

Swarna Jayanti Shahari Rozgar Yojana

Operational Guidelines for Skills Training for Employment Promotion amongst the Urban Poor (STEP-UP)

1. The Swarna Jayanti Shahari Rozgar Yojana (SJSRY), comprehensively revamped with effect from 2009-2010, aims at (i) addressing urban poverty alleviation through gainful employment to the urban unemployed or underemployed poor; (ii) supporting skill development and training to enable the urban poor have access to employment opportunities provided by the market or undertake self-employment; and (iii) empowering the community to tackle the issues of urban poverty through suitable self-managed community structures and capacity building programmes. The Scheme has five major components, namely:

- (i). Urban Self Employment Programme (USEP)
- (ii). Urban Women Self-help Programme (UWSP)
- (iii). Skill Training for Employment Promotion amongst Urban Poor (STEP-UP)
- (iv). Urban Wage Employment Programme (UWEP)
- (v). Urban Community Development Network (UCDN)

2. National Skill Development Policy

2.1 The Skills Training for Employment Promotion amongst Urban Poor (STEP-UP) component of SJSRY needs to be aligned to the goals of the National Skill Development Policy which are as follows:

- a) Creating opportunities for all to acquire skills throughout life and especially for youth, women and disadvantaged groups.
- b) Promoting commitment by all stakeholders to own skill development initiatives.
- c) Developing a high-quality skilled workforce/entrepreneur relevant to current and emerging employment market needs.
- d) Facilitating the establishment of flexible delivery mechanisms that respond to the characteristics of a wide range of needs of stakeholders.
- e) Enabling effective coordination between different ministries, the Centre and the States and public and private providers.

2.2 The scope of the National Skill Development Policy covers the following:

- a) Institution-based skill development including ITIs / ITCs / vocational schools/technical schools/polytechnics/professional colleges etc.
- b) Learning initiatives of sectoral skill development organized by different ministries/departments.
- c) Formal and informal apprenticeships and other types of training by enterprises
- d) Training for self-employment/entrepreneurial development
- e) Adult learning, retraining of retired or retiring employees and lifelong learning
- f) Non-formal training including training by civil society organizations
- g) E-learning, web-based learning and distance learning.

3. STEP-UP - Skills Training Target

3.1 STEP-UP aims at the following

- Poverty alleviation in urban areas by facilitating skill development through well-structured market-oriented programmes that can make the poor and unskilled employable as wage workers or successful micro-entrepreneurs,
- Promote economic growth and contribution of the urban economy to National GDP by ensuring a supply of appropriate skilled manpower at the lower end, thus enabling inclusive growth.

3.2. Most of the urban poor live in slums and low income settlements and work in the informal sector as manual labour or in the poorest paid jobs. These poor do not possess any worthwhile skills that can get them gainful regular employment. 60th round of NSS reveals that only 6% of urban poor (15-29 years) have gone through any kind of vocational training. Accordingly, STEP-UP targets the urban population below Poverty Line. The percentage of women beneficiaries under STEP-UP shall not be less than 30%. SCs and STs must be benefited at least to the extent of the proportion of their strength in the city/town population below poverty line (BPL). A special provision of 3% reservation should be made for the differently-abled, under this programme. In view of the Prime Minister's New 15-Point Programme for the Welfare of Minorities, 15% of the physical and financial targets under the Skill Training for Employment Promotion amongst Urban Poor (STEP-UP) at the national level shall be earmarked for the minority communities.

3.3. STEP-UP will provide training to the urban poor in a variety of service, business and manufacturing activities as well as in local skills and local crafts so that they can set up self-employment ventures or secure salaried employment with enhanced remuneration. Training should also be imparted in vital components of the service sector like the construction trade and allied services such as carpentry, plumbing, electrical and also in manufacturing low-cost building materials based on improved or cost-effective technology using local materials.

3.4 Targets under STEP-UP are to be fixed for 11th, 12th and 13th Five Year Plans in accordance with target set by Prime Minister's National Council on Skill Development of 500 million skilled persons by 2022. The annual target under STEP-UP is currently pegged at 200,000 – about 150,000 for skills training to secure wage/salaried employment and 50,000 for self-employment.

4. Skill Development Process

4.1 Key issues that need to be addressed in the context of skills training of the urban poor under STEP-UP are as follows:

- Which sectors/segments of the service /manufacturing/business industry have mass employment requirements - for wage employment and self-employment?
- What kind of skills and level of proficiencies do they want their potential employees to have?
- How do we identify the potential candidates belonging to urban poor community to be trained?
- Where are the training institutions that can deliver proficiency in skills as required by the industry/market?
- Is there curriculum that develops skills as required by the market?

- Is there content in understandable languages?
- Are there sufficient competent trainers, or a system to produce them in sufficient quantities for our needs? How do we generate them?
- Is there a relevant assessment mechanism that can assess that skills have been imparted and learned adequately?
- Is there a certification mechanism acceptable alike to candidate and potential employers?
- How can potential employers access trained manpower?
- How can trained candidates be enabled to access credit and marketing opportunities and set up successful self-employment ventures?
- Can we make skills training activity sustainable?

4.2 Though these issues seem overwhelming and complex, it is possible by a step by step approach to set up a successful training & placement programme. The present guidelines take into account and draw upon the processes followed in successful programmes /schemes of other Ministries such as Skill Development Initiative Scheme (SDI) – Modular Employable Skills (MES) of Ministry of Labour & Employment, Jan Sikshan Sansthan Scheme of Ministry of Human Resource Development, Placement-linked model of Rural Development Ministry and initiatives of State Governments involving partnerships with the private sector and NGOs such as IL&FS, Dr. Reddy's Foundation, TREC-STEP, UMEED etc. (Brief notes on the government supported initiatives are enclosed at **Annexure I**).

4.3 The following process is suggested for designing and implementing skill development / upgradation programmes for the urban poor by States/UTs:

- (i). Identification of manufacturing, business and service industry in the vicinity or catchment area which may be at local, district, State or even regional level and upgradation of this information at regular intervals.
- (ii). Discussion and market survey with the involvement of the industry to identify and estimate the emerging job opportunities and the skills & skill levels required for each kind of job;
- (iii). Within SJSRY programme areas, the urban poverty survey and identification of skill training needs, especially among the unemployed and marginally employed men and women (above 18 years). This may require discussions after the identification of those seeking employment is done, on job opportunities available, training arrangements made etc. It may also require discussion of the identified job seekers with industry representatives and training institutions to clarify their questions and doubts.
- (iv). Identification of Lead Technical Institution(s) or Skills Training Implementation Agency(ies), which may be at local, district, state or national level and which will coordinate, steer and monitor the STEP-UP on behalf of and in close working association with the State administrative machinery, so as to put in place the necessary actors or institutions for each/all step of the skill development process and ensure qualitative satisfaction. It would deal with the process for development of content and proficiency standards for skills training programme, training of trainers, independent assessment and certification, and other technical support for training.
- (v). Memorandum of Agreement between State Nodal Agency for SJSRY /Urban Local Body (Urban Poverty Alleviation Cell) and Lead Technical Institutions/Skills Training Implementation Agencies.
- (vi). Selection of trainees by the STIAs with the help of ULBs / Community Structures/ Organisations/NGOs and their phasing for training with the

view to obtain universal coverage of households in the SJSRY project area for wage or self employment.

- (vii). Conduct of training with certification including apprenticeship/internship with industry where planned
- (viii). Placement or linkages with banks for credit in case of self-employment
- (ix). Post-training tracking of trainees /impact assessment
- (xi). Monitoring, evaluation and corrective measures of the skill programme.

While following the stated process, States/UTs may choose any or follow a mix of models already being implemented by Labour & Employment, Human Resource Development and Rural Development Ministries, Urban Resource Centre and PPP models.

The major steps mentioned above are discussed in greater detail below

5. Market Scan – Estimating Job Requirement

5.1 A key challenge in skill development is to impart the skills that are relevant to the market, enabling the individual to take advantage of available opportunities. The Confederation of Indian Industry (CII) has projected the following requirement of skilled workers at different levels by 2015:

S. No.	Sector	Demand (in Million)	Skill Level Break-up
1.	Auto	2-2.5	Specialized skills – 5% Skill category level II – 25% Skill category level I – 30% Minimum education skilable – 40%
2.	Construction	15	Specialised skills – 2% Skill category level II – 11% Skill category level I – 12% Minimal education skilable – 75%
3.	Retail	4-5	Specialised skills – 6.8% Skill category level II – 31-43% Skill category level I – 45-50% Minimum education skilable – 10-15%
4.	Healthcare	4-4.5	Specialized skills – 10% Skill category level II – 40% Skill category level I – 16% Minimum education skilable – 34%
5.	Banking & Financial services	4.5-5	Specialized skills – 5% Skill category level II – 15% Skill category level I – 65% Minimum education skilable – 15%
6.	Creative Industry	0.5-0.8	Specialized skills – 5% Skill category level II – 20% Skill category level I – 65% Minimum education skilable – 10%
7.	Logistics	Drivers: 51 Million	Warehouse Managers: 8000
	Total	81-83.8 Million	

Further, there is an acute shortage of trained manpower in the hospitality sector. It is observed that the annual requirement of the trained manpower in the hospitality sector is about 2.03 Lakhs. Against this, the supply, after accounting for attrition, is only about 12000. Keeping in view the ratio of requirement of managers and skilled personnel as about 34 : 66, it is estimated that about 1.34 Lakhs skilled persons, below managerial level, will be required in the hospitality sector. In view of this the skill development under STEP-UP should focus on this segment of market also.

5.2 The total requirement of skilled work force by 2022 is estimated at about 300 Million, including a huge number at the lower end and indicating large scale opportunities likely to be offered to the poor by the market – at the bottom of the pyramid. Escalating urbanization will also create many opportunities in the unorganized sector arising from the economies of agglomeration.

5.3 The estimates presented above are macro-projections. Each State would need to identify potential employers in cities and towns and at local, district and regional level. Sectors might include ITeS, manufacturing, construction, sales and marketing, education, health and fitness, logistics management, financial sector, office automation/management, hospitality, visual arts, gems and jewelry, health care, repairs and maintenance, tourism and adventurous sports, life styles, etc. (see **Annexure-II**)

5.4 Making a list of the employers and setting up a dialogue with sector/industry associations would be the first step to understand the skill training needs and likely number of jobs.

6. Skill Needs Assessment Surveys

6.1 Under the SJSRY Guidelines, it has been suggested that while conducting slum and household survey, States/UTs also conduct Livelihoods/Skill Needs Assessment Surveys in identified cities and towns, duly focusing on slums, to assess the skill levels of the urban poor, their present occupation, aptitudes etc. Formats for such surveys are enclosed as **Annexure III**. State Nodal Agencies for SJSRY shall coordinate the Skill Surveys and prepare skill needs profiles of the prospective urban poor trainees.

6.2 Focus in skills training will need to be on skills of high-value for which there is market demand. As Para 5.1 shows, the industry differentiates between different skill levels. Trainees may be differentiated in such or similar categories on the basis of entry level qualifications and previous work experience before being assigned courses to attend. Matriculate pass candidates can be provided technical vocational training of a higher standard where literacy is essential to understand the technicalities and master the skill, whereas lesser education attainees can be provided training requiring less technical knowledge. Noting that the new SJSRY guidelines do not exclude any one from STEP-UP with minimum education criteria, courses for the skill development of the illiterate may be given particular attention, so that they are not excluded and left with only unskilled manual work as a choice..

6.3 Starting from survey and counseling to training and post-training handholding, community structures such as Neighbourhood Groups, Neighbourhood Committees, Community Development Societies and Community Organizers must be involved. This will ensure proper selection and that the urban poor trainees are assisted in finding market-based employment or securing credit and subsidy for starting self-employment ventures.

7. Identification of Lead Technical/Skills Training Implementation Institutions/Agencies

7.1. SJSRY Guidelines stipulate that skill training be linked to Accreditation and Certification and preferably be taken on Public-Private-Partnership (PPP) mode with the involvement of reputed institutions like IITs, NITs, Industry Associations, reputed Engineering Colleges, Management Institutes, Foundations and other reputed agencies including NGOs/CBOs.

7.2 States/UTs may empanel activity-specific Lead Skills Training Implementation Agency for each specific group of technical vocational skill (e.g. Modern Appliance Maintenance, IT-enabled Services, Construction, Hospitality etc.). The Lead Agency will need to be involved in developing content, proficiency standards, training of trainers, and mentoring, assessment and certification of trainees.

7.3. The Lead Skills Training Implementing Agency, which will coordinate the entire training process, need not be a Government institution or agency. In fact, in STEP-UP, it is envisaged that skill training will be in PPP mode, with the employer and the trainer both coming from outside government. The reason for this emphasis is that firstly the existing government institutions are geared towards young school and college level entrants and to giving a complete academic and theoretical grounding even in vocational subjects. Thus setting up of a Skill Development Council is the acknowledgement of the expressions of the employing industry's dissatisfaction with the traditional model of imparting learning and a job-oriented skill development programme may require different institutional settings. Secondly, existing institutions/agencies are by and large geared to longer courses built on a certain educational attainment. The STEP-UP needs guidance and steering by agencies who have dealt with skill development for the school dropout, barely literate, unemployed, in short practical courses, which may be in the NGO/CBO/Private Sectors.

7.4. To begin with, it would be prudent to concentrate on the skills for which the demand is the greatest. It may require the identification of more than one institution. At the State level, it would be prudent to have an anchor agency (or agencies) which can provide the umbrella and coordination for the entire process of skills training. These Lead Skills Training Implementation Agency(ies) would need to give particular care to industry involvement in the development of the training courses so that the skills they want in their employees are the objective or outcomes of the course. These outcomes should guide the curriculum development and course content to ensure relevance and emphasis on practical skills rather than on theory. Potential employers should be involved in this exercise, especially in spelling out the curriculum objectives. The Lead Skills Training Implementation Agency(ies) may also strive to obtain the industry involvement for training of trainers. The assistance and support of industry associations should be sought. The Lead Skills Training Implementation Agency(ies) should facilitate the skills training process addressing all the issues listed in paragraph 4.1, including identification of accredited/reputed institutes/skills training providers for training, independent assessment and certification agencies, social partners for handholding/counseling support to the urban poor etc.

7.5. Particular attention may be given to certification. The Certificate at the end of the course will enhance the long term employability and self-reliance of the trainee and also be his passport to higher skills attainment. Since the value of the certificate will depend a good deal on the reputation of the certification agency and a reputed agency will require high standards, the certification system will be one of the tools for maintaining quality.

8. Urban Resource Centres

Under the programme of Comprehensive Capacity Building for Improved Urban Governance and Poverty Alleviation, Urban Resource Centres (covering cities with population of 1 lakh or more) are proposed to be established to serve as one-stop service resources for the urban poor for employment-related information, market assessment data, life skills development training, placement, career counseling, credit linkage, marketing support, etc. These Centres, which may also be run on public-private partnerships model, will also facilitate the development of human resource and institutional capacity to implement programmes for the urban poor who need support of the Government the most. These Urban Resource Centres could be engaged as Lead Skills Training Implementation Agencies for skills training of the urban poor in select areas as already the case with certain States, subject to a certification process and placement-linkage in the case of training for wage employment or credit-linkage in the case of self-employment.

9. Training & Post-Training Financial Support

9.1. Financial support for skills training for the urban poor is linked to the number of trainees. The support under the scheme for the purpose of training would be the actual cost of training, including the project management costs, not exceeding Rs.10,000/- per trainee. This support is meant for the complete skills process i.e. towards mobilization and recruitment of trainees, training of trainers, cost of trainers, preparation of training location, training equipment, consumables, training materials, utilities, boarding/lodging of trainees if required, assessment and certification of trainees, toolkit and/or stipend to trainees if permitted, MIS for reporting, and mentoring and tracking of trainees for the State Implementer.

9.2. We would require that the programme is fully worked out with special emphasis on the quality aspects and the Learning Assessment & Certification. The size of classes and number of courses should then be put together to meet the costs. In case costs exceed capacities to train to required levels of learning, additional assistance as available under various other schemes of the Government of India or State Governments may be accessed and dovetailed. In addition, the Lead Skills Training Implementation Agencies may access funds from the industry, donors and State /UT Governments /ULBs. We would emphasize this approach over one which assesses the number of unemployed first, as that is fraught with danger to the quality of the programme. In fact, if the Skill Training Programme is developed with utilisation of 80-85% of the moneys available under STEP-UP, the remaining can be used as an incentive, linked to satisfactory placement of at least 75% of the trainees in wage employment or being credit-linked. Stipend or toolkit distribution should normally be avoided as the same are likely to create perverse incentives. Instead bank loans for toolkits should be linked up..

9.3 Funds will be released by the States/UTs to the Lead Skills Training Implementation Agencies, either directly or through a nominated agency as determined by the State/UT Government concerned. Ministry of Housing & Urban Poverty Alleviation will also consider innovative initiatives, under the innovative/special projects component under SJSRY (under its 3% share of budget allocation). These initiatives may be in the nature of pioneering efforts, aimed at catalyzing sustainable approaches to urban poverty alleviation through skill development, undertaken on a partnership mode involving Community-Based Organisations, NGOs, semi-government organizations, departments, national or state resource centres or international organizations. Under

these special projects, the Ministry's share of approved cost will be released in 3 installments – 25% on assignment of training, 50% on launch of training process and 25% after receipt of report on placements/bank-linkage.

10. Monitoring

In order to assess the progress and outcomes of the programme, the Ministry/States/UTs will undertake monitoring and evaluation through National/State Resource Centres or any other reputed external agencies, at least once in six months.

11. States/UTs may issue additional guidelines, if necessary, to facilitate skills training of the urban poor. It is suggested that STEP-UP may be implemented in a phased manner covering select cities/towns only, with adequate preparedness.

Alternative Skill Development Training Models

I. Skill Development Initiative Scheme (SDIS) - Modular Employable Skills (MES), (Ministry of Labour & Employment, Government of India)

MES is the 'minimum skills set' which is sufficient for gainful employment. Ministry of Labour & Employment undertook development of a new strategic framework for skill development for early school leavers and existing workers, especially in the unorganised sector in close consultation with industry, micro enterprises in the unorganised sector, State Governments, experts and academia. The main objective of the scheme is to provide employable skills to school leavers, existing workers, ITI graduates, etc. Existing skills of the persons can also be tested and certified under this scheme. Priority will be given to covering those above the age of 14 years who have been or withdrawn as child labour to enable them to learn employable skills in order to get gainful employment. The scheme proposes to optimally utilize the infrastructure available in Government, private institutions and the industry and to build capacity in the area of development of competency standards, course curricula, learning material and assessment standards in the country.

Key features of the SDIS-MES

- Demand driven short term training courses based on Modular Employable Skills (MES) decided in consultation with Industry.
- Central Government to facilitate and promote training while industry, private sector and State Governments will train the persons. Optimum utilisation of existing infrastructure to make training cost-effective (Including use of services of existing or retired faculty or guest faculty)
- Flexible delivery mechanism (part time, weekends, full time, onsite/ offsite) to suit needs of various target groups.
- Different levels of programmes (foundation level as well as skill upgradation) to meet demands of various target groups. Courses would also be available for persons having completed 5th standard.
- Testing & certification of skills acquired informally. Testing of skills of trainees by independent assessing bodies, which would not be involved in training delivery, to ensure that it is done impartially.
- The essence of the scheme is in the certification that will be nationally and internationally recognized.

Public Private Partnership (PPP)

Public Private Partnership (PPP) envisaged in the form of active participation of the Industry / Private Sector in every stage of design and implementation of the scheme. Industry bodies are represented in the Central Apex Committee and State Committees which would have overall responsibility of implementation of the scheme. Partnerships are also undertaken in:

- Forecasting of emerging areas of employment at micro level.
- Development of course curricula of various trades.
- Development of instructional material for training.
- Assisting in the training of trainers, wherever required.
- Making available their training & testing facilities, wherever required.
- Providing on the job training in their establishments.
- Development of assessment standards.

- Monitoring and Quality assurance.
- Assistance in placement of graduates.
- Providing trade experts to work as assessors of competencies.
- Voluntary donation of equipment to the ITIs/other training institutions.
- Providing guest faculty in new trades.

Target Group

MES would benefit different target groups like: Workers seeking certification of their skills acquired informally; workers and ITI graduates seeking skill upgradation; early school drop-outs and unemployed; previously child labour and their families

The following aspects are also covered by the scheme:

Curriculum Development Process

- Identification of Employable Skills set in a sector based on division of work in the labour market in consultation with Industry
- Development of training modules corresponding to skills set identified
- Organising Modules into Course Matrix indicating vertical and horizontal mobility
- Development of detailed curriculum
- Vetting by a trade committee comprising representatives of Industry, training providers & trade experts
- Inviting comments from Employers/ Employees Organisations, State Govts. etc.
- Approval by the National Council for Vocational Training (NCVT)

Vocational Training Providers (VTP) :

The training under SDI scheme will be provided by various VTPs under Central Government, State Governments, Public and Private Sector and Industrial establishments. VTPs will provide counseling & vocational guidance, training facilities as per norms, impart good quality training, post-training support to trainees in getting employment, maintain data base on trainees trained and the outcome of the training. They will track the trainees for three years or till they get gainfully employed. VTP will also be required to have close networking with the industry for immediate placement of the trainees. They will also maintain accounts, ensure proper utilisation of funds and submit reports and utilisation certificates as per prescribed schedule. They will follow various instructions issued by committees/authorities from time to time. All VTPs should have necessary powers to collect the training fee from trainees. They should utilise fee collected and funds received from Directorate General of Employment & Training (DGET) for meeting various expenses for imparting training and providing post training support services. They should also have powers to reimburse training fee to successful trainees out of funds received from DGET. All VTPs must have a broad band internet connection.

Criteria for selection of VTPs

The following categories of Educational and Training Institutes having requisite facilities for conducting training courses would be eligible for becoming VTP for conducting MES courses:

- Institutes (including autonomous institutes) set up by Central Government / State Governments / UT Administrations
- Private Institutes of repute affiliated/ accredited to a Board / University / Council [National Council for Vocational Training (NCVT), All India Council for

Technical Education (AICTE) etc] set up by Central Government / State Governments / UT Administrations

- Any other type of institutions/ bodies approved by Apex committee

Quality assurance of VTP :

Separation of training delivery and assessment functions are aimed at ensuring better quality. Performance of the VTPs would be closely monitored based on the outputs and outcomes of training provided by them. Rating would be awarded to the VTPs.

Accreditation/ registration of VTPs

The procedure for registration of VTPs is given below:

- (i) DGET will give advertisement for inviting VTPs which wants to run MES courses under SDI scheme to get themselves registered with Regional Directorates of Apprenticeship Training (RDATs). State Govts. may also give advertisements.
- (ii) VTPs will apply to the respective State Director dealing with vocational training with a copy to the respective RDAT. VTP will give a certificate that it has necessary training infrastructure to run the programme. If at any stage it is found that VTP has started courses without necessary training infrastructure, its registration will be cancelled.
- (iii) State Committees after verifying the records will send the list of recommended VTPs to RDAT for registration.
- (iv) If no information is received from the State within 4 weeks from the last date for receipt of application, RDAT can issue registration number to VTPs based on data available with DGET.
- (v) The registered VTPs would be eligible to run MES courses. However, DGET can restrict funding to VTPs.

Admission/ Registration of Candidates

State Directors will issue admission notice along with names of approved VTPs in print and electronic media or in any other media which will reach out to the largest number of people. The candidates will get themselves registered in VTPs. Thereafter, the VTPs will send the list of candidates to respective State Directors immediately. The existing State Govt. policy of reservation of seats for women, Scheduled Caste/ Tribe (SC/ST) persons and others would be followed. From time to time, DGET in consultation with various Industry Associations will give wide publicity about the emerging skill areas in the market so that persons select only those skill areas in which employment is available in the market.

Training Fee

Following training fee which includes cost of material, honorarium, etc. has been prescribed:

- I. Rs.500 per module for modules having duration upto 90 hrs.
- II. Rs.1000 per module for modules having duration from 91 to 180 hrs.
- III. Rs.1500 per module for modules having duration from 181 hrs to 270 hrs.
- IV. Rs.2000 per module for modules having duration more than 270 hrs.

Candidates belonging to SC/ST category and women will be given relaxation of 25% in fee. In order to motivate trainees to take the training programme seriously, training fees of all those trainees who successfully complete the training would be refunded to them. The fee structure has been prescribed initially for one year and if required, the Apex Committee may revise the training fee.

II. Jan Sikshan Sansthan (JSS), (Ministry of Human Resource Development, Department of Elementary Education & Literacy, Government of India)

Jan Shikshan Sansthan (JSS) has been conceived as an institute for conducting skill upgradation in the areas of programmes of non-formal, adult and continuing education. The JSS programme evolved from its earlier form as Shramik Vidyapeeth launched in 1967, which aimed at improving the vocational skills and quality of life of industrial workers and their families especially those migrating from a rural to an urban setting. In 2000, the name was changed to JSS and the focus expanded to the rural areas as well. Today there are 221 JSS in the country and they are expected to act as district level resource support agencies with regard to the organization of vocational training and skill development programmes for the neo-literates and other target groups of the continuing education programme.

Functions:

- Identify appropriate target areas and groups via the development of socio-economic profiles
- Identify a list of neo-literates from the Zila Saksharata Samitis to ensure that at least 25% of the clientele of JSS is neo-literate
- Organize training programmes for key resource persons, master trainers and trainees in vocational courses
- Identify and ascertain a variety of educational and vocational needs of different categories of clientele groups
- Plan and organize polyvalent educational programmes and other activities including literacy, post-literacy and continuing education to suit the learning requirements of target groups
- Organize equivalency programmes through Open Learning Systems
- Organize educational and vocational training programmes with special concern for the deprived sections of society, women/girls and unemployed youth to provide new skills and upgrade existing skills leading to employment, self-employment and income generation.

JSS in the States function as registered voluntary organizations under the aegis of voluntary agencies of repute or universities under the Societies Registration Act of 1860. The target of the JSS programme is adult neo-literates, SC/ST, women/girls, oppressed, migrants, slum/pavement dwellers and working children. JSS also uses the services of local qualified and experienced instructors / resource persons / experts / to impart different skills on a part-time / fixed honorarium basis. There are three categories of JSS:

Category	State/Cities
A	Bangalore, Chennai, Delhi, Hyderabad, Kolkata & Mumbai (Worli)
B	Ajmer, Aurangabad, Chandigarh, Coimbatore, Cuttack, Faridabad, Guntur, Indore, Mysore, Nagpur, Narendrapur, Pune, Ranga Reddy, Rourkela, Surat, Tiruchirapalli, Thiruvananthapuram, Vadodara, Vijayawada and Vishakhapatnam
C	The States/districts not mentioned in categories A & B fall under this category

JSS offer a large number of training programmes e.g. intensive care unit nursing assistants, industrial electronics, four wheeler motor vehicle repairing, refrigeration and air conditioner repairing, tool and die making etc. – in all approximately 371 vocational training programmes across states/districts in the categories mentioned above.

III. Tiruchirapilli Regional Engineering College - Science and Technology Entrepreneurs Park (TREC-STEP) – SKILLS Academies

TREC-STEP

Tiruchirapilli Regional Engineering College-Science and Technology Entrepreneurs Park (TREC-STEP), established in 1986, is the first Science Park promoted in India by Department of Science and Technology, Government of India, together with State and Central Financial Institutions and hosted by National Institute of Technology (NIT), Trichy. It is a model incubator, which delivers Innovation, Science and Technology and Entrepreneurship through training, development and consultancy.

TREC-STEP promotes knowledge- based ventures of young entrepreneurs, providing incubation support and new industrial development initiatives for the region. It has central machining, design and innovation facility to support the technology start –up ventures. In addition, TREC-STEP provides skill training and continuing education programmes for the general population with enterprise component embedded in these programmes. To maintain excellence in cutting edge areas, TREC - STEP focuses on:

- Promotion of knowledge based Industries
- Development and Transfer of Technologies
- Training in Technology and Business Skills
- New Developmental Project Initiatives

SKILLS (Skills & Knowledge for Improved Livelihoods & Living Standards) Project:

The SKILLS programmes in Modern Appliances Maintenance (MAM) led by TREC-STEP, are short-term market oriented training programs that benefit a large number of unemployed youth. The programmes provide them with an opportunity to upgrade their skills and income-generating potential by developing competent technical skills in repair and maintenance of a wide range of 28 Modern Household appliances that are available in the market today.

TREC-STEP is implementing the SKILLS Project in a Public-Private-Partnership mode. It promotes new employable skills training centers at Chennai and Bangalore – called TREC-STEP SKILLS Academies, for the leveraging the skills of youth for better employment opportunities. The SKILLS Academies are state-of-the art facilities with a comprehensive training curriculum in emerging technology skills, for the benefit of the unemployed youth

This project takes a lead in adapting and implementing the `franchise model' (hitherto applicable mostly in higher technical areas) to skills required by the target segment of resource poor communities and less educated persons. Under this modality, private entrepreneurs are encouraged to undertake skill-building efforts in urban, semi-urban and rural areas through support from the comprehensive capacity building paradigm and framework developed by TREC-STEP. There is a 50-50 sharing pattern between the public and private partners. Salient features of the TREC-STEP-Skills Academy Model are stated below.

Curriculum Development & Course Fee:

The curriculum focuses on developing the desired competencies, at performance standards that are set by the 'Industry' viz., the Original Equipment Manufacturers (OEM) of white and brown goods. Market leading brands were actively involved in providing vital inputs for curriculum development and validation. The MAM curriculum is constantly updated, to remain current with the ever-evolving white goods industry, with the help of OEMs.

The curriculum is drawn for two highly occupationally driven diploma courses:

1. Diploma in Electronic Servicing and Maintenance Technology (MAM), including Servicing of Audio systems, Televisions, VCD, DVD and other Video appliances, stabilizers, etc
2. Diploma in Refrigeration and Air-conditioning (MAM) that includes servicing major types of refrigerators and air conditioning systems and their accessories.

The duration of the training programme is planned for 200 hours or approximately 3 months @ 3 hours /day, with one week devoted for on-site training at service centers at OEMs. The course fees for both specializations have been fixed currently at Rs.6000. The fees will be collected by the staff of franchisee.

Physical Infrastructure Facilities and Staff for Training:

Under the Franchisee model, the SKILLS Academy facilities are established by the franchisee as per the design specifications provided by TREC-STEP. The space should be 2500 Sq. feet or above, in a prominent commercial location, with high visibility and accessibility and adequate façade space for display of signage and other promotional material. The academy shall be operated as per the quality standards mutually agreed upon, which will be strengthened further by the weekly interventions by the project management team from TREC-STEP.

The franchisee is expected to make capital investment towards advances for the building, establishing lab facilities by procuring appliances, training systems, equipments and tools, furnishing the labs and classrooms, wiring and other miscellaneous investments as per TREC-STEP's specifications.

The staff for training purposes is provided by the franchisee as per the specifications provided by TREC-STEP. The staff team currently includes a senior trainer, junior trainer, a lab assistant and a counselor. TREC-STEP is involved in the selection process and in provision of intensive training to the selected trainers. Staffing related expenses, rent and power and communication charges make up the major recurring expenditure for the franchisee. TREC-STEP meets all the expenses for advertisements. All expenses related to providing trainers training at TREC-STEP and at the OEM training centers are to be met by TREC-STEP.

Performance Assessment and Certification:

Continuous assessment is used as a tool for assessing the competence attained, throughout the training duration by the franchisee. Properly designed evaluation tools are administered and the candidate is required to be successful in all critical and essential

criteria. A certificate of competence is issued to all trainees who are successful by TREC-STEP within two weeks of completion of the programme.

Quality Systems, Reporting & Monitoring:

The franchisee implements the quality systems that have been drawn up and mutually agreed upon by TREC-STEP and the franchisee at the time of entering into the franchising agreement. These are audited on a weekly basis by the Advisor-Franchisee operations appointed by TREC-STEP. Financial and other reports are submitted by the franchisee as specified by TREC-STEP and regular monitoring is carried out by a field officer appointed by TREC-STEP. Based on this monitoring, installments to the franchisee are released by TREC-STEP.

Note: It is envisaged that each SKILLS academy targets training an average of 750 candidates, annually, by operating adequate batches in a day. The batch strength is likely to be affected by seasonal variations / formal education academic schedules. The franchisee is therefore expected to accommodate 40 students per batch during peak seasons.

Skills Training on PPP Mode - Grouping of Trades by Sector/Profiles

Sector	Potential Profiles	
ITeS	<ul style="list-style-type: none"> • Data entry operators • Scanning and indexing executive • Computer hardware assistant • Web designers • Database administrator/managers • DTP assistants • Internet cafe managers • IT-based accounting managers/assistants • Visual art technicians • Animators 	<ul style="list-style-type: none"> • Website maintenance & upgrade executive/assistant • Vernacular Call Center operators • Non-voice based outsourcing (e.g payroll/ claims/billing etc) assistants • Type Setters • Medical transcriptionists • BPO assistant
Manufacturing	<ul style="list-style-type: none"> • Machine Operators • Material handling equipment handlers • Industrial sewing machine operators • Concrete / Iron grill makers • Mechanic-auto/heavy vehicles • Mechanic – earthmoving equipment 	<ul style="list-style-type: none"> • Glass cutters / handlers • Weaving machine operators • Pattern Makers • Embroidery machine operators • Footwear / leather industry operators • Machine fabricators / welders etc.
Construction	<ul style="list-style-type: none"> • Site engineers /supervisors • Work inspectors • Multi-skilled workers (Masons/plumbers/electricians/carpenters/bar-benders/ Shuttering carpenters/ Electrical wiremen, painters/ Riggers/Welders/Electrical foremen / Vibrator operator etc) • OMC technicians • Batching plant operator • Tower crane operator • Road Roller Operator • Tile Layers 	<ul style="list-style-type: none"> • Building restoration workers • Auto CAD workers • Structural testing supervisors • Store-keepers • Land surveyors • Quantity estimators • Soil Lab technicians • Draughtsman - civil • Excavator Operator • Gardeners • Security guards

Repair & Maintenance	<ul style="list-style-type: none"> • White goods repair and maintenance technicians • Cell phones repair and maintenance technicians • Automotive repair and maintenance technicians • Refrigerators and air conditions repair and maintenance technicians • Multi skilled repair and maintenance technicians 	<ul style="list-style-type: none"> • Airport/ port machine/ craft maintenance technicians • TV mechanics • Auto mechanics • Facilities maintenance
Sales & Marketing	<ul style="list-style-type: none"> • Over-the-counter sales executive • Direct marketing executive • Mall floor sales persons • Billing clerks • Tele marketers • Field promotion agents • Online Sales executive • Customer Response executives • Credit collectors • Facilities Management • Market Researcher 	<ul style="list-style-type: none"> • Data Enumerator • Inventory Clerks • Financial products sales person • Insurance Agents • Multi-Skilled marketing executives • Window Display Designer • Technomarketer • Customer Care executives
Logistics	<ul style="list-style-type: none"> • Material handling equipment handlers • Drivers • Route agents • Online booking agents and schedulers • Documentation checkers and experts 	<ul style="list-style-type: none"> • EXIM Documentation • Custom House executives • Warehouse supervisors • Ground staff • Ticketing Staff
Education, Health & Fitness	<ul style="list-style-type: none"> • Pre-Primary teachers • Crèche managers • Physical Education Teachers • Teachers for differently-abled children • Dietician 	<ul style="list-style-type: none"> • Instructors for Yoga, Aerobics etc • Instructors in Gym/ Fitness Centers • Lab assistants
Lifestyle	<ul style="list-style-type: none"> • Beauty technicians • Personal groomers • Make up experts • Hair designers • Photograph restorers 	<ul style="list-style-type: none"> • Furniture restorers • Interior designer assistants • Body artists (Nails tattoos, etc)

Health Care	<ul style="list-style-type: none"> • Home care nursing assistants • Bed side patient Assistants • Hospital health workers • Hospital administrative assistants • Geriatric nursing assistants • First aid workers • Blood Pressure/Sugar Monitors • Nursing home assistants 	<ul style="list-style-type: none"> • Pharmacy assistants • Child care nursing assistants • Neonatology genetic disease screening and management assistants • X-ray technicians • Ultrasound technicians
Financial Sector/ Office Maintenance	<ul style="list-style-type: none"> • Book keepers • Investment advisors • Computer -aided accountants • Front office executives • Office staff 	<ul style="list-style-type: none"> • Record keepers • Library assistants • EPABX operators • Insurance Agents • Debt Recovery Agents
Media / Visual Arts	<ul style="list-style-type: none"> • Assistant camera men • Freelance videographer / photographer • Animation assistant 	<ul style="list-style-type: none"> • Film processing technician
Gems & Jewellery	<ul style="list-style-type: none"> • Gems sorters • Gems graders • Gems setters • Gem polishers 	<ul style="list-style-type: none"> • Gems cutters • Pattern makers • Workers for other semi-precious stones and metals
Hospitality	<ul style="list-style-type: none"> • Waiters • Stewards • Captains • Restaurant managers • Billing clerks • Housekeeping staff • Food & beverage service providers - hotels, guesthouse, hospitals, offices 	<ul style="list-style-type: none"> • Coffee specialists • Desert specialists • Mock tail specialists • Café managers • Sandwich specialists • Cooks/Assistant cooks • Kitchen assistants
Tourism and adventure sports	<ul style="list-style-type: none"> • Heritage tourism guides • Eco tourism guides • Medical tourism guides • Tour operators • Small scale enterprises for training and conferences • Event managers/management assistants 	<ul style="list-style-type: none"> • Sports coaches • Sports injury therapists • Adventure sports guides • Trekking guides and experts

Detailed Livelihoods Survey - Format

I. Details of Earning Members of the Household

1. Earning Members:

1a: General Details

Sl. No.	Name	Relation to Head of Family	Age	Sex (code)	Caste (code)	Religion (code)
1	2	3	4	5	6	7

Sex (Code): Male: 01, Female: 02

Caste (Code): General-01, SC-02, ST-03, OBC-04

Religion (Code): Hindu-01, Muslim-02, Christian-03, Sikh-04, Jainism-05, Buddhism- 06, Zoroastrianism-07, Others-49

1b: Education & Training

Educational Qualification (Code)	Skill Training Acquired (Code)	Type of institution from whom skill training received (Code)
8	9	10

Educational qualification (Code): No education – 01, Primary school – 02, Middle school – 03, Matriculate – 04, Certificate – 05, Diploma – 06, Graduate – 07, Post-graduate – 08, Technical (e.g. Engineering) – 07, Any Other - 49

Skill training acquired (Code): No skills training – 01, Pre-employment Training – 02, In-Service Training – 03, Skill Upgradation – 04, Apprenticeship – 05, Soft Skills/Life Skill Programme - 06, Entrepreneurship - 07, Any Other – 49

Type of institution from which skills training acquired (Code): ITI – 01, Polytechnic – 02, Vocational schools – 03, Technical Schools/Institutes – 04, Any Other – 49

1c: Employment & Earnings

Employment status (Code)	Place of work (Code)	Time of work (Code)	Monthly earning (Code)
11	12	13	14

Employment status (Code): Self-employed (01), Salaried (02), Regular wage ((03), Casual labour (04), Others (05)

Place of work (Code): Within the slum area – 01, Outside the slum area: within distance Less than 0.5 kms - 02, 0.5 to 1.0 km.- 03, 1.0 km to 2.0 km. - 04, 2.0 km to 5.0 km. -05, more than 5.0 km-06

Time of work (Code): Whole day- 01, Half day-02 Part time-03, 3 Months in a year- 04, 6 Months in a year-05, Whole year-06

Monthly earning (Code): Less than Rs. 500 – 01, 500 to 1000 – 02, 1000 to 1500 – 03, 1500 to 2000 – 04, 2000 to 3000 – 05, More than 3000 - 06

2. Source of earning/ livelihood (code):

Male earners: Primary occupation	<input type="text"/>
Secondary occupation	<input type="text"/>
Female earners: Primary occupation	<input type="text"/>
Secondary occupation	<input type="text"/>

Unskilled Labour: Agriculture/horticulture - 01, Hawking/street vending - 02, Domestic servant - 03, Sanitation worker- 04, Raggicker - 05, Watchman - 06, Construction worker - 07, Industrial worker - 08, Contract worker - 09, Casual Labourer - 10.

Skilled Labour: Electrician -11, Electronics gadget repairing – 12, Plumbing – 13, Tailoring - 14, Weaving – 15, Artisan / craftsman/ handicraft and cottage based production work -16, Beautician, hairdressing & related work – 17, Driving – 18, Auto repair/motor mechanic work –19, Mechanical engineering related works – 20, Chemical engineering related works – 21, Shoe-making/leather-related work - 22, Photography and related work – 23, Work related to childcare, nutrition, pre-schools and crèche-24, Health and paramedical services related work - 25, Office related work – 26, Printing related work - 27, Hotel and restaurant related work - 28, Tourism related activity - 29, Security-related work – 30, Computer-related work – 31, Creative arts / artists – 32, Laundry related work - 33, Toy-making - 34, Candle-making - 35, Artificial jewellery -36, Embroidery/kitting - 37, Cooking-38, Bakery - 39, Mason - 40, Carpenter-41, Painter-42 Food processing/preservation-43

Other Profession: Petty trader-44, Rickshaw puller – 45, Cycle-rickshaw driver-46, Pushcart driver-47, Auto Rickshaw driver - 48, Retail sale – 49, Pig/Poultry/ Cow/ Buffalo rearing -50, Others - 99

3. Main Reason for Unemployment of Unemployed Member of the Household (Code):

Illiterate - 01, Lack of vocation skill - 02, Lack of job opportunity - 03, Disability - 04, Low wage-05, Lack of capital to invest-06, Loss of earlier job-07, Closure of unit-08, Lack of work in the enterprise (for self-employed person) - 09, Lack of work in the area (for casual labour)-10, Lay-off without pay-11, Employer harsh-12, Health hazard-13, Other - 49

4. Preferred Area for Training/Skill Enhancement (Code)

Male earners: For Primary occupation

For Secondary occupation

Female earners: For Primary occupation

For Secondary occupation

Mechanical engineering trades-01, electrical and electronic engineering trades-02, computer trades-03, civil engineering and building construction related works-04, chemical engineering trades-05, leather related work-06, textile related works-07, catering, nutrition, hotel and restaurant related work-08, artisan/craftsman/handicraft and cottage based production work-09, creative arts/artists-10, agriculture and crop production related skills and food preservation related work-11, non-crop based agriculture and other related activities-12, health and paramedical services related work-13, office and business related work-14, driving and motor mechanic work-15, beautician, hairdressing & related work-16, work related to tour operators/travel managers-17, photography and related work-18, work related to childcare, nutrition, pre-school and crèche-19, journalism, mass communication and media related work-20, printing technology related work-21, Tailoring /weaving – 22, other-49

5. Suggestions regarding imparting of Training/Skill Enhancement programmes

6. Suggestions regarding post-Training/Skill Enhancement programmes – Self Employment, Market-based Employment etc.
