

Assessing and Exploring Effectiveness and Scope of Skill Programmes for Rural Youth in Udaipur District, Rajasthan

By

Shaily Jain

*Dissertation submitted for the partial fulfillment of the
MBA Rural Management*

Academic year, 2016-2018



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TO WHOMSOEVER MAY CONCERN

This is to certify that **Shaily Jain** student of MBA Rural Management from The IIHMR University, Jaipur has undergone dissertation at **Ajeevika Bureau, Udaipur** from **5th Feb 2018** to **4th April 2018**.

The Candidate has successfully carried out the study designated to her during dissertation training and her approach to the study has been sincere, scientific and analytical.

The dissertation is in fulfillment of the course requirements.

I wish her all success in all his future endeavors.



Dr (Col) Ashok Kaushik

Dean, Academics and Student Affairs

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Prof. Rahul Ghai

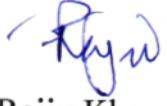
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TO WHOM SO EVER IT MAY CONCERN

This is to certify that Ms. Shaily Jain D/o Mr. Padam Chand Jain residing at Nai Anaj Mandi, Hanumangarh Junction (Raj.), was associated with Aajeevika Bureau from February 06, 2018 to April 04, 2018 in fulfillment of her dissertation work.

During her tenure Shaily proved to be a sincere and hardworking colleague and supported our research and operation work with migrant community in Gogunda block.
We wish her the best for her future endeavors.

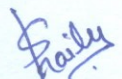

Rajiv Khandelwal
Executive Director



Date: May 19, 2018

CERTIFICATE BY SCHOLAR

This is to certify that the dissertation Assessing and Exploring Effectiveness and Scope of Skill Programmes for Rural Youth in Udaipur District, Rajasthan, submitted by **Shaily Jain** Enrollment No- **IIHMR-U/03/2016-18/0016** under the supervision of **Prof. Rahul Ghai** for award of **MBA in Rural Management** of the University carried out during the period from **5th February 2018** to **4th April 2018** embodies my original work and has not formed the basis for the award of any degree, diploma associate ship, fellowship, titles in this or any other institute or other similar institution of higher learning.



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This is to certify that all the ethical issues have been considered while collecting data for my dissertation titled **“Assessing and Exploring Effectiveness and Scope of Skill Programmes for Rural Youth in Udaipur District, Rajasthan.”**



SIGNATURE

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I, Shaily Jain, the student of **IIHMR University (Jaipur)** extremely grateful to “**STEP Academy**” for their confidence in me and entrusting my project entitled “**assessing and exploring effectiveness and scope of skill programmes for rural youth in Udaipur district, Rajasthan**” with special reference to **Ajeevika Bureau**.

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Shaily Jain

ACRONYMS AND ABBREVIATIONS

MORD	Ministry of Rural Development
MHRD	Ministry of Human Resource Development
NSDC	National Skill Development Corporation
RSLDC	Rajasthan Skill and Livelihood Development Corporation
LMIS	Labour Market Information System
NOS	National Occupational Standards
NSQF	National Skills Qualifications Framework
NSDA	National Skill Development Agency
NSDF	National Skill Development Fund
SSDMs	State Skill Development Missions
ITI	Industrial Training Institutes
VTPs	Vocational training Providers
ATIs	Advanced Training Institute
RVTIs	Regional Vocational Training Institute
NVTIs	National Vocational Training Institute
STAR	Standard Training Assessment and Reward
RISE	Revitalising Infrastructure and Systems in Education
PMKVY	Pradhan Mantri Kaushal Vikas Yojana
SSCs	Sector Skill Councils
NCVT	National Council on Vocational Training
SCVT	State Council for Vocational Training
BPO	Business Process Outsourcing
RSETI	Rural Self Employment Training Institutes
CIPET	Central Institute of Plastics Engineering and Technology
DDU-GKY	DeenDayal Upadhyaya Grameen Kaushalya Vikas Yojana
VTP	Vocational Training Program under the Skill Development Initiative Scheme
ELSTP	Employment Linked Skill Training Program

GST	Goods and Services Tax
FGD	Focus Group Discussions
COPA	Computer Operator and Programming Assistant
NGOs	Non-Government Organisations
ICICI	Industrial Credit and Investment Corporation of India
ILO	International Labour Organisation
PPP	Public Private Partnership
SSE	School Of Social Entrepreneurship
TISS	Tata Institute of Social Sciences
NMIMS	NarseeMonjee Institute of Management Studies

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EXECUTIVE SUMMARY

This study is an attempt at exploring the issues and challenges of rural youth in creating sustainable livelihood options for them. Skills and more specifically marketable skills refer to those set of attributes which a person can gain in his/her life and can opt it as his/her livelihood option. The main purpose behind planning the Skill India mission and its associated policy framework is to enable the creation of a skilled work force while in a manner that equity, dignity and quality is achieved thus realizing the vision of inclusive social development. The design and implementation of programmes and projects originating from these policies remains an uphill challenge to be engaged with.

The brief study maps -the existing skills, benefits, challenges and gaps in achieving the Skill India mission. As government, non- government and private players are actively involved in this mission to fill the skill deficit gap in India the design and implementation processes of these different programs and projects is closely studied.

This study specifically focuses on the condition of interior villages; skill training processes and skill training centres in Udaipur district as well the perspective of various respondents (say the trainers, trainees, service providers, school and college students, dropouts, low-graded working class). It focuses on understanding the existing skill sets, processes and gaps, exploring new skill set and options, etc. The main purpose behind this is to gather information, understanding and perspective of each stakeholder including service providers (government, non government and private players), trainers, trainees and rural youth. It's mainly done to explore the existing skill framework and providing additional or new concepts of skills that may need to be included within the existing skill framework.

Issues and challenges which youth faces in the rural areas as well as during trainings are understood, say, child marriages, lack of awareness about skill trainings, child labour, drop out from education, lack of standardisation in education system, child and male migration, no

self-realization, lack of empathy among service providers, no or less land holdings, lack of livelihood options in interior villages, more focus on quantity rather than quality, etc. which result in the low retention rate in skill trainings, fraud, health issues, intra and interstate migration, lack of social security, low graded profession, security decline in life expectancy, indebtedness, poverty trap, etc. These issues and challenges in the processes of skills and trainings are not only seen in Udaipur; seen in every district and state of the country.

The analysis shows that the major loophole in skill trainings is lack of forward and backward linkage which is ultimately responsible for the lack of sustainability and loss of dignity in the life of the beneficiary and poverty remains the big constraint in acquiring skill trainings. The dominance of urban skill sets on rural world is the major challenge and constraint, as it is ultimately generating the market demand for low-skilled work rather than catering the demand of the demography or society as a whole.

To provide suggestions or solution to the challenges, it is necessary to plan and design a realistic and multi-dimensional strategy which will help in achieving the broad objective of skilling India. It may include some forward and backward linkage along with skill trainings say, self- realization sessions, group entrepreneurship, segmenting skills under single system, new skill sets keeping rural context in mind, etc. Unless options are explored according to the social needs of the major workforce which are in the informal economy, the challenges will remain the same way.

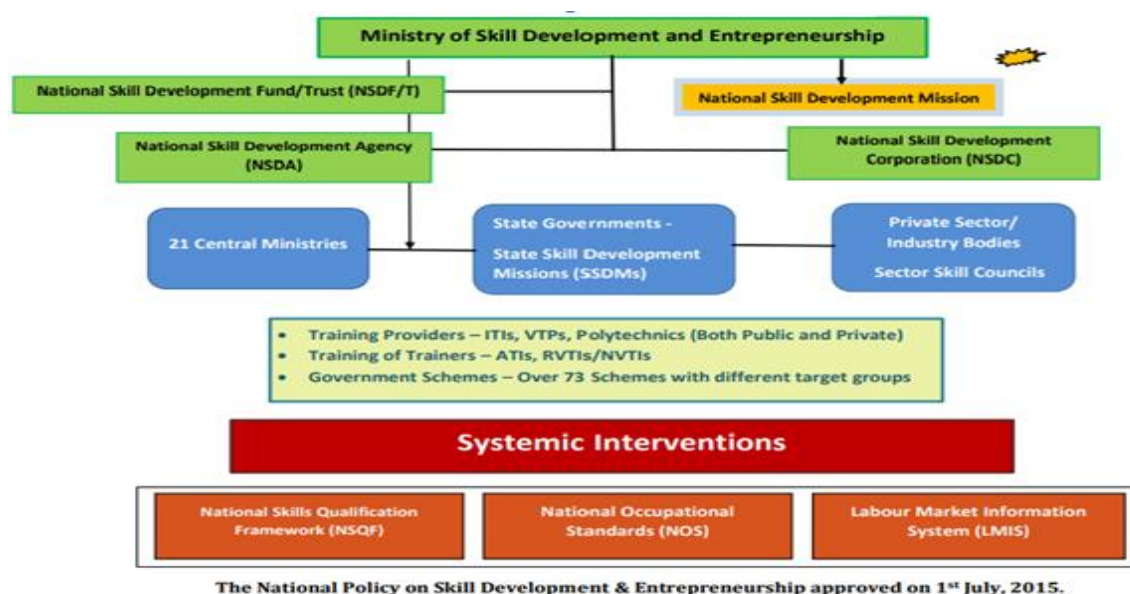
So, there is a great need to revise and re-plan the whole skill sets according to the rural and unskilled population to bring sustainability and dignity in their lives.

CHAPTER 1- INTRODUCTION

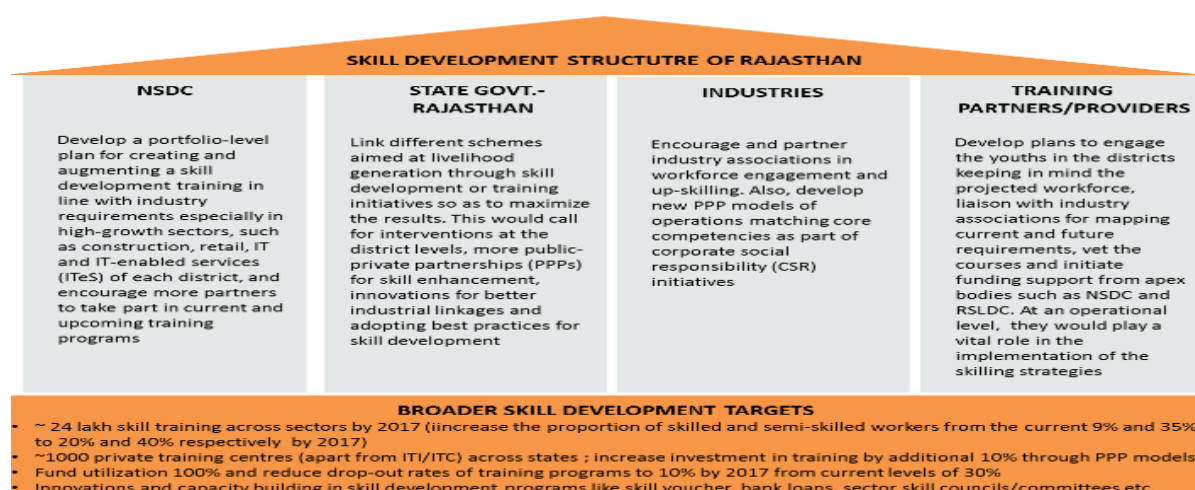
‘**Skills**’ refers to those set of attributes which a person can gain with time and available resources and uses it to enhance his/her income and livelihood options and ‘**Marketable skills**’ commonly refers to any skill/expertise/ability that has a market value, i.e. which has the potential of being utilised, either in the present or near future, for generating income/employment. If we see the broader picture, India’s demographic dividend can only be beneficial when they will be seen as citizens having equal opportunities and not only as a cheap labour pool for fuelling our urban growth. Not to compromise with dignity and respecting their choices must be a guiding principle of state program or policy. As skills can be seen with various dimensions, i.e. it can be considered as a linkage between general education and vocational education. Skilling a person on a specific skill doesn’t mean creating the best livelihood option unless it is sustainable and help in living dignified life.

With reference to **India** the following is the framework that is used to plan design and implement skill programs and initiatives.

SKILLS DELIVERY FRAMEWORK



Rajasthan is a state which presents a unique combination of geographical and cultural diversity. It is different from various other states on the basis of various socio- economic dimensions say, population, literacy, population density and sex ratio. Accordingly, the skill sets are designed keeping in mind the following factors. There is a proper structure which is implemented when skills are imparted among youth in the state. Not only the government but also the private players and non-government organisations have been seen participating in this initiative of skilling youth.

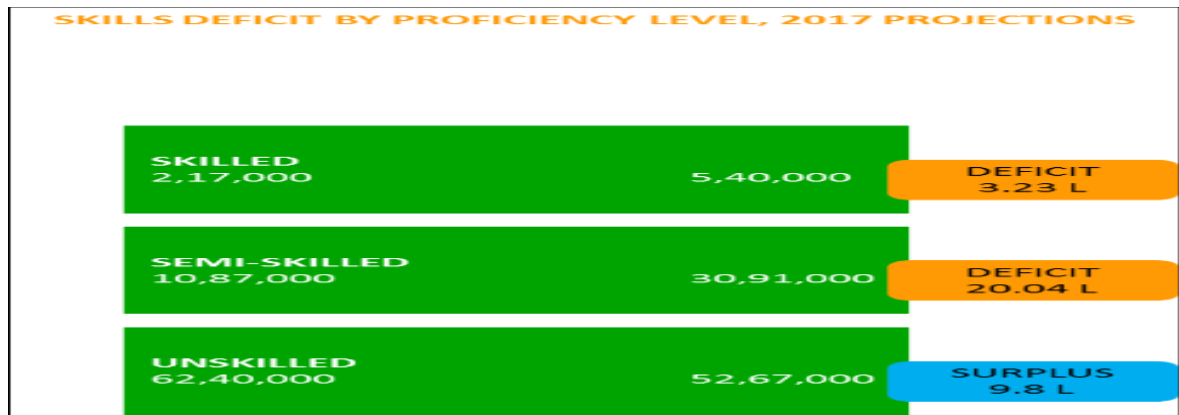


Source: Rajasthan Skill Gap report (2012-2017, 2017-2022), NSDC, January 2013.

There are various programmes and schemes which are implemented in the state (say, RSLDC, STAR, RISE, PMKVY, etc.) to cope with the situation of skill deficit, as there are surplus of people engaged in unskilled work and deficit found in the supply of semi-skilled and skilled worker. So there is a great need to enhance capabilities of people, to reduce unemployment and enhance the standard of living.

Accordingly, projection on the basis of surplus (unskilled) and deficit (semi-skilled and skilled) of workforce in Rajasthan is shown below:

PROJECTED WORKFORCE DISTRIBUTION BY 2017



Source: Rajasthan skill gap report (2012-2017, 2017-2022), NSDC, January 2013.

Udaipur is a very beautiful city. But the interior rural areas of the city have pitfalls. Majorly these include practices of child marriages leads to health issues and financial burden, child migration leads to child labour and school dropouts etc. Ultimately these issues aggravate underutilisation and exploitation of the productive age group of the economy. Government as well as Non- Government programs are there to develop skills sets among youth so that the underutilised workforce can be fully utilised which ultimately leads to the development at micro as well as macro level.

SKILLING INDIA ECO-SYSTEM

Key Bodies	Enablers	Implementing Bodies	Beneficiaries
• Ministry of Skill Development & Entrepreneurship • MHRD • Ministry of Rural Development (MoRD) • Other Central Ministries	• State Skill Development Mission (SSDM) • NSDC • NSDA • SSCs • NCVT • SCVT • Labour Laws • Minimum Wages Act • Financial Institutions • Apprenticeships Act	• ITIs • Training Providers • Captive Training by Employers • Schools • Universities • Assessment Companies	• Marginalized societies • Unemployed youth • Low income Group • School & College Students

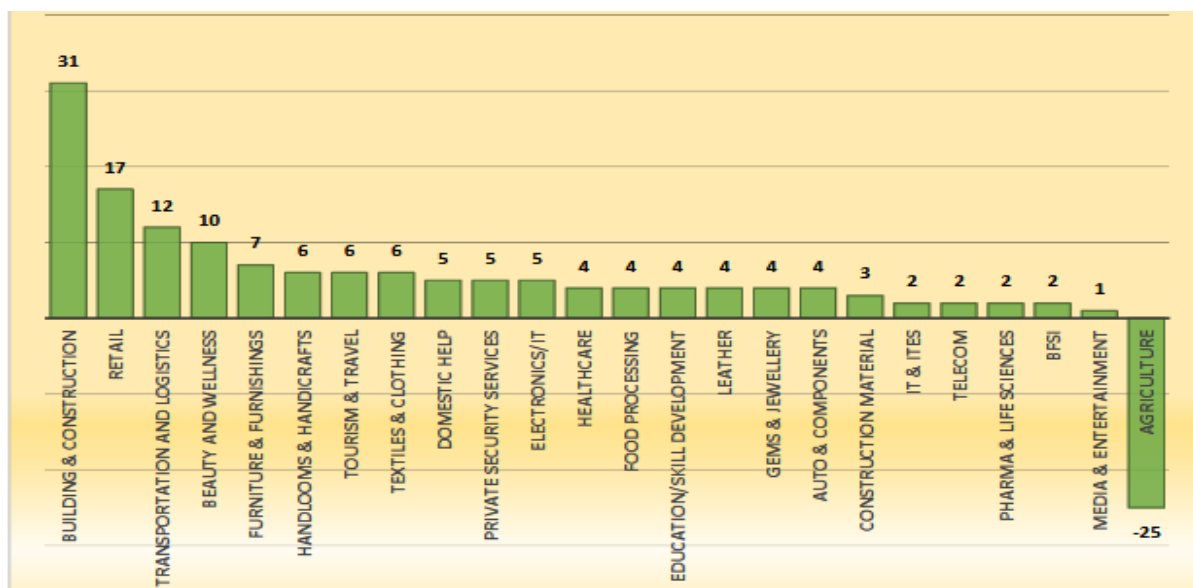
Source: FICCI-KPMG report “Skilling India”

Source: Skilling India; a look back at the progress challenges and way forward, Federation of Indian Chambers of Commerce and Industry, September 2004.

It is the 7th largest district of Rajasthan which has 46.73% tribal population and is significantly behind in the education, health and income index. The existing scenario of vocational training institutions (government and private) is inadequate as it seems that the growth is happening due to the tourism and industries in Udaipur, so they offer major trainings in skills related to these. This district is rich in mineral wealth and large number of MSME units, which has increased rural tourism. The major proportion of the workforce is engaged in low level work due to their inability to get upper level positions in the industry. This raises the problem of supply and demand in the industrial sector.

INCREMENTAL HUMAN RESOURCE REQUIREMENT, 2013-2022

(In millions)



Source: Sub group Report on Skill Development, National Institution for Transforming India, September 2015.

The solution to this gap is providing skill trainings but providing trainings is not sufficient. The focus and aim of these trainings must provide quality with quantity, unless this will not result in achieving the ultimate goal.

Different hierarchies can be seen in the society, say socio- economic, cultural, age, gender, education and profession, which are present in the society. These hierarchies are responsible for stagnation and division in the society in the following way:

Rural population can be divided in majorly three categories on the basis of socio-economic background/ hierarchy. First category, considered being high profiled and has access to higher education and awareness about policies and programs. This is the upper class in the caste hierarchy which has a social status and political influence in the society/ village. Owns around ten bigga or more agriculture land or may be serving government/ own business or any industry and earning their livelihood. Second category, considered medium profiled and has access to education as well as avail policies and programs. This is the middle class in the caste hierarchy which has social status as well as strong political influence in the society/village. Owns around six to ten bigga of agriculture land or may be serving any industry. Third category considered being low profiled and has limited access to education and no awareness about policies and programs. This is the lower class in the caste hierarchy which has no social status and political influence in the society or village. Owns less than two bigga of agriculture land or involved in low graded labour work.

The major livelihood of rural areas is mostly dependent on agriculture, animal husbandry and labour work. Among them third category is the one which suffers the most. Majorly these are STs and SCs, who live in very interior areas where there is less approach of government and non- government interventions. And even if the interventions reached, approach is to supply and complete the target rather than focusing on the demand side. Ultimately, in the long run the option left with this category is migration and casual labour.

Cultural and educational hierarchy mostly designs the profession hierarchy of the people. It is a known fact that education plays a very important role in changing and uplifting lives in the society but the significant role of culture in influencing the outcomes is often ignored. Education system and gaining education is still a big challenge in the context of India, where traditional conservative culture (for example, men think they have right to beat their wife or girls are some way or the other play second fiddle to men, etc.) is pre-dominant of all i.e. there is a saying in villages of Udaipur “Pass hue to zindabad, fail hue to Ahemdabad”. This is the only reason that not only men, children are migrating to Surat, Ahemdabad, and Gujarat from Udaipur which is ultimately responsible for the low-graded profession hierarchy in the future. So, without understanding their culture and education designing profession/skill set is a big challenge.

In various programs related to skills, age and gender hierarchy is ignored, which needs to be considered first. Age and gender, both components play a prominent role in achieving equity in skills. Without considering gender related myths of society and age in segments the ultimate goal of providing sustainable skills and livelihood to the youth is incomplete.

Hierarchies and linkages (forward and backward) must be seen together while designing the trainings. If hierarchies are the challenges than providing linkage is solution for effective trainings especially at the time when a person joins training (counselling and brainstorming for self realisation) than following- up (by providing placements or entrepreneurship support) after it ends.

Hierarchies along with linkages play a very important role in designing and providing demand driven sustainable skill sets to the youth. But unless service providers (say government, non-government organisations, private players, etc.) make effort to understand these hierarchies in their area or geography, trainings/ skill sets will not work in the manner in which it supposed to be and the skill deficit may decrease in quantity but will remain the same in quality.

Youth (between 15 to 29 years of age; according to National Youth Policy 2014) vary due to their age, gender, class, caste, culture, education, etc. in rural areas as well. So, programs must be designed accordingly to achieve equity among them. Due to less awareness and pressure (from family, friends, relatives, etc.) they take decisions (migration, labour, child marriages, etc.) which are harmful in the long run, unaware of the fact that this will be leading them to a never ending poverty trap.

For giving solution to this problem, government, corporate and various other non-government institutions take initiatives to start skill trainings which will help the rural youth to get rid of the poverty trap. Various programs, schemes and trainings are designed for rural youth keeping the urban world in mind. As the trainings include tailoring, beautician, construction works, carpenter, plumbing, security guard, mobile repairing, two-wheeler, ac repairing, retail and marketing, logistics, housekeeping, BPO, etc. which is low profiled and catering the needs of the high profiled urban class in the society. Approaching rural youth with the name of providing employment, we are not only taking them towards urban areas but also risking their lives by providing inhuman conditions of work. Dignity concept plays important role here.

When we talk about dignity, it varies from person to person but it is important to understand who thinks what. Trainings must be designed not to provide sympathy to the beneficiary, empathy towards them is important. Unless the service providers become empathetic, dignity concept will remain unjustified.

Broadly it can be said that, we set the mentality of the rural youth towards urban world. So, they don't see rural world as their option of livelihood and development. Knowingly or unknowingly we are bringing rural youth towards urban and providing them inhuman conditions of survival and bringing urban youth to rural and expecting them to develop the rural areas. Rather than dividing them independently there is a need to make combinable effort. This argument remains like this unless we make effort to solve it.

In this context it is important to understand that rural and urban are not bi polar opposites rather it is best to treat them as a continuous space of interdependencies where labour, work and capital is at work and opportunities can be found.

The following are the 11 districts of Rajasthan which come under the top five, emerging five and bottom five (if ranked), in providing major initiatives for skill development:

Top Five	Emerging Five	Bottom Five
Jaipur	Jodhpur	Pratapgarh
Alwar	Ajmer	Tonk
Kota	Bhilwara	Sawai Madhopur
Jhunjhunu	Bikaner	Jalore
Bharatpur	Udaipur	Rajsamand

Source: Rajasthan skill gap report (2012-2017, 2017-2022), NSDC, January 2013

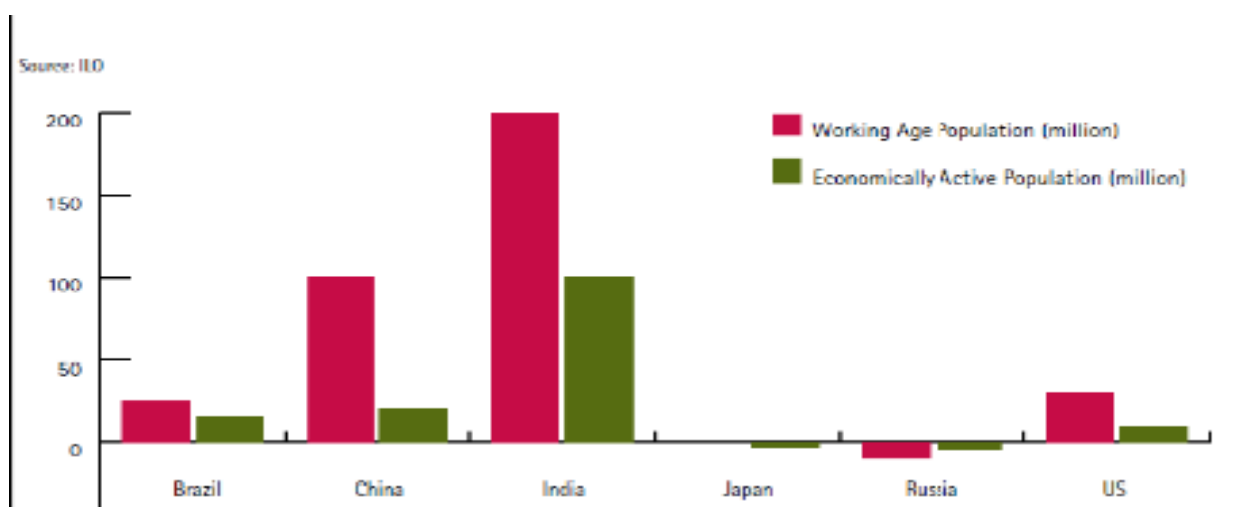
RURAL YOUTH, TRAININGS AND SERVICE PROVIDERS

Rural youth can be seen as those born or living in villages. Less availability of proper education and livelihood options compel youth to migrate towards urban areas. As access to good quality of education and creating livelihood options for youth in rural areas is a big challenge and rural areas of Udaipur are no exception for this.

India will enjoy around 65% of its population in working age group (i.e. 15-59 years) till 2026 (Source: Ernst and Young, A professional service consultancy) but it will become a nightmare if employment/livelihood remains a challenge for this big group. To fulfil this gap

various initiatives were taken to cope up with the demand and supply gap for employment. ‘Skill India’ is a big move by the government of India in this direction. Various skill centres which are providing various skills to youth are opened all over India with the purpose to provide jobs and entrepreneurship support so that the unskilled (i.e. around 90% in the total workforce) and underutilized workforce can be fully utilised.

DEMOGRAPHIC DIVIDEND OF NATIONS



Source: Rajasthan skill gap report (2012-2017, 2017-2022), NSDC, January 2013.

National Skill Development Corporation (NSDC) is a body established at central level which is providing support to various states in India to achieve the ‘Skill India’ mission. In Rajasthan, Rajasthan Skill and Livelihood Development Corporation (RSLDC) is implementing and monitoring this initiative of skill development. Not only government but also various non-government organisations and private players are also working to improve the skill deficit and established various skill training centres across India as per their reach and resources.

It is very important to analyse the returns on investment i.e. money which has been spent is worth spending or not. No doubt, the initiative is worth spending and skilled millions of youth till date in various skills but the main issues which needs to be addressed is the type of trainings/ skills, targeted group for trainings, relevance of trainings according to the beneficiary and geography, design of pre and post training support, etc. Unless one makes

remarkable effort to design these, the trainings would keep going but the outcome expected can't be achieved.

In Udaipur the skill development initiative is catered by government (say, Rajeevika is also working in collaboration with RSLDC, RSETIs and CIPET), non-government organisations (STEP academy, Pratham centre, ISI centre, etc.) and private players under the PPP model in various schemes/programmes of government, say, PMKVY, DDU-GKY, VTP, RSTP, RSETI, ELSTP etc (say, RSLDC follow this approach to provide trainings under these programmes). In the broader context it can be seen that, hundreds of training centres providing trainings to millions of urban and rural youth. Important here is to understand the other phase of this initiative refers to the outcomes on investment.

As training of various skills, say, carpenter, two wheeler mechanic, beautician, mobile repairing, housekeeping, BPO, Tally, tailoring, AC repairing, construction work, retail and marketing, logistics, domestic data entry operator, GST account assistant, food and beverages, field sales executive, welder, etc. are provided by different organisations/ centres according to their sanction/approval from the government. They mostly choose those trainings which they can pursue easily with their existing resources.

Before discussing it further, the point which needs to be focused here is implementation. The objective of any well planned programme can't be achieved until it is implemented properly. So as with this programme, the implementation is becoming a big issue in achieving the outcome. If it does what was expected and planned, skilling India will never become this challenging.

Next, various trainings and their need, criteria and status, beneficiaries and untouched youth, dignity and sustainability, existing trainings and loopholes and way forward, become important to discuss further.

TRAININGS AND THEIR NEED

Various training centres are running under different schemes and programmes in Udaipur. These trainings are provided to overcome the problem of unemployment in the economy. Unemployment can only be reduced when we have manpower that is skilled enough to do a particular job, effectively and efficiently. But an important question which arises here is do we really need these trainings to decrease the skill deficit in these skills. This statement is

really controversial and put us in a situation where we have to really rethink about the skill training sessions which are imparted.

This fact can't be ignored that to enhance the source of livelihood for rural youth it is important to impart and enhance skills through trainings so that they can earn their living. But promise here is to provide a match between skills and dignified life that remains missing in certain aspects. Regardless of this fact, it is agreeable that skill trainings are essential and beneficial if they are designed, implemented and upgraded in required manner.

CRITERIA AND STATUS OF TRAININGS

Different skill trainings have different criterion on the basis of sex, qualification, age, income, etc. for example, minimum qualification required for hotel management (food and beverages) is 12th pass whereas for hotel management (room attendant) is 5th pass. Different trainings require different type of set up as well as resources.

The major skill trainings which are designed and provided by various government and non-government players in Udaipur district are selected according to the perception of various service providers. The government VTIs cover various courses as the main focus is to fulfil the local needs and demands & to provide self employment option as a whole. Other than this the private VTIs offer less courses and their main focus is specifically to provide placement to the beneficiaries or trainees.

UDAIPUR DISTRICT COURSES OFFERED

Government. VTI Trades			Private VTI Trades
Electrical	Elec & ECM	Diesel Mechanic	Electrician
Fitter	COPA	Carpenter	Electronics
Mechanical	Cutting & Sewing	Draftmen	COPA
Welder	Data Entry Operator	Turner	
Wiremen	Mobile Repair	House Keeping	

Source: Rajasthan skill gap report (2012-2017, 2017-2022), NSDC, January 2013.

Basic computer, maths, general knowledge and English sessions are compulsory along with trainings as to groom their knowledge and personality. These trainings vary from one month

to three months according to the skills imparted. The course fees and accommodation facilities vary with each centre as under DDU-GKY scheme beneficiaries are paid (Rs. 1000/month) during trainings whereas in NGOs they are charged to avail the trainings. Facilities provided during trainings vary according to the capacity, resources and norms of the centre.

It is also fixed by the government that the trainee who is admitted must attend the training and compulsorily have 75% attendance, unless s/he will no longer be considered as the trainee of the centre. To reduce fraud, government also include bio-metric attendance and linked aadhar card of the trainee in the system.

Follow-up of each trainee is done at least for 6 months or more, by the centre in which s/he has taken training. This is done to check whether the trainee is continuing the profession in which s/he has taken training. For example, ICICI centre under RSETI scheme is following-up their trainees for 2 years.

Trainers who are appointed to train the youth in various skills also have some criterion to fulfil. For example, at STEP academy, to impart the training of two wheeler mechanic s/he must have 4 years of experience in the skill imparted. The criterion to appoint the trainer varies according to centre and scheme.

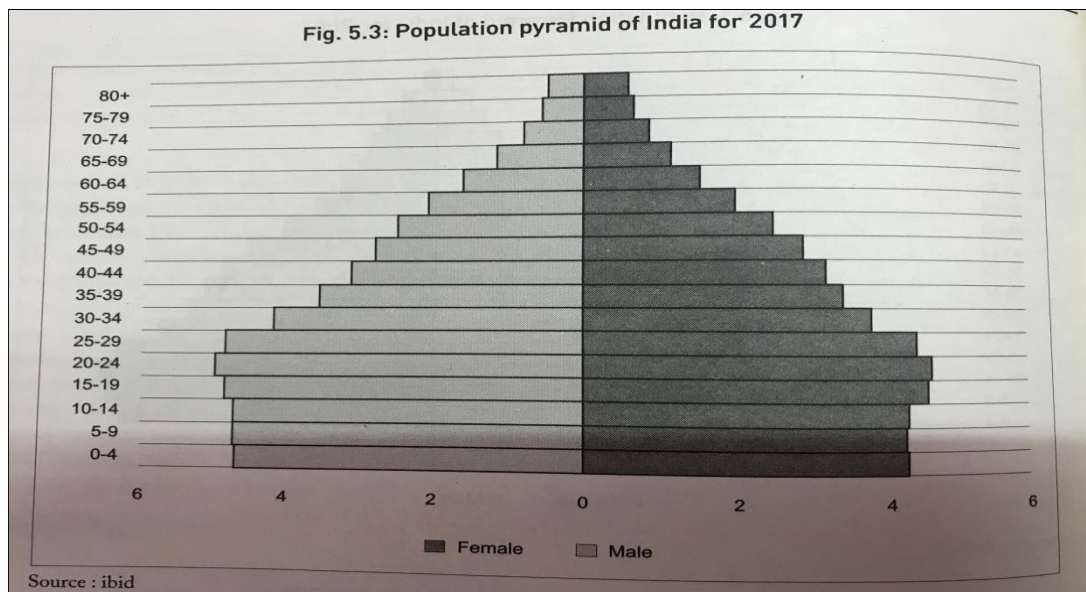
Other than this, placement and entrepreneurship related criterion is also fixed by government under various schemes. For example, under ELSTP scheme it is must to provide placement (not less than Rs. 6000/month) to the youth after the training is accomplished or to provide financial support (loan up to Rs. 30000) for entrepreneurship.

Criteria are decided on the basis of various dimensions and vary accordingly but the focus remains the same in each scheme or programme i.e. imparting skills and generating livelihood/employment.

These criteria fail if the status hasn't improved to the extent which is planned or expected. The status of the skill trainings is challenging because of early dropouts, poor quality of trainers and sessions, poor attendance and especially less retention rate in the same skill. The retention rate in the same skill is very poor i.e. not even half of the total trainees yearly. It means after training not even half the trainees continues their livelihood in the same trait after a year. These challenges need more attention if we want to achieve/increase the outcome or return on investment

MACRO PERSPECTIVE ON SKILLS

Macro perspective is important to understand the overall context of “**Skills**” more specifically ‘**marketable skills**’ in India. A clear view about the demographic dividend (15-59 years) of India is seen from the population pyramid below:



Source: The Challenge of Unemployment in India, Volume I, National Commission for Enterprises in the unorganized sector, GOI, 2009

This helps in analysing the situation and taking actions, so that the activities and sectors, gender and rural- urban locations, up gradation in policies and programmes could become one of the many ways to convert the coming '**Demographic burden**' into '**Demographic dividend**'.

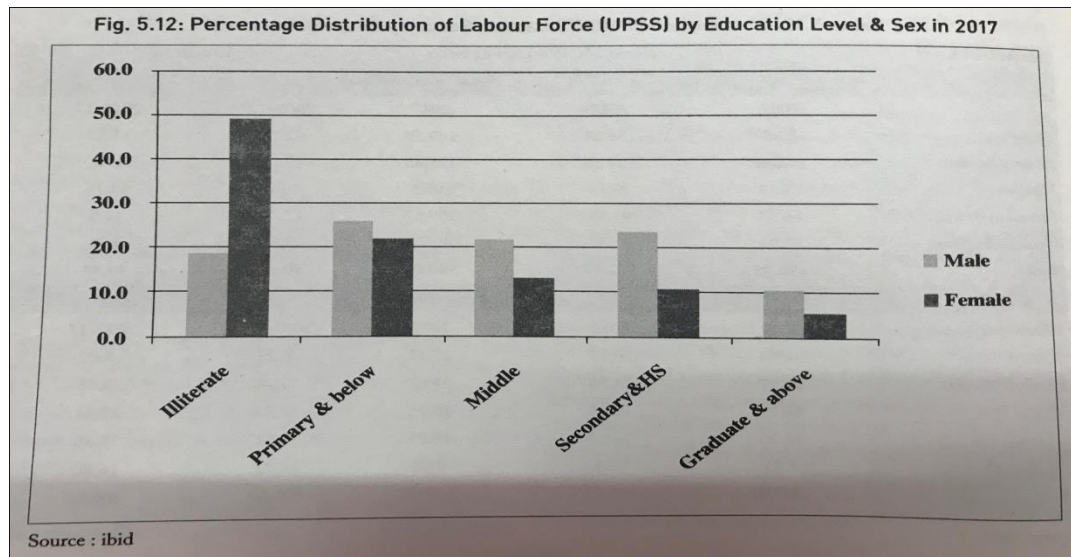
Inventory of the '**marketable skills**' provide information about the work which people can do as formal or informal labour. This will provide a baseline and help in planning, upgrading and exploring skills according to economies. Skill development is important because of its contribution towards enhancing productivity at individual as well as national levels.

India's workforce is engaged in **organised and unorganised sector**. The demand of skills in both these sectors varies. More than ninety per cent of the Indian workforce is engaged in informal or unorganised sector. Skill formation, up-gradation and development are the core agenda for improving the living standards of those working in informal economy. So, that it will contribute towards sustainability and dignity in their lives.

The **key issues** which came out from the macro perspective are as follows:

1. Poverty is undoubtedly a significant barrier in acquiring skills. As poor people has less access to various facilities which can benefit their life.

2. Poor literacy and numeracy among people/youth prevent them to participate in training programmes. As arrest may occur either at the level of development of capability or at the level if realization of capabilities or at both levels.
3. Low level of education and skills are the prime reasons for the hierarchy of work relationships, segmentation of the workforce and vulnerability, this is ultimately responsible for the low grade and standard in the society.



Source: The Challenge of Unemployment in India, Volume I, National Commission for Enterprises in the unorganized sector, GOI, 2009

4. Education got isolated from the world of life and work. It is now measured with the stamp of university a person came up with. This is ultimately results in generating low quality of skills in the economy.
5. Techniques play important role in improving the output per man. As without upgraded techniques, human capabilities as well the productivity can't be increased in the economy as a whole.
6. Social security is a very big issue in the informal economy. As the security of wages/ salary, working conditions, health and educational opportunities etc. is poor. As less than 6% workers of the unorganised sector receive social security (Source: The Challenge of Employment in India, Volume I).
7. Education and training that not lead to the increase in output per man are irrelevant and similarly all forms of utilization of manpower endowed with relevant education and training that do not lead to increase in output per man are

inappropriate. Because increased human capability in economic terms can only be expressed with the level of productivity.

8. Market might not deliver optimum volumes of skills as it will create 'under provisioning' if wholly dependent on these forces. So, to fulfil the skill gaps as well as to develop innovative skills rather than only dependent on market forces is necessary.

CHAPTER 2- REVIEW OF LITERATURE

The study done by **Dr. Arjun K. Sengupta (2004)** on **the Challenges of Employment in India**, a report commissioned by the National Commission set up by PMO is basically

done to know the status of unorganized sector in India including their size, scope and nature of employment they provide. The main objective behind the study is to know the conditions of informal sectors and the workers working in this sector. To ensure the welfare and safety of workers as well providing economic plan, this will help in improving the conditions of these workers thereof. This report also provides a comprehensive view on labour market reforms and examines it.

The study done by **ILO (International Labour Office) on a skilled workforce for strong sustainable and balanced growth: A G20 Training Strategy (2010)** aims to develop a skill framework/ plan through the cooperative effort of each country. As every country has made plans through its national policies to strengthen the ability of its workers so that they can adjust according to the changing market demands as well as adapt new technologies and changing environment.

The main objective behind this is to know the productive workforce of each country and how they are managing them by providing skills and related employment, so that return on the investments achieved along with economic development. It is important to have skill strategy which has solid foundation of skill sets as well as strong links between education and work. It is important to have strong educational base, knowledge of structural changes in society, recognition of skills and trainings and utilization of those skills at workplace. To achieve this one should also focus on the socio and economic policy agendas.

The study by **Hugh Guthrie and Francesca Beddie on Skills Agenda: A paper for Ministers and the Australia India Education Council (National Centre for Vocational Education Research, Australia, 2011)** is done to provide an understanding about the Indian-Australian education system and skill training criterion. The objective of this study is to compare and analyse the loopholes in the existing system of both the countries and how to address them in future. Due to unemployment in India, Indian Skill system needs more coherence, cooperation and convergence to make it effective from both points, say, Quantitative and Qualitative. Whereas, there are jobs in Australia but faces the problem of underemployment due to more aged population, so skills are needed for the people accordingly. So, situations and skills vary according to the requirement of every country.

The study done by **Abhilaksh Likhi on Challenges of India's livelihood youth skill development in rural areas (The World Bank, 2013)** helps in understanding about the

structural changes taking place in the rural areas of India. The main objective of this study is to highlight the skill training framework and the possible areas of innovation one can do in the rural areas in the emerging field of demand. So, that skill designed considering in mind the rural environment as well. This also suggests exploring the convergence between the local level bodies in the rural areas and the skills system as a whole.

The study done by **FICCI on Skilling India: A look back on the progress, challenges and way forward (KPMG, 2014)** aims to provide a detailed overview of the Skill India Eco-system. The main objective of this report is to understand the need of convergence between various stakeholders of this eco-system as to enhance the development of the economy through competitive advantage of our demographic dividend. Ultimately the stakeholders of this mission are responsible for the support and achievement of these skill programmes.

The study done by **ILO on the Policy, practice and capacity (British Council, 2014)** is an assessment of skill sector of India as well as provides ways on how to further strengthen this evolving sector. It is basically the comparative analysis of the culture and educational understanding of India and U.K. so that it will help to develop a broader picture of this program and how to develop and upgrade this skill policy in India accordingly.

The main objective and finding is to develop a standardised assessment tool, feedback mechanism, technological adoption and quality assurance. All these dimensions need attention and focus in the existing system, if we want to achieve the target of skilled workforce.

The study done by **Vandana Saini on Skill development in India: Need, Challenges and Way forward (Abhinav Publications, 2015)** aims to understand the present skill capacity, challenges in skill initiatives and solutions from the Indian scenario. The main objective is to develop the understanding of the workforce which remained underutilized say the women as well as the vulnerable sections of the society.

To transform the demographic dividend of India, the challenges say, poor quality of trainers and trainings, the complex system, poor placement linkage, low education attainment and access, geographical problem and demand- supply mismatch, etc. needs to be focused and rethinking and re-planning the overall structure with qualitative delivery of skills is need of the hour.

The study done by **NITI Aayog on Sub-group of chief ministers on skill development (2015)** aims to know the speed, scale, standards and sustainability of the Skill India Mission and to provide valuable suggestions to improve the lives and providing sustainability to the emergent labour force of each state. The main objective behind this is to provide recommendations on the challenges which are faced by each state related to the problem of unemployment and skill deficit. Convergence between education, skills and trainings is necessary so that the aspirations among youth, quality of trainings and trainers, mobility and outreach, resource utilization can be done to achieve the objective of the mission as a whole.

The member as well non-member states of this group provides suggestions for the improvement of the mission as well as challenges in the system. Convergence between each department is finalised to improve training sessions as well as skills in the mission. Unless every department come in the broad picture the responsibility pool of the departments as well as citizens can't be derived towards skills development.

The study done by **S. Nayana Tara and N.S Sanath Kumar on Skill Development in India (IIMB Management Review, 2016)** aims to discuss about the existing education system and a need to change the education system as a whole. The main objective behind this study is to develop a more vibrant and innovative primary, secondary and tertiary system of education. It also highlights the challenges in the existing education system and provides way towards attaining more valuable education by providing skills with the ability of entrepreneurship. To achieve more effectiveness in the existing model, government should focus on more attractive and innovative PPP model. Unless these areas are addressed with proper care the system remains challenging.

The study done by **Lavina Sharma and Asha Nagendra on Skill Development in India: Challenges and Opportunities (Indian Journal of Science and Technology, 2016)** aims to understand the relationship between 'Skill India' and 'Make in India'. The main objective behind this study is to understand about the current status and reviewing the existing models of vocational education and trainings. Some BRICS countries and other countries model of vocational trainings are also reviewed to understand the system more effectively and suggestions are provided to make the skill system or policy more effective, as there is large scope to develop skills in the workforce of India.

The study is done by **Jeevan Prakash Sharma on Government skill programme off to a Dodgy start (Hindustan Times; March 02, 2017)** aims to highlight the inconsistencies in

the quality of training provided and the working of the centres. These frauds are in the areas of trainee enrolment, attendance, centres establishment, placement, admission of trainees and follow-up as well. The objective of this study is to highlight the loopholes in the implementation of various schemes under the Skill India mission and shows the large amount of money which is invested with the actual outcome of zero.

SSE (School of Social Entrepreneurship) is established to provide opportunity to those who have a social business idea in mind and want to implement it practically. This school is formally launched in India in 2016 to provide support to the individuals with a social business idea in mind till they establish their business. The main aim of this school is to promote more equitable society. Various other schools also promote skills and entrepreneurship courses in India, say, TISS, NMIMS, Deshpande foundation, etc. But other than degree if one wants to gain knowledge practically and do start-up than SSE is the best option to explore.

Government can also think to open these schools as it will provide a forward linkage to the skills trainings by establishing a platform for entrepreneurship to the beneficiaries.

CHAPTER 3- DESIGN AND METHODOLOGY

❖ STUDY DESIGN

Descriptive and Exploratory study

In this study, present situation of the project area was explored and various relevant indicators related to the situation were observed and described.

❖ **SCOPE OF THE STUDY**

The duration of the study is two months and is done at Udaipur district of Rajasthan. It is done to understand and explore the existing processes, perception of rural youth and service providers, status and way forward in skill trainings.

For this purpose rural youth (15-29 years) whether literate/ illiterate, educated/ uneducated, trainee/ x-trainee irrespective of their gender, caste, culture, and income were targeted in various skill training centres, villages, schools, colleges, malls, restaurants and working sites. Service providers and trainers were also targeted in various skill training centres to have a more clear view about this research.

❖ **RESEARCH QUESTIONS**

1. To understand processes and effectiveness (especially outcome and retention) of skill trainings
2. To understand the rural- urban linkages and interdependencies to explore possible areas of innovation in skill sets.
3. To explore the scope of design of various programmes and schemes.

❖ **SAMPLE SIZE**

For the study 8 training centres including their satellite centres, which are established under various programmes of the government under “Skill India mission”, were visited including 5 government schools, 2 colleges as well as 4 interior villages of Udaipur district to explore more about the trainings, trainees and non-trainees, service providers and trainers.

In-depth interviews of 20 trainees (including eight x-trainees), 30 non-trainees (10 dropouts, 10 students and 10 workers working in low-graded profession), 10 trainers and 10 service providers. Focus group discussions are conducted with the trainees and non-trainees, which include 9 with the trainees and 4 with the non-trainees.

These are selected as sample size to understand the point of view of the major stakeholders under this mission.

❖ **SAMPLING TECHNIQUE**

Convenience and snow-ball sampling technique is used.

❖ **DATA COLLECTION TOOLS**

Interview schedule, FGD checklist and key informant interviews (Guiding conditions are listed as annexure)

❖ **DATA COLLECTION TECHNIQUES**

In-depth interviews, focus group discussions and observations

❖ **DATA COLLECTION METHODS**

The methods comprised of qualitative research methods and are as follows:

1. Primary data &
2. Secondary data

Primary data:

The in-depth interviews and FGDs are conducted to understand and explore the effectiveness of trainings as well as perception of stakeholders about these. The stakeholders are also divided in groups according to their age, marital status, educational qualification and occupation so that the demand of various groups existing in the society can be understood and analysed properly.

- **In-depth interviews**

In-depth interviews are conducted from 20 trainees (including eight x-trainees), 30 non-trainees (10 dropouts, 10 students and 10 workers working in low-graded profession), 10 trainers and 10 service providers. Semi- structured questions were prepared to collect information from each group of interviewees and accordingly their responses were gathered. These questions were prepared after observing the situations of the area and the interviewee.

- **Focus group discussions**

Focus group discussions are conducted with the trainees and non-trainees, which include 9 with the trainees and 4 with the non-trainees. The aim behind conducting these focus group discussions is to know the views of youth and quality of existing skills as well as to understand the demands of the target group.

- **Observations**

Through observations socio-economic status, geographical structure, perception of stakeholders about skill trainings, limitations in the existing skill trainings and ideas for new trainings were identified.

Secondary data:

A review of literature and existing material were collected to understand the existing knowledge, opinions and perceptions about the project in nationally, internationally and in the targeted area. It also helped in understanding the existing situation of the training centres, trainings, retention rate of skill trainings, availability of trainers, category of the youth benefitted, social and economic structure, education trend, infrastructural facilities, source of income, occupation pattern, agriculture, etc.

❖ **LIMITATIONS**

1. Eliciting information from the service providers is very challenging. As the service providers hesitate in providing exact information about their centre.
2. Geographical spread of villages is a constraint in Udaipur.
3. Eliciting new ideas related to the skills and up-gradation is challenging from the respondents/ target groups.
4. Lack of transportation in the internal villages remains a constraint.

CHAPTER 4- FINDINGS AND ANALYSIS

A. ISSUES AND CHALLENGES

Child marriages and migration:

Child marriages and migration are very prominent among youth in this area, especially male, which leads to dropouts, health issues, family and financial burden, etc. Migrated children came back around the age of sixteen years (after doing child labour in Gujarat, Ahemdabad and Surat for 6-7 years) and indulge themselves in low graded casual work nearby their village. They remain in the poverty trap throughout their life because of low level of education and lack of awareness and options available to earn a good living.

That is why after coming back they mostly engage themselves in skill training in the hope their skills can be improved and can also get some incentives along with it.

Bhuraram Gameti, 18 year old boy of Bawda village, Udaipur. He said, “I belong to a very poor family, I was 9 years old when migrated to Surat for saree cutting and worked there for 2 years than worked at a hotel in Mumbai for 3 years than came back to my village and at the age of sixteen I got married.” The living conditions after migration became worse. He said, “I worked more than 12 hours a day and mostly faced sleepless nights there.” Now, he is doing construction work and migrates daily to Udaipur in search of work. He said, “It is not always possible to get work sometimes I have to come back home without a single penny in my pocket.” He has no awareness about the skill training programmes due to less awareness in their village and due to financial burden of family he has to work daily to run their livelihood. He said, “I’m doing this labour work because of no educational background.”

Like Bhuraram, many others spent their whole life in the poverty trap and doesn't receive the benefit of any of the government programme due to lack of awareness, more financial burden, socio-cultural barriers and ignorance about opportunities and service providers,

Lack of awareness about skills and trainings centres:

Lack of awareness about skills and training centres among youth is a big issue. This is seen basically in the very interior villages of Udaipur where there is no source of livelihood other than opting for migration. Due to lack of agriculture, animal husbandry and any other option lead to a situation where they have to move to urban areas to earn their living. Lack of awareness is because of their less involvement and attentiveness, cultural barrier, unclarity about the future, carelessness towards future, fear, limited area of approach and rigid mentality. That is why this category mostly remained untouched by this programme.

There is a great need to think about this category and how to break the ice so that this category feels motivated to take part in skill trainings.

A focus group discussion with youths (schedule tribes) was conducted at Gundali village, Udaipur. From the discussion it was inferred that the livelihood options available in village are very less. A youth said, “I have to migrate to other places in search of work as our family owns only one bigga land whose production is only sufficient for home-consumption. So, to increase income migration remains the only source.” They don’t have awareness about any of the skill training centres. “From our childhood we’re said by our parents and teachers that ‘pass hue to zindabad, fail hue to Ahemdabad’ which has now become culture in our area”, youth said. That is the only reason of early dropouts as parents as well the teachers doesn’t fulfil their responsibilities which ultimately end-up rural youth in the low-graded risky profession. Youth said, “Our parents send us with the contractor for working at Surat and Ahemdabad in our childhood so that we’ll not remain a burden on them, at least we earn our own living.” *This discussion shows us the evil-side of our society, in which it is limiting its own social development.*

Trainings are designed keeping in mind the urban low profiled jobs:

Skill trainings are designed and conducted to provide direct placements mostly in low grade jobs in urban areas. Placements in rural area are not possible after the trainings unless the acquired skill set has other segment i.e. entrepreneurship that would enable it to become a profession to be pursued and sustained. This is only reason why rural youth drop out from marketable skills in which they get training. As they feel more satisfied in staying in villages rather than working in low graded and risky profession in urban areas.

“Environment of rural areas will not change, unless we move people in urban areas, a service provider said.” She is a Centre manager of a training centre under DDU-GKY scheme and has three years of experience under skill trainings. She said, “These trainings will continue to provide low retention rate of youth unless time of trainings will be increased and proper counselling of parents can’t be done.” *So, if we want to increase the retention rate of rural youth these two parameters can be considered but there is a long*

Focus group discussion with the trainees of housekeeping and BPO in a centre under DDU-GKY scheme was conducted in Udaipur. Youth said, “We filled an application under this scheme in our Gram Panchayat for getting training and job and then we were called onto this centre for training.” By this time they all are unaware of the fact that which trainings are going on at the centre. They have to choose from the existing two options in the centre that which training they want to pursue i.e. housekeeping and BPO. “We were told it is better to choose housekeeping by boys and BPO by girls and then we all chose accordingly”, said the youth. *This is the way trainings are going on. As the urban world/ service providers are putting rural youth to urban areas by providing low-graded placements.*

Kali Taladara an 18 year old girl. She has done 12th (open) from the government school of Barwada village. She had taken training of repairing home appliances one year ago from a centre under RSLDC scheme in her own village. She dropped out from study and taken this course to support her family financially. She said, “I’m continuing this profession from my own home and earning around 5000 to 6000 Rs/ month and is helping my family to overcome bad circumstances.” She has no awareness about any other courses available to the youth after 12th. She said, “If I become aware and got chance to study further than will surely study and quit this profession because it is more valuable than repairing home appliances my whole life.” *Unless we provide rural youth awareness about the opportunities they have, how to expect development by providing skill trainings in these professions which are placed at a low level in the profession hierarchy.*

“It is very important to provide classes of Maths, English and General Knowledge along with the skills imparted”, said a trainer. It provides an opportunity to the rural youth who accidentally dropped out from the study to gain and apply this knowledge in their professional world. She said, “It will help them in solving problems and seeking opportunities in their profession in the long run.” This is something which will help in gaining education but the self actualization among youth is still a challenge. She said, “There are trainees who came here without a plan related to this skill in future, they are here for fun.” *It is not their mistake, system is like this.*

From all these three discussions/ interviews it is clear that the urban bias towards rural youth in the skill trainings is prominent. The youth are forced to choose from the existing options irrespective of their rural locations, interest, awareness about courses, etc. This shows the dominance and power of the process of urbanisation to built preferences of rural so that urban people can take advantage of luxuries by involving rural people to facilitate/prepare those. Ultimately, urban holds the promise of inhuman conditions, lack of stability, low standard of living and risk of life to the majority of rural.

Backward and forward linkages:

Backward (may be education and self actualization) and forward (may be support in entrepreneurship) linkages in the skills programme are missing, which ultimately provides ineffective results of trainings. These must be taken into consideration while designing any training program if we want to achieve then outcome by providing trainings because these linkages are the backbone of any training program.

“A strong linkage which is still missing in skill trainings is entrepreneurship”, said a service provider. Unless entrepreneurship support is provided technically and innovatively, financial support alone can’t make successful entrepreneur. He said, “Our centre is providing loan up to Rs. 40000 to the trainee if want to start entrepreneurship but beyond this we have no linkage.” This is the only reason why expansion in entrepreneurship remains a challenge for youth especially rural. As lack of education, knowledge and awareness about market limit them in one area only. He said, “It is challenging to educate this group further, as they will not sit for long time at one place just to study.” *So it is challenging for the providers to design plan according to the interest of the beneficiary unless they become empathetic, loyal and hard working.*

Dignity concept:

Dignity concept varies from person to person. Some people consider that earning money cum social security provides dignity and others think good occupation with social security (example, an educated men/ women) provides dignity in their life.

This sometimes creates controversial situation between the service provider and the beneficiary as this concept of dignity varies. In India the trainings/ skills programme is providing skills in the low- graded profession which ultimately leads to lack of dignity and sustainability.

“This low profiled class can easily perform these skills/ jobs as their up-bringing are like this”, service provider said. He said, “If trainings/skills are designed considering the rural youth and their livelihood options than it will become more effective and result in increased retention rate as well.” This statement seems partially correct but there is a lot more in the story than this. But important here is to explore the concept of dignity again with the existing skill trainings at least.

This concept of dignity varies accordingly, only that person who sees it empathetically can make a difference in the world and contribute to social development actually

Urban centric bias:

Urban is not one domain but a spectrum of skills that make is unfair. Most of the trainings are related to the spectrum of skills required to facilitate the realization of urban realities often at the cost of those who do the low graded work. What lies at the root of this is the urban centric bias of modern development, a set of processes that sharpens economic inequalities and perpetuates low quality of life for the people living in the underbelly of cities.

Diversified options are missing, so forced choices were made from the existing options. As there are many skill sets in the existing list but are not offered because the centres cater only that skill which they feel easy to deliver. Same is happening in Udaipur where almost every centre is busy in delivering some 8-10 skills repeatedly, which is mostly catering the urban demands.

A service provider said, “Our centre which is under ELSTP scheme in Udaipur basically deal with only two courses (logistics and sales & marketing) because as per the location as well as resources we chose to pursue this.” These courses are running in two more centres nearby this centre. So, the youth coming to these centres are mostly students, who are doing additional courses along with their study. He said, “These are mostly the rural youth who came to city for further study and want job along with their study. The retention rate of youth in the same profession after 6 months is around 65%.” This clears the picture that the placement which they offer after the course doesn’t provide satisfaction and sustainability in the life’s of the rural youth.

Unless efforts are seen in designing skills and mobilising right youth towards the centre and skill, this situation will remain the same in every skill centre.

Advanced courses in existing skills are missing:

Advanced courses, for example, if a person is trained in construction work in two months by adding advanced training (with some extension in the time of training, may be on job trainings) he can also be trained in taking orders of construction, say small computer course of mapping and management can be provided. This will help in providing up gradation to the existing level of work.

Bheema Ram Gameti, 23 year old lives at Gundali village, Udaipur. He dropped from education in the class sixth and migrated to various places (Surat, Mumbai and Ahemdabad) and done different works (saree cutting, bangle making and hotel servant, etc.) to generate income for his family. He came back home at the age of 16 and got married. He said, “The conditions were unpleasant there so I never get back. I am being migrating to Udaipur from the age of 17 and doing construction work till today.” He is somewhat aware about the skill training programmes but don’t want to pursue them. He said, “I am doing construction work from last 6 years so I don’t want to learn the basics in the training. I want advance training in the same field so I will be able to take orders of construction.”

So, it is very important to generate advance courses in various trainings and providing forward support to these youth so that the skill trainings become more sustainable which seems to be in dream till date. Mobilisation of right youth towards various training is a big

Big challenge:

Big challenge is to design and develop trainings for youth on the basis of their age, gender, education, geography, class and culture. This issue is challenging as the trainings/ skills are standardized all over India on which rethinking is necessary and important.

Focus group discussion with the girls/ women trainees of a Non-government organisation under RSLDC scheme was conducted. The initiative of non-traditional trainings (which includes mobile repairing, home appliances repairing, light and bulb making and fitting, etc) was done with the rural girls/women of Barwada village by this NGO.

The discussion includes current trainees as well as past trainees of this initiative. Many of which belong to the low profiled section of the society, mostly in the age group of 17-27 years. Every one of them either dropped out their study or pursuing study (open) or married or widow.

They said, “We are pursuing this training because it is different from the works which are considered for women in our society.” Most of them were criticized when they chose these trainings, but later on seeing their work there was greater acceptability. One mobile trainee said, “I’m the only one in my village who can repair mobile phones. I started work from my home only.” This is the big initiative but has some loopholes. They said, “We are happy with the training but the forward linkage is somewhat missing. We are unable to open our own shops as no one in our family support us as well as won’t allow us to go outside village for work.”

This shows gender related biases in the village. As the programme is innovative but didn’t get sustainability due to the loop holes in forward linkage.

The organisation is ready to provide loan for entrepreneurship but no one has applied for the loan due to these issues, except one. A girl named Jashoda Meena applied for the loan of Rs.40000 in the organisation after 2 years of the training. She said, “Now me and my husband are planning to open a mobile repairing shop and want loan of Rs. 40000 to establish and run it successfully.”

This shows the situation where women are still considered behind men in the profession of entrepreneurship. But the positive aspect of this is that at least this training contributed to her life after 2 years of the course and may be make her position somewhat better in her family because of her support (financially and technically) in the business.

Focus is on quantity rather than quality:

In the trainings major focus is on quantity rather than quality. It seems like the service provider acts as seller of the product called trainings and the beneficiary acts as buyer who has little option but to buy the product due to less availability of other options in the particular area/ centre.

The condition of trainings, trainees and service providers is questionable. A lot of fraud happens daily in this sector. Quality and mobilisation will remain a challenge in training centres till date.

A centre under RSETI (of a private foundation) is very popular for its facilities, resources and trainings. No doubt the trainings they are providing are good but the major loop hole remains the same. Focus is more on quantity rather than quality and successful entrepreneurship remains a challenge. This is because of less effort in benefitting the beneficiary and more focus on showcasing the quantity of trainees.

A service provider said, “We train around 7500 or more trainees in the skills we offer per year in one main centre and eight satellite centres in Udaipur.” This target seems to be very challenging for the other centres providing the same training in almost same areas because of less facilities, resources and especially more monitoring and restrictions on the other centres (as all centres other than the private players are directly funded and monitored by the government or any other funding agency) which creates pressure of accuracy on them.

So it can be concluded that this number game is ON in every centre but especially seen among private players due to less restrictions on them directly. As they are the one who has to invest their funding as per government norms as a corporate social responsibility.

Lack of convergence:

Convergence between stakeholders is very important. Lack of convergence is a big issue in this case. Rather than focusing on the needs and interest of the beneficiary, each centre is more focused in achieving the target of their centre. This ultimately creates confusion and demotivates the beneficiary. There is a great need for a plan where the centres become inter-dependent rather than independent. Targets can be set for their own centre as well as referral targets for the other centres i.e. youth can be interviewed and according to his/her interest

refer them to the other centres if that course/skill training is not provided by the individual centre. Only than skill trainings will get a dedicated trainee.

Narendra Kumar Meghwal, 20 year old trainee (AC repairing) at a skill training centre under RSLDC scheme lives at Karda village, Udaipur. He lives with his parents and elder brother and dropped study one year ago after 12th. He said, “I have taken training of plumbing with some other centre earlier than switched to this centre and opted for AC repairing. When the management of previous centre call me to get follow up information I told them that I’m doing plumbing work.”

This is not only the mistake of the trainee but also lack of convergence between training centres leads to this situation. Convergence between centres is very important if we really want dedicated youth in training centres. Unless this will continue and the resources invested by government on each trainee will not provide return.

Self opinion and self realisation:

Self opinion and self realisation among rural youth is very less. They are unable to make choices on their own from the existing options. This ultimately leads to supply driven skills i.e. why there is a great need of self actualisation related session before indulging youth in any training/skill set. It is possible that after the session they become clearer about the skill/ training they want to pursue.

Focus group discussion with the mobile trainees at a centre under RSLDC scheme was conducted in Udaipur. The group of trainees came from various villages of Udaipur and joined the training because of some influence of their parents and service providers. They said, “We came here because we don’t know what to do in future. At least doing something is good than doing nothing.” The trainees don’t know this leads them where. They are unaware about any other training centres as well as the courses which they can pursue after schooling or so. This shows that lack of awareness, fear, clarity and carelessness among rural youth carrying them towards low-graded jobs in the urban society.

Awareness and brainstorming sessions must be designed first for the youth before admitting them in any of the training/ skill.

Age and gender of youth:

Age and gender of youth plays important role. Difference in them changes their demand of skills and trainings. As girls (educated/uneducated, married/ unmarried) have their own set of opportunities and challenges in rural areas and boys (educated/uneducated, married/unmarried) have their own. Consideration must be given to this issue as well before designing any skill set for this target group.

“Restrictions to go outside village limit us at one single place” said Nanki Meghwal. She is a 22 year old girl who lives with her parents and two siblings at Barwada village, Udaipur. She is pursuing B.A (open) and has taken training of beautician and computer course from her own village in a centre under RSLDC scheme. She belongs to a medium profiled family but faces gender related biasness. She said, “I’m not allowed to go outside village to pursue anything or even can’t establish anything of my own in the village as well. I’m only supposed to marry outside my village.”

This shows the restrictions a rural girl faces in India till today and struggling to live her own life with freedom and peace. The courses will have no importance in her life until it would be used rightly in the future.

Jyoti Meena, 26 year old lives with her husband, two daughters and a son at Gundali village, Udaipur. She said, “At the age of fifteen I dropped my education and got married due to some financial problem in the family. I want to pursue my education further but it is said that a married woman has to fulfil the responsibility of her husband and home first.” This is the only reason why women’s are not developing especially in India. Child marriages are common till today and are not only depleting the life of women but men are also suffering from its myths in the rural areas.

There is a great need to take strict action against this evil of the society, unless social and skill development will remain in dreams.

Ratanlal Ji, 23 year old belongs to Rajasamad village and lives in the main city, Udaipur. He is currently working as a security guard in a mall in Udaipur. He said, “Our family is very poor and after my father’s death to support my family I dropped my education at the age of fourteen and pursued various works (say, hotel servant, construction work, bangle making, saree cutting, etc).” He was not aware about any of the skill training courses but gathered some information for his children. He said, “I want my children to study in good schools so that they can do which I won’t.”

“Unless you have pressure to do something, you will not pursue it with full dedication” said a trainee (sales and marketing) at a centre under ELSTP scheme. Kusum Lata Meghwal, 29 year old is a single mother of two children. She got married at the age of seventeen and dropped education. She said, “My husband divorced me four years back and because of this my family conditions became so worse. My daughter told me to study further, because of her motivation I passed my graduation today and pursuing this course to get a good job in future.”

Conditions of single uneducated women became worse and will remain in poverty trap unless she has dedication to fight back.

Married and unmarried youth:

It is seen that married youth has other needs and demands from unmarried. As married youth (especially male) don’t want to only study further as financial burden on them is more. So if we want to design any skill set for them studying must be the secondary objective in that programme. But the unmarried youth who are dropouts from education (maximum 2-3 years ago) are interested to pursue their education if they get financial support.

Focus group discussion with the two wheeler trainees (unmarried) at a centre under RSETI scheme was conducted. The youth who dropped out from study (three years or less) due to some financial burden want to pursue education, if given a chance. A youth said, “I left my school because it is very far away from my home and due to very large family I was supposed to earn for my living.” This shows that family, financial pressure and cultural barriers are the reason of dropout especially among males. *So these youth can be again involved in study (with a proper course and sustainable placement plan) so that it will help them in growing further and getting a job/ profession which is more dignifying and satisfying.*

Focus group discussion with the mobile trainees (married) at a centre under RSLDC scheme was conducted. The youth who are married and above the age of 23 years are more interested in having a sustainable job or business, so that they can contribute in the livelihood of their family. As the financial burden on this group is more than the unmarried youth. Youth said, “Doing a business or getting a job nearby your living place is more convenient. As it will provide chance to live and earn by living close to your family. This satisfaction is different and relaxing.”

Designing skills and providing placements to this youth accordingly will surely provide sustainable results of the skill trainings.

Interior villages:

More interior the villages from city, less the awareness and knowledge among youth related to various programs and schemes. So, they end up acquiring those low skills and works which are supplied and availed by everyone in their area. Less awareness and cultural barriers create their life more complex and end their life revolving in the debt burden from

Pushpa Ji, 24 year old lives with her husband and two sons at Bawda village, Udaipur. She belongs to schedule tribe and passed 12th and then got married at the age of 19. She said, “I wanted to study further but due to unavailability of college nearby our village I quit studying.” She has no power of decision making in her family and has no knowledge about any of the training programmes. She said, “I want to learn tailoring because our village hasn’t have a single tailor around but due to less awareness and decision making ability I wasn’t able to pursue this.” *She has the ability to do everything but doesn’t get opportunity to pursue her interest or profession due to social and cultural barriers. That is why she is now doing labour work (MGNREGA) in her village, when get work.*

Education system:

Education system is a big challenge. Education system has its loopholes, say, increased student-teacher ratio, less dedicated teachers, lack of proper infrastructure, and lack of awareness in the community, teacher absenteeism, cramming is the focused rather than practical knowledge, lack of extracurricular activities, etc. These issues destroys the primary

learning of the children, which becomes the basis of various other problems in the life of the children, say, child labour and marriages, financial burden, depression, migration, unemployment in skilled profession, risk to life, etc. This ultimately spoils the life of youth by ending him/her in a profession which is at a low level in the society.

“I dropped my study at class 9th due to financial problem in my family. From last two years I was working at construction site in Udaipur”, said Kaluram. Kaluram is 17 years old and lives in kucholi village with his family. When he was in school teachers told him that why do you want to study, ‘pass hue to zindabad, fail hue to Ahemdabad’. He said, “Teachers never come on time and didn’t teach them properly. At last they stop going to school because they walk 3 kms to reach to school daily and never taught by the teachers.”

This shows the situation of our education system and this is ultimately leading our children future in darkness.

Focus group discussion with the girls of class 12th of upper primary government school was conducted. They said, “They are not aware about any of the government trainings as well as courses after that 12th. Lack of knowledge and less interest of teachers in providing awareness to them leads to a situation where they remain blank about their future.” The education system starts from reading books and end on it. Theoretical knowledge makes our children dumb in the practical world. They said, “We don’t know what is going on in the world as we are busy in cramming things which are taught by the teachers in the school.” *The whole education system is also working on quantity (numbers) rather than quality.*

Focus group discussion with the girls of undergraduate degree of Government College was conducted. Until soft skills courses are added with the main course the personality and knowledge of the students will not improve, and the demand and supply gap in the ‘marketable skills’ will remain the same. They said, “They are not aware about any of the skill courses which are available to them and don’t even know about the undergraduate and post graduate courses beside some.” *This is where our education system is even the youth who is educated is unaware about the options which are available to them in different areas of the country or world.*

Under utilisation of resources in skill centres:

Utilisation of the existing capacity and resources is low as was observed in mostly every centre under the schemes. The main reason behind this is the efforts behind mobilisation of the right youth towards the centre is missing. The centres are running on numbers not on quality. The undesired youth with no particular aims enter the centre with some influence and end-up by withdrawal from that particular skill after sometime.

Focus group discussion with the trainees of tailoring was conducted in the centre under PMKVY scheme, Udaipur. This centre has the capacity to provide training to 200 youths in different courses but faces shortage and absenteeism in every batch. The main reason behind this is the mobilisation of the right youth at right time was not done. They said, “When the batch started it has 22 trainees, today less than half the trainees attend the classes.” The reason is clear and the efforts to make it correct is missing.

This is only reason why these trainings are not achieving the target of ‘Skilling India’.

Private players consider their motive first:

Many private players, who have opened their skill centres under corporate social responsibility, opened these for their own motive. They are actually manufacturing their future employees in these centres. This practice can or can’t be considered as a social responsibility, again it depends on the way one sees this.

A service provider said, “We provide youth to the private companies when they apply for trainings in our centre as these companies provide trainings as well as placement in their own companies, which is very beneficial for the youth.” This statement seems like it is done for not benefitting the beneficiary/trainee actually, it is done for the benefit of the organisation as well as the private player. He said, “The retention rate may vary because it depend on that youth whether s/he will adjust according to the company policy/norms or not.” *Ultimately opportunities and conditions are generated for the benefit of the company and private players. They run to show numbers and temporary/casual employment; until it keeps on achieving this the other aspect will not be seen with care and empathy.*

B. FINDINGS AND OBSERVATIONS

Beneficiaries and untouched youth

The youth who are involved in the skill trainings mostly belong to the medium profiled category. Every skill trainings mostly caters to beneficiaries who are between 17 to 40 years of age but the major proportion was found between the ages of 17- 24 year. As this category (medium profiled and 17-24 year) have awareness as well as less family and financial burden. This makes it easy for them to avail the skill trainings.

Awareness in this regard matters a lot. As only those youth are targeted who already have some source and sense to earn their living. Problem here is not this group; question is why the low profiled section/category is left behind who seems to be needier. The suggestion to this problem is to create more attractiveness and awareness of this programme according to that category as well. Catering this category will remain a challenge unless the service providers become more sensitive, demand driven and empathetic towards them.

Youth of this category have no time for self- realisation. At the age (between 9-15 years) of playing and learning they are forced to go out from their home to earn their living. They are not confused, but are the ones who are forced to do the current labour work because of the cultural and financial burden, for example, the lives of Bheema ram, Kalu ram and Bhura ram discussed earlier relates with this. There is a great need to drive this category towards the world of more knowledge and awareness. Awareness with some plan of sustainability can only be the solution to bring them out of the poverty trap.

This programme is planned centrally. Now the time has come to decide and select the skill sets according to each district because diversity in geography, culture, demography, issues, etc. vary drastically in a country like India. Unless plan is made at district level, these standardised skill set will continue but will never achieve 'skilled development' in future.

Dignity and sustainability

Dignity concept is very controversial in the sense that different people have different views. For one, the job s/he is doing is dignified in their culture or society but this view may vary in other culture or society. Nowadays, dignity of a particular job or person is defined with the amount of glamour that particular occupation has on the other person. For example, a

construction worker may receive respect and feel dignified in his village and society but may not get the same respect and dignity in front of the contractor on the construction site.

Service providers see the situation sympathetically and feel that training a person in low graded profession is helpful in earning a living in future. Seeing the situation empathetically is very hard and every person can't do that. Imagining a situation, where we are doing work out of home/ village, risking our life daily and earning a living; do we accept this to our lives, this situation remain in controversy. One needs to be trained in that skill which will not only provide earning but sustainability as well as satisfaction. Blending these two attributes would surely contribute to a more fulfilling life.

The concept of dignity is compromised structurally because most of the skill trainings are available only in low paying jobs servicing the urban life. It will remain in controversy unless the service providers and the beneficiaries put themselves in each other's shoes means without understanding the situation empathetically the concept remain unjustified and skills will remain the same.

Earlier we talked about retention rate; this shows sustainability of these training programmes. Big challenge after skill trainings is retention in the same profession. Unless one feel comfortable, free and satisfied in the profession s/he will not continue it for a long period. Forced choices always lead to dissatisfaction and dissatisfaction always lead to withdrawal. The same is happening with the skill trainings. The trainings are designed and the trainees are forced to make choices from the options available with them in that particular centre. For example, in a centre under the scheme DDU-GKY, trainees who were called from various villages don't even know about the courses available in the centre. They came and just choose the course from the two options available at that time.

From this above example we can form an idea of the issues affecting the sustainability after the training. The forced choices are made by the trainees because of other incentives in and after the training i.e. free accommodation and food, stipend, placement, etc. This is not their mistake, the system/ programme is running this way. If this will stop, the quantitative analysis of skill trainings will not remain same as today i.e. the number of beneficiaries or trainees enter the centres will decrease which will affect the quantity of trainees trained and ultimately the funding and system will be questioned. These additional facilities are important but dependence of system and beneficiaries on these brings negative impact and

produces a low quality workforce. Ultimately, this will become an investment which brings no social return to the economy as a whole.

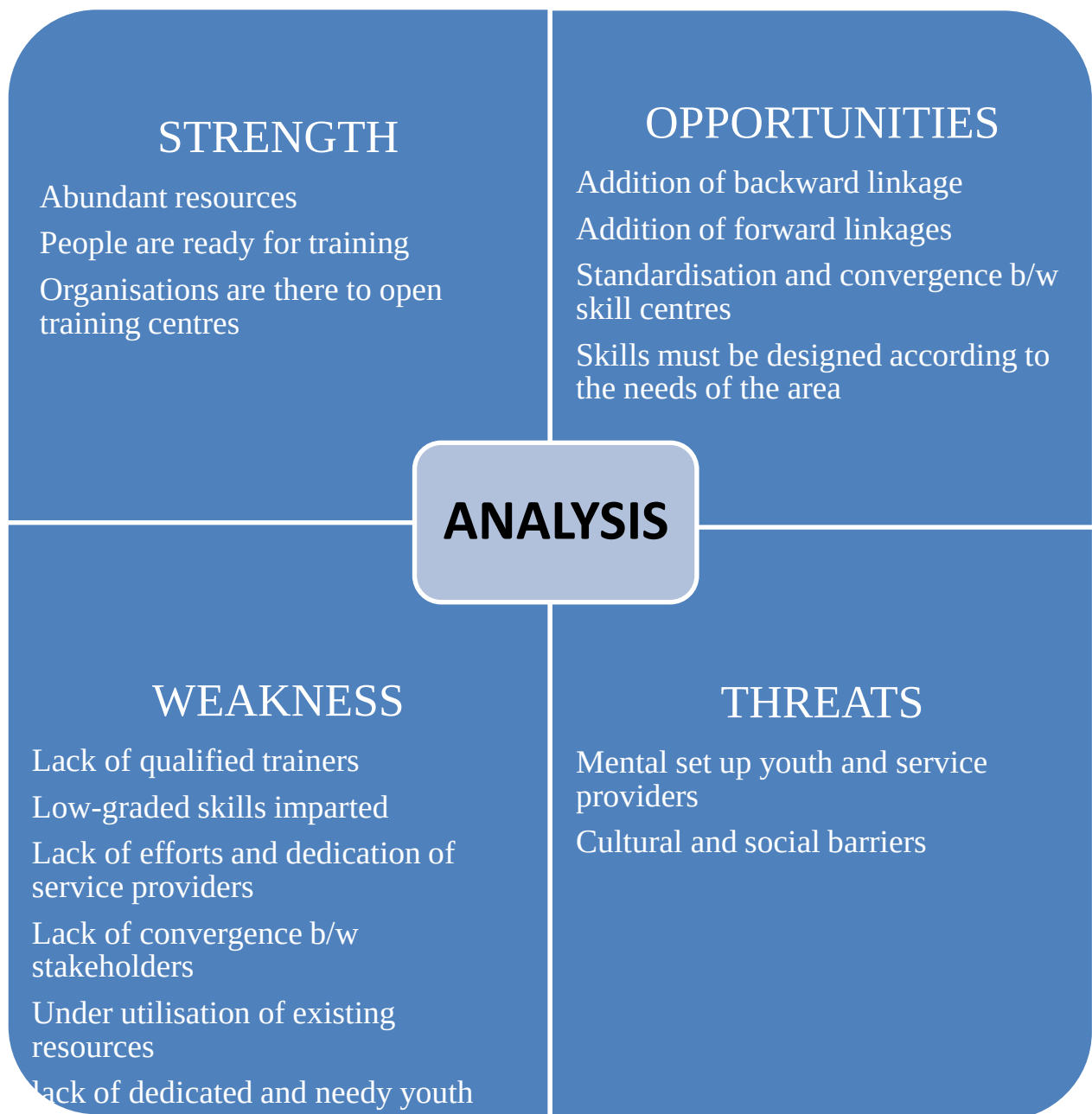
Existing trainings and loop holes

No doubt that the existing trainings are providing skills to the youth but providing skills is not the only objective of the programme. Skills are imparted with the objective to decrease the skill deficit and underemployment in the economy. These objectives still seem to be incomplete and are unapproachable in the programme. The number of people skilled increased in quantity but the qualitative aspect remains to be dealt with. Quality can be measured with the designing, mobilization, number of dedicated youth/trainees, quality of trainers, follow-up, retention, etc. These aspects are given very less importance and focus is only to increase number of trainees in the skill/trainings they are offering. This is the root cause of every problem or issue in this programme. This is the only reason; the forward and backward linkages are missing in the programme because we are moving in a direction where the only the numbers trained has become the basis to judge the achievement of the programme. That is why implementation, up gradation and fraud remained a big problem throughout.

C. ANALYSIS

On the basis of issues, challenges, finding and observations one can analyse the situation of the centres, Skill trainings and the programme as a whole. This analysis will show the overall review of the programme and some insights towards “Skill India”.

Below here is the small analysis on the basis of the study conducted:



1. Strength

Abandon of resources:

Financial resources are not a constraint for skill trainings. Government is supporting and funding the initiatives of non government organisations as well as private players. The need of the hour is to optimistically use the resources which are being provided.

People (i.e. youths) are ready for training:

Youth are ready for the training, as around 90% of our workforce is working in unorganised sector of the economy. The need is to provide those training/skills which provide sustainability in the life of the youth.

Organisations are there to open training centres:

There are a lot of organisations (public or private) who are ready to open the training centres as well as ready to skill the youth. Condition here is the dedication and effort that organisation will make to improve the conditions of the needy/beneficiary.

2. Weakness

Lack of qualified trainers:

There is a great need to appoint qualified trainers at the skill centres so that they not only contribute in providing trainings but also provide suggestions about the improvement in the existing training sessions so that the goal of 'Skill India' can be achieved.

Low-graded skills imparted:

The existing skills which are being imparted to the trainees are generally placing them at the low-graded profession in the market/economy. There is very less scope to grow sustainably until and unless some financial and technical support is provided to them with proper planning and innovation. There is a great need to rethink on the new and upgraded skills which will provide sustainability and growth in the life of rural youth.

Lack of efforts and dedication of service providers:

Lack of dedication and efforts are seen in mobilising the right youth and proper follow-up by the service providers. As they think imparting skills to youth is the only way to achieve the target of Skill India. Unless the system becomes more sensitive towards various hierarchies of society the skills imparted will not achieve the desired result.

✚ **Lack of convergence b/w stakeholders:**

Convergence between various stakeholders say, the government, private players, non-government organisations, training centres, youth/ beneficiaries/trainees, funding agencies, media, parents, community/ society, etc. is important and necessary for achieving the target of 'Skilling India'. This is a very big challenge; convergence is not a problem between external stakeholders but also a big problem in the same sector or department, for example, among different training centres.

✚ **Under-utilisation of existing resources:**

The existing resources say, financial, technical, fixed assets, human resource, etc. will remain underutilised until it is used to its fuller capacity. The situation will remain this way if efforts are not made in proper planning and implementation.

✚ **Lack of dedicated and needy youth in skill trainings:**

Youth who are mobilised and admitted in the skill trainings are not dedicated enough as well the training provided to that group are not sustainable enough for them. The youth left behind is the low-profiled section of the society, because the trainings are not satisfying the needs and demand of this group. So efforts on both-the-ends are needed.

✚ **Lack of long-term sustainability among youth:**

A proper match is needed between the target audience and the training/skill imparted. Unless this match is found, the retention rate in the skills given will keep on decreasing, which results in lack of sustainability in the same profession in which they are being trained.

✚ **Skill trainings not designed keeping in mind the specificity of the local context:**

Skills are not designed keeping in mind the mind the geography, culture and demography of the particular village, district or state. Whole India follows the same set of skill trainings chart.

✚ **Special effort for skill trainings for marginal and weaker sections is not there:**

Skill trainings fail to cater the marginal and weaker section of the society. The beneficiaries involved or admitted in skill trainings are the middle or high class society youth. The vulnerable section lags behind or doesn't show interest in these skills which are offered.

3. Opportunities

Addition of backward linkage:

Opportunity can be seen before admitting a person in skill training through quality education and self actualization and realization sessions etc. This will surely provide some light on the admission criteria of the youth in the skill trainings/ courses.

Addition of forward linkages:

After imparting skill trainings to the dedicated youth, forward linkage other than placements can be added, say, entrepreneurship can be explored further. It will surely provide long term sustainability in the same skill in which they are trained.

Standardisation and convergence b/w skill centres:

Standardization of the system as well as convergence between skill centres can be created by developing an online platform for these centres. This will surely show transparency as well as a sense responsibility towards each other can be developed.

Skills must be designed according to the needs of the area:

Now the time has come to divide the skill sets according to the need and demand of the area specifically. As India is a very diverse nation so the skill sets for each region should be planned and designed accordingly.

4. Threats

Mental set-up of youth and service providers:

Boss- employee relation among them creates chaos in future. Mental attitudes of youth and service providers must be cordial and cooperative. Trust must be built between them and enough role clarity would ensure that one will not consider other superior.

Cultural and social barriers:

Diversity plays a role here. Social and cultural barriers will be considered as a threat in 'Skill India' until one will not design the program considering this hierarchy in mind. If this will be seen as an opportunity to design new and innovative skill sets than the scenario will change drastically.

CHAPTER 5- CONCLUSION AND SUGGESTIONS

- **Self realisation sessions:**

Self realisation related sessions with youth need to be conducted first before admitting them in any skill set/training. These must include awareness and brainstorming related sessions in which youth get knowledge related to all skills which are offered to them and draw suggestions from them related to up gradation and any other training which they want to do or find interesting other than the existing.

By adding this session in the existing module of training we will not only find the dedicated candidates for the training as well as it will help in upgrading the existing and finding the new skills according to the area.

- **Group entrepreneurship:**

Group entrepreneurship concept needs to be encouraged. As youth who get training, together can be formed in small groups according to their convenience and some financial and technical support can be provided to them, to help them become entrepreneur i.e. convergence between skill India and Start-up India can be done through this concept.

As individual entrepreneurship with rural youth is a challenge. Many initiatives and examples are there of individual entrepreneurship in the training program but these are in very small. These are opened at a very small scale and lacks innovation, up gradation and expansion. These limitations can be catered by this group entrepreneurship concept very easily.

By adding a guide or facilitator with this group for the purpose of successful entrepreneurship (supporting at technical as well as financial ends) for the planning the business, implementing the plan of business, coping up with the challenges, seeking opportunities for expansion, etc. in the group's area of interest. This will continue 1-2 years, till that group feels comfortable with the business.

The plan here is to establish the business of rural youth in their own area and expand them which will ultimately develop the rural areas rather than only servicing urban world.

Through this the big problem of decreased retention rate can be solved and will establish as a forward linkage to the skill trainings which is missing till today.

- **Segmenting skills under single system:**

‘Segmenting skills under single system’ is the solution to this problem. Means if the system become the same for each training centre it will become easy to implement, monitor and control the programme.

Rather than providing sanction to various partners, say, government, NGOs and private players under various schemes/programmes, standardise them with one. By analysing the problems, issues, opportunities and possibilities of an area these partners can open skill centres and start any skill training which they find relevant. A district level monitoring team on these centres can be appointed for facilitation, guidance and action in each district.

This may become solution to various problems like lack of awareness, limited options, compatibility of options with the existing conditions, lack of up gradation and innovation, forced choices, etc.

Further district level reward system for best centres, programs and functions to establish convergence between centres at district level, etc. can be planned or may become easier to handle.

Overall, skills can only be optimistically developed and utilised in the economy when it follows a region and context specific **multi-dimensional approach** i.e. literacy and education, training and development, up-gradation and practice, etc. Putting these in a process along with rural context will result in achieving ‘quality workforce’ for India.

- **A residential college for the dropouts:**

A residential college for the dropouts from school (maximum 2-3 years after class 12th) can be opened in which higher degree courses can be started. Those courses are kept in mind which will ultimately help in creating sustainable livelihood in their own area or village. With a condition to provide course in a limited time frame with best of placement focus.

- **New skill sets:**

New skill sets related to rural livelihood can be designed so that people not have to go outside village in terms of getting service from urban area. For example: trainings/

courses of forestry, animal husbandry, agriculture, ayurvedic medicines, etc. can be provided to the rural youth.

Existing trainings can also be improved by providing certain up gradation in the trainings by increasing the period of trainings. So, the trainees who attended trainings will not get placement in the low graded jobs only.

- **Need and demand of the target group:**

Trainings must be designed according to the need and demand of the target group. As married/unmarried or educated/uneducated has their own set of demand. Their interest must be explored & need and demand of their area must be understood, before providing training options to the youth.

- **Education system:**

Education system (both school and higher education) needs more focus, as some soft skills need to be designed with curriculum as the students also get practical knowledge about outside world. For example, the main problem is the education system not the unemployment. Students who pass the graduation and post-graduation courses doesn't able to get employment because they lack skills which are required to fill those vacant positions. Firstly the education system need more focus as it is the strong backward linkage of creating any student's interest as well as choice of skill/training.

- **Equitable and realistic approach:**

It is necessary that planning of Skill development is done more equitably and realistically. Expansion of skills is possible when focus is more on 'social demand' rather than 'market demand', and education & trainings are the method to improve manpower skills and quality. So it is necessary that skills trainings should consider equity and reality of the economies in mind.

CONCLUSION

The major responses which was gathered from the skill trainees and rural youth are, if they get opportunities (good education, basic facilities, etc.) or livelihood options (jobs, entrepreneurship support, etc.) in their own village they will not move to other places in search of better living or employment, upgrading skills in the existing profession so that an option for expansion can be created in future, rather than doing the low graded jobs they feel better and happy in starting their own business with some risk factor also, interested in learning new and innovative skills which will provide knowledge as well help in earning livelihood. These responses remain liabilities, unless one not understands the idea/ thinking behind these responses and derive a realistic approach to solve them.

By understanding their issues and responses deeply a multidimensional approach needs to be developed keeping in mind region specific context of modern transformative that reconfigure rural urban interdependences along with rural context in mind. Exclusive focus only on urban skill sets creates pathway for migration that contributes to increasing urban inequalities and low skill labour force. Urban from Rural is not the solution of the problem, as these are interdependent on each other. So, it is important to design the skills which will not compromise the rural context, say, including rural people in their own development through equitable and realistic approaches is important. Seeing rural realities and needs of rural people with empathy is very important if we want inclusive social development in the true sense.

LINE OF INQUIRY

(From rural youth between 15-29 years of age)

A. **Trainees-** (pursued or pursuing trainees)

These include people who are dropouts (married/ unmarried) or pursuing education along with trainings (married/ unmarried).

1. What is your name, age and educational qualification?
2. Which is your place of residence?
3. How many earning members are there in your family and how much is your family income yearly?
4. What is the socio-economic status of your family?
5. What are the reasons or circumstances behind joining this training?
6. Do you know any of the government and non-government interventions/programmes for providing skills and employment to youth? If yes, than name some centres? If no, how you came to know about the training centre?
7. Have you chosen this skill set on your own? What are your plans after gaining this particular skill (Fresher) or what you have done after gaining this training (person already taken training)?
8. Do you find this training useful in upgrading your existing skills? Are you satisfied with the course of training? If yes, why? If no, why?
9. Do you enjoy this particular training or work when you do that? If yes, why? If no, why?
10. Have you taken any other training before? If yes, than why you didn't pursue your career in that?
11. In which type of work/profession you were engaged before? Why you quit that?
12. What is the scope of this training or skill in your village or profession?
13. Do you feel it dignified and helped to upgrade your status in society?
14. What are the reasons behind leaving education? If you will get a chance to study further will you pursue that? If yes, why? If no, why do you feel that this training is more beneficial than studying further? **(from dropouts)**

15. Why you are continuing this training while studying? Is it beneficial in the course you are studying? If yes, how? If no, what are the reasons behind pursuing this training?
(from people pursuing education along with trainings)
16. Are you happy in pursuing your job/business apart from your family and village? If yes, why? If no, than what type of skill sets you will suggest as option to explore and uplift the rural living and livelihood in your area?

B. Non-trainees –

• **Dropouts (married/unmarried)**

1. What is your name, age and educational qualification?
2. Which is your place of residence?
3. How many earning members are there in your family and how much is your family income yearly?
4. What is the socio-economic status of your family?
5. What are your circumstances behind leaving education? If you will get a chance to study further will you pursue that? If yes, why? If no, why?
6. In which type of work/profession you are engaged and from how long? Do you feel it dignified or helped to upgrade your status in society?
7. Do you know any of the government and non-government interventions/programmes for providing skills and employment to youth? If yes, why you didn't join them? If no, why?
8. Are you satisfied with the existing training options? If no, than what type of skill sets you will suggest as option to explore and uplift the rural living and livelihood in your area?

• **Upper primary school and college students (married/ unmarried)**

1. What is your name, age and educational qualification?
2. Which is your place of residence?
3. How many earning members are there in your family and how much is your family income yearly?
4. What is the socio-economic status of your family?
5. Did you join or wish to join any of the soft skills course with or after your study? If yes, why you want to join that? If no, than why?

6. Do you pursue any part time job along with your study? If yes, what is it and why did you join that? What are your circumstances behind doing job along with education? Do you find it dignified? If yes, how? If no, why?
7. What are your plans in future related to your study or job? Is there any obstacle you see in your dream? If yes, what are they?
8. Do you know any of the government and non-government interventions/programmes for providing skills and employment to youth? If yes, why didn't you join them? If no, why?
9. Are you satisfied with the existing trainings options? If no, than what type of skill sets you will suggest as option to explore and uplift the rural living and livelihood in your area?

C. Trainers-

1. What is your name, qualification/designation and years of experience in working with youth and their skills?
2. Do you think this skill set is helpful to earn and live a dignified life?
3. Do you think all the trainees have the same passion towards learning the particular skill? If no, than did you explore them and their choice?
4. Do they get opportunity to retain and pursue that skill as their career option? If yes, how? If no, what are the challenges/obstacles according to your experience?
5. Do you think there is a need of improvement in the existing course/system of this particular training? If yes, than provide your suggestions?

D. Staff/ Service providers-

1. What is your name, qualification/designation and years of experience in working with youth and their skills?
2. What type of trainings you provide to youth in your institution? Do you think these are sufficient to earn and live a dignified life?
3. What are the criteria (on the basis of gender, education, social class, etc.) of your different trainings? Why did you set these specifically?
4. Is there any difference in retention rate of different trainings? If yes, than what are the reasons behind it according to you?
5. What are the follow-up practices after providing training to trainees? How many success stories are there in your beneficiary bank till date?

6. Does your institution provide trainees opportunity to retain and pursue that skill as their career option? If yes, how? If no, what are the challenges/obstacles according to your experience?
7. Do you want to add or planned any other options in your existing trainings? If yes, what are they and why you choose them? If no, why

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