

EXECUTIVE SUMMARY

COMPREHENSIVE STUDY ON AVAILABLE SKILL, SKILL GAP AND SKILL DEVELOPMENT POTENTIALS IN MANIPUR

I. INTRODUCTION

Employability of the growing young population is an important factor in the economic development of a region. Skill development increases the employability of the workforce which in turn contributes to further economic growth of the region. This report has been prepared by North Eastern Development Finance Corporation Ltd. (NEDFi) on the overall skill development scenario in the state of Manipur. The focus of the study is to understand the characteristics of Skill Development System operational in Manipur, Traditional Skills of the state, Aspiration and Skill Development Needs of various categories of population of the state and the Global, National and Local Skill requirement trends. Based on the understanding of these aspects, the study recommends strategies to take skill development efforts in the state to the next level in the short to medium term.

Manipur is one of the smallest states in India with an area of 22,327 Sq. Km comprising a population of 28,55,794 (2011 census) and the population density of the state is 115 persons per sq. km. Manipur is bounded by Nagaland to the north, Assam to the west and Mizoram to the south. The state is home to several major tribes having distinct heritage and culture.

The overall approach of the study is a combination of extensive consultation with major stakeholders in the state, review of literature on skill development, secondary data collection from various sources and extensive primary survey. As a part of secondary research, reports and articles on skill development and related areas published by the government as well as The World Bank, Asian Development Bank, International Labour Organization etc. were also reviewed.

An important aspect of the study is the extensive primary data collection and its analysis related to aspirations and skill development needs of various categories of population in the state. In this connection, extensive primary survey was conducted in all 9 districts of Manipur at block level. As a part of primary interactions, a questionnaire survey was conducted among 4420 persons across seven strata viz. school students, graduate & post graduate students, vocational students, school drop-outs, vocational students trained under various skill initiatives, persons engaged in vocations and unemployed persons. In addition to this, in-depth consultation with various stakeholders, detailed interactions with major vocational institutions in the state including ITIs, Polytechnics, Senior Secondary Schools imparting Vocational Education, Vocational Training Providers and Government Departments responsible for skill development in the state and few industries were carried out. Focus Group Discussions with interest groups such as teacher/trainers of vocational institutes, parents of students, were also organized. Detailed interaction with senior government officials of the state were carried out for an insight on declared policy priorities and skilling initiatives of their respective departments.

II. EDUCATION AND EMPLOYMENT CHARACTERISTICS OF MANIPUR

If Education is the foundation then employment (both wage and self employment) is the ultimate desired outcome of skill development. So an attempt has been made here to understand the characteristics of educational system of Manipur in terms of Literacy Rate, Gross Enrolment Ratio (GER) at various Educational levels, School Drop-outs, Transition Rates etc. Similarly, understanding of the employment characteristics of Manipur is based on parameters like Labour Force Participation Rate (LFPR), Worker Population Ratio and Sector-wise distribution of workers of the state.

Literacy Rates: The literacy rate of Manipur is 76.9 %, which is higher than that of the national rate of 73%. It means that, out of the total population of 28,55,794 persons, 19,08,476 persons possess the ability to read and write. Literacy for males stands at 83.6% and literacy for females stands at 70.3%.

Educational Attainment: The educational attainment of the population of Manipur between the age group 5-29 years has fared better than the national average at Upper Primary, Secondary, Higher Secondary and Graduate levels. However, the educational attainment of the population at Below Primary, Primary, Diploma/Certificate and Post Graduate & above levels is lagging behind the national average.

Gross Enrolment Ratio (GER): The Gross Enrolment Ratio (GER) at various levels of school education in Manipur fares better than the national average.

Drop-out Rate: The drop-out rate in the state at Primary and Upper Primary level are quite high in comparison with the national figure. The drop-out rates in the Primary and Upper Primary levels are 9.66% and 4.20% respectively. However, the drop-out rates at Secondary level (14.38%) is lesser in comparison to national average.

Transition rate: The transition rate in Manipur from Secondary to Higher Secondary is better than the national average over the course of three financial years in between 2012-13 and 2014-15. However, the transition rate from Primary to Upper Primary and Elementary to Secondary levels is less than the national average over the years of three years in between 2012-13 and 2014-15.

Labour Force Participation Rate: The Labour Force Participation Rate of the state stands at 62% as compared to the national rate of 52.4%, which indicates that Manipur is far ahead of the national average.

Worker Population Ratio: The worker population ratio stands at 59.9% and is greater than the national average of 50.5%.

Sector-wise Employment: In F.Y 2015-16, the share of primary sector in employment in Manipur was 40.2% (2015-16). The share of employment in the primary sector in Manipur is lower than the national average of 47.3%. It is worth mentioning that in the rural area 48.2% labour force is engaged in the primary sector as against 23% labour force in the urban areas. Tertiary sector employs 36% of the workforce which is higher in comparison with the national average of 30.2%. The urban workforce engaged in the tertiary sector is 58.1% and the rural workforce is 25.9%. It is seen that in Manipur the

employment in secondary sector is higher (23.8%) as against national average which is 22.5% of the workforce engaged in the secondary sector.

III. CHARACTERISTICS OF SKILL DEVELOPMENT SYSTEM OF MANIPUR

The existing skill development system of Manipur almost mirrors the prevailing system in practice in other parts of the country. The understanding of Characteristics of Skill Development system of the state mainly depends upon the understanding of the Technical Vocational Education and Training (TVET) System, Traditional Skill Sectors, Initiatives of various Central and State Government and its implementation status along-with Financial Resources available with the key departments engaged in skill development which are discussed here.

a. Technical and Vocational Education and Training (TVET) System of Manipur

The TVET system of Manipur primarily depends on the vocational education and training provided by Industrial Training Institutes (ITIs), Polytechnics, Secondary Schools providing vocational education and Private Vocational Training Providers (VTPs). Characteristics of all these institutions are briefly discussed below:

Industrial Training Institutes (ITI): There are currently 11 Government Industrial Training Institutes (ITIs) imparting vocational training courses affiliated to the National Council for Vocational Training (NCVT) and State Council for Vocational Training (SCVT). The 11 Industrial Training Institutes (ITIs) are located in Bishnupur, Chandel, Imphal-East, Imphal-West, Tamenglong, Senapati, Thoubal, Churachanpur, Jiribam, Ukhrul and a Women ITI in Imphal West District. ITI Takyel, Imphal-West has the highest intake capacity of 288, ITI Phankung, Imphal-East has a capacity of 228, ITI Tamenglong has a capacity of 160, ITI Ukhrul has a capacity of 156, ITI Ningthoukhong, Bishnupur has an enrolment capacity of 133, ITI Komlathabi, Chandel and ITI Kakching, Thoubal has a capacity of 128 each, ITI Saikot, Churachandpur has a capacity of 92, Women ITI, Takyel, Imphal West has a capacity of 65, ITI Senapati has a capacity of 60 and ITI Jiribam has a capacity of 32. As per department data of F.Y 2015-2016, the total enrolment capacity of the eleven (11) government ITIs stands at 1470 and the total enrolment at 944 is 64.22 percent of the total enrolment capacity.

Most of the teachers/trainers were of the opinion that there is a need to set up ITIs at distant and far flung areas to accommodate a sizable section of the population from remote places considering the difficult terrains and challenging communication of the state. Most of the teachers expressed the importance of industrial linkage with ITIs so that the successful students could get immediate placement in the desired trades. It would also set an example and motivate others to opt for vocational courses.

During interactions at the ITIs, it was found that the trades like Motor mechanic, Electrician and COPA (Computer Operator and Programme Assistant) have high preference amongst students. The teachers cited issues such as inadequate manpower, limited raw materials for laboratory work, poor infrastructure, lack of industry, lack of modern teaching aids, lack of internet connectivity, poor hostel accommodation and unwillingness on the part of students to live outside the state. Majority of the teachers

were of the opinion that inadequate funds as well as delayed funds hamper the infrastructure development in respect to library, laboratory, hostel and other recreational facilities ultimately resulted in poor performance and inefficient students. Most of the students preferred to opt for Govt. jobs rather than private jobs which are very meagre due to the lack of industries in the state. The Directorate of Craftsmen Training under which ITIs in Manipur are functioning has tied up with private companies like Huyndai, JCB, Mahindra and DASO Machinery Ltd. for campus recruitment of ITI graduates. As a result of these initiatives, recently few ITI graduates got placement in MSPDCL (Manipur State Power Distribution Company Ltd) and Maruti Udyog plant in Gujarat. Most of the teachers and trainers were of the opinion that the awareness of skill development initiatives in the state is considerably low among the youth. Majority of the teachers/trainers were of the opinion that most of the formal institutions are located in urban areas as compared to rural areas discouraging a bulk of interested learners move away from the desired destination. Most of the teachers/trainers were of the opinion that there is a need to set up ITIs at distant and far flung areas to accommodate a larger section of the population from remote places considering the difficult terrains and challenging communication of the state. Most of the teachers expressed the importance of industrial linkage with ITIs so that the successful students could get immediate placement in the desired trades. It would also set an example and motivate others to opt for vocational courses.

Polytechnics: Currently, there is only one (1) Government Polytechnic in Manipur viz. Govt. Polytechnic, Takyelpat under the Department of Technical Education, Manipur. Since its inception in 1956, the institute has been running three years Diploma courses in Civil, Electrical and Mechanical Engineering. In the mid nineties, Electronics & Communication Engineering and Diploma in Pharmacy were introduced. The institution was also recognized by the All India Council of Technical Education (AICTE) and the Pharmacy Council of India (PCI).The Institute is administered by Department of Technical Education, Government of Manipur and is affiliated to the Manipur University.

Apart from this polytechnic, 8 new polytechnics have been proposed in the remaining eight districts of the state. These proposed polytechnics are at various stages of development. Work is in process for establishment of 8 new polytechnics in 8 districts of Manipur i.e. Imphal East, Ukhrul, Thoubal, Bishnupur, Chandel, Senapati, Tamenglong and Churachandpur with the financial assistance of Rs.12.3 crore each polytechnic. Out of this Rs. 12.3 crore allotted, Rs.8.00 crore is allotted for civil works while Rs.4.3 crore is allotted for purchasing equipment, machinery, furniture, transport etc. The recurring expenditure for day-to-day running of the polytechnics is to be borne by the state government.

During the interactions held at the polytechnic, the trainers were of the view that adequate infrastructure and instruments/equipment is available for delivering the best quality knowledge to their students. It was said that new updated module and syllabus of the courses in the institute are to be introduced from the month of June 2017. In order to provide practical exposure to students the institute at times arrange industrial tours where the students are taken to places such as Central Institute of Plastics Engineering &

Technology (CIPET) to demonstrate and participate in the operation of equipment. The trainers insisted on the importance of tie ups with industries for placement since the kind of tie up is absent in the Institute. However, occasionally some firms do organise campus interviews for job placement. The institute currently does not have any follow-up arrangements for the successful students. However, it's been said that in order

to upgrade its quality of education there are plans to create an Alumni Association to keep track and make follow up between the institute, students and the pass out students either unemployed or employed within the state or outside. It was said that trainings are provided to the trainers to update their knowledge and to maintain consistent performance, and ultimately help in giving better output as a whole. For this purpose the trainers are sent to National Institute of Technical Teachers' Training & Research (NITTTR), Kolkata for a period of one to three weeks.

Vocational Education in Government Secondary Schools: The scheme of Vocationalisation of Secondary Education in Manipur was subsumed in RMSA from the year 2013-14 with the approval of nine schools for nine districts. Later in the year 2014-15, 30 new schools were added and in 2016-17, 3 new schools were added. At present, there are 42 schools providing training in trades such as IT & ITES, Retailing, Security, Travel & Tourism, Healthcare, Telecommunication, Beauty & Wellness and Physical Education. Till date, a total of 3037 students have been trained under this scheme.

It was found during the survey that most of the students preferred to join the vocational courses because of their own interest in the trade (e.g. IT & ITES and Security), many others preferred to join the vocational courses as they assumed that it has high employability while few others preferred this on recommendation of their family. It was also found that most of the students wanted to migrate to other states for higher education and better jobs. Apart from this, most of the students were found to be quite satisfied with the infrastructure facilities and the attention they received from their teachers of these institutes. Majority of the students were interested in attending general skill development programmes which includes English speaking skills, communication skills and personality development etc.

During interactions at the schools, it came to light that majority of the trainer/teachers were of the opinion that the administrative and academic support of schools with vocational streams is not adequate which hampers the smooth functioning of the institute. The lack of provision for training restricted the teacher/trainers from much needed up gradation. The level of awareness for vocational training is considerably low among the students. There is a need to bring together young people, representatives of the public organisation, students' union, youth organizations and private & voluntary sectors, including potential employers, large, medium and small firms to raise awareness of the benefits of vocational courses. The teachers/trainers were of the opinion that tradition skills must be given due attention by involving it as a part of course curriculum and felt that the selection of vocational subjects should be based upon local needs and requirements.

As the Vocationalization of secondary education scheme is new to the state, nothing much can be said about the performance at this stage. However, if we consider the performance of the same scheme elsewhere, the result has not been encouraging. Similar study conducted by NEDFi in the state of Sikkim had revealed that most of the students enrolled in vocational subjects are interested in pursuing higher education after completion of senior secondary level. But the issue of vertical mobility of these students in higher education is slowly becoming an issue as there is limited number of seats in institutions of higher education for these courses for vocational students with related streams, against large number of students passing out from vocational streams of senior secondary schools. Moreover, few of the specialized institutions which are providing training at higher levels in these streams do not give any preferential treatment to the students who have completed their senior secondary level with vocational streams. They are treated at par with students of general senior secondary students.

It is suggested here that focus should be more on providing quality general elementary and secondary education in the schools so that smart, bright individuals with good cognitive skills can be nurtured. In fact these are the skills which an employer looks for the most in prospective candidates and schools are the best place to develop those skills. So, in schools instead of diverting students' attention towards narrow vocational skilling, focus should be more on improving the quality of general education and learning outcomes. In this connection, it is worth mentioning here that a study on "Skill Development in India - The vocational Education and Training System" done by The World Bank in 2007, in clear cut and unambiguous term suggests that focus should be more on providing quality general secondary level education and not necessarily training students with narrow vocational skills. This is not to say that the vocational skills are not important but what is important is the manner in which we provide the vocational skills to our youths.

For vocational streams the quality of training is very important and that can be ensured only by providing proper infrastructure in terms of quality workshops, laboratories, equipment and advanced teaching aids and tools and trained teachers/trainers. Since it is not possible to provide this kind of facility in each and every school, it makes sense that such kind of vocational trainings are done by specialized vocational training institutions which are created solely for that purpose.

Private Vocational Training Providers (VTPs): There are various organizations and institutes besides the ITIs and Polytechnics which play a pivotal role in providing training in various trades under schemes such as Skill Development Initiative Scheme (SDIS), Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Deen dayal Antyodaya Yojana-National Urban Livelihood Mission (DAY-NULM) etc. They are the Private Vocational Training Providers (VTPs) from both within and outside the state which are imparting various vocational courses under skill initiatives of the state government. They are the private institutions offering courses in various trades for skill development which either work on their own or outsource their activity to local partners in order to implement the skill development schemes.

As a part of the study, a few VTPs were visited and interacted in order to understand the issues related to delivery of skill development courses from their perspective. The

common issues which all these VTPs highlighted was the creation of awareness about importance of vocational education, need to promote entrepreneurs by hand-holding approach. The major difficulties which they highlighted are the implementation of the courses under NSQF and the issue of assessment and certification of the courses by third party assessors. JCRE Skill Solutions and Classic Hospitality Training Institute are few of the prominent locally based Private Vocational Training Providers (VTPs) in Manipur.

b. Traditional Skills of Manipur

Manipur comprises of several tribes having their own distinctive language and culture spread across the entire landscape. The tribe in the state lives in hilly area and practices traditional skills which have been handed down over generations. They have been blessed with the fine knowledge of utilization of their natural resources and creation of beautiful products with their own hands. The traditional skill of handloom weaving is not only a matter of status symbol for the women-folk in the State but also is an indispensable aspect of their socio-economic life. As per the Handloom Census 2009-10, Manipur is said to have 2.04 lakh handloom workers and 1.90 lakh looms. The State has 5.30 percent share in handloom India and 8.02 percent share in loom which is the highest concentration of weavers and highest concentration on all possession of looms in the country respectively. The State Government is taking efforts for overall development of handloom and handicrafts industries in the state. Manipur Handloom & Handicrafts Development Corporation and Manipur Development Society are the two agencies of the state government taking utmost efforts for production and marketing of handloom and handicraft products.

The Department of Textile, Commerce and Industries, Manipur is the key department which is conducting training programmes related to traditional handloom and handicraft in Manipur. The department focuses on training the local artisans, weavers, craftsmen etc under State as well as Centrally Sponsored schemes in various trades. Trainings are being imparted in *Tailoring & Cutting, Weaving, Carpentry, Cane & Bamboo, Carpet making, Doll & Toy making, Black smithy, Foundry, Wool Knitting, Embroidery* etc. The trainings are being imparted by different training centers in Manipur under the department. There seems to have been some critical issues like manpower requirement in terms of trainers, inadequate infrastructure facilities in training centres associated with the skill development.

Integrated Skill Development Scheme (ISDS) is an ongoing scheme under which 51 clusters were formed to train 300-500 farmers annually through master trainers. Besides Comprehensive Handloom Development Scheme (CHDS) which is a component of National Handloom Development Project (NHDP) formed through amalgamation of three schemes like Integrated Handloom Development Scheme (IHDS), Marketing and Export Promotion Scheme (MEPS) and Diversified Handloom Development scheme (DHDS).

The districts of Imphal East, Imphal West, Bishnupur and Thoubal have great potential in terms of handloom activities and around 3 lakhs people are engaged in it. The Government of Manipur initiated various schemes in order to promote skill development in textiles and handicraft through schemes like North East Region Textile Promotion

Scheme (NERTPS), Integrated Skill Development Scheme for Textiles & Apparel Sector, Weavers Credit Cards and Handloom Clusters etc.

The Apparel and Garment Making Centre at Lamboikhongnangkong in Imphal West district was inaugurated in November 2016. The Centre is fully funded by the Union Ministry of Textiles and is expected to generate direct employment for 1,200 people. It consists of one skilling block and two commercial blocks along with 300 machines. The whole initiative falls under the North East Region Textile Promotion Scheme (NERTPS) of the Ministry of Textiles for the development of various textile segments like silk, handloom, handicrafts and apparels & garments.

c. Initiatives of the Central Government & State Government for Skills Development in Manipur

At the Central Government level, currently, apart from the nodal Ministry in Skill Development & Entrepreneurship, there are as many as 20 ministries which are working in the area of skill development in

their respective domains. In the state of Manipur most of these ministries have a presence with their schemes and programmes under the state government departments. The same are briefly discussed below. As a part of the study, the NEDFi study team interacted with various departments under Government of Manipur to gain insight into the initiatives undertaken by the departments towards skill development and the findings are discussed below:

1. Department of Labour & Employment

The department of Labour & Employment is concerned with matters relating to Labour, Employment Service, matters relating to Craftsman Training, Manpower Planning & Development, co-ordination of various projects for educated unemployed. The Directorate of Craftsmen Training is under the department of Labour and conducts skill development programmes and also imparts training through Vocational Training Providers from both within and outside the state. The training programmes are conducted under Craftsmen Training Scheme (CTS) and Skill Development Initiative Scheme (SDIS). Apart from this, the directorate implements other schemes like Enhancing Skill Development infrastructure, (ESDI), Apprenticeship Training Scheme and Skill Development Training Programme to the registered workers and their spouses, sibling and children.

The CTS (Craftsmen Training Scheme) is being implemented through the 11 Industrial Training Institutes (ITIs) wherein 944 trainees were trained. Under the Skill Development Initiative Scheme (SDIS) implemented by the Department of Labour & Employment, up to the F.Y 2016-17, 7443 candidates have been trained through Vocational Training providers.

2. Department of Education

The Education Department is another key department imparting skill development courses through the polytechnics and schools in the state. The Directorate of Education(s)

and the Directorate of Technical Education in the state are implementing various vocational courses through its wide network of schools and polytechnic respectively. The scheme of Vocationalisation of Secondary Education in Manipur was subsumed in RMSA (Rashtriya Madhyamik Shiksha Abhiyan) from the year 2013-14 with the approval of nine schools for nine districts. The trades that were approved are IT&ITES, Retail and Security. In the year 2014-15, thirty (30) new vocational schools have been approved and the trades included were Beauty & Wellness, Travel & Tourism and Healthcare. Another 3 schools got approved in the year 2016-17. Till date, a total of 3037 students have been trained under this scheme.

The Directorate of Technical Education, Manipur offers courses through the Government Polytechnic located at Takyel, Imphal West in trades like Civil Engineering, Mechanical Engineering, Electrical Engineering, Electronics and Communication Engineering and Pharmacy. A total of 540 students have been trained in the institute upto F.Y 2015-16. An amount of Rs. 307 lakhs was allotted in the F.Y 2015-16 of which Rs. 199 lakhs was utilized by the directorate.

The Department of University and Higher Education has recently introduced vocational education in few colleges at degree level. Information was provided by 3 colleges' viz. D.M College of Arts, Kha Manipur College and Manipur College. The D.M College of Arts is currently offering a career oriented course in Computer Application (Data Management) sanctioned by UGC and has introduced Tourism & Hospitality course from the session 2017-18 under RUSA. The Kha Manipur College has state B.Voc programme of UGC in Tourism & Hospitality Management and Food Processing & Engineering, the assessment of which is done jointly by Manipur University and concerned Sector Skill Councils (SSCs). The college has introduced diploma in IT under Vocationalization scheme of RUSA from 2017-18 session. The Manipur College has also started a course on Food Preservation Technology from the session 2017-18 under Vocationalization scheme of RUSA. However, as these colleges presently do not have their own infrastructure to conduct these kinds of courses, they have partnered with private training providers to conduct these courses. The D.M College of Arts has tied up JCRE Solutions for conducting training in Tourism & Hospitality. Similarly, The Manipur College has tied up with Meira Foods LiklaThangiam Agro Industries and Para Fruits for providing training in Food Preservation Technology.

The department is also focusing on improvement of Infrastructure & Educational facilities in Government Polytechnics through NEQIP (North East Quality Improvement Programme). During the F.Y. 2014-15, the 1st instalment of fund under NEQIP amounting Rs.1.25 crore was utilized by the Department while in the year 2016, another sum of Rs.1.29 crore was released and has been utilised since then.

3. Department of Agriculture

The Agriculture department is conducting skill development trainings as a part of Extension services provided to farmers in the form of Farmers Field Schools, Agri-Clinics & Agri-Business Centers and training and demonstration through Krishi Vigyan Kendras (KVKs) and CSS-ATMA. There are nine Krishi Vigyan Kendras (KVKs)

in the state out of which one is under the Central Agricultural University (CAU) for Imphal East, 1 is under the Directorate of Agriculture, Govt. of Manipur, 2 are under NGO at Bishnupur and Senapati district and 5 KVKs are under Indian Council of Agricultural Research (ICAR). Presently, the department is undertaking National Food Security Mission (NFSM), Rashtriya Krishi Vikash Yojana (RKVY), Agriculture Technology & Management Agency (ATMA) and Prime Minister Krishi Sansay Yojana (PMKSY). Although, the directorate does not have any direct skill development programmes, but they are going to have one programme called 100 days 1000 employees for employment generation.

4. Department of Textile, Commerce and Industry

The Directorate of Textile, Commerce and Industry has conducted several trainings on handloom and handicrafts in 11 trades such as Tailoring & Cutting, Carpentry, Foundry, Weaving, Cane & Bamboo, Carpet Weaving, Dolls & Toy making, Printing (Block), Embroidery and Wool Knitting of which a total of 345 candidates have been trained in F.Y 2014-15 and 401 candidates in the F.Y 2015-16 respectively. In order to provide these trainings the department has created a three-tier structure consisting of departmental training centres conducting courses at Advance level, Elementary level and Short-term level. The Advance level consists of Cluster Level Training Centres (CTTC) and Arts Craft Training Centres (ACTC) conducting courses in Weaving, Tailoring & Cutting and Carpentry. At the Elementary level, trainings are conducted at training centres located at Ukhrul, Tadubi, Tamenlong, Moirang, Churachandpur, Chandel, Porompat, Thoubal and Jiribam. The trades in which the trainings are imparted are Tailoring & Cutting, Weaving, Carpentry, Cane & Bamboo, Carpet making, Dolls & Toy Making, Block Printing, Blacksmithy, Foundry etc. Further, the training centres at Ukhrul, Churachandpur and Porompat are conducting training programmes at the Short-term level in Wool Knitting and Embroidery.

The Directorate is committed to set up industrial states in each of the nine districts of Manipur with the financial assistance of the Ministry of Micro, Small & Medium enterprises and the North East Council (NEC). At present, Industrial estate of Imphal West District at Takyelpat is running in full swing and those at Bishnupur and Thoubal were recently inaugurated. Adequate land has been acquired for construction of Industrial Estate of Imphal East, Chandel, Ukhrul, Senapati, Churachandpur and Tamenglong. The Directorate is also implementing Prime Minister's Employment Generation Programme (PMEGP). A total of 9 livelihood Business Incubators were established in 9 districts of Manipur under the ASPIRE (A scheme for Promotion, Innovation Rural Industries and Entrepreneurship) scheme of Ministry of MSME. An amount of Rs 792.48 lakhs was released by the Ministry of MSME for the year 2016-17. The common equipment/machineries installed in the Livelihood Business Incubators are Lemon grass distillation units, Dehydration units for spices, Stevia drier, spawn production, wooden carpentry units, embroidery, noodle making, tissue culture laboratory, DTP, Pineapple processing and mushroom processing. The total number of persons trained under livelihood Business incubators is 5823.

The directorate also has a Food Park at Nilakuthi in Imphal East district of Manipur which was established under the scheme of Ministry of Food processing Industries, Govt. of India. The park covers an area of 31 acres encompassing common infrastructure like cold storage, ware houses, weigh Bridge, workshop, sewerage, drainage, water supply, power supply, internal roads, effluent treatment plant etc. Out of the 49 plots of 600 sqm each 38 plots have been allotted to 21 entrepreneurs for establishment of their food processing units.

The Integrated Skill Development Scheme (ISDS) is an ongoing scheme of Manipur under the Directorate of Handloom & Textiles, Manipur and has 7 handloom clusters in the state to train up to 50 weavers per cluster annually through master trainers under North Eastern Region Textile Promotion Scheme. Besides, Comprehensive Handloom Development Scheme (CHDS) which is a component of National Handloom development Project (NHDP) formed by amalgamating three other schemes like Integrated Handloom development Scheme (IHDS), Marketing and Export Promotion Scheme (MEPS) and Diversified Handloom development scheme (DHDS) is going on in the state for skill development as well as for infrastructure development. Approximately, 3 lakhs population are associated with this sector directly and indirectly as stated by the directorate.

5. Department of Sericulture

The Directorate of Sericulture has been undertaking various programmes under Central and State plan such as Manipur Sericulture Project (MSP), North East Region Textile Promotion Scheme (NERTPS), Catalytic Development Programme (CDP), and Research & Training under normal state plan, RashtriyaKrishiVikasYojana (RKVY) etc. Skill development trainings are conducted periodically with the help

of departmental trainers, experts from Central Silk Board (CSB) and other organization. The directorate has been imparting training on pre cocoon & post cocoon management, Muga&Eri Culture, Value Addition & Marketing, Agriculture Extension Management, Oak Tasar Silkworm Rearing Technology, Leadership Development, Silk Machineries Maintenance, Mulberry Sericulture, Muga Seed Rearers, Entrepreneurship Development, Computer Application, Computer Literacy, Silk Weaving, Silk Designing, Silk Dyeing etc. Under various Skill Development Initiatives schemes, a total of 463 candidates were trained in the F.Y 2014-15 for which a sum total of Rs.26.50 lakhs was utilized. In the F.Y 2015-16, a total of 822 candidates were trained up with a fund utilization of Rs.17.00 lakhs.

The department has been organizing regular training for science graduates to undergo post graduate diploma in Sericulture on Mulberry Sericulture and Non-Mulberry Sericulture. These training are conducted at the Research Institute of Central Silk Board for a duration of fifteen months focused towards both self as well as wage employment. After the completion of these trainings, placement is provided in the department itself or self-employment avenues are created for the successful trainees.

During the visit of NEDFi team, it was reported that there are 30 nos of Chawki rearing centres across the state. The directorate organizes Cocoon mela annually to purchase raw

cocoon directly from farmers to provide MSP (Minimum Support Price) to its farmer. Besides, the directorate has a well-organized reeling division to minimise post cocoon losses.

6. Manipur Society for Skill Development (MSSD)

The Manipur Society for Skill Development (MSSD) is functioning under the Department of Labour & Employment. The MSSD serves as a common platform for co-ordinating the implementation of skill development programs of various departments and implementation of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) in the state of Manipur. Recently, the Ministry of Skill Development & Entrepreneurship, GOI has sanctioned an amount of Rs. 24 crore to Manipur Government towards implementation of the state engagement component of PMKVY 2.0 for the F.Y 2017-18. The funds for the year 2017-20 and the corresponding physical targets have been approved by the Ministry (MSDE). During the period, 2016-20, a target of training and placement of 32,472 trainees has been fixed and the target has been distributed among F.Y 2017-18(16,286 trainees), 2018-19(8118 trainees) and 2019-20 (8118 trainees).

A sum of Rs. 688 lakhs was earmarked to the Society, in the F.Y 2013-14 for the establishment of the 5 ITIs and strengthening of the existing ITIs, which was utilized in the F.Y 2014-15.

7. Department of Social welfare

The department of Social Welfare is providing skill development training and services for the upliftment of disadvantaged segment of the population specially women, children, disabled persons and old aged. There is one Welfare Training Institute at Takyel, Imphal West under the Department which offers courses on Tailoring, Embroidery, Wool Knitting and Computer. The total enrolment of students in the F.Y. 2014-15 was 120 for which Rs.13,14,000 was earmarked and utilized. The total enrolment of students in the F.Y. 2015-16 was 420 for which Rs.23,9,000 was earmarked and utilized.

8. Department of Veterinary and Animal Husbandry Services

The Department of Animal Husbandry & Veterinary has undertaken various seminars/workshops for its officers and field staff under various schemes for implementing different activities in the field. The department has been imparting skills in Artificial Insemination (AI) under the Intensive Cattle development Programme (ICDP). The department conducted 'AI training' for 50 and 25 beneficiaries for the F.Y 2013-14 and F.Y 2014-15 respectively. A total of 40 and 41 Veterinary Field Assistants were trained for the F.Y 2014-15 and F.Y. 2015-16 respectively.

9. Manipur Urban Development Agency (MUDA)

Manipur Urban Development Agency (MUDA) has been undertaking various schemes under the Employment Through Skills Training and Placement (EST&P) program of National Urban Livelihood Mission (NULM) in the trades such as Chumthang Craft, Photography, Pre-Primary Teacher Training Course, Embroidery, Bedside Patient Assistant, Travel And Tourism, Dress Making, Desk Top Publishing (DTP), Data Entry

Operator, Web Designing, Billing Clerk, Medical Transcription, Office Automation & Internet, Fashion designing, School bags making, Block Printing & fabric making, Woollen shoe making and Potloi Making. The total enrolment of student stands at 497 in F.Y 2014-15 and 212 in F.Y 2015-16.

10. Department of Rural Development and Panchayati Raj

The Department is working towards skill development for the rural masses through 'Rajiv Gandhi Panchayat Sashaktikaran Abhiyan' (RGPSA) scheme. The total of 440 persons was trained under the component of Sustainable Development Goals (SDG) for Skill development in F.Y 2016-17 for which a total of Rs.43.40 lakhs has been earmarked and utilized subsequently.

11. Department for the Welfare of Minorities and Other Backward Classes (MOBC)

The department has undertaken various skill development programmes and in F.Y 2014-15, 832 candidates were trained in trades such as Bamboo Crafts, Water Hyacinth and Hospitality Operation for which a sum of Rs.69.84 lakhs has been utilized. In the F.Y 2015-16, 794 candidates were trained in Reed Making & Bamboo Craft, Shoe Making and Computer Desktop Publishing (DTP) and a total of Rs.85 lakhs has been utilized for this purpose.

12. Department of Fisheries

The department has undertaken skill development initiatives under the state and central plan which includes Training under National Fisheries Development Board (NFDB) and Rashtriya Krishi Vikas Yojana (RKVY), Method Demonstration and Result Demonstration programmes, Water logged programmes under Centrally Sponsored Scheme (CSS). The department is currently providing skills training on pre-stocking and post-stocking pond management, rearing of Brooders, operation of chinese hatchery, speed production technique through Happa system or Chinese hatchery, nursery pond management and growth out pond management, conditioning of fish and transportation of fish seed and release of fish seed technique. The department is also providing skill training through few training centers viz. Inland Fisheries training center at Lamphel, Multipurpose hall at Lamphel, Panchayat Bhavan hall, SIRD Mini training hall, District level fish seed farm at Pangei, Fishery office in Kuikhong etc. In the F.Y 2014-15, 542 candidates were trained under Rashtriya Krishi Vikas Yojana (RKVY), National Fisheries Development Board (NFDB) and CSS Water logged schemes. In the F.Y 2015-16, a total of 399 candidates were trained under these schemes. Presently, the directorate has one fish processing centre where training are being conducted for fish farmers on post-harvest and value addition practices

13. Department of Horticulture & Soil Conservation

The department of Horticulture & Soil Conservation provided 109 candidates skill development training under the Mission for Integrated Development of Horticulture (MIDH). 'Gardeners Training for 200 hrs' was organized by the department for the F.Y

2016-17 under which skill components in the area of Nursery, Landscaping, QPM were taught which has approval of Agriculture Skill Council of India (ASCI). The minimum educational requirement for attaining such courses is Class VIII and the trainings were organized in collaboration with Krishi Vigyan Kendras (KVKs) of Indian Council of Agricultural Research (ICAR). Under North East Council (NEC) development fund, the department initiated organic mission and formulated Manipur Organic Mission Agency. The department is providing infrastructure support in the form of food processing, preservation, packaging and cold storage units under horticultural mission.

14. Department of Information Technology

The Department of Information Technology, Manipur has taken up certain programs like 'Scheme for Financial Assistance to states for Skill Development in Electronic System Design and Manufacturing (ESDM)' and 'Skill Development in Electronic System Design and Manufacturing (ESDM)' for Digital India. However, no skilling initiatives have been taken up by the department during the time of data collection. The department is working in collaboration with National Institute of Electronics & Information Technology (NIELIT) for courses under ESDM, Common Service Centers (CSCs) for National Literacy Mission to provide digital literacy in the rural areas. The department has designed some training programmes for officers cadre working in different departments on National e-Governance Plan (NeGP), e-Governance residential training, Government Process Re-engineering, Training on Business Model & Public Private Partnership (BM & PPP), E-Governance Life Cycle (e-GLC), Executive Skill Enhancement Program, Champion Skill Enhancement Programme etc.

15. Department of Tourism

The two flagship schemes of the Ministry of Tourism, Government of India, viz. Hunar Se RozgarTak Initiative and Scheme of Capacity Building for Service Providers is not being implemented in the state of Manipur. The Tourism Department of Manipur has no such direct skill development initiatives for employability of its youth in tourism sector. The department is under structural reform and it will be looking into the matter of skill development in near future encompassing all the stakeholders of tourism. The present department will be renamed as Tourism Corporation of Manipur Ltd (TCML). Presently, the department is taking care of different festivals like Shirui Lily festival, Barak festival, Chilli festival *etc.*

d. Assessment of Effectiveness of Short-Term Placement Linked Skill Development Programmes

In order to assess the effectiveness of Short-Term Skill Development Training provided under the skilling initiative of the State, a primary survey was conducted among the trainees who had completed their course under Skill Development Initiative Scheme of the state. Apart from interacting with these trainees, interactions were also held with other stakeholders in order to understand the major challenges faced in the implementation of the scheme. A total of 200 successful trainees were contacted for this purpose. The average age of the respondents was 24 years of which 53% were females and 47% males. The database of trainees revealed that the trainings were provided in sectors such as ICT

(Information and Communication Technology) followed by Travel & Tourism, Fashion Designing, Toy Making and Bamboo Fabrication, Khadi, Textiles-Knitting and Sericulture.

During the survey, trainees of different sectors such as ICT, Travel & Tourism, Fashion Designing, Toy Making and Bamboo Fabrication were contacted. It was found that out of the total respondents, only 5% were employed, 15% were self-employed and remaining 80% were still looking for a job. The trades in which the trainees were primarily employed are, banking followed by teaching, media & entertainment, logistic, IT & ITES and power.

The average salary of the employed persons was around Rs. 8,000. They primarily engaged in assistant level jobs like IT staff, Data Entry Operator, Clerk, Teacher etc. In majority of the cases, the trainees got the jobs after a year (78%) and the source of knowledge about the job was provided by media, followed by family, friends and others. Most of the students reported that attending the training had brought positive impact in their technical skills, communication skills and personality development. None of these trainees were either employed or self-employed before attending the training programme and stated that the training helped in improving their technical skills. Of all the trained respondents, 73% of the respondents considered the training programme as sufficient, 25% as somewhat sufficient and 2% as not sufficient for them. When it came to practical knowledge, 58% respondents found it sufficient while 40% found it somewhat sufficient and 2% felt that it was not sufficient for gaining practical knowledge. It can be summarized that half of the respondents (54%) were very satisfied, 45% were satisfied and remaining 2% were neither satisfied nor dissatisfied.

e. Governance Model

In order to govern various skill development initiatives in the state, the government of Manipur has created Manipur Skill Development Mission, Manipur Society for Skill Development (MSSD) and Department of Labour and Employment.

The Manipur Skill Development Mission (MSDM): The Manipur Skill Development Mission was constituted in February, 2015 with Secretary, Labour and Employment as the Chairman and Secretary of Finance as the Vice-Chairman. The objective of the Mission is to lay down the broad policy objectives, strategies and governance models to promote skill development in the state. MSDM has selected 23 sectors/ job roles as per the skill gap reports administered by NSDC in Manipur in 2015-16. Manipur Skill Development Mission will be implemented by the Manipur Society for Skill Development (MSSD) which is set up under the Department of Labour & Employment, Government of Manipur. The PMKVY 2.0 will be implemented by the Manipur Skill Development Mission through the MSSD and the scheme is at its initial stage.

Manipur Society for Skill Development (MSSD): The Manipur Society for Skill Development (MSSD) was set up under the Department of Labour, Employment and Training, Government of Manipur. The MSSD serves as a common platform for co-ordinating the implementation of skill development programs of various departments.

Manipur Skill Development Mission will be implemented by the Manipur Society for Skill Development (MSSD). The Society is responsible for coordinating and collaborating with major line departments involved in skill development in the state. A separate cell for skill development is present under each department in their own area of expertise which co-ordinates with the MSSD. This Society is supported by a Project Management Agency. The PMKVY 2.0 will be implemented by the Manipur Skill Development Mission through the MSSD and the scheme is at its initial stage.

Department of Labour & Employment: The Department of Labour & Employment is concerned with matters relating to labour, employment service, matters relating to craftsman training, manpower planning and development, co-ordination of various projects for educated unemployed. The Directorate of Craftsmen Training is under the department of Labour & Employment and conducts skill development programme and also imparts training through Vocational Training Providers from both within and outside the state. The training programmes are conducted under Craftsmen Training Scheme (CTS) and Skill Development Initiative Scheme (SDIS). Apart from this, the directorate implements other schemes like Enhancing Skill Development infrastructure, (ESDI), Apprenticeship Training Scheme and Skill Development Training Programme to the registered workers and their spouses, sibling and children.

Apart from these key entities, there are other departments also conducting various skill development training either through their in-house experts or through private experts and institutes, under various Central and State Government schemes. The department of Rural Development is implementing the 'Rajiv Gandhi Panchayat Sashaktikaran Abhiyan' (RGPSA); the Department of *Agriculture* is implementing the *National Food Security Mission, Agri Clinics & Agri-Business Centres Scheme, Extension Reforms* and *Krishi Vigyan Kendras*; the department of *Horticulture, Fisheries, Animal Husbandry & Veterinary* also imparts various training programmes towards skill development in their respective sectors. The Department of Textile, Commerce and Industries implementing various schemes like Comprehensive Handloom Development Scheme (CHDS), North East Region Textile Promotion Scheme (NERTPS), Catalytic Development Programme (CDP) and Rashtriya Krishi Vikas Yojana (RKVY). Manipur Urban Development Agency is implementing 'Employment Through Skills Training and Placement (EST&P)' program under National Urban Livelihood Mission (NULM) and Department for the Welfare of Minorities and Other Backward Classes (MOBC) is also implementing few skill development programs for the underprivileged section of the society.

The governance related issues which needs to be addressed are effective planning of skill development schemes, strengthening & effective utilization of existing TVET institutions, strengthening of the regulatory and quality control body for skill development at the state level, labour market intelligence system (LMIS), adequate availability of skilled teachers/trainers for skill development trainings.

f. Quality Assurance System

A closer look at the Skill Development system of the state of Manipur reveals that at present at the state level there is no single quality control and quality assurance system in place, which takes care of the quality related issues of all the skill development schemes being implemented in the state. Though in case of few institutions such as polytechnics and ITIs, there exists some quality control mechanism by virtue of their affiliations to AICTE and NCVT respectively, the other entities are dependent on their understanding of the issues and resources at their disposal in providing quality vocational education and training.

Over the last few years, the central government has been working hard towards creation of a single quality assurance framework through steps such as development and implementation of National Skill Qualification Framework (NSQF), creation of Sector Skill Councils (SSC) which helps in creating National Occupational Standards (NOS) for different sectors bringing the much needed industry perspective into the skill training standards. These initiatives of central government aimed at developing a quality assurance framework is expected to help shifting emphasis to outcome based learning - both in the general and vocational space. The framework suggested here for a quality assurance system is based upon the Total Quality Management (TQM) Approach.

In order to achieve the TQM approach, there is a need to establish a comprehensive quality management system (QMS) which takes into account the issue of Quality Control and Quality Assurance as the most important part of the skill development efforts put in by the various stakeholders of the skill eco-system. The features of suggested quality management system are:

1. Preparation of a realistic skilling plan for the state removing redundancy in training and mobilization and taking into consideration the nature of the economy, availability of resources and skilling needs of each district taking into consideration the existing and upcoming sectors of each district in which people are engaged or willing to engage both in terms of wage employment and self-employment.
2. Monitoring and regulating the quality of general education provided at elementary and secondary levels in the state, as the cognitive skills which lay the foundation for employability, are mainly dependent upon the quality of education at these levels.
3. To see the relevance of courses offered by premier vocational institutions like ITIs and Polytechnics and to suggest any necessary alterations in the course curriculum, duration of courses etc. if required.
4. To check the quality of trainings provided in Government Higher Secondary Schools having vocational subjects. The areas in which the QMS should look into are the quality of available training infrastructure, quality of teachers and trainers and also the relevance of providing such training at school level.
5. Selection and empanelment of the Vocational Training Providers who have the requisite qualifications for providing high-end skill training in the areas or sectors in which the state needs to intensify its skilling efforts. The selection should be based

upon the proven capacity and ability of the VTPs in providing skill trainings within the state.

6. Clear guidelines to control the quality of trainings provided by vocational training institutions and periodic quality checks and certification of the training providers to take care of quality aspect of issues such as physical infrastructure, teaching/training aids, tools, implements etc. available with institutions providing vocational training in the state.
7. Concurrent Process Monitoring of the various skill development schemes to keep a close watch upon the quality of implementation on real time basis, so that the quality issues can be addressed as and when required.

IV. ASPIRATIONS AND SKILL DEVELOPMENT NEEDS

As a part of the study, in order to assess the Aspiration and Skill Development Needs of various categories of population in the state, a detailed primary survey was undertaken in all the 9 districts of the state at block level covering 4420 samples. These categories are: (i) School Students, (ii) Graduate & Post Graduate Students, (iii) Vocational Students, (iv) School Dropouts, (v) Persons Engaged in Vocations & (vi) Unemployed Persons. Focus Group Discussions were also held with Parents of Students and Teachers and Trainers of institutions like ITIs and Polytechnics on issues regarding awareness of career options among parents, views on TVET system, and other issues of teacher/trainer of TVET system. The primary survey was designed in such a way so as to get the results at 95% Confidence Interval and 5% Margin of Error.

School Students: In order to understand the aspirations and skill development needs of school students, 784 students (408 male and 376 female) studying at secondary and higher secondary level were contacted for questionnaire survey. Out of the total respondents, 90% wanted to work in government sector, 2% were looking for private jobs, 3% wanted to be entrepreneurs and 2% had no specific plans. This clearly highlights the fact that most of the respondents wanted to work in the government sector. 66% of the respondents expected salary between Rs.20,000-50,000; while 24% expected above Rs.50,000 per month. It was also seen that 2% respondents expected less than Rs.10,000 as salary and 4% expected Rs.10,001-Rs.20,000 per month. This shows that that the present generation are highly inspirational and expected very high salary. It was found that parents serve as a major influence in their children's career development as agreed by 66% of the respondents. A significant number of students wanted to study general higher education like B.A (27%), B.Sc (16%) and B.com (5%). The remaining chose MBBS, Vocational Education, B.Tech, BBA, LLB, B.Pharma etc. Only 14% of the total respondents wanted to pursue vocational education. The students who wanted to study in vocational streams mainly interested in Tourism & Hospitality (29%), Healthcare (16%), Beauty and Wellness (11%), Life sciences (6%), Media and Entertainment (4%), Agriculture (4%), Banking (4%), Aviation (3%), Electronics (3%), Food Processing (3%), Handloom & Handicrafts (2%), Sports (2%), Security (2%), Music (2%), IT-ITES (1%), Gems & jewellery (1%), Iron & Steel (1%), Designing (1%), Education & Training (1%),

Automotive (1%), Construction (1%), Art & Culture (1%), Capital Good (1%), Telecom (1%) etc. 53% of the respondent students showed interest in attending skills development programmes for their career development. The school students were mainly interested in trades such as Healthcare & Allied Services, Tourism & Hospitality, Banking Financial Services and Insurance, Sports, Beauty & Wellness.

Graduate & Post Graduate Students: To understand the aspiration and skill development needs of graduate and post graduate students, a separate questionnaire was designed. Interactions were held with 712 graduate and post graduate students (361 male and 351 female) at block level across Manipur. A large number of Graduate and Post Graduate students wanted to go for government jobs (93%), 1% preferred private sector jobs whereas 4% were interested in Entrepreneurship. Out of the total respondents, 69% were seen to be ready and willing to move out of Manipur for career development. Income expectations of majority of the respondents (43%) were between Rs. 10,000-30,000 per month. In terms of influencers in career decisions, parents were found to have the most dominant influence (66%). In case of graduates and post-graduate students, the interested trades are Tourism & Hospitality, Banking Financial services & Insurance, Life Sciences, Education & Training, Agriculture & Allied Activities, Healthcare & Allied Services. It was found that many students (38%) had awareness about the Vocational Skills Programmes being provided by the government and 78% of the respondents were interested in attending Skills Development Programmes for their career development. The primary survey with regard to graduate and post-graduate students gives us a clear idea that majority of them wanted to attend skill development.

Vocational Students: Interactions were held with a separate questionnaire with 530 students (276 male and 254 female) studying in Institutions like Polytechnics, ITIs and Private Vocational Training Providers. Majority of vocational student respondents joined the training due to Interest in the trade (76%) and 14% in order to improve chances of employment. Migration tendency was noticed among the respondents as 49% were ready to move out of Manipur for career growth. The salary expected by majority of respondents was mostly between Rs. 10,000 -20,000 per month. The Vocational Students were mainly interested in trades like IT & ITES, Handloom & Handicrafts, Sports, Automobile and Electronics. It was observed that 85% respondent students wanted to attend general skill development programme which includes Computer Knowledge, English speaking, Interview skills, Communication and Personality development etc and the residual 15% respondent students had no such aspiration.

School Dropouts: To understand the aspiration and skill development needs of school drop-outs, a separate questionnaire was designed and interactions were held with 720 school drop outs (375 male and 345 female) in Manipur at block level. Majority of the school drop-out respondents were found to have dropped out at middle level (51%) followed by secondary level (31%) and primary level (18%). The survey revealed that majority of the respondents cited financial issues (47%) as the main reason of dropping out, followed by family issues (39%), health issues (7%), issues related to school (4%) etc. Majority of the school dropouts were found unemployed (76%) and unable to earn a living and only a few were seen to be self-employed (17%) and earning their livelihood. The employed/self-employed school dropouts were found engaged in vocations such as

Cutting, Tailoring & Weaving, Carpentry, Handlooms & Handicrafts, Cooking, Furniture Making, Beauty and Wellness, Sports, Driving, Agriculture & Allied Activities, Automotive, Construction, Painting, Electronics, IT & ITES etc. It was seen that 13% of the respondents did not possess any vocational skills and the remaining 87% responded affirmatively and agreed to possess some kind of skill in Cutting, Tailoring & Weaving, Carpentry, Handlooms & Handicrafts, Cooking, Furniture Making, Beauty and Wellness, Sports, Driving, Agriculture & Allied Activities, Automotive, Construction, Painting, Electronics, IT & ITES etc. Out of the school drop-outs who were found to possess skills, most of them possessed skills in weaving, followed by carpentry and handicrafts. Majority of these school-drop outs were found to be interested in getting trained in Handloom & Handicrafts, Electronics, Tourism & Hospitality etc.

Person Engaged in Vocations (PEVs): During our survey, 658 persons engaged in vocations (350 male and 308 female) were contacted at block level in the state. It was found that 77% of the Persons Engaged in Vocations respondents were self-employed, 13% were regular workers whereas residual 10% were contractual workers. It was observed during the survey that 76% respondents were not ready to move out of Manipur for better livelihood, while 24% were ready to migrate. With regard to the satisfaction levels, 12% were very satisfied, 34% were moderately satisfied, 5% dissatisfied and 49% were satisfied. Further, they were asked about the major difficulties encountered in pursuing occupation and lack of money appeared to be a major problem (71%), followed by lack of raw materials (10%), lack of technical skills (8%), lack of marketing options (6%) and lack of soft skills (3%) etc. It may be mentioned that 82% of the respondents wanted to join further skill development and the remaining majority 18% were not interested. The trades in which PEV category displayed interest for skill development are Handloom & Handicrafts, Beauty & Wellness, Automobile, Electrician, Construction, Carpentry. On being asked about the expected monthly stipend if they joined a full time vocational course, taking a break from their present work, 41% respondents wanted to earn between Rs. 20,000-Rs. 30,000, 34% between Rs. 10000-Rs.20,000, 13% lesser than Rs.5000 and 7% respondents within Rs. 5001-Rs.10000. The remaining 5% wanted to earn above Rs.30,000.

Unemployed Persons: Interactions were held with 816 unemployed persons (420 males and 396 females), selected randomly from the population. The respondents were taken from the unemployed persons of working age group. It was observed that 74% of respondents tried to get a job (Govt. job-69% and Private job-5%) but could not manage to obtain a proper job. It was observed that 26% respondents had never tried for a job. However, 67% respondents had tried to become self-employed, but they highlighted some difficulties in becoming self-employed which are lack of money (64%), lack of skills (24%), lack of guidance (10%) etc. The trades of interest are Handloom & Handicrafts, Tourism & Hospitality, Banking, Financial Services and Insurance, Agriculture, Beauty & wellness, Electronics, Healthcare & Allied Services.

Focus Group Discussions with Parents: Many of parents were found unaware of skill development training schemes and vocational educations and its importance. Most of the parents preferred Science and Technical stream for their children rather than Humanities or commerce. The parents inclined more towards formal education and a large number of

parents seemed positive towards technical education and appreciated the importance attached to it. The parents expressed their interest in sending the children outside the state for further education assuming the benefits to develop professionally and competently. Traditional Skills like handloom and handicrafts are integral part of many parents' life style and many of them earn their livelihood through their traditional skills. There is a difference of opinion regarding the children practicing the traditional skills handed down in their family, where few parents wanted their children to practice them and a few others do not wish their children to practice it. This is dependent upon the area in which they live, the demand towards the traditional skills and the interest of the children towards those skills. Parents were of the opinion that the state should make efforts to efficiently educate parents regarding the value of vocational education and its affiliation with occupation.

Focus Group Discussion with Teachers/ Trainers of Industrial Training Institutes (ITIs): During such discussions, it was found during discussions that trades like Motor mechanic, Electrician and COPA (Computer Operator and Programme Assistant) have high preference amongst students. The teachers cited issues such as inadequate manpower, limited raw materials for laboratory work, poor infrastructure, lack of industry, lack of modern teaching aids, lack of internet connectivity, poor hostel accommodation and unwillingness on the part of students to go outside the state. Majority of the teachers were of the opinion that inadequate fund as well as delayed funds hamper the infrastructure development in respect to library, laboratory, hostel and other recreational facilities ultimately resulted in poor performance and inefficiency in students. Most of the students preferred to go for Govt. jobs instead of private jobs which are very meagre due to the lack of industries in the state. The Directorate of Craftsmen Training under which ITIs in Manipur are functioning has tied up with private companies like Hyundai, JCB, Mahindra and DASO Machinery Ltd. for campus recruitment of ITI graduates. As a result of these initiatives, recently a few ITI graduates got placement in MSPDCL (Manipur State Power Distribution Company Ltd) and Maruti Udyog plant in Gujarat. Most of the teachers and trainers were of the opinion that the awareness of skill development initiatives in the state is considerably low among the youth. Majority of the teachers/ trainers were of the opinion that most of the formal institutions are located in urban areas as compared to rural areas discouraging a bulk of interested learners who move away from the desired destination. Most of the teachers/trainers were of the opinion that there is a need to set up ITIs at distant and far flung areas to accommodate larger section of the population from remote places considering the difficult terrains and improper communication of the state. Most of the teachers expressed the importance of industrial linkage with ITIs so that the successful students could get immediate placement in the desired trades. It would also set an example and motivate others to opt for vocational courses.

Focus Group Discussion with Teachers/ Trainers of Polytechnics: The trainers were of the opinion that adequate infrastructure and instruments/equipment is available for delivering the best quality knowledge to their students. It was said that new updated module and syllabus of the courses in the institute are to be introduced from the month of June 2017. In order to provide practical exposure to students the institute at times arranges industrial tours where the students are taken to places such as Central Institute of

Plastics Engineering & Technology (CIPET) to demonstrate and participate in the operation of equipment. The trainers insisted on the importance of tie ups with industries for placement since the kind of tie up is absent in the Institute. However, occasionally some firms do organise campus interview for job placement. The institute currently does not have any follow-up arrangements for the successful students. However, it has been said that in order to upgrade its quality of education there are plans to create an Alumni Association to

keep track and follow up between the institute, students and the successful students either unemployed or employed within the state or outside. It was said that trainings are provided to the trainers to update their knowledge and to maintain consistent performance, and ultimately help in giving better output as a whole. For this purpose the trainers are sent to National Institute of Technical Teachers' Training & Research (NITTTR), Kolkata for a minimum of one week and maximum of three weeks.

V. SKILL REQUIREMENT TRENDS

The analysis on skill requirement trends focuses on the demand side requirements in terms of abilities and proficiencies required across different jobs and work settings in general. The approach here is to assess the skill requirements in the promising sectors and also take into account the national and global skill requirement trends so that the working population is not only ready for opportunities within the state but in case of limited or lack of opportunities in their chosen fields, they are suitably equipped to take up opportunities available anywhere in the world. In today's globalised world, skilling efforts should take into consideration the trends in skill requirement globally. This is more so when our country is not only aiming to become a global hub for supply of skilled manpower but also planning to become a world class manufacturing hub with the newly launched "Make in India" initiative. This requires deeper understanding of the skill requirements outside the state both nationally and globally, the changing pattern in the world of work and current hiring trends across major industry sectors.

a. Global Skill Requirement Trends

A study done by McKinsey Global Institute in June 2012, has predicted that globally there will be a potential shortage of 38 million to 40 million high-skills workers, a potential shortage of nearly 45 million medium-skill workers and a potential surplus of 90 million to 95 million low-skills workers by the year 2020. As a result of technological advancement and globalization that have happened around the world in the past three decades, a situation is emerging where there will be few high- skills workers available and insufficient number of jobs for medium- and low-skill workers. Advanced economies are at the forefront of the technological advancement in Knowledge-Intensive Manufacturing and Information Communication Technology (ICT). Advancement in these two areas has brought sweeping changes in the employment pattern not only around the advanced economies but in developing economies too.

The ILO Report on Changing Pattern in the World of Work says that adoption by advanced economies of knowledge-intensive manufacturing which is mainly based on

labour saving technologies have resulted in improved productivity on one hand and decline in manufacturing employment on the other. The upshot of this is increased demand for high-skill workers, reduced demand for medium-skill workers and virtually no demand for low skill workers in manufacturing sector in advanced economies. The Report also says that automation of manufacturing has led to a stabilization of the share of industrial employment in the global scenario, although the absolute numbers employed in these sectors continue to rise. China and its East and South-East Asian neighbours have become a new hub for manufacturing jobs, while employment in industry in most industrial countries is in steady decline. An additional feature of change in manufacturing is that it is increasingly necessary for producers wherever they are located to keep close to the technological frontiers of their industry. For developing countries, this suggests that manufacturing is unlikely to absorb much of their increased labour supply as unskilled, strongly labour-intensive, technological options become less viable on global markets. This shows that there will more demand for high skill workers and less demand for medium and low skilled workers in manufacturing sectors in developing economies too in future.

The ILO Report further added that there is an increased demand in occupations across varied sectors of services. In industrial countries, some of the fastest growth is in business services of a managerial, technical or professional character. Also expanding are social services such as health and education, as well as hotels and catering, retail and transport. The direct effect of advancement in ICT on employment are, on one hand, creation of new jobs in producing and delivering new products and services and, on the other hand, loss of jobs in redundant technologies or in firms that fail to keep pace with innovations in ICTs. Exports of services using high-speed internet connections have given rise to sectors such as Business Process Outsourcing (BPO) and Knowledge Process Outsourcing (KPO) in developing countries like India. The services sector is growing fast in not only advanced economies but in developing economies like India and China leading to growth in employment.

It is very important to have an understanding of jobs having global demand so that the youths can train themselves with employable skill and institutions skill providing training can align their courses with the global demand. Prominent among global industries which are facing acute manpower shortages currently are Construction, Oil & Gas and Petrochemical Refineries, Energy, Engineering, Hospitality, Manufacturing, Information & Communication Technology (ITC) and Mining.

b. Effect of Innovation on New Evolving Skill Sets

An ILO Report on Changing Pattern in the World of Work says that the process of innovation and diffusion of new information and communication technologies (ICTs) that took off in the 1990s constitutes a radical transformation of the means of production, distribution and exchange. It has already profoundly affected international trade and investment, the movement of capital and labour, and many work processes and products. It has also accelerated the shift towards services and their outsourcing internationally. In turn, these factors have fed back into the further development of ICTs in a continuing circle of incremental innovations built on the breakthrough of the miniaturization of

electronic circuits. The report further says that the rapid spread, ongoing development and pervasiveness of this flow of innovation is driving a massive reconfiguration of world production and distribution, as well as the management systems of enterprises and public agencies with major consequences for employment patterns.

These developments along with the growing importance of sustainable development and shift to a low carbon economy are bringing significant and rapid changes in labour markets and skill needs. These innovations have necessitated familiarization of young workers with new kind of skills so that they stay relevant in the rapidly changing economy. The new skill sets which have become critical for performance in today's innovation led economies can be broadly classified as STEM (Science, Technology, Engineering and Mathematics) skills, Learning & Innovation skills, Life & Career skills, Information Media & Technology skills and Green skills.

STEM skills involve skilling in science, technology, engineering and mathematics. Learning and Innovation skills involve creativity and innovation skill, critical thinking and problem thinking skill, communication and collaboration skills. Life and Career skill consist of skill such as flexibility, adaptability, initiative and self-direction, social and cross cultural skills, productivity and accountability, leadership and responsibility etc. Information, Media and Technology skills involve information literacy, media literacy and ICT (Information Communication Technology) literacy etc. Green skills are increasingly gaining importance as the economy of the world is slowly but surely moving in the direction of low carbon economy. Green economy has got its own set of unique skill requirements. Green skills are the specific skills required to adapt products, services or operations to meet adjustments, requirements or regulations designed to stand further climate change or adapt to the impact it is already having.

A recent report published by The Institute for the Future (IFTF) has taken a deeper look at the skills which is available at present, mapped them against the various trends that are impacting the work place and identified certain skills that we will be needed for moving forward. The key skills and capabilities which are going to be in great demand in the next few years are Sense making, Social Intelligence, Novel & Adaptive Thinking, Cross-Cultural Competencies, Computational Thinking, New Media Literacy, Trends disciplinarily, Design Mindset, Cognitive Load Management and Virtual Collaboration.

c. National Skill Requirement Trends

The McKinsey Global Institute Study referred earlier has forecasted a GDP growth rate of 7.4% per year up to 2030 (Compared with 6.6% from 1990 to 2010), and annual productivity growth of 5.9%, up from 5.0% in the past two decades. This implies that, India will move workers out of agriculture at a fast rate and will create 160 million new jobs in manufacturing and services. Services are projected to contribute 73% of the incremental value in the Indian Economy and 79% of the net new non-farm jobs in the next decade. Retail and wholesale trade and knowledge-intensive service sectors such as finance, real estate, health and social services are projected to generate 28 million jobs in the next decade, up from 20 million in the past decade. India is also likely to add 15 million jobs in manufacturing in the next decade which is nearly double the 8 million

created in the past decade. This figure may further increase with Government of India's newly launched "Make in India" campaign. With this level of service sector and manufacturing job growth, the low skill jobs is likely to decline from 74% of employment in 2010 to 62% by 2020.

In the recent publication of India Skill Report 2017, it is mentioned that the growth of overall hiring intent has been decreasing every year in general. It is seen that Telecom and allied and Core Sector are the leading sectors with an increase of over 10% in the hiring numbers in the coming year. It is followed by sectors like BFSI, BPO, KPO & ITES, Engineering and Automotive, Hospitality, Internet Businesses and Software, Hardware & IT, who's hiring numbers are expected to increase by 5-10%. Other sectors like FMCG, Manufacturing, Pharma & Healthcare and Others & Diversified are the sectors whose hiring numbers are expected to increase by 0-5%.

Domain wise hiring mix of individual industry sectors in India Skill Report 2017 shows that in sectors such as BFSI, BPO, KPO & ITES, Hospitality, there seems to be a clear focus on hiring candidates from general degree courses who can be trained to meet the business needs. Candidates from ITI have been hired mostly for Engineering and automobiles, Telecom & Allied. Diploma background candidates are going to have more hiring opportunities in Engineering & Automotive, Hospitality and Pharmaceuticals & Healthcare. In case of Engineers, the percentage in overall hiring will be more for sectors such as Telecom & Allied, Core Sector (Oil & Gas, Power, Steel, Minerals etc.), Software & IT, Other Manufacturing (not including FMCG, CD, Automotive & Engineering) and Engineering & Automotive. Candidates of management background are hired almost across all the sectors. Contrary to that the percentage of Vocational Graduates in overall hiring across all the sectors have been found low except hospitality and BFSI(Banking, Financial Services & Insurance).

With regards to the skills preference of employers when looking for prospective employees, the India Skills Report study gave much useful insight. Apart from the domain expertise, this year, employers were given options like Numerical & Logical ability, Communication, Cultural fitment, Integrity & Values, Result Orientation, Adaptability, Interpersonal skill and Learning agility. On being asked to rate the most important skills they preferred, the top 4 skills chosen by the larger segment of employers (almost 60%) were domain expertise, communication skills, integrity & values and learning agility. It is worth mentioning that preferences differ for some industry sectors. For instance, majority of employers from BPO/KPO/IPES sectors chose communication, Core sector, Engineering & Auto, Pharma & Healthcare and Telecom employers chose domain expertise. For the rest of the sectors, Integrity& values along with Domain expertise or Learning agility have been chosen as the most important trait.

d. Skill Requirement Needs of Manipur

In order to give impetus to the local economy of a region, it is important to understand the skill development needs of the region. Also, to create opportunities for local wage and

self-employment, it's necessary to understand the Potential Sectors Capable of Developing Enterprise and Employment Generation and the Skill Development Requirements. During the primary survey of this study, an effort was made to understand the Potential Sectors Capable of Developing Enterprise and Employment Generation and the Skill Development Requirements for each district of the state. The findings are given in the following table:

Districts	Potential sectors capable of developing Enterprise and Employment generation	Skill development requirements
Chandel	<ol style="list-style-type: none"> 1. Agriculture 2. Horticulture 3. Handloom & Handicrafts 4. Animal Husbandry 5. Food processing 6. Fishery 7. Construction 	<ol style="list-style-type: none"> 1. The district has good potential for timber and firewood. Skill development is required in timber based industry. 2. Skill development is required in Weaving. 3. Skill development is required in Commercial cultivation of Cash crops like Banana, Sugarcane and Maize. 4. Skill upgradation is required in jaggery preparation. 5. Post-harvest management practices like Processing, preservation and value addition of Spices like Ginger, Turmeric Garlic and Chillies is required 6. Skills need to be developed in inland fisheries. 7. Skills related to commercialization of traditional rice beer and value addition of bamboo shoot product is required 8. Skill upgradation for scientific rearing of pigs and poultry is required 9. Skill upgradation is required for Iron and Steel industry.
Ukhrul	<ol style="list-style-type: none"> 1. Agriculture 2. Horticulture 	<ol style="list-style-type: none"> 1. As cultivation of cash crops like Maize, Squash, Cabbage, Pineapple, Chillies and

Districts	Potential sectors capable of developing Enterprise and Employment generation	Skill development requirements
	<ul style="list-style-type: none"> 3. Animal Husbandry 4. Food processing 5. Tourism & Hospitality 6. Construction 7. Handloom and Handicrafts 8. Forest based Industry 	<p>Plum is abundant in the district, so skill related to post harvest management of these crops is required to minimise the losses</p> <ul style="list-style-type: none"> 2. The district is famous for naturally grown <i>Shiruilly</i> flower and skills upgradation is required for cultivation and packaging of this flower. 3. <i>The Shirui festival</i> which is very famous in the district brings lot of potential for tourism and hospitality sector. The presence of naturally occurring caves at Khongkhai and beautiful valley also added lot of potential in this sector. Skill development is required for development of Tour guide, Travel agent, Hotel management and Hospitality. 4. The district is also famous for pottery and weaving which requires lot of skills in designing and customization of products. 5. Skill upgradation is required in pinewood timber based industry as the valley is famous for pine wood. 6. Scientific rearing of poultry and poultry feed production is required. 7. Scientific cultivation and post-harvest management of kiwi and passion fruits is required. 8. Skills need to be developed in Cooking & Culinary, Carpentry, Stone masonry, Beauty & Wellness, Automobile Repairing

Districts	Potential sectors capable of developing Enterprise and Employment generation	Skill development requirements
Senapati	<ol style="list-style-type: none"> 1. Agriculture 2. Horticulture 3. Animal Husbandry 4. Handloom & Handicrafts 5. Construction 6. Food processing 7. Tourism & Hospitality 	<ol style="list-style-type: none"> 1. Skill upgradation for scientific cultivation and management of rice, maize, potato, cabbage and bean is required as these crops are predominantly grown in the district. 2. Tourism holds good potential due to the scenic beauty of the valley which needs skill upgradation in the area of tour operator, tourist guide, hotel management and hospitality. 3. Floriculture being a potential area in the district holds good scope for scientific cultivation, packaging and marketing of flowers. 4. There is a need of Skills upgradation in weaving, carpentry and masonry for value added products. 5. Skill upgradation is required for Iron and Steel industry. 6. Skills regarding scientific cultivation and post- harvest management of Kiwi and passion fruits are required.
Churachandpur	<ol style="list-style-type: none"> 1. Sericulture 2. Agriculture 3. Horticulture 4. Animal Husbandry 5. Handloom & Handicrafts 6. Apiculture 7. Fishery 8. Tourism & 	<ol style="list-style-type: none"> 1. Skills related to Scientific rearing of Bees, its value added product and marketing is required 2. Skill development in scientific management of mulberry silkworms is required. 3. Skill upgradation is required in scientific fish rearing and its value added products. 4. Value addition in handloom and handicrafts

Districts	Potential sectors capable of developing Enterprise and Employment generation	Skill development requirements
	<p>Hospitality</p> <p>9. Food processing</p>	<p>products requires skills in designing and customization</p> <p>5. Post-harvest management of horticultural crops like pineapple, ginger, king chilli orange, lemon, tomato, litchi and guava needs lot of skills in preservation, packaging, transportation, storage and marketing</p> <p>6. Skill upgradation is required in scientific management of Mushroom and its value added products</p> <p>7. Skills are required for scientific management of dairy, piggery and goat rearing</p> <p>8. Skill development is required in tourism and hospitality in the area of Tour guide, Travel agent, Hotel management and Hospitality.</p>
Tamenglong	<p>1. Horticulture</p> <p>2. Animal Husbandry</p> <p>3. Tourism & Hospitality</p> <p>4. Manufacturing</p> <p>5. Handloom & Handicrafts</p> <p>6. Food Processing</p> <p>7. Forest based Industry</p>	<p>1. Skill upgradation is required in carpentry, tailoring and cutting.</p> <p>2. Skills are required for scientific cultivation of lemon grass and its distillation process.</p> <p>3. The district being famous for fruit crops like cherry, plum, gooseberry, sweet orange, lemon, papaya, pineapple, passion fruits, walnut, banana and cucumber needs skills for commercialization and value addition through preservation and packaging.</p> <p>4. Skill development is required in Cooking & Culinary, Carpentry, Stone masonry, Beauty & Wellness, Automobile Repairing</p> <p>5. Skills related to tourism and hospitality is required for the sectors like Tour guide,</p>

Districts	Potential sectors capable of developing Enterprise and Employment generation	Skill development requirements
		<p>Travel agent, Hotel management and Hospitality</p> <p>6. The traditional basket making, bamboo and cane hat making, traditional dresses and attire need skills for value addition through designer intervention and customization.</p>
Thoubal	<ol style="list-style-type: none"> 1. Agriculture 2. Animal husbandry 3. Handloom & Handicrafts 4. Sericulture 5. Tourism & Hospitality 6. Food processing 	<ol style="list-style-type: none"> 1. Skill upgradation is required for scientific management of rice, maize, potato, cabbage and beans. 2. Skill upgradation is required for scientific rearing of Poultry, Piggery, Goat farming and Dairy. 3. Skilling towards rearing of silk worm is required. 4. The district being famous for Weaving & Embroidery needs skilling in new design intervention and marketing. 5. Skill upgradation is required for Bamboo and Cane based industry, Carpentry, Masonry and Fabrication. 6. Skill is needed for preservation and value addition of fruits and vegetables. 7. Skills related to tourism and hospitality is required mainly in trades like Tour guide, Travel agent, Hotel management and Hospitality.
Bishnupur	<ol style="list-style-type: none"> 1. Agriculture 2. Fishery 3. Animal husbandry 4. Handloom & 	<ol style="list-style-type: none"> 1. Skill upgradation is required for scientific management of rice, maize, fruits and vegetables 2. The district has adequate natural water

Districts	Potential sectors capable of developing Enterprise and Employment generation	Skill development requirements
	<p>Handicrafts</p> <p>5. Construction</p> <p>6. Sericulture</p> <p>7. Tourism & Hospitality</p> <p>8. Food processing</p>	<p>bodies including <i>Loktok</i> Lake which demand skills related to hatchery, fish feed formulation, aquaculture and post-harvest management like value addition, storage, dry fish making and conventional fish box making.</p> <p>3. The potentiality of tourism and hospitality sector in the district is enormous as the district is famous for scenic largest water bodies and state animal which requires lot of skill development in the area of Tour guide, Travel agent, Hotel management and Hospitality.</p> <p>4. Skill is required for scientific rearing of poultry, dairy and pigs.</p>
Imphal East & Imphal West	<p>1. Agriculture</p> <p>2. Horticulture</p> <p>3. Veterinary and Animal Husbandry</p> <p>4. Handloom & Handicrafts</p> <p>5. Food processing</p> <p>6. Forest based industry</p> <p>7. Tourism and Hospitality</p> <p>8. Construction</p>	<p>1. Skill upgradation and value addition is required in Handloom and Handicrafts sector through designing and customization of products.</p> <p>2. Skilling is needed for scientific traditional rice beer making and its commercialization.</p> <p>3. Skills are needed in Cooking & Culinary, Carpentry, Beauty & Wellness, Automobile Repairing and Furniture Making.</p> <p>4. Tourism has huge potential in the district and skill development is required for Tour guide, Travel agent, Hotel management and Hospitality</p> <p>5. Skilling is required for scientific rearing of</p>

Districts	Potential sectors capable of developing Enterprise and Employment generation	Skill development requirements
		<p>pigs and poultry.</p> <p>6. Skills is required for poultry feed making and preservation of fermented fish products as the district is famous for dry fish</p> <p>7. Skill upgradation is required for scientific management of flowers and packaging</p> <p>8. Skill development is required for scientific management of rice, maize, potato and seasonal vegetables</p>

e. Sectors of Economy in which the state of Manipur needs to intensify its Skilling Effort

In order to identify the sectors of economy in which Manipur should intensify its skilling effort, it is important to understand the major economic activities in which people of Manipur are engaged presently as well as the key areas of economic activities identified by the state as a matter of policy priority, along with the aspiration of youth in terms of preferred area in which they desire to be skilled.

Table.5.1 Skill Development Requirements of Identified Sectors for Manipur

Sl. No.	Economy/Industry Sectors	Skill Development Requirements
1	Agriculture & Allied Sectors such as Horticulture, Animal Husbandry, Fisheries, Floriculture & Sericulture	<p>Agriculture sector: Agriculture plays a vital role as it is the main backbone of the State economy. The agriculture is mainly dependent on monsoon and around 28.49% of area under cultivation is irrigated by Canals. Moreover with a range of natural conditions and varied soil and topography, the state produces sizeable quantity of Paddy, Wheat, Maize, Pulses, Oilseeds such as Mustard, groundnut, Soyabeans, Sunflower, Ginger, Turmeric and Fruits like Pineapple, Lime/Lemon, Banana, Orange, Papaya, Plum and vegetables like, Cauliflower, Cabbage, Tomato, Pea, Squash, Carrot, Pumpkin, etc. The existing area under fruits and vegetable crop is about 1.08% of the total geographical area and with such suitable agro-climatic conditions, the state still has potential areas on the foot hills, mild hill slopes and along the river banks. The State Government</p>

Sl. No.	Economy/Industry Sectors	Skill Development Requirements
		<p>has given special impetus to farming for pineapple, passion fruit, mushroom, etc. on a massive scale. Many agri-horticultural crops of the State, if processed, has potential for export. On this count, various preparations of pineapple, passion fruit, bamboo shoot, mushroom and ginger have attracted wide markets outside the state. Processing for extracts of spices, medicinal and herbal plants are another area of focus for agro-based industry. Agriculture needs various intervention like introduction of high yielding varieties, skills for optimal utilization of land/field, knowledge on crop rotation, multiple cropping, relay cropping, up-gradation of existing skills for organic cultivation, production and use of bio-fertilizer and bio-pesticide.</p> <p>Horticulture sector: Skill sets are required for scientific cultivation and management through preservation, processing and value added products in case of banana, cabbage, orange, Cauliflower, pineapple, lemon, papaya etc. Skills for scientific cultivation and preservation of passion fruit are of a major concern which is declining yet it has higher demand in the market. Skills for growing and harvesting of commercial flower, seed production, nursery management, pest and disease control, post-harvest management such as quality grading, cut flower, packaging, dried flower making are important for creating employable opportunities. Besides, various skills on different propagation techniques like grafting, air layering, budding and cutting are need to be developed for raising rootstock nursery.</p> <p>Animal Husbandry: The main categories of livestock reared in Manipur are cattle, buffalo, sheep, goat, dog, pig, etc. Rearing of pigs and poultry are found to be very important sources of income generating activities. New Skill sets are required in ancillary activities like Artificial Insemination; Poultry feed production, Fodder management, Breeding and Seed production, Dairy product development and Vaccination. Value addition of different processed animal products and their marketing and transportation need different set of skills and infrastructure development.</p> <p>Fisheries: The state being the hub of larger natural aquatic resources holds huge employable potential in this sector. The presence of famous <i>loktak</i> lake in the state brings lot of opportunities through its diverse aquatic resources. Skill Development is required in hatchery management and quality seed production, nursery pond management, disease control and commercial fish production. New set of skills is also required for aqua ecotourism and spot fishing in natural water bodies.</p>

Sl. No.	Economy/Industry Sectors	Skill Development Requirements
		<p>Ancillary skilling areas in respect to fish feed production, drying of fishes, packaging, value added fish products and its marketing are required to develop entrepreneurship development.</p> <p>Floriculture: The state is home to a number of rare species of flowering plants including varieties of lily, orchids, carnations and rose. There is immense scope for developing the sector and to supply flowers in national and international markets. Shirui Lily flower is a unique and rare species of terrestrial lily grown naturally, and only found at ShiruiKashong peak in Ukhrul district of Manipur state. This seasonal flower is famous because it cannot be transplanted elsewhere in the world despite numerous attempts made by researchers and scientists. Skills related to different vegetative propagation techniques like grafting, layering, cutting, budding and pruning have higher demand to generate offspring of parental stock. It is essential that there should be green house management for cut flower production, post harvest management of cut flower and production of cut flower, management with special reference to Calla Lily, Alstromeria and Dendrobium.</p> <p>Sericulture: Sericulture plays a vital role in the state as it has four varieties of silk: mulberry, eri, muga and oak-tussar. It is an important labour-intensive and agro-based industry generating employment opportunities for the rural people with low investment cost. Sericulture has a long tradition and has been practised by the farmers from time immemorial. This has mostly been done on a small scale in the past, catering mostly to the home and local areas because of the absence of marketing links. Both these enterprises can be scaled up with appropriate design and technical inputs, so that they provide a marketable surplus that can form a basis for rural non-farm employment and income for women. There is a large demand for silk from the Indian market, and exporters import large quantities of silk to fashion into finished garments for export.</p>
2	Food Sector Processing	<p>The agro-climatic condition of this State makes it suitable for growing almost all kinds of agricultural and horticultural crops. Manipur produces sizeable quantity of paddy, wheat, maize, pulses, oilseeds (like mustard, groundnut, soya beans and sunflower), fruits (like pineapple, lime, lemon, banana and orange), and vegetables (like cauliflower, cabbage, tomato and peas). In view of the importance of the industry, the State Government has established a 'Food Processing Training Centre' and 'Food Processing Training Hall' at Imphal. A food Park is</p>

Sl. No.	Economy/Industry Sectors	Skill Development Requirements
		<p>also being set up in the same place. Dairy and Meat production sector of the state can play an important role in employment generation. Different skills are required for dairy products preservation and marketing and may develop as an entrepreneurial activity. Different skills are required for different dairy product development and meat processing to develop it as entrepreneurial activity. Marketing, Transportation, Storage, Distribution and Packaging skills are required for employment generation in food processing sector.</p>
3	<p>Forest based Industries</p>	<p>Cane and Bamboo which are available in plenty in the hilly region of the state, provide scope for development of industries related to resin, lac, medicinal plants, fruits etc. in the state. In view of the growing importance of aromatic and medicinal plants, skill upgradation is required for scientific cultivation of these crops and management of its products. In view of this there exists immense scope of skill development in the area of value addition to the minor forest produce available in the state such as Bamboo and Cane, Tans and Dyes, Oil, Gums and Resins, Aromatic & Medicinal Plants/Herbs, Fibres and Flosses by devising skill development courses in the areas of Procurement, Production, Processing, Testing & Quality Control of various non-timber based forest produce available in the state.</p>

Sl. No.	Economy/Industry Sectors	Skill Development Requirements
4	Handloom & Handicrafts	<p>Handloom industry is flourishing since time immemorial as the largest cottage industry of this State. It is providing maximum employment opportunities in the state, particularly to women. The main handloom products of Manipur are sarees, bed sheets, curtains, fashion garments, scarves and pillow covers. Fabrics and Shawls of Manipur are also in great demand in the national as well as international market. The handicraft industry of Manipur occupies a unique place amongst various crafts of the country and consists of cane and bamboo products as well as the pottery. Due to the abundant availability of cane and bamboo, basketry has been a popular occupation of the people of Manipur. Besides, fishing equipment are also made of cane and bamboo. All such products are in great demand from both domestic as well as the international buyers. Traditional Handloom and Handicrafts sector plays a big role in the local economy of the state. Weaving and Cane & Bamboo have good commercial potential not only within Manipur but also outside, should be promoted in a big manner by providing advanced training to trainers of these trades, introducing new tools, methods and techniques, creating new designs and providing marketing and financing support to the existing entrepreneurs for scaling up their operations and also to potential entrepreneurs to start up new ventures in these trades</p>
5	Tourism & Hospitality Sector	<p>Manipur, due to its wealth of flora and fauna is also known as a ‘flower on lofty heights’. Its breathtaking scenic beauty makes it a tourist’s paradise. The enchanting landscape includes rare species of flora and fauna, virgin forests, cascading rivers, hilly green landscape, and meandering streams. As an addition to these, various other tourist attractions offer excellent opportunities for developing different types of tourism in the state. The district is famous for naturally grown <i>Shirui lily</i> flower and skills upgradation is required for cultivation and packaging of this flower. <i>The Shirui festival</i> which is very famous in the district brings lot of potential for tourism and hospitality sector. The presence of naturally occurring caves at Khongkhai and beautiful valley also added lot of potential in this sector. Skill development is required for development of Tour guide, Travel agent, Hotel management and Hospitality. The presence of many natural water falls, hill sides, caves, high altitude valleys make the state very unique tourist destination. The State has excellent tourism potential in Eco-Tourism, Adventure Tourism and Wildlife Tourism. In view of this, skill development is needed in Mountaineering, Caving, Home Stay, Travel Agents, Tour</p>

Sl. No.	Economy/Industry Sectors	Skill Development Requirements
		Operators, Tour Guide, Trekking, Paragliding, Angling, Bird Watching etc. Out of the different job roles to be performed under hotel & restaurant services, skill development is needed in the areas of Food & Beverage Services, Cooking & Culinary, Housekeeping, Bartender, Restaurant Manager, Maintenance etc.
6	Information Technology & Information Technology Enabled Services (IT& ITES) Sector	<p>IT & ITES industry is an ever-growing sector with latest advanced processes, innovation and product development that require a human resource with specialized skills development of foundation and specialization courses across industry verticals like BPO, IT Services, Engineering Services, Software Product development etc. The Government of Manipur has recognized the vast potential of the IT industry in the State and has accorded high priority to the Electronics and Information Technology sectors as a major thrust area of development. Also, the state has a vibrant manpower potential and qualitative work force which is ideally suited for such industries. In case of Manipur, considerable interests were shown for Skilling in IT & ITES sector by various categories of population in the aspiration study conducted as part of this study.</p> <p>In this regard, there is a need to design skill development courses in IT& ITES at various level (Self & wage employment) especially for educated unemployed and students as per international standards so that the trainees are not only prepared to work or create opportunities within the state but also ready to grab the opportunities worldwide. Skill Development is required in the areas of Computing Skills, Product design and networking, Programming Skills, Logical and Analytical Skill, Software Architecture, Database Management, Customer Service, Client Management, Communication Skill, Product Development, Enquiry Handling, Soft skills, Team management, Accent understanding, Process flow understanding, IP advisory and filing, Understanding patents, Legal transcription, Process specialist, Project management, Information security/quality compliance.</p>

Sl. No.	Economy/Industry Sectors	Skill Development Requirements
7	BFSI (Banking and Financial Services Insurance) Sector	<p>BFSI Sector is another sector which has good employment potential. The projected manpower requirement of the BFSI labor force in the country by 2022 is 8.5 million. In case of Manipur, considerable interests were shown for Skilling in BFSI sector by school & college students and educated unemployed. Core banking, retail, private, corporate, investment etc are various kinds of banking services available which needs to be up scaled to generate employment among educated youths.</p> <p>The other associated job roles in this industry are Insurance agent, Bank and Financial product sales executives, investment representatives and stockbrokers. The key skills needed in this sector are communication skills, Proficiency in sales, stock market knowledge, mathematical aptitude, mutual fund awareness and knowledge about banking operations.</p>
8	Education and Training	<p>Education sector presents an opportunity to educated youth of the state for both self as well as in the larger picture of wage employment within the state. The sector looks after the skills needed for curriculum review and revision, preparation of syllabus, in-service training of teachers, research and development. Skilling in this sector will prepare oneself for working anywhere in the world. Skill upgradation needed in this sectors are Teaching & Training skill, Communication skill, Soft skills, Research and training, Curriculum development, Presentation skills, Logical and analytical skill, Adaptability skills, Organizational skills, Pedagogic skills, Educational consulting skills, Assessment ability of different levels of students etc.</p>
9	Health & Allied Sector	<p>Health & Allied Sector has a wide range of skilling areas which creates employment in both public and private sectors. This sector could become a viable entrepreneurial avenue for the educated youths of the state. Health sector being the potential sector worldwide, create opportunities to prepare oneself for employment not only within the state but also anywhere in the world. In case of Manipur, considerable interests were shown for Skilling in</p> <p>Health & Allied Sector by school & college students and Educated unemployed.</p> <p>Skill development can be initiated in Nursing, Anaesthesia Technician, Physiotherapist, Blood Bank Technician, Cardiac Care Technician, Dental Assistant, Diabetes Educator, Dialysis</p>

Sl. No.	Economy/Industry Sectors	Skill Development Requirements
		Assistant, Histo-technician, Medical Equipment technician, Medical laboratory technician, Operating Theatre Technician, Pharmacy Assistant, Phlebotomy technician, Radiology technician, Vision Technician and Refractionist etc.
10	Construction Sector	Construction is another sector which has good prospects of generating employment within the state considering the hydro-power, roads and other infrastructure projects undertaken by the state. Skills such as Supervision Skills, skills required for Foreman and Crane operators, Electrical Skills, Welding skills, Bar Bending Skills, Plumbing Skills, Carpentry skills, Surveying Skills, Tiles & Marble fitting skills, Quality Control, Testing Skills, Safety Skills, Painting Skills, Construction Equipment Operating Skills, Machine Experts, Turner, etc.

VI. STRATEGIC REFORMS ROADMAP FOR SKILL DEVELOPMENT SECTOR IN MANIPUR

The complete exercise of understanding the Characteristic of Skill Development System operational in the state of Manipur, Aspiration and Skill Development Needs of Various Categories of Population of the State and the Global, National and Local Skill Requirement Trends in recent years in the study as documented in previous sections, is aimed at developing a comprehensive understanding on the existing skill development scenario in the state of Manipur. It also aims to identify the ways in which the gains made in the state in the area of skill development can be consolidated further and taken to the next best possible level in short to medium term i.e, within 1 to 5 Years time horizon. The key aspects that have emerged through the study and which have been taken as Strategic Goals for Reforms in Skill Development Sector in the State of Manipur are:

- 1. Strengthening the Governance Framework currently governing the Skill Development Ecosystem of the State,***
- 2. Improving the Effectiveness and Utilization of existing Technical, Vocational Education & Training (TVET) Institutions***
- 3. Redesigning the Various Short-Term Placement Linked Skill Development Programmes To Make It More Responsive To Meet Both The Supply Side Aspirations And Labour Market Demands***
- 4. Making Provisions for providing Specialised Skill Development Training in Identified Sectors of Economy relevant to the State,***

5. Making General Education Provided in Schools an Integral Part of Skill Development Efforts by Improving the Quality and Learning Outcomes of School Education,

6. Improving Industrial Engagement in Skill Development Sector through Investment and Apprenticeship

7. Making Extensive Provisions for Career Counselling and Information Dissemination.

These Strategic Goals can be achieved by implementing specific strategies targeted to achieve these goals. The suggested strategies along with their rationale and implementation approach are discussed in details in the following sections.

Strategic Goals	Strategies Suggested for achieving the Goals
<p>1. STRENGTHENING THE GOVERNANCE FRAMEWORK GOVERNING THE SKILL DEVELOPMENT ECOSYSTEM</p>	<p>1.1 Introducing Right Amount of Centralization for Governance of Skill Development Schemes in the State</p> <p>1.2 Adequate Organizational Structure, Staffing and Capacity Building of MSSD to enable it to work as full-fledged Mission Directorate</p> <p>1.3 Comprehensive Grass Root Level Planning for Skill Development activities in the state which takes care of duplicities, redundancies and inefficiencies present in the Skill Development Ecosystem of the state,</p> <p>1.4 Formulation of a State Specific Skill Development Policy</p> <p>1.5 Creation of State Council for Skill Development, a Regulatory & Quality Control cum Quality Assurance Body to look into the regulatory and quality aspect of various issues facing Skill Development Ecosystem,</p> <p>1.6 Creation of a State Skill Development Fund and</p> <p>1.7 Introducing concurrent Monitoring & Evaluation of Skill Development Efforts.</p>
<p>2. IMPROVING THE EFFECTIVENESS AND UTILIZATION OF EXISTING TECHNICAL VOCATIONAL EDUCATION & TRAINING SYSTEM (TVET) INSTITUTIONS</p>	<p>2.1 Restructuring & Up gradation of ITIs and Polytechnics as per the Skill Requirement Needs of the State.</p> <p>2.2 Better Utilization of ITIs and Polytechnics which apart from training for formal sector should also be providing training to informal sector as per the need of the community</p> <p>2.3 Creating A Robust Ecosystem of Credible Private Vocational Training Providers (VTPs) Having Training Facilities within Manipur Who Can Partner With Government In The Delivery Of Quality Skill Development Training Efficiently</p>

Strategic Goals	Strategies Suggested for achieving the Goals
	<p>2.4 Capacity Building of Teachers/Trainers of TVET Institution</p>
<p>3. REDESIGNING THE VARIOUS SHORT-TERM PLACEMENT LINKED SKILL DEVELOPMENT PROGRAMMES TO MAKE IT MORE RESPONSIVE TO MEET BOTH THE SUPPLY SIDE ASPIRATIONS AND LABOUR MARKET DEMANDS</p>	<p>3.1. Introduction of sufficiently long term courses focusing on higher level skills</p> <p>3.2 Provisions for High-End Specialized Skill Development Training for Educated Unemployed Youth</p> <p>3.3. Simplification of the process of Assessment and Certification</p> <p>3.4 Creation of Labour Market Intelligence System (LMIS)</p>
<p>4. MAKING PROVISIONS FOR PROVIDING SPECIALISED SKILL DEVELOPMENT TRAINING IN SECTORS AND DOMAINS RELEVANT TO THE STATE</p>	<p>4.1 Intensifying Skilling Efforts in Sectors Relevant to the State such as :</p> <ul style="list-style-type: none"> • Agriculture & Allied • Food Processing • Forest/Bamboo Based Industries • Handloom & Handicrafts • Tourism & Hospitality • Information Technology & Information Technology Enabled Services (ITES) • Banking, Financial Services and Insurance (BFSI) • Education & Training • Health & Allied • Construction <p>Apart from the above Sectors, the domains in which skill development is required in the state of Manipur for gainful self as well as wage employment are: Repairing of Machinery & Equipment etc., Carpentry, Masonry, Tailoring, Weaving, Cooking & Culinary, Automobile Repairing, Driving, Steel fabrication, Furniture making, Basic Computer literacy, DTP Operator, Electrician, Cosmetology, Plumbing.</p>

Strategic Goals	Strategies Suggested for achieving the Goals
	<p>4.2 Specialized Skill Development Training for Entrepreneurship in the sectors which are relevant to the state,</p> <p>4.3 Provisions for Specialized Skill Development Training for enterprises working in Informal sector, Strengthening of In-house training capabilities of enterprises,</p> <p>4.4 Facilitating Technical, Marketing, Sales & Distribution Skills and Financial Support to the Traditional Skill Sectors of the state.</p>
<p>5. MAKING GENERAL EDUCATION PROVIDED IN SCHOOLS AN INTEGRAL PART OF SKILL DEVELOPMENT EFFORTS BY IMPROVING THE QUALITY AND LEARNING OUTCOMES OF SCHOOL EDUCATION</p>	<p>5.1 Create Partnership with Specialized Institutions for Improving the learning outcomes in schools especially up to the elementary level.</p> <p>5.2 Introducing Special Classes in Schools on New Skills Set such as STEM (Science, Technology, Engineering and Mathematics) skills, Learning & Innovation Skills, Life & Career, Information Technology Skills and Green Skills with the help of Specialized Institutions.</p>
<p>6. IMPROVING INDUSTRIAL ENGAGEMENT IN SKILL DEVELOPMENT SECTOR THROUGH INVESTMENT AND APPRENTICESHIP</p>	<p>6.1 Incentivizing Investment in the Key Sectors of Economy Capable of Generating both wage and self-employment in the state</p> <p>6.2 Awareness and Implementation of the Amended Apprenticeship Act 2014 in letter and spirit</p>
Strategic Goals	Strategies Suggested for achieving the Goals
<p>7. MAKING PROVISIONS FOR CREATING AWARENESS, COUNSELLING AND INFORMATION DISSEMINATION</p>	<p>7.1 Making Provisions for Extensive Career Counselling to different category of Population as per their need for information</p> <p>7.2 Setting up of Information Infrastructure for disseminating information to all on a robust online platform</p>