Evaluation of Skill Development Programmes: A Project Management Perspective

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Abstract—Human Capital, in its essence, refers to empowered people. Empowered with knowledge and skill to make a decent contribution to the society, and be independent. Project Himayat TM is a skill development programme for dropouts (high school to college), focussed on developing human capital in Jammu and Kashmir. It is a collaboration between the Ministry of Rural Development, Govt. of India, and IL&FS Skills, the CSR wing of the corporate giant Infrastructure Leasing and Financial Services, India.

The objective of this paper is to analyse dropouts' data (objective and subjective), and subsequently evaluate the existing model of a skill training, development and placement programme. It seeks to study the implementation of this programme, through the basic principles of Project Execution, Monitoring and Control, thus keeping in mind the finer nuances of Project Management.

The parameters for project evaluation include, the target of the programme, the investment mechanism adopted, effectiveness of the collaboration between various local administrative bodies and the primary organization involved (IL&FS Skills), the type of training strategies followed, effectiveness of the curriculum, mobilization strategies, deployment strategy (scheduling, job assignment, attendance monitoring, teaching medium etc.), and the follow up procedure (Tracking of graduates after the programme ends, monitoring placement status, helping placed graduates with relocation etc.). After detailed analysis, this paper measures the feasibility of the project, and similar existing models of skill development programmes, that look forward to building a strong human capital foundation, amongst a young and neglected group of the population.

Keywords— Himayat, skill development, project management, training of students.

I. INTRODUCTION

WITH the advent of globalization and increase in the competition for the jobs, survival has become very tough for people who are not well educated. Their personal talent gets marred, and is left unused due to the lack of proper education. As a result, a lot of human capital goes waste. India is facing a lot of issues in the field of underutilization of human capital. Lack of basic educational qualification is hindering a lot of potentially talented youth from contributing towards the growth of the economy. And with the vastness of population our country has to deal with, the problem leads to huge unemployment rate in the country. The crisis of skill development has to be turned into an opportunity for growth [1].

Project Himayat, a unique public private partnership skill development program between IL&FS Skills and the Rural Development Ministry, Government of India is one of India's foremost skill development programs, and has acted as a guiding project for a lot of other skill development projects in the country. Started as Prime minister's Skills Empowerment and Employment Scheme (SEE, J&K), it has grown all over the country in the past seven years and has trained and placed over twenty five thousand school and college dropouts with various skills and has made them self-sufficient, capable to earn on their own and live an independent life.

The present investigation deals with the structure of the project and its implementation methods in Jammu and Kashmir. Due to the turbulent history of Jammu and Kashmir, the methods adapted here were quite different and unique, and have been explained further in the paper. On the basis of some performance indicators, a project review is done and the challenges to the project are identified. Subsequently, certain improvements regarding the parts of the project have subsequently been suggested.

II. OBJECTIVE

The objective of this paper is to analyze dropouts' data (objective and subjective), and subsequently evaluate the existing model of a skill training, development and placement program. It seeks to study the implementation of this program, through the basic principles of Project Execution, Monitoring and Control, thus keeping in mind the finer nuances of Project Management.

While saying so, it is of immense importance to know that the following study has been carried out with some new and unconventional methods of evaluation, and suggestions of the same nature. This is to highlight the diverse nature of projects in the current world and alternative perspectives to study them. It is a humble contribution towards fine tuning a promising project, that we believe, is already running successfully, but not at its full potential.

III. RESEARCH METHODOLOGY

The following review/case study is based on analysis of secondary data obtained from public domains, as well as private confidential data obtained from the parent organization, IL&FS Skills after mutual consent to use it for academic purposes. The data sources include -

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-MB Kiran, HOD Industrial engineering, Pandit Deendayal Petroleum University, Gandhinagar, Gujarat, India.

1) Project Himayat Report, provided by IL&FS Skills
2) Raabta Mobilization Handbook, provided by IL&FS Skills
3) Planning Commission of India reports
4) Ministry of Rural Development reports
5) NSDC reports
6) The Project Management Body of Knowledge

The analysis was also supplemented by discussions with project managers and academicians.

IV. SIGNIFICANCE OF PROBLEM

Skill development programs comprise a bulk of CSR initiatives, and are largely aimed at the overall skill development (and not just a specific skill set), followed by subsequent job opportunities in commercial organizations. However, the current focus of skill development needs to be shifted to the learner and his/her needs and expectations from vocational education and training (VET). To empower the working population, is it essential to start from the source, i.e., the learner. The "voice" of the learner is the focal point of the mission, without which an effective conclusion to and attainment of the final goal would be incomplete [2]. The focus of this skill development project, Project Himayat is improving the employability of a young population in Jammu and Kashmir, particularly high school and college dropouts. It is imperative that such a project sustain, given that the targeted population is a sensitive group and giving them a direction is of utmost importance. The efficiency is further put to test, when the project is present in an environment of instability, tension and constant threats. As of Census 2011, literacy rate in Jammu and Kashmir has seen upward trend and is 68.74 percent as per 2011 population census. The gender gap in literacy for the state is about 20.25 per cent, with the male literacy at 78.26 per cent. As of 2001, the State's workforce is estimated at about 37.5 lakh persons. About 49 per cent of them are employed in agriculture and allied activities. The remaining 51 per cent are employed in non-agricultural activities. In 2011, the demographics of the workforce in J&K have shown a shift towards more workers being employed in the non-agricultural sphere – 73 per cent. The agriculture and allied activities constitute to about 27 per cent [3]. This study also points out to a disparity existing in the trainees, the low percentage of females attending the program, and the numbers of different castes that are the beneficiaries of this program. There is a need to identify suitable performance indicators so that there is consistency between performance indicators and the scheme objectives. It is also important to strengthen the capacity of the district/block level agency to generate and transmit quality data on identified parameters to help in decision making [4]. On a whole, it contains a small element of social empowerment, but keeps in mind the quintessentially existing bigger picture.

V. PROJECT IMPLEMENTATION

Project Himayat, is being implemented by IL&FS in Jammu and Kashmir since 2011. It is the only implementing agency to cover about 19 out of the 22 districts of the state. The objective of the Himayat Programme is to provide options and opportunities to all youth in J&K, ranging from school dropouts to college educated, to select training programs for salaried or self- employment as per their interest. The placements would be in the private sector, both within and outside the state[5].

A. Investment Mechanism

This placement linked project is in its essence a unique example of a Public Private Partnership model, where private companies/CSR wings offer the placement linked training programs, in the form of Project Implementing Agencies (PIA's) in tandem with the rural development ministry.

Since its inception, Himayat has seen 7386 students trained, and about 5673 students (78.02%) successfully placed.

The valley largely depends on such programmes to give a suitable and productive environment to its youth, owing to its unstable political, and security conditions. At the heart of this initiative are a series of critical processes which govern the current implementation of the programme, and are as follows-
1) Community engagement
2) Identification and induction of trainees.
3) Induction (Parents' meet)
4) Training
5) On the job training (OJT)
6) Placements
7) Hand holding (Tracking/monitoring)

The flagship community engagement programme, namely Raabta, is a promising fuel for the project, which aims at engaging the local community to identify, mobilize and retain the youth to be trained[6].

The identification and selection of trainees is again a crucial process, wherein communication and coordination play a pivotal and defining function. The existing processes in this stage can be characterized as follows-

Fig.1

As it can be seen, the mobilization process repeats once the batch is finally readied for training.

This is again a community intensive process, which involves a lot of ground work, identifying stakeholders and targets, developing goals, messages, tasks, reviewing past errors, developing new relations with people, sensitizing the community about the importance of the program, etc. Every program is carried out for a period of 3 months, and each centre works for 6 days a week, 9.30 Am to 4.30 PM. The centres are equipped with all amenities such as class rooms, computer labs, domain labs, internet connectivity, generator, projector, biometric attendance etc. The curriculum also consists of periodic industrial/corporate visits so as to get accustomed to the working of the industry. The assessment is done weekly, and is aimed at checking trainee efficiency, with results being provided after a third party verification

The *OJT* (On the Job Training) is an essential element of the training program, where students are scheduled for an internship/job training after 60 days of course completion. The

evaluation of the candidates' performance is carried out in consultation with the organization and the trainers.

The placements, and monitoring of candidates after placements, are again crucial components of the program, with trainees being tracked for a year from the placement date, to observe their employment status and job satisfaction. *'Hand holders'* are stationed at different locations so as to resolve job related and migration related problems of the candidates, and organize counselling workshops, helpdesks etc.

VI. ANALYSIS

The following analysis is rooted in a relatively newer maxim of evaluating projects; that every project, when assessed needs to outgrow the standard evaluation parameters, commonly referred to as the Iron Triangle. Roger Atkinson [7], in his paper, emphasized in the different ways projects are defined. And given the project under consideration, the evergreen definitions that combine cost, time and quality (The Iron triangle) are just not enough. After a lot of considerations, Atkinson proposed a model, based on the **Technical strength of the resultant system, benefits to the resultant organization, benefits to the stakeholders, combined with the Iron Triangle** [7]. This model came to be known as the **Square Route System** [7], which is a good starting point for effective evaluation of projects.

Our consultation with project managers led to an insightful opinion about Project Monitoring and Control, that newer ways of assessment are needed; but at the same time, understanding that The Iron Triangle forms a solid foundation, for more effective parameters, or in this case, Key Performance Indicators (KPIs) that work in tandem with the firm's objectives.

Feedback is an inherent part of all algorithms, which serves the purpose of a constant guiding light. It paves the way for the type of response/action that needs to be taken. Feedback at every stage, is primarily based on DeLone's [8] model of systems measures, which lists System Quality, Information quality, Information use, Users Satisfaction, Individual impact, and Organizational impact. The planning for the subsequent phases of Himayat could well be undertaken by evaluating the performance of the project in its initial three years (Himayat 1, Himayat 2, and Himayat 3 respectively), although periodic feedback after every single phase could have led to a more targeted and organized approach in Himayat 2 and Himayat 3. This is of great emphasis, given the numbers collected over the years.

Consolidated Statistics					
Project	Target		Trained		Placed
Himayat 1	7800	5682	2118	349	1769
Himayat 2	7800	4212	3588	999	2589
Himayat 3	7800	6120	1680	275	1405
Total	23400	16014	7386	1623	5763

■ Actual

■ Gaps

Fig. 2

Data Courtesy, Progress Report of Project Himayat, IL&FS Skills

The table shows interesting discrepancies in the different phases of Project Himayat. The target for each year had been kept same, with the gap between **identified and trained** students hovering around the same region. Also, the gap between **trained and placed** number of students is unusually high for Himayat 2, which could have been reduced with proper feedback after the tracking and monitoring process in the first phase.

The above numbers tell us a lot about **System Quality and the Information Use**; particularly the gap between target and trained numbers, presents a good idea about the effectiveness of the mobilization strategies, outreach development over the years, marketing/advertising methods, and the fact that a promising idea is not performing to its utmost potential. The targets have been consistently set at 7800, and the actual numbers are not even close to the target. This can also indicate a need for relaxation in the rigorous screening, so as accommodate more students. Also, a positive outcome from screening can result in a positive motivation, and a higher outreach.

The Individual Impact can, to an extent, be based on the Identification of stakeholders. It is an important activity that complements the feedback mechanism, and gives it a direction. Along the lines of Atkinson's model (which also seeks to identify the stakeholder community), the various stakeholders post implementation are - **The Trainers, Project managers, The CSR wing of IL&FS as a whole, The ministry of rural development, the beneficiaries (trainees), the other CSR organizations contributing to the project, the Companies providing employment opportunities, Authorities, Regulators, the General Public, Interest Groups, PR mechanisms, Volunteers, Parents of the trainees, Local bodies and Leaders.**

Saying so, it is of immense importance to address the fact that this program is being implemented in a politically charged and unstable region, with the threat of unforeseen militant attacks looming over. The main idea behind this paper is to contribute towards making such a program in this location much more

sustainable, and not a fading initiative. Hence a detailed analysis, followed by additional parameters that can be worked on, has been presented.

It is common for a large project that is spread across geographically, to operate by coordinating between different centers, or in this case, Himayat centers. The functional Himayat Centers are analogous to the different Project Management Offices (PMOs) that typical large projects consist of. But disparities lie here too. Himayat centers are currently based in 19 out of 22 districts, which is a considerable presence, given the instability of the region. *But what lies behind the numbers is that, a number of Himayat centers had to be closed down in the subsequent phases. About 34 centers had initially been set up, out of which 15 have been closed down.* And this brings us to the next point of analysis, *increasing efficiency of PMOs and the creation of SPOs / EPMOs.*

The Himayat centers, to an extent are similar to PMOs, in the fact that they function at an operational level, with an element of tactical importance. Large organizations typically use Project / Program Management Offices to take care of Project Execution, Monitoring and Control which basically deals with 'doing things right'. The higher offices, known as Portfolio Management Offices work on a tactical level, and deal with developing objectives, prioritization, vision, guidelines, value management etc. , which basically refer to 'doing right things' .

Such a distribution of work is often easy to implement, but face difficulty when there is lack of communication, or when the interests are not properly aligned. This is more often in case of geographical dispersion, when each PMO tends to work as a single unit, focused on the area they're assigned. Also, when there are multiple PMOs involved, there isn't a proper distribution of resources, which in turn reduces the possibility of different nearby units working together so as to remain sustainable. Presence of multiple centers also leads to a deviation from the preset framework and the standardized procedures [5]. And quite apparently, the individual project centers in Himayat present a case where strong leadership is needed.

The need for Strategic Project Offices (SPO) or Strategic Project management Offices (SPMOs) is highlighted in the fact that there needs to be a strategic link between executive vision and operational efficiency. The concept is relatively new, and provides a strategic alignment to the geographically dispersed operations. Arvind Rathore [9], Jim Pennypacker and Patrick Sepate [10], and J.Kent Crawford [11], in their respective articles have highlighted well the importance of SPOs in large projects, as well as it's positioning in the organizational hierarchy.

Taking Project Himayat into view, an efficient SPO could be formulated above the 19 currently operational centers in J&K, which could take care of all the disparateness prevalent, ranging from

- **Resource allocation**, (so that centers are equipped with the necessary number of students, and material, contacting the executive offices for more resources to be assigned,

ensuring that centers located in reasonable proximity function in a complementary way etc.)

- **Performance review and monitoring**, (to devise strategies to improve low performing Himayat centers, or address problems in developing outreach, administrative problems etc.), also taking care alongside that the reputation, and quality of Project Himayat that has been , is maintained.
- **Prioritization**, (To address as soon as possible issues that might pose a threat in certain areas, to continuously ensure that high performing centers always remain so, area wise/target population wise etc.)
- Taking care of an **integrated human and information system** that constantly updates the executive levels and helps in easy monitoring of individual Himayat centers
- An important function than SPO in this case would have to perform is, to **collect the data given by the Himayat centers and feed it into a central database, and ensure that this data is handed over to the necessary authorities that will help in the post placement tracking and monitoring**
- Also, the SPO could **try and develop strong relations** with higher administrative bodies, and local leaders/powerhouses so that the operational centers do not face a lot of difficulty during mobilization
- The SPO could also act **as a medium to communicate problems/needs of the operational centers to the executive centers.**

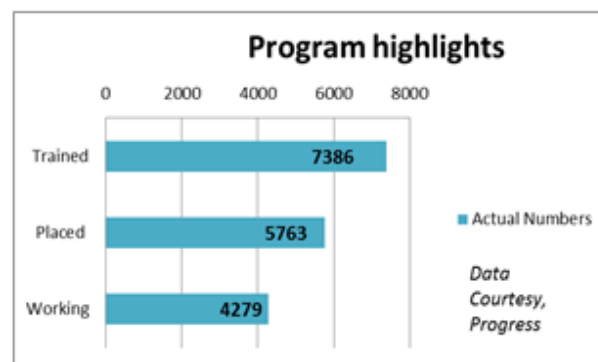| STUDENTS TRAINED	7386
JOINED AT WORK PLACE	5763
WORKED FOR 12 MONTHS OR MORE	486

Fig.3

Data Courtesy, Progress Report of Project Himayat, IL&FS Skills

As has been said earlier, the difference between the trained, placed and working numbers is significantly less than that of targeted and trained. The above numbers solely determine the efficiency of the program, once it has started. While the gap between the **Trained and Placed** candidates highlight whether a candidate is satisfied with the knowledge imparted, their fears, and the demand status of the placing companies, the gap between **Placed and Working** candidates paints a brief picture of the candidate's situation with regards to settlement, performance, home sickness, dissatisfaction etc. The targeted

number of 23400 over the 3 phases, and the resulting number of just 7386 also points towards a inconsistency in the information passed on by the local bodies.

An effective system for monitoring candidates is already in place, but a few changes could contribute towards making this more efficient-

- Collaborations with the administrative bodies of the neighboring states and other PIAs, so that the information and status of the candidate(s) can be successfully and centrally accessed. Also, emphasis should be placed on proper maintenance of the data, so that quality information can be passed on. Speedy transmission of the data should also be taken care of, so as to prevent any delays any monitoring. A constant serial ID for candidates, would help in easing monitoring, even if the candidates change contact details.
- The reason for candidates experiencing settling issues is primarily because of the sudden relocation from familiar environment. This can be resolved in a few ways like-
1. The OJT could involve brief periods of working outside the state in more than one location.
2. It could also involve residential programs of a few days in other Himayat centers, or those in the nearby states, so as to add to the 'out of home' experience.

Again, this allocation would be done under the guidance of the SPO, so that they make these transitions as smooth and effective as possible.

An innovative method of prolonging the exposure of the trainees is by encouraging them to assist the trainers in imparting the knowledge, or by making use of their knowledge of the demography to develop special targets/assist in mobilization strategizing.
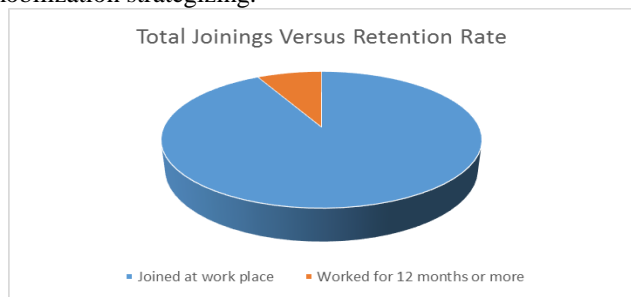

Fig.4

Data Courtesy, Progress Report of Project Himayat, IL&FS Skills

Moving ahead, the numbers above present a pretty good picture of the retention rate. Considering the number of people initially joining the organization, the retention rate is **alarmingly low, i.e. around 8.43%.** When we examine the reason for the same, there can be two plausible reasons.

Either the trainees/students leave the organization by themselves, or a more unfortunate case, the organization removing the students because of underperformance.

Students can be leaving the job due to multiple reasons which include homesickness, lack of interest, difficulties in adapting to the new place etc. as has already been discussed earlier, but on the other side, the organization removing them is because of difference in expectation from students, lack of knowledge

of work, under performance etc. which all point out to the effectiveness of the curriculum, which is also a possibility.

- The training methods must be in the collaboration with the recruiters. It is a strategic approach that the skills are developed as per the trainees liking, but what also needs to be kept in mind is that a demand driven sector cannot afford to overlook the specific needs of the industry.
- For deciding the recruiters and a relevant skill course to be imparted, tie ups on corporate level, according to their need for skills, can be done.
- On the job training, which occurs after initial 60 days of training, could be a basis of employing the student in same organization only. This could help the organization whether to absorb student or not. Also, students would get acquainted to the working culture of the organization and provide an alternative method of exposure; hence they won't start from scratch in the firm.
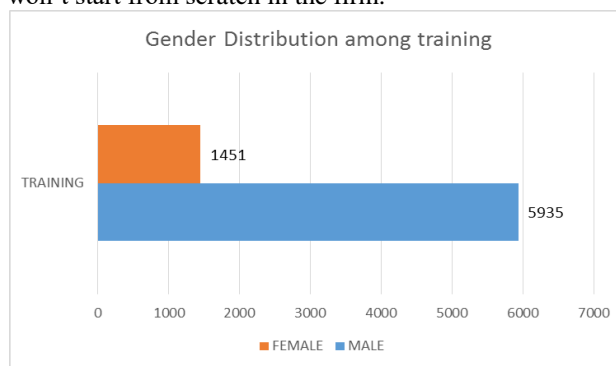

Fig. 5

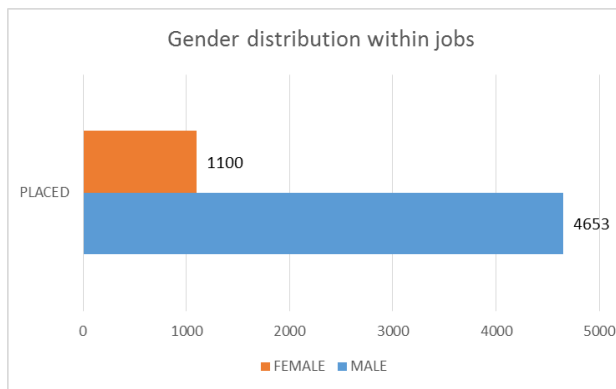*Data Courtesy, Progress Report of Project Himayat, IL&FS Skills*

Fig. 6

Data Courtesy, Progress report of Project Himayat, IL&FS Skills

Due to slightly complex religion demographics of Jammu and Kashmir, the female enrollment hasn't been very encouraging in the program.

The above 2 charts and table show the statistics of participation of women in the program. The participation of females in the program is very less i.e., only one fourth compared to that of males. Due to the inequality in gender participation, there will be unequal growth among the society. A project's success is to be evaluated on how it is benefiting the society on the whole. There should be an all round

development of the community, not only one section of the society.

These skills have to be exploited and for that more number of females should be included in the project.

Keeping the idea of social empowerment in mind, certain suggestions can be made, along the following lines:

- There can be a Root Cause Analysis done to analyze the reluctance of women to join the program and all the factors responsible can be discussed one after the other.
- The women students who are already working in some organization can be arranged to visit their home area, and share her testimonials with the people in her area, enlightening them and encouraging others to enroll females in their family in the program.
- There should be a dedicated women helpline to address their problems. A different hand holder can be allotted to females as they have very specific problems.
- Extending the above point a notch, women can specifically be organized into SHGs, so that their mobilization and participation can be independent and supportable.

An important measure of a project's success is based on its communication model, especially when it is a people centric project like Himayat. Raabta[6], the trademark communication model adopted by IL&FS in operating project Himayat, is an example of highly efficient, systematic and a directed model of communication. It is a multistage process which involves interaction between various local bodies, interest groups, parents and IL&FS itself.

The mobilization cycle has already been discussed in the Project Implementation section of this study, and there are just a few fine nuances that could be addressed. In the mobilization cycle as we can observe, there is relatively little involvement of local governing bodies like Gram Panchayat, Municipal bodies etc. as their role gets limited only to passing information of the targeted population, and helping in availing local facilities. The parents of the wards are dealing directly with an unknown entity (PIA), where there is scope of local bodies stepping in and provide assurance. As a result, there is a possibility that they don't completely trust the program.

The following suggestions are made with an aim of improving the involvement of local bodies, and making full use of their potential.

- The local bodies like gram Panchayat, municipalities can come in front and help the PIA in short listing students and spreading awareness about the program by appointing volunteers, holding regular informal discussions to know the corporate entity involved here (IL&FS) better.
- Some local bodies can also be included in the training and grooming of the students. It not only reduces the burden on PIA, but it also improves the efficiency and output of training, as the local people will have more idea about how to train the students belonging to their region. This will help in making the project more sustainable, and make people more responsible.
- One on one sessions with the students by the local bodies can be introduced for solving the apprehensions of the

students who are going far away from home during work, so as to make students more comfortable in addressing their fears. This will indirectly also help in increasing the retention of students in the organization they are working.

The analysis/study carried out in the preceding sections, as has already been said, is with a view to fine tune a promising project. Most of the parameters addressed here differ a lot with how projects are traditionally evaluated; but when it comes to a project like this, where the stake holders and beneficiaries are people and where the aim is not profit, it can go a long way when newer perspectives are involved.

VII. ADDITIONAL CHALLENGES AND RECOMMENDATIONS

- 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.
- Of the 12 million people joining workforce every year, the unskilled workforce accounts for the major chunk of this section [12]. It is therefore necessary, that a bottom of the pyramid approach be taken into consideration as they form a major part of the skilling capacity.
- Our skill development system has been more of supply driven rather than market driven. As a result, even though the country is enjoying a demographic dividend and a greater emphasis by government on the skill development, the industries are still experiencing shortage of skilled labor in the country. These issues could be resolved in majorly 2 ways:

  a) Having a common national framework for VET curriculum, which also segregates learners who wish to obtain academic based training and those who need skill based training.

  b) Trying and encouraging companies, to increase their participation in developing potential employees and to make them industry ready. This is ideally a *vertical recruitment chain* system, where a company itself plays a part in shaping its potential employees.
- There is a very strong gender bias in the enrolment of skill development courses [13]. The streams have been historically associated with a gender, hence marring the talent based on merit. The solution lies with NGOs and Panchayats to inform women and their families regarding VET, and help existing women candidates organize into self-help groups.
- To understand what a learner wants, we need to first define who the learner is. In the context of skill development, a learner is someone who in capable enough to absorb skills in accordance with the country's skill delivery framework. If we understand the true requirements and expectations of the learners throughout the country, then the nation may solve the demand supple gap in the skill development programs. Hence, apart from the curriculum, it is important to teach candidates the 'how's' and 'what's' of job searching, and identifying employability skills when planning to apply for another

job. This would aid them in preparing accordingly and also develops the knowledge and trends in different industry.

- A possible solution can be seen in one of the skill development programs in Chile, known as CODESSER [14]. The trainers are competent, given that they are hired as private sector employees, and are paid higher than conventional teachers. Similarly, the providing stakeholders can ensure a better quality of training imparted with such a model.

- Traditionally, Project Himayat is a curriculum focused, 3 month training program. The advantage of such programs is best taken by those who have a decent base in primary and secondary education. And, thus segregation here becomes important, as it affects the quality of training and the graduating candidates. Bangladesh's Underprivileged Children's Education Program (UCEP) is a model that works on the above lines [2]. The first stage consists of a compact non formalized basic education module, followed by fundamental skills training in the second phase. Project Himayat could specifically work along these lines, so as to better serve the intended purpose. Also, it could group a few similar programmes under an MES (Modular Employable Skills) framework, that provides multiple entry and exit points. In this way, specific learning gaps can be addressed, that increases the employability of the candidate.

- In spite of all these programmes (Border Area development Programme, Sarva Shiksha Abhiyan, Non-formal education programme), the development in basic infrastructure and basic amenities/facilities is not perceptible especially in rural areas of the state[15]. Thus, private sector participation is not just limited to funding training or recruiting candidates. A major dormant sector can be tapped, in the form of building infrastructure facilities and ICT networks for training programs to function within. This could again, be done with a profit or a not for profit intent.

- Currently, a major issue happening with the skill development programs is the misuse of finances allotted to them. This creates an ever increasing demand for capital in the projects, and hence curtail the growth of these programs. Government of Gujarat came up with a very innovative way to curb this. They came up with a skill voucher scheme, which aims to ensure the fund reaches the students and also gives them freedom to choose the course which they want to take [16]. They just need to take the voucher to the institute, and the institute has to enroll them on the basis of the voucher.

VIII. CONCLUSION

Human capital is one of the most important source of growth in a country. With a lot of youth population, skill development can set our country on the perfect growth track. Project Himayat, in its form is contributing to the growth of the society. It has become a yardstick for the self-help projects in the country. With certain inputs and changes in the system, the program can achieve its aim of creating ample amount of skill based jobs in the country, which is absolutely imperative to fully utilize the demographic dividend that India are blessed with.

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Data courtesy: Progress Report of Project Himayat, IL&FS Skills