

Summary

The dissertation aims to analyse skills development and vocational training programmes implemented towards livelihoods enhancement for the low income people in India. It discussed three different approaches by state, NGOs and public private partnership to imparting skill training and enhance people's income. The dissertation explains skills as key livelihood assets for the low income people based on the sustainable livelihoods framework. It analyses the need of skill training and its potential to create employment and self-employment opportunities for the poor, underprivileged youth and migrant workers. It discusses challenges and possible measures to overcome these challenges in order to improve skill training to enhance people's livelihoods and help them to move out of poverty.

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Acronyms

AB: Aajeevika Bureau

B-ABLE: BASIX Academy for Building Lifelong Employability

CSR: Corporate Social Responsibility

GTETS: Gram Tarang Employability Training Services

SEDI: Skills & Entrepreneurship Development Institute

DGET: Directorate General of Employment & Training

FICCI: Federation of Indian Chambers of Commerce and Industry

Gol: Government of India

GDP: Gross Domestic Product

ITI: Industrial Training Institute

VET: Vocational Education and Training

MoLE: Ministry of Labour and Employment

MHRD: Ministry of Human Resource Development

ILO: International Labour Organisations

NSDC: National Skill Development Corporation

OECD: The Organisation for Economic Co-operation and Development

PPP: Public Private Partnership

BASIX/ BASICS : Bhartiya Samruddhi Investments and Consulting Services

STEP: Skill Training and Employability Placement

NGO: Non-governmental organization

SLA : Sustainable Livelihoods Approach

1. Introduction

Unemployment and poverty has been recognised as a major challenge in India where 29.8 per cent of the total population lives below the poverty line (Planning Commission, Gol, 2012). At the national level, governments define poverty threshold lines based on household income that indicates the income or consumption level below which poverty exists (UNDP, 2006, p.7). The economy of India is known as an agrarian economy, however, its growth is dismayed by small landholding, drought and chronic flooding that affect livelihoods of farmers as well as agriculture labourers. Ahmed (2007, p.297), argues that although, agriculture is a prime source of livelihood in India, there is a rapid decline in employment in agriculture, that results in migration of the labour force from agriculture to non-farm jobs. Generally, these migrants have two options either to accept lower wages or to move into non-farm self-employments or as wage employee (Himanshu, 2008). A large number of poor people are in search of employment (Rogaly et al. 2002) and migrate from rural to urban. Rural poor and migrant workers have limited economic opportunities and they are known as low income people in India.

In order to reduce unemployment and poverty, skill development programmes have played a significant role and have the potential to contribute towards livelihood enhancement in India. According to the ILO (2008, p.1), "Skills development is as important in combating poverty and exclusion as it is in maintaining competitiveness and employability". There are a number of programmes implemented by state and non-state actors to enhance skills and create economic opportunities for low income people. According to Adams (2011, p.5) "The presence of jobs and the widening of access to education and vocational training have combined to help improve employment opportunities for all that helps to reduce poverty globally". Further, there is a need to understand livelihood opportunities for the low income people.

The sustainable livelihoods approach (SLA) helps to understand the problems, activities and livelihood assets to design programmes for livelihood enhancement for the poor. The basic goal of adapting and using SLA as an instrument is to

analyse the dynamics of poverty, create better understanding for the livelihoods enhancement of the poor in order to reduce poverty (Carney, 2003 p.13). The SLA identifies five core assets where human Capital is one of the key assets that present skills, knowledge, good health and the ability to work (DFID, 1999). Further, the human capital perspective focuses on skill development as a livelihoods asset to create employment opportunities and enhance people's livelihoods. It focuses on the role of skill training in generating employment and helping people to move out of poverty (Desai and Das, 2004, p. 3045). In addition, Sen (1999, pp.87-94), argues that, human capabilities enhancement tends to go with expansion of efficiencies and earning power.

This dissertation therefore analyse how skill development programmes are creating livelihood opportunities for low income people in India. Thus, to understand the contributions and effect of skill development on people's livelihoods, it is needed to study the existing programmes implemented by state and non-state actors in India. Furthermore, the paper develops a perspective on the practical challenge and possible measures to overcome to create better livelihoods opportunities. The dissertation reviews the existing skill development and vocational training programmes implemented in different parts of the country.

1. 1 Purpose of study:

Firstly, the purpose of this dissertation is to analyse the present status of vocational training and skill development programmes implemented towards livelihoods enhancement in India. Secondly, to discuss different models implemented in India and how these models are enhancing skills and livelihoods of rural poor, underprivileged youth and migrant workers as they are known as low income people. Thirdly, to analyse what are the contributions of skill development programmes on livelihoods of low income people and discuss the challenges and pitfalls. Finally, the purpose is to suggest possible strategies to overcome the challenges to develop an effective system towards skill development and livelihood enhancement.

1.2 Skill Development Programmes in India

The Indian economy is largely based on agriculture; Himanshu (2008) argue that “agriculture still employs only 50 per cent of total population”. However, the contribution of agriculture to the GDP is only 14.62 per cent. While on the other hand, the service sector contributes 65.22 per cent and industries 20.16 per cent (UNDP, 2011). Ahsan and Narain (2007, p.293) argue that “the emergence of India on the global economic stage has been one of the big stories of the past two decades”. India is celebrating 8-9 per cent economic growth per annum over the last few years that has created a new job market and enhanced employment opportunities. However, the relationship between economic growth and employment creation is a matter of debate. Moreover, the present economic and employment growth is primarily urban centered while a vast majority of population are living in the rural areas (Majumdar, 2008). In the rural areas, there are many people who do not have land, other assets and income opportunities. Therefore when they lack skills and education as well, it diminishes their options for livelihoods, thus contributing to existing state of low income and poverty (ibid, p.2).

Thus, enhanced skills can prove to be a lifelong asset for the low income people to ensure better opportunities for their livelihoods, which will in turn improve their income. There is a growing demand of skilled workforce in India however, the present training capacity is not adequate to cater the demand of workforce in different sectors. According to Rao et al (2010), it has exposed skill shortage that exist across the major sectors such as infrastructure, retail, hospitality and the service sector. Majumdar S (2008, p.16) argues that, “the current system of skill development and vocational training has an annual training capacity of around 3 million, against the 12 million who enter the workforce every year”. Thus, skill development programmes have the potential to contribute towards poverty alleviation and livelihoods promotion for the low income people in India.

In India, there are three different strategies towards skill development and vocational training; these are state-led initiatives, NGOs / private agencies and public private partnership (PPP). Industrial Training Institutes (ITIs) is largest

state-led initiative that plays major role to provide skill training in India. ITIs have largest coverage and wider outreach in almost every state. Gupta (2006), p.108, argues that, ITIs are the back bone of government vocational training programmes in the country. In addition, the National Skill Development Corporation (NSDC) set up by the Government under a Public Private Partnership (PPP) mode to facilitate the development and upgrading of skills of the growing Indian workforce through skill training programmes (NSDC).

However, the existing skill development and vocational training system is not in line with the needs of the existing labour market in the growing economy. Presently, the employment sector is diverse and demands a range of skills set to match employment. Significantly, the current skill development programmes do not cater for the needs of the large workforce in the informal sector where more than 90 per cent of the workforce is engaged (The World Bank, 2010, p.17). Industrial training Institutes (ITIs) set-up by the Government are playing a vital role in building the skills of individuals within the state. However, according to Gupta (2006 p. 99-103) there is lack of vision and exposure to new technologies and a lack of market-driven approach that results in a low quality of training.

In order to overcome these challenges, the government of India adopted an ambitious National Skills Development Policy in 2009. Its aims to empower people through better skills, knowledge and recognised standard qualifications to enable them to access to decent employment and to encourage inclusive growth for the nation (ILO, 2011 p.17). Apart from government programmes, there are many programmes undertaken by the non-governmental organisations to build the skills of low income people, enhance their employability and create new sources of livelihoods in India. Significantly, these NGOs implement market-driven skill development programmes in various parts of the country to cater the needs of low income people.

1.3 Approach

The dissertation aims to discuss three different approaches for skill development in India. Firstly, the state led programmes, secondly initiatives taken by NGOs and finally programmes implemented under the PPP mode. The Industrial

Training Institute (ITIs) considered as the largest government's initiative towards skills development in India. Therefore, ITIs is taken as a state-led programme to discuss in this paper. The dissertation includes programmes implemented by non-state actors. Examples from two NGOs will be discussed namely The Aajeevika Bureau working in the states of Rajasthan and Gujarat, the western and north western part of India. Second, The Skills Entrepreneurship Development Institutes (SEDI) developed by Ambuja Cement Foundation working in 12 states in India. These organisations have been selected based on their programmes implemented in different geographical region and unique programme features with different models. These models targets different social groups such as migrant workers, indigenous communities, rural poor and underprivileged youth. This dissertation also includes skill development initiatives taken by National Skill Development Corporation which is working under PPP mode with its partner organisations. The dissertation will also discuss examples of two organisations, Gram Tarang and B-ABLE who implemented programmes under the PPP mode working in Orissa and Andhra Pradesh, south and south eastern part of India. Based on these case studies and examples, the present dissertation aims to increase the understanding of the role of skill development programmes implemented to enhance livelihood opportunities for low income people in India.

The dissertation is structured in five sections. The first section introduces the scenario of poverty, unemployment and the need for sustainable livelihoods through skill development and vocational training for the low income people. The second section discusses the sustainable livelihood approach as a theoretical framework and reviews the literature on which the research study is based. The third section identifies skill development as one of the important driving forces towards employment generation of low income people. It presents case studies based on the skill development programmes implemented by state and non-state actors in different parts of India. Three NGOs have been identified to discuss in this section, based on the different models and approaches that targets rural poor, underprivileged youth and migrant workers to build their skills for gainful employment. The fourth section deals with data analysis from primary data collected from the NGOs and also an analysis of secondary data collected from

various literatures to support the arguments. The fifth section explains the findings made through primary and secondary research, drawing conclusions and final remarks. This section also highlights suggestions and recommendation for programmes and policies to ensure effective implementation of skill development and vocational training in India.

1.4 Methodology

The dissertation is based on the analysis of primary and secondary information to discuss the contributions of skill development programmes on people's livelihoods. The paper uses primary data to show how skill development programmes are creating livelihoods for low income people, and demonstrates the practices and challenges in implementing these programs and measures taken to overcome the challenges. Primary data has been collected through telephone interviews. Telephone interviews were arranged for 30-40 minutes with programme staffs at the NGOs. The structured questionnaire was sent to the NGOs prior to the discussion and data collected and analyses based on the questionnaire and discussion. The program staff from four national and regional NGOs, Aajivika Bureau , Basix Academy for Building Lifelong Employability (B-ABLE), Ambuja Cement Foundation and Gram Tarang were interviewed. These interviews aimed to understand current practices, impact of skill training and the practical challenges related to the programme implementation. Further, case studies and success stories from NGOs were reviewed to understand how these programmes had contributed towards livelihoods enhancement.

In addition, the dissertation also focuses on literature review wherein analysis of published documents, policies documents, evaluation reports was undertaken and information is collected from various sources such as reports from Government Departments, NGOs and other institutions. A case based approach was undertaken based on the programmes implemented by state and non-state actors. These examples taken to understand the effect of skill development programmes on employment generation and livelihoods enhancement of low income people in India. It also helps to develop insight into the current practices and implementation challenges. Research studies, annual and periodic progress reports of NGOs, and other institutions are analysed to understand the skill

development programmes, its need, nature, and contribution towards livelihoods enhancement of the low income people. Some unpublished thesis and dissertation are studied to develop insights in the areas of livelihoods.

2. Sustainable Livelihood Approach: Theoretical Framework

Poverty is multi-dimensional and it has to be looked at through a variety of indicators. According to the World Bank (2005, p.8) “poverty is pronounced deprivation in well-being” In addition, Sen (1999) argues that poverty can be recognized in terms of capability deprivation that is closely linked with low income and limited opportunities. Haan and Dubey (2005, p.2324) argue that in India, largely poor people live in rural areas, often in remote and marginal settings and they migrate for wage employment in urban areas. In India, food deprivation is considered broadly to draw a poverty line that is largely related to the income or consumption level. Poor people often have minor landholdings or less productive pieces of land and limited income opportunities. Often poor people have a lack of skills and assets for alternative income opportunities to sustain their livelihoods. Sen (1973, p. 1457) argues that “Poverty has been identified not merely with inequality but also with unemployment”.

The notion of livelihoods is widely applied for poverty eradication and rural development globally. According to the dictionary, the definition of livelihoods is ‘means to a living’ which is linked with income. Ellis (2000, p.7) argues that, a comprehensive definition of livelihoods provided by chambers and Conway (1992) wherein a livelihood encompasses the capabilities, assets and activities which are needed for a means of living. According to Chambers and Conway (1992, p.6),

A livelihood is sustainable which can cope with and recover from stress and shocks, maintain or enhance its capabilities and assets, and provide sustainable livelihood opportunities for the next generation: and which contributes net benefits to other livelihoods at the local and global levels and in the short and long term.

The remarkable features of this definition shows the linkages between assets, capabilities and a set of activities that is required to generate income and

generate opportunities for livelihoods. In addition, Ellis (2000, p.7) argues that the term capabilities is derived from Sen (1993, 1997) that refers to the skills, knowledge and abilities of individuals and an enhancement of human capital. Skill development has been largely neglected in the poverty reduction strategies. However, it is clear that skills are important in order to access and maintain sustainable livelihoods (McGrath, 2002, p.424). Therefore, skills development programmes have an important role to play in poverty reduction. In the early 1990s, development practitioners began to widen their perspective on poverty reduction and moved from food security to livelihoods. Chambers (1987) argues that “poor people have different priorities that vary person to person and place to place and from time to time”. The common and universal priorities are the requirements for secure, decent and adequate livelihoods for the poor (p.9). Broadly speaking, this argument indicated the need for livelihood security for the poor.

The concept of Sustainable Livelihood Approach (SLA) was presented by the Brundtland Commission on Environment and Development. Further, The United Nations Conference on Environment and Development held in 1992 that has broadened the concept for the achievements of sustainable livelihoods towards poverty eradication (Krantz, 2001, p.6). There was a growing concern to understand the dimension and complexity of poverty and its cause to design livelihoods strategies for the poor. Ashley and Carney (1999, p.6) argues that “Sustainable livelihoods is a way of thinking about the objectives, scope and priorities for development, in order to enhance progress in poverty elimination”. It aims to enhance people’s livelihoods in a sustainable manner. Poverty is multidimensional and the conventional definition does not indicate and includes all these dimensions such as seasonality and vulnerability, insecurity and social exclusion (Krantz, 2001,p.1). According to Chambers and Conway (1992), SLA aims to understand the multiple dimensions of poverty including its basic causes and take a holistic and integrated approach to addressing them to eradicate poverty. Moreover, The objective of SLA is to analyse poverty and improving people’s livelihoods. According to Chambers and Convey (1992, p.6), a combination of abilities, assets and activities are required for a means of living.

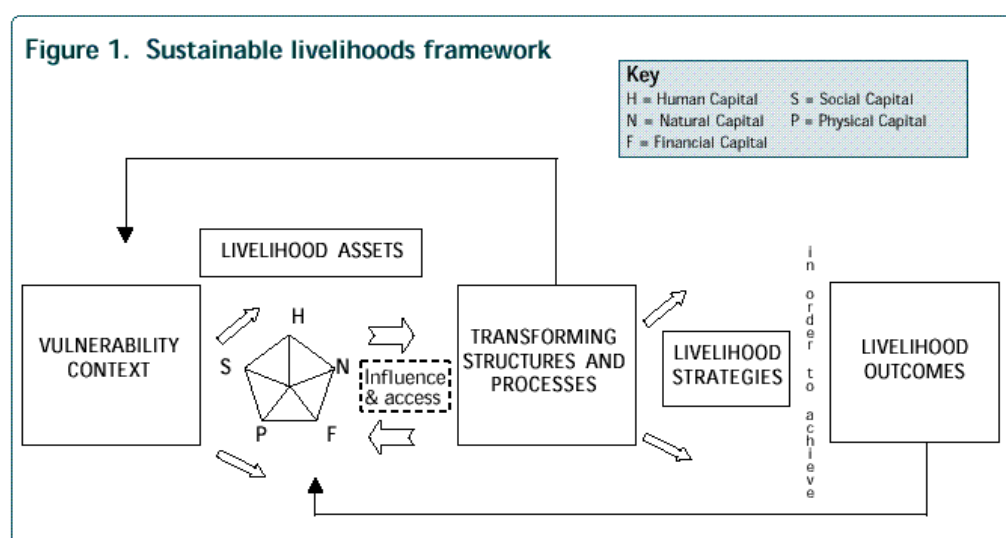
For this, skills, knowledge and training is important that can provide sustainable livelihoods .

On the other hand, there are certain shortcomings of SLA, as Krantz (2001, p.4) argues, many SLA approaches have not discussed about how to deal with the issue related to the identification of the poor. Furthermore, the distribution of resources and other livelihood opportunities are often influenced by local social dominance and power structure within the communities that need to be addressed.

2.1 Sustainable livelihoods Framework: DFID

SLA was developed by the British Department for International Development (DFID) in 1997. The goal was to reduce poverty based on certain principals such as people cantered, responsive and participatory, dynamic, sustainable and conducted in partnership (Ashely and Carney, 1997, p.7). The SLA is a strong tool that helps to broaden understanding of livelihoods especially for the poor (DFID, 1999). SLA plays significant role for poverty analysis and highlights livelihoods assets (Ashely and Carney, 1997, p.4). Although, many organisations have tailored their own definitions on SLA, DFID, developed the Sustainable Livelihoods Framework.

Figure:1 shows SLA framework: DFID



(Sources: DFID, 1999)

The livelihood framework identifies and presents five core assets on which livelihoods are based. These assets are human capital, natural capital, financial capital, physical capital and social capital. Skill development programmes are related to the human capital which is a core asset of SLA framework (DFID, 1999).

2.2 Skill Development: Building Human Capital towards Enhance Livelihoods

Human capital is one of the important livelihoods assets under the SLA that represent the skills and ability to work with good health. The combination of all these enable people to follow diverse livelihood strategies in order to attain their livelihood objectives (DFID, 2000 cited in Kollmair and Gamper, 2002, p.6). Further, a livelihood comprises the human capabilities such as skills, assets and activities for a means of living. According to Chambers & Conway (1991) “Capabilities, equity and sustainability combine in the concept of sustainable livelihoods” (p. 5).

On the other hand, Lack of skills, knowledge and limited employment opportunities are often considered as a factors of poverty. Skill development programmes aims to develop human capital that is a core asset of sustainable livelihoods framework. Skills development enhances people’s capacities to work and expand their opportunities and future prospect at work. Skill development is considered as a livelihood assets for the low income people that has played a significant role to create employment opportunities and enhance their livelihoods.

Skill development is important because of its contribution to enhancing productivity at the individual and also national (GoI, 2009, p. 189). Adams (2011, p.6), argues that, development programmes providing skills training and other support services have been successful in improving employment outcomes for disadvantaged youths and low income people.

According to the International Labour Organisation (ILO, 2008, p.1)

Skills development is as important in combating poverty and exclusion as it is in maintaining competitiveness and employability. Education, training,

and lifelong learning foster a virtuous circle of higher productivity, more employment of better quality, income growth, and development.

Skill development and vocational training plays a significant role in enhancing employment opportunities for low income people and reducing poverty in many parts of the world. In the last two decades, India's economic growth has created a huge demand for a skilled workforce, "as about 12 million people are expected to join every year, however, the existing skill development capacity is about 3.4 million" (FICCI ImaCS, 2010). There is an emerging need to promote skill development programmes to develop skilled workforce for growing economy and create livelihoods for low income people.

3. Case Studies of Skill Development Programmes

This chapter discusses different skill development programmes implemented by state and non-state actors in India. Skills, knowledge and capability constitute the backbone of human capital (OECD, 2010,p.10) that is one of the core assets of sustainable livelihoods. "Skills development plays an important role in combating poverty and exclusion as it is in maintaining competitiveness and employability". The term 'skills' generally refers to marketable or employable skills which usually refers to any skill, expertise and ability that has a market value, and which has the potential of being utilised for generating income or obtaining employment and enhance livelihoods (GoI, 2009, p.189). "Education, training, and lifelong learning foster a virtuous circle of higher productivity, more employment of better quality, income growth, and development" (ILO, 2008, p.1). In a developing country such as India, a large number of people are unemployed or are pushed into low income jobs due to the lack of skills and often engage in temporary or seasonal employment. They are usually under-employed and do not have adequate opportunities for a gainful employment (Gupta.S.P, 2006, p.63). Indeed, this is linked to the root cause of poverty and unemployment among the low income population.

In order to reduce poverty and create opportunities for livelihoods, many skill development programmes have been implemented by the state and non-state actors in India. These programmes are playing a significant role in providing

gainful employment and enhancing livelihoods opportunities for low income people and the youth in India. There are many non-governmental organisations working at grassroots to provide training and placement services to low income people. These programmes help individuals in acquiring knowledge and developing skills to find gainful employment and enhance livelihood opportunities.

3.1 Government Initiatives

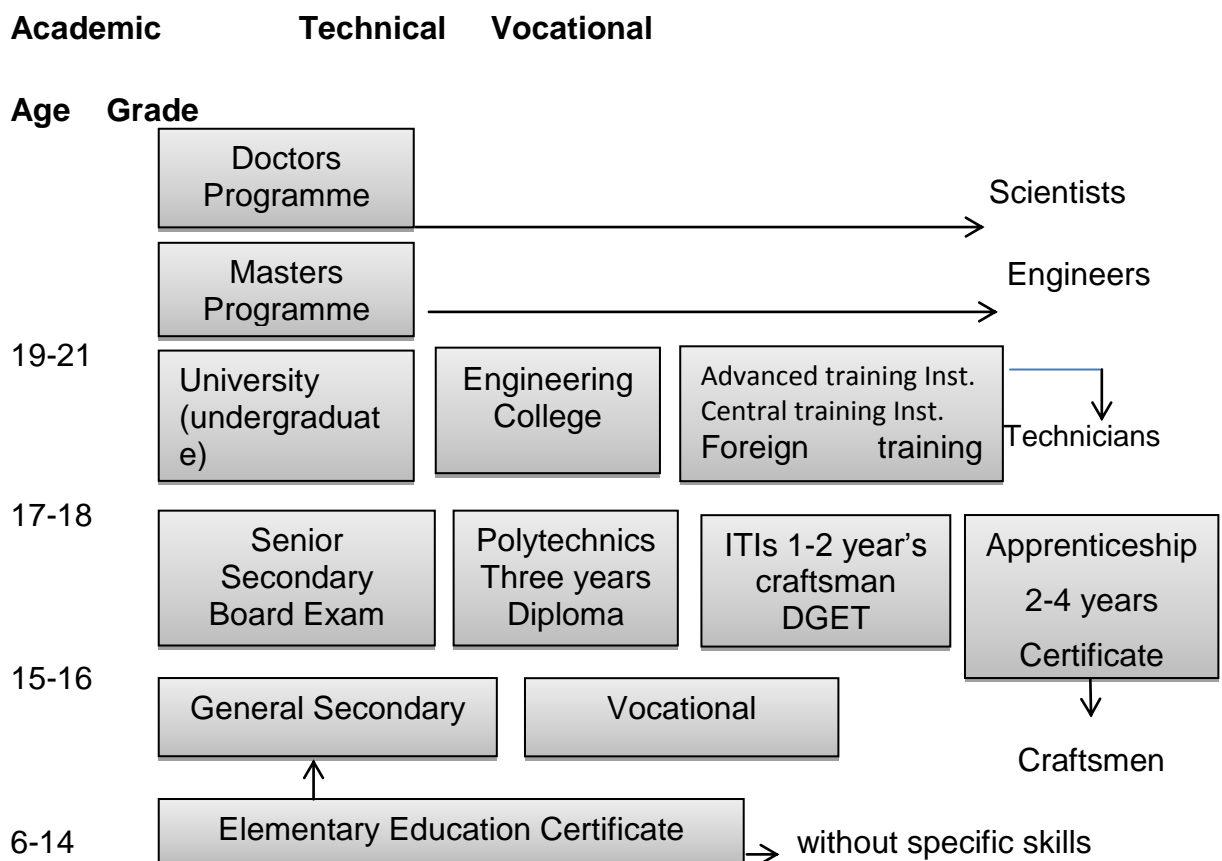
In India, Vocational Education and Training (VET) has been a concurrent subject of governments at both the central and state levels. Vocational Education' refers to courses offered to secondary and higher secondary students under the programmes of Ministry of Human Resource Development, Government of India. Vocational Training is offered through separate training institutes called Industrial Training Institutes (ITIs) set up by the Ministry of Labour & Employment (DGET, Gol). The Ministry of Human Resource Development (MHRD) and the Ministry of Labour and Employment (MoLE) are the main central government agencies involved in the funding and management of the VET programmes (Majumdar, 2008, p.26).

According to the ILO (2003) The technical education and vocational training system in India produces a labour force through a three-tier system. Firstly, graduate and post-graduate level specialists trained as engineers and technologists. Secondly, diploma-level graduates who are trained in polytechnics as technicians and supervisors and finally certificate-level training in Industrial Training Institutes (ITIs) as well as formal apprenticeships, as semi-skilled and skilled workers. According to NSDC (2012, p.9), "Vocational Training is primarily imparted through Industrial Training Institutes (ITI) and Industrial Training Centres (ITC).

The Industrial Training Institutes (ITIs) and the Industrial Training Centres (ITCs) constitute the largest formal training base for about 7.88 lakhs persons (Gol, 2009). The ITIs established by the government to impart technical skills training in India that have largest outreach. A total 5114 government Industrial Training Institutes (ITIs) are functional to impart training in 57 engineering and 50 non-engineering trades (11th Five year Plan, Planning Commission, Gol, p.88). The

government also provides apprenticeship training to the individuals on different trades at different locations in India (Directorate General of Employment & Training, GoI). There are many other schemes and programmes for Vocational Education and Training undertaken by various departments under different ministries. The World Bank (2007, p. 35) describes the Vocational Training and skill development system in India

Figure: 2 Vocational Training System in India



(Sources: The World Bank, 2007, p.35)

There are three different levels of state-led skill training in India, certificate level, diploma level engineering as a higher qualification. Interestingly, ITIs provides certificate level training the large number of people in India. Although, ITIs are known as the largest training provider in India, their training courses and other services are not up-to the mark. The ITIs offer courses without assessing the labour market requirements therefore; this results in an imbalance of supply-demand ratio. The ILO (2003) study report on ITIs efficiency shows that the skill training system of India is not perceived as employment-oriented. There is lack of

local effort and capability to assess the changing demand for skills and translate this knowledge into designing the courses and train individual from both public and private training institutions. A large number of rural individuals do not have access to skills training mainly in remote locations (ILO, 2003). According to FICCI (2006 p.15), there is a lack of labour market linkages. There is lack of systems to analyse market demand and introduce new training courses. Largely, ITIs offers traditional training courses which have low demand in the labour market.

3.2 Public Private Partnership for Skill Development: National Skill Development Corporation (NSDC)

Despite the poor performance of Industrial Training Institutes, there is another model promoted by government under the PPP mode. The National Skill Development Corporation (NSDC) has been developed by the Ministry of Finance as a not-for-profit corporation to support the expansion of private sector initiatives in skill development. The principal function of the corporation is to provide financial support to private sector initiatives in skill development. NSDC aims to focus on underprivileged sections of society and backward regions of the country (NSDC). According to the NSDC¹, A total of 904 centres are operational by NSDC partners that covered 167 districts in India. “The NSDC was set up to fulfil the growing need in India for skilled manpower across sectors and narrow the existing gap between the demand and supply of skills” (NSDC). In the recent past, NSDC realised that, there is need to provide financial support to the low income people and underprivileged students to access skill training. Thereafter, NSDC partnered with the Nationalised Bank to provide loan that would allow students to access skill loans to pursue training courses across the country (NSDC, 2011).

NSDC works with its training partners under the PPP mode and provides support to develop scalable models for skill development and vocational training in India. This section discusses two different programmes implemented under PPP mode. The first example illustrates skill development initiative taken by Gram Tarang

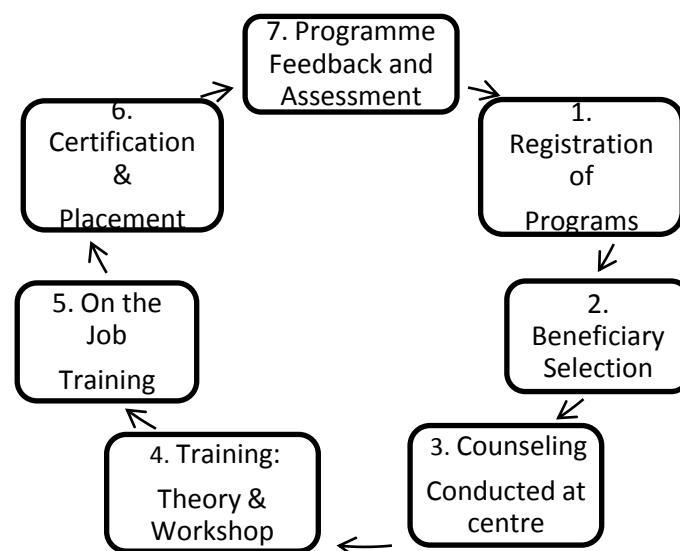
¹ NSDC Annual Report 2011, p. 28

Employability Training Services and the second example discusses the Basix Academy for Building Lifelong Employability (B-ABLE). These examples focus on skill development programmes designed for under-educated and disadvantaged youth to enhance their employability and create livelihood opportunities.

3.2.1 Gram Tarang Employability Training Services

The Gram Tarang Employability Training Services (GTETS) is a social entrepreneurial initiative to develop skills and employability of low income people across the eastern states of India. GTETS is a skill development partner organisation of NSDC and the Centurion University of Technology & Management (Gram Tarang). GTETS reported that “about 15 million youth need initial vocational training every year in India and the existing capacity of private and public training centres is only 3 million” (NSDC). GTETS introduced an integrated and comprehensive training programme, to impart skill training given below:

Figure:3 Programme design of GTETS (Sources: GTETS)



The above figure shows that the programme design is comprehensive and follows various steps to enhance employability. Rao et al (2010, p.331) argue that the skill development and employability enhancement programme of GTETS generally targets school dropouts from low-income groups. GTETS efforts have

been made to identify candidates from the disadvantaged section of the society including schedule caste and schedule tribes . GTETS designed training programmes based on the market demand and emerging trends. Further, in order to ensure sustainability, GTETS adopted revenue model which is different from traditional models. GTETS provided training and placement support to the individuals to obtain gainful employment. According to the Programme Manager, around 16,000 individuals have been trained since 2012 on fourteen various trades. Further, 87per cent of individuals have been placed at various institutions (GTETS).

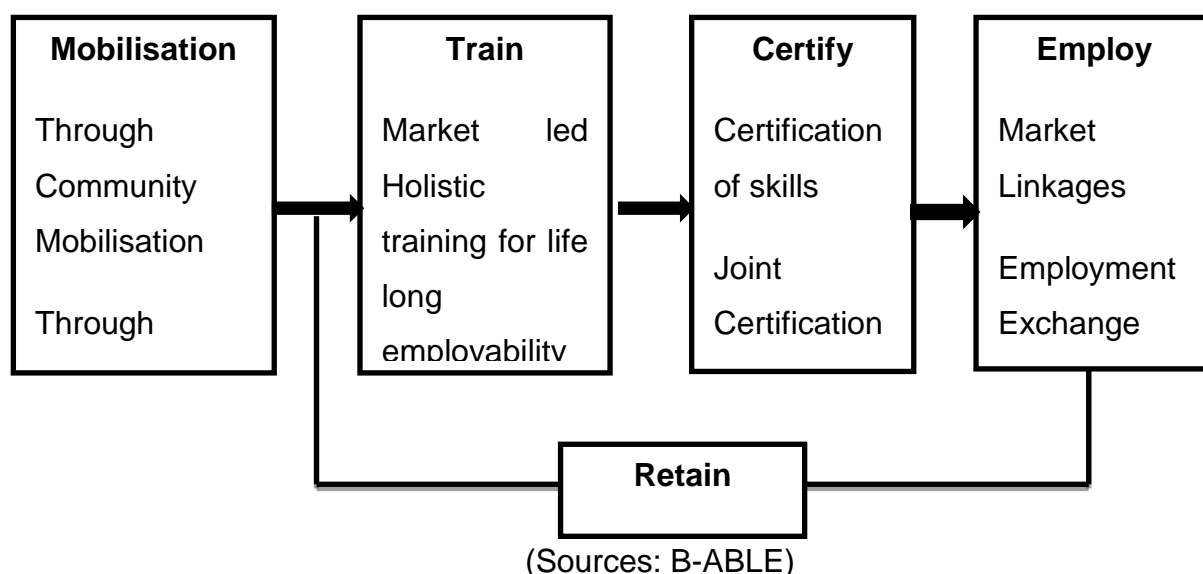
3.2.2 BASIX Academy for Building Lifelong Employability (B-ABLE)

BASIX Academy for Building Lifelong Employability Ltd (B-ABLE) is a part of BASIX Limited which is a leading development organization working with 2.5 million stakeholders in India(B-ABLE). B-ABLE realised there was a need to enable youth through skill training and develop their capabilities for gainful employment and self-employment. B-ABLE mainly targets school dropouts who could not complete their education due to lack of resources. B-ABLE works towards enhancing the ability of the under-educated and the under skilled to become employed and self-employed, find meaningful work and to continue to upgrade their competencies by offering technical and life skills training (B-ABLE). B-ABLE designed skill training programme based on the market requirements of skilled workforce. It helps individuals to obtain a gainful employment after the training.

B-ABLE has developed an innovative and sustainable model for developing a skilled workforce to cater for the demand the unorganised and the organised sectors. It provides market-driven skill development and vocational training to low income people. According to the NSDC(2011, p.9), B-ABLE considers the market demands and emerging trends and target the following intensive labour sectors for building skills: rural farm & non-farm sector, Automobile, Hospitality & Tourism, Construction, Food Processing, Healthcare, and Banking, Insurance & Finance. These are the emerging sectors where a large number of skilled workforce are required. B-ABLE, analyses market requirements and designed skill training programme accordingly.

The following diagram shows the methodology of B-ABLE on which the training programme is based (B-ABLE).

Figure: 4 Training process of B-ABLE



B-ABLE has developed a comprehensive training system that includes training, certification, placement and other personalised support. According to the B-ABLE, these training are primarily targets school dropouts under educated people and provide training to create opportunities for employment or self-employment. Moreover, B-ABLE training programmes are market-driven to develop skilled and qualified manpower for the informal as well as formal sector. This training programme has created low income people in India.

3.3 Non-State Actors: NGOs working towards skill development

In India, a range of skill development programmes have been implemented by non-state actors at different locations. Most of the organisations are serving rural people, migrant workers and underprivileged youth. There are a few successful models in India that enhance employability and create employment opportunities for low income people in India. Here two examples have presented which highlight how skill development programmes are developing skills of low income groups and underprivileged youth to enhance their livelihoods. The first case illustrates a model that focuses on migrant workers and providing skill training and placement support. This model is promoted by Aajeevika Bureau a non-

governmental organisation that is based at Udaipur, Rajasthan in India. The second case represents a model of Skills and Entrepreneurship Development developed by the Ambuja Cement Foundation, Corporate Social Responsibility (CSR) of Ambuja Cement Ltd that aims to develop skills and employability of underprivileged youth and low income people to provide meaningful employment and enhance their livelihoods. The unique feature of this programme illustrates a combination of skill training and entrepreneurship development.

3.3.1 Meeting skills demand in terms of relevance and quality: A case of Aajeevika Bureau, Udaipur Rajasthan

The Aajeevika Bureau² is a leading non-governmental organisation based at Udaipur district, Rajasthan in India working on skill development and migration services with poor and low income people. The Aajeevika Bureau (AB) aims to equip rural youth and low income people with necessary skills through training and to develop employability and create employment opportunities. This initiative started as a small wing and has now evolved into Skills Training, Employability and Placement (STEP) Academy. The STEP Academy believes that developing skilled workers enhances the efficiency and flexibility of the labour market and reduces skill bottlenecks. It has been noted that skilled workers are more easily absorbed into the job market, and their job mobility is also improved. Youth from southern Rajasthan lack skills and information which results in limited job opportunities. They will often migrate from rural to urban areas where work and living conditions are not as good. These migrants tend to be un-skilled or semi-skilled, which results in a lack of bargaining power and means they generally accept lower valued jobs. The Aajeevika Bureau (AB) targets poor and underprivileged people from different parts of the district to provide skill training and migration services. Deshingkar, et al. (2008, p.3) argue that The Aajeevika Bureau provides regular skill training and placement services to the migrant youth in order to develop their skills and employability to participate in the labour markets.

In an interview with a respondent at AB, the data revealed that since 2007 a total 1,889 rural youth have been trained and placed in higher value skilled jobs by the

² Aajeevika Bureau, Udaipur, India.

Bureau. These include plumbing, carpentry, masonry, house wiring, motor rewinding, welding and fabrication, hotel services, home and office management. The majority of those trained have entered the local labour market in Udaipur and several others have migrated to Gujarat with better skills and thus better earning potential in the urban market. Most of the individuals have obtained gainful employment after the training. AB also provides life skills and personality development training as a part of post-training support. Life skills or soft skills training helps individuals to enhance employability.

The Programme Manager³ from Aajeevika Bureau argues that skill training is playing a significant role to enhance employability and create livelihood opportunities for rural poor. The Programme Manager argues that youth trained from STEP academy have obtained gainful employment as plumbers, electricians, marble tile fitters, technicians and so on. Apart from this, many rural individuals have established their own small enterprises such as mobile repair shops. Most of which earn above 110 US\$ on an average per month. Project Manager noted that “we have some good examples of where our trainees become project in charge and took projects on contract and have provided jobs to other workers from their own villages”. In addition, AB also provides job information services (Rozgar Sndarbh Kendra) to the unemployed youth and migrant workers.

3.3.2 Developing Skills and Entrepreneurship through SEDI

There is another example of Skills & Entrepreneurship Development Institute (SEDI) that targets underprivileged youth and land-less poor which aims to enhance their skills and create livelihoods opportunities. SEDI is a Corporate Social Responsibility (CSR) activities promoted by Ambuja Cement Ltd through Ambuja Cement foundation which is a non-profit company registered under section 25 of company's act. The organisation established training centres called SEDI that continued working towards equipping the underprivileged youth with skills and helping them find gainful employment. The basic objective of SEDI is to impart skill training to youths particularly school/college dropouts in different

³ Programme Manager, Skill Training at Aajeevika Bureau, Udaipur, Rajasthan, India Date 25th June, 2012

need based trades and help them in get into gainful employment / self-employment (SEDI, Ambuja cement Foundation).

According to The Project Manager⁴ of SEDI, a total 14 SEDIs are functioning in 12 states across the country with its commitment to make a concrete, positive difference in people's lives. It has earmarked livelihood generation as one of its key areas of intervention. Its major objectives are to enhance the skills of low income people and underprivileged youth who left their education. Most of the candidates enrolled at training centres are from the weaker section of the society and could not have completed their education due to many reasons. They are willing to acquire employable skill and are in need of a permanent source of earning to assure their livelihoods. The programme provides market based job oriented skill training. The courses are based on the employment potentiality analysis and future trends of employment. A total 6,820 trainees have been trained from the institute and most of the candidates are employed or self-employed (SEDI, 2012). SEDI provides life skills training that aims to enhance communication skills and develop the personality of the candidate. It also provides placement support in order to get gainful employment.

This is how skill training is contributing meaningfully to create livelihoods options to the underprivileged youth. SEDI is working in Kodinar, Junagarh district of Gujarat. The SEDI manager shared that in a state like Gujarat, drought often hampered agriculture productivity which is major sources of livelihoods of rural people. Due to low agriculture productivity, there was an emerging need for alternative sources of livelihoods to meet the basic household needs. The SEDI targets poor and underprivileged people, where agriculture is only source of livelihoods. SEDI has designed and offered job oriented courses and placement support to the rural youth and land-less poor which helps to enhance their employability and creates new sources of livelihoods. Table: 1 presents the Status of Training and placement of individuals based on the report and data provided by the organisation:

⁴ Project Manager, skill development at SEDI, Ambuja cement Foundation, Kodinar, India Date 7th August, 2012

Table: 1 (Status of Training and Placement)

SI No.	Name of NGOs	No of People	
		Trained	Placed
1	Aajeevika Bureau	1,889	1,224
2	Gram Tarang	16,000	14,400
3	SEDI (Ambuja Cement Foundation)	6,820	5,900
4	B-ABLE	10,000	6,500

(Sources: SEDI, Aajeevika Bureau, Gram Tarang and B-ABLE)

This is how NGOs and private institutions are developing skills of low income people and underprivileged youth and creating jobs towards sustainable livelihoods. These programmes have opened pathways to employment for low income people and developed their capabilities to sustain their livelihoods. However, there is still a gap between training and placement. Industrial partnerships for placement would be beneficial to reduce training and placements gaps.

4. Analysis

This chapter looks in to the extent to which skill development programmes have contributed to enhance livelihoods of low income group in India. The effect of the vocational training and skill development programmes on people's livelihoods will be discussed in the chapter.

Skills and expertise is known as the backbone of human capital which is an integral part of the Sustainable livelihoods approach (SLA). The importance of skill development and Vocational Training lies in its principle mission of imparting skills enhancing knowledge and capabilities and building human capital, towards ensuring sustainable livelihoods for the low income people. Skills are considered as a key livelihood asset for the poor that plays significant role to enhance livelihoods opportunities. Agriculture is a major source of livelihood in India, where a large number of the workforces is engaged. However, there is limited source of livelihoods for the poor and landless people. Therefore, skill is considered as a key livelihood assets for livelihoods.

Skills development programmes can help to meet the targets of enhancing competitiveness of the Indian industry and creation of job opportunities for low income people. However, 80 per cent of new entrants into the workforce have little opportunity for skill training. Against 12.8 million per annum of new entrants into the workforce the existing training capacity is only 3.1 million per annum. (11th Five Year Plan, Planning Commission). As per industry analysis, nearly 75 to 80 million jobs will be created in India over the next five years. It is estimated that almost 75 to 90 per cent of all additional employment will require some vocational training (B- ABLE).

4.1 Government Programmes

ITIs are playing a major role in enhancing peoples skills. The selection process of candidates is transparent and allows every eligible person to join the training programme. Consequently, the programme delivery strategy also shows a degree of inclusiveness, as it allows people from every section of society to participate in order to enhance their skills and employability.

4.1.1 Strength

ITIs are operational in every state of the country and it is recognised as the largest mechanism to develop skills of people in India. Compared to private institutions, the cost of training at ITIs is lower and affordable. On the other hand, many private institutions charge high fees which are not affordable for low income people. In order to overcome these challenges, there is a need to improve the quality of training at ITIs through the Public Private Partnership. Gupta (2006) mentioned that the Industrial association like CII are now involved to improve the quality of training and improve the efficiency of training institutes especially ITIs. Efforts have been made to improve the quality of training and ensure industrial interface to enhance quality (p.114). There is a need to strengthen placement services and employment and job information exchange to provide gainful employment to the trained individuals.

4.1.2 Challenges

Gupta (2006) argues that, the ITIs are recognised as back bone of state-led vocational training system in India. However, it suffered from lack of management support and market-driven focused approach to ensure quality training. A study report by FICCI (2006) reveals that staff shortages and lack of infrastructure at the Industrial Training Institutes are a serious concern in various parts of the country which affect the quality of training (p.18). According to the report, irregular power supply and lack of practical training due to shortage of computerised and modern machines are an area of concern that affect training. There is lack of vision and exposure to new technologies among trainers which results in lower quality of training and subsequently lower quality products from the institute (Gupta. S.P 2006 pp. 102-111). According to the ILO (2003) ITI efficiency report, The training system is unable to cater the demand of unorganised sector where the largest employment opportunities exists. The report reveals that the majority of ITIs are established in urban areas and tend to service the urban population and educated youth. On the flip side, the majority of rural youth, particularly with low educational levels, are living in the rural areas and are excluded. The FICCI report (2006) reveals that, ITIs programme is largely supply driven and there is lack of focus on market demand. It largely

provides training on traditional courses which has low demand in the labour market.

Furthermore, The ITIs should introduce market driven training courses to minimise the skill mismatches. Regular study is required to understand the market demand and any emerging trends for skills and employment in various sectors. There is a need for an effective industry institute interface to organise on the job training to individuals. This would improve the quality of training provide placement to the trained individuals. There is lack of industry participation which affects placements and causes skill mismatches. Therefore the quality of training is major concern at ITIs.

4.2 Public Private Partnership (PPP): Gram Tarang Employability Training Service

In India, there are large numbers of school dropouts, who do not possess key skills. Due to lack of education and skills they do not have opportunities for employment. Rao et al (2010) argue that about 70 per cent of entrants in the workforce are school dropouts (p.327). Mostly, they do not have the required skills to match the market demands. Largely they do not have opportunities to participate in the growing workforce in the modern economy. Access to skill training is a major challenge for the poor in most parts of the country. This creates an urgent need to develop mechanisms for skill training to enhance capability and make them common. GTETS has developed a revenue model that is different from other training institutes. Its objective was to develop a market based revenue model to ensure financial sustainability. Further to this GTETS has developed a partnership with the government and other institutions in order to strengthen and upscale their skill training programme.

GTETS established training centres at various underserved locations in Eastern states of India to enhance skills and employability of poor people. This programme has contributed significantly towards skills development which creates employment opportunities for thousands of people. This programme has transformed the life of youth and low income people through skills and

knowledge. Many people have had opportunities to work and enhance their livelihoods. According to Rao et al (2010, p.333), GTETS developed three different types of programmes for skill training. First, self-sponsored, second, government sponsored and finally, corporate sponsored. GTETS is one of the leading examples of the public private partnerships model for skill development in India. Programme manager⁵, GTETS argues that, GTETS extended support to underprivileged youth by providing skill training and support to ensure a gainful employment in the changing economy. Further to this, the programme provides sustainable livelihood security to the underprivileged communities and underprivileged youth in the eastern states of India.

4.2.1 B-ABLE (BASIX)

The training designed by B-ABLE is largely focused on local market demand that ensures placement after the training. In addition, B-ABLE promotes self-employment by setting up small enterprises for the underprivileged youth in various underprivileged areas of India. B-ABLE has setup training centres across the country in 2010 to enhance the skills and employability of low income people and underprivileged youth. B-ABLE designed skill development courses and training modules based of the market demand and emerging trends. B-ABLE established a “Research & Content Development Team” within the organisation which develops the content based on Market Scanning for Skill Gap Analysis, and potentiality survey for the respective skills / courses for different markets in the country (B-Able). Additionally, it provides training on Spoken English and Personality Development that helps individuals to improve their employability. It also provides microfinance support to deserving candidates to finance their training fees.

Programme Manager⁶, B-Able argues that, “our focus is to cater the need of un-organised sector wher employment potential is high”. B-Able also supports to establish small business for the candidates after the training. For instance, a trade in the informal sector that B-ABLE focused on was the repair of mobile phones. B-ABLE had considered the telecom revolution in India, which had

⁵ Telephonic Interview, Programme Manager, Gram Tarang Employability Training Services, Orissa. Date.15th August, 2012

⁶ Telephonic Interview, Programme Manager, B-Able, Date 24th August, 2012

resulted in more than 700 million mobile phones being used across the country. This revolution created a need for the repair of mobile phones throughout the nation. This need was especially felt in rural and semi-urban areas which, had no mobile repair shops. B-ABLE skill development programmes enable rural underprivileged individuals to obtain gainful employment or to develop their own business .

4.3 Programmes implemented by Non-State Actors: Demand Driven Programmes, Matching the market requirements

There are many NGOs working in different parts of India within different communities and they have developed different models to impart skills in order to enhance employability and employment. Largely, these initiatives are providing demand driven services based on the requirement of workforce in the market. For instance The, Aajeevika Bureau works in Rajasthan and provides specialised services to migrant workers, who are considered vulnerable in India.

“Migrants form the largest part of India’s vast unorganized sector workers. Their entry into the labour markets is marked with several endemic disadvantages. Devoid of critical skills, information and bargaining power, migrant workers often get caught in exploitative labour arrangements that forces them to work in low-end, low-value, hazardous work”(Aajeevika Bureau, Udaipur).

The Aajeevika Bureau (AB) is a leading NGO, based at Udaipur in southern Rajasthan. AB provides specialised services to migrant workers including skill training, placement support and identity cards for various purposes. This model is effectively implemented in states of Rajasthan and Gujarat to cater for the need of migrant workers and enhance their livelihoods. Deshinkar (2008) argues that this model works with existing labour market patterns. The Aajeevika Bureau provides regular skill training and placement programmes for migrant youth in order to improve their skills and help them integrate in labour markets. This programme is different from the traditional programmes which are largely supply driven.

4.3.1 Strength

The Aajeevika Bureau has developed a separate wing called Skill Training and Employability Placement (STEP). STEP provides skill training based on job opportunities and skills requirements in the job market. Apart from this, STEP offers career counselling and life skills training to individuals that helps with deciding a career path and improves employability. In most cases, people have gained opportunities to engage in income generating activities. The Programme Manager, STEP⁷ reported that, individuals had increased their monthly earning after their training. The training programme also had a direct impact on people's employability which enhanced people's livelihoods in rural areas. The Programme Manager for STEP⁸ argues that, "Skill training programme have improved confidence levels of rural individuals and developed negotiation skill in the skilled labour market". Most of the trained individuals have gained employment after the completion of training at STEP. Many individuals have established small shops based on the market need, such as mobile phone repairer shops. Moreover, this programme has created employment opportunities for the rural migrants and underprivileged youths which in turn has significantly contributed to enhance people's livelihoods.

4.3.2 Challenges

Despite all these benefits, there remain certain challenges to the programmes. Firstly, After training, it is difficult to identify appropriate markets for the placement of trained individuals. There is need to design industry linked programmes to assure placement of trainees. On the job training would also be helpful for migrant workers, as they need money to sustain themselves and to send remittances to their family. In this scenario, on the job training would help migrant workers, as it would enhance skills as well as provide opportunities to earn. Peeters et al (2009) argue that, "on the job training is one of the most effective approaches for skill strengthening" (p.89).

⁷ Programme Manager, Aajeevika Bureau, Date 25th June, 2012

⁸ Programme Manager, Aajeevika Bureau, Date 25th June, 2012

4.4 Skill and Entrepreneurship Development Institutes (SEDI)

SEDI is providing skills training and promoting entrepreneurship in order to provide employment opportunities to the low income people in different parts of India. This programme is based on the market demand of human resources and emerging trends in the job market. SEDI provides a package of skill training on various trades, along with life skills training and placement support. Significantly, life skills' training plays a major role in enhancing the employability of underprivileged youth. A total of 14 Skills and Entrepreneurship Development Institutes (SEDIs) are situated in remote locations for imparting skills in various, vocational trades to meet the manpower requirements in the growing economy. SEDI provides training on various market-driven, job oriented courses which are designed after the market analysis.

4.4.1 Strength

SEDI manager⁹ shared that, “based on the market assessment it was found that there is huge demand of skilled workforce in different sectors in the state”. Based on the market demand, SEDI developed various courses to provide technical skill training to the rural underprivileged youth. SEDI manager argues that, market potentiality and demand assessment helps to decide training courses. A range of courses have been offered by SEDI that last from three to six months. Training centres provide post training support, this includes personal development training and the placement of trained individuals. The SEDI manager added that, A total 2,579 candidate have been trained and placed at various companies / institutions from SEDI Kodinar centre. Most of them are now working as industrial electricians, nursing Assistants, and data entry operators. “SEDI has played a meaningful role towards skill and entrepreneurship development and promotion of livelihood in rural, underserved areas” (SEDI manager).¹⁰ He also mentioned that “ *Gaon me logo k pas jyda jameen nahe hi, sukha padne ki wajah se unke aajeevika pe asar padta hi*”. “*Skill Training se students ko ache naukri mele hi, wo ghar me arthik madad kar rahe hi aur ab unka bhawishya bhe acha hoga*”.¹¹

⁹ SEDI In-charge, Kodinar, Junagarh Gujarat, date 7th July, 2012

¹⁰ SEDI Manager, Kodinar, Junagarh, Gujarat, date 7th July, 2012

¹¹ SEDI Manager, Kodinar, Junagarh, Gujarat. Date 7th July, 2012

Interestingly, SEDI provides opportunities to rural people who have no access to other skill training. Most of the candidates belong to the poor and underprivileged communities, who have lack livelihood security. In most cases, agriculture is the only source of income which is affected by drought. This programme has significantly contributed to enhancement of people's skills and has created opportunities for their livelihoods. SEDI promotes entrepreneurship and supported individuals to establish their own small enterprises after their initial training. Many candidates from SEDI have established their own enterprise after the training, which creates an additional source of income for their family.

4.4.2 Challenges

Despite the significant impact on low income people, there are certain challenges which affect programmes scalability. In rural areas, poor people do not have additional resources to afford training costs. Therefore, the candidates need financial support for training courses. In addition, poor infrastructure is one of the major obstacles to running the programmes successfully in rural areas. There are many underserved areas where people do not have access to vocational training. They are still left behind and do have opportunities to participate in the expanding workforce where skills are required. Certification is another area of concern as many private agencies in the job market demands for certified course to recruit individuals.

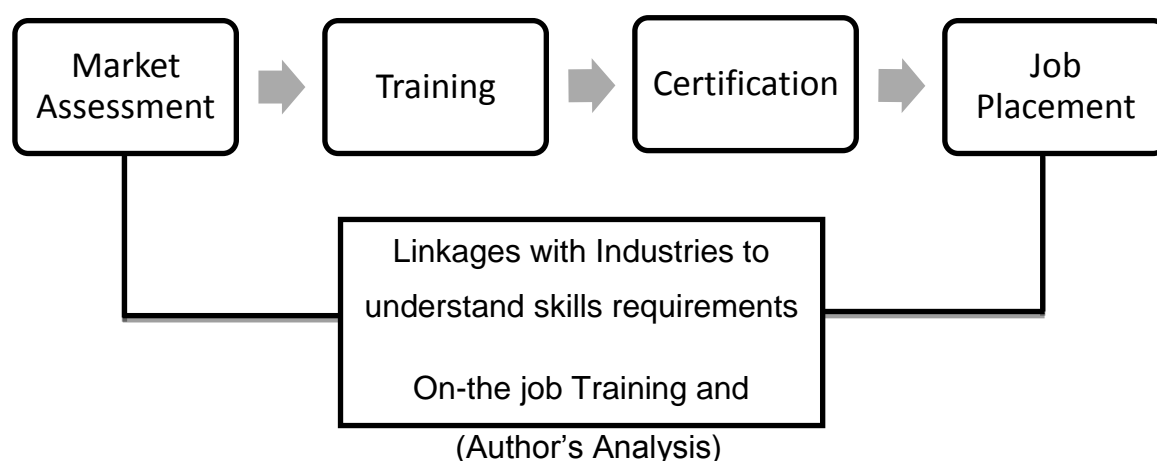
4.5 Remarks and Suggestions

This is how different programmes are contributing significantly to enhance people's skills, knowledge and capabilities and enhancing human capital which is the key assets of SLA. In most cases, the government programme, ITIs is not working well as its training programmes are not based on market demand. On the other hand, programmes implemented by NGOs and private institutions are playing a significant role in enhancing people's livelihoods. These programmes have played a significant role in boosting the confidence level of rural individuals and enhanced negotiation power in the job market. The foregoing analysis shows that, there is a significant impact of the programmes implemented under the PPP mode. The partnership between government and private agencies has developed

a system for market-driven training and employment generation. Further, the non-state actors have contributed significantly towards employment and self-employment generation for those on low income.

There are many underserved areas in India where people do not have access to skill training due to the lack of training centers at remote locations. In addition, there are many people who cannot afford the cost of skill training due to a lack of financial resources. To ensure the access of skill training to poor people, there is a need to provide financial support. A Loan based model can be introduced to provide assistance for those on low incomes to afford the training. NGOs should develop partnerships with financial institutions so that they can provide loans to the individuals. In order to improve the performance of ITIs, there is a need to develop links with industries and analyse the market to minimise skill mismatch. Furthermore, there is a need to provide personalised support and life skills training to improve their soft skills that helps to obtain gainful employment. It is necessary to improve the quality of skill training by developing partnerships with various institutions such as industries and educational institutions. A comprehensive system would be:

Figure:5: Comprehensive Skill Development Programme



As shown in the above figure, skill training courses should be based on market requirements. In addition, certification is important for get employment. Finally, industrial links are required, in order to understand the market demand and to

provide job placement. Finally, adequate infrastructure will be required to run programmes successfully.

Conclusion

Skill development programmes uphold potential to improve the livelihoods of low income people and thus reducing poverty and unemployment in India. The SLA framework describes the livelihoods assets where human capital is considered as a key asset which people use to enhance their livelihoods. Skills development programmes are contributing significantly to impart skill training, enhance employability and developing human capital. Furthermore, skills training considered as a key to develop human capital, a livelihoods asset that enhances low income people's livelihoods and helps them to move out of poverty.

Low income people have limited employment opportunities due to lack of assets and skills. Due to the reducing livelihoods opportunities in the agriculture sector, a set of landless and small farmers are moving to non-farm employment. Himanshu (2008) claim that agriculture employs nearly 50 per cent of the total population, however, according to UNDP (2011) it contributes to merely 14.62 per cent in GDP. This data indicates that skills are required to obtain a gainful employment or self-employment in the changing economy. To match this rising demand, specialised skills are needed for them, particularly youth as they are considered a major human resource and key agents for socio-economic change.

In order to understand the contribution of skill development programmes, three different approaches, state led initiatives, NGOs programmes and PPP model has been discussed. The analysis shows that, NGOs-led programmes are targeting different groups such as migrant workers, underprivileged youth and the landless poor. These programmes are designed to develop skills and entrepreneurship to create new avenues for livelihoods. These programmes are largely demand driven based on the market requirements for skilled workforce. The Aajeevika Bureau, has implemented an innovative programme to support migrant workers who do not have skills to match the existing market demand. These programmes are playing a significant role in enhancing skills and employability of migrant workers and enabling them to enhance their income. SEDI, has established training centres in underdeveloped states for the underprivileged youth and land-less poor to build their skills and create avenues for employment or self-employment after the trainings. In addition, on-the-job

training for migrant workers would be most effective way to enhance skills and develop people's capabilities. Apart from job creation, skill development programmes enabled many individuals to establish their own enterprise to enhance livelihoods.

In addition, programmes implemented under the PPP mode through B-ABLE and GTETS are meaningfully contributing towards skills enhancement and employment generation for the low income people in underserved areas of India. Further, it is observed that the programmes implemented under the PPP mode are effective in terms of creating employment as well as self-employment for the poor. The analysis shows that B-ABLE has developed entrepreneurship and promoted self-employment for the individuals after training. Moreover, there are significant contributions of skill training on the development of human capital which is key livelihoods assets. In addition, the GTETS skill training programme provides economic sustainability, dignified work and socio-economic security to the underprivileged youth and low income people in eastern India. It has provided training based on market demand to ensure employment (Rao et al, 2010, p.340).

These models also have certain shortcomings. Firstly, there is lack of strong industrial links which could help to understand market requirements and design training courses to match the skills requirements in the market. In addition, industry support could help to ensure placements after training. Secondly, a large number of poor people do not have access to skill training. It is difficult for them to afford training costs. Finally, there are many underserved areas where poor people do not have access to skill training.

In India, ITIs are the largest state led skill development initiative; however, it struggles to meet the demands of the existing labour market. ITIs offer traditional courses that potentially carry less demand in the labour market. It lacks the mechanisms and strategies to understand the demand of the market, which results in skills mismatch and low job placements. There are significant number of people who do not have access to skill development and vocational training. Therefore, new training centres should be established in such areas. There is also a lack of systems setup to provide financial support for those unable to afford training. Therefore, loans should be made available through partnerships with

financial institutions. In India, recent economic growth created employment opportunities, the current trend shows that about 12 million people are expected to join the labour market annually. However, the existing skill development capacity is limited to 3.4 million (FICCI, 2010). It requires more skill development programmes to develop skilled workforce in order to cater the growing demand.

There is need to strengthen labour market information services and improve the efficiency of employment exchange to bridge the gaps between individuals and recruiters. In addition, a sector wide assessment of the demand of workforce is required that can help to design training programmes based on the needs of the growing economy. Furthermore, on-job trainings can play an important role in enhancing skills and capabilities of low income people. It provides opportunities to earn and sustain livelihood. There is a need to develop market driven comprehensive training programme to build the skills of low income people in order to enhance their income and create opportunities for sustainable livelihoods.

Glossary

Aajeevika : Livelihoods

Gaon : Village

Logon: people

Jyda : More

Jameen: Land

Nahe : Not

Sukha : drought

Aajeevika; Livelihoods

Asar: effect

Naukri : Job

Ghar : Home

Arthik : Economic

Madad: Help

Bhawishya : Future

Acha: Better

Rozgar : Employment

Sandarbh : Information

Kendra : Centre

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Appendix

QUESTIONNAIRE FOR SKILL DEVELOPMENT PROGRAMMES

What are the major skill development Programmes implemented by your organisation?

What are the key objectives of these Programmes?

Who are the major target audience for this Programme?

- Youth (Girls and Boys)
- Adult
- Elderly People
- Girls
- Boys
- All Above

What is the socio-economic background of the candidates?

How you provide skill training to the targeted communities? Pleased tick as many as are relevant

- Training Centres
- Skill Development Network
- Resource Support
- Knowledge Sharing
- What is the duration of training?

Do you have charged any fee? If Yes, Please specify

How many candidates have been trained last year?

How many candidates have been trained till date?

Do you have and Post Training Support, If Yes Please describe

- Life skills Training
- Placement Support
- Placement and Tracking of Retention
- Financial Support to develop enterprise/self-employment

What are the processes to decide and design training module/course? Is there any market assessment, if yes please describe.

How many candidates have got Jobs Last Year?

How many candidates have got Jobs till date?

What kind of job candidates have got after the training

- Skilled
- Un-Skilled

What are the major sectors where candidates have been placed?

- Retail
- IT/BPO
- Service
- Garments

- Building and construction
- Others (Please specify)

What is the average salary range of the candidates?

What according to you are the major accomplishments/ achievements of your programme?

According to you, what are the major changes on the life of candidates who have trained and got a job?

According to you, how this programme is creating job opportunities for poor, what are the major impact areas?

Do you think your programme has improved life/ livelihoods of the people you have trained? How? Can you give some examples please?

According to you, what are the major challenges for skill development programmes (if any) in your areas?

Do you have linkages with Industrial Training Institute (ITIs), if yes what kinds of linkages and please describe your experience if any.