



# Skills Time

Monthly E-Newsletter by  
Rubber Skill Development Council

NUTURING SKILLS & TALENT FOR A BETTER TOMORROW

## First Batch of RSDC Certified Trainees in the Rubber Plantation Sector Felicitated



Pic: Ms. Sheela Thomas, IAS chairperson Rubber Board awarding certificate to student

Certificate distribution function for the first batch of candidates who had successfully completed training in the Rubber Plantation Sector for the Job role Rubber Nursery worker was organized by RSDC and IL&FS on the 25th of August, 2014 at Agartala, Tripura. RSDC affiliated IL&FS as a training partner for conducting training for Rubber Nursery worker course for the rubber plantation sector. This was the first batch of certified trainees to come out in the Rubber Plantation sector and the Certificates were given out by the Chief Guest, Mrs Sheela Thomas, Chairman, Rubber Board of India.

Newly trained rubber nursery workers are now fit to increase raw rubber production in the state, said Chairman of Rubber Board of India Sheela Thomas. "This is for the first time such skill development

programme have been organized here. After Kerala, this place is apt for rubber cultivation. I congratulate the students who participated in the skill development training program. Certification from RSDC means that students are skilled and are now fit to join the rubber sector," said Ms. Thomas after awarding certificates to the candidates of the pilot batch of rubber nursery workers during a program held at Tripura.

Mr. Vinod Simon, Chairman RSDC congratulated IL&FS on successful completion of the course and certification. "This is the happiest moment for RSDC to be a part of the event being held for felicitating students of the first batch certified under plantation sector. I congratulate IL&FS for taking up the task to deliver trainings in plantation sector as per the NOS developed for the plantation sector. Calling for focusing on rubber sector skill development, Mr. Vinod Simon, Chairman RSDC shared that "To achieve the aim of providing skilled manpower to the industry, RSDC has involved all the stakeholders in the ecosystem to contribute towards the development of standards, trainings, and assessments and industry has seen the end result with the efficient and trained manpower".

Managing Director of Tripura forest development and planning commission, Mr. Rameswar Das shared about the development of rubber

plantation in Tripura and wished the certified students "I am hopeful to see the skill development and expect much better for the rubber plantation in Tripura" he said. Additional director of department of industries and commerce, Ms. Swapna Debnath also appreciated the initiatives taken by RSDC and IL&FS to develop the skills of the youth of Tripura.



Pic: Felicitation ceremony for the first batch of RSDC certified Rubber Nursery Workers

"I would like to place on record our appreciation and heart full thanks to Mrs. Sheela Thomas, Chairperson Rubber Board, who was instrumental in the start up of skill development in the plantation sector and all the rubber board dignitaries for their efforts in helping develop the standards", said Ms. Anupama Giri, CEO RSDC. She also shared that RSDC is focusing on standardization of processes and ensuring the quality in training delivery to minimize the skill gaps in the rubber sector.

# RSDC Partners with Lantra, a UK based Sector Skill Council under UKEIRI Project

RSDC officials visited sector skill council and training institutes in UK under the UK-India Education and Research Initiative (UKIERI) project to understand the sector skill council operations, implementation of NOS based training delivery models and best practices being followed by UK SSC's and institutes. UKIERI aims to strengthen the bilateral relationship between India and the UK. The initiative is working towards developing programmes that meets the priorities and needs of both India and the UK, and bring about a systemic change in the educational sector in both the countries and to develop an example of international collaboration for improvising vocational education.

RSDC and Lantra joined hands to bring forward the best methodologies and tools for the Indian rubber sector in the arena of skill development and share the best practices followed by Lantra. Lantra is the SSC for land based and environmental industries in the UK.

As part of this project, a delegation of RSDC officials visited UK; they were introduced to the system of developing LMIA and NOS being followed by Lantra. Lantra officials also shared about the methodologies introduced in the development of qualifications

and training. RSDC will be using Lantra's Skills Manager and Consult-On software for NOS development and piloting it with a group of 3000 individuals to develop the occupational standards for the Indian rubber industry.

In October delegates from Lantra will travel to India to gain a better understanding of the rubber industry and thereby explore the potential of developing a mutually beneficial collaboration.

RSDC officials also met Proskills, which comprises of two divisions – the Sector Skills Council and the National Skills Academy for Materials, Production & Supply. RSDC officials were planned to undertake the initiatives being taken by the group of employers at school level as a part of their CSR activity and organize school workshops/programs in collaboration with Proskills that motivates students to take up courses of their interests in different sectors.

During the visit, RSDC officials also got the opportunity to meet and explore training delivery models aligned to NOS based curriculum with Landex group of Colleges and

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Walsall College. Landex is a membership college offers land based courses Walsall College is a vocational College, with the primary objective of preparing students with the skills, professionalism and enterprising attitude required to get a job or progress to higher education. Colleges had impressive in-built infrastructure for simulating work life environment for e.g. for their beauty and wellness students, they had set up an in-house salon, which works as a spate entity and gives the opportunities to the students to have their skills in real life working environment.

## Building a Network for Skill Development

As he addressed the nation from the Red Fort on India's 68th Independence Day, skill development was high on Prime Minister Narendra Modi's priority list. He spoke passionately about the vision for a skilled India, repeatedly calling upon the youth of the nation and resolving to enhance skill development at a rapid pace.

"If we have to promote the development of our country, then our mission has to be skill development and skilled India. Millions of Indian youth should go for acquisition of skills and there should be a network across the country for this and not the archaic systems," Modi said, urging the youth to develop skills that would contribute towards making India a modern country.

In its first 100 days, the National Democratic Alliance government has taken steps towards dismantling what

refers to as 'archaic systems.' The government has formed a ministry for skill development and entrepreneurship, announced the Skill India Mission and approved amendments to the Apprentices Act. The labour ministry, among others, is keen to foster closer collaboration with the corporate sector.

The ministry for skill development and entrepreneurship has outlined its objectives, which include better co-ordination for evolving an appropriate skill development framework and building of new skills along with removal of the disconnect between demand for and supply of skilled manpower through vocational as well as technical training.

"Skilling is the biggest challenge for our country and we want to become the greatest powerhouse of youth in the world," said Mr. Sarbananda Sonowal, minister of skill development and entrepreneurship.



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## SPECIAL TALK WITH MR DILIP CHENOY MD & CEO NATIONAL SKILL DEVELOPMENT CORPORATION

We can look at employing women which is one way out as there are large numbers of units where women are employed in activities which do not require heavy lifting or hard manual labour. With the thrust on employment generation as well as opening up the varied sectors like defense, demand for rubber components is going to rise and we are completely tied up with the industries to cater to this demand and create skilled manpower for them.

This is one of the **focus areas that NSDC has and on which it works very closely with the Rubber Skill Development Council**. Our aim is to create half a million jobs in the next 10 years. For the fourth year in a row NSDC has achieved the annual targets set. In fact in 2013-14, NSDC had crossed its skilling target and brought 1.05 million youth into the skilling eco-system. Including the number of people skilled under the National Skill Certification and Reward Scheme also known as STAR scheme to total for 2013-14 was 1.3 million skilled Indians. This year NSDC's target is to skill 3.3 million youth in 2014-15. The target committed for the current fiscal is nearly three and half times of what was set and achieved for 2013-14 and hence forth, we expect huge support from our partners.

To meet our objective, we encourage more entities and corporates to enter into the skilling space. We have to work towards filling the gaps in the increasing the coverage of Sector Skill Councils. At the same time, we are also focusing on fostering innovation and the use of technology that could bring about change, hopefully disruptive in nature, which could help in building scalable and sustainable skill development models across the country. The plan for the next five years is to focus on execution.

There is an unfinished agenda for skills. Increasing the annual output and outcome of the skills system, increasing the number of apprenticeships, reform of the employment exchanges – the national career service, implementation of the vocational loan credit guarantee scheme, the labour market information system, the roll out of the NSQF **adoption of the National Occupation Standards and Qualification Packs developed by the SSCs** and the creation of more are some of key

things we need to focus on with immediate effect. At the same time we need to actively look at integration of the State Skill Missions into the national fabric, changing the image of skills and skilled workers, benchmarking our skills and qualifications to international levels, bridging the gap between what is taught to what the eco-system requires.

Keeping the extensive skill ecosystem that we need to build around us, it is clear very that the private and the public sector need to work together and collectively, to address these issues. **'Honhar Bharat'** i.e., Skilled India is a call to action for each of us and we should contribute our bit to the programme. --**"Kyunki Hunar hai to kadam hai!"**

According to reports, a staggering 92 per cent of India's estimated 510 million workforce is in the unorganized sector today, of which close to 9 per cent, which is 46 million approximately, is unemployed and some 350 million are illiterate. While the remaining 450 million are employed, 90 per cent is underemployed with no full wages. Worse still, there is a huge disconnect between skills required and the current talent available in the market.

**Training & assessment** for the unorganized sector is of utmost priority in the current scenario and also for those who are at the bottom of the pyramid. The workforce in the unorganized sector is ever-growing.

There is an urgent need for the industry & academia to come together and contribute to the skills ecosystem by designing highly diversified skill training programmes. This will help empower those in the unorganized sector and make them employable as per industry requirement and standards. The focus should be on skilling, up-skilling and re-skilling.

The **rubber industry** is one such example which alone needs a large number of trained people, being a manpower intensive sector. The manufacturing sector leads the services sector but if most of the people want to be in the services, industries like rubber face tough times. A solution requires us to change the way we regard manual labour. The rubber industry is looking for young people, ideally fresher's who can later be trained for supervisory roles. We should also focus on training people in the rural pockets where there is a fraction of manpower, looking at such opportunities of employment and skill training.

## RSDC UPDATES

✚ Draft Qualification Packs for NR sub sector for the below listed job role has been uploaded on the below weblink for industry validation. We request the industry partners to share their inputs and feedback on the same.

- **Rubber Plantation Management**
- **Latex Harvesting**
- **Latex Processing - CENEX**
- **Field Coagulum Processing - TSR**
- **Sheet Rubber Processing**
- **RSS Trading & Marketing**
- **Rubber Wood Processing**

[http://rsdcindia.in/nos\\_forms/new\\_ns/nrp-qualification-packs.html](http://rsdcindia.in/nos_forms/new_ns/nrp-qualification-packs.html)

✚ RSDC invites the rubber Companies to come forward with training manpower requirements at shop floor. Please send us your training manpower requirements by writing to: [shewani.nagpal@rsdcindia.in](mailto:shewani.nagpal@rsdcindia.in)

✚ RSDC Invites Rubber Training Institutes to get affiliated with RSDC. For more information visit at [www.rsdcindia.in](http://www.rsdcindia.in) and also email at [affiliation@rsdcindia.in](mailto:affiliation@rsdcindia.in)

# NOS - Internationally Recognized Standards for Trainings

A large number of countries have achieved the goal of universal primary education and others are moving closer to this goal and building a pipeline of young people, who expect to pursue further education and training to improve their chances for employment and higher earnings. Among adults already employed or seeking work, demand continues to grow for skills that enable them to keep up with structural changes in the economy, brought about by urbanization, technological change, and shifting patterns of consumer demand. When referring to the preparation of youth and adults for employment, a subtle shift in language occurs. The discussion shifts from talking about education to instead, talking about skills. The term skills development is used to describe a wider array of institutions and activities influencing employment and earnings. Skills development is a much broader concept involving a larger, more diverse provider community, and as a result, this development is more challenging to implement and monitor.

Skills development is among the greatest challenges being faced by countries, enterprises and people all across the world today. It plays a vital role in promoting employment, economic growth, and inclusive societies. Enhancing the relevance of skills training and improving access to skills for more women and men can help countries move to a virtuous circle of higher productivity, more employment of better quality, income growth and development. In addition, education and training systems are more closely aligned to the labour market demands and can help raise the adaptability and mobility of workers to compete more effectively in today's global economy. Relevant skill training requires bridging the world of education and training to the world of work.

Training standards need to be linked to occupational standards if training is to be relevant to the real world of work. Hence, it is important that all trainings must be aligned to National Occupational Standards (NOS) developed by the sector specific sector skill councils like RSDC for the rubber sector. There must be concrete linkages between these standards and curriculum, as well as assessment and certification. NOS aims to define the competencies required to carry out the functions carried out by the workforce. The NOS are intended to describe the competencies required to fulfill the tasks required in the sector.

Occupational and training standards have economic and social outcomes and benefits. The link between human capital investment and productivity is well documented in what is an increasing technological workplace, as are the linkages between the level of education and training, employment, wages, poverty, social inclusion, and cohesion.

Stakeholders—including employers, professional associations, labor, and education and training institution representatives—need to be involved. Employer participation is critical in whole life-cycle of skill development to ensure that the process is demand and output driven. Employer participation is bit difficult to maintain, particularly in our countries where the informal and small business sector dominates. Multiple sources of labor market information should be used to help define priorities for skill development. Qualitative and quantitative employer surveys can provide skill gap analysis, economic and employment information in countries where other sources of data are not available. RSDC, therefore urges you to participate effectively in its research initiatives and help us help the industry.



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