

India-EU Skills Development Project Newsletter

A January 2016 newsletter published under India-EU Skills project funded by the European Union



National Quality Assurance Framework to Support NSQF Implementation

The India-EU Skills Development project funded by the European Union assists the National Skill Development Agency (NSDA), selected State Skill Development Missions (SSDMs) and Sector Skill Councils (SSCs) in implementing policies aimed at skilling large numbers of Indian men and women to increase their employability and entrepreneurship, as a precondition of economic and social development.

Indian Technical Vocational Education and Training (TVET) is in the process of training reform and has undergone a number of changes which has seen the system open up to greater participation from industry through the establishment of SSCs, the development of National Occupational Standards (NOS) and the introduction of a National Skills Qualifications Framework (NSQF).

Like the EU, Australia, South Africa, Malaysia, the UAE and others, the introduction of a qualifications framework requires coordinated linkages across educational sectors to ensure that all qualifications in a country are valued and consistent. To achieve this requires a quality framework to underpin the implementation of the qualifications framework. This will allow India to benchmark TVET performance across ministries, states and internationally. With more young people predicted to enter the labour market than can be placed in employment, international recognition of qualifications will continue to be important. One common concurrence in all models for international recognition is the emphasis on a unified and internationally referenced quality assurance system for education and skills development.

The proposed [National Quality Assurance Framework](#) for TVET places particular emphasis on the improvement and evaluation of the outputs and outcomes of TVET in terms of increasing employability, improving the match between demand and supply, and promoting better access to lifelong learning.

The National Quality Assurance Framework (NQAF) designed to be used as a common reference across states, sectors and ministries and to provide the structure within which all bodies operate is a fundamental requirement for skills development in India. The NQAF is established with the following components:

- *NQAF objectives* to which all those with responsibility at any level in the system sign up to and which are strategic enough to reflect the policy objectives for the skills system in India;
- *NQAF operating principles* which underpin the objectives and determines the way the objectives are framed;
- *NQAF quality standards* that cover all areas of the system and set the benchmarks for quality assuring components of the system; and
- *NQAF indicators* which are used to measure the implementation and impact of system changes and evaluate the effectiveness and efficiency of TVET reforms.

The National Quality Assurance Framework is to be applied at all levels of the TVET system, and can be used to assess the effectiveness of TVET as a whole. A national consistent approach to TVET quality will assist in raising the status of TVET as employers will realise that graduates are exiting training programs with consistent relevant skills and knowledge.



This project is funded by the European Union

This project is implemented by Mott MacDonald

Training of Trainers and Master Trainers



The India-EU Skills Development Project contributes to the implementation of the Skill Development Policy of the Government of India in order to improve the quality and relevance of the number of certified skilled labour in various sectors of employment.

An important part of every attempt to increase quality of TVET is to improve the quality of the delivered training. Keeping this in mind, one of the three components of the India-EU Skill Development Project deals with Capacity Building. Within this component the project will prepare and deliver training of Trainers (ToT) in two selected sectors namely Capital Goods and Logistics.

As a first step to preparing the ToT program, [Training Needs Analysis \(TNA\)](#) was conducted in training institutes affiliated to and selected by the Capital Goods Sector Skills Council (CGSC) and the Logistics Skills Council (LSC). Additionally, to get a holistic perspective on the current eco-system of vocational education and the learning needs of trainers within that system, government Industrial Training Institute (ITIs) and Advance Training Institute (ATIs) were also visited as part of the TNA. In April and July, 7 training institutes were visited and a TNA was conducted for CGSC. In August and September, 4 training institutes were visited and a TNA was conducted for LSC.

The TNA also highlighted that there are no master trainers in the institutes visited who are solely responsible for training of trainers. Also, most of the trainers that the team interacted with were not well versed with English. As a result, the trainers of the ATIs and senior trainers from the private ITIs were nominated for the master trainer session who could then go on to co-facilitate the training sessions for TVET trainers along with the international experts. This fulfilled a three-fold purpose:

- Firstly a cadre of master trainers could be created
- Secondly government ITI were also brought under the purview of the project
- Thirdly, the language barrier between TVET trainers and international experts could be addressed as these master trainers acted as co-facilitators in the subsequent training sessions for TVET trainers

A training program was then developed which would enable the participants:

- to be able to implement Competence Based Training (CBT) in accordance with the QPs for TVET trainers
- to maintain and enhance professional practice and technical competence
- to support and coach learners and to deliver competence based training using different student activity based methods

The training took place at the India-EU Skill Development project's premises. One of the purposes of the training was to show different teaching methods and approaches to the training process. Hence there were no tables in the room and participants could move freely around on office chairs. During the training, different training materials were handed out like notes on specific topics, work sheets and hand-outs of presentations. All participants were very eager and engaged in all activities. Participants were asked to give feedback during the training on how the training proceeded and at the end participants were asked to fill out an evaluation form. When asked about the most relevant topics for their work, participants noted: CBT, session plan and collegial supervision. At the end of the training participants gave individual oral feedback. They expressed satisfaction with the workshop and many expressed that they will immediately start using what they've learnt at the training. After the training in Delhi each trainer will try out new teaching methods, organise and implement collegial supervision in his/her own ITI and plan implementation of the new curricula.



Labour Market Information System and Labour Market Analysis



The Labour Market Information System (LMIS) component of the project is to support the LMIS Steering Committee which was established by the National Skills Development Agency to define the key features and proper architecture of the national LMIS. In order to design an LMIS for India's labour market information needs it was necessary to identify the scope of the current labour market information provision in India, who produces it, how it is presented and how accessible is it, especially via the internet. It was also necessary to establish the client's vision of an LMIS, scope function and accessibility. [The concept paper](#) which emerged was endorsed by the Steering Committee and the subsequent "[Web Portal Content](#)" paper reviewed the labour market information landscape in India.

The Web Portal, the doorway to LMI, which is being developed in a modular fashion by the National Informatics Centre (NIC) for the NSDA will initially incorporate all existing skill related databases, NSDC's Skill Development Management System (SDMS), National Career Service Portal, National Council for Vocational Training (NCVT) MIS portal, Skill Development Initiative Scheme (SDIS) portal, State databases, SSC databases etc. The next module will begin to incorporate the wider labour market information landscape and provide the basis for the assessment of economic trends and labour market needs (both existing and projected) that will be publicly available to fill the information gap in the Indian labour market.

The project is also working with two sector skill councils on the methodology for collecting qualitative labour market information. A '[Handbook on Labour Market Analysis](#)' has been put together as a reference document for staff of SSDMs and SSCs that are directly involved in the analysis of labour market. A study has been conducted for capital goods skill council to understand the demand side of the labour market in the state of Maharashtra. The focus of the study was on assessing the occupational structure, human resources management practices and skill needs in the capital goods industry, as well as on the collection of information for the development of curricula for CNC-Setter-cum-Operator and Fitter-Fabrication. A total of 105 companies participated in the study and some of the findings included:

- Though there are major differences in the composition of the workforce in the different sub-sectors, six job role categories account for more than two thirds of the workers in the most common job roles in the participating companies.
- The number of vacancies for CNC operators and project and planning roles is relatively high compared to the number of workers in these job role categories. The number of vacancies for welders and related roles and for fitter – mechanical / maintenance is relatively low.
- A higher than average turnover is reported for 11% of the most common job roles, recruitment problems for 22% of the most common job roles and for 10% of the most common job roles skill problems are mentioned.
- Practically all companies train new employees, which is in line with expectations. The most common type of training is on the job and about a third of the participants have non-formal/structured training programme in the company.
- Typical issues when dealing with training providers are the use of outdated curricula, the institute's staff lacking skills, students lacking motivation, and the absence of a good training infrastructure.
- Respondents are not positive about the current economic situation, but representatives of companies producing dies, moulds and press tools are more positive than others.

A similar study will be conducted for logistics skill council in the state of Tamil Nadu in early 2016. It is the objective of the LMIS and LMA components to assist India in answering the questions, why who and when to train.



A Study Tour to Australia



The project organised a study tour to Australia in order to build on the understanding of the TVET system. The purpose was to provide an overview of Australia's technical vocational education and training system, understand how industry drives the TVET agenda and how skill councils respond to industry needs, the role of government agencies and private sector, and possible collaboration between Australian and Indian counterparts. During the study tour, the participants were encouraged to reflect on the applicability of their learning in the Indian context.

The study tour group was hosted by different organisations in Canberra and Sydney. These included Agri Food Skills Australia, Australian Government Department of Education and Training, Australian Skills Quality Authority, National Centre for Vocational Education and

Research, New South Wales Skills Board, Australian Industries Group, Manufacturing Skills Australia, Services Skills Australia, Master Plumbers Association of New South Wales – Group Training Organisation, Sydney Institute of TAFE, TAFE Directors Association and Western Sydney Institute OTEN Distance Education. A delegation of 12 members from ministries, states, sector skill councils, National Skills Development Agency, National Skill Development Corporation and government departments was part of this study visit.

The overall feedback of the participants on the content of the study tour and its applicability in India was very positive. Participants found some ideas and concepts to be very relevant in the Indian context:

- risk profiling of the training providers to keep a check on quality
- industry participation in assessment to ensure industry acceptance
- validation of assessment tools by industry
- awareness campaign on training providers
- environment scan studies
- regulation of data collection
- limited placement linked training
- industry skills fund
- reducing the number of sector skill councils
- need for a complaint cell

As a follow up, a possible collaboration between National Skills Development Agency (NSDA) and National Centre of Vocational Education and Research (NCVER) could be very fruitful. NCVER has been providing key research inputs for Australian VET system since 1982, while India is in process of establishing National Skills Research Division (NSRD) which will also have similar role in Indian context. Given the fact that NCVER has a vast and rich experience in carrying out research activities in skill training along with a strong organisational structure, NSDA could really benefit from NCVER in establishing a robust structure and model for NSRD. NSDA could also benefit from sharing of information including reports, checklists and databases of some of the organisations visited during the study tour. A more detailed report on the study tour can be found [here](#).

