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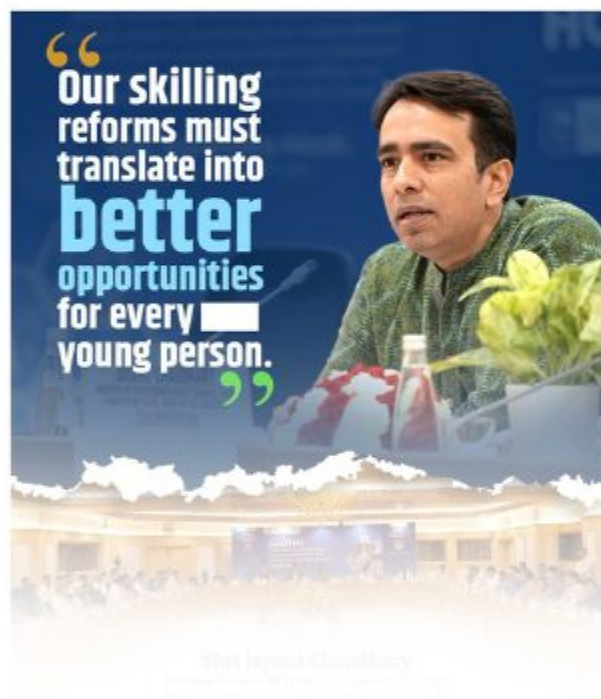
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MSDE LAUNCHES SARTHI TASKFORCE TO DRIVE HOLISTIC TRANSFORMATION OF INDIA'S ITI ECOSYSTEM



In a major step toward building a future-ready vocational training landscape, the Ministry of Skill Development and Entrepreneurship (MSDE) has established the Strategic Advisory and Reforms Taskforce for Holistic ITI Transformation (SARTHI). The inaugural meeting, chaired by the Hon'ble Minister of State (Independent Charge) for Skill Development and Entrepreneurship and Minister of State for Education, Shri Jayant Chaudhary, convened on 12 June 2026 at Vigyan Bhavan.





“SARTHI reflects our collective commitment to reimagining vocational education and building an ITI ecosystem that is more dynamic. The objective of SARTHI is to connect promising examples of innovation and reform, enable shared learning, and help successful models scale across India. As India moves towards the vision of Viksit Bharat, our focus must be on translating policy into implementation at scale, strengthening partnerships, and ensuring that every young person has access to high-quality, future-ready opportunities.”

- Jayant Chaudhary



Formulated as an apex advisory platform under the Craftsmen Training Scheme (CTS), SARTHI aims to foster structured engagement, evidence-based policy deliberations, and coordinated action among key stakeholders.

Emphasizing the mission to align training systems with rapid industrial shifts, Shri Jayant Chaudhary stated, “SARTHI reflects our collective commitment to reimagining vocational education and building an ITI ecosystem that is more dynamic. The objective of SARTHI is to connect promising examples of innovation and reform, enable shared learning, and help successful models scale across India. As India moves towards the vision of Viksit Bharat, our focus must be on translating policy into implementation at scale, strengthening partnerships, and ensuring that every young person has access to high-quality, future-ready opportunities.”

Broadening the Vision:

During the session, the dialogue underscored a crucial paradigm shift: evaluating tangible learner outcomes such as employability, industry relevance, and career progression - rather than just infrastructure and enrolments. The core themes deliberated included:

Institutional Upgradation & Governance:

Driving the implementation of the National ITI Grading Framework, institutionalizing the Annual All India ITI Skill Competition, and improving overall institutional governance mechanisms.

Outcome-Driven Training & Quality Assurance:

Promoting excellence and learner engagement by strengthening technology-enabled assessment processes and leveraging digital tools to improve efficiency and transparency.

Inclusive Access: Expanding dedicated pathways and innovative delivery models to significantly increase women's participation across the ITI ecosystem.

Industry Integration & Entrepreneurship: Fostering robust employer partnerships to enhance practical learning, continuously modernize curriculums, promote innovation and entrepreneurship, and create stronger pathways between education, skilling, and employment.

Centre-State Synergy: Creating a collaborative ecosystem where successful skill training models from various states can be shared to meet emerging workforce and industry requirements.

Through SARTHI, the MSDE and its collaborative partners envision a sustained institutional mechanism that positions vocational education as an aspirational career pathway, ensuring India's workforce remains competitive in an evolving global economy.



കോഴിക്കോട് ഡി.എസ്.ഡി.സി-യിൽ വിദ്യാർത്ഥികൾക്കായി 'വേദിക് ഗണിത വേനലവധിക്കാല ശിൽപശാല' സംഘടിപ്പിച്ചു



കോഴിക്കോട് ജില്ലാ നൈപുണ്യ വികസന കേന്ദ്രത്തിന്റെ (DSDC) ആഭിമുഖ്യത്തിൽ അപ്പർ പ്രൈമറി വിദ്യാർത്ഥികൾക്കായി ഒരാഴ്ച നീണ്ടുനിൽക്കുന്ന 'വേദിക് ഗണിത വേനലവധിക്കാല ശിൽപശാല' വിജയകരമായി സംഘടിപ്പിച്ചു. ബിസിനസ് ഡെവലപ്മെന്റ് ഓഫീസർ ശ്രീമതി സുര്യ കെ. ആറിന്റെ നേതൃത്വത്തിലാണ് ഈ പരിശീലന പരിപാടി ഏകോപിപ്പിച്ചത്. ഗണിതശാസ്ത്രത്തോടുള്ള ഭയം അകറ്റി, വിദ്യാർത്ഥികളുടെ ബുദ്ധിപരമായ വേഗത, ഏകാഗ്രത, യുക്തിചിന്ത എന്നിവ വർദ്ധിപ്പിച്ച് ഗണിതപഠനം കൂടുതൽ രസകരമാക്കുക എന്നതായിരുന്നു ഇതിന്റെ പ്രധാന ലക്ഷ്യം. അഞ്ച്, ആറ്, എഴ് ക്ലാസുകളിലെ വിദ്യാർത്ഥികളുടെ അടിസ്ഥാന ഗണിതശാസ്ത്ര ശേഷി മെച്ചപ്പെടുത്തുന്നതിനായി ദിവസവും രാവിലെ 10:30 മുതൽ ഉച്ചയ്ക്ക് 12:30 വരെയായിരുന്നു ക്ലാസുകൾ ക്രമീകരിച്ചിരുന്നത്. കുട്ടികളുടെ പഠനനിലവാരം ഉൾക്കൊണ്ട്, അവർക്ക് എളുപ്പത്തിൽ മനസ്സിലാക്കുന്ന തരത്തിലുള്ള സംവേദനാത്മക ശൈലിയാണ് വിദഗ്ദ്ധരായ റിസോഴ്സ് പേഴ്സൺസ് ക്ലാസുകളിൽ അവലംബിച്ചത്. സൈക്കോളജിയിലും കൗൺസിലിംഗിലും ബിരുദാനന്തര ബിരുദമുള്ള വേദിക് മാത്തമാറ്റിക്സ് പരിശീലകയായ ശ്രീമതി ശീത, എല്ലാ വിദ്യാർത്ഥികൾക്കും ഒരുപോലെ പ്രാപ്യമാകുന്ന രീതിയിലുള്ള പ്രത്യേക

പരിശീലനമാണ് നൽകിയത്. വടകര മുൻ അസിസ്റ്റന്റ് എഡ്യൂക്കേഷണൽ ഓഫീസറും (AEO), പുത്തൂർ ഗവണ്മെന്റ് ഹൈസ്കൂൾ മുൻ പ്രിൻസിപ്പലും 33 വർഷത്തെ അധ്യാപന പരിചയവുമുള്ള ശ്രീ ഹരിദാസൻ നൂതന ഗണിതശാസ്ത്ര പ്രശ്നപരിഹാര രീതികളെക്കുറിച്ച് ക്ലാസുകൾ നയിച്ചു. പുരാതന ഭാരതീയ ഗണിതശാസ്ത്ര തത്വങ്ങളെ അടിസ്ഥാനമാക്കി തയ്യാറാക്കിയ ഈ ശിൽപശാല, അടിസ്ഥാന ഗണിതക്രിയകൾ മുതൽ സങ്കീർണ്ണമായ കണക്കുകൾ വരെ സ്കൂൾ പാഠ്യപദ്ധതിയുമായി ബന്ധിപ്പിച്ച് വേഗത്തിൽ മനസ്സിൽ കണക്കുകൂട്ടാൻ വിദ്യാർത്ഥികളെ പ്രാപ്തരാക്കുന്നതായിരുന്നു. എഴുത്തുരീതികളെ ആശ്രയിക്കാതെ തന്നെ വേഗത്തിലും കൃത്യതയോടെയും ഗണിത സമവാക്യങ്ങൾ നിർദ്ധാരണം ചെയ്യാനുള്ള വിദ്യാർത്ഥികളുടെ കഴിവ് മെച്ചപ്പെടുത്താൻ ഈ പരിപാടിയിലൂടെ സാധിച്ചു. ഗണിതത്തോടുള്ള ഉത്കണ്ഠ ഫലപ്രദമായി കുറയ്ക്കാനും സമയക്രമീകരണം മെച്ചപ്പെടുത്താനും സഹായിച്ച ഈ പരിശീലനം സ്കൂൾ പരീക്ഷകളിൽ വിദ്യാർത്ഥികൾക്ക് ഏറെ പ്രയോജനകരമാകും. വിദ്യാർത്ഥികളിൽ നിന്നും രക്ഷിതാക്കളിൽ നിന്നും ലഭിച്ച മികച്ച പ്രതികരണത്തിന്റെ പശ്ചാത്തലത്തിൽ, യുവതലമുറയുടെ അക്കാദമിക നിലവാരം മെച്ചപ്പെടുത്തുന്നതിനായി ഭാവിയിലും സമാനമായ പരിപാടികൾ തുടർച്ചയായി സംഘടിപ്പിക്കാൻ കോഴിക്കോട് ഡി.എസ്.ഡി.സി ലക്ഷ്യമിടുന്നു.

LEARNING BEYOND THE CLASSROOM – THE RISE OF LIFELONG LEARNING

A New Era of Learning

Rapid advances in technology, changing business models, and evolving workforce needs are reshaping how people acquire skills throughout their careers. Around the world, governments, employers, and educational institutions are moving beyond the traditional model of learning confined to schools and universities. Continuous learning is increasingly becoming essential for individuals to remain relevant in a dynamic labour market.

Micro-Credentials: A Growing Global Trend

Short, focused learning programmes—known as micro-credentials—are gaining recognition as an effective way to develop job-specific competencies. Unlike conventional degree programmes, micro-credentials enable learners to acquire targeted skills in a shorter duration and update their knowledge as industries evolve.

The Organisation for Economic Co-operation and Development (OECD) recognises micro-credentials as an important tool for lifelong learning, helping individuals develop specific competencies that respond to changing labour market needs while supporting flexible and continuous education.



Employers Value Continuous Learners

Organisations are increasingly seeking professionals who demonstrate a commitment to continuous learning. According to the LinkedIn Workplace Learning Report, learning and career development remain among the highest priorities for employers, as businesses look for talent that can quickly adapt to new technologies, changing roles, and evolving business environments. This reflects a broader shift from hiring solely based on qualifications to recognising individuals who consistently invest in developing new capabilities throughout their careers.



Online Learning Expands Access to Skills

Digital learning platforms continue to make high-quality education more accessible than ever before. The Coursera Global Skills Report highlights increasing learner participation in areas such as artificial intelligence, cybersecurity, data analytics, project management, and business communication. Flexible online learning has enabled students, working professionals, and career changers to build industry-relevant skills at their own pace.

The Skill Takeaway

The future of employability will increasingly depend on an individual's willingness to learn continuously rather than relying solely on qualifications earned at the beginning of a career. Lifelong learning, supported by flexible training pathways and industry-recognised credentials, is becoming the foundation for sustained professional growth in an ever-changing world.

SKILL TERM

Learning Agility

Learning Agility is the ability to quickly acquire new knowledge, adapt to unfamiliar situations, and apply learning effectively to new challenges. It enables individuals to remain relevant in rapidly changing workplaces by embracing continuous learning, responding positively to change, and developing new competencies throughout their careers. As industries continue to evolve, learning agility is increasingly recognised as a key attribute for long-term employability and career resilience.



Sector: Workforce Development

SKILL THOUGHT

"The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice."

Brian Herbert,
American
Author



ARCHITECTING THE FUTURE : REWIRING INDIA'S SKILLING ECOSYSTEM WITH NIMS

To combat the ongoing shortage of qualified vocational trainers and streamline their management, the Ministry of Skill Development and Entrepreneurship is rolling out a comprehensive digital repository known as the Skill Instructor Registry (SIR).

Powered by the newly initiated National Instructor Management System (NIMS), this platform invites educators from both public and private Industrial Training Institutes (ITIs) to register, creating a unified, real-time network of skill developers across the country.

Why This Matters: Bridging the Trainer Deficit

Historically, the ITI sector has struggled with fragmented records, inefficient resource allocation, and a lack of a centralized database. India's formal network of over 14,000 ITIs has the capacity for roughly 95,000 instructors, yet only about 60,000 certified professionals are currently active.

NIMS is designed to bridge this critical gap by optimizing how trainers are deployed, ensuring that available talent is utilized effectively across the nation.

Key Features of the New System

- **Unique Digital Identity:** Every registered educator will receive an Instructor Permanent Registration Number (IPRN). This unique identifier will make interstate mobility, tracking, and professional transitions seamless.
- **Enhanced Data Integrity:** By implementing standardized digital verification workflows, the government aims to permanently eliminate duplicate or fraudulent trainer profiles. This clean data will be vital for future policy planning.
- **Smart Lifecycle Management:** The NIMS portal will handle an instructor's entire career arc—from initial placement to transfers and resignations.
- **AI-Powered Assessments:** The platform will integrate directly with existing Learning Management Systems (LMS) and utilize artificial intelligence to conduct objective performance evaluations.

The Road Ahead

While the initial rollout focuses strictly on the ITI network, the vision for NIMS extends much further. In its next phase, the government plans to integrate instructors from other major skilling initiatives, including the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and Jan Shikshan Sansthan (JSS) centers. Ultimately, this will establish a cohesive, nationwide blueprint for managing and



SKILLS FOR A WORLD THAT DOESN'T EXIST YET

The Disconnect Between Education and Employment Has Never Been Wider

For decades, the Indian education system has operated on a simple assumption: if you study hard, earn a degree, and graduate, a job will follow. That assumption is no longer valid.

Across India, and particularly in Kerala, a growing disconnect exists between what our educational institutions teach and what the job market demands. The skills that secure employment today are not the same skills that were valuable a decade ago. And the skills that will matter a decade from now may not even exist in today's curriculum.

This is not a problem that can be solved by tweaking textbooks or updating exam patterns. The very nature of work is changing and our approach to learning must change with it.

The Scale of the Challenge

The numbers paint a clear picture of the challenge ahead.

According to the India Skills Report 2025, the national employability rate stands at 56.35% meaning nearly 44% of educated youth entering the labor market are functionally unemployable without immediate vocational intervention. The report also notes that only 51.25% of students are aware of the skills required in their chosen industry. This awareness gap between what students study and what employers need is a root cause of the employability crisis.

Kerala, despite its high literacy rate and strong educational infrastructure, faces its own version of this challenge. While the state's employability rate of 71% is significantly above the national average, nearly 30% of its youth remain unemployed, one of the highest rates in India. How can a state with Kerala's educational achievements have such high unemployment? The answer lies in a fundamental mismatch:

students are earning degrees, but they are not acquiring the skills that employers actually need. According to the Confederation of Indian Industry (CII) Centre of Excellence on Skills, 82% of employers report major difficulties in finding candidates with the required skill sets. This is not a Kerala-specific problem it is a national crisis but it is one that Kerala is uniquely positioned to address.

The Skills Gap: Why Degrees No Longer Guarantee Jobs

The traditional Indian education system has historically prioritized academic theory and memorization over practical application. Students spend years earning degrees, memorizing textbooks, and passing examinations only to discover that the skills they have acquired do not align with the operational realities of modern industries.

The problem is structural. University curricula are often outdated, developed years ago and rarely updated to reflect current industry needs. Students learn concepts that may have been relevant a decade ago but are no longer in demand today. Curriculum updates are often outdated, developed years ago and rarely updated to reflect current industry needs. Students learn concepts that may have been relevant a decade ago but are no longer in demand today.

This creates a fundamental mismatch. Employers increasingly seek "Day Zero" readiness, the immediate ability to manage tasks, collaborate across teams, and execute projects. Fresh graduates, however, often lack these practical competencies. They hold certificates that confirm their participation in education but lack the applied skills required to function in a professional environment. The World Economic Forum's Future of Jobs Report 2025 estimates that 39% of workers' core skills will change by 2030. The



report also notes that 59% of the global workforce will require reskilling or upskilling by 2030, and 11% are unlikely to receive it. These numbers have direct implications for Kerala's workforce. If nearly 40% of current skills are set to change, the state cannot afford to wait for educational institutions to catch up. The pace of change in the job market far exceeds the pace of curriculum reform in most educational institutions.

The Creator Economy: New Opportunities, New Skills

A decade ago, careers such as content creator, influencer, podcaster, community manager, or digital marketer rarely featured in career discussions. Today, they represent a rapidly expanding segment of the global economy.

In Kerala, this shift is already visible. Young professionals are building careers as digital marketers, UI/UX designers, video editors, and podcast producers roles that barely existed when their parents were their age.

The India Skills Report 2025 highlights this trend. Kerala ranks third in computer skills proficiency among all states and second in employability for the 18-21 age group. The state also ranks first among states for internship preference that young people are hungry for real-world experience, not just classroom learning.

suggesting that young people are hungry for real-world experience, not just classroom learning. Yet, despite these positive indicators, the gap between qualifications and usable job skills remains a major challenge. Nearly one in three educated youth in Kerala remains unemployed, not because they lack degrees, but because the skills they have acquired do not match what employers are looking for.

The Human Edge in an Age of Automation

A lot of the conversation around Artificial Intelligence focuses on job displacement and automation. But technological revolutions rarely eliminate human potential entirely they redefine it.

As machines become increasingly capable of handling routine and repetitive tasks, uniquely human capabilities become more valuable than ever.

The World Economic Forum's Future of Jobs Report 2025 confirms this shift. According to the report, analytical thinking remains the top core skill for employers, with seven out of ten companies considering it essential. This is followed by resilience, flexibility and agility, leadership and social influence, and creative thinking.

These are skills that AI cannot replicate. They are also skills that are rarely taught in traditional classroom settings. A student can memorize a textbook and pass an examination, but that student may not have developed the analytical thinking, resilience, or creative problem-solving abilities that employers increasingly demand. The future does not belong to those who compete with machines. It belongs to those who learn to work alongside them.

Lifelong Learning: The New Career Imperative

For generations, education was treated as preparation for life. You studied, you graduated, and then you entered the workforce with everything you needed to know.

That model is no longer viable. The shelf life of knowledge is shrinking. Technologies evolve, industries transform, and new opportunities emerge with remarkable speed. Skills that are valuable today may be outdated tomorrow. The World Economic Forum estimates that 39% of core skills will change by 2030. This means that nearly two out of every five skills a worker possesses today may need to be updated or replaced within the next five years.

In this environment, the most successful individuals will not necessarily be those who know the most. They will be those who continue learning the longest.

Curiosity, once considered a personality trait, is becoming a professional necessity. The ability to learn, unlearn, and relearn may well be the defining skill of the twenty-first century.

A Digital Record of What You Can Actually Do

Think about how money is managed today. Every financial transaction is recorded, verified, and accessible through a smartphone.

Yet when it comes to skills, we still depend largely on paper certificates, mark sheets, and resumes. A student may complete a coding course, earn an AI certification, undertake an internship, learn a foreign language, and build a freelance portfolio but these achievements often remain scattered across different platforms and documents.

What if they could all be brought together in a single, verifiable, lifelong record? This is the idea behind a Digital Skill Passport: a secure digital platform that records an individual's competencies, certifications, internships, projects, apprenticeships, work experiences, and micro-credentials throughout their life.

Such a system would shift the conversation from qualifications to capabilities. It would help create a workforce recognized not merely for what it studied, but for what it can actually do.

Kerala's Opportunity

Kerala's greatest resource has never been its geography or its natural wealth. It has always been its people.

With a median age of approximately 28 years, India is one of the youngest major economies in the world. Kerala, with its high literacy rate and strong educational infrastructure, is uniquely positioned to leverage this demographic advantage.

The future economy rewards creativity, digital capability, entrepreneurship, and specialized expertise. These are areas where Kerala can genuinely excel. The India Skills Report 2025 confirms Kerala's potential. The state ranks second in employability for the 18-21 age group and first among states for internship preferences. Kerala's young people are hungry for real-world experience, not just classroom learning.

In a connected world, skills travel further than geography. The challenge before the state is not merely creating jobs. It is creating a culture where learning is continuous, innovation is encouraged,

and adaptability becomes second nature.

The Cost of Inaction

If this structural imbalance continues unaddressed, the consequences will be severe.

Thousands of educated young people will continue to face unemployment despite holding degrees. The vast pool of similarly qualified but under-skilled applicants will drive entry-level wages down. Many workers will be forced into informal gig work or retail positions that fail to utilize their true cognitive potential.

India's demographic advantage, one of the youngest populations in the world, risks turning into a liability if young people are not equipped with the skills the market demands. The consequences will ripple across the broader economy, contributing to stagnant wage growth, chronic underemployment, and the erosion of the demographic dividend. The choice is clear. Invest in skill development and lifelong learning, or watch an entire generation of talent go to waste.

From Vision to Action

As Kerala prepares for a future shaped by technological disruption and evolving workforce demands, the role of skill development becomes increasingly important.

Building a future-ready workforce requires more than training programmes, it demands an ecosystem that connects learning with opportunity, innovation with employability, and aspiration with achievement.

The Kerala Academy for Skills Excellence (KASE), as the State Skill Development Mission, is playing a vital role in this transformation. Through industry-aligned skilling initiatives, a strong emphasis on lifelong learning, and targeted support for emerging sectors, KASE is helping build a workforce that is adaptable, resilient, and prepared for the opportunities of tomorrow.

The true measure of success lies not merely in preparing people for existing jobs, but in equipping them with the confidence and capability to navigate jobs, industries, and possibilities that have yet to emerge.



Department of Labour and Skills
Government of Kerala



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Skill Development Mission of Government of Kerala
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