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## ROLE OF L&D IN SKILL INDIA



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# Editorial



Dear Readers,

I am happy that we are releasing Ekaakshara's 11th issue of this year. Ekaakshara is rapidly becoming the mouthpiece of the L&D community reflecting their voice, aspiration and mindshare.

This edition of Ekaakshara has a very pertinent topic: Role of L&D in India's Skill Mission. In fact, India's Skill Mission is a mammoth programme. Can L&D be an important cog in the wheel in this mission? Can L&D leaders make an impact as the country embarks on the mission to skill millions of people? In this edition, 9 different authors; primarily thought leaders from the industry have shared their perspectives on this topic. You would find their articles intriguing, engaging and insightful.

Please do share your comments on the articles and let's together build a dialogue.

Happy Reading!

Regards,

Surya Prakash Mohapatra

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## Skill, Inspirational Growth and Economic Security

**S. Deenadayalan**

Rejuvenating the Indian Pride as an exporting country and not importing country calls for a disruptive approach to skilling India. We cannot rely on our last 300 years' experience mostly influenced by "Colonial mindset and Western Fad" for English at the expense of our native intelligence.

It took ages for Earnest & Young to say 'Qualification is not a passport for employment but capability and cope-ability.'

In the context of Global export of people than product, we need to look at skill from a very radical perspective. The new perspectives should address skill scaling, newer academic curricula and building competitive capability with the existing educational infrastructure. While a revolution in education is much needed; it is more spoken than acted. Hence, business houses should accept the limitations of "Readymade talents vomited from educational institutions" and invest in building cost effective talent customization for business contextually. This will bring in a new dimension on "Under Hire for Over Performance"

This article is divided into three important thrust areas – The Past, The Present and The Future. The Past Indian is today alien to Indian values and export pride. The Videshi thrust has become a way of life resulting in thought slavery.

Why more than 95% of non-English speaking countries are exporting and equally 95% of English speaking countries are importing? This if understood, skilling India will become real disruption for a greater economic prosperity. It is also true that we can neither live on past glory nor ignore it. But Indian talent for India is something we need to work by re-tweaking few fundamental and colonial models of entry qualification as passports for employment.

### Challenges of Selectively Shedding the Past:

#### **Real Education is in Schools**

Schools are the real temples for students irrespective of the limitations of there. In Government schools – current limitation could be quality of teachers, student-teacher ratio and parental break down while in the private schools – there could be state of art infrastructure and well paid teachers. But all of them are focused on academic vomiting linked to high percentile scoring. Free think, intrinsic talent triggering is missing in either of the education eco space. Kids seldom have a scope



for experimentation. Some schools have 16 hours of child rigorous pressure for reaching 100% high academic outcomes. Passion takes a back seat. Despite all that, Kids come out successful and some take risk and many follow the beaten path. It is here the Industry has a tremendous opportunity to seed passion based skilling and knowledge acquisition. Thanks to CSR bill they can leverage that for their own selfish business benefits.

In a vast country like ours – data says more than 70% of children are dropout post 12th grade. We use Aadhar Cards for gas subsidy, and other bank related documents. Why not we link the same Aadhar to passion based education from 4th grade onwards and then guide careers in clusters from 8th onwards. This of course calls for the school headmasters as catalysts and they are never in the policy activism space.

We need to look at the education policy advocacy and wean away students from the crowd mentality of flocking into mundane Medicine, Engineering, Finance and focus and its linkages to marks. Our ancient Gurukul system focused on intrinsic talent through early intervention while today – we are giving common strokes for every folk in the name of western education. Have we not created a huge volcano called school dropouts because of standard curriculum not linked to student's intrinsic talent?

In a Gurukul, teacher knows, what best the student can deliver beyond marks. It is just an exception that few school dropouts have become great musicians, cricket players and Olympic participants while an early intervention would have created millions of innovative Indians with exporting capability. We pride technology transfer, few sojourns abroad and our bright scientists and engineers in India are just clerical custodians.

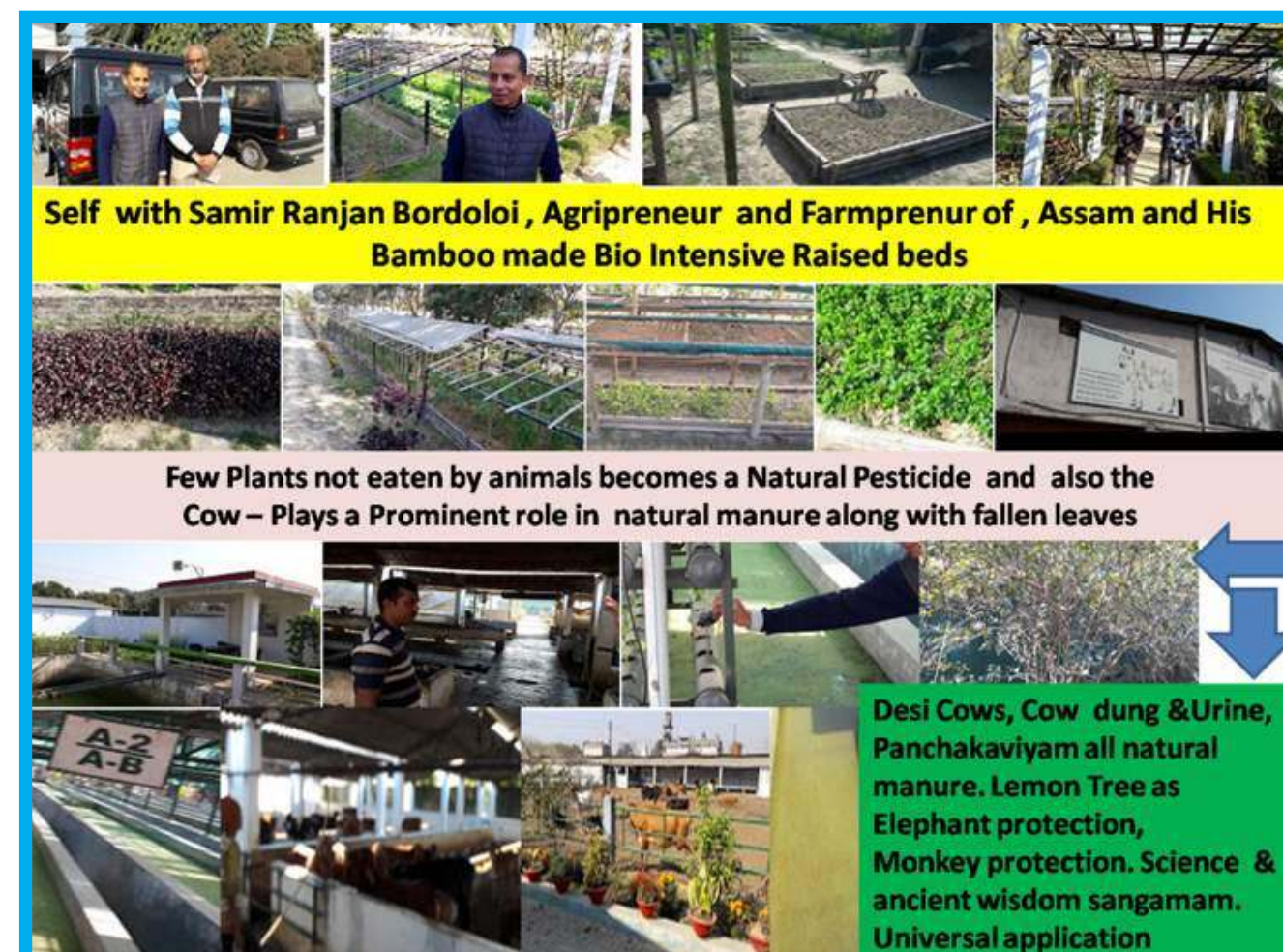
Another important area, where we are losing both skill and native wisdom is agriculture. More and more younger generation are opting to white collar careers than soiling their hands.

The Present and few Islands of Excellence:

We cannot get away from the Colonial Education model. Gurukul approach is more politicalized. Both agriprenurs and Industries in every neighborhood can make a difference and rekindle young minds before the age of 14. Here I would like to showcase an excellent example in North East of India in Jorhat by Samir Bordoloi.

"In a village school of Jorhat district of Assam, today mothers, children, teachers, all sat together and planned about the need of a school nutrition garden which is with local crops and organic. Farm Preneur Program of Farm2Food Foundation introduces organic farming as an activity based model of learning. Kids relate their farming activities to the coarse lessons and learn them practically. They develop life skills, natural farming skills, financial knowledge, and develops communication skills. Mothers groups are trained by FP students to develop an organic nutrition garden at home and imparts skill of composting, vermicomposting and low cost pest control methods. They understand the value of indigenous crops and their nutritional quality and economic value. The best method of agricultural extension mechanism Samir Bordoloi has worked out is to reach the farmers through their kids. Please visit this school Ghorpholia ME school to encourage those kids if you are in Jorhat"

The varied picture below indicates the power of the model and pleased to inform; this approach is getting highest focus even at the Prime Minister level. Scale and skill is the new dimension which needs dignified internalization at Primary School Levels.



### ***Stop hiring elephants for lifting needles.***

Uncle Google, Automation, Robotics and Digital means less brain and skill. Hence there is scope to be innovative in developing talent. We have continued the colonial myth of "Mistrust" and over supervision in the conversion space of products. The result is brain underutilization for creating products however we have brainy sub-service to western brand brain wash.

Another disruptive question arises – are we really elephants or rubber stamped as elephants in the commercialized word of education? In today's context of where India is in Manufacturing, Retail, Services - very less originality and more "make for others" on others brain is the thrust of industrial activity – with incremental economic benefit.

### ***The Present calls for Making Indians first and then; Make in India***

Political patriotism overrides national pride unlike Japan or China. When Mahatma Gandhi spoke on quit India, it was for sustaining Indian craft, livelihood, ecology, economic and social health. If we had pursued that, we would have made India an economic super power today. Considering the demographic dividend, agrarian superiority with healthy local seeds - for no rhyme or reason we became victim of western lobby. Their patents, branding and subconscious marketing killed local

products be it a kite in Ahmedabad or Banaras silk saree – name anything, it is importable, cheaper and free trade that killed local enterprises and entrepreneurships.

Post demonetization, Alibaba have enhanced PAYTM wealth for China, and our Silicon valley pride has not facilitated multiple cashless strategies and no Indian organization has that scale and reach. Few innovative barter systems emerged at the grassroots levels, which was similar to our earlier cashless system.

Mindfulness to this reality is going to take time. We need to reinvent R&D, become cost effective exporter and till then – we need to work on skilling India from a dignified perspective with scale, aspirational growth and at the same time keep businesses productive. The greater mind shift is in the belief “Front Line Produces the bottom Line”. Hence – Making Indian and pride for India should be seeded from school levels and passion linked education should be the “SKILLING INDIAN THRUST” starting at the age of 8 to 12.

Also, the belief that it is English, which is going to make us grow should be replaced by mother tongue proficiency with English as a powerful tool. It is important to revisit the past and when we were exporting for nearly 2000 years we did not know English and see what we achieved was remarkable.

### ***Make in India and Make for India – The Current and Brain Rain***

To strengthen both in Make in India and Make for India, we need to move away from borrowed technology as obsolescence is dumped into India or developing countries in the name of technology transfer. We should not pride FDI for conversion activities or replace the small entrepreneurs with huge retail outlets. Today post the election of Trump, India faces 1.5 million white collar job crisis in Telecom, IT and BFSI. These engines of job creation which was a pride once is now a prejudice. And did 1.5 million talent contributed to product creation or served as back end operators – is a question that needs honest reflection; that too for a paltry foreign exchange. Did we calculate the intangible expenses that the country spent on their education and our skilling hype was very short-term focused? It only resulted in mushrooming of commercial educational Institutions. Similarly, in the name of intelligent brains, we end up doing backend jobs for western world and this cost arbitrage will take a back seat. Thanks to Trump; now we should trigger skilling to R&D, Science and Engineering of high order. The brain drain should be welcomed back as “BRAIN RAIN” and not succumb to Chinese attractions or European calls.

### ***Product Development and Brand Building in Patented World. The Future:***

Growth of a nation is in high end creative product development, brand and economic wealth. All non-English speaking nations and more so in the Asian context, China, Japan, Korea are dictating global economies on what to buy or sell. We as subservient are proud of exporting brains than raining in product innovation. Hence skilling and knowledge enhancement must be in the space of creating thought leaders and not execution leaders. None of the leading technical or management institutes have focused on this as pride but the news headlines are for how much salary their students got picked up.

We have outstanding public sectors like ECIL, HMT and ITI who were in the technological space which got closed or underperformed while the same technological space grew exponentially in the western and Asia Pacific context. This calls for a reflection of our ability to look at content and container focus and creating products and brand pull. Similarly, India’s ancient pride of textile was not leveraged. The entire garment industry does labor conversion for the developed world to buy products at a premium and we are happy we got labor charges and employability. Suddenly we found countries like Sri Lanka and Bangladesh have lesser labor conversion cost and these industries are facing crisis. If only we have focused on brand building, we would have reaped both employability and economic wealth. This calls for revamping the skill space at the strategic leadership level. We need less of IIMs and more of research institutions in areas of product development and what the women scientists of ISRO has done silently has made US president to raise his eyebrows.

### ***Thought leadership from L&D Fraternity***

Skilling space needs disruptive thought processes to manage the legacy, do best in the current context and invent future. This means we need to selectively shed the past, sustain the current and revolutionize the future.

Short term: “Gen Y, Changing aspirations and the Societal Divide”

“We are in the business of managing youth in the technological era. And it is an accepted fact that people who manage youth have differential standards when it comes to dealing with Gen Y in the home front and the shop floor.”

Maybe this statement is too harsh, but it seems that the aspirations of youth are nurtured in the home front and possibly butchered in the shop floor. The truth is that unless leaders understand the youth of today and their aspirations, be it at the home or office, we will always be more reactive than proactive. Gone are the days when youth chose life time employer, brand or skill irrespective of his qualification. The blue collar–white collar divide is narrowing. The managements chose the deceptive root of white collar titles for grass root roles sans focus on aspirational need of the youth. Hence emotional connect is missed.

In this context of economic boom, Leadership is all about “laddership”. Unless we understand that there are no blue collars or white collars; only career collars, we will struggle to manage Gen Y, more so in green fields. It is not even Gen Y – it is Gen F (Facebook era), Gen C (connected era) which has cut across the feudal aspect of the society. A rural Uttaranchal, up the hills, class 12th child from a village school is as Facebook savvy as his urban counterpart. The mobile telephony which has exceeded the number of the toilets country needs is a standing testimony to the new era of Indian youth.

This article speaks of a new paradigm, Career Laddering which is an idea whose time has come, as evidenced from many success stories in the corporate world.



## **Medium Term: What ails the Indian corporate with respect to Human resource development?**

### **1. Myths of Temporariness:**

Fixated career-pathing for the so called “worker” is going to boomerang. Compounding the misery is balance of convenience Flexi Manning, Temp Staffing, Outsourcing, Shared Services and the likes. In the last decade or so, employers have got away with this in the guise of addressing business realities in the global context.

If business reality is divorced from the societal divide, extremisms will take different shapes – unruly violence – anger shown on the glass panels of IT industry during mass protests (Bangalore and Hyderabad high rise buildings have emergency nylon netters mitigate this).

In the name of business acumen, employers have 30-40% on rolls and balance-off roles. And most of them got away with this model in the last decade with support of high profile branded players, as an alternative to the age-old system. These Damocles Sword Model christened as “Temp Staffing”, “Non –Core Employees”, “Shared services”, “BPO”, “Secondary Employees” (by some public sectors), started showing up related consequences in the form of unfortunate violence and deaths.

### **2. Is there a competitive advantage to run Businesses in the Global context?**

Another myth that has gained currency is that- labor is expensive and hence business competitive advantage is usurped by cost arbitrage of competitors or low cost advantage of neighboring countries.

The truth is in competitiveness and productivity and not in labor cost as it forms very insignificant portion of the overall conversion cost.

On the other hand, temp staffing, because of lack of ownership results in rework, quality failures and output inefficiencies and these intangibilities are neither measured nor factored. Mindless hierarchies in the name of supervision, deprivation of decision making at action points and feudal thought leadership justify higher leadership cost and pruning the “lowly paid grassroots” costs through dubious process of temp staffing. Hence, unless one maps the supply processes and dig deep on how the conversions can be meaningfully skilled, we will be using the ancient job descriptions to drive the latest automated processes. Higher the technology and degree of automation, lower will be the skills required; but such processes are manned by hired people like the engagement of engineers for backend job in the IT industries.

In this process, we are losing core skills which need to be leveraged for higher value add, pay more and deprive jobs to youths with lesser qualification.

### **3. Death of Employable Education and Vocational Skill and resultant under Employability**

Every street has state of the art infrastructure and buildings called MBA or Engineering Colleges built on the sweat and blood of parents. Thought leadership of such institutions are in container than content. Infrastructure hard ware, state of art facilities, technology and media hype cannot be a substitute for poor thought-ware and temporary faculty that kills creative molding of future leaders.

Recent study by Deloitte indicates the craving for employment with a “branded employer” which all students may not be fortunate to achieve. Hence it results in frustration, under-employability and un-employability; driving our economic prosperity down south. “Education any Where is a Threat to Prosperity in Education everywhere” is my modified version of the ILO (International Labor Organization) quote.

The current fall in MBA/Engineering admissions, people on the bench in IT industries, BPO industries losing jobs to their counter parts in Philippines and China are all the consequences of short sightedness of the employer and their HR business partners. If the talent pipeline at leadership levels is as mentioned above, the skill scenario is further dismal and not at all contextual. The vocational institutions have no faculties, apprenticeship programs perpetuating the “Temporariness” with legal sanctions and artificial containers (rubber stamped certifications).

Similarly, the COE (Center of Excellence) Model to upgrade Industrial Training Institutes has resulted in huge hardware investments. However, the heads of such institutions are not empowered and are under bureaucratic controls that are far removed from skill realities. Thus, the desired goal is never achieved in this instance.

Bodies like the NSDC, apprenticeship authorities, skill missions and a plethora of community colleges are again trying with “Work Integrated Programs” that border on extended outsourcing models, rather than integrating the aspirational growth of youngsters. Government mechanism to check the effectiveness of this is abysmal. The media has exposed more than one story of “Fund Siphoning”.

### **4. India needs to understand it’s youth from a new mindset**

We are a young country and going to be younger and hence our looking glass needs to change. Aged (above 40) policymakers, educationalists, professionals, skill providers are not contextually in tune with the aspirations of youth. They have also duality in their thinking when it comes to their children versus the population on whom they have a fortunate say.

- a) They don’t want to stay in one role more than three years even in the lowest skill levels
- b) They want to leverage technology and enjoy leisure
- c) They are thought innovative
- d) Growth and brand are important for them
- e) Are we ready to get reverse mentored to understand their aspirations and then design the business and career pathing?

Long term: The new paradigm of career ladder

#### **1- Game Changer is “Building people and not buying People”**

Cost and skill advantages are going to change the way we are going to survive in the business world. A few organizations have moved away from buying ready-to-work talent to building talent - this innovation has led to success stories at The Murugappa Group of Companies, Pepsi, Dr Reddys, RPGGroup, DuPont, SRF, Cavinkare, Heinz, Ashok Leyland, TVS, Saint Gobain, and Tata Motors, TAFE, Ford Motors, GE and these employers have taken a different approach in their green field facilities. They are also attempting to change their brown field environment. Similarly, now IT Industry must take a game changing approach in Productization.

They have adopted customized skill building models, and tapped talents from Municipal Schools of India.

Attitude, learn-ability, need for a job and absence of English language are competitive advantage. Academic excellence has become secondary and native intelligence primary and investment in nurturing them has given mindboggling business results These youths have no prior baggage, peer pressures and parental pampering.

## **2. Skill and Talent Utopia**

This model also addresses the growth of these individuals, to higher leadership roles, not as an exception but by design. This Socio-Technical approach or a mini IIM at the grass-root level are gaining credence in few organizations and needs scaling-up in Industrial houses and scaling out in SME sectors. The outcomes are termed utopia by non-believers and are vouched for as the best alternative in the current context by those who have tasted its success.

## **3. Most important is to create institutes that will promote R&D and invention mindset**

The cream of Indians should be selected (not collected) and Govt. should bear the entire cost. We need more of Indian Institute of Sciences to promote thought leadership, new product development, agri-revolution, reinventing the ancient wisdom with scientific evidence and brand building. Today our skill building space not even looked at this aspect of “Change making” which will make India better. In fact, China wants to leverage Indian innovative brains and America over used our brain drain.

Starting at the bottom of the pyramid, School Education should build curriculum based on passion of students and create clusters of excellence district wise, and promote passion based education. Up to 8th grade, there can be common syllabus and from 9th grade onwards based on digital technology. In Aadhar we need to capture the passion of students, school teacher’s inputs and the customize clusters of education which could be around music, sports, science, research, superior vocational skills which should form the base of education from 9th grade onwards. Post 12th grade, two years should be made compulsory interning in defense services in the areas of intern’s passion and then move them to higher education or employability customized for industry. This is doable with imaginative approach, involvement of teachers in early child grooming and seeding the talent pipeline for future of India at all levels of spiritual, economic and emotional wealth.

About the Author:

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**Dhritiman Banik**

# Role of L&D in Skill Mission India

Adrian Grenier; noted American actor, producer and philanthropist once said, "It's enough to indulge and to be selfish but true happiness is really when you start giving back." Being born and having spent a lifetime in India, it has been a surreal experience. It truly is a land of extreme diversities. Not just geographically, but demographically as well. Just like we have the vast Thar Desert in the West, we have the towering Himalayas in the North, we have the seemingly infinite Indian Ocean in the South and the world's largest delta - The Ganges - Brahmaputra delta, more popularly known as the Sundarbans, in the East; our demographics are just as diverse. Being a secular country, India is home to people from a myriad of cultural backgrounds. The economic background is just as multifarious. In a country which has some of the world's richest billionaires, we, unfortunately also have the ignominy of having an appalling proportion of poor people living below the yardstick of what is referred to in common parlance as "poverty line". This is not surprising as India is the world's second most populous country. The Government, over the years, have been working overtime to curb the menace of poverty initially in its zeal to eradicate it downright gradually. Caught between a tussle of priorities viz. defence of the nation, building infrastructure, promoting industries, generating employment, battling the trail of destruction left behind by natural calamities, etc, they seem to have their hands full.

As mentioned above, the gargantuan population that India has; is both a boon and a bane. It is a boon because India is one of the youngest nations in the world with more than 54% of the total population below 25 years of age and over 62% of the population in the working age group (15-59 years) which means we have ample human resources to harness, channelize and utilise as per our requirements. The bane however is, though we have the numbers, we lack the quality (in this case skill). According to the Ministry of Skill Development and Entrepreneurship, Government of India, only 2.3% of the workforce in India has undergone formal skill-based training. This greatly truncates the chances of their employability and in turn gravely adds to the poor state of affairs as far as the economy as a whole is concerned. Compare the figure with developed countries like the UK (68%), Germany (75%), USA (52%), Japan (80%), South Korea (96%) and we have a picture of stark contrast. No wonder the workforce competencies of these countries are far better than us.

An economy can develop in the real sense of the term if the growth is inclusive. It is illusory to judge the state of the economy by looking at the statistical (and more often than not dichotomous) figures of per capita income. Even though the per capita income presents a fairly rosy picture, the fact that India has one of the worlds largest concentration of unemployed populace depict a murky reality. A skilled workforce is an asset, both to the organisation and the nation as a whole. Providing vocational as well as soft skills training will surely add value to the youth of the nation. This also shall provide an avenue of harnessing our greatest strength-the young and employable manpower, thus curbing the menace of unemployment to a great extent. Developing core competencies also helps hasten up the numerous projects that are lagging behind schedule for shortage of skilled manpower. Cogitating that, the government initiated the Skill India Mission. This idea was conceived for providing the much needed impetus to inclusive growth and with a view to develop core competencies among the populace and increase their employability prospects in the process. Instituted in the year 2015 by the Prime Minister of India, Mr. Narendra Modi, and encompassing various initiatives like National Skill Development Mission, National Policy for Skill Development and Entrepreneurship, Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and the Skill Loan Scheme,

the Skill India Mission aims to enable the Indian youth acquire industry relevant training as well as inculcate an entrepreneurial attitude in them so that they could be self sufficient in earning a decent livelihood for themselves. If not done, the growing population and the lack of vocational and skill based training will result in a snowball effect on an already stretched unorganised sector. Its objective is to ameliorate the deplorable state the workforce is in because of lack of skills and training. With the expected surge in the manufacturing and allied sector owing to the government's "Make in India" initiative, the need for skilled manpower has gained significance. It acts as a platform where prospective trainees are connected to trainers empanelled with the government's initiative who train them in requisite skills and prepare them to be ready to take up challenging jobs in their area of expertise.

L&D professionals have an extensive and indispensable role to play in this regard. L&D strategy aims to develop a workforce's capabilities, skills and competencies to create a sustainable, successful organisation, and is an important part of an organisation's overall business strategy. It encompasses a range of on-the-job as well as off-the-job methods for acquiring necessary knowledge, skills and behaviours. Learning can be defined as the process of acquiring new behaviours, knowledge, generic skills, core competencies and attitudes which enhance prospective employees'/employees' ability to meet current and future job requirements and perform at higher levels.

According to Dave Meier, the learning cycle encompasses:

- Preparation: Arousing Interest
- Presentation: Encountering the New Knowledge or Skills
- Practice: Integrating the New Knowledge or Skills
- Performance: Applying the New Knowledge and Skills

In the context of Skill India Mission which targets people who have had little or no formal training or soft skills to go with it, the premise is a bit fundamental and hence of paramount importance. A trainer is expected to start from the scratch and build on that. This, though, might not be as facile as it sounds. The process might involve contradicting steadfastly held notions which might prove extremely arduous to untwine, more so when the target beneficiary is more susceptible to resistance to change. The trainers, in such a scenario, have to ensure that the beneficiaries unlearn first so that proper training could be imparted. Only then can the trainers go for the aforementioned processes. No learning is complete if the beneficiary is unable to retain and replicate what he/she learnt in real life scenarios. L&D professionals and trainers, in dealing with the beneficiaries of the Skill India initiative, should be prudent and have the utmost patience so as to ensure that the objective of the initiative is fulfilled. Usually, such professionals are accustomed to training beneficiaries who have a fair bit of idea of the background of the training sessions and hence it is relatively easier to pursue the objective of such sessions. However, in this case, that premise might not be feasible. One might have the most relevant and timely training process, top of the line trainers and effective materials, but without the interest of the trainees the program could potentially still fail. As a trainer, one might be doing everything right, but the beneficiaries could remain resistant to training and that would lead us nowhere. Moreover, undergoing such trainings do not guarantee jobs, rather it increases one's probability of getting a good job. But this might not kindle much excitement and enthusiasm among the targeted beneficiaries which again is a cause for concern.



The performance of a training, learning and development professional is directly proportional to the successful implementation of the Skill India initiative. The role of the professionals and the objective of the mission are intertwined. They act as the catalyst of change. Vocational education and training continues to be a favoured instrument of social engineering for achieving a series of objectives, such as accelerating economic growth, reducing youth unemployment and benefiting from economic globalization. This is in spite of a great deal of scepticism regarding its effectiveness. Though the outcome of such training is debatable, the fact remains that undoubtedly this is best possible recourse available to tackle the issue of unemployment.

In the words of the revered Dalai Lama, "In order to carry a positive action we must develop here a positive vision". We cannot afford to be ambivalent because of some apprehension about the initiative's outcome. Let us be optimistic and join hands and contribute to the capacity building of our countrymen. Value addition might not serve the targeted purpose but that does, as the term suggests, add value to the individual which can never be a bad thing.

#### **About the author**

Based in Kolkata, Dhritiman is a senior HR Professional associated with the C.K. Birla Group. He has a keen interest in human behavior mapping as well as development of inclusive growth strategies. Working to uplift the downtrodden is his passion. A travelling and sports aficionado, he can be reached at [banikdhritiman363@gmail.com](mailto:banikdhritiman363@gmail.com)



**Deepthi Ravi**

## L&D'S role in Skill India Mission

Whenever we talk about skills development I am reminded of the Chinese Proverb “You give a poor man a fish and you feed him for a day. You teach him to fish and you give him an occupation that will feed him for a lifetime.”

Recently the word Skill India has become a household name in India. It was not that the previous government(s) did not have schemes; the problem with them was failure to deliver it to the common man.

Let’s turn our attention from politics to the thought behind “Skill India”. Jim Collins said “Great vision without great people is irrelevant.” Human as a resource is the most precious resource and India has it in abundance. Right now India is marching ahead in terms of economy. Once the nation is self sufficient we too can be ahead in the league of developed nations.

With the FDI coming in we have done really well from the past 30 years however, we saw a lot of brain–drain which we lost to The United States. The powerful country knows how to appreciate the talent, utilise the talent and nurture the talent as India did not know any part of this.

If a cricketer loses his form, his critics often say “Go back to the basics”. We must realise no matter what we see as our future we need to build it strong and ‘Training’ is the foundation to it. Learning and Development / Organisational Development / Vocational Training has become a prime importance in any sector. A lot of importance is being given to entrepreneurs and they require even more skills to face challenges.

There are various skills that need to be developed to perform as professionals which are readily available and we need to tap it and utilise it. As we belong to the L&D fraternity it will be our privilege to work for any portion of the National Skills Development Corporation. Lot of us are already working with the cause and are contributing towards it.

- Establish linkages and contacts with various stakeholders of the industry to promote the association.
- Provide support and synergy for efforts of WorldSkills India through its Skills Development initiatives.
- Provide administrative and technical support to the participants and experts for the WorldSkills Competitions.

WorldSkills India is an initiative of the National Skill Development Corporation (NSDC) under the Ministry of Skill Development and Entrepreneurship. NSDC, through its WorldSkills India initiative, has been leading the country’s participation at WorldSkills International competitions since 2011.

**The key objectives of WorldSkills India are to:**

- Promulgate skills in the society and motivate the youth to pursue vocational education.
- Champion skills and learning for work through local, regional, national and international skills competition and contribute to the society.
- Invite sponsorships to organize the local, regional, national and international skills competitions

- Establish links and a long-term association with the WSI secretariat along with development of cooperation with the Government of India, state Governments, registered vocational skills training and awarding bodies.

Huge opportunities are identified post the announcement of various schemes and the innovation part. The government is looking for people who can come with innovative products and produce it in India. Imagine the economical growth and employment opportunities for people!

We as the fraternity should find the opportunities either by involving directly with the schemes or through an initiative from your organisation. In the next 10 years India will see a phenomenal growth in terms of overall economy. There is a lot of FDI we can expect and with our Government planning to move on this growth path, it will become everyone’s moral responsibility and pride to be part of this journey.

Let us try and give ourselves this chance to prove ourselves and make our future brighter. India Shining!

**About Author:**

The author has around 14 years in the field of L&D and enjoys developing people. She has successfully undergone the prestigious “Dale Carnegie Endorsement Program” which took her to a new level of understanding people. Deepthi’s professional strengths are strong business acumen, understanding the needs of the client and deliver accordingly. She is primarily responsible for the entire Content development and deployment of the content to the target audience. She has the ability to handle huge teams, multi task and adhere to stringent deadlines for the deliverable. She loves to read, write poetry and is an active theater person.







**Mayank Saigal**

# Role of L&D in Skill India Mission

Skills development is the process of identifying one's skill gaps as well as developing these skills which not only enhances one's own knowledge but also creates a sense of being independent. It is important for each one of us to know our skills and the ability to execute those skills in achieving success for oneself as well as the family.

Just as we need the right tools to build a house, the right skills along with knowledge and determination to succeed can help us in building one's vision and dreams that each individual of independent India wishes to do and contribute to its nation's growth.

Earlier, people were often impressed by what others have accomplished and in turn tried to achieve success for oneself on similar path without realizing own niche skills and abilities to succeed where as some were heavily self critical of oneself as a result, they always had a conclusion in the mind that we can never achieve success.

Hence, to bridge this gap and to help every citizen of India understand that identification of one's skills through knowledge, attitude and determination can not only help every individual achieve success but also make our nation pride in the global market which would lead to tremendous growth opportunities for every citizen of India cross the world – the Skill India Mission came into existence.

As skill is nothing but an actionable component, when an individual understands his/her blind spots, the gap between hypothesis and reality, and the areas of improvement that results in the determination to succeed alongwith hard work helps the individual realize his / her dreams.

L&D plays a major role in creating an empowered workforce with the necessary as well as continuously upgraded skills and knowledge that helps every individual to gain access to employment and also ensure India's competitiveness in the global market.

For instance; in the construction Industry today 60 Lakhs skilled workforce is required which can be achieved by identifying the current unskilled workforce who can be trained through the Skill India Initiative by the L&D professionals by way of certification courses in the areas of masonry, carpentry, plumbing, tiling, painting, driving different types of cranes.

Some of the initiatives that can be taken by L&D in contribution to this Skill India Mission is as follows:

1. Lifelong learning along with maintaining quality & relevance.
2. Creation of effective convergence with school education
3. Increasing participation of stakeholders
4. Creating a trained workforce for continuous upskilling and re-skilling as per the market growth.



# Role of L&D in Skill India

**V. Ravichandran**

As I approached the Citizen Service Centre (CSC), I knew that the Central Government had got this right. A fantastic way of getting someone in a village to set up a centre where residents of the village could apply for Aadhar Card, Passport, Digitized Land Records, learn how to use a computer, get Tele-Medicine going, do online skill development programs. This was paid for by the villagers and so the Central Government was not only helping villagers to get what they wanted at their village itself but also providing employment to local members of the society. As I got talking, I asked the CSC representative about the most popular online skill development program? He replied; learning to play cricket! This was in Jharkand; eastern India.

I met up with Engineering students of a college in a Tier 3 Town in Tamil Nadu two months before they were about to graduate. Out of the 400 students only 30 odd got a job by then. All others were promised a job within a year by various companies. All of these 30+ students were supposed to join a mobile repair company in a 2nd tier town in Tamil Nadu. When I enquired, I found that the company was hiring engineers as they were coming at low salaries. The company admitted that they just needed a 12th grade person who could be trained within 3 months by them to start working. However, they were taking engineering graduates because they were available at a lower cost. This was really an unfortunate situation. An engineering graduate did a 4 year program, paid a lot of fees only to land at a job in a mobile repair company (nothing wrong with taking up any job), which S/he could have done within just 3 months of training after completing 12th grade!

Given the diversity and geographic spread of India, the differences in education levels across the society, the opportunities available in remote parts of the country, etc., we will not have a level playing field at any point in time. Everyone aspiring to become a doctor or an engineer or a lawyer will not work for this country. Further, given the fact that a major part of the population in rural areas, just don't want to study beyond 8th grade or 10th grade; it would be best to get skills registered and skill people with short term courses/vocational skills after which they can get a job. Any job is fine as long as it gives an opportunity for our people to live with heads held high and contribute to the development of the country. This is the notion of true Nation Building.

Given this reality, I believe that the Learning & Development vertical in any organization needs to focus on the needs of the organization and get the right skill sets for them. Their job will also be to predict skill sets based on how the needs of the country are changing and work with universities/ colleges/schools to ensure that these skill sets are available for the organization. Let us take the example of the BPO industry. There are some customers who are still in the stage where other companies were in the year 2000. They deal with customers who are not adopting technology at the pace required. However, they have reached a place where they have industrialized some processes. These industrialized processes do not need a degree holder to do the job. A great example could be Accounts Payable. We notice that in many companies, paying of invoices is getting done by someone with a B.Com degree. This is an overkill. The L&D division should intervene and insist that these jobs can be done by someone who has passed 12th grade and who is trainable. On the other hand, we do have companies where robotics has kicked in. There are people working with robots to process work. Here, the skill sets needed are of a higher and more complex nature, could even be helping robots to correct themselves and get the work done. These could be the more complex transactions in the process which would need degree holders with specific training. It could be a Data Scientist who is working with the robot but actually correcting it when it makes mistakes while doing transactions (machine learning expertise).



I remember when we set up the Accounts Payable Operation for a company in 2004, we realized that we had worked with the company to get it to a fairly robust industrial process. Given this, we made a departure from the policy of the company to hire only graduates. We hired 12th grade youngsters and trained them to do the job. Here again, we were able to set economic criteria (apart from merit) to hire the right people and also deliver a significant change to society. An excellent mail that I received 4 years later summed it up well. It reads; “Sir, I don’t think you will remember me but I was among the first batch of employees you hired in the BPO Operations. Today, my sister’s daughter goes to a better school than we did because we can afford it for her.” I realized that we had broken the self-perpetuating poverty and poor education cycle by this one move. And we had done this for a close to 150 families. The training to be imparted for these staff was structured differently and our L&D team did a stellar job in delivering to that need. Over a year, we created e-learning modules where in all learning became self-paced and we could get a person ready for production within 5 days (from the usual 4 weeks it would take otherwise). The L&D and the Operations teams had scripted a new history. Further, the training expenses had paid for itself.

When it comes to skill building in a country, it cuts across many industries, depends on the focus and policies of the country, the complexity given geographic spread and the education level of the population, what makes economic sense, and many other such factors. The approach has to be driven by the needs of the organization and the terrain in which it operates. The most important factor is that it should result in people being job ready.

In India, there are around 250 to 300 recognized skills. Compare this to the US that has over 2500 skills that are recognized, have a certification and pay structures that are reasonable and people can make a decent living. Unless we are able to create this infrastructure and training/certification programs at scale, we will not be able to skill the 500 million people that we hope to skill.

Instead of depending on the Government to come up with a solution, I believe that corporates must get in to the act. I was talking to the Managing Director of a construction company. He was expressing his struggle to get good quality masons, plumbers, electricians, etc. for his organization. When I dug a bit deeper, he told me that the freebies offered by various governments have made people lazy. Further, he had to conduct programs in different languages.

Companies need to come up with ideas to solve this problem. They must have skilling programs in all their areas of operations in the languages that they need. These are unskilled people and need help in local language variants. I am convinced that if corporates focus on using their L&D Teams to develop programs for skilling such people over the next 5 years, we can make a huge difference to the country. The government should consider such spends as CSR spends and give credit to corporates for undertaking such initiatives. It will go a long way in making India strong and resilient.

The role of L&D is huge in the Skill India Initiative. The function must push corporates to start looking at funding for the skill sets that they need. For instance, Oracle has one of the largest training centres in Bangalore. Similarly, Infosys has its training centre in Mysore and other companies. However, these are all in the IT Industry. There are few other players in manufacturing industry – eg. Schneider is working with various agencies to train electricians. However, given the size and complexity of India, I would think that this should be done by all companies.

The biggest spend in India is going to be on infrastructure and agriculture. It is time that these companies start putting skilling programs for their staff in place instead of using unskilled people who are of no use once a project is done. Companies should also go beyond their workforce to help develop skill building that will ultimately benefit their employees/organizations. Examples could be agro-based companies working with farmers and re-skilling them for a much better living and also better produce. Similarly, companies that are identifying employees getting stressed out can spend to get skilled people in yoga, dance, music, theatre and such other known de-stressors to get better well-being programs going in their organizations.

It is essential for L&D teams to predict skill sets of the future and start working with universities and colleges to be ahead of the curve. They must help these educational bodies to get the much needed university-industry connect.

Many leaders see and use the L&D function as a staff function. I have always seen them as a partner for strategic advantage and better business outcomes. Skill India is one such initiative and L&D can be used to convert India in to the one of the most vibrant economies in the world.

#### About the author

V. Ravichandran, Founder, Alive Consulting



# Skill India –Integrating Learning & Development



**Pritha Dutt**

You can't miss the buzz around 'Skilling', Whether it is about Skill India, Pradhan Mantri Kaushal Vikas Yojana, Vocational Skilling or Jobs and Employment, unless you are living in a cave! The last few years and certainly in the last 16 months there has been a lot of focus and discussion around schemes, policies and plans for skilling youth to not just ensure jobs and livelihood but also manpower for industries. It is the need of the hour and certainly the focus is bang on.

To the common man a lot of this buzz does not make too much sense. Skilling or Vocational Skilling is either understood as tailoring, plumbing, electrical repairing or if the person is slightly better informed then skilling is probably about acquiring some practical hands-on knowledge to get into a vocation.

So what is 'Skilling'? The Oxford English Dictionary has no word called Skilling, not even Webster. Skill is defined as the strong predilection to do a particular trade or occupation well. Skill is about the ability. Vocational skill refers to the knowledge and ability required to take up a defined vocation. That vocation could be book keeping or bee keeping. Vocation in the real meaning of the word is about finding one's calling. It could be in an inborn talent or flair for something much like how traditional crafts persons have handed down their skill be it that of Pashmina shawl weavers or potters in Khurja or it has been developed and learnt in a proper skilling course be that for a Data Entry Operator or a Plumber.

The Skill India mandate is implemented nationwide under the Ministry of Skill Development and Entrepreneurship. There are currently more than 500 courses that have been identified and for which the curriculum or technically the Qualification Pack has been produced. These stacked into levels starting from Level 1 that are for vocations that require the least amount of pre-knowledge or education. For instance; a level 1 course is of a Loader (a job role that the Logistics Sector Skill Council has prepared the QP for) and a level 7 job role is of a hardware engineer under IT/ITeS SSC which requires an entry level education of a bachelor's degree in Engineering.

While the entry criteria for these job roles are adequate in terms of picking up the skills required for getting a job or in some cases setting up a self-enterprise in that vocation it is not always enough to ensure that you have truly found your 'vocation'. This requires much more than just the 3-6 months course that one attends. One needs to be constantly at it to keep honing up on the skills and practicing and bettering it. The traditional vocations had the system of apprentices that made this possible. It exists in the unorganized skilling space across the country. Take the example of the 'Ustad' in a motor mechanic workshop who has the 'chotus' who learn by starting off simply by handing over the tools, or cleaning the vehicle or even bringing tea or water for his master to being allowed to take on smaller tasks first. While this entire system is exploitative, unstructured, non-scalable and non-inspirational; it does have its merits. The question is how to merge the kind of immersive learning with the structured, methodical, assessment based and egalitarian form of vocational skills that is the driving force behind Skill India Mission.

As a practitioner of Learning & Development, for many years prior to taking the plunge into 'Skilling' I propose 3 approaches one needs to blend into the Skill. This calls for a far greater synergy between all the stakeholders that are part of Skill India Mission. The National Skill Development Corporation is a PPP between the Government of India with a 49% stake and Industry Bodies such as CII, ASSOCHAM, FICCI with the remaining 51%. This structuring ensures that it is the industry that needs to define the qualifying standards that candidates need to possess for entry into jobs. The lament that youth is not qualified or employable can be now addressed by industry defining what the standards are. This is being done through the Sector Skill Councils formed for various industries. The Government's role is to create the enabling environment, draft the appropriate policies and provide the necessary funding so that the youth, 80% of whom are dropouts or less educated can be made employable. This is expected to cover 150 million youth by 2022 which is the estimated numbers that need to be skilled.

In practice the framework has worked. It has worked in terms of having an acceptance of the National Skills Qualification Framework that merges the skill and educational outcomes for various levels. So Level 4 is what a 12th grade of attainment is. Tentative steps have also been made for higher levels of vocational skilling in education stream through BVOC courses. The Apprentices Act has been re-energized. Professional Training Partners of the NSDC implement QP based courses across the country. Jobs have been provided and many thousands have been helped to set up their own enterprises.

However it has not yet created the pull for that vocation resulting in disinterested students, lack of interest in taking the jobs that industry offers and skills that are tested only by an end of course assessment that is rather like the end of school exam.



Well begun is half done. What we need to do now is blend a structured on-going L&D mechanism to ensure that the youth find the vocations they choose to be skilled in as per their interest and inspiration. More importantly, industry pays a premium for such skilled talent. Much like, you would rather take your 2 wheeler to the Ustad everyone swears by and not the 'Chhotu' who is still learning the ropes and is just the helper.

The approach is the following:

- a. Mentorship Program (For Certified Candidates) - Professionals, Employees in the Sector, Retired/At Home qualified professionals should be empanelled as Mentors for that particular vocation/set of progressive job roles in each sector. Every certified and passed candidate who picks up the job should automatically be provided registration to this. Queries, concerns, hand holding support should be provided by these Mentors. Periodic refresher trainings should be organized for a fee. Help desk support should be free. Group mentoring sessions through webinars and dial-ins should be periodically provided. So also stories of those who have made their mark post certification and employment.
- b. Revalidation of Certification - The SSC certificate has a validity of 2 years. Candidates should have the option of applying online for revalidation. The company where the person is employed should state the learning and on job skills that the employee has been provided and which the employee has picked up. The more an SSC has certified employees in their network of companies, the more aspirational it will be for youth to apply for that vocation.
- c. Upskill - Online learning modules should be available for those who wish to hone their skills followed by the option to be assessed and certified. These could be MOOC courses in collaboration with credible national, global institutes. Specialized institutes for different vocations need to come up. The Skill Institute for Electronics (Repair & Maintenance), Skill Institute for Logistics (Warehouse & Transport) are for getting higher level certification and for those who can undergo an RPL Assessment and get certified. Such institutes set up under the aegis of SSC with private funding and preferably government subsidy will provide skill courses at an affordable price point. Some work in this area is underway with Ministry of Skill Development & Entrepreneurship and Community Colleges.

Needless to add Skill movement has to pick up speed. All of us have to join hands. L&D is constant ally in building skills; specially to excel in one's chosen vocation.

#### About Author:

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**Viswa Nath**

**Empowering Rural Youth  
through Skill Development**

“The real India lives in villages” is a strong statement, but the large urban-based employment opportunities differ the same. The purpose of this article is to share the experience and plans for Empowering Rural Youth through Skill Development for employment and entrepreneurship. First time it happened in July 2010 at Palladam, Tamil Nadu. The location is well known for its small-scale large number textile industries, poultry and agriculture. We were having 74 participants from almost all walks of life including fresh graduates, engineers, experienced professionals, house wives, and final year under-graduates. We had female participants dominating in numbers. Our task is to transform these 74 potential employees to billable resources. Our involvement was right from the selection of participants. The only criteria we were looking for them to have is being “Trainable”. We trained in 2 batches for 45 days and the success rate was 98%, the company expected 40% to be selected after the interview post training. We trained them on Business English, Soft Skills, and computer Skills in broad.

Before I explain further, let me explain the need for the skill development among rural youths. The population in the rural India even after educational qualification, leave the own land for better opportunity or to choose an irrelevant career to his/her academic qualification. Our client is leader in rural BPO more than a decade now, the objective is to provide an excelling career close to their home and salaries almost matching with metros. The required manpower unlike urban-area is not available in ready-to-deploy means. Not only our client but most of the skilled jobs requires training programs to empower them emphasize the need.

Hyderabad, Nov 2010: This time the task is to train fresh 24 non-engineering grads from rural Andhra Pradesh. We were given exactly 14 days including Saturdays and Sundays. On the 15th day the participants were supposed to undergo a stringent selection process by Google Maps Recruitment team. The accommodation for the trainer and the participants were in the same building, the training continued for almost 10-12 hours a day. And finally, the efforts paid off. 18 participants got selected and started working for Google Maps in hi-tech city.

Now, let’s understand the challenges in the training and deploying the right trainer. The participants tend to leave the program even though it is free of cost; if the program is not interesting in the initial days. It needs to be an employment linked program which means, value addition post the training needs to be made visible to them, sessions should be fun-filled etc. It was our flagship program and the dropout rate was less than 2% overall in 5 Indian locations. The sentimental value, self-respect, culture sensitivity, expecting appreciation, willingness to learn were the partial characteristics to mention.

Kaup, a tier-2 town between Mangalore and Udupi in Karnataka was chosen to setup a one of its kind delivery center by our client. The program objective was to train 78 potential employees selected from 200+ applicants to work for a state-of-the-art infrastructure in a Kerala-Karnataka architectural building. The deadline to start the unit operation was 20 days in total inclusive of the initial infrastructure setup. Notably, 40% participants were Muslims and it was Ramadan season. The reason for mentioning the Ramadan is, we scheduled our batch timing accordingly and we had 90 mins break during our evening batch for them to complete their fasting and prayer.

Unlike the other locations, the interview was conducted by the customer (an MNC IT giant, who was outsourcing their HR data outside campus for processing in the Kaup center). Our post training analytics and actual selected numbers did not vary. The new initiatives we included were periodic assessment, counseling and home visits to name a few.

The innovation we implement in the Rural Skill Development programs were great learning for us; interesting and challenging too at times. The few top innovative initiatives are Day Zero, Guru Dharana, Regular assessments, Daily Awards and Appreciation, Singing English Songs, Pot Luck lunch and Home Visits. We overcome the training challenges through the mentioned initiatives and the great results can be yielded be implanting the same.

**(1)** Day Zero: we bring together the participants, the member of the local bodies like panchayat, NGOs, well-wishers, participant’s family members for simple inauguration to set the context personally and socially to the program.

**(2)** Guru Dharshan: The edification for the trainer and introduction of the training team to be done with pinch of traditional touch. The trainer meets all participants individually to understand their goals and challenges. This helped us to have a great connect and tap the right requirement during the training.

**(3)** Regular assessments: The assessments are not just a written or oral test. The assessments include their measured growth in several parameters and revealed to participants through various methodologies. We do conduct written test, presentations, activities, one-on-one assessments to bring out the actuals.

**(4)** Daily Awards and Appreciation: As mentioned earlier, the regular assessments help us in identifying the best performer and the best Improver award daily. A participant can receive multiple improvement and performance awards during the entire program. The enthusiasm the trainer creates while presenting the award (usually a pen) certainly makes a difference.

**(5)** Singing English Songs: Listening to an English song, writing the lyrics, singing along – might sound crazy to us. But the rural participants like this activity a lot and also helps the trainer to make English much closer to their hearts. We play songs like; Everything I do (Bryan Adams), Skin Head Dead Head (Michael Jackson), We will Rock you, and Heal the world (Michael Jackson).

**(6)** Pot Luck lunch: The tasty and love-filled pot luck lunch results not only in bonding, also helps to reduce the dropouts during the training and future iteration rate in the company.

**(7)** Home visits: We usually visit the participant’s home or make their family visit the office for them to understand the growth, respect and career path their family member is undergoing. This helps in the overall result of the training is what we believe.

Traveling to the North-Eastern India is always a dream for anyone who loves nature. The next location we headed towards in the year 2011 was Tura; in Meghalaya. After reaching Guwahati by flight, we headed to Tura by Tata Sumo. The first time I saw a car seat can be numbered, I was allotted seat # 5 (backseat middle). Back to the business, we were given 32 participants and they are called a Garos, tribes of the Garo hills.

The program was funded by 3 Government agencies and supported by a NGO. The goal was to showcase the rural-BPO companies that ready-to-employ resources are available in Tura. This time,



the duration was 25 days with full day making the program more effective. In addition to our regular methodologies, we introduced mind mapping, advanced English, Email writing, outbound training and Etiquette.

In line with the visible growth of the participants, we train the participants in Handwriting Transformation which increases the self-esteem. We encourage them as if they are on-stage; speaking, presenting, acting or sharing an experience at least once a day. The computer skills training also plays a major role in the overall result of the program.

The selection of the right trainer decides the program success. The trainer needs to be very clear on cultural sensitivity, respect to the local customs, amalgamate methodologies, course correct, treat participants with respect, and maintain enthusiasm all through the day.

As on date our quality training on Rural Skill Development, we have trained 208 participants linked to direct employment. And our overall count on Skill Development in the rural area is 31000+ across India. We recently partnered with an Indian IT MNC to empower rural youth through Skill Development and the funding was provided by their CSR initiative. The project is ongoing and trained 357 youths in Tamil Nadu.

We are planning to encourage entrepreneurship and freelancing modules for the rural youth. The process to get associated with NSDC is in progress.

You can watch our video on Rural Skill Development :

<https://www.youtube.com/watch?v=uJAoGZz8pEA>

**About the author:**

Viswanathan Rajendran, a Master's in Business Administration (MBA) in Human Resource Management from Madras University. A competent professional with 17+ years' experience in Performance Management System (PMS), Learning and Development, Business Development, Project Management and Soft Skills Training. Recipient of Global Training and Development Leadership Award 2017 by CHRO Asia. Certified SCORE Mentor for American Entrepreneurs in Connecticut. He currently lives in New Britain, USA with his family and can be reached at [viswa@avaikalam.com](mailto:viswa@avaikalam.com)



**Varsha Avadhany**

What are you good at doing?

During an interview, Mr. Modi, narrated a story of a young boy meeting him seeking for a job. The conversation went on “So, What are you good at doing?... Sir, I am an M.Com graduate I am looking for a job... So, Beta (Son), What can you do?... Anything Sir... So, can you work on Computers... No Sir, Can you maintain accounts... No Sir... So, what exactly can you do?” This was the genesis of the Skill India Mission.

“Employability” is the buzz word today. I wonder if it is over rated, abused and misused for earning that quick money. I believe, like many other things happening in recent times, this is getting back to our Gurukula system. The system was a platform for getting ready to be part of the society, to live a productive and successful life, thus being responsible citizens of the society.

The key tenets of the “Employability” are;



As L&D professionals, we have so much to contribute to each of these aspects. The words itself are self-explanatory, will not try to dwell more into it.

However, I would like to dwell on WHY, we are not invited to be on the table in the recruitment process? WHY People are hired and then sent to us to bring about a complete transformation? It is almost like the Cinderella story where the angel transforms the pumpkin into carriage, the rats into horses and drab looking girl into a princess! So, in way we can alleviate ourselves to being angels in people’s lives.

Now how do we prepare ourselves for being the Angel? Let’s take the same three tenets and look at our profession.

Knowledge: Reading, courses and certifications all are run of the mill stuff. The question is:

1. Are you able to see knowledge in every day happenings?
2. Are you observant enough to learn from others experiences?
3. Are you able to connect the dots?

4. Are you secure about parting with your data/ information?

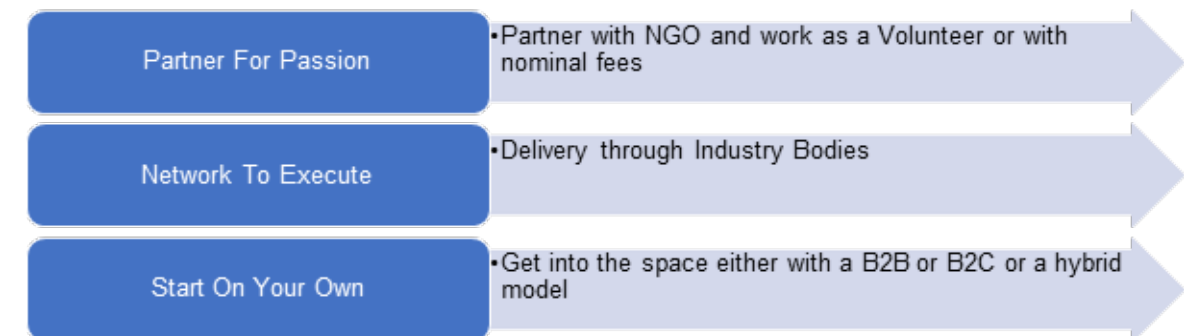
Trade: Having a website, brochures, presence in Social Media are just the mediums. Marketing is all about the five senses

1. Eyes: Can you make your audience see stars
2. Nose: Can you make your audience smell freshness
3. Tongue: Can you make your audience taste success
4. Ears: Can you make your audience hear money
5. Skin: Can you make your audience touch sky

Skill: Timeliness, Perfection, Excellence - these are considered plain vanilla today. How do we make it a chocolate fudge ice cream is the question?

1. Are you anticipating the need?
2. Are you treating at the symptoms or the cause?
3. Are you a provider or partner?
4. Are you dispensable or not?

Today, children demand to be treated as adults. Transactional Analysis is methodology which promotes such interactions too. In that situation, how do we expect to teach in a classroom and be an “Angel of Transformation”. I see, our profession standing tall for many generations to come. However, it’s our rigidity to look beyond frameworks, methodologies and processes which will stagnate us. The nation has announced that it is ready to supply the workforce for the World, the mission of “Skill India”. The best challenge / opportunity that we as L&Dindians have got. Here are the ways one could explore



While envisaging ourselves as an integral part of this mission we need to think through on these aspects

1. Are we astrologers?

Can we predict what are the future requirements at job with the constant change in technology and with the advent of Artificial Intelligence and automation technologies.

2. Are we entrepreneurial?

Can we quickly adapt, adopt and nimble to cater to the needs of the market?

3. Are we risk takers?

Can we jump into the ocean without measuring it and the way figuring out our lifeboats.

L&D as a profession will thrive if we believe in leaving a smile and thoughtful experience at the end of each of session or interaction. We should be motivational and stimulating for people get up and act.



## Neha Fatehchandani

### My experience of working for Skill India Project

#### What is NSDC?

The National Skill Development Corporation, (NSDC) is a one of its kind, Public Private Partnership in India, under the Ministry of Skill Development & Entrepreneurship. It aims to promote skill development by catalyzing creation of large, quality, for-profit vocational institutions.

#### Beginning of my freelance career

It is just 2 years back that I had started my journey as a freelance trainer. I was eager to learn and explore as much as I can. After working in the corporate sector for 5 years, I finally realised my true calling and just jumped into it with the leap of faith.

#### Meeting with a person for NSDC project

I was looking for assignments, and then one of my teachers introduced me to the person who was taking care of NSDC projects. He was looking for support in content development and then at later stage in imparting trainings.

#### The Project to develop content

The project was to prepare content for "Hotel Front Office for hospitality Industry". I have never been in this industry nor have any idea about it. He shared the QP - Qualification Pack. It gives you complete picture of what all should be covered. It has headings and sub headings too. It was a highly detailed document. It consisted all the relevant information like - job role, function, NOS (National Occupational Standards); they are occupational standards that apply only in Indian context, occupation, organisational context, performance criteria, scope, and sector.

Under QP was NOS. NOS is also a highly detailed document, that gives a complete picture of what all should be covered and what should be the depth of it. For instance; an element like - welcoming the guest: Greet the customer, make guests comfortable with smile, maintain eye contact, look presentable and follow grooming standard.

#### How it helped?

This helped to frame the content very clear and make it result oriented. The headings and sub headings were shared and I had to give detailed explanations and add activities, games, case studies, videos, etc.

It was a wonderful experience to work on the project. It was challenging and lengthy. The best part was it gave me space to design and develop the content my way hence I did few new things, made it very colourful and creative. I spoke to few of my friends who have been working in similar industry, met them and observed front line executives.

#### Overall Picture

This model focus on developing skills of a person, practically how and what he/she should do and not do. It focuses on giving him/her required domain knowledge.

This will only help if the person is 100% sure about the kind of job he/she is going to pursue in future. Undoubtedly, this is a very powerful move by the Government.

To get more information you may like to visit [www.nsdcindia.org](http://www.nsdcindia.org)

**About Author:** Neha Fatehchandani is founder and Chief Learning Officer at Snowball (A corporate training solution provider). She has been recognized as "Top 100 training and development leaders in India" by World HRD Congress.

She has trained to 2000 people till date., She has imparted training at organizations like Force motors, Man Trucks, Johnson Lifts, HDFC bank, SBI, Hotel Sayaji, etc.



# L&D Global's New Chapter Introduced - Kolkata

The city of JOY



Our visionary Founder Mr. Surya Prakash Mohapatra initiated the launch with his highly futuristic address on Future of L&D in perfect sync of his thoughts and vision. Founder's address followed by an aptly complementary presentation by the Key note speaker, Mr. Nadeem Khazim; Executive Director, Corporate HR & IR, Exide Industries Limited, on "Changing Phase in the HR and Learning Space".

Kolkata Chapter's 1st monthly meet kicked off with lot of enthusiasm. It finally happened on 26th March with 24 members. The meet included 3 presentations by the chapter members. An introductory presentation on 'A general view of L&D function' was presented by Mr. A. Rozario. Followed by an excellent in-depth presentation by Mr. Shibaji Bose, on 'COE - Centre of Excellence, A Strategic Initiative on shaping the chapter, inclusions, services and privileges to its members and answering the big question WIFM'. Mr Jagir. S. Jabbal, a successful businessman and a keen L&D Practitioner captivated the audience with his interesting talk on 'EI - Emotional Intelligence - Scientific Truths'. Both events concluded by vote of thanks by Chapter Director - Kanak .k. Jain, with delicious snacks being served. All members signed off with happily posing for a memorable click.

JANUARY : Imbibing Sprituality in Insprational Leadrship - Surya Prakash Mohapatra

FEBRUARY: Instructional Design - Dr. RKS Magesh (Member L&D Global

MARCH: Managing me - Dr.Subhendu Das



## L&D Global Initiatives



WhatsApp  
Chat

"Every week after a brainstorming session, the volunteers pick a topic for the week. The discussions are on for 3 days in a week and is run across all Chapter groups. There's a lot of Knowledge sharing which contributes towards our vision to Collaborate, Co-create and Contribute. The opinions, thoughts and facts shared are converted into blogs and uploaded on the L&D website."

This is a new Initiative being Launched by L&D Global

Trainers are being considered to be the living magic wand who are able to create an environment which volunteers participants to learn the context and do things different so that they can either replicate it or perform better in real life which would make them effective. However in their journey the trainer faces several challenges which are worth noting and he/she deals with such challenges by self, so as to stand successful in facilitating people grow. Thus the trainer becomes Self-made and becomes role-model for many

### Background:

During one-to-one discussion with several trainers, it was identified that many trainers have faced several challenges, which were untold to the community and there is a great learning present in those stories. Trainers have used their own intelligence and skills to stay strong such situations and created it favourable to them.

### We present some situations as narrated by some trainers:

Trainer-1: During a training session, the trainer wanted the participants to be blind folded to perform an activity. After the trainer made the set up and explained the rules and spent some quality time, all the participants denied to be blind folded and started leaving the training hall

Trainer-2: There was a sudden outbreak of a Union agitation, while the training was on. Therefore some of the union members broke into the training hall and started abusing the participants. Guess what... The training programme was on Cooperation, Collaboration and team Effectiveness

Trainer-3: During a training programme, where the training was on, the trainer slipped off and his trousers were torn apart completely.

Situations like this might have happened to many trainers and they would have managed the show irrespective of the difficult moments.

### THIS PROJECT:

This project is a unique attempt of L&D Global, to encompass all the trainers who volunteer to share their stories where they have grown from adversity to achievement. All the data captured will be put into structured process to generate an academic / research based / industry appropriate model and to be published in form of a Book / Compendium / Case Studies/ Web Logs / Articles which will be kept available for all corporates, leading B-Schools and other professional bodies.

### OBJECTIVE::

The Objective of this project is three-fold:

1. Let the story of the trainers be reach to all the stakeholders
2. Let each story be converted into an academic model
3. Let the learning become phenomenal

### HOW TO PROCEED:

Twaran India is the master partner in pursuing this endeavor. LnDian Dr MR. Mangesh Dash is going to lead this effort for L&D Global. If you want to be part of this project team or want your story to be considered as part of this initiative, please reach out to Mangesh on +91- 9833318385 or +91- 9437004139 or e-mail him on mangeshdash@gmail.com

# Inspiring Story on Women's day

## By Mayank Saigal

Woman – the power to create, nurture and transform! The word ‘woman’ conjures up the images of selfless love, care and affection. At the same time, women ignite the spirit of power and hope.

Today, women across the globe actively participate in education, social work, corporate, sports, IT, R&D, innovation and are making remarkable contributions in their lives.

This special day, dedicated to women around the world, is a celebration of the great success of women across all spheres of life as well as shaping the future.

### Story:

There was a farmer who found a warm egg in an eagle's nest, about to hatch. He took it and put it among his hen's eggs for hatching. Pretty soon the eggs hatched and the tiny chicks came out and followed the mother, imitated her and tried to be like her.

The baby eagle also believed that she was a chick and behaved like one. The mother hen saw and knew that one of her chicks was different, but was afraid to acknowledge it. The baby eagle, all her life, believed she was a hen and behaved like one.

Then one day she saw a beautiful, powerful eagle soaring high up into the sky with her powerful wings. The hen-eagle looked up and wistfully said, "I wish I could soar into the sky so high like the eagle." In my next birth I would like to be born an eagle"; not realizing her own, strength, power and abilities as an eagle.

### Learnings:

