



## Vocational Training for Informal Sector Imparted Under Scheme of Community Development through Polytechnic by Polytechnic Colleges in Gujarat State

### KEYWORDS

**Prof. D.K.Parmar**

Applied Mechanics Department,  
B.B.I.T,V.V.Nagar

**Dr. A.K.Jain**

Civil & Environmental Department,  
NITTR Bhopal

**Prof. V.K.Modi**

Mechanical Engineering Department,  
B.B.I.T,V.V.Nagar

**ABSTRACT** Globalization has created a great demand for a skilled workforce which is responsive for emerging market needs. Although the Indian economy has experienced rapid growth over the recent period, low level of education and formal training of the workforce are the matters of great concern. In India, informal sector employs nearly 90% of the workforce, most of which is either non-skilled or inadequately skilled and there is very little investment or opportunity for formal "skilling". To get productive employment, especially in the informal sector, it is critical to acquire skill sets with strong labour market linkages. Government has initiated various employment generating scheme in India. Community Polytechnics was continued till 2007. After reviewing the scheme the Government started the same scheme in 2009 and called it Community Development through Polytechnic. The emphasis of the scheme was to utilize the resources available in the polytechnics for skill development training of unemployed youths and make them employable so that they can earn their sustainable livelihood. Initiatives by Polytechnics of Gujarat state in skill development training programs is discussed in this paper.

### Introduction

India is a vast country with a population of approximately 122 crore. 75% of India's population lives in about six lac villages. There is a visible difference in rural and urban, rich and poor, highly educated and lesser educated, forward and backward areas. While resourceful people, particularly those living in urban areas, have had access to better education and professional training, but a vast majority of those who live in rural areas and slums are less educated and hardly have technical, professional or vocational training. In fact, for most of such people, quality education, higher technical and professional education is unaffordable. In terms of career options, such lesser educated and not so fortunate people tend to work in low paid unorganized sector. Per person productivity of such persons works out to be a small fraction of productivity of those who work in organized sector of Indian economy. In an increasingly competitive economic environment of our country, the unorganized sector, which is so important for the country, needs to increase the productivity of its manpower for its survival and growth. Yet another paradox before the Indian informal sector is that it cannot afford employing highly educated and professionally trained manpower which usually aspires for highly challenging, rewarding and satisfying career. The only option available before the Indian informal sector is to depend upon relatively low paid manpower trained through non-formal system of skill development. There is, therefore, an urgent need to train millions of persons every year through a countrywide network of non-formal skill development. Such non-formal skill training should attract beneficiaries from all cross-sections of Indian society with special emphasis on SCs/STs, OBCs, women, school dropouts, minorities, physically disabled, economically weaker sections of the society and other under-privileged persons.

### National Policy on Skill Development and CDTF Scheme

The Mission will encompass the efforts of several ministries of the Central Government, State Governments and the activity of the private arm, supported by the following institutions. (i) Prime Minister's National Council on Skill Development, (ii) National Skill Development Coordination Board, and (iii) National Skill Development Corporation/Trust.

To respond to the existing skill gaps and to identify skill

needs, the Eleventh Plan had taken the initiative to launch a National Skill Development Mission. Under this mission a National Policy on Skill Development has been formulated by the Ministry of Labor & Employment. The objective of this policy is to create a workforce empowered with improved skills, knowledge and internationally recognized qualifications to gain access to decent employment and ensure India's competitiveness in the dynamic global labor market. It aims at an increase in the productivity of the workforce both in the organized and the unorganized sectors, seeking increased participation of youth, women, disabled and other disadvantaged sections and to synergize efforts of various sectors and reform the present system.

Skill Development strategies and coordinated action by all concerned by addressing the various challenges in skill development such as:

- The size of the task in building a system of adequate capacity.
- Ensuring equitable access to all, in particular, the youth, SC/ ST/ OBC/ Minorities/ Other BPL Candidates, the women, people with disabilities, the dropouts, and etc.. those working in the unorganized sector.
- Assess skill deficits sector wise and region wise and meet the gaps by planned action in a finite time frame.
- Diversifying skill development programmes to meet the changing requirements, particularly of emerging knowledge economy.
- Encourage 'Accreditation Agencies' in different domains to move away from regulation to performance measurement and rating and ranking of institutions.
- Building true market place competencies rather than mere qualifications.
- Creating effective linkages between school vocational educational and skill development.
- Providing opportunities for life-long learning for skill development.
- Promoting greater and active involvement of social partners and forging a strong, symbiotic, public-private partnership in skill development.
- Establishing institutional arrangement for planning, quality assurance, and involvement of stakeholders, coordination of skill development across the country.

Being sensitive issue of the Skilled man power requirements of the country, the Ministry of Human Resource Develop-

ment (MHRD) in the year 2009 has launched a new scheme of Community Development through Polytechnics (CDTP), in 524 Polytechnics all over India with an aim to provide non-formal, short term, Modular Employable Skills course (MES) employment oriented skill development programmers to various section of the community, particularly for the rural, unorganized & disadvantaged sections, by harnessing the infrastructure available with the existing Polytechnics. The scheme has the following objectives.

- To Carry out Need Assessment Surveys to assess the technology and training needs.
- To Impart Skill Development Training to the intended target groups.
- To disseminate Appropriate Technologies for productivity enhancement.
- To provide Technical and Support Services to rural masses and slums dwellers.
- To create Awareness among the target groups about technological advancement and contemporary issues of importance.

The CDTP Scheme is one of the components of the Ministry's major new initiative – "Sub-mission on Polytechnics under coordinated action for skill Development", which has been formulated as a part of the National Skill Development Mission. Under the CDTP Scheme, the selected Polytechnics will be provided financial assistance by the MHRD, to run short duration non-formal skill development courses.

#### **Skill Development Training Program under CDTP Scheme**

In order that the human resource is developed for gainful employment/self-employment, the training must be need based, and should provide employable/self-employable skills. The purpose of the skill development is to create skilled and knowledge based manpower by empowering them technically so that they can earn their sustainable livelihood. All training programs should be well-designed through graded exercises, keeping in view the market requirements for various trades. Short term non-formal, modular courses of 3-6 months duration, depending on the local needs and commensurate with the available local resources with proper structures, yet having the desired flexibility to pave the way for self-paced open learning mode (OLM), should be offered. Depending upon local circumstances in some cases multi-skill training may be offered to make self-employment viable in the rural economy. In some of the trades, advance skill course for 3 to 6 months duration may be designed and offered as per the interest of trainees or as per the demands of local companies/industries/market. Preferences may be given to the training courses with technical bias.

- Providing basic skills, knowledge and attitudes for self/wage employment to intended beneficiaries in their own villages/communities or nearby areas.
- Imparting entrepreneurial skills for initiating micro/tiny enterprises especially for the rural youth and community.
- Offering skill up-gradation programs in their own fields, or for adoption of appropriate technologies for enhancing their employment prospects.
- Identifying and conducting special skill training programs for Women, SCs/STs, OBCs, minorities, school dropouts, street children, physically handicapped, economically weaker sections of the society and other under-privileged persons.
- Special training programs may be organized on health and hygiene.

#### **Salient features Desirable under Skill Development and Training Programmes**

- The skill development programmes chosen for training shall be based on need assessment survey and more emphasis should be given to the growing demands of the service sector.

- Each identified Polytechnic should conduct a survey for identification of priority needs for skill training programs of a cluster of 10 to 20 villages.
- The skill programs offered should be flexible and non-formal.
- Target the poor and deprived sections of society in both urban and rural areas.
- Emphasis should be on multi-skill training.
- Possibility of sharing of financial/infrastructural/skill resources available with different institutions/ organizations/agencies may be explored.
- Infrastructure facilities available in the polytechnics should be utilized in conducting various training programmes.
- The infrastructure available in ITIs/Vocational Schools/ Colleges/Technical Institutions wherever available may be utilized.
- Achievements of the trainees in terms of competencies developed may be done by way of issuing certificates.
- Collaborate with potential employers.
- The identified Polytechnics should develop a proper feedback mechanism to know the post-training status of the trainees specifically with regard to their getting self/wage employment.

#### **Implementation of The Scheme and Employment Generation**

The Scheme of Community Development through polytechnics has been implemented as a Direct Central Scheme by Ministry of Human Resource development, Government of India, New Delhi. Financial assistance to implement the scheme is directly provided by the Ministry. Recurring grant up to Rs. 17.00 lacs per year Non Recurring grant of Rs. 20.00 lacs single time provided to each new polytechnic and Rs. 13.00 lacs single time provided to each old polytechnic by the Ministry. The Ministry monitors the scheme and provides administrative supports at national level. NITTR monitors the scheme at regional level, NITTR's also co-ordinates and monitors the scheme. NITTR's also provide academic staff development training programmes for the faculty of the polytechnics and CDTP staff's for the proper implementation of the scheme. At state level Directorates of Technical Education also provide necessary administrative support in implementation of the scheme.

At the polytechnic level scheme is implemented by part time faculty and staff from polytechnic and full time contract basis staff from outside. The various activities under the scheme are carried through one mother center in polytechnic and 05 to 10 extension centers in the district. Each polytechnics conducts need based Skill training programmes for an average of 600 person per year. As per need of society multi skill training programmes are also organized under the scheme. Employment generated under the scheme is self and wage both.

#### **Implementation of CDTP Scheme in Gujarat**

CDTP Scheme is established since January 2009 in AICTE approved selected polytechnics of India. 524 Polytechnics were selected under this scheme. For smooth functioning and better co-ordination of scheme, NITTR's have to play a key roll, In Western region total 118 polytechnics were selected under the CDTP scheme and all Polytechnics guided by NITTR Bhopal, State Director of Technical Education and various other government bodies. In Gujarat 18 polytechnics are running CDTP Scheme. All polytechnics manage this scheme very well. They produced skilled man power for nation.

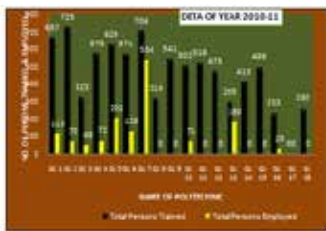
The details of Skill development Training programs in each polytechnic of Gujarat for year 2010-11,2011-12 &2012-13 are given in table-1.Data shows that each polytechnic carried out considerable amount of work for skill development. In year 2010-2011 they trained 8237 persons out of them 1440(Figure-1) were self/wage employed. Percentage wise it is 17.48 % (Figure-2), in year 2011-2012 they trained 8929

persons out of them 2269(Figure-3) were self/wage employed. Percentage wise it is 25.41% (Figure 4) and similarly in year 2012-2013 they trained 7015 persons out of them 1674(Figure-5) were self/wage employed. Percentage wise it is 23.86% (Figure 6)

Table-1, Skill Development Training Programs Data (2010-11 ,2011-12 & 2012-13)

Polytechnic Code	YEAR Name of Polytechnic	2010-11		2011-12		2012-13	
		Total Persons Trained	Total Persons Employed	Total Persons Trained	Total Persons Employed	Total Persons Trained	Total Persons Employed
GJ-1	B. & B. Institute of Technology, VALLABH VIDYANAGAR .	667	113	708	301	760	317
GJ-2	Sir Bhavsinhji Polytechnic Insti., BHAVNAGAR	725	70	654	292	695	140
GJ-3	Govt. Polytechnic, DAHOD	323	49	292	46	311	59
GJ-4	Govt. Polytechnic, VALSAD	573	72	513	70	491	84
GJ-5	K.D Polytechnic, PATAN	629	201	594	170	00	00
GJ-6	G. P. for girls, SURAT	571	125	605	70	526	77
GJ-7	Govt. Polytechnic, PALANPUR	704	534	105	75	75	30
GJ-8	Shri K.J. Polytechnic, BHARUCH	314	0	483	75	166	30
GJ-9	Govt. Polytechnic, HIMATNAGAR	541	0	625	72	356	1
GJ-10	C.U. Shah Polytechnic, SUREN-DRANAGAR	502	71	222	70	352	60
GJ-11	G. P., CHHOTA UDEPUR	518	0	558	213	513	166
GJ-12	R.C. Technical Institute, AHMEDABAD	473	0	0	0	120	00
GJ-13	Polytechnic, M.S. University, VA-DODARA	295	180	541	131	700	126
GJ-14	Govt. Polytechnic, PORBANDER,	413	0	726	73	536	36
GJ-15	Tolani Foundation, Gandhidham Polytechnic, ADIPUR	496	0	594	184	401	159
GJ-16	Govt. Polytechnics for Girls, AHMEDABAD	233	25	367	71	120	20
GJ-17	Govt. Polytechnic, AHMEDABAD	0	0	639	131	493	124
GJ-18	Dr. S. & S. S. Ghandhy College of Engg. & Technology, SURAT	260	0	703	225	400	245
	TOTAL	8237	1440	8929	2269	7015	1674

≠ Source: NITTTT, Bhopal CDTP Office Record up to march 2013.(2010 – 2013)



As per NITTTT, Bhopal CDTP Office Record

Figure-1

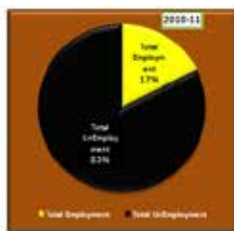


Figure-2



As per NITTTT, Bhopal CDTP Office Record

Figure-5

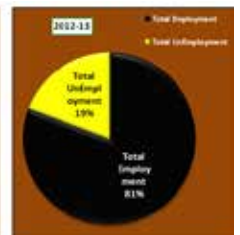


Figure-6



As per NITTTT, Bhopal CDTP Office Record

Figure-3

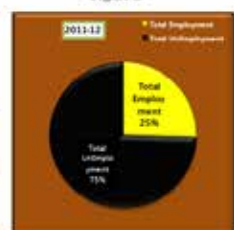
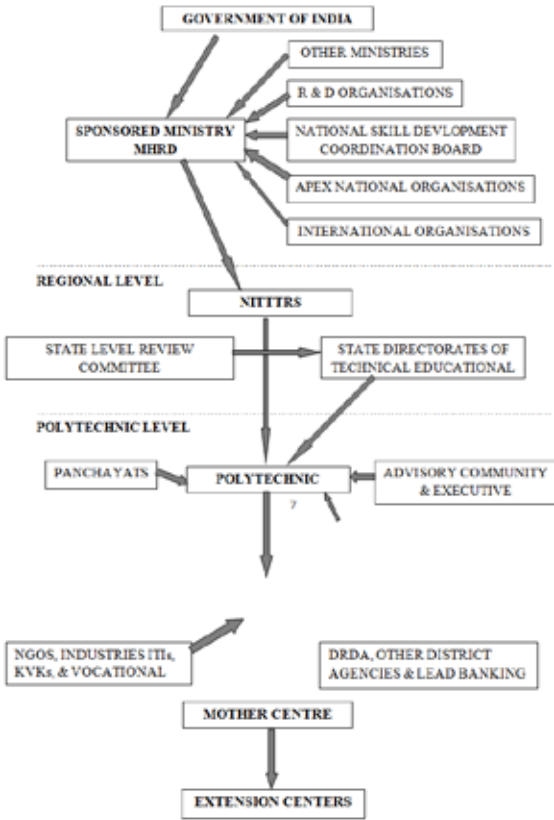


Figure-4

INSTITUTIONAL FRAME WORK AND LINKAGE AGENCES  
NATIONAL LEVEL



Conclusion

This study aims to determine the role of polytechnics in skill development for informal sectors under CDP Scheme in Gujarat for the period 2010-2013. A result indicates that all polytechnics of Gujarat have done significant work for development of skilled human resources in urban as well as rural area of state. It also shows that percentage of employment increased in 2011-12 compared to previous year. We also conclude that all polytechnics are doing well in this area because all are equipped with all physical infrastructural facilities, trained man power, which could be used for community development purpose. The involvement of polytechnics could satisfy prime minister's skilled development mission for providing capable and employable human resources.

REFERENCE

1. Norms and Guidelines, Scheme of Community Development through Polytechnics, Ministry of Human Resource Development, Govt. Of India, New Delhi, February, 2009. | 2. Jain A.K., Barkatullah University, Bhopal "Evolving Strategies for Effective Designing and Implementation of Vocational Training Imparted through Community Polytechnics of Madhya Pradesh.", Ph.D. Thesis, July 2005. | 3. Midterm appraisal for Eleventh Five Year Plan, of Planning Commission of India. | 4. Document of The World bank on skill development in India, The vocational education and training system, January 2006. | 5. Mahi Pal, "Capital Formation and Employment Generation in Rural India", Mittal Publications, New Delhi, 2001. | 6. Anons, Report of National Appraisal Committee for Scheme of Community Polytechnics in India, 1996. | 7. Report of Eleventh Five year (2007-2012) planning commission of India. | 8. Survey by the Labour Bu-reau under the Labour and Employment Ministry (2009). | 9. Kalbag S.S., " Appraisal of Community Polytechnics – Report of national Expert Committee", New Delhi, December 1987. | 10. Jain A.K., "Skill Development Initiatives through Polytechnics Colleges in the Western Region of India". Paper published in Journal of Engineering Science and Management Education by NITTTR Bhopal Aug-Sep 2012.