

Country Paper – India

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1.0 Background

Skill & knowledge are the driving forces of economic growth and social development of any country. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of globalisation. The Indian economy has shown a remarkable acceleration in economic growth in recent years. As Indian industry and services grow and compete internationally, they are faced with the realisation that the availability of the requisite skills – in terms of relevance, quality and quantity has become an urgent need.

1.1 Skill Development Programme at National Level

There are 17 Ministries/ Departments/ Organisations offering various training programmes to meet requirements of skill persons for sectors under their control, plan development of skills must be underpinned by a policy, which is both comprehensive as well as national in character. Accordingly, “*National Policy on Skill Development was approved by the Union Cabinet on 23rd February 2009*”.

The objective is to create a workforce empowered with the improved skills, knowledge and internationally recognised qualification to gain access to decent employment and ensure India’s competitiveness in the dynamic global labour market. It aims at synergies efforts of various sectors to enhance the productivity of the workforce both in the organised and un-organised sector, seeking increased participation of youth, women, disabled and other disadvantaged sections. Ministry of Labour & Employment, Govt. Of India is developing an action plan for implementation of above policy.

1.2 Prime Minister’s National Councils on Skill Development

Government of India attaches great importance to skill development in the country and accordingly, Prime Minister’s National Council on Skill Development has been set up as an apex institution for policy direction and review. The Ministers for Human Resource Development, Finance, Industries, Rural Development, Housing and Urban Poverty Alleviation, Labour & Employment and Micro Small & Medium Enterprises are members. Dy. Chairman, Planning Commission, Chairperson of the National Manufacturing competitiveness Council, Chairperson of National Skill Development Corporation and Six experts in the area of Skill Developments are other members. Principal Secretary to the Prime Minister is the Member Secretary to the council.

1.3 National Skill Development Co-ordination Board

A “*National Skill Development Co-ordination Board*” has been set up under the chairmanship of Dy.Chairman, Planning Commission. Secretaries of Ministry of Human Resource Development, Labour & Employment, Rural Development, Housing and Urban Poverty Alleviation and Finance are members. Chairperson/Chief Executive Officer of National Skill Development Corporation, Secretaries of four states by rotation, for a period of 2 years and three distinguished academicians/Subject Area Specialists are other members. Secretary, Planning Commission is Member Secretary of the board.

1.4 National Skill Development Corporation

A “*National Skill Development Corporation*” has been set up as a non-profit company under the Companies Act, 1956, with an appropriate governance structure. The head of the corporation is a person of eminence/ reputed professional in the field of Skill Development. The corporation is expected to constitute Sector Skills Councils for identification of skill development needs, development of sector skills development plan and establishment of well structured sector specific Labour Market Information system.

2.0 Skill Development Programmes under Ministry of Labour & Employment

Directorate General of Labour & Employment(DGE&T) is an apex organisation for development and coordination of vocational training including women’s training. The Government is advised by two tripartite body at National level namely National Council for Vocational training(NCVT) and Central Apprenticeship Council(CAC) for the purpose of laying down the policies and training standards, trade testing and certification. Both the councils are tripartite in nature.

DGE&T caters to the training need of the school leavers, industrial workers, supervisors of industries and instructors of vocational training institute. The following three schemes are being implemented :

- **Craftsmen Training Scheme(CTS)** – Skill development training is provided to school leavers for the age group of 14 to 40 years in 114 designated trade(62 in Engineering & 52 in non-engineering). The training is conducted in about 7000 Industrial Training Institutes/Industrial Training Centres(ITIs/ITCs)) with a intake capacity of about one million(including 47000 training seat exclusively for women) to impart basic skills. At present, Multi-skill courses are also offered in about 2000 Govt. ITIs in 21 sectors and the said ITIs have been upgraded as *Centre of Excellence*. Moreover, out of 2000 said Govt. ITIs, 1396 ITIs are upgraded through *Public-Private Partnership* which is headed by an industry partner.
- **Apprenticeship Training Scheme(ATS)** – Workplace training is provided in the industries for school leavers and Passed out graduates from ITIs/ITCs. The detailed

illustration with regards to this scheme i.e. training in workplace is appended below at item no. 3.0.

- **Skill Development Initiative Scheme (SDIS) based on Modular Employable Skills (MES) -**

Ministry of Labour & Employment undertook development of a new strategic framework for skill development for early school leavers and existing workers, especially in the un-organized sector in close consultation with industry, micro enterprises in the un-organized sector, State Governments, experts and academia which were essential considering their educational, social and economic background. The scheme is operationalized from 24th May 2007. The main objective of the scheme is to provide employable skills to school leavers, existing workers, ITI graduates, etc. Existing skills of the persons can also be tested and certified under this scheme. Priority will be given to covering those above the age of 14 years who have been or withdrawn as child labour to enable them to learn employable skills in order to get gainful employment.

The objective of the scheme is to train 01 million persons in the next 5 years and 01 million every Year thereafter.

Key features of the scheme

1. Demand driven short term training courses based on Modular Employable Skills (MES) decided in consultation with Industry. MES is the 'minimum skills set' which is sufficient for gainful employment.
2. Central government will facilitate and promote training while industry, private sector and State Governments will train the persons.
3. Optimum utilisation of existing infrastructure to make training cost effective.
4. Flexible delivery mechanism (part time, weekends, full time, onsite/ offsite) to suit needs of various target groups.
5. Different levels of programmes (Foundation level as well as skill upgradation) to meet demands of various target groups.
6. The services of existing or retired faculty or guest faculty to be utilized.
7. Courses would also be available for persons having completed 5th standard.
8. Testing & certification of skills acquired informally.

9. Testing of skills of trainees by independent assessing bodies, which would not be involved in training delivery, to ensure that it is done impartially.
10. The essence of the scheme is in the certification that will be nationally and internationally recognized.
11. Already 1004 course modules for employable skills covering 45 sectors have been developed and approved by NCVT. Moreover, 0.37 million persons have been trained and tested

3.0 APPRENTICESHIP TRAINING SCHEME - AN OVERVIEW

Upgradation of skills is an important component of Human Resource Development. Training imparted in Institutions alone is not sufficient for acquisition of skills and needs to be supplemented by training in the actual work place. National Apprenticeship Scheme started in 1959 on voluntary basis. Apprentices Act was enacted in 1961 and implemented

- To regulate the programme of training of apprentices in the industry so as to conform to the syllabi, period of training, etc. as laid down by the Central Apprenticeship Council.
- To utilize fully the facilities available in industry for imparting practical training with a view to meeting the requirements of skilled manpower for industry.
- It is obligatory on the part of employers both in Public and Private Sector establishments having requisite training infrastructure as laid down in the Act, to engage apprentices.
- 254 groups of industries covered under the Act.
- 24815 establishments engage trade apprentices.

3.1 MONITORING OF THE IMPLEMENTATION OF THE ACT

- DGE&T is also responsible for implementation of the Act in respect of Trade Apprentices in the Central Govt. Undertakings & Departments. This is done through six Regional Directorate of Apprenticeship Training located in different parts of the country.
- State Apprenticeship Advisers are responsible for implementation of the Act in respect of Trade Apprentices in 30 States and 05 Union Territories .
- Department of Education in the Ministry of Human Resource Development is responsible for implementation of the Act in respect of Graduate,

Technician & Technician (Vocational) Apprentices. This is done through four Boards of Apprenticeship Training located at four different regions in the country.

3.2 CENTRAL APPRENTICESHIP COUNCIL

- It is an apex statutory body. It advises the Government on laying down policies and prescribing norms & standards in respect of Apprenticeship Training Scheme (ATS).
- It is tripartite by constitution with members from Govt. both Central and State/UTs, Employers & Trade Unions.

3.3 TRAINING OF TRADE APPRENTICES

- 188 trades in 35 trade groups have been designated.
- 2,79,466 trade apprenticeship seats have been located.
- Qualifications vary from Class VIII pass to XII class pass (10+2) system.
- Minimum age is 14 years.
- Period of training varies from 6 months to 4 years.
- Apprenticeship training is linked with CTS conducted in it is Rebate in the period is allowed to pass out from it is in relevant trades.
- Training comprises Basic Training, Practical Training and Related Instructions as per prescribed syllabus for each trade.
- Basic Training & Related Instructions are conducted in Basic Training Centres (BTCs) or Related Instruction Centres (RICs) set up within the establishments or in a BTC or RIC set up by the Government.
- Seats for trade apprentices are located by the Apprenticeship Adviser on the basis of prescribed ratio of Apprentices to Workers and availability of training facilities.
- Every apprentice and employer has to enter into a contract of apprenticeship training, which is registered by the Apprenticeship Advisers.

- Employers and apprentices have to fulfill their obligations under the Act.

3.4 STIPEND

- Trade apprentices are paid stipend at following rates : Rs. 1090 p.m for 1st year, Rs. 1240 p.m. for 2nd year, Rs. 1440 p.m. for 3rd year and 1620 p.m for 4th year.(with effect from 21st March 2007)
- The expenditure on stipend for trade apprentices is borne by the employers.
- The rates of stipend for Graduate, Technician & Technician (Vocational) apprentices are Rs. 2600 p.m, Rs. 1850 p.m. and Rs. 1440 p.m. respectively. (with effect from 8th January 2008)
- Expenditure on Stipend for the categories of Graduate, Technician & Technician (Vocational) apprentices is shared equally between the employer and the Central Government.
- Rates of stipend are revised every two years based on Consumer Price Index.

3.5 TESTING AND CERTIFICATION OF TRADE APPRENTICES

- All India Trade Tests (AITT) for trade apprentices are conducted by National Council of Vocational Training (NCVT) twice a year (October/ November and April/May).
- National Apprenticeship Certificates (NAC) are awarded to those who pass the AITT.
- NAC is recognized for employment under Govt./Semi-Government departments/ organizations.

3.6 SKILL COMPETITION OF TRADE APPRENTICES

With a view to fostering healthy competition among apprentices as well as establishments, skill competition is organized at local, regional & All India levels.

- Skill competition is held for 15 trades namely; Fitter, Machinist, Turner, Welder (Gas & Electric), Electrician, Mechanic (Motor Vehicle), Tool & Die Maker (Die & Moulds), Tool and Die Maker(Press Tool, Jigs & Fixture), Instrument Mechanic, Draughtsman (Mechanical), Mechanic Machine Tool Maintenance, Wireman, Mechanic(Diesel), Refrigeration & Air-Conditioning Mechanic and Electronics Mechanic.

3.8 TRAINING OF GRADUATE, TECHNICIAN AND TECHNICIAN (VOCATIONAL APPRENTICES)

- 122 subject fields have been designated for the category of Graduate & Technician , and technical & vocational apprentices.
- 122 subjects fields have been designated for the category of Technician (Vocational) apprentices.
- Period of post qualification training for these categories is one year.
- 96,759 Seats have been located for graduates and same are located based on managerial/supervisory posts and training facilities.
- Training programme is prepared in joint consultation between Apprenticeship Adviser & Establishment concerned.
- Certificates are awarded on completion of training by the Deptt. of Education, Ministry of Human Resource Development.

4.0 Labour Market Structure and Labour Market Information

The Labour Market Information system(LMIS) is regularly updating databases of training providers, employers and skill inventory which involves possible high level architecture for a world-class LMIS. Labour force is divided into four available activity statuses: self employed, wage and salary earning, casual and unemployed. Of these, self-employed are most loosely connected to labour market because of the possibilities of work-sharing and work spreading in a self-employed enterprise. Non-contractual casual laborers have the closest connection to labour market on almost day-to day basis. So is the case with those unemployed who are “actively seeking” work.

Potentially, the target group for skill development comprises all those in the labour force, including those entering the labour market for the first time (12.8 million annually), those employed in the organized sector (26.0 million) and those working in the unorganized sector (433 million) in 2004-05. The current capacity of the skill development programs is 3.1 million. India has set a target of skilling 500 million people by 2022.

As the proportion of working age group of 15-59 years will be increasing steadily, India has the advantage of „demographic dividend“. Harnessing the demographic dividend through appropriate skill development efforts would provide an opportunity to achieve inclusion and productivity within the country and also a reduction in the global skill shortages. Large scale skill development is thus an imminent imperative.

Major challenge is also to address the needs of huge population by providing skills in order to make them employable and help them secure “decent work”. Skill development for persons

working in the unorganized sector is a key strategy in that direction. This will also inculcate dignity of labour and create greater awareness towards environmental, safety and health concerns.

Number of job seekers registered in employment exchanges classified by broad occupational groups at the end of 2006 which is given in the table 4. It may be seen that majority of job seekers (72.5%) were found to be in the category of workers not classified by any occupation, meaning thereby majority of the job seekers were inexperienced and fresher and therefore did not fall under any category of occupation. Second highest (10.7%) job seekers were in the production and related fields. Minimum number of job seekers (30,000) belong to administrative & managerial workers. Among the women job seekers once again, maximum (73.5%) job seekers were in the category of workers not elsewhere classified, followed by 12.1% in the category of professional, technical & related workers. Only around (0.1%) job seekers were from the executive, managerial and sales workers.

4.1 Organized Workforce:

Needless to add, high wages also constitute in part returns to their educational and skill endowments although rental element cannot be ruled out due to known redundancy more so in public than private sector organised services. The aggregate magnitude of the wage and salary earning work force in 1999-2000 was estimated to be 55.66 million of which 32 per cent were rural males, 6 per cent rural females, 52 per cent urban males and the remaining 10 per cent urban females.

The other source of data is available from the Directorate General of Employment and Training (D.G.E&T) in the Ministry of Labour and collected under the Employment Exchanges (Compulsory Notification of Vacancies) Act, 1959. The Act applies to all public sector establishments irrespective of size and non-agricultural private sector establishments employing more than 25 workers on a "mandatory" basis and the private sector establishments employing between 10 and 24 workers on a voluntary basis.

It is quite evident that the total organised employment to be entirely non-agricultural, or entirely urban or entirely urban non-agricultural, the share of the organised employment has **declined significantly** over time .

Going by our definition, the total (rural plus urban) magnitude of organised work force reporting wage and salary earning was estimated by National Sample Survey(NSS) to be 55.66 million. If we assume the official coverage of the organised employment to be entirely urban and from this segment, urban share of this segment estimated from NSS was 61.73 per cent and its estimated magnitude works out to 34.36 million.

Since 1991, there has been a decisive **shift in the development strategy toward a closer integration with the world economy and greater reliance on private initiative and market-based instruments**. The process is still underway. But the slowdown in the growth rate of real GDP originating in the public sector and the corresponding step up (compared to 1980s) in that originating in the private sector have to be interpreted in the light of the strategic shift. As we note and analyse later, for the organised factory manufacturing sector, the decade of the 1980s was one of "jobless growth", while the 1990s were marked by 2.9 per cent growth in factory employment.

- (a) by one-digit industry groups and (b) by branch of government. Three branches of the government are distinguished with the three-tier federal structure: central government, state governments and local bodies.

It is thus clear that government was till 1991 the major employer as also the major, and in certain cases, a monopoly provider in several major organised services including banking, finance and insurance, railway transport, telecommunications as well as wholesale trade in foodgrains and fertilizers. The major sectors are:

1.	Electrical
2.	Electronics
3.	Hospitality
4.	Information Technology
5.	Production & Manufacturing (Die)
6.	Automobiles
7.	Plastic Processing
8.	Instrumentation
9.	Chemical
10	Leather
11	Apparel
12	Refrigeration & Air-conditioning
13	Fabrication (Fitting & Welding)
14	Food Processing
15	Agriculture Machinery
16	Construction Wood Working
17	Process Plant Maintenance
18.	Tourism
19.	Bamboo
20.	Industrial Automation
21.	Textile Technology

4.2 BENCHMARKING OF SKILL DEFICIT AND PLAN TO ACHIEVE TARGET

Another study by Boston Consulting Group for PHD Chamber of Commerce & Industry has estimated that by 2020 the world will have shortage of 47 million working people but India will have a surplus of 56 million people. In order to reap the benefits of demographic dividend India will have to, therefore, equip this manpower to meet the requirement of skill talent across geographies.

Confederation of Indian Industries(CII) has conducted study in select sectors of economy which is appended below:

Sl. No.	Sector	Demand (in Mn)	Skill Level Break-up
1	Auto	2-2.5	Specialised skills – 5% Skill category level II – 25% Skill category level I – 30% Minimal education skilable – 40%
2	Construction	15	Specialised skills – 2% Skill category level II – 11% Skill category level I – 12% Minimal education skilable – 75%
3	Retail	4-5	Specialised skills – 6-8% Skill category level II – 32-43% Skill category level I – 45-50% Minimal education skilable – 10-15%
4	Healthcare	4-4.5	Specialised skills – 10% Skill category level II – 40% Skill category level I – 16% Minimal education skilable – 34%
5	Banking & Financial services	4.5-5	Specialised skills – 5% Skill category level II – 15% Skill category level I – 65%

There are certain sectors of economy where skill requirement is very high but none of the Ministries is involved in skill development for example construction sector, IT enabled services, consumer and retail sector, financial sector etc.. PM's *National Council on skill development* has set a target of 500 million persons by 2022. Accordingly all the ministries will devise skill development plans and set the targets for 11th,12th & 13th Five year plans and Planning commission would allocate necessary resources to meet the above targets under plan schemes. Planning Commission would also ensure that all the Ministries are making necessary provisions for skill development in their annual plans and setting the targets/milestones for skill development and employment.

Present number of training institutions, their annual capacity of training and projected number of trained persons by 2022 for different Ministries/ Departments :

Sl/No	Ministry / Organisation	Department/	Present number of institutions	Present training capacity per annum (In Lacs)	Projected number of trained persons by 2022 (In Lacs)
1	National Skill Corporation	Development	--	--	1500
2	Labour & Employment		33,000	12.00	1000
3	Tourism		38	0.17	50
4	Textiles		277	0.15	100
5	Transport		1	0.02	300
6	Tribal Affairs		63	0.06	
7	Rural Development (RUDSETI) and IL & FS		156	5.48	200
8	Women & Child Welfare		68	17.50	100
9	Agriculture		72	19.81	200
10	HRD Higher Education Vocational Education (Engg. Coll. 2297 Polytechnics 1675)	HRD	10,000(Voc. schls) 14.00	19.60	500
11	Dept of Heavy Industry		*	*	100
12	Urban Development		34	0.013	150
13	Department of Information Technology		1000 (Affiliated centres) + 7 CDAC	1.37	100
14	Food Processing Industries		34	0.10	50
15	Construction Industry Development Council (under Planning Commission)		147	4.64	200
16	Health & Family Welfare		3802	1.35	100
17	Micro Small Medium Enterprise		356	2.92	150
18	Social Justice & Empowerment		Through NGOs & others	50	
19	Overseas Indian Affairs		In partnership with MSME/State Govt.	0.13	50
20	Finance-Insurance/Banking		*	100	
22	Consumer Affairs		*	100	
23	Chemicals & Fertilizers		6	0.19	50
24	Others (Power, Petroleum etc.)		NA	150	
Total			99.46	5300	

Table No. 6 shows the number of educated job-seekers according to their levels of education. Its clear from the table that :

- Maximum number of job-seekers (156,00,000 i.e. 50.8 %) were of the level of 10th passed.
- Higher secondary & under graduates accounted for 83,40,000 (27.2% & graduates and above were 67,00,000 (22%)
- Among the graduates more than 40% job-seekers were from Arts disciplines. Job-seekers from the Science disciplines were comparatively less.

TABLE 6

NUMBER OF EDUCATED JOB-SEEKERS (10TH STANDARD & ABOVE) BY EDUCATIONAL LEVEL
ALL INDIA 10th STANDARD AS ON 31.12.2006

SL. NO.	EDUCATIONAL LEVEL	NUMBER ON LIVE REGISTER (IN THOUSANDS)			% OF EACH STREAM TO TOTAL GRADUATE & ABOVE	% OF EACH LEVEL TO TOTAL
		DISCIPLINE	MEN	WOMEN		
1	10TH CLASS PASSED		11295.7	4305.7	15601.4	50.8
2	10TH + 2 PASSED		5999.8	2344.0	8343.8	27.2
3	GRADUATES AND POST-GRADUATES					22.0
	I	ARTS	1820.2	911.9	2732.1	40.5
	II	SCIENCE	840.2	421.2	1261.4	18.7
	III	COMMERCE	660.7	330.9	991.6	14.7
	IV	ENGINEERING	184.4	92.3	276.6	4.1
	V	MEDICINE	40.3	20.4	60.7	0.9
	VI	VETERINARY	4.4	2.3	6.7	0.1
	VII	AGRICULTURE	31.5	15.7	47.2	0.7
	VIII	LAW	17.8	9.1	27.0	0.4
	IX	EDUCATION	678.7	339.9	1018.7	15.1
	X	OTHERS	215.9	108.0	323.8	4.8
		TOTAL	4494.2	2251.6	6745.8	100.0
GRAND TOTAL			21789.8	8901.2	30691.1	100.0

NOTE:-

TOTAL MAY NOT TALLY DUE TO ROUNDING OFF.

The number of women seeking jobs through Employment Exchange has increased over the years. Table No. 7 gives no. of women job seekers for a period from 1998 – 2007.

- Women job seekers constituted around 30% of the total.
- Women job seekers has shown an increase of 26% during the above said period.

The placement of women increased which comes to around 46, 50,000 during the year 2007(2.7%increase-from year2006).

TABLE 7

EMPLOYMENT EXCHANGES STATISTICS ON WOMEN JOB-SEEKERS
ALL INDIA 1998-2007

(IN THOUSANDS)

YEAR	REGIST- RATION	PLACE- MENT	LIVE REGISTER \$ WOMEN	TOTAL LIVE REGISTER \$	% OF PLACEMENT TO REGIST- RATION	% INCREASE IN LIVE REGISTER(W) OVER PRE- VIOUS YEAR	% OF LIVE REGISTER OF WOMEN TO TOTAL LIVE REGISTER
1	2	3	4	5	6	7	8
1998	1518.0	42.0	9526.1	40089.9	2.7	5.4	23.8
1999	1616.7	53.0	9932.7	40371.4	3.3	4.3	24.6
2000	1646.3	35.7	10457.3	41343.6	2.2	5.3	25.3
2001	1540.8	31.5	10884.8	41995.9	2.0	4.1	25.9
2002	1343.1	25.9	10649.5	41171.2	1.9	-2.2	25.9
2003	1448.8	26.7	10752.3	41388.7	1.8	1.0	26.0
2004	1551.5	24.5	10711.6	40457.6	1.6	-0.4	26.5
2005	1606.9	32.4	10605.6	39347.8	2.0	-1.0	27.0
2006	2537.4	31.3	11781.0	41466.0	1.2	11.1	28.4
2007	1835.5	46.5	12001.5	39974.0	2.5	1.9	30.0

\$ AT THE END OF THE YEAR

TABLE 15
STATISTICS ON PHYSICALLY HANDICAPPED JOB-SEEKERS ALL INDIA
2002-2006

YEAR	REGISTRATION	PLACEMENT	LIVE REGISTER	% OF PLACE- MENT TO REGISTRATION	% OF PLACE- MENT TO LIVE REGISTER
(in thousands)					
1	2	3	4	5	6
A) SPECIAL EMPLOYMENT EXCHANGES					
2002	11.6	1.0	110.6	8.6	0.9
2003	10.9	1.0	109.9	9.2	0.9
2004	10.8	1.0	113.0	9.3	0.9
2005	10.9	1.1	109.6	10.1	1.0
2006	12.6	1.2	108.6	9.5	1.1
B) ALL EXCHANGES (EXCLUDES SPECIAL EMPLOYMENT EXCHANGE)					
2002	47.9	2.4	422.1	5.0	0.6
2003	55.2	3.9	441.9	7.1	0.9
2004	41.6	2.4	452.9	5.8	0.5
2005	46.3	2.1	469.2	4.5	0.4
2006	46.2	2.3	488.8	5.0	0.5
C) ALL INDIA INFORMATION FOR PHYSICALLY HANDICAPPED (A + B)					
2002	59.5	3.4	532.7	5.7	0.6
2003	66.1	4.9	551.8	7.4	0.9
2004	52.4	3.4	565.9	6.5	0.6
2005	57.2	3.2	578.9	5.6	0.6
2006	58.8	3.4	597.4	5.8	0.6
D) VOCATIONAL REHABILITATION CENTRES					
	CLIENTS ADMITTED	CLIENTS REHABI- LITATED	CLIENTS UNDER EVALUATION AT THE END OF THE YEAR	% OF REHABI- TATED TO ADMITTED	
2002	28.8	9.1	0.2	31.6	
2003	30.4	9.3	0.3	30.6	
2004	29.1	10.4	0.2	35.7	
2005	26.4	10.9	0.1	41.3	
2006	32.8	11.2	0.3	34.1	
2007	31.5	10.6	0.1	33.7	

Above, Table 15 clearly shows the rise in the number of Handicapped people registered with the Employment Bureaus. The job seekers who has completed Vocational courses through ITIs & registered with the Employment Exchange, the numbers come to around 15,30,000 at the end of the year 2006. It has increased from 12,20,000 in 1997 to 14,20,000 in 2006. The number of full term Apprentices has also shown an increasing trend. Table 22 shown in the following para, speaks about the number of full term apprentice job seekers has increased from 1,10,000 in 1997 to 2,00,000 in 2006 and comparatively placement position of full term apprentices was better than ex-ITI.

TABLE 22

PERFORMANCE OF EMPLOYMENT EXCHANGES IN RESPECT OF EX-ITI AND FULL TERM
APPRENTICE JOB-SEEKERS-ALL INDIA 1997-2006

YEAR	REGISTRATION		PLACEMENTS		LIVE REGISTER		% OF PLACE- MENT TO LIVE REGISTER	% OF PLACE- MENT TO LIVE REGISTER
	Ex-ITI TRAINEE §	FULL TERM APPREN TICES	Ex-ITI TRAINEE §	FULL TERM APPREN TICES	Ex-ITI TRAINEES	FULL TERM APPRENTICES	OF Ex-ITI	OF FULL TERM APPRENTICES
1	2	3	4	5	6	7	8	9
1997			14177	2719	1218401	111329	1.2	2.4
1998	144720*	17334*	9422	2390	1341378	134328	0.7	1.9
1999	132101	18790	12425	2677	1409788	145612	0.9	1.8
2000	163939	12601	3030	1430	1380068	146689	0.4	1.0
2001	132236	20058	4630	1988	1382648	154013	0.3	1.3
2002	130221	22718	3267	1331	1423862	163348	0.4	0.9
2003	138438	20830	4912	645	1439744	167309	0.3	0.4
2004	141603	22324	4334	1407	1493569	171234	0.3	0.8
2005	129718	22463	6494	1333	1311439	191473	0.4	0.7
2006	146284	23022	10699	1320	1331227	201001	0.7	0.8

NOTE:-

5.0 Skill Training & Job Assessment Systems

Assessment is to what extent the evaluation is to be made. The Evaluation is to include value judgment based on assessment and process of making a decision and the same needs to be done at the following stages:

- Pre-training
- During training
- Post-training

The aspects generally measured and the below mentioned attributes are tested

- **KNOWLEDGE**

- * for equipment, tools & material
- * for limitation of use of tools & equipment
- * of methods & procedure

- **UNDERSTANDING**

- * of functioning of equipment & tool
- * criteria to be used in selecting tools for a given tasks
- * the process of measurement
- * of relation between theory, real phenomena and reading of drawing.

- **SKILLS**

- * Precision – Finishing to required measurement
- * Computing – Handling measurements & calculations
- * Manual – Handling tools & equipment with ease
- * Finishing – Neat finishing

- **ABILITIES**

- * to interpret and take corrective steps
- * to use correct work habits
- * to take measurements
- * to complete the job within stipulated time
- * to adopt safe practices

- **ATTITUDE**

- * towards the work
- * regarding appreciation for accurate & precise work
- * regarding appreciation for neatness

Further, the gradation of the assessment in skill training needs to examine the following elements with careful observations:

- The candidate should be objectively judged in his abilities
- The performance of a candidate is gauged by the scores or grade he obtained in the test

- Preparation for test should include a systematic review of the material to be tested and carefully directed
 - For performance test (Shop floor exercises), the following points are to be kept in mind while allotting numerical grades:
 - * Ability to read drawing
 - * Ability to interpret the related knowledge to practical jobs
 - * Selection, Care, proper use and up-keep of tools & equipments
 - * Selection, Care and economical use of materials
 - * Observing safety and work precautions
 - * Speed in doing the work
 - * Accuracy and precision to be maintained
 - * Quality of workmanship
 - * Amount of work done
 - * Number of attempts made
 - * General attitude towards the works
 - * Innovative approach and continuous improvement
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