

PRESS RELEASE

Text of the D.O. Letter dated 6.6.2015 addressed by Selvi J Jayalalithaa, Hon'ble Chief Minister of Tamil Nadu to Shri Parkash Singh Badal, Hon'ble Chief Minister of Punjab and Chairman of the Sub-Group of Chief Ministers on Skill Development, NITI Aayog, on the occasion of the second meeting of the Sub-Group held on 7.6.2015 at Raipur, Chhattisgarh is reproduced below:-

"I thank you for your kind invitation to attend the second meeting of the Sub Group of Chief Ministers on Skill Development at Raipur, Chhattisgarh on 7.6.2015. Much as I would have liked to attend the meeting I am unable to do so due to pressing commitments in Chennai.

In the first meeting of the Sub Group held on 25.04.2015, Tamil Nadu's views had been presented in detail. Skill Development is a very important issue for the country as a whole and we in Tamil Nadu have been taking a number of initiatives in this crucial area. I have read the draft report that has been circulated and I am happy to note that many of the suggestions made by Tamil Nadu have found place in the draft report.

However, I wish to reiterate that there are some other important points that need to be included in the Sub Group's Report. These points have been indicated in the annexed Note. I would be grateful if you could appropriately include these points in the relevant portions of the Report."

Views of Hon'ble Chief Minister of Tamil Nadu on the
Draft Report of the Sub Group of Chief Ministers on Skill
Development

The draft report in Para 2.4.2 refers to addressing the issue of skill development in demographically advantaged States. Taking cognizance of the heterogeneity of demographic challenges and opportunities across different States, targeted interventions need to be devised by broadly classifying the States as net suppliers and net absorbers of labour. There are clear complementarities between the opportunities and requirements in both sets of States. The interventions at the national level need to cover the needs of both sets of States and not just focus on the so called demographically advantaged States. Solutions to some of the issues that demographically advantaged States face may lie in policy interventions in demographically more mature States and vice versa. It is a matter of national priority to address the productivity gaps of the demographically mature States like Tamil Nadu, lest their populations grow old without fully enjoying the fruits of growth and development. Hence, the Report needs to focus on this aspect as well. In this light, one of the recommendations should be to undertake a

comprehensive pan-India assessment of migration patterns, needs and aspirations, based on which requisite policy interventions for both providers and absorbers of migrant labour can be formulated.

In para 2.4.5 of the report, mention should be made of Tamil Nadu's scheme of providing free mixies, grinders and fans to all poor households which has to be seen in the context of enabling higher participation by women in the work force, by freeing them from domestic drudgery.

In Chapter IV of the Report, either in Section 5 "Improving Access and Outreach" or in Section 6 entitled "Focusing on Rural Youth, Women and Informal Sector" the success of the Tamil Nadu Women's Development Corporation which is primarily responsible for the Self Help Group movement and implements the Pudhu Vaazhvu Project, a Rural Livelihoods project with World Bank assistance, in mobilizing youth for skill development needs to be highlighted. The Pudhu Vazhvu project has served as the model for the National Rural Livelihood Mission. On this basis a specific recommendation needs to be made that the National Rural and Urban Livelihood Missions must have a skill component which should be used as

a key mechanism for mobilizing women and youth (in the families) for skill development.

Further, in the Report there is no mention of issues relating to persons with disabilities. This is a key omission. A recommendation stating “to ensure that persons with disabilities are effectively skilled, it is essential to identify skill training partners who have the requisite expertise and infrastructure to provide the specialized training” should be included in the report.

In Chapter IV in the section relating to “Strengthening State Skill Development Missions” some key issues require to be mentioned:-

- Role clarity is essential in terms of field level of implementation of skill development projects. It would be desirable for Central Government agencies including NSDC to confine themselves to national level standardization, accreditation and certification functions, provision of financing and policy and legislative frameworks. Actual training delivery should be routed through and monitored by State Government agencies which

are better placed to mobilize candidates for training.

- A crucial element of the Skill Development Strategy is the determination of sectoral priorities based on an independent assessment of the needs of each sector and the formulation of appropriate policies to enhance the qualitative and quantitative skill availability for the sector. This is clearly a task best done at the State level since the priority sectors would vary from State to State.
- Government of India and the Ministry of Skill Development should intensify the efforts towards universal adoption of National Skills Qualification Framework (NSQF) and clarify its linkage with National Vocational Education Qualification Framework (NVEQF).

Similarly in Chapter IV in the section on “Making Skill Aspirational as a Career Choice”, the following additional recommendations may be included: -

- An awareness campaign may be launched to draw repeated attention to the notion of dignity of labour

right from a young age, so that blue collar employment, which is bound to be more abundant, is given due respect and gains acceptability.

- Making vocational education more attractive through providing all facilities and benefits available to those pursuing academic courses to those in the vocational stream is essential. In Tamil Nadu I have pioneered a model which is worth recalling in this regard. Tuition fee has been waived and free training is offered to all trainees in Government ITIs and a monthly stipend of Rs.500 is paid to each student. Benefits which are available to students in Government schools have been extended to students in Government and Government aided ITIs including free bus passes for travel to the institutes, free bicycles, uniforms and shoes and laptops. The State Government also reimburses the training cost for poor students who get enrolled in private ITIs. Opportunities for learning academic subjects including language have been created in ITIs and upward mobility for ITI trainees on

completion of training to pursue polytechnic Diploma courses should be created.

In Chapter IV in the section relating to “Private Sector Participation”, the following recommendations may be included: -

- Greater information in a transparent format relating to Vocational Training Providers and Government Training agencies should be provided for parameters such as quality of trainers, quality of infrastructure, and rate of placement which would enable candidates to make informed choices.
- The Community Colleges movement in Tamil Nadu may be mentioned as a success story. Out of the 322 Community Colleges in India, 215 are in Tamil Nadu. Out of the 215, the Tamil Nadu Open University has established 204 Colleges. Vocational Diploma and Certificate courses in areas including Health, Computer, Engineering, Textile Design are delivery collaboration with industry partners. More than 62,000 students are enrolled in Community Colleges.

In Chapter IV in the section relating to “Broadening the Financial Resource Base for Skill Development”, the following point may be added: -

- Impact Funds which are specialized financial institutions of recent origin, raise funds from philanthropic sources and corporate social responsibility obligations and invest into companies, organizations, and projects with the intention to generate a measurable, beneficial social or environmental impact alongside a financial return. State Governments can explore the possibility of setting up Impact Funds under the aegis of their respective skill development corporations.

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