PREFACE

“If we have to promote the development of our country then our mission has to be ‘skill development’ and ‘skilled India’. Millions and Millions of Indian youth... should acquire the skills which could contribute towards making India a modern country.”

—Prime Minister’s Independence Day Speech, August 15, 2014

A skilled workforce is a prerequisite for a fast growing economy. India enjoys a strong demographic advantage. More than 65% of the population is between the ages of 15 and 59. To leverage this demographic dividend, we must create a dynamic skilling ecosystem that addresses the challenges of Aspiration; Access, Equity & Outreach; Quality & Relevance; Mobility & equivalence with formal education and Sustainable Financing. The National Skill Development Mission, 2015 focuses on these issues to enhance the labour force’s employability and enhance labour mobility. Various ministries and departments are implementing programmes to achieve a skilled workforce. The private sector and civil society organizations are also playing an important role in skilling our population.

NITI Aayog is collaborating with different states to meet their skilling needs. The Sub-Group of Chief Ministers on Skill Development, set up by NITI Aayog in 2015, highlighted the lack of documentation on best practices in skill development. Without evidence on successful interventions in the skills space, states often rely on untested approaches to provide skills training. A collection of what has worked and what has not would be helpful in designing skill development programmes.

NITI Aayog has been working with states, private sector stakeholders, voluntary organizations and civil society organizations to develop a volume on best practices in the skills ecosystem. The team of officers in the Skill Development & Employment vertical of NITI Aayog comprising Ms. Sunita Sanghi, Adviser, Ms. A. Srija, Director and Young Professional, Ms. Kanika Aggarwal under the guidance of Shri Amitabh Kant, CEO have put together this volume of best practices in skill development. This compilation reflects the collaborative and participatory approach practised in skill development. The volume aims to facilitate knowledge sharing across states and stakeholders, advancing cooperative federalism and helping evolve a shared vision for skill development in India.
# TABLE OF CONTENTS

## PART-A: Best Practices in Skill Development by State Governments

1. Participatory Identification of Poor (PIP), Rajasthan  
2. Kaushalya Vardhan Kendra (KVK), Gujarat  
3. Vikalp Skill Vouchers, Maharashtra  
4. Livelihood Colleges, Chhattisgarh  
5. Optimize Resource Utilization through Scheme Integration, Uttar Pradesh  
6. Telangana Academy for Skill & Knowledge (TASK) – Better Industry Linkages  
7. Additional Skill Acquisition Programme (ASAP), Kerala  
8. The IL&FS Skills Health Academy (ISHA), Tripura  
9. Hunar Programme, Bihar  
10. Skilling of Jail Inmates & Person with Special Abilities (PSAs), Rajasthan  
11. Skill Development Allowance Scheme, Himachal Pradesh  
12. ICT Academy, Tamil Nadu  
13. Tripura Bamboo Mission, Tripura  
14. Multi Disciplinary Skill Development Programme (MDSDP), ASSAM  
15. Employment Bank & Yuvasree, West Bengal  
16. Household Assistant Trade, Madhya Pradesh  
17. Convergence for Scaling, Rajasthan

## New Initiatives - Making a Difference

18. Skill Sakhis, Maharashtra  
19. Training Deaf and Blind (100% differently abled) students, Madhya Pradesh  
20. Kaushal Yuva Programme, Bihar  
21. Innovation for Quality Training, Odisha
PART-B: Best Practices in Skill Development by Private Sector & Civil Society

22. IL&FS Skills Development Corporation (IL&FS Skills) 68
23. Project Disha with Jindal Stainless Steel Lifestyle Limited, Haryana 72
24. IBM Teachers TryScience Program 75
25. Earthy Goods Foundation 78
26. Wadhwani Foundation 81
27. The Yuva Parivartan Movement, Kherwadi Social Welfare Association (KSWA) 84
28. Anudip Foundation 87
29. Tamana 90
30. Eye Mitra, 2.5 NVG (Essilor) 93
31. CareerGuide.Com 96
32. Butterflies India 99
33. Maruti Suzuki India Ltd. 102
34. ICICI Foundation 105
35. Society for Rural Industrialisation (SRI), Jharkhand 110
36. Mobile Vocational Education (MoVE), AMMACHI Labs 114
37. ADOR Welding Academy Pvt. Ltd. 117
38. L&T Construction Skill Training Institute 119
39. Centurion University & Gram Tarang, Odisha 122
40. Confederation of Indian Industries (CII) 126
41. Pratham Education Foundation 129
42. Don Bosco Technical Institute 133
43. People’s Rural Education Movement (PREM) & Axis Bank Foundation 136
44. Community and Progress (CAP) Foundation 139
45. LabourNet 143
46. Eleutheros Christian Society, Tuensang, Nagaland 147
PART-A

PARTICIPATORY IDENTIFICATION OF POOR (PIP), RAJASTHAN

FACTSHEET

<table>
<thead>
<tr>
<th>Place of Implementation</th>
<th>Rajasthan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Agency</td>
<td>Rajasthan Skill &amp; Livelihoods Development Corporation (RSLDC)</td>
</tr>
<tr>
<td>Target Area/Group</td>
<td>Mobilization of rural youth</td>
</tr>
<tr>
<td>Year of Launch</td>
<td>2014</td>
</tr>
</tbody>
</table>

I. BACKGROUND

The Participatory Identification of Poor (PIP) through Special Gram Sabhas has been a tested and effective tool to reach the common people to make them aware of the skilling initiatives and enroll them for the same to enhance livelihood opportunities. This one-day event, organized across more than 9900 Gram Panchayats in Rajasthan in the last three years has identified more than 3.8 lakh poor rural youth, ensuring quick mobilization in a situation where mobilization from rural areas has been always a bottleneck for such programmes.

This scheme is part of the National Rural Livelihood Mission (NRLM), which aims to skill rural poor youth and provide jobs with regular monthly wages at or above the minimum wages. The target group for the DDU-GKY is rural poor youth in the age group of 15-35 years. The upper age limit for women, Particularly Vulnerable Tribal Group (PVTGs), PwDs, transgenders, bonded labourers, victims of trafficking, manual scavengers, HIV positive persons etc. is 45 years.

Considering the importance of participatory approach in identification of poor, Rajasthan Skill & Livelihoods Development Corporation (RSLDC) took it on priority and initiated the process immediately after launching the scheme in Rajasthan in July 2014. The first Special Gram Sabha to identify rural poor youth through PIP was conducted on 10th December, 2014.
II. INTERVENTION

Innovative strategy to mobilise and identify skill aspirants

Mobilisation of rural youth for skill training programmes has always been a challenge especially in far-flung and difficult areas. PIP has come out as an effective mechanism to improve outreach by using existing infrastructure. PIP aims to identify suitable rural poor youth for participation in skill development programmes and augment their livelihood opportunities. This is done through an interactive atmosphere within localities where youth resides with the help of representation of district administration and related departments.

The key stakeholders involved in the PIP operate at four levels – State, district, Panchayat Samiti and Gram Panchayat at their levels.

<table>
<thead>
<tr>
<th>State</th>
<th>District Collector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Rural Development and Panchayati raj</td>
<td>District Collector</td>
</tr>
<tr>
<td>Rajasthan Skill and Livelihoods Development Corporation (RSLDC)</td>
<td>CEO of Zila Parishad</td>
</tr>
<tr>
<td></td>
<td>District Project Coordinator</td>
</tr>
<tr>
<td>Panchayat Samiti</td>
<td>Block Development Officers</td>
</tr>
<tr>
<td>Gram Panchayat</td>
<td>Sarpanch</td>
</tr>
<tr>
<td></td>
<td>Panchayat Secretary</td>
</tr>
<tr>
<td></td>
<td>Families of rural poor youth</td>
</tr>
</tbody>
</table>

The process starts with RSLDC’s coordinating with the Department of Rural Development and Panchayati Raj, Government of Rajasthan wherein information about scheme is shared and instruction to CEOs of Zila Parishads is provided for arranging Special Gram Sabha on specified date and to successfully organize the PIP process. The formats are sent to Block Development Officers (BDOs) who in turn distribute it at the Gram Panchayat level. The district teams of RSLDC and representatives of other departments ensure their participation in the Special Gram Sabha. The roles are clearly defined for everyone and the process is completed in one day within a cost of Rs. 25000/- per Panchayat Samiti. This cost is minimal as compared to other methods of mobilization done by various training partners.

Advertisements are published 2-3 times in local newspapers before the due date for creating awareness among the target beneficiaries about the event. RD &PR’s State and field level officials provide enough support to RSLDC in making these Special Gram Sabhas meaningful. The identified data is shared with empanelled training partners which is again a great help to the training partners.
Before the scheduled date of Special Gram Sabha, following documents are sent to each Gram Panchayat through the field functionaries:
1. Guidelines of DDU-GKY
2. Eligibility Criteria of youth for skillling
3. Agenda note for the Special Gram Sabha
4. Registration form for the identified eligible rural poor youth
5. Format for compilation of data at BDO level
6. Release of funds to all CEO, Zila Parishad to meet the petty expenditures and getting the data online.
On the scheduled date of Special Gram Sabha, stakeholders assemble at the designated place, preferably at the Gram Panchayat headquarters. The representatives of RD&PR and RSLDC apprise the rural families about the scheme guidelines, eligibility criteria etc. Sarpanch/Panchayat Secretary read out the agenda of Special Gram Sabha. The aspirants place their candidature for consideration. The final names of eligible poor youth are decided through a consensus. The identified youth are registered with RSLDC on its MIS for skill training programmes.

The scheme is implemented using existing infrastructure. Gram Sabhas play a critical role in determining the eligibility criteria and enrolment of eligible youth. The district administration and Project Management Consulting Agency play a vital role in organizing the one-day programme. The BDOs play a substantial role in capacity building of Panchayat representatives, availability of documents at the Gram Sabha level and conducting the programme. Due to this integrated effort, the cost of the programme is very nominal and the result is implausible.

III. IMPACT

Increased outreach
- In the last three Special Gram Sabhas conducted by RSLDC in 2014, 2015 and 2016, wherein PIP process was carried out, almost all the Gram Panchayats of Rajasthan numbering around 9900 were covered in a single day and the standardized process was undertaken.
• Out of the total enrolled youth of 3,82,876, around 1,50,000 youth have been trained in various skill training programmes.
• This has also improved enrolment, retention and awareness about skill programmes.

IV. KEY TAKEAWAYS

• Optimum utilization of existing resources to mobilise youth
• Improved interface between rural poor & government functionaries
• Cost effective and less time consuming
• Since the Gram Sabha plays the leading role in identification and mobilization of eligible youth, this practice can easily be adopted in other states.

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FACTSHEET

<table>
<thead>
<tr>
<th>Place of Implementation</th>
<th>Gujarat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Agency</td>
<td>Government of Gujarat</td>
</tr>
<tr>
<td>Target Area/Group</td>
<td>Cluster based model for rural youth, school dropouts, adolescent girls, housewives etc.</td>
</tr>
<tr>
<td>Year of Launch</td>
<td>2010</td>
</tr>
</tbody>
</table>

I. BACKGROUND

The Kaushalya Vardhan Project, conceived in December 2009, is a remarkable step in improving access and outreach of skill development in remote and excluded areas of the state. It aims to train school drop-outs, skill the rural youth, adolescent girls and housewives. The initiative particularly helps connect women to the mainstream and achieve the social objective of women empowerment. The project is committed to train manpower as per the needs of the industry and promote self-employment and entrepreneurship by multi skilling and certification.

II. INTERVENTION

Kaushalya Vardhan Kendras provide training opportunities to the people at an affordable cost and flexible timings using latest technology, at their doorstep. Such a flexible approach helps the rural masses, particularly women, to obtain necessary skills, even as they undertake their household responsibility. A total of 500 KVKS are functioning across Gujarat.

Strategies adopted for bringing about transformation

- Creating policy framework and identifying local available infrastructure.
• Initially villages with a population of 10,000 (7000 in Tribal areas) were identified for this intervention, which is now revised to 5000 and clusters within 15 kms of these villages are covered with the skill center.

• Brain storming sessions with villagers / stakeholders for type of courses / timings / infrastructure available in Kaushalya Sabha in each of the cluster villages of KVKs.

• Visiting educational institutes to sensitize the youth and meeting with local industries and industrial association for selection of courses.

• IEC activities in the places like Village Dairy, Panchayats, and Community Halls etc.

**Highlights/positive features of the initiative**

• Cluster based training through Government owned Infrastructure

• Batch Size – 10/20 Trainees

• Minimum 4 Courses for each KVK

• Soft Skills Training component in each course

• The courses are selected on WISH concept: W - Women Oriented Courses; I -Industry Oriented Courses S -Soft Skill and Service Sector Related Courses; H -Hard Core Traditional Courses.

• No fees for SC/ST/Women/PH & BPL candidates and nominal fees of Rs. 50/- for General Candidates

• Certification by Gujarat Council of Vocational Training(GCVT)

• No upper age limit

• Admission on the basis of School Leaving Certificate

• Exception is provided for those who have no school leaving certificates and admission is on the basis of Oral Test

• Locally available Government building/ rental building is used for KVKs

• Transparency and Stakeholder Participation

• Supervision and Monitoring by nearest ITI

• KVKs have DTH connections for regular lecture arranged through Bhaskaracharya Institute of Space Applications and Geo Informatics (BISAG)

• Due to saturation, transferred 102 KVKs to locations having more demand.

• Engaged Pidilite Industries Ltd. as knowledge partner for the purpose of helping in selection of out sourced staff, timely employment and quality based output, monitoring of KPIs set for KVKs, sharing knowledge, suggestions, issues and improvisations in the training of vocational courses, life skills, and generic skills and to add to the employability quotient of the KVK trainees.
III. IMPACT

Total 16,26,110 trainees trained out of which 10,32,811 are women. Percentage of women participants increased from 47% (2010-11) to 64% (Up to Jan 2017).

IV. KEY TAKEAWAYS

- Taking the training to the doorstep of people- adopting a cluster based approach to skill training can significantly improve access to vocational training.
- Participatory course design- involving the community to be trained as part of the course design ensures high enrolment and low drop out.
- Training in accordance with market demand driven, industry responsive courses enhances the opportunities for employment and self-employment.
- Creating linkages with markets- by fostering industry linkages and tie-ups with traders and marketers for home-based businesses, the KVK programme can be made more attractive for prospective trainees.
- Breaking the Gender stereotype- KVK programme has been able to break some of these barriers by offering courses such as motor driving and basic computer education which are equally popular among men and women. The program has the potential to encourage participation of women in non-traditional occupations.
- Empowerment of women

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VIKALP SKILL VOUCHERS, MAHARASHTRA

FACTSHEET

<table>
<thead>
<tr>
<th>Place of Implementation</th>
<th>Maharashtra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Agency</td>
<td>Michael &amp; Susan Dell foundation, Centre for Civil Society, NSDC and BARTI, a government agency in Maharashtra</td>
</tr>
<tr>
<td>Target Area/Group</td>
<td>Vocational Training to Students offering a right to choose from programmes based on aptitude</td>
</tr>
<tr>
<td>Year of Launch</td>
<td>2013</td>
</tr>
</tbody>
</table>

I. BACKGROUND

The National Skill Development Corporation (NSDC), Babasaheb Ambedkar Research and Training Institute (BARTI) Maharashtra and Centre for Civil Society (CCS) together with Michael & Susan Dell foundation initiated and assisted in the creation of a robust and independent voucher management system, the Vikalp Voucher Scheme.

II. INTERVENTION

The Vikalp Voucher enables an individual to obtain training from any training institute accredited with the provider of the voucher. It offers students the right to choose from skill development programmes based on their aptitude and not on the availability of schemes, courses (ownership on students’ part: choice of course + Co-pay). As students can select institutes which deliver better training outcomes including through placements, the voucher facility motivates institutes to improve their standards hence driving efficiency and effectiveness in the vocational training space.
Institutes selected for the pilot all shared positive records including strong performance in placements and certification, reliable infrastructure as well as full-time and qualified qualified trainers. Students were invited to learn about Vikalp Vouchers at career melas, where through counseling sessions they received information on career options, courses and training institutes.

If the students meet eligibility criteria, CCS facilitated enrollment at the student-selected institute, payment of the Vikalp Voucher, and payment of each student’s 10 percent contribution to the training. CCS then monitored students’ progress, graduation and employment placement. Institutes funded their vouchers in three outcomes-based intervals: upon completion of 10 percent of the course, upon certification and upon job placement. Throughout the pilot, CCS was mobilising students for a wide range of courses and vocational institutes, therefore saving up to 50 percent of the costs incurred by singular skill training institutes focused solely on recruiting their own students. The experience gained from this shared mobilisation platform is significant for the financial success of skill training programmes.

III. IMPACT

An impact evaluation pinpointed the benefits and risks of scaling up the project. Students who leveraged the voucher model had twice the chance of getting a job compared to their peers. With access to more information and options, students make more thoughtful training decisions. For instance, the pilot proved the significance of career counselling in driving demand for quality skills training.
IV. KEY TAKEAWAYS

- Students get the capacity to pay for the course through the voucher and choose the course/institute of their choice, thereby improving access and equity on one hand and on the other, though competition, facilitates improvement in infrastructure and thereby quality of training.
- The choice to the students facilitates informed decision about course/trade to be taken up and thus better access to employment opportunities.
- The institutes have to earn their vouchers based on meeting the performance criteria thereby facilitating choice and competition.
- It is a cutting-edge prototype that if scaled, can provide millions of young people the opportunity and choice to build meaningful careers through skill development.

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LIVELIHOOD COLLEGES, CHHATTISGARH

FACTSHEET

<table>
<thead>
<tr>
<th>Place of Implementation</th>
<th>Chhattisgarh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Agency</td>
<td>State Project Livelihood College Society, Chaired by CM</td>
</tr>
<tr>
<td>Target Area/Group</td>
<td>Unemployed youth &amp; tribal population</td>
</tr>
<tr>
<td>Year of Launch</td>
<td>2011</td>
</tr>
</tbody>
</table>

I. BACKGROUND

The Chhattisgarh Right of Youth to Skill Development Act, 2013 ensures every person in the age group of 14-45 the right to develop his/her skills from among notified skills. District Skill Development Authorities set up under District Collectors are bound to provide skill development training within 90 days of receiving any demand in this regard.

Government of Chhattisgarh facilitates large population of unemployed youth/tribal population living in remote and under-served areas in States to undergo livelihood training to increase their employability/ability to earn a livelihood by providing residential training facilities through Livelihood Colleges. Initially, a Livelihood College was executed as pilot project in Dantewada district (South Bastar), wherein, youth in this predominantly tribal and Naxal violence affected district were provided training in a range of skill sets.

II. INTERVENTION

State Government in July 2013 approved “State Project of Livelihood Colleges” for free skill development training to the youth. The programme involves skill development facilities under one roof. Training is provided in short-term, market oriented, demand driven MES courses. It facilitates multi-entry, multi-exit, multi-skilling with linkages to future upgradation opportunities. There is assistance for post training placement and very less entry barriers.
With the objective of placing the Livelihood College initiative on a robust foundation with strong employment linkage, and to create a network of such Livelihood Colleges to provide a range of livelihood opportunities for students from across the State including in partnership with the private sector, the State Government has established the **State Project Livelihood College Society**. The **Governing Council** of the Society is chaired by the **Chief Minister** and its **Executive Committee** is chaired by the **Chief Secretary**. The training costs are met from the State's skill development convergence scheme, Mukhya Mantri Kaushal Vikas Yojana, in which skill development schemes and funds of various departments are being converged. In addition, since 2015-16 budgetary support too is being given for skill development training.

Different models are being taken up by the Society for achieving the goal of employment-linked skill development for the youth of the State viz. departmental training, training through reputed private sector partners, and training under corporate social responsibility by established players. In involving private players, the Society is offering physical infrastructure, mobilization and facilitation in return for a commitment towards employment from prospective partners. Based on Skill gap analysis, a perspective plan for 3 years has been developed. Chhattisgarh State Skill Development Authority has identified for training reputed national level training partners in eleven skill sectors (Beauty & Wellness, ICT, Banking & Accounting, Construction, Painting, Automotive Repairs, Security, Garment making & Fashion designing, Retail, Telecom and Hospitality).

- So far, 27 Livelihood Colleges have been established in 27 Districts to provide quality training, infrastructure & ensure presence of reputed training partners in each district. Livelihood College’s new building construction has started in 24 districts. **Skill Training is provided absolutely free of cost** to the beneficiaries.

- Skill requirements and skill preferences of 7,76,040 youth (Rural – 6,50,321 and Urban – 1,25,719; Males -4,21,241 and Females – 3,54,493) have been identified through a state wide **Skill Preference Based Household Survey in all 27 Districts**. Online entry of the data has been done in the CSSDA portal. **Unique Skill Identity (USI) Number** has been generated for every youth whose details have been entered which will enable the tracking of the prospective trainee’s **entire skill cycle** i.e. from counseling to placement to retention for at least 3 months.

- **Improving the Accessibility and Quality of Training** by proper counseling before training batch allotment, training to Rojgar Sahayak in various trades and alignment of training with National Skills Qualifications Framework (NSQF) is ensured.

- **The Web Portal based facilities are used** for (a) registration of beneficiaries for skill training; (b)cost claim facility for Assessing Body and assessment fee collection through Multi Option Payment System (MOPS) which was earlier through DD or cheque; and (c) preparation of Comprehensive Database of Beneficiaries through web portal. Attendance through biometrics device is must for all trainees. Initiatives like Facebook connect by Chief Minister to generate greater public awareness regarding skill development activities in state among youth. The idea is to make skill development activities paperless, transparent, more accountable and efficient.

- **Special batches** are started for Particularly Vulnerable Tribal Group (PVTGs), Transgender, Differentially-abled, Destitute women, Widows.
• **The Placement camps** organised at Divisional and District Level to place trained youth. Skill Olympiad conducted for skill development awareness among youth of Chhattisgarh, more than 20000 youth participated in Chhattisgarh Skill Olympiad (District, Divisional & State level Skill competition) held in July 2016.

• Given region’s special circumstances- one more Livelihood College has been recently established in worst LWE hit Antagarh block of Kanker District. 3 Livelihood Colleges are currently **running in PPP mode under CSR activity** of ICICI, Jindal Steel, and SIS etc.

### III. IMPACT

• 27 Livelihood Colleges established in 27 Districts to provide quality training infrastructure & ensure presence of reputed training partners in each district.

• In all such colleges **placement percentage is very high** - e.g. ICICI Academy for Skills has placed 98.95 % while the Gariyaband College of Security established with SIS has placed 81 % of the candidates trained so far. So far over 36000 youth have benefitted in different skill sectors.
IV. KEY TAKEAWAYS

- For difficult areas such as LWE affected areas, it is very important to provide residential training free of cost to unemployed youth with the objective to provide them with employment and self-employment opportunities and an avenue to channel their energy while contributing to the economic development through participation in the labour force.
- The private sector participation in training has helped in improving quality of training with higher placement.
- Skill development facilities under one roof provide congenial environment to the trainees.

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OPTIMIZE RESOURCE UTILIZATION THROUGH SCHEME INTEGRATION, UTTAR PRADESH

FACTSHEET

<table>
<thead>
<tr>
<th>Place of Implementation</th>
<th>Uttar Pradesh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Agency</td>
<td>Uttar Pradesh Skill Development Mission</td>
</tr>
<tr>
<td>Target Area/Group</td>
<td>Convergence for Scaling</td>
</tr>
<tr>
<td>Year of Launch</td>
<td>2013</td>
</tr>
</tbody>
</table>

I. BACKGROUND

Uttar Pradesh Skill Development Mission (UPSDM) was established in 2013 with a mandate to coordinate all skill development initiatives, implement and monitor concerned programmes.

II. INTERVENTION


Major schemes under the UPSDM have been integrated under the UPSDM and a State Skill Development Fund has been set up to meet any additional fund requirements. The picture below depicts the scheme integration under the State Skill Development Fund.
III. IMPACT

Benefits of convergence and integration amongst various schemes and departments are as under:

- Mobilization for all schemes on a single platform
- Better matching of aptitude and wide variety of sectors and courses
- Uniformity and Better Quality
- Effective monitoring through PMCA
- Widespread IEC Activities
- Optimum utilization of Skill Training Infrastructure

IV. KEY TAKEAWAYS

- The benefits of convergence and integration are widespread and all states can learn from the experience of these states to implement the schemes in a better way with effective and optimum utilisation of resources and improving the quality of delivery at the same time. This is promptly achievable in all States.

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TELANGANA ACADEMY FOR SKILL & KNOWLEDGE (TASK) - BETTER INDUSTRY LINKAGES

FACTSHEET

<table>
<thead>
<tr>
<th>Place of Implementation</th>
<th>Telangana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Agency</td>
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<td>Target Area/Group</td>
<td>Unemployed Youth</td>
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<tr>
<td>Year of Launch</td>
<td>2014</td>
</tr>
</tbody>
</table>

I. BACKGROUND

The Government of Telangana established Telangana Academy for Skill and Knowledge (TASK) for skilling youth and creating synergy between institutions of Government, Industry and Academia with the objective of improving quality, relevance, access and outreach of training. It also facilitates entrepreneurial abilities and enhances industry linkages.

II. INTERVENTION

1. Technology Entrepreneurship Programme (TEP)

Technology Entrepreneurship Programme (TEP) is a semi virtual programme offered by the Indian School of Business (ISB) in partnership with Telangana Academy for Skill and Knowledge (TASK). The programme is tailored specifically to motivate and generate interest in entrepreneurship among 3rd and 4th year engineering students. TEP has three primary goals at its core:

- To promote technology entrepreneurship as a viable career option and nurture the culture of entrepreneurship in the region.
- Link entrepreneurial and innovative behavior to educational and career pathways.
- To provide an environment/experience for engineering students to create investible technology based start-ups.

The components of TEP can be broadly categorized into three areas:
- **Core Courses:** Online modules that cover topics on Product and Service Design, Innovation Management and Entrepreneurship.
- **Practicum:** Hands on activity based learning through Human Centric Design Thinking Workshop, Engineering Design Challenge, Mentor workshops/boot-camps and industry visits.
- **Build Your Own Venture:** In the second year, a series of boot-camps and mentor clinics are conducted to assist students to build their own venture. Additionally, classroom sessions on topics like marketing strategy, negotiations and other management related topics, are held to prepare students be pitch ready for Demo Day with prospective investors.

2. **Finishing School for unemployed youth.**
With a view to meet the shortage of skilled human resource requirements of corporates, TASK has taken up an initiative to pilot a Finishing School for about 1000+ unemployed youth from districts across Telangana that also includes PWD & BPL category. The programme is held for 8-12 weeks wherein the skilling sessions on Technical, Organizational and Personal Skill modules are delivered through Instructor Led Training, e-Learning and Self-Study Labs. These sessions offer industry relevant learning content which helps the students in enhancing the success rate for getting through a job interview and selection process. The intervention facilitates young graduates to find jobs by enhancing their employability quotient and provides skilled candidates to corporates. The programme helps in enhancing the strike rate of the candidate to get through a job interview and selection process.

The unemployed youth are eligible to apply. The specifications are in line with respective company requirements. Candidates have to declare that they have not obtained a job while applying for this programme. The selection of candidates is done on the basis of assessment test, group discussion & interview and placement drives are facilitated after skilling.

3. **Professor of Practice (PoP) – Quality Trainer**
A Professor of Practice is an experienced professional from Industry (E.g.: IT / ITES, Banking, Financial Services, Insurance, Retail, Healthcare, Automobile, Aviation, Manufacturing, Pharmacy, Government services) either practicing or retired who visits colleges across districts and helps deliver training to undergraduate students to improve soft skills that would impact the student's personal and organizational skills. Training students through the new skilling process designed by TASK is a critical component for the students’ success and therefore the role that POPs (Professors of Practice) play in this process is of utmost importance.

Effective pedagogy incorporates an array of simple skilling methods that promotes the well-being of students, improves students’ confidence and thus enables the students to perform better in interviews.

The pedagogy includes 25% time spent on concept, 25% case study, 25% practice session, and 25% evaluation & feedback of the student. The programme helps students improve their communication skills, presentation skills, time management, values (safety, respect, environment, ethics), group discussions, preparing for interviews, goal setting, team work,
problem solving, and decision making abilities.

4. Skilling in collaboration with Industry
TASK has collaborated with Technology Organizations to enhance technical skill of graduates while they are pursuing education. As part of this collaboration the respective technology organization enables the content/delivery of technology training and certification in the respective colleges across Telangana.

TASK has assigned dedicated representatives for each of the technology accounts who play the role of master trainers to either conduct the training themselves or do it via the Train-the-Trainer mode in collaboration with a technology partner.

III. IMPACT:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Total Registered Colleges</td>
<td>527</td>
</tr>
<tr>
<td>Total Registered Students</td>
<td>88243</td>
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<tr>
<td>Faculty Trained</td>
<td>2993</td>
</tr>
<tr>
<td>Students Trained</td>
<td>105949</td>
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</tbody>
</table>

IV. KEY TAKEAWAYS

• The concept of finishing school after graduation equips students with the missing skills that are required in the market thus making them industry-ready. The programme helps improve their communication, teamwork and problem-solving and decision-making abilities. Finishing Schools works best when skilling programmes are customized and delivered based on specific demand from industry.

• Professor of Practice is an innovative programme targeting the major problem of shortage of well-qualified trainers/teachers. It is a unique programme where in industry experts facilitate knowledge, experience and skill sharing with the undergraduate students of Telangana through short-term programmes. By joining as PoP, several corporate professionals have contributed significantly in improving the employability skills of students by instilling confidence in them and encouraging better performance.

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I. BACKGROUND

The Additional Skill Acquisition Programme (ASAP), aims at equipping students of Higher Secondary and Undergraduate levels with industry-specific job skills. Enhancing the employability of the youth is the prime objective of ASAP. ASAP is a state government initiated programme supported by Asian Development Bank.

II. INTERVENTION

• A state government initiated program funded by World Bank
• Industry professionals are involved in all stages of skill training right from curriculum development up to student placement.
• A unique mechanism called Business Advisory Committee consists of industry leaders and Sector Skill Council representative formed in each sector to provide guidance and inputs to the programme.
• Students are selected through interview considering their socio-economic conditions. Then aptitude test and counselling is conducted to enlighten them about their thrust areas. The choice for enrolment to a specific skill course, however, is left to the student.
• The SDCs are functioning as hub and institutions as spokes, where around 10 institutions come under one SDC.
• Embedding of Internship in the programme design offers real world work experience to the candidates.

• For the management of the programme from the enrolment to final certification, a web-based management tool called ASAP's MIS is used.

• A cadre of project management professionals with professional qualification implement the project at the grassroot level.

• A pool of more than 3000 trainers are empaneled and work with the programmes to offer soft skill and life skill embedded communication modules.

• There is a focus on quality and all the programmes are aligned with National Skill Qualification Framework.

In these SDCs, skill courses are taking place on Saturdays and Sundays and other holidays whereas for the Foundation Module, consisting of Communicative English and IT, training is taking place in their respective institutions on weekdays.

The SDCs of ASAP are developed in Government Higher Secondary/Colleges and have well equipped computer laboratories with KSWAN (Kerala State Wide Area Network) connectivity which is connected to the Data Centre at ASAP Secretariat. SDCs also have smart classrooms and facilities for skill training in different sectors. On the Job Training (OJT) and Internship is a compulsory element of ASAP Programme.

ASAP has already entered a crucial phase in its fourth year of existence with major initiatives taken in setting up Community Skill Parks (CSPs), the 24 X 7 futuristic skill training centers with advanced facilities that will connect with the neighboring educational institutions and training centers in a hub and spoke model. Towards realizing the larger goal of establishing one Community Skill Park in every legislative constituency of the state, the programme has already begun the establishment of this in 15 locations. ASAP Community Skill Parks will be of international standards with active linkages with organizations within and outside the country.

III. IMPACT

ASAP offers 96 skill courses covering 24 industry sectors and has trained 80,808 students in the first three years. Also, the number of ASAP institutions increase from 102 in 2012-13 to 1250 in 2016-17, the number of Skill Courses from 12 to 96 and the number of Skill Development Centers (SDCs) from 19 to 121.
IV. KEY TAKEAWAYS

- Programme has been successful in establishing linkage with industry in the entire design process ensuring improved relevance. The quality of training across centres is ensured through development of standards and protocols with industry inputs.
- The foundation module in English and basic IT skills and designed pedagogy developed as part of the programme is useful in enhancing the employability of candidates and can be offered to any candidate looking for entry level jobs.
- The implementation of digital office has improved delivery.
- The Unique feature of Empowered Committee with various department secretaries and chaired by Chief Secretary facilitates policy decision at a faster pace and exclusive Head Quarters at the Secretariat with programme managers on the field help the programme meet the timelines.
- When fully functional, the Community Skill Parks (CSPs) will take the programme to a different plane and offer maximum benefits to a larger population.

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THE IL&FS SKILLS HEALTH ACADEMY (ISHA), TRIPURA

FACTSHEET

<table>
<thead>
<tr>
<th>Place of Implementation</th>
<th>Tripura</th>
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<tbody>
<tr>
<td>Implementing Agency</td>
<td>The IL&amp;FS Skills Health Academy (ISHA) with support of Government of Tripura</td>
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<tr>
<td>Target Area/Group</td>
<td>Provide qualitatively trained and employable manpower to the Healthcare Industry.</td>
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<td>Year of Launch</td>
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I. BACKGROUND

The Health Skills Academy (HSA) commenced its operations in August 2015 with the aim of providing qualitatively trained and employable manpower to the Health Care Industry. Two more such ISHAAs are operational in Trivandrum, Kerala (With HLL) and Guwahati (with Nemcare).

II. INTERVENTION

A visible difference has been made with support from Government of Tripura through community health activities by providing primary health care. 40 VTAs (Vision Technician Assistants) are trained by IL&FS who are managing 44 units at Tripura.

**Curriculum Design and Course Details**

The courses in the academy have been designed at three levels - basics, middle level for dialysis technician, radiography, emergency medical technician and the third for nurses and doctors like ultrasound, NICU care, OT nursing, critical care nursing, emergency nursing and medicine course. Curriculum design and modular course details are well developed by the experts from medical and nursing field. A systematic evaluation i.e. formative and summative evaluation for theory and practical is conducted for all the 3 category of health professionals. A third party evaluation is also done for doctors, nurses and GDAs.
Pre test-Post test design is used for programme evaluation. A comprehensive feedback from each group has helped in strengthening the programme further

**The pedagogical approaches**

The pedagogical approaches used during the training were Didactic Teaching (Lecture, Discussion-Small/Large Group, Participatory Learning, Demonstration, Simulation, Role Play, Presentation, Seminar, Clinical Field and Observation Recording), Practical Lab (Procedure Demo, Return Demo, Practicing of skills), Simulation with case scenarios (using High-Fidelity, Mid-Fidelity and Low- Fidelity Simulators), and Clinical experience in Hospitals (On the Job Training (OJT) at Fortis, CMRI, Birla Heart Institute and Medical Multi Specialty Hospital and Max Hospital Delhi)
Follow up study
To assess the impact of the programme, a follow up study was done including doctors, nurses and GDAs trained at HSA using 4 points Likert's Scale with remarks column. The questionnaire also includes 4-5 open ended questions. The findings of the study was congruent to the programme evaluation taken from the participants indicating that there was significant gain in knowledge, skills and attitude of all 3 categories of health professionals.

The Department of Health, Government of Tripura has asked the ISHA to help them in capacity building by conducting training of trainer programmes for
- doctors in all the specialties
- nurses in all the specialties & ward management skills

III. IMPACT

In the financial year of 2015-2016, more than 89,000 people have been screened and helped through Tele-Medicine. From the year 2017, the focus will also be on providing free spectacles to the people based on their refraction results.

31 Government medical doctors from CHC, PHC, SC and hospitals have been trained in emergency medicine using high and mid fidelity simulation and other pedagogical approaches. 62 Government deputed nurses; (30 in Emergency Nursing and 32 in Critical-care Nursing) were trained using didactic teaching, simulation, Practical Lab exercises and mentored by Faculty of ISHA during clinical experience. A total of 110 Government deputed General Duty Assistants and 88 GDAs from power Grid under CSR have been upskilled.

IV. KEY TAKEAWAYS

Training should be a continuous process for doctors, nurses and allied health professional. The Health Skills Academy (HSA) in Tripura can be replicated in many states as the importance of providing qualitatively trained and employable manpower to the Health Care Industry cannot be overlooked.

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HUNAR PROGRAMME, BIHAR

FACTSHEET

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<td>Implementing Agency</td>
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<tr>
<td>Target Area/Group</td>
<td>Girls with special focus on minority and socially vulnerable groups</td>
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<td>Year of Launch</td>
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I. BACKGROUND

In Bihar SC & ST constitute 16% and 1% respectively of the population but together they constitute the least literate group in both urban and rural areas. Economically Backward Class (EBC) is a sub group of Other Backward Class (OBC) and comprises 130 odd castes and form 32% of the State’s population. Due to low literacy and meagre employment avenues, it was imperative to include these communities in a project designed to promote employment/self-employment. Special Skill training programmes for the girls from the minority communities called Hunar has been taken up by the Government of Bihar in collaboration with National Institute of Open Schooling (NIOS) and Government of India in 2008-09.

II. INTERVENTION

The objective was to mainstream girls and ensure their socio-economic & educational empowerment through promotion of employment and self-employment.

The scheme was launched with fresh targets in different phases such as Hunar I, Hunar II and so on. The last completed phase was Hunar IV, which was started in 2013-14 and completed in 2015.

Hunar (Phase-I) was launched in 2009-10 and its scope was to cover 50,000 girls out of which 50% were to be taken from minority community (Muslim) and the remaining 50% from schedule caste/schedule tribe and extremely backward castes. This project was completed in 2011 when 12,257 girls were declared to have successfully completed training. The
successful trainees were given cash award of Rs. 2500/- under AUZAR YOJANA, for purchase of equipment/tools to start their own trade. Since the number of qualified girls was only one fourth of the original target, the second phase of Hunar-II was launched to train the balance number of girls. Hunar-III was announced in 2012-13 to train another 50,000 girls from the aforesaid communities. Hunar-III Project was entrusted to Bihar Education Project Council (BEPC). This Project was completed in 2013 in which 12,275 girls were trained.

The Hunar-IV was launched in collaboration with Bihar Board of Open Schooling & Examination (BBOSE) with a target of skill training of 50,000 girls. But the number of girls joining the programme was 57,867 which was higher than the target. Out of this 44,466 girls appeared in the final exam of the Hunar IV and 38,234 cleared the exam. 578 training centres were run under this phase to achieve this.

The Hunar IV included skill training in 16 different trades. The course duration for 8 of the 16 trades was one year and for the remaining 8 it was 6 months. The minimum educational qualification for these trades was either 5th or 8th pass depending on the nature of the course. The training was imparted through classroom courses and practical sessions. The final assessment test included written tests, practical exams and internal assessment with weights 40%, 50% and 10%, respectively.
Hunar-IV training was provided by training providers selected after calling for applications and screening of the same. NGOs were involved to run the training centres under the Hunar IV. The payment to each center was made on the basis of number of girls trained. The rate of payment for each trade was different. 578 training centres were run under this phase to achieve this.

III. IMPACT

Under the Hunar programme, in the four phases so far, approximately 62,766 girl students have cleared the exam after successful training. In the Hunar-IV the number of girls joining the programme was 57,867, which was higher than the target of 50,000. In this phase, the pass percentage of trainees was 87%.

IV. KEY TAKEAWAYS

The unique aspect of this project was that it used the existing network of traditional educational institutions of Muslim community like Madarasa & Maktabs within the formal framework of study centers of Open and Distance Learning Institutions. This broke the disconnect between modern education and the traditional religious educational institutions of the minorities.

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SKILLING OF JAIL INMATES & PERSON WITH SPECIAL ABILITIES (PSAS), RAJASTHAN

FACTSHEET

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<td>Implementing Agency</td>
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<td>Target Area/Group</td>
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<td>Year of Launch</td>
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I. BACKGROUND

Rajasthan Skill and Livelihoods Development Corporation (RSLDC) has designed specific skilling programmes for Persons with Special Ability (PSAs or Divyang) and the Jail Inmates. Both these segments have been largely left out from the skilling arena due to the complexities involved in the skilling process and the varying results coming out of its execution. In Rajasthan, the Working population of Persons with Special Abilities (Divyang) falling in the age group of 15-59 years is around 7.5 lakh, in which the male population is more than 4 lakh and females more than 3 lakh. Therefore, there has been a gradual positive shift in the interventions by the Government of Rajasthan in the formulation and implementation of policies and programmes resulting in the creation of Wage/Self-employment opportunities.

II. INTERVENTION

One of the fundamental objectives of the training programmes is to ensure rehabilitation and re-entry into the society of people who are imprisoned. As part of the overarching national Education Programme for Young People and Adults, training programmes have been developed for Jail Inmates, Juvenile Homes, Ballka Grah to achieve the objectives of extending educational coverage to prisons across the state; making sure that skill development in prisons promotes self-reliance and autonomy with the end objective of enabling the inmates to reintegrate into society harmoniously and investigating how the activities which are offered can be improved and optimized by means of a survey of the imprisoned people.
Training agencies establish skill development centres in case of PSAs and coordinate with Jail Management in case of Jail Inmates training to impart skill development training in pre-approved courses by RSLDC. The initiative of skill training of jail inmates has been conducted in collaboration with the jail management of Jaipur and Bhiwara districts of Rajasthan. Placement Verification Cell has been established in RSLDC to verify the authenticity of candidates provided placement opportunities.

To upscale the skilling programmes for PSAs, RSLDC has developed the new guidelines and published (Expression of Interest) EOI in March 2016 for seeking proposals from eligible training partners who have prior experience of conducting such programmes. The eligibility criteria in terms of annual turnover was kept low for the selection of training partners as compared to the requirements in other EOIs to promote such trainings in the State. The average annual turnover of last 3 years requirements of applicants with skill training experience was kept at Rs. 2.5 lakh and the average annual turnover of last 3 years requirements of applicants with experience in other sectors was kept at Rs. 10.0 lakh. The proposal processing fees for certain category of training institutions were also waived off by RSLDC. The training partners were asked to set up dedicated residential Skill Development Centres (SDCs) for persons with partial hearing impairment, one lower limb locomotor special ability and/or dedicated non-residential SDCs for persons with mild mental retardation and other PSAs.

Empanelment of Training agencies is done through expression of interests in leading newspapers followed by scrutiny of proposals as per criteria set by RSLDC. Selection of training partners is done through presentation of action plan by eligible agencies before the panel of experts in skilling industry. Selected training agencies are issued sanction orders mentioning District(s), Sector(s) and Target to be covered for a financial year. Post sanction order, MoU has been signed between RSLDC and Training Agency which is valid for 3 years. After the
signing of MoU, Training agency sets up the Skill Development Centre (SDC) and conducts training as per RSLDCs guidelines. Training Agency and Community mobilizer of RSLDC mobilizes and counsel the eligible candidates for skill training. RSLDC has developed a robust Integrated Scheme Management System (ISMS) for Registration of Training Partner and Trainees, Monitoring of Training Delivery, Assessment and Certification, Placement Tracking and Payments. The Biometric attendance is compulsory. RSLDC has tied up with 19 sector skill councils to facilitate the training agencies in third party assessment and certification.

The training is provided free of cost, wherein, training, boarding and lodging facilities are provided by the training partner as prescribed by RSLDC. Both residential and non-residential training centres are available to youth aspirants for training in over 200 courses. 100 hours of soft skills training is also imparted along with core skill training to enable the youth to work in private jobs with ease and confidence. In collaboration with District Administration, RSLDC has also provided vacant government buildings to those training partners who are willing to set up SDC in far flung areas and underserved districts. RSLDC provides preference to training partners who are willing to set up SDC(s) in Border Area Districts.

One of the key players in implementation is the Jail Management and District Team, RSLDC. The jail management has shown tremendous zeal in counselling and mobilization of inmates. The convicted inmates were provided training in courses of vermiculture and vermin composting, nursery management, electrical house wiring and jewellery making inside the jail campus due to security reasons. District Team of RSLDC does a tremendous job right from the mobilization stage to providing Wage/Self-Employment opportunity to youth trained in different sectors. District Manager and District Consultant monitor the training programmes through regular inspections and Community mobilizer go to the door step of youth and counsel them with their parents for awareness of skillling initiatives and their benefits in generation of sustainable livelihoods.

III. IMPACT

These initiatives have led to enhanced employability of prisoners leading to inclusion of under-served segments of society, thereby acting as a catapult in upgrading the fortunes of people from being a mere burden to an earning member of the family.

RSLDC has fixed free of cost training along with 50% placement as a success outcomes for any training initiative. RSLDC is also providing language, computer literacy and financial literacy skills as an integral part of all skill development programmes. These are coupled with soft skills that teach the trainees the behavioural and inter-personal skills required in any organization.

RSLDC is also to run ‘Skill on Wheels’ initiative through Mobile Vans to execute train PSAs in remote areas of the State. This shall adequately facilitate in provision of training for people who may not be able to participate in distantly located Skill Development Centers.
IV. KEY TAKEAWAYS

- The success of training and development programmes for Jail Inmates and PSAs is largely due to their ability to address a critical requirement of these underserved sections of the society.

- Government of Rajasthan has introduced multiple interventions to speed up the process and cover the larger part of these sections which includes flexibility in scheme guidelines and norms to conduct training and provision to provide placement opportunity.

- Success depends on choosing/selecting the right training partners, right environment to make these participants comfortable and reduce the reluctance to enroll and retention in training programmes.

- These initiatives have brought a transformational change in the skilling domain by addressing the lack of opportunities provided for this section of society. These initiatives have raised hope among the beneficiaries and encouraged them to be part of such trainings.

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SKILL DEVELOPMENT ALLOWANCE SCHEME, HIMACHAL PRADESH

FACTSHEET

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<td>Target Area/Group</td>
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<tr>
<td>Year of Launch</td>
<td>2013</td>
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I. BACKGROUND

Skill Development Allowance to the unemployed youth scheme aims at providing allowance to educated unemployed Himachali youth for their Skill upgradation. The objective is to enable such youth to develop their skill so as to take up employment or self-employment in the Sector of their choice form training institute of their choice.

II. INTERVENTION

Skill Development Allowance of Rs. 1,000 per month is being provided to the youth who undertake skill training to enhance their employability. Youth with disabilities are provided Rs 1,500 per month as Skill Development Allowance. Most of the skill development courses can be completed in three months to two years. This allowance is being given to unemployed youth whose family income is less than Rs 2 lakh per annum.

The unemployed youth are allowed to utilize this allowance for upgrading their skill in any sector where they propose to get employment. After completion of skill training, if an unemployed youth intends to take up self-employment then he could apply for loan to a bank or to the Scheduled Castes, Scheduled Tribe, and Other Backward Classes Corporation. The State Government provides an interest subvention of 4 per cent up to project cost of Rs 1.50 lakh for five years.
To bring maximum youth under the ambit of this scheme, the scheme has been significantly liberalized. Now the 8th pass Himachali youths, who are above 16 years and below 36 years are eligible to avail benefit under this scheme. The condition of registration in the employment exchange for at least two years has been waived off. Further, the minimum educational requirement has also been waived off for training in masonry, carpentry, blacksmith, plumbing, etc. The Government has now decided to bring BSc Nursing course under the fold of Skill Development Allowance. This would provide relief to thousands of girls studying BSc Nursing in several Government and Private Nursing Institutions in the State.

The educated unemployed make an application to Employment Exchanges in H.P. where his/her name is registered or in the Employment Exchange in HP in the jurisdiction the applicant is obtaining training. The Employment Exchange after scrutinizing applications within 45 days issue orders about admissibility or otherwise to the applicant.

III. IMPACT

Over 1.10 lakh youth in Himachal Pradesh have benefited from Skill Development Allowance Scheme started in May 2013. An amount of over Rs 74-crore as allowance has been paid to the beneficiaries.

IV. KEY TAKEAWAYS

Here, the sole objective of the State Government is consolidation and qualitative improvement of education, capitalization on natural advantages in tourism, socio-economic upliftment of weaker section of the society by providing skilled manpower as per the demand of the industry to meet the future challenges set up by the rapidly changing economy.

Contact Information: finsecy-hp@nic.in
ICT ACADEMY, TAMIL NADU

FACTSHEET

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<td>Implementing Agency</td>
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<tr>
<td>Target Area/Group</td>
<td>Quality of Trainers</td>
</tr>
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<td>Year of Launch</td>
<td>2009</td>
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</table>

I. BACKGROUND

This Academy aims at quality improvement of the ICT faculty in various higher educational, technical institutions to produce trainees who are readily employable in the ICT sector.

II. INTERVENTION

Key features of ICTACT are:

- All courses are endorsed by Industry
- Priced at Rs.1250 to Rs.1500, which is considered to be the lowest
- Course Materials, Assessment & Certification included
- Advanced and Emerging Technology Courses included
- Promotion and Marketing through relationship team
- Membership Model strongly promoted across the state

ICTACT at its commencement received the GOI grant of Rs 6.0 Crores on a project basis for the first three years to train 5000 higher education teachers on cutting edge ICT technologies. This project from Deity was under the scheme of manpower development for software export industries. During the first three years:
• ICTACT offered 8 days Faculty Development Programme (FDP) for faculty members in the ICT domain.

• The FDP was offered to teachers of UG and PG in the ICT Streams including computer science, computer applications, electronics etc. from all engineering streams

• ICTACT forged partnerships of all state universities as nodal universities through which the nominations for the programmes were received from the faculty who met the pre-requisite of the programmes.

• All courses were developed with support of Industry. Some courses were fully developed by Industry and some courses developed by ICTACT with inputs from Industry.

• A board of studies comprising of members from Industry were roped in for vetting the content and courses.

• ICTACT completed training 5000 students within three years.

• ICTACT has developed "student training" for each of its "Faculty development" programme, thereby conducting assessments and certification for the trained students. This has enabled ICTACT to measure the impact of knowledge transferred.

On completion of the project during the first three years, ICTACT built several models for sustainability. ICT Academy has forged relationships with leading corporate across the globe including Microsoft, Intel, EMC, NI. It has also forged relationships with all State universities as nodal institutions and academic institutions across the state.

III. IMPACT

21,874 students trained; 13,162 global certification obtained; 2,758 students placed; 124 skill training programmes.

ICTACT has collaborations with 10 Nodal Universities, 279 Engineering Colleges, 145 Arts & Science College, and 64 Schools.

IV. KEY TAKEAWAYS

The shortage of trainers is most often faced in imparting practical training. ICTACT provides quality improvement of the ICT faculty in various higher educational, technical institutions to produce trainees who are readily employable in the ICT sector. Tie-ups with this university for supply of such trainers may be explored.

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TRIPURA BAMBOO MISSION, TRIPURA

FACTSHEET

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<td>Target Area/Group</td>
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<td>Year of Launch</td>
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I. BACKGROUND

Tripura Bamboo Mission was created by the Government of Tripura in the year 2006 to provide a strong and vibrant platform to the lakhs of tribal and rural community of Tripura who depend on bamboo for their livelihood. Bamboo being the major forest produce under NTFP category, had a very limited use in local construction and supplying to paper mills situated outside the state. The Mission was established under the Department of Industries & Commerce to focus more on value addition of bamboo resource available in the state.

II. INTERVENTION

The Mission studied the value chain and market of all the sub-sectors within bamboo and came up with a strategy document for each subsector with required investment and turnover potential. The project is being implemented in a Public Private Partnership (PPP) mode since August 2007 by IL&FS Clusters, and follows a cluster development approach with integration of institution building, technological linkage, market facilitation and credit facilitation coupled with resource upgradation.

Majority of the beneficiaries are women and minorities who comprise of the poorest sections of the population in the state. IL&FS Clusters has deployed a multi-skilled team in Tripura and has built a network of partners and domain experts to undertake the implementation.
Implementation:
The Mission focuses on skill training of the artisans, farmers and entrepreneurs involved in the bamboo sector based on the practical need of the trainee. The practices followed are unique with an integrated approach during pre-training, training and post training phases.

Pre- Training Phase
- Identification of the product based on market demand: Based on the feedback and market study, the TBM team identifies the product.
- Identification of the skill gap: During the mobilization of artisans, the skill gaps of each of the artisans are being mapped and grouped for training on specific skill.
- Mobilization of the artisans into producer groups: the artisans who are interested for skill training are asked to form one group of their own. Each artisan producer group has bank account, required books and records, working shed and some working capital to undertake the production.
- Backward and forward marketing agreement: Each producer group has formally and informally done agreement with some of the leading entrepreneurs for marketing the products.
- Training of Trainers: All the cluster managers, cluster coordinators along with master trainers from the respective clusters are being trained on regular basis.

Training Phase
- Imparting of Training: the training imparted by TBM is divided into two major categories like domain skill and soft skill.
- The domain skill trainings are mostly customized to meet the need of the local artisans, entrepreneurs and the products that are to be produced and marketed.
- The soft skill training covers book keeping, accounting, group management, leadership training, marketing, behavioural training, health safety and hygiene at work place.

Post training Phase
- Handholding the trained group: All the groups covered under the training are monitored on weekly basis in terms their production, book keeping, quality control and supply order executed.
- Execution of Market orders; the TBM trade facilitation cell provides marketing linkage to the entire producer groups on regular basis.
III. IMPACT

- Skill training to over 43000 persons in different aspect of handicraft, incense & resource generation
- Over 60 producer groups (SHGs, Societies) promoted
- Promotion of bamboo plantation in private lands in commercial format with support from MGNREGA, JICA etc. in more than 900 ha over last 4 years covering around 1700 farmers
- Tripura Bamboo Mission, launched by the Department of Industries & Commerce, Government of Tripura during 2007, had an initial objective of enhancing turnover of bamboo sector from Rs. 27.9 crores to Rs. 75.85 crores by 2010. By the mid-term review in 2009 through various initiatives and activities, the mission had scaled up state’s turnover to Rs.56.56 crore by 2009-10 and Rs. 115.56 crore by 2012-13. TBM has so far exceeded in not only consolidating the bamboo sector in Tripura but has also initiated a number of activities for value addition and scaling up of the production to realize the market potential of the sector.

IV. KEY TAKEAWAYS

This is a unique model that focuses on capitalising on local industry in PPP and formation of artisan owned institutions (producer groups, Societies); developing them as viable business enterprise.

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MULTI-DISCIPLINARY SKILL DEVELOPMENT PROGRAMME (MDSDP), ASSAM

FACTSHEET

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<td>Target Area/Group</td>
<td>Youth with special focus on vulnerable social groups</td>
</tr>
<tr>
<td>Year of Launch</td>
<td>2011</td>
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</table>

I. BACKGROUND

One of the major initiatives taken by the Department of Industry and Commerce, Government of Assam, is the Multi-disciplinary Skill Development Programme (MDSDP), started since 2011-12 with a mission to impart market demand-driven skill training to 2 lakh youth in Assam by 2019. The programme has special emphasis on youth from vulnerable social groups like Tea & Ex-Tea Community, Flood & Erosion affected people, people residing in Char areas and to facilitate linkages for gainful employment and self-employment through collaborations with public, private and non-profit entities.

II. INTERVENTION

The objective of the MDSD Programme emanates from the learning of two ground breaking studies conducted by the Department of Industries & Commerce which are:

1. Resource Mapping Survey:
   A resource mapping survey conducted at block levels of all the 27 districts of the state looked at availability of local resources and on-going traditional activities especially in the sphere of crafts. It also identified the traditional ‘flair’ and skills of local artisans in different clusters and requirement of skill up-gradation and diversification in these traditional crafts. For e.g. traditional weaving in Assam’s villages needs skill up-gradation in terms of demand oriented designs. Again, “Sital Pati” (a kind of mat woven from local reeds) weavers can diversify their skills into making bags and other utility products.
2. Employment Engagement Survey of Youth of Assam outside the State:

Another study conducted by Industries & Commerce Department throughout the country to ascertain number of youth of the state working in different parts of the country (outside the state) has revealed that:

(1) Around 8 lakh youth work in different parts of the country with approximately 84% of them working in the Southern part of the country (Tamil Nadu, Kerala, Karnataka, Andhra Pradesh & Telangana and Puducherry).

(2) Western part of the country (comprising of states like Maharashtra, Goa, Gujarat, Rajasthan, etc.) where around 11% of the youth are working.

The key trades where these youth are employed are:

- Industries & Construction (43%)
- Private Security Agencies (29%)
- Retail Trade (10%)
- Hospitality Services (6%)
- Information Technology/Engineering Services (6%)

From both these studies the important takeaway is that the youth of the state possess certain inherent ‘flares’ in both traditional and also in new generation employment activities in industrial and commercial sectors.

Therefore, the objective of the MDSD Programme is to:
(a) facilitate imparting of skill training to rural and semi-urban youth for gainful employment in new generation industrial and commercial activities
(b) facilitate further consolidation of their ‘flares’ by upgrading traditional skills both in terms of design and technology

Strategy

To achieve the above objective, the programme has adapted a four-pronged strategic approach, viz:

- Dedicated MDSD training centres in each development block
- Collaboration with the best National level Training Service Providers (TSPs)
- Creating platforms/tie-ups for
  - Linking trained youth to industries and commercial services organizations for placement.
  - Linking trained youth start-up capital and banks for their self-employment activities.
- Building capacity of local organizations (both profit and not-for-profit) to become efficient Training Service Providers (TSP)
III. IMPACT

2674 trainees have been sponsored in various trades under the Multi Disciplinary Skill Development (MDSD) programme from 2011 to 15.

IV. KEY TAKEAWAYS

The focus is on enhancing inclusivity by reducing divisions such as male/female, rural/urban, organized/unorganized employment and traditional/contemporary workplace. The programme identified the traditional ‘flare’ and skills of local artisans in different clusters and requirement of skill up-gradation and diversification in these traditional crafts. Skill development initiatives support the supply of trained workers who are dynamic to the changing demands of employment and technologies.

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EMPLOYMENT BANK & YUVASREE, WEST BENGAL

FACTSHEET

<table>
<thead>
<tr>
<th>Place of Implementation</th>
<th>West Bengal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Agency</td>
<td>Labour Department, Government of West Bengal</td>
</tr>
<tr>
<td>Target Area/Group</td>
<td>Job-portal for job seekers and a unique e-governance initiative</td>
</tr>
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<td>Year of Launch</td>
<td>2013</td>
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</table>

I. INTRODUCTION

Employment Bank is primarily a State-owned job-portal and is a unique e-governance initiative of the Labour Department, Government of West Bengal to widen the window of job-opportunity for job seekers of the State.

II. INTERVENTION

It provides online modules specially designed to cater the need of the job-providers throughout the country.

Job seekers can enroll online. A temporary enrolment ID is created. The job seeker is then required to visit any Employment Exchange of the State for validation of the temporary ID. On validation User-ID and password are sent to the job seekers through system-generated SMS.

Any Employer or Placement Agencies throughout the country can enroll in Employment Bank. Such Enrolment process is totally online.

Any training providing institution of the State [affiliated by any Government Department/ Organization/University etc.] can also enroll in Employment Bank. Their enrolment process is also online.
After enrolment, the Employers and Placement Agencies can search the resumes of enrolled job-seekers and generate list as per their requirement. They can post job-related advertisements too which gets published in the portal.

‘Yuvasree’ (earlier named as “Yuva Utsaha Prakaipa”) was launched on 03-10-2013 for providing financial assistance of Rs.1,500/- per month to first one lakh jobseekers enrolled in Employment Bank to enable them to enhance their employability by undergoing some education or training within the period of assistance. Eligibility criteria are as follows:

- He/She must be unemployed and a resident of West Bengal.
- He/She should be enrolled with the Employment Bank as ‘job seeker’.
- His /Her educational qualification should be Class VIII pass and above.
- He/She should be between 18-45 years of age on the 1st day of April of the year in which he/she is considered under the scheme.
- He/ She has not availed financial assistance /loan under any state/central government sponsored self-employment scheme.
- Only one member of a family is eligible to receive assistance under the scheme.

The beneficiaries are required to submit a self-declaration in every six months, so as to ascertain whether the recipient is utilizing the financial assistance for the right cause and undergoing some training course/s to upgrade his/her skill and whether the beneficiary still conforms to the eligibility criteria to receive unemployment assistance under the scheme.

III. IMPACT

- Job seekers enrolled in Employment Bank: 2309813
- Yuvasree identified (cumulative): 219986
- Yuvasree benefitted (cumulative): 131624
- Domestic workers trained: 10143

IV. KEY TAKEAWAYS

The portal provides an interactive platform among three key parties namely the job seekers, the job providers and the education & training providing institutions. Yuvasree provides financial assistance to jobseekers enrolled in Employment Bank to enable them to undergo some training.

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HOUSEHOLD ASSISTANT TRADE, MADHYA PRADESH

FACTSHEET

<table>
<thead>
<tr>
<th>Place of Implementation</th>
<th>Madhya Pradesh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Agency</td>
<td>Directorate of Skill Development, Government of Madhya Pradesh</td>
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<tr>
<td>Target Area/Group</td>
<td>Unemployed youth</td>
</tr>
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<td>Year of Launch</td>
<td>2016</td>
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</table>

I. BACKGROUND

The Madhya Pradesh State Skill Development Mission (MPSSDM) is functioning under the aegis of the Department of Technical Education and Skill Development (DoTESD), Government of Madhya Pradesh with an objective to act as the apex body for skilling in the State. The Mission is responsible for monitoring, coordinating, converging and providing an overall policy direction for skill development activities in the State. The core activity of the Mission is to provide job-oriented training for unemployed youth and to produce skilled workforce as per society & industry demands.

II. INTERVENTION

The Household Assistant Trade was developed with the objective of enhancing the skills of women who undertake household work through structured training to make them multi-skilled so that their income & standard of living improves. Course Content under this trade includes:

- Cooking – varieties & with efficiency,
- Operate & upkeep of kitchen gadgets,
- Cleaning,
- First aid knowledge & practice,
- Security aspects including practices for self-defense,
- Use of firefighting equipment,
• General Etiquette,
• Banking practices including saving, investment & insurance etc.

All trainees are provided stipend. Venue for the training was selected near habitat i.e. cluster of huts & houses, so that it is convenient for beneficiary to spare time from their routine work.

III. IMPACT

More than 600 women were trained for 150 hours over 50 days. The trade is not continuing anymore. The scheme has now been converged with Mukhyamantri Kaushalya Yojana.

IV. KEY TAKEAWAYS

The household assistant trade if replicated in other states shall be able to cater to the market demand of household help with well-trained individuals and empowers rural as well urban women with not just the knowledge of household activities but also financial, general etiquette, banking practices, self-defense etc.

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## CONVERGENCE FOR SCALING, RAJASTHAN

### FACTSHEET

<table>
<thead>
<tr>
<th>Place of Implementation</th>
<th>Rajasthan</th>
</tr>
</thead>
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<tr>
<td>Implementing Agency</td>
<td>Rajasthan Skill and Livelihoods Development Corporation (RSLDC)</td>
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<tr>
<td>Target Area/Group</td>
<td>Integrating skilling efforts of various departments and ministries for better quality, accountability, effectiveness &amp; optimum use of government resources</td>
</tr>
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<td>Year of Launch</td>
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## I. BACKGROUND

Rajasthan Mission on Livelihoods (RMol), set up to promote livelihoods in 2004, considered skill development as one of the significant means to enhance livelihoods as just 2-3% of the population in the state was formally trained as against 5% at all-India level. To promote livelihoods through skill training, the State Government established Rajasthan Skill and Livelihoods Development Corporation (RSLDC) in 2012-13 as an executing body under RMol and launched Employment Linked Skill Training Programme (ELSTP) with 100% State share. The main objective of the programme was to impart skill training under a common platform to all interested and eligible youth and also to the specific target groups of the Departments participating in skill training through convergence mechanism. The key stakeholders are Ministry of Skill Development & Entrepreneurship, Central Government Departments, RSLDC, State Departments etc.

## II. INTERVENTION

The convergence of all programs in terms of funds, course curriculum, inspection and supervision mechanisms was initiated in November 2014 through an order of Department of Planning. The order also stipulated roles and responsibilities of RSLDC and client departments. Departments such as Local Self Government, Labour, Forest, Tribal Area Development, Women Empowerment Rajasthan Scheduled Caste & Scheduled Tribe Finance and Development Cooperative Corporation Ltd. (SCDC) and Rajasthan Gramin
Aajeevika Vikas Parishad, Rural development etc. transferred their funds partly or fully for imparting training to particular category of youth based on their scheme.

How it works?

a. Selection of Training Partner

RSLDC issues Expression of Interest (EOI) for inviting proposals from interested corporate agencies and others working in the field of skill development. Proposals are screened against laid down parameters. Selected training agencies sign MoU with RSLDC along with action plan. While signing MoU, selected agencies are told to go through ELSTP guidelines thoroughly as that is the basic document for processes involved in setting up of Skill Development Centers (SDC), engaging trainers, mobilization of youth, funding pattern, attendance capturing mechanism, organizing training programmes, assessment and certification, submission of utilization certificate, placement of trained youth and tracking. RSLDC issues work-order highlighting name of districts, sectors, number of Skill Development Centers and target of youth to be trained to select training partners (TPs).

b. Orientation of Training Partners and their staff

RSLDC organizes orientation programme for TP and their staff on various facets of skill development programmes including setting up of SDCs, mobilization of youth for training, selection of trainers, funding pattern, organization of training programmes, MIS system, assessment and certification, placement, submission of Utilization Certificate, etc. It also organizes training programmes for trainers and for MIS personnel of TPs occasionally.

c. Setting up of Skill Development Centre (SDC)

Based on the work order, TP selects a building for setting up of SDC in the allotted districts, equips the SDC with the required infrastructure, and engages trainers as per laid down qualification and experience. Once the SDC is ready, TP sends a mail to district manager for inspection. District team undertakes inspection as per template supplied by RSLDC. And the Inspection report is sent to Zonal Coordinator at RSLDC HQ at Jaipur. If the report is approved, Annual Sanction Order (ASO) is issued. TP on submission of Bank Guarantee can claim advance amount to the extent of 50% of the total cost of a course from RSLDC.

d. Organization of Training Programme(s)

On receiving the ASO, TP starts mobilizing youth. It consults the list of youth interested in training available on RSLDC website and the list of all departments, which have transferred the funds to RSLDC for imparting training to a particular category of youth and organizes counselling for interested youth. Depending on the space available for a particular course, youth are shortlisted for training. TP then links its biometric machine with RSLDC software for attendance capturing and starts the training, while also ensuring the development of National Occupational Standards (NOS) required for a Job. On completion of the training course, an Assessor from RSLDC visits the SDC and submits report to concerned Sector Skill Council after conducting the assessment, which in turn, on examining the reports, prepares the certificates and sends them to SDC for distribution amongst the concerned trainees.

e. Monitoring and Supervision

RSLDC has constituted a District level committee under the Chairmanship of District Collector to identify skill gaps, oversee the organization of skill training programmes and to find out placement opportunities. The Committee comprises of concerned district level officers of the
departments participating in convergence. Monitoring of training programmes is done in two ways - (a) through attendance and (b) by visit of RSLDC district level officers of concerned departments. RSLDC HQ staff also occasionally supervises the organization of training programmes. Review meetings are held at HQ to review TP -wise progress and to discuss issues pending with RSLDC.

f. Submission of Utilization Certificate and Payment
On completion of the training, TP is required to submit Utilization Certificate with necessary documents. UC is processed based on attendance. RSLDC releases due amount to the TP, but, not more than 80%. Since, TP is provided 3 months’ time for placement of trained youth, the next 20% is paid on verification of placement of trained youth. As per RSLDC requirement, TP is required to place minimum of 50% of the trained youth. In case, TP is able to place more than 50% youth, it gets incentive for every 10% increase in placement. Similarly, if the placement is less than 50%, proportional amount is deducted from the remaining 20%. If TP is unable to place more than 35% trained in two consecutive batches, TP is not sanctioned third batch.

Providing Training Data to Sponsoring Departments
Data for category wise youth trained are compiled and sent to respective departments. In turn, each department provides information regarding youth trained to respective Ministry or Department of Government of India and this is the way, convergence mechanism is used to train youth of various categories through ELSTP.

Resources Utilized
RSLDC is well established in terms of programmes, procedure, MIS system and human resources. It has a district office in all the 33 districts of the state with a total staff strength of more than 250 persons at the HQ and districts. It is implementing Employment Linked Skill Training programmes (ELSTP), Deen Dayal Upadhyay Gramin Kaushal Vikas Yojna (DDU-GKY) and Regular Skill Training Programme (RSTP) through more than 150 training partners. As on 26 December, 2016, it had 295 active skill development centers imparting training to 21344 youth.

III. IMPACT

The impact of the convergence mechanism can be observed by the departments’ participation in skill development through RSLDC. In 2013-14, only 1 department transferred the amount to RSLDC for organizing training. The number of departments increased to 5 in 2014-15 and to 9 in 2015-16. The Departments, which have transferred the training target and funds to RSLDC have observed following benefits of convergence:

• Mobilization of youth for all schemes on a single platform.
• Better matching of aptitude and availability of a wide variety of sectors and availability of National Skill Qualification Framework (NSQF) compliant courses.
• Establishment of large skill development centers and Optimum utilization of skill training infrastructure.
• Effective monitoring and supervision.
• Homogenous assessment and certification.
• Widespread IEC Activities, Awards & Innovation.
• Centralized data base.
• Effective utilization of central government funds.

RSLDC initially introduced convergence mechanism in Employment inked skilltraining programme (ELSTP), where expected outcome is wage employment. Since all the departments that transferred their training targets and funds to RSLDC were also looking to provide employment for trained youth the convergence became possible. Encouraged by the performance and results of convergence of schemes meant to provide wage employment after training, RSLDC offered its Regular Skill Training Programme (RSTP) as yet another convergence scheme for all training schemes oriented towards self-employment. Some departments have already contacted RSLDC for transferring their targets and funds to organize skill training leading to self-employment.

IV. KEY TAKEAWAYS

The convergence model of RSLDC is a good model for integrating skilling efforts of various departments and ministries for better quality, accountability, effectiveness and optimum use of government resources in the field of skill development and can be replicated in other states. It results in mobilization of youth for all schemes on a single platform, better matching of aptitude and availability of courses, optimum utilization of skill training infrastructure, effective monitoring and supervision, homogenous assessment and certification, centralized data base and effective utilization of central government funds.

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NEW INITIATIVES - MAKING A DIFFERENCE.
SKILL SAKHI, MAHARASHTRA

FACTSHEET

<table>
<thead>
<tr>
<th>Place of Implementation</th>
<th>Maharashtra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Agency</td>
<td>Government of Maharashtra and UNDP (through Project Disha)</td>
</tr>
<tr>
<td>Target Area/Group</td>
<td>Underprivileged Girls and Women in Aurangabad and Nagpur of Maharashtra</td>
</tr>
<tr>
<td>Year of Launch</td>
<td>2016</td>
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</table>

I. BACKGROUND

Maharashtra, with 40,000 villages, has introduced major reforms, wherein rural women are able to explore options for alternative income outside agriculture. The State, which has already ensured free school education for women including higher professional courses, is now linking avenues for sustained livelihood. The Skill Development and Entrepreneurship Department of the Government of Maharashtra in collaboration with the United Nations Development Programme (UNDP), has pioneered a unique initiative called ‘Skill Sakhi’ that focuses on the most critical aspect of India’s skill ecosystem, i.e. mobilization, handholding and mentoring.

The initiative promotes mobilization and skilling of employable girls and women in the peri-urban and rural areas through network of young women community leaders. It focuses on bridging the information gap among women and girls on skill development, creating employment and entrepreneurship opportunities, enhancing the role of the private sector in skill development and employment, promoting women entrepreneurship in key areas such as small retail, and supporting community-managed resource centers for women. Skill Sakhi was launched in May 2016 in Nagpur wherein the Chief Minister of Maharashtra had a two-hour long interaction with over 500 Skill Sakhis in Nagpur during their induction. The initiative is now being implemented in the Nagpur, Aurangabad and Mumbai districts of Maharashtra.
II. INTERVENTION

The Skill Sakhi initiative promotes mobilization and skilling of employable girls and women in the peri-urban and rural areas of the state through a network of young women community leaders (the Skill Sakhis). Skill Sakhis are a special cadre of young women in the age group of 18-25 years with a good social network in their villages. These Skill Sakhis have access to digital content provided to them through Pratham’s Smart-PC. The content includes employment awareness, life skills and information about various important elements like hygiene, safety, etc. Skill Sakhis form groups of women who can access this content and disseminate it amongst women who may not have direct access to this content. The role of Skill Sakhis in the Nagpur and Aurangabad Career Guidance and Counseling Centres is essentially to create aspirational village leaders who can motivate and inspire young girls and women in the village to appreciate the value in skilling and educating themselves, hence, enabling the community members to access information and utilize the avenues of higher education and skilling available to them.

The Skill Sakhis are envisioned as the next generation leaders, who can be the local change-makers engaged with the panchayat or lead an all-female village committee akin to Mahila Gram Sabha focusing on women’s issues in the community. While reaching the maximum women through ‘Skill Sakhi’, the State Government also plans to introduce innovative projects based on local requirements and available resources.
III. IMPACT

Till date, 1066 Skill Sakhis in Nagpur and Aurangabad have mobilized over 15000 girls and women towards skill trainings, career guidance and counseling activities and psychometric tests.

IV. KEY TAKEAWAYS

- Initiatives that are embedded in the community with strong government institutional set-up have a larger outreach and impact, and are sustained over a long period.
- Women welfare programmes, for achieving greater impact, need to be cross-sectoral and not confined to a single department/ministry. In a clear departure from past experience, the state government has demonstrated this by extending the mandate for development and empowerment of women and integrating it with the Department of Education and Skill development.
- Involvement of community is important to mobilize in a better way.

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TRAINING DEAF AND BLIND (100% DIFFERENTLY ABLED) STUDENTS, MADHYA PRADESH

FACTSHEET

<table>
<thead>
<tr>
<th>Place of Implementation</th>
<th>Madhya Pradesh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Agency</td>
<td>Directorate of Skill Development, Government of Madhya Pradesh</td>
</tr>
<tr>
<td>Target Area/Group</td>
<td>Admission of Deaf and Blind (100% differently abled) students into ITIs of Madhya Pradesh</td>
</tr>
<tr>
<td>Year of Launch</td>
<td>2016</td>
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</table>

I. BACKGROUND

The Directorate of Skill Development in Madhya Pradesh is functioning under Department of Technical Education and Skill Development and is coordinating the functioning of Government and Private Industrial Training Institutes (ITIs). There are 221 ITIs in the state with a total intake capacity of 50,000. The core activity of the department is to provide job-oriented training for unemployed youth to produce a skilled workforce matching the demands of industry. The training for differently abled students is a new initiative, started last year by the State Government.

II. INTERVENTION

The Government of India has mandated 6% reservation in academic institutions for admission of differently abled students. Thus, following the same principle, Directorate of Skill Development, Government of Madhya Pradesh (GoMP) has reserved a total of 2940 seats for differently abled student across 221 Government ITIs. It was, however, difficult to cater to the
special needs of these differently abled students at individual ITI level. Deaf students required a sign language instructor and blind students needed specially trained training officers. Thus, the Directorate of Skill Development, GoMP collaborated with the Department of Social Justice and Welfare, GoMP for a special initiative to train differently abled students in specific trades in Divisional level ITIs, where it was possible to fulfill the requirement of Sign language instructors and Training Officers for blind students. Sixteen Interpreters were hired specifically to support the deaf students.

Training Officers of the concerned trades have been trained by Aarushi NGO (expert in working with person having disabilities). A workshop was conducted with experts working with person having disabilities along with MP State Electronics Development Corp (MPSEDC). All differently abled trainees are eligible to receive a stipend as well as post-training support from the Directorate of Skill Development. Also, to provide a more enabling studying environment, the Directorate has decided to give laptops to all the blind students enrolled under Computer Operator and Programming Assistant (COPA) trade in four of the ITIs.

- The State Government is constructing special labs for blind students; one such lab is ready for use in Bhopal ITI. All blind students enrolled by the ITIs are to be provided laptops by the State Government.
- Also, students coming to the ITI from other towns and villages in the state have been provided with hostel facilities by the Department of Social Justice and Welfare, GoMP.
- The Directorate of Skill Development is in the process of setting up hostel facilities for differently abled students.

Exhibit (left): Allotment letter distribution to a blind candidate by Mr. Gopal Bhargava, Minister, Social Justice and Welfare Department, Madhya Pradesh.

Exhibit (right): Mr. Sanjeev Singh, Director, Skill Development, Madhya Pradesh counselling the aspirants along with their guardians.
Trades under which admissions are offered include:
- Computer Operator and Programming Assistant (Blind and Deaf Students)
- Fashion Designing and Technology (Deaf Students)
- Fitter (Deaf Students)
- Electrician (Deaf Students)
- Welder (Deaf Students)
- Mechanic Diesel Engine (Deaf Students)

III. IMPACT

First of its kind in India, Madhya Pradesh Skill Development Department has gone a step ahead in reserving 462 seats in 6 trades across 8 Divisional level Industrial Training Institutes for 100% blind and 100% deaf students. A total of 727 applications were received in the counseling stage, out of which 402 students (173 blind students and 229 deaf students) were offered admissions based on eligibility.

GoMP has provided employment reservation to Persons with Disabilities where 6% of the vacancies in case of direct recruitment to Group A, B, C and D posts, wherein 2% each is kept reserved for blind, deaf and orthopedically challenged persons respectively. Many of these differently abled job aspirants cannot make it to these state and central level vacancies due to lack of a recognized skill certificate. This intervention in training the differently abled, once successfully completed and fully functional, is likely to ensure that differently abled students have access to equal employment opportunities.

IV. KEY TAKEAWAYS

- Improved access to training by differently abled in relevant trades.
- Active involvement of civil society and industry in identification of needs.
- Availability of requisite infrastructure in training, particularly, trainers, labs, special softwares, logistics etc. is a must for smooth completion of training.
- Improved access to employment opportunities to lead life with dignity.

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KAUSHAL YUVA PROGRAM, BIHAR

FACTSHEET

<table>
<thead>
<tr>
<th>Place of Implementation</th>
<th>Bihar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Agency</td>
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<td>Target Area/Group</td>
<td>Youth; Soft and IT skills</td>
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<td>Year of Launch</td>
<td>2016</td>
</tr>
</tbody>
</table>

I. BACKGROUND

It was observed that the youth of Bihar though qualified, lacked the basic soft and Information Technology (IT) skills which are a pre-requisite for any job in today’s world. Owing to this reason, the youth found it difficult to find the right jobs that match their qualification and aptitude. In the above context, Bihar Skill Development Mission (BSDM) conceptualized and launched the Kushal Yuva Programme (KYP), a unique skill training programme to enhance the employability of the youth of Bihar which would add further value to the various domain specific training endeavors of the State.

II. INTERVENTION

The KYP in its initial phase targets the youth in the age group of 15 to 25 years who are at least 10th pass. The course curriculum is covered in 240 hours and includes three components, specifically designed to enhance employability viz. Soft Skills for 40 hours, Communication Skills for 80 hours and Basic computer literacy for 120 hours.

The mode of delivery is completely through an ‘E-Learning’ platform named as “E-learning Revolution for All (ERA)”, which features self-paced learning, interactive sessions, practical learning, and corrective mechanisms, continuous and final evaluation. The 240 hours are equally divided into 120 sessions covering 20 sessions for soft skills, 40 sessions for communication skills and 60 sessions of basic computer literacy. The mode of learning is sequential and integrated into an online assessment and certification process ensures that a candidate receives session-wise certificates after successfully completing each session and a final certificate on successfully clearing the final assessment.
To ensure that the benefits reach the doorstep of each and every needy youth, BSDM has constructed 534 Block Skill Development Centres (BSCDs) at each of the 534 blocks across 38 districts of the state. To run these BSCDs, BSDM has successfully empaneled reputed training organisations through a Request for Proposal (RFP) mode. Apart from BSCDs, BSDM has also registered private skilling centres with adequate space for running the KYP programme. An online registration process ensures uniformity and robustness across the centres.

Further, to maintain uniformity in delivery of training / pedagogy, BSDM has engaged in conduct of online Training of Trainers (ToT) and an online examination, ONCeT. All Learning Facilitators / Trainers have to mandatorily pass the ONCeT examination without which they are not allowed to conduct the training programme. Apart from the initial TOT and ONCeT certification for Learning Facilitators / Trainers, BSDM also conducts periodic capacity building sessions at the State and District level and also through Web Learning mode.
Monitoring the programme: BSDM follows a multi-pronged approach to monitor the KYP programme:

- A team of District Skill Managers have been deployed at each district for periodic visits to monitor the progress of each centre.
- The District Administration has also been entrusted the task of monitoring the training conducted on a periodic basis.
- Real time Bio-metric Attendance system has been put in place to capture the daily ‘in’ and ‘out’ timings of enrolled candidates.
- Finally the most robust mechanism used for monitoring is the use of individual learning reports backed by time stamped snapshots captured by the Web cameras installed in each Laptop/PC in the training center. BSDM can, at any time, access the student-wise learning reports along with the time stamped photographs through a centralized login. Not only photographs, BSDM also has access to short videos (termed as e-process folios) prepared by the candidates themselves performing certain assignments while undergoing the training programme.
III. IMPACT

The KYP was launched on 2nd October 2016 and started training on ground from 15th December 2016. The scheme is operational in all the 38 districts of Bihar. As on date i.e. 31st May, 2017, 924 KYP Skill Development Centres have been approved; out of which 855 KYP centres have running batches. In these centres 7699 youths have been trained and 68295 are under training.

IV. KEY TAKEAWAYS

Capacity: Increase in training capacity
- Minimum one centre in each of the 534 blocks for imparting training under KYP.
- A strong pool of trainers developed through a mandatory Training of Trainers programme.

Access: Increase in access
- Training centres at each Block would mean getting training centre to the doorstep of the youth.
- State wide social mobilisation drives would help increase the awareness which in-turn will result in higher access / participation

Relevance: High relevance
- Package of Life skills, Communications Skills (English & Hindi) and Basic computer literacy will increase the employability of youth
- The training will assist the candidates across all walks of life.

Perception: The following improves the perception
- Qualified, experienced and certified trainers
- Use of high quality E-Learning mode and content of training

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INNOVATION FOR QUALITY TRAINING, ODISHA

FACTSHEET

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<thead>
<tr>
<th>Place of Implementation</th>
<th>Odisha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Agency</td>
<td>Government of Odisha</td>
</tr>
<tr>
<td>Target Area/Group</td>
<td>Improving access, outreach, delivery and quality of training</td>
</tr>
<tr>
<td>Year of Launch</td>
<td>2016</td>
</tr>
</tbody>
</table>

I. BACKGROUND

Government of Odisha has taken some innovative measures to improve the overall quality of training and delivery in the area of skill development. The Odisha Skill Development Authority has been launched with the mission ‘Skilled in Odisha- will Go Global’ and steps taken for improving aspiration level of trainees admitted into ITIs. These interventions have impacted mindsets of trainees, trainers and employers.

II. INTERVENTION

1. Improving discipline and punctuality of staff and students through introduction of Biometric machine based attendance system in Government ITIs.
2. Role Model interaction programme organized for trainees regularly to improve their aspirations. For this 10 Role Models including at least 4 girls passed from the same Institute and placed/self-employed successfully interact with trainees regularly. The Institutes also have Hall of Fame of Role Models.

3. Improve access and equity through setting up of Special ITI for PwD at Jatni and 2 more ITIs at Gumma and Chandragiri under MSDP for welfare of minorities. Organizing regular visits of girls to ITIs and Polytechnics for improving their enrolment. Career Counseling camps are also organised at High Schools for more enrolment of ST, SC, PwD candidates for inclusiveness.

4. In order to carry forward the brand image of Institutes and improving aspiration level and belongingness, a dress code has been implemented worth Rs3000/- free for the trainees of ITIs.

5. World Youth Skills Day (15th July) is also celebrated as Girls Trainee Day. Media Campaign, Plantation Programmes, Make in Odisha Conclave, State Level Quiz Competition on Biju Centenary are also observed for improving Social Perception.

6. Monthly academic audit of ITIs is conducted by 35 Officers of Polytechnics to ensure and guide quality training.

7. Ranking of ITIs: The Academic Auditors use the Colour Coded Format for ranking of ITIs at present and subsequently, the district administration shall rank the ITIs. Based on DGT, New Delhi grading parameters on five star grades, the grading of all Government ITIs have been taken up.
8. Dual System Training: The DST has been implemented in 12 ITIs on a pilot basis with industrial hands-on-practices in 13 Industries/PSUs during 2016-17.


10. Monthly Review; Monthly meetings of the Principals conducted with flow of information through Social Medias like WhatsApp Group, Twitter, Face Book etc.

11. ICT Infrastructure; The Institutes have been supported with an IT lab, Communication Lab etc. with internet facilities for extensive use of YouTube educational videos.

12. Scholarship to the children of BOC workers: Drive has been taken for financial assistance to the tune of Rs 40,000/- to about 5000 sons/wards of BOC Workers pursuing ITI/Polytechnic Education at Government Institutes.

13. Online services at SCTE&VT: Online registration, certification system has been implemented by SCTE&VT, Odisha.

III. IMPACT

Total enrollment: 47,017 trainees against 57,150 intake; Total CTS pass annually: 40,000; Total Apprenticeship Seats: 12, 595.

IV. KEY TAKEAWAYS

- The impact of these small yet innovative interventions has been manifold ranging from inculcating accountability in the training providers as well bringing about an attitudinal change in trainees and public in general.
- Using biometric attendance, audit of ITIs, special drive for girl students, special ITIs for PwDs etc. are many interventions that all State Governments can easily include in their skill development ecosystem.

Contact Information: ajaypanda.dtet@gmail.com
PART- B

Best Practices in Skill Development by Private Sector & Civil Society
IL&FS SKILLS DEVELOPMENT CORPORATION (IL&FS SKILLS)

FACTSHEET

<table>
<thead>
<tr>
<th>Place of Implementation</th>
<th>Pan-India</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Agency</td>
<td>IL&amp;FS Skills</td>
</tr>
<tr>
<td>Target Area/Group</td>
<td>School drop-outs, X/XII grade pass-outs, ITI students/pass outs, college graduates etc.</td>
</tr>
<tr>
<td>Year of Launch</td>
<td>2010-11 (The group started skill development programmes in 2006-07)</td>
</tr>
</tbody>
</table>

I. BACKGROUND

IL&FS Skills Development Corporation Ltd (IL&FS Skills) is a joint initiative of IL&FS Education & Technology Services Ltd and National Skill Development Corporation (NSDC) with a mandate to train 4 million people by 2022. IL&FS Skills works with key stakeholders - Government (Central and States), private companies (sponsors and employers), Foundations, International Bodies, Trainees and Parents - creating a vibrant mix of sponsored and trainee/employer paid programmes with a singular objective of addressing the needs of the industry and therefore focusing on making students work ready.

II. INTERVENTION

IL&FS Skills offers a bouquet of services, which addresses the manpower demand-supply gap i.e. training of youth, creating content of excellence, and offer enterprise development services for enhancing performance and productivity.

Training
(a) IL&FS Skills caters to the training needs of school drop-outs, X/XII grade pass-outs, ITI students/pass outs, college graduates (including engineering graduates) and various other learner groups.
(b) The training programmes are standardized and employment oriented. These are designed to offer industry endorsed and technology driven modules for various learner segments.

(c) The offerings include:

- **Skills for Jobs**: Training programmes for job seekers for domestic and international placements.
- **Skills for Schools and Colleges**: Training programmes for students of schools and colleges (undergraduates/graduates and post graduates).
- **Skills for Entrepreneurship**: Self-employment training for Micro, Small & Medium Enterprises, rural artisans especially women.
- **Skills Up-gradation**: Re-skilling and up-skilling of people already in jobs including capacity building of Government functionaries.
- **Skills for Trainers**: Mastery- Training on facilitation skills and domain specific modules for master trainers and trainers.

**Content Development**

IL&FS Skills’ content team includes experienced subject matter experts (SME) and Instructional designers (ID) spearheaded by academicians. Content team understands the clients’ requirements through a consultative approach to identify the core objectives of a learning intervention and provide a solution ensuring optimal productivity, quick turnaround time and adaptability to client specific requirements.

**Enterprise Development Services**

IL&FS Skills has launched Enterprise Development Services (EDS), to bring multiple SMEs together and link them with financing agencies, financial advisors, technology and marketing consultants, process improvement, tax and legal advisors etc. EDS addresses challenges faced by SMEs by making the required ecosystem available at one place.

To address the demand-supply gap, the IL&FS model adopts:

- **Hub & Spokes Implementation Model**

IL&FS Skills delivers its programmes through a network of technology enabled, workplace simulated training centres operational in hub and spokes model. Hub is a multi skilling institute offering training in more than 3 job roles and spokes are single trade institutes.
which the extended arms of the hubs that make skill training available to youth who are hitherto untouched. Hub provides manpower, implementation and monitoring support to the spokes enabling them to take skills and livelihood opportunities to every corner of India

- Linkages with Employers, Demand aggregation & Industry Ready Training
  IL&FS Skills has a network of 1000+ employers in various sectors involved in content development, pre-screening of students through an entry gate assessment and ensuring 100% job placement opportunities for each batch commencing their training.

- Multimedia Content & Holistic Training Intervention
  Content services developed by IL&FS Skills is called K-Skills (Knowledge Skills) including K-yan (Knowledge Vehicle - an integrated computer cum projector - all in one device), multimedia content and NOS aligned print content mapped to NSQF available in 8 languages, training of trainers (MASTERY) is a comprehensive learning solution offered to wide spectrum of audiences at a low cost of delivery.

To ensure a 360 degree development, all the programmes across sectors is supplemented value added modules (VAM) aimed to improve the English language skills, IT skills and behavioural quotient of the students boosting their confidence levels and building coping skills in them.

III. IMPACT

(1) Started as a pilot skill development programme in the apparel sector in 2006-7, today IL&FS Skills has an annual training capacity of 1.5 lakh people through 300+ institutes branded as IL&FS Institute of Skills (IIS) across 24 states covering 271 districts (including Left Wing Extremism (LWE) affected districts, Jammu & Kashmir, hilly terrains of north-east and some of the most backward areas) offering training in 85+ job roles.

(2) Skilled more than 1.6 million people pan-India capacitating them for employment. Of these, approximately 6.5 lakh people have been skilled through placement linked programmes with 75% placement. 48% of the successful trainees are women. Many of them are first time entrants into the formal work set up and have evolved from being unskilled helpers to skilled operators and supervisors. IL&FS Skills has trained 3,000 differently abled youth and successfully linked with jobs in multiple sectors such as IT, Retail etc.

IV. KEY TAKEAWAYS

- The learner centric approach ensures a strong foundation of skills for employability and smooth transition from classroom to workplace
- Improved access to skills and livelihood opportunities through hub and spoke model.
- Effective linkage with industry through Demand aggregation
- Using multimedia content to ensure standardized training and increased trainee interest at a low cost
- Securing placement linkages linking each trainee to a job
- Community engagement facilitates mobilization of candidates to reach out to maximum beneficiaries
• Counseling the right candidate for the right job using the designed trade wise selection tests on attitude, aptitude and aspiration
• Training on pedagogy and domain specific modules of trainers who are certified by Sector Skill Council (SSC) and have relevant industry experience
• Replicating the workplace at the training centers to create a real life working experience through simulated classrooms, labs and workshops
• Supplementing domain training with modules in functional English, digital literacy and life skills to ensure 360 degree development
• Continuous monitoring of progress of learner through conducting formative and summative assessments
• Post placement tracking and career counselling to keep the center connected with the alumni.

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I. BACKGROUND

Creating Entrepreneurship and Employment Opportunities for Women in India (Disha) project was launched by UNDP India in partnership with IKEA foundation, Xynteo and IDF in 2015. Project Disha involves partnerships with leading private sector entities to design, implement and train young women with a view to increase their participation in paid employment. In 2015, Project Disha approached Jindal Stainless Steel Lifestyle Limited (JSL) with a proposal for a project aimed at promoting mobilization and skilling of rural women and girls for employment in steel - a sector which was unknown and unreachable for women. JSL not only agreed to skill women in stainless steel applications including cutting, welding, polishing, packing, quality control, it also gave an assurance of providing placement to all the girls who would receive training.

II. INTERVENTION

Initially, mobilization of women for factory jobs in a state known for low sex ratio and strong patriarchal norms proved to be a difficult task. The project team held meetings with Sarpanches (village heads), women in polytechnics, ITIs, schools and in the villages to convince them for joining the training programme. They were briefed about the available
opportunities, commitment of the project and also the advantages they would have being the first batch of women in the country to work in a sector like steel.

After 5-6 such visits and interactive discussions, a group of 25 women agreed to visit the factory and enroll for the course. JSL also invested in separate classrooms, toilets, female guards, a woman welfare officer, besides sparing the male supervisors to train women during practical lessons. The training provider has co-developed the curriculum and are delivering and monitoring quality training. Certification of the trained women is being provided by NSDC.

The duration of the training is four months; the trainees are also given training in health and safety during this period and later follow safety instructions on the shop floor. JSL provides transportation to trainees who come from nearby areas and they are also provided free lunch during the training which lasts from 10 a.m. to 5 p.m. After the successful training and placement of the first few batches, there is tremendous demand from other women and girls who wish to enroll themselves for the course. For sustained placement in future, DISHA is meeting other industry houses in the area to convince them to recruit trained women workers in their manufacturing units.
III. IMPACT

• 3 batches out of total of predefined 6 have been trained in JSL plant in Rohad, resulting in 75 girls trained and placed (100% retention).
• Given its status as the first ever training programme for women in the stainless steel sector in India, this opens up job roles for women in a sector that was traditionally not been seen as a career option.
• The women working with JSL have become role models in surrounding villages and have inspired other women to step out of their homes and aspire to get trained and employed.
• Capacity building for ITIs and Government Polytechnics has been undertaken simultaneously.

IV. KEY TAKEAWAYS

• The initiative stands out in successfully training women in a sector in which they have not been visible at all and bringing them to work at par with men on the shop floor, often in highly skilled and supervisory roles.
• The mobilization was difficult for the first batch, but the potential of scaling up is enormous. Project can reach out to potential interested industry players such as Tata Steel, SAIL, ZIPS in Coimbatore, Bombardier, Bharat Earth Movers Limited, Ashok Leyland, Elstrom.

Contact Information: kanta.singh@undp.org
IBM Teacher's TryScience (TTS) is a science portal fueled by resources, strategies and tutorials for science educators across the globe to spark students' interest in Science, Technology, Engineering and Maths (STEM). Teachers are encouraged to search for grade-specific lessons that are linked to online professional development, which helps them implement these in the classroom.

II. INTERVENTION

- **Training teachers and teacher educators** - introducing them to new ways of teaching learning methodology through resources and strategies on TeachersTryScience portal.

- **Enhancing and enabling contributions to the teacher resource repository** through the TeachersTryScience portal - during workshops, teachers understand design based learning and make lesson plans that are uploaded to the repository. There have been a total of around 160 lessons from teachers in 2016-2017. There is a total of 500 such
lessons planned across various themes and subjects from Grade 6-10.

- **Strengthening communities of practice for sharing best resources** and practices on STEM education in India through the TTS web portal. Various WhatsApp groups are also there across several states.

The IBM Teachers TryScience program has been designed, aligning with the Ministry of Human Resources Development (HRD), Govt of India’s Rashtriya Avishkar Abhiyan (RAA), National Curriculum Framework 2005 of NCERT, engaging the government teacher training institutes like State Council of Educational Research and Training (SCERT) and District Institute of Education and Training (DIETs) and leveraging government resources.

### III. IMPACT

In India IBM works with 5 key partners - Agastya International Foundation, Learning Links Foundation, EZ Vidya, SRF Foundation and Vikram Sarabhai Community Science Centre covering about 30,000 schools, 20,000 government teachers, impacting 10 states in 6 regional languages.

Major impact on teachers & educators promoting innovative STEM practices using IBM Teachers TryScience web resource across the country were the impact on science resources and innovation in classroom teaching. In 2016 alone, the programme trained over 7000 teachers across India impacting 5000 schools in leading to over 250 lesson plans on the TTS web portal with 1 new regional language (Marathi) and a new state of Madhya Pradesh added compared to the depth of the engagement. A quick snapshot:

<table>
<thead>
<tr>
<th>Year</th>
<th>Impact Beneficiary</th>
<th>Impact Teachers/Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>Teachers / Students</td>
<td>10,500 / 4,72,500</td>
</tr>
<tr>
<td>2014-15</td>
<td>Teachers / Students</td>
<td>15,570 / 7,00,650</td>
</tr>
<tr>
<td>2015-16</td>
<td>Teachers / Students</td>
<td>32,232 / 17,80,650</td>
</tr>
</tbody>
</table>
### IV. KEY TAKEAWAYS

IBM Teachers TryScience can be the pivot point for creating a pool of STEM teachers to reduce the STEM skill gap in the country through teacher capacity building and quality education resources. TTS is already a partner with National Council of Education Research and Training (NCERT) and National repository of open education resources (NROER), an initiative of Ministry of HRD to bring together all online resources across all stages of school education and teacher education and build a strong Community of Practice across India.

Contact Information: joyeedas@in.ibm.com

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**SUMMARY OF QUANTITATIVE IMPACT:**

<table>
<thead>
<tr>
<th>Partners and Impact across 10 States</th>
<th>Year of Implementation</th>
<th>States/Districts reached</th>
<th>No. of lesson plans</th>
<th>No. of teachers trained (Direct &amp; Indirect, Master Trainers)</th>
<th>No. of students impacted (Direct &amp; Indirect)</th>
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</thead>
<tbody>
<tr>
<td>SRRF</td>
<td>2016-17</td>
<td>21 districts of Haryana &amp; 30 Govt. schools in Madhya Pradesh</td>
<td>130</td>
<td>Direct - 88 Indirect - 1185</td>
<td>200000</td>
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<tr>
<td>VASCSC</td>
<td>2016-17</td>
<td>30 districts of Gujarat</td>
<td>30</td>
<td>Direct - 1300 Indirect - 1600</td>
<td>80000</td>
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<tr>
<td>Agastya</td>
<td>2016-17</td>
<td>Kuppam, AndhraPradesh, Districts in Karnataka</td>
<td>55</td>
<td>Direct - 1020 Indirect - 2040</td>
<td>1,05,000</td>
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<td>LLF</td>
<td>2016-17</td>
<td>Maharashtra, Delhi</td>
<td>40</td>
<td>Direct - 510 Indirect - 2000</td>
<td>Direct - 56000</td>
</tr>
<tr>
<td>EZ Vidya</td>
<td>2016-17</td>
<td>AndhraPradesh, Kerala, Karnataka, Tamil Nadu</td>
<td>15, 3 video strategies</td>
<td>100</td>
<td>232000</td>
</tr>
</tbody>
</table>
I. BACKGROUND

The Foundation works primarily with micro enterprises, non-profit livelihood based organisations and artisans to build their ability to create marketable products, meet market standards and earn a secure livelihood. Across India, these segments face unique challenges and often lack access to professional inputs in enterprise management, supply chain, marketing and operational skills.

The purpose is to ensure that small producers do not get excluded from mainstream markets because of their inability to afford resources or inputs in market trends, product innovation & quality, appropriate technology, enterprise skills and access to markets.

II. INTERVENTION

Small Enterprise Center of Excellence
The Small Enterprise Center of Excellence (SECE) aims to create a supportive ecosystem for micro and small enterprises that promote traditional livelihoods through a portfolio of capacity building programmes and services. The center primarily focuses on building operational and marketing capabilities of micro-entrepreneurs.

This is done through intensive implementation of a toolkit developed in-house that enables micro entrepreneurs to map their operations and supply chain, understand their cost structures, define their markets, build marketing skills, budget effectively and adapt simple monitoring processes.
The programme operates with a combination of hands-on training and mentoring and is highly scalable. Its goal is to ensure that micro-enterprises drive generation of secure livelihoods in rural India with sustainable capabilities and a strong market orientation. The center anchors a market-based platform (www.indianartisansonline.com) for artisans.

The Project has helped the artisans in the following ways:

- Generate livelihoods for several artisan communities and multiple revenue streams, which includes a buyer registration fees, merchandise customization and design fees with a margin on direct and indirect orders enhancing sustainability features of the projects.
- Enterprise Capacity Building training including business plans, cost accounting, operations management, HR & staffing and review systems.
- Connect artisans to domestic and international markets.
- Course correction: Linkages with financial institutions, digital tracker for change in income levels.
III. IMPACT

- Cumulative target for the period of August 2012 to March 2015 was 22,230 while 24,546 beneficiaries have been reached, displaying exceeded target by 10%.
- 80% household level baseline data available for Artisans and NGOs profiled
- 18 lakhs margin on direct orders and 36 lakhs on indirect orders
- 568 independent artisan members, 102 NGO affiliates

IV. KEY TAKEAWAYS

- Connect micro entrepreneurs and artisans directly to mainstream market and provide market linkages which ensures better return. This also facilitates building critical distribution and customer management infrastructure and processes
- Preserve traditional livelihoods with contemporary skills
- Online platform with extensive inventory
- Design & Product Development Services to enable partners to create market relevant products backed by a reliable supply chain

Contact Information: handcrafted@indianartisanonline.com
I. BACKGROUND

Wadhwani Foundation was founded in 2000 with the primary mission of accelerating economic development in emerging economies through large-scale job creation. Their main focus area is ‘job creation and job fulfillment’. The Foundation is present in India, Indonesia, Malaysia, Philippines, East Africa and Latin America, operating in association with governments, corporates, and educational institutes.

II. INTERVENTION

**National Entrepreneurship Network (NEN)** is a flagship initiative of Wadhwani Foundation co-founded with IIT Bombay, IIM Ahmadabad, BITS Pilani, SP Jain Institute of Management and Research and the Institute of Bioinformatics and Applied Biotechnology. NEN aims to inspire, educate, and support student entrepreneurs, startups, and SMEs for creating high-value jobs for both existing as well as new enterprises. For new enterprises it provides entrepreneurship through people capacity, infrastructure capacity and programmatic capacity. Over the past ten years, NEN has trained over 3,000 faculties across 600+ institutes, who now regularly offer entrepreneurship courses to more than 100,000 students, annually. More than 700+ companies have been created every year. NEN has also ventured into creating city based entrepreneurial ecosystems that would consist of mentors, investor and incubators supporting startups and SMEs. NEN recently signed an agreement with Ministry of Skill Development and Entrepreneurship to scale this to 3000 institutes.

*Wadhwani Way Learning Approach*
The approach adopted for NEN is known as ‘Wadhwani Way Learning Approach’. It basically focuses on the principle of ‘Learn, Practice, Start-up and Grow’ as explained in the figure above. Learning will be facilitated by Wadhwani foundation through cloud-online platform. After learning process, it focuses on skills which will be imparted through E-cells (entrepreneur cells) and events. Final stage is growing through connection.

To help address the enormous gap that exists between skills needed by the Indian industry and what academia is producing, and the resultant deep fracture in the talent supply chain, Wadhwani Foundation set up the **Global Skills Network (GSN)** in 2011 facilitating multiple high school, college and employer initiatives for entry level mid- skill jobs. GSN aims to equip non-college-bound high school graduates with sufficient work-skills to command family supporting wages (Rs 12,000+). Earlier it was known as Skill Development Network. Today, Network works across 3000 high schools and with over 200,000 students and is embarking on scaling this to 15,000 schools over the next three-five years, in partnership with the Indian government. GSN is also working with the Central and State Governments to transform ITIs to modern manufacturing training hubs and multi-skill institutes, and with employers to engage in providing adjunct faculty, internships and apprenticeships. GSN is currently operational in India, Bangladesh, Uganda and Kenya.

**GSN Programmes-**
- High Schools: Partnerships with Central and State governments bringing online industry-led vocational courses.
- Industry Collaboration: Collaborate with high-demand sectors for curriculum design & development, provide adjunct faculty and student apprenticeships
- Community Colleges and B.Voc.: High-demand job role based training through online blended courses and industry apprenticeships.
- ITIs and Polytechnics: Modernise through employability skills, introducing modern manufacturing and high-demand services trades.
III. IMPACT

• 3,000+ Secondary and Post-Secondary Institutes
• 3,200+ Vocational Teachers trained
• 200,000+ Students enrolled
• 1,500+ Hours of high-quality multi-media e-content
• 15,000+ Scaling schools by 2020
• 1000+ Online modules
• 40,000+ Jobs assisted
• 2000+ New start-up of NEN

IV. KEY TAKEAWAYS

• To achieve skilling at scale, developing multi-media enabled technology solutions for skilling by integrating online/in-class skills education through digital/video using blended learning, industry driven curricula and pedagogy and direct industry partnerships is used. These job-oriented eLearning courses can reach thousands of students simultaneously through the cloud platform.
• Also, through NEN, student entrepreneurs, start-ups, and SMEs are supported and educated for creating high-value jobs for enterprises through people capacity, infrastructure capacity and programmatic capacity. Such assistance and incubator support is much needed in the current entrepreneurial ecosystems of mentors, investors, startups and SMEs.

Contact Information: marketing@wfglobal.org
Kherwadi Social Welfare Association (KSWA) was founded in 1928. The trust was registered in 1955 to help the poor and underprivileged. The ‘Yuva Parivartan’ (YP) Movement was started in 1998 to address the unemployed status of school dropouts and make them economically independent through vocational training. The initial integrated training programmes were so successful that the model has been replicated in 67 other sites in the form of YP Centres in urban and semi-urban areas, 5000+ camps in rural and tribal belts, at 5 prison sites and 300+ independent sites with multiple NGO partnerships across 17 states of India.

### FACTSHEET

<table>
<thead>
<tr>
<th>Place of Implementation</th>
<th>Pan India</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing Agency</td>
<td>Kherwadi Social Welfare Association (KSWA)</td>
</tr>
<tr>
<td>Target Area/Group</td>
<td>School dropouts; extended to prison sites</td>
</tr>
<tr>
<td>Year of Launch</td>
<td>1998</td>
</tr>
</tbody>
</table>

### I. BACKGROUND

Kherwadi Social Welfare Association (KSWA) was founded in 1928. The trust was registered in 1955 to help the poor and underprivileged. The 'Yuva Parivartan’ (YP) Movement was started in 1998 to address the unemployed status of school dropouts and make them economically independent through vocational training. The initial integrated training programmes were so successful that the model has been replicated in 67 other sites in the form of YP Centres in urban and semi-urban areas, 5000+ camps in rural and tribal belts, at 5 prison sites and 300+ independent sites with multiple NGO partnerships across 17 states of India.
II. INTERVENTION

KSWA believes that everybody deserves a "Second Chance". Every new site undergoes a needs assessment to ensure that the training is appropriate, supported by the community, accessible to youth, and will lead to jobs.

Focus on school dropout youths "Second Chance": 'Livelihood Training' offered at Yuva Parivartan aims at solving the problem of school dropouts without marketable skills. The training enables youth to gain expertise in trades like Electrical Wireman, A/C Refrigeration, Motor Mechanic, Motor Driving, etc. for boys, and courses like Tailoring, Nursing, House Keeping, Cutting, Beautician, Mehndi etc. for girls. Community engagement is one of the main tools used by YP which aims to develop leadership among underprivileged youth and solve community problems with the help of the youth members affiliated with the YP club.

Livelihood Exchange Programme: They have field staff called the Livelihood coordinators whose task is finding wage or self-employment opportunities. Their responsibilities also include identifying opportunities, capacity building through required skill training and providing livelihood support services like job preparedness, interviewing & CV writing, grooming etc. thereby making them contribute to the society. The spectrum of beneficiaries includes school and college dropouts, both boys and girls from rural and urban regions.

Strong Industry Linkages: A unique component of YP model is the industry linkages for both, providing training inputs and placement activities to complete the training lifecycle. Yuva Parivartan through its active and intrinsic industry partnership has developed a sustainable model of skill development training. This aspect has enhanced the credibility of the training programme and provides an avenue for greater industry exposure.

Prison Project: Inmates find it difficult to get jobs/self-employment for lack of skill training. Society & family members reject them. Yuva Parivartan helps these first time offenders to regain their rightful place in society and desist from the life of crime. They provide training for courses like mobile repairing, basic wireman, EDP, tailoring and beautician in the prisons namely Arthur Road, Kalyan, Thane in Mumbai, Yerwada Central Prison in Pune, Tihar Jail in Delhi, Nasik Central Prison & Borstal School in Nasik.
III. IMPACT

The organization started working with just 100 families, now has transformed the lives of 6.5 lakh youth so far. They also train boys and girls in 3000 villages every year across 18 states of the country. In the 10 years of the Prison Project, approximately 2000 inmates have successfully completed their vocational training under this programme.

IV. KEY TAKE AWAYS

• Believing in providing school dropouts and jail inmates a “Second Chance” is what the society needs right now. Yuva Parivartan has developed a holistic and complete model for skill development in the real sense by identifying 4 areas of work which forms 4 pillars of the model; namely, Community Engagement, Industry Partnership, Livelihood Training, and Livelihood Support.
• They have assigned field staff called the Livelihood coordinators whose task is finding wage or self-employment opportunities for their trainees.

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I. BACKGROUND

Anudip Foundation for Social Welfare, a not-for-profit social enterprise, provides livelihood opportunities at scale for marginalized populations in the digital economy by becoming the go-to skilling partner for students, employers and donors. Young unemployed aspirants are trained under the new economy livelihood intervention programs; which provides employer- and career-driven employment skills opportunities in internet-based jobs such as e-commerce, social media, mobile and computing, big data analytics, digital designing, publishing, computerized accounting, hardware & networking, micro-finance and retail.

II. INTERVENTION

Digital Learning Center (DLC): A three-month full-time course focused on developing beneficiary's job skills needs through job-market aligned curriculum, developed and customized based on employers’ requirements. The program provides in-depth training in IT skills, workplace readiness, English communication, digital education, MOS-excel expert, retail, tally, and micro-finance. 70% graduating students are provided with job placement services across formal sectors. Students are taught through digitized and market-aligned curriculum which is uploaded on an online portal for easier access. The curriculum has been developed in-house and is constantly upgraded given the dynamic needs of the market demands as well as students’ and teachers’ feedback.

SAVE (Specially Abled Vocational Education): A three-month skills training program for persons with disability (PwDs) to provide industry specific training based on potential employers' requirements and job opportunities, tailored to the unique needs of physically and
visually challenged rural men and women. The program helps PwDs not only gain IT knowledge but also find placement in BPO sectors. SAVE beneficiaries belong to impoverished communities, through this training students have a chance to increase their family income and find financial sustainability from a highly vulnerable social sector and become respectable family members. Relocation and accommodation acquisition are huge, often insurmountable, obstacles to placing these students in job, Anudip includes a month accommodation charges and travel reimbursement to each student for their training.

Digital Academy (DA): This variable-duration training program, based in urban locations, is customized to students’ career aspirations, and provided world-class courses and certification in Microsoft, Cisco and CompTIA. Graduates from the backward community who are not economically very sound, are trained in Web Designing and Web App Development, Digital and Social Media Marketing, Software Testing and SEO, Advance Network and Infrastructure Management, Mobile App Development, Digital Designing and Printing, AutoCAD etc.

DA also provides training on Communicative English, Workplace Readiness, Digital Literacy and Financial Literacy. After completing the course, 70% of the graduating students will be provided with placement services across sectors such as manufacturing automation, Micro-finance, IT-TreS enabled services such as Hardware & Networking, retail etc. The training program is concluded with placement services to help poor graduates, especially women, to attain sustainable livelihoods.

III. IMPACT

• 150+ skill development centers
• 7 Indian States
• 60,000+ trained
• 80% Employed
• 300% increase in family income
IV. KEY TAKE AWAYS

- Assess education levels in the community and skill needs of the employees
- Mobilise and admit students motivated to improve their livelihoods through acquiring ICT skills
- Gain reach, credibility and local knowledge and decreases operational overhead
- Assess student interest, capabilities and provide job coaching
- Works with employers to place graduates in a range of livelihood opportunities
- High impact professional training for better employment opportunities
- Classes conducted through cloud-based Learning Management System (LMS) by specialized Microsoft and Cisco certified trainers
- Cisco, Microsoft, Amazon and CompTIA certifications
- On successful completion, placement assistance will be offered to the Academy students
- The course is taught through public-domain online learning management systems called Moodle and EDX. Along with IT-related courses, Business Communicative English and Workplace Readiness training will empower students to obtain complete computer and communications training for the corporate environment.
- Technical training through experienced and certified faculty, internal assessments, and online global exams, are highlights of the course.

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I. BACKGROUND

Tamana is a nonprofit, charitable organization which aspires to see individuals with developmental disabilities (divyangjan) as useful and integrated citizens contributing to GDP of our country. Tamana runs three centers which cater to the education, rehabilitation and skill development of individuals with developmental disabilities and autism namely, the Tamana Special Education Centre, Skill Development Centre- Nai Disha and the Autism Centre-School of Hope. Students at Tamana are encouraged to enroll in NIOS curriculum for their informal education.

II. INTERVENTION

Tamana introduced Reverse Integration through its Tamana Kindergarten Project. Since it is difficult to integrate the specially-abled children in the normal school, they started mainstreaming the preschoolers of their morning session with their special children of similar ages. Tamana offers eight skills recognized by the NIOS Board along with 14 other skill development courses for these young adults.

Tamana’s Skill Development Center - Nai Disha was conceived with the realization that the young adults at Tamana have to be equipped with skills to adapt appropriately to the needs of adulthood and thereby function as an independent whole-physically, emotionally and are economically independent self-sustained individuals.

The skill development program(s) aim to enhance the lives of youth with developmental disabilities by:
- Developing relevant skills and competencies to improve the quality of life.
2. Office skill management
Depending on the competencies, a student is trained in office management skills, these include, typing, filing, photocopying, simple banking operations, stock-taking and answering phone calls.

3. Paper Unit
As part of another source of their economic sustenance and livelihood, students are involved in the process of reprocessing waste paper for reuse. It involves the steps of Collecting, Sorting, Shredding and Pulping, Pressing and Finishing for reuse. The students thereby learn to make handmade paper which is used for making gift wrapping paper, files, envelopes and other products. The paper unit includes: Paper Recycling & Manufacturing, File & Envelope Making, Paper Bag making and Diary Making.
4. Clay Modeling
Pottery is increasingly gaining popularity in the present day as a hobby as well as a subject because of its therapeutic nature and educative value. At Tamana Nai Disha, the students learn from the basics of kneading the clay, to the complex and intricate moulding and designing. Gradually they pick up the dynamics of the product and its usefulness at home and in the market.

5. Baking
Baking (bread, cakes, and biscuits) is taught as a simple cooking activity. Right from the beginning, the process is broken into simple steps (task analysis) like identifying ingredients, weighing the ingredients, mixing, transferring to moulds, baking, decorating, packing and making the bills. A special educator and a baker train these students and the sales from the products help in raising funds for the organization and providing stipend to the students who train in them.

III. IMPACT

- Post the skill based training in Office & Computer Skills, selected students are also placed at Tamana to work at the reception or support the administrative staff. These students are also provided with a stipend.
- Companies like Café Coffee Day, Lemon Tree Hotels, Creative Radicalz (a digital media company) have also absorbed Tamana’s young adults making them economically independent.
- The three centers accommodate more than 300 special students and 200+ students from the EWS at a time.
- Musically remarkable students of Tamana have also made careers out of music by professionally lending their voice.
- A student of Tamana has been the winner of “National IT Challenge for Youth With Disabilities” organized by the Ministry of Electronics and IT in 2015.

IV. KEY TAKEAWAYS

- Young adults with disabilities are vulnerable because of the attitudinal, physical, and financial barriers they face. The interventions by Tamana campaign for inclusion, integration and acceptance of the divyangjan into the mainstream.
- The areas of training are varied and dynamic, sometimes they are modified to suit the needs of a particular student.
- Besides vocational training the curriculum also includes formal education through National Institute of Open Schooling. Classes are held from class 1 till class 12. Students from other schools can also apply for the course at Tamana.
- Tamana continuously works towards building frameworks and special education techniques that can be followed by students to blend in the mainstream industry.
- The Tamana Kindergarten Project involves a process of Reverse Integration. Since it is difficult to integrate specially-abled children in the normal school, the project focuses on mainstreaming the preschoolers with special children of similar ages.

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I. BACKGROUND

The Eye Mitra Programme, which started as a pilot at Alwar (Rajasthan) in 2011, is an innovative program to provide access to primary vision care for the 55 crore Indian people who suffer from uncorrected poor vision on one hand and offering micro entrepreneurship opportunities for unemployed youth on the other. Launched in 2013, the Programme aims to address unmet needs for vision care by recruiting and training unemployed and underemployed young people to set up their own business which allows them to carry out vision screenings and dispense eyeglasses and sunglasses. They are able to bring affordable primary vision care and as micro-entrepreneurs - vital socioeconomic stimulation to their local communities.

II. INTERVENTION

1. Mobilization of Rural Unemployed Youth: The partner organization scouts for appropriate candidates from catchment areas who have got the entrepreneurial bent of mind and passed matriculation. This is done through village level meetings with key stakeholders in villages.

2. Training and Hand Holding: These students are trained on various key aspects for two months (in line with PMKVY-2.0 modules) related to basic vision care, so that they can take care of Uncorrected Refractive Error (URE) in rural areas. Thereafter, these successful
3. Assessment: 2.5 NVG does the monitoring and assessment by directly involving its own expertise both at the classroom and field level. All candidates necessarily take the assessment test conducted by PMKVY and/or NCVT, followed by assessment conducted by 2.5 NVG’s Professional Services Team of qualified senior level optometrists. It’s mandatory for all trainees to pass both the assessments to finally qualify for the Eye Mitra certificates.

4. Business Development Support (Product sourcing and Marketing): Once they set up their shop, they are recognized as Eye Mitras. Thus 2.5 NVG help them by providing various saleable products- spectacles and lenses. They are also supported by basic vision toolkit (worth Rs. 30,000) which is given free of cost and other marketing supports.

5. Continuous Monitoring: Field staff from 2.5 NVG continuously visits the Eye Mitras at the field level to help them perfect their services delivery and address any other complications that they might come across. Any complicated cases are referred to the nearest hospital, ophthalmologists.

Youth are supported through **continuous handholding for ten months** as a part of the course and also supported to set up their own small enterprise in their villages. The Business Development Executives (BDE) from 2.5 NVG India provides all **business support** to the Eye Mitras once they start their own micro business at local areas.
III. IMPACT

As on March 31, 2017, there are a total of 2,643 Eye Mitras across India who have screened more than 48 lakh people equipped and more than 10 Lakh people with spectacles.

IV. KEY TAKEAWAYS

• All potential Eye Mitras, hitherto unskilled, can earn their livelihood, thereby would support the local economy to grow at village level.
• The trained and qualified Eye Mitras when start growing their services at local levels from their own outlets, also involve other helping hands from local areas to support in their day to day activities. This would increase the local level employment for unemployed youths and would reverse the out-migration from villages to urban areas, by providing the benefit of better economy at local areas. This would help to maintain the resource equilibrium and its optimum utilization both in urban and rural areas.
• This would further address the eye health issue at local level.
• The other village professionals, like- potters, tailors and others would be getting solution for Uncorrected Refractive Error (URE) at local level in a cost effective way.

Thus, the rural economy would develop and grow with the growth in numbers of Eye Mitra Opticians (EMOs) in rural areas.

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I. BACKGROUND

Catalog Educational Services Pvt. Ltd. operates an online career counseling platform for urban and rural area students in India. The platform helps students in career decisions and suitable career path planning. The company provides psychometric assessments and career guidance to students from age group of 13-22 years in diverse areas. It also provides career assessments for tenth class students, college students, and above. The company was incorporated in 2009 and launched their web platform in 2011 with name MeraCareerGuide.Com and rebranded themselves as CareerGuide.Com in 2015 even catering to South East and Middle East and North Africa region (MENA) countries.

II. INTERVENTION

CareerGuide.Com is a platform to deliver "Career Counselling & Guidance" anytime anywhere with the help of ICT, to evaluate and discuss career options with career counsellors who can explain the suitable career for candidate, discuss career progression and challenges and suggest action plan for identified career. CareerGuide.Com is a one-stop platform which answers questions like What, Where, Why & How’s of all career related questions. It's an integrated solution to provide instant, accessible, flexible and affordable career guidance and planning.

- Career Guidance: Ask questions and get on-demand Instant expert backed career advice to all career queries. There are 1000 career counsellors on the platform from 60 different cities who attend to students question over call. No scheduling No wait - directly connect with a career counsellor and discuss their career queries. Link: https://www.careerguide.com/career-experts-in-india
• College Planning: Plan entire college studies (UG/PG) with the help of an unbiased career counselling service.
• Study Abroad: Study Abroad Counsellors can help plan out students’ overseas study, where to study and how to go about it.
• Career Explorations: their knowledge-base of over 115000 questions answered by renowned career counsellor can become a very useful exploration tool for students. Link: https://www.careerguide.com/career-options
• Career Assessments: A series of psychometric career test for all levels to scientifically & holistically access students’ personality interests, aptitude, motivation and personality. Link: https://www.careerguide.com/psychometric-career-assessment

CareerGuide.com’s Psychometric Career Assessment works in standardized environment to match a student’s attribute to right skill sets. It is designed with complex set of algorithms and data processing environment which help in generating real time report based on each identical user response sets. Library of career information in 30+ sectors and 500+ career options which is served on age level to students uniquely accessible in a clean user interface to user. CareerGuide.Com has 7 different types of psychometric career assessment for different age groups. These Career Assessments are also available in multiple languages.

Partnerships:
• BSNL & IDEA:
  CareerGuide has launched career counselling service on BSNL and IDEA to provide their users with answers to career and education related questions.
• Career Launcher:
  CareerGuide and its counselling service along with psychometric career tests are available at 150 center of Career Launcher spread Pan India.
• Unilever’s CSR initiative:
  CareerGuide powers Unilever’s CSR activity to empower girl child by helping them know about various career choices.

III. IMPACT

• Around 5,31,000 students have been impacted till date.
• Helped students identify right streams and courses and mapping career options accordingly; understand their skill sets and matching careers according to it; identify with right college/university and training centers; improve on their “employability skills” that employers expect of workers and train workers in these skills
• Teach job search techniques
IV. KEY TAKEAWAYS

- Network of career counselors is unique to CareerGuide, and leaves room to create entire career counseling ecosystem. Innovation is at both technology and process level.
- Career and Counselling platform under the guidance of professionals can provide the right information, direction and confidence to the candidate regarding the optimum options of vocational education apt for him/her.
- Such a system eliminates uncertainty in the mind of the students and enables him/her to disregard futile incentives and prudently choose her or his educational direction in accordance with the individual’s inner competencies.
- Whether students are sitting in a small town or in a city they can have access to advices and guidance as the portal leverages online technologies to provide career counseling.

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I. BACKGROUND

Butterflies is a registered voluntary organisation working with the most vulnerable groups of children, especially street and working children since 1989. With a rights-based, non-institutional approach, the organisation endeavours to educate and impart life skills to vulnerable children so that they become self-reliant. Over the years they initiated a number of innovative interventions in the field and partnered with various government and non-government agencies to garner support for children.

II. INTERVENTION

1. HSBC- Butterflies Mobile Education and Resource Centre:
To empower street children with knowledge and skills necessary to protect their rights and help them develop as respected, productive and valued citizens, HSBC and Butterflies signed an MoU in 2011 working towards Mobile Education and Resource Centres to:

• Organize a long term campaign to take education to those deprived children who are still outside the education net, like children who are living on streets, railway stations, bus terminus, markets and children of homeless families living in slums in Delhi, and enroll them in formal education and vocational training.
• Educate these children on life skills, computer literacy and encourage the habit of reading through the library provided in the mobile school.
• The project area includes 5 regular contact points of Butterflies.
• All round development by providing health education on issues such as hygiene, nutrition, diseases, harmful effect of substances and teaching them yoga and physical training and offering them counseling and guidance.
2. Children’s Development Khazana (CDK):
   - CDK was conceptualized to empower street, working, and rural & urban poor children with the core objective to promote life skills education through democratic participation, leadership, inculcate knowledge of cooperative and financial management, prioritizing needs, budgeting, vocational/technical skill, banking principles, basics of management principles, and fundamentals of accountancy- providing saving and promoting a habit of entrepreneurship.
   - Children between the age group of 9-18 years are the members, volunteer managers and promoters of CDK. Any poor marginalized rural, urban and tribal communities’ child can be a member of Khazana, which is owned and run by the children themselves, under adult guidance and facilitation.
   - In CDK, members nominate their own child volunteer managers (for six months) and members for the advance committee, who are then provided trainings to handle their responsibilities, in communication skills, and to work in a team.
   - As part of practicum children manage their own Khazanas on cooperative principles at set timings and members focus on becoming entrepreneurs or learning a professional skill and exiting from their situation of poverty and insecurity.

3. Butterflies School of Culinary & Catering (BSCC)
   It is a year long vocational training programme in food preparation and catering to teenagers (15 years+). The training involves teaching different cuisines, nutrition, packaging, distribution and marketing & financial management skills and other important life skills. BSCC focuses its training on imbuing students with entrepreneurial qualities so that they get good jobs in leading hotels or even start their own ventures. BSCC provides regular staff lunches and caters to several partners like Pravarh NGO, CBGA, Embassy of Ireland, National Law College etc.

III. IMPACT
   - In totality, in 2016, the organization impacted 1333 students. Of these, 735 are regular students i.e. those who maintain an attendance of 60 per cent in 3 months.
   - In the HSBC Butterflies Mobile School, during 2016, they reached out to 396 children in which 244 (62%) are boys and 152 (38%) are girls. Among them 274 (69%) were enrolled
in Butterflies education programme and 122 children were accessing life skills education. Annually around 400 homeless and street children, children of migrants, working children, children of slum and pavement dwellers are benefitted.

• The project is also helping children to continue their education and improve their performance academically. Some children have scored more than 90% in their annual school exams of 2015-16. The library and computer education have been able to create an interest among children to learn computer and reading habits. In 2016, more than 200 learned basic computer and used library regularly.

• As of December 2016, CDK is operational in eight countries across the world and in ten states of India with a total membership of 15,920 children and savings amounting to $71,606. All the money is saved in mainstream banks.

IV. KEY TAKEAWAYS

• Mobile school brings schooling to the doorstep of children who for various reasons are unable to get admission to regular primary schools and enroll them in formal schools, provide basic computer education and life skills education on financial management, health, communication, rights and responsibilities.

• CDK is a very innovative method to teach the children life skills through democratic participation, leadership, inculcate knowledge of cooperatives and financial management, prioritizing needs, budgeting, vocational/technical skill, banking principles, management principles and promoting a habit of entrepreneurship exiting from their situation of poverty and insecurity.

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I. BACKGROUND

Maruti Suzuki India Limited (MSIL) has been driving various skill development initiatives in partnership with Government of India. One of the prominent among them is adoption of Industrial Training Institutes (ITIs) in partnership with the state governments for their overall upgradation. The key objective of the programme is to improve quality of training and upgrade technical skills of students in order to make them industry ready and enhance their employability. The emphasis is given on practical hands-on trainings and simulation based trainings. Such approach can further improve the standard of skill training. Out of the 43 ITIs for which Maruti is an IMC Chairman, 6 have been adopted as Model ITIs.

II. INTERVENTION

Faculty Development: The programme includes training the ITI faculty members on aspects such as behaviour, work culture, teaching methodology to help them improve their skills, attitude and motivation. MSIL also conducts automobile related technical training for Instructors to update their technical knowledge. These programmes are conducted at MSIL Training Academy, Gurugram, MSIL dealerships and Regional Training Centers. A reward and recognition policy is also in place to motivate and encourage good performing Institutes and staff.

Student Development: The programme includes soft skill training such as discipline, personal grooming and communication skills. Add-on courses are offered to augment the course curriculum and provide industry specific training to students. The company has also developed e-learning modules which are delivered through VSAT. MSIL also organizes English enhancement programmes for ITI students to help them succeed at work. For the female students, self-defense training is organized to build their self-confidence. The company also
promotes sports and cultural activities among the students. A reward and recognition policy is in place for meritorious students.

Infrastructure Development: The programme includes infrastructure improvements such as repair of building, machines, and workshop tools, provision of furniture and teaching aids. MSIL provides engine and transmission cut sections for the purpose of training. The company is also setting up Automobile Skill Enhancement Centers (ASEC) for servicing, body repair & paint repair, electrician workshops and safety labs at ITIs for practical training of students.

Industry Connect: The students and faculty members are invited to factory and provided industry exposure. In addition, guest speakers from industry are invited to the Institute to provide guidance to the students and impart industry specific training.

III. IMPACT

As of January 2017, MSIL is supporting 141 ITIs spread across 27 states. The company has already set up 52 Automobile Skill Enhancement centers at adopted ITIs. In last two years, over 3600 students from these ITIs have got employment in service workshops of the company's dealers. In addition, selected students are provided opportunity at MSIL manufacturing plants under the Apprentices Act and 700 students from these have joined as apprentices during the last two years. This initiative helps in meeting the manpower requirement, while helping students get gainful employment. The placements are around 80%, while some go for self-employment or higher studies.
IV. KEY TAKEAWAYS

There is a strong industry institute linkage to facilitate availability of skilled manpower. The company undertakes faculty training, students training and organises job placement fairs at the institutes. They work to enable Industrial Training Institute to Attract, Retain & Train for Skill-development (ARTS) to produce responsible skilled citizen. The ITI graduates should meet industry expectations on skillful safe, green & economic work culture.

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I. BACKGROUND

The ICICI Group set up the ICICI Foundation for Inclusive Growth (ICICI Foundation) in early 2008. The foundation operates primarily on two models: projects where systemic change is required, and initiatives which directly impact the beneficiaries. They work on projects that are sustainable and scalable. In October 2013, ICICI Foundation launched the ICICI Academy for Skills (IAS). The main focus of this nationwide initiative is to create sustainable livelihood opportunities for underprivileged youth in the urban sector.

II. INTERVENTION

1. ICICI Academy for Skills

The academy offers 2 weeks of occupational skill building programmes that provide industry relevant practical training on a pro-bono basis, to make the youth employable. It also offers add-on training such as communications, financial literacy and skills to adapt to an organised working environment. With the objective of broad-basing skill development, the eligibility for these courses is between the ages 18 and 30 years with a minimum schooling of class VIII.

Offered courses: Electrical & Home Appliance Repair, Refrigeration & AC Repair, Pumps & Motor Repair, Central Air Conditioning Repair, Paint Application Techniques, Retail Café Operations, Office Administration, Web Designing, Tractor Mechanic, Lab Assistant at Diagnostic Centres, Two-Wheeler Service Technician, Retail Sales and Selling Skills.

To ensure that these courses are relevant to the industry, content development and curricular design including the setting up of laboratories and preparing the trainers is undertaken by
Knowledge Partners, who are leaders in their respective industries. Some of the Knowledge Partners are Schneider Electric India Foundation (for Electric & Home Appliance Repair), Blue Star Ltd. (for Refrigeration & AC Repair), Crompton Greaves Ltd. (for Pumps & Motor Repair), Voltas Ltd. (for Central Air Conditioning Repair) etc. For Retail Sales and Selling Skills, ICICI Academy has its own in-house curriculum.

Mobilisation - ICICI Academy for Skills’ sourcing strategy is to reach out to target segments through multiple channels such as the ICICI Group network, Non-Governmental Organisations (NGOs), Self Help Groups (SHGs), direct community outreach at slums and villages, local colleges and candidate referrals.

Placement - ICICI Academy for Skills builds market linkages through industry partnerships for placement of students. Such partnerships serve the dual purpose of making the youth employable as well as ensuring their livelihood. A job portal has been designed to facilitate placement of the passed-out students of ICICI Academy. Employers who are keen to consider such trained youth for employment can register themselves in the portal and recruit candidates.

Post recruitment:
- Call Centre- The call centre conducts a one year follow-up with all passed-out students. In this follow up, the call centre team makes a note of issues faced (if any) by the students post convocation for further action. It also captures details like employment status, status of bank accounts and requirements of loans.
- Alumni App- This application helps students to connect with the alumni, keep a record of the feedback received, reference to a potential employer and share success stories.
2. ICICI Academy for Skills (IAS) - Rural Initiative

ICICI Foundation in association with ICICI Bank and local government bodies launched ICICI Academy for Skills - Rural Initiative in April 2016. This initiative is being implemented in 45 villages to promote community based sustainable livelihood and improve the socio-economic profile of underprivileged sections in rural India.

ICICI Academy for Skills-Rural Initiative revolves around four areas- Skill Development and Sustainable Livelihood, Financial Inclusion, Credit Linkages and Market Linkages.

The main objective of the ICICI Academy for Skills-Rural Initiative is to develop occupational skills among rural youth in the age groups of 18 to 40 years with a special emphasis on women’s participation through the Skill Development and Sustainable Livelihood programme that offers occupational skill trainings based on the demand of the community and the prevailing needs of the product or service in local market.

The training programme is conducted in a government premise in the village to ensure convenience and maximum participation of the trainees. Trainees are trained majorly in Agri-based skills and Technical skills. 90% people are engaged in employment generation activities (72% in self-employed and 28% are wage employed). Trainees’ income has increased by Rs. 500 to Rs. 3000 post employment.

3. ICICI Rural Self-Employment Training Institutes (RSETIs), at Udaipur and Jodhpur districts, Rajasthan

RSETI’s are set up by banks to provide vocational trainings to youth from marginalised communities as part of a national programme initiated by the Ministry of Rural Development.
The ICICI RSETI model is a unique demand-driven model mainly focusing on imparting industry relevant training to create sustainable livelihood opportunities. It offers intensive full-time residential training and on-location training courses in various trades. In addition, ICICI RSETIs offers financial literacy, enterprise development, providing credit and market linkages as well as placement support.

Other unique programmes undertaken by ICICI RSETI are:

- Entrepreneurship Awareness Programme: This programme is an effective way for spreading awareness about self-employment and entrepreneurship among the youth.
- Micro-Enterprise Development for Self Help Groups: ICICI RSETI Udaipur initiated a special project on women empowerment with the Indian Schools of Micro Finance for Women as a project implementing agency. The project aimed to promote individual or group micro-enterprises of Self Help Groups (SHGs) for sustainable livelihood.

Satellite centres are set up at the block level to provide "training-at-doorstep" to the youth in the remote rural areas. ICICI Foundation has seven RSETI centres in Udaipur and six satellite in Jodhpur. The satellite centre concept initiated by ICICI RSETI has been adopted by the Ministry of Rural Development for implementation across all RSETIs in India.

4. Digital Village Programme

As part of this Digital Village initiative, ICICI Foundation in association with ICICI Bank will provide vocational training and credit linkages to enhance the livelihood of villagers. In November 2016 ICICI Bank announced that it would transform 100 villages into digital villages in 100 days, enabling villagers to use digital channels for banking and payment transactions. India’s first digital village, Akodara village was also adopted by ICICI.

Skill training is conducted at community-based locations with support from local institutions. The trades selected for trainings at each location are based on the prevailing needs of the local economy. These include dairy and vermi-composting, comprehensive agriculture, agriculture equipment repair, dress designing, etc. Three courses are conducted at each location for duration of 15 to 30 days. The training curriculum is in alignment with the National Academy for RUDSETI (NAR) guidelines. This initiative also provides tablet-based banking to help villagers to open their savings account with the bank without submitting any physical documents, which will be linked to their Aadhaar card to enable direct transfer of government benefits.

III. IMPACT

- Since its launch in October 2013, ICICI Academy has set up 24 centres.
- Till date, ICICI Foundation has tied up with over 800 industry partners to provide employment opportunities to the trained youth. ICICI Academy has continued to achieve 100% placement for all its trained youth.
- 119 villages have been covered under this initiative. ICICI Academy- Digital Village Programme will train 10,000 youth in total by March 31, 2017.
• From 2011 till December 31, 2016, ICICI RSETI has trained more than 49,000 youth with women representation at 48%. Since March 2011 ICICI RSETI’s centres at Udaipur and Jodhpur have been recognised as the top performing RSETI in the country for four consecutive years by the Ministry of Rural Development and the National Centre for Excellence of RSETIs.

IV. KEY TAKEAWAYS

• ICICI Academy leverages existing corporate relationships of ICICI Group in order to reach out to a larger employer base. To ensure industry-relevant training, content development and curricula design, setting up of best-in-class training labs, training of trainers and regular monitoring of training delivery is undertaken by Knowledge Partners.
• ICICI RSETIs offers financial literacy, enterprise development, providing credit and market linkages as well as placement support.
• The digital village programme enables villagers to use digital channels for banking and payment transactions
• During the course of the training (3 months), ICICI provided insurance coverage to all its trainees. There is also a preliminary free medical check-up by ICICI- Lombard before the commencement of the training.
• ICICI Bank also opens a zero-balance account for all the trainees.
• Post the training and placement, IAS monitors and tracks each of the trainees for almost a year. This includes talking to their bosses to understand their development, or visiting them at their work place.

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I. BACKGROUND

Society for Rural Industrialisation (SRI) was conceived and established by a group of visionaries consisting of Technocrats, Academicians, Social workers and Administrators as a Voluntary Organisation committed to render scientific and technological support for rural development, based on present and emerging global knowledge. During its formative years, absence of Science and Technology in rural lives, and shortage of skilled manpower for socio-economic development was a big challenge for SRI, with the motto “Technology for the people”. It is also dedicated to infuse emerging knowledge of Science and Technology into India’s Village Development Programme. A relevant knowledge bank is identified and the one with most potential is adopted. It is then converted into technology, which the villagers can adopt, own and manage.

II. INTERVENTION

SRI initiated skill training of tribal youth for technology infusion in rural areas. Over the years, SRI, which initially started as a skill training center, evolved into a multi-thematic, multidisciplinary organization. Today, all development initiatives of SRI are taken up through 3-thematic groups. These are:
(1) Technology for Rural Professionals: Skill training, Technology Development
For a balanced development of rural India, dependence on agriculture for livelihood has to reduce. This entails capacity building in Non-Farm & Service Sector. This has two components i.e. Skill Development, and Technology Development and Dissemination. This thematic group of SRI is involved in both these activities.

SRI has a well-equipped skill training centre, which conducts training in different modules i.e. Carpentry, Electrical & Electronics, Diesel pumps & Agro equipments, Two Wheeler maintenance, Steel fabrication, Mason, and plumbing. SRI also has well equipped laboratories and workshops for carrying out research, development and engineering. The product and process developed through these facilities are put in use through structured training and technology support system. Major interventions include:

• Skill up-gradation, product diversification and market linkages interventions were taken up for 92 Mahali families, the traditional bamboo artisans of Angara.
• Helped to set up 14 womens’ enterprises on LED-Solar PV systems, each capable to provide light to 20 to 30 households.
• From 5 Extremist infested Blocks of Bhojpur districts of Bihar, 485 youths were trained in different engineering skills, of them 280 are self-employed or are gainfully engaged.
• Para-Technologists training was imparted to 30 youths through One year multi-technology programme. All are occupying responsible positions in NGO and Government.

(2) Technology for Rural Women--Health, Social organization, Livelihood
SRI uses Science & Technology as the most important tool for empowering women and enterprising development for income generation. Women are divided into two operational groups, first one is of adolescent girls and the second is of adult women. Knowledge dissemination using Science & Technology is carried out for adolescent to become change agents. Income generating activities are carried by capacity building training for the second group through Women Self Help Group. Major interventions include:

• Established 15 women’s Resource Centre in Jharkhand and Orissa for women’s empowerment through Science and Technology intervention.
• Promoted Sanitary Napkin production and marketing centre. Trained women to operate and manage these centres.
• Initiated the concept of Adolescent Girls clubs and established 50 such clubs in Jharkhand and Odisha. This has resulted in widespread acceptance of Family planning systems, reduced migration and improved RCH support.
• Introduced improved Chulha on a large scale through trained women acting as product and service provider.
• Developed and promoted Mushroom seed production centre for supplying quality seeds to the producers in Odisha.
• Large number of field training has also been conducted for capacity building resulting in adoption of new livelihood options and awareness generation for empowerment.
(3) Technology for Small & Marginal farmers-Aquaculture, Agriculture, Soil and Water management

Jharkhand has 84% farmers having land holding of less than 1 ha, averaging 0.52 ha. With negligible irrigation support, all development initiatives are aimed at improving the profitability through scientific planning and efficient use of technology. SRI concentrates on designing cost effective irrigation system, promoting off-season vegetable cultivation, cost effective soil nutrients, etc. For promoting scientific aquaculture, SRI focuses on standardized cultivation of Major Indian Crops. Major interventions include:

• Successfully coordinated and implemented a programme on aquaculture to set up fish breeding, hatchery and nursery stations covering 6 states.
• Regional project on land & water management in 6 locations in Jharkhand and West Bengal.
• On-campus training for farmers on upland water management, rice cultivation and off-season vegetable production.
• Training NGOs in Jharkhand on SRI technology of rice cultivation as an extension to spread it to all districts, support tribal women at Angara to adopt SRI technology.
• Technology, training and marketing support to 92 women’s groups for organic vegetable, vermin and fortified composting.
III. IMPACT

• Since its inception SRI has imparted training to more than 18000 youths in various skills related to Engineering Technology. About 50-60% continue to use the skill and about 2000 have established their own service centres.

• Livelihood Promotional support to 720 families at Angara through agriculture and small scale animal management, resulting in 72% of them crossing the poverty line.

• Empowered and capacitated more than 135 Women Self Help groups at Angara Block through Science and Technology intervention for IG activities.

• On-campus training for 300 farmers on upland water management, rice cultivation and off-season vegetable production.

• Trained 25 NGOs in Jharkhand on SRI technology of rice cultivation as an extension to spread it to all districts.

IV. KEY TAKEAWAYS

• Absence of Science & Technology in rural lives, and shortage of skilled manpower for socio-economic development is a big challenge, so SRI initiated training of tribal youth in different skills. Through these technology infusion was initiated in rural areas. This can be replicated in many rural areas in other states which are plagued by the same problem of backward socio-economic development.

• Multi Skilling of multiple target groups.

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I. BACKGROUND

Skills training is the least accessible to those who stand to benefit the most from it. This makes it even more difficult to implement a way to help these communities participate in any formal economic sector, and thereby overcome poverty. Making vocational education mobile may be one solution to this. In an effort to bring quality vocational education to the otherwise inaccessible regions of the diverse geography that India is, AMMACHI Labs, a skill development research center at Amrita University conceptualized, designed and built a mobile vocational training center. While the center has trained women in plumbing and fabric painting at Amrita University, through the mobile unit, the training will be made available to women, thus aiming at empowering them.

II. INTERVENTION

A MoVE unit is a fully functioning classroom-on-wheels. The technology in the vehicle is powered by solar energy, thereby making it eco-friendly and allowing vocational education for development in logistically and geographically diverse areas. The solar-powered van captures the sun's energy and stores it in four batteries. This is sufficient to power the 20 computers that is to provide the training. Haptics-enabled training modules, Wi-Fi connections and the A-VIEW

FACTSHEET

<table>
<thead>
<tr>
<th>Place of Implementation</th>
<th>Pan-India (rural areas)</th>
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<tbody>
<tr>
<td>Implementing Agency</td>
<td>Amrita Multi Modal Applications Using Computer Human Interaction (AMMACHI) Labs, of Amrita University</td>
</tr>
<tr>
<td>Target Area/Group</td>
<td>Mobile vocational training center to reach the unreached</td>
</tr>
<tr>
<td>Year of Launch</td>
<td>2012</td>
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</tbody>
</table>
e-learning platform enable an enhanced learning experience. MoVE uses minimal resources and has reduced dependence on local infrastructure.

A mobile classroom has several advantages over a regular classroom such as increased outreach, reduced operating cost, and ability to teach at multiple locations. The complete infrastructure required to conduct vocational training is contained within the MoVE unit. The technologies used to deliver classes are intuitive and are designed to teach those even with rudimentary literacy.

Schematics of the MoVE van

The future of MoVE is two-fold:

- **MoVE-in-a-box**: In order to maintain a sustained presence and to drive the investment and operational cost down, MoVE has conceptualized packing all the essential ICT technologies and other required infrastructural elements in a solar power enabled box. This box can be transported easily, making MoVE further mobile and bring training to the remotest of areas.

- **JugaadTruck**: There is a need to repurpose the formal and informal education systems to focus on skills such as complex problem solving and design thinking. ‘J ugaad’, the famed spirit of frugal innovation found in rural India is encouraging many R&D labs across the world to adopt similar method for lowering costs. The J ugaadTruck is the first step in the wave of resources (Makerspaces/toolsheds) and vocational/entrepreneurship training centers that will help bring hi-tech technologies to rural India. The J ugaadTruck will spark the spirit of igniting young minds to the possibilities of using technology to solve their problems and make better livelihoods.

### III. IMPACT

In connection with Women Empowerment project, MoVE has provided training to more than 500 women in the tribal belt of Kerala and the Tsunami affected areas in Nagapattinam, Tamil Nadu. It took over a month to set a proper VET training center with the essential infrastructure. Since then MoVE has travelled across 6 states including Chhattisgarh, Andhra Pradesh and
Odisha providing training to over 120 students in variety of courses such as life skills and entrepreneurship.

IV. KEY TAKEAWAYS

• This innovative mobile vocational training center promotes skills training in the least accessible areas. It can be implemented all over country to reach under served and far fledged areas. It also uses green technology, promoting clean environment.

• Successful pilot of operational mobile Technical and Vocational Education and Training (TVET) school powered by solar energy. Important case study for alternative methods of scaling India’s demand for providing TVET.

• Good use of mobile infrastructure to supplement formal education system in the rural and tribal areas of India.

• It is a good cause for companies to adopt in order to utilise their CSR funding

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Tribals from Idukki, Kerala with the MoVE van after their training session
I. BACKGROUND

Ador Welding Academy Private Limited (AWAPL) is a 100% subsidiary of Ador Welding Limited (AWL) - a pioneer in welding industry in India. Their involvement with the industry shop floors, inspection and approving agencies and design consultants have helped them acquire and accumulate valuable insights into the needs and aspirations of the industry.

Ador Welding Academy has offered Knowledge Partnership to entrepreneurs and institutes to set up state of the art vocational centres for welding skill development. Their knowledge partnership includes setting up physical infrastructure, providing Training material and lesson plans, Training of Trainers and guidance, and support for pilot runs as well as assessments as per the SCC/ NSQF mandates. Ador Academy, with its industry network also assists in placement of successful candidates.

II. INTERVENTION

Ador Welding Academy has recently launched MIG/GMAW welding Simulator- The ADOR WELDMASTER 10. With the required volumes of over 1.5 million, and the increasing need for economically viable welding technicians, this welding simulator is the boost in the welding skill development. MIG/GMAW welding process is currently the most popular welding process because of its ease and higher productivity yields. The ADOR WELDMASTER 10 is an excellent Training Tool for developing the welding skills that can provide gainful employment to young boys and girls.
Training curricula with emphasis on "learn while you practice" enables candidates to prepare for actual job roles.
Dexterity development with simulators provides a comfort level for freshers to learn at their respective pace. It also reduces material cost for training providers.
Industry gets access to "ready to employ for production" talent.
Network of franchises created through knowledge partnership, assures quality standard to vocational skilling and capacity building.
Training of Trainers complements the capacity building exercise.

**Working Partners**: Industry, Industry body, Training provider, Trainees, NSDC Training Partners, Sector Skill Councils and VTPs.

### III. IMPACT

- Skill Training at ADOR has been an integral part of the business activities and evolved through its various platforms such as the Welding School and the Ador Institute of Welding Technology where over 40000 people were trained and gainfully employed in careers in welding.
- AdorWac also assists the employer with services to ensure that AdorWac supplied personnel satisfactorily meet the stated needs and arranges for placement interviews at the academy premises.

### IV. KEY TAKEAWAYS

- As a centre of excellence in welding skill development, the Ador Welding academy can be leveraged for creating quality VTPs at various industry centres.
- With its transnational curriculum, trainees have prospects for employment in global markets.
- Knowledge partnership with the academy enables access to a variety of effective learning modules that straddle across all relevant industrial segments - in the domain of skill as well as education. It provides customized practice curricula - based on specific needs of fabrication shops. It also partners in setting up welding skill development centers, including the supply of all infrastructure, content, execution, assessment/ certification.
- The academy also maintains a Talent Pool and closely interacts with industry for gainful placements.

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I. BACKGROUND

For a fast growing and evolving industry like the construction industry, the need for skilled labour is paramount and L&T Construction is playing a key role in creating skilled labour through its Construction Skills Training Institutes (CSTIs) that are spread across the country.

L&T began to promote Construction Vocational Training (CVT) in India by establishing a Construction Skills Training Institute (CSTI) in late 1995 at Chennai. For more than a decade, CSTI has been developing skilled workforce through structured training. Such structured training enables both fresh skilling, re-skilling and up-skilling to progressively improve their knowledge and competencies in the respective trades. Construction skill standards are formulated for different trades after carefully analyzing the knowledge and skill expected for each level of competency.

II. INTERVENTION

The Construction Skills Training Institute (CSTI) has separate conducive campuses at Chennai, Mumbai, Ahmedabad, Bangalore, Hyderabad, Kolkata, Delhi and Cuttack for practical and class room training, set up with the following objectives:

- To train the construction workforce to meet the challenges and demand for world class construction skills in terms of safety, quality of workmanship and time.
- To identify the training needs of the construction workforce and set standards to monitor their occupational competencies and technical skills deployed in the industry.
• To disseminate knowledge and appropriate skill practices through recognized systems of training, testing and certification to validate competency levels.

• To facilitate training by setting up modular training schools with well-defined infrastructure and curriculum.

• To serve the social objective of the organization by channelizing the potential and strength of rural youth in India for producing a trained construction workforce capable of delivering world class standards.

In order to meet the ever increasing demand for developing skilled workforce in the construction industry, CSTI has initiated the following joint ventures with vocational training institutes across the country to train rural youth:

• L&T had entered into a MoU with Henry Boot Training Ltd. and the Construction Industry Training Board of UK for the development of modular training.

• CSTD signs MoU with Odisha Government
  Construction Skills Training department signed an MoU with the Odisha Government on 17th December 2012 for setting up of a main construction skills training Institute (CSTI) at Cuttack - Odisha, 4 sub centers for sourcing of candidates and adopt 5 ITIs as knowledge partners for imparting Construction skills training.

• CSTI signs MoU for expanding the sourcing area and training capacity
  L&T’s Construction Skills Training Institute has signed a MoU with ELDECO Real Estate Developers in its process of expanding the sourcing area and training capacity. In this model, the eligible candidates will be sourced by ELDECO and there after the first month of training will be imparted at Lucknow following which the trainees will be sent to CSTI-Pilakhuwa for two months training.

• Tie-up with MoRD
  L&T has entered into a MoU in March 2009 with the Ministry of Rural Development (MoRD), Govt. of India in support of MoRD’s implementation of “Demand Driven Skill Development Programme” of livelihood through training. This strategic tie-up with MoRD is a part of L&T’s Skill Development initiative by means of training the rural youth in Construction Skills, to enable their livelihood and it is covered under Swaranjayanti Gram Swarojgar Yojana (SGSY) Scheme of Government of India.
- **CSTC - Chhindwara**
  Construction Skills training institute has been set up at Chhindwara in collaboration with Confederation of Indian Industry (CII).

- **JSS Mahavidyapeetha**
  L&T-CSTD signed a MoU with JSS Mahavidyapeetha, Mysuru on 7th July 2008 to provide Construction Skills Training to the unemployed youth of Mysore and Chamarajanagar.

- **Tie-up with Gujarat Government**
  Signed MoU with the Directorate of Employment & Training (Labour & Employment Department), Govt. of Gujarat for setting-up construction related trades in Govt. ITIs under MES.

- **CSTI Signs MoU with Jindal Steel and Power Limited**
  The Construction Skills Training Institute (CSTI) of L&T Construction has signed a MoU with Jindal Steel and Power Ltd (JSPL) on April 3, 2012, to promote construction skills training centres in Angul and Barbil in Odisha, Godda in Bihar, Patratu in Jharkhand and Punjipathra in Chhattisgarh.

- **Tie-up with Tribal Department (Development Support Agency of Gujarat)**
  Signed an MoU with the Tribal Department (Development Support Agency of Gujarat) Govt. of Gujarat for training ST youth in construction sector.

- **Tie-up with Gujarat Technical University (NSS) for Skill Awareness programme**
  Signed MoU with the Gujarat Technical University Govt. of Gujarat for Skill Awareness programme to rural level under NSS

- **Training to rural Mason under Pradhan Mantri Awas Yojana (PMAY) scheme of rural development - Government of Gujarat**

### III. IMPACT

In the last 20 years:
- Over 50,000 trained technicians from Construction Skills Training Institutes (CSTIs)
- Over 1,25,000 workmen through MoUs & tie-ups
- Over 1,50,000 workmen of subcontractors
- Over 2,00,000 workmen trained through e-learning modules

### IV. KEY TAKEAWAYS

- Such structured training enables both new entrants and less experienced workers in the industry to progressively improve their knowledge and competencies in the respective trades.
- Training and absorbing in their own company is a win-win for both the industry partner and the trainee.

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I. BACKGROUND

Centurion University aims at giving the most socially & economically disadvantaged sections of society from the most challenging, remote and difficult geographies of the country an equal opportunity to earn livelihoods sustainably through vocational training and skill development which is integrated into the mainstream education. Their underlying philosophy relies on experiential based learning, hands-on-knowledge and practice oriented pedagogy as well as enabling lifelong learning by going the extra mile to support youth beyond the duration of their degree / diploma / vocational course and help build career paths. This is achieved through strong post placement networks and support and implementation of work integrated skill training & qualifications through NSQF.

II. INTERVENTION

Unique Revenue Model

Traditional models adopted by training institutes, vocational training providers, NGOs etc. depend primarily on government subsidies or CSR support, grants & donations. Centurion-Gram Tarang was among the first to make residential training mandatory for vocational courses and have focused on the capital-intensive manufacturing sector which has high investment requirement & higher cost of delivery but with high employment potential. They have worked actively towards affordability of training & long term sustainability through a unique 1/3 x 1/3 x 1/3 revenue model that depends on training cost being borne for by the
three key stakeholders involved: Individuals (students), Government and Enterprise (industry).

1. Government Schemes: Gram Tarang has linked with various government schemes through the Ministry of Skill Development & Entrepreneurship (PMKVY), Ministry of Rural Development (DDU GKY) and Housing Urban Development Department (SJ SRY – NULM), to subsidize the training costs for BPL (Below Poverty Line) candidates and SC/STs.

2. Industry Sponsorships/CSR: The industry integration is complete by involvement in the training cycle by funding some portion of the training costs of the youth. These partnerships ensure that those specific skill-sets are imparted to the trainee and they are partly or fully sponsored by the hiring company.

3. Student fee: To ensure seriousness of the students, they are encouraged to pay their own fee entirely or partly through one of the following means:
   a. Pay as you earn: Gram Tarang encourages trainees to undertake training on credit and paid on installments once the candidate gets employment.
   b. Training cum Production: Gram Tarang also operates a small scale production unit where some of the trainees for Welding, Fabrication & Fitter are employed as interns to enhance learning in a live production environment.

Their trainings are characterized as follows:
Some of the other key highlights of Gram Tarang are:

1. **Institutional approach** & long term focus through qualification linked courses: Run & manage 6 NCVT affiliated ITIs, an Institute of Training of Trainers (ITOT), Testing Centre for Testing the Competencies of Assessors of Empanelled Assessing Bodies under the SDI Scheme.

2. Institutional partnership: Centurion University designs and delivers training programmes for school dropouts through a partnership with NIOS for vertical mobility academically, which are meant for aspirational professional growth.


4. **Gender sensitivity** & diversity focus with 40% of trainees being women and several women trainers and involvement of minorities & STs in training.

5. **Pioneered a qualifications framework** - Centurion Vocational Educatio Qualifications Framework (CVEQF), aligned to NSQF

6. **Linked with National Institute of Open Schooling (NIOS)** to allow pathways into higher education

7. **Trainers:** University Teachers are sent to Industry/ Tools Rooms for Training on real-time basis, Technicians or experts in the industry who want to return home, Ex-servicemen are recruited as trainers.

8. **Learning Pedagogy:** Applying the theory in action learning labs & live production environment.

9. **CSR support** from partners like Union Bank of India, Mindtree Foundation, Gap Inc, BEML, RECL, NTPC, NALCO, Axis Foundation, HPCL.

10. **Working for the differently abled:** Skill programme for hearing & speech impaired youth (called Wonders of Silence) in partnership with CCD, Mindtree Foundation & Marks & Spencer

11. **Awards & Accolades:** Awarded Best Skill Provider in India in 2012 by NSDC and Best Skill Center in 2014; awarded for three successive years by FICCI at the global skills summits in 2012, 2013 & 2014.
III. IMPACT

Gram Tarang has trained over 90,000 youth across various industry sectors with a placement record of 74% through strong partnerships with the industry.

IV. KEY TAKEAWAYS

• Centurion University of Technology and Management (CUTM) is working actively towards establishing a market-driven model that is both sustainable and scalable. The 1/3 x 1/3 x 1/3 revenue model that has been adopted depends on training costs being paid for by the three key stakeholders involved: Individuals, Government and Enterprises. The model has been recognized as a best practice and is being replicated in Assam, Chhattisgarh and Punjab.

• Workplace retention, building career paths for students through lifelong learning and training of trainers are the major roadblocks in the scaling of skill development; this problem is addressed in this ecosystem of a University, Skill company working closely with the Government and industry.

• Focus on building deeper industry participation, linkages & involvement in education and skill development through the setting-up of state-of-the-art, technologically advanced industry standard workshops and labs with modern machines, tools & equipment, involvement in curriculum and content development and training of faculty and trainers.

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CONFEDEERATION OF INDIAN INDUSTRIES (CII)

FACTSHEET

<table>
<thead>
<tr>
<th>Place of Implementation</th>
<th>Pan India</th>
</tr>
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<tr>
<td>Implementing Agency</td>
<td>Confederation of Indian Industry (CII)</td>
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<tr>
<td>Target Area/Group</td>
<td>Impart technical training with direct involvement of industry; underprivileged candidates in blue collar trades</td>
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<tr>
<td>Year of Launch</td>
<td>1989</td>
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I. BACKGROUND

The Confederation of Indian Industry (CII) is a not-for-profit, industry led and managed organization that works to create and sustain an environment conducive to the growth of industry in India, partnering industry and government alike through advisory and consultative processes.
II. INTERVENTION

Skill Hubs: CII has set up 3 Skill Hubs to impart technical training in various manufacturing & services trades in Odisha, Madhya Pradesh & Assam. An important aspect of the training programme is the direct involvement of industry members with several organisations that impart quality training.

<table>
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<tr>
<th>Centre</th>
<th>Trades</th>
<th>Industry Partner</th>
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<tbody>
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<td>Assam</td>
<td>Hospitality, Welding, Fitter and Assistant Beauty</td>
<td>IOCL</td>
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<tr>
<td>Madhya Pradesh</td>
<td>Plumbing, Road Construction, Bar- Bending, Masonry, Tractor Repair, Civil Construction, Cooking &amp; Bakery, TAEP, Micro Irrigation, LHP Genset</td>
<td>Cummins, GMR, Gmmco/CAT, JCB, L&amp;T, M&amp;M, Taj Hotels, SPCL, Toyota, Voltas</td>
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<tr>
<td>Odisha</td>
<td>Farmer Training, Hospitality, Heavy Machine Operation, IT, ITES, Data Entry</td>
<td>JCB, Paradip Phospates, Gupta Power, and other Local MSMEs</td>
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Skill Gurukuls
CII partners Pan-IIT Alumni Reach for India (PARFI) for a unique and sustainable training model i.e Rural Skill Gurukuls. The initiative is a first-of-its-kind loan-based model for financing the skillling of underprivileged candidates in blue collar trades with 100% placement track record. Each Gurukul is established to meet a single employer's requirement and is supported by such industry through equipment and trainers. The Skill Gurukuls are vocational finishing schools with fulltime, residential training of 30-45 days in various trades. These Gurukuls have been established in Jharkhand, West Bengal, Bihar, Puducherry, Andhra Pradesh, Maharashtra, Tamil Nadu, Odisha and Madhya Pradesh.
Some of the trades taught are:

- Construction & Allied, Masonry, Bar-bending, Scaffolding, MEP, Tiling, Waterproofing, Glass, Tower Erection, HVAC
- Logistics & transportation, Forklift driving, LCV driving, Car Driving, Last Mile delivery
- Manufacturing Welding, Fitting, production support

Besides Rural Skill Gurukuls and Skill Hubs, CII is also providing training under Project Swavalamban, Project ‘Kaushalya’ and through Dedicated Freight Corridor Corporation of India (DFCCIL) for providing training and capacity building to marginalized youth and linking them to employment/self-employment opportunities. CII is also partnering with Ministry of Labour & Employment to establish 3 Model Career Centres (MCC) in Gurgaon, Mumbai and Chennai. The CII led MCC’s have gone one step beyond to involve online assessments, soft-skill training and placement linkages through its core partners: LinkedIn, PeopleStrong & Wheebox. It addresses the needs of both the job-seekers and job-providers. The services offered at the CII MCCs are acting as a one-stop solution for industry to tap into a skilled youth workforce, while providing youth with the linkages to gainful employment.

III. IMPACT

- Currently there are 22 Skill Gurukuls operational predominantly in LWE & backward districts. The Skill Gurukuls train 6,600 students per annum.
- Each of the 3 CII Skill Hubs successfully train and place over 2,500 youth per annum.
- CII has operationalized 2 centres in Gurugram. The CII MCC also conducts mega job fairs regularly to augment its vision with participation of 50-100 employers & 5,000 10,000 youth at each job fair.
- Project Swavalamban is being successfully implemented in 17 states through 36 centres in 16 trades. In the last 11 years CII has trained over 20,000 marginalised youth under this initiative and has now scaled up the impact to 3,500 youth per annum.
- Project Kaushalya impacts 2000 Underprivileged Youth per annum.
- Training with Dedicated Freight Corridor Corporation of India (DFCCIL) is through 10 centres in 10 trades across India. CII impacts 1,500 youth per annum under this initiative

IV. KEY TAKEAWAYS

The Rural Skill Gurukuls initiative is a first-of-its-kind loan-based model for financing the skilling of underprivileged candidates in blue collar trades with 100% placement track record. The services offered at the CII MCCs are acting as a one-stop solution for industry to tap into skilled youth workforce, while providing youth with the linkages to gainful employment.

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I. BACKGROUND

Pratham Education Foundation, a non-profit organization working in the primary education sector was launched in Mumbai in 1994. Pratham Institute for literacy, education and vocational training was set up in 2005 to help provide individuals with practical skills with the following objectives:

- To provide vocational skills training and subsequent job opportunities to underprivileged youth from economically disadvantaged backgrounds.
- To help youth build confidence and develop the foundational skills needed to succeed in the professional world.
- To meet the labour demands of high-growth sectors in India.
- To create entrepreneurs through mentoring and financial support.

II. INTERVENTION

1. Pratham Arora Centre for Education (PACE)

Six industry-specific programmes are offered through about a 100 PACE centers spread across 16 states. The courses provide youth with the necessary first-hand experience of growing industries — Beauty, Hospitality, Construction, Electrical, Bedside Assistance and Automotive.
Curricula for these courses have been developed in partnership with leading corporations such as Godrej, Larsen and Toubro, and Tata Motors. The theoretical and practical elements of each course help students gain a holistic learning experience.

Students are recruited from various rural areas, urban slums, and minority communities to be trained for a period of 3 months. The eligibility criteria for joining any of these courses are the applicant’s interest and inclination as opposed to high school achievements. Along with certification, the course also provides students with placement and job opportunities.

2. Learn Now Pay Later (LNPL)
This scheme forms a large part of their sustainability plan. The aim is to recover the costs expended by the donors in any particular center, after the youth have completed training and been placed in jobs. Through this they provide the rural youth with a chance to become financially viable and self-sufficient in their chosen career paths. At the same time, they impact a wider pool of rural youth since our costs are recovered and can be reused to reach out to more youth from rural areas.

3. Entrepreneurship programmes caters to youth, especially women, who want to set up their own businesses. Talented and interested individuals are selected and given material support and mentorship.

4. Migration-support: Lack of affordable accommodation is one of the major reasons why trainees refuse jobs in cities. To address this challenge, Pratham has launched the migration vertical in December 2016. Pratham Hostels have been launched in Mumbai, Delhi and Chandigarh. Youth can reside at a nominal cost in clean and safe environment.

5. Employment Awareness Camp (EAC): In April 2016, Pratham launched the Employment Awareness Camp in Maharashtra, primarily targeted at youth aged between 14-25 years. The programme, launched in partnering with UNDP and the Government of Maharashtra aims at spreading employment awareness through technological interventions and using ‘experiential’ camps. A device called the ‘Raspberry Pie’ filled with content has been distributed to every ‘Skill Sakhi’ group that can be viewed once attached to a screen. Pratham reaches over 30,000 youth through this initiative across 4 districts in Maharashtra.

6. Mobile Van: This Mobile Van was launched in Dhamtari, Chhattisgarh, to reach out to women in remote and tribal areas. The project is supposed to reach 5,000 women and spread awareness about basic grooming, bodily awareness, legal and financial literacy and also about employment and vocational training.

7. Pratham Alumni (PAL): Through Alumni chapters, Pratham keeps in touch with youth and supports them to continue in their jobs, provides support for next level placements or entrepreneurship as required, conducts alumni networking events to develop a social network for trainees, develops and incentivizes buddy-mentors from among the alumni themselves to guide newly placed youth. The PAL network has 8 chapters with a network of over 3,000 members.
III. IMPACT

• Students trained – 60,000 in industry specific trades
• Placement Rate – Average at 75-85%
• Entrepreneurs Supported – over 1,000
• No. of states – 16

Special segments of youth impacted by Pratham:

• Naxal-violence affected youth in Varanasi (partnership with CRPF), Simdega (Jharkhand), Gadchiroli and Gondia (Maharashtra), Sukma (Chhattisgarh).
• Tribal youth in Chhattisgarh, Jharkhand, especially women.
• Youth in forest buffer zones in Kanha, Sawai Madophur and Pench, in partnership with Forest Departments.
• Juvenile delinquents in Mumbai, in partnership with Police department. Farmer suicide-affected families in Yavatmal, Maharashtra. Leprosy- affected families from designated colonies across different states with Sasakawa India Leprosy Foundation (SILF).
• Major focus on training women in non-traditional trades like electrical, automotive and construction with a focus on creating female role models. More than 300 girls trained in these trades so far.
IV. KEY TAKEAWAYS

• The Foundation provides vocational skills training and subsequent job opportunities to underprivileged youth from economically disadvantaged backgrounds to help youth build confidence and develop the foundational skills needed to succeed in the professional world. Curricula for these courses have been developed in partnership with leading corporations such as Godrej, Larsen and Toubro, and Tata Motors.

• Initiatives like Mobile Van and Employment Awareness Camp (EAC) address the problem of access for far and unreached areas as well as focusing on target groups that need these trainings the most, for instance, through skill sakhi groups, women from economically disadvantaged parts of Maharashtra are benefitted.

• Learn Now Pay Later scheme recovers the costs expended by the donors in any particular center, after the youth have completed training and been placed in jobs. Through this they provide the rural youth with a chance to become financially viable and self-sufficient in their chosen career paths.

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I. BACKGROUND

Don Bosco Technical Institute is a placement driven and skill training Institute, established in 1971 and owned by the Don Bosco Group. The motto of the institute is 'learn a trade, earn a living', and intends to mainstream the youth into the formal organized job market through market driven skill development interventions. The course modules are designed carefully with industry inputs to keep in tune with changing demands of the market. Till date, it has skilled 8800 students, in 14+ short and long term courses.

II. INTERVENTION

Unlike inflexible, conventional training courses that do not keep pace with the ever-changing job markets, the training programmes run by DBTI are marked by several distinctive features that set them apart from other run-of-the-mill vocational courses, such as:

1. DBTI is affiliated to the NCVT, CVE (ISC), NIELIT, Don Bosco Certificate, and Don Bosco University under which it offers courses like COPA, machinist, machinist grinder, turner, and draughtsman, graphic design technician, CNC skills, hardware and networking, and IT courses like O level and BCA among other courses.

2. A typical training programme ranges from 1-3 years, but DBTI also offers short term (3
months’) courses affiliated with the Sector Skill Council. The courses offered are helper electrician, assistant electrician, CNC operator. The curriculum is constantly upgraded and improved with feedback and inputs from industry professionals, in tune with actual industry requirements.

3. To reinforce the students’ learning further, classroom teaching is supplemented with practical training, for which DBTI provides an excellent infrastructural support, in the form of state-of-the-art equipment and teaching software. The regular assessments conducted internally provides on-going learning opportunity for the trainee.

4. To ensure that trainees have sufficient knowledge to shape their decision on the training they would like to pursue, trainees are admitted to Mechanical or Computer or Printing sectors without defining their specific programme. The group is kept together for a period of two months over a common training programme where they are able to understand the specific area of training. In addition, each trainee attends counselling to identify their areas of training and career path.

5. Mechanical and Printing workshop facilities train them on-job works from industries, NGOs and institutions. The classroom training is followed up with on-the-job apprentice training, which confers a two-fold benefit – the students gain useful work experience by honing their untapped potential / skills, while the employers can mould the trainees to their organizational job requirements before absorption.

6. DBTI facilitates self-exploration by the trainee of his / her inner potential, by devoting exclusive life-skill sessions that include self-evaluation exercises and group / industry interactions that are aimed at better equipping the trainees to face life’s practical aspects. DBTI acts as a catalyst for the transformation and transition of young people from learning to earning, or from qualified to work-readiness to higher goals to achieve a better world.
III. IMPACT

- 8800 youth under training; 6600 on-campus placement
- 14 different courses; 14+ short term courses
- 8800+ alumni
- 100+ staff

IV. KEY TAKEAWAYS

- Don Bosco Technical Institute goes beyond rigid curriculum-based learning and adopts flexible, market-oriented learning modules, which are administered by appropriate trainer. The trainers encourage the students to develop their inherent capabilities, identify and articulate their strengths and constraints, and develop solutions to solve them in a self-directed manner.

- Engaging in one-to-one dialogue with the students, the trainers guide them to learn from their life experiences and take responsibility for their own advancement, as well as that of their families and communities.

- The Institute also organizes a variety of co-curricular activities including a series of celebration of cultural feasts, outdoor games, guest lectures, seminars, debates, quizzes, industrial interactions and EDP sessions, etc. The Institute endeavors to involve students in almost all areas of professional and cultural activities through various groups and group-dynamics. Co-curricular activities have wide horizon to cater to the cultural, social, aesthetic development of the child. It provides the avenues of socialization, self-identification and self-assessment when the child comes in contact with organizers, fellow participants, teachers, and people outside the school during cultural activity.

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I. BACKGROUND

People’s Rural Education Movement (PREM) is a secular, humanitarian, non-political and non-governmental organization founded in 1984 and working for the development of Adivasi (Tribal), Dalit, Fisher folk and other marginalized communities of Odisha and neighbouring states of India.

‘Project PREMA’ is an innovative programme of skill training and entrepreneurship development focused on marginalized sections of the society, mostly women of scheduled tribe, scheduled caste and fisher folk. It is a joint venture of PREM and AXIS Bank Foundation.

II. INTERVENTION

The five year long developmental programme, started in 2011 is implemented in 17 blocks of 5 districts in Odisha State to reach 10,000 beneficiaries. Efforts are being undertaken to empower young women to achieve sustainable income by adoption of business plans through the programme. The operational area of the project includes comparatively underdeveloped 515 villages of 171 Gram Panchyats in Ganjam, Gajapati, Rayagada, Kondhamal and Puri Districts of Odisha.
Grihini

Grihini involves an innovative training module. The beneficiaries undergo a short term two day long exposure training followed by handhold support in implementing business plans, both at individual or group level. The Community Resource Persons not only disseminate useful business related information, impart training, but also attempt to solve all types of problems the entrepreneur faces in course of operation of business plan on day-to-day basis. Adoption of scientific methods, availability of expert's advice and timely monitoring, results in success of almost all such ventures.

Grihini Training enables the trainees for resource creation from 4 different sources. They are exposed to various welfare schemes run by the government such as BPL status, employment through MGNREGA, support for agriculture, education and health care, loan facilities from banks and food security law etc. They are also encouraged to gather benefits provided by the government by allocation of land under FRA, individual housing under IAY, recovery of mortgaged land and purchase of land for asset creation.

Asha Jyoti

‘Project PREMA’ implements vocational training for adolescent girls through Asha Jyoti. Coaching facilities are being offered for school drop-out girls to appear in secondary school examination and opportunities for employment, such as Industrial Sewing machine Operation at textile firms outside the state are being facilitated for interested girls.

Advanced Agriculture Training

Advanced Agriculture Training opportunities are offered to young farmers with leadership qualities. The trainees learn improved agriculture practice and demonstrate the same in their native villages after completion of the course to attract the attention of the local farmers.

Model Village

The training strives to encourage and develop entrepreneurship spirit among the rural women to adopt small business such as backyard poultry, goat rearing, diary, and kitchen garden at the individual level or trading locally available produce, management of cottage industries at group level. Such entrepreneurs are motivated to act as change agents to create clean environment, send children to schools, adopt health care practices, operate savings bank accounts and participate in local governance etc. Their collective efforts translate into building-up ‘Model Villages’.

‘Project PREMA’ Model Village fixes 8 criteria for development of a village, which include (i) supply of safe drinking water and availability of toilet, (ii) construction of well ventilated kitchen and use of smokeless Chulla, (iii) complete immunization of the children, (iv) admission and retention of all children in the schools, (v) avoidance of labour related migration, (vi) alcohol-free environment, (vii) litigation free community and (viii) adoption of sustainable income generation activities by every women in the village.
III. IMPACT

- Ashajyoti: Over 400 girls have availed such benefits during the past 4 years and during FY 2014-15, 19 beneficiaries were enrolled in the programme.
- Grihini: Majority of its target population, about 7,800 young women are covered under Grihini Training.
- Advanced Agriculture Training: A total number of 150 beneficiaries have been trained from programme villages during last 3 years and 80 beneficiaries are trained during FY 2014-5.

IV. KEY TAKEAWAYS

Project PREMA has interrelated outcomes:

- It increases young people's access to address the market demand for skilled labour at fair wages.
- Trains adolescent and youth in computer hardware, computer software, hotel management, driving, women's home-based livelihood, nursing, security guarding, advanced agriculture and/or electrical maintenance, spoken English to have annual income above poverty line.
- Develops the characters, attitudes and personalities of youth in such a way that they become the bearers of professional and personal value-based social change in their communities.
- Builds the capacities of adolescent girls and women in rural areas resulting in alternate livelihood options and becoming a role model and leader for other gendered members of the community.

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COMMUNITY AND PROGRESS (CAP) FOUNDATION

FACTSHEET

| Place of Implementation | Pan India; Other Asian and African Countries |
| Implementing Agency      | CAP Foundation                                |
| Target Area/Group        | Disadvantaged Youth                           |
| Year of Launch           | 2003                                          |

I. BACKGROUND

Community And Progress (CAP) Foundation is an innovative community based initiative demonstrating end-to-end solutions that link learning and livelihood for the disadvantaged young people and women. With its head Office in Hyderabad, CAP’s skill development projects spread across 15 states of India covering 6 Maoists affected states and LoC districts in Kashmir. Addressing livelihood issues, CAP has pioneered the development of an integrated approach with need and aspiration based transition support through providing Academic -Vocational and Occupational programs through in-school, out-of-school and post-school program interventions. These include Bridge schools, Vocational Junior Colleges, Community College, Degree College and CAP Institute of Hotel Management that help them move out of poverty and towards secure futures and positive citizenship.

II. INTERVENTION

CAP’s Employability Model comprises of the 9 steps (copyright material of CAP) involved in identification, training, placement and enterprise development support for the youth:
The program sets four sequenced strategic objectives for achieving the programme goal:

- Enabling the most disadvantaged youth especially young women in most vulnerable locations to sustain mobilization for increased and equitable participation in work force development through effective alumni network and local partnerships.

- Customized, contemporary and quality training for market oriented work force development by institutionalizing mechanism to systematically build competency of trainers to sustain the training programme.

- Institutionalized programme interface with industry, relevant government and other institutions for placement, accreditations, certification and resource mobilization.

- Mainstream the programme model or its best practices (processes, procedure, partnerships and pedagogy) in the work force development and positively influence policy and regulatory barriers through research, advocacy and networking.

The model is primarily designed to improve the skills and employability status of some of the most vulnerable youth from rapidly urbanizing small towns and backward rural disadvantaged districts, make them competitive in the job market by providing demand-driven contemporary skills training with job placement support and enable them to aspire to assimilate into the new economy labour market. By projecting potential labour market opportunities, this program enables the youth to make informed choice options about gaining access to skills and competencies to decent jobs. Trainees who successfully graduate from the short term certificate course and take up job placements can then continue to acquire, at their pace, additional competencies and receive diplomas and career advancement opportunities through flexible direct classes or e-learning in distance learning mode.

All projects have utilised pro-poor approaches and are effectively targeting the marginalized and vulnerable groups of population that are out-of-reach of mainstream government interventions. These include the rural poor, dalits, primitive tribes, minorities, migrants and displaced persons, physically challenged persons, sex workers and women-headed families in multiple remote locations apart from the historically deprived groups and sections as defined by the Indian Constitution. Baseline surveys to identify the poorest amongst the socially backward youth and women had been conducted and effective selection criteria to prioritise the most deserving groups for enrolment and training was also made.
The Academic Pathway - CAP's Teen Channel programme, through Community Learning Centres, reaches out to the adolescents who opt out of school as well as potential drop-outs between the ages 14-18 years by providing them opportunities and support for accelerated learning for high school completion through State Board of Education as well as the National Open School framework. This enables them to learn through flexible learning hours as well as earn by engaging in non-exploitative family supporting part-time jobs wherever necessary. It is reaching out to at least 200 students between 14-18 years every year. Course duration is 9 months-5 years.

CAP Teen Channel programme include basic skills (listening, speaking, reading, writing), academic competencies for 7th & 10th class certification, life skills, basic computer literacy, spoken English, pre-vocational education module for career exploration, apprenticeship and part-time employment support, Integrated Adolescent Development Plan (IADP) for Monitoring and guidance. It is understood that CAP follows systematic steps to make the CAP Teen Channel programmes a success. First of all identification of the locations where there is large concentration of school dropouts and likely dropouts are made. Having identified the strategic and vulnerable point, awareness has been created through the distribution of pamphlets and exhibiting placard informing the availability of such learning centers and likely benefits of passing out the course including getting employment within the city etc. Also, during the awareness campaign, the programme also allows pursuing higher education in case the trainees so desire. Once the prospective trainees start coming, an interview is conducted to know their depth of knowledge which would facilitate grouping them homogeneously according to learning level.

The Vocational Pathway – CAP has initiated Vocational Junior Colleges affiliated to the State Board of Intermediate Education, Government of Telangana, to provide senior secondary level education in vocational streams like multimedia, animation, hospitality and automobile mechanics. The youth completing the course from the colleges have access to formal tertiary education at Collegiate/ University level besides opportunity to access skilled jobs. Over the last 8 years over 3000 students have been supported to benefit from the vocational junior colleges and either continue their higher education and access decent jobs in an ‘earn while you learn’ mode or go for formal graduation.

The Occupational Pathway- A market oriented and placement linked short term 3 months and 6 months Basic Employability Skills Training (BEST), which was earlier known as Ek Mouka (one opportunity), is provided to the disadvantaged NEET youth (those who are neither in education nor in employment). Over 250,000 young people have been supported with employability skills training with over 75% job placement in the country. Through CAP Workforce Development Institute Private Limited the model has been replicated in over 8 countries including Sri Lanka, Bangladesh, Nepal and sub Saharan countries like Egypt, Tanzania, Sudan, South Sudan and Kenya.

These pathways can be provided as a continuum or independent to each other in community based centers to support their transition from school to work or to higher education or further career progression.
III. IMPACT

• 2.89 lakh youth have benefitted from the programme both through the direct operations of CAP Foundation and technical services of CAP WDI.
• Over 9,000 students have undergone the Teen Channel support for High School Completion through the state board examinations / National Open Schools.
• In the last 8 years, over 3000 students have been supported to benefit from the vocational junior colleges.
• Over 250,000 young people have been supported with employability skills training with over 75% job placement in the country.

CAP’s model has been adapted in many contexts of disadvantaged youth in many countries through partnership with leading agencies such as USAID, European Commission, ILO, Microsoft, Michael and Susan Dell Foundation and Plan International,

IV. KEY TAKEAWAYS

• Effective response to the rapidly increasing needs of the labour market and entry barriers such as educational qualifications, loss of wages, language, and cultural constraints.
• Creating new avenues of employment and entrepreneurship development and significantly contributing towards strengthening the local economies.
• Programme catalyses acquisition of enhanced knowledge and skills by the trainers and the trainees, increased job/ livelihood options for the trainees and growing awareness levels of the local communities about the relevance and need for skill development and training.

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I. BACKGROUND

LabourNet is a social enterprise with a vision to enable sustainable livelihoods for men, women and youth in urban and rural areas, improving their quality of life. It aims to impact 10 million livelihoods directly and indirectly by 2022 through lifelong learning encompassing all spheres of development such as rural development, education and skill development. The model comprises of Sourcing of candidates, Training, Certification and Livelihoods Enablement through Full-time or Part-time or Self Employment. With more than 1000 resources and 600+ trainers, LabourNet has footprints in 23 states and 5 Union territories, covering over 6000 pin codes. The team operates from 185+ training centers and 240+ temporary work sites. Being the second largest training partner under PMKVY initiative and third largest partner of NSDC, LabourNet executes 250 vocational training courses in 28 sectors under various models and have trained over five lakh candidates so far. The organization has partnered with various government entities, corporates, schools and colleges to achieve its goals.

II. INTERVENTION

A turn-key solution for the marginalized and skill deficient labour force, the model, through the built-in 3E ecosystem delivers Empowerment through Education, Employment and Entrepreneurship. The solutions are powered by their combined capabilities in employability and entrepreneurship, capacity building, project implementation and impact consulting. Promotion of dignity of labour and respect through improved incomes & upward social mobility results in significant social impact.
1. **Sourcing the right Candidates:** Mobilization teams work on ground matching the aspirations of the candidates with the training requirements and future livelihood opportunities. A robust sourcing process ensures:
   a. Lesser dropouts
   b. More attentive trainees and better knowledge absorption rate
   c. Good certification rate
   d. Better placement rates
   e. Serving livelihood to the needy

2. **Training with best resources:** Operations team works on field to ensure resources match the training requirements to ensure best possible outcome. A robust operations process ensures:
   a. Best available trainers in the market
   b. Training of trainers
   c. Attractive classroom set-up
   d. Appropriate equipment and machinery available for practical sessions

<table>
<thead>
<tr>
<th>Education</th>
<th>Employment</th>
<th>Entrepreneurship</th>
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<tbody>
<tr>
<td>Modular skilling aimed at providing livelihood through short term and long-term training, counseling &amp; RPL</td>
<td>Full-time, part-time and flexible employment in the informal sector</td>
<td>Incubation support, mentoring, sharing of know-how for group, self-employed individuals and micro enterprises</td>
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<tr>
<td>Lifelong, yet flexible, learning options with different entry and exit points to enter the labour market</td>
<td>Organised monthly wages and salaried employment</td>
<td>Backward and forward market linkages, connection with financial institutions</td>
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</table>
e. Providing On-Site training in most of the sectors
f. Inclusion of soft skills and behavioural management trainings
g. Sourcing the right people at the right time for the right cause

3. Ensuring Livelihood: Placement team ensures maximum number of candidates are either placed or are assisted to take up self-employment, which increases the faith of the candidates as well as enables future candidates to join the training. A robust placement process comprises of
a. Regular feedback from trainees regarding the course
b. Regular interaction with Industry partners
c. Regular market research and new Job opportunities/requirements
d. Negotiating appropriate pay package for the trainees for better retention rate in employment
e. Communication with other teams for the latest training requirements in the market

**Models of Intervention**
LabourNet realizes its vision and mission to enable livelihoods through three major intervention models.

**Model 1: Hubs and Spoke Model:** Through this model, LabourNet focuses on job work, self-employment and the establishment of micro enterprises in various sectors.

For instance, in the Agriculture sector, LabourNet has trained and assessed over 16000 individuals in job roles such as animal health worker, dairy farmer, seed processing worker, broiler farm worker, etc., creating placements and self-employment opportunities for them. One such initiative was conducting Recognition of Prior Learning (RPL) assessment for dairy farmers who were customers of Fullerton. Veterinary doctors conducted two day training for the dairy farmers in the rural areas. The organisation is also working on a “hub and spoke” model in other parts of India for bringing together women and creating micro-enterprise tailoring units for each taluk that would be governed and incubated by LabourNet. This would create an eco-system where entrepreneurial and employment opportunities are created at the local level. The process would involve identifying and screening women and building their capacities in tailoring and embroidery to create micro enterprise units.
Model 2: Up-skilling and Re-skilling Model: LabourNet creates better means of livelihoods for currently employed workers through Up-skilling (Recognition of Prior Learning) and Re-skilling (Recognition of Prior Learning with Bridge) programs.

Up-skilling enables various employers, who have partnered with LabourNet, to assess the current skills of their workforce and help bridge any identified skill gap through further training. This sort of re-skilling (RPL with Bridge) ensures that workers are able to advance along with the changing technology and market dynamics and continue to stay productive for the company. For instance, LabourNet’s re-skilling programs undertaken in sectors like rubber and leather have given fresh boost to the businesses of their employers in terms of productivity while creating better career opportunities for the workers. This creates a much needed learning and development plan among the Micro, Small and Medium Enterprises (MSMES). LabourNet provides a trainer who acts as a supervisor for onsite trainings.

Model 3: Shared Value Model: LabourNet partners with large corporates to create shared value through market penetration for products and services.

The focus of the model is job creation through market penetration. The organisation creates an eco-system of skilled workers and entrepreneurs based on the demands of the industry. For instance, LabourNet has successfully created shared value opportunity for Essilor through its Eye Mitra program. By training urban and rural youth in optometry, LabourNet has enabled entrepreneurial openings for them while helping the company attain business growth through its ‘Eye Mitra Opticians’ outlets run by these fresh entrepreneurs.

III. IMPACT

- Achieved the milestone of training more than 100000+ trainees.
- Achieved the milestone enabling the livelihoods of more than five lakh individuals.
- Added 23 livelihood centers, 450+ schools and 240+ on-sites training centers and 185+ training centers across 23 states and 5 Union territories.
- Established partnership with Leather, Rubber, Retail, Gems and Jewellery, Agriculture, Apparel, Textile, Construction, Telecom, Automobile, BFSI Sector and Skill Councils.

IV. KEY TAKEAWAYS

- Matching the aspirations of youth with training requirements for sustainable livelihood opportunities.
- Creating an ecosystem for entrepreneurial and employment opportunities, particularly women at the local level.
- Availability of certified skilled manpower for MSME.
- Flexible, scalable and ongoing intervention for upliftment of capacities of the marginalized.

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I. BACKGROUND
Primary middle school students are targeted under this Society. They come to this Sochum (Traditional Dormitory in Chang Naga Tribe dialect) in the evening after dinner and go back home in the next morning. The intention is to make children acquire at least one skill suitable of his or her interest that will make the child self-dependent in the future.

II. INTERVENTION
ECS, Tuensang had redefined the system of imparting education on skill development, an initiative in a formal way through an informal institution like the Morung (Youth Dormitory). ECS had introduced Sochum in the year 2006 in 16 villages under Tuensang district.

This institution is established to strengthen the syllabus of the school learning thereby improving the internal efficiency of the institution. Secondly, apart from the school learning, students are taught various skills-based developmental projects by mobilizing local resources. Thirdly, it aims to foster self-esteem and leadership qualities in children.
III. IMPACT

State government organized job oriented skill development MELA with the support of DGET in November 2013. Over 50 VTPs participated, and around 8000 youths attended the fair and enrolled for various training programs.

IV. KEY TAKEAWAYS

• Making students responsible as intra-generational guardians of the soil and the forest as they protect the ecosystem by engaging in conservation practices at a very early stage.
• Making students self-reliant and generating income.
• They also make the center for dissemination of technologies to the farmers. Farms are developed in every Sochum, where new technologies are introduced through capacitating student's knowledge and skills.

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