

EXECUTIVE SUMMARY

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

INTRODUCTION

Employability of the growing young population is an important factor in the economic development of a region. Skill development increases the employability of workforce which in turn contributes to accelerate 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 Meghalaya. The study aims to understand the characteristics of Skill Development System operational in Meghalaya, 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 well thought out strategies to pitchfork the skill development efforts in the state to the next level in short to medium term.

Geographically, the state has an area of 22,429 sq. kms and the total population is 29,66,889 as per the 2011 census. It is bound by Assam on the North, East and West and on the South by Bangladesh. The main inhabitants of this region are the indigenous tribes like the Khasis, the Garos and the Jaintias. Besides these tribes, the Karbis, Mikirs and other smaller tribes like the Hajongs, Kochs and Rabhas etc. are also present in the region.

The overall approach towards the study has been multipronged i.e. 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, an extensive primary survey was conducted in all 11 districts of Meghalaya at block level. As a part of primary interactions, a questionnaire survey was conducted among 5321 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 were collected during the survey. In addition to this, in-depth consultation with various stakeholders, detailed interactions with major vocational institutions in the state including ITIs, Polytechnics, 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 departments.

II. EDUCATION AND EMPLOYMENT CHARACTERISTICS OF MEGHALAYA

Education is the foundation and 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 Meghalaya 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 Meghalaya 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 Meghalaya is 74.4% as per Census 2011, which is marginally higher than that of the national rate of 73%. This means that around 1,785,005 lakh persons are literate of which 913,879 are males and 871,126 are females. The male literacy stands at 76 % while the female literacy stands at 72.9 %.

Educational Attainment: The education attainment of the population of Meghalaya between the age group 5-29 years the state has fared better than the national average in terms of Primary, Upper Primary and Secondary levels. However the education attainment of the population at Higher Secondary, Diploma/Certificate and Graduate and Post Graduate levels in Meghalaya stands below the national figures.

Gross Enrolment Ratio (GER): The Gross Enrolment Ratio (GER) at Primary, Upper Primary and Secondary level is higher in comparison to the national average. However, the GER at the Higher Secondary level is less than the national figure.

Drop-out Rate: The drop-out rates at Primary and Upper Primary levels in Meghalaya is higher in comparison to the national average except the Secondary level wherein the dropout rate is lower than the national average portraying a positive picture at the Secondary level.

Transition rate: The transition rate in Meghalaya from Primary to Upper Primary is above the national figure in F.Y 2013-14 and 2014-15, whereas the transition rates from Elementary to Secondary and Secondary to Higher Secondary in the state are lower than the national average during the period 2013-2015.

Labour Force Participation Rate: The Labour Force Participation Rate of the state is 65.5% as compared to the national average of 52.4%, which indicates that Meghalaya stands in a far better position than the rest of India as a whole.

Worker Population Ratio: The Worker Population Ratio in Meghalaya stands at 62.8% which is more than the national average of 50.5%.

Sector-wise Employment: The primary sector has provided 66.9% employment in Meghalaya (2015-16), which is higher than the national average of 47.3%, clearly highlighting the importance of primary sector in the state. It is worth mentioning that in the rural areas, 78.8% of the labour force is engaged in the primary sector in comparison to 9.7% in the urban areas. In tertiary sector 21.3% workforce is employed in urban as well as rural areas, in comparison to the national average of 30.2%. The urban workforce

engaged in the tertiary sector is 60.3% and the rural workforce is 13.2%. It is seen that in Meghalaya the dominance of the secondary sector is the least as only 11.8% from rural as well as from the urban areas are engaged in it, whereas, at the national level, 22.5% of the workforce are engaged in the secondary sector.

III. CHARACTERISTICS OF SKILL DEVELOPMENT SYSTEM OF MEGHALAYA

The State of Meghalaya has come across as a more progressive state with regard to skill development initiatives in comparison to the other north eastern states by virtue of its unique initiatives such as the Integrated Basin Development Livelihood Promotion Programme (IBDLP), Asian Development Bank (ADB) Project on Supporting Human Capital Development in Meghalaya. The state has also developed a Skill Development framework which addresses the various aspects of skill development in its totality. In this section, an effort has been made to understand the characteristic of the skill development system operational in the state involving the Technical Vocational Education and Training (TVET) System, Traditional Skill Sectors, Initiatives of various Central and State Government Agencies, Assessment of Effectiveness of Placement Linked short-term Skill Development Training courses, Governance Model adopted by state for skill development, Partnerships between the Government and Private Training Providers and the Financial Resources available with the key departments of the State for skill development.

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

The TVET system of Meghalaya mainly depends on the vocational education and training provided by Industrial Training Institutes (ITIs), Polytechnics, Secondary and Higher Secondary Schools providing vocational education and Private Vocational Training Providers (VTPs)/ NGOs/ Institutions. Characteristics of all these institutions are briefly discussed in the following sections:

Industrial Training Institutes (ITI): There are currently ten (10) Government ITIs imparting vocational training, which are affiliated to National Council for Vocational Training (NCVT) and State Council for Vocational Training (SCVT). Also, there is one private ITI i.e Don Bosco Technical School in the state of Meghalaya. The ten government ITIs are ITI Shillong located in East Khasi Hills district, ITI Tura in West Garo Hills district, ITI Jowai in West Jaintia Hills district, ITI Sohra in East Khasi Hills district, ITI Williamnagar in East Garo Hills district, Women ITI in East Khasi Hills district, ITI Resubelpara in North Garo Hills district, ITI Nongstoin in West Khasi Hills district, ITI Baghmara in South Garo Hills district and ITI Nongpoh in Ri-Bhoi district. The private ITI, Don Bosco Technical School is located in Shillong, East Khasi Hills district. The ITIs at Shillong, Tura, Jowai, Sohra, Williamnagar Resubelpara and Nongpoh impart trainings for both 1 year and 2-year duration, whereas the ITIs at Nongstoin and Baghmara conduct trainings for 2 year duration only and ITI Women Shillong conducts training for only 1 year duration. The total combined capacity of these ten government ITI stands at 954 in the F.Y 2015-16, out of which ITI Shillong has the highest capacity of 328 followed by ITI Tura which has a capacity of 294, ITI Jowai has a

capacity of 68, Women ITI and ITI Nongpoh both have a capacity of 52 each. The ITIs at Sohra, Resubelpara, Williamnagar and Nongstoin have a capacity of 36 each and ITI Baghmara has a capacity of 16. The total combined enrolment of the ITIs in F.Y 2015-16 is 560, which is 58.7 percent of the total enrolment capacity (954) of the ITIs portraying the need to improve the enrolment in the ITIs.

Recently an important initiative has been undertaken by the state government of Meghalaya and the entire initiative has been funded by the Asian Development Bank (ADB) and is covered under the Project – ‘Supporting Human Capital Development in Meghalaya’. This Project aims to enhance the employability of Meghalaya's youth (aged 16 to 35 years) by improving the quality and delivery of its secondary (SS) and higher secondary (HS) education, and technical and vocational skill development programs. In terms of the intervention with regard to technical and vocation skill development component in the project, the two main proposed initiatives are the Upgradation of ITIs and skill development training to train 45,000 youths within five years (2013-2018). The Upgradation of ITIs has been undertaken by the Directorate of Employment & Craftsmen Training and the component of training 45,000 youth has been undertaken by MSSDS who are in the process of implementing it through the selected Project Implementing Agencies (PIAs). The Project gives equal importance to both wage employment as well as self-employment. To execute this project, a Skills Challenge Fund (SCF) supported by a budget to the tune of USD 20 million from Asian

Development Bank (ADB) has been created by the Department of Finance, Meghalaya and placed with the MSSDS. Under the component of Upgradation of ITIs, initiatives such as introduction of State of the Art Labs, Introduction of new trades, Upgradation of existing trades and Upgradation of the infrastructure of ITIs has been undertaken. The ITIs included for up gradation with ‘State of the Art’ Labs are ITI Women Shillong, ITI Jowai, ITI Tura and ITI Williamnagar. Introduction of new trades has taken place in the ITIs at Shillong, Tura, Sohra, Williamnagar, Baghmara and Resubelpara.

The new trades introduced are *Hospitality & Catering Assistant, Weaving of Silk & Wooleen Fabrics, Horticulture, Floriculture & Landscaping, Videography, Broadcast Journalism and IT/ITES*. Moreover, the scheme has also incorporated up gradation of few existing trades offered in all the government ITIs (except Women ITI) as per NCVT norms. The trades which have been considered for upgradation are *Electrician, Draughtsman Civil, Draughtsman Mechanical, Preservation of Fruits & Vegetables, Information Technology & Electronic System, Plumber, Carpentry, Stenography (English), Welder, Fitter, Wireman, Surveyor, Painter (general) and Masonry (Building Constructor)*. The ITIs included for upgradation are ITI Shillong, ITI Tura, Women ITI Shillong, ITI Jowai, ITI Sohra, ITI Williamnagar, ITI Baghmara and ITI Resubelpara.

The popular trades which are in demand in these ITIs are *Surveyor, IT & ESM, Plumber, Preservation of fruits and vegetables, Electrician, Draughtsman (Civil), Carpentry, Wireman, Mechanic (Motor Vehicle), Hair and Skin Care, Dress making and Advance Dress Making, Stenography, Typewriting* etc. In view of the above mentioned findings, there is a need to immediately look into the utility and viability of few of the courses offered in these ITIs and accordingly restructure and revamp the course structure taking

into consideration the need and interest of the local economy. In case of trades which are in demand such as *Surveyor, IT & ESM, Plumber, Preservation of fruits and vegetables, Electrician, Wireman, Mechanic (Motor Vehicle), Hair and Skin Care, Dress making and Advance Dress Making, Stenography, Typewriting* etc. the enrolment capacity should be increased and the latest know-how in these trades should be provided during trainings. Another important aspect to be addressed is increasing the entry-level qualification for the trainees of the ITIs as recently various new courses have been introduced and also a few trades have been upgraded in these ITIs. Few trades require maturity and certain level of in-depth understanding which may not be there in case of a Class VII drop-out. Therefore, it may be suggested that instead of the entry qualification of Class VII it should be Class X and Class X should be increased to Class XII.

Interactions with the teachers/trainers at the ITIs highlighted that they felt that staff training is not an issue at ITIs as there exists proper institutional mechanisms at the Central Training Institutes (CTI) at various locations outside the state. The teachers/trainers felt the need to bring clarity in understanding of NSQF, as most of them had no knowledge about it. Due to the poor quality of education imparted in schools, especially up to elementary level, many of the students enrolling in the ITIs have low receptive and cognitive capacity and as a result teachers /trainers have to struggle to make them understand even the basics. The teachers found it difficult to follow up or to get in contact with the students who were successful, when there are placement opportunities coming from the institutions as there is no placement linked cells functioning effectively to maintain trainee database. Lack of latest teaching aids poses to be a problem as most of the institutions are still using the old teaching aids. Lack of proper infrastructure is also the main problem as most of the ITI in the state are not in a proper condition except a few (e.g. ITI Shillong). Lack of internet connectivity is a major hindrance for smooth functioning of the institutes. There is low demand of the candidates graduating from the institute because of limited industries in the State. Besides, the students lack motivation towards self-employment, as very few trainings are being conducted for self-employment. They felt the

need to set up ITIs in convenient locations as it entails a lot of hardship on faculties as well as students. Good communication system and easier approaches to these institutes would also encourage the companies to visit the institutes.

Polytechnics: Currently there are three (3) government Polytechnics in Meghalaya located at Shillong, Jowai and Tura. These polytechnics are under the Directorate of Higher & Technical Education. The Shillong Polytechnic was the first polytechnic of the state established in the year 1965, followed by the Jowai Polytechnic and Tura polytechnic in the year 2004. The courses offered in all the three Polytechnics have been approved by All India Council for Technical Education (AICTE) and are affiliated to Meghalaya State Council for Technical Education. In case of the existing three polytechnics which are currently functioning, the combined enrolment capacity of these polytechnics stands at 360 in the F.Y 2015-16. The total enrolment in these polytechnics was found to be 332 which is 92.2 percent of the total enrolment capacity.

Besides the three polytechnics in Meghalaya, four new polytechnics have been proposed which are at its various stages of development. The polytechnics are proposed at Williamnagar, Baghmara, Nongstoin and Nongpoh. The polytechnic proposed at Williamnagar is nearly complete and will become operational most likely in the F.Y 2018-19. However, the polytechnics proposed at Baghmara, Nongstoin and Nongpoh are still in the planning stage. In case of the proposed polytechnics at Williamnagar, Baghmara, Nongstoin and Nongpoh, in the year 2008 the Centre has sanctioned an amount Rs.1230 lakhs for each polytechnic for setting up these polytechnics. Again in the F.Y 2013-14 an amount of Rs. 270.00 lakhs were sanctioned for setting up of these new Polytechnics.

The interactions with the teachers/trainers of polytechnics highlighted that with regard to placement most of these polytechnics are suffering. They further focused on the need for industrial linkage for these institutes so that better chances of employment are created. Many felt that skilling in isolation will not achieve anything unless and until opportunities for employment is created by virtue of increasing investment by government and private sectors in the sectors in which trainings are happening. Investment in the key sectors relevant to the state and close linkages with the industry is the only way in which decent employment can be assured. According to the teachers/trainers the infrastructure in most of the polytechnics was more or less upto the mark and suitable to conduct practical trainings. They emphasized on the need to organize workshops for students for motivation and career counselling in the interior areas. The teachers put impetus on the need for regular training of teachers as it would keep them updated with the latest teaching methodologies.

Vocational Education in Government Secondary & Higher Secondary Schools: The scheme of Vocationalization of School Education has recently been taken up in Meghalaya. The scheme started from the F.Y 2016-17. The scheme will be introduced in 10 Government Secondary and Higher Secondary schools, viz. Government Girls Hr. Secondary School, East Khasi Hills; Government Boys Hr. Secondary School, East Khasi Hills; Jowai Governemnt Girls Hr. Secondary School, Jaintia Hills; Jowai Government Boys Hr. Secondary School, Jaintia Hills; Tura Govt. Boys Hr. Secondary School, West Garo Hills; Rongrenggre Secondary School, East Garo Hills; Jirang Government Secondary School, Ri-Bhoi; Ampati Government Hr. Secondary School, South-West Garo Hills; Maharam Government Secondary School, South West Khasi Hills and Sibsingh Memorial Government Higher Secondary School, West Khasi Hills. Two trades have been incorporated for each school and designated training partners have been empanelled under the directorate who would provide the training to students.

The trades *ITES and Tourism* has been included as a vocational stream in Government Girls Hr. Secondary School, East Khasi Hills; Government Boys Hr. Secondary School, East Khasi Hills; Jowai Governemnt Girls Hr. Secondary School, Jaintia Hills; Jowai Government Boys Hr. Secondary School, Jaintia Hills; Tura Govt. Boys Hr. Secondary School, West Garo Hills. Further, the trades *Electronics and Health Care* has been introduced in Rongrenggre Secondary School, East Garo Hills and Sibsingh Memorial Government Higher Secondary School, West Khasi Hills. The trades *Agriculture and*

IT/ITeS have been introduced in Jirang Government Secondary School, Ri-Bhoi and Ampati Government Hr. Secondary School, South-West Garo Hills. Lastly, the trades *Beauty & Wellness and Healthcare* has been introduced in Maharam Government Secondary School, South West Khasi Hills. The empanelled private training providers to implement this scheme are IIM (Indus Integrated), Orion Edutech, LAQSH and Empower Pragati who will conduct these trainings.

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 are limited numbers 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 developed. In fact these are the skills which an employer looks for 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 are providing the vocational skills to our youths.

Private Vocational Training Providers (VTPs)/ NGOs/ Institutions: There are various organizations and institutes besides the ITIs and Polytechnics which play a pivotal role in providing trainings in various trades under schemes such as Skill Development Initiative Scheme (SDIS), Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Deen Dayal Upahyaya – Grameen Kaushal Yojana (DDU-GKY), Deendayal 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.

The Government of Meghalaya established the 'Meghalaya State Skills Development Society' (MSSDS) in August 2012, registered under the Meghalaya Societies Registration Act XII of 1938. The basic intention of the society is to carry out trainings and placements in a partnership mode through empanelled Vocational Training Providers designated as Project Implementing Agencies (PIAs). The MSSDS has been implementing placement linked training to youths from all parts of the state. There are six PIA's under the MSSDS viz. S.S Netcom Pvt. Ltd, North Eastern Security Academy (NESA), Don Bosco Tech Society, IL&FS, Centum Learning and NIPS School of Hotel Management. The courses being offered are *ITES/BPO, ISMO, Security Guards, Automobile Repair, Basic Welding, Hospitality, Electricals, Helper Masonry, Electrician, Retail and Computer Fundamentals*. The MSSDS focuses on improving the employability of the youth for both self-employment and wage employment. Various trainings are conducted under schemes like SDI (Skill Development Initiative) Border Area Development Programme (EST & P) Employment through Skill training and Placement under NULM, State Sponsored Short-Term Job Oriented Trainings Courses etc. During the course of the study, NEDFi study team visited a few private Vocational Training Providers (VTPs) in order to understand the issues related to delivery of skill development courses from their perspective. The major challenge the VTPs face is the mobilization of the students and placement as not all the passed out trainees wish to work outside the state and mostly the placements are being offered outside the state. Most of the VTPs are operating as franchisees to outside VTPs and as a result many a times these outside VTPs are unaware of the local needs and peculiarities of the region in framing the courses.

Through the interactions it came to light that most of the short-term courses offered placements outside the state, which was difficult for the trained candidates. For placements outside the state, the take-home minimum salary of Rs. 8000 proved to be insufficient in the tier 1 and tier 2 cities of Mumbai, Delhi, Kolkata, Bangalore, Hyderabad etc. the trained candidates said that the duration of these courses was insufficient and on the job trainings should be at least for a minimum of 1 year. Short-term courses for Banking do not suffice the industry requirements and the pay packages in manufacturing sector are not attractive.

The major difficulties which the VTPs highlighted are the implementation of the courses under NSQF and the issue of assessment and certification of the courses by third party assessors. Presently, as all the assessors are based outside the state, the VTPs are facing huge delay in certifying their trainees. So, according to them the entire system of assessment and certification needs to be simplified along with the capacity building of local institutions for assessment and certification purposes. Another issue to be considered by the VTPs while conducting the training programmes is to provide highest level of awareness and counseling for the people as well as build the confidence of parents and trainees. While providing placements the implementing agencies should be highly alert and particular to keep in mind the needs and wants of the trainees.

Apart from the Vocational Training Providers (VTPs), there are a few NGOs/institutions which are doing good work in the area of skill development in the state. NEDFi study team visited different NGOs eg. Rural Resource Training Centre (RRTC), Bosco Pnar

Society, North East Network (NEN), Bosco Reach Out, Bakdil Society, Bethany Society etc. to gain insight into the initiatives undertaken by them.

b. Traditional Skills of Meghalaya

The people of this state are blessed with traditional artistic skills and have been instrumental in preserving and promoting them. There are various tribes and sub-tribes occupying this state and earn a living through various traditional practices passed on over the last few generations. There is not much dissimilarity among the tribes and majority of the tribes observe the matrilineal system. The Khasis and the Jaintias belong to a common ethnic stock as well as social and cultural background. The tribes live in different areas of the State and practice traditional skills that have been handed down over generations. The various traditional skills practiced in the state are *Weaving, Bamboo & Cane Craft, Pottery, Ironsmithy, Black smithy, Herbal Medicine etc.* The entire ambit of traditional skills in Meghalaya can be broadly divided into four zones viz. the Garo Hills Zone, the Jaintia Hills Zone, the Ribhoi Zone and the Khasi Hills Zone. The Garo Hills zone have number of people engaged in *Bamboo Crafting, Clay making, Black smithy, Weaving, Making of Traditional Instruments, Rice Beer and Herbal medicine.* Ri- Bhoi district zone has many people engaged in *Handloom and Weaving.* The zone covering Jaintia Hills district have people engaged in *Broom Cultivation* and is known for *Turmeric production* and the Khasi Hills zone is engaged in *Handicrafts, Handloom, Weaving, Iron Smithy, Gold Smithy, Broom Cultivation, Traditional Medicinal Practitioners, Making of Traditional Instruments etc.*

The Commerce & Industries and Sericulture and Weaving departments are the key departments focusing on the development handloom and handicrafts. Apart from these there are other departments such as the departments of Rural Development and Social Welfare which are also working towards promotion of handloom and handicrafts in the region. However, there is no dedicated department to solely look into the development of handloom and handicrafts in Meghalaya.

The Department of Sericulture and Weaving, Government of Meghalaya has undertaken various initiatives to generate income by utilizing and marketing the traditional skill sectors of Meghalaya. The department has initiated various schemes in order to promote skill development in textiles and handicrafts sector of Meghalaya, such as North East Region Textile Promotion Scheme (NERTPS), Weavers Credit Cards Scheme, Handloom Clusters etc. Under NERTPS the department is implementing two schemes, viz. Integrated Sericulture Development Project (ISDP) and Intensive Bivoltine Sericulture Development Project (IBSDP). Both the schemes have been approved for implementation for a period of three years i.e. from F.Y 2014-15 to 2016-17. The ISDP scheme is designed to support the development of sericulture sector in the state by strengthening infrastructure facilities in seed sector, common facility centre, centre of excellence, field demonstration cum experimental station etc. Besides strengthening of infrastructure, there is also provision for training programmes and exposure tours for sericulture farmers under this scheme. An amount of Rs. 730 lakhs has been released by the central government upto September, 2015 for implementation of ISDP in the state in which 1,466 persons

would be covered. The scheme has been approved for production of quality bivoltine silk and it aims to develop mulberry sericulture in two blocks of one district each for a period of three years (2014-15 to 2016-17) involving women beneficiaries. An amount of Rs. 550 lakhs has been released by the central government which will cover 1000 beneficiaries under it. A one-day training on ISDP and ISBDP scheme was conducted by the Department of Sericulture & Weaving on the 3rd of August 2016 in Jowai, West Jaintia Hills district at the District Library Auditorium to make the weavers aware of the methods of modern technology in rearing silk and the outcome that would yield as there is a huge potential in adopting sericulture which would prove profitable to the farmers in the long run.

An Apparel & Garment Making Centre was established at Hatisil in South West Garo Hills district, Meghalaya on 22nd May, 2015 which would help the state government to meet its goals of providing employment in apparel and garment making sector. The Centre has 3 units for commercial and skilling purpose. Two (2) units have been allotted to M/S Creative Garment Pvt. Ltd, Mumbai. Further, Weavers Credit Card scheme is being implemented in Meghalaya wherein 161 weaver's credit cards have been issued in the F.Y 2013-14. Moreover, there are nine handloom clusters organized by the Department consisting around 3500 weavers who may be potential commercial weavers of the state for which an amount of Rs. 288 lakhs has been sanctioned as loan under this scheme.

The Department of Sericulture & Weaving regulates various training centers which impart trainings for the weavers of the state. There exists one (1) Handloom Training Institute located at Mendipathar, North Garo Hills District and seven (7) Weaving Training Centers in North Garo Hills district, East Garo Hills district, South Garo Hills district, Ri Bhoi district, West Khasi Hills district, East Khasi Hills district and Jaintia Hills district respectively. The Sericulture & Weaving department also imparts one month training for the sericulture farmers under each District Sericulture Office. The Handloom Training Institute, Mendipathar is providing a one-year training course through eleven (11) training centres. Further, the department is also imparting training to weavers of the state under the block cluster of NERPTS, which is a course on Weaving for 45 days (15 days each) in two trades viz. Designing and Dyeing with twenty (20) weavers in each batch. The trainees get a stipend of Rs. 75 per day and also a grant-in-aid. On completion of the training programme, financial assistance is also provided to the students who graduated. Bee-Keeping sector is also being included in skill development initiative wherein farmers are given training in modern scientific methods of bee-keeping. The process has been initiated with the identification and training of Master Beekeepers from Khasi and Garo Hills at the prestigious University of Agriculture Sciences (UAS), Bangalore by the Meghalaya Institute of Entrepreneurship (MIE) and further refining their practical skills with hands on training at the RRTC, Umran.

Various discussions were held with the Deputy Commissioner's and Block Development Officer's and during the course of this study it was highlighted that handloom and handicrafts have a good potential for income generation. The Women's Group and Handicraft Multipurpose Cooperative Society started as a Self-help group to fight poverty and unemployment. In 1999, the women of Madarkynsaw village formed a self-help

group which was later registered as a Cooperative Society in 2002 under the name ‘The Women and Handicraft Multipurpose Co-operative Society’ at Mookyndeng. Their speciality is cane and handicrafts, wood-craft and other decorative specimens. Mawryngkneng Block also has huge potential in tomato cultivation and tailoring, whereas Pynursla Block has a huge population engaged in broom cultivation which is sustaining the people’s livelihood. Pynursla block, Mawkynew block and Mawsynram Block also have a large number of people engaged in crafting musical instruments. These instruments are sold as well as utilized during different festivals like the Shad Nongkrem and Shad Suk Mynsiem. The obstacle that the producers face with regard to marketing of finished products in local and national markets is packaging and transportation. Here, traditional skills need intervention in terms of trainings, exposure visit and exhibitions to encourage the traditional skills inherent in the people.

Apart from the identified domains in the State, the unidentified domains such as the traditional pottery skills in Larnai village in Jaintia Hills, indigenous blacksmith in Myllem village in East Khasi Hills District, the traditional brewery activities in Sohiong village, East Khasi Hills and certain villages in Garo Hills and the indigenous cooking methods using cane & bamboo in Ri- Bhoi district may be recognized and incorporated under skilling.

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

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 Meghalaya most of these ministries have a presence with their schemes and programmes under the state government departments are briefly discussed in the following sections. As a part of the study, the NEDFi study team visited various departments under Government of Meghalaya to gain insight into the initiatives undertaken by the departments towards skill development and the findings are discussed in the next page:

1. Directorate of Employment and Craftsmen Training

The Directorate of Employment and Craftsmen Training is mainly providing skill development training through the 10 Government Industrial Training Institutes (ITIs) spread across the state. The Directorate implements Craftsmen Training Scheme (CTS), Apprenticeship Training Scheme (ATS), Skill Development Initiative (SDI) Scheme and Short-Term Job-Oriented Courses (State Initiative).

The government of Meghalaya has approved upgradation of existing trades as well as introduction of new trades in the ITIs through schemes such as ‘Enhancing Skill Development Infrastructure in NE States and Sikkim (ESDI)’ and ‘Supporting Human Capital Development in Meghalaya’ under ADB Project. Under the ESDI Scheme, few new trades have been introduced in the ITIs at Sohra, Resubelpara, Nongpoh and Nongstoin. The newly introduced trades under this scheme are Mason (Building Constructor), Painter General, Office Assistant cum Computer Operator, Floriculture & Landscaping and Interior Decoration & Designing. Further, under the Asian Development

Bank (ADB) Project new trades have been incorporated in the ITIs and few of the existing trades have been upgraded as well. The ITIs in which trades have been upgraded are the ITI Shillong, Women ITI, Jowai ITI, Williamnagar ITI and Tura ITI. The trades which have been included for upgradation are Beauty and Wellness, Dress Making, Automobile, CNC Operator & Programming and Electrical & Electronics. Further, few new trades which have been introduced in the ITIs at Sohra, Resubelpara, Tura, Shillong, Williamnagar and Jowai are Weaving, Hospitality, IT/ITES, Fruit Processing, Horticulture, Masonry, Hospitality & catering Assistant, Videography and Broadcast Journalism.

The Craftsmen Training Scheme (CTS) is being implemented through the ten (10) Government Industrial Training Institutes and one Private Industrial Training Institute. Under the CTS a total of 560 trainees were enrolled and trained in the F.Y 2015-16. A detailed discussion regarding this scheme has been already made in the previous section on ITIs. The SDIS is being implemented by local as well as non-local private Vocational Training Providers which are empanelled with the department. In the F.Y 2015-16 a total of 5768 candidates were trainees and 866 were placed under the SDIS scheme.

2. Meghalaya State Skill Development Society (MSSDS)

The Government of Meghalaya established the 'Meghalaya State Skills Development Society' (MSSDS) in August 2012 to develop a cohesive skill information, entrepreneurship and placement framework for Meghalaya and to carry out skill development and placement activities through its Project Implementation Agencies. One of the main responsibilities of MSSDS is to collect, collate, analyze, process and document all skill development initiative of the state. The various skill development programmes being implemented are State Plan Project, Placement Linked Skill Development Programme under Border Area Development Programme (BADP), Employment through Skill Training and Placement (EST & P) programme under NULM, Placement Linked Skill Training Programme through the Tourism Mission (IBDLP), Training Programme through SIRD for BRGF districts, Placement Linked Skill Development Programmes through Deputy Commissioners, Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Deen Dayal Upadhyay Grammen Kaushal Yojana (DDU-GKY), ADB Project - 'Supporting Human Capital Development in Meghalaya etc. The MSSDS has provided training in all parts of the state. The youth were mobilized in each district at block level and trained in the training centres of the Private Vocational Training Providers (VTPS) wherever available. Most of the youth were trained in Shillong as most of the VTPs have their training centres in Shillong. Don Bosco Tech Society and IL & FS are the two VTPs that have training centres in other districts of the state. The trades in which the MSSDs is currently providing training for wage employment are Hospitality, Industrial Sewing Machine Operator (ISMO), Tailoring, BPO, ITES, Security Guard, Automobile Repair, Electrician, Retail, Masonry, Computer Fundamentals and Basic Welding.

Meghalaya State Skill Development Society (MSSDS) or Project Implementation Unit 2 (PIU 2) as Project Implementation Unit 2 (PIU2) is responsible for skill programmes and operationalizing the Skill Challenge Fund (SCF). The number of target to train the youths is 45,000. In phase 1, a total of 7000 youths have been trained in seven identified trades like Hospitality (1500), Health Care (500), Beauty and Wellness (500), IT/ITES (1500), Security (1500), Retail (500) and Tourism(1000). After selecting the Skill Training Providers (STPs), contract has also been signed with the respective STPs on 9th October, 2017. Centre inspection of these Skill Training Providers (STPs) is being carried out. Project Management Consultant (PMC) is also conducting the study for skill gap analysis. Pamphlets, Posters, Hoardings, Flyers, and Media talk-show have already been approved and accordingly Printed and Hoardings are forwarded to respective Districts. NGOs are also asked to commence video documentation. It is reported that 20,000 youth had already registered as on september 2017. In phase 2, inputs were obtained from various stakeholders for finalizing the revised skill training plan. Accordingly,13(thirteen) Sectors are identified in two Categories viz. Native sector and Industrial Sector where 27,520 and 11,280 persons are being trained respectively. Native Sector includes Agriculture, Horticulture, Animal Husbandry, Food Processing etc (11200), Handicraft & Handloom (3240), Adv / Eco-Tourism & Hospitality (8760). 60% of this native sector is estimated to provide employment with focus of minimum 70% within the state. Industrial sector includes Automobile (1440), Music, Media & Entertainment (900), Music, Media & Entertainment (300), Welding, Painting & Plumbing (2880), Electronics (1080), Healthcare (480), IT / ITES (1080), Retail (1620) and Logistics (1500). Workings for budget of the revised proposal for establishing Transit Houses in 4 cities \$0.52m (INR.3.5crores) is being prepared by project Management Consultant. Concept Note for establishing 02 (two) Skills Park was submitted to PMU. EOI for five Packages 19 to 23 is under evaluated and forwarded to Asian Development Bank. REoI for Fourteen Packages 24 to 32 and 34 to38 is also evaluated and under process for further submission to Asian Development Bank. TORs for Packages 33, 39, 40 & 41 have not been yet finalized and it is under review.Total 11 Skill Development Officers (SDOs) were appointed to cover all the 11 Districts of the State. Accounts Officer, skill Development & Technical Training Expert for PIU-2 and PIU-3, Skill Development Planner & Implementation Specialist and Programme Manager were also appointed.

3. Supporting Human Capital Development in Meghalaya (SHCDM)

The Asian Development Bank funded project “Supporting Human Capital Development in Meghalaya” aims to enhance the employability of Meghalaya’s youth by improving quality, delivery and access to Secondary and Higher Secondary education, technical and vocational skills training across the 11 Districts of Meghalaya. It intends to build awareness among Meghalaya’s youth about the benefits of education and vocational training. The project will help in creating an enabling environment for inclusive growth through the outputs like improved teaching and learning in government-aided SHS schools, increased capacity and responsiveness of technical and vocational education and training and improved project management and monitoring and evaluation.

The Department of Finance is the Executing Agency for the project and the Project Implementing Agencies are:-

- A. The Department of Education (DOE) or Project Implementation Unit 1 (PIU 1) responsible for the work connected with Education Department i.e., Improve teaching in schools by building the capacity of 3500 Teachers, Promote interactive learning and teaching, Increase enrollment capacity to 3200 in standard XI & XII and Upgrade Teachers Training Centers to National standards
- B. Meghalaya State Skill Development Society (MSSDS) or Project Implementation Unit 2 (PIU 2) as Project Implementation Unit 2 (PIU2) responsible for skill programmes and operationalizing the Skill Challenge Fund (SCF) – 45,000 Youths is the Target number to be trained
- C. Department of Labour (DOL) or Project Implementation Unit 3 (PIU3) responsible for the work with the 10 ITIs in terms of upgradation of Teaching/Training/Courses conducted.
- D. Public Works Department (PWD) as Project Implementation Unit 4 (PIU 4): is responsible for the civil works component of the project i.e., Upgradation of infrastructure and learning environment of 117 Govt./ Govt. Aided schools, Infrastructure Upgradation for the 11 ITIs and other Civil works connected with the Project.

The project also includes 3 consulting firms for carrying out various functions for supporting GOM and ADB in implementation. The firms are Accenture Services Pvt. Ltd (for overall project coordination and monitoring support), LEA Associates Design & Supervision Consultant (for designing and supervising civil works) and Aide-et-Action (for awareness and mobilization).

As part of this project, a dedicated Skills Challenge Fund (SCF) has also been established under the Meghalaya State Skill Development Society to provide the GOM with a flexible modality to incentivize private and public providers, and facilitate PPPs for providing a menu of quality skills training for wage employment and self-employment. These include enterprise development options to meet the needs of different segments: rural and urban youth, girls and boys, drop-outs (at various levels) and school graduates, and for those seeking employment within and outside Meghalaya. The SCF is open for qualified private sector skills training agencies, not-for profit training providers, and Meghalaya-based public training agencies.

The SCF aims at imparting employment linked and demand driven skills training to 45,000 unemployed youths under different sectors. The first phase emphasis on skilling 7000 youth for wage employment in different Service Sector which includes: Security, Hospitality, IT/ITES, Retail, Tourism, Healthcare and Beauty and Wellness and this contract has been awarded to DB Tech Society. The second phase of the project emphasis on skilling 38,000 youth in the Native and Industrial sectors, laying more focus for

employment within the state. The trades induces Integrated Farming, Handicrafts and Handlooms, Rural Tech Services, Automobile, Tourism, Media, Entertainment & Music, Sports, Hospitality & Fashion, Healthcare, Retail, Welding, Painting, Plumbing, IT / ITES and Logistics. On the 24th November 2017, the Hon'ble Chief Minister, launches the Skill Component of the SHCDM in Tura. The Mobilization activities in the State across all 11 districts till October, 2017 has been able to reach-out to 82,926 (eighty two thousand nine hundred and twenty six) persons, in which 47% are females and 53% are males.

4. Department of Education

The Education Department is another key department in the state providing skill development courses through the polytechnics, schools and other institutions established under the department. In Meghalaya, the department conducts skill development trainings through its two directorates viz. the Directorate of School Education & Literacy and Directorate of Higher and Technical Education. The Directorate of School Education & Literacy has recently introduced Vocationalization of School Education scheme in 10 Government Secondary and Higher Secondary Schools. The trades *ITES and Tourism* has been included as vocational streams in Government Girls Hr. Secondary School, East Khasi Hills; Government Boys Hr. Secondary School, East Khasi Hills; Jowai Governemnt Girls Hr. Secondary School, Jaintia Hills; Jowai Government Boys Hr. Secondary School, Jaintia Hills; Tura Govt. Boys Hr. Secondary School, West Garo Hills. Further, the trades *Electronics and Health Care* has been introduced in Rongrenggre Secondary School, East Garo Hills and Sibsingh Memorial Government Higher Secondary School, West Khasi Hills. The trades *Agriculture and IT/ITeS* have been introduced in Jirang Government Secondary School, Ri-Bhoi and Ampati Government Hr. Secondary School, South-West Garo Hills.

The Directorate of Higher & Technical Education has under its purview the three Polytechnics of the state – Shillong Polytechnic, Jowai Polytechnic and Tura Polytechnic. The trades in which trainings are imparted in these polytechnics are *Civil Engineering, Electrical, Mechanical, Electronics, Computer Science & Engineering, Information Technology, Medical Electronics, Computer Application, Food Processing & Preservation, Automobile Engineering, Architectural Assistantship and Costume Design & Garment Technology*. The three polytechnics have trained 947 trainees upto the F.Y 2015-16. Further, the Directorate of Higher & Technical Education is implementing the Community College Scheme in the Jowai Polytechnic.

5. Department of Community and Rural Development

The Department of Community and Rural Development is implementing two schemes to promote skill development in the state viz. Deen Dayal Upadhaya Grameen Kaushalya Yojana (DDU-GKY) and the Rural Self Employment Training Institute (RSETI).

The scheme DDU-GKY is in its initial stage and the modalities of its implementation is being worked out by the department and will soon be implemented in the state under the

Meghalaya State Rural Livelihood Society (MSRLS). The Rural Self Employment Training Institute (RSETI) scheme is being implemented through the 5 RSETIs (East Khasi Hills, West Khasi Hills, East Garo Hills, Ri-Bhoi and West Garo Hills) under various heads, viz. *Agriculture programmes* and allied activities like dairy, poultry, agriculture, horticulture, sericulture, mushroom cultivation, floriculture, fisheries etc; *Product programmes* like dress designing, rexine utility articles, agarbati manufacturing, football making, bag making, bakery products, leaf cup making, recycled paper manufacturing etc; *Process programmes* like 2-wheeler repairs, radio/tv repairs, motor rewinding, electrical transformer repairs, irrigation pump-sets repairs, tractor & power tiller repairs, cell phone repairs, beautician course, photography/videography, screen-printing, photo lamination, domestic electrical appliances repairs, computer hardware and DTP and *General programmes* like skill development for women etc and other sectors like leather, construction hospitality etc. depending on the local requirements. The total number of candidates trained in the F.Y 2016-17 was 1071.

The State Institute of Rural Development (SIRD) is conducting various skill development training programmes such as Diploma in Entrepreneurship and Business Management, Integrated Training Programme for Gram Sevaks and Sevika, Chow Chow Projects, Skills Placement Programmes, Piggery for Livelihood Security, IAY Training on retro-fittings, bamboo treatment and stabilized mud block, Entrepreneurship Development Programme, Swachh Bharat Mission etc. and the training provided under Meghalaya State Rural Technology and Livelihood Promotion Centre (MSRTLPC)

at Nongbah Myrdon in Umsning. From the year 2015, MSRTLPC has trained 677 persons on various appropriate rural technologies. The Meghalaya State Rural Technology and Livelihood Promotion Centre aims to source, collate, showcase, demonstrate, incubate, disseminate and induct appropriate rural technologies, in close partnership with the technology providing institutions of the State and the Centre as also the rural innovators. Although the Centre is currently functioning under a temporary set up, the plan and estimate for the office building and training centre has been approved and the construction will commence soon.

6. Commerce and Industries

The department of Commerce and Industries in Meghalaya plays a pivotal role promoting skill development in the state. The department has been conducting various training programmes to equip the local youths for self-employment ventures by running regular vocational courses in *Knitting, Tailoring and Embroidery, Carpet Weaving, Carpentry and Furniture making, Leather, Blacksmith and Fabrication works* etc., Shoe Making and Machinist. The department has been implementing the scheme 'Training Inside and Outside' under which it provides stipend to local youths to undergo training inside as well as outside the state. Few registered units as well as NGOs have been identified by the department to act as training centres having qualified trainers. These registered training units are monitored by the District Commerce and Industries Centres (DCICs) from time to time. These units are also assigned to develop innovative products and innovative methods of production process to meet both customers' need and to produce high end

products for economical gains. The Commerce and Industries department also conducts Master-Craftsmen Training to retain the traditional art and skills of the people of the state which not only creates avenues for economic sustenance but also helps in preserving the products. For this purpose the Department has upgraded both their skills as well as their products in order to address the dynamic market trends, buyer's need, and to fetch more economical gains.

7. 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 and Agri-Business Centers and Farm Schools through institutions such as Krishi Vigyan Kendras (KVKs). Under the Extension Reforms School, farmers have benefitted through the cluster demonstrations and cropping system based trainings for them. From 2011 to 2015, 125 Farm Schools were formed and 353 Farmers Trainings have been held. Further, 6 Kisan Melas were organized in the state during the same period to enhance the skills of the farmers in Meghalaya. Further, in the F.Y 2014-15, 13 Exposure Visits, 106 Agriculture demonstrations and 235 Farmer Friends were organized.

The scheme of Training of Rural Educated Youth for Self-Employment (TRYSEFA) in Farm Based activities has motivated the youth to take up self-employment as their career. The Farmers Training Institute (FTI) located in Upper Shillong, is implementing the scheme TRYSEFA in farm based activities where a total of 2390 trainees were trained in the F.Y 2013-14, 1150 trainees in F.Y 2014-15 and 2250 trainees in F.Y 2015-16. The Basic Agriculture Training Centre trained 57 trainees in F.Y 2014-15 on farm based activities. The Integrated Agriculture Training Centre (IATC), which also implements the TRYSEFA scheme, trained 60 trainees in the F.Y 2014-15 and 30 trainees in the F.Y 2015-16. Further, the Integrated Agriculture Training Centre utilized an amount of Rs. 12.015 lakhs in F.Y 2014-15 and Rs. 23.865 lakhs in F.Y 2015-16 for implementation of TRYSEFA.

8. Department of Tourism

The skill development efforts undertaken by the Tourism department are mainly under two initiatives, namely – Capacity Building for Service Providers and Hunar se Rozgar Tak. The Food Craft Institute is implementing the schemes 'Hunar Se Rozgar Tak' and 'Capacity Building for Service Providers under NEC' by offering trainings in different trades. The trades under Hunar Se Rozgar Tak are *Food Production, Bakery & Patisserie, Bakery & Confectionery, Food & Beverage Services and House Keeping Utility* and the trades under Capacity Building for Service Providers are *Bakery & Confectionery, Indian Sweets and Savoury, Guide Training Programme, Advanced Multi-Cuisine Cookery, Food Production (Cook/Chef Training), Advanced Bakery and Confectionery and Tour Guide Programme*. In the F.Y 2015-16, 470 persons have been trained under the above schemes out of which 15 persons were placed and 144 gained self-employment avenues. Further, the Institute of Hotel Management, Shillong is implementing 'Capacity Building for Service Providers in Tourism Sectors' wherein, 31 trainees were trained in Multi cuisine and 25 trainees in Bakery for eight weeks duration each in F.Y 2014-15.

The Placement linked Capacity Building Course in Hospitality & Skill Development in Construction Sector Trades under IBDP-Tourism Mission is another scheme under the Directorate of Tourism, where trainings are provided through empanelled institutions viz. Don Bosco Tech, Avenues, IL&FS and B-ABLE. During the F.Y 2014-15 trainings were conducted in *Unarmed Security Guard, Hospitality (House Keeping), Basic Grooming, Food & Beverage Service, Hospitality (F&B), Helper Mason, Basic Electrician, Basic Welding*. A total of 1296 persons were trained in F.Y 2014-15, of which 718 were placed and 47 self-employed and in F.Y 2015-16, 720 persons were trained, out of which 216 were placed and 144 were self-employed.

9. Department of Urban Affairs

The Department of Urban Affairs has been promoting skill development through the Meghalaya Urban Development Agency (MUDA). It initially started conducting the skill training under the central scheme viz. Support to Training & Employment Programme of the Urban Poor (STEP-UP) under Swarna Jayanti Shahari Rozgar Yojana (SJSRY), which was later restructured as (NULM) National Urban Livelihood Mission. Under the DAY-NULM the skill trainings have been outsourced to 4 private Vocational Training Providers. A total of 435 persons were trained in the F.Y 2014-15 under STEP-UP and 240 were trained under Employment through Skill Training & Placement (EST&P) in the F.Y 2015-16. A total amount of Rs. 35.99 lakhs was allotted for implementation of the above-mentioned trainings in F.Y 2014-15.

10. Department of Social Welfare

The Department of Social Welfare has undertaken few initiatives towards skill development in the state targeted towards women self-employment and vocational training for the disabled persons. The trades offered for the disabled persons are in *Tailoring, Weaving, Weaving, Knitting and Cane & Bamboo*. The trainings are offered by the District Social Welfare Offices at Nongstoin, Baghmara, Shillong, Tura, Nongpoh, Jowai, Williamnagar, Ampati, Resubelpara and Khliehriat. Trainings are also imparted at Lad Rymbai Weaves Co-operative Society and Tuber Kasturba Gram Seva village in *Tailoring, Knitting, Weaving, and Cane & Bamboo*. The department has earmarked a budget of Rs. 67.34 lakhs for the F.Y 2015-16, of which Rs. 65.82 lakhs was utilized. For the skill development targeted towards empowering women, trainings are imparted at the Training Centres for Self-Employment of Women (TSEW) at Tura, Jowai and Shillong. The trades offered include *Tailoring, Embroidery, Weaving and Knitting*.

11. Department of Horticulture

Horticulture is one of the most important sectors of the state, which has huge economic potential that needs to be exploited for employment generation for various categories of population. Many schemes such as extension activities and demonstrations conducted by the Horticulture department are tilted towards skill development. There are 2 schemes which offer skill development - (i) Fruit Processing scheme and (ii) Mushroom Development scheme through its centres. There are 2 Fruit Processing centres (East Khasi Hills district and East Garo Hills district) which impart short term training to the educated unemployment youth so that they are in a position to start their own unit in a small way

i.e. self-employed. Training has been imparted to the B.Sc (Horticulture) last semester students. Mushroom Development centre impart training on spawn production and cultivation of button mushroom and oyster mushroom. In terms of Extension & Training an amount of Rs. 30 lakhs was received and utilized in F.Y 2014-15 and Rs 67 lakhs was received and utilized in F.Y 2015-16.

12. Department of Animal Husbandry & Veterinary

The Department has been imparting trainings in almost all the districts of Meghalaya for the past three years through three centres/ institute viz. VFA Training Institute, Vocational Training Centre, Rongkhon and Vocational Training Centre, Kyrdemkulai. Various trainings are imparted in *Dairy, Piggery, Poultry and Goat Farming*. In the F.Y 2014-15, 1584 persons were trained in these centres and in F.Y 2015-16 the enrolment stood at 1195 trainees. An amount of Rs. 115.80 lakhs was allotted in the F.Y 2015-16.

13. Meghalaya Basin Development Authority (MBDA)

The Meghalaya Basin Development Authority (MBDA) was set up in April, 2012 headed by the Chief Secretary, Government of Meghalaya. The MBDA has identified that natural resources and river basins provide ideal opportunities for providing multi livelihood opportunities to people in the rural areas. A recent initiative is the Integrated Basin Development & Livelihood Promotion Programme (IBDLP) which is being implemented by Meghalaya Basin Development Authority (MBDA) for optimum utilization of the basin resources of the state and its subsequent development through the support and intervention of various government departments. It is aimed at ensuring livelihood opportunities for the people of Meghalaya, capacity building of the government departments and sustainable development of natural resources. Skill Development is an important and crucial element of the IBDLP. The entire programme makes a shift in developmental efforts wherein it follows demand driven beneficiary model rather than the usual supply driven beneficiary model of development. The MBDA has set up certain pioneering institutes such as MIE (Meghalaya Institute of Entrepreneurship), MIG (Meghalaya Institute of Governance) and MINR (Meghalaya Institute of Natural resources). Each institute functions in unison with the MBDA. Under IBDLP, the Meghalaya Institute of Entrepreneurship (MIE) has been set up to facilitate rapid economic transformation, by imparting entrepreneurship education and promoting micro and small enterprises involving the youth, women and other critical target groups in the State. Under this programme, the state government plans to employ XII pass rural youth to act as Multiple Service Providers. These youth will be provided intensive training in technology and will eventually be employed under various Missions in this programme. The IBDLP focuses on four pillars viz. Knowledge Services, Natural Resource Management, Entrepreneurship Development and Good Governance. The programme seeks to improve the living conditions of the people of the state by making interventions in the following sectors - Aquaculture, Apiculture, Horticulture, Sericulture, Forestry, Tourism, Livestock, Agriculture, Rural Energy, Services and Water and is being implemented in a Mission mode through nine missions as given:

Apiculture Mission: The Apiculture Mission is being initiated across the State in a convergent mode with the Department of Commerce and Industries. The department has successfully trained 5758 bee keepers and 2729 beneficiaries have received grants-in-aid for the promotion of apiculture in Meghalaya. The Department has conducted a state-wide awareness campaign and has shortlisted 2000 beekeepers for training in convergence with the IBDLP.

Aquaculture Mission: The Government of Meghalaya launched the Meghalaya State Aquaculture Mission (MSAM) corresponding with the Twelfth Five Year Plan period (2012-13 to 2016-17). The activities related to the mission are in full swing. One of the major goals of the Mini Mission is Capacity Development and Human Resource Development. Along with other development activities connected with fisheries, the Mission also focuses on creation of mass awareness, capacity building, exposure training and skill development of all the stakeholders and technical support for long term sustainability of fishery sector. The Aquaculture Mission will have functional convergence with programmes like MGNREGS, RKVY, NRLM, etc and thematic convergence with line departments like Water Resources, Soil and Water Conservation, Tourism, etc. It is estimated that the investment of about Rs. 1200 crores would be required over the 12th Plan Period.

Energy Mission: The Meghalaya government over the past year has initiated a few projects for tapping the renewable energy of the state in order to create alternative source of energy. This mission is focused on creating required interventions for developing sustainable energy through active involvement of the community. The Government is setting up three projects for catering to the energy needs of small local communities in the state.

Forestry & Plantation Crops Mission: The Meghalaya Basin Development Authority felt the need to generate quality planting material to improve productivity of plantation and accordingly sanctioned the establishment of Plant Tissue Culture Laboratory at Shore and Tura. It has released an amount of Rs 3.28 crore for infrastructure and Rs 1.25 crore for recurring expenditure. An effort has been made to increase the availability and resilience of natural resources in the context of providing livelihood and inclusive growth within the framework of sustainable development under the umbrella of Basin Development.

Horticulture Mission: The Mission will follow cluster approach to strengthen the existing concentration of crops. For each crop post harvest management and value chain management will be given emphasis so that additional income and employment will be generated within the State itself. The Mission will be implemented in a convergence mode with MGNREGS, Water Resources Department and Department of Commerce and Industries. Capacity building will be an important component for all the beneficiaries as well as officials. The mini missions will focus on Area Augmentation, Planting Material and Post Harvest Management.

Livestock Mission: The livestock mission focuses on mainly two issues, viz. self-sustainability and gainful employment for the people of the state towards sustainable

production and marketing of livestock and livestock products for domestic and export markets. An amount of Rs. 1088.97 crore has been earmarked which is targeted to benefit 1.95 lakh households. The Mission will be operational in convergence with the department of Veterinary & Animal Husbandry. Meghalaya State Piggery and Livestock Development Society (MSPLDS) has also been approved for implementation of the Mission for a period of five years from 2017-2022.

Tourism Mission: The Tourism Mission is working in convergence with the Tourism Department of Meghalaya. The training partners for the department under the mission are *IL&FS Education, B-ABLE, Avenues, ETPL India, and IHM &*

FCI etc. Around 1410 youth have been trained in various skills out of which 574 have so far been placed within and outside the state at different capacities by the training partners. The Tourism Mission aims at projecting Meghalaya, as the most preferred Tourist Destination within the country and abroad.

Water Mission: The Water Resources Department is implementing one new initiative which is the Integrated Water Resources Management Programme (IWRMP) which covers the activities under the Water Mission under the aegis of the IBDLP through the Meghalaya Water Resources Development Agency (MeWDA), Water Resources Department. This Programme is a process which promotes the coordinated development and management of water, land and related resources in order to maximize the resultant economic and social welfare in an equitable manner without compromising the sustainability of the eco-system. Under this Programme, activities for management and maximum utilization of the available water resources through the implementation of water harvesting structures, Jalkunds and Multipurpose Reservoirs are being taken up.

Sericulture Mission: This Programme will provide adequate income to a family with a small extent of 0.75 per hectare of land to grow silkworms. It is mainly aimed towards women empowerment as it can be carried out as a supplementary activity by women without moving out of their houses and carrying out their domestic activities. The Mission would work in convergence with department of Sericulture and Weaving through organization of capacity buildings and exposure visits for farmers. Moreover, the Sericulturist will be trained regarding the knowhow for Mulberry, Eri and Muga rearing, reeling and spinning for a period of 25 days.

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 397 trainees who had successfully completed their course under various skill development initiatives based on the database provided by the Department of Labour, (Directorate of Employment and Craftsmen Training), Govt. of Meghalaya and Meghalaya State Skill Development Society (MSSDS). Apart from interacting with these trainees, interactions were also held with other stakeholders.

The database of trainees revealed that the short-term placement linked training mainly covers trades in *Accounting, ICT, Beauty & Wellness, Hospitality & Health Care, Tour & Travels, Repair & Maintenance, Security Guard, Tailoring & Embroidery, Retail, Driver cum Peon, Landscaping & Floriculture, Spoken English and Communication Skill, Retail, Wooden Furniture*. The short-term trainings are mainly done by the Private Vocational Training Providers. It was found that out of all the respondents only 25% were employed, 5% were self-employed and the remaining persons were still looking for jobs. The various trades in which they were engaged are *Hospitality, Banking & Accountancy, IT, Healthcare, Retail, Automobile, Education & Training, Beauty & Wellness, Security Guard etc.* It was noticed that many trainees left their first job due to factors like low salary, health problems and culture as well as climate adjustment problems etc. Most of the students reported that attending the training had brought positive impact in their technical skills, communication skills and personality development.

Only 8% of the students were employed or self-employed before attending the training programmes and stated that the trainings helped to accelerate their income, business knowledge, technical skills etc. Out of all the trained respondents, 56% considered the training programmes as sufficient, 38% as somewhat sufficient and 6% as not

sufficient for them. When it came to practical knowledge, 57% respondents found it sufficient, 34% as somewhat sufficient while 9% found it insufficient to gain practical knowledge. It can be summarized that a huge number of the respondents (73%) were found satisfied, 15% were neither satisfied nor dissatisfied with the training programme and 9% was very satisfied and remaining 3% were dissatisfied. In view of these findings, it can be said that though the overall satisfaction level with the training programme is good, but the placement figures are very discouraging. Provision of placement after completion of trainings is one of the Unique Selling Points (USPs) of these short-term placements linked training programmes which is not happening as per the expectation. Most of the VTPs are operating as franchisees to outside VTPs and as a result many a times these outside VTPs are unaware of the local needs and peculiarities of the region in framing the courses.

The interaction with the key governments departments and other stakeholders implementing the training programmes also highlighted few important issues related to the short-term placement linked trainings schemes such as SDIS, PMKVY, EST&P, BADP etc. It was seen that many VTPs were not following up with recruitment post-training and majority of the candidates who were placed are returning back to their home-towns citing improper placements, low salary and irregular payment as reasons for return. There is the need to fix the accountability of Private VTPs by supervising and regulating the activities of the VTPs and their placements. Also, trainings should be organized locally instead of sending candidates outside the state for short term training. Through the interactions, it also came to light that in case of majority of the skilldevelopment schemes, placement is provided outside the state. However, these external placements are becoming quite challenging as majority of the skilled candidates are reluctant to accept placement offered outside the state due to various reasons such as change in climate, lifestyle, food habits, culture, language etc. For placements outside the state, the take-home minimum salary offered both in Service and Manufacturing sector

was found to be insufficient in the tier 1 and tier 2 cities of Mumbai, Delhi, Kolkata, Bangalore, Hyderabad etc. The stakeholder also suggested that the present duration of courses offered under the schemes is not sufficient. The duration of these courses should preferably be for 1 year and in any case not less than 6 to 8 months. Another issue which was highlighted was high demand for placement in Wellness and Spa Sector but many stakeholders' felt that such placement is a sensitive issue and utmost care should be taken with trainees opting for Wellness & Spa sector. Preferably only mature trainees should be encouraged in this sector. There is lot of aspiration amongst the youth to undergo training in the Medical field. The Private Vocational Training Providers (VTPs) need to have the humane touch while dealing with the youth of the state. The reputation of private training providers depends a lot on how they take care of the trainees. The Implementing Agencies and Private Skill Providers should have the faith, trust, and confidence of the trainees, parents and public at large. A dedicated team is required to handle trainees/parents queries and grievances during training and post placement queries. The Implementing Agency should be fully satisfied that the Private Skill Providers will ensure functional safety and security measures to the trainees during training and post placement.

e. Governance Model

In order to govern various skill development initiatives in the state, the government of Meghalaya has created the State Skill Development Mission (SSDM), Meghalaya State Skill Development Society (MSSDS), Directorate of Employment & Craftsmen Training under Department of Labour, Meghalaya State Employment Promotion Council (MSEPC) and State Council of Vocational Training (SCVT).

The **State Skill Development Mission (SSDM)** was approved by the Cabinet under Labour Department on 09.09.2010

under Agenda Item No.106/2010 and accordingly the State Skill Development Council (SSDC) was constituted to lay down broad policy objectives, strategies, financing and governance models to promote skill development. The **Meghalaya State Skill Development Society (MSSDS) was established** in August 2012 as an agency to disseminate information, regulate training programmes and ensure placement for the people of the state. One of the main responsibilities of MSSDS is to collect, collate, analyze, process and document all skill development initiatives of the state. The various skill development programmes being implemented by MSSDS are State Plan Project, Placement Linked Skill Development Programme under Border Area Development Programme (BADP), Employment through Skill Training and Placement (EST & P) programme under NULM, Placement Linked Skill Training Programme through the Tourism Mission (IBDLP), Training Programme through SIRD for BRGF districts, Placement Linked Skill Development Programmes through Deputy Commissioners, Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Deen Dayal Upadhyay Grammen Kaushal Yojana (DDU-GKY), ADB Project - 'Supporting Human Capital Development in Meghalaya etc. The MSSDS has provided training in all parts of the state.

The **Directorate of Employment & Craftsmen Training** under the Department of Labour is primarily providing skill development training through the 10 Government Industrial Training Institutes (ITIs) spread across the state. The Directorate implements

Craftsmen Training Scheme (CTS), Apprenticeship Training Scheme (ATS), Skill Development Initiative (SDI) Scheme and Short-Term Job-Oriented Courses (State Initiative).

The **Meghalaya State Employment Promotion Council** (MSEPC) was established by the state government in August, 2011 with a mandate to enhance the skill sets of the youth of the state. To uphold this mandate the MSEPC has developed a framework for forming employable skills among the youth of the state and thereafter provide employment and entrepreneurship. The Council will develop a cohesive skill formation, entrepreneurship and placement framework for Meghalaya based upon current and emerging needs of the economies of the region, country and the world at large.

The **Meghalaya State Council for Vocational Training** which is a quality control and quality assurance system to streamline the various vocational trainings conducted by the Industrial Training Institutes (ITIs) in the state which takes care of the quality aspect of the skilling priorities.

The Government of Meghalaya by creating the MSSDS has succeeded in bringing some sort of convergence among the various departments implementing skill development schemes. However, this convergence has been limited and the skill development initiatives is still scattered across various departments. There is no single dedicated department for skill development in the state which takes care of the subject in its totality. Currently there are two State Skill Development Missions (SSDMs) in the state viz., State Skill Development Mission (SSDM) and Meghalaya State Skill Development Society (MSSDS). There is overlapping of activities, roles and responsibilities between MSSDS and SSDM. Besides the two SSDMs, various departments/ agencies are also implementing skill development programmes independently. The Directorate of Employment & Craftsmen Training under Department of Labour administers two major skill development programmes viz. Craftsmen Training Scheme (CTS) implemented through ITIs and Skill Development Initiative Scheme (SDIS) implemented through the Vocational Training Providers. The Department of *Education* is implementing skill development schemes through its directorates wherein, the Directorate of *School Education & Literacy* is implementing the scheme *Vocationalization of School Education*, the Scheme for *Community*

Development through Polytechnics is being implemented by the Directorate of *Higher & Technical Education* besides

running the regular course in the polytechnics. So there is an urgent need for a single nodal agency for coordinating and harmonizing the skilling efforts across the state. Apart from this, there are various other departments conducting skill development training either through their in-house experts or through private experts and institutes, under the various Central and State Government schemes.

In order to address the above-mentioned governance related issues and to meet the future challenges of skilling, the current governance model needs to be strengthened. The strengthening need not undermine the current practices completely, but focus on

developing new practices. The need of the hour is to create a skill development system to strike a balance between local skill development needs and the skills required to compete in the global workplace.

The other governance related issues which needs to be addressed in the state are: Effective Planning of Skill Development Schemes, Adequate Availability of Skilled Teachers/Trainers for Skill Development Trainings, 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).

In order to address the above-mentioned governance related issues and to meet the future challenges of skilling, the current governance model needs to be strengthened. The strengthening need not undermine the current practices completely, but focus on developing new practices. The need of the hour is to create a skill development system to strike a balance between local skill development needs and the skills required to compete in the global workplace. It is worth mentioning here that a step in that direction has already taken by the Labour Department of Govt. of Meghalaya who has initiated a concept note for a single nodal agency for coordinating and harmonizing the skill development programmes in Meghalaya.

f. Quality Assurance System

A closer look at the Skill Development system of the state of Meghalaya reveals that even though the state has taken up the initiative to ensure quality control and quality assurance system by formation of State Council for Vocational Training (SCVT), yet its scope is limited to vocational trainings conducted through ITIs only. There exists no single quality control mechanism to regulate various skill development schemes being implemented in the state. In view of this, the State Council for Vocational Training needs to broaden its scope.

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. Taking one more step closer towards quality assurance, the Ministry of Skill Development & Entrepreneurship has notified a common norm on 20th May, 2016 in order to bring uniformity and standardization in the implementation of various skill development schemes by different central ministries/departments.

The framework suggested for a quality assurance system is based on 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 dependant 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 Secondary & Higher Secondary Schools having vocational subjects.
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.

g. Funding of Skill Development in the State of Meghalaya

The major institutions and skill development schemes constituting the bulk of TVET system in Meghalaya mainly comes under the Department of Labour and Department of Education. The scheme such as CTS is being implemented through the ITIs and the schemes like SDIS and Short-Term- Job Oriented courses being implemented through the private VTPs funded by the Labour Department. The Department of Education through its directorates of School Education and Literacy and Higher and Technical education provides funds for Vocationalization of School Education and Community Development through Polytechnics besides running the regular diploma courses. In this study, an effort has been made to get an idea about the amount of fund received by TVET system and

their subsequent utilization so as to ascertain the quantum of expenditure being incurred on TVET system in Meghalaya. In addition, as skill development activities are spread across various departments, efforts have also been made to get a fair idea about the expenditure being incurred skill development system as a whole. The objective is to obtain if not accurate, an approximate expenditure happening in the state on skill development system as a whole.

The CTS under which 10 government ITIs and one private ITI in the state are functioning have seen substantial increase in fund allocation over the years. The ITIs received a fund of Rs. 882.78 lakhs in the F.Y 2013-14 which has increased to Rs. 1056.83 lakhs in the F.Y 2015-16. Moreover, the SDIS received funds amounting to Rs. 726.7 lakhs in the year 2014-15 and the fund decreased to Rs. 65.22 lakhs in the year 2015-16. The funding for Short Term Job Oriented Courses was Rs. 230 lakhs which remained the same from 2013-14 to 2015-16. The Meghalaya State Skills Development Society (MSSDS) received a fund of Rs. 50 lakhs in F.Y 2015-16 for Employment through Skill Training & Placement (EST &P). The funding for State Plan Project was Rs. 450.00 lakhs which decreased to Rs. 149.25 lakhs in the year 2014-15. In case of schemes under the Education department the funds allotted for Vocationalization of School Education in the F.Y 2015-16 was Rs. 49.23. In case of polytechnics, a funding of Rs. 834.49 was received in F.Y 2013-14 and it increased to Rs. 924.28 in F.Y 2014-15 and again decreased to Rs. 898.82 in the F.Y 2015-16. In a nut-shell, the total funding for the TVET system of the state in the F.Y 2015-16 was approximately Rs. 2389.30 lakhs.

Apart from the TVET system, various other state government departments are also spending on skill development. The Department of Tourism received a funding of Rs.190.57 lakhs in the F.Y 2013-14 and it decreased to Rs. 131.57 lakhs in 2014-15. The funding further decreased to Rs. 102.12 lakhs in the F. Y 2015-16. The Department of Sericulture and Weaving received a funding of Rs.23.15 lakhs in the F.Y 2013-14 which increased to Rs.532.89 lakhs in F.Y 2014-15 and in F.Y 2015-16 the funding decreased to Rs.23.94 lakhs. Similarly, in case of Department of Urban Development, the funding received was Rs. 132.17 lakhs in F.Y 2013-14 and it decreased to Rs.35.99 lakhs in F.Y 2014-15. The Department of Animal Husbandry & Veterinary had a funding of Rs. 109.79 lakhs in the F. Y 2013-14 and it slightly decreased to Rs.105.81 lakhs in the year 2014-15 and again increased to Rs.115.80 lakhs in the year 2015-16. The Department of Social Welfare was allotted with a fund of Rs.60.79 lakhs in the F.Y 2013-14 and Rs. 61.11 lakhs in the year 2014-15, which increased to Rs. 67.34 lakhs in the F.Y 2015-16. The department of Agriculture received a funding of Rs. 68.79 lakhs in the F.Y 2013-14 and Rs.57.035 lakhs in the F.Y 2014-15, and again received Rs. 47.62 lakhs in the F.Y 2015-16. The Department of Community and Rural Development received a funding of Rs 5 lakhs under NRLM in the F.Y 2013-14 which reduced to Rs. 4 lakhs in F.Y 2014-15. The department received Rs.35.44 lakhs under MSRTLPC in F.Y 2014-15 and Rs. 20.18 lakhs in F.Y 2015-16. The Department of Horticulture received a funding of Rs. 40 lakhs in F.Y 2013-14 which increased to Rs. 67 lakhs in the F.Y 2015-16. An approximate funding of Rs.444 lakhs was done in the F.Y 2015-16 to the departments which are not part of the traditional TVET system. If we consider the combined funding figures of these

departments and TVET system, a funding of Rs. 2833.30 lakhs (approximately) has happened on account of skill development.

Out of the total funding of Rs. 2389.30 lakhs in F.Y 2015-16 on TVET system, an amount of Rs. 2159.77 lakhs was spent in F.Y 2015-16. It may be reiterated that, the above mentioned figures are approximate as many of the departments were unable to furnish information with regard to their fund status.

IV. ASPIRATIONS AND SKILL DEVELOPMENT NEEDS

As a part of the study, detailed primary survey was undertaken at block level in all the 11 districts of the state to ascertain the Aspiration and Skill Development Needs of: (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 held with Parents of Students and Teachers and Trainers of institutions like ITIs, Polytechnics, Secondary and Higher Secondary Schools with vocational streams on issues regarding awareness of career options among parents, views on TVET system, and other issues of teacher/trainer of TVET system. These aspirations and needs are based on the findings of extensive primary survey done at block level across all districts of Meghalaya

could not be conducted. Along-with this, the findings of focus group discussions conducted with parents and teachers /trainers of the institutes visited during the study, have also been discussed. During primary survey interactions were held through a questionnaire survey with the 5321 respondents as well as various Government officials along with Focus Group Discussions with Parents of students, Teachers and Trainers of institutions like ITIs and Polytechnics. The primary survey was uniquely designed in such away so as to get results at 95% Confidence Interval with 5% margin of error.

School Students: In order to understand the aspirations and skill development needs of school students, 842 (416 males and 426 females) students studying at secondary and higher secondary level were contacted for questionnaire survey. Out of the total respondent students, 85% wanted to work in the government sector, 4% were looking for private jobs, 6% wanted to be entrepreneurs and 2% had no specific plans. The remaining 3% had no specific career plans at all. It was seen that students were ready to move out of Meghalaya for career opportunities outside the state as 56% responded that they wanted to migrate (40% temporarily and 16% permanently), but 44% had no inclination to migrate. In connection with the income expectations, most of the respondents (46%) expected salary between Rs. 10,001 - 20,000; 19% respondents expected income between Rs. 20,001- Rs. 30,000, 15% expected between Rs. 30,001-Rs.50,000 and 3% above Rs. 50,000 per month. It was seen that 13% respondents expected less than Rs.10, 000 per month and 4% did not answer when asked about their salary expectations. It was found that Parents play a major role in their children's career development as agreed by 52% of the respondents. Significant number of students wanted to study general higher education like B.A, B.Sc and B.Com. The remaining respondents wished to choose various courses like MBBS, B. Tech, LLB, BBA, B. Pharma and 8% wanted to pursue Vocational Education. The 8 % students who wanted to study in vocational streams are mainly

interested in Sports (17%), Automobile and Electronics (13% each), Handloom & Handicrafts (11%), Tourism & Hospitality and Agriculture (9% each), IT-ITES (8%), Telecom (7%), Security Guard (5%), Banking and Aviation (4% each). As a part of the study they were queried about the interest in attending Skills Development Programmes for their career development, to which 67% of the respondent students showed interest. The school students are mainly interested in trades such as Health & Allied Sector, Defence, Hospitality & Tourism, Banking & Finance, Automobile and Agriculture.

Graduate & Post Graduate Students: To understand the aspiration and skill development needs of graduate and post graduate students, a separate questionnaire was designed and interactions were held with 835 (415 males and 420 females) graduates and post graduate students. A large majority of the students (90%) chose service (wage employment) as their career goal while 6% chose entrepreneurship and 4% did not have any idea about their career goals. It was observed that large number of students wanted to go for government jobs (79%) and a lesser section of student respondents (11%) had chosen private sector as a career. Out of the total respondents, 53% were found to be ready and willing to move out of Meghalaya for better career prospects, while 47% did not have any such plans. It was found that of the 53% respondents who wanted to migrate, 79% wanted to migrate temporarily. It is seen that 41% of the respondents expected salary between Rs. 10,001-20,000 while 27% respondents expected between Rs. 20,001-30,000 per month. It was further found that 22% respondents expected salary between Rs. 30,001-50,000 and few of the respondents expected below Rs. 10,000 (9%) and above Rs.50, 000 (1%) respectively. Parents were found to be the major influencer (73%) in their career development plans. In case of graduates and post-graduate students, the interested trades are Education & Training, IT & ITES, Banking & Finance, Defence, Healthcare, Agriculture, and Automotive. It was found that many students (66%) had awareness about the Vocational Skills Programmes being provided by the government and 63% of the respondents were interested in attending Skills Development Programmes for their career development.

Vocational Students: Interactions were held with 764 (382 males and 382 females) vocational students studying in institutions like Polytechnics, ITIs and Private Vocational Training Providers etc. Many respondents were found to have completed their education upto higher secondary level (42%) followed by secondary (25%) and graduation (20%). The remaining had studied up to below secondary (12%) and only a miniscule number (1%) upto post graduation. Maximum respondents joined the training due to Interest in the trade (64%) and 29% in order to improve chances of employment. Migration tendency was noticed among the student respondents as 53% were ready to move out of Meghalaya for career growth. 45% expected a monthly salary/income of Rs. 10,000 and below followed by 37% respondents who desired a monthly income between Rs. 10001-20000. Further, 15% wished to earn between Rs. 20001-Rs. 30000, while 4% hoped for salary between Rs 31000- Rs.50000 and 1% had a high expectation of salary of Rs. 50000 and above. The Vocational Students are mainly interested in trades like IT & ITES, Engineering, Health & Allied Activities, Fashion Technology, Beauty & Wellness, Banking & Accountancy. It was also observed that 90% respondents wanted to attend general skill development programme which includes Computer Knowledge, English

speaking, Interview skills, Communication and Personality development etc and 10% respondents 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 836 (435 males and 401 females) school drop outs. Majority of the students dropped out at the secondary level, followed by middle level and primary level. The survey revealed that majority of the respondents cited financial issues (46%) as the main reason of dropping out, followed by family issues (26%), health issues (7%), issues related to school (7%) etc. Majority of the school dropouts were unemployed and unable to earn a living and only a few were found to be self-employed and earning their livelihood. The employed respondents were engaged either in full time or part-time jobs and were engaged in some business or were self-employed. The employed/self-employed were engaged as Farmers, Businesspersons, Beautician, Mason, Carpenter, Driver, Retailer, IT, Welder & Fabricator and Labour/Wage Earner etc. 79% of the respondents did not possess any vocational skill and the remaining 21% possessed some skill. The trades of interest are Cutting, Knitting and Tailoring, Electronics, Mechanics, Music, Beauty & Wellness, IT & ITES, Handicrafts & Handloom.

Person engaged in Vocations (PEVs): During our survey, 803 (430 males and 373 females) persons engaged in vocations between working age group of 15-59 years were contacted. A large number of respondents (61%) did not complete Class X while 18% had completed Class X. Further, 11% had completed Class XII, 9% were graduates and only 1% post graduates. It was found that 72% of the respondents were self-employed, 21% were regular workers whereas 7% were contractual workers. 75% respondents were found not interested in moving out of Meghalaya for wage employment, given the opportunity, while only 25% were ready. The respondents were asked about their satisfaction level with the present occupation, to which 42% of the respondents agreed to have job satisfaction. Contrary to that, only 4% of the respondents were dissatisfied with the occupation they were engaged in. The respondents were found optimistic about their occupation as 89% thought of it having a good future prospect in Meghalaya. The respondents who were self employed stated that lack of money and lack of raw materials along with marketing support were the major difficulties in pursuing their occupation. For respondents who were wage employed, lack of technical skills and soft skills were the major difficulties encountered in pursuing their occupation. In order to deal with these difficulties, the major support needed are support for loan, marketing support and availability of raw materials in case of self-employed persons and in case of wage employed persons, the support needed are training in technical skills and soft skills. Further they were asked if they wanted to attend additional skill development programme for career development to which 48% of the respondents replied positively and the reasons for such choice included interest in that trade, better career, high demand of that particular trade, chances of the trade leading to self-employment etc. The trades in which the respondents showed interest are Tailoring, Knitting and Weaving; Electronics, Retail Management, Automobile, Health & Allied, IT & ITES, Music. On being asked about the expected monthly stipend if they joined a full time vocational course, taking a

break from their present work, majority (72%) did not respond on being asked about their stipend expectations.

Unemployed Persons: Interactions were held with 841 unemployed persons (438 males and 403 females), selected randomly from the population. The sampling of respondents were taken from the unemployed persons of working age group. It was also found that 82% of respondents tried to get a job (Govt. job-65%, Private job-14% and others-2%), but could not manage to obtain a decent job. 18% respondents said that they never tried to get a job. It was found that 45% of these respondents had tried to become self-employed, but they highlighted some difficulties in becoming self-employed which are lack of money (61%), lack of skills (21%), lack of guidance (9%) etc. It was also found that due to competition in the market, lack of guidance, lack of demand, lack of technical knowhow, family issues etc they were unemployed in spite of possessing some skill and monetary problem was regarded as one of the main hurdle to self-employment. More than half of the respondents (52%) wanted to pursue additional general education along with skill development programme. The rest 48% did not want to join as 37% felt that this will not be helpful for their career planning. Some other reasons quoted for not joining the programme were non availability of trade of choice, poor quality of programme etc. However, it was found that if choice of trade is available and quality improved, 49% of these 'not interested persons' would like to join the same. The trades of interest are IT & ITES, Cutting, Knitting & Weaving, Beauty & Wellness, Electronics, Bakery, Automobile, and Fashion Technology.

Focus Group Discussions with Parents: Majority of the parents preferred general education (bachelor's degree/masters degree) rather than joining a diploma in vocational courses. The parents also felt that there should be career counselling for the education of their children. The parents were unaware of the different career scope as majority of them do not know about the different scope of trades available in institutions like ITI, Polytechnic and other vocational courses. Most of the parents were not educated and mainly engaged in agriculture as their livelihood. The parents were more inclined towards technical or medical field, as they felt that these courses would fetch their children proper jobs in the future. The parents informed that there is inherent weakness amongst the rural students in subjects like English, Mathematics and Science and suggested that there should be remedial classes for the students who are in need of extra assistance. Most of the parents were found willing to send their children outside the state for further studies. Majority of the parents were facing financial constraints and were unable to send their children outside the village or the state and added that if there was financial assistance from the government the parents would gladly send their children out of the region. According to them the quality of education should be reviewed over time and periodic parent teacher meetings should be organized by the schools. The parents opined that the quality of education especially in the rural areas was not up to the mark. The parents are all dependent upon the teachers and trust them for the guidance and upbringing of their children especially in the rural areas where majority of the parents are uneducated. Parents were of the opinion that the quality of teaching, teaching aids and infrastructure should be improved.

Focus Group Discussion with Teachers/ Trainers of Industrial Training Institute

(ITIs): The teachers felt that due to the poor quality of education imparted in schools, specifically up to elementary level, many of the students enrolling in the ITIs have low receptive and cognitive capacity. As a result teachers /trainers have to struggle in making them understand even the basics. Lack of latest teaching aids poses to be a problem as most of the institutions are still using the old teaching aids. Lack of proper infrastructure is also the main problem as most of the ITI in the state are not in a proper condition except a few (e.g. ITI Shillong). Lack of internet connectivity is a major hindrance for smooth functioning of the institutes. The teachers felt that their training is not an issue at ITIs as there exists proper institutional mechanisms at the Central Training Institutes (CTI) at various locations outside the state. The teachers/trainers felt the need to bring clarity in the understanding of NSQF, as most of them had no knowledge of it. The teachers found it difficult to follow up or to get in contact with the successful students when there are placement opportunities coming from the institutions as there is no placement linked cells functioning effectively to maintain trainee database. There is low demand of the candidates being successful from the institute because the presence of limited industries in the State. Also, the students lack motivation towards self-employment, as very few trainings are being conducted for self-employment. They felt the need to set up ITIs in convenient locations as it entails a lot of hardship on faculties as well as students. Good communication system and easier approaches to these institutes would also encourage the companies to visit the institutes.

Focus Group Discussion with Teachers/ Trainers of Polytechnics: The teachers felt that after completion of the regular diploma courses, in order to prepare the students for the demands of the market place, some sort of training in finishing schools should be organized. The teachers/trainers felt that with regard to placement most of these polytechnics are suffering. They felt the need for industrial linkage with these institutes so that better chances of employment are created. According to the teachers/trainers the infrastructure in most of the polytechnics was more or less up to the mark and suitable to conduct practical trainings. However, they are facing problems in the smooth running of training programmes due to the issues associated with telephone and internet connectivity. They emphasized the need to organize workshops for students for motivation and career counselling in the interior areas. The teachers put emphasis on the need for regular training of teachers as it would keep them updated with the latest teaching methodologies.

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 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 upside 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 (ICT) 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.

As the name suggests, 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 (ITF) 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 faster 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 regard 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 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 learningagility. 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 Meghalaya

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 accompanying 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 table:

Sl.N o.	District	Potential Sectors Capable of Developing Enterprise and Employment Generation	Skill Development Requirements
1.	East Khasi Hills	1. Tourism 2. Agriculture 3. Horticulture 4. Floriculture 5. Apiculture 6. Food Processing 7. Mining 8. Weaving 9. Handloom & Handicrafts	1. Tourism has huge potential in the district and Skill development in this sector can reap great dividends. People in Mawkdok, Sohra, Pynursla, Mawlynnong are engaged in Tourism related activities like Hotels, Mini Resort, Home Stay, Tour Guides, and Restaurants & Eateries. Skill Development Requirements exist in the area of Professional Guides, House Keeping, Waste Management and Management of Home Stay, Adventure Tourism, Food & Beverages etc. 2. Agriculture, Horticulture, Floriculture etc is widely practiced in areas like Myllem and Smit. Horticulture crops like Arecanut, Pepper, Ginger, Bay Leaf etc are grown and skills in better production, storage and marketing techniques need to be developed. From

			<p>lemon grass potential at Pynursla to Khasi Mandarin which has a huge market potential needed to be tapped right from the grass root level in order to increase the production which is possible through proper awareness, trainings, exposures etc.</p> <p>3. Apiculture has potential for income generation and skills need up gradation.</p> <p>4. Food Processing sector has great potential and skill up gradation is needed in processing, packaging and marketing.</p> <p>5. Skilling in mining needs to develop.</p> <p>6. Soft Skill Development Training need to be organised as a part of all skill development initiatives.</p> <p>7. Traditional skills such as Iron Smithy, Black smithy and Gold Smithy needs up gradation.</p> <p>8. Skill up gradation is needed in Handloom & Handicrafts and Weaving.</p>
2.	West Khasi Hills	<ol style="list-style-type: none"> 1. Agriculture 2. Horticulture 3. Animal Husbandry 4. Floriculture 5. Fisheries 6. Apiculture 7. Handloom & Handicrafts 8. Tourism 	<ol style="list-style-type: none"> 1. Skill Development is required in the areas of Agriculture, Horticulture, Animal Husbandry, Floriculture, Sericulture, Fisheries 2. Skill Development is required in Carpentry, Tailoring, Beauty and Wellness, Motor Mechanic, Electrician, Fast Food Joints and Green Technologies. 3. Apiculture is widely practiced and skill up gradation is needed. 4. Handloom and Handicrafts have huge scope for income generation and skills need up gradation. 5. Since Tourism has potential in the districts, skills need to develop in Eco-Tourism and other tourism related activities.
3.	South West Khasi Hills	<ol style="list-style-type: none"> 1. Agriculture 2. Horticulture 3. Livestock 4. Floriculture 5. Fisheries 6. Apiculture 7. Handloom & Handicrafts 8. Tourism 	<ol style="list-style-type: none"> 1. The skills which are required to be developed among the people of the district are technical and marketing skills pertaining to different sectors such as Agriculture, Horticulture, Livestock, Floriculture, Fisheries etc. 2. Apiculture also requires upgradation of skills. 3. Skills need to be upgraded in Communication Skills, Personality Development, Self Esteem, Confidence Building and Leadership Skills.

			<p>4. Skill up gradation is needed in traditional skills like Handicrafts, Weaving, Indigenous Cooking, Making of Instrumental items, Livestock rearing etc., which have good potential for livelihood promotion for the people of the district. The intervention/support required is through capacity building, exposure visits and credit linkages through Financial Institutions.</p> <p>5. Skill development is essential in Tourism as it has huge potential in the district.</p>
4.	Ri - Bhoi	<ol style="list-style-type: none"> 1. Agriculture 2. Horticulture 3. Animal Husbandry 4. Fisheries 5. Weaving 6. Sericulture 7. Handloom & Handicrafts 8. Floriculture 9. Tourism 	<ol style="list-style-type: none"> 1. Agriculture is widely practiced in the district and skill development to impart better techniques for planting, harvesting, storing, preserving and marketing of produce is required. 2. Horticulture needs skill development in planting, harvesting, storing, preserving horticulture produce like betel nut, betel nut leaves and black pepper. 3. Animal Husbandry skills need to develop in poultry, piggery, fisheries, cattle, dairy farming etc. 4. Skill development is required in the area of Handloom & Handicrafts in terms of usage of latest know-how and designs. Also Weaving skills may be upgraded. 5. Skills need to develop in Mobile Repairing, Electrician, Motor Mechanic, Computer, Electrician, Broom cultivation. 6. Skill development is required in Food and Fruit Processing, Labelling of products etc. 7. Candle and Soap Making have potential and skills need to be upgraded. 8. Skill development is needed in Tourism Sector to attract tourists from all over the globe. 9. Entrepreneurial Skills and Marketing Skills should be developed. 10. Sericulture may be developed through further training and exposure.
5.	West Jaintia Hills	<ol style="list-style-type: none"> 1. Agriculture 2. Horticulture 3. Handloom & Handicraft 4. Weaving 5. Tourism 6. Construction 7. Food Processing 	<ol style="list-style-type: none"> 1. Skill Development is required in Agriculture and Allied Activities such as Horticulture, Animal Husbandry, Fisheries etc. Farmers need to be provided with Marketing Skills so that their Agriculture and Horticulture produce can be marketed better. Better techniques may be developed for. Agri and horti produce like Rice, Maize, Tomato, Potato, Cabbages, Chillies, Orange, Broom, Ginger, Turmeric, Garlic, Banana, Betel Nut, Coconut etc. 2. Sericulture needs skill upgradation and use of better technology. 3. Tourism has great potential and skilling is needed in

			<p>trades like tour operator, tour guide, hotel management and hospitality.</p> <p>4. Construction activities requires up gradation and re skilling.</p> <p>5. Skill Development is required in the areas of Electronics (Invertors, Refrigerators, TV, etc.) and Mobile Repairing, Bakery & Confectionery, Motor Mechanic, Beauty & Wellness, Masonry Works, Food & Beverages.</p> <p>6. Food and Fruit Processing and Preservation techniques may be developed.</p>
6.	East Jaintia Hills	<p>1.Agriculture 2.Horticulture 3. Animal Husbandry 4. Fisheries 5.Handloom & Handicrafts 6. Tourism</p>	<p>1. Skill Training in planting, harvesting, storing, preserving and marketing technique of Agri and Hoti products such as Rubber, Coffee, Tobacco, Broom Plantation etc. is needed.</p> <p>2. Skilling in Animal Husbandry and Fisheries is also required.</p> <p>3. Skill Development in required in areas such as Motor Mechanic, Mason, Electrician, Plumber, Fast Food Joints, Beauty Salons, Tailoring (especially for gents) etc.</p> <p>4. Skills in Marketing for Handicrafts sector is required.</p> <p>5. Tourism has huge potential in the district and Skill development is essential for tour guides, tour operators and adventure sports conductors.</p>
7.	East Garo Hills	<p>1. Agriculture 2. Horticulture 3. Tourism 4.Handloom & Handicrafts 5. Apiculture 6. Sericulture 7. Animal Husbandry 8. Food Processing</p>	<p>1. Skill needs to be developed in Motor Mechanic trade (Driving schools may be opened up in the rural as well as urban areas).</p> <p>2. Skills need to develop in Welding, Fabrication, Tally, Computer Hardware & Networking etc.</p> <p>3. Handloom sector may be developed by introducing innovative design intervention to cope up with the dynamic market needs.</p> <p>4. Hospitality sector may be developed by establishing training centres especially in Hospitality at Williamnagar.</p> <p>5. Tourism sector has good potential in the area and Tourism related activities may be enhanced to attract tourists from all over the globe.</p>

			6. Food Processing skills need updating and wine making can be made a profitable entrepreneurial activity.
8.	West Garo Hills	<ol style="list-style-type: none"> 1. Agriculture 2. Horticulture 3. Animal Husbandry 4. Fisheries 5. Food-Processing 6. Apiculture 	<ol style="list-style-type: none"> 1. Skill Development is essential in the area of Nursery and Green House Management of Saplings of plant/cash crops such as Areca nut, Cashew nuts, Jackfruit and Banana. 2. Skill development in Animal Husbandry areas such as rearing of cattle, production of milk and milk products like ghee, Piggery, Poultry is required. 3. Food-Processing Skills for Areca nuts, Cashew nuts, Jackfruit, Banana products etc. is needed and value added products like pickle and supari related making skills need to be developed. 4. Apiculture is an area where the skills may be developed. 5. Skill Development in the area of Construction, Carpentry, Repairing of Machines, Motor Mechanic etc is required. 6. Mining skills up gradation needed for stones, boulders and gravel which have good potential for export to Bangladesh. 7. Skill Development is essential for manufacturing of items such a CGI Sheets, Barbed Wire, Blade Wire, Bottled Mineral Water, Plastic Products such as Water Tank, furniture and kitchen ware is needed. 8. Skilling in Bamboo related crafts, wood carving, herbal medicines and traditional rice beer making etc. needs up gradation.
9.	North Garo Hills	<ol style="list-style-type: none"> 1. Agriculture 2. Horticulture 3. Floriculture 4. Animal Husbandry 5. Apiculture 6. Sericulture 7. Handicrafts 8. Weaving 	<ol style="list-style-type: none"> 1. Skill needs to be developed among farmers and people engaged in organic farming and training in organic certification may be imparted on the right methods. 2. Skill development is needed to impart better techniques for planting, harvesting, storing, preserving and marketing of horti produce like rubber, banana, betel nut, pineapple, strawberries. 3. Skilling in Floriculture especially orchids (orchids are extensively grown in the district) is needed. 4. Apiculture skills require up gradation as it has huge potential for income generation in the district. 5. Skilling in Tourism & Hospitality Management need to be developed. 6. Skill upgradation is needed in Traditional Skills like Bamboo Crafts like Basket Making, Pottery, Black

			Smithy (axe, shovel), Weaving (Traditional Dakmandas), Traditional Instruments making (like drums, chigning).
10.	South West Garo Hills	<ol style="list-style-type: none"> 1. Agriculture 2. Horticulture 3. Animal Husbandry 4. Tourism 5. Weaving 6. Food Processing 	<ol style="list-style-type: none"> 1. Skill development is required in IT skills viz. Tally, Computer Hardware & Networking etc. More computer centres and workshops may be established to achieve this aim. 2. Tourism sector has good potential in the area and skilling in Tourism related activities may be enhanced to attract tourists from all over the globe. Skills in hospitality, housekeeping, cooking etc needs to be developed. 3. Skilling in Masonry, Plumbing and Carpentry needs to be developed. 4. Driving skills should be developed in the region as it has scope for employment (both self as well as wage). 5. Skilling in Mobile repairing needs to be developed through training programmes and such shops should be opened. 6. Skill development in Soap Making, Medicinal Plants, and Cultivation of Spices are required. 7. Skilling in Food Processing may be developed by incorporating better techniques of production and preservation in terms of Jams, jelly, pickle, bamboo shoot etc. 8. Skill upgradation is required in the areas like Agriculture, Horticulture, Animal Husbandry, Floriculture, Fisheries.

11.	South Garo Hills	<ol style="list-style-type: none"> 1. Agriculture & Allied 2. Weaving 3. Livestock farming 4. Fisheries 5. Apiculture 6. Horticulture 7. Handloom & Handicrafts 8. Beauty & Wellness 	<ol style="list-style-type: none"> 1. Skill Development is required in the areas of Agriculture, Horticulture, Animal Husbandry, Floriculture, Fisheries etc. 2. Skill development is required in Beauty & Wellness wherein higher level skills like masseur, spa therapist, hair stylist etc. can be taught to the people. 3. Skill development is highly pertinent for Handicrafts (Cane & Bamboo). 4. Weaving is an important sector in this region and skills need to be developed in terms of design intervention, scientific silk rearing, host plant management, disease management etc. in order to take the produce in the global platform. 5. Skill upgradation is required in broom cultivation, beetel nut & leaves cultivation etc. 6. Skills in Mobile repairing, Automobile Repairing, IT etc needs to be developed through training programmes and training institutions should be opened.
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e. Sectors of Economy/Industries in which Meghalaya Needs to Intensify its Skilling Effort

In order to identify the sectors of economy in which Meghalaya should intensify its skilling effort, it is important to understand the major economic activities in which people of Meghalaya 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 want to be skilled.

Sl. No.	Economy/Industry Sectors	Skill Development Requirements
1.	Agriculture & Allied Sectors such as Horticulture, Floriculture, Animal Husbandry, Sericulture & Fisheries	<p>Agriculture and Horticulture: The state produces a variety of fruit, vegetables and other agro-based products that can be processed, packaged and transported in various forms to other parts of the country. Fruits grown in the region include oranges, peaches, pineapples, pears, guavas, plums, and bananas which can be prepared into jams, squashes, pulps, facial scrubs, and various other edibles and non-edibles for sale in markets away from the growing areas. There is high demand for upgradation of skills in Agri-Horti Crops like Harvesting Skills and Post Harvest Techniques such as Grading, Preservation, Processing & Marketing, etc. for Rice, Mustard, Ground nut, Black gram and Green gram, Khasi Mandarin, Pineapple, Strawberry, Raspberry, Mulberry, Plum, Peach, Pear, Apricot, Custard Apple, Sapota, Jackfruit, Guava, Mango, Litchi, Lime/Lemon, Sweet Orange, Banana and Papaya. New skill sets are required for production and management of cash crops like Tea, Rubber, Sugarcane and Maize. Skills up gradation is required for Organic farming, Integrated Nutrient Management, Integrated Pest Management, Water harvesting and Land use system. The state has also tremendous potential for skill development in commercial cultivation of Oyster and Button mushroom due to its temperate climate. Upgradation of skills needed for scientific cultivation of Spices and Condiments such as Chillies, Ginger, Turmeric, Garlic, Black Pepper and Bay leaf. Post-Harvest Handling and Value addition skills like grading, grinding, packaging and transportation of these spices will be helpful to create livelihood opportunities with larger involvement of different stakeholders. Skills regarding off season cultivation of crops like Cucumber, Pumpkin, French-Bean, Brinjal, Brocoli Knolkhol, Cabbage, Cauliflower, Tomato, Peas, Raddish, Carrot, Beetroot etc. are advantageous as the region has temperate climate and prolong winter season. Skills regarding scientific cultivation of Potato, Sweet Potato, Yam, Colocasia and Tapioca and its value addition also have high potential. Skills of transplantation, grafting, integrated pest management, organic certification, nutrient management with on-farm and off-farm biological inputs, EM technology, construction of rural compost and vermicompost units is needed.</p> <p>Floriculture: The climate of the State, particularly the areas near Shillong in East Khasi Hills District, is well suited for cut flower production. Meghalaya is spoilt for choice, as far as orchids go. It exhibits a superb diversity in its different colorful orchids which not only adds beauty to the nature of Meghalaya but also works as a big revenue resource for the state. The whole cosmos has a collection of 17,000 species of orchids among which 1,250 types can be seen in</p>

Sl. No.	Economy/Industry Sectors	Skill Development Requirements
		<p>India. Meghalaya orchids include as many as 300 different species that are precious to the place. Cherrapunji is the motherland of different Meghalaya orchids. Export oriented Orchid cultivation (Tissue Culture) is given the status of an industry in the State in view of a high value realization in the international markets. Encouragement will be given to large-scale commercial exploitation in a systematic and scientific manner through tissue culture. The largest number of species could be found in the forests of Cherrapunji. Mawsmal and Mawmluh which have majestic collection of orchids and both hold highest positions in the collection of orchids in Meghalaya. The Sohrarim Forest which is on the way to Cherrapunji reflects a vivacious collection of orchids. Export oriented Floriculture needs to be encouraged. Scientific skills are required regarding the cultivation and packaging of flowers like Orchids, Chrysanthemum, Gerbera, Gladiolus, Marigold and Carnations etc. Skills related to different vegetative propagation techniques like grafting, layering, cutting, budding and pruning have higher demand to generate offspring of parental stock.</p> <p>Animal Husbandry: Meghalaya has a high percentage of meat consuming population and the climate is also congenial for animal husbandry like rearing of cattle, pigs, goat and poultry. This sector plays an important role in the state economy and sectors like Poultry, Dairy, Piggery, Goat Farming and Duckery have vast scope in the state. Upgradation of Skills are required in the allied 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.</p> <p>Sericulture: Weaving traditional shawls and textiles is a household occupation of most women in the state and still continues in most rural homes. Around 90 per cent of all weavers in the state are women. Meghalaya's weaving tradition is based on excellent skill and workmanship. Cotton weaving is most common, but the yarn has to be 'imported' as there is no cotton production in the state. Of the 25,000 weaver households, 60 per cent are in the Garo Hills. Another traditional occupation of rural women is the rearing of silkworms for eri, mulberry, and muga silk. 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</p>

Sl. No.	Economy/Industry Sectors	Skill Development Requirements
		<p>fashion into finished garments for export.</p> <p>Fisheries: 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>
2.	<p>Tourism & Hospitality Sector</p>	<p>Meghalaya is blessed with picturesque landscape, conducive geo-ecological settings, salubrious climate, sparkling waterfalls, legendry & mythological sites, rich traditional culture and warm and hospitable people. Tourism has gained momentum in the last few years. It has special attractions like the living bridges, Sacred Groves, the Shillong Golf Course, the wettest place in the world, Cherrapunjee (Sohra), Caves, Wildlife Sanctuaries and Biosphere reserves. It also boasts of one of the most beautiful high altitude lakes at Umiam. This sector is in high demand amongst School Students, Vocational Students and Unemployed persons. Meghalaya tourism is focused on developing infrastructure and public facilities at all tourist spots, along with the development of various areas of tourism in the state such as Nature based tourism, Cultural tourism, Health Resort tourism, and Art and Craft tourism. Meghalaya tourism is also emphasizing on adventure tourism that include trekking, caving, and water sports, rock climbing and hand gliding. The State has excellent tourism potential in Eco-Tourism and Adventure Tourism, Cultural tourism, Golf tourism, Pilgrimage tourism, Strawberry tourism etc. In view of this, skill development is needed in Mountaineering, Rafting, Trekking, Kayaking and Paragliding. Skill upgradation is also required for up scaling Tour guide, Travel agents, Tour operator and Housekeepers. Investment in service sectors like Hotel & Hospitality, Health & Sanitation needs to be scaled up for employment of educated youth.</p>

Sl. No.	Economy/Industry Sectors	Skill Development Requirements
3.	Fashion and Apparel Sector	<p>The state of Meghalaya has a unique and rich traditional textile heritage and there exists inherent creative and innovative orientation of the people of the region. Therefore, the need of the hour is proper technical impetus, skilling and channelizing the people of the state. An Apparel and Garment Making Centre was established in Meghalaya in January, 2017. The Ministry of Textiles intends to take the cultural heritage of the state beyond boundaries and give it an international recognition through technology up gradation, marketing linkage and design inputs. The traditional practice of weaving in loom is practiced by most of the people of the region and should be continued by adopting few modifications like adopting latest know-how and better marketing linkage and commercialization. The Shillong Centre of the National Institute of Fashion Technology (NIFT) was formally inaugurated on 11th July 2008. Presently, it is the only centre in the NE region enriched by knowledge from traditional skills, new materials and creativity, particularly to the North East. The key skills needed for this sector to flourish in the state are Spinning, Fabric Manufacturing, Fabric Processing, Garmenting and Merchandising. With regard to Fabric Manufacturing knowledge regarding yarn count, latest trend and market demand and communication skills is required. In terms of Fabric Processing the skills required are shearing, singeing, de-sizing, scouring, bleaching, dyeing etc. In terms of Garment Making the skills required are cutting, stitching and assembling of the garments. Few ancillary skills are also required to develop in line with this sector viz. sewing skills, creativity and imaginative skills, good fashion sense, computer knowledge (CAD, Corel Draw, Illustrator, and Photoshop etc.), business and marketing skills and the understanding the health and safety standards connected with working under this sector. The state should tap the potential youth of the state and create a platform for fashion designer, fashion illustrator, fashion buyer, pattern maker, custom designer, fashion merchandiser, fashion event co-coordinator, fashion stylist, faculty for institutes, fashion choreographer, fashion photographer, fashion journalist and boutique business.</p>

Sl. No.	Economy/Industry Sectors	Skill Development Requirements
4.	Food & Meat Processing Sector	<p>Meghalaya is the hub of temperate fruits and vegetables owing to the conducive climatic conditions and need different set of skills for post-harvest preservation and processing for its state specific fruits and vegetables. The state with different region specific fruits like Khasi Mandarin, Pineapple, Strawberry, Raspberry, Mulberry, Plum, Peach, Pear, Apricot, Custard Apple and Sapota need infrastructure to set up commercial venture around value added products like Jam, Jelly and Squash. Among the spices, Chilli, Ginger, Turmeric, Garlic and Black Pepper creates scope for skill development in value added products like pickle, powder and paste. Turmeric of the best quality and a variety of medicinal herbs and plants are other items which flourish in the state and can be processed into herbal and health-based products. Animal Husbandry and Meat Processing have a huge potential as people of Meghalaya are mostly non-vegetarian and skill development is needed in the areas of meat processing and dairy product development. 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.</p> <p>There is an immediate need to develop the entrepreneurial skills of prospective entrepreneurs in Food Processing Sector through specially designed entrepreneurship skill development courses related to processing of Fruits in the areas of Procurement, Production, Drying, Grading, Sorting, Packaging & Refrigeration, Packaging and marketing of wine, Fruits & Vegetables, Spices, Bread & Bakery, Meat and Poultry, Snacks etc.</p>
5.	Mineral based Industries Sector	<p>Meghalaya with its wealth of mineral deposits has tremendous industrial potential. There are extensive deposits of coal, limestone, granite, clay and many other minerals. The state also has sizeable deposits of radioactive minerals such as amounting to an estimated 13.5 million tonnes. In fact, uranium found in the West Khasi hills is of a higher grade than some of the best grade uranium being mined elsewhere in the country. Coal deposits are available in all districts and particularly in the southern slopes of the state. The total estimated reserve of coal in the region is 640 million tones. The coal is mainly of sub-bituminous type and can be utilized in varied industries ranging from power, fertilizer, cement and textile to paper, rubber, brick burning and also pottery based industries.</p> <p>The coal that is found in Meghalaya can also be converted into coke to recover value added chemicals like light, medium and heavy oil, phenol and producer gas. Limestone is another mineral that occurs in</p>

Sl. No.	Economy/Industry Sectors	Skill Development Requirements
		<p>an extensive belt along the Southern border of Meghalaya.</p> <p>The quality of limestone there varies from cement grade to chemical grade. Total inferred reserve of limestone within the State is about 5,000 million tones which can be of use in steel, fertilizer and chemical industries. Granite of excellent quality is at present being mined in the East and West districts of Khasi hills where sizeable deposits are estimated and can be found in various shades and colors. Clay of various pes such as Kaolin (China clay), White clay, and Fire clay are also found in various parts of the states which are suitable for ceramic, paper, rubber and refractory industries. It has been estimated that there are a few hundred million tones of clay reserved in the state of Meghalaya. Beside the above, other economically viable minerals like gypsum, phosphorite, glass-sand, base metal, quartz and feldspar can be located in various parts of Meghalaya. The State is also attributed with one of the most valuable sillimanite deposits in the world.</p> <p>The mineral based industries which may be popular in the region are Cement, Lime and hydrated Lime (coal fired), Precipitated and Activated Calcium Carbonate, Calcium Carbide, Coal briquette and high temperature Carbonization Plant, Low Ash Metallurgical Coke/Coke Breeze, Wall/Floor tiles, Earthen-wares (crocker, novelties etc), Stone wares (sanitary wares etc.), Fire bricks etc. Some of the skills to be developed in this sector are drilling, excavation operator, haulage operator, mechanic fitter, machinist, mine surveying, ore processing operator, mineral processing etc.</p>
6.	Forest based Industries Sector	<p>With around half of its land area under forest area, Meghalaya has high potential for the development of forest-based enterprises. Timber is the main resource from the forests and bamboo, spices, cane, honey etc. are the other minor products from the forests. Important forest based industries at present are furniture works, wood carving and structuring, timber and card board products and Khasi herbal medicines etc. Meghalaya is richly endowed with bamboo forests and its abundance and multiple uses have led bamboo to play a pivotal role in the socio-economic and cultural life of the tribal people of the state. It finds varied uses like construction material, in making of diverse implements for agriculture, fishing and cattle rearing and the simple household items like utensils small furniture etc. Livelihood of significant population in the state is dependent on the handicrafts made of bamboo. Bamboo and other cane products also need different type of skills like designer product development for its variety of products which have both domestic and international demand. Meghalaya also has good potential for forest based industries like Charcoal, Cinnamon,</p>

Sl. No.	Economy/Industry Sectors	Skill Development Requirements
		<p>Fuel wood, Timber, Broom grass, Medicinal & Aromatic plants, Packing leaf, Wild Peeper and Wood lichen etc. In view of the growing importance of aromatic and medicinal plants, skill upgradation is required for scientific cultivation of these crops and managements 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. Development of herbal and medicinal plants for setting up processing units in Meghalaya will be very tenable investment. The State government will encourage setting up of Bamboo/Reclaimed Wood based Industries in rural areas to encourage local entrepreneurs at the village level.</p>
7.	Handloom & Handicrafts	<p>Traditional Handloom and Handicrafts sector plays a big role in the local economy of the state. The state is also known for its traditional handicrafts sector where local artisans use cane and bamboo to make handicrafts products which are mostly consumed within Meghalaya as a part of their local festivals, rituals, ceremonies etc. and are also exported. Traditional handloom weaving is an important rural cottage based industry in the state. The practice of rearing silk worms likes Eri and Mulberry and new reeling technologies to scale up the possibility of rural livelihood generation in this sector are required. Skill upgradation is required in Weaving, making Cane & Bamboo products which have higher potential not only within Meghalaya but also outside the state. There is a need to provide advanced training to practitioners of these trades, introducing new tools, methods and techniques 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. Advanced skill training is required to introduce new tools, methods and techniques for scaling up the production and financing linkages to boost up the existing entrepreneurs to start up new ventures in line with this sector.</p>

Sl. No.	Economy/Industry Sectors	Skill Development Requirements
8.	Information Technology & Information Technology Enabled Services (IT& ITES) Sector	<p>Meghalaya has many advantages and an edge over other North Eastern States of India in the field of Information Technology. The strategic location of Meghalaya for IT business in South East Asia, the favorable weather conditions throughout the year, the surplus power generation and it being one of the English speaking states are contributing to the stance of the State Government that a thrust for development of Information and Communication Technology should be provided. IT & ITES industry is an ever-growing sector with latest advancement in innovation and product development which requires a large number of human resources with specialized skills. This sector is highly popular among all categories of population in the state viz. School Students, Vocational Students, School Dropouts, Graduate & Post Graduates, Persons engaged in Vocations and Unemployed persons. There is a need to design skill development courses in IT & ITES at various levels (both for self & wage employment) especially for educated, educated unemployed as per international standards so that they are not only prepared to work or create opportunities within the state but also ready to grab the opportunities worldwide.</p> <p>Skill Development is required in the areas of Computer Skills, Programming Skills, Logical and Analytical Skills, 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 and Information security/quality compliance.</p>
9.	Banking, Financial Services and Insurance (BFSI) Sector	<p>BFSI Sector is another sector which has decent employment potential. The projected manpower requirement of the BFSI labor force in the country by 2022 is 8.5 million. In case of Meghalaya, considerable interests was 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. This sector is in demand amongst Graduates and Post Graduate students. The other associated job roles in this industry are Insurance agent, Bank and Financial product Sales Executive, 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>

Sl. No.	Economy/Industry Sectors	Skill Development Requirements
		<p>In view of this Skill Development is suggested in retail banking, documentation and legal procedures, regulatory affairs, understanding of standard operating procedures, computer skills, accounting skills, communication skills, customer management, asset liability management, risk management product development, business analysis, marketing and selling skills, claims management, portfolio management, credit appraisal.</p>
10.	Education & Training	<p>The state has shown an overall improvement in the school settings and trainings for untrained teachers and educated unemployed. The sector is looking after the skills needed for curriculum review and revision, preparation of syllabus, in-service training of teacher, research and development. This sector presents an opportunity to educated youth of the state for self as well as wage employment within the state. Skilling in this sector will prepare oneself for working anywhere in the world. In case of Meghalaya, considerable interest was shown for upgradation of skills by School Students, Vocational Students and Educated Unemployed. Skill upgradation needed in this sectors are Teaching & Training skills, Communication skills, Soft skills, Research and training, Curriculum development, Presentation skills, Logical and Analytical skill, Adaptability skills, Organizational skills, Technological skills, Pedagogic skills, Educational consulting skills, Assessment ability of different levels of students etc.</p>

Sl. No.	Economy/Industry Sectors	Skill Development Requirements
11. Health & Allied Sector	<p>In case of Health & Allied Sector too, the state of Meghalaya has wide range of skills areas which creates employment in both public and private sector within the state. So skilling in these areas will not only prepare oneself for employment within the state but in case of less or lack of opportunities within the state, one can try for employment anywhere in the world depending upon his/her capability. Shillong which is the capital of Meghalaya with a population of around 2.2 lakhs, is the focal point of development activities of the state. It is a well-known centre of education in the country and the headquarters of various Armed Forces and Central Government departments. However, the existing health facilities are inadequate in meeting the needs of the patients in the city, not to mention the state as a whole. Therefore, there is immense scope for new and upcoming units in the health sector to develop the health and welfare industry of Meghalaya.</p> <p>Health & Allied Sector has wide range of skill areas which creates employment in both public and private sectors. Skill development can be initiated for Nursing, Anaesthesia Technician, Physiotherapist, Blood Bank Technician, Cardiac Care Technician, Dental Assistant, Diabetes Educator, Dialysis Assistant, Histotechnician, Medical Equipment Technician, Medical Laboratory Technician, Operating Theatre Technician, Pharmacy Assistant, Phlebotomy Technician, Radiology Technician, Vision Technician and Refractionist etc.</p>	
12. Construction Sector	<p>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, Quality Control, Testing Skills, Safety Skills, Painting Skills, Construction Equipment Operating Skills, Machine Experts, Turner, etc. are required in the region.</p>	

VI. STRATEGIC REFORMS ROADMAP FOR SKILL DEVELOPMENT SECTOR IN MEGHALAYA

The complete exercise of understanding the Characteristic of Skill Development System operational in the state of Meghalaya, 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 Meghalaya and 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 frame. The key

aspects that have emerged out of the study and which have been taken as Strategic Goals for Reforms in Skill Development Sector in the State of Meghalaya are:

- 1. Strengthening the Governance Framework currently governing the Skill Development Ecosystem of the state,**
- 2. Redesigning the Various Skill Development Programmes to make it more Responsive to meet both Labour Market Demands and the Supply Side Aspirations**
- 3. Improving the Effectiveness and Utilization of existing Technical Vocational Education & Training (TVET) Institutions,**
- 4. Making Provisions for Providing Specialized Skill Development Training in Identified Sectors and Domains 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. Strengthening the Handloom and Handicrafts Sector**
- 8. Making Extensive Provisions for Career Counseling and Information Dissemination.**

These Strategies 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
1. STRENGTHENING THE GOVERNANCE FRAMEWORK GOVERNING THE SKILL DEVELOPMENT ECOSYSTEM	1.1 Creation of A Single Nodal Agency for Skill Development in the State 1.2 Introducing Right Amount of Centralization for Governance of Skill Development Schemes in the State 1.3 Comprehensive 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, 1.4 Formulation of a State Specific Skill Development Policy 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, 1.6 Creation of a State Skill Development Fund and 1.7 Introducing concurrent Monitoring & Evaluation of Skill Development Efforts.

Strategic Goals	Strategies Suggested for achieving the Goals
<p>2. REDESIGNING THE VARIOUS SKILL DEVELOPMENT PROGRAMMES TO MAKE IT MORE RESPONSIVE TO MEET BOTH THE SUPPLY SIDE ASPIRATIONS AND LABOUR MARKET DEMANDS</p>	<p>2.1. Introduction of sufficiently Long-term courses focusing on higher level skills</p> <p>2.2 Provisions for High-End Specialized Skill Development Training for Educated Unemployed Youth</p> <p>2.3. Simplification of the process of Assessment and Certification</p> <p>2.4 Creation of Labour Market Intelligence System (LMIS)</p>
<p>3. IMPROVING THE EFFECTIVENESS AND UTILIZATION OF EXISTING TECHNICAL VOCATIONAL EDUCATION & TRAINING SYSTEM (TVET) INSTITUTIONS</p>	<p>3.1 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>3.2 Creating A Robust Ecosystem of Credible Private Vocational Training Providers (VTPs) Having Training Facilities within Meghalaya Who Can Partner With Government In The Delivery Of Quality Skill Development Training Efficiently</p> <p>3.3 Capacity Building of Teachers/Trainers of TVET Institution</p>
<p>4. MAKING PROVISIONS FOR PROVIDING SPECIALISED SKILL DEVELOPMENT TRAINING IN IDENTIFIED 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 • Tourism & Hospitality • Fashion & Apparel • Food & Meat Processing • Mineral based Industries • Forest/Bamboo Based Industries • Handloom & Handicrafts • Information Technology & Information Technology Enabled Services • Banking, Financial Services and Insurance • Education & Training • Health & Allied • Construction <p>Apart from the above Sectors, the domains in which skill development is required in the state of Meghalaya for gainful self as well as wage employment are: Weaving and Embroidery, Automobile works, Repairing of machinery & equipment, Masonry, Cane & Bamboo works, Rearing of silk worms, Pottery making, Bakery and Confectionary,</p>

Strategic Goals	Strategies Suggested for achieving the Goals
	<p>Carpentry, steel fabrication, Stone crushing, Stone polishing etc.</p> <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>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>
<p>7. STRENGTHENING THE HANDLOOM AND HANDICRAFTS SECTOR</p>	<p>7.1 Provision for the Establishment of a Department for Handloom and Handicrafts</p> <p>7.2 Establishing Craft Centers in all the 11 Districts of the State and Integrate these facilities with Tourism</p> <p>7.3 Facilitating Technical, Marketing, Sales & Distribution Skills and Financial Support to the Traditional Skill Sectors of the state.</p>
Strategic Goals	Strategies Suggested for achieving the Goals
<p>8. MAKING PROVISIONS FOR CREATING AWARENESS, COUNSELLING AND INFORMATION DISEMINATION</p>	<p>8.1 Making Provisions for Extensive Career Counseling to different category of Population as per their need for information</p> <p>8.2 Setting up of Information Infrastructure for disseminating information to all on a robust online platform.</p>