Uttar Pradesh Skill Development Policy 2013

Department of Vocational Education

Government of Uttar Pradesh

Table of Contents

Chapter 1

Introduction

India is one of the few countries in the world where the working age population will be far in excess of those dependent on them and, as per the World Bank, this will continue for at least three decades till 2040. This has increasingly been recognized as a potential source of strength for the national economy, provided we are able to equip and continuously upgrade the skills of the population in the working age group.

1.2 [1]Currently, India has the lowest proportion of trained youth in the world. 80 percent of new entrants to the workforce have no opportunity for skill training. Against 12.8 million per annum new entrants to the workforce, the existing training capacity is only 3.1 million per annum. Out of 21.6 million and 12 million children who take Class 10 and Class 12 examinations respectively, only 5 million are able to enroll in higher education.

1.3 The Vocational Education in India suffers from a number of constraints and structural deficiencies. Merely 8 percent of all Senior Secondary Schools in India impart VE. Only 3 percent of the students are under the ambit of VE against the target of 25% of all Grade 11-12 students. The enrolment in vocational stream is quite low in Indian Schools compared to China, Russia, Indonesia, Mexico and South Africa. Absence of linkage with changing market needs and dominance of supply-side factors are significant. Employability of the pass-outs is a critical issue. The institutions suffer from poor infrastructure, absence of qualified staff and obsolescence. The stream is under low-esteem being a low priority of choice among parents and students. There is lack of vertical mobility through appropriate university programmes. Seeing the public reaction and the clientele category, the private sector participation is not much in strengthening VE. There is mismatch between training and employment. The curriculum and infrastructure are obsolete. There is imbalance of demand and supply. The absence of Industry-Institute interaction /collaboration is striking. There are regional imbalances in public and private provisioning and location of ITIs and ITCs. The management of the system is fragmented and shared between the National and State Authorities for vocational training. Institutions do not enjoy autonomy in curricular issues.

1.4 The facilities for training in the informal and the traditional sectors are grossly inadequate. Poor literacy and numeracy along with high training costs often prevent informal

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[1]This Section has been drawn from India Labour Report 2012 by Team lease and IIJT

sector workers from participating successfully in training programmes. Majority of the secondary and tertiary level institutions are not involved in training the unorganised labour. Opportunities for training in emerging areas are far less. Procedure does not exist for certification of informal skills.

1.5   In order to address these issues at the national level, a "Coordinated Action on Skill Development" with three-tier institutional structure consisting of the **PM's National Council on Skill Development, the National Skill Development Coordination Board (NSDCB)** and the **National Skill Development Corporation (NSDC)** was created in early 2008.The Prime Minister's National Council on Skill Development has endorsed a vision to create 500 million skilled people by 2022.

1.6   The scenario presented above is applicable for the state of Uttar Pradesh as well. Presently, there are 267 Government run ITIs and more than 1300 private ITIs in the state to provide vocational education with an estimated capacity of 180000. Senior secondary education department has 892 schools with an estimated capacity of 100 students per school for vocational education and under the revised vocational education scheme, 100 new schools have been sanctioned. Different departments also have their own programs and schemes for skill development. Industries and private sector has not been engaged in any significant manner in this area. Uttar Pradesh Skill Development Mission was formed in 2011 to carry forward the skill development initiatives in the state. Uttar Pradesh Vocational Education and Training Council was also formed in 2009 with the intent of skilling educated/uneducated youth and making them employable. However, the desired momentum to skill development activities could not be provided due to lack of comprehensive policy framework.

1.7   Uttar Pradesh being the largest populated state in the country, the target for skill development for the 12th plan has been fixed at 8 million by NCSD. With present infrastructure and capacities, it is not possible to achieve this ambitious target. In this context, it was felt desirable to assess the current status of skill development infrastructure and efforts in the State and to redraw the policy framework for skill development initiatives in the state.

1.8   The proposed policy for the skill development is being presented through this strategy paper. The strategy paper discusses the issues relating to skill development. It covers the vision of skill development in the national and state context. It also details the current status of skill development activities in the state and shortcomings therein. State Skill Development Strategy along with the proposed organizational structures and indicative physical and financial targets has been presented, thereafter.

Chapter 2

Skill Development – National Goals and Strategy

Skill development is considered synonymous with vocational training (as distinguished from vocational education) and till very recently the ITIs and Polytechnics were expected to shoulder the major burden of skilling the youth in vocational streams. However, it was realized that the current system is not capable of delivering either on the quality or the quantity of the requirement of skilled personnel in the country. It was also realized that unless Skill development is seen as a national priority the country would not be able to reap the demographic dividend. Not only this, a large unskilled and therefore unemployable and unemployed young work force will create social distress of great proportions. It was in this context that a National Skill Development Policy was launched in 2009 with the aim of skilling 500 million persons by 2022.

2.2   National Policy on Skill Development

The national policy envisions the establishment of a National Skill Development Initiative with the following mission: **National Skill Development Initiative will empower all individuals through improved skills, knowledge, nationally and internationally recognized qualifications to gain access to decent employment and ensure India's competitiveness in the global market.**

2.3   Objectives of National policy

The objectives of the national policy on skill development include:

a)   Creating opportunities for all to acquire skills throughout life, and especially for youth, women and disadvantaged groups.

b)   Promoting commitment by all stakeholders to own skill development initiatives.

c)   Developing a high-quality skilled workforce/entrepreneur relevant to current and emerging employment market needs.

d)   Enabling the establishment of flexible delivery mechanisms that respond to the characteristics of a wide range of needs of stakeholders.

e) Enabling effective coordination between different ministries, the Centre and the States and public and private providers.

2.4 Scope of Policy

The Scope of the National Skill Development Policy is wide and encompasses all activities and schemes that have the potential to contribute to the gigantic target of skilling 500 million by 2022 and it includes:

a) Institution-based skill development including ITIs/ITCs/vocational schools/technical schools/ polytechnics/ professional colleges, etc.

b) Learning initiatives of sectoral skill development organised by different ministries/departments.

c) Formal and informal apprenticeships and other types of training by enterprises

d) Training for self-employment/entrepreneurial development

e) Adult learning, retraining of retired or retiring employees and lifelong learning

f) Non-formal training including training by civil society organizations

g) E-learning, web-based learning and distance learning.

2.5 Vision for Implementing the Policy

- **Scaling up:** Increase skill development capacity from 3.1 million to 15 million annually.

- **High inclusivity:** The skill development initiatives will harness inclusivity and reduce divisions such as male/female, rural/urban, organized/unorganized employment and traditional/contemporary workplace.

- **Dynamic and demand-based system planning**: The skill development initiatives support the supply of trained workers who are adjustable dynamically to the changing demands of employment and technologies.

- **Choice, competition and accountability:** No discrimination between private or public delivery - importance on outcomes, users choice and competition among training providers and their accountability.

- **Policy coordination and coherence:** Skill development policy to be an integral part of comprehensive economic, labour and social policies and programmes. A framework for better coordination among various Ministries, States, industry and other stakeholders will be established.

2.6 The policy emphasise equity in access irrespective of gender or economic or social class, making special provisions for disadvantaged groups such as minorities, SCs and STs and persons with disabilities.

2.7   National Institutional Arrangements

The National Policy recommends the formation of Skill Development Missions, both at the State and National levels. To create such an institutional base for skill development in India at the national level, the following three-tier institutional structure was created at the national level in early 2008:

National Council on Skill Development (NCSD)-It is headed by the Prime Minister and with Ministers of various skills relevant areas as members. The Council has various experts in the field of skill development as its members.

National Skill Development Coordination Board (NSDCB)- The NCSD is assisted by the National Skill Development Coordination Board chaired by the Deputy Chairman, Planning Commission which coordinates action for skill development both in the public and the private sector.

National Skill Development Corporation (NSDC) - The National Skill Development Corporation India (NSDC) is an institutional arrangement in the form of a non-profit corporation set up by the Ministry of Finance for encouraging Public Private Partnership in skill development in India. It aims to promote skill development by catalyzing creation of large, quality, for-profit vocational institutions. It provides funding to build scalable, for-profit vocational training initiatives.

2.8 **The National targets for skill development** for the 12th plan (2012-17) are as follows:

Financial Year	Skilling Target(in lakh) proposed in the Draft XII plan Document	% of population
2012-13	53	0.7%
2013-14	75	1.0%
2014-15	100	1.3%
2015-16	125	1.6%
2016-17	147	2.0%
Total	**500**	**6.6%**

2.9 **Role of Central and State Governments in Skill Development**

As discussed earlier, the skill development initiative incorporates all skill development arrangements, activities and schemes that include the formal vocational trainings being provided by ITIs, Polytechnics and colleges maintained and run by State governments and schemes of the central government ministries which are mostly implemented by the State governments. It also includes skill development activities being directly undertaken by Ministries and organizations of the central government and also by the newly constituted National Skill Development Corporation.

2.10   State government strategy and programmes for skill development are woven around these central schemes and support institutions. Many State Governments have set up State Skill Development Missions (SSDMs) as nodal bodies to anchor the skill development agenda in the State. SSDMs are expected to play a significant role in escalating the pace of skilling, through identification of key sectors for skill development in the State, as well as coordinating with Central Ministries and State Line Departments, as well as industry and

private training organizations. Each State has adopted a structure of SSDM that best suits the local environment and the State vision for skill development.

2.11 Major Schemes and Programmes of Central Government for Skilling

In the Central Government, around 20 Ministries are closely involved in skill development. These ministries mainly operate in one of two ways - through setting up own training capacity in specific sectors (examples of such ministries include Ministry of Labour and Employment, Ministry of Agriculture, Ministry of Health and Family Welfare etc) or through providing per-trainee costs of training for specific target populations (examples of such ministries include Ministry of Rural Development, Ministry of Women and Child Development etc). Major Central Government Schemes for skill development are detailed below.

2.11.1 Skill Development Initiative (SDI) Scheme

This is the flagship scheme of the Ministry of Labour to implement the skill development mission of the central government. Under this scheme, Vocational Training Providers (VTPs), both public and private, are registered to impart training to youth in more than 1400 courses notified as Modular Employability Skills (MES). The trainees are assessed by independent assessors and trainee costs are reimbursed to the VTPs at the rate of RS 15 per hour of training in case of successful trainees. The Scheme emphasizes effective partnerships with the private sector and proper assessment and certification of trainees but it is not placement linked. The target for skilling under this scheme is 8 lakh during 2012-13 with an allocation of Rs 720 crore. Annual targets for remaining years of the plan period may be still higher. The States are allocated targets and commensurate funds on the basis of their population share.

2.11.2 Swarna Jayanti Shahari Rozgar Yojana (SJSRY)

The Skill Training for Employment Promotion among Poor (STEP- UP) component of the SJSRY scheme aims to skill the urban BPL population and provide placement/ self-employment opportunities. 50% of total funds under SJSRY can be used for skill development through STEP-UP, for which an average per trainee cost of Rs 10,000 has been allowed. This scheme is implemented at the level of districts/urban local bodies. The Scheme provides that the percentage of women beneficiaries under STEP-UP shall not be less than

30% and SCs and STs must be benefited at least to the extent of the proportion of their strength in the city/town population below poverty line (BPL). A special provision of 3% reservation is also required to be made for the differently-abled, under this programme. In addition, 15% of the physical and financial targets under the Skill Training for Employment Promotion amongst Urban Poor (STEP-UP) at the national level are earmarked for the minority communities. SJSRY has a total fund allocation of Rs.814 crores with a target of skilling 5 lakh people in 2012-13.

2.11.3 National Rural Livelihoods Mission (NRLM)

Ministry of Rural Development (MoRD) allows for Special Projects for Placement Linked Skill Development of Rural Youths under Aajeevika (NRLM). It has targeted 8 lakh people in FY 2012-13. Under this Scheme, rural BPL youth are provided training, after which they are placed in the organized sector. The training is of short duration, normally up to 3 months. The implementation of this Programme is entrusted to qualified Project Implementing Agencies (PIAs), having capabilities in both training and placement who mostly belong to the private sector. In the 12th Plan, skilling of 50.0 lakh rural B.P.L youth would be undertaken under NRLM with an outlay of Rs.7500 to Rs.8000 crores. The Ministry has therefore, accorded high priority to this work and has set up a Skills and Placement Sub Mission under NRLM. The funds are sanctioned at Centre. At the State level, the State Rural Livelihood Missions are responsible for implementation of the scheme.

2.11.4 Backward Regions Grant Fund (BRGF)

Under this scheme, funds are allocated to notified backward districts for preparation of integrated economic development plans. Although, so far no funds have been earmarked for skilling, the scheme provides enough flexibility to the states to incorporate this in the Plans.

2.11.5 Multi-Sectoral Development Programme (MSDP)

Multi Sectoral Development Programme is targeted at economic upliftment of Minorities in notified districts with large population of Minorities. Programme funds may be utilized for creation of social and economic infrastructure and may be used for programmes that directly benefit the minorities. Districts are expected to prepare the plans which are implemented after they are approved by the central government. The MSDP scheme has no specific component on skill development but work participation rate and literacy are two of the focus areas and it

should be possible to take up placement linked skill development activities under this scheme.

2.11.6 Border-Area Development Programme (BADP)

This scheme is run in the blocks which are on international borders and funds may be utilized for capacity building. Union Finance Minister, in his speech while introducing the budget for 2013-14 has underlined that at least 5% of funds under this scheme are to be earmarked for skill development.

2.11.7 SCA to SCSP and TSP

Special Central Assistance (SCA) to Scheduled Castes Sub Plan (SCSP) and Tribal Sub Plan (TSP) is a central scheme under which 100% grant is given to the States/UTs as an additive to their Scheduled Castes Sub Plan (SCSP). The main objective is to give a thrust to family oriented schemes of economic development of SCs below the poverty line, by providing resources for filling the critical gaps and for providing missing vital inputs so that the schemes can be more meaningful. Since the schemes / programmes for SCs may be depending upon the local occupational pattern and the economic activities available, the Sates/UTs have been given full flexibility in utilizing SCA with the only condition that it should be utilized in conjunction with SCP and other resources available from other sources like various Corporations, financial institution etc. The Guidelines are open-ended and the Union Finance Minister, in his speech while introducing the budget for 2013-14 has underlined that at least 10% funds under this scheme are to be earmarked for skill development.

2.11.8 Schemes for Districts Affected by Left Wing Extremism, MoLE

This programme is administered by Ministry of Home Affairs and funds may be used for various activities including for setting up infrastructure for skill development.

2.11.9 Skill Up-gradation Training Programme (SUTP), Ministry of Youth Affairs and Sports

This scheme provides skill development trainings for women in about 200 border/tribal/backward districts across India. It has its centres in 16 districts of Uttar Pradesh.

2.11.10 Building and Other Construction Workers' (BOCW) Welfare Cess

The legislation provides for creation of a fund where all receipts on account of labour cess are to be deposited. This is an un-tied fund for the state which may be used for setting up skill development centres for construction workers and their dependents and for providing them trainings.

2.11.11 Integrated Skill Development Scheme, Ministry of Textiles

Ministry of Textiles target is 2.5 lakh in FY 2012-13. Uttar Pradesh may target at least 5% of this number, as the State accounts for close to 5% of the country's employment in the Sector.

2.11.12 Hunar Se Rozgar (HSR), Ministry of Tourism

Ministry of Tourism had a target for training 54,000 candidates in the country in FY 2012-13, target for next year can be assumed as 55000. U.P. can target 16.5% of this. Further, State can facilitate trainings by tie-ups with hotels, etc. MoT prescribes an average training cost of Rs 11,000. State has the sanction and implementation powers.

2.11.13 Trainings sponsored by the National Skill Development Corporation (NSDC)

NSDC aims to set up training capacities across the nation in Public Private Partnership mode. NSDC targets to train 4,00,000 people in FY 2012-13, through its partner centres. Approximately, 16% or 64,000 people should be skilled in U.P. under this scheme every year.

Chapter 3

Status of Skill Development in the State

The State has a reasonably large set up of ITIs/polytechnics and degree colleges imparting education and training in vocational areas but the quantity as well as quality of trainings provided by these institutions is a cause of concern. The total availability of seats in these institutions (approximate annual intake of 3.5 to 4 lakh) is to be seen in the perspective that approximately 20 lakh youth drop out of the formal general education streams between class Vth and XIth and a further 8 to 10 lakh drop out after completing class XIIth. Thus, every year 20 to 25 lakh youth are available to join the labour force provided they are appropriately guided and provided facilities exist to equip them with useful and employable skills. This challenge is to be addressed by launching short duration skill development programmes which are employment oriented and which are designed based on the skill needs of the economy. Several departments of the state aim to contribute to this goal through implementation of various central schemes but, as subsequent discussion would disclose, the achievements are far short of the target.

3.2   Vocational and Professional Education for Skill Development in ITIs/Polytechnics and Degree Institutions

Uttar Pradesh has a population of about 20 crore which accounts for one-sixth of India's population. The State has about 1500 ITI and ITCs which have an annual intake of approximately 1,80,000 students. There are about 330 polytechnics, both government and private, which have an annual intake of approx. 97000 students. In addition, there are approx. 700 degree level institutions, mostly in private sector, with an annual intake of approx. 200,000 in technical courses (engineering and management). Thus, the formal vocational education and training infrastructure provides skilling opportunity to 4 to 4.5 youth in the age group of 18 to 23 years. It may however be noted that the average annual graduation from ITIs, Polytechnics and Degree sectors has been less than 3.0 lakh per year as the capacity of the private institutions has not been fully utilised and as significant capacity in private ITIs and Polytechnics has been added in last 2 years where first batches are yet to graduate.

The key issues that need to be addressed in regard to the formal vocational and training sector are:

- Capacity Utilization of private sector ITIs, Polytechnics and degree colleges has been less than 60% in recent years. This is due to several reasons. First, many of these institutions have been set up recently, so it will take some time for them to get established. Second, the quality of instruction in many private institutions is not satisfactory. Third, the employment scenario in recent years has become bleak. This has seriously impacted the admissions and large number of institutions offering MBA / PGDM and MCA degrees have shut down.

- The Existing capacity demands attention to the quality of trainings given and the kind of employability they can lead to. It is estimated that less than 30% of the graduates from ITIs and Polytechnics are able to get gainful employment after completion of course. It therefore becomes essential that quality issues in terms of curriculum and course structure, infrastructure, teachers and employability prospects be addressed.

- Inadequate utilisation of capacity may also be due to the fact that the available capacity is very skewed. A very indicative availability of seats in various districts of the state is presented in **Annexure 1** which shows that the availability of seats (ITIs/Polytechnics and Technical degree) varies from 1503 per lakh population in Noida to 14 in Auraiya. Urgent steps are required to correct this skewed distribution.

- Over a period of time, capacity of the vocational sector institutions needs to be increased to address the skewness and also to provide adequate access to the youngsters. For example, the availability of seats per lakh population in ITIs and ITCs is only 74 as compared to the national average of 110. The same situation pertains to the diploma sector.

- Below average women participation in ITIs/ITCs/Polytechnic is also a major cause of concern.

3.3 Skill Trainings under the Apprenticeship Training Act

There are about 20,000 seats available for Apprenticeships in U.P. The Government aims to ensure that the capacity is used to the optimum. There is potential to increase this capacity by engaging with all big industries, factories and company offices in the state. The quality of these trainings shall be a priority and a system shall be put in place to avoid all discrepancies in admissions.

3.4 Performance under the Skill Development Initiative (SDI) Scheme in Uttar Pradesh

In pursuance of the directions given by the Government of India, Skill Development Mission was launched in October 2008 in the state with Principal Secretary, Vocational Education as Mission Director and Secretaries of Rural Development, Finance, Small Industries etc as members of the Mission Executive body. A task force was also constituted under the chairmanship of the Chief Secretary for brining in convergence amongst the skill development programmes being run by various departments and for monitoring of these programmes.

It was around this time that Skill Development Initiative (SDI) scheme was launched by Directorate General of Training and Employment (DGET), GOI where skill development programmes (more than 1400 programmes notified as Modular Employability Skills (MES) course, each of a duration ranging between 200 to 450 hrs) were to be conducted by public and private institutions registered as Vocational Training Providers (VTPs). These VTPs were registered by DGET in collaboration with the state government and were to be reimbursed at the rate of Rs 15 per hour of training per trainee. Implementation of the SDI scheme was approved by the state cabinet, which also decided that the infrastructure available with state government departments be made available to VTPs for running these courses. More than 1600 VTPs were registered in the state which reportedly trained approximately 240,000 persons over next two years. However, all these VTPs were derecognized by GOI on complaints of fraud and matter relating to payments claimed by more than 450 VTPs amounting to approx. Rs 100 crore is still being resolved.

GOI launched the revamped SDI scheme in August 2010, with the same operational features but with the difference that responsibility for registration of VTPs and payments were devolved to State level Skill development societies. *However, the scheme is yet to take off.* Although a skill development society was constituted in March 2011 and advertisement was issued for registration of new VTPs in end 2011, so far only 157 VTPs have been registered with only 17 of these being private institutions. As of now only 1500 youth are undergoing training and most of the recently registered VTPs are yet to become fully functional. Some of the main reasons that seem to have contributed to this state of affairs are (a) the disillusionment of private sector providers with the scheme due to pending payment issues (b) absence of a dedicated organization for implementation of the scheme as no staff

for sanctioned for the society for managing the scheme (c) lack of leadership provided to ITIs who are as it is facing a severe shortage of trainers and (d) lack of district organization for mobilization of youth and for monitoring of the scheme.

3.5 Skill Development Trainings by various departments under Central Schemes

As discussed earlier, the skill development is also encouraged through schemes and funds made available by several central government ministries and departments. Many of these schemes are being implemented in the state but achievements are not very satisfactory as disclosed by the following details:

(a) **Urban Department**:

The Swarna Jayanti Shahari Rozgar Yojana (SJSRY) is being implemented through this department. For the year 2012-13 about 11,700 have been trained out of a total target of 1,25,000 under the Skills Training for Employment Promotion amongst the Urban Poor (STEP-UP) component. The scheme prescribes average cost of per training as Rs 10,000 per capita. About Rs.63 crores are earmarked for the STEP-UP component under SJSRY every year.

The SJSRY Scheme has a Project Officer (PO) in all cities which have a population above 1,00,000, who is assisted by one or more Assistant Project Officers (APO). In cities with a population less than one lakh, all SJSRY activities are monitored by an APO. POs and APOs are responsible for monitoring the work of Community Officers who work towards mobilization of people for trainings etc and assist in the preparation of the Community Development Plans.

The SJSRY scheme shall soon be replaced by National Urban Livelihoods Mission (NULM) which shall have the Employment through Skills Training and Placement (EST&P) component accounting for 40% of the total NULM funds.

(b) **Rural Department:**

The Swarnajayanti Gram Swarozgar Yojana (SGSY) is soon to be replaced by National Rural Livelihoods Mission (NRLM). At present, the placement linked skill training under NRLM is being implemented directly by the Central government on the basis of the projects submitted by state government. So far 61 projects have been sanctioned and the department is preparing to get 17 more projects approved. These

projects are not uniformly dispersed across districts and so far placement linked training, 85,562 rural BPL youth have been trained in 2 years against a target of 120,715.

The Central government proposes to hand over the responsibility for the implementation of the scheme to state government from 2014-15 provided appropriate structures is put in place.

(c) Vocational and Technical Education

Skill Development Initiative Scheme-Modular Employable Skills (SDI-MES) currently has about 157 VTPs registered. About 1,500 students have been trained under this scheme in the last year. The State has an allocation of ~ Rs. 100 crores under this scheme. There is a need to increase the number of VTPs registered to optimally utilize the funds available under this scheme.

The Department of Technical Education runs the Community Development through Polytechnics scheme under which 27,000 students were trained. It currently has a capacity to train about 36,000 students.

(d) Panchayati Raj

Under The Backward Regions Grant Fund (BRGF), Uttar Pradesh has been allocated around Rs. 697.11 crores under Participatory Plan of the fund. 35 districts of Uttar Pradesh are eligible under this scheme but so far skill development has not been included in the state / district plans. The list of districts covered under BRGF is given in **Annexure 2.**

(e) Minority Welfare Department

The Multi-Sectoral Development Programme (MSDP) for Minority Concentrated Districts had been allocated about Rs. 1016 crores to 24 districts for the 11th Five Year Plan i.e. about Rs. 300 crore for each year. Only 338 people were skilled under this scheme last year. The list of districts covered under MSDP is given in **Annexure 3.**

(f) Planning Department

Border-Area Development Programme (BADP) has an allocation of about Rs. 50 crores of which at least 10% can be used for providing training to the youth living in Border Area blocks. 19 blocks of 7 districts are eligible under these funds. It can be used for infrastructure development as well as providing trainings to people of these areas. No trainings have taken place through these funds till now. The list of districts covered under BADP is given in **Annexure 4.**

(g) Social Welfare Department

Special Central Assistance to Scheduled Castes Sub Plan (SCA to SCSP) is an open-ended fund which has an allocation of about Rs. 309 crores for 2012-13. Most of these funds are lying unutilised. Cumulatively, the Department trained 3,000 people this year against a target of 30,630. Rs. 8.94 Crores are also available for U.P. under SCA-Tribal Sub Plan scheme. The Department has many unutilised buildings like hostels etc which may be used for student residential purposes or to impart trainings.

(h) Labour Department

The Building and Other Construction Workers' (BOCW) Welfare Cess is an Un-tied fund. State currently has about Rs. 683 crores with only 2.85 lakhs people registered. Rs. 75-80 crore of this fund may be used for training construction workers and their dependents since the scope of this fund allows for skill development of the target group in any field.

The state needs to both increase the collection of cess and registration of workers so that the benefits of this can reach out to the maximum number of worker.

(i) Handloom Department

Under the Integrated Skill Development Scheme, Ministry of Textiles, about 7,500 people can be trained from Uttar Pradesh given that the State accounts for 5% of the Nation's employment in that sector. However, no trainings have been imparted till now.

(j) Tourism Department

Tourism is an important sector in U.P. Skilling in this sector demands attention due to its demand and opportunity to provide employment. The Hunar Se Rozgar (HSR) scheme of Ministry of Tourism has a national target for training 54,000 candidates in the country in FY 2012-13. U.P. can target 16.5% of this. Further, State can facilitate trainings by tie-ups with hotels, etc.

(k) Department of Small Industries

This Department is currently not running any training on core skill development. There are a few trainings conducted in Entrepreneurship Development Programme. This department has a potential for providing quality trainings in market relevant trades through its various MSME Development Institutes in U.P. Vacant and under-utilised infrastructure may be utilised for imparting trainings.

(l) Agriculture and allied sectors

Agriculture, pisci-culture, dairy and other allied activities are very relevant and important sectors of the U.P. economy. These departments currently run very short duration courses lasting no more than a week. Trainings and skills are essential in these areas and there is scope to update and make the courses more comprehensive and employable.

(m) Others

There are other schemes like Skill Development of Districts affected by Left Wing Extremism under Ministry of Labour and Employment which has a scope of skilling about 500 students in district Sonebhadra.

Further, the Skill upgradation Training Programme for Women (SUTP) and Skill Development Training Programme (SDTP) under Ministry of Youth Affairs and Sports has a potential to provide trainings to 6,000 women and 1,000 youth in U.P. respectively, if the courses and trainings have a formal structure ensuring quality.

Overall, various departments have been able to provide **skill development training to 70-80,000 youth every year** under various central schemes and excepting trainings under NRLM other trainings were not linked directly to employment.

3.6   Constraints / Challenges in Skill Development in the State

The above details disclose that the current skill development infrastructure and programmes are inadequate to address the challenge of skilling the youth of the state in desired numbers and of right quality. The Key issues that bedevil this sector, as noted from the previous discussion are summarized below:

(a) <u>Limited (and unevenly dispersed) Capacity of Vocational Training Institutions</u>: More than 550,000 candidates compete for the 45,000 seats in 267 ITIs. For diploma education in technical subjects, there are approx 95000 seats available annually (37,000 in 97 Government / Government-aided and 58,000 in 233 private polytechnics) for which more than 575,000 students compete. As noted earlier, even this limited capacity is not dispersed evenly and not being fully utilized due to reasons of quality. The current formal (long term and regular) and short duration skill development infrastructure is able to provide technical / vocational trainings to approx. 3.0 lakh youth in the state and that too without any links with placements. The state needs to gear its policies, facilities and

programmes to cater to an annual skilling target of 20-25 lakh youth which would not be possible with the current arrangements.

(b) <u>Indifferent Quality of Vocational Training leading to poor employability</u>: The programmes in ITIs and Polytechnics have not kept pace with the changing requirements of the industry. Most of the ITIs are providing training with tools and equipment which have become obsolete; there are no institutional arrangements for regular updation of the training curriculum of ITIs and Polytechnics and both the ITIs and polytechnics are suffering from a severe shortage of trainers. As a result even the limited number of students who graduate from ITIs and Polytechnics fail to get proper employment. Although, hard data is not available, which in itself is a serious shortcoming, anecdotal evidence suggests that less than 30% of the graduates of these institutions find proper placement.

(c) <u>Data Insufficiency</u>: The vocational education and training sector suffers from a severe crisis of good evidence / data base for proper planning and policy making. No scientific skill gap study is available to guide reformulation of courses. There are no data bases available of youth willing to undergo skill based trainings. The absence of reliable placement data also hinders youth in making informed choices about the kind of training they would prefer. The institutions do not have any information about the needs of the employers for specific skills and of the graduates once they pass out. Even a functional Labour Market Information system (LMIS) does not exist. Absence of data severely affects the quality of the decision making in regards to vocational education in the state.

(d) <u>Lack of Integration of skill development efforts of various departments</u>: Several departments such as Rural Development, Urban Development, Social Welfare and Food Processing offer skill development trainings under central and state schemes. However, there is no coordination amongst the departments or sharing of information and most of these programmes are not placement linked. This, on one hand, may result in fictitious reporting and on the other the state fails to take advantage of the economies of scale that could have been realized by way of standardization of courses, accreditation of large professional training providers at reasonable costs and setting up of a professional body for overall planning and monitoring of skill development efforts.

(e) <u>Societal Acceptance of Vocational Training</u>: The vocational training programmes such as those offered by the ITIs are still not a preferred option due to the norms and values of

the society where a white collared job is seen as superior to a blue collared one. As a result, there is a class divide. Youth from better off families would prefer to enrol for degree programmes in general courses rather than go for a vocational programme after class Xth or XIIth. This is a serious attitudinal issue and without any concerted communication effort this will be a barrier to successful adoption of skill based education and training by the society at large.

(f) <u>Employer-Educator-Trainee Linkages either absent or weak</u>: There are no institutional mechanisms for incorporating the needs and views of the employers to update /upgrade course offerings or change in syllabus. The trainers hardly ever interact with the employers for upgrading their own skills and employers do not offer their resources for improving the content and quality of vocational training. There is no forum where prospective or current trainees get to interact with the employers and educators together to make good choices based upon their aptitude and industry requirement. As a result, even after acquiring the diploma or the certificate trainees do not get suitable employment which further erodes the credibility of the vocational training courses and their acceptability.

3.7 A comprehensive Skill Development Strategy along with organization and implementation mechanisms needs to be put in place to address these challenges / constraints.

Chapter 4

Formulation of Skill Development Strategy for the State

A comprehensive and long term strategy for skill development has been drafted in the context of the national strategy, the skilling targets expected to be achieved by the state during 12th plan (82 lakh) and current status of the skill development activities in the state.

4.1   Consultation with the relevant Departments

This strategy has been developed following a detailed consultative process. Information on skill development schemes was collected from all the relevant departments. Thereafter, meetings and discussions were held with officials from Department of Labour, Urban Department, Rural Department, APC branch, Minority Welfare, Social Welfare Department, Small Industries and Planning Department. The key issues that were deliberated during these meetings included (a) how to engage with different kinds of training providers- Private, Government, PPP, NGO etc (b) How to bring all trainings done by different departments under one umbrella (c) How to dovetail all the funds allocated to different departments (d) Different steps and measure to be taken while engaging with private training providers (e) How to ensure post placement tracking and how to avoid duplication of beneficiaries, misuse of funds etc (f) How to make best use of the given resources and (g) Availability of funds that could be applied to skill development. The information collected during these meetings and from documents has been presented in the previous sections and has been incorporated in the final action plan that is presented subsequently.

4.3   Learning from other States

Meanwhile, field visits were made to the states of Andhra Pradesh, Rajasthan, Gujarat and Karnataka to understand the organization and methods adopted for skill development programmes in these states and to learn from good practices being followed there. In this context, information on skill development in Chattisgarh was as available from the internet was also analysed. A detailed report on these field visits is enclosed as **Annexure 5**. The key learning from these field visits are listed below:

- There should be an umbrella organization to coordinate the entire skill development activities. This organization should be strong enough to develop and decide the

overall policy framework and get it implemented through different departments. There should be strong mechanism to integrate different departments and to coordinate their efforts. Andhra Pradesh has formed REEMAP as the apex organization for this purpose. In Odisha, a separate department has been created for all skill development activities. All departments having any kind of funds for skill development transfer these funds to this department and it implements the programs.

- There should be strong institutional arrangements to implement the programs both at state level and district level in form of **Program Implementation Units**. Andhra Pradesh has created a Program Implementation Unit within REEMAP at state level. They have also created District Level Committees to implement and monitor the programs. In Andhra Pradesh, EGMM is in operation since 2004 which has a large pool of human resources at district, sub district and cluster level. EGMM structure has not only helped them in creating awareness and mobilization but also proved an effective monitoring agency. In Rajasthan, RSLDC has created a strong PIU at state level and they have also formed district level committee under District Magistrates. These committees will also be supported by a Technical Consultant.

- The entire program should be a broad based program. It should cover all the stakeholders. The demand for skilling in comparison to existing Government infrastructure is very high hence involvement of private training partners is must but, at the same time, it is required to upgrade and enhance the existing facilities like ITIs/ITCs. Sectors with potentially large demand of skilled manpower should be identified and courses should be planned to meet the demand in those sectors. Active participation of industry should be ensured to assess the market demands. In Gujarat, ITIs have entered into Flexi-MOUs with industries to provide market oriented trainings with high employability. Similarly, they have also started superior technology courses to meet the demand in the emerging sectors of the industry. In order to provide self employment based trainings, they have set up Kaushalya Vardhan Kendras in rural and semi urban areas.

- The Skill development program should be linked to employment. Arrangements should also be made for Placement counselling services, tracking of trainees even after placement and post placement services.(Andhra Pradesh)

- There should be dynamic updation of data on skill gaps and the courses and their content should be upgraded, accordingly. (Andhra Pradesh)

- The Private training partners should be engaged through a competitive process so that only quality players are engaged. (Andhra Pradesh and Rajasthan)

- There is a tendency among the private training partners to take only soft skill based program because initial investments in such courses is very low. The market for such skills is only at big urban centres. Hence, the candidate has to migrate from their place to urban centres. The initial salaries are not very high – normally in the range of 4000 to 6000 Rs per month. With high cost of living in urban centres and low initial salaries the attrition rate is very high. There should be some mechanism to have wide ranges of courses in both hard and soft skills. (Andhra Pradesh and Rajasthan)

- Sub standard quality of franchisees of main training providers is a cause of concern. Strict quality control systems are required. In order to check malpractices, Rajasthan and Andhra Pradesh are using bio metric system based attendance as one of the solutions.

- Social Mobilization needs to be done in a planned manner for dissemination of information and counselling of youth. In addition to face to face interactions, communication channels like print media, electronic media, and localized publicity through traditional means should be used. (Gujarat, Rajasthan, Andhra Pradesh)

- Community participation should be ensured especially for self employment based programs. Nature of courses and content should also be discussed with community to increase the acceptability of the program. (Gujarat)

- Residential programs for trainees living far from the training centres result in better quality of training programs and improved participation of candidates. It also helps to build the mindset of the candidates, in case they have to migrate from rural to urban centres for jobs. (Rajasthan and Andhra Pradesh)

- Government infrastructure may be offered to private training providers for running their programmes. This will not only bring down the costs and expedite setting up of centres, often training programmes run in government buildings have more

credibility. In Gujarat, KVKs are being operated either from Government buildings or from rented buildings owned by managements.

- Sound monitoring mechanism, ideally IT based, is required to check irregularities especially with private training partners run programs. Rajasthan has engaged Accenture to monitor the private training partners and to provide feedback on the quality and content of the training programs.

- There should be a strong body for certification, standardization and accreditation. Active support can be taken from the market leaders for certification of courses to have better credibility of the courses. GCVT in Gujarat has engaged industries like Kirloskar, Eicher Motors to give joint certificates. Similarly, Karnataka has also engaged CISCO systems to provide certificates.

- There should be separate budget allocation for the umbrella organization to carry forward the activities. As of now, most of the states are relaying on state budgets only. The funds from SDI scheme and other central schemes have not been used in a significant manner. Only, Andhra Pradesh has been able to utilize central schemes fund.

4.4 Discussions with other Stakeholders including Training Providers

Discussions were held on several occasions with NCSD which helped us obtain the national perspective on skill development efforts. Meetings were also held with major training providers like IL&FS and BE-ABLE to understand how these organizations have been working in different states and what best practices can be adopted to build a strong system. The best way to engage with large training providers, the bidding process, role of training providers in mobilization, decision on courses to be imparted and their curriculum, etc were also discussed in great detail.

Further, interactions were held with organizations like Construction and Industrial Development Centre (CIDC). Their model involves providing training to youth in the field of construction, where they shall use existing Government infrastructure and provide residential training to students.

Discussions were also held with DGET, Government of India to discuss the possibility of increasing the quality of trainings provided through VTPs under the SDI-MES schemes by using other funds to pay for the higher cost of trainings. A positive response was received. The issue of integrating efforts of NRLM with the Skill development mission was discussed with the Mission Director of NRLM who was in principle agreed with the concept of an integrated mission and also that the staff being supported at the state and block level for placement linked trainings under NRLM may be used by the proposed Skill development mission.

4.5 Key Design Principles

Based on these discussions and analysis of data following principles have been finalized for designing the State Skill Development Mission:

- More than 25 lakh youth enter the labour force every year in the state without proper skills. In addition, there is a backlog. The State Rural Livelihood mission is already engaged in enabling livelihood options to a large numbers through self employment and SHGs, irrespective of age and literacy levels. Therefore, **State Skill Development Mission would focus on providing wage employment linked skills and training** to children who drop out of the education stream between class 5th and 12th, who number approximately *20* lakh per year, with more emphasis on youth who have qualified class 8th as they can be trained in many more sector thus enhancing their employability.

- There should be **a comprehensive mission for all skill development activities in the state** in order to have integration of different departments, convergence of financial resources, optimal use of available physical infrastructure, laying down common guidelines, providing single stop solution to all stakeholders, engaging private partners and collaborating with the industry and market.

- The mission shall strive for **standardization of syllabus** and monitoring systems across all schemes and departments to reap economies of scale and scope.

- A **common database** of all candidates, employers, placements, training facilities, inspection reports will be developed and shared with all the stakeholders.

- **Convergence of all physical and finance resources** available under various central and state schemes for skill development will be a key to the design. This will facilitate preparation of a comprehensive plan and bringing in uniformity in courses and their costs.

- Given the constraints in government systems, mission will need **to work closely with professional private sector partners** to train the large numbers that is mandated for the mission.

- The systems should be designed to provide for flexibility in entering into innovative partnerships with industries.

- **IT enabled online systems** to be put in place for transparency, speed of decision making and networking of all stakeholders. This system will also provide relevant data and information to all other stakeholders.

- The State Program Management Unit (SPMU) and District Program Management Unit (DPMU) **will need to be manned by professionals** who have experience in the field of skill development. The mission director, however, should be an IAS officer to provide linkage with the Government.

- The mission should have broad based structures to enable participation of all relevant stakeholders (employers, educators and beneficiaries) in planning and monitoring. Representatives from industry and academia will need to be incorporated in the governing council and state steering committee of the mission. Other institutional mechanism will need to be set up for continuous updation of the knowledge base.

4.6 The strategy for the Mission and its organization is being recommended keeping these principles in View. The Targets and action plan have been finalized after estimating the funds available under various schemes. The targets that are being proposed still fall short of the target of 82 lakh recommended for the state at the national level. It is, however, felt that state would do well to even achieve the proposed target of 45 lakh in 12th five year plan period, as, anything more than this would not be realistic given the constraints on implementation and the scope of placements.

Chapter 5

Uttar Pradesh Skill Development Mission: Mission, Vision and Key Strategies

It is important that this important programme has a well articulated mission and Vision so that efforts of all the participating departments, organizations and other stakeholders are aligned.

5.2 Mission

The Mission of the programme would be:

"To integrate efforts of various departments of the State and Central Government organizations engaged in providing skill development training and make available employment oriented and placement linked training in vocational skills to 45 lakh youth in the age group of 14 to 35 years by 2016-17, and even at a greater pace thereafter, by partnering with government and private training providers, while ensuring equitable access to the most disadvantaged, including women; and strive for placement of preferably at least 70% of the trained youth in gainful wage and self employment to enable them to contribute to the economic development of the State."

5.3 Vision

By the end of the Plan period, all the youth of the state who do not want to, or cannot, due to any reason including financial, pursue formal general education after class 5th ,would have fair choices to acquire skills that are relevant to the employers, at a reasonable cost and within reasonable distance from their residence and would have the facility to obtain professional counselling in making good choices based upon their interest and aptitude and also employment potential of the skill and would also be facilitated in obtaining placement after acquiring certification.

5.4 Definition of Skill Development

To ensure that the skill development activities are able to make a perceptible difference in the capabilities of the target beneficiaries, **all trainings under UP Skill Development Mission shall fulfil the following norms:**

- Last for a duration of at least 2 months or 240 hours(200 hours core skilling, and 40 hours of life skills which include life management skills, functional English, and functional IT Skills)

- Which lead to wage-employment/self-employment of preferably at least 70% of the beneficiaries in the training batch, and

- The incremental monthly earning of trainee should preferably be at least 33.3% of the cost incurred in the skill development training.

While the focus of the skill development effort would be wage employment, it is felt that there should be some scope for self employment also. This is necessary on two counts. First, the wage employment opportunities may not grow apace with the training output and second there are certain trainings that are oriented towards self employment. For example, courses like electrical repairs lead to many more self employment avenues than salaried ones while courses like CNC machine operators are mostly salaried employees.

To ensure the above, **payment to training providers shall be linked to placement**. Although, the focus shall be on wage employment, a certain percentage may be placed in self employment occupations also. The payment conditions shall be finalized at the RFP stage and shall be approved by the State Steering Committee. Post-placement tracking of all employed and self employed trainees shall also be done by the training providers.

At this stage, re-skilling is not being included in the programme but once the programme is stable, this component may also be included.

5.5 Target Group for Skilling

All persons between the ages of 14 to 35, preferably 8th pass, who need skill development training to improve their earning capacities and level, shall be eligible for the skill development training. People who are 5th pass and above will also be considered for courses which have a lesser eligibility requirement. Skill development will also be extended to unskilled/semi-skilled workers seeking to enhance their skill levels.

Within this group, the emphasis will be on those who come from marginalised and vulnerable sections of society, and those who need short duration skill development

courses to be able to take advantage of entry level positions in all sectors of the economy. Reservation and special provisions shall be made for the vulnerable sections of the society.

Persons passing out from ITIs/ITCs and polytechnics will also be eligible for skill development training if the same is required to make them employable.

The program shall target Women, SC/STs, and other marginalized sections of society. The specific provisions for different categories of people in schemes such as NRLM, MSDP, BOCW, BADP, SCA to SCSP etc. shall be adhered. The funds available under these schemes will not only be used for skill development but also for setting up infrastructure for trainings of these groups. Overall, the program shall have a target of 40% for women, 21% for SC/STs and 15% for minorities across all the trainings provided in the state through the Mission.

5.6 Key Strategies

(a) Creating a System Integrator

- The State Government shall set up a comprehensive body that shall link skill development in a sustained manner, across various sectors and departments of the State Government. This body will be known as Uttar Pradesh Skill Development Mission (UPSSDM)

- This Mission shall help achieve economies of scale in cost of trainings and other procedures and shall help achieve uniformity of standards as well as a robust accreditation system.

- UPSSDM will prepare a State Skill development Program, drawing upon all resources that may be available in any department and under any central scheme for the purpose, and will implement this program in consultation with and collaboration of all the concerned departments, in an integrated manner.

(b) Up-gradation and Up-scaling of Government ITI/ITCs/Polytechnics

- Establishing more Government/ private ITIs and Polytechnics and increasing capacity of existing institutes and to address geographical disparities.

- Setting up of Skill Development Centres in the remote and/or un-serviced and/or underserviced areas of the state.

- Improvement of training infrastructure in Government Institutes through filling up vacant positions of instructors/trainers in Government run ITIs, regular review of the functioning of Institute Management Committees (IMCs) of ITIs under the PPP scheme, and rationalisation of courses in Government run ITIs.

- Courses shall be reviewed to remove redundant programmes and to introduce courses in sectors which have high demand for skilled labour and are growing at a fast pace in the state.

- Placement cells shall be set up in ITIs/ITCs.

(c) Engaging with Private Sector

- The existing government and private infrastructure of ITIs, Polytechnics and Technical degree institutions is not capable of providing skill training to 15-20 lakh youth every year, which is the target. Therefore, engaging with private sector training providers through a well designed PPP strategy will be the key strategy.

- A well designed PPP policy will be the key to the success of the programme. The policy will enable long term partnerships (3 to 4 years) with reputed private training providers who shall be empanelled on the basis of technical qualifications and shall be paid notified training costs linked to placement. The method of empanelment, assignment to districts and allocation of courses to training providers will be made following a transparent methodology that should achieve the objectives of enabling economies of scale for the provider, benefitting from the specialisation of providers in specific sectors and wider choice to state. Course curriculum for these trainings shall be prepared in collaboration with employers and academicians to ensure that.

- The private providers shall be expected to collaborate with the district teams in mobilization of youth and in finalizing the district skilling plans. Government infrastructure will also be made available to them at prescribed fee for speedier implementation. They shall be paid a pre-notified training fee linked to the placements and will also be expected to provide post placement support to trainees.

- In addition to the long term contracts the mission will provide flexibility in entering into MOUs with industry partners and professional councils such as ICAI for providing skill training in specified sectors.

(d) Persuading NSDC to enhance their contribution to state skilling efforts

- At present there are 81 NSDC centres in the state but their contribution of approx. 8000 numbers annually is meagre as compared to NSDC's overall achievement in the country. NSDC will be persuaded to ensure that there is a significant increase in this number.

(e) Addressing the needs of Vulnerable Groups -Special Programs

- The program will have specific targets for Women, SCs, STs and Minorities in all trainings provided under the Mission.

- Residential accommodation/ Hostels shall be arranged at all key areas for skilling and training in the state. Special provision for women accommodation shall also be made to encourage women trainees.

- The cost of trainings/ accommodation shall be further subsidised for people from vulnerable groups like Women, SCs, STs and Minorities.

(f) Special Schemes for Focus Sectors

- Special schemes will be designed for training in certain focus sectors such as Construction, Retail Marketing, Banking, Accounting, Security, IT / ITeS etc, which have good employment potential in the state. This may include developing partnerships with organizations such as CIDC, NAC and L&T etc for setting up specialised centres for skilling for construction trades and with IT majors such as Microsoft, HCL etc for the IT sector.

(g) Financing Skill Development Trainings

- Mission will contract with the private training providers. After mobilization and preparation of data base of candidates and based on the choice of candidates and employment opportunities district training plan would be finalized.

- Nominations of candidates for training courses shall be made following a transparent methodology and trainees will be allocated to schemes / departments keeping in view the conditions for eligibility, targets and funds availability under various schemes.

- The concerned department shall transfer the training fee for each batch of nomination to UPSSDM. In certain schemes, the funds available for a trainee / training may be less than the notified training costs. The gap would be bridged by the mission through state skill funds.

- The payment to the training provider shall be released through UPSSDM as per contract terms.

- UPSSDM will submit utilization certificates to departments as per the requirements of the scheme.

(h) Reaching out to community- Vibrant Social Mobilization Campaign

- The DPMU shall act as facilitation centre at the District level for guidance, counselling and any other help regarding training and registration.

- UPSSDM shall undertake an annual mobilisation drive across all districts to register students for training. This shall be done under the supervision of the District Level Committee in collaboration with private training providers.

- In addition, publicity campaigns will be launched using all media such as print, electronic, internet, and traditional means of communication.

- A dynamic website of UPSSDM shall be maintained for one stop solution for providing information to all stakeholders.

(i) Creating large pool of trainers

- To address the problem of paucity of good trainers, there shall be institutional arrangements for up-gradation of the knowledge and skills of the existing trainers and also producing a large pool of new trainers in various sectors. Collaboration will be had with the private sector for training of trainers.

- The state has already set up a Vocational Education and Research Centre. It shall be made functional.

(j) Comprehensive Data Management and Management Information System (MIS)

- A comprehensive IT portal shall be set up by the mission that will host the database of all potential trainees and details of all students of ITIs/ ITCs and other training institutions.

- Nomination of candidates for various trainings, placement tracking and post placement follow up will be made through this common database. This database shall also be shared with employers.

- All interactions with the private training providers and with government departments shall be made through transparent on-line systems.

(k) Employment Tracking and Post Placement Services

- There shall be in built mechanism for all programs to have post placement tracking. This will help in enhancing the sustainability of employment.

- Once mission is stabilized it will also set up systems to help and advise the trainees where employment leads to migration. This will include helping the new trainees settle down in new environment by assisting them in locating hostels, and in obtaining identity cards, pan nos, ESI/EPF services, bank accounts etc.

(l) Course standardization, certification and accreditation

- An institutional mechanism will be set up to standardize courses in consultation with the employers, training providers and academia.

- Certification should be an integral part of all trainings. Specialized agencies, industries can be roped in for certification. SCVT needs to be strengthened so that it can ensure uniformity in syllabus and provide certification in collaboration with specific agencies and industries.

- Systems for Accreditation of training partners and training institutions shall be put in place.

(m) Keeping Strict Vigil - Effective Monitoring System

- Bio-metric attendance system shall be implemented at all training facilities.
- Effective monitoring through district level committees and DPMUs.
- Third party evaluation shall be conducted to assess the performance and outcome of the activities.

(n) Assessing Market Dynamics- Skill gap study and research activities

- To have more focused and better planned training programs skill gap studies.
- Research shall be conducted through professional agencies to bridge the gaps among trainers, employers and trainees.

(o) Exploring New Horizons-Overseas employment

- Overseas employment opportunities shall be tapped by developing focused arrangements for the same, including coordination with recruitment agencies.

(p) Strengthening Apprenticeship Programme

- The Department of Technical And Vocational Training, in consultation with the UPSSDM will formulate and plan on means to increase the current number of apprentices in the State
- Collaborations will be made with industries and large companies of the State for increasing number of trainees under the scheme.

Chapter 6

Organization Structure of Uttar Pradesh Skill Development Mission (UPSSDM)

6.1 Organization of UPSSDM

The UPSSDM will be set up as a society[2] having a Governing council, Steering Committee and State and District level Executive Committees. State level Program management unit (SPMU) and District Level Program Management Units (DPMU) will support the State and district level Executive Committees, respectively. In addition, a Course and Training Fee Standardisation committee will be set at the state level and a Technical Consultant (TC) will be hired to assist the SPMU in the initial period. In the following paragraphs the roles, responsibilities and functions of these units have been detailed.

6.2 Governing Council

6.2.1   Composition

The Governing Council shall be the apex body, and shall be responsible for approving the broad vision and framework for skill development in the state and long term objectives and goals for the mission. The Governing Council shall meet at least once every six months. The governing council of the society shall have following members:

Hon Chief Minister	Chairman
Minister, Vocational Education	Member
Minister, Urban Development & Urban Poverty Alleviation	Member
Minister, Rural Development	Member
Minister, Labour Department and Employment	Member
Minister, Social Welfare	Member
Minister, Minorities Welfare	Member
Minister, Panchayati Raj	Member
Chief Secretary	Member
Agricultural Production Commissioner	Member
Infrastructure and Industries Development Commissioner	Member

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[2] The earlier society set up for implementation of the SDI would be wound up.

Principal Secretary Technical Education	Member
Principal Secretary Rural Development	Member
Principal Secretary Finance	Member
Principal Secretary Planning	Member
Principal Secretary Urban Development	Member
Principal Secretary Social Welfare	Member
Principal Secretary Minority Welfare	Member
Principal Secretary Labour	Member
Principal Secretary Panchayati Raj	Member
Representatives from Industry to be nominated by Government	Five Members
Academicians to be nominated by Government	Two Members
MD and CEO, NSDC	Member
Principal Secretary Vocational Education	Member Secretary

Chairman may nominate any person as special invitee in the meetings of the council.

6.2.2 Function of the Governing Council

(1) To provide guidance, support and overall policy direction to Skill Development Mission of the state.

(2) To consider State Annual Action Plan for Skill Development.

(3) To review progress of skill development plan once in six months.

(4) To consider the Audited accounts of previous year.

(5) To consider the annual report of the skill development mission.

(6) Any other matter that is referred by the State Steering Committee.

6.3 State Steering Committee

6.3.1 Composition

The mission shall have a steering committee. The state steering committee will be responsible for laying down the policies, guidelines, regulations and rules for the mission under the overall guidance of governing council and will be fully empowered to take all financial and

administrative decisions for the Mission. The steering committee shall meet once in every three months. The steering committee shall have following members:

Chief Secretary	Chairman
Agricultural Production Commissioner	Member
Infrastructure and Industries Development Commissioner	Member
Principal Secretary Vocational Education	Member
Principal Secretary Technical Education	Member
Principal Secretary Rural Development	Member
Principal Secretary Finance	Member
Principal Secretary Planning	Member
Principal Secretary Urban Development	Member
Principal Secretary Social Welfare	Member
Principal Secretary Minority Welfare	Member
Principal Secretary Panchayati Raj	Member
Principal Secretary Labour	Member
Principal Secretary Health	Member
Principal Secretary IT	Member
Principal Secretary Small Industries	Member
Representative from NSDC	Member
Representatives from Industry to be nominated by Govt.	Five Members
Academicians to be nominated by Government	Two Members
Mission Director, Skill Development Mission	Member Secretary

Chairman may nominate any other person as special invitee in the meeting of the committee.

6.3.2 Functions of state steering committee

(1) To frame policies, guidelines, regulations and rules for the mission.

(2) To approve guidelines for functioning of UPSSDM like engaging private partners, recruitment rules, purchase rules etc.

(3) To approve delegation of administrative and financial powers at various levels.

(4) To approve Annual Action Plan of the state.

(5)   To approve budgets of UPSSDM.

(6)   To approve communication and social mobilization strategy.

(7)   To approve the recruitments for the mission as prescribed in the rules.

(8)   To approve procurement of services beyond amount x.

(9)   To facilitate inter-departmental coordination.

(10)   To appoint sub committees for addressing specific issues.

(11)   To periodically review the progress of UPSSDM.

(12)   Any other matter referred by the State Executive Committee.

6.4   State Executive Committee

6.4.1   Composition

The mission shall have an executive committee. The executive committee shall be responsible for implementation and monitoring of all activities of the mission as prescribed by the state steering committee. The executive committee shall meet at least once every month. The executive committee shall have following members:

Principal Secretary, Vocational Education	Chairman
Secretary, Finance	Member
Commissioner, Labour	Member
Commissioner, Rural development	Member
Director, Employment and Training	Member
Director, Technical Education	Member
Director, SUDA / Mission Director, SULM	Member
Mission Director, SRLM	Member
Director, Social Welfare	Member
Director, Minority Welfare	Member
Mission Director, Skill Development Mission	Member Secretary

6.4.2   Functions of State Executive Committee

The executive committee shall have the responsibilities in respect of the following:

(1) To review the district action plans and finalize Annual Action plan for the State

(2) To consider and approve the recommendations of the Course and Fee Standardisation Committee and finalize the courses, syllabus and training fee and other arrangements for running these courses.

(3) To finalize the RFP /RFQ for engaging private sector training providers and after seeking approval of the competent authority, engage private sector training providers and enter into contracts with them.

(4) To finalize and seek approval of the State Steering Committee on the Process Guidelines for implementing the skill development programme / mission.

(5) To review the progress of implementation of the approved action plan at least quarterly.

(6) To approve registration of training organisations as VTP under the SDI scheme.

(7) To supervise the functioning of the District Executive Committees, SPMU and the DPMUs.

(8) To exercise administrative and financial powers as per delegation.

(9) To finalize innovative arrangements / Agreements with Industrial units and other private organizations for skill development and seek the approval of the State Steering Committee for signing of MoUs.

(10) To plan for setting up of skill development centres and for upgradation of infrastructure and seek approval of the State Steering Committee after tying up the financial arrangements.

(11) To engage with central government training organizations and NSDC for follow up on trainings being imparted by them.

(12) To approve research and evaluation studies in the area of Skill development.

(13) To strengthen the institutional infrastructure for skill training and certification.

(14) Any other work assigned by the Steering committee.

6.5   State Program Management Unit (SPMU)

The SPMU shall be headed by Mission director, Uttar Pradesh State Skill Development Mission. The mission director shall be an IAS officer on deputation to the mission. He shall be responsible for proper administration of the affairs and funds of the Mission, and implementation of its' various activities and programs in a Mission Mode under the control,

directions and guidance of the Chairperson of the Executive Committee. Mission Director shall have following responsibilities:

(1) Constitute a Mission Task Force, comprising of officers and staff of the Mission, which would work in a Mission Mode for the achievement of the objects of the Society.

(2) Prescribe the duties of officers and staff of the Mission at state and district level.

(3) Exercise due supervision and control over the officers and staff of mission at state and district level.

(4) Coordinate and exercise general control and supervision over the activities of the Mission.

(5) Conduct meetings of the State Steering Committee and Executive Committee and keep a record of proceedings of the meetings in accordance with these Rules.

(6) Exercise such financial and administrative powers as delegated by the State Steering Committee from time to time,

(7) Discharge such other functions as may be assigned to him by the Executive Committee in furtherance of the objects of the Mission.

(8) Plan, direct, coordinate, organize and supervise day to day work of the Mission.

The SPMU will have following organizational structure:
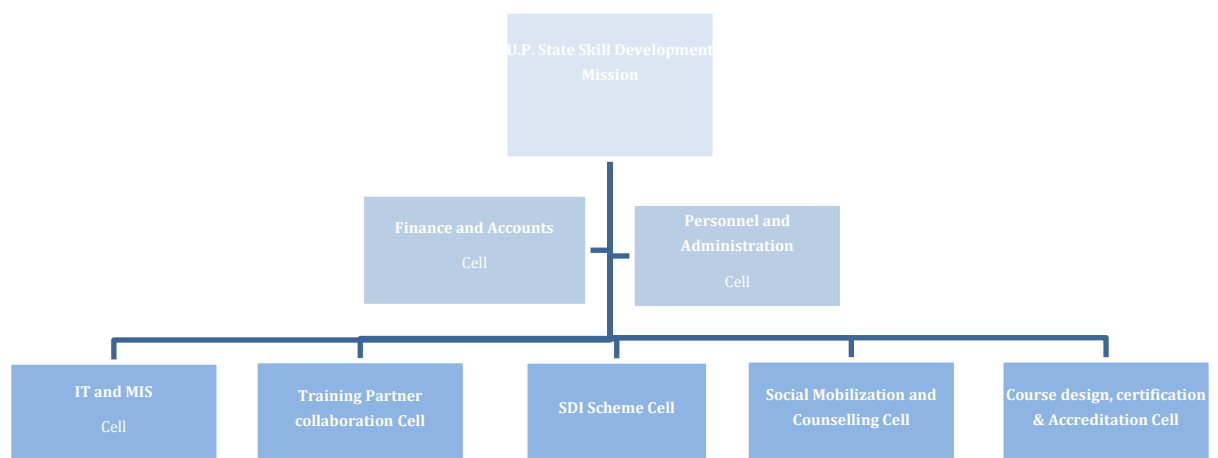
Finance and Accounts Cell– This cell will be headed by a General Manager, assisted by two accounts officers. They shall be responsible for the management of all accounts and financial matters of the mission.

Personnel & Administration Cell - This cell will be headed by a General Manager, assisted by one other officer. They shall be responsible for general administration and all personnel matters of the employees of mission.

IT & MIS Cell - This cell will be headed by a Manager, assisted by two officers. They shall be responsible for Student registry, IT Portal, UPSSDM website, maintenance and updation of data, and performance of all training providers.

Training Partner Collaboration Cell: This cell will be headed by a Manager, assisted by two officers. They shall be responsible for engaging with industry, Government Institutions, Professional bodies, Councils etc. for providing trainings.

SDI Scheme Cell: This cell will be headed by a Manager, assisted by one officer. They will be responsible for setting up VTPs in the state and ensuring quality in training and output under all institutions under the ambit of the scheme

Social Mobilization and Counselling Cell: This cell will be headed by a Manager, assisted by one officer. They shall be responsible for engaging with and maintaining record of latest vacancies through interaction with employers, counselling and informing students about rising skill demands, right courses for students etc. They shall work with training providers and district units in mobilisation and campaigning.

Course Design, Certification and Accreditation Cell: This cell will be headed by a Manager, assisted by one officer. They shall be responsible for interaction with academicians and industries for designing of updated course curriculum. They shall coordinate with Sector Skill Councils and develop a robust support system for providing relevant and employable skills to the youth. They will also develop a mechanism for certification and accreditation of the courses.

The staffing scheme for SPM detailing the positions, competencies for each position, compensation levels, source of recruitment etc is given in **Annexure 6**.

6.6   Technical Consultant (TC) for SPMU

A reputed management consultancy organization (possibly in partnership with a CSO having experience of working in the field of livelihoods and skill development at the grass root level) will be hired as technical consultant for the SPMU. The broad functions and roles to be assigned to the TC will include:

(a) Preparation of EOI/RFQ/RFP and Contract for engaging private sector training providers.

(b) Assisting the mission in finalization of courses, their syllabus and normative training fees.

(c) Assisting the Mission in empanelment of training providers as per the approved RFP.

(d) Developing Process guidelines for implementation of skill development programs as per the broad principles approved by the mission.

(e) Developing templates for District and State Skill Development plans and training of district teams in preparing their plans.

(f) Developing an integrated IT system for managing the programme as per the approved process guidelines and support for its implementation.

(g) Developing monitoring system for the mission activities at various levels.

(h) Capacity building of the SPMU, DPMU and other staff by organizing training programmes, workshops and conferences.

(i) Design of Mobilization campaign and communication strategy and assistance in its roll out.

(j) Designing systems for post placement tracking of trainees.

(k) Assisting the mission in engaging short term specialists / consultants for undertaking special research studies / surveys etc.

The engagement of TC will be intensive during the first year and will gradually end over next year as soon as the capacities are built within the SPMU.

6.7 Courses and Training Fee Standardisation Committee

A State level committee will be set up to standardize courses in which skill training will be provided through private sector training providers. These will be selected on the basis of employment potential and availability of infrastructure for training. These courses will incorporate MES modules, to the extent possible. The composition of the committee shall be as given below:

(a) Mission Director, UPSSDM

(b) A representative of SRLM

(c) Special / Joint Secretary, Finance

(d) Manager, Course Standardisation, SPMU

(e) One Expert who has experience with the NCVT courses to be nominated by the SEC.

This committee will form sub groups for each of the skill sector and will nominate at least three experts from academics / industry / training providers in each of the sub group. The recommendations of each of the sub-group will be considered by the committee, which will make its recommendations to the SEC.

6.8 District Executive Committee

6.8.1 Composition

There shall be a District Executive Committee at each district. The committee shall be responsible for preparing district annual plan for skill development and implementing the approved district plan as per the guidelines laid down by the mission. The district level committee shall have following members:

District Magistrate	Chairman
Chief Development Officer	Vice Chairman
PD (NRLM)	Member
District Social Welfare officer	Member
District Minority Welfare Officer	Member

District Employment Officer	Member
District Assistant Labour Commissioner	Member
Representative of District RUDSETI	Member
Principal Nodal ITI	Member
Principal Nodal Polytechnic	Member
Project Officer, DUDA	Member
District Panchayati Raj Officer	Member
GM DIC	Member
Representatives from Industry nominated by the DM	Two members
District Coordinator (UPSSDM)	Member Secretary

Chairman may nominate any other person as a special invitee in the meetings of the Committee.

6.8.2 Functions of District Executive Committee

(1) To prepare District Action Plan for Skill Development

(2) To coordinate the efforts of different departments in the district.

(3) To organize campaigns/programs for Awareness Generation and Mobilization of Youth

(4) To facilitate registration of candidates on IT portal.

(5) To supervise the training programs conducted by training providers.

(6) To prepare a list of employment opportunities in the district and nearby areas and its updation on the IT portal periodically.

(7) To conduct Job Melas on a regular basis

(8) To organise meetings with local industries once in every three months for seeking feedbacks.

(9) To review the progress of DPMU every month.

(10) To facilitate counselling and post placement support services to the candidates.

(11) Any other work assigned by the State Steering or Executive Committee.

6.9 District Program Management Unit (DPMU)

Each district shall have a district program management unit. This unit will be responsible for overall implementation of the skill development programme in the district including mobilization, registration, data collection, MIS, supervision, inspection and monitoring of the programs and counselling and post placement services in the district on a day to day basis.

This unit will be headed by a District Coordinator (UPSSDM). The unit will have District Manager Skill & Placement (NRLM) and two counsellors as members.

At the block level, Block Manager (Social Mobilization) and Block manager (Skill and Placement) to be hired under NRLM will work for the skill development mission. In urban areas, CDS will be co-opted for social mobilization function.

The district level unit will function under the direct control of Chief Development officer and general supervision and guidance of District Magistrate.

The staffing scheme for DPMU detailing the positions, competencies for each position, compensation levels, source of recruitment etc is given in **Annexure 7**. The organization structure of the DPMU is given below:
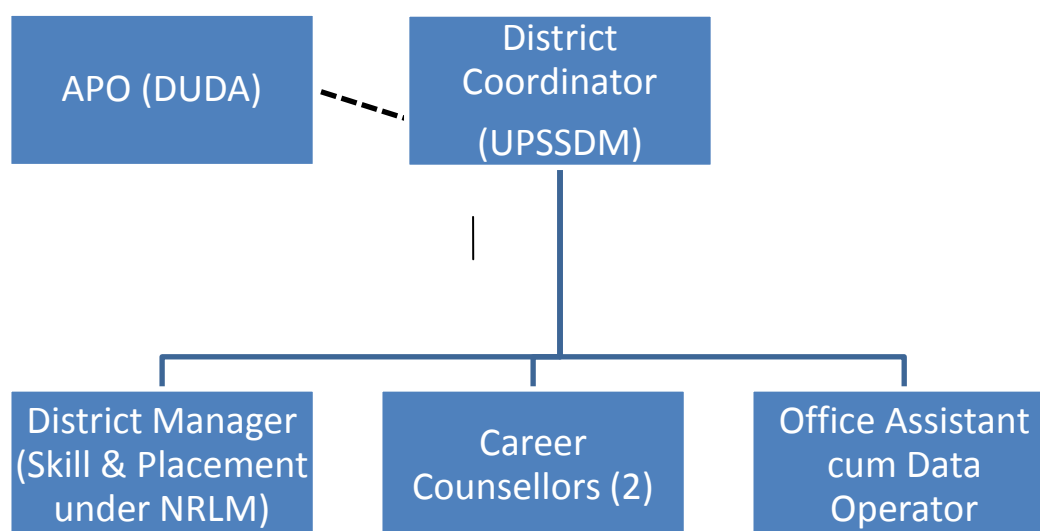
6.10 Sourcing of Staff and Staff Costs

6.10.1 The SPMU staffing requirement is detailed in **Annexure 6.** A total of 24 posts will be created under UPSSDM and sourced as below:

(a) Mission Director, GM (Personnel and Administration) shall be on deputation from the government.

(b) Posts of GM (Finance), 5 Managers, 8 Assistant Managers and 2 Accounts Officers will be filled up on contract and they will be hired by the Mission through an HR agency

(c) Services of 3 Office Assistants and 3 Office boys will be outsourced.

The total expenditure on SPMU staff is estimated as Rs 1.2 Crore annually. It is believed that DGET, Government of India is likely to sanction 12 staff positions for the State Society for SDI scheme. Funds available for these positions will be used for funding SPMU staff and balance will be met from the state budget for UPSSDM. Presently, lean staffing has been proposed for SPMU as Technical Consultant will also be providing support to SPMU for first two years. Over a period of time, as Technical Consultant gradually withdraws, the SPMU staffing will be strengthened.

6.10.2 At the district level, the work of DPMU would be performed by professionals hired on contract basis. The district units will have some additional support as detailed below:

(a) One post of District Coordinator (UPSSDM) will be created under UPSSDM for each district. He will be hired on contract through an HR agency.

(b) In districts where more than one post of APO (DUDA) is available under the Urban Development department, one APO will be assigned to the DPMU to assist and coordinate the work relating to skill development mission with District Coordinator (UPSSDM) in urban areas. He will continue to draw his salary from DUDA. In other districts, APO will discharge this responsibility in addition to his other duties.

(c) The Post of District Manager (Skill Development) is being created under NRLM and will be funded under that programme. He will report to District Coordinator (UPSSDM) and will look after work relating to skill development and placement in rural areas.

(d) Two posts of Career Counsellors will be created under UPSSDM for each district. These persons will be hired on contract through an HR agency.

(e) One post of Office Assistant cum Data Operator and One post of office boy will be created under UPSSDM for each district. These persons will be hired on contract through an HR agency.

(f) The Block Manager (Skill Development) and Block Manager (Social Mobilization) hired under NRLM will be responsible for implementation of UPSSDM at the block level under the supervision of PD (NRLM).

(g) In the Urban areas the Community Development Staff (CDS), working under DUDA will be responsible for mobilization for skill development.

As seen from above, the DPMU for the mission will be a professional unit. The annual expenditure on DPMU per district is estimated at Rs 11.34 crore to be met partially from central government schemes and balance from the state budget for the Mission. It may be noted that while district positions under NRLM are likely to be filled up soon and district offices of NRLM will become functional over next 6 months, the structures at the block level are to be rolled out in a phased manner. Till such time the block level staff is available under the NRLM, District Magistrates will make local arrangements for the work relating to the skill development at the block level.

Chapter 7

Action Plan, Physical and Financial Targets and Time Lines

7.1 Action Plan

Based on the principles of working of the mission described earlier the action plan for the mission has been prepared for 2013-14 and for the remaining period of the 12th plan. The action plan includes the major activities that need to be undertaken for making the mission functional and their time lines, the financial and physical targets, and the financing arrangements. The major issues on which decisions need to be taken by the government for implementing the proposed plans have been summarized at the end of this chapter.

7.2 Major Actions and Timelines

The Major actions for making the mission operational and their time lines for making the Mission operational are given below. Detailed activity level plan is at **Annexure 8**.

Sr.	Action	Completed by
1.	Approval of the Cabinet for setting up of UPSSDM	31 March, 2013
2.	Registration of the Society and setting up of various Committees	15 April, 2013
3.	Engagement of Technical Consultant	15 May, 2013
4.	Hiring of Staff for SPMU	31 May, 2013
5.	Standardisation of Courses, syllabus and Training fees	15 June, 2013
6.	Publication of RFP for engagement of private training providers	15 June, 2013
7.	Hiring of Staff for DPMUs	15 August, 2013
8.	Contracts with the Private Training Providers	15 August, 2013
9.	Design and Launch of Mobilization campaign	1 September, 2013
10.	IT system operational	1 October, 2013
11.	Approval of State / District Annual Plans	15 October, 2013
12.	Launch of Trainings	1 November 2013

7.3 Physical and Financial Targets for Skill Trainings

The tentative Physical and Financial targets have been worked out in three parts separately for the formal vocational / education organizations, Trainings being imparted by central organizations, and skill trainings to be arranged by the Mission. These targets would be firmed up after consultation with the concerned departments.

7.3.1 Trainings by Technical Vocation and Educational Institutions

(a) **ITIs / ITCs[3]**: The present annual intake of ITIs is 45,000 and of ITCs 135,000. While state would continue to encourage private ITCs, it is targeted that at least 35,000 new seats will be added in government ITIs / Skill Development Centres by 2016-17. Department of Vocational Education will make a plan for the same which shall be funded by plan schemes of that department.

(b) **Polytechnics**: The present annual intake of Government / aided polytechnics is 27,000 and of private polytechnics 70,000. While state would continue to encourage private polytechnics, it is targeted that at least 20,000 new seats will be added in government polytechnics by 2016-17. Department of Technical Education will make a plan which shall be funded by plan schemes of that department.

(c) **Technical Degree Institutions**: The present annual intake of government and private institutions imparting education in technical streams is approx. 200,000. Given that the present capacity is not being fully utilized, substantial new capacity addition in these institutions is not being planned. But it is expected that capacity utilisation will improve.

There may be some addition in the capacity of ITCs and Private polytechnics but the emphasis here would be on better utilization of capacity of existing institutions where more than 30% capacity is lying underutilized today. With planned additions in government sector the **annual graduation from formal technical vocational and education sector is estimated to increase from current level of 300,000 presently to 415,000 by 2016-17.**

7.3.2 Trainings through Central Government Training Organizations and NSDC

(a) Apprenticeships
- Currently, about 20,000 people can be skilled under the Apprenticeship Act.

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[3] In ITIs and ITCs the annual intake and graduation will be approx. 50% of total capacity as admissions for courses of 2 year duration take place once in two years and due to poor capacity utilization of private sector.

- The Department of Technical And Vocational Training, in consultation with the UPSSDM will formulate and plan on means to increase the current number of apprentices in the State

- Collaborations will be made with industries and large companies of the State.

- A list of all registered offices and industries shall be collated to identify potential places for training of Apprentices.

- **The target for skilling shall be 20,000 in the first year and shall steadily rise to 25,000 in the second year. The target for the thirds and fourth year shall be 30,000 and 40,000 respectively.**

(b) Central Government and NSDC

- There shall be an Officer in the Training Provider Coordination Cell who shall coordinate with the different Central Government Training Institutes and NSDC in order to be aware of the latest developments and seek means of collaborations with them.

- The Cell shall keep track of the trainings being imparted through such institutes in the State.

- **5,000 trainings will be imparted through Central Government Institutes in the first year. Through State-Centre interaction, opening up of new centres and increasing existing capacity this shall be increased to 6,000 in the second year, 8,000 in the third year and 10, 000 in the fourth year**.

- **Currently about 8-10,000 are being imparted through NSDC centres. With active State participation, this figure shall be increased to 28,000 in the second year, 35,000 in the third year and 60,000 by the end of the 12th Five Year Plan.**

(c) CDTP

- The Polytechnics imparting trainings for the Community Development through Polytechnics Programme (CDTP) shall be gradually registered as VTPs.

- Active placement cells shall be developed to provide employment opportunities to the trainees

- **36,000 students shall be trained through this scheme annually for all four years of the 12th five year plan.**

(d) RSETIs

- RSETIs provide trainings in rural areas that range from a couple of days to a month and lead to either wage employment of self employment. Only those trainings that are above 15 days shall be counted.
- It is assumed that about 20% of these trainings annually account for wage employment.
- RSETIs are currently training about 40,000 people a year. 20% of their capacity i.e. **8,000 shall be targeted for trainings for the first year which shall lead to wage employment. These targets shall be increased to 9,000 in 2nd year, 10,000 in 3rd year and 12,000 in the 4th year.**

7.3.3   Skill Trainings through UPSSDM

As discussed earlier, UPSSDM will implement all skill development trainings for various state departments under state and central schemes. The physical and financial targets under various schemes for 2013-14 through 2016-17 are discussed scheme-wise below.

(A)   Multi Sectoral Development Plan (MSDP)

- Under the scheme, among the key indicators for development of minorities, two important indicators are work participation rate and female work participation rate. Thus, skill development is priority area under the scheme.
- Presently, this scheme is being implemented in 24 districts of the state (likely to be increased to 45). The projects are taken on the basis of District MsD Plan prepared by District Level Committee for implementation of PM's New 15 Points Program under the chairmanship of District Magistrates.
- This Plan is approved by Empowered Committee under the chairmanship of Secretary, Ministry of Minority Affairs, Government of India after the sanction of State Level Committee.
- This scheme **will cover beneficiaries only from minority community** and includes Muslims, Sikhs, Christians, Buddhists and Zoroastrians (Parsis).
- The districts can also propose new ITIs/Polytechnics and other infrastructure projects under the plan.
- To integrate the skill development component of this scheme with UPSSDM, **District Magistrates will be directed to allocate 10% allocation under MSDP for Skill development through UPSSDM.**

- Currently, the annual allocation under the scheme is Rs approx 300 crore hence, Rs 30 crore can be allocated for skill development for the year 2013-14. This amount shall be increased to Rs 40 crore by the year 2016-17.

- **Based on the standard training cost of Rs 10000 per candidate, 30000 candidates from 45 districts belonging to minority community can be targeted through this scheme for year 2013-14. The target can be increased to 40000 candidates by the year 2016-17.**

- **Funds from MSDP scheme shall also be used for creation of Skill development infrastructure every year.**

- UPSSDM will be declared as a State level implementing agency for this component and based on district-wise nominations, funds will be transferred to UPSSDM by the Directorate of Minority Welfare.

(B) Backward Region Grant Fund (BRGF)

- Under the scheme, the prime objective was to bridge the critical gaps in local infrastructure and other developmental requirements and capacity building of panchayat functionaries.

- Presently, it is being implemented in 35 districts of the state. It includes planning from the grass root level. A district plan is prepared on the basis of individual plans of Gram Panchayats, Nagar Panchayats, Block Panchayats, Nagar Palikas, ZIla Panchayats and Nagar Nigams.

- The Plan is approved by the District Planning Committee set up under Panchayati Raj Act. This plan is sent to Ministry of Panchayati Raj Government of India through State Empowered Committee.

- At present, skill development activities are not being proposed under the scheme. GoUP has recently issued instructions to districts to prioritize certain local infrastructure projects under the scheme. Efforts will be made to include Skill Development Infrastructure also under those instructions.

- Also, Government of India may be approached to consider earmarking specific allocation for skill trainings under the scheme, to be planned at the state level.

(C)   Border Area Development Program (BADP)

- The main objective of the BADP is to meet the special developmental needs of the people living in remote and inaccessible areas situated near the international border and to saturate the border areas with the entire essential infrastructure.

- It is being implemented in 19 blocks of 7 districts of the state. The Annual Plan is finalized by the State Steering Committee and sent to Ministry of Home Affairs for approval.

- Skill development is one of the main components under the scheme but so far funds under the scheme have not been used for the purpose. The beneficiaries can be from all sections of the society. Since, there are other schemes available for SC/ST and minorities this scheme may exclusively be used for candidates from general category. Under the scheme, infrastructure projects such as constructing ITI, Skill Development Centres, Construction based units etc can also be taken up.

- **It is targeted that 10% of total budget outlay** under the scheme will be earmarked for skill development trainings to be implemented by UPSSDM. Assuming an annual outlay of Rs 50 crore it is targeted **to train approx. 5000 youth under the scheme annually with a budget of Rs 5 crore.**

- The funds will be transferred to UPSSDM centrally by the Planning Department based on district-wise nominations as per the approved project.

- **Funds under the scheme may also be utilised for creation of skill development infrastructure** for which planning will be made by UPSSDM.

(D)   SCA to SCSP

- The main objective of the scheme is to give a thrust to the development programmes for Scheduled Castes with reference to their occupational pattern and the need for increasing the productivity of and income from their limited resources.

- The scheme is being implemented in the entire state. The primary focus of this scheme is skill development and there is a limit of 10 % on infrastructure projects in villages having 50% or more population of SCs. Within the allocation, 15% funds have been earmarked for SC women and 5% funds have been earmarked for SC disabled persons.

- There is no structured implementation mechanism for the projects hence, UPSSDM will act as the implementing agency for the skill development program under the scheme. Only SC persons can be benefitted under this scheme.

- It is targeted that **20% of the SCA funds, approximately Rs 60 crore in 2013-14 will be used for skill development trainings through UPSSDM to train approx. 60,000 youth**. It is also proposed that this number will increase to 100000 youth by 2016-17.

- The funds will be placed at the disposal of UP SC /ST corporation who will transfer the funds, training costs plus 3% towards administrative costs, to UPSSDM based on nominations of trainees.

- The funds can also be used to create infrastructure (ITIs, Polytechnics, other Units) in areas having more than 40% SC Population.

(E)   NRLM

- The objective of the scheme is to reduce poverty by enabling the poor households to access gainful self-employment and skilled wage employment opportunities, resulting in appreciable improvement in their livelihoods on a sustainable basis.

- Under the scheme BPL youth from rural areas in the age group of 18-35 years can be trained with at least 50% earmarking for SC/ STs and 15% for minorities. Maximum training cost is prescribed as Rs 18,000 per trainee, including daily allowance and post training support for two months.

- Presently, this component of NRLM is being implemented in the state through 61 "special projects for skill development". These projects are formulated by private training providers and are recommended by the state government. After approval, projects are implemented directly by the Ministry of Rural Development.

- MoRD plans to transfer the responsibility for executing this component to state governments as soon as appropriate institutional mechanism is in place, from 2014-15 onwards. **However, for 2013-14 current system will continue**.

- The department of rural development is in the process of sending 13 more projects for approval. **It is proposed that the state takes over the responsibility for implementing skill training component of this programme from 2014-15 onwards and that all these trainings will also be managed through UPSSDM.**

- To implement this, it is proposed that **new projects may be sanctioned only till 2013-14** so that from 2014-15 onwards even these trainings are integrated with the skill development mission.

- The beneficiaries would be selected from the common database fulfilling the norms under NRLM and will be trained by the private training providers selected by UPSSDM. The

funds as per the batch size and fixed cost structure would be transferred by SRLM to UPSSDM based on the nominations for a course.

- It is estimated that approx. 40,000 youth will be trained during 2013-14 under this scheme as per current arrangements. It is estimated that annual allocation for this component will be appox. Rs 200 crore for skill development in year 2014-15 which is likely to increase to Rs 300 crore by 2016-17.

- **Based on training cost of Rs 10,000 per candidate, 200000 candidates can be targeted through this scheme for the year 2014-15 which is estimated to increase to 300000 by the year 2016-17.**

(F)   SJSRY /NULM

- STEP-UP targets the urban population below poverty line. The percentage of women beneficiaries under STEP-UP shall not be less than 30%. SCs and STs must be benefited at least to the extent of the proportion of their strength in the city/town population below poverty line (BPL). A special provision of 3% reservation should be made for the differently-abled, under this programme. 15% of the physical and financial targets at the national level shall be earmarked for the minority communities.

- Since the empanelment of training providers has not yet begun under this scheme under the State, the training providers shall be empanelled through the UPSSDM.

- SJSRY has an administrative structure which consists of a PO and APO(s) at the city level. They will be part of the District Project Management Unit of the UPSSDM and shall be responsible for the mobilization, monitoring, quality control etc of the skill development activities in all urban areas.

- SJSRY had a budget of Rs. 63 crores in 2012-13 under the STEP-UP component for skilling of people. With a per capita cost of skilling at about Rs.10,000 per candidate, about 65,000 people can be skilled in a year.

- Keeping the infrastructure constraints and new set-up of the mission in mind, **for the first year the target for skilling shall be 40,000 which shall rise to 50,000 in the second year. The target for third and fourth year shall be 65,000 and 75,000 respectively. Accordingly, financial targets will be Rs 40 crore in 2013-14 which will increase to Rs 75 crore in 2016-17.**

(G)   BOCW

- The Building and Other Construction Workers' Cess will be utilized to skill registered construction workers and their dependents.
- At present the balance in this fund is approximately Rs 600 crore and so far minimal funds have been utilized. Urgent steps are required for effective working of this scheme:
  - A registration drive needs to be launched to register all eligible persons under the scheme so that they may benefit under the scheme.
  - As discussed earlier, Housing department needs to issue instructions to all development authorities to deduct labour cess at prescribed rates at the stage of approval of plans / maps and transfer these funds to the cess fund.

  It is estimated that if the cess is collected regularly at least Rs 1000 crore can accrue annually in this fund.
- **It is targeted that Rs 75 crore will be utilized from this fund for skill training of 75,000 persons through UPSSDM in 2013-14** which is targeted to go up to 100,000 persons by 2016-17.
- The annual plan for trainings and budget shall be submitted by UPSSDM which may be approved by the Board and there after funds, training cost plus an administrative cost of 3%, will be released to UPSSDM based on course-wise nominations.
- It is also targeted that funds from BoCW may also be utilized for creation of skill development infrastructure such as Skill Development Centres, high tech Multi Skill Institutes etc. and for upgrading of existing skill development infrastructure. These projects will be submitted to the Board by UPSSDM and will be sanctioned on case to case basis.

(H)   SDI

- It is our understanding that although there is an allocation of Rs 720 crore under the scheme for 2012-13 the overall utilization under the scheme across states is very low. Our experience with the scheme also suggest that there are some key shortcomings in the scheme:
  - Low level of training cost (Rs 15 per hour) which discourages established training providers from participating in the scheme.
  - Absence of rigourous criteria for registration of VTPs.

- o No linkage to placement.
- o Somewhat cumbersome registration and payment procedures.
- o Payment of Rs 500 /Rs 2000 by the trainee at the stage of admission. Although this fee is reimbursed on successful completion but this acts as a deterrent to candidates from poor families to join the training.
- On the other hand there are certain very good features such as:
  - o Standardization of more than 1400 courses and their syllabus and systems for third party assessment of trainees.
  - o Very broad targeting.
- In order to address these issues the SDI scheme will be implemented in the following manner so that it is integrated with the overall strategy of skill development of UPSSDM:
  - o All private training providers registered under UPSSDM will be required to register 25% centers as VTPs under the SDI scheme within a specified time.
  - o These centers will also impart trainings in the same courses as have been standardized by the mission and as detailed earlier they would have incorporated the relevant MES course in their syllabus.
  - o At the RFP stage itself, training providers shall be advised of the training infrastructure available in government institutions like ITIs and Polytechnics that they can use at prescribed fee and after entering into prescribed MOU with the institution concerned. If they choose to do so these centers would be registered as a VTP for that course run by the private training provider.
  - o Payment for these trainings will be made at the same rate as for other centers (non VTP) and all other conditions such as placement linkage etc. shall also be equally applicable.
  - o However, for VTP centers financing will be by combining funds available under SDI and a State component. It is estimated that average training duration for these trainings shall be 300 hours. Thus out of average training cost of Rs 10000 per trainee, Rs 7500 (the current rate is Rs 15 per hour but it is likely to be raised to Rs 25 per hour from 2013-14) shall be funded under the SDI scheme and Rs 2500 through state skill development fund.
  - o The ITIs and Polytechnics and other government institutions that are registered as VTPs will also impart training in the courses (and as per syllabus) approved

by the UPSSDM but they will be reimbursed only the cost approved under the SDI scheme. Gradually, payment to these institutions shall also be linked to placement and for this they will be supported to set up placement cells or tie up with suitable agencies.

- o Entering into Flexi-MoUs with large industrial units in specific sectors is a key strategy of the missions. Wherever required and feasible, these centers shall also be registered as VTPs and payments in such cases shall be made at the SDI rate.

- o In order to make the trainings under SDI more accessible and in order that there is no discrimination between the candidates undergoing trainings in VTPs and other training centres, the initial fee that needs to be deposited under the SDI scheme and the assessment fee shall be funded by State Skill development fund. Reimbursement received for successful trainees will be deposited back in the fund.

- In 2013-14 it is targeted that approx 10,000 would be trained by Government VTPs, 20,000 by private sector VTPs and 5000 under Flex-MOUs. Thus, total trainings under the **SDI scheme are targeted as 35,000 at a total cost of approx Rs 35 crore** of which Rs 26.25 crore will be financed by the SDI scheme and balance from the State funds.

- In 2014-15 the private sectors trainings shall be fully operational and it is targeted that approx 15,000 would be trained by Government VTPs, 80000 by private sector VTPs and 5,000 under Flex-MOUs. Thus, total trainings under the SDI scheme are targeted as 100,000 at a total cost of approx Rs 100 crore of which Rs 75 crore will be financed by the SDI scheme and balance from the State funds. Total training under this component are expected to increase to by 2016-17.

(I)   Trainings from State Skill Development Fund

As discussed earlier, a state skill development fund will be set up to finance:

- (a) 25% cost of the trainings conducted in VTPs (@ Rs 2500 per trainee) run by private sector training providers.

- (b) The application and assessment cost (@ Rs 1000 per trainee) on behalf of trainees as required under the SDI scheme. The funds reimbursed under the SDI scheme for successful trainees (assuming 80% will complete and pass the training) will flow back into this fund so incremental expenditure annually would be limited.

(c) Full training fee for all trainings that are to be undertaken as per targets, over and above the maximum fund availability under central schemes.

For component (b) a separate account will be opened under the mission with initial fund of Rs 10 crore from training head of state skill development fund. As regards trainings, it is estimated that the total requirement of funds for components (a) and (c) will be Rs 18.25 crore in 2013-14 and Rs 125 in 2016-17. However, the actual finances will be worked out for every year and provisions would be made in the annual budget after prior approval of planning and finance department.

7.4 Overall Physical and Financial Targets for Skill Training

The overall physical targets for skill development training through various institutions and schemes are detailed in **Annexure 9** respectively and summary of the targets is given below:

	Type of Training	2013-14	2014-15	2015-16	2016-17	Total
1.	Technical Vocational Education and Trainings by ITIs/ITCs/ Polytechnics/ degree Colleges	3,00,000	3,35,000	3,75,000	4,15,000	14,25,000
2.	Skill Trainings by Central Government Organizations and NSDC	79,000	1,07,000	1,23,000	1,63,000	472,000
3.	Skill Trainings by UPSSDM	2,95,000	5,92,000	7,11,000	8,20,000	24,18,000
	Total	**6,74,000**	**10,34,000**	**12,09,000**	**13,98,000**	**43,15,000**

The trainings by UPSSDM will be financed under various schemes. Scheme-wise break up of physical and financial targets (**Rs Crore**) is given below:

		2013-14		2014-15		2015-16		2016-17		Total	
		Physical	Fin	Physical	Fin	Physical	Fin	Physical	Fin	Physical	Fin
	MSDP	30,000	30	32,000	32	36,000	36	40,000	40	1,38,000	138
	BADP	5,000	5	5,000	5	5,000	5	5,000	5	20,000	20
	SCA to SCSP	60,000	60	75,000	75	90,000	90	1,00,000	100	3,25,000	325
	NRLM	40,000#	0	2,00,000	200	2,50,000	250	3,00,000	300	7,90,000	750
	SJSRY	40,000	40	50,000	50	65,000	65	75,000	75	2,30,000	230
	BOCW	75,000	75	80,000	80	90,000	90	1,00,000	100	3,45,000	345
	SDI@	35,000	26	1,00,000	75	1,00,000	75	1,00,000	75	3,35,000	251
	State Skill Dev. Fund%	10,000	25	50,000	75	75,000	100	1,00,000	125	2,35,000	325
	Total	**2,95,000**	**261.25**	**5,92,000**	**592**	**7,11,000**	**711**	**8,20,000**	**820**	**24,18,000**	**2384**

These trainings will be implemented by NRLM directly.

@ For SDI trainings 75% cost will be borne by the SDI scheme (Rs 7500) and 25% by State (Rs 2500)

% Financial Target includes training cost for trainings fully funded by state fund and 25% share of the SDI trainings and Rs 10 crore for the separate account created for reimbursement of admission and assessment fee.

7.5 Infrastructure for Skill Trainings and its Financing

Skill development infrastructure needs to be strengthened in the State. This will include construction of new ITIs and Polytechnics in the state and addition of new trades and units and upgradation of obsolete equipment in exiting ITIs. It is also proposed to set up skill development centres in interior areas, Centres for specialized skills, centres for training in construction skills etc. Even now these projects are financed by the plan schemes of Department of Technical and Vocational education and from MSDP. It is planned that apart from these schemes, funds from schemes such as SCA, BADP and BOCW Fund will also be used for strengthening the infrastructure for skill development. It is proposed that UPSSDM may be authorised to receive these funds directly or through Department of Vocational Education on the basis of the projects that are submitted to sanctioning bodies and to implement these projects with the cooperation of concerned departments. The requirement of funds will be finalize once detailed projects are prepared.

7.6 Administrative Expenditure and its Financing

The total administrative costs for managing the programme at state and district level (both recurring and non-recurring) is estimated as below:

(Rs crore)

Sr.	Administrative Expenditure	2013-14	2014-15	2015-16	2016-17	Total
	Recurring Costs					
1	(1) SPMU Staff Cost	0.6	1.2	1.2	1.2	4.5
2	(2) DPMU Staff Cost	5.07	11.34	11.34	11.34	39.69
3	(3) Contingencies	0.2	0.4	0.5	0.5	1.6
4	(4) Consultancies, Research, Monitoring, Evaluation	0.5	1	1.5	1.5	4.5
5	(5) Technical Consultant	2.5	1.0			3.5
6	(6)Social Mobilization and communication campaign	2.0	4.0	4.0	4.0	14
7	(7) IT Infrastructure Maintenance		0.4	0.4	0.4	1.2
	Non Recurring Costs					
8	(1) Office Furniture and Equipment for SPMU	0.5				0.5
9	(2) IT Infrastructure	2.0				2.0
	Total	**13.37**	**19.34**	**18.94**	**18.94**	**70.59**
	To be Financed by					
1	SCA to SCP	1.8	2.25	2.7	3	9.75
2	BoCW Fund	2.25	2.4	2.7	3	10.35
3	State Skill Development Budget	9.32	14.67	13.54	12.94	50.49

Given that the total expenditure on trainings over the four years is estimated as Rs 2384 crore, the total administrative cost of Rs 70.59 crore (approx. 3% of the programme costs) appears to be reasonable.

7.7 The total expenditure on UPSSDM over next 4 years and it scheme-wise financing is given in **Annexure 10.**

Chapter 8

Conclusion

Skilling of youth and creating productive job employment of youth of the State is one of the biggest challenges that we face today. The efforts in this direction so far have been inadequate and have also not been very effective due to lack of a cohesive strategy that links skills to employment.. The UP Skill Development Mission aspires to change this by creating a platform which brings all stakeholders – trainers, employers, sponsoring departments and trainees together. The Mission has been designed as an integrator of all skill development programmes and schemes being implemented in the state and to plan and implement these schemes in a holistic and integrated manner.

The key task that the Mission will have to perform is to establish effective coordination with various departments for integrating the skill development efforts of all departments. Hopefully, the broad based implementing structures that have been proposed will help in achieving the desired collaboration. The second major task will be to develop effective partnerships with the private sector training providers. Systems that are transparent and facilitate speedier decision making should help in better relationship management with the private sector.

However, the biggest challenge will be ensuring gainful employment to the trainees. In a scenario where trainees and students from regular vocational streams are not being fully absorbed in the labour force, it would be a challenge to ensure that youth who are being skilled in short duration courses through UPSSDM are able to obtain remunerative employment. This will happen only if the mission is able to design courses that are relevant and the training providers are sincere in providing training, and above all if the economy grows and enough employment opportunities are created. We sincerely hope that this will happen and also that availability of large pool of skilled manpower may in itself create a virtuous cycle for more investments and thereby higher growth and employment opportunities.

Availability of seats in various Districts of the State

S.No.	District	Population	Population between 18-35 Years (~30%)#	Population between 15-59 Years (58%)#	ITI (Nos.)	ITI Capacity	ITC (Nos.)	ITC Capacity	Private Polytechnic (Nos.)	Private Polytechnic (Capacity)	Govt. Polytechnic (Nos.)	Govt. Polytechnic (Capacity)	Degree College (Nos.)	Degree College Capacity	No. of ITI/ITC	No. of ITI/ITC/ Polytechnic	No. of All Insitututes	ITI/ITC Capacity per lakh population	ITI/ITC / Polytechnic Capacity per lakh population	Total Capacity per lakh population
1	Agra	4,380,793	1,314,238	2,540,860	4	1,416	55	4,064	8	2,520	2	960	41	15,895	59	69	110	125	205	567
2	Aligarh	3,673,849	1,102,155	2,130,832	3	1,324	29	2,748	6	1,860			8	4,080	32	38	46	111	161	273
3	Allahabad	5,959,798	1,787,939	3,456,683	4	1,804	87	9,156	6	1,560	5	2,260			91	102	102	184	248	248
4	Ambedkar Nagar	2,398,709	719,613	1,391,251	4	388	32	2,592			1	240	1	180	36	37	38	124	134	142
5	Amethi		-	-	7	1,248	6	544			2	600			13	15	15			
6	Amroha	1,838,771	551,631	1,066,487	4	548	11	2,190	4	1,140	1	60	4	2,020	15	20	24	149	214	324
7	Auraiya	1,372,287	411,686	795,926	1	64	1	64			1	60			2	3	3	9	14	14
8	Azamgarh	4,616,509	1,384,953	2,677,575	4	1,356	48	5,260	8	3,180	2	420	5	480	52	62	67	143	221	232
9	Baghpat	1,302,156	390,647	755,250	1	64	10	1,072	5	1,665	1	540	4	1,410	11	17	21	87	257	365
10	Bahraich	3,478,257	1,043,477	2,017,389	4	740	1	128	1	60	1	360			5	7	7	25	37	37
11	Ballia	3,223,642	967,093	1,869,712	5	1,060	35	3,360			2	780	1	60	40	42	43	137	161	163
12	Balrampur	2,149,066	644,720	1,246,458	1	208	1	40	1	60	1	60	1	60	2	4	5	12	17	20
13	Banda	1,799,541	539,862	1,043,734	3	544	3	240			2	300	2	660	6	8	10	44	60	97
14	Barabanki	3,257,983	977,395	1,889,630	3	608	12	1,208	3	440	1	240	11	3,030	15	19	30	56	77	170
15	Bareilly	4,465,344	1,339,603	2,589,900	6	1,868	16	1,908	6	1,680	2	1,200	24	6,465	22	30	54	85	149	294
16	Basti	2,461,056	738,317	1,427,412	2	872	8	1,176			1	360			10	11	11	83	98	98
17	Bijnor	3,683,896	1,105,169	2,136,660	4	1,120	9	960	6	900	1	480	6	2,220	13	20	26	56	94	154
18	Budaun	3,712,738	1,113,821	2,153,388	4	588	5	440	1	300	1	480			9	11	11	28	49	49
19	Bulandshahar	3,498,507	1,049,552	2,029,134	9	1,608	32	3,448	4	1,020	2	580	3	1,620	41	47	50	145	190	237
20	Chandauli	1,952,713	585,814	1,132,574	1	224	22	2,420	1	420	2	780			23	26	26	135	197	197
21	Chitrakoot	990,626	297,188	574,563	2	296	4	436			1	60			6	7	7	74	80	80
22	Deoria	3,098,637	929,591	1,797,209	4	1,064	12	704			1	480			16	17	17	57	73	73

S.No.	District	Population	Population between 18-35 Years (~30%)#	Population between 15-59 Years (58%)#	ITI (Nos.)	ITI Capacity	ITC (Nos.)	ITC Capacity	Private Polytechnic (Nos.)	Private Polytechnic (Capacity)	Govt. Polytechnic (Nos.)	Govt. Polytechnic (Capacity)	Degree College (Nos.)	Degree College Capacity	No. of ITI/ITC	No. of ITI/ITC/ Polytechnic	No. of All Insitututes	ITI/ITC Capacity per lakh population	ITI/ITC / Polytechnic Capacity per lakh population	Total Capacity per lakh population
23	Etah	1,761,152	528,346	1,021,468	1	572	21	2,360			1	180			22	23	23	166	177	177
24	Etawah	1,579,160	473,748	915,913	3	816	1	96	2	120	1	360	4	420	4	7	11	58	88	115
25	Faizabad	2,468,371	740,511	1,431,655	2	672	61	4,464	1	360	2	780	2	180	63	66	68	208	254	262
26	Farukkhabad	1,887,577	566,273	1,094,795	1	704	8	648			1	240	1	120	9	10	11	72	84	91
27	Fatehpur	2,632,684	789,805	1,526,957	4	880	6	1,004	2	780	1	360	2	240	10	13	15	72	115	124
28	Firozabad	2,496,761	749,028	1,448,121	2	352	14	1,360	4	900	1	180	3	1,320	16	21	24	69	112	165
29	Gautam Buddha Nagar	1,674,714	502,414	971,334	5	900	18	3,420	3	780	1	600	27	19,470	23	27	54	258	340	1,503
30	Ghaziabad	4,661,452	1,398,436	2,703,642	1	380	34	8,724	11	1,825	1	840	48	28,320	35	47	95	195	252	860
31	Ghazipur	3,622,727	1,086,818	2,101,182	2	908	85	7,690	3	1,440	1	180	1	90	87	91	92	237	282	285
32	Gonda	3,431,386	1,029,416	1,990,204	2	904	8	1,064	2	120	1	480	5	600	10	13	18	57	75	92
33	Gorakhpur	4,436,275	1,330,883	2,573,040	6	1,740	39	3,960	4	900	4	2,040	10	3,270	45	53	63	128	195	268
34	Hamirpur	1,104,021	331,206	640,332	3	360	1	288			1	60			4	5	5	59	64	64
35	Hapur		-	-	3	596									3	3	3			
36	Hardoi	4,091,380	1,227,414	2,373,000	3	736	3	320			1	180	2	120	6	7	9	26	30	33
37	Hathras	1,565,678	469,703	908,093	1	320	12	1,472			2	810	2	600	13	15	17	114	166	205
38	Jalaun	1,670,718	501,215	969,016	3	920	2	96			2	300			5	7	7	61	79	79
39	Jaunpur	4,476,072	1,342,822	2,596,122	3	1,064	85	13,924	3	1,260	1	280	4	720	88	92	96	335	369	385
40	Jhansi	2,000,755	600,227	1,160,438	4	1,368	8	1,044	2	480	2	1,045	5	1,420	12	16	21	121	197	268
41	Kannauj	1,658,005	497,402	961,643	1	208					1	60			1	2	2	13	16	16
42	Kanpur Dehat	1,795,092	538,528	1,041,153	2	96	2	192	2	600	1	180	5	1,830	4	7	12	16	59	161
43	Kanpur Nagar	4,572,951	1,371,885	2,652,312	6	2,472	32	2,728	4	510	4	2,900	48	13,278	38	46	94	114	188	479
44	Kasganj	1,438,156	431,447	834,130	2	144	8	1,184					1	240	10	10	11	92	92	109
45	Kaushambi	1,596,909	479,073	926,207	1	320	7	780			1	60	5	1,440	8	9	14	69	73	163

S.No.	District	Population	Population between 18-35 Years (~30%)#	Population between 15-59 Years (58%)#	ITI (Nos.)	ITI Capacity	ITC (Nos.)	ITC Capacity	Private Polytechnic (Nos.)	Private Polytechnic (Capacity)	Govt. Polytechnic (Nos.)	Govt. Polytechnic (Capacity)	Degree College (Nos.)	Degree College Capacity	No. of ITI/ITC	No. of ITI/ITC/ Polytechnic	No. of All Insitututes	ITI/ITC Capacity per lakh population	ITI/ITC / Polytechnic Capacity per lakh population	Total Capacity per lakh population
46	Kushi Nagar (Padrauna)	3,560,830	1,068,249	2,065,281	4	768	6	356	1	180					10	11	11	32	37	37
47	Lakhimpur Kheri	4,013,634	1,204,090	2,327,908	3	908	1	256			1	560			4	5	5	29	43	43
48	Lalitpur	1,218,002	365,401	706,441	2	584					1	240			2	3	3	48	68	68
49	Lucknow	4,588,455	1,376,537	2,661,304	5	2,224	50	4,658	16	4,050	4	3,000	84	26,440	55	75	159	150	304	880
50	Maharajganj	2,665,292	799,588	1,545,869	2	416	1	128	1	200			2	420	3	4	6	20	28	44
51	Mahoba	876,055	262,817	508,112	3	776	1	32			2	480			4	6	6	92	147	147
52	Mainpuri	1,847,194	554,158	1,071,373	2	600					1	360			2	3	3	32	52	52
53	Mathura	2,541,894	762,568	1,474,299	3	776	69	6,744	23	6,360	2	1,020	18	9,560	72	97	115	296	586	962
54	Mau	2,205,170	661,551	1,278,999	2	448	24	2,056	2	600	1	240	1	120	26	29	30	114	152	157
55	Meerut	3,447,405	1,034,222	1,999,495	5	1,924	22	4,588	40	9,735	2	960	33	16,775	27	69	102	189	499	986
56	Mirzapur	2,494,533	748,360	1,446,829	2	956	36	6,666	2	330	1	300	1	60	38	41	42	306	331	333
57	Moradabad	4,773,138	1,431,941	2,768,420	2	580	18	1,860	2	660	2	545	4	2,520	20	24	28	51	76	129
58	Muzaffar Nagar	4,138,605	1,241,582	2,400,391	2	532	23	2,504	7	2,030	1	600	3	1,700	25	33	36	73	137	178
59	Pilibhit	2,037,225	611,168	1,181,591	3	760	2	128			1	360			5	6	6	44	61	61
60	Pratapgarh	3,173,752	952,126	1,840,776	4	836	9	576	2	900	1	360			13	16	16	44	84	84
61	Raebareli	3,404,004	1,021,201	1,974,322	2	852	14	1,344	1	300	1	660	2	510	16	18	20	65	93	108
62	Rampur	2,335,398	700,619	1,354,531	5	1,104	4	376			1	360	1	510	9	10	11	63	79	101
63	Saharanpur	3,464,228	1,039,268	2,009,252	4	1,208	34	3,888	18	4,420	2	960	6	2,790	38	58	64	147	302	383
64	Sambhal		-	-	3	744									3	3	3			
65	Sant Kabir Nagar	1,714,300	514,290	994,294	2	260	8	656							10	10	10	53	53	53
66	Sant Ravidas Nagar	1,554,203	466,261	901,438	2	176	8	992			1	120	1	60	10	11	12	75	83	87

S.No.	District	Population	Population between 18-35 Years (~30%)#	Population between 15-59 Years (58%)#	ITI (Nos.)	ITI Capacity	ITC (Nos.)	ITC Capacity	Private Polytechnic (Nos.)	Private Polytechnic (Capacity)	Govt. Polytechnic (Nos.)	Govt. Polytechnic (Capacity)	Degree College (Nos.)	Degree College Capacity	No. of ITI/ITC	No. of ITI/ITC/ Polytechnic	No. of All Insitutes	ITI/ITC Capacity per lakh population	ITI/ITC / Polytechnic Capacity per lakh population	Total Capacity per lakh population
67	Shahjahanpur	3,002,376	900,713	1,741,378	3	856	2	336			1	600	3	420	5	6	9	40	60	74
68	Shamali		-	-	2	260			1	60	1	600	2	750	2	4	6			
69	Shravasti	1,114,615	334,385	646,477	2	260	1	64			1	60			3	4	4	29	34	34
70	Siddharth Nagar	2,553,526	766,058	1,481,045	2	276	2	384	1	420	1	60			4	6	6	26	45	45
71	Sitapur	4,474,446	1,342,334	2,595,179	3	980	2	344	3	600	1	780	6	1,215	5	9	15	30	60	88
72	Sonbhadra	1,862,612	558,784	1,080,315	2	160	21	3,996			1	60			23	24	24	223	226	226
73	Sultanpur	3,790,922	1,137,277	2,198,735	3	940	50	6,964	1	240			6	1,530	53	54	60	208	215	255
74	Unnao	3,110,595	933,179	1,804,145	3	536	1	48	1	120	1	360	9	2,430	4	6	15	19	34	112
75	Varanasi	3,682,194	1,104,658	2,135,673	3	1,532	61	8,250	6	1,810	1	360	16	3,010	64	71	87	266	325	406
	Total	199,581,477	59,874,443	115,757,257	226	59,676	1,364	159,170	231	59,895	97	37,420	484	182,678	1,590	1,918	2,402			
	Average	2,661,086	798,326	1,543,430	3	796	18	2,122	3	799	1	499	6	2,436	21	26	32	96	137	211.55
	Median				3	744	10	1,176	3	780	1	360	4	1,320	12	15	17	73	94	147
	No. of Districts less than average				32	42	42	43	21	24	0	41	32	35	48	50	52	43	41	47
	No. of Districts less than median				0	37	34	34	21	22	0	25	22	24	37	36	37	35	36	35

: Data source- Census 2001, Population Projections for India 2011-2026. link: http://nrhm-mis.nic.in/UI/Public%20Periodic/Population_Projection_Report_2006.pdf

List of Districts Covered under BRGF

1	Ambedkar nagar
2	Azamgarh
3	Bahraich
4	Balrampur
5	Banda
6	Barabanki
7	Basti
8	Budaun
9	Chandauli
10	Chitrakoot
11	Etah
12	Farrukhabad
13	Fatehpur
14	Gonda
15	Gorakhpur
16	Hamirpur
17	Hardoi
18	Jalaun
19	Jaunpur
20	Kanshiram nagar(kasganj)
21	Kaushambi
22	Kheri
23	Kushi nagar
24	Lalitpur
25	Maharajganj
26	Mahoba
27	Mirzapur
28	Pratapgarh
29	Rae bareli
30	Sant kabir nagar
31	Shravasti
32	Siddharth nagar
33	Sitapur
34	Sonbhadra
35	Unnao

List of Districts Covered under MSDP

1	Baghpat
2	Bahraich
3	Balrampur
4	Barabanki
5	Bareilly
6	Bijnor
7	Budaun
8	Sambhal
9	Bulandshahar
10	Ghaziabad
11	Hapur
12	Jyotiba Phule Nagar
13	Kheri
14	Lucknow
15	Meerut
16	Muzaffar Nagar
17	Shamli
18	Moradabad
19	Pilibhit
20	Rampur
21	Saharanpur
22	Shahjahanpur
23	Shrawasti
24	Siddharth Nagar

Districts Covered under BADP

Sno	Block	District
1	Haraia Satgarhwa	Balrampur
2	Tulsipur	Balrampur
3	Gaisdi	Balrampur
4	Pachpedwa	Balrampur
5	Paliya	Lakhimpurkheeri
6	Nighasan	Lakhimpurkheeri
7	Ramiabehad	Lakhimpurkheeri
8	Mihipurva	Bahraich
9	Nawabganj	Bahraich
10	Badhni	Siddarthanagar
11	Shoratgarh	Siddarthanagar
12	Wordpur	Siddarthanagar
13	Uskabazar	Siddarthanagar
14	Nichlaul	Maharajganj.
15	Nautanva	Maharajganj
16	Puranpur	Pilibhit
17	Jamunuha	Shravasti
18	Sirsiya	Shravasti
19	Harihapurrani	Shravasti

Learning from other States

Gujrat

Institutional framework

- The entire program is led by Skill Development Mission. Director Employment and Training is also ex-officio mission director of skill development mission.
- The mission has been created with the intent of creating an integrated framework for skill development and as an apex body for monitoring, coordination, convergence and providing overall policy directions for all skill development activities.
- It has six different departments in its fold:
    - Dir Emp & Trg (ITIs,KVKs,ITCs & VTC)
    - Rural development dept (RSETI & mission Mangalam)
    - Education Department (SCOPE & GKS)
    - Industries and Mines(EDPs)
    - Urban Development Department(UMEED)
    - Tribal Development Department(VTCs,ST Emp Exchange)

    However, each department is running their schemes separately and as of now the mission is only collecting data from other departments. Each department has its own defined process for its programs.

The Programs/Schemes

- The main components of Gujrat model as far as skill development is concerned under DET are:
    - Craftsmen Training Scheme
    - Apprenticeship Training Scheme
    - Kaushalaya Vardhan Kendra
    - Superior Technology
    - eMPOWER
    - Flexi MoU
- **KVKs**
    - Cluster based training through Government owned Infrastructure
    - Batch Size – 20 Trainees

- Minimum 4 Courses for each KVK
- Soft Skill Training component in each course
- No fees for SC/ST/Women/PH & BPL candidates and nominal fees of Rs. 50/- for Gen. Candidates
- 238 Short term courses have been identified considering local need   (40 hrs. to 576 hrs).
- 1074 Life Skill courses also have been identified
- Locally available Govt. building/ rental building is used for KVKs
- Certification is being done by Gujarat Council of Vocational Training(GCVT)
- Total Budget of Rs. 54 crore for 335 KVK in Year 2012-13 (@ 16 lacs/KVK recurring and 20 lacs for non-recurring) Principal of attached ITI to act as Skill Development Officer (SDO) for implementation of training program of District.
- Created regular Govt post of Coordinator (Foreman Instructor) to Head the KVK.
- Each KVK has four trainers and one multi skilled assistant. Both these are outsourced through an agency which gets fixed remuneration at the rate of Rs10700 per trainer and Rs 8057 per msa.
- Each KVK has 3 security guards and 1 sweeper. Security and cleaning services are also outsourced. The agency get Rs 6548 per security guard and Rs 7387 per sweeper.
- Hence, cost is not fixed on per hour or per student basis, there is approximate budgetary support for each KVK to run the courses.

- **Superior Technology**
  - Superior Technology Courses started on 7th April 2012 in 20 Centers with total Intake capacity of 11552 to train the youth of Gujarat with latest world class technology.
  - According to the need of industries and with the help of industrial expert, latest courses and syllabus has been designed.
  - According to Superior Technology Courses, Lab / Workshop have been designed.
  - Sectors covered -   CNC, Automobile, Solar, Chemical.
  - Different modules ranging from 3 weeks to 3 months.
  - Fee Rs. 50 per month.

- o   Certification by GCVT.
- **eMPOWER**
  - o   Scheme Inaugurated on 4th July 2012 in all 225 Talukas.
  - o   Scheme implemented through 247 Govt. ITIs, 27 GIA, 278 KVKs and 26 Employment Exchanges - Total 625 Centres.
  - o   These are short duration (40 hours) basic computer courses for class 5 pass candidates.
  - o   Certification by Microsoft and GCVT jointly
  - o   It has flexi modules as per the choice of the candidate.
- **Flexi MoU**
  - o   Total 20 Flexi-MoU with Industries (Eicher, Toyota, L&T, General Motors, Volkswagen group , Sintex etc.)
  - o   Designing of specific modules as per industrial need.
  - o   Knowledge, Technical and Infrastructural participation by Industries.
  - o   Training provided in ITI with field experts of the Industries.
  - o   Industries gets ready workforce promotes retention.

Funding Pattern

- The entire funding of all these flagship programs is through state budget and there is not much reliance on central government schemes.
- **SDI scheme funds has not been used in a big way however there is a plan to get all KVKs registered as VTPs so that they can be brought under the ambit of SDI scheme.**
- **The training through registered VTPs has not started off well as all other trainings are at a very nominal cost while training through VTPs is costlier. The state government is planning to create a corpus fund for this purpose so that the cost of training can be provided through this corpus fund and later on it can be reclaimed from SDI scheme.**

Cost Structure

- The costs are not worked out on per hour or per student basis. Each scheme has budgetary support from the state budget.

Monitoring Mechanism

- The monitoring mechanism is weak. There is no third party evaluation of the facilities.

- The assurance of employment is not in built in the program hence placement and post placement tracking activities are not in place in any structured manner.

Integration with other departments

- The mission actually is not a platform for convergence of all departmental skill development activities as no formal arrangements have been created to strengthen the linkages between the departments.

- There is no policy framework for other departments to follow as a uniform process. Each department is implementing its own program with its own policy and planning. The capacity and achievements are reported to the mission.

Annual Targets

- Annual targets set up by the mission are as follows:
  - Dir E&T   775220
  - Rural Development   100000
  - Education   150000
  - Industries and mines   50000
  - Urban Development   60000
  - Tribal Development   14500

- The further distribution of targets of DET is as follows:
  - Craftsman Training Scheme   138106
  - Apprenticeship Training Scheme   40114
  - KVKs   220000
  - Vocational training Providers (VTPs)   77000
  - eMPOWER   300000

Mobilization

- Mobilization is the responsibility of the government departments only. For this, aggressive media campaigns have been designed and the Hon Chief Minister has given a lot of support in publicity campaigns.

- Due to community linkages, there is wide publicity of KVKs by the community itself.

General Salient Features

- Programs through KVKs are community demand driven, hence, emphasis is more on self employment. As of now, out of total trained candidates 675314, 10-12% are employed in organized sector, 30-35% self employed and rest are divided in three categories of skill up-gradation, value addition and skill enhancement of students.

There is no formal arrangement for employment guarantee. Still, the program is successful because of involvement of community as it suits the demand of local community and due to large demand of skilled manpower in the state of Gujrat.

- Superior technology course is a good initiative as it addresses the demand of the industries and though, there is no assured employment but because of the basic nature of the courses, the candidates get employment.

- Flexi MoU again is a good step as it uses the existing infrastructure of ITIs and all other support from industrial sector. Courses are designed as per their needs and thus, creating in built employment opportunities.

- There is more emphasis on the government infrastructure while services are being outsourced or arranged through MoUs.

- GCVT has been engaged positively. It has not only identified the courses but also has standardized the course.

- There is no assurance of employment in any of these models however the programs by other departments do have the provision for employment guarantee to some extent.

- There is not much pre-counselling of the candidates also post training counselling efforts are also at an early stage.

- There is one government employee at each KVK which provides a large human resource pool for social mobilization, monitoring and feedbacks.

- The entire efforts are wide based not only the existing infrastructure of ITIs has been used optimally by entering into MoUs with different private partners but there up-gradation has also been done to meet the demands of market. Besides, KVKs have been able to engage rural and sub urban conglomerates in an effective manner for vocational training due to community participation. However, there is no large scale engagement of private training providers.

Rajasthan

Institutional Framework

- The program is led by Rajasthan Skill and Livelihood Development Corporation (RSLDC) which is working under Rajasthan Skill and Livelihood Mission (RSLM).
- The mission is headed by the Hon Chief Minister.
- The corporation is headed by chief secretary as chairman and functional head is managing director.
- The PMU for the corporation is yet to be operationalised. However, the PMU will have professionals to manage it.
- A district level committee has also been formed under the district magistrate to provide the support and monitor the activities.

The programs/schemes

- The main program has been divided into three schemes:
    - Employment Scheme for urban BPL youths
    - Employment scheme for rural BPL youths
    - Special capacity training program for youths
- Other than this, the corporation has also started the process of setting up an Academy for Construction to fulfil the demand of the skill development in construction sector.
- To meet the demand in construction sector RSLDC has also entered into a MoU with NAC, Hyderabad.
- The courses have been designed primarily as per SDI-MES. There are total 69 courses out of which 57 are from SDI-MES with extension of soft skill modules and 12 courses have been designed as per the state specific requirements.
- The duration of these courses is 40 working days/240 hours to 90 working days/540 hours. (The basis is 6 hrs per day for non-residential courses and 8 hrs per day for residential courses).
- The training will be conducted by the private training partners. These partners have been selected on the basis of technical bidding process. No financial bidding has been done
- The entire infrastructure for training has to be created by the private partner. He is also responsible for social mobilization. Though, the district level committees under

District Magistrates have also been instructed to provide support in social mobilization activities.

- The training program has assured employment of 70% candidates of each batch. Initially, everyone has been allowed three batches. After a report of placement of these batches, permission for the fourth batch will be given and if any partner does not fulfil the placement criteria then no permission will be given for further batches.

- The attendance record of each candidate has to be kept on a daily basis through bio-metric devices.

- There is a provision for testing the skills of candidates and providing them with certificates.

- Within six months of operation each agency has to get itself registered as VTP.

Funding Pattern

- The entire scheme has been supported from state budget there is no strategy to link central governments schemes as of now.

- **The funds under SDI scheme have not been used in any substantial manner. However, after registration of private agencies as VTPs SDI funds will be used**.

Cost Structure

- The financial costs are fixed as per the SDI-MES cost structure (i.e. Rs 15 per hour).

- However, courses having soft skill component over and above MES course, there is an additional cost for it. Similarly, there is additional cost for residential programs (Rs 90 per candidate per day).

- There is an incentive provision also. If any partner provides the employment for duration of four months or more he will be entitled for Rs 1000 per student as incentive under certain conditions.

Monitoring Mechanism

- A mechanism for evaluation of each agency's performance has also been put in place. A separate agency will be hired to evaluate the performance and provide support and feedback to the corporation. The negotiations with Accenture are in final stages for this job.

- They will be professional units at each district to support the district level committee.

- There is no structured mechanism for post placement support as well as for post placement tracking.

Integration of other departments

- There is no formal arrangement for integration of all other departments in the entire scheme.
- There are designated schemes for which funding is done by the state government.

Annual Targets

- The annual target set for the year 12-13 was 2.83 lakhs but the program could start only by October 12 hence target has been reworked at 30000 for year 12 -13. The target for year 13-14 has been kept as 3.5 lakhs.
- Regular training targets through ITIs/ITCs are 1.25 lakhs.

Mobilization

- For mobilization, though the prime responsibility is of private agency, however, the state government has started an aggressive campaign for wide publicity of its schemes using print and electronic media. The campaign has been quite successful in creating awareness, especially, in urban areas. In rural areas, Block Development Officers are providing information to the concerned agencies though the support is still not as per the expectation of private partners. Agencies have also done wide publicity in their areas of operation.

General salient features

- The entire program is not very wide based. Through this program, trainings are being provided through private training partners. However, engagement of industries and other premiere institutions has not been considered in a substantial manner. Similarly, up-gradation of existing ITI/ITC structure is not an integral part of the initiatives.
- The private training partners are concentrating more on soft skills based trainings with least kind of initial investments.
- Pre-counselling is being done by the private training providers but it has limited scope as the courses are being selected by them only without much skill gap study or community participation.

Andhra Pradesh

Institutional Framework

- The program is named as Rajiv Yuva Kiranalu.

- A state level council Rajiv Education & Employment Council of Andhra Pradesh (REECAP) has been established under the chairmanship of Hon Chief Minister. The Concerned ministers and principal secretaries are member of the council. There are members from industries and academic field as well.

- A society has been created to implement the program in mission mode. The society is named as Rajiv Education and Employment Generation mission of Andhra Pradesh (REEMAP).

- REEMAP is chaired by its chairman and mission director is member secretary of the mission and heads of other submissions are the members of the mission.

- Eight sub-missions have also been created under eight different departments (namely Rural Development, Urban development, Employment & Training, Technical Education, Hyderabad District, Disabled Welfare, Minority Welfare and Tribal Welfare).

- REEMAP's role is to play a central role in the implementation of RYK acting as an umbrella entity. It coordinates the efforts of all eight departments and ensures that targets assigned to each sub mission are met while adhering to quality parameters set by it.

- REEMAP has a program management unit with officers either on deputation basis from other departments or hired on contractual basis. It is a very lean organization.

- REEMAP does not interfere in the existing schemes of the respective departments it only decides the broad common parameters and strict adherence to it.

- The common services provided by the REEMAP are:
  - Target Allocation
  - Periodic Performance Reviews
  - Establishment of Skill Development Fund.
  - Biometric Attendance System.
  - RYK Portal Management and MIS reports.
  - Communication and Awareness Generation.
  - Capacity Building of Functionaries.

- A district level committee has also been formed to plan, implement and monitor RYK with District Collector as chairman and Key Government officers and persons of repute from Industry/Academia
- PD DRDA has been nominated as nodal officer to coordinate the efforts of all other departments at district level.

The program/schemes

- The process through which the RYK is implemented has following components:
    - Government managed training centers.
    - Training centres being run by professional training partners. These partners are selected through two stage bidding process. Training partners come with job linkages and take up training and placement responsibility.
    - Industry based training models where industries will take-up in house training which will lead to absorption of candidates. Government agencies facilitate mobilization of manpower of requisite qualification.
    - Training centres in collaboration with GOI Partners.
    - Self employment: mostly in urban areas, for such candidates who acquire highly demanded employable skills.
- However, the mainstay of the program is training provided through private training partners. These partners have been hired through two stage bidding process.

Funding Pattern

- The cost of training programs is met by individual departments through their existing funds under different schemes already under implementation and mostly being Government of India schemes.
- A skill development fund has also been created to meet additional fund requirements.
- These additional funds are used to top up the efforts of different sub missions as well as to fulfil the common responsibilities of REEMAP vis a vis sub missions.
- **The funds under SDI scheme have not been used in any significant manner.**

Cost Structure

- Each sub mission has identified the broad sectors in which training is to be imparted and then courses have been identified under these sectors. The cost of individual course was decided through competitive bidding process.

- Proposals were asked from bidders for different courses. After technical evaluation of bidders, financial bid was taken from the qualified bidders and lowest bid was selected for each individual course. First priority was given to the lowest bidder to offer the course at number of locations and then the other bidders were also allowed to take that course if they are willing to offer the course at the same cost.

Integration of other Departments

- REEMAP has been able to successfully integrate the different departments in its fold. The basic mandate of the REEMAP is to design the framework, set up the targets and quality parameters and monitor adherence. There is no direct influence on the functioning of individual department. The departments are not only running their existing schemes but also they have successfully implemented training programs with the help of professional training partners.

- The mainstay of the entire program is training programs through professional training partners. These partners have been selected by individual sub missions to implement their programs under the broad policy framework set up by REEMAP. This has put the onus completely on individual sub mission and made them responsible to implement the program. In addition to this, REEMAP also provides top up funds to any sub mission falling short of funds to achieve its targets.

- RYK has also been able to successfully integrate government of India schemes.

Monitoring Mechanism

- The overall monitoring of the program is being done by district level committees, individual sub missions as well as by REEMAP but there is no third party evaluation as of now thus the monitoring mechanism still needs augmentation.

- However, EGMM human resources are being used through district level committee for effective monitoring and feedback. EGMM has specilised and professional setup at district, sub-district, cluster. Respective submissions also use there structure for monitoring at district level.

Annual targets

- The total target under RYK is 15 lakhs from 2011-12 to 2014-15. The target for year 12-13 is 4.994. each Total registration is app 20.44 lakh.

Mobilization

- Mobilization of candidates is joint responsibility of private agency, concerned sub mission and REEMAP. Primarily, the existing infrastructure of EGMM has been

utilized for this purpose. EGMM is UNDP funded program and is being implemented in Andhra Pradesh since 2004. It has a fairly large human resources at district, sub district and cluster level.

- Media campaigns have also been used to effectively publicize the program.

General Salient Features

- REEMAP has also established post placement tracking system and post placement support services. This initiative has provided sustainability to efforts by all the stakeholders. It has also resulted in confidence building of candidates to cope up with the new challenges of their jobs as well as challenges due to migration from rural to urban centres.
- There is no standardization of the courses leading to ambiguity in content of course provided by different private agencies.
- There is no provision for certification of the courses.
- The main challenges are lack of quality trainers, franchising, lack of hands on practise to trainees in labs, lack of evaluation and assessment mechanism.

Karnataka

Institutional Framework

- The state government has set up a Skill Commission under the chairmanship of Hon chief minister, ministers of concerned departments and respective secretaries are members along-with representatives from industry and academia.

- Under the mission, a corporation has also been formed namely Karnataka Vocational Training & Skill Development Corporation (KVTSDC). Principal Secretary labour dept is the chairman and commissioner DET is the managing director of this corporation with six other members from different industries as Directors.

- The state has also established Karnataka-German Multi Skill Development Centre (KGMSDC) which is a society under DET, Govt of Karnataka and Govt. of India. It has a governing council and steering committee under chief secretary and representation from DET, Industries, chambers and other training institute of repute and GIZ-IS.

- The state has also created a body called Karnataka Vocational Education and Training (KVET) which is again a society under DET. The chairman of the society is commissioner employment and training and member secretary is Additional Commissioner. There are five more members from industry.

The Programs/Schemes

- **KVTSDC**
  - Primarily the skill development and training activities are divided in two broad categories firstly, Skill Training through DET in which CTS, ATS, PPP program in ITI, Urban Development department programs through DET, Other line departments program based on ITI's MES and secondly, skill training through private partners, MES training through ATPs, Sahyog program in 219 colleges, E- learning lab in 50 hostels, human resource development centres, Karnataka employment centre, programs through minority department, ELIP training at Govt ITIs, Training for Engineering candidates, Training through SDP, Pre training for Airman Selection, Special category training (for disabled) Sabla Program, training Through Bharti Walmart.

- It has also started a central placement cell where candidates seeking jobs and employers can register themselves. The cell act to bridge the demand and supply gap through job matching and mapping.
- A number of programs as per the target group and sector approach have been designed with private companies/partners like Udyogasiri with IBM India(mobile phone based portal to register job seekers and employers), Retail training with Bharti –Walmart, web based training with CISCO, Sabla program for adolescent girls, ELIP program for soft skills and life skills with private partners, special skill training for disabled.
- The employment exchanges in seven districts have been remodelled as Human Resource Development Centres (HRDCs). The primary job is to provide employability solutions to all job seekers, fresh graduates, school dropouts, ITI passed candidates etc. It also provides services like demand generation, job matching, assessment, counselling, training and placement. There is a proposal to cover all employment exchanges as HRDCs.

- **KGMSDC**
  - Two Multi Skill Development Centres (MSDCs) were established of international standards for training in advanced technology area.
  - An agreement was signed with GIZ-IS for a period of four years. The selection of GIZ-IS was not done through bidding process.
  - It runs flexible market driven short courses (3 to 6 months) and long term courses (1-2 years) in the domain of modern technology.
  - GIZ-IS main job is to provide technical services, incubation, blended learning, consultancy, hand holding to other vocational training institutes and securing employment.
  - The courses run in the facility are Advanced welding, IT, Electronic Design and Manufacturing, CNC/CAD/CAM, Industrial Automation, Environmental Engineering, Automotive Mechatronics, Tool room and CNC Centre, Refrigeration and Air conditioning, Construction Technology etc.
  - These centres have been established at a cost of Rs 40 cr each with 50:50 percent sharing of Govt of India and Govt of Karnataka. Three more such centres have been approved. The new centres are to be set up by private partners but the selection would be through competitive bidding process.

- **KVET**
  - This society has been created to undertake all the activities under SDI scheme.
  - It runs MES courses through VTPs. It has started functioning from financial year 2012-13.
  - The society has registered 677 VTPs on the Government of India website. 35000 students are taking training through these VTPs and by year 12-13 50000 students will be trained through these VTPs.

Cost Structure

- Cost structure for the trainings provided by the KVTSDC is based on MES modules though the funds from SDI have not been utilized.
- Cost for the KGMSDC run courses is borne by the candidates and average cost is Rs 12000 per student.

Funding Pattern

- Funding pattern for the schemes is through state budget. The HRDCs has been remodelled from state govt funds and the recurring expenditure is also met by state govt. MSDCs has been established with the help of Govt of India at a cost of Rs 40 cr each with 50% cost sharing.
- The specific schemes have also being implemented through departmental budgets. The departments are also using funds of certain centrally sponsored schemes as well but to a limited extent only.
- **The cost of training programs run by KVET is met through SDI scheme.**

Integration with other departments

- There is no formal integration with other departments however KVTSDC provides basic framework for training activities and also provides services for tie ups with private partners.
- The targets are also decided by the individual departments only and informed to KVTSDC.

Monitoring Mechanism

- The monitoring system for the implementation of schemes is weak and no outcome analysis is being done by any agency.
- There is no post tracking of employment and also there are no post placement support services for the candidates.

- The monitoring for VTPs is being done through existing system of ITI principals and joint directors. There is no third party evaluation and monitoring.

Annual Target

- The training targets for the year 12-13 are 450000 (app 110000 through regular it is and rest through different private public partnerships). The training provided till date is 113916 out of which 99199 are through normal ITI based courses. Total placement is 12436. Till date total trainings from 2008 to 2012 are 500610 (196584 through private partners and 304026 through ITI infrastructure) and placement is 280624.

Sl.No	Particulars	Physical Target
1.	Craftsmen Training Scheme (CTS)	80,000
2	Apprentices Training Scheme (ATS)	35,000
3	Modular Employable Scheme (MES)	1,00,000
4	" Skill Training" through other Line Depts. Viz: Agriculture/Tourism/RDPR/Urban Dept./ Minority Welfare Dept./Social Welfare Dept./ Textile Dept. etc…,	1,00,000
5	Skill Training through 10 HRD Centers	20,000
6	Skill Training through selected Engineering Colleges	10,000
7	Skill / Orientation training for Overseas Job Seekers	5000
8	ELIP English Language/ Computer Training in SC/ST Hostels.	10000
9	Advanced Skill Training through Multi Skill Development Centere	5000
10	Training through proposed 100 Skill Development Centers (SDC's) in Construction and other areas	75,000
11	Skill Development Training through Industrial Schools viz; (SSI & MSIM units)	10,000
	TOTAL TARGET	**4,50,000**

Mobilization

- Mobilization is primarily the responsibility of respective society. The modes are media campaigns.

General Salient Features

- There is no assured employment in any of the schemes.
- There are number of initiatives but they are not coordinated in a comprehensive manner.
- The tracking and outcome analysis is non-existent.

Chhatisgarh

Institutional Framework

- The state government has established Chhatisgarh state skill development mission (CSSDM) chaired by Hon. CM.
- The mission has a State level Steering Committee headed by the Chief Secretary.
- District Level Skill Development Mission Steering committee is chaired by Hon. Minister in-charge of the District.
- Adequate representation of the Elected Representatives, Industries, NGOs', Skill Experts and Women Representatives etc have been given in the State and District Level Committees.
- A CSSDM program implementation unit has been formed at the state level to implement the programs.
- CSSDM has been declared as apex body to implement all skill development activities in the state. It has also been designated as the certification body for all the skill development programs of different departments.
- Departments can implement skill development programs directly or through CSSDM. In case, they implement program directly they have to inform CSSDM.

The Programs and schemes

- 03 Apparel Training & Design Centres by AEPC at Raipur, Bilaspur & Bhilai are functioning. 02 ATDCs at Rajnandgaon & Durg are in progress. Apparel Park in Raipur is also in progress. 02 ATDC at Jashpur & Balodabazar are also in pipeline.
- In line with National Construction Academy, Hyderabad, Chhatisgarh has esteblished Chhattisgarh Nirman Academy (CNA) to cater to the training needs in Construction Sector.
- Rural Self-employment Training Institutes (R-SETI) for providing Training to BPL youths for Self-Employment under SGSY have been established in all districts with the help of Lead Banks.
- Setting up of Advance Training Institute (ATI) supported by GoI under PPP Scheme at Durg.
- Setting up of 07 ITIs & 14 SDCs in 07 LWE districts supported by GoI.

- 91 Govt. ITIs have been registered as VTP, 18 Other Private Institutions are registered as Vocational Training Provider (VTP).
- All Government Institutions are being registered as VTPs
- All Eligible Private Institutions/ Societies etc are being registered as VTPs
- More than 3000 Educational Institutions of Govt. & Private above High School level Sectors have been identified for developing as Skill & Entrepreneurship Development Centres (SEDCs).
- Target to Develop 1000 Centres / Establishment of Private Sectors as Skill & Entrepreneurship Development Centres by registering them as VTPs in emerging sectors of economy.
- Career Nirman Yojana Specially for LWE affected Districts.
- Flag ship scheme Mukha Mantri Kaushal Vikas Yozna (MMKVY).
    - The scheme is primarily a convergence scheme based on SDI scheme.
    - All departments have been instructed to design courses as per MES modules and implement either directly or through CSSDM.
    - If there is any extra provision over and above MES then the department can top up the efforts through their own budgets or centrally sponsored schemes.

Funding Pattern
- **The flagship scheme MMKVY has been designed as per SDI scheme and only top ups in case of any change in courses from MES modules state funds will be used.**
- **Primary emphasis is on skill development through VTPs on MES modules so that funds under SDI scheme can be utilized.**
- Skill development funds under different centrally sponsored schemes are also proposed to be used.
- Other initiatives include up-gradation of ITIs and setting up of sector specific training institutes which are being funded through Government of India support.
- Few programs are being implemented through private partnership initiatives under corporate social responsibility programs.

Cost Structure
- The costs are worked on MES modules structure. In case, additional skills needs to be imparted in any course departments have worked out those additional costs.

Monitoring Mechanism

- A district level committee has been formed to monitor the programs.
- There is no third party evaluation system.

Integration of other Departments

- Under MMKVY scheme, convergence of all departments has been ensured. They can implement the programs themselves or they can provide funds to CSSDM to implement the programs. But, a mechanism has been put in place to integrate the efforts.

Annual Targets

- The target of the mission is to train 125 lakh candidates by 2022.

Mobilization

- District level committees and respective departments have been entrusted with the job of mobilization.
- Media campaigns have also been used to promote the activities.

General Salient Features

- Major emphasis is on SDI scheme. No large scale funding through state budget.
- The schemes do not assure employment. Though, there are provisions for counselling and placement cells.
- Third party evaluation has not been made part of schemes.
- No structured tracking system for placement and post placement tracking has been designed.
- There is no involvement of big private agencies for skill development activities. There is more reliance on creating VTP structure.

SPMU Staffing

S No	Designation	Qualifications	Emoluments
1.	Mission Director	IAS officer on deputation	As per parent department pay structure
2.	General Manager Administration	PCS officer on deputation	As per parent department pay structure
3.	General Manager Finance	CA with 15 years of work experience	Rs 75,000 p.m.
4.	Manager (**5 positions**) for IT, Training, SDI, Social Mobilization and Course Design	Graduate / Post Graduate qualification as relevant for the position (BTech, MBA, MSW etc.) with 10 years of relevant professional experience.	Rs 50,000 p.m.
5.	Assistant Manager (**8 positions**) for Administration (1), IT (2), Training (2), SDI (1), Social Mobilization (1) and Course Design (1)	Graduate, as relevant for the position with 5 years of relevant professional experience.	Rs 30,000 p.m.
6.	Accounts Officers (2)	M.Com with relevant professional experience of 3 years	Rs 25,000 p.m.
7.	Office Assistant (3) and Office boy (3)	To be outsourced	Rs 10,000 p.m for office assistant and Rs 6000 p.m for office boy

DPMU Staffing

S No	Designation	Qualifications	Emoluments
1	District Coordinator	Graduate / Post Graduate qualification as relevant for the position (BTech, MBA, MSW etc.) with 10 years of relevant professional experience.	Rs 50,000 p.m.
2	District Manager Skill & Placement	MBA/PGDIM with relevant work experience	As per NRLM
3	Counsellor (2)	Graduate, as relevant for the position, with 5 years of relevant professional experience.	Rs 30,000 p.m.
4	Office Assistant (1) and Office boy (1)	To be outsourced	Rs 10,000 p.m for office assistant and Rs 6000 p.m for office boy

Timelines

S No	Activity	Mar		Apr		May		Jun		Jul		Aug		Sep		Oct		Nov
		I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I
1	**Cabinet Approval of Skill Development Policy**	█	█															
2	Finalization of Memoranda of Association for society		█	█														
3	Preparation of RFP for Technical Consultant		█															
4	Engaging HR agency for SPMU and DPMU staff			█														
5	**Registration of Society & other organizational arrangements**			█														
6	**Engagement of Technical Consultant**				█	█												
7	**Recruitment of SPMU Staff**				█	█	█											
8	SPMU becomes functional							█										
9	Course Identification			█	█													
10	**Standardization of Courses, Syllabus and Training fees**			█	█	█	█											
11	**Finalization and Publication of RFP for PTPs**						█											
12	**Contracts with the Private Training Providers**							█	█	█	█							
13	Framing Rules and Regulation by TC						█	█	█	█								
14	Finalization of process guidelines by TC								█	█	█							
15	Finalization of monitoring systems by TC											█	█	█	█	█		
16	**Finalization of IT/MIS system**							█	█	█	█	█	█	█	█			
17	**Recruitment of DPMU Staff**							█	█	█								
18	DPMU starts functioning											█						
19	Mobilization of staff and infrastructure by PTPs											█	█					
20	**Design and launch of Social Mobilization campaign**													█	█			
21	**Preparation and approval of action plan at district level**											█	█	█	█	█		
22	**Preparation and approval of state annual action plan**																█	

S No	Activity	Mar I	Mar II	Apr I	Apr II	May I	May II	Jun I	Jun II	Jul I	Jul II	Aug I	Aug II	Sep I	Sep II	Oct I	Oct II	Nov I
23	Registration of Candidates														■	■		
24	Allocation of candidates and batch formation																■	
25	**Commencement of training**																	■
26	First Meeting of Governing Council				■													
27	Meeting of State Steering Committee				■							■				■		
28	Registration of VTPs under SDI scheme			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
29	Engaging Industries through Flexi MoUs					■	■	■	■	■	■	■	■	■	■	■	■	■
30	Up gradation and up-scaling of Existing ITI/ITCs/Polytechnics					■	■	■	■	■	■	■	■	■	■	■	■	■
31	Optimising use of NSDC infrastructure					■	■	■	■	■	■	■	■	■	■	■	■	■
32	Partnerships with professional councils such as ICFAI/ICAI					■	■	■	■	■	■	■	■	■	■	■	■	■
33	Dovetailing with central government schemes of other depts.					■	■	■	■	■	■	■	■	■	■	■	■	■
34	Establishing skill development facilitation centres											■	■	■	■	■	■	■
35	Enhancing strength through Apprenticeship program					■	■	■	■									
37	Commencement of training																	■

Physical Targets

S.No	Skilling Avenue	2013-14	2014-15	2015-16	2016-17	Total
A	**Skill Training through formal vocational education and training institutions**					
I	ITI/ITCs	90,000	1,00,000	1,15,000	1,35,000	4,40,000
Ii	Polytechnics	60,000	75,000	90,000	1,00,000	3,25,000
iii	Degree Institutions	1,50,000	1,60,000	1,70,000	1,80,000	6,60,000
	Total (T1)	**3,00,000**	**3,35,000**	**3,75,000**	**4,15,000**	**14,25,000**
B	**Apprenticeship Scheme**	20,000	25,000	30,000	40,000	1,15,000
C	**Central Government Institutions (through CIPET, FDDI, MSME Tool rooms, NYKS)**	5,000	6,000	8,000	10,000	29,000
D	**NSDC Partnered centres**	8,000	28,000	35,000	60,000	1,31,000
E	**CDTP**	36,000	36,000	36,000	36,000	1,44,000
F	**RSETIS**	8,000	9,000	10,000	12,000	39,000
G	**Flexi MOUs**	2,000	3,000	4,000	5,000	14,000
	Total (T2)	**79,000**	**1,07,000**	**1,23,000**	**1,63,000**	**4,72,000**
H	**UPSSDM**					
I	MSDP	30,000	32,000	36,000	40,000	1,38,000
Ii	BADP	5,000	5,000	5,000	5,000	20,000
iii	SCA to SCSP	60,000	75,000	90,000	1,00,000	3,25,000
Iv	NRLM	40,000	2,00,000	2,50,000	3,00,000	7,90,000
V	SJSRY	40,000	50,000	65,000	75,000	2,30,000
vi	BOCW	75,000	80,000	90,000	1,00,000	3,45,000
Vii	SDI	35,000	1,00,000	1,00,000	1,00,000	3,35,000
Viii	State Skill Develoment Fund (SSDF)	10,000	50,000	75,000	1,00,000	2,35,000
	Total (T3)	2,95,000	5,92,000	7,11,000	8,20,000	24,18,000
	Grand total (T1+T2+T3)	**6,74,000**	**10,34,000**	**12,09,000**	**13,98,000**	**43,15,000**

Financial Targets and Sources of Funds

Year	Scheme Cost	MSDP	BADP	SCA To SCSP	NRLM	BOCW	SJSRY	SDI	SSDF			Total
									SDI	OWN	Total	
2013-14	Training Cost	30	5	60	0	75	40	26	5	20	25	261
	Admin Cost			1.8		2.25					9.32	9.32	13.37
	Total Cost	**30**	**5**	**61.8**	**0**	**77.25**	**40**	**26**	**5**	**29.32**	35.22	**275.3**
2014-15	Training Cost	32	5	75	200	80	50	75	25	50	75	592
	Admin Cost			2.25		2.4					14.69	14.69	19.34
	Total Cost	**32**	**5**	**77.25**	**200**	**82.4**	**50**	**75**	**25**	**63.73**	89.69	**611.3**
2015-16	Training Cost	36	5	90	250	90	65	75	25	75	100	711
	Admin Cost			2.7		2.7					13.54	13.54	18.94
	Total Cost	**36**	**5**	**92.7**	**250**	**92.7**	**65**	**75**	**25**	**87.46**	113.54	**729.9**
2016-17	Training Cost	40	5	100	300	100	75	75	25	100	125	820
	Admin Cost			3		3					12.94	12.94	18.94
	Total Cost	**40**	**5**	**103**	**300**	**103**	**75**	**75**	**25**	**111.7**	137.94	**838.9**
Cumulative	Training Cost	138	20	325	750	345	230	251	80	245	325	2384
	Admin Cost		0	9.75	0	10.35	0	0	0	50.49	50.49	70.59
	Grand Total	**138**	**20**	**334.75**	**750**	**355.35**	**230**	**251**	**80**	**291.4**	371.35	**2454.1**