

Skill Development Ecosystem

State/UT: Dadar Nagar Haveli

Date: July, 2017

Overview

- ▣ State/UT profile : Dadar & Nagar Haveli
- ✓ Number of districts : 1
- ✓ Population : 342,853
- ✓ Male: Female : 1000:774
- ✓ Literacy rate : 77.65
- ✓ Major Departments : Dept of Agriculture, Dept of Animal Husbandry, Dept of Information Technology, Dept of Labour, Dept of Education, Dept of Medical and Public Health, Dept of Planning and Statistics, Public Work Dept.

Major industries/sectors in the UT

- Total number of industries in the UT = 3175
- Top Five sectors are as follows :
 - Textile yarn processing
 - Plastic processing,
 - Paper Industry
 - Metal base
 - Chemical mixture producing

Skill gap analysis

- Skill gap analysis (Total & Sectoral): NSDC is conducting skill gap analysis. Study is under process.

Skill Development Scenario

- Training through Private Parties: Not yet started
- Number and name of Departments in the state/UT: Govt ITI, Govt Polytechnic
- Departments implementing skill development schemes: Govt ITI Silwasa
- Name of the Funds allocated under each schemes run by each department: ATS CTS, SDI
- Skilling Target and achievement of these departments for the current FY
- List of courses implemented by each department and their certifying/awarding body

Skill Development Scenario

- Name of the Nodal body (Could be an agency/Mission/organization/department/corporation, etc.) for skill development: Govt ITI Silwasa
- Number of ITIs/Polytechnics/VTPs in the state: 2
 - Govt ITI, Silwasa
 - Dr. BBA Govt. Polytechnic, Karad

Challenges/Issues faced by the UT:

- ❑ Approval of sectors for vocationalization of School education
- ❑ Availability of Course curricula for the vocational training in schools.

NSDA interaction with state/UT

■ NSQF implementation

NSDA has initiated communication with the concerned UT department regarding the implementation of NSQF in the UT. NSQF workshops has been held in the UT with concerned officials for the same. 1st State Workshop was held in June 2016.

■ Key issues raised in workshops

- Implementation of vocational education in school
- Availability of standard course curricula.

■ Way ahead

- Formation of UT specific skill policy.
- Formation of core committee for NSQF implementation
- Identification of State qualifications.

Any assistance/intervention required from the Center (NSDA/MSDE) :

- ❑ Support in the development of UT specific skill development policy.
- ❑ Handholding in NSQF implementation.
- ❑ Sharing of standard practice/procedure.