

Role of National Apprenticeship Promotion Scheme; with special reference to Employment Sector in Haryana

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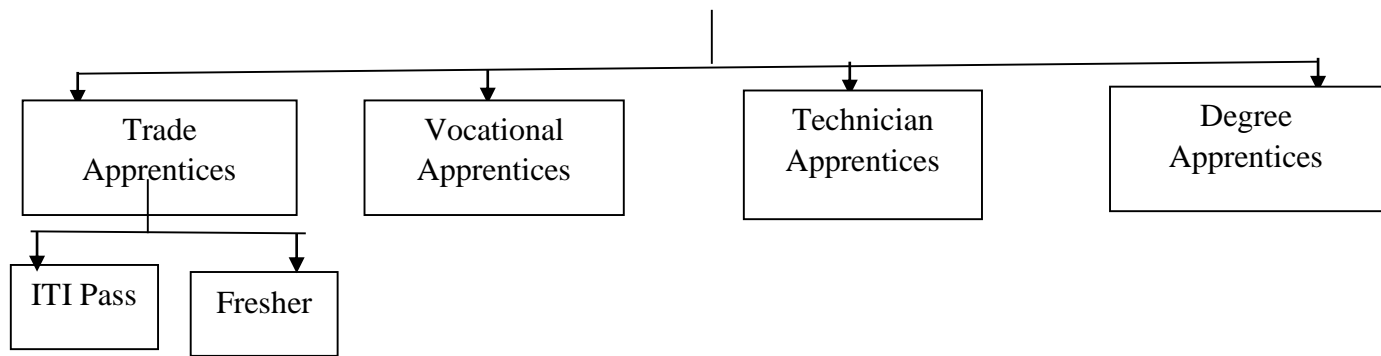
Abstract

India has the world's largest youth population. It said that developing countries with large youth populations could see their economies soar, provided they invest heavily in young people's education. The youth of the country are the representative of the prosperity. Youth force is energetic and vibrant in nature because various type of skills and orientations are acquired only in this age. For the development of society, only youth force is a huge pool of energy which needs to be tapped and harnessed intelligently. With the purpose of enhancing and rationalizing their energy, Policy makers all over the world frame different efficient and effective policies in respect of youth. The changing demographic profile of the world has thrown a window of opportunity favouring India. The contemporary challenge is to increase the youth potential and to approximately use to make it the driving force of the economy. The government has listed skill development as one of its priorities. For this purpose, Government of India launched NAPS scheme on 19th August, 2016. As per NAPS, Haryana government is also going to engage near about 15000 apprentices in its different departments, boards, councils and business organisations by December 1,2017 so that an effective step could be taken towards skilling the people in this state. To monitor the engagement of apprentices, *Skill Development and Industrial Training* both authorities will be implementing and both are nodal ministry. The significant objectives of this study is to analyse the present status of National Apprenticeship Promotion Scheme under Skill India initiatives taken by Govt. of India as well as Govt. of Haryana and to analyse the challenges associated with the NAPS. This study is beneficial to the planners' policy makers and researchers in enhancing their understanding of the ambitions and difficulties of the youth in India. This paper is an exploratory study in nature and used secondary data. This paper concludes that various organisations in India such as Tata Motors, Pluralsight, Udacity, Google, NASSCOM and IFIM etc. have implemented NAPS schemes. These organisations also elucidate that taking up this skilling initiative, not just for the benefit of the companies but the whole country. In Haryana, 90 per cent Universities has been registered in Apprenticeship portal for enhance this scheme.

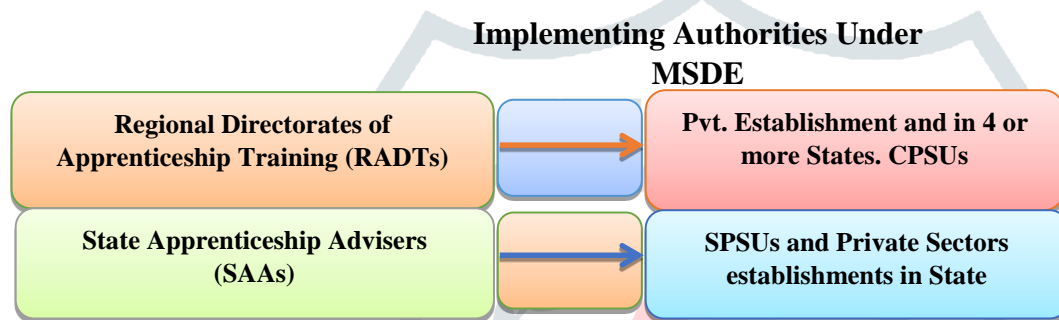
Keywords: NAPS, NASSCOM and IFIM, Employment Growth, Universities of Haryana etc.

Introduction

In today scenario, skilling the workforce has been the focus of the Government. The contemporary challenge is to increase the youth potential and to approximately use to make it the driving force of the economy. Recently, different type of skilled programmes has been introduced. Under Skill India Initiatives, Government of India launched National Apprenticeship Promotion Scheme on 19th August, 2016. As per NAPS, Haryana government is also going to engage near about 15,000 apprentices in its different departments, boards, councils and business organisations by December 1,2017 so that an effective step could be taken towards skilling the youth in the State.



Ministry of Skill Development and Entrepreneurship (MSDE), Government of India is responsible for implementing *Trade Apprentices* and *Vocational Apprentices*. On the other hand, Ministry of *Human Resource Development (MHRD)*, Government of India is responsible for Technician Apprentices and Degree Apprentices.



All the Apprenticeship Programmes are initiating under Apprentices Act, 1961. To monitor the engagement of apprentices, *Skill Development and Industrial Training* both authorities will be implementing and both are nodal ministry.

Importance of National Apprenticeship Promotion Scheme

The objective of NAPS is to enable a large number of Indian youth to take up industry-relevant skill training. Courses, dual learning mode of training have been introduced under this scheme. The key focus of this scheme is skilling the workforce effectively in different areas.

- Helpful in promoting Apprenticeship Training
- Helpful in generating employment opportunities
- Helpful for raising the pace of growth
- Helpful in providing financial assistance to those employers who want to engage apprentices

Journey from Apprentices Act, 1961 to National Apprenticeship Promotion Scheme

| Year | Highlights |
|---------------------------|---|
| 12 December, 1961 | Apprentice Act was introduced. |
| 3 March, 1962 | Act was came into force |
| 1973, 1986, 1997 and 2007 | Act has made amendment |
| 7 August, 2014 | Proposed for amendment |
| 14 August, 2014 | Lok Sabha passed the bill |
| 27 November, 2014 | Rajya Sabha also passed the bill with a clear majority |
| 5 December, 2014 | Assent received by president for amendment which has been done recently. |
| 22 December, 2014 | <p>Came into force and enacted by parliament in 65th year of republic</p> <p>Main Changes are:</p> <ul style="list-style-type: none"> ➤ Apprentices will be engaged in a band of 2.5% to 10% of total man power of organisation. ➤ Introduction of optional trade ➤ Fine will be taken as penalty ➤ National Apprenticeship Web portal will be introduced for the purpose of Apprenticeship Training so that Law implementation could be done effectively. ➤ Third party Agency would establish for Aggregation of Apprentices. |
| September, 2015 | National Web Portal launched/ introduced by Govt. of India for the purpose of various processes under the Apprentice Act through an online forum. |
| 19 August, 2016 | NAPS launched by GOI for promoting training programme of Apprenticeship as well as engagements of Apprentices raise from present 23 lakhs to 50 lakhs cumulatively by 2020. |
| 1 December, 2017 | NAPS Scheme is going to implement by Haryana Govt. |

Objectives of the Study

1. To analyse the present status of National Apprenticeship Promotion Scheme under Skill India initiatives taken by Govt. of India as well as Govt. of Haryana
2. To analyse the challenges associated with the National Apprenticeship Promotion Scheme.

Research Methodology

It provides insights into the framework to operationalize the research objectives of the present study. Finally, this section outlines the research methodology employed; describing the chosen sampling technique and the way the data for the study has been collected.

Operationalization of Concepts

Conceptualization provides an idea about the theory base and empirical research evidence used to construct the variables of the study.

Operationalization describes what scaling has been employed to convert the variables into measurable items.

➤ NAPS

NAPS stands for National Apprenticeship Promotion Scheme which is introduced for providing apprenticeship training to over 50 lakh youngsters in order to create more jobs. The scheme has an outlay of 10,000 crore rupees with a target of 50 lakh apprentices to be trained by 2019-2020. It is first of its kind scheme notified to offer financial incentives to employers.

➤ Apprenticeship Training

Apprenticeship Training refers to the progression of training in any industry or establishment. Generally, it consists of basic training and on-the-job-training (OJT).

➤ Apprentice

Apprentice refers to that person who is undergoing apprenticeship training and also entered in a '**contract of Apprenticeship**' with employer in the format as prescribed under the Apprentices Act.

➤ Provisions, Penalties and Stipend under the Apprentices Act, 1961

Provisions

This is made to engage apprentices to the extent of 10% of their total manpower, including contractual or outsourced employees.

Penalties

- Fine of 500 per short fall of apprentices' seat per month, for first 3 months.
- After that, 1000 per month per seat till such no. of seats are filled up.

Stipends

Trade Apprentices will be paid a stipend too which is as follows:

- For 1st year, 70% minimum wage of semi-skilled workers will be paid.
- For 2nd year, stipend will increase to 80% of it.
- In 3rd year, it will be 90%.

Research Design

Research design of the present study is exploratory in nature, as the study aims at achieving insights into a relatively new phenomenon of National Apprenticeship Promotion Scheme via understanding and analyzing the views and opinions of youth.

Sample Design

The sample design of the present study comprises the Universities in Haryana.

Nature and Sources of Data

The present study used secondary data in the light of the requirement of the research objectives. Secondary data is collected through following sources:

- Apprenticeship Portal.
- Various Journals, magazines and books,
- Newspaper having information in this field.
- Through Internet.

Data Analysis and Interpretation

National Target under NAPS

| Year | No. of apprentices to be trained |
|---------|----------------------------------|
| 2016-17 | 5 lakh |
| 2017-18 | 10 lakh |
| 2018-19 | 15 lakh |
| 2019-20 | 20 lakh |
| Total | 50 lakh |

In India, only 0.3 million apprentices get training and other countries like China, Germany and Japan are 10-20 times ahead. That's why; these countries have made huge industrialization.

Steps for Implementation of National Apprenticeship Promotion Scheme

- Online registration on Apprenticeship Portal
- Declare apprentice seats/ vacancies.
- Search & short list candidates specific to trades, region etc. either on apprenticeship portal or offline.
- Issue offer letters to candidates for engaging as apprentices.
- Submit it for approval to respective AAA.
- Arrangement for it
- Online payment of stipend to Apprentices.
- Submission of reimbursement claims to AAA/Principal Govt. ITI at district HCL.

Benefits to Employers

- To fill skill gap through existing infrastructure
- Reduction in recruitment cost.

Organisations in India which have implemented National Apprenticeship Promotion Scheme

1. **Google, a search engine, has partnered with Pluralsight and Udacity for providing training to 1.3 lakh developers and students in India.**

Udacity is an educational institution whereas plural sight is a technology- learning platform. The aim of providing is to create a highly skilled tech worker in India, by providing scholarship to them.

Ishan Gupta, managing director of Udacity, India said that “With this scholarship programmes students can master web and mobile development skills with the experts from Udacity and Google.”

William Florance, developer products group and skilling lead for India, Google said “Since we announced our skilling initiative in India, 2,10,000 students have completed Google developed courses on Udacity, with 1,17,000 students completing the course this year.”

- 2. Self Employed Women’s Association (SWEA) Academy plans to train and skill 10,000 women in a year.**
- 3. Tata Motors is working towards skilling 40,000 people in subsequent years.**

Taking a step towards skilling 40,000 people in subsequent years, Tata motor is working effort for it. As per company, the main purpose for initiating this step is to enable the youth and to grasp a large amount of talented people for taking advantage of the large – scale employment opportunities in the automotive sector. This thing will work as the foundation for future growth.

With associate Automotive Skill Development Council (ASDC) and National Skill Development Corporation (NSDC), company also make efforts and has organised training programmes. Under this programmes, more than 4500 people are under training currently.

Tata Motors believes that taking up this skilling initiative step is its Corporate Social Responsibility (CSR) towards society and it is not just for the benefit of the company but also for the industry to drive the ecosystem efficiently and effectively.

Gajendra Chandel, who is Chief Human Resources Officer elaborates that as the Government of India is increasingly encouraging infrastructural development which leads to emerging significant growth in automotive sector in coming times. Then, company has also needed to expand activities for meeting more skilled talent.

Just because Govt. tremendous support by Tata Motors has also been conducting focussed initiatives such as Learn and Earn Programme (LEAP) over the years which is associated with 135 ITIs across 19 states for skill development.

- 4. National Association of Software and Services Companies (NASSCOM) and Institute of Finance and International Management (IFIM) partner to train 10,000 students in analytics.**

As per NAPS Scheme, IFIM Business school has collaborated with NASSCOM as well as with Central Govt. for become a licensed training partner in Karnataka. The aim of this initiative step is to train 10,000 students in analytics for increasing/ enhancing skilful work for that demand for analytics in future can be met. For this purpose, ‘train the trainer’ programme will run. It run for 3 courses: associate analytics, junior data analytics and recruitment associate. In modern era, demand for data analytics is rising rapidly in industry as well as in the world, because huge amount of data is generated daily. As per Analytics India Industry Study 2016, growth rate of data, analytics is 28.8%.

Sanjay Padode, Secretary, Centre for Development education, IFIM Institution, said that “as data is working as new fuel in the running industries. So, need for professional knowledge of analytics in present time and in future is very common.”

5. Facebook launched digital and start up training hubs in India.

Organisations in Haryana which have implemented National Apprenticeship Promotion Scheme

Universities in Haryana

| Sr. No. | University | Location | Year of Establishment | Specialization |
|---------|--|-------------|-----------------------|------------------------------|
| 1 | BPS Mahila Vishwavidhyalaya | Sonipat | 2006 | Women's only |
| 2 | Chaudhary Charan Singh Haryana Agricultural University | Hisar | 1970 | Agriculture |
| 3 | Chaudhary Devi Lal University | Sirsa | 2003 | General |
| 4 | Deenbandhu Chhotu Ram University of Science and Technology | Murthal | 1987 | Technology |
| 5 | Guru Jambheshwar University of Science and Technology | Hisar | 1995 | Science & Technology |
| 6 | Kurukshetra University, | Kurukshetra | 1956 | General |
| 7 | Maharshi Dayanand University | Rohtak | 1976 | General |
| 8 | Pandit Bhagwat Dayal Sharma University of Health Sciences | Rohtak | 2008 | Health Sciences |
| 9 | YMCA University of Science and Technology | Faridabad | 1969 | Technology |
| 10 | Lala Lajpat Rai University of Veterinary & Animal Sciences | Hisar | 2010 | Veterinary & Animal Sciences |

| | | | | |
|----|-------------------------------|-------------------|------|---------|
| 11 | Ch. Bansi Lal University | Bhiwani | 2014 | General |
| 12 | Ch. Ranbir Singh University | Jind | 2014 | General |
| 13 | Indira Gandhi University | Merpur, Rewari | 2013 | General |
| 14 | Central University of Haryana | Mahendragarh | 2009 | General |

Out of which, 90 per cent universities has been registered on Apprenticeship portal for enhance this scheme.

Conclusion :

This paper concludes that various organisations in India such as Tata Motors, Pluralsight, Udacity, Google, NASSCOM and IFIM etc. have implemented NAPS schemes. In this way after this study we can say that almost every govt. organizations in Haryana is trying to provide training to the coming youth so that they can be made skilled and fit for consumption in every field which is providing job opportunities. The university of Haryana are doing a great job and we will definitely be providing skilled and trained personnel in the coming time to fill the gap of skilled personal requirement and supply.

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