

Skill Development Initiatives in Telangana State

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Research Cell on Education

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1. Introduction

Education and skill development broadly comprises school education, higher education, and industrial/technical training including vocational training. In general, ‘skill development’ refers to the larger objective of ‘equipping an individual with marketable skills’, however, in recent times ‘skill development’ has been largely used in the context of technical/vocational training for the manufacturing/industrial or services sector. Vocational learning is defined as education, training intended to specifically develop knowledge and skills in students to make the learner specialized in a specific vocation. There are many higher education programmes which are vocational including medicine, engineering, law etc., other courses are less vocational, nevertheless, they help students develop analytical, synoptic and presentational skills which are highly valued in the modern global social economy.

The paradigm shift from rote learning to the skill based learning is the need of the hour. Since ages, the strength of Indians has been on learning by rote. However, in the changing socio-economic environment, it is necessary to focus on improving the skills of the Indian youth and to facilitate this change, one has to move from the traditional *brahminical* system of learning as it is of limited value in the modern globalizing world (Amit Iqbal & Aamir Hasan, 2015). Vocational training such as carpentry and plumbing becomes easier if the youth gain expertise to work with their hands. In this competitive world, training plays an important role in the challenging and dynamic world of business. Training is the backbone for the smooth functioning of work which helps in enhancing the quality of work in the life of employees and organizational development too.

Youth unemployment is a pressing concern, in India, 54 percent of the country’s population is below the age of 25 and faces a high rate of unemployment. The issue is not only one of unemployment, but is exacerbated by the large proportion of individuals working in the informal economy. Indeed, half of all workers in developing countries are engaged in small-scale agriculture or self-employment, jobs that do not provide steady pay-checks and benefits. One of the challenges in addressing youth unemployment is the low level of formal schooling compounded by the skills gaps that is the gap between the skills needed by employers and the existing skill set of job-seekers (Bhaskar Chakravorty & Arjun Bedi, 2019).

India is facing a pressing need to devise strategies to provide regular employment to its youthful population (MoSDE-GoI, 2015). India is among the youngest nations in the world with ‘bulging’ working-age population in the 15-59 age-groups. It not only offers an opportunity but also a challenge. The opportunity stems from the expected global shortage of 56 million young people (15-35 years), and India could potentially serve as a worldwide

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sourcing hub for skilled manpower (MoLE-GoI, 2014). The twin challenges of creating jobs while at the same time bridging the skills gaps are well recognized by the Indian Government. Skill has been defined as an ability and capacity developed through thoughtful, cautious, systematic and persistent effort to efficiently and successfully accomplish multi-faceted activities or job functions involving ideas (intellectual skills), resources like computer software or hardware (specialized and practical skills), and/or people (social interactive skills) (www.businessdictionary.com/definition/skill.html).

The skill development initiatives and policy were introduced the first time in 2009 and later in 2015 by the present government. The National Vocational Qualification Framework (NVQF) came into existence in 2013. It is a well-known truth that the skill is considered as an instrument to enhance the productivity and address the imbalances that exist in the social labour market. Both the knowledge and skill act as a driving force of social development and economic growth of any social economy. By 2020, it was projected that the median age in India would be just 28 compared to 49 in Japan, 45 in Western Europe 37 in US and China. India is expected to have the largest workforce in the world by 2025. By the same year, would be expected to face a shortage of 56.5 million skilled workers while India is projected to have a surplus of 47 million. According to Ernst and Young, 64 percent of India's population is expected to be in the age group of 16-29 years by 2026. India has to provide quality education and develop skills of large young population to reap the benefits of this demographic social dividend.

Continuous skill gaps in Indian Social labour market pose a serious threat for the Governments, Policy makers, Corporates and industrialists (Mehrotra, 2014; Chenoy, 2012). The gap between supply and demand will continue to expand due to less percentage of the total Indian population who has undergone formal skill training. To solve this concern, National Policy on Skill development was first formulated in 2009 with the objective of skilling 500 million by 2022. NSDC was established in the same year with an aim to facilitate private sector participation through innovative funding models. In addition to that the policy further focuses on institution based skill development including Industrial Training Centres (ITCs), Industrial Training Institutes (ITIs), polytechnic and professional colleges, Vocational schools. Along with this the policy further concentrated on building effective convergence between school education and various skill development endeavours of government. It too focused on availability of public institutions above the high school level after class hours for skill development by the private sector without impinging the normal working hours. To meet this arrangement, required regulations would be brought in by the local management authority of the specific educational institutions.

2. Research Studies on Skill Development in India: A Review

Sing & Kaur (2018) indicated that lack of formal training and inadequate provisions for the training of painters are the main reasons behind the shortage of skilled workforce. Unskilled painters produce poor quality of product, training has a positive and significant effect on performance of workforce. Gupta and Agarwal (2018) observed that training programs are conducted at each level through various modes like short term, long term workshops, graduate and post-graduate programs. Efforts are being taken to re-skill the existing workforce and

updating them with the new avenues available and approaching into the sector. Still there is a gap between the manpower required and the manpower available. Sector Skill Councils (SSC) along with National Skill Development Corporation (NSDC) has come up with new programs and to maintain the standards, involved the private players in imparting skills to the youth of India. Shrivastav and Jatav (2017) examined the different types of programmes launched by Government of India that can generate job opportunities in India with new industrial skill requirement. They observed the overall status of skill capacity available, skill requirement, skill gap and initiatives taken by government of India for skill development.

Ansari and Khan (2018) observed that skill development for India is critical from both the socio-economic and demographic points of view. It is an important tool for reducing poverty, enhancing competitiveness and employability and to promote the self-entrepreneurship among youth. In India, it is observed that around 12 million youth enter the workforce every year, with poor education and negligible work skills, if they are unemployed due to lack of skills, massive social unrest could arise. Therefore, to promote industrial development and to achieve high economic growth, it must increase its investment in education and training for youth with a proper balance between them. Deka and Batra (2016) along with Prasad and Purohit (2017) examined available skill capacity, skill requirement, skill gap and initiatives taken by Government of India for Skill Development. It observed that to realise the “make in India” successful, youth should be empowered with formal education, technical and vocational training to meet the industrial and market requirement following the global standard. To make the graduates industry ready, imparting vocational training needs to be imparted from High school and the curriculum for professional courses must include job training.

Singh and Sanjeev (2016) observed that re-skilling is important for employees in their career growth as it helps them in learning new technology and skills. Employee attitude towards re-skilling is influenced by need oriented, appropriate re-skill training, soft skill training, value addition, updated knowledge and advanced growth. Hence, managers in the planning of skill training and re-skilling program must consider these factors. Hazarika (2016) examined the motivational role of training and its effect on starting enterprises in rural areas and measures to improve entrepreneurship development through institutional support in rural areas. The rural entrepreneurs (men and women) who have started their enterprises after receiving training their overall employment have increased at the rate of 23 per cent, 67 per cent of the entrepreneurs’ standard of living has improved and 63 per cent of the entrepreneurs have developed their leadership skill through various training programmes on motivation and are able to approach financial institutions without hesitation. Kanchan and Sakshi (2015) in their research study found that 80 percent of the workforce in India (rural and urban) does not possess any identifiable and marketable skills. Therefore, bridging this gap through various skill development initiatives could make India the global hub for skilled manpower and also result in a surplus of skilled manpower of approximately 47 million in 2020.

An evaluative study of Abhishek and Aditya (2015) analysed the challenges of implementing skill development programmes and dropouts’ data and evaluated the existing model of a skill training, development and placement programme. It observed that the major challenge faced by the government in implementing the skill development programs in India is mobilizing adequate funding so as to support the existing skill development projects. Also, there exists

very strong gender bias in the enrolment of skill development courses and the streams have been historically associated with a gender, hence marring the talent based on merit. India Skill Report (2014) revealed the underachieved status of skilled labours in India. If current pace continues in the in house skill training, skill gap of 75 to 80 per cent will be visible across industrial sectors in India. Human resource of the country without a sharpened hand and head is not right fit. The economic and social impact is unimaginable of the educated yet frustrated youth without direction and without any jobs in hand.

Kapur (2014) observed that various programs and policies, educational and training centres have been established to facilitate skill development in India but rural masses are still in a backward condition. It needs to be implemented to develop skills amongst them for the purpose of obtaining self-sufficiency in resource utilization, governance and leadership. Skill development leads to progress of the individual and even if skills and knowledge acquired are not applicable immediately but are beneficial in the long run. Okada (2012) discussed about the education and employment of Indian youth and challenges in skill development. Despite educational opportunities, dropouts lead to unskilled youth. To benefit from demographic dividend skill development mission should be successful. Brown (2001) reveals that training and development efforts are big businesses in the United States, with the amount of money spent increasing every year. It examined myths and misconceptions about who pays and who reaps the return on investment (ROI) in training. It observed that investments in training are assumed to have positive returns.

Punia (2002) examined determinants of the training needs for individuals, staff, supervisors, executives, group and organizations. Nature of the training needs of employees is almost similar yet the content required and the way of disseminating may vary as per the cadres of the employees. Training needs of staff are more of technical in nature and those of supervisors and executives are behavioural ones. Vandana Saini (2015) observed the demand and supply mismatch, geographical problems, low education legalization, need for vocational training, importance of private public partnership, placement linked problems, informal-formal skill gap, infrastructural issues, availability of trained trainers, etc., and suggested the measures like partnering agencies, improvement in quality of education etc. Manoj Kumar (2015) examined trends, issues and challenges pertaining to Skill Development in India. He observed that India has 2 percent skilled workforce of total working population. The study brings out issues like, employability of graduates, economic growth and social development through skill development initiative, creating effective learners, desired practical benefit of higher and technical education, etc.

Sanjay Sinha (2015) analysed the challenges of skill development among the small tea growers and indicated that skill development is very crucial for the performance of the workers. Aya Okada (2012) discussed about the education and employment of Indian youth. It also discussed about challenges in skill development. It describes about the ample scope of educational opportunities but the problem of dropouts leads to unskilled youth. The paper concluded that to avail the benefit of demographic dividend Government of India should ensure that skill development mission should be successful. Rupam Jyoti Deka and Bhavika Batra (2016) attempted to find out the effect of Make in India on the employability and scope of skill development. The paper has discussed about generating employment through Make in India,

relevance of skilled labour in manufacturing sector, various initiatives by Government on skill development, national skill development policy and challenges in skill development initiative. It concluded that to ensure ***Make in India Mission*** successful youth need to be skilled through formal education, vocational and technical training.

Rajkumar Paulrajan (2011) observed that academic qualifications, important vocational skills and personal skills are selling skills for entry level jobs. Employers in retail industry are looking for people for their managerial jobs with different skill set off actors such as academic qualifications, communication skills, leadership skills, teamwork skills and work experience. Divya Shukla (2012) concluded that the redesigning of the university curriculum with more apprenticeship and live industry projects will facilitate the pre job training which will surely enhance the employability among graduates. Pandey (2016) examined policies framed for skill development and identifying the gap between the government and private programmes, discuss on the current scenario on skill development programmes, vocational education and women, private and public sources of skill development, initiatives under ministry of skill development and entrepreneurship. It also discussed about the role of bringing the higher education system under the umbrella of national Skill Development Corporation, University Grants Commission and Make in India. The study concluded that private sector plays a major role in overcoming the gaps in Government policies.

Karanveer and Amandeep (2015) and Amandeep (2015) examined the present scenario of India on skill and education, opportunities available to learners and made future prospects of skill development. Comparing the percentage of employers experiencing in filling job vacancies world-wide India rank on 7th position, it is facing major difficulty in the field of: Accounting & Finance Staff, IT, Personnel, Secretaries, PAs, Receptionists, Administration assistants, & Office Support Staff, Teachers, Engineers, marketing/Public Relations/ Communications Staff, Sales Manager, Management/Executive Legal Staff, Researchers. Despite increase in the number of universities, the widened gap necessitated the skill development programme. Kaptan (2014) there is a strong need of capacity building & skill development programmes and there should be strong active participation of educational institutions to accomplish the mission. It is to meet the requirement of industry and labour market, improving the quality and competency of labour through skill development programme as conventional education system lack synergy between industries and institutions. Raina (2013) examined skilling attempts to bridge skill gaps through feedback analysis. The six parameters soft skills, wellness, dance, general awareness, orientation day 1 and orientation day 2 was analysed on relevance, enjoyment and information. It observed that efforts need to be made on transforming the system from present model of education to developmental education integrating it with the market need and opportunities.

Seema Pandey (2016) discussed the policies framed for skill development and identified the gap between the government and private programmes. This paper also discussed the current scenario on skill development programme, vocational education and women, private and public sources of skill development, initiatives under ministry of skill development and entrepreneurship. It discussed about the role of bringing the higher education system under the umbrella of NSDC, UGC and Make in India. This paper recommends the shift in the skill development sector, in favour of innovations, improvements and high quality training. Nidhi

Pandey (2012) found that the levels of awareness of life skills among professional students of MBA were deemed necessary and concluded that the life skills dealing to train and to cope up the loss and stress and at the same time develop critical thinking are required among the youths. Padmini (2012) study throw light on the employability skills required for technology and management graduates and discussed the initiatives taken by the State Government towards skill building of technical students and identified that soft skills are the most critical skill which the current job market especially in the area of technology required.

From the literature it is very clear that there is an urgent requirement of focusing on the education enhancement and skill development of youth to make them employable. It is high time to get benefitted from our demographic dividend, a crucial time to invest in the training and development opportunities in every sector and level. Employment generation is the one of the main issues of the Government. As per the India Skill report 2015 only, 37.22 percent of surveyed people were found employable. India ranked last among 60 countries on labour productivity (World Competitiveness Yearbook, 2012). CII (2009) had projected Incremental Human Resource Requirement till 2022 at 201 million. In this backdrop the skill development initiatives in Telangana are examined.

3. Vocational Education in India and Telangana

Vocational Education provides the students with a pathway to employment through their development of specialized knowledge and saleable skills. The instruction gives emphasis mainly to the development of basic manipulative skills, technical knowledge and occupational information. Vocational courses provided through collaborative arrangements with the relevant professional institutions give lots of emphasis on on-the-job training. These valuable methods bridge the gaps between school and employment and give the student the opportunity to earn while learning. The major objective of each course is to provide student an opportunity to acquire functional skills, desirable work habits that will enable them to be the productive members of the community and society.

In the independent India, vocational education received policy attention as the University Education Commission in 1948 (Chairman: Radhakrishnan) and Secondary Education Commission in 1952 (Chairman: Mudaliar) emphasised on it. The first one (1948) recommended that in order to direct students to vocational training at the end of class/grade 10, a large number of intermediate colleges should be opened. These colleges were to meet variety of needs of young men and women by giving a vocational bias to their courses while retaining their value in a system of general education as preparation for university courses. For second commission (1952), at the end of secondary education the student should be in a position by choice to enter into world of work taking up some vocations. It resulted in creation of multipurpose schools. Then the Education Commission of 1964 (Chairman: D.S. Kothari) suggested restructuring of Education to 10+2+3 pattern and district streams of general and vocational education at the higher secondary stage were recommended with an intention of intercepting the goalless climb-up of the youth on the educational ladder and diverting them to a productive path. These recommendations became a vital component of the National Policy on Education (NPE 1968) where in the “effectively terminal nature of the vocational stream” was emphasized.

The Central Advisory Board of Education (CABE) entrusted the NCERT in 1975 to prepare curricula and help the State Governments in implementing Vocational Education. The vocational education programme at higher secondary stage was thus initiated in 1976 when the NCERT document “Higher Secondary Education and its Vocationalisation” was presented to the country setting out a conceptual framework for implementation. After this document the vocational education at the senior secondary level came into existence. Initially, the progress of implementation was very slow because of inadequate resources, lack of proper management system, inadequate teacher training etc. One now encounters much greater awareness about vocational education in society in general. The expansion of the people from these courses is also increasing.

The National Policy on Education (1986) has accorded very high priority to the programme of Vocationalisation of Education. In inter alia, it states that, the introduction of systematic, well planned and rigorously implemented programmes of vocational education is crucial in the proposed educational reorganization. It states that the vocational education will be a distinct stream, intended to prepare students for identified occupations spanning several areas of activity and that vocational courses will ordinarily be provided after the secondary stage, but keeping the scheme flexible, they may also be available after class VIII. The revised policy formulations (1992) retain policy framework laid by NPE 1986. Moreover, it envisages, children at the Higher Secondary level are imparted generic vocational courses which cut across several occupational fields and which are not occupational specific.

Some important objectives of Vocational Education are: to diversify a sizeable segment of students at the senior secondary stage to the world of work; to link education with productivity, economic development and individual prosperity; To meet the skilled and middle level manpower needs of the growing sectors of the economy – both organised and unorganized; to reduce the miss-match between demand and supply of manpower; To prepare students for self-reliance and gainful employment; and to prevent aimless pursuit of higher education.

Telangana State had certain beginnings in skill development training initiatives in its erstwhile Hyderabad state. Post-integration-and-merger, following the Government of India initiatives on vocational training institutes, ITIs were setup in the combined state of Andhra Pradesh. Further, following the NEP 1986, certain measures were undertaken to introduce vocational education in the secondary school education. As part of development of technical education there have been separate stream of polytechnique and engineering colleges meant for vocational and technical education and training. Post-bifurcation, the Telangana state now has 289 ITIs. Also there are 146 polytechnics, 186 engineering colleges for technical education along with Medical (67), Pharmacy (119), Management (285), MCA (36) and B.Ed. (128) colleges other professional education. In the context of the emerging landscape of skill development initiatives across the globe and in India, the government of Telangana state has been taking measures for the same. As Socio-Economic Outlook 2020-21 of Telangana indicates there are 192 institutes in the state that are offering vocational education and training in 12 trades¹. Also, it is planning to establish

¹They are: IT/ITeS; beauty and wellness; retail; tourism and hospitality; media and entertainment; healthcare; apparel; physical education and sports; agriculture; banking and finance; electronics and hardware; and multi-skilling.

41 Skill Development Centres (SDCs) in existing polytechnics. Again, to train young people in skills that are relevant for the industry Telangana Skill and Knowledge Centres (TSKCs) are set up in degree colleges.

Following the Government of India initiative of PMKVY for short-term vocation/skill training programmes since 2015, State Skill Development Mission (SSDM) was established to implement the same in the state. The PMKVY is implemented in the state along with 27 Government ITIs, 83 private training partners and 279 training Centres. Following section presents profiles of some of the skill development initiatives in the state.

4. Skill Development Initiatives in Telangana

Since the formation of Telangana State in 2014, the state government initiated several skill development programmes in order to enhance the employability among the youth and unemployed. The present study has identified around twenty skill development initiatives (SDIs) in Telangana. These initiatives impart skills while focusing on technical, non-technical arenas, need based vocational trainings, interview and personality development programmes. Many of them are funded by either Government of Telangana or Government of India (through NSDC or DDU-GKY). Many SDIs are training the students through online mode and some are providing training in physical classrooms at their own training centres. Majority of them like JSS, NIMSME, TSSCCD, MEPMA, EGMM, SSS, Apollo Hospitals, Dr. Ramanaidu VJIRD, TJSkills, SevaBharati, NIRMAAN, DRF, BRF, NTR Trust and GMRVF are not collecting any fee from the students. They are training free of cost. Telangana Academy of Skill and Knowledge (TASK), Micro, Small and Medium Enterprises & Development Institute (MSME-DI), National Skill Training institute (NSTI), National Academy of Construction (NAC), Jawaharlal Nehru National youth Centre (JNNYC) are collecting some fees for different courses (Abbreviations to be expanded).

JSS is giving need based courses to non-/neo-literates and persons having rudimentary level of education up to 8th standard and other school dropouts beyond 8th standard and up to 12th level, unskilled and unemployed youth particularly of SCs/STs/OBCs/Minority/Divyang/Women. JSS is implemented under the Ministry of Skill Development and Entrepreneurship (MSDE), Govt. of India. The SSS is giving training in literacy courses, employment oriented courses apart from training for competitive exams like Army, Police, Military and BSF coaching to PAPs and Locals. It also manages one degree and one junior college, one polytechnic college and 9 schools in coal belt areas.

Dr. D. Ramanaidu Vignana Jyothi Institute of Rural Development is purely focusing upon 6 months' agriculture based vocational training at Tunki Village in Medak District. They have tie ups with several private companies like Nuziveedu Seeds and Beyar which provides placement to the students. This institute provides training in crop production, soil and water management, organic farming, integrated pest management, processing storage and marketing of agriculture produce, horticulture products, and seed and poultry products. Institute focus upon the rural youth and small-scale industries. The institute seek to address rural-urban disparities, which are serious concern to governments.

Table 1: Skill Training Programmes in Telangana State

Sno	Programme	Target Group			Technical skills	Non-technical skills	Skill Sector (NSDC/SSC codes)	Skill Level (NSQF)	Mode of Training	Fee	Fund Source /Partnerships
		Age	Social	Gender							
1	TASK	18-35	All	Both	Yes	Yes	All	All	Live/Virtual	Y	GoTS, NSDC
2	EGMM	18 and above	All	Both	Yes	Yes	All	All	Training Centres	N	PR&RD-DDU-GKY, GOTS
3	MEPMA	18 and above	All	Urban Women	Yes	Yes	Book-keeping, Nutritious, SHG, etc.,	Book-keeping, Nutritious, SHG, etc.,	Training Centres	N	GoTS
4	TSSCCD	18 to 45	Unemployed SC youth	Both	Transport ,IT, Leather based services, Hospitality, Construction activities	Soft skill, English Communications skills	BPL/Rural	Medical Services, Banks	Training Centre	N	EGMM &REEMAP
5	NIMSME	18-35	Youth - educated & unemployed	Both	Yes	Yes	Acc. Executive /Web developer /DEO/VFX Editor, etc.,	Linux Administrator, Cloud Engineer, Jr. Software Developer etc.,	Online	N	GOI of MSME
6	MSME-DI	18-35	Educate unemployed youth of Engineering/ITI/Women/SC/ST etc.	Both	Yes	Yes	Management Development Programmes, Skill Development Programmes (MDPs)	Detergent powder, liquid soap, phenyl, room fresheners, shoe polish, material management, production management etc.	Training centres	Y	MSME,GOI
7	NSTI	16 and above	Unemployed Youth	Both	Fitter, Electrical, Welder, Mechanist, Turner		All	Industrial related	Training Centres	Y	DGT& MSDE
8	JSS	15-45	All	Both	Yes	Yes	Need based Vocational Courses	Need based Vocational Courses	Field Training/SI um visit training	N	MSDE
9	NAC	18 and above	Unemployed youth BPL/White Ration Cardholders	Both	Construction industry related skills	Yes (Communication &Presentation skills)	Construction industry related skills	Construction engineer, managers, etc.,	Training Centres	No but for some courses they collect it from APL	NSDC, GOI, GoTS
10	SSS	18 and above	Children's of Mine Workers/P AP	Both	Yes	Yes	Dressmaking/Motor Driving/Saree Rolling, DTPetc	Literacy /Army/Police/Military entry coaching	Training Centres	N	SCCL as a part of CSR Programme
11	Apollo Hospitals (Pvt. Enterprise Ltd)	18 and above	Unemployed Muslim Youth	Both	Medical skills like MLT,Dental Assistant, Emergency Medical Technician	--	Medical	Medical Skills like MLT,Dental Assistant, Emergency Medical Technician	Training Centre	N	NSDC, Telangana State of Minority Corporations.
12	Dr.Ramanaidu Vignana Jyothi Institute of Rural Development (Pvt Society)	Below 23 years	All	Both	6 month vocational training in agriculture	-	Agriculture	--	Training Centre at Tunki Village, Kowdipally Mandal Medak	N	All Private Companies like Nuziveedu Seeds, Beyarpytcompanion etc.,
13	TJKILLs (Telangana Jagruthi Skills) , 2014(NGO)	18 and above	All	Both	Yes	Yes	All	All	Training Centres	N	NSDA/SSC

14	Seva Bharti, 1989 (NPO)	18 and above	Downtrodden/BPL	Both	All/BPL	Yes	Yes	Maggam works/Sewing/Stitching/Embroidery for women	Refrigerators, WM, Microwave ovens and AC Repairing	Training Centres	N	Not for Profit Society/contributions from individuals
15	NIRMAAN (NGO)	18 and above	Unemployed	Both	BPL/Rural	Yes	Life Skills, English, Workplace readiness	EDP, Industry relevant training programmes.	Industry related training programmes.	Training Centre	N	HSBC,Synchro ny,ADP,Cyient
16	Jawaharlal Nehru National Youth Centre(JNNYC) (NGO)	18 and above	Unemployed	Both	All	Yes	Hotel and Hospitality Management	Computer Software, Fashion and Interior Designing, Fire and Safety Training	Health Care and Hospitality Management	Training Centre	Y	Govt and NGOs
17	Dr.Reddy Foundation, 1996 (NGO)	18-35	All	Both	All	Yes	Yes(Communicative English, Interview skills)	IT, Banking & Finance Sectors	Communicative English, Interview skills Computer Skills)	Training Centres	N	JP Morgan,HSBC, Accenture, Cognizant Foundation
18	ByrrajuFoundation,2001 (Trust)	18 and above	All	Both	All	Yes	Tailoring, housekeeping, fabric painting, Agarbathi Making and bee keeping	Construction, tailoring, housekeeping, fabric painting, Agarbathi making and bee keeping.	Construction,tailoring,housekeeping, fabric painting,Agarbathi making and bee keeping	Training Centres	N	NACMayas Infra Pvt.Ltd, Nigajuna Construction Company,Ltd,L&T,S EW Constructions, Sobha
19	NTR Memorial Trust (Trust)	18 and above	Unemployed	Both	All	Yes	Disaster Relief and Response, EDP	Health Care	Health care Industry, EDP	Training Centre	N	Common wealth Institutes,Corporation Banks
20	GMR Varalakshmi Foundation (CSR Programme)	18 and above	Unemployed youth especially their airport areas	Both	BPL/Rural	Yes	Tailoring, bedside patient care	Medical, industry related	Medical and Industry related skills	Training Centres	N	Volvas, Volvo, Schindler

Note: TASK – Telangana Academy Skill and Knowledge, Dept. of IT&EC, GoTS; EGMM – Employment Generation and Marketing Mission, 2014 (State Society, GoTS); MEPMA – Mission For Elimination of Poverty In Municipal Areas, 2007 (Govt. Registered Society, TS); TSSCCCOD – The Telangana State Scheduled Castes Co-Operative Development Corporation Ltd (GoTS); NIMSME – National Institute for Micro, Small and Medium Enterprises1984 (GOI, Organization under the ministry of MSME); MSME-DI – Micro, Small and Medium Enterprises& Development Institute, Hyderabad, 1956, (GOI, Organization under the ministry of MSME); NSTI – National Skill Training Institute (GOI,DGT & MSDE); JSS – Jan ShikshanSanasthan, 2000 (NGO, GOI); NAC – National Academy of Construction, 1998 (Public Charitable Society); SSS – SingareniSevaSamithi of Singareni Collieries Company Ltd (SCCL), 2000 (Public Sector CSR Programme);

Source: Author's Compilation.

Table-2: Skill Training Programmes in Telangana and the Number of Youth Trained (Beneficiaries) and Placed

S. No.	Programme	Number of youth Trained	Number of Placed/Beneficiaries
1.	TASK	2,92,020	NA
2.	EGMM	8999	4509
3.	MEPMA	1,09,000	79000
4.	TSCCODC	4084	763
5.	NIMSME	5,36,531	NA
6.	MSME-DI	NA	NA
7.	NSTI	NA	NA
8.	JSS	8497	NA
9.	NAC	4,01,000	NA
10.	SSS	22,560	NA
11.	Apollo Hospitals (Pvt. Enterprises Ltd)	NA	NA
12.	Dr.Ramanaidu Vignana Jyothi Institute of Rural Development	NA	NA
13.	TJSKILLS (Telangana Jagruthi Skills)	5448	NA
14.	Seva Bharti	NA	15,727
15.	NIRMAAN	5854	5825
16.	Jawaharlal Nehru National Youth Centre(JNNYC)	NA	NA
17.	Dr. Reddy Foundation	NA	NA
18.	Byrraju Foundation	46,000	7500
19.	NTR Memorial Trust	5300	NA
20.	GMR Varalakshmi Foundation	55,000	44000

Source: Author's Compilations.

Table-2 demonstrates a brief picture about the skill training initiative and their trained youth and their placements or beneficiaries. TASK has trained up around 2,92,020 youth as per their website. EGMM has given training to 8999 till now and 4509 has been placed as per their website information. MEPMA given placement linked training to 1.09 lakhs unemployed youth and 0.79 lakhs given them placements in various sectors as per their website. TSCCODC trained up 4084 youth and 763 got placement according to their website. NIMSME has given training to more than 5.36 lakh participants by organising several programmes which includes prospective/existing entrepreneurs and officials from various Ministries of Government of India and State Governments till now. Seva Bharti has been giving training to women and youth in 10 centres and total Beneficiaries are 15,727 till date as per their website. NIRMAAN has given training to youth around 5854 and placed are 5825 according to their website. Byrraju Foundation has given training to 46,000 youth and 7500 got placements whereas GMR Varalakshmi Foundation given training to 55,000 youth and 44000 got placements. NTR Memorial Trust has given training to 5300 youth and Skills given training to 5448 youth. SSS has trained up around 22,560 youth in Coal belt areas. NAC conducted trainings to 4.1 lakh youth since its inception in construction related training activities by providing large pool of construction workforce and professionals to the construction sector. MSME-DI, NSTI, DRF, JNNYC, Apollo Hospitals and Dr. D. Ramanaidu Vignana Jyothi Institute of Rural Development has not provided any information pertaining to training and placements in their websites.

Apollo Hospitals Pvt. Ltd. is providing free training to the BPL rural unemployed Muslim youth in hospital sectors. It provides medical skills like Medical Lab Technicians (MLT), dental

assistant, Emergency Medical Technicians (EMTs). It is associated with NSDC of Govt. of India and Telangana State Minority Corporations. DRF (Dr. Reddy Foundation) is providing free training to the youth in IT, Banking & Finance Sector, Communicative English, Interview skills, and Computer Skills. DRF have partnerships with JP Morgan, HSBC, Accenture, and Cognizant Foundation. The BRF (Byrraju Foundation) is training the youth in construction trade for men till now although they are focusing upon tailoring, housekeeping, fabricating, *agarbathi* making and beekeeping. They have a tie up with NAC, Maytas Infra Pvt. Ltd., Nagarjuna Construction Company Ltd., L&T, SEW Constructions and Shoba Construction.

NTR Trust provides training to the unemployed youth in Healthcare sector, Entrepreneurship Development Programme (EDP) and especially Disaster Relief & Response. Trust works with Common Wealth Institute and Corporation banks. GMRVF provides free training for unemployed BPL rural youth especially in their nearby Airport areas. Their skill training includes tailoring, bedside medical services in patient care, industry related skills, electrical refrigeration, air condition and two wheeler repairing, excavator operating and computer operations. GMRVF is collaborated with Voltas, Volvo & Schindler which provides placements for the trained youth. MEPMA in collaboration with Govt. of Telangana it provides training to the all social groups in general and urban women in particular in the areas of book-keeping, nutrition, SHGs, with. TSSCCD while having a tie-up with EGMM & REEMAP, it largely focuses upon the unemployed BPL rural SC youth in the state. They provide training in medical services, IT, leather based services, hospitality, construction activities, banks as well as soft skills, and English communication skills.

NSTI is a Govt. of India programme and has a tie up with DGET & MSDC. It provides training in industry related trades like fitter, electrical welder, mechanist & turner. The main objective of NSTI is to impart the training to the instructors of ITIs in the country. MSME-DI trains the educated unemployed youth of engineering, ITIs in the MDPs, EDPs, and ESDPs. It provides skill development programmes in detergent powder, liquid soap, phenyl, room fresheners, shoe polish, material management production. NIMSME has a tie up with MSME, Government of India, it conducts training programmes for educated unemployed youth in the technical areas like Web Developer, Data Entry Operator, VFX Editor, Linux administrator, Cloud Engineer, Jr. Software Developer.

TASK is an initiative of Government of Telangana and NSDC, it conducts training programmes to the technical and non-technical stream students in the areas of IT/ITES skills, Auto CAD, Basic IT skills, functional English, Interview skills, life skills, communication skills, Entrepreneurship orientation programme, organizational skills, for the enrolled colleges students and even for the faculty development programme for the college teaching staff. And this is unique programme for the college faculty to update their professional skills and current domain knowledge.

EGMM provides the training to the unemployed educated youth of all social groups particularly from the rural areas by implementing DDU-GKY of Government of India to build job specific skills and place them in an appropriate job. It works with Government of Telangana. And TJSkills trains the students through vocational skills training with the best in class content,

practical exposure. The initiatives include employability training, education, career guidance, competitive exams, EDPs and direct placements. TJSkills trains the youth in the sectors like agriculture, apparel, automotive, beauty & Wellness, Construction, Electronics, Gem & Jewellery, Health Care, Logistics, Life Sciences, Media & Entertainment, Retail, Security, Tourism & Hospitality and Telecom. Various NAC purely focuses upon the Construction industry related skills, as it provides training to the unemployed BPL youth in the areas of Construction related skills as well as industry skills for the management and engineers. Apart from the above skills they also train in communications and presentation skills. It has collaboration with NSDC, Government of India and Government of Telangana.

Seva bharthi (SB) conducts trainings for downtrodden BPL youth in general and they focus particularly upon women as it trains them in *Maggam* works, sewing, stitching, and embroidery for women. It also trains in Refrigerators, Washing Machine, Microwave Ovens & AC Repairing. It has contributions from the Individuals from the various Hindu religious affiliations. NIRMAAN works in the areas of Education, skill development & Entrepreneurship and Social Leadership areas. It trains the women, youth and farmers from diverse social backgrounds across the states of India. They have different programmes for women and youth in the skill development areas. It conducts life-skills workshops on multiple aspects along the lines of social, personality and career orientation like financial literacy, health & hygiene, child care etc., Major Sponsors are HSBC, Synchrony, ADP, Cyient. And JNNYCET trains the youth which include vocational courses and self-employment programmes. It also conducts skill development and training programmes for unemployed youth through soft skill courses, technical training, safety training, personal development, computer courses and women related oriented courses. It has collaboration with Govt. of India.

5. Concluding Remarks

The present study has identified around twenty skill development initiatives (SDIs) in Telangana. These initiatives imparting skill while focusing on technical, non-technical arenas, need based vocational trainings, interview and personality development programmes. Many of them are funded by either Government of Telangana or Government of India (through NSDC or DDU-GKY). Many SDIs are training the students through online mode and some are providing training in physical classrooms at their own training canters. Majority of them are not collecting any fee from the students, they are training free of cost. Most of them are very short-term kind of programmes ranging from one-week to maximum of three months. Also, considerable portion of these training programmes are meant to graduates of post-secondary education to smoothening their transition from their graduation to labour market. And whether these trainings are innovative or mechanical to be studied and how far they are effective in reaching their intended target, mission and goals in generating employment opportunities is need to be examined, or evaluated/ studied.

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Annexure I:

Detailed Profiles of Skill Development Initiatives in the Telangana State

2.1 Telangana Academy for Skill and Knowledge (TASK)

Telangana Academy for Skill & Knowledge (TASK) is not for profit organization, established under Department of Information Technology, Electronics and Communication to enhance the employability quotient of youth in the State. TASK is an initiative of the State for bringing synergy among institutions of Government, Industry and Academia with an objective of offering quality human resources and services to industry and to improve quality, relevance, access and outreach of training. It also facilitates entrepreneurial abilities and enhances industry linkages along with providing access to industry relevant skilling modules, technology skills, personal skills, and organizational skills. In addition to these it imparts English language skills, internship opportunities, entrepreneurship development, and an opportunity to participate in placement across the organization. Further it also provides online access to e-learning content, industry projects/visits, access to Massive open online course(MOOC), finishing schools for unemployed youth and career development workshops. Various skill sets to students of professional courses, graduation, vocational stream and faculty are also offered. TASK forge a partnership with colleges to create environment conducive for growth through faculty development research pilots and help colleges provide quality education for the leaders of tomorrow with focused systematic programme. TASK programmes help corporate gain access to a pool of trained graduates for suitable roles. Here students are trained extensively in latest technology to help companies find the right candidates. As of now 679 colleges having 5701 faculties have been registered with TASK and while 1.85 lakh youth registered for various trainings whereas 2.82 lakh students have been trained.

Both soft and technical skills are imparted to the Engineering students. In the soft skills like English language skills, personal skills, organisational & Interview skills, employability skills and Aptitude and Reasoning (A&R) MOOCS orientations plus six month online trainings are offered for all the branches. In the technical skills AutoCAD user level, AutoCAD professional level, IT essentials, Programme essentials in C++, Introduction to cyber security, cyber security essentials, technical writings, Android Developer Fundamentals, Oracle Java Fundamentals, Oracle Database programme with SQL, Entrepreneurship Orientation programme, CAD/CAM Unigraphics, Cloud Computing, Software Testing Tools & Selenium are offered and there are also industry visits to specific Industries.

For Graduate students they are offering services in Employability skills, English Language Certification, Basic IT Skills, functional English, Interview skills, life skills & Communication Skills, A & R MOOCS, Entrepreneurship Orientation Programme, Industry visits to specific Industries, IT MOOCS Orientation plus six months online training for all branches. For Pharmacy students they are offering skills in employability skills, English Language Certification, Organizational Skills, Personal Skills, and Entrepreneurship Orientation Programme, Internship offerings through internshala, Industry visits to IT/ITES and BPO Companies for all branches. To MBA and MCA & PG students they are offering skills in Employability skills, English Language Certification, Personal Skills, Organizational skills, A & R MOOCS, Entrepreneurship Orientation Programme, Internship offerings through internshala, Mentor talks, IT MOOCS Orientation plus six months online training for all branches. TALLY ACE, Advance Certification on Financial Accountancy and Taxation for finance specialized students only.

To Polytechnic students they are offering skills in English Language Certification, Employability skills, Functional English, Basic IT Skills, A & R MOOCS, Internship offerings through internshala, Mentor talks, and IT MOOCS orientation plus six months online programmes for all branches. For Mechanical & Civil, EEE/ECE branches, AutoCAD user level, AutoCAD Professional level, Internship offering through NSIC, Industrial training, CNC programming & Operations, CNC Programming & Operations

Turing, Industry visits to specific industries. To the Faculty they are offering services in facilitation skills, Language skills for classroom communication, building Teacher Effectiveness for Women-How to balance personal & Professional life, Realism in Class room, Oracle java Fundamentals & Programming, Oracle Database Design & Programming with SQL, Understanding the behavioural Psychology of Gen Z students, Outcome based Education, Android Developer Fundamentals, IT Essentials, Trends in Aerospace Technologies, Supply chain Management, Fundamentals in Black chain(An Emerging technology).

2.2. Employment Generation and Marketing Mission (EGMM)

EGMM is a State Level Society represented by its Chief Executive Officer. The objective of EGMM is to coordinate the efforts of employment initiatives in Rural Areas in Telangana. EGMM is implementing Deen Dayal Upadhyay Grameena Kaushalya Yojana (DDU-GKY) program launched by Government of India to build job specific skills among the unemployed youth and place them in appropriate jobs. As per their website, total number of youth trained is 8999, total number of youth placed is 4509. Total numbers of training partners are 40 and 99 courses are being offered to the students as per their latest statics 2019-20. Unemployed youth in Rural Areas in the State of Telangana are eligible.

2.3. Telangana Jagruthi Skills

The majority of Indian youth coming out of colleges and educational institutions are formally educated however; they are not employable due to lack of appropriate skills. In order to bridge the skill gap, our talent pool needs to be adequately equipped with sector specific skill training and practical training which gives access to organizations. Telangana Jagruthi acknowledges the importance of skill development both as a crucial aspect for economic growth and as a solution for unemployment in our country. Coordinated and concerted efforts are needed for up-skilling the youth and to ensure that they reap the benefits of various skill development initiatives. Telangana Jagruthi made these objectives as its Mission and aspires to be the driving force in implementing Skill Development Programs. Till now the total number trained are 5448 and 4347 are undergoing training as per their website information.

The Vision of Telangana Jagruthi is to create sustainable livelihood for one lakh youth by developing employability skills, providing certification and an employment ecosystem by 2020. The Mission is to transform lives through vocational skill training, with the best in class content, practical exposure, delivered by competent trainers using state of art technology. The initiatives include employability training, education, career guidance, competitive examination, entrepreneurship development programs, direct placements. The following sectors are being imparted with skill development initiatives:

Agriculture	In this sector, emphasis is on determining skills/competency standards and qualifications and development of National Occupational Standards (NOS). Preparation and maintenance of skill inventory is carried out to facilitate individual choices and there is development of sector specific skill development plans.
Apparel	This caters to the development of skills repository for the Apparel, Made-ups and Home Furnishings value chain. It also aims to build an organization that can develop standards, evaluation criterion and accreditation systems for providing multiple and varied technical skills in the textile sector including employability skills
Automotive	The Automotive Skills Development Council (ASDC) is the first sector skill council of India, promoted by the Automobile industry through Society of Indian Automobile Manufacturers (SIAM), Automotive Component Manufacturers Association (ACMA) and Federation of Automobile Dealers Association.
Beauty & Wellness	Beauty & Wellness Sector Skill Council The wellness industry in India is poised to touch Rs. 1,00,000 crore (Rs 1 trillion) by 2015, with a compounded annual growth rate of 15-17%, from about Rs 70,000 crore in 2012 , with a likely shortage of ~600,000 skilled personnel by 2016.
Construction	Construction Skill Development Council of India is promoted by Construction Federation of India (CFI), Builders' Association of India (BAI), National Highways Builders Federation (NHBF) and Confederation of

	Real Estate Developers Association of India (CREDAI).
Electronics	Electronics Sector Skills Council of India (ESSCI) is a Not-for-Profit Organization, registered under the Indian Companies Act, 1956. The Council has been promoted by six Associations i.e. CEAMA, ELCINA, IESA (formerly ISA), IPCA, MAIT & ELCOMA, with financial support by National Skill Development Corporation,
Gem & Jewellery	Formed in 2012 under the aegis of National Skill Development Corporation (NSDC) and Ministry of Skill Development & Entrepreneurship (MSDE), the Gem & Jewellery Skill Council of India (GJSCI) is the nodal entity for skill development of the Indian gem & jewellery industry. It covers all the areas,
Healthcare	In spite of notable progress and many positive developments, deficiencies in human resources both in terms of skills and numbers continue to pose a challenge for healthcare sector, affecting “Universal Health Coverage for All”. According to the most recent figures reported in the World.
Logistics	CII along with National Skill Development Corporation, would set up a Logistics Sector Skill council to address these issues through a structured skill development programme objectives.
Life Sciences	Life Sciences Skill Development Corporation (LSSSDC), established by and for the Life Sciences Sector in India, will serve to address skill gaps across functional areas and levels in the Sector, by helping to generate a sustained stream of high quality skilled individuals, approx. 3.4 million in number— over 10 years.
Media & Entertainment	Media & Entertainment Skills Council (MESCC) has been setup under the National Skills Development Mission, Government of India under the aegis of National Skills Development Corporation (NSDC) and promoted by FICCI. The Media & Entertainment Industry is projected to grow to INR 1457 billion.
Retail	RASCI is a not-for-profit, independent public limited organisation established under Section 25 of the Companies Act. It has been funded by the Government of India along with Equity participation from Retailer’s Association of India, Reliance Retail Ltd., Future Retail India Ltd., Shoppers Stop Ltd.,
Security	The Private Security Sector (PSS), which is the second largest employer of manpower after the Agriculture Sector, lies in the unorganised sector of our economy and is perhaps not optimally motivated, trained or equipped to successfully take on the challenges that confront it.
Tourism & Hospitality	Tourism and Hospitality Skill Council (THSC) is a Not – for – Profit Organization, registered under the Societies Registration Act, 1860. The Tourism and Hospitality Skill Council (THSC) is promoted by the Confederation of Indian Industry (CII) with inclusive representation of the Government,
Telecom	The Telecom Sector Skill Council (TSSC) is a Non-Profit Organization, registered under the Societies Registration Act, 1860. It is an industry led apex body, jointly set up by The Cellular Operators Association of India (COAI), Indian Cellular Association (ICA) & Telecom Centres of Excellence (TCOE).

2.4. National Academy of Construction (NAC)

NAC was established on the joint initiative of construction industry (Builders Association of India) and State Government in the year 1998 as a “Society” and incorporated as “Public Charitable” institution. NAC Headquarters is located in 46.46 acres of green campus in the IT Corridor in Hyderabad. It has two Advanced Training Institutes and 11 permanent skill training centres located in the districts across Telangana. NAC is well positioned to act as a catalyst, to bring about a holistic change in the construction ethos in the country.

The main purpose of this organization is to develop and build capacities of human resources to enhance quality and productivity of construction industry. NAC operations are in the area of skill development, skill up gradation and capacity of buildings of all types of human resources, exclusively for construction industry. NAC conducts trainings for unemployed youth, workers, tradesmen, construction engineers, contractors, managers, supervisors and technicians to develop skill and inculcate professionalism.

Single Stop Shop: NAC since its inception has emerged as a single stop shop for providing diversified training programs to address the skill gap requirements of human resources across all levels i.e. from Chief Engineer to an ordinary worker for the construction industry.

Vocational Trainings: NAC was registered as major Vocational Training Provider (VTP) under DGET, Government of India and conducted vocational trainings under Modular Employable Scheme (MES) under NCVET certification. Subsequently after launch of NSDC in 2015, NAC is affiliated with CSDCI, IPSC, sector skill councils under NSDC for conducting vocational training program in various construction trades job role in alignment with National Skills Qualification Framework (NSQF). NAC has acquired premier institute status by conducting training to 4.1 lakh people since its inception in construction related training activities by providing large pool of construction workforce and professionals to the construction sector.

Courses offered for Skill Development under Construction Trade Training (for persons of 18 years' age and above)

Construction Trades Training (90 days) with facility of free boarding & lodging and visit to Project sites. The training is structured to equip unskilled workers with basic skills, coupled with hands on experience enough to begin a career as qualified construction technician. On completion of training, NAC will award a certificate to the successful candidates, thus, enabling him to obtain employment anywhere in the relevant trade. Successful trainees will also be assisted in securing employment in private sector construction industry.

2.5 Singareni Seva Samithi (SSS) of Singareni Collieries Company Limited (SCCL)

The Singareni Seva Samithi as a society serves the benefit of employees of the Singareni Collieries Company Limited and their families including families of those employees who died while in service or retired on medical grounds and of the public residing in the coal belt area in general. The society shall aid or establish, takeover or collaborate with any other institution or school or association for physical, mental, spiritual, educational development including vocational training and all-round development among adults and children of all ages without any distinction of caste, creed or religion.

The society promote the spiritual studies and open spiritual training and yoga centres to equip all individuals with a complete well-rounded personality. The Society shall propagate, impart and adopt any audio-visual methods including mass media communication methods for tackling the problems of crime, drug abuses and help in the inculcation of such behaviour as would bring happiness to all those who shall stand to benefit by it without reservation of his status, caste and religion, to promote social harmony. The Society strives for the removal of social evils, customs or render to promote self-help to overcome any of these evils. The Society trains or arranges to train and guide prospective candidates for various competitive examinations conducted by various public and private institutions or authorities or agencies for the purpose of appointment or for admission into technical, academic and professional courses, studies etc.

Literacy Drive for Employees: About 34,000 workmen were identified as illiterate during 2000; Literacy campaign was taken up at mines and departments 100% literacy achieved by 2003; About 41,000 illiterate spouses of workmen were identified in 2004; Literacy campaign was taken up in all areas in a phased manner; At present about 34000 spouses were remained due to separation from Company on various grounds.

Schools and College: Singareni educational society is managing one Degree and one Jr.College, one Polytechnic college and 9 schools in coal belt areas. About 50% of seats in Singareni Educational Institutes are availed by PAPs and Locals.50% seats in polytechnic college & Nursing institute are reserved for other than Singarenians. Financial assistance for construction of buildings is being extended to JNTU Engineering College, Manthani.5percent of supernumerary seats are provided in each discipline to the children of SCCL. Established Libraries in all coal belt areas & allotting yearly budget.300 candidates including 50 PAPs are undergoing training for Govt. teacher posts.

Scholarship for Meritorious Students: Merit students were sanctioned Scholarships for studying Intermediate course. A Scholarship of Rs.6000/- every year for the son / daughter of SCCL employees (NCWA employee / Executive cadre) is being sanctioned from the year 1998 for securing admission in the engineering and medical courses by getting a rank below 2000 in the EAMCET / IIT for a period of 4 / 5 years. So far 353 candidates are provided such scholarships. Further, from the academic year 2004 onwards a scholarship of Rs.6000/- per annum to any children of employees (NCWA / Executives) who will be securing admission in any course in Indian Institute of Management provided as a token of recognition. Approval was accorded for awarding of 2 merit scholarship @ Rs.6000/- per year to the children of employees to those who got admission into BITS Pilani through BITSAT from 2005-06 onwards. The Merit Scholarship amount is enhanced from Rs. 6,000/- to Rs. 10,000/- and is applicable from the academic year 2010-11 only and the earlier sanction Scholarships will be continued to be paid Rs. 6,000/- per annum per student for remaining academic years.

Other Initiatives: Support to four special schools by SCCL in Adilabad, Karimnagar and Khammam Districts. ST homes at Manugur, Bellampalli and Kothagudem are supported by SCCL. 14 ST girls of the home are provided free education in college. 3 special schools are assisted for the benefit of 300 differently abled children. FETEs & Exhibitions are organised for marketing products of SSS Trainees and locals. Marketing Avenues were created on events like Singareni Day Celebrations, Industrial Exhibition Hyderabad which is organised for 45 days. Every year on an average Rs 4-5 lakh worth material is being sold by the participants in the Industrial Exhibition, Hyderabad. In 2010, SSS stall also received second prize under best display category from the hands of honourable Governor of united Andhra Pradesh. Singareni Employees Co-operative Society established Super Bazars and also selling SSS products from 44 out lets.

Apart from statutory obligations the following facilities extended to PAPs: Providing employment opportunities in out sourced vacancies like transport, security, Guest houses etc. Extending medical facilities in colliery hospitals for all out sourced employees. Introduced system of medical attendance books for the benefit of PAPs and their family members. PAPs were provided stalls in weekly markets (Santha). Initiatives for physically & Mentally challenged. It identified 742 special children. SCCL is running one special school at Karimnagar district and supporting the following institutions like Monochaitanya in Godavari Khani, Monovikas in Mandamarri, Satya Sai deaf & dumb school in Manuguru.

2.6. Jan Shikshan Sansthan (JSS)

The Scheme of Jan Shikshan Sansthan (JSS), formerly known as Shramik Vidyapeeth is implemented through a network of NGOs in the country since March 1967. The first Shramik Vidyapeeth was established in Mumbai [Worli] and was commissioned by Bombay City Social Council Education Committee, a voluntary organisation engaged in the field of Adult Education. After the success of the project, the Govt. of India developed a scheme for setting up a network of such institutions in the country in a phased manner. With the transformation in the economic and social setup over the years, the role and scope of these polyvalent educational institutions have widened manifold. In the changed scenario, the focus of Shramik Vidyapeeth (SVP) was shifted from industrial workers in urban areas to the non-literates, neo-literates, unskilled and unemployed youth particularly from SC/ST/OBC/Minority/Divyang/Women throughout the country especially to underprivileged people in the rural areas. The SVPs were accordingly renamed as Jan Shikshan Sansthan (JSS) in the year 2000. The scheme of Jan Shikshan Sansthan was consequently transferred from Ministry of Human Resources Development (MHRD) to Ministry of Skill Development and Entrepreneurship (MSDE) in July 2018.

The main objectives of the organisation are: to improve the occupational skills and technical knowledge of the non/neo literates and persons having rudimentary level of education up to 8th standard and other school dropouts beyond 8th standard i.e. up to class 12th to raise their efficiency, increase productive ability and enhance their livelihood opportunities; to identify and promote traditional skills in the districts through skilling/up skilling; to create a pool of master trainers working across the department/agencies of skill development through training/orientation programme; to collaborate and coordinate with other departments/agencies working in the field of skill development; to widen the range of knowledge and understanding of social, economic and political systems and create awareness about the environment; to Promote national values and to align with national programmes; To promote self-employment and facilitate to get financial support including loans/ for the target groups through linkage with credit and consortium membership. At present 248 *Jan Shikshan Sansthan*s in 27 States and 2 UTs are active out of which 17 JSSs are not functional. It was decided setting up of 83 new *Jan Shikshan Sansthan*s. JSS Scheme is implemented by Directorate of JSS which is a sub-ordinate office of MSDE. As per their website, they trained 8497 youth in Telangana.

2.7. Dr. Reddy's Foundation (DRF)

Dr. Reddy's Foundation (DRF) is a not-for-profit organization, focused on enhancing the dignity and well-being of socially and economically vulnerable people. DRF started in 1996 with the mission to educate and skill young people to fast track them towards livelihood options. DRF's early programs focused on Children's Education and Skilling and our Livelihood Advancement Business School, better known as LABS, was an innovative program way ahead of its time and trained close to four lakh aspirants across 20 states in India.

But to address complex social problems on scale requires constant innovation and collective cooperation. Today DRF work with diverse partners to collectively solve problems in the areas of livelihood, education and health and strive to be widely recognized for problem solving skills. DRF attempts to deliver high quality skilling at scale for marginalised youth apart from empowering young women to study science.

To address the wide disconnect between the demand and supply of skilled human resources largely because of the poor quality of skill training. DRF focuses on improving 'Core Employability' skills to ensure the student is equipped with appropriate knowledge for his/her sector-of-choice and help kick start their career. DRF's affordable high quality training focuses on 'core employability' skills that are transferable across all sectors but are vital to get a job. The hands-on short duration program includes English, Communicative English, Computer skills and Interview skills. Rigorous and regular assessments ensure there is a skill shift, which is central to the program's success. GROW's emphasis on affordable high-quality training is ensured through a certified IT platform, which maps the entire cycle of the program. The analytics-driven matchmaking engine helps to place the young aspirants in career tracks that are aligned with their aspirations.

2.8. Mission for Elimination of Poverty in Municipal Areas (MEPMA)

Mission for Elimination of Poverty in Municipal Areas (MEPMA) is a registered society under AP Society Registration Act. Empowerment of the urban poor women, especially those residing in slum areas is the main objective of the MEPMA. The MEPMA is to enable the urban poor particularly the poorest of the poor to eliminate poverty and vulnerability in a sustainability manner and improve their quality of life in urban areas. Placement linked skill trainings were provided. 1.09 lakhs of unemployed youth are provided placement linked skill training and 0.79 lakhs given them placements in various sectors as per their website.

2.9. Seva Bharti

Seva Bharti (SB) is a not for profit organisation and came into existence in 1989 and is working in various areas such as Education, Health, Social Equality and Empowerment to the needy. Most of the beneficiaries of Sava Bharti are the down trodden and from the below poverty line groups. SB vision is to improve the living standards of the poor. SB galvanizes people for the cause of the unfortunate. Overall 1, 50,000 plus charitable and community development activities all over the country and 3,500 plus activities in Telangana is in progress. SB mission is to channelize the efforts into organised movement to combat poverty, inequality and illiteracy.

SB has been doing women skill empowerment development programmes for a couple of decades from now. SB works closely with women in slums and low income areas who want to lead a better life. SB identified few areas in Telangana and teaches skills such as Maggam work, computer Embroidery, Stitching/sewing which enables dignified jobs and also 10% of the women are standing on their own. Up to now there are 10 centres operating and total Beneficiaries are 15,727 till date. SB started Kaushalam Centres of Excellence which is a joint effort by Godrej Vocational training school. SB Kaushalam is an effort to inculcate skills for life as well as self-reliance in rural youth. First batch inaugurated at Madikonda was on 13th December 2015, in Warangal District with 20 trainees trained on serving and repairing of Refrigerators, Washing Machines, Microwave Ovens and AC for three months. There are 6 Trades and total Batches trained up to now are 12.

2.10. Dr. D. Rama Naidu Vignana Jyothi Institute of Rural Development

Dr. D. Ramanaidu Vignana Jyothi Institute of Rural Development is a registered Society initiated in 1991 with a group of likeminded Industrialists, Academicians, Professionals and Non-Resident Indians with an idea of imparting quality education to the youth and thus contributing to social justice and economic upliftment of the Society. The members felt that 70% of the society lives in rural areas and farming community needs experimentation in the agriculture educational field. They thought that farmers in providing food to the nation faces several problems in achieving profitable crop production and needs concerted intensive practical training in the areas of agriculture, horticulture, seed production, dairying and poultry production. This Rural development institute is at Tuniki Village, Kowdipally Mandal, Medak District.

The Institute train the students with reference to market-driven skill. Small-scale industries and village industries receive upgraded training in both technology and marketing skills by rural youth. There is also synergy from the private, public and co-operative sectors in promoting more avenues for skilled jobs in the villages. The initiatives seek to address rural-urban disparities, which area serious concern to governments. The Institute calls for collaborative action to increase the coordination of efforts targeting the agricultural training needs of rural youth.

The institute provide training in Crop production including cultural practices, soil and water management, organic farming, integrated pest management, processing, storage and marketing of agricultural produce. Horticulture is successful cultivation & profitable marketing of fruit crops, vegetables, flowers, medicinal plants and nursery management. Seed Production is processing, packing, marketing and establishment of seed village programme and seed security. Animal husbandry is village dairying, sheep and goat rearing. Poultry Development is a village based poultry management, nutrition, disease control and marketing of poultry products.

2.11. NIMSME (National Institute for Micro, Small and Medium Enterprises).

The National Institute for Micro, Small and medium Enterprises) provides assistance to setup business, management and enhancement. The pioneer institute in the field of MSME is playing a major role in providing pro-business environment to foster the progress of MSME towards success and prosperity.

The raison detre of this Institute is to assist the Government in formulating policies for micro, small and medium enterprises and to help the practicing and potential entrepreneurs through a host of services like training, research, consultancy, information, education and extension. NIMSME's primary objective was to be the trainer of trainers. Today, with the technological development and ever-changing market scenario, its involvement has undergone changes too. From being merely trainers they have widened their scope of activities to consultancy, research, extension and information services.

In the present era of globalisation, NIMSME's programmes are designed to have universal relevance. NIMSME has been successfully training the entrepreneurs to face challenges; help them cope with competition and gain the much-needed competitive edge in the global scenario. NIMSME has broken geographical barriers by extending its expertise and services to other developing and developed nations. NIMSME is giving various skill development Training Programmes.

The Institute has trained more than 5 lakhs participants by organising around 16,000 programmes which includes prospective/existing entrepreneurs and officials from various Ministries of Govt. of India and State Governments till March 2020. The Institute is implementing ITEC Scheme of Ministry of External Affairs, Govt. of India since 1967 and trained more than 10,350 International Executives from 143 developing countries till March 2020. The Institute has also undertaken more than 945 research and consultancy projects. The management of the Institute rests with the Governing Council appointed by the Government of India.

2.12. MSME-DI (Micro, Small and Medium Enterprises & Development Institute)

MSME-DI, located in the Industrial hub of Balanagar, in Hyderabad, MSME-Development Institute offers a wide range of services for the Micro, Small and Medium Industrial sector in the States of Andhra Pradesh and Telangana. MSME-DI, Hyderabad also helps enterprising persons realize their dreams of launching their own enterprises, thereby providing employment to others. MSME-DI, assists existing and prospective entrepreneurs by providing techno-managerial consultancy services and training in various areas. The Micro, Small & Medium Enterprises Development Institute (MSME-DI), (formerly SISI), established in the year 1956, is a field level Institute of the O/o Development Commissioner (MSME), under the Ministry of MSME, Government of India. MSME-DI extends its services in two States of Andhra Pradesh & Telangana. Designated Nodal Officers in the Institute function in close co-ordination with the District level agencies to provide services to the MSME sector in the districts. This institute conducts Training Programmes like Entrepreneurship Development Programmes (EDPs), Management Development Programmes (MDPs), Industrial Motivation Campaigns (IMCs), Entrepreneurship Skill development Programmes (ESDPs) etc., MSME-DI Hyderabad regularly organizes training programmes for prospective entrepreneurs, for management personnel of MSEs and for developing skills required for small enterprises. The training programmes are of five categories: Entrepreneurship Development Programmes & Business Development Programmes: EDPs and BSDPs: These programmes are organized to provide basic inputs regarding entrepreneurship to the prospective entrepreneurs.

Entrepreneurship Skill Development Programmes(ESDPs): MSME-DI Hyderabad conducts general and product specific ESDPs for the educated unemployed youth, woman, SC/ST, prospective entrepreneurs for setting up of self-employment ventures. These programmes are conducted for 6 weeks in the trades of Food Processing, Fashion Designing, Beauty Therapy (Exclusively for Women), Screen Printing, Motor Rewinding & Transformer Winding, Manufacture of Leather goods, Chemical and allied products, Electronics, Repair and Servicing of 2-wheelers, Mobile Phones etc.

Management Development Programmes (MDPs): MDPs are conducted for one/two weeks for owners and supervisors of small scale units. They are organized in the fields of Marketing management, financial management, Industrial management, Production management, Materials management, Total cost management, Total Quality management, ISO-9000 Certification etc.

Skill Development Programmes (SDPs): MSME-DI Hyderabad organizes three to six months Skill Development Programmes in Machine Shop Practice, Fabrication Workshop at its Branch office in Visakhapatnam. One-day Process Demonstration Programmes on manufacture of simple chemical items like detergent powder, liquid soap, phenyl, room fresheners, shoe polish etc. for prospective entrepreneurs are also conducted.

Intensive Motivation Campaigns (IMCs): MSME-DI Hyderabad organizes one-day Intensive Motivation Campaigns to motivate target groups of students of Engineering Colleges / ITIs / Women / SC / ST etc.

2.13. Byrraju Foundation (BRF)

Byrraju Foundation(BRF) is registered as a Trust at Medchal and it was set up in July 2001 in memory of Late Byrraju Satya Narayana Raju, who was a Philanthropist. He was an Agriculturist cum successful businessman hailing from the West Godavari district in Andhra Pradesh. He believed in development of villages and worked towards enhancing the quality of live in rural areas. It is committed to its responsibility towards the rural under privileged and constantly strives to make them to achieve self-reliance. BRF works in Rangareddi district of Telangana and it covers various social impact programmes like Agri&Farming, Health Services, Rural livelihoods, Environment, Education, Government Schemes & Services, Women Empowerment, Disability, DEEP-Digital Empowerment and Education Programme, Technologies for Grassroots Development, WoW (World on Wheels) programme, Call Centre Services.

BRF mission is inherent unique strengths, interests and diverse learning styles of all schools and college going students in the BRF adopted villages by providing access to high value content, knowledge, soft skills and career counselling and to help them achieve academic excellence on par with the best of urban standards. BRF identified number of programmes are 259. In Rangareddy district, BRF adopted villages are Bachupally, Bahadurpally, Devaryanjala, Dulapally, Janwada & VN, Pally, Jeedimetla, Kandlakoya and Kompally.

BRF trained 46,000 persons in Construction Skills. Around 24, 000 women are training in diverse livelihood skills. 7500 were placed and 05 Sustainable Village Level Productive Enterprises (VLPES) established.

2.14. Apollo Hospitals

Apollo Hospitals Enterprise Limited is an Indian Hospital Chain based in Chennai. It was founded by Dr. Pratap C. Reddy in 1983 as the first corporate healthcare provider in India. Several of the Apollo's hospitals have been among the first in India to receive International Health Care Accreditation by the America-based Joint Commission of International (JCI).

Apollo Hospitals Group Partners with National Skill Development Corporation (NSDC) to provide training in various medical courses along with its entrance into an agreement with over 80 Health Care Facilities. Training will be provided under the courses such as Phlebotomy (MLT) Technicians, eligibility Intermediate, Dental Assistant, SSC/Inter, Diabetes Educator, Inter, Emergency Medical Technician, Basic Inter. Duration of the Courses will be of 4 months. Boarding and Lodging facilities will be provided to rural candidates. City Candidates will be given stipend of Rs.350-00 and the training will be sponsored by Telangana State Minority Finance Corporation. Complete Free Training and

Placement will be provided to Muslim Minority Candidates. Training will be provided at Apollo Hospitals.

2.15. GMR Varalakshmi Foundation

GMR Varalakshmi Foundation (GMVRF) is the Corporate Social Responsibility (CSR) arm of GMR Group. Its objective is to develop social infrastructure and enhance quality of life of communities around the locations that has Groups presence. GMVRF's vocational training initiative works towards bridging the skill gap between employers and those who seek employment. The Foundation has set up and is running 13 vocational training institutes which focuses on training unemployed youth in a variety of skills like electrical, refrigeration and air-conditioning, two-wheeler repairs, excavator operations, bedside patient care, computer operations, industrial and domestic tailoring, etc. The Foundation also works towards settlement of these trainees through either helping them find jobs or settle in self-enterprises.

Further, Foundation runs Pratibha Career guidance-cum-Counselling centres to inform youth about educational and employment opportunities and to prepare youth to avail the same. The centres provide information about job and educational opportunities, counselling, coaching, library support etc. to help the youth take informed decisions about their careers. The Foundation 's initiative called EMPOWER (Enabling Marketing of Products of Women Entrepreneurs) supports women from under-privileged communities to get an income based on making craft-based products, by providing them required training, marketing and other inputs. EMPOWER helps the women sell their products through various channels such as shops at the Airport, exhibitions, bulk orders for conferences and seminars, online marketing etc.

GMVRF supports communities to strengthen their existing livelihoods and also to take up new livelihoods by providing appropriate training, material, backward and forward linkages and marketing support. The approach is to create a portfolio of livelihoods for Below Poverty Line families so that their risks are reduced and incomes enhanced. Rural livelihoods are supported across the value chain to enhance the incomes of small farmers and other rural producers. Currently GMVRF is involved in 10 rural and 3 urban training Centres offering a menu of about 30 courses, with a focus on both wages well as self-employment. The Vocational Training Institutes offer 60 to 180 days training programmes in a variety of skills. In addition to the technical training, inputs are given in Communication skills, spoken English and soft skills. These Institutes have state-of-art infrastructure including well-equipped classrooms, work sheds and all other facilities required for quality training. Most are residential.

Over 55000 youth trained in 13 centres since inception. Over 80% trained youth settled in jobs or self-employment ventures. The courses offered at the institutes include Electrical Repairs, Refrigeration and Air-conditioning Maintenance, Excavator operation, Computer operations, Industrial and domestic tailoring, Drywall and False ceiling etc. Courses offered are in alignment to Qualification Packs and National Occupation Standards for skill training which is prescribed under National Skill Qualification Framework (NSQF). It has Partnerships with relevant industry leaders like Voltas, Schneider, and Volvo etc.

2.16. National Skill Training Institute (NSTI)

National Skill Training Institute (NSTI) is one of the premier institutes run by the Directorate General of Training (DGT), Ministry of Skill Development and Entrepreneurship, Government of India. It was initially set up by the Directorate General of Employment and Training (DGE&T), Ministry of Employment and Labour, Govt. of India in the year 1963 with the main objective of imparting training to the instructor of ITIs in the country. The mission and vision of NSTI Hyderabad is to impact Quality training upgrading skills of the industrial workforce in emerging areas. Another important objective of

NSTI is continually making efforts to bridge the gap between industry & academics and to enhance the employability skills of craftsman to enhance the credibility of certification for Craft Instructor Training and to facilitate placement through its placement cell.

NSTI vision is to make institute as pioneering in providing skill training and learning service with focus on maintaining International standards. NSTI mission is to strive to continually upgrade and update the skills of technical personnel by systematic training and keep them abreast with the technological advancement to foster innovation and emphasis on higher productivity. NSTI has completed 58 glorious years in skill building for our nation by conducting short term and long term courses. Many industrial establishments, institutions and organisations have utilised the technical know-how and expertise of this Institute and have achieved higher qualitative production and continue to depute their existing workforce for retraining and skill gap training.

2.17. NTR Memorial Trust

NTR Trust or NTR Memorial Trust is a not for profit social welfare organization. The Head quarter of the Trust is in Hyderabad, Telangana. NTR Trust provides services such as free education to poor children and youth, healthcare, youth empowerment, and Disaster Response & Relief. NTR Trust works to economically empower the youth both men and women through various Entrepreneurship Development Programs (EDPs) and Skill Development Programs. Their initiatives have been hugely successful in imparting livelihood generation skills as well as creation of self-employment. Trust Future Goals are to transform 25000 unemployed youth into entrepreneurs in the next 3 years and to support business innovation with financial assistance and incubation opportunities. NTR Trust imparted skills to 5300 youngsters from 250 villages through Self-Development Training programs. It offered financial assistance to unemployed youth to the tune of Rs. 4 Crores and it has partnership with national and international institutions (Corporation Bank, Commonwealth Secretariat etc.) to promote micro entrepreneurs in rural areas

2.18. Telangana Scheduled Castes Co-Operative Development Corporation Ltd

The Telangana Scheduled Castes Co-Operative Development Corporation Ltd (TSCCOD) was set up in the year 2014 with a view to take up programmes for the economic development of Scheduled Castes families in the State. TSCCODC has been focusing on economically viable and sustainable skill development training for educated unemployed youth (18 to 45) under various trades like Transport, IT, Leather based services, Hospitality, Construction activities and other potential sectors. Under the present action plan, provision is created for implementation of placement oriented training programme at head Office/district level under convergence mode in coordination with EGMM & REEMAP in order to avoid duplicate candidates who have undergone training previously under Yuva Kiranalu /SC Corporation/Any Government agency under activity shall not be again selected.

The trades which have got maximum absorption capacity such as Business Correspondents for Commerce, Banks, Poultry Contract farmers (Integrated Poultry model), Medical Services (Bed side assistance, Attendants at old age homes, Nursing, Health workers etc.,) Driving (LMV/HMV), Soft skill, English Communications skills, Animation and Networking, Construction and Sanitation activities (Mason. Plumbing etc.,) and any other viable trades based on the market potential would be given priority. As per the website the total youth registered are 6811, youth trained until now are 4084 and total youth placed are 763.

2.19. NIRMAAN

Nirmaan Organization is a registered NGO, started by students of BITS Pilani in 2005. They work in the areas of Education, Skill Development & Entrepreneurship and Social Leadership. In the past 15 years

of journey, they have impacted the lives of 1+ million beneficiaries with the support of 220+ full time employees and 750+ strong volunteer network, generating 12+ Crore (pa) worth of Social Impact through 12 Flagship Programs & Social Leadership Initiatives benefiting Children, Women, Youth and Farmers from diverse social backgrounds across 8 States of India while partnering with 35+ Corporate, Government and Philanthropic partners. Their mission is to promote grassroots social innovations, volunteering spirit, active citizenship and social leadership among the youth of the nation. They have different programmes for women and youth in the skill development area.

Project AVANTI (Women Skill Development Program) was developed in 2010 with an aim to provide skills and build confidence of women from economically weaker families, thereby leading to their economic and social independence. Having a vision for holistic advancement of a woman, AVANTI has prepared an integrated approach for support through 'TRAIN – TRANSFORM – TRIUMPH'. It trains women on various market-oriented courses. It Conduct life-skills workshops on multiple aspects along the lines of social, personality and career orientation like financial literacy, health & hygiene, child care etc., It helps women during job placement and market linkages and support them post training as well with periodic review. It impacted 3500+ women through 6 Women Skill Development Centres across Hyderabad and Pune. Major Sponsors are HSBC, Synchrony, ADP, Cyient. Major achievement of the programme is that it completed training successfully for the 54 Women and 44 placements at VTC Borabanda Centre.

Youth Skill Development Programme

Youth Skill Development Programme was initiated with the objective to train youth from underprivileged communities as per market requirements and enhance their learning and employment potential and help them achieve their career goals thereby paving the right direction for a better future and improving their quality of life. Its vision is that every youth to get an opportunity to stand upon their own feet. Their objectives are to impart market-oriented skills to youth from underprivileged and economically weaker sections to generate livelihoods out of the skills learnt through placement support and to improve their soft skills and work place readiness. The Youth Skill Development programme trained and placed over 5800+ students in over 7 canter across Hyderabad and Visakhapatnam. 54 candidates trained and 25 placed in Software companies with average salaries of 15000/- PM in YEP KPHB Centre.

2. 20. Jawaharlal Nehru National Youth Centre (JNNYC)

Jawaharlal Nehru National Youth Centre (JNNYC) is a National Organization established in 1968 in New Delhi by the Former Prime Minister of India, Smt Indira Gandhi as the Founder Patron and Dr. C. Subramaniam, former Union Finance Minister in Pt. Nehru's Cabinet and Deputy Chairman, Planning Commission, Government of India as its President.

Jawaharlal Nehru National Youth Centre Council of Education and Training (JNNYCET) was established in 1992 as a Technical Wing dealing with Training and Education with its Headquarter/Administration office in Hyderabad, India. JNNYCET has acquired an autonomous status in the year 2014. Since its inception, JNNYCET has worked with various Government and Non-Government Organization in many states across India and recognized by various State Governments as well as the Government of India. JNNYCET has been training the youth which include vocational courses and self-employment programmes which are Non-UGC, Non-AICTE, Non-SBTE and Non-Academic Courses. JNNYCET also offers diploma courses, Management Studies, Computer Education, Fire and Safety Courses and Diploma in Hospitality, Hotel & Tourism Management. Their courses have designed and developed by Professionals and experienced Personnel keeping in view the market requirements. JNNYCET conducts skill development and training programmes for unemployed youth

through soft skill courses, technical training, safety training, personal development, computer courses and women oriented courses. It also offers courses like Aviation, Computer Hardware, Computer Software, Fashion and Interior Designing, Fire and Safety training, Health Care and Allied Courses (Non-Clinical), Hotel and Hospitality Management, Language Courses, Pre-Primary Teacher Training Courses, Technical Training, Tourism Management, Women Oriented, Yoga Therapy and Naturopathy Courses.