

ISSN-0971-8400



YOJANA

OCTOBER 2015

A DEVELOPMENT MONTHLY

₹ 20

Special Issue

Skill Development: Scaling New Heights

Re-defining Skills Development Landscape in India

Dilip Chenoy

Jobs, Employment, Technology and Skills

Arun Maira, Madan Padaki

Improving Employability of the Disadvantaged

Sunita Sanghi

Special Article

Preserving our Heritage:
Protecting and Promoting Handloom

Monika Garg

Focus

Excerpts from
Gandhiji's Discussion With Teacher Trainees



Single Window for Students to Access Information Application for Educational Loans

A web-based portal viz. Vidya Lakshmi (www.vidyalakshmi.co.in) was launched on the occasion of Independence Day i.e. 15th August, 2015 for the benefit of students seeking Educational Loans.

The Union Budget for 2015-16 had proposed to set-up a fully IT based Student Financial Aid Authority to administer and monitor Scholarship as well as Educational Loan Schemes, through the Pradhan Mantri Vidya Lakshmi Karyakram (PMVLK) to ensure that no student misses out on higher education for lack of funds. The launch of the aforesaid Portal is a first step towards achieving this objective, Vidya Lakshmi Portal is a first of its kind portal providing single window for Students to access information and make application for Educational Loans provided by Banks as also Government Scholarships. The Portal has the following features:

- Information about Educational Loan Schemes of Banks
- Common Educational Loan Application Form for Students
- Facility to apply to multiple Banks for Educational Loans
- Facility for Banks to download Students' Loan Applications;
- Facility for Banks to upload loan processing status
- Facility for Students to email grievances/queries relating to Educational
- Loans to Banks
- Dashboard facility for Students to view status of their loan application and
- Linkage to National Scholarship Portal for information and application for
- Government Scholarships.

So far, 13 Banks have registered 22 Educational Loan Schemes on the Vidya Lakshmi Portal and 5 Banks viz; SBI, IDBI Bank, Bank of India, Canara Bank & Union Bank of India have integrated their system with the Portal for providing loan processing status to students. This initiative aims to bring on board all Banks providing Educational Loans. It is expected that students throughout the country will be benefited by this initiative of the Government by making available a single window for access to various Educational Loan Schemes of all Banks.

E-Marketing of Handloom Products

The Government of India has launched a policy framework to promote e-marketing of handloom products, in order to promote marketing of handlooms in general and to reach the younger customers in particular.

Under the policy framework, the Office of DC (Handlooms) would collaborate with approved e-commerce entities in promoting e-marketing of handloom products, in a transparent, competitive and effective manner. Any e-commerce entity willing to work for promotion of online marketing of handloom products in collaboration with the Office may apply to the Office of DC(handlooms). After satisfying itself about the track record and turnover of the applicant, the duly appointed committee would give its recommendations, keeping in view the handloom fabric producing areas proposed to be covered through e-marketing and the proposed rollout plan. Processing of applications will be completed within three weeks. Once approval has been received the, e-commerce entity would be required to make priority display of handloom products on its home page, leading to an exclusive section for certified/branded handloom products carrying either 'India Handloom' brand or Handloom mark. Office of DC (Handlooms) will promote marketing of handloom products through the following interventions:

- The name and other details of approved e-commerce entities will be displayed on the website of DC (Handlooms) and will also be disseminated through its Weavers Service Centres and State Governments.
- Need based awareness generation activities will be undertaken through Weavers Service Centres and prominent handloom clusters for dissemination of e-commerce facilities available for the handloom weavers/producers.
- Brief details of premium traditional handloom products would be posted on the web site of DC (Handlooms) which can be referred by approved e-commerce entities in their product catalogues for disseminating the information to customers.
- Subject to availability and office space, IT infrastructure would be made available to approved e-commerce entities in Weavers Service Centres, Common Facility Centres and handloom clusters for handholding and supporting the weavers and weaver entrepreneurs in availing e-commerce facilities.

The performance of approved e-commerce entities would be monitored continuously; their approval would be considered for extension depending on their performance. The policy framework would be reviewed from time to time as per field requirements and the experience gained, for safeguarding the interest of the primary producers of handloom products and consumers. The policy is expected to provide a fillip to the handloom sector, complementing recent initiatives of the Government to promote handlooms of India, such as the observance of National Handloom Day and launch of 'India Handloom' brand.



Chief Editor : Deepika Kachhal
Senior Editor : Shyamala M. Iyer
Sub Editor : Vatica Chandra

Joint Director (Production) : V.K. Meena
Cover Design : Gajanan P. Dhope
E-mail (Editorial) : yojanace@gmail.com
E-mail (Circulation) : pdjucir@gmail.com
Website : www.yojana.gov.in
Facebook : https://www.facebook.com/pages/Yojana-Journal

*Let noble thoughts come to us from all sides
Rig Veda*

CONTENTS

RE-DEFINING SKILLS DEVELOPMENT LANDSCAPE IN INDIA Dilip Chenoy.....	7	DO YOU KNOW?	40
JOB, EMPLOYMENT, TECHNOLOGY, AND SKILLS Arun Maira, Madan Padaki.....	11	SPECIAL ARTICLE	
SKILLS FOR INCLUSIVE GROWTH: NEXT DECADE OF INNOVATION AND BLENDED LEARNING Pooja Gianchandani.....	17	PRESERVING OUR HERITAGE : PROTECTING AND PROMOTING HANDLOOM Monika S Garg.....	42
SKILLING INDIA THROUGH BLENDED LEARNING – AN AVANT-GARDE ATTEMPT M Sairam, Sharanya Ramesh.....	22	NORTH EAST DIARY	48
SKILL DEVELOPMENT & VOCATIONAL EDUCATION Swati Mujumdar.....	26	SKILL DEVELOPMENT : CAPITALIZING RESOURCES & CAPABILITIES Manoj Joshi, Arun Bahaduria, Shailja Dixit.....	50
SKILL DEVELOPMENT: IMPERATIVE FOR INDIA'S GROWTH S S Mantha.....	29	IMPROVING EMPLOYABILITY OF THE DISADVANTAGED Sunita Sanghi.....	56
J&K WINDOW	34	SKILL DEVELOPMENT OF WOMEN : ENABLING FACTORS Dev Nathan.....	65
FOCUS		BUILDING HUMAN CAPITAL THROUGH SKILLING Sachin Adhikari.....	68
CRAFT AND EDUCATION Excerpts from Gandhiji's Discussion With Teacher Trainees, February 3/4, 1939.....	36	SKILL DEVELOPMENT FOR TRIBAL YOUTH IN INDIA: EXISTING STATUS AND FUTURE STRATEGIES Rajendra Singh Gautam, Navin T and Shashank Singh.....	71

Our Representatives : Ahmedabad: Amita Maru, Bangalore: B.S. Meenakshi, Chennai: A. Elangovan, Guwahati: Anupoma Das, Hyderabad: Vijayakumar Vedagiri, Kolkata: Antara Ghosh, Mumbai: Bhavana Gokhale, Thiruvananthapuram: Neetu Sona.

YOJANA seeks to provide a vibrant platform for discussion on problems of social and economic development of the country through in-depth analysis of these issues in the wider context of government policies. Although published by the Ministry of Information and Broadcasting, Yojana is not restricted to expressing the official point of view. Yojana is published in Assamese, Bengali, English, Gujarati, Hindi, Kannada, Malayalam, Marathi, Oriya, Punjabi, Tamil, Telugu and Urdu.

Chief Editor's Office : Room No. 660, Soochna Bhawan, CGO Complex, Lodi Road New Delhi 110 003 Ph: 24362971. Yojana (English): Room No. 647, Soochna Bhawan, C.G.O. Complex, Lodi Road, New Delhi - 110 003. **Business Manager (Hqs.) :** Ph :24367260, 24365609, 24365610

Correspondence address of journals unit for new subscriptions, renewals, enquiries has changed. Please contact : Business Manager (Circulation & Advt.), Publications Division, Ministry of Information & Broadcasting, Room No. 48-53, Soochna Bhawan, CGO Complex, Lodi Road New Delhi 110 003(Ph: 011 24367453).Sales Emporia : Publications Division: *Soochna Bhawan, CGO Complex, Lodhi Road, New Delhi -110003 (Ph 24365610) *Hall No.196, Old Secretariat, Delhi 110054(Ph 23890205) * 701, B Wing, 7th Floor, Kendriya Sadan, Belapur, Navi Mumbai 400614 (Ph 27570686)*8, Esplanade East, Kolkata-700069 (Ph 22488030) *'A' Wing, Rajaji Bhawan, Basant Nagar, Chennai-600090 (Ph 24917673) *Press road, Near Govt. Press, Thiruvananthapuram-695001 (Ph 2330650) *Block No.4, 1st Floor, Gruhakalpa Complex, M G Road, Nampally, Hyderabad-500001 (Ph 24605383) *1st Floor, 'F' Wing, Kendriya Sadan, Koramangala, Bangalore-560034 (Ph 25537244) *Bihar State Co-operative Bank Building, Ashoka Rajpath, Patna-800004 (Ph 2683407) *Hall No 1, 2nd floor, Kendriya Bhawan, Sector-H, Aliganj, Lucknow-226024(Ph 2225455) *Ambica Complex, 1st Floor, above UCO Bank, Paldi, Ahmedabad-380007 (Ph 26588669) *KKB Road, New Colony, House No.7, Chenikuthi, Guwahati 781003 (Ph 2665090)

SUBSCRIPTION : 1 year ₹ 100, 2 years ₹ 180, 3 years ₹ 250. For SAARC countries by Air Mail ₹ 530 yearly; for European and other countries ₹ 730 yearly.

No. of Pages : 76

Disclaimer :

- The views expressed in various articles are those of the authors' and not necessarily of the government. The views expressed in the articles are of the author and they don't represent the views of their organisation.
- Maps/flags used in the articles are only indicative. They don't reflect the political map or legal representation of the flag of India/any other country.
- The readers are requested to verify the claims made in the advertisements regarding career guidance books/institutions. Yojana does not own responsibility regarding the contents of the advertisements.



KEYNOTE IAS
... Making UPSC unpredictable

Feeling burdened with the new age interdisciplinary questions??
 Join us for a power packed, indepth coverage of

G.S.

300 HOURS **IAS - 2015** **75 DAYS**
MAINS
Rescue Batch
6th SEPT. 4 PM

IAS - 2016
BEDROCK
FOUNDATION
5th SEPT. 4 PM

OPEN INTERACTION

ETHICS, APTITUDE & INTEGRITY

with A. Sheikh (Civil Servant & A Harvard Graduate)

Other Modules

CURRENT ORIENTED POLITY, GOVERNANCE & IR	Rajiv Ranjan Singh	
GEOGRAPHY, ECOLOGY & ENVIRONMENT	Shamim Anwer	
ECONOMY & CORE CONTEMPORARY ISSUES	Shamim Anwer & Team	
HISTORY & CULTURE	SOCIAL ISSUES	SCI & TECH, ESSAY, SECURITY
Parampreet Singh	Dr. Nadeem Hasnain	Team Keynote

Director : Ms. Akhtar J. Khan

57/17, 1st Floor, Old Rajender Nagar ☎ **8826506054, 011-45534930**

YE-167A/2015



Chief Editor's Desk

Skilled India, Successful India

Success does not come through magic. It needs necessary skills to succeed. This universal truth is equally applicable for the young generation. Youth energy can be the driving force for social and economic development of any country provided it is channelized effectively. Skill development and Employment are the best means to mobilise this force.

The Indian employers have been struggling with acute shortage of skilled manpower despite India having the largest pool of young population in the world. Reason: Lack of required expertise for specific jobs. As per the Labour Bureau Report 2014, the current size of India's formally skilled workforce is only 2 per cent. This apart, there is also the challenge of employability of large sections of the conventionally educated youth. The Indian education system has been churning out brilliant minds but lacking in the skill sets required for specific jobs. There is a huge gap between the talent that is coming out of colleges and universities and it's suitability in terms of scope and standard of employable skills. This crop of English speaking population has the capability to meet the skill requirements of the nation as well as the entire world. The need is for appropriate and adequate skill development and training which can convert this force into the largest source of technically skilled manpower.

The Skill India mission launched by the government aims to provide a solution to this problem through creation of a job ready and skilled workforce by equipping it with employable skills. The Mission aims to skill over 40 crore people by 2022 and enhance their employability by training them in skill sets of their choice.

Skilled human resource at all levels is essential for inclusive growth. Skill development cannot be seen in isolation. It has to be an integral process of linking the skill training with education and employment at the same time. The government agencies and system cannot accomplish this task alone. Private Sector, NGOs, Educational institutions with experience in skills training need to be involved in the process of skilling. All sections need to be given equal importance. Vocationalisation of education is of cardinal importance for skilling youth. At the same time, the other sections of society viz. women, marginalised, tribals etc. need tailor made training programmes to suit their diverse and specific needs. While being illiterate may be an issue in providing skill training to most marginalised sections, one may have to deal with family issues and social restrictions in case of providing skill training to women. These factors need to be taken into account for any programme to be successful.

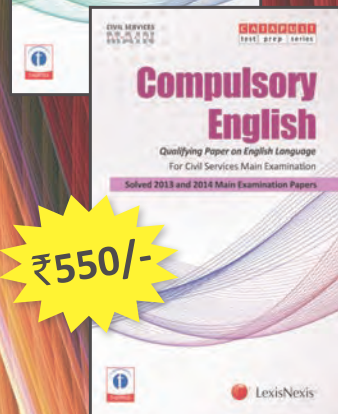
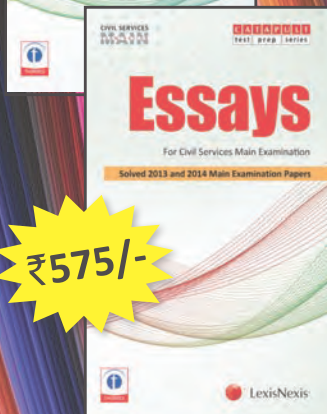
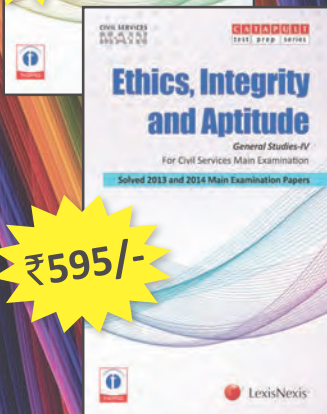
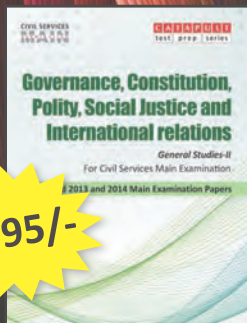
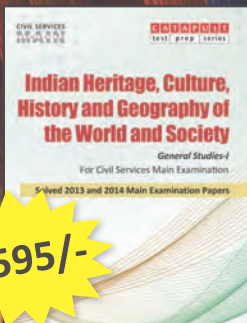
India has already starting moving on the path of high economic growth. To put this wave of motion into the next gear we need to focus on advancement of skills which are pertinent to global economic environment. The challenge lies not only in expansion of facilities for skill training, but also in raising the quality of skills to be able to compete at international forum. The National Policy for Skill Development and Entrepreneurship 2015 proposes to meet the challenge of skilling at scale with speed, standard and sustainability. It aims to provide an umbrella framework to all skilling activities being carried out within the country. It also seeks to standardise the process of skilling and link it with demand centres both at national as well as international level.

Skill multiplied by effort equals success. With recent initiatives of the government, the skill development programme has taken the shape of a 'movement'. These efforts of the government may take some time to bear fruits however in the long run, the skilled Indians (Kushal Bharat) will lead the country towards being a happy, healthy and prosperous nation (Kaushal Bharat) thus justifying the slogan "Kushal Bharat, Kaushal Bharat"..



The most comprehensive collection of
Civil Services Main Exam Books

From the publishers of D D Basu's Introduction to the Constitution of India



Key Highlights

- Detailed coverage of the latest UPSC syllabus
- In-depth study of the various core areas covering historic and current developments in these areas
- 'Pedagogical Support' to ensure that important pointers are remembered
- Comprehensive link through with established books in the form of Book Abstracts
- Structured Learning Methodology

**For Orders, please Contact
Naveen Bagga**

Mobile: +91 9910956088
Email: naveen.bagga@lexisnexus.com

To avail discounts and for more details, write to us at marketing.in@lexisnexus.com with subject line '0915YEUPSC'

or call our toll free nos.-
Airtel: 1800-102-8177, BSNL: 1800-180-7126
or visit us at www.lexisnexus.in

Re-defining Skills Development Landscape in India

Dilip Chenoy



Only a job ready and skilled workforce will lead to the success of all these national missions hence leading to India's economic growth, improvement in GDP numbers and increasing per capita income. It is imperative that the country's youth gets the right direction to harness the country's demographic dividend and also add to his/her personal and professional growth

A recently launched annual report by Reserve Bank of India (RBI) for 2014-15, mentions that India's growth outlook is improving gradually and the real activity indicators are backing its 7.6 per cent gross domestic product (GDP) projection. Further the report states that business confidence remains robust, and as the initiatives announced in the Union Budget boosting investment in infrastructure roll out, they should crowd in private investment and revive consumer sentiment, especially as inflation ebbs. These are some of the indicators which suggest that despite having a slow-down across countries world over, India's story looks bright and well-paced. Only, India has shown signs of improvement in GDP numbers among the fast growing nations.

The government has already set the ball rolling. It has relaxed FDI norms to encourage both domestic and foreign companies to manufacture in India and sell their products abroad. Make-in-India is expected to increase manufacturing activity across various sectors as well as enhance its contribution to GDP. It is also expected that with the increase in manufacturing activity, a substantial number of jobs will be created for the skilled workforce that the country is preparing. In line with the same, the Government has recently launched the Skill India Mission which will act as a

pivot for all the other national missions like Make in India, Digital India, Smart Cities and others. Only a job ready and skilled workforce will lead to the success of all these national missions hence leading to India's economic growth, improvement in GDP numbers and increasing per capita income. It is imperative that the country's youth gets the right direction to harness the country's demographic dividend and also add to his/her personal and professional growth.

At present, as the developed nations are preparing themselves to face a storm created by more advanced and technical processes of delivery of education, India's educational system is still undergoing a content reformation. A few initiatives by the current incumbent government will shift our focus to the right needs of our country's youth. Our focus has always been on education but unfortunately not on overall skill development. This is the need of the hour, in order to become a great power and utilize our biggest strength i.e. our demographic dividend. The next 5 to 10 years are extremely crucial for our country to meet the challenges ahead, in making India, the human resource capital of the world.

If there was ever a time for the demographic dividend that India is banking on to start paying off, it is now. According to the Census data released in September 2013, India's youth bulge is now sharpest at the key 15-24

The author is Managing Director and Chief Executive Officers, National Skills Development Corporation.

National Skill Development Corporation



The National Skill Development Corporation India, (NSDC) is a one of its kind, Public Private Partnership in India. It aims to promote skill development by catalyzing creation of large, quality, for-profit vocational institutions. NSDC provides funding to build scalable, for-profit vocational training initiatives.

Its mandate is also to enable support systems such as quality assurance, information systems and train the trainer academies either directly or through partnerships. NSDC acts as a catalyst in skill development by providing funding to enterprises, companies and organisations that provide skill training. It will also develop appropriate models to enhance, support and coordinate private sector initiatives.

age group. As India's demographics grow younger, the issue of sustainable employment becomes more important. This coupled with the volatile economic growth that the country is currently going through, springs up a challenge for the industry.

A significant opportunity that the country foresees now is that India will be expanding its most productive cohorts (population between 15-60 years) as most developed countries and some developing ones will be contracting theirs. By utilising this opportunity, we can pull the Indian economy into a virtuous cycle of growth with meaningful job creation. Approximately 15 to 17 per cent of the global working population in 2022 would be Indian.

The figures today reflect that India's working population will surpass China's working population by 2040. Clearly, our country has an advantage in terms of the 'total workable population' i.e. the number of people working in an economy. But we cannot just rely on the increase in workable population for a brighter future. Of the country's approximately 500 million workforce, 14 per cent is employed in the formal economy and 86 per cent is employed in the un-organized sector. The challenge is that this 86 per cent is not well-trained or recognized in the job market.

Today, there is a huge mismatch between education, skill training and employment. According to a report from McKinsey, only 54 per cent of youth believe that post-secondary education improved their employment

opportunities. 56 per cent of students drop out between high school and higher education. Between all these facts and figures, only a fraction of people are employed and trained. The report also suggests that 53 per cent of Indian employers find skill shortage as one of the prime reasons for entry level vacancies. Hence, we clearly see that there is a mismatch between the aspirations of the Indian youth and the expectations of the employer and thus, there exists a huge gap between employment and employability. The key challenge that the country faces is finding jobs for the millions of youth below 25 years of age constituting 50 per cent of the population.

This was imperative, as it was about time that the country realised the need and importance of skills; and all

industries, ministries, states, corporates and individuals join hands and work towards a common objective of making India the 'Skills Capital of the World'.

At this point in time, the overall wave of skill development looks extremely positive, which could bolster India's strength as a leading emerging market economy in the world and also contribute towards improving its investment appeal.

The first and foremost step that the government took in shaping the skills landscape was the creation of a separate Ministry for Skill Development & Entrepreneurship (MSDE). The country already had an existing skill ecosystem created by NSDC which includes 37 sectors skill councils and 235 training partners with 3611 training centres spread across 450 plus districts across the country. The next big step is to further empower the existing system by ensuring government support and guidance by enabling focused policies. NSDC worked with MSDE to aid the skilling process for various sectors by creating the National Occupation Standards for different job roles, which define standards and curriculum for vocational training in the respective sector. Till date NSDC has been able to train 5.5 million people of which 61 per cent have been placed. This is being

Pradhan Mantri Kaushal Vikas Yojana (PMKVY)



Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship outcome-based skill training scheme of the Government of India implemented through the National Skill Development Corporation (NSDC) under the Ministry of Skill Development & Entrepreneurship. The objective of this skill certification and reward scheme is to enable and mobilize a large number of Indian youth to take up outcome-based skill training and become employable and earn their livelihood. Under the scheme, monetary reward through direct bank transfer would be provided to trainees who are successfully trained, assessed and certified in skill courses run by affiliated training providers. PMKVY will impart skill/training to 24 lakh persons. The scheme will be implemented through the National Skill Development Corporation (NSDC).

All trainings and certification under Recognition of Prior Learning will be specifically oriented for developing skills in specific growth sectors. Assessment and training bodies for all purposes of the Scheme will be separate and no overlap of roles will be allowed to maintain transparency and objectivity. The monetary reward will be wholly funded by the Ministry of Skill Development and Entrepreneurship, Government of India and will be affected through bank transfer to the beneficiaries' accounts.

scaled up with speed so that we can fill up the huge gap across industries.

On the other hand, the Skill India Mission and the Skill Policy 2015, aimed to skill 40 crore youth in the country by 2022. The vision of the policy is to create an ecosystem conducive to an empowered economy which has a job ready skilled workforce by skilling on a large scale with speed and quality, based on industry recognised standards and to promote a culture of innovation based entrepreneurship which can generate wealth and employment so as to ensure sustainable livelihoods for all citizens in the country.

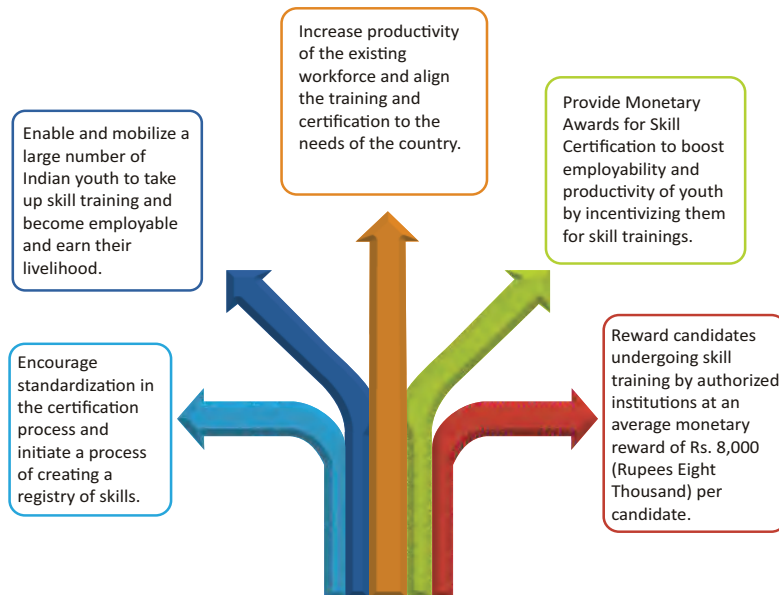
Over 70-odd Skill Development Programmes (SDPs), have been running, each with its own norms for eligibility criteria, duration of training, cost of training, outcomes, monitoring and tracking mechanism etc. The policy revision is a great move by the Government of India which will help in rationalising the whole spectrum of skill development processes and systems including inputs, outputs, funding/cost norms, third party certification and assessment, monitoring/tracking mechanisms, and empanelment of training providers and ultimately lead to a common goal.

Industry is also witnessing an increased participation from Corporates and PSUs who are coming forward and investing back in the country's youth by supporting skill development through their CSR initiatives under various partnerships such as financing, providing infrastructure, recognition of prior learning, adoption of national qualification framework and occupational standards etc. Organisations like PowerGrid, NTPC, Coal India, Ambuja Cements, CIFCL, Essar and Coca-Cola are some of the leading examples. PSUs have been very forthcoming in their agenda towards skill development. The three PSUs, PowerGrid, Coal India Limited and NTPC have contributed more than Rs. 200 crores for this purpose.

On the other hand, government's initiatives like Pradhan Mantri Kaushal Vikas Yojna (PMKVY) - flagship program of MSDE, Skill Loan Scheme,

PMKVY - Objectives

The objective of this Scheme is to encourage skill development for youth by providing monetary rewards for successful completion of approved training programs. Specifically, the Scheme aims to:



Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY), Nai Manzil and the Credit Guarantee Fund will certainly enhance access, equality, quality, innovation and institutional credit in the area of skill development.

and skilled workforce, along with enough respect for the job they do. □

(E-mail: dilip.chenoy@nsdcindia.org)

National Web Portal for Apprenticeship Training

The Centre launched the National Web Portal for Apprenticeship Training for Graduates, Diploma holders and 10+2 pass-outs vocational certificate holders, with the slogan "Sashakt Yuva, Samarth Bharat". This portal enables door step delivery of service, streamlines processes and saves time for students. This portal would offer security for women at workplace and ensure grievance redressal for the apprentice through the mechanism of internal complaints committee. The Portal will enable viable contract for students and industry partnership and also ensure seamless connectivity with all stake holders including students, establishments and technical institutions across the country for transparent administration through e-Governance. It will serve as a multilingual platform which currently engages with the user in Marathi, Bengali, Tamil and Hindi. □

Schemes like PMKVY will help in mobilization of the youth through a monetary reward for skill certification and will in turn, help boost their employability and productivity. The scheme also aims at recognising the existing skills of individuals through recognition of prior learning. The overall target is to benefit 24 lakh youth in the country over the next one year.

Overall, there is a feel-good factor. The skill ecosystem is currently seen getting a clear direction for a progressive India and it is the best time to align ourselves to one objective of 'Kushal Bharat, Kaushal Bharat'. There is growth in parts of the economy. Now with the launch of the Skill India Campaign, the approach is likely to become widespread and more impactful. The next challenge is to create the training capacity to meet the increasing demand of the industry and ensure enough jobs for the empowered

GS SCORE

IAS2016

5 Months Programme

GS MAIN

Basic to Advance



- ▶ 5 Months Comprehensive Programme for GS Main 2016
- ▶ Complete coverage of syllabus for Mains 2016 including GS paper 1, 2, 3 & Essay
- ▶ Topic-wise Tests
- ▶ Comprehensive Study Material
- ▶ Descriptive Essay Writing Class cum Test
- ▶ GS Main Revision Class after Prelims Examination
- ▶ Team of Nine Expert Faculties for different areas
- ▶ Answer Writing Sessions
- ▶ Current Affairs Classes
- ▶ Main Updation Classes after Prelims

Starts: 5th October, 2015

Duration : 5th Oct. 2015 to March 2016

BATCH TIMING

REGULAR	WEEKEND	
10:00 AM to 1:00 PM (Monday to Friday)	Saturday (1:00 PM to 6:00 PM)	Sunday (11:00 AM to 6:00 PM)

www.iasscore.in

Head Office: Rajender Nagar - Off. No. 6, 1st Floor, Apsara Arcade, Karol Bagh, New Delhi-5, (Karol Bagh Metro Gate No. 5)

9953595114 ♦ 9873870114 ♦ 011 - 47058253

Jobs, Employment, Technology and Skills

Arun Maira, Madan Padaki



Rather than putting more skills as the goal of the national enterprise, the goal must be the formation of many more enterprises and with them jobs.

Requisite skills will have to be developed along with the development of enterprises. Moreover, critical portions of skill development will have to be within the enterprises themselves

India, more than any other country in the world, must ensure that there will be enough jobs for young people. Economists have been pointing out that demographic trends around the world have created a condition in which the richer countries of the world (including China) will have a shortfall of working age people to support their economies. At the same time, India is pregnant with a ‘bulge’ of people coming to working age. India has over 470 million persons below the age of 18 years. The government’s Economic Survey 2014 says that every year 63 million new entrants are being added to India’s working age population.

India’s potential to earn a ‘demographic dividend’ from its burgeoning youthful population is often cited, but generally without the rider that should accompany it. Which is that India will not realize its demographic dividend unless its youth are able to earn incomes, which they will spend, and from which they will save, and thus boost the country’s economic growth. Indeed, there can be large-scale social unrest amongst

youth if they do not have adequate opportunities to earn and consume, and to lead the lives they have begun to aspire for. Signs of the growing unrest are becoming increasingly visible, manifested in demands for ‘reservations’ of jobs, migration of youth to India’s growing and creaking urban conglomerations, and violence by youth in the cities.

The Government of India is seized of the imperative to create employment opportunities for its youth, through its Skills Development Mission to skill up 500 million persons, and to ‘Make in India’. With China gradually vacating its factories for the world, with rising Chinese wages and an appreciating Yuan, and also with its internal demographic challenge of too few young people, India has an opportunity it must seize to become a viable factory for the world. The fear is that India will not be able to do this unless it changes its pattern of economic growth, and unless it adopts better approaches to implementation of its well-intentioned programs. The fear that India will have a problem if it does not change its approach is founded on evidence that, though India’s growth in GDP, on average,

Arun Maira is Chancellor, Central University of Himachal Pradesh. As Former Member, Planning Commission of India he led the development of strategies for the country on issues relating to industrialisation and urbanisation, and drove the formulation of policies and programmes in these areas. His most recent book, *An Upstart in Government: Journeys of Change and Learning*. His earlier books include *Redesigning the Aeroplane While Flying: Reforming Institutions*; *Remaking India: One Country, One Destiny*; *Transforming Capitalism: Improving the World for Everyone*, and *Shaping the Future: Aspirational Leadership in India and Beyond*. Madan Padaki is Co-founder and CEO, Head Held High Services. He is also on the Governing Council of TiE Bangalore, Indo-American Chamber of Commerce, Karnataka and is a founding Partner of Social Venture Partners, Bangalore.

has been impressive since its economic reforms since the 1990, India seems to create fewer jobs with every per cent increase in GDP than other developing countries do. This is a finding of the Boston Consulting Group's Sustainable Economic Development Assessment analysis of international comparisons, for example, and it is supported by others' analyses too.

In this essay, we explain the changes in mind-sets and institutional architectures that are necessary for India to create jobs more rapidly. We will first describe the forces shaping the global (and Indian) environments for creation of jobs and skills, and explain how technology is changing these environments and disrupting old patterns. Then we will describe the changes in mind-sets and institutional architectures required for India to seize its moment. Finally, we present an example to illustrate the changes required in mind-sets and in the architectures of skill development processes.

Forces shaping India's Jobs-Enterprises-Technology-Skills (JETS) Eco-system

A force pressing strongly on the jobs-skills eco-system is the pressure to get a lot done very quickly so that, as many fear, India's demographic dividend does not turn into a demographic disaster. Whenever there is great pressure to do more, and faster, of anything, the usual response is to throw more resources and apply more authority to get it done. The approach is not changed. Only more resources and power are applied with the expectation that the problem will then go away. However, as Albert Einstein said, one cannot solve seemingly intractable problems by using the same approach that may have caused the problem.

The second big condition affecting the JETS ecosystem all over the world is uncertainty. The shapes of enterprises and jobs are being changed with new technologies. Industries are being radically transformed: retailing, publishing, public transportation,

telecommunications, and many others. Even manufacturing is being transformed with application of digital technologies and automation: For example, now small units using 3-D printers can have the scope of capabilities of a large factory with its many special machines. Technologies are being developed rapidly and applied in innovative ways. It has become very difficult to predict what the shapes of factories and service industries will be even in the next ten years, and what will be the shapes of jobs in them and precisely what skills will be required. This uncertainty is a problem for preparing the 'surplus' Indian workforce to meet the needs in developed countries where the effects of technology on reshaping manufacturing and service enterprises will be pronounced. Technology will transform Indian enterprises too, as

India has to move past the village versus city, and rural versus urban ideological debate. Ecosystems for good livelihoods will be required in both urban and rural India. And, since solutions for providing modern jobs and careers in urban settings are fairly well known around the world, albeit being altered by technologies as mentioned before, India must develop innovative solutions for modern livelihoods in rural India.

it must, and it will be hazardous to estimate what skills will be required to do exactly what jobs even in India, and what the numbers of each of these jobs will be.

The third force, already very strong in India, is the need for job creation in 'rural' India. Less numbers of people will be required to work in 'farming' as productivity improves, which it must to increase incomes. Agricultural output must increase but agriculture itself will not be generator of jobs. Therefore, youth will stream into India's hard-pressed and rapidly growing urban

conglomerations seeking livelihoods. India's towns and cities must be prepared to provide decent housing, water, sanitation, transport, and security to much larger numbers of people than they are able to handle now. The backlog in urban facilities is already huge. The Smart Cities and AMRUT programs of the Indian government are being energized to meet the needs. However, it is safe to say that for the next decade and more, Indian cities will not be in a position to provide good facilities and livelihoods for the large numbers of Indian youth who need jobs. Therefore, the formation of ecosystems in rural India to provide sustainable and respectable livelihoods, to meet rural youth's aspirations for 'modern' jobs must be strengthened.

India has to move past the village versus city, and rural versus urban ideological debate. Ecosystems for good livelihoods will be required in both urban and rural India. And, since solutions for providing modern jobs and careers in urban settings are fairly well known around the world, albeit being altered by technologies as mentioned before, India must develop innovative solutions for modern livelihoods in rural India.

New Architecture of the JETS (Jobs-Enterprises-Technology-Skills) Eco-system

The widely prevalent 'theory-in-use' for doing anything on a large scale is to construct a large integrated system with strong control from the top. This is the model of the assembly line. This method can work when the output required at the end of the assembly line is pre-determinable. 'You can have any color car so long as it is black', Henry Ford is reported to have said. Factories have become far more flexible since Ford's days. Nevertheless, a factory to produce mobile phones may produce a variety of mobile phones but it cannot produce garments or cars. The challenge of makers of policy and builders of institutions for skill development in the 21st century, as explained earlier, is that what work will be required to be done and what skills

will be necessary cannot be predicted with sufficient precision any more. The assembly line, or linear supply chain model for skill development cannot work any longer.

An approach to large scale skill development which begins with an estimation of the numbers of people in various trades who will be required in the economy some years in the future will fail to produce people with requisite skills for the enterprises and jobs that will actually arise. The length of a linear skill development supply chain can be very long in time, extending to many years. Working backwards, from the skill specifications and numbers factories say they will need, technical training institutions must produce the required numbers with the required skills. To provide inputs to the technical institutes, our schools and colleges should provide students with preliminary vocational skills. And thus, we define a supply chain extending over several years of a young person's life. He (or she) can set out early in life on a path towards an aspirational job at the end of the chain, channeling himself into a specialization. And when he finds, at the end many years later, that the jobs for which he has qualified are no longer sufficiently available, he will join many other disillusioned, educated, but under-unemployed youth who are fuel for social unrest.

Clearly we need an ecosystem with a different architecture. This system must be founded on seven foundational principles.

1. It cannot be designed like a supply-chain or assembly line for reasons explained. It must not be a system designed from the end requirements working backwards. Rather, it must be designed to enable young people to discover opportunities and jobs as they arise, and to be quickly able to learn the skills that will be required.
2. The emphasis must be on making students better learners. The thrust of teaching in universities, technical institutions, and schools must be to

develop better learners, not merely good workers. (Indeed, the thrust of livelihood generating enterprises also, as we shall see in our example later, must be primarily to foster a learning ability in enterprise creators and employment seekers.)

3. Employers must be an integral part of the skill development process, not merely its customers. To survive in dynamic competition, employers must keep re-shaping their enterprises along with the changing landscapes of their industries, which, as explained before, will happen even faster than it already is. Therefore enterprises must continuously change their processes and they must keep changing the skills they expect their employees to have. Since the changes will be fast, the only place employees can hone and develop these new skills will be in the place of work itself where the new processes and technologies are being introduced.

...enterprises must continuously change their processes and they must keep changing the skills they expect their employees to have. Since the changes will be fast, the only place employees can hone and develop these new skills will be in the place of work itself where the new processes and technologies are being introduced.

4. Competition will be increasing by 'global', i.e. coming not just from other countries, but from enterprises outside the present borders of industries also. Only those enterprises (and employers) will succeed who are able to learn and change themselves faster than other enterprises. Therefore, enterprises must become faster and better 'learning enterprises'.
5. The only resource any enterprise has with the ability to learn and improve its own abilities is human beings. Human beings are the only 'appreciating assets' of an enterprise whose value can increase over time

as they learn. The value of all other resources of the enterprise—its machinery, materials, and buildings, will depreciate with time. Therefore, in a fast changing world, employers would do well to 'humanize' their enterprises, and not only 'digitize' them with technology.

6. The architecture of the JETS ecosystem will be a dynamic network, not a tight supply-chain. The network will be formed by enterprises specializing in different activities to assist people to learn and keep learning as jobs and enterprises take new emergent forms. There will be specialists in content development, training support, teacher development, for mentoring entrepreneurs, etc. They will compete with others providing the same service: those amongst them who provide better value will grow. Innovation must flourish within the JETS ecosystem.
7. The government's principal roles will be to protect 'customer' interests with standards that enterprises must follow. It must regulate competition and prevent established players crowding out new entrants. The government may also provide 'common' facilities, for steps in the skill development process that smaller enterprises cannot provide for themselves. Here too, the principal must be that the employers take responsibility for the quality of the skill development. Therefore, these common facilities should be, as much as possible, run as cooperative ventures by the employers albeit with support from the government.

Innovations in JETS

So far we have taken a high-level view of the changing pattern of the Jobs-Enterprises-Technology-Skills ecosystem, like a view from the moon of weather systems swirling over the earth. Now we will come down to earth and see how these architectural principles are giving shape to innovative ventures that are

simultaneously enabling youth to learn new skills and create new enterprises.

We must state at the outset that the case we present here is only one example, albeit a very good one, and that there are many others, such as the well known Barefoot Academy, and many more. Many of the older examples did not use technology as a major driver. Whereas those formed more recently, such as the one we describe here, are using technology quite extensively.

Skill development's new look; Job Creators over Job Seekers: Rural Enterprises; Extensive use of technology Livelihood is defined as a 'means of support or subsistence'. Today, the aspiration of our youth is not just subsistence, but to build a 'career' that provides both income growth as well as respect from society. Since there are hardly any 'careers' or 'modern' jobs in rural India, but mostly traditional livelihoods, rural youth feel compelled to migrate to urban slums where they eke out whatever jobs and career opportunities that a large city can give them.

According to a recent report by McKinsey, India has to absorb 115 million youth into the workforce over the next 10 years. Large, formal organizations, which can provide them careers, can never absorb all of them.

So how do we cater to the expectations of 'careers'? The answer is, by creating entrepreneurship as a viable career option. Head Held High (HHH) is a successful example of this paradigm and that too in rural India where many more opportunities for 'modern' livelihoods must be created rapidly. HHH's surveys have revealed that there is a significant number of youth who would prefer to stay in and around their districts if they could be gainfully engaged. The solution for India's jobs' challenge is to encourage more youth to make the choice of becoming entrepreneurs, rather than personal job-seekers, who will create 'career' opportunities for more youth in their districts.

There is a general misconception about rural India. Many believe that capabilities in rural India for modern jobs/careers are limited with a tacit assumption that this is due to a lack of computer literacy, communication skills, logical reasoning, judgment ability, etc. But if one were to look closely, one would realize that the DNA of rural India is changing. The emerging breed of rural youth has an 'urban' level of access to information, a similar or even higher hunger to learn, an entrepreneurial spirit, and even global aspirations.

A common perception is that rural India is lacking in technology, but of the 1,000 people HHH surveyed in 4 districts in North Karnataka, 53 per cent have used a smartphone and 73 per cent of them access internet on mobile. In another E-Commerce survey, we did among 100 people, 90 per cent of them had heard about online shopping and 47 per cent of them had actually tried to order online. This shows the penetration of technology and rural youths' comfort in using it, even in the rural hinterlands.

Technology is being used to map out job/career opportunities, skill achievement levels, and entrepreneurial career paths at a rural/district-level. Technology is also used to provide career counselling to rural youth to choose their options wisely, and to enable local, educated youth to become 'career' trainers – so that local help is always available. Technology is also providing a platform where aspirants are helped to make the right aspiration-skill-role match, to help them build long term 'careers' rather than just do a job.

Head Held High has also deployed technology-assisted learning to transform youth with low literacy levels into English-speaking, computer literate, professional workers in four months!

Leveraging Skills to Generate Incomes

For careers and entrepreneurship to thrive, we need to create new

marketplaces. There is an opportunity to build technology-based gateways and platforms in rural India that will enable rural youth to assist corporates to have market access and to provide business support services. The corporates could be in various sectors such as agriculture, healthcare, education, financial services, retail, and utilities (water, power, telecom).

Head Held High has created a platform called Ruban Bridge, that provides last mile connectivity to rural India which brings necessary services of health and education, as well as aspirational services—entertainment and e-commerce products and services—to the doorsteps of rural consumers. In just a few months, HHH began to see new jobs and entrepreneurship opportunities opening up to feed newly forming markets, and engaging over a hundred previously unemployable rural youth.

Another of HHH's successes has been in creating a marketplace that facilitates the Government's vision of Digital India. Internet Santhe (Santhe in Kannada means a Fair) is an initiative to promote and provide education on the use of technology to specific rural user groups in the taluks. Internet Santhes have been organized in ten taluks across six districts in Karnataka, including Sira, Nargund, and Tavaragere. Over 8000 people were engaged through Internet Santhes; many of them used relevant internet-enabled apps and tools to explore new avenues of knowledge-sharing and income generation.

Conclusion

The global jobs-enterprises-technology-skills (JETS) ecosystem has become very dynamic and, at the moment at least, it is impossible to predict with any certainty what the shapes of industries, factories, manufacturing processes and enterprises will be.

To have a nation of skilled people, who have invested years of their lives in acquiring skills, without jobs at the end, would be worse perhaps than

Story of Skill India Logo

The Skill India Logo depicts a clenched hand, in which a spanner and pencil are firmly held. The strong depiction of the hand exemplifies empowerment of the individual through skilling.



The spanner, also known as 'Chabbi' in colloquial Hindi, symbolizes the role that skill plays in unlocking human potential. It is also a universal tool used across many trades, including by plumbers, auto-mechanics, electricians and in a wide range of manufacturing jobs. The pencil represents service sector skills and is also used in general education.

The spanner and pencil are held together. Their juxtaposition puts skill and general education at parity, suggesting both can empower individuals and are aspirational for India's youth.

A rising sun is shown as a backdrop to the clenched hand, alluding to the role of skills in the rise of India as a nation. The use of arrows in 'Skill' suggests upward mobility through skilling.

The logo is placed on a computer screen, highlighting Skill India as a gateway to sophisticated jobs in advanced sectors and the great potential of using technology in skilling.

The tagline, 'Kaushal Bharat, Kushal Bharat' suggests that skilling Indians ('Kaushal Bharat') will result in a happy, healthy, prosperous and strong nation ('Kushal Bharat').

having a nation of unskilled people without jobs. Therefore, the JETS stream must be turned on its head. Rather than putting more skills as the goal of the national enterprise, the goal must be the formation of many more enterprises and with them jobs. Requisite skills will have to be developed along with the development of enterprises. Moreover, critical portions of skill development will have to be within the enterprises themselves.

Technology alone can never be a good enough solution. Within the JETS ecosystem, technology is both a disrupter of enterprises and jobs, as well an enabler of enterprises and skills. The architecture of the JETS ecosystem must be changed, from a linear supply chain model to a model of networked enterprises, and then technology applied to it, for India to create more enterprises and dignified employment of its youth, and realize its vision of inclusive and politically sustainable development. Innovators of new models, like Head Held High, using technology as a powerful enabler, are revealing new pathways. □

(E-mail: arun.maira@gmail.com
madan@head-held-high.com)

SOCIOLOGY

No Stories, Only Strategic Discussion

Dear Candidates, in the new pattern of Civil Services Examination,
the mantra for success is

Worry Less About Content, Focus More On Analysis

Read Less — Think More, Write Less — Convey More

Regular Batches

Duration: 2½ months; Timings: 4:30-7:30 pm (Mon-Fri)

Starting on: 1st December, 2015

1st March, 2016 * 1st June, 2016

Test Series Batches (Mains-2016)

(Module I and Module II)

Starting on: 10th January, 2016 * 10th April, 2016

*** Special Fee Concession for economically needy candidates**

**Download Free Sociology Notes from our
Facebook Group: Sociology @ Aditya Mongra**

**The only institute for Sociology where
the focus on answer-writing starts from the very first class**



Aditya Mongra

Professor's Classes

Laxmibai Nagar, INA Metro Station, New Delhi-110023

Enquiry: 9999663160, Email: adityadse@gmail.com

Facebook: www.facebook.com/aditya.mongra

Limited Seats * Admission Open * Register Today

YE-165/2015

GS SCORE

e-learning IAS

www.iasscore.in

**Prepare for IAS
at your own Pace,
Anytime... Anywhere...**

- In depth analysis of each topics
- Complete coverage of all subjects
- Separate test for each subject area
- 24 x 7 Online Support

011 47058253 | 9873245114

 www.facebook.com/iasscore

Skills for Inclusive Growth: Next Decade of Innovation and Blended Learning

Pooja Gianchandani



Skill India is a daunting task of keeping sight on the manpower requirements of the industry and the infrastructure needed for achieving the targets of skilling. With many new players entering the skills space, focus has to be on the 3 Is of Skills - Investment, Innovations and Institutions– to improve the quality of training, assessments and jobs

Sanjita Nayak is from the tribal district of Rayagada in Southern Odisha. This 19-year old's father supports a family of 7 members with her earnings as an agricultural labourer. Her children have dropped out of school given their paltry condition. She has always been courageous and so decided to elope with her lover at a very young age. She was abused and abandoned by him within 6 months of their marriage. Her family refused to accept her back leaving her with the struggle to find shelter and proper food and clothes. Depressed and alone, she lost her desire for living and attempted suicide many times. Nothing seemed to be working for her so she was considering joining the Maoists. She is one of the many girls who struggle to make ends meet or even survive given the socio-economic barriers. Luckily for Sanjita, she met a counsellor who offered a training programme which led to a job.

She got an opportunity to enroll into a programme which was free for youth, enrolled even school drop outs and offered job relevant training in residential mode. Sanjita chose the Sewing Machine Operators programme at the centre. This programme offered by the Government of India gave her

a new lease of life. She had never handled a machine, knew little about stitches and garments and did not know how to work with people. She was nervous but excited to learn something new.

She had to undergo selection tests like eye sight, hand eye coordination, comfort with tools, colour blindness etc. Once selected, she found the company of many other young girls from nearby villages who had joined the training to support their family. She would get 3 meals a day, a real luxury for her. The trainers trained her on the basics of operating a machine, gave regular assignments as well as project work. She went to a nice institute which had toilets and clean water. There were classes on personal hygiene, English and use of Internet. In a short span of 45 days, Sanjita became adept in operating a machine, understanding instructions and producing the finished garment in specified time. She was offered a job by Cotton Blossom, a well known export house in Tirupur, Tamil Nadu. She earns Rs 8000/- along with food, accommodation, health check-up, PF and other facilities like a bank account. Sanjita boarded the train for the first time when she left Rayagada. She couldn't believe that she works with such a big company and is treated in a dignified manner. From her first

The author is Group Head - Policy & Communication Group (PCG) and Corporate Engagement, IL&FS Education and Technology Services Ltd. She was earlier Director and Head for Skills Development with FICCI. She has also worked with the Confederation of Indian Industry as the first member of the founding team of the skills development where she played an active role in national level policy design and deployment, including the initiation of Sector Skills Councils.

salary, she bought 'chappals' for all her family members, they had never worn a pair. This summer her father got the roof repaired. When she went back for Diwali, she was moved to see a painted well lit house and her family welcoming their daughter.

Sanjita is not a fictitious character. She is a trainee at the IL&FS Institute of Skills, Rayagada, Odisha. She is Skill India - as real as it gets. She is one of the many people whose lives have been transformed as a result of the concerted efforts of all stakeholders in delivering Skill India. Her story is also the beacon of what must drive this mission – the learner – and how initiatives have to keep in mind the capability of trainees and needs of employers. It is a reminder that Skills programmes in India cannot be peripheral (restricted to certain trades and urban centres) but these need to be market driven and inclusive.

Inclusive Skills Programmes: A Growth Imperative

According to UN estimates, India is home to the largest youngest population. 883 million people in India are under the age of 35 years, a strong 66 per cent, as compared to the 47 per cent in China². Sadly though, the Youth Unemployment Rate³ was

12.9 per cent. In 2014, the World Bank estimated that India had 179.6 million people Below the Poverty Line (living on less than 1\$ a day). In other words, while having 17.5 per cent of total world's population, India is home to 20.6 per cent of the world's poor. In states like Odisha, West Bengal, Madhya Pradesh, Bihar, Chhattisgarh, Jharkhand and UP, more than 25 per cent of the population is Below Poverty Line (BPL)⁴. This is the stark reality. We have an abundance of young, productive minds but unemployment and/or underemployment has severely impacted both their social and economic condition leading to much larger challenges with each passing day.

A substantial per cent of these are those who are Not in Education Employment or Training (NEET). They have no formal entry points to any form of training, leave aside academics, which qualifies their workmanship/craftsmanship. They neither have access to training nor can afford any programme. On the contrary, only 1 out of 10 graduates, even after paying exorbitant fees to private colleges, completing the university education and acquiring a certificate are unemployable. This

presents the dichotomy of the Indian education and training system. We have youth who are seeking work and employment but have limited means or access to skill based training. On the other hand, there are young people who are acquiring qualifications but aren't work ready.

Skills development for inclusive growth is therefore, an imperative to ensure that young people from different backgrounds participate in the development story. While, Industry has received impetus through 'Make in India', only 3 per cent of organised sector cannot perhaps absorb all those joining the labour market. Further, initiatives such as Digital India, Swachh Bharat, Namami Gange and several other infrastructure development programmes will require an army of skilled professionals. An equally vast number of informal sector craftsmen are also being promoted by the initiatives like USTAAD, Learn and Earn where skilling in traditional trades and employment in informal sector is being recognised as a skilling outcome for the first time. This, therefore calls, for skills programmes that empower people to seek employment both in the form of jobs or self employment.

Nurturing the Skills Development Ecosystem

Government of India has nurtured the skills ecosystem in close partnership with the private sector, international agencies like ILO, World Bank, OECD, EU among others. Through various skills development schemes, 20+ departments have launched programmes which are outcome driven, now steered by the Ministry of Skills Development & Entrepreneurship (MSDE). They have invested, significantly in nurturing the skills ecosystem, such that those in the remotest parts of the country get an opportunity to join mainstream employment. The largest of the Government initiatives being DDU-Grameen Kaushalya Yojana (GKY) under Ministry of Rural Development and Integrated Skill Development Scheme (ISDS) by Ministry of Textiles



Sanjita is one of the ~ 4,50,000 trainees who have undergone training as part of placement linked Skills programme with IL&FS Skills. 47 per cent of these trainees are women, largely school drop outs and from various social and educational backgrounds. IL&FS Skills' multi-sectoral programme is operational in 25 states including 37 LWE districts from 10 states, most hard to reach districts in J&K and North East¹.



that have reached out to youth from Bottom of Pyramid (BoP) groups in rural and urban areas, backward regions and hilly areas, economies under stress of civil conflict and extremism, minority communities. Their initiatives have focused on women and Persons with Disabilities (PwD) such that all segments can participate.

Several noteworthy private sector initiatives have also played their role. The National Skill Development Corporation (NSDC), now part of the MSDE, is playing a pivotal role in aggregating the industry by way of incubating training initiatives, setting up Sector Skills Councils and promoting skills of Indian youth at international fora etc. Corporates from more than 35 sectors are working closely with the Sector Skills Councils to define the National Occupational Standards (NOS) as per the National Skills Qualification Framework (NSQF), which is the young person's passport to the world of work. These bodies have collectively launched a mechanism for deeper engagement of all stakeholders, including the learner, towards Skill India.

The skills ecosystem has hyper-accelerated in the past few years, but the sheer scale and complexities, facing it calls for interventions that keep the learning needs of the trainee in mind whilst preparing him/her for a job.

Market Driven Skills Programmes

Building competitiveness of the Industry is core to any skills

initiative. Quality of training provision therefore becomes the principal requirement. This can be achieved only by use of multiple technologies and partnerships amongst stakeholders keeping the development of the trainee in mind. When the job role is at the core, a holistic approach in delivery catapults the trainee

on to a learning curve that gives him/her not only the right exposure but opportunity to grow with the industry. Of the various initiatives successfully operating across India, the following have been the key driver in making skills development a standardized, scalable, viable model:

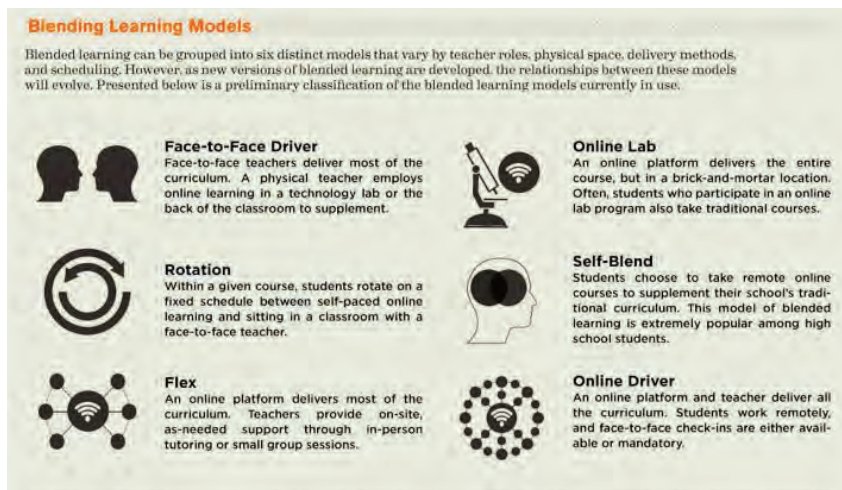
a) Industry Partnerships: Skills is the bridge between jobs and workforce. It is estimated that the incremental HR requirement (2013 – 2022) for high growth industries like textiles, engineering, construction, service industries, will be 120.8 million people. Jobs will be a key driver towards education and investments in education by trainees and Governments. Employers have a critical role in ensuring that while the NOS is set via the SSC and implemented through a huge network of accredited training partners, they employ only those who have been SSC certified.

b) Infrastructure: One of the key limitations which triggered the current skills programmes was poor infrastructure and its availability in tier 2,3 cities and rural areas. Today, 14,000+ new Government and private ITIs, 200 + NSDC partners with their pan-India reach and several other Industry, Non

profit and Institutional partners working with the key ministries in delivering skills programmes have taken vocational training to the far reaching corners of India. Thousands of private training institutions offering niche courses as well as employability programmes that are fast consumed by the job starved youth. Some of these developed on the principles of “learning by doing” have had a deeper impact. However, given the technological advancements and rapidly changing industry, it becomes essential that training centres are where the industry is (eg: industrial clusters, special economic zones, smart cities) or the workplace is where the training centres are (eg: ITI, polytechnics, colleges and university campuses).

c) Technology: One of the key challenges facing quality in TVET is the lack of trained trainers. To deliver a training mandate of 300 million people by 2022, India would need a minimum of 10 million trainers across domains and areas of expertise. They will require training on androgogy, domain skill sets, class management, knowledge of conducting practicals and several powerful training tools which make learning effective. Such platforms will become highly relevant in deep forests of Jharkhand, North East, J&K where it is hard to find qualified trainers. Technology interface is an absolute essential component. However, the challenge is to adapt it swiftly within the TVET processes.





What Next?

It is estimated that 500 million people will be connected to the internet by 2022⁵. Interestingly, users in rural areas are expected to go up from 29 per cent in 2013 to nearly 50 per cent in three years. The number of women users are expected to increase from 28 per cent in 2013 to 35 per cent by 2018. This would mean greater access and connectivity not only for entertainment, but also for 'edutainment'. Skill India will move hand in hand with Digital India and Make in India. Mobility of potential trainees will also lead to increased use of online and mobile platforms for learning. The question therefore is, can a skill / craft be imparted only using fixed infrastructure? Perhaps No. While there is merit in the position

that vocational programmes in all sectors require a fair degree of hands on learning, newer, innovative online learning modules will have to be announced allowing freedom of location and 24X7 access to the trainee. It is here that the concept of Blended Learning in TVET shall take a unique form.

The blended learning approach in TVET may combine face-to-face interaction with technology-mediated instruction. Add on to it the centres may come up at various commonly used areas like railway stations, metro stations, malls. 'Skills on Wheels' will perhaps add immense value to the programmes. There are shining examples of Skills Trucks operated in Brazil by SENAI that take skills training to the rural, remote parts of

the country. This will pave the way for several immersive technologies that will be fully capable of accessing digital resources, both in online and offline mode.

The blended learning model will also provide for greater introspection of the skills model. It will drive Institutions, especially the employers and providers, to look at skills from an 'outcome' not 'output' perspective. Funders, whether it is Government or Private sector, will need to consider the impact by using tools such as the Social Return on Investment (SROI). Consider the case of Sanjita. Empowering her with a skill set resulted in not only improving her economically, but her entire family, community and village.

Conclusion

Skill India is a daunting task of keeping sight on the manpower requirements of the industry and the infrastructure needed for achieving the targets of skilling. With many new players entering the skills space, focus has to be on the 3 Is of Skills - Investment, Innovations and Institutions—to improve the quality of training, assessments and jobs. Many successful industry led models of training have emerged ensuring that the training is competency based and improves work readiness of trainees. On its part, technology has played an integral role as an anchor to the programmes being delivered at scale. Ultimately, skilling has the potential to socially transform young people. For individuals, who are most often school dropouts seeking to join the workforce, skills training is the critical bridge of information, training, soft skills, and experience that will lead them to gainful employment.

Endnotes

1. All figures as on March 2015
2. According to UN Population Division
3. Trading Economics.com/unemployment rates
4. Table 162, Number and per centage of population below poverty line, Reserve Bank of India (2012)
5. Report by Internet and Mobile Association of India

(E-mail: poojagianchandani@gmail.com)

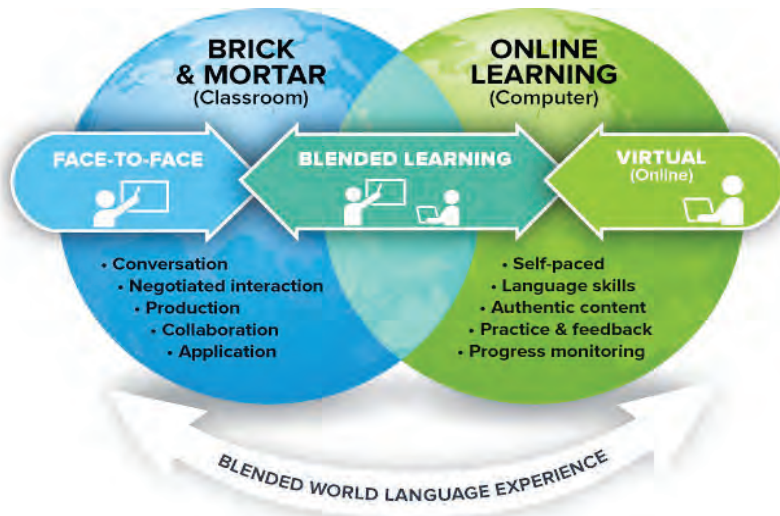


Figure 1 : Framework of blended learning or Models of blended learning

200+*

CL students have cracked Civil Services '14

Rank
13



Nishant Jain
CL ID: 3003133

Rank
25



Manish Mishra
CL ID: 10019970

Rank
53



Mahima Sikand
CL ID: 10074278

Rank
55



Anuraag Jayanthi
CL ID: 10019081

Rank
63



Megha Nidhi Dahal
CL ID: 1037371

Rank
89



Shantanu Sharma
CL ID: 10023473

Rank
90



Shevale Abhijit Tukaram
CL ID: 1989179

and many more...

Our students speak

CL's Civil Services test series was extremely helpful for prelims. It was on the lines of actual paper, which prepared me really well for the exam. Moreover, the members of the interview panel were very cordial and provided insights on various interview questions.

Rank- 63 Megha Nidhi Dahal
CL ID: 1037371

The PDP program (mock interviews) of CL was very fruitful. The interview sessions were very comprehensive. The panel provided useful feedbacks which helped me a lot.

Rank- 114 Shruti Pandey
CL ID: 10023474

Team CL has been of great help in providing the best strategy to crack CSE exam. The mock interviews conducted by CL are similar to the actual interviews and furthermore, it boosted the confidence of aspirants by providing personality analysis & feedback.

Rank- 509 Garima Tiwari
CL ID: 10016671

New batches available for 2016:
Integrated GS foundation (P+M) and CSAT (Hindi & English)

To get started, give a missed call at  888-2-520-520

CL Civil Services Learning Centers in Delhi

Old Rajendra Nagar: 18/1, 1st Floor, opp. Agarwal Sweet Corner, Ph- 42375128/29
Mukherjee Nagar: 204/216, 2nd Floor, Virat Bhawan/MTNL Building, opp. Post Office, Ph- 41415241/46

 /CLRocks

 **Career Launcher**
www.careerlauncher.com/civils

*Result under audit, includes students who appeared for paid/free mock tests

YE-150/2015

Skilling India through Blended Learning – An Avant-Garde Attempt

*M Sairam
Sharanya Ramesh*



For India to march forward, skilled human resources across all levels and disciplines in a must. The unique nature of the skill challenges in India has made it mandatory to experiment with traditional ideologies and evolve more innovative means to go about skilling. The integration of technology in our daily life has created the perfect situation to imbibe new and exciting pedagogies

With the nation undergoing change – economically and aspiration wise, there exists a need to have a paradigm shift when it comes to the arena of skilling the human resource in India. This paradigm shift assumes greater importance when we look at the unique nature of the skill challenge in India.

To handle the skilling conundrum in India, a unified approach needs to be adopted where the ideology of convergence is explored with having methods to measure benefits and overall performance. These should also pave the way for adopting innovation in the way skilling is looked at both as a system and as an exercise.

Skilling initiatives in India are helmed by the Ministry of Skill Development and Entrepreneurship (MSDE). Already the wheels have been set in motion to structure various initiatives to address the skill development with the tabling of the Draft National Policy for Skilling which identifies the ten enablers for skilling:

- Aspiration
- Capacity

- Quality
- Synergy
- Mobilization and Engagement
- Global Partnerships
- Outreach and Advocacy
- ICT Enablement
- Development of Trainers
- Inclusivity

Each of these enablers identified does set the context on what needs to be done to rejuvenate the skill space in India. However, the key enabler that stands out in the list outlined is the ICT Enablement. The Draft Policy rightly expounds the ICT enablement as “that the brick and mortar approach alone may not yield the desired effect, the government will also look to support innovative products, solutions and models that address critical gaps in the skills ecosystem in an effective manner”. It further states that “An open platform for e-content on skill development will be created where further curated content will be crowd sourced. Mechanisms will be put in place to incentivize high quality content aggregation. This platform would provide standardized training content to be used by Trainers/Training Institutes for delivery of Vocational Training. Stakeholders will be encouraged to develop Massive Open Online Courses

M.Sairam heads the Education and Skill development practice in IMAcS and specialises in human resources and operations improvement areas. His consulting experience spans across a wide range of organisations such as State and Central Govt., Multilateral Institutions, PSU and leading Private Sector companies. He has worked extensively in competency mapping, benchmarking, performance improvement, organisational design and development, impact assessment, programme management, and monitoring and evaluation of projects in India and abroad. Sharanya Ramesh is consultant with IMAcS in the Education and Skill Development Practice. She has experience in various HR and skill development studies working with private, government and multilateral clients pan-India. She has worked in more than 10 states, at district level, in India in various skill mapping exercises spanning several sectors. Sharanya's expertise include mapping of human resource skills, impact assessment, evaluation of technology in vocational space and workforce development.

Nature of Unique Skill Challenges in India

1. **Sheer magnitude** of the people who need to be skilled. The study by the National Skill Development Corporation (NSDC) indicates that a net requirement of 11.92 crore skilled manpower would be required in twenty four key sectors by 2022.
2. Requirement of **higher order skill sets**.
3. The **diverse nature of the skills sets** required that vary across the geography of the country depending on the industrial demand in the cluster which further makes the need to have location-specific strategies for skilling.
4. The **target demography** for the skilling initiative is also **diverse** with people from various education backgrounds who aspire to be skilled.
5. **Perception** about vocational skilling vis-à-vis higher education.
6. Lack of integrated **Labour Management Information System to map demand-supply mismatch**.

(MOOC) and virtual classrooms for easy access and convenience. Creation of blended learning environments to deliver high quality vocational training in under-served regions of India will be promoted”.

Leading directly from the above is the urgent need to explore skilling models that move beyond the traditional ‘brick and mortar’ approach. The idea here is not to *replace* the existing pedagogies but to embrace *complementary* pedagogies that can strengthen and disperse the initiatives further at the grassroot level. One of the complementary pedagogies that can be explored is blended learning.

Understanding Blended Learning

The term blended learning often attracts several pre-conceived notions. The chief of these notions is to believe that blended learning is an initiative that is driven by the internet where the trainer/faculty becomes redundant. However, blended learning as the name suggests is a combination of learning enabled by ICT, face-to-face learning (with trainer, practical sessions, etc) and collaborative learning (learning from peers).

Across the globe, several nations are starting to integrate blended learning with several education and skilling initiatives. This really does not come as a surprise considering the various advantages of blended learning as pedagogy, namely:

- Ability to reach millions of students at a time.
- Blended learning leverages the idea of collaborative learning.

- Blended learning looks to utilize technology in its right spirit.
- Normalize skill variation among students.

What is imperative here is that the core idea of blended learning needs to be enquired into further to tailor the solution which can be applied in India.

Applying Blended Learning in India: A Four Point Strategy

A disruptive change like adopting the blended pedagogy in a landscape that has been dominated by traditional skilling ideologies requires focused strategies. These strategies should aim to marry the existing framework with the emerging actions. Of course, the central thought here is that no one strategy will work in isolation. All these work in tandem holistically to create the enabling environment.

Strategy 1: Policy Framework

Policy framework that explicitly outlines how and where the blended pedagogy will be integrated with the existing systems is a must. Today, there is a sea of change that has been occurring in the skill system in India. The various Sector Skill Councils (SSCs) are evolving occupational standards in line with the National Skills Qualification Framework (NSQF). An inclusive Policy that outlines the place of blended pedagogy in this overall scheme of things will lend the requisite gravitas to the adoption of the pedagogy. Also, from the perspective of training providers, it would be easier for them to align their courses with blended approach.

In fact, the proactive adoption of Policy level initiatives has reaped dividends across the globe when it comes to blended learning. In such scenarios where there is need to push a new concept, the Government has to take the initiative. One of the best examples is the United Kingdom which empowered the FELTAG (Further Education Learning Technology Action Group). The FELTAG brought out clear recommendations on using technology in the further education landscape. In response to the FELTAG’s recommendations, the Department of Business Innovation and Skills (BIS) gave point-by-point response and clearly outlined the way forward.

In our context, the Policy, in addition to setting the context with respect to blended learning, should also find a way to answer how to make the assessments process more rigorous. Assessment as such is an important aspect in the skilling value chain and in blended pedagogy assessments gain further importance. Today, in India assessments are more often than not measuring the compliance rather than what has been acquired to achieve the learning outcomes. The Draft National Policy for Skilling does outline the way forward on the aspect of Assessment by stating “There would be a framework for independent assessment and certification which would also have e-assessment to scale-up capacity and increase convenience”. Somewhere, all these ideas need to coalesce to form the Policy direction for blended learning and assessments.

Strategy 2: Leverage Infrastructure

Taking blended pedagogy to the grassroot level does not mean creating infrastructure at all possible locations. In India, there are multiple infrastructures that have been created for various purposes which may not be utilized for 100 per cent of the time. Such resources can be leveraged to create a geographically dispersed system that propagates the requisite aspects related to blended pedagogy aided skilling. The blended learning has three fold advantages:1. The geographical reach that can be achieved and the optimization of existing resources so

that they can be used for face-to-face training; 2. Around 30 per cent saving in incremental capacity creation; 3. Shorter turnaround time for training delivery

Strategy 3: Build Qualified Trainers

In the skill landscape in India today, there is an urgent need to create capacity that will give the system the key cogs – qualified trainers.

When thinking about expanding the skill web with the blended pedagogy, there is a need to create a trainer pool that appreciates the difference in their role. In blended learning, the trainer becomes a facilitator and mentor who pushes the trainee to discover various aspects on his/her own rather than being the driver (as is the case in traditional didactic training model). Looking at innovative source areas for getting trainers' supply is a must and there must be focused efforts in this area.

Strategy 4: Invest Right

For any large scale initiative to take wings, there needs to be clear avenues to route the investments that would give the initiative the requisite fillip. In the case of blended learning, the investment decisions have to be governed by only one axiom – “invest in areas where there will be measurable impact”.

These could be in either creating sustainable partnership with fellow nations that have expertise in applying blended learning or upgrading infrastructure at locations to host blended learning or putting in place human resource structure that would facilitate blended learning.

In Retrospect

The time now is ripe to push for innovative methods in skilling. For far too long vocational skilling has been viewed through a one-dimensional prism which has now given rise to a scenario where skilling systems are ‘fire fighting’ rather than building an empowered human resource pipeline. For India to march forward, skilled human resources across all levels and disciplines in a must. The unique nature of the skill challenges in India has made it mandatory to experiment with traditional ideologies and evolve more innovative means to go about skilling. The integration of technology in our daily life has created the perfect situation to imbibe new and exciting pedagogies. With ambitious targets and several flagship initiatives like ‘Make in India’, the Government needs to broaden the horizon when approaching skilling. Blended learning offers one of the ways to explore complementary skilling pedagogies.

The strategies outlined above are just broad contours that need further analysis to give the implementation impetus. Detailed, phased and systematic development of the strategies will pave the way for large scale application of blended pedagogy. The evolution of any innovative system is fraught with challenges that need out-of-the-box and proactive solutions. Going forward, we can hope that the skill scenario in India will witness exciting initiatives. □

(E-mail: sairam.m@imacs.in)

M. PURI'S IAS
Secure your Success

Pre-cum-Mains

GS-II PLUS

By **M. PURI**

**GS-Paper II (Full Syllabus) +
Selected Topics of GS-III & GS-IV
(Course covers nearly 1/3rd of GS Syllabus.)**

**75% in GS-II Mains-2014 was from our
Class Notes & Test Series**

Why join Puri Sir's Classes

1. Complete coverage of syllabus (Reality not merely Rhetoric)
2. New pattern demands specialized focus & Approach
3. Understanding of trends & issues and not merely events & facts.
4. Governance specific vocabulary building.
5. Art of opinion building/shaping as opposed to merely plagiarizing opinions of others .
6. Art of writing Answers with precision & brevity.
7. Course covers nearly 1/3rd of GS Syllabus.

GS-I PLUS

Including Topics of Paper-III By **S.A. Siddiqui**

- ✓ Covers History, Geog, Heritage, Culture alongwith holistic coverage of environment and Bio-diversity
- ✓ Also from Paper-III: Agriculture, PDS, Irrigation, Majorcrops, Cropping pattern, Food Processing.

11A/22, 2nd Floor, Old Rajendrs Nagar
(Near Bikaner Sweet) Delhi-110060
Ph.: 011-45633700, Mob.: 9899154622, 8130153699

YE-152/2015

ECONOMICS AT ITS BEST

IAS / IES / UGC

Score in Economics Option : Axiom IAS Pass-outs

Shaweta Dhankhad	392/600	(65.33%)	Neeraj Kumar Singh	379/600	(63.17%)
Arulananadan	363/600	(60.50%)	Ashima Jain	361/600	(60.17%)
Gaurav Agrawal	296/500	(59.20%)	Narendra Kumar	351/600	(58.50%)
Smriti Mishra	281/500	(56.20%)	Madhvi Mishra	262/500	(52.40%)

IAS BATCH
15th OCTOBER, 2015
3.00 - 6.00 pm

IES 2015 Pass-Outs



RUBY RANI
Rank 3, IES 2015



AYUSH PUNIA
Rank 4, IES 2015



NEHA SINGH
Rank 6, IES 2015



ABHISHEK MEENA
Rank 14, IES 2015

CIVIL SERVICES RANKERS

2015 CSE RESULTS

Madhvi Mishra	IAS	2015	62 nd Rank
Smriti Mishra	CSE	2015	435 th Rank
Nupur Panna	CSE	2015	764 th Rank

2014 AND BEFORE CSE RESULTS

Gaurav Agrawal	IAS	2014	1 st Rank
Ashima Jain	IAS	2007	7 th Rank
Neeraj Kumar	IAS	2011	11 th Rank
Debasweta Banik	IAS	2014	14 th Rank
Chinmayee Gopal	IAS	2014	16 th Rank
Tanvi Hooda	IAS	2014	33 rd Rank
Surabhi Malik	IAS	2011	51 st Rank
Nitin Singhania	IAS	2011	51 st Rank
Rajan Vishal	IAS	2007	60 th Rank
Kumar Amit	IAS	2007	75 th Rank
Shaveta Dhankhad	IPS	2006	109 th Rank
Narender	IPS	2007	155 th Rank
Neeju Gupta	IRS	2008	221 st Rank
Aishwarya Rastogi	IAS	2012	222 nd Rank
Sanyam Joshi	IAS	2012	228 th Rank
Nandesh Shukla	IRS	2006	238 th Rank
Neha Sahay	IAS	2012	245 th Rank
Swani Dikshit	IAS	2012	273 rd Rank
Meenakshi	IRS	2006	319 th Rank
Nandini R Nair	IAS	2012	389 th Rank

and many more.....

IES Rankers

Bishakha Chakraborty	Rank 1	2010
Nikhila Menon	Rank 1	2004
Tulsi Priya	Rank 2	2014
Lipi Parija	Rank 2	2005
Nitika Pant	Rank 3	2014
Preeti	Rank 4	2014
Jaipal	Rank 5	2009
Sukhdeep Singh	Rank 6	2011
Divya Sharma	Rank 6	2012
Nidhi Sharma	Rank 7	2011
Sawni Dikshit	Rank 8	2010
Aarth	Rank 8	2013
Shamin Ara	Rank 11	2014
Rakesh Kumar	Rank 14	2014
Patiyush Kumar	Rank 14	2011
Abhishek Anand	Rank 15	2014
Bikram Nath	Rank 17	2014
Dinesh Kumar	Rank 17	2011
Vijith Krishnan	Rank 17	2013
Kirti	Rank 18	2014
Khayi Lalshingram	Rank 19	2014
Rahul Kumar	Rank 21	2011

and many more.....

UGC JRF Dec. 2014

Kanika Dua	-	JRF
Usha Meena	-	JRF
Nupur	-	JRF
Harsh	-	NET
Kajod Meena	-	NET
Prasanth C.	-	NET
Shabir	-	NET

UGC JRF BEFORE 2014

Shaloo Choudhary	-	JRF
Dinesh Kumar	-	JRF
Pravin Saini	-	JRF
Chitra Verma	-	JRF
Renu Bala	-	JRF
Shridhar Satykam	-	JRF
Fiyanshu Sindhvani	-	JRF
Sudhir	-	JRF
Vijith	-	JRF
Suraj Gupta	-	JRF

IES/UGC BATCH
15th OCTOBER, 2015
3.00 - 6.00 pm

UGC NET Pass-outs

Nishtha | Mansi | Satinder | Kriti | Vikas Yadav | Dushyant | Ram Avatar | Priyanka Jhulka | Akshay | Harsimran Singh | Nitika Lal | Jitender Bhandhari | Jaipal | Dinesh Kumar | Neelam Garg | Shayequa | Praveena Dikshit | Nilotpal Bal | Nidhi Sharma | Swati Saklani | Kaushiki | Sanjit | Rohit Sehrawat | Aashirwad Parida | Vandana Kapoor | Kritika Tiwari | Bobhocha Singh | Rahul Sharma | Sumit Dua | Preeti Chauhan | Deepa Rani | Bipasha Kalita | Alok Kumar Yadav

axiom
a professor's academy for IAS

5/46, Old Rajendra Nagar, Shankar Road, Above Lotto Showroom,
Near Cafe Coffee Day, New Delhi 110060 Nearest Metro Station : Rajendra Place
Mobile: 09811881399, E-mail: maheshlalwani@rediffmail.com,

Postal Course (26 Capsules)
Rs. 15000/- Demand Draft
fvg. Mahesh Lalwani,
Payable : New Delhi.

Test Series Every Monday DIRECTLY UNDER Dr. MAHESH LALWANI

Visit us at: www.axiomias.in

WEEKEND BATCH ALSO AVAILABLE

YE-159/2015

Skill Development & Vocational Education

Swati Mujumdar



...it is important to 'vocalize the current education system'. The existing professional programs can be 'vocalized' by developing curricula in line with industry needs, creating infrastructure for skill training, involving the industry in all aspects of curricula development, training delivery, student assessments and creating a model where students can obtain skills and at the same time get a degree

Today, India is one of the world's largest growing economies. India is also blessed with a demographic dividend. For India to become a developed nation, we need skilled manpower and more importantly, we need to skill our youth. However, today India as compared to other nations, lacks formally trained manpower in a variety of industry required skills. In Korea, for example, more than 93 per cent of their work force is skilled. However, in India only about 10 per cent are formally trained in some useful skill or the other. The Govt of India realized this and has launched a massive Skill India initiative by establishing a separate Ministry for this purpose and other agencies such as the National Skill Development Corporation. The vision of 'Make in India' has given major impetus to skill development over the last year. The Government plans to skill more than 150 million youth by 2022 which means skilling about 45,000 youth each year for next ten years (*Source: NSDC website). This ambitious target can be achieved only if the industry, academia and government come together and form a golden triangle.

To understand the various skills gaps and requirements of the industry, the NSDC is playing an active role and has formed various Sector Skill Councils comprising experts from the industry and other stakeholders.

I got the privilege of Chairing an 11-member Committee constituted by the Govt. of Maharashtra to look at various issues and challenges in skill development and vocational education and thereafter formulate a policy for the State in this matter.

During our research of over 4 years, we interviewed thousands of students and over a hundred faculty/trainers involved in this area. Some of the important issues which came to our attention are listed below:

1. The vocational courses are terminal in nature – there is lack of clear vertical mobility from certificate to diploma to degree courses in vocational education. As a result, parents who do feel that their child has an inherent skill, do not influence him/her to take up a vocational career. Thus, vocational courses are not pursued by 'choice' and entrants to this stream are limited in number despite the demand for skilled manpower.

The author is Principal Director, Symbiosis Open Education Society Director, Symbiosis Centre for Distance Learning, Pune, India. Vice President, Symbiosis Foundation. She has been doing research in Vocationalization of Education for several years and in 2012 was awarded PhD in this area. Her Case Study on Use of ICT in Education has been published by UNESCO. She Chaired the Vocational Education & Skill Development Committee of Govt. of Maharashtra for defining the State's Policy. She is a member of Governing Council of The Maharashtra State Board of Technical Education, Govt. of Maharashtra. She formulated the concept and model of a Skill Development University. Under her leadership, Symbiosis is setting up India's first Skill Development University (Symbiosis University of Applied Sciences) in Indore, Madhya Pradesh. Under her leadership Symbiosis is also setting up a Private Open University in the State of Maharashtra. has been a recipient of the 'SanganakSarathi IT Award 2010' and 'Excellence in Education' award from the Top Management Consortium, Pune.

2. Social acceptability -Vocational and skill development courses are looked down upon and such students do not have acceptability in the society as compared to other courses. It was found during our study that many of these students do not have the choice to pursue undergraduate courses in the skills which they obtained. Not having the option to obtain a degree, most students drop out and get demotivated.
3. Lack of good infrastructure and poor quality of courses – The infrastructure in most skill training organizations or centers is of poor quality and not upgraded. Hence, the gap between what the industry desires and the machinery being used for training becomes wide.
4. Poor quality of Trainers – the trainers who impart the skill training are not up-to-date with the skills required by the industry and hence the outcome of training is not as per desired quality. As such, students who complete these courses also do not find ready employment in the industry.
5. Lack of initiative from the industry – The industry especially the small and medium enterprises do not emphasize on vocational certification or formal training as this sometime increases the cost of manpower. At times, it is observed that such SMEs prefer to hire an untrained or semi trained worker at a cheaper pay-out than a formally trained or skilled worker.
6. Lack of standardization - Several

Ministries offer skill courses increasing the confusion amongst students also resulting in lack of standardization.

It is observed that the expansion of this sector and the various initiatives being taken are happening without considering all these and other major issues facing this sector today. Furthermore, there is no single comprehensive model addressing all the concerns of this sector.

Recommendations:

1. Creating a vertical mobility from certificate to diploma to degree courses in the vocational education sector. Providing options right from school level up to PG level. Establishing a Skill Development University to offer specialized degree programs which will provide advance skills. Since most students aspire for higher education, such a university will help more and more students to enter the vocational stream.
2. Providing lateral mobility by giving equivalence to vocational students especially at +2 level so they can pursue under graduate programs.
3. Increasing role of industry in all aspects of vocational training – providing latest machinery for training, governance, providing trainers from industry and doing assessments to ensure quality at each stage.
4. Industry should emphasize on formal vocational training and

certification at the time of hiring and for career advancement.

5. Creating standard curricula and assessments across various agencies offering vocational courses.
6. Formal training programs for vocational faculty and trainers so that they understand this pedagogy.

The above recommendations will ensure that the parents will motivate their children to enter the vocational stream and will also bring social acceptability to these students. Industry will get job ready manpower and quality of skilling will improve.

The NSDC has taken several major steps in the above direction already and continues to address these issues through various initiatives. Each State mission for skilling is also addressing these issues and making significant effort in improving the present scenario.

In my personal opinion, apart from implementing various recommendations as highlighted above, it is important to 'vocalize the current education system'. The existing professional programs can be 'vocalized' by developing curricula in line with industry needs, creating infrastructure for skill training, involving the industry in all aspects of curricula development, training delivery, student assessments and creating a model where students can obtain skills and at the same time get a degree. □

(E-mail:eatodirector@sctl.net)

For our Readers

No publication is perfect and complete without the suggestions and feedback from its readers. Now you can mail us your valuable suggestions and feedback at yojanafeedback@gmail.com



YOJANA

Forthcoming Issue

November
Transport

Geog./भूगोल

Alok Ranjan

Full Course : 31st Aug. to 12th Dec.

Monthly Current Affairs Magazines for IAS/PCS Aspirants

Contemporary issues and Awareness



समकालीन समस्यारं
एवं विश्लेषण



DIGMANI EDUCATIONS

Corporate Office : - A-18, Top Floor, Young Chamber, Behind Batra Cinema, Mukherjee Nagar, Delhi-09, Ph : 45045836, 9311958008, 009

Branch Office : - 17-A/20, IIIrd Floor, Near Metro Station Gate No. 2, (Near Titan Showroom), Ajmal Khan Road, Karol Bagh Delhi-05, Ph : 28756008, 9311958007, 008, 009

Highest Scorers of Geography in IAS-2014

Rank-19

Aditya Uppal

307 Marks

Rank-85

Ananya Mittal

305 Marks

Rank-63

Megha Nidhi Dahal

284 Marks

Rank 707

Vineet Kumar

277 Marks

Our History of UPSC Results

2013 : 7, 21, 24....more than 100

2012 : 2, 4, 12, 27, 36.... (12* students in top 100)

2011 : 4, 20, 27, 35, 36.... approx 100

2010 : 18, 21, 26, 31.... more than 100



For Magazines & Books Contact :
011- 45045836, 8588821195

Skill Development: Imperative for India's Growth

S S Mantha



An egalitarian society where the focus is on social reform, economic growth of the downtrodden and the protection of cultural diversity of the natives in India is expected to benefit all. This is truly possible only when every child in this country is educated and eventually finds a meaningful job.

The National Skills Mission would truly make this happen

India's informal sector constituting 90 per cent, though some experts peg even larger, is both a boon and a bane for the economy. Boon, since it meets the aspirations of a population where disparity between haves and have-nots in education is massive and a bane since it hits the formal economy where it hurts the most.

Are there sufficient jobs at every level to meet the populace at least half way through, is the big question.

The above two scenarios would need the academics and the education administrators to seriously rethink the supply chain for education as a necessary indigence to address various incongruencies that have crept in the system. Should the school and higher education follow the current jacketed path where further pathways are narrow and delineated or new avenues explored that can provide expectations and opportunities to the denizens of this great democracy?

Semantics apart, it is time to take a relook at the education paradigm and the consociate it has with employment and employability. Though these are two attributes, we need to address

them with poise and equanimity since the demographics points out that more than 50 per cent of the population is slanted towards the younger generation in the next ten odd years whose fire in the belly and yearning can conflagrate a Nation on the move.

Lack of education and lack of skills is a pestilence that we need to overcome in our current system and the faster we do this, the better for all concerned. Education certainly opens the doors to lead a life of liberty but skills makes that liberty meaningful by allowing one to achieve prosperity.

We need to map the available job opportunities in various sectors at disparate levels and make a conscious effort at improving the job markets in all the three employment markets. This improves economy and growth in GDP and has a cascading effect on employment opportunities.

I would like to see India as the 'Skills Capital of the World' by creating a skilled and productive workforce matching international standards of quality and productivity demands through integration of Skills and Training along with Education. This has the ability to drive the "Make in India" paradigm that will promote entrepreneurship and aid

The author is the Former Chairman, All India Council for Technical Education (AICTE), Ministry of HRD, Govt. of India, and was instrumental in bringing in some radical changes for transparency and accountability in its administration, implemented the first e - governance project, automating the workflows, for the department of Higher and Technical Education. The e-governance project implemented in AICTE has also won the Silver Edge Award instituted by United Business Media and Information Week and the Good Governance National Technology Award, 2010.

start-ups and new Job Markets. Digital transformation of India through new technologies that centre on internet of things (IoT) will create the ecosystem for a massive growth.

Vocational Education and Training (VET) is an important element of the Nation's education initiative where there is an urgent need to redefine the critical elements so that the training is flexible, contemporary, relevant, inclusive and creative.

India has a population of over 1.267 billion and a workforce of 474.1 million out of which 336.9 million are rural workers and 137.2 million are urban workers as per the last survey of NSSO conducted in 2011-12. The unemployment register had 40.17 millions registered in 2010. Providing meaningful employment to all with unemployment rate at 8.8 per cent and a population growing at approximately 1.5 per cent every year is a daunting task indeed. In terms of demographics, almost 35 per cent of Indians are younger than 15 years of age, and almost 50 per cent falling below 25 years of age. The median age of India is 24 years, which makes it one of the youngest populations in the world.

Adding to the unemployment figures, dropout rates also greatly stress an already stressed system. As per the Annual Status of Education Report (ASER) 2013, there were 229 million students enrolled in different registered urban and rural schools from class I to XII. Estimates peg 430 million children below the age of 18. Drop out occurs due to inability to fund education and due to a general lack of interest. These children support their families by working and helping their parents in whatever they do.

The value for school enrolment at the secondary level (per cent gross) was 63.21 as of 2010 and 20.0 as of 2014 at the tertiary education level. Further in 2013-2014, whereas 164.75 lakh students appeared in the X Board examinations, 128.33 lakh students passed and 36.42 lakh

students (34 per cent) failed and probably dropped out every year and in 2013 - 2014, whereas 119.234 lakh students appeared in the XII Board examinations, 95 lakh students passed and 24.23 lakh students (22 per cent) failed and probably dropped out every year.

In summary, 60 per cent of India's workforce is self-employed, many of whom remain very poor. Nearly 30 per cent are casual workers. Only about 10 per cent are regular employees, of which two-fifths are employed by the public sector. More than 90 per cent of the labour force is employed in the "unorganized sector", i.e. sectors which don't offer the social safety and other profit of employment that are available in the "organized sector."

Since jobs are not growing at the same rate as the potential workforce and thereby breeding unemployment, this in turn breeds discontent. Before these issues snowball into large scale discontent, they need to be expeditiously and effectively addressed.

India has one of the lowest levels of per capita income and productivity. The per capita income is 30,000 US dollars in Japan, 879 US dollars in Sri Lanka while it is only 433 US dollars in India. Currently India's per capita income is 7.5 per cent of the per capita income in developed countries. As per experts, this needs to be increased to 80 per cent in half-a-century.

Skills: Void & Implications

A survey of graduate students across the country, conducted by Aspiring Minds reveals that India produces 50 lakh graduates every year. However, we are unable to bring marketable workplace skills to the table. This results in excessive demand for white-collar jobs that are unavailable in the numbers required. This skewed demand-supply situation results in under employment. Since

jobs are not growing at the same rate as the potential workforce and thereby breeding unemployment, this in turn breeds discontent. Before these issues snowball into large scale discontent, they need to be expeditiously and effectively addressed.

Impediments in the Path

Lack of quality vocational skills that aid productivity, a mind-set of Indian parents and students acquiring only degree qualifications without work place skills are all serious impediments. Over indulgence in service sector economy and the inability of the primary and secondary employment sectors to sustain a steady growth further amplify the problems.

Opportunity

Skills are needed to those currently in colleges for them to be better employed. This is a small number, about 20 in 100, compared to the group who drop out from colleges who also need skills for being employable. Upgrading work place skills just provides a much needed opportunity. With most of the developing economies having a sizeable ageing population, we have a huge opportunity. According to a recent newspaper report, these numbers in the coming few years are as large as 8 mn in Japan, 17 mn in USA and almost 4 per cent of the entire European population base. Should India not be looking at exploiting this, we could see this opportunity pass on to countries like China, Sri Lanka, etc.

What Needs to be Done?

Mainstreaming Skills in Education both in schools and colleges is one way to go. Multi, point entry and exit from the formal to vocational education systems and the job markets with an option to acquire only skill certifications, soft skills and recognition of prior learning will provide some options.

Creating new job opportunities and markets to counter unemployment and

realise “Make in India”, paradigm is the larger goal.

Way Forward

Setting up a National Skills University (NSU) with stated objectives that integrates all skill initiatives of the Central Government with those of the States would be required. This will off course work on common standards for an optimal return on investment.

Creating a “Make in India” hub for productisation that promotes massively new products in various verticals like defence, railways, infrastructure and agriculture is another such initiative. This will facilitate a plethora of new jobs and new skill requirements.

Skill: Standards and Policies

Success of skills depends on the general level of economic growth, the extent of FDI, the degree to which exports are composed of higher value added items, the degree to which there are skills mismatches, and the rates of growth of productivity. Estimating skill mismatches is critical. Setting standards would be imperative.

NSU would set policy directives and standards for skill training and education as per NSQF, enroll students in the country, provide skills and training, award certifications, diplomas and degrees at various certification levels, create sub centres, allow any existing college / ITI / Polytechnic to conduct skill programs. It would also create Skill content and pedagogy in all languages and models of delivery, interface with other relevant bodies, would also help Entrepreneurship cells, estimate skill gaps, opportunities for CSR initiatives, conduct skill research, local and foreign collaborations, a robust LMIS, Skill Trainers and trainee accreditation processes. Integration with MSME sector for creation of new jobs would also be done as also, execution “Make in India” campaign, skill roadmap for the next 10 years, establish community College networks, promote work integrated training models, create skill

integrated scholarships, and anchor all this in a complete e-governance framework with payment gateways, all very important in creating a credible system. A large number of verticals like Automobiles, IT, Communications, Paramedical, Manufacturing, Construction, Retail, Healthcare, Tourism, etc. need to be nurtured. These can be short duration, focused, modular, credit based, in multi languages and flexible.

“Make in India” and Skills

A lot of funding has been happening in our premier institutions towards research and development. Though they do aid in incremental addition to the body of knowledge, do they help in job creation and does this paradigm need to be revisited?

A lot of funding has been happening in our premier institutions towards research and development. Though they do aid in incremental addition to the body of knowledge, do they help in job creation and does this paradigm need to be revisited?

Thousands of Ph D’s per annum are needed but with mandated research that helps the Industry deliver. A clear mandate for the CSIR/DRDO labs, IIT’s has to be innovations that aid in job creation. Several IPR – Patent – Entrepreneur cells in every one of the above institutions need to be developed. This adds to the research potential as well as connects with the national agenda. Promotion of niche technology areas like oil exploration, mining, agriculture, power, water resources and infrastructure should be high on priority and should receive the best of funds.

Promoting sustainable development for environment, climate change and protection through innovation in energy, bio-sciences, bio-engineering and genetics need to be the next level of priority. The innovations should drive several downstream activities in each of the areas enumerated. 100 model cities to

come up under the new government is a master stroke for revving up the infrastructure sector growth and fuel newer job markets. This in turn will rev up the skills market.

Systems approach to defence related equipment manufacture / indigenisation and import substitution of equipment like Combat Recovery Vehicle (CRV), Unmanned Aerial Vehicle (UAV), Snow mobiles, Bullet proof jacket, automatic weapon systems etc., through collaborations with EME schools, DRDO labs, premier institutions and selected industries is the way forward.

A system like a CRV can be discretised into mechanical, electrical, control and other sub systems. The Sub centers of the NSU located in each State and a handpicked industry can recreate the subsystem to our specifications. The NSU will be the integrator by amalgamating the subsystems to create the substitutions / indigenisation that we need. The NSU can create studies to forecast technology growth, foster innovation and indigenisation, conduct research in guarded areas with purposeful collaborations, with the best in the world like CSU, MIT, and Stanford, Imperial College, Humboldt University, Helmholtz Association etc.

A serious attempt will be needed to create Fraunhofer-Gesellschaft like research centres around the NSU in a chosen few cities in India. This would give a great fillip to focussed research that aims at self-reliance, provides inputs for productisation and process improvement and consequent job creation in all three primary, secondary and tertiary employment markets.

The entire process has immense potential to create newer jobs and new skill initiatives not to speak of a great saving in foreign currency with a new confidence in the local capabilities and self-reliance. For then will we be able to live and strive for the unity and welfare of the world, and stand before the world as a self-confident, resurgent and a mighty nation.

An egalitarian society where the focus is on social reform, economic growth of the downtrodden and the protection of cultural diversity of the natives in India is expected to benefit all. This is truly possible only when every child in this country is educated and eventually finds a meaningful job. The National Skills Mission would truly make this happen.

We also need to realise that our adolescents coming from the kind of financial means that they have, would need to be sustained on some minimal financial incentive to pursue skills for employment and hence we need credible financial models to sustain education for a burgeoning youth. Let me suggest a model for our planners. Out of more than 11500 institutions that we have in the technical education space, even if we select 5000 under the community college framework as a subset of NSQF, for the conduct

of VET programs, the opportunities indeed are gargantuan.

A new division added in schools that advocates vocational education would provide a colossal addition in GER and be a feeder route to our colleges further in the supply chain. Expanding the archetype, if 100 students are trained in competency based skills, fifty a batch, thrice a week for three hours a day for 48 weeks in a year, at least half a million would be trained every year with an increase of 5 points in GER. If each of these students, assumed poor, is provided Rs. 50 / day to take care of travel and food for the period of the conduct of the program, the Grant required on account of this will be Rs 720 cr / annum. With an annual grant that may be provided to institutes that train these students amounting to Rs. 150 cr /annum, the total project

cost could be estimated at Rs. 870 cr/ annum, a small sum considering the employability potential of the scheme notwithstanding the yet untapped political gains that accrue.

We need to inspire, achieve and engage our youth, wean them away from divisive forces, build them into a formidable force to pitchfork the economy to a higher plane and of course create a WIN-WIN for everyone and this is certainly not esoteric cosmology.

Don't wait to exploit the demographic dividends; instead make a road or make a vehicle that is faster, safer and trendy. Above all, remember to strengthen the existing systems and compose ingenious innovations for creating new ones. Skills and skilling is certainly one such initiative for a great nation on the move. □

(E-mail:ssmantha@vjti.org.in)

National Skill Development Mission

The National Mission for Skill Development was launched on July 15, 2015 to provide the overall institutional framework to rapidly implement and scale up skill development efforts across India.

Mission Statement : ‘To rapidly scale up skill development efforts in India, by creating an end-to-end, outcome-focused implementation framework, which aligns demands of the employers for a well-trained skilled workforce with aspirations of Indian citizens for sustainable livelihoods.’

Mission Objectives The Mission seeks to:

- Create an end-to-end implementation framework for skill development, which provides opportunities for life-long learning. This includes: incorporation of skilling in the school curriculum, providing opportunities for quality long and short-term skill training, by providing gainful employment and ensuring career progression that meets the aspirations of trainees.
- Align employer/industry demand and workforce productivity with trainees’ aspirations for sustainable livelihoods, by creating a framework for outcome-focused training.
- Establish and enforce cross-sectoral, nationally and internationally acceptable standards for skill training in the country by creating a sound quality assurance framework for skilling, applicable to all Ministries, States and private training providers.
- Build capacity for skill development in critical un-organized sectors (such as the construction sector, where there few opportunities for skill training) and provide pathways for re-skilling and up-skilling workers in these identified sectors, to enable them to transition into formal sector employment.
- Ensure sufficient, high quality options for long-term skilling, benchmarked to internationally acceptable qualification standards, which will ultimately contribute to the creation of a highly skilled workforce.
- Develop a network of quality instructors/trainers in the skill development ecosystem by establishing high quality teacher training institutions.
- Leverage existing public infrastructure and industry facilities for scaling up skill training and capacity building efforts.
- Offer a passage for overseas employment through specific programmes mapped to global job requirements and benchmarked to international standards.
- Enable pathways for transitioning between the vocational training system and the formal education system, through a credit transfer system.
- Promote convergence and co-ordination between skill development efforts of all Central Ministries/Departments/States/ implementing agencies.
- Support weaker and disadvantaged sections of society through focused outreach programmes and targeted skill development activities.
- Propagate aspirational value of skilling among youth, by creating social awareness on value of skill training.
- Maintain a national database, known as the Labour Market Information System (LMIS), which will act as a portal for matching the demand and supply of skilled workforce in the country. The LMIS, will on the one hand provide citizens with vital information on skilling initiatives across the country. On the other, it will also serve as a platform for monitoring the performance of existing skill development programmes, running in every Indian state.



GS MENTORS

An Institute of Top IAS Trainers

GRAND SEMINAR

Interaction with IAS Toppers

Special Invitees

Suharsha Bhagat, IAS
5th Rank
IAS-2014

Baseer-ul Haq, IAS
46th Rank
IAS-2014

Our Rankers



Safer Karim, IPS
AIR-112 (IAS-2014)



Bhanu Parbha, IAS
AIR-160 (IAS-2014)



Kavendra S. Sagar, IPS
AIR-748 (IAS-2014)

30th AUGUST: SUNDAY: 10 AM

VENUE

Golden Jubilee Auditorium, Vallabh Bhai Patel Chest Institute, University of Delhi

THE MENTORS

Zulfiquar Mohd.

Tarique Khan

Dr. K. R. Singh

Ayaz Khan

S. Ranjan

And Team

IAS-2016: GENERAL STUDIES

Batches start : September & October

Mukherjee Nagar and Rajinder Nagar

Main Crash Course & Test Series-(2015)

Registration Open

Result 2014: Selected Candidates Mentors by the Faculty of GS MENTORS

Aditya Ranjan Rank-99	Zainab Syeed Rank-107	Safer Karim Rank-112	Bhanu Parbha, IAS Rank-160	Imran Raza Rank-165	Tejaswani Gautam Rank-235	Anjali Yadav Rank-443	Afaq Ahmad Giri, Rank-457	Ch. Mohd. Yasin Rank-459	Sumangala S. Rank-469
Srishti Gupta Rank-545	Manish K. Meena Rank-731	Azhar Kabeer Rank-744	Kavendra S. Sagar Rank-748	Rohit Yadav Rank-780	Rajendra Jaigal Rank-883	Ravnaq J. Ansari Rank-1005	Satendar S. Mehra Rank-1146	Ranphoa Ngowa Rank-1191	Vishram K. Meena Rank-1193

And many more

Result 2013: Selected Candidates Mentors by the Faculty of GS MENTORS

Rachit Raj Rank-3	Neha Jain Rank-12	Faiz Aq Ahmed Mumtaz, Rank-17	Md. Musharrif Ali Faruqi, Rank-80	Chakravarti Singh Rathore, Rank-85	Sana Akhtar Rank-90	Mohd. Saim Rank-775	Dayama Harish Kumar, Rank-791	Satendra S. Mehra Rank - 852	Avasit Patwagar Rank - 882	Jyoti Virdi Rank - 985

And many more

Note: These students were mentored by the faculty of GS MENTORS from Prelims-Mains till interview stage NOT JUST attended Test Series or Mock Interview Programme.

Mukherjee Nagar Centre: 532, Dr. Mukherjee Nagar, Delhi-9

011- 27607070, 7840888777

Old Rajinder Nagar Centre: IIA/10, Old Rajinder Nagar, N. Delhi

011- 47451000, 7840888666

INDIAN RAILWAY EXTENDS TRAIN SERVICE FROM CHENNAI TO VAISHNO DEVI

The service of Chennai Central- Jammu Tawi Andaman Express train has been extended to Shri Mata Vaishno Devi Katra station in Jammu and Kashmir. This is the extension of the train from Jammu Tawi to Shri Mata Vaishno Devi Katra. The tri-weekly train service has a stoppage at Uddhampur station between Jammu and Katra. □

ARMY PAYS TRIBUTE TO MARTYRS OF 1965 WAR

The Indian Army on September 8 at Poonch paid homage to its 49 soldiers and officers who laid down their lives while capturing the strategically important Raja and Rani posts from Pakistan in the 1965 war. These areas were later returned following the Tashkent agreement between the two countries. These two posts were captured by the soldiers of 2 Sikh and 3 Dogra regiments. □

SARAS MELA HELD AT KASHMIR HAAT

10th Regional Sale of Articles of Rural Artisans Society (SARAS) Mela was inaugurated at Kashmir Haat on 10th September. The fair is organised to showcase products made by rural craftsmen. SARAS Mela is an initiative of the Union Rural Development Ministry. The Mela displayed products from 19 states of the country as well as all self-help groups from all the 22 districts of the state. □

JAMMU MASTER PLAN-2032 WILL COVER 103 NEW VILLAGES

The Government of Jammu & Kashmir has announced to bring 103 villages under the ambit of the Jammu Master Plan-2032 for planned development of the winter capital and its suburbs. Prior to this, the government has decided to put the new Master Plan in public domain to seek suggestions from the citizens for a comprehensive proposal before it is vetted by the State Cabinet. These decisions were taken by the Chief Minister of Jammu & Kashmir. □

‘MODEL SCHOOL SCHEME’ LAUNCHED IN J&K

‘Model School Scheme’ was launched in Jammu & Kashmir with the inauguration of the State’s first government model school in Basohli by the Chief Minister. The scheme aims at providing quality education for all. 113 government higher secondary schools will be converted into model schools in the first phase of the scheme. A total 220 schools will be reshaped into model schools. □

NSDC -Service Providers - Sector Wise

NSDC is focusing on 21 high priority sectors and the unorganized sector for skill development. These are:

- Automobile/auto-components
- Electronics hardware
- Textiles and garments
- Leather and leather goods
- Chemicals and pharmaceuticals
- Gems and jewellery
- Building and construction
- Food processing
- Handlooms and handicrafts
- Building hardware and home furnishings
- IT or software
- ITES-BPO
- Tourism, hospitality and travel
- Transportation/logistics/warehousing and packaging
- Organised retail
- Real estate
- Media, entertainment, broadcasting, content creation, animation
- Healthcare
- Banking/insurance and finance
- Education/skill development
- Unorganised sector.

PRIME MINISTER'S SKILL DEVELOPMENT FELLOWSHIP



Prime Minister's Skill Development Fellowship is a 3 years short term work cum-learning opportunity for young professionals interested in working in the skills sector at state and district level. The role of the Fellows will be to assist the SSDMs and the district administration in select districts and act as Skill Development Facilitators particularly in implementation of the flagship skill development schemes and generating greater participation of youth into the skill development/training programmes. By this process, as well as through structured learning exercises and events, the Fellows, who are expected to be bright and motivated but short of hands-on experience, will also get an opportunity to build their capacity in programme implementation, gain field experience and explore self motivation as well as life goals. This will help in nurturing them as highly capable Skill Development Facilitators, which is a much-needed resource in ensuring the fulfilment of the motto of the government—Sabka Saath Sabka Vikas. Thus, the scheme has twin objectives of providing short-term catalytic support to SSDMs and district administration in identified districts to provide decent means of livelihood as well as to develop a cadre of Skill Development Facilitators, who will be available as a ready resource for the SSDMs at later stage.

The PM District Skill Development Fellow will have mainly the following functions: Help the district administration/SSDM/NSDA in coordination and implementation of skill development initiatives in the district (prepare, rollout and monitor progress of specific district action plans, conduct job fairs/melas etc.); Assist in better implementation of all skill development schemes, particularly Aajeevika Skills, NRLM, ISDS, MES-SDIS, SCA to TSP, SCA to SCSP, NRLM, HSRT, BADP, BOCW, MSDP, IAP, CBTA, HRD of NMFP etc. at the district level; Conduct socio-economic analysis of the local areas at block level for ascertaining the gap between the skills and needs of the youth; Facilitate better linkages of skill development initiatives with the rural youth clubs and other youth organisations in the district, the Common Service Centres and other grassroots level entities for awareness generation programmes for youth to health them access the skill development programmes at district level; Implement plan for mobilisation and registering candidates for skill development; Understand and identify the group of skills that each group of MSME units needs in the district, and design programmes to meet these multi-skilling requirements; Devise mechanisms to employ the local youth within the state and marketing linkages within the state itself; Undertake action-research to discover more appropriate ways of programme delivery by the implementing agencies and other institutions involved in the delivery of training, certification and placement of trainees in wage or self-employment; Design and implement innovative, results-oriented awareness generation programmes in the district to ensure information dissemination regarding emerging opportunities; Provide feedback to SSDM on skill development initiatives underway in the district; Facilitate in setting up of enterprises and promote entrepreneurship in the district, and work closely with banks and Financial Institutions for facilitating credit linkages.

Skill Development - Funding

The NSDC provides skill development funding either as loans or equity, and supports financial incentives to select private sector initiatives to improve financial viability through tax breaks etc. NSDC's financing initiatives provide funding through:

- Loan
- Equity
- Grants

The NSDC will adopt a phased and detailed due diligence process to select proposals for funding to provide funds for vocational training.

Detailed evaluation will be done across six sets of criteria:

- Employer view of demand for the specific skills
- Alignment with the NSDC's mission
- Robustness of overall plan and operating model
- Ability to leverage partnerships
- Ability to leverage financial requirements
- Ability to leverage management capability

The NSDC will consider supporting a pilot and then scale up for proposals from organizations with no prior experience in this area. On the financials, the NSDC will be more flexible upfront in terms of percentage of total project funded by it, channels of funding, i.e. grant or loan/equity and cost per student, and ensure that agreements are structured to ensure these parameters become stringent over time. Further, the NSDC will fund various stages of the project clearly linked to attainment of mutually agreed outcomes/milestones.

Excerpts from Gandhiji's Discussion With Teacher Trainees, February 3/4, 1939

(Extracted from Pyarelal's "Wardha Scheme under Fire". About seventy five delegates from all over India had attended a three weeks' course at the Teacher Training Centre at Wardha. Before leaving for their respective provinces, they met Gandhiji.)

...

Before going to the meeting, a friend had asked him if the central idea behind the scheme was that teachers should not speak a word to the pupils that could not be correlated to the *takli*. Gandhiji, answering this question in the general meeting, remarked:

G. This is a libel on me. It is true I have said that all instruction must be linked with some basic craft. When you are imparting knowledge to a child of 7 or 10 through the medium of an industry, you should, to begin with, exclude all those subjects which cannot be linked with the craft. By doing so from day to day you will discover ways and means of linking with the craft many things which you had excluded in the beginning. You will save your own energy and the pupils' if you follow this process of exclusion to begin with. We have today no books to go by, no precedents to guide us. Therefore we have to go slow. The main thing is that the teacher should retain his freshness of mind. If you come across something that you cannot correlate with the craft, do not fret over it and get disheartened. Leave it and go ahead with the subjects that you can correlate. Maybe another teacher will hit upon the right way and show how it can be correlated. And when you have pooled the experience of many, you will have books to guide you, so that the work of those who follow you will become easier.

...

Our education has got to be revolutionized. The brain must be educated through the hand. If I were a poet, I could write poetry on the possibilities of the five fingers. Why should you think that the mind is everything and the hands and feet nothing? Those who do not train their hands, who go through the ordinary rut of education, lack 'music' in their life. All their faculties are not trained. Mere book knowledge does not interest the child so as to hold his attention fully. The brain gets weary of mere words, and the child's mind begins to wander. The hand does the things it ought not to do, the eye sees the things it ought not to see, the ear hears the things it ought not to hear, and they do not do, see, or hear, respectively, what they ought to. They are not taught to make the right choice and so their education often proves their ruin. An education which does not teach us to discriminate between good and bad, to assimilate the one and eschew the other is a misnomer.

Q. Shrimati Asha Devi asked Gandhiji to explain to them how the mind could be trained through the hands.

G. The old idea was to add a handicraft to the ordinary curriculum of education followed in the schools. That is to say, the craft was to be taken in hand wholly separately from education. To me that seems a fatal mistake. The teacher must learn the craft and correlate his knowledge to the craft, so that he will impart all that knowledge to his pupils through the medium of the particular craft that he chooses.

Take the instance of spinning. Unless I know arithmetic I cannot report how many yards of yarn I have produced on the *takli*, or how many standard rounds it will make, or what is the count of the yarn that I have spun. I must learn figures to be able to do so, and I also must learn addition and subtraction and multiplication and division. In dealing with complicated sums I shall have to use symbols and so I get my algebra. Even here, I would insist on the use of Hindustani letters instead of Roman.

Take geometry next. What can be a better demonstration of a circle than the disc of the *takli*? I can teach all about circles in this way, without even mentioning the name of Euclid.

Again, you may ask how I can teach my child geography and history through spinning. Some time ago I came across a book called *Cotton – The Story of Mankind*. It thrilled me. It read like a romance. It began with the history of ancient times, how and when cotton was first grown, the stages of its development, the cotton trade between the different countries, and so on. As I mention the different countries to the child, I shall naturally tell him something about the history and geography of these countries. Under whose reign the different commercial treaties were signed during the different periods? Why has cotton to be imported by some countries and cloth by others? Why can every country not grow the cotton it requires? That will lead me into economics and elements of agriculture. I shall teach him to know the different varieties of cotton, in what kind of soil they grow, how to grow them, from where to get them, and so on. Thus *takli*-spinning leads me into the whole history of the East India Company, what brought them here, how they destroyed our spinning industry, how the economic motive that brought them to India led them later to entertain political aspirations, how it became a causative factor in the downfall of the Moguls and the Marathas, in the establishment of the English Raj, and then again in the awakening of the masses in our times. There is thus no end to the educative possibilities of this new scheme. And how much quicker the child will learn all that, without putting an unnecessary tax on his mind and memory.

Let me further elaborate the idea. Just as a biologist, in order to become a good biologist, must learn many other sciences besides biology, the basic education, if it is treated as a science, takes us into interminable channels of learning. To extend the example of the *takli*, a pupil teacher, who rivets his attention not merely on the mechanical process of spinning, which of course he must master, but on the spirit of the thing, will concentrate on the *takli* and its various aspects. He will ask himself why the *takli* is made out of a brass disc and has a steel spindle. The original *takli* had its disc made anyhow. The still more primitive *takli* consisted of a wooden spindle with a disc of slate or clay. The *takli* has been developed scientifically, and there is a reason for making the disc out of brass and the spindle out of steel. He must find out that reason. Then, the teacher must ask himself why the disc has that particular diameter, no more and no less. When he has solved these questions satisfactorily and has gone into the mathematics of the thing, your pupil becomes a good engineer. The *takli* becomes his *Kamadhenu*-the 'Cow of plenty'. There is no limit to the possibilities of knowledge that can be imparted through this medium. It will be limited only by the energy and conviction with which you work. You have been here for three weeks. You will have spent them usefully if it has enabled you to take to this scheme seriously, so that you will say to yourself, 'I shall either do or die.'

I am elaborating the instance of spinning because I know it. If I were a carpenter, I would teach my child all these things through carpentry, or through cardboard work if I were a worker in cardboard.

What we need is educationists with originality, fired with true zeal, who will think out from day to day what they are going to teach their pupils. The teacher cannot get this knowledge through dusty volumes. He has to use his own faculties of observation and thinking and impart his knowledge to the children through his lips, with the help of a craft. This means a revolution in the method of teaching, a revolution in the teacher's outlook

Q. In training pupil teachers, would it not be better if they are first taught a craft separately and then given a sound exposition of the method of teaching through the medium of that craft? As it is, they are advised to imagine themselves to be of the age of 7 and relearn everything through a craft. In this way it will take them years before they can master the new technique and become competent teachers.

G. No, it would not take them years. Let us imagine that the teacher when he comes to me has a working knowledge of mathematics and history and other subjects. I teach him to make cardboard boxes or to spin. While he is at it I show him how he could have derived his knowledge of mathematics, history and geography through the particular craft. He thus learns how to link his knowledge to the craft. It should not take him long to do so. Take another instance. Suppose I go

with my boy of 7 to a basic school. We both learn spinning and I get all my previous knowledge linked with spinning. To the boy it is all new. For the 70-year-old father it is all repetition but he will have his old knowledge in a new setting. He should not take more than a few weeks for the process. Thus, unless the teacher develops the receptivity and eagerness of the child of 7, he will end up by becoming a mere mechanical spinner, which would not fit him for the new method.

...

Q. The basic education scheme is supposed to be for the villages. Is there no way out for the city-dwellers? Are they to go along the old rut?

G. This is a pertinent question and a good one, but I have answered it already in the columns of *Harijan*. Sufficient for the day is the good thereof. As it is, we have a big enough morsel to bite. If we can solve the educational problem of seven lakhs of villages, it will be enough for the present. No doubt educationists are thinking of the cities too. But if we take up the question of the cities along with that of the villages, we will fritter away our energies.

Q. Supposing in a village there were three schools with a different craft in each, the scope for learning may be wider in one than in the other. To which school out of these should the child go?

G. Such overlapping should not occur. For the majority of our villages are too small to have more than one school. But a big village may have more. Here the craft taught in both should be the same. But I should lay down no hard and fast rule. Experience in such matters would be the best guide. The capacity of various crafts to become popular, their ability to draw out the faculties of the student, should be studied. The idea is that whatever craft you choose, it should draw out the faculties of the child fully and equally. It should be a village craft and it should be useful.

Q. Why should a child waste 7 years on learning a craft when his real profession is going to be something else, e.g., why should a banker's son, who is expected to take to banking later on, learn spinning for 7 years?

G. The question betrays gross ignorance of the new scheme of education. The boy under the scheme of basic education does not go to school merely to learn a craft. He goes there to receive his primary education, to train his mind through the craft. I claim that the boy who has gone through the new course of primary education for seven years, will make a better banker than the one who has gone through the seven years of ordinary schooling. The latter when he goes to a banking school will be ill at ease because all his faculties will not have been trained. Prejudices die hard. I will have done a good day's work if I have made you realize this one central fact that the new education scheme is not a little of literary education and a little of craft. It is full education up to the primary stage through the medium of a craft.

Q. Would it not be better to teach more than one craft in every school? The children might begin to feel bored of doing the same thing from month to month and year to year.

G. If I find a teacher who becomes dull to his students after a month's spinning, I should dismiss him. There will be newness in every lesson such as there can be new music on the same instrument. By changing over from one craft to another a child tends to become like a monkey jumping from branch to branch with abode nowhere. But I have shown already in the course of our discussion that teaching spinning in a scientific spirit involves learning many things besides spinning. The child will be taught to make his own *takli* and his own winder soon. Therefore, to go back to what I began with, if the teacher takes up the craft in a scientific spirit, he will speak to his pupils through many channels, all of which will contribute to the development of all his faculties.

SEGAON, February 9, 1939

Harijan, 18-2-1939 and 4-3-1939

(Excerpts from *The Collected Works of Mahatma Gandhi: VOL. LXVIII : October 15, 1938- February 28, 1939*)



Drishti (The Vision)

General Studies

Test Series (Mains)- 2015

(Both in English & Hindi Mediums)

Under the guidance of Dr. Vikas

Quality Assessment And Enrichment Programme

- ❖ *Proper synthesis of both current and traditional areas as per latest trend.*
- ❖ *Module-wise tests to make preparation more effective.*
- ❖ *Test Discussion will be conducted by Dr. Vikas and team Drishti.*
- ❖ *Well structured and precise model answers.*
- ❖ *Answer scripts will be evaluated by subject-experts and selected candidates with detailed MICRO and MACRO analysis.*
- ❖ *Doubt clearing session for each student individually with expert team.*
- ❖ *All India level ranking to assess performance for each test.*
- ❖ *Online and Postal facilities available.*

Contact: Drishtias.com

641, 1st Floor, Dr. Mukherji Nagar, Delhi-9 Ph.: (+91)8130392354,56,57,58,59
E-mail: info@drishtias.com, drishtiacademy@gmail.com * Website: www.drishtias.com

YE-155/2015

DO YOU KNOW?

DIGILOCKER

DigiLocker is a key initiative under the Digital India Programme. It is a free digital vault service for the safe-keep of documents like birth certificates, property papers etc. It is aimed at minimizing the usage of physical documents and enable sharing of e-documents.

The DigiLocker has two main components, Repository and Access Gateway. Repository is a Collection of e-Documents which are uploaded by issuers in a standard format and exposing a set of standard APIs for secure real-time search and access. Access Gateway provides a secure online mechanism for requesters to access e-documents from various repositories in real-time using e-Document URI (Uniform Resource Indicator). The URI is a link to the e-Document uploaded by an issuer in a repository. The gateway will identify the address of the repository where the e-Document is stored based on the URI and will fetch the e-Document from that repository.

The sharing of the e-documents is done through registered repositories thereby, ensuring the authenticity of the documents online. As easy as opening an email account, the free Digital Locker facility on a cloud, or cyberspace, allows any individual with an Adhaar card and a linked mobile phone to sign up. It's a personal storage space to securely store e-documents and links of such official certificates. To sign up, you need only to enter your Aadhaar number, and an SMS is set out to the mobile phone number you registered at the enrolment camp. This one-time-password is the only way to get inside your DigiLocker for the first time, but afterwards, you can set your own password or link the DigiLocker to your Google or Facebook login.

The idea is to minimise the need for physical documents. For instance; if your birth and education certificates are online, and you apply for a passport, then the Passport Office could use your Aadhaar number to request the DigiLocker for your details, without needing you to carry a large file of documents for the application.

One can upload scanned copies, which, if required, can be digitally signed. The locker is also a repository of all your government issued e-documents. These electronic e-documents are uploaded by issuers, government departments or agencies such as CBSE, registrar office, income tax department, etc., in a standard XML format that is compliant to digital locker technical specifications. While the documents you upload can be shared via email, the e-documents from Government agencies can be viewed by an authorised list of requestors such as a bank, university, the passport office or the transport department.

E-BASTA

Government of India has recently launched a platform under Digital India Initiative that will help students tremendously. Aply called eBasta (Basta means school bag in Hindi), this new platform provides digital and eBook versions of school books and study materials.

The eBasta is a collaborative platform that brings together Book Publishers, School Teachers and Students. The main idea is to bring various publishers (free as well as commercial) and schools together on one platform. In addition to the portal, a back-end framework to facilitate the organization and easy management of such resources has also been made, along with the web based applications that can be installed on tablets for navigating the framework.

The framework, implemented as a portal, brings together three categories of stakeholders: the publisher, the school and the student.

Teachers can organise eBooks and other digital contents from the portal as per the need of the students of the school and create an eBasta. It is like one creates a bag full of schools books that are related to each standard or course. With access to variety of school resources- text, simulation, animations, audios, videos etc from the portal, teachers can choose and bundle content according to their teaching methods.

Students can get themselves enriched with easy access to interactive and dynamic content augmented texts, charts, graphics, audios and videos. They can also easily download the eBasta created by their teachers. Because the content is in digital format, it can be stored on any device and shared or copied making the entire content very accessible and portable for students to use. Students now need not worry of the weight while carrying e-contents and can start reading them anywhere any time.

Book publishers through eBasta can read out to thousand of schools across the country without worrying about the issues of printing, transport and delivery. They can list, sell and distribute all their content in digital format. eBasta facilitates direct feedback from teachers and students to the publishers regarding the digital content they offer. The platform also supports DRM, so publishers do not have to worry about piracy of their books.

The eBasta App, freely downloadable from the portal, runs on Android device. □

*(Compiled by Gopajit Das, Editor)
(E-mail: gopajitdas@gmail.com)*

**India's best Geography lectures for IAS
Now available online**

Online Video Classes for Geography (Optional)

(ABOUT 600 VIDEOS)

and Geography G.S.

(ABOUT 200 VIDEOS)

THESE VIDEOS COVER COMPLETE SYLLABUS OF UPSC

by **AJAY RAJ SINGH**
(GEOGRAPHIA IAS INSTITUTE)

Online Video programme has been designed to provide quality guidance to those IAS aspirants who are unable to come to Delhi for some reason's.

The lectures have been recorded during regular class room session, so the online viewer's have the benefit of listening the discussion's that arise from the queries raised by the students present in class.

For online students, we provide doubt removal session's through whatsapp.

You will be provided whatsapp number through which you can discuss directly with

Ajay Raj Singh Sir.

For detailed information

Visit www.geographiaias.com

You can see 10 Free demo classes on youtube by typing "Geography classes by Ajay Raj Singh"

Contact No. 09211703771, 011-43801172 Whatsapp No. 9958218172
Add.: 57/20 Basement, Old Rajendra Nagar, New Delhi-110060

Preserving our Heritage : Protecting and Promoting Handloom

Monika S Garg



There is a need for focussed incentive schemes towards handloom research. Technological innovation can create new possibilities for design development and production process. Apart from product technology in terms of equipment and machinery discussed above, it could be process technology in terms of technique of production, usage of machinery and processing of raw materials or finished goods. Innovations in process which save human effort, time and energy are the need of the hour

Understanding the way in which the handloom sector may keep pace with the changing times is not just a matter of academic interest, but is imperative for understanding the varied facets of the sector and planning our policies accordingly. The schemes are to be framed in a manner that addresses the many divergent dimensions of the subject – reviving the age-old tradition in a sustainable manner, increasing income levels, attracting more people to the occupation, reducing drudgery associated with handlooms, enhancing exports and changing the mindset of society in general. Once these issues are clearly delineated, it becomes possible to address each with a distinctly targeted strategy.

Project Handloom As A Niche Product

Handloom is as integral to our cultural heritage as zari is to bridal trousseau. The Rigveda, Mahabharata and Ramayana expound upon the art of weaving. Woven cloth, bone needles and spindles have been found in Mohen-jodaro and Harappa. A cache of block-painted fabrics, mainly of Gujarati origin, discovered in Egyptian tombs exhibit the demand of Indian cotton textiles abroad and their export since the 19th century B.C.

This tradition of excellence has since been preserved by generations of skilled artisans engaged in the art of weaving by hand. Today, handloom employs over four million weavers and allied production workers, bulk of whom belong to SC, ST, OBC and women. It is the second largest employer next to agriculture. The industry is eco-friendly, decentralized and rural based and is important for our developing economy.

However, the 2010 Handloom Census portrays a dismal trend. The number of weavers is declining at a rate of 7 per cent per annum. The count of handlooms is dwindling. Gen Next is skeptical, disinterested. These indicate that handloom is on the verge of becoming a sunset industry.

The causes for this deterioration are diverse. The Census reveals that a weaver earns merely Rs. 3400 per month, as against the all India average of Rs. 4500 per month for any worker. An art dies if its artisans fail to thrive. Weavers deserve a higher place in the society like any good painter or artist. Hand woven products are unique, they are made with threads replete with passion, patience, elegance and skill. They deserve a matching remuneration. This can be achieved by working the strengths of the sector.

The author is an officer of Indian Administrative Service, 1989 batch Uttar Pradesh cadre. She has worked in the textile sector for 7 years. She was Joint Secretary in the Ministry of Textiles for a little less than 6 years, holding additional charges of Development Commissioner (Handloom), Director General NIFT and Development Commissioner (Handicrafts).

With its quantum and varieties of traditional handloom products, India occupies an enviable place in the world. 85 per cent of the global handloom production occurs here. Other handloom nations like Sri Lanka, Nepal, Bangladesh, Cambodia and Indonesia manufacture very limited range of products. These are mainly for domestic consumption. In contrast, our export of handloom products which was US\$ 260 million in 2009-10, increased to US\$ 370 million in 2013-14, registering a growth of over 40 per cent.

This growth rate brings to light the huge potential of the sector. India has the capability to meet the demand for handmade products across the globe due to its demographic advantage and versatile cultural heritage. This requires a targeted approach aligning with the demands of the new era which are multifarious, fast-changing and complex. The weaving industry needs to reflect our rich legacy, and at the same time, imbibe modern designs.

A Benarasi or Chanderi weaver earns more if he contemporises his saree. The earnings increase further if he diversifies into exportable accessories like stoles, scarves, ties, belts, bags, pouches and hand bands or home furnishings such as cushion covers, table runners and curtains. This product development and product diversification calls for a strong collaboration of weavers with designers. National Institute of Fashion Technology (NIFT) has made a good beginning by including cluster attachment in the curriculum. On one hand, a visit to handloom and handicraft clusters sensitizes the students to our invaluable tradition, and on the other, the weavers and artisans benefit in terms of radical design inputs. Jhabua bead dolls can fetch 20 times as much when converted into ear rings and car danglers and upto 100 times when coordinated with handloom pieces for making coasters and napkin holders. Conducting diagnostic studies, documenting them and developing market-friendly products would be a meticulous way of taking this initiative forward. Many more of such long-term

drives would be required to increase the outreach.



Diversified Products

While designers add value to a product, another crucial dimension in the value chain is marketing. Today, the industry fails to recognise the varied needs of the distinct segments of the market. Market segmentation needs to be understood, appreciated and exploited. Premium products like the Patan Patola, the Kani, the Baluchari and the Jamdani should be projected as 'niche products'. With their deft blending of myths, faiths and symbols, weavers provide an appealing dynamism to these unique fabrics. With their inimitable designs and distinct weaving techniques, they should be targeted only at the affluent, and not the common man. Targeting the 'Niche' market segment would get the returns they deserve.



Intricate Designs: Niche Products

The biggest threats in the market place today are powerloom products and cheap imports. Powerloom cloth is cheaper, easier and quicker to make. Moreover, a lay man cannot distinguish between powerloom from handloom. Consequently, unfair trade practices are rampant, powerloom products are clandestinely sold in the name of handloom. There is an urgent need for branding. The Handloom Mark is a guarantee to the buyer that the product is genuinely hand woven, and not a powerloom or mill made item. It certifies the authenticity of the article. But unfortunately, people are not familiar with this mark. There is a need to generate awareness among the general public. Something as simple as a one -line commercial during the daily soaps could be instrumental in enlightening the target group. Only products carrying the Handloom Mark should be exhibited in government sponsored expos in the country and abroad. Apart from raising consciousness, this would ensure that only genuine handloom weavers derive benefits of the schemes.



The social impact, heritage and sheer love for handmade articles are some of the critical elements that will make handloom sustainable. However, this strategy is intended only for the highly skilled weavers with whom designers associate to help them diversify the product base, directed at the elite discerning customers. These constitute only 20 per cent of the weavers who, no doubt, produce 80 per cent of the high-value items. Though this approach serves only a limited segment, it is expected to ensure sustainable revival of the sector. The remaining 80 per cent of

the weavers, for whom handloom is a sole occupation, would need to be dealt with in a different way.

Large Employment Potential: Threats and Measures

We cannot lose sight of the fact that the sector provides direct and indirect employment to more than 43 lakh people, all of whom cannot be trained immediately to make intricate high- end niche products. However, handloom still remains a major source of livelihood in rural and remote areas.

A big threat comes from the powerloom and mill sectors because it is possible to replicate most of the handloom products on powerloom which are easier and quicker to make. Some of the weavers have chosen to update their skillset in mass production. Powerloom has certainly made lives of these weavers easier as it offers scale, accuracy, efficiency and speed. But it has actually taken away the livelihood from many others. People who do not have the means or resources for going into alternative gainful occupations or even for switching over to powerlooms, especially when there is acute shortage of power in the country, are the worst sufferers.

In this scenario, it is essential to implement schemes with the sole aim of helping the sector and safeguarding the livelihood of lakhs of handloom weavers. However, I wish to give a clarification here for the sake of those who argue otherwise, believing that handloom is an antidote to 'development' and 'mass production'



with the help of mills. I wish to emphasise that the two sectors are equally important but are very different and require distinct strategies. The two sectors should not compete with each other. In reality, they complement and supplement each other; while one can clothe the world, the other can provide employment to millions. Our government has been following a policy of promoting and encouraging both the sectors. However, this article limits itself to the handloom sector and protection thereof.

To protect handlooms from powerlooms and mill sector, the Handlooms (Reservation of Articles for Production) Act was enacted in 1985. Under the Act, 11 textile articles are at present reserved exclusively for production on handlooms (with certain technical specifications). These are not allowed for production on powerloom or in mills. Violation of the Reservation Order invites penalty.

Government also provides subsidized yarn to handloom weavers through National Handloom Development Corporation. With the objective of ensuring adequate availability of yarn to handloom weavers at reasonable prices, a mechanism has been put in place under the Essential Commodities Act, 1955. This is called Hank Yarn Obligation. This makes it mandatory for spinning mills to produce certain percentage of their yarn in hank form, which is required for handlooms.

The mill sector across the value



chain opposes these two measures vehemently. But the need of the hour is to continue with these dispensations as they provide some protection to the vulnerable handloom sector. In fact, the need is to strengthen the implementation machinery and ensure effective enforcement in the field.

Another cause of concern is the availability of credit to the sector. The 3rd Census shows that 61 per cent are independent weavers, 34 per cent work under master weavers / private owners and only 5 per cent are under institutional employment. Further, it is mentioned in the weaver's profile that weavers are generally not cash rich. Agents, master weavers, mediators do not always allow the weavers to get the value for money for their effort. The handloom weavers are not only cash-strapped, but also less educated and less resourceful. Their distress is compounded by the fact that they do not have access to formal sources of credit.

Acknowledging the financial crisis faced by them, the government, in 2011, announced a financial package of Rs 3000 crore for waiving off the loans of weavers and cooperative societies. The objective was to open the choked credit lines and make them eligible for loan again. With very liberal guidelines and interpretation, only about a thousand crore rupees of loan was waived off across all states and only about fifty thousand individual weavers benefitted, apart from handloom societies. The outcome was an eye opener for many. It revealed that not much credit had flown to the sector over the last many decades.

This called for radical measures and the government then decided to extend loan to the sector at 6 per cent rate of interest. This highly subsidized loan can be used for creation of capital assets as well as working capital. This scheme can prove to be a game changer if implemented in the right earnest. This can provide the much needed working capital to the weavers, apart from helping in putting up facilities for dyeing, processing and finishing of handloom fabric.

As regards the educational level of the weavers, the Census indicates that 83 per cent of the weavers are under HSLC level and only 17 per cent are HSLC and above. This points to a very worrying mindset: that the profession is meant for the less educated. This takes away all the sense of pride associated with the occupation. If we want to keep the next generation in the sector, we have to start treating handloom weaving as a modern profession like fine arts, photography, music etc. As a first step, institutes like NIFT can start imparting training in handloom clusters. Their prestigious programs meant for professionals, like the Continuing Education Programme, can be started exclusively for the wards of handloom weavers. A NIFT certificate will instill a sense of pride in them, apart from upgrading and broad basing their skills, which will then become standardized, employable and marketable. It must be remembered that the sector has been sustained by transferring skills from one generation to another and it is crucial to keep Gen Next in the profession.

Need for Technological Upgradation

As per Section 2(b) of the Handloom (Reservation of Articles for Protection) Act, 1985, "Handloom means any loom other than powerloom". As per the Bureau of Indian Standards, "Handloom is a hand operated machine for producing cloth by weaving. In some instances, the shedding is performed by foot operation."

Let us go into the technical details of the process of weaving by hand. As discussed above, weaving in

handlooms involves three primary motions: Shedding, Picking and Beating. Shedding motion separates warp threads, according to the desired pattern to allow for weft insertions. Inserting the length of weft through the shed is the Picking operation. After that, the reed pushes or beats up the weft to the fell of the cloth. These three motions are carried out by a weaver without using power. There is a tremendous scope of mechanizing these motions, without using electricity. In addition, the pre-loom motions like winding and sizing and post-loom operations can also be mechanized, reducing the drudgery to a large extent. This dimension, so far, has remained unnoticed and unexplored. Research in this area will reduce toil without destroying the essence of weaving by hand.

A huge debate is going on in the country on this issue of mechanization of handloom. In 2013, the Planning Commission had suggested to re-define handloom as "any hybrid loom on which at least one process of weaving requires manual intervention or human energy for production." The Ministry had suggested the use of hybrid looms, using power for accomplishing some of the motions involved. As expected, the idea was opposed by the weaver community across the country, and widespread agitations followed. I would say this opposition was right because the move could have crucified the art of handloom in years to come. Powerloom products which are today being clandestinely sold in the name of handloom, would then be rightfully competing with genuine handloom products and defeating them hands down. Powerloom weavers (outnumbering handloom weavers) would have cornered the benefits of government schemes being implemented for protection and development on handloom sector. This would have ensured that the sun sets for handloom sector sooner rather than later. Thankfully, in 2014, the Textile Ministry took a stand to retain the existing definition of 'handloom' as 'any loom other than power loom'. At the same time, it recommended to

review the definition with an aim to achieve better productivity and reduce manual intervention.

I wish to argue that the existing definition does not exclude mechanization of the primary and secondary motions. Mechanization does not imply use of power. It simply means using mechanical energy, tools and technique to improve efficiency and reduce drudgery. It simply means using machines.

In fact, handloom itself is a machine. But it is observed that the conventional loom's structure is not scientifically and ergonomically designed. Conventional techniques involve tedious processes, full-time involvement, physical discomfort, and lesser monetary return. According to a survey, continuous exposure to such horrendous processes caused body soreness and chronic nervous disruption in the palm, hands and legs of the weavers.

What bothers is that there is not much technology induction in the handloom sector, due to the limited research and inherent scope. The traditional techniques are still most popular. As a result, hand weaving remains labour-intensive and low productive as ever.

In order to increase the production of fabrics on handloom, innovation and improvisation become necessary. Mechanization will improve the efficiency of the weaver and the quality of the woven fabric with existing levels of operational skills. The first step towards technological upgradation was the flying shuttle patented by John Kay in 1773. It was a key development in weaving because it made manual skill redundant in the Picking motion. Later, as a part of the developmental activities, various technical interventions have been made in the form of dobby and jacquard for complex weaving patterns, SPS Korvoi sley and Catch cord system for weaving solid borders and multiple buti sley for making many butis simultaneously. These have improved the weaver's efficiency manifold. Twin cloth weaving mechanism for weaving

mats, stoles, etc of narrow width and multiple box motion for continuous weaving of two different kinds of weft also reduce fatigue.

If we wish small units in the handloom sector to take weaving at a commercial level, the work hours spent on loom would be quite longer. The requirements for commercial purpose are different from that of domestic weaving which requires modification of the workstations. Semi-automatic handlooms are a good solution for the common weavers. These could also be coupled with automatic take-up and let-off mechanism. Roller temple could be used in place of wooden/bamboo temple and warp & fabric beams could be provided on the existing handloom. These would combine versatility with ease of operation.

There is a need for focussed incentive schemes towards handloom research. Technological innovation can create new possibilities for design development and production process. Apart from product technology in terms of equipment and machinery

discussed above, it could be process technology in terms of technique of production, usage of machinery and processing of raw materials or finished goods. Innovations in process which save human effort, time and energy are the need of the hour. The secondary motions, i.e., pre-loom and post-loom motions could all be mechanized. In fact, they can even be motorized because they do not form part of the weaving process. In addition, the three primary motions need to be seen individually and tried for technical improvements by operations research so that the strain levels of the weaver reduce. These motions could then be performed mechanically without using electricity.

The biggest challenge is adoption of the new technologies developed. This is due to lack of dissemination and also reluctance on the weaver's part to adopt them due his belief in the age-old traditional technique he is used to. This would require focused attention by making them an integral part of all government schemes. The R&D coupled with its effective percolation down to the field would

manifest as large scale employment and production.

The scenario where handloom fabric is routinely produced on a commercial scale poses problems of marketing. This is where the government would be required to step in again. A demand from the sector is to link it with MGNREGA. This is worth pondering over. As on date, states supplies free uniforms to school children and Anganwadi workers. A decision can be taken to use only hand woven fabric for this purpose. Handloom workers enrolled under MGNREGA and can be given the wages if they manufacture the prescribed length of cloth which can then be supplied to the schools and anganwadi centres.

The challenge for our researchers and scientists is to introduce technology for enlarging the production base and upgrade the process without compromising the Unique Selling Proposition, the distinctive features and the emotional aspect of handloom. ■

(E-mail: monikasgarg@gmail.com)



Face The Challenge

Academy™ for Civil Services - IAS, IPS, IRS, IFoS

23-B, 2nd Fl, Rajinder Ngr, Pusa Road & L-71, 2nd Fl, Malviya Ngr, New Delhi

Tel.: 8527559420, 011-64645364

E-mail : facethechallengeacademy@gmail.com | Website : ftca.co.in

ARE YOU DETERMINED TO WORK HARD
CRACK IAS IN FIRST ATTEMPT

FOR IAS EXAM-2016			ATTENTION COLLEGE GOING STUDENTS	
SUPER SIXTY	SUPER SIXTY	GS FOUNDATION	JOIN SURESHOT SIXTY BATCH FOR IAS EXAM-2017	
FROM 24TH SEPT.	FROM 26TH SEPT.	FROM 1ST OCT.	EVENING BATCH WEEKEND BATCH (EVERY MON, WED & FRI, 5.30PM TO 8.00PM) (EVERY SUN FROM 9.00AM TO 5.30PM)	
EVERY THURS & FRI	EVERY SAT & SUN	EVERY MON TO SAT	STARTING FROM 14TH SEPTEMBER 2015 UPTO JULY 2017. 36 WEEKS IN 2015-16 AND NEXT 36 WEEKS IN 2016-17. CLASSES WILL BE OFF DURING THE SEMESTER EXAMS AND AROUND DIWALI, NEW YEAR & HOLI.	
FOR 48 WEEKS	FOR 48 WEEKS	FOR 36 WEEKS	THIS MODULE WILL COVER ENTIRE GENERAL STUDIES SYLLABUS OF CIVIL SERVICES PRELIM & MAIN EXAM. CLASSES WILL BE HELD ONLY AT MALVIYA NAGAR AND THERE ARE ONLY 60 SEATS IN EACH BATCH. CALL FOR ENQUIRIES OR VISIT MALVIYA NAGAR EVERY SAT & SUN FROM 10.00AM TO 5.00PM OR RAJINDER NAGAR EVERY DAY 10.00AM TO 6.00PM.	
9AM TO 5.30PM	9AM TO 5.30PM	5.30PM TO 8PM	FEES - Rs. 9000/- PER QUARTER, Rs. 15000/- FOR SIX MONTH AND Rs. 25000/- PER YEAR PLUS SERVICE TAX. IT WORKS OUT TO AROUND Rs. 100/- PER HOUR. 25% DISCOUNT FOR STUDENTS WHO SCORED 90% IN CLASS X OR XII AND 50% DISCOUNT FOR STUDENTS WHO SCORED 90% BOTH IN CLASS X & XII.	
FEES Rs. 1,00,000	FEES Rs. 1,00,000	FEES Rs. 75,000		
FLAT 50% DISCOUNT PLUS SERVICE TAX				

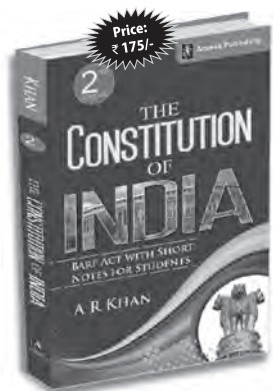
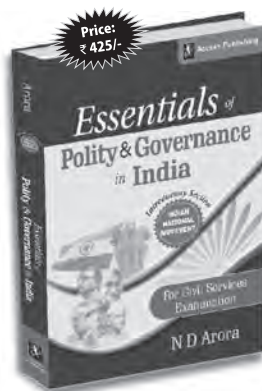
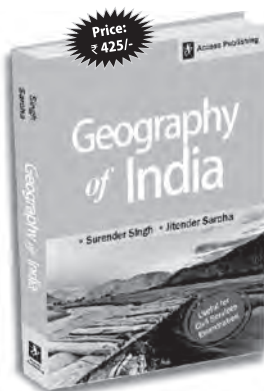
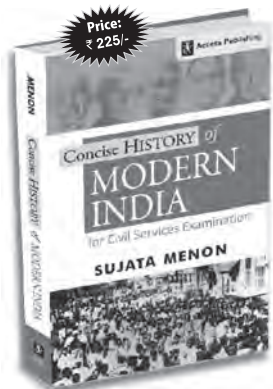
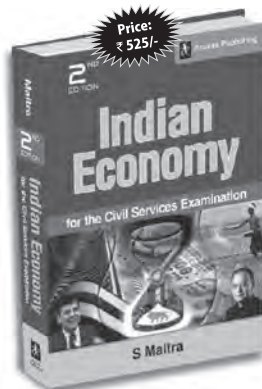
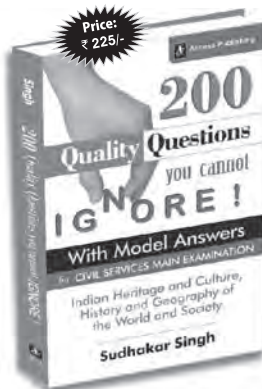
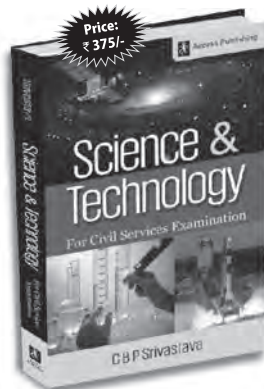
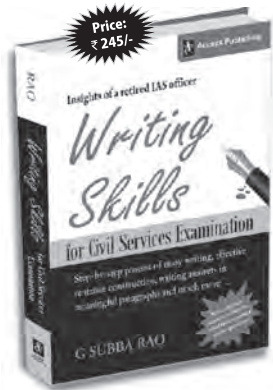
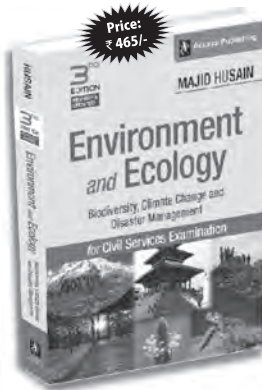
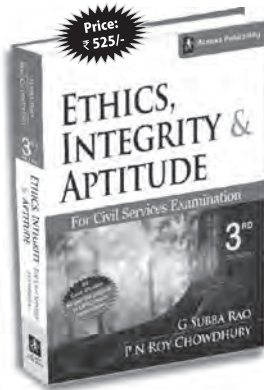
YE-166/2015



ACCESS PUBLISHING INDIA PVT. LTD.

www.accesspublishing.in

CIVIL SERVICES MAIN EXAMINATION BONANZA!



Available at all leading bookstores & **Flipkart**  **amazon.in**

Address: 14/6, Ground Floor (Backside), Shakti Nagar, Delhi - 110 007
Email: info@accesspublishing.in, Ph.: 011-23843715, Mob.: 9810312114

YE-151/2015

NORTH EAST DIARY

MEGHA-LAMP PROJECT LAUNCHED IN MEGHALAYA

Megha-Lamp project was launched in Meghalaya this September by the Chief Minister of Meghalaya. The scheme aims at improving family incomes and quality of the life in the mountain state. Megha-LAMP - Meghalaya Livelihoods and Access to Markets Project is a key initiative, which focuses on developing markets and value chains for sustainable livelihoods, and ensures that those livelihoods are adapted to Meghalaya's geographical context and to the effects of climate change. Three components of the project are natural resource management and food security, enterprise and livelihood development and knowledge management. The project is being implemented as a part of the Integrated Basin Development and Livelihoods Programme and assisted by the International Fund for Agricultural Development (IFAD). Megha-LAMP is expected to develop 47,000 enterprises to be set up by rural communities across all 39 blocks and set up 54 value chain and livelihood clusters across at least 18 blocks, touching a total of 1,40,000 households.

NORTHEAST TO HAVE ITS OWN FILM INSTITUTE

The Government has announced the setting up of a Film Institute in the North-East. A film institute in the region will help in boosting the film industry of the Northeast and will also enable film makers from Bollywood, Tollywood and other parts of the country to explore the scenic beauty of the region which can match with the most beautiful locations in the world.

CABINET NODS TO FORMATION OF FIVE NEW DISTRICTS IN ASSAM

The Assam Government in September approved the proposal to set up five new districts in the State - Biswanath Chariali, Hojai, South Salmara-Mankachar, Charaideo and West Karbi Anglong. A Cabinet sub-committee will conduct public hearings and demarcate the border of these two new districts on the basis of the opinion of local people.

TOURISTS SCHEMES LAUNCHED IN NORTH EASTERN REGION

Two new plan schemes were launched by the Ministry of Tourism in the North Eastern region namely SWADESH DARSHAN for integrated development of Circuits around specific themes and PRASAD for National Mission on Pilgrimage Rejuvenation and Spiritual Augmentation Drive. Under Swadesh Darshan Scheme, Coastal Circuit, Buddhist Circuit, North East India Circuit, Himalayan Circuit and Krishna Circuit have been identified initially. Seven more circuits were added to it namely Desert Circuit, Spiritual Circuit, Ramayana Circuit, Tribal Circuit, Eco Circuit, Wild Life Circuit and Rural Circuit. Under PRASAD, scheme 12 cities have been identified out of which, Kamakhya in Assam features under the scheme.

The Centre has also taken some initiatives to promote tourism in North Eastern Region. They include: Provision of complimentary space to the North Eastern States in India Pavilions set up at major International Travel Fairs and Exhibitions; 100 per cent Central financial assistance for organizing fairs & festivals in the North Eastern States; Ministry of Tourism, as part of its on-going activities, annually releasing print, electronic, online and outdoor media campaigns in the international and domestic markets to promote various tourism destinations and products of the country, including the lesser known destinations which have tourism potential. The Ministry of Tourism has undertaken special campaigns on NE Region on TV channels to promote tourism in the regions; Besides these, International Tourism Mart (ITM) are organized annually with the objective of showcasing the largely untapped tourism potential of North East region in the domestic and international markets.

CHILD IMMUNISATION IN NORTH-EAST REGION

With the aim for North-East States come at par with the national average on achieving full child immunization, the Government of India had launched Mission Indradhanush in last December. So far, it has conducted four rounds in 33 high focus districts of North East states, targeting areas with partial immunization and no immunization. During these rounds, 5.6 lakh children and 0.53 lakh pregnant women were vaccinated in North East states.

Under the National Health Mission (NHM), mobility support has been provided to strengthen the supervision, alternate vaccine delivery from the last cold chain point at PHC/CHC to session site. ASHA workers have also been provided incentives for mobilizing beneficiaries to the session site and also for full immunization of a child.

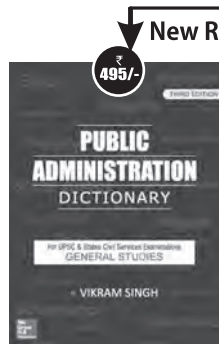
Highly Recommended Books for Civil Services Main Examination 2015



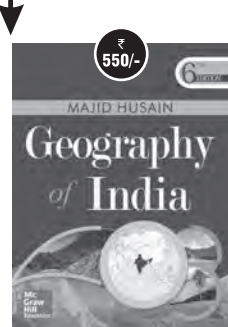
ISBN: 9789339221294



ISBN: 9781259064128



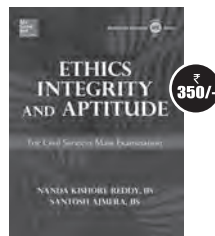
ISBN: 9789339223212



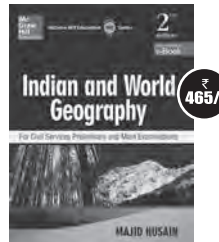
ISBN: 9789339220846



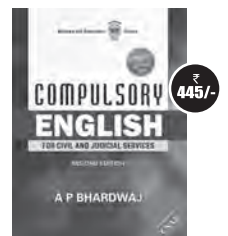
ISBN: 9789383286980



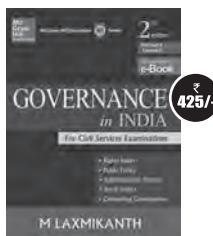
ISBN: 9789351342366



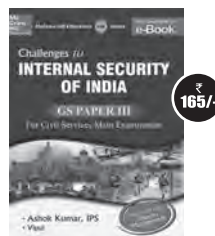
ISBN: 9789339204778



ISBN: 9781259064081



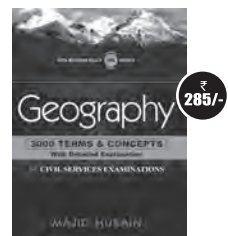
ISBN: 9789339204785



ISBN: 9789339204198



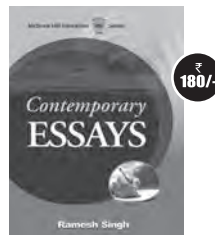
ISBN: 9780070660304



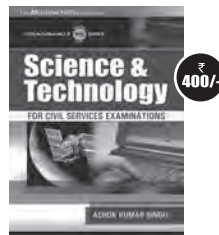
ISBN: 9780070670754



ISBN: 9780070655621



ISBN: 9780070655591



ISBN: 9780070655485

Visit-
<http://bit.ly/1MfW2A>
To get upto
25% discount
Use code **UPSC_15**



Skill Development : Capitalizing Resources & Capabilities

Manoj Joshi, Arun Bahaduria, Shailja Dixit



Improving the process of the development, maintenance and use of skills is increasingly recognised as a core element of the policy package necessary to support sustainable long-term growth and employment creation and contribute to a fairer distribution of income and opportunities. The recently released OECD Skills Strategy (OECD, 2012b) identifies three key areas for action by governments by developing relevant skills, activating these skills and putting these skills to some use

In the context of economic progress supported by economic growth, it is imperative that skill development be given top priority in a country like India, abundant with youth power. It is understood that economic progress can be achieved by two methods, one by increasing efficiency in the existing systems that support economy and harnessing growth. The second one is by creating a new framework that supports an ecosystem for self-employed youths, entrepreneurs by providing them productive skill sets, which fuels the economic progress additionally. Both have their potentials and boundaries as discussed later in the framework. However, the skill development emerges as the centre of discussion in this proposed policy paper. Nevertheless, the notion of economic progress and development resulting into economic prosperity has to find ways through existing and enhanced set of skills and optimum resources utilization.

Institutional Efforts and Lessons Learnt

In recent years, Government of India has been keen on making large investment to promote inclusive

growth through massive poverty reduction and entitlements based programs, such as the Mahatma Gandhi National Rural Employment Guarantee Act, National Rural Livelihood Mission and National Skill Development Corporation. Further, Make in India Initiative is to accomplish the goal of overall prosperity and growth. In fact, through such initiatives, resources are tapped up to its optimum and new resources are identified and sometimes created out of need based research and innovation.

Skill India Initiative is the concrete effort in this direction. When it comes to livelihood security of the masses, the first attribute that hits the debate is skill based learning. Livelihood index considers skill, availability and accessibility of avenues for successful venture and well-being. Further, skill development seldom comes on its own. It is to be nurtured through endless working to tap opportunity and living beyond the edge. In the ensuing debate on skill development in contemporary academia and policy making, the larger emphasis is laid upon skill set pertaining to entrepreneurship. Venture capitalists and other investors are looking forward for start-ups in order to tap

The author is Professor of Strategy, Entrepreneurship and Innovation, Amity Business School, Amity University, Lucknow Campus, Uttar Pradesh, He is a fellow of Institution of Engineers. He is the co author of "THE VUCA company", Asia Editor of *International Journal of Entrepreneurship and Innovation*, Regional Editor India, *Journal of Family Business Management* besides being in the editorial board of several international journals. Shailja Dixit is an Associate Professor of Marketing with interest in entrepreneurship. Arun Bhaduria is an Assistant Professor of Economics with additional interest in agribusiness.

the unlooked innovative opportunities so far in business domain as well as skill proliferation and polishing. Still, capabilities seldom result in successful venture and creating sufficient pool of employable resources. The social destitution and concerned sociological issues are hindrances in the realization of the goal of economic prosperity, growth and development.

Skill Development and Economic Progress

Skill development can be defined as proficiency that is acquired or developed through training or experience. Global Leaders have acknowledged the role and impact of skill development via their national policies. This strengthens the ability of individuals to adapt to changing market demands and benefit from innovation and entrepreneurial activities. Apart from primary determinants of skills development, it is also essential to address the opportunities and challenges to meet new demands of changing economies in the context of competitiveness.

The future prosperity of countries depends ultimately on the number of persons in employment and how productive they are at work. It's a dynamic scenario where the most successful or progressive nations shall be one that can counter VUCA (Volatility, Uncertainty, Complexity, Ambiguity) (Abidi & Joshi, 2015). Hence, skill development can be connected to a broader growth, employment and development mandating government intervention.

India Competitive Edge Existing

A study by the Boston Consulting Group reveals that the world is expected to encounter a shortage of 47 million working people by 2020. On the other hand, India is on a growth trajectory and its potential demographic dividend is making headlines all over the world. Today, it is one of the youngest nations in the world with more than 62 per cent

of the population in the working age group of 15-59 years, and more than 54 per cent of the total population below 25 years of age. By 2022, India will have a surplus of 56 million working people. Even as on today, around 12 million youth enter the workforce each year, which, if skilled and educated properly, can become a great human resource pool, capable of serving not only the booming Indian market, but also feed the global economy. (Planning Commission Policy Document, Twelfth Five Year Plan,)

India's population, long considered a curse, has turned into a desirable demographic dividend. But a demographic dividend does not mean just people; it means skilled, educated or employed people. Low labour-cost and a rich talent pool are distinct advantages available to India,

India, like many other Asian countries, is going through five labour market transitions: farm to non-farm, rural to urban, unorganised to organised, subsistence self-employment to decent wage employment and school to work. India's population, long considered a curse, has turned into a desirable demographic dividend. But a demographic dividend does not mean just people; it means skilled, educated or employed people. Low labour-cost and a rich talent pool are distinct advantages available to India, clearly powering its global competitiveness as a knowledge-based society. (Sabarwal, 2013)

Bridging the Skill Gap: Opportunities for Skills Training

While the global population is ageing rapidly, India, with one of the youngest populations in the world, is at a strategic advantage with regards to demographic dividend. However, almost three fourths of India's population is unskilled. The World Economic Forum's Global Talent

Risk report (WEF, 2011) cautions that developing countries like India and Brazil will also face huge skill gaps due to low employability. There is a wide gap between the skills required in industry and those provided by the education system. Despite the efforts of the National Skills Development Mission, the task of achieving the targeted 500 million skilled manpower by 2022 is enormous.

Gaps in Opportunities Utilization and Economic Growth

1. The structural vulnerability of livelihood systems in Less Developed Countries (LDCs) such as skewed distribution of resources, subdivision and fragmentation of land holdings, poor connectivity and of course low level of awareness and education, backward and inhibitory approach towards developmental processes led to poor, non-liveable, economically weaker and unsustainable dwellings;
2. Focusing and deliberating upon improved technology of production and processing to stabilize yields through diversification into agro-ecologically appropriate crops, natural resource management, filling up of voids in economic and political distribution system, cost effective and business oriented measures are brazenly required. (e.g. soil and water conservation);
3. Operational approach to create alternative income-generating activities for attainment of the goal of self-sustained system (e.g. activities to develop small enterprise);
4. Need of reinforcing coping strategies that are economically, environmentally, globally and of course locally sustainable (e.g. seasonally appropriate off-farm employment);
5. Improvement in on-site inventory management and implementation capacity to increase the availability

of buffer stocks in order to provide cushions from shocks;

6. Improvement through community participation in common property and logistics management.

Matching and Connecting Supply to Demand

Measured unemployment does not fully reflect the availability of workers to be hired, so too the measured level of vacancies does not fully reflect the availability of jobs (Diamond 2011). Employment and productivity patterns reveal important mismatches. Ninety-three percent of the workforce in India is in informal employment, which suffers from subscale enterprises and overall low productivity. Fifty-eight percent of the workforce is in agricultural employment that contributes to only 15 per cent of GDP. Only 12 per cent of the workforce is in manufacturing employment, compared to 50 per cent in the People's Republic of China (PRC). Low-skilled organised manufacturing would create a mezzanine layer that would enable the difficult farm to non-farm transition. More than half of India's labour force is self-employed, which unfortunately does not signal entrepreneurial energy as most self-employed are working poor (Mc Kinsey, 2014).

Most people focus on flow – the one million young people joining the labour force every month for the next 20 years – but a bigger opportunity is stock – retooling the 200 million who are already in the labour force but stuck at low productivity in farms and elsewhere. In 2011, India's 1,200 employment exchanges run by the government provided only 300,000 jobs against the 40 million people who are registered in these employment exchanges (Mc Kinsey, 2014).

Pool of Educated and Skilled Workers Required

The broad principles for a better educational regime have to do with better regulation of quality, incentives

that are aligned and the creation of an ecosystem where preparation of educated and skilled workers is in line with the requirements of the future. The key challenges that the education system faces are high dropouts at various stages of education. About 35 per cent of students who start school do not reach grade 10. Of the 26 million who take the grade 10 exit examinations, 10 million do not pass. Eight million of the 16 million who take the grade 12 examinations fail to clear them. Only 5 million of the 8 million who successfully go past grade 12 examinations go on to college. Preparing a robust pool of educated and skilled workers and professionals requires improved completion and transition rates at lower levels of education (Sabarwal, 2013)

The proportion of poor and disadvantaged is also higher among those who drop out early from the education system which makes tertiary education enrolments and attainments inherently inequitable. The desirable skill set is needed to be created through unclaimed security and protection towards the basic necessities pertaining to health, education and of course society. Moreover, resultant livelihood is dependent on various components such as:

1. Security of Business Opportunity and development;
2. Economic security (income, skills, time);
3. Nutritional security (Shelter, Mother and child care health including water and sanitation);
4. Environmental Awareness Security;
5. Educational Participatory security;
6. Community participation (gender, ethnic group, religious affiliation);
7. Habitat security;
8. Food security ;
9. Health security;

10. Political & Legal Security.

Human Capital/Skills Augmentation Economic Growth

Desirable skill set to fill gaps

1. Skill set is required to be reset for masses living at the bottom of the pyramid. Accessibility and adaptability have been the critical reason for failure in creating sufficient skill pool till date.
2. Perception based ability is desirable in youth to recognize the opportunity and grab it.
3. Basic entrepreneurial skill set is desirable in youth and those involved in the business in any form.

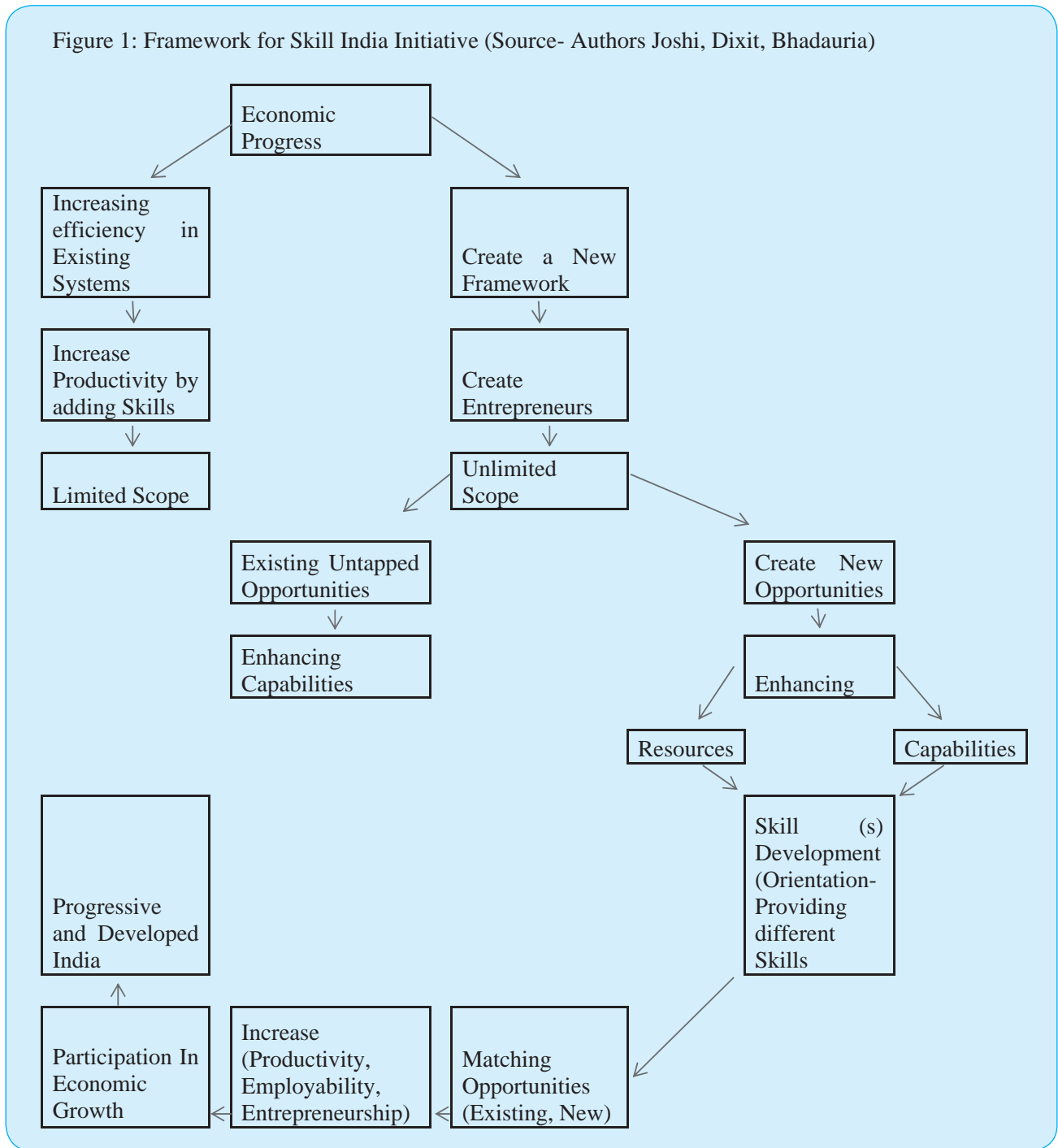
Improving the process of the development, maintenance and use of skills is increasingly recognised as a core element of the policy package necessary to support sustainable long-term growth and employment creation and contribute to a fairer distribution of income and opportunities. The recently released OECD Skills Strategy (OECD, 2012b) identifies three key areas for action by governments by developing relevant skills, activating these skills and putting these skills to some use.

Framework for Skill Development

As said earlier in the starting of the paper, that economic progress can be achieved by two methods. The first one is by increasing efficiency in the existing systems that support economy and harnessing growth. But this has limited scope. The second one is by creating a newer framework, which supports an ecosystem towards self-employment or as entrepreneurs by providing them skill sets that are productive, which directly fuel the economic progress and that it has immense scope.

The authors propose a corrective framework towards exploiting opportunities via skill development.

Figure 1: Framework for Skill India Initiative (Source- Authors Joshi, Dixit, Bhadauria)



Route 1:

Harnessing growth by increasing the efficiencies of work force by providing them skill sets within the current economic systems. Hereby, it implies providing with skill sets that are required by existing industry (firms) but are about to reach saturation with limited scope. However, even

this route can be exploited as we understand that there are opportunities which haven't been taken up due to lack in "employability" of incumbents. It's evident that there is a large gap, which disallows incumbents lacking in pre-requisite skills for employability. Traditional industries in the old and new economy are the universe, where we can find gaps

between employability and existing opportunities due to lack in skill sets.

Route 2:

This is more of an entrepreneurial framework by creating newer opportunities both in the new economy currently and as envisaged for the next twenty years. There is a latent

desire to create an entrepreneurial ecosystem, which offers unlimited scope. However, even this has two sub paths.

Route 2, Path A:

There must be existing untapped opportunities that need to be harnessed by increasing the employability of the youth, by empowering them with additional skill sets. This implies, enhancing capabilities.

Route 2, Path B:

This focusses upon creating entirely new sets of opportunities in the new economy powered by entrepreneurs always in look out for enhanced capabilities to foster economic progress. This entails both resource and capability augmentation and providing skill development that orients incumbents to exploit newer opportunities in the offering at the same time preparing

them for the newer challenges proposed.

Both routes must match opportunities that are new or either existing with the pre-requisite skills desired that assists employability. This in turn will lead to increase in productivity, employability and entrepreneurship. The complete process will have participation from major incumbents thereby leading towards a progressive and developed India.

Readings

Abidi, S., Joshi, M. (2015), *THE VUCA COMPANY*, Jaico Publishing house, Mumbai, India

Diamond, P. (2011, June). Unemployment, vacancies, wages. *American Economic Review*, American Economic Association, Vol. 101, No. 4, pp. 1045–1072.

Mc Kinseys, (2014), Report on India's

technology opportunity: Transforming work, empowering people

Planning Commission Sub-Committee on Re-Modeling India's Apprenticeship Regime (2009, February). Report and recommendations, New Delhi.

Sabharwal, M. (2013), Education, Employability, Employment and Entrepreneurship: Meeting the Challenge of the 4Es R. Maclean et al. (eds.), Skills Development for Inclusive and Sustainable Growth in Developing Asia-Pacific, Technical and Vocational Education and Training: Issues, Concerns and Prospects 19, DOI 10.1007/978-94-007-5937-4_4, Asian Development Bank

Website of Planning Commission, <http://planningcommission.nic.in/hackathon/Skill%20Development.pdf> retrieved on 09/09/2015

Website of world economic forum, <http://www.weforum.org/reports/global-talent-risks-report-2011> retrieved on 09/09/2015

(E-mail: manoj.m.joshi@gmail.com)

ERUDITION IAS

Learning Simplified

GS ECONOMY

by

VIVEK SINGH (IIT + MBA)

HIGHLIGHTS OF THE COURSE

- Covers Economic Development of GS Paper -III
- Complete coverage of all the topics including pre & mains
- **Regular batches (morning & evening) commencing every month**
- 30 Sessions of 2½ hours each
- Weekly tests, discussions & feedback
- Personal attention and interaction with the students about their performance in the class

Office/Contact Address: A 10-11, Mezzanine Floor, Bhandari House (Near Chawla Restaurant) Dr. Mukherjee Nagar, Delhi-9, Mob.: **9899449709 | 9953037963**, Visit us at : www.eruditionias.com

YE-153/2015



- INTERESTING, INTERACTIVE AND INNOVATIVE WAYS OF TEACHING
- CONTINUOUS ASSESSMENT THROUGH ASSIGNMENTS AND ALL INDIA TEST SERIES
- ONLINE ACCESS TO STUDY MATERIAL, TESTS & PERFORMANCE INDICATORS
- COMPREHENSIVE CURRENT AFFAIRS
- INDIVIDUAL GUIDANCE

VISION IAS
INNOVATIVE
CLASSROOM



LIVE/ONLINE
Classes also available
www.visionias.in

400+ Selections in CSE 2014



NIDHI GUPTA
Rank-3



VANDANA RAO
Rank-4



SUHARSHA BHAGAT
Rank-5

20+ Selections in top 50
40+ Selections in top 100

CLASSROOM PROGRAMS

Foundation Course 2016

Regular Batch

- ☞ In-depth coverage of GS Mains & Pre
- ☞ Focus on building fundamental concepts and analytical ability
- ☞ Comprehensive study material
- ☞ All India GS Prelims and Mains Test Series

Classes Start: 3rd week Oct 2015

Weekend Batch

- ☞ Regular course power packed into weekend classes

Classes Start: 3rd week Oct 2015

Advance Course Mains 2015

- ☞ Focus on inter-linkages among complex topics and analytical ability to tackle mains exam
- ☞ Comprehensive and updated study material
- ☞ All India GS Mains Test Series

Classes Start: 7th Sept 2015

Classroom Modules
also available for:

- ◆ Geography
- ◆ Economics
- ◆ Polity
- ◆ History
- ◆ Ethics

ALL INDIA TEST SERIES 2015 & 2016

GET THE BENEFIT OF INNOVATIVE
ASSESSMENT SYSTEM FROM THE LEADER
IN THE TEST SERIES PROGRAM

⇒ **PRELIMS** General Studies CSAT

⇒ **MAINS**

- General Studies
- Psychology
- Geography
- Public Administration
- Essay
- Philosophy
- Sociology

- ▶▶ Most comprehensive feedback system.
- ▶▶ Get actionable inputs.
- ▶▶ Live test discussion videos.
- ▶▶ Based on exact pattern of UPSC CSE.

www.facebook.com/visionias.upsc
www.twitter.com/Vision_IAS

DELHI:

- 📍 **HEAD OFFICE:** 1/8-B, Apsara Arcade, Near Gate 6, Karol Bagh Metro
- 📍 **Rajinder Nagar Centre:** 78, 1st Floor, Old Rajinder Nagar, Near Axis Bank
- 📍 103, 1st Floor B/1-2, Ansal Building, Behind UCO Bank, Dr. Mukherjee Nagar
Contact :- 9650617807, 9717162595, 8468022022

JAIPUR: Ground Floor, Apex Mall, Jaipur. Contact :- 9001949244, 9799974032

HYDERABAD: 1-10-140/A, 3rd Floor, Rajamani Chambers, St. No.8, Ashok Nagar, Telangana - 500020. Contact :- 9000104133, 9494374078, 9799974032

Improving Employability of The Disadvantaged

Sunita Sanghi



...skill development is an effective tool to overcome exclusion but it is necessary to monitor the outcome of education in terms of learning levels and training in terms of employability which would facilitate not only entry into labour market but also social inclusion

Demographic advantage that India enjoys in terms of more than 65 per cent of its population in the working age group, is a one-time occurrence during demographic transition. The latest UN population report, 2015 indicates that by the year 2020, the average age in India would be 29 years compared to 37 years in China and US and 45 years in Europe. This demographic advantage is an opportunity for India to be the human resource factory of the world and meet the requirement of aging economies of the world also. This necessitates appropriate skilling /reskilling /upskilling of the existing labour force as also fresh entrants to the labour force in tune with market requirements both domestic and overseas. However, this poses a huge challenge given that there is lack of aspiration for vocational education; weak or no linkage between education and world of work; shortage of quality trainers and diverse skill requirement across diverse regions /groups.

ILO Youth Employment Network in 2001 identified four E's- Employability, Equal Opportunities for all; Entrepreneurship and Employment creation as priority areas for youth employment. ILC resolution in 2000 indicated that individuals are most employable when they have broad based education and training,

basic and portable skills including teamwork, problem solving, ICT, literacy and numeracy. These skills enhance employability. Large number of policy initiatives, programmatic and systemic interventions have been made in the last seven years to improve the availability of skilled manpower to take up wage employment and entrepreneurship for all segments of society and also targeted interventions for disadvantaged groups.

This article focuses on characteristics of labour market, key policy challenges and policy imperatives for improving skills of disadvantaged groups.

Disadvantaged Groups, Labour Market and Skill Development

The central question is who are disadvantaged? A person can be disadvantaged both on the basis of economic factors such as income poverty and social factors such as gender, ethnic, geographical isolation with poor access to quality education/ job opportunities; school dropouts and differently abled people¹. The disadvantage therefore emanates due to multiple factors and groups are not mutually exclusive.. Given that education and training empowers young people for decent work by enhancing their core skills, the illiterate, school drop outs and least educated youth are the most disadvantaged as exclusion from the education and training may

The author is Advisor (PC), Niti Aayog, New Delhi.

lead them to enter the labour market at an early age², in low paid and poor quality jobs leading to vicious cycle of inter-generational poverty and social exclusion.³ Therefore, it is necessary to understand the labour market scenario to understand the implications for skill development.

The labour market in India is dualistic with 92.9 per cent (435.66 million) in the informal sector and just about 8.1 per cent (38.56 million) in the formal sector.⁴ Further, bulk of this employment is in the rural areas in unorganised sector where 68 per cent of the population lives. The labour market is also experiencing falling female participation rate particularly in the rural areas where for all age groups (0+) it is around 22.5 per cent.

In terms of educational disadvantage, 30 per cent of the entrants to the labour market are illiterate and another 24 per cent are having just about primary education. In terms of proportion of labour force with basic education, just about 30 per cent are with secondary education and above⁵. The sharp drop out both for girls and boys at the middle and the secondary level complicates the matter. As per UDISE data (2013-14), 20 per cent drop out before completing class-V and 47.4 per cent drop out before completing secondary education. This low level of education leads to low level of skills. The number of people entering the labour force with formal skills is 3 per cent and another 7 per cent in the labour market have acquired skill informally. (EUS 2011-12). In other words, 90 per cent of the labour force do not have any skills to meet the requirement of skill based occupations. Within the total workforce the proportion of females receiving formal training (2.79 mn) is very low vis-a-vis male (8.63 mn). Same is the case with informal training also.

In terms of sectoral distribution 48 per cent are working in agriculture sector which contributes only about 16 per cent of GDP, suggestive of

low productivity level and under or unemployment. Most of those in agriculture sector are self-employed. Besides, a huge proportion was in the low paid non-manufacturing sector i.e. construction.

It is also noticed that differently abled as per 2011 Census were 2.68 crore of which 1.57 crore are in the working age group. Their need for meaningful employment largely remains unmet in spite of implementation of the Persons with Disability Act, 1995. The proportion of differently abled is higher in rural areas accentuated by poor access to health services and general poverty considerations. The rural disabled are significantly disconnected from the skills and the labour market.⁶

...skill development alone is not sufficient to address the unemployment problem, there is need for availability of job opportunities for those skills. This analysis of the disadvantaged groups categorisations brings out problems and challenges that are required to be addressed for improving employability through skill development.

The youth have been found to be very vulnerable. As per NSSO EUS 2011-12, unemployment rate was 2.4 per cent for males and 3.7 per cent for females for all age groups, while for youth (15-29 years) it varied between 6.1 per cent to 15.6 per cent across different categories. The urban female at 15.6 per cent experienced the highest unemployment rate. It could be because of family support to remain unemployed for want of suitable opportunities or social restrictions. Within the 15-29 age group, it was very bad for 15-19 group perhaps due to mismatch in the available jobs and expectations.⁷ More youth in the rural areas are engaged in agriculture. The unemployment rate was also found to be very high among the formally educated and vocationally trained

perhaps due to skill mismatch and non-availability of appropriate jobs. It is observed that the disadvantaged youth, irrespective of category, are at higher risk of marginalisation and social exclusion. The available NSSO data shows that the 15-24 year old cohorts faces higher risk of working poverty as they enter the labour market opting for low paid jobs and withdraw from the market when they fail to get suitable employment. This high level of unemployment can be due to failure to find a job or lack of competency or training opportunity or low demand for skills acquired leading to skill mismatch. The higher unemployment of youth has ramifications for loss in output, erosion of skills, reduced levels of activity and increased social divisions. However, skill development alone is not sufficient to address the unemployment problem, there is need for availability of job opportunities for those skills. This analysis of the disadvantaged groups categorisations brings out problems and challenges that are required to be addressed for improving employability through skill development.

Problems and Challenges of the Disadvantaged Group

The ILOs life cycle approach indicates that the vulnerabilities and gaps need to be addressed at an early age so as to support the transition of people into the decent jobs.⁸ Given that in India around 70 per cent of population still reside in rural setting helping families in agriculture, there is need to skill them in agriculture and related activities with appropriate linkages with product, finance and labour market.. This would facilitate increase in women participation and restrict the migration from rural to urban areas for low paid jobs. The poor quality of education and low level of skills forces children out of school and into child labour to take up low paid jobs in the informal sector. The challenge is to provide quality education and counselling to children and parents about the advantages of

education and training in accessing good jobs.

There are very few programmes to address the skill requirement of the informal sector which is spread across different geographical locations. The workers take up low paid jobs and learn work there only. The challenge is to link apprenticeship training with formal schooling so that young people have incentives to remain in school to learn core skills required for work. The proportion of girls dropping out is much higher than the boys due to factors such as unavailability of female teachers, hostel and transport facilities. The skill programmes are biased towards trades which are more favourable to men, reinforcing the exclusion of girls. There is challenge of providing such facilities to girls as also introducing flexible courses in terms of time for better participation.

There is need for sustained intervention to deal with the functional literacy among 15-24 age groups. The employment prospects of disadvantaged children can be increased if they can be retained in schools to be functionally literate and numerate. This requires interventions in the form of subsidies, special preschool programme and attention to quality of schooling.

The differently abled people also face several barriers to enter the labour market such as lack of education and training; lack of financial resources; the nature of the workplace or occupation and employer-perceptions of differently abled. The key players viz. persons with disability himself/herself, government, employers and NGOs which faces challenges and limitations which act as a barrier for scalable employment of persons with disability in India. For all and particularly the disadvantaged group, there is the challenge of tracking post training, integrating entrepreneurial training with technical training to prepare youth for self-employment; providing support structure in terms of product, finance and employment market linkages; technical training in

preparing labour market information and national career service.

From above it emerges that the challenge for skilling is complex given the diversity of target groups in terms of locations, geography, gender, social and religious groups; low education and skill levels. The rapid economic growth and changing technology requires youth to enhance their capacities for accessing decent jobs. This also necessitates access to education, training, and employment opportunities which continues to be determined by socioeconomic, gender, geographic locations, infrastructural facilities etc.

Interventions for Improving Education and Skills

Given that huge proportion of those in the labour market or entering the labour market do not have basic

it emerges that the challenge for skilling is complex given the diversity of target groups in terms of locations, geography, gender, social and religious groups; low education and skill levels. The rapid economic growth and changing technology requires youth to enhance their capacities for accessing decent jobs. This also necessitates access to education, training, and employment opportunities which continues to be determined by socioeconomic, gender, geographic locations, infrastructural facilities etc.

education and lack employable skills, there is need for appropriate initiatives for education and training. The measures such as Right to Education Act, 2009 and Rashtriya Shiksha Madhyamik Abhiyan aimed at reducing out of school children and improving the basic education upto secondary level. The Kasturba Gandhi Balika Vidhyalaya Residential programme aims to improve retention of girls in school. The scholarship

programmes for economically, socially disadvantaged, minority and disabled groups aims to improve the participation and retention of students from these groups in the school and complete basic education. In addition, scholarships/fellowships are provided to facilitate the pursuance of higher education for different groups.⁹ The efforts to increase female teachers, improving community involvement and construction of toilets under the Swachh Bharat Mission are some measures to improve the participation of females in education and training process. But much more needs to be done in terms of broad basing trades and sensitising community and teachers to avoid occupational segregation on gender basis. National Literacy Mission (NLM) impart, functional literacy to non-literates in the age group of 15-35 years in a time bound manner.

In the area of skill development, the programmes so far have been state driven and in some cases the industry retrains the employee to make them job competent. The need is to have demand driven skill development which meets the requirement of the industry. The National Policy on Skill Development & Entrepreneurship, 2015 envisages inclusion irrespective of any divide through equal access to skill development by marginalized groups like SCs, STs, OBCs, minorities, women, school dropouts, differently abled and those living in difficult geographical locations to enhance their employability, entrepreneurship and access to decent employment opportunities. Various targeted initiatives have been taken by the Governments both at the centre and states to address the challenges of Employability, Equal Opportunities for all; Entrepreneurship and Employment creation to address the skill requirement of these disadvantaged groups as given in Annex. The perusal of these initiatives indicates the necessity of capacity expansion, innovative delivery approaches and active participation of private sector. It also emerges that there is need to focus on

Initiatives to Address Challenges Faced by Disadvantaged in Skill Development

S.No	Name of Scheme	Particulars/Objectives of the Scheme
For School Drop-outs		
1	Craftsmen Training Scheme	The major objectives of the scheme are to: <ol style="list-style-type: none"> Provide semi-skilled/skilled workers to industry by systematic training to school leavers; and Reduce unemployment among educated youth by equipping them with suitable skills for industrial employment. The scheme is implemented through government run ITIs and private ITCs.
2	Apprenticeship Training Scheme	The objectives of Apprentice training are: <ol style="list-style-type: none"> To regulate the programme of training of apprentices in the industry so as to conform to the syllabi, period of training etc. as laid down by the Central Apprenticeship Council; and To utilise fully the facilities available in industry for imparting practical training with a view to meeting the requirements of skilled manpower for industry. Apprentice Pratsahan Yojana (APY) has been launched with the objective of Sharing of 50 per cent of prescribed stipend by the Government of India for first two years of apprenticeship training for 1,00,000 apprentices to be engaged by establishments covered under the Apprentices Act, 1961.
3	TRIFED- Skill development/upgradation and capacity building for Handicrafts/ Handlooms	TRIFED - a National level Cooperative Body under the Ministry of Tribal Affairs, Government of India, is engaged in the marketing development of tribal products and skill development/up-gradation & capacity building trainings of tribal handicraft artisans and tribal people in Skill Development & Capacity Building training of Minor Forest Produce gatherers and Training of Tribal Handicraft Artisans engaged in making Handlooms, Handicrafts, Tribal Paintings etc.
Women and Adolescent Girls		
4	Support to Training & Employment Program (STEP)	The scheme has a two-fold objective viz. <ol style="list-style-type: none"> To provide skills that give employability to women. To provide competencies and skills that enable women to become self-employed/entrepreneurs.
5	Priyadarshini scheme to organize women into effective self help group	The "Women Empowerment and Livelihood Programme in Mid Gangetic Plains" also called Priyadarshini Programme envisages holistic empowerment of 1,08,000 poor women and adolescent girls through formation of 7200 SHGs. The programme originally being implemented in six districts including four districts in Uttar Pradesh
6	SwadharGreh/Short Stay Home (Skill improvement for rehabilitation)	Under the scheme, new Swadhargreh will be set up in every district with capacity of 30 women with the following objectives: <ol style="list-style-type: none"> To cater to the primary need of shelter, food, clothing, medical treatment and care of the women in distress and who are without any social and economic support. To enable them to regain their emotional strength that gets hampered due to their encounter with unfortunate circumstances. To provide them with legal aid and guidance to enable them to take steps for their readjustment in family/society. To rehabilitate them economically and emotionally.
7	SABLA – Rajiv Gandhi Scheme for Empowerment of Adolescent Girls	The objective is to improve the nutritional and health status of adolescent girls in the age group of 11-18 years and empower them by providing education in life-skills, health and nutrition, the Government of India introduced the SABLA in November, 2010. The Scheme also aims at equipping girls with information on family welfare, health and hygiene, existing public services, etc., and to draw out-of-school girls into the formal or non-formal education systems.

8	Skill Up-gradation Training Programme for Women in 200 Border/Tribal/ Backward Districts	The programme is aimed at enhancing the vocational skills of women in the border or tribal or backward districts and also at helping them to acquire self-employment. The programme enables women participants to supplement their income in existing occupation, improve productivity and learn new skills for which there is a good demand in the market.
Rural Poor		
9	Pandit Deen Dayal Upadhyaya Grameen Kaushalya Yojana (earlier known as Aajeevika)	Aims at training 10 lakh (1 million) rural youths for jobs by 2017. The skills imparted under the scheme will now be benchmarked against international standards and will complement the Prime Minister's Make In India campaign. The Kaushalya Yojana will also address the need for imparting training to the differently-abled persons and chip in private players including international players to impart the skills to the rural youths.
10	Rural Self Employment and Training Scheme (RSETI)	Rural Self Employment Training Institutes (RSETIs) across the country as institution to mitigate the unemployment and underemployment problem among youth in the country. RSETIs are non-profit institutions established with the support of State and Central Governments. The objective of this institute is to generate self-employment in rural areas through training for capacity building and by facilitating in settlement in vocations. RSETIs are imparting comprehensive quality training in personality and skill development areas to the rural youth and it facilitates them in settlement in vocations. Settlement is facilitated by enabling the trained candidates to launch profitable micro enterprises either with or without the credit linkage from financial institutions.
Urban Poor		
11	National Urban Livelihoods Mission (NULM)-- Employment through Skill Training and Placement (EST&P)	Skill training to be provided for both Wage Employment (job placement) and Enterprise Development. <ul style="list-style-type: none"> i. Implementation in PPP mode through strong linkage and coordination with industry, technical universities / academic institutions, private skill training providers, industry approved certification and placement. ii. Identification of training needs based on city level skill gap analysis. iii. Imparting of soft skills, professional etiquettes, etc. and pre-training counselling
Minority Youth		
12	Multi Sectoral Development Programme (MSDP)	The programme aims at improving the socio-economic conditions of minorities and providing basic amenities to them for improving the quality of life of the people and reducing imbalances in the identified minority concentration areas
13	Seekhoaur Kamao	<ul style="list-style-type: none"> i. To bring down unemployment rate of minorities ii. To conserve and update traditional skills of minorities and establish their linkages with the market. iii. To improve employability of existing workers, school dropouts etc. and ensure their placement. iv. To generate means of better livelihood for marginalised minorities and bring them in the mainstream. v. To develop potential human resource for the country.
14	Parvaaz	The main objective of this program is to mainstream the minority BPL youth of the country by empowering them with education, skills & employment. It is geared towards helping the learners attain minimal education required for employability and also upgrading the necessary skills needed to step into a new world thereby graduate into their next phase of their lives.
Youth from J&K		
15	Himayat	Himayat is a placement linked skill development scheme for youth from J & K – target of covering 1 lakh youth in the next 5 years. It is implemented through competent training providers, from the private sector and non-profit organisations.
16	Udaan	The Special Industry Initiative, known as "Udaan", targets the youth of J&K, specifically graduates and postgraduates, who are seeking global and local opportunities. It aims at providing corporate India with exposure to the rich talent pool available in the State.

LWE Affected Areas		
17	Roshni	A special scheme called Roshni with separate guidelines has been launched that takes into account the peculiar situation in 27 critical Left Wing Extremist affected (LWE) districts. In particular it provides for training programs over different time periods. Currently these are for 3, 6, 9 and 12 months.
18	Skill Development in 34 Districts affected by Left Wing Extremism	The scheme is to create Skill Development infrastructure in these districts closer to the people by establishing one ITI & two Skill Development Centers (SDCs) in each district and to run demand driven vocational training courses.
North Eastern Region		
19	Capacity Building and Technical Assistance (CBTA) scheme	The scheme implemented by M/o DoNER aims to provide funding for skill development, enhancing of employability and competencies and promotion of self-employment and entrepreneurship amongst youth. For the Government sector, it seeks to enhance the knowledge and skills of mid-level functionaries for good governance.
20	Enhancing Skill Development Infrastructure in NE States & Sikkim	This scheme aims at the up-gradation of 20 ITIs in NE States and Sikkim, supplementing infrastructure deficiencies in 28 ITIs in NE States and Sikkim, and funding Monitoring Cells at Central & State Level.
SC/ST Youth		
21	Special Central Assistance to Scheduled Castes Sub Plan (SCA to SCSP)	The main objective is to give a thrust to family oriented schemes of economic development of SCs below the poverty line, by providing resources for filling the critical gaps and for providing missing vital inputs so that the schemes can be more meaningful. Since the schemes / programmes for SCs may be depending upon the local occupational pattern and the economic activities available, the States/UTs have been given full flexibility in utilizing SCA with the only condition that it should be utilized in conjunction with SCP and other resources available from other sources like various Corporations, financial institutions etc.
22	National Scheduled Tribe Finance and Development Corporation	Financial assistance in the form of grant is provided through the channelizing agencies for imparting skills and entrepreneurial development training to eligible Scheduled Tribes so as to create opportunities for employment/self-employment.
Persons with Disabilities		
23	Vocational Rehabilitation Centre for Handicapped (VRCs)	Take care of vocational rehabilitation of the handicapped person enabling him to secure suitable employment through adjustment training and skill training with a view to integrate them in the economic mainstream and make them productive citizens of the country. About 20 VRCs are functioning in different parts of the country. In order to facilitate speedy rehabilitation of the handicapped, seven Skill Training Workshops (STWs) have also been attached to seven VRCs.
24	Skill Development programmes by training institutions on disability	Ali Yavar Jung National Institute for the Hearing Handicapped (AYJNIHH), Pt. Deendayal Upadhyaya Institute for the Physically Handicapped, National Institute of Mentally Handicapped (NIMH), National Institute of Visually Handicapped (NIVH), National Institute for Empowerment of Persons with Multiple Disabilities (NIEPMD), National Institute for the Orthopaedically Handicapped (NIOH), Swami Vivekanand National Institute of Rehabilitation, Training & Research (SVNIRTAR), National Institute of Social Defence (NISD), conduct various training programme and degree courses
Entrepreneurs		
25	Self-employment Programme (SEP)	Capacity Building of entrepreneurs through Entrepreneurship Development Programme (EDP) of 3-7 days. EDP Training to be organized through RSETIs & reputed institutes.
26	Entrepreneurship Development Programs (IMC/EDP/ESDP/MDP) scheme	Entrepreneurship Development Programmes are being organized regularly to nurture the talent of youth by enlightening them on various aspects of industrial activity required for setting up MSEs. These EDPs are generally conducted in ITIs, Polytechnics and other technical institutions, where skill is available to motivate them towards self-employment.

Generic- Socioeconomically backward and educationally disadvantaged

27	Jan Shikshan Sansthan (JSS) as a component of “Scheme of Support to Voluntary Agencies for Adult Education and Skill Development”	<p>Jan Shikshan Sansthans (JSSs) are established to provide vocational training to non-literate, neo-literate, as well as school drop outs by identifying skills as would have a market in the region of their establishment.</p> <p>The Scope of Work of Jan Shikshan Sansthans (JSSs) will include the following:</p> <ol style="list-style-type: none"> i. Develop/ Source appropriate curriculum and training modules covering vocational elements general awareness and life enrichment components. ii. Wherever possible, JSS are encouraged to undertake training equivalent to courses designed by the Directorate of Adult education, National Institute of Open Schooling and Director General Employment & Training. iii. Provide training to a pool of resource persons and master trainers for conducting training as also availability of infrastructure and training – specific equipment. iv. Administer simple tests and award certificates v. Network with employers and industries for trainees to get suitable placements.
----	---	---

the outcome and not the output of the programme in terms of only number of trainees and also to converge various overlapping programmes for better result. The increased investment in education and training would have an impact on employability of workers, enhance productivity of enterprises and would lead to inclusive economic growth and social cohesion¹⁰.

Way Ahead

Ensuring retention in the school:

There is need to ensure that students complete good quality education up to secondary level. Governments both at Centre and State are providing various incentives in terms of direct benefit transfers of scholarships, hostel facilities, mid-day meal in India etc which have improved the attendance in schools. Incentives are also being provided to the parents in terms of social protection measures such as MGNREGA for income security, food security, Atal Pension Yojana, PM Suraksha Bima yojana . It is expected that these measures would incentivise parents to keep the children in school and not to send them for earning a living. The need is to oversee their implementation and to ensure that children are attending classes. This necessitates keeping track and appropriate counselling to those children who may be contemplating to dropout. To reach out to those who are in the difficult areas, it is necessary to scale up the distance learning or e-learning methods for providing at least basic education. The

National Institute for Open Schooling is a step in this direction. There is need to provide second chance to be in school. Pratham has taken an initiative in this regard. The Pratham Open School of Education (POSE) program assists girls and women who have dropped out of school to successfully complete their secondary education while acquiring life skills to make them more employable and utilizes interventions to prevent school dropouts. There is need to scale up such efforts.

Improving School Infrastructure:

Retention is also linked to the availability of adequate and appropriate school infrastructure both in terms of availability of physical infrastructure as also the human resources including female teachers. Many social and ethnic groups do not send their girls to school for want of female teachers. There is a huge shortage of teachers and more so in demographically advantageous states. For creating a good learning environment, it is necessary that good quality teachers are recruited. In India, 11 per cent primary school are single teacher schools and 40 per cent teacher positions are vacant. There is also requirement to deploy the teachers equitably in all the regions.

Linking Education, Training with the world of Work:

The need to establish link between education, training system and the world of work has been duly recognised. The introduction of vocational education

from class IX would incentivise children to remain in school and learn core skills required for work. This would facilitate linking e apprenticeship training with formal schooling. Given the preponderance of small enterprises and the fact that large demographic dividend exists in the rural areas, Apprenticeship Protsahan Yojana introduced recently will go a long way in linking the education with the world of work. Since the training requirements differ across country and the learning levels are also different there is need to have a system which addresses the requirement of the target group as also the local economy. There is need to coordinate and regulate the vocational training courses to address the requirement of different geographic region, gender and economic diversity on the one hand and with industry requirement on the other. The role of local industry is very important particularly in the difficult regions or NE region from where the people do not want to move out. The systemic reform in terms of National Skills Qualification Framework introduced in 2013 seeks to integrate general academic education, vocational education, vocational training and higher education as a comprehensive system.

Recognition of Prior Learning

(RPL): There are very few targeted interventions for the unorganised sector. Given that 84 per cent are employed in the unorganised sector and another within the organised in the formal sector, there is need

to restructure the informal training so as to certify the skills levels of workers in the sector. Although they may be having the requisite skills passed on from generations, but in the absence of any certificate they are not able to take up decent job or start a venture. The artisans and dastakars of Banaras, Chikenkari, Metal works in Chhattisgarh, and in NE may be having skills but are categorised as unskilled for want of certification. The RPL scheme needs to be scaled up. To improve skills development, employment and higher productivity of the minorities it is necessary to address barriers for their participation. There is need to involve the business associations, trade unions and employers organisations particular those operating in the informal sector.

Addressing the needs of Difficult areas through Targeted Interventions

The targeted intervention such as UDAAN, HIMAYAT, PARVAS, NAI ROSHINI, STEP UP etc have made an impact on the employability of the youth. Such targeted intervention need to be scaled up. There is need to combine training with employment and income generating opportunities as training alone is not sufficient. Scaling up of the programmes would improve the outreach and access in difficult areas (LWE affected, hilly terrain, terrorist affected). This may involve using all training opportunities and infrastructure such as public owned training institutions, private, NGOs, civil society etc.

Active Involvement of stakeholders: The skill challenge is huge and requires participation of all the stakeholders particularly employers

to address the issue of employability. They need to be involved in designing of curriculum, implementation and monitoring of training programmes etc.. Although sector skill councils are industry led bodies and are helping in different facets of skill development but they are catering to the requirement of basically the organised sector. The Trade Unions and the Employers organisation can collaborate to link education and the world of work viz. identification of forms of training, fostering school industry linkage (formal/informal), monitoring and quality control of training, sponsorship and placement. Given that skill is not aspirational the local community as also the local rural and urban bodies and civil society organisations need to be involved to inspire youth to go for vocational education.

Other Interventions: The disadvantaged groups are overlapping. There are a large number of government departments both at the centre and state which are implementing their target group specific programmes.. This creates confusion and thinly spread the resources without much outcome. There is need for inter-ministerial coordination between education and skill development and other ministries handling the targeted programme. Public private partnership needs to be used for achieving skilling at scale with speed. PPP can help in post primary education system to improve, expand, improving learning outcomes and overall efficiency through greater choice and completion. While government is investing and creating conducive conditions to enhance education and training at all levels, enterprises can provide the workplace training of their employees.

To conclude, skill development is an effective tool to overcome exclusion but it is necessary to monitor the outcome of education in terms of learning levels and training in terms of improvement in employability which would facilitate not only entry into labour market but also social inclusion.

Endnotes

- 1 Skills for Employability, Policy Brief ILO
 - 2 Of total 25.9 crore children about 3.9 per cent are either wring or have worked for some time in the labour market. In addition. 6 per cent who are marginal worker category and seeking work. There are about 1.57 per cent who are non worker but seeking work in the labour market. In addition there are 3 per cent children who are neither active in labour market nor in educational institution but are potential child labor.
 - 3 Improving Skills and productivity of disadvantaged group- David H Freedmen, (2008)
 - 4 Employment and unemployment Survey 2011-12
 - 5 Employment and unemployment Survey 2011-12
 - 6 Department of Disability Affairs, GOI
 - 7 Youth Unemployment in India, CII Economy Matters
 - 8 Improving Skills and Productivity of the Disadvantaged, ILO working paper
 - 9 Rajiv Gandhi National Fellowship for Higher education in India , National Overseas scholarship , Pre and Post metrics Scholarship; Maulana Azad National Fellowship for Minority Students etc.
 - 10 ILO Policy Brief □
- (E-mail: sunitasanghi1960@gmail.com)*

Skills Training Centers in Three Madarasas inaugurated

Skill training centers in three Madarasas located in Patna, Motihari and Kesariya in Patna, Bihar were inaugurated recently. Rs 3.60 crore has been provided to the 3 Madarasas, which will be spent on skill development of minority community. These centers are being run as pilot project and will be extended to others madarasas. They will be given certificates and loans at lower interest rates. The core objective of the scheme is to provide top quality skill training at the neighbourhood as per the demand of the market to the students who are currently enrolled with traditional educational institutions like Madarasas, Maktabs etc or have dropped out.

Under the Guidance of
ABANI KUMAR DASH



ECONOMIC

MAINS OPTIONAL BATCH

INDIAN ECONOMIC SERVICE
IES WEEKEND BATCH
& REGULAR BATCH

GS - III
COMPLETE PRE-CUM-MAINS
GS-III ECONOMY

RBI-Gr. B

Pre-Cum-Mains Batch (PHASE - I+II)

WEEKEND BATCH

REGULAR BATCH

• ONLINE TEST • SEPARATE BATCH FOR OPTIONALS



KALINGA IAS

77, Old Rajender Nagar Market, New Delhi - 110060

0-9313684458

0-9211445520

www.kalingaias.com

IAS RESULT - 2015



Rank **54th**
ADITI GARG

ECONOMICS (OPT.)



Rank **62th**
MADHVI MISHRA

ECONOMICS (OPT.)



Rank **83rd**
PARUL PATAWARI

ECONOMICS (OPT.)

INDIAN ECO. SERVICE
RESULT 2015



RUBY RANI



DILASHA VASUDEVA



ANJANA TANWAR



ABHISHEK MEENA

YE-157/2015

Skill Development of Women : Enabling Factors

Dev Nathan



...in order to promote skilling of women, it is necessary to deal with three factors that inhibit it: the lack of publicly provided child care that prevents women from remaining in the labour force during child bearing years, the extra expense that particular employers incur when they employ women and the notorious lack of safety of women travelling in public spaces, particularly at night

The question of 'Skilling India' is getting justifiable attention. But in dealing with the issue of skill development for women, it is necessary to pay attention to the factors that inhibit skill development of women; or, to put it the other way around, to promote enabling factors for the skill development of women. The point is that it is not sufficient to just increase the numbers of women who are offered training in skills. For an increase in the numbers of skilled women in the economic life of the country itself, it is necessary to deal with (1) factors that inhibit women from taking up skill training and, if they do, (2) factors that inhibit the employment of skilled women.

Why do more girls or young women not come forward to be trained in the ITIs and other similar skill training institutes? While, at the same time, there are more young women in computer (IT) training? In order to justify the cost of acquiring training, it is necessary to be able to secure a job that pays a premium over an unskilled job. Further, the young women should be able to work in that job or pursue a career in that job.

Here, we can notice a difference between women in manufacturing

and in the IT sector. In order to be able to continue working through a woman's child-bearing years, it is important for her (and her family) to be able to take care of children. In India, there is no publicly provided child care. In addition, patriarchal norms dictate that child care is the woman's responsibility. Thus, the entire burden of child care is put on women.

In the IT sector (or, in other sectors such as the legal and medical professions), where women work as professionals, their earnings are sufficient to be able to take care of the expenses of child care. In addition, many IT firms, in order to retain trained women, allow flexible working and that too, partly from home. Consequently, for such women professionals, child birth and care does not have to mean an abandonment of the professional career.

In manufacturing, on the other hand, the earnings of women workers are nowhere near the levels required to afford child care. At the same time, very few factories provide crèches. Consequently, whether working as tailors in the garments industry or as assemblers in the electronics industry, women leave the factory on having children. Some of them, as in the garments industry, subsequently take

The author is Visiting Professor, Institute for Human Development New Delhi and Visiting Research Fellow, Duke University, USA.

to poorly-paid and part-time work from home. They can combine such flexible, but poorly paid work, along with their child care responsibilities-something that is not possible with the regular hours required in factory work.

The lack of publicly or factory-provided child care is then a supply side factor that inhibits women from seeking careers as skilled workers in manufacturing, more so than in better-paid professions. In all the discussion on the declining labour force participation of women, there has been little attention paid to women's domestic, particularly child care responsibilities, as a factor inhibiting women from entering the labour force, particularly in manufacturing, which requires regular work away from the home.

What about the demand side? Why do employers not provide jobs to skilled women, when they are available? At present, the cost of employing a woman, in terms of the maternity and child care (crèche) benefits are borne by the employer. Looking to costs, an employer will prefer to employ a man, where such maternity and child care benefits do not have to be paid.

Given that it is necessary for maternity and child care benefits to be borne, is there a way of doing this in such a way that it is not a disincentive to employing women as skilled workers? A way of doing this would be to shift the extra cost of employing women away from the particular employer or firm. One possibility is for this to be borne by the government, which would mean through the tax system. Such tax-related maternity and child care costs would not fall on any particular employer, but on tax payers as a whole.

But, it can well be argued that there is no justification for tax payers, including middle class income tax payers and the whole population as indirect (commodity) tax payers, having to subsidize employers to employ women. For this reason, it would be better to have a system of

a cess or levy on employers, which could be imposed industry-wise to finance the payment of maternity and related benefits to women workers. Through a cess, the burden would fall on employers as a whole (or, on those in particular industries), but not on a particular employer employing women. Such a cess could be mandated as a levy on profit, such as the CSR expenditure of 2 per cent of profit now required by law. The point of using a cess or levy to pay for the extra costs of employing skilled women is to remove the disincentive from the level of the particular employer.

There is yet a third factor that inhibits the employment of women as skilled workers in manufacturing. In order to use equipment to the fullest, and provided there is sufficient demand for the product, factories need to work

Why do employers not provide jobs to skilled women, when they are available? At present, the cost of employing a woman, in terms of the maternity and child care (crèche) benefits are borne by the employer. Looking to costs, an employer will prefer to employ a man, where such maternity and child care benefits do not have to be paid.

full three shifts, including the night shift. But, it hardly needs repeating that India is notoriously difficult for women travelling in public spaces at night. The horrific rape-murder of the young woman training to be a pharmacist in Delhi in December 2012, was only an example of the lack of safety in public spaces, even in the capital city. Call centres and IT offices are able to somewhat overcome this constraint by providing a fleet of cars and mini-buses to transport their employees to and from work. But such an expense cannot be borne by manufacturing units where the profit margins are lower.

Even in call centres that provide transportation, in the immediate

aftermath of the December 2012 rape-murder, ASSOCHAM reported a sharp fall in women's attendance in call centres in and around Delhi. Thus, we must add women's lack of safety in public spaces, particularly at night, as yet another factor inhibiting women from being skilled workers.

It is interesting to note that Ester Boserup in her foundational study of *Woman's Role in Economic Development* (1970, New York St. Martin's Press), pointed out, "It is less convincing to argue that rules for maternity leave and for the provision of crèches prevent the employment of women, since it would be easy to shift the financial burden of these special benefits from the employer of the women who benefit from them, to all employers, independently of whether they employ women or not" (1970: 113). She goes on to say, "Where such financial equalization is not carried out, in spite of complaints of negative employment effects for the women, it may be suspected that for other and undisclosed reasons, it is thought undesirable to increase the recruitment of women for industry." In the aftermath of the horrific December 2012 rape-murder in Delhi, there were many who argued that women should not be out in public spaces at night. Instead of providing safety for women in public spaces, they asked that women refrain, or be refrained, from venturing out of their homes at night, which would, of course, inhibit the entry of women into skilled jobs and professions.

The argument of this note is that in order to promote skilling of women, it is necessary to deal with three factors that inhibit it: the lack of publicly provided child care that prevents women from remaining in the labour force during child bearing years, the extra expense that particular employers incur when they employ women and the notorious lack of safety of women travelling in public spaces, particularly at night. □

(E-mail: nathandev@hotmail.com)



VISION INDIA®

IAS Study Circle

Self Study Programme-2016

Why Self Study Programme:

Prefers Value to Volume

VISION INDIAN IAS provides opportunities for IAS aspirants — the results are steadily uniform and remarkably splendid.

Quite obviously, then, upon our mentoring, the widely-prevalent question you are likely to encounter is "how was the '**Self-Study Programme?**'"



Respected madam,

I take this opportunity to thank 'VISION INDIA' Institute for supporting me through out journey, which helped me to get AIR-30 IN IAS EXAM IN CSE, 2014.

I could not clear in first attempt due to lack of writing practice but in this attempt, I joined 'Self Study Programme' of 'VISION INDIA'. This unique programme improved my writing and helped in value addition to its and Essay. Interview programme of 'VISION INDIA' was of immense help. Students should join programme to improve their writing.

Director of Institute Mrs. Shalini Rastogi mam, Rastogi sir and all faculty of 'VISION INDIA' helped me lot for maintaining tempo and self belief.

Thanks a lot.

Ashwin A. RAVE
Rank- 30
'VISION INDIA'

A startup Culture named '**SELF STUDY PROGRAMME**' developed in Delhi's '**VISION INDIA**' has become the No. 1 learning process for preparing Civil Service Exams. This is where a group of experienced teachers are trying to change the way IAS aspirants learn and make inroads for their safety zones. The faculties found it bewildering that the aspirants/candidates were upto something, unmindful of their otherwise standards. This is a platform that would teach the entire G.S Paper Syllabus and 50+ ESSAYS through a standard writing practice session followed by UPSC - type evaluation system. And VISION INDIA IAS has designed the courses to this effect.

Moreover, the very purpose of the newly emerged programme is to ensure candidate's answers stay relevant. It has stuck with essentials of delivery and focussed on individuals's performance through one-to-one interface. A good support system is not lacking either. Costs are much lower and best to the affordability of the aspirants. Self Study Programme has already created a momentum positive to enhancing the writing skill and helped the immediate short-term process into reality.



Respected Madam,

I am very happy today having got 169th rank in CSE-2014, and I want to thank you for all the help and guidance provided in my UPSC journey especially through the 'unique' 'Self Study Programme' of 'Vision India' which improved my answer writing skills through regular tests and personalised counselling for value addition. It helped me build my confidence for General Studies and essay papers. I feel it essential for future aspirants to take advantage of self study programme of vision india library for positive study environment. I will once again thank you and Mr. Sanjay Kumar Rastogi Sir for timely help provided.

Sumit
SUMIT GARUD
02107115



AIR - 30
Gowtham Potru



AIR - 38
Lingraj Panda



AIR - 114
Shruti Pandey



AIR - 158
Sandeep Chaudhary

180 Days Class

- Daily answer writing practice, - One-to-one interface and evaluation
- 3 days/week class on contemporary issues, - Economic Survey
- Orientation classes to keep you motivated
- Coverage of trinity (ET/The Hindu, Indian Express).
- Mind maps

FOR MORE INFORMATION PLEASE CALL :

Ph. : 011-45615533, Mob. : 9990183685, www.visionindiaias.in

25/24, IInd Floor, Opp. Duke Bakery, Old Rajendra Nagar, New Delhi - 60

YE-164/2015

Building Human Capital through Skilling

Sachin Adhikari



...our primary education system has been unsuccessful in improving quality of school education being imparted at rural, government schools. These school children will be our future workforce and if the number of dropouts is so huge, we will be facing a crisis. We need an education system aligned with skills that can help students to be employable and skilled by the time they pass out

Studies reveal that India, one of the fastest growing economies in the world, will be the youngest country with over 64 per cent of its population being of the working age. With the aid of talented and employable workforce, India's demographic employability profile in 2020 will be a goldmine.

Considering the current high-paced growth and dynamic investment climate in India, the demand for resources with high levels of technical and soft skills will only increase. It is estimated that by 2015, India would require a workforce of 2.3 million employees in the IT and IT-enabled services sectors. Unfortunately, over the past fifteen years, India has produced only 1.6 million professionals which means it faces the uphill task of producing another 0.8 million in the next two years. The World Economic Forum indicates that only 25 per cent of the total Indian professionals are considered employable by the organized sector. The unorganized sector is not supported by any structured skill development and training system of acquiring or upgrading skills.

An estimated five million graduates will be passing out in India, in the year

2015, out of which only 34 per cent of them would be employable as most of them lack necessary skills required for any role in the industry. Employers are looking for candidates with developed domain specific and soft skills, which implies training alone is the key to solving the crisis of employability. A university degree alone can no longer guarantee a job in a reputed organization. Most young candidates have similar degrees and skill sets when they apply for a job, but only a few amongst them get chosen. Though knowing technical skills can help one perform better in academia and an interview, but it is the employability skills of the candidate that finally gets him the job and helps him sustain it. This is because we have transitioned in a society where technical knowledge is important but soft skills that determine how effectively one can communicate, be a team player and gain the confidence to work in the corporate environment is much more important. Here is where Transformational training can help to integrate technical knowledge and interpersonal and management skills, which can prepare students to keep pace with the growing challenges of the corporate world.

Additionally, according to NASSCOM (National Association

The author is Founder and Director of Global Success University, a Global Training, Education and an Empowerment system and Chief Mentor of Viztar International Pvt. Ltd . He has worked with Maharashtra Chamber of Commerce, Industry and Agriculture (MACCIA), Rajasthan Skills & Livelihoods Development Corporation (RSLDC), Centre for Entrepreneurship and Development (CED), Government of Gujarat in the area of skills training. He is currently authoring three books. Conferred 'The Udyog Rattan Award' in the field of Training and Development Activities across the globe and for 'Excellence' in productivity, Quality, Innovation and Management . 'Success Prism' and '360 Human Transformation' are some of his acclaimed works.

of Software Companies), each year, over 3 million graduates and post-graduates are added to the Indian workforce but only 25 per cent of technical graduates and 10-15 per cent of other graduates are considered employable by the industry. Not only does the current education system lack its focus on training young people in employability skills that can provide them with employment opportunities, but also a large section of India's labour force has outdated skills. With the expected economic growth, this challenge is going to only increase further, since more than 75 per cent of new job opportunities are expected to be skill based. The government, thus, strongly emphasizes on upgrading People's Skills by providing vocational education along with training to them.

Considering human resources will also be involved in different levels of leadership and decision-making activities, employers are aware that professional and technical skills alone cannot help achieve organizational goals and objectives. They will also need to communicate effectively within the organization with their customers and other stakeholders and therefore, a person who is better equipped in such employability skills is more likely to be hired.

There is a constant debate about whether it is possible to imbibe employability/soft skills in a person through external training, especially when one considers the fact that a person has lived with those traits all his life. It is true that the basic personality traits of a person are difficult to change but we need to understand that effective training metaphors can help strengthen the latent traits that lie in every individual.

In fact, training on soft skills/employability skills becomes all the more relevant in a country like India where the education system does not delve enough into personality development. Corporates need to have an open mindset where they are receptive to new ideas, suggestions and recommendations from the entrants

who would like to contribute and share their inputs with the team. Additionally, what is also important is the student's ability to familiarize with the corporate environment, learn the processes, understand people behavior and be a positive contributor.

Some of the traits which organizations look for in potential candidates include interpersonal skills, communication skills, and behavioral traits such as attitude, motivation, time management, leadership skills and social grace. To be employable, students should participate in trainings which helps build employability skills parallel with their formal education so that they are ready for their professional roles when they pass out from their educational institutes.

training on soft skills/employability skills becomes all the more relevant in a country like India where the education system does not delve enough into personality development. Corporates need to have an open mindset where they are receptive to new ideas, suggestions and recommendations from the entrants who would like to contribute and share their inputs with the team. Additionally, what is also important is the student's ability to familiarize with the corporate environment, learn the processes, understand people behavior and be a positive contributor.

'Transformational training' can help bridge this gap and prepare organizations to keep pace with the growing challenges of the corporate world. Such training has a 360 degree approach and aims at developing its trainees from within and equip them with employability skills.

One of the most important factors of soft skill development training is that they can help one be a better person, which reflects in all aspects of

his life whether professional, personal or social, culminating in career growth and success.

Considering that vocational training or any skill initiative cannot succeed in isolation from education, the recently released ASER report clearly shows how our primary education system has been unsuccessful in improving quality of school education being imparted at rural, government schools. These school children will be our future workforce and if the number of dropouts is so huge, we will be facing a crisis. We need an education system aligned with skills that can help students to be employable and skilled by the time they pass out. At the same time, the quality and ratio of trainer/teachers need to be at par, who can build interest and knowledge in their candidates.

Globalisation and trade liberalisation in India have led to a series of changes in the Indian labour market. The direct consequences are the inflow of technology, encouraged by the economic reforms, and its impact on the growth of a skill-based workforce, opening up a whole new window of opportunity even for the small enterprises in the informal sector. Skills are a method of improving human capital, which ensure income security to the workers, particularly for the poorly educated workers in developing countries such as India, and therefore a key to enriching this huge workforce which can directly and indirectly help boost the market.

The term "informal economy" refers to all economic activities by workers and economic units that are—either in law or in practice—not covered or insufficiently covered by formal arrangements. In developing countries, informal labour force is primarily comprised of self-employed people working from home or street-vending. They have neither official nor permanent places of business. Experts agree that in most developing countries, the informal economy is a crucial economic force for the foreseeable future.

The present generation is born in the age of technology and will respond much better if internet and M-learning are used as tools of learning. These technologies have high portability, small size and low price, and can reach out to large numbers at once. If mobile applications can be developed to make learning possible through personal phones, it is the easiest and cheapest way to educate millions of youth across the globe.

The National Commission for Enterprises in the Unorganized Sector (NCEUS), an advisory body of the government, was set up in 2004 to bring about improvement in productivity in this sector by generation of large-scale employment opportunities on a sustainable basis, particularly in rural areas. India currently has 59 million enterprises that provide work to 127 million people, of which 17 million new enterprises have been added since 2005.

The informal segment of the workforce is defined by a number of common characteristics: On limited professional skills, low incomes, low productivity and low capital investment. Developing new marketable job skills through education and training can disrupt cyclical poverty by increasing productivity and job opportunities in the informal economy and workers' formal-sector employability. Thus, it is important to train this group to optimise their productivity and uplift the nation.

Increasing informal economy productivity requires a holistic approach by raising informal workers' education and skill levels. However, merely investing in workforce programmes doesn't necessarily result in greater productivity. It is not that the current population is not receiving any training or education, but where they may be going wrong is that they focus solely on technical skills without integrating non-cognitive or soft skills. Across industries, skills to communicate effectively, organise efficiently, and solve unanticipated problems are desired, and often required, in a valuable worker. Employers often

National Policy for Skill Development and Entrepreneurship 2015

National Policy for Skill Development and Entrepreneurship 2015 supersedes the policy of 2009. The primary objective of this policy is to meet the challenge of skilling at scale with speed, standard (quality) and sustainability. It aims to provide an umbrella framework to all skilling activities being carried out within the country, to align them to common standards and link skilling with demand centres. In addition to laying down the objectives and expected outcomes, the policy also identifies the overall institutional framework which will act as a vehicle to reach the expected outcomes. Skill development is the shared responsibility of the key stakeholders viz. Government, the entire spectrum of corporate sector, community based organizations, those outstanding, highly qualified and dedicated individuals who have been working in the skilling and entrepreneurship space for many years, industry and trade organisations and other stakeholders. The policy links skills development to improved employability and productivity in paving the way forward for inclusive growth in the country. The skill strategy is complemented by specific efforts to promote entrepreneurship in order to create ample opportunities for the skilled workforce.

find these skills lacking in the pool of potential workers.

Embedding new skills in a widely varied workforce is crucial for determining how productivity growth can translate into employment growth, and for whom. Developing human capital in the informal economy requires highly effective, market-driven education and training programmes.

Employers should articulate their own needs to ensure that their labour demand is correctly aligned with the newly-trained workforce supply. Complementary education and training programmes include school-based education, on-the-job learning, and learning through non-governmental and for-profit private training centres.

Raising skill levels of informal economy workers can contribute to economic growth and wealth creation. But merely investing in workforce programmes doesn't necessarily result in greater productivity. The effects skill development can have on the productivity of informal workers cannot be separated from other changes in their economic environments.

The National Skill Development Agency has been partnering with several organisations to coordinate various disorganized training efforts of

different ministries, state governments and industry. Skilling and placement targets have been set at aggregate and sectoral levels and a robust national tracking system is in place.

The goal of Skill India is to create opportunities, space and scope for the development of the talent of Indians and identify new sectors for skill development. It aims to provide training and skill development to 500 million youth by 2020.

We have to design training programmes on the lines of global standards so that the youth of our country can not only meet the domestic demands, but also of other countries such as the US, Japan, China, Europe and those in West Asia.

However, it is not that we do not have any skill development programs. The government has always considered skill development as a national priority but earlier, the emphasis was on traditional jobs whereas Skill India will now focus on all kinds of jobs. Structurally, also the government has made changes for instance; earlier the responsibility was divided among various ministries but this time, these are being clubbed together, only to make the system more efficient and transparent. □

(E-mail: mehjabeen.sajid@viztarinternational.com)

Skill Development for Tribal Youth in India: Existing Status and Future Strategies

*Rajendra Singh Gautam
Navin T and Shashank Singh*



The skill development programme of tribal youth should include all four aspects of skill viz., Life skills, Enterprise /Management development, Technical skills and Practical training. The skill development programme should give adequate stress all four aspects of skill development

Government of India has accorded high priority to promote skill development from the last decade with launching of various initiatives. Based on an empirical study, the paper argues that despite the affirmative actions by various stakeholders, the skill development policies and institutions have not been able to address the specific and diverse needs of Scheduled Tribes which could translate to their sustainable livelihood. It recommends adopting a multi-pronged approach to address the skill development needs and aspirations of tribal youth aimed at:

- Expanding the existing livelihood system by tapping potential livelihood activities i.e., agriculture, horticulture, livestock, fisheries, non-farm enterprises, forestry, etc.
- Focus on 'employment' – building skills for the job market outside and rural non-farm sector (RNFS), and;
- 'Enterprises' – nurturing self-employed and entrepreneurs (for micro-enterprises) for promotion of individual and group enterprises.

Scheduled Tribes (STs) are poorly placed in human development indicators. As per 2011 Census, the literacy rate among ST is 59 per cent, with male literacy being 68.5 per cent and female literacy rate being 49.4 per cent which is much lower than other communities. There is high level of

school dropout rate and educational levels also continues to be low among tribal communities. This places huge burden on tribal youth who end up taking traditional occupations and low skilled occupations. Though the changes taking place in the economy is throwing up the need for skilled workforce, ST communities have not been able to benefit from the same. The country needs to benefit from demographic dividend which is more so in the case of ST communities.

Tribal youth in India are at a crossroad. Tribals used to be dependent on the triad of natural resources *Jal, Jangal, Jameen* (water, forests and land) which are either depleting or being expropriated, thus adversely affecting the lives and livelihoods of tribals. They are confronted with a situation whereby they need to adapt to the changes in the mainstream economy which creates stresses and strains on their way of life. The resource base and the socio-cultural heritage of the tribal population is eroding through a combination of attempts at commercial exploitation of resources and misguided development interventions.

While the forces of economic and socio-cultural change are disrupting the tribal way of life, this has not been accompanied by efforts to prepare the tribal youth to cope with the changes. The aspirations of tribal youth are rising in the midst of expanding

Rajendra Singh Gautam, Navin T. & Shashank Singh are associated with Institute of Livelihood Research and Training Associate Dean and Senior Faculties.

economic opportunities, but they find it quite challenging to achieve most of those aspirations mostly due to lack of skills and non-existent access to capital. As a result, this segment of the population is getting further marginalised.

Vocational education holds a promise to tackle the problem of tribal youth unemployment. Skill development got an impetus in the 11th and 12th Five Year Plans. Beginning with National Skill Development Policy 2009 to the recently announced National Policy for Skill Development and Entrepreneurship, skill development focus of Government of India has increased. The National Skill Development initiative aimed to target 500 million people by 2022. The policies aim to create pro-skill environment, employability and help in securing 'decent work'. National Skill Development Corporation (NSDC) and National Skill Development Authority (NSDA) were created to play pivotal roles in pushing skill development programs.

The existing employment generation programmes such as MGNREGA, SGSY, SJSRY, PMEGP, NRLM, NULM, ASDP, IWMP and STEP-UP are also being organically linked with skill development programmes to enhance their effectiveness, efficiency and impact. For certification and accreditation, Sector Skill Development Councils have been created and industry associations are being roped in. The Skill Development Initiative Scheme (SDIS) was launched with an intent to provide certification in Modular Employability Skills (MES). Region specific skill development efforts were launched for North-East, Jammu & Kashmir and left wing extremism (LWE) affected areas. Industry initiatives are being encouraged under public-private partnership (PPP) model. Each of the line departments has its own skill initiatives and targets.

In this backdrop, Ministry of Tribal Affairs, Government of India

and the United Nations Development Program (UNDP) commissioned a study "Skill Development for Tribal Youth" to Institute of Livelihood Research and Training and BASIX Academy for Building Lifelong Employability (B-ABLE). The study sought to understand the contribution of central and state schemes in contributing to skills development of tribal youth; constraints in accessing these and possibilities for enhancing employability opportunities for tribal youth through designing skill development programme and schemes.

Methodology

The study was empirical in nature which followed both quantitative and qualitative approach for in-depth

The aspirations of tribal youth are rising in the midst of expanding economic opportunities, but they find it quite challenging to achieve most of those aspirations mostly due to lack of skills and non-existent access to capital. As a result, this segment of the population is getting further marginalised.

investigation and analysis of various aspects related to skill development of tribal youth. For understanding macro-perspective, the entire country was chosen as universe of the study while for understanding micro dynamics, Chhattisgarh state was selected. The study was conducted in three phases i) Consultation and interviews with national level stakeholders for understanding macro perspective in terms of policy, schemes and programmes of skill development in the country especially in tribal areas ii) survey and interview of 480 youth (both male and female) between age group 13 to 30 years¹ from 240 households of 24 Gram Panchayats / villages from 12 blocks of 6 districts of the Chhattisgarh state and iii) study of various skill development models evolved by different agencies viz.

government and non-government to assess their suitability for the tribal youth.

Key Findings of the Study

Low levels of education - The study showed low levels of education of tribal youth. Out of 480 youth, only a little more than a quarter (27.6 per cent) of tribal youth are able to move beyond high school education. Two-third tribal youth dropped out due to family problems and financial difficulties.

Poor employment status with engagement in unskilled work - The tribal youth are mostly engaged either in traditional or unskilled work. Two-third are engaged as cultivators and workers more so in the case of females. About three-fifths (59 per cent) were engaged as unskilled workers. This automatically meant engagement in insecure, informal, low and irregular income employment. About half (49 per cent) are into work on daily basis, 20 per cent on temporary basis and one-eighth (14 per cent) on short term basis.

Low access to skill training - Access to skilled training was very limited. Only one-ninth (11 per cent) received some form of skill training half (52 per cent) of which were from non-formal players. Only 15 per cent of those who received skill training had a formal ITI certification.

Aspirations incommensurate with existing status - While the existing position of tribal youth seemed to be poor, however, their aspirational levels tended to be towards seeking social mobility. Half (49 per cent) youth aspired for higher education — college graduation and above. About one-ninth (11 per cent) prefer professional education. This showed a preference for white collar jobs among tribal youth.

The study also showed preference of tribal youth for regular / permanent employment. About half (52 per cent) preferred salaried employment and a quarter (26 per cent) preferred self-employment. About nine-tenth (89

per cent) preferred employment in government.

Service sector skills – a preferred choice - In relation to preference for skill training, about one-sixth (17 per cent) preferred training in computers, one-sixth (16 per cent) in textile related skills, driving and civil construction (4 per cent each), health, electrical and mechanical (2 per cent each). Overall, about a quarter (24 per cent) preferred green skills such as agriculture, agri-allied activities, and forestry and NTFP based skills. The female youth largely preferred green skills because of their higher engagement in such activities.

Preference for skill training – to be done locally with subsidy support Around half (50 per cent) prefer training within the village/cluster and another three-tenth (31 per cent) within the block. In terms of willingness to pay for skills training, two-fifth (44 per cent) opted joining a course without fees payment. About one-third (34 per cent) are not willing to pay more than Rs. 1,000.

Conclusion and Recommendations

The tribal youth is lowly educated, unskilled and engaged in unskilled/semi-skilled and low paying occupations. However, tribal youth aspire to be engaged in skilled occupations with better employment terms, higher wage rates, better working conditions, etc. They prefer to become skilled so as to get better employment or self-employment opportunities.

The study recommended for a comprehensive programme for skill development of tribal youth to:

- address youth livelihood aspirations;
- promote entrepreneurial activities in tribal areas;
- address industry demand for skilled workforce, and;
- address Government of India intent in skilling tribal youth for better employability.

The study shows that there are four major sectors in which employability

opportunities are arising² in the tribal areas and therefore require skill development among tribal youth.

Green sectors - This is a predominant sector in the tribal areas which is pursued by large portion of tribal population for livelihood. Green sectors includes -sustainable agriculture, floriculture, organic production, horticulture forestry, animal husbandry, renewable energy production and distribution, waste management and eco-tourism. These are the growth sectors of the future and are also sustainable.

Grey sectors – This is the second largest employer of tribal youth. The grey sector largely includes non-farm sector such as manufacturing of agricultural implements, furniture making, handlooms, wooden art, metal art, construction, transportation, and related activities.

Go-anywhere service sectors such as electrician, plumber, mason, carpenter, IT-enabled services, telecom, financial and distance educational services, etc., can be adopted particularly in tribal area wherein the tribal communities have progressed significantly socio-economic and educationally.

Service sector – Is growing rapidly in tribal areas too with growth of Indian economy. The service sector can be sub-divided into **Geo-local service sectors**, which are services provided at a specific point such as repairs, hotel & restaurant, retail trade, transport service, healthcare, tailoring, fabrication, leather work, beautician, hair cutting, catering, screen printing, photocopy, videography, etc., and the **Go-anywhere service sectors** such as electrician, plumber, mason, carpenter, IT-enabled services, telecom, financial and distance educational services, etc., can be adopted particularly in tribal area wherein the tribal communities have progressed significantly socio-economic and educationally.

Multi-pronged strategy is required to promote skills among the youth. Following key strategies are suggested for skill development of tribal youth

- Awareness generation about vocational education and labour market among the tribal youth. In addition, orientation and induction of tribal youth on skill development and employability through organizing awareness camps/sensitizing workshops/achievement motivation trainings. This initiative needs to be started at high school level.
- Need to evolve various models of skill development such as full or partial subsidy based/revenue based, residential and/or outreach training, long and short duration vocational courses and so on to cater to the needs of different segments of tribals and sectors of livelihoods.
- Collaboration with existing government ITIs and private Vocational Training Institutions (VTIs)/ Vocational Training Providers (VTPs) for optimum utilization. The collaboration could be done for co-creating modules and co-offering the same while utilizing the existing infrastructure. Along with technical education, focus should be given on improving the soft and life skills (communication, attitudes, and behavioural aspects etc.).
- Establishing new VTIs at block and cluster levels in tribal areas under PPP model. External accreditation and certification of the courses to be ensured through external agencies.
- Diversification in present courses in terms of increasing options - green skills, grey skills and service sector skills in selecting trades based on demand of labour market and local economy.
- Building a resource pool of vocational trainers who are sensitized to tribal culture and customs. In addition, build a cadre of vocational trainers from within educated tribal youth who will be

more acceptable to tribal youth in the process of imparting skills.

- Use of ICT for vocational education and for support for employment and self-employment that will help in wider outreach.
- Leveraging existing government schemes for youth skill development and employability,
- Sensitizing the industries and their associations and promoting interface between them and VTIs through creating Employment Exchange Forums in tribal areas to provide employment to skilled youth,
- Assured post training job placement and handholding for establishing micro-enterprises so as to ensure greater employability of the tribal youth.

The skill development programme of tribal youth should include all four aspects of skill viz., Life skills, Enterprise /Management development, Technical skills and Practical training. The skill development programme

should give adequate stress all four aspects of skill development.

For designing of syllabus and course content, it must be prepared jointly by the educators and the industry together and should be regularly updated. There is a need to create balance among various aspects of skill development viz. technical skills, managerial skill, soft skills and life skills based on the nature of the occupation.

Readings

1. Census 2011
2. <http://dget.gov.in/publications/appren/welcome.html>
3. <http://labour.nic.in/act/welcome.html>
4. Karegouda, M. & Thakur, J. (2013). The status of Scheduled Tribe in India: Problems and Prospects. *Indian Streams Research Journal*. 3(6) Retrieved on November 28, 2013 from <http://www.isrj.net/UploadedData/2710.pdf>
5. National Sample Survey Organization (NSSO) Report: *Status of Education and Vocational Training in India 2004-2005* (Report no.517, 61/10/03). India:

Ministry of Statistics and Programme Implementation.

6. Planning Commission, Draft Report of Working Group on Higher Education, 11th Five Year Plan, Government of India;
7. Skill Development Landscape in India and implementing Quality Skills Training, ICRA Management Consulting Services Ltd., August 2010
8. Skills Development – Sector Profile, FICCI
9. Third Annual Report to the People on Employment, 2012, MoLE, Govt of India

Endnotes

- 1 Under the new youth policy of Government of India (2012), the male and female under age group 13 to 35 years are considered as youth. The same age group is considered as youth under present study.
- 2 This fourfold classification was posited first by Vijay Mahajan, Chairman of BASIX Social Enterprise Group in “Livelihood Strategy for Sikkim”, 2011

(E-mail: rajendrasingh.gautam@iltindia.org)

CALL FOR ENTRIES

छठवाँ राष्ट्रीय विज्ञान फिल्मोत्सव एवं प्रतियोगिता

6th National Science Film Festival & Competition

9th to 13th February 2016

Venue : Nehru Science Centre, Mumbai

Films on science, technology, environment and health are invited

Golden, Silver & Bronze Beaver Awards up to ₹1 Lakh

CATEGORIES OF FILMS

- A** Films made by government and non-government organisations / media channels
- B** Films made by individual/ independent film makers
- C** Films made by students pursuing degree/diploma level courses in any subject
- D** Films made by students studying in class VI to XII
- E** Films made in association with companies overseas/ international and/or by the production houses from other countries

Awards for Technical Excellence

- Graphics/Animation/Special Effects
- Sound Recording and Design
- Cinematography
- Editing

Special Jury Awards considering

- Film to promote scientific temper
- Film on innovation

Last Date for Submission : 30th November 2015

For more details & online registration Please visit www.vigyanprasar.gov.in

Vigyan Prasar,
An autonomous organisation under the
Department of Science & Technology, Govt. of India
A-50, Sector-62, Noida – 201 309 (U.P.)
Tel. : +91 120 240 4430, 240 4435, Email: nsff2016@gmail.com

National Council of Science Museums
Ministry of Culture, Govt. of India
33, Block GN, Sector V,
Bidhan Nagar, Kolkata,
West Bengal - 700 091

The Collected Works of Mahatma Gandhi available in Electronic Version

The Collected Works of Mahatma Gandhi (CWMG), a set of 100 volume books, running into over 55,000 pages, are now available in an electronic version to ensure easy accessibility for people across the globe. This e-version (eCWMG) was launched by Shri Arun Jaitley, Minister for Information and Broadcasting, Finance and Corporate Affairs on September 8, 2015, in the presence of Col. Rajyavardhan Rathore (Retd.), Minister of State for Information and Broadcasting at Gandhi Peace Foundation, New Delhi.

The Minister also initiated the uplink of this e-version on the Gandhi Heritage Portal, which is maintained by Sabarmati Ashram Preservation and Memorial Trust with the support of Ministry of Culture, Govt. of India.

Speaking on the occasion, Shri Jaitley said that the digitized version of the Collected Works of Mahatma Gandhi would be instrumental in preserving the valuable national heritage and disseminating it for all humankind. Emphasising on the intrinsic value of the e-CWMG Project, Shri Jaitley added that this project has the collaboration of institutions that have been founded and nurtured by Gandhiji himself. Shri Jaitley also announced that the Hindi version of this monumental work, the Sampurna Gandhi Vangmaya, would be digitized soon.

In September, 2011, Publications Division entered into an MoU with Gujarat Vidyapith, Ahmedabad for bringing out the electronic version of CWMG. A Committee comprising of eminent Gandhian experts - Prof. Sudarshan Iyengar, Former VC of Gujarat Vidyapith (GV), Ms. Dinaben Patel, an eminent Gandhian scholar and Shri Tridip Suhru, Director, Sabarmati Ashram Preservation and Memorial Trust (SAPMT) - supervised this meticulous work and ensured its authenticity in all respects.

The Collected Works of Mahatma Gandhi (CWMG), published by the Publications Division during 1956-94, is a monumental document of Gandhiji's words which he spoke and wrote, day after day, year after year, beginning with the year 1884 till his assassination on January 30, 1948. In this series, Mahatma's writings, scattered all over the world, have been collected and constructed with stringent academic discipline.



Shri Arun Jaitley, Hon. Minister for Information and Broadcasting, Finance and Corporate Affairs, launches the e-Version of the Collected Works of Mahatma Gandhi, and initiates its uplink on the Gandhi Heritage Portal. Col. Rajyavardhan Rathore (Retd.), Minister of State for Information and Broadcasting and Ms Dinaben Patel, renowned Gandhian scholar were also present.

Published on 23 September 2015
Posted on 25-26 September 2015

Regd. No. RNI 949/57
Licenced U(DN)-56/2015-17 to post without
pre-payment at RMS, Delhi (Delhi Post
Postal Regd. DL(S)-05/3230/2015-17
No. Pages 76



UPKAR'S

BANK

Just Released

Based on New Syllabus

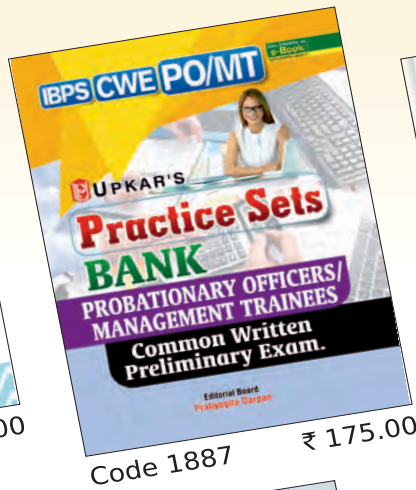
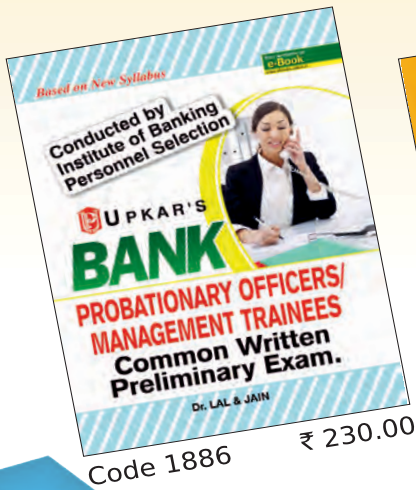
PROBATIONARY OFFICERS/ MANAGEMENT TRAINEES Common Written Preliminary Exam. (Including Solved Model Papers)

It Includes :

English Language

Quantitative Aptitude

Reasoning



Conducted by
Institute of Banking
Personnel Selection

IBPS PO/MT



UPKAR PRAKASHAN
(An ISO 9001:2000 Company)

2/11 A, Swadeshi Bima Nagar, Agra-282 002. Ph. : 4053333, 2530966, 2531101; Fax : (0562) 4053330

E-mail : care@upkar.in

Website : www.upkar.in

New Delhi 23251844/66 • Hyderabad 66753330 • Patna 2673340 • Kolkata 25551510 • Lucknow 4109080 • Haldwani M. 7060421008