

## Improving Employability of The Disadvantaged

*Sunita Sanghi*



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

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

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

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

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

### **Disadvantaged Groups, Labour Market and Skill Development**

The central question is who are disadvantaged? A person can be disadvantaged both on the basis of economic factors such as income poverty and social factors such as gender, ethnic, geographical isolation with poor access to quality education/job opportunities; school dropouts and differently abled people<sup>1</sup>. The disadvantage therefore emanates due to multiple factors and groups are not mutually exclusive.. Given that education and training empowers young people for decent work by enhancing their core skills, the illiterate, school drop outs and least educated youth are the most disadvantaged as exclusion from the education and training may

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

lead them to enter the labour market at an early age<sup>2</sup>, in low paid and poor quality jobs leading to vicious cycle of inter-generational poverty and social exclusion.<sup>3</sup> Therefore, it is necessary to understand the labour market scenario to understand the implications for skill development.

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

In terms of educational disadvantage, 30 per cent of the entrants to the labour market are illiterate and another 24 per cent are having just about primary education. In terms of proportion of labour force with basic education, just about 30 per cent are with secondary education and above<sup>5</sup>. The sharp drop out both for girls and boys at the middle and the secondary level complicates the matter. As per UDISE data (2013-14), 20 per cent drop out before completing class-V and 47.4 per cent drop out before completing secondary education. This low level of education leads to low level of skills. The number of people entering the labour force with formal skills is 3 per cent and another 7 per cent in the labour market have acquired skill informally. (EUS 2011-12). In other words, 90 per cent of the labour force do not have any skills to meet the requirement of skill based occupations. Within the total workforce the proportion of females receiving formal training (2.79 mn) is very low vis-a-vis male (8.63 mn). Same is the case with informal training also.

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

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

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

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

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

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

### **Problems and Challenges of the Disadvantaged Group**

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

education and training in accessing good jobs.

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

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

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

preparing labour market information and national career service.

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

### **Interventions for Improving Education and Skills**

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

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

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

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

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

### Initiatives to Address Challenges Faced by Disadvantaged in Skill Development

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

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

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

**Generic- Socioeconomically backward and educationally disadvantaged**

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

the outcome and not the output of the programme in terms of only number of trainees and also to converge various overlapping programmes for better result. The increased investment in education and training would have an impact on employability of workers, enhance productivity of enterprises and would lead to inclusive economic growth and social cohesion<sup>10</sup>.

**Way Ahead**

**Ensuring retention in the school:**

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

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

**Improving School Infrastructure:**

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

**Linking Education, Training with the world of Work:**

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

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

**Recognition of Prior Learning (RPL):**

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

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

#### Addressing the needs of Difficult areas through Targeted Interventions

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

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

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

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

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

#### Endnotes

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

(E-mail: sunitasanghi1960@gmail.com)

#### Skills Training Centers in Three Madarasas inaugurated

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