



सत्यमेव जयते

GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



Skill India
कौशल भारत - कुशल भारत

Compendium of Awards for Excellence in District Skill Development Planning 2018-19 under SANKALP

(Skill Acquisition and Knowledge Awareness for Livelihood Promotion)

Ministry of Skill Development
and Entrepreneurship (MSDE)
Government of India
March 2020





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Acronyms used

ADC	:	Additional Deputy Commissioner
DDC	:	District Development Commission
DSCs	:	District Skill Committees
DSDP	:	District Skill Development Plan
EC	:	Empowered Committee
ITIs	:	Industrial Training Institutes
M&E	:	Monitoring and Evaluation
MSDE	:	Ministry of Skill Development and Entrepreneurship
MSSDS	:	Maharashtra State Skill Development Society
NAPS	:	National Apprenticeship Promotion Scheme
NRML	:	National Rural Livelihoods Mission
NSDC	:	National Skill Development Corporation
NSDM	:	National Skill Development Mission
NUML	:	National Urban Livelihoods Mission
PMKVY	:	Pradhan Mantri Kaushal Vikas Yojana
PPP	:	Public-Private Partnership
PwD	:	Persons with Disability
RAs	:	Result Areas
SANKALP	:	Skills Acquisition and Knowledge Awareness for Livelihood Promotion
SSDMs	:	State Skill Development Missions
ToT	:	Training of Trainers
TP	:	Training Provider



1. Background

- 1.1 India strengthened its commitment to skilling by setting up a dedicated Ministry in 2014. The Ministry of Skill Development and Entrepreneurship (MSDE) drives the 'Skill India' agenda and is responsible for the coordination of all skill development efforts across the country; removal of disconnect between demand and supply of skilled workforce; building the vocational and technical training framework, and pioneering skilling initiatives for economic agents of the nation through opportunity creation and forward-thinking. It is the foremost institute in the nation helping the Government of India's various initiatives in solving the 'skills-to-jobs conundrum'.
- 1.2 MSDE launched the National Skill Development Mission (NSDM) in 2015 to create an end-to-end implementation framework that provides opportunities for quality short and long-term skill development initiatives, leading to productive employment. Moreover, the National Policy on Skill Development and Entrepreneurship solidifies the commitment of empowering skills in India through its vision statement, which is:

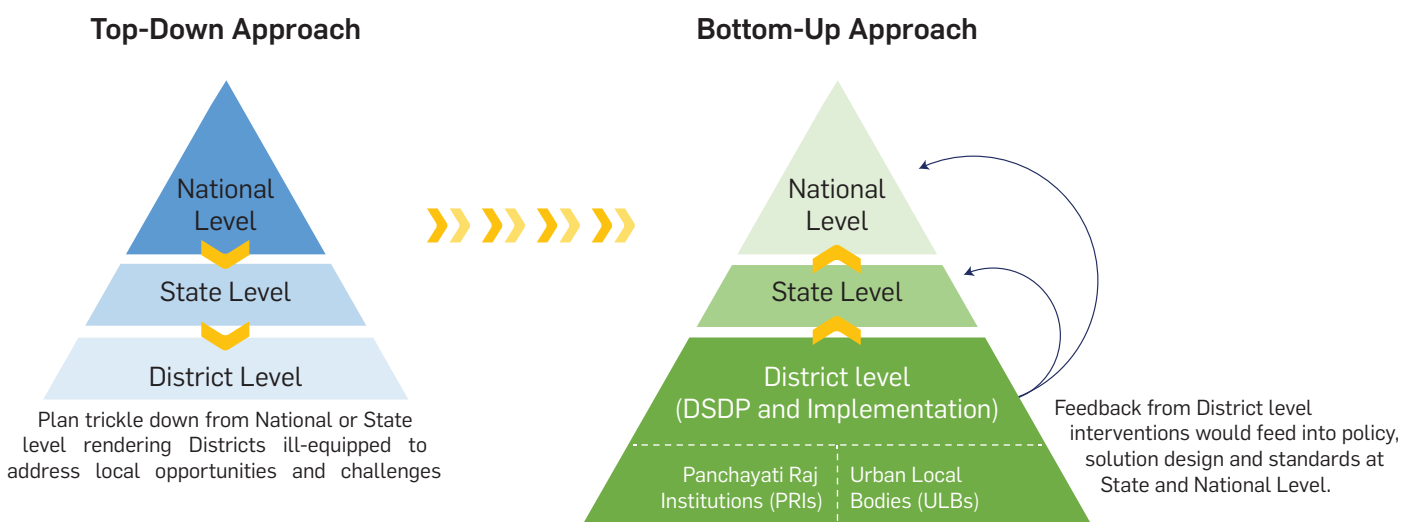
"To create an ecosystem of empowerment by skilling on a large scale at speed with high standards and to promote a culture of innovation-based entrepreneurship which can generate wealth and employment to ensure sustainable livelihoods for all citizens in the country."

The emphasis is on increasing convergence, scale, and improving the quality of skill development that has led to the launch of several initiatives that enable multiple actors in the skilling ecosystem to address the challenges while focusing on achieving the vision. Additionally, the focus is to equip the workforce with both technical and life skills to strengthen their ability to adapt, negotiate, and suitably position their competence and skillsets in the job market. This would enable them to productively participate in the labour market, thus enhancing employability, productivity, and economic growth. This approach will help the mainstream workforce, especially the marginalised population so that they can fulfil their aspirations for a good life. This is also in line with Mahatma Gandhi's vision of 'skills-for-all in village India', which is not merely a crucial element of Indian self-reliance, but also an essential part of being human. To operationalise this vision and address the complexity and scale of the skill development mandate, MSDE recognises the need to promote a decentralised, bottom-up skill development strategy that is driven by the States and the Districts.
- 1.3 In January 2018, MSDE launched the 'Skills Acquisition and Knowledge Awareness for Livelihood Promotion' (SANKALP) programme. Being implemented with a loan-assistance from the World Bank, the initiative is aligned towards the achievement of overall objectives of NSDM. SANKALP aims to first, strengthen institutional mechanisms for skill development at both the National and State level; second, increase access to quality and market-relevant training for youth across the country; third, improve the inclusiveness of the ecosystem for the under-served sections of the society like women; and fourth, enhance the capacity of skilling programs through PPPs.

- 1.4 This compendium aims towards catalysing action on SANKALP's first objective of fostering initiatives to strengthen institutions at the State and District level, in pursuit of achieving decentralised planning and implementation of skill development and entrepreneurship interventions. The first part of this compendium provides an overview of the DSDP Awards 2018-19 and the second part narrates the narrative case studies of the seven award-winning Districts.

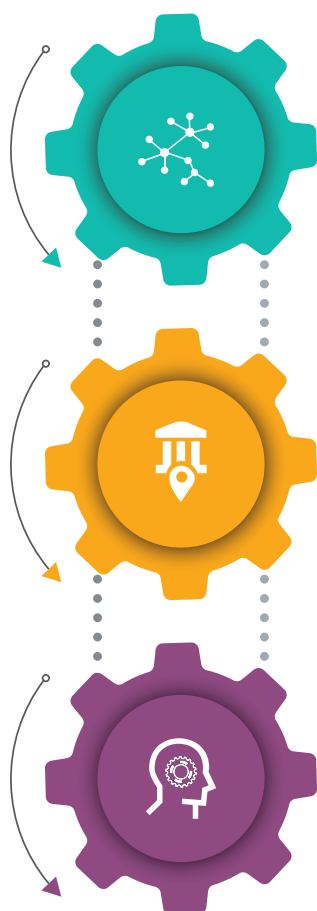
2. SANKALP's approach for enabling decentralised planning and implementation

- 2.1. Decentralised planning and implementation would operationalise a 'bottom-up' structure of intervention, conception and roll-out, as against the currently practised 'top-down' structure. The approach is conducive for empowering Districts to make decisions aligned to their specific needs.



- 2.2. SANKALP stresses upon formation and strengthening of District Skill Committees (DSCs) that are bodies under each District at the helm of the skill development initiative of the District. The committees are composed of representatives and officers working in diverse domains such as skills, entrepreneurship, industry, banking, etc.
- 2.3. Therefore, the Districts, alongside the DSCs, are encouraged to develop customised District Skill Development Plans (DSDPs) focussing on their local supply and demand conditions. With this view, 'Awards for Excellence in District Skill Development Planning' was instituted under the SANKALP programme by MSDE in the year 2018 to promote decentralised planning and to acknowledge and reward the extraordinary and innovative work done by Districts in the field of skill development.

Objectives of encouraging development of DSCs



Fostering decentralised strategic planning and implementation

- DSCs were conceptualized to encourage bottom-up planning for skill development

Enhanced understanding on local footing of Districts

- Benefit from being better connected with local/contextual challenges and advantages
- Optimal utilization of District level resources and institutions. Also leading to better fund utilization, demand-supply alignment and monitoring

Reduced dependence on State and National Governments

- Reduce dependence on State and National Governments for planning, and build capacities locally

2.4. Objectives of the DSDPs:

2.4.1 'Awards for Excellence in District Skill Development Planning' seeks to recognise the excellence in creating the most functional and innovative DSDP – the District's plan of action for skilling, matching the demand of skilled individuals through targeted supply-side interventions, with emphasis on inclusion of women and other marginalised groups. The Award celebrates both innovative best practices that result in enhanced access, quality, and capacity in skill development resulting in better demand-supply matching, and opportunities for a meaningful exchange of ideas and concepts and also promotes peer learning for developing skill development plans.

2.4.2 The key objectives for the DSDP Awards are mentioned below:

Objectives of the DSDP Awards

1. **Create a District-level skilling annual plan of action** to match the supply of human resources with emphasis on the inclusion of women and other marginalized groups, with the market's demand for human resources through targeted interventions
2. **Strengthen the institutional mechanisms** at the State level, encourage demand-driven skill development and ensure convergence in demand and supply in each job role at a District level
3. **Undertake demand-driven, decentralised planning of skill development** programs in consultation with all stakeholders, such as industry, for and non-profit entities and other employers in each District, shall lead to the development of annual District Skill Development Plans (DSDPs)



3. Award Criteria and Selection Process

- 3.1. All Districts in India are eligible to participate in the DSDP Awards. The submission of the proposal is to be undertaken by the concerned District Magistrate/Collector of the District
- 3.2. Components of the DSDP:
 - 3.2.1 The components of DSDP are in two parts: (i) the overview of the District and; (ii) the annual work plan. The first component aims at gaining a data-driven demand and supply-side analysis of the skill development and livelihood ecosystem of the District and reflecting on the planned interventions for capacity building through innovative approaches and outcome-driven programs. The annual work plan flows from the first component and looks at the objectives, activities, resource requirements, and monitoring and evaluation (M&E)

COMPONENTS OF DISTRICT SKILL DEVELOPMENT PLANNING



Component 1: Data-Driven

Demand-side Analysis

- Labour market and skill gap Analysis
- Mapping demand in the formal sector and sector-wise annual employment generation capacity in MSDE/SEZ/ other industries, both existing and upcoming etc.
- Strategies need to be deployed to ascertain operating informal sector establishments and the number of people they employ now and have the capacity to employ in the future

Supply-Side Analysis

- Socio-demographic data that includes:
- Gender
 - Socio-economic backwardness status
 - Literacy rate
 - Education and employment status
 - Profile of both inter-District and inter-State

Component 2: Interventions and program planning

Intervention Parameters	Indicators			
Institutional Strengthening	Improving District's institutional and staffing capacity to plan, deliver, measure and monitor the delivery of skill development	Monitoring and evaluating trends and outcomes of State-level training programs, including carrying out tracer studies, skills gap analysis and other relevant performance analysis	Coordinating all skill training activities in the District	Establishing better accountability arrangements with incentives and community participation for enhancing service delivery of skill development programs
Quality	Improving engagement with the industry, ensuring wage employment after skill training and bridging the demand supply gap	Ensuring adequate technical and financial support to trainees interested in and capable of self-employment	Developing modules, guidelines and protocols to deliver counselling support and socio emotional/life skills training as a complement to job-specific training content	
Access and Inclusion	Conduction of candidate counselling/mobilization activities, information campaigns and corporate outreach events to communicate achievements and plans to ensure States are 'Workforce Ready' to leverage potential investments and increase business productivity	Improving exposure of women, marginalized groups and persons with disability (PWD) to non-traditional and non-stereotypical occupations and facilitative support for self-employment	Focusing on select low-income areas to support special strategies and incentivizing them with larger financial allocations needed based on initial assessment of capacity and resource constraints	
Innovation	Expand or start training on District specific local occupations (including traditional arts and crafts) unique to the area and develop strategies such as mobilization and counselling with an aim to identify and target beneficiaries better	Designing and evaluating pilots to test cost-effective methods of offering counselling support (centres, peer-groups, web-based platforms) as complements to training programs for socially excluded groups and those in remote locations	Innovation models for enhancing SD efforts leading to direct jobs/placement	Innovative entrepreneurship models to be done by District and other partners
Capacity Building	Training (reskilling/upskilling) for small businesses/ entrepreneurs to upgrade their managerial capacity and support job creation	Leveraging both public and private, existing and new, vocational training providers to scale up training programs or create new ones in deficient geographies, especially targeting youth in rural and urban deprived communities	Creation/development of trainer academics across the District	

Component 3 : Monitoring and Evaluation

1

Elaborate M&E mechanism for efficient and accountable implementation of skill development programs

2

Third party assessments/validation of implementation activities and program outcomes to be conducted

3

Ensure that comprehensive, credible, timely and actionable data is generated

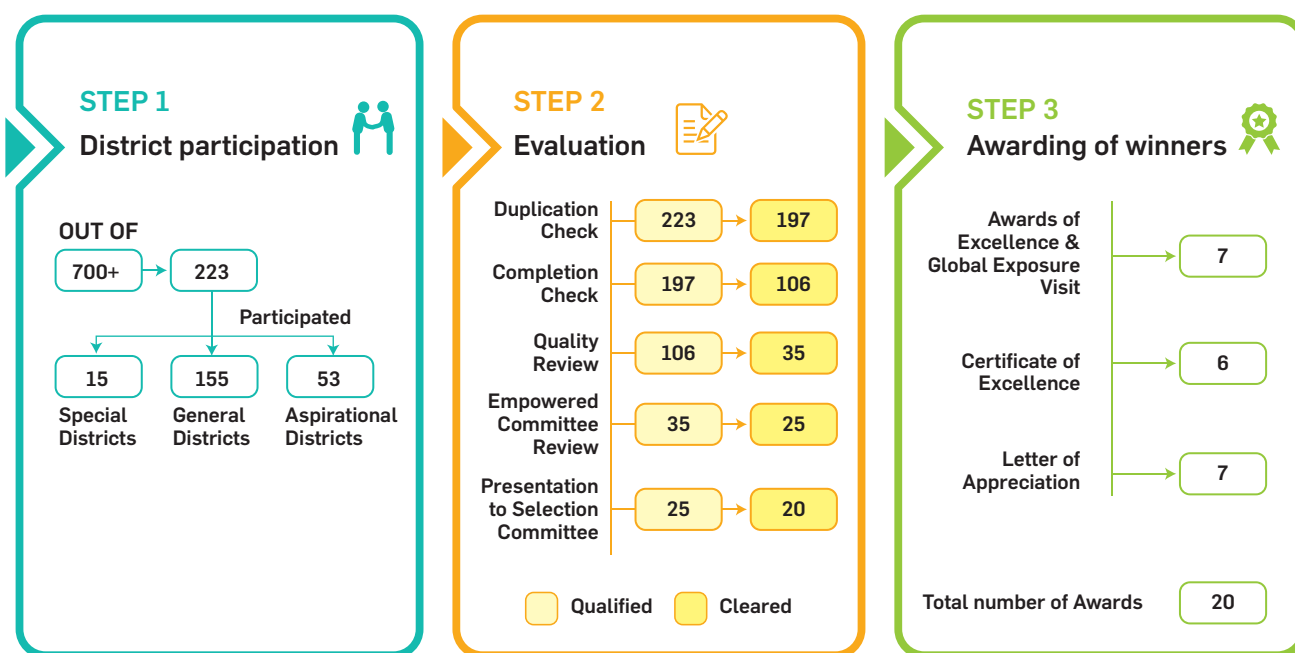
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Tracer studies to undertake impact evaluation of skill development programs



3.3. Selection and Evaluation Criteria for DSDP Awards


3.3.1. **Out of 700+ Districts invited to participate;** 223 Districts participated in Year 1 of the Awards. The evaluation process of the proposals received from Special, Aspirational, and General category of Districts included Duplication Check, Completion Check and Quality Review, Empowered Committee Review, and Presentation Review.



3.3.2. **Collation of DSDPs Received:** As the first step, all DSDPs received from the District Offices were collated for evaluation. These DSDPs were then grouped in 3 categories – Special, General and Aspirational

3.3.3. **Duplication Check:** Check was conducted for duplication of the content with a high degree of similarity in the DSDP sections compared to other DSDPs received. The areas covered especially with respect to demand and supply analysis, identified skill gaps, problem identification, proposed solutions/ interventions, activities proposed in the work-plan, resource requirement. The review was conducted under the guidance of the Screening Committee, wherein the DSDP would qualify for the next stage of evaluation if no duplication were found. 197 DSDPs cleared the Duplication Check review and were shortlisted for the next phase of evaluation.

3.3.4. **Completion Check:** This stage of evaluation examined if the DSDP had addressed the sections of the structure shared with the District Office wherein the order of components in the structure could be flexible, i.e. in case the DSDP has all the components but the order is dissimilar then it would still be considered to be complete and the content to be congruent with the title mentioned, hence assuring symmetry and adherence to the



DSDP guidelines. The review was conducted under the guidance of the Screening Committee wherein the DSDP would qualify for the next stage if the completion was greater than or equal to 80% for General category and 60% for Special and Aspirational categories of Districts. 106 DSDPs cleared the Completion Check review and were shortlisted for the next stage of evaluation.

3.3.5. **Quality Review:** DSDPs shortlisted for Quality Review were evaluated and scored on three parameters wherein the maximum score that could be achieved by a DSDP is 30, with 10 points for each of the three parameters. The parameters were:

- i. Identification of Issues/ Challenges in the Districts: 10
- ii. Strategies for addressing Issues/ Challenges: 10
- iii. The functionality of the DSDP: 10

The review was conducted under the guidance of the Empowered Committee, and DSDPs were shortlisted for the next stage of evaluation based on their quality score. Out of the 106 DSDPs reviewed, 35 DSDPs cleared the Quality Review and were shortlisted for the next phase of assessment.

3.3.6. **Empowered Committee (EC) Review (Final Shortlisting for DSDP Presentation):** The evaluation process used the combination of the below-mentioned parameters to shortlist DSDPs further for the next round of evaluation:


- i. Empowered Committee Feedback on the 35 DSDPs
- ii. Quality Review Scores of the 35 DSDPs

Following points were considered while shortlisting DSDPs for the presentation round:

- i. DSDPs were shortlisted from the 35 DSDPs that cleared 3 stage evaluation process. The list included representation from:
 - All States in the list
 - All three categories of Districts: Special, General, and Aspirational
- ii. States with more than one DSDP
 - Stage 3 Quality Scores and EC Members Feedback used for shortlisting DSDPs for presentation round

25 DSDPs cleared the Empowered Committee Review and were shortlisted for the Presentation Review

3.3.7. **Presentation Review:** The Selection Committee conducted the Presentation Review. The three parameters used in Stage 3 of Quality Review were used as guidance points while evaluating the presentations. These are:

- i. Identification of Issues/ Challenges in the Districts.
 - ii. Addressing Issues/ Challenges
 - iii. The functionality of the DSDP
- 

4. Award Winners

4.1. The Selection Committee announced seven awardees for the 'Awards of Excellence', six received 'Certificate of Excellence', and seven Districts received 'Letter of Appreciation'. The details of which are mentioned below:

Name and Category of the DSDP Awards		District	State	Group
Category 1	Awards of Excellence and Global Exposure Visit	Godda	Jharkhand	Aspirational
		Ratnagiri	Maharashtra	
		Sonitpur	Assam	Special
		Kutch	Gujarat	
		Hisar	Haryana	
		Gomati	Tripura	Special
		Namakkal	Tamil Nadu	
Category 2	Certificate of Excellence	Bathinda	Punjab	
		Gumla	Jharkhand	Aspirational
		Kolhapur	Maharashtra	
		Giridih	Jharkhand	Aspirational
		Maujli	Assam	Special
		Raigarh	Chhattisgarh	
Category 3	Letter of Appreciation	Chandigarh	Punjab and Haryana	Special
		East Godavari	Andhra Pradesh	
		Aurangabad	Bihar	Aspirational
		Chatra	Jharkhand	Aspirational
		Koderma	Jharkhand	
		Mancherial	Telangana	
		Simdega	Jharkhand	Aspirational

5. Summary of the DSDP Award Winners, 2019

5.1. Through the rigorous selection and review process under the Screening, Empowered and Selection Committee, seven Districts were awarded the 'Awards for Excellence in District Skill Development Planning'. A brief overview of the Districts and their plans is provided below:

5.1.1. Sonitpur District Skill Development Plan

Fact Sheet	
Place of Implementation	Sonitpur, Assam
Total Population (as per 2011 Census)	11,86,062
Literacy Rate (as per 2011 Census)	69.96%
Major Economic Sector	Agriculture (70-80%)

Background:

The main goal of the Sonitpur DSDP is to provide gainful employment to the unemployed or under-employed youth. In doing so, it aims to alleviate poverty, introduce sustainable self-managed community programs, and capacity building programs.

The plan focuses on tackling the needs of skilling among the youth, especially those belonging to the SC/ST, minority groups, and other disadvantaged sections of society. The target group identified by the DSDP is also reflected in the realities of the District with approx. 5,00,000 people belonging to indigenous Assamese communities. Additionally, the focus is on integrating the traditional crafts of the indigenous Assamese communities into the DSDP.


Intervention/ DSDP Implementation Strategy:

The plan includes mapping of training infrastructure, demand-supply gaps as well as thrust areas that will require interventions. The existing training infrastructure available includes centres for DAY-NULM, DDU-GKY, ASDM, and other private players. Basis an assessment of the District for skill development, the following aspirations were expressed:

- Youth focus is on learning about opportunities; creating a welcoming ambience for the marginalised communities that will help them identify their skill training based on their aptitude
- Increasing the number of training centres in rural areas for priority sectors
- Expanding and increasing the number of job roles

The plan furthermore identifies the challenges in skilling for the District, which are:

- Lack of willingness among youth to relocate for job opportunities
- Strong preference for Government jobs among youth

- 
- Inability to scale up traditional industries
 - High transportation costs for North Eastern Region thus reducing optimum utilisation of resources
 - Lack of certified trainers

Strategies adopted for bringing out transformation:

- Recognising the opportunities in traditional craft, the plans focus on establishing market linkages. These include holding expositions and exhibitions regularly for showcasing homegrown products, arts, and crafts (bamboo, cane, muga, and food processing)
- Focus on creating block level awareness programs to provide adequate information about the schemes available
- Establish high-quality infrastructure for training
- Tap into funds/resources that are available not only from the State/Centre sponsored projects but also locally
- Thrust area under DDU-GKY that is based on employable skills such as enhancing blue-collar work and identify that over a three-year time period it comprises of about 14% (1/7th) of the local job requirements
- Enhance and promote tourism and local handicrafts as an avenue for employment generation

Recommendations of the panel:

The committee provided with the following recommendations and observations for Sonitpur's DSDP:

- Challenges in skilling were well defined in DSDP
- DSC members need to be strengthened and trained in skilling sectors
- National Skill Training for Women Institute (NSTI), Kolkata may be considered for getting their teachers trained
- The activities under the DSDP action plan are well-defined to achieve the State's objectives
- Future of tea garden - DSC to investigate the same and include in future District skill plans

5.1.2. Gomati District Skill Development Plan

Fact Sheet	
Place of Implementation	Gomati, Tripura
Total Population (as per 2011 Census)	4,41,538
Literacy Rate (as per 2011 Census)	84.50%
Major Economic Sector	MGNREGS dependency (Jhum/ seasonal activities)

Background:

The main goal of the DSDP is to create comprehensive awareness about training programmes and skill development amongst the youth and other target groups. This would lead to the active involvement of youth in the process and a public-wide understanding of skill development initiatives.

Gomati District's skill development plan aims to address the needs of the District by creating awareness amongst the youth, with a special focus on women. The training provided will be free of cost, and candidates will be provided with assistance for selecting the appropriate discipline. This would increase employability in the District. Considering the demographic and socio-economic characteristics of the District, women will be encouraged for full-time and part-time jobs, self-employment oriented training. Additionally, increasing attention will be provided for placement.

Intervention/ DSDP Implementation Strategy:

The DSDP includes mapping of the training infrastructure, demand-supply gaps as well as thrust areas that will require interventions. The existing training infrastructure available is through MGNREGS and RSETI. Basis an assessment of the District for skill development, the following activities will take place:

- Estimation of the infrastructure gap
- Selection and finalisation of trainers- discipline wise
- Finalisation of the training module
- Employment of master trainers and trainers of different disciplines
- Finalisation of agencies to accredit training courses and impartial assessment of the quality of trainees after completion
- Ensuring placement for the trainees
- Post-placement tracking of trainees at least for six months from the completion of training



The plan furthermore identifies the challenges in skilling for the District, which are:

- Lack of skill development training institutes in the District
- Limited scope of employment in the public sector, small scale trader and industrial sector
- High transportation costs for North Eastern region thus reducing optimum utilisation of resources
- Lack of certified trainers
- Preference for public sector employment among the youth

Strategies adopted for bringing out transformation:

- Increase awareness programs for alternative careers and self-employment for the youth
- Focus on creating flexible training courses, specifically for women
- Establish high-quality infrastructure for training
- Tap into funds/resources that are available not only from the State/Centre sponsored projects but also locally
- Thrust area identified through the SHG movement under NRLM and Gram Panchayat to maintain a database for all interested candidates that match the training schedule in conformity with the employment/self-employment scope

Recommendations of the panel:

The committee provided with the following recommendations and observations for Gomati's DSDP :

- It was observed that training sectors/ trades were well identified in the plan
- Issues and solutions mapping was done well
- If training centres/ trade is not meeting the requirement and aspiration of Districts, the District may contact the institutes available in nearby Districts and States to provide training to their population. Creating infrastructure within the District may be difficult, and therefore the strategy should be to approach nearby resources and sign MoUs for getting the youth trained by such institutes
- It was also advised to identify more entrepreneurship opportunities in the District

5.1.3. Hisar District Skill Development Plan

Fact Sheet	
Place of Implementation	Hisar, Haryana
Total Population (as per 2011 Census)	17, 43,931
Literacy Rate (as per 2011 Census)	72.89%
Major Economic Sector	Agriculture and SMEs

Background:

Hisar District's Skill Development Plan aims to augment the fundamental skill development value-chain in the District. This includes identifying and providing solutions to align key development priorities with skill development initiatives. The plan briefly documents activities being undertaken especially those related to the promotion of SHGs and women participation; it further provides a detailed analysis of the primary roadblocks that exist in the ecosystem. Moreover, it highlights the role of universities located in the District and their essential contribution in improving the skill delivery systems.

Intervention/ DSDP Implementation Strategy:


The District Skill Development Plan includes the mapping of the training infrastructure, demand-supply gaps as well as thrust areas that will require interventions. The plan emphasised the reviewing mechanism of its assessment be held twice a year also clearly points towards the effective and efficient ways of planning.

Basis an assessment of the District for skill development, the following activities will take place:

- Identifying prospects for skill training with market relevance
- Mitigate the gap between human resource demand and supply
- Focus on District-specific sectors and align new relevant courses with the National Skill Qualification Framework (NSQF)
- Strengthen the institutional mechanism
- Inclusive development
- Convergence of skilling efforts
- Extensive use of digital platforms

The plan furthermore identifies the challenges in skilling for the District, which are:

- Insufficient skill development training infrastructure
- Lack of mapping the aspirations of youth to skills
- Lack of accurate and timely demand aggregation

- 
- Non-convergence of various skill development schemes
 - Real-time monitoring and evaluation mechanism

Strategies adopted for bringing out transformation:

- Creating institutional capacity and strengthening through the Centre of Excellence (CoEs)
- Focusing on District-specific sectors and align new relevant courses with NSQF
- Creating an institutional mechanism for bridging the gaps of job-related demand and supply
- ADC to be the Nodal Officer for all skill development schemes and single integrated skill development plan for the District
- Building a rigorous monitoring and evaluation mechanism

Recommendations of the panel:

The committee provided with the following recommendations and observations for Hisar's DSDP:

- The committee acknowledges the presence of a functional DSC in the District
- Skill gap study is planned by the end of this year by the District
- It was recommended to initiate a discussion with local institutes (HAU, LUVAS, GJU) for skill-specific certifications and short-term skill programmes
- Survey of District youth aspiration carried out to identify correct demand of jobs in the District
- Issues well defined and addressed in the DSDP

5.1.4. Godda District Skill Development Plan

Fact Sheet	
Place of Implementation	Godda, Jharkhand
Total Population (as per 2011 Census)	13,13,551
Literacy Rate (as per 2011 Census)	56.4%
Major Economic Sector	Agriculture and Small-scale Industries

Background:

Godda's District Skill Development Plan adopts a cluster-based approach to promote key-sectors and scales-up the scope of initiatives to reach the population. The main goal of the DSDP is to enable and ensure sustainable employment that can be generated by developing infrastructure, facilitating access to credit linkages, generating job opportunities at the community level as social auditors and outreach workers, re-orienting youth aspirations to market demand and opportunities, and increasing community awareness.

Intervention/ DSDP Implementation Strategy:


The District Skill Development Plan was prepared with inputs from multiple focused-group discussions with key stakeholders and surveys to identify the thrust areas such as non-farm activities, agriculture sector, allied sector, industries, and service sectors. The plan further conducted needs and gap analysis to identify and implement District-specific strategies.

Basis an assessment of the District for skill development, the following activities will take place:

- Identifying target groups
- Collaborating with training centres and mapping training timetable
- Handholding for placement and self-employment
- Ensure monitoring and feedback mechanisms
- Identifying indicators to measure performance for all key sectors

The plan furthermore identifies the challenges in skilling for the District, which are:

- Insufficient skill development training infrastructure
- Low financial literacy and investment; non-utilisation of entrepreneurship funds like MUDRA
- Absence of forward-linkages to manufacturing units and GI tag for indigenous products

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- Poor road connectivity, uneven terrain and no railway lines yet
 - Low wages in the formal sector
 - High illiteracy resulting in less appreciation for training programs
 - Lack of real-time monitoring and evaluation mechanism

Strategies adopted for bringing out transformation:

- Skill up traditional workers like weavers, jewellery makers, and bamboo craft maker
- Opportunity based skilling courses for the youth
- Women trained for setting up small industries and home-based employment
- Suitable module design for migrated and coal mine area household
- Framers trained for agro-based activities
- Para vet training activity added in the additional curriculum in higher education
- Create a pool of master trainer at District, Block and Panchayat Level
- Institutions development/capacity-building for skill development

Recommendations of the panel:

The committee provided with the following recommendations and observations for Godda's DSDP:

- It is observed that the District has planned various initiatives for skills. It was suggested to focus on some of the initiatives and then move forward based on the aspiration of Districts and prioritise the initiatives
- District Plan is comprehensive and workable. However, there is a requirement to elevate the level of planning to further to strengthen the same
- Select any 2-3 sector and implement the plan
- It is suggested to plan for Migration Support Centres in destination states, as currently available in Bihar

5.1.5. Ratnagiri District Skill Development Plan

Fact Sheet	
Place of Implementation	Ratnagiri, Maharashtra
Total Population (as per 2011 Census)	16,12,672
Literacy Rate (as per 2011 Census)	82.43%
Major Economic Sector	Service-Sector

Background:

Ratnagiri's District Skill Development Plan prioritises skill training as critical for enabling socio-economic development in the District. The DSDP takes into consideration the fact that most of the workers prefer to migrate rather than stay back in the District, due to the lack of employment opportunities. The plan discusses the intrinsic challenges of the region and provides estimations of future labour requirements. It also mentions the tourism specific opportunities, mango processing, and fisheries, etc. as regional strengths that could be leveraged.

Intervention/ DSDP Implementation Strategy:


The District Skill Development Plan analyses the District through a SWOT and mentions activities and the responsible bodies/departments. It provides the resource requirement as well as proposes activities that are connected with key District challenges.

Basis an assessment of the District for skill development needs, the following activities will take place:

- Review of field wise list of speciality training institutes in comparison to area wise demand under survey
- Review of the ability to train trainers in speciality training institutes every year
- Specify the annual focus of the sectors when listing sector-wise training institutes
- Calculate the required funds to achieve the annual focus of the specified training and demand of the funds presented
- Focus on monitoring and evaluation of all skill development training programs aligned with the MSSDS format

The plan furthermore identifies the challenges in skilling for the District, which are:

- Low numbers of Vocational Training Partners (VTPs) affecting industry linkages as well
- Lack of proper career guidance for the youth
- Lack of PPP model intervention in the skill ecosystem
- No uniformity in skill development initiatives

- 
- Low funding opportunities
 - Reluctance for migration among the youth
 - Lack of entrepreneurship zeal among the youth
 - Lack of willingness to up-skill traditional agricultural practices

Strategies adopted for bringing out transformation:

- Focus on empanelment of more Vocational Training Partners and increase focus on industry-led skill development initiatives
- Emphasis on sectors that have high demand
- Promotion of self-employment schemes
- Convergence of skill development schemes
- Organise funding from multiple sources including tapping into CSR/PPP
- Develop a model career centre
- Focus on upskilling of farmers

Recommendations of the panel:

The committee provided with the following recommendations and observations for Ratnagiri's DSDP:

- Functional DSC is available
- The plan was considered as good and implementable
- Suggested further identification of challenges in skilling at the District level
- Hire a renowned agency to do a skill gap study



5.1.6. Kachchh District Skill Development Plan

Fact Sheet	
Place of Implementation	Kachchh, Gujarat
Total Population (as per 2011 Census)	20, 93,371
Literacy Rate (as per 2011 Census)	70.59%
Major Economic Sector	Primary and Tertiary Sector

Background:

Kachchh's District Skill Development Plan discusses the natural calamities and challenges thereof that the District has undergone and provides a realistic picture of the progress. It carries out a SWOT analysis to provide District-specific challenges. The DSDP also discusses the good practices in training and employment and provides the labour demand and shortages in the District via a skill gap assessment.

Intervention/ DSDP Implementation Strategy:

The District Skill Development Plan identifies the challenges of the District and supplements them with well-documented and effective recommendations while laying emphasis on the creation of certain market-relevant courses as well as leveraging the use of technology for positive outcomes.


Basis an assessment of the District for skill development, the following activities will take place:

- The marginalised communities-especially women have been central to the planning process to improve participation rates
- Innovative models like wage-employment and self-employment are discussed in-sync with the local strengths of the District such as handicrafts and textile design
- Align all skill courses in the District with National Quality Framework like NSQF
- Develop robust IT-enabled MIS system covering all skilling activities align with NextGen SDMS portal

The plan furthermore identifies the challenges in skilling for the District, which are:

- Low level of technical development
- Social challenges amongst artisan communities
- Lack of market access for traditional crafts



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- Frequent droughts may pose a problem for future industrial set-up
 - The industrialisation of the District may affect the ecology and environment of the District

Strategies adopted for bringing out transformation:

- Establishment of Nirona Handicraft Centre
- Handicraft-based dedicated bus circuits covering important clusters during the Rann Festival
- The revitalisation of Bhuj Haat for providing market support through stalls
- Boosting Rann Festival

Recommendations of the panel:

The committee provided with the following recommendations and observations for Kachchh's DSDP:

- No DSC as of now. Only artisan committee headed by the District Collector
- Appreciated convergence of various skill development programs carried out by the District
- Suggested to connect with National Institute of Fashion Technology (NIFT) for bringing local traditional skill to National level
- The District has a huge salt sector and renewable sector. Skill gap analysis is done keeping these sectors in mind. Training should be conducted to fulfilling the gaps in these sectors
- Suggested to connect with fellow Districts who have functional DSCs, and understand how DSCs have helped and what needs to be done to improve skill development sector in their District

5.1.7. Namakkal District Skill Development Plan

Fact Sheet	
Place of Implementation	Namakkal, Tamil Nadu
Total Population (as per 2011 Census)	1,726,601
Literacy Rate (as per 2011 Census)	80.3%
Major Economic Sector	Primary and Secondary (lorry-body building)

Background:

Namakakal District Skill Development Plan aims to design programmes that suit the local employment market's needs and demands while bridging the gap for employment generation in various sectors of the job market. It further identifies the potential and employment opportunities in the manufacturing sector, which has the potential to fill the demand and supply of the market.

Intervention/ DSDP Implementation Strategy:


The District Skill Development Plan identifies the potential employment sectors, resource requirements, and M&E activities.

Basis an assessment of the District for skill development, the following activities will take place:

- Assessment of contribution from different sectors of the job market, inclusive of all sections of society, to fulfil the existing and predictable demands
- Identifying demand hotspots
- Increasing awareness amongst backward and remote areas
- Collection and dissemination of information on demand in the District
- Providing identified areas for skill-courses and on-the-job training
- Periodical monitoring and placement or self-employment with periodical tracking

The plan furthermore identifies the challenges in skilling for the District, which are:

- No difference in salary for skilled and unskilled labour
- Lack of awareness regarding skill training
- Few training institutes in rural areas

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- Low willingness to migrate
 - Low salaries at the entry-level
 - Income from informal sectors are higher than skilled labour

Strategies adopted for bringing out transformation:

- Conduct skill training in colleges for enabling students' skilling-especially in IT/ITES sector, BFSI, etc.
- Incubation/mentoring support can be given for women and youth to ensure entrepreneurship opportunity
- Flexible training timings and part-time/weekend training to include women from different section background
- To create skill/vocational institutes at the grass-root level
- Create market-linkages and encourage employers to hire skilled labour

Recommendations of the panel:

The committee provided with the following recommendations and observations for Namakakal's DSDP:

- Functional DSC available, DC as Chairman, members- MSME, ITI Principal-convenor, employment officer, industry participation
- Identified challenges- lack of manufacturing skills in labour and lorry body-building
- Challenges well addressed through solutions in the plan
- DSDP was well presented, planning was found as compact and comprehensive
- Suggested to assess the availability of job market in the District



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**GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
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