

Key Issues that the LMIS should be Designed to Address

1. Kinds of question LMIS should be able to answer

S. No.	Stakeholder	Specific questions
1	Trainees	<ul style="list-style-type: none"> • Based on the academic qualification, funds available, geography and sectoral preference, what are the various training courses and the training centres available? • What are the details of the course, including training fees, duration of the course etc? • What are the placement opportunities available post training? • How much salary will I get in each of these sectors? • Access to the list of trained alumnus- who all have already undertaken a specific training from a given institute, and what is their income? • Which are the government funded training courses? • What are the scholarships, stipends, subsidies, credit guarantee, loans etc. available for any specific training course? • Which are the sectors in the market where the demand of the labour force is higher? • Which training resources/content is available online? • Persons having acquired skills through non-formal/informal channels – can I get a certificate? How? • Who are the approved training providers? Approved by whom? • Registration of candidates wanting to be skilled • What is Career graph/ progression over time? • What are the National Skills Qualification Framework levels associated with the course? Which courses can I transfer these (NSQF) credits to?
2	Training Providers	<ul style="list-style-type: none"> • What are the courses (sector-wise) for which there is maximum demand? • List of certified candidates who can be offered skill upgradation/ advance courses. • Who are the industry partners who would be willing to absorb the trained candidates and also might be interested in the collaborations? • Who all are the approved certifying agencies/ assessors for any training? Accredited by whom? • What are the government schemes where funding/other support is available for the training providers? • What are the going market rates for different training courses? • What is the linkage to HR portals of potential employers that can be set up? • What is the placement outcome for persons being trained? Is there need to amend the training approach/curriculum to improve this percentage? Or are these job roles now saturated and there is need to review the continuation of such programmes?

3	Industry/ Employers	<ul style="list-style-type: none"> • For any particular job role in any given location, who are the trained persons available? • What is the availability of the skilled work force against the demand (Geography wise and sector wise)? • Who all are self-entrepreneurs in the same sector who can be tapped for ancillary services? • Are trainings done for the employees as part of upskilling within the organization?
4	Government Agency/policy makers	<ul style="list-style-type: none"> • What is the extent to which skills target are being met? • Whether training institutions are meeting their obligations in respect of training and placement? • Is any candidate being reported as being trained simultaneously under more than one scheme? Is there any duplication? • What is the socio-economic profile of the candidates undertaking training? • What is happening to the persons trained under various schemes? How many of them are getting employed? In the formal sector? In the informal sector? • What is the remuneration offered to the skilled candidate? • How long are the persons placed in jobs continuing in these jobs? • What is the total training capacity available? In which sectors? How much in the private sector? • How many are self-starters/ entrepreneurs • How much training capacity is required to meet the country's targets? In which sectors does the government need to create more capacity? • What is the dropout rate from courses and the reasons? • How is the nature of job changing in the market with the introduction of new technology?
5	Assessment Agencies	<ul style="list-style-type: none"> • List of approved Assessors and Assessing Agencies as per the Sector. • Is there suitable technology for Assessors? • Institute of Assessors?
6	Certifying Agency	<ul style="list-style-type: none"> • Which are the certification agencies operating today? • Which certificates being issued are being valued by employers?
7	Funding Agency	<ul style="list-style-type: none"> • What are the funding requirements for different category of skill development courses? • What is the demand for credit in different regions and for skill development in different sectors? • What are the repayment trends in respect of such loans? • Are there any credit guarantee facilities available? • How many other agencies are engaged in providing such loans?

8	International Agencies	<ul style="list-style-type: none"> • Which are the sectors in which foreign investment for training will be viable? For the Indian market? For the global market? • Who are the Indian training providers operating in these sectors with whom tie-ups may be possible? • Details of Training Providers in other countries with whom domestic Training Providers can partner for skilling and employment • Country/Sector wise skill gap reports of different countries • Mapping supply of domestic skilled manpower/skill strengths with demand of each country i.e. Indian construction workers to UAE
9	Sector Skill Councils	<ul style="list-style-type: none"> • How many people are undergoing training in courses related to different job roles (QPs) identified by the SSC? • Are these numbers commensurate to the demand for such positions in the industry? • If too many or too little people are being skilled as compared to the demand, what actions need to be taken? • Are there enough training providers who are equipped and capable to conduct these trainings? If now, how to add to the capacity? • Are there adequate assessment and certification agencies to meet the requirements of the sector? • What is the rate of employments of persons being skilled and certified against different job roles? Is there need to send out corrections about state of demand and supply?
10	Labour Market Tracking Agencies	<ul style="list-style-type: none"> • Identify the gaps (if any) and validation by sector, region, size of employer etc. in the actual employment statistics versus the one which is emerging from the official employment/ labour statistics and other sources as the case may be • Is there any historical data on new job creation? • What are the employment/ labour trends (sector wise, geography wise), which can be used to add/ modify the data fields for the surveys being conducted?
11	Govt. and Private Placement Agencies (inclusive of Employment Exchanges)	<ul style="list-style-type: none"> • What is the availability of the skilled work force against the demand (Geography wise and sector wise)? • What is the availability of jobs as per the skill sets in the market?

2. What macro level information is a must have / desirable for better decision making- examples of the kind of decisions it would enable

	Macro Level Decision	Kind of Decision it would enable
a	<p>Skill Gap (Sectoral and Geographical)</p> <ul style="list-style-type: none"> Gross and net after migration effects have been factored in Projection of future demand for the skilled labour in different sectors (both national and international). 	<p>The skill sets that need to be encouraged and imparted in given and geographies (note - macro top-down information based on GDP etc needs to be matched with bottom-up skill gap as determined by sector skill councils)</p> <p>Migration patterns would help understand how these gaps are being mitigated/accentuated by in- migration or out-migration</p>
b	<p>Sector-wise vocational training capacity that is being created and utilized independent of government (both direct capacity created by government agencies as well as capacity created in private sector due to government funding of capex of training costs)</p>	<p>To plan the additional training capacity that needs to be created/ facilitated in each sector</p>
c	<p>Is there need to have policies that augment the funding sources available for Skill Development in the country</p>	<p>This would capture supply side information and would help plan the interventions needed to fund skill development, and the sectors in which Govt funding is essential</p>
d	<p>Sector-wise industry Response – in terms of</p> <ul style="list-style-type: none"> Hiring of skilled manpower Wage differential for being skilled 	<p>This will enable identification of sectors and roles for which skill development makes a rational business sense.</p>
e	<p>Labour Participation Rate for different socio-economic disadvantaged groups</p>	<p>To determine how affirmative action policies are working, or need to be Amended</p>
F	<p>What is the impact on Gender</p> <ul style="list-style-type: none"> Quantitative Qualitative 	<p>To capture Gender side information/ issues for policy interventions</p>

3. What analytics should be automated

- Unstructured queries in terms of Business Intelligence
- Demand and supply gap/forecasting of the skilled labour force
- Cost-effectiveness of different training programmes (how many months' salary is needed to cover the training cost?)
- Salary differential on account of being trained (as compared to unskilled)
- Courses currently running against the sectors which are in demand in the economy
- Placement to trained ratio in different sectors
- Placement to retention ratio in different sectors
- Effect of skilling on informalization of labour employment

- i) Effect of skill development on economic status of groups identified for affirmative action (SCs/STs/Minorities/women, PWD)
- j) Ratio of skilled and semi-skilled persons to unskilled in the labour force
- k) Effect of skilling on productivity and profitability of companies
- l) Rating mechanism for all the stakeholders
- m) Market based Online Employment Exchanges

4. What is the institutional arrangement for LMIS