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# Uttar Pradesh and TamilNadu – Student Mobilisation Challenges for Skill Development

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*Submitted to:*

**National Skill Development Agency**

**Final Report**

*April 2014*

# Agenda

- ▶ Objectives and Executive Summary
- ▶ Pilot Research - Methodology
- ▶ Pilot Research – Findings & Hypotheses
- ▶ Primary Research - Methodology
- ▶ Hypotheses – Findings & Analyses
- ▶ Key Recommendations

# Need for this study

- ✓ India is fast moving towards a knowledge-based economy and is continuously competing with other economies with rising influence of globalization.
- ✓ Countries with higher and better skill sets amongst its working population are better equipped to handle challenges of the working world. Though India enjoys an enviable demographic dividend, there is an urgent need to further develop and skill the nation's human capital.
- ✓ To meet the skilling challenge head on, "National Skills Policy" was formulated in 2009 with a target to train 500 million people by 2022 in different skills or vocations.
- ✓ Various ministries and government agencies are establishing infrastructure for this massive skilling challenge. In addition, private sector is being encouraged to also add to the training capacity and to participate in this effort in a big way.
- ✓ The most important requirement is an urgent need for increased awareness and improved student mobilization for the various skill training programs that are underway and being launched.
- ✓ Empirical evidence suggests that the mobilisation of candidates who are willing to participate in the various skill development programmes poses one of the biggest challenges,
- ✓ This study was conducted to understand the issues related to student mobilization for vocational training programmes. To understand whether there are any differences in approach, the study was conducted in two areas - a rural agrarian region and a relatively industrialised area.
- ✓ The study aims to identify effective, efficient and scalable methods for student mobilization towards skill training programs.

# Objectives & Methodology for the study

## Objectives

- ✓ Assessment of candidate mobilization challenges for vocational training programmes in Eastern Uttar Pradesh – a predominantly rural agrarian setup, and Tamil Nadu – comparatively industrial setup
- ✓ Identify cost effective and efficient methods of mobilizing candidates that could be replicated
- ✓ Evaluate the good practices and successful initiatives in Tamil Nadu and Eastern Uttar Pradesh

## Methodology

- ✓ The first part of the study was a pilot research through Focus Group Discussions (FGDs) and personal in-depth interviews in districts of Eastern Uttar Pradesh and Tamil Nadu
- ✓ The study was done in two parts. The first part was a pilot study, in which interactions were held with a total of 72 respondents, to understand what they felt were the issues concerned with skill development, and if there is a reluctance to participate in the same, the reasons cited for the same. Based on these, initial hypotheses were formulated, which were tested in the second part of the study.
- ✓ The second part (primary research) involved use of detailed FGD guides and personal interview questionnaires to test the initial hypotheses. Questionnaires were tested and modified for conducting a detailed primary study. Personal in depth interview questionnaires were administered to 377 respondents and FGDs conducted (for qualitative insights) with 61 respondents, split equally across eastern UP regions of Varanasi, Jaunpur and Gorakhpur and coastal region of Tamil Nadu including Villipuram, Cuddalore, Kanchipuram, Thiruvallur and Chennai
- ✓ Responses collected were compiled and analysed to prove or disprove each hypothesis and derive specific insights

# Executive Summary

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The study was conducted through a series FGDs and Personal Interviews with skilled/unskilled youth, parents, trainers and NGO's in the districts of Eastern Uttar Pradesh – a rural agrarian region and Tamil Nadu – comparatively industrial region

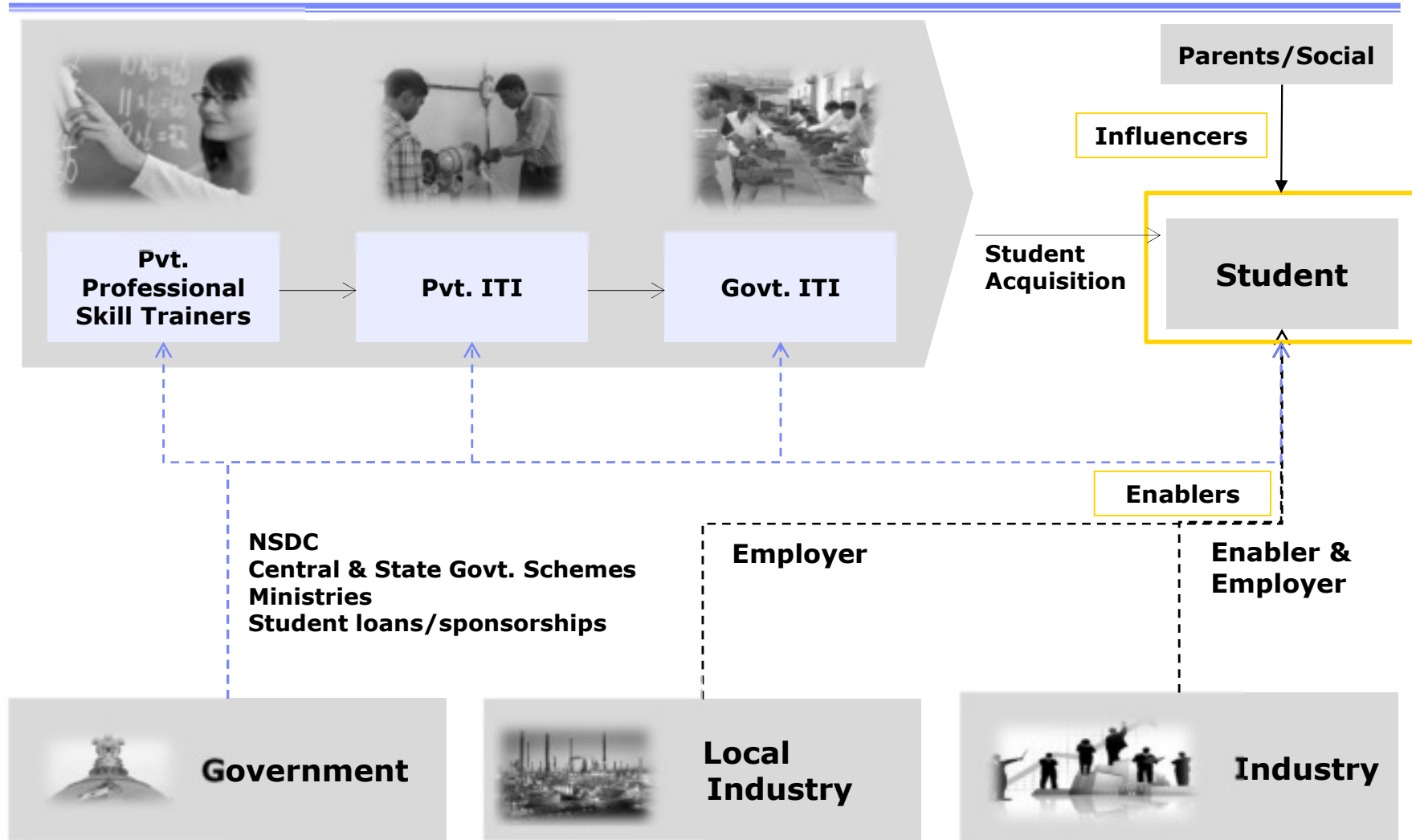
## Key findings

- ✓ Students and parents prefer part time and on-the-job training as compared to full time skilling courses as it provides them an opportunity to earn while they learn
- ✓ Students and parents in Eastern UP and TN prefer Govt. jobs over Pvt sector opportunities, surprisingly this preference is much stronger in TN as compared to eastern UP
- ✓ Students in Eastern UP are strongly inclined towards white collar service and blue collar manufacturing jobs
- ✓ Lack of basic infrastructure, training facilities and a sense of social disapproval are key challenges for women attending skill training courses in rural UP
- ✓ The preference towards “softer skills” is prominent amongst the women students in UP as compared to TN
- ✓ Introduction of micro duration courses and inclusion of English speaking and personality development modules will increase the attractiveness of skill programs amongst students
- ✓ Lack of awareness is partly responsible for poor mobilisation - public meetings, televisions, pamphlets & mobile SMS are the effective means of reaching out to students in rural UP & TN
- ✓ Word of mouth endorsement is critical - advice from parents and testimonials from successful students are the biggest influencers for students while deciding on skill training institutions and courses
- ✓ State intervention in terms of fee subsidies, scholarships and placement assistance will act as a catalyst towards student mobilization in UP

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# There are multiple stakeholder across the value chain of a typical skills training services market



# The pilot study was conducted in the districts of Eastern Uttar Pradesh and coastal TamilNadu

✓ Locations where the pilot study to frame the initial hypotheses was done



- Varanasi
- Mirzapur
- Rajatalab



- Villipuram
- Cuddalore
- Madahalapattu
- Pachayankuppam
- Thiruchopuram
- Kancheepuram

✓ The study was conducted in:

- Eastern UP region of Varanasi (Tier 1), Mirzapur (Tier 2/3) and Rajatalab (Small town/Village)
- Coastal region of Tamilnadu including Villipuram and Cuddalore district

*(Districts selected on basis population and high/low ITI/ITC/Polytechnic capacity per lakh population. Locations were selected based on random sampling)*

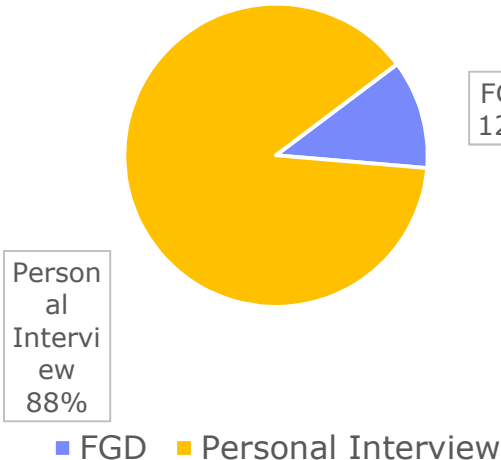
✓ Pilot study was a mix of both in depth personal interviews and focus group discussions



# The pilot study was conducted through a series of FGDs and Personal Interviews with skilled/unskilled students, trainers, NGOs and other stakeholders

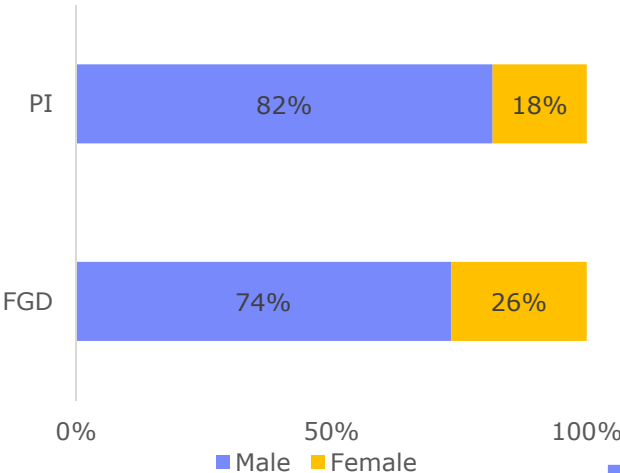
## Discussion Type

Total – 5 FGD, 38 PI



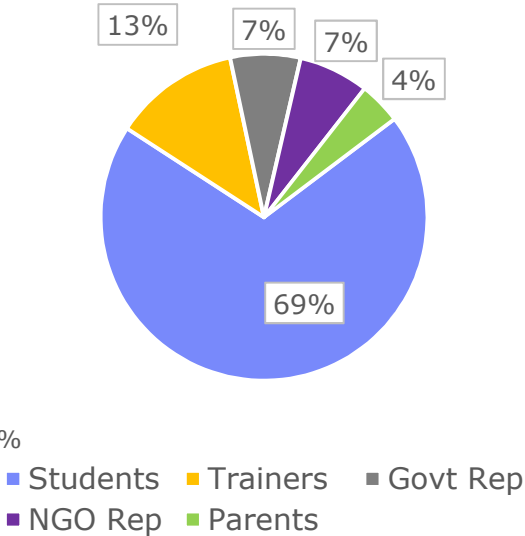
## Respondent Gender Breakup

PI – 38 & FGD - 34



## Category of Respondents

Total – 72 respondents



- ✓ In total we met 72 respondents to help us form our initial hypotheses
- ✓ The respondents were a mix of male and female students studying at private and government skill training institutes
- ✓ Interviews were also conducted with trainers, centre heads, NGOs and Government representatives to understand the skill development space

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**In Uttar Pradesh, series of discussions were conducted with different vocational training providers, both in the private and public sector**



**Students (Fitter) at a Pvt. ITI - Mirzapur**



**Students (Electrician) at a Pvt. ITI - Rajatalab**

**Pvt. Vocational Institute - Varanasi**



**Govt. ITI - Rajatalab**



**Views from multiple stakeholder including parents, guardians and trainers were included while developing research hypotheses**



**Students (Hardware) at a Pvt. Vocational Inst. - Varanasi**



**Head, Defunct Pvt. Vocational Institute Franchise**

**Parents & Guardians of an unemployed youth –  
Outskirts of Varanasi**



**Residence of an unemployed skilled youth –  
Outskirts of Varanasi**

# In TN we conducted meetings with NGO and Government representatives along with skilled workers



Discussion at a Stitching Skill Unit - Villipuram



Brick Making Unit - Cuddalore

Poultry Farm Skilled Labour - Villipuram



Discussion with State Govt. representative - Chennai



## In Eastern UP, students exhibit a strong desire to develop relevant on the job skills and work in local area...

*"I would prefer working in Lucknow or Varanasi as compared to Delhi. I have some respect here and in Delhi it will be difficult to live with 12-15k salary"*

**- Fitter Student , Pvt. ITI, Mirzapur**

*"Even if I would go to Kolkata for work now, I would eventually like to come back to my own village and set up a small shop"*

**- Unemployed Youth, Varanasi**

*"I cannot afford to leave my carpentry job and go for up skilling courses as I have to feed my family from my income and my competition will poach my clients. I can learn new techniques just by watching so I don't need specific skill training"*

**-Semi skilled carpenter, Rajatalab (UP) & Villipuram (TN)**

*"I have done Hardware networking courses from a AIIT but I am still struggling for a decent break. My aspiration is to work for Infosys or Wipro"*

**- Graduate student, Varanasi**

*"I would rather be a fitter or an electrician than a waiter. In our caste its acceptable to earn a few rupees less than pick someone else's plates"*

**- Unemployed ITI Pass student**

## ..focusing on white collar or manufacturing sector jobs as compared to blue collar service sector opportunities

*"My father is a constable in Kanpur, how can I listen to some manager shouting at me if I work as a salesman"*

**- Hardware student, Pvt. ITI, Rajatalab**

*"I have trained in a Govt. ITI but there are hardly any job vacancies in UP. It is highly frustrating as I had borrowed money from my uncle to study"*

**- Unemployed Youth, Varanasi**

*"I know I will have to pay 3-5 lakhs rupees for a railway job as a fitter but I prefer this over a more paying private job as I will have to work less, there will be no compulsion to listen to managers and there is a possibility for extra money as well (bribe)"*

**- Fitter student, Pvt. ITI, Varanasi**

*"I am learning Mobile repairing from a Pvt. Skill provider as I can then open a small mobile repair shop and slowly grow it to a mobile retail shop"*

**- Student, Pvt. VEP, Varanasi**

*"I wish UP govt. provides us with either the fund to learn skills or to start a business. I want to start a small business and go back to my village"*

**-AGM (Sales), Diamond**

## The following hypotheses to be tested through detailed research were developed through our interaction with students

- ✓ Students prefer On-the-Job training or paid skilling as compared to fee driven full time skilling courses
- ✓ In Eastern UP, there is a strong dislike towards blue collar service sector jobs (waiters, tour guides, salesmen etc.) from both students and parents and they would prefer blue collar manufacturing jobs and/or white collar service jobs over blue collar service jobs (*this hypothesis also emerged from our interaction with parents*)
- ✓ In Eastern UP, there is a strong preference for self employment opportunities instead of getting skilled in blue collar service sector jobs (waiters, tour guides, salesmen etc.)
- ✓ Student have a strong affinity towards Government jobs and prefer Government jobs over corporate jobs
- ✓ Students prefer to undergo skill training in nearby training centers but the lack of local training infrastructure affects student mobilization
- ✓ Students show willingness to pay multiple times the fee for a skill training course as kickbacks for securing a public sector job
- ✓ Government support and intervention in skill training courses will find traction in the both eastern UP and coastal TN regions

1/4



## Women are encouraged to get skilled and join the workforce but societal perception and lack of infrastructure still affect their complete participation

*"No one made a snide comment when I stepped out of my home to study, attend a personality development class and now that I am working. Those days have long gone even in UP"*

**- Receptionist, Pvt. Skill Provider, Varanasi**

*"There are hardly any women in my class, as girls are weak in nature and get tired easily they prefer ITI's which offer beautician and home science courses"*

**- Electrician ITI student, Mirzapur**

*"We already knew a lot about stitching, hence learning to stitch professionally and run a tailoring unit was easier than acquiring a new skill"*

**- Women M.E, Cuddalore, Chennai**

*"My parents allowed me to study till Inter but they are not comfortable with me travelling to Varanasi everyday for skill courses or work. If I revolt they will get me married. They will have no problem if the skill courses were offered in my village"*

**- Girl Student, Outskirts of Varanasi**

## The following hypotheses to be tested through detailed research were developed through our interaction with women

- ✓ Women are encouraged to study, get skilled and work in both Eastern UP & TN
- ✓ There are very strong preferences from women students, parents and society for the kind of skill training and vocational courses women should opt for – predominantly skills viewed as “softer” in nature including stitching, beautician, para medics etc.

2/4

## Parents in Eastern UP prefer their wards to aspire for a Govt. job or self employment but are willing facilitator for skill education if placements are assured

*"Rather than spending 15k on salesman training, I will invest that money in a small Pan shop and he can earn as much"*

**- Parent - Unemployed Youth, UP**

*"If he does something with computers it is OK but working as a waiter in hotels or as a driver is beneath us"*

**- Parent – Hardware N/W student  
- Varanasi**

*"My dream will come true if my son gets a Govt. job. I know we have to pay 3-5 lakhs for a railways or a Bank PO Job but I will happily pay that even after training under a Pvt. Skill development agency"*

**- Parent (Driver), Graduate student, Skill trained - Mirzapur**

*"I will willingly pay the fee for a computer course if they assure my son of placements on course completion"*

**- Parent, College student**

*"My son has already done two skill courses in accounts and computers but none of the institutes could get him a job. They are all useless. I want a written guarantee before I enroll him for any other skill training course"*

**-Parent Unemployed Youth**

## The following hypotheses to be tested through detailed research were developed through our interaction with parents

- ✓ In Eastern UP, there is a strong preference for self employment opportunities instead of getting skilled in blue collar service sector jobs (waiters, tour guides, salesmen etc.)
- ✓ Parents have a strong affinity towards Government Jobs and prefer Government jobs over corporate job
- ✓ Parents show willingness to pay multiple times the fee for a skill training course as kickbacks for securing a public sector job

3/4

## Advertisements in local newspapers and regular counselling drives are an effective way for student mobilization in small towns and villages

*"The best response I have got is through our Sunday advertisements in the career sections of Dainik Bhaskar. People read it in villages of Bhadohi and Mirzapur"*

**- Pvt. Skill Training Institute – Head -  
Varanasi**

*"As there are many small villages and towns near Varanasi the most effective way to promote our institute is by Hindi newspapers advertisements and advertorials"*

**- Manager – Pvt. ITI, Mirzapur**

*"We conduct regular counselling sessions in 5 villages of Cuddalore and Villipuram district to encourage women to learn new skills and start a small entrepreneurial unit. When we go to their villages and talk to village heads and their families to explain the micro enterprise concept, we witness a much more receptive audience"*

**- Local NGO Representative, M.E initiative, TN**

*"We often conduct promotional and counseling drives in villages and towns across Varanasi to generate student inflows. We also conduct pilot 1 day sessions for courses like mobile repairing etc. to generate interests and exhibit our seriousness"*

**- Center Head, Successful Pvt. Skill Training Inst., Varanasi**

## Including personality development modules in skill courses and empowering people for self employment could lead to success of skill development initiatives

*"We have successfully placed students in companies like Reliance, Sahara and TATA. Students are more willing to pay our full course fee when I share this information with them as such I have displayed it promptly at the reception"* – **Center Head, Pvt. Skill Training Institute, UP**

*"I took a franchise for a skill training player but the courses we were offering were not suited to this region. Why will a student do a computer course if he can get a BBA degree at the same fee. We couldn't offer them smaller affordable courses"*

**- Owner, Defunct Pvt. Skill Training Franchise  
- Outskirts of Varanasi**

*"Even when we place students in good companies in Delhi, they leave it and come back. They lack the confidence and language skills and as such very few survive in a professional setup in a large city. There is an urgent need for intervention but we are severely resource crunched"*

**- Principal/Teacher – Pvt. ITI, Skill Development Inst. - UP**

*"We do not offer free lunches. We train people in different skills and empower them with interest free loan to help them set up micro enterprises. The response has been quite encouraging"* – **Division Head, State Govt. Livelihood Initiative, TN**

*"If the UP Govt. could provide us with business knowhow and training and give us a small interest free loan, we can set up our own mobile repair/cattle farm and earn a living"*

**- Students and Parents – Rajatalab,  
Varanasi**

## The following hypotheses to be tested through detailed research were developed through our interaction with trainers and local stakeholders

- ✓ Modular micro duration courses might attract students as they will be economically viable and less time consuming for students/learners who are daily wage earners
- ✓ Effective way to guide, counsel and enrol interested students into skill development initiatives is by conducting counselling drives in specific small villages/towns which helps in gaining buy-in from village elders and generates enthusiastic response from fence sitters
- ✓ Proof of concept (testimonials from placed students and companies) will help drive student inflow for skill courses
- ✓ Effective way to reach out to students willing to undertake skill development courses in Tier 2, Tier 3 cities and villages is through career sections of vernacular newspapers
- ✓ Lack of holistic personality development and English speaking skill modules negatively affects the attractiveness for skill development programs

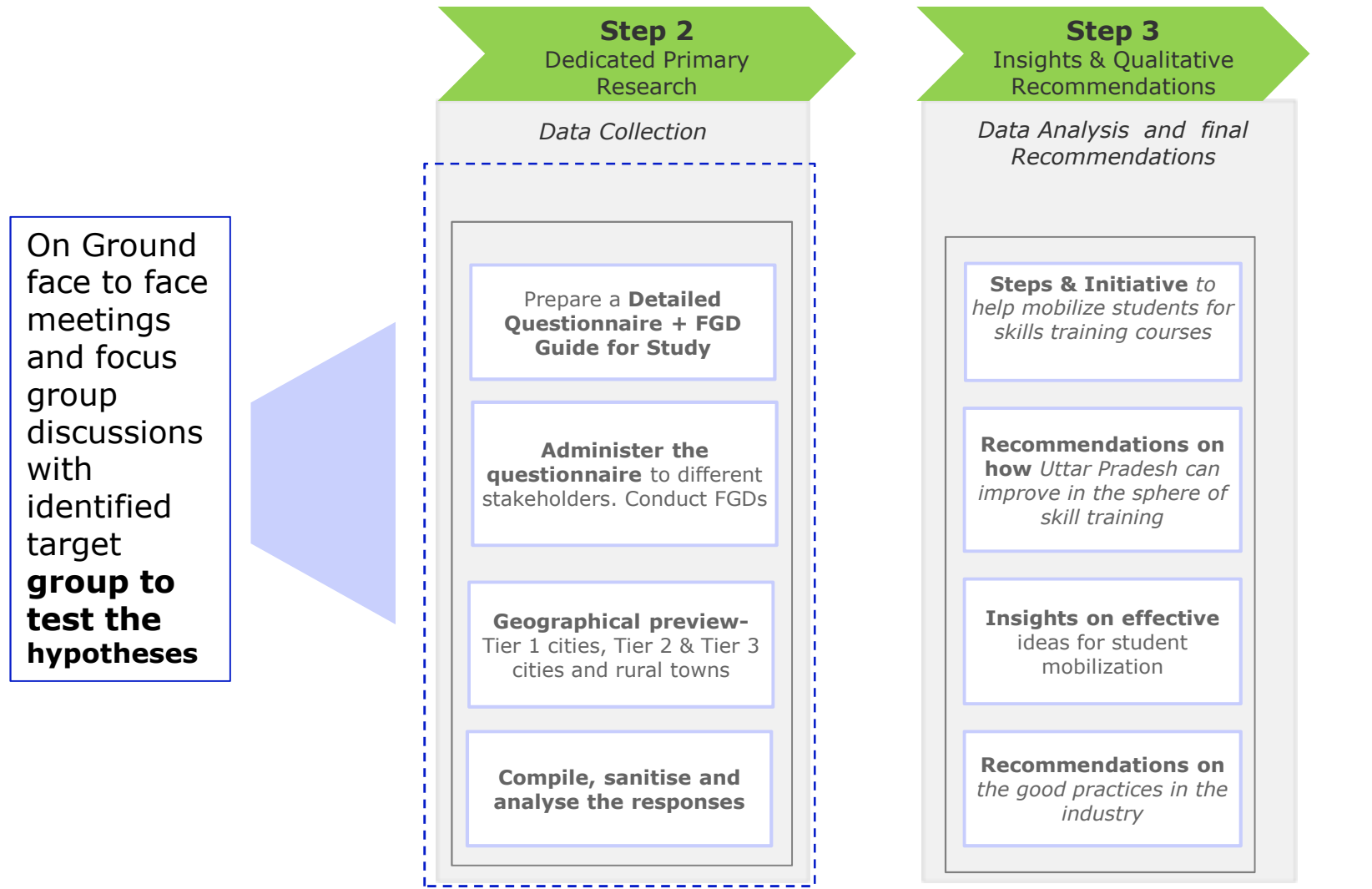
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# The immediate next step was to conduct a detailed primary study in the region of Eastern UP and coastal TN



# Both focus group discussions and in depth personal interviews were used as tools for the primary research

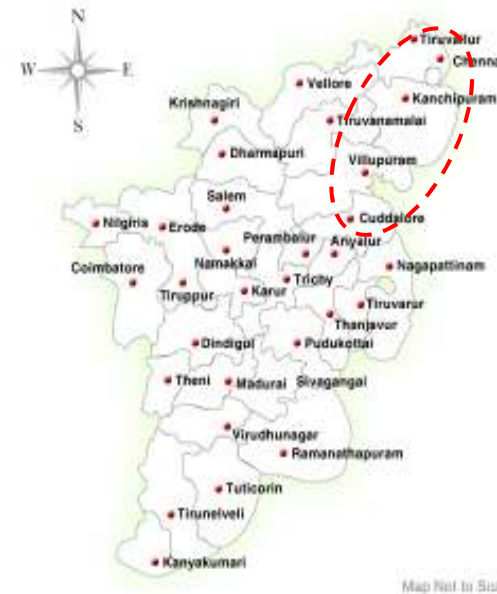
<b>Primary Research</b>	<b>FGD</b>	<p><b>Focus Group Discussions:</b></p> <ul style="list-style-type: none"> <li>▶ Informal and natural setting to elicit non structured responses</li> <li>▶ Data and insights more accessible with group interaction</li> <li>▶ Intensity of common experiences (<i>common language</i>)</li> </ul>	<p><b>2-3 FGD in each of two states – TN &amp; UP with 7-10 respondents in each FGD</b></p> <p><b>Geographical segment:</b></p> <ul style="list-style-type: none"> <li>▶ Metros &amp; Tier 1/2 cities (50%)</li> <li>▶ Tier 3, Towns &amp; Rural (50%)</li> </ul>	<p><b>Respondent Type:</b></p> <ul style="list-style-type: none"> <li>▶ 50-60% - Students (skilled/unskilled)</li> <li>▶ 20% - Trainers</li> <li>▶ 20% - Parents, Local stakeholders (NGO, Govt. Reps etc.)</li> </ul>	<b>Total – 25-30 respondents in each state</b>
	<b>Personal Interviews</b>	<p><b>Personal Interviews:</b></p> <ul style="list-style-type: none"> <li>▶ Structured face-to-face discussions</li> <li>▶ To pursue in-depth information around the topic</li> <li>▶ Primary data collection</li> </ul>	<p><b>200-225 PI in each of two states – TN and UP with the following geographical segment:</b></p> <ul style="list-style-type: none"> <li>▶ Metros &amp; Tier 1/2 cities (50%)</li> <li>▶ Tier 3, Towns &amp; Rural (50%)</li> </ul>	<p><b>Respondent Type:</b></p> <ul style="list-style-type: none"> <li>▶ 50-60% - Students (skilled/unskilled)</li> <li>▶ 20% - Trainers</li> <li>▶ 20% - Local Stakeholders (Parents, NGO, Govt. reps)</li> </ul>	<b>Total – 200-225 respondents in each state</b>

# The primary study was conducted in the districts of Eastern Uttar Pradesh and coastal TamilNadu

✓ Below are the districts where we conducted the primary research



- Varanasi
- Jaunpur
- Gorakhpur



- Cuddalore
- Thiruvallur
- Villupuram
- Kancheepuram

✓ The study was conducted in:

- Eastern UP region of Varanasi, Jaunpur and Gorakhpur across Tier 1 & 2 cities and small town and villages
- Coastal region of TamilNadu including Villipuram, Cuddalore, Kanchipuram, Chennai and Thiruvallur across Tier 1 & 2 cities and small town and villages

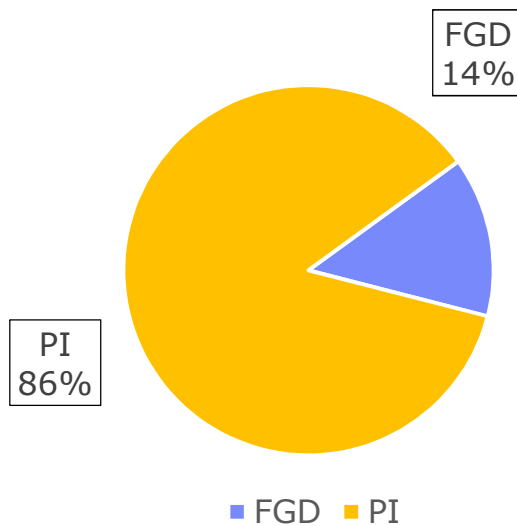
*(Districts selected basis population and high/low ITI/ITC/Polytechnic capacity per lakh population. Locations were selected based on random sampling)*

✓ Study was a mix of both in depth personal interviews and focus group discussions

# The study was conducted through a series of FGDs and Personal Interviews across urban and rural locations in UP and TN

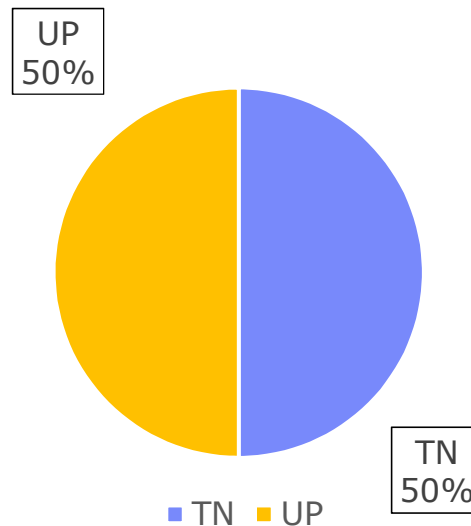
## Discussion Type

Total – 6 FGD, 377 PI



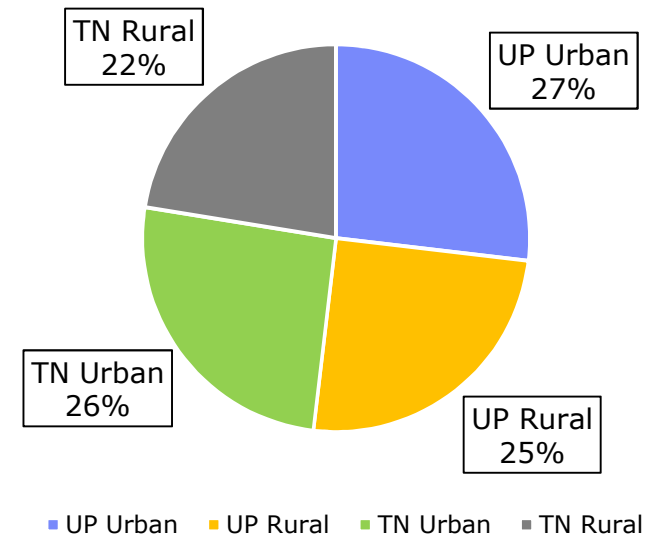
## Distribution - State

Total – 438 respondents



## Distribution - Location

Total – 438 respondents

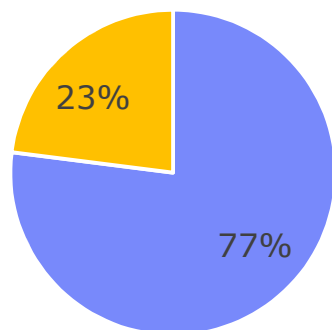


- ✓ In total we interacted with close to 450 respondents for gaining insights into challenges for student mobilization for skill development initiatives
- ✓ The interaction was a mix of Focus group discussions and personal interviews spread across the states of Uttar Pradesh and TamilNadu
- ✓ Interviews were conducted in both urban and rural areas to cover a broad geographic span for the study

## Respondents were a mix of skilled/unskilled students, trainers, parents and other stakeholders with a considerable gender mix

### Respondent - Breakup

Total – 438 respondents

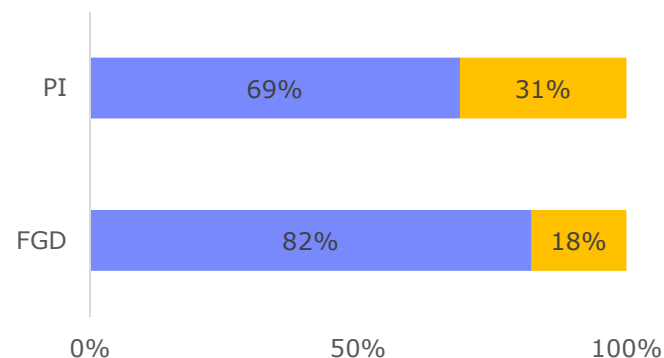


■ Male ■ Female

### Respondent - Breakup

FGD - 61

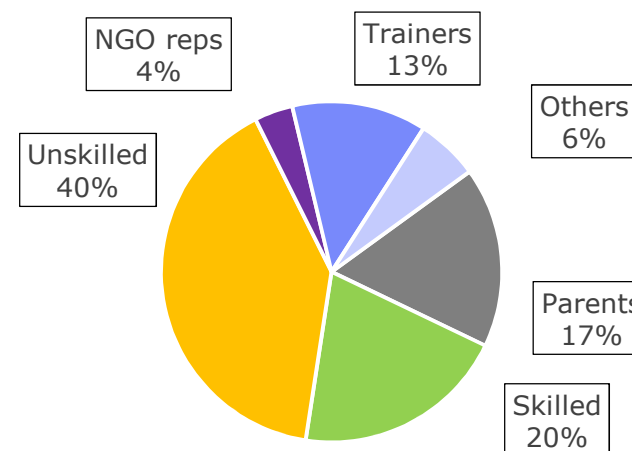
PI - 377



■ Male ■ Female

### Respondent - Profile

Total – 438 respondents



- ✓ The interactions were conducted across different respondent profiles viz. skilled students, unskilled workers/students, parents, trainers, NGO reps and other stakeholders (village elders, local industry, Government representatives etc.)
- ✓ Interviews conducted included 23% female respondents, with an aim to gain key insights about challenges faced by women in enrolling for skill development initiatives

*\*\*Percentage of female respondents were less because it was difficult to reach out to female respondents due to reluctance on their part to participate in the study and relatively lower percentage of women participants from rural areas in current skill training initiatives*

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## Hypotheses & Respective Questions

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**Hypotheses** - Students prefer On-the-Job training or paid skilling as compared to fee driven full time skilling courses

Would you prefer a full-time skilling course or a part-time skilling course? ( For both students & parents )

- Full-time skilling
- Part-time skilling
- Either of two

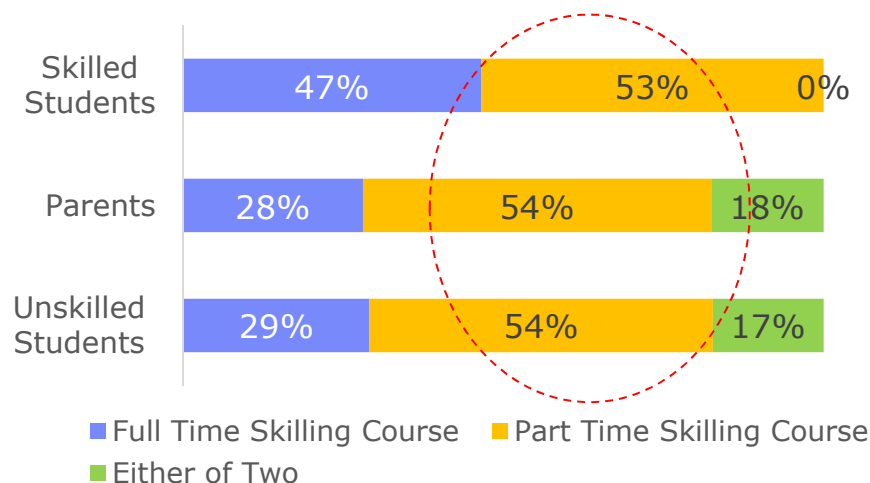
Which of the following best describes the part-time training that you will want to undertake? ( Only for students )

- Only on the job training
- Evening classes
- Correspondence classes
- Any other ( Please specify )

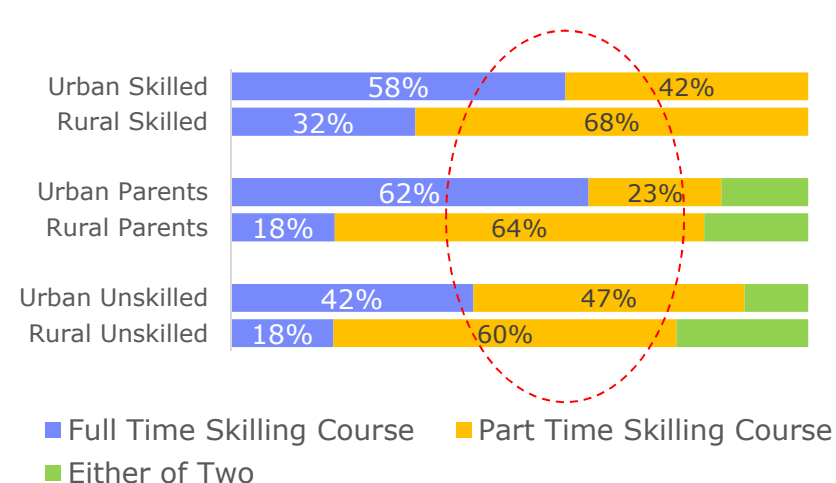
## Students and parents prefer part time training as compared to full time skilling courses

- ✓ Students prefer On-the-Job training or paid skilling as compared to fee driven full time skilling courses

Training Type Preference – All (UP+TN)



Training Type Preference – Urban vs Rural



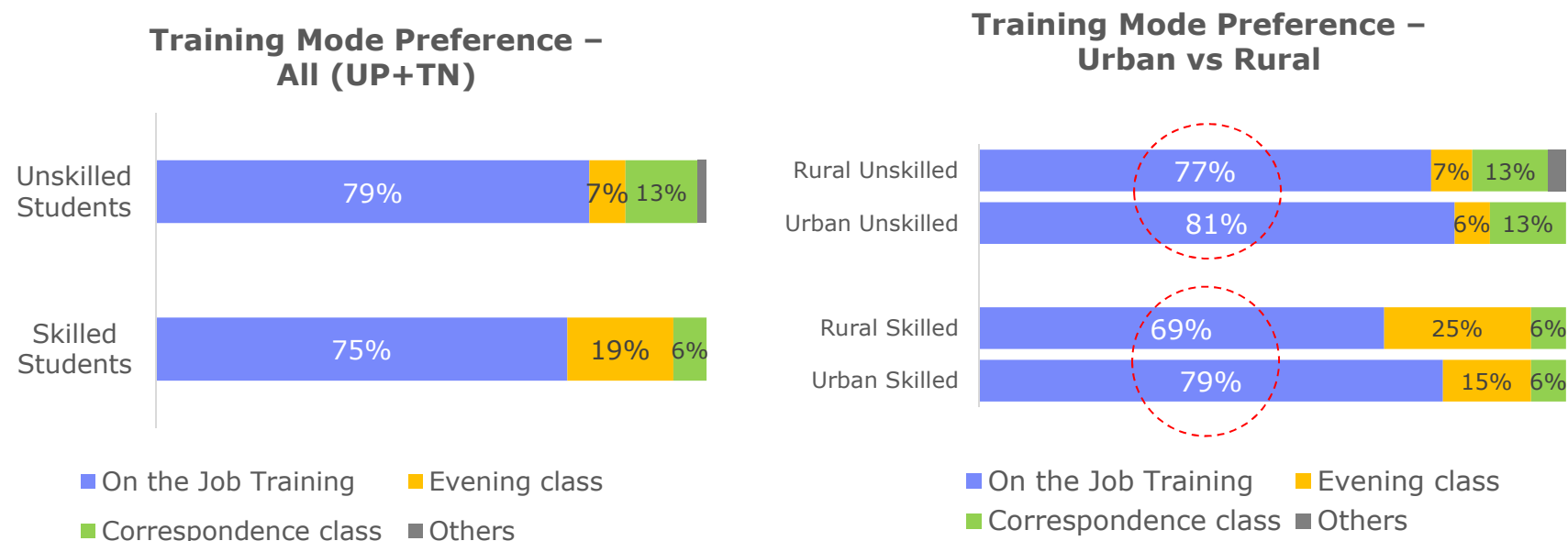
- ✓ Overall there is a strong preference towards Part-time skilling courses as compared to full time skill development courses, from both students and parents
- ✓ The preference for part time skilling is more prominent in rural areas as compared to urban students and parents

“We cannot skip our routine work and suffer pay loss. Also women need to take permission from their family as they need to cook and look after children, which makes it difficult for them to undergo full time training” –  
FGD Cuddalore



## Across TN and UP both urban and rural students predominantly prefer On-the-Job training

- ✓ Students prefer On-the-Job training or paid skilling as compared to fee driven full time skilling courses



- ✓ Even amongst part time skilling courses students prefer On the Job training, to avoid loss of pay, as compared to correspondence/evening courses
- ✓ Unemployed students (Unskilled and Skilled) are an exception in this case, as they often prefer evening classes and /or and full time owing to lack of any livelihood

“I would prefer On the Job training as that way I get practical experience while doing my day job and will not suffer any wage loss”

–  
Carpenter in UP

## Hypotheses & Respective Questions

**Hypotheses** - In Eastern UP, there is a strong dislike towards blue collar service sector jobs (waiters, tour guides, salesmen etc.) from both students and parents and they would prefer blue collar manufacturing jobs and/or white collar service jobs over blue collar service jobs

**Hypotheses** - Parents prefer their wards to be self employed as compared to get skilled in a low income blue collar service job

Would you want to undergo skill training in any of these fields? (*for students*)

Which field(s) would you want your son/daughter to undergo training in? (*for parents*)

1.Tailoring & Stitching 2.IT-ITeS 3. Hardware networking 4.Mobile repairing 5.Agriculture & Plantation  
6.Food processing 7.Construction 8.Nursery 9.Healthcare 10.Retail sales 11.Beautician/Masseuse  
12.Hospitality/Hotel management 13.Leaner Processing 14.Dairy processing 15.Carpentry 16. ITI-  
Electrical 17. ITI-Fitter 18.ITI-Others 19. Any Other

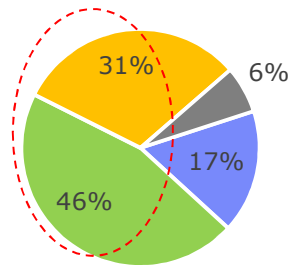
Among the following job options, please tell us the one which would be most preferable to you ? And the one after that? (*for both students & parents*)

1.Government Job – even if it is low paying                      2.Self-employment – even if it is low paying  
3.Blue collar job ( something which requires lot of physical effort), but high paying – in the service sector                      4. White collar job (something which requires mainly mental Effort), but remotely located – in the service sector

# Students in UP have a strong preference towards blue collar manufacturing and white collar service sector jobs

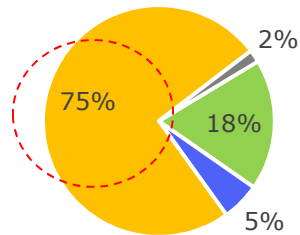
- ✓ In Eastern UP, there is a strong dislike towards blue collar service sector jobs (waiters, tour guides, salesmen etc.) from both students and parents and they would prefer blue collar manufacturing jobs and/or white collar service jobs over blue collar service jobs
- ✓ Parents prefer their wards to be self employed as compared to get skilled in a low income blue collar service oriented job

**Student Preference for Jobs-UP**

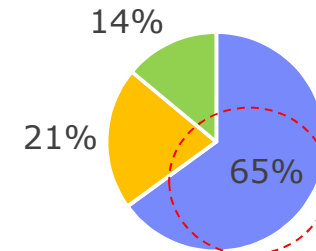


- Blue collar service
- White collar service
- Manufacturing
- others

**Student Preference for Jobs-TN**



**Parents Preference for Jobs - UP**



- Government Job
- Self Employment
- Service Job

- ✓ Students prefer white collar service and manufacturing jobs over blue collar service jobs in UP
- ✓ In TN, the preference is highly skewed in favour of manufacturing jobs
- ✓ Parents in UP prefer their wards to aim for Government jobs or self employment opportunities as compared to low paying service sector jobs

“I have offers to place students as salesman in showrooms in Varanasi but students do not want to pick such offers”

–  
Skill Trainer in UP

## Hypotheses & Respective Questions

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**Hypotheses** - Student and parents have a strong affinity towards Govt. Jobs and prefer Government jobs over corporate jobs

**Hypotheses** - In Eastern UP, there is a strong preference for self employment opportunities instead of getting skilled in blue collar service sector jobs (waiters, tour guides, salesmen etc.)

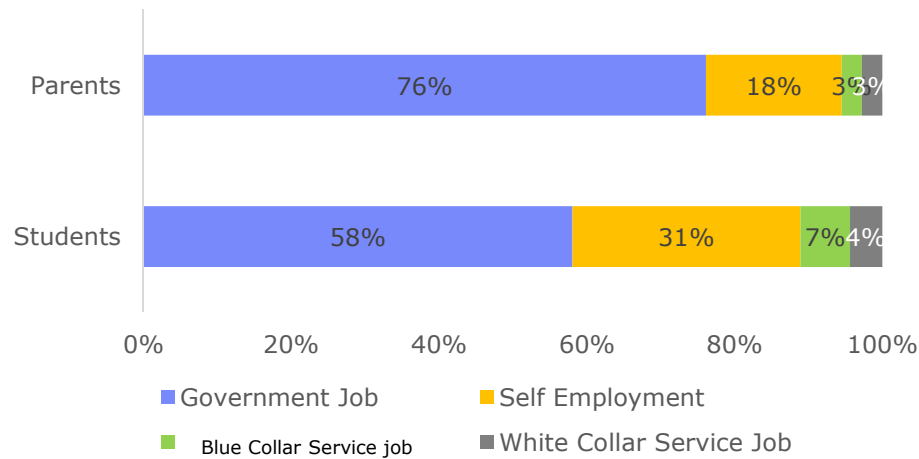
Among the following job options, please tell us the one which would be most preferable to you? And the one after that? *(for both students and parents)*

- Government Job – even if it is low paying
- Self-employment – even if it is low paying
- Blue collar job ( something which requires lot of physical effort), but high paying – in the service sector
- White collar job (something which requires mainly mental Effort), but remotely located – in the service sector

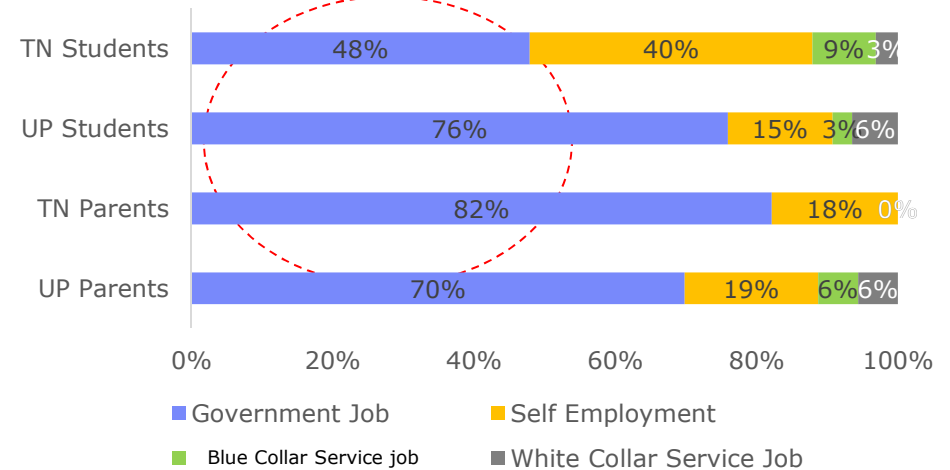
# The preference towards a Government Job is stronger in the student respondents in UP as compared to TN

- ✓ Student and parents have a strong affinity towards Govt. Jobs and prefer Government jobs over corporate jobs
- ✓ In Eastern UP, there is a strong preference for self employment opportunities instead of getting skilled in blue collar service sector jobs (waiters, tour guides, salesmen etc.)

**Job Preferences - All**



**Job Preferences - UP vs TN**



- ✓ Both students and parents prefer Govt. jobs over private sector job opportunities (*both white collar and blue collar ones*)
- ✓ Students and parents also have a strong preference for self employment opportunities
- ✓ The preference for Govt. jobs is considerably higher in parents from TN as compared to students

## Hypotheses & Respective Questions

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**Hypotheses** - Students prefer to undergo skill training in localized training centres but the lack of local training infrastructure affects student mobilization

Did you undergo the training in your own village/town or elsewhere? (*only for students*)

1) Own village 2) Elsewhere

Are the training facilities available in your own city/village now? (*only for students*)

1) Available 2) Unavailable

How far will you be willing to travel in order to be able to undergo a skill development course?

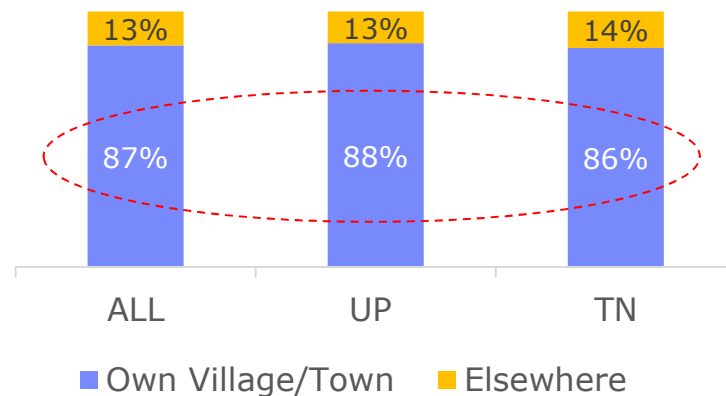
How far was the institute where you undertook the training, from your house? (*only for students*)

1) In the city/ village itself 2) To the nearby town (20 – 50 KM) 3) To the capital (Greater than 50KM) 4) To any metro

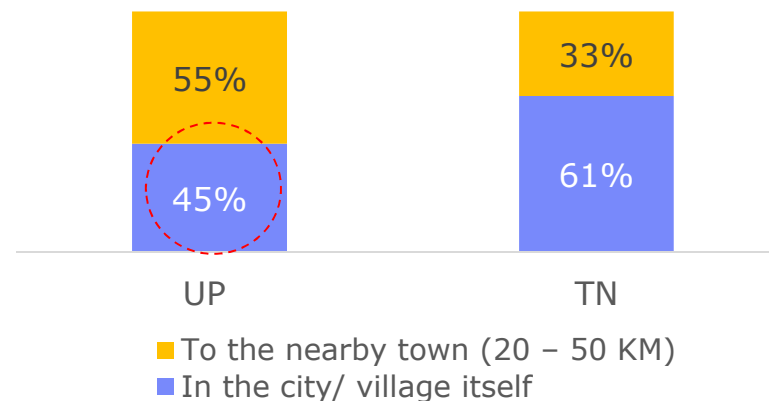
## Students demonstrated a strong preference to attend skill training courses in their own villages and towns

- ✓ Students prefer to undergo skill training in localized training centers but the lack of local training infrastructure affects student mobilization

Student Preference for Undergoing Skill Training



Availability of Training Facility – Student Respondents (All)



- ✓ Strong student preference to attend skill development training in proximity to their homes
- ✓ Students in TN responded more positively to the availability of training facilities in their towns and villages as compared to students in UP

## Hypotheses & Respective Question

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**Hypotheses** - Students and parents show willingness to pay multiple times the fee for a skill training course as kickbacks for securing a public sector job

Suppose you had money (or could arrange), which of the two scenarios below would be preferable to you from the point of view of choosing a career? (*for both students & parents*)

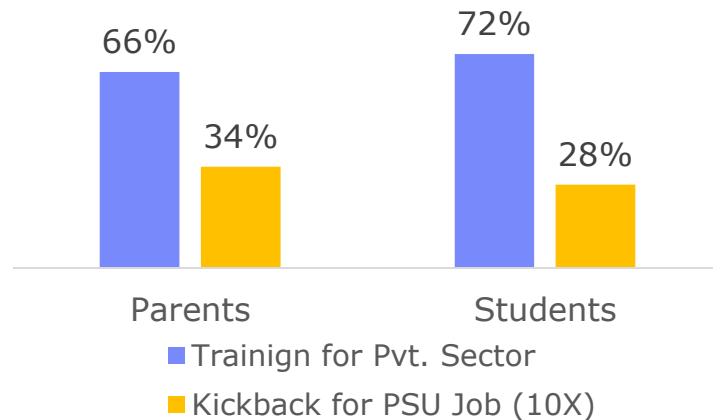
- Fees 'X' for skill training (that will likely earn you a job, most Likely in Private Sector)
- Amount 10X (ten times the amount needed for a skill training) as facilitation money to secure a government job



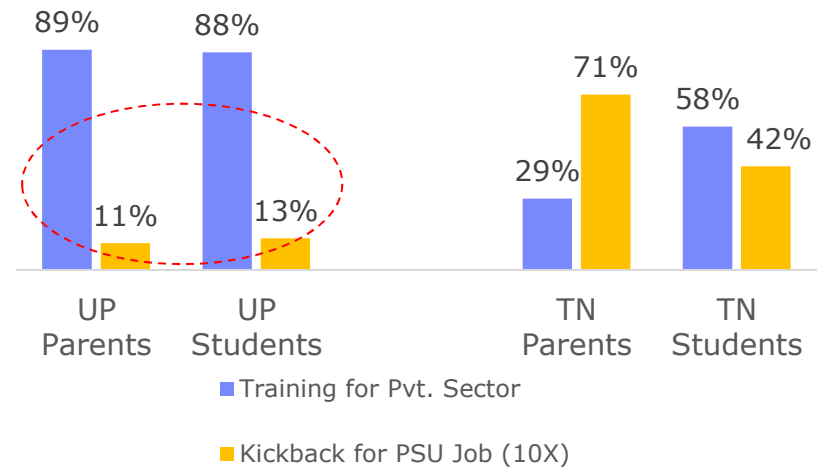
## High inclination towards securing a PSU job, but students and parents in both UP & TN are willing to pay for skill training with job assurance

- ✓ Students show willingness to pay multiple times the fee for a skill training course as kickbacks for securing a public sector job

**Willingness to pay – PSU Job vs Skill Training - All**



**Willingness to Pay – PSU Job vs Skill Training**



- ✓ Though there is a considerable preference toward paying kickbacks to secure a PSU job the instances of this preference were not as common as envisaged in the pilot research
- ✓ Surprisingly, in UP both students and parents are willing to pay for a skill training course, if it assures placements as compared to paying (10X times) kickback to secure a PSU job. On the other hand in TN majority of the parents are willing to pay (10X times) kickback to secure a PSU Job

## Hypotheses & Respective Questions

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**Hypotheses** - Government support and intervention in skill training courses will find traction in the eastern UP region, as has been the case in coastal TN

What was the source of funding for the training which you have undergone? (*Only Students*)

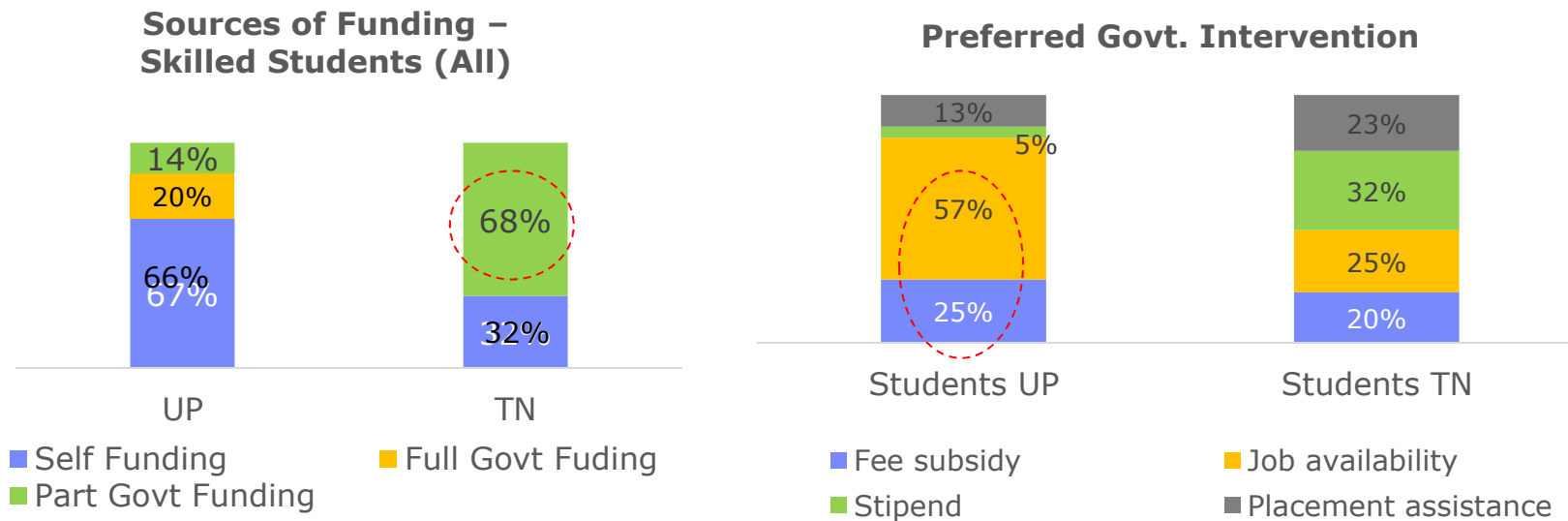
- 1) Self funding – 100%
- 2) 100% Central govt. scheme/scholarship/sponsorship
- 3) Part self + Part Govt. funding (Central/State)

Based on your experience, or desire to up skill yourself in future, what kind of intervention/assistance would you expect from government to help you attend skill development courses? (*Only Students*)

- 1) Fee subsidy
- 2) Job availability
- 3) Compulsory stipend on completion of course
- 4) Facilitate internship at a leading company
- 5) Any other

## State intervention in terms of fee subsidies, scholarships, placement assistance will act as a catalyst towards student mobilization in UP

- ✓ Government support and intervention in skill training courses will find traction in the eastern UP region, as has been the case in coastal TN



- ✓ There are multiple TN state Govt. incentives/scholarships/funds to enable students to attend skill development and livelihood training programs
- ✓ **Large scale institutional intervention (State Govt./Central Govt.) in terms of fund availability for skill training is needed in UP to act as a catalyst for student mobilization**
- ✓ Students expect Govt. Intervention in terms of fee subsidies, scholarships, placement assistance and soft loans to enable them to attend skill training

## Hypotheses & Respective Questions

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**Hypotheses** - Women are encouraged to study, get skilled and work in both Eastern UP & TN

Have your parents/guardians been encouraging towards you to take up skill development courses? (*Only for female students*)

- 1) Yes 2) No

Were there any obstacles to you in attending skill development courses/subsequent job opportunities? (*Only for female students*)

- 1) Yes 2) No

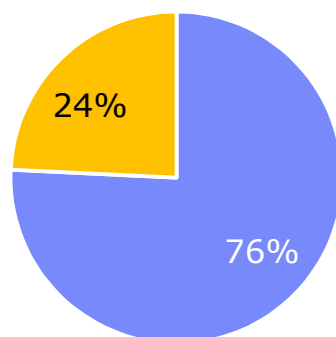
What were those obstacles? (*Only for female students*)

1. Inability to pay
2. Affecting my daily livelihood if study/train
3. Social pressure
4. Family pressure
5. Responsibility at young age
6. Lack of facility
7. Lack of awareness
8. Lack of infrastructure
9. Any other

## Women still face considerable resistance in attending skill training courses and subsequent jobs in rural UP

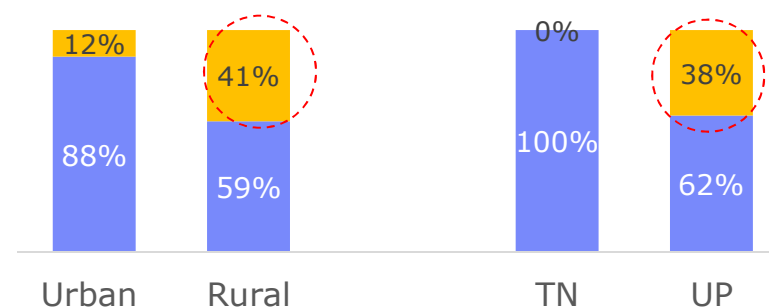
- ✓ Women are encouraged to study, get skilled and work in both Eastern UP & TN

Encouragement from Parents for Skill Training – Women (All)



■ Encouraging ■ Not Encouraging

Encouragement from Parents for Skill Training – Women (Urban/Rural) (TN/UP)



■ Encouraging ■ Not Encouraging

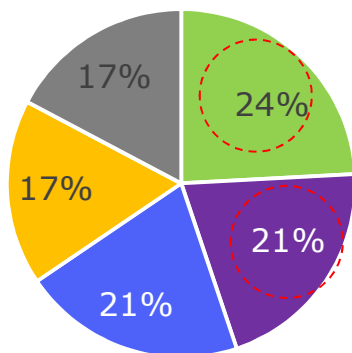
- ✓ Urban women both from UP & TN and rural women from TN are encouraged to attend skill development courses and pursue subsequent job opportunities
- ✓ There is still resistance to sponsor women for skill initiatives in rural hinterlands of UP if it means travelling far for the training

“As skill development institutes are at a distance from home my family does not feel comfortable sending me to these classes” –  
FGD Jaunpur

## One of the key challenges for women attending skill development courses in UP is the lack of basic infrastructure and training facilities

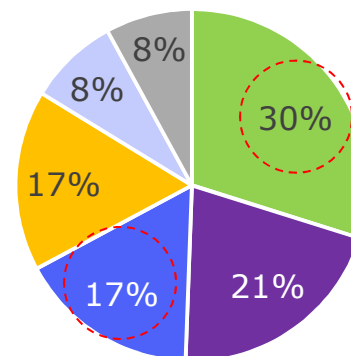
- ✓ Women are encouraged to study, get skilled and work in both Eastern UP & TN

**Obstacles to attend Skill Training – Women TN**



- Inability to Pay
- Affecting Livelihood
- Lack of Awareness
- Responsibility
- Lack of Infra

**Obstacles to attend Skill Training – Women UP**



- Lack of Facility/Infra
- Affecting Livelihood
- Social Pressure
- Inability to Pay
- Family Pressure
- Others

- ✓ In TN the inability to pay for a particular skill course and the resultant loss of wage in the event of attending a full time course is the demotivating factor
- ✓ Whereas in UP, lack of basic infrastructure and training facilities and a sense of social disapproval prevents more women from attending skill training courses

“I get disapproving looks when I travel o the city for my classes. Maybe if we have only women trainer for women trainees, my family (and society) would be much more comfortable”-  
FGD Gorakhpur

## Hypotheses & Respective Questions

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**Hypotheses** - There are very strong preferences from women students, parents and society for the kind of skill training and vocational courses women should opt for – predominantly skills viewed as “softer” in nature including stitching, beautician, para medics etc.

Would you want to undergo skill training in any of these fields? *(only for female students)*

1.Tailoring & Stitching 2.IT-ITeS 3. Hardware networking (“HW N/W”) 4.Mobile repairing 5.Agriculture & Plantation

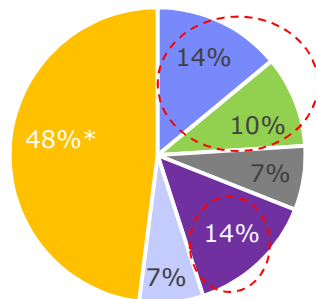
6.Food processing 7.Construction 8.Nursery 9.Healthcare 10.Retail sales  
11.Beautician/Masseuse

12.Hospitality/Hotel management 13.Leaner Processing 14.Dairy processing  
15.Carpentry 16. ITI-Electrical 17. ITI-Fitter 18.ITI-Others 19. Any Other

## The preference towards “softer skills” is more prominent amongst the women students in UP as compared to TN

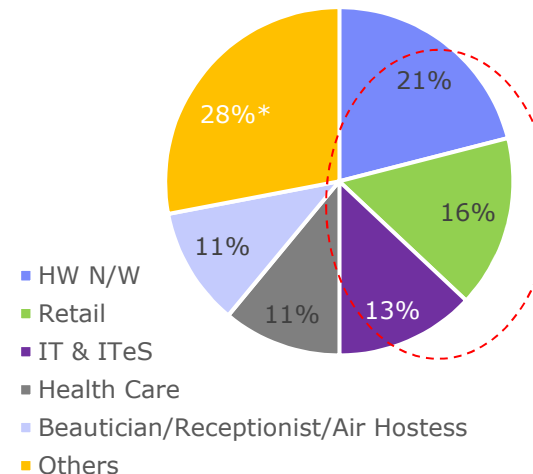
- ✓ There are very strong preferences from women students, parents and society for the kind of skill training and vocational courses women should opt for – predominantly skills viewed as “softer” in nature including stitching, beautician, para medics etc.

Preference for Skill Training-Women TN



- Tailoring & Stitching
- Food Processing
- ITI-Electrical
- Construction
- Health Care
- Others

Preference for Skill Training-Women UP



- HW N/W
- Retail
- IT & ITeS
- Health Care
- Beautician/Receptionist/Air Hostess
- Others

\*Others constitute 9-10 different skills training, with not more than 3-5% responses for each

- ✓ In TN the top 3 vocations finding traction for skill training within women students are Tailoring & Stitching, Food processing and ITI-Electrical
- ✓ In UP, on the other hand, predominantly soft skill training like IT, Salesgirl, beautician, receptionist training modules find better traction amongst female students (HW N/W is currently popular))

“I will like to take up an IT or an Air hostess course as those will offer better profile for me”

-  
FGD Gorakhpur



## Hypotheses & Respective Questions

**Hypotheses** - Modular micro duration courses might attract students as they will be economically viable and less time consuming for students/learners who are daily wage earners

How attractive will shorter micro-duration courses (3-4 days to 3-4 weeks) for skill development initiatives be, for you? Please answer on a 5-point scale where '5' is 'Extremely Attractive' and '1' is 'Not at all attractive' ( Only for students )

1-Not at all attractive                      2                      3                      4                      5 – Extremely Attractive

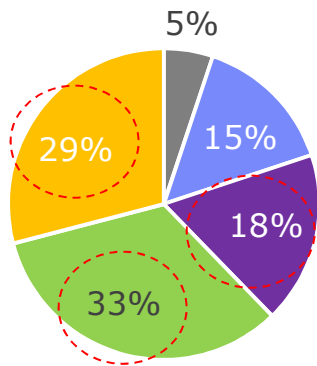
If attractive, What are your reasons for saying so? ( Only for students )

- Lower fee
- Quicker course completion
- Shorter disruption in working life
- Lack of attention or willingness to attend longer courses
- Any other

# Students prefer skill courses to be of 3-5 weeks in duration with a greater demand for micro courses in rural catchment

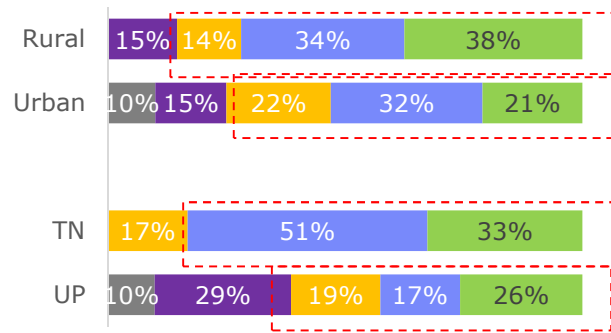
- ✓ Modular micro duration courses might attract students as they will be economically viable and less time consuming for students/learners who are daily wage earners

Scale of Attractiveness of Micro Duration courses - Student (All)



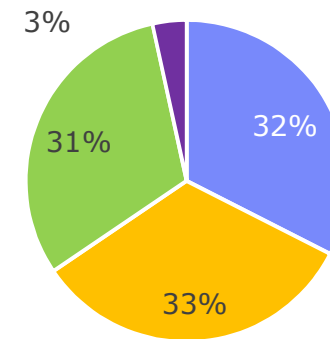
- Not At all Attractive -1
- 2
- 3
- 4
- Extremely Attractive -5

Preference for micro duration courses – Rural vs Urban, UP vs TN



- Not At all Attractive -1
- 2
- 3
- 4
- Extremely Attractive -5

Attractiveness of Micro duration courses – Students (All)



- Lower fee
- Quicker Course Completion
- Shorter Disruption
- Un Willingness for longer Courses

- ✓ ~80% of the students believed micro duration courses to be more attractive as it offered them a choice to quickly complete skill development courses at lower fee and with shorter disruptions
- ✓ Students in Rural regions and students in TN are more attracted towards micro duration courses as compared to their counterparts

“I have to take care of my family and my parents and as such I would prefer shorter courses which keeps me away for lesser duration” –

Women, FGD Gorakhpur

## Hypotheses & Respective Questions

**Hypotheses** - An effective way to guide, counsel and enrol interested students into skill development initiatives is by conducting counselling drives in specific small villages/towns which helps in gaining buy-in from village elders and generates enthusiastic response from fence sitters

**Hypotheses** - Proof of concept (testimonials from placed students and companies) will help drive student inflow for skill courses

Who are the key influencers in students choosing 'whether to opt for skill development courses'? (For all three type of respondents) (student, parents & NGO/Trainer)

1) Parents 2) Friends 3) Teachers 4) A respected idol 5) Celebrity 6) Any other

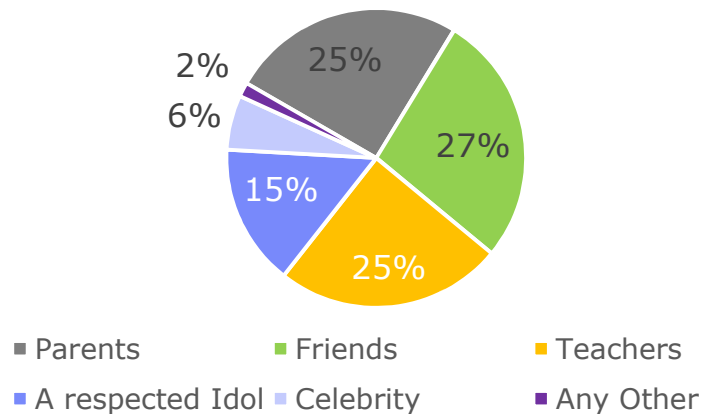
What is the most effective way to guide/counsel students in urban/rural areas? (For all three type of respondents)

- 1) Parents as counsellors 2) Village elders as counsellors
- 3) Testimonials from companies 4) Pilot sessions
- 5) Testimonial from successful students who are skilled or placed
- 6) Testimonial from government representatives 7) Any other

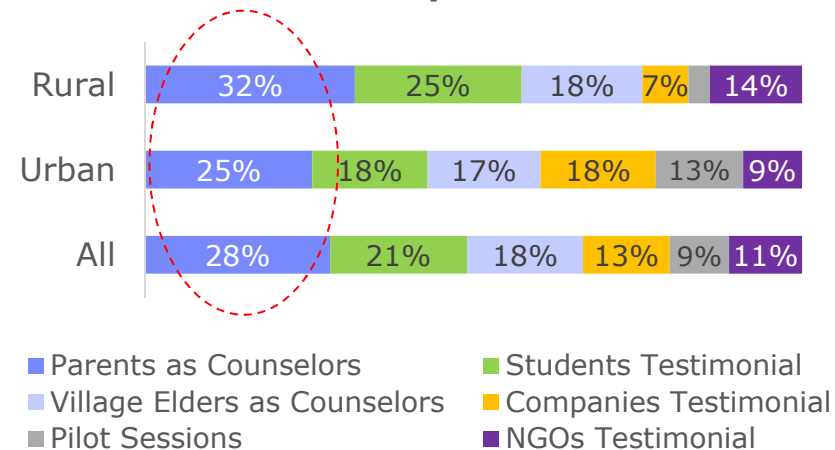
# Testimonials from successful students and friends are the biggest influencers for prospective skill training candidates

- ✓ An effective way to guide, counsel and enrol interested students into skill development initiatives is by conducting counselling drives in specific small villages/towns which helps in gaining buy-in from village elders and generates enthusiastic response from fence sitters
- ✓ Proof of concept (testimonials from placed students and companies) will help drive student inflow for skill courses

**Key Influencers – Student Decision for Skill Training (All)**



**Effective Ways to Counsel – All**



- ✓ Parents, friends and respected idol are the biggest influencers on students while deciding on skill training institutions
- ✓ Parents as counsellors & student testimonials are considered highly effective means to counsel and drive students towards particular skill development institutes and courses

“I chose hardware networking at this particular institution as friends from my village highly recommended it” –  
*Student in UP*

## Hypotheses & Respective Questions

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**Hypotheses** - Effective way to reach out to students willing to undertake skill development courses in Tier 2, Tier 3 cities and villages is through career sections of vernacular newspapers

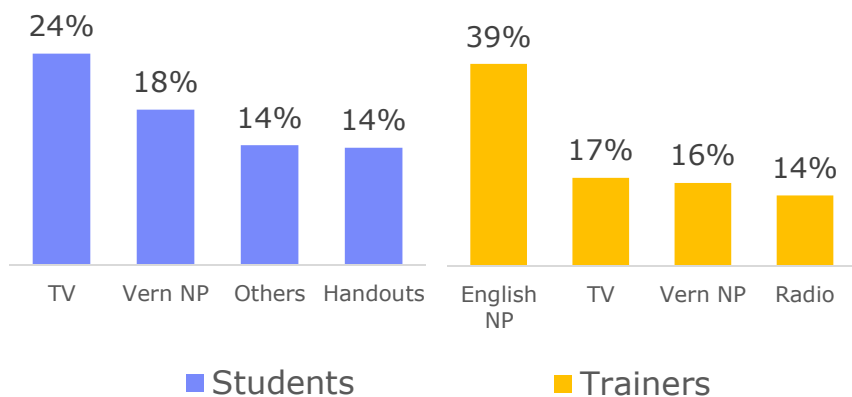
Which is the most effective way to reach out to students such as you, from your area ?  
( For Students and NGO/Trainers )

- 1) English Newspaper
- 2) Vernacular Newspaper
- 3) TV
- 4) Radio
- 5) Below the lines (Hand-outs, pamphlets, leaflets)
- 6) Seminars/Drives
- 7) Free counselling sessions
- 8) Demo Classes
- 9) Any other

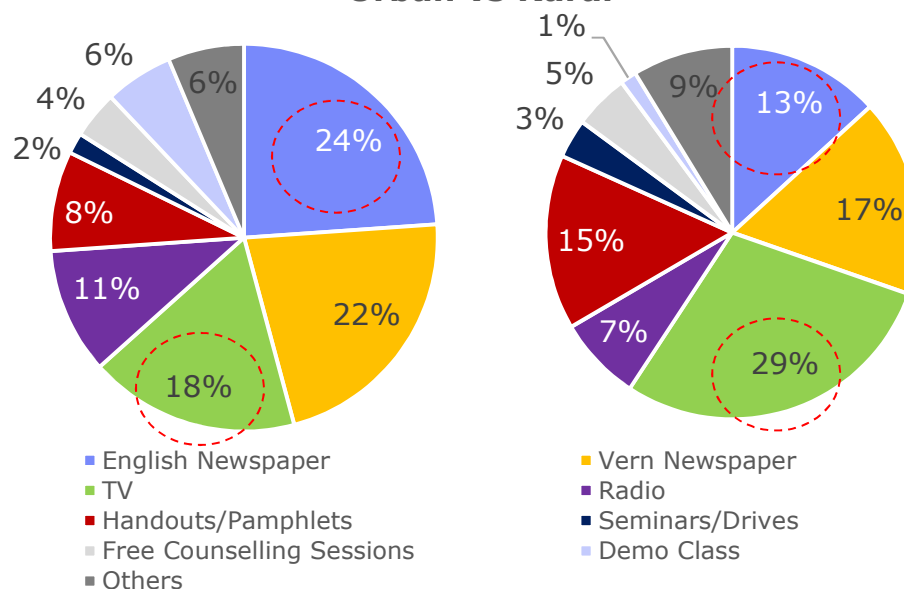
## Public Meetings, Televisions, pamphlets and Mobile SMS have demonstrated effectiveness in reaching out to students in rural UP & TN

- ✓ Effective way to reach out to students willing to undertake skill development courses in Tier 2, Tier 3 cities and villages is through career sections of vernacular newspapers

Effective ways to reach out – All



Effective ways to reach out – Urban vs Rural



- ✓ Both students and trainers responded that TVs and vernacular newspapers are an effective way to reach out to prospective students
- ✓ TV is a more effective way to reach out to students in the rural areas as compared to English Newspapers in Urban setting.
- ✓ Mobile SMS works well for reaching out to both urban and rural students  
(Qualitative Insight)

“Public meetings in Taluks, ads on TVs and distributing pamphlets are effective in attracting rural students”  
–  
FGD, Villipuram

## Hypotheses & Respective Questions

**Hypotheses** - Lack of holistic personality development and English speaking skill modules negatively affects the attractiveness for skill development programs

How attractive will the following be to you, as a part of skill development initiatives?

Please answer on a 5-point scale where '5' is 'Extremely Attractive' and '1' is 'Not at all attractive' *(Only for students)*

a. English Speaking

1-Not at all attractive      2      3      4      5-Extremely Attractive

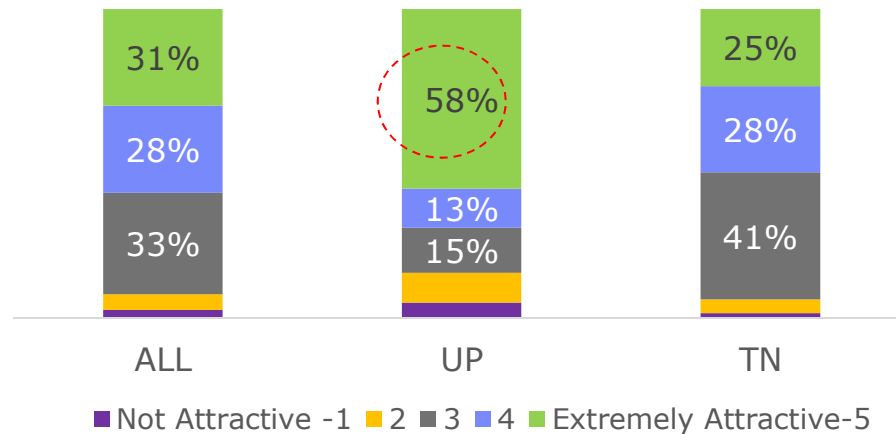
b. Personality development

1-Not at all attractive      2      3      4      5-Extremely Attractive

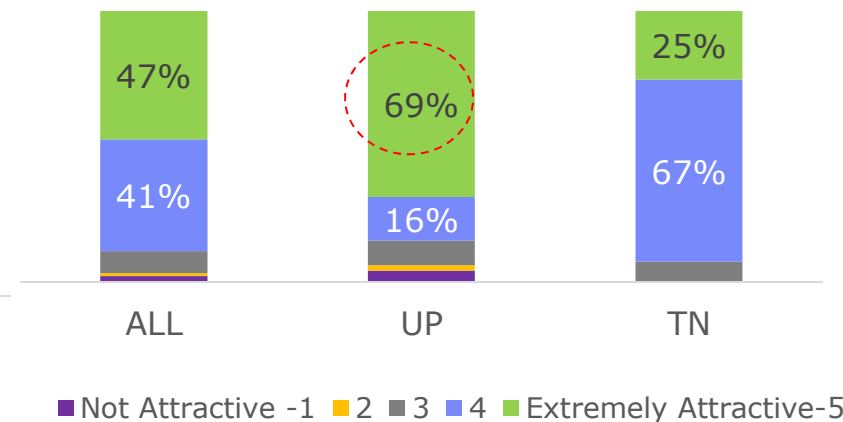
## Inclusion of English speaking and Personality development modules will increase the attractiveness of skill development courses

- ✓ Lack of holistic personality development and English speaking skill modules negatively affects the attractiveness for skill development programs

English Speaking modules make skill training courses more attractive - Students



Personality Dev modules make skill training courses more attractive - Students



- ✓ More than half of the students (as compared to 25% in TN) interviewed in UP felt that inclusion of **English speaking module** will extremely increase the attractiveness of skill courses
- ✓ Close to 70% of the students interviewed in UP felt that inclusion of **Personality development module** will make the skill courses extremely attractive

“We have students who have returned back to their villages after being placed in good companies as they could not speak good English and were low on confidence” – Head, Skill Training Centre, UP



## Other Insights

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Do you feel you have benefited in terms of your skills/job/career by undertaking the course? ( *For students only* )

1) Yes 2) No

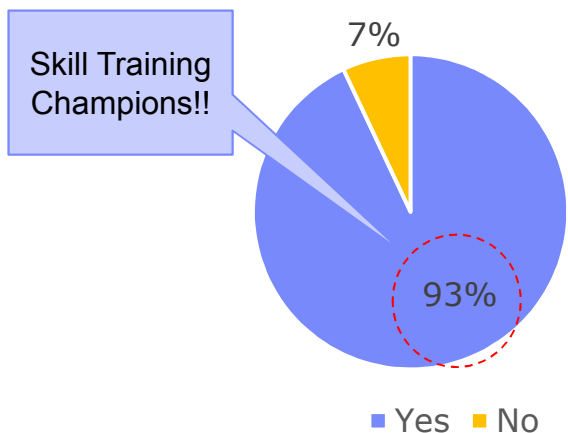
What was the salary you expected after completing the course?/What is the salary that one should expecting after completing such a course? ( *For students only* )

Provided you have no constraints in terms of availability of jobs at a location, would you be open for a job (after your education/training) at ( *For students only* )

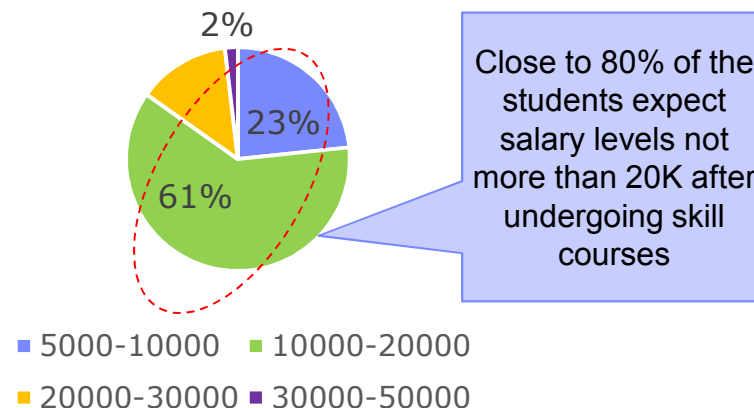
1) Native village 2) Town/city nearest to native village 3) Anywhere in the state ( including state capital) 4) Anywhere in India – Including metro ( Delhi, Mumbai, Kolkata, Bangalore, Chennai, Hyderabad etc.) 5) It does not matter 6) Any other

# Other Insights - Most of the students expect salaries between 5000-20000 INR after undergoing skill training programs

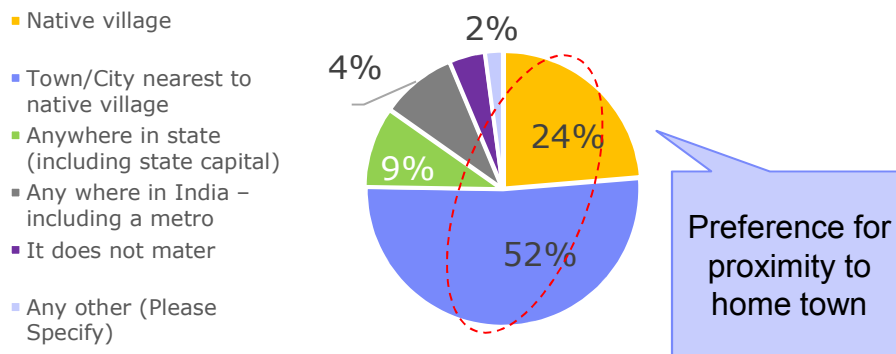
**Benefitted from Skill Training – Skilled students**



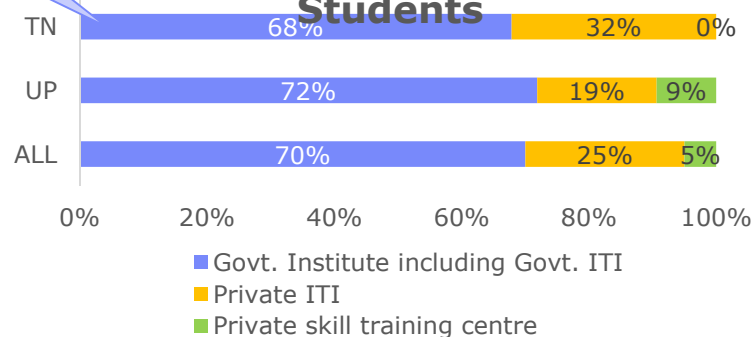
**Salary Expectations - Students**



**Job Location Preference – Students (All)**



**Break up of Institution Preferences - Skilled Students**



# Agenda

- ▶ Objectives and Executive Summary
- ▶ Pilot Research - Methodology
- ▶ Pilot Research – Findings & Hypotheses
- ▶ Primary Research - Methodology
- ▶ Hypotheses – Findings & Analyses
- ▶ **Key Recommendations**

## Key Recommendations - Skill Training Modules

### *Training Module*

- ✓ **Focus on Skill training initiatives relevant to local ecosystem** keeping in consideration job availability in the local catchment area and socio-economic perceptions about different job opportunities
- ✓ Offering **modular micro –duration courses (3-5 weeks)** with in-built practical training segments
- ✓ **Part-time, Evening classes and On-the-Job skill development** modules to encourage people to join skill programs without wage loss
- ✓ There will be greater student interest in training programmes if **lodging facility is provided at the place of training**
- ✓ Inclusion of **English speaking and Personality development modules** as a part of skill training programs

## Key Recommendations - Effective Student Mobilization

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### *Student Mobilization*

- ✓ Information dissemination through **Televisions, Vernacular Newspaper, pamphlets and Mobile SMS in rural** and remote areas
- ✓ Utilising **successful student/friend testimonials** to encourage students to take up skill training programs
- ✓ Village/Tehsil level **counselling and discussion drives with pilot skill sessions** to gain buy-in from social stakeholders to encourage better women participation in skill initiatives
- ✓ **All women Skill centres** (with women trainers, administrators etc.) offering women centric courses to encourage rural women to attend skill programs

## Other Key recommendations

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### *Other Enablers*

- ✓ **Job assurance** for skill training courses with provisions for placement counselling, job fairs and Updation on state employment registry
- ✓ **Govt. Intervention in terms of fee subsidies/scholarships etc.** to ensure financial ability of students to attend skill development initiatives
- ✓ **Govt. Intervention** in terms of **placement assistance, and soft loans** to encourage students to take up **skill development and livelihood training programs**

## Glossary for definitions

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**FGD** – Focus Group Discussion

**PI** – Personal Interview

**Blue collar service sector jobs** – (Sales & Marketing, Beautician/Masseuse/Receptionist and other such service oriented training, Hospitality/Hotel Related)

**White collar service sector jobs** – (IT-ITeS, Hardware networking, Healthcare/Para medical/)

**Manufacturing jobs** - Tailoring & Stitching, Mobile repairing, Agriculture & plantation, Food Processing, Construction, Agriculture, Nursery and Plantation, Leather processing, Dairy processing, Carpentry & Furniture making, ITI focused

**TN** – Tamil Nadu

**UP** – Uttar Pradesh

**HW N/W** – Hardware networking

**Kickback for PSU Job (10X)** - Amount 10X (ten times the amount needed for a skill training) as facilitation money to secure a government job

**English NP** – English Newspaper

**Vern NP** – Vernacular Newspaper

**Below the lines** - (Hand-outs, pamphlets, leaflets)

**Skilled Person** – A person who has already undergone vocational training program

**Unskilled Person** – A person who has not undergone any sort of vocational training

**Softer Skills** – Women focused skills such as Tailoring & Stitching, Beautician, Receptionist, Air hostess, Masseuse, Healthcare, Paramedical, IT-ITeS etc.

**Micro Duration Courses** – Period of such courses are around 1-5 weeks



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# End of Report