

# IMPACT ASSESSMENT STUDY OF CSR (NHPC) SKILL DEVELOPMENT PROJECT

## Report

Submitted to



**Transforming the skill landscape**

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## Table of contents

Chapter 1: Evaluation Framework and Design.....	5
Chapter 2: Sampling and Characteristic Features of Beneficiaries .....	14
Chapter 3: Training Providers and their Significance .....	36
Chapter 4: Employer’s Role in Skill Development Programmes .....	51
Chapter 5: Beneficiaries’ Perception.....	56
Chapter 6: Summary and Recommendations .....	60
Annexure: Survey Tools.....	65

### List of Tables

Table 1.1: Sampling frame and Sample of the Study
Table 1.2: Activities wise Time Line of the Study
Table 2.1: Sample Distribution
Table 2.2: Educational and Social Background of Beneficiaries
Table 2.3: Age of Beneficiaries
Table 2.4: Distance to and Duration of training
Table 2.5a: Parental Education and Occupation
Table 2.5b: Parental Education and Occupation
Table 2.6: Status of Prior Receiving CSR Training
Table 2.7: Distribution of Training Received by Sectors of Training
Table 2.8: Course of Training
Table 2.9: Placement and Placement Sectors
Table 2.10: Time taken for Placement for wage/salaried
Table 2.11: Nature of First Job
Table 2.12: Current Status after Receiving Training (%)
Table 2.13a: Change in Average Income (per month) of wage/salaried: Prior and After Skill Training
Table 2.13b: Change in Average Income (per month) of Self Employed: Prior and After Skill Training
Table 2.14: Usefulness of Skill Training
Table 2.15: Skill Training and its Relevance
Table 2.16: Placement Status and Reasons

## **List of Figures**

Figure 1.1: Illustrative Logic Model for one National Development Goal

Figure 2.1: Undergone Skill Certification Test

Figure 2.2a: Average Income (per month) of wage/salaried After Skill Training

Figure 2.2b: Average Income (per month) of self-employed After Skill Training

Figure 2.3: Social Security Benefits

## CHAPTER 1: EVALUATION FRAMEWORK AND DESIGN

### I. Introduction

National Hydroelectric Power Generation Company (NHPC), National Skill Development Fund (NSDF) and National Skill Development Corporation (NSDC) entered into a tripartite partnership in December 2017 under the Corporate Social Responsibility Policy (CSR) with a view to facilitating enhanced access to employment opportunities for young men and women through skill training, as one of the activities under CSR Schedule VII (sections 135). NHPC's interventions have been in remote locations where their operations are active, and it has mobilized candidates affected by NHPC's activities for enhancing skills for gainful employment. These have also been contributing to the wellbeing of the communities in their areas of operation. They supported skill training for 2,500 underprivileged youth in 8 sectors in 11 locations in the Northern and Eastern parts of India. NHPC contributed Rs. 3.74 crore under their CSR Budget. Seven training partners (Aelis, B-able, Empower Pragati, IISD, IL&FS, Industree, Orion Edutech) were chosen to implement this project with the aim of facilitating salaried or self-employment for at least 70% of their beneficiary candidates.

It is widely known that Skill development is central to improving productivity and one of the important sources of growth and improved living standards (ILO, 2008; DFID, 2008; Christoph & Berg, 2009; Sanghi & Srijia, 2015). "Skill development systems need to connect education to technical training, technical training to labour market entry and labour market entry to workplace and lifelong learning that can help countries to sustain productivity growth and eventually translate that growth into more and better jobs and for alleviating poverty" (ILO, 2008; 2011). The critical role of skills to improve productivity, income and equitable access to employment opportunities seems especially clear and strong (Bennell, 1999). Certainly, assertions abound on the fundamental importance of skill development and capacity building in the development process. Knowledge, skills and competencies have become the foundation for employability, enterprise competitiveness, and economic and social sustainability.

The economic value of education and skills in the process of economic development is widely known and its spill-over benefits are enormous. Salvanes and Forre (2003) argue that persons with less skills or limited education would remain unemployed as both act as catalysts for human resource development. The role of skill and education does not only affect productivity, employability and human capital formation but also has a profound positive influence in reducing the level of poverty. The existing body of research clearly demonstrates that poverty is directly correlated with the level of human capabilities. Therefore, it is prerequisite to upgrade the knowledge and skills of the economically vulnerable and socially excluded sections of the society to advance socio-economic progress. Skill building could also be an instrument for empowering the individual and improving his/her social acceptance or values (Gol, 2012).

In this context, the National Skill Development Corporation (NSDC) is the key national level agency, which is promoting skill training in the country. NSDC aims to promote skill development by catalyzing creation of a large, quality and for-profit vocational institutions. Further, the NSDC provides funding to build scalable and profitable vocational training initiatives. Its mandate is also to enable a support system which focuses on quality assurance, information systems and train the trainer academies either directly or through partnerships. NSDC acts as a catalyst in skill development by providing funding to enterprises, companies and organizations that provide skill training. It develops appropriate models to enhance, support and coordinate private sector initiatives. It has initiated major schemes such as Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Pradhan Mantri Kaushal Kendra (PMKK), Udaan, the Special Industry Initiative (SII) for J&K, which is funded by Ministry of Home Affairs and International Skill Training.

## **1.2. The Context**

NSDC entered a tripartite partnership with NHPC and NSDF on the 9<sup>th</sup> December 2017 with the view to facilitating enhanced access to employment opportunities among young men and women. Support came for providing skill trainings to 2,500 youth belonging to disadvantaged sections of society in 8 sectors in 11 locations in 5 states namely Himachal Pradesh, Jammu and Kashmir,

Sikkim, West Bengal and Manipur. In order to impart training, 7 training partners (Aelis, B-able, Empower Pragati, IISD, IL&FS, Industree, Orion Edutech) were chosen to implement this project with the aim of facilitating salaried/wage or self-employment for at least 70% of their candidates. The training programme is of short duration that helps to learn and improve skills and eventually getting them a foothold in the labour market. The programme, as reported, achieved 95% assessment rate with 68% candidates successfully certified in their program of choice and 79% of the candidates already placed. The present evaluation exercise aims to analyze the impact of the project in terms of various outcome indicators such as quality of training imparted, employment opportunities, change in employment status and change in income levels etc.

### **1.3. The Evaluation Approach**

The main rationale for any evaluation exercise is to improve the effectiveness and impact of a programme by reflecting on how the programme is working or not working vis-à-vis the policy laid down. It endeavours to measure the impact in terms of stated objectives and examines the gap between the intent and outcome of scheme or programme. Effective monitoring and evaluation of the programme/scheme is a powerful tool for tracking progress and demonstrating the relevance, performance and impact of a given project or a programme. When huge sums of money are being spent on such welfare schemes, it is obvious to measure its impact in terms of various parameters and examine how well the scheme has performed (or failed to perform) and why. Evaluation is a powerful tool for tracking progress and demonstrates the impact of a given project or a programme that eventually helps policy and to welfare schemes. There is, therefore, a need for a Monitoring and Evaluation framework in place for every project or programme that eventually aids sustained improvement of the project design and delivery.

**Figure 1: Illustrative Logic Model for one National Development Goal**



**Source:** Binnendijk, Annette. 2000. "Results Based Management in the Development Cooperation Agencies: A Review of Experience." Paper prepared for OECD/DAC Working Party on Aid Evaluation. Paris.

The framework must describe performance and impact indicators with a clear *inter se* relationship. However, indicators for outputs are mainly used for monitoring and no separate indicators are used for activities or inputs. Indicators must be relevant, realistic, specific and readily available. Implementation framework essentially looks at inputs, activities and outputs, while outcome framework and impacts are parts of the result-based monitoring and evaluation. Both the implementation and outcome framework must function as an integrated whole. The log frame must clearly outline the defined and realistic objectives and assumptions that describe how



the interventions are designed to work. Log-frame hierarchy must identify the inputs, activities, outputs, programme objectives and outcomes with explicit clear links (Figure-1.1).

Such a detailed monitoring and evaluation exercise needs to be undertaken but it is severely constrained by not having identified monitorable indicators. Also, base line data for each component needs to be constructed in order to undertake evaluation exercise. The NSDC has formulated such deliverables to assess the progress of these components. The deliverable indicators for each components of the scheme need to be identified in order to judge the efficacy of the scheme over time.

### **Objective of the Study**

The objective of the study is to evaluate and ascertain the impact of skill training provided to 2500 youth in 5 states, in 11 locations across 8 different sectors and 13 job roles with a view to making them employable.

#### **1.4. Key Evaluation Questions**

Following are the key questions of the study:-

- i. Has the access to training improved employment opportunities or employability?
- ii. Has the income of beneficiaries increased after training?
- iii. How was the quality of training?
- iv. What are the constraints or challenges faced in improving the training?

#### **1.5. Methodology for the study**

It was conducted in 5 states namely West Bengal, Sikkim, Jammu and Kashmir, Himachal Pradesh and Manipur across 11 locations in 8 different sectors. The indicators for the evaluation were prepared as per the questions discussed above. These indicators include usefulness of training in accessing employment or employability (regular or self-employment), quality of employment (wages/incomes, days of employment in a year or reference period), working conditions (facilities at work places), incomes (gross and net) and improvements in income as a result of skill training. The structured questionnaires were developed focusing on key evaluation questions combining

both quantitative and open-ended qualitative questions. The key sections include (i) Demographic and socio-economic profile of target group ; (ii) Quality of trainings imparted; (iii) Employment opportunities provided post completion of trainings; (iv) Change in income levels of the candidates; and (vii) Feedback and suggestions.

In addition, the interviews with stakeholder's employers and training providers were conducted at select locations in order to know their perceptions about the training.

A multi-stage sampling procedure was done to select the sample representing states, locations, sectors, providers and job roles. First, details of 2,500 trained youth, as provided by the NSDC, were classified in terms of the state, location, sector, job roles, youth trained, assessed, certified and placed. These details formed the universe / sampling frame for the study. A sample of 15% of the total number of youths was chosen giving due representation to each state, location, sector and job role of trained youth<sup>1</sup>. The total sample including design effect was 410 out of 2500 trained candidates.

This sample size (n) was allocated over strata in proportion to total number of youths in the sampling frame of respective strata, with a minimum sample size of 10 persons to be selected from each stratum. The stratum was a combination of state, locations, sectors and job roles. In the sampling procedure, about half of the sample in each stratum falls below 10, which was increased up to a minimum of 10 trained youth for detailed enquiry.

In the Table 1.1, the modified sample means, if the calculated sample size was less than 10 which has increased up to 10. At the time of interview, representation of each group --assessed,

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<sup>1</sup> If the population is known and assuming 95% confidence interval, the error level is 0.05. The minimum sample size is calculated by using the Yamane method as follows:- Sample size (n)= $N/(1+Ne^2)$ ; Where known population N=2500; error or significance level=0.05, and n=sample = $2500/(1+2500*(0.05)^2)$ ; =345 ;This sample is around 14% of the total population, and additional 3% design effect (error is picking up random sample), makes it 17% to get the accurate estimate.

certified and placed youth was also taken into consideration. Final sample of each stratum is presented in Table 1.1 below:

### **Limitations**

We could not contact some of the respondents due to wrong or inaccessible mobile numbers. So, the sample selected some of the places is not strictly random, we have covered those respondents who positively responded to our calls.

The interviewers calling the respondents asked them about their preferred time for an interview and most of them, those who were working, preferred evening.

### **Interpretation of Results<sup>2</sup>**

Unless otherwise specified, the results in this report pertain to the sample responses which were collected as described above. While every effort has been made to select a sample that is reasonably representative of the overall beneficiary population, study results may not match officially reported summary statistics of the population in every instance. This is partly due to the fact the study uses both qualitative and quantitative data reported on different mediums by different stakeholders (training providers and candidates) without being cross-verified with other sources. This introduces subjectivity in responses and relies on the understanding, judgement and sometimes changeable memory, of respondents. As a single round study with no long-term analysis, this study should be used as a guide for richer, contextualized understanding of the project over a limited time period.

**Table 1.1: Sampling frame and Sample of the Study**

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<sup>2</sup> Disclaimer: This report is the result of the analysis carried out by the Institute for the Human Development, as per the mythology detailed in the report. However, the report does not purport to represent the views or the official policy of the government or NSDC or any other agency.

Training Partner	State	Location	Sector	Job Role	Target	Trained	Assessed	Certified	Placed	Sample	Modified sample
B-ABLE	Sikkim	East	Beauty & Wellness	Assistant Beauty Therapist	100	100	100	97	77	15	15
B-ABLE	Sikkim	South	Agriculture	Organic Grower	320	320	320	288	312	48	48
Empower Pragati	Jammu and Kashmir	Baramulla	Retail	Trainee Associate	200	200	200	191	153	30	30
Empower Pragati	Jammu and Kashmir	Baramulla	Beauty & Wellness	F & B Steward	190	197	180	82	166	30	30
Empower Pragati	Jammu and Kashmir	Baramulla	Apparel	Sewing Machine Operator	60	68	68	68	63	10	10
Orion	Jammu and Kashmir	Kistwar	Construction	Helper Electrician	30	30	30	29	22	5	10
Orion	Jammu and Kashmir	Kistwar	Apparel	Sewing Machine Operator	60	60	60	57	42	9	10
IISD	Himachal Pradesh	Chamba	Apparel	Sewing Machine Operator	60	60	60	57	50	9	10
IISD	Himachal Pradesh	Chamba	Construction	Astt. Electrician	60	60	60	50	42	9	10
IISD	Himachal Pradesh	Mandi	Construction	Astt. Electrician	60	60	60	56	34	9	10
Aelis	West Bengal	Darjeeling (Siliguri)	Security	Unarmed Security Guard	180	180	150	59	179	27	27
IL&FS	West Bengal	Siliguri	BFSI	MFA	360	360	322	183	269	54	54
IL&FS	West Bengal	Siliguri	BFSI	DRA	340	340	289	212	256	51	51
IL&FS	West Bengal	Murshidabad	Apparel	SMO	60	60	60	60	27	9	10
IL&FS	West Bengal	Murshidabad	Construction	Electrician	30	30	26	25	11	5	10
Orion	West Bengal	Darjeeling	Beauty & Wellness	Assistant Beauty Therapist	300	300	300	280	211	45	45
Orion	West Bengal	Darjeeling	Construction	Helper Electrician	30	30	30	27	21	5	10
Industree	Manipur	Bishnupur	TSC	Two Shaft Handloom Weaver	60	60	60	60	52	9	10
Total					2500	2515	2375	1701	1987	377	400

## 1.6. Time Frame

The evaluation study was completed within 7 weeks. The details of activities involved in the study is given in the below Table 2 with associated timelines. Activities include preparation of evaluation tools, interviews with beneficiaries, employers and trainers, data entry, data processing and analysis and report writing.

**Table 1.2: Activities wise Time Line of the Study**

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Submission of Inception Report (Planned methodology, Survey Questionnaires, instruments etc.)	Shaded						
Interview with beneficiaries, employers and trainers		Shaded	Shaded	Shaded	Shaded		
Data entry, processing and analysis and report writing						Shaded	Shaded

## CHAPTER 2: SAMPLING AND CHARACTERISTIC FEATURES OF BENEFICIARIES

### 2.1. Sample Profile Beneficiaries

The total number of persons trained by various training partners was 2500 across five states (namely, West Bengal, Sikkim, Jammu and Kashmir, Himachal Pradesh and Manipur) in eleven locations and eight sectors. The sectors in which training was imparted were beauty & wellness, agriculture, retail, apparel, construction, BFSI, security and TSC in 13 job roles (namely, unarmed security guard, assistant beauty therapist, organic grower, trainee associate, F & B steward, sewing machine operator, assistant electrician, MFA, DRA, SMO, electrician, two shaft handloom weaver and helper electrician). Out of 2500 persons trained, almost all were assessed (98.6%) with 68% certified and 79% placed (Table 1.1). We had chosen a sample of 400 and finally interviewed 410 giving due representation to all locations, sectors and job roles as per robust sampling procedure as discussed in previous chapter. West Bengal forming highest sample (53%) followed by J&K (22%), Sikkim (15.4%), Himachal Pradesh (7.1%) and Manipur (2.4%). The sample distribution is given in Table 2.1.

**Table 2.1: Sample Distribution**

State	District	N	%
Himachal Pradesh	Chamba	23	5.6
	Mandi	6	1.5
	All	29	7.1
J&K	Baramulla	74	18.0
	Kistwar	16	3.9
	All	90	22.0
Manipur	Bishnupur	10	2.4
Sikkim	East	14	3.4
	South	49	12.0
	All	63	15.4
West Bengal	Darjeeling	72	17.6
	Murshidabad	20	4.9
	Siliguri	126	30.7
	All	218	53.2
Total		410	100.0

Source: Field Survey, 2018

## **2.2. Educational and Social Background of Sample Beneficiaries**

A little over half of the surveyed beneficiaries were male (55%) and remaining were female (45%). However, state wise coverage varied in terms of their representation. In Himachal Pradesh, for instance, no female was included because no female was identified as a beneficiary and the opposite was the case in Manipur where only females were identified as beneficiaries. This difference may be attributed to the preference in job roles by the two genders. In other states, namely in J&K, Sikkim and West Bengal, female coverage was found to be adequate and in fact their coverage in Sikkim was found to be higher than that of their male counterparts (Table 2.2).

Nearly two-third (66%) of surveyed beneficiaries possessed secondary and higher secondary education and 17.5% have received education up to graduation and higher level. **Youth were selected for skill training primarily because of their lack of technical education and this was the prime motivation for selecting them for marketable skill training. This was aimed at increasing the supply of skill manpower on the one hand and for improving their employability on the other.**

Concentration of educational level is mostly at secondary and higher secondary level in most of the states, ranging from 66% to 90% barring in Sikkim where concentration is almost equally distributed at primary and middle and secondary and higher secondary levels around 45%. Graduate and higher level education among the sample beneficiaries is highest in the West Bengal (25%), followed by J&K (16%) and Manipur (10%). In Himachal Pradesh, no one has reported having graduate or higher education and in Sikkim it is extremely low at 3%. Technical education among beneficiaries is also reported as severely low.

**Across social groups, 43 % of the disadvantaged sections of society were covered constituting 21% OBCs, 12% SCs and 9% STs. A similar pattern was found across states, except in Manipur where the OBCs dominate (100%) (Table 2.2).**

**Table 2.2: Educational and Social Background of Beneficiaries**

	HP		J&K		Manipur		Sikkim		WB		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
	Gender											
Male	29	100.0	53	58.9	0	0.0	27	42.9	116	53.2	225	54.9
Female	0	0.0	37	41.1	10	100.0	3b6	57.1	102	46.8	185	45.1
Total	29	100.0	90	100.0	10	100.0	63	100.0	218	100.0	410	100.0
	Educational Level											
Literate	0	0.0	2	2.2	0	0.0	1	1.6	0	0.0	3	.7
Literate with informal schooling	0	0.0	0	0.0	0	0.0	0	0.0	1	.5	1	.2
Below primary	0	0.0	0	0.0	0	0.0	3	4.8	1	.5	4	1.0
Primary	1	3.4	0	0.0	0	0.0	16	25.4	0		17	4.1
Middle	1	3.4	7	7.8	0	0.0	13	20.6	11	5.0	32	7.8
Secondary	4	13.8	36	40.0	2	20.0	16	25.4	29	13.3	87	21.2
Higher secondary	22	75.9	29	32.2	7	70.0	12	19.0	115	52.8	185	45.1
Diploma/certificate course	1	3.4	1	1.1	0	0.0	0	0.0	6	2.8	8	2.0
Graduate	0	0.0	13	14.4	1	10.0	1	1.6	50	22.9	65	15.9
Postgraduate & above	0	0.0	1	1.1	0	0.0	1	1.6	4	1.8	6	1.5
Others Specify	0	0.0	1	1.1	0	0.0	0	0.0	1	.5	2	.5
Total	29	100.0	90	100.0	10	100.0	63	100.0	218	100.0	410	100.0
	Social group											
SC	0	0.0	2	2.2	0	0.0	7	11.1	42	19.3	51	12.4
ST	0	0.0	1	1.1	0	0.0	9	14.3	28	12.8	38	9.3
OBC	8	27.6	5	5.6	10	100.0	23	36.5	41	18.8	87	21.2
GC	21	72.4	82	91.1	0	0.0	24	38.1	107	49.1	234	57.1
Others	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	29	100.0	90	100.0	10	100.0	63	100.0	218	100.0	410	100.0

Source: Field Survey, 2018



### 2.3. Age Profile of Sample Beneficiaries

Majority of the beneficiaries are young, and their average age is recorded as 25 years. The minimum and maximum age reported has been 18 years and 35 years respectively. There is no variation in mean age, minimum age and maximum age between male and female. Average age of beneficiaries in Manipur and Sikkim is higher compared to other states at 32 years and 31 years, respectively (Table 2.3).

**Table 2.3: Age of Beneficiaries**

	HP			J&K			Manipur			Sikkim			WB			Total		
	Mean	Max	Min	Mean	Max	Min	Mean	Max	Min	Mean	Max	Min	Mean	Max	Min	Mean	Max	Min
Male	23	35	18	22	33	18	-	-	-	32	35	24	25	35	19	25	35	18
Female	-	-	-	22	35	18	32	35	23	30	35	19	24	35	18	25	35	18
Total	23	35	18	22	35	18	32	35	23	31	35	19	24	35	18	25	35	18

Source: Field Survey, 2018

### 2.4. Distance and Duration of Training Institutions

Distance is an important factor for accessing training facilities and generally, the higher the distance from the training centre, the greater the adverse effect on availing training. The average distance being higher means longer distances to travel which takes both increased time and cost of transportation, particularly in hill states. The average distance of a training institution from the residence is reported as 10.8 kms, with the maximum being 100 kms and minimum being 0.4 km. Five male youths have been recorded as travelling about 70 kms-100 kms a day in Siliguri, West Bengal and in Chamba, Himachal Pradesh from their residence to training centres daily. The primary reason for commuting such a long distance was that it was difficult for the beneficiaries to miss their daily house chores and family responsibilities. Average distance is minimum in Manipur (1.4 kms) and highest in Himachal Pradesh (27.4 kms).

**Table 2.4: Distance to and Duration of Training**

HP			J&K			Manipur			Sikkim			WB			Total		
Mean	Max	Min	Mean	Max	Min	Mean	Max	Min	Mean	Max	Min	Mean	Max	Min	Mean	Max	Min
Distance																	
27.5	70.0	1.0	7.5	30.0	.50	1.5	7.0	.5	3.9	70.0	.5	12.5	100.0	.4	10.9	100.0	.4
Duration																	
2.9	3.0	1.00	2.9	3.0	1.00	3.0	3.0	3.0	1.7	4.5	1.5	2.9	10.0	1.0	2.8	10.0	1.0

Source: Field Survey, 2018

## 2.5. Parental Background

The education levels and occupational structure is indicative of social status of the household and it also shows the linkages between the education and the occupation, if any, in the social structure of economy. Parental education has profound impacts on children and their education and occupation. It is generally believed that the higher the level of education, the better would be the occupation and income levels of the child. The parent's occupation and educational levels is analyzed below in order to know its influence on the beneficiaries' occupation (Table 2.5).

It can be seen from the table that a little over one quarter of fathers are functionally illiterate (28%). Another 40% have secondary and higher secondary level of education and 22% are primary and middle level. It clearly establishes that the lower the level of educational, the more likely it is that they would be engaged in traditional agriculture sector and other occupations that require little or no education. The corresponding occupation level shows that about 42% of them are engaged in agriculture and related occupations. Similarly, the business and service occupations require some level of education and therefore those who have better educational levels might have engaged in these business and service related occupations. Similarly, mother's education level shows that two third are reported having primary and below primary levels of education (75%) and the corresponding occupational profile indicates that they are disproportionately (76%)

engaged in domestic activities (78%) while another 15% is engaged in agriculture. Their engagement in business and service activities is negligible (Table-2.5a).

The state wise analysis confirms the above line of reasoning albeit with minor variations. Level of education among fathers is mostly conspicuous at secondary and below level and above higher secondary level it constitutes an insignificant proportion. In Himachal Pradesh, Manipur and Sikkim, for instance, no one has been reported having higher than higher secondary level of education. In these three states the educational level of father is low as majority of them are congregated at primary and below education.

Corresponding occupational formation is even more clustered in agriculture and related occupation in Himachal Pradesh (62%) and Sikkim (71%). This is so primarily because in hill states business and service sectors are not so well developed. In J&K and West Bengal, the relative share in agriculture is low, constituting about 30% and 35%, respectively. The share in allied agriculture activities such as animal husbandry, fruits and forestry is significant (46%) in J&K which seems plausible as the state is highly dependent on this. In Manipur, business activities constitute a significantly higher proportion (40%). In West Bengal, involvement in services and business activities is at 27% and 20%, respectively.

The case of mothers' education and their occupation does show somewhat distinct and contrasting features within the states. Mothers' education for all the states is heavily concentrated in primary and below levels (76% to 97 %) except in the case of West Bengal where it constitutes two third. The resultant occupation shows considerable differences across sample states. For instance, in Himachal Pradesh, J&K and West Bengal, their relative share in domestic duties as housewives is predominantly high, ranging from 98% in J&K to 93% in Himachal Pradesh and 83% in West Bengal. Their relative share in business and service occupation is extremely low. In Manipur none were found to be engaged in housewife activities as their principal occupation and their participation in agriculture and business activities is in equal measure followed by services. In Sikkim, two thirds of mothers are engaged in agriculture and one third as housewives. The analysis clearly shows that the

level of education and occupation has strong linkages and bearing on occupation and wellbeing (Table-2.5b).

**Table 2.5a: Parental Education and Occupation**

	HP		J&K		Manipur		Sikkim		WB		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
	<b>Father Education</b>											
Literate	10	34.5	18	20.0	0	0.0	26	41.3	44	20.2	98	23.9
Literate with informal schooling	0	0.0	5	5.6	0	0.0	4	6.3	9	4.1	18	4.4
Below primary	3	10.3	2	2.2	4	40.0	6	9.5	12	5.5	27	6.6
Primary	2	6.9	3	3.3	4	40.0	10	15.9	13	6.0	32	7.8
Middle	6	20.7	13	14.4	2	20.0	4	6.3	34	15.6	59	14.4
Secondary	6	20.7	39	43.3	0	0.0	8	12.7	71	32.6	124	30.2
Higher secondary	2	6.9	6	6.7	0	0.0	5	7.9	25	11.5	38	9.3
Diploma/certificate course	0	0.0	0	0.0	0	0.0	0	0.0	2	.9	2	.5
Graduate	0	0.0	2	2.2	0	0.0	0	0.0	8	3.7	10	2.4
Postgraduate and above	0	0.0	2	2.2	0	0.0	0	0.0	0	0.0	2	.5
Total	29	100.0	90	100.0	10	100.0	63	100.0	218	100.0	410	100.0
	<b>Mother Education</b>											
Literate	16	55.2	55	61.1	1	10.0	40	63.5	90	41.3	202	49.3
Literate with informal schooling	0	0.0	3	3.3	0	0.0	6	9.5	15	6.9	24	5.9
Below primary	3	10.3	8	8.9	2	20.0	9	14.3	19	8.7	41	10.0
Primary	3	10.3	7	7.8	5	50.0	6	9.5	20	9.2	41	10.0
Middle	2	6.9	8	8.9	2	20.0	2	3.2	37	17.0	51	12.4
Secondary	4	13.8	7	7.8	0	0.0	0	0.0	27	12.4	38	9.3
Higher secondary	0	0.0	2	2.2	0	0.0	0	0.0	6	2.8	8	2.0
Diploma/certificate course	0	0.0	0	0.0	0	0.0	0	0.0	1	.5	1	.2
Graduate	1	3.4	0	0.0	0	0.0	0	0.0	2	.9	3	.7
Postgraduate and above	0	0.0	0	0.0	0	0.0	0	0.0	1	.5	1	.2
Total	29	100.0	90	100.0	10	100.0	63	100.0	218	100.0	410	100.0

Source: Field Survey, 2018

**Table 2.5b: Parental Education and Occupation**

	HP		J&K		Manipur		Sikkim		WB		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
	Father Occupation											
Agriculture	18	62.1	27	30.0	4	40.0	45	71.4	77	35.3	171	41.7
Business	4	13.8	9	10.0	4	40.0	6	9.5	43	19.7	66	16.1
Service	5	17.2	13	14.4	2	20.0	12	19.0	58	26.6	90	22.0
Others allied agri-activities	2	6.9	41	45.6	0	0.0	0	0.0	40	18.3	83	20.2
Total	29	100.0	90	100.0	10	100.0	63	100.0	218	100.0	410	100.0
	Mother Occupation											
Agriculture	1	3.4	1	1.1	4	40.0	41	65.1	16	7.3	63	15.4
Business	0	0.0	0	0.0	4	40.0	0	0.0	12	5.5	16	3.9
Service	1	3.4	1	1.1	2	20.0	0	0.0	9	4.1	13	3.2
House wife	27	93.1	88	97.8	0	0.0	22	34.9	181	83.0	318	77.6
Total	29	100.0	90	100.0	10	100.0	63	100.0	218	100.0	410	100.0

Source: Field Survey, 2018

**2.6. Status of Beneficiaries Prior Receiving CSR Training**

There were about 71% beneficiaries, who were not employed prior to CSR training. Studying and unemployment statuses figure prominently prior to training, forming 46% and 23%, respectively. A proportion of them were reported to be either self-employed or wage employed prior to CSR training and this is not unusual as many of them were probably prompted to receive training to improve their employability and earnings. They form about 15% and 13%, respectively (Table 2.6). School dropouts form a minuscule percent (1%). Across states, variations are distinct and obvious. For example, in Manipur none were reported to be studying and in Sikkim a little over one tenth (13%) reported that they were be studying prior to receiving training. This contrasts with other states which reported that majority of beneficiaries were studying. Yet another significant point is that in majority of states, unemployment has been an important factor, barring Himachal Pradesh where none was reported to be unemployed prior receiving CSR training. In J&K, unemployment was accorded a less significant status (14%) compared to other three states. In Manipur and West Bengal, the unemployment status was significantly higher (30%) and in Sikkim, it is recorded about 24%. It is also clear that studying has been prominent in Jammu & Kashmir Himachal Pradesh West Bengal. **It is palpably clear that motivation for skill training has**

been improving the employment status and earnings from their chosen sector and course of training (Table 2.6).

**Table 2.6: Status of Prior Receiving CSR Training**

Status	HP		J&K		Manipur		Sikkim		WB		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Studying	15	51.7	66	73.3	0	0.0	8	12.7	100	45.9	189	46.1
Wage-employed	9	31.0	4	4.4	4	40.0	6	9.5	31	14.2	54	13.2
Self-employed	2	6.9	4	4.4	3	30.0	34	54.0	17	7.8	60	14.6
School dropout	0	0.0	3	3.3	0	0.0	0	0.0	1	.5	4	1.0
Unemployed	0	0.0	13	14.4	3	30.0	15	23.8	63	28.9	94	22.9
Others	3	10.3	0	0.0	0	0.0	0	0.0	6	2.8	9	2.2
Total	29	100.0	90	100.0	10	100.0	63	100.0	218	100.0	410	100.0

Source: Field Survey, 2018

## 2.7. Sectors of Training

NSDC with its training partners provided training in different sectors and job roles. The most prominent among them were Banking, finance services and insurance sector (BFSI), beauty and wellness, agriculture and construction figuring at 23%, 15%, 12% and 10%, respectively. Other sectors in which training was provided was security (9%), retail, apparel, tourism & hospitality and power, mining (7% each). BFSI figured most prominently because NSDC has recognized it as a growing sector for banking, finance, mutual funds, insurance and capital markets sector (Table 2.7). Beauty and wellness is yet another growing sector which aims to teach the basics of beauty therapy, health and hygiene, safety, various beauty products and basic face care services.

Across states, the sectors of training imparted are in narrow bands, one or two sectors, except in West Bengal which has diversified sectors. In Himachal Pradesh and Manipur, the sole sectors are power mining and textiles, respectively while in Sikkim, agriculture and beauty and wellness sector are prominent sectors comprising three fourth and one fourth, respectively. In J&K, retail sector is important, with training imparted to one third followed by apparel (22%) and construction (11%). West Bengal has diversified presence compared to others. BFSI is major sector providing training to 43% beneficiaries followed by beauty

and wellness (22%), security (17%) and construction (14%). Clearly, there is a need for broadening the sectors of training based on local endowments and market demand.

**Table 2.7: Distribution of Training Received by Sectors of Training**

Sector of training	HP		J&K		Manipur		Sikkim		WB		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Security	0	0.0	0	0.0	0	0.0	0	0.0	37	17.0	37	9.0
Automotive	0	0.0	0	0.0	0	0.0	0	0.0	1	.5	1	.2
Retail	0	0.0	30	33.3	0	0.0	0	0.0	0	0.0	30	7.3
Agriculture	0	0.0	0	0.0	0	0.0	48	76.2	0	0.0	48	11.7
Construction	0	0.0	10	11.1	0	0.0	0	0.0	30	13.8	40	9.8
Apparel	0	0.0	20	22.2	0	0.0	0	0.0	9	4.1	29	7.1
Life science	0	0.0	0	0.0	0	0.0	0	0.0	1	.5	1	.2
Power, mining	29	100.0	0	0.0	0	0.0	0	0.0	0	0.0	29	7.1
Beauty & wellness	0	0.0	0	0.0	0	0.0	15	23.8	47	21.6	62	15.1
Tourism & hospitality	0	0.0	30	33.3	0	0.0	0	0.0	0	0.0	30	7.3
BFSI	0	0.0	0	0.0	0	0.0	0	0.0	93	42.7	93	22.7
Textiles & handicrafts	0	0.0	0	0.0	10	100.0	0	0.0	0	0.0	10	2.4
Total	29	100.0	90	100.0	10	100.0	63	100.0	218	100.0	410	100.0

Source: Field Survey, 2018

## 2.8. Course of Training

Overall, job roles are diversified visible in all the sample states. Beauty therapist, helper electrician, organic grower, mutual fund distributors, debt recovery agent and unarmed security guard are the most sought job roles/courses in that sequence. However, across states, spread of courses is extremely limited to a narrow band of few courses barring West Bengal, which has better presence in other courses as well. Surprisingly, in Himachal Pradesh the lone course of training is helper electrician and in Manipur it is two shaft handloom weavers (Table 2.8). This narrow band of courses needs to be expanded in these states, as it cannot be sustained for long due to the risk of reaching saturation level and thereby leading to little or no demand for these courses. In Sikkim, an overwhelming majority (76%) have received training in organic grower course which appears to be most sought-after job role and the other course which is also in high demand is assistant beauty therapist (24%). In J&K, one third of training received in food and beverage services (33%) and retail trainee associate (33%) followed by sewing machine operator (22%) and helper

electrician (11%). The only state that has relatively broader job roles is West Bengal that has clear presence in mutual fund distributors, assistant beauty therapist, debt recovery agent, unarmed security guard and somewhat lesser existence are in helper electrician, sewing machine operator, certified programme for electrical and organic grower (Table 2.8).

**Table 2.8: Course of Training**

Course of Training	HP		J&K		Manipur		Sikkim		WB		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Organic grower	0	0.0	0	0.0	0	0.0	48	76.2	1	.5	49	12.0
Asstt beauty therapist	0	0.0	0	0.0	0	0.0	15	23.8	46	21.1	61	14.9
Mutual fund distributors	0	0.0	0	0.0	0	0.0	0	0.0	48	22.0	48	11.7
Debt recovery agent	0	0.0	0	0.0	0	0.0	0	0.0	45	20.6	45	11.0
Sewing machine operator	0	0.0	20	22.2	0	0.0	0	0.0	10	4.6	30	7.3
Certified programme for electrical	0	0.0	0	0.0	0	0.0	0	0.0	10	4.6	10	2.4
Helper electrician	29	100.0	10	11.1	0	0.0	0	0.0	21	9.6	60	14.6
Two shaft handloom weaver	0	0.0	0	0.0	10	100.0	0	0.0	0	0.0	10	2.4
Food and beverage services(steward)	0	0.0	30	33.3	0	0.0	0	0.0	0	0.0	30	7.3
Retail trainee associate	0	0.0	30	33.3	0	0.0	0	0.0	0	0.0	30	7.3
Unarmed security guard	0	0.0	0	0.0	0	0.0	0	0.0	37	17.0	37	9.0
Asstt electrician	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Other specify	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	29	100.0	90	100.0	10	100.0	63	100.0	218	100.0	410	100.0

Source: Field Survey, 2018

## 2.9. Skill Certification Test

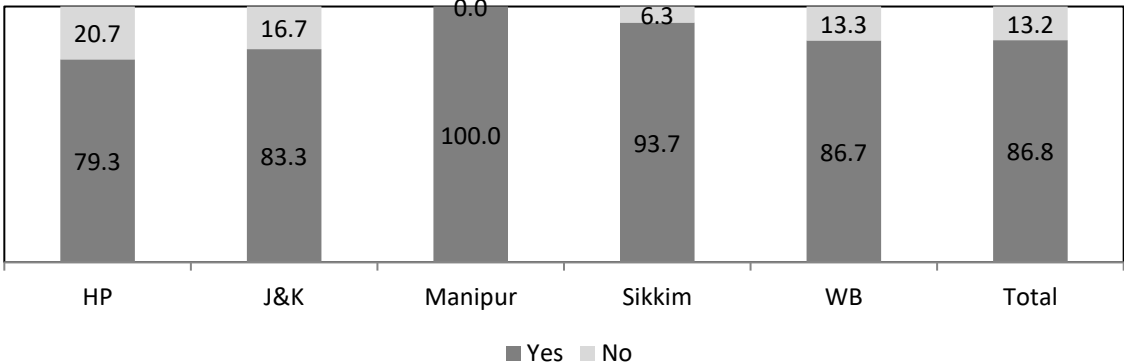
Assessments are conducted by Sector Skill Councils (SSCs). SSCs are industry led bodies responsible for setting of standards, developing content, curriculum and setting of assessment and certifications norms. Once the training partners finish the training, they call for SSCs to conduct the assessment. This is done in order to avoid any conflict of interest.



This certification helps in establishing the appropriate labour market linkages and ascertaining whether the workforce is ready to be productively engaged in the world of work. It is imperative that the skills being imparted be measured reliably and be industry certified.

It can be observed from Figure 2.1 that large majority of beneficiaries have undergone skill certification test (87%) and only 13% did not undergo the test<sup>‡</sup>. The reasons for not being able to attend the skill assessment test was primarily due to exceptional and unforeseen circumstances that prevented them to attend the skill test such as personal illnesses, illness of family members, pregnancy and related emergency situations. This is much higher than the percentage of certification reported by NSDC (68%). Skill training test increasingly helps employability and gainful employment of the skilled workforce in the labour market. Across states, some variations are discernible. In Manipur, there has been hundred per cent certification reported, while in Sikkim it is 94%. In other states it ranges between 83% in J&K, 79% in Himachal Pradesh and 87% in West Bengal (Table 2.9).

**Figure 2.1: Undergone Skill Certification Test**



Source: Field Survey, 2018

**2.10. Placement and Placement Sectors**

Training schemes are closely aligned with the industry’s requirement for placement. Placement takes two forms in wage employment to industrial sector and self-employment

<sup>‡</sup> These figures are calculated from the survey.

as an instrument for promotion of entrepreneurship. Placement record also determines the success of various skill programmes.

Overall, placement (wage and self-employment) recorded was 52.4% including 26.3 % in wage/salaried and 26.1% in self-employment. However, this figure is because some beneficiaries did not accept the jobs offered as the placement was either far away from their preferred destination, job was not of their interest or low salary was offered. The sample only covers students who accepted the placements.

The placement is almost completely in private sector (99%) and rightly so. The objective of the skill programme is to provide beneficiaries a foothold in the labour market for their employability, not necessarily in government jobs. A similar picture emerges clearly across states where private sector has been the major employer. Do higher certification rates necessarily lead to better employability? The evidence is ample to clearly show that training has helped providing better employability with fairly high success rate. However, there exists scope for improving and strengthening the skill training courses for better delivery through innovative solutions to enhance the employability.

**Table 2.9: Placement and Placement Sectors**

	HP		J&K		Manipur		Sikkim		WB		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Placement (wage/salary & self-employed)												
Yes	16	55.2	43	47.8	10	100.0	52	82.5	94	43.1	215	52.4
No	13	44.8	47	52.2	0	0.0	11	17.5	124	56.9	195	47.6
Total	29	100.0	90	100.0	10	100.0	63	100.0	218	100.0	410	100.0
Sector (wage/salary)												
Public	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Private	8	100.0	27	96.4	0	0.0	7	100.0	65	100.0	107	99.1
Cooperative	0	0.0	1	3.6	0	0.0	0	0.0	0	0.0	1	.9
Total	8	100.0	28	100.0	0	0.0	7	100.0	65	100.0	108	100.0

Source: Field Survey, 2018

## 2.11. Waiting Period for Placement

One of the important labour market features is the time taken in getting the first job as that indicates the compatibility between training and the job market. It can be seen from the table below that in majority of cases the employment could be accessed in one week (55%). Another one third respondents (35%) reported that they got the job within two to four weeks' time. Around 9% pass outs could get foothold in the labour market after 4 weeks and beyond. **The waiting period of getting job is not that long in the case of those undergoing skill training and clearly skill training has relevance to the job market (Table 2.10).**

In Himachal Pradesh, two third of pass outs got jobs within one week and in J&K nearly half (47%) of them got jobs within one week and a similar proportion could gain a foothold within the next two weeks. In Manipur, all were self-employed and created their own self-employment enterprises (handloom weaver), hence no such specific information could be obtained. In Sikkim, 71% of pass outs could get jobs within one week clearly indicating a better market for the courses they have chosen (organic grower and beauty therapist). In West Bengal, 53% of pass outs were absorbed within a period of one week (Table 2.10). The results are quite clear and straightforward that demand of these courses in the local labour markets is huge.

**Table 2.10: Time taken for Placement for wage/salaried**

Week	HP		J&K		Manipur		Sikkim		WB		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1	4	66.7	7	46.7	-	-	5	71.4	26	53.1	42	54.5
2	0	0.0	3	20.0	-	-	1	14.3	7	14.3	11	14.3
3	1	16.7	4	26.7	-	-	0	0.0	7	14.3	12	15.6
4	0	0.0	0	0.0	-	-	0	0.0	4	8.2	4	5.2
5+	1	16.7	0	0.0	-	-	1	14.3	5	10.2	8	10.4
Total	6	100	15	100	-	-	7	100	49	100	77	100

Source: Field Survey, 2018; (-): Self-Employed and no placement; on reported cases- those who are currently working and rest who have placed but did not join due to pursuing higher studies; placed at faraway places, i.e. out of districts or states and other familial reasons.

## 2.12. Nature of First Job after Training

The job profile in majority of cases is of temporary nature (74%) and less than a quarter of pass outs (23%) reported being in regular jobs (Table 2.11). Casual jobs form a minuscule proportion (less than 3%) which is heartening to note. This trend is clearly discernible in all the states barring J&K where share of regular jobs is highest (53%). Share of temporary workers is disproportionately higher in Himachal Pradesh and West Bengal constituting more than 80%. However, in Sikkim the share is relatively lower (71%). Regular jobs are gradually being replaced by jobs of a temporary nature of, but the good news is that casual work share is very low. Sikkim is clearly an outlier in this sense as all the pass outs have been engaged in their own enterprises, mostly household based enterprises. This helps in shaping the ability of businesses to innovate, create jobs, increase incomes and spread economic benefits to others.

The skill programme has eventually offered some foothold (through either temporary or regular jobs) in the labour market and improved beneficiaries' wellbeing.

**Table 2.11: Nature of First Job**

Status of job	HP		J&K		Manipur		Sikkim		WB		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Regular	1	16.7	8	53.3	-	-	2	28.6	7	14.3	18	23.4
Temporary	5	83.3	7	46.7	-	-	5	71.4	40	81.6	57	74.0
Casual	0	0.0	0	0.0	-	-	0	0.0	2	4.1	2	2.6
Total	6	100.0	15	100.0	-	-	7	100.0	49	100.0	77	100.0

Source: Field Survey, 2018; only those who are currently working and rest who have placed but did not join due to pursuing higher studies; placed at faraway places, i.e. out of districts or states and other familial reasons

### **2.13. Current Status after Receiving Training**

It is argued that young people with reduced levels of employability are more prone to social exclusion and marginalization over time. This signifies the importance of skill training and employability it, therefore, becomes one of the important outcome indicators for skill training. Table 2.13 highlights the significance of skill training in terms of current employment. As discussed earlier, some of the people placed in salaried/wage employment

did not join due to various reasons, and many people joined self-employment activities due to availability of such jobs near to their places. Currently, about 24% people were engaged in wage/salary employment and 33% in self-employment activities. **Skill training appears to be fairly successful in providing employment.**

**It is somewhat distinct and encouraging to note that after receiving skill training, about one third of the pass outs have created their own employment through creating self-employment enterprises. This is more glaring in the cases of Manipur and Sikkim where an overwhelming majority have created self-employment.** In Manipur all those who received training are reported as engaged in self-employment activities (handloom weaving). In Sikkim, 76% beneficiaries have reported as being engaged in self-employment activities after receiving skill training. In Himachal Pradesh, half of the beneficiaries reported being engaged in self-employment ventures. In J&K and West Bengal, however, such encouraging trends of expanding self-employment initiatives are somewhat missing (Table 2.12). **Setting of enterprises helps shaping the ability of businesses to innovate, create jobs, increase incomes and spread economic benefits to others.**

**Table 2.12: Current Status after Receiving Training (%)**

Status	HP		J&K		Manipur		Sikkim		WB		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Wage/salary employment	4	15.9	17	19.1	0	0.0	7	11.2	63	31.1	92	23.5
Self-employment	9	50.0	16	19.5	10	100.0	45	76.3	32	18.8	112	33.0
No	16	34.1	57	61.4	0	0.0	11	12.5	123	50.1	206	43.5
Total	29	100.0	90	100.0	10	100.0	63	100.0	218	100.0	410	100.0

Source: Field Survey, 2018; Current

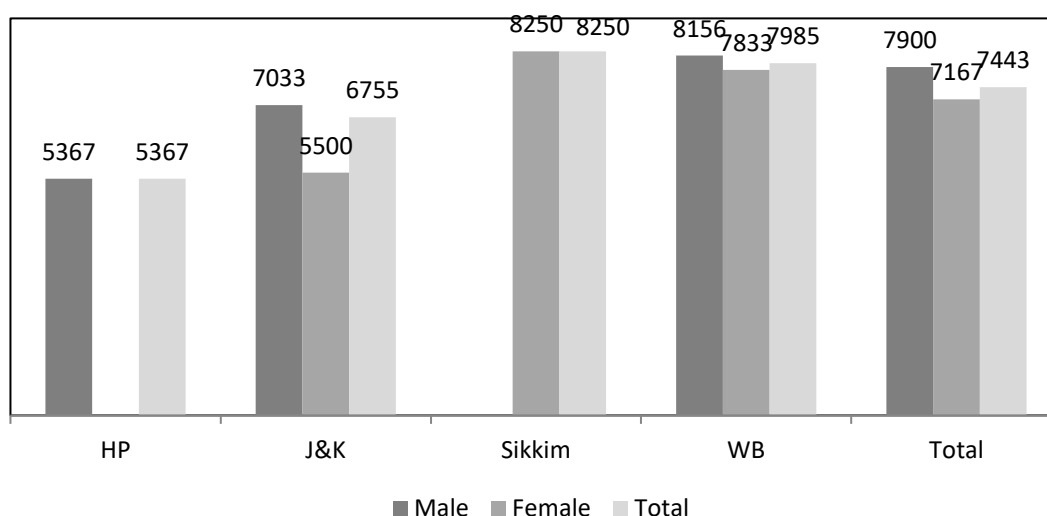
## **2.14. Earnings/Remuneration**

This section analyses the average earnings and remuneration of wage/salaried and self-employed persons across male and female groups after skill training and examines earning differences before and after skill training. Average remuneration/salary for wage/ salaried

and earnings for self-employed persons is one of the direct indicators of the labour market outcome and it signifies the value of training and premium associated with it.

Average income for wage/salaried person reported to be Rs. 7443 per month and for males the wage/earning is higher by about 10%. Across states, variation in wage/earnings can be noted. Clearly, Sikkim and West Bengal registered higher than average wage/earnings and Himachal Pradesh and J&K reported lower than average wages. In Himachal Pradesh, no female and in Sikkim no male has been reported as wage/salaried employed. In Manipur, neither male nor female has been reported engaged in wage/salaried job after skill training, as all have been reported self-employed (Figure 2.2a).

**Figure 2.2a: Average Income (per month) of wage/salaried After Skill Training**



Source: Field Survey, 2018; \*presented reported cases only

It is important to know whether skill training attaches any wage premium for wage/salaried persons prior to receiving skill training. This analysis helps to know the value of skill training in the labour market. **Table 2.13a makes clear that there has been a distinct improvement in wage/salary after skill training. Overall, 19% increase in wage/salary has been reported which is a positive outcome of skill training.** This rise is noted for both males and females (about 17%). Highest average income is recorded in West Bengal followed by Sikkim which is higher than the average income for wage/salaried persons. In Himachal Pradesh, the

average income reported is the lowest. However, income has been observed to have increased both for males and females in the states reporting wage/salaried employed.

**Table 2.13a: Change in Average Income (per month) of wage/salaried: Prior and After Skill Training**

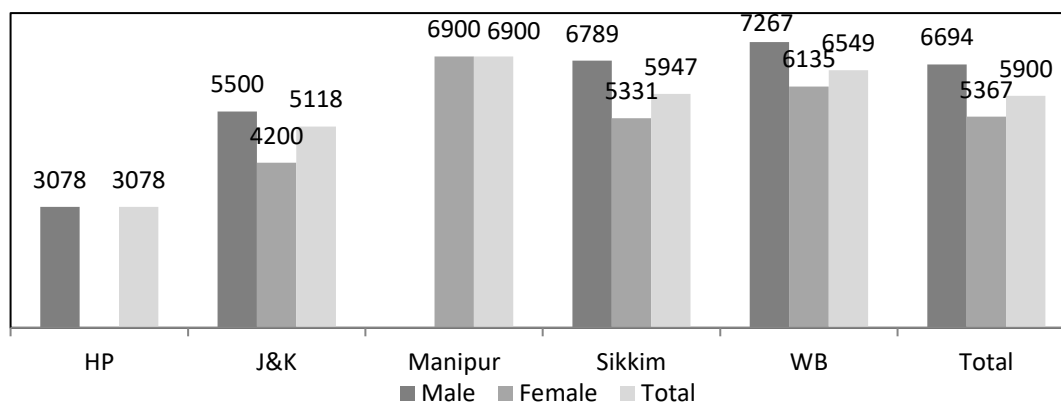
Status	HP			Sikkim			WB			Total		
	M	F*	P	M*	F	P	M	F	P	M	F	P
Before	4167	-	4167	-	6500	6500	7375	6750	7063	6000	5200	5625
After	5400	-	5400	-	7000	7000	8250	8000	8125	7029	6100	6683

Source: Field Survey, 2018

Note: \* reported cases only

Similarly, analysis has been done in order to assess the wage/ income effect on those who are engaged in self-employed activities. It is noticed that average income per month in self-employed activities is reportedly lower compared to the wage/salaried employed. Manipur has recorded the highest income, followed by West Bengal, Sikkim, J&K and Himachal Pradesh in that order. Average income for males is observed to be higher compared to females (Figure- 2.2b). The male-female income differential appears to be about 25% and that is observed in all the states reported.

**Figure 2.2b: Average Income (per month) of self-employed After Skill Training**



Source: Field Survey, 2018

Note: \* presented reported cases only

It is noted that average income per month registered is higher after receiving skill training compared to before for those engaged in self-employed activities. Though, it is lower compared to before for those engaged in wage/salaried before and after skill training, **yet it is inspiring to notice that overall 54% rise in incomes has been noticed after skill training.** The increase has been noticed both for males and females but for females it is extraordinarily high 77% compared to males (44%). The rise is observed in all states and for both males and females after skill training. In Manipur, the highest income is witnessed after skill training and lowest is in Sikkim. There is no variation of earnings between males and females in Manipur (Table-2.13b).

**Table 2.13b: Change in Average Income (per month) of Self Employed: Prior and After Skill Training**

	HP	J&K	Manipur	Sikkim	WB	Total
Before						
Male	4000	5667	-	2713	5800	3947
Female			5500	2288	5500	3664
Person	4000	5667	5500	2571	5667	3857
After						
Male	5633	7333	-	4506	7500	5683
Female	-	-	8000	4113	6400	6493
Person	5633	7333	8000	4375	6833	5941

Source: Field Survey, 2018

Note: -Only reported cases

## 2.15: Social Security Benefits

Employment status is useful in comprehending work conditions including remuneration, wage and other incentives. In addition to their remuneration or wages, employed individuals often receive associated benefits like social security measures such as paid holidays, provident funds, and medical facility etc. A temporary worker is a part-time or contingent worker who is hired on a short-term basis. In such cases they lack employment contract arrangements. Contract workers are hired for a specific job at a specific rate of pay and their employment status is irregular and dependent upon the availability of work. Except for permanent workers, social security measures are not assured and in all cases these benefits are not extended to the other category of workers.

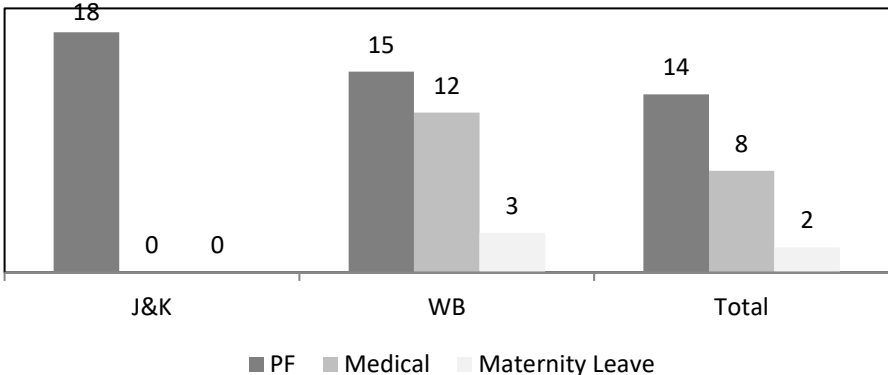


Although the objective of the evaluation study was not to specifically look in to the social security benefits nor are these benefits are expected for such employment, (which is mostly in the unorganized sector), yet it is quite positive and encouraging to note that some benefits are given the workers. For instance, provident fund facility is extended to about 14% employees. Mandatory provisions of the Act and rules state that every establishment having 20 employees or more and all its employees who are all drawing a monthly salary up to Rs.15000 coming under the purview of the Act. This benefit is provided to the organized sector workers, but it is quite reassuring that benefits are being trickled down the unorganized sector workers.

In J&K and West Bengal, this facility is being extended and workers are covered under this Act. Health insurance and medical benefits is provided in West Bengal only. The maternity benefits are being given to a minuscule proportion yet it is a positive development that needs to be gradually extended as it remains a challenge for the informal economy (Figure 2.3).

These social security benefits are important steps being extended in this sector for empowering beneficiaries and enhancing their productivity. Skills ecosystem process is gradually moving up towards formalization of the economy and this is a small step towards achieving the bigger goal.

**Figure 2.3: Social Security Benefits**



Source: Field Survey, 2018; Note: Presented only reported cases.

## 2.16: Relevance of Training

Course contents were found to be relevant, as 62% respondents have indicated contents highly relevant and another 36% respondents pointed it relevant. Only a minuscule proportion has specified it as not so relevant. The response across states is not very dissimilar. Similarly, practical application was also judged either excellent (55%) or adequate (40%) and the trend appears to be similar in all the sample states (Table 2.14). Industry relevance was either found to be highly relevant or relevant, as majority of respondents affirmed its relevance (82%).

**It is promising to note that the course contents, practical application and industry relevance was recorded as considerably high in all the cases and placement and increase in incomes, as a result of skill training, was also reported satisfactory.**

**Table 2.14: Usefulness of Skill Training**

	HP		J&K		Manipur		Sikkim		WB		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
	Contents											
Highly Relevant	17	58.6	68	75.6	7	70.0	36	57.1	124	56.9	252	61.5
Relevant	12	41.4	18	20.0	3	30.0	27	42.9	89	40.8	149	36.3
Not so Relevant	0	0.0	4	4.4	0	0.0	0	0.0	5	2.3	9	2.2
Total	29	100.0	90	100.0	10	100.0	63	100.0	218	100.0	410	100.0
	Practical application											
Excellent	23	79.3	63	70.0	9	90.0	33	52.4	99	45.4	227	55.4
Adequate	6	20.7	18	20.0	1	10.0	30	47.6	110	50.5	165	40.2
Inadequate	0	0.0	9	10.0	0	0.0	0	0.0	9	4.1	18	4.4
Total	29	100.0	90	100.0	10	100.0	63	100.0	218	100.0	410	100.0
	Industry relevance											
Highly Relevant	8	27.6	43	47.8	5	50.0	15	23.8	81	37.2	152	37.1
Relevant	8	27.6	31	34.4	5	50.0	30	47.6	111	50.9	185	45.1
Not so Relevant	13	44.8	16	17.8	0	0.0	18	28.6	26	11.9	73	17.8
Total	29	100.0	90	100.0	10	100.0	63	100.0	218	100.0	410	100.0

Source: Field Survey, 2018

## 2.17: Observations about Skill Training

Satisfaction level from the training imparted and assessment procedure have been reckoned very high (89% and 92%, respectively) and placement reported is also high at 64%, as that has helped enhanced access to employability, improvement in incomes and wellbeing. The Table below-2.15 fully justifies the explanation given above about the relevance of skill training.

**Table 2.15: Skill Training and its Usefulness**

	HP		J&K		Manipur		Sikkim		WB		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Has the training useful to your present job?												
Yes	7	24.1	63	70.0	10	100.0	31	49.2	117	53.7	228	55.6
No	22	75.9	27	30.0	0	0.0	32	50.8	101	46.3	182	44.4
Total	29	100.0	90	100.0	10	100.0	63	100.0	218	100.0	410	100.0
Are you satisfied with the training you received?												
Yes	24	82.8	73	81.1	10	100.0	59	93.7	197	90.4	363	88.5
No	5	17.2	17	18.9	0	0.0	4	6.3	21	9.6	47	11.5
Total	29	100.0	90	100.0	10	100.0	63	100.0	218	100.0	410	100.0
Are you satisfied with assessment procedure?												
Yes	28	96.6	82	91.1	10	100.0	62	98.4	194	89.0	376	91.7
No	1	3.4	8	8.9	0	0.0	1	1.6	24	11.0	34	8.3
Total	29	100.0	90	100.0	10	100.0	63	100.0	218	100.0	410	100.0
Are you satisfied with your placement?												
Yes	8	27.6	79	87.8	9	90.0	48	76.2	119	54.6	263	64.1
No	21	72.4	11	12.2	1	10.0	15	23.8	99	45.4	147	35.9
Total	29	100.0	90	100.0	10	100.0	63	100.0	218	100.0	410	100.0
Has the CSR skill training increased your employability or successful in chosen occupation?												
Yes	12	41.4	64	71.1	10	100.0	37	58.7	103	47.2	226	55.1
No	17	58.6	26	28.9	0	0.0	26	41.3	115	52.8	184	44.9
Total	29	100.0	90	100.0	10	100.0	63	100.0	218	100.0	410	100.0
Has the skill training improved your incomes and wellbeing?												
Yes	12	41.4	58	64.4	10	100.0	40	63.5	87	39.9	207	50.5
No	17	58.6	32	35.6	0	0.0	23	36.5	131	60.1	203	49.5
Total	29	100.0	90	100.0	10	100.0	63	100.0	218	100.0	410	100.0

Source: Field Survey, 2018

Overall, about 56% beneficiaries have expressed their satisfaction about the usefulness of training for present job and in Manipur, usefulness of skill training turned out to be 100%

signifying extraordinarily huge success. In J&K, the usefulness level reported is 70%. In Sikkim and West Bengal, the pass outs have expressed the usefulness of the skill programme to be about 50 and 54%, respectively. However, in Himachal Pradesh it turned out to be lowest (24%). Similarly, overall level of satisfaction about placement is reported about 64% and highest has been reported in Manipur followed by J&K and lowest being in Himachal Pradesh (28%). Similarly, on account of employability and increase in income the level of satisfaction is 55% and 50%, respectively, which is fairly good.

## **CHAPTER 3: TRAINING PROVIDERS AND THEIR SIGNIFICANCE**

### **3.1. Background**

In this section, group interviews and case studies has been used to generate a training providers perceptions. The sector specific skill training discussions with training providers have been summarized below across the states.

### **3.2. Training Providers' Perspective**

#### **3.2.1. Manipur**

The handloom industry in Manipur is spread throughout the length and breadth of the state. It is a household cottage industry with a decentralized set up. In terms of employment generation, it is next to agriculture for the womenfolk and an indispensable part of the socio- economic life in Manipur. About 70% of the weavers are self -employed. The weaving sector is highly fragmented, small scale and labour intensive. Thus, it is necessary to broaden and intensify the development of the Handloom sector.

To encourage entrepreneurship, ISTPL UTLOU Weaver Cooperative Society Manipur in partnership with the National Skill Development Corporation has started the two-shaft handloom weaver course for training unemployed youth. This training programme has made the youth self -reliant and self- sustained. These initiatives have prompted Start -up

ventures in Manipur. Moreover, such training has enabled livelihoods, increased productivity and increased the income levels of people in the state. It has prompted the growth of the small -scale industries. This has also supported inclusive development with the improvement of the most deprived and downtrodden sections of the society. It is estimated that out of the total number of persons are employed in the handloom sector, about half (50%) are women. It has provided women an enabling ecosystem to pursue their future with dignity; women are empowered at their own homes and become more resilient to economic shocks.

Name: Moirangthem Tombi Devi	Age: 34yrs.	Sex: Female
Course of Training: Two Shaft Handloom Weaver	District: Bishnupur	State: Manipur
<p>I have studied till 12<sup>th</sup>. My father is an agriculturist. The family owns small farms and the income from the farms is not sufficient to carry out livelihoods. So, I have decided to go through Skill Development programme and took training in Two Shaft Handloom in our District. I found this programme very beneficial for me. While earning from weaving, I am able to balance my life at home. The training programme was very well structured and it was in a regional language. I am able to grasp the content and also using those skills in weaving. The training programme helped us to add a value to our textiles. After successful completion of training, I am able to weave four to five sarees in a month and earning 5000 per month. I find myself financially empowered and contributing my income to education of the children.</p>		

## INDUSTREE



### 3.2.2. Himachal Pradesh

IISD have trained the unemployed youth as Sewing Machine Operators and Assistant Electricians. The duration of the course was three months. The training programme has enabled the women of Chamba to develop entrepreneurial Skill in the field of tailoring. The skill programme has gained significance because of low enrollment in higher education and has helped women find gainful wage employment or become self-employed at different

stages of life. The skill programme has bridged the gap between demand and supply. The apparel sector has positive prospects and will be able to absorb skilled labour.

The course is designed for imparting the knowledge and basic skills for entry level jobs in tailoring in textile and apparel sector. The training is imparted primarily through the practical work keeping the theory to minimum. By completing this course, participants become familiar with the hand sewing, machine sewing, measurement, shaping patterns, garment making, and estimations of material necessary for tailoring. But women with prior knowledge of tailoring have been able to learn an advanced course and have made significant improvement in their employment status as it took them less effort and time to connect to the market. The apparel sector wants the youth to be more self-motivated, professional and eager to learn. The success of the apparel sector training programme depends more on the e- learning methods (modern learning methods) and practical utility of the learned skills, and the participants are encouraged to undertake the complete course followed by the ice breaking activity – group discussion and team work.

The skill training programme as electrician helps beneficiaries explore new avenues for income generation. The skills learned at training institutes help them in installation, repair and maintenance of electrical connections at the construction sites and setting up permanent connections at residential and commercial buildings (like tourism sector). The success of the training programme depends on the absorption of latest technology. This enables trainers to bridge the gap between the theoretical knowledge taught in the classroom and the hands on application skills needed on the job site. The trainer always prefers a candidate with prior experience in this sector. These candidates are viewed as punctual and committed to their progress. Their professional knowledge helps them to get placements in medium scale industries and better salary. In addition, the soft skills such as knowledge of English and computer have played an important role in the job placement.

Name: Tara Chand	Age: 24yrs	Sex	Male
Course of Training: Helper Electrician	District: Mandi	State: Himachal Pradesh	
My father and mother are illiterate. Father is a farmer. The earning from the farming is not sufficient to supplement household expenditure. I have studied till 10 <sup>th</sup> . And after my			

secondary education, I took training in Helper Electrician course of three months duration. Since the training did not require course expenses so it has not financially burdened my family much. After completing my training, I was placed in power sector by the skill training agency. I worked there for three months with the salary of 10,000 per month. The CSR skill training has increased our employability. I have switched my job and able to get the job with higher remuneration and other benefits associated like provident fund, accommodation and other social security. I am in a sound financial position and contributing to my family income sustainably.

Name: Raj Kumar	Age: 24 yrs.	Sex: Male
Course of Training: Helper Electrician	District: Chamba	State: Himachal Pradesh
<p>My father is farmer and the earning was not enough for daily livelihood. I have studied till 11<sup>th</sup> and due to weak financial status, I quit my further study. I failed to get a job in the market because I was not properly skilled. I have heard of CSR training programme in our district and joined it to develop my skills. I took a course of three months duration in Helper electrician. After completing the course, I found a job for myself in the power sector with salary of 15000. The skill training programme was highly relevant and it has practical application to our job. The subject matter was taught very well by the training provider. I am contributing to the family expenditure and my earning has improved the well-being of the family. It is a good initiative by NSDC to empower the unskilled youth of India.</p>		

IISD





The training provider suggested that there is high demand for other skill training programs such as mobile repairing.

### **3.2.3. Jammu and Kashmir**

Empower Pragati in partnership with NSDC has imparted training in Retail Sector and Food Beverages industry. The course duration was of three months. The centers were at Wagoora, Lagma, Sopore, Achabal at Baramulla district. Experienced trainers are preferred. To make the youth more employable, the training institute is focused on communicative English, computer literacy and life skills which helps in holistic development of the candidate. The job opportunities are promising for such candidates. The training institute

has been able to identify the region-specific demand of the job and has succeeded to a great extent in sectoral-mobilization of youth.

The training provider suggested that prior to the implementation of skill training programme, it is necessary to identify the interest areas of the youth. The quality of the training programme should be maintained at all stages: Right from the mobilization to placement, there must be adequate measures to ensure enrollment of the right candidate. The content of training delivery should be updated. There should be good placement opportunities for the deserving candidates and ample counseling sessions to ensure a high salaried placement. The key outcome of the training programme is good placement. There is high demand for other skill training programmes such as mobile repairing.

Name: Nusrat Nabi
Course of Training: Sewing Machine Operator      District: Kistwar      State: Jammu & Kashmir
I am a Graduate. I was unemployed. I was living at the home. I was dependent on my husband for household expenditure. I have heard about Skill Development Programmes many a times and a thought of undergoing training came to my mind. I armed myself with three months Sewing Machine Course and Stitching Training. Now, I am Self- Employed and earning 6000 in a month. With my newly acquired skills, I have started stitching and receiving orders from the customers. I can sustain my family with earning from the Sewing Machine. A free of cost three months skill development training enabled me to become self- dependent and able to balance the household work along with the job. I have become the voice of other women in my neighbourhood.

Name: Dhau Devi      Age: 25yrs.      Sex: Female
Course of Training: Sewing Machine Operator      District: Kistwar      State: Jammu & Kashmir
My father owns a small shop and my mother is a housewife. The household income is not sufficient to meet the daily expenses. I am a Graduate and working in a school. The salary was not sufficient to fulfil the basic needs. It took skill training in Sewing Machine Operator and Stitching. I enabled myself to earn an additional income of 5000 per month through stitching. The training period is productive and developed my confidence to open my own tailoring shop in future. I feel that this exposure will give me opportunity to learn more and in future it would improve my financial conditions. I am using learned skills in

my present job and satisfied with the training procedure. I individually thank NHPC for this initiative.

Name: Mukhtiyah Ahmed	Age: 19yrs.	Sex: Male
Course: Retail Trainee Associate	District: Lagma	State: Jammu & Kashmir
I have studied till 10 <sup>th</sup> . My father is in service sector. I always dream to become a businessman but I was unable to pursue my education due to financial constraints. To make my dream come true, I decided to join skill training programme in our district. I succeeded to complete my training and learned a lot during the course. It was in trainee associate with duration of three months. Now, I take pride in my decision and I am self-employed and have my own business. The earning was more than enough to come out of poverty and helped to improve the living standards of my family.		

Name: Adil Qayoom	Age: 25 yrs.	Sex: Male
Course of Training: Food and Beverage services	District: Baramulla	State: Jammu & Kashmir
My father owns a small restaurant. After graduation, I decided to go through skill development programme. I took training in Food and Beverage services for three months in 2017. After successful completion of training, I joined my father's business. The training programme benefited me a lot. I am using those skills in my restaurant and have expanded my father's business. Overall it was good and I am satisfied with the training assessment procedure. The profit has increased by 20,000. No doubt, the CSR skill training has increased our employability in tourism sector.		

## Empower Pragati



### 3.2.4. West Bengal

Skill Development Programme in Northern part of the West Bengal is aimed at migrants and returners. In places like Siliguri, Darjeeling, the local labour absorption capacity is limited

and employment opportunities in other places must be considered. To ensure safe and favorable conditions for the workers moving from rural areas to urban centers, it is important to create opportunities for them from to transition from being unskilled or semi-skilled workers to becoming skilled workers. The skill development programme must recognize potential opportunities beyond primary sector.

Name: Lokender Singh	Age: 35yrs	Sex: Male
Course of Training: Asstt. Beauty Therapist	District: Siliguri	State: West Bengal
<p>I have studied till 10<sup>th</sup>. Due to Financial constraints, I could not pursue my further study. I want to be self -dependent and I'm always looking for the opportunity. Many a times, I have heard of Skill Development Programme. I also thought of joining it. I joined the Assistant Beauty Therapist Course for three months duration in 2017. The training programme helped me explore the untapped opportunity in this sector. I learned there very well. Earlier I was unemployed but as soon as I completed my training, I opened my own parlour and am self -employed. My earning has increased from 6000 to 20,000. No doubt this programme has developed skills in me and I am able to keep myself updated with the trends of beauty. The training programme is highly relevant and content specific. I am using those applications in my present job and able to instruct the assistant at the parlour very well.</p>		

Name: Ram Thakuri	Age:22yrs	Sex: Male
Course of Training: Unarmed Security Guard	District: Darjeeling	State: West Bengal
<p>My father is a farmer. He is illiterate. But he made me study till 12<sup>th</sup>. Due to limitations like infertile land, inadequate availability of water and other agricultural constraints, I decided to take up a career in Security sector. I did training in unarmed security guard in Darjeeling in 2017 with course duration of three months. The programme was very well delivered at our training institute and helped us to get placement with decent salary. After successful completion of training, I have been placed as security guard at Air Force and I'm earning 12000 per month. The training helped me to develop my personality and has enhanced my inter-personal communicative skills. Such Initiative by NSDC is a great step to train the unskilled youth of India. The training has been able to match the demand of industries, offices and other institutions for security guard.</p>		



Name: Akash Chetteri	Age: 21 yrs.	Sex: Male
Course of Training: Mutual Fund Distributors	District: Darjeeling	State: West Bengal
<p>I have studied till 12<sup>th</sup>. After schooling, I joined the Skill Development Programme. I took training in Mutual Fund Distributors for three months. I was a good student and my interest in Accountants helped me attain the maximum advantages of the Training Programme. Though I was not placed by the training institute but the successful completion of the course provided ample opportunities in this field. At present, I am working as Part-time accountant in a private sector and I am earning 10,000 per month. The course was taught very well and was easy to grasp. The subject matter was relevant and updated. No doubt, ongoing work experience will increase my income and well-being in future. I am satisfied with the training and its assessment procedure.</p>		

**Aelis Skills Training Center**



The major segments of wellness industry include beauty, physical fitness, alternative streams of therapy and rejuvenation. India figures in the five top beauty and wellness markets. Realizing that there is a dearth of qualified and trained manpower to keep pace with the growth of the beauty and the wellness sector, Orion Edutech has realized the vast untapped manpower in this sector and in partnership with NSDC, geared the vocational training on the beauty and wellness. The training partner has linked the traditional knowledge of herbal healing with the modern demands and techniques. The training institute favours the addition of courses apart from these. Males and females are ready to work in the retail sector and beauty sector and are even ready to migrate for better income. The training provider has enabled the women of Darjeeling to develop entrepreneurial and managerial skills in the sector of the beauty and wellness. The mobilization of women in

this sector has empowered women and provided them with social security and dignity to their work.

The training module should be conducted as per the guidelines laid down with the practical exposure to work in respective domains. After the completion of training, there should be a proper channel for placement, and it should be considered an institutional responsibility.

### **3.2.5. Sikkim**

B- ABLE imparted Skill Development Training in organic farming and Beauty Therapist at Sikkim. The training centers were at Namchi and Shimbook block in South Sikkim. The duration of the course was one and half month's duration. The module was taught with 30 days of theory class and 15 days are allotted for practical class. The trainers have imparted the knowledge of various components of organic farming like preparation of vermin composting, pesticides etc. The course was conducted in the regional language making it easier to grasp and follow the instructions. Learners find utility through direct application in their agricultural fields.

B-able suggests that several measures need to be taken for the success of Skill Development Programme such as (1) the duration of the course should be increased by three months to impart additional knowledge of organic farming.; (2) There should be proper placement cell to extract the optimum benefits of the training to provide ample opportunities for placement; and (3) apart from these the learners should be imparted with the knowledge of marketing. It helps to get the better revenue for their products.

B-ABLE in partnership with the National skill Development Corporation have mobilized the rural women of the inaccessible parts of the Sikkim and empowered them with sustainable livelihoods.

As per the training providers several other efforts needs for the success of Skill Development Programme in Beauty and Wellness such as (i) Updated Curriculum in conjunction to relevant industry; (ii)Module based on the modern industrial procedures;

(iii) There should be facility for placement in Brand Salons like Lakme, L'oreal etc. It provides an opportunity and exposure to beneficiaries, helps improve their personalities and increases the scope of their training.

Name: Padam Maya Subba	Age: 30 yrs.	Sex: Female
Course of Training: Asstt. Beauty Therapist	District: East	State: Sikkim
<p>I have studied till middle school. My parents are engaged in traditional occupation. They are farmers. The income is not sufficient to raise the living standards of the family and to fulfil the future needs. I found ample opportunity in the beauty and wellness sector. I took training in Asstt. Beauty Therapist from B-able in the year 2017. The training was good and I am placed in one of the leading brands in the sector of beauty and I am earning 10,000 in a month. The placement in one of the leading brands helped me to move out of the state and I explored many other opportunities in this sector. I have gained my confidence and I'm planning to get my own parlour in near future. Overall, the course was good and I benefited much from the training. It is a welcome initiative from the NSDC to explore the beauty and wellness sector in the rough terrain and least industrialized state of Sikkim.</p>		

Name: Nir Kamal Pradhan	Age: 32 yrs.	Sex: Male
Course of Training: Organic Grower	District: South	State: Sikkim
<p>Farming is the traditional occupation of our family. In fact, it is the only source of earning of our family. I am not qualified enough and could not get a job. So, I continued with the traditional occupation of our family. Sikkim is declared as organic state and after that this training course has gained significant importance in Sikkim. I took training in organic grower. It was for 45 days. The programme was well structured. The trainer imparted training in regional language and we have benefited a lot. After successful completion of training, I applied those methodologies to my farm. My income has doubled along with higher agriculture productivity. The training has brought sustainable changes in our techniques and we are able to reduce the input cost of agriculture.</p>		

Name: Kharka Bahadur Gurung	Age: 29 yrs.	Sex: Male
Course of Training: Organic Grower	District: South	State: Sikkim
<p>I have studied till primary and could not continue my study further. I moved to farming. I have heard of the advantages and bright future of organic farming many a times. After attaining the counselling from training institution my desire to take the course was strengthened. I learned a lot of things during our training. Now, I am able to fill the gaps and ready to start my own farm. I have learned sustainable farming and training gave me the confidence and tool to start my career as a farmer. The training is all about reducing the use of chemical fertilizers, pesticides. Overall it has reduced the cost of cultivation.</p>		



This training programme has engaged the youth of Sikkim in self - employment in the organic Agri- business. My income has doubled and I'm overall satisfied with the training procedure.

BABLE: Beauty Therapist



Organic Grower



## CHAPTER 4: EMPLOYER'S ROLE IN SKILL DEVELOPMENT PROGRAMMES

### 4.1. Background

In this section, group interviews has been used to generate employer's perceptions on skill training programmes across the states.

### 4.2. Employers' Perspective

All the 23 employers were interviewed across 4 states including 5 from HP, 9 from West Bengal, 5 from Sikkim and 4 from J&K. They have been asked questions related to recruitment practices, training of their employees, skill shortage and demand, and to share suggestions. Their perspectives have been analyzed across the states and by sector in the following sections.

#### 4.2.1. Sikkim

##### *Beauty Therapist*

The Skill Development programme should be both job and entrepreneurship oriented. The geographical isolation of Sikkim and Manipur, its difficult terrain, its inaccessibility and the weak infrastructure have hampered the industrial growth. The successful completion of course in Assistant Beauty Therapist in East Sikkim has created job opportunities for Women and empowered them to a great extent. Women are socially resilient to life crisis. The scale of economy is low and major employers are in private sector. The employers of the Beauty Salon are on small scale and in unorganized sector. It is a household industry. They employed at the average of the 15 persons to their organization. It is a gainful employment for the women. The employers advertised in the Newspaper and Magazines to hire skilled labourers. It is felt that the trained youth possess adequate skills and follow instructions more quickly than unskilled labor force. There is an in-house training programme for further enhancement in their skill level and to meet the local needs. The employer draws labour force from the training institutions within their district and from the local labour force available in their locality. The employees are provided with the benefits like transportation

and paid leave. The employer's view of the quality of Training Module is that it is good to serve the market driven demand.

### *Organic Farming*

Sikkim has a suitable climate for agriculture and horticulture products. Sikkim supports multiple cropping like wheat, maize, millet, barley and largely cardamom. Sikkim is declared as a 100 percent organic state. The skill development programme in organic Grower has helped the farmers of Sikkim to achieve the vision of the 100 percent organic state. The employees are self-employed. The survey has found great utility and opportunities for application of the courses at the farmer's agricultural land. They have integrated the traditional and natural methods of farming and are capable off capturing the market for organic food. The employers are managers of their own field and have eliminated exploitation of labourers by intermediaries. The employees viewed an increase in their income after their successful completion of training as a step towards sustainable livelihoods.

### **4.2.2. Jammu and Kashmir**

#### *Apparel and Garment Sector*

The apparel and garment sectors are the future of Jammu and Kashmir. They are the mainstays of the economy. The employers in this sector have elevated the livelihoods of many individuals from the disadvantaged sections of the economy. The Boutique shop is oriented towards recruitment of women employee. It is small and cottage industry run by family members. The employer's recruit labourers directly from the market with some work experience and sometimes notices are displayed for job opportunities at the institution's board. The employers always prefer trained youth possessing the basics of sector specific knowledge and this is supplemented by in house training for further preparation. Trained youth as paid better than unskilled youth. Some employers have tie up with training institution within the district.

The suggestions for Improving the Quality of Skills given by employers are--the apparel sector is market driven demand and thus it no longer sticking to the traditional designs, patterns, stitching methods etc. There is a need for fusion of traditional and modern designs to attract the youth of today. The potential employee should be prepared with the knowledge of the uses and applications of modern machines and the number of the practical classes should be increased.

#### *Tourism Sector*

Another sector of tapping the employment is tourism industry. Tourism has provided an incentive to the five-star hotels at Jammu & Kashmir. The scale of operation is large and thus provides vast job opportunities at in food & beverages preparation and hotels. The employers in this sector feel the dearth of skilled labor force throughout the year. The employment ratio of male to female is 75: 50. Employers always prefer to employ trained youth as they follow instructions quickly and they are benefited more by in house training in respect to unskilled labour force. The employers are satisfied with the Quality of training imparted at the training institute.

#### **4.2.3. West Bengal**

##### *IT and Retail Sector*

After the successful completion of training at retail and IT, the youth can take up gainful employment in this sector. The role that employers play in the upgrading of the skills in the sector is evident.

The employers have identified the extent to which opportunities are open to the potential candidate. The skill shortage is high at this sector. There are situations where employees cannot find suitable candidates to appoint the specific posts in their organizations. These posts remain vacant for prolonged periods and may eventually be filled with the people who do not possess necessary qualification, skills or attributes sought by the people. Employers who participated in the employer survey were asked to identify the areas of skill

which are not difficult to find in the current workforce. Computer literacy is viewed as a key basic requirement.

There are a few suggestions for improving the quality of training program--the training method should be tied to the needs of the collaborators or recruiters. While it is a strategic approach that skills are developed as per the beneficiaries liking but it is to be kept in mind that specific needs of the demand driven industry cannot be ignored. Corporate tie-ups, according to the level and type of skill requirement are important.

#### **4.3.4. Himachal Pradesh**

##### *Apparel and Garment Sector*

After the successful completion of training, the employers have recruited mostly women in the apparel sector and are satisfied with the skills learned. The centers are well equipped with sewing machines and other embroidery machines. The women are placed in the private sector. Some with advanced learning have opened their own boutique shop and are self-employed. The employers prefer a skilled and good labor force. They have tied up with the training institutions within the district for the recruitment of skilled labour force. There is a dearth of fine skilled labor force at the garment industry in the local market. Sometimes Employers have outsourced the skill labour from the nearby states. The employers have provided In-house training for learners, to upgrade themselves with new designs and trends available in the market.

#### **4.3.5. Manipur**

##### *Handloom Sector*

The Beneficiaries of the Handloom sector have made strides in their employment generation. They are self-employed and have developed their own family run businesses. They have turned themselves into the generators of the employment and have become an inspiration for the women of Manipur. The self-employed women find themselves better placed in the society. They carry the rich legacy of the handloom sector, and it is reflected

through their traditional weaving culture. The employers are satisfied with the course module of the training programme. The learners have used the skills learned during their course module. Apart from these, there should be parallel training for dying, design in trends etc.

## CHAPTER 5: BENEFICIARIES' PERCEPTION

The beneficiaries' perception on skill training programme was recorded on different aspects such as training quality, job placement, certificate and overall impact on their lives. Their perception on these issues has been discussed in the following section across the states.

### 5.1. Jammu and Kashmir

In Kistwar district of J&K courses of construction and apparel sectors were conducted. The feedback from the helper electrician job role from construction sector brought it out that skill training was given for the job roles and all the participants of this course were male.

In sewing machine operator (apparel sector), all 60 sample were female and all of them got their certificates.

In the Baramulla district of J&K skill training for retail, beauty & wellness and apparel were provided. Pass outs also mentioned that the training they have received is certainly beneficial and useful for their possible jobs. They also mentioned that teaching faculty were very supportive and explained everything clearly. They enjoyed their skill training and helped to get foothold in the labour market.

The other job role was F & B steward from hospitality sector (beauty and wellness sector) with a sample size was 30. Females were less than 10. The training was found to be useful for setting up own enterprises and for getting employment in the growing hospitality sector.

While skill courses in retail, beauty & wellness, apparel and construction sectors has been very useful and helpful, though some have pointed out that medium of instruction should in local language or in Hindi. This in turn has marred their chances for earning improved incomes, what they thought they will earn decent incomes after skill training. Many participants even after getting certified and trained could not find jobs either of their own or not placed by training partners that has become the weakest chain of skill training process. Of course, some were offered placement but did not accept or join because either



salary was low, or work place was distantly located. Some participants have expressed that they are sitting idle in their homes and looking for jobs but of no avail. Some are working on daily basis or employed intermittently or casually with awfully low incomes. Yet some people have expressed that they were not given certificates and hence training has no value to them for entering in to job market. Also, some are in the jobs, but income is too low to eke out their living and they are not satisfied.

## **5.2. West Bengal**

In the state, training was imparted in beauty & wellness, construction, apparel, BFSI and security related sectors. Under BFSI, mutual fund distributor's course was taught, and the sample size was 54. Few pass outs mentioned that they enrolled for the course but never attended the classes thereafter. Overall, the courses were well designed and learnt relevant skills. Few of the candidates were rejected because they were not eligible for the job. Few pass outs also mentioned that they enrolled for the course but never attended the classes thereafter.

In most of the courses, pass outs percentage has been very low, and few women got jobs in small beauty parlours in their districts. Some were got placements and few of the pass outs were hesitant going outside their district as most of them were females. Maximum beneficiaries from these skill trainings were students who recently passed their school and opted to spend their summer vacations by learning a skill, so their target was not to acquire any job but to learn something new that would be helpful after their education. Duration of training reported in some case was short. It was also expressed by some that some financial support should be provided to start some small enterprises so that skill learnt could be utilized.

## **5.3. Manipur**

Textile sector (weaving) is the only sector in which training was provided. Most of the beneficiaries have reported that the skill training course was useful and learnt a lot during

the training course in their respective job roles. Wage/salary employment was hard to come by in their chosen job role (weaving) and most of the pass outs have been engaged in their self-home-based enterprises. This skill training has improved their earnings compared to prior skill training. It has given new insights of new technology combined with traditional knowledge in this sector which proved very useful. One major suggestion came from beneficiaries that skill training must also include knowledge of branding in order to have access of their products in the international markets.

#### **5.4. Sikkim**

Beauty wellness and organic agriculture were the two sectors in which training was provided. Training course was generally useful and helped to learn skills in their job roles (organic grower) and found practical applicability of the course.

In many cases, beneficiaries reported that there has been some increase in income though not significant, yet helpful. There was no placement after training and most of them use their skills and knowledge gained in their farming and other beauty salon centres. Duration of training was not sufficient and suggested to increase the training period by one month. In some cases, certificates were not given after completion of training. It was also expressed by the course participants that financial support should be provided by the government/ financial agencies to promote their activities. Some new courses should also be started which might have greater potentials. Focus of training should be more on practical aspect that provides real life situation. Marketing channels and linkages need to be developed to earn better incomes. There is a need for establishing proper linkages for placement through industrial collaboration in the field organic food sector. Most of the pass outs have been utilizing their skill training in their own fields and selling the products in the market often fetching little incomes. Some honorarium was promised by the training partners after completing the course, but it has not fulfilled. In some cases, it was expressed that training was just treated a ritual with little innovative approach of training linking to real world view and locational specificities.

The beauty wellness and beauty therapy have huge market demand. The job role has vast potential for opening beauty therapy salons but that needs initial handholding support in terms of capital investment which needs to be linked to financial and institutions. Placement was scarce and therefore it needs to be promoted for small enterprises and salons.

### **5.5. Himachal Pradesh**

In the state, training was imparted in 2 sectors ---apparel and construction. Generally, the training imparted was appreciated and participants were satisfied with the training. Some have also expressed that the duration of course should be longer duration, 1 year, and placement should be near the home town with reasonably good salary. Also, some have expressed that they will continue their studies, as jobs are not available. While some have also told that they were unemployed hence they attended training course. Some have been forced to start sewing work at their home because want of any placement and earning meager incomes. Also, most of them preferred jobs to be provided near to their home/districts.

## CHAPTER 6: SUMMARY AND RECOMMENDATIONS

Following are the major points and suggestions emerged from the above analysis of beneficiaries and stakeholders—employers and training providers.

### 6.1. Profile of the Beneficiary

A little over half of the surveyed beneficiaries were male (55%) and remaining were females (45%). Nearly two-third (66%) of surveyed beneficiaries possess secondary and higher secondary education and 17.5% have received education up to graduation & above. with just 2% Technical diploma holders constituted a small proportion (2%). General category dominated (57%) in the sample followed by OBC (21%), and SC (12%) and ST (9%). The average age of beneficiaries found 25 years for both male and female with relatively high in Sikkim (31 years) and Manipur (32 years) compared to other states. Average distance to the training centres was highest in Himachal Pradesh (27.4 kms) and lowest in Manipur (1.4 kms). Around one-fourth of the fathers and half of the mothers of beneficiaries were illiterate, while majority of beneficiaries' fathers (42%) were involved in agriculture and mothers (78%) as a homemakers.

### 6.2. Training and its Relevance

Majority of them were studying (46%) and unemployed (23%) prior to the training programmes. The most prominent sectors for training were Banking, finance services and insurance sector (BFSI), beauty and wellness, agriculture and construction figuring at 23%, 15%, 12% and 10%, respectively. Beauty therapist, helper electrician, organic grower, mutual fund distributors, debt recovery agent and unarmed security guard are most sought job roles/courses in that sequence. However, certified programme for electrical and two shaft handloom weaver appear to be less preferred courses.

Course contents were found to be relevant, as 98% respondents have indicated contents highly relevant or relevant. Only a minuscule proportion has specified it not so relevant. The response

across states is not very dissimilar. Similarly, practical application was also judged 95% as either excellent or adequate and the trend appears to be similar in all the sample states. Industry relevance was either found to be highly relevant or relevant, as majority of respondents affirmed its relevance (82%). course contents, practical application and industry relevance was considerably high in all the cases. The satisfaction level from the training imparted and assessment procedure have been reckoned very high.

It can be observed that large majority of beneficiaries have undergone skill certification test (87%) and only 13% did not undergo the test due to unavoidable circumstances. Skill training test increasingly helps employability and gainful employment of the skilled workforce in the labour market. Across states, some variations are discernible. In Manipur, there has been reported cent percent certification and in Sikkim it is close by (94%). In other states it ranges between 83% in J&K, 79% in Himachal Pradesh and 87% in West Bengal.

### **6.3. Access to Employment**

**In terms of real indicators like usefulness of skill training, placement, employability and improvement in incomes and wellbeing, the level of satisfaction has been reported fairly high.**

Overall, about 56% have expressed their satisfaction about usefulness of training for present job and in Manipur, usefulness of skill training turned out to be 100% signifying extraordinarily huge success. In J&K, the usefulness level reported 70%. In Sikkim and West Bengal, the pass outs have expressed the usefulness of the skill programme to be about 50 and 54%, respectively. However, in Himachal Pradesh it turned out to be lowest (24%). Similarly, overall level of satisfaction about placement is reported about 64% and highest has been reported in Manipur followed by J&K and lowest being in Himachal Pradesh (28%). Similarly, on account of employability and increase in income the level of satisfaction is 55% and 50%, respectively, which is fairly good.

Overall, placement (wage and self-employment) recorded was 52.4% including 26.3 % in wage/salaried and 26.1% in self-employment. However, as discussed earlier that some of the

people placed in salaried/wage employment did not join due to various reasons, and more people joined self-employment activities due to availability of such jobs near to their places. The skill training appears to be successful in providing employment. The statewide scenario also presents fairly good.

#### **6.4. Quality of Employment Social Security Benefits**

It is interesting to note that some benefits are given the workers which is quite positive and encouraging. For instance, provident fund facility is extended to about 14% employees. This facility is extended and mandatory provisions of the Act and rules and every establishment having 20 employees or more workers and all its employees who are all drawing a monthly salary up to Rs.15000 coming under the purview of the Act. This benefit is provided to the organized sector workers.

In J&K and West Bengal, this facility is being extended and workers are covered under this Act. Health insurance and medical benefits is provided in West Bengal only. The maternity benefits are being given to a minuscule proportion yet it is encouraging and positive development that needs to be gradually extended and remains a challenge for the informal economy.

These social security benefits are important steps being extended to this sector for empowering and enhancing their productivity. Skills ecosystem process is gradually moving up towards formalization of the economy and this is a small step towards achieving the big goal.

#### **6.5. Income and Occupations**

On account of employability and increase in income the level of satisfaction is 55% and 50%, respectively, which is in any case fairly good. One of the important outcome indicators of skill training is increase in income levels which seem to be so encouraging and inspiring.

Monthly average wage/remuneration after skill training show increase both for males and females across all the sample states. Increase in noted both for wage/salaried and self-employed. This has come out distinctly. Skill training has been able to provide better wages/incomes and helped in improving livelihoods.

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## ANNEXURE: SURVEY TOOLS

### IMPACT ASSESMENT STUDY FOR CSR SKILL DEVELOPMENT PROJECT: QUESTIONNAIRE FOR BENEFICIARIES

Beneficiary's Sl. No

Q.NO.	PARTICULAR	DESCRIPTION/CODE
<b>Section 1: Background Information</b>		
Q1.1	State Name	
Q1.2	District	
Q1.3	Location (code:Rural-1;Urban-2)	
Q1.4	Name of trained person	
Q1.5	Age (in completed years)	
Q1.6	Sex (code:Male-1, Female-2)	
Q1.7	Educational qualification before training (code: Not literate -01, literate within formal schooling-02; below primary -03, primary -04, middle -05, secondary -06, higher secondary -07, diploma/certificate course -08, graduate -09, postgraduate and above -10, others (specify)-11)	
Q1.8	Social group (code:SC-1, ST-2, OBC-3, GC-4, Others(Specify)-5)	
Q1.9a	Parental education: Father (Code: as given in Q1.7)	
Q1.9b	Parental education: Mother (Code: as given in Q1.7)	
Q1.10a	Parental Occupation: Father (Code: Agriculture-1, Business-2, Service-3, others-4(specify))	
Q1.10b	Parental Occupation: Mother (Code: Agriculture-1, Business-2, Service-3, others-4(specify))	
<b>Section 2: Training Information</b>		
Q2.1	Sector of training (code: security-1, automotive-2, retail-3,IT-ITes-4,media&entertainment-5,gems&jewellery-6, leather-7, telecom-8,rubber-9, plumbing-10,agriculture-11, capital goods-12,electronics-13, construction-14,health care-15, apparel-16,life science-17, power,mining-18, beauty and wellness-19,iron and steel-20,handicrafts and carpets-21,logistics-22, tourism and hospitality-23, BFSI-24,textiles and handicrafts-25,earth moving and infra-26,food processing-27,furniture and fitting-28,sports-29,green	

	jobs-30,SSC for PWD-31,oil and gas-32,aviation and aerospace-33,education-34,domestic worker-35,management and entre-36,chemical-37,paint and coating-37, any other(specify)-38)	
Q2.2	Course of training (code: Organic grower-1;Asstt beauty therapist-2;Mutual fund distributors-3;Debt recovery agent-4;Sewing machine operator-5;Certified programme for electicial-6;Helper electrician-7;Two shaft handloom weaver-8;Food and beverage services(steward)-9;Retail trainee associate-10;Unarmed security guard-11; Asstt electrician-12; Other (specify)-13)	
Q2.3	Status prior to receiving CSR training (code: Studying-1, wage-employed-2, self-employed-3, school dropout-4, unemployed-5, other (specify)-6))	
Q2.4	Distance of training institution from residence (in kms)	
Q2.5	Place of training	
Q2.6	Year of training	
Q2.7a	Duration of training (in months)	
Q2.7b	If more than 3 months, state reason	
Q2.8a	Have you undergone skills certification test? (code: yes-1, no-2)	
Q2.8b	If no, why? (mention in detail)	
Q2.9a	Have you been placed by skill training agency? (code: yes-1, no-2)	
Q2.9b	If no, why? (mention in detail)	
Q2.10a	If yes, where (code:public-1,private-2,cooperative-3,NGO-4, apprentice with family or friend-4, others (specify)-5)	

Q2.10b	Placement location (code: within district-1, within state-2, outside state-3, others (specify)-4)	
<b>Section 3: Detail of Wage/Salary Earners(if not applicable put NA)</b>		
3.1	How much time taken for placement after receiving training? ( in Weeks)	
3.2	Nature of your first job after training (code:regular-1,temporary-2, casual-3, Others (specify)-4)	
3.3	Duration/length of your job till date after training (in completed months)	
3.4	Salary/ remuneration per month after skill training (current) (Rs.)	
3.5	Salary/ remuneration per month prior to skill training (if any Rs.)	
3.6	Any other benefits associated with present job (code:yes-1; no-2)	
3.6a	Provident fund	
3.6b	Health insurance and medical benefit	
3.6c	Maternity benefit (entitlement to the benefit)	
3.6d	Gratuity	
3.6e	Other benefits (mention)	
3.7	Have you changed your job after first placement? (code:yes-1; no-2)	
3.8	If yes, reasons thereof:	
3.8a	Better job	
3.8b	Higher salary/income	
3.8c	Better working conditions/better benefits	
3.8d	Too far from home	
3.8e	Lost previous job	
3.8f	Marriage	
3.8g	Any other (specify)	
3.9	Name of the sector in which you are employed now	
3.10	Average salary per month (in Rs.)	
3.11	Location (code: within district-1, within state-2, outside state-3, others (specify)-4)	
<b>Section 4: Detail of Self Employed/Unemployed(if not applicable put NA)</b>		
4.1	If not placed by training agency, what is your status of employment after receiving training? (code: self-employed-1, Unemployed-2, others (specify)-5)	
4.2	If self-employed, what is the nature of your employment? Please specify	
4.3	If self-employed, average monthly income after skill training (Rs.)	

4.4	Average monthly income prior to training (if any in Rs.)	
4.5	If unemployed, what are the reasons?(code: Low educational level-1; Lack of skills-2; Low wages-3; Lack of jobs available-4; Any other (specify)-5))	
<b>Section 5: Beneficiary Perception on Skill Training</b> (if not applicable put NA)		
5.1	How you perceive the skill training in terms of	
5.1a	Contents (code: Highly relevant -1; Relevant-2, Not so relevant-3)	
5.1b	Practical application (code: Excellent-1, Adequate-2, Inadequate-3)	
5.1c	Industry relevance (code: Highly relevant -1, relevant-2, not relevant-3)	
5.2a	Has the training useful to your present job? (code: yes-1, no-2)	
5.2b	If no reasons thereof	
5.3a	Are you satisfied with the training you received? (code: yes-1, no-2)	
5.3b	If no, reasons thereof	
5.4a	Are you satisfied with assessment procedure? (code: yes-1, no-2)	
5.4b	If no, why?	
5.5a	Are you satisfied with your placement? (code: yes-1, no-2)	
5.5b	If no, why state the reasons	

5.6a	Has the CSR skill training increased your employability or successful in chosen occupation? (code: yes-1, no-2)	
5.6b	If no, state reasons thereof	
5.7a	Has the skill training improved your incomes and wellbeing? (code: yes-1, no-2)	
5.7b	If no, state reasons	
5.10	Any other relevant points or suggestions you wish to make regarding skill training, job market and other opportunities (elaborate in 4-5 five main points)	

**Name of the Investigator**

**QUESTIONNAIRE FOR TRAINING PROVIDERS**

QUE NO

Q.NO.	PARTICULAR				DESCRIPTION/CODE	
Q1	Name of the training Centre					
Q 2	State Name					
Q3	District					
Q4	Address					
Q5	Email					
Q6	Telephone/Mobile No					
Q7	Year of Establishment					
Q8	Affiliation agency (code: Public or Govt. organization-1, Private agency-2, Public trust-3, NGO-4, Government aided organization-5, Other (Specify)-5)					
Q9	<b>Detail of course offered, training provided and placement during last year (FY 2017-18)</b>					
Q10	Course/ trade name	Duration (months)	Enrolled	Passed out	Drop out	Placement
Q10.1						
Q10.2						
Q10.3						
Q10.4						
Q10.5						
Q10.6						
Q10.7						
Q10.8						
Q11.1	<b>Total Staff Strength</b>					
Q11.2	Trainers					
Q11.3	Other Staff					
Q12.1	Is there any demand for any new course from the students? (code:Yes-1,No-2)					
Q12.2	If yes, name of the course					
Q13	Do you get qualified/trainers for various courses? Please give the following details:					
	Trade/courses	qualified/trainers (yes-1, no-2)		If no, explain the reason		
Q13.1						
Q13.2						
Q13.3						
Q13.4						
Q13.5						
14.	<b>Training Infrastructure</b>					
	<b>Item</b>	<b>Numbers</b>	<b>Adequate (1)/ inadequate (2)</b>	<b>Reasons' if inadequate</b>		

<b>14.1</b>	Classrooms / lecture halls			
<b>14.2</b>	Laboratories/ workshop			
<b>14.3</b>	Equipment (related to the courses)			
<b>14.3</b>	Transport/vehicles			
<b>14.4a</b>	Hostels Male			
<b>14.4b</b>	Female			
<b>14.5</b>	Drinking Water			
<b>14.6</b>	Electricity supply			
<b>14.7a</b>	Toilets Male			
<b>14.7b</b>	Female			
<b>14.8</b>	Any other (please specify)			
<b>15.1</b>	Do you think there is need for any additional skill courses in view of demand? (code:Yes-1,No-2)			
<b>15.2</b>	If yes, please elaborate			
<b>15.3a</b>	What has been your experience on hired people those who have some training prior skills?			
<b>15.3b</b>	What has been your experience on hired people those who have are untrained?			
<b>15.4</b>	Which other skills should be imparted to make youth employable?			
<b>15.5</b>	According to you what are the three main reasons for the success of skill training programmer?(please elaborate)			

**Name of the Investigator**

**IMPACT ASSESMENT STUDY FOR CSR SKILL DEVELOPMENT PROJECT:  
QUESTIONNAIRE FOR EMPLOYER**

QUE NO

Q.NO.	PARTICULAR	DESCRIPTION/CODE	
Q1	Name of unit/enterprise		
Q 2	Address		
Q3	District		
Q4	Year of establishment		
Q5	Location (code:rural-1, urban-2)		
Q6	Type of industrial unit (code: Registered Under-1, Non-registered-2)		
Q7	Telephone/Mobile No		
Q8	Email		
Q9	Website (if any)		
Q10	Size of industrial unit (size of industrial unit)		
	(a)Medium	(b)SSI	(c)KVC
Q11	Type of enterprise: (code: Own Account Enterprise (OAE)-1, Establishment-2)		
Q12.1	Employees in the organization: Persons		
Q12.2	Male		
Q12.3	Female		
Q13	Mode of recruitment (code: Advertisement-1, EmploymentExchange-2, Display on notice board-3, Campus placement-4, Direct recruitment-5, Other mode (specify)-6); [Multiple answer in order of importance]		
Q14	Do you think the trained youth recruited by your organization possess adequate skills? (code:yes-1, no-2)		
Q15	Do you also provide in house training? (code:yes-1, no-2)		
Q16	Your preference for the candidate? (code:trained-1, untraied-2)		
Q17	If untrained persons are preferred, what are the reasons?		



Q18	If preferred trained people, from where do you get these trained skilled persons? (code: trained people within the establishment-1, Local labour market-2, training institutions within district-4, training institutions nearby districts-4, placement agencies-5, Others(specify)-6)	
Q19	Do you feel that there are shortages of skilled/trained manpower in the labour market? (code:yes-1, no-2)	
Q20	If yes, please elaborate list the trades and levels/type of skill shortages?	
Q21	Benefits: Do trained person get better wages/ remuneration than untrained? (code:yes-1, similar-2, no-2)	
Q22	Do you provide the following benefits to employees? (code:yes-1, no-2)	
Q22.1	Provident fund	
Q22.2	Health insurance and medical benefit	
Q22.3	Maternity benefit (entitlement to the benefit)/	
Q22.4	Gratuity	
Q22.5	Paid leave	
Q22.6	Transportation	
Q22.7	Any others(specify)	
Q23	What are three main suggestions for improving the quality of skills?(please elaborate)	

**Name of the Investigator**