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## **Skill Mapping and Upgrading Traditional Vocational Skills in Rural Areas of Ferozpur, Punjab**

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### **Abstract**

*Today's challenging economic situation means that it is no longer sufficient for a new graduate to have knowledge of an academic subject; increasingly it is necessary for students to gain those skills which will enhance their prospects of entrepreneur and employment. The National Skill Development Corporation (NSDC) has been set up under Public- Private- Partnership (PPP) mode which is functioning under the Ministry of Finance to provide viability gap funding and coordinate private sector initiatives. The corporation has constituted Sector Skills Councils for identification of skill development needs and establishment of a well-structured sector-specific labour market information system. The purpose of this paper is to critically examine national skills development initiatives in India as the country embarks on building skilled manpower to meet the demand of SME sectors in the coming decade. Ferozpur distt. of Punjab state is particularly selected as a target group for skill mapping and to upgrade the rural women for entrepreneurship. The main objective of this paper is to estimate the gap that exists in selected area, to study the existing traditional vocational skills and to conduct training programs to improve the entrepreneurship skills selected area. Primary data will be collected by conducting Field visits in various villages of ferozpur district to analyze the existing traditional crafts. Secondary data will be collected from different sources including MIS (management information system) reports generated by the implementing agencies and host ministries of the respective SD missions. Data collected will be analyzed, visualized and presented using appropriate statistical techniques. Thus ,this research paper analyses key national skills development initiatives and how the federal government is making efforts to build skills of marginalized communities as well as training programmes to improve entrepreneurial skills and in bridging projected skills gaps.*

*Key words: Skill Development, Small and Medium Enterprises (SME), Entrepreneurship Skills*

### **Introduction**

The 21<sup>st</sup> century has witnessed growing interests in skills development (SD) in emerging economies. Democratic countries like India want to create a knowledge economy with a special emphasis on sustainable growth in service and industry sectors. India is also very keen on adopting proactive strategies for socio-economic empowerment of its citizens in addition to ensuring an inclusive growth trajectory. Nurturing and developing a pool of human talents is key for sustainable growth. Effective and sufficient human capital formation has become key determinant in capturing global opportunities. Creating an

atmosphere of workplace learning and SD boosts socio-economic empowerment of erstwhile excluded communities. In the last two decades, there has been an enormous growth in the fields of engineering, technology and management. There are anecdotal evidences of Indian engineering graduates who have been unable to secure employment due to curriculum gaps between colleges and industry standards or industry practices. Creative, analytical and leadership skills do not match with industry's expectations. Thus, tertiary institutions play a vital role in bridging the skills gap of fresh graduates .[1]

Skills development is increasingly being viewed as very important by industry associations and chambers of commerce and industry as their member organisations face skills shortage or skills gap. Their long-term and medium-term projected market expansion is marred by non-availability of skilled manpower in certain formal and informal sectors. Micro, small and medium enterprises (MSME) will be mostly affected as big enterprises can always lure away skilled manpower. This is in addition to exodus of manpower from MSME to big enterprises[2]. In India, the MSME sector is a major job creator. The informal or unorganised sector also plays a role in job creation particularly for poor and marginalised communities. The poor and marginalised communities have very limited access to education in addition to being low-skilled. This means they continue to face difficulties in finding suitable employment. Hence, many resort to taking up odd jobs which fail to provide meaningful SD. [3]

The National Skill Development Corporation (NSDC) has been set up under Public- Private-Partnership (PPP) mode which is functioning under the Ministry of Finance to provide viability gap funding and coordinate private sector initiatives. The corporation has constituted Sector Skills Councils for identification of skill development needs, development of a sector skills development plan and establishment of a well-structured sector-specific labour market information system.[7]

Punjab has invested in encouraging skill development and technical education in the state, making it one of the priorities of the 12<sup>th</sup> five year plan (2012-2017). The government of Punjab has been working towards expanding vocational and technical training, under the direction of the department of technical education and industrial training [11]. The objective of the department is to oversee degree and diploma level institutions in the state to hasten the pace of skill development. Courses and training are revised in consultation with the Confederation of Indian industries. The state government, as of 2010, has a capacity to train 300,000 persons annually. The Punjab government aims to skill 15 million people by 2022, keeping pace with the government of India's plans to skill 500 million people by 2022 .

NSDC, inter-alia, aims at determining the gaps between the demand and supply of human skills at micro level through survey studies[8]. NSDC, has identify 21 high growth sectors and formulated action plan for skill development in those sectors. Ferozpur distt. of Punjab state is particularly selected as a target group for skill mapping and to update the rural women for enterprenureship.

### **Objectives**

The main objectives of the study are:

1. To Identify developmental opportunities, the current and future skills and manpower requirements .
2. To estimate the gap that exists in selected area and to map skill demands for future.
3. To assess the status of the existing traditional skills and potential for expansion.
4. To conduct training programs for improving entrepreneurial skills in rural women.

### Literature Review

Socio-economic empowerment of citizens in developing countries has become a key concern particularly among marginalised communities through widening of access to learning and training in SD. Many developed countries are now facing the challenges of aging population while and low-skilled jobs in developing countries cannot serve the purpose of socio-economic empowerment and the poor will remain trapped in poverty.

Latest writings and studies have identified several driving forces for SD in India. These works had analysed how mission-mode SD programmes can promote social inclusiveness at the national and local level.

Scholars such as Bryceson (2002) and Scoones (2009) adopted an ethnography angle to study perspectives and challenges of the rural population while reorienting their livelihoods to achieve development in sub-Saharan Africa and other LDCs.

Jamal and Mandal (2013) and Chenoy (2012) examined the key actors under the National Skill Development Mission 2010 while Mehrotra, Gandhi and Sahoo (2013) examined official projection of manpower requirement in 2022 and how this figure was derived at during the planning phase.

The Organisation for Economic Cooperation and Development (OECD) and the International Labour Organization (ILO) (2011) jointly drafted the *OECD-ILO Strategies for Local Job Creation, Skills Development and Social Protection*, which is a set of 10 key principles and policy suggestions for governments and non-government actors including private players. One of the principles and policy suggestions for their member countries is to emphasise on “Maximizing Skills Development and Training”. Thus, SD of youth has been made an essential parameter to strategically position a country higher in a competitive globalised world order. At the national level, many key initiatives were planned under the Eleventh and the Twelfth Five Year Plan periods aimed at enhancing access to skills building and learning vocational and technical skills.

Scholars have introduced various effective approaches to skills building and achieve viable livelihoods in different segments including fisheries, forestry, village industries and food processing industries. Similar approaches have been mooted such as those contained in OECD’s latest strategic document published in 2012 titled “Better Skills, Better Jobs, Better Lives: A Strategic Approach to Skills Policies”.

The Planning Commission’s (2007) *Report of the Task Force on Skill Development* considers SD of youth will help in sustaining the economic momentum of the country in a globalised world. Livelihoods development or livelihoods promotion is usually linked with socio-

economic empowerment, regional development and rural development. Livelihoods development comes with appropriate SD of marginalised communities in developing countries and least developed countries (LDCs). Marginalised communities have been displaced for decades from their aboriginal habitats, aggravated after the Second World War due to widespread deforestation, land acquisition for industrialisation, global warming and other severe ecological or environmental conflicts. These communities need access to alternative livelihoods to ensure a sustainable future.

The UNESCO's *EFA (Education for All) Global Monitoring Report 2012* affirmed the importance of SD for youths around the world to ensure a better and secure future.

The World Bank publication titled *World Development Report 2013: Jobs started a debate on "skills or jobs – what comes first?"* The report highlighted that "jobs need skills, pull skills, and build skills" and emphasised that "employment opportunities increase the demand for education, which systems then have to meet. The role of policy here is to ensure that signals are adequately transmitted, providing incentives to continue skill accumulation by the young and those of working age alike.... In India, informing rural women about job opportunities led to increased schooling for girls and delayed marriage and childbearing for women. On the other hand, privilege in access to jobs distorts the signals. It hurts and discourages, rather than encourages, the building of skills."

## **Research Methodology**

### **Dimensions to assess skill gaps**

Skill gaps were assessed under two dimensions, each of which required a different approach

- i. Need for manpower skill development in organized sector:** This involved understanding skill gaps for formal/informal employment in both private and public enterprises among key manufacturing and services sectors in Ferozpur district.
- ii. Need for manpower skill development for livelihood trades:** This involved understanding skill requirements to foster local livelihoods in primary, unorganized secondary and unorganized tertiary sectors in the district.

### **Collection of primary data**

The method adopted for investigation was survey method. Primary data was collected through structured questionnaire. Separate questionnaires were designed for Vocational Training Providers (VTPs) and Establishments. To solicit the qualitative information various stakeholders were contacted such as government departments, representatives of industries, financial institutions, NGOs, Self Help Groups (SHGs), VTPs etc. Field visits were conducted by visiting villages in ferozpur district to analyse the existing traditional crafts in that particular area.. Traditional activities were discussed with the selected respondents along with their growth potential and training programs were organized to enhance their entrepreneurial skills.

### Collection of secondary data

Quantitative and qualitative secondary data were collected from different sources including MIS (management information system) reports generated by the implementing agencies and host ministries of the respective SD missions. The Planning Commission of India also compiled several datasets for strategic planning of national missions. Data sources for tables and figures are mentioned in the appropriate sections of this project. Data collected were analysed, visualized and presented using appropriate statistical techniques.

### Results and Discussions

#### 4.1 National Skills Development Initiatives - Organisational Structure

India is enjoying a demographic dividend vis-à-vis countries with rapidly ageing population (James, 2008). It is estimated that India will have one-fourth of global workforce by 2022. The National Skill Development Policy (2009) envisaged the creation of 530 million skilled workers by 2022

#### National Skill Development Corporation (NSDC)

A key national entity named National Skill Development Corporation (NSDC) was formed in July 2008 by the central government in partnership with industry bodies. The NSDC has now 51:49 shareholdings of private and government entities (government owns 49% and private the rest). The government's funds are channelled through the National Skill Development Fund (NSDF) whereby the NSDC is a designated fund manager. It has a three-tier operational structure and is the apex body having a number of Sector Skills Councils. **Table 1** shows a list of 21 high growth sectors (21 HGS) as identified by the NSDC and indicating the possibility of existence of small and medium enterprises (SMEs) among them. This Table also indicates that micro enterprises do exist in a few areas, particularly in village-based industries. On the other hand, Self-Help Groups (SHGs) can also form micro-enterprises that participate in some sectors for example, in micro-finance and micro-insurance businesses.

**Table 1:** 21 High-Growth Sectors Identified by NSDC and their SME Counterparts

21 High-Growth Sectors (HGS) Identified by NSDC	Micro Enterprises (Existence of)	Small & Medium Enterprises (SMEs) (Existence of)
Automobile / Auto Components	No	Yes
Electronics Hardware	No	Yes
Textiles and Garments	Yes	Yes
Leather and Leather Goods	Yes	Yes
Chemicals and Pharmaceuticals	No	Yes
Gems and Jewellery	No	Yes
Building and Construction	No	Yes
Food Processing	Yes	Yes
Handlooms and Handicrafts	Yes	Yes
Building Hardware and Home Furnishings	No	Yes
Information Technology (IT) or Software	No	Yes
IT-Enabled Services-Business Process Outsourcing	No	Yes

(ITES-BPO)		
Tourism, Hospitality and Travel	No	Yes
Transportation, Logistics, Warehousing and Packaging	No	Yes
Organised Retail	No	Yes
Real Estate	No	Yes
Media Entertainment, Broadcasting, Content Creation, Animation	No	Yes
Healthcare	No	Yes
Banking/ Insurance and Finance	No	Yes
Education/ Skill Development	No	Yes
Unorganised Sector	Yes	No

Based on the 21 high growth sectors, the NSDC proposed the establishment of Sector Skills Councils. These councils were incorporated in partnership with appropriate industry bodies and Industry associations of the respective sector. As at 15<sup>th</sup> May 2013, there existed 18 Sector Councils. Some of them have launched their own for information outreach (**Table 2**).

The NSDC also periodically publishes Skill Gap Analysis reports in the respective sectors as shown in **Table 2**. The Sector Skills Councils are also responsible in preparing and producing what is known as Skill Gap Analysis Reports in their respective sectors. Table 2 also shows that some Sector Skills Councils are in the process of being formed and skill gap analysis reports of certain sectors are still under preparation.

In addition to sectoral skill gap analysis surveys, the NSDC commissioned state-level skill gap analysis surveys for the different states. The skill gap study (SGP) reports are important strategic documents for planning SD programmes at the district and state level.

**Table 2: NSDC-affiliated Sector Skill Councils (SSCs) in India**

Name of Sector Skill Council	NSDC Skill Gap Analysis Reports	Status	Website	21 HGS
Agriculture	X	√	-	√
Automotive	√	√	-	√
BFSI (Banking, Financial Services & Insurance)	√	√	www.bfsisscc.com	√
Capital Goods	√	√	-	X
Construction	√	√	-	√
Electronics and Hardware	√	√	www.essc-india.org	√
Food Processing	√	√	-	√
Gems & Jewellery	√	√	www.gjscci.org	√
Healthcare	√	√	www.healthcare-ssc.in	√
IT-ITeS	√	√	www.nasscom.in/sector-skills-	√ w
Leather	√	√	-	√
Logistics and Transportation	√	√	-	√
Media &	√	√	www.mescindi	√

Entertainment			a.org	
Plumbing	X	√	www.ipssc.co.in;	√
Retailing	√	√	www.rasci.in	√
Rubber	X	√	www.rsdcindia.in	X
Security	X	√	http://www.sksdc.in	X
Telecom	X	√	http://tsscindia.com	X

**Table 2: Continued**

Name of Sector Skill Council	NSDC Skill Gap Analysis Reports	Status	Website	21 HGS
<b>Proposed SSCs</b>				
Aviation	X	X	-	X
Domestic Workers	X	X	-	√
Handloom & Handicraft	X		-	√
Life Sciences	X	X	-	X
Power	X	X	-	X
Steel	X	X	-	X
Textiles	√	X	-	√

Status √ = Incorporated; 21 HGS √ = Yes;

NSDC Skill Gap Analysis Reports √ = Published;

X = No/ Not Available

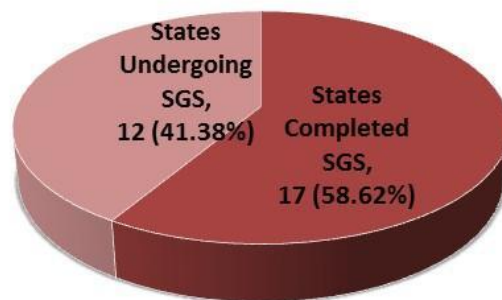
Data as at July 14, 2013

The All India Council for Technical Education (AICTE), an agency under the Ministry of Human Resource Development (MHRD), is tasked with developing the National Vocational Education Qualifications Framework (NVEQF) for engineering and technical courses across the country. The National Skills Qualifications Framework (NSQF) will complement the NVEQF to ensure industry-oriented skills development.

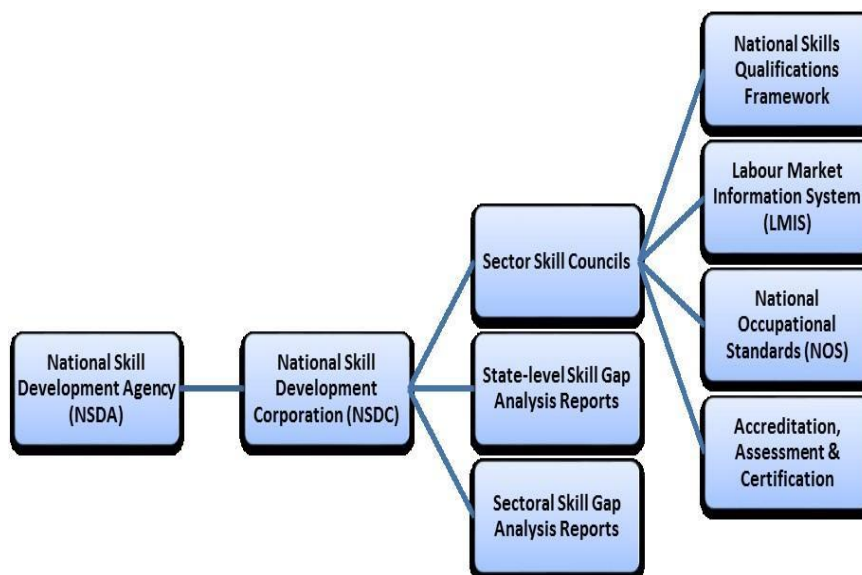
**Figure 1** shows that 59% states have completed district-wise SGP while the rest are yet to complete it. The nine states that had completed the NSDC-supported “District-wise Skill Gap Study for the state” are Delhi, Jharkhand, Karnataka, Madhya Pradesh, Maharashtra, Odhisha, Rajasthan, Tamil Nadu and West Bengal. The eight north-eastern states that have completed their “NSDC Skill Gap Study of the North East” are namely, Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim, and Tripura. Twelve states are now undertaking surveys for “District-wise Skill Gap Study for the State” namely, Andhra Pradesh, Bihar, Chattisgarh, Goa, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Kerala, Punjab, Uttar Pradesh, and Uttarakhand. **Figure 2** shows a schema of

coordinated action for SD, where the National Skill Development Agency (NSDA) assumes the role of a national authority for institution building, strategic decision making and coordination among a number of state actors. The NSDC also provides operational frameworks and responsible for ground level implementation of provisions in National Policy on Skill Development 2009 and National Skill Development Mission 2010. The Sector Skills Councils are responsible for developing National Skills Qualifications Framework (NSQF), Labour Market Information System (LMIS), National Occupational Standards (NOS) and accreditation, assessment & certification.

**Figure 1:** NSDC District-wise Skill Gap Study (SGS) for the States of India



**Figure 2:** Schematic View of NSDC Activities



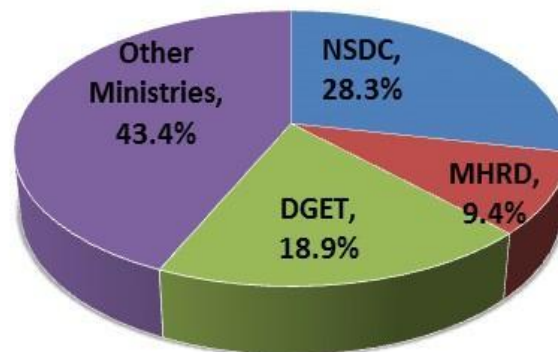
### Number of Persons Trained by the Year 2022.

The National Skill Development Mission 2010 has rolled out a strategic plan of skill and knowledge building of about 530 million youths by 2022 where NSDC, DGE&T (Directorate General of Employment & Training under Ministry of Labour and Employment), MHRD



and other Ministries will be strategically involved in the skills building process. The year 2022 is important as India will be celebrating its 75th anniversary (75 years since its independence from Britain). This 530 million is a cumulative figure. The Mission envisaged that this pool of trained manpower will be ready for absorption into the industries and will be able to bridge the projected skill gaps in different sectors of the globalised national economy. **Figure 3** shows the share of skills building tasks where the NSDC has the highest target to meet - 28.3%, DGET 18.9% while MHRD has to meet 9.4% of its share of overall target.

**Figure 3:** Projected Number of Persons Trained by 2022



## 4.2 Skill Gap Assessment of Ferozpur District

### 4.2.1 Administrative Profile

Almost 11 km from the Hussainiwala border on the west and 121 km from Ludhiana in the east lies the City of Ferozpur, the headquarters of the District administration. By road, it is 116 km from Amritsar, 130 km from Jalandhar, 122 km from Ludhiana, 103 km from Bathinda (via Kot Kapura), and 86 km from Fazilka. The city lies on the Ferozpur Cantonment – Ludhiana Branch Line of the Northern Railway.

### 4.2.2 Estimation of supply of manpower in the District

Ferozpur is a high human resource growth district adding manpower of about 58,000 more than 3 lakh during 2012-22. The employment opportunities within the district for this growing working population have to be addressed through suitable training.

Region	Estimated Population (2022)	Working Age Population (2022)	Labor Force (2022)	Work Force (2022)	Incremental Supply(2012-22)
Ferozpur	2,236,559	1,476,129	627,909	596,514	58,753
Punjab	30,570,951	20,176,828	8,877,804	8,433,914	830,683

Source: KPMG Analysis

#### 4.2.3 Incremental Manpower Requirement in the District

Incremental manpower requirement in the district of Ferozpur has been estimated based on several parameters such as investments into various sectors in the district for the past 10 years, national level benchmarks on industrial growth across sectors, national inclusion targets for sectors such as banking and healthcare, employment generation potential of various sectors based on labor elasticity and market based insights from discussions with industries in Ferozpur.

According to the estimates, in the next 5 years, Ferozpur is expected to witness an incremental manpower requirement of over 48 thousand which is expected to normalize to 43 thousand during 2017-22.

**Table3:** Incremental Manpower Requirement in the District

Subsectors	2012			2017			2022		
	Skilled	Semi	Unskille-d	Skille-d	Semi	Unskille-d	Skille-d	Semi	Unskille-d
Agriculture & Allied Activities	0	0	321614	0	0	317423	0	0	313287
Pharma & Medicinal Products	0	0	0	0	0	0	0	0	0
Rubber and plastics products	5	19	24	5	21	26	6	24	30
Food Processing	716	2786	4059	1044	4061	5918	1457	5666	8255
Beverages	0	0	0	0	0	0	0	0	0
Fabricated metal products	198	794	993	251	1003	1254	300	1200	1500
Paper & Paper Products	18	73	92	21	83	103	23	93	116
Chemical & Chemical products	28	111	139	38	151	188	49	195	243
Construction based Material	30	119	149	36	143	178	43	174	217

#### 4.2.4 Details of Vocational training providers (VTP's) in Ferozpur District

From the survey, it was found that there are VTP's or stake holders that provide training in skilled courses at various government and non-government institutions such as schools, Colleges, ITI's and other places.

**Table4:** Vocational education infrastructure at Ferozpur

District	Sanctioned Capacity				Density (Seats per thousands population)
	Govt. ITI	Private ITI	NSDC Partner	Total	
Punjab	27415	19058	1479	47952	1.7
Ferozpur	1804	1504	0	3308	1.6

**Source: DTE Punjab**

**Table 5:** List of the Main Trades/Courses offered by I.T.I.s at Firozpur

Private ITI		Govt. ITI	
CSE TTC	COPA	Electronics	Carpenter
Architect Assistant	Electrician	Fitter	Consumer Electronics
Health Sanitary Inspector	Wireman	Machinist Composite	COPA
Art & Craft TT	Dress Making	Mechanic Diesel	Draftsman Civil
Cutting & Sewing TT	Plumber	Mechanic Ref. & AC	Draftsman Mechanical
ITE & SM	Cutting & Sewing	Mechanic Tractor	Pollution Control
Fashion Tech	Embroidery & Needle work	Motor Mech	Electrician

**Source: Department of Industrial training and Vocational Education, Punjab**

**Table 6:** List of Vocational courses offered by DSCW (Dev Samaj College for women) at Ferozpur.

S.No.	Courses	
	Diploma Courses under Community College	Degree Courses under Sector Skill Council
1.	2 Year Vocational Diploma in Fashion Design & Clothing Construction	B.Voc in Textile and Fashion Technology
2.	2 Year diploma in Beauty Care & Aesthetics	B.Voc in Global Professionals in Beauty Care
3.	_____	B.Voc in Software Development
4.	_____	B.Voc in Hospital Administration and Management

This table shows that DSCW (Dev Samaj College for women) at Ferozpur provides various Vocational Diploma and Degree Courses affiliated to Punjab University Chandigarh

#### 4.2.5 Youth Interaction outcomes

Students in the district showed higher preference towards government jobs over private owing to higher job security and salary. Most students were also open to migration to the other districts or states. However, a few students who had their own service shops with acquaintances for family members preferred to remain within the districts. Most students felt that Polytechnics students are given higher preference than ITI students by the industry and the same is reflected in the salaries offered. Students of the districts appeared to have good awareness in terms of career prospects. Most youth were seen to prefer self-employment over salaried private sector job.

### **4.3 Traditional Skills and Need for their Up-gradation**

The district has traditional skills in dari weaving, knitting, phulkari and dasuti embroidery, pakhi making, crochet work and in preparing other handicrafts. Hand & machine Embroidery and stitching etc., is generally done by women. It was pointed out that because of consumerism, there is a need for skill up-gradation so that they could learn new designs and make new items according to the latest fashion and market demand. The major problem in sustainability of traditional skills had been the lack of linkages with markets. Therefore, our target is to prepare an effective and feasible strategy document for creating suitable employment in rural areas.. For that purpose, some villages were selected randomly as per convenience and training programs were conducted in those areas on courses like food preservation- squashes, Pickles, Papad and Wari making, Sewing techniques-quilting, stitching, embroidery, painting and Tie & Dye etc, mud toy making techniques, Jewellery designing techniques etc. By learning these skills the participants atleast by sitting at home can start their own small scale enterprise as some of these ventures need less investment and some resources can be provided by sarpanches of the villages so that these rural women can uplift their family income and raise their family status. The fees charged were nominal (Rs. 100/- per month) for some courses and the duration of such courses spanned from two to four months. These courses have a good demand for self employment. These courses were offered in batches of 30-35 trainees and raw materials were also provided by the team members initially in some cases. Selection of villages was generally done on the basis of their contacts with the sarpanch of the respective villages. In certain cases, the sarpanch himself contacted the team members for conducting training programmes. In this way team members adopted 5-6 villages for such training programmes. It was stated that poor persons cannot buy raw material which is a hindrance in training. Team members also cannot afford raw material for a long time. Government support in such cases is needed.

#### **Village - Aarif Ke**

There was one primary school in the village with three teachers. Out of these three teachers, only one was regular, while the other three hardly visited the school. Vegetable cultivation is an important activity in the village and the villagers earn on an average Rs. 5,000 per month (for a period of 6 months) by selling vegetables in the local market. Also, vegetable farming is taken up only as a subsidiary activity in the village. But there was a huge demand for vegetables in the local markets, and therefore, if taken up as a principal activity, it can enhance the earning potential. The reason why these are not taken up as a principal activity is lack of knowledge about increasing productivity, and there is always an inherent risk of taking up a new activity on a large scale.

#### **1. Training programme on food preservation**

Vegetables and fruits can be preserved by making squashes, jam, chutney, pickles etc. Pickle and squash making workshops were organized in the village for the household women. Technique of making gauava squash and carrort, radish & turnip pickle was demonstrated. This workshop lasts for one week. The details of gauava squash are described below.

**Table 7:** Expense and Earnings in Guava Squash making

Item	Cost/ Price (Rs)
1 kg Guava	20
Sugar	25
Packaging	5
Transportation	25
Total Cost	75
Market rate 1 bottle squash	150
Net profit from 1 bottle squash	75

All the respondents showed keen interest in the training program activities and majority of them adopted it as a small scale enterprise.

**(I) Mahalam**

With more than 8000 population, this is one of the largest villages in the District, and more than 70 per cent of its population belonged to OBC social group. There are primary, middle, secondary, and higher secondary schools in the village. As in the case of other villages, here too, agriculture is the principal occupation. However, there are no extension services or training facilities available in the village. The gram sewak provides some preliminary information about seeds and pesticides. Adulteration of both seeds and fertilizers was rampant and this is one of the reasons why villagers did not prefer using them. Every seed and fertilizer shop was selling adulterated products and so the villagers have no choice. Along with crop cultivation, animal husbandry is also an important activity in this village.

**1. Pickle making can become an important economic activity if training in preservation, packaging and marketing of pickles is provided.**

Pickle making can also be encouraged on a commercial basis as it can employ rural females and empower them economically. In this regard, training was provided primarily on preservation, packaging, and marketing. At the moment, pickle making is carried out at the household level for household consumption. This activity lasts for three months (sep –nov). The details of pickle-making are described in tables below:

**Table 8:** Expenses and Earnings in Traditional Activities (pickle making) in ferozpur

Pickle Making	
Item	Cost/ Price (Rs)
1 kg Mango	20
Spices	25
Packaging	5
Transportation	25
Total Cost	75
1 kg pickle	150
Net profit from 1 kg pickle	75
<b>2 persons in 4 days can prepare 10 kg pickle</b>	
	<b>Net profit/ earning (Rs)</b>
Net profit from 10 kg pickle	750
Net earning per person per day	94

During season (3 months), one worker can earn up to Rs. 2800 per month.

## **2. Training in sewing can contribute positively towards household income and saving**

In this village, based on their traditional skills a training programme was organized in sewing techniques and 32 women participated in that training. The duration of the programme was two months. After the programme, trainees were provided loans for entrepreneurship at 33 per cent discount to purchase sewing machines. All these women started part-time home based shops and are earning Rs. 7500 –8000 per month . they were acquainted with different quilting techniques to prepare baby sets, pillow covers, bed sheets and other household articles One of the advantages of such kind of training programme is that even if women do not start their own home-based enterprises, they can do the necessary stitching for their own household members and in the process save some money.

One of the most important advantages of this village is its proximity to the main road. Therefore, a large part of the marketing can be taken up by the villagers themselves. The *gram sabha* (village committee) can take initiatives in organizing training programmes for the villagers. However, *gram sabhas* do not perform the functions which they are supposed to, and instead, have become places to settle personal scores.

It is true that with the establishment of new industries in the region, there will be a growing demand for technical skills,. However, industries cannot absorb the growing labour force entirely, and therefore, alternative sources of non-agricultural employment has to be encouraged. With knowledge about traditional skills already in place, it is only a matter of appropriate training and financial support towards the traditional artisans which can really enhance economic development of the people in this region. Training programmes would improve the achievement of learning outcomes and employability in the open market. Also, government participation is needed in ensuring marketing of the products produced by the artisans in remote areas of the District.

### **Conclusion**

The findings of this project indicated that the National Skill Development Mission (NSDM) is the major SD initiatives in India launched in recent times. This mission is strategically involved in SD for the enterprises in SME sectors. This programme is also inclined towards generating self-employment through entrepreneurship training which would create a large number of micro and small enterprises in different industrial sectors. Some industrial clusters would also benefit from young and energetic entrepreneurs with core competencies in vocational trades. The programme targets rural youths as a source of supply of skilled manpower to the enterprises in SME sectors.

The skilling missions are exemplary to the economic in the global South, encouraging them to strengthen their respective SD frameworks for marginalized communities. This will ensure regular inflow of skilled manpower and prospective entrepreneurs to the SMEs. Some of the sector skill council in India have established partnership with certification authorities in the global North to help Indian enterprises participate in global projects as well as assist Indian skilled personal to secure employment abroad. The other sectoral skill

council, which are not yet tried up with global certification authorities, should also actively consider this for better transnational mobility of skilled personal

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