a high priority, but it will take time to establish the change and can pose a challenge for international collaborations.

Other high growth sectors, where employment is more organised, may also provide a good platform for engagement. The incredible growth of organised retail from 0.3 million to 17.6 million is very evident in India’s rapidly changing cities. The growth of shopping malls is a familiar phenomenon and an area of strength of the UK’s skill sector. Equally, auto repair and auto manufacturing is a sector that is growing in both countries and where the UK has deep roots in skill development.

Before moving on to look at the geographical spread of employment generation in India, it is important to reflect on the drivers of skill development. While growing sectors will

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19. Source: National Skill Development Corporation
The table shows that states like Uttar Pradesh, Uttarakhand, Maharashtra, Andhra Pradesh, Telengana and Tamil Nadu would require anywhere between 10-16 million skilled manpower between the year 2012-2022 to drive the growth of its economy.

22. List of SSCs available at www.nsicindia.org/sites/default/files/files/Contact-Details-SSC.pdf
24. Source: National Skill Development Corporation
CHAPTER 3
SKILLS STRUCTURE IN INDIA

This chapter focuses on listing out some of the major organisations that offer different aspects of skill development (training, curriculum, assessment and certification) in India.

GOVERNANCE: UNION AND STATE RESPONSIBILITIES
As a federal country, the Constitution of India defines the distribution of responsibilities for key policy areas by creating three lists:

- **Union List (100 items)** functions of the Union Government
  - Example: defence, deployment of any armed forces of the Union, atomic energy and mineral resources, Foreign affairs etc.

- **State list (67 items)** functions of the State Governments
  - Example: maintaining law and order, police forces, healthcare, transport, land policies, electricity in state, village administration, etc.

- **Concurrent list (52 items)** functions of both Centre and State government
  - Skill & Education is on the concurrent list. Policy, process, standards are central responsibility while implementing and training are state areas.

In the Skills Sector, there is a mix of Central Schemes, designed and funded centrally, with some front line support from the states. Two significant central schemes are Pradhan Mantri Kaushal Vikas Yojana (PMKVY) under the Ministry of Skills Development and Entrepreneurship, and Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) under the Ministry of Rural Development. Both schemes engage private training providers to create courses developed by Sector Skills Councils. These courses are based on National Occupational Standards (NOS) and Qualification Packs (QPs).

**Figure 7**
UNION, STATE AND CONCURRENT LISTS WITH EXAMPLES

**Figure 8**
PRADHAN MANTRI KAUSHAL VIKAS YOJANA (PMKVY)

**PMKVY is the flagship skills training scheme of the MSDE**

**Objective of PMKVY**
To enable and mobilise a large number of Indian youth to take up outcome-based skill training, become employable and earn their livelihood.

**Key Features of PMKVY**
- Standards
- Direct funds transfer
- Demand driven targets
- Targets aligned to national flagship programmes and regions
- Supply side perspective in target fixation
- Recognition of Prior Learning (RPL)
- Variable amount of monetary reward
- Robust regime for registration of training providers
- Focussed awareness building and mobilisation activities
- Enhanced monitoring and Mentorship support

**Figure 9**
DEEN DAYAL UPADHYAYA GRAMIN KAUSHALYA YOJANA (DDU-GKY)

**DDU-GKY is a scheme under the Ministry of Rural Development**

**It is a placement linked skilling programme for rural youth with help of various stakeholders**

**Components**
- Promote livelihoods by placement linked skilling
- Monitoring both inputs/outputs
- Focus on social inclusion
- Role of SRLM’s/PIA’s etc.
- Financial management
- Certification through NCVT/SSC
OVERVIEW OF INDIA'S EVOLVING SKILL DEVELOPMENT LANDSCAPE

SECTOR SKILL COUNCILS - INDIA

<table>
<thead>
<tr>
<th>Sector</th>
<th>Industry/Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security</td>
<td>Automotive</td>
</tr>
<tr>
<td>Agricultural</td>
<td>Capital Goods</td>
</tr>
<tr>
<td>Iron &amp; Steel</td>
<td>Handicrafts &amp; Carpets</td>
</tr>
<tr>
<td>Green Jobs</td>
<td>SSC for PWD</td>
</tr>
<tr>
<td>Automotive</td>
<td>Retail Associations</td>
</tr>
<tr>
<td>Technology</td>
<td>IT-ITeS</td>
</tr>
<tr>
<td>Media &amp; Entertainment</td>
<td>Games &amp; Jewelry</td>
</tr>
<tr>
<td>Healthcare</td>
<td>Leather</td>
</tr>
<tr>
<td>Apparel &amp; Furnishing</td>
<td>Telecom</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>Rubber</td>
</tr>
<tr>
<td>Paint &amp; Coating</td>
<td>Indian Plumbing</td>
</tr>
<tr>
<td>Food Processing</td>
<td>Beauty &amp; Wellness</td>
</tr>
<tr>
<td>Furniture</td>
<td>Strategic Manufacturing</td>
</tr>
<tr>
<td>Electronics</td>
<td>Tourism &amp; Hospitality</td>
</tr>
<tr>
<td>Logistics</td>
<td>Textiles &amp; Handicrafts</td>
</tr>
<tr>
<td>BFSI</td>
<td>Earth Moving &amp; Infra.</td>
</tr>
<tr>
<td>Tourism &amp; Hospitality</td>
<td>Food Processing</td>
</tr>
<tr>
<td>Textiles &amp; Handicrafts</td>
<td>Furniture and Fitting</td>
</tr>
<tr>
<td>Strategic Manufacturing</td>
<td>Sports</td>
</tr>
<tr>
<td>Management &amp; Entrep.</td>
<td>Management &amp; Entrep.</td>
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<tr>
<td>Management &amp; Entrep.</td>
<td>Education</td>
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<tr>
<td>Management &amp; Entrep.</td>
<td>Domestic Worker</td>
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<tr>
<td>Management &amp; Entrep.</td>
<td>Chemical</td>
</tr>
<tr>
<td>Management &amp; Entrep.</td>
<td>Paint &amp; Coating</td>
</tr>
<tr>
<td>Management &amp; Entrep.</td>
<td>Strategic Manufacturing</td>
</tr>
</tbody>
</table>
Two examples of state-level responsibilities are the management of Industrial Training Institutes (ITIs), which impart skill trainings to students, and the State Skill Development Missions, which are responsible for integrating various skill development efforts within the states.

**Industrial Training Institutes (ITI)**

ITIs are managed by the Directorate General for Training, who funds and oversees the National Council for Vocational Training (NCVT) and a network of Central Institutions that build the capacity and the curriculum for the network of ITIs. Individual ITIs in turn, are funded and managed by the state government. There is scope for state-level certification through the State Council for Vocational Training, but this is not widely utilised.

**State Skill Development Missions (SSDM)**

State Skill Development Missions are fully devolved to the states. They have flexibility to develop programmes for their state. Many follow a similar model to the central initiatives by engaging private training organisations to provide training to priority learners. Most programmes align the certification of their programmes to SSCs or the NCVT.

**BROAD CLASSIFICATION OF DELIVERY AGENTS FOR SKILL DEVELOPMENT**

There are five major pillars for skills training in India.

- Directorate General for Training
- NSDC affiliated organisations
- AICTE affiliated organisations
- Senior secondary schools
- Private unaided training providers

Some statistics relating to the above mentioned pillars can be seen in Figure 10. The fifth pillar—the private unaided training sector, as in all countries, is probably the largest and hardest to quantify. It is not reliant on any source of public funding and is largely unregulated and unmapped.

We will start with an overview of training providers and certification bodies, which are common to all five pillars. We will then have a look at groups of organisations that are unique to one or more pillars, including capacity building organisations, assessment bodies and apprenticeship boards.

**Figure 10:** SOME STATISTICS

<table>
<thead>
<tr>
<th>Directorate General for Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>11,964 Industrial Training Institutes in India</td>
</tr>
<tr>
<td>&gt; 9680: privately run</td>
</tr>
<tr>
<td>&gt; 2284: government run</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NSDC affiliated organisations</th>
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</thead>
<tbody>
<tr>
<td>267 affiliated training centre</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>AICTE affiliated institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,910 polytechnics</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior secondary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>70,700 overall</td>
</tr>
<tr>
<td>&gt; 24,062 government</td>
</tr>
<tr>
<td>&gt; 19,816 private aided</td>
</tr>
<tr>
<td>&gt; 26,892 private unaided</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Private unaided training providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>No reliable data available</td>
</tr>
</tbody>
</table>

**MORE STATISTICS**

Ministry of Skill Development and Entrepreneurship has

- **1386** Qualification Packs
- **6,744** unique National Occupational Standards (NOS)
TRAINING ORGANISATIONS

As in all sectors of education, there are three broad groups of training providers:

- government managed and funded organisations;
- privately managed and government funded (aided) organisations; and
- privately funded and managed organisations.

Industrial Training Institutes (ITIs) are the most numerous of the dedicated TVET institutions. They formally started in the late 1960s and are funded at a state level. These institutions generally provide the Craftsmen Training Scheme (CTS), which is certificated by the National Council for Vocational Training (NCVT). The CTS scheme is made up of 12 year courses, depending on the trade and generally targets students who have passed 12th Standard (A-levels) or 10th Standard (GCSEs), depending on the trade. CTS has great brand visibility among employers, learners and parents, though there is concern about how up to date the courses are from an industry perspective. The ability to innovate curriculum in order to respond to employer demands is limited by formal theoretical assessments and by the lack of modern infrastructure and equipment.

ITIs are also able to deliver short course skills training through the Skill Development Initiative Modular Employability Scheme (SDI MES), which is also certified by the NCVT. There is a greater diversity of courses under this scheme and is more responsive to industry needs though the depth of training is limited compared to the CTS. SDI MES was initiated in 2009 and there are 91 sectors\(^25\) in which courses are currently available. Convergence through the NSQF may also upgrade these courses to align to industry standards. SDI MES courses, alongside courses developed by SSCs, are generally the two certification schemes preferred by the State Skill Development Missions.

Government-run ITIs are generally larger and run a number of trades, as well as SDI MES courses. There are approximately 126 trades offered through CTS and can be broken down as follows:

- 73 engineering courses like diploma in Chemical Engineering, Civil Engineering and Instrumentation & Control
- 48 non-engineering courses like MSc, BBA, and MCA
- 5 courses exclusively for the visually impaired, such as courses in metal cutting attendant.

The largest of ITIs cater to around 2000 students. Compared to UK colleges, they are relatively small and to engage with them individually from an international perspective would pose a challenge. Teacher training and capacity building for ITIs is supported by a network of Central and state-level institutions (more details given below), which would provide a more strategic platform for engagement. Such an engagement would be best initiated through the Central or State Government.

Polytechnics form the next largest group of institutions. These institutions target higher level skills and are generally considered to be part of the higher education sector. They are funded and regulated by the All India Council of Technical Education (AICTE) and supervised at the state level by the Directorate of Technical Education. Polytechnics, including specialist institutions, such as Nursing Colleges or dedicated institutions for women, are a mix of public and private institutions. They offer three-year Diploma programmes on a wide range of technical subjects, from biotechnology to jewellery designing.

CERTIFICATION BODIES

Government funded programmes

India has recently introduced the National Skills Qualification Framework (NSQF). The framework will unify the norms for certification for all government-funded training programmes delivered by public and private training bodies. Three types of organisations currently provide certificates for these schemes:

- National Council for Vocational Training (NCVT) (awards National Trade Certificates)
- All India Council for Technical Education (AICTE) (awards Diplomas)
- Sector Skill Council (awards Sector Specific Certificates)

The first two organisations are national certification boards that cover multiple subjects. Sector Skills Councils are sector specific. In the 2016 Budget announcement, a new National Board for Skill Development Certification has been proposed, which is likely to unify the certification currently issued by NCVT and Sector Skills Councils.

Privately-funded

As in the UK, there is a regulatory framework for privately-funded certification. As such, the variety of certification is limitless and includes professional and language qualifications. There are a number of high profile national and international certificates, which rely on brand and reputation for currency, with a high visibility in India. A number of international certificates have been integrated into programmes offered by the traditional TVET institutions and universities through the alignment of curriculum and a separate fee paid directly by the student. In the technical sector, CISCO is a good example of an international certificate that falls into this category. In the higher education space, the Association of Chartered Certified Accountants (ACCA) is a common example.

CAPACITY BUILDING

Traditional TVET institutions and schools are supported through a network of capacity building institutions that support curriculum development and faculty training. The institutions generally align to the certifying body.

For NCVT certified courses, there is a network of 30 Central institutes\(^26\). The most prominent institution in this sector is the Central Staff Training & Research Institute (CSTARI) in Kolkata, though there are a number of Advanced Training Institutes (ATIs) and increasing state level faculty training programs.

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25. List if sectors and courses are available at sdis.gov.in/SDI/frmViewSectorsCourses.aspx
26. List available at www.dget.nic.in/content/institute/central--institutions.php
institutes to provide greater access to training. Support is provided to schools through the Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), which is a specialist institution in the National Council Of Educational Research And Training (NCERT). The organisation recently developed a NSQF Cell, which supports the introduction of competence-based qualifications in schools that work closely with SSCs. The NSQF Cells provides advice to the Ministry of Human Resource Development (MHRD) and supports the development of curriculum and faculty training.

In addition to certificates, Sector Skills Council is responsible for developing the National Occupation Standards (NOS), that represent industry norms for competence, as well as Qualification Packs (QP) that bring these together into a coherent training programme. SSCs also provide faculty training for their affiliated partners.

ASSESSMENT BODIES
Assessment Bodies are relatively unique in India. A significant percentage of assessments for the National Boards (NCVT and AICTE) are delivered by them through state-level government agencies. However, with the introduction of the SDI-MES scheme in 2009, additional capacity was required to deliver assessments for the increased number of short courses. Assessment bodies are private assessment agencies that will often have existing business in the privately-funded training sector. In order to assess under the SDI-MES, suitably qualified bodies had to be recognised by the NCVT. As SSCs started to establish and issued their first NOS and QPs, a similar exercise was undertaken to deliver assessment through suitably qualified assessment bodies. 27

APPRENTICESHIPS
Apprenticeships are defined under the

27. Report on assessment bodies can be found at www.britishcouncil.in/sites/default/files/ilo_british_council_skill_assessment_in_india.pdf
original Apprenticeship Act in 1961. This act has been amended a number of times, most recently in 2014. Two parallel schemes operate under the principal ministries. Trade apprentices are governed by the Apprenticeship Training Scheme, under the Directorate of Training and implemented through six Regional Directorates of Apprenticeship Training (RDATs) located at Kolkata, Mumbai, Chennai, Hyderabad, Kanpur and Faridabad. Higher Level Apprenticeships are the responsibility of the Ministry of Human Resource Development and are implemented by four regional Boards of Apprenticeship Training (BOAT) (Mumbai, Chennai, Kanpur and Kolkata). Unlike the Apprenticeship system in the UK, the costs of the scheme are borne wholly by the employer, including training costs. The development and delivery of training is driven primarily by the employer in line with legislation. Though this approach fragments the delivery of the scheme, it is needed because apprenticeship must be very closely aligned to employers' specific needs.

Recent significant changes have been made to the Apprenticeship Training Scheme (ATS) that can benefit UK companies based in India. The most notable is the National Apprenticeship Promotion Scheme, under which 25% of the stipend for apprentices will be reimbursed to the firm hiring apprentices. This initiative seeks to scale up apprenticeship training. This along with the recent amendments to the Apprentices Act could play an important role in scaling up apprenticeship training.

INDUSTRY BODIES
Industry bodies play a unique and extensive role in the Skills sector in India. Not only do they represent Industry from a policy perspective, but they also play an active part in the Skills sector. The three main industry bodies that are most active in the Skills sector are the Confederation of Indian Industries (CII), Federation of Indian Chambers of Commerce & Industry (FICCI) and The Associated Chambers of Commerce & Industry of India (ASSOCHAM).

All three are involved in research in the sector and the first two hold National Annual events that brings together industry, Training providers and Government officials. All three also play an active role in the delivery of skills training, which includes housing Sector Skills Councils, acting as an assessing bodies and direct training. More information on their specific activities in the skills sector can be found by following the link below:
· CII Skills: http://cisskills.in/
· FICCI Skill Development Forum: www.ficcskillforum.org/about-us/index.html
· ASSOCHAM Skill Development Centre: www.assocham.org/defaultpage.php?pageid=43
This chapter provides an overview of key policy initiatives that have been instrumental in promoting and scaling up of skill development in India. These include the setting up of the Ministry of Skill Development and Entrepreneurship, The National Policy on Skill Development and Entrepreneurship and the most recent Union Budget of 2016-17.

The creation of the Ministry of Skill Development and Entrepreneurship (MSDE) in 2014 was both a significant statement of intent as well as a strong and unified driver for policy in the Skills Sector. A summary of the functions are given below.

SKILLS MINISTRY BROUGHT TO LIFE

Functions of MSDE:
- Coordinate with stakeholders for bringing together skill development initiatives
- Bridge the huge disconnect between demand and supply of skilled manpower
- Create enabling policies for all other ministries in line with the market demand
- Expand entrepreneurship education
- Operationalise policies for soft skills, computer education
- Promote public-private partnerships in skilling
- Promote industry-institute linkages
- Promote market research and create training curriculum
- Assess and certify existing skills.

The National Policy on Skill Development and Entrepreneurship (NPSDE) 2015 was published after extensive consultation and the 2016 Budget illustrates the focus and direction of the government’s policy in Skills, including the announcement of a new National Board for Skill Development Certification which will be set up in partnership with the industry and academia.

THE NATIONAL POLICY ON SKILL DEVELOPMENT AND ENTREPRENEURSHIP WAS RELEASED IN 2015

Global partnerships have been listed as one of the major enablers to achieve the objectives of the policy. Key highlights in the policy that promote international collaborations are listed below:
- One of the mission statements of the policy is to promote certification and assessment in alignment with global and national standards; the Quality Assurance (QA) framework will seek to promote certifying agencies that can ensure national and international recognition of outcomes certified.
- The policy seeks to operationalise a well-defined quality assurance framework.
POLICY INITIATIVES

CHAPTER 4

SKILLS MINISTRY BROUGHT TO LIFE

- the National Skills Qualifications Framework will be aligned to globally recognised qualification frameworks for ensuring quality and uniformity; consequently, transnational standards will be created for sectors where there is an opportunity for international workforce mobility
- to address the aspect of skill mobility, the government will proactively build Human Resource Mobility Partnerships (HRMP) with key countries in collaboration with the concerned parties.

In April 2016, the MSDE along with NSDC and UKIERI announced the launch of ‘Transnational Skill Standards in India’. These standards have been benchmarked to the United Kingdom across 82 identified job roles, that is, 15 Indian SSCs have benchmarked 82 job roles with 11 SSCs of UK and prepared these standards.28

Marking the first anniversary of the ‘Skill India’ initiative on the occasion of World Youth Skills Day on 15 July 2016, MSDE launched 15 India International Skill Centers (IISC) across the country, which will support the youth in getting foreign placement. The states where these centres have been setup include Uttar Pradesh, Kerala, Jharkhand, Bihar, Andhra Pradesh/Telangana, West Bengal, Maharashtra, Punjab and Rajasthan. IISCs are envisaged to provide complete training and certification programmes to youth intending to migrate overseas for work.

Also launched on the same day were:
- Pradhan Mantri Kaushal Vikas Yojana 2.0, which aims to train over 1 crore youth over the next three years; India Skills Online (www.skillindia.gov.in); and Labour Management Information System (LMIS).29

Figure 12

2016-17: UNION BUDGET AND HIGHLIGHTS FOR SKILL INDIA

- Rs 1,700 crore will be used for setting up 1,500 multi-skill training institutes in the country and scaling up Pradhan Mantri Kaushal Vikas Yojana
- proposal to set up National Board for Skill Development Certification in partnership with the industry and academia
- proposal to exempt service tax on services provided under Deen Dayal Upadhyay Grameen Kaushalya Yojana and services provided by Assessing Bodies empanelled by Ministry of Skill Development and Entrepreneurship.

This chapter:
- summarises some of the opportunities for collaborations that exist between the UK and India in the skills domain
- lists out some of the options for strategic support that can be explored by training providers
- concludes with a list of UK-based organisations operating in India with the aim of promoting skill development.

**STRATEGIC SUPPORT**
Training providers in the UK can explore possibilities of funding their skill development partnerships through the following:

**UK India Education Research Initiative (UKIERI):**
- UKIERI is funded and supported from the UK by Department for Business, Energy and Industrial Strategy, Foreign and Commonwealth Office, British Council, Scottish Government, Department for the Economy and Welsh Government; and from India by Ministry of Human Resource Development, Department for Science and Technology, Ministry of Skill Development and Entrepreneurship, University Grants Commission and All India Council for Technical Education.
- It facilitates partnerships between UK and Indian awarding bodies, colleges, SSCs, industry and training delivery organisations focusing on:
  - a) Development of highly skilled teachers/trainers using latest pedagogical methods and equipped to deliver industry-relevant training
  - b) Engagement with industry and employers leading to apprenticeships
  - c) Programmes that meet the objectives of Indian SSCs and Community colleges
  - d) Programmes for enhancing leadership and management skills for institutional capacity building
  - e) Programmes enhancing skills for employability and entrepreneurship
  - f) Collaborations to support centres of excellence
  - g) Activities aimed at employer engagement, employability and entrepreneurship.
For more information on UKIERI and the latest call for proposals please visit the website: www.ukieri.org.

**National Skills Development Corporation:**
- Loans for NSDC partners for skill development and training in (although not limited to) the 22 priority sectors listed by them.

**MARKETS**
- **Individuals Seeking International Training and Qualifications**
  - A large number of trainings are undertaken by private individuals and funded directly by them. This population is largely constituted by the 68 million graduates in India who would be willing to pay a fee to gain additional employability skills.
  - A large number of Indians are also looking for international qualifications that can enable them to work internationally and are, therefore, willing to pay registration and examination fee. According to the survey conducted by the UN Department of Economic and Social Affairs (DESA), India’s population living abroad is the largest in the world, with 16 million people living outside the country in 2015.

- **Consultancy**
  - Knowledge partner for new centres, for example setting up of 1500 multi-skill training institutes, and also for the National Skills Universities and institutes which will be promoted in partnership with the States as centres of excellence for skill development.
  - Master Trainer programmes for established institutions in both training and assessment.

- **Corporate Social Responsibility (CSR)**
  - Rs. 6,338 crore was spent on CSR

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30. More details on funding from NSDC is available at www.nsdccindia.org/funding
32. According to data from the Ministry of Corporate Affairs (MCA):
   www.livemint.com/Politics/J8cBuB20oC7rFgdPc3HYBoU/Union-Budget-201617-Education-and-skill-development-may-at.html
33. The World Bank Enterprise Surveys 2014
by 460 companies in Financial Year 2015
- Education and skill development attracted 23 per cent of the CSR spending\(^3\)
- Company trainings
- 35.9 per cent of firms in India offer formal training programmes for its permanent and full-time employees\(^3\)

RESEARCH ON OPPORTUNITIES TO PARTNER IN INDIA
Research has been one of the key focuses of MSDE and the Ministry, through the National Skills Research Division, seeking to generate technical and research support for their skills development work in India.
More case studies and details of possible opportunities for skill development partnerships for UK stakeholders in India can be found in the report *Skill Development landscape in India: A perspective for foreign service providers*\(^4\)

The British High Commission in India is responsible for developing and maintaining relations between the UK and India. The UK has expertise and quality to offer in areas such as skilling ecosystem, NOS, assessment, train the trainer, train the assessor, sector skills councils and qualifications frameworks. The FCO Prosperity fund is supporting development of sustainable skilling solutions for India, including the setting up of centres of excellences in various sectors.

The British Council is the UK’s cultural organisation and has a dedicated Skills team to support UK organisations interested in working in India. The team functions primarily through research partnerships and building cultural connections through joint platforms, such as conferences and building closer ties under global initiatives like the World Skills. The British Council also delivers projects on behalf of other organisations, such as providing the secretariat for the UK India Education Research Initiative (UKIERI) and delivering the Asian Development Banks Capacity Building technical assistance grant to Supporting Human Capital Development in Meghalaya.

The Department for International Development (DFID) leads the UK’s work to end extreme poverty. We’re ending the need for aid by creating jobs, unlocking the potential of girls and women and helping to save lives when humanitarian emergencies hit.

The Department for International Trade provides expert international trade advice and practical support to UK-based vocational education companies who want to grow their business in India. The Department for International Trade works with Indian Government, states and businesses that want to engage UK partners in education projects. The Department for International Trade also supports Indian companies to source education related expertise, products and services from the UK.

The UK India Business Council supports UK businesses with the insights, networks, policy advocacy, services, and facilities needed to succeed in India.
British Council creates international opportunities for the people of the UK and other countries and builds trust between them worldwide. We are a Royal Charter charity, established as the UK’s international organisation for educational opportunities and cultural relations.

We work in more than 100 countries, and our 7,000 staff—including 2,000 teachers—work with thousands of professionals and policy makers and millions of young people every year through English, arts, education and society programmes. We earn over 75 per cent of our annual turnover of £739 million from services which customers pay for, education and development contracts we bid for and from partnerships. A UK Government grant provides the remaining 25 per cent. We match every £1 of core public funding with over £3 earned in pursuit of our charitable purpose.

For more information, please visit: www.britishcouncil.org. You can also keep in touch with the British Council through twitter.com/britishcouncil and http://blog.britishcouncil.org.
## ANNEXURE

### LIST OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ATI</td>
<td>Advanced Training Institute</td>
</tr>
<tr>
<td>AICTE</td>
<td>All India Council for Technical Education</td>
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<tr>
<td>AITT</td>
<td>All India Trade Test</td>
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<tr>
<td>AH</td>
<td>Apex Hi-Tech Institute</td>
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<tr>
<td>ASSOCHAM</td>
<td>Associated Chambers of Commerce of India</td>
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<tr>
<td>ATS</td>
<td>Apprenticeship Training Scheme</td>
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<tr>
<td>CSR</td>
<td>Corporate Social Responsibility</td>
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<td>CSTARI</td>
<td>Central Staff Training &amp; Research Institute</td>
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<tr>
<td>CTI</td>
<td>Central Training Institute for Instructors</td>
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<td>CII</td>
<td>Confederation of Indian Industries</td>
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<td>CTS</td>
<td>Craftsmen Training Scheme</td>
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<td>DDU GKY</td>
<td>Deen Dayal Upadhyaya Grameen Kaushalya Yojana</td>
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<td>DGT</td>
<td>Directorate General of Training</td>
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<tr>
<td>FIICCI</td>
<td>Federation of Indian Chambers of Commerce and Industry</td>
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<td>FTIs</td>
<td>Foremen Training Institutes</td>
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<td>GDP</td>
<td>Gross Domestic Product</td>
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<td>ITI</td>
<td>Industrial Training Institute</td>
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<td>LMIS</td>
<td>Labour Market Information System</td>
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<td>MES-SDI</td>
<td>Modular Employable Skills under Skill Development Initiative scheme</td>
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<td>MHRD</td>
<td>Ministry of Human Resource Development</td>
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<tr>
<td>MoLE</td>
<td>Ministry of Labour and Employment</td>
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<td>MoRD</td>
<td>Ministry of Rural Development</td>
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<td>MSDE</td>
<td>Ministry of Skill Development and Entrepreneurship</td>
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<td>MSME</td>
<td>Ministry of Micro Small and Medium Enterprises</td>
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<td>NPSDE 2015</td>
<td>National Policy on Skill Development and Entrepreneurship 2015</td>
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<tr>
<td>NCERT</td>
<td>National Council for Education Research and Training</td>
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<td>NCVT</td>
<td>National Council for Vocational Training</td>
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<td>NIMI</td>
<td>National Instructional Media Institute</td>
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<td>NOS</td>
<td>National Occupational Standards</td>
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<td>National Policy on Education</td>
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<td>National Skills Qualification Framework</td>
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<td>National Skills Research Division</td>
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<td>NVTI</td>
<td>National Vocational Training Institute for Women</td>
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<td>PMKVY</td>
<td>Pradhan Mantri Kaushal Vikas Yojana</td>
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<tr>
<td>PSSCIVE</td>
<td>Pandit Sunderlal Sharma Central Institute of Vocational Education</td>
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<td>QCI</td>
<td>Quality Council of India</td>
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<td>Qualification Pack</td>
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<td>Regional Vocational Training Institute for Women</td>
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<td>RMSA</td>
<td>Rashtriya Madhyamik Siksha Abhijan</td>
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<td>Recognition of Prior Learning</td>
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<td>SSC</td>
<td>Sector Skills Council</td>
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<td>TTTI</td>
<td>Technical Teachers Training Institutes</td>
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<td>TVET</td>
<td>Technical and Vocational Education and Training</td>
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</table>
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