

# Meghalaya Skill Development Framework

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## **Preface**

The Meghalaya Skill Development Framework document strives to convey the Skills Development vision of the country. It attempts to portray the vision and aspirations of the state level stakeholders in empowering the youth and the less fortunate section of the society through Skill Development. It also depicts the structured approach of the state through the concerned stakeholders, linking the state's resources to skills gap in the state and national level through competent private training providers of national and local capacities.

Skill Development is not a new topic in the state of Meghalaya, yet there is a need to converge the various initiatives under the various Government Departments, Non Government Organizations and Private Institutions to instil a sense of collective participation towards a common goal. The Meghalaya State Skill Development Society (MSSDS) was established with the authority to receive funds from the government (central and state), and financial institutions, and to spend it for fulfilling the mandate of the Skill Development in the State. It takes the roll of a collaborative platform at the state level identifying the need for the development of a structured framework.

The framework document thus acts as the referral point for all future Skill Development approach through the concerned stakeholders which will be in line with the approach of the National Skill Development Corporation (NSDC).



## Chapter 1

### Introduction

#### 1.1 Background and rationale for skill development

1. Widespread unemployment and under-employment along with poverty have been two major challenges to development planning in India since independence. Therefore, alleviation of poverty and removal of unemployment have been the major objectives of earlier five-year plans. These two problems still persist, though the degree and extent varies across regions in the country. Out of these regions, most of the states in the North- Eastern region (NER) are considered economically backward in many respects.
2. Despite the fact that India's economy had grown rapidly, the following challenges still persist with respect to employment:
  - Total employment in the economy improved, but the labour force has grown even faster, leading to an increase in unemployment.
  - Permanent employment in the organised sector has decreased, although organised sector firms are seen to be increasing their informal employment.
  - The wages of workers with qualifications beyond primary school had grown far more rapidly than those of workers with primary school or less, the greatest increases being for workers with tertiary qualifications.
  - There was evidence of growing demand for workers with secondary education, but the same could not be said of workers with technical/vocational skills.
3. Availability of skilled manpower is emerging as a major challenge to sustain the economic growth rate. There is a shortage of skilled labour to sustain the positive global economy, that has the potential to create jobs for the young labour force, but they also set new standards in the skill level of the labour. The absence of skilled labour will soon be a bottleneck in achieving the growth objectives.
4. For the economy to grow at 8 to 9 per cent, it is necessary that the secondary and tertiary sectors grow at 10 to 11 per cent, assuming that agriculture grows at 4 per cent. In such a scenario, it is natural that a large portion of the workforce would migrate from the primary sector (agriculture) to the secondary and tertiary sectors. However, the skill sets that are required for the manufacturing and service sectors are quite different from those required for the agriculture sector, which implies that there will be a large skill gap when such a migration occurs. This scenario necessitates skill development in the workforce.
5. India has the youngest workforce in the world and considering India's window of opportunity for reaping its demographic dividend, Eleventh Five Year Plan had developed an inclusive policy to provide for needy individuals, and especially the young amongst them, with means to a sustainable livelihood. This calls for providing them with the relevant skills

to a degree, sufficient for them to be productively and immediately employable in the burgeoning manufacturing and service sectors of the economy. Both the inclusive growth strategy and demographic dividend opportunity demanded that Skills Development be the key focus area for the Government in the Eleventh Five Year Plan.

6. Skills and knowledge are the driving forces of economic growth and social development for any country, and India is no exception. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of workforce. As India moves progressively toward becoming a 'knowledge economy', it becomes increasingly important that the country should focus on advancement of skills, to be relevant to the emerging economic environment. In order to achieve the twin targets of economic growth and inclusive development, India's Gross Domestic Product (GDP) has to grow consistently at 8 to 9 per cent per annum. This requires significant progress in several areas, including infrastructure development, agricultural growth coupled with productivity improvements, financial sector growth, a healthy business environment, ably supported by a skilled workforce. This emerging socio-economic scenario is poised to drive the demand for skilling Meghalaya.
7. Skilled manpower fuels economic growth by way of efficient conversion of the resources. Skilled manpower can give productivity and can reduce poverty. Education, vocational training and lifelong learning are central pillars of employability, employment of workers and sustainable enterprise development within the Decent Work Agenda, and thus contribute to achieving the Millennium Development Goals to reduce poverty.
8. Skill development is a necessary priority for meeting at least two challenges, viz., economic challenges and social challenges. Skills can contribute to economic growth and the international competitiveness of various sectors. Also, poverty reduction, employment generation and creation of social capital are achieved.
9. Proctor and Dutta (1995) define skill as goal-directed, well-organized behaviour that is acquired through practice and performed with economy of effort. In this definition, each element of the definition is important: First, skill develops over time, with practice eg. Driving skill. Second, it is goal-directed in response to some demand in the external environment eg: passing a driving test for getting licence. Third, it is acquired when components of behaviour are structured into coherent patterns eg: knowing as to how to use accelerator and clutch while driving. Finally, cognitive demands are reduced as skill develops.eg: experienced drivers driving the vehicle without any conscious effort of using accelerator and clutch.
10. According to the World Employment Report (1998), the term 'skill' refers to an acquired and practiced ability or to a qualification needed to perform a job or certain task competently, and one who possesses this ability can be considered as a skilled worker. DFID (2007) defines skills development as the acquisition of practical competencies, know-how and attitudes necessary to perform a trade or occupation in the labour market.



11. In practical sense, the term that is used is **Marketable skill** which is commonly understood to refer to any skill / expertise / ability that has market, that is, has the potential of being utilised for generating income/employment. According to the National Sample Survey Organisation (NSSO), any marketable skill, whether acquired through formal or informal means, irrespective of whether it is being marketed or not, whether the intention is to market it or not, is considered skill.

12. Skill development is a bridge between education, training and production/work environment.

**Education** is about developing a person's potential, helping him to discover the abilities that he has and giving him the tools to use them. Education imparts knowledge, skills and attitude for application to life. It is a formal phase of learning. It is a broad concept.

**Training** refers to imparting specific practical skills, to be used for specific and limited purpose. Training imparts skills, knowledge and attitude for direct application to a task or job. It is a specific concept.

**Skills development** is in relation to work environment. Development is a larger canvas which envisages modification of behaviour and personality. It is a multidimensional concept as most jobs require a combination of skills for adequate performance, ranging from physical abilities to cognitive skills and interpersonal skills.

13. Employability skills are those basic skills necessary for getting, keeping and doing well on a job. Unlike occupational or technical skills, employability skills are generic in nature rather than job specific. There is a specific conceptualisation of what is known more broadly as "generic skills". There are various names for skills similar to employability skills used in various contexts, such as generic skills, enabling skills, key skills, core skills, essential skills, functional skills, skills for life and enterprise skills.

14. The 2002 report, *Employability Skills for the Future*, published by the Business Council of Australia and the Australian Chamber of Commerce and Industry, outlined an 'Employability Skills Framework' which identifies **eight employability skills**. They are:

- **communication skills**, which contribute to productive and harmonious relations between employees and customers
- **teamwork skills**, which contribute to productive working relationships and outcomes
- **problem-solving skills**, which contribute to productive outcomes
- **initiative and enterprise skills**, which contribute to innovative outcomes

- **planning and organizing skills**, which contribute to long-term and short-term strategic planning
- **self-management skills**, which contribute to employee satisfaction and growth
- **learning skills**, which contribute to ongoing improvement and expansion in employee and company operations and outcomes
- **technology skills**, which contribute to effective execution of tasks

15. As per the National Sample Survey Organisation (NSSO) study, the State has a large young population factor which makes up 65% of the total population. However, the NSSO figures also indicate high unemployment rate in the age group of 15 to 19, 20 to 24 and 25 to 29. Though the state boasts of quality educational institutions, yet the lack of marketable skills among the youths has resulted to a qualified but unemployable workforce in the state.

16. On the positive side, apart from the well qualified youths with a fairly good command of the English language, the state also boasts of being one of the best performing States in terms of Gender Disparity Index (GDI) and Gender Empowerment Index (GEI). The inclusion of women in any skill development programmes would therefore have a better return on investment as the disadvantages that women suffer in other parts of the country does not exist here. These factors open up opportunities for the government to invest and put in place a strategy for enhancing employment and employability and to orient its Skill Development initiatives in line with the skills requirements in the market. It is with this goal in mind that the Government of Meghalaya decided to form the Meghalaya State Skill Development Society in 2012.

## Chapter 2

### Skill Development Scenario in India

India Stands at the cusp of a demographic dividend. Several people have expressed urgent need to leverage this to enable jumps in GDP growth. There are about 22 Ministries and Departments that directly or indirectly undertake work relating to Skill Development. Apart from the NSDC, the Ministry of Labour and Employment and Human Resource Development are deeply involved. The formation of Ministry for Skill Development and Entrepreneurship is a more recent development. Even as the government gives physical shape to the Skill Development Ministry, there are a few aspects that warrant deliberation for a more cohesive implementation design for Skill Development in the country.

#### **2.1 Ministry of Skill Development and Entrepreneurship - Pradhan Mantri Kaushal Vikas Yojana (PMKVY)**

The Union Cabinet approved the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) on 19 March 2015 with an outlay of Rs. 1500 crore. The programme aims to impart skill training to youth with focus on first time entrants to the labour market and class 10 and class 12 drop outs.

##### **Key characteristics of the Pradhan Mantri Kaushal Vikas Yojana (PMKVY)**

- The programme aims to impart skill training to youth with focus on first time entrants to the labour market and class 10 and class 12 drop outs.
- The scheme will cover 24 lakh persons and skill training would be based on the National Skill Qualification Framework (NSQF) and industry led standards.
- The programme will be implemented by the Union Ministry of Skill Development and Entrepreneurship through the National Skill Development Corporation (NSDC) training partners.
- In addition, Central and State Government affiliated training providers would also be used for training purposes.
- Skill training would be on the basis of skill gap studies conducted by the NSDC for the period 2013-17.
- Focus of the training would be on improved curricula, better pedagogy and better trained instructors.
- Training would include soft skills, personal grooming, behavioural change for cleanliness, good work ethics.
- A monetary reward will be given to trainees on assessment and certification by third party assessment bodies. The average monetary reward would be around 8000 rupees per trainee.

## **Funds Allocation**

- Out of the total outlay of Rs 1120 crore to be spent on skill training of 14 lakh youths, Rs 220 crore have been allocated for recognition of prior learning.
- Rs 67 crore have been allocated for awareness building and mobilization efforts. Mobilization would be done through skill melas organized at the local level with participation of the State Governments, Municipal Bodies, Pachayati Raj Institutions (PRIs) and community based organizations.
- Rs 67 crore have been allocated for mentorship support and placement facilitation for trainees.
- Rs 150 crore have been allocated for training of youth from the North-East region.

### **Monitoring of the programme:**

Sector Skill Councils and the State Governments would closely monitor skill training that will happen under the PMKVY.

- Skill Development Management System (SDMS) would be put in place, to verify and record details of all training centres and the quality of training locations and courses.
- Biometric system and video recording of the training process would be put in place where feasible.
- All persons undergoing training would be required to give feed back at the time of assessment and this would become the key element of the evaluation framework to assess the effectiveness of the PMKVY scheme.
- A robust grievance redressal system would be put in place to address grievances relating to implementation of the scheme.

## **2.2 National Skill Development Policy and related initiatives**

National Skill Development Policy was formulated on 23<sup>rd</sup> Feb, 2009 with the following mission, aims, objectives and scope.

**2.2.1 Mission:** The Policy envisions the establishment of a National Skill Development Initiative with the following mission:

“National Skill Development Initiative will empower all individuals through improved skills, knowledge, nationally and internationally recognized qualifications to gain access to decent employment and ensure India’s competitiveness in the global market”.

**2.2.2 Aims:** The aim of skill development in the country is to support achieving rapid and inclusive growth through: a) Enhancing individuals’ employability (wage/ self employment) and ability to adapt to changing technologies and labour market demands, b) Improving productivity and living

standards of the people, c) Strengthening competitiveness of the country and d) Attracting investment in skill development.

**2.2.3** The **objectives** of the national policy on skill development are to:

- a) Create opportunities for all to acquire skills throughout life, and especially for youth, women and disadvantaged groups.
- b) Promote commitment by all stakeholders to own skill development initiatives.
- c) Develop a high-quality skilled workforce/entrepreneur relevant to current and emerging employment market needs.
- d) Enable the establishment of flexible delivery mechanisms that respond to the characteristics of a wide range of needs of stakeholders
- e) Enable effective co-ordination between different Ministries, the Centre and the States and public and private providers

**2.2.4. Scope:** The coverage of the National Policy on Skill Development includes the following:

- a) Institution-based skill development including ITIs/ITCs/vocational schools/technical schools/polytechnics/ professional colleges, etc.
- b) Learning initiatives of sectoral skill development organised by different ministries/departments.
- c) Formal and informal apprenticeships and other types of training by enterprises
- d) Training for self-employment/entrepreneurial development
- e) Adult learning, retraining of retired or retiring employees and lifelong learning
- f) Non-formal training including training by civil society organizations
- g) E-learning, web-based learning and distance learning.

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

India is one of the few countries in the world where the working age population will be far in excess of those dependent on them. As per the World Bank, this will continue for at least three decades till 2040. This has increasingly been recognized as a potential source of significant strength for the national economy, provided we are able to equip and continuously upgrade the skills of the population in the working age group.

In recognition of this need, the Government of India has adopted skill development as a national priority over the next 10 years. The Eleventh Five Year Plan detailed a road-map for skill development in India. To create an institutional base for skill development in India at the national level, a “Coordinated Action on Skill Development” with three-tier institutional structure consisting of the **PM’s National Council on Skill Development, the National Skill Development Coordination Board (NSDCB)** and the **National Skill Development Corporation (NSDC)** was created in 2008.

The main functions of the PM's National Council on Skill Development are:

- To lay down overall broad policy objectives, financing and governance models and strategies relating to skill development.
- To review the progress of schemes, and guide on mid-course corrections, additions and closure of parts or whole of any particular programme/scheme.
- Coordinate Public Sector / Private Sector Initiatives in a framework of collaborative action.

The NSDCB coordinates the skill development efforts of a large number of Central Ministries/Departments and States. The **National Skill Development Corporation (NSDC)** is a Public Private Partnership, set up to catalyze the setting-up of large scale, for-profit sustainable vocational institutions in the country, by encouraging private sector participation and providing low-cost funding for training capacity. In addition, it is expected to fund supporting systems such as quality assurance, labor market information systems and train-the-trainer facilities. Thus, the three-tier structure together facilitates implementation of skill development on the ground through three main channels - Central Ministries, the state governments and private and public training organisations.

#### **2.4 National Skill Development Agency and National Skill Development Council Framework**

In June, 2013, Government of India constituted an autonomous body called the National Skill Development Agency (NSDA) by subsuming the PMNCSD, NSDCB and the Office of the Adviser to the PM on Skill Development. The NSDA is located in the Ministry of Finance. It will coordinate and harmonise the skill development efforts of the Government and the private sector to:

- i. Achieve the skilling targets of the 12th Plan and beyond;
- ii. Anchor and operationalize the National Skills Qualifications Framework (NSQF);
- iii. Be the nodal agency for Sector Skills Councils and endeavour to bridge the social, regional, gender and economic divides in skilling.

The NSDA provides the much needed single point focus to ensure that skilling quality and standards meet sector specific requirements benchmarked to international standards. The strategy envisaged for operationalizing the skill development initiatives has three features.

- i. The process of skill acquisition must be bankable, including for the poor. The approach should be demand-driven. This does not preclude State support to the candidates from deprived sections. The effort should be to complement public investment with institutional/bank finance.
- ii. Skills must be substitutable, the rigid boundaries between categories of Education, diplomas and degrees has created a rigid structure within education. This must be transformed into a more

open/flexible system that permits competent individuals to accumulate their knowledge and skills, and convert them through testing and certification into higher diplomas and degrees.

iii. Partnerships should be between various stakeholders in the skill development eco system.

### **National Skill Qualification Framework (NSQF)**

1. The framework would be anchored and operationalise by the National Skill Development Agency (NSDA), an autonomous body attached to the Ministry of Finance, mandated to coordinate and harmonize skill development efforts of the Government of India and the private sector. NSQF is being implemented through the National Skills Qualifications Committee. The Cabinet Committee on Skill Development today approved the National Skills Qualifications Framework (NSQF), a quality assurance framework which organizes qualifications according to a series of levels of knowledge, skills and aptitude. These levels are defined in terms of learning outcomes which the learner must possess regardless of whether they were acquired through formal, non-formal or informal learning.

2. The NSQF would also help shift emphasis to outcome based learning - both in the general and vocational space. Today, there is lack of uniformity in the outcomes associated with different qualifications across institutions, each with its own duration, curriculum, entry requirements as well as title. This often leads to problems in establishing equivalence of certificates/diplomas/degrees in different parts of the country, which in turn impacts the employability and mobility of students. By shifting the focus from inputs to learning outcomes, the NSQF would aim to tackle this challenge.

3. NSQF will also facilitate Recognition of Prior Learning (RPL) that is largely lacking in the present education and training scenario. The NSQF will help individuals who have gained learning informally, such as through life, work and voluntary activities to have this learning recognized. This will include knowledge and skills gained. This will improve career progression and skill up gradation of learners as well as facilitate the engagement of the experienced practitioners as resource persons. Additionally, it would help alignment of Indian qualifications to international qualifications.

4. The credit accumulation and transfer system that will be integrated in the NSQF will allow people to move between education, vocational training and work at different stages in their lives according to their needs and convenience.

5. The NSQF is a nationally integrated education and competency based skill framework that will provide for multiple pathways, horizontal as well as vertical, both within vocational education and vocational training and among vocational education, vocational training, general education and technical education, thus linking one level of learning to another higher level.

There are 10 levels in the framework, with the entry level being 1, and the highest level being 10. Each level of the NSQF is described by a statement of learning outcomes in five domains:

- a. Process
- b. Professional Knowledge
- c. Professional Skills
- d. Core Skill

e. Responsibility.

This will enable a person to acquire desired competency levels, transit to the job market and, at an opportune time, return for acquiring additional skills to further upgrade competencies.

Each NSQF level is defined by a set of descriptors expressed as learning outcomes. The level descriptors are designed to allow broad comparisons to be made between outcomes of learning. However, it is not the case that every qualification will or should have all of the characteristics set out in the level descriptors.

Other issues associated with the NSQF are given below:

1. National Occupational Standards (NOS)
2. Curriculum Packages
3. Industry engagement
4. Horizontal and Vertical mobility
5. International comparability

## 2.5 Review of the Skill Development efforts of various Ministries in India.

In India, skill formation is broadly made through general education as a provider of generic skills. Vocational education and training provide marketable industry specific skills for better employability. Other than basic primary education, skill formation efforts consist of

- Vocational education,
- Vocational training, and
- Sector specific programmes to address issues of skill formation and enhancement

There are twenty-two ministries and Departments of GoI which are imparting vocational training to about 3.8 million persons every year. Most of these are national level efforts and individually they are able to reach only a very small part of the new entrants to the labour force. The focus on skill development based explicitly on the needs of the informal sector exists through a range of programmes under the aegis of different ministries under the governmental system.

The skill development efforts of different ministries are summarized below:

Name of Ministry	Scheme	Salient aspects
<b>Ministry of Human Resource Development</b>	-Polytechnics under the Co-ordinated Action for Skill development Scheme of Apprenticeship training Community Polytechnics  -Jan Shikshan Sansthan (JSS)	- To harness the scientific / technical knowledge available with polytechnics to secure community / rural development - Offering vocational training programme to disadvantaged groups of adults



	-Scheme of Vocationalization of Secondary Education at plus two level	
<b>Ministry of Labour and Employment</b>	<p>-Craftsmen Training Scheme Apprenticeship Training scheme</p> <p>-Skill Development Initiative (SDI) under MES scheme</p> <p>Star Scheme</p>	<p>- One million persons to be trained or their existing skills tested and certified under Modular Employable Skills (MES) framework</p> <p>- Encouraging skill development for youth by providing monetary rewards for successful completion of approved trainings</p>
<b>Ministry of Micro, Small and Medium Enterprises (MSME)</b>	<p>-Entrepreneurship Development Programme (EDP)</p> <p>-Entrepreneurship Skill Development Programme (ESDP)</p> <p>-Prime Minister's Employment Generation Programme (PMEGP)</p>	<p>- To educate the youth on various aspects that need to be taken into consideration while setting up small scale enterprises</p> <p>- Training unskilled and semi-skilled workers employed in small-scale industrial units in new skills and/or upgrading their technical skill and knowledge.</p> <p>- To promote skill development by setting up District Skill Development Centres (DSDC) in 6000 blocks of the country.</p>
<b>Ministry of Housing and Urban Poverty Alleviation</b>	<p>-National Urban Livelihoods Mission</p> <p>-Swarna Jayanti Shahari Rozgar Yojana (SJSRY)</p>	<p>- For providing gainful employment to the urban unemployed/ underemployed by encouragement to self-employment ventures or provision of wage employment.</p>
<b>Ministry of Rural Development</b>	<p>-National Rural Livelihoods Mission</p> <p>-Swarnajayanti Gram Swarozgar Yojana (SGSRY)</p> <p>-Rural Self Employment Training Institute (RSETI)</p>	<p>- Demand-based skill development training projects for increasing employability of rural BPL youth leading to their placement or self employment</p>
<b>Ministry of Women and Child Development</b>	<p>Support to Training and Employment Programme for Women (STEP)</p>	<p>- Training women in marketable trades and enable them to access remunerative employment opportunities or help them in setting up their own businesses</p>

<b>Ministry of Science and Technology</b>	Vocational Training for Employment Generation (VoTEG)	- Evolved into SKILLS Project which takes a lead in adapting and implementing the 'franchise model' to skills required by the target segment of resource poor communities and less educated persons
<b>Ministry of Agriculture</b>	Establishment of SAMETIs Establishment of Agro Clinics and Agri Business Centres by agricultural graduates (ACABC)	- Involved in training activities in fields of extension services, horticulture, animal husbandry, dairying and fisheries
Ministry of Health and Family Welfare	Accredited Social Health Activist (ASHA)	- To provide every village with a trained female community health activist
<b>Ministry of Tourism</b>	"Hunar Se Rozgar" under the CBSP Programme	State Tourism Development Corporations (STDCs) will be organising skill trainings in trades like Food Production and Food Beverage and Services, Home keeping and Bakery.
<b>Ministry of Food Processing Industries</b>	Skill development by Indian Institute of Crop Processing Technology (IICPT) Skill trainings by NIFTEM	- Skill development on various aspects of food processing
<b>Ministry of Social Justice and Empowerment</b>	Skill development training programme for Safai Karmacharis	NSKFDc will be imparting skill trainings to the eligible members of the target group to explore the job opportunities and for self employment ventures
<b>Ministry of Minority Affairs</b>	Skill development under "Seekho and Kamao" scheme funded by NMDfC  "Nai Roshni" scheme for Leadership development of Minority women	- Promoting economic development of the persons belonging to minority communities
<b>Ministry of Tribal Affairs</b>	Vocational Training Centres in Tribal areas	- To upgrade the skills of tribal youth in various traditional and modern vocations depending on the market potential
<b>Ministry of Home Affairs</b>	Skill development under the Border Area Development Programme	Under BADP, capacity building programme by way of vocational studies and training for youth for self employment and skill upgradation of artisans and weavers will be organised.

<b>Ministry of Communication and Information Technology</b>	Technology Incubation and Development of Entrepreneurs (TIDE)	- Schemes on skill development in Electronic Systems Design and Manufacturing (ESDM) for Digital India will be implemented.
<b>Ministry of Skill Development, Entrepreneurship, Youth Affairs &amp; Sports</b>	New Ministry recently formed	- The Ministry will implement schemes to motivate unemployed youth to skill themselves and build pride in adding to India's prosperity and will find methods to make skilling attractive for youth.
<b>Ministry of Development of North Eastern Region</b>	North Eastern Council (NEC)	- NEC will help in developing skill sets and human capital in the areas of vocational and technical training, sericulture, use of modern tools and implements to help provide a scientific basis to further enrich traditional skills for livelihood promotion.

Besides the Government programmes, there are also many private sector initiatives. Broadly, private sector initiatives can be categorised into four types: the **first**, where private entrepreneurs or corporates establish training centres/institutes on a for-profit basis (IL & FS, DRF, etc.); **Second**, where private corporations impart training to people who get absorbed as skilled workforce in their own production units (Group 4 Securitas, Reliance industries); **Third**, where they enter into partnerships with public agencies and become the vehicles for training delivery and sometimes finance (Construction Industry Development Council (CIDC), which has been set up jointly by the Planning Commission, Government of India and the Indian construction industry); **Fourth**, where corporate houses set up public trusts or foundations with a development agenda to build the capacities of local communities to be self reliant systems that utilize human and physical capital in a sustainable manner as an integral part of their 'corporate social responsibility' (CSR) mandate (Ambuja Cement Foundation (ACF), Confederation of Indian Industry (CII)).

## 2.6 Review of the skill development efforts of various states in India

The table below presents a brief review of the skill development efforts implemented in some of the states in India.

**Table: Innovative Skill Development Efforts in important States in India**

State	Name of Agency & Nodal Department	Salient features
Meghalaya	Meghalaya State Skill Development Society (MSSDS)	The Meghalaya State Skill Development Society (MSSDS) was created to enhance the skill sets of the youth of the state thereby improving their employability. MSSDS focuses on developing a cohesive skill information, entrepreneurship and placement framework for Meghalaya, based on the current and emerging needs of the economies of the state. MSSDS is implementing a Placement Linked Skill Development programme on various domains through potential Project Implementing Agencies (PIAs).
Andhra Pradesh	Rajiv Education and Employment Mission (REEM) Panchayat Raj and Rural Development Department	Rajiv Yuva Kiranalu (RYK) scheme as part of REEM has the target of providing 15 lakh jobs in private sector and one lakh jobs in government departments, apart from providing skill trainings and placement.  There are 5 Sub Missions- Employment in Urban areas (SEU), Employment in Urban slums (SES), Placements in Educational Institutions (SEI), Rural Employment (SRE), Sub Mission for the Differently Aabled.
Bihar	Bihar Skill Development Mission Department of Labour Resources	Manav Vikas Mission was constituted to track the progress of human development Bihar Knowledge Centre is established to serve as a key interface between students and the industry Skill Development Centre in every Panchayat Special Training scheme for Rural Youth
Gujarat	Gujarat Skill Development Mission Employment and Training Department	2 major initiatives- a) GSDM portal, which aims at convergence and dissemination of information, b) Skill voucher scheme, which aims at convergence and simplification process- pre paid voucher, aim is to ensure that funds allocated for training reaches actual beneficiary Kaushalya Vardhan Kendra (KVK)
Jammu and Kashmir	J & K Skill Development Mission Directorate of Technical Education	Accenture and NSDC had developed 'Udaan' initiative to address socio-economic development by helping young people to acquire necessary skills to work in corporate India.

Jharkhand	Jharkhand Skill Development Mission Department of Human Resources Department	Handicrafts Associated Rural Self Help (HARSH) proposed to train 50,000 people and linked with financial institutions
Karnataka	Karnataka German Multi Skill Development Centres (KGMSDC) Department of Employment & Training with GIZ (Germany)	Broad based multi-disciplinary training programme in various industrial technical fields, directed towards the development of skills and trades and to emerge as world class training centres Conversion of District Employment Exchanges into Human Resource Development Centres with career counselling
Kerala	Kerala State Skill Development Mission Departments of Higher Education, General Education, Labour and LSG	Skill development has two dimensions- preventive and curative to be addressed Additional Skill Acquisition Programme (ASAP) Additional Skill Enhancement Programme (ASEP) Kerala Academy for Skill Excellence (KASE) as a Company
Maharashtra	Maharashtra State Skill Development Society Department of Higher and Technical Education	In order to strengthen skill trainings, 8 professional “Skill Mission Officers” (SMOs) are appointed, who lead the designated core teams and support teams. 10 Key departments to lead the Skill Development Mission Community Skill Development Centres Knowledge Management Centre on Skill Development
Orissa	Orissa State Employment Mission Society (OSEMS) Department of Employment and Technical Education and Training	There are four sections, viz., Vocational guidance section, Exchange section, Employment Market Information section and Occupational Information Section, Employment Exchanges carry out the job of registration, submission, placement, vocational guidance, collection and compilation of employment market information Placement linked training programme in PPP mode, Selection of vocational training providers (VTPs)
Punjab	Punjab Skills Development Fund (PSDF) Technical Education and Industrial Training Department	Collaboration with Government of Punjab and DFID, UK. Income generating opportunities for the poor and vulnerable population of Punjab by enabling skills development through promotion of a competitive skills training market

Rajasthan	Rajasthan Skill and Livelihood Development Mission (RSLDM) 2 institutions- RCLSD and RSLDC	A company has been formed under Section 25 of Company Act, 1956. Establishing technical institutions in lagging areas Promotion of small and micro enterprises among tribal communities Public private community partnership model on skill development
Uttar Pradesh	UP Skill Mission Labour Department	Recently launched- Objective is to create a skill map of UP to provide gainful employment to over 25 lakh unemployed youth in the state. UP State Enterprise Corporation will be formed Indian Industries Association, which is the apex body of MSME has launched a manpower resource and skill development centre in UP
West Bengal	West Bengal Skill Development Mission Development and Planning Department	Bengal Chamber of Commerce and Industry in association with the Govt of West Bengal is launching the mission to set up skill development programme. Employment Exchanges will act as the platform for employers and prospective employees to come together. Cluster development projects will be encouraged Department of Information and Technology has set up an Academic Council for monitoring syllabus and training for the manpower requirement of IT industries. It has also created Incubation centres in different districts
Sikkim	Directorate of Capacity Building Department of Personnel, AR and Training	State Board of Livelihood School is constituted State Institute of Capacity Building conducts skill development training programmes. 31 constituency level livelihood schools are set up. B-ABLE, Dehradun is appointed as VTP for the Livelihood Schools

## Chapter 3

### Skills Landscape of Meghalaya

#### 3.1 Skill landscape

The skill landscape of Meghalaya will be better understood with the complete analysis of the skill gaps with respect to different domains, trades, sectors and the available resources in terms of quality trainings and placement linkages for wage employment as well as quality trainings and financial linkages for self-employment. A comprehensive and result oriented Skill Gap Analysis (SGA) has to be taken up in the State for effective implementation of any Skill Development related approach.

- Employment opportunities in any economy are a consequence of the investments that take place in that economy. In the absence of major private investments flowing in, dependence on the public investments for the creation of employment opportunities is inevitable. In an infrastructure starved economy, most investments will create high-end jobs that will *per force* demand highly skilled manpower.
- Absence of local skilled manpower will create space for outside skilled labour force to enter the local job market, leading to unemployment of the locally available, but unskilled labour. Over time, it will lead to social unrest. The problem becomes acute and volatile when even low-end jobs cannot be accessed by local people for want of requisite skills. Such a situation however, can be remedied, as most of the requisite employable skills can be easily imparted within a period of 3 to 6 months, provided a concerted effort is made.
- As per the National Institute of Public Finance and Policy (NIPFP) study, the proportion of population between 15-29 years of age in Meghalaya is 27%, which means that roughly a fourth of Meghalaya's population consists of young people between 15-29 years of age. Underemployment and unemployment in this age group is the most worrying fact.
- The National Sample Survey Organisation (NSSO) report of 2004-05 indicates that more than 8% of the unemployed population in the state consists of at least graduates, or above. Unemployment of qualified people is even more worrying because of the relative deprivation and frustration that this segment will perceive more readily than the under-qualified youth.
- It is absolutely essential to give attention to the school drop-outs who remain unemployable for the most part, because of the absence of skills and are in larger numbers.
- Further, as the state's economy does not afford enough opportunities for narrow and linear skills for want of sufficient scale, it will also be necessary to pursue the approach

of multiple skill formation among the youth, both for prudential reasons (should a sector not generate opportunities for any reasons) as also, to widen the scope for employability.

- While skill development for wage employment is essential, any mature economy will have a good proportion of entrepreneurs to sustain the growth of wage employment locally. Promoting self-employment to unemployed youth by providing them the requisite skill base as also credit linkage would be a component of the initiative. In this sense, it is necessary to put in place an integrated model with sufficient emphasis on skill development, for both the wage and self-employment streams.
- There is a large mismatch between the skills attained and those actually in demand in the market place and the graduates' own career objectives. The graduates do not meet employer's needs. One of the key elements related to the skill development programme needed to be addressed is synchrony with industry requirements, rather than meeting academic regulatory guidelines, especially in the case of the duration of the training period. It has to be short term (30 to 45 days) and not for two years as in the case of ITIs. It has to meet the industry requirements and should be linked to placement.

### **3.2 Skill Gap Analysis**

#### **Skills Mapping**

Human resource and skill requirements in the various sectors in the state of Meghalaya will need to be analysed and skill gaps in the different sectors will have to be identified. The mapping of skill gaps in the different sectors will need to be done based on which the skill trainings by IAs will be taken up.

The skills mapping exercise should be carried out by studying the current situation in Meghalaya with respect to human resources and skills, diagnosing the problems and constraints regarding the same, and prescribing key interventions to be made by the concerned stakeholders.

The exercise will be carried out in five phases:

1. Identification of high growth and emerging sectors (formal, informal) in the state.
2. Mapping of current employment pattern in the state
3. Identification of human resource requirements to support the growth potential
4. Mapping of current and future skill requirements of identified sectors in the state
5. Development of skill training programmes to bridge skill deficits in the state.

The key imperatives for identification of sectors are:

- Sectors (both formal and informal) driving Meghalaya's economy
- Sectors with high employment potential



- Sectors with the requirement of skilled human resources

The above exercise will be the first step in the right direction.

- **Creating a large talent pool through Modular Employable Skills:** The MES framework provides a means for multiple-entry and multiple-exit skill development. It brings with it a

flexibility to offer short-term, demand-led courses with partnerships. If MES is scaled up, it will help achieve the required scale in skill development.

- **Ensuring Quality in Delivery:** Quality will have to be driven by the various dimensions at the level of each individual institute/centre:

- Effective Governance and Administration
- Adequate and properly trained faculty
- Industry linked curriculum
- Appropriate infrastructure
- A well defined process for evaluation of student learning at periodic intervals
- Third party certification
- Rewarding partnerships

- **Employing ICT to achieve scale:** Information and Communication Technology (ICT)- led interventions will help achieve scalability, standardisation, and maximisation of impact. ICT can have a role to play in the following areas:

- Need Assessment and Sourcing (through media, internet, community based mobilisation, employer views)
- Curriculum Design and Development (standardised curriculum which can be easily replicated and offered at multiple locations to aid scale up)
- Education and Training Delivery (multi-media packages, through recorded/interactive teaching inputs)
- Assessment and Certification (through e-testing, computer based tests, supporting current theory and practical tests)
- Placement linkages (on demand by industry, centralised placement systems).

- **Formulation of institutional mechanisms for content formation, delivery, and assessment:**

As the demand for training grows, there will also be a cascading impact on the demand for content, standardised processes for training delivery, uniform assessment practices. These will drive the demand for trainers and assessors which will be a critical bottleneck as other dimensions depend on these. Furthermore, there would be a need for standards and quality processes (quality assessment, quality certification/training process certification) as the demand for training grows rapidly.

**- Expediting the formulation of Sector Skill Councils:** Given the need to ensure standards, industry involvement and industry led initiatives, it is required to expedite the formulation of Sector Skills Councils. The National Skill Development Policy has proposed the following roles for the Sector Skills Councils:

- Identification of skill development needs
- Development of a sector skill development plan and maintain skill inventory.
- Determining skills/competency standards and qualifications.
- Participation in affiliation, accreditation, examination and certification.
- Plan and execute Training of Trainers.
- Promotion of academies of excellence.

Apart from the identified domains in the State, the unidentified domains such as the traditional pottery skills in Larnai village in Jaintia Hills, indigenous blacksmith in Myllem village in East Khasi Hills District, the traditional brewery activities in Sohiong village, East Khasi Hills and certain villages in Garo Hills, and the indigenous cookery methods using cane bamboo in Ri- Bhoi district may be recognised for skilling. The local indigenous people skilled in operating the mentioned trades may be considered for propagating and promoting these skills in terms of identified trades for contributing in the development of wage as well as self- employment.

### 3.3 Skill Development initiatives/efforts by various Departments and Agencies in Meghalaya

The capacity building efforts of various Departments in the state, including skill development initiatives are presented in the Table below:

**Table: Skill development efforts by the various Departments in Meghalaya**

Name of Department	Existing training institution/scheme	Activities
Agriculture Department	1.Basic Agriculture Training Centre	1. To provide short term vocational training for educated unemployed youth in agricultural enterprises and other allied activities.
	2.Farmers' Training Institutes	2. Conduct two year certificate courses on basic agriculture for field functionaries. Specialised training in emerging areas where farmers are given training and taken to exposure visits and field tours to other states.
	3.Integrated Agricultural Training Centre	3.Regular training and skill up gradation for the agriculture and other allied extension functionaries at the state/district/block level. Short-term vocational training is conducted for

		educated unemployed youth in agricultural and other allied activities.
Community and Rural Development Department	State Institute of Rural Development (SIRD), Extension training Centre(ETC)	<p>Meghalaya State Rural Livelihood Society (MSRLS) is established under C&amp;RD Dept, which provides entrepreneurship trainings. The MSRLS operates NRLM which has training, capacity building and skill building component.</p> <p>State Rural Employment Society has training modules for the VECs which includes,</p> <ul style="list-style-type: none"> <li>- Rights and entitlements under MGNREGA</li> <li>- Implementation arrangements</li> <li>- Roles and responsibilities</li> <li>- Convergence under MGNREGA</li> <li>- Transparency and accountability</li> <li>- SWOT analysis, vision building and objective setting</li> <li>- Project planning</li> <li>- Participatory Rural Appraisal</li> <li>- Planning and implementation of the MGNREGA</li> <li>- Management of data and maintenance of records</li> </ul>
Border Areas Development Department	Border Area Department Programme (BADP)	- Skill development and acquisition of marketable skills for youth residing in notified border villages of the state through MSSDS.
Commerce and Industries Department	PMEGP, Scheme for training under the Practicing Master Craftsmen, Scheme of Training inside and outside the state The department has vocational training institutes spread all over the state for imparting training to unemployed youth.	<p>Major Departmental Training Centres are:</p> <ul style="list-style-type: none"> <li>-Knitting, Tailoring and Embroidery Training Centre, Nongrim Hills</li> <li>-Furniture making Institute, Nongrim Hills</li> <li>-Leather and Shoe making Institute, Nongrim Hills</li> <li>-Knitting, Tailoring and Embroidery Training Centre, Assanang, Tura</li> <li>-Carpentry and Steel Fabrication, Cherangre, Tura</li> <li>-Upgradation / Modernisation of Saw Mill cum Mechanised Carpentry Workshop, Umsning</li> </ul>
Education Department	DERT, Shillong & DIETs in all districts	<ol style="list-style-type: none"> <li>1. Vocational guidance units for students.</li> <li>2. Computer Training for Upper Primary School Teachers.</li> </ol>

		<ol style="list-style-type: none"> <li>3. Special Coaching Classes for Class XII Tribal Students of Meghalaya pursuing Science Stream</li> <li>4. Integration of Disabled Children in the Mainstream of Education</li> </ol>
	<p>DHTE, State managed Shillong Polytechnic Under the WB assisted Tech Ed_III Project, two new polytechnics in Jowai and Tura have been set up.</p>	<ol style="list-style-type: none"> <li>1. To boost technical education in the state, GoI approved the proposal for setting up of new polytechnic at Williamnagar in East Garo Hills</li> <li>2. The State Assembly have passed a Bill to set up Captain Williamson Sangma Technical University in Tura</li> </ol>
IT Department	IT Training Centres	Developing human resources for IT and IT enabled services in the state
Labour and Employment Department	Craftsmen Training Schemes (CTS), Apprenticeship Training Scheme (ATS), Skill Development Initiative Scheme (SDI) and Short term job-oriented courses	<p>CTS is implemented through a network of ITI/ITCs, which is the core scheme for vocational training. There are ten ITIs in the state, one in each of earlier seven districts, including one ITI for women at Shillong and two more ITIs at Resubelpara and Sohra Civil Subdivisions.</p> <p>State Government has initiated a new programme titled “Hospitality, BPO, IT, ITES, Sericulture, Handlooms &amp; Handicrafts”.</p>
Sericulture and Weaving Department	<p>Sericulture Training Institute, Ummulong, Weaving Training Centres (11) and Handloom Training Institute, Mendipathar.</p> <p>There are also 6 mulberry farms, 3 Eri farms and 2 Muga farms.</p>	<p>Under the North East Region of Textile Promotion Scheme of the Ministry of Textiles, seventy-two handloom clusters have been formed in different parts of the state. Under handloom sector, training on the know-how of weaving practices for the progressive weavers and handloom entrepreneurs are undertaken.</p> <p>Under special central assistance, there are 10 VTCs.</p>
Social Welfare Department	Training Centre for Self Employment for Women (TSEW)	Three training centres in Shillong, Jowai and Tura are established to provide vocational skills and training in knitting, tailoring, embroidery and weaving to destitutes, orphans, widows, women in distress, etc to enable them to be self supportive and self employed.
Soil & Water Conservation Department	Conservation Training Institute (CTI) Byrnihat	<ol style="list-style-type: none"> <li>1. Field Assistant Training Course.(1- 2 Yrs)</li> <li>2. Middle Level Training (6 months)</li> <li>3. Short Term Training Programme (10- 30 days)</li> </ol>

Tourism Department		Establishment of Food Craft institute, Hotel Management institute Tourism related institute under NABARD loan is proposed to be undertaken
Technical Education Department	State managed Shillong Polytechnic Under the WB assisted Tech Ed_III Project, two new polytechnics in Jowai and Tura have been set up.	-To boost technical education in the state, GoI approved the proposal for setting up of new polytechnic at Williamnagar in E.Garo Hills. -The State Assembly have passed a Bill to set up Captain Williamson Sangma Technical University in Tura
Urban Development Department	Swarna Jayanti Shahari Rozgar Yojana (SJSRY)	The scheme is projected towards the upliftment of the quality of life of urban poor through encouragement of self employment and provision of wage employment.
Fisheries Department	Meghalaya State Fisheries Research and Training Institute, Mawpun	Skill formation of the potential and current fish farmers.
Animal Husbandry & Veterinary Department	VFA Training Institute, Kyrdemkulai  Vocational Training Centres, Rongkhon and Kyrdemkulai	Certificate course training of one year duration to 12 <sup>th</sup> pass in animal management, minor veterinary surgery and medicines  Short term vocational training to farmers in livestock and poultry management, including health care. Department is in the process of establishing one VTC in each district
Planning Department	Appropriate Technology Corner (ATC), Shillong Science Centre (SSC)- North Eastern Hills University (NEHU) under State Council Science Technology & Environment (SCSTE)  Meghalaya State Skills Development Society (MSSDS)	Technology oriented Entrepreneurship Development Programme under the State Plan for Individuals and SHGs.

<b>Name of NGOs/ Society/Institute</b>	<b>Activities</b>
Bethany Society	Sustainable Livelihoods & Empowerment in Meghalaya of Persons with Disability
Rural Resource Training Centre (RRTC)	Skill Training and Entrepreneurship Development programme.
BRO (BEAD)	Orchard development programme
BAKDIL, Tura	<ol style="list-style-type: none"> <li>1. Entrepreneurship and livelihood promotion programmes</li> <li>2. Skill development for unemployed youths (automobiles, driving, tailoring, poultry, agri and allied activities)</li> </ol>
Mendipathar Multi-purpose Co-operative Society Limited	Skill training on rubber technology, youth guidance and vocational trainings, training for poultry and mushroom cultivation.

<b>Central Government Organization</b>	<b>Activities</b>
<p>Indian Council for Agriculture Research (ICAR), Umiam.</p> <ul style="list-style-type: none"> <li>- KVKs at Ri Bhoi, East Khasi Hills, West Khasi Hills, West Garo Hills and Jaintia Hills districts. Also one Agricultural Technology Information Centre (ATIC).</li> </ul>	<p>Trainings on Integrated Watershed and Farm management, training on small scale rural entrepreneurship development through livestock and poultry production, training on spawn production and mushroom cultivation for women empowerment and other agri and agri-allied activities.</p>
North Eastern Region Community Resource Management Project (NERCORMP)	Capacity Building programmes on various areas like accounting, book keeping, food and fruit processing, Agri and allied activities
MNREDA	<p>The aims and objective of MNREDA is to identify formulate and implement demonstration, experimental, promotional and extension projects and programmes related to New and Renewable Sources of Energy. Such as Solar-Energy, Wind Energy, Biogas, Biomass, Micro/ Mini/ small Hydro Power, Watermill, Co-generation (non-Bagasse). The programmes covers, providing electricity to remote un-electrified rural areas of the state.</p> <ul style="list-style-type: none"> <li>- Workshop-cum-Training for NGO's and SHG's, Workshop-cum-Training for District Advisory Committee Members, Project Officers and Junior Engineers on Remote Village Electrification and Technologies application.</li> <li>- Awareness-cum-Training for NGO's, SHG's, Private Entrepreneurs and Individual on Renewable Energy.</li> <li>- Biogas Training - MNREDA organizes Biogas Training for Villagers</li> </ul>

Meghalaya state has the presence of good numbers of both governmental and non-governmental organizations/agencies working for various rural developments in the state/region. The contributions of these organizations are worth mentioning to takes stock of the rural development scenario of the state.





## Chapter 4

### Meghalaya Skill Development Framework: Objectives and Approach

#### 4.1 Objectives

The Government of India has recognized the need for making a concerted effort to develop skills among the employable youth of the country. Oriented toward this purpose, the GoI had established the National Skills Development Corporation.

Perceiving a similar need for providing employable skills to the youth of Meghalaya, the Government of Meghalaya established the Meghalaya State Employment Promotion Council (MSEPC) in August, 2011. As part of its mandate to enhance the skill sets of the youth of the state, the MSEPC has developed a framework for forming employable skills among the youth of Meghalaya and thereafter, employment and or entrepreneurship. The intent of the MSEPC is to give focused attention to this task within the state of Meghalaya. The MSEPC will develop a cohesive skill-formation, entrepreneurship and placement framework for Meghalaya based on the current and emerging needs of the economies of the state, the region, the country and the world.

The main objectives of the Meghalaya State Skill Development Framework are:

- a. To develop a comprehensive understanding of the skill development scenario in Meghalaya.
- b. To develop a State Skill Development Mission for:
  - i. Conducting skill mapping, organizing skill gap studies, and involve in environmental scanning for identifying the competitiveness of different sectors for employability.
  - ii. Grounding delivery mechanism for enhancing the employability of youth by forming the requisite skills to them both for obtaining wage employment and/or, pursuing self employment.
  - iii. Creating a pool of skilled manpower that has multiple skills that can be absorbed in diverse sectors
  - iv. Evolving and enforcing processes that can ensure high quality standards in the training of the trainers, conduct of training, assessment of trainees and certification and post placement tracking.
  - v. Evolving a methodology for continuous monitoring and evaluation, both concurrently, and at the end of the implementation schedules.

#### 4.2 Approach

##### 4.2.1 Placement linked Skill Development Scheme:

This is aimed at developing employable skills of youth for preparing them for wage employment by placing them with appropriate employers/industries. The trained youth are assured of gainful

employment in the industry. This approach will drive the existing schemes of the Ministry of Rural Development, Deen Dayal Upadya- Grameen Kaushalya Yojana (DDU-GKY) and Ministry of Labour and Employment related to placement linked Skill Development Initiatives (SDI). It will also focus on skill development under the State plan. The initiative by an international funding agency (ADB Supporting Human Capital Development in Meghalaya), other initiatives under National Urban Livelihood Mission (NULM), Border Area Development Department, etc will also be covered under this. In this approach, need based skill sets ranging from entry/basic to supervisory level in various sectors/segments of the economy will be addressed. Given the wide spectrum and range of activities proposed to be covered, the activities should provide enough scope for flexibility to ensure that a gamut of need-based skill development options is covered. Any training institution/established by NGO/private corporate entity/industrial organisation associated with National Skill Development Corporation (NSDC), an entity established on PPP mode by the Ministry of Finance, GoI will be identified as IA for implementing the skill trainings. The identified IAs should have relevant experience and resources in implementing capacity building programme and skill development initiative and should have contacts with the potential employers for placement of the trainees. The IA can enter into partnerships with service providers or agencies for delivery of the programme.

#### **4.2.2 Skill Development for Self- employment**

This is focused on preparing the youth for getting self employed in various enterprises of their choice. Skill trainings will be given to develop the entrepreneurial skills of the youth. This encourages the self employment initiatives of the trained youth. The Implementing Agency will make suitable arrangements for providing credit linkages to the trained youth which shall be considered as placement linkage. The credit linkages will also be made by organising the trained youth to form Self Help Groups (SHGs) or co-operatives or JLGs assisted by NABARD. This approach will cover the initiatives under the Ministry of MSME, RSETIs funded by MoRD and self employment avenues under National Rural Livelihood Mission and National Urban Livelihoods Mission.

#### **4.2.3 Skill Development under the Integrated Basin Development and Livelihood Promotion Programme (IBDLP)**

Skill development for the different Missions (nine) to be put in place under the Integrated Basin Development and Livelihood Promotion Programme of the Government of Meghalaya will be closely looked into. The different Missions under the Integrated Basin Development Programme of the Government of Meghalaya also would require cadres of Multiple Service Providers, whose skills have to be developed, which will also be covered under this approach.

#### **4.2.4 Skill Development for Domain sectors:**

There is a visionary component envisaged under the Skills Development Framework for tapping the emerging opportunities in the skills sector, and addressing them with due care and diligence. There is immense scope for skill development related to climate change, which has to be addressed. Similarly, there is much potential for right skills for green jobs that reduce consumption of energy, minimise waste and pollution and protect and restore ecosystems. There

is also enough scope for jobs related to ecosystem services, such as organic farming which also require skills. Other domain sectors proposed to be covered for skill development are Sectoral Skill Councils, Multiple Service Providers, Rural energy services, Business Process Outsourcing, Tourism etc.

This will also cover skill development to meet the special needs of the people living in remote and inaccessible areas situated near the international border covered under the Border Area Development Programme.



## Chapter 5

### Placement linked Skill Development Programme

#### 5.1 Pandit Deen Dayal Upadhyaya – Grameen Kaushalya Yojana (DDU- GKY) by MoRD, GoI

##### (i) DDU-GKY

The aim is to skill rural youth who are poor and provide them with jobs having regular monthly wages at or above the minimum wages. DDU-GKY derives its importance from its potential to reduce poverty by diversifying incomes and reducing their uncertainty. There is a continuum of skills that are required in an economy and there are various ways in which to acquire them. In India, while higher-level skills have received some attention, the same cannot be said for skills for which formal education is not a prerequisite. The fact is that the poor are doubly hit – first because of poverty and second because of poor access to formal education. DDU-GKY seeks to fill this gap by imparting specific set of knowledge, skills and attitude needed by the poor to access full time jobs in the formal sector.

##### (ii) Approach

DDU-GKY has a number of features, important of which are:

- Shift in emphasis from training to career progression- In the skills sector, the emphasis traditionally has been on skilling. With the Special Projects for Skill development under SGSY, MoRD broke new ground by insisting on placement, which was further refined by defining placement as continuous work for three months with salary slip as evidence.
- Enable poor and marginalised to access benefits from growth - DDU-GKY is designed to equip unemployed youth from rural poor households with employable skills that enable them to secure employment in the formal sector. DDU-GKY projects are implemented in partnership with private sector, public sector and PIAs.
- Proactive approach to building partnerships- SGSY special projects for skill development was implemented through Public Private Partnerships (PPP). The experience of implementing the programme has helped in developing and improving the capabilities of a number of PIAs.
- Single State Project (SSP) to Annual Action Plans (AAP) – The learnings from implementing Multi- State Projects (MSP) and the experiences of initiatives taken by certain State Governments have shown that the involvement of State Governments in DDU-GKY is critical to its success. It is observed that when State Governments have their own skill development programme with a dedicated machinery that does tracking and monitoring of training, it has led to better quality outcomes – training, placement, retention and career progression. These States are in a better position to identify deserving poor candidates,

assess local skill gaps, propose suitable skilling programmes, monitor training and placement and muster support for the trainees when they are most vulnerable i.e. in the first six months.

- North East- a priority- MoRD plans to launch a special scheme under DDU-GKY in collaboration with Ministry of Development of North Eastern Region (DONER) for skilling projects specific to the needs, requirements and the special characteristics of States in the north east.

- Enhancing the Capacity of PIAs- The skilling capacity of training partners has to be augmented on a priority basis. Only then can DDU-GKY reach out to all those who need it, irrespective of geography and formal education. New training service providers need to be nurtured, and their capability developed.

The mandate of DDU-GKY is to reach out to poor families through skilling and placement can be achieved by utilizing the potential of the institutions of the poor. The Institutions of the poor – SHGs, their federations and livelihoods collectives - provide the poor the platforms for collective action based on self-help and mutual cooperation. They become a strong demand system on behalf of the poor.

### **(iii) Eligibility**

The target group for DDU-GKY are poor rural youth in the age group 18-35. For those with disabilities and for those who belong to Particularly Vulnerable Tribal Groups (PTGs) the upper limit is 45 years. Special groups comprising of Persons with Disabilities (PwD), victims of trafficking, manual scavengers, transgender, rehabilitated bonded labour may be allowed to enrol if they are above 16, provided they become 18 by the time they finish training including on the job training if any. The poor will be identified by a process called Participatory Identification of Poor (PIP) which is an important component of the NRLM strategy. The Protocols for PIP, as notified by the Ministry shall be followed for the purposes. PIP is expected to help in improved targeting of beneficiaries.

### **(iv) Funding pattern**

Funding for capacity building activities is available to SRLMs from DDU-GKY budget of MoRD at the rate of up to 3 % of the total approved action plan/ year programme of DDU-GKY. Funds will be released to SRLMs on the basis of project proposals approved by the EC.

### **(v) Implementation framework**

As per the guidelines of NRLM, the Government of Meghalaya has formed a state society in the name - Meghalaya State Rural Livelihoods Society (MSRLS). The society is registered under the Meghalaya Society Registration Act XII of 1983 and was designated as the Nodal Agency for implementing NRLM in the state. The basic purpose of forming this society is to put in place a

dedicated and sensitive support structure from the State level down to the sub-district level which will focus on building strong and self-managed institution of the poor at different levels.

Initially, the NRLM/Aajeevika project period is from 2012-13 to 2017-18 to cover all the 39 C&RD blocks of the 11 districts of the state in a phased manner. The programme is rolled out first in four Intensive blocks of two districts namely; Rongram & Dallu blocks of West Garo Hills district and Mairang & Mawkyrwat blocks of West Khasi Hills district respectively as per provision of 25% of district and 10% of block of the state. Of these four Intensive blocks, Rongram and Mairang blocks will be the Resource Blocks and implement the CRP strategy of any of the notified Resource Organization with which MSRLS will entered a partnership.

The implementation structure is arranged from the State level down to the Block level with dedicated and sensitive professional staff under:

**1) At the State level:** The State Level Office will have the State Mission Management Unit (SMMU) headed by the State Mission Director who is also the CEO of the Society. The CEO will be assisted by Chief Operating Officer (COO), State Mission Managers (SMMs), who are subject specialist and other support staffs. As the program components expands, various other post such as SMM-Marketing, Diary, Non-Farm, Gender, Disability etc. will be created as required.

**2) At the District Level:** Since NRLM is to be rolled out in a mission mode, only few blocks are taken up in the initial years. Hence, only skeletal team at the district office headed by the District Project Manager and assisted by Project Manager-Financial Inclusion and Project Manager-IB&CB will be placed. The interim DMMU office with skeletal team will gradually turned into a fully functional DMMU office with sufficient dedicated staff as the programme expands in the blocks.

**3) At the Block level:** The Block Project Implementation Unit (BPIU) will be headed by the Block Project Manager with a dedicated team of support staff drawn from the community and also from open market. The BPM will be assisted by a Block Accountant, a Computer Operator, 4 Cluster Coordinators and an Office Assistant. Each Block is sub-divided into four Clusters and each Cluster will be looked after by one Cluster Coordinator (CC).

#### **(vi) State Perspective and Implementation Plan (SPIP)**

The CEO, COO and SMMs will work in a team and prepare the SPIP. The various thematic managers of the SMMU will take up their concerned thematic areas of the SPIP. MSRLS will seek comments/suggestion/guidance from NMMU to ensure the SPIP prepared is of good quality and follows the national framework/template. A regular State Level, District Level and Block Level workshop and consultative meetings will be organized to incorporate the new learning and the unlearned from the field in the SPIP and also the views and suggestion from stakeholders. Concerned thematic managers will be responsible for organizing specific workshop/consultation on thematic subject in close coordination with the CEO and COO.

### **(vii) Financial Management System**

The State has hired a FM Consultant to prepare Financial Management Manual and Administrative and Financial rules and clear business processes for payroll and other payments for the MSRLS. MSRLS will have one Senior Meghalaya Finance Service Officer as independent State Financial Advisor from the Govt. The SMM-FM with the help of the State Finance Adviser will lead in setting up proper Finance and Accounting System, Administrative and Financial Rules (delegation of powers) in all levels of the organizational structure as per NRLM's FM framework.

### **(viii) Procurement Management System**

The Governing Council of the MSRLS, in its first GC Meeting has passed a resolution and adopted the NRLM Procurement Manual for all procurement activities of the Society. MSRLS will set-up a procurement cell at the SMMU to be headed by the COO and assisted by Procurement Assistants.

## **5.2 Skill Development under the State Plan**

At present Meghalaya has five Projects under Skills and Placement which are being implemented by seven Project Implementing Agencies (PIAs) in 15 centres across seven districts. These PIAs are as below:

- Don Bosco Tech- They have their training centres in East Garo Hills, East Khasi Hills, Jaintia Hills, RiBhoi, West Garo Hills, West Khasi Hills & South Garo Hills.
- IL & FS has its centres in East Garo Hills, RiBhoi, East Khasi Hills and West Garo Hills.
- NIPS school of Hotel Management, Kolkatta with training centres in East Khasi Hills District.
- Centum Learning has a training centre in East Khasi Hills District.
- Polaris training centre is in East Khasi Hills District.
- NESAI training centre is in East Khasi Hills District.
- SS Netcom training centre is in East Khasi Hills District and West Garo Hills District.



## **Main trades:**

The main trades undertaken by the above mentioned PIAs in the state of Meghalaya are- Housekeeping, Automobile mechanic, Retail Sales, BPO and Call Centre welding, sales and marketing, Plumbing, Hospitality-cookery, ISMO, Hospitality (F&B), Security& Trade sector, Construction sector (masons, bar benders), Multi Skill Technicians.

## **5.3 Special Projects in Meghalaya**

### **5.3.1 Supporting Human Capital Development in Meghalaya – ADB Project**

The Government of Meghalaya is engaged with the ADB in skill development through a dedicated project titled “Supporting Human Capital Development in Meghalaya”. The project will make efforts and allocate resources to address the growing priority of youth employment and the link between skills training and jobs.

The British Council team will work with Meghalaya State Skill Development Society, which will focus on capacity building of selected PIAs working with MSSDS. The PIAs will be nurtured to grow and as the project moves ahead, ways will be explored to encourage them for tie-ups with other smaller training providers and to increase their base, reach, capacity and efficiency. Skills Challenge Fund (SCF) will be created, which denotes a financing mechanism whereby funds are made available to eligible institutions or service providers to undertake specified activities aimed at overcoming or confronting a defined challenge or barrier. The core feature of a SCF is its open and competitive application process, providing successful applicants limited duration grant with defined outcomes, which equips with the necessary resources to overcome a defined challenge.

Detailed proposals will be solicited from organisations and institutions in private sector, social development and government agencies working in the field of skill development. A Selection Committee will perform a detailed analysis of the proposals against pre-defined criteria and then awards grants to those projects/institutions that best meet the objectives of the SCF.

The Skills Challenge Fund (SCF) is supported by a budget to the tune of about USD 20 million fund from Asian Development Bank. The SCF is central to developing Meghalaya’s human resources to enhance their employability and income earning potential. The SCF will be placed with the MSSDS as an implementing agency for the fund, since MSSDS as an existing SPV of Government of Meghalaya can serve to expedite payments to potential service providers seeking financial assistance for skill development, thereby reducing the burden on government treasury.

The SCF will provide Government of Meghalaya a flexible modality to encourage participation of private sector skills training providers for imparting industry-linked and demand driven skills training programme to 60,000 unemployed youth within five years (45,000 persons for wage employment and 15,000 persons for self employment).

The priority sectors identified (but not to be restricted) for wage employment are:

- Hospitality (front office, housekeeping, computer operators)

- IT/ITES Data entry/DTP, BPO/ Call centres, Customer service and helpline, Hardware maintenance, IT system specialisation
- Healthcare (Housekeeping staff in hospitals and clinics, Para health workers, Hospital management)
- Education ( Master trainers, Teachers and Instructors for vocational courses)
- Tourism (tourist guides, tour operators, trained certified drivers)
- Beauty and wellness attendants in beauty salons, hair styling, spa services
- Mining operators (for dumpers, loaders and excavators, welding, blasting, drilling)
- Retail services (Customer relationship management, front desk management)
- Media and entertainment (camera operation, music composer, animation designers, radio jockeys, cinematography)
- Automotive (auto mechanics, commercial drivers, direct sales agents)

All skill training courses will be combined with orientation in the required soft skills.

## **5.4 Other initiatives**

### **5.4.1 Employment through Skill Training & Placement (EST&P)**

The EST&P under National Urban Livelihood Mission (NULM) formerly known as the SJSRY (Swarna Jayanti Shahari Rozgar Yojana) was launched during 1997 to provide gainful employment to the urban unemployed or underemployed through the setting up of self employment ventures or provision of wage employment. It is now part of National Urban Livelihoods Programme (NULP).

There is a component under EST&P, known as Urban Wage Employment Programme (UWEP), which seeks to provide wage employment to beneficiaries living below the poverty line within the jurisdiction of urban local bodies by utilising their labour for construction of socially and economically useful public assets. UWEP will provide opportunities for wage employment, especially for the semi-skilled migrants/residents by creation of community assets.

Wage employment will be used only as a short term measure till the beneficiary is able to get the benefits of skill development for self employment ventures or employment in the formal sector.

Another component titled “Skills Training for Employment Promotion amongst the Urban Poor (STEP-UP)” also imparts training for wage employment. This component of EST&P will focus on providing assistance for skill formation/upgradation of the urban poor to enhance their capacity to undertake self employment as well as access better salaried employment. STEP-UP intends to provide training to the urban poor in a variety of service, business and manufacturing activities as well as in local skills and local crafts so that they can set up self employment ventures or secure salaried employment with enhanced remuneration. Training will be imparted in vital components of the service sector like the construction trade and allied services such as carpentry, plumbing, electrical and also in manufacturing low cost building materials based on improved or cost effective technology using local materials.

#### **5.4.2 Skill Development Initiative (SDI) of the Government of India**

SDI is a very innovative and novel scheme which has the potential to transform the skill development scenario in the country. It was designed to impart skills relevant to the industry to school-leavers at various levels by using existing vocational training and skill development infrastructure in the country. Under the scheme, it is ensured that the trainees who acquire skills may continue life-long learning and come back for second, third or fourth module. Apart from attaining horizontal mobility, the trainee also has the option to pursue vertical mobility either in the same or a different trade. The scheme also offers recognition of prior learning in those cases where the skills have been acquired through informal methods such as hereditary training by parents or informal apprenticeships under a master trainer, etc.

The Modular Employable Skills (MES) scheme is being offered under the Skill Development Initiative Scheme (SDIS). The Ministry of Labour and Employment undertook the development of a new strategic framework, namely the MES, for skill development for early school leavers and existing workers, especially in the unorganised sector in close consultation with industry, micro enterprises in the unorganised sector, State Governments, experts and academia. The main objective of the scheme is to provide employable skills to school leavers, existing workers, ITI/ITC graduates, etc. Skill levels of persons already employed can also be tested and certified under this scheme, i.e., certification of prior/experiential learning. Public Private Partnership (PPP) envisaged in the form of active participation of the industry/private sector in every stage of design and implementation of the scheme. The MES concept has the potential to go a long way in furthering skill development as it has provided a pathway for multiple entry and exits as well as transforming skill development from long term skill acquisition periods (1 to 2 years) to short term (about 3 months).

There are certain basic principles which have to be followed to make MES scheme successful. They are:

- a. Skill deficit mapping has to be done to find out the requirements of skilled manpower in various sectors of economy. This exercise is considered essential in order to ensure that all those who get trained should be able to get placement. This can happen only when training is imparted only after assessing the skill requirement from the industry.
- b. After assessing skill requirement, it is necessary to identify quality Vocational Training Providers (VTPs) who have requisite infrastructure of training, qualified trainers and strong linkage with industry. It is necessary to empanel VTPs by physically verifying physical infrastructure such as class rooms, workshops, latest tools, equipments and machinery, qualified trainers, adequate power supply and congenial environment for imparting training. These VTPs should relate to those sectors where there is demand of skills and industry is ready to engage them in their establishments.
- c. Registered societies have to be constituted for the implementation of SDI scheme and the SB account number and IFSC code for transfer of funds have to be communicated to the Ministry of Labour and Employment, GoI.
- d. The accounts of the society must be maintained in double entry book keeping system and annually audited by a Chartered Accountant appointed by the society. In addition to the audit by a

Chartered Accountant, the society will also be liable to be audited by the Comptroller and Auditor General of India.

e. The assessment of training has to be done by an Assessing Body.

f. An MIS has been developed for implementation and monitoring of SDI, which provides on-line information to all concerned from the date of enrolment of the trainee till issue of certificate and placement. The state government has to upload all information about the trainees, VTPs, assessing bodies, etc in the MIS.

g. The objective of the scheme is to help the trainee in imparting skills and help him in appropriate placement immediately after the training. It is, therefore, necessary for the State governments, VTPs, assessing bodies and RDATs to work in unison and follow the guidelines and make available certificate within seven days of completing the course.

### **5.4.3 IT Department**

NASSCOM, the premier trade body and 'voice' of the IT software and service industry in India, announced the rollout of the NASSCOM Assessment of Competence (NAC) in Meghalaya, in association with the Development of North Eastern Region (DONER).

NAC was launched as an industry standard assessment and certification program to create "employable workforce" through training need analysis and training programmes hence creating a robust and continuous pipeline of talent for the BPO sector.

The North Eastern region has well educated and talented manpower pool which makes it an attractive destination for ITES-BPO sector. In line with this, NASSCOM has partnered with DONER to channelize this talented pool of human power to maximise the benefits of this booming sector. As per Government of India policy and NASSCOM decision, NAC test and score is going to be compulsory for jobs in the IT Sector and BPO industry.

### **5.4.4 Department of Labour**

The State Council for Training in Vocational Trades (SCTVT) Society, Directorate of Employment & Craftsmen Training, Labour Department, is the Nodal Agency for implementation of Skill Development programmes in the non-farming sectors of economy in the State of Meghalaya. It offers recognized certification as well as placement-linked training programmes. Here below are the lists of institutes Affiliated to / Registered with /Empanelled Training Partners under Labour Department.

**1. Craftsmen Training Scheme (CTS)** – Trades/Units affiliated to NCVT/SCTVT are Recognized Certification for appointment in Subordinate Technical Posts in Central/State Government Establishments/Undertaking and Industries in India. The scheme is implemented through 10 ITIs (government) and Don Bosco Technical School, Shillong (private).

**2. Skill Development Initiative based on Modular Employability Skill** – MES is 'Minimum Skill Set' which is sufficient to get an employment in the world of work. Certification is done jointly by Industry organizations and NCVT.

Some of the important Vocation Training Providers (VTPs) in Meghalaya are:

- Beaconville Computer Solutions, Shillong (Information & Communication Technology and Soft Skills)
- Don Bosco Technical School, Shillong (Information & Communication Technology, Automobile, Electrical, Electronics, Fabrication, Printing, Wood Work and Media)
- Polaris Solutions Enterprise, Shillong (Information & Communication Technology and Soft Skills)
- Rynjah Institute of Information Technology, Shillong (Electronics and Information & Communication Technology)
- St. Michael Institute of Vocational Education, Umsning (Agriculture, Electrical, Wood Work, Automobile, Fabrication and Information & Communication Technology)
- ETPL, Shillong (Banking & Accounting, Information & Communication Technology, Business & Commerce, and Soft Skills)
- Thomas Jones Synod College, Jowai (Information & Communication Technology and Soft Skills)
- Tura Polytechnic (Food Preservation, Media, Wood Work, Information & Communication Technology, Electronics and Electrical)
- Wellsprings Social Service Society, Mairang (Garment, Information & Communication Technology and Khadi)
- HP Institute of Insurance, Jowai (Beauty Culture and Hair Dressing, Hospitality, Medical and Travel & Tourism)
- HP Institute of Insurance, Laban (Beauty Culture and Hair Dressing, Hospitality, Medical and Travel & Tourism) and HP Institute of Insurance, Shillong (Banking & Accounting and Insurance)
- Vivekananda Institute of Computer Education Society, Byrnihat (Banking & Accounting, Information & Communication Technology and Soft Skills)
- Roilang Livelihood Academy (Garment, Information & Communication Technology, Khadi, Printing, Food Processing & Preservation, Leather & Sports Goods and Bamboo Fabrication)

**3. Empanelled Skill Providers** – Minimum 70% Placement Guarantee with a minimum of Rs.8000/- remuneration per month for placement outside the State and Rs.6000/- within the State. Some of the empanelled skill providers are :

- Six Sigma Educom, Shillong
- ETPL (India) Skills Development Centres,
- Gazelle Information Technologies Private Ltd, Guwahati
- Edubridge Learning Private Limited, Mumbai
- Orion Edutech Private Limited, Kolkata
- IL & FS Education Technology Services Ltd, Noida
- HP Institute of Insurance, Guwahati
- Darpan, Guwahati

**4. Apprenticeship Training Scheme (ATS)** - Fresh Candidates and Ex-ITI'ians are eligible for engagement against the designated seats located in Establishments under the purview of the Apprentice Act, 1961. Stipend is paid to all Registered Trainees by the Establishment on the rates as fixed by the Government of India. Admission is done by the Establishments. Trade Apprenticeship Certificate (NAC) are recognized for appointment in Subordinate Technical Posts in Central/State Government Establishments/Undertaking and Industries in India

Directorate of Employment and Craftsmen Training (DECT), Department of Labour, Government of Meghalaya have joined hands with Construction Industry Development Council (CIDC) to provide employment oriented training programme for the unemployed youth of Meghalaya. The main objective of this programme is to impart training/skill development and placement of 400 unemployed youth of Meghalaya in construction industry and the age limit is 18-35 years.

The training is provided in various construction trades, viz., mason, shuttering carpenter, bar bender, painter, general works supervisor, land surveyor, safety inspector, store keeper, lab technician and site accountant.

The programme per batch is of three months duration and weekly performance and assessment tests are conducted followed by final examination. After completing the examination, the trainee is given opportunity to participate in the placement meets organised every month in CIDC. The training is implemented at CIDC Training Hub “Vishwakarma Pratham” located in Faridabad.

## Chapter 6

### Skills Development for Self Employment

#### 6.1 Prime Minister's Employment Generation Programme (PMEGP)

The Prime Minister's Employment Generation Programme (PMEGP) scheme was announced by Hon'ble Prime Minister of India on 15th August, 2008 in his address from Red Fort. The scheme is credit linked Scheme of Govt. of India by merging erstwhile REGP and PMRY scheme. KVIC is the Nodal Agency at National Level.

##### Objectives

- To generate continuous and sustainable employment opportunities in Rural and Urban areas of the country
- To provide continuous and sustainable employment to a large segment of traditional and prospective artisans, rural and urban unemployed youth in the country through setting up of micro enterprises.
- To facilitate participation of financial institutions for higher credit flow to micro sector.

##### Salient Features

The Scheme is implemented through KVIC and State/UT Khadi & V.I. Boards in Rural areas and through District Industries Centres in Urban and Rural areas in ratio of 30:30:40 between KVIC / KVIB / DIC respectively.

- No income ceiling for setting up of projects.
- Assistance under the Scheme is available only to new units to be established.
- Existing units or units already availed any Govt. Subsidy either under State/Central Govt. Schemes are not eligible.
- Any industry including Coir Based projects excluding those mentioned in the negative list.
- Per capita investment should not exceed Rs. 1.00 lakhs in plain areas and Rs. 1.50 lakhs in Hilly areas.
- Maximum project cost of Rs. 25.00 lakhs in manufacturing sector and Rs. 10.00 lakhs in Service Sector.

#### 6.2 Initiatives of Ministry of Micro, Small and Medium Enterprises, GoI

Ministry of Micro, Small and Medium Enterprises (MSME) runs three training institutes, viz., National Institute of Micro, Small and Medium Enterprises (NIMSME), Hyderabad, National Institute for Entrepreneurship and Small Business Development (NIESBUD), Noida and Indian

Institute of Entrepreneurship (IIE), Guwahati with the objective of training and development of human resources relevant to small industries, as also entrepreneurs. It has also supported in setting up a large number of Entrepreneurship Development Institutes (EDIs) in various states.

The following schemes are implemented by MSME:

- Entrepreneurship Development Programme (EDP) - This is conducted with focus on entrepreneurial development coupled with specific skills relating to trades like electronic, electrical, food processing, etc which enables the trainees to start their own ventures. EDPs are generally conducted in ITIs, Polytechnics and other technical institutions, where skill is imparted to motivate them towards self employment
- Entrepreneurial Skill Development Programme (ESDP)- This scheme is to upgrade skills of prospective entrepreneurs, existing workforce and also develop skills of new workers and technicians of MSEs by organising various technical-cum-skill development training programmes with the basic objective of providing training for their skill upgradation and to equip them with better and improved technical skills of production.
- Management Development Programme (MDP)- The objective of imparting training on management practice system is to improve the decision making capabilities of entrepreneurs resulting in higher productivity and profitability of existing and potential entrepreneurs and developing new entrepreneurs. The various topics covered under the training include industrial management, human resource management, marketing management, financial management, etc.

Rajiv Gandhi Udyami Mitra Yojana (RGUMY)- provide handholding support and assistance to the potential first generation entrepreneurs through the selected lead agencies, ie., Udyam Mitras in the establishment and management of the new enterprise, completion of various formalities required for setting up and running of the enterprise.

It is reported that Meghalaya would have an 'Incubation Centre' established under PMEGP of MSMSE to equip the youth with adequate skills that will empower over 5,000 youths in the state.

### **6.2.1 RSETIs (Rural Self Employment Training Institutes)**

RSETI scheme is a unique initiative taken up by MoRD in January 2009 in mitigating the problem of unemployment. Every year, millions of youth from rural and semi urban areas, who could not pursue higher and professional education, enter the job market but do not find suitable jobs because there is an inherent limitation for getting jobs in the state. In such a situation, the need was felt for promotion of self employment for the youth in general and for youth from below poverty line (BPL) in particular. The scheme envisage framework for imparting good quality residential training and post training follow up with credit linkages for sustained motivation among the trainees with the objectives of promoting entrepreneurship among the rural youth to earn their own livelihood.

Though there are many institutions engaged in skill development of rural youth, majority of them are doing the work of skill development only. In other words, skill training will appear like giving a formal education. The basic objectives of the RSETIs is not only to impart skill development training to rural youth but to also impart soft skill to them, which is an integral part of the training to



inculcate confidence and to motivate them as well as to ensure establishment of micro enterprise by the trainees as means of self employment to earn his or her livelihood or to supplement the family income. Thus, the training responsibility is just 15-20%, and the real work i.e. hand holding support to the trainees to ensure establishment of micro enterprise by them still remains 80%.

The RSETI concept is designed keeping this aspect in mind. In this concept, institute is providing hand holding support to the trainees for a minimum period of two years by being in constant touch with the trainees and by doing regular follow up.

RSETIs will have the following objectives:

- i. The trainings offered will be demand driven.
- ii. Rural BPL youth will be given priority.
- iii. Area in which training will be provided to a particular rural BPL youth will be decided after assessment of the aptitude of the candidate.
- iv. Hand holding will be provided for assured credit linkage with Banks.
- v. Escort services will be provided for ensuring at least a two year follow up to ensure sustainability of micro enterprise undertaken by the rural BPL youth.
- vi. Provide intensive short-term residential self-employment training programmes with free food and accommodation to rural youth for taking up self employment initiatives and skill up gradation for running their micro-enterprises successfully.

### **Training Programme under RSETI**

- **Agricultural Programmes:** - Agriculture and allied activities like Dairy, Poultry, Apiculture, Horticulture, Sericulture, Mushroom cultivation, floriculture, fisheries, etc.

- **Product Programmes:** - Dress designing for men and women, Rexine utility Articles, Agarbathi manufacturing, Foot ball making, Bags, Bakery Products, Leaf Cup making, recycled paper manufacturing, etc.

- **Process Programmes:** - Two Wheeler repairs, Radio / TV repairs, Motor rewinding, electrical transformer repairs, irrigation pump-set repairs, tractor and power tiller repairs, cell phone repairs, Beautician Course, Photography & Videography, Screen Printing, Photo Lamination, Domestic Electrical appliances repair, Computer Hardware and DTP.

- **General Programmes:** - skill development programmes for women, etc.

- **Other Programmes** - related to sectors like leather, construction, hospitality and any other sector depending on local requirements.

Each RSETI is expected to offer 30 to 40 Skill Development Programmes in a financial year in various avenues. All the programmes should be of short duration ranging preferably from 1 to 6 weeks. As per MoRD guidelines one RSETI is to be opened and made functional in each identified district of the country. In Meghalaya all the districts are identified and allotted to various

banks/institutions for opening the RSETIs by the State Level Bankers Committee (SLBC). However, only one RSETI has been established at Ri –Bhoi district (Umran) by State Bank India (SBI). Ministry of Rural Development (MoRD) has released grant to this RSETI. Day to day operation and management of these RSETIs is to be looked after by the respective lead banks. RSETIs are bank lead institutions; the name of respective sponsored bank is prefixed to give it a distinct identity. In SBI-RSETI (Umran), the major preference of the youths trainings are animal husbandry programmes like piggery, poultry, dairy, goatery, and others like mushroom cultivation, fishery, bee-keeping, vermin-culture etc. Programmes on food processing and steel fabrication have also been held.

### **6.3 Self employment Initiatives under NRLM and NULM**

#### **6.3. 1.NRLM**

The National Rural Livelihood Mission constitutes a paradigm shift in the implementation of poverty alleviation programmes in the country. It is built on the lessons from different ongoing programmes of the GOI and the states. The NRLM has been designed for implementation in a Mission mode. Introduction of NRLM in the place of SGSY has resulted in a radical transformation of the role of the MORD. Apart from the reform of the centrally sponsored program of SGSY, the NRLM seeks to bring about fundamental changes in the support structures and institutions at the central, state, district and sub-district levels and has introduced process oriented reforms to improve the quality of rural poverty outcomes. As part of the Mission, the following structural changes and reforms are facilitated.

- Institutional Reform: Creation of special institutional support structures run by professionals and partly managed by special service providers through a wide range of partnerships;
- Demand Driven Strategy: Shift from the allocation based strategy to a demand driven strategy enabling the states to formulate their own poverty reduction action plans;
- Results Orientation: Focus on targets, outcomes and time bound delivery of services;
- Capacity and Skill Building: Continuous capacity and skill building of the poor for improved livelihood outcomes;
- Innovations: Introduction of innovations and new state of art good practices through different financing mechanisms; and
- Close Monitoring: Close monitoring against targeted poverty outcomes.

The scheme aims at establishing a large number of micro enterprises in the rural areas. The list of Below Poverty Line (BPL) households identified through BPL census duly approved by Gram Sabha will form the basis for identification of families for assistance under SGSY. The objective is to

bring assisted family above the poverty line within three years by providing them income generating assets through a mix of bank credit and Government subsidy.

Once the person or group has been identified for assistance, their training needs also are to be ascertained with reference to Minimum Skill Requirement (MSR). The assessment regarding technical skills would be made by Line departments and that of managerial skills by the banker, while scrutinising the loan applications. Swarozgaris possessing skills will be put through basic orientation programme which is mandatory. This programme includes elements of book keeping, knowledge of market, identification and appraisal, acquaintance with product costing, product pricing, familiarisation with project financing by banks as well as basic skills in the key activity identified. It will be for a short duration of not more than two days. BDOs, Bankers and line departments will act as resource persons for imparting the training. The training expenditure will be met by DRDAs.

For those beneficiaries who need additional skill development/upgradation of skills, appropriate training would be organised through Government Institutions, ITIs, Polytechnics, Universities, NGOs etc. Swarozgaris will be eligible for loans under SGSY when they possess Minimum Skill Requirement, and it will be disbursed only when they have satisfactorily completed the skill training.

Under NRLM, the economic assistance /financial norms are as below:

- a. Formation of SHGs – Rs. 10,000 per SHG to be given to NGOs/CBOs/Community Coordinators/Facilitators/Animators towards group formation and development
- b. Revolving Fund (RF) – As corpus to SHGs with a minimum of Rs. 10,000 to a maximum of Rs. 15,000 per SHG. This is given to all SHGs that have not received RF earlier. SHGs with more than 70 % BPL members are eligible for RF.
- c. Capital subsidy (CS) – This is applicable, both for members of SHGs and individual beneficiaries @ Rs. 15,000 per general category and Rs. 20,000 per SC/ST and differently abled category. The maximum amount of subsidy that an SHG is eligible for is Rs. 2.50 lakh. Only BPL members are eligible for individual subsidy, and only those SHGs with more than 70 % BPL members are eligible for the subsidy to SHGs.
- d. Capacity building and skills training- Rs. 7,500 per beneficiary- The amount available under this component is used for training and capacity building not only of the beneficiaries, but also of all other stakeholders, including programme officers and staff, community professionals, concerned government officials, NGOs, etc. The skill building training here refers to member level training for self employment and is distinct from the placement linked skills training and the RSETI training.
- e. Interest subsidy- Subsidy on interest rate above 7 % per annum for all SHG loans availed from banks, based on prompt repayment. Interest subsidy is provided to SHGs for onward

transmission to their members till h/she has availed a bank loan up to an amount of rupees one lakh. This is not available on such occasions when the SHG is availing capital subsidy.

- f. One time grant for corpus fund for sustainability and effectiveness of federations at Rs. 10,000 for village/panchayat federation, Rs. 20,000 for block level federation and Rs. 100,000 for district level federation.
- g. Administrative expenses- 5 % of the allocation, net of the component relating to skill development and placement and net of the component of RSETIs.
- h. Infrastructure and marketing- Up to 20 % (25 % for NE states) of the central share and the corresponding state share of allocation.
- i. Skills and placement projects and innovations- 20 % of the central allocation. Expenditure on innovative projects should not exceed 5 % and the remaining 15 % is for placement linked skill development projects.

Major share of assistance up to 75 % (both by number and funding) will be for key activities and they should be taken up in clusters.

As per the guidelines of NRLM, the Government of Meghalaya has formed a state society in the name - Meghalaya State Rural Livelihoods Society (MSRLS). The society is registered under the Meghalaya Society Registration Act XII of 1983 and was designated as the Nodal Agency for implementing NRLM in the state. The basic purpose of forming this society is to put in place a dedicated and sensitive support structure from the State level down to the sub-district level which will focus on building strong and self-managed institution of the poor at different levels. This will provide the poor a platform for collective action based on self-help and mutual cooperation, build linkages with mainstream financial institutions and Government departments to address the multi-faceted dimensions of rural poverty

### **Skill development under MKSP**

Mahila Kissan Sashaktikaran Yojana (MKSP) is a sub component of NLRM, which is designed to strive to address the specific needs of the women farmers of the country. The scheme is operated by the Ministry of Rural Development, GoI.

The primary objective of MKSP is to sustain and improve agriculture and agriculture based livelihoods by establishing efficient local resources based agriculture, wherein women farmers gain more control over the production resources and manage the support system.

Capacity building of the women farmers for upgrading their skills and improving their capabilities for supporting farming activities form one of the major objectives of MKSP. NGOs and CBOs working for empowerment of farm women in the state will be funded under the programme.

### 6.3.2 NULM

As part of the National Urban Livelihoods Mission (NULM) of the Ministry of Housing and Urban Poverty Alleviation, Government of India, there is a component designed to provide skills to the unskilled urban poor as well to upgrade their existing skills. NULM is concerned with the implementation of Swarna Jayanti Shahari Rozgar Yojana (SJSRY). There are two components of SJSRY related to self employment. They are- Urban Self Employment Programme (USEP) and Skill Training for Employment Promotion among Urban Poor (STEP-UP).

**USEP-** This programme has two sub-components: i) Assistance to individual urban poor beneficiaries for setting up gainful self employment ventures (loan and subsidy), ii) Technology/marketing/infrastructure/knowledge and other support provided to the urban poor in setting up their enterprises as well as marketing their products (Technology, Marketing and Other support).

For the purpose of self employment, focus will be on three sectors- Production (Micro industry), Services and Business. On micro-industry, a group of people (hub) will be encouraged for setting up of enterprises centred around and supported by Micro Business Centres (MBC), established following cluster approach. In relation to services sector, Urban Local Bodies will provide Seva/Suvidha Kendras with suitable logistics and space. Workers will register with the Kendras, which could act as focal points for the servicing trades and facilitate jobs to the registered skilled workers on demand from the clients. In business sector, shop-based enterprises will be promoted.

### 6.4 Skills for Self Employment under Skill Challenge Fund

It is proposed that 15,000 persons or more will be given training for self employment within five years. The sectors and courses for self employment identified are:

- Small engine/motor repair, small engine electrical systems, mechanical systems, small engine maintenance and trouble shooting, power tool repair, mobile phone repair
- Multi-purpose carpenters, plumbers, electricians, electronics repair, para vets
- Beauty and wellness sector- hair cutting and styling, skin and hair specialisation
- Construction sector- Masonry, Welding machine operation, Electric works, Plumbing
- Handloom and sericulture
- Computer Aided Design (CAD)
- Handicrafts, Wood crafts, Bamboo and cane crafts
- Horticulture- Fruit production, processing and marketing, Flower production and marketing, Spices production and marketing
- Food processing, processing of fish products, processing of honey
- Animal husbandry- Piggery, scientific and hygienic production, processing
- Management and entrepreneurial skills

## 6.5. Skill Trainings for Women Entrepreneurs

**A. TREAD (Trade Related Entrepreneurship Assistance and Development) Scheme for Women under Ministry of MSME** - Scheme for economic empowerment of women especially illiterate and semi literate women of rural and urban areas for the development of their entrepreneurial skills in non-farm activities

### **B. Skill trainings by Department of Social Welfare Department, Meghalaya**

- Training for Self Employment of Women- In order to cater to the needs of destitute, orphans, widows, deserted wife and women in distress, the Social Welfare Department have set up three training centres at Shillong, Jowai and Tura to provide vocational skills and training in knitting, tailoring, embroidery and weaving so as to enable them to the self supportive and self employed.

- Computer Operator and Programme Assistant- in Shillong

- Swayamsidha (Integrated Women's Empowerment Programme (IWEP)- Aims at empowering women socially and economically through the establishment of Women Self Help Groups, Integration and Convergence of other related schemes available with the different departments.

### **C. Initiatives of Ministry of Women and Child Development**

National Mission for Empowerment of Women (under MWCD)- Poorna Shakti Kendra (PSK) – convergence model of women's survival, protection, development and empowerment.

**Kishori Shakti Yojana ( Adolescent Empowerment Scheme)** – target adolescent girls in the age group of 11-18 years, to address their needs of self development, nutrition and health status, literacy and numerical skills, vocational skills, etc.

**Rashtriya Mahila Kosh (RMK)** – National Women's Credit Fund- premier micro credit agency for economic empowerment of women which extends micro finance services for livelihood activities, micro enterprises, family needs and other activities to bring about socio-economic development of poor women in vulnerable areas.

Vocational Training for Women Domestic Workers in Basic Computer Skills and Communication Skills-

- Collaboration with the North East Domestic Workers' Association
- Computer skills in typing, word processing, browsing internet
- Communication in English language pronunciation and conversation

Support to Training and Employment Programme for Women (STEP)- under MWCD- providing training for upgradation of skills and sustainable employment for women through a variety of action oriented projects which employ women in large numbers.

## **D. Other initiatives**

- Ministry of Minority Affairs- “Nai Roshni” – Scheme for Leadership Development of Minority Women.
- Border Security Force (BSF) and BSF Wives Welfare Association (BWVA) in collaboration with NSDC and its corporate partners organise employment linked vocational training programme on textile and apparel manufacturing. The programme aims at providing employment linked vocational training to the womenfolk of the civil population/BSF personnel so that at the end of training, they will be able to pick up employment or become an entrepreneur. BWVA is organising tutorials of employment linked vocational training at three locations- 25 Bn BSF, Chhawla, New Delhi, Frontier HQ, Shillong and Sector HQ, Tura.
- Women Economic Empowerment of NORAD- The Norwegian Agency for International Development (NORAD) has supported projects of skill development and achieving self reliance of women through income generation activities. These projects of training for income generation are in the non-traditional trades and are funded by the Department of Women and Child Development. The State Level Empowerment Committee for NORAD selects the NGOs to be funded under the scheme.
- National Institute of Electronics and Information Technology (NIELIT) - Three skill trainings for women,
  - Training programme on IT skills to improve employability of women.
  - Training programme on Electronic Equipments Repair and maintenance to improve employability of women.
  - Training programme on ITES-BPO (Customer care and Banking) to improve employability of women.
- There is one Government ITI at Shillong and one Regional Vocational Training Institute at Tura exclusively for women.
- Women for Integrated Sustainable Empowerment (WISE), Shillong- Regular skills training for school dropout girls, domestic workers, single mothers and women in difficult circumstances.
- North East Development Foundation has initiated a livelihood and income generating programme for women in North East, called Handloom Cluster Development Programme (HCDP). The programme has five key components, viz., Training in handloom skills, including computerised design skills; Value addition to existing skills in design pattern and texture; Human resource training in livelihood basis; Product market linkages and Stakeholder linkages with banks, training institutes, etc.
- National Skills Foundation of India (NSFI) works closely with women farmers of Meghalaya and had organised Meghalaya Women Farmers’ Organic Festival during November, 2013 with the objective to provide a marketing and branding platform to small women farmers of Meghalaya

through creating shift stalls in Dilli Haat, INA and to provide customers a glimpse of various unique produces through stalls of small farm women farmers.



## Chapter 7

### Sectoral focus for Skill Development

#### 7.1 Tapping the Emerging Opportunities in Skill Development

##### 7.1.1 Skill development for Climate Change Adaptation

Climate change is a global phenomenon, whose impact is hitting hard on populations already living in conditions of extreme vulnerability, and whose already inadequate and precarious livelihoods are put at further risk as climates become more extreme. Climate change adds new challenges for farm enterprises. Increased short term variability (eg: rainfall) and/or long term trends (eg: rising temperature) are damaging the ecosystem on which the farm enterprises depend. Knowledge and skills are needed to enhance the adaptation capacities of people engaged in such enterprise to adapt to the changes brought about by climate change. However, the farmers have the least ability, in terms of skills and financial resources, to adjust their livelihoods in response to environmental problems and damages.

Climate change induces changes in the types of agricultural products, techniques of production and the ways in which the farm produce are processed and marketed. Adapting to the changes and utilizing them for the objective of improving sustainable livelihoods will require acquisition of new technical and entrepreneurial skills. Protecting the livelihood security of farm and fisher women and men from adverse climatic changes has to become a priority task. In this connection, the National Commission on Farmers under the Chairmanship of Dr. M S Swaminathan have suggested that one farm woman and man from each village in the country has to be trained as “Climate Managers”.

It is proposed that one or two villagers from each village in Meghalaya will be trained as Climate Managers within a period of five years under the Meghalaya State Skill Development Framework.

Successful and efficient transition to a low carbon economy is conditioned by the human capital that facilitates this process. Development needs to be integrated with the requirements of climate change adaptation, in addition to activities arising out of climate change mitigation. Climate change governance that encompasses both mitigation and adaptation activities requires an effective strategy and draw upon the existing and new skills in order to scale up and expedite activities relevant in this context. An important pathway is to promote green job growth as an integral element of green policies and local economic development. Climate change adaptation remains a key element of local job growth, and the potential remains largely untapped. This route to local economic development draws upon synergetic links between skills development, provision of relevant resources and catering to the imperatives of climate change governance.

New definitions of green jobs that are consistent with climate change governance identifies focus areas for new skills development based on both mitigation and adaptation activities- current and future. The list of projects and activities relevant at local development levels are then mapped into local as well as non-local skills development activities that enable- a) effective transition to low carbon economy b) integrate with the adaptation activities and c) align with local economic development strategies, including promotion of job growth.

Effective transition to green economy warrants process based and output based approaches to define green jobs to include climate change adaptation activities.

### **7.1.2 Skills for Green jobs**

Climate change and the excessive use of scarce resources are prompting urgent calls for a shift towards more sustainable development and greener economics. The promotion of green jobs summarises the transformation of economies, enterprises, workplaces and labour markets into a sustainable, low carbon economy providing decent work. More precisely, green jobs are decent jobs that:

- Reduce consumption of energy and raw materials
- Limit greenhouse gas emissions
- Minimize waste and pollution
- Protect and restore ecosystems

Right skills for green jobs are the pre-requisite to make the transition to a greener economy happen. Today, skill gaps are already recognised as a major bottleneck in a number of sectors, such as renewable energy, energy resource efficiency, renovation of buildings, construction, environmental service, manufacturing, etc. There is lot of importance attached to ‘green skills’ which are defined as skills needed to work in an environment friendly way, which have been proved to improve productivity.

Creating climate smart infrastructure will require greater investment in higher technical training. Ministries dealing with agriculture, environment, water, energy and transport could play key roles in training local experts in the design of climate-smart infrastructure. Similarly, the State will need to invest in fostering ‘green jobs’. Universities and institutes could help foster the incubation of enterprises that promote sustainability. There is much scope under the Bamboo Mission and also Forest Mission to start bamboo based enterprises and infrastructure, which have to be addressed.

### **7.1.3 Skill development for Rural Energy Services**

Skill development trainings will be organized on decentralized renewable energy and the community members and programme staff will be trained on planning, implementing, managing and maintain renewable energy technology systems (bio-fuels, bio-gas, gasifiers, trio-digesters etc) and efficient service delivery. The rural community will be provided hands-on trainings to build their skills sufficiently to handle renewable energy systems confidently and efficiently. SLRM, i.e Solid and Liquid Resource Management is another area that can generate jobs for the rural youth.

### **7.1.4 Skills for Organic Farming**

Organic farming is gaining importance, being promoted as a means of sustainable agriculture. There are many skills to be acquired by an organic farmer besides the production skills (related to production of organic inputs like vermicompost, bio control agents, quality seeds, etc), organic farmers have to attain management and business planning skills (related to record keeping, accounts, certification, etc).

Mission Organic was launched by the Hon'ble Chief Minister incharge Agriculture, Dr. Mukul Sangma on 10th January 2015 in Ampati, under South West Garo Hills District. The mission is also being converged with the "Clean and Green Meghalaya campaign" in order to create awareness about the need for safer food and thereby contributing to a cleaner environment. The new policy of the State Government also aims to build brand Organic Meghalaya, which will produce organic certified food and products, link organic food to eco-tourism, cleaner and greener environment through lower carbon regime and build consumer awareness and demand for safe and healthy food.

#### **7.4.5 Skills for BPO**

Business Process Outsourcing (BPO) is emerging as an important sector in the employment scenario in India and Meghalaya is no exception. There are four basic skills that most of the outsourcing companies are looking for- English proficiency, Learning ability, Computer literacy and Speed and accuracy. To become successful in BPO, communication skills including accent, understanding, language skills, team leadership skills, basic computing skills and financial analysis skills are considered important. The skills are now considered relevant for BPOs are- Critical thinking; Effective written, oral, multi-media and multi-lingual communication skills; Collaboration across networks; Creativity and innovativeness; Accessing and analyzing information; Initiative and enterprising nature; Agility and adaptability.

CII Skill Development Initiative has developed eKaliber, which is a specialized training and certification programme for the BPO industry. It has been initiated with an aim to build a large pool of manpower, which would be benchmarked according to international standards. The model envisages the growth of BPO industry into smaller towns and cities in Meghalaya.

#### **7.1.6 Skill Development for Emerging Domains in Tourism Sector**

Tourism in Meghalaya has gained momentum in the last few years, which has immense untapped potential for further growth. The Government of Meghalaya is undertaking a number of schemes for the development of tourism sector for employment generation. It has branded tourism in the state by coining the term "Mesmerizing Meghalaya". Meghalaya Tourism Policy, 2011 focuses on a diverse range of services for tourism development and it is expected that a well designed plan for capacity building and manpower training will help make tourism development successful. Potential areas for skill development identified in the tourism sector are: Adventure/sports tourism, wild life/eco-tourism, cultural tourism, wellness, health and herbal tourism, heritage tourism, music tourism, legend tourism.

#### **7.2 Sectoral Skill Councils**

Today, industry realises the criticality of skill development for every industry vertical, and all Industry Forums evaluate how industry could participate in skill development initiatives. The best option for industry sectors is to set up SSCs to complement the existing vocational education system for the Industry Sector in meeting the entire value chain's requirements of appropriately trained manpower in quantity and quality across all levels on a sustained and evolving basis. Sector Skill

Councils are national partnership organizations that bring together all the stakeholders – industry, labour and the academia. The SSC will operate as autonomous body. It could be registered as a Sec 25 Co, or Public Limited Co. Funding is initially done by the government. As it grows, the SSCs become self funded, for-profit organizations.

SSC will strive to complement the existing vocational education system for the Industry Sector in meeting the *entire value chain's requirements of appropriately trained manpower in quantity and quality across all levels on a sustained and evolving basis*. The Delivery Mechanism function of the SSC will focus making the training delivery mechanism in the industry more robust and appropriate to the requirements of the industry. The main responsibilities of the members of this group will be to help improvise the training delivery system, develop and update training modules and impart training to trainers, institutes, and existing industry employees.

There are 31 SSCs formed in India, across different sectors and skill trainings can be organised by MSSDS in collaboration with the SSCs. The List of SSCs is as depicted in the table below

<b>31 Sector Skills Councils Approved, more in process</b>					
<b>Priority sectors</b>	Auto Retail IT/ITeS	Media & Entertainment Healthcare Gems & Jewellery Leather Electronics BFSI	Logistics Construction Food Processing	Life Sciences Hospitality Textiles and Handlooms Apparels Handicrafts Power Iron & Steel Construction	Hydrocarbons* Management Chemicals and Petrochemicals Strategic Manufacturing Allied Manufacturing Furniture & Furnishing Education
<b>Large Workforce</b>		Rubber	Telecom Capital Goods Agriculture	Aerospace & Aviation Mining	Sports Paints & Coating FMCG Instrumentation
<b>Informal Sectors</b>	Security		Plumbing	Beauty & Wellness	Culture Domestic Workers
<b>Plan</b>	<b>2010- 11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15 (Plan)</b>

Source: (CII), December 2014)

The 31 SSCs have reached out to employers and other stakeholders to develop National occupational standards across various job roles. Till date the SSCs have developed over 893 qualification packs (QP). It is anticipated that by March 2015, QP for 80 percent of the entry-level job roles for 28 sectors will be developed.

### **7.3 Skills Development for Multiple Service Providers in the development sector**

The Government of Meghalaya under the Integrated Basin Development Programme is planning to employ 12<sup>th</sup> pass youth from the rural areas to serve as Multiple Service Providers (MSPs) in the state. The MSPs will be local youth who will be able to provide quality services to the community in relation to the technologies. They will be given intensive skill trainings in the relevant technologies and will be employed under the different Missions of the Integrated Basin Development Programme.

### **7.4 Skill development in the Border Areas**

Meghalaya is bounded by Bangladesh on the South and South-west. This international border with Bangladesh, which runs for about 443 Km is of strategic and economic significance to the state.

The border areas have been defined and demarcated as a territory to the distance of 10 KM crow fly distance inside the state from the international border with Bangladesh.

The Border Areas Development Department was established with a view to exclusively look after the implementation of various integrated schemes and activities under the Border Areas Development Programme (BADP), co-ordinating with the different development departments under the programme and formulating the plans and programmes, especially relevant to the border areas of the state. It is part of the comprehensive approach to the Border Management with focus on socio-economic development of the border areas and to promote a sense of security among the people living there. The District level officers, namely, Border Area Development Officers appointed and posted at various headquarters in the border areas of the state look after the needs and requirements of the people living under their respective jurisdiction. The BADP in Meghalaya covers 16 Blocks in five districts which border Bangladesh.

The 12<sup>th</sup> meeting of the Empowered Committee of Border Area Development Programme under the Ministry of Home Affairs highlighted that capacity building and skill development of the artisans and others in border area and employment generation should be given prioritized attention. It was noted that lack of employment opportunities and marketable skills leads to the migration of youth from border areas. There is need to bridge the skill deficit. It was also noted that there are ample opportunities of skill development and employment generation in border areas. The youth should be encouraged to take up vocational studies, skill development and acquisition of marketable skills. It was emphasised that the aim should be to provide better employment opportunities to the youth in border areas.

Under this Mini Mission, it is proposed to organise skill trainings for the youth in border areas on the following:

- Tourism related activities
- Sports (adventure sports)
- Handicrafts
- Sericulture
- Fisheries
- Medicinal plants

## Chapter 8

### **Skill Development under the Integrated Basin Development and Livelihood Promotion Programme. (IBDLP)**

The IBDLP was launched in April 2012 as an ambitious initiative to improve the quality of life of the people of Meghalaya. Building capacity of Government departments to deliver services and creating new institutional framework to support the departments and building partnerships at all levels are given importance under IBDLP. These missions will be put in place in the course of 12<sup>th</sup> plan period, for which capacity building in terms of skill development is very crucial. Meghalaya State Aquaculture Mission has been already launched and the activities are in full swing. The other Missions are- Apiculture Mission, Horticulture Mission, Livestock Mission, Forestry and Plantation Crops Mission, Energy Mission, Sericulture Mission, Water Mission and Tourism Mission.

Following are brief notes on some of the Missions under the IBDLP Programme while a list of skill sets required to be developed under the different Missions is furnished (Table). It may be noted that the list is indicative and not exhaustive.

#### **8.1 Aquaculture Mission**

Meghalaya with its vast inland fishery resources offers tremendous scope for developing the fisheries sector, but lags behind in harnessing the potential of these natural resources. Though the state is predominantly a fish consuming State, the supply of fish is inadequate to meet its growing demand, making the State import fish from Andhra Pradesh. The Government of Meghalaya has identified fisheries as a key sector and has decided to launch the Meghalaya State Aquaculture Mission (MSAM) co-terminus with the Twelfth Five Year Plan period (2012-13 to 2016-17).

Under the Aquaculture Mission, one of its main objectives are for creation of mass awareness, capacity building, exposure training and skill development of all the stakeholders, for long term sustainability of the fishery sector. Hence the mission requires that skills development becomes an integral part of the overall activities under the mission.

Concerning skills development, the mission specifically has a mini mission under the Mini Mission IV – Capacity Building and HRD. Under this mini mission,

- The successful implementation of the Mission is critically dependent upon the capacities of all stakeholders. Besides the service personnel, fish farmers, Multi service providers and co-operators will also be provided technical training. Creation of the capacity building infrastructure will be given due importance under the Mission. It is also proposed to organize skill trainings for unemployed youth in hatchery management, ornamental fish production and setting up of aquarium fabrication units. Mass mobilization campaigns for enrolling potential fish farmers in the Mission will be organized in all districts of the state.
- The Mission proposes to establish seven Training Centres (one in each district) with adequate facilities for training, as part of its effort to create the Capacity building infrastructure. Each of these training centres would be fully equipped, with sufficient capacities to train the farmers and the officers.

- The Aquaculture Mission will be implemented in Meghalaya during 12th plan period by the Fish Farmer Development Agency (FFDA). For effective functioning of the Mission and to ensure its success, the organisational set up of FFDA would be strengthened. FFDA will function as a body with a Mission Director and requisite supporting staff. Technically qualified Programme Managers will be appointed on contractual basis for reaching out to the farmers. They will be supported by the Multi Service Providers (MSPs) who are also appointed on contractual basis for the Mission in order to provide various services to the farmers. They should have passed Class 12 and will be given hands on training on the required skill sets.
- The Mission will work in a phased manner. During the first year of implementation, the target fixed would be low, which will gradually increase in the subsequent years, as the institutional capacities to achieve the targets improve, along with the streamlining of the processes. The targets would be achieved by the end of the fifth year. Under the Mission, it is proposed to institutionalize awards/incentives for the best performing fish farmers and fishery officers to motivate them for higher performance.

## 8.2 Apiculture Mission

Apiculture is one of the specific missions under the IBDLP which can play a crucial role in poverty reduction, employment generation and livelihood promotion. The Apiculture Mission is being initiated across the State in a convergent mode with the Department of Commerce and Industries. The Mission has been designed to spur initiatives integrative with Meghalaya's biophysical attributes to confer livelihood improvement through gainful employment of the local populace. It was conceived as a mission - mode apiculture development strategy underpinned by intensified honey production, domain expansion of honey product development, creation of market linkages for profitable marketing of honey and honey products and community engagement for creating an effective and sustainable income source through infrastructural and human capacity development. Technical assistance along with innovative financing and market linkages under institutionalized management are the key vehicles for implementing the strategy for up scaling and promoting apiculture as an organized enterprise.

Some of the objectives of the mission are to motivate traditional beekeepers to adopt modern and scientific beekeeping practices to increase the productivity of honey and more importantly to upgrade the skill and knowledge of the beekeepers by conducting awareness, educational and motivational Programme to enhance the quality of honey and beeswax. In this regards, skill development initiatives plays a crucial role in the realization of the said objectives.

Particularly for skills development, farmers have been trained in modern scientific methods of beekeeping and the processes associated with turning traditional beekeeping into a commercial enterprise. The process has been initiated with the identification and training of Master Beekeepers from the Khasi and Garo Hills, at the prestigious University of Agriculture Sciences (UAS), Bangalore, by the Meghalaya Institute of Entrepreneurship (MIE) and further refining their practical skills with hands on training at the RRTC, Umran.



### 8.3 Livestock Mission

The livestock mission has been identified as one which can promote self-sustainability and gainful employment to the people of the state. Therefore the vision is to have a more efficient and sustainable production and marketing of livestock and livestock products for domestic and export markets.

The mission identifies skill development as an important factor whereby one of its objectives are to improve production and protection of livestock and poultry as well as to ensure better practices in management, breeding and feeding. To also build up adequate technical expertise with broader training facilities to communities, extension workers, SHG/Societies/NGO. The mission also identifies capacity building of officers, stakeholders and farmers on various aspects of management, healthcares, etc.

### 8.4 Green Mission

The conservation & protection of forests and other natural resources in the state reflects the ethos of the people of the people of Meghalaya. The extent of forest cover is well above the national average. However with increasing population, an emerging trend of significant reduction of 'green cover' is being noticed. This reduction of the 'green cover' in the state is due to the indiscriminate felling of trees and other plant species both in the community forests, private forests, reserve forests and also severe destruction of 'green cover' along the roads and the water catchments. Due to the heavy rainfall that the state receives and considering the nature of the roads in the hilly terrains, protection and enhancement of road-side 'green cover' is of utmost importance to protect the roads from landslides, slips, sinking and also to maintain the aesthetic beauty. It will also reduce land, water, air and noise pollution.

Hence, the State has taken up an initiative to implement a "Mission Green" through the Integrated Basin Development and Livelihoods Promotion Programme focusing on the following:

- Enhancing sustainable green cover
- Adoption of green technologies
- Building up a green movement

The skill related objectives of Mission Green Meghalaya being to create a store house of genetic diversity by planting indigenous trees, shrubs, herbs, climbers, creepers, conifers and green foliage including fruits, NTFPs and medicinal plants and to develop 'village nurseries' in a partnership with the grass-roots entrepreneurs requires skilling of farmers and rural based entrepreneurs to meet the demand of the mission.

Other aspects of the mission includes the following,

- Adoption Of Green Technologies
- Encourage dissemination, use and development of 'green' construction technology.
- Support adoption of green agriculture.
- Promotion of 'green' Energy.
- Pioneer and support eco friendly tourism.

- Encourage villages to become clean and green.
- Promote Youth for Green.
- Inculcate a culture for greenery at school and college level.

The mission involves activities that require skilling and capacity building of mostly rural stakeholders hence falls in line with the state's skill development plans.

**Table: Skills Development for various Missions under the Integrated Basin Development Programme.**

<b>Name of the Mission</b>	<b>Skill Sets for Self Employment</b>	<b>Skill sets for Wage Employment</b>	<b>Entrepreneurial skills</b>
<b>Apiculture Mission</b>	<ul style="list-style-type: none"> <li>- Site selection for keeping bee boxes</li> <li>- Preparation for bee keeping</li> <li>- Hive baiting</li> <li>- Colonization and stocking of colonies</li> <li>- Management of bee colonies</li> <li>- Honey comb harvesting</li> <li>- Post harvest activities</li> </ul>	<ul style="list-style-type: none"> <li>- Bee wax extraction</li> <li>- Honey processing</li> <li>- Post harvest handling of honey</li> </ul>	<ul style="list-style-type: none"> <li>- Manufacture of bee boxes</li> <li>- Protective gear manufacture</li> </ul>
<b>Aquaculture Mission</b>	<ul style="list-style-type: none"> <li>- Hatchery management</li> <li>- Feed production and feed management</li> <li>- Pre-stocking management of fish ponds</li> <li>- Post-stocking management of fish ponds</li> <li>- Ornamental fish culture</li> </ul>	<ul style="list-style-type: none"> <li>- Construction and preparation of fish ponds</li> <li>- Trial netting</li> <li>- Use and maintenance of fishing equipments</li> <li>- Harvesting of fish from fish ponds</li> </ul>	<ul style="list-style-type: none"> <li>- Soil and water testing of fish ponds</li> <li>- Diagnosis of fish diseases and treatment</li> <li>- Fish processing and value addition</li> <li>- Preparation and maintenance of aquarium tanks</li> </ul>
<b>Forestry and Plantation Crops Mission</b>	<ul style="list-style-type: none"> <li>- Processing methods of forest produces and quality control</li> <li>- Cultivation of medicinal plants and herbs</li> <li>- Conservation of medicinal plants</li> </ul>	<ul style="list-style-type: none"> <li>- Organisation of forest regeneration programmes</li> <li>- NTFP collection based on availability and marketability</li> <li>- Production of</li> </ul>	<ul style="list-style-type: none"> <li>- Processing and value addition of NTFPs</li> <li>- Community based forest enterprises</li> <li>- Gum making</li> <li>- Dye making</li> <li>- Honey and wax extraction</li> </ul>

	<ul style="list-style-type: none"> <li>- Jhum cultivation practices</li> <li>- Social forestry</li> </ul>	bamboo products <ul style="list-style-type: none"> <li>- Forest nursery management</li> </ul>	<ul style="list-style-type: none"> <li>- Wood based industries</li> </ul>
<b>Horticulture Mission</b>	<ul style="list-style-type: none"> <li>- Seed and seedling production</li> <li>- Vermi-composting</li> <li>- Nursery management</li> <li>- Protected cultivation</li> <li>- Vegetable production</li> <li>- Organic farming</li> </ul>	<ul style="list-style-type: none"> <li>- Micro irrigation structures</li> <li>- Use and maintenance of small farm machineries</li> <li>- Use and maintenance of Plant protection equipments</li> </ul>	<ul style="list-style-type: none"> <li>- Production of planting materials</li> <li>- Tissue culture</li> <li>- Production of bio-fertilisers</li> <li>- Commercial floriculture</li> <li>- Commercial fruit production</li> <li>- Processing and value addition of horticultural produce</li> <li>- Branding and marketing of produces</li> </ul>
<b>Livestock Mission</b>	<ul style="list-style-type: none"> <li>- Skills relating to management, feeding and health care for dairy farming</li> <li>- Skills for management of pig, goat and poultry rearing for meat &amp; egg</li> <li>- Scientific cultivation and preservation of fodder</li> </ul>	<ul style="list-style-type: none"> <li>- Marketing of livestock and poultry products from farm to market</li> <li>- Supply of feed and fodder to farmers</li> <li>- Marketing of milk and milk products</li> <li>- AI in cattle to the trained private AI workers</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to identify signs and symptoms of diseases that are common in livestock and poultry and to be able to take care and adopt precautionary measures</li> <li>- To be able to understand the importance of line breeding</li> </ul>
<b>Rural Energy Mission</b>	<ul style="list-style-type: none"> <li>- Skills related to efficient energy production</li> <li>- Utilization of Bio-gas and Bio-energy equipments</li> </ul>	<ul style="list-style-type: none"> <li>- Green skills</li> <li>- Skills related to renewable energy</li> <li>- Briquette making technologies</li> </ul>	<ul style="list-style-type: none"> <li>- Skills for rural energy services</li> <li>- Accessing Clean Energy Fund</li> </ul>
<b>Sericulture Mission</b>	<ul style="list-style-type: none"> <li>- Growing nurseries for food plants for Eri, muga and mulberry</li> <li>- Preservation of seed cocoons</li> <li>- Chawki rearing</li> <li>- Sanitation and disinfection of silk worm rearing sites</li> </ul>	<ul style="list-style-type: none"> <li>- Packing and safe transportation of seed cocoons</li> <li>- Supply of raw yarn to weavers</li> <li>- Improvement of handloom machinery</li> <li>- Silk handicrafts making</li> <li>- Weaving</li> </ul>	<ul style="list-style-type: none"> <li>- Production of disease free laying (dfl)</li> <li>- Handloom designing</li> </ul>

<b>Tourism Mission</b>	<ul style="list-style-type: none"> <li>- Hotel and catering services – preparation of homemade foods, ethnic foods, etc</li> <li>- Running of home stays for tourists</li> </ul>	<ul style="list-style-type: none"> <li>- Services related to</li> <li>- Travel tourism ( taxi drivers, travel agents)</li> <li>- Tourist guides</li> <li>- Hospitality services like hotel boys, waiters, etc</li> </ul>	<ul style="list-style-type: none"> <li>- Tour operators</li> <li>- Travel agents</li> <li>- Adventure tourism facilitators</li> <li>- Sports tourism</li> <li>- Cave tourism</li> </ul>
<b>Water Mission</b>	<ul style="list-style-type: none"> <li>- Water management practices for crop cultivation</li> <li>- Water purification technologies</li> <li>- Water saving technologies</li> </ul>	<ul style="list-style-type: none"> <li>- Construction of water harvesting structures- Jalkunds</li> <li>- Construction of small multipurpose reservoirs (SMRs)</li> <li>- Water conservation structures.</li> </ul>	<ul style="list-style-type: none"> <li>- Water analysis- testing water quality</li> <li>- Water treatment protocols</li> </ul>
<b>Green Mission</b>	<ul style="list-style-type: none"> <li>- Setting up of village nurseries by grass-roots entrepreneurs to meet planting materials requirement.</li> </ul>	<ul style="list-style-type: none"> <li>- Maintenance of nursery from planting to actual sales of saplings.</li> <li>- Micro irrigation structures</li> <li>- Use and maintenance of small farm machineries</li> <li>- Use and maintenance of Plant protection equipments</li> </ul>	<ul style="list-style-type: none"> <li>- Production of planting materials</li> <li>- Tissue culture</li> <li>- Production of bio-fertilisers</li> <li>- Commercial floriculture</li> <li>- Commercial fruit production</li> <li>- Value addition inclusive of packaging of saplings,</li> <li>- Branding and marketing of produces</li> </ul>

One of the four pillars of the IBDLP being Entrepreneurship Development whereby skill development is an integral part. The programme thus plays a vital role in contributing towards the skill development initiatives of the state and it opens up opportunities for convergence with other government department/agencies as well. The programme's nine Missions as well as the Green Mission promote diversification of self-employment as well as wage employment opportunities in the existing prominent and upcoming sectors in the state.

## Chapter 9

### Skill Development for National Programmes

#### 9.1 Swachh Bharat

The main objectives of the Swachh Bharat Mission (SBM) being to bring about an improvement in the general quality of life in the rural areas, by promoting cleanliness, hygiene and eliminating open defecation to accelerate sanitation coverage in rural areas to achieve the vision of Swachh Bharat by 2nd October 2019. To motivate communities and Panchayati Raj Institutions to adopt sustainable sanitation practices and facilities through awareness creation and health education, to encourage cost effective and appropriate technologies for ecologically safe and sustainable sanitation and to develop where required, community managed sanitation systems focusing on scientific solid & liquid waste management systems for overall cleanliness in the rural areas.

The objectives under the SBM opens up opportunities that maybe identified as feasible entrepreneurial activities that can be taken up when accompanied with the right set of skills. The state of Meghalaya already has existing models of commercial waste management such as the Lasara Society, Mawlai and other units that can be upscaled and further developed through skill development and which would open up a new sector for self employment and wage employment depending on the capacity of the units and at the same time contribute directly towards the realization of the objectives of the SBM.

#### 9.2 Solid and Liquid Resource Management

Solid and Liquid Resource Management is an interlinking concept to utilize the abundant existing natural resources to tackle the immediate issue of garbage management through channelized usage of high efficient man power thereby contributing to solving the twin issues of waste management and unemployment. SLRM developed a model that all the waste and garbage collected are internally processed in the centre and everything is converted in to GREEN ENERGY.

SLRM has two parts-one primarily deals with technological as well as managements aspects while another captures some of the successful cases in the solid and liquid management. The cases demonstrate that the community, as a resource, can play an active role in taking responsibility for their garbage and liquid waste. The experiences also show that waste has economic value for a community. The guidelines confirm that the recent transformation in the way in which waste is being dealt with has found its way to rural India

#### 9.3 Make in India

The Government of India has initiated the Make in India project to boost manufacturing and to project India as a Global Manufacturing destination of the world. The objective of the project is to increase the share of manufacturing in the GDP of the country and to create smart sustainable cities where manufacturing will be the key economic driver. Each manufacturing city to be incorporated with world class facilities of infrastructure, transportation, power and waste management. The project has envisaged 24 manufacturing cities to be developed on a phase wise approach. Sectors of focus include general manufacturing; IT/ITES, electronics including high-tech industries,

automobiles and auto ancillary, agro and food processing, heavy engineering, metals and metallurgical products, pharmaceuticals and biotech and services sector.

Meghalaya being a state with a high number of educated but unemployed youths it can take advantage of these opportunities by building up the capacities of the youths through its placement linked skills development programme under the MSSDS. The existing and new training modules can be developed and incorporated into the skill development activities and link up with industries in the various sectors as identified under the Make in India project.

#### **9.4 Digital India**

The vision of the Ministry of Information and Broadcasting is to disseminate information on the policies, programmes and achievements of Government and provide an enabling environment for the media and entertainment sector to play a pivotal role in providing accurate information, wholesome entertainment & nurturing diverse opinions for educating and empowering the people of India to be informed citizens.

To realize this vision, the broad mandate assigned to the Ministry of Information & Broadcasting, as per the Allocation of Business Rules 1961, is inclusive of the (i) Information Sector, (ii) Film Sector and the (iii) Broadcasting Sector and under its control have media organizations, public sector undertakings and autonomous organizations through which it serves its mandate. Also as part of the mandate, the Ministry of Information and Broadcasting is to completely switch over to digital mode of transmission in the cable sector in India.

The young population in Meghalaya which makes up a large portion of the population of the state are tech – savvy and are naturally lenient towards trades that demand a lot of creativity. The skill development initiatives in the state needs to identify media as a feasible sector for self and wage employment and initiate training activities that would build up the capacity of the youths and help link their aspirations with the opportunities available at the national market.

#### **9.5 Green India**

The National Mission for Green India (GIM) is one of the eight Missions outlined under the National Action Plan on Climate Change (NAPCC). It aims at protecting; restoring and enhancing India's diminishing forest cover and responding to climate change by a combination of adaptation and mitigation measures. It envisages a holistic view of greening and focuses on multiple ecosystem services, especially, biodiversity, water, biomass, preserving mangroves, wetlands, critical habitats etc. along with carbon sequestration as a co-benefit. This mission has adopted an integrated cross-sectoral approach as it will be implemented on both public as well as private lands with a key role of the local communities in planning, decision making, implementation and monitoring.

In line with the aims of the National Green Mission of protecting; restoring and enhancing India's diminishing forest cover and responding to climate change by a combination of adaptation and mitigation measures opens up a new sector on Green Jobs. The Skills Development initiatives plays a crucial role at the state level whereby the required skills and knowledge can be integrated into the training modules under a separate trade and necessary partnerships can be initiated for training and

employment for the overall benefit of the state vis-a-vis its contribution to the National Green Mission.

### **9.6 Sansad Adarsh Gram Yojana (SAGY)**

SAGY is a rural development programme broadly focusing upon the development in the villages, which includes social development, cultural development and spread motivation among the people on social mobilization of the village community.

SAGY aims at instilling certain values in the villages and their people so that they get transformed into models for others.

In order to convert the identified village into an Adarsh Gram through the specified activities, the following are the possible strategies:

1. Entry point activities to energize and mobilize the community towards positive common action
2. Participatory planning exercise for identifying peoples' needs and priorities in an integrated manner
3. Converging resources from Central Sector and Centrally Sponsored Schemes and also other State schemes to the extent possible.
4. Repairing and renovating existing infrastructure to the extent possible.
5. Strengthening the Gram Panchayats and peoples' institutions within them
6. Promoting transparency and accountability

SAGY should proactively tap the resources and the strengths of the private, voluntary and cooperative sectors which could help in:

1. Providing technical assistance in planning and monitoring
2. Making available relevant technologies for local adoptions
3. Making investments/providing services for local economic development, either independently or to supplement Government efforts through:
  - a) Training and capacity building local functionaries.
  - b) Skilling local youth to improve employability.
  - c) Providing market linkages to local products through standardization, quality assurance etc.
  - d) Mentoring for personal and social development





## Chapter 10

### General guidelines for Implementation and Structure of MSSDS

#### 10.1 General guidelines for Implementation

MSSDS will operate on two modes, promoting both self employment and wage employment. The MSSDS will be implementing its skill development initiatives in the state through the PIAs. The model replicates the hub and spoke model whereby the empanelled PIAs functions as per the guidelines of the MSSDS. One of its objectives being to mobilize the youths in the state, the model hopes to ensure maximum coverage of the state especially in the rural areas which makes up 80% of the population.

The current PIAs with their current locations mostly in the urban areas will be required to also operate in the Head Quarters of the 11 districts and beyond, thereby building a strong network of training centres which would be associating with the MSSDS for the purpose of administrative, operational and overall management of the Skill Development initiatives in the state.

The general guidelines for implementation of skill trainings by the PIAs are outlined below:

##### a. Scoping studies and Skills Mapping

Human resource and skill requirements in the various sectors in the state of Meghalaya will be analysed and skill gaps in the different sectors will be identified. The mapping of skill gaps in the different sectors will be done, based on which skill trainings by IAs will be taken up.

##### b. Project Management Team

The IAs are expected to constitute a Project Management Team for the effective delivery of skill trainings, and communicate the same to the MSSDM. The Mission will interact with the Project Management Team and will provide necessary guidance, support and feedback for the effective delivery by the IAs.

##### c. Aptitude assessment and selection of trainees

The trainees for skill trainings have to be selected by the IAs only after properly assessing their aptitude towards the trades in which they are to be trained. The trainees have to be properly briefed about the contents, prospects and opportunities to be get placed in the different organisations.

##### d. Formulation of Projects:

The Implementing Agency is required to formulate a comprehensive project for the proposed skill development, clearly highlighting the targets, the strategy for mobilization of trainees, availability of sufficient trainers, industry linkages for the purpose of placement, training methodology, assessment and certification, training centers and other relevant details. The proposal would clearly indicate the periodic phasing with respect to interventions and requirement of funds. Since the assistance is intended to meet the cost of training including purchase of machinery, teaching aids and tools, development of course curriculum including AV modules, etc. to ensure full capacity utilization,

each such project shall target to train at least 2,500 persons annually in a single district of Meghalaya state. An MOU shall be entered into with the IA as a guarantee against the IA abandoning the project in between.

**e. Market Assessment:**

The Implementing Agency should conduct market assessment in coordination with a reputed agency before preparing the project proposal and a report of the assessment should be submitted along with the Project Proposal.

**f. Skill Sets:**

The objective of the programme is to impart skills necessary for regular employment / self employment, so that the initial earnings are not less than the prescribed minimum wages.

**g. Mobilisation and Selection of Trainees:**

One of the key challenges of the programme is to identify the youth who are willing to undergo training and work in the industry. All the trainees in the age group of 18-40 years with requisite aptitude depending upon the trade or job requirements are to be selected. The trainees will be identified and selected to meet the requirements of the industry, in consultation and support of local self-Government bodies and other stakeholders. The IA shall adopt a comprehensive strategy for such mobilization of the trainees. Preference will be given to marginalised social groups like women, SC/ST and Handicapped persons, minorities and persons from the BPL category.

**h. Preliminary Screening of Candidates:**

The trainees mobilized have to be put through an assessment process or other basic screening tests to assess the need and aptitude that are fundamental to the trades in which training is to be imparted and also to reduce mid course/post training dropout of candidates before placements.

**i. Content & Course module development**

The content for each of the skill sets shall be need based to meet the highest standards and requirements of the related industry segment. At the minimum, the content shall meet the standards as stipulated under Modular Employable Skills (MES) of Director General, Employment and Training, Govt. of India, wherever applicable. Use of multi-media content and other applications of Information Technology (IT) would be encouraged. The IA should also develop model course modules for each trade which includes both technical and soft skill components, guest lectures and exposure visits.

**j. Soft Skills:**

In addition to the targeted domain specific hard skills, the programme shall also aim at imparting life management skills (Soft Skills) to the trainees that would include occupational health and safety,

general health & hygiene including HIV/Aids awareness, organizational behaviour, financial security, etc.

#### **k. Training Duration**

The training duration shall be as per the requirement of imparting skill sets under a particular trade / course which is in lieu with the industry needs. In cases where the skill sets match the MES modules, the duration shall also be as per the requirements of MES. However, it is suggested that a short duration of 3-4 weeks may be fixed for each course to minimize the opportunity cost of trainees for being away from the productive work.

#### **l. Training Centers and Infrastructure:**

The programme does not envisage construction of any new buildings for the purpose of implementation of this programme. The existing infrastructure available with the industry, Governments, Educational Institutions and others will be utilized to set up the requisite training classrooms and workshops. Each training centre shall be equipped with necessary machinery, tools and teaching aids required to conduct the training effectively.

#### **m. Trainee Accommodation**

Wherever necessary, boarding and lodging facilities are to be provided to the trainees by the IAs so that youth from remote locations can be covered and they are encouraged to apply for the skill trainings.

#### **n. Trainers:**

Each of the training centres will be run by qualified trainers and support staff. The capacity of the trainers shall be strengthened through a comprehensive Training of Trainers (TOT) Programme.

#### **o. Assessment and Certification:**

Scientific criterion would be evolved for assessing the proficiency of skills of the trainees based on the standards used by the related industry segment. Each of the trainees shall be certified under MES of DG E&T wherever the training meets the requirement of MES or by the industry accepted agencies in their respective subject areas. Third party certification will be insisted to the extent possible.

#### **p. Placement/Employment linkages**

One of the key outcomes of the programme is the number of trainees who are successfully engaged in the related occupations after the training. The IA would take all steps to partner with industry and obtain the commitment of Industrial units for employment of the successfully trained candidates. Further, a bonus equal to 5% of the financial support sanctioned through the programme will be

given to the IA, if at least 75% of such trainees become employed/ self employed within 6 months of receiving the training.

**q. Post-Placement Support:**

The IA should make all necessary efforts to track the trained individuals after their placement either through wage employment or self employment mode for at least a year from the date of placement. The IA should submit a detailed report detailing the mechanisms adopted / going to be adopted for tracking the placed candidates. The programme intends to support the successfully trained and placed candidates, as this will help the candidates to cope up at the new work place. The Post Placement Support amount per candidate will be decided as per the Government of India guidelines. The support amount might vary based on the nature of employment i.e. wage employment or self employment. The support amount shall be directly credited to the Implementing Agency which in turn will own the responsibility of disbursement among the candidates. The IA should distribute such support amount in three installments to the candidate in the ratio of 40:40:20. The first installment should be disbursed within seven days of the placement of the candidate. The second installment should be disbursed after thirty days of placement and the last installment after forty five days of placement.

**r. MIS:**

A dynamic web-based project Management Information System (MIS) will be developed and operated. The MIS would provide all necessary details, including the profiles of the trainees, training and placement details, apart from project level information. A provision at 0.5% of the budgeted cost will be made to meet the expenditure on the MIS, periodic evaluations, impact assessment and other contingencies

**s. Procedure for approvals:**

The procedure for appraisal and approvals has been designed, keeping in mind the twin requirements of ensuring that there is sufficient flexibility for covering a wide spectrum and range of activities, coupled with the need for proper accountability. Hence, while the umbrella programme provides for scope to support various segments and various expenditure heads, the Project Approval Committee (PAC) has experts from the concerned field to ensure that there is a detailed appraisal of physical and financial targets of each project individually.

All projects received will be screened and approved by a Project Approval Committee coordinated by the Chief Executive Officer.

**t. Monitoring:**

In order to ensure monitoring and utilization of funds towards the programme objectives, the PAC either by itself or through a Nodal Agency will continuously monitor the programme outcomes. The Implementing Agency (IA) will be required to furnish periodic progress reports in the format prescribed.

The Council will also ensure mid-term evaluation and also end of the Project Impact Assessment of the sanctioned projects with the help of PAC as well as other reputed and independent national level institutions. Detailed formats, processes and systems would be developed for such appraisal and monitoring.

#### **u. Funding:**

The proposal would clearly indicate the periodic phasing with respect to proposed outcomes and requirements of funds. The assistance of the State Government would be towards capital as well as O&M expenditure of the training, including training costs, certification charges, need based expenses towards travel, boarding & lodging, stipends of the trainees, raw material wastes etc. These heads are only indicative, and the final decision will be taken on a case to case basis by the PAC. In no case however will construction of building or building infrastructure are supported through the programme. The IA can mobilize necessary funds for the sole purpose of skill training through various other sources, including the industry, State agencies and others. Such contribution can be in the form of kind like buildings, machinery etc or in cash. In those cases, a proper documentation of such mobilized funds for the training programme shall be submitted to the council.

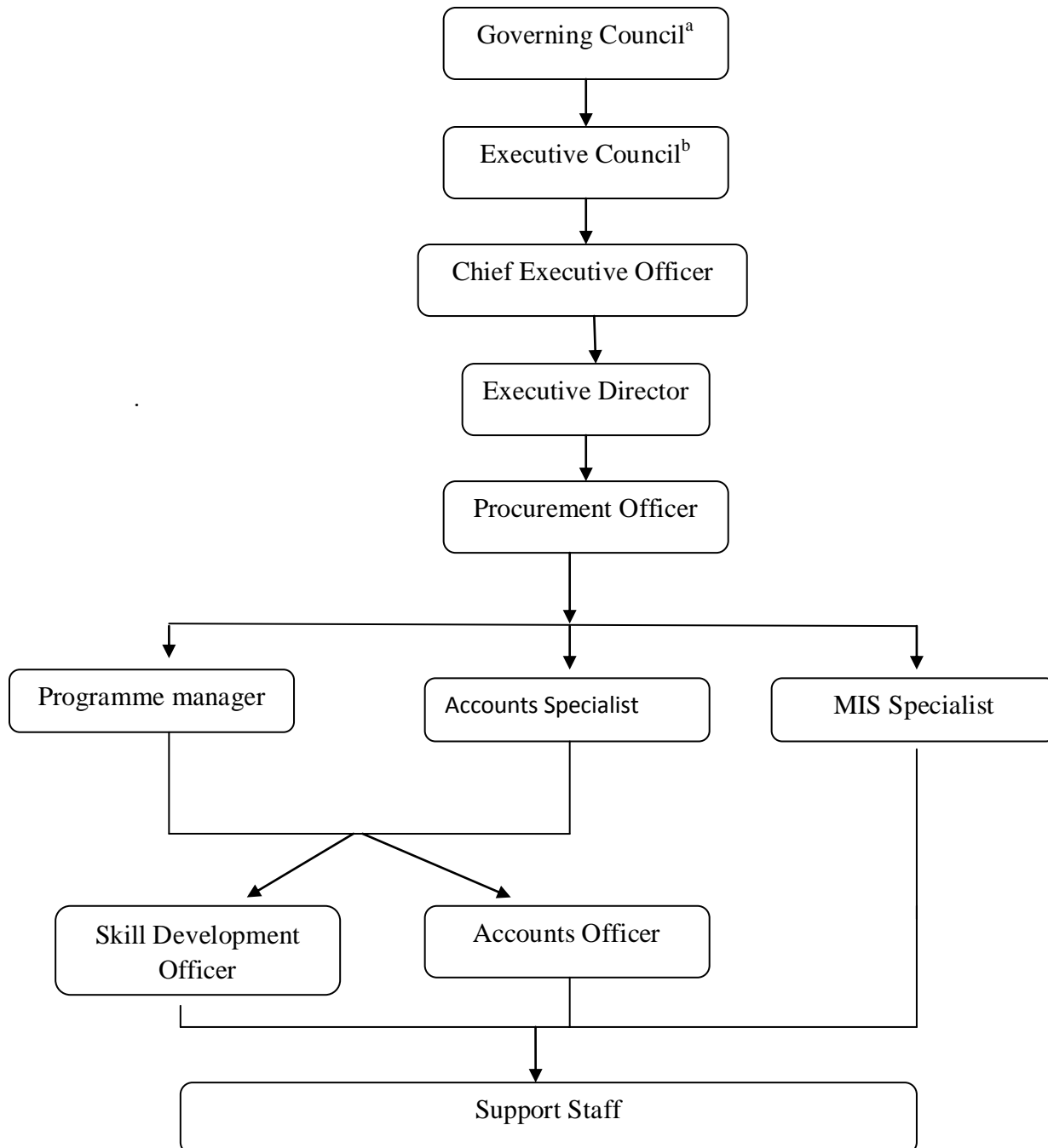
The council will release the funds to the IA in 4 installments in the ratio of 10:15:50:25. The details of the same are as below:

- **First installment:** 10% of the funds to be released after approval of the project by the PAC, and subject to the Implementing Agencies fulfilling all the necessary documentation.
- **Second installment:** 15% after utilization of 70% the first installment and subject to achievement of proportionate targets. Utilization Certificate (UC) for first installment shall be submitted by the Implementing Agency while making the claim for the second installment.
- **Third installment:** 50% on entire utilization of previous installments and achievement of proportionate targets. UC for the second installment shall be submitted by the IA while claiming the third installment.
- **Final Installment:** 25% - after completion of project & achievement of targets. UC for the third installment shall also be submitted by the IA at the time of making claim for the final installment. The final installment would be in form of reimbursement of expenses already incurred.

However, if the IA requires a different release schedule, it should be clearly indicated in the proposal, with full justification, and if approved by the PAC, the funds can be released accordingly. The Claims of the IA will be supported by documents such as UC in the GFR 19A format, pre-receipted bill, surety bond etc as per extant rules on the subject. IA would be required to furnish Security (by way of Bank Guarantee) equal to 25% of the release sought in form of advances. The BG would be released on submission of utilization of the installment & verification of progress by the council (or its agent).

## 10.2 Structure of MSSDS

### Meghalaya State Skill Development Society Organizational Structure



#### The objectives of MSSDS are:

- To implement the Meghalaya State Skill Development Mission, and all such matters incidental to it,
- To promote awareness relating to skill development under various Government programmes and departments, and channel them, as also strengthen them, for better delivery,

- Build the capacities of the skill development institutions and empower them to take responsibilities for management of skill development process in the state
- To collect, collate, analyse, process and document all skill development initiatives of the state,
- To support and collaborate with various institutions/organisations of the state/outside the state on matters relating to the society
- To monitor the progress of the projects and programmes taken up from the resources provided to the society and conduct evaluations of these programmes and projects according to the time frame and details considered appropriate,
- To receive funds from the government, state and central, financial institutions toward promotion of its goals and objectives,
- To draw, accept, make, endorse, discount and negotiate with the Government of India/ State Government and other promissory notes, bills of exchange, cheques or other negotiable instruments,
- To invest the fund or money entrusted to the society upon such security or in such a manner, as may be from time to time, to sell or transpose such investments,
- Purchase, take on lease, accept as gift, construct or otherwise acquire, any loan or property wherever suitable, which may be necessary or useful for the society,
- Sell, lease, exchange and otherwise transfer of any portion to the properties of the Society.

The MSSDS has a **Governing Body** consisting of Chief Minister as Chairman and CEO, MSSDS as the Member Secretary. The members of the Governing Body include Ministers in charge of important portfolios.

The organisational structure of the Governing Body is as below:

Chairman	- Chief Minister, GoM
Members	- Minister, Labour and Employment
	-Minister, Education
	-Minister, Education
	-Minister, C & RD
	-Minister, Agriculture
	-Minister, Co-operation

- Minister, IT
- Chief Secretary
- Additional Chief Secretary i/c Labour
- Principal Secretary/Commissioner & Secretary, Labour

Member Secretary      - Chief Executive Officer, MSSDS

### **Powers, Duties & Functions of the Governing Body:**

Powers, duties, functions and rights whatsoever or consequential and accidental to the carrying out of the objectives of the Society shall only be exercised or performed by the Governing Body.

The Governing Body may:

1. Make, amend or repeal any bye-laws relating to the administration and managements of the affairs of the Society subject to the observance of the provisions contained in the society's registration.
2. To accept donations and endowments or give grants upon such term as it thinks fit.
3. To appoint committees, boards and sub committees etc for such purpose and on such terms as it may deem fit and to remove any of them.
4. To do generally all such acts and things as may be necessary or incidental to carrying out the objectives of the society or any of them provided that nothing herein contained shall authorise the Governing Body to do any act or to pass any bye-laws which may be repugnant to the provisions hereof or to the powers hereby conferred on the Governing Body and other authorities, which may be inconsistent with the objective of the society.

The **Executive Council** of the Society consists of the Chief Secretary as the Chairman, Additional Chief Secretary in charge of Labour and Employment as the Vice Chairman and Executive Director of the Society as Member Secretary.

The organogram of the Executive Council of MSSDS is as below:

Chairman                      - Chief Secretary, GoM

Vice Chairman -Additional Chief Secretary i/c, Labour

Members                      -Principal Secretary/Commissioner & Secretary, Labour

- Principal Secretary/Commissioner & Secretary, Finance
- Principal Secretary/Commissioner & Secretary, Education
- Principal Secretary/Commissioner & Secretary, Industries
- Principal Secretary/Commissioner & Secretary, C & RD
- Principal Secretary/Commissioner & Secretary, Agriculture



- Principal Secretary/Commissioner & Secretary, Planning
- Principal Secretary/Commissioner & Secretary, Co-operation
- Principal Secretary/Commissioner & Secretary, IT
- Other Officers/Experts as may be co-opted
- Chief Executive Officer, MSSDS

Member Secretary      - Executive Director, MSSDS

**Powers & Functions of the Executive Council:**

The functions and powers of the Executive Council are:

- To prepare a detailed perspective plan and inventory of the current Governmental and Non-Governmental schemes for Skill Development and for implementing the policies, plans and strategies as laid down by the Governing Council.
- To actualize the convergence of human and material resources of the different Government departments, institutions and agencies that has a direct or indirect mandate to generate employment opportunities for the people of the Meghalaya.
- To commission scoping and evaluation studies for wage employment in different sectors within the State, country and the world.
- To identify specialized skill development agencies that has the requisite experience in developing placement-linked-skill development opportunities.
- To award Skill Development Projects to the identified Project Implementing Agencies(PIAs) in a time-bound manner, with specific deliveries and quality standards.
- To publish such documents as may be necessary (for e.g, Annual Report, Periodical Discussion Papers) to promote the objectives of the Council, especially oriented towards better mobilization of the youth and for developing a better understanding of the objective of the Council.
- To monitor the implementation of projects periodically and decide on such mid-course correction as may be necessary, so that the objective of the Council are fully met.
- To establish a regular dialogue and exchange of information and links with industry, trade, employment agencies, Government and Non-Governmental organizations, in order to deepen intervention for employment promotion in the State.
- To organize periodical workshops and seminars within the broad theme of current and emerging employment opportunities in the world.

- To create and sustain a Secretariat for the Council that will be manned by competent manpower drawn from various streams of life i.e. Academic, Government, Civil Societies as also trade and professional bodies such as CII, to make it a holistic and well-oiled system of governance that is not only liberal and progressive but also, purposive.
- To make such recommendations as may be necessary to the GoM for creating a corpus of funds to enable it to function smoothly.
- To prepare and pose projects for various national and multilateral organizations such as Skill Development Corporations, NEDFI, ADB, IFC etc...
- To perform any other functions that may be necessary for the achievement of the objectives of the Council.
- To consider the annual budget and its subsequent alteration placed before it by the Member Secretary from time to time and to pass it with such modification as the Executive Council may think fit.

## Chapter 11

### Management Information System (MIS) and Knowledge Management (KM)

A Management Information System (MIS) is a system or process that provides information needed to manage the project effectively and designed to provide information needed for effective decision making. It is a planned system of collecting, processing, storing and disseminating data in the form of information needed to carry out the functions. MIS is distinct from other information systems in that they are used to analyse operational activities in the organisation.

The Skills Development Mission will introduce MIS, so that all the relevant data can be collected, stored and retrieved timely for planning, monitoring and evaluating the activities of the mission. With the MIS in place, the readily available information may also be converted to resourceful materials in the form of reports, articles, newsletters, success stories, etc for knowledge creation and dissemination for the benefit of all stakeholders. The Mission will also explore the possibility of a dynamic web portal of its own for creating a platform for information sharing, etc thus envisages that the PIAs have to develop a web based monitoring system which is done on the platform of MIS and which in-turn will be made available to the concerned stakeholders through the Mission web portal. The successful MIS and effective Knowledge Management (KM) supports the Mission's long range plans, providing reports based on the performance analysis in areas critical to those plans, with feedback loops that allow for iteration of all aspects of the Mission.

The MIS will address the following domains:

- Name of Skill trainings
- Details of PIAs (Details of Staff, Trainers, facilities)
- Centre-wise details of training
- Batch information from the different centres
- Details of trainees ( Personal information)
- Completion report after each training indicating the number of trained, placed , drop outs, etc
- Placement information
- Employers details
- Tracking of the placed trainees
- Post Placement Support
- Success stories

**MIS will also take care of the following two important aspects:**

- Reception and validation of proposals for opening of centres, identification and selection of trades
- Validation of training, placement and post placement process by the training providers for ensuring that proper tools, technologies, methodologies, etc as suggested in the curriculum/manual/work order are employed.

- Accreditation of training providers and training institutions for ensuring that training is delivered by competent and qualified trainers in well resourced and managed training institutions.

### **Probable Parameters for System Set-Up**

1. **Technology** – The role of IT has become imperative in the functioning of an MIS and KM system to maintain, support and increased efficiency in MIS activities. It has a major role in developing MIS process improvements and provides technical support to ensure that hardware and software systems are fully functional. The development of the MSSDS website is the first step towards an IT centric approach, which would play a crucial role in the various activities of the system. The IT aspect would also involve the utilization of specialised IT software and friendly user interface application for data collection, data storage, processing, analysis and dissemination, provides information in the form of standardized reports and generate reports in timely and accurate manner.
2. **People** – A competent technical cell inclusive of an IT-MIS specialist, data-entry operators amongst others would make up the core of the MIS and KM system. The cell would however require strong collaboration with the coordinating personnel for flow of data/information. Some of the key roles of IT-MIS specialist and DEOs are

#### **Role of IT-MIS specialist**

- Planning and fully engage in the MIS System Development Life Cycle
- Assigning role for the users who will be used and enter the data in the MIS at different level.
- Manage security administration activities for systems
- Regular interaction and coordination with the monitoring cell and with the state governments relating to progress of various activities of the Mission/Programme
- Coordinate with cross-functional teams to resolve complex problems/issues
- Monitor and supervise all incoming communications/correspondence and process them expeditiously
- Prepare training modules on the use of MIS
- Provide training to State/Districts officers on the use of the MIS
- Conduct system training to appropriate staff on new applications on regular basis
- Developing new applications/software in a friendly manner for better management of work in the organisation and ease of use without adding much complexity
- Other tasks as assigned

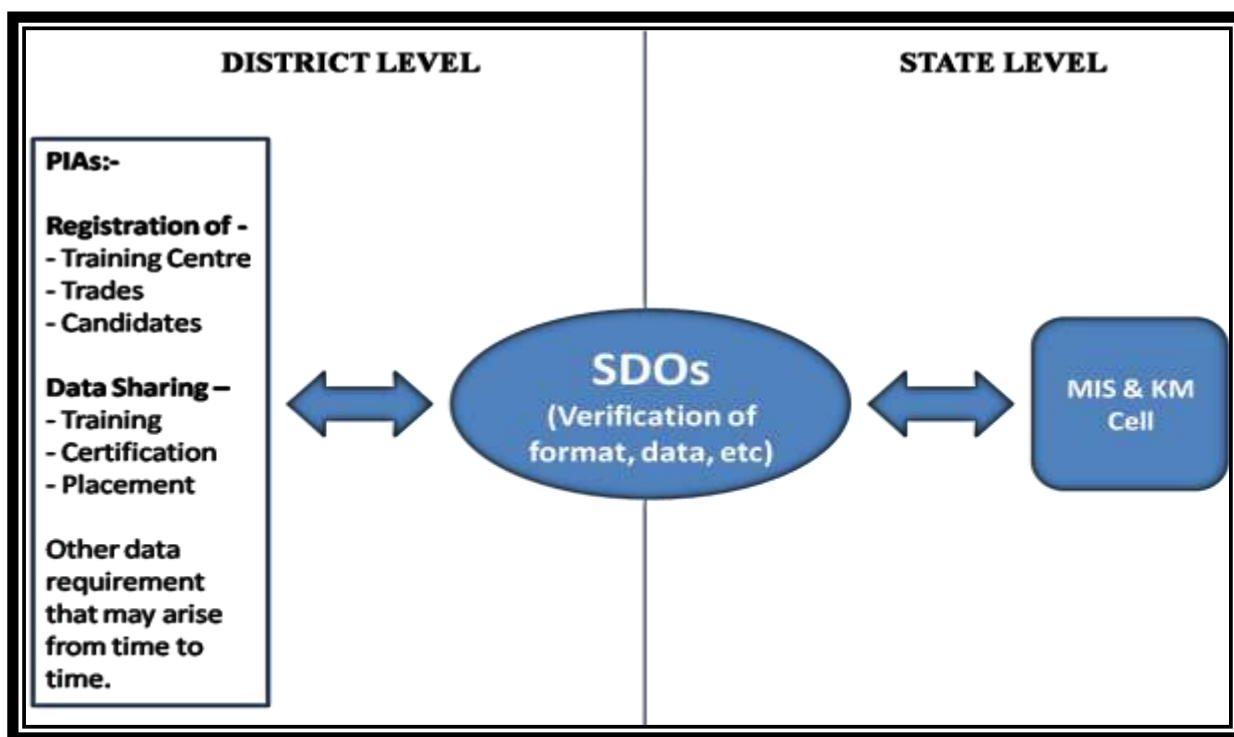
#### **Role of Data-entry operators**

- Understand clearly the Input/Output of the system.
- Understand the database management system and data flow of the whole system.

- The DEO shall assist the MIS specialist in data management, analysis, recording and reporting, including the maintenance of MIS
- Collect and capture the readily data available and process the same accordingly in the MIS
- Ensuring completeness of all data fields in the MIS registers and electronic databases, including data on logistics
- Ensuring the accuracy of data entered into the MIS Database
- Ensuring regular and timely entry of all relevant data into the computer in a systematic manner, to facilitate its analysis
- Assist in analyzing data and compiling reports for the MIS

3. **Routines** –The system requires a set of standard routines to be put in place so as to ensure regular inflow and outflow of data and information. The process would also include a standardised format of data/information collection/dissemination to be utilised at standard intervals as required.

#### Probable MIS & KM Mode



#### MIS& KM Cell

MIS & KM Cell of MSSDS is a team of expert which involves the managing of people and systems related to information technology. The goal is to incorporate the managed data with Information technology so to enhance the efficiency, accuracy of all data and information gathered and processed from the various stakes holders/agencies in timely manner. It integrates both areas of expertise from IT and Management and applies the power of technology to solving issues and problems.

The MIS & KM cell shall:

- ✓ Suggest and propose introducing new application/software in the organisation as required from time to time.
- ✓ Developing or customise application which suit best for the organisation.
- ✓ Suggest to upgrade and extending the MSSDS IT infrastructure
- ✓ Assuring comprehensive electronic communication capability in the organisation.

**The MIS & KM Cell team includes,**

1. Convenor –Skill Development Officer /Monitoring
2. IT-MIS specialist
3. Consultant from NIC/IT Department
4. Skill Development Officer-Monitoring (MSSDS)
5. Accounts/Finance (MSSDS)

## Chapter 12

### Sourcing of Funds

The strategy for skill development by MSSDS will ideally be dovetailed with other parallel initiatives such as Modular Employable Skills (MES) and Skill Development Initiative (SDI) of Ministry of Labour, Dean Dayal Upadhyaya Grameen Kausalya Yojana, DDU-GKY (Aajeevika Skills) of Ministry of Rural Development, National Urban Livelihood Mission (NULM) of Ministry of Housing and Urban Poverty Alleviation, at the state level, initiative have been taken to converged with various Government Department/Schemes such as Meghalaya Urban Development Agency (MUDA), Border Area Development Dept, Tourism Dept, C&RD Dept. It is proposed that Meghalaya State Skill Development Mission will develop a mechanism for generation of funds as below:

- State Plan Schemes (Funds for Skill development from Planning Department, Department Labour and Employment)
- Central assistance (Funds under NRLM & NULM)
- Assistance from ADB (Skill Challenge Fund)
- Contribution from private institutions (CSR)
- Sharing basis on convergence mode

MSEPC will also ensure that all the Departments are making necessary provision for skill development in their respective annual plans and fixing targets for skill development. “Skill development budget” will form one of the essential components in the budget of all the departments. MSEPC will develop necessary format and guidelines for this purpose.

The funds will be used for activities that ensure the outcome of skill development activities instead of capital intensive investment in infrastructure. However, upgradation of existing infrastructure facilities, purchase of essential machinery and equipment, training aids, etc will be done. Similarly, creation of infrastructure in latest technologies, need-based innovations, creation of infrastructure in remote and difficult areas, etc will also be done.

#### **Skills Challenge Fund (SCF)**

A Challenge Fund denotes a financing mechanism whereby funds are made available to eligible institutions or service providers to undertake specified activities aimed at overcoming or confronting a defined challenge or barrier. Asian Development Bank will provide approximately 20 million USD as Challenge Fund for skill development.

The Department of Finance, Government of Meghalaya shall be the executing agency for the Skill Challenge Fund. The SCF will be placed with the Meghalaya State Skill Development society (MSSDS) as an implementing agency for the fund. MSSDS will be the nodal agency for managing the SCF and receiving proposals from skill development service providers. These proposals will be reviewed by an independent Project Evaluation Unit (PEU) under MSSDS which shall comprise of 5-6 eminent professionals with extensive experience in their chosen field of activity.





## Chapter 13

### Conclusion

In India, availability of skilled manpower is emerging as a major challenge to sustain the economic growth rate. The demand for skilled labour is one of the major bottlenecks identified in achieving the growth objective. India has the youngest workforce in the world and considering the window of opportunity for reaping its demographic dividend, skill formation is identified as the key focus area for development.

In Meghalaya, as per the NIPFP study, the proportion of people between 15 to 29 years of age is 27 %. Underemployment and unemployment in this age group is a worrying situation for the Government of Meghalaya. There are many school drop outs that remain unemployable for the most part, because of the absence of skills and being in large numbers. As the State's economy does not afford enough opportunities for formation of skills for want of sufficient scale, it is very necessary to pursue the approach of skill formation among the youth to widen the scope of employability. Moreover, one of the key elements related to skill development that has to be addressed is its sync with industry requirements.

Perceiving the need for promoting employable skills to the youth of Meghalaya, the State Government had established the Meghalaya State Employment Promotion Council (MSEPC), which has developed an initiative known as the Meghalaya State Skill Development Society (MSSDS). The main objective of this Society is to ground delivery mechanism for enhancing the employability of the youth by forming the requisite skills for obtaining wage employment and/or pursuing self employment. The Society will follow an approach that leverages the existing institutions and training experience within the state at one level, and ensuring larger private sector participation through a PPP mode on the other. MSSDS as an existing SPV of GoM can serve to expedite payments to potential service providers seeking financial assistance for skill development.

The Society will implement the Skill Development initiatives in different levels namely placement linked, self employment and domain sectors training for ease of implementation and for effective focus. Placement linked training is aimed at developing employable skills of youth for preparing them for wage employment by placing them with appropriate employers/industries. The youth after getting trained are assured of gainful employment in the industry.

It will drive the existing schemes of the Ministry of Rural Development and Ministry of Labour and Employment related to placement linked skill trainings. The Skill Challenge Fund (SCF) provided by Asian Development Bank will be placed under MSSDS which will serve as a catalyst to operationalise MSSDS as per its mandate and priorities. 60,000 youth will be trained using SCF, 45,000 for wage employment and 15,000 for self employment.

Under self employment training, the activities are focused on preparing the youth for getting self employed in various enterprises of their choice. Skill trainings will be given to develop the entrepreneurial skills of the youth. This mini mission will also focus on developing skills among the women to get themselves self employed.

Under domain sector training and the different Missions (nine) to be put in place during the course of the 12<sup>th</sup> plan period under the Integrated Basin Development and Livelihood Promotion Programme of the Government of Meghalaya will be the focus. This will also cover skill development to meet the special needs of the people living in remote and inaccessible areas situated near the international border covered under the Border Area Development Programme.

There is a visionary component envisaged under the Skills Development Framework for tapping the emerging opportunities in the skills sector, and addressing them with due care and diligence.

## Annexures

Indicative list of skill jobs under self employment and wage employment

### Annexure

#### Indicative list of Skilled jobs under Self Employment and Wage Employment

Sl. No	Core Area	Self Employment	Wage Employment
1	Agriculture and Allied Activities	<ul style="list-style-type: none"> <li>Nursery Management</li> <li>Production of Bio-Control Agents</li> <li>Vegetable Cultivation</li> <li>Medicinal Plant Cultivation</li> <li>Floriculture</li> </ul>	<ul style="list-style-type: none"> <li>Seed Production Assistant</li> <li>Garden Supervisor</li> <li>Landscaping</li> <li>Plant Protection Assistant</li> <li>Soil Conservation Assistant</li> <li>Skilled Assistant in Nursery</li> </ul>
2	Animal Husbandry	<ul style="list-style-type: none"> <li>Poultry Farming</li> <li>Sheep, Goat &amp; Pig rearing</li> <li>Dairy Farming</li> <li>Feed Production</li> </ul>	<ul style="list-style-type: none"> <li>Veterinary Pharmacist</li> <li>Para-Veterinary Assistants</li> </ul>
3	Fisheries	<ul style="list-style-type: none"> <li>Fish Seed Production</li> <li>Inland Fisheries</li> <li>Feed Production</li> </ul>	<ul style="list-style-type: none"> <li>Skilled Assistant in Fish Processing</li> <li>Multiple Service Providers for the Farmers</li> </ul>
4	IBDLP	Activities under the various Missions	<ul style="list-style-type: none"> <li>Small Multipurpose Reservoir (SMR) Volunteers</li> <li>Nurseries Management &amp; Operations</li> </ul>
4	Engineering Services	<ul style="list-style-type: none"> <li>Repair &amp; Maintenance of Farm Machinery</li> <li>Welding</li> <li>Electricians</li> <li>Electronics Repairing</li> </ul>	<ul style="list-style-type: none"> <li>Welding Assistant</li> <li>Assembly Operator</li> <li>CCTC Installation Technician</li> <li>Circuit Imaging Operator</li> <li>Customer care Executive</li> <li>Winding Operator</li> </ul>
5	Construction	<ul style="list-style-type: none"> <li>Masonry</li> <li>Plumbing</li> <li>Carpentry</li> <li>Painters</li> <li>Interior Decorators</li> <li>Welding</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Mason</li> <li>Farm work Carpentry</li> <li>Sanitation Workers</li> <li>Bar benders</li> <li>Assistant Plumber</li> <li>Assistant Carpenter</li> <li>Architectural Assistantship</li> </ul>

			<ul style="list-style-type: none"> <li>• General Works Supervisor</li> <li>• Land Surveyor</li> <li>• Store Keeper</li> <li>• Welding</li> </ul>
6	HealthCare	<ul style="list-style-type: none"> <li>• Health Workers</li> </ul>	<ul style="list-style-type: none"> <li>• Lab Assistant</li> <li>• Nursing Assistant</li> <li>• X-Ray Technician</li> <li>• Mid Wife</li> <li>• Health Sanitary Inspector</li> <li>• Anaesthesia Technician</li> <li>• Blood Bank Technician</li> <li>• Cardiac Care Technician</li> <li>• Diabetes Educator</li> <li>• Dialysis Technician</li> <li>• Emergency Medical Technician – Basic</li> <li>• General Duty Assistant</li> <li>• Histo Technician</li> <li>• Home Health Aide</li> <li>• Medical Laboratory Technician</li> <li>• Phlebotomy Technician</li> <li>• Radiology Technician</li> </ul>
7	Tourism and Hospitality	<ul style="list-style-type: none"> <li>• Tourist Guides</li> <li>• Resort Owners</li> <li>• Travel Agencies</li> <li>• Tourist Cab Drivers</li> </ul>	<ul style="list-style-type: none"> <li>• Kitchen Assistant</li> <li>• Steward</li> <li>• Facility Management Assistant</li> <li>• Front Office Assistant</li> </ul>
8	Banking & Accounting Sector	<ul style="list-style-type: none"> <li>• Accountant</li> </ul>	<ul style="list-style-type: none"> <li>• Retail &amp; Marketing Assistant</li> <li>• Insurance Services</li> <li>• Banking Correspondence</li> </ul>
9	Retail	<ul style="list-style-type: none"> <li>• Sales &amp; Marketing Agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Cashier</li> <li>• Sales Associate</li> <li>• Store Ops Assistant</li> <li>• Trainee Associate</li> </ul>

10	Security		<ul style="list-style-type: none"> <li>• Armed</li> <li>• Un-armed</li> </ul>
11	Beauty & Wellness	<ul style="list-style-type: none"> <li>• Hair Saloon</li> <li>• Spas</li> </ul>	<ul style="list-style-type: none"> <li>• Assistant Beautician</li> <li>• Assistant Hairstylist</li> <li>• Pedicurist</li> <li>• Manicurist</li> </ul>
12	Aviation		<ul style="list-style-type: none"> <li>• Stewards</li> <li>• Airhostesses</li> <li>• Ground Staff</li> </ul>
13	Tailoring	<ul style="list-style-type: none"> <li>• Tailor</li> </ul>	<ul style="list-style-type: none"> <li>• Dress making</li> <li>• Embroidery</li> <li>• Fashion Designing Assistant</li> </ul>
14	IT/ITES		<ul style="list-style-type: none"> <li>• Inbound/Outbound Customer Care Executive</li> <li>• Tally Operator</li> </ul>
15	F&B	<ul style="list-style-type: none"> <li>• Bakers and Confectioners</li> </ul>	<ul style="list-style-type: none"> <li>• Assistant Chef</li> </ul>

The above list is only indicative and a final list will be drawn in due course of time, after due consultations with various departments and agencies, as the case may be.