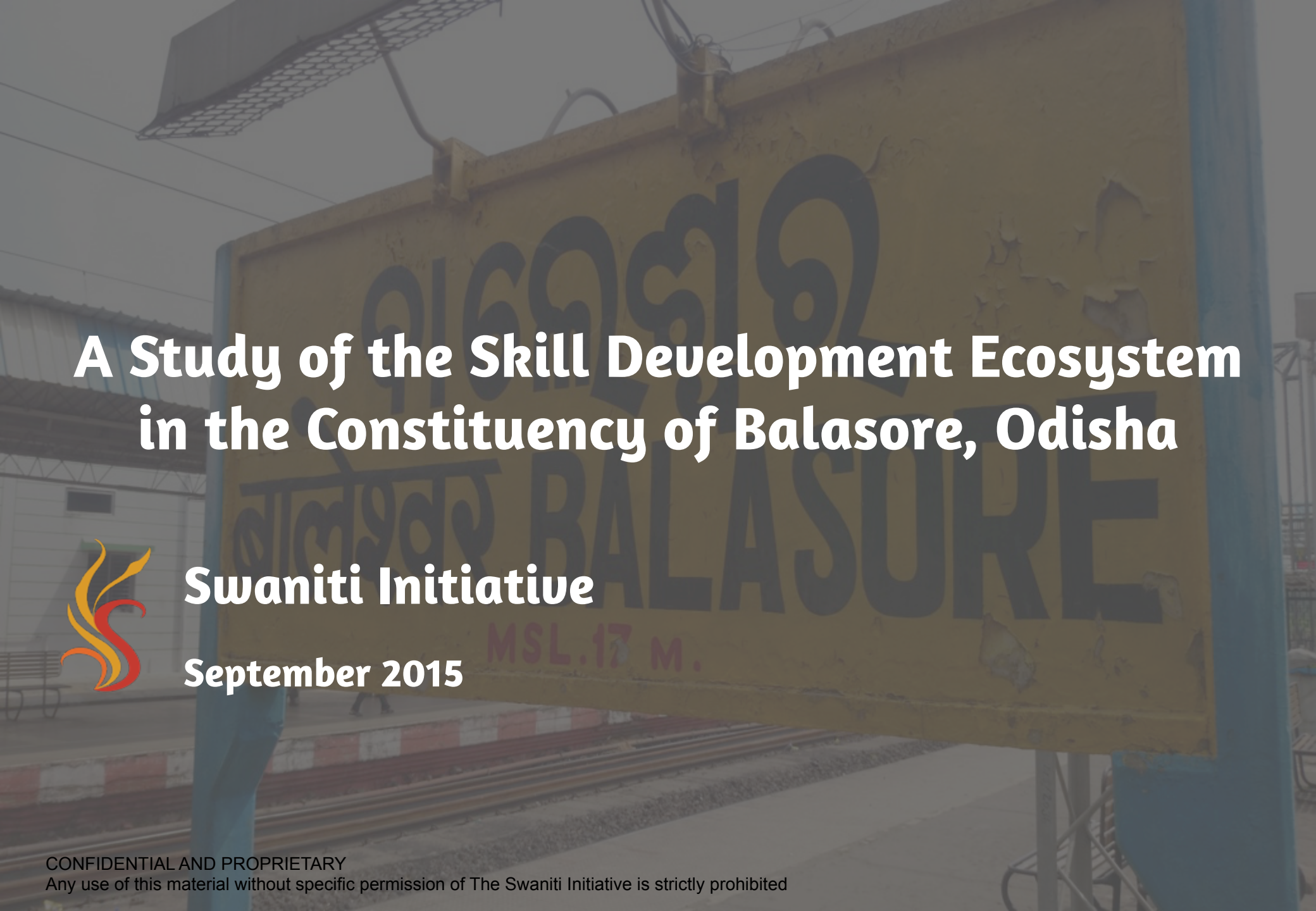


A Study of the Skill Development Ecosystem in the Constituency of Balasore, Odisha

Swaniti Initiative

September 2015

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Executive Summary

Problem Statement: Study the existing situation of skill development initiatives and training providers in Balasore constituency and suggest measures to leverage the skill development schemes of the Government of India to create a skilled workforce, which is based on the demand from industry and linked to placement opportunities.

- A field visit to Balasore constituency was undertaken by Swaniti team to interview different stakeholders and to undertake on-ground assessment of the current skill development situation in the constituency
- The following are the stakeholders interviewed and institutions visited as part of the study:

- Employment Officer, District Employment Exchange, Balasore
- Mr. Atma Naryan Girri, Centre In-charge, Edulight Careers Private Limited, Baharda, near Basta, Balasore
- Advanced Plastics Processing Technology Centre, a CIPET unit, NOCCI Business Park, Bampada, Balasore
- ITI, Balasore (A Centre of Excellence)
- IL&FS Skill Development Centre, NOCCI Business Park, Bampada, Balasore
- NIAM Educational Foundation, Balasore
- Jan Shiksha Sansthan (JSS) Balasore, run by the Ministry of HRD, Government of India

The presentation covers the following broad areas:

- Prominent Vocational Education and Skill Development Schemes
- Skill Gap Assessment and Existing Infrastructure for Skill Development
- Possible interventions to improve quality of Skill Development

Skill Development in India - An Overview



Skill India - *The Opportunities and the Challenges*

India is one of the youngest nations in the world with more than 54% of the total population below 25 years of age. India's workforce is the second largest in the world after China's. While China's demographic dividend is expected to start tapering off by 2015, India will continue to enjoy it till 2040. However, **India's formally skilled workforce is estimated to be 4.69%** - which is dismally low when compared to the figures for China (47%), Japan (80%) or South Korea (96%). To leverage our demographic dividend more substantially and meaningfully, the Government of India launched the "*Skill India*" Mission on the 15th July 2015.



India recently ranked 100th out of 124 countries on the Global Human Capital Index 2015, released by the World Economic Forum. Net enrolment in vocational training courses in India is only 5.5 million per year

The National Policy on Skill Development envisages the creation of vibrant educational and skill ecosystem to make India the "Skill Capital of the World". To provide skill training to 40.22 crore people across the country by the year 2022.

Ministry of Skill Development and Entrepreneurship

In order to ensure coordinated efforts, the Government of India created a full fledged MSDE on 9th Nov, 2014. There are 81 Skill Development Schemes being implemented across various sectors by 21 Central Ministries and 12,106 Industrial Training Institutes (ITIs and ITCs in the country).

What are the issues surrounding skill development in India?

- *Lack of formal education and marketable skills act as entry barriers to the job market*
- *Outdated curriculum and equipment in vocational training centres and ITIs*
- *Insufficient linkage of skill development with placement opportunities*

Vocationalisation of Secondary and Higher Secondary Education

Vocational Education (VE) has been considered crucial by policy makers in the country in order to address the shortage of skills among students as well as to link education with employability. The National Policy on Education, 1986 has accorded a very high priority to VE. It is in this respect that the Ministry of HRD launched the Vocationalisation of Secondary and Higher Secondary Education (VSHSE), a Centrally Sponsored Scheme to *'enhance the employability of the youth through demand-driven, competency-based modular vocational courses and at the same time reduce the dropout rate at the Secondary level'* in FY 2011-12, which would cover NSQF (NVEQF) Levels 1-4.



Making VE A Part of Education

VE to be taught as an additional subject at the secondary level and as a compulsory subject at the higher secondary level.

The scheme is implemented by the State/UT Department of Education.

3,654 schools across 31 States and UTs have been approved. 56% of the approved schools are in Haryana, Maharashtra, Punjab, Rajasthan and Himachal Pradesh.

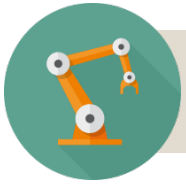


Process of Implementation

Select 2 vocational trades per school based on the skill gap assessment, identify schools located close to industry and modify 'Scheme of Subjects'.

Curriculum and courseware to be developed in compliance with the National Occupational Standards and vetted by PSSCIVE, Bhopal.

However, most of the states are yet to modify the 'Scheme of Subjects'.



Enabling Mobility for Students

VSHSE seeks to provide multi-level entry and exit opportunities as well as vertical mobility to the student. It would enable the candidate to seek employment after any level and rejoin education as and when feasible to upgrade qualifications/ skill competency.

To provide quality skill training, states can also engage accredited skill knowledge providers (79 SKPs accredited by the AICTE).

UGC Schemes – *Promoting Vocational Education in Univ/Colleges*

In order to leverage the provisions of the National Skill Qualification Framework (NSQF notified by the Government of India on 27th Dec, 2013) and with an eye on expansion of skill-based programmes in higher education, the UGC is running two schemes – Community Colleges and B.Voc. Degree programme- for Class XII pass or equivalent students.

Setting up Community Colleges

Existing colleges/universities to introduce vocational courses and these would be called Community Colleges (CCs); financial assistance INR 50 lakh per course/year.

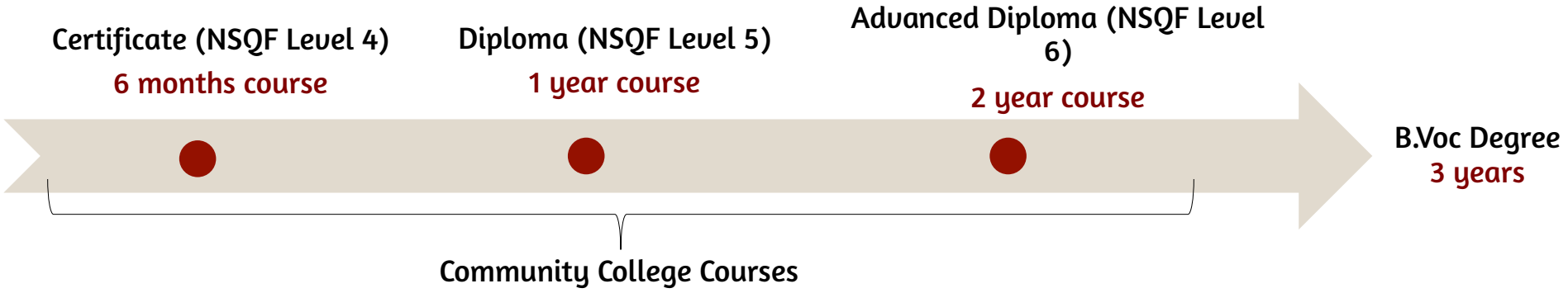
Each CC has to set up a separate Board of Management (BoM) and Board of Studies (BoS) - from academia, industry and relevant SSCs. The BoS will decide the programme offered by the CC and the curriculum; skill component to have 60% weightage of total credits.

Introduction of B.Voc. Degree Programme

The UGC issued guidelines for introduction of a 3 year B.Voc. Degree programme in Universities/Colleges and implementation of the same has been approved for 186 institutions across the country (as of 31.07.2015).

Under the programme, each selected institution has been allocated two courses initially and financial assistance to the tune of INR 1.85 crore over three years (now revised to INR 1.70 crore).

Community Colleges and B.Voc programme Promote Multiple Entry and Exit Opportunities



Pradhan Mantri Kaushal Vikas Yojana

What?	Where?	Who?
This is a flagship outcome-based skill training scheme aimed at benefiting 24 lakh youth across the country. A monetary reward is provided to trainees on assessment and certification. Budgetary Allocation of INR 1,500 crore	Training Centres to be set up across all districts of the country. NSDC support in funding to the tune of 75% of the total project cost in case of for-profit entities and up to 85% of the total project cost in case of not-for-profit entities	Steering Committee chaired by Secretary, MSDE responsible for providing direction for implementation. NSDC is the implementing agency and works with the 29 SSCs, which identify the job roles (currently 462 job roles).

Process Chart for PMKVY Training Process

Mobilization of candidates through Kaushal Melas → Enrollment of Trainees by the NSDC Affiliated Training Providers (TP) → Submission of Assessment Fees to Sector Skill Councils by the TP → Conduct Training for enrolled Trainees by the TP for **1 month period** → Conduct Assessment through Assessment Agencies registered with NSDC → Reward Disbursement to Successful Candidates (must have AADHAR and Bank account)

The minimum fees that a TP has to collect from each trainee should be equivalent to the assessment fee, which is decided by the SSC for each course and ranges from INR 800 – INR 1200. This fee is collected upfront and is then submitted by the TP to the SSC.

Successful candidates are given a Skill Card. The trainees are also entitled to a monetary reward* upon successful completion of the assessment carried out by the assessment agencies (independent of the TP), which are appointed by the SSC.

Deen Dayal Upadhyaya Grameen Kaushal Yojana

Skill Development for Rural Poor Youth

DDU-GKY is an initiative under the National Rural Livelihood Mission (NRLM) promoting demand-based skilling for wage employment in Public Private Partnership Mode. It has a 3-tier implementation model involving the MoRD, State and Implementing Agencies (*shown below*).

The programme provides funding support for placement linked skilling projects ranging from INR 25,696 per person to over INR 1 lakh

75% Assured Placement for trained candidates

Minimum salary of **INR 6000** per month*

Focus on **15-35** years age group

DDU-GKY National Unit, MoRD makes the policy, provides technical support and is the facilitation agency in the entire programme

DDU-GKY **State Skills Missions** (part of State Rural Livelihood Missions) to conduct Skill Gaps Assessment at GP level and provide implementation support

Project Implementing Agencies implement the program through skilling projects and have to mobilize students from rural areas

Emphasis on Social and Regional Inclusion

Mandatory coverage of Socially Disadvantaged groups i.e. for SC/ST – 50%, Minority – 15% and Women – 33%

Special Initiative for Kashmir – Himayat, for 27 Left Wing Extremist Districts – Roshni (coordinated by NIRD) and 10 percent of programme funds are dedicated for the North-Eastern Region

Central Role for States in Deciding Skilling Projects

States with Annual Action Plan (AAP) status assess, approve and guide the program. 9 states have AAP Status: AP, Bihar, Gujarat, Kerala, Odisha, Rajasthan, TN, Telangana and UP.

The projects and release of funds for projects in non-AAP States are reviewed and appraised by the MoRD.

Skill Development in Balasore – The Existing Situation



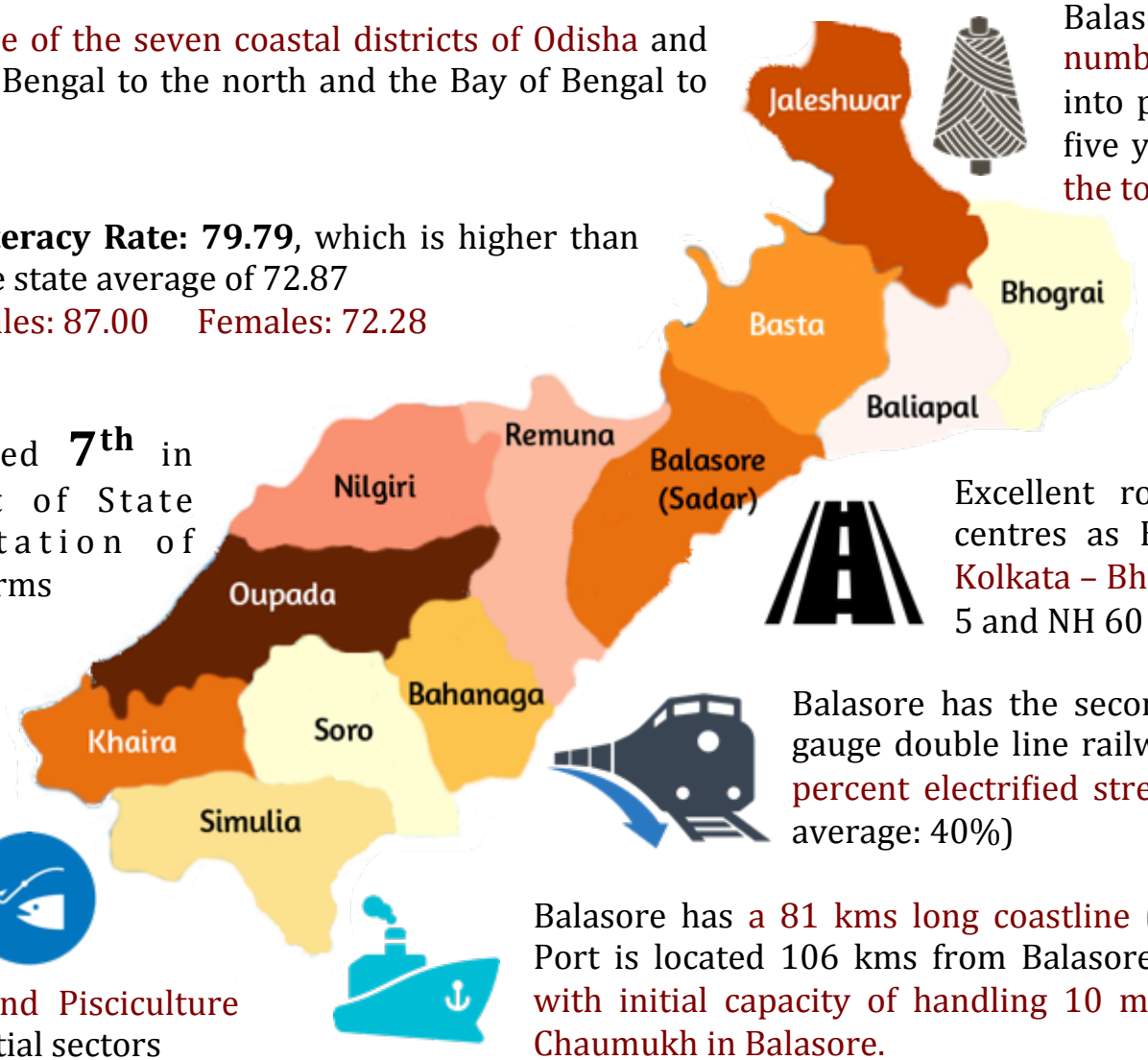
Balasore – *Exploring the Potential of the 'Plastics Hub of Odisha'*

Balasore is one of the seven coastal districts of Odisha and borders West Bengal to the north and the Bay of Bengal to the east.



Literacy Rate: 79.79, which is higher than the state average of 72.87
Males: 87.00 Females: 72.28

Odisha ranked **7th** in Assessment of State Implementation of Business Reforms



Horticulture and Pisciculture are high potential sectors

Balasore has the fifth largest number of MSMEs that have gone into production in Odisha in last five years, accounting for 6 % of the total MSMEs in Odisha

70% of the plastic units in Odisha are set up in Balasore

Excellent road connectivity to major centres as Balasore is located on the Kolkata – Bhubaneswar corridor and NH 5 and NH 60 pass through the district.

Balasore has the second largest stretch of broad gauge double line railway routes in the state. 100 percent electrified stretch of 107.60 kms (Odisha average: 40%)

Balasore has a 81 kms long coastline (Odisha: 485 kms) Dhamra Port is located 106 kms from Balasore City; Also, greenfield port with initial capacity of handling 10 million tonnes coming up at Chaumukh in Balasore.

Skill Gap Assessment for Balasore – *The Need to Tap the Potential*

250,802 incremental job opportunities to be created in Balasore between 2012-2026

Current Training Capacity would be sufficient to provide skill development for only **131,969** candidates

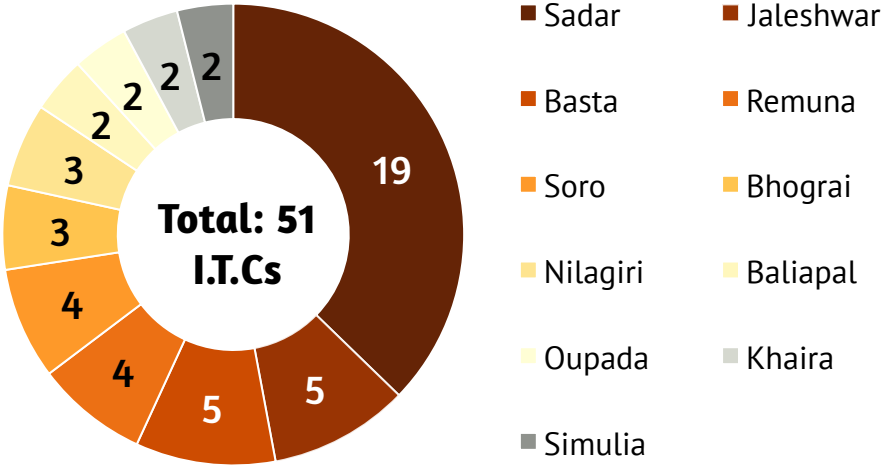
Incremental Skill Gap of
118, 833
over the 15 year period

Vocational Training Infrastructure – Government and Private Participation in Skill Development

Vocational Training is a Concurrent Subject, whereby Central Govt. frames the policies and norms and State Govt. is responsible for day-to-day administration.

There is one Industrial Training Institute (I.T.I) in Balasore, which is also a Centre of Excellence. It offers training in 19 trades.

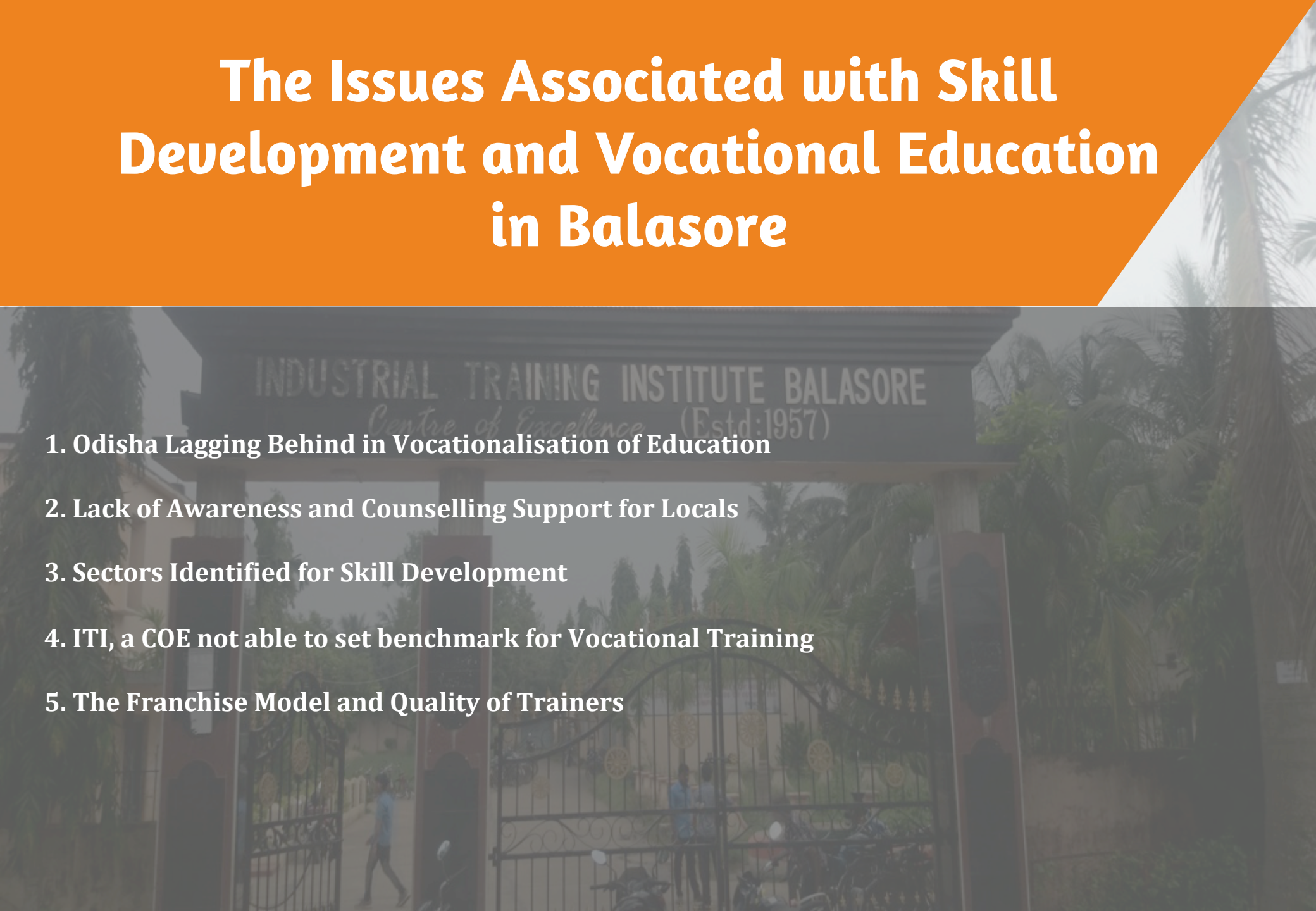
Also, there are 51 private-run Industrial Training Centres (I.T.C). Most of them offer training only for Electrician and Fitter. The distribution of I.T.Cs is shown in the chart.



There are currently 12 NSDC Affiliated Partners providing Skill Development in 10 sectors under PMKVY in Balasore. 724 candidates enrolled.

Balasore also houses the Advanced Plastics Processing Technology Centre (APPTC) run by the Govt. of India which also offers short-term placement linked skill development initiatives.

The Issues Associated with Skill Development and Vocational Education in Balasore

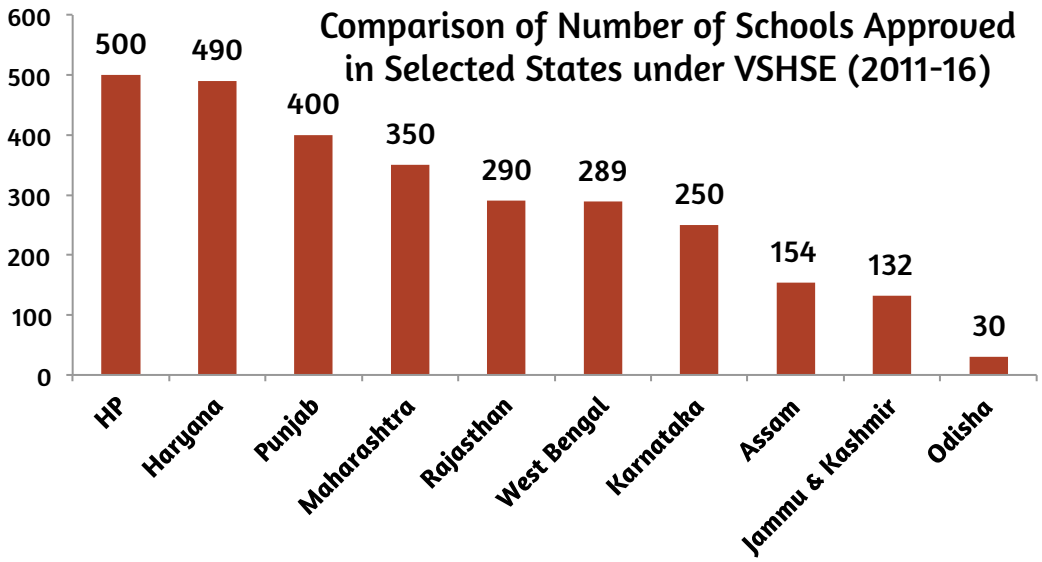


1. Odisha Lagging Behind in Vocationalisation of Education
2. Lack of Awareness and Counselling Support for Locals
3. Sectors Identified for Skill Development
4. ITI, a COE not able to set benchmark for Vocational Training
5. The Franchise Model and Quality of Trainers

Issue 1: *Odisha Lagging Behind in Vocationalisation of Education*

- The Ministry of HRD has been focusing on Vocationalisation of Education in a big way through introduction of vocational trades in secondary and higher secondary education under the VSHSE scheme. A total of 3,654 schools across 31 states and UTs have been approved under the scheme.

- The Govt. of Odisha proposed vocational education in two trades – IT/ITes (IT Helpdesk Attendant) and Automobile (Automobile Service Technician) – in 30 schools (one in each district), which had been approved by the Ministry of HRD in 2013-14. There are 18 other states which have more schools approved under the scheme than Odisha. Also, as of June 31st, 2015, the scheme has not been implemented in the state. The Dept. of School and Mass Education, Govt. of Odisha had recently floated a document inviting EOI for implementation of the program in the schools. However, only IT/ITes is being introduced in the 30 schools as part of the pilot project. One school in Balasore has also been approved under the VSHSE scheme, the Town High School, Balasore.



- The total outlay for VE for 2015-16 for Odisha is INR 2.64 crore; in comparison the same for Haryana and Himachal Pradesh is 91.19 and 83.88 crore respectively.

- There is not a single College/University which has been recommended for introduction of the B.Voc degree programme by UGC.

- There is only one Community College in the state; National Law University, Cuttack proposal for introduction of Diploma in Paralegal has been approved.

Issue 2: *Lack of Awareness and Counselling Support for Locals*

- There is lack of awareness among the youth and unemployed in the area about the various schemes launched by the Government of India, the job prospect available afterwards and the advantages offered by enrolling in skill development programmes.

- Lack of counselling support also results in most candidates dropping out mid-way through the programme or not opting for placement outside the state or even outside their district. Since the number of jobs available in the area are limited, most candidates fail to leverage the skills learnt during the program.

- Moreover, the lack of awareness also makes it difficult for training providers to mobilize candidates under the different skill development programmes. This also poses an issue of fraudulent training providers - unwary and innocent members of the public have been misled and subject to fraud as these unauthorized persons have a malafide and dishonest intention.

Issue 3: *Sectors Identified for Skill Development*

- Balasore is a largely rural area and agriculture and allied activities are the primary occupation for a majority of the population. It is also a hub of plastics processing in the state and is also along the coastline.

- However, these are factors that haven't been taken into consideration when allocating sectors to the Training Providers as most of the TPs are providing skill development in sectors that don't generate enough demand in the area. While these sectors are important and generate jobs in prominent economic centres such as Bhubaneswar, Cuttack and Kolkata, it is important to provide more focused skill development in sectors that are present in the constituency and also have a requirement. This also needs to be considered from the point of view that trained candidates wish to work in the local area itself.

Issue 4: *ITI, a CoE not able to set benchmark for Vocational Training*

- The I.T.I Balasore has failed to address the growing demand for skill development and improve the employability of local youths by use of appropriate training and modern techniques. I.T.I Balasore, despite being a CoE faces a shortage of modern equipments.

- Moreover, even industry partners have not been able to provide enough support to this institution. For instance, as highlighted earlier the agreement with Tata Motors to adopt automobile courses in a few I.T.Is in the state yielded nothing more than 2-3 seminars and a few old gearboxes for I.T.I Balasore. There is a marked difference between I.T.I Balasore and APPTC in terms of outreach to industry and support offered by the industry.

- Furthermore, despite the obvious advantages offered by I.T.I Balasore in terms of access to land and a wide network, it has not been involved in implementation or community mobilization for the skill development programmes such as PMKVY and DDU-GKY.

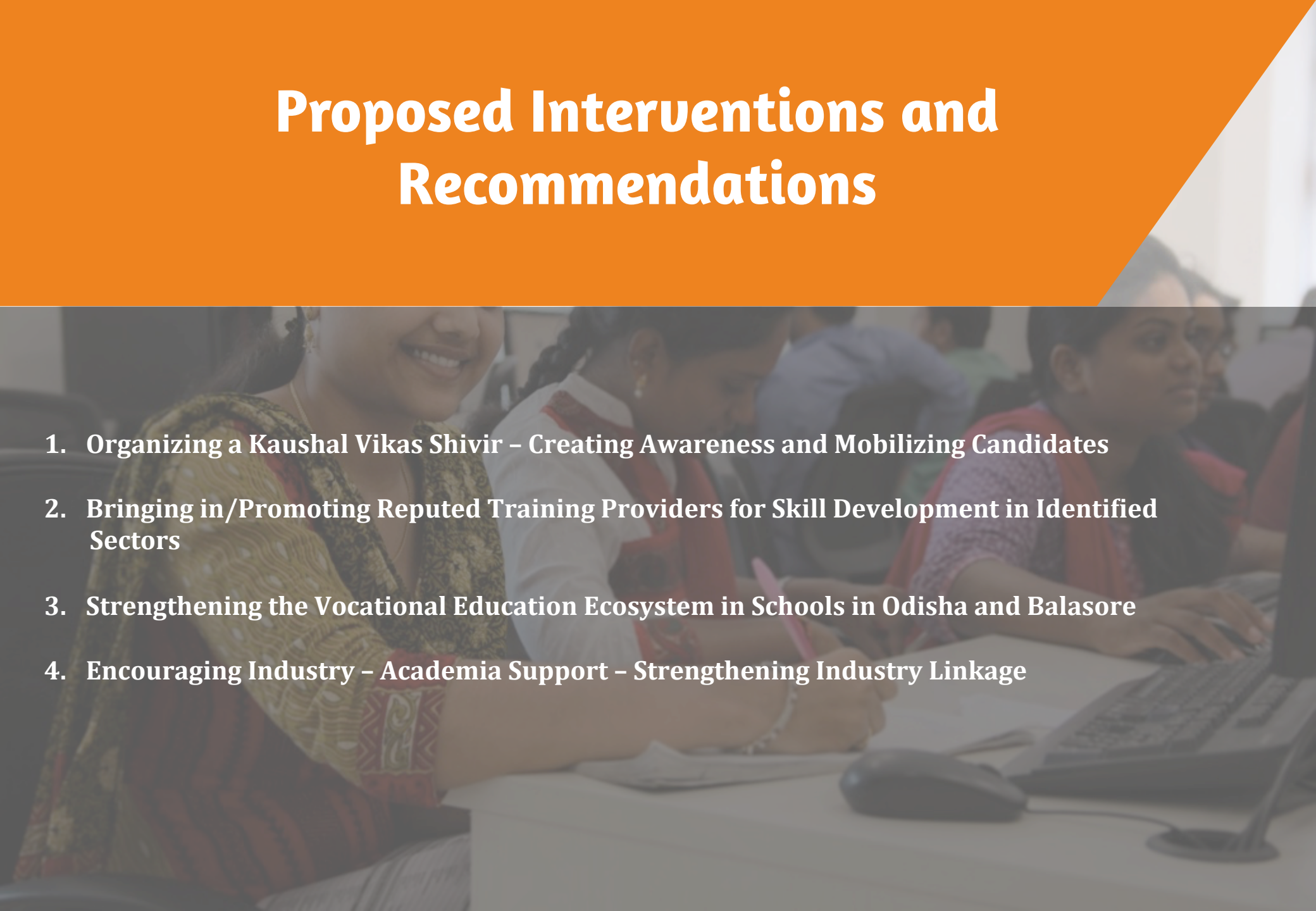
Issue 5: *The Franchise Model and Quality of Trainers*

- In a few cases, the Training Providers are operating franchises under the DDU-GKY and PMKVY schemes. For instance, Edulight has given its franchise to National Trust of Education and Management (NTEM), which is operating two centres in the constituency.

- The Franchises are not well equipped and the issue manifests itself in the form of poor quality of trainers, who might have the technical skills but lack the basic instructional skills and soft skills.

- The NSDC and SSCs conduct Training of Trainer (ToT) programs; but acc. to Indusinfo officials, the one scheduled at Kolkata (Sept) got postponed as a result of which they have not been to start their 1st PMKVY batch in Balasore.

Proposed Interventions and Recommendations



1. Organizing a Kaushal Vikas Shivir – Creating Awareness and Mobilizing Candidates
2. Bringing in/Promoting Reputed Training Providers for Skill Development in Identified Sectors
3. Strengthening the Vocational Education Ecosystem in Schools in Odisha and Balasore
4. Encouraging Industry – Academia Support – Strengthening Industry Linkage

Proposed Interventions – *Leveraging the Potential of Balasore*

1 Organizing a Kaushal Vikas Shivir – Creating Awareness and Mobilizing Candidates

- The PMKVY guidelines specify that Kaushal Mela or Kaushal Vikas Shivir should be held in every district to disseminate information about various skill training options, outline possible career paths and income generation potential once the training is imparted.

- Therefore, it is proposed that the NSDC will organize a Mega Kaushal Mela in the presence of the Honorable MP on a suitable date between October 22nd and November 11th (after the festival period and also because it coincides with the enrolment cycles for PMKVY as mentioned by NSDC).

- This would help mobilize potential candidates, provide them information regarding the courses offered under the scheme and the possible career paths the candidates could have post-training. At the same time, candidates would become aware of the authentic training providers, which would ensure they don't fall victim to fraudulent people and business.



Bringing together all the Training Providers in the area to set up stalls during the event and talk about the courses offered by them and the placement linkages created; Would also help address the issue of mobilization of candidates on a large scale.



Highlight the key schemes and distribute pamphlets to all the attendants detailing the process for getting enrolled in skill development programs. Also offer counselling support on prospects available after training to help candidates make informed decisions.

Proposed Interventions – *Leveraging the Potential of Balasore*

2 Bringing in/Promoting Reputed TPs for Skill Development in Identified Sectors



3 sectors identified for providing skill development: Agriculture, Beauty & Wellness and Handloom. These sectors are already practiced by a vast proportion of the population and have immense potential for self-employment; it would make a lot of sense to upgrade skills as well as do a value addition to ensure sustained and meaningful livelihood opportunities. Also, agriculture has been accorded a special preference by NSDC and the MSDE for skill development so can be taken up in Balasore.



Initiate discussions with reputed TPs such as IL&FS Skills, NIAM and B-ABLE to set up a centre in Balasore or introduce these courses at the existing set-up under the PMKVY or DDU-GKY. Furthermore, understand their requirements and the processes to be followed so as to facilitate their operations in Balasore in a mutually conducive manner; such as organizing a KVS to mobilize candidates and also tying up with government institutions such as South Eastern Railways and ITI for utilization of vacant space.



Mapping the sector and TP with the area for setting up the centre or introducing the course; for instance, Agriculture Skill Development programme is more appropriate if it is located in Jaleshwar. Similarly, beauty and wellness skill development centre can be set up in Balasore. This is also aligned with the fact that the MP would have greater say in the skill development programs as the Chairman of the Skill Development Committee; can ensure a higher target sector-specific allocation for Balasore.

Proposed Interventions – *Leveraging the Potential of Balasore*

3 Strengthening the Vocational Education Ecosystem in Schools in Odisha and Balasore



The Honorable Education Minister of Odisha has announced that the Government of Odisha will include proposal to expand the VSHSE scheme to another 150 schools in the Annual Work Plan & Budget 2016-17. The trades to be introduced would also include Horticulture, Tourism, Plumbing, Nursing and Patient Care Assistant. However, unless and until the project kicks off in the initial set of 30 approved schools, the proposal to expand the project will not be approved.

Therefore, it is proposed that the following set of actions are initiated:



- Modify the Scheme of Subjects (VE to be accorded status at par with other subjects), if not already done
- Conduct Infrastructure Gap analysis for each school – create a framework to leverage the existing infrastructure available in I.T.Is, Polytechnics
- Introduce Vocational Education in the 30 approved schools at the earliest and also map the vertical mobility of students opting for VE to the nearby higher secondary school
- Ensure that the next 150 schools to be selected have a higher secondary section so that the scheme can be expanded to cover Class XI and XII as well



The Honorable MP should use his good office to ensure that the VSHSE scheme should be implemented efficiently during the pilot phase in the Town High School, Balasore since each school will be entitled to financial assistance of approximately INR 25-33 lakhs. Also, in the next phase, when trade mapping is done, horticulture and nursing should be accorded higher priority in the case of schools selected in Balasore District.

Proposed Interventions – *Leveraging the Potential of Balasore*

4 Encouraging Industry - Academia Support – *Strengthening Industry Linkage*



- Encouraging the establishing of an Institute Management Committee in ITI Balasore to coordinate local industry requirements and also leverage the existing space and infrastructure provided by the ITI to train more candidates. The Honorable MP should also use his good office to understand the status of the tie-up announced between ITIs and Tata Motors in the state.

- A positive industry partnership would also result in increased placement-linked training since the students would have access to hands on training and local service workshops to become job-ready. Moreover, industry partners should be responsible for equipping the ITI with a model workshop to provide practical training, alongside which there should be workshops for upgradation of trainer skills as well as provision for modern tools and equipments.



- ITI, Balasore has a 6-month Automobile Mechanic course as well as a Driver-cum-Mechanic course. Moreover, Automobile is also one of the two vocational trades selected by Odisha for introduction in the 30 schools under VSHSE.

- Therefore, it is proposed that industry linkage be created with these institutions to support vocational education, skill development in the automobile sector.

- As an example, Mahindra & Mahindra entered into an industry-academia partnership with ITI Dhanachupuram, Kerala as part of its Mahindra Special Technical Education Programme (M-STEP) program. Maruti has set up Automobile Skill Enhancement Centres (ASECs) in 45 ITIs, where the successful candidates are also awarded additional skill training certificate.

Appendix



NSDC Affiliated Partners for PMKVY in Balasore (*15.09.2015)

Name of Partner	Sector	Location	Contact Number
All India Asian Education Foundation **(CANCELLED)**	Transportation, Logistics, Warehousing and Packaging	Swasti Nagar, Saraswatipur, PO-Khurda	+91-7042893404
Centum Workskills India Limited	Apparel, Textiles and Handloom	Baga, Nachinda GP, Bhograi Block	+91-9439362351
Edulight Careers Pvt. Ltd	Organised Retail	Baharda, near Basta, Balasore	+91-8280144988
Edulight Careers Pvt. Ltd	Organised Retail	Talakia, Oupada	+91-8908154847
Exclusive Salon & Academy	Beauty and Wellness	Balasore City	+91-9437961455
IL&FS Skills Development Corporation Limited	Tourism and Hospitality Services	Bampada, NOCCI Business Park	+91-9040043008
Indusinfo Management Pvt. Ltd	Telecom (Customer Care Exec)	HIG-5, Chunabhati, Balasore City, Sadar Block	+91-9861455667
Objet D Art	Gems and Jewellery	Jaleshwarpur, Bhograi	+91-9831200077
Positive Shift Change Consulting Pvt. Ltd	Electronics and IT Hardware	Padhaunpada, Azimabad Post	+91-9848935477
Swadesi Society	Agriculture	Raipur, Soro Block	+91-9938453861
Upasana Education Trust	Apparel	Talakia, Oupada Block	+91-7894095644
Upasana Education Trust	Apparel, Organised Retail	Kamarpur, Soro	+91-9937373419

The Training Providers in Balasore - *Facilities Visited (1/4)*

- **NOCCI – IL&FS Institute of Skills**, a joint initiative of IL&FS Skills and NOCCI Business Park is functioning in NOCCI Business Park, Bampada. The Centre is NSDC-affiliated and is also enlisted as a training provider under the PMKVY scheme. However, currently there are no batches under PMKVY.

- It is also the NSDC Nodal Training Partner for Balasore. It is currently providing training in the following trades:

Sector	Trade	Course Duration	Batch Strength	Companies
IT-ITes	Call Centre Executive	39 days	30 (Eligibility Criteria: 12th pass students)	Mphasis Limited, Bhubaneswar
Hospitality	Hotel Management (Housekeeping and Food & Beverages)	45 days	40 (Eligibility Criteria: 8th pass students)	Hotels in Balasore, Bangalore, Bhubaneswar, Chennai and Pondicherry
Textile (Integrated Skill Development Scheme of the Ministry of Textiles)	Sewing Machine Operator	30 days	24 (Eligibility Criteria: 5th pass students)	Garment units in Aluva and Perundurai (Erode District) in Kerala

- For Hospitality and CCE, it is running the programme in collaboration with Nalanda Foundation and all the programmes are placement-linked in nature. It conducts mobilization campaigns by running ads behind autos, putting up banners and sending text messages to prospective youth. It doesn't have a full-time Centre Director.

The Training Providers in Balasore - *Facilities Visited (2/4)*

- **NIAM Educational Foundation**, a Project Implementing Agency (PIA) under DDU-GKY is running 2 centres in Odisha: Bhubaneswar and Balasore.

- The Balasore centre is located in Sahadevkhunta and is a fully residential facility. It is currently providing skill development in 5 trades:

Sector	Trade	Course Duration	Batch Strength (Allocated)
Hospitality	Cook Indian	240 hours	40 (35)
Hospitality	Cook General	240 hours	40 (35)
Hospitality	Housekeeping (2 batches)	240 hours	40 (35)
Tourism	Office/ Warehouse/ Customer Care Assistant	240 hours	40 (35)
Logistics	Tourism and Travel Executive	240 hours	40 (35)

- These courses and the target of students to be trained has been allocated to NIAM by the Odisha Rural Development and Marketing Society (ORMAS). Also, training under Tourism and Logistics sectors is being undertaken as part of the Sagarmala Project (Ministry of Shipping in collaboration with DDU-GYK) for 4 districts: Puri, Jagatsingpur, Kendrapada and Bhadrak. They have started with 40 students against the allocated strength of 35 because many students dropout during the course.

The Training Providers in Balasore - *Facilities Visited (3/4)*

- **Advanced Plastics Processing Technology Centre** (APPTC), a specialized unit of CIPET, is functioning out of a campus spread over 8 acres near NOCCI Business Park, Bampada.

- APPTC is focused on developing technically skilled manpower for the plastics and allied industries in India, especially catering to the Eastern and North-Eastern regions of India and has students from Odisha, Meghalaya, Mizoram and Nagaland. It has state-of-art high end processing and testing machines, which are also open to use by entrepreneurs and small industries.

- It offers 2 major long-term courses, details as below:

Name of the Course	Minimum Qualification	Course Duration	Batch Strength
PG Diploma in Plastics Processing & Testing	3 years Degree in Science with Chemistry	1 ½ years	90
Diploma in Plastics Technology	10th Standard with Math, Science and English	3 years	90

- Apart from the long term courses, it offers 16 Placement-linked Skill Development Initiative Programmes in Plastics Processing sector based on the Modular Employable Skills module, and the course duration ranges between 800 – 1200 hours.

- APPTC has placement link-ups with various companies across the country (primarily in Maharashtra and Gujarat, which are plastics hub of the country).

The Training Providers in Balasore - *Facilities Visited (4/4)*

- **I.T.I Balasore** was established in 1957 and offers training in 19 trades. It has an intake capacity of 608 students. It is under the Department of Technical Education and Training (DTET), Department of Industries, Govt. of Odisha. Currently, it has 563 students pursuing 1-2 year courses across 14 trades.

- The institute is also a Centre of Excellence (CoE) in the electrical sector. The upgradation into a CoE was carried out under the scheme "Upgradation of 400 ITIs into Centres of Excellence" undertaken by the Government of India with World Bank assistance. It had also constituted an Institute Management Committee (IMC), with representation from industry, government departments and the faculty and students of the institute which was responsible for monitoring the setting up of the CoE. Industry representation from Hari Udyog, Emami Paper Mills, Polar Latex, Eastern Cylinders and Oripol. The IMC is now practically dysfunctional and is not playing any role in the activities of the I.T.I.

- The I.T.I has a 4-member governing body comprising of the District Collector, District Employment Officer, District Welfare Officer and the Principal of the I.T.I. The DC acts as the Chairman of the Governing Body. There is a Central Placement Cell in Bhubaneswar, which coordinates all placement related activities for the I.T.Is in Odisha. Most of the students wish to get employment in central sector organizations such as SAIL, ISRO, DRDO, South Eastern Railways, etc.

- The machinery and the workshops were extremely obsolete and outdated, especially when compared with facilities at APPTC, Balasore. A look at the plastics processing workshop highlighted the same as there were very few machines and equipments in use there, and the workshop was dimly lit and in a poor condition.

- I.T.I Balasore was also one of the I.T.Is, where Tata Motors was to adopt the automobile course as part of an MoU signed with Govt. of Odisha. However, only a few old gearboxes have been given and 2-3 seminars conducted.

Notes on PMKVY and DDU-GKY

Table 1: Reward for Successful Trained Candidates under PMKVY

NSQF Levels	Rewards (in INR)	
	Plumbing, Construction and Manufacturing Sector	Other Sectors
Level 1 and 2	7,500	5,000
Level 3 and 4	10,000	7,500
Level 5 and 6	12,500	10,000

Under the National Skill Qualification Framework, the SSC is a certifying body for Diploma and Certificates awarded on attainment of Levels 1-6. Monetary rewards are dependent on the corresponding NSQF level attained by the successful trainee.

Table 2: Remuneration for Trained Candidates under DDU-GKY (all figures in INR)

Item	3-month course (576 hours)	6-month course (1152 hours)	9-month course (1728 hours)	12-month course (2304 hours)
Minimum Remuneration for Placement in India	6,000	8,000	12,000	15,000
Minimum Remuneration for Placement abroad	25,000	25,000	25,000	25,000


Swaniti Initiative