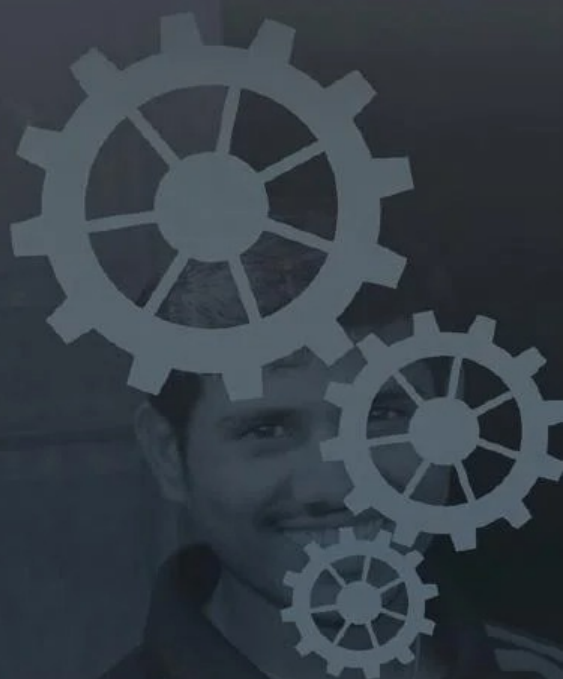


SKILL DEVELOPMENT TRAINING NEEDS ASSESSMENT

A Cross Sectional Study of India Youth



Submitted to
Don Bosco Tech Society

Submitted by
PG Research Dept. of Social Work

Sacred Heart College (Autonomous).
Tirupattur, Vellore Dist. Tamil Nadu
India



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**A CROSS SECTIONAL STUDY OF INDIAN YOUTH
NATIONAL LEVEL REPORT**

Submitted to
Don Bosco Tech Society

Study Conducted By
PG & RESEARCH DEPARTMENT OF SOCIAL WORK
Sacred Heart College (Autonomous), Tirupattur, Vellore District,
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Dr. J. Henry Rozario and Faculty Members
P.G. & Research Dept. of Social Work
Sacred Heart College

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Don Bosco Tech Society (DB Tech), New Delhi is a network of Technical institutions in India offering technical courses such as Diploma, ITI and Short term Skill Development Programmes. At present they have networked with more than 200 institutions in the country.

DB Tech approached the Post Graduate Dept. of Social Work, Sacred Heart College with an assignment to carry out a national level study to assess the needs of the youth regarding skill development programmes. Hence a scientific study has been carried out across India with predominantly the youth who have undergone technical training, youth who are employed in technical jobs, youth who are searching for employment in technical sector and youth who are planning to undergo technical training. The study is titled as – ‘Skill Development Training Needs Assessment- A Cross Sectional Study of Indian Youth’. The study is cross sectional in nature covering 23 States of India.

The sample consisted of 53,263 respondents from 136 districts of 23 States in India. A survey design was used to identify and assess the training needs of youth considering the different demographic variables. Data was collected through the 133 training centers of DB Tech spread over 23 States and Union Territories.

The sampling design used for this study is stratified quota sampling and the samples are selected at random. The survey tool for youth was a questionnaire which consisted of identification variables, demographic variables, variables related to the opinion on the preferred technical training, attitude scale, soft skills, life skills, computer skills, value education, 29 different categories of skill development training with each category listing 10 different areas of training. The finalized list was administered with 500 youth across the country to test for its reliability. Since Cronbach Alpha value was more than 0.7 the questionnaire designed was accepted as reliable to assess the training needs of the respondents. Since the study was extended to more than 23 states the tool was translated in their regional language wherever it was required. In addition to the questionnaire, guidelines were developed for conducting Focus Group Discussion among the

employers to gather their opinions on the current and future market trends for jobs in technical sector.

Though research tools were sent to 176 centers of the 23 States only 133 centers were able to collect the data and return the questionnaire after the data collection. As per the estimate there should have been 57,190 (133 x 430) respondents but actually data was collected from 53,263 (93 %) respondents. This is a very high response rate.

The following were the Objectives of the Study

- To study the needs and priorities of youth on the 29 categories of skill development training which are technical in nature (e.g. agriculture, automobile, banking and insurance etc)
- To study the needs and priorities of youth on the specific training areas under each category of skill development training
- To find out the opinion of the youth regarding various aspects of Short Term Skill Development Programmes like type, duration, affordability, post placement support expected
- To study the priorities of youth on the Soft skills, Life skills, Computer skills and Value Education themes of skill development training which are non-technical in nature
- To find out if any difference exists between variables such as gender, age, domicile and education with the Categories of Skill Development Training
- To find out the attitude of youth towards Skill Development Training and attitude towards Technical Jobs
- To find out if any difference existed between variables such as age, gender, domicile and education of the respondents and the choice of categories of skill development training, specific areas of training and other aspects
- To find out the opinions of experts in the field of employment about the opportunities available in the job market and the training courses needed for the youth

The respondents of the study (53263) were predominantly male, were from large families but with lesser income, having studied mostly middle and higher secondary education and to a greater extent from villages. The Nation-wide sample has included all the significant groups in proper representation. The composition of the sample is rich enough to give varied views and thus serves as a valuable pointer to DB Tech.

Some of the prominent findings of the study include – majority of the youth preferring short term skill development training programmes; preferring more of 3 months duration training programmes and 6 months duration training programmes than training programmes of 45 days duration and less and part time training programmes of few hours a day for a longer duration; most of the youth willing to pay for their training; willing to take up jobs opted for jobs in private companies, to be self-employed and to start a micro-business and employ others.

The major objective of the study was to assess the needs and priorities of the youth in the different categories of skill development training. The youth have clearly pointed out their preference in the following order of importance - Agriculture & Allied Activities, Automobile/Auto Component, Banking/Insurance and Finance, Building & Construction, Food Production & Catering, Electrical, Cosmetology & Beautician, Building Hardware & Home Furnishing, Chemicals & Pharmaceuticals and Animal Husbandry.

The list presented above is also the ranking and prioritizing of the categories of skill development training in the order of importance and so they present valuable information to DB Tech to plan technical training. For example while Automobile/Auto Component is ranked second, Building Hardware & Home Furnishing is ranked eight indicating the need and priority of the youth with regard to these training categories. So listing of categories does not assume importance but their ranking.

The following Categories of Skill Development Training have been chosen by the youth as the next level of categories important to them: Medical/Pharmacy & Health Care Services, ITES/BPO Services, Garments & Apparel, Tourism & Hospitality, Fabrication, IT /Software Services, Transportation/Logistics/Warehousing & Packaging, Gem & Jewelry, Electronics

Hardware, Textile, Food Processing, Handicrafts, Office Administration, Mechanical, Leather & Leather Goods, Media & Communication.

However the following Categories of Skill Development Training have been ignored by youth compared to those mentioned above: Printing, Handlooms and Organized Retail. . DB Tech must find out from Employers and Centre Coordinators why Youth have given low priority to these categories.

The study on attitude revealed that Indian youth have positive attitude towards Skill Development Programmes and Technical Jobs. These two attitudes were positively correlated indicating the trend that as the attitude towards skill development training increases their attitude towards technical job also increases.

DB Tech institutions need to intensify their efforts in the area of short term skill development programmes. It is the need of the youth and also has the support of industry experts. It is recommended to focus more on 3 months duration training programmes and 6 months duration training programmes than training programmes of 45 days and less duration or part time training programmes of few hours a day.

It is right time DB Tech institutions organize their career counseling and guidance in a more professional way. The scope of career guidance must include identifying potential target population by reaching out to students in high school/higher secondary school and more importantly to youth in the neighbourhood who have dropped out of schooling and are working in the unorganized sector for paltry wages in semi-skilled and unskilled jobs.

Though youth in India seem to look for job opportunities in private sector or to start self -employment or entrepreneurial initiatives, they seem to be not well versed or knowledgeable with self -employment or entrepreneurial options. This need has to be addressed through career guidance programme and placement initiative programmes.

Many of the Indian youth have technical and educational qualifications but lack employable skills such as soft skills and life skills. DB Tech institutions are recommended to revamp their Soft Skills Training. Top most priority can be given to the ranking of the soft skills, - Presentation Skills, Team Work Skills, Organizational Skills and Attending Interview Skills. Rather than making a big list

of soft skills and making into lecture sessions, institutions are suggested to conduct micro lab sessions where youth could learn and practice these skills rather than having mere knowledge sessions.

Life skills such as Communication Skill, Decision Making Skill, Taking Initiative Skill and Inter Personal Relationship Skill have been pointed out as a major need not only from the youth but also from the employers. The knowledge and hands on experience on Computer Skills - Basic Operation of a Computer, Typing in a Computer, MS Office (Word, Excel and PowerPoint) must become part of skill development programmes. The methodology adopted for value education must be relooked into. Care must be taken to verify whether the current value education sessions include the following themes - Punctuality, Responsibility, Respect to Others, hard work and discipline - which have been given top priority by the youth.

DB Tech institutions are recommended to spend more time, money and personnel in offering skill development programmes in the following categories - Agriculture & Allied Activities, Automobile/Auto Component, Banking/Insurance and Finance, Building & Construction, Food Production & Catering, Electrical, Cosmetology & Beautician, Building Hardware & Home Furnishing, Chemicals & Pharmaceuticals and Animal Husbandry. Some of these categories are not only identified as important by youth but also by employers from the companies. In fact employers have added ITES – BPO Services, Tourism and Hospitality, Its/ Software Services, Medical / Pharmacy and Health Care Services, Garments & Apparel as categories of training that would have great job potential.

DB Tech institutions need to strengthen their network among themselves and the industry. Continuous efforts must be taken to study the changing trends in the market need. The results of this study need to be disseminated at wider level and discussed in different forums of employers, government officials, centre coordinators, policy makers, donors and of course the primary stake holder, the youth. Strategic planning for next three years need to be evolved based on this document and the discussion that evolves. The technical education has to be restructured – if required – based on the priorities expressed by the youth and the needs of the job market. It is with this intent; this study was passionately commissioned, pursued and completed.

Introduction

India is the second largest country by population in the world. Hence it is obvious that the young people in India will be of a considerable size. According to the report of the Office of the Registrar General and Census Commissioner, in 2001 the young people (aged 10–24) constituted 315 million and represent 31 percent of the Indian population. By 2020, India is set to become the world's youngest country with 64 per cent of its population in the working age group.

The considerable size of the youth population represents India's future in the socio-economic and political realms. In India today's youth are considered to be healthier, more urbanized and better educated than earlier generations but the social and economic vulnerabilities still persist. While youth in the country were better educated than the general population, schooling was far from universal among them. Different authors are of the opinion that economic condition was the main reason for never attending school among young men and women.

Unemployment among the educated youth in India is 14 percent among young men and 16 percent among young women. Unemployment was particularly high among the educated young men and women who had completed Class 12 than those who had completed fewer years of schooling. Youth were clearly interested in acquiring skills that would enable employment generation; over half of young men and two thirds of young women reported interest in vocational skill training. However young men and women attending vocational training programme are limited.

Creating jobs for young people is a major challenge around the world and the young Indians face major barriers because of poverty and low levels of human capital. Youth unemployment and underemployment is prevalent around the world because young people lack skills, work experience, job search abilities and the financial resources to find employment (United Nations, 2003; ILO, 2006; Matsumoto et al., 2012).

India has one of the largest education systems in the world. We produce 31 lakh graduates every year - twice as much as US and 3 times more than UK. Yet, a recent survey found that more than 60 percent of total Indian graduates are without jobs.

There are numerous job opportunities available in India, yet there is a huge deficit of employable talent in India. The National Association of Software and Services Companies, (NASSCOM) McKinsey Report predicts that India will confront a huge shortage of skilled workers in the next decade, particularly in the BPO industry. It also says that the IT industry currently faces a shortage of 5,00,000 skilled workers. Other industries like Retailing, Telecom, Manufacturing etc will also create 10, 00,000 new jobs in the next 5 years.

In such a situation why do we have so many youth without job at one end, and so many companies without hireable employees at the other end? Two major reasons could be proposed for this scenario. One is the lack of employability skills which include the soft skills, life skills and computer skills among students. According to Anand Saraf, the Managing Director of Iqura Technologies, Bangalore huge numbers of fresh [university] graduates in our country are just not hireable. They do not have soft skills like good communication, negotiation and analytical ability. The L&T's Chairman A.M. Naik has expressed that he spends more time on human resources and training fresh hires than actually doing work. It goes on to support the view that fresh graduates lack employable skills. According to Azim Premji, the Chairman of Wipro Industries Ltd the challenge before the Industry does not lie in the supply of talent, but rather that of employability.

The other major reason is the state of technical education especially short term skill development programmes – yet to be tailored to the needs of the students and the changing job market trends. Both aspects are important. While it is true that job market demands determine the demand for categories of technical training, however the needs and interests of the learners (youth) cannot be ignored. The youth belong to various strata of the society such as male–female; urban-rural; educated- illiterate and lower, middle and upper socio economic status. Their aptitude, need and want regarding the type of technical education and its duration

could be different from one another and that has to be scientifically studied before making policy level decisions.

Research Problem

The main reason for unemployment among the youth seems to be lack of technical skills. Hence it is necessary to identify the skill development training needs among the youth of our country.

Therefore the following questions are prompted for a scientific study.

1. What are the needs of the young people regarding short term skill development training programmes?
2. What are the opinions of experts about the opportunities available in the job market and the training courses needed for the youth?
3. What are the prospects of employment opportunities for the young in formal and non-formal and technical sector?
4. Whether the felt needs expressed by the youth agree with the opinion of the experts?
5. What should be the priority for short term skill development training courses for the next five years?

Hence a scientific study has been under taken across the country to find answer to the above mentioned research questions.

Importance of the Study

Since the study is to assess the skill development training needs among the youth of our nation the outcome will help to design skill training programme which could be introduced in the formal or informal technical training centers.

The finding will also be useful to the planners and government to make a policy in building the capacity of the youth of our nation which may enable the youth to get employed.

Based on the finding the educational institutes and the technical training centers can design a new curriculum in the technical education of the youth.

The NGOs which are working with the marginalized can formulate short terms capacity building courses for the youth of their locality based on the findings of the study.

In general this study is a necessity to address the issue of the youth and employment of our country.

Field of Study

Don Bosco Tech Society (DB Tech), New Delhi is a network of Technical institutions in India offering technical courses such as Diploma, ITI and Short term Skill Development Programmes. At present they have networked with more than 200 institutions in the country.

DB Tech approached the Post Graduate Dept. of Social Work, Sacred Heart College with the task to carry out a national level study to assess the needs of the youth regarding skill development programmes.

Hence a scientific study has been carried out across India with predominantly the youth who have undergone technical training, youth who are employed in technical jobs, youth who are searching for employment in technical sector and youth who are planning to undergo technical training. The study is cross sectional in nature covering 23 States of India.

Research Design

The study is cross sectional in nature covering 23 States of India. Opinions and priorities were gathered from youth belonging to male, female, rural and urban, studying, employed and unemployed. A survey design was used to identify and assess the training needs of youth considering the different demographic variables.

Selection of Sample

The respondents of the study primarily included youth who have undergone technical training, youth who are employed in technical jobs, youth who are searching for employment in technical sector and youth who are planning to undergo technical training. Hence these groups were considered as strata and a quota was fixed to each stratum to select the number of respondents at random to arrive at required number of samples.

The institution, DB Tech India had 176 training centers (at the time of finalizing the sample) spread over 23 States in India. Since the study was cross sectional in nature, it was decided to have a maximum of 75,000 respondents spread over those 23 States where DB Tech is present. It was decided to collect 430 samples from each center considering the different strata and also based on the inclusion and exclusion criteria.

Inclusion criteria

- Youth either male or female who are in the age group of 15 – 30 years.
- Youth who have completed either formal or non-formal technical training in institutions.
- Technically trained youth who are employed or self-employed or unemployed.
- Youth who are willing to undergo any technical training

Exclusion criteria

- Youth who are currently studying arts and science courses with the intention of pursuing career in non-technical sector
- Youth who do not have any intention to undergo technical training

Sampling Process

The estimated sample size is 75,680 (176 x 430) spread over 23 states and union territories. The number of samples (quota) from each stratum is as follows.

Table No: 1

Strata	Proposed Percentage	Proposed Number		
		Male	Female	Total
Youth Trained in the respective center	40	120	50	170
Youth planning to undergo Technical Training	10	30	10	40
Technically Trained and Employed	25	80	30	110
Technically Trained and Unemployed	25	80	30	110
Total	100	310	120	430

Based on the above distribution the youth are selected for the study. Since there is a formal training being conducted in the training center there is a possibility to trace the students who have passed out of their respective institute hence higher number of youth are selected at random from this category. With the help of the neighbouring training institutions and the local self governments the youth belonging to other categories are identified and selected at random for the study purpose.

Therefore the sampling design used for this study is stratified quota sampling and the samples are selected at random.

Tools of Data Collection

Tool 1 – Skill Development Training Needs Assessment Tool for the Youth

The survey tool was prepared by considering the objectives of the study. The tool consists of four major sections. The first section includes identification variables and demographic variables. The second section includes variables related to the opinion of the youth on the preferred technical training, preferred duration, and affordability, preference for a career in technical sector and willingness for migration and few other related areas. The third section of the tool dwells on their attitude towards technical jobs as well as their attitude towards skill development training programmes. The fourth section explores their need for specific soft skills, life skills, computer skills and value education which they consider important. The fifth section is the most important section which lists 29 categories of short term skill development programmes from which the respondents will prioritize two skill development categories which they consider as their need. Each category is later provided with 7 to 10 specific areas of training from which the respondents will prioritize two training areas which they consider as their need and would like to undergo training.

The tool used for the data collection from the selected youth was a questionnaire. In order to validate the tool the drafted tool was sent to the experts to assess the extent of favourableness of the items in measuring the training needs and skills. After getting the responses along with their views and feedback from the experts it was analyzed with the help of computer package and the number of items were finalized. The reliability test was used to assess the reliability of the tool.

Tool 2 – Focus Group Discussion Guidelines for the Employers

Focus group discussion was held in different regions with the employers representing different segments of the industrial sector. It was done primarily to find out their opinions on demand for certain technical jobs and also to find out their expectations from the technical training institutes as well as from the trained candidates. The outcome of the FGD is used to supplement the report in the appropriate places.

Sources of Data

The primary sources of the data are the selected youth and the secondary sources of data are from various reports, journal articles and books. The secondary source helped to identify an exhaustive list of skill training needs and other skills which are incorporated in the survey tool.

Pre – testing

The finalized list was administered with 500 youth across the country to test for its reliability. The data were analysed with the help of the computer package and the reliability score was calculated. Since the Cronbach Alpha value was more than 0.7 the questionnaire designed was accepted as reliable to assess the training needs of the respondents.

Actual Data Collection

The finalized tool was distributed to the 176 centers along with the methodology in the selection of the samples. The investigators were identified and given orientation and training to meet the selected youth to collect the data. The questionnaire was distributed and collected back from the selected youth. Since the study was extended to more than 23 states the tool was translated in their regional language wherever it was required. The trained individuals were able to collect the data from the field.

Though research tools were sent to 176 centers of the 23 States, only 133 centers were able to collect the data and return the questionnaire after the data collection. As per the estimate there should have been 57,190 (133 x 430) respondents but actually data was collected from 53,263 (93 %) respondents. This is a very high response rate.

Definition of Terms

Youth: It refers to any male or female, between age of 15 to 30 years, from rural or urban, studying or completed their studies, employed or employed, technically trained or planning to undergo technical training from the research area is considered as the youth.

Skill: Skills refers to set of skills under three major categories soft skills, life skills and the computer skills that add value to the technical capacity possessed by an individual.

Skill Development Training: It means a set of skills of different sectors to add value to the technical capacity to enable an individual either to get better job or self employed.

Data Analysis

The collected data are edited and entered into the computer and analysed with the help of a computer package known as Statistical Package for Social Sciences. At the first level the descriptive analysis was carried out. At the second level the inferential analysis was made using the independent and dependent variables.

In order to find out the association between the demographic variables and the dependent variables Chi square test was used.

In order to find out the difference in the mean values the dependent variables were loaded with score by considering the ranks. Further the computer scores were calculated considering the two ranks in the case of life skills, computing skills, soft skills and values.

Similar pattern was followed with regard to the 29 training needs development.

The difference between different groups by the demographic variables with the skill scores and training skills scores ANOVA was used.

Further multiple regression analysis was done to find out the contribution made by different independent variables on the dependent variable.

The attitude scale was analyzed by computing the scores and the correlation matrix was used to assess the coefficient of correlation.

Limitations of the Study

- As per the study it was planned to select youth from all the States of India but was limited to the 23 States where DB Tech is present.
- While designing the study importance was given to triangulate data received from youth about their needs of skill development training with data received from Centre Coordinators about their capability to offer such trainings and also with data received from the Employers about the present and future demand for the areas of skill development training. Tools sent to 176 Centre Coordinators were not returned and so that part of analysis and triangulation was not conducted. Though FGDs took place with employers, they were done only in two States (Tamil Nadu and Karnataka) and they may not be fairly representative of the entire country. Likewise, the personnel from the companies also do not represent all the 29 categories of training included in the tool.

Framework for Data Analysis:

The data will be presented and analyzed in the following format:

Section I - Sample Characteristics

This section will present the characteristics of the sample (53,263 respondents from 24 States of India) which will help the readers first to understand the categories and characteristics of the people included in the sample before reading into what they said on the research questions.

The sample characteristics will include mainly the gender, age, Domicile, marital status, educational background, religion, community, family size and monthly family income. Other informations include the present status of the respondents- either studying or employed and whether they have BPL card. Data regarding the total number of respondents from each centres, districts and States is presented in the Appendices.

From the above mentioned sample characteristics, the following have been identified as independent variables.

1. Gender : Male and Female
2. Age in Years : 15 to 17 years, 18-21 years, 22-24 years and 25 – 30 years
3. Domicile : Rural (Villages) & Urban (Town and City)
4. Education : Below 10th Standard, 10th Standard, 12th Standard, Technical (Certificate Courses, ITI, Diploma) and College (UG, PG)

The needs expressed by the youth on their skill development training preferences and priorities will be mostly analyzed using these four independent variables. This would throw light on the information whether needs and priorities do differ significantly on the basis of gender, age, Domicile and education or not

Section II - Skill Development Training Aspects

This section will present the opinions of the youth regarding what type of skill development training they need and why.

The opinions will be presented mainly on their choice for the type of technical training, how much money they will be able to spend on such training, how they prefer to get information on skill training, whether they are willing to migrate for a job opportunity, the type of jobs they look for, income or profit expected in the first year of job or self-employment, number of jobs changed in a year and reasons for such frequent change and languages known to them.

From the above mentioned areas, the following significant variables have been chosen as dependent variables

1. Choice of Technical Training - Non-formal Skill Development Programmes, Formal ITI programmes and Diploma/Engineering Courses
2. Type of Skill Development Training Preferred- Full time training programmes up to 45 days, Full time training programmes up to 3 months, Full time training programmes of 6 months and more and Part time training programmes of only two hours in a day for a longer duration
3. Preference for Post Placement Support from the Centre

All these three dependent variables will be studied against the independent variables listed in Section I. This will provide authentic data on whether the sub groups of the sample differ significantly from one another or not.

For example, one of the most important research questions is about the type of skill development training the youth prefer – training of 45 days duration or 3 months or 6 months duration or even more than that. This question will be analyzed from different perspectives such as – how do male and female youth differ on this aspect, how do people from rural and urban differ from one another, how do youth with different levels of education ranging from 8th standard to PG look at this and how do youth classified into different age groups ranging from 15 to 30 years perceive the needs of skill development training.

The analysis and discussion of the data on these sub groups will provide vital information to those concerned about youth and skill development training.

Section Iii - Inferential Statistics

This section consists of inferential statistics between the four independent variables in Sample Characteristics and the three dependent variables (Choice of Technical Training, Type of Skill Development Training Preferred and Preference for Post Placement Support from the Centre) in the Skill Development Training Aspects.

Section Iv- Prioritized Categories of Skill Development Training (Non-Technical)

This section presents information on the priorities given by youth on the four major areas of skill development training which includes soft skills, life skills, computer skills and value education. This information will be very useful in giving more importance to those aspects which have been prioritized by majority of the youth while designing the curriculum and the modules on these aspects.

For example, Computer skill consists of areas such as basic computer operations, typing in a computer, MS Office, browsing internet and email operations. However, data analysis will show for which skill the youth give more preference and importance.

In the tool, the respondents have been asked to present their priority 1 and priority 2. In data analysis, priority 1 and 2 are clubbed together by giving due weightage to each and their Mean score has been calculated. By doing this, due consideration has been given to the options that the respondents had as their second priority.

Section V- Prioritized Categories of Skill Development Training (Technical)

This section presents information on the priorities given by youth on the 29 major categories of skill development training. The list is given below.

Table - 2

S. No	Category	S. No	Category
1	Allied Agriculture	16	Handicrafts
2	Animal Husbandry	17	Handlooms
3	Automobile/Auto Component	18	ITES – BPO Services
4	Banking/Insurance and Finance	19	ITs or Software Services
5	Building and Construction	20	Leather and Leather Goods
6	Building Hardware & Home Furnishings	21	Mechanical
7	Food Production & Catering	22	Media and Communication
8	Chemicals and Pharmaceuticals	23	Medical/Pharmacy and Healthcare Services
9	Cosmetology and Beautician	24	Office Administration
10	Electrical	25	Organized Retail
11	Electronics Hardware	26	Printing
12	Fabrication	27	Textile
13	Food Processing	28	Tourism & Hospitality
14	Garments and Apparel	29	Transportation/ Logistics/ Warehousing and Packaging
15	Gem and Jewelry		

Respondents have been asked to identify their priority 1 and priority 2 categories of training. This information will be very useful to the government and non-governmental organizations in giving more importance to those categories of training which have been prioritized by majority of the youth.

As done in the previous section, the analysis will be presented based on the computed score of priority 1 and priority 2 together.

Section VI- Prioritized Training Areas in Skill Development Category (Technical)

Each Skill Development Training Category consists of 10 specific Training Areas. For example, the Skill Development Training Category ‘Automobile/Auto Component’ has 10 specific areas of training as listed below:

Table - 3

3 - AUTOMOBILE/AUTO COMPONENT		
1	Four Wheeler Mechanism	Rank 1 <input type="checkbox"/>
2	Two and Three Wheeler Mechanism	
3	Overhauling of Engine Systems (petrol/Diesel)	
4	Overhauling of Chassis System (Light Vehicle)	
5	Vehicle Body Painting	
6	Repairing of Auto Air Conditioning Systems	Rank 2 <input type="checkbox"/>
7	Overhauling of 2-3 Wheelers	
8	Wheel Alignment & Balancing	
9	Driving	
10	Denting and Painting	

Respondents have been asked to choose Priority 1 and Priority 2 of specific areas of training under automobile category. Similarly all the 29 categories have 10 areas of training each and they have been prioritized as 1 and 2.

As done earlier, the analysis for the specific areas of training under 29 categories will be presented based on the computed score of priority 1 and priority 2 together.

Section VII. Inferential Statistics of Independent variables with Prioritized Categories of Skill Development Training (Technical)

This section consists of inferential statistics between four independent variables in Sample Characteristics and the prioritized categories of skill development training (technical).

Section VIII - Attitude Scale

The tool consists of attitude statements, 5 statements measuring the attitude of youth towards skill development training and another 5 statements on the attitude towards technical jobs. This section will present the correlation between these two attitudes. Besides this, it will also highlight the association between the 3 independent variables of the sample characteristics with attitudes.

Section I - Sample Characteristics

The sample consists of 53,263 respondents from 136 districts of 24 States of India. The list of States is presented below. The list of centres and the list of districts are presented in the Appendices.

Table –4: List of the States and the Number of Respondents

List of the States	Number of Respondents	Percent
1. Andhra Pradesh	4912	9.2
2. Arunachal Pradesh	732	1.4
3. Assam	3611	6.8
4. Bihar	2537	4.8
5. Chattisgarh	2853	5.4
6. New Delhi	474	.9
7. Goa	384	.7
8. J & K	1022	1.9
9. Jarkhand	2367	4.4
10. Karnataka	4129	7.8
11. Kerala	3154	5.9
12. Maharastra	382	.7
13. Manipur	1175	2.2
14. Meghalaya	2107	4.0
15. Mizoram	1968	3.7
16. Nagaland	1549	2.9
17. Odisha	1566	2.9
18. Puducherry	64	.1
19. Punjab	4308	8.1
20. Rajasthan	1090	2.0
21. Tamil Nadu	8354	15.7
22. Tripura	1516	2.8
23. Uttar Pradesh	1177	2.2
24. West Bengal	1832	3.4
Total	53263	100.0

Table –5: Respondents Region Wise

S. No	REGIONS		Frequency	Percentage
	States- Southern Region			
1	Andhra Pradesh (6 Centres)		4911	9.22
2	Kerala (9 Centres)		3153	5.9
3	Tamil Nadu (20 Centres) & Puducherry (1 Centre) (8355+64)		8419	15.8
4	Karnataka (12 Centres)		4128	7.7
	(47 Centres)	Total	20611	38.6
States – Western Region				
5	Goa (2 Centres)		384	0.7
6	Maharashtra (1 Centre)		382	0.7
8	Rajasthan (1 Centre)		1090	2.0
	(4 Centres)	Total	1856	3.4
States - Northern Region				
9	Punjab (6 Centres)		4310	8.1
10	Jammu and Kashmir (7 Centres)		1022	1.9
11	Uttar Pradesh (2 Centres)		1184	2.2
12	Delhi (3 Centres)		474	0.8
	(18 Centres)	Total	6990	13.1
States – Central Region				
13	Chhattisgarh (8Centres)		2853	5.3
States- Eastern Region				
14	Jharkhand (5 Centres)		2367	4.4
15	Odisha (7 Centres)		1565	2.9
16	West Bengal (13 Centres)		1831	3.4
17	Bihar (5 Centres)		2536	4.7
	(30 Centres)	Total	8299	15.5
States – North Eastern Region				
18	Mizoram (5 Centres)		1967	3.6
19	Tripura (2 Centres)		1510	2.8
20	Meghalaya (4 Centres)		2063	3.8
21	Nagaland (4 Centres)		1550	2.9
22	Assam (7 Centres)		3611	6.7
23	Arunachal Pradesh (1 Centre)		732	1.3
24	Manipur (2 Centre)		1221	2.2
	(25 Centres)	Total	12654	23.7
	Total Tools Entered		53263	100

Note:

Highly Represented States

- Southern Region is represented by 38.6% of respondents in the sample through 47 centres.
- North Eastern Region is represented by 23.7% of respondents in the sample through 25 centres

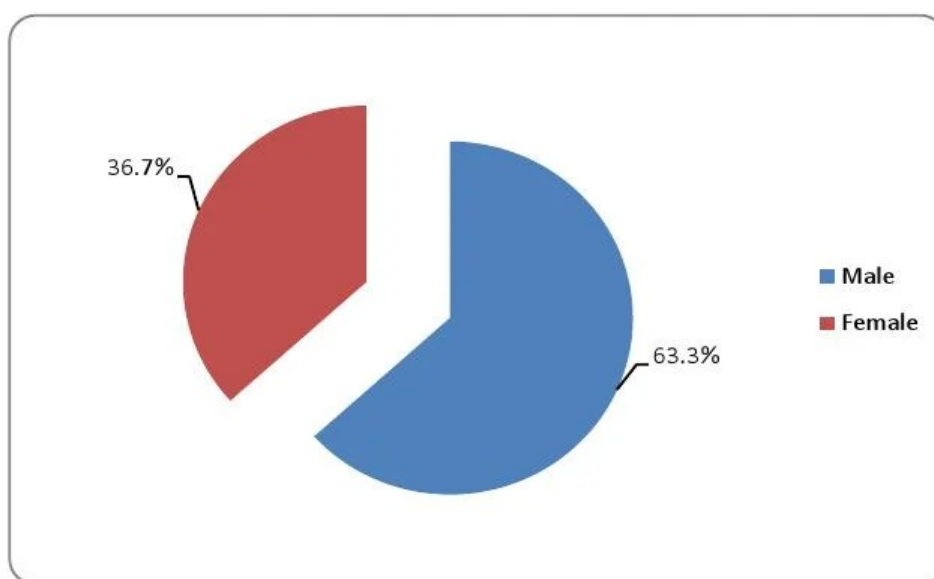
Moderately Represented States

- Northern Region is represented by 13.1% of respondents in the sample through 18 centres
- Eastern Region is represented by 15.5 % of respondents in the sample through 30 centres

Poorly Represented States

- Western Region is represented only by 3.4% of respondents in the sample through 4 centres
- Central Region is represented only by 5.3% of respondents in the sample through 8 centres

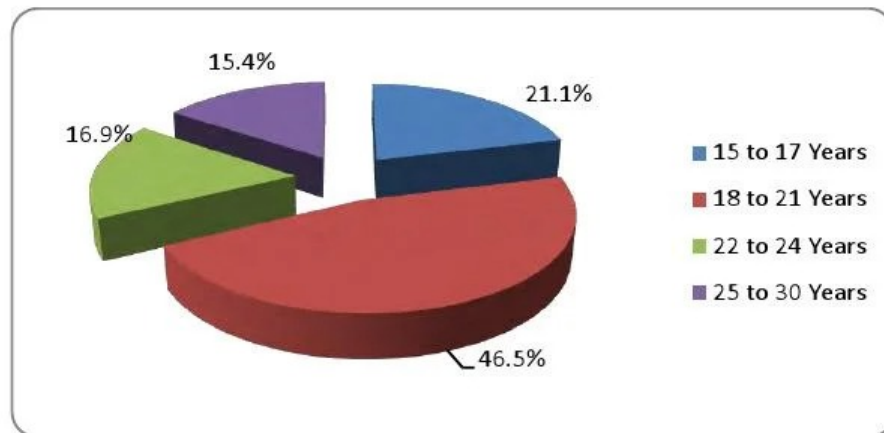
Figure No– 1: Gender of the Respondents



N=52304

More than one third of the sample (36.7%) consists of female youth. They are well represented in the sample considering the fact more female youth are taking up to technical education in India. Charu Sudan Kasturi reported in the Hindustan Times (New Delhi, 10 January 2011) that the number of women choosing engineering has more than doubled since 2001. (http://en.wikipedia.org/wiki/Education_in_India March, 2014). The literacy rate of women has also gone up from 53.67% in 2001 to 65.56% based on the provisional Census data released on March, 2011 and subsequently updated on May, 2013. In this context, it is important to assess the needs of female youth on skill development training.

Figure No – 2: Age of the Respondents



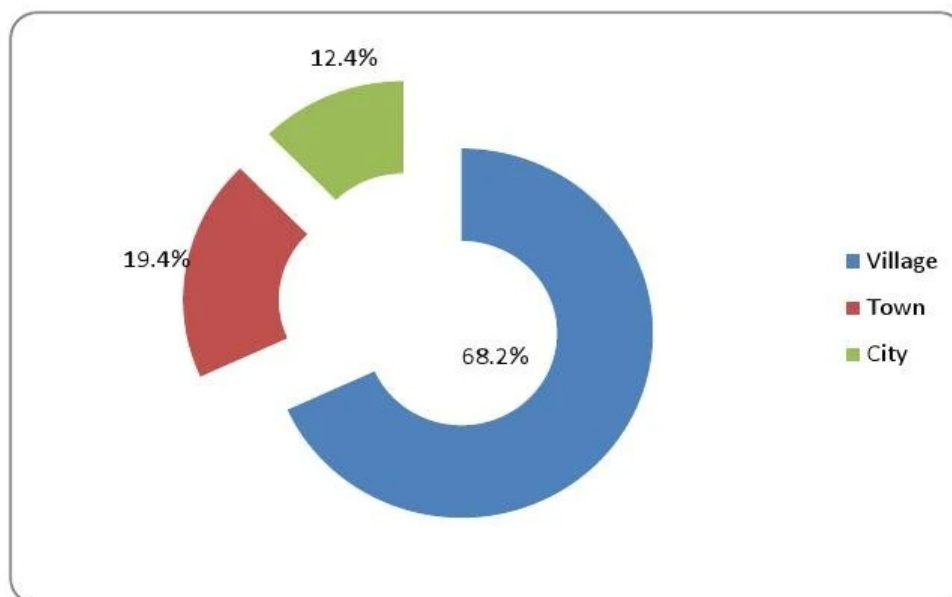
N=50891

The age group of the respondents range from 15 to 30. So the views expressed are by those who matter in skill development training. This is the primary group which is going to undergo technical education or update themselves through short term skill development programmes while they are in a career.

One fifth of the youth (21.1%) who were studied belong to the age 15-17 group. It will be better to find out the opinions of this young group because they will be already thinking about what sort of education or career they would like to get into in the future. Youth in the age group of 18-21 constitute 46.5 per cent. This is also the age group where either they would be studying or already in a career. Together the age group between 15 and 24 constitutes 38.0 per cent. This is nearly one third of the sample and they are going to be primary users of technical/vocational education. Their opinions and insights would be relevant for DB Tech institutions. Nearly two thirds of the group (63.4%) belongs to 22-24 age groups and 25 - 30 age groups.

Most of them in this age group could be now in career and will have the benefit of speaking from their past and present experience with reference to needs assessment on skill development training.

Figure No – 3: Domicile of the Respondents

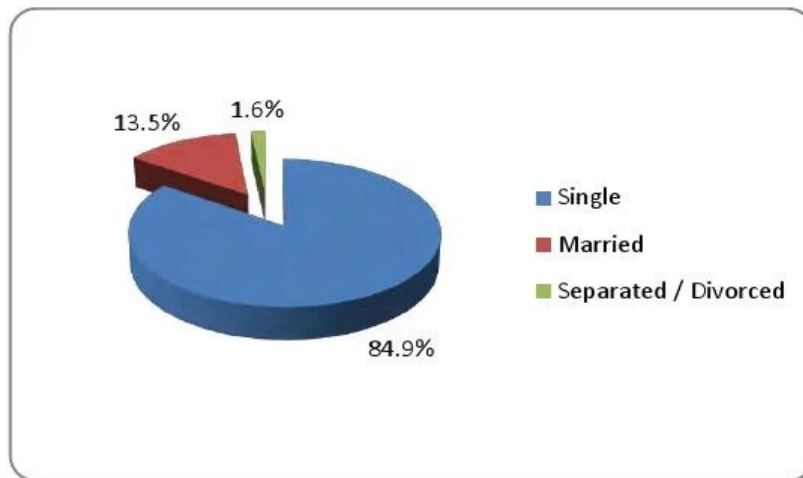


N=51439

More than two thirds of the youth in the sample (68.2%) are from villages. The remaining are from towns (19.4%) and Cities (12.4%). Studies on vocational education have demonstrated that youth from rural areas have more positive attitude towards vocational education than urban youth who prefer more of professional education and white collar jobs.

From this perspective, the sample accommodating a large number of village youth will benefit the institutions to arrive at the needs of youth on skill development training.

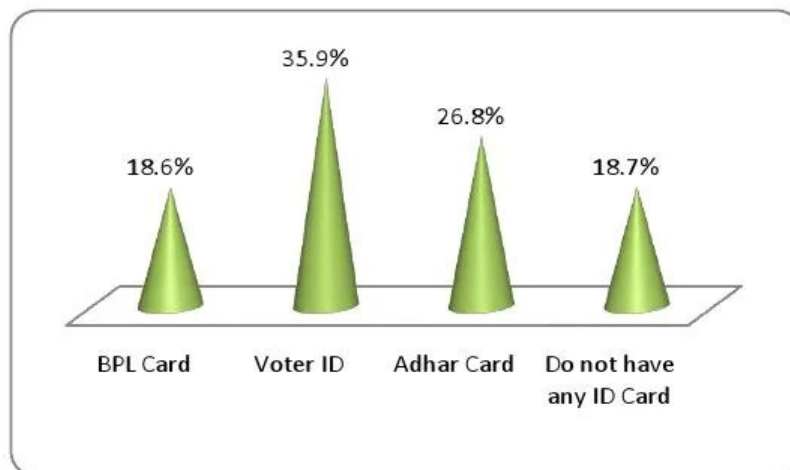
Figure No – 4: Marital Status of the Respondents



N=49200

Most of the respondents (84.9%) are single and only 13.5 per cent are married. This goes in line with the findings on age group where 53.5 per cent of the youth are in the age group of 15-24. This again adds value to the findings because as an unmarried group, youth are free to explore new possibilities to change their career, going for technically updating oneself, migrating for a job or education and to be innovative. Their contributions in terms of ideas will be useful.

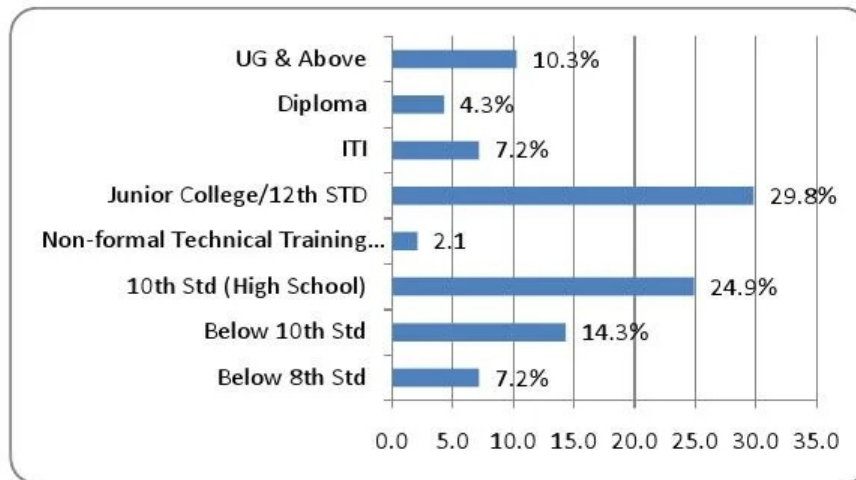
Figure No – 5: ID Proofs Possessed by the Respondents



N=51138

Nearly one fifth of the respondents (18.7%) do not possess any type of ID Card like ration card, Aadhar card or voter's ID. It will be difficult for them to claim certain privileges and benefits from the government. It will also create inconveniences for DB Tech institutions

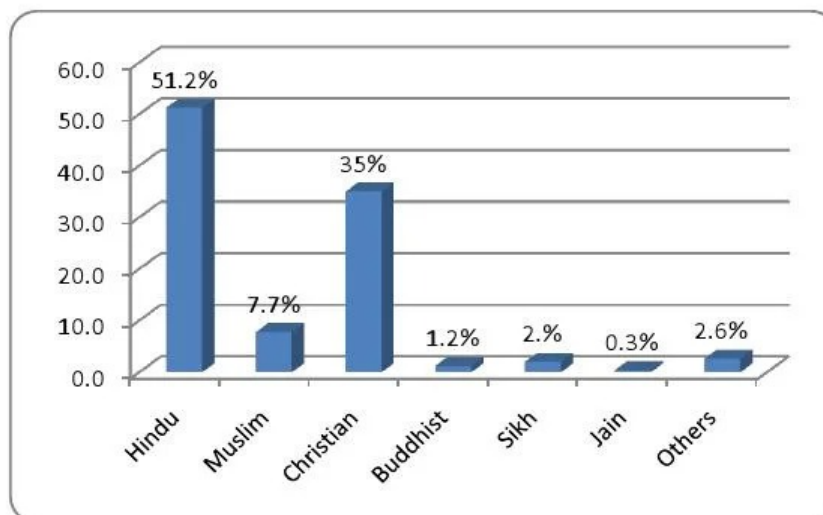
Figure No – 6: Education of the Respondents



N=52122

Only one fourth of the youth in the sample (23.8%) have higher educational qualifications such as ITI, Diploma and UG/PG courses. Rest of the youth in the sample (76.2%) has studied only up to 8th standard or 10th standard or 1st standard. Thus majority of the sample are from the sections of the youth who would be potential candidates for vocational and technical education.

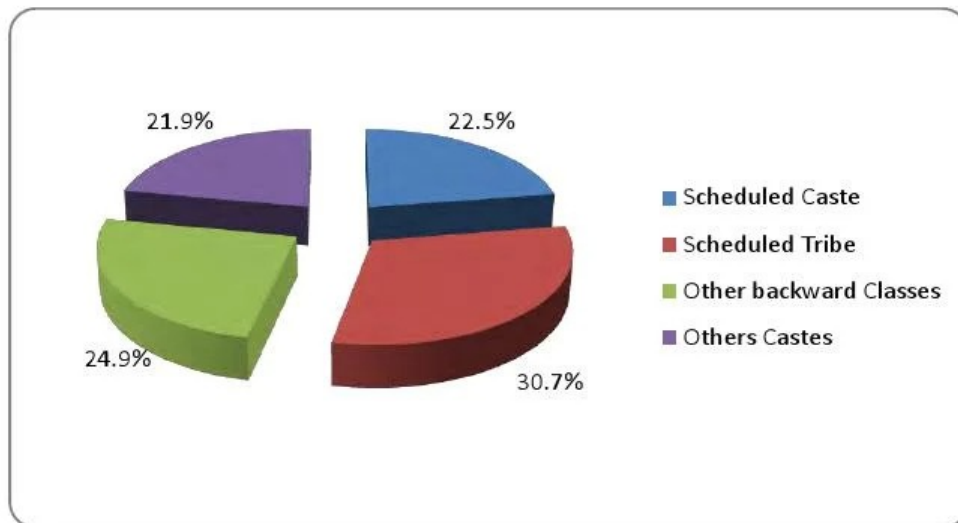
Figure No – 7: Religion of the Respondents



N=52511

Youth belonging to Hindu religion comprise of 51.2% while youth belonging to Christian religion very high (35%) compared to their national representation which is less than 3 per cent. Muslims are represented by 7.7%.

Figure No - 8: Community of the Respondents

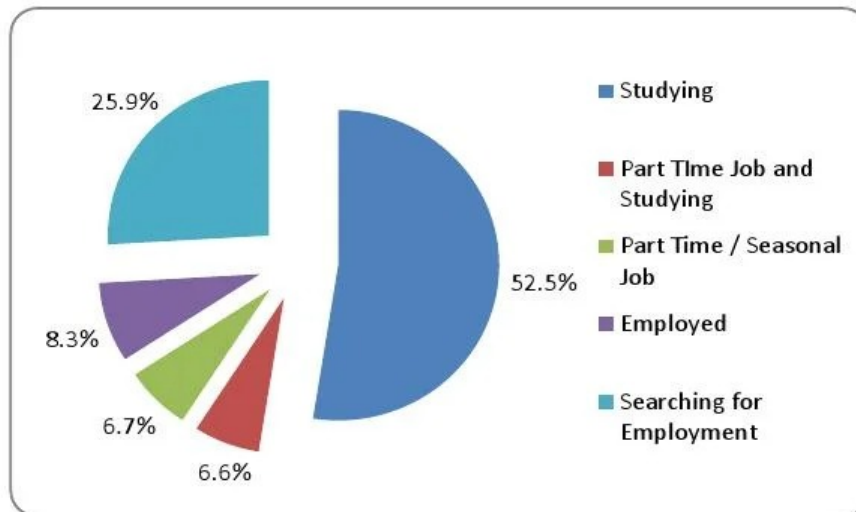


N=50317

Youth belonging to scheduled castes are represented well in the sample with 22.5 per cent. Youth belonging to scheduled tribes top the list with 30.7 per cent representation. Together scheduled castes and tribes constitute majority (53.2%) of the sample. This will benefit DB Tech institutions to serve those who actually need to be served and also to make use of the Special Component Plan of Govt. of India in reaching out to those people. Youth belonging to Other Backward Classes (OBC) also constitute nearly one fourth of the sample (24.9%) and youth from Other Castes (forward castes) are not left behind with more than one-fifth of the sample (21.9%) representing them.

From this perspective the nation-wide sample has included all the significant groups in proper representation and thus serves as a valuable pointer to DB Tech.

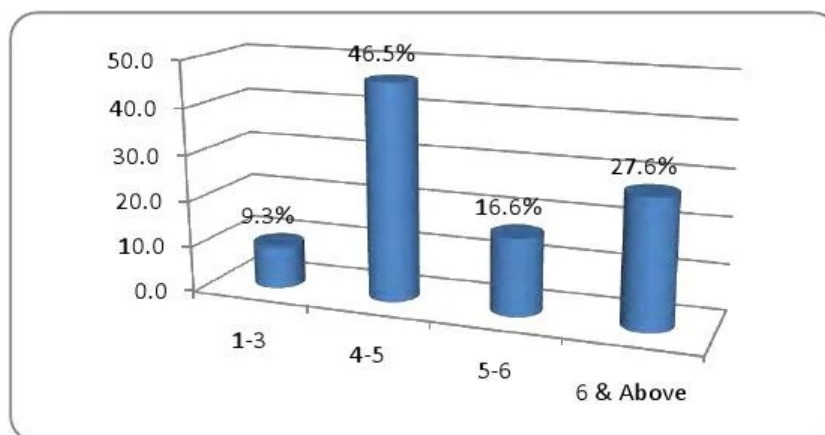
Figure No – 9: Present Status of the Respondents



N=50862

Only one fifth of the youth in the sample (21.6%) are both employed or in part time job and studying. Rest of them are either studying full time (52.5%) or searching for employment (25.9%). The composition of the sample is rich enough to give varied views – from those who are actually working and from those who are searching for a job and from those who are currently pursuing education for a better career.

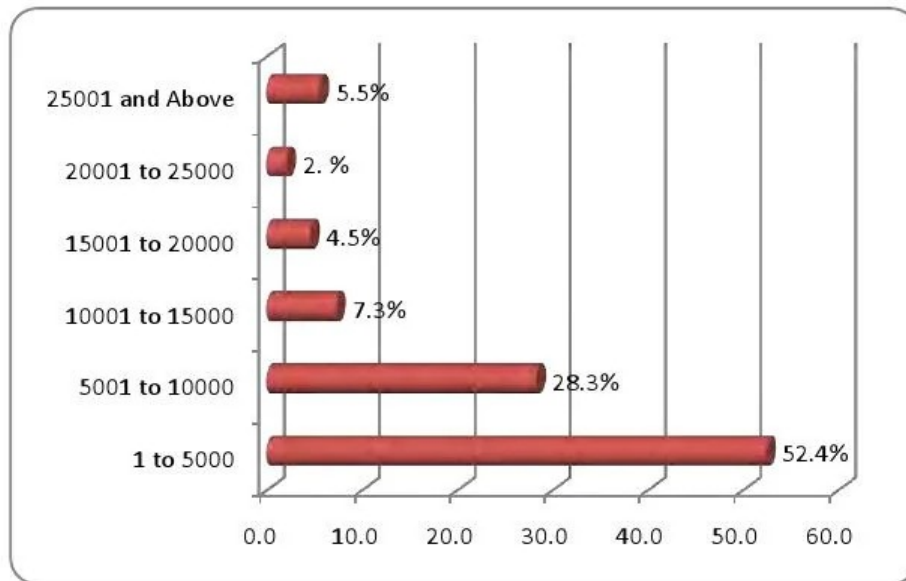
Figure No – 10: Total No. of Members in the Family



N=52779

Only a small section of the youth in the sample (9.3%) is from a small family of up to 3 members. Rest of the sample belongs to larger family size of 5 or 6 members and even more.

Figure No – 11: Monthly Family Income in Rupees



N=51676

Nearly 80 per cent of the youth in the sample come from families whose monthly income is less than 10,000 rupees. If the income is looked at from the family size – nearly 90% of the youth are from family size of more than 5- then it could be understood that most of the youth are from lower socio-economic strata of the society. Incidentally, it could be from this section, more youth could opt for short term skill development training.

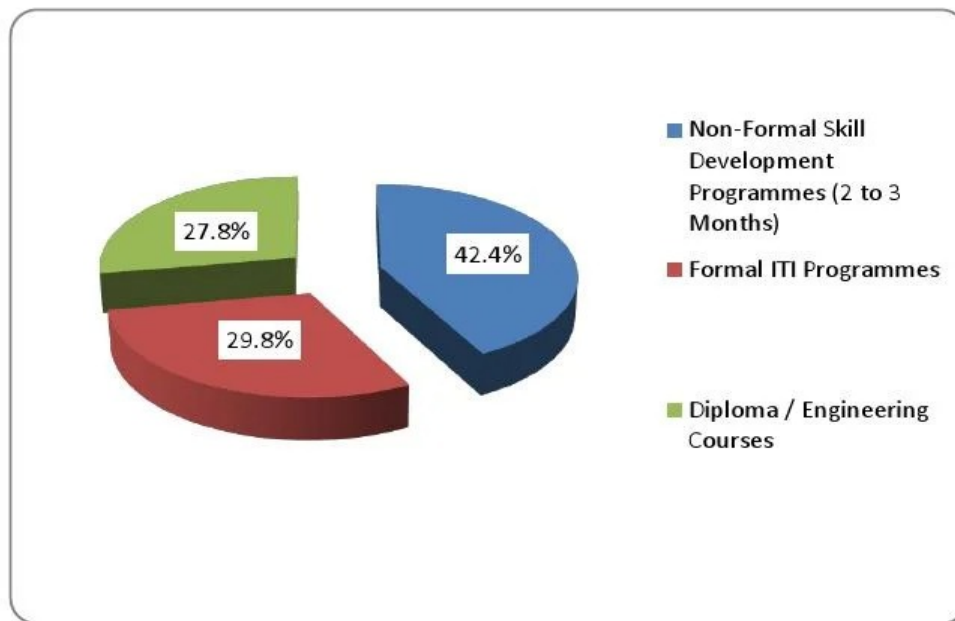
Summing Up the Sample Characteristics:

The respondents of the study (53263) are predominantly male, are from large families but with lesser income, having studied mostly middle and higher secondary education and to a greater extent from villages. Nearly 50% of the respondents are from Southern States and North Eastern States. The findings have to be perceived against this backdrop.

SECTION II - SKILL DEVELOPMENT TRAINING ASPECTS

This section will present the opinions of the youth regarding what type of skill development training they need and why.

Figure No – 12: Choice of Technical Training

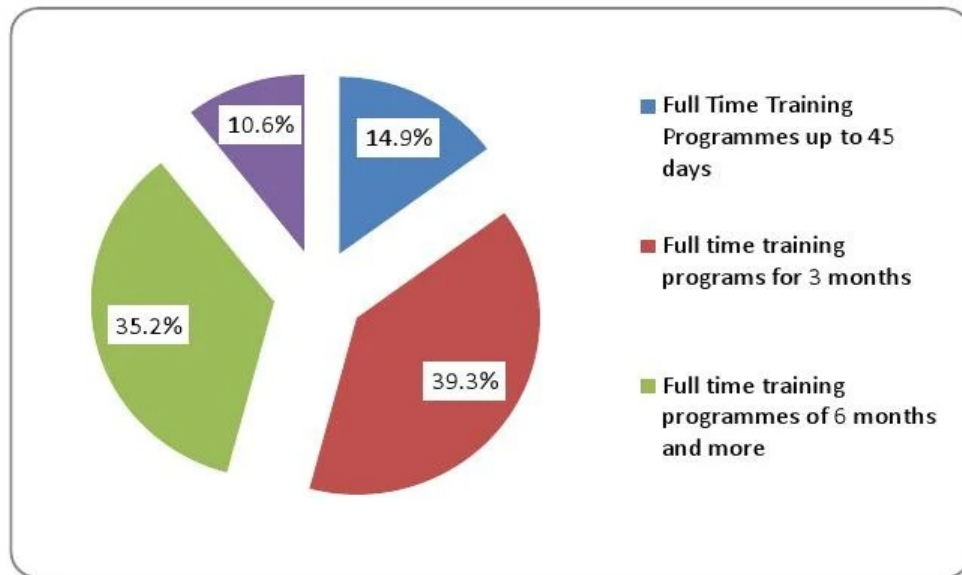


N=52429

More than two fifth of the youth (42.4%) have opted for non-formal skill development training programmes. This shows a positive acceptance among youth about short term skill development training. Choice of formal ITI programme (29.8%) and diploma or engineering (27.8%) is only less when compared to need for short term skill development programme.

Considering the socio-economic status of the youth (family size and monthly income), it is evident that youth belonging to such strata prefer short term skill development training compared to formal technical training.

Figure No -13: Type of Skill Development Training Preferred



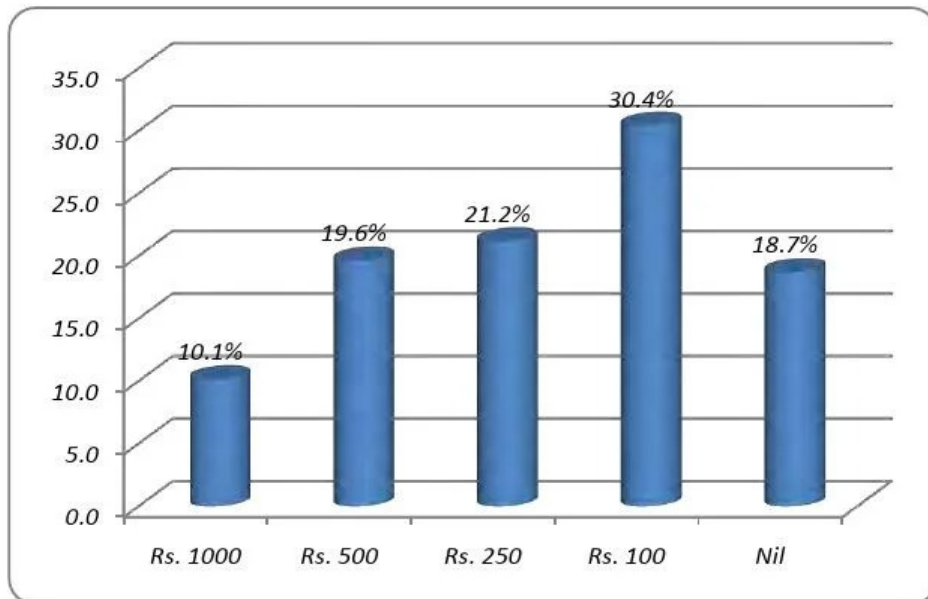
N= 52203

Important information emerges from this table. Youth prefer more of 3 months duration training programmes (39.3%) and 6 months and more duration training programmes (35.2%) than training programmes of lesser duration (14.9%). Similarly they have less preference for part time training programmes of two hours a day for a longer duration.

Perhaps they have an opinion that short term skill development programmes with 3 to 6 months duration or more are more useful to them than programmes of lesser duration.

DB Tech must take note of this while designing the curriculum and modules. Also they must find out the reason for this.

Figure No-14: Ability to Spend Money for the Skill Development Training in a Month

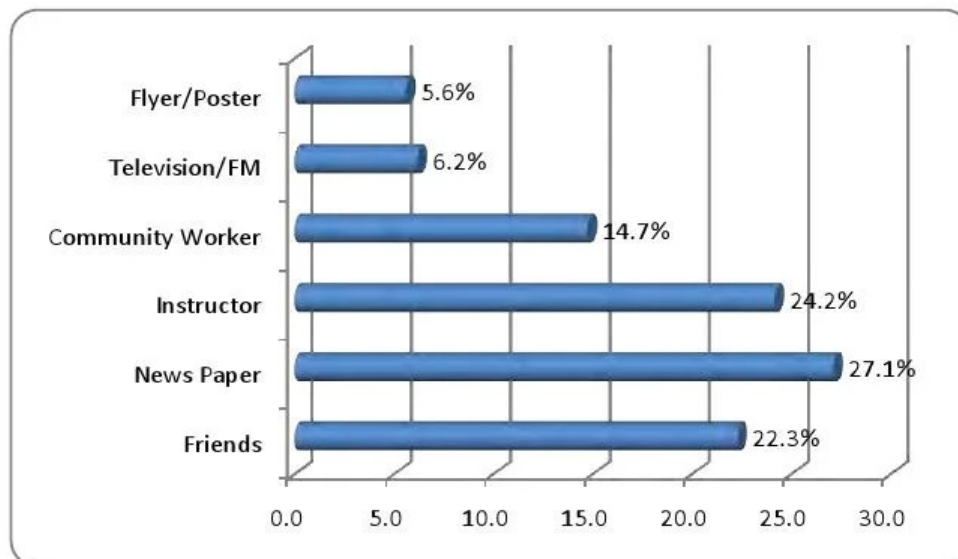


N= 49056

Those youth who have said that they would not be able to pay anything for the training are much less (18.7%) compared to the rest (81.3%) who have agreed to pay for their training. This is an encouraging trend considering the fact that nearly 80 per cent of the youth come from families larger in size (5 and more) and poorer in income (less than Rs.10,000 per month). This again is an important finding because this comes against the backdrop of freebies culture promoted by the politicians and bureaucrats in the present society where everything is supposed to be free.

Nearly one third of the group (29.7%) has agreed to pay Rs.500 to Rs.1000 per month. It is also a reminder to religious institutions who would like to run such training on charity model without making it economically viable and sustainable in the long run.

Figure No-15: Preference to Get Information on Skill Development Training Programme



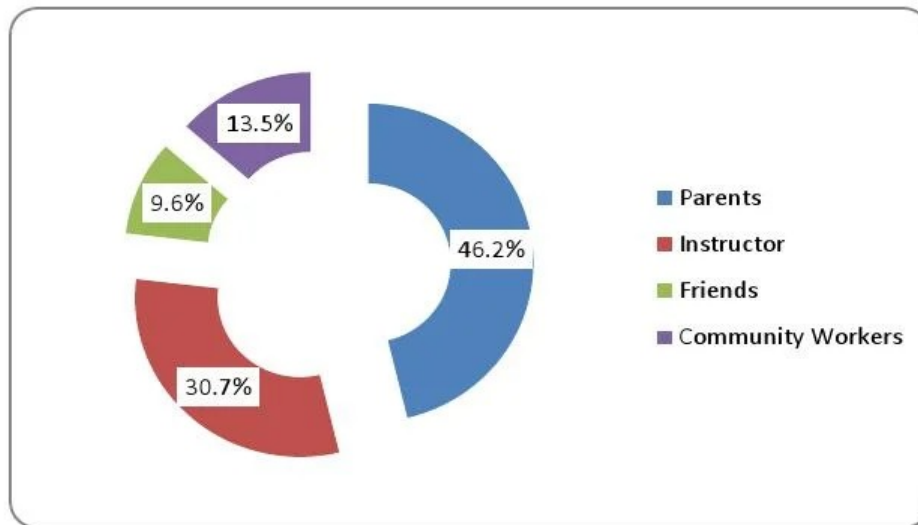
N= 52555

Less than one third (27.1%) of the youth rely on Newspaper as a channel to get information about skill development training opportunities. Rest of them (72.9%) have chosen lot of other options. Among such options through friends (22.3%), instructor (24.2%) and community worker (14.7%) constitute the majority (61.2%). In fact those who have preferred Television/FM (6.2%) and flyer/poster (5.6%) are much less.

This answers an important question of how to disseminate and reach out to the youth on the skill development trainings offered in the institutions. More than spending money on advertisements in newspapers (which is costly), flyers/notices and audio-visual channels, relying on the 'word of mouth' approach through friends/peers, instructors and community workers seem to be preferred by the youth. Perhaps this could be interpreted in this way- when they hear it from people they could also clarify on the pros and cons of certain trades and categories of training, current and future job opportunities and educational ambience in an institution. This information may also have value because this comes from people whom they know and trust. The same thing may not apply to other channels.

This is important information to DB Tech institutions to decide on the channels of information dissemination as well the budget to spend on this item.

Figure No - 16: Preference to Approach for Career Guidance



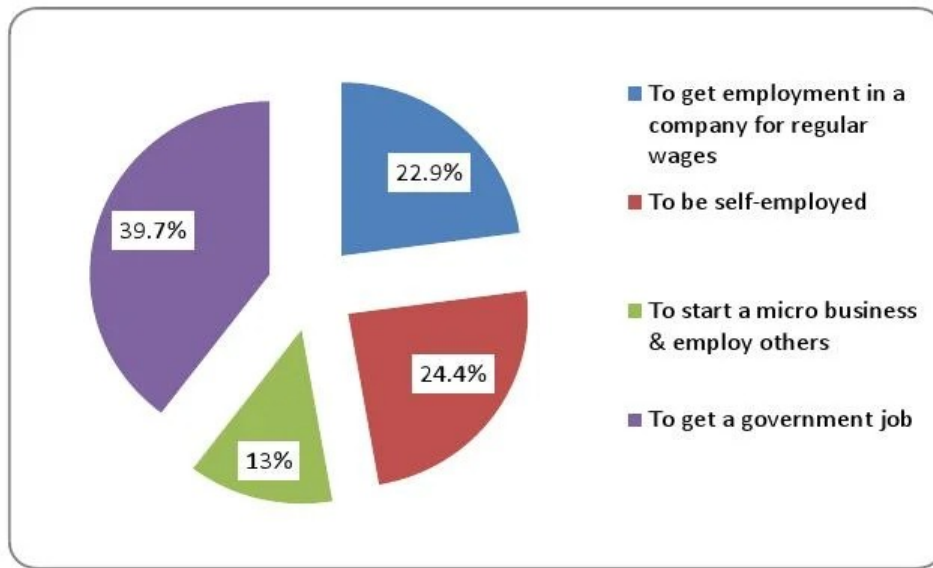
N= 52687

Nearly half of the youth (46.9%) have opted to approach their parents for career guidance and a significant proportion (30.7%) from their instructors. The preference of parents over teachers is intriguing. It is possible that respondents could have understood the question in the survey as whom would they approach on deciding a career instead of receiving guidance on career. The other option could be that they may not have received career guidance in the past.

This finding throws lot of opportunities. DB Tech institutions must streamline career guidance programmes. They need to have targets to reach and the content to be delivered by trained people. Career guidance cannot be restricted to the understanding of giving guidance to the students enrolled in technical/vocational education about their future career. It must include identifying potential target population – like reaching out to students in high school/higher secondary school and more importantly to youth in the neighbourhood who have dropped out of schooling and are working in the unorganized sector for paltry wages in semi-skilled and unskilled jobs.

People to be trained in career guidance need to include instructors of the local institutions. Few members of the community workers and alumni of parents could be also involved depending upon their knowledge, efficiency and commitment.

Figure No – 17: Preference for Employment

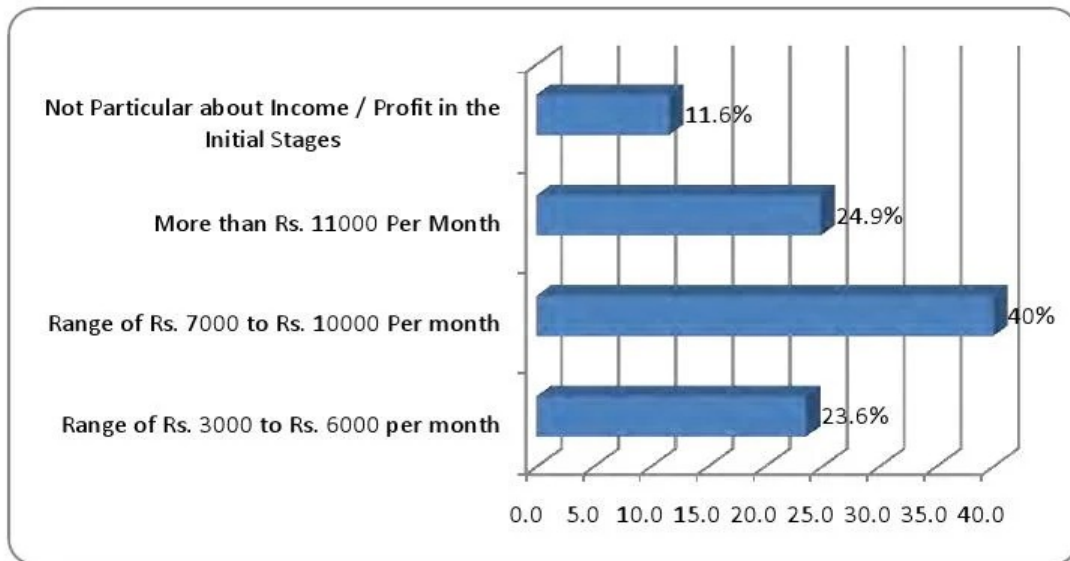


N=52730

An encouraging trend has emerged in the preference towards employment. Only two-fifth of the youth (39.7), have opted for a job in the government sector. Rest of them (60.3%) have opted for jobs in private companies (22.9%), to be self-employed (24.4%) and to start a micro-business and employ others. If this is true of the sentiments of youth, then it can be perceived that Indian youth are coming of age. While still there is dependence on a ‘government job’ youth are not desperate about it and they are ready to be open minded about exploring other possibilities. Another encouraging sign is that those youth who have opted for self -employment or being an entrepreneur outnumber (37.4%) those youth who have opted for a paid job in a private company setting.

This is an important finding for DB Tech institutions. They must reflect how much of their career guidance programme and placement initiative programmes support self- employment and entrepreneurship efforts of their students. If their programmes are only restricted to On-campus and Off-campus placements in companies, it is time for them develop modules and programmes that provide support to youth on self- employment and entrepreneurial projects.

Figure No -18: Income/ Profit expected in the first Year



N= 51178

This is another important dimension to probe. General opinions and impressions are that youth look for only government jobs, easy and quick money. This finding gives new perception to such views.

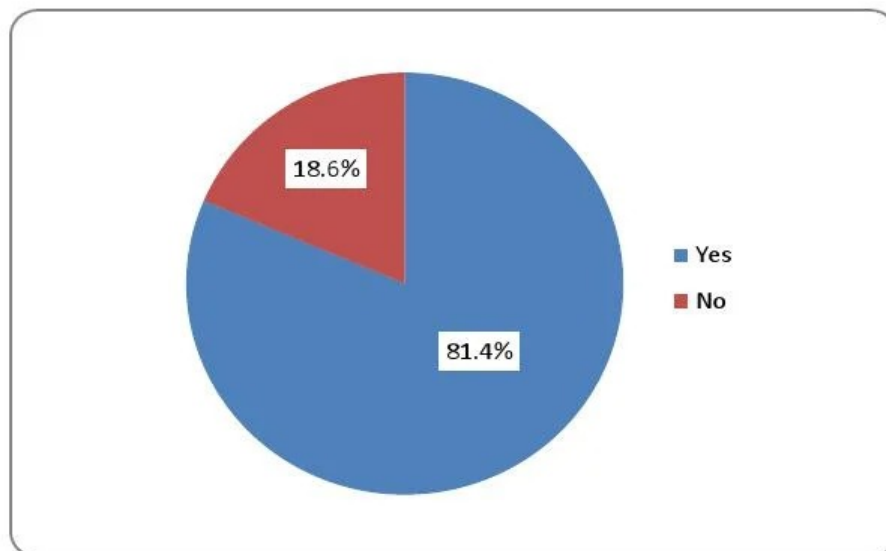
Majority of the youth (63.6) are looking forward to less than Rs.10,000 per month as salary or profit in the business, should they start one. Around 11.6 percent have emphatically added that they are not much concerned about their salary or profit in the first year of their career or business. In addition to this analysis, it can be also added that, those youth who would be happy with salary range of Rs.3000 to Rs.6000 are almost one-fourth (23.6%) of the total number. All this goes to say that the youth are really focused on their future and career and are willing to wait for a bright future rather than throwing jobs purely on the basis of salary.

If this finding is true, then it raises questions such as why then youth leave jobs often in the initial stages of their career bringing embarrassment to the placement efforts of DB Tech institutions. Could there be other reasons for changing jobs? This will be explored further.

No. of Jobs Changed in the Last One Year

Majority of the youth have not answered the question because they are not employed. Of those who are employed, only 1375 have answered this question. Of those who have answered, majority of them (57.8%) have changed job only once in one year. However, 42.2 per cent of them have changed jobs twice and more than twice in the last one year and that is a big number. Since the number of responses are very poor, it is not possible to make conclusions about number of jobs changed by youth in a year.

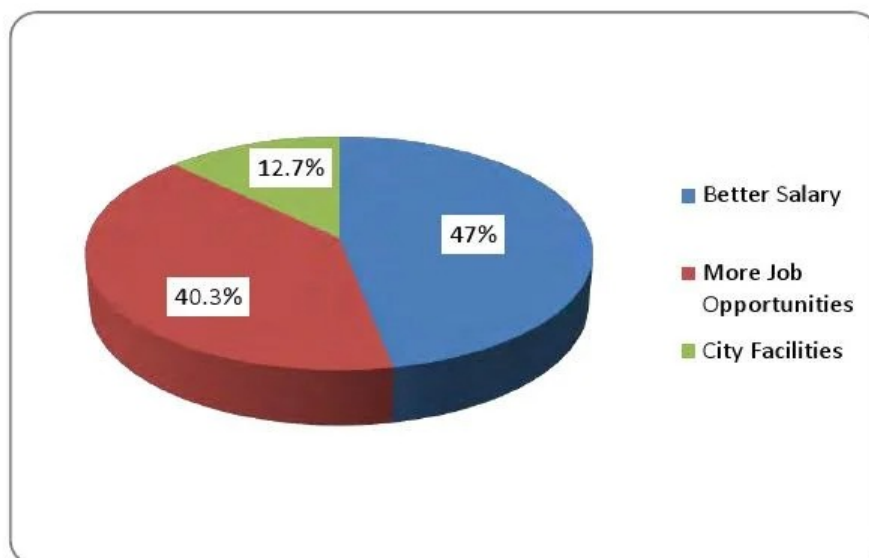
Figure No-19: Willingness for Migration for a Job to Nearby Towns / Districts



N= 51966

Most of the youth (81.4%) are willing to migrate to nearby towns and cities for sake of getting a job or starting a career. This shows their frame of mind when it comes to move away from their comfort zone. Though in the long run, migration is not a solution for the individual and the country as a whole, it is taking place on a large scale and government efforts towards restricting migration have neither yielded any tangible results nor have changed the mind-set of the people. Perhaps that's why youth in big number are ready for migration.

Figure No – 20: Factors Attracting for Migration

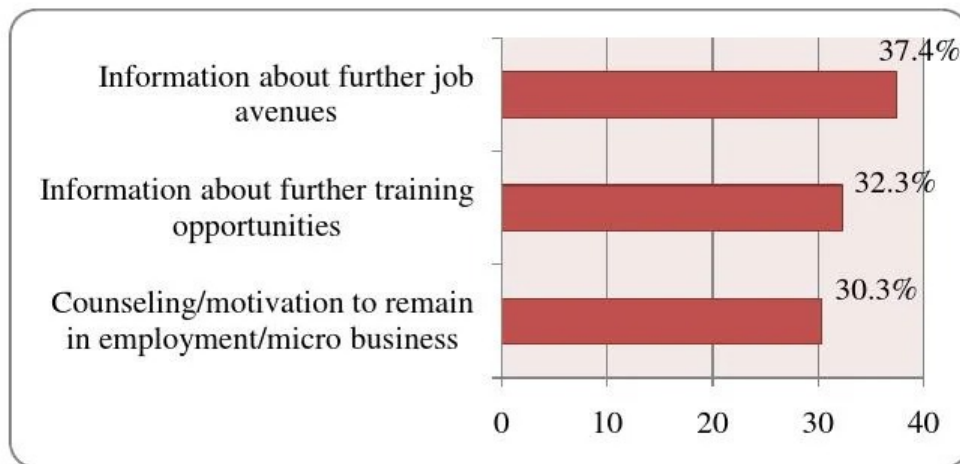


N= 39764

Only very few youth (12.7%) have cited city facilities as the reason for their migration. Rest of them have quoted more pertinent reasons such as increased salary (47%) and more job opportunities (40.3%) as the factors inducing migration.

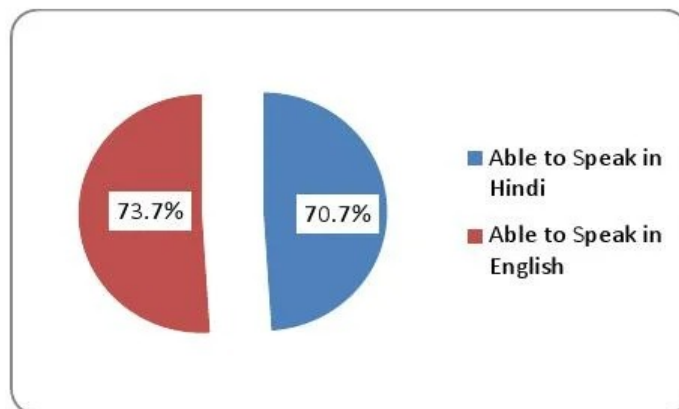
This shows that youth are aware of the issues of migration and are in an objective frame of mind to decide if they need to migrate on account of studies or job.

Figure No – 21: Preference for Post Placement Support by the Centre



More than one third of the youth (37.38%) prefer the Centres where they studied to provide them with information about further job avenues while they are in a job. One third of them (32.35%) look for information on further training opportunities. The need for upgrading oneself in a better job by updating oneself is very much evident from this. Less than one third of the samples (30.27%) are keen to receive counseling from the Centre about remaining in the same job.

Figure No – 22: Respondents Knowing Hindi and English Language



Hindi (N): 45814 & English (N): 43643

Most of the respondents (70.7%) know Hindi language and around 73.7 per cent of them are familiar with English language. At the outset, it is an encouraging sign because they may not have much language barriers in learning technical education. More than 50 per cent of the respondents are from Southern and North Eastern States and perhaps this could have contributed to 73.7 per cent of the youth knowing English.

SECTION III - INFERENTIAL STATISTICS

This section consists of inferential statistics between the four independent variables in Sample Characteristics and the three dependent variables in the Skill Development Training Aspects.

Pearson's Chi Square test has been used to find out if the association between independent and dependent variables were statistically significant.

Note:

All the 12 Chi Square tests were statistically significant with $p < 0.05$. The findings on association between independent and dependent variables assume significance for understanding and application to policy making and practice.

This implies that DB Tech can generalize the findings to the larger population of youth of similar characteristics.

III-A: Choice of Technical Training

Table – 6: Choice of Technical Training * Age of the Respondents

The question is – Whether the age of the youth influences their choice of technical training?

Choice of Technical Training		Age in Years			Total
		Below 18	18 - 21	22 and 30	
Non-Formal Skill Development Programmes (2 to 3 Months)	Count	5746	7709	7895	21350
	Row %	26.9	36.1	37.0	100.0
	Column %	33.3	46.4	48.5	42.6
Formal ITI Programmes	Count	5291	4838	4702	14831
	Row %	35.7	32.6	31.7	100.0
	Column %	30.6	29.1	28.9	29.6
Diploma / Engineering Courses	Count	6242	4061	3687	13990
	Row %	44.6	29.0	26.4	100.0
	Column %	36.1	24.5	22.6	27.9
Total	Count	17279	16608	16284	50171
	Row %	34.4	33.1	32.5	100.0
	Column %	100.0	100.0	100.0	100.0

Pearson Chi-Square: 1205.589, Df: 3 & $P < .05$

1. There is relationship between age and preference for choice of Technical programme.
2. Youth in the age group of 22-30 want to undergo more non-formal skill development programmes than youth of other age groups put together (15 to 17 and 18 to 21). The results are statistically significant.
3. Youth in the age group of 15 to 17 prefer Formal ITI programmes and Diploma & Engineering courses more than youth of other age groups (18 to 21; 22 to 24; 25 to 30). The results are statistically significant.
4. Since youth of 22-30 are much more likely to join non-formal skill development programmes than youth of other age groups, DB Tech should direct their resources more to this age group of youth.

Table – 7: Choice of Technical Training * Gender of the Respondents

The question is – Whether the gender of the youth influences their choice of technical training?

Choice of Technical Training		Gender		Total
		Male	Female	
Non-Formal Skill Development Programmes (2 to 3 Months)	Count	12788	9060	21848
	Row %	58.5	41.5	100.0
	Column %	39.1	48.0	42.4
Formal ITI Programmes	Count	10637	4680	15317
	Row %	69.4	30.6	100.0
	Column %	32.6	24.8	29.7
Diploma / Engineering Courses	Count	9240	5130	14370
	Row %	64.3	35.7	100.0
	Column %	28.3	27.2	27.9
Total	Count	32665	18870	51535
	Row %	63.4	36.6	100.0
	Column %	100.0	100.0	100.0

Pearson Chi-Square: 469.351^a, Df=2 & P=0.000

1. There is relationship between gender and choice of Technical programme. Female youth want to undergo more non-formal short term skill development programmes than male youth. The results are statistically significant.
2. Since female youth are much more likely to join short term skill development programmes than male youth, DB Tech should direct their resources more to female youth.

Table –8 : Choice of Technical Training * Education of the Respondents

The question is – Whether the education of the youth influences their choice of technical training?

Choice of Technical Training		Education			Total
		Below 10th Std	10th to 12th Std	Above 12th Std	
Non-Formal Skill Development Programmes (2 to 3 Months)	Count	5634	11683	4409	21726
	<i>Row %</i>	25.9	53.8	20.3	100.0
	<i>Column %</i>	51.4	41.6	35.9	42.3
Formal ITI Programmes	Count	3317	7881	4122	15320
	<i>Row %</i>	21.7	51.4	26.9	100.0
	<i>Column %</i>	30.2	28.0	33.6	29.8
Diploma / Engineering Courses	Count	2018	8552	3749	14319
	<i>Row %</i>	14.1	59.7	26.2	100.0
	<i>Column %</i>	18.4	30.4	30.5	27.9
Total	Count	10969	28116	12280	51365
	<i>Row %</i>	21.4	54.7	23.9	100.0
	<i>Column %</i>	100.0	100.0	100.0	100.0

1. There is relationship between education and preference for choice of Technical programme. Youth who have studied less than 10th standard (not completed 8th standard or 10th standard) want to undergo more non-formal short term skill development programme than youth who have completed 10th & 12th standard and those who have completed higher education (UG/PG, ITI & Diploma).
2. Similarly youth who have studied only 10th standard and 12th standard want to undergo more non-formal short term skill development programmes than youth who have completed higher education (UG/PG, ITI & Diploma).
3. The results are statistically significant.
4. Since youth who have relatively lower education are much more likely to join short term skill development programmes than youth who have done higher education, DB Tech should direct their resources more to this group.

Table –9: Choice of Technical Training and Domicile of the Respondents

The question is – Whether the domicile of the youth influences their choice of technical training?

Choice of Technical Training		Domicile		Total
		Rural	Urban	
Non-Formal Skill Development Programmes (2 to 3 Months)	Count	14799	6542	21341
	Row %	69.3	30.7	100.0
	Column %	42.9	40.5	42.1
Formal ITI Programmes	Count	10594	4567	15161
	Row %	69.9	30.1	100.0
	Column %	30.7	28.3	29.9
Diploma / Engineering Courses	Count	9132	5057	14189
	Row %	64.4	35.6	100.0
	Column %	26.5	31.3	28.0
Total	Count	34525	16166	50691
	Row %	68.1	31.9	100.0
	Column %	100.0	100.0	100.0

Pearson Chi-Square: 128.657, Df: 2 & P<.05

1. There is relationship between domicile and preference for choice of Technical programme. Rural youth want to undergo short term skill development programme more than urban youth. The results are statistically significant.
2. Similarly rural youth want to undergo Formal ITI programmes more than urban youth. Urban youth prefer Diploma/Engineering courses more than rural youth. The results are statistically significant.
3. Since rural youth are much more likely to join short term skill development programmes than urban youth, DB Tech should direct their resources more to rural youth.

III-B: Type of Skill Development Training Preferred

Table – 10:Type of Skill Development Training Preferred * Age of the Respondents

The question is – Whether the age of the youth influences their choice of Skill Development Training?

Choice of Technical Training		Age in Years			Total
		Below 18	18 - 21	22 and 30	
Full Time Training Programmes up to 45 days	Count	2427	2488	2570	7485
	Row %	32.4	33.2	34.3	100.0
	Column %	14.3	15.0	15.8	15.0
Full time training programs for 3 months	Count	6449	6847	6247	19543
	Row %	33.0	35.0	32.0	100.0
	Column %	37.9	41.2	38.4	39.2
Full time training programmes of 6 months and more	Count	6246	5696	5582	17524
	Row %	35.6	32.5	31.9	100.0
	Column %	36.7	34.3	34.3	35.1
Part time training programmes of only two hours in a day for a longer duration	Count	1905	1571	1858	5334
	Row %	35.7	29.5	34.8	100.0
	Column %	11.2	9.5	11.4	10.7
Total	Count	17027	16602	16257	49886
	Row %	34.1	33.3	32.6	100.0
	Column %	100.0	100.0	100.0	100.0

Pearson Chi-Square: **94.610**, Df: 6 & P<.05

1. There is relationship between age and preference for Types of Skill Development programme.
2. Youth who are less than 18 years of age have shown interest in in Full time skill development programmes of 6 months duration more than youth of other age groups put together (18 to 21 and 22 to 30). The results are statistically significant.

3. Youth in the age group of 18-21 want to undergo Full time skill development programmes of 3 months duration more than youth of other age groups put together (15 to 17 and 22 to 30). The results are statistically significant.
4. Youth in the age group of 22-30 prefer Full time skill development programmes up to 45 days duration more than youth of other age groups put together (15 to 17 and 18 to 21). The results are statistically significant.
5. Generally there is not much demand among youth for part time training programmes of two to three hours in a day.
6. Since youth of 18-21 are much more likely to join Full time skill development programmes of 3 months duration and youth of 22-30 are much more likely to join Full Time Training programmes of 30 to 45 days duration more than youth of other age groups, DB Tech should organize skill development programmes in these lines.

Table – 11: Type of Skill Development Training Preferred * Gender of the Respondents

The question is – Whether gender of the youth influences their choice of Skill Development Training?

Type of Skill Development Training Preferred		Gender		Total
		Male	Female	
Full Time Training Programmes up to 45 days	Count	4987	2642	7629
	Row %	65.4	34.6	100.0
	Column %	15.4	14.0	14.9
Full time training programs for 3 months	Count	12442	7713	20155
	Row %	61.7	38.3	100.0
	Column %	38.4	40.8	39.3
Full time training programmes of 6 months and more	Count	11818	6232	18050
	Row %	65.5	34.5	100.0
	Column %	36.5	32.9	35.2
Part time training prog. of only two hours in a day for a longer education	Count	3123	2340	5463
	Row %	57.2	42.8	100.0
	Column %	9.6	12.4	10.6
Total	Count	32370	18927	51297
	Row %	63.1	36.9	100.0
	Column %	100.0	100.0	100.0

Pearson Chi-Square: **159.368^a**, Df=3 & P=0.000

1. There is relationship between gender and types of skill development programmes preferred based on duration.
2. Female youth want to undergo skill development programmes of 3 months duration more than male youth. Male youth want to undergo skill development programmes of 6 months duration more than female youth. The results are statistically significant.
3. Generally there is not much demand among male and female youth for part time training programmes of two to three hours in a day.
4. Since female youth are much more likely to join skill development programmes of 3 months duration while male youth are much more likely to join skill development programmes of 6 months duration, DB Tech can think of organizing programmes based on this trend.

Table – 12: Type of Skill Development Training Preferred * Education of the Respondents

The question is – Whether education of the youth influences their choice of Skill Development Training?

Choice of Technical Training		Education			Total
		Below 10th Std	10th to 12th Std	Above 12th Std	
Full Time Training Programmes up to 45 days	Count	1857	3834	1916	7607
	<i>Row %</i>	24.4	50.4	25.2	100.0
	<i>Column %</i>	16.8	13.8	15.7	14.9
Full time training programs for 3 months	Count	4744	11046	4262	20052
	<i>Row %</i>	23.7	55.1	21.3	100.0
	<i>Column %</i>	42.9	39.7	34.9	39.2
Full time training programmes of 6 months and more	Count	3313	10080	4638	18031
	<i>Row %</i>	18.4	55.9	25.7	100.0
	<i>Column %</i>	30.0	36.2	37.9	35.3
Part time training prog. of only two hours in a day for a longer education	Count	1139	2877	1412	5428
	<i>Row %</i>	21.0	53.0	26.0	100.0
	<i>Column %</i>	10.3	10.3	11.5	10.6
Total	Count	11053	27837	12228	51118
	<i>Row %</i>	21.6	54.5	23.9	100.0
	<i>Column %</i>	100.0	100.0	100.0	100.0

Pearson Chi-Square: **287.402**, Df: 6 & P<.05

1. There is relationship between education and preference for skill development programmes of different duration.
2. Youth who have not completed 8th or 10th standard want to undergo skill development programmes of 45 days duration as well as programmes of 3 months duration more than youth who have studied further. The results are statistically significant.
3. Youth who have completed 10th & 12th standard and youth who have studied above 12th standard (UG/PG/Diploma) want to undergo skill development programmes of 6 months duration more than youth who have studied lesser than them. The results are statistically significant.
4. Since youth who have studied less than 10th and up to 12th standard are much more likely to prefer skill development programmes of 45 days duration and 3 months duration than youth who are studying further, DB Tech can organize short term duration programmes more to this group of youth.

Table – 13: Type of Skill Development Training Preferred and Domicile of the Respondents

The question is – Whether domicile of the youth influences their choice of Skill Development Training?

Choice of Technical Training		Domicile		Total
		Rural	Urban	
Full Time Training Programmes up to 45 days	Count	5294	2170	7464
	Row %	70.9	29.1	100.0
	Column %	15.4	13.6	14.8
Full time training programs for 3 months	Count	14194	5585	19779
	Row %	71.8	28.2	100.0
	Column %	41.2	34.9	39.2
Full time training programmes of 6 months and more	Count	11698	6131	17829
	Row %	65.6	34.4	100.0
	Column %	34.0	38.3	35.3
Part time training programmes of only two hours in a day for a longer education	Count	3246	2128	5374
	Row %	60.4	39.6	100.0
	Column %	9.4	13.3	10.7
Total	Count	34432	16014	50446
	Row %	68.3	31.7	100.0
	Column %	100.0	100.0	100.0

Pearson Chi-Square: **347.357**, Df: 3 & P<.05

1. There is relationship between domicile and preference for skill development programmes of different duration.
2. Rural youth want to undergo skill development programmes of 30 to 45 days duration and 3 months duration more than urban youth. The results are statistically significant.
3. Urban youth want to undergo skill development programmes of 6 months duration more than rural youth. The results are statistically significant.
4. Since rural youth are much more likely to join skill development programmes of 30 to 45 days duration and 3 months duration and urban youth preferring programmes 6 months duration, DB Tech can orient their programmes accordingly.

III – C: Preference for Post Placement Support from the Centre

Table-: Preference for Post Placement Support from the Centre * Age of the Respondents

The question is – Whether age of the youth influences their preference for Post Placement Support expected from the Centre?

Preference for Post Placement Support from the Centre		Age in Years			Total
		Below 18	18 - 21	22to 30	
Counseling/motivation to remain in employment/micro business	Count	5180	4669	4522	14371
	<i>Row %</i>	36.0	32.5	31.5	100.0
	<i>Column %</i>	32.2	29.8	29.2	30.4
Information about further training opportunities	Count	4875	5007	5347	15229
	<i>Row %</i>	32.0	32.9	35.1	100.0
	<i>Column %</i>	30.3	32.0	34.5	32.2
Information about further job avenues	Count	6045	5967	5620	17632
	<i>Row %</i>	34.3	33.8	31.9	100.0
	<i>Column %</i>	37.5	38.1	36.3	37.3
Total	Count	16100	15643	15489	47232
	<i>Row %</i>	34.1	33.1	32.8	100.0
	<i>Column %</i>	100.0	100.0	100.0	100.0

Pearson Chi-Square: 77.583,Df: 4 & P<.05

1. There is relationship between age and preference for Post Placement Support from the Centres.
2. Youth belonging to age group of 18 to 21 want to have information on further job avenues more than youth of 22-30 age group. The results are statistically significant.
3. Youth belonging to age group of 22 to 30 want to have information about further training opportunities more than youth of 18-21 age group. The results are statistically significant.
4. Since youth of 22 to 30 age group are much more likely to look further training opportunities than youth of 18-21, DB Tech need to disseminate information on short term skill development programmes to this age group of youth.

Table – 15: Preference for Post Placement Support by the Centre * Gender of the Respondents

The question is – Whether gender of the youth influences their preference for Post Placement Support expected from the Centre?

Preference for Post Placement Support		Gender		Total
		Male	Female	
Counseling/motivation to remain in employment/micro business	Count	9199	5491	14690
	Row %	62.6	37.4	100.0
	Column %	29.9	30.9	30.3
Information about further training opportunities	Count	10042	5650	15692
	Row %	64.0	36.0	100.0
	Column %	32.6	31.8	32.3
Information about further job avenues	Count	11544	6604	18148
	Row %	63.6	36.4	100.0
	Column %	37.5	37.2	37.4
Total	Count	30785	17745	48530
	Row %	63.4	36.6	100.0
	Column %	100.0	100.0	100.0

Pearson Chi-Square: **6.556^a**, Df=2 & P=0.000

1. There is relationship between gender and preference for Post Placement Support from the Centres.
2. Male youth want to have information on further job avenues as well as information about further training opportunities more than female youth. The results are statistically significant.
3. Since male youth are much more likely to look for job related information as well as further training opportunities as Post Placement Support from the centres than female youth, DB Tech can focus their attention to male youth while disseminating such information.

Table –16: Preference for Post Placement Support by the Centre * Education of the Respondents

The question is – Whether education of the youth influences their preference for Post Placement Support expected from the Centre?

Preference for Post Placement Support by the Centre		Education			Total
		Below 10 th Std	10 th to 12 th Std	Above 12 th Std	
Counseling/motivation to remain in employment/micro business	Count	3262	7824	3561	14647
	Row %	22.3	53.4	24.3	100.0
	Column %	31.7	29.7	30.4	30.3
Information about further training opportunities	Count	3411	8730	3452	15593
	Row %	21.9	56.0	22.1	100.0
	Column %	33.2	33.1	29.5	32.3
Information about further job avenues	Count	3613	9790	4694	18097
	Row %	20.0	54.1	25.9	100.0
	Column %	35.1	37.2	40.1	37.4
Total	Count	10286	26344	11707	48337
	Row %	21.3	54.5	24.2	100.0
	Column %	100.0	100.0	100.0	100.0

Pearson Chi-Square: 84.089,Df: 4 & P<.05.

1. There is relationship between education and preference for Post Placement Support by the Centre.
2. Youth who have studied less than 10th standard and those who have completed 10th standard and 12th standard prefer receiving additional information about further training opportunities more than youth who have studied higher education (UG/PG/Diploma). The results are statistically significant.
3. Youth who have studied higher education (UG/PG/Diploma) prefer receiving further information about job avenues more than youth who have studied less than 10th standard and those who have completed 10th standard and 12th standard. The results are statistically significant.
4. Since youth who have lower educational qualification (studied less than 10th standard and those who have completed 10th standard and 12th standard) are much more likely to prefer receiving additional information about further training opportunities than youth who have higher education, DB Tech should direct such information more to this group of youth.

Table –17: Preference for Post Placement Support by the Centre by Domicile of the Respondents

The question is – Whether domicile of the youth influences their preference for Post Placement Support expected from the Centre?

Preference for Post Placement Support by the Centre		Domicile		Total
		Rural	Urban	
Counseling/motivation to remain in employment/micro business	Count	10173	4297	14470
	<i>Row %</i>	70.3	29.7	100.0
	<i>Column %</i>	31.3	28.2	30.3
Information about further training opportunities	Count	10137	5258	15395
	<i>Row %</i>	65.8	34.2	100.0
	<i>Column %</i>	31.2	34.5	32.3
Information about further job avenues	Count	12191	5676	17867
	<i>Row %</i>	68.2	31.8	100.0
	<i>Column %</i>	37.5	37.3	37.4
Total	Count	32501	15231	47732
	<i>Row %</i>	68.1	31.9	100.0
	<i>Column %</i>	100.0	100.0	100.0

Pearson Chi-Square: 68.491, Df: 2 & P<.05

1. There is relationship between domicile and preference for Post Placement Support from the Centres.
2. Urban youth want further information about training opportunities than rural youth. The results are statistically significant.
3. Since urban youth are much more likely to look for further information about training opportunities than rural youth as Post Placement Support from the centres, DB Tech should focus on urban youth while disseminating such information.

Section IV-: Prioritized Categories of Skill Development Training (Non Technical)

This section presents information on the priorities given by youth on the four major areas of skill development training which includes soft skills, life skills, computer skills and value education.

Mean Value has been calculated for Priority 1 and Priority 2 after giving due weightage to these two priorities. By doing this, due consideration has been given to the options respondents had as their second priority.

Table-18: Soft Skills

Computed Table Presenting Mean Value of Priority 1 and Priority 2 on Soft Skills

Statistics	N		Mean	Std. Deviation	Variance
	Valid	Missing			
Presentation Skills	16936	36327	1.7525	.43155	.186
Organizational Skills	16330	36933	1.6324	.48217	.232
Team Work Skills	21452	31811	1.6374	.48076	.231
Interview Skills	15025	38238	1.4463	.49712	.247
Time Management Skills	14565	38698	1.3202	.46658	.218
Negotiation (Bargaining) Skill	6191	47072	1.1980	.39855	.159
Body Language	12455	40808	1.1841	.38758	.150

Most Preferred Soft Skills in the order of Importance:

1. Presentation Skills
2. Team Work Skills
3. Organizational Skills
4. Attending Interview Skills

Next Level Preference - Soft Skills:

- Time Management Skill, Negotiation (bargaining) Skill and Body Language Skill.

Table-19: Life Skills*Computed Table Presenting Mean Value of Priority 1 and Priority 2 on Life Skills*

Life Skills	N		Mean	Std. Deviation	Variance
	Valid	Missing			
Communication Skill	23071	30192	1.7959	.40306	.162
Decision-making Skill	20216	33047	1.6522	.47630	.227
Taking Initiative	15699	37564	1.5619	.49616	.246
Interpersonal Relationship Skill	13001	40262	1.3381	.47309	.224
Self Management	18912	34351	1.2506	.43339	.188
Managing Stress	11442	41821	1.1629	.36930	.136

Most Preferred Life Skills in the order of Importance:

1. Communication Skill
2. Decision Making Skill
3. Taking Initiative Skill and
4. Inter Personal Relationship Skill

Next Level Preference – Life Skills:Self- Management Skill & Managing Stress**Table-20: Computer Skills***Computed Table Presenting Mean Value of Priority 1 & 2 on Computer Skills*

Computer Skills	N		Mean	Std. Deviation	Variance
	Valid	Missing			
Basic Operation of Computer	24230	29033	1.8381	.36837	.136
Typing in a Computer	21831	31432	1.6062	.48859	.239
MS Office (Word, Excel, Power point)	20596	32667	1.4976	.50001	.250
Browsing Internet	19869	33394	1.2703	.44411	.197
Email Operating	15635	37628	1.1376	.34447	.119

Most Preferred Computer Skills in the order of Importance:

1. Basic Operation of a Computer
2. Typing in a Computer
3. MS Office (Word, Excel, Powerpoint)

Next Level Preference – Computer Skills:Browsing Internet & Email Operating

Table-21: Value Education Themes*Computed Table Presenting Mean Value of Priority 1 & 2 on Value Education*

Value Education	N		Mean	Std. Deviation	Variance
	Valid	Missing			
Punctuality	15646	37617	1.8237	.38112	.145
Responsibility	19814	33449	1.7104	.45359	.206
Respect to others	12296	40967	1.6388	.48036	.231
Honesty	15155	38108	1.4302	.49512	.245
Importance to Family	9976	43287	1.3167	.46520	.216
Hard Work	16986	36277	1.2526	.43453	.189
Discipline	12556	40707	1.2029	.40214	.162

Most Preferred Value Education Themes in the order of Importance:

1. Punctuality
2. Responsibility
3. Respect to Others
4. Honesty

Next Level Preference – Value Education Themes:

- Importance to Family, Hard work and Discipline

SECTION V- PRIORITIZED CATEGORIES OF SKILL DEVELOPMENT TRAINING (TECHNICAL)

This section presents information on the priorities given by the youth on the 29 major categories of skill development training.

The Table present the Mean Value of Priority 1 and Priority 2 after giving due weightage to these two priorities. By doing this, due consideration has been given to the options respondents had as their second priority.

Table-22: Categories of Skill Development Training

Computed Table Presenting Mean Value of Priority 1 and Priority 2 on Categories of Skill Development Training

Skill Development	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Agriculture& Allied Activities	8202	45061	1.8611	.34583	.120
2. Automobile/Auto Component	6778	46485	1.7440	.43644	.190
3. Banking/Insurance and Finance	7567	45696	1.7295	.44426	.197
4. Building and Construction	3618	49645	1.5987	.49023	.240
5. Food Production & Catering	5813	47450	1.5985	.49025	.240
6. Electrical	9406	43857	1.5605	.49635	.246
7. Cosmetology and Beautician	5032	48231	1.5372	.49867	.249
8. Building Hardware & Home Furnishings	2249	51014	1.4993	.50011	.250
9. Chemicals and Pharmaceuticals	2311	50952	1.4933	.50006	.250
10. Animal Husbandry	4742	48521	1.4454	.49706	.247
11. Medical/Pharmacy and Healthcare Services	2889	50374	1.4292	.49505	.245
12. ITES – BPO Services	3723	49540	1.4134	.49251	.243
13. Garments and Apparel	3117	50146	1.4010	.49019	.240
14. Tourism & Hospitality	2344	50919	1.3921	.48832	.238
15. Fabrication	1990	51273	1.3683	.48248	.233
16. ITs or Software Services	5442	47821	1.3677	.48222	.233
17. Transportation/ Logistics/ Warehousing and Packaging	418	52845	1.3541	.47880	.229
18. Gem and Jewelry	2201	51062	1.3353	.47220	.223
19. Electronics Hardware	5158	48105	1.3333	.47143	.222
20. Textile	926	52337	1.3315	.47102	.222
21. Food Processing	3044	50219	1.3249	.46841	.219
22. Handicrafts	2124	51139	1.3239	.46808	.219
23. Office Administration	3170	50093	1.3224	.46747	.219
24. Mechanical	4086	49177	1.3177	.46563	.217
25. Leather and Leather Goods	1075	52188	1.3153	.46487	.216
26. Media and Communication	3501	49762	1.3051	.46050	.212
27. Printing	1459	51804	1.2824	.45031	.203
28. Handlooms	1215	52048	1.2765	.44747	.200
29. Organized Retail	1895	51368	1.2654	.44168	.195

I Level Preference of Categories of Skill Development Training: (In the Order of Importance)

1. Agriculture & Allied Activities
2. Automobile/Auto Component
3. Banking/Insurance and Finance
4. Building & Construction
5. Food Production & Catering
6. Electrical
7. Cosmetology & Beautician
8. Building Hardware & Home Furnishing
9. Chemicals & Pharmaceuticals
10. Animal Husbandry

II Level Preference of Categories of Skill Development Training: (In the Order of Importance)

- | | |
|---|-----------------------------|
| 11. Medical/Pharmacy & Health Care Services | 18. Gem & Jewelry |
| 12. ITES/BPO Services | 19. Electronics Hardware |
| 13. Garments & Apparel | 20. Textile |
| 14. Tourism & Hospitality | 21. Food Processing |
| 15. Fabrication | 22. Handicrafts |
| 16. IT /Software Services | 23. Office Administration |
| 17. Transportation/Logistics/ Warehousing & Packaging | 24. Mechanical |
| | 25. Leather & Leather Goods |
| | 26. Media& Communication |

III Level Preference of Categories of Skill Development Training: (In the Order of Importance)

27. Printing
28. Handlooms
29. Organized Retail

SECTION VI- PRIORITIZED TRAINING AREAS IN SKILLDEVELOPMENT CATEGORY (TECHNICAL)

Each Skill Development Training Category consists of 10 specific Training Areas. Respondents have been asked to choose Priority 1 and Priority 2 of specific areas of training under automobile category. After giving due weightage to Priority 1 and Priority 2, the areas of training have been classified as - Areas of Training which have High Demand, Moderate Demand and Very Low Demand.

This will help DB Tech institutions to identify the most sought after skill development category and also the most sought after training area under each category.

As done earlier, the analysis for the specific areas of training under each of the **29 categories will be presented based on the computed score of Priority 1 and Priority 2 together.**

Rank-1:Agriculture& Allied Activities**Table-23:Prioritized Training Areas onAgriculture & Allied Activities**

Agriculture & Allied Activities	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Landscaping and Floriculture	2543	50720	1.8038	.39722	.158
2. Mushroom Cultivation	2335	50928	1.6921	.46173	.213
3. Sericulture	2154	51109	1.6467	.47810	.229
4. Organic Farming	1516	51747	1.6135	.48712	.237
5. Vermiculture and Vermicomposting	1031	52232	1.4646	.49899	.249
6. Gardening	2258	51005	1.4030	.49061	.241
7. Seed Promotion & Processing	1631	51632	1.3078	.46172	.213
8. Farming and processing of Medicinal Plants	1890	51373	1.2614	.43950	.193
9. Horticulture	1528	51735	1.2448	.43009	.185
10. Training on Biogas Installation	971	52292	1.2307	.42149	.178

Areas of Training which have High Demand:

- | | |
|-------------------------------|-------------------------|
| 1. Landscaping & Floriculture | 2. Mushroom Cultivation |
| 3. Sericulture | 4. Organic Farming |

Areas of Training which have Moderate Demand:

- | | |
|-------------------------------------|--------------|
| 5. Vermi culture & Vermi composting | 6. Gardening |
| 7. SeedPromotion & Gardening | |

Areas of Training which have Very Low Demand:

- | | |
|---|-----------------|
| 8. Farming & Processing of Medicinal Plants | 9. Horticulture |
| 10.Training on Bio Gas Installation | |

Rank -2: Auto Mobile / Auto Component**Table -24: Prioritized Training Areas on Auto Mobile / Auto Component**

Auto Mobile / Auto Component	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Four Wheeler Mechanism	3485	49778	1.8499	.35719	.128
2. Overhauling of Engine Systems (petrol/Diesel)	2260	51003	1.6115	.48752	.238
3. Two and Three Wheeler Mechanism	2442	50821	1.5061	.50006	.250
4. Overhauling of Chassis System (Light Vehicle)	1224	52039	1.4788	.49975	.250
5. Vehicle Body Painting	1208	52055	1.4545	.49813	.248
6. Repairing of Auto Air Conditioning Systems	1535	51728	1.3101	.46268	.214
7. Driving	2695	50568	1.3032	.45971	.211
8. Overhauling of 2-3 Wheelers	564	52699	1.2004	.40062	.160
9. Wheel Alignment & Balancing	593	52670	1.1855	.38903	.151
10. Denting and Painting	574	52689	1.1551	.36227	.131

Areas of Training which have High Demand:

1. Four Wheeler Mechanism
2. Overhauling of Engine Systems(Petrol/Diesel)
3. Two Wheeler & Three Wheeler Mechanism

Areas of Training which have Moderate Demand:

4. Overhauling of Chassis System (Light Vehicle)
5. Vehicle Body Painting
6. Repair of Auto Air Conditioning Systems
7. Driving

Areas of Training which have Very Low Demand:

8. Overhauling of two wheelers & Three Wheelers
9. Wheel Alignment & Balancing
10. Denting & Painting

Rank -3: Banking / Insurance and Finance

Table-25: Prioritized Training Areas on Banking / Insurance and Finance

Banking / Insurance and Finance	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Accounting Training	4044	49219	1.8066	.39499	.156
2. Banking Associate Training	3483	49780	1.6222	.48492	.235
3. Mutual Fund Associate Training	949	52314	1.5448	.49825	.248
4. Tally	3024	50239	1.4881	.49994	.250
5. Income Tax Return Filing Training	1681	51582	1.3117	.46333	.215
6. Insurance Sale Adviser Training	1345	51918	1.1933	.39504	.156
7. Claims and Recovery Assistance	746	52517	1.1635	.37010	.137
8. Sale of Banking Products	1705	51558	1.1132	.31693	.100

Areas of Training which have High Demand:

1. Accounting Training
2. Banking Associate Training
3. Mutual Fund Associate Training

Areas of Training which have Moderate Demand:

4. Tally
5. Income Tax Return Filing Training

Areas of Training which have Very Low Demand:

6. Insurance Sale Advisor Training
7. Claims & Recovery Training
8. Sale of Banking Products

Rank 4: Building and Construction

Table -26: Prioritized Training Areas on Building & Construction

Building & Construction	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Masonry	847	52416	1.8312	.37482	.140
2. Building Carpenter	1493	51770	1.7649	.42420	.180
3. Tiller (ceramic)	909	52354	1.7096	.45421	.206
4. Construction Electrician	1289	51974	1.5369	.49883	.249
5. Granite Stone Dresser	611	52652	1.5123	.50026	.250
6. Land Survey Training	915	52348	1.4240	.49447	.244
7. Fire and Safety Training	768	52495	1.2266	.41888	.175
8. JCB Operator	712	52551	1.2037	.40300	.162
9. Flooring Mason	649	52614	1.1972	.39821	.159
10. Earth Work Excavator	666	52597	1.1667	.37296	.139

Areas of Training which have High Demand:

1. Masonry
2. Building Carpenter
3. Tiller (Ceramic)

Areas of Training which have Moderate Demand:

4. Construction Electrician
5. Granite Stone Dresser
6. Land Survey Training

Areas of Training which have Very Low Demand:

7. Fire & Safety Training
8. JCB Operator
9. Flooring Mason
10. Earth Work Excavator

Rank- 5: Food Production & Catering

Table -27: Prioritized Training Areas on Food Production and Catering

Food Production and Catering	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Line Cooking & Dishes	1951	51312	1.8503	.35684	.127
2. Soup Appetizers & Starters	1110	52153	1.7162	.45104	.203
3. Salads & Dressing	1234	52029	1.7026	.45730	.209
4. Preparation of Snacks Items	1432	51831	1.5740	.49466	.245
5. Cakes & Pastries	1781	51482	1.5531	.49732	.247
6. Desserts & Sweets	783	52480	1.3359	.47260	.223
7. Ice Creams	1784	51479	1.3089	.46215	.214
8. Home Made Chocolates	1132	52131	1.2005	.40057	.160
9. Cocktails & Mocktails	628	52635	1.1879	.39094	.153
10. Training in Bakery/confectionary	1367	51896	1.2399	.42720	.183

Areas of Training which have High Demand:

1. Line Cooking & Dishes
2. Soup Appetizers & Starters
3. Salads & Dressing

Areas of Training which have Moderate Demand:

4. Preparation of Snacks Items
5. Cakes & Pastries
6. Desserts & Sweets

Areas of Training which have Very Low Demand:

7. Ice Creams
8. Home Made Chocolates
9. Cocktails & Mocktails
10. Bakery & Confectionary

Rank 6: Electrical

Table –28: Prioritized Training Areas on Electrical

Electrical	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Basic Electrical Training	4464	48799	1.8539	.35320	.125
2. House Wiring Training	5070	48193	1.5980	.49034	.240
3. Rewinding of AC or DC Motors	2022	51241	1.5262	.49944	.249
4. Line Man Training	2764	50499	1.4711	.49925	.249
5. Inverter and UPS Maintenance	1273	51990	1.3991	.48990	.240
6. Lights-Production Manufacturing Training	1198	52065	1.3698	.48295	.233
7. Maintenance and Repair of PA and Audio Systems	1263	52000	1.2399	.42719	.182
8. Maintenance of Air Conditioner and Refrigeration	1401	51862	1.1649	.37121	.138
9. AC Mechanic	2270	50993	1.2066	.40496	.164
10. Elevator Installation and Maintenance	882	52381	1.2029	.40242	.162

Areas of Training which have High Demand:

1. Basic Electrical Training
2. House Wiring Training
3. Rewinding of AC/DC Motors

Areas of Training which have Moderate Demand:

4. Line Man Training
5. Inverter & UPS Maintenance
6. Lights Production Maintenance Training

Areas of Training which have Very Low Demand:

7. Maintenance & Repair of PA & Audio Systems
8. Maintenance of Air Conditioner & Refrigeration
9. AC Mechanic
10. Elevator Installation & Maintenance

Rank 7: Cosmetology and Beautician

Table –29: Prioritized Training Areas on Cosmetology & Beautician

Cosmetology & Beautician	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Beautician	3424	49839	1.8350	.37125	.138
2. Makeup & Hair Stylist	3307	49956	1.5319	.49906	.249
3. Mehandi Work	1582	51681	1.4223	.49407	.244
4. Massage/SPA Therapists	802	52461	1.3292	.47021	.221
5. Training in Pedicure	789	52474	1.2421	.42861	.184
6. Training in Hair Cutting	2040	51223	1.1167	.32110	.103

Areas of Training which have High Demand:

1. Beautician
2. Make Up & Hair Stylist

Areas of Training which have Moderate Demand:

3. Mehandi Work

Areas of Training which have Very Low Demand:

4. Massage/SPA Therapists
5. Training in Pedicure
6. Training in Hair Cutting

Rank 8: Building Hardware and Home Furnishings

Table –30: Prioritized Training Areas on Building Hardware & Home Furnishing

Building Hardware & Home Furnishing	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Wall Painter	762	52501	1.7979	.40183	.161
2. Spray Painter	801	52462	1.6767	.46805	.219
3. Wood Painter	812	52451	1.6638	.47270	.223
4. Interior Decoration	835	52428	1.6467	.47828	.229
5. False Ceiling Fitter	381	52882	1.4567	.49878	.249
6. Bar Bending	489	52774	1.3681	.48278	.233
7. Ceramic and Crystal Water Falls Making	405	52858	1.2494	.43319	.188
8. Plumbing and Sanitary Fitter	414	52849	1.2391	.42707	.182
9. Pot Ceramic Works	413	52850	1.1574	.36461	.133
10. Tower Crane Operator	517	52746	1.1393	.34656	.120

Areas of Training which have High Demand:

1. Wall Painter
2. Spray Painter
3. Wood Painter
4. Interior Decoration

Areas of Training which have Moderate Demand:

5. False Ceiling Fitter
6. Bar Bending
7. Ceramic & Crystal Water Falls Making
8. Plumbing & Sanitary Fitter

Areas of Training which have Very Low Demand:

9. Pot Ceramic Works
10. Tower Crane Operator

Rank 9: Chemicals and Pharmaceuticals

Table- Prioritized Training Areas on Chemicals & Pharmaceuticals

Chemicals & Pharmaceuticals	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Process Attendant Training	933	52330	1.7610	.42671	.182
2. Lab Attendant Training	1617	51646	1.7699	.42100	.177
3. Instrument Attendant Training	802	52461	1.5773	.49430	.244
4. Industrial Chemical Manufacturing Assistant	1317	51946	1.3219	.46740	.218
5. Instrumentation and Control Attendant	1312	51951	1.1212	.32647	.107

Areas of Training which have High Demand:

1. Process Attendant Training
2. Lab Attendant Training

Areas of Training which have Moderate Demand:

3. Instrument Attendant Training

Areas of Training which have Very Low Demand:

4. Industrial Chemical Manufacturing Assistant
5. Instrumentation & Control Attendant

Rank 10: Animal Husbandry

Table -32: Prioritized Training Areas on Animal Husbandry

Animal Husbandry	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Poultry	1993	51270	1.7943	.40433	.163
2. Goat Farming	1661	51602	1.6604	.47370	.224
3. Dairy Farming	1918	51345	1.6225	.48488	.235
4. Aqua Culture	917	52346	1.4875	.50012	.250
5. Training in Artificial Insemination	724	52539	1.4558	.49839	.248
6. Para Veterinarian – Extension Work	716	52547	1.2891	.45366	.206
7. Milk Testing and Processing	970	52293	1.2082	.40626	.165
8. Piggery	1213	52050	1.2061	.40467	.164
9. Fodder Promotion	655	52608	1.1634	.36998	.137

Areas of Training which have High Demand:

1. Poultry
2. Goat Farming
3. Dairy Farming

Areas of Training which have Moderate Demand:

4. Aqua Culture
5. Artificial Insemination

Areas of Training which have Very Low Demand:

6. Para Veterinarian Extension Work
7. Milk Testing & Processing
8. Piggery
9. Fodder Promotion

Rank- 11: Medical Pharmacy and Healthcare Services

Table –33: Prioritized Training Areas on Medical Pharmacy and Healthcare Services

Medical Pharmacy and Healthcare Services	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Home Nursing Services	1953	51310	1.8223	.38234	.146
2. Dietician Assistant	748	52515	1.6671	.47156	.222
3. Midwifery Assistant	623	52640	1.6340	.48209	.232
4. Operation Theatre Assistant	1305	51958	1.6146	.48689	.237
5. Health Care Multipurpose Worker	1835	51428	1.4054	.49111	.241
6. Lab Technician	1481	51782	1.3774	.48491	.235
7. ECG Technician	652	52611	1.2009	.40100	.161
8. Dialysis Technician	390	52873	1.1923	.39462	.156
9. X- Ray Technician	957	52306	1.1797	.38416	.148

Areas of Training which have High Demand:

1. Home Nursing Services
2. Dietician Assistant
3. Midwifery Assistant
4. Operation Theatre Assistant

Areas of Training which have Moderate Demand:

5. Health Care Multipurpose Worker
6. Lab Technician

Areas of Training which have Very Low Demand:

7. ECG Technician
8. Dialysis Technician
9. X –Ray Technician

Rank -12: ITES - BPO Services

Table -34: Prioritized Training Areas on ITES - BPO Services

ITES - BPO Services	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Domestic BPO	1784	51479	1.8122	.39065	.153
2. BPO Voice Training	1668	51595	1.6235	.48465	.235
3. BPO Non Voice Training	1578	51685	1.6008	.48990	.240
4. E-Commerce/E-Marketing	931	52332	1.5328	.49919	.249
5. Print Publishing	758	52505	1.3668	.48224	.233
6. Data Entry	2099	51164	1.1910	.39322	.155
7. E-Publishing	547	52716	1.1572	.36434	.133

Areas of Training which have High Demand:

1. Domestic BPO
2. BPO Voice Training
3. BPO Non –Voice Training

Areas of Training which have Moderate Demand:

4. E- Commerce/E-Marketing
5. Print Publishing
6. Data Entry

Areas of Training which have Very Low Demand:

6. E -Publishing

Rank -13: Garments and Apparel

Table -35: Prioritized Training Areas on Garments and Apparel

Garments and Apparel	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Machine Embroidery Operator	1183	52080	1.8191	.38509	.148
2. Tailoring	2142	51121	1.7260	.44613	.199
3. Industrial Sewing machine operator	688	52575	1.5305	.49943	.249
4. Training on Garment Cutting	1043	52220	1.5149	.50002	.250
5. Dyeing and Printing	521	52742	1.4031	.49099	.241
6. Fashion Designing	1682	51581	1.3169	.46540	.217
7. Mechanic - Garment Machines	275	52988	1.2618	.44043	.194
8. Kaza and Button Operator	267	52996	1.2210	.41568	.173
9. Computer Aided Textile Designing	628	52635	1.1513	.35860	.129
10. Boutique Management and Training	399	52864	1.0752	.26403	.070

Areas of Training which have High Demand:

1. Machine Embroidery Operator
2. Tailoring

Areas of Training which have Moderate Demand:

3. Industrial Sewing Machine Operator
4. Garment Cutting
5. Dyeing & Printing
6. Fashion Designing

Areas of Training which have Very Low Demand:

7. Mechanic - Garment Machines
8. Kaza and Button Operator
9. Computer Aided Textile Designing
10. Boutique Management and Training

Rank 14: Tourism & Hospitality

Table -36: Prioritized Training Areas on Tourism & Hospitality

Tourism & Hospitality	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Food and Beverage Services	2661	50602	1.8275	.37788	.143
2. Tourism and Travel Management	2973	50290	1.6620	.47312	.224
3. House Keeping Operations	2291	50972	1.5295	.49924	.249
4. Facility Management	1562	51701	1.3438	.47512	.226
5. Front Office Management	2194	51069	1.2325	.42249	.178
6. Rural Tourism	1835	51428	1.1918	.39384	.155

Areas of Training which have High Demand:

1. Food & Beverage Services
2. Tourism & Travel Management
3. House Keeping Operations

Areas of Training which have Moderate Demand:

4. Facility Management
5. Front Office Management

Areas of Training which have Very Low Demand:

6. Rural Tourism

Rank-15: IT /Software Services

Table –37: Prioritized Training Areas on ITES /Software Services

ITES /Software Services	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Computer Fundamentals	2115	51148	1.8657	.34103	.116
2. Computer Hardware Training	3414	49849	1.6725	.46936	.220
3. Computer Networking	2972	50291	1.5188	.49973	.250
4. Web Designing	2005	51258	1.4539	.49799	.248
5. 3D Animation Training	1613	51650	1.3844	.48660	.237
6. ORACLE and JAVA Programming	950	52313	1.2989	.45804	.210
7. AUTOCAD	812	52451	1.2007	.40080	.161
8. Software Testing	1951	51312	1.1430	.35017	.123

Areas of Training which have High Demand:

1. Computer Fundamentals
2. Computer Hardware Training
3. Computer Networking

Areas of Training which have Moderate Demand:

4. Web Designing
5. 3 D Animation

Areas of Training which have Very Low Demand:

6. Oracle & Java Programming
7. AutoCAD
8. Software Testing

Rank 16: Gem and Jewelry

Table -38: Prioritized Training Areas on Gem and Jewelry

Gem and Jewelry	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Gem Cutting Training	728	52535	1.7912	.40672	.165
2. Jeweler Designer	1655	51608	1.7178	.45019	.203
3. Training in Enameling	619	52644	1.7157	.45146	.204
4. Stone Setting Training	951	52312	1.6320	.48252	.233
5. Gem Appraisal Training	317	52946	1.3912	.48878	.239
6. Gemologist Training	335	52928	1.2299	.42137	.178
7. Appraiser – Gold Jewelry	577	52686	1.1906	.39315	.155
8. Jewelry CAD Designing	862	52401	1.1311	.33770	.114
9. Training on Embossing	508	52755	1.1004	.30082	.090

Areas of Training which have High Demand:

1. Gem Cutting Training
2. Jeweler Designer
3. Training in Enameling

Areas of Training which have Moderate Demand:

4. Stone Setting Training
5. Gem Appraisal Training

Areas of Training which have Very Low Demand:

7. Gemologist Training
8. Appraiser –Gold Jewelry
9. Jewelry CAD Designing
10. Training on Embossing

Rank 17: Electronics Hardware

Table -39: Prioritized Training Areas on Electronics Hardware

Electronics Hardware	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Tablet PC (TAB) Training	1257	52006	1.8290	.37670	.142
2. Laptop Service Training	3684	49579	1.7557	.42973	.185
3. Printer Service Training	1085	52178	1.5668	.49574	.246
4. Monitor & SMPS Service Training	1183	52080	1.5165	.49994	.250
5. LCD/TFT Monitor Training	1026	52237	1.3519	.47778	.228
6. CCTV Camera Training	1028	52235	1.3268	.46929	.220
7. Home Appliance Training	1060	52203	1.2274	.41932	.176
8. Cell Phone – Repair and Maintenance	1476	51787	1.2730	.44567	.199
9. Photo Copier and Fax Machinery Repair	806	52457	1.1489	.35619	.127
10. DTH Installation and Servicing	551	52712	1.1434	.35077	.123

Areas of Training which have High Demand:

1. Tablet PC (TAB)
2. Laptop Service

Areas of Training which have Moderate Demand:

3. Printer Service
4. Monitor & SMPS Service
5. LCD/TFT Monitor
6. CCTV Camera Training
7. Home Appliance Training
8. Cell Phone – Repair and Maintenance

Areas of Training which have Very Low Demand:

1. Photo Copier and Fax Machinery Repair
2. DTH Installation and Servicing

Rank 18: Food Processing

Table -40: Prioritized Training Areas on Food Processing

Areas on Food Processing	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Basic Food Preservation Training	1880	51383	1.8287	.37685	.142
2. Training on Agro Products	1184	52079	1.6529	.47626	.227
3. Fruit & Vegetables Processor	1565	51698	1.6179	.48606	.236
4. Training on Food & Beverages	1048	52215	1.4342	.49588	.246
5. Meat Processor	808	52455	1.3441	.47535	.226
6. Fish Processor/Dryer	695	52568	1.2058	.40454	.164
7. Poultry Processor	656	52607	1.1707	.37656	.142
8. Training on Dairy Products	999	52264	1.1471	.35443	.126

Areas of Training which have High Demand:

1. Basic Food Preservation Training
2. Training on Agro Products
3. Fruits & Vegetables Processing

Areas of Training which have Moderate Demand:

4. Food & Beverages
5. Meat Processor
6. Fish Processor

Areas of Training which have Very Low Demand:

7. Poultry Processor
8. Training on Dairy Products

Rank 19 Handicrafts**Table -41: Prioritized Training Areas on Handicrafts**

Areas on Handicrafts	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Toy Making Training	1424	51839	1.7985	.40129	.161
2. Paper Plates, Cup, Bag, Envelops Making	1119	52144	1.6273	.48373	.234
3. Beads Work – Ornaments	1026	52237	1.5926	.49159	.242
4. Brassware Work	475	52788	1.5347	.49932	.249
5. Glassware Work	573	52690	1.3647	.48178	.232
6. Artificial Flower Making	1308	51955	1.3135	.46408	.215
7. Bonsai Making	426	52837	1.2207	.41518	.172
8. Bamboo & Banana Fiber Fabrications	695	52568	1.1583	.36526	.133

Areas of Training which have High Demand:

1. Toy Making Training
2. Paper Plates, Cups, Bags, Envelopes Making
3. Beads Work-Ornaments

Areas of Training which have Moderate Demand:

4. Brassware Work
5. Glassware Work
6. Artificial Flower Making

Areas of Training which have Very Low Demand:

7. Bonsai Making
8. Bamboo & Banana Fiber Fabrications

Rank 20: Office Administrations

Table -42: Prioritized Training Areas on Office Administration

Areas on Office Administration	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Secretarial Practice	1693	51570	1.7342	.44189	.195
2. Front Office/ Receptionist Training	2611	50652	1.6817	.46589	.217
3. Computer Operator Training	3662	49601	1.6802	.46645	.218
4. Office Accountant / Clerk Training	3196	50067	1.2769	.44754	.200
5. Typist and Steno Training	1996	51267	1.0997	.29967	.090

Areas of Training which have High Demand:

1. Secretarial Practice
2. Front Office /Receptionist Training
3. Computer Operator Training

Areas of Training which have Moderate Demand:

4. Office Accountant / Clerk Training

Areas of Training which have Very Low Demand:

5. Typist and Steno Training

Rank 21: Mechanical

Table -43: Prioritized Training Areas on Mechanical

Mechanical	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Fitter	3455	49808	1.8101	.39225	.154
2. Machinist	4041	49222	1.6496	.47716	.228
3. Grinder / Turner	1167	52096	1.4970	.50021	.250
4. CNC Operator	2227	51036	1.3502	.47715	.228
5. CAD / CAM/ Auto CAD	1516	51747	1.2724	.44536	.198
6. Carpenter	1481	51782	1.2316	.42200	.178
7. Plumber	1613	51650	1.1476	.35476	.126

Areas of Training which have High Demand:

1. Fitter
2. Machinist

Areas of Training which have Moderate Demand:

3. Grinder/Turner
4. CNC Operator
5. CAD/CAM/Auto CAD
6. Carpenter

Areas of Training which have Very Low Demand:

7. Plumber

Rank 22:Media and Communication

Table -44: Prioritized Training Areas on Media and Communication

Media and Communication	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Digital Camera Photography	2086	51177	1.7929	.40532	.164
2. Mass Communication	2235	51028	1.7159	.45109	.203
3. Videographer	1853	51410	1.6319	.48241	.233
4. Digital Audio Recording	912	52351	1.4978	.50027	.250
5. Lighting Assistant	542	52721	1.3469	.47641	.227
6. Sound Engineering	1426	51837	1.3198	.46655	.218
7. Multimedia Video Recording and Editing	2458	50805	1.2189	.41357	.171
8. Digital banner Designing	1023	52240	1.2092	.40693	.166

Areas of Training which have High Demand:

1. Digital Camera Photography
2. Mass Communication
3. Videographer

Areas of Training which have Moderate Demand:

4. Digital Audio Recording
5. Lighting Assistant
6. Sound Engineering
7. Multimedia Video Recording and Editing
8. Digital banner Designing

Rank 23: Printing

Table -45: Prioritized Training Areas on Printing

Printing	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Graphic Designer	1708	51555	1.8179	.38603	.149
2. Plate Making	1088	52175	1.7436	.43686	.191
3. CTP	672	52591	1.6726	.46961	.221
4. Off Set Printing	1119	52144	1.5022	.50022	.250
5. Binder/ Folding/ Lamination	490	52773	1.4000	.49040	.240
6. Screen Printing	1328	51935	1.2922	.45493	.207
7. Machine Maintenance	781	52482	1.2010	.40102	.161
8. Digital Press Operator	988	52275	1.1326	.33930	.115

Areas of Training which have High Demand:

1. Graphic Designer
2. Plate Making
3. CTP
4. Off Set Printing

Areas of Training which have Moderate Demand:

5. Binder/ Folding/ Lamination
6. Screen Printing

Areas of Training which have Very Low Demand:

7. Machine Maintenance
8. Digital Press Operator

Rank 24: Organized Retail

Table -46: Prioritized Training Areas on Organized Retail

Organized Retail	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Sales Person Training	1603	51660	1.8734	.33267	.111
2. Retail Operations Training	1555	51708	1.6039	.48925	.239
3. Billing Services Training	1079	52184	1.4930	.50018	.250
4. FMCG Sales Representative Training	814	52449	1.2629	.44048	.194
5. Inventory Management Training	1375	51888	1.0996	.29962	.090

Areas of Training which have High Demand:

1. Sales Persons Training
2. Retail Operations Training

Areas of Training which have Moderate Demand:

4. Billing Services Training

Areas of Training which have Very Low Demand:

5. FMCG Sales Representative Training
6. Inventory Management Training

Rank 25: Fabrication

Table -47: Prioritized Training Areas on Fabrication

Fabrication	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Welder – MIG/TIG	1225	52038	1.8710	.33531	.112
2. Fitter (Artisans)	1151	52112	1.5404	.49858	.249
3. Structural Fabrication	580	52683	1.6448	.47898	.229
4. Basic Sheet Metal Work	684	52579	1.5482	.49803	.248
5. Pipe Fabrication	561	52702	1.3262	.46924	.220
6. Plastic Mold Assistance	320	52943	1.2313	.42229	.178
7. Plastic Blow Molding	352	52911	1.2017	.40184	.161
8. Machinist/Turner (Artisans)	566	52697	1.2032	.40272	.162
9. Milling	392	52871	1.0995	.29970	.090

Areas of Training which have High Demand:

1. Welder – MIG/TIG
2. Fitter (Artisans)
3. Structural Fabrication
4. Basic Sheet Metal Work

Areas of Training which have Moderate Demand:

5. Pipe Fabrication
6. Plastic Mold Assistance
7. Plastic Blow Molding

Areas of Training which have Very Low Demand:

8. Machinist/Turner (Artisans)
9. Milling

Rank 26: Handlooms

Table -48: Prioritized Training Areas on Handlooms

Handlooms	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Carpet Making	1004	52259	1.7281	.44517	.198
2. Hand Embroidery	1298	51965	1.6857	.46443	.216
3. Spinning	677	52586	1.4003	.49032	.240
4. Jute Works	628	52635	1.2548	.43608	.190
5. Coir Works	647	52616	1.1267	.33294	.111

Areas of Training which have High Demand:

1. Carpet Making
2. Hand Embroidery

Areas of Training which have Moderate Demand:

3. Spinning

Areas of Training which have Very Low Demand:

4. Jute Works
5. Coir Works

Rank- 27: Leather and Leather Goods

Table -49: Prioritized Training Areas on Leather and Leather Goods

Leather and Leather Goods	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Leather Garments Making	437	52826	1.8261	.37947	.144
2. Leather Foot Wear	764	52499	1.7107	.45372	.206
3. Leather Sports Goods Maker	567	52696	1.6737	.46926	.220
4. Leather Foot Wear Machine Operator	472	52791	1.5297	.49965	.250
5. Leather and Rexene Goods Maker	338	52925	1.3373	.47348	.224
6. Pattern & Template Maker – Leather & Sports	421	52842	1.1758	.38108	.145
7. Shoe Upper Designing and Closing	613	52650	1.1354	.34243	.117

Areas of Training which have High Demand:

1. Leather Garments Making
2. Leather Foot Wear
3. Leather Sports Goods Maker

Areas of Training which have Moderate Demand:

4. Leather Foot Wear Machine Operator
5. Leather and Rexene Goods Maker

Areas of Training which have Very Low Demand:

6. Pattern & Template Maker – Leather & Sports
7. Shoe Upper Designing and Closing

Rank -28: **Textile**

Table -50: Prioritized Training Areas onTextile

Textile	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Textile Designers	1230	52033	1.8683	.33831	.114
2. Silk Weaving	688	52575	1.7035	.45705	.209
3. Wool Weaving	535	52728	1.6393	.48067	.231
4. Cotton Ginning	406	52857	1.4951	.50059	.251
5. Training on Doubling	275	52988	1.2873	.45331	.205
6. Cotton Spinning	383	52880	1.2846	.45181	.204
7. Training on Winding	322	52941	1.1646	.37139	.138
8. Training in Knitting	547	52716	1.1536	.36086	.130
9. Loom Operator Training	362	52901	1.1492	.35675	.127
10. Training on Reeling	270	52993	1.1444	.35219	.124

Areas of Training which have High Demand:

1. Textile Designers
2. Silk Weaving
3. Wool Weaving

Areas of Training which have Moderate Demand:

4. Cotton Ginning
5. Training on Doubling
6. Cotton Spinning

Areas of Training which have Very Low Demand:

7. Training on Winding
8. Training in Knitting
9. Loom Operator Training
10. Training on Reeling

Rank 29: Transportation / Logistics / Warehousing and Packaging

Table-51: Prioritized Training Areas on Transportation / Logistics / Warehousing and Packaging

Transportation / Logistics / Warehousing and Packaging	N		Mean	Std. Deviation	Variance
	Valid	Missing			
1. Courier Services	627	52636	1.8118	.39118	.153
2. Marketing Executive	677	52586	1.7548	.43052	.185
3. Fork Lift Operator	430	52833	1.7512	.43284	.187
4. Packing & Dispatch Operator	475	52788	1.4526	.49828	.248
5. Ware Housing Operator	399	52864	1.3133	.46441	.216
6. Security Services	596	52667	1.2500	.43338	.188
7. Shipping and Forwarding Training	726	52537	1.1887	.39154	.153

Areas of Training which have High Demand:

1. Courier Services
2. Marketing Executive
3. Fork Lift Operator

Areas of Training which have Moderate Demand:

4. Packing & Dispatch Operator
5. Ware Housing Operator
6. Security Services
7. Shipping and Forwarding Training

SECTION VII: INFERENTIAL STATISTICS OF INDEPENDENT VARIABLES WITH PRIORITIZED CATEGORIES OF SKILL DEVELOPMENT TRAINING (TECHNICAL)

This section consists of inferential statistics between the independent variables in Sample Characteristics (gender, domicile, age and education) and the prioritized categories of skill development training (technical).

Table - 52: Prioritized Categories of Skill Development Training by Gender

Categories	Gender	N	Mean	Std. Deviation	t-test for Equality of Means		
					t	df	Sig.
Agriculture	Male	5424	1.8660	.34072	1.861	8040	.063
	Female	2618	1.8506	.35650			
Animal Husbandry	Male	3308	1.4256	.49451	-4.375	4647	.000
	Female	1341	1.4959	.50017			
Automobile/Auto Component	Male	5543	1.7386	.43944	-1.741	6617	.082
	Female	1076	1.7639	.42486			
Banking/Insurance and Finance	Male	4020	1.6993	.45864	-6.474	7452	.000
	Female	3434	1.7659	.42352			
Building and Construction	Male	2858	1.5969	.49060	-1.160	3555	.246
	Female	699	1.6209	.48551			
Building Hardware & Home Furnishings	Male	1714	1.4883	.50001	-1.731	2202	.084
	Female	490	1.5327	.49944			
Food Production & Catering	Male	2830	1.5544	.49712	-6.455	5667	.000
	Female	2839	1.6383	.48059			
Chemicals and Pharmaceuticals	Male	1342	1.4985	.50018	.515	2259	.607
	Female	919	1.4875	.50012			
Cosmetology and Beautician	Male	1040	1.4558	.49828	-5.996	4969	.000
	Female	3931	1.5597	.49649			
Electrical	Male	7996	1.5742	.49450	5.691	9281	.000
	Female	1287	1.4895	.50008			
Electronics Hardware	Male	4161	1.3290	.46991	-2.182	5067	.029
	Female	908	1.3667	.48218			
Fabrication	Male	1510	1.3629	.48100	-.421	1952	.674
	Female	444	1.3739	.48438			
Food Processing	Male	1546	1.3150	.46467	-1.017	2991	.309
	Female	1447	1.3324	.47124			
Garments and Apparel	Male	944	1.3686	.48269	-2.353	3079	.019
	Female	2137	1.4137	.49260			
Gem and Jewelry	Male	948	1.3597	.48017	2.108	2162	.035
	Female	1216	1.3166	.46535			
Handicrafts	Male	934	1.3308	.47077	.678	2087	.498
	Female	1155	1.3169	.46546			
Handlooms	Male	533	1.3077	.46197	2.286	1199	.022
	Female	668	1.2485	.43247			

ITES – BPO Services	Male	2090	1.3751	.48427	5.760	3608	.000
	Female	1520	1.4704	.49929			
ITs or Software Services	Male	3557	1.3694	.48271	.444	5361	.657
	Female	1806	1.3632	.48106			
Leather and Leather Goods	Male	646	1.3220	.46760	.672	1038	.502
	Female	394	1.3020	.45972			
Mechanical	Male	3529	1.3185	.46596	.466	4014	.641
	Female	487	1.3080	.46214			
Media and Communication	Male	2051	1.3086	.46204	.824	3440	.410
	Female	1391	1.2955	.45642			
Medical/Pharmacy & Healthcare Services	Male	1046	1.3767	.48478	4.517	2826	.000
	Female	1782	1.4635	.49881			
Office Administration	Male	1689	1.3280	.46963	.689	3128	.491
	Female	1441	1.3164	.46525			
Organized Retail	Male	1101	1.3070	.46146	4.850	1855	.000
	Female	756	1.2063	.40495			
Printing	Male	985	1.3025	.45959	2.932	1423	.003
	Female	440	1.2273	.41955			
Textile	Male	486	1.3025	.45980	2.193	907	.029
	Female	423	1.3712	.48369			
Tourism & Hospitality	Male	1420	1.3746	.48420	2.088	2310	.037
	Female	892	1.4182	.49353			
Transportation/ Logistics/ Warehousing & Packaging	Male	308	1.3539	.47896	-.034	410	.973
	Female	104	1.3558	.48106			

1. **Female youth prefer the following categories of training more than the male youth.** The results are statistically significant – Areas: Animal husbandry, Banking/Insurance & Finance, Food Production & Catering, Cosmetology & Beautician, Electronics Hardware, Garments & Apparel, ITES-BPO Services, Medical Pharmacy & Healthcare Services, Textile and Tourism & Hospitality.
2. **Male youth prefer the following categories of training more than female youth.** The results are statistically significant – Areas: -Electrical, Gem & Jewelry, handlooms, Organized Retail and Printing

Female youth have identified 10 categories of training which are more important to them than male youth. By doing this, they have not only expressed their clarity of choice and also their interest in a big way to take to Short Term Skill Development Training.

Most of the categories of training chosen by male and female youth fit into the conventional way of choosing a career.

Table-53: Prioritized Categories of Skill Development Training by Domicile

Group Statistics	Domicile	N	Mean	Std. Deviation	Independent Samples Test		
					t	df	Sig.
Agriculture	Rural	6008	1.8607	.34630	.218	7931	.827
	Urban	1925	1.8587	.34842			
Animal Husbandry	Rural	3524	1.4319	.49541	-4.372	4554	.000
	Urban	1032	1.5087	.50017			
Automobile/Auto Component	Rural	4892	1.7420	.43756	-.136	6560	.892
	Urban	1670	1.7437	.43671			
Banking/Insurance and Finance	Rural	4960	1.7272	.44543	-.503	7353	.615
	Urban	2395	1.7328	.44260			
Building and Construction	Rural	2441	1.5813	.49344	-3.413	3513	.001
	Urban	1074	1.6425	.47950			
Building Hardware & Home Furnishings	Rural	1533	1.5029	.50015	.966	2156	.334
	Urban	625	1.4800	.50000			
Food Production & Catering	Rural	3626	1.5488	.49768	-9.608	5611	.000
	Urban	1987	1.6794	.46682			
Chemicals and Pharmaceuticals	Rural	1433	1.5080	.50011	1.599	2212	.110
	Urban	781	1.4725	.49956			
Cosmetology and Beautician	Rural	3060	1.5271	.49935	-1.015	4847	.310
	Urban	1789	1.5422	.49836			
Electrical	Rural	6590	1.5413	.49833	-5.766	9124	.000
	Urban	2536	1.6080	.48828			
Electronics Hardware	Rural	3378	1.3292	.46999	-.953	5007	.341
	Urban	1631	1.3427	.47477			
Fabrication	Rural	1261	1.3727	.48372	.824	1904	.410
	Urban	645	1.3535	.47842			
Food Processing	Rural	1966	1.3184	.46598	-1.148	2939	.251
	Urban	975	1.3395	.47378			
Garments and Apparel	Rural	1976	1.4099	.49194	1.416	2997	.157
	Urban	1023	1.3832	.48640			
Gem and Jewelry	Rural	1264	1.3394	.47369	.140	2115	.889
	Urban	853	1.3365	.47278			
Handicrafts	Rural	1320	1.3159	.46505	-1.335	2040	.182
	Urban	722	1.3449	.47566			
Handlooms	Rural	775	1.2839	.45117	.651	1168	.515
	Urban	395	1.2658	.44233			
ITES – BPO Services	Rural	2171	1.4450	.49708	4.974	3510	.000
	Urban	1341	1.3602	.48023			
ITs or Software	Rural	3268	1.3553	.47867	-2.575	5258	.010

Services	Urban	1992	1.3906	.48800			
Leather and Leather Goods	Rural	610	1.3361	.47275	1.650	1019	.099
	Urban	411	1.2871	.45296			
Mechanical	Rural	2657	1.3052	.46059	-2.836	3982	.005
	Urban	1327	1.3497	.47704			
Media and Communication	Rural	2151	1.2971	.45707	-.809	3406	.418
	Urban	1257	1.3103	.46279			
Medical/Pharmacy and Healthcare Services	Rural	1838	1.4151	.49288	-2.287	2792	.022
	Urban	956	1.4603	.49868			
Office Administration	Rural	1972	1.3372	.47288	2.611	3065	.009
	Urban	1095	1.2913	.45458			
Organized Retail	Rural	1370	1.2380	.42599	-4.690	1823	.000
	Urban	455	1.3495	.47732			
Printing	Rural	992	1.2520	.43439	-3.977	1418	.000
	Urban	428	1.3551	.47912			
Textile	Rural	638	1.3417	.47465	.963	883	.336
	Urban	247	1.3077	.46248			
Tourism & Hospitality	Rural	1540	1.3994	.48992	.848	2263	.397
	Urban	725	1.3807	.48589			
Transportation/Logistics/Warehousing and Packaging	Rural	277	1.3502	.47789	-.234	402	.815
	Urban	127	1.3622	.48254			

1. **Urban youth prefer the following categories of training more than the rural youth.** The results are statistically significant – Areas: Animal husbandry, Building & Construction, Food Production & Catering, Electrical, Its/Software Services, Mechanical, Medical Pharmacy & Healthcare Services, Organized Retail and Printing.
2. **Rural youth prefer the following categories of training more than urban youth.** The results are statistically significant – Areas: - ITES/BPO Services& Office Administration.

Interestingly ITES/BPO services are not preferred by youth from urban areas. The initial craze might be over. In fact it is the rural youth who prefer ITES/BPO services more than urban youth.

Table No -54: Prioritized Categories of Skill Development Training by Age

Descriptives		N	Mean	Std. Deviation	Scheffe
Agriculture	Below 18	2866	1.8524	.35476	F=1.464 (P>.05)
	18 - 21	2383	1.8649	.34193	
	21 and 30	2585	1.8673	.33930	
	Total	7834	1.8611	.34585	
Animal Husbandry	Below 18	1285	1.4490	.49759	F=.036 (P>.05)
	18 - 21	1385	1.4455	.49720	
	21 and 30	1839	1.4443	.49702	
	Total	4509	1.4460	.49713	
Automobile/Auto Component	Below 18	2298	1.7315	.44327	F=3.528 (P>.05)
	18 - 21	2295	1.7630	.42536	
	21 and 30	1839	1.7346	.44165	
	Total	6432	1.7436	.43666	
Banking/Insurance and Finance	Below 18	2909	1.7480	.43422	F=3.165 (P>.05)
	18 - 21	2358	1.7205	.44884	
	21 and 30	2036	1.7225	.44788	
	Total	7303	1.7320	.44293	
Building and Construction	Below 18	1141	1.5644	.49605	F=7.816 3 vs 1 & 2 (P<.05)
	18 - 21	1107	1.5917	.49174	
	21 and 30	1220	1.6426	.47942	
	Total	3468	1.6006	.48984	
Building Hardware & Home Furnishings	Below 18	591	1.5042	.50041	F=1.043 (P>.05)
	18 - 21	742	1.4798	.49993	
	21 and 30	812	1.5160	.50005	
	Total	2145	1.5002	.50012	
Food Production & Catering	Below 18	1994	1.5502	.49760	F=16.802 1 vs 2 & 3 2 vs 3 (P<.05)
	18 - 21	1803	1.5951	.49101	
	21 and 30	1725	1.6435	.47911	
	Total	5522	1.5940	.49113	
Chemicals and Pharmaceuticals	Below 18	746	1.4866	.50016	F=.641 (P>.05)
	18 - 21	721	1.5132	.50017	
	21 and 30	735	1.4884	.50021	
	Total	2202	1.4959	.50010	
Cosmetology and Beautician	Below 18	1672	1.5269	.49942	F=1.138 (P>.05)
	18 - 21	1606	1.5523	.49741	
	21 and 30	1545	1.5333	.49905	
	Total	4823	1.5374	.49865	

Electrical	Below 18	3007	1.5600	.49647	F=3.080 2 vs 3 (P<.05)
	18 - 21	2991	1.5737	.49462	
	21 and 30	2971	1.5419	.49832	
	Total	8969	1.5586	.49658	
Electronics Hardware	Below 18	1653	1.3479	.47643	F=2.653 (P>.05)
	18 - 21	1691	1.3140	.46426	
	21 and 30	1611	1.3451	.47556	
	Total	4955	1.3354	.47218	
Fabrication	Below 18	509	1.3654	.48202	F=.374 (P>.05)
	18 - 21	645	1.3519	.47795	
	21 and 30	759	1.3742	.48423	
	Total	1913	1.3643	.48137	
Food Processing	Below 18	928	1.2802	.44933	F=9.658 1 vs 2 & 3 2 vs 3 (P<.05)
	18 - 21	933	1.3751	.48442	
	21 and 30	988	1.3219	.46743	
	Total	2849	1.3257	.46873	
Garments and Apparel	Below 18	901	1.3907	.48817	F=.476 (P>.05)
	18 - 21	942	1.4087	.49186	
	21 and 30	1140	1.4105	.49215	
	Total	2983	1.4040	.49077	
Gem and Jewelry	Below 18	790	1.3329	.47155	F=.301 (P>.05)
	18 - 21	672	1.3438	.47531	
	21 and 30	658	1.3237	.46825	
	Total	2120	1.3335	.47157	
Handicrafts	Below 18	626	1.3035	.46014	F=.872 (P>.05)
	18 - 21	636	1.3381	.47342	
	21 and 30	770	1.3182	.46607	
	Total	2032	1.3199	.46655	
Handlooms	Below 18	336	1.3065	.46175	F=2.192 (P>.05)
	18 - 21	380	1.2395	.42732	
	21 and 30	424	1.2877	.45324	
	Total	1140	1.2772	.44781	
ITES – BPO Services	Below 18	1013	1.3929	.48863	F=2.112 (P>.05)
	18 - 21	1263	1.4196	.49369	
	21 and 30	1263	1.4355	.49601	
	Total	3539	1.4176	.49324	
ITs or Software Services	Below 18	1945	1.3671	.48214	F=.092 (P>.05)
	18 - 21	1792	1.3633	.48108	
	21 and 30	1536	1.3704	.48308	
	Total	5273	1.3668	.48197	
Leather and Leather Goods	Below 18	258	1.2907	.45497	F=3.586

	18 - 21	372	1.2823	.45070	2 vs 3 (P<.05)
	21 and 30	365	1.3671	.48268	
	Total	995	1.3156	.46498	
Mechanical	Below 18	1648	1.3180	.46583	F=.886 (P>.05)
	18 - 21	1271	1.3289	.46999	
	21 and 30	1001	1.3027	.45965	
	Total	3920	1.3176	.46560	
Media and Communication	Below 18	1310	1.2840	.45109	F=10.580 3 vs 1 & 2 (P<.05)
	18 - 21	1159	1.2778	.44812	
	21 and 30	922	1.3623	.48091	
	Total	3391	1.3032	.45969	
Medical/Pharmacy Healthcare Services and	Below 18	1381	1.4765	.49963	F=9.816 1 vs 2 & 3 (P<.05)
	18 - 21	752	1.4003	.49028	
	21 and 30	615	1.3854	.48708	
	Total	2748	1.4352	.49588	
Office Administration	Below 18	1041	1.3132	.46400	F=.318 (P>.05)
	18 - 21	1019	1.3219	.46743	
	21 and 30	998	1.3297	.47033	
	Total	3058	1.3215	.46711	
Organized Retail	Below 18	454	1.1982	.39911	F=12.968 3 vs 1 & 2 (P<.05)
	18 - 21	729	1.2497	.43311	
	21 and 30	597	1.3333	.47180	
	Total	1780	1.2646	.44125	
Printing	Below 18	433	1.2956	.45685	F=7.470 3 vs 1 & 2 (P<.05)
	18 - 21	434	1.3318	.47140	
	21 and 30	521	1.2226	.41642	
	Total	1388	1.2795	.44893	
Textile	Below 18	243	1.3045	.46116	F=2.836 (P>.05)
	18 - 21	312	1.3782	.48572	
	21 and 30	324	1.2963	.45733	
	Total	879	1.3276	.46962	
Tourism & Hospitality	Below 18	764	1.3861	.48718	F=10.870 2 vs 3 (P<.05)
	18 - 21	877	1.4447	.49722	
	21 and 30	622	1.3264	.46926	
	Total	2263	1.3924	.48839	
Transportation/ Logistics/ Warehousing and Packaging	Below 18	114	1.3772	.48682	F=.613 (P>.05)
	18 - 21	141	1.3121	.46498	
	21 and 30	142	1.3521	.47932	
	Total	397	1.3451	.47600	

1. **Youth in the age group of 18-21 prefer the following categories of training more than youth of 22-30 age group.** The results are statistically significant – Areas: Electrical, Food Processing, Printing, Tourism & Hospitality.
2. **Youth in the age group of 22-30 prefer the following categories of training more than youth of 18-21 age group.** The results are statistically significant – Areas: Building & Construction, Food Production & Catering, Leather & Leather Goods, Media & Communication and Organized Retail.

Table No-55: Prioritized Categories of Skill Development Training by Education

Descriptives		N	Mean	Std. Deviation	Scheffe
Agriculture	Below 10th Std	2198	1.8922	.31023	F=24.652 1 vs 2 3 vs 1 & 2 (P<.05)
	10th to 12th Std	4071	1.8647	.34214	
	Above 12th Std	1699	1.8146	.38874	
	Total	7968	1.8616	.34537	
Animal Husbandry	Below 10th Std	1666	1.4136	.49262	F=5.352 1 vs 2 (P<.05)
	10th to 12th Std	2211	1.4649	.49888	
	Above 12th Std	770	1.4571	.49848	
	Total	4647	1.4452	.49705	
Automobile/Auto Component	Below 10th Std	1811	1.7107	.45358	F=8.135 1 vs 2 & 3 (P<.05)
	10th to 12th Std	3396	1.7615	.42624	
	Above 12th Std	1412	1.7493	.43357	
	Total	6619	1.7450	.43591	
Banking/Insurance and Finance	Below 10th Std	1103	1.6899	.46273	F=5.582 1 vs 2 & 3 (P<.05)
	10th to 12th Std	4159	1.7341	.44188	
	Above 12th Std	2132	1.7430	.43710	
	Total	7394	1.7301	.44396	
Building and Construction	Below 10th Std	805	1.5714	.49518	F=2.398 (P>.05)
	10th to 12th Std	1969	1.6054	.48889	
	Above 12th Std	730	1.6247	.48454	
	Total	3504	1.6016	.48964	
Building Hardware & Home Furnishings	Below 10th Std	621	1.4638	.49909	F=2.435 (P>.05)
	10th to 12th Std	1159	1.5186	.49987	
	Above 12th Std	421	1.4964	.50058	
	Total	2201	1.4989	.50011	

Food Production & Catering	Below 10th Std	1246	1.5923	.49161	F=2.302 (P>.05)
	10th to 12th Std	3209	1.5893	.49204	
	Above 12th Std	1213	1.6241	.48456	
	Total	5668	1.5974	.49047	
Chemicals and Pharmaceuticals	Below 10th Std	450	1.4933	.50051	F=.035 (P>.05)
	10th to 12th Std	1276	1.4922	.50013	
	Above 12th Std	521	1.4990	.50048	
	Total	2247	1.4940	.50008	
Cosmetology and Beautician	Below 10th Std	1198	1.5693	.49538	F=4.969 1 vs 3 (P<.05)
	10th to 12th Std	2789	1.5364	.49876	
	Above 12th Std	944	1.5011	.50026	
	Total	4931	1.5376	.49863	
Electrical	Below 10th Std	1977	1.5235	.49957	F=16.011 3 vs 1 & 2 (P<.05)
	10th to 12th Std	5089	1.5553	.49698	
	Above 12th Std	2150	1.6088	.48812	
	Total	9216	1.5610	.49629	
Electronics Hardware	Below 10th Std	1001	1.2807	.44958	F=9.845 1 vs 2 & 3 (P<.05)
	10th to 12th Std	2643	1.3398	.47372	
	Above 12th Std	1415	1.3661	.48190	
	Total	5059	1.3354	.47219	
Fabrication	Below 10th Std	417	1.3669	.48254	F=.956 (P>.05)
	10th to 12th Std	1007	1.3823	.48620	
	Above 12th Std	528	1.3466	.47634	
	Total	1952	1.3694	.48276	
Food Processing	Below 10th Std	773	1.3079	.46192	F=.909 (P>.05)
	10th to 12th Std	1629	1.3235	.46796	
	Above 12th Std	578	1.3426	.47498	
	Total	2980	1.3232	.46776	
Garments and Apparel	Below 10th Std	852	1.4331	.49580	F=2.752 (P>.05)
	10th to 12th Std	1667	1.3875	.48733	
	Above 12th Std	556	1.3849	.48701	
	Total	3075	1.3997	.48991	
Gem and Jewelry	Below 10th Std	436	1.3142	.46474	F=1.096 (P>.05)
	10th to 12th Std	1132	1.3330	.47151	
	Above 12th Std	596	1.3574	.47963	
	Total	2164	1.3360	.47243	
Handicrafts	Below 10th Std	533	1.3189	.46651	F=1.288 (P>.05)
	10th to 12th Std	1053	1.3362	.47263	
	Above 12th Std	494	1.2955	.45675	
	Total	2080	1.3221	.46740	
Handlooms	Below 10th Std	381	1.3097	.46298	F=1.623 (P>.05)
	10th to 12th Std	547	1.2578	.43781	

	Above 12th Std	257	1.2646	.44198	
	Total	1185	1.2759	.44718	
ITES – BPO Services	Below 10th Std	470	1.3979	.48998	F=.782 (P>.05)
	10th to 12th Std	2197	1.4219	.49398	
	Above 12th Std	941	1.4028	.49071	
	Total	3608	1.4138	.49258	
ITs or Software Services	Below 10th Std	602	1.3322	.47140	F=3.399 1 vs 3 (P<.05)
	10th to 12th Std	3216	1.3644	.48134	
	Above 12th Std	1537	1.3904	.48799	
	Total	5355	1.3683	.48238	
Leather and Leather Goods	Below 10th Std	221	1.3122	.46445	F=3.231 2 vs 3 (P<.05)
	10th to 12th Std	562	1.2883	.45335	
	Above 12th Std	266	1.3759	.48528	
	Total	1049	1.3155	.46495	
Mechanical	Below 10th Std	686	1.2755	.44710	F=8.565 2 vs 1 & 3 (P<.05)
	10th to 12th Std	2152	1.3467	.47602	
	Above 12th Std	1182	1.2936	.45559	
	Total	4020	1.3189	.46611	
Media and Communication	Below 10th Std	427	1.2740	.44653	F=6.710 3 vs 1 & 2 (P<.05)
	10th to 12th Std	1917	1.2890	.45341	
	Above 12th Std	1104	1.3469	.47621	
	Total	3448	1.3057	.46076	
Medical/Pharmacy and Healthcare Services	Below 10th Std	420	1.3619	.48112	F=5.886 1 vs 2 & 3 (P<.05)
	10th to 12th Std	1836	1.4341	.49577	
	Above 12th Std	595	1.4689	.49945	
	Total	2851	1.4307	.49526	
Office Administration	Below 10th Std	424	1.3396	.47414	F=.316 (P>.05)
	10th to 12th Std	1765	1.3207	.46687	
	Above 12th Std	939	1.3195	.46653	
	Total	3128	1.3229	.46766	
Organized Retail	Below 10th Std	353	1.1955	.39712	F=9.559 1 vs 2 3 vs 1 & 2 (P<.05)
	10th to 12th Std	1137	1.2665	.44232	
	Above 12th Std	359	1.3398	.47431	
	Total	1849	1.2672	.44260	
Printing	Below 10th Std	257	1.3113	.46392	F=1.175 (P>.05)
	10th to 12th Std	829	1.2690	.44371	
	Above 12th Std	342	1.3012	.45944	
	Total	1428	1.2843	.45124	
Textile	Below 10th Std	260	1.2885	.45392	F=1.753 (P>.05)
	10th to 12th Std	457	1.3567	.47954	
	Above 12th Std	190	1.3263	.47010	
	Total	907	1.3308	.47075	

Tourism & Hospitality	Below 10th Std	380	1.4211	.49438	F=1.559 (P>.05)
	10th to 12th Std	1296	1.3989	.48987	
	Above 12th Std	623	1.3676	.48253	
	Total	2299	1.3941	.48876	
Transportation/ Logistics/ Warehousing and Packaging	Below 10th Std	78	1.4487	.50058	F=1.983 (P>.05)
	10th to 12th Std	205	1.3220	.46837	
	Above 12th Std	130	1.3615	.48230	
	Total	413	1.3584	.48010	

1. **Youth who have low level of education (studied up to 8th standard and have not completed 12th standard) prefer the following categories of training more than youth who are educated.** The results are statistically significant – Areas: Agriculture and Cosmetology & Beautician.
2. **Youth who have moderate level of education (studied up to 10th standard and 12th standard) prefer the following categories of training more than youth who are less educated.** The results are statistically significant – Areas: Animal Husbandry, Mechanical and Organized Retail.
3. **Youth who have high level of education (UG/PG/Diploma) prefer the following categories of training more than youth who are less educated.** The results are statistically significant – Areas: Electrical, Its/Software, Leather & Leather Goods and Media & Communication.

SECTION VIII - ATTITUDE SCALE

The tool consists of attitude statements, 5 statements measuring attitude of youth towards skill development training and another 5 statements on the attitude towards technical jobs. This section will present the correlation between these two attitudes. Besides this, it will also highlight the association between the 3 independent variables of the sample characteristics with attitudes.

Table-56: Correlation between Attitude towards Skills Development Training and Attitude towards Technical Jobs

An attempt has been made to find out if any relationship existed between attitude towards skill development and attitude towards technical jobs. Pearson's correlation coefficient method has been used to find the correlation between these variables. The results are displayed in the following table.

Correlations		Attitude on Skill Development Training	Attitude on Technical Jobs
Attitude on Skill Development Training	Pearson Correlation	1	.338**
	Sig. (2-tailed)		.000
	N	48376	45942
Attitude on Technical Jobs	Pearson Correlation	.338**	1
	Sig. (2-tailed)	.000	
	N	45942	48150

****.** Correlation is significant at the 0.01 level (2-tailed).

N = 53263

The correlation coefficient Pearson's r indicates that the relationship is positive and significant ($r = .338$, $p < 0.000$). This indicates that as the attitude towards skill development training increases the attitude towards technical job also increases.

It is possible that those youth who prefer to undergo skill development training have more chances to pursue and continue in technical jobs.

Table-57: Attitude of Youth on Skill Training and Technical Job by Gender of the Respondents

Attitude	Gender	Group Statistics			t-test for Equality of Means		
		N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Attitude on Skill Development Training	Male	30155	12.2587	3.08419	3.543	47620	.000
	Female	17467	12.1550	3.06390			
Attitude on Technical Jobs	Male	29975	10.6909	3.59015	6.586	47400	.000
	Female	17427	10.4638	3.67313			

In the two areas - attitude towards skill development training and attitude towards technical jobs, male youth have more positive attitude towards female youth and the results are statistically significant.

Table-58: Attitude of Youth on Skill Development Training and Technical Jobs by Domicile of the Respondents

Attitude	Domicile	N	Mean	Std. Deviation	Independent Samples Test		
					t	df	Sig. (2-tailed)
Attitude on Skill Development Training	Rural	31933	12.2004	3.09504	-1.716	46882	.086
	Urban	14951	12.2527	3.02813			
Attitude on Technical Jobs	Rural	31814	10.6708	3.62760	5.835	46687	.000
	Urban	14875	10.4610	3.60149			

1. Urban youth have more positive attitude towards technical jobs than rural youth. The results are statistically significant.
2. There is no difference in the attitude of the urban and rural youth towards skill development training programme.

Table-59: Attitude of Youth on Skill Development Training and Technical Jobs by Age of the Respondents

Attitude	Age	N	Mean	Std. Deviation	Scheffe
Attitude on Skill Development Training	Below 18	15861	12.3148	3.06881	F=42.442 3 vs 1 & 2 (P<.05)
	18 - 21	15361	12.3103	3.06695	
	21 and 30	15200	12.0334	3.05520	
	Total	46422	12.2212	3.06648	
Attitude on Technical Jobs	Below 18	15913	10.6754	3.65887	F=19.572 3 vs 1 & 2 (P<.05)
	18 - 21	15217	10.6420	3.57722	
	21 and 30	15128	10.4371	3.59281	
	Total	46258	10.5864	3.61203	

1. Youth in the age group of 15 to 17 and 18 to 21 years have positive attitude towards skill development training than youth of 22 to 30 age group.
2. Similarly youth in the age group of 15 to 17 and 18 to 21 years have positive attitude towards technical jobs than youth of 22 to 30 age group.
3. The results are statistically significant.

Table-60: Attitude by Education of the Respondents

Attitude	Education	N	Mean	Std. Deviation	Std. Error
Attitude on Skill Development Training	Below 10th Std	10094	11.8637	3.05685	F=91.664 1 vs 2 3 vs 1 & 2 (P<.05)
	10th to 12th Std	26096	12.2688	3.07024	
	Above 12th Std	11318	12.4055	3.09643	
	Total	47508	12.2153	3.07953	
Attitude on Technical Jobs	Below 10th Std	9879	10.3980	3.62570	F=38.385 1 vs 2 3 vs 1 & 2 (P<.05)
	10th to 12th Std	26046	10.5743	3.62569	
	Above 12th Std	11350	10.8268	3.58561	
	Total	47275	10.5981	3.61897	

1. Youth who have higher education (UG/PG/Diploma) have positive attitude about skill development trainings as well as technical jobs more than youth who have studied less (8th& 10th standard& 12th standard). The results are statistically significant.
2. Similarly, youth who have studied 10th and 12th standard have positive attitude about skill development trainings as well as technical jobs more than youth who have studied less (8th& 10th standard not completed) The results are statistically significant.

SKILL DEVELOPMENT OF INDIAN YOUTH-

Employers Perspective

Focus Group Discussion – Consolidated Report

Focus Group Discussion was conducted in Bangalore and at Dharmapuri with the objective of finding out the needs for skilling youth in various sectors those have demands. Twenty four companies in Bangalore and 21 companies in Darmapuri participated in the FGD respectively.

Objectives of the FGD

1. To study the experience of the employers with the youth that were placed with DB Tech Training
2. To elicit effective ways and means to improve skill training programme
3. To find out the methods to facilitate career growth and upward mobility for the DB Tech youth
4. To elicit suggestions to improve retention of youth in jobs
5. To identify the trades that have no demand in the companies currently
6. To identify the trades that have greater demand in labour market currently
7. To identify the trades/technical skills that might have greater job potential in the near future

Outcome of the Study:

The following report presents the perspectives of Employers regarding Skill Development Training of Indian Youth.

Perspectives of Employers on Qualities of Youth Trained by DB Tech India

Positive Aspects

1. The students show higher discipline
2. The students are willing to learn
3. The students of DB Tech stay longer duration in the Organization
4. They are with sound technical knowledge
5. They are good in interpersonal relationships
6. They are creative

The skills expected by the Employer

1. Communication Skill
2. Team Work Skill
3. Interpersonal Relationship Skill
4. Working knowledge of English

Problems in newly recruited students direct from their Campus

1. Not interested and motivated
2. Not adapting with working environment and facilities
3. Lacking in technical skills and practicality
4. Not adjusting with co-workers
5. Less compliance with present work culture.
6. Coming with higher expectations regarding Salary and Working Environment than their qualification and market value.

The following Trades are having greater demand in the labour Market currently.

- | | |
|-------------------------------------|---------------------------|
| 1. ITES /BPOs | 16. Electrical |
| 2. Hospitality | 17. Welding |
| 3. Sales & Marketing | 18. Fitter |
| 4. Organized Retail | 19. Fashion Designing |
| 5. Food and Catering | 20. Web Designing |
| 6. Information Technology | 21. Tourism |
| 7. Automobile | 22. Printing |
| 8. Logistics | 23. Pharmaceuticals |
| 9. Electronics Hardware | 24. Leather |
| 10. Cosmetology and Beautician | 25. Health Services |
| 11. Mechanical Engineering | 26. Entrepreneurship |
| 12. Garments | 27. Medical Coding |
| 13. Office Administration | 28. Medical Transcription |
| 14. Media and Communication | 29. E- Publishing |
| 15. Finance – Banking and Insurance | |

Trades/Technical skills that might have greater job potential in the near future:

- | | |
|--|------------------------------------|
| 1. Sand Blasting | 8. Garments |
| 2. Water Blasting | 9. Logistics |
| 3. Cloud Computing | 10. Warehousing |
| 4. Oil and Gas | 11. Inventory management |
| 5. Male Beautician | 12. Retail Marketing |
| 6. Fashion designing and
Beautician | 13. Catering, food and
beverage |
| 7. Service sector | |

Trades that have no demand in the Companies Today

1. Advanced Software
2. Civil Engineering
3. Secretarial Course
4. Insurance
5. Typist and Steno
6. Handicrafts & Handlooms
7. Machinist
8. Designer

Suggestions Given by the Employers to Improve Skill Training of Students

1. Linkages with the companies for Practical Training
2. Career Guidance
3. Language Skills – English and Hindi
4. Positive Attitude towards Work
5. Well Mannered behaviour with others
6. Objectives oriented training towards the market need
7. Training in specializations and not just generic
8. Training based on the interest and caliber of a student
9. Training in soft skills, Life Skills and computer literacy is very important.
10. Mock interviews can be organized for better employability
11. Exposure to Aptitude Tests

Suggestions Given by Employers to Improve retention of candidates in job

1. Post placement tie up between DB Tech and company is needed
2. Increased job awareness in order to have career advancement.
3. Soft skills (negotiating, initiative taking, tolerance)
4. DB Tech should do the post placement support (Visit, counseling, etc)
5. Implant training and exposure in Allied industries will assist students to understand the job better
6. On the Job Motivation
7. Incentives from the Corporate

Measures to facilitate career growth and upward mobility of the DB Tech youth:

- Career orientation for choice of trade and to motivate them to look for career advancement
- Employability skills can be part of curriculum.
- Need academic qualifications for promotion and hence, they can take up part time degree or certificate programs.
- Since many are rural and marginalized, they lack hope and confidence and hence, they need lot of motivation and exposure.
- Updated syllabus that matches the market needs is important
- Youth should have the readiness to accept the hardships at the entry level and they need to be oriented on this.
- They should know the bigger picture of their lives and career for a gradual growth.
- Career guidance and counseling along with the course is important.

Table-61: Opinion of Employers on Job Potential Sectors in the Near Future

S.N	Categories	Frequency	Percent
1.	ITES-BPO Services	7	15.6
2.	Automobile/Auto Component	6	13.3
3.	Food Production & Catering	5	11.1
4.	ITs or Software Services	4	8.9
5.	Turism& Hospitality	4	8.9
6.	Garments and Apparel	3	6.7
7.	Medical/Pharmacy and Healthcare Services	3	6.7
8.	Agriculture	2	4.4
9.	Banking/Insurance and Finance	2	4.4
10.	Electrical	2	4.4
11.	Organized Retail	2	4.4
12.	Building and Construction	1	2.2
13.	Chemicals and Pharmaceuticals	1	2.2
14.	Cosmetology and Beautician	1	2.2
15.	Electronics Hardware	1	2.2
16.	Media and Communication	1	2.2
Total		45	100.0

Opinion of Employers on Specific Areas of Skill Development Training under Each Category of Training

The following information presents the priorities given by the employers to specific Areas of Training under each Category of Skill Training based on its Job Potential:

Prioritized Areas on ITES - BPO Services Skill Development Training

1. BPO Voice Training
2. Domestic BPO
3. BPO Non Voice Training
4. E-Commerce/E-marketing
5. Data Entry

Prioritized Areas on Auto Mobile / Auto Component Skill Development Training

1. Two and Three Wheeler Mechanism
2. Four Wheeler Mechanism
3. Wheel alignment & Balancing
4. Driving
5. Denting and Painting

Prioritized Areas on Food Production & Catering Skill Development Training

1. Line Cooking & Dishes
2. Soup Appetizers & Starters

Prioritized Areas on ITs /Software Services Skill Development Training

1. Computer Fundamentals
2. Computer Networking
3. 3D Animation Training
4. Software Testing

Prioritized Areas on Tourism & Hospitality Skill Development Training

1. Food and Beverage Services
2. House Keeping Operation
3. Facility Management
4. Front Office Management
5. Tourism and Travel Management

Prioritized Areas on Garments and Apparel Skill Development Training

1. Industrial Sewing Machine Operator
2. Tailoring
3. Training on Garment Cutting
4. Fashion Designing
5. Computer Aided Textile Designing

Prioritized Areas on Medical Pharmacy and Healthcare Services Skill Development Training

1. Dietician Assistant
2. Health Care Multipurpose Worker
3. Lab Technician
4. Home Nursing Services
5. Operation Theatre Assistant
6. X-Ray Technician

Prioritized Areas on Agriculture Skill Development Training

1. Sericulture
2. Organic Farming
3. Farming and Processing of Medicinal Plants

Prioritized Areas on Banking / Insurance and Finance Skill Development Training

1. Banking Associate Training
2. Tally
3. Income Tax Return Filing Training

Prioritized Areas on Electrical Skill Development Training

1. Basic Electrical Training
2. House Wiring Training

Prioritized Areas on Organized Retail Skill Development Training

1. Sales Person
2. Retail Operations Training
3. Inventory Management Training

Prioritized Areas on Building and Construction Skill Development Training

1. Building Carpenter
2. Fire and Safety Training

Prioritized Areas on Chemicals and Pharmaceuticals Skill Development Training

1. Process Attendant Training
2. Lab Attendant Training
3. Industrial Chemical Manufacturing Assistant

Prioritized Areas on Cosmetology and Beautician Skill Development Training

1. Beautician
2. Makeup & Hair Stylist
3. Massage / SPA Therapists
4. Training in Hair Cutting

Prioritized Areas on Electronics Hardware Skill Development Training

1. Tablet PC (TAB) Training
2. Monitor & SMPS Service Training
3. Home Appliance Training
4. Cell Phone - Repair and Maintenance

Prioritized Areas on Media and Communication Skill Development Training

1. Mass Communication
2. Sound Engineering

This chapter presents the main findings of the research study done on the Skill Development Training Needs of the youth across the country.

The results of the study will be discussed based on the major objectives of the study.

Characteristics of the Respondents:

The sample consisted of 53,263 respondents from 136 districts of 24 States in India. From the Southern Region comprising Andhra Pradesh, Kerala, Tamil Nadu, Puducherry and Karnataka 20611 youth (38.6%) took part in the survey. From Western Region comprising Maharashtra, Goa and Rajasthan only 1856 youth (3.4%) took part in the survey. From Northern Region comprising of Punjab, Jammu and Kashmir, Uttar Pradesh and Delhi 6990 youth (13.1%) have participated in the survey. From the Central Region comprising of Chhattisgarh 2853 youth (5.3%) took part in the survey. From Eastern Region comprising of Jharkhand, Odisha, West Bengal and Bihar 8299 youth (15.5%) have taken part in the study. From North Eastern Region comprising of Mizoram, Tripura, Meghalaya, Nagaland, Assam, Arunachal Pradesh and Manipur 12654 youth (23.7%) have taken part in the study.

More than one third of the sample (36.7%) consists of female youth and the remaining 63.3 per cent consists of male youth. Youth in the age group of 15-17 constitute 21.1 per cent; age group of 18-21 constitute 46.5 per cent; age group of 22-24 constitute 16.9 per cent and 25 to 30 age group constitute 15.4 per cent. More than two thirds of the youth in the sample (68.2%) are from villages. The remaining are from towns (19.4%) and Cities (12.4%).

Most of the respondents (84.9%) are single and only 13.5 per cent are married. Nearly one fifth of the respondents (18.7%) do not possess any type of ID Card like ration card, Aadhar card or voter's ID. Most of the youth (76.2%) have studied only up to 8th standard or 10th standard or 12th standard. The remaining of them (23.8%) have higher educational qualifications such as ITI, Diploma and UG/PG courses.

Youth belonging to Hindu religion comprise of 51.2 percent while youth belonging to Christian religion are highly represented (35%) compared to their national representation which is less than 3 per cent. Muslims are represented by 7.7 percent. Remaining 6.1 percent are Buddhists, Jains and Sikhs.

The caste composition in the sample comprises of scheduled castes (22.5%), scheduled tribes (30.7%), Other Backward Classes (24.9%) and youth from Other Castes (21.9%). Only one fifth of the youth in the sample (21.6%) are either employed or in part time job and studying. Rest of them are either studying full time (52.5%) or searching for employment (25.9%).

Only a small section of the youth in the sample (9.3%) is from a small family of up to 3 members. Rest of the sample belongs to larger family size of 5 or 6 members and even more. Nearly 80 per cent of the youth in the sample come from families whose monthly income is less than 10,000 rupees.

Summing Up the Sample Characteristics:

Thus, the respondents of the study (53263) are predominantly male, are from large families but with lesser income, having studied mostly middle and higher secondary education and to a greater extent from villages. Nearly 60 percent of the respondents are from Southern States and North Eastern States.

The composition of the sample is representative enough to access views of various strata. The findings have to be perceived against this backdrop.

Section I – Aspects of Short Term Skill Development Programmes

Objective -1

- To find out the opinion of the youth regarding the aspects of Short Term Skill Development Programmes (their preference for skill development programme, preference for duration of such programmes, how much money they are willing to spend on such training, the type of jobs and salary they look for, their willingness to migrate and eventually post placement support they expect from parent institutions)

Results on Objective -1

This section will present the opinions of the youth regarding what type of skill development training they need and why.

Choice of Technical Training

More than two fifth of the youth (42.4%) have opted for non-formal skill development training programmes. Choice of formal ITI programme (29.8%) and diploma or engineering (27.8%) is only less when compared to need for short term skill development programme. This shows a positive acceptance among youth about short term skill development training.

Type of Skill Development Training Preferred

Youth prefer more of 3 months duration training programmes (39.3%) and 6 months duration training programmes (35.2%) than training programmes of 45 days and less (14.9%). Similarly they have less preference for part time training programmes of two hours a day for a longer duration.

Ability to Spend Money for the Skill Development Training in a Month

Most of the youth (81.3%) have agreed to pay for their training. Nearly one third of the group (29.7%) has agreed to pay Rs.500 to Rs.1000 per month. This is an encouraging trend considering the fact that nearly 80 per cent of the youth come from families larger in size (5 and more) and poorer in income (less than Rs.10, 000 per month). It is also a reminder to religious institutions who would like to run such training on charity model without making it economically viable and sustainable in the long run.

Preference to Get Information on Skill Development Training Programme

Youth prefer to get information about skill development training opportunities from different channels – Newspaper (27.1%), friends (22.3%), instructor (24.2%) and community worker (14.7%). In fact those who have preferred Television/FM (6.2%) and flyer/poster (5.6%) are much less.

More than spending money on advertisements in newspapers (which is costly), flyers/notices and audio-visual channels, relying on the ‘word of mouth’ approach

through friends/peers, instructors and community workers seem to be preferred by the youth.

Preference to Approach for Career Guidance

Nearly half of the youth (46.9%) have opted to approach their parents for career guidance and a significant proportion (30.7%) from their instructors. This calls for DB Tech institutions to streamline career guidance programmes like having targets to reach and the content to be delivered by trained people. People to be trained in career guidance need to include instructors of the local institutions. Few members of the community workers and alumni of parents could be also involved depending upon their knowledge, efficiency and commitment.

Preference for Employment

An encouraging trend has emerged in the preference towards employment. Only two-fifth of the youth (39.7%) have opted for a job in the government sector. Rest of them (60.3%) have opted for jobs in private companies (22.9%), to be self-employed (24.4%) and to start a micro-business and employ others.

If this is true of the sentiments of youth, then it can be perceived that Indian youth are coming of age. While still there is dependence on a 'government job' youth are not desperate about it and they are ready to be open-minded about exploring other possibilities. Another encouraging sign is that those youth who have opted for self-employment or being an entrepreneur outnumber (37.4%) those youth who have opted for a paid job in a private company setting.

Income/ Profit expected in the first Year

This is another important dimension to probe. Majority of the youth (63.6%) are looking forward to less than Rs.10, 000 per month as salary or profit in the business, should they start one. Around 11.6 percent have emphatically added that they are not much concerned about their salary or profit in the first year of their career or business. In addition to this analysis, it can be also added that, those youth who would be happy with salary range of Rs.3000 to Rs.6000 are almost one-fourth (23.6%) of the total number. All this goes to say that the youth are really focused on their future and career and are willing to wait for a bright future rather than throwing jobs purely on the basis of salary.

No. of Jobs Changed in the Last One Year

Only 1375 have answered this question because most of them are not employed. Of those who have answered, majority of them (57.8%) have changed job only once in one year. However, 42.2 per cent of them have changed jobs twice and more than twice in the last one year and that is a big number. Since the number of persons in jobs are very poor, it is not possible to make conclusions about number of jobs changed by youth in a year.

Willingness for Migration for a Job to Nearby Towns / Districts

Most of the youth (81.4%) are willing to migrate to nearby towns and cities for sake of getting a job or starting a career. This shows their frame of mind when it comes to move away from their comfort zone. Though in the long run, migration is not a solution for the individual and the country as a whole, it is taking place on a large scale and government efforts towards restricting migration have neither yielded any tangible results nor have changed the mind-set of the people. Perhaps that's why youth in big number are ready for migration.

Factors Attracting for Migration

Only very few youth (12.7%) have cited city facilities as the reason for their migration. Rest of them have quoted more pertinent reasons such as increased salary (47%) and more job opportunities (40.3%) as the factors inducing migration.

Respondents Knowing Hindi and English Language

Most of the respondents (70.7%) know Hindi language and around 73.7 per cent of them are familiar with English language.

Section II – Tests of Association - Aspects of Short Term Skill Development Programmes

Objective 2

- To find out if any difference existed between the independent variables (age, gender, residence and education of the respondents) and the dependent variables in the Skill Development Training Aspects (Choice of Technical Training, Duration of Skill Development Training Preferred and Preference for Post Placement Support from the Centre)

Note:

All the Tests of Significance (Chi Square test & ANOVA) were statistically significant with $p < 0.05$. The findings on association between independent and dependent variables assume significance for understanding and application to policy making and practice. This implies that DB Tech can generalize the findings to the larger population of youth of similar characteristics.

Results on Objective -2**Choice of Technical Training:****Age and Choice of Technical Training:**

There is relationship between age and preference for choice of Technical programme. More youth (48.5%) in the age group of 22-30 want to undergo non-formal skill development programmes than youth of other age groups - 15 to 17 (33%) and 18 to 21 (46.4%). More youth (30.6%) in the age group of 15 to 17 prefer Formal ITI programmes than youth of other age groups 18 to 21 (29.1%) and 22 to 30 (28.9%). Similarly more youth (36.1%) in the age group of 15 to 17 prefer Formal ITI programmes than youth of other age groups 18 to 21 (24.5%) and 22 to 30 (22.6%). All the results are statistically significant.

Since youth of 22-30 are much more likely to join non-formal skill development programmes than youth of other age groups, DB Tech should direct their resources more to this age group of youth.

Gender and Choice of Technical Training:

There is relationship between gender and choice of Technical programme. More female youth (48%) want to undergo non-formal short term skill development programmes than male youth (39.1%). More male youth (32.6%) want to undergo non-formal short term skill development programmes than female youth (24.8%). Both the results are statistically significant. Since female youth are much more likely to join short term skill development programmes than male youth, DB Tech should direct their resources more towards female youth.

Education and Choice of Technical Training:

There is relationship between education and preference for choice of Technical programme. More youth (51.4%) who have studied less than 10th standard want to undergo non-formal short term skill development programme than youth who have completed 10th & 12th standard (41.6%) and those who have completed higher education -UG/PG, ITI & Diploma (35.9%). The results are statistically significant.

Since youth who have relatively lower education are much more likely to join short term skill development programmes than youth who have done higher education, DB Tech should direct their resources more to this group.

Domicile and Choice of Technical Training:

There is relationship between domicile and preference for choice of Technical programme. More rural youth (42.9%) want to undergo short term skill development programme than urban youth (40.5%). The results are statistically significant. Similarly more rural youth (30.7%) want to undergo Formal ITI programmes than urban youth (28.3%). Urban youth (31.3%) prefer Diploma/Engineering courses more than rural youth (26.5%). All the results are statistically significant.

Since rural youth are much more likely to join short term skill development programmes than urban youth, DB Tech should direct their resources more to rural youth.

Type of Skill Development Training Preferred:**Age and Type of Skill Development Training Preferred:**

There is relationship between age and preference for Types of Skill Development programme. More youth (36.7%) who are less than 18 years of age have shown interest in Full time skill development programmes of 6 months duration than youth of other age groups - 18 to 21 (34.3) and 22 to 30 (34.3%). More youth (41.2%) in the age group of 18-21 want to undergo Full time skill development programmes of 3 months duration than youth of other age groups - 15 to 17 (37.9%) and 22 to 30 (38.4%). More youth (15.8%) in the age group of 22-30

prefer Full time skill development programmes up to 45 days duration more than youth of other age groups put together -15 to 17 (14.3%) and 18 to 21 (15%). All the results are statistically significant. Generally there is not much demand among youth for part time training programmes of two to three hours in a day.

Since youth of 18-21 are much more likely to join Full time skill development programmes of 3 months duration and youth of 22-30 are much more likely to join Full Time Training programmes of 30 to 45 days duration more than youth of other age groups, DB Tech should organize skill development programmes in these lines.

Gender and Type of Skill Development Training Preferred:

There is relationship between gender and types of skill development programmes preferred based on duration. More female youth (40.8%) want to undergo skill development programmes of 3 months duration than male youth (38.4%). More male youth (36.5%) want to undergo skill development programmes of 6 months duration than female youth (32.9%). The results are statistically significant. Generally there is not much demand among male and female youth for part time training programmes of two to three hours in a day.

Since female youth are much more likely to join skill development programmes of 3 months duration while male youth are much more likely to join skill development programmes of 6 months duration, DB Tech can think of organizing programmes based on this trend.

Education and Type of Skill Development Training Preferred:

There is relationship between education and preference for skill development programmes of different duration. More youth who have studied below 10th standard (16.8%) want to undergo skill development programmes of 45 days duration than youth who have studied 10th & 12th standard (13.8%) and UG, PG, Diploma (15.7%). More youth who have completed 10th & 12th standard (36.2%) want to undergo skill development programmes of 6 months duration than youth who have studied below 10th standard (30%). The results are statistically significant.

Since youth who have studied less than 10th and up to 12th standard are much more likely to prefer skill development programmes of 45 days duration and 3 months duration than youth who are studying further, DB Tech can organize short term duration programmes more to this group of youth.

Domicile and Type of Skill Development Training Preferred:

There is relationship between domicile and preference for skill development programmes of different duration. More rural youth (15.4%) want to undergo skill development programmes of 30 to 45 days duration than urban youth (13.6%). Similarly more rural youth (41.2%) want to undergo skill development programmes of 3 months duration than urban youth (34.9%). More urban youth (38.3%) want to undergo skill development programmes of 6 months duration than rural youth (34%). The results are statistically significant.

Since rural youth are much more likely to join skill development programmes of 30 to 45 days duration and 3 months duration and urban youth preferring programmes 6 months duration, DB Tech can orient their programmes accordingly.

Preference for Post Placement Support from the Centre

Age and Post Placement Support Preferred from the Centre:

There is relationship between age and preference for Post Placement Support from the Centres. More youth (38.1%) belonging to age group of 18 to 21 want to have information on further job avenues than youth of 22-30 age group (36.3%). More youth (34.5%) belonging to age group of 22 to 30 want to have information about further training opportunities than youth of 18-21 age group (32%). The results are statistically significant.

Since youth of 22 to 30 age group are much more likely to look for further training opportunities than youth of 18-21, DB Tech need to disseminate information on short term skill development programmes to this age group of youth.

Gender and Post Placement Support Preferred from the Centre:

There is relationship between gender and preference for Post Placement Support from the Centres. Male youth (37.5%) want to have information on further job avenues more than female youth (37.2%). Similarly male youth (32.6%) want to have information about further training opportunities more than female youth (31.8%) The results are statistically significant.

Since male youth are much more likely to look for job related information as well as further training opportunities as Post Placement Support from the centres than female youth, DB Tech can focus their attention to male youth while disseminating such information.

Education and Post Placement Support Preferred from the Centre:

There is relationship between education and preference for Post Placement Support by the Centre. More youth who have studied less than 10th standard (33.2%) and those who have completed 10th standard and 12th standard (33.1%) prefer receiving additional information about further training opportunities than youth who are studying UG/PG/Diploma (29.5%). Youth who are studying UG/PG/Diploma (40.1%) prefer receiving further information about job avenues more than youth who have studied less than 10th standard (35.1%) and those who have completed 10th standard and 12th standard (37.2%). The results are statistically significant.

Since youth who have lower educational qualification (studied less than 10th standard and those who have completed 10th standard and 12th standard) are much more likely to prefer receiving additional information about further training opportunities than youth who have higher education, DB Tech should direct such information more to this group of youth.

Domicile and Post Placement Support Preferred from the Centre:

There is relationship between domicile and preference for Post Placement Support from the Centres. Urban youth (34.5%) want further information about training opportunities more than rural youth (31.2%). The results are statistically significant.

Since urban youth are much more likely to look for further information about training opportunities than rural youth as Post Placement Support from the centres, DB Tech should focus on urban youth while disseminating such information.

Section III - Prioritized Categories of Skill Development Training (Non-Technical)

Objective – 3:

- To study the priorities of youth on the categories of skill development training which are non-technical (training on soft skills, life skills, computer skills and value education).

This section presents information on the priorities given by youth on the four major areas of skill development training which includes soft skills, life skills, computer skills and value education.

Mean Value has been calculated for Priority 1 and Priority 2 after giving due weightage to these two priorities. By doing this, due consideration has been given to the options respondents had as their second priority.

This section assumes importance because many of the Indian youth have technical and educational qualifications but lack employable skills such as soft skills and life skills. Employers from industry and other sectors have highlighted enough about this aspect. So the study focused on getting the opinions of the youth regarding what type of soft skills, life skills, computer skills and value education they look for to be imparted to them while undergoing skill development training.

Results on Objective -3

Preference for Soft Skills by the Youth (Computed Mean Value of Priority 1 and Priority 2)

Most Preferred Soft Skills:

- Presentation Skills (M= 1.75)
- Team Work Skills (1.64)
- Organizational Skills (M=1.63)
- Attending Interview Skills (M=1.45)

Next Level Preference of Soft Skills: Time Management Skill, Negotiation (bargaining) Skill and Body Language Skill.

Preference for Life Skills by the Youth (Computed Mean Value of Priority 1 and Priority 2)

Most Preferred Life Skills:

1. Communication Skill (M= 1.80)
2. Decision Making Skill (M= 1.65)
3. Taking Initiative Skill (M= 1.56)
4. Inter Personal Relationship Skill (1.34)

Next Level Preference of Life Skills:

- Self- Management Skill and Managing Stress

Preference for Computer Skills by the Youth (Computed Mean Value of Priority 1 and Priority 2)

Most Preferred Computer Skills:

1. Basic Operation of a Computer (M = 1.84)
2. Typing in a Computer (M= 1.61)
3. MS Office (Word, Excel, PowerPoint) (1.50)

Next Level Preference of Computer Skills: Browsing Internet & Email Operating

Preference for Value Education Themes by the Youth (Computed Mean Value of Priority 1 and Priority 2)

Most Preferred Value Education Themes:

1. Punctuality (M = 1.82)
2. Responsibility (1.71)
3. Respect to Others (1.64)
4. Honesty (1.43)

Next Level Preference of Value Education Themes:

- Importance to Family, Hard work and Discipline

Section IV - Prioritized Categories of Skill Development Training (Technical)

Objective – 4:

- To study the priorities of youth on the 29 categories of skill development training which are technical in nature (Categories like allied agriculture, automobile, banking and insurance etc)

This section presents information on the priorities given by youth on the 29 major categories of skill development training.

Respondents have been asked to identify their Priority 1 and Priority 2 categories of training. Findings are based on the computed average of Priority 1 and Priority 2 after giving due weightage.

This information will be very useful to the government and non-governmental organizations in giving more importance to those categories of training which have been prioritized by majority of the youth.

Results of Objective – 4

Prioritized Categories of Skill Development Training *(based on the Computed Mean Value of Priority 1 and Priority 2)*

I Level Preference of Categories of Skill Development Training: (In the Order of Importance)

1. Agriculture & Allied Activities	(M=1.86)
2. Automobile/Auto Component	(M= 1.74)
3. Banking/Insurance and Finance	(M=1.73)
4. Building & Construction	(M=1.60)
5. Food Production & Catering	(M=1.60)
6. Electrical	(M=1.56)
7. Cosmetology & Beautician	(M=1.54)
8. Building Hardware & Home Furnishing	(M=1.50)
9. Chemicals & Pharmaceuticals	(M=1.45)
10. Animal Husbandry	(M=1.45)

II Level Preference of Categories of Skill Development Training: (In the Order of Importance)

11. Medical/Pharmacy & Health Care Services	(M= 1.43)
12. ITES/BPO Services	(M= 1.41)
13. Garments & Apparel	(M=1.40)
14. Tourism & Hospitality	(M= 1.39)
15. Fabrication	(M=1.37)
16. IT /Software Services	(M=1.37)
17. Transportation/Logistics/Warehousing & Packaging	(M=1.35)
18. Gem & Jewelry	(M=1.34)
19. Electronics Hardware	(M=1.33)
20. Textile	(M=1.33)
21. Food Processing	(M=1.33)
22. Handicrafts	(M=1.33)
23. Office Administration	(M=1.32)
24. Mechanical	(M= 1.32)
25. Leather & Leather Goods	(M=1.32)
26. Media & Communication	(M=1.31)

III Level Preference of Categories of Skill Development Training: (In the Order of Importance)

27. Printing	(M= 1.28)
28. Handlooms	(M=1.28)
29. Organized Retail	(M=1.27)

SECTION-V: PRIORITIZED TRAINING AREAS IN SKILL DEVELOPMENT CATEGORY (TECHNICAL)

Objective – 5:

- To study the priorities of youth on the areas of training of skill development training under each category (areas like Four wheeler mechanism, Two wheeler mechanism, Body painting under the Category of Automobile)

All the 29 categories of Skill Development Training consist of 10 specific Training Areas. Respondents have been asked to choose Priority 1 and Priority 2 of specific areas of training under each category. As done earlier, the analysis for the specific areas of training under each of the 29 categories will be presented based on the computed score of Priority 1 and Priority 2 together.

Note:

The findings are classified on the Mean value and are presented as training areas having high demand, moderate demand and very low demand. In some categories all 10 areas of training will find their place in the three classifications. But for some categories, depending on their Mean value and Frequency only those relevant training areas which were significantly chosen by youth will find their place.

This gives clarity on giving importance to specific areas of training under each chosen category of training.

Rank – 1: Agriculture & Allied Activities (*Computed Mean Value of Priority 1 and Priority 2*)

Areas of Training which have High Demand:

1. Landscaping & Floriculture
2. Mushroom Cultivation
3. Sericulture
4. Organic Farming

Areas of Training which have Moderate Demand:

5. Vermiculture & Vermicomposting
6. Gardening
7. Seed Promotion & Gardening

Areas of Training which have Very Low Demand:

8. Farming & Processing of Medicinal Plants
9. Horticulture
10. Training on Bio Gas Installation

Rank -2: Auto Mobile / Auto Component

Areas of Training which have High Demand:

1. Four Wheeler Mechanism
2. Overhauling of Engine Systems(Petrol/Diesel)
3. Two Wheeler & Three Wheeler Mechanism

Areas of Training which have Moderate Demand:

4. Overhauling of Chassis System (Light Vehicle)
5. Vehicle Body Painting
6. Repair of Auto Air Conditioning Systems
7. Driving

Areas of Training which have Very Low Demand:

8. Overhauling of two wheelers & Three Wheelers
9. Wheel Alignment & Balancing
10. Denting & Painting

Rank -3: Banking / Insurance and Finance

Areas of Training which have High Demand:

1. Accounting Training
2. Banking Associate Training
3. Mutual Fund Associate Training

Areas of Training which have Moderate Demand:

4. Tally
5. Income Tax Return Filing Training

Areas of Training which have Very Low Demand:

6. Insurance Sale Advisor Training
7. Claims & Recovery Training
8. Sale of Banking Products

Rank 4: Building and Construction

Areas of Training which have High Demand:

1. Masonry
2. Building Carpenter
3. Tiller (Ceramic)

Areas of Training which have Moderate Demand:

4. Construction Electrician
5. Granite Stone Dresser
6. Land Survey Training

Areas of Training which have Very Low Demand:

7. Fire & Safety Training
8. JCB Operator
9. Flooring Mason
10. Earth Work Excavator

Rank 5: Food Production & Catering

Areas of Training which have High Demand:

1. Line Cooking & Dishes
2. Soup Appetizers & Starters
3. Salads & Dressing

Areas of Training which have Moderate Demand:

4. Preparation of Snacks Items
5. Cakes & Pastries
6. Desserts & Sweets

Areas of Training which have Very Low Demand:

7. Ice Creams
8. Home Made Chocolates
9. Cocktails & Mocktails
10. Bakery & Confectionary

Rank 6: Electrical

Areas of Training which have High Demand:

1. Basic Electrical Training
2. House Wiring Training
3. Rewinding of AC/DC Motors

Areas of Training which have Moderate Demand:

4. Line Man Training
5. Inverter & UPS Maintenance
6. Lights Production Maintenance Training

Areas of Training which have Very Low Demand:

7. Maintenance & Repair of PA & Audio Systems
8. Maintenance of Air Conditioner & Refrigeration
9. AC Mechanic
10. Elevator Installation & Maintenance

Rank 7: Cosmetology and Beautician

Areas of Training which have High Demand:

1. Beautician
2. Make Up & Hair Stylist

Areas of Training which have Moderate Demand:

3. Mehendi Work

Areas of Training which have Very Low Demand:

4. Massage/SPA Therapists
5. Training in Pedicure
6. Training in Hair Cutting

Rank 8: Building Hardware and Home Furnishings

Areas of Training which have High Demand:

1. Wall Painter
2. Spray Painter
3. Wood Painter
4. Interior Decoration

Areas of Training which have Moderate Demand:

5. False Ceiling Fitter
6. Bar Bending
7. Ceramic & Crystal Water Falls Making
8. Plumbing & Sanitary Fitter

Areas of Training which have Very Low Demand:

9. Pot Ceramic Works
10. Tower Crane Operator

Rank 9: Chemicals and Pharmaceuticals

Areas of Training which have High Demand:

1. Process Attendant Training
2. Lab Attendant Training

Areas of Training which have Moderate Demand:

3. Instrument Attendant Training

Areas of Training which have Very Low Demand:

4. Industrial Chemical Manufacturing Assistant
5. Instrumentation & Control Attendant

Rank -10: Animal Husbandry

Areas of Training which have High Demand:

1. Poultry
2. Goat Farming
3. Dairy Farming

Areas of Training which have Moderate Demand:

4. Aqua Culture
5. Artificial Insemination

Areas of Training which have Very Low Demand:

6. Para Veterinarian Extension Work
7. Milk Testing & Processing
8. Piggery
9. Fodder Promotion

Rank -11: Medical Pharmacy and Healthcare Services

Areas of Training which have High Demand:

1. Home Nursing Services
2. Dietician Assistant
3. Midwifery Assistant
4. Operation Theatre Assistant

Areas of Training which have Moderate Demand:

5. Health Care Multipurpose Worker
6. Lab Technician

Areas of Training which have Very Low Demand:

7. ECG Technician
8. Dialysis Technician
9. X –Ray Technician

Rank- 12: ITES - BPO Services

Areas of Training which have High Demand:

1. Domestic BPO
2. BPO Voice Training
3. BPO Non –Voice Training

Areas of Training which have Moderate Demand:

4. E- Commerce/E-Marketing
5. Print Publishing
6. Data Entry

Areas of Training which have Very Low Demand:

1. E -Publishing

Rank -13: Garments and Apparel

Areas of Training which have High Demand:

1. Machine Embroidery Operator
2. Tailoring

Areas of Training which have Moderate Demand:

3. Industrial Sewing Machine Operator
4. Garment Cutting
5. Dyeing & Printing
6. Fashion Designing

Areas of Training which have Very Low Demand:

2. Mechanic - Garment Machines
3. Kaza and Button Operator
4. Computer Aided Textile Designing
5. Boutique Management and Training

Rank- 14: Tourism & Hospitality

Areas of Training which have High Demand:

1. Food & Beverage Services
2. Tourism & Travel Management
3. House Keeping Operations

Areas of Training which have Moderate Demand:

4. Facility Management
5. Front Office Management

Areas of Training which have Very Low Demand:

6. Rural Tourism

Rank 15: IT /Software Services

Areas of Training which have High Demand:

1. Computer Fundamentals
2. Computer Hardware Training
3. Computer Networking

Areas of Training which have Moderate Demand:

4. Web Designing
5. 3 D Animation

Areas of Training which have Very Low Demand:

6. Oracle & Java Programming
7. AutoCAD
8. Software Testing

Rank- 16: Gem and Jewelry

Areas of Training which have High Demand:

1. Gem Cutting Training
2. 2. Jeweler Designer
3. Training in Enameling

Areas of Training which have Moderate Demand:

4. Stone Setting Training
5. Gem Appraisal Training

Areas of Training which have Very Low Demand:

7. Gemologist Training
8. Appraiser –Gold Jewelry
9. Jewelry CAD Designing
10. Training on Embossing

Rank- 17: Electronics Hardware

Areas of Training which have High Demand:

1. Tablet PC (TAB)
2. Laptop Service

Areas of Training which have Moderate Demand:

3. Printer Service
4. Monitor & SMPS Service
5. LCD/TFT Monitor
6. CCTV Camera Training
7. Home Appliance Training
8. Cell Phone – Repair and Maintenance

Areas of Training which have Very Low Demand:

1. Photo Copier and Fax Machinery Repair
2. DTH Installation and Servicing

Rank- 18: Food Processing

Areas of Training which have High Demand:

1. Basic Food Preservation Training
2. Training on Agro Products
3. Fruits & Vegetables Processing

Areas of Training which have Moderate Demand:

4. Food & Beverages
5. Meat Processor
6. Fish Processor

Areas of Training which have Very Low Demand:

7. Poultry Processor
8. Training on Dairy Products

Rank - 19: Handicrafts

Areas of Training which have High Demand:

1. Toy Making Training
2. Paper Plates, Cups, Bags, Envelopes Making
3. Beads Work-Ornaments

Areas of Training which have Moderate Demand:

4. Brassware Work
5. Glassware Work
6. Artificial Flower Making

Areas of Training which have Very Low Demand:

7. Bonsai Making
8. Bamboo & Banana Fiber Fabrications

Rank 20: Office Administration

Areas of Training which have High Demand:

1. Secretarial Practice
2. Front Office /Receptionist Training
3. Computer Operator Training

Areas of Training which have Moderate Demand:

4. Office Accountant / Clerk Training

Areas of Training which have Very Low Demand:

5. Typist and Steno Training

Rank 21: Mechanical

Areas of Training which have High Demand:

1. Fitter
2. Machinist

Areas of Training which have Moderate Demand:

3. Grinder/Turner
4. CNC Operator
5. CAD/CAM/Auto CAD
6. Carpenter

Areas of Training which have Very Low Demand:

7. Plumber

Rank -22: Media and Communication

Areas of Training which have High Demand:

1. Digital Camera Photography
2. Mass Communication
3. Videographer

Areas of Training which have Moderate Demand:

4. Digital Audio Recording
5. Lighting Assistant
6. Sound Engineering
7. Multimedia Video Recording and Editing
8. Digital banner Designing

Rank- 23: Printing

Areas of Training which have High Demand:

1. Graphic Designer
2. Plate Making
3. CTP
4. Off -Set Printing

Areas of Training which have Moderate Demand:

5. Binder/ Folding/ Lamination
6. Screen Printing

Areas of Training which have Very Low Demand:

7. Machine Maintenance
8. Digital Press Operator

Rank- 24: Organized Retail

Areas of Training which have High Demand:

1. Sales Persons Training
2. Retail Operations Training

Areas of Training which have Moderate Demand:

4. Billing Services Training

Areas of Training which have Very Low Demand:

5. FMCG Sales Representative Training
6. Inventory Management Training

Rank 25: Fabrication

Areas of Training which have High Demand:

1. Welder – MIG/TIG
2. Fitter (Artisans)
3. Structural Fabrication
4. Basic Sheet Metal Work

Areas of Training which have Moderate Demand:

5. Pipe Fabrication
6. Plastic Mold Assistance
7. Plastic Blow Molding

Areas of Training which have Very Low Demand:

8. Machinist/Turner (Artisans)
9. Milling

Rank 26: Handlooms

Areas of Training which have High Demand:

1. Carpet Making
2. Hand Embroidery

Areas of Training which have Moderate Demand:

3. Spinning

Areas of Training which have Very Low Demand:

4. Jute Works
5. Coir Works

Rank 27: Leather and Leather Goods

Areas of Training which have High Demand:

1. Leather Garments Making
2. Leather Foot Wear
3. Leather Sports Goods Maker

Areas of Training which have Moderate Demand:

4. Leather Foot Wear Machine Operator
5. Leather and Rexene Goods Maker

Areas of Training which have Very Low Demand:

6. Pattern & Template Maker – Leather & Sports
7. Shoe Upper Designing and Closing

Rank 28: Textile

Areas of Training which have High Demand:

1. Textile Designers
2. Silk Weaving
3. Wool Weaving

Areas of Training which have Moderate Demand:

4. Cotton Ginning
5. Training on Doubling
6. Cotton Spinning

Areas of Training which have Very Low Demand:

7. Training on Winding
8. Training in Knitting
9. Loom Operator Training
10. Training on Reeling

Rank 29: Transportation / Logistics / Warehousing and Packaging

Areas of Training which have High Demand:

1. Courier Services
2. Marketing Executive
3. Fork Lift Operator

Areas of Training which have Moderate Demand:

4. Packing & Dispatch Operator
5. Warehousing Operator
6. Security Services
7. Shipping and Forwarding Training

SECTION-VI: TESTS OF ASSOCIATION - PRIORITIZED CATEGORIES OF SKILL DEVELOPMENT TRAINING (TECHNICAL)

Objective – 6:

- To find out if any difference exists between the independent variables (gender, age, education and domicile) and the prioritized categories of skill development training (technical)

This section consists of inferential statistics between the independent variables in Sample Characteristics (gender, domicile, age and education) and the prioritized categories of skill development training (technical).

Results of Objective - 6

Prioritized Categories of Skill Development Training by Gender

1. **Female youth prefer the following categories of training more than the male youth.** The results are statistically significant – Areas: Animal husbandry, Banking/Insurance & Finance, Food Production & Catering, Cosmetology & Beautician, Electronics Hardware, Garments & Apparel, ITES-BPO Services, Medical Pharmacy & Healthcare Services, Textile and Tourism & Hospitality -
2. **Male youth prefer the following categories of training more than female youth.** The results are statistically significant – Areas: -Electrical, Gem & Jewelry, handlooms, Organized Retail and Printing.

Female youth have identified 10 categories of training which are more important to them than male youth. By doing this, they have not only expressed their clarity of choice and also their interest in a big way to take to Short Term Skill Development Training.

Most of the categories of training chosen by male and female youth fit into the conventional way of choosing a career.

Prioritized Categories of Skill Development Training by Domicile

1. **Urban youth prefer the following categories of training more than the rural youth.** The results are statistically significant – Areas: Animal husbandry, Building & Construction, Food Production & Catering, Electrical, Its/Software Services, Mechanical, Medical Pharmacy & Healthcare Services, Organized Retail and Printing.
2. **Rural youth prefer the following categories of training more than urban youth.** The results are statistically significant – Areas: - ITES/BPO Services & Office Administration

Interestingly ITES/BPO services are not preferred by youth from urban areas. The initial craze might be over. In fact it is the rural youth who prefer ITES/BPO services more than urban youth.

Prioritized Categories of Skill Development Training by Age

1. **Youth in the age group of 18-21 prefer the following categories of training more than youth of 22-30 age groups.** The results are statistically significant – Areas: Electrical, Food Processing, Printing, Tourism & Hospitality.

Youth in the age group of 22-30 prefer the following categories of training more than youth of 18-21 age group. The results are statistically significant – Areas: Building & Construction, Food Production & Catering, Leather & Leather Goods, Media & Communication and Organized Retail.

Prioritized Categories of Skill Development Training by Education

1. **Youth who have low level of education (studied up to 8th standard and have not completed 12th standard) prefer the following categories of training more than youth who are educated.** The results are statistically significant – Areas: Agriculture and Cosmetology & Beautician.
2. **Youth who have moderate level of education (studied up to 10th standard and 12th standard) prefer the following categories of training more than youth who are less educated.** The results are statistically significant – Areas: Animal Husbandry, Mechanical and Organized Retail.

3. **Youth who have high level of education (UG/PG/Diploma) prefer the following categories of training more than youth who are less educated.** The results are statistically significant – Areas: Electrical, Its/Software, Leather & Leather Goods and Media & Communication.

Section VII - Attitude of Youth towards Skill Development Training & Technical Jobs

Objective -7:

- To find out attitude of youth towards Skill Development Training and attitude towards Technical Jobs

Correlation between Attitude towards Skills Development Training and Attitude towards Technical Jobs

The correlation coefficient Pearson's r indicates that the relationship is positive and significant ($r = .338$, $p < 0.000$). This indicates that as the attitude of youth towards skill development training increases their attitude towards technical job also increases.

Attitude of Youth on Skill Training and Technical Job

Gender:

Male youth ($M = 12.25$) have more positive attitude towards skill development training than female youth ($M = 12.15$). This trend is again repeated with, male youth ($M = 10.69$) having more positive attitude towards Technical Jobs than female youth ($M = 10.46$). The results are statistically significant.

Domicile:

Urban youth ($M = 12.25$) have more positive attitude towards technical jobs than rural youth ($M = 12.20$). The results are statistically significant. There is no difference in the attitude of the urban and rural youth towards skill development training programme.

Age:

Youth in the age group of 15 to 17 (M=12.31) and 18 to 21 years (M=12.31) have positive attitude towards skill development training than youth of 22 to 30 age group (M=12.03). Similarly youth in the age group of 15 to 17 (M=10.68) and 18 to 21 years (M=10.64) have positive attitude towards technical jobs than youth of 22 to 30 age group (M=10.44).

Education:

Youth who are studying UG/PG/Diploma (M=12.40) have positive attitude about skill development trainings more than youth who have studied less than 10th standard (M= 11.86) and those who have completed 10th standard & 12th standard (M=12.27). In the same way youth who are studying UG/PG/Diploma (M=10.83) have positive attitude about technical jobs more than youth who have studied less than 10th standard (M= 10.40) and those who have completed 10th standard & 12th standard (M=10.57). The results are statistically significant.

Similarly, youth who have studied 10th and 12th standard have positive attitude about skill development trainings as well as technical jobs more than youth who have studied less (8th & 10th standard not completed) The results are statistically significant.

Section –VIII: Skill Development of Indian Youth - Employers Perspective**Objective -8**

What are the opinions of experts in the field of employment about the opportunities available in the job market and the training courses needed for the youth?

Consolidated Report of the Focus Group Discussion

Focus Group Discussion was conducted in Bangalore (Karnataka) and Dharmapuri (Tamil Nadu) with the objective of finding out the needs for skilling youth in various sectors those have demands. Twenty four companies in Bangalore and 21 companies in Dharmapuri participated in the FGD respectively.

Note:

Caution must be exercised while comparing the conclusions of the study done with youth and the opinions of the employers as presented in the report. The FGD were conducted in only two States (Tamil Nadu and Karnataka) out of the 23 States where data from youth has been collected. The companies that participated were also not representative of all the 29 categories of Skill Training and this has to be taken into consideration while reading the report.

Objectives of the FGD

1. To find out the opinions of the employers with regard to the youth who were placed with DB Tech Training
2. To elicit effective ways and means to improve skill training programme
3. To elicit suggestions to improve retention of youth in jobs
4. To identify the trades that have greater demand in labour market currently

Outcome of the Study:

The following report presents the perspectives of Employers regarding Skill Development Training of Indian Youth.

**Perspectives of Employers on Qualities of Youth Trained by DB Tech India
Positive Aspects**

1. The students show higher discipline
2. The students are willing to learn
3. The students of DB Tech stay longer duration in the Organization
4. They are with sound technical knowledge
5. They are good in interpersonal relationships
6. They are creative

The skills expected by the Employer

1. Communication Skill
2. Team Work Skill
3. Interpersonal Relationship Skill
4. Working knowledge of English

Problems observed in the newly recruited students (direct from the campus)

1. Not interested and motivated
2. Not adapting with working environment and facilities
3. Lacking in technical skills and practicality
4. Not adjusting with co-workers
5. Less compliance with present work culture.
6. Coming with higher expectations regarding Salary and Working Environment than their qualification and market value.

Suggestions Given by the Employers to Improve Skill Training of Students

5. Linkages with the companies for Practical Training
6. Career Guidance
7. Language Skills – English and Hindi
8. Positive Attitude towards Work
9. Well Mannered behaviour with others
10. Objectives oriented training towards the market need
11. Training in specializations and not just generic
12. Training based on the interest and caliber of a student
13. Giving importance to training in soft skills, Life Skills and computer literacy
14. Organizing Mock interviews for better employability
15. Exposure to Aptitude Tests

Suggestions Given by Employers to improve Retention of Candidates in job

1. Need for post placement tie up between DB Tech and company
2. Increased job awareness in order to have career advancement.
3. Soft skills (negotiating, initiative taking, tolerance)
4. Post placement support (Visit, counseling, etc) by DB Tech
5. Implant training and exposure in Allied industries to assist students to understand the job better
6. On the Job Motivation
7. Incentives from the Corporate

The Opinion of Employers regarding Trades that have demand in the labour market currently

1. ITES /BPOs
2. Automobile/Auto Component
3. Food Production & Catering
4. ITS-Software Services
5. Tourism & Hospitality
6. Garments & Apparel
7. Medical/Pharmacy & Health Care Services
8. Agriculture
9. Banking/Insurance and Finance
10. Electrical
11. Organized Retail
12. Building & Construction
13. Chemicals & Pharmaceuticals
14. Cosmetology & Beautician
15. Electronics Hardware
16. Media & Communication

Prioritized Areas on ITES - BPO Services Skill Development Training

The employers have also prioritized certain areas of training under each category which they consider important from job market point of view. However since data was collected from only 45 managers from only Two States, caution must be exercised while comparing this data with the preference given by 53263 youth of the country from 23 States.

1. BPO Voice Training
2. Domestic BPO
3. BPO Non Voice Training
4. E-Commerce/E-marketing
5. Data Entry

Prioritized Areas on Auto Mobile / Auto Component Skill Development Training

1. Two and Three Wheeler Mechanism
2. Four Wheeler Mechanism
3. Wheel alignment & Balancing
4. Driving
5. Denting and Painting

Prioritized Areas on Food Production & Catering Skill Development Training

1. Line Cooking & Dishes
2. Soup Appetizers & Starters

Prioritized Areas on ITs /Software Services Skill Development Training

1. Computer Fundamentals
2. Computer Networking
3. 3D Animation Training
4. Software Testing

Prioritized Areas on Tourism & Hospitality Skill Development Training

1. Food and Beverage Services
2. House Keeping Operation
3. Facility Management
4. Front Office Management
5. Tourism and Travel Management

Prioritized Areas on Garments and Apparel Skill Development Training

1. Industrial Sewing Machine Operator
2. Tailoring
3. Training on Garment Cutting
4. Fashion Designing
5. Computer Aided Textile Designing

Prioritized Areas on Medical Pharmacy and Healthcare Services Skill Development Training

1. Dietician Assistant
2. Health Care Multipurpose Worker
3. Lab Technician
4. Home Nursing Services
5. Operation Theatre Assistant
6. X-Ray Technician

Prioritized Areas on Agriculture Skill Development Training

1. Sericulture
2. Organic Farming
3. Farming and Processing of Medicinal Plants

Prioritized Areas on Banking / Insurance and Finance Skill Development Training

1. Banking Associate Training
2. Tally
3. Income Tax Return Filing Training

Prioritized Areas on Electrical Skill Development Training

1. Basic Electrical Training
2. House Wiring Training

Prioritized Areas on Organized Retail Skill Development Training

1. Sales Person
2. Retail Operations Training
3. Inventory Management Training

Prioritized Areas on Building and Construction Skill Development Training

1. Building Carpenter
2. Fire and Safety Training

Prioritized Areas on Chemicals and Pharmaceuticals Skill Development Training

1. Process Attendant Training
2. Lab Attendant Training
3. Industrial Chemical Manufacturing Assistant

Prioritized Areas on Cosmetology and Beautician Skill Development Training

1. Beautician
2. Makeup & Hair Stylist
3. Massage / SPA Therapists
4. Training in Hair Cutting

Prioritized Areas on Electronics Hardware Skill Development Training

1. Tablet PC (TAB) Training
2. Monitor & SMPS Service Training
3. Home Appliance Training
4. Cell Phone - Repair and Maintenance

Prioritized Areas on Media and Communication Skill Development Training

1. Mass Communication
2. Sound Engineering

This chapter discusses the major implication of the results of the study in terms of formulating policy guidelines and effecting changes in the existing Skill Development Training Programme. The recommendations are based on the major objectives of the study.

Short Term Skill Development Programmes:

DB Tech institutions need to intensify their efforts in the area of short term skill development programmes. It is the need of the youth and also has the support of industry experts. Most of the employers in the study look for only NCVT Certificates for providing jobs and are not particular about formal ITI or Diploma programmes. Majority of the youth in the study also prefer short term skill development programmes to formal ITI or Diploma programmes.

Duration:

It is recommended to focus more on 3 months duration training programmes and 6 months and more duration training programmes than training programmes of 45 days and less duration or part time training programmes of few hours a day.

Youth prefer short term skill development programmes longer duration and quality that would definitely give them edge in the job market. They prefer to spend more money and time in learning such courses and clearing NCVT Certificates rather than doing courses of much shorter duration and run the risk of being left out in the race for jobs.

Cost:

Youth are willing to spend money for skill development training programmes. Their focus is more on getting a better job after the course than getting a course free of cost.

It is important for DB Tech institutions to subsidize certain courses for socio-economically weaker sections but this should not be done at the cost of offering low cost courses that are not going to fetch jobs for students.

Getting Right Candidates:

DB Tech institutions must plan to reach out to youth more through their peers, centre instructors and community workers than to spend money on advertisements in Newspapers, local television/FM networks and flyers and posters.

Though youth are not averse to these channels, they consider information from their peers, instructors and community workers to be more credible and convincing than these channels.

Career Guidance:

DB Tech institutions need to organize their career counseling and guidance in a more professional way. More people like instructors of the local institutions are to be trained in career guidance. Few members of the community workers and alumni of parents could be also involved depending upon their knowledge, efficiency and commitment. Most employers feel that proper career counseling and guidance will be very helpful in the retention and career advancement of the trainees.

The scope of career guidance also has to be enhanced. It cannot be restricted to the understanding of giving guidance to the students about their future career. It must include identifying potential target population by reaching out to students in high school/higher secondary school and more importantly to youth in the neighbourhood who have dropped out of schooling and are working in the unorganized sector for paltry wages in semi-skilled and unskilled jobs.

Employment Orientation:

Youth in India seem to have realized that though they may prefer to get a government job, it is not going to be easy especially in the technical sector. Their mind seems to be prepared to accept looking for job opportunities in private sector or to start self -employment or entrepreneurial initiatives. This is very evident from the research. However they seem to be not well versed or knowledgeable with self -employment or entrepreneurial options. .

DB Tech institutions must evaluate and see how much of their career guidance programme and placement initiative programmes support self-employment and micro business efforts of their students. If their programmes are restricted only to On-campus and Off-campus placements in companies, it is time for them develop modules and programmes that provide support to youth on self-employment and entrepreneurial projects.

Career Orientation:

Youth need to be given counseling and motivation to remain in a job for a considerable period of time instead of job hopping at the slightest provocation of better salary or working conditions. While they must be trained to negotiate on their salary, they also must be oriented that they must look into the market conditions and demands instead of being unrealistic with their salary expectations.

Responding to the Needs of Specific Groups:

Age:

It is recommended that DB Tech need to reach out to youth of 18 to 21 and 22-24 with more focus. These are the youth who much more likely to join non-formal skill development programmes. DB Tech needs to give more importance to Full time skill development programmes up to 45 days duration to 22 to 30 age group. This age group also looks for constant update on further training opportunities available with DB Tech.

Longer duration programmes of 3 to 6 months can be thought for youth who are in the age range of 15 to 17 and 18-21. This is the group which is more likely take up such long duration programmes. Formal ITI programmes and Diploma courses would suit youth in the age group of 15 to 17.

Gender:

DB Tech need to give more importance to female youth while organizing short term skill development programmes since they have shown lot of interest to join these courses. It will be also relevant to think of 6 months duration programmes for female youth and 3 months training programmes to male youth. The results clearly support such a trend.

Since male youth are much more likely to look for job related information as Post Placement Support from the centres than female youth, DB Tech should focus on this aspect.

Domicile:

Since rural youth are much more likely to join short term skill development programmes than urban youth, DB Tech should direct their resources more to rural youth. It will be relevant to organize more of 3 months and 6 months duration skill development programmes to rural youth since they are much more likely to join such courses than urban youth. Rural youth are much more likely to look for job related information as Post Placement Support from the centres than urban youth.

Education:

Since youth who have relatively lower education (8th, 10th and 12th standard) are much more likely to join short term skill development programmes than youth who have done higher education (UG/ITI/Diploma), DB Tech should direct their resources more to this group. Similarly it will be better to organize skill development programmes of 3 months and 6 months duration to this youth group than to think of youth who are pursuing higher education. However when it comes to disseminating information on new jobs it is the youth with higher educational qualification that have to be primarily addressed.

SKILL DEVELOPMENT TRAINING (NON-TECHNICAL)

Many of the Indian youth have technical and educational qualifications but lack employable skills such as soft skills and life skills. Employers from industry and other sectors have highlighted enough about this aspect.

Soft Skills:

DB Tech institutions are recommended to revamp their Soft Skills Training based on the findings of the study. Top most priority can be given to inculcate the following soft skills - Presentation Skills, Team Work Skills, Organizational Skills and Attending Interview Skills. In fact employers have emphasized on Team Work skill as a very important life skill to be imparted to students.

Rather than making a big list of soft skills and making into lecture sessions, institutions are suggested to identify these soft skills that are given top priority both by the youth and the employers and conduct micro lab sessions where youth could learn and practice these skills rather than having mere knowledge sessions.

Life Skills:

It is recommended to DB Tech institutions to highlight on the following life skills - Communication Skill, Decision Making Skill, Taking Initiative Skill and Inter Personal Relationship Skill. This need has come not only from the youth but also from the employers.

Computer Skills:

This is another important dimension of Skill Development programmes. The knowledge and hands on experience on Computer Skills - Basic Operation of a Computer, Typing in a Computer, MS Office (Word, Excel and Powerpoint) must become part of skill development programmes.

Value Education:

DB Tech institutions must progress from value education to value clarification to value acquisition. The methodology adopted for value education must be relooked into. Care must be taken to verify whether the current value education sessions include the following themes - Punctuality, Responsibility, Respect to Others, hard work and discipline - which have been given top priority by the youth.

Skill Development Training (Technical) – Prioritized Categories

Youth in the country have clearly indicated their preferences regarding the different categories of skill development training.

DB Tech must give top priority to the following Categories of Skill Development Training. These are identified as I Level preference by the youth. They are also ranked numerically to highlight the importance of one category of training over the other.

1. Agriculture & Allied Activities
2. Automobile/Auto Component
3. Banking/Insurance and Finance
4. Building & Construction
5. Food Production & Catering
6. Electrical
7. Cosmetology & Beautician
8. Building Hardware & Home Furnishing
9. Chemicals & Pharmaceuticals
10. Animal Husbandry

Some of these categories are not only identified as important by youth but also by employers from the companies.

DB Tech must give top priority to the following Categories of Skill Development Training. These are identified as II Level preference by the youth:

11. Medical/Pharmacy & Health Care Services
12. ITES/BPO Services
13. Garments & Apparel
14. Tourism & Hospitality
15. Fabrication
16. IT /Software Services
17. Transportation/Logistics/Warehousing & Packaging
18. Gem & Jewelry

- 19. Electronics Hardware
- 20. Textile
- 21. Food Processing
- 22. Handicrafts
- 23. Office Administration
- 24. Mechanical
- 25. Leather & Leather Goods
- 26. Media & Communication

III Level Preference of Categories of Skill Development Training:

- 27. Printing
- 28. Handlooms
- 29. Organized Retail

It is recommended that DB Tech constitute a committee of Centre Coordinators and Employers to analyze the preferences and priorities of the youth and plan accordingly. When this process takes place, care must be exercised not to brush aside the priorities given by the youth as coming from inexperienced persons. The present study is a Needs Assessment Study of the youth regarding their priorities in short term skill development training and so the question should be on why the youth have prioritized in this way rather than debating how the youth should have prioritized.

Note:

These categories of training are based on the national preference. Perhaps these categories of training would be more meaningful when looked from different regions of India. Also, differences in gender, domicile, age and education can also assign different rankings and priorities to these categories. An attempt has been made to make specific recommendations based on gender, domicile, age and education.

Catering to Specific Groups on Categories of Skill Development Training (Technical)

Gender:

More focus and emphasis can be given to target female youth while organizing skill development training in the following areas- Animal husbandry, Banking/Insurance & Finance, Food Production & Catering, Cosmetology & Beautician, Electronics Hardware, Garments & Apparel, ITES-BPO Services, Medical Pharmacy & Healthcare Services, Textile and Tourism & Hospitality

These are the training areas where there could be more takers from male youth and so more focus and emphasis can be given to target male youth while organizing skill development training in the following areas - Electrical, Gem & Jewelry, handlooms, Organized Retail and Printing

Domicile:

It is recommended to give more weightage to these areas of training with regard to Urban youth - Animal husbandry, Building & Construction, Food Production & Catering, Electrical, Its/Software Services, Mechanical, Medical Pharmacy & Healthcare Services, Organized Retail and Printing

It is recommended to give more weightage to the rural youth on ITES/BPO Services & Office Administration courses.

Education

More focus and emphasis can be given to target youth who have low level of education (studied up to 8th standard and have not completed 12th standard) in organizing skill development training in the following areas : Agriculture and Cosmetology & Beautician.

More focus and emphasis can be given to target youth who have moderate level of education (studied up to 10th standard and 12th standard) in organizing skill development training in the following areas: Animal Husbandry, Mechanical and Organized Retail.

More focus and emphasis can be given to target youth who have high level of education (UG/PG/Diploma) in organizing skill development training in the following areas: Electrical, Its/Software, Leather & Leather Goods and Media & Communication.

Prioritized Training Areas in Skill Development Category (Technical)

This section presents recommendations on what type of training areas to be given more importance under each category of skill development training programmes. These recommendations are derived from the priorities given by the youth regarding what type of skill development training they need and look for.

So they are not simply a list of certain areas of training but they definitely imply which areas are to be given more importance than the other. It is recommended to give more weightage to the areas of training according to the order in which they are mentioned. To get more clarity, DB Tech must read the previous chapter- Main Findings – which provides the list of these training areas under three headings – training areas with high demand, moderate demand and very low demand.

Agriculture & Allied Activities:

It is recommended to give more weightage to these areas of training - Landscaping & Floriculture, Mushroom Cultivation, Sericulture, Organic Farming, Vermi culture & Vermi composting and Gardening.

Auto Mobile / Auto Component:

It will be better to focus more on these areas of training - Four Wheeler Mechanism, Overhauling of Engine Systems (Petrol/Diesel), Two Wheeler & Three Wheeler Mechanism, Vehicle Body Painting, Overhauling of Chassis System (Light Vehicle) and Repair of Auto Air Conditioning Systems.

Banking / Insurance and Finance:

These are the training areas where there could be more takers - Accounting Training, Banking Associate Training, Mutual Fund Associate Training, Tally and Income Tax Return Filing Training.

Building and Construction:

It will be better to focus more on these areas of training – Masonry, Building Carpenter, Tiller (Ceramic), Construction Electrician, Granite Stone Dresser and Land Survey Training

Food Production & Catering:

These are the training areas where there could be more takers - Line Cooking & Dishes, Soup Appetizers & Starters, Salads & Dressing, Preparation of Snacks Items, Cakes & Pastries and Desserts & Sweets

Electrical:

It is recommended to give more weightage to these areas of training - Basic Electrical Training, House Wiring Training, Rewinding of AC/DC Motors , Line Man Training, Inverter & UPS Maintenance and Lights Production Maintenance Training

Cosmetology and Beautician:

These are the training areas where there could be more takers – Beautician, Make Up & Hair Stylist and Mehendi Work.

Building Hardware and Home Furnishings:

It is recommended to give more weightage to these areas of training - Wall Painter, Spray Painter, Wood Painter, Interior Decoration, False Ceiling Fitter and Bar Bending.

Chemicals and Pharmaceuticals:

These are the training areas where there could be more takers - Lab Attendant Training, Process Attendant Training and Instrument Attendant Training .

Animal Husbandry:

It will be better to focus more on these areas of training – Poultry, Goat Farming, Dairy Farming, Aqua Culture and Artificial Insemination.

Medical Pharmacy and Healthcare Services:

These are the training areas where there could be more takers - Home Nursing Services, Dietician Assistant, Midwifery Assistant, Operation Theatre Assistant, Helath Care Multipurpose Worker and Lab Technician

ITES - BPO Services:

It is recommended to give more weightage to these areas of training - Domestic BPO, BPO Voice Training, BPO Non –Voice Training, E- Commerce/E-Marketing, Print Publishing and Data Entry

Garments and Apparel:

It will be better to focus more on these areas of training - Machine Embroidery Operator, Tailoring, Industrial Sewing Machine Operator and Garment Cutting

Tourism & Hospitality:

These are the training areas where there could be more takers - Food & Beverage Services, Tourism & Travel Management, Hose Keeping Operations, Facility Management and Front Office Management

IT /Software Services:

It is recommended to give more weightage to these areas of training - Computer Fundamentals, Computer Hardware Training, Computer Networking, Web Designing and 3 D Animation

Gem and Jewelry:

It will be better to focus more on these areas of training - Gem Cutting Training, Jeweler Designer, Training in Enameling and Stone Setting Training

Electronics Hardware:

These are the training areas where there could be more takers - Tablet PC (TAB), Laptop Service, Printer Service and Monitor & SMPS Service

Food Processing:

It is recommended to give more weightage to these areas of training - Basic Food Preservation, Agro Products, Fruits & Vegetables Processing and Food & Beverages

Handicrafts:

It will be better to focus more on these areas of training - Toy Making Training, 2. Paper Plates, Cups, Bags, Envelopes Making, Beads Work-Ornaments, Brassware Work, Artificial Flower Making

Office Administrations:

These are the training areas where there could be more takers - Secretarial Practice, Front Office /Receptionist Training and Computer Operator Training

Mechanical:

It is recommended to give more weightage to these areas of training - Fitter , Machinist, Grinder/Turner, CNC Operator and CAD/CAM/Auto CAD

Media and Communication:

It will be better to focus more on these areas of training - Digital Camera Photography, Mass Communication, Videographer, Multimedia Video Recording and Editing and Digital Audio Recording

Printing:

These are the training areas where there could be more takers - Graphic Designer, Plate Making, Digital Press Operator, CTP and Off Set Printing

Organized Retail:

It is recommended to give more weightage to these areas of training - Sales Persons Training, Retail Operations Training and Billing Services Training

Transportation/ Logistics/ Ware Housing:

It will be better to focus more on these areas of training - Warehousing Operator, Packaging and Dispatch Operator, Shipping and Forwarding and Security Services.

Creating Impact in the Field of Skill Development Training

DB Tech institutions need to strengthen their network among themselves. Remaining in network is different from implementing Short Term Skill Development programme as a network. They must also initiate and maintain their network with companies to further strengthen the practical training of students. Industrial visits must be inbuilt into the curriculum. Inviting industry people as visiting faculty and enabling their interaction with students on the working environment in the industry and the industry culture and expectations would prove to be vital in bringing attitudinal changes in the students. Placement efforts need to go beyond industry and must enter into identifying and promoting self employment and micro business opportunities.

Students must be oriented towards having working knowledge of at least two languages of which one must be English. Student's aptitude and capabilities must be taken into consideration before training him in a particular trade. The future will be for specializations and not generic education. Continuous efforts must be taken to study the changing trends in the market need. DB Tech Training must suit the changing trend to remain as a force at the national level. Training must give top priority to Soft skills, Life Skills, Computer literacy and Value education. Mock interviews can be organized for better employability.

The ambience of DB Tech institutions need to enable a positive attitude towards technical education and technical jobs. DB Tech must evolve a system for Post placement support which includes keeping in touch with students for a minimum period of 6 months after placing him in a job. The tie up between DB Tech and company must be further strengthened.

Youth must be exposed to the realities of job market and job demands and must be trained in facing the hardships at the entry level. Since many of the students are from the rural area and also from the marginalized sector, they must be given

guidance and motivation that stirs up their hope and confidence. Employers' expectations are very high and they will take only those who have caliber and competence. So it is very important for DB Tech to provide good quality training not only in technical skills but also in life skills and soft skills.

It is time for DB Tech to tie up with the industry and organize customized short term skill development training State wise. Financial, material and human resources can be mobilized from the industry itself. The industry needs man power and also institutions who can deliver such trained man power. It is time for DB Tech to respond to this scenario.

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SKILL DEVELOPMENT TRAINING NEEDS ASSESSMENT
A Cross Sectional Study of Indian Youth

We thank you very much for your willingness to answer this tool. We are undertaking this study to assess the Skill Development Training needs of youth in India. This will help the Training Institutions to plan and organize training programmes that would suit the needs of the youth. The data will be used only for the study purpose.

Background Characteristics (Kindly write in CAPITAL LETTERS & in ENGLISH only)

1. Centre Name : _____
2. District : _____
3. State : _____

Circle the Appropriate Number as Your Response.

4. Gender : 1. Male 2. Female
5. Age in Years : _____ (15 to 30 only)
6. Residence : 1. Village 2. Town 3. City
7. Marital Status : 1. Single 2. Married 3. Separated/Divorced
8. Do you have any one of the following ID cards? (Circle Any One)
 1. Below Poverty Level (BPL) Card 2. Voter ID
 3. Adhar Card 4. Do not have any ID Card
9. Education : 1. Below 8th Std 2. Below 10th Std 3. 10th Std (High School)
 4. Non-formal Technical Training certificates
 5. Junior College / 12th Std. 6. ITI 7. Diploma 8. UG & above
10. Religion : 1. Hindu 2. Muslim 3. Christian 4. Buddhist
 5. Sikh 6. Jain 7. Others
11. Community : 1. Scheduled Caste 2. Scheduled Tribe
 3. Other Backward Classes 4. Other Castes
12. Present Status : 1. Studying 2. Part Time job and Studying 3. Part Time Job / Seasonal Job
 4. Employed 5. Searching for employment
13. Total number of persons in the family: _____
14. Family Monthly Income in Rs. _____

Circle only one response for the following questions – a response that is your current preference

15. What is your choice of technical training?
1. Non-formal Skill Development Programmes
 2. Formal ITI programmes
 3. Diploma/Engineering Courses
16. What sort of skill development training you prefer?
1. Full time training programmes up to 45 days
 2. Full time training programmes 3 months
 3. Full time training programmes of 6 months and more
 4. Part time training programmes of only two hours in a day for a longer duration
17. How much will you be able to spend for the skill development training in a month?
1. Rs. 1000
 2. Rs. 500
 3. Rs. 250
 4. Rs. 100
 5. Nil
18. How do you prefer to get information on skill development training programmes?
1. Friends
 2. News Paper
 3. Instructor
 4. Community Worker
 5. Television/FM
 6. Flyers / Posters
19. Whom would you prefer to approach for guidance in your career?
1. Parents
 2. Instructor
 3. Friends
 4. Community Workers
20. What is your preference for employment?
1. To get employment in a company for regular wages
 2. To be self-employed
 3. To start a micro business & employ others
 4. To get a government job
21. What is the income/profit you expect in the first year if you join a job or take up self-employment or start a business?
1. Range of Rs.3000 to Rs.6000 per month
 2. Range of Rs.7000 to Rs.10000 per month
 3. More than Rs.11000 per month
 4. Not particular about income/profit in the initial stages
22. Are you willing to migrate to towns/cities for a job with better future?
1. Yes
 2. No
23. If yes, what factors attract you to migrate to nearby towns/Cities?
1. Better Salary
 2. More Job opportunities
 3. City Facilities
 4. Not Applicable

24. If employed, how many jobs have you changed in the last one year?

25. If you have changed the job what are the reasons?

1. Poor salary 2. Poor working conditions 3. I am studying

26. What type of follow-up / Post Placement Support you expect from your centre once you are placed in a job?

1. Counseling/motivation to remain in employment/micro business
2. Information about further training opportunities
3. Information about further job avenues

27. Do you know the following languages?

27.1 Hindi : 1. Yes 2. No

27.2 English : 1. Yes 2. No

28. Kindly go through each statement and circle your answer in the appropriate number

Strongly Agree (SA) - 1; Agree (A) - 2; Undecided (U) - 3;

Disagree (D) - 4; Strongly Disagree (SD) – 5.

No.	Items	SA	A	U	DA	SDA
1	Skill development training programmes increases the opportunity for a decent employment.	1	2	3	4	5
2	The cost of technical training is very expensive.	1	2	3	4	5
3	Skill development training programmes provides lot of options to choose better jobs	1	2	3	4	5
4	Duration of training programmes is not conducive for joining such courses	1	2	3	4	5
5	Skill development training gives a person an advantage in job market.	1	2	3	4	5
6	Technical jobs do not provide job security.	1	2	3	4	5
7	Technical jobs are better than white collar jobs (office jobs)	1	2	3	4	5
8	Working conditions in Technical jobs are not up to the mark	1	2	3	4	5
9	Technical jobs will make work more interesting.	1	2	3	4	5
10	Technical jobs don't have social status.	1	2	3	4	5

29. A list of soft skills is given below. If you think these skills add value to your technical training, choose 2 most important skills and rank them 1 & 2

S. No	Soft Skills	
1	Presentation Skills	<i>Rank 1</i> <input type="text"/>
2	Organizational Skills	
3	Team Work Skills	
4	Interview Skills	<i>Rank 2</i> <input type="text"/>
5	Time Management Skills	
6	Negotiation (Bargaining) Skill	
7	Body Language	

30. A list of life skills is given below. If you think these skills add value to your technical training, choose 2 most important skills and rank them 1 & 2

S. No	Life Skills	
1	Communication Skill	<i>Rank 1</i> <input type="text"/>
2	Decision-making Skill	
3	Taking Initiative	
4	Interpersonal Relationship Skill	<i>Rank 2</i> <input type="text"/>
5	Self Management	
6	Managing Stress	

31. A list of basic computer skills is given below. If you think these skills add value to your technical training, choose 2 most important skills and rank them 1 & 2

S. No	Computer Skill	
1	Basic Operation of Computer	<i>Rank 1</i> <input type="text"/>
2	Typing in a Computer	
3	MS Office (Word, Excel, Power point)	
4	Browsing Internet	<i>Rank 2</i> <input type="text"/>
5	Email Operating	

32. A list of value education themes are given below. If you think these themes would help you in your overall development, choose 2 most important skills and rank them 1 & 2

S. No	Value Education Themes	
1	Punctuality	Rank 1 <input type="text"/>
2	Responsibility	
3	Respect to others	
4	Honesty	
5	Importance to Family	Rank 2 <input type="text"/>
6	Hard Work	
7	Discipline	

33. Kindly go through all the 29 categories of skill development training. Choose only three (3) categories in which you are interested to undergo training.

Prioritize them and enter the serial numbers in the boxes below.

Rank 1 **2** **3**

S. N	Category	S. N	Category
1	Agriculture	16	Handicrafts
2	Animal Husbandry	17	Handlooms
3	Automobile/Auto Component	18	ITES – BPO Services
4	Banking/Insurance and Finance	19	ITs or Software Services
5	Building and Construction	20	Leather and Leather Goods
6	Building Hardware & Home Furnishings	21	Mechanical
7	Food Production & Catering	22	Media and Communication
8	Chemicals and Pharmaceuticals	23	Medical/Pharmacy and Healthcare Services
9	Cosmetology and Beautician	24	Office Administration
10	Electrical	25	Organized Retail
11	Electronics Hardware	26	Printing
12	Fabrication	27	Textile
13	Food Processing	28	Tourism & Hospitality
14	Garments and Apparel	29	Transportation/ Logistics/ Warehousing and Packaging
15	Gem and Jewelry		

SKILL DEVELOPMENT TRAINING NEEDS ASSESSMENT

Instructions:

Please go to only the three selected categories of training which you have chosen in Question No. 33. For each chosen category, choose only two training programs and rank them 1 & 2, based on your interest to undergo training. Skip those categories which you have not ranked above. You need not answer them.

1 – AGRICULTURE		
1	Landscaping and Floriculture	Rank 1 <input type="text"/>
2	Mushroom Cultivation	
3	Sericulture	
4	Organic Farming	
5	Vermiculture and Vermicomposting	Rank 2 <input type="text"/>
6	Gardening	
7	Seed Promotion & Processing	
8	Training on Biogas Installation	
9	Farming and processing of Medicinal Plants	
10	Horticulture	

2 - ANIMAL HUSBANDRY		
1	Poultry	Rank 1 <input type="text"/>
2	Goat Farming	
3	Dairy Farming	
4	Aqua Culture	
5	Training in Artificial Insemination	Rank 2 <input type="text"/>
6	Para Vetnarian – Extension Work	
7	Milk Testing and Processing	
8	Fodder Promotion	
9	Piggery	

3 - AUTOMOBILE/AUTO COMPONENT		
1	Four Wheeler Mechanism	Rank 1 <input type="text"/>
2	Two and Three Wheeler Mechanism	
3	Overhauling of Engine Systems (petrol/Diesel)	
4	Overhauling of Chassis System (Light Vehicle)	
5	Vehicle Body Painting	Rank 2 <input type="text"/>
6	Repairing of Auto Air Conditioning Systems	
7	Overhauling of 2-3 Wheelers	
8	Wheel Alignment & Balancing	
9	Driving	
10	Denting and Painting	

4 - BANKING/INSURANCE AND FINANCE		
1	Accounting Training	Rank 1 <input type="checkbox"/>
2	Banking Associate Training	
3	Mutual Fund Associate Training	
4	Tally	
5	Income Tax Return Filing Training	Rank 2 <input type="checkbox"/>
6	Insurance Sale Adviser Training	
7	Claims and Recovery Assistance	
8	Sale of Banking Products	

5 - BUILDING AND CONSTRUCTION		
1	Masonry	Rank 1 <input type="checkbox"/>
2	Tiller (ceramic)	
3	Building Carpenter	
4	Construction Electrician	
5	Granite Stone Dresser	Rank 2 <input type="checkbox"/>
6	Land Survey Training	
7	Flooring Mason	
8	Earth Work Excavator	
9	Fire and Safety Training	
10	JCB Operator	

6 - BUILDING HARDWARE AND HOME FURNISHINGS		
1	Wall Painter	Rank 1 <input type="checkbox"/>
2	Wood Painter	
3	Spray Painter	
4	Interior Decoration	
5	False Ceiling Fitter	Rank 2 <input type="checkbox"/>
6	Bar Bending	
7	Ceramic and Crystal Water Falls Making	
8	Pot Ceramic Works	
9	Plumbing and Sanitary Fitter	
10	Tower Crane Operator	

7 – FOOD PRODUCTION & CATERING		
1	Line Cooking & Dishes	Rank 1 <input type="checkbox"/>
2	Soup Appetizers & Starters	
3	Salads & Dressing	
4	Preparation of Snacks Items	
5	Cakes & Pastries	Rank 2 <input type="checkbox"/>
6	Desserts & Sweets	
7	Ice Creams	
8	Home Made Chocolates	
9	Cocktails & Mocktails	
10	Training in Bakery/confectionary	

8 - CHEMICALS AND PHARMACEUTICALS		
1	Process Attendant Training	Rank 1 <input type="checkbox"/>
2	Lab Attendant Training	
3	Instrument Attendant Training	Rank 2 <input type="checkbox"/>
4	Industrial Chemical Manufacturing Assistant	
5	Instrumentation and Control Attendant	

9 - COSMETOLOGY AND BEAUTICIAN		
1	Beautician	Rank 1 <input type="checkbox"/>
2	Makeup & Hair Stylist	
3	Mehandi Work	Rank 2 <input type="checkbox"/>
4	Massage/SPA Therapists	
5	Training in Pedicure	
6	Training in Hair Cutting	

10-ELECTRICAL		
1	Basic Electrical Training	Rank 1 <input type="checkbox"/>
2	House Wiring Training	
3	Rewinding of AC or DC Motors	
4	Line Man Training	
5	Inverter and UPS Maintenance	
6	LED Lights-Production Manufacturing Training	Rank 2 <input type="checkbox"/>
7	Maintenance and Repair of PA and Audio Systems	
8	Maintenance of Air Conditioner and Refrigeration	
9	AC Mechanic	
10	Elevator Installation and Maintenance	

11 - ELECTRONICS HARDWARE		
1	Tablet PC (TAB) Training	Rank 1 <input type="checkbox"/>
2	Laptop Service Training	
3	Printer Service Training	
4	Monitor & SMPS Service Training	
5	LCD/TFT Monitor Training	
6	CCTV Camera Training	Rank 2 <input type="checkbox"/>
7	Home Appliance Training	
8	Cell Phone – Repair and Maintenance	
9	Photo Copier and Fax Machinery Repair	
10	DTH Installation and Servicing	

12 – FABRICATION		
1	Welder – MIG/TIG	Rank 1 <input type="checkbox"/>
2	Fitter (Artisans)	
3	Structural Fabrication	
4	Basic Sheet Metal Work	
5	Pipe Fabrication	Rank 2 <input type="checkbox"/>
6	Plastic Mold Assistance	
7	Plastic Blow Molding	
8	Machinist/Turner (Artisans)	
9	Milling	

13 - FOOD PROCESSING		
1	Basic Food Preservation Training	Rank 1 <input type="checkbox"/>
2	Training on Agro Products	
3	Fruit & Vegetables Processor	
4	Training on Food & Beverages	
5	Meat Processor	Rank 2 <input type="checkbox"/>
6	Fish Processor/Dryer	
7	Poultry Processor	
8	Training on Dairy Products	

14 - GARMENTS AND APPAREL		
1	Machine Embroidery Operator	Rank 1 <input type="checkbox"/>
2	Tailoring	
3	Training on Garment Cutting	
4	Industrial Sewing machine operator	
5	Dyeing and Printing	Rank 2 <input type="checkbox"/>
6	Kaza and Button Operator	
7	Mechanic - Garment Machines	
8	Fashion Designing	
9	Computer Aided Textile Designing	
10	Boutique Management and Training	

15 - GEM AND JEWELRY		
1	Gem Cutting Training	Rank 1 <input type="checkbox"/>
2	Stone Setting Training	
3	Training in Enameling	
4	Jeweler Designer	
5	Gem Appraisal Training	Rank 2 <input type="checkbox"/>
6	Gemologist Training	
7	Appraiser – Gold Jewelry	
8	Jewelry CAD Designing	
9	Training on Embossing	

16 – HANDICRAFTS		
1	Toy Making Training	Rank 1 <input type="checkbox"/>
2	Beads Work – Ornaments	
3	Paper Plates, Cup, Bag, Envelops Making	
4	Brassware Work	Rank 2 <input type="checkbox"/>
5	Glassware Work	
6	Bonsai Making	
7	Artificial Flower Making	
8	Bamboo & Banana Fiber Fabrications	

17 – HANDLOOMS		
1	Carpet Making	Rank 1 <input type="checkbox"/>
2	Hand Embroidery	
3	Spinning	
4	Jute Works	Rank 2 <input type="checkbox"/>
5	Coir Works	

18 - ITES – BPO SERVICES		
1	Domestic BPO	Rank 1 <input type="checkbox"/>
2	BPO Non Voice Training	
3	BPO Voice Training	
4	E-Commerce/E-Marketing	Rank 2 <input type="checkbox"/>
5	Print Publishing	
6	E-Publishing	
7	Data Entry	

19	ITs or Software Services	
1	Computer Fundamentals	Rank 1 <input type="checkbox"/>
2	Computer Hardware Training	
3	Computer Networking	
4	Web Designing	
5	3D Animation Training	Rank 2 <input type="checkbox"/>
6	ORACLE and JAVA Programming	
7	AUTOCAD	
8	Software Testing	

20 - LEATHER AND LEATHER GOODS		
1	Leather Garments Making	Rank 1 <input type="checkbox"/>
2	Leather Foot Wear	
3	Leather Sports Goods Maker	
4	Leather Foot Wear Machine Operator	Rank 2 <input type="checkbox"/>
5	Leather and Rexene Goods Maker	
6	Pattern & Template Maker – Leather & Sports	
7	Shoe Upper Designing and Closing	

21 – MECHANICAL		
1	Fitter	Rank 1 <input type="checkbox"/>
2	Machinist	
3	Grinder / Turner	
4	CNC Operator	Rank 2 <input type="checkbox"/>
5	CAD / CAM/ Auto Cad	
6	Carpenter	
7	Plumber	

22 - MEDIA AND COMMUNICATION		
1	Digital Camera Photography	Rank 1 <input type="checkbox"/>
2	Videographer	
3	Mass Communication	
4	Digital Audio Recording	Rank 2 <input type="checkbox"/>
5	Lighting Assistant	
6	Sound Engineering	
7	Digital banner Designing	
8	Multimedia Video Recording and Editing	

23 - MEDICAL PHARMACY & HEALTHCARE SERVICES		
1	Home Nursing Services	Rank 1 <input type="checkbox"/>
2	Dietician Assistant	
3	Midwifery Assistant	
4	Operation Theatre Assistant	Rank 2 <input type="checkbox"/>
5	Health Care Multipurpose Worker	
6	Lab Technician	
7	Dialysis Technician	
8	ECG Technician	
9	X- Ray Technician	

24 - OFFICE ADMINISTRATION		
1	Secretarial Practice	Rank 1 <input type="checkbox"/>
2	Front Office/ Receptionist Training	
3	Computer Operator Training	
4	Office Accountant / Clerk Training	Rank 2 <input type="checkbox"/>
5	Typist and Steno Training	

25 - ORGANIZED RETAIL		
1	Sales Person Training	Rank 1 <input type="checkbox"/>
2	Retail Operations Training	
3	Billing Services Training	
4	FMCG Sales Representative Training	Rank 2 <input type="checkbox"/>
5	Inventory Management Training	

26 - PRINTING		
1	Graphic Designer	Rank 1 <input type="checkbox"/>
2	Plate Making	
3	CTP	
4	Off Set Printing	
5	Binder/ Folding/ Lamination	Rank2 <input type="checkbox"/>
6	Screen Printing	
7	Machine Maintenance	
8	Digital Press Operator	

27 – TEXTILE		
1	Textile Designers	Rank 1 <input type="checkbox"/>
2	Silk Weaving	
3	Wool Weaving	
4	Cotton Ginning	
5	Cotton Spinning	Rank 2 <input type="checkbox"/>
6	Training on Doubling	
7	Training on Winding	
8	Training on Reeling	
9	Loom Operator Training	
10	Training in Knitting	

28 - TOURISM & HOSPITALITY		
1	Food and Beverage Services	Rank 1 <input type="checkbox"/>
2	House Keeping Operations	
3	Tourism and Travel Management	
4	Facility Management	Rank 2 <input type="checkbox"/>
5	Front Office Management	
6	Rural Tourism	

29 - TRANSPORTATION/ LOGISTICS/ WAREHOUSING & PACKAGING		
1	Courier Services	Rank 1 <input type="checkbox"/>
2	Fork Lift Operator	
3	Marketing Executive	
4	Packing & Dispatch Operator	
5	Ware Housing Operator	Rank 2 <input type="checkbox"/>
6	Security Services	
7	Shipping and Forwarding Training	

Investigator's Name: _____

Signature: _____

Date:

Space for Investigator's Comment

स्किल डेवलपमेंट ट्रेनिंग के विकास के लिए मूल्यांकन

भारतीय युवाओं का कौशल अनुभागीय अध्ययन

इस उपकरण का जवाब देने के लिए बहुत बहुत धन्यवाद। यह अध्ययन भारत के युवाओं की स्किल ट्रेनिंग जरूरतों का आकलन करने के लिए किया जा रहा है। इससे प्रशिक्षण संस्थानों को प्रशिक्षण कार्यक्रमों की योजना बनाने और उन्हें युवाओं की जरूरतों के अनुरूप व्यवस्थित करने के लिए मदद मिलेगी। यह डाटा केवल अध्ययन के उद्देश्य से ही इस्तेमाल किया जाएगा।

सामान्य जानकारी (कृपया बड़े अक्षरों में और केवल हिन्दी में लिखें)

1. ग्राम का नाम :
2. जिला :
3. राज्य :

अपने जवाब के रूप में उपयुक्त संख्या को सर्कल करें

4. लिंग : 1. पुरुष 2. महिला
5. उम्र (साल में) : (केवल 15 से 30)
6. निवास : 1. गाँव 2. टाउन 3. शहर
7. वैवाहिक स्थिति : 1. अविवाहित 2. विवाहित 3. तलाक़शुदा
8. क्या आपके पास निम्न आईडी कार्ड में से कोई एक है।
1. गरीबी स्तर से नीचे (बीपीएल) कार्ड 2. वोटर आईडी 3. आधार कार्ड
4. कोई भी आईडी नहीं है।
9. शिक्षा : 1. 8 वीं कक्षा से नीचे 2. 10वीं कक्षा से नीचे 3. 10वीं पास (हाई स्कूल)
4. नॉन फॉर्मल ट्रेनिंग 5. 12 वीं पास 6. आई टी आई
7. डिप्लोमा 8. अइंटरमिडिएट और उससे ऊपर
10. धर्म : 1. हिंदू 2. मुस्लिम 3. ईसाई
4. बौद्ध 5. सिख 6. जैन
7. अन्य
11. जाति : 1. अनुसूचित जाति 2. अनुसूचित जनजाति 3. अन्य पिछड़ा वर्ग
4. अन्य जातियाँ
12. वर्तमान स्थिति : 1. पढ़ रहे हैं 2. पार्ट टाइम नौकरी कर रहे हैं और पढ़ रहे हैं
3. पार्ट टाइम नौकरी / सीजनल नौकरी कर रहे हैं 4. कार्यरत हैं
5. रोजगार की तलाश कर रहे हैं।

13. परिवार में व्यक्तियों की कुल संख्या :

14. परिवार की मासिक आय (रुपए में) :

निम्नलिखित प्रश्नों के उत्तर के लिए केवल एक प्रतिक्रिया को सर्किल करें

15. आप कैसी तकनीकी ट्रेनिंग प्राप्त करना चाहेंगे ?

1. नॉन फॉर्मल स्किल डेवलपमेंट प्रोग्राम
2. फॉर्मल आई टी आई प्रोग्राम
3. डिप्लोमा/ इंजीनियरिंग कोर्स

16. तकनीकी प्रशिक्षण की क्या अवधि होनी चाहिए ?

1. 45 दिन का ट्रेनिंग प्रोग्राम
2. 3 महीने का ट्रेनिंग प्रोग्राम
3. 6 महीने का ट्रेनिंग प्रोग्राम
4. एक दिन में केवल 2 घंटे

17. आप स्किल डेवलपमेंट ट्रेनिंग के लिए 1 महीने में कितना खर्च उठा सकते हैं ?

1. 1000 रु
2. 500 रु
3. 250 रु
4. 100 रु
5. शुन्य

18. आप स्किल डेवलपमेंट ट्रेनिंग के बारे में कैसे जानकारी प्राप्त करना चाहेंगे ?

1. दोस्तों
2. अखबार
3. इंस्ट्रक्टर
4. समाज सेवक
5. टेलीविजन/ रेडियो
6. पोस्टर / फ्लायर्स

19. अपने कैरियर में मार्गदर्शन के लिए किसकी मदद लेना चाहेंगे ?

1. माता पिता
2. इंस्ट्रक्टर
3. दोस्तों
4. समाज सेवक

20. रोजगार के लिए आपकी पसंद क्या है ?

1. नियमित वेतन के लिए एक कंपनी में रोजगार प्राप्त करना
2. स्वरोजगार होना
3. एक सूक्ष्म व्यापार शुरू करना और दूसरों को रोजगार देना
4. एक सरकारी नौकरी पाना

21. स्वरोजगार होने के पहले साल में आपकी उम्मीद के अनुसार आपको कितना लाभ हो सकता है ?

1. 3000 से 6000 रुपए (प्रति माह)
2. 7000 से 10000 रुपए (प्रति माह)
3. 11000 रुपए से अधिक (प्रति माह)
4. प्रारंभिक चरण में आय/ लाभ के लिए निश्चित

22. बेहतर भविष्य के साथ एक नौकरी के लिए आप शहरों की ओर पलायन करने के लिए तैयार हैं ?

1. हाँ
2. नहीं

23. यदि हाँ, तो दूसरे कस्बों/ शहरों की ओर पलायन करने के लिए आप को क्या आकर्षित करता है ?

1. बेहतर वेतन
2. अधिक रोजगार के अवसर
3. शहर की सुविधाएँ
4. लागू नहीं।

24. यदि आप कार्यरत हैं, तो पिछले एक साल में आपने कितनी नौकरियाँ बदली हैं ?

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100. 100

25. यदि आपने नौकरी बदली है, तो उसका क्या कारण है ?

1. कम वेतन
2. काम की परिस्थितियों के अच्छा न होने के कारण
3. मैं अभी पढ़ रहा/रही हूँ।

26. जॉब प्लेसमेंट के बाद आप केंद्र से किस तरीके का समर्थन चाहेंगे ?

1. रोजगार/ लघु व्यवसाय में बने रहने के लिए प्रेरणा एवं परामर्श
2. आगे के प्रशिक्षण के अवसरों के बारे में सूचना
3. नौकरी के अवसर के बारे में सूचना

27. आप निम्नलिखित भाषाओं को जानते हैं ?

1. हिन्दी : 1. हाँ 2. नहीं
2. अंग्रेजी : 1. हाँ 2. नहीं

28. प्रश्न में दी गई अभिव्यक्तियों को ध्यान से पढ़ें और अपने जवाब को नीचे दी हुई संख्या के अनुसार सर्कल करें ?

- दृढ़ता से सहमत हैं। - 1
सहमत हैं। - 2
दुविधा में हैं। - 3
असहमत हैं। - 4
दृढ़ता से असहमत हैं। - 5

क्रमांक	श्रेणी	दृढ़ता से सहमत हैं।	सहमत हैं।	दुविधा में हैं।	असहमत हैं।	दृढ़ता से असहमत हैं।
1	कौशल विकास प्रशिक्षण कार्यक्रम से सभ्य रोजगार के अवसर बढ़ जाते हैं।	1	2	3	4	5
2	तकनीकी प्रशिक्षण की लागत बहुत मंहगी है।	1	2	3	4	5
3	कौशल विकास प्रशिक्षण कार्यक्रम बेहतर रोजगार विकल्पों को चुनने में सहायता प्रदान करता है।	1	2	3	4	5
4	इस तरह के पाठ्यक्रमों में शामिल होने के लिए प्रशिक्षण कार्यक्रम की अवधि अनुकूल नहीं है।	1	2	3	4	5
5	कौशल विकास प्रशिक्षण व्यक्ति को रोजगार के बाजार में लाभ देता है।	1	2	3	4	5
6	तकनीकी नौकरियों काम की सुरक्षा प्रदान नहीं करती हैं।	1	2	3	4	5
7	तकनीकी नौकरियों रोजगार कार्यालय नौकरियों की तुलना में बेहतर है।	1	2	3	4	5
8	तकनीकी नौकरियों में काम करने की स्थिति अच्छी नहीं है।	1	2	3	4	5
9	तकनीकी नौकरियों काम को और अधिक रोचक बना देंगी।	1	2	3	4	5
10	तकनीकी नौकरियों की कोई सामाजिक स्थिति नहीं है।	1	2	3	4	5

29. सॉफ्ट स्किल की एक सूची नीचे दी गई है, इनमें से किन्हीं दो ऐसी महत्वपूर्ण स्किल का चयन करें जो आपकी ट्रेनिंग में सहायक होंगी और उन्हें पद 1-2 के रूप में लिखें।

i. सॉफ्ट स्किल		रैंक 1
क्रमांक	स्किल	
1	प्रस्तुति स्किल	
2	संगठनात्मक स्किल	
3	टीम वर्क स्किल	
4	इंटरव्यू स्किल	
5	समय प्रबंधन स्किल	
6	बागेंगिंग स्किल	
7	बॉडी लैंग्वेज	

30. लाइफ स्किल्स की एक सूची नीचे दी गई है, इनमें से किन्हीं दो ऐसी महत्वपूर्ण स्किल का चयन करें जो आपकी ट्रेनिंग में सहायक होंगी और उन्हें 1-2 के रूप में लिखें।

ii. लाइफ स्किल्स		रैंक 1
क्रमांक	स्किल	
1	कम्यूनिकेशन स्किल	
2	निर्णय लेने - स्किल	
3	पहल करने योग्य स्किल	
4	पारस्परिक संबंध कौशल	
5	स्व प्रबंधन	
6	तनाव प्रबंधन	

31. कंप्यूटर स्किल्स की एक सूची दी गई है, इनमें से किन्हीं दो ऐसी महत्वपूर्ण स्किल का चयन करें जो आपकी ट्रेनिंग में सहायक होंगी और उन्हें 1-2 के रूप में लिखें।

iii. कंप्यूटर स्किल्स		रैंक 1
क्रमांक	स्किल	
1	कंप्यूटर/ बेसिक ऑपरेशन	
2	टाइपिंग	
3	एम एस आफिस (वर्ड, एक्सेल, पावर प्वाइंट)	
4	ब्राउजिंग इंटरनेट	
5	ईमेल ऑपरेशन	

32. मूल्य शिक्षा विषयों की गई है, इनमें से किन्हीं दो ऐसी महत्वपूर्ण थीम्स का चयन करें जो आपकी ट्रेनिंग में सहायक होंगी और उन्हें 1-2 के रूप में लिखें।

iv. मूल्य शिक्षा विषय		रैंक 1
क्रमांक	स्किल	
1	समय की पाबंदी	
2	जिम्मेदारी	
3	दूसरों के लिए सम्मान	
4	ईमानदारी	
5	परिवार को महत्व	
6	मेहनत	
7	अनुशासन	

33. नीचे विकास प्रशिक्षण के सभी 29 श्रेणी दी गई है, इनमें से किन्हीं तीन ऐसी श्रेणियों का चुनाव करें जिसमें आप ट्रेनिंग लेना चाहते हैं।

(उन्हें प्राथमिकता देते हुए, पद 1, 2, 3 के रूप में बॉक्स में लिखें)

रैंक 1 रैंक 2 रैंक 3

क्रमांक	श्रेणी	क्रमांक	श्रेणी
1	कृषि	16	हैंडीक्राफ्ट
2	पशुपालन	17	हैंडलूम्स
3	ऑटोमोबाइल/ ऑटो कंपोनेट	18	आईटीईएस/ बीपीओ सेवा
4	बैंकिंग/इंश्योरेंस और फाइनेंस	19	आईटीएस या सॉफ्टवेयर
5	बिल्डिंग एंड कंस्ट्रक्शन	20	चमड़ा और चमड़े का सामान
6	बिल्डिंग हार्डवेयर सेवा	21	मैकेनिकल
7	फूड प्रोडक्शन एंड कैटरिंग	22	मीडिया एंड कम्यूनिकेशन
8	केमिकल्स एंड फार्मास्युटिकल्स	23	बिल्डिंग एंड फार्मसी और स्वास्थ्य सेवा
9	सौंदर्य प्रसाधन एंड ब्यूटिशियन	24	ऑफिस एडमिनिस्ट्रेशन
10	इलेक्ट्रिकल	25	रिटेल
11	इलेक्ट्रोनिक्स हार्डवेयर	26	प्रिंटिंग
12	फैब्रिकेशन	27	टेक्सटाइल
13	खाद्य प्रसंस्करण	28	पर्यटन एंड हॉस्पिटैलिटी
14	वस्त्र एंड परिधान	29	परिवहन/ लॉजिस्टिक्स/ वेयरहाउसिंग/ और पैकेजिंग
15	रत्न एंड आभूषण		

रिस्क डेवलपमेंट ट्रेनिंग को आकलन की जरूरत है ।

निर्देश: प्रश्न 3.3 में चुनी गई तीन श्रेणियों को ध्यान में रखते हुए किन्हीं दो ट्रेनिंग प्रोग्राम को चुने और उन्हें पद 1 और 2 के रूप में लिखें (एक 1 रैंक 2)

1. कृषि	
1. भूमि निर्माण और फूलों की खेती	रैंक 1
2. मधुमक्खी पालन	
3. रेशम उत्पादन	
4. कार्बनिक गठन	
5. कृषि और कृमि खाद	रैंक 2
6. गडबिगिंग	
7. बीज संवर्धन और प्रसंस्करण	
8. बायोगैस स्थापना पर प्रशिक्षण	
9. कृषि और औद्योगिक पौधों के प्रसंस्करण	
10. होर्टिकल्चर	

2. पशुपालन	
1. पोल्ट्री	रैंक 1
2. गोठ फार्मिंग	
3. डेयरी	
4. एक्वा कल्चर	
5. कृत्रिम गर्भाधान में ट्रेनिंग	रैंक 2
6. पशु चिकित्सा-विस्तार कार्य	
7. मिल्क टेस्टिंग और प्रसंस्करण	
8. चारा संवर्धन	
9. सूअर-बाड़ा	

3. ऑटोमोबाइल	
1. फोर व्हीलर तंत्र	रैंक 1
2. दो और तीन व्हीलर तंत्र	
3. इंजन सिस्टम की ओवरहालिंग (पेट्रोल/डीजल)	
4. वैल्व सिस्टम की ओवरहालिंग (लाइट व्हीकल)	
5. वाहन-बॉडी पेंटिंग	रैंक 2
6. ऑटो एयर कंडीशनिंग सिस्टम की मरम्मत	
7. ओवरहालिंग-2-3 व्हीलर	
8. व्हील बैलेंसिंग एंड एलाइनमेंट	
9. ब्रैकिंग	
10. डेंटिंग एंड पेंटिंग	

4. बैंकिंग/इंश्योरेंस और वित्त	
1. लेखांकन ट्रेनिंग	रैंक 1
2. बैंकिंग एसोसिएट ट्रेनिंग	
3. म्यूचुअल फंड एसोसिएट ट्रेनिंग	
4. टेली	
5. आयकर रिटर्न दाखिल प्रशिक्षण	रैंक 2
6. बीमा विधि सलाहकार प्रशिक्षण	
7. क्लेम्स और रिक्वेरी सहायता	
8. बैंकिंग उत्पादों की विधि	

5. बिल्डिंग एंड कंस्ट्रक्शन	
1. चिनाई	रैंक 1
2. टिलर(सीनी मिट्टी)	
3. बिल्डिंग कारपेंटर	
4. कंस्ट्रक्शन इलेक्ट्रीशियन	
5. सेनाइट स्टोन ड्रेसर	रैंक 2
6. लैंड सर्वे प्रशिक्षण	
7. फर्श मेसन	
8. पृथ्वी की खुदाई का काम	
9. आग और सुरक्षा प्रशिक्षण	
10. जेसीबी ऑपरेटर	

6. बिल्डिंग हाईवेयर और होम फर्निशिंग	
1. वाल पेंटर	रैंक 1
2. लकड़ी पेंटर	
3. स्प्रे पेंटर	
4. इंटीरियर डेकोरेशन	
5. फाल्स सिलिंग फिटर	रैंक 2
6. बार बेल्डिंग	
7. सिरेमिक और फिस्टल वायर फाल्स बनाना	
8. पॉट सिरामिक वर्क्स	
9. प्लंबिंग एंड सेनेटरी फिटर	
10. टैवर केन ऑपरेटर	

7. फूड प्रोडक्शन एंड कैटरिंग	
1. लाइन कुकिंग एवं डिश	रैंक 1
2. सूप ऐपेटाइजर और स्टार्टर्स	
3. सलाद और ड्रेसिंग	
4. नाश्ता आइटम की तैयारी	
5. केक और पेस्ट्री	रैंक 2
6. डेसर्ट और मिठाई	
7. आइसकीम	
8. होम मेड चॉकलेट	
9. कॉकटेल और मोकटेल	
10. बेकरी/मिष्ठान्न में प्रशिक्षण	

8. केमिकल्स एंड फार्मास्यूटिकल्स	
1. प्रक्रिया परिचर प्रशिक्षण	रैंक 1
2. लैब अटेंडेंस प्रशिक्षण	
3. साधन परिचर प्रशिक्षण	
4. औद्योगिक रासायनिक विनिर्माण सहायक	
5. उपकरण और नियंत्रण परिचर	रैंक 2

9. कोस्मेटोलॉजी और ब्यूटीशियन	
1. ब्यूटीशियन	रैंक 1
2. मेकअप और हेयर स्टाइलिस्ट	
3. मेहंदी	
4. मालिश/चिकित्सक	
5. पेडीक्योर में प्रशिक्षण	रैंक 2
6. हेयर कटिंग में प्रशिक्षण	

10. इलेक्ट्रिकल	
1. बेसिक इलेक्ट्रिकल ट्रेनिंग	रैंक 1
2. हाऊस वायरिंग ट्रेनिंग	
3. एसी या डीसी मोटर्स रेविनिंग	
4. लाइन मैन प्रशिक्षण	
5. इन्वर्टर और यूपीएस रखरखाव	रैंक 2
6. एलईडी लाइट्स के उत्पादन विनिर्माण प्रशिक्षण	
7. पीए और ऑडियो सिस्टम का रखरखाव और मरम्मत	
8. एयर कंडीशनर और प्रशीतन का रखरखाव	
9. एसी मैकेनिक	
10. लिफ्ट इंस्टालेशन और रखरखाव	

11. इलेक्ट्रॉनिक्स हाईवेयर	
1. टेबलेट (टैब) प्रशिक्षण	रैंक 1
2. लैपटॉप सेवा प्रशिक्षण	
3. प्रिंटर सेवा प्रशिक्षण	
4. मॉनिटर और एसएमपीएस सेवा प्रशिक्षण	
5. एलसीडी मॉनिटर प्रशिक्षण	रैंक 2
6. सीसीटीवी कैमरा प्रशिक्षण	
7. होम एप्लायंस प्रशिक्षण	
8. सेल फोन-मरम्मत और रखरखाव	
9. फोटो कापियर और फैक्स मशीनरी की मरम्मत	
10. डीटीएच इंस्टालेशन और सर्विसिंग	

12. फेब्रिकेशन	
1. वेल्डर	रैंक 1
2. फिटर (कारीगरों)	
3. स्ट्रक्चरल निर्माण	
4. फेब्रिकेशन	
5. पाइप निर्माण	रैंक 2
6. बेसिक शीट धातु कार्य	
7. प्लास्टिक ब्लो मोल्डिंग	
8. इंजीनियर / टर्नर (कारीगरों)	
9. मिलिंग	

13. खाद्य प्रसंस्करण	
1. बेसिक खाद्य संरक्षण प्रशिक्षण	रैंक 1
2. कृषि उत्पादों पर प्रशिक्षण	
3. फल और सब्जियां प्रोसेसर	
4. खाद्य और पेय पदार्थ प्रशिक्षण	
5. मांस प्रोसेसर	रैंक 2
6. मछली प्रोसेसर/ड्रायर	
7. पोल्ट्री प्रोसेसर	
8. डेयरी उत्पाद पर प्रशिक्षण	

14. वस्त्र और परिधान	
1. मशीन कढ़ाई ऑपरेटर	रैंक 1
2. सिलाई	
3. गारमेंट काटने में प्रशिक्षण	
4. औद्योगिक सिलाई मशीन ऑपरेटर	
5. डाइंग और प्रिंटिंग	रैंक 2
6. काज और बटन ऑपरेटर	
7. मैकेनिक-परिधान मशीनें	
8. फैशन डिजाइनिंग	
9. कम्प्यूटर एंड टेक्सटाइल डिजाइनिंग	
10. बुटीक प्रबंधन और प्रशिक्षण	

15. रत्न और अभूषण	
1. रत्न कटिंग प्रशिक्षण	रैंक 1
2. स्टोन सेटिंग प्रशिक्षण	
3. ईलेमलिंग में प्रशिक्षण	
4. ज्वेलर डिजाइनर	
5. रत्न मूल्यांकन प्रशिक्षण	रैंक 2
6. जेमोलोजीस्ट प्रशिक्षण	
7. मूल्यांक-सोने के गहने	
8. अभूषण एीएडी डिजाइनिंग	
9. एम्बोसिंग में प्रशिक्षण	

16.डेटाकॉपी	
1.खिलौना प्रशिक्षण बनाना	रैंक 1
2.मोती कार्या-गहने	
3.पेपर प्लेट्स, कप, थैला, लिवाफा बनाना	
4.पीतल के बर्तनों से जुड़ा कार्य	रैंक 2
5.ग्लासवेयर कार्य	
6.बोनसाई बनाना	
7.कृत्रिम पुष्प मेकिंग	
8.बांस और केले फाइबर फेब्रिकेशन	

17.हैण्ड लुक्स	
1.कालीन बनाना	रैंक 1
2.हाथ की कढ़ाई	
3. स्विथिंग	
4.जूट वर्क्स	
5.कोर्डर वर्क्स	रैंक 2

18.आई टी ई एस	
1.घरेलू बीपीओ	रैंक 1
2.बीपीओ गैर वॉयस प्रशिक्षण	
3.बीपीओ वॉइस प्रशिक्षण	
4.इ-कॉमर्स/इ-मार्केटिंग	
5.प्रिंट प्रकाशन	
6.ई प्रकाशन	रैंक 2
7.डाय एंटी	

19.आईटीएस या सॉफ्टवेयर सेवा	
1.कंप्यूटर फंडामेंटल्स	रैंक 1
2.कंप्यूटर हार्डवेयर प्रशिक्षण	
3.कंप्यूटर नेटवर्किंग	
4.वेब डिजाइनिंग	
5.3डी एनिमेशन ट्रेनिंग	रैंक 2
6.ओरेकल और जावा प्रोग्रामिंग	
7.ओटोकेड	
8.सॉफ्टवेयर टेस्टिंग	

20.चमड़ा और चमड़े के सामान	
1.चमड़ा परिधान बनाना	रैंक 1
2.चमड़ा फूट वियर	
3.चमड़ा खेल सामग्री निर्माता	
4.चमड़ा फूट वियर मशीन ऑपरेटर	
5.चमड़ा और रेक्सिन गुड्स निर्माता	रैंक 2
6.पैटर्न और टेम्पलेट निर्माता-चमड़ा और स्पोर्ट्स	
7.शू अपर डिजाइनिंग और समापन	

21.यांत्रिकी [मैकेनिकल]	
1.फिटर	रैंक 1
2.इंजीनियर	
3.चक्की/टर्नर	
4.सीएनसी ऑपरेटर	
5.सीएडी/सीएएम/ऑटो पाजी	रैंक 2
6.बढ़ई	
7.प्लम्बर	

22.मीडिया एंड कम्युनिकेशन	
1.डिजिटल कैमरा फोटोग्राफी	रैंक 1
2.वीडियो ग्राफर	
3.जनसंचार	
4.डिजिटल ऑडियो रिकॉर्डिंग	
5.प्रकाश सहायक	
6.साउंड इंजीनियरिंग	रैंक 2
7.डिजिटल बैनर डिजाइनिंग	
8.मल्टीमीडिया वीडियो रिकॉर्डिंग और संपादन	

23.चिकित्सा फार्मसी और स्वास्थ्य सेवाओं	
1.होम नर्सिंग सेवा	रैंक 1
2.आहार विशेषज्ञ सहायक	
3.मिडवाइफरी सहायक	
4.ऑपरेशन थिएटर सहायक	
5.स्वास्थ्य देखभाल बहुउद्देश्य कार्यकर्ता	रैंक 2
6.लैब टेक्नीशियन	
7.डायलिसिस टेक्नीशियन	
8.ईसीजी टेक्नीशियन	
9.एक्स रे टेक्नीशियन	

24.कार्यालय प्रशासन	
1.सेक्रेटरियल प्रैक्टिस	रैंक 1
2.फ्रंट ऑफिस/रिसेप्शनिस्ट प्रशिक्षण	
3.कंप्यूटर ऑपरेटर प्रशिक्षण	
4.कार्यालय लेखाकार/क्लर्क प्रशिक्षण	
5.टाइपिस्ट और स्टेटा प्रशिक्षण	रैंक 2

25.संगठित रिटेल	
1.बिक्री व्यक्ति प्रशिक्षण	रैंक 1
2.खुदरा संचालन प्रशिक्षण	
3.बिलिंग सेवा प्रशिक्षण	
4.एफएमसीजी बिक्री प्रतिनिधि प्रशिक्षण	
5.इन्वेंटरी प्रबंधन प्रशिक्षण	रैंक 2

26.प्रिंटिंग	
1.ग्राफिक डिजाइनर	रैंक 1
2.प्लेट बनाना	
3. सी टी पि	
4.आप्टेट प्रिंटिंग	
5.वाइंडर-फोल्डिंग/लेमिनेशन	
6.स्कीन ट्रेनिंग	रैंक 2
7.मशीन रखरखाव	
8.डिजिटल प्रेस संचालक	

27.टेक्सटाइल	
1.वस्त्र डिजाइनर	रैंक 1
2.रेशम की बुनाई	
3.ऊन की बुनाई	
4.कॉटन जिनिंग	
5.कॉटन स्पिनिंग	
6.दोहरीकरण प्रशिक्षण	रैंक 2
7.समापन प्रशिक्षण	
8.रीलिंग प्रशिक्षण	
9.लूम ऑपरेटर	
10.बुनाई प्रशिक्षण	

28.पर्यटन एंड होस्पिटैलिटी	
1.खाद्य और पेय सेवा	रैंक 1
2.हाउसकीपिंग ऑपरेशंस	
3.पर्यटन एवं यात्रा प्रबंधन	
4.फैसिलिटी मैनेजमेंट	रैंक 2
5.फ्रंट ऑफिस मैनेजमेंट	
6.ग्रामीण पर्यटन	

29.परिवहन/लॉजिस्टिक्स/वयरहाउसिंग/पैकेजिंग	
1.कूरियर सेवा	रैंक 1
2.कांटा लिफ्ट ऑपरेटर	
3.विपणन कार्यकारी	
4.पैकिंग व डिस्पैच ऑपरेटर	रैंक 2
5.वेयर हाउसिंग ऑपरेटर	
6.सुरक्षा सेवाएँ	
7.शिपिंग और अडोषण प्रशिक्षण	

जांचकर्ता का नाम

हस्ताक्षर :

दिनांक:

----- जांचकर्ताओं की टिप्पणी के लिए -----

**திறன் மேம்பாட்டு பயிற்சியின் தேவை மதிப்பீடு
(பலதரப்பட்ட இந்திய இளைஞர்களுடையே ஒரு ஆய்வு)**

இந்த ஆய்விற்கான வினாக்களுக்கு விடையளிக்க தயராக உள்ள உங்களுக்கு முதலில் நன்றி. இது இந்திய இளைஞர்களிடையே திறன் மேம்பாட்டு பயிற்சியின் தேவைகள் பற்றிய ஒரு மதிப்பீட்டு ஆய்வு. இந்த ஆய்வானது இளைஞர்களுக்கான மிக சரியான பயிற்சி வகுப்புகளை திட்டமிடவும், செயல்படுத்தவும் மற்றும் அவர்களுக்கு உதவி செய்கிறதில் பயன்படும். தங்கள் பதிலானது ஆய்வுக்காக மட்டுமே பயன்படுத்தப்படும்.

பின்வரும் குறிப்புகள் (தெளிவாக ஆங்கிலத்தில் எழுதவும்)

1. நிறுவனத்தின் பெயர் : _____
2. மாவட்டம் : _____
3. மாநிலம் : _____
- நங்களது பதிலை வட்டமிடவும்
4. பாலினம் 1. ஆண் 2. பெண்
5. வயது _____ (15-வருந்து 30 வயது வரை மட்டுமே)
6. வாழ்விடம் 1. கிராமம் (Village) 2. நகரம் (Town) 3. பெரு நகரம் (City)
7. திருமண நிலை 1. திருமணமாகவில்லை 2. திருமணமானவர் 3. பிரிந்தவர்/விவாகரத்து ஆனவர்
8. பின்வரும் அடையாள அட்டைகளில் ஏதேனும் ஒன்று உள்ளதா? (ஒன்றை மட்டும் வட்டமிடவும்)
 1. வருமானகோட்டுக்கு கீழ் உள்ளோர்
 2. வாக்காளர் அட்டை
 3. ஆதார் அட்டை
 4. எந்த அடையாள அட்டையும் இல்லை
 5. 10-ஆம் வகுப்புக்கு கீழ்
 6. பத்தாம் வகுப்புக்கு மேல் (உயர்நிலை)
 7. 12 (பன்னிரெண்டாம் வகுப்பு)
 8. தொழிற்கல்வி பயிற்சி (ITI)
 9. கல்வி தகுதி
 9. கல்வி தகுதி 1. எட்டாம் வகுப்புக்கு கீழ் 2. 10-ஆம் வகுப்புக்கு கீழ் 3. பத்தாம் வகுப்புக்கு மேல் (உயர்நிலை) 4. எந்த அடையாள அட்டையும் இல்லை 5. 12 (பன்னிரெண்டாம் வகுப்பு) 6. தொழிற்கல்வி பயிற்சி (ITI) 7. மட்டியம் (Diploma) 8. இளங்கலை மற்றும் அதற்கு மேல்
 10. மதம் 1. இந்து 2. முஸ்லிம் 3. கிறிஸ்துவர் 4. புத்த மதம் 5. சீக்கியர் 6. ஜெயின் 7. மற்றவர்
 11. சாதி 1. தாழ்த்தப்பட்டோர் (SC) 2. மலைவாழ் இனம் (ST) 3. மிகவும் பிற்படுத்தப்பட்டோர் (MBC) 4. பிற வகுப்பினர் (Other Caste)
 12. தற்போதைய நிலை 1. படிக்கிறேன் 2. வேலை செய்து கொண்டிருக்கிறேன் 3. பகுதியே வேலை செய்கிறேன் 4. வேலை செய்கிறேன் 5. வேலை தேடிக்கொண்டிருக்கிறேன்.
 13. குடும்பத்தில் மொத்த நபர்கள் _____
 14. குடும்பத்தின் மாத வருமானம் ரூ. _____

பின்வரும் கேள்விகளுக்கான பதில்களில் உங்கள் பயிற்சி தேவையின் பீரில் ஏதாவது ஒன்றை மட்டும் வட்டமிடவும்

15. உங்களது டெக்னிக்கல் (Technical) பயிற்சியில் தற்போது எதை தேர்ந்தெடுக்க உள்ளீர்கள்?
 1. முறைசாரா திறன் பயிற்சி (Non-formal Skill Development programme)
 2. ஐஐடி பயிற்சி (Formal ITI Programme)
 3. டிப்ளோமா (Diploma) / பொறியியல் கல்வி
16. எந்தவிதமான திறன் மேம்பாட்டு பயிற்சிகளை நீங்கள் விரும்புகிறீர்கள்?
 1. 45 நாட்கள் முழுநேர பயிற்சி வகுப்புகள்
 2. 3 மாதங்கள் முழுநேர பயிற்சி வகுப்புகள்
 3. 6 மாதங்கள் மற்றும் அதற்கும் மேலான பயிற்சி வகுப்புகள்
17. ஒரு மாத திறன் மேம்பாட்டு பயிற்சிக்கு உங்களால் எவ்வளவு செலவு செய்யமுடியும்?
 1. ரூ.1000
 2. ரூ. 500
 3. ரூ. 250
 4. ரூ. 100
 5. எதுவும் செலவிட முடியாது
18. திறன் மேம்பாட்டு பயிற்சிக்குள்ள தகவலை எந்த வகையில் பெற விரும்புகிறீர்கள்?
 1. நண்பர்கள்
 2. செய்தி தாள்
 3. பயிற்சியாளர்
 4. சமூகப்பணியாளர்
 5. தொலைக்காட்சி / வானொலி
 6. துண்டு பிரசாரம் / கவனொட்டிகள்
19. உங்களது எதிர்கால வாழ்க்கைக்கு வழிகாட்ட யான அணுகு விரும்புகிறீர்கள்?
 1. பெற்றோர்
 2. பயிற்சியாளர்
 3. நண்பர்கள்
 4. சமூகப்பணியாளர்கள்
20. நீங்கள் வேலைக்குச் செல்ல விரும்பினால் எந்த வேலையை தேர்ந்தெடுப்பீர்கள்?
 1. தொடர்ந்து வருமானம் கிடைக்க கூடிய ஒரு தொழிற்சாலைக்கு செல்வேன்
 2. சுயவேலைவாய்ப்பை தேர்ந்தெடுப்பேன்
 3. ஒரு சிறிய / குறுந்தொழிலை ஆரம்பித்து மற்றவர்களுக்கும் வேலைவாய்ப்பை ஏற்படுத்துவேன்
 4. அரசு வேலையில் சேருவேன்.
21. நீங்கள் வேலைக்குச் செல்லும்போதோ / சுயமாக வேலை பார்த்தாலோ முதல் வருத்தியே ஊதியமாக/வாபமாக எவ்வளவு எதிர்பார்க்கிறீர்கள்?
 1. ரூ. 3000 விருந்து ரூ. 5000 வரை மாதந்தோறும்
 2. ரூ. 7000 விருந்து ரூ. 10,000 வரை
 3. ரூ. 11,000 க்கும் மேலாக
 4. ஆரம்ப காலக்கட்டத்தில் சம்பளம் பற்றியோ / வாபத்தை பற்றியோ நான் அழகம் பொருப்படுத்தமாட்டேன்
22. வேலை கிடைப்பதற்காக நீங்கள் நகரத்திற்கோ அல்லது பெருநகரத்திற்கோ இடம் பெயர்ந்து செல்ல விரும்புகிறீர்கள்?
 1. ஆம்
 2. இல்லை
23. ஆம் என்றால், எந்த காரணங்களுக்காக நீங்கள் நகரத்திற்கோ அல்லது பெருநகரத்திற்கோ செல்ல விரும்புகிறீர்கள்?
 1. நல்ல சம்பளம்
 2. நிறைய வேலைவாய்ப்பு
 3. நகரத்தின் பல்வேறு வசதிகள்
 4. பொருத்தது
24. நீங்கள் தற்போது பணியில் இருப்பவர் என்றால் கடந்த ஒரு வருடத்தில் எத்தனை முறை வேலையை மாற்றியிருக்கிறீர்கள்? _____
25. வேலையை மாற்றியிருக்கிறீர்கள் என்றால் என்ன காரணத்திற்காக என்று கூறவும்.
 1. குறைந்த சம்பளம்
 2. மோசமான பணிநிலை
 3. தற்போது படித்துக்கொண்டிருக்கிறேன்.
26. நீங்கள் வேலையில் சேர்ந்தபிறகு நீங்கள் பயின்ற நிறுவனத்தில் இருந்து எந்தவிதமான ஆலோசனையை, உதவியை எதிர்பார்க்கிறீர்கள்?
 1. பணியில் தொடர்வதற்கு நல்ல ஆலோசனை
 2. தொடர்ந்து வரும் பயிற்சி வகுப்புகள் பற்றிய செய்தி.
 3. வேறு வேலைவாய்ப்பு பற்றி தகவல் பரிமாற்றம்.
27. பின்வரும் மொழிகள் உங்களுக்கு தெரியுமா?
 - 27.1. இந்தி 1. ஆம் 2. இல்லை
 - 27.2. ஆங்கிலம் 1. ஆம் 2. இல்லை
28. பின்வரும் தகவல்களை தெளிவாக வாசித்து புரிந்துகொண்டு சரியான விடையை வட்டமிடவும்.
முழுவதும் ஏற்றுக்கொள்கிறேன் - 1 ஏற்றுக்கொள்கிறேன் - 2 பதில் சொல்ல முடியவில்லை - 3
மறுக்கிறேன் - 4 முழுவதும் மறுக்கிறேன் - 5.

வண்	இளைஞர்களின் மனப்பான்மை	1	2	3	4	5
1	திறன் மேம்பாட்டு பயிற்சி வகுப்புகள் வேலைக்கான நல்ல வாய்ப்பை அதிகப்படுத்துகிறது.	1	2	3	4	5
2	தொழிற் பயிற்சிக்கான படிப்பு செலவு மிகவும் அதிகம்	1	2	3	4	5
3	திறன் மேம்பாட்டு பயிற்சிகள் நல்ல வேலையை தேர்ந்தெடுக்க உதவுகிறது	1	2	3	4	5
4	பயிற்சி வகுப்புகளின் நேரங்கள் பொருத்தமானதாக இல்லை	1	2	3	4	5
5	திறன் மேம்பாட்டு பயிற்சியானது வேலை கிடைக்க உதவுகிறது	1	2	3	4	5
6	தொழிற்கல்வி வேலைகள் பணிபாதுகாப்பை வழங்குவதில்லை	1	2	3	4	5
7	தொழிற்கல்வி வேலைகள் அலுவலக வேலையைவிட சிறந்தவை	1	2	3	4	5
8	தொழிற்கல்வி வேலைகளில் பணியிடநிலை சரியாக இல்லை	1	2	3	4	5
9	தொழிற்கல்வி வேலைகள் வேலையை ஆர்வமிக்கதாக செய்கிறது	1	2	3	4	5
10	தொழிற்கல்விக்கு சமூக அந்தஸ்து இல்லை	1	2	3	4	5

29. சில தனிப்பட்ட திறன்கள் கீழே கொடுக்கப்பட்டுள்ளன. இவை உங்களுடைய தொழிற் பயிற்சிக்கு உதவியாக இருக்கும் என்று கருதினால் இவற்றுள் மிக முக்கியமான இரண்டு திறன்களை தேர்ந்தெடுத்து அவற்றை ஒன்று, இரண்டு என்று வரிசைப்படுத்தவும் (Prioritize)

வண்	Soft Skills	
1	விளக்கும் திறன் (Presentation skill)	Rank 1 <input type="text"/>
2	ஒருங்கிணைக்கும் திறன் (Organizing)	
3	குழு வேலை திறன் (Team work)	
4	நேர்முக தேர்வை அணுகும் திறன் (Interview Skill)	Rank 2 <input type="text"/>
5	நேர் மேலாண்மை திறன்	
6	பேரம்பேசும் திறன் (Negotiating)	
7	Body language	

31. கணனி பற்றிய திறன்கள் கீழே கொடுக்கப்பட்டுள்ளன. இவற்றுல் மிக முக்கியமான இரண்டு திறன்களை தேர்ந்தெடுத்து அவற்றை ஒன்று, இரண்டு என்று வரிசைப்படுத்தவும் (Prioritize)

வண்	கணனி திறன்	
1	கணனி பயன்டுத்தும் அடிப்படை திறன்	Rank 1 <input type="text"/>
2	கணனியில் எப்படி அடிப்பது	
3	MS Office (Word, Excel and Power Point)	
4	வலைதளத்தை தேடுவது (இன்ட் ரெட் பயன்படுத்தும் திறன்)	Rank 2 <input type="text"/>
5	மின்னஞ்சல் இயக்கம் (இ-மேயில் பயன்படுத்தும் திறன்)	

33. தொழிற் பயிற்சி சம்மந்தப்பட்ட 29 வகையான பயிற்சிகள் கீழே கொடுக்கப்பட்டுள்ளன. இவற்றை பொருமையாக படித்து இவற்றில் உங்களுக்கு முக்கியமானதாக தோன்றும் மூன்று பயிற்சி வகைகளை தேர்ந்தெடுத்து அவற்றை ஒன்று, இரண்டு, மூன்று என்று வரிசைப்படுத்தவும் (Prioritize)

Rank 1

Rank 2

Rank 3

S. No	Category	S. No	Category
1	Agriculture	16	Handicrafts
2	Animal Husbandry	17	Handlooms
3	Automobile/Auto Component	18	ITES – BPO Services
4	Banking/Insurance and Finance	19	ITs or Software Services
5	Building and Construction	20	Leather and Leather Goods
6	Building Hardware & Home Furnishings	21	Mechanical
7	Food Production & Catering	22	Media and Communication
8	Chemicals and Pharmaceuticals	23	Medical/Pharmacy and Healthcare Services
9	Cosmetology and Beautician	24	Office Administration
10	Electrical	25	Organized Retail
11	Electronics Hardware	26	Printing
12	Fabrication	27	Textile
13	Food Processing	28	Tourism & Hospitality
14	Garments and Apparel	29	Transportation/ Logistics/ Warehousing and Packaging
15	Gem and Jewelry		

SKILL DEVELOPMENT TRAINING NEEDS ASSESSMENT

Instructions:

Please go to only the three selected categories of training which you have chosen in Question No. 33. For each chosen category, choose only two training programs and rank them 1 & 2, based on your interest to undergo training.

Skip those categories which you have not ranked above. You need not answer them.

1 – AGRICULTURE		
1	Landscaping and Floriculture	Rank 1 <input type="text"/>
2	Mushroom Cultivation	
3	Sericulture	
4	Organic Farming	Rank 2 <input type="text"/>
5	Vermiculture and Vermicomposting	
6	Gardening	
7	Seed Promotion & Processing	Rank 2 <input type="text"/>
8	Training on Biogas Installation	
9	Farming and processing of Medicinal Plants	
10	Horticulture	

2 - ANIMAL HUSBANDRY		
1	Poultry	Rank 1 <input type="text"/>
2	Goat Farming	
3	Dairy Farming	
4	Aqua Culture	Rank 2 <input type="text"/>
5	Training in Artificial Insemination	
6	Para Vetrarian – Extension Work	
7	Milk Testing and Processing	Rank 2 <input type="text"/>
8	Fodder Promotion	
9	Piggery	

3 - AUTOMOBILE/AUTO COMPONENT		
1	Four Wheeler Mechanism	Rank 1 <input type="text"/>
2	Two and Three Wheeler Mechanism	
3	Overhauling of Engine Systems (petrol/Diesel)	
4	Overhauling of Chassis System (Light Vehicle)	Rank 2 <input type="text"/>
5	Vehicle Body Painting	
6	Repairing of Auto Air Conditioning Systems	
7	Overhauling of 2-3 Wheelers	Rank 2 <input type="text"/>
8	Wheel Alignment & Balancing	
9	Driving	
10	Denting and Painting	

4 - BANKING/INSURANCE AND FINANCE		
1	Accounting Training	Rank 1 <input type="text"/>
2	Banking Associate Training	
3	Mutual Fund Associate Training	
4	Tally	Rank 2 <input type="text"/>
5	Income Tax Return Filing Training	
6	Insurance Sale Adviser Training	
7	Claims and Recovery Assistance	Rank 2 <input type="text"/>
8	Sale of Banking Products	

5 - BUILDING AND CONSTRUCTION		
1	Masonry	Rank 1 <input type="text"/>
2	Tiler (ceramic)	
3	Building Carpenter	
4	Construction Electrician	
5	Granite Stone Dresser	Rank 2 <input type="text"/>
6	Land Survey Training	
7	Flooring Mason	
8	Earth Work Excavator	
9	Fire and Safety Training	
10	JCB Operator	

7 – FOOD PRODUCTION & CATERING		
1	Line Cooking & Dishes	Rank 1 <input type="text"/>
2	Soup Appetizers & Starters	
3	Salads & Dressing	
4	Preparation of Snacks Items	
5	Cakes & Pastries	Rank 2 <input type="text"/>
6	Desserts & Sweets	
7	Ice Creams	
8	Home Made Chocolates	
9	Cocktails & Mocktails	
10	Training in Bakery/confectionary	

9 - COSMETOLOGY AND BEAUTICIAN		
1	Beautician	Rank 1 <input type="text"/>
2	Makeup & Hair Stylist	
3	Mehandi Work	
4	Massage/SPA Therapists	
5	Training in Pedicure	Rank 2 <input type="text"/>
6	Training in Hair Cutting	

11 - ELECTRONICS HARDWARE		
1	Tablet PC (TAB) Training	Rank 1 <input type="text"/>
2	Laptop Service Training	
3	Printer Service Training	
4	Monitor & SMPS Service Training	
5	LCD/TFT Monitor Training	Rank 2 <input type="text"/>
6	CCTV Camera Training	
7	Home Appliance Training	
8	Cell Phone – Repair and Maintenance	
9	Photo Copier and Fax Machinery Repair	
10	DTH Installation and Servicing	

13 - FOOD PROCESSING		
1	Basic Food Preservation Training	Rank 1 <input type="text"/>
2	Training on Agro Products	
3	Fruit & Vegetables Processor	
4	Training on Food & Beverages	
5	Meat Processor	Rank 2 <input type="text"/>
6	Fish Processor/Dryer	
7	Poultry Processor	
8	Training on Dairy Products	

15 - GEM AND JEWELRY		
1	Gem Cutting Training	Rank 1 <input type="text"/>
2	Stone Setting Training	
3	Training in Enameling	
4	Jeweler Designer	
5	Gem Appraisal Training	Rank 2 <input type="text"/>
6	Gemologist Training	
7	Appraiser – Gold Jewelry	
8	Jewelry CAD Designing	
9	Training on Embossing	

17 – HANDLOOMS		
1	Carpet Making	Rank 1 <input type="text"/>
2	Hand Embroidery	
3	Spinning	
4	Jute Works	
5	Coir Works	Rank 2 <input type="text"/>

6 - BUILDING HARDWARE AND HOME FURNISHINGS		
1	Wall Painter	Rank 1 <input type="text"/>
2	Wood Painter	
3	Spray Painter	
4	Interior Decoration	
5	False Ceiling Fitter	Rank 2 <input type="text"/>
6	Bar Bending	
7	Ceramic and Crystal Water Falls Making	
8	Pot Ceramic Works	
9	Plumbing and Sanitary Fitter	
10	Tower Crane Operator	

8 - CHEMICALS AND PHARMACEUTICALS		
1	Process Attendant Training	Rank 1 <input type="text"/>
2	Lab Attendant Training	
3	Instrument Attendant Training	
4	Industrial Chemical Manufacturing Assistant	
5	Instrumentation and Control Attendant	Rank 2 <input type="text"/>

10-ELECTRICAL		
1	Basic Electrical Training	Rank 1 <input type="text"/>
2	House Wiring Training	
3	Rewinding of AC or DC Motors	
4	Line Man Training	
5	Inverter and UPS Maintenance	Rank 2 <input type="text"/>
6	LED Lights-Production Manufacturing Training	
7	Maintenance and Repair of PA and Audio Systems	
8	Maintenance of Air Conditioner and Refrigeration	
9	AC Mechanic	
10	Elevator Installation and Maintenance	

12 – FABRICATION		
1	Welder – MIG/TIG	Rank 1 <input type="text"/>
2	Fitter (Artisans)	
3	Structural Fabrication	
4	Basic Sheet Metal Work	
5	Pipe Fabrication	Rank 2 <input type="text"/>
6	Plastic Mold Assistance	
7	Plastic Blow Molding	
8	Machinist/Turner (Artisans)	
9	Milling	

14 - GARMENTS AND APPAREL		
1	Machine Embroidery Operator	Rank 1 <input type="text"/>
2	Tailoring	
3	Training on Garment Cutting	
4	Industrial Sewing machine operator	
5	Dyeing and Printing	Rank 2 <input type="text"/>
6	Kaza and Button Operator	
7	Mechanic - Garment Machines	
8	Fashion Designing	
9	Computer Aided Textile Designing	
10	Boutique Management and Training	

16 – HANDICRAFTS		
1	Toy Making Training	Rank 1 <input type="text"/>
2	Beads Work – Ornaments	
3	Paper Plates, Cup, Bag, Envelops Making	
4	Brassware Work	
5	Glassware Work	Rank 2 <input type="text"/>
6	Bonsai Making	
7	Artificial Flower Making	
8	Bamboo & Banana Fiber Fabrications	

18 - ITES – BPO SERVICES		
1	Domestic BPO	Rank 1 <input type="text"/>
2	BPO Non Voice Training	
3	BPO Voice Training	
4	E-Commerce/E-Marketing	
5	Print Publishing	Rank 2 <input type="text"/>
6	E-Publishing	
7	Data Entry	

19 - ITs or Software Services		
1	Computer Fundamentals	Rank 1
2	Computer Hardware Training	
3	Computer Networking	Rank 2
4	Web Designing	
5	3D Animation Training	Rank 2
6	ORACLE and JAVA Programming	
7	AUTOCAD	Rank 2
8	Software Testing	

20 - LEATHER AND LEATHER GOODS		
1	Leather Garments Making	Rank 1
2	Leather Foot Wear	
3	Leather Sports Goods Maker	Rank 2
4	Leather Foot Wear Machine Operator	
5	Leather and Rexene Goods Maker	Rank 2
6	Pattern & Template Maker – Leather & Sports	
7	Shoe Upper Designing and Closing	Rank 2

21 – MECHANICAL		
1	Fitter	Rank 1
2	Machinist	
3	Grinder / Turner	Rank 2
4	CNC Operator	
5	CAD / CAM/ Auto Cad	Rank 2
6	Carpenter	
7	Plumber	Rank 2

22 - MEDIA AND COMMUNICATION		
1	Digital Camera Photography	Rank 1
2	Videographer	
3	Mass Communication	Rank 2
4	Digital Audio Recording	
5	Lighting Assistant	Rank 2
6	Sound Engineering	
7	Digital banner Designing	Rank 2
8	Multimedia Video Recording and Editing	

23 - MEDICAL PHARMACY & HEALTHCARE SERVICES		
1	Home Nursing Services	Rank 1
2	Dietician Assistant	
3	Midwifery Assistant	Rank 2
4	Operation Theatre Assistant	
5	Health Care Multipurpose Worker	Rank 2
6	Lab Technician	
7	Dialysis Technician	Rank 2
8	ECG Technician	
9	X- Ray Technician	Rank 2

24 - OFFICE ADMINISTRATION		
1	Secretarial Practice	Rank 1
2	Front Office/ Receptionist Training	
3	Computer Operator Training	Rank 2
4	Office Accountant / Clerk Training	
5	Typist and Steno Training	Rank 2

25 - ORGANIZED RETAIL		
1	Sales Person Training	Rank 1
2	Retail Operations Training	
3	Billing Services Training	Rank 2
4	FMCg Sales Representative Training	
5	Inventory Management Training	Rank 2

26 - PRINTING		
1	Graphic Designer	Rank 1
2	Plate Making	
3	CTP	Rank 2
4	Off Set Printing	
5	Binder/ Folding/ Lamination	Rank 2
6	Screen Printing	
7	Machine Maintenance	Rank 2
8	Digital Press Operator	

27 – TEXTILE		
1	Textile Designers	Rank 1
2	Silk Weaving	
3	Wool Weaving	Rank 2
4	Cotton Ginning	
5	Cotton Spinning	Rank 2
6	Training on Doubling	
7	Training on Winding	Rank 2
8	Training on Reeling	
9	Loom Operator Training	Rank 2
10	Training in Knitting	

28 - TOURISM & HOSPITALITY		
1	Food and Beverage Services	Rank 1
2	House Keeping Operations	
3	Tourism and Travel Management	Rank 2
4	Facility Management	
5	Front Office Management	Rank 2
6	Rural Tourism	

29 - TRANSPORTATION/ LOGISTICS/ WAREHOUSING & PACKAGING		
1	Courier Services	Rank 1
2	Fork Lift Operator	
3	Marketing Executive	Rank 2
4	Packing & Dispatch Operator	
5	Ware Housing Operator	Rank 2
6	Security Services	
7	Shipping and Forwarding Training	Rank 2

Investigator's Name : _____

Signature : _____

Date : _____

Space for Investigator's Comment

SKILL DEVELOPMENT OF INDIAN YOUTH

Employers Perspective

We thank you very much for your willingness to answer this tool. We are undertaking a study to assess the Skill Development Training needs of youth in India. As part of the study, we are also determining the skills much needed by the Employers. This will help the Training Institutions to plan and organize training programmes that would suit the needs of the youth as well as the employers. The data will be used only for the study purpose.

1. What are the trades that have greater demand in the labour Market currently?
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
2. What are the trades that have no demand in the companies today?
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
3. What is the skill / trait you expect when you hire a person? (Choose any one response)
 1. Interpersonal Relationship Skill
 2. Team Work
 3. Working knowledge of English
 4. Communication Skill
 5. Computer skill

4. What are the problems you encounter in a newly recruited candidate in work?

(Choose any one

response)

1. Not interested and motivated
2. Not adjusting with co-workers
3. Not adapting with working environment and facilities
4. Lacking in technical skills and practicality
5. Any Other

5. What types of candidates you prefer to hire more for your company/institution?

1. Short term skill development training with NCVT Certificate
2. ITI
3. Diploma

6. What effective ways do you suggest to improve skill training?

7. What do you suggest to be included in our training that would improve retention of candidates in job?

8. Kindly go through all the 29 categories of skill development training. Choose only three (3) categories which you think will have greater job potential in the near future.

Prioritize them and enter the serial numbers in the boxes below.

Rank 1 **Rank 2** **Rank 3**

S. N	Category	S. N	Category
1	Agriculture	16	Handicrafts
2	Animal Husbandry	17	Handlooms
3	Automobile/Auto Component	18	ITES – BPO Services
4	Banking/Insurance and Finance	19	ITs or Software Services
5	Building and Construction	20	Leather and Leather Goods
6	Building Hardware & Home Furnishings	21	Mechanical
7	Food Production & Catering	22	Media and Communication
8	Chemicals and Pharmaceuticals	23	Medical/Pharmacy and Healthcare Services
9	Cosmetology and Beautician	24	Office Administration
10	Electrical	25	Organized Retail
11	Electronics Hardware	26	Printing
12	Fabrication	27	Textile
13	Food Processing	28	Tourism & Hospitality
14	Garments and Apparel	29	Transportation/ Logistics/ Warehousing and Packaging
15	Gem and Jewelry		

SKILL DEVELOPMENT TRAINING NEEDS ASSESSMENT

Instructions:

Please go to only the three selected categories of training which you have chosen in Question No. 8.

For each chosen category, choose only two training programs and rank them 1 & 2, based on your interest to hire them.

Skip those categories which you have not ranked above. You need not answer them.

1 – AGRICULTURE		
1	Landscaping and Floriculture	Rank 1 <input type="text"/>
2	Mushroom Cultivation	
3	Sericulture	Rank 2 <input type="text"/>
4	Organic Farming	
5	Vermiculture and Vermicomposting	
6	Gardening	
7	Seed Promotion & Processing	
8	Training on Biogas Installation	
9	Farming and processing of Medicinal Plants	
10	Horticulture	

2 - ANIMAL HUSBANDRY		
1	Poultry	Rank 1 <input type="text"/>
2	Goat Farming	
3	Dairy Farming	Rank 2 <input type="text"/>
4	Aqua Culture	
5	Training in Artificial Insemination	
6	Para Vetnarian – Extension Work	
7	Milk Testing and Processing	
8	Fodder Promotion	
9	Piggery	

3 - AUTOMOBILE/AUTO COMPONENT		
1	Four Wheeler Mechanism	Rank 1 <input type="text"/>
2	Two and Three Wheeler Mechanism	
3	Overhauling of Engine Systems (petrol/Diesel)	Rank 2 <input type="text"/>
4	Overhauling of Chassis System (Light Vehicle)	
5	Vehicle Body Painting	

6	Repairing of Auto Air Conditioning Systems	
7	Overhauling of 2-3 Wheelers	
8	Wheel Alignment & Balancing	
9	Driving	
10	Denting and Painting	

4 - BANKING/INSURANCE AND FINANCE		
1	Accounting Training	Rank 1 <input type="checkbox"/>
2	Banking Associate Training	
3	Mutual Fund Associate Training	
4	Tally	
5	Income Tax Return Filing Training	Rank 2 <input type="checkbox"/>
6	Insurance Sale Adviser Training	
7	Claims and Recovery Assistance	
8	Sale of Banking Products	

5 - BUILDING AND CONSTRUCTION		
1	Masonry	Rank 1 <input type="checkbox"/>
2	Tiller (ceramic)	
3	Building Carpenter	
4	Construction Electrician	
5	Granite Stone Dresser	Rank 2 <input type="checkbox"/>
6	Land Survey Training	
7	Flooring Mason	
8	Earth Work Excavator	
9	Fire and Safety Training	
10	JCB Operator	

6 - BUILDING HARDWARE AND HOME FURNISHINGS		
1	Wall Painter	Rank 1 <input type="checkbox"/>
2	Wood Painter	
3	Spray Painter	
4	Interior Decoration	
5	False Ceiling Fitter	Rank 2 <input type="checkbox"/>
6	Bar Bending	
7	Ceramic and Crystal Water Falls Making	
8	Pot Ceramic Works	
9	Plumbing and Sanitary Fitter	
10	Tower Crane Operator	

7 – FOOD PRODUCTION & CATERING		
1	Line Cooking & Dishes	Rank 1 <input type="checkbox"/>
2	Soup Appetizers & Starters	
3	Salads & Dressing	
4	Preparation of Snacks Items	
5	Cakes & Pastries	
6	Desserts & Sweets	Rank 2 <input type="checkbox"/>
7	Ice Creams	
8	Home Made Chocolates	
9	Cocktails & Mocktails	
10	Training in Bakery/confectionary	

8 - CHEMICALS AND PHARMACEUTICALS		
1	Process Attendant Training	Rank 1 <input type="checkbox"/>
2	Lab Attendant Training	
3	Instrument Attendant Training	
4	Industrial Chemical Manufacturing Assistant	Rank 2 <input type="checkbox"/>
5	Instrumentation and Control Attendant	

9 - COSMETOLOGY AND BEAUTICIAN		
1	Beautician	Rank 1 <input type="checkbox"/>
2	Makeup & Hair Stylist	
3	Mehandi Work	
4	Massage/SPA Therapists	Rank 2 <input type="checkbox"/>
5	Training in Pedicure	
6	Training in Hair Cutting	

10-ELECTRICAL		
1	Basic Electrical Training	Rank 1 <input type="checkbox"/>
2	House Wiring Training	
3	Rewinding of AC or DC Motors	
4	Line Man Training	
5	Inverter and UPS Maintenance	
6	LED Lights-Production Manufacturing Training	
7	Maintenance and Repair of PA and Audio Systems	Rank 2 <input type="checkbox"/>
8	Maintenance of Air Conditioner and Refrigeration	
9	AC Mechanic	
10	Elevator Installation and Maintenance	

11 - ELECTRONICS HARDWARE		
1	Tablet PC (TAB) Training	Rank 1 <input type="checkbox"/>
2	Laptop Service Training	
3	Printer Service Training	
4	Monitor & SMPS Service Training	
5	LCD/TFT Monitor Training	
6	CCTV Camera Training	Rank 2 <input type="checkbox"/>
7	Home Appliance Training	
8	Cell Phone – Repair and Maintenance	
9	Photo Copier and Fax Machinery Repair	
10	DTH Installation and Servicing	

12 – FABRICATION		
1	Welder – MIG/TIG	Rank 1 <input type="checkbox"/>
2	Fitter (Artisans)	
3	Structural Fabrication	
4	Basic Sheet Metal Work	
5	Pipe Fabrication	
6	Plastic Mold Assistance	Rank 2 <input type="checkbox"/>
7	Plastic Blow Molding	
8	Machinist/Turner (Artisans)	
9	Milling	

13 - FOOD PROCESSING		
1	Basic Food Preservation Training	Rank 1 <input type="checkbox"/>
2	Training on Agro Products	
3	Fruit & Vegetables Processor	
4	Training on Food & Beverages	
5	Meat Processor	
6	Fish Processor/Dryer	Rank 2 <input type="checkbox"/>
7	Poultry Processor	
8	Training on Dairy Products	

14 - GARMENTS AND APPAREL		
1	Machine Embroidery Operator	Rank 1 <input type="checkbox"/>
2	Tailoring	
3	Training on Garment Cutting	
4	Industrial Sewing machine operator	
5	Dyeing and Printing	
6	Kaza and Button Operator	Rank 2 <input type="checkbox"/>
7	Mechanic - Garment Machines	
8	Fashion Designing	
9	Computer Aided Textile Designing	
10	Boutique Management and Training	

15 - GEM AND JEWELRY		
1	Gem Cutting Training	Rank 1 <input type="checkbox"/>
2	Stone Setting Training	
3	Training in Enameling	
4	Jeweler Designer	
5	Gem Appraisal Training	Rank 2 <input type="checkbox"/>
6	Gemologist Training	
7	Appraiser – Gold Jewelry	
8	Jewelry CAD Designing	
9	Training on Embossing	

16 – HANDICRAFTS		
1	Toy Making Training	Rank 1 <input type="checkbox"/>
2	Beads Work – Ornaments	
3	Paper Plates, Cup, Bag, Envelops Making	
4	Brassware Work	
5	Glassware Work	Rank 2 <input type="checkbox"/>
6	Bonsai Making	
7	Artificial Flower Making	
8	Bamboo & Banana Fiber Fabrications	

17 – HANDLOOMS		
1	Carpet Making	Rank 1 <input type="checkbox"/>
2	Hand Embroidery	
3	Spinning	
4	Jute Works	Rank 2 <input type="checkbox"/>
5	Coir Works	

18 - ITES – BPO SERVICES		
1	Domestic BPO	Rank 1 <input type="checkbox"/>
2	BPO Non Voice Training	
3	BPO Voice Training	
4	E-Commerce/E-Marketing	Rank 2 <input type="checkbox"/>
5	Print Publishing	
6	E-Publishing	
7	Data Entry	

19	ITs or Software Services	
1	Computer Fundamentals	Rank 1 <input type="checkbox"/>
2	Computer Hardware Training	
3	Computer Networking	
4	Web Designing	
5	3D Animation Training	Rank 2 <input type="checkbox"/>
6	ORACLE and JAVA Programming	
7	AUTOCAD	
8	Software Testing	

20 - LEATHER AND LEATHER GOODS		
1	Leather Garments Making	Rank 1 <input type="checkbox"/>
2	Leather Foot Wear	
3	Leather Sports Goods Maker	
4	Leather Foot Wear Machine Operator	
5	Leather and Rexene Goods Maker	Rank 2 <input type="checkbox"/>
6	Pattern & Template Maker – Leather & Sports	
7	Shoe Upper Designing and Closing	

21 – MECHANICAL		
1	Fitter	Rank 1 <input type="checkbox"/>
2	Machinist	
3	Grinder / Turner	
4	CNC Operator	
5	CAD / CAM/ Auto Cad	Rank 2 <input type="checkbox"/>
6	Carpenter	
7	Plumber	

22 - MEDIA AND COMMUNICATION		
1	Digital Camera Photography	Rank 1 <input type="checkbox"/>
2	Videographer	
3	Mass Communication	
4	Digital Audio Recording	
5	Lighting Assistant	Rank 2 <input type="checkbox"/>
6	Sound Engineering	
7	Digital banner Designing	
8	Multimedia Video Recording and Editing	

23 - MEDICAL PHARMACY & HEALTHCARE SERVICES		
1	Home Nursing Services	Rank 1 <input type="checkbox"/>
2	Dietician Assistant	
3	Midwifery Assistant	
4	Operation Theatre Assistant	
5	Health Care Multipurpose Worker	Rank 2 <input type="checkbox"/>
6	Lab Technician	
7	Dialysis Technician	
8	ECG Technician	
9	X- Ray Technician	

24 - OFFICE ADMINISTRATION		
1	Secretarial Practice	Rank 1 <input type="checkbox"/>
2	Front Office/ Receptionist Training	
3	Computer Operator Training	
4	Office Accountant / Clerk Training	Rank 2 <input type="checkbox"/>
5	Typist and Steno Training	

25 - ORGANIZED RETAIL		
1	Sales Person Training	Rank 1 <input type="checkbox"/>
2	Retail Operations Training	
3	Billing Services Training	
4	FMCG Sales Representative Training	Rank 2 <input type="checkbox"/>
5	Inventory Management Training	

26 - PRINTING		
1	Graphic Designer	Rank 1 <input type="checkbox"/>
2	Plate Making	
3	CTP	
4	Off Set Printing	
5	Binder/ Folding/ Lamination	Rank2 <input type="checkbox"/>
6	Screen Printing	
7	Machine Maintenance	
8	Digital Press Operator	

27 – TEXTILE		
1	Textile Designers	Rank 1 <input type="checkbox"/>
2	Silk Weaving	
3	Wool Weaving	
4	Cotton Ginning	
5	Cotton Spinning	Rank 2 <input type="checkbox"/>
6	Training on Doubling	
7	Training on Winding	
8	Training on Reeling	
9	Loom Operator Training	
10	Training in Knitting	

28 - TOURISM & HOSPITALITY		
1	Food and Beverage Services	Rank 1 <input type="checkbox"/>
2	House Keeping Operations	
3	Tourism and Travel Management	
4	Facility Management	Rank 2 <input type="checkbox"/>
5	Front Office Management	
6	Rural Tourism	

29 - TRANSPORTATION/ LOGISTICS/ WAREHOUSING & PACKAGING		
1	Courier Services	Rank 1 <input type="checkbox"/>
2	Fork Lift Operator	
3	Marketing Executive	
4	Packing & Dispatch Operator	
5	Ware Housing Operator	Rank 2 <input type="checkbox"/>
6	Security Services	
7	Shipping and Forwarding Training	

Your Designation: _____

Years of Experience _____

Company / Institution Name: _____

District & State _____

THEMES FOR FOCUS GROUP DISCUSSION

1. What has been your experience with the youth that were placed with DB Tech Training and Non DB Tech Training?
2. What effective ways do you suggest to improve skill training?
3. It is found that most of the youth remain at the entry level. How can we (as training providers and job providers) facilitate career growth & upward mobility for the DB Tech youth?
4. We find that only 60% of those placed remain in job for a period of one year. What do you suggest to improve retention in job?
5. What are the trades that have greater demand in the labour Market currently?
6. What are the trades that have no demand in the companies today?
7. Which are the trades/technical skills you think will have greater job potential in the near future.

CAPABILITY ASSESSMENT OF SKILL DEVELOPMENT TRAINING

CENTRES - Perspectives of Center Coordinators

We thank you very much for your willingness to answer this tool. We are undertaking this study to assess the capabilities of the Centers offering Skill Development Training for youth in India. The data will be used only for the study purpose.

Background Characteristics

1. Centre Name : _____
2. District : _____
3. State : _____

Circle the Appropriate Number of Your Response

4. No. of Years of running ITI Program: _____
5. No. of Years of running MORD Program: _____
6. Number of Staff Available with Technical Qualification
1. Male: _____ 2. Female _____
7. Number of Students Studying Formal Programs (ITI)
1. Male _____ 2. Female _____
8. Number of Students Studying Short Term Skill Development Programs
1. Male _____ 2. Female _____
9. Number of Career Guidance Programs Organized in the last year: _____
10. Kindly provide the courses you offer and percentage of students placed in jobs through the centre in the last year.

S. No	Courses	% of Students Placed in Job Last Year
1		
2		
3		
4		
5		

11. If some of your past students are unemployed, what are the reasons for unemployment?

1. Lack of Soft Skills
2. Not Knowing Language other than Mother Tongue
3. Not Willing to Migrate to Work
4. Not Enterprising to Adjust in a Job
5. Any Other

12. If your institution has to meet the demands of the job market and the needs of the students, what sort of

up gradation you need to make?

- 12.1. Staff Expertise 1. Yes 2. No
- 12.2. Infrastructure 1. Yes 2. No
- 12.3. Equipments 1. Yes 2. No
- 12.4. New Courses 1. Yes 2. No

13. Kindly go through all the 29 categories of skill development training given below & answer question numbers 13.1, 13.2 and 13.3.

S. N	Category	S. N	Category
1	Automobile/Auto Component	16	Handlooms
2	Fabrication	17	Gem and Jewelry
3	Printing	18	Handicrafts
4	Mechanical	19	Cosmetology and Beautician
5	Electronics Hardware	20	Tourism & Hospitality
6	Electrical	21	Transportation/ Logistics/ Warehousing and Packaging
7	Building and Construction	22	Organized Retail
8	Building Hardware & Home Furnishings	23	Office Administration
9	Catering	24	Banking/Insurance and Finance
10	Food Processing	25	Medical/Pharmacy and Healthcare Services
11	Agriculture	26	Chemicals and Pharmaceuticals
12	Animal Husbandry	27	ITs or Software Services
13	Textile	28	ITES – BPO Services
14	Garments and Apparel	29	Media and Communication
15	Leather and Leather Goods		

13.1. Choose any three (3) categories for which there is heavy demand for training among youth.

Prioritize them and enter the serial numbers in the boxes below.

Rank 1 Rank 2 Rank 3

13.2. Choose any three categories for which there is heavy demand in the job market.

Prioritize them and enter the serial numbers in the boxes below.

Rank 1 Rank 2 Rank 3

13.3. Choose any three categories for which you have better equipments, infrastructure and personnel.

Prioritize them and enter the serial numbers in the boxes below.

Rank 1 Rank 2 Rank 3

13.4. Given the future trend what three categories of skill development training you would prefer to offer.

Prioritize them and enter the serial numbers in the boxes below.

Rank 1 Rank 2 Rank 3

NAME OF THE STATE

Name of the States	Frequency	Percent
1. Andhra Pradesh	4912	9.2
2. Arunachal Pradesh	732	1.4
3. Assam	3611	6.8
4. Bihar	2537	4.8
5. Chattisgarh	2853	5.4
6. New Delhi	474	.9
7. Goa	384	.7
8. J & K	1022	1.9
9. Jarkhand	2367	4.4
10. Karnataka	4129	7.8
11. Kerala	3154	5.9
12. Maharastra	382	.7
13. Manipur	1175	2.2
14. Meghalaya	2107	4.0
15. Mizoram	1968	3.7
16. Nagaland	1549	2.9
17. Odisha	1566	2.9
18. Punjab	4308	8.1
19. Rajasthan	1090	2.0
20. Tamil Nadu + Puducherry	8418	15.8
21. Tripura	1516	2.8
22. Uttar Pradesh	1177	2.2
23. West Bengal	1832	3.4
Total	53263	100.0

NAME OF THE DISTRICTS

Districts	Frequency	Percent
1. Karim Nagar	95	.2
2. Kurnool	1341	2.5
3. anatpur	16	.0
4. East Godavari	5	.0
5. Medak	685	1.3
6. Nalgonda	1248	2.3
7. Prakasam	889	1.7
8. Ranga Reddy	599	1.1
9. Vishakapatnam	32	.1
10. Itanagar	719	1.3
11. Alog (Est Siang)	13	.0
12. Tinsukia	363	.7
13. Kamrup	539	1.0
14. karbi-Anglong	1731	3.2
15. Nagaon	165	.3
16. Lakhimupur	360	.7
17. Goalpara	141	.3
18. Golaghat	66	.1
19. Jorhat	246	.5
20. Muzaffarpur	813	1.5
21. Jehanabad	356	.7
22. Patna	125	.2
23. Purnea	315	.6
24. Munger	904	1.7
25. Nalanda	24	.0
26. Balod	30	.1
27. Bastar	1148	2.2
28. Bilaspur	116	.2
29. jashpur	489	.9
30. Kanker	369	.7
31. Raipur	701	1.3
32. South West Delhi	177	.3
33. South Delhi	297	.6
34. North Goa	181	.3
35. South Goa	203	.4
36. kathua	124	.2
37. Badgan	218	.4
38. baramula	33	.1

39. Udhampur	47	.1
40. Jammu	478	.9
41. Pulwama	14	.0
42. Gandarbal	108	.2
43. Ranchi	882	1.7
44. Dumka	836	1.6
45. Chaibasa (West Singhbhum)	331	.6
46. Jamshedpur (East Singhbhum)	318	.6
47. Mysore	417	.8
48. Chitradurga	423	.8
49. Kolar	424	.8
50. Raichur	198	.4
51. Bellary	442	.8
52. Belgaum	152	.3
53. Hassan	510	1.0
54. Bangalore Rural	198	.4
55. Shimoga	81	.2
56. Bangalore Urban	582	1.1
57. Bidar	543	1.0
58. Udupi	158	.3
59. Kasaragod	270	.5
60. Ernakulam]	648	1.2
61. Palghat/Palakkad	376	.7
62. Trichur	540	1.0
63. Wayanad	407	.8
64. Kottayam	17	.0
65. Kollam	895	1.7
66. Thane	382	.7
67. Imphal East/Imphal	465	.9
68. East Khasi Hill	194	.4
69. Churachandpur	32	.1
70. Senapati	446	.8
71. Ukhrul	38	.1
72. Ri-Bhoi District	405	.8
73. East Khasi Hill	1202	2.3
74. East Garo Hill	201	.4
75. West Garo Hill	219	.4
76. West Khasi Hill	81	.2
77. Lunglei District	507	1.0
78. Aizawal	719	1.3
79. Champhai	115	.2
80. Kolasib	405	.8

81. Serchhip	131	.2
82. Lawngtlai	92	.2
83. Wokha	99	.2
84. Mon	50	.1
85. Kohima	38	.1
86. Mokokchung	292	.5
87. Dimapur/Longling	1071	2.0
88. balasore (baleswar)	213	.4
89. Khordha	181	.3
90. Kalahandi	100	.2
91. Kandhamal	249	.5
92. Rayagada	99	.2
93. Sambalpur	289	.5
94. Subarnapur (Sonepur)	185	.3
95. Sundargarh (Sundargarh)	251	.5
96. Pondicherry	64	.1
97. Jalandhar	107	.2
98. Ludhiana	63	.1
99. patiala	204	.4
100. Amritsar	784	1.5
101. Gurdaspur	2903	5.5
102. Teran Teran	247	.5
103. Kota	168	.3
104. Tonk	35	.1
105. Ajmer	887	1.7
106. Ariyalur	954	1.8
107. Chennai	708	1.3
108. Coimbatore	339	.6
109. Cuddalore	455	.9
110. Dharmapuri	479	.9
111. Dindigul	9	.0
112. Erode	200	.4
113. Kanchipuram	698	1.3
114. Krishnagiri	247	.5
115. Madurai	209	.4
116. Salem	124	.2
117. Sivaganga	355	.7
118. Thanjavur	823	1.5
119. Thoothukudi	122	.2
120. Tiruchirapalli	977	1.8
121. Thiruvallur	215	.4
122. Tiruvannamalai	780	1.5

123. Vellore	661	1.2
124. West Distirct	849	1.6
125. Sipahijala	667	1.3
126. Kanpur Dehat	13	.0
127. Jhansi	949	1.8
128. Lucknow	215	.4
129. Howrah	448	.8
130. Murshidabad	63	.1
131. North 24 Parganas	228	.4
132. south 24 Parganas	244	.5
133. Jalpaiguri	161	.3
134. Hooghly	199	.4
135. Nadia	328	.6
136. Burdwan	160	.3
Total	53263	100.0

NAME OF THE CENTRES

Centres	Frequency	Percent
1. Bandlaguda	515	1.0
2. Ramanthapur	3	.0
3. Kurnool	1233	2.3
4. Ongole	890	1.7
5. Visakapatnam	32	.1
6. Nalgonda	1550	2.9
7. Gagillapur	688	1.3
8. Itanagar	732	1.4
9. Maligaon	441	.8
10. D. Bosco Institute	137	.3
11. Golaghat	66	.1
12. Jolapara	141	.3
13. Jorhat	109	.2
14. Tinsukia/Hamren	2701	5.1
15. Khobong	16	.0
16. Jehanabad	357	.7
17. Muzaffarpur	813	1.5
18. Patna	124	.2
19. Purnea	1218	2.3
20. Barh	24	.0
21. Pakhanjore	369	.7
22. Bilaspur	116	.2
23. Jumaikela	223	.4
24. Durg	30	.1
25. Kunkuri	264	.5
26. Raipur	702	1.3
27. Jagdalpur	997	1.9
28. Sonarpal	152	.3
29. Okhla	278	.5
30. Najafgarh	96	.2
31. South Delhi	100	.2
32. Loutulim	140	.3
33. Quepem	244	.5
34. Bishna	245	.5
35. Udampur	48	.1
36. Katuwa	138	.3
37. Rs Pura	233	.4
38. Budgam	218	.4

39. Gandarbal	107	.2
40. Baramula	33	.1
41. Ghatshila	502	.9
42. Dumka	788	1.5
43. Kokar	468	.9
44. Hatia	414	.8
45. Chaibasa	195	.4
46. Hassan	575	1.1
47. KGF	405	.8
48. Badravati	182	.3
49. Summanahalli	397	.7
50. Bidar/Makalaya	858	1.6
51. Sutgatti/Hospet	594	1.1
52. Trasi	160	.3
53. Ashalaya	198	.4
54. Udayanagar	39	.1
55. Chitradurga	422	.8
56. Davangere	198	.4
57. Khannapur	100	.2
58. Vaduthala	376	.7
59. Kottiyam	420	.8
60. Mampetta	150	.3
61. Bathery	126	.2
62. Aluwa	276	.5
63. Mala	532	1.0
64. Chulikkara	269	.5
65. Sultan Bathery	282	.5
66. Palakkad/Kollam	722	1.4
67. Kurla	382	.7
68. Maram	1175	2.2
69. Mendal	46	.1
70. Barapani	869	1.6
71. Ramblang	774	1.5
72. Tura	403	.8
73. Jorapara	17	.0
74. Lunglei/Kolasib	1469	2.8
75. Kulikawn/Champhai	187	.4
76. FIWDC Peace Home	181	.3
77. Sihphir Venghlum	35	.1
78. Lawngtlai/Durtlang	95	.2
79. Wokha	98	.2
80. 3rd Mile Dimapur	82	.2

81. AIDA, Dimapur	1327	2.5
82. Kohima	43	.1
83. Kuarmunda	251	.5
84. Muniguda	198	.4
85. Bhubaneswar	181	.3
86. Jaleswar	212	.4
87. Sambalpur	289	.5
88. Sonapur	185	.3
89. Phulbani	249	.5
90. Puducherry	64	.1
91. Ludhiana	70	.1
92. Amritsar	785	1.5
93. Jalandar	2731	5.1
94. Kullampur	248	.5
95. Kauli	204	.4
96. Gurudaspur	272	.5
97. Disha Kota/Panchsheel	1090	2.0
98. Trichy, Amsam	1555	2.9
99. Lalgudi	118	.2
100. Madurai	193	.4
101. Dindugal	3	.0
102. Tirupur	663	1.2
103. Keela Eral, Tuticorin	122	.2
104. Pallithammam	337	.6
105. Trichy, Manikandam	313	.6
106. Tharangampadi	823	1.5
107. Alapkkam - Cuddalore	456	.9
108. Basin Bridge	254	.5
109. Katpadi	142	.3
110. Kavarapettai	120	.2
111. Madurantakam	98	.2
112. Polur	779	1.5
113. Bagalur	247	.5
114. Kilpauk - SIGA	131	.2
115. Tirupattur	520	1.0
116. Sogathur	479	.9
117. Madavaram/Kanchipuram	1002	1.9
118. Bishramganj	622	1.2
119. Agarthala	888	1.7
120. Jhansi	952	1.8
121. Luknow	232	.4
122. Kalimpong	7	.0

123. Krishnanagar	240	.5
124. Park Circus	89	.2
125. Nitika	189	.4
126. Bandel	296	.6
127. Monshada	130	.2
128. Jalpaiguri	66	.1
129. Siliguri	96	.2
130. Basanti	152	.3
131. St. Vincent	159	.3
132. Liluan	119	.2
133. SERI Self Employment Research Institute	226	.4
134. Polsonda More	62	.1
Total	53263	100.0

**LIST OF EMPLOYERS WHO PARTICIPATED IN FOCUS GROUP
DISCUSSION**

KARNATAKA

1. Dodsai Enterprises, Bangalore Shakthi Nagar, Karnataka
2. Setco Solar Light Pvt Ltd, Bangalore JP Nagar, Karnataka
3. SHAHI Exports, Sajapur Road, Karnataka
4. CMS Infosystem Pvt Ltd, Cooke Town, Karnataka
5. Quest Alliance, Koramangalam, Karnataka
6. Popular Bajaj, Bannerghatta Road, Karnataka
7. Zion Consultancy, Hennur, Karnataka
8. Universal Consultancy, Banaswad, Karnataka
9. TAJ West End (SCC), Race Course Road, Karnataka
10. Max Retail, Indira Nagar, Karnataka
11. Manipal County, Singasandra, Karnataka
12. Siesta Hospy Svices Ltd, Aliaskar Road, Karnataka
13. Hyundai, Mission Road Bangalore, Karnataka
14. Pizza Hut, Bangalore, White Field, Karnataka
15. Costa Coffee, Fraser Town, Karnataka
16. Opendoor Foundation, Indira Nager, Karnataka
17. Café Idly, Fraser Town, Karnataka
18. Navabharat Ferti Ltd, Sheshadripuram, Karnataka
19. Pratheek Apparels, Bommanaballi, Karnataka
20. Devyani Int Swensens, Coles Road, Karnataka
21. Sairag International, Near Bharathi Nagar Police Station, Karnataka
22. FCI Connector Ltd, Bangalore, Karnataka
23. S V Enterprises, Nagorbashi, Karnataka

TAMIL NADU

1. Polyhose India Pvt. Ltd., Kancheepuram
2. Nouveau Medicament Pvt. Ltd., Chennai
3. Mahindra & Mahindra Financial Services, Chennai
4. Med Plus, Chennai
5. Popular Vehicles and Services Ltd, Chennai
6. Appolo Hospitals Enterprise Ltd, Chennai
7. Country Club India Ltd, Chennai
8. Accord HR Services Pvt. Ltd., Chennai
9. AARGEE Staffing Services Ltd., Chennai
10. CIARS Software Solutions, Chennai
11. Praba's Vcare Health Clinic Pvt. Ltd, Chennai
12. Techruit, Chennai
13. Ajuba Solutions India Pvt. Ltd, Chennai
14. CIBI Exports, Chennai
15. MRF Ltd, Chennai
16. Lifestyle International Pvt. Ltd, Chennai
17. Eureka Forbes Ltd, Salem
18. Tikona, Chennai
19. Talk Media Pvt Ltd, Chennai
20. Tele Buy India Pvt. Ltd, Chennai
21. IBM Pvt. Ltd, Bangalore
22. Thyrocare Pvt. Ltd, Mumbai

PROFILE OF DEPT. OF SOCIAL WORK

P.G. Department of Social Work, established in 1979, offers Masters Degree in Social Work with Community Development, Youth Development and Human Resource Management specializations and research programmes in M. Phil and Ph.D. The Department has focused on the integration of Theory, Practice and Research right from the inception of the department.

The department has been elevated as a Research department in the year 2000. Doctoral programme in Social Work was introduced in 2000. M.Phil programme in Social Work has been offered from 2010. The curriculum includes Core Subjects, Elective subjects, Field work training, and Block placement in both years.

Mission and Mandate of the Department

Mission: Capacity building of change agents through theory, practice and research in collaboration with community, civil society organizations and government

Mandate:

- To facilitate students to imbibe the spirit of addressing issues and challenges of people based on the code of ethics of professional Social Work
- To design and offer an updated Social Work curriculum in line with recent trends of the profession
- To train students to specialize in Community Development, Human Resource Management and Youth Development and equip them to address concerns relating to women, children, weaker sections, youth and employees.
- To imbibe the spirit of scientific inquiry into people's issues and educate students in methods of research and project management.

BRIEF PROFILE OF FACULTY MEMBERS

Dr. A.J Christopher, M.A. (S.W), DYDW, Ph. D

Additional Vice Principal & Head of the Department

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Teaches the following subjects: Quantitative Research in Social Work, Rural Community Development, Project Cycle Management

Field of expertise and Competence: Extensive research and evaluation studies in the field of rural development, need analysis, publishing papers, guiding research scholars in Ph.D.

Dr. J. Henry Rozario, M.S.W, DRSL (Philippines), Ph. D

Associate Professor

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Teaches the following subjects: Youth in Development Work, Youth Empowerment, Youth Problems & Intervention Strategies, NGO Management, Social Work Practice with Individuals, Transactional Analysis for Social Workers

Field of expertise and Competence: Extensive research and evaluation studies in the field of youth work and development, volunteerism, skill development training, technical education, and consultant to State Governments of India on Youth Policy Development and Youth Capacity Building programmes.

Dr. S. Paul Raj, M.A.(S.W), M.Phil. Ph.D.

Associate Professor

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Teaches the following subjects: Social Group Work, Labour Law, Industrial Relations, Human Resources Management

Field of expertise and Competence: On Line Tutoring and Counselling, Currently coordinating Teaching Methodology Virtual Course for College Teachers and Faculty Coordinator for National Human Resource Development (NHRD) Student Chapter, Hosur.

Fr. Andrews Raja, S.D.B., M.S.W.

Assistant Professor

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Teaches the following subjects: Social Policy and Social Legislation, Urban Community Development

Field of expertise and Competence: Extensive experience in running NGO and managing projects

Currently Director of Bosco Institute of Social Work and Director of DBSARC

Dr. K. Arockia Raj, M.S.W, M.Phil., M.B.A., Ph.D

Assistant Professor

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Teaches the following subject: Youth Work in Communities, Youth Problems and Programmes, Youth Development, Social Work Practice with Communities and Human Rights.

Field of expertise and Competence: Support faculty in Youth development, involved in all the research projects of the department, training and youth counseling. Talented in sports and music.

Mr. C.R. Christy Anandan, MSW, MBA

Assistant Professor

Email: christi.anandan@gmail.com

Teaches the following subject: Human Growth and Development, Social Policy and Social Legislation, Disaster Management, Sociology for Social Workers and Administration of Service Organizations.

Field of Expertise and Competence: Extensive experience in project development and project management for the empowerment of communities.

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