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SKILL MINING

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SKILL COUNCIL FOR MINING SECTOR

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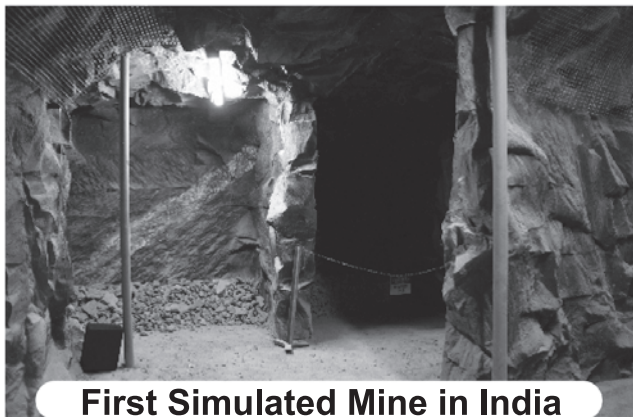
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MINING & EXPLORATION

Iron ore production peaks to 10-year high in FY19, exports nosedive 33%

The country's iron ore production rose to a decade-high of 220 million tonnes (mt) in FY19, growing 9.5 percent year-on-year from 201 mt in FY18. Analysts are betting on the growth momentum, pertaining to ore output, continuing in this fiscal year. Their positive sentiment springs from merchant miners looking to accelerate extraction from mines headed for expiry on March 31, 2020.

"We believe the production (of iron ore) is likely to rise 5-8 percent this fiscal. Merchant miners, whose lease validity will cease by March 31, 2020, will be looking to ramp up output. On the import side, we expect moderation during FY20. Exports, on the contrary, should go up for iron ore pellets," said Vahishta M Unwalla, research analyst (iron ore), CARE Ratings. Merchant miners are scrambling to maximise output and produce up to limits approved under environment clearance.

According to a report by a committee under the Union mines ministry, 334 merchant or non-captive mining leases are due to lapse by March 31, 2020. Of this, only 49 mines are operative - 33 of them are working iron ore mines in Odisha boasting of an annual production capacity of 55 million tonnes. Merchant miners going on an accelerated spree reflected in FY18 too. The phenomenon was strikingly noticed in Odisha - the state produced 118 mt of iron ore and despatched even higher at 140 mt.

"During this fiscal, iron ore production is likely to register 8 percent growth. We anticipate a production surge from the merchant miners whose mines would no longer be valid after this fiscal year end. Moreover, merchant miners will have the latitude to despatch ore even six months after the lease tenure expires," said a source at Pellet Manufacturers Association of India (PMAI). Indian iron ore producers are also set to profit from global tailwinds. A study by CARE Ratings illustrates that the spike in global seaborne iron ore prices will shore up demand in the country.

"Recent iron ore supply disruptions due to Vale's dam collapse have created shortage of 60-70 mt globally. With elevated global prices, demand for domestically produced iron ore is expected to rise. This shall keep domestic prices elevated during the year," the report noted.

As demand for iron ore pellets of Indian origin rises in global markets, this will lead to enhanced production back home. "Domestic production of pellets is expected to increase, with a rise in demand in the domestic market as well as globally, especially China. The quantity of export shall vary, depending on the premium offered in the international market to Indian pellet manufacturers," the report adds.

Besides pellets, the demand for low grade iron ore fines has also surged with the hardening of prices. Benchmark prices of 62 Fe grade iron have tumbled below \$100 per tonne, after hitting multi-year highs.

Even the prices of baser grade iron ore (Fe content less than 58 percent) had surged to \$85 per tonne, prompting high volumes of shipment from India. China's steel mills have shown proclivity to buy Indian pellets as well as low grade iron ore after mine disruptions in Brazil and Australia spooked supplies.

Exports are seen reviving on the back of a firm Chinese demand, reversing a lacklustre trend for the past two years in succession. FY18 saw exports tumbling 21 percent. In FY19, iron ore exports took a deeper dive, nosediving 33 percent to 16.2 mt. **(Business Standard, New Delhi - 7 June, 2019)**

GENERAL

For skilling India

It requires tapping of technology and creation of conducive governance.

Over the last 10 years, the Indian government has undertaken significant efforts in improving both the scale and quality of skilling, like setting up the National Skills Development Corporation (NSDC) in 2009, launching the Skill India mission in 2015, and the flagship skilling initiative, the Pradhan Mantri Kaushal Vikas Yojana (PMVKY) in 2016. This, in turn, is expected to drive economic gains and social mobility for individuals as well as trigger a productivity dividend for enterprises.

Despite the progress made so far, today, learners face a multitude of challenges on their skilling journey. Two ecosystem barriers contribute directly to this: Informational asymmetries and limited quality assurance.

As far as the first barrier is concerned, there is a fundamental lack of awareness around why skills matter at the individual level. There is also a paucity of timely and reliable data on the supply of and demand for jobs, which makes it difficult for those seeking employment to identify what opportunities they should pursue. There also exists limited access to impartial and credible sources of information on high-quality service providers and high-potential opportunities, which means that jobseekers and learners end up relying on personal networks or proximate training providers. As a result, they end up training in skills that are not responsive to the local and changing market needs.

Regarding quality assurance, currently, there are three primary overseeing bodies that manage the quality assurance process. The National Council for Vocational Training (NCVT) manages long-term skilling programmes while the National Skills Development Agency (NSDA) and the NSDC regulate short-term programmes. There is also an imbalance at various levels of the process that need correction, for example, incentives for different service providers are misaligned leading to situations where outcome-based disbursement models favour assessment agencies over training providers.

To unlock the potential of the skills ecosystem, these frictions must be smoothed through technology-led change, as well as through market-enabling governance. Until now, technology has played an enabling role in making existing systems and processes become smoother and more efficient (for example, digitisation of course curriculums). Moving to a technology-led transformation will help reach scale, promote interoperability and create digital public goods for all to use, that is, the internet equivalent for skills. Automated and scalable forms of interactions can help improve trust and credibility in the ecosystem and enable better decision-making by learners, service providers and employers. Two leading initiatives in this direction are (i) creating and adopting digital certificates that allow consent-based sharing of information in a machine-readable format, to ensure better security and authenticity and ii) open APIs that can enable stakeholders in the ecosystem to tap into large, centralised sets of information (e.g. public registries of trainers, students etc.) and build market solutions (e.g. ratings for training centres).

Consolidated and market-enabling governance can also help create the right incentives for service providers to cater to the needs of learners and employers effectively. A seminal step in this direction has been the creation of an overarching skilling regulator, the National Council for Vocational Education and Training (NCVET) by merging NCVT, NSDA and regulatory functions of NSDC. Over the next year, it is expected that NCVET will develop minimalistic and user-friendly guidelines to recognise and regulate two of the most important stakeholders in the skilling ecosystem - the awarding bodies, who accredit training institutions, and, the assessment agencies, who assess learner performance. In turn, it will be incumbent upon the awarding bodies to monitor and regulate the functioning of affiliated training providers. NCVET will be a forward-looking regulator and will support disruptive innovation in the ecosystem like models that

reduce the gap in market-based data between learners and service providers. NCVET will be a presence-less and paper-less regulator: It will take decisions that are rooted in evidence and real-time data driven, and, adopt a spirit of disclosure and transparency in its interactions. Most significantly, NCVET will adopt a learner-centric lens to its decision making.

To push the skilling agenda forward, it is important for the government to adopt the role of an ecosystem facilitator. This can foster informed decision-making by learners and employers, increase employer trust, and, enable upward and horizontal mobility of skilled workers. Technology and governance must work closely together to drive this transformative change. **(The Indian Express, New Delhi – 4 June, 2019)**

How India can be a skilled nation by 2030 and why it is important: Rajesh Agrawal, joint secretary, MSDE, and Arunkumar Pillai, partner, Government & Public Services, EY

As the new government settles in, one of its early agendas would be to get the skill development roadmap for the next five years right. It is an opportune moment to conduct an assessment of the past decade of skill development and contribute to discussion for future policy initiatives. The first National Policy on Skill Development launched in 2009 marked the beginning of competency-based skill development in the country. The initiative is based on the twin pillars of short-term modular training and involvement of the private sector in training delivery. The first was necessitated as India had 250-300 million youth in the ‘not in employment, education or training’ (NEET) category in 2009, with 8-9 million being added every year (with 12 million entering the workforce every year and an annual total training capacity of 3-4 million, the NEET segment keeps growing at a rate of 8-9 million every year). This was ironically in a fast-growing economy that reported skill shortages. Since long-term training was not a viable solution for this ballooning problem, the short-term modular training system where youth would be trained enough to be provided jobs in industry as semi-skilled workers was envisaged. The youth could then pick up further skills on the job and, through an effective work-based learning mechanism, become fully skilled. Similarly, it was practically impossible for the government to set up these training capacities in a short span of time. Hence policies and schemes were designed to incentivise the private sector to do so swiftly.

Much has happened since then - the setting up of the ministry of skill development and entrepreneurship (MSDE) in 2014, adoption of National Skills Qualification Framework (NSQF), strengthening of the fledgling National Skill Development Corporation (NSDC) and its enabling ecosystem of training partners and Sector Skill Councils (SSCs), the establishment of State Skill Development Missions (SSDMs), the launch of the National Skill Development Mission (NSDM) in 2015, and training of over 35 million people through various central- and state-sponsored skilling schemes.

Even though the macro socio-economic context for skill development remains largely the same as in 2009, there is renewed urgency to respond to four key trends.

First, India is racing against time to become rich before it gets old. We are paradoxically both a nation of young and old. There would more old Indians than young beyond 2035. We need to grow our per capita incomes before we age. Second, we are a young nation in an ageing world. This provides an opportunity to be a global source for skilled manpower for nations with skill shortages. Third, India’s economy is growing fast, but as it becomes more efficient, much of the output growth cannot be expected to be accompanied by job creation due to falling elasticity of labour to output. Fostering entrepreneurship amongst the youth becomes imperative for creating gainful employment opportunities for many. Lastly, the Indian economy needs to accelerate its transition to a technology-led, knowledge and innovation economy, if per capita incomes are to rise rather than stagnate at current levels. There is need for skilling, reskilling and upskilling of persons to participate in the global knowledge economy driven by emerging technologies like artificial intelligence and data analytics.

Over the last few years, we have responded to these trends with mixed results. To begin with, there is denying that the skill development agenda has been successful on three counts - institution building, increasing the training capacity and improving access, and creating awareness for the need to be skilled. No sector can be expected to have long-term sustenance unless the policies, operations and monitoring are institutionalised. As noted previously, the last decade has seen the setting up of various institutions and this phase continues with the restructuring of some of them and reconfiguring of roles between them. There has also been a 3-4 fold increase in training capacity with widespread geographic access - 600 model training centres called the Pradhan Mantri Kaushal Kendras (PMKK) and over 5,000 scheme-based training centres have been established - as over 10 million people get trained annually under various skill development initiatives. Finally, there is growing awareness of the need for skilling amongst the youth and employers, and skills is a buzzword today that none can ignore.

Notwithstanding these positives, there are major performance outcome challenges. Some of the key ones are less than desirable quality of skills training, low participation of women and marginalised groups, need for higher industry engagement and higher trainee motivation, and less dependence on grant funding.

These performance outcome challenges stem principally from two factors. The first is related to the inherent behaviours of both the trainee and industry.

Vocational training is perceived as training for the less educated and for those who have not fared well in the education system. Also, industry's willingness to skill or pay a premium for a skilled person is absent as it perceives no marketplace benefits for the costs incurred. The second is related to policy design issues that have been less than successful in breaking the impedance of these stakeholder behavioural motivations. The design problem on the policy level must be resolved so that the key stakeholders see more value in skill development.

To begin with, a new policy design needs to first focus on transforming the current push system into a pull-based one. This would call for the following:

Empower the trainee, so that she makes an informed choice about the programme she wishes to pursue, through counselling support and making payment through skill vouchers;

Conduct a rigorous quality-grading of skill training institutions to weed out undesirable ones to support the empowered trainee in making this choice;

Strengthen the assessment and certification system to make it robust and hence credible;

Find ways and means to incentivise industry through a light-touch approach to participate in the skill development agenda especially through apprenticeships;

Decentralise the skill development initiative by building capacity at the district and state level for planning and monitoring the implementation of schemes; and

Provide enabling support for embedding skills in education and lifelong learning. This calls for initiatives focused on vocationalisation of school and college curricula. There is also a need to operationalise NSQF as a framework for lifelong learning and developing pathways between the skill development system and the current academic system.

Second, to address the challenge of low pace of job creation, the policy has to focus on:

Skilling and providing enabling support for entrepreneurship; and

Recognition of Prior Learning (RPL) of the skilled but uncertified persons for transitioning them from the unorganised to the organised sector.

Third, to address the overseas opportunity for skilled Indians, the policy needs to build on its current initiatives for placements in Japan with similar government-to-government (G2G) approaches to other overseas markets like the EU. For traditional overseas markets like GCC countries, creating capacities to assess competencies of the emigrants is imperative.

Finally, the policy should focus on skilling in emerging technologies to enable India to transition into a global knowledge economy and support mission mode initiatives like Make in India, Smart Cities, doubling farmers' incomes, etc.

The skill development ecosystem is at a crossroads. While the foundations for a sustainable skill development ecosystem have been laid over last five years, the time has come to build on it and work over the current decade to create a skilled nation by 2030. Anything less than that would be a grave injustice to the potential of the youth of this nation. **(Financial Express, New Delhi – 12 June, 2019)**

SKILLS IN PARLIAMENT

Lok Sabha Unstarred Question No. 302 answered on 24.06.2019

Skill Development Centres in Delhi

302. Shri Parvesh Sahib Singh:

Will the Minister of Skill Development and Entrepreneurship be pleased to state:

- a) the details of the list of area-wise functional Skill Development Centres running in Delhi as of June 2019;
- b) whether every Skill Development Centre in Delhi has industry linkages for the purpose of training and placement and if so, the details thereof; and
- c) the details of the annual placement from each Skill Development Centre in Delhi in last five years?

Answer

**Minister of State in the Ministry of Skill Development and Entrepreneurship
(SHRI R. K. SINGH)**

(a) Under Skill India Mission, Ministry of Skill Development and Entrepreneurship is implementing a flagship scheme Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 2016-20. PMKVY 2016-20 does not mandate the establishment of skill development centres, however, it enables large number of prospective youth for taking up Short Term Training (STT) and Recognition of Prior Learning (RPL) through accredited and affiliated training centers (TCs) throughout the country including NCT of Delhi. Under the scheme, for imparting the skill training, the accreditation and affiliation of TCs are being done under single window IT application known as SMART (Skill Management and Accreditation of Training Centres). As on 12.06.2019, 1,99,831 candidates have been trained under 344 empanelled TCs in NCT of Delhi covering all the districts.

Additionally, Ministry also promotes establishment of model and aspirational skill centres known as Pradhan Mantri Kaushal Kendra (PMKK) in every district for imparting skill training through PMKVY

2016-20. As on date, 11 PMKKs have been allocated in NCT of Delhi. Out of allocated PMKKs, 6 PMKKs have been already established.

(b) and (c) Ministry has undertaken various measures to encourage greater participation of industry in skilling ecosystem. Government have developed and designed dynamic and demand driven curriculum & standards through industry led – Sector Skill Councils. These curriculum are aligned with latest National Occupational Standards (NOSs)/ Qualification Packs (QPs). On the other hand, industries are encouraged to participate as training partners to run the high employment potential courses through appropriate accreditation and affiliation framework.

Further, under the PMKVY 2016-20 scheme, there is provision for imparting industry linked skill development training for ensuring the placement of the candidates. The last 20% payment to training partners/training centre would be made only after wage employment or self-employment to at least 70% of the trained candidates. TCs are required to have dedicated mentorship-cum-placement cells for industry linkage and placement of candidates. TPs are mandated to organize Placement/Rozgar Melas every six months with support from the SSCs and to ensure the participation of local industry.

Under PMKVY 2016-20, as on 12.06.2019, 51,622 candidates have been placed in various sectors in NCT of Delhi. **(Lok Sabha, New Delhi – 24 June, 2019)**

Lok Sabha Unstarred Question No. 361 answered on 24.06.2019

Skill Development in Colleges

361. Shri Janardan Singh Sigrival:

Will the Minister of Skill Development and Entrepreneurship be pleased to state:

- a) whether the Government has any schemes to impart training for Skill Development along with education in all the colleges of the country;
- b) if so, the details thereof;
- c) whether the Government proposes to launch any new programme in the country; and
- d) if so, the details thereof?

Answer

**Minister of State in the Ministry of Skill Development and Entrepreneurship
(SHRI R. K. SINGH)**

(a) to (d) Ministry of Skill Development and Entrepreneurship through National Skill Development Corporation (NSDC) is supporting the University Grant Commission for three schemes namely Community College, Bachelor of Vocational course (BVOC) & Deen Dayal Upadhyaya (DDU) Kaushal Kendras which are being introduced in different colleges and universities. Currently there are 613 colleges/universities under these schemes (326 BVOC colleges, 219 Community Colleges and 68 DDU Kaushal Kendra Colleges). Further, NSDC has also collaborated with Ministry of Human Resource Development for the following:

- i. Restructuring of BVOC by rolling out embedded apprenticeship under National Apprenticeship Promotion Scheme (NAPS). BVOC has multiple exits at Certificate, Diploma, Advance Diploma and Degree level. Through this, the employability of the general graduates is enhanced considerably as the student can have professional experience on the shop-floor, along with their graduation.

ii. Graduate students passing out in the academic year 2018-2019 would be directly channelled into industry apprenticeship for a period of 6 months to one year depending on the sector chosen. Such apprenticeship would be assessed as per the National Skill Qualification Framework (NSQF) and a certificate at the appropriate NSQF level would be given to the successful students, apart from a monthly stipend depending on the location. **(Lok Sabha, New Delhi – 24 June, 2019)**

Rajya Sabha Unstarred Question No. 933 answered on 28.06.2019

Digital Skill Development Training Centres

933. Shri Dharmapuri Srinivas:

Shri T.G. Venkatesh:

Will the Minister of Skill Development and Entrepreneurship be pleased to state:

- (a)** whether Government has committed to improve digitalization and improve skill development of the youth, if so, the details thereof;
- (b)** the details of the Digital Skill Development Training Centres being established in each State and the details thereof; and
- (c)** the incentives and sops being given to Digital Media organisations?

Answer

**Minister of State in the Ministry of Skill Development and Entrepreneurship
(SHRI R. K. SINGH)**

(a) Ministry has taken various measures and interventions to promote digitalization in the implementation of flagship scheme Pradhan Mantri Kaushal Vikas Yojana (PMKVY) for promoting skill development in the country. The scheme promotes digitalization on two fronts namely digitalization of the skill development training process and provision of digital training to candidates. Under Skill development training process, digitalization has been enhanced with the introduction of SMART (Skill Management and Accreditation of Training Centres) portal as one stop solution for all centre accreditation and affiliation process; SDMS (Skill Development Management System) for monitoring of fund disbursement; Assessment Apps for assessment of candidates; Digi-Locker for integration of candidates and their digital certificates; and Labour Market Information System (LMIS) for digital repository of all skilled candidates, etc.

In the domain of training to candidates, a 40 hours top up module for training on using digital facilities including cashless payment facilities is part of all training courses. Additionally, courses on digital skills ranging from Android developer to mobile software repairer are also being promoted. Further, E-skill India portal has been launched for online learning while blended learning with digital content has been introduced for Employability, English and Entrepreneurship training module on pilot basis.

(b) All the accredited and affiliated TCs under PMKVY 2016-20 are compatible to facilitate various training programmes using digital platform.

(c) Under MSDE, no provision of separate incentives or sops is there for digital media organizations.

(Rajya Sabha, New Delhi – 28 June, 2019)

SCMS IN ACTION

Unnat Kushalta ki aur - a CSR initiative of Metso India Pvt. Ltd

A Memorandum of Understanding (MoU) was signed between Skill Council for Mining Sector (SCMS) and Metso Indian Pvt. Ltd on 17th December, 2018 for enhancing technical skills of Indian youth, the pilot program in the trade of Ore Processing Operator has been initiated.

The Ore-Processing Operator batch of 34 students, who have successfully completed Class-Room Training, is currently undergoing On-The-Job Training in two crushing Zones around NeemKaThana town in Rajasthan under the guidance of Experienced Trainers. To promote and encourage environment protection, SCMS has made mandatory environmental topics in every mining training.

The “World Environment Day” was celebrated on 5th June, 2019 to spread awareness on “Save Environment” by planting Trees & holding a Rally on Awareness to conserve water and minimise our Footprints on Earth. On this Occasion, Sh. Bijan Das, DGM-Electrical, Metso as Chief Guest & Shri Ravindra Singh, COO-SCMS as Guest of Honour addressed the trainees & guided them on the importance of Environment with their presence.

- i) A “Prabhat Rally” was conducted in the town of NeemKaThana to spread awareness about Save-Environment.
- ii) After the rally a poster Competition was organised among the trainees on the theme of “Save-Environment” & judged by the visiting team. The total Batch was divided in 9 groups and each group was assigned the task of preparing one poster. Thus, 9 posters were displayed during Environment Day Celebration. This has given trainees an exceptional knowledge in the field as well as Team-building. All the participants were awarded by distinguished guest for the excellent poster created.
- iii) Shri Ramesh Kumar & Sh. Vikram Singh from METSO were also present who have motivated IISD team to organise the event.
- iv) The plantation drive was carried-out at hostel residential area than at crusher sites. METSO Service Engineers and plant owners also contributed their bit during plantation.
- v) A total of 100 plants were planted on the auspicious day.



**Address by Shri Ravindra Singh,
COO-SCMS**



**“Save-Environment” Awareness Rally
in the Town**



Plantation Drive at the PG Accommodation Site & at Shri Shyam Crusher Site



Training of Assessors (TOA) Program

A TOA program was organised by Skill Council for Mining Sector in the month of June, 2019 as per the published calendar. The program was conducted at RK Sharma Auditorium, FIMI House, New Delhi from 10th June, 2019 to 15th June, 2019. The program included 2 days of Domain Orientation and 3 days Platform Training. Platform and Domain Assessments were carried out on the last day of the program. A total number of 8 candidates participated in the program for 11 different QPs from multiple Assessment Agencies. The assessment panel comprised of two domain experts and one representative from SCMS.



Participants along with SCMS representatives during TOA Program

Visit of SCMS-Chairman to Hindustan Zinc Mining Academy (HZMA)

During the visit of Hon'ble Minister for Skill Development and Entrepreneurship at Hindustan Zinc Limited, Udaipur in June, 2016, the challenge of shortage of skilled workforce in the mining sector in India, especially underground mining, was discussed. In response to that challenge, and as part of its Corporate Social Responsibility, HZL decided to support the building of skilled HEMM and Jumbo Drill Operators in the country, especially Rajasthan. It was emphasized all such trainings should be aligned to National Skill Qualification Framework (NSQF) and certification done as per NSQF levels.

Under the same efforts, Skill Council for Mining Sector (SCMS) is running a 24 months Jumbo Drill Operator (JDO) training program with Hindustan Zinc Limited (HZL) and Indian Institute of Skill Development (IISD) for creating a pool of day one job ready, global benchmark, skilled and proficient workforce for mining industries. The program was rolled out in Oct 2016 at Hindustan Zinc Mining Academy, an institute created for this purpose only. HZL is financially supporting this residential training program as a part of their CSR initiative.

Candidates are sourced through advertisements in local newspapers, radio jingles and community mobilization campaign in Rajasthan. Approx. 120 candidates are chosen for each batch for this residential program involving soft skill training, St. Johns first aid training and LMV/ H MV training in the first three months. This is followed by theory classes and progressively moved onto the training on Jumbo Drill through simulators with increasing component of on the job training at workplace. The candidates are assessed by trainers on weekly and monthly basis and quarterly independent assessment are carried out by Skill Council for Mining Sector.

Two batches of Jumbo Drill Operators and one batch of Winding Engine Operator/ Bellman have been completed so far. All the batches saw a huge response from the industry with independent mining contractors participating in the campus placement. The placement percentage for these courses has been more than 98%. The salaries offered are in the range of 3,20,000 to 3,77,000 making this program one of the highest paying in the Skills Development eco-system in India and highest in mining sector. Basis the response to the first and second batch of training under SCMS, a third batch of JDO was planned, which started in Jan 2018 and had huge response with more than 7000 people applying for 120 seat, clearly showing that Skill Development Programs are progressive becoming aspirational.

To see the progress of current batch of Jumbo Drill Operator, Chairman-SCMS, Mr. Narendra Kumar Nanda along with COO-SCMS, Mr. Ravindra Singh visited the academy on 11th and 12th of June, 2019. Mr. Nanda and Mr. Singh met Mr. Sunil Duggal, CEO and Whole Time Director and Mr. Laxman Shekhawat, Director Operations to discuss the project and way forward on same. Mr. Nanda and Mr. Singh also met other Senior officials of HZL, Ms. Neelima Khetan - VP and Group Head CSR, Ms. Kavita Singh - Chief People Officer, Mr. BRS Reddy - Associate Vice President (Operations), Mr. Sanjay Sharma – AVP (HR and Strategic HR Project), Mr. Ravi Gupta - Head Skill Development.

Mr. Nanda and Mr. Singh also visited SK Mines at Dariba, Railmagra and reviewed the underground 'On the Job' trainings of the Jumbo Drill Operators in the current batch. The underground visit was facilitated by Mr. Rajeev Bora – IBU Head, Mr. Sanjay Sharma – Unit Head, Mr. Sanath Kumar – Mine Manager, and Mr. Chetan Singh – Associate Manager – Manager (Safety).

Post visit to underground mine visit, Mr. Nanda visited the Vocational Training Centre (VTC) to see the quality of training on Simulator. Mr. Nanda also visited the Rescue Training Lab and Mine gallery at the VTC premises.

During later part of the day Mr. Nanda visited Hindustan Zinc Mining Academy, Railmagra Centre, where he was shown the facilities available in Class Rooms and Hostel. He was also briefed about the SIMLOG trainings happening at Centre. Mr. Nanda saw the hostel and mess facilities and appreciated the cleanliness and hygiene of the premises.



Some Glimpses of SCMS-Chairman visit to Hindustan Zinc Mining Academy

Re-affiliation of Assessment Agencies

Standard Operating Procedure (SOP) on re-affiliation process of assessment agencies was released by NSDC. The process included submission of filled application forms by Assessment Agencies followed by a detailed desktop evaluation on the standard matrix and a field visit of Agency premises to verify the credentials provided. SCMS has been working this and processing the applications received by it. As a part of this activity, on 15th June, 2019, SCMS carried out an audit at Demorgia Consulting Services (P) Ltd., an Assessment Agencies with SCMS.



Glimpses of field visit at Assessment Agency

Basis the satisfactorily report of the field visit and the approval of COO-SCMS, the agency will be on boarded again with SCMS as affiliated Assessment Agency. The final report is under preparation at SCMS.

HCL - Project Steering Committee Meeting

The 1st meeting of the Project Steering Committee (PSC) was held on 17th June, 2019 at Khetri Copper Complex(KCC), HCL, Khetri Nagar, Rajasthan. The meeting was chaired by Shri Smarajit Dey, GM, KCC Unit and in presence of Sh. Shree Kumar, GM, KCC, HCL, Sh. Ravindra Singh, COO, SCMS, Sh. G. D. Gupta, DGM, KCC, Sh. P. Bhattacharya, AGM, KCC, Sh. H. C. Dahiya, IISD and Sh. Mukesh Parihar, SCMS. The Chairman welcomed the PSC members and requested the them to actively contribute in implementing the skill development training programs of HCL. IISD updated all members about the Winding Engine Operator/Driver training program that all 28 trainees have completed their Classroom training and have undergone vocational training. At present, the trainees are divided into two groups and have been sent to Kolihan and Khetri Mines for OJT. In addition, the trainees have been divided across three shifts for better hands-on experience on winding engine operation.

Meeting with MOIL

After successful completing RPL and short-term training program in last financial year, a meeting between Skill Council for Mining Sector (SCMS) & MOIL at Moil Bhavan, Nagpur on 19th June, 2019. Smt. Usha Singh, Director (HR), MOIL, Shri. C.B. Atulkar, GM (Mines), MOIL, Smt. Ujwala Abhyankar, Sr. Manager (HR), MOIL, Shri. Ravindra Singh, COO, SCMS and Shri. Mukesh Parihar, SCMS present in the meeting. During the discussion, Smt. Ujwala Abhyankar, Sr. manager (HR) appreciated the training done in last financial year under the flagship of SCMS. Moil has shown interest to initiate new training projects with SCMS in this financial year.

GB Meeting of “Khananmitra Suraksha Samiti”

Skill Council for Mining Sector was invited by Directorate General of Mines Safety (DGMS), western Zone to be a member in GB meeting of “Khananmitra Suraksha Samiti”. The 1st General Body Meeting of the “Khananmitra Suraksha Samiti” was held on 20th June, 2019 at MOIL auditorium, Nagpur. The meeting was chaired by Shri. R. Subramanian, DDG, Western zone. On behalf of SCMS, Mr. Ravindra Singh, COO participated and presented a paper on skill eco-system in India. He further explained that SCMS creates awareness on worksite Health & Safety by training workers in Health & safety NOSs for Surface working, Open Cast working, underground working. The meeting was attending by 110 industries members along with senior members of DGMS.



Post meeting, Shri. R. Subramanian, DDG, Western zone appreciated the effort of SCMS for improving the skilling in mining sector. He also invited and requested SCMS to present a live demonstration of Safety Learning App during the launching seminar of Khanan-Mitra App, which will be held on 19th July, 2019 at WCL, Sanstriti Bhawan, Nagpur.

Skill East Summit 2019

The Skill East Summit 2019 organized by Confederation of Indian Industry (CII) at Bhubaneswar, Odisha on 22nd June, 2019. It provided a definitive platform to discuss various aspects related to skill development. The theme of the summit “Future skills, Entrepreneurship and Networking” reflected in the core message from all the speakers and it helped in initiating a discussion around many critical issues in skilling present and future workforce in the eastern region. The presence of many industry members and active engagement with the participants showed that skilling for future and entrepreneurship needed deeper discussions and continuous interaction. Emphasising the fact that skill and knowledge are growth drivers, the speakers in the inaugural session delved into many issues such as scalability, quality and the need for inclusivity in various initiatives from the government and the private sector. With reference to the richness of Odisha in terms of human capital and natural resources such as iron ore and bauxite, the highlight on the state drew attention to how skilling can transform the mining industry. A presentation from ORMAS demonstrated their positive impact in transforming the lives of rural youth through DDU-GKY. CII Eastern Region has been playing a crucial role in impacting the evolving skills and entrepreneurship ecosystem in the region by facilitating

dialogue among the industry members, the government, the academia and the vocational training partners. Some of the key points from the session:

- Economic activities in the region need skills and more trades to meet the diversity
- Quality of training needs to be improved and industry and academia have to work closely
- Fast changing technology demands continuous skilling in many job roles
- Being blessed with natural resources and a long coastline, Odisha should create new job opportunities for the youth through MSMEs
- Reduce migration by creating aspirational jobs for youth in their region
- Industry involvement and participation in supporting entrepreneurship and offering demand driven skill based training

Mr. Ravindra Singh, COO SCMS participated in the Session on 'Skilling in Mining Sector' as a Panelist at the Summit & shared the opportunities in Skill Development in Mining Sector and activities of SCMS.



Panelist During Session on 'Skilling in Mining Sector'

24th Governing Board Meeting of Skill Council for Mining Sector

The 24th Meeting of the Governing Board of Skill Council for Mining Sector (SCMS) was held at FIMI House on 26th June, 2019. The meeting was chaired by Shri N K Nanda, Chairman, SCMS and Director, NMDC Limited.

Mr. M Chandra Das, DDG-DGCO, GSI, Mr. S Shanmuga Sundaram, GM Learning & Development Neyveli Lignite Corp. Ltd., Col. Arun Kumar Chandel, Head- SSC Governance, NSDC, Mr. T.R. Gupta, AVP-Corporate Affairs Hindustan Zinc Limited, Mr. Apoorv Shukla, Sr. Manager-RA, Tata Steel Ltd. and other Industry representatives participated in the meeting.

The Chairman welcomed the members to the 24th GB meeting of SCMS. In his opening remarks he welcomed Dr. Mahendra Nath Pandey taking charge as Cabinet Minister for Skill Development and Entrepreneurship (MSDE) and Shri. Raj Kumar Singh taking charge as Minister of State for Skill Development and Entrepreneurship.

Mr. Nanda further stated that there is a renewed focus of the New Government toward Skill Development and employment generation. Towards this Minister of Skill Development and Entrepreneurship (MSDE) is increasingly concentrating on broad basing the apprenticeship program. Mr. Nanda requested support of the Industry to facilitate apprenticeship which would increase employability of the workforce and create a skilled and experienced worker for the industry. Mr. Nanda informed board members that MSDE has appointed of CEO-SCMS as Joint Apprenticeship Advisors and delegated the related powers. Now, SCMS has the authority to approve the training center and prepare new optional trades as per industry requirement and to roll out apprentice trainings in the same.

After the opening remarks, chairman requested Mr. Ravindra Singh, COO-SCMS to take forward the meeting as per the agenda. Mr. Ravindra Singh, welcomed the board members to the meeting and presented the agenda.



Meeting of Governing Board of SCMS

Human Resource and Skill Requirement Study – 2nd PSC Meeting

The second Project Steering Committee (PSC) meeting for project on “Human Resource and Skill Requirement Study in Mining Sector” was held on 26th June, 2019 at Skill Council for Mining Sector (SCMS) office, New Delhi. The PSC was chaired by Shri Alok Chandra, Economic Advisor, Ministry of Mines. Mr. Akshaydeep Mathur, Secretary General, FMAR, Mr. D N Parida, CGM and Agent, Rungta Mines, Mr. Arun Kumar Chandel, Head SSC Governance, NSDC, Mr. Apoorv Sharma, Sr. Manager-RA, Tata Steel Ltd., Mr. B K Bhatia, Joint secretary General, FIMI, were the other members present during the meeting. The key objectives of the meeting were to review the progress of the project.

As part of the agenda, PwC briefed the committee about the progress of the project in terms of the deliverables achieved so far against the key milestones agreed as per MOU. The 'Action Plan' with Schedule and 'Sampling Plan', Industry Overview and Labor Market Trends and 'Situation Analysis for Critical Success factors of SCMS' documents were submitted by PwC before PSC for necessary review and approvals. The PSC reviewed and approved all the documents. However, PSC was of the opinion to elaborate the study coverage from 25 minor mineral clusters to all the 75 minor mineral clusters and asked PwC to submit a revised plan for covering same.

The study is planned to be completed and final report to submitted to SCMS within six months. The report shall also suggest the action plan for SCMS for 2019-20, 2020-21 & 2021-22.

SPECIAL FEATURE

Why Budget should look at augmenting existing policies in education and reskilling

Budget 2019: India has one of the youngest populations in an otherwise ageing world—105 million first-time job seekers will enter the labour market by 2022, and yet 43% of our youth are not in employment, education or training. India does not have an unemployment challenge; the problem is wages as well as dearth of skilled talent. With the new term of the government, the focus has to be on skilling. A larger focus also needs to be in the area of improvising productivity of our people. Making the workforce proficient in skills requires a whole new approach to education, and for that blended learning is the key. An integrated system emphasising on both education and vocational skills is crucial, and this should involve the role of multiple classrooms that will help in creating a seamless learning experience.

Vocational skills should be the primary area of concern for the new government. The upcoming Union Budget should strictly look at augmenting existing policies in education and skilling, and also increase fund allocation for skill development initiatives. Some of the essential elements to be kept in consideration for strengthening the current system are:

Upward mobility and degree connectivity: Offer degree connectivity to students having 10+2 from any higher secondary board of education as well as to those having 10+2 year ITI in relevant trade. Students should have the option to enrol for regular university programmes, work-based learning (hybrid), or part-time programmes (for working professionals). The four qualification corridors can be ‘certificate’, ‘diploma’, ‘advanced diploma’ and ‘degree’ in one or more vocational skills educational space. Also build flexibility that recognises work-based learning, on-the-job training, online learning, along with on-campus and on-site learning. Universities must provide credits leading to degrees in vocational skilling and other forms of blended learning.

Continuous learning for working professionals: For this, educational institutes should assess learner performance continuously over the duration of each semester. The examination system should be designed to assess a learner’s progress systematically across all the classrooms. Both the industry and the government should provide upskilling on existing skill sets and provide reskilling for newer job roles. The industry should identify the upskilling/reskilling needs and provide the necessary resources, and the government should either subsidise or reimburse some form of learning and certification.

Changing roles of universities: The world of work we are preparing students for is rapidly changing, and many jobs are becoming redundant. Universities need to prepare students not just to earn a degree, but also to make them employable, job and wage ready. Universities should be able to provide on-demand learning. This would be possible with increased adoption of technology in the learning process.

Integrated apprenticeship: Apprentices, while learning on the job, should also be provided with on-site/online learning, ultimately leading them towards credits and certifications. Work-based learning will create a higher productive workforce, thereby reducing attrition and the cost of hiring for employers. A well-equipped apprentice scheme will serve the purpose of both the government (by providing sustainable jobs) and the industry (by providing a skilled and productive workforce).

Many developments have taken place in the field of education, apprenticeships and vocational education to improve the current system. The proposed new education policy by Dr K Kasturirangan committee is a step in this direction. The policy recommends big changes by breaking down educational institutions into three

categories: One that focuses on world-class research, the second that focuses on teaching along with research, and the third that will focus on undergraduate education. Multiple entry and exit corridors have been recommended for all learners, and instead of making the academic process aimed at just examinations, the proposed policy aims at creating a learner-centric process. But the policy should include vocational skill development as part of the academic curriculum, so that learners are better prepared before entering the labour market. Moreover, the policy should also introduce higher flexibility that will allow learners to select subjects based on their learning ability and interests, rather than the current format of ‘one size fits all’. This way, the learner will be able to develop the skill sets while earning a degree.

We need to find an effective way to skill, upskill and reskill our youth before they enter the market, and provide them with a lifelong learning path. This is beneficial not just for employees, but will also be rewarding for the industry.

(Financial Express, New Delhi – 24 June, 2019)



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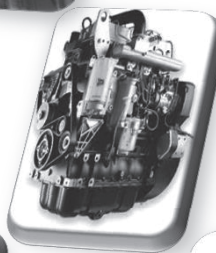


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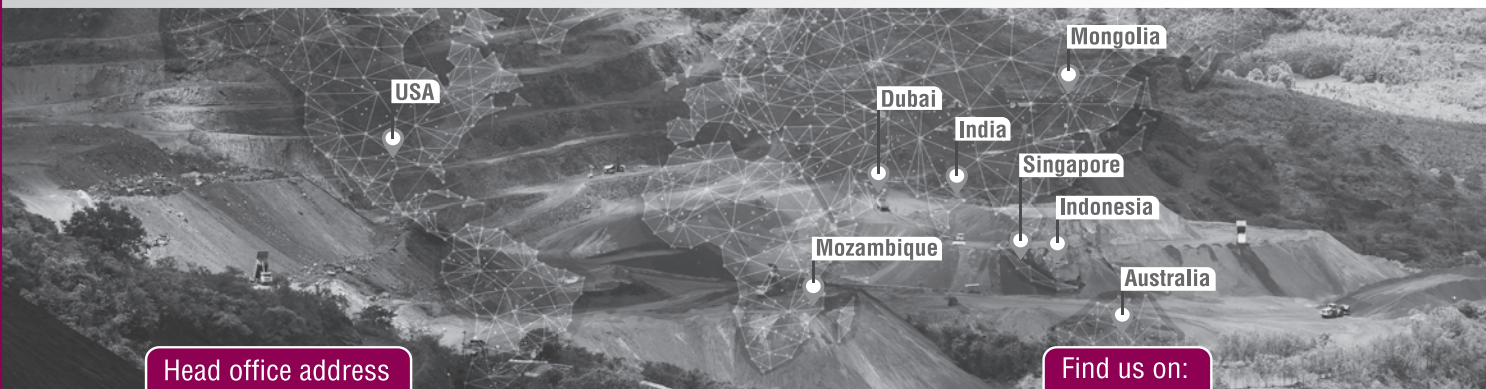
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