



Skill Development Policies and Programs in Rajasthan: An Assessment



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Preface

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Chapter – 1

Introduction

'Skill' the word originated from Norse language (language of Norwegian) as 'Skil'; which was later modified as **Scele** in old English, which means **knowledge** as per etymology. At present the word 'Skill' may define as *'the ability/expertise/capacity acquired by following systematic procedures'*. Though this word beholds diverse meaning in various contexts. This is just like a painter's art piece by limited 7 colors only. Skill is combination of perfect color & technique of brushing. Likewise, a fine recipe by a chef from limited ingredients, where the skill is the proportion of the ingredients & procedure of cooking. That indicated that ***'the only key to all of these masterpieces is skill'***. Similarly, we have limited resources of livelihood and we are expected to skill ourselves the way where we can extract best out of the available sources.

In India, economy transformation from **agro** based to **manufacturing & service** based opening new doors of skill based employment. As per World Bank; for the next 2 decades India's labor force will possess **12** million youth (age between **15-29** years). In different key sectors of the economy, **109** million or more than that skilled worker will be required by **2022**. However, the percentage of workforce underwent formal skill training is only **2.3%** in India¹. There is a demand of the Vocational training initiative is indicated by this data.

Though new industries are replacing agriculture based economy but still the ratio of wage & employment generated by agriculture is higher than the other sectors. As per International Labor Organization, report on, Indian Wage Report – Wage Policies for decent work and inclusive growth, data comparison was done for Agriculture, Service & Other Industries from 1991 to 2014. And, this was found that Agriculture sector was dropped from **63%** to **47%**, whereas service sector showed growth from **22%** to **29%** & other industries **15%** to **22%**.² *This is so clear that; skill development policies oriented towards new wage development is indispensable to be implemented effectively now. This will help system for upgrading man power to acquaint with the new sectors which are offering employment.*

During the desk research major factors affecting the youth, job market and skilling programs have been considered and assessed. Few of the factors considered in the study are as follows –

- I. Labour Force Participation Rate:** The number of persons in the labour force per 1000 persons
- II. Worker Population Ratio:** The number of persons employed per 1000 persons.
- III. Unemployment Rate:** The number of persons unemployed per 1000

¹<http://www.worldbank.org/en/news/feature/2017/06/23/skilling-india>

²International Labor Organization, report on, Indian Wage Report – Wage Policies for decent work and inclusive growth

persons in the labour force (employed & unemployed)

IV. The national Policy for skill development and entrepreneurship 2015.

V. Estimation of skilled youth altogether under all schemes, departments and institutions and requirement in job market

VI. Skill Gap Analysis

I. Labour Force Participation Rate:

In Rajasthan **Female** Labour Force Participation Rate is **21.5%** and ranked 18th. Whereas, in India LFPR is **50.3%** (as per UPS approach) and Chhattisgarh has the highest female LFPR of 54.3% followed by Mizoram (54%), Nagaland (53.6%), Meghalaya (46.7%) and Andhra Pradesh (46.6%)³.

Source Table: Table – 01, Annexure – II

II. Worker Population Ratio (WPR):

- Female ratio under adolescent worker population is more in Rajasthan (**74**) as compare to India (**54**). Rajasthan is also ahead from India in age group of 18-29 years workers population ratio (excluding transgender). Same is with the population of 30 years & above. The only difference is, in this age group transgender are found active in Rajasthan unexpectedly.
- Geographically, WPR is found higher in rural areas. In urban area WPR for woman is very less. While considering the combined data (rural+urban) WPR for women is less. Though Rajasthan is ahead from WPR of India.
- Fewer ratio for adolescent segment specially female, indicates an effective child development policy implementation. For female WPR is less in both the age group i.e. 18-29 years & 30 years and above. In age group 30 years and above, transgender shows substantial presence.
- Again surprisingly WPR for woman is lower in urban areas than rural areas. In urban area transgender are more active and are ahead in Rajasthan as compare to India if Urban & Rural ratios are combined together.

Source Table: Table – 02, Annexure – II

³ 5th annual employment unemployment survey 2015-16, Vol – I Gol Ministry of Labour & Employment Labour Bureau

III. **Unemployment Rate (UR):**

- Rajasthan has lower unemployment rate than India in various age group. In urban areas UR is showing significant presence. Rajasthan is ranked 24th for Unemployment rate with 7.1 unemployment rate⁴.
- Under age group of 15-17 UR for female & transgender is nil. Rajasthan shows a considerable lower data in UR as compare to India. Also the UR is very less in Rajasthan for age group 18-29 years & 30 years and above.
- In urban area UR for male is found higher than female. Combined data for rural & urban shows that UR of Rajasthan is not only less than India but also under the lower side only. This may be an indication of effective implementation of employment generation schemes & policy.

Source Table: Table – 03, Annexure – II

- ### IV. **The national policy:** As per report of **national policy** for skill development and entrepreneurship **2015, 487** million workforce is there in the country. The report says **94.6%** workforce of non-farmer workers & **128.25** million farmer workforce needs re-skilling, up-skilling & necessary trainings for better output & productivity.

This availability of huge workforce which is unskilled, skilled through informal channel or semiskilled is possibility of generating new employment through skill development programs. Providing vocational training is a path for the upgradation of unskilled & semiskilled workforce.

V. **Estimation of skilled youth altogether under all schemes, departments and institutions and requirement in job market.**

If we consider data from RSLDC, seating capacity of IITs, Polytechnic Colleges and Universities yearly **6,93,767** No. of skilled youth enters in Job market. As per study carried out by NSDC, demand of skilled work force in major 3 sectors (Agriculture, Industry and Service sector) **7,19,273** No. of skilled man power is projected to be required. **25,506** No. of man power is still vacant and indicating deficit of **3.54%**.

⁴Report on Employment-Unemployment Survey Volume – I, 2015-16 by Gol, Ministry of Labour & Employment, Labor Bureau

Assessment on the basis of high growth sectors (Sectors including construction, textiles, IT, BFSI etc.) –

Sl. No.	Agency	Seating Capacity	Total Population of youth (15 to 24 years) (census 2011)	Projected Workforce Required in 2017 ⁵ (including skill, unskilled and semi-skilled)	Projected Workforce Required in 2017 ⁶ (including Skilled workforce)	% Skilled Workforce developed against Projected Required Workforce in year 2017
1	RSLDC	353811	1,37,40,511	93,03,000	7,19,273	96.45%
2	ITIs	296291				
3	Polytechnic	35895				
4	Universities***	7770				
Total		6,93,767				

Source Annexure Table – 04, 05 in Annexure - II.

*An assumption has been made as per affiliated college and trades available in university. 240 courses available in 61 Govt. University affiliated colleges, 570 seats under 19 offered program (including from certificate to doctorate) in private University. Per course 30 students are assumed.

Job requirement as per survey carried out with 366 industries from 21 sectors by NSDC in Rajasthan only 17% jobs are offered for skilled man power whereas percentage of requirement of Unskilled and Semi-skilled man power are 46% and 37% respectively.

Source Annexure Table – 06 in Annexure - II

VI. Skill Gap Analysis:

Also, as per skill gap study, demand Vs supply gap in Rajasthan for skilled labor is 3.23 Lakh, Semi-Skilled is 20.04 Lakh and unskilled is 9.73 Lakh. This data indicates scaling of the scope of skill development Programs in Rajasthan.

Source Annexure Table – 07 in Annexure - II

The study tries to find out the skilling methodology and impact in Rajasthan state through this research. This study attempts to find out the tools and mechanism of the implementation of the program in Rajasthan along with the perception of the Implementers and the beneficiaries. This was observed that the substantial higher rate of LFPR and WPR as compare to the national level data (except for transgender) enhances the scope of success of Skill Development Policy. The available skilling institutions are sufficing the need of work force upto 96.45% but not necessarily each of the enrolled student has capacity to work. The ability and perseverance of the trained youth finally decides the success of the program. In **Rajasthan, Department of Skill,**

⁵District wise Skill Gap Study for the State of Rajasthan 2012-17, 2017-22, figure 42

⁶District wise Skill Gap Study for the State of Rajasthan 2012-17, 2017-22, table 34

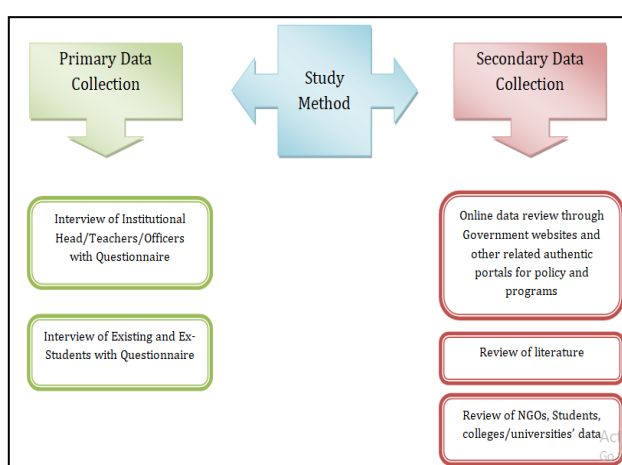
Employment and Entrepreneurship and **Department of Technical Education** are working towards implementation of various programs through their versatile institutions and approach. The study is based on the research done in the institutions governed or managed by these departments.

Objective:

The objective of the study is to understand the skill policy and program implementation in Rajasthan with a brief insight of India. The study revolves around the impact and effectiveness of the skill development programs being initialized in Rajasthan.

Methodology

The research work has been done by primarily on gathering data online during desk work. Then a framework was designed and plan has been developed to collect field level data. After which data filtration and processing was done. A plan followed by systematic approach had adopted for assessment that progresses through a defined series of phases.



Collection of Primary Data:

For this, we have to conduct series of meeting with not only the existing students of the institutes but also the ex-students as well. Knowing the perception has been done by discussing various issues with them, to avoid vague sketch of the scenario, participant's *Observation, Interviews, Participatory* methods has been done with **Questionnaire targeting individual institutional head, concerned officers/teachers, existing and ex-students of the vocational education institute.**

Collection of Secondary Data:

was gathered by various authentic sources viz. Census report, world bank reports, National Skill Development policy 2009 by Planning Commission, National policy for skill development and entrepreneurship 2015, National Skill Development Mission A Framework for Implementation of Ministry of Skill Development & Entrepreneurship, Audit report of Comptroller and Audit General of India, A profile on adolescent and Youth in India by United Nation Population Fund India (UNFPA) & Census 2011, Indian Labor Statistics 2015, Skill Gap Study of Rajasthan conducted by NSDC 2012-17 & 17-22, population projections have been

taken from Report of the technical group on population projections constituted by the national commission on population may 2006 by office of the registrar general & census commissioner, India, International Labor Organization, report on, Indian Wage Report – Wage Policies for decent work and inclusive growth, web sites of Ministry of Skill Development & Entrepreneurship (MSDE) & Rajasthan Skill & Livelihood Development Corporation (RSLDC). Data for employment-Unemployment on various parameters have been taken by 5th Annual Employment – unemployment Survey Report 15-16. This report is into 4 volumes, offering 4 different information of various aspects of the employment & unemployment. Since the subject of Skill Development has not been explored much before limitation for the review of literature was faced during desk work.

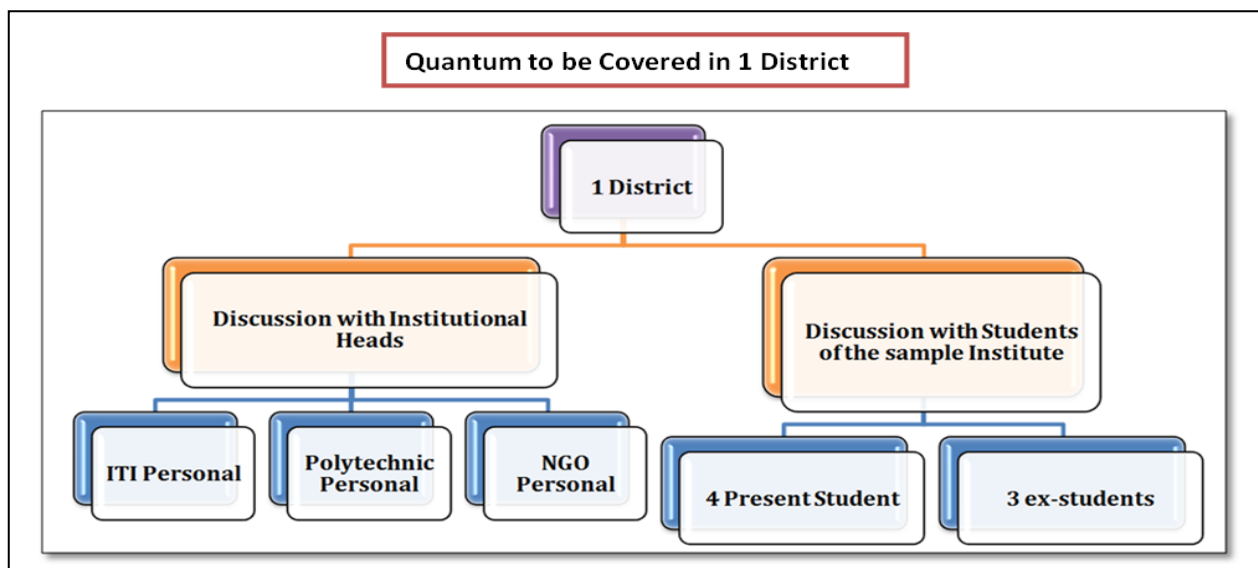
Sampling

Total 5 districts have been covered in Rajasthan. In Rajasthan, 5 districts have been covered. These districts are mentioned in the map which is as follows –



1. Ajmer
2. Bharatpur
3. Jaipur
4. Jodhpur
5. Hanumangarh

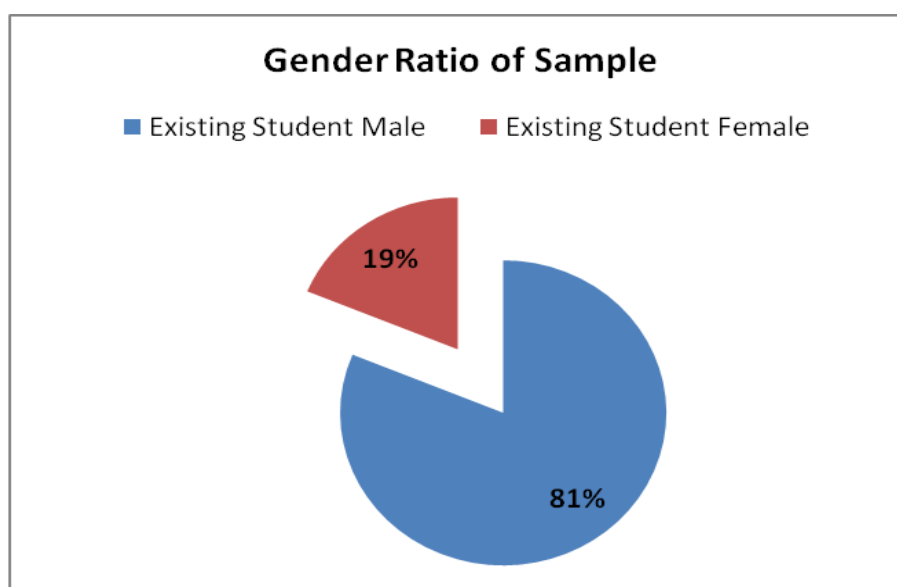
Random sampling method has been adopted. In each district following sample has been taken –



*In Jaipur along with the following sample, RSLDC, Employment Office and University has been covered additionally.

In total the following number of students and other stakeholders could be interviewed for the study.

Sample Covered								
Type of Institutes	No. of Institutes	No. of Officials/Academicians	No. of Existing Students	Existing Student Male	Existing Student Female	No. of Ex-Students	Ex-Student Male	Ex-Student Female
ITI/Polytechnic College/NGO	12	12	48	39	9	36	36	0
RSLDC	1	2	NA					
Bank	1	2						
District Employment Office	1	2						
University	1	1						



Chapter – 2

An Insight of Skill Development Policy

2.1. Origin of Skill Development Policy in India:

In 23rd February 2009, cabinet approved **National Policy on Skill Development** formulated by Ministry of Labor & Employment. The objective is to create a workforce empowered with improved skills, knowledge and internationally recognized qualifications to gain access to decent employment and ensure India's competitiveness in the dynamic Global Labour market. It aims at increase in productivity of workforce both in the organized and the unorganized sectors, seeking increased participation of youth, women, disabled and other disadvantaged sections and to synergize efforts of various sectors and reform the present system⁷.

The skill India Mission: Department of Skill Development and Entrepreneurship, first created in July 2014 was rechristened as The Ministry of Skill Development and Entrepreneurship in November 2014. The Ministry, launched the **National Skill Development Mission**. Ministry for Skill Development & Entrepreneurship (MSDE) is formed⁸.

The National Skill Development Mission: The ministry has launched this mission on 15th July 2015. A Three tier institutional mechanism are made for effective implementation i.e. Governing Council for Policy Guidance at apex level, Steering committee & Mission Directorate with an executive committee. Than the mission directorate will be supported by National Skill Development Committee (NSDA), National Skill Development Corporation (NSDC) & Directorate General of Training.

Seven sub-missions have also made which are as follows –

- i. Institutional Training,
- ii. Infrastructure,
- iii. Convergence,
- iv. Trainers,
- v. Overseas Employment
- vi. Sustainable Livelihood,
- vii. Leveraging public infrastructure⁹.

Presently 6 schemes are running by Ministry of Skill Development and Entrepreneurship i.e. Pradhan Mantri Koushal Vikas Yojna, SANKALP, UDAAN, STAR, Polytechnic schemes and vocationalization of education¹⁰.

⁷ Report on skill development by planning commission 2009

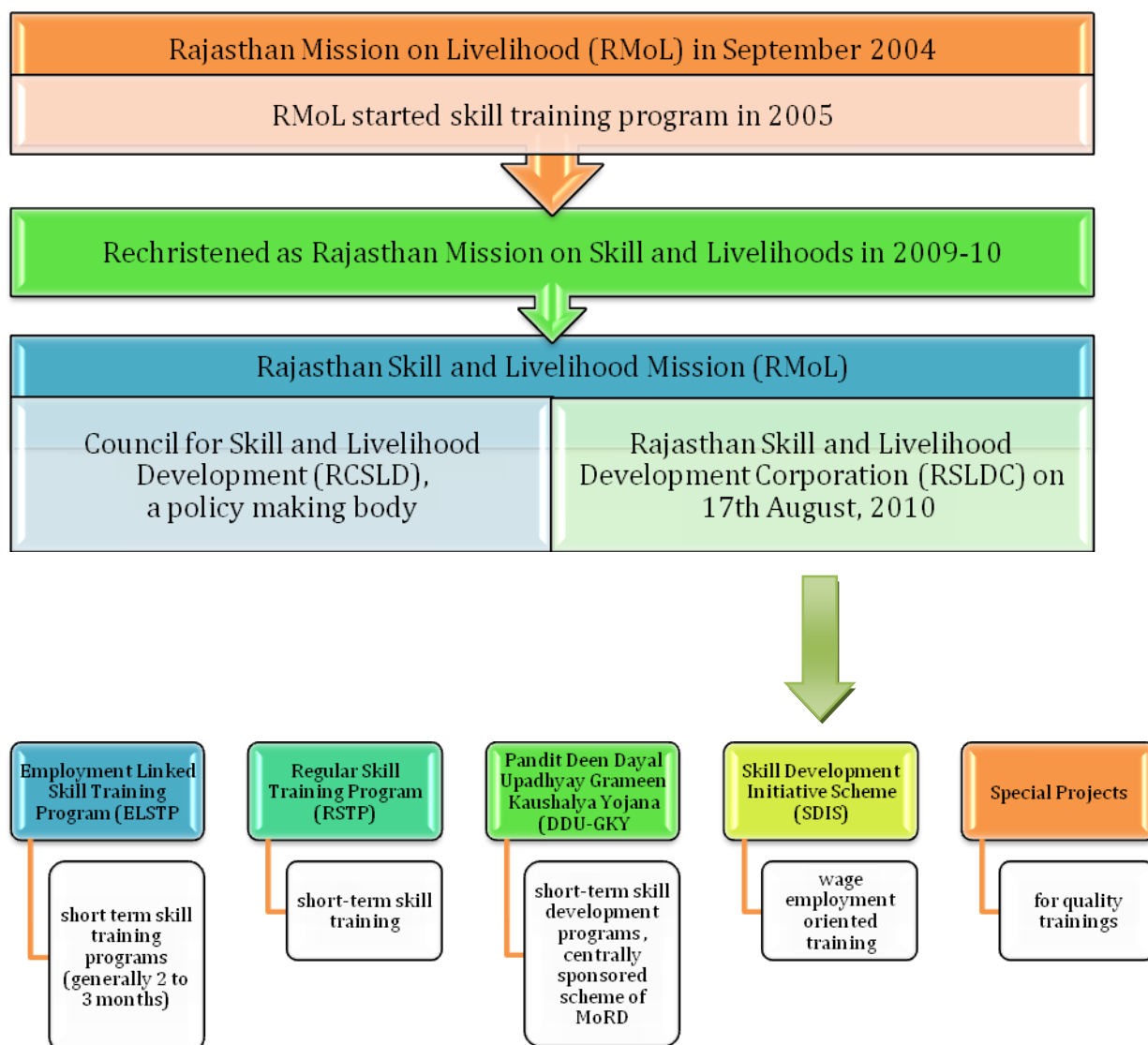
⁸ Mission booklet, National Skill Development Mission A Framework for Implementation of Ministry of Skill Development & Entrepreneurship

⁹ <https://www.msde.gov.in/nationalskillmission.html>

¹⁰ <https://www.msde.gov.in/state-reports.html#>

2.2. Origin of Skill Development Policy in Rajasthan:

History of Initialization of Skill Development Programs –



Presently 449 active Skill Development Centers, 30,4985 candidates have been trained & 31,129 are under training¹¹. Also SDIS is not functional anymore.

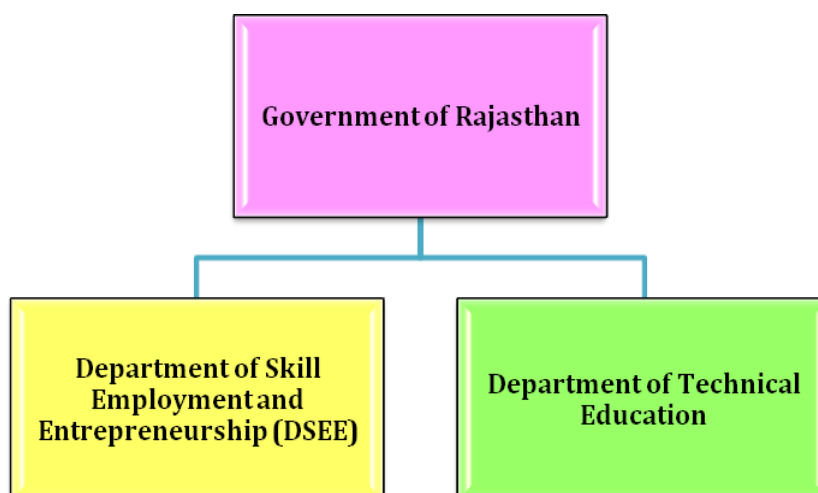
¹¹<http://livelihoods.rajasthan.gov.in/rsldc>

Chapter – 3

Mechanism of Implementation of Skill Development Programs in Rajasthan

The initialization of skill development policies are prior to the newly launched skill india mission campaign. Since 2004, Rajasthan is working towards skill development. Presently GoR claims in success story of Department of Skill Education and Entrepreneurship to skill more than 6 Lakh youth under various programs in last 3 years. Rajasthan is 7th by size of youth population which is 5.92% of the total population of India (data base census 2011)¹². There are studies being conducted by various agencies analyzing impact of the programs run. They all have different verdicts different perspective. Some concludes positive whereas some has critical views on the related issues.

Following chart depicts the concerned departments impelmenting various skill development programs:

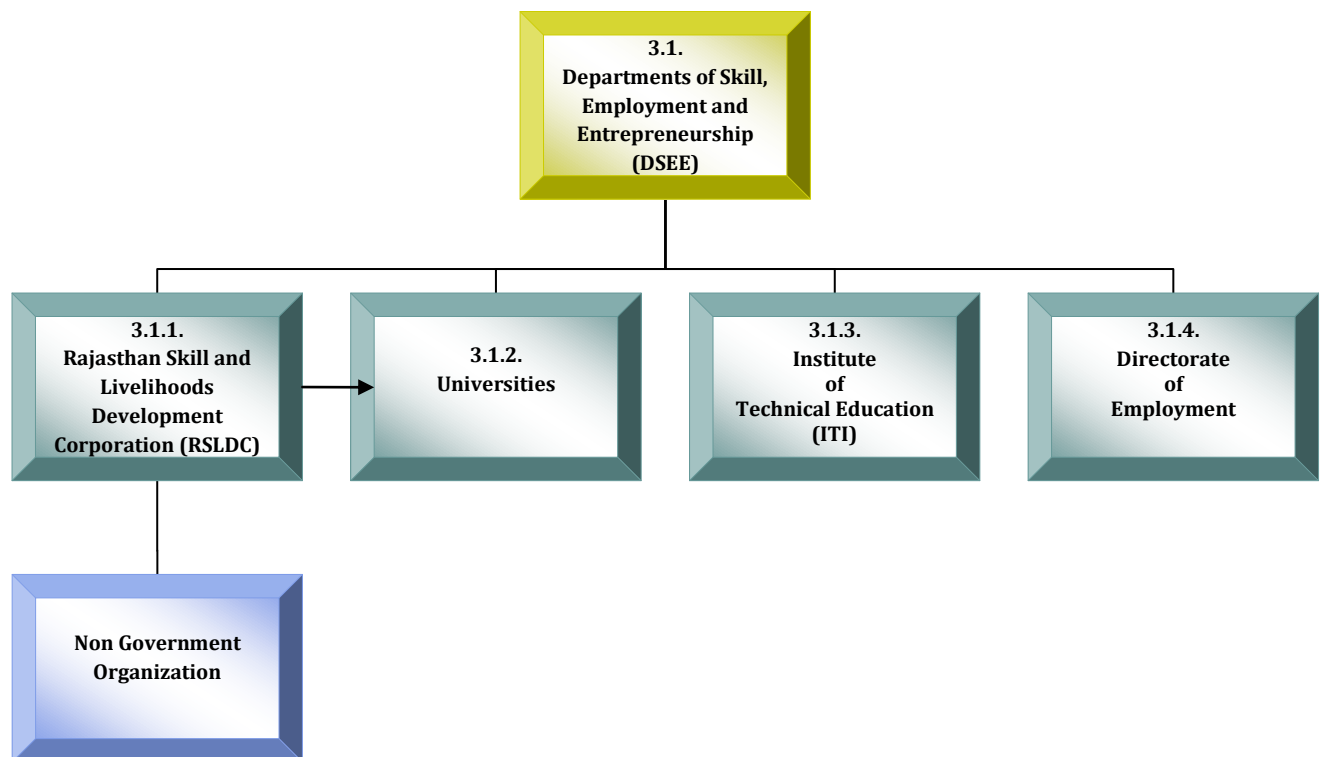


3.1. Department of Skill Employment and Entrepreneurship (DSEE)

A separate Skilling Department i.e. Department of Skill Employment and Entrepreneurship (DSEE) has been constituted in Rajasthan vide order dated 04/08/2015. With an independent administrative status the department has Commisioner Skill, Employment and Entrepreneurship as HoD and Principle Secretary, labor department as the Administrative Secretary. This has been done for an effective integration of ITIs, Employment Exchanges, RSLDC and Apprenticeship. The same Principle Secretary heads the Technical Education Department and Skills, Labour and Employment Departments for in-lining the schemes as per National Skill Policy.

Diagram of the Institutes Regulated by DSEE:

¹²Report on 'A profile of adolescent & youth in India' by Census 2011 & United Nation Population Fund – India (UNFPA)



3.1.1. Rajasthan Skill and Livelihoods Development Corporation (RSLDC): The department of planning, GoR declared RSLDC as responsible institute for convergence and implementation of skill training programs in 2014 as per cabinet direction order. RSLDC coordinate with all concerned departments for implementation of Centrally and State Sponsored Schemes related to Skill Development. This was done to ensure an effective implementation through youth mobilization in one platform, integration of NSQF, optimum utilization of human resource, monitoring of procedures, courses, MIS, funding pattern, supervision, homogenous assessment and certification, centralized data base, utilization of central govt. fund etc.

There are 10 departments implementing skill development programs in collaboration with RSLDC. The funds of skill trainings of these departments have been transferred to RSLDC. These are as follows –

1. Rajasthan Scheduled Caste & Scheduled Tribe Finance and Development Cooperative Corporation Ltd. (SCDC)
2. Department of Local Self Government (NULM)
3. Rajasthan Gramin Aajeevika Vikas Parishad, Department of Rural development (RRLP)
4. Department of Tribal Area Development
5. Department of Labour
6. Department of Minority
7. Department of Forest
8. Department of Rural Development for Border Area Development Programme

9. Department of Women Empowerment
10. Rajasthan Sanskrit Academy

3.1.1.1. Processes involved in the mechanism of Rajasthan Skill and Livelihoods Development Corporation (RSLDC): RSLDC implements the program through convergence and Training Partners (TP). For selection of the TP, Expression of Interest is called and the most competent agency is selected. These TPs are bound to place minimum 70% of the trainees. After fulfillment of this clause only the last 30% amount of payment is released to TP.

The other way to approach the youth directly is Information, Education and Communication (IEC) method. IEC material helps youth to understand the process, courses, placements etc.

RSLDC also manages **Overseas placement bureau and Rajasthan Pravasi Shramik Kalyan Prakoshth** (established by GoR) which facilitates the overseas placement opportunity. This unit works towards student counseling, registration, market mapping, media campaign for safe and legal migration, conducts pre departure training for better and smooth functions.

Levels of Operations of RSLDC

Planning: National Skill Qualification Framework (NSQF) defines the courses and job roles which is followed by RSLDC. NSQF is a competency based frame work which grades the skill, aptitude and knowledge level from 1 to 10.

Sl. No.	Grade	Knowledge Level
1	I to V	Preliminary/Short Term Courses
2	VI to VIII	Bachelor of Vocational Education
3	IX to X	Doctor of Philosophy (PhD)

Implementation: Training partners implements the program. RSTP is giving special attention to Jail inmates and Madarsa students. There is no such program being oriented to the orphans, child abuse and trafficking victims, forced domestic labors but there is a possibility of the same if the concerned departments have come up with any proposal. RSLDC has also tied up with more than 25 MNCs like Bosch, Honda, Pidilite, Toyota etc. for better results in placements.

Post Training Mechanism: After completion of placement training partner has to provide 3 month's salary slip or bank transaction details to RSLDC for ensured retention.

Efficiency Gap: The trainees live in the mindset of getting highly paid jobs after the training. But, it takes time to get them over there. This disappoints the trainee and they either leave the job or sometimes even not take the placement. Environmental change is needed for youth's perception on handling the work pressure and facing the realities.

3.1.1.2. Implementation through Non Government Organization by RSLDC:

RSLDC announces Expression of Interest and give tender to NGOs on compatibility basis. They are called **Training Partners**.

NGOs are playing a very important part on short term courses being funded by RSLDC or some MNCs. They are the direct implementing agency for these courses. They work towards this devotedly. And the results are substantially remarkable.

Because of strict monitoring and placement norms they have to work very hard for program implementation. Earlier DDU-GKY project was next to impossible to implement as formulated by Government. But after sometime there were amendments made into that. Still there is a norm of releasing the last installment only if the three month's salary statement is provided to the funding agency.

Problems with the project formulation: Some of the NGOs claimed that the project has been formulated by international agencies which were not much into the India culture, this led them to be inconsiderate for the unforeseen and expected problems to be occurred. Like the program is designed to benefit the under privileged section of India Society belongs to various Tribes, Casts and Gender. But in India a single program can never suffice the need of each of the target segment. One has to customize the program and be considerate for the deviations. The international agency has made 1 program for every corner of this country. This stated to be a big lacking in formulation.

The monitoring agency for DDU-GKY project is Grant Thornton. Third party monitoring agency acts as a connection link between RSLDC and NGOs. Third party monitoring enhances the transparency of implementation of the program.

Problems with the no deviation with strict norms: There are many practical problems emerged while implementing the problem, like as per the norms specific percentage of SC/ST/OBC etc shall be placed. In the time of bidding NGO considers the primary census data but sometimes these projections found not very accurate. And the defined proportion gets deviated during placement. Also, the norm says 70% placements needs to be take place following defined proportions of SC/ST/OBC and other categories. If there is a deviation on the category wise placement with unavoidable problem. The whole batch is counted out. These deviations are not considered by RSLDC. The RSLDC follows only their Standard Operation Procedures (SoP) and do not deviates a bit from that.

For survival, NGOs do surveys in rural and urban area and mobilize the youth for courses. In this process sometimes for meeting the target few unwilling candidates are also enrolled. These are either drops out or leaves the job after placement. Sometimes, youth gets enrolled with enthusiasm and big dreams in their eye but could not take the reality well and quits.

Problems with the Placement: The NGOs face the problem in placement because the attrition rate of the students is very high. They leave the job within a month of the joining only. Because of which NGOs loose the company for future placement as well as the final installment of payment also lies pending. Because they have to provide 3 months bank salary statement to RSLDC.

Problem with tendency of the youth in mobilization: The targeted youth are already either dropped out, poor, unemployed; belong to underprivileged section of the society. It takes time to capacitate them mentally before any technical education. They are imposed for a punctual biometric attendance, and if the student is 2 minutes late, biometric does not consider the attendance of the student for that day. Making these students this punctual during 2-6 months time is really very tough.

Also this pseudo absenteeism of the student leads deduction of the payment to the NGO.

3.1.2. Universities: There are 2 universities there at Rajasthan. Rajasthan ILD (Institute for leadership development) Skill University (RISU)¹³ is a Government University run by RSLDC, which gives affiliation to institutes. Also this university provides B. Voc. Degree to aspirants. The other university Bhartiya Skill Development University (BSDU) is a private university. The two universities of Rajasthan are functioning in different ways. The Rajasthan ILD University (RISU) affiliates the colleges for various vocational programs. Whereas the other one Bhartiya Skill Development University is providing 2 months internship, Diploma, Undergraduate and Graduate courses.

Brief details of the universities are as follows –

Sl. No.	Name	Regulation	Location	1st Session Starting Date	Courses Level	Courses Offered	Trades Offered
1	Rajasthan ILD (Institute for leadership development)	Govt.	ILD campus, Jamdoli, Jaipur.	July-August, 2017.	NSQF level 5 onwards	PG/UG/ Diploma /Certificate	*Fashion designing, Interior Designing, Graphic Designing, CAD, Hospitality, Tourism, Gems & Jewelry,

¹³http://rajskills.edu.in/article_detail.aspx?ids=ntpZZa91U5ZgpxbF9dou8Q==

	Skill University (RISU) ¹⁴					Mass Communication etc.
2	Bhartiya Skill Development University (BSDU)	Private	Bhartiya Skills Development Campus, Mahindra Sez, Jaipur.		NSQF levels 5-10.	Doctorate/PG/UG/Diploma/Certificate Tourism, Agriculture, Construction, Plumbing, Logistic etc.

*Trades are offered through 61 affiliated colleges. List is attached in Annexure – III for reference

Also some centers of excellence has been affiliated by RISU viz. Schneider (Renewable Energy and Advanced Electrical), Rajasthan State Pollution Control Board (Green & Environment Sector), JIM (Japan India Manufacturing Zone)-(Air conditioning, Refrigeration and Automobiles) will be part of this university.

In Bhartiya Skill Development University (BSDU) Skill Certificate, Diploma, Advance Diploma, Bachelor of Vocation (B.Voc.), Master of Vocation (M.Voc.) and Ph.D. in various skill areas are offered.

Bhartiya Skill Development University (BSDU) courses offered ¹⁵–

Sl. No.	Type of Course	No. of Course
1	Diploma	1
2	Under Graduate	14
3	Post Graduate	3
4	Doctorate	1

3.1.3. Industrial Training Institute (ITI) through Directorate of Training: Rajasthan beholds 2nd rank for having maximum no. of IITs. The state possesses total 1894 IITs altogether. Brief description is as follows¹⁶ –

Total ITIs	Private	Seating Capacity	Government	Seating Capacity	Trade
1894	1653	296291	241	35051	118

3.1.3.1. Processes involved in the mechanism of ITIs:

Policy: The ITI officials found the policy good but lack in industrial linkages as well as neglecting the ground realities. Number of jobs is lesser than the aspirants. The involvement of the ground level officials like institutional heads linked with students as well as industry found to be very less.

Syllabus: Director General Of Employment and Training (DGET) and National Council for Vocational Training, (NCVT)¹⁷ defines the syllabus but there is no direct

¹⁴ <http://livelihoods.rajasthan.gov.in/content/livelihood/en/skill-department/RajSkillUniversity.html>

¹⁵ <http://www.ruj-bsdu.in/programmes>

¹⁶ Department of Skill Employment and Entrepreneurship booklet of success story.

¹⁷ NCVT and National Skill Development Agency (NSDA) has been merged into National Council for Vocational Education and Training (NCVET)

feedback mechanism for amendment in the syllabus though there is a section on website where they invite the suggestions. Therefore, syllabus is not getting updated and industrial needs are not getting fulfilled by the older version of the syllabus. This results in inefficiency of the pass out students. The industry has to again train the youth with their tools and techniques. This period is considered a waste by the industry and now few of them have started their own skill development units where they imbibe the trainees.

ITIs are open to all stream students. But the syllabus is Science based like engineering drawing hence when a commerce or Arts student takes up ITI he or she feels it hard to understand. Actually this is an old pedagogy being adopted long time ago and could not be amended till date.

Student selection criteria: There is no filtration while admission of the student. Private institutes try to fill the seats as much as they can. This increases the number of the students beholding degree but not knowledge. These candidates later be a reason of increased unemployment rate.

Priority of Students for Job: This is also observed that the students are very keen to go for only government jobs. Railways, electricity Board, Power Plants, Metro these are few of the giant recruiter. Parents are also unaware of the job market.

Placement: Though there is lot of scope for these students in Government, Public and Private sector. The placement is not a big issue with most of the ITIs. The tendency of the recruiter were told to hire the cream students, but they don't retain to the company. They switch to the better opportunity. That way the desired one did not be chosen and the chosen did not retain.

Other Findings: The problem with private ITIs were also that the merit holder students get into the Government ITIs and only left students takes admission in private colleges. They don't have much command over the subjects and the professors have to make extra efforts to bring them into the basic knowledge level. Most of the times these students do get reluctant and dropout rate goes up.

In government ITIs there are 2 type of courses offered Self Finance Scheme and Govt. funded scheme. In Self Finance Scheme, the course fee is mostly similar to the private ITIs.

Scholarship of ITI is found to be very low as compare to the B. Tech. or B.E. students.

The new technology like Adhar linked biometric attendance or even GPS biometric attendance minimized the frauds.

- 3.1.4. Directorate of Employment (Employment Wing):** Department of Skill, Employment and Entrepreneurship (Employment wing) works on enforcement of provisions of (Compulsory Notification of Vacancies), Collection of Employment Market Information, providing self-employment assistance to job seekers, Publication of fortnightly paper 'Rajasthan Rozgar Sandesh' vocational guidance about various courses and training facilities to job seekers, Submission of job seeker's list to employers,

Registration of unemployed youth, Organizing Rozgar Melas & Special scheme to assist job seekers of weaker sections of the society Scheduled Caste/Scheduled Tribes/Other Backward Communities, disabled persons under special schemes, such as TSP plan and CSS scheme.

3.1.4.1. Issues involved in the mechanism of Directorate of Employment

In Rajasthan, employment exchange is converting as Model Career Center (MDC). This was brought to notice that enrolled youth was more interested to get the Unemployment Allowance (Berozgari Bhatta) than to get employed. Youth visits the employment offices from far places if the installment is not released. The concern was to get money not job. There are counseling centers being run but youth visits the MDC for allowance not counseling center for information. These allowances are promoting the negative forces and acting like termite which slowly hollowing the working capacity of the youth. The caliber is deteriorated by these free perks. Moreover, the youth takes this as their right. This was very surprising and disappointing.

This was also observed that the official feels that lack of big industry presence in Rajasthan workforce is either forced to migrate or stay back and be unemployed. Also, available industries not necessarily provide job in the state of Rajasthan. These vacancies has pan India location. In addition to that, the salary offered is not found to be as attractive to leave the home town or village

Department of Skill, Employment and Entrepreneurship also works for skill development i.e.through1. Rajasthan Knowledge Corporation Limited (RKCL) & 2. National Career Service (Ministry of Labour & Employment).

Rajasthan Knowledge Corporation Limited (RKCL)¹⁸ – Rajasthan Knowledge Corporation Limited is a Public Limited Company established in Rajasthan as a joint venture of Government of Rajasthan; Maharashtra Knowledge Corporation Limited (MKCL), Pune; University of Rajasthan; Jaipur, Maharana Pratap University of Agriculture and Technology, Udaipur; Vardhaman Mahaveer Open University, Kota; Rajcomp Info Services Ltd. and Centre for e-governance. The main objective of company is to develop a new educational framework which can plan, implement, supervise and regulate the developing needs for IT skills in the 21st century in the State of Rajasthan by promoting the IT enabled education programs as practiced in the Departments of School, Higher, Technical and Medical Education, Government of Rajasthan and to take all such action as may be deemed to be necessary to provide high quality education

¹⁸ <http://www.rkcl.in/index.php>

including better connectivity, computer skills and co-ordination amongst all educational institutions, universities, students and the Government, as well as to obtain sponsorships, institutional backups and financial support for the present and future programs and responsibilities accepted on behalf of the State Government.

National Career Service (Ministry of Labour & Employment)¹⁹- This portal is a pool of information on various aspects of employment. This gives information on vacancies, employers, job seeker, career, counseling, specified jobs for women & differently abled persons.

BUDGET 2018-19 (data in Lakh)²⁰:

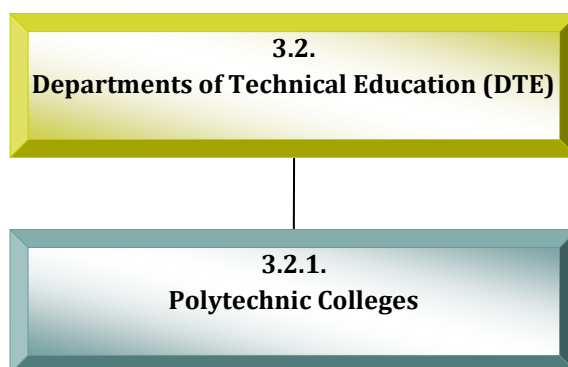
Scheme & Head	State Fund	Central Assistance
Rozgar Mela (Gen, SC & ST)	464.00	-
Employment Office Building	283.28	-
Akshat Yojna (Gen, SC & ST)	2500.00	-
Mukhya Mantri Koushal Anudan Yojna (Gen, SC & ST)	0.03	-
National Career Service Project (Gen, SC & ST)	-	0.09
Total	3247.31	0.09

¹⁹ <https://www.ncs.gov.in/Pages/default.aspx>

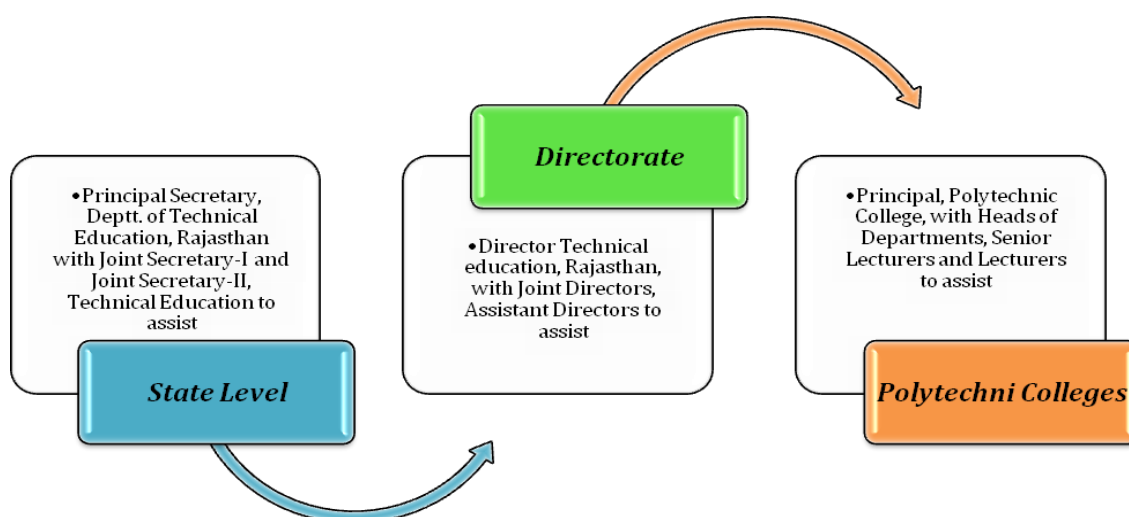
²⁰ <http://employment.livelihoods.rajasthan.gov.in/CMS/ShowFile.aspx?DocID=180>

3.2. Department of Technical Education (DTE)

Diagram of the Institutes Regulated by DTE:



3.2.1. Polytechnic Colleges: Along with DSEE, Department of Technical Education (DTE) Government runs Polytechnic colleges which provide vocational training courses in Rajasthan. DTE is solely responsible for policy making. This has 3 tier regulatory mechanism which is as follows²¹ –



Summary of Polytechnic Colleges in Rajasthan²² –

Sl. No.	Particular	No. of Polytech. Colleges	No. of Seats
1	Govt. Co-Ed. Polytechnic Colleges	35	5490
2	Govt. Women Polytechnic Colleges	8	990
3	Private Polytechnic Colleges	79	24015
4	PPP Mode Women Polytechnic Colleges	2	240
5	Sub Division Co-ed. PPP Mode Polytechnic Colleges	5	1260
6	Second Shift in Engg. Colleges	22	3900
Total		151	35895

District wise Details of the Polytechnic Colleges can be referred from Annexure – IV

²¹ Handbook of DTE under RTI

²² Annual Report DTE 18-19 <http://dte.rajasthan.gov.in/Polytechnics/Misc/Pragati%20Prativaden.pdf>

3.2.1.1. Processes involved in the mechanism of Polytechnic Colleges

Policy: Ministry of Skill Development And Entrepreneurship directs All India Council for Technical Education (AICTE) and further AICTE affiliates the colleges and collaborates with Department of Technical Education (DTE), Jodhpur of Rajasthan State Government for managing polytechnic colleges. DTE is responsible for **Policy making** in Rajasthan along with Development, management & inspection of Technical Education in the State for diploma in technical education.

Program: There are 2 types of 3 year diploma programs being offered through Polytechnic colleges i.e. Engineering which includes Civil, Mechanical, Electrical, Computer Science and Non-Engineering i.e. Fashion designing, textile designing, costume designing.etc. The first year engineering students have privilege to get promoted in second year in-spite of holding backlog but non-engineering students don't have this facility.

Along with the conventional courses polytechnic colleges run the specific program named **PMKVYTI i.e. Pradhan Mantri Koushal Vikas Yojna by Technical Institute** through MHRD just as PMKVY runs by NGOs. The college should be affiliated from AICTE for running this program. NSDC provides certificate to the qualified trainee.

AICTE instructs the Govt. polytechnic colleges to run short term skill development minimum of 320 hours as per trades (approx. 200 trades are there) and resources available with the college. After completion of courses NSDC evaluates the student through examination for certification.

For these programs a separate budget is allotted through AICTE. In this program, the budget is released in 4 installments in which 1st and 2nd installments are of 30%, 3rd and 4th are of 20%. And the last installment is released if only the college placed more than 50% of the trainees. And the salary slip for the consecutive 3 months is being uploaded in the website of AICTE as a proof.

But, Industry treats these students as wage based employees and as per industry norms salary slip for salary amount less than Rs. 10,000/- could not be provided so that many of the legal liabilities like P.F., insurance etc. could be skipped. Therefore, students which are placed in lower package is counted out and not considered into these criteria. This prevents the college to get the last installment which leads to major consequences.

Syllabus: As ITIs, syllabus updating issue is also faced by the polytechnic colleges. The course module is prepared by NSDC. Though the syllabus was told to be competent by the institutional officials but they also found that the absenteeism of state representatives led the module lack on regional inputs. Courses are not aligned with the local industries, resourced and demands.

For Example – In Bhilwada district textile industries are there but course for the same is unavailable in the polytechnic colleges.

Also actual industrial training is not incorporated in the curriculum. This leads the student to inexperienced of the site practical knowledge. Though the syllabus is based on 50% theory and 50% practical course. But, direct exposure in the industry s found very limited.

Diploma courses do not make students eligible for any competitive exams. This provides degree equivalent to 12th class pass.

Student selection criteria: In Govt. colleges merit basis and private colleges takes first come first serve basis. Like ITIs private polytechnic colleges also suffered with the students having comparatively lower grades.

Placement: One of the institutes claimed to have a situation where there were vacancies but students were not willing to take up following their own reasons same is the condition with Girls College. Sometimes girls wishes to take up the job but parents prevents her to do so because of the far job location.

Some of the students also go for engineering after completion of Polytechnic course. Sometimes RSLDC gets involved in placement through imbibing the Govt. Polytechnic students as trainer in various short term courses. Though this is done on demand basis, liaising of professors and number of placed student is not much considerable.

Placement companies also prefers govt. college students over private students may be the reasons are better infrastructure, students with comparatively higher marks, Govt. college's reliability is higher and.

Other Findings of polytechnic colleges:

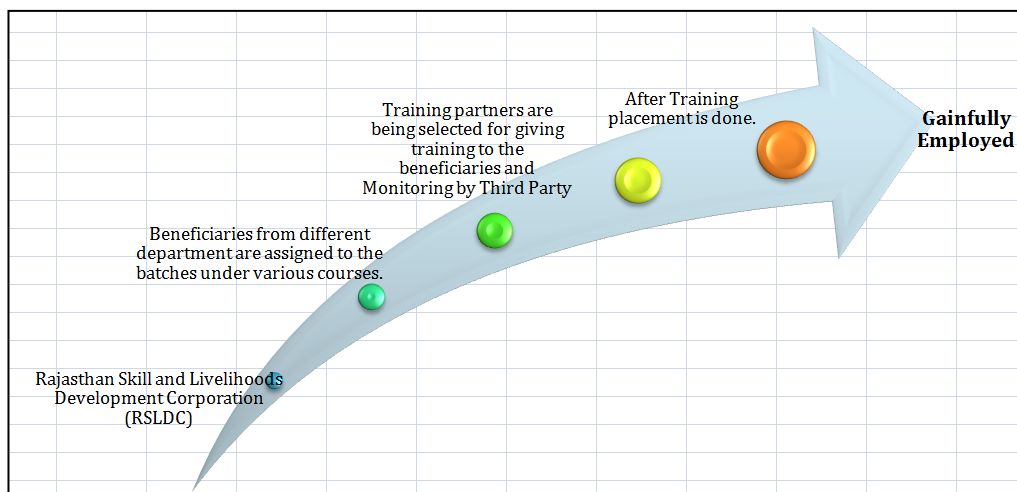
Earlier a diploma student has to reappear 12th board exam for its matriculation, but now this rule is abolished and Polytechnic after 10th is considered as metric which gives relaxation to student.

Inclination towards diploma courses is reduced because B. Tech. or B. E. provides graduation. Moreover, in most of the vacancies, the selection criterion don't differentiates the diploma or degree holders.

The industrial exposure is found limited in polytechnic colleges. There is very limited budget for exposure visit. As per discussion held Rs. 500/- is the budget per student for exposure visit.

This was also found that retention rate of faculties is lower in private colleges which affects the teaching and learning pattern of students.

3.3. Process involved in Providing Gainful Employment by Short Term Training Programs:



Chapter – 4

Mapping of Schemes under Skill Development Programs

Approximately more than 20 Ministries/Department of Central Government have initialized 73 schemes focusing skill development²³. These are being implemented through the respective Departments of state. In India at central level Ministry of Skill Development and Entrepreneurship is beholding responsibilities of skill development.

The Skill Development Schemes can be categorized following way –

4.1. Skill Development Schemes of Government of India:

The details of the mentioned categorization is as follows –

Skill Development Schemes of Government of India – Ministry of Skill Development and Entrepreneurship is running 6 schemes presently. These schemes are²⁴ –

- i. Pradhan Mantri Koushal Vikas Yojna (PMKVY)
- ii. Skill Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP)
- iii. UDAAN (Special Industry Initiative for Jammu & Kashmir)
- iv. Standard Training Assessment and Reward (STAR)
- v. Polytechnic Schemes
- vi. Vocationalization of Education

4.2. Skill Development Schemes of Government of Rajasthan:

Department of Skills, Employment and Entrepreneurship, Department of Technical Education, Universities and may be some other department or institutions are stepping ahead in making footsteps in state of Rajasthan. During the study this was came into notice that RSLDC plays the main role in implementation of the Skill Development schemes. All 10 departments run their training program through RSLDC only. Other department like Social Justice & Empowerment department through Directorate of Child rights also runs its scheme Mukhyamantri Hunar Vikas Yojna through RSLDC only.

²³ Department of Skill Employment and Entrepreneurship booklet of success story.

²⁴ <https://www.msde.gov.in/#>

Programs run by RSLDC – RSLDC, runs 5 schemes mainly in collaboration with various departments in Rajasthan. These schemes are as follows –

1. Pandit Deen Dayal Upadhyay Grameen Kaushalya Yojana (DDU-GKY),
2. Regular Skill Training Program (RSTP),
3. Employment Linked Skill Training Program (ELSTP) and
4. Pradhan Mantri Koushal Vikas Yojna – (PMKVY) CSSM (Centrally Sponsored State Managed) (2016-2020-a revised program of PMKVY 2015-16)
5. Special Projects

Brief of the Schemes run by RSLDC –

The main objective of these 5 schemes are capacity building of school drop outs, candidates belong to particularly vulnerable Tribal groups (PVTGs), differently abled persons, transgender, rehabilitated bonded labors, victims of trafficking, manual scavengers & HIV positive persons and other under privileged section of the society. These short term training programs are designed to enable these youth to acquire technical knowledge and fetch employment either entrepreneurship or wage basis. The schemes are run through training partners (Non Government Organization) with strict norms of implementation including mandatory percentage of placements.

Following is the brief of the schemes:

1. Pandit Deen Dayal Upadhyay Grameen Kaushalya Yojana (DDU-GKY):

This program is **aiming** at elimination of poverty through skill development and providing wage employment to poor youth between age group of 15-35 years old, belongs to BPL family. The focus is given skilling and placement of the rural youth in formal sector.

The **services** being offered under the programs are like, free training, free lodging, 1 time travelling reimbursement and food for residential programs, free uniform and learning material etc.

Few of the **sectors** covered under the schemes are, Agriculture, Fast Moving Consumer Goods, Apparel, Banking, Beauty culture and Hair Dressing, Retails, Security, Telecom, Fashion designing, Tourism and Hospitality, Retail etc.

2. Regular Skill Training Program (RSTP):

This is an innovative program of RSLDC by imparting Skill Training through registered societies, companies, trusts, foundations, Krishi Vigyan Kendras, Rural Self Employment Training Institutes (RSETI), Rural Development & Self Employment Training (RUDSET), Universities and Government agencies. This program is **aiming** at generating livelihoods through wages, self employment and entrepreneurship for Men/Women (15-45 years old), Persons with Special Abilities (15-45 years Old), Jail Inmates (18-50 years Old), Juvenile Home Inmates, Transgenders (15-45 years Old, Farmers and Vachers.

The duration of the course varies from 22-185 days which has provision of inclusion of need based programs, Adhar enabled biometric attendance, 30 hours session on entrepreneurship etc.

Few of the **sectors** covered under the schemes are, Agriculture and Horticulture, Allied Healthcare, Animal Husbandry, Apiculture, Bamboo Fabrication, Beauty culture and hair dressing, Electronics, Electrical, Medical and Nursing etc.

3. Employment Linked Skill Training Program (ELSTP):

This program aims at linking skill trainings with employment in 39 identified economic sectors by offering 264 courses pertaining to these sectors to the trainees between age group of 15-35 years old. Women and person with special abilities are specifically targeted in this scheme. Under this scheme 1 skill development center (SDC) in every district has been established. This is a convergence scheme of GoR.

The **services** being offered under the programs are like, free training, free lodging, food for residential programs, on job training for better employability etc.

Few of the **sectors** covered under the schemes are, Agriculture, Automotive, IT/ITes, Mining, Plumbing, Power, Retail, Rubber, Security, Telecom, Gems and Jewelry, Construction, Domestic Workers etc.

4. Pradhan Mantri Koushal Vikas Yojna – (PMKVY) CSSM (Centrally Sponsored State Managed) (2016-2020-a revised program of PMKVY 2015-16):

This programs **aims** to connect the youth with skill development and employment to the school/college dropouts, unemployed youth between age group of 15-35 years old. The trainee must have Adhar and Bank account, PAN card or Voter ID Card. The employment opportunity includes 50% employment and 20% self-employment through 275 Job roles (courses) under 32 sectors. It is a non residential training program.

The **services** being offered under the programs are like, free training, , free uniform and learning material etc.

5. Special Projects:

As name suggests it is unconventional program in which RSLDC collaborates with industries associated with Confederation of Indian Industries (CII) to conduct Skill trainings for youth of the State and to provide them employment. The scheme also supports skilling gap funds for high end and cost heavy skill training program and placement linked establishments.

Mapping of all 5 and other schemes and Department wise scheme mapping is dealt in details in Annexure – V and VI respectively.

Other Schemes by Government of India running at Rajasthan

The Unnat Bharat Abhiyan: For bridging the gap between the educational amenities of urban and rural places. This mission is being initialized by MHRD. This concept was brought by a dedicated team of IIT-Delhi. People's Action and Rural Technology (CAPART), Ministry of Rural Development, Govt. of India, number of technical institutions, Rural Technology Action Group (RuTAG) coordinators, voluntary organizations and government agencies actively involved in rural development work are key stake holders for the functioning of the mission.

This enables rural and regional agencies access to professional expertise in field of science, technology, management and engineering. This enables to deliver the knowledge as per the need and demand of the region. Village level functionaries are also involved in the process for consideration of ground realities.²⁵

Polytechnic and Engineering colleges are also directed by AICTE to adopt a nearby village and knowledge transformation is done involving Sarpanch and other village functionaries.

Table: Status of Population under training programs (till date 01-02-2019)²⁶

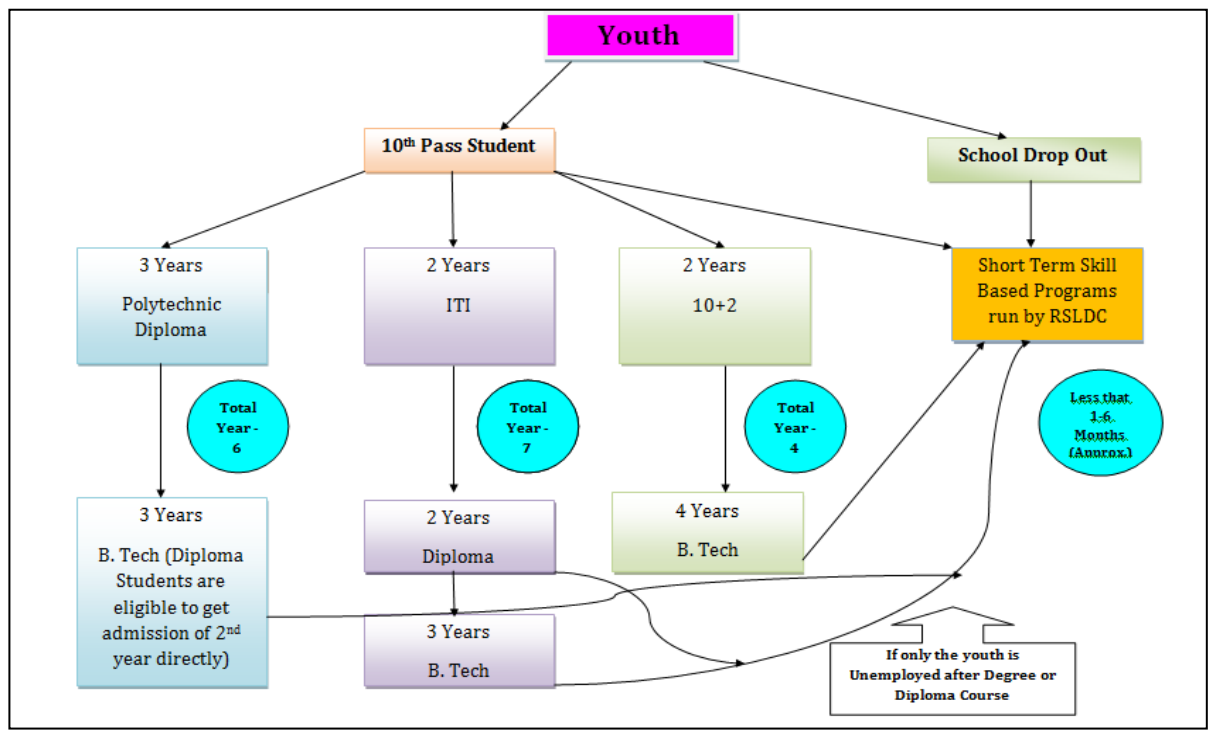
Total Youth Population	Population of Youth Given Training	Population under Training	% of Population Given Training	% of Population under Training	% of population altogether (Trained+under training)
13740511	325651	28160	2.37	0.20	2.57

Though other options of trainings for youth are not considered in this table which are independent skill development centers of Industries under CSR and other organized way of technical education through colleges.

²⁵ <http://unnatbharatabhiyan.gov.in/>

²⁶ <http://livelihoods.rajasthan.gov.in/rslcdcand> <http://plan.rajasthan.gov.in/content/planning-portal/en/des/publications/regular-publications.html> basic statistic Rajasthan 2013 publication

If available options for youth after high School is evaluated, than following chart can be drawn:



Chapter - 5

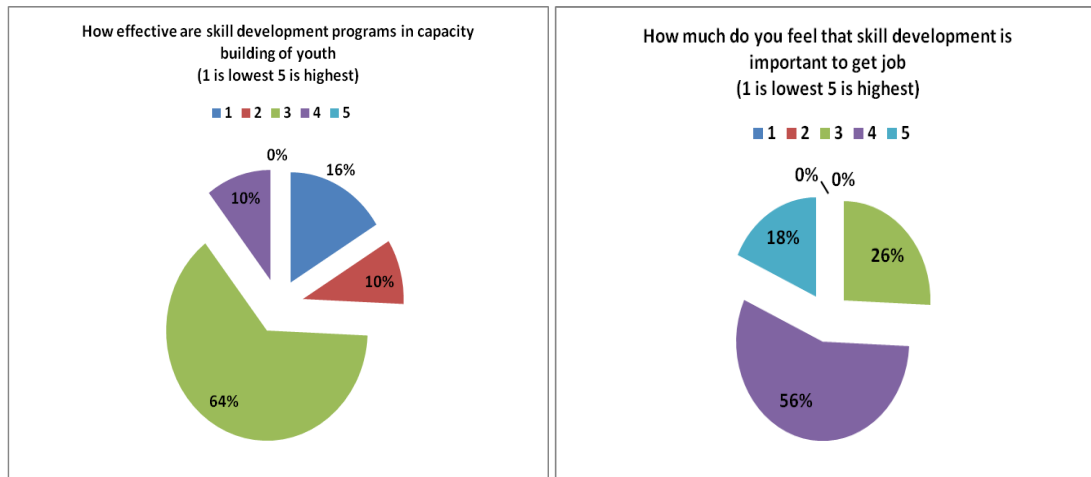
Findings

Policy, Program and Implementation

- **On Policy:** There is no policy document has been drafted at state level on the skill development. The national level Skill Development Policy is being followed by the departments. The unavailability of state level policy is leading the program to lack of customization with respect to the geography of Rajasthan State. None of the national level policy may be followed and replicated as it is in any state because each state has some deviations on policy as pr the geography, demography, literacy rate, employment status etc.
- **On Programs:** Short term courses cannot be a replacement option for the conventional it is and Polytechnic Colleges. But this fact is also there that now people are taking skill development seriously. And there is a change in the mindset.
- There is no screening or scrutiny found in private institutes, this provokes the failure of the student and program at the end.
- Placement of the short term training student is an issue.
- The employment sectors are now getting more organized and acquiring specific skill holders for the employment.
- **Overdone of the Skill Development Project:** This was observed that the companies are now majorly into the skill development program under their Corporate Social Responsibility. There is a flood of these programs, Govt., NGOs and Companies everyone is into this. This is also emerges as overdoing the practice. The analysis of job market should be aligned with the skilled youth being developed by numerous institutes. This is enhancing the target pressure in the implementation agencies and enrollment of unwilling student takes place which is leading a quality damage of the project.
- **Learning capacities of the students in Govt. Vs Private institute:** As the first preference to any of the student is a govt. college, comparatively high rank holders take admission in govt. institute. In general (though not necessarily), the learning capacity of these students is expected to be higher. And private institutes have to put extra efforts to teach the students.

- **Skill Development Program in Schools:** An initiative has been taken by former government in which skill development programs were support to start in the Government Schools but present government has stopped this program. It was about 4 years vocational training also with formal education from class IX onwards.

Effectiveness



- The reaction was found very moderate on need of the skill development program in capacity building. Students found to have other options willing to be adopted for getting a job. Though they feel to have skill for getting a job but also not think that it is limited only to the ITI, Polytechnic or Short Term Courses offered under various programs.

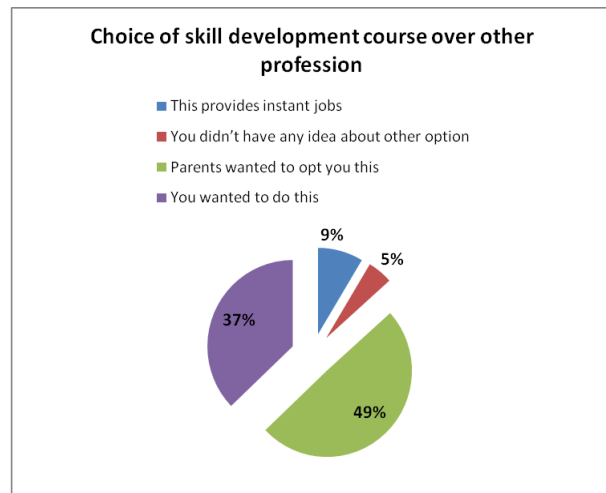
Syllabus

- In ITI and Polytechnic colleges very old syllabus is being adopted and it was not revised since very long. Though the technology has been changed but not courses which gives knowledge of tackling the technologies. The pass out students has to again undergo the on-job training for acquiring skills as per the industry for which they are working. Industry considers this a time and money wastage and few of them have started their own skill development centers to shed this problem away. They train the youth as well as absorb them in the industry. No direct feedback mechanism was found for revising the syllabus.
- Though RSLDC has found to adopt the much modern syllabus in consultaion with industries. But these are short term projects.
- This was observed that in Polytechnic courses, the level of mathematics is very high and of matriculation level. Also each of the years has 10 subjects which were told to be much in numbers. And if any student gets backlog then this given an extra burden to them. Higher level of mathematics and more subjects in each year are few of the problems faced by students.

- There is a problem in soft skill and personality development too. The students of districts apart from Jaipur feels lack of confidence because of communication problem. They feel it difficult to pronounce the language perfectly because of influence of local dialect.

Mechanism

- The Indian education is done for getting a high payment job not to acquire knowledge. This perception is as old as our post independence education system is. Introduction of skill development in main stream is a step towards organizing the skill sector. The mechanism for regulating the whole processes is found



substantially effective. The two different mode of training systems i.e. Long Term and Short Term are very well synergized with the demographic dividend of the nation. Central Level Ministry, State Level Departments and Institutions undertaken are having coherent norms with some flaws. But in overall way, mechanism is found to be finer.

Placement

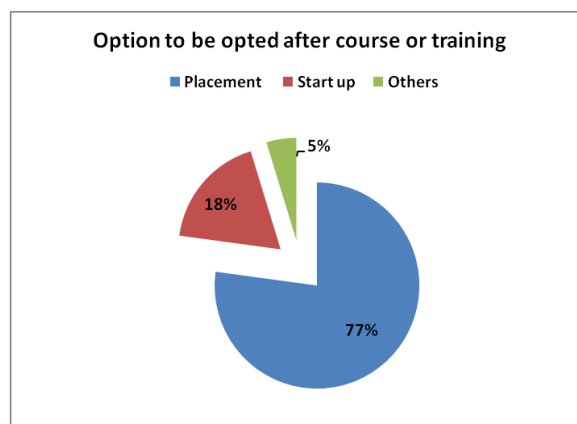
- The whole responsibility of placement for short term training projects run by RSLDC through NGOs are given to NGOs. But, they were found to be helpless with the shortage of the vacancies. As it is their responsibility to provide Jobs but they can't create them. This is expected to be done by the concerned Ministry and Departments. So, this was found that placing the candidates and retaining them in the job at least for 3 months with the salary bank transaction details is an uphill task for NGOs.
- Apart for the NGOs if we see the Polytechnic Colleges, ITI Colleges or other skill development institutes, they also fall into the same category. They can capacitate the student but unavailability of job is also a big problem fr them too

Awareness

- The students were found to not knowing about the skill development policies. They never felt like going into that details, which is quite obvious. They think there can be

other livelihood options as well. When choosing the career option came majority were told to do this by the parents only.

- While interacting with students, not much keenness was shown on the future perspective. Very few were found serious on this topic. Majority was complaining in the various issues related to government. One of that was reservations on government jobs. And recruiter's biasness for preferring govt. institute students over non govt..



Coverage:

- There are many campaigns going on for the revised version of Skill Development Programs. The 'Kushal Bharat Koushal Bharat' can be seen on Television, heard on Radio and read in various new paper and other promotional ways. While the youth were found not much aware of the courses offered to them. In under developed districts the youth only know that some programs are being run but not keen to go to the centers for information.
- For transgender, schemes are open to them but till now, none of them has turned up. There may be the reason of unacceptance. But some of the officials told that they are not very keen to inline with the mainstream of the society. There is no any special scheme for especially abled one in private institutions as well. Though specific schemes are being run for especially abled ones by RSLDC like Employment Linked Training Program (ELSTP).
- The small village students found it difficult to stay in the nearby district for the course. Some students who want to go for advance courses like interior designing, software developing found no options. For this they need to move to bigger cities. Few of the respondents' complaint about the quality of practical trainings in institutes.

- Lack of information of advance courses also noticed. Acceptances for new and upcoming courses are negligible in the society. Also that is not provided in small towns. Behavior of government college information providers were told to be very discourteous.

External Factors Affecting the Programs:

Bank's role: There are no extra benefits, exemption or concession to the skilled youth in banks. The banks treat them equally. Though for generating awareness some Banks are actively making youth aware of the Mudra, Stand Up and other scheme by visiting ITIs, Polytechnic colleges and other institutes. But this is more like maximize their own business. Whereas, some Banks doesn't show any interest on it. This varies from Branch to Branch and Bank to Bank.

Short term courses are not substitute of the conventional vocational education. Though the short term courses capacitate the youth but, 2 years courses enhances more. Most of the institutional heads criticized the design of the short term courses because of the limitations of time and knowledge.

Increased affordability for Entertainment: Enhanced and economical mode of telecommunication and internet is promoting the time wasting and over optimistic behavior in youth. Majority of the youth are indulged unconstructively in these tools. It is necessary to take food for hunger but limit of the intake decides the fitness level. Same is with the internet and telecommunication. The problem is, youth is getting addicted of it. Instead of use, the misuse is more into practice.

Parent's role on job selection: It is a very common practice to make endless efforts for getting the govt. job. This is nurtured during parenting in India that the kid has to have a govt. job in future. This declined interest to the youth on the worth grabbing opportunity of private sectors. In an over populated country like ours, it is next to impossible to generate as much govt. jobs as number of youths live in the country. The parents consider govt. job because of the long term job security involvement.

Individual Skill Development Centers by MNCs: Few of the MNCs run their own skill development center where they train the youth as per their requirement. This minimized the chance of attrition as well as the unlearn process for the youth came from different skill institutes.

Chapter – 6 Recommendations

- **Policy:** As Rajasthan has no state policy, the national level policy is getting replicated. Hence this is recommended to get the policy customized with the consultation from the institutional and organization head that are directly in touch with the students and industry. So that the demand of the particular area may be taken care of.
- **Providing services for free:** Promotion of free services is found to be a big reason of deviation from the desired result. No one cares of anything which got free. The free course is also making the results decelerated. There may be some contribution taken from the beneficiary for developing ownership. One of the institutional head also suggested taking fee from students and depositing the same into the bank account of the Govt. And the same amount shall be released to the student after completion of the 3 months time in the job joined after placement.
- **High expectation for the targeted beneficiaries of short term skill development program:** The program is made to uplift the section of the society which is naïve, unaware of the new technical world, not having exposure and habitual to have very simple life style. They are directly put into a very punctual life style with devices like biometric. This is like expecting a toddler to directly run without even crawling.
- **Consideration of deviation and proportionate payments by RSLDC:** Since this was came into notice that due to very strict norms, most of the NGOs did not show their interest to take up 2nd phase of skill development projects. There may be some relaxation given to NGOs for practical problems occurred at field level.

⇒ Also, payment may be made proportionate to the success of per placement. If the NGO fails to achieve 70% placement and retention of 3 months but achieving even 69% or 70% in total not for defined specification. Sometimes this also happens that student take job but leaves in 1 or 2 months. In these cases whole batch got discarded. There may be a proportionate release of the fund on the basis of steps completed and per student placement and retention.
- **High attrition rate:** To get through the problem of retention or not joining the placement, there may be the industry available in nearby are of the institute. Youth doesn't find the opportunity worth grabbing because he is offered earning of Rs. 8000 to

10,000/-. Which he thinks he can earn by living in his home only. Also, this amount is not sufficient for meeting out his basis expenses in the placement cities which are generally more expensive. We provide skill near to him home but place him in other cities or states. If the placement is done near to skill centre, there may be less attrition and more joining.

- **Tie up with Multi- National Companies (MNCs):** Tying up with Big MNCs may open the new doors of employment. There may be a **compulsion** on recruiting some percentage of the relevant manpower by local institutes. This will promote involvement of MNCs in institute which ultimately lead to quality improvement.
- **Proper mobilization of youth:** Due to many justifiable or unjustifiable reasons institutes are to enroll the youth. There may be a proper mobilization of youth and if the youth doesn't turn up, they should be left and not enrolled. Keeping these youth enrolled is only wastage of money and wastage of time.
- **Responsibilities of National & Local Industries:** There may be a boundation to industries to get defined number of students from the certified institutes located nearby areas only. This may help in retention.
 - ⇒ Industry may get involved in the process of syllabus drafting. Because at the end they are the end users. They may raise their views to the concerned ministry and departments.
- **Syllabus and Pedagogy:** Since NSFQ defines the courses at national level and the same is replicated in states. Sometimes desired results could not be achieved. The course may be drafted as per the state and demand.
 - ⇒ There may be some amendments in syllabus by panel of experts as per current need of industry. So that the industry need not to again train the recruited candidate as per their industrial need.
 - ⇒ On job training may be incorporated as curriculum part. Along with practical sessions, industry exposure and on job training may be taken into practice.
 - ⇒ Production based practical sessions may be incorporated for enhancing the creativity and out of box thinking of students.

⇒ There may be different pedagogy for Government and Private colleges considering the

Scope of projects for underprivileged children: For orphans, forced domestic labors, child abuse and trafficking victims, an exclusive plan may be made and the proposal is submitted to RSLDC.

⇒ The more coherent blend between the conventional education and skill development may be done by adopting dwell model where formal education and skill development go hand to hand.

- **Pre training mental capacity building Dropout Students:** Since the short term programs are focused towards the drop out students. These students have already given up on themselves and cut down from main stream. This is recommended to counsel them before training. Before the course they must be given special mentoring by specialists.
 - **Counseling of student:** The counseling of the students may be done more emphatically. Also, counseling may be introduced in the private polytechnic and ITIs.
 - **Augmented Number of Private Institutes:** Increased number of private institutes are contributing in quantity of skilled youth but not quality. There may be a pre-counseling and scrutiny system adopted for admission of a justifiable desirous candidate in private institutes.
- ⇒ There may be equilibrium between the future job and pass out youth. Skill institutes intake capacity may be reduced to the available jobs. Job market analysis may be done for this.
- **Enhanced awareness:** Though the logo is much seen on the roads, television and other visible advertisement. Students are still unaware of it. They don't feel this worth to try.
 - **Role of parents:** Parents may also be given knowledge about various options available apart from govt. jobs. So-that they may not pressurize the kid for tit. Furthermore, parenting may also include the behavioral change of kid for not to solicit the free services but enhance the capacities and get the best version out of them.
 - **Generating more employment options:** Since this is already mentioned that it may feel like overdoing the skill development. The employment generation may also be given

even importance as the skill development. Self employment is also being promoted but there shall be a scope of market for success of the business.

- **Further study:** This is a very new topic and not much research has been done till date on a formal platform. There are many dimensions of the topic which may be explored in future. An exclusive study on skill gap assessment specifically on the programs run by RSLDC.

Annexure – I

Questionnaire for Institutional Heads

Name of the Respondent –

Designation –

Date –

Name of the Programs being involved for Skill Development –

General

1. What do you think about skill development policy?
2. What do you think about skill development programs?
3. How synergized and harmonized are the policies and programs at central and state level?
4. Which policy documents are followed for skill development program? Kindly issue a copy.
5. Which programs are run through your institute?
6. How effective are skill development programs in capacity building of youth?
(1 is lowest 5 is highest) 1 2 3 4 5

Justification of the statement

7. How much the **awareness** of skill programs increased through a major campaigning of skill India Mission?

(1 is lowest 5 is highest) 1 2 3 4 5

Justification of the statement

8. How much the **reach** of skill programs increased through a major campaigning of skill India Mission?

(1 is lowest 5 is highest) 1 2 3 4 5

Justification of the statement

9. Are all of the potential candidates are able to get benefitted from skill development programs? Yes No

10. Which are the candidates who could not avail benefits of the program?

.....

11. Current _____ strategy _____ of implementation?.....

.....

12. Desired _____ strategy _____ of implementation?.....

.....

Partners

1. How cooperative is the DTE/DSEE? (1 is lowest 5 is highest) 1 2 3 4
5

2. How _____ Banks _____ are _____ helping _____ in _____ start-ups?

.....

3. Does any bank official come for awareness generation for start-up aspirants?

4. How frequently Bank officials visit for awareness generation?

- Weekly fortnightly Once in a Month Quarterly Half yearly
Annually
5. Do you have any placement partner? Yes No
(if yes than who?).....
 6. Do you have any monitoring partner ?Yes No
 7. (if yes than who?).....

Problems

1. Flaws identified in
system?.....
- ...
2. Problems identified in
implementation?.....
3. What problems do you face in
Budget?.....
4. What problems do you face in
funding?.....
5. What problems do you face in
monitoring?.....
6. What problems do you face in
collaboration?.....

Quality of training

1. How do you scale quality of training programs? Justification of answer
Dissatisfactory
Average
Satisfactory
Others
2. What shortcomings do you find in program?
3. Is any appreciable thing found in training process? Yes No
4. If yes than which are those?
.....

Effectiveness

1. Rank the change brought from the skill development policy?
(1 is lowest 5 is highest) 1 2 3 4 5
Justification of the statement
2. Gap between percentage of Placement and training? (1 is lowest 5 is highest) 1 2
3 4 5
Justification of the statement
3. Where the policies are comparatively better implemented? Rural Urban
Justification
4. Best practices adopted in India?
.....
5. Best practices adopted in Rajasthan?
.....

Reason and Rectification of flaws

- 1. Remedy for enhanced and better placement?.....
- 2. What can be done for generating more employment options?.....
- 3. In what ways reach to the potential candidates can be enhanced?.....
- 4. What can be done for the candidates unable to get benefit from programs?.....

Suggestions

- 1. Suggestion for the better implementation of the program?
 - Policy related
 - Program related.....
 - Budget related.....
 - Fund allotment.....
 - Collaboration.....
 - Other.....

Other Questions

1. What is the Value Chain?

Step 1	Step 2	Step 3	Step 4	Step 5	Objective
					Gainfully Employed

2. What is the mechanism of implementation of program?

At policy Level

At Management Level

Implementation/Execution

3. What are the efficiency gap?
4. Where are the leakages?
5. On what basis ITI/Polytechnic college selects the syllabus or curriculum?
6. Do you do environmental analysis, industry trades analysis, pedagogy, training modules etc?
7. If yes then what data do you prefer while selecting these industry trades, pedagogy, training modules etc?
8. What measure is being adopted for soft skill?
9. Do you do anything for the students who are unable to reach to ITI/Polytechnic due to any reason like poverty, child trafficking, child abuse/labor etc. Forced domestic labours?
10. What can be done for them?
11. What can be done for an orphan girl who is set to send to Nari Niketan? Is there any possibility to get her into main stream?
12. What is the student selection criterion?
13. What is the process of admission?
14. Is there any post training/program student tracking mechanism for measuring their success?
15. Do you phase any placement problem?
16. If yes then what are those?
17. What is the present scenario of demand (industry need of man power) Vs supply (skilled youth available in the market)?
18. Is there any different approach to reach to specially abled? If yes than what are those?
19. Is there any different approach to reach to Transgender? If yes than what are those?
20. Is there any different approach to reach to women? If yes than what are those?

Questionnaire - II (for students)

Name of the Student -

District -

General

1. What is your perception towards skill development program and policy in India and Rajasthan?
2. Why did you choose skill over other profession? This provides instant jobs You didn't have any idea about other option Parents wanted to opt you skill You wanted to be this
3. What if not get placed through training agency?.....

Awareness

1. Do you know about skill development policy? Yes No
2. Central Level? Yes No State Level? Yes No
3. If yes than where did you find the information?
Internet Friends News Employment Exchange
4. Can a good earning job be got without skill training? Yes No
5. How much do you feel that skill development is important to get job?(1 is lowest 5 is highest)
1 2 3 4 5 Justification of the statement

Future aspects

1. What option would you want to opt after training?
Placement Start up Others
2. Do you know any scheme promoting small scale Industries? Yes No
3. If yes than what are those?

Problems

1. Flaws identified in implementation of the program?.....

Quality of training

1. How do you scale quality of training programs? Justification of answer
Dissatisfactory
Average.....
Satisfactory
Others

Effectiveness

1. How effective are skill development programs in capacity building of youth?
(1 is lowest 5 is highest) 1 2 3 4 5 Justification of the statement

Suggestions from students

1. Suggestion for the better implementation of the program?.....

Annexure - II - Tables

Table - 01 - LFPR status (per 1000) in Rural and Urban Areas along with in various Age Group

LFPR in Rural and Urban Area²⁷									
Place	Rural			Urban			Rural + Urban		
	Male	Female	Transgender	Male	Female	Transgender	Male	Female	Transgender
India	780	317	522	691	166	412	755	274	488
Rajasthan	776	392	238	676	99	576	754	328	270
LFPR in Various Age Group²⁸									
Place	15-17 year			18-29 years			30 years & above		
	Male	Female	Transgender	Male	Female	Transgender	Male	Female	Transgender
India	131	62	167	675	250	555	881	311	486
Rajasthan	80	74	0	697	296	0	906	383	436

Table - 02 - Worker Population Ratio (per 1000)

[for persons aged 15 years & above according to Usual Principal & Subsidiary Status Approach (ps+ss)] -

WPR in Rural and Urban Areas²⁹									
Place	Rural			Urban			Rural + Urban		
	Male	Female	Transgender	Male	Female	Transgender	Male	Female	Transgender
India	757	302	519	671	148	369	733	258	472
Rajasthan	757	384	238	661	87	576	736	319	270
WPR in Various Age group³⁰									
Place	15-17 year			18-29 years			30 years & above		
	Male	Female	Transgender	Male	Female	Transgender	Male	Female	Transgender

²⁷ 5th annual employment unemployment survey 2015-16, Vol - I, GoI Ministry of Labour & Employment Labour Bureau, Table (16)

²⁸ 5th annual employment unemployment survey 2015-16, Vol - II, GoI Ministry of Labour & Employment Labour Bureau, Table (4)

²⁹ 5th annual employment unemployment survey 2015-16, Vol - I, GoI Ministry of Labour & Employment Labour Bureau, Table (17)

³⁰ 5th annual employment unemployment survey 2015-16, Vol - II, GoI Ministry of Labour & Employment Labour Bureau, Table (5)

India	114	54	131	616	213	540	877	304	471
Rajasthan	74	74	0	651	275	0	902	380	436

Table - 03 - Unemployment Rate (per 1000) [for persons aged 15 years & above according to Usual Principal & Subsidiary Status Approach (ps+ss)]

UR in Rural and Urban Areas ³¹									
Place	Rural			Urban			Rural + Urban		
	Male	Female	Transgender	Male	Female	Transgender	Male	Female	Transgender
India	29	47	6	30	109	103	30	58	32
Rajasthan	25	22	0	22	114	0	24	28	0
UR in Various Age Group ³²									
Place	15-17 year			18-29 years			30 years & above		
	Male	Female	Transgender	Male	Female	Transgender	Male	Female	Transgender
India	126	137	215	87	146	27	5	22	30
Rajasthan	69	0	0	66	73	0	4	8	0

Table - 04 - Projected Work Force Requirement:

As per the projections made by National Skill Development Corporation (NSDC) projected workforce demand for 2017 in Rajasthan is as follows.³³

Sl. No.	Sector	Workforce Required
1	Construction	3368000
2	Textile	1861000
3	Handicrafts	972000
4	Mines & minerals	654000
5	Health care	556000
6	Tourism & Hospitality	498000
7	Automachanics & Engineering	476000
8	Food Processing	272000
9	Retail	210000
10	Gems & Jewelry	213000
11	BFSI (Banking, financial services and insurance)	158000
12	IT & ITeS	65000
Total		9303000

³¹ 5th annual employment unemployment survey 2015-16, Vol – I, Gol Ministry of Labour & Employment Labour Bureau, Table (18)

³² 5th annual employment unemployment survey 2015-16, Vol – II, Gol Ministry of Labour & Employment Labour Bureau, Table (6)

³³ Rajasthan skill gap report of NSDC figure 42

Table - 05 - Assessment on the basis of 3 major sectors i.e. Agriculture, Industries and Service Sector -

The projected demand for the workforce in 2016-17³⁴				
Sectors	Unskilled	Semi-Skilled	Skilled	Total
Agricultural Sector	944024	76958	5131	1026113
Industry Sector	505518	233316	38886	777720
Service Sector	202577	472679	675256	1350513
All Sectors	1652119	782954	719273	3154345

Table - 06 - Sector wise Job Offered in Percent

Sector wise Requirement³⁵				
Particular	Unskilled (Informal/ Unorganized)	Semi-Skilled	Skilled	Highly Skilled
Basis of Classification	Early school drop outs, illiterate, residential skilled potential	No formal skilling provided, skilled over a period of time with experience, maximum absorption into unorganized sector	ITIs, ITCs, Diploma, skilled work experience people, technicians, private skilling initiatives in the state etc.	MBA graduates, highly skilled in specific domain, strong communication and analytical skills, experienced- form the part of skilled category
Roles	Unorganized labour in farms and allied, household worker	Unorganized/ Informal/ Handicrafts/ Tourism sectors (local level)/ Services	IT/ITES, Auto-engineering, manufacturing industries, hospitality etc.	Managerial positions, leadership roles, etc.
% of requirement	46	37	17	3

Table - 07 - Skill Gap scenario: As per for year 2012-17 & 2017-22, projections are made where this was analyzed that by 2017, following would be the status of demand Vs Supply gap³⁶.

Demand*	Skilled			Semiskilled			Unskilled		
	Supply	Deficit	Demand	Supply	Deficit	Demand	Supply	Deficit	
5.4	2.17	3.23	30.91	10.87	20.04	62.4	52.67	9.73	

Data in Lakh

³⁴ District wise Skill Gap Study for the State of Rajasthan 2012-17, 2017-22, table 34

³⁵ District wise Skill Gap Study for the State of Rajasthan 2012-17, 2017-22, table 1

³⁶ Rajasthan skill gap report of NSDC figure 2

Annexure –III, District wise Details of the Polytechnic Colleges are as follows³⁷–

Sl. No.	Division	No. of District	Name of District	No. of Govt. Poly. College	Seating Capacity	No. of Private Poly. College	Seating Capacity	Total Colleges	Total Seating Capacity
1	Ajmer	4	Ajmer	2	370	4	1080	6	1450
2			Bheelwada	1	220	0	0	1	220
3			Nagour	1	120	2	600	3	720
4			Tonk	1	120	4	1140	5	1260
5	Bikaner	4	Bikaner	2	300	4	1080	6	1380
6			Churu	1	40	5	1560	6	1600
7			Hanumangarh	1	120	1	150	2	270
8			Shree Ganga Nagar	1	180	1	180	2	360
9	Bharatpur	4	Bharatpur	2	250	3	720	5	970
10			Dhoulpur	1	180	2	330	3	510
11			Sawaimadhopur	1	120	0	0	1	120
12			Karouli	1	90	3	810	4	900
13	Jaipur	5	Alwar	2	320	7	1545	9	1865
14			Dousa	1	300	8	1950	9	2250
15			Jaipur	3	660	18	5340	21	6000
16			Jhunjhunu	1	300	8	1980	9	2280
17			Sikar	1	120	10	3960	11	4080
18	Jodhpur	6	Badmer	1	100	2	510	3	610
19			Jodhpur	2	420	4	660	6	1080
20			Jaisalmer	1	90	1	300	2	390
21			Jalod	1	90	0	0	1	90
22			Pali	1	130	2	390	3	520
23			Sirohi	1	160	1	150	2	310
24	Kota	4	Boondi	1	220	1	240	2	460
25			Baran	1	240	0	0	1	240
26			Jhalawad	1	160	1	150	2	310
27			Kota	2	340	6	2100	8	2440
28	Udaipur	6	Banswada	2	140	0	0	2	140
29			Chittodgarh	1	160	2	420	3	580
30			Dungarpur	1	180	1	90	2	270
31			Pratapgarh	1	0	1	300	2	300
32			Rajasamand	1	120	1	120	2	240
33			Udaipur	2	120	5	1560	7	1680
Total		33		43	6480	108	29415	151	35895

³⁷ Annual Report DTE 18-19 <http://dte.rajasthan.gov.in/Polytechnics/Misc/Pragati%20Prativaden.pdf>

Annexure - IV - List of Vocational (Skills) Training Institutes/Colleges Affiliated (Provisionally) by Rajasthan ILD (Institute for leadership development) Skill University (RISU)³⁸

S. No.	Name of Institutes	Name of Courses
1.	Dezyne E'Col College C/o Suraj Narayan Uchh Takiniki Shikshan Samiti, 106/10 Civil Lines, Ajmer	B. Voc. in Fashion Design
		B. Voc. in Interior Design
2	Automated Drivers Training, Testing and Skills Institute (ILFS), Opp. Govt. Women Engineering College, Makhupura, Ajmer-305 002.	B. Voc. in Automotive Maintenance Service & Repair
		Advance Diploma in Automotive Maintenance Service and Repair
		Diploma in Automotive Maintenance Service and Repair
		Junior Diploma in Vocation of Automotive Maintenance Service and Repair
3	Government Engineering College, Barliya Chauraha, NH No. 8, Ajmer	B. Voc. in Banking, Financial Services & Insurance
		B. Voc. in Travel and Tourism
4	Aryabhatta College of Engineering & Research Centre, Behind Mahila Kalian Mandal, Chatri Road, Ajmer	B. Voc.. in Automobile Servicing
		B. Voc. in Software Development
		B. Voc. in Fashion Design
		B. Voc. in Interior Design
		B. Voc. in Banking & Finance
		Advance Diploma in Fashion Design
5	Dynamic Skill Development College, Senior Citizen Home, Gajner, Bikaner-334 001.	Certificate Course in Security Guard
		Certificate Course in Computer Hardware
		Certificate Course in Computer Software
6	Gita Mittal Career Development Centre, Near Hanumangarhi Temple, Gajsar- Churu - 331 023	Junior Diploma in Front Office Executive
		Junior Diploma in Veterinary Clinic
		Diploma in Child Protection.
7	Mittal Community Centre, Rajgarh (Sadulpur), Churu -331023	Junior Diploma in Front Office Executive
		Diploma in Fashion Design
		Junior Diploma in Banking and Finance
8	BIFF & BRIGHT College of Engineering & Technology, NH-8, VP Padasoli, Dudu, Jaipur	B. Voc. in Agriculture
		Diploma in Medical Lab Technology
		Diploma in Radiology Technician
		Diploma in Pharmacy Assistant
		Diploma in Fitness Trainer
		Diploma in Food & Beverage Service
9	PD International School, 344- A, Near Seva Sadan, Bees Dukan, Adrash Nagar, Jaipur	B. Voc. In Jewellery Design
		Diploma in Jewellery Design
		Certificate Course in 3D CAD (Jewellery)
10	Ananta Institute of Hotel Management & Allied Studies, Goyal House, 24 - Ajmer Road, Jaipur	B. Sc. in Hospitality & Administration
		Diploma in Food Production
		Diploma in Front Office
11	Gita Mittal Career Development Centre,	Diploma in Computer Application

³⁸http://rajskills.edu.in/article_detail.aspx?ids=ntpZZa91U5ZgpxbF9dou8Q==

	Rajasthan State Bharat Scouts & Guides HQ Building, JLN Marg, Bajaj Nagar, Jaipur	Junior Diploma in Technical Support Executive Non Voice
12	N Vouge Academy of Design, 197 Sindhi Colony, Bani Park, Jaipur	B. Voc. in Fashion Design B. Voc. in Interior Design
13	Indian Digital Academy of Skills & Entrepreneurship (IDAOSE), 397 Shankar Niwas, Shree Gopal Nagar, Gopalpura Bypass, Jaipur	Diploma in Medical Laboratory Technician Diploma in Home Health Aid Diploma in Radiation Technology Diploma in Digital Marketing & Social Media Manager
14	Rajasthan College of Skill & Rural Development, S-66 Barkat Nagar, Near Tempo Stand, Jaipur	B. Voc. in Computer & Information Technology B. Voc. in Electrical Engineering Skills B. Voc. in Civil Engineering Skills
15	Sohar Private ITI, Deendayal Nagar, New RICCO Industrial Area, Bassi, Jaipur - 303301	B. Voc. in Electrical Skill Diploma in Assistant Mines Surveyor Diploma in Surveyor
16	Ellen School of Art & Design, E-180, Ramesh Marg, C-Scheme, Jaipur	Diploma in Fashion Design
17	Dangayach School of Hotel Management, Front Building, Hotel Marriott, Ashram Marg, Jawahar Circle, Jaipur	B. Voc. in Hotel Management Diploma in Hotel Management Diploma in Food Production and Bakery Diploma in Front Office
18	Indian Institute of Crafts & Design, J-8, Jhalana Institutional Area, Jaipur- 302004	B. Voc. in Craft & Design M. Voc in Craft & Design Integrated M.Voc in Craft & Design Certificate Course in Foundation Program for Design
19	Pearl Academy, SP-38A, RICCO Industrial Area, Delhi Road, Kukas, Jaipur - 302028	M.Voc in Fashion Design M.Voc in Interior Design B. Voc. in Fashion Design B. Voc. in Textile Design B. Voc. in Communication Design B. Voc. in Interior Design B. Voc. in Product Design B. Voc. in Jewellery Design
20	Jaipur Institute of Technology, Near Mahindra World City (SEZ), Ajmer Road, Kalwara, Jaipur 302 037	B. Voc. in Automotive B. Voc. in Accounting & Taxation Diploma in Carpenter, Wooden Furniture
21	Rajdhani Institute of Paramedical Science, Kalwar Raod, Jaipur	B. Voc. in Agriculture B. Voc. in Medical Laboratory Science B. Voc. in Radiation Technology B. Voc. in Yoga and Naturopathy Diploma in Veterinary & Clinic Assistant Diploma in Veterinary Field Assistant Diploma in Multipurpose Health Worker Diploma in Agriculture Input Dealer
22	Arya Institute of Engineering and Technology SP-40 RIICO Industrial Area, Delhi Road, Kukas, Jaipur	Diploma in I.T. & Networking Diploma in Automation Technology Diploma in Data Science Diploma in Internet of Things

		Diploma in Digital Marketing
23	College of Hospitality Administration (CHA), H-1-66A, Mansarover Industrial Area, Near Galaxy Cinema, Jaipur	B.Sc. in Hospitality & Hotel Management
		Diploma in Food Production
		Diploma in Food & Beverage Service
		Diploma in Front Office
		Diploma in House Keeping
24	CNC Infotech Skill Development Pvt Ltd., 3/3 22, Malviya Nagar, Jaipur	Diploma in Robotic Artificial Intelligence
		Diploma in Computer Applications
		Certificate Course in Financial Accounting
		Certificate Course in Hardware & Networking
25	Arch College for Design & Business, Plot No. 8-9, Govind Marg, Malviya Institutional Area, Jaipur	M.Voc in Design & Entrepreneurships (Fashion Design & Entrepreneurship, Interior Design & Entrepreneurship, Design Communication)
		B. Voc. in design (Fashion Design, Jewellery Design, Interior Design, Graphic Design)
		Diploma in Training of Trainers (ToT) in Design Education.
26	(Institute of Hotel Management & Culinary Studies) IHMCS, Sector-8, Aravali Marg, Mansarover, Jaipur - 302020	M.Voc in Hotel Management
		B. Voc. in Hotel Management
		Diploma in Culinary Arts
27	Maya Kanwar Ba Mahila Vikas Samiti, Sector - 7, Shipra Path, Mansarover, Jaipur	Advance Diploma in Medical Lab Technology
		Advance Diploma in Radiation Technology
		Diploma in Medical & Health Information
		Diploma in Speech Audio Therapy Assistant
		Diploma in Geriatric Aid
28	Rajasthan Chamber of Commerce, Industry & Chamber Bhawan, M.I. Road, Jaipur	B. Voc. in Tourism
29	Poddar International College Sec. 7, Near Shipra Path, Mansarover, Jaipur-302020	B. Voc. in Fashion Design
		B. Voc. in Interior Design
		B. Voc. in Jewellery Design
		Diploma in Fashion Design
		Diploma in Interior Design
		Diploma in Jewellery Design
		Diploma in Journalism & Mass Communication
		Diploma in Event Management
Diploma in Graphic Design		
30	Tagore Academy of Skill Development, Tagore Lane, Shastri Nagar Road, Jaipur - 302 016.	Diploma in Consultant (Net Work Security)
		Diploma in Tour Manager
		Diploma in Soil & Water Testing & Lab Analysis
		Diploma in Veterinary Clinic Assistant

31	Indian Institute of Gem and Jewellery (IIGJ), RK Derwala Tower, Sitapura Industrial Area, Jaipur	MBA in Gems & Jewellery Skill based Entrepreneurship.
		M.Voc in Kundan Meenakari Jewellery Design and Manufacturing
		M.Voc in CAD based Design
		M.Voc in Teachers Training for Gems and Jewellery Sector
		B. Voc. in Design - Creative Skills
		B. Voc. in Jewellery Production and Manufacturing Technology
32	Global Institute of Technology, I, TS 1&2, I.T. Park Road, EPIP, Sitapura, Jaipur-302 022.	D.Voc in Refrigeration & Air-Conditioning
		D.Voc in Industrial Tool Manufacturing (ITM)
		B. Voc.. in Automotive Manufacturing
		B. Voc. Graphic & Multi Media
33	Professional Academy, IT-23, IT Park, EPIP Sitapura Industrial Area, Jaipur- 302022	Certificate Course in E-Commerce & Digital Marketing
		Certificate Course in Marketing Management & IT
		Certificate Course in Software Development
		Certificate Course in Content Writing
		Certificate Course in International Business, Inco terms and Import and Export Documentation
34	Athena Animation Academy	B. Voc. in 2D, 3D Animation & VFX
		Certificate Course in Graphic Design & VFX
	D-23 Inderpuri, Lal Kothi, Tonk Road, Jaipur 302015	
35	Parshi Training and Technical Services Pvt. Ltd., Pixel Tower, Near Morani Motors, Tonk Road, Jaipur 302 018	B. Voc. in Interior Design
		B. Voc. in Jewellery Design
36	Mahatma Gandhi College of Skills Development, ISI-15A, Sitapura Institutional Area, Tonk Road, Jaipur	Diploma in Nutrition & Health Care Science
		Diploma in Fashion Design
		Certificate Course in Beauty Therapy & Aesthetics
37	Tagore Vidhya Bhawan Society,	Diploma in Consultant – Network Security (IT Sector)
		Diploma in Tour Manager
	Vaishali Nagar, Jaipur	Diploma in Soil & Water Testing Lab Analyst
		Diploma in Veterinary Clinic Assistant
38	Jaipur Institute of Skill & Rural Development, R-4, Sector-3, Vidhyadhar Nagar, Jaipur – 302 039.	Diploma in Para Veterinary
		Diploma in Yoga & Naturopathy
		Diploma in Physical Education and Sports
		Certificate Course in Assistant Nursing
39	Biyani Shikshan Samiti, R-4 Sector-3, Vidhyadhar Nagar, Jaipur- 302039	B. Voc. in Air Hostess
		B. Voc. in Fashion Design
		B. Voc. in Gems & Jewellery

		B. Voc. in Hospitality & Management
		B. Voc. in Mass Communication
40	I.R.A.A. Animation Academy, II Floor, C-9/17 Chitrakoot Marg, Vaishali Nagar, Jaipur - 302 021.	B. Voc. in Animation CVFX
41	Shiksha-Diksha Institute of Management, Hotel Kanchandeeep, Vanasthali Marg, Jaipur	B. Voc. in Hotel Management
42	Cairn Centre of Excellence (CCoE), Cairn Foundation, Near Karwad, Opp. IIT Jodhpur.	Certificate Course in Power System Technician
		Certificate Course in Solar Energy (Solar Penal Installation Technician)
		Certificate Course in Automobile Maintenance (Maintenance Technician - Service Workshop)
		Certificate Course in Retail (Sales Associates) + Seller Activation Executive
		Certificate Course in Senior Manual Mettle Arc Welding
		Certificate Course in Field Technician Competing and Peripherals
		Certificate Course in Auto Service Technician
43	Space Shikshan Sansthan, 1-B-5, Pratap Nagar, Jodhpur	Certificate Course in Solar Technician Skill
		Certificate Course in Hotel Management
		Certificate Course in Fashion Design
		Certificate Course in Interior Design
		Certificate Course in Computer Accounting Tally
		Certificate Course in Interior Design
44	Aishwarya College of Education, A-9, 1st Extension, Kamla Nehru Nagar, Jodhpur	Diploma in I.T. & I.T. Enabled Skill
		Diploma in Skill Education & Training
		Diploma in Financial & Commercial Skill
45	Lal Bahadur Shastri Shikha Samiti, Sector 1, Mahaveer Nagar Ext., Kota	B. Voc. Course in Fashion Technology & Apparel Design.
46	Rajiv Gandhi Computer Saksharta Mission (RGCSM), Rajrani Tower, H1-6, I.T.Ppark, IP Industrial Area, Road No.4, Kota	Diploma in Computer Application
		Diploma in Fashion Design
		Diploma in Industrial Fire and Safety
		Diploma in Yoga Instructor
47	Shri Ratanlal Kanwar Lal Patni Girls College, Ajmer Road, Kishangarh - 305 801	Certificate Course in Fashion Design
		Certificate Course in Interior Design.
48	Krish Institute of Skill Development, 128, Sanjay Colony, Near Bisnoi Dharamshala, Nagaur	B. Voc. in Veterinary
		Diploma in Fire Safety
49	Smt. Indiramani Mandelia Shiksha Niketan, Ward No. 23, Pilani	B. Voc. in Plumbing
		B. Voc. in Electrician
		B. Voc. in E-Commerce & Digital Marketing
		Advance Diploma in Nutrition & Dietetics
		Advance Diploma in Banking & Finance
		Diploma in Yoga & Naturopathy

50	Lakes Institute of Skills	B. Voc. in Catering Technology and Hotel Management
		B. Voc. in Logistic Management
	Lakhwar Educational Society	B. Voc. in Banking Financial Services and Insurance
	H-153, near OTC Garage, RICCO Area Kherda, Sawai Madhopur	
51	Jain Skills, 50-51 Sadhu Colony	Diploma in Yoga
		Diploma in Hotel Management
	3-E, Chhoti-Sriganganagar	Diploma in Fire Fighting
52	S.R.P.D. Skill Development Centre,	Diploma in Computer Application
		Diploma in Un-Armed Security
	Naya Bass, Neem Ka Thana, Distt. Sikar	
53	Konark College of Hotel Management	B. Voc. in Hotel Management
		Diploma in Hotel Management
	Ashram Marg, Near Friends Hotel, Jaipur Road, Sikar	
54	Nozy College	B. Voc. in Industrial Electrical
		B. Voc. in Agriculture (Micro Irrigation)
	Jerthi, Dist. Sikar – 332 031	
55	Institute of Hotel Management, Catering & Tourism	M.Voc in Hotel Management
		B.Sc. in Hospitality & Hotel
	Seth Ji Ki Kunddal, Balicha	Diploma in Front Office
		Diploma in Food Production
	Girwa, Udaipur - 313001	Diploma in Bakery & Confectionery
		Diploma in Food & Beverage
56	Visvesvaraya Foundation Trust, Tulsi Niketan, Hiran Magri, Sector-4, Udaipur	D.Voc in Fire Technology & Industrial Safety Management
		B. Voc. in Fire Technology and Industrial Safety Management
		Diploma in Fire Technology & Industrial Safety Management
		Certificate Course in Fire Technician
57	SIMS Sansthan, Udaipur	B. Voc. in Account & Taxation
		B. Voc. in Fashion Design
		SUN Campus, Navkar, University Road, Udaipur 313001
		B. Voc. Interior Design
		Diploma in Fashion Design
58	Budha Group of Institutes Sethi Ji Ki Kundal, NH-8 Near IIM, Balicha, Udaipur	Diploma in Interior Design
		B. Voc. in Interior Design
		Diploma in Interior Design
59	VCD College of Designing	B. Voc. in Interior Design
		B. Voc. in Fashion Design
		15-A, Chitrakoot Nagar, 200ft. Road, Near Rahul Engineers Lab,
		Certificates Courses in Interior Design
		Udaipur-313001
	Certificates Courses in Fashion Design	
	Certificates Courses in Textile Design	
	Certificates Courses in Photography & Film Making	

60	Jaipur Ex-Serviceman Welfare Society Ltd., 17/1 Sector-4, Vidhyadhar Nagar, Jaipur	Certificate Course in Security Courses for Unarmed Guards
		Certificate Course in Basic Computer Course.
61	AKC College, Narbda Nagar, Chamti Khera, Main Road, Chittorgarh	Certificate Course in Computer Accounting/Application

Annexure - V - Mapping of Scheme of RSLDC

Specific Scheme	Target Group	Objective
Pandit Deen Dayal Upadhyay Grameen Kaushalya Yojana (DDU-GKY)	Poor rural youth in age group of 15-35. But in some condition age relaxation upto 45 years are kept. These special groups are woman candidates, candidates belong to particularly vulnerable Tribal groups (PVTGs), differently abled persons, transgender, rehabilitated bonded labors, victims of trafficking, manual scavengers & HIV positive persons.	To skill poor rural youth and provide them jobs having regular/monthly wage at or above minimum wages.
Regular Skill Training Program (RSTP)	Persons in age group of 15-45 years and not enrolled in any school or colleges with desire of getting skilled by the programs.	To provide skill training program to youth towards promotion of self & other employment for livelihood upliftment.
Employment Linked Skill Training Program (ELSTP)	Persons in age group of 15-35 years (upper age relaxation given to women & special categorized groups) and not enrolled in any school or colleges with desire of getting skilled by the programs.	To provide skill training program to youth towards promotion of self & other employment for livelihood upliftment.
Special Projects	Age group : - 18 to 35 years	To increase the quality of trainings and to ensure improved placement and retention of trained youth, RSLDC is collaborating with industries associated with Confederation of Indian Industries (CII) to conduct Skill trainings for youth of the State and to provide them employment. This scheme also supports skilling gap funds for high end and cost heavy skill training programmes and placement linked establishments.
Pradhan Mantri Koushal Vikas Yojna (PMKVY) (2016-2020-a revised program of PMKVY 2015-16)*		
Short Term Training (PMKVY)	Indian nationality who are either school/college dropouts or unemployed	To encourage and promote Skill Development for the youth throughout the country

Recognition of Prior Learning (RPL) (PMKVY)	RPL is applicable to any candidate of Indian nationality who: On the date of enrolment, fits the minimum age criteria as per the Qualification Pack (QP). Requirements -Possesses an Aadhaar Card [verifiable alternate IDs, such as PAN or Voter ID may be applicable for Jammu & Kashmir (J&K) and certain states in the North-East Region] and a bank account, and Fits the pre-screening criteria defined by SSC for the respective job role	The objectives of RPL are primarily three-fold: (i) to align the competencies of the un-regulated workforce of the country to the standardized National Skills Qualification Framework (NSQF), (ii) to enhance the career/employability opportunities of an individual as well as provide alternative routes to higher education and (iii) to provide opportunities for reducing inequalities based on privileging certain forms of knowledge over others.
Special Projects (PMKVY)	This Scheme is applicable to any candidate of Indian nationality who: Is an unemployed youth, school/college dropouts Possesses an Aadhaar Card and a bank account Has a verifiable alternate ID, such as PAN or Voter ID (applicable only for the states of North-East Region and Jammu & Kashmir (J&K) – additional IDs may be added from time to time) Any other criteria, as defined by the Sector Skill Councils (SSC) for the respective job roles In case of corporates or factory premises, candidates cannot be their own employees or daily wagers	To envisage the creation of a platform that will facilitate trainings in special areas and/or premises of Government bodies, Corporates or Industry bodies, and trainings in special job roles not defined under the available Qualification Packs (QPs)/National Occupational Standards (NOSs).
Koushal and Rozgar Mela	Beneficiaries of the PMKVY projects	To mobilize trainees through conducting koushal and rozgar mela in every 6 months. Training partners are bound to conduct this in every 6 months.

Other Scheme

Specific Scheme	Target Group	Objective
Mukhyamantri Koushal Vikas Yojna (MMKVY)	Citizen of Rajasthan and who is more than 18 years old	To make the youth self-reliant with the necessary skills for employment

Annexure - VI - Department wise scheme mapping (other than RSLDC's Scheme)

Sl. No	Department	Agency	Scheme	Target Group other than schemes run by RSLDC	Objective of scheme other than schemes run by RSLDC
1	Department of Minority	RSLDC	Skill Development Training	Unemployed/uns killed/semi-skilled labors or artisan between the age group between 18-35 years	To provide skill training program to youth towards promotion of self & other employment for livelihood upliftment.
2	Department of Women Empowerment (Deptt. Of Women & Child Development)	RSLDC & Public undertaking/Corporation/NGOs/SHGs	Swawalam ban Yojna and Schemes run by RSLDC	Poor , widow, divorcee & backward women	To capacitate, poor, widow, divorcee & back ward women and encourage them for self-employment
		In collaboration with National Institute of Fashion Technology (NIFT), Apparel Training & Designing Center (ATDC) & Khadi Gramodyog	Income Generation Activities through SHGs under Saat Sootriya Karyakram and Schemes run by RSLDC	Woman SHGs	To cover different 7 cycles of women, Saat Sootriya Karyakram is formulated. Under which 7th component is skill development with encouragement for start up. This primarily focus on capacity building and starting a samll scal enterprise as an alternative income generation activity.
		Registered under Society Registratio n Act 1860 or Public undertaking units registered under act equivalent to GoR, Rural developme nt Agencies, federation, NGOs.	Support to Training and Employmen t Program for Women (STEP) and Schemes run by RSLDC	marginalized, landless rural & urban woman, wage employed, labor, women headed families are being covered under this with special focus given to SC, ST, OBC & BPL women. Training scholarship are also offered	women empowerment through vocational training programs, followed by an entrepreneurship development

3	Social Justice & Empowerment department through Directorate of Child rights	RSLDC	Mukhyamantri Hunar Vikas Yojna	children age of 17 & above living in Government affiliated Crèches	To support skill development, professional, technical & higher education & employment for children living in Government affiliated Crèches
4	Rajasthan Scheduled Caste & Scheduled Tribe Finance and Development Cooperative Corporation Ltd. (SCDC)	RSLDC	Schemes run by RSLDC	As per RSLDC's norms	As per RSLDC's norms
5	Department of Local Self Government (NULM)	RSLDC	Schemes run by RSLDC	As per RSLDC's norms	As per RSLDC's norms
6	Rajasthan Gramin Aajeevika Vikas Parishad, Department of Rural development (RRLP)	RSLDC	Rajeevika Skill and Schemes run by RSLDC	Poor rural youth	To skill rural youth who are poor and provide them with jobs having regular monthly wages/self-employment at or above the minimum wages/self-employment
7	Department of Tribal Area Development	RSLDC	Schemes run by RSLDC	As per RSLDC's norms	As per RSLDC's norms
8	Department of Labour	RSLDC		As per RSLDC's norms	As per RSLDC's norms
9	Department of Forest	RSLDC		As per RSLDC's norms	As per RSLDC's norms
10	Department of Rural Development for Border Area Development Programme	RSLDC		As per RSLDC's norms	As per RSLDC's norms
11	Rajasthan Sanskrit Academy	RSLDC		As per RSLDC's norms	As per RSLDC's norms

Annexure – VII, Details of Career options after Senior Secondary

Name of the Course	Duration of the Course	Career Scope	Course Details
Diploma in Engineering *	3 years	B.Tech Lateral Entry mode or jobs in the specified field.	Colleges offer Diploma in Engineering (Polytechnic courses) in various branches of engineering.
Art Teacher Diploma	2 years	After the successful completion of the course, the Diploma holders in Art Teaching are eligible to become an Arts Teacher	The course is basically designed to train the candidates in the fundamental and basic principles of visual and design experience
Commercial Art Diploma	2 to 3 years	After the completion of the course, the students will be eligible to secure jobs in Advertising Companies, Art Studios, Publishing Houses and Fashion Houses.	The course will help the students to understand the concepts of selling goods and services. The course is completely different from fine art.
		Students can also join Bachelor of Fine Arts (BFA) course through Lateral Entry mode.	
Diploma in Stenography	1 year	These students will have more scope to get a job as Stenographer in the government sector and the private sector.	In this course, the students will be equipped in taking short-hand dictations and perform clerical duties.
Diploma in 3D Animation	18 months to 2 years (varies from institute to institute)	These students can get employment as 3D Animator or Animator in Animation Companies. The scope of employment for high-skilled candidates is more.	The course will enable the candidate to obtain all the necessary skills related to 3D Animation.
Diploma in Beauty Care	4 months	After the successful completion of course, the students can start their own beauty parlour.	It is one of the most preferred courses among girls. Through this course, the participants will be trained in beautician skills.
Diploma in Cosmetology	5 months	After the successful completion of course, the students can become a beautician or can start their own beauty parlour. They can also secure employment as Salesman in companies that manufacture cosmetics.	The course will help the participants to have an in-depth understanding of wide range of cosmetics.
Diploma in Cyber Security	1 year	After the successful completion of course, the students will have chances to secure job as an Ethical Hacker in government agencies or private organisations.	One of the contemporary courses that will enable the students to acquire skills related to ethical hacking.
Diploma in Agriculture	2 years	Students can join B.Tech in Agriculture Engineering through lateral entry mode after the successful completion of Diploma.	The course enables the students to understand various techniques of farming, types of soils etc.
Diploma in Hotel Management and Catering Technology	2 years	With this diploma, students are eligible to take up various jobs like Catering Officer, Catering Supervisors & Assistants, Cabin Crew, Hospitality Executive etc.	The course will help the participants to meet the industry needs for competent hospitality trade.

Diploma in Commercial Practice	3 years	This diploma will help students to secure a job as Commercial Account Manager, Commercial Executive, Business Junior Head, Branch Commercial Assistant Manager etc.	The course deals with the promotion, sale or supply of service or product to a consumer. The students will be trained in necessary skills associated to it.
Diploma in Dental Mechanics	2 years	After the course, students will be eligible to become a: -	It is a Dentistry course that trains the students in designing dental structures and makes them more knowledgeable about dental health.
		Dentist	
		Assistant Dental Surgeon	
		Dental Technician	
Diploma in Plastics Technology	3 years	Students can either go for further studies in Plastic Technology (B.Tech) or secure employment as: -	The course trains the students in selecting the right type of material to make a plastic product. Students will be also trained in handling machinery for making plastic products.
		Plastic Part Mould Design Engineer	
		Project Engineer	
		Industrial Engineer	
Diploma in Ceramic Technology	3 years	Students can either join B.Tech in Ceramic Technology in the lateral entry or secure employment as Ceramic Engineer.	It is one of the emerging disciplines that train the students in properties, manufacture, design and applications of ceramic materials.
Diploma in Fire Safety Engineering	6 months	Fire Safety Officer	The course trains the students in precautions that must be taken during a fire accident.
Diploma in Fashion Technology	3 years	Fashion Designer	The course offers practical knowledge of fashion technology and design.
		Costume Designer	
		Textile Designer	
		Bridal wear Designer	
		Stylist	

*Entrance exam for diploma in engineering for Rajasthan is Polytechnic Admission DTE Rajasthan

Except for Diploma in engineering courses, states usually do not conduct an entrance test for the admission to courses mentioned above. The admission will be based on Class 10 score/percentage. These courses are also a gateway for higher studies.

Annexure – VIII, Details of available career options after Higher Secondary

1. **Options after Higher Secondary**– Diploma courses is one of the most preferred choice in career options and Diploma in engineering beholds top rank while opting the options. Though there are many courses being introducing for excelling the skill, a few viz. Commercial Art Diploma , Art Teacher Diploma, Diploma, Diploma in Stenography, Diploma in 3D Animation, Diploma in Cosmetology, Diploma in Cyber Security, Diploma in Agriculture, Diploma in Hotel Management and Catering Technology are mentioned here. The brief details can be referred in Annexure – III

2. **Options after Senior Secondary**–Major 3 streams which are conventionally taken after passing 10th exams are Arts, Commerce and Science. Science includes Mathematics as well as Biology. As per our education system high rank beholders generally opts Science and commerce and Arts are taken by grade holders in descending order. Some of the aspirants choose their stream of interest immaterial of the grades obtained. Like, aspirants for administrative services choose Arts, Chartered Accountant choose commerce etc. There are plenty of options available for each stream. Interchangeable options for arts and commerce are there as well. Degree as well as diploma courses are available from various institutes. Few of them are as follows –
 - From Art Stream – options are Event Management, Hotel Management, Fashion Design, Journalism & Mass Communication, Bachelor of Fine Arts in degree, Bachelor of Business Administration (BBA) etc in degree and Diploma in Interior Designing, Advertising and Marketing, 3D Animation, Event Management, Diploma in Yoga etc.

 - From Science Stream – Science (Biology) stream options are B.Sc. Agriculture, Horticulture, Biotech, Biochemistry, Forestry, Molecular Science etc. in degree and Diploma in Nursing, Physiotherapy, Nursing, Medical Lab Technology etc in diploma.

Science (Mathematics) stream options are Engineering (most common), Industrial Engineering, B.Sc. Mathematics, Nautical Science, IT, Computer Science, Electronics and Communication, B.S. Nautical Technology etc. in degree courses and Diploma in engineering.

 - From Commerce Stream – options are B. com (most common), Bachelor of Accounting and Finance (BAF), Bachelor of Financial Markets (BFM), Bachelors

in Banking and Insurance (BBI), Institute of Cost and Works Accountants of India (ICWAI), CS (Company Secretary) etc in degree and Diploma in Banking and Finance, Financial Accounting, Advanced Accounting, Retail Management etc in diploma.

Stream	Type of course			
	Degree		Diploma	
	Name of the Course	Duration	Name of the Course	Duration
Arts	Event Management	3 Years	Diploma in Interior Designing	6 months to 1 year (depending on the institute)
	Hotel Management	3 Years	Diploma in Advertising and Marketing	1 year
	Fashion Design	4 Years	Diploma in 3D Animation	6 months to 1 year (depending on the institute)
	Journalism & Mass Communication	3 Years	Diploma in Event Management	1 year
	Sociology	3 Years	Diploma in Multimedia	1 year to 18 months
	Political Science	3 Years	Diploma in Sound Recording	1 year
	Economics	3 Years	Diploma in Photography	3 months to 1 year
	English	3 Years	Diploma in Travel & Tourism	1 year
	Bachelor of Fine Arts	3 Years	Diploma in Various Languages	1 year
	Bachelor of Business Administration (BBA)	3 Years		
Commer ce	B.Com (Hons.)	3 years	Mass Communication/ Journalism	Certificate: 6 months or 1 year
	B.A (Hons.) Business Economics/ B.Com.(with specialization in Business Economics)	3 years		Diploma: 2 years
	B.Com (Pass)	3 years	Language Courses	Diploma: 2 years
	B.A. Economics	3 years	Diploma in Banking and Finance	1 year
	B.A Hons (English)	3 years	Diploma in Financial Accounting	1 year
	Bachelor of Business Administration (BBA)	3 years	Diploma in Advanced Accounting	4 years
	Bachelor of Computer Applications (BCA)	3 years	Diploma in Retail Management	1 year
	Bachelor of Accounting and Finance (BAF)	3 years	Diploma in Business Management	1 year or 3 years

				(depending on the institute)
	Bachelor of Financial Markets (BFM)	3 years	Diploma in Computer Application	4 months to 1 year (depending on the type of programme)
	Bachelors in Banking and Insurance (BBI)	3 years	Diploma in Elementary Education	2 years
	Institute of Cost and Works Accountants of India (ICWAI)	Depends on examinations	Diploma in Fashion Designing	1 year
	B.Sc (H) Statistics/ B.Stat (Hons)	3 years	Diploma in Industrial Safety	6 months to 1 year (varies from institute to institute)
	CS (Company Secretary)	2 years and one month	Diploma in Physical Education	2 years
	Mass Communication/ Journalism	3 years	Diploma in Hotel Management	1 years to 3 years (depending on the institute)
	Language Courses	3 years	Diploma in Yoga	1 year
Science (Biology)	B.Sc. Agriculture	4 Years	Diploma in Nursing	9 months to 1 year
	B.Sc. Nursing	3 Years	Diploma in Medical Lab Technology	1 year
	B.Sc. Horticulture	3 Years	Diploma in Physiotherapy	2 years
	B.Sc. Zoology	3 Years	Diploma in Radiological Technology	1 year
	B.Sc. Biotechnology	3 Years	Diploma in Nutrition and Dietetics	2 years
	B.Sc. (Hons.) Chemistry	3 Years		
	B.Sc. Biochemistry	3 Years		
	B.Sc. Chemistry	3 Years		
Science (Mathmatics)	B.Sc. (Hons.) Mathematics	3 Years	Diploma in Engineering	3 years
	B.Sc. IT	3 Years		
	B.Sc. Electronics	3 Years		
	B.Sc. Computer Science	3 Years		
	B.Sc. Mathematics	3 Years		
	B.Sc. Physics	3 Years		
	B.Sc. Nautical Science	3 Years		
	B.Sc. (Hons.) Computer Science	3 Years		
	B.Sc. (Hons.) Physics	3 Years		
	B.Sc. Electronics and Communication	3 Years		
	B.Tech. Marine Engineering	4 years		

	B.E. Marine Engineering	4 years		
	B.S. Nautical Technology	4 years		
	Industrial Engineering - B.Tech in Industrial and Production Engineering BE in Industrial Engineering B.Tech. Industrial Engineering and Management ME/M.Tech. Industrial and Management Engineering Ph.D. Industrial and Production Engineering	4 years		
	Biomedical Engineering - BE/B.Tech Biomedical Engineering ME/M.Tech Biomedical Engineering ME/M.Tech Biomedical Instrumentation Ph.D. in Biomedical Engineering	4 years		
	Environmental Engineering - BE/B.Tech in Environmental Engineering ME/M.Tech in Environmental Engineering	4 years		
	Structural Engineering - M.Tech in Structural Engineering MS in Structural Engineering Ph.D. in Structural Engineering	4 years		
	Aircraft Maintenance Engineering - Aircraft Maintenance Engineering License BE/B.Tech Aerospace Engineering ME/M.Tech in Aircraft Maintenance	4 years		
Merchant Navy				
	Profile	Qualification	Field Requisite	
	G P Rating	Class 10	4 + 2 months of pre-sea course	
	Trainee Cadet	Class 12 along with pre- sea Nautical Diploma	1 year pre-sea course	
	Deck Cadet		18 months of service at sea as deck cadet	
	3 rd Officer/ 2 nd Officer	2 nd Mate (FG) Certificate of Competency	18 months of service at sea as 2 nd or 3 rd officer	
	Chief Officer	1 st Mate (FG) Certificate of Competency	18 months of service at sea as chief officer	
	Captain	Master (FG) Certificate of Competency	4 to 5 years of experience in the industry	

Entrance exams. Exams like IMU CET, JEE Advanced, MERI Entrance Exam, TMISAT, etc. are conducted for admission to marine engineering programmes after class 12. However, there are a few colleges that also take students on the basis of marks secured in class 12.

Marine Engineering Programmes

Name of the Course	Duration	Eligibility/ Selection Criteria
B.Tech. Marine Engineering	4 years	(10+2) or its equivalent with: At least 60% marks in Physics, Chemistry and Mathematics (P C M)
B.E. Marine Engineering	4 years	
B.S. Nautical Technology	4 years	(10+2) or its equivalent with: At least 50% marks in Physics, Chemistry and Mathematics (P C M)

Aviation Courses

Name of the Course	Duration	Eligibility/ Selection Criteria	Roles Offered
BBA in Business Management	3 years	Minimum 50% marks in class 12 (any stream)	Administrator
			Airport Manager
			Staff Manager
			Safety Officer
Diploma in Airport Management	1 year	Students from all streams can apply after class 12	Assistant Manager
			Airport Manager
			Cargo Department Manager
Commercial Pilot Training	4 to 5 years (depending on flying hours)	Minimum 45-50% marks in 12 with science stream (PCM)	Ferry Pilot
			Commercial Pilot
Diploma in Ground Staff and Cabin Crew Training	6 months to 1 year	Students from all streams can apply after class 12	Steward
			Air Hostess
			Front-end Office operator
Diploma in Aviation Hospitality	1 year	Students from all streams can apply after class 12	Cabin Crew
			Office Operators
			Ground Staff
Aeronautical Engineering	4 years	Minimum 60% marks in 12 with science stream (PCM)	Research & Development Engineer
			Chief Engineer
			Design Engineer
B.Sc. Aviation	3 years	Minimum 50% marks in 12 with science stream (PCM)	Air traffic controller
			Technical Ground Operator
			Safety manager
Diploma in Airfare & Ticketing Management	6 months to 1 year	Students from all streams can apply after class 12	Airline Customer Care Operator
			Ticketing
Aircraft Maintenance Engineering (AME)	3 years (including 6 months training)	Minimum 50% marks in 12 with science stream (PCM)	Maintenance Engineer

Courses apart from B.Tech and Medical for Science Field

Field	About the Course	Type of Programmes
Science	A B.Sc. degree from a reputed college is as good as any other science degree. Good job options are available after pursuing a B.Sc. Students who are sure that they want to	B.Sc. IT
		B.Sc. Agriculture
		B.Sc. Electronics
		B.Sc. Horticulture

	pursue masters' after B.Sc. can foray into the education sector.	B.Sc. Biotechnology B.Sc. Forestry B.Sc. Computer Science B.Sc. Mathematics B.Sc. Physics B.Sc. Nautical Science B.Sc. Electronics and Communication B.Sc. Chemistry
Business and Management	Management and business studies is another bright option for science students as a BBA or BMA followed by MBA will provide with some of the best job opportunities in India.	Bachelor of Management Studies Bachelor of Business Administration BBA+MBA Integrated Course
Law and Humanities	Law is another programme that provides a broad bandwidth of opportunities. You will have the option to practice law and even work at corporate houses. Law studies also help in cracking exams like Company Secretary.	B.Sc. + LL.B. BBA + LL.B. B.Com. + LL.B. B.A. Social Work
Commerce, Accounts and Banking	Commerce and economics are also two subjects that science students will find interesting as well as fruitful in terms of both job and higher education.	B.Com. (relevant fields like statistics) Economics Honours
Arts and Languages	Those of you who want to switch your field and study languages and arts can pursue the following courses.	English Honours B.A History/ Geography/ Political Science/ Sociology Mass Communication and Journalism Performing Arts Language Courses (Foreign Languages are promising)
Medicine	If you don't want to pursue the conventional medical programmes, then courses like pharmacy and nursing offer great ROI of your education funds. After pursuing B.Pharma, you can either pursue higher studies or start your own medical store business. B.Sc. Nursing also offers some bright opportunities.	B.Pharmacy B.Sc. Nursing B.P.T Physiotherapy Radiological Assistant Certification
Fashion Designing	If you have a skilled hand and are passionate about art and drawing, then fashion designing is probably one of the best fields for you offering a lot of opportunities in the corporate, entertainment as well as industrial sector.	Bachelor of Fashion Design and Technology Furniture and Interior Design course Bachelor of Fashion Communication Bachelor of Design (Accessory) Bachelor of Interior Designing Bachelor of Design (Leather) Bachelor of Product Design Bachelor of Textile Design
Hospitality and Tourism	Another good option if you are into travelling and want to work at the top travel agencies and hotels in the country. Jobs depend on the institute you are graduating from.	Bachelor of Hotel Management B.Sc. Hospitality and Tourism B.Sc in Hospitality Administration

Education and Teaching	If you are passionate about teaching then these courses can allow you to secure teaching and instructor jobs in colleges.	B.El.Ed. (Bachelor of Elementary Education, 4 years long course)
		Primary Teachers Training course (can follow it up with B.Ed.)
		B.P.Ed. (Bachelor of Physical Education)
		Diploma in Elementary Education
		Diploma in Yoga Education
Commercial Pilot Training	Commercial Pilot Training may be an expensive programme but offers very bright job opportunities. In order to undergo training, students have to clear Pilot Aptitude test and other medical examinations.	CPL Training programmes
Merchant Navy	Merchant navy is another high paying field. Jobs opportunities are very bright at both offshore and on shore depending on the programme of study.	B.S. Nautical Technology
		B.S. Marine Engineering
		B.Sc. Nautical Science
		B.E. Marine Engineering
Other degree/diploma programmes	Students can also opt for field-specific diploma programmes.	Diploma in Retail Management
		Diploma in Hotel Management
		Diploma in Education Technology
		Diploma in Fire Safety and Technology
		Air Hostess/Cabin Crew training course
		Diploma in Film Making and Video Editing
		Diploma in Event Management

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