

Skill Development in Bihar Vision & Strategy



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List of Abbreviations

Abbreviation	Details
AAP	Annual Action Plan
ASHA	Accredited Social Health Activist
ATMA	Agricultural Technology Management Agency Scheme
ATS	Apprenticeship Training Scheme
BBOSE	Bihar Board of Open Schooling and Examination
BoCW	Building and Other Construction Workers
BRLPS	Bihar Rural Livelihood Promotion Society
BSDM	Bihar Skill Development Mission
CoE	Centre of Excellence
CSR	Corporate Social Responsibility
CSS	Centrally Sponsored Scheme
CTS	Craftsman Training Scheme
DDU-GKY	Deen Dayal Upadhyaya - Grameen Kaushalya Yojana
DGT	Directorate General of Training
DMKVY	Dashrath Manjhi Kaushal Vikas Yojana
DPMU	District Programme Management Unit
DSDC	District Skill Development Committee
ESDM	Electronic System Design & Manufacturing sector
EST&P	Employment through Skills Training & Placement scheme
GP	Gram Panchayat
GTP	Government Training Provider
HIV	Human Immunodeficiency Virus
ICDS	Integrated Child Development Scheme
ICT	Information and Communication Technology
IEC	Information, Education and Communication
IHM	Institute of Hotel Management
ITDS	Integrated Tharuhat Development Scheme
KFP	Knowledge Framework Provider
KGBV	Kasturba Gandhi Balika Vidyalaya
LMIS	Labour Market Information System
LMS	Learning Management System
M&E	Monitoring and Evaluation
MBNY	Mukhyamantri Bichhabritti Nivaran Yojana
MES	Modular Employable Skills
MIDH	Mission for Integrated Development of Horticulture
MIS	Management Information System
MMSSY	Mukhya Mantri Shram Shakti Yojana
MNSY	Mukhyamantri Nari Shakti Yojana
MSC	Migration source centre / Migration support centre
MSDE	Ministry of Skill Development and Entrepreneurship
NCVT	National Council of Vocational Training
NOS	National Occupational Standards

NSDA	National Skill Development Agency
NSDC	National Skill Development Corporation
NSDM	National Skill Development Mission
NSQC	National Skills Qualification Committee
NSQF	National Skill Qualification framework
OBC	Other Backward castes
PMU	Programme Management Unit
QP	Qualification Pack
RDAT	Regional Directorate of Apprenticeship Training
RPL	Recognition of Prior Learning
RSETI	Rural Self Employment Training Institutes
RTD	Recruit - Train - Deploy
SC	Scheduled Caste
SCA to SCSP and TSP	Special Central Assistance to Scheduled Caste Sub-Plan and Tribal Sub-Plan
SCVT	State Council of Vocational Training
SDC	Skill Development Centre
SDI	Skill Development Initiative
SDMS	Skill Development Management System
SPMU	State Programme Management Unit
SSC	Sector Skill Council
ST	Scheduled Tribe
ToT	Training of Trainers

Skill Development in Bihar

Vision & Strategy

Executive Summary

As India moves progressively towards becoming a global knowledge economy, the challenge is to meet the rising aspirations of its youth and at the same time, increasing the skilled HR asset commensurate to the desired growth rate. This can be partially achieved through focus on advancement of skills that are relevant to the emerging economic environment. The challenge pertains not only to a huge quantitative expansion of the facilities for skill training, but also to the equally important task of raising their quality, to match it to the demand.

Recognizing the imperative need for skill development, Bihar Skill Development vision and realization strategy has been formulated for the period 2016 - 2020. Given the vast paradigm shift in the skilling and entrepreneurship ecosystem in the country and the experience gained through implementation of various skill development programmes, there is an imminent need to establish and realizing an all-encompassing skill development vision.

The primary objective of this skill development vision is to meet the challenge of skilling at scale with speed, standard (quality) and sustainability. It aims to provide an umbrella framework to all skilling activities being carried out within Bihar, to align them to common standards and link skilling with demand centres. In addition to laying down the objectives and expected activities, the document also identifies the overall ecosystem which will act as a vehicle to reach the expected outcomes. Skills development is the shared responsibility of the key stakeholder's viz. Government of Bihar, the entire spectrum of corporate sector, community based organizations, Bihar Skill Development Mission (BSDM), Departments in Bihar implementing skill development endeavours, training providers, assessment and certification bodies and other stakeholders. The vision links skills development to improved employability and productivity in paving the way forward for inclusive growth in the State. The skill strategy is complemented by specific efforts to promote self-employment / entrepreneurship in order to create ample opportunities for the skilled workforce.

The major paradigms and enablers to realize the vision of skilling Bihar as stated in this document are:

a. Capacity Building

- Departmental Capacity: Institutional strengthening of the various departments involved in skill development through PMU set ups, capacity building / orientation workshops of nodal officers for focused approach. Another important strategy on this account is the activation and utilization of the district skill development committee.
- Financial capacity: Bringing in additional funds through implementation of centrally sponsored schemes currently not being implemented in Bihar, additional funds from State plan to achieve skill development targets and exploring other funding sources.
- Training Capacity: Creation and use of infrastructure in both public and private domain through appropriate support. For ensuring greater accessibility, equity and quality, a targeted approach of Skill Development Centre (SDC) empanelment to ensure requisite infrastructure. There will also be a provision of Leasing out government space on full time or part time basis.

b. Standardized Processes / Frameworks / Mechanism / Cost norms

- Creation of a process / operation guideline across all the various phases of the skill development value chain to govern all the schemes in order to roll out the skill development efforts in a standardized manner ensuring quality of training across the State.

c. Monitoring & Evaluation (M&E) framework

- Creation of a robust and exhaustive mechanism for monitoring all skill development programs being implemented in the state to ensure compliance to quality standards and guidelines and take timely and informed corrective measure. An ICT based platform will be used to monitor the progress along with conventional method of monitoring and assessment of the progress.
- d. Assessment & Certification
- Creation of a robust and reliable system of assessment and certification
 - BSDM to act as an assessment & certification agency for non MES / QP based course
 - The skill development ecosystem will endeavour to move towards on-line assessment and certification.
 - BSDM will also endeavour to create a pool of assessors comprising of staff from the state's educational institutions and the ex-servicemen.
- e. Ensuring Quality of training
- Quality of training capacity – SDCs with requisite infrastructure only to be empaneled.
 - Quality of Trainers – All the trainers under any of the programmes will mandatorily have to be certified through a Train the trainer programme in training pedagogy and / or domain specific knowledge to further impart training. There will be a provision of periodic refresher training for the certified trainers.
 - Standardized courses – Market relevant and demand driven courses will be offered post stakeholder consultations. The course offerings would include MES, QP based, Non MES or QP based courses, BBOSE prescribed courses, other courses approved by BSDM due to state level relevance such as local craft courses, courses having local employment generation potential, etc.
 - Formation of Sectoral Mentor groups to advise on development / updation of course curriculum and suggest on improving training, quality of trainers, placements etc.
 - Use of exhaustive ICT platform: An exhaustive ICT platform for training delivery, training process enablement and training monitoring will be put in place and will be used across all the skill development programmes in the State.
 - Mobilization, Registration and Retention: An exhaustive mobilization campaign will be run in the State prior to online registrations of the interested candidates. To ensure retention and increase the stake of the beneficiaries in the trainings a refundable security deposit will be charged from the beneficiaries. There will also be a provision of stipend for some severely disadvantaged groups. BSDM shall endeavour to create a cadre of counsellors at the GP, Block and District levels
- f. Post Training Placement
- Creation of Industry linkages to facilitate placement
 - Job-fairs / Apprenticeship fairs to further bolster placements.
 - Specific livelihood generation interventions for certain disadvantaged groups
 - Promotion of self-employment and fostering of the entrepreneurial spirit
 - Developing employment exchanges to facilitate placements
 - Facilitation and fostering of Self-employment and Entrepreneurship
- g. Migration Support / Source Centres (MSC)
- Creation of Migration Source centres to assist the probable migrants of Bihar to make an informed migration.
 - Creation of Migration support centres to assist the migrated workforce at destination end.
- h. Innovative skill development models and other skill development models based on best practices

- Kushal Yuva Programme to bolster employability of the youth of Bihar
- Recognition of Prior learning for formal acknowledgement of experience, specifically in the unorganized sector.
- Amalgamation of the CSR initiatives in the State of Bihar under the ambit of Bihar Skill development vision
- Recognition of Skill certification by Industry and Government support
- Integration of Skill development with formal education
- Upgradation of ITIs in PPP mode
- Skill championship
- Training of jail inmates
- Implementation of Revenue based model by SDCs

There is a provision for review of the strategy on an annual basis to align the envisaged / implemented framework with the emerging trends in the state, national and international milieu

It is expected that this document shall serve as a guide to all the departments implementing the various skill development programmes as well as the other stakeholders of the Bihar skill development ecosystem and will assist in fostering and evolving a robust framework, capable of dealing with the challenges encountered currently and achieving the envisaged objectives and outcomes.

Introduction

Skill Development initiative is paramount for the development of the state of Bihar. There is an immediate need for adopting a transformational paradigm that goes beyond the confines of the traditional approach of matching the demand and supply of skill development services and multiplication of the skill building services. The need of the hour is to create a holistic ecosystem for skill development, facilitated by an integrated effort from the various stakeholders, in order to effectively create an impact on the economy, demographics and on the society at large in Bihar. The state of Bihar now envisages venturing on a voyage of accomplishing a utopian state in the Skill development space.

In the year 2012, the state government had set up an ambitious target of skilling 1 crore youth through the various skill development endeavours duly managed by 15 Departments of the State.

In November 2015, the new government decided on another ambitious target, that of providing computer literacy, soft skilling and communication skills to youths of 15-25 age group, who have left formal education after passing class 10 or 12. This programme has been named as Kushal Yuva Programme. Apart from this, training is also to be given in domain skills. An ambitious target of 1 Crore covering both Kushal Yuva and Domain Skills has been set for 2016 to 2020.

A study carried out by Bihar Skill Development Mission (BSDM) during February – April, 2016 called the Situational Analysis, has found out that the actual achievement till 2015-16 is approx. 5 lakh only. The study has pointed out various issues and challenges, which may impend the realization of the ambitious skill development target. There is a need to build a sound ecosystem to overcome these challenges and tackle the issues and at the same time, achieve the ambitious target set out by the government.

In the year 2010, Bihar Skill Development Mission (BSDM) was constituted under the chairmanship of the Hon'ble Chief Minister with representation from different departments of the State for working towards the vision of increasing the capacity & capability of the system to deliver quality skill training and professional knowledge to the youth to enhance their employability and bridge the skill deficit with a view to meet the burgeoning demand for skilled manpower. The governing body has been reconstituted in June 2016 under the chairmanship of Development Commissioner. Bihar Skill Development Mission (BSDM) is mandated to carry out the skill development activities of the state in coordination with the other departments through a well-defined and structured process for smooth execution of skill development programs in order to meet the target of skilling eligible and willing youth in mission mode. The idea is to have a standardized process of skill development across all the departments under the fold of the skill development agenda of the State. To achieve the ambitious target, it is essential that a comprehensive ecosystem is established with standardized norms and processes and the role of the important stakeholders, especially BSDM and the implementing departments are well defined. The broad framework of the skill development vision of the state tries to capture the strategically essential components for realizing the skill ecosystem envisaged for the state. The strategy to realize the vision intends to create a cohesive effort to ensure that all the stakeholders work effectively and efficiently towards accomplishing the objective of a "Skilled Bihar".

Chapter 1 National Scenario

Skill and knowledge are the driving forces of economic growth and social development for any country. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of globalization. The main focus of knowledge building is to develop workers into knowledge workers who will be multi skilled with the ability to adjust in any situation. Skill building would enhance operational, managerial and behavioural skills of the workers enabling them to embark upon new assignments with more confidence and perseverance.

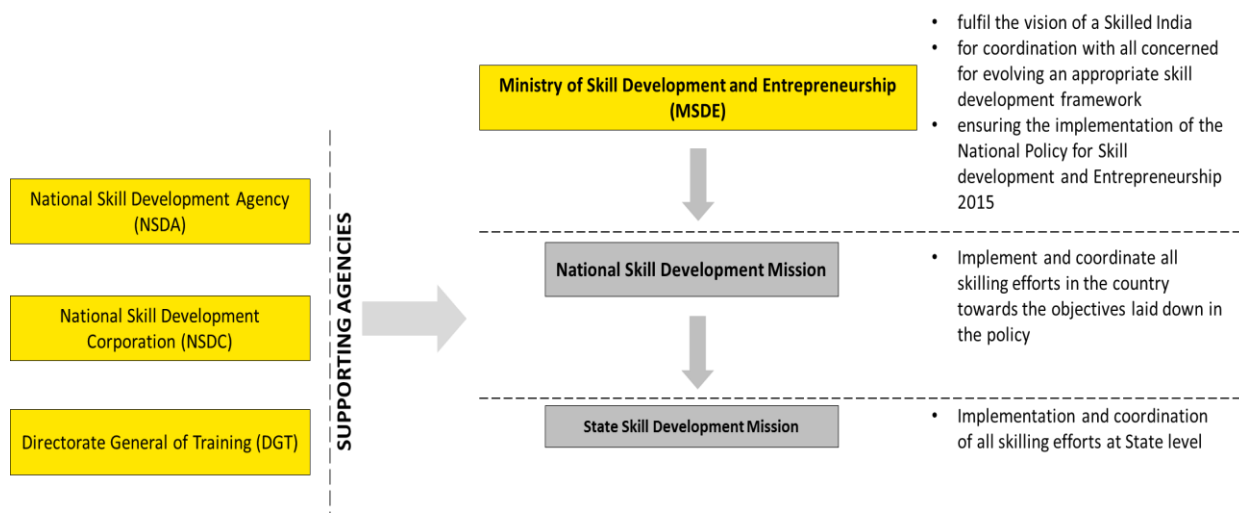
India is driven by a sterling demographic dividend (India is one of the youngest nations in the world with more than 49% of the total population below 25 years of age), continuing structural reforms and globalization, which is poised to accelerate its growth rate. From renewable industries to logistics, ICT and construction, India's demand for higher skills occurs at a time when 90 percent of India's population works in the informal sector, much of it consisting of basic agriculture and services such as automotive repair and logistics that have traditionally required low skills and pay low wages. The growth of the industries, given the demand created by the population will be a function of the skill sets available.

India is currently working towards a unified vision of:

- **Scaling up:** Increase skill development capacity.
- **High inclusivity:** The skill development initiatives will harness inclusivity and reduce divisions such as male/female, rural/urban, organized/unorganized employment and traditional/contemporary workplace.
- **Dynamic and demand-based system planning:** The skill development initiatives support the supply of trained workers who are adjustable dynamically to the changing demands of employment and technologies.
- **Choice, competition and accountability:** No discrimination between private or public delivery - importance on outcomes, users choice and competition among training providers and their accountability.
- **Policy coordination and coherence:** Skill development policy to be an integral part of comprehensive economic, labour and social policies and programmes. A framework for better coordination among various Ministries, States, industry and other stakeholders will be established.

1.1 National Skill Development governance Ecosystem to realize the Indian Skill development vision

The National vision will be realized through the ecosystem of the following institutions:



1.1.1 Ministry of Skill Development and Entrepreneurship (MSDE)

MSDE had been created to fulfil the vision of a 'Skilled India' where human resource development is the primary focus. MSDE is responsible for coordination with all concerned for evolving an appropriate skill development framework, removal of disconnect between demand for, and supply of, skilled manpower, skill up-gradation, building of new skills, innovative thinking and talents for existing and future jobs. MSDE is also playing the lead role in ensuring the implementation of the National Policy for Skill development and Entrepreneurship 2015.

1.1.1.1 National Policy on Skill Development and Entrepreneurship, 2015

The National Policy on Skill Development and Entrepreneurship, 2015 was released with the objective of meeting the challenge of skilling at scale with speed and standard (quality). It will aim to provide an umbrella framework to all skilling activities being carried out within the country, to align them to common standards and link the skilling with demand centres. In addition to laying down the objectives and expected outcomes, the effort is to identify the various institutional frameworks which can act as the vehicle to reach the expected outcomes. The national policy also provides clarity and coherence on how skill development efforts across the country can be aligned within the existing institutional arrangements. This policy links skills development to improved employability and productivity.

1.1.1.1.1 Objective of the policy

The core objective of the policy is to empower the individual, by enabling her/him to realize their full potential through a process of lifelong learning where competencies are accumulated via instruments such as credible certifications, credit accumulation and transfer, etc. As individuals grow, the society and nation also benefit from their productivity and growth.

Skill development and entrepreneurship are complementary to each other. The key stakeholders include Central Ministries/Departments, State Governments, and industry/employers. There is a need to ensure alignment of the efforts of all stakeholders in skill and entrepreneurship landscape towards a common goal. While, MSDE will co-ordinate and converge all efforts in this space, the relevant Central Ministries/Departments, State Governments and industry/employers are expected to fulfil the roles and responsibilities pertaining to their domain as laid down in the National Policy for Skill Development and Entrepreneurship.

1.1.2 National Skill Development Mission

The National Skill Development Mission was approved by the Union Cabinet on 01.07.2015, and officially launched by the Hon'ble Prime Minister on 15.07.2015 on the occasion of World Youth Skills Day. The Mission has been developed to create convergence across sectors and States in terms of skill training activities. Further, to achieve the vision of 'Skilled India', the National Skill Development Mission would not only consolidate and coordinate skilling efforts, but also expedite decision making across sectors to achieve skilling at scale with speed and standards. It is implemented through a streamlined institutional mechanism driven by Ministry of Skill Development and Entrepreneurship (MSDE). Key institutional mechanisms for achieving the objectives of the Mission have been divided into three tiers, which consist of a Governing Council for policy guidance at apex level, a Steering Committee and a Mission Directorate (along with an Executive Committee) as the executive arm of the Mission. Mission Directorate is supported by three other institutions: National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC), and Directorate General of Training (DGT) – all of which have horizontal linkages with Mission Directorate to facilitate smooth functioning of the national institutional mechanism.

1.1.3 National Skill Development Agency (NSDA)

NSDA was set up as a Society in June 2013. NSDA focuses on the two verticals of Quality Assurance and policy research in the skills space. It is majorly responsible for the following activities:

- Operationalise and implement National Skills Qualification Framework (NSQF).
- Establish and operationalise a QA framework embedded in NSQF to improve consistency of outcomes in the skills landscape, which will include laying down a framework for training, assessment and certification processes and agencies in the country.
- Operationalise National Skills Qualification Committee (NSQC) to meet its objectives.
- Design and implement the National Labour Market Information System.
- Develop national protocols for registration and accreditation of private training providers.
- Promote use of 'Skill India' logo on skill certificates by SSCs/Agencies adhering to the QA framework.
- Anchor Prime Ministers Skill Development Fellow Programme.

1.1.4 National Skill Development Corporation (NSDC)

NSDC, a Public Private Partnership was set up in 2008 as a Section 25 company under Companies Act 1956 with shareholding of GOI 49% and private sector 51%. It will be the

nodal organization for all private sector initiatives in the short term skilling space. Its mandate primarily includes -

- Catalysing the creation of market-based, scalable business by providing funding through a combination of debt, equity and grants.
- Implementing skills voucher programme.
- Driving engagement with industry and businesses.
- Promoting centres of excellence for training of trainers in coordination with States and SSCs.
- Initiating and incubating Sector Skills Councils (SSCs).
- Discharging any other function as may be assigned to it by the Ministry.

1.1.5 Directorate General of Training

The two verticals of Training and Apprenticeship Training under DGET, Ministry of Labour & Employment have been shifted to MSDE from 16th April 2015. Its large institutional framework consisting of ITIs, ATIs, RVTIs and other national institutes will act as tools of execution for Mission activities. Other functions include:

- Setting up framework for structure of courses, assessment, curricula creation, affiliation and accreditation of institutes, under NCVT.
- Developing national standards on syllabi, equipment, scale of space, duration of courses and methods of training.
- Advising on training policy in its network of training institute.
- Coordinate functioning of Industrial Training Institutes (ITIs).
- Running training programmes for training of trainers/instructors.
- Running special institutes for training of women.
- Leveraging field infrastructure for strong industry interface in all facets of training, including on-the-job training.
- Providing technical support to vocational education across the country.
- Anchoring and operationalizing Apprentices Act, 1961 as overhauled by comprehensive amendments in Dec, 2014.
- Operationalizing various training schemes through ITIs and Vocational Training Providers (VTPs).

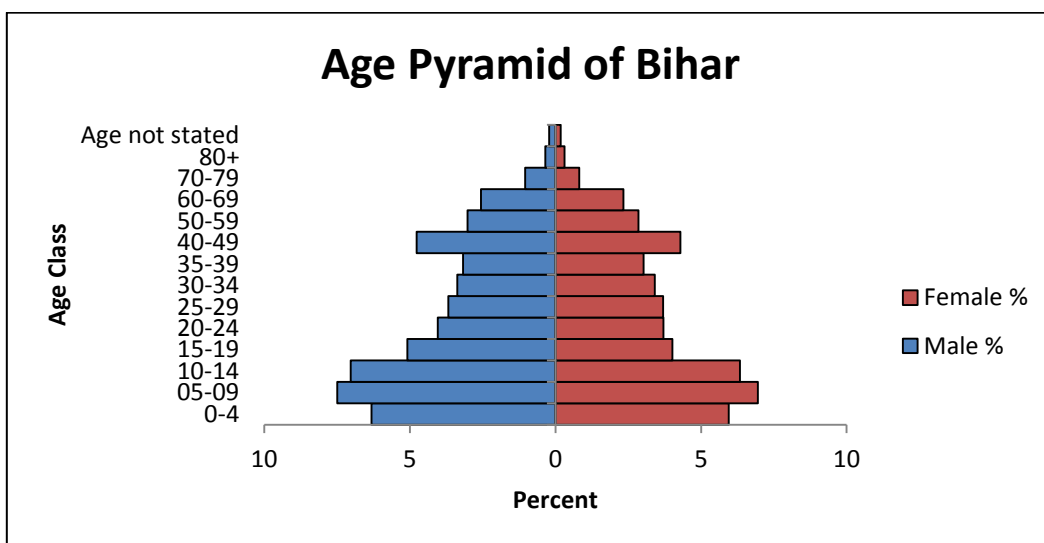
Chapter 2 Bihar Skill Development Scenario

Bihar is the 12th largest state in India and 3rd largest by population (10.41 Cr as per 2011 census). Almost 58% of the population is below the age of 25; highest proportion in India. The literacy rate in Bihar is 63.82%; Male literacy at 73.39% and Female literacy at 53.33%. During 1999-00 to 2005-06, the state income at constant prices grew at an annual rate of 5.7%. Post that, the economy witnessed a turnaround and grew at an annual rate of 12%. It has witnessed a spectacular performance that the rate of growth achieved by the economy during 2006-13 is not only much higher than what was achieved in previous period, but one of the highest among all the Indian states.



Parameters	Bihar
Capital	Patna
Geographical Area (sq km)	94,163
Administrative Districts (No)	38
Population density (persons per sq km)	1,102
Total Population (million)	104.1
Male population (million)	54.3
Female population (million)	49.8
Sex Ratio	916
Literacy rate (%)	63.82

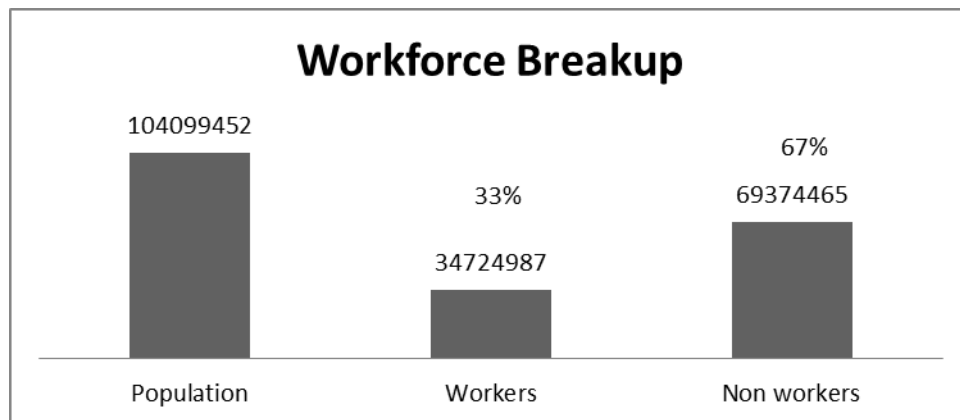
Age pyramid of Bihar



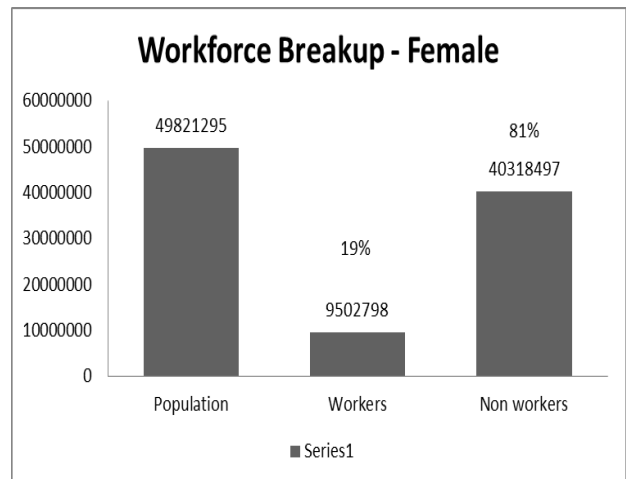
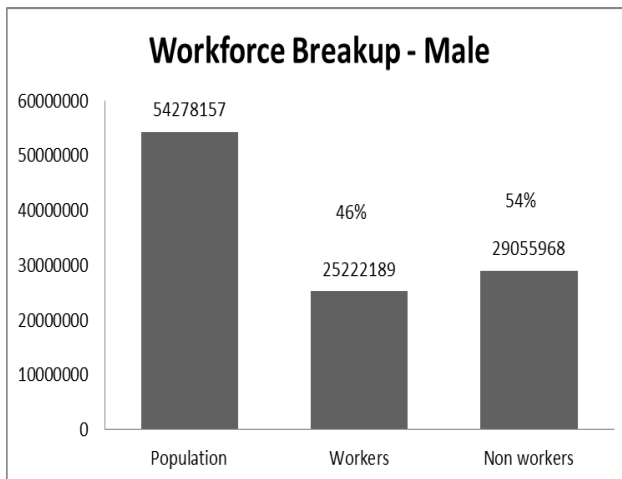
According to the Census of India, 2011, Of the approx. 10 crore people about 31 per cent of total population of Bihar is in the age group of below 15 years and 61% of the total

population falls in the working age group of 15-59 years. The working age group population is sizeable and needs to get involved in the state's workforce as employment is the main source of livelihood for most of the people. It is critical to the way women and men live and view their lives. A well-nurtured and productive labour force contributes towards a dynamic economy and equitable society. Lack of access to employment lowers self-esteem and leads to denial of basic needs of the individual and the family, and can lead to social instability. Bihar is suffering from a twin whammy of unemployment and poverty. Close to half of Bihar's young people depend on farming for a living. As in other parts of the country, educated and qualified youngsters are more unemployed in Bihar than youth who are illiterate or with low education.

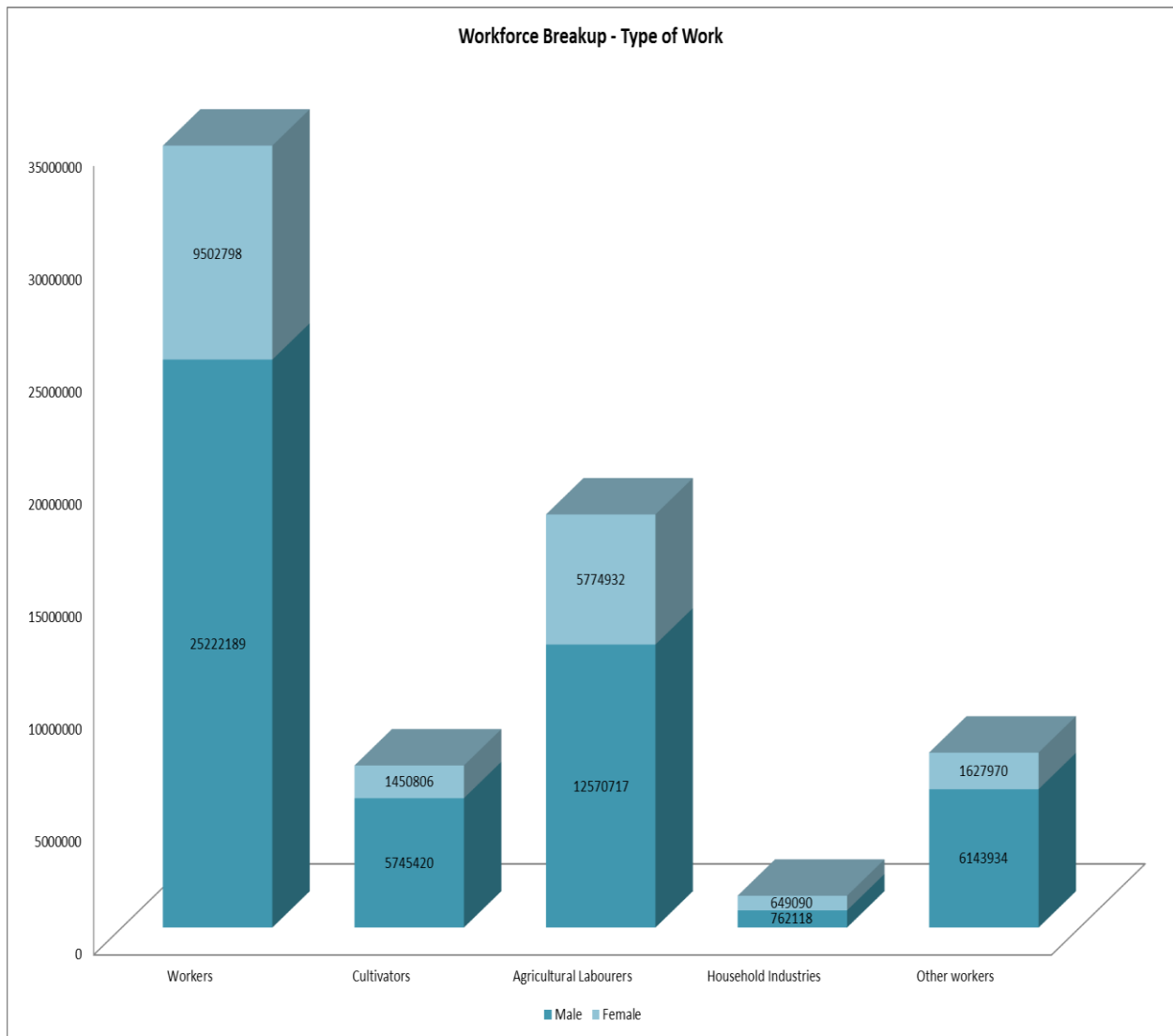
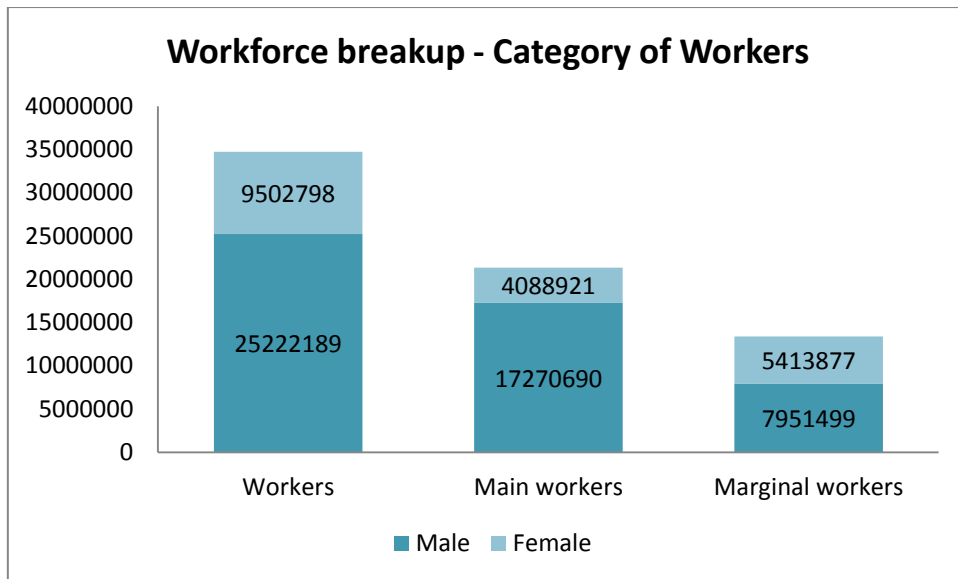
Workforce breakup



In Bihar as per the Census of India, 2011, the percentage of non-workers is approx. 67%. This percentage is considerably higher for women (approx. 81%) as opposed to the 54% in men.



In the 33.3% workers of the state the bifurcation based on type of work and category of workers is provided below.



The percentage of marginal workers who do not have opportunity to work throughout the year, among the total workers is considerably high at approx. 38.5% and is a worrisome statistics. It is also observed that almost 53% of the workers are agricultural labours and a total of almost 74% of the workers in Bihar are engaged in only Agriculture.

It is imperative in the context of the economic and social growth of the state that the reliance on agriculture be reduced and a substantial workforce need to be skilled in order to foray into other sectors.

2.1 Skill Development Trainings by various departments under different Schemes

Currently there are 15 departments in Bihar that are working towards the skill development agenda of the state and are implementing various skill development schemes for different target groups as per their own guidelines. The schemes / trainings currently being run in Bihar by the various departments are as follows:

Skill Development Trainings by various departments under different Schemes:

a) SC / ST Welfare Department:

- SC / ST Welfare Department is implementing the Special Central Assistance to Scheduled Caste Sub-Plan & Tribal Sub Plan (SCA to SCSP and TSP) and two state government funded scheme viz., Dashrath Manjhi Kaushal Vikas Yojana (DMKVY) and Integrated Tharuhat Development Scheme.

b) Rural Development Department:

- The Rural Development Department through Bihar Rural Livelihood Promotion Society (BRLPS) is implementing the Deen Dayal Upadhyaya – Grameen Kaushalya Yojana (DDU-GKY), Rural Self Employment Training Institutes (RSETIs) and a skill development programme funded by World Bank.

c) Labour Resources Department:

- The Labour Resources Department is running the Skill Development Initiatives (SDIs) scheme, Craftsman Training Scheme, Apprenticeship Training Scheme, Centre of Excellence scheme.

d) Urban & Housing Development Department:

- The Urban & Housing Development Department is implementing the Employment through Skills Training & Placement (EST&P) scheme.

e) Minority Welfare Department:

- The Minority Welfare Department is implementing the state funded Mukhya Mantri Shram Shakti Yojana (MMSSY).

f) Science & Technology:

- The Science & Technology Department is implementing a State funded Skill Development Programme.

g) Social Welfare Department:

- The Social Welfare Department through its State Society for Ultra Poor and Social Welfare-SAKSHAM is implementing the state funded Mukhyamantri Bichhabritti Nivaran Yojna (MBNY).
- There is another State Govt. funded scheme under the Women Development Corporation, Social Welfare Department by the name Mukhyamantri Nari Shakti Yojana (MNSY) for Service Sector Training.

- Further, the ICDS Directorate runs two schemes viz., SABLA and Kishori Shakti Yojna.

h) Industry Department:

- The Industry Department is running a State Govt. funded Skill Development programme.

i) Education Department:

- Bihar Board of Open Schooling & Examination (BBOSE) – runs three state funded schemes namely, HUNAR, Kasturba Gandhi Balika Vidyalaya (KGBV) and Bal Sudhar Griha
- Directorate of Secondary Education – runs one state funded scheme i.e. Vocational Education Under department of Secondary Education
- Directorate of Higher Education in association with the Arya Bhatta Knowledge University run a centrally sponsored scheme i.e. Community Colleges.

j) Health Department:

- The Health Department is running the Accredited Social Health Activist (ASHA) programme.

k) Information Technology Department:

- The IT Department is running a centrally funded scheme called Electronic System Design & Manufacturing sector (ESDM) and two state funded schemes called C-DAC & BSDM.

l) Tourism Department:

- It is running State funded skill development programme. Ministry of Tourism is directly running the CSS Hunar Se Rozgar Tak through IHM, Hazipur without Tourism Department's intervention.

m) Animal Husbandry & Fish Resource Department:

- The Dairy Development Directorate is running two training schemes viz., Training & Extension Scheme and Training Scheme for Special Component and the Directorate of Fisheries is running a training scheme viz., Fisheries Extension Scheme.

n) Home Department (Jails):

- Training programmes are run in the Jail premises based on the needs of the inmates

o) Agriculture Department:

- The Agriculture Department is running Beej Gram Yojana, Agricultural Technology Management Agency Scheme (ATMA) and Mission for Integrated Development of Horticulture (MIDH) scheme.

Chapter 3

Skill Development Challenges in the State

3.1 Situational analysis

A situational analysis was initiated by Bihar Skill Development Mission (BSDM) in order:

- To understand the nature of support required by various Departments of Govt. of Bihar with regard to their Skill development effort.
- To understand the guidelines / norms of various schemes across departments while formalizing the State's process and cost norms and also while undertaking creation of pool of SDCs, standardization of courses, formalization of payment terms, formalization of standard cost norms, creation of an overarching M & E framework etc.
- To understand the gaps in the current skill development efforts in the state and to formulate a way forward to address the same.

3.1.1 Pertinent broad constraints / challenges

Pertinent broad constraints / challenges observed in skill development landscape are as follows:

(a) **Limited Capacity** for skill development in terms of SDCs, trainers, assessors, funds available and department's capacity for formulation, monitoring and implementation of skill development schemes.

(b) **Relevance:** The programmes in various SDCs have not kept pace with the changing requirements of the industry. The courses being currently offered in various skill developments schemes across the state have not been selected on the basis of their employment potential.

(c) **Data Insufficiency & Lack of co-ordination amongst various skill development effort:** The vocational education and training sector suffers from a severe crisis of good evidence / data base for proper planning and policy making. There are no data bases available of youth willing to undergo skill based trainings. The absence of reliable placement data also hinders youth in making informed choices about the kind of training they would prefer. The institutions do not have any information about the needs of the employers for specific skills and of the graduates once they pass out. Even a functional Labour Market Information system (LMIS) does not exist. Absence of data severely affects the quality of the decision making in regards to skill development in the state. Another important aspect is lack of Integration of skill development efforts of various departments: Several departments such as Rural Development, Urban Development, Social Welfare, Labour Resources etc. offer various skill development trainings under central and state schemes. However, there is no coordination amongst the departments or sharing of information and most of these programmes are not placement linked. This, on one hand, may result in fictitious reporting and on the other the programs fail to take advantage of the economies of scale that could have been realized by way of standardization of courses, accreditation of large professional training providers at reasonable costs and setting up of a professional body for overall planning and monitoring of skill development efforts.

(d) **Societal Acceptance / Perception of Skill development trainings:** The Skill development programmes are still not a preferred option due to the norms and values of the society where a white collared job is seen as superior to a blue collared one. As a result, there is a class divide. Youth from better off families would prefer to enrol for degree programmes in general courses rather than go for a skill development programme after class Xth or XIth. This is a serious attitudinal issue and without any concerted communication effort this will be a barrier to successful adoption of skill based education and training by the society at large.

(e) **Employer-Educator-Trainee Linkages either absent or weak:** There are no institutional mechanisms for incorporating the needs and views of the employers to update /upgrade course offerings or change in syllabus. The trainers hardly ever interact with the employers for upgrading their own skills and employers do not offer their resources for improving the content and quality of vocational training. There is no forum where prospective or current trainees get to interact with the employers and educators together to make good choices based upon their aptitude and industry requirement. As a result, even after acquiring the certificate, trainees do not get suitable employment which further erodes the credibility of the skill development training courses and their acceptability.

(g) **Standardization across skill efforts:** In order to ensure quality across all the processes of the skill development value chain it is imperative that a standard guidelines for implementation is formulated and followed across all the skill development efforts that currently have no detailed guidelines. Another important aspect in this regard is the requirement of an all-encompassing Monitoring and Evaluation framework that ensures through due-diligence that quality across the various aspects of skill development value chain is ensured. Currently there is a lack of these standard norms and a robust M&E framework.

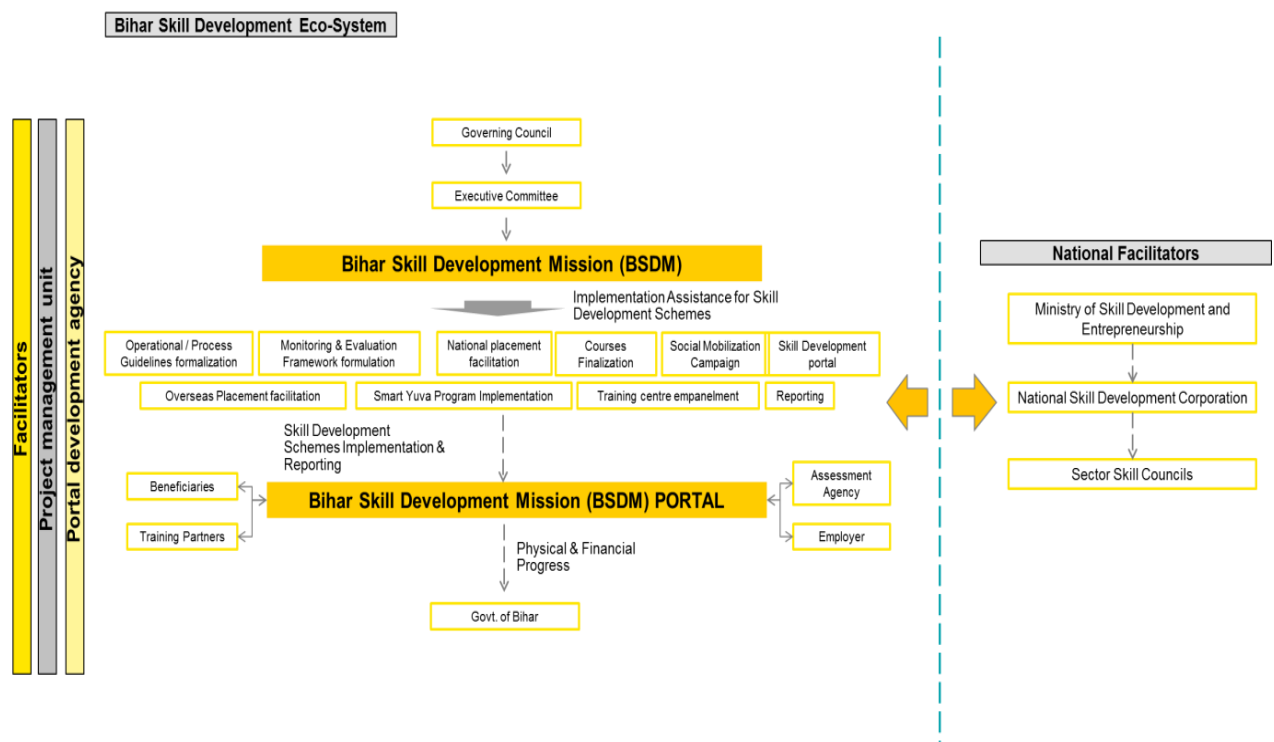
(f) **Limited employment opportunities in the State:** There is a limited number of Industries in Bihar on account of which there are very less local employment opportunities in Bihar. A majority of the employable section migrates to various other states in India in pursuit of employment. It is imperative to ensure that the potential migrants are adequately skilled and certified so that they get better opportunities outside the state. At the same time, on account of less employment opportunities in the state in organized sector or in wage employment, it is imperative to provide skilling in the sectors that creates self-employment opportunities.

Chapter 4 Envisaged Skill Development Ecosystem

The Skill development vision envisages creating an effective and efficient skill development ecosystem in the state of Bihar. The objective of the Skill development vision is:

- **Scaling up:** Increase skill development capacity in terms of training capacity, stakeholder capacity and financial capacity of the state.
- **High inclusivity:** The skill development initiatives will harness inclusivity and reduce divisions such as male/female, rural/urban, organized/unorganized employment and traditional/contemporary workplace, and inclusion of various disadvantaged groups.
- **Dynamic and demand-based system planning:** The skill development initiatives support the supply of trained workers who are trained in market driven and industry relevant courses. The skill development overarching system would comprise of standardized processes and frameworks to ensure quality of training.
- **Increasing Employability and ensuring generation of a sustained livelihood:** Increasing the employability of the youth of Bihar through an exclusive endeavour of training in support competencies like communication skills, English and basic computer literacy. Post training placement support in domain specific training to ensure that the trained beneficiaries get an opportunity for generating sustained livelihood.
- **Incorporation of innovative models and best practices:** Innovative models and models based on best practises will be incorporated to further strengthen the Bihar skill development ecosystem.

The envisaged ecosystem



The building blocks & strategy of establishing the skill development ecosystem would be:

4.1 Capacity Building

The foremost requirement for achieving the ambitious target is the capacity building of the major stakeholder, i.e., the implementing departments. BSDM will support in the capacity building of the departments implementing skill development programme and the other major stakeholders.

4.1.1 Departmental capacity

The implementing departments are the major stakeholder in the skill development ecosystem of Bihar. It has been found that the internal capacity of the departments for monitoring and implementing of skill development schemes is insufficient. The nodal officers nominated by the departments are also not sufficiently equipped. While BSDM would organize orientation and capacity building workshop for nodal officers and other officers of the department engaged in skilling programmes, some of the departments, having large physical targets would be advised to have independent Programme Management Units (PMUs) for skilling activities.

The District skill development committee (DSDC) formulated under the guidance of the Governing Council of Bihar Skill development Mission will be activated and utilized to ensure implementation, monitoring and evaluation of skill development initiatives at District or lower levels. The committee chaired by the district magistrate, comprises of various government representatives, industry representatives, etc. The committee in association with the district program management unit of BSDM and district unit of the State-wide implementation support agency will evaluate processes across the entire skill development value chain and report their observations to BSDM or the relevant departments.

In brief, the new strategy of building departmental capacity would be:

- a. Ensuring continuity of Nodal officers
- b. Engaging professional PMUs for departments / entities having large targets
- c. Orientation and capacity building of nodal officers and other officials of the implementing departments
- d. Activation and utilization of the district skill development committee

4.1.2 Financial Capacity

Achievement of the ambitious target would require a large amount of fund. Hence pooling of funds from all available sources, including central funds and off budget financing would be essential. This will be achieved in the following manner:

4.1.2.1 Enhanced utilization of central funding

It has been found that there are certain Centrally Sponsored Schemes (CSS), which are not being implemented in the state. BSDM will facilitate the process of identifying such schemes and corresponding ministries / departments through which it can be rolled out in the state. Further, BSDM will also facilitate the departments in preparation of Annual Action Plan

(AAP) for such schemes and will act as facilitator during the negotiations and finalization of the scheme for the state with Centre.

- Modality

Activity	Entity responsible
Creation of Annual action plan (AAP) – A detailed annual action plan will be created for the scheme to ask for physical target approval and budget allocation from the funding ministry / entity.	Respective Departments supported by BSDM
Submission of AAP to the Central Ministry – The State Department will then submit the AAP to the central Ministry / Funding entity for approval of physical target requested and budget requirement.	Respective Department
Approval of AAP by the Central Ministry – Post receipt of the State AAP/ Physical and Financial Target allocation will be approved by the Funding Ministry / entity	Respective departments to follow-up to ensure timely approvals
Budget allocation and Physical target approval	Respective Ministry
Release of funds – Post approval of the AAPs the funds will be released as the scheme specific payment norms to the State line Department for implementation of the approved target and corresponding payments to the respective stakeholders	Respective Ministry

Table 1: Modality - For bringing in additional Funds - Non- implemented CSS

4.1.2.2 Additional Funding from State Plan

The BSDM sector experts will also assist the departments in creation of annual action plans for additional funding from the state plan for the newly conceptualized schemes in order to achieve the targets.

- Modality

Activity	Entity responsible
Identification of additional state funding required by the various departments to achieve its physical targets	BSDM Sector Experts in consultation with the Respective Department
Individual strategic roadmaps will be created for the various department with new schemes conceptualized if required for achievement of target	BSDM Sector Experts in consultation with the Respective Department
The annual action plans for additional state funding will then be sent to the planning department for allocation of additional budget	Respective departments then need to follow-up to ensure timely approvals

Table 2: Modality - Bringing in additional funds from state plan

4.1.2.3 Additional Sources of Financing

Considering the huge requirement of fund, it is imperative to explore additional sources of funding apart from the state plan fund and central government funding under various centrally sponsored schemes. The departments would be advised to explore such sources and BSDM shall facilitate in the process.

In brief, the new strategy for building financial capacity would be:

- a. Bringing more central funds by availing fund under those schemes which are not being availed till now.
- b. Having departmental outlay and budgets proportionate to their physical targets.
- c. Exploring additional sources of funds including institutional financing.

4.1.3 Training capacity

Lack of training capacity has been found to be a major road block. The deficit is both quantitative and qualitative. There is a need to encourage new entrepreneurs for setting up SDCs. The current practice of empanelling Training service providers based on their network, turnover and training experience has prevented new enterprises, while there is lack of big quality organizations. To overcome this quantity and quality deficit, the strategy would be of online empanelment of centres, based on minimum logistic requirements, to be opened periodically by BSDM as per requirement.

BSDM will create a pool of SDCs for domain specific skills training as well as for the Kushal Yuva programme. A common guideline would be in place for empanelment of centers. Departments shall issue work order to selected SDCs in consultation with BSDM. In case of sector specific centres, they will be allocated to the departments covering that sector, e.g. health, agriculture, animal husbandry etc. However, for sectors / courses being covered by more than one department, the centres empaneled for those sectors / courses would be equitably allocated among the departments, based on their annual targets, in consultation with the departments. For work allotment to the selected centres, departments shall follow the guidelines as set out by BSDM or the respective scheme, if it's a central scheme or a centrally sponsored scheme. Even for the central schemes or centrally sponsored schemes, for which separate empanelment / registration system is in place, the empanelled / registered centres have to be empanelled with BSDM to run training under any department of the state government. To enhance the qualitative capacity of the training partners, there will be training of trainers followed by their assessment and certification to ensure quality and uniformity in delivery. Further, gradual increase in the number of courses having digital content would be attempted, which will also ensure uniformity and quality in delivery.

It is also essential to increase the availability of physical space, especially in remote and rural areas. To increase the availability, Government departments may lease out its owned space on a full time (in case of un-utilized spaces such as closed educational institutions, office premises etc.) or part time (in case of under-utilized spaces or institutional holidays at educational institutes or after institutional work hours for educational institutes or office setup) for skill development training to private entities / other government departments against an appropriate charge or as decided mutually.

- Modality of empanelment of SDCs

Activity	Entity responsible
Issue of Notice Inviting application for interested SDCs, from time to time	BSDM
Desk appraisal of the received applications	BSDM
Due Diligence of the applicant SDCs	BSDM & Respective Departments
Approval and empanelment of SDCs conforming to BSDM guidelines	BSDM & Respective Department
Registration of empanelled SDCs on BSDM portal	BSDM
Selection of SDCs from the pool by the respective department and work allocation on a need basis.	Respective Departments in consultation with BSDM

Table 3: Modality – Empanelment of SDCs

In brief, the new strategy for building training capacity would consist of:

- Online and periodic empanelment of SDCs based on availability of minimum required logistics and certified trainers.
- Registration of all SDCs under all the skill development programmes, including centrally sponsored programmes, on a common BSDM portal, which will manage the life cycle of the centres.
- Joint appraisal and due-diligence of the centres by BSDM and departments before registration.
- Allocation of centres to departments, based on consultation, depending on their targets and selected sectors / courses.
- Centralized system of training, assessment and certification of trainers.
- Digitization and online / quasi online delivery of training curriculum to ensure uniformity and quality.
- Leasing out of unutilized or underutilized space owned by Government departments.

4.2 Standardized Processes / Frameworks / Mechanisms

There is a need to establish standardized and common processes / frameworks / mechanism / cost norms to run the skill development endeavours. BSDM will create a process / operation guideline to govern all the schemes that do not have scheme specific guidelines or are under the purview of BSDM. The respective departments will have to run such schemes as per the guidelines set out by BSDM. This will help the respective departments to roll out their skill development efforts in a standardized manner ensuring quality of training across the State. The MIS / reporting processes will assist the Departments in understanding their effectiveness and efficiency across the skill development effort and also to take effective and quick decisions based on the information available. Even for the centrally sponsored schemes, certain overarching process / operational guidelines of BSDM shall have to be complied with.

- Modality

Activity	Entity responsible
Creation of standardized process / operational guidelines based on the common norms compliance and currently implemented scheme guidelines.	BSDM
Consultation with the Departments on the draft standardized process / operational guidelines	BSDM and Various departments
Finalization of the BSDM process / operational guidelines	BSDM

Table 4: Modality - Creation of Process / Operational Guidelines

In brief, the standardization of processes / frameworks / mechanisms would cover:

- Common pool of centres, for all skill development programs, running in the state
- Common list of course / sector offerings
- Common cost norms
- Registration of beneficiaries (candidates) on a common portal
- Common payment norms for release of funds to SDCs
- Common dates (for start and completion of trainings), once in a fortnight for all trainings across the state to ensure effective monitoring.
- One time registration fee and annual renewal fee from centres
- One time course affiliation fee and annual renewal fee from centres.
- Monitoring of attendance through biometric system
- Delivery of training through Learning Management System (LMS) on the BSDM portal for courses for which e-content is available.
- Common facility for training, assessment and certification of trainers and approval of centres only on having assessed, trained and certified trainers.
- No stipend to trainees except for severely disadvantaged groups, e.g. beggars, ex-leprosy patients and their dependants, construction workers registered with BoCW board, HIV positive candidates or any other category as decided by BSDM from time to time, or as directed by the State government.
- Security Deposit from trainees to ensure their stake in the process and thus ensuring their retention and successful completion of training, except from severely disadvantaged groups
- Relaxation in minimum educational qualifications for some severely disadvantaged groups
- Common system of assessment and certification of training
- Any other issue integral to the skill development strategy

4.3 Monitoring & Evaluation (M&E) framework

Skill development programme at such a huge scale requires a robust M&E framework. BSDM shall prescribe a robust and exhaustive mechanism for monitoring all skill development programs being implemented in the state. It will ensure that quality standards and process as set out in the operational guideline is strictly adhered and any major deviations in this regard are brought into the notice of BSDM and the respective departments on real time basis. An ICT based platform will be used to monitor the progress along with

conventional method of monitoring and assessment of the progress. Consolidated MIS will assist the respective Departments for decision making process.

- Modality

Activity	Entity responsible
Creation of an exhaustive monitoring and evaluation framework focusing on: <ul style="list-style-type: none"> ▪ Pre training commencement due diligence ▪ Monitoring during training conduct ▪ Post training impact evaluation and process audit 	BSDM and the respective departments
Assisting the department in implementation and compliance to the monitoring and evaluation framework with incorporation of Department / scheme specific requirements for the respective departments	BSDM and respective departments
Assisting the Departments in identification of institutional strength required for implementation of monitoring and evaluation	BSDM and respective departments
Creation of a portal for online real time monitoring and evaluation	BSDM
Implementation and compliance to the M&E framework	Respective Departments

Table 5: Modality - Creation of a Monitoring & Evaluation framework

The common robust M&E framework based on ICT platform would ensure that:

- There is no possibility of duplications of beneficiaries across different departments.
- BSDM can act as central monitor ensuring coordination among departments while the departments can also effectively monitor the implementation through a common framework.
- The departments, through their respective dashboards, shall be able to do real time monitoring of their progress.
- The common operational guidelines, processes and norms are followed and any deviation is reported on real time basis.

4.4 Assessment & Certification

It is very essential to have a robust and reliable system of assessment and certification. An evaluation of the current status of both state and centre run programmes show that there are substantial time lags in the completion of training and assessment. This entails the possibility of unreliable assessments and false certifications.

BSDM would provide guidelines for Assessment and Certification following, as far as possible, the Common norms of Ministry of Skill Development & Entrepreneurship. In case of courses not featuring under QP/MES, BSDM would formulate its own guideline for assessment and certification and will also act as an Assessment & Certification (Joint or solo as required) agency. BSDM would endeavour to empanel a pool of assessors within the state itself so that completion of training and assessment can be concurrent or with minimum

time lag. The BSDM would also endeavour to gradually increase the number of courses that can be delivered in the quasi online mode through a Learning Management System (LMS) which would include the provisions of continuous (step by step) assessments and final online / quasi online concurrent assessment. This would further enhance the reliability and credibility of the assessments and certifications.

BSDM will also endeavour to create a pool of assessors comprising of staff from the state's educational institutions, industries, ex-servicemen etc. The assessors from this pool will be trained on assessment processes and will be called for assessment on a need basis.

- Modality

Activity	Entity responsible
On boarding of relevant Sector Skill Councils (SSCs) for assessment & certification of QP / NOS based courses	BSDM
Assessment guidelines with mandated cycle times or response times	BSDM
On-boarding of RDAT for MES based assessments	BSDM
Automation of MES based assessments	BSDM, Knowledge Framework Provider
Integration of BSDM portal with Skill Development Management system (SDMS) portal for automation of QP/NOS based assessments	BSDM, Knowledge Framework Provider and SDMS team
Assessment Scheduling	SSC's through SDMS or RDAT for MES courses or any other relevant assessment agency as approved by BSDM.
Assessment	Assessment agencies appointed by SSC's or RDAT or Assessors on-boarded by BSDM or any other state level agency approved by BSDM.
Certification	NCVT, SSC's, BSDM or Joint certification in certain scenarios or reputed Government Training providers (GTPs)

Table 6: Modality – Assessment & Certification

In brief, the strategy in regard to assessment and certification would entail:

- Gradual enhancement in e-learning courses delivered through digital platform having provision of continuous (step by step) assessment and concurrent final online / quasi online assessment.
- Increasing the pool of assessors available in Bihar under the aegis of BSDM and establishment of BSDM as assessment and certification agency.
- BSDM to act as assessment and certification agency for Kushal Yuva Programme
- Curtailing the time lag between completion of training and assessment and certification
- On-boarding of SSCs and RDAT for timely assessment and certification of QP/NOS or MES based courses respectively.

- f. Creating a pool of assessors by involving the various educational institution staff, industries, ex-servicemen etc.

4.5 Ensuring Quality of Training

Ensuring quality of training would be a major emphasis of the skill development vision. This would be achieved through a multipronged approach as detailed below:

4.5.1 Quality of SDCs

It would be essential to ensure the quality of the SDCs in order to ensure the quality of the trainings. This would be ensured through a rigorous screening process whereby only the centres having requisite minimum physical infrastructure and equipment are empanelled. The system of empanelment would be online and opened periodically so that as and when a centre gets ready to meet the norms, it can apply and empanelment would be done depending upon the requirement of a centre for that particular sector at the applied location. This system will give an equal opportunity to the new entrepreneurs and large organizations in the skill development space and shall also ensure quality of the centres.

4.5.2 Quality of Trainers

To ensure the quality of training it is also essential that the quality of trainers is robust and uniform and they are adequately assessed and certified before they are allowed to impart training. Training of Trainers (ToT) followed by certification will be carried out to get quality trainers and maintain uniformity across centres. It would be prime responsibility of the Skill Development centre (SDC) operator to ensure that each trainer deployed by it undergoes the ToT and the cost for same shall be borne by the respective SDC operators. Only the certified trainers coming out of these ToTs will be eligible for imparting training. The ToT program would comprise of training on training pedagogy and / or domain skills as required.

Trainer refresher training programme needs to be implemented periodically in order to ensure that the certified trainers are abreast with the relevant training trends and sector insights.

- Modality

Activity	Entity responsible
On boarding of agencies for conducting Training of Trainers (ToT)	BSDM
Defining the ToT curriculum, content and guidelines	ToT Agency (ies) in consultation with BSDM
Providing Trainer for ToT	Empaneled SDC operators
Conducting ToT	ToT Agency (ies) with requisite support from BSDM and various Departments
ToT assessment & certification	ToT Agency (ies)

Table 7: Modality - Training of Trainers

4.5.3 Standardized Courses

BSDM in consultation with the departments and other stakeholders shall finalize a pool of courses which is market acknowledged and have potential to increase the employability of

youth. Recommended list will be prepared after considering factors like courses having high employment potential, related high growth sectors, having high students inclinations and suggestions received from departments. Flexibility to add courses is open as this is a dynamic process and the suggested list circulated will not be a final selection. BSDM will also club courses that are of shorter duration or are independently not sufficient for livelihood generation / employment opportunities into effective combination of courses with higher duration in consultation with the department and the concerned sector skill councils. The course offerings would include MES, QP based, Non MES or QP based courses, BBOSE prescribed courses, other courses approved by BSDM due to state level relevance such as local craft courses, courses having local employment generation potential, etc.

- Modality

Activity	Entity responsible
Identification of a draft list of demand driven and industry relevant sectors and courses to be offered for skill training by BSDM	BSDM
Consultation with the Departments for their inputs on the relevance of the courses identified for their respective Departments	BSDM and Respective Departments
Consultation with other skill development stakeholders like SSCs, Industries etc. on the draft course list	BSDM and other stakeholders
Creation of the 1 st final course list with the understanding that course selection is a dynamic process and flexibility is required to include / delete courses based on stakeholder inputs and Industry requirement	BSDM
Formulation of standardized course content and curriculum for QP/NOS based courses and demand driven courses that do not fall in the categories of QP/NOS based or MES courses	BSDM appointed agency and Sector Skill Councils
Periodic stakeholder workshops to assess the relevance of the offered courses	BSDM and other stakeholders (Including the various departments)

Table 8: Modality - Finalization of course / sector offering

In brief, the strategy in regard to the courses offered for skill development in Bihar would be:

- BSDM, in consultation with the departments and other stakeholders, would finalize the course list comprising of MES, QP based, Non MES or QP based courses, BBOSE prescribed courses, other courses approved by BSDM due to state level relevance such as local craft courses, courses having local employment generation potential, etc.
- This would be dynamic and would be revised by BSDM, from time to time
- The departments would be free to choose courses from this list only
- To ensure greater wage employment / self-employment potential, BSDM may also combine several MES / QP/NOS based courses into one with the help of NCVT / concerned SSC / other agency.

4.5.4 Formation of Sectoral Mentor Groups

Sectoral Mentor Groups would be formed in the state of Bihar under the aegis of BSDM. Each Mentor Group will comprise of reputed national and state level representatives from industry, academic / professional institutions with expertise in the sector, one facilitator from the respective State Department and one facilitator from BSDM.

These Mentor Groups would meet on a periodic basis (in person or through teleconferencing / videoconferencing or any other virtual mode) and will be expected to carry out the following activities:

- Advise on changes / updation in course curriculum, equipment, training pedagogy, evaluation / assessment systems etc. for various courses in the respective sector
- Provide guidance in the development of curriculum and suggest new courses based on market demand
- Provide suggestions on improving the quality of trainers through involvement of industries in conduct of ToTs, exposure visits etc.
- Provide suggestions on methods of improving placements at state, national and international locations
- Provide suggestions on using modern ways of training viz., live distance learning, technology enablement etc.

4.5.5 Use of an exhaustive and robust ICT platform

BSDM shall ensure real time portal based monitoring in order to take timely, effective and efficient decisions. All the aspects across the skill development value chain will be IT enabled through this portal and online monitoring will facilitate the existing or alternative mechanism of physical monitoring and data management / recordkeeping.

The Bihar skill development program is visionary in its scale but it faces many challenges on account of its sheer size, uniqueness, reach and complexity. Projects of this scale & nature require both strategy level intervention and comprehensive professional implementation expertise. In this regard the ICT Platform would be playing a key role in management of skill development agenda with a target of skill development and livelihood generation across the State of Bihar. Key focus would be on:

- a. Integrating all the Stakeholders and providing a platform for IT, enabling all the processes across the life-cycle of the skill development program
- b. Efficient Integrated monitoring & evaluation of the skill development schemes under the purview of BSDM.
- c. Programme Monitoring and Management by BSDM for ensuring achievement of targets, progress reporting and identification of issues, risks, etc.
- d. Financial tracking and management across the program lifecycle stakeholder wise
- e. Dashboards for better decision support and planning various interventions proactively

- Modality

Activity	Entity responsible
On-boarding of a knowledge framework provider	BSDM
Deployment of the knowledge framework	Knowledge Framework Provider
Implementation and Monitoring of skill development endeavours	Respective Departments

Table 9: Modality – Exhaustive ICT Platform

4.5.6 Mobilization, Registration and Retention

The mobilization of truly deserving candidates is an essential component of ensuring the quality of training. Equally essential is the retention of the beneficiaries by developing their stake in the system. BSDM, in association with the departments, would undertake a penetrative communication and mobilization campaign to ensure registration of an appropriate number of target candidates in the state. The exhaustive mobilization campaign would help the Departments to get a ready pool of beneficiaries inclined towards skill development training. This in turn would also help the respective departments in achievement of their skill development targets.

BSDM shall endeavour to create a cadre of counsellors at the GP, Block and District levels. These counsellors would be Resource Persons or Influencers who will work on making Skill Development aspirational for the people of Bihar. The training of these counsellors will also be done by BSDM to ensure standardized counselling pedagogy.

BSDM will also provide a registration facility on its portal so as to ensure that beneficiaries across the various Departments first register on the BSDM portal so that there is no duplication in the skill development efforts of the State and also that all the skilled candidates in the State can be tracked through this single platform. This would be in addition to the mobilization campaign to be undertaken by the Planning department for their District registration cum counselling centre, targeted at the age group of 15-25. For the candidates of this age group registered centrally at the district level, the data would be directly taken on the BSDM portal. However, there would be a facility that if such candidates first register on BSDM portal, then the data can be transferred to Planning department.

The retention of candidates throughout the duration of the training can be ensured only by developing their stake in the training. This would be achieved by taking a refundable security deposit of 10% of the course fee subject to a maximum of Rs. 1000 /- from all the candidates for all the courses barring few disadvantaged sections, to be decided by BSDM from time to time or as directed by the state government from time to time. The refundable security deposit will be returned to the candidates only if they successfully complete the training.

Further, 5 months equivalent of the self-help allowance of the 12th pass youth in the age group of 20-25 years, who have opted for self-help allowance, shall be held back. The amount will be released only after they successfully complete the Kushal Yuva programme.

No stipend would be paid to any student under any programme, except for:

- Those centrally sponsored schemes where it is mandated through its guidelines.

- Severely disadvantaged sections like beggars, leprosy affected people and their dependents, constructions workers registered with BoCW board, HIV patients etc. and any other group, so determined by BSDM or directed by the government, from time to time.

- Modality

Activity	Entity responsible
Mobilization will be carried out through a 2 pronged approach <ul style="list-style-type: none"> ▪ BSDM with assistance from the Departments will implement an exhaustive mobilization and awareness creation campaign ▪ SDC operators will also be responsible for mobilization of beneficiaries, once they are registered. 	BSDM, Respective Departments and SDC operators
For the BSDM initiated mobilization campaign <ul style="list-style-type: none"> ▪ Designing of IEC plan ▪ Creation of Mobilization and communication strategy ▪ Implementation and rollout of the campaign with assistance from Departments 	BSDM
Departments to be facilitated to create a call centre set-up for information dissemination, mobilization related query handling and grievance handling	Respective Departments
Running of a centralized call centre	BSDM
Provision of portal for centralized online registration of candidates	BSDM
Registration of candidates	BSDM, Respective departments, DRCC and SDC operators
Determination of Stipend strategy	BSDM, with the provision of direction from the government
Determination of strategy on security deposit	BSDM, with the provision of direction from the government

Table 10: Modality – Mobilization, Registration and Retention of candidates

4.6 Post training placement

For the success of the skill development mission, it is imperative to have a comprehensive strategy for post training placement. It will require a multipronged strategy consisting of, inter-alia, of the following:

- Attracting large industries and groups, for setting up recruitment cum SDCs, in Bihar by following the R-T-D (Recruit – Train –Deploy) model, while the training cost will be reimbursed as per BSDM norms.
- Attracting large industries / groups, having overseas presence and reputed international placement agencies to set-up recruitment and SDCs on R-T-D model, while training cost would be reimbursed as per BSDM norms.
- Developing tie-ups with industries and placement agencies to organize sector specific job fairs to facilitate the training providers in placement of their trained candidates.

- d. Holding apprenticeship fairs to enhance apprenticeship opportunities for candidates having diploma / certificates.
- e. Exploring opportunities for people with disability.
- f. Enhancing opportunities for self-employment / rehabilitation for disadvantaged sections like beggars, transgender, leprosy affected people and their dependents, jail inmates etc.
- g. Enhancing sustainable employment opportunities in the rural areas by providing multiskilling through combination of standard courses.
- h. Periodic Roadshows / events at different locations of the Country involving industries across sectors and other stakeholders associated with the Skilling ecosystem. This would be done to enhance network, assess sectoral demand of skilled manpower, facilitate placements, promote skill development activities happening in Bihar and also to gather inputs and suggestions for improving performance.
- i. Developing employment exchanges as employability centre by outsourcing certain activities to support placements.
- j. Assessment, certification and bridge skilling of those migrant Bihari population, who have migrated to other parts of the country without any formal skill certification/ training, but have, by this time, gained experience in their field. This will increase their employability.

- Modality

Activity	Entity responsible
Stakeholder Workshops with Industry, Sector skill councils, placement agencies etc. to understand the requirements of an efficient placement ecosystem	BSDM
Creation of an industry database	BSDM
Tie-ups and linkages with Industry to facilitate employment	BSDM and Respective Departments
Innovative routes to facilitate placements with organizations with captive requirement and overseas placements	BSDM
Assist the Departments in organizing Placement drives / Job fairs	Respective Departments
Post placement online monitoring	Respective Departments

Table 11: Modality - Creation of ecosystem to facilitate placement

4.6.1 Entrepreneurship / Self-employment

Considering the lack of employment opportunity in organized sector in Bihar, there is need to promote self-employment and entrepreneurial opportunity.. This would include:

- Promote entrepreneurship culture and make it aspirational.
- Encourage entrepreneurship as a viable career option through advocacy.
- Enhance support for potential entrepreneurs through mentorship and networks.
- Integrate entrepreneurship education in the formal education system.
- Foster innovation-driven and social entrepreneurship to address the needs of the population at the bottom of the pyramid'.
- Ensure ease of doing business by reducing entry and exit barriers.
- Facilitate access to finance through credit and market linkages.
- Promote entrepreneurship amongst women.

- Broaden the base of entrepreneurial supply by meeting specific needs of both socially and geographically disadvantaged sections of the society including SCs, STs, OBCs, minorities, differently-abled persons.

Leveraging this opportunity to spur self-employment / entrepreneurship can in fact, have a much broader developmental impact on the society in Bihar. In order to link skills development with the actual productive use it is essential to provide adequate incentives in terms of self-employment and entrepreneurship development, credit facilities for self-employment, tool kits to start small venture, linkages with self-employment supporting schemes and encouraging the forward and backward linkages to finance, marketing and human resource management. It is also essential that a self-employment / entrepreneurship portal is developed to guide, mentor and counsel all candidates inclined towards self-employment / entrepreneurship in making informed decisions and creating successful ventures.

- Modality

Activity	Entity responsible
Spirit fostering, guidelines designing and implementation of activities to promote self-employment / entrepreneurship	Industries department
Creation of a self-employment / entrepreneurship portal	Industries department and BSDM
Inclination capturing and facilitation of skill development candidates	Industries department in association with other Respective departments

Table 12: Modality - Creation of ecosystem to facilitate self-employment / entrepreneurship

4.7 Migration Support / Source Centres (MSC)

There is an evident trend of migration in search of sustained livelihood in Bihar. Also in wake of less wage employment opportunities on account of the limited Industry setup in Bihar, candidates post skill development need to migrate to other places for job. The Bihar skill development mission on its own or in coordination with other state / private agencies may set up migration support centres and migration source centres at the identified locations:

4.7.1 Migration Support Centres:

The Migration support centres will be set up at various locations / states as suggested by the Migratory trend from Bihar. The probable cities can be:

- New Delhi
- Maharashtra
- Karnataka
- West Bengal
- Punjab (To tap the agriculture based migration)
- Uttar Pradesh
- Gujarat

The activities to be undertaken at these centres would be:

- a. Registration of workers migrated out of their home (native) locations and facilitating access to identity related documents (identity validation/ verification services).
- b. Access to immediate housing support or transit accommodation service at the dormitory to be provided at a subsidized cost by the MSCs.
- c. Access to information on basic social services: housing-related, schools, hospitals etc.
- d. Access to information on government rules, government programs and relevant welfare program of the state.
- e. Counselling on Employer-employee relationship particularly for unorganized sectors.
- f. Financial inclusion, bank linkages, salary remittance from remote locations, financial counselling, and linkages to social security.
- g. Healthcare counselling, health education and linkages with formal institutions/schemes.
- h. Access to urban organized labour markets and further education or skilling opportunities.
- i. Legal education, mediation and counselling services for workers facing disputes at work.
- j. Help-line number with agents who can provide information on the MSC set of products/ services as well as support migrants or their families at source through creating an alternate communication channel.
- k. Access to Building and Other Construction Worker (BOCW) Welfare activities in case of construction workers.
- l. Post-Placement and career progression Counselling.
- m. Undertaking qualitative research amongst candidates and employers as follow-up to Post- Placement tracking.
- n. Facilitation for securing utility services.
- o. Provide inter-department or inter-institution liaison support.
- p. Helping workers and their families in linkages with Government-sponsored welfare schemes.
- q. Providing support to workers in case of exigencies and work disputes.
- r. Collecting and synthesizing information on migration from the region.
- s. Community building activities like celebrating festivals from different regions or youth development activities like sporting events and competitions.
- t. Support and counselling for migrants who have experienced torture and trauma.
- u. Emergency deportation to the native state.
- v. Providing migrant workers and their family members at source with a help-line number.

4.7.2 Migrations Source Centre

The Migration source centres will be set up in all the 38 districts of Bihar eventually. To start with, the Migration source centres will be set up at the following locations through a regional clustering approach. The probable locations can be:

- Patna
- Gaya

- Muzaffarpur
- Purnia
- Bhagalpur
- Gopalganj
- Siwan

The activities to be undertaken at these centres, would be:

- Counselling on skill development, need for skilling, future prospects and Preparedness for life skills
- Assistance for obtaining Identity documents, its verification
- Providing information and services to help them settle in a new geographical location.
- Pre-Migration Preparatory Support – Counselling for Training, Exposure Visit, etc.
- Information on the language, culture, dialect, eating-habits, basic etiquettes, legal rights of the destination place
- Information on industry, type of activities expected and growth prospects
- Information pertaining to basic essentialities such as schools, crèche, medical centres, police stations, hospitals etc. of the place where he/she is contemplating to migrate
- Documents to accompany while planning for migration to other state/country for jobs

The migration support and source centres will assist the beneficiaries from the various departmental skill development programs in making an informed and facilitated migration for employment.

- Modality

Activity	Entity responsible
Creation of Migration Support and Source Centres	BSDM, on its own or in coordination with other state / private agencies
On-boarding of a Migration Support and Source Centre operator	BSDM
Deployment of the required infrastructure at the Migration Support and Source Centres	Migration Support and Source Centre Operator
Information Dissemination about the Migration Support and Source Centres to the beneficiaries	Respective Departments & SDC operators

Table 13: Modality – Migration Support / Source Centres

4.8 Innovative skill development models and other skill development models based on best practices

4.8.1 Kushal Yuva Programme

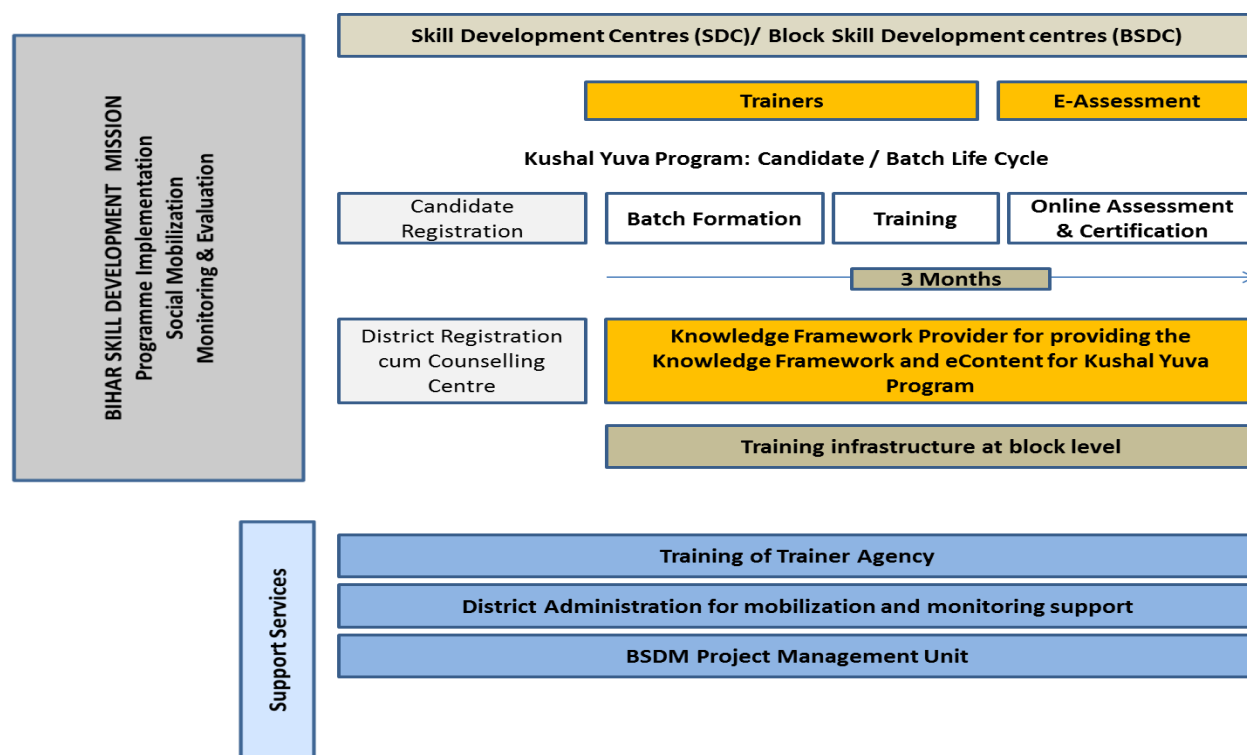
In pursuance of the announcement made by the State Government under the “Seven Commitments”, the Bihar Skill Development Mission (BSDM) would launch a unique skill training programme by the name of “Kushal Yuva Program” which would enhance the Soft

Skills of youth of Bihar who are either 12th Pass or 10th pass, in the age group of 15-25 years and who have dropped out of formal studies. Soft Skills training would comprise of Life skills, Communications Skills (English & Hindi) and Basic computer literacy which in turn would enhance their employability and act as a value add to the various domain specific training endeavours currently being implemented in Bihar.

Objective:

The programme would enhance the employability of the youth of Bihar by focusing on addressing the following four major challenges in the skill development ecosystem i.e. Capacity, Access, Relevance and Perception.

Architecture of the Programme:



- BSDM in co-ordination with District administration would be responsible for facilitating the programme implementation, initial social mobilization and providing Monitoring & Evaluation support.
- Candidates would be registered on an online Candidate Registration Platform (Either on Registration cum Modern Employment Counselling centre or BSDM Portal).
- Capacity Creation
 - Empanelment of Private SDCs with suitable infrastructure at the Block level.
 - or
 - BSDM allotted SDCs used by empaneled SDC operators for training
- SDC operator would engage in social mobilisation, batch formation, training and facilitation of online Assessment and Certification.
- Knowledge Framework Provider (KFP) would be responsible for providing the Knowledge Framework and eContent for Kushal Yuva Program

- Total duration of Training would be 240 hours on an average of 4 hrs./day and a batch life cycle would span a maximum period of 3 months. All the batches would adhere to a common calendar for training.

Salient features of Soft Skills Training programme:

- The course curriculum for Kushal Yuva Program would include three components: Life skills, Communications Skills (English & Hindi) and Basic computer literacy. The optimum course duration covering all the three components would be 240 hours (Life Skills & Communication Skills for 120 hours and Basic computer literacy component would be covered in approx. 120 hours).
- E-Learning mode shall be used for training delivery.
- Training of Trainers (ToT) followed by certification will be carried out to get quality trainers and maintain uniformity across centres. It would be prime responsibility of the SDC operator to ensure that each trainer deployed by it undergoes the ToT and the cost for same shall be borne by the respective operator. Only the certified trainers coming out of these ToTs will be eligible for imparting training.
- Inbuilt / Integrated online Assessment & Certification process.
- Support required from District Administration
 - Existing district / block level machinery to be extended for
 - Assistance in Monitoring and Evaluation for Kushal Yuva Program
 - Assistance in rollout of the Social Mobilization and awareness creation campaign
 - Centre due diligence
 - Ongoing batch inspection
 - Grievance redressal
 - District level program performance monitoring
 - Identification of space for creation of Block level SDC.
 - Monitoring of creation of SDCs
 - District Administration to be responsible for monitoring of the Kushal Yuva program with support from BSDM in form of 1 District program manager and manpower support (State-wide Implementation Support Agency (SISA) from KFP.

4.8.2 Recognition of Prior Learning

More than 93% of India's workforce is in the unorganized sector. Hence strengthening and certifying the skills of the unorganized workforce will contribute to overall economic development of this sector. RPL is the key instrument which can help map the existing skills in the unorganised sector and integrate the informal sector to the formal skilling landscape. The RPL framework is an outcome-based qualification framework linked to NSQF against which prior learning through formal/informal channels would be assessed and certified. The RPL process would include a pre-assessment, skill gap training and final assessment leading to certification of existing skills in an individual. The RPL certification would be at par with the certifications following various skill trainings in the country. It will provide both horizontal and vertical pathways to an individual for acquiring additional skills for better livelihoods.

BSDM will provide detailed guidelines for RPL initiatives which will ensure quality and consistent outcomes. RPL will be encouraged in the unorganized sector for certification of existing skills and integration with formal labour market. This will also open up options for up-skilling and further vertical mobility. Multi-skilling in complementary areas will be promoted to enable sustainable livelihood.

BSDM shall also strive to open such centres outside Bihar in locations / states having large number of migrant Bihari workers, to provide the assessment / certification and bridge skilling facility to those who have migrated and are engaged in different job roles without any formal certification of their skill level.

4.8.3 Amalgamation of the CSR initiatives in the State of Bihar under the ambit of Bihar Skill development vision

To attract funds from industry, companies will be encouraged to spend at least 25% of their Corporate Social Responsibility (CSR) funds on skill development initiatives directly or through other implementation arms. Further, industry will be pursued to earmark at least 2% of its payroll bill (including for contract labour) for skill development initiatives in their respective sectors. These funds can be channelized for skill development activities either through respective Departments, BSDM or Bihar Government. An exhaustive framework will be created to bring all the CSR skill development initiatives in Bihar under the purview of Bihar Skill Development vision.

4.8.4 Recognition of Skill certification by Industry and Government support

It is quintessential that the skill certification is recognized by the employers so as to change the perception of skill development amongst the beneficiary target group. A few measures that may be adopted for the same are as follows:

- Mandating the construction companies / contractors working on Government sites to recruit skilled and certified construction worker. The contracts should be graded on this parameter and work allocation will be decided.
- Encouraging all the employers to employ skilled and certified candidates and pay a skill premium based on the skilling level of the candidate.
- Ensuring that all industries in Bihar take up apprentices for on-job training.
- Ensuring the NSQF levels for a particular job requirement are used in the advertisement so as to let the skilled and certified candidates apply.

4.8.5 Integration of Skill development with formal education

Going by global standards, enrolment in vocational courses is far below average. Strengthening the formal vocational education is therefore of paramount importance, considering that around 90% of employment opportunities require vocational skills which are not currently imparted on a large scale in educational institutions.

The education system is facing a challenge in terms of the quantity and quality of outcomes. On one hand, the country is expected to face a shortage of skilled labour. On the other, an estimated 64% of the employers find it difficult to fill vacancies with the right people.

The Government is increasingly realizing that a silo-based approach to formal and vocational education will only aggravate the skill mismatch issue. In order to address it and learn from

global experience, the Government will work towards creating a well-integrated and aligned formal and vocational education convergence framework, which will help to address the existing challenges. In this regard, vocationalisation of education is considered an important step in increasing vocational relevance of education and in helping students prepare for effective participation in any area of work.

Various pilot based projects anchored by the Department of Education can be initiated on the following lines

- Utilizing the available infrastructure in the educational institutions at the time of institutional holidays or after academic hours.
- Establishment of Knowledge Centre in each College/ University as a finishing school to prepare the candidates in formal education in life skills, work place skills, group discussions, interview preparations, resume preparation etc.
- Collaboration between state level and International level universities for providing vocational education that due to the repute of the joint certification will make the course aspirational.
- Revision of existing curriculum and replacing the redundant part with skill development content / vocational education
- Using Industry partners in PPP mode for training in sectoral experience and industry norms for final year graduation students through a short term sector specific pilot
- Introduction of Vertical mobility in formal education through an equivalence programme where skill development training of a specified duration can act as a sufficient condition to get into certain formal education levels. In addition, such equivalence will also be ensured in various job description notifications.

4.8.6 Upgradation of ITIs in PPP mode

The main object of the programme is to upgrade the existing ITI into Centre of Excellence (CoEs) for producing multi-skilled workforce of world standard by providing appropriate infrastructure, equipment, update syllabi and introduce new trades. The Centre of Excellence will cater to the skill requirement of the cluster of industries in the particular areas by organizing multi-skilling courses on modular pattern. For example if in a particular area , the industries cluster is linked with the automobile sector, then it will be desirable that the proposed centre may provide training in the automobile related skill areas such as auto electrician, motor mechanic etc. The upgradation projects will be implemented in the PPP mode.

4.8.7 Skill Championship

A skill championship programme will be conceptualized in order to:

- Promulgate skills in the society and motivate the youth to pursue vocational education.
- Reward excellence in skill development learning or training.
- Promote excellence in skills and facilitate through cooperative action of educational institutions, industry and individual experts.
- Create a State-wide awareness, recognition and participation across various skills.

- Attain world class standard of competence, economic success and personal fulfilment.

It will act as a platform where skill development stakeholders (Candidates and SDCs) can display their calibre and knowledge and create a strong aspirational appeal for skill development programs. The Skill Championship programme will acknowledge and reward both “skill champions of learning” (candidates) and “skill champions of training” (SDCs / SDC operators) using a district wise and state wise competition on various competency parameters.

4.8.8 Training of Jail Inmates

BSDM in coordination with the Home department would facilitate the training of Jail inmates in specific courses which would capacitate them to produce items that can be consumed within the Jail premises across Bihar and also in the outside market. BSDM would empanel reputed organisations which could impart such trainings. Another area which will be explored would be Pre-assessment of inmates, imparting skill training as per national and international requirements and thereby providing forward linkages in terms of assured purchase orders.

4.8.9 Implementation of Revenue based model by SDCs

In future, SDCs empaneled with BSDM may implement a Revenue based training programme, wherein it may charge training fee from skilled and experienced candidates who would like to opt for training in courses of higher NSQF levels / Advanced courses. Such opportunity, would lead to continued learning for the candidates from Bihar and in turn ensure sustainability for the empanelled SDC. BSDM would charge fees from such centres based on the per learner per hour model for the services being provided by BSDM, such as candidate life cycle management, centre life cycle management, use of Learning management system etc. This may also act as a revenue model for BSDM.

Chapter 5

Strategy Review

The vision realization strategy can be considered for review annually, based on learnings from implementation of the vision realizing strategy in order to align the preferred framework with the emerging trends in the state, national and international milieu. However, considering the fact that the skill development ecosystem in the state as well as in the country as a whole is very young and dynamic, changes may be required on a continuous evaluation basis also. To keep the effort dynamic and aligned with the changing circumstances, an annual impact evaluation and process audit of the various pilots, initiatives/schemes and processes may be undertaken at the end of every financial year starting from FY 2016-17.

Conclusion

The Bihar Skill Development vision and the corresponding strategy to realize the vision intends to guide the State's skill development ecosystem in moving towards effective and efficient skill training for the development and promotion of market oriented employment within and outside India. The vision envisages to address the needs and demands of the residents of Bihar who wish to enhance and in turn employ their productive talents; training service providers who wish to engage in the development of human resources and employers who are keen to increase their productivity and provide work and income to the needy and deserving skilled candidates of Bihar. The realization strategy covers the entire value chain of skill development and intends to refine the ecosystem gradually and continuously by standardization of processes and procedures, adoption of best practices and operation of pilot projects based on innovative ideas. It is expected that the vision would ensure synergy amongst the departments of the state government, as well as between them and the national institutions. It is also intended to provide synergy amongst the job seekers and employers by matching the demand and supply of skill sets; and would also promote sustained livelihood through entrepreneurship and self-employment. Finally, as a long term goal, it is intended to utilize the human dividend of the society by converting it into productive workforce.