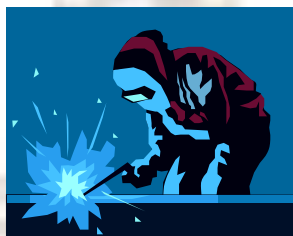


# **Training Module On Skill and Livelihood Development for the Urban Poor**



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(Est. by Ministry of Urban Development, Govt. of India)

## ***Foreword***

Rapid urbanization is taking place in our country. There are growing pockets of intense poverty in form of many informal and squatter settlements, where economic and employment opportunities are few. In combination with urbanization, high population growth rates are contributing to a growing number of unemployed youth, particularly in such settlements.

Urban local bodies are basically responsible for provision and maintenance of basic infrastructure and services in cities. It is a hard fact that municipal bodies of the country are facing a peculiar situation where the demand of the urban poor for better livelihood has been rising, but our urban local bodies are unable to match these demands. It is also being realized that to match these demands Skill development of the poor would play a vital role.

Realizing the importance of skill development, the Ministry of Housing & Urban Poverty Alleviation, Govt. of India has incorporated a separate component on it in the revamped SJSRY guidelines and has not only increased the allocations but have also laid importance on public private partnerships for the above purpose.

The Centre has developed this training module on Skill and Livelihood Development for the Urban Poor. We are confident it will be of immense help to the City Managers & Policy Makers to achieve the objectives.

**RCUES,  
Lucknow**

**Nishith Rai**  
Director

## **Preface**

Urban poverty in the country as per 2004-05 study is at 25.7% of the total urban population. This is the section of the society which is worst effected and they are forced to live in hunger and starvation. The challenge is to work to increase the opportunities for, and decrease the vulnerability of, poor people.

A National Policy on Skill Development has also been formulated by the Ministry of Labour & Employment and which has been approved by the Cabinet in its meeting held on 23rd February, 2009. The objective is to create a workforce empowered with improved skills, knowledge and internationally recognized qualifications to gain access to decent employment and ensure India's competitiveness in the dynamic Global Labour market.

As a first step, the features of poverty need to be understood, paying attention to the multiple dimensions of poverty and avoiding simplistic broad-brush definitions. Often, to obtain an adequate definition of poverty in the particular circumstances where the institutional analysis is being carried out, a wide range of stakeholders at different levels need to be engaged. Such broad-based involvement is needed to develop a complex understanding of what poverty means for different groups of people in different settings.

The Regional Centre for Urban & Environmental Studies, Lucknow took up the task of preparing a Training Manual on "Skill and Livelihood Development for the Urban Poor" for the officials of Urban Local Bodies to acquaint them with the concept and the process. I am sure that this training module will come up their expectations.

3<sup>rd</sup> March 2010

**Rajeev Narayan**  
*Dy. Director*

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# **Training Module On Skill and Livelihood Development for the Urban Poor**

**\*By Dr. Rajeev Narayan**

*"When poverty exists there is no Freedom ..... Overcoming poverty is not a gesture of charity. It is an act of justice. It is the protection of Fundamental human rights. Everyone everywhere has a right to live with dignity, Free From Fear and oppression, Free From hunger and thirst, and Free to express themselves and associate at will."*

**Nelson Mandela, 4 November 2006.**

India is experiencing Rapid Urbanization along with population explosion. According to the 2001 census the total population was 1.02 billion with urban population of 258.3 million. The country has witnessed a steady growth in urban population which was 17.29% in 1951 and 25.71% in 1991, where as it has become 27.8% in 2001. If we compare this India's Urban Population with other developed and developing country we find that our level of urbanization is much less compared to others. The country has a total number of 5161 towns but the concentration of population is in larger towns. In fact 37% of the total urban population resides in 35 million plus cities and 67% of total urban population is concentrated in only 423 class-1 towns. This scenario is resulting into pressure on urban infrastructure and services, resulting in poor/inadequate infrastructure and services.

Globally estimates of the numbers of people living below the internationally accepted income poverty line of \$US1 a day vary, but are generally agreed to be over 1 billion, or approximately a sixth of the world's population. Those living with hunger and malnutrition are thought to exceed 800 million, the majority of whom are women, children and the elderly. More than a quarter of children under age five in developing countries are malnourished. (Source: The Millennium Development Goals Report 2005, UN.)

Urban poverty in the country as per 2004-05 study is at 25.7% of the total urban population. This is the section of the society which is worst effected due to poor urban infrastructure and services. They are forced to live in hunger and starvation.

## **What is Urban Poverty?**

Poverty could be lack of regular/sufficient income and employment, it could be lack of assets for example land and house, it could be lack of access to services like education, health, information, credit, water supply, sanitation and social safety nets etc or a combination of all.

**\* Dy. Director, Regional Centre for Urban & Environmental Studies, Lucknow**

Basically urban poverty is related to income poverty, health poverty, education poverty, housing and services poverty, lack of tenure and voicelessness.

### **Problems of Urban Poor**

Urban Poor faces many types of problems they can be classified as direct problems, environmental problems and psycho-social problems.

- **Direct Problems**

The direct problems which are usually faced by the urban poor are related to unemployment, low-income and limited education. The effect of these problems on urban poor result into inadequate diet, resulting into malnutrition, increase in criminal activities, poor women indulging into prostitution, large family size etc.

- **Environmental Problems**

Environment related problems face by the urban poor are inadequate water and sanitation facilities, overcrowding, poor housing conditions, traffic congestion, poor infrastructural facilities and presence of hazards industries in the area. These problems result into poor health status of the urban poor, increase in infectious diseases, epidemics, pollution, increase in incidents of accidents, consumption of junk food.

- **Psycho-Social problems**

The problems classified under this are stress, feeling of instability and insecurity amongst the urban poor resulting in depression, alcoholism, drug addiction and tendency to abandon children.

The Government at all the levels i.e. National, State and Local are striving hard to achieving Good Governance. In the words of Mr. Kofi Annan, Ex. Secretary General, United Nations "Good Governance is perhaps the single most important factor in Eradicating Poverty and Promoting Development....."

Economic growth helps strengthen the right of people to live their lives free of absolute poverty and hunger and their right to adequate education, health and other essential services. In today's increasingly globalized world, sustainable economic growth is a necessary, though not sufficient, condition for the achievement of the poverty reduction objectives embodied in the Millennium Development Goals (MDGs). Reducing poverty and hunger is the first of the eight

MDGs agreed by the United Nations (UN) in 2000 and re-affirmed at the UN Special Event in September 2005.

Economic growth creates employment and income-generating opportunities, which enable people to invest in their families' education, health and other assets. This can help reduce vulnerability, empower people and be a source of pride. The growth and the employment it creates are fundamental to providing long-term social stability and avoiding conflict. Growth can help generate income and tax revenues for spending on health and education and the other services needed to secure people's rights. Economic growth is directly correlated with improved indicators for life expectancy, maternal and infant mortality, and educational attainment. Further even the present President of USA Mr. Barack Obama has said that "A Nation that favors the rich cannot prosper. The success of our economy is the reach of prosperity". This is also true in our case and can be substantiated by the table given below, that, as the urban poverty is decreasing in our country, contribution of urban sector to the nation economy (GDP) is increasing.

**Table-1**

<b>Contribution of Urban Sector to the National Economy (GDP)</b>	1950-51	29%
	1980-81	47%
	Presently	62%-63%
	2021 projected	75%.
<b>% of Urban Poverty</b>	1965-66	46.4
	1968-69	45.5
	1977-78	45.2
	1987-88	38.2
	1999-2000	23.6
	2004-2005	25.7(Uniform Recall System)

### **Government Intervention to tackle Urban Poverty**

Since independence the governments at the Centre and the States have dwelled to tackle the problem of urban poverty in different ways through launching of various schemes for the purpose. Some of the major initiatives are:

- **Slum Clearance & Improvement:** Slum Areas (Clearance & Improvement) scheme was launched in the year 1956. It aimed at Minimum Dislocation and provision of Minimum Standards of Environmental Hygiene and Essential Services.
- **EIUS:** The scheme of Environmental Improvement of Urban Slums (EIUS) was formulated as a response to the growing problem of slums during the Fifth Five Year Plan in the year 1972.
- **ICDS:** Integrated Child Development Services (ICDS) was launched in 1975 targeting health of poor women and children.
- **IDSMT:** Integrated Development of Small and Medium Towns Scheme (IDSMT) was launched in the sixth plan period which aimed at equipping the selected Towns with Basic Infrastructural Facilities.
- **LCS:** The Centrally Sponsored Scheme of Low Cost Sanitation for Liberation of Scavengers (LCS) was launched in 1980-81 initially through the Ministry of Home Affairs and later on through the Ministry of Welfare.
- **NRY:** NEHRU ROZGAR YOJANA (NRY) was launched by the Ministry in October, 1989 in response to the challenge posed by urban poverty especially income generation for the poor.
- **UBSP:** URBAN BASIC SERVICES FOR THE POOR (UBSP) was launched in the country 1991, the scheme was based on the experiences of implementing the UBS Programme and the recommendations of the National Commission on Urbanization. The scheme was implemented in integration with other urban poverty alleviation programmes, namely, Environmental Improvement of Urban Slums (EIUS), Nehru Rozgar Yojana (NRY) and Low Cost Sanitation (LCS).
- **SJSRY:** SWARNA JAYANTI SHAHARI ROZGAR YOJANA (SJSRY) was launched on 1st December



1997 the scheme replaced all other earlier schemes like NRY, UBSP, PMIUPEP etc.

- **NSDP:** NATIONAL SLUM DEVELOPMENT PROGRAMME (NSDP) was launched in 1996 as a centrally sponsored scheme subsequently the scheme was as a Special Central Assistance to the States. The NSDP relied on the creation of community structures as the basis for slum development.
- **VAMBAY:** The objective of Valmiki Ambedkar Awas Yojana (VAMBAY) was primarily to provide shelter or upgrade the existing shelter for people living Below Poverty Line in Urban Slums, with a view to achieve the goal of "Shelter for All". Equally important was the objective to provide not just shelter for the urban poor but also a healthy and enabling urban environment, to help them to come out of their poverty level. To this end, there was a felt need to dovetail VAMBAY with NSDP and SJSRY to ensure that shelter delivery, environment improvement and income up-gradation for the urban poor are synergized.
- **JnNURM:** JnNURM was launched in 2005. It has two sub- missions:
  - ❖ Sub-mission- I – Urban Infrastructure & Governance of the Ministry of Urban Development, Govt. of India.
  - ❖ Sub-mission- II – Basic Services to the Urban Poor of the Ministry of Housing & Poverty Alleviation, Govt. of India.

The above two sub- missions are for the Mission towns whereas for other towns following Omnibus Schemes are provided:

- ❖ Urban Infrastructure Development Scheme for Small & Medium Town (UIDSSMT), of the Ministry of Urban Development, Govt. of India.
- ❖ Integrated Housing & Slum Development Programme (IHSDP) of the Ministry of Housing & Poverty Alleviation, Govt. of India.

JnNURM basically aims for direct investment in urban infrastructure with a framework for easy and

unfettered investment with effect systems improvement such as:

- ❖ Accounting
- ❖ Disclosure
- ❖ Community participation
- ❖ Integrated whole town approach

Further it seeks for a reach out to the urban poor- Seven Point charter (Health, Education, Shelter, Tenure, Water, Sanitation & Social Security).

### **Skill Development for Livelihood**

The urban poor works in the informal sector as manual labor or in the poorest paid jobs. These poor do not possess any worthwhile skills that can get them gainful regular employment. While 60th round of NSS reveals that only 6% of urban poor (15-29 years) have gone through any kind of vocational training. Hence the key challenge in skill development is to impart skill trainings that are relevant to the market and enabling the individual to take advantage of available opportunities.

Although the Government first time took a serious note of the need for skill development for better livelihood opportunities for the urban poor by launching the **Centrally Sponsored Scheme of Low Cost Sanitation for Liberation of Scavengers (LCS) was launched in 1980-81 initially through the Ministry of Home Affairs and later on through the Ministry of Welfare.** The main aim of this scheme was to liberate the scavengers from the in-human profession of lifting human excreta manually and to provide them with opportunity to adopt a better and cleaner profession. For the purpose under the scheme provision was made to provide skill training to the scavengers for getting an opportunity to adopt a better and cleaner profession.

In October 1989 the **Government of India launched an scheme for livelihood generation for the urban poor known as Nehru Rojgar Yojana(NRY) the scheme also provided an opportunity for skill development of the urban poor.**

**Finally SWARNA JAYANTI SHAHARI ROZGAR YOJANA (SJSRY)** was launched on 1st December 1997 the scheme replaced all other earlier schemes like NRY, UBSP, PMIUPEP etc. **The main aim of the scheme was to provide livelihood opportunities to the urban poor in order to alleviate the poverty, a provision was also made for skill up-gradation through training.** One of the shortcomings noticed during the implementation was that there was

lack of quality trainers and training institutions. **Hence Revised Guidelines were issued from April 1st 2009 with a component on Skill and livelihood Development included as Skill Training for Employment Promotion amongst Urban Poor (STEP-UP) to give emphasis on the importance of skill training for poverty alleviation.** (Details given as Appendix 1).

**A National Policy on Skill Development has also been formulated by the Ministry of Labour & Employment and which has been approved by the Cabinet in its meeting held on 23<sup>rd</sup> February, 2009.** The objective is to create a workforce empowered with improved skills, knowledge and internationally recognized qualifications to gain access to decent employment and ensure India's competitiveness in the dynamic Global Labour market. It aims at increase in productivity of workforce both in the organized and the unorganized sectors, seeking increased participation of youth, women, disabled and other disadvantaged sections and to synergize efforts of various sectors and reform the present system. The salient features of the Policy are:

- Demand driven system guided by labour market signals thereby reducing skills mismatch.
- Expansion of outreach using established as well as innovative approaches.
- National Vocational Qualifications Framework which will include opportunities for horizontal and vertical mobility between general and technical education, recognition and certification of competencies irrespective of mode of learning.
- System to deliver 'competencies' in line with nationally and internationally recognized standards.
- Focus on new emerging occupations.
- Focus on pre-employment training and Life long learning.
- Equity consideration – adequate participation of women, disabled persons and disadvantaged groups including economically backward & minorities – enhancing their access to training; improving employability and increasing employment opportunities.
- Stress on research, planning and monitoring.
- Involvement of social partners – responsibility for management and financing of the system would be shared with all stakeholders and provide greater space for Public Private Partnership.
- Promoting excellence.
- Use of modern training technologies including distance learning, e-learning, web based learning, etc.

- Skill up-gradation of trainers, their quality assurance, and improvement of status.  
(Details given as Appendix 2).

### **Need for Poverty Analysis for Skill Development**

At the beginning, the different aspects of poverty need to be understood, paying attention to the multiple dimensions of poverty and not by just going by the definition. The various aspects of urban poverty which should be kept in mind are or would affect the decision to decide the types of skill training are:

1. Education level.
2. Health Status.
3. Family's prior source of livelihood and their personal background.
4. Age, sex & ability.
5. Location.

Such broad-based analysis is needed to develop a complex understanding of what poverty means for different groups of people in different settings and what their skill/training needs are. A systematic process for consulting with people at different levels can be used to develop this poverty analysis. People with different characteristics will have access to different type of skill development for livelihood which they can use to create a viable livelihood for themselves and their families.

#### **➔ Poverty and Categories of Urban Poor**

If assistance is to target those who have particular needs and different degrees of capability, a variety of indicators are required to draw such distinctions and to better understand the forms and causes of poverty and vulnerability. Once analysis has been done on the above mentioned aspects, we can then further divide the BPL population as upper BPL, middle level BPL and poorest of the poor as has been depicted in the figure 1 below.

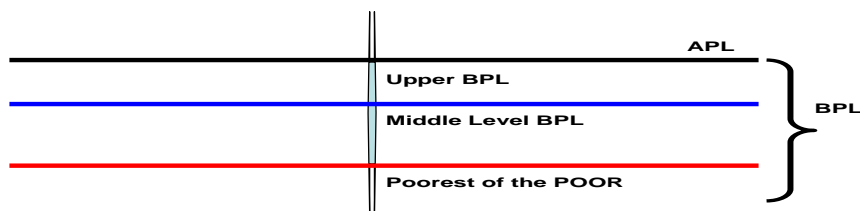


FIG-1

We will find that those who are part of the upper BPL category are those who are usually having education upto class X or above. This category would be suitable for skill training which requires little bit of education such as training in computers, printing, motor driving, electricians etc. While the poor in the middle level BPL category are usually those who have an education level of class VIII or so, we would also find that the health status in the family is not very good. This category can be targeted for skill training in areas such as motor driving, plumber, construction etc. While those who are in the poorest of the poor category are usually those who are illiterate or have very little education, they usually have large families and there health status of the family is also very poor. Such people are usually daily laborers they are fit group to be given skill training in masonry, carpentry, pottery etc.

The CII study of select states indicates a huge requirement of skilled manpower till 2015. The study brought out that the growth will be driven by some specific sectors like Textiles, Auto/ Auto components, Light Engineering, Food Processing, Real Estate and Construction, Retail, Location based entertainment, IT/ITES, Leather, Tourism, Healthcare, Pharma, Biotech, Paper, Minerals, Handicrafts, Hospitality, Agro- processing, Repair & Servicing.

**The requirements projected in some select sectors by 2015 are:**

<b>S.No</b>	<b>Sector</b>	<b>Demand (in Mn)</b>	<b>Skill Level Break-up</b>
1	Auto	2-2.5	Specialized skills - 5 % Skill category level II- 25 % Skill category level I- 30 % Minimal education skillable – 40 %
2	Construction	15	Specialized skills – 2% Skill category level II – 11% Skill category level I – 12% Minimal education skillable – 75%
3	Retail	4-5	Specialized skills – 6-8% Skill category level II – 32-43% Skill category level I – 45-50% Minimal education skillable – 10-15%

4	Healthcare	4-4.5	Specialized skills – 10% Skill category level II – 40% Skill category level I – 16% Minimal education skilable – 34%
5	Banking & Financial	4.5-5	Specialized skills – 5% Skill category level II – 15% Skill category level I – 65% Minimal education skilable – 15%
6	Creative Industry	0.5 to 0.8	Specialized skills – 5% Skill category level II – 20 % Skill category level I – 65% Minimal education skilable – 10%
7.	Logistics	Drivers: 51 Mn Warehouse Managers : 8000Mn	

Keeping in mind the above emerging requirement for trained manpower the need is to identify the urban poor with required aptitude and arrange trainings for skill up-gradation and also identify potential employers in cities and towns.

### **Suggestive Steps for Skill Up-gradation for Livelihood Development**

For effective skill up-gradation for livelihood development a strategy needs to be developed which should focus on the needs and aspirations of the urban poor. Before developing such a strategy the following issues needs to be addressed:

1. **Selection of Trades:** For identifying the trades which are having need for skilled manpower should be identified through proper market surveys.
2. **Selection of Beneficiary:** Proper selection of beneficiaries based on their aptitude needs to be done in order to select the correct trade, which can give maximum benefit to the poor. For the purpose proper survey should be done.
3. **Selection of Training Institute:** Based on the requirement selection of training institutes should be done in a transparent manner so that only those institutes are selected who have proved their credibility in the past. Further trainings should be at those institutes whose certificates carry weight in the market, so

that issue of placement after completion of training is taken care.

4. **Financing Trainings:** Proper cost benefit analysis needs to be done while finalizing the cost of the trainings. The amount as specified in the SJSRY guidelines is the maximum amount for getting maximum Govt. of India support, where as if the State Govt. or the Local Body wishes to increase the amount, it may do so through its own resources or by converging other schemes.

Decisions regarding payment of stipend to the trainee, beneficiary contribution etc. needs to be taken with utmost care. Although it is suggested that there could be a provision for beneficiary contribution, in order to develop a feeling of ownership amongst the beneficiaries, although care should be taken that the amount should not be out of the reach of the poor.

5. **Contract Management:** While finalizing the contract for skill up-gradation with the training institutes the following points may be kept in mind-
  - There should be a clause on penalty if the training organization fails to provide the accepted number/percentage of placements. Care should also be taken about the place of placement along with the wages offered (It should not be less than minimum wages applicable at the place of posting). For this purpose there should be a provision for security deposit by the institute, which should only be released after the commitment is fulfilled.
  - While framing a contract clause should also be inserted for paying interest at the prevailing rates to the training institutes if the payments are delayed. This would attract good organizations.
6. **Monitoring the training:** At the local level a proper mechanism for monitoring each training should be developed so that the aims and objectives of the scheme are achieved, and also timely corrective measures are taken.
7. **Follow-up after training:** The most important issue after training is completed is that of keeping a track and monitoring the employability & placement of beneficiaries/trainees. For this purpose a proper follow-up mechanism needs to be developed at the local level.

Once the above issues are addressed the following steps are suggested to be followed:

**Step 1:** Identification of trade requiring skilled manpower.

**Step 2:** Identification of beneficiaries.

**Step 3:** Identification of training Institutes.

**Step 4:** Contract with training institutes.

**Step 5:** Start of training.

**Step 6:** Ensure proper flow of funds.

**Step 7:** Completion of training- Certification.

**Step 8:** Placement after training.

**Step 9:** Follow-up with beneficiaries and training institutes.

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#### References:

1. Summary CII Skills Gaps Studies, New Delhi.
2. Understanding poor people and their livelihoods, IFAD.
3. Economic Growth and Development, New Zealand's International Aid & Development Agency, Oct. 2008.
4. SJSRY Guidelines, Ministry of Housing & Urban Poverty Alleviation, Govt. of India.



## **Appendix-1**

# **Skill Training for Employment Promotion amongst Urban Poor (STEP-UP)**

### **1. Introduction**

1.1 Livelihoods development and improving basic services for the poor is necessary in order to alleviate urban poverty. SJSRY is the only scheme which focuses on livelihoods development for the urban poor. Capacity building of urban poor through skill training is important for livelihoods development. In view of the importance of skill training, the revamped SJSRY has introduced an exclusive component on skill training (STEP-UP) for enhancing capability of urban poor to make them capable to establish their own enterprise or become capable to get salaried employment.

### **2. Objectives**

2.1 STEP-UP aims at poverty alleviation in urban areas by facilitating skill development and to promote economic growth and contribution of urban economy to GDP by ensuring supply of appropriate skilled manpower at the lower end, thus enabling inclusive growth.

2.2 The specific objectives of this component are:

- To provide necessary skill training to urban poor for making them to establish their enterprises.
- To enhance capability of urban poor through training for enabling them to get gainful employment.
- To develop and promote economic activities related with traditional occupations and livelihoods at the lower level.

### **3. Reservation of Beneficiaries**

- At least 30 percent reservation will be given to women in training under STEP-UP.
- Reservation to Scheduled Castes/ Scheduled Tribes beneficiaries will be given according to their proportion in BPL population of the town.
- 3% reservation to differently abled persons.
- 15% reservation to the minority communities.

### **4. Areas of Training**

- Since a large section of the target group has been engaged in traditional work for sustenance, training should be provided in a variety of service, business and manufacturing activities as well as in local skills and local crafts.

- Training should be imparted in vital components of service sector like construction, trade and allied services such as carpentry, plumbing, electrical and manufacturing low cost building materials using local materials.

#### **5. Training is not Required**

- There will be no need of training to the beneficiary if he/she produces a certificate of training received in the trade.
- There will be no need of training for the persons who are engaged in family trades and have basic skill of trade such as pottery, cobbling, carpentry, blacksmithy etc.
- Training will not be required if the beneficiary has received apprenticeship or has learnt trade as an employee of any registered private and government company.

#### **6. No. of Trainees**

- There should not be more than 40 trainees in a batch.

#### **7. Duration of Training**

- The duration of skill training will be upto 6 months including apprentice-ship.

#### **8. Financing the Training**

- The maximum cost on training is allowed upto Rs. 10,000/- per trainee. The training expenditure will depend on the nature of trade in which training is to be imparted. The maximum amount should not be approved for all trades.
- The training cost includes cost on raw materials, trainers' fees, toolkit, expenses by the training institutes and stipend to the trainees.

#### **9. Special Facilities to Entrepreneur**

- In order to start its own business by the beneficiary after receiving the training and also for successful running of the business, there is provision for establishment of Micro Business Centres, Small Enterprise Advisory Services, Service Centres and Urban Resource Centres.
- Service Centres will be established for maintaining the details of skilled persons who may be available to citizen on call.
- Micro Business Centres would be set up to provide space to entrepreneurs, advisory services etc.

#### **10. Process of Skill Training**

- Market survey will be conducted for the identification of job requirements in industry, business and services sectors.
- Livelihoods survey should be undertaken to know the existing areas of livelihoods and the potentials among poor.
- Identification and estimation of emerging job opportunities and the skills required for each kind of job.
- Skill training should be planned, keeping in mind the market demand of products, availability of raw materials and sale of produced goods.

- The selection of trainees should be done in consultation with the community based organizations.
- The identification of national, state and regional level training institutes will be made for and imparting training, issuing of certificates and consultancy to the trainees.
- The selection of trainers should be based on the level of training, quality, experience and aptitude of trainers.
- Development of suitable training modules and quality reading materials should be ensured by UPA Cell.
- The UPA Cell will monitor, appraise and evaluate the quality of skill training.
- The trainees after receiving training may be provided toolkit.
- There should be proper arrangement for accreditation and certification of skill training.

## **11. Skill Training Institutions**

- Training institutions such as ITIs /Polytechnics /Jan Shikshan Sansthan /Engineering Colleges /Management Institutions /HUDCO /BMPTC and other suitable institutions run by government, reputed private or voluntary organizations may be utilized and provided appropriate support for skill training to the urban poor.
- The Government of India will identify Nodal Resource Centres for providing training in higher level trades. These Centres may include IIT, Engineering College, IIIT, NABARD etc. These training institutions will make provision of accreditation and certification of training in specialized trades.
- The Ministry has identified Lead Training Implementation Institutions which have been made responsible for ensuring quality of skill training. These institutions would deal with the development of content and proficiency standards for skill training programmes, training of trainers, assessment and certification and other technical support for training. These institutions include Entrepreneurship Development Institute of India, Ahmedabad; National Entrepreneurship and Small Business Development, Noida; National Institute for Micro, Small & Medium Enterprises, Hyderabad; Indian Institute of Entrepreneurship, Guwahati; V.V Giri National Labour Institute, Noida; RCUES, Lucknow, etc.
- The training facility should preferably be provided on basis of Public Private Partnership (PPP).
- The State/Regional and City level Nodal Institutions will also be accountable for ensuring quality and genuineness of training, training of trainers, monitoring of training, consultation and placement, linkages with banks for credit, tracking of trainers, corrective measures etc.

## **12. Selecting Potential Trades**

- 12.1 For selecting a suitable trade, a number of factors are responsible. A suggestive table is given hereunder which may be used for assessing the suitability of trades:

Trade	Availability of Raw Materials (20Marks)	Demand of Products (20 Marks)	Financial Resources (30 Marks )	Attitude (10 Marks)	Experience (10 Marks)	Training (10 Marks)	Total Marks

☞ **The detailed Operational Guidelines developed by the Ministry of Housing and Urban Poverty Alleviation are appended.**

## **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 Skill Training for Employment Promotion amongst Urban Poor (STEP-UP) component of SJSRY needs to be aligned to the goals of the National Policy on Skill Development 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**

- Facilitate upliftment of the relatively underprivileged in the urban areas through well-structured skill development programmes that can make the poor and unskilled employable as wage workers or micro-entrepreneurs, thus leading to poverty alleviation;
- 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. These poor do not possess any worthwhile skills that would get them regular employment. 60<sup>th</sup> 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 11<sup>th</sup>, 12<sup>th</sup> and 13<sup>th</sup> 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 Some 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 industry have mass employment requirements - for wage employment and self-employment?
- How do we identify the potential candidates belonging to urban poor community to be trained?
- Where are the training institutions that can delivery quality?
- Is there curriculum that develops relevant competencies?
- Is there content in understandable languages?
- Is there a competent trainer?
- Is there a relevant assessment mechanism being adopted?
- Is there an accepted certification mechanism?
- Do we know who is trained and where is (s)he?
- Where are the employers?
- How can potential employers access trained manpower?
- How can candidates trained for self-employment be enabled to access credit and marketing opportunities and set up self-employment ventures?
- Can training activity be sustainable?

Addressing these issues require the adoption of alternative models and multiple partnerships between public and private sector agencies.

4.2 SJSRY Guidelines stipulate that skills training be linked to accreditation, certification and preferably be taken on Public-Private-Partnership (PPP) mode with the involvement of industry/reputed institutions or agencies. These guidelines provide guidance for skill development of the poor for wage employment and self-employment based on alternative model. These guidelines take into account the programmes /schemes of other Ministries such as Skill Development Initiative Scheme (SDI) – Modular Employable Scheme (MES) of Ministry of Labour & Employment, Jan Sikshan Sansthan Scheme of Ministry of Human Resource Development, Placement-linked model of Rural Development Ministry and some initiatives involving partnerships with the private sector and NGOs such as IL&FS, Dr. Reddy's Foundation, TREC-STEP, UMEED etc.

4.3 The following process is suggested for adoption for skill development / up-gradation of the urban poor:

- i). Market Scan/surveys to identify the needs of industry, business and service sectors and emerging job opportunities – local, district, state and national and upgrade the information at regular intervals;
- (ii). Livelihoods Survey, Skills Training Needs Assessment, Baseline position and Identification of gaps;
- (iii). Identification of Lead (National or State) and Nodal (Regional/City Level) Institutions – finalize modalities for accreditation, preparation of modules, training of trainers, mentoring, certification, training, post-training handholding etc.
- (iv). Memorandum of Agreement between State Nodal Agency /Urban Local Body (Urban Poverty Alleviation Cell) and Lead/Nodal Training Institutions/Skills Training Implementation Agencies and between Lead/Nodal Training institutions/Skills Training Implementation Agencies and Skills Training Providers/Training Centres;
- (v). Guidelines for Accreditation by Lead Institution, accreditation and certification processes and identification of nodal/other training institutions/agencies to undertake training;
- (vi). Memorandum of Agreement between Lead Institution and Nodal/training institutions/agencies including eminent agencies or institutes in the private sector;
- (vii). Selection of trainees by the ULBs with the help of Community Structures/Organisations/NGOs based on their education, level of training, experience, aptitude etc.
- (viii). Preparation of Training Calendar and assignment of Trainees to Institutions, Conduct of Training, Examination, Certification Process, Apprenticeship with Industry; and Placement Coordination
- (ix). Monitoring, Quality Control, Review, Evaluation and Corrective Measures
- (x) Post-training Handholding.

The above process is suggestive only. States/UTs may make alterations in the process subject to that certification has to be by independent/reputed agencies. While following the process, States/UTs may follow a mix of models already being implemented by Labour, HRD and Rural Development Ministries and the PPP models suggested in these guidelines.

## **5. Market Scan – Estimated Job Requirement**

5.1 A key challenge in skill development is to impart 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 skillable – 40%
2.	Construction	15	Specialised skills – 2% Skill category level II – 11% Skill category level I – 12% Minimal education skillable – 75%
3.	Retail	4-5	Specialised skills – 6.8% Skill category level II – 31-43% Skill category level I – 45-50% Minimum education skillable – 10-15%
4.	Healthcare	4-4.5	Specialized skills – 10% Skill category level II – 40% Skill category level I – 16% Minimum education skillable – 34%
5.	Banking & Financial services	4.5-5	Specialized skills – 5% Skill category level II – 15% Skill category level I – 65% Minimum education skillable – 15%
6.	Creative Industry	0.5-0.8	Specialized skills – 5% Skill category level II – 20% Skill category level I – 65% Minimum education skillable – 10%
7.	Logistics	Drivers: 51 Million	Warehouse Managers: 8000
	Total	81-83.8 Million	

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 through many opportunities in the unorganized sector which arise from the economies of agglomeration.

5.2 While the estimates presented above are macro-projections, there is a need for estimating the likely number of local, district level and regional jobs that are expected to arise in the near future. Training programmes will have to be designed to meet the existing and likely skill shortages. The potential sectors in cities and towns for employability training include: ITeS, manufacturing, construction, sales and marketing, education, health and fitness, logistics management, financial sector, office

automation/management, hospitality, visual arts, gems and jewellery, health care, repairs and maintenance, tourism and adventurous sports, life styles, etc.

5.3 STEP-UP envisages that skills development programme in collaboration with the private sector, could be a key strategy to ensure that the urban poor are enabled to take advantage of the growing opportunities offered by the market. Such a strategy will also make economic growth more inclusive. The programme will support skills training to the unorganized and economically insecure to provide them regular employment with security and thereby ensure integration of such people within the organized economy based on PPP models.

## **6. Skill Needs Assessment Surveys**

6.1 Under the SJSRY Guidelines, in addition to slum and household poverty survey, it has been suggested that States/UTs conduct Livelihoods/Skill Needs Assessment Surveys in 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 I**. State Nodal Agencies for SJSRY shall coordinate the Skill Surveys and prepare skill needs profiles of the prospective urban poor trainees.

- Focus in skills training will need to be on skills of high-value for which there is market demand. Thus skills may be differentiated in categories on the basis of entry level qualifications. Matriculate pass candidates can be provided technical vocational training of high standard whereas 8<sup>th</sup> pass candidates can be provided training requiring less technical knowledge. Persons below 8<sup>th</sup> pass can be provided specially designed training which does not generally require technical skills.

## **7. Identification of Lead/Nodal Institutions**

7.1. SJSRY Guidelines stipulate that skill training be linked to Accreditation, 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. Training institutions such as ITIs/Polytechnics/Jan Sikshan Sansthans, Engineering Colleges and other suitable institutions run by Government, private, or voluntary organizations may be utilized and provided appropriate support for skills training of the urban poor subject to verification of their brand image and quality of instructions being imparted. Services of the Building Centres sponsored by the Housing & Urban Development Corporation (HUDCO)/Building Material Technology Promotion Council (BMPTC) within the States/UTs may also be utilized for the purpose of construction-related training, as per the local requirements.

7.2 States/UTs may empanel activity-specific lead institutes (an eminent National or State Government institute like IIT or NIT or a reputed agency/institution for each specific group of technical vocational skill (e.g. Modern Appliance Maintenance, IT enabled Services, Construction, Hospitality etc.) supported by regional/city level nodal institutions/agencies, which will work closely with the Lead Institution. The Lead Institution will be responsible for the accreditation of training institutes in the fields concerned (public and private both) and certification. The Nodal (regional/city level) institutes will be responsible for training of trainers, supervision of training, mentoring and placement coordination. The Lead and Nodal institutions will undertake preparation of high quality training modules, development of curriculum standards, materials for training of instructors and trainees and undertake certification process for the particular skills. If considered appropriate the Lead and Nodal Institutions/agencies may be the same. Public-Private-Partnership models will be encouraged in so far as imparting skills training is concerned.

## **8. Training & Post-Training Support**

8.1 As stipulated under SJSRY Guidelines, the size of a training class may not be more than 40. The total training period for skill upgradation (including apprenticeship, if any) can be upto 6 months. Wherever feasible, toolkits may also be provided to trainees who complete the training satisfactorily. The cost of toolkit has been included in the average training cost of Rs. 10,000/- per capita. However, in case the toolkit cost cannot be accommodated within the above ceiling, there is no objection to the excess amount being met from funds other than this programme funds or bank loan or even as beneficiary's contribution. Monthly expenditure on training per trainee including material cost, trainer's fees, toolkit cost, other miscellaneous expenses to be incurred by training institution as well as monthly stipend to trainee, may vary depending upon the trade and duration of training. States/UTs would issue guidelines in this regard. However, it must be ensured that stipend and toolkits do not lead to perverse incentives. Focus rather should be on selection of interested candidates and quality skills training.

8.2 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.

8.3 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 resources for the urban poor for employment-related information, market assessment, skill development, training, placement, credit, marketing, etc. These centres will facilitate

the development of human resource and institutional capacity to implement programmes for the urban poor who need support of the Government the most.

## 9. Skills Training Implementation – PPP Mode

9.1 The Ministry/States/UTs may adopt PPP models through a process of selection of Skills Training Implementation Agencies (STIAs) from the Public/Private Sector/Foundations/NGOs/CBOs that could impart skills training or get the same imparted through reputed Lead/Nodal Institutions/Skills Training Providers. These agencies will provide necessary design, standards, quality, certification, capacity building, implementation and network support to local ULBs/District Level Agencies under STEP-UP. They may include organisations with sectoral specialisation as well as those with proven track record of conducting nation/state-wide employability skill training and placement programmes for not less 30,000 persons over the last 3 years. Training institutions, non-profit organizations, industry associations, NGOs, CBOs etc. that have engaged in skill development, placement, job and micro-enterprise development activities over last 3 years and with a minimum turnover of Rs. 1 crore a year over the last 3 years will be eligible to apply for consideration as skills training service agencies. Focus will be on placement-linked as well as micro-enterprise development-linked training.

9.2 The key features of the PPP models to be implemented through Skills Training Implementation Agencies, with due attention given to accreditation-certification and placement, would be as follows:

- **Selection of trainees:** Persons from slums/urban poor families based on skill needs assessment surveys undertaken by municipalities need to be selected. Preferences would be given to underprivileged among the poor, like, women, physically handicapped and Schedule Caste/Tribes and those from urban slums. SJSRY Guidelines 2009 will be followed
- **Placement/enterprise development linked:** Assured placement for trainees – at least for 75% of trainees.  
If training is for entrepreneurship development, then the trainee must be enabled to establish micro-enterprises with access to credit etc.
- **Training methodology:** Technology and multimedia-based training to improve delivery of training to be encouraged.
- **Training centres:** Existing infrastructure and facilities will be leveraged and utilized for operation of training centres with support from ULBs. No new building may be constructed.
- **Content:** Skills Training Implementing Agency (STIA) must develop innovative content with inputs from the potential employer to meet the global best practices, taking assistance from reputed institutions.

- **Soft skills:** Behavioral inputs to the beneficiaries, to make them self-confident and capable of integrating smoothly in the industry work environment
- **Duration of training:** The course duration could be determined depending upon the nature of the trade and should be at least one month's duration but not exceeding 6 months.
- **Proficiency certificate:** Accreditation-certification model will be followed. On completion of the training, the STIA shall issue competency certificates to the trainees on basis of a competency test administered as per standards developed by any independent agency acceptable to the industry or employer.

9.3 The Ministry of Housing & Urban Poverty Alleviation will provide funds under SJSRY to Skills Training Implementation Agencies under Special Projects/IEC components, subject to a maximum of Rs. 10,000/- for every person trained and placed (at least 75% of total trainees) in the industry/business establishments (ceiling cost to differ between training programmes depending on the training duration, training inputs needed etc.). Similarly State/UT Governments/ULBs may provide funds under STEP-UP or commit their own resources. Additional requirements would be borne by the STIAs by accessing other sources such as industry, donors, other Central and State government schemes and beneficiaries.

9.4 A clear and transparent process of empanelment of the Skills Training Implementation Agencies for one or more groups of trades/sectors (see **Annexure II** for grouping of trades/profiles) will be followed through a national call for applications from competent agencies and rigorous scrutiny of their credentials. After empanelment, a notification will be made to all States/ULBs desirous of implementing STEP-UP to utilise the services of these agencies to anchor the program. In case the States/UTs intend to engage other agencies, they shall follow a transparent process of invitation of proposals, duly giving opportunities to the nationally empanelled agencies. Model Expression of Interest (EOI) is at **Annexure III**.

9.5 **Procedure for Project Approval:** There shall be two tier committee system, comprising a Project Screening Committee for initial screening of proposals for skills training in specific sectors and the Project Approval Committee for final approval of proposals from selected Skills Training Implementation Agencies. These Committees will be constituted at Central and State/UT levels. Compositions of the Committees are at **Annexure IV**.

9.6 Funds will be released by the Ministry/States/UTs to the Skills Training Implementation Agencies, either directly or through a nominated agency as determined by the Ministry/State/UT Governments. The Government's share of approved cost will be released in 3 installments – 40% on assignment of training, 40% on start of training process and 20% after receipt of report on placements.

9.7 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.

## 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 &amp; 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

Secondary occupation


Female earners: Primary occupation

Secondary occupation


**Unskilled Labour:** Agriculture/horticulture - 01, Hawking/street vending - 02, Domestic servant - 03, Sanitation worker- 04, Ragpicker - 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.**

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

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

	<ul style="list-style-type: none"> <li>operator etc)</li> <li>• OMC technicians</li> <li>• Batching plant operator</li> <li>• Tower crane operator</li> <li>• Road Roller Operator</li> <li>• Tile Layers</li> </ul>	<ul style="list-style-type: none"> <li>• Excavator Operator</li> <li>• Gardeners</li> <li>• Security guards</li> </ul>
<b>Repair &amp; Maintenance</b>	<ul style="list-style-type: none"> <li>• White goods repair and maintenance technicians</li> <li>• Cell phones repair and maintenance technicians</li> <li>• Automotive repair and maintenance technicians</li> <li>• Refrigerators and air conditions repair and maintenance technicians</li> <li>• Multi skilled repair and maintenance technicians</li> </ul>	<ul style="list-style-type: none"> <li>• Airport/ port machine/ craft maintenance technicians</li> <li>• TV mechanics</li> <li>• Auto mechanics</li> <li>• Facilities maintenance</li> </ul>
<b>Sales &amp; Marketing</b>	<ul style="list-style-type: none"> <li>• Over-the-counter sales executive</li> <li>• Direct marketing executive</li> <li>• Mall floor sales persons</li> <li>• Billing clerks</li> <li>• Tele marketers</li> <li>• Field promotion agents</li> <li>• Online Sales executive</li> <li>• Customer Response executives</li> <li>• Credit collectors</li> <li>• Facilities Management</li> <li>• Market Researcher</li> </ul>	<ul style="list-style-type: none"> <li>• Data Enumerator</li> <li>• Inventory Clerks</li> <li>• Financial products sales person</li> <li>• Insurance Agents</li> <li>• Multi-Skilled marketing executives</li> <li>• Window Display Designer</li> <li>• Technomarketer</li> <li>• Customer Care executives</li> </ul>
<b>Logistics</b>	<ul style="list-style-type: none"> <li>• Material handling equipment handlers</li> <li>• Drivers</li> <li>• Route agents</li> <li>• Online booking agents and schedulers</li> <li>• Documentation checkers and experts</li> </ul>	<ul style="list-style-type: none"> <li>• EXIM Documentation</li> <li>• Custom House executives</li> <li>• Warehouse supervisors</li> <li>• Ground staff</li> <li>• Ticketing Staff</li> </ul>
<b>Education,</b>	<ul style="list-style-type: none"> <li>• Pre-Primary teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Instructors for</li> </ul>

Health & Fitness	<ul style="list-style-type: none"> <li>• Crèche managers</li> <li>• Physical Education Teachers</li> <li>• Teachers for differently-abled children</li> <li>• Dietician</li> </ul>	<ul style="list-style-type: none"> <li>• Yoga, Aerobics etc</li> </ul>
		<ul style="list-style-type: none"> <li>• Instructors in Gym/ Fitness Centers</li> <li>• Lab assistants</li> </ul>
Lifestyle	<ul style="list-style-type: none"> <li>• Beauty technicians</li> <li>• Personal groomers</li> <li>• Make up experts</li> <li>• Hair designers</li> <li>• Photograph restorers</li> </ul>	<ul style="list-style-type: none"> <li>• Furniture restorers</li> <li>• Interior designer assistants</li> <li>• Body artists (Nails tattoos, tattoos, etc)</li> </ul>
Health Care	<ul style="list-style-type: none"> <li>• Home care nursing assistants</li> <li>• Bed side patient Assistants</li> <li>• Hospital health workers</li> <li>• Hospital administrative assistants</li> <li>• Geriatric nursing assistants</li> <li>• First aid workers</li> <li>• Blood Pressure/Sugar Monitors</li> <li>• Nursing home assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Pharmacy assistants</li> <li>• Child care nursing assistants</li> <li>• Neonatology genetic disease screening and management assistants</li> <li>• X-ray technicians</li> <li>• Ultrasound technicians</li> </ul>
Financial Sector/ Office Maintenance	<ul style="list-style-type: none"> <li>• Book keepers</li> <li>• Investment advisors</li> <li>• Computer -aided accountants</li> <li>• Front office executives</li> <li>• Office staff</li> </ul>	<ul style="list-style-type: none"> <li>• Record keepers</li> <li>• Library assistants</li> <li>• EPABX operators</li> </ul>
Media / Visual Arts	<ul style="list-style-type: none"> <li>• Assistant camera men</li> <li>• Freelance videographer / photographer</li> <li>• Animation assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Film processing technician</li> </ul>
Gems & Jewellery	<ul style="list-style-type: none"> <li>• Gems sorters</li> <li>• Gems graders</li> <li>• Gems setters</li> <li>• Gem polishers</li> </ul>	<ul style="list-style-type: none"> <li>• Gems cutters</li> <li>• Pattern makers</li> <li>• Workers for other semi-precious stones and metals</li> </ul>
Hospitality	<ul style="list-style-type: none"> <li>• Waiters</li> </ul>	<ul style="list-style-type: none"> <li>• Coffee specialists</li> </ul>

**Tourism and  
adventure  
sports**

- Stewards
- Captains
- Restaurant managers
- Billing clerks
- Housekeeping staff
- Food & beverage service providers - hotels, guesthouse, hospitals, offices
- Desert specialists
- Mock tail specialists
- Café managers
- Sandwich specialists
- Cooks/Assistant cooks
- Kitchen assistants
- Heritage tourism guides
- Eco tourism guides
- Medical tourism guides
- Tour operators
- Small scale enterprises for training and conferences
- Event managers/management assistants
- Sports coaches
- Sports injury therapists
- Adventure sports guides
- Trekking guides and experts

### **Model Expression of Interest for Engagement of Skills Training Implementation Agencies (STIAs) for STEP-UP Programme under SJSRY**

One of the key components of Swarna Jayanti Shahari Rozgar Yojana (SJSRY) is Skill Training for Employment Promotion amongst Urban Poor (STEP-UP). This programme will support necessary employability skills training to the urban poor to enhance their capacity to access job market opportunities for gainful and sustainable employment or undertake self-employment through micro-enterprise development. The Guidelines of SJSRY including STEP-UP are posted on the website [www.mhupa.gov.in](http://www.mhupa.gov.in).

The Ministry aims at a target of providing skills training to about a million unemployed and underemployed over the next five years and the target for the year 2009-2010 is about two lakhs. They will be in various sectors for which courses have to be designed and implemented with a certification process to meet the skill requirements of the potential employers. Additionally, building capacities of state and local governments to implement STEP-UP will also be addressed. Accordingly, it is decided to empanel Skills Training Implementation Agencies to support Central/State Governments/District Level Agencies/Urban Local Bodies to implement STEP-UP.

The Skills Training Implementation Agencies (STIAs) form the Public/Private sector/Foundations/NGOs/CBOs etc. that could impart skills training or get the same imparted through reputed Institutions/Skills Training Providers. These agencies will provide necessary design, standards, quality, certification, capacity building, implementation and network support to local ULBs/District Level Agencies under STEP-UP.

#### **Scope of Work:**

- To undertake market scan and surveys to identify needs of the industry, trade, business and service sectors and emerging opportunities at state and local levels and periodically update the data.
- To analyse survey data to identify skill profiles of the urban poor and identify the gaps.
- To develop employment and placement strategies with the prudential employers, industry, trade, placement agencies, etc.
- To establish linkages between employment opportunities and skilled manpower in the targeted cities.
- To design the course curriculum including soft skills.
- To formulate guidelines for accreditation and accredit the institution implementing the skill training programme at state and local levels.
- To undertake certification of courses and monitor and supervise the certification process.

- To assist the state and local governments to identify suitable agencies to impart skill training and in preparing MoAs with training institutions and other agencies.
- To ensure the effective conduct of training with certification
- To extend placement and post placement support and to build networks of employers and beneficiaries.
- To evaluate the performance of undertaking skill training programmes.

**Eligibility**

The prospective Skills Training Implementation Agencies will include agencies/ organisations with sectoral specialisation as well as those with proven track record of conducting nation/state-wide employability skill training and placement programmes for not less 30,000 persons over the last 3 years. Training institutions, non-profit organizations, industry associations, NGOs, CBOs etc. that have engaged in skill development, placement, job and micro-enterprise development activities over last 3 years and with a minimum turnover of Rs. 1 crore a year over the last 3 years will be eligible to apply for consideration as skills training service agencies. Payment for the programmes undertaken will be in accordance with SJSRY main and operation guidelines.

For details of conditions of engagement, etc. attention is invited to the web site [www.mhupa.gov.in](http://www.mhupa.gov.in)

**Approvals for Skills Training Programmes under SJSRY**  
**Composition of Committees**

**Central level**

Project Screening Committee:

Joint Secretary (JnNURM):	Chairman
Director (NBO)	Member
DS (JnNURM)	Member
Deputy Financial Advisor	Member
Director (UPA)	Member Convener

Project Approval Committee:

Secretary (HUPA)	Chairman
JS & FA	Member
Director of one NNRC	Special Invitee
Joint Secretary (JnNURM)	Member Convener

*Similar Committees may be set up in States/UTs headed by concerned State Secretaries with State Nodal Officers / Directors as Member Convener.*