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Role of Vocational Education and Training in Empowering Aatmanirbhar Bharat

A Study of Industrial Training Institute in Assam state of North East India

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Abstract

A Nation's real success depends on its skilled work force. The skilled workforce gives an added advantage for running the wheel of the manufacturing and service operations. In order to focus more on competitive priorities, organizations give more emphasis on skilled workforce and thus skill development. Skill development has been considered one of the critical aspects for job creation in India. Hence Government of India has been working on long term strategic plans for skill development of Indian youth from rural and urban areas for their employment and empowerment. Without the required opportunities the challenges of unemployment in the country will never get resolved. Post-independence there were establishment of Industrial Training Institutes (ITIs), thus ITIs are one of the pioneering steps towards ensuring a steady flow of skilled workers in different trades for the industry. At present there is around 14,886 affiliated ITIs which are active in India catering 143 number of technical and non-technical trades accrediting post- secondary unemployed youths to secure a decent job and also empowering them for self-reliant. In 2018, employability among Industrial Training Institutes graduates across India was about 29.46 percent, a drastic decrease from 42.22 percent in 2017.

In the North Eastern state of Assam the situation is grimmer. In Govt. ITIs of Assam student admission has been drastically reduced primarily effecting MSME sector of the state which is contributing significantly in the economic and social development of the state by generating large employment opportunities and fostering entrepreneurship. Due to shortage of skilled workforce in Assam, the local factories have to hire skilled manpower from other parts of the country. The current paper aims to identify the causes behind decreasing trend of admission in vocational courses in Govt. ITIs with special reference to Assam and suggests measures to address the issues in a broader perspective. The paper also highlights the bold reforms and initiatives by both Central and State Govt. to upgrade Govt. ITIs through PPPs to build Govt. ITIs as world class skill centres to meet the growing demand in the local and international market.

Keywords: Skill development, ITI, VE&T, Employment, PPPs, Aatma nirbhar Bharat.

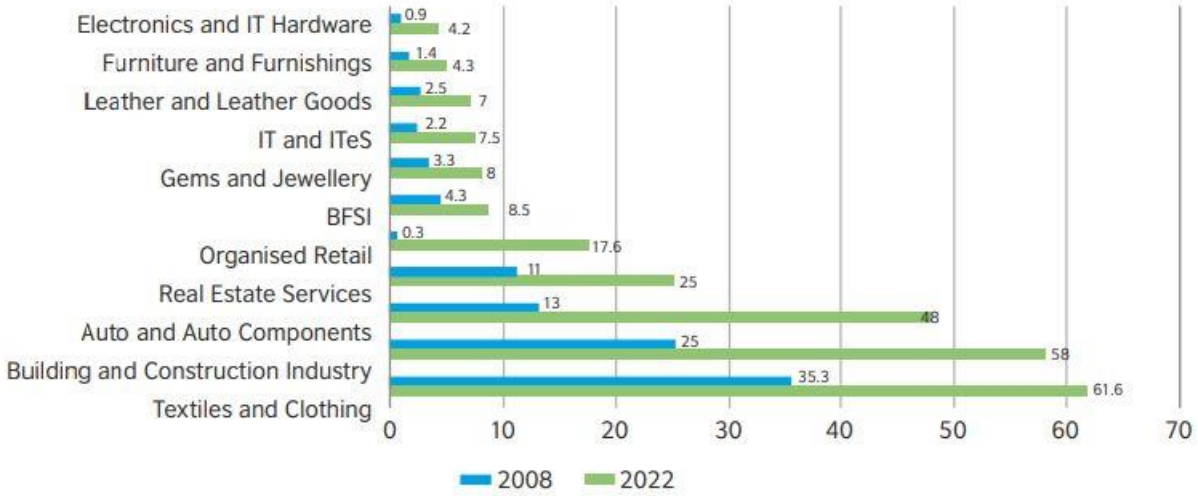
INTRODUCTION

With almost half of its population of 1.8 billion below the age of 24, led by India, Pakistan and Bangladesh, South Asia will have the largest youth labour force in the world until 2040. According to the data produced by the Global Business Coalition for Education (GBC-Education), the Education Commission, and UNICEF., South Asia lags behind several other regions in preparing the

next generation of young people with the skills they will need for 21st century work. If strong investments in skills development are made, the region is poised to maintain strong economic growth as well as an expansion of opportunities in the education and skills sectors in the coming decades. Over the past few years, Government of India has initiated several National level skill development programs to enhance institutional mechanisms for skill development and increase access to quality and market relevant training for the work force. Vocational training is a concurrent subject and thus it is imperative that centre and state governments work closely to ensure a paradigm shift in addressing the issues relevant to the gaps in skill development, so as to achieve the objective of self-reliant India. The task, no doubt is a humongous one. The Govt. has estimated an incremental requirement of 110 million additional skilled labour across 24 sectors with the highest demand coming in from sector such as textiles, organized retail, transport and logistics, beauty, health and wellness, tourism, food processing, engineered wood furniture etc.

According to Centre for Monitoring Indian Economy (CMIE), India has 53million unemployed people as of December 2021 and a huge proportion of them are women. Though India has 14,886 thousand Industrial Training Institutes (ITIs) till 2019 including 3,197 Govt. ITIs and 11,689 private ITIs , there is a rush among corporates to set up ITIs as part of their CSR effort. With the mushrooming of Private ITIs, there are quality and regulatory issues too. Therefore a grading scheme for ITIs has been introduced that can provide a benchmark comparison amongst various institutes and trades offered therein. Hence grading system will give the student and employers an indication of ITI performance and quality. Moreover The National Council of Vocational Education and Training (NCVET) are closely working on skills required for industry 4.0 and beyond. Efforts have been made for National Skills Qualification Framework (NSQF) level alignment of industry-recognized courses from top companies such as Oracle India, Microsoft Corporation, Tata Group, Cisco Systems and Original Equipment Manufacturer (OEM) courses to skill/ reskill/upskill the youth.

Figure 1.1: Illustrating human resource requirements across select sectors till 2022 (in million*)



Source: National Skill Development Corporation (NSDC) https://ficci.in/spdocument/20073/imacs.pdf [1]

[1] *1 million is equal to 10 lakhs

Table no. 1.1: Indicating Total available seats, Admitted students and seat utilization rate in vocational courses offered by ITIs in India.

Source: https://www.ncvtmis.gov.in/Pages/Dashboard/AdmittedTraineeDashboard.aspx

Year	Total available seats	Admitted students	Seats utilization rate (%)
2021	25,77,051	12,24,867	47.53
2020	24,99,935	12,18,172	48.53
2019	25,51,515	13,58,295	53.23
2018	22,79,247	14,45,315	63.41
2017	19,26,467	12,15,280	63.08
2016	19,08,256	11,98,586	62.81
2015	15,78,536	11,00,567	69.72

Table no. 1.2: Indicating Total available seats, Admitted students and seat utilization rate in Three years Diploma courses offered by Polytechnic institutes in India.

Year	Total available seats	Admitted students	Seats utilization rate (%)
2021	10,12,621	5,16,806	51.04
2020	10,68,581	5,43,417	50.85
2019	11,65,138	6,78,521	58.24
2018	12,02,733	6,93,862	57.69
2017	12,64,126	7,13,890	56.47
2016	12,94,027	7,45,420	57.60
2015	13,02,748	7,69,842	59.09

Source: https://facilities.aicte-india.org/dashboard/pages/dashboardaicte.php

Table no. 1.3: Indicating Total available seats, Admitted students and seat utilization rate in Undergraduate courses offered by engineering colleges in India.

Year	Total available seats	Admitted students	Seats utilization rate (%)
2021	13,26,474	8,72,047	65.74
2020	13,86,721	7,77,660	56.08
2019	14,73,745	8,26,527	56.08
2018	15,16,958	8,10,289	53.42
2017	15,79,320	8,28,314	52.45
2016	16,58,927	8,57,768	51.71
2015	17,36,220	9,23,825	53.21

Source: https://facilities.aicte-india.org/dashboard/pages/dashboardaicte.php

Fig no. 1.2: Representing seat utilization trend in ITIs, Polytechnics and Engineering Colleges of India.

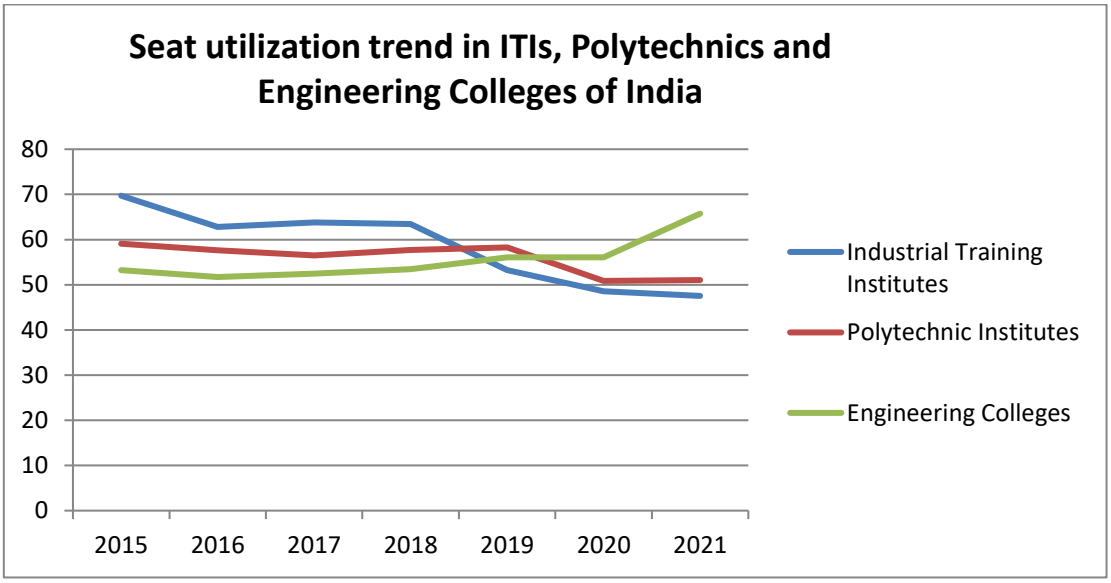


Table no. 1.4: Indicating increase in literacy rate in India.

Trend in Literacy rate of India (1951-2011)			
Year	Male (%)	Female (%)	Total (%)
2011	80.88	64.63	72.98
2001	75.26	54.16	64.83
1991	64.13	39.29	52.21
1981	56.38	29.76	43.57
1971	45.96	21.97	34.45
1961	40.40	15.35	28.31
1951	27.16	8.86	18.32

Source: Census of India, Office of Registrar General, India.
http://164.100.161.63/sites/default/files/reports_and_publication/statistical_publication/social_statistics/WM16Chapter3.pdf

Literature Review

(Khuntia, 2017) suggests that state governments in the region need to expedite the skill development activities in tandem with the national initiatives proactively involving social partners in the region towards providing employable skills to the youth. Regarding entrepreneurship and employment in North East India it is seen that the numbers of job seekers in various education streams change from year to year but the number total job seekers is increasing every year. This indicates that many educated people are in search of job. The government cannot afford job to all these job seekers. (Sorokhaibam, 2012).Current skill/training situation of youth in India is inadequate. Surplus and shortage coexists in the labour market indicating serious mismatch between supply and demand. There is an urgent need to relook at human resource development strategies in the country. Regional analysis suggests presence of both demand scarcity and excess supply of educated youth in the labour market (Majumder, 2013). Each year, for instance, almost half the total number of students completing at it is are then unable to find a proper job in the labour market (Tara et al, 2016). In a study of learning opportunities in fisher families

in the state of Orissa, Pilz and Wilms-höfer (2015) found that ITIs were poorly equipped and that potential students had to travel long distances to access them. They also found a shortage of courses geared to the needs of students and the local employment market.

The society's take on educational programmes must also be considered. Vocational education has a very low reputation. From many studies it has become clear that vocational training and trained laborers will be accepted in the future only if the social opinion regarding manual workers changes. In India general education and VE&T have been operating as separate pathways with very interaction between the two. This leads to hesitation amongst the youth in opting for VET as it is presumed that this avenue would preclude the concerned individual from being able to acquire higher degrees and qualifications (Chouksey and Dubey, 2016). In particular, this has to be reflected in their pay and career prospects (Pilz, 2016). Kazmi (2007) in his study pointed out that vocational training and skill development are the tools to improve the productivity of the labour force of any country. Findings from TeamLease Report (2016) titled "Professional education versus Vocational skilling: What pays better" stated that salary levels of electricians were on a par with accountants in 2013 and 2015. The study concludes that ITIs being a last resort in the past becomes today a career option. Recognizing the importance of youths in the economic development process and to take advantage of the country's young workforce, the Government of India has undertaken various skill development initiatives since it is a proven fact that the lack of requisite skills adversely affects employability, hinders the growth process and prevents workers from partaking in the fruits of economic growth (Devi,2020).

Objective of the study:

- To study the importance of VE&T in making India Aatmanirbhar.
- To elucidate present situation and issues of VE&T in Assam.
- To find out various policies and schemes of Govt. and regulatory bodies towards reforming VE&T in the country and particularly in Assam.

DATA SOURCES AND METHODOLOGY

Selection of method of research depends upon the nature of the study in hand. The present is based on secondary sources of data although in some cases primary data source is also explored. Secondary data are collected from published books, journals, Government reports to facilitate the study. While secondary data are used, inferences and explanations were made independently. Facts and figures were also gathered directly by the author through one on one interview with individuals, corporate employee, and Govt. officials.

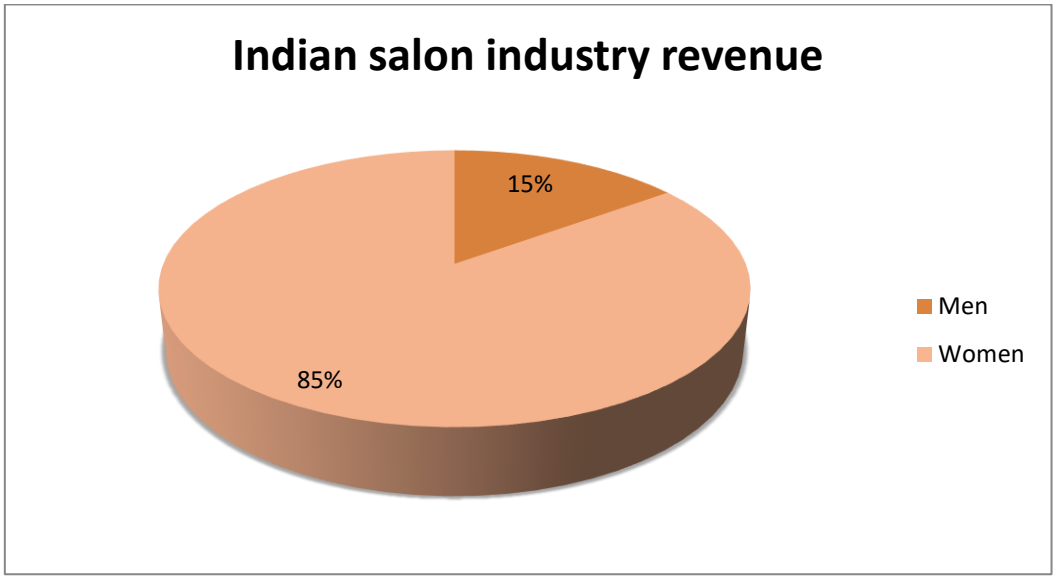
Vocational Education and Training is the backbone of Aatmanirbhar Bharat with special reference to Assam

In 1950, under the Craftsmen Training Scheme, Industrial Training Institutes (ITIs) were established, for imparting skills in various vocational trades to meet the skilled manpower requirements of the country. ITI offers a cost effective vocational training courses offering higher chances of employment. Demand for skilled manpower in the Country and State would be forthcoming from newly launched schemes of Government namely Make in India, Digital India, Smart Cities and Clean India Mission. ITIs are ready to take up the new task and would be playing important role for meeting the skilled manpower demand generated through these new schemes.

At present industrialization is at a very early stage in the North Eastern region. The tea, coal, petroleum, fertilizers, textiles and cement are the only large scale industries presently functioning in the region and tea industry employs a large labour force. However in a small and far-flung state like Assam, Micro small & medium enterprises (MSMEs) are playing an important role. In Assam ITI passed students are playing a vital role in local factories and service sectors. After conducting interview with an owner of a service centre of an MNC it is found that 55% of its technical staffs are passed out from ITI. However due to company policies the owner is unwilling to disclose any company or HR details. Furthermore while interviewing with The Sr. Principal of Govt. ITI, Srikona located in Cachar district, he explained about the various ongoing skill development programmes including short term courses taken by Govt. ITI Srikona which is beneficial for both the regular Trade Trainees as well as for local unemployed youths of the state. The institute has been conducting NIELIT- 'O' Level (IT) course for past many years for candidates of 10+2 pass or ITI Certificate (one year) after class 10 and many of them are working as Data Entry Operator, Network Technician. In addition to this the institute caters Tailor-made courses from time to time as per requirements of State Govt. departments including recently framed short term certificate course for candidates of Jal Jivan Mission under Public Health Engineering Department (PHED), Assam. However overcoming various challenges Govt. ITI, Srikona has been able to provide job placements to its Sixty Six regular trade trainees during the academic session (2021-22). Some of the major recruiting companies are KADE Global Infrastructure Pvt. Ltd., Harsih Honda, Jain Udyog (Authorised Maruti dealer), NE Equipment Solutions Pvt Ltd, Johnson Power Limited, Reliance Jio Infocomm Ltd and Yazaki India Pvt ltd.

Besides this there is huge demand of trained workforce from ITI in various food processing units in the state which counts about 1,294 units. Since these small factories are unable to pay high salary to a graduate engineer so they hire ITI/diploma student in their organizations. Hence Govt. should support these labor intensive MSME industries to drive more job creation (Ernst & Young 2017).In this era of digitization computer based process control is now universally regarded as essential tool (Nalawade, 2013). Automatic control tools on-line and off-line automation-computer vision system, computer integrated manufacturing, Automatic packaging machines, flexible manufacturing system etc. help to improve final product quality, increase process efficiency and reduce waste of raw materials. Hence there is huge scope of ITI trained workforce in this booming sector in Assam. ITI also has unmatched contribution in earning livelihood of local youths of Assam involving trained mechanics working in automobile or electronics service sectors , garages, wellness and beauty industry including salons and bridal make up studio. The salon industry in India was estimated to be around US$3.8b3 i.e. over Three Thousand crore (INR) in 2017—18, growing at a CAGR of 27%—30% in past two years. It is roughly 30% of the overall wellness and beauty market. There are six to seven millions salons in India, with women contributing to more than 85% to the total industry revenues, realising the vision of a women-led Aatmanirbhar Bharat. However, with men becoming more focused on their looks, the numbers of unisex salons are also growing strongly.

Fig: 1.3: Indian salon industry revenue



Source: Technavio; As of May 2018
https://ficci.in/spdocument/23105/Wellness-and-Beauty2019_Online.pdf

Recently Govt. of Assam signs MOA with big MNCs such as Tata Technologies for development of Govt. ITIs into Centre of Excellence. Moreover for job placements and quality hands-on practical training Directorate of Employment and Craftsmen Training, Assam executed an MoU with Naukri.com which is India's premier online classifieds company in recruitment while Assam Tourism Development Corporation signed an MoU with the ministry of skill development and entrepreneurship, Government of India, TATA Strive Skill Development Initiatives of Tata community Initiative Trust and the Indian Hotels Company.

An overview of Vocational Education and Training in Govt. ITIs of Assam

Table no. 1.5: Representing Total Govt. ITIs in Assam and its status

ITI Name	District	Seats	Trades	Final Grading	Instructor Count
Govt Industrial Training Institute for Women, Tinsukia	Tinsukia	184	6	1.7	7
Govt Industrial Training Institute for Women, Guwahati	Kamrup Metro	164	6	NA	9
Govt Industrial Training Institute, Jorhat	Jorhat	1,428	24	2.73	34
Govt Industrial Training Institute, Karimganj	Karimganj	44	2	2.2	1
Govt Industrial Training Institute, Kokrajhar	Kokrajhar	156	5	1.82	4
Govt Industrial Training Institute, Barpeta	Barpeta	348	11	1.81	7

Govt Industrial Training Institute, Bhergaon	Udalguri	80	2	1.69	4
Govt Industrial Training Institute, Bongaigaon	Bongaigaon	436	11	1.53	12
Govt Industrial Training Institute, Diphu	Karbi Anglong	256	8	1.44	NA
Govt Industrial Training Institute, Gargaon	Sivasagar	220	7	1.4	6
Govt Industrial Training Institute, Guwahati	Kamrup	652	19	1.27	NA
Govt Industrial Training Institute, Mazbat	Udalguri	72	3	1.17	2
Govt Industrial Training Institute, Nalbari	Nalbari	84	3	1.16	1
Govt Industrial Training Institute, South Salmara	Dhubri	40	2	1.06	1
Govt Industrial Training Institute, Srikona	Cachar	608	17	1.02	14
Govt Industrial Training Institute, Tezpur	Sonitpur	532	12	1.02	11
Govt Industrial Training Institute, Tinsukia	Tinsukia	672	15	1.02	19
Govt Industrial Training Institute,Dhemaji	Dhemaji	108	5	1.01	5
Govt Industrial Training Institute-Nagaon	Nagaon	912	16	1.01	14
Govt ITI, Golaghat	Golaghat	40	2	0.98	3
Govt. Industrial Training Institute, Haflong	Dima Hasao	172	8	0.97	NA
Govt. Industrial Training Institute, Majuli	Jorhat	116	5	0.83	3
Govt. ITI Dibrugarh	Dibrugarh	72	3	0.81	3
Govt. ITI for Woman North Lakhimpur	Lakhimpur	20	1	0.7	1
Govt. ITI for Woman Silchar	Cachar	144	4	0.68	2
Govt. ITI Hailakandi	Hailakandi	44	2	0.64	1
Govt. ITI Morigaon	Marigaon	180	5	0.6	5
Govt. ITI, Goalpara	Goalpara	88	4	0.59	NA
Tool Room & Training Centre	Kamrup	240	3	0.38	20

Source: https://ncvtmis.gov.in/Pages/ITI/Search.aspx?feedback

Findings from Fig no. 1.2 and its causes

i. Trade certificate from ITI is the lowest level technician course. It is for lower end posts. One may get a job but not a carrier. Hence Matric pass or Higher Secondary pass students don't want to pursue Vocational Education and Training (VE&T) courses due to its narrow job prospects.
ii. VE&T has been associated with the activities of lower social classes. As consequences, it attracted a level of stigma.
iii. Shortage of faculties and instructors in ITIs.
iv. Lacking of skill based courses aligned to the specific needs and requirements of the local market, leading to a supply-demand gap on various counts.
v. Most of the VE&T institutes are following outdated centralized syllabi that do not have much sync with the prevailing market conditions.
vi. Literacy in India is a key for social-economic progress. According to UNESCO Institute of statistics in 2018 the male literacy rate in India was 82% whereas female literacy rate was 66% with overall literacy rate is 74%. Research also suggests that literate people may have greater self-esteem and most Indian parents wanted their children to study engineering (23%) which were followed by business management and finance (22%), computer and information sciences (16%), medicine (14%) and law (2%).
vii. vii. Education loan facility in India was launched in India in 2001. Any student who secures admission in domestic/foreign educational institution can apply for loan. There is no income ceiling on students/parents for the eligibility for availing this loan scheme (Rani, 2016).
viii. viii. High standard of living persuade a youth to undergo degree from technical colleges ,NITs, IITs which can fulfill ones aspiration of getting highest paying jobs and lucrative carrier in abroad.
ix. ix) MNCs in product development, IT services, and startups from diverse sectors recruit technical graduates by offering campus placement. Moreover with Indian IT sector growing at almost twice the rate of economy engineering students from other disciplines is learning coding. Hence a technical graduate has a vast vertical of job sector to apply for and pursue carrier in different roles.

Challenges faced by Vocational Education and Training Institutes in Assam

i. Shortage of Regular Instructors in Government ITIs in Assam. In most of the ITIs Instructors are hired on contractual basis requiring renewal of their contracts year after year affecting the VET of the students and grading of ITI.
ii. Most of the equipment and machines for engineering trades are outdated and old.
iii. The grading of Govt. ITIs of Assam is far behind than that of states of Odisha and Maharashtra. ITIs were graded on an overall scale of 0 to 5 based on 43 pre-defined parameters. ITIs with grade 2.5 or more will be allowed to apply for addition of new trades. Hence Govt. ITIs in Assam are facing problem in opening new trades as there is need for proper infrastructure and equipment facilities for their approval.
iv. Need to design new courses based on local resources and kind of industries in Assam. As depicted in the Fig 1.1. Highest demand coming in from sector such as textiles, organized retail, transport and logistics, beauty, health and wellness, tourism, food processing, engineered wood furniture etc.

v. Lack of private sector engagement and industry leaders in committees of policy-makers responsible for framing VET in ITIs of Assam.

vi. Besides scheduled public sector banks in India, Regional Rural Banks should make loans easily available to students for pursuing VET courses. Since Assam Gramin Vikash Bank (AGBV) is the only regional rural bank of Assam therefore it should initiate providing education loan for undergoing VET under PRIORITY SECTOR LENDING.

vii. In context of job placement for ITI students Assam is far behind as compared to Tamil Nadu, Gujarat, Odisha and Rajasthan.

viii. There is a lack of an entrepreneurial mindset among the people of Assam. When an entrepreneur tries to open an enterprise in Assam, he faces a high cost to hire skilled laborers, due to an insufficient number of skilled laborers in the state.

ix. Lack of Instructor training program. In 2018 it was found that only about 15% of ITI craft instructors were trained under CITS (CRAFT INSTRUCTOR TRAINING SCHEME).

x. Very few ITIs of Assam affiliated for the flagship scheme of Pradhan Mantri Kaushal Vikas Yojana 3.0 (PMKVY 3.0). The scheme will encourage and promote skill development to address the industry needs, meet the market demands, impart skills in services and in new-age job roles that have become crucial in the post – pandemic era.

Table no. 1.6: Trades in Govt. ITIs of Assam

Engineering Trade	Non-Engineering Trade
1. Draughtsman (Civil)	1. Photographer
2. Surveyor	2. Stenographer Secretarial Asstt
3. Turner	3. Sewing Technology
4. Machinist	4. C.O.P.A (Computer operator and programming assistant)
5. Electrician	5. Surface Ornamentation Techniques
6. Wireman	6. Dress Making
7. Mech (Motor vehicle)	7. Mech (Motor vehicle)
8. Draughtsman (Mech)	8. Secretarial Practice
9. Electronics Mech.	9. Basic Cosmetology
10. Ref. & A.C. Mech.	10. Bodo Typewriting
11. Instrument Mech.	
12. Mech. Agri machinery	
13. Information Communication Technology & System Maintenance	
14. Welder	
15. Plumber	
16. Mech. Tractor	
17. Mech (Diesel)	
18. Pump Oper- Cum-Mech	
19. Plastic Proc. Operator	
20. Mechanic Auto Body Repair	
21. Mechanic Auto Body Painting	
22. Maintanence Mechanic Chemical Plant	

23. Plastic Processing Sector 24. Construction & Wood Working Sector 25. Information Technology 26. Fabrication	

Source: https://dect.assam.gov.in/frontimpotentdata/trades-in-itis-of-assam

Suggestions:

- ITI pass outs have been actively contributing in the nation building through their skills and workmanship. According to DGT data only about 15% of the instructors in ITIs are trained under Craft Instructor training Scheme (CITS).So to ensure quality education and training to the students, State govt. needs to mandate CITS as one of eligibility criteria for all new instructors requirement in ITIs.
- Grading of Govt. ITIs in Assam should be improved. As per DGT grading methodology ITIs with grade 2.5 or more will be allowed to apply for addition of new trades. Government ITIs with at least 2.0 grade will be eligible to receive financial support under STRIVE (World Bank Project). However Govt. ITIs in Odisha, Maharashtra and Gujarat have obtained higher grading in comparison to Govt. ITIs in Assam.
- State Govt. must frame policies and schemes to revamp MSME sector in Assam so as to transform Assam as an Aatmanirbhar state, the MSME sector has a very important role to play. The MSME sector has created a web of opportunities for the local unemployed semi-skilled and skilled youth. Assam has an estimated 6.62 lakh
  MSME units. Workforce of 4,06,451 are being employed in the MSME units in Assam which were registered on Udyam Portal of the Ministry during 2017-2021.
- Assam is plenty of various natural resources. State Govt. should frame new ITI trades keeping the necessity and demand of local industries including Agro Based Industries, Mineral Based Industries, Forest Based Industries, fertilizer industry and chemical industry.
- Govt. ITIs are equipped with age-old machineries and laboratories. Collaborating with Industry to improve labs in ITIs is must needed. For example a state-of-the-art Laboratory has been setup by Havells at ITI Naigaon, Singhbhum, Jharkhand. Similarly Maruti Suzuki improved the lab in ITI Pusa, Delhi. Likewise in Govt. ITI Guwahati Production Centre (Earning while learning) has been set up by Lakme. Hence in other Govt. ITIs of Assam such state-of-the-art Laboratory and Production Centre should be established.
- Seats for Lateral entry into second year in polytechnic colleges of Assam for ITI pass-outs should be increased from 10%.
- Introduction of Dual Training System (DTS) which is a model of training delivery, which combines training of students in two venues i.e. in ITI and in industry. No. of industrial visits of trainees are necessary to ensure that trainees are up to date in industry requirements and latest industrial technologies and also familiar with industry settings and work environment. Training on Japanese manufacturing practices should be imparted to trainees such as 5S, 3G, 3K, 3M,4M,Kaizen etc.
- Besides scheduled commercial banks, Regional Rural Banks should provide educational loans easily for undergoing Vocational education and training courses.

- Placements cell in ITIs and Directorate of Employment Craftsmen Training need to organize regular campus placement and job fair respectively for the benefit of the trainees. Moreover, the cell is also expected to be used for conducting additional placement allied activities such as career counseling sessions, imparting soft skills training to meet corporate recruitment process and gain success in each and every expect of life. Directorate of Employment Craftsmen Training, Assam should develop a centralized Placement Tracking Mechanism for transparent, effective planning and monitoring of placement related activities in all Govt. ITIs of the state. With a job placement offer in hand just after completion of VE&T, will not only benefit an ITI trainee carrier but their parents also feel much relief regarding the career of their children.
- Rapid implementation of PMKVY in all ITIs in Assam. At present only 10 Govt. ITIs in Assam are facilitating this flagship scheme of central govt. towards imparting industry-relevant skill training. PMKVY Training Centres (TC) is expected to benefit candidates of Indian nationality who are either school/college dropouts or unemployed. Upon successful completion of assessment, candidates are provided placement assistance by Training Providers.

Conclusion:

To succeed in the 21st century labor market, one needs a comprehensive skill set composed of Cognitive skills, Socio-emotional skills, Technical skills and Digital skill**s**. VE&T are the pillars of economic growth and community development of a country which can propel industrial advancement, economic diversification, innovation, technological evolution and overall development of the country. It is therefore imperative that ITIs impart the training in-sync with the demands of the industry so as to ensure systematic training in order to raise the quality and quantity of industrial production, reduce unemployment among educated youth by providing them employable training, cultivate and nurture a technical and industrial attitude in the minds of the younger generation. Hence imparting relevant and quality VE&T leads to employment and empowerment which can fulfill our aim to achieve Aatmanirbhar Bharat.

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