



Best Practices in Skill Development

JULY 2013

Submitted by:

Anshika Kushwaha

Shri Ram College of Commerce

Mentored by:

Mr. Dilip Chenoy

CEO & MD, National Skill
Development Corporation

Disclaimer: This report is an outcome of a student project and the content of this report represents the views of its author. Neither the report nor any of its parts represent the views of Rakshak Foundation and/or any of its affiliates and officials in any capacity whatsoever. The figures and facts used in the report are only suggestive and cannot be used to initiate any legal proceedings against any person or organization. However, the author shall be extremely grateful to acknowledge any inaccuracies in the report brought to author's notice. Please email your suggestions or concerns to: hr@rakshakfoundation.org

Preface

Rakshak Foundation presented an incredible opportunity to learn and give back to one's country in a small way through giving one's best.

Rakshak Foundation is a non-profit started by US based alumni of the Indian Institutes of Technology. It aims to create awareness about public policy and seeks to make one more accountable and responsible towards hi/her country.

Currently pursuing B.A (H) Economics from Shri Ram College Of Commerce , India's top Commerce College , Delhi University . I looked for an internship that could self motivate me , and i found that here at Rakshak Foundation.

For me ,it has contributed towards my immense learning . It gave me an opportunity to meet the highly motivated people who kept making me strive for the better. It is one of a kind of an opportunity to work with great minded people and meet eminent personalities and learn from them.

It taught me that I could be more responsible towards my nature b\y just been aware and that awareness completely revamps your thought process for the better of the society

This project is has taken my way of thinking far beyond i ever thought of. The paper talks about Best Practices In Skill Development . And how the various training providers adopt different methodologies to produce skilled people year after year
The government of India aims to skill 500 million by the year 2022 , When India celebrates its 75th year of Independence. In view of the fact that there are about 13 million youth who will enter the job market every year for the next two decades, most with very limited academics or skills to enable them to be eligible for jobs - it is imperative to ensure that skill development efforts in the country deliver the mandate.

This paper also talks about various programs available across the country. The views of the stakeholders ,both private and public, provided an insight on the challenges and what leads to successful models which was then be researched and practices identified.

Acknowledgements

I am very grateful to Rakshak Foundation and Mr. Sachin Bansal for providing me with this incredible opportunity to learn through research. It gives me an incredible opportunity to learn about my country in a deeper way, and develop my researching skills in a multidisciplinary approach to problem solving.

I'd also like to thank Mr. Dilip Chenoy for his guiding me despite his very busy schedule. Much of this report is based on readings suggested by him. I look forward to taking this project forward under his continued guidance.

I'd like to thank my Rakshak Foundation coordinators for relentlessly working out with me. Nikita Anand ,Pritesh Mittal and Sidharth Das have contributed their best and without their constant feedbacks , this report wouldn't have been possible

I'd also like to acknowledge my fellow interns help in brainstorming and help me reach to areas where my knowledge was restricted.

There are a numerous people that I would like to extend my gratitude. Starting from Mr. Nalin Jena , who gave me an altogether different perspective of this research paper. Miss Garima and Mr. Jaikant from NSDA, has been my support pillars, providing me with whatever they could. Spared hours and hours only listening to me, while I think I was of little use to them.

Miss Nivideta -Principal , Advanced Centre for skill development , a lady who didn't see day and night and continuously helped me in understanding the core principles that lie behind any skill development project.

Miss Rajlakshmi, the academic head of Gras academy, and Mr. Rajeev, the co-founder of Empower have again been really supportive and gave me full guidance to carry my project further. And to all I extend my heartiest gratitude for patiently listening to me and making this research paper what it is . Without all of the people mentioned and to many more ,i cannot thank enough for your support and guidance.

Lat but definitely not the least, God for the love and support , I'd always be grateful.

Contents

EXECUTIVE SUMMARY	7
1.INTRODUCTION.....	10
1.1 BACKGROUND INFORMATION	10
1.1.1 <i>The National Skills Policy on Skill Development , 2009</i>	11
1.1.2 <i>What type(s) of talent mobility ?</i>	12
1.1.3 <i>What type(s) of good practice?</i>	12
1.1.4 <i>Scope of Good Practice</i>	12
1.1.5 <i>Four Collar workforce</i>	12
1.1.6 <i>Criterion For Choosing The Model</i>	13
1.1.7 <i>Types of Models</i>	13
1.2 MAIN PROBLEMS, THEIR SCOPE AND IMPACT ON THE SOCIETY.....	14
1.2.1 <i>Size</i>	14
1.2.2 <i>The Advantage and the Problem</i>	14
1.2.3 <i>No Common Platform to share information</i>	14
1.2.4 <i>Mismatch between demand and supply of skills</i>	14
1.2.5 <i>Reach Cost and Employability</i>	15
1.2.6 <i>Dearth of Quality Trainers</i>	15
1.2.7 <i>Lack of training institutes & Role of parents:</i>	15
1.2.8 <i>Delay in government funding/Shortage of funds</i>	16
1.2.9 <i>Process of Hiring</i>	16
1.2.10 <i>Re-location /migration</i>	16
1.2.11 <i>No discipline</i>	16
1.2.12 <i>No Sensitivity to the certificate issue</i>	17
1.2.13 <i>Retention post placement</i>	17
1.2.14 <i>Dignity of labour is not there in India</i>	18
1.2.15 <i>Absence of assessment in certificates</i>	18
1.2.16 <i>Supply Driven</i>	18
1.2.17 <i>What NREGA has done to the skilling landscape in India</i>	18
1.2.18 <i>Problems with NGO's</i>	18
1.3 GOALS AND OBJECTIVES	19
2.METHODOLOGY.....	20
2.2 FIELD VISITS.....	20
2.3 QUESTIONNAIRE :	20
2.4.2 <i>Discussion with others</i> :.....	21
3.REPLICABLE AND SCALABLE MODELS	23
3.1 PRIVATE PLAYERS- POTENTIAL REPLICABLE AND SCALABLE MODELS.....	23
3.1.1 <i>Agricultural Model</i>	23
3.1.2 <i>Home Manager Model</i>	24
3.1.3 <i>Eccelor Model</i>	25
3.1.4 <i>Voice Web Model</i>	26
3.1.5.....	27
4. CURRENT NGO AND GOVERNMENT EFFORTS	28
4.1 NGO.....	28
4.1.1 <i>Challenges faced exclusively by NGO's in the skill training domain</i>	29
4.1.2 <i>Replicating and Scaling</i>	30
4.2 CURRENT GOVERNMENT EFFORTS	30
4.2.1 <i>State Initiatives</i>	31
5.RESULTS AND DISCUSSIONS	33
5.1 FINDINGS FROM THE LITERATURE	33
5.2 FINDING FROM THE FIELDS AND IMPACT ON THE THEORETICAL FOCUS OF THE PROJECT.....	35
5.2.1 <i>Field Visits</i>	35

6. FEATURES OF A BEST PRACTICE MODEL.....	44
7.RECOMMENDATIONS, SCOPE AND STRATEGY FOR IMPLEMENTATION	46
7.1 RECOMMENDATION & SCOPE	46
7.1.1 Centres for skill development.....	46
7.1.2 Small ticket bank loans for the trainees & Discount Schemes	46
7.1.3 Post Placement Counselling – end to end delivery throughout the value chain.....	47
7.1.4 Job Drive for Placements.....	47
7.1.5 State Governmental Residential Program.....	48
7.1.6 Do without huge capital expenditure.....	48
7.1.7 CSR not a philanthropy	48
7.1.8 Build a brand for Vocational Education/Training.....	48
7.1.10 Awareness campaigns/Mascot.....	48
7.1.11 Standardisation in terms of certificates and curriculum for vocational studies	48
7.1.12 Employers set their own standards for employing trainees	49
7.1.13 NGO as mobilisers.....	49
7.1.14 Mobilisation of Parents.....	49
7.1.15 Employers’ sensitisation is required.....	49
7.2 FLOWCHART (STRATEGY) FOR IMPLEMENTATION	49
8.FUTURE WORK:.....	54
8.1 SKILL CLOUD.....	54
9.REFERENCES.....	56
8.1 BOOKS.....	56
8.2 NEWSPAPER AND MAGAZINE ARTICLE	56
8.3 INTERNET.....	56
8.4 PARTICULAR REFERENCES	56
10.APPENDIX A	58
MEETINGS AND INTERVIEWS	58
10.1 MENTOR DISCUSSIONS.....	58
10.2 FIELD VISITS	62

LIST OF FIGURES

Figure 1-Projected Population Pyramid:India 2026.....	11
Figure 2- Mobilisation and the challenge	17
Figure 3-Residential Skill Training Programs	48
Figure 4-Flowchart on recommendation 1.....	50
Figure 5-Flowchart to Recommendation 2.....	51
Figure 6- Recommendation 3.....	51
Figure 7- Recommendation flowchart on standardisation of vocational curriculum..	52
Figure 8-Recommendation Flowchart to standardisation in terms of certificates.....	52
Figure 9-Flowchart to recommendation in terms of NGO's as mobilizers.....	53

LIST OF TABLES

Table 1-Population Characteristics by education (urban area) 2009-2010.....	12
Table 2-Mismatch between students' aspirations and industry requirements	15
Table 3- The Indian Skill Landscape.....	31
Table 4-Youth aspirations & Industry Requirements (jobs)	44
Table 6-Flowchart for Recommendation 1.....	50

Executive Summary

India is passing through a phase of unprecedented demographic change ¹where the proportion of workforce in the age group of 15-59 years is likely to rise from around 58 percent in 2001 to over 64 percent by 2021.

In 2020 ,the average Indian will be only 29 years old ,compared with 37 in China and the US,45 in West Europe and 48 in Japan, making India one of the youngest nations in the world. The age advantage as per a World Bank study, will continue for at least three decades till 2040. We would probably never get a chance like this to leverage our human resources to help grow our country economically. India has a great opportunity to meet the future demands of the world. But this increased labour force will benefit India only if the population is appropriately is skilled. Today ,we are operating at half our capacity and half our productivity levels. Of India's 1.2 billion people , 60 percent is in the working age group. However only 5 percent of India's labour force is in the age group 19-24 years is estimated to have acquired any formal training. Yet ,our economy had until recently clocked an impressive growth. Imagine what is possible if we could leverage our demographic dividend fully ! Quite clearly ,India's potential is yet to be fully exploited.

Human resource is the single and most invaluable asset of any nation to propel itself in the paths of progress and prosperity. Despite limited natural resources ,countries like Singapore and Israel leveraged their manpower to develop their economies. For instance, Singapore could manage to bring huge foreign direct investments in the manufacturing sector between 1960s to the 1980s ,leveraged its skilled manpower and achieved a high growth trajectory. Today , we see Singapore as one of the world's largest business hubs. Skill development can be perceived as an instrument to improve efficiency ,and aims to substantially enhance labour contribution to the overall production. Here skilling plays an important role in pushing the economic growth rate to a higher trajectory . It is not just for the economic benefit that India must skill its people-we must do it because peace and prosperity is a natural outcome when people have jobs ,food on their table and lead a life of dignity. Our educated youths are averse to blue collar jobs that involve manual labour under a false influence of 'lack of dignity'. Dignity does not come from the type of work we do, rather it comes from how well it is done and the level of professionalism that is brought in. The housekeeper who keeps the office premises cleans all day is capable of as much professionalism as the officer whose desk he's cleaning and deserves as much respect .All of us ,irrespective of the nature of the jobs, are equal partners in the growth of the economy. We must go back to advocating Gandhian principles of dignity of labour.

When it comes to skill development, our effort is to drive an outcome based approach where skilling must result in either self employment or a job. National Skill Development Corporation (NSDC) has mapped skill gaps in 20 high growth sectors and the unorganised sector till the year 2022. Labour intensive manufacturing sectors such as textiles and garments ,leather and footwear have been given due weight age.

¹ http://www.ficci.com/SEdocument/20217/FICCI_Final_inputs_forXIIPlan.pdf

Employment in public sector services has stagnated and there is a severe shortage of doctors, nurses, teachers and policemen. A rapidly growing economy cannot function without simultaneous expansion of such services. More than 90 percent of our workforce is unorganised sectors with no 'formal' training. Designing skill development policies and implementation strategies to successfully reach and include the informal sector is the biggest challenge.

The aspiration of India's youth for white collar jobs had led to a huge rush towards mainstream education. This herd mentality is not necessarily the best use of our talent. Combined with the fact that the vocational education system provides little opportunity for lateral and upward mobility, those who opt for vocations are perceived as 'failures'. India needs a large skill resource pool for blue collar jobs for critical areas of our economy. The government is considering a credit based skill and vocational education framework that will provide equivalence between two streams. This will enable horizontal and vertical mobility to youth in their career path.

To meet this ambitious target and for creating a vibrant skilling ecosystem, partnerships and a large scale engagement among various stakeholders is the need of the hour. Various stakeholders include students, government, industries, academia, training providers and nongovernmental organisations (NGOs). Public Private Partnership (PPP) model that engage all stakeholders in a coordinated manner and leverage each other's strengths are the end of the day. Government's reach and scale partnered with private sector's knowledge base and efficiency and the strength of NGOs of working in specific niche sectors or remote locations can yield optimal results.

Government has come up with several skill development programs, frameworks and policies in order to achieve the target of skilling 500 million people by 2022.

The skill and vocational education framework will not only enable a vocational education element into mainstream education but it will recognise prior learning providing a mechanism to allow workforce in the informal sector enter into the formal education system.

Over the years, specially after the National Skills Policy, 2009, the interest in skill development has certainly increased exponentially. The urgency of this national task must be felt equally amongst government officials at the grass-root level, among industry which must shoulder a large responsibility of training people it will employ, among NGOs which must aim to scale up their operations and be wary of compromising on quality and finally among youth and parents who must be made aware of the immense opportunities for exciting careers in various sectors.

KEY FINDINGS :

- For the economy to grow at 8% to 9%, it is required that the tertiary and secondary sectors grow at 10 % to 11%. Implying a large workforce migration from agriculture to secondary and tertiary sectors. However the skills set under tertiary sector is quite different from that of agriculture.--> SKILL GAP with this migration.--> Necessitates skill development in the workforce
- The question of why do we need skill development is pertinent here. A country with skilled workforce is able to adjust more effectively to the challenges and opportunity at that point in time. In order to achieve the twin targets of economic growth and inclusive development .
- It is an important ingredient to push the production possibility frontier outward and to take the growth rate of the economy to a higher trajectory
- Skill building can be seen as an instrument to empower the individual and improve his/her social acceptance and value
- There is significant dropouts at each level . Where do these people go? Do they really get jobs. The key finding to this over here is that these people are unemployed for majority of their lives and then are counted as discouraged labour due to shortage of opportunities. The fact is that there are plenty jobs available , but the people lack the specific skills. This result is due to the high dropouts at each level of attainment of skills, whether it is from mainstream education or through any vocational centre.
- Value chain development in skill development: A complete understanding of the development of values at each level .Whenever there is a break anywhere , there lies the problem of skill deficiency due to which people are unemployed. Thus , it becomes very essential that this value chain does not break down . The idea of vocational centres comes from this value chain breaking, where these centres make up for the skills missed out at school level.
- The most important key finding is the challenges that the models under skill development face. The challenges are elaborated more in the problems and the impact section.

1.Introduction

1.1 Background Information

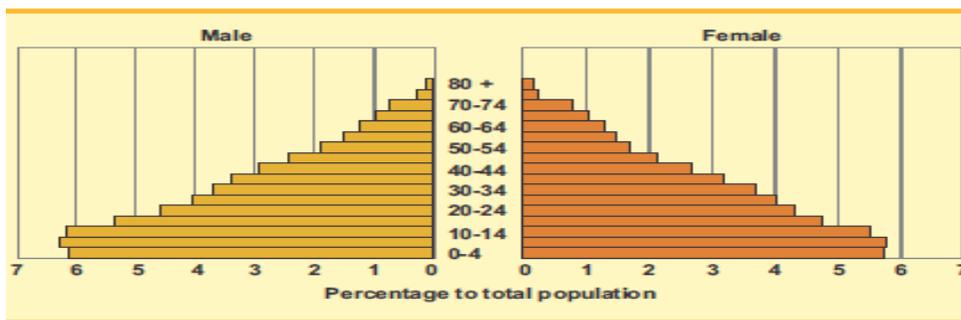
In view of the fact that there are about 13 million youth who will enter the job market every year for the next two decades , most with very limited academics or skills to enable them to be eligible for jobs- it is imperative to ensure that skill development efforts in the country deliver the mandate.

It all started with the 11th Five Year Plan when the government understood that Indian has an enormous potential which is going to be wasted if not tapped at the right time. The young population in India is projected to grow around 47% in 2022. The young population can take the economy's growth trajectory to a different level. Many studies document the enormous potential of our demographic dividend as we morph from one of the oldest civilization to one of the youngest nations in the world in the next decade. The Eleventh Five Year Plan lead down the structure of skill development in India . Since then ,talks on skill development began. Only since then everybody thought of the importance of skill development. After Independence till this Eleventh Year Five Year Plan , the idea of skill development was never brought into the forum , and nobody had noticed its importance. The Twelfth Five Year plan , lays greater emphasis on skill development and its funding.

The biggest advantage to the Indian economy is the fast and rapid demographic dividend . Demographic dividend is the rise in the economic growth of a country due to increase in the working age population , along with a decline n the child population (fertility decline) . The dependency ratio reduces and household savings increases. One important caveat to this finding is that a country if unable to provide gainful employment to its working age population then the benefits of demographic dividend goes wasted. It is only when this part of the population is gainfully employed , can an economy grow at a faster rate. This employment will come from attainment of skills in a particular field. From there the concept of vocational training emerges. Here we are talking about , the translation of demographic transition into a dividend. This translation is important for the economy. Skill development is crucial , because the failure to transform our youth into productive citizens may lead to a demographic nightmare of social unrest.

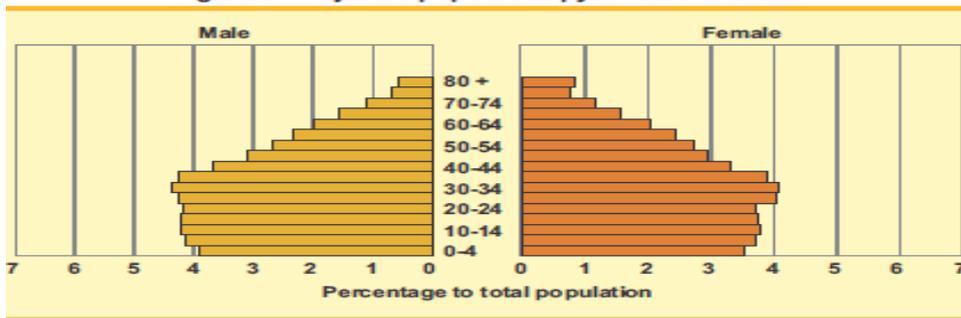
Now each country deals with this is in a different manner, depending upon the demand supply conditions prevailing .

The figure below explains that the population is expected to shrink by 2026 , including both men and female population , and the age group between 30-34 will be maximum , unlike the 2006 population graph.



Source: Office of Registrar General, 2006

Figure 5: Projected population pyramid: India 2026



Source: Office of Registrar General, 2006

Figure 1-Projected Population Pyramid:India 2026

1.1.1 The National Skills Policy on Skill Development , 2009²

National Skill Development Policy , listed out several initiatives that industry could take to contribute to the creation of a skills culture which are given below:

- Owning Skill Development activities
- Identification of competencies and setting up of competency standards,
- Skill demand analysis and curriculum development
- Facilitating training of trainers
- Delivery of training, monitoring and evaluation
- Participation in examination and certification
- Participation in affiliation and accreditation process
- Sharing of work place experience , machinery and equipment
- Support by way of physical , financial and human resources
- Facilitating employment of trained graduates
- Supporting skill development initiatives of other public and private agencies.
- Implementing apprenticeship schemes, and
- Investing in skill development activities.

The adoption of the above mentioned principles would enable the skill ecosystem to become self –sustaining and meet your needs. This could be a game changer that could transform the lives of millions of Indians.

² <http://www.skilldevelopment.gov.in/resources/national-skill-dev-policy>

Table 1-Population Characteristics by education (urban area) 2009-2010

Urban	15-17		18-24		25-32	
	Male	Female	Male	Female	Male	Female
Not literate	4.1	5.7	5.4	9.0	7.8	17.4
Literate without formal schooling: EGS/	0.0	0.1	0.1	0.2	0.2	0.1
Literate without formal schooling: TLC	0.0	0.0	0.0	0.1	0.0	0.0
Literate without formal schooling: other	0.0	0.1	0.0	0.0	0.1	0.1
Literate: below primary	3.4	2.1	3.8	3.4	4.2	5.4
Primary	12.2	9.7	9.0	7.7	10.5	11.3
Middle	35.5	33.1	16.0	14.1	18.2	14.8
Secondary	38.4	40.8	18.4	17.8	17.6	14.6
Higher secondary	5.9	7.8	29.5	27.6	11.9	11.6
Diploma/certificate course	0.4	0.6	3.7	2.4	3.3	1.5
Graduate	0.0	0.0	12.8	15.3	19.0	15.7
Postgraduate and above	0.0	0.0	1.3	2.3	7.2	7.4
Total	100.0	100.0	100.0	100.0	100.0	100.0

Source: NSS 66th Round

1.1.2 What type(s) of talent mobility ?

Moving unemployed to employed: The task of a good skill development sector is moving the unemployed towards employability .

1.1.3 What type(s) of good practice?

By a good practice_of skill development we mean , whether the practice is sustainable , scalable and replicable. Through the following three things a good practice can be achieved.

- Education & Training
- Fostering knowledge /skills circulation
- Job Creation

1.1.3 Scope of Good Practice

Number Of People:

-
- The goal is to train 500 million people by 2022 (150 by NSDA +350 by 17 ministries)

Occupations:

- 20 priority industry and service sectors

1.1.4 Four Collar workforce

- White Collar - Well understood across the World
- Grey Collar – The knowledge worker, which includes ICT Skills, problem solving, analytical and effective communication skills.
- Blue Collar – Shop floor work in the manufacturing and service sector.
- Rust Collar – Skilled worker at the grass root level in currently unorganised and un-benchmarked sectors like – Construction, Agriculture and related trades.

This paper has tried documenting three models in three different departments, to which the criteria to choose is as follows:

1.1.5 Criterion For Choosing The Model

- The target group: whether it is a women oriented model , or rural youth , urban youth , or unskilled people in general
- No of Placements: Judging on the number of placements , the ,model can be selected. In viewing the fact , that skills can't create jobs. Jobs is the most

1.1.6 Types of Models

Demand Driven Model : This is a kind of model in which the trainers first go to particular employer , understand their requirement , the kind of job profiles they are offering , the role of the employee , the salary structure , what particular skills they are looking for. Then based on that the trainer starts his centre , launches his course. Thus through this demand driven model there is NO EXPECTATION MISMATCH! The beneficiary knows what work is really expected out of him , where and how he will be placed.

Models following this idea are: TMI , Gram Tarang, Grass, IISD –Indian Institute Of Skill Development

Up skilling For Unorganized Sector -

Like CREDAI- Confederation Of Real Estate Developers Association Of India.

Description: Grant Model – One point important over here is that grant based model can definitely be replicable but not scaled.

This up skilling type of model requires the trainers to provide the trainee on site training. This has primarily two advantages , one being the increase in standard of living and the other increase in the minimal wages. This has happened due to the skilling provided. Generally the workers engaged in informal sector will not like to 'waste time' in training , they might as well work and get the maximum they can without skills. Therefore this idea is quite innovative and helps a lot to gather attraction of people towards vocational without much 'wasting' of their time.

1.2 Main Problems, their scope and impact on the society

In this you need to focus on various problems affecting the society and how they are impacting it.

1.2.1 Size

As per the National Skill Development report on e Skill Development educational institution attendance rates (5-14 years) drop by³ the 50 percent in the age group (15-59 years) and 86 percent after the 15 years-age threshold .On the other hand, participation in the labour force rises rapidly after 14 years of age to reach close to 100 percent in the age range of 25-29 years. This results in a semi literate workforce which finds it difficult to absorb higher form of skills. While 38 percent of the Indian workforce is illiterate ,25 percent have education up to primary school level ,and remaining 36 percent have an educational level of middle and higher level. Marketable skills are not possessed by 80 percent of the Indian workforce.

Against 128 lakh new entrants to the workforce ,the existing vocational skill training capacity in India is 31 lakh seats, resulting in nearly 75 percent of potential new entrants into the workforce having absolutely no opportunity for formal skill development. It is estimated that 90 percent of jobs in India are skill based and require vocational training. However ,only about 2 percent of the existing workforce in India is estimated to have undergone formal skill based training.

1.2.2 The Advantage and the Problem

In 2007, a study by Boston Consultancy Group had clearly indicated that by 2020 while India will have a surplus of 47 million working people , the rest of the world will encounter a shortage of 56.5 ⁴million working people.

1.2.3 No Common Platform to share information

Currently , there is no common platform where the job seekers , the government and the industry can collate and share the common information and thereby take informed decisions. The potential employees may end up acquiring skills with no or little demand. We do not have an reliable data source of industry or demand available skills and the labor market conditions.

1.2.4 Mismatch between demand and supply of skills

The faulty education system of our country has resulted in so many skill deficient people. It is a system where thousand are churned into merely nothing , with no prior industrial learning or no practical experience. An HT city article once mentioned that there are 47 percent graduates in the financial year 2012 who remain unemployed , due to lack of cognitive skills and also due to lack of communication skills. This clearly shows how our education system is just grade oriented and does not focus on wholesome development of a child.

Apart from this mismatch , there is also a mismatch between the aspirations of the youth and what the industry requires. The student aspiration varies to a great extent. The following grid explains , the difference in this aspiration and the industry requirement.

³ NHRD Network Journal

⁴ NHRD Network Journal

	High student interest	Low student interest
Fewer Jobs	Banking, Mobile/computing , Healthcare	Transportation ,Hotels/Tourism, Food Processing, retail
More Jobs	NONE	Automobiles , Construction, plumbing ..

Source: NSDC Website, Skill Studies

Table 2-Mismatch between students' aspirations and industry requirements

Source- NSDC Survey

One of the main reasons of this mismatch is also due to the social stigma attached with vocational training/education. The result of this mismatch is that there are numerous students graduate without the adequate skills to meet the needs of the labour market.

1.2.5 Reach Cost and Employability

It was observed through the course of the field visits ⁵that hardly there is anyone who has developed an end to end delivery model. That is the not covered the chain of REACH , COST and EMPLOYABILITY . For example , most programs have not thought through the optimal mix of technology ,standardisation and quality faculty.

1.2.6 Dearth of Quality Trainers

Trainers are also of very low quality. Someone who really doesn't find anything that could employ him, he then opts to be a vocational trainer. Just like nobody wants to enrol themselves in a training centre , similarly nobody wants to become a trainer. Hardly do we find qualified people who are willing to train in the first place.

If this quality will be checked then it is assured that right from the skilling to the job , students will have a higher edge.

1.2.7 Lack of training institutes & Role of parents:

Parents perceive vocational training as of really low status and try their best to align their children with mainstream education , which is failing to provide the needful. Only 5 percent of the graduates opt for vocational education straight after

⁵ Refer Appendix

college. This has led to low employability of youth and lack of skilled workers simultaneously. This has choked the growth of our nation. Due to the low demand there are no reputed or very few institutions fully focused on vocational training. This again creates the low status of vocational education as there is no strong base for it. Most parents are the decision maker in India at least for their child, and they generally have a negative opinion in skill development. For them main stream education is the one which gives their child the stand in the real world, which is so not true. It is high time parents realise that skilling is vital for entering into the real world.

Vocational Training is not dignified. However poor a person maybe, but will have misguided aspirations. An auto rickshaw guy, even when cannot afford medical training for his son, will wish him to become a doctor. Eventually they all end up in these training centers, but after spending huge sums, which they can't even afford and are stuck n debt traps.

Therefore the govt. should work on increasing the importance of vocational training among the Indian Crowd. Build a brand for vocational training.

1.2.8 Delay in government funding/Shortage of funds

Government funding is rather slow, which impedes the progress of a training institution. For example, the tenders given by the state government promise big amounts to the training providers but often delay the funding process., The training institutions fall in debt trap because once they begin with the training anticipating full government support, their progress is impeded only due to government not timely providing the funds for the well functioning of the project.

1.2.9 Process of Hiring

Many people(training institutes) don't have an organized process of hiring skilled and certified people, and even if they are paying more to a skilled person, the salary differential between a skilled, semi-skilled and unskilled employees in these organisations is not very much differentiable.

1.2.10 Re-location /migration

One challenge, which impedes the progress of the model. People once after training, they wouldn't like to shift, so in the whole process the trainings get wasted.

One of the training providers, narrating an incident which happened recently, came as a shocking surprise. The Sales Marketing Team which was sent to a village for awareness campaigns, to mobilize people, to make them understand the importance of skill in getting jobs. The village people bashed the entire team, to a case where some even got hospitalized. This unwelcoming behavior, shows that people are so reluctant to such models, due to past cheated incidences of false promises. It leaves no room for programs who actually want to do something. This cheating, could have been done by some companies taking 500 from each candidate, luring them employment and then running away.

1.2.11 No discipline

generally as the model focuses on the rural people, they are not disciplined with respect to the office environment and lack the soft skills of behavior and presentation. They face hurdles in adjustments and find it almost difficult to cope in an urban setting environment. The working environment for them is not as friendly as they would expect it to be.

1.2.12 Mobilisation

The biggest challenge of all skill training providers is mobilisation. Narrating stories from the sales and marketing team bashed from a village to somebody who thinks mobilisation can be easily evaded through local connectivity, a lot of debate and discussions happen how actually this mobilisation is to take place. Understood that there is a need for skill development, and people are unemployed, but generally do not trust institutions or organisations which promise them skill along with jobs until and unless it is certified by the government.

The above figure explains that mobilisation is a problem, because there is not much awareness, and people are only now talking about skill development and policy related issues. It is a new area altogether, therefore at the initial phase it is a really daunting task. Only through the period of time, once the base is set and every one

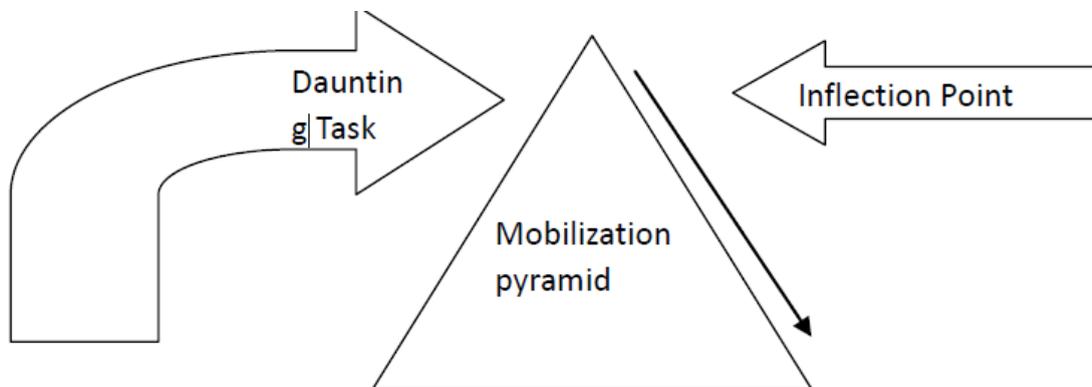


Figure 2- Mobilisation and the challenge

Source- Through the course of research.

1.2.13 No Sensitivity to the certificate issue

That the students who after going through the training program for good 2-3 months, still feel on the same level as a non trained person. At workforce, they are told by the employers and other co-workers that there was no need to undergo the certification and training process, the employment would have been offered anyway. This, weakens the entire base of skill development. No one really understand that the trained people are at a higher level any day, embedded with soft skills, and definitely more productive for the employer. The training does not only impart skill but gives them enormous amount of confidence, to stand speak, and to hold themselves up right. This issue of sensitivity should be dealt, carefully. With government coming up with more programs and with a larger budget each financial year, won't help, if this sensitivity is not dealt with.

1.2.14 Retention post placement

Most people, even when they are sufficiently paid, generally do not stick with one job. This might be due to the old habits and indiscipline, the lack of attitude and friendly behaviour, also the urban atmosphere, compels them to leave. Retention is as big as mobilisation. The skilled people are useless until they are employed and gainfully employed.

Shiv Khara once said, the employer only looks 15% of the knowledge, the skills, the rest 85% is ATTITUDE.

LACK IN ATTITUDE : Long working hours , working in shifts , lack of confidence , patience level , all deter a trainee from getting placements.

The end objective of the trainees is not well defined. They lack the focus in them. The motivation to get employed is seriously lacking. They do not understand the importance of being skilled, despite many programs being free of cost with promised placements. Lack of awareness on the part of the trainee .

1.2.15 Dignity of labour is not there in India

A plumbing job in India is considered to be menial and below the standard and thus the compensation in terms of remuneration is also very low. On the other hand in America , every occupation has equal respect and same professionalism, so they are paid also more.

Vocational studies , in most cases fetch the so called below standard and menial jobs , and so is the reason of such low walk ins in this domain.

1.2.16 Absence of assessment in certificates

Low value of certificates.

1.2.17 Supply Driven

Only focused the supply driven challenges , the demand side is still to be studied.

1.2.18 What NREGA has done to the skilling landscape in India

- Increased the rural expectations of wages
- Reduced their aspirations for better dignified jobs
- No importance of vocational training for livelihood

1.2.19 Problems with NGO's

LACK OF FUNDS- This is the most fundamental problems encountered by the NGO's, due to which half of their very innovative ideas are impeded. Like the idea of vocational training for female sex workers. It requires substantial funding, and government support to move ahead. A very great idea that can be massively scaled at various levels and it is imperative that government replicates it to as many places as it can for the upliftment of the so called outcast people

LACK OF AWARENESS- This can also be titled as lack of support by the government. NGO's majorly lack information about platforms like NSDC, Sector Skill Councils and other such agencies of skill development. Due to which the problem moves in a vicious circle mainly because of lack of funds. If NSDC and other such platforms could get NGO's under their umbrella, NGO's can do so much more than they are currently doing and can become one of the best partners, delivering at their best.

1.3Goals and Objectives

OBJECTIVE OF THE RESEARCH:

To study and review evidence of best practice in skill development initiatives under private and public sector delivery for the purpose of identifying replicable principles.

While research would be required to identify the various programs available across the country, two characteristics are essential here –Replicable and Scaling.

The following are my goals and objectives which partly have been covered in this report

- Trace the brief history of skill development in India pre and post Independence
- Find out how and why the new regime envisaged under Skills Policy 2009 was conceptualized
- Present an overview of skill development programs currently available under Central government ministries/departments.
- Understand the value chain of skill development and challenges in each segment
- Reach, study, interview and collate best practices among the short listed entities and analyse if some commonalities exist, the influence played on account of attitude, culture, existence or absence of enabling ecosystem factors which contribute to success.
- Document select successful training paradigms in government and private sector and the best practices therein which can be replicable.
- Similarly document the greatest challenge expressed by fraternity and suggestions for amelioration.
- Prepare a document pack comprising of a Power Point, audio visual clips embedded or as supplementary material.

2.Methodology

2.1 Literature Search: Through literature search , studied the basic concept of skill development. Like the value chain of skill development. Value is imparted at each level of skilling or up-skilling.

2.2 Field Visits : Studied the practicalities of each model an talked to as many people in the same model as possible. Right from the CEO of the company to down who translates the English texts into Hindi texts. Possibly every one so that the model could be studied in and out. Questions like the success stories , challenges , testimonials were asked.

2.3 Questionnaire :

The following questions were asked to the people in the field visits

- Centre Start date
- Centre Location
- Details of the model
- No of batches
- Functioning of the entire model
- Scope of scalability and replicability
- No of candidates trained , placed and how many actually retained in the jobs given to them
- Challenges
- Success stories
- SWOT Analysis (Strength ,Weakness, Opportunities and Threats)
- Responsibilities as a skill training provider
- Funding

2.4 Meetings and Interviews

2.4.1 Discussion with Mentor*

- Issue of dropouts is to dealt.- How the 500 million need a altogether different strategy for attaining skills. The various skill initiatives are sometime counted as wasted efforts as they are unable to address the dropouts
- Skill Space -FROM END TO END: The programs which provide end to end services are the most successful ones. Thus explained the basic conceptual framework of how to choose a successful model for the

weeks to come. The programs that start right from MOBILISATION to RETENTION to UPSKILLING are the ones that are scalable and replicable.

- Posed various questions-cleared the perspective of choosing models of skill development –
- 1) How to identify good practices/indicators

- 2) Criterion to a GOOD MODEL.

- 3) Matrix to evaluate things

- Analysis of demographic transition into demographic dividend: Fertility decline plus decline in the number of children reduces the dependency ratio (the ratio of working age population to the no of people dependent on them). This is called demographic dividend. The essential concept here is the TRANSLATION in to the benefits of this dividend. Until and unless people are skilled , educated , properly nourished and on such development parameters. Therefore is essential to provide gainful employment to reap the benefits of demographic dividend.
Demand side of the research: the supply side needs attention but focusing only on it will be unfair . There is a huge demand side which is neglected in the whole scenario to study skill development initiatives..

(Please refer Appendix A for details*)

2.4.2 Discussion with others :

Date	Name	Designation	Institution	Topic of Discussion
11 june,2013	Miss Nivedita	Academic Head	Advanced Centre for skill development	Study of Skill Tree (P) Ltd. Model.
12june,2013	Miss Rajalakshmi Venkatraman	AVP , Academics	Gras Academy	Study of Gras Model

12 June, 2013	Mr. Rajeev Sharma	Co-founder	Empower	Study Of Empower Pragati Model
7 June, 2013	Mr. Jaikant & Ms. Garima	NSDC Officer	NSDC	Suitable model that could be scalable and replicable
21 June, 2013	Mr. Venu Gopal	CEO	Indi Gram	Challenges Success Stories Practicalities of the model they have adopted
2 July, 2013	Ms. Sadhna Chopra	Project Manager	Sakaar Outreach	Challenges Success Stories Practicalities of the model
6 July, 2013	Mr. Alok Kumar Thakur	Sr. Project Manager	EFRAH	Challenges Success Stories Practicalities of the model
4 July, 2013	Ms. Mona Lisa Sagar	Vice President	Aashalata Foundation	Challenges Success Stories Practicalities of the model they have adopted

Please refer Appendix A for details*

3.Replicable and Scalable Models

3.1Private Players- Potential Replicable and Scalable Models

3.1.1 Agricultural Model - (based on INDI GRAM)

- Training of rural youth in agricultural is equally important. Skilling of rural youth for employment and self employment.
- Placement of skilled rural youth in various industries and service sectors.
- Disseminating knowledge on improved production ,protection and processing technologies to farmers.
- Imparting the agricultural know how for better productivity and increase in standard of living.
- Under agricultural trainings an end to end skills training is provided.
- Right from sowing process to seeds information to post harvest management.
- A minimal fee Rs 500 is charged per candidate.
- The trainer is equipped with all tools and carries a trainer's bag which consists of a portable projector and a laptop with teaching equipments.
- The aim is to teach how to maximize the harvest and keep the soil health, basically improve the status of farmers.
- Optimal utilization of resources –soil, water, micronutrients etc.
- Three learning modules: PRE SOWING , CROP MANAGEMNT , & POST HARVEST
- RESULTS:
- Lowered input costs
- Higher outputs
- Optimal utilization of high technical equipments.

Challenges:

- Extracting fees from the farmers: farmers are reluctant to pay the minimal fees, so this impedes the incentive to skill and work hard. Sometime strainers have to stay in hard conditions and sometimes due to lack of enthusiasm o part of the farmers often do not work hard as required.
- Farmers loathe to study in classrooms for longer hours and do not retain anything in the long run.

How can it be scaled and replicated?

- 70 percent of the Indian population is dependent on agriculture and but the contribution of agriculture to the GDP of the country. Which is only because people lack the skills to right agro practices. They are still stuck with traditional methods and some many have developed sophisticated technology ,but this number is few. So here comes a big platform where training in agriculture can be provided. The whole idea is to focus on our (India's) core competencies and ace at what we are capable of doing the best.
- This is can be done by targeting villages where farmers own very small fragmented pieces of land and lack the knowledge , say Ghooghra village in Ajmer District.

- Complete prior understanding of the soil type , the climate and what crops can be potentially grown , has to be there.
- This program can be funded by each state in its own way.
- Will result in greater employability, productivity ,and revenue to the farmers. Apart from that country will be able to produce and procure healthy crops and in huge amounts that could be stocked in times of need.

3.1.2 Home Manager Model –(based on Empower Pragati Model)

The Home Manger is a service that provides domestic solutions for

- ☒ ☒ House Keeping
- ☒ ☒ Cooking
- ☒ ☒ Babysitting
- ☒ ☒ Old age and patient care

Target Group:

- ☒ ☒ Women/Girls who are already engaged in domestic work
- ☒ ☒ Women/Girls who are interested or looking for domestic work
- ☒ ☒ Unmarried , widows , single , migrated women from the marginalized communities.

Key Features

- Training with fully equipped training room with live appliances and equipments.
- Training by the expert Home Makers from the locality
- Training House keeping ,handling of expensive cutlery ,utensils and kitchen equipment's
- Direct recruitment by Empower after the training
- Training in soft skills and basic English literacy apart from the technical training
- Grooming
- Training on usage of electronic appliances-Refrigerator , Microwave, Washing machines , etc

Benefits for the Employers:

- Police verification
- Tie up with local NGO's for mobilization
- Health check up
- Back up[whenever home manger dropped out
- Training Home manager who handles the household work
- Saving time n training and guiding

Benefits for the Home Manager:

- Employment with a company with all the benefits
- Very good salary package and also meeting the minimum wage criteria
- Leave benefits , health check ups and grooming

Attractive Feature:

Enrolled under the pay roll of the company.

As the other employees , these home managers get equal dignity and timely payment of salary.

The advantage of under the pat roll is that thy get all the benefits of an employee . like the provident fund , paid 21 leaves , and ESI . The home managers get uniform , ID cards ,and if all their documents are available then Empower opens their account where the alary gets directly transferred. CONVERTING FROM THE UNORGANISED INTO ORGANISED.

Challenges:

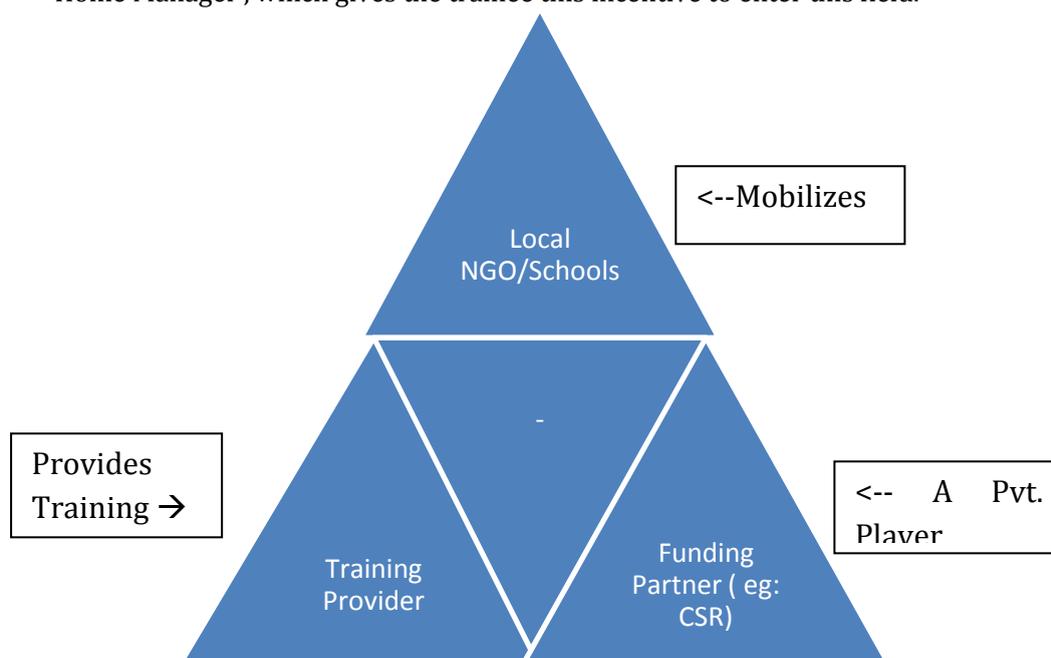
No trust in the organization : people have easily trusted fake organizations , but the ones who actually seek to improve their status are not trusted. Same is with empower , it believes in sincere delivery of training g with assured placements but people fear of exploitation and don't easily join them

Dropouts : once the home mangers get the trainings which is free , they run away and generally don't take placement with empower, as they fear of work load, there is lack of zeal and attitude towards working sincerely

Working environment; sometime these home managers don't fit well despite a salary as high as 10,000 , so they quit in between and are left with nothing.

How can it be scaled and replicated?

- The demand for domestic help is ever increasing in towns and big cities , specially metropolitan cities like Delhi , Calcutta, Chennai and other big towns and habitations.
- The supply is very minimal and not though any reliable agency .
- There is no prior learning or skilling of a domestic helper
- This model has a lot of potential and can be started in each state by different training providers.
- It will be better if it ahs the government support, it then when the task of mobilization and retention will be solved to a greater extent, as Indians tend to trust more the government provided scheme rather than by a private entity.
- It can scaled an replicated , by every skill training provider .
- This will increase the minimum wages , put the employees under the pay roll for the training provider, which will then fetch him/her the facilities of EMI , PF and paid leaves
- Along with such added facilities there should be whole planned career progression for a Home Manager , which gives the trainee this incentive to enter this field.



3.1.3 Eccelor Model – (based on the B-ABL model)

the vision to envision India is a beautiful program , they reach out in villages , pick up students who are unskilled , train them and make them self sufficient opticians .

More than 50% of the people here suffer from poor vision. The ophthalmologist to population ratio in urban areas is 1: 25,000 , compared to the rural ratio of 1:250,000.

HOW DO WE MAKE DIFFERENCE TO THESE PEOPLE?

Envision to vision India rural India

- It not only empowers the rural youth by providing them with skills first and then jobs, most importantly the dignity of labour.
- It also provides the villagers an eye to see. Literally there is a very bad condition in rural India. People generally loose eyesight in the process of the weakening of the eyesight.
- Due to non-availability of funds and opticians centers in the village, they lose the hope to see further.
- I believe this project can be taken to greater heights and massively scaled if adopted by various training programs. The monthly wages reach around 10,000 which are sufficient for a guy who had nothing to begin with.

How can it be scaled and replicated?

- Every state can take the responsibility of setting up of such kind of a skill training program in every gram(village) .
- NSDC can encourage establishment of such programs and replicate it ,through its 100 training providers.

3.1.4 Voice Web Model

Live digital is launching the voice web services on a cloud platform with an ambition to create the parallel World Wide Telecom Web (WWTW) thereby harnessing the reach of the Telecom infrastructure and its features. This platform will enable the normal user to create a VOICESITE, a destination of its own by using just a phone and thereby can reached by millions of mobile subscribers by just dialing a number and speaking the name. This technology breaks the barrier of literacy , availability of internet connection and can be deployed in multiple languages. The person who is seeking for a job just has to dial and go according to the directions. Can fill in the resume verbally and say details like name , age and specialization and in which area does he/she is looking for a job. Also has to fill in the no of years of experience. A very user friendly program , extremely beneficial for the trainees in finding jobs.

DIGITALVoice web: A platform where a trainer with or without a Smartphone, just needs a handset.

•He/she can dial and communicate in their own language.

•All they have to do is go according to the instructions which are in their colloquial language.

•Resume:

•Name

•Preferred Area of Work

- Experience

- Specialization

- After this they get a registration ID and their resume is then directly transferred to the potential employers. If the employers are in need, they contact them. To this extent, it is easy to get jobs through this platform.

3.1.5 Haptec Devices - Ammachi Labs

AMMACHI LABS: they have incorporated such devices for vocational trainings. They believe in women empowerment and using these devices train these women with instant feedback mechanism. They remove the apprehensiveness in the women to work with heavy machinery and also the fear of the employers. A very good way for assessment, training women with unconventional trades.

Haptec devices are simulators connected with a computer and gauge the performance of the trainee, facilitated along with the facilitator.

How can it be scaled and replicated :

Fostering, technological innovation in vocational training to help alleviate poverty and to preserve dying skills.

Haptec is new to India and due to its cost many training providers are not willing to accept the technology. One thing that can be done is that many training providers can come in collaboration with AMMACHI labs and use their already established equipments and charge per candidate.

4. Current NGO and Government Efforts

4.1 NGO

VOCATIONAL TRAINING CENTER FOR FEMALE SEX WORKERS- (based on Sakaar Outreach Model)

This project is aimed at establishing “Rehabilitation cum Vocational Training Center” for Female Sex Workers. The activities like educating the sex workers about HIV /AIDS, dissuading them from the heinous profession and rehabilitating them into a respectful, income generating activity through vocational training form an integral part of this scheme.

OBJECTIVE AND GOALS:

- To provide an opportunity to the female sex workers to join the mainstream of life by reorienting their attitudes.
- To provide them an opportunity to learn productive pursuits for developing an alternative income
- To provide basic facilities to improve literacy, pursue vocational training for income generation activities.
- To provide institutionalized support to redeploy the sex workers in honorable trade related entrepreneurial activities.
- To undertake awareness activities on prevention of HIV and AIDS and to inculcate the community responsibilities amongst the development partners.

PROJECT METHODOLOGY: This project is an integrated approach for welfare of female sex workers and it comprises of the following activities:

a) Identification of female sex workers b) Counseling c) Rehabilitation

- Literacy
- Vocational programs
- Health care
- Food and clothing'
- Motivational programs

LOCATION : Kalyanpuri

PROBLEMS:

LACK OF FUNDS- This is the most fundamental problems encountered by the NGO's, due to which half of their very innovative ideas are impeded. Like the idea of vocational training for female sex workers. It requires substantial funding, and government support to move ahead. A very great idea that can be massively scaled at various levels and it is imperative that government replicates it to as many places as it can for the upliftment of the so called outcast people

LACK OF AWARENESS- This can also be titled as lack of support by the government. NGO's majorly lack information about platforms like NSDC, Sector Skill Councils and other such agencies of skill development. Due to which the problem moves in a vicious circle mainly because of lack of funds. If NSDC and other such platforms could get NGO's under their umbrella, NGO's can do so much more than they are currently doing and can become one of the best partners, delivering at their best.

4.1.1 Challenges faced exclusively by NGO's in the skill training domain

While dealing with the community , girls are ready to work as a saleswoman , but often Fathers or other “male” members do not allow her to do so.. Despite knowing her strength.

A) ORTHODOX PRACTICES AT COMMUNITY LEVEL:

Divided into three segments (GIRLS)

- Girls who are good in studies ,bad get in some bad influence and get trapped in issues like pregnancy before marriage. Which is a big social stigma in Indian society specially in the lower rank of the society. Parents stop their education.

Here comes the limitation of placing them in surrounding places. As the girls in this segment are talented but are restricted , they loose out on good employment opportunities.

- Girls who are not good in studies ,but are hard workers. Due to financial problem they are withdrawn from the schools and asked to work with their parents (like home maids , children in garment industry etc)

Their communication skills are poor and they fail to get placements even after training.

- Girls who are in school , very good at studies and their ambitions are very high. Here family is not supportive. They are again withdrawn from schools fearing that they won't be able to find a suitable groom for her in the community itself , as she would become more qualified.

BOYS

- After 15 years of age , it is required out of boys to earn their living. They somehow manage to get some kind of odd work , here and there. No orthodoxy barriers for them.
- Challenge for them comes when they have unstable working patterns. They are quite unstable as far as one occupation is concerned .They prefer shifting from one to the other.

B) ORGANISATONAL LEVEL

Difficulties in generating funds.: Donors are not very much interested in vocational training . Donor organizations don't want to bear any capital cost. For NGO's like EFRAH ,it comes quite difficult to carry on the training program.

Space issues , lack of infrastructure, no material cost.

For a successful training program along with placement , it is estimated that the donor organizations must spend around 7000 to 8000 rupees per annum , and they are currently paying only 4000 to 5000 per annum.

Shortage of good trainers:

Due to lack of funds , NGO's also fail to employ good quality trainers who could then give good quality training , training that would make the trainees confident to the real world. The salary paid to the trainers is very very low. Therefore no one is interested in teaching for a skill program.

C) INSTITUTIONAL LEVEL

Placement Agencies:

- Bad Experience- the agencies judging on their past experience do not want to take these skilled trainees , who are coming from communities or re-

settlement areas or JJ colony areas. As they are stigmatized as people who create bad atmosphere in the shop for customers, get drunk , get violent and overall behave badly , which in all effects the brand. The past experiences have been bad , and cased of girls mixed with groups robbing the entire shop have been accounted in the past. All such incidences prevent these placement platforms to employ people coming from slum /Jophar Jookhi colony areas.

- Biased Nature – The shops in malls , they are the potential employers of the skilled trainees , and are generally biased in terms of caste. They prefer a Muslim girl to a Gurjar girl, as they are supposed to have better behaviors and consumer relation. The agencies judge on the castes and therefore these community girls find it very hard to get placed.

4.1.2 Replicating and Scaling

Budgeting : (Investment is essential)

Government must look into the funding of such Ngo's who want to work in the vocational arena and cannot perform well due to lack of funds. Sometimes the govt. allocated massive funds as it is doing currently in the skill development but these NGO's lack the awareness of such programs/tenders.

With funds the facilitator will be good , overall the training program will work effectively with good and much required capital. For example , mostly in mobile repairing , trainees are taught how to repair a basic handset and not acquainted with Apple or Samsung device , therefore his whole skill training goes for a waste. Therefore it must be kept in mind that proper equipments must be there to facilitate better training. Investment is required.

NGO's are working exceptionally with local communities and mobilizing them and training them with suitable and required skills . Aldo providing the placement supports and working much on the similar lines as the private skill training providers are doing. The only thing that lacks here is the budgeting.

Programs like vocational training for female sex workers can be massively scaled and replicated in all parts of the country. The idea is already developed ,and the methodology is mentioned above, adequate funding is the need of the hour.

4.2 CURRENT GOVERNMENT EFFORTS

In 2011,the Government of India brought Mr. S Ramadorai ,Vice Chairman of India's biggest IT company, Tata Consultancy Services(TCS) ,as Skills Advisor to the Prime Minister to give an impetus to the skilling mission.

The Prime Minister in August 2008, outlined his vision for skill development in India. He stated that "experts have estimated that India has the capacity to create 500 million certified and skilled technicians by the year 2022" ⁶

The National Council For Skill Development chaired by the Prime Minister himself at the apex to lay down the framework of skilling space in India. National Skill Development Board coordinated by the Planning Commission to combine the public and the private domains and then setting up of National Skill Development Corporation as Public Private Partnership organization in which government has 49

percent stake and the rest 51 percent is private , which is further divided into 10 private players , each having 5.1 percent stake in the company.

In February 2009, the Ministry of Labour & Employment announced a National policy on Skill Development laying down the basic framework within which skill training were to be conducted. The Policy talks about the role of stakeholders , all private and public in the skilling landscape.

Seventeen Ministries have taken the responsibility to shoulder the 350 million to be skilled by the year 2022. Which include the HRD Ministry , Ministry of Rural Development and many others. However it is worthwhile to notice that the role of MOL&E's with the skill space pre dates the policy of 2009. The ITI (Industrial Training Centers) and ITC's (Industrial training institutes) have been set by the MOL&E's itself.

Table 3- The Indian Skill Landscape



Source- NSDC Website

4.2.1 State Initiatives

Andhra Pradesh

The government of Andhra Pradesh has launched a program under the skilling umbrella known as the RYK (Rajiv Yuva Kiranalu).

The objective of this initiative is to train youth for 15lakh jobs by 2014-2015 in the private sector. The government has formed an institutional structure with Rajiv Education and Employment Mission(REEMAP) –a body that coordinates the efforts of several other departments for implementing the programme.

Jammu & Kashmir

Udaan , seeks to empower the 40,000 t youth and make them job ready over 5 years. Several corporate have come up and joined hands for skilling the youth of Jammu and

Kashmir . A collaboration of industry , youth and NSDC. It calls organisation from all over the country to choose the deserving candidates , train and place them suitably .

Roshni

Roshni has been conceived by MoRD. It is implemented by the supervision of central and the state government under public private partnership. This program is mainly focused for the development of the tribal in the Naxal affected areas of Jharkhand , Chhattisgarh and nearby tribal zones. The program seeks to ensure 75 percent placement for three months retention capacity and wages higher than the minimal.

5.Results and Discussions

5.1 Findings from the literature

- The brief history of skill development in India pre and post independence:

The aspect of skill development only took off after the Eleventh Five Year Plan before that nobody ever thought of its immense importance . This is only due to the demographic dividend that skill development has risen on of the crucial sectors that government is seeking to develop as much as possible.

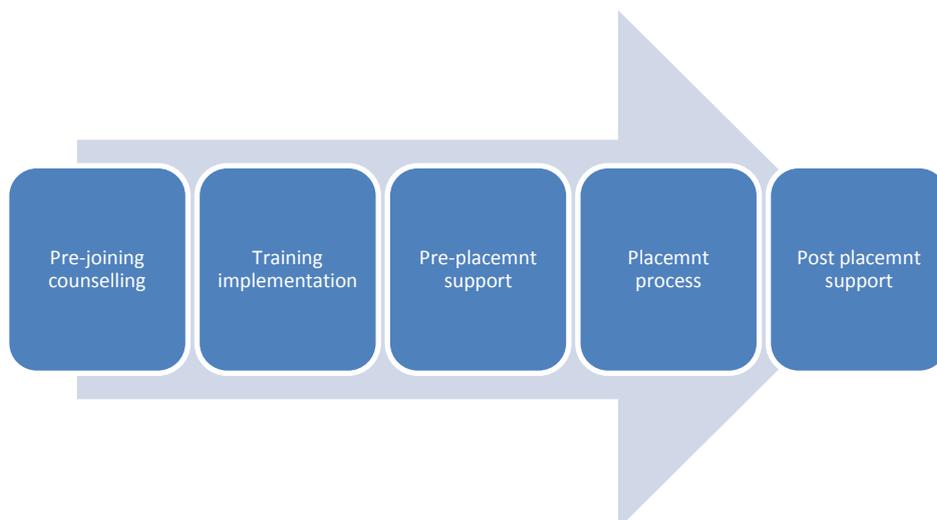
- The National Skills Policy , 2009 –as to why the new regime under the Skills Policy 2009 was conceptualized :

The coverage of the National Skill Development Policy,2009⁷ is as follows:

- Institution-based skill development including ITIs/ITCs/vocational schools/technical schools/
- polytechnics/ professional colleges, etc.
- Learning initiatives of sectoral skill development organised by different
- ministries/departments. The Skill Development Landscape in India and Implementing Quality Skills Training
- Formal and informal apprenticeships and other types of training by enterprises
- Training for self-employment/entrepreneurial development
- Adult learning, retraining of retired or retiring employees and lifelong learning
- Non-formal training including training by civil society organisations
- E-learning, web-based learning and distance learning.

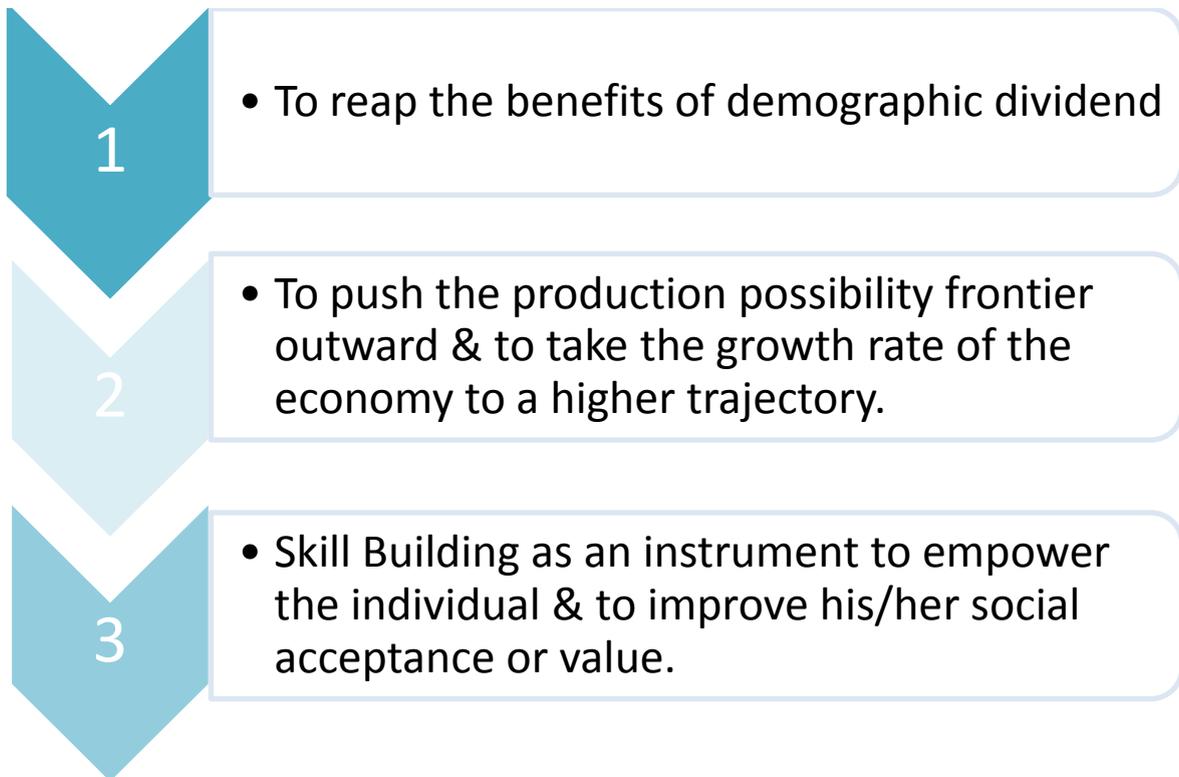
- The value chain of skill development:

Imparting value at each entry level . An end to end process is one that completes the entire value chain of skill development.



⁷ <http://www.skilldevelopment.gov.in/resources/national-skill-dev-policy>

- The importance and the need for skill development:



5.2 Finding from the fields and impact on the theoretical focus of the project

5.2.1 Field Visits

The most vital part of this research paper were the field visits that were conducted in Delhi and Delhi NCR region. The field visits were conducted in order to gain practical knowledge of each model under skill development. The in-depth study of these models could only happen by personal interaction. The intern have spent some quality time with the stakeholders , trying and understanding their stories , how they grew as an organisation , their challenges , the success, the most successful programs under them.

Field Visit 1

Training Centre: Skill Tree (P) Consulting Ltd.

Discussion with :Ms Nivedita ,Principal Advances Centre for skill training

Discussion:

SKILL TREE CONSULTING (P) LTD: Focuses on health sector. The government of India enlisted 5 major sectors that would contribute to the projected growth (8 %-9%) of India in 2022. To which the health sector came third. Realising its importance the NSDA came up with partnership with a private entity called Skill Tree.

Key Findings:

- Dearth of Research Doctors In India.
- Nurses over-burdened with work
- Skills Tree Consulting (P) Ltd is engaged in training assistants – NURSING ASSISTANTS, DIETICIAN ASSISTANTS, RADIOLOGY ASSISTANT , SONOGRAPHY ASSISTANTS.
- Skill tree generated assistants which fall between the hierarchy of a nurse and GDA(general Duty Assistant)
- The concept is basically to create a assistant to a nurse , but someone who is higher than the GDA
- Similarly dietician assistants are trained.(Someone who is not as knowledgeable as the dietician himself but someone who know atleast 40-60% of his work from noting down the diet to the prescription orally told by the doctor) someone who keeps a total account of the patient.
- The Trainers manual covers some vital aspects:
- Like , they are trained before they actually start training the students.
 - They are explained the reason , as to why the participants enrol for training
 - , their experience, education, socio-cultural background- SENSITIVITY TO DEVELOPMENT OF SKILL IS ENHANCED
 - Challenges to the organisation:
- NO SENSITIVITY TO THE CERTIFICATES ISSUED: One very very important point that he threw light on , was this . That the students who after going through the training program for good 2-3 months , still feel on the same

level as a non trained person. At workforce , they are told by the employers and other co-workers that there was no need to undergo the certification and training process , the employment would have been offered anyway. This , weakens the entire base of skill development. No one really understand that the trained people are at a higher level any day , embedded with soft skills , and definitely more productive for the employer. The training does not only impart skill but gives them enormous amount of confidence , to stand speak ,and to hold themselves up right. This issue of sensity should be dealt, carefully. With government coming up with more programs and with a larger budget each financial year , won't help , if this sensitivity is not dealt with.

- MOBILISATON: Narrating an incident , which happened recently , came as a shocking surprise to me. The Sales Marketing Team which was sent to a village for awareness campaigns , to mobilize people, to make them understand the importance of skill in getting jobs. The village people bashed the entire team , to a case where some even got hospitalized. This unwelcoming behaviour , shows that people are so reluctant to such models , due to past cheated incidences of false promises. It leaves no room for programs who actually want to do something . This cheating , could have been some companies taking 500 each candidate, luring them employment and then running away.
- 3) RE-LOCATION/MIGRATION – this also seems a big hurdle between the gap of skill and jobs. People do not wish to re-locate themselves, don't want to work away from their houses.. due to financial and other reasons. Therefore hard to place them.
- He has a current offer of 3000 people from a local middlemen, he need these 300 people be trained for 1 day and provided with the certificate and the placement is on his shoulders. Here if we see , Skill Tree can easily make up for its target . But what is important here is your social conscience.
- Mr. Piyush is a string believer of quality education and does not merely want to fulfil its target as he talks about the LONG TERM GROWTH. In order to sustain the model, this short term growth will lead him nowhere.

Field Visit 2

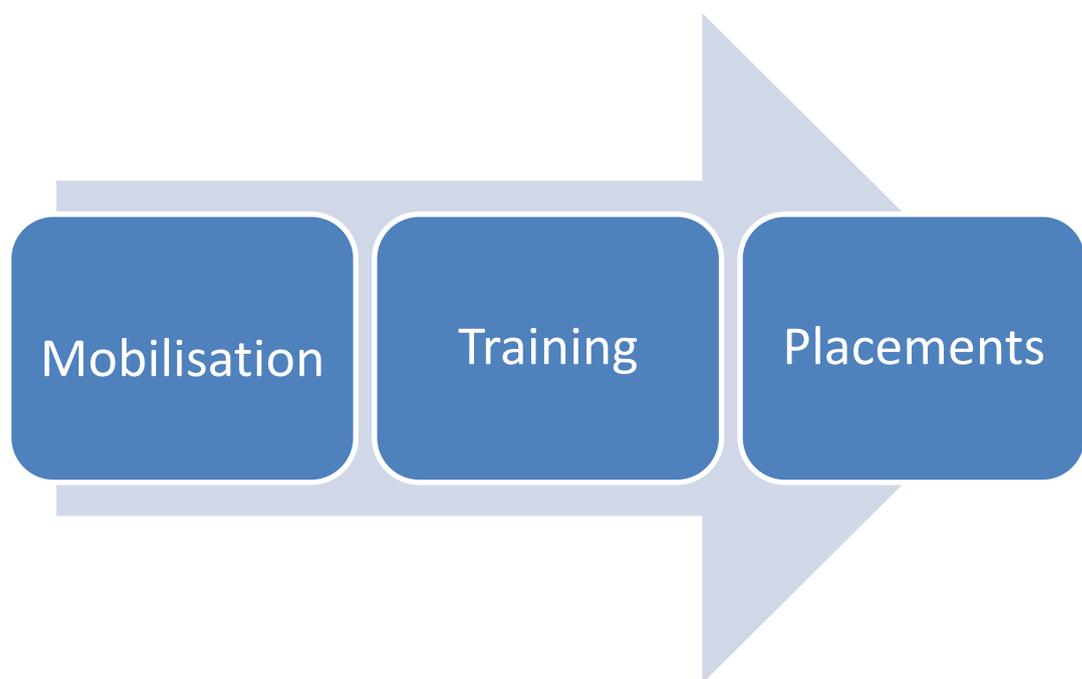
Training Center : Gras Academy

Discussion with :Ms. Rajlakshmi ,Academic Head

Discussion :

Retail Business Model

JOB DRIVE FOR PLACEMENTS



- This is specially meant for dropouts, understanding the importance to bridge this gap between skills and jobs. The end to end model looks like the one showed in the flowchart above.
- This programs mobilises people , trains them for personality development for around 1 week , train them with soft skills and prepare them for interviews. And subsequently provide with placements.
- In AGRA , 17 out of 50 were placed like this, -Customer Handling Training Program
- These people are generally not willing to undergo the long training sessions and just require personal grooming and opportunities to work. The needful is provided by the Grass Academy.
- RESEDENTIAL PROGRAM : These mobilised people are then trained under Gras Academy and provided with residential facilities and food.(by Gras)

TRAIN THE TRAINER PROGRAM

- Domain Skills -3-4 day session (Understanding that the trainers aren't born trainers)
- Inter personal skills
- Student handling skills
- Soft Skills
- Roles & Responsibilities
- Trainer Motivation : Motivating the trainers to perform their best by giving the trainer of the month award

Challenges:

- Delay in Govt. Funding ☒ Government funds are always delayed. it impedes the training process as , the training institution (here Gras) faces shortage of funds and is unable to carry forward the program effectively. Mobilization: I have inferred from by far three field visits that mobilization is the most fundamental challenge any training academy faces.
- Walk-Ins : Walk –ins are very low.
- Retention in Long Term: Dropouts is another challenge they face.
- The end objective of the trainees is not well defined. They lack the focus in

them. The motivation to get employed is seriously lacking. They do not understand the importance of being skilled, despite many programs being free of cost with promised placements.

- Lack of awareness on the part of the trainee.
- Revenue Generation
- Dearth of quality teachers/trainers
- Operational Issues
- Internal Funding
- Manpower Issues
- No sensitivity to the issues certificates
- Re-location/migration

Achievements:

- Training Domain is Very Strong
- Third Party Survey : On customer satisfaction ,revealed that Grass Academy is doing phenomenal work as far this is concerned.
- Infrastructure is very good.

Strong placements : If for instance , the trainee is not satisfied with the current job , he /she is provide suitable placements within a short period of time. Time to time counselling also helps them stick to their jobs.

Field Visit 3

Training Center : Empower Pragati

Discussion with : Mr. Rajeev Sharma & Mr. Pritham

Discussion:

CSR , Home Managers, DRA

TARGETTED AUDIENCE :

- Below poverty line, underprivileged, disadvantaged , rural middle class.
- Talks about the CHALLENGES –
- PARADOX: it is a mammoth task to decide whether the training will be under a paid program or will be provided for free. As if you make it free , people don't realize the worth of it . The biggest of all challenges is to choose for the organization of whether the training is to be provided for free or fees. As the target audience is usually the underprivileged ,both cases , the entity looses out on people. It is surprising that people don't even turn up for free programs. As mentioned above people don't realize it's worth then.

ACHIEVEMENTS:

- Already break –even in the third year.

HOW DID THIS HAPPEN?

- There are 4 people in the core team , all with a commendable 25 years of corporate experience . The Organization has a total of 100 years of good expertise in the corporate field.

- Every penny spent is recovered.
- DOING WITHOUT HUGE CAPITAL EXPENSIVE: There is huge availability of infrastructure in India which is going un-utilized. What empower does is find such people , and not pay them a fixed rent , but pays per enrolment . That is how it attract these people. Fluctuating rents give him an attractive offer and that's how agree , to give the infrastructure.
- DON'T OUTSOURCE : Teacher content, mobilize , placements.
- This is where they don't compromise much and completely maintain their standards by not outsourcing. The content is fully developed within an organization , the placements are the organizations responsibility.

CHALLENGES:

- Mobilization: involvement of mafias , middlemen , human traffickers impede the training programs , hindering mobilization-the first stage of any skill development initiative .
- Dignity of labour is not there in India
- Parents do not opt for vocational training. Vocational Training is not dignified. However poor a person maybe , but will have misguided aspirations. An auto rickshaw guy , even when cannot afford medical training for his son , will wish him to become a doctor. Eventually they all end up in these training centres , but after spending huge sums , which they can't even afford and are stuck n debt traps. Therefore the govt. should work on increasing the importance of vocational training among the Indian Crowd. Build a brand for vocational training.
- Trainers are also of very low quality. Someone who really doesn't find anything that could employ him, he then opts to be a vocational trainer.

Field Visit 4

Training Center : Indi Gram

Discussion with : Mr. Venu Gopal , CEO

Discussion

MOBILISATION NOT MUCH OF A CHALLENGE , according to Mr. Venu

- The programs entails awareness campaigns at three levels;
- LOCAL CONNECTIVITY
- Goodwill of the hospital (GLOCUL in this case): credibility is taken care by the renowned hospitals.
- Mandis –the local markets
- Peer Pressure: seeing this more people are attracted and the chain begins to set in.
- Hopes to move the mobilization challenge to the down of the pyramid, he talks about how mobilization is only a problem in the initial stages.

AGRICULTURAL SECTOR:

- Crop Management
- End to end process

- Under agricultural trainings an end to end skills training is provided.
- Right from sowing process to seeds information to post harvest management.
- A minimal fee Rs 500 is charged per candidate.
- The trainer is equipped with all tools and carries a trainer's bag which consists of a portable projector and a laptop with teaching equipments.
- The aim is to teach how to maximize the harvest and keep the soil health, basically improve the status of farmers.
- Optimal utilization of resources –soil, water, micronutrients etc.
- Three learning modules: PRE SOWING , CROP MANAGEMNT , & POST HARVEST

RESULTS:

- Lowered input costs
- Higher outputs
- Optimal utilization of high technical equipments.
- Till date from September 2012-2013 , trained 12,000 farmers in Andhra Pradesh , Karnataka, Maharashtra, Rajasthan
- Predominantly in cotton and pulses-chick pea and red gram.
- Increased productivity and sold 5-6 times higher than the usual price of the crops.

Field Visit 5

Training Institute : Sakaar Outreach , NGO

Discussion with : Ms. Saadhna Chopra

Discussion

FORMATION OF SELF HELP GROUPS The most attractive part of their training. These self help groups contain women in groups each consisting of 8-10 women. They train them with whatever skills is most demanded for and help them inculcate the practice of collecting funds and saving and encourage practices of loaning and inter loaning. Dress making, beautician, basic fundamental computer training is provided so that these women can earn their daily bread plus also contribute to the internal savings.

Gender Resource Center (under this the following trainings are given)

- 1) Vocational Training:
 - a. Basic computer courses
 - B. Beauty Culture courses
 - c. Self Help Groups

Awareness and training program

- b) Collectivization
- c) Capacity building
- d) Launching of income generation activities
- e) Marketing
- f) Welfare
- g) Making them self reliant

REHABILITATION CUM VOCATIONAL TRAINING CENTER FOR FEMALE SEX WORKERS:

This project is aimed at establishing “Rehabilitation cum Vocational Training Center” for Female Sex Workers. The activities like educating the sex workers about HIV /AIDS, dissuading them from the heinous profession and rehabilitating them into a respectful, income generating activity through vocational training form an integral part of this scheme.

OBJECTIVE AND GOALS:

- To provide an opportunity to the female sex workers to join the mainstream of life by reorienting their attitudes.
- To provide them an opportunity to learn productive pursuits for developing an alternative income
- To provide basic facilities to improve literacy, pursue vocational training for income generation activities.
- To provide institutionalized support to redeploy the sex workers in honorable trade related entrepreneurial activities.
- To undertake awareness activities on prevention of HIV and AIDS and to inculcate the community responsibilities amongst the development partners.

Field Visit 6

Training Institute: Ashalata Victoria Welkinson Memorial Trust

Discussion with: Ms. Mona Lisa Sagar

Discussion

Existing Trainings:

- In computer, cutting and tailoring, beauticians. They also work in the education space at the primary level. They have two centers, 13 staff including 5 faculties.
- They started in the year 2007.
- So far they have trained 350 in vocational and 150 in education and have placed 65 persons in computers.
- They do not get funding, they run centers from CIRCLE COLLECTION.

New Trainings and Course:

- They want to set up one more centers.
- Main objective is to make them aware. They have plans to set up a unit for cutting and fabrication after 1 year.
- They have their own diploma certification.

WHY DO THEY FOCUS ON WOMEN AND THEIR TRAINING?

- Ms Mona believes that even in the lower sections of the society where economic background is not sound; there also men somehow manage to earn their living. And the money that they get, they mostly blow on drugs and alcohol. It is a very common scene on such places. From there emerges a very strong role of women, the mothers have to stand in the uprising and take the responsibility.
- They are more interested in the vocational training and are more disciplined. She also believes that as these women are in dire need for employment they have the zeal to learn fast and get employed easily. Do not face adjustment issues.
- The training centers act like a recluse from their daily lives and they find peace here.

Field Visit 7

Training Institute : EFRAH (Empowerment For Rehabilitation Academic & Health)

Discussion with : Mr. Alok Kumar Thakur

Discussion:

Need assessment:

Firstly the communities are surveyed as per what their requirements are. What is the youth aspiration , women's aspirations , and men as well. Then accordingly the course is launched and the training program .

- Vocational Training (Computer, Cutting & Tailoring, Beauty Culture),
- Self Help Group
- Micro Credit

Vocational Training: It is to impart specialized skills, knowledge and instilling social and political attitudes with behavior patterns essential for successful economic activities by people engaged in dependent employment, self-employment or subsistence work. Vocational and skills-training involves helping individuals develop technical and entrepreneurial skills in order to increase their employability. Total 150 underprivileged adolescent girls & women were benefited from vocational training. These vocational courses are Beauty Culture, Computer, Stitching & Embroidery, Nursing, Child Care and Cooking. More than 75% vocational trainers got engaged in earning for their livelihood.

Challenges

- Community level
- Organizational level
- Institutional level

5.3 COMPARISON & SIMILARITIES BETWEEN NSDC AND NON NSDC AFFILIATED ORGANISATIONS

Basis of Comparison	NSDC Affiliated org.	NGO's (non affiliated)
Challenge	Mobilization remains the biggest challenge here.	Lack of funds is the biggest bottleneck in the NGO's providing skill training. Lack Of Awareness –NGO's lack the knowledge of platforms that could possibly grant them the funds for the functioning of the training programs.
Effective Trainers	Lack effective trainers	Lack Effective Trainers

Hiring Process	Un-organized	Un-organized
Salary Differential	Substantial	Low or minimal
Recognition/status of vocational training	Considered as a last resort even by very poor families	Deal with communities which are below poverty line , therefore as they cant avail regular education , prefer to gain one particular skill for quick employment
Government Funding (NSDC or Govt. (state tenders)	Easy availability of funds	Severe shortage of funds. No strong donor organization

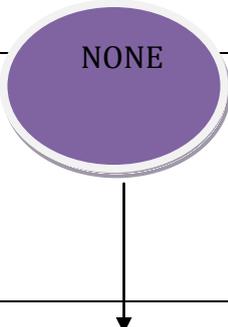
6. FEATURES OF A BEST PRACTICE MODEL

Any entity whether it is public or private, doing work under skill development, must ask the following questions to them?

- Do we have a practice of hiring skilled and certified people at all levels?
- Have we created an attractive salary differential between skilled, semi skilled and unskilled workers?
- Have we mapped out the career progression for a skill employee?
- Do we have a practice of encouraging in-service skilling?
- Is the mobilization happening smoothly?
- Are funds adequately provided and on time?
- Is the training organization aware of the various govt and non govt partnerships that they can partner with for massive scaling?
- Successful mobilisation
- Matching students aspirations
- Effective placements as per the need of the trainee
- Target audience
- Is it creating enough awareness as per the need of skill development
- How effectively increasing the importance of vocational training, is it creating a brand?
- Is it meeting the needs of the employee?
- Is it community focussed or can be applied to general crowd of the country: is there any special consideration in terms of culture ,language, need specific , so the program might vary when scaled, But here if all these aspects are taken into consideration it can sure shot be a replicable model , as it it takes care of the demand side.

If all the key ingredients are correctly addressed, a scalable and value creating model is possible, which will also be a significant contribution to the country's development at large.

Table 4-Youth aspirations & Industry Requirements (jobs)

	High student interest	Low student interest
Fewer Jobs	Banking, Mobile/computing , Healthcare	Transportation ,Hotels/Tourism, Food Processing, retail
More Jobs		Automobiles, Construction, plumbing..

Has the organization

DEFINING THE CORE CONCEPTS:

The above features are defined in keeping the two characteristics mentioned below:

REPLICABILITY- A model or an initiative under skill development is called replicable if fulfils all the characteristics of a best practice model , defined above , and there lies potential that either existing organizations or new entities can adopt the same model of functioning and ace in producing both quantity and quality.

SCALABILITY- This means that the model has potential that it could be multiplied at the existing place, as there is massive potential in it both from the demand and supply side.

7.Recommendations, Scope and Strategy for Implementation

7.1 Recommendation & Scope

7.1.1 Centres for skill development

A first set of skill development centres must be in urban locations, where it is relatively easy to attract high quality instructors with solid industry experience. These centres will cater to the resident and migrant unemployed graduates, turning them into certified, employable professionals ready to join the nation's workforce.

The second set of centres must be in rural areas or remote locations. Since it is not easy to attract industry savvy instructors to such settings, these centres will be connected to their urban counterparts through a hub-and-spoke model, with the aggressive use of technology to replicate the instructor experience. Such centres will address the large segments of economically-challenged graduates who can neither find employment locally nor migrate to urban centres for jobs. Considering the economic vulnerability of the target population, rural skill development programmes can be subsidised considerably.

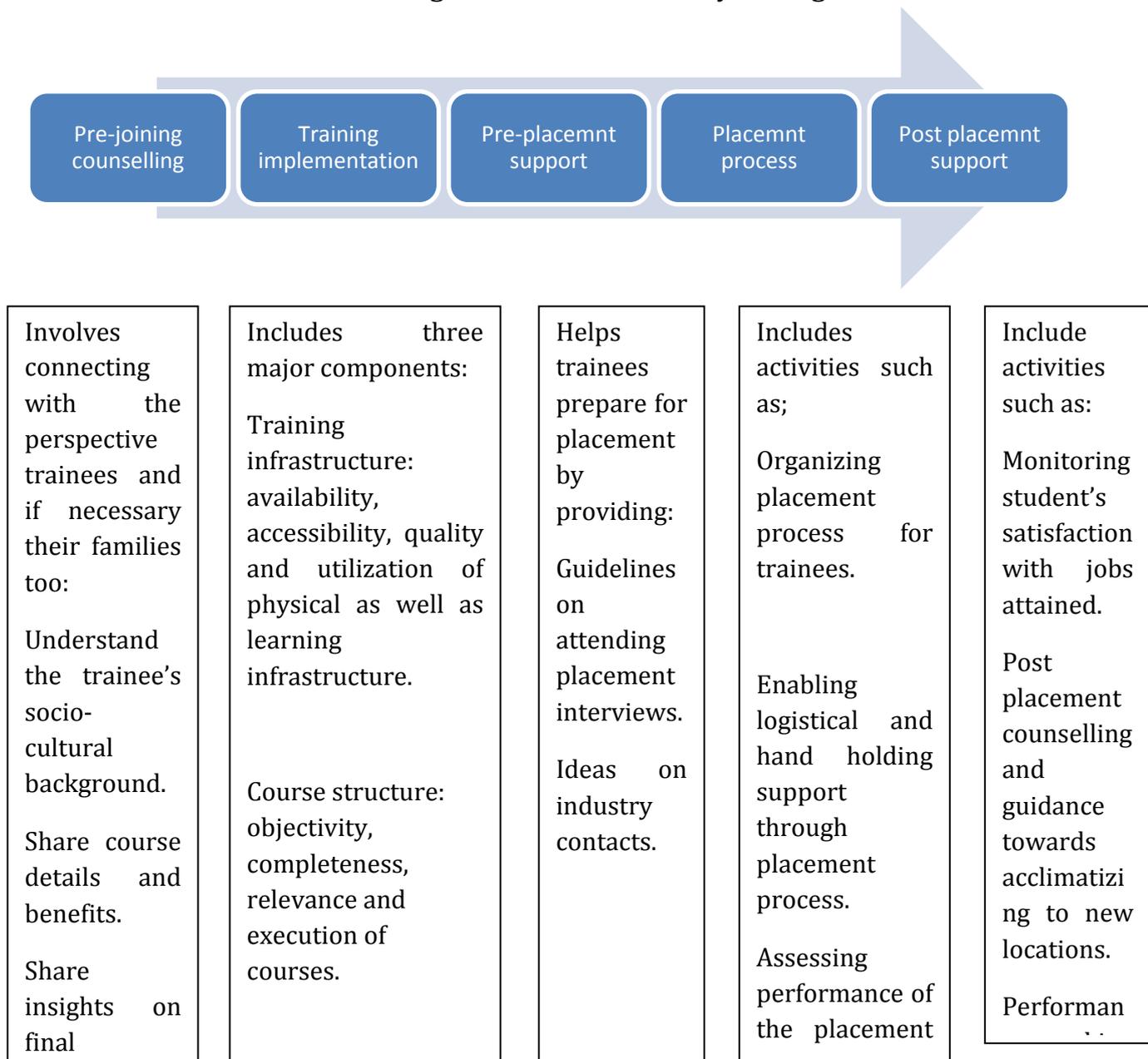
The third set of centres must be located within college campuses. Unlike urban or rural centres that cater primarily to a 'post-campus' population, 'incampus' skill development centres provide an opportunity to make early interventions and impact students well before they graduate. Done right, this can save a great deal of downstream remedial expense and attendant frustration.

7.1.2 Small ticket bank loans for the trainees & Discount Schemes

With regard to funding, government subsidies have a legitimate place in the scheme of things, but the best way to create an efficient and

accountable ecosystem in the long term is to enable collateral free, small ticket bank loans that cater exclusively to the skill development sector. The basic idea is that trainees must be allowed to borrow from the banks to pay for their skill development and then repay the loan over a short series of affordable instalments once they start working. To that end, Central Bank of India has taken the pioneering step of creating a skill development loan product in partnership with our respective organisations.

7.1.3 Post Placement Counselling – end to end delivery throughout the value chain



7.1.4 Job Drive for Placements

This is specially meant for dropouts, understanding the importance to bridge this gap between skills and jobs. This program mobilises people, trains them for personality development for around one week, train them with soft skills and prepare them for interviews. And subsequently provide them with placements. Some people are generally not willing to undergo the long training sessions and just require personal grooming and opportunities to work. A similar initiative is taken by Gras Academy.

7.1.5 State Governmental Residential Program



Figure 3-Residential Skill Training Programs

The various skill training programs under the state government must include a program like this. This is focussed on below poverty line people, training them ,and for the training period provide them with food and shelter as an incentive to get trained and then subsequently provide them with placement opportunities.

7.1.6 Do without huge capital expenditure

There is a huge availability of Infrastructure in India which is going un-utilized . What a potential skill training provider can do is find such a place where people have capital ,the infrastructure and not pay them the fixed amount for the building and equipments but pay per candidate , beneficial for both parties. Thus huge cost is saved.

7.1.7 CSR not a philanthropy

Companies generally invest in skill training as their CSR initiative but leave that cycle incomplete , they do not employ back the trained people. These people are then left with no jobs , and their training goes for a waste. What the company can do is employ 40 percent of the trained people in its own company and in order to encourage company the government takes the responsibility to absorb again a 40 percent , the rest 20 percent can be placed by the training provider.

7.1.8 Build a brand for Vocational Education/Training

Open up institutions that have a brand value and this will surely take time , but its time, we start setting up the foundation of such institutions.

7.1.10 Awareness campaigns/Mascot

Many organisations lack the awareness of platforms like NSDC and thereby remain restricted in their activities. If massive campaigns for polio can be held then why not for vocational training. This awareness is very vital for the skilling landscape in India.

7.1.11 Standardisation in terms of certificates and curriculum for vocational studies

In order to distinguish a skilled and unskilled person , certificates are issued , but all training providers give their won certificates with no sort of guarantee that tempering and fake certificated cannot be produced. Therefore we need to standardise this certification so there is no tempering , no fake certificates and copying for these valuable documents.

Standardisation in terms of curriculum is also important. It is time that vocational training is counted as a main discipline. So that the branding is also done , and simultaneously all the people trained for one particular course have the same knowledge base.

7.1.12 Employers set their own standards for employing trainees

It is best if the employers themselves set the standards of the what the training should be like. So they get suitable employees , as per their requirement.

7.1.13 NGO as mobilisers

NGO's have strong local connectivity. Mobilisation which is considered a daunting task by every training provider , the NGO's can come into the picture and can easily mobilise the local people. The skill development target can be easily achieved if this collaboration can be made possible.

7.1.14 Mobilisation of Parents

Parents in India atleast are still the decision makers. It is important to make them a part of the skill training. They should be made involved as much as the child is. That will act as a support pillar and help in retaining the jobs.

7.1.15 Employers' sensitisation is required

Employers must not be biased towards communities and castes and give equal chances to all skilled people.

7.2 Flowchart (Strategy) for implementation

1) Recommendation : Centres for skill development

Scope: There is an urgent need for a geographically dispersed network of skill development centres that can transform unemployed graduates into industry – ready professionals. It was observed that adults learn best when they are faced with a concrete experience of reality .Too many colleges are still imparting outdated and narrow theoretical content , taught by instructors with no understanding of industry. The result is a startling 80% unemployability rate among our educated youth.

These centres must work with personality development , because a majority of the youth are not confident enough to represent themselves and get a job to themselves.

Flowchart:

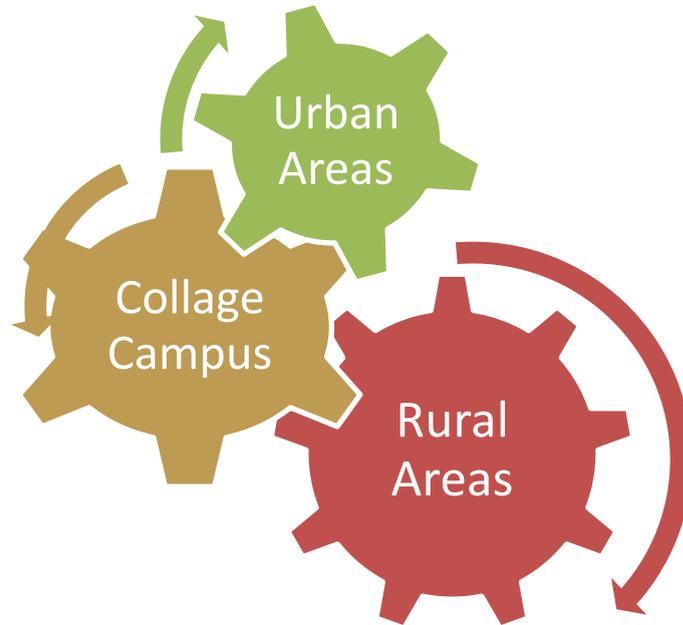
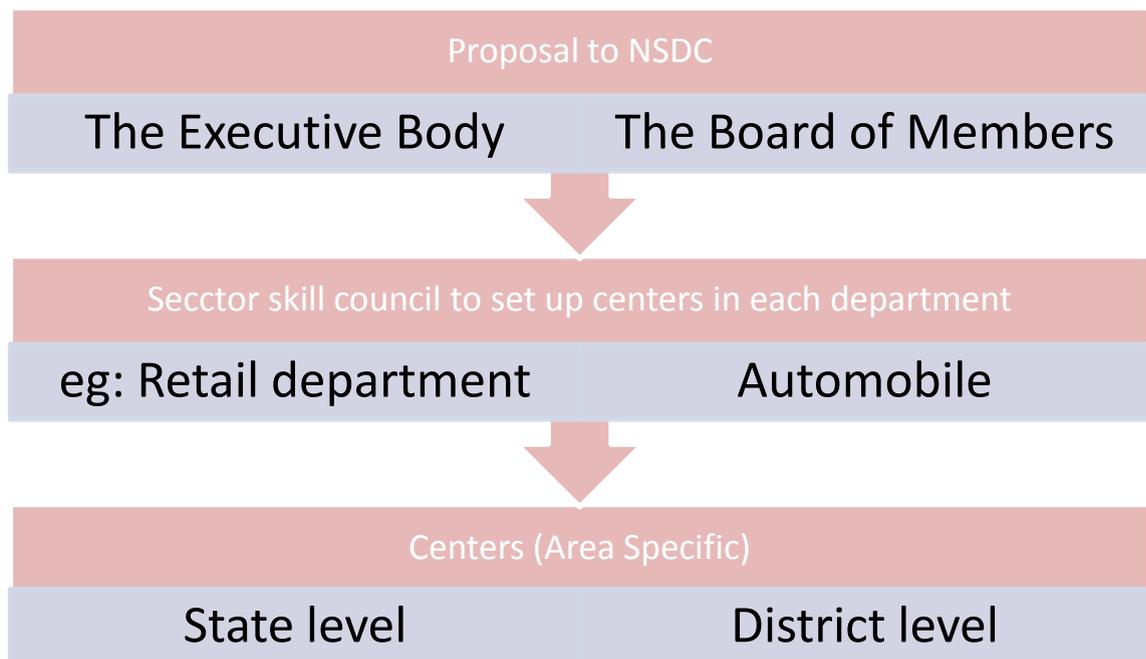


Figure 4-Flowchart on recommendation 1

Source: Through research

Table 5-Flowchart for Recommendation 1



2) Recommendation: Small Ticket Bank Loan
Flowchart:

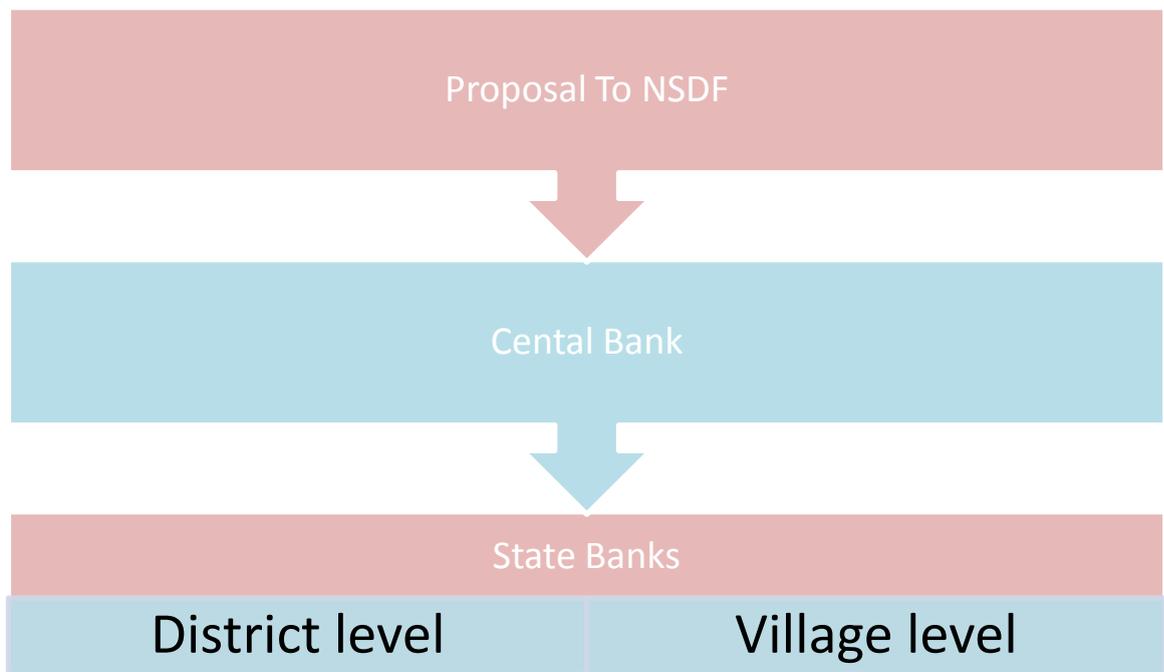


Figure 5-Flowchart to Recommendation 2

3) Recommendation CSR Not a Philanthropy

Flowchart

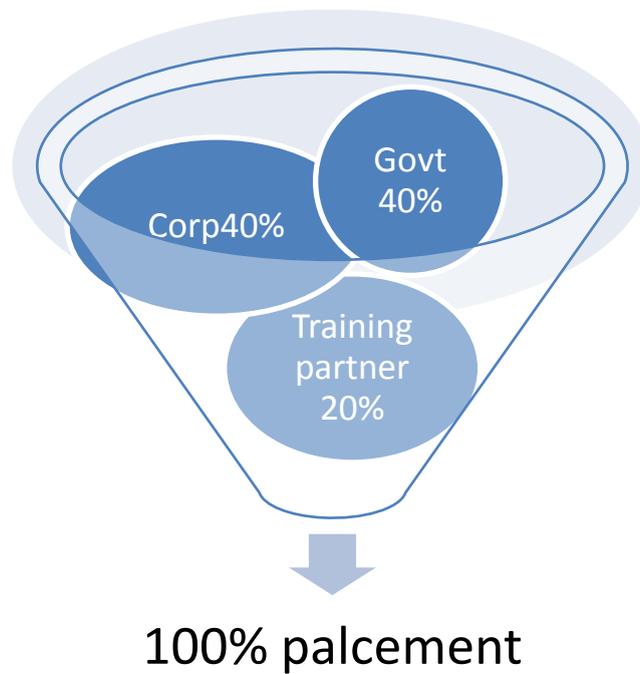


Figure 6- Recommendation 3

4) Recommendation –Standardisation in terms of curriculum and certification Flowchart

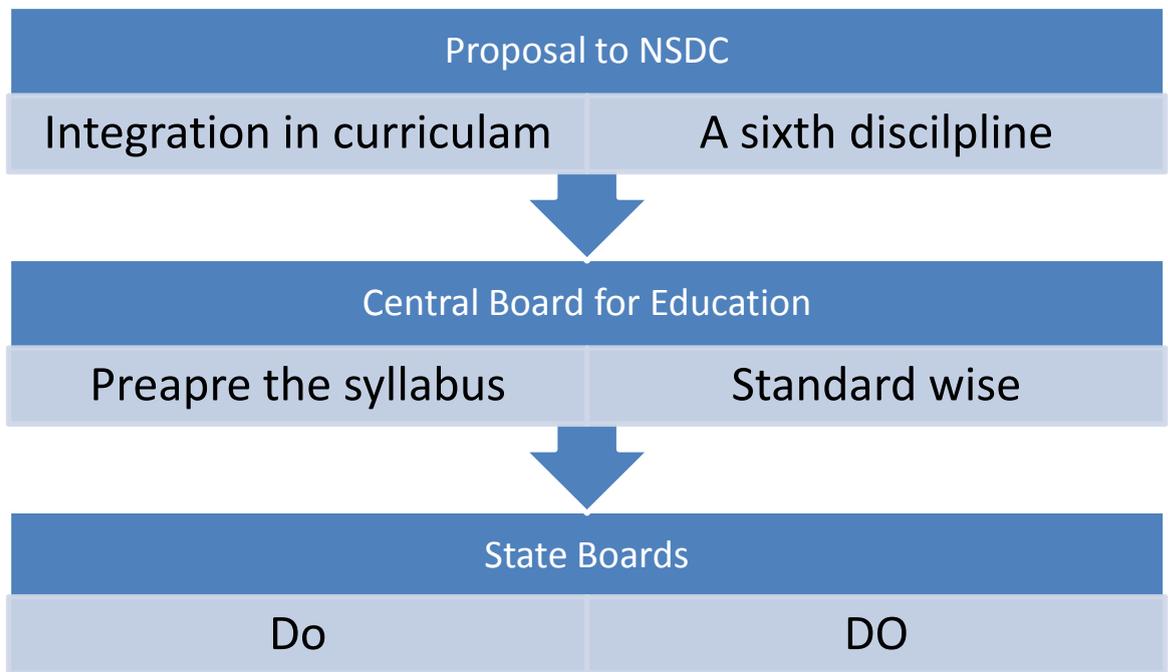


Figure 7- Recommendation flowchart on standardisation of vocational curriculum

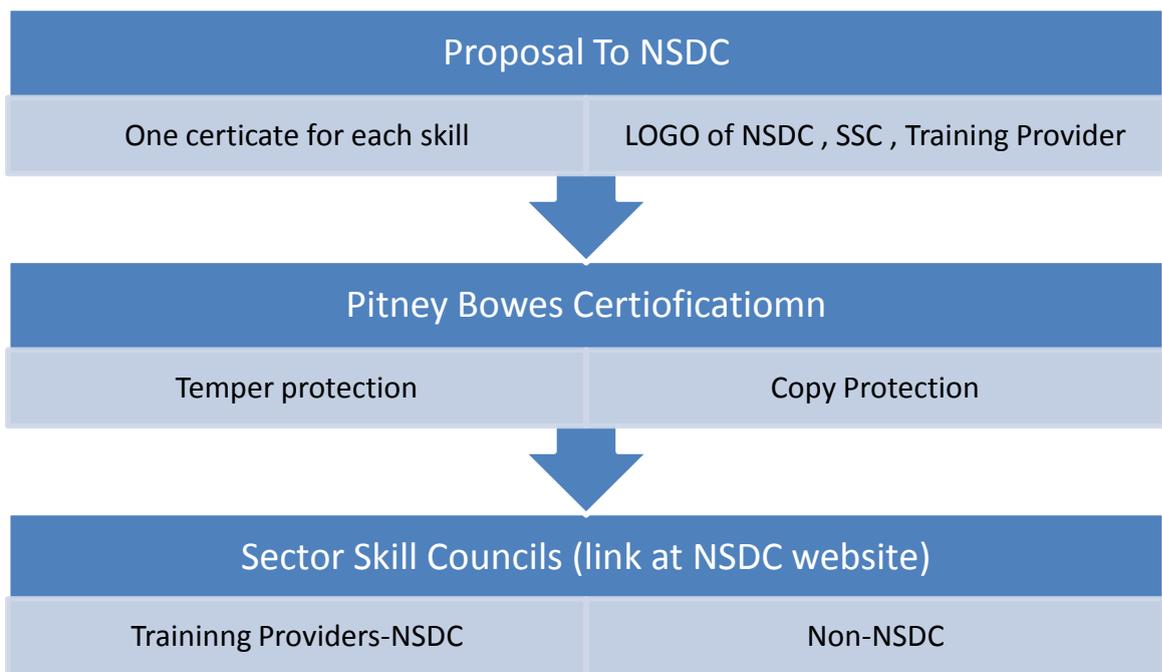


Figure 8-Recommendation Flowchart to standardisation in terms of certificates

5) Recommendation – NGO facilitating Mobilisation

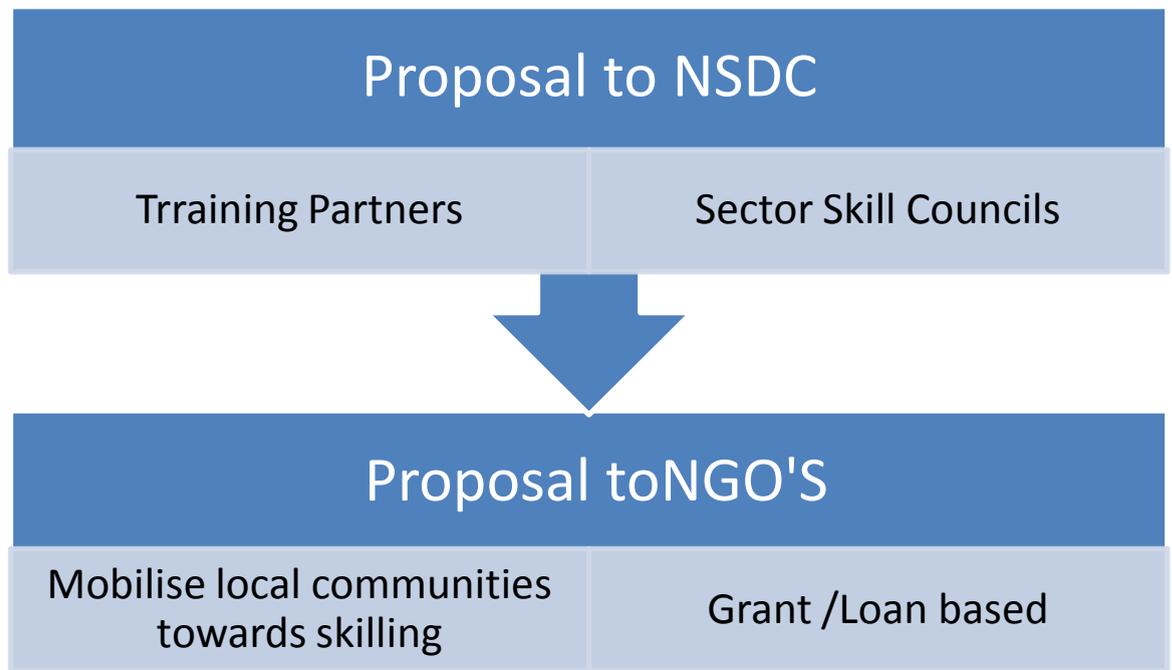
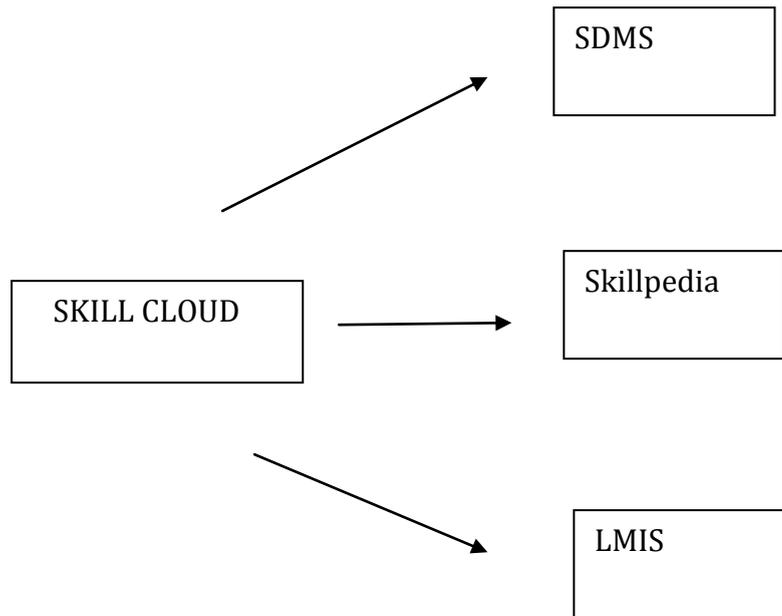


Figure 9-Flowcahrt to recommendation in terms of NGO's as mobilizers

8.Future Work:

8.1 Skill Cloud



SDMS- Skill Development Management System

LMIS- Labour Market Information System

Integrated Network of the Skilling Landscape in India will be ready by October 2013.

This platform will connect all the stakeholders together, the training providers, NSDC , Sector Skill Councils , Civil society , the trainees , potential employees, the industry.

From basic skill development to high tech skilling knowledge will be available here. It will integrate and make the system more effective. Many of the problems mentioned in this research paper will be solved through this online platform.

9.CONCLUSION

Skill development has a huge potential in India , only if people realise its importance. As mentioned earlier in the text , this lack of importance , hinders the growth of vocational training in India.

We need to understand that there s a dire need to come up with models that are sustainable , scalable and replicable.

Since the NSDC got established , we are more aware of the challenge the vocational training faces , so here now we need to wake up and do something about it.

Mobilisation, is difficult but not possible, Government has built a trust factor in the eyes of the public , therefore the government must try its best to cover as many people as possible.

If we are successful n training , employing skills to 500 people by 2022 , half of our job is done . India will head towards becoming a developed nation and problems like poverty, illiteracy, unemployment , will leave automatically. Therefore , this research paper tires its best to cover the characteristics of a sustainable , good practice model , which has much larger benefits then the obvious ones.

10.References

10.1 Books

- S.Ramadorai and others, NHRD Network Journal, Kamal Singh, Director General, NHRDN
- NSDC Annual Update, 2012

10.2 Newspaper and Magazine Article

- " Filling India's huge need for vocational training, International Herald Tribune (June 3, 2013) (http://www.nytimes.com/2013/06/03/world/asia/filling-indias-huge-need-for-vocational-training.html?_r=1&)

10.3 Internet

- <http://www.microsoft.com/india/msindia/perspective/dilip.aspx>
- <http://www.skilldevelopment.gov.in/sites/default/files/resources/initiatives/Key%20OP>
- <http://www.skilldevelopment.gov.in/sites/default/files/resources/initiatives/Key%20Points%20Discussed-%20NGO%20Workshop%20Final%20revd%20copy.pdf>
- <https://www.sdi.gov.in/en-US/News%20Library/Features%20of%20the%20Scheme%20.pdf>
- <https://www.sdi.gov.in/en-US/News%20Library/NationalSkillDevelopmentPolicy.pdf>
- <https://www.sdi.gov.in/en-US/News%20Library/Report to People.pdf>
- <http://siteresources.worldbank.org/EDUCATION/Resources/278200-1121703274255/1439264-1242337549970/6124382-1291074275592/7586048-1291074664317/Nov11pm1-TamilNadu-DGET-WorldBankVisitWithPhotos.pdf>
- http://planningcommission.nic.in/reports/genrep/reginal_conf2/TN/tamil_indus.pdf
- <http://www.nsdcindia.org/pdf/rajasthan-exec-summary.pdf>
- <http://www.nsdcindia.org/pdf/rajasthan-presentation-ppt.pdf>
- <http://www.nsdcindia.org/pdf/tn-executive-summary.pdf>
- <http://smehorizon.sulekha.com/construction-industry-needs-12-million-skilled-workers construction-viewsitem 6736>
- http://planningcommission.nic.in/aboutus/committee/wrkgrp11/wg11_rpskill.pdf
- <http://www.grasacademy.blogspot.in/>
- <http://www.isdc.in/>
- <http://www.skillschools.com/#>
- <http://beta.himayat.in/>
- <http://www.k-class.in/contact.html>
- http://www.ilfsets.com/contact_us.asp
- <http://www.tmie2eacademy.com/jobseekers/tmie2e.asp>
- <http://www.dbti.in/General.aspx?MenuName=SAboutUs>
- <http://www.dget.gov.in/>

10.4 Particular References

Mr. Dilip Chenoy –CEO &MD NSDC

Mr. Nalin Jena – Sr. Education Specialist, The World Bank

Miss Garima NSDC

Mr. Jaikant Singh NSDC

Miss Nivedita –Principal , Advanced Centre Of Skill development

Mr. Piyush Goel –Founde, Skill Tree Consulting (P) Ltd.
Miss Rajlakshmi Venkatraman – Academic head , Gras Academy
Mr, Sumit Grover –Gras Academy ,Dehradun Centre Head
Miss Sampurna –HR ,Gras Academy
Mr. Rakjiv Sharma – Co-Founder ,Empower Pragati
Mr Pritham –Project Manager , Empower Pragati
Mr. Veno Gopal –CEO ,Indi Gram
Ms. Saadhna Chopra-Manager, Saakar Outreach
Ms. Mona Lisa Sagar- Vice President ,Aashalata Foundation
Mr. Alok Kumar Thakur- Sr. Programme Manager

10.Appendix A

Meetings and Interviews

10.1Mentor Discussions

1) Date: 3'rd June

Time: 3:30 PM

Duration of discussion: 1 hour

Discussion With Mr. Dilip Chenoy , CEO &MD , NSDc

- Discussed how the issue of dropouts is to dealt.- How the 500 million need a altogether different strategy for attaining skills. The various skill initiatives are sometime counted as wasted efforts as they are unable to address the dropouts
- Skill Space -FROM END TO END: The programs which provide end to end services are the most successful ones. Thus explained the basic conceptual framework of how to choose a successful model for the weeks to come. The programs that start right from MOBILISATION to RETENTION to UPSKILLING are the ones that are scalable and replicable.
- Posed various questions-cleared the perspective of choosing models of skill development – 1) How to identify good practices/indicators
 - 2) Criterion to a GOOD MODEL.
 - 3) Matrix to evaluate things

2) Date: 27th May

Time: 9:30 AM

Duration of discussion: 1 hour

Discussion With Mr. Dilip Chenoy , CEO &MD , NSDC

- Analysis of demographic transition into demographic dividend: Fertility decline plus decline in the number of children reduces the dependency ratio (the ratio of working age population to the no of people dependent on them). This is called demographic dividend. The essential concept here is the TRANSLATION in to the benefits of this dividend. Until and unless people are skilled , educated , properly nourished and on such development parameters. Therefore is essential to provide gainful employment to reap the benefits of demographic dividend.
- History of skill development pre and post independence: The mentor will connect me to Mr Nalin Jena regarding this issue. (Refer to World Bank Paper and Ministry Of Labour)
- Government Initiatives: shall be discussed in the next meeting along with , I'll be in touch with Mr. Dipra Mukhopadhyay .
- Dropouts: Understanding the concept of value chain in skill development that is primarily studying the no of dropouts at each crucial level (10+12+college +jobs)
 - Why does not everyone want to attain their skills by going to school? Why is that so? Enquire from as many people as possible , the clerical staff , as to why they are engaged in what they are and where do they come from. For example : the guard, why did he choose to be a security guard ,and where does he come from?
 - Understanding the information asymmetry and the value chain. The whole process from being under parents to attaining a job. Different levels to value chain.
- Why is the policy of skill development so focused to achieve its target by 2022- India completes its 75 years of independence.

3)Date: 20th June

Time: 2:00 PM

Duration of discussion: 1 hour

Discussion With Mr. Dilip Chenoy , CEO &MD , NSDC

Discussed how to now work on criteria that I will use to determine which models are saleable and how would I rate the organizations and which among them are role models.

- The above points are now what is required out of me. He advised me to stop after studying 8-10 models in order to build a hypothesis and re visit the centers of the already studied models to check for the validity of the models
- Connected me Miss Lena , who had assisted Delhi Government in the inspection of some NSDC partners. She then transferred a list of NGO's who are involved into skill development trainings and are not affiliated to NSDC. –this would help me review some non NSDC partners.
- Discussed the criteria for sustainability
- What is the weightage to each model that I have studied
- Advised me to study the IIJT centre , study what do they , what are they involved in trainings and similar stuff on their model
- Permitted to attend the NSDC Partners' Meet on the coming 26th and 27th of this month , at the Indian Habitat Centre
- Was very privileged to attend the NMCC (National Manufacturing Competitiveness Council) , a meeting between the Delhi Board , Labour Ministry , NSDC and similar forums related to human resource development and skill training.
- The meeting revolved around issues of the lack of importance of vocational training in India.

- This meeting's primary objective was to discuss and present a concept note on LABOUR NET , this is a pilot model based on the Up skilling of the unorganized sector model. This models drives its inspiration from CREDAI model working in Pune
- This LABOUR NET model , is a model that seeks to impart on site training to construction workers in New Delhi . This is to increase their daily wages and improve their standard of living.
- NSDC presented a concept note on Lab our Net .
- The meeting envisioned the signing and starting of the program by end of July.
- The topic of discussion was also the inclusion of vocational training as a discipline. Including , say plumbing as a elective discipline.
- This is to attract parents recognition towards skill training and vocational training.
- ☒
- Labor net is pilot project that Mr Ajay Shankar , Member Secretary ,NMCC envision to scale only if it established itself as an important model
- He also spoke of how Germany is doing so well in terms of skill development and what is the reason behind it. But also mentioning that India is quite a different land with varied sectors that are skill deficient . But we can always learn from Germany , and incorporate a plan that integrates vocational training and mainstream education.

- He also talked about how the education in India only prepares a child for white collar jobs but as people drop out in the middle they are only left with labour class jobs.
- Delhi Parks and gardeners' society is doing exceptional work in training and up skilling the gardeners. Somebody , in the meeting highlighted the respect given to the gardens in abroad and how it is considered a menial jobs in India. This dignity of labor can come only through up skilling .
- Action Items before Next Discussion
- Be prepared with all the models that I am going to base my conclusion on by next week. Study extensively all NSDC partners and non NSDC .
- Prepare a criteria list for sustainability and replicability.

Meetings and Interviews

10.2 Field Visits

1)

Date: June 6, 2013

Time: 10:30 AM

Duration of Discussion: 60 minutes

Discussion with Mr. Nalin Jena , Senior Education Specialist , The World Bank

- Advised me to look at the demand side of my research. Narrow down the focus.
- The labor economics perspective
- Skills work only if you have job.
- Is Indian economy building jobs?
- The concept of good jobs, quality jobs, green jobs.
- Which sector creates these jobs?
- Underlined the characteristic of the informal market with low productiveness, low levels of technology , with low quality jobs.
- The Stock& Flow concept.
- Skills do not create jobs.
- Advised me to read the World Development Report,2013 on Jobs and Skills.
- Criterion For Choosing the Model:
- No of placement
- Target group- women , disadvantaged, rural/urban youth.
- Look at the financial aspect of each model.
- Suggested me with two precise models :

2)Date: June 7, 2013

Time: 1:00 PM

Duration of Discussion: 1 hour 25 minutes

**Discussion with Miss Garima and Mr. Jaikant Singh (Monitoring &MIS Head)
-NSDC**

- Explained me the challenge to skill development models : Most people do not want to migrate , they receive skills , and after that struggle for placements , as they don't wish to shift from their home town . This is the biggest hurdle between skill not getting transformed into valuable jobs- quality jobs.
- Explained me two different kind of models;
- DEMAND DRIVEN MODEL: the model where the organization before setting a vocational centre , first goes to the placement organization or companies which require skills . They understand what is the demand , what kind of skill these companies need , and then based on that , launches the course and thus employment is served. There is no EXPECTATION MISMATCH.
- The employee knows before hand as to where will he be placed and what specific skills he is required to learn.
- UP-SKILLING OF THE UNORGANISED SECTOR:
- Here on-site training is given to workers in the unorganized sectors.
- Leads to improvement of wages significantly
- Improvement is standard of living
- Gave an example of CREDAI- in Pune .Here the focus is exclusively on construction workers , they send their trainers on site of work where the workers after work or in their lunch break learn the skills. Trained on site with skills like drilling, and other higher skills the workers are untrained in.
- CREDAI is a partner with NSDC-GRANT BASED MODEL (mentorship of three years and a subsidized interest rate of 4-5%)
- Told me about the Partners' Meet scheduled on the 26'th & 27'th July –a very good opportunity for me .
- Told me about various initiatives that I could study :
- GRASS –Retail , Based in Noida -62
- Connected me with Miss Rajlaxmi ,
- Indian Institute Of Gems & Jewelry- Mr. Dheeraj Kumar could help me . Have to do a field visit to Jaipur .
- B-ABLE –centres in jaipur ,ajmer , delhi –field visits advised. Mr abhshek gupta to connect with
- Indian Institute Of Skill Development-Info city Gurgaon, .Gave me the contact number of Vijay Bharadwaj.
- Gram Tarang: An interesting aspect of this Model is that first the geographical area was studied (ORISSA) the behavioral; patterns and then the training centres were launched. Mr AbhinavMadan could help me more on this project.
- TMI- Based in Andhra Pradesh , provide end to end service , mobilize & gather & train & placement.Mr. Rajesh could help me in this.
- Vdhayanta: skill in health sector : impart skills to medanta staff. Advised me to visit the medanta hospital.
- Empower: Based on traditional approach of setting up of a centre , launching the course , and then providing placements within or outside.
- B-Able : Domestic help; skilling domestic helpers to meet the growing demand of these people specially in the metro cities.
- On Job Training Centres.
- ILFS: Connected me with Miss Ritu Agarwal , placement head . will be

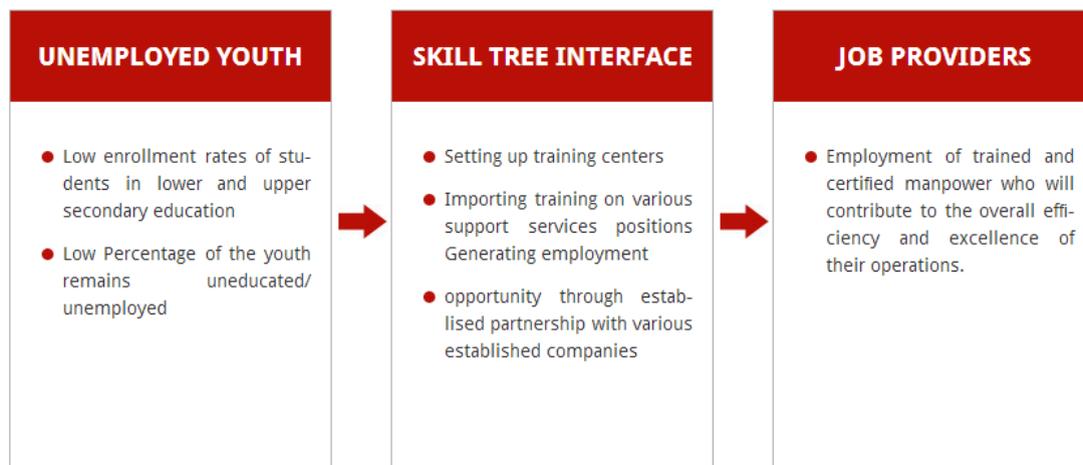
meeting her soon to discuss the challenges a skill development initiative faces.

- Mobile Centres/vans; in Rajasthan in remote areas , PRATHAM doing some significant work in this area.
- After an hour long session with Miss Garima. I met Mr. Jaikant .
- He talked about three initiatives that seem interesting and should be studied:
- Empower –Connected me with Mr Rajeev , call him on Monday to fix for a meeting soon .
- B-Able –ACCELOR Model of spectacles. And their BHIWADI Model
- CREDAI- Advised me to visit the Pune office , even made me speak with Mr.
- J.P.Sheroff .-Head Operations Wants me to have detail study on this CREDAI project. (Apprehensive about it , but will be consulting my mentor)

3)Time: 9:00 AM

Duration of Discussion: 3 hours 20 minutes

Discussion with Miss Nivedita –Principal of Advanced Centre For Skill Developemnt –SKILL TREE CONSULTING(P) LTD.



Skill Tree Consulting (P) Ltd : Is a private undertaking , partner of NSDC , Since February ,2013

- Their focus is to bridge the skills gap between the unemployed youth and the requirement of support services in various sectors through structured interface.
- They specialize in health sector training.
- My goal was to study their model in and out , PRACTICALY and not just
 - Google research about them.
- The challenges
- Their success story
- The testimonials
- Got a clear idea as to how the Skill Tree model is in partnership with NSDC
 - working
- It's a very new initiative , just started this Feb , 2013.
- Doing substantial work in health sector. ACTION

PLANNED :

Wish to see the actual training happening.

Would like to interact with the trainers, trainees, the staff , the people who are placed (Their first batch gave 28 assured placements , with higher than minimal wages)

The principal and the founder were quite co-operative and spent good 4 hours with me Though the project is at present at a very small scale , but seeing its potential , I would definitely like to in-depth study it. And maybe , this model emerges as the one my research is looking for.

Miss Nivedita : The Principle Of the Advanced Skill Training Centre:

The Skill Tree : This private entity came into existence with a big realization. The government Of India sat down to enlist 5 major sectors that would contribute to the much projected growth (8%-9%) by the year 2022.

Health sector came at approx the 3'rd place .

That when they realize that skill and creation of new jobs is requisite to tap this high possible growth.

NSDA , with private partnership of Skills tree in the year2013 , February , established this partnership.

Under the -Health Care Sector Skills Council of the NSDC Since then , Skills Tree is imparting Skills in the health sector.

TRAINING WHAT?

Skills Tree Consulting (P) Ltd is engaged in training assistants – NURSING ASSISTANTS , DIETICIAN ASSISTANTS, RADIOLOGY ASSISTANT , SONOGRAPHY ASSISTANTS.

It was realized that in India there were substantial amount of doctors , doing exceptionally well , but there was serious dearth of doctors who research .Like in most developed countries , Doctors are engaged in massive research.

The reason behind this in India was found out that Indian doctors don't have sufficient time. Right from the prescription to writing down the essential statistic to every minute detailing of the patient in India is done by the quailed doctors himself.

In recognizing this , the idea of assistants came about ,the reason that in India there is death of nurses and people in the similar occupation framework.

These two reasons , gave rise to the concept of assistants.

Skill tree generated assistants which fall between the hierarchy of a nurse and GDA(general Duty Assistant) The concept is basically to create a assistant to a nurse , but someone who is higher than the GDA. Similarly dietician assistants are trained.(Someone who is not as knowledgeable as the dietician himself but someone who know atleast 40-605 of his work from noting down the diet to the proscription orally told by the doctor) someone who keeps a total account of the patient.

REQUIREMENTS:

8th Pass

Fees of 8500 of an entire course (Paid in instalments)

HOW SKILL TREE WORKS?

Select a venue – a rural /economically disadvantaged area

Creating Awareness through workshops in villages , presentations , and setting up of canopies. The one attractive point about their awareness programs is that the people from the Sales &Marketing department who visit these place to mobilize rural people, are locally connected . At least one member belongs to that particular village. This local connectivity helps bringing in a lot more people into the umbrella of skill training as compared to where there would be no local connectivity .This is how they attract the villagers into their training programs .

Training : The training happens at the Gaziabad centre –Advanced centre for skill training . Skill Tree is trying their best to set up more centres across Delhi-NCR. They already are providing

The Trainers manual covers some vital aspects:

Like , they are trained before they actually start training the students.

They are explained the reason , as to why the participants enrol for training , their experience, education, socio-cultural background- SENSITIVITY TO DEVELOPMENT OF SKILL IS ENHANCED

PERSON 2:

Mr.Piyush Goel : Member, Board Of Governors : Mr. Piyush Goel is a chartered accountant and has 14 years of experience in the finance and accounting sector. He has been associated as advisor with various educational and medical institutions in India and other countries (West Africa and Latin America).

He talked about the CHALLENGES his model faces.

This model is fairly new , started in February , 2013 so , they are still discovering new challenges with each day.

1) NO SENSITIVITY TO THE CERTIFICATES ISSUED: One very very important point that he threw light on , was this . That the students who after going through the training program for good 2-3 months , still feel on the same level as a non trained person. At workforce , they are told by the employers and other co-workers that there was no need to undergo the certification and training process , the employment would have been offered anyway. This , weakens the entire base of skill development. No one really understand that the trained people are at a higher level any day , embedded with soft skills , and definitely more productive for the employer. The training does not only impart skill but gives them enormous amount of confidence , to stand speak ,and to hold themselves up right. This issue of sensitivity should be dealt, carefully. With government coming up with more programs

and with a larger budget each financial year , won't help , if this sensitivity is not dealt with.

2) MOBILISATION: Narrating an incident , which happened recently , came as a shocking surprise to me. The Sales Marketing Team which was sent to a village for awareness campaigns , to mobilize people, to make them understand the importance of skill in getting jobs. The village people bashed the entire team , to a case where some even got hospitalized. This unwelcoming behaviour , shows that people are so reluctant to such models , due to past cheated incidences of false promises. It leaves no room for programs who actually want to do something . This cheating , could have been some companies taking 500 each candidate, luring them employment and then running away.

3) RE-LOCATION/MIGRATION – this also seems a big hurdle between the gap of skill and jobs. People do not wish to re-locate themselves, don't want to work away from their houses.. due to financial and other reasons. Therefore hard to place them.

ABOUT THE SUCCESS?

They have had two completed batches . Out of these, they have successfully placed 28 in total . This program started in Feb and this placements was assured till March 25, 2013. Successfully placed means : the trainer is able to cover the cost of the training , is satisfied with the current job , and in no intention will leave the job.

Mr. Piyush firmly believes that he is imparting quality training.

He has grade –A teachers and students are thoroughly through both theory and practical preparing for the real jobs.

LURATIVE OFFERS

He has a current offer of 300o people from a local middlemen, he need these 300 people Be trained for 1 day and provided with the certificate and the placement is on his shoulders. Here if we see, Skill Tree can easily make up for its target. But what is important here is Your social conscience.

Mr. Piyush is a string believer of quality education and does not merely want to fulfil its target as he talks about the LONG TERM GROWTH. In order to sustain the model, this short Term growth will lead him nowhere.

Outcome

It was great visiting the Head Office and talking to so many people involved in the initiative. Would want to do just one more field visit to their centre, to interview their trainees and hear the testimonials.

Action Planned:

Visit the centre once (next week), and interview the trainees there.

4) Date: June 11, 2013

Time: 11:30 PM

Duration of Discussion: 3 hours 30 minutes

Discussion with Miss Rajalakshmi Venkatraman (AVP-Academics)

GRAS ACADEMY: GRAS Education and Training Services Pvt. Ltd. is an initiative of graduates from the Indian Institute of Management, Kolkata who share a common desire to bring about social change by empowering the unemployed and out-of-work youth by training them on vocational skills to make them 'Eduployable' [Educated + Employable]. Understand the GRAS Model , in –depth study , its functioning , the challenges , their Success stories. Their progress path.



Got a clear idea as to how the Grass Academy is in partnership with NSDC working Grass started in the year 2007, and got affiliated with NSDC in 2010
Grass provides training in the following five departments:

- Accountancy
- Mobile Repairing
- Hardware & Networking
- English Speaking
- Personality Development
- internal assessments followed by final assessments judge the performance of the students.
- there are 13 centres in Delhi NCR region +7 centres in Lucknow region
- Depending on their interests, the students choose the course. CRITERION FOR SELECTING CANDIDATES
- 12Th Pass and above are allowed to enrol themselves in the Accountancy Hardware Course. Basic concepts of debit and credit must be known.

FEE STRUCTURE:

- Mobile Repairing: Rs. 6000 (3 months)
- Accountancy: Rs. 14,100(6 months) / Rs. 28,000 (1 year)
- Hardware: 6 months- Rs. 19,000 / 1 year –Rs. 37,000

WHAT I INFERED?

- the fees are very high as per their target students who come from rural background.

DISCOUNT SCHEMES

- the fee structure is effectively designed if you think of it. There are various discount schemes, like for girl child (30% discount), Below Poverty Line Discount on showing the required documents. Also the fess is paid in Instalments. (20% before the training+ 30% on completion +50% with placements)

JOB DRIVE FOR PLACEMENTS

Mobilise→Training→Placements

- this is specially meant for dropouts, understanding the importance to bridge this gap between skills and jobs.
- This programs mobilizes people, trains them for personality development for around 1 week, train them with soft skills and prepare them for interviews. And subsequently provide with placements.
- In AGRA, 17 out of 50 were placed like this, -Customer Handling Training Program
- These people are generally not willing to undergo the long training sessions and just require personal grooming and opportunities to work. The needful is provided by the Grass Academy.

WVI & UNICEF

- World Vision India and UNICEF: Gras has done projects of this organization. Where the responsibility of mobilization is not there, which It is a big hurdle.

STATE GOVERNMENT INITIATIVES

- Gras is doing some exceptional work with various states.
- Andhra Pradesh, Rajasthan, Orissa, Chhattisgarh, Uttrakhand.
- Government does the mobilization task: generally the government does this

work very effectively, as there is a perspective in India that anything that the government provides is not a false promise and they will meet the promised goals. Government also has a closer connectivity with the people.

- RESEDENTIAL PROGRAM: These mobilized people are then trained under Gras Academy and provided with residential facilities and food. (By Gras)

CHALLENGE:

Delay in Govt. Funding ☒ Government funds is always delayed. It impedes the training process as, the training institution (here Gras) faces shortage of funds and is unable to carry forward the program effectively.

- OTHER CHALLENGES:
- Mobilization: I have inferred from by far three field visits that mobilization is the most fundamental challenge any training academy faces.
- Walk-Ins: Walk -INS are very low.
- Retention in Long Term: Dropouts is another challenge they face.

ACHIEVEMENTS:

- Training Domain is Very Strong
- Third Party Survey: On customer satisfaction, revealed that Grass Academy is doing phenomenal work as far this is concerned.
- Infrastructure is very good.
- Strong placements: If for instance, the trainee is not satisfied with the current job, he /she are providing suitable placements within a short period of time. Time to time counselling also helps them stick to their jobs.
- from 2007-2011: trained 10,000 people, and from 2011- 2102 ITSELF TRAINED

New York Times: http://www.nytimes.com/2013/06/03/world/asia/filling-Indias-huge-need-for-vocational-training.html?_r=1&

Shiv Khera once said, the employer only looks 15% of the knowledge, the skills, the rest 85% is ATTITUDE.

- LACK IN ATTITUDE : Long working hours, working in shifts, lack of confidence, patience level, all deter a trainee from getting placements.

TRAIN THE TRAINER PROGRAM

- Domain Skills -3-4 day session (Understanding that the trainers
- Aren't born trainers)
- Inter personal skills
- Student handling skills
- Soft Skills
- Roles & Responsibilities
- Trainer Motivation: Motivating the trainers to perform their best by giving the trainer of the month award.

Person 2: Sumit Grover : Center Head -Dehradun

CHALLENGES:

- The end objective of the trainees is not well defined. They lack the focus in them. The motivation to get employed is seriously lacking. They do not
- Understand the importance of being skilled, despite many programs being
- Free of cost with promised placements.
- Lack of awareness on the part of the trainee.

- DEHRADUN CENTRE
- Free Training to Dropouts
- even while in the training programs, the students have started to earn between 1500-1700, that shows that after their completion they will be able
- to sustain their family.
- Paid Programs: Loan under SJSRY is provided whoever wants to enroll into the course but is unable to pay at the moment. Very subsidized loan rates.
- Fee English Training to all courses as a complementary course.

Person 3 :

Miss Sampur na: HR HEAD

- She's with Grass since day 1, speaks of how she has seen a tremendous
 - growth from 12 employers to so many ,

today. CHALLENGES IN HER WING
- Revenue Generation
- Dearth of quality teachers/trainers
- Operational Issues
- Internal Funding
- Manpower Issue

Action Planned:

Fixed an appointment for the next week , will have a phone conversation with the Executive Director.

5)Date: June 11, 2013

Time: 5:00 PM

Duration of Discussion: 1 hour 30 minutes

Discussion with Miss Mr. Rajeev Sharma –Co-founder(Empower-Pragati)

Empower Pragati is an India-based private sector social enterprise specializing in livelihood skill development to empower India's disadvantaged youth. There is not only a shortage of service-sector employment in India, but also a demand for high-quality and reliable employees. Actively working on 3 livelihood programs that provide enduring opportunities for our youth and fill the labor void of the private sector.

Portfolio company of the National Skills Development Corporation of India.

NSDC partnered with Empower Pragati in 2010 to support the national scale of our entire employability system.

My goal was to study their model in and out , PRACTICALLY and not just Google research about them.

- The challenges
- Their success story
- The testimonials
- In-depth study of Empower Model.
- Their various programs

Achievements:

Looks like , if studied further , can be scalable and replicable , both.

Empower Pragati is a profit organization , but the entire DNA is social

Feels elated with the vision of transforming 2.1 million in 10 years.

In partnership with NSDC , since 2010, the very initial partners of NSDC

TARGETTED AUDIENCE :

Below poverty line, underprivileged, disadvantaged , rural middle class.

Talks about the CHALLENGES –

PARADOX: it is a mammoth task to decide whether the training will be under a paid program or will be provided for free. As if you make it free , people don't realize the worth of it .

ACHIEVEMENTS :

Already break –even in the third year.

HOW DID THIS HAPPEN?

There are 4 people in the core team , all with a commendable 25 years of corporate experience . The Organization has a total of 100 years of good expertise in the corporate field.

Every penny spent is recovered.

DOING WITHOUT HUGE CAPITAL EXPENSIVE: There is huge availability of infrastructure in

India which is going un-utilized. What empower does is find such people , and not pay them a fixed rent , but pays per enrollment . That how it attract these people. Fluctuating rents give him an attractive offer and that's how agree , to give the infrastructure.

DON'T OUTS OURCE : Teacher content, mobilize , placements.

INITIATIVES :

Corporate Social Responsibility –Fulfilling the corporate responsibility of numerous corporate. Like Aircel , Google , and many other big tickets.

ALL FREE PROGRAMS/TRAININGS: all the initiatives under Empower all free.

HOW TO THEY SUSTAIN? Programs are free , s the trainees don't pay anything , but neither

does Empower. They make somebody else pay it , just like CSR. Under CSR , they charge a 10% service tax on each trainee. Implement Govt. Initiatives : Fulfilling govt. agendas

CHALLENGES:

Mobilization: involvement of mafias , middlemen , human traffickers impede the training programs , hindering mobilization-the first stage of any skill development initiative . Dignity of labour is not there in India

Parents do not opt for vocational training:Vocational Training is not dignified. However

poor a person maybe , but will have misguided aspirations. An auto rickshaw guy , even when cannot afford medical training for his son , will wish him to become a doctor. Eventually they all end up in these training centers , but after spending huge sums , which they can't even afford and are stuck n debt traps.

Therefore the govt. should work on increasing the importance of vocational training among the Indian Crowd. Build a brand for vocational training.

Trainers are also of very low quality. Someone who really doesn't find anything that could employ him, he then opts to be a vocational trainer.

GOOD PART OF THE STORY;

A lot of IIM , IIT graduates ,basically private entities are entering the vocational training business.

Person 2 :

Mr. Pritham : Project Manager :

CSR

Govt. Initiatives

NGO

- CSR : Aircel , Dlf Foundation, Intel , Google
- Govt. Initiatives: Tenders are filled

Under Andhra Pradesh Govt –EGMM

- A two year program
- Training in HCNA , SCM, BPO, ITES

Under Delhi Govt.

- SJSRY-urban BPL

Govt. Of Haryana

- Working for urban BPL

Govt. Of Orissa

- OSEM

- NGO'S

Plan India –Project Saksham , Under this program , 2400 candidates are trained Specially for girls.

- Empower according to him has emerged from a funding model , to self-sustainable model.

ACTION PLANNED :

- Need one more field visit , in order to study three models in detail:
- CSR Initiative
- Home Manager Project
- DRA

6) Date: June 11, 2013

Time: 5:00 PM

Duration of Discussion: 1 hour 30 minutes

Discussion with Mr. Veno Gopal , Chief Executive Officer

Thrust Areas

- Training of rural youth in agricultural and non-agricultural vocations
- Training of extension personnel from the government and non-government organizations
- Skilling rural youth for employment
- Skilling rural youth for self-employment
- Placement of skilled rural youth in various industries and service sectors
- Disseminating knowledge on improved production, protection, and processing technologies to farmers
- Providing research and consultancy support to various stake holders in agricultural sector
- Providing national and international market support information for agricultural commodities

Indigram Skills aims to bridge the India and Gram (village) through financially sustainable interventions designed to achieve large scale impacts, address community needs, and work in close partnership with the Government. Indigram Skills and Knowledge Initiatives Private Ltd (Indigram Skills) is a social enterprise that seeks to create large scale livelihood impact through vocational training and Self-employment Initiatives. Indigram Skills works to provide employability training including self-employment through skills training, placement and mentoring of youth. It is committed to reach out to 15 states of India and provide employability training leading to livelihood augmentation of over 0.75 million people over the next ten years. Indigram Skills is being supported by the National Skills Development Corporation Limited (NSDC) by way of debt funds. NSDC is an initiative by the Ministry of Finance, Govt of India to invest in social ventures that focus on providing employability skills to youth in India. Indigram Skills team includes professionals who have extensive experience in Employability Training and Skills Development, Large Scale Livelihood Promotions, IT based interventions impacting a quarter of million people.

- Started in October , 2010
- Indi –gram works with two verticals ;
- Agricultural sector
- Health sector- at affordable prices in rural hospitals

HEALTH SECTOR :

- Training the following
- Emergency technical assistants

- Nursing assistants
- Entry level trainings.

PROCEDURE OF TRAININGS:

- Set up training centers attached to the hospitals. These trainees get internships in the hospitals and if they are consistent with their work they subsequently get placed in those hospitals only.

CHALLENGE:

- Re-location /migration: one challenge, which impedes the progress of the model. People once after training, they wouldn't like to shift, so in the whole process the trainings get wasted.
- No discipline: generally as the model focuses on the rural people, they are not disciplined with respect to the office environment and lack the soft skills of behavior and presentation. They face hurdles in adjustments and find it almost difficult to cope in an urban setting environment. The working environment for them is not as friendly as they would expect it to be.

AFFORDABLE FEE STRUCTURE;

- The training programs are paid and ranges from 4-6000. , but they are affordable and the trainees are easily able to recover this cost once they re usefully placed.

MOBILISATION NOT MUCH OF A CHALLENGE , according to Mr. Venu

- The programs entails awareness campaigns at three levels;
- LOCAL CONNECTIVITY
- Goodwill of the hospital (GLOCUL in this case): credibility is taken care by the renowned hospitals.
- Mandis –the local markets
- Peer Pressure: seeing this more people are attracted and the chain begins to set in.
- Hopes to move the mobilisation challenge to the down of the pyramid, he talks about how mobilization is only a problem in the initial stages.

ASPIRATION MATCH:

☒ This model takes care of the general notion of mismatch between student's aspirations and trainings. People in rural areas generally prefer office got jobs, and what comes second generally is the health sector. This program also takes care to maintain the dignity of labor and thus increasing the recognition of vocational trainings.

CHANGE IN MANAGEMENT:

- There was a change in the management due to very poor performance, in 2012, since then they have picked up their growth to a new trajectory.

- Since then they have only focused on the CORE COMPETENCIES.
- Realizing that we have an enormous potential in agricultural sector, they diverted their attention to this imparting g knowledge and higher skills to the farmers.

AGRICULTURAL SECTOR:

- Crop Management
- End to end process
- Under agricultural trainings an end to end skills training is provided.
- Right from sowing process to seeds information to post harvest management.
- A minimal fee Rs 500 is charged per candidate.
- The trainer is equipped with all tools and carries a trainer's bag which consists of a portable projector and a laptop with teaching equipments.
- The aim is to teach how to maximize the harvest and keep the soil health, basically improve the status of farmers.
- Optimal utilization of resources –soil, water, micronutrients etc.
- Three learning modules: PRE SOWING , CROP MANAGEMNT , & POST HARVEST

RESULTS:

- Lowered input costs
- Higher outputs
- Optimal utilization of high technical equipments.
- Till date from September 2012-2013 , trained 12,000 farmers in Andhra Pradesh , Karnataka, Maharashtra, Rajasthan
- Predominantly in cotton and pulses-chick pea and red gram.
- Increased productivity and sold 5-6 times higher than the usual price of the crops.

CHALLENGES:

- Extracting fees from the farmers: farmers are reluctant to pay the minimal fees, so this impedes the incentive to skill and work hard. Sometime strainers have to stay in hard conditions and sometimes due to lack of enthusiasm o part of the farmers often do not work hard as required.
- Farmers loathe to study in classrooms for longer hours and do not retain anything in the long run.

To overcome this problem Indi-Gram has come up with multiple make shift classrooms.

Collective buying of expensive equipments. Like 20-30 farmers are made to collectively buy a tractor through which training happens and they use it also collectively. Marinades farmers can be helped through this way. They lack the funds to buy sophisticated machines for higher productivity even when they have rhea knowledge FARMER PRODUCER ORGANISATIONS:

- Indi –Gram is associated with many local NGO's , after imparting the trainings from the right seed , to equipments , to harvest management and getting them with great selling opportunities , storage still remains a problem. These local NGO's build stores collectively to store everybody's grains.
- This also ensures that everything gets sold. In bulk generally selling is easier than just selling in small quantities which is one of the crucial hurdle to the farmers

SCALING UP :

- Indi gram is planning to extend its services with more crops which are still untouched but has a huge potential. Like, turmeric, and tobacco.
- Research is required to scale. the grass root understanding of the type of soil , what crops could be grown , with which farmers will be willing to intake the trainings
- 11,000 (NOW) → 23,000 (next year) → 75,000 (5 years)

7) Date: July 2, 2013

Time: 9:30 AM

Duration of Discussion: 3 hours

Discussion with Ms. Saadhna Chopra , Manager Social Development ,Sakaar Outreach

Nearly eleven years back Sakaar Outreach started its journey to bring into the life of the weaker sections of the society.

- Vocational and life skills training for women via empowering through SELF HELP GROUPS and income generation programs , promotion of entrepreneurship ,facilitating through bank linkages, loaning and inter loaning etc. Sakaar continues to grow in its outreach and need based projects by responding to various socio economic realities that emerges with each community based intervention. Hence Sakaar strongly promotes livelihood and economic empowerment in all forms with the package of integrated programs for marginalized children, youth, women and senior citizens.

HISTORY:

- From 2004-2011 , the following are the number of beneficiaries:
- 3181 women and girls undertook vocational training,
- 1379 women were part of Sixty nine SHGs

- CURRENTLY-2012-2013
- 828 Women and girls are taking vocational training
- 667 Women are part of sixty two SHGs

GENDER RESOURCE CENTER –SAMAJIK SUVIDHA KENDRA

- Gender Resource Center (GRC) ,Suvidha Kendra is an initiative by the Govt. of NCT Delhi under the Bhagidari Scheme. Gender Resource Center is an instrument to bring social, economic and legal empowerment of women, especially people living below the poverty line

Gender Resource Center

1) Vocational Training:

a. Basic computer courses

B. Beauty Culture courses

c. Self Help Groups

VOCATIONAL TRAINING PROGRAM : -South ,South East Delhi and Gujarat UNDER ANMOL (NARI VKAS KENDRA)

Basic Computer Course: 6 months long course. Trades undertaken were based on the needs expressed by the majority of the people of the area.

ACHIEVEMENTS: 2011-2012 After the completion of the course 131 beneficiaries were awarded certificates and 22 of them got jobs as computer operator in call centers and malls.

Beauty Culture Courses: The entire area of Meethapur, Badarpur and Ambedkar naggar is densely populated, the scope of gainful employment for those who learnt beauty culture was quite large. Students did course in beauty culture from basic bridal makeup and etc. Sakaar Outreach is also trying to inculcate a sense of co-operation between the beneficiaries so that they can form a co-operative and start their own beauty parlors.

ACHIEVEMENTS: 2011-2012 After the completion of the course 191 beneficiaries got certificates and 12 beneficiaries are working in various beauty parlors in nearby areas, 64 beneficiaries have started their own work.

FORMATION OF SELF HELP GROUPS

The most attractive part of their training. These self help groups contain women in groups each consisting of 8-10 women. They train them with whatever skills is most demanded for and help them inculcate the practice of collecting funds and saving and encourage practices of loaning and inter loaning. Dress making, beautician, basic fundamental computer training is provided so that these women can earn their daily bread plus also contribute to the internal savings.

OVERALL ACHIEVEMENTS

Enroll 331 women in different trades. Around 80 women are self employed in dressmaking and Jardozi ,22 women are working with export houses at Okhla ,and Meethapur ,27 are teaching in schools as teachers. PROJECT PLND METHODOLOGYANNING A Components:

- a) Awareness and training program
- b) Collectivization
- c) Capacity building
- d) Launching of income generation activities
- e) Marketing
- f) Welfare
- g) Making them self reliant

REHABILITATION CUM VOCATIONAL TRAINING CENTER FOR FEMALE SEX WORKERS: This project is aimed at establishing“Rehabilitation cum Vocational Training Center” for Female Sex Workers. The activities like educating the sex workers about HIV /AIDS, dissuading them from the heinous profession and rehabilitating them into a respectful, income generating activity through vocational training form an integral part of this scheme.

OBJECTIVE AND GOALS:

- To provide an opportunity to the female sex workers to join the mainstream of life by reorienting their attitudes.
- To provide them an opportunity to learn productive pursuits for developing an alternative income
- To provide basic facilities to improve literacy, pursue vocational training for income generation activities.
- To provide institutionalized support to redeploy the sex workers in honorable trade related entrepreneurial activities.
- To undertake awareness activities on prevention of HIV and AIDS and to inculcate the community responsibilities amongst the development partners.

PROJECT METHODOLOGY: This project is an integrated approach for welfare of female sex workers and it comprises of the following activities: a)Identification of female sex workers b)Counseling c)Rehabilitation

- Literacy

- Vocational programs
- Health care
- Food and clothing'
- Motivational programs

LOCATION : Kalyanpuri **PROBLEMS** According to me :

- **LACK OF FUNDS-** This is the most fundamental problems encountered by the NGO's, due to which half of their very innovative ideas are impeded. Like the idea of vocational training for female sex workers. It requires substantial funding, and govt support to move ahead. A very great idea that can be massively scaled at various levels and it is imperative that government replicates it to as many places as t can for the upliftment of the so called outcast people
- **LACK OF AWARENESS-** This can also be titled as lack of support by the government. NGO's majorly lack information about platforms like NSDC, Sector Skill Councils and other such agencies of skill development. Due to which the problem moves in a vicious circle mainly because of lack of funds. If NSDC and other such platforms could get NGO's under their umbrella, NGO's can do so much more than they are currently doing and can become one of the best partners, delivering at their best.

8) Date: July 4, 2013

Time: 10:00 AM

Duration of Discussion: 1 hour 30 minutes

Discussion with Ms. Mona Lisa Sagar, Vice President ,Aashalata Victoria Welkinson Memorial Charitable Trust

Existing Trainings:

- In computer, cutting and tailoring, beauticians. They also work in the education space at the primary level. They have two centers, 13 staff including 5 faculties.
- They started in the year 2007.
- So far they have trained 350 in vocational and 150 in education and have placed 65 persons in computers.
- They do not get funding, they run centers from CIRCLE COLLECTION.

New Trainings and Course:

- They want to set up one more centers.
- Main objective is to make them aware. They have plans to set up a unit for cutting and fabrication after 1 year.
- They have their own diploma certification.

WHY DO THEY FOCUS ON WOMEN AND THEIR TRAINING?

- Ms Mona believes that even in the lower sections of the society where economic background is not sound; there also men somehow manage to earn their living. And the money that they get, they mostly blow on drugs and alcohol. It is a very common scene on such places. From there emerges a very strong role of women, the mothers have to stand in the uprising and take the responsibility.
- They are more interested in the vocational training and are more disciplined. She also believes that as these women are in dire need for employment they have the zeal to learn fast and get employed easily. Do not face adjustment issues.
- The training centers act like a recluse from their daily lives and they find peace here.

WHERE DO THEY CURRENTLY OPERATE?

- Bhatti Mines; the migrants from Pakistan, with no source of livelihood reside here.
- Seemapuri

CURRENTLY TRAINING IN WHAT DEPARTMENTS?

- Tailoring
- Beautician courses
- Basic fundamental computer courses
- YUVA – A Delhi Government initiative. They have trained several children in the field of arts and dance.

CHALLENGES:

- LACK OF FUNDS
- LACK OF AWARENESS

The NGO's in particular have massive potential, but the lack of funds and awareness on their part does not allow leveraging their great potential in the field of skill development. Agencies like NSDC should come ahead and help such organizations to move further. One important thing here to understand is that these NGO's has local connectivity which no other organization can beat. The govt department of skill development must look into this seriously and call for these NGO's under their ambit.

9) Date: June 11, 2013

Time: 5:00 PM

Duration of Discussion: 1 hour 30 minutes

Discussion with Mr. Alok Kumar Thakur ,Sr. Project Manager

LOCATION: Delhi & Uttar Pradesh South Delhi- Okhla Subzi Mandi, Srinieas Puri, Okhla Ind. Area, ICD, Badar Pur, sarita Vihar, Aali, Molar Band, Meetha Pur, Jaitpur, Jamia Nagar, Batla House, Shaheen Bagh, Jasola etc. West Delhi- Raja Garden, Tagore Garden, Raghubir nagar, Khayala, Vikas Enclave, Hasthaal, Ranhoola etc. Uttar Pradesh- District Auraiya and Etawah. Previously worked on Gautam Budh nagar

RECOMMENDATIONS:

- 1) Female Drivers- there is huge opportunity for female drivers , seeing the constant worsening of Delhi's case. This field has massive employment opportunities. EFRAH will soon start on the same lines.
- 2) Inclusion of regular education along with skill training :this for personality development , plus completion of the education , as there are numerous dropouts in this field.

Narrating a story , Mr. Alok strongly recommends inclusion of basic education along with the skill training programs.

- 3) Mobilization of Parents : Parents are the decision maker. This is one very strong recommendation that he made , that parents must be involved as much s the child is in the skill training program. Must be acquainted with the class sessions and where and what will their child work , in which agency and the atmosphere. This involvement will get the child perform better and increase his/her confidence to work.
- 4) Employers sensitization is required : As far as the discrimination on the basis of caste and

communities. Their mindset has to change so that people can fill the gap between the training and placement effectively.

- 5) Budgeting : Government must look into the funding of such Ngo's who want to work in the vocational arena and cannot perform well due to lack of funds. Sometimes the govt. allocated massive funds as it is doing currently in the skill development but these NGO's lack the awareness of such programs/tenders.

With funds the facilitator will be good , overall the training program will work effectively with good and much required capital. For example , mostly in mobile repairing , trainees are taught how to repair a basic handset and not acquainted with Apple or Samsung device , therefore his whole skill training goes for a waste. Therefore it must be kept in mind that proper equipments must be there to facilitate better training. Investment is required.

“The highest measure of democracy is neither the ‘extent of freedom’ nor the ‘extent of equality’ but rather the highest measure of participation.”
- A.D. Benoist

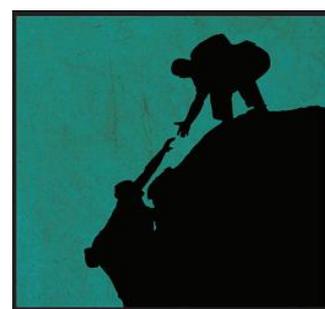
Rakshak Foundation creates awareness domestically and internationally about the rights and responsibilities of citizens towards the society and state. Rakshak engages in and supports social and scientific research on public policy and social issues.



GET INSPIRED



IDENTIFY YOUR PASSION



GET INVOLVED

Contact:

Email: secretary@rakshakfoundation.org

Website: www.rakshakfoundation.org