

# Give Them A Second Chance A Case Study of Yuva Parivartan Initiative for Building Vocational Skills among the School Dropouts and Creating Pathways to Employability

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## 1. Introduction

In the year 1998, India was passing through a realignment phase as a consequence of the introduction of the New Economic policy (NEP), 1991. Globalization resulted in the stumbling of the economy with competitive pressure from the global firms on one hand and the changing aspirations of the youth mesmerized by the glimpses of the “bold and beautiful” new world on the other. The Indian economy was slowing down; many industries were closing; employment opportunities were shrinking in many sectors; though, some new age sectors like the IT, started emerging.

After the NEP of 1991, India’s youth began to emerge from oblivion, eager to participate in the globalizing, knowledge-based economy, flocking to the centre of opportunity – the city. However the process of liberalization marked by a shift from the somewhat socialist policy outlook without adequate safety nets led to wider economic gaps. As a result, the already existing ‘dualism’ in the economy further intensified with the technology divide, digital divide, social divide and most prominently, the education and skill divide.

During this phase while policy experts were still unsure about the sure path ahead, **Yuva Parivartan** emerged as a beam of hope for many. Yuva Parivartan is an initiative of the **Kherwadi Social Welfare Association (KSWA)**, an NGO set up in 1928 by Late Shri B.G. Kher, the first Premier of the then Bombay Presidency, working at the time, in community programmes for the slum dwellers in and around Bandra, Mumbai.

## 2. The Initiative

By the 1990s, the baton at **Kherwadi Welfare Association (KSWA)** was in the hands of the new trustees Mr. Kishor and Mrs. Mrinalini Kher, who treated this work less as a job, and more as an inner calling. Initially, they started

working in the area of health intervention for the women and children in the slums of Bandra. Repeated visits to these areas, where they would see young and teenage boys and girls idling away their time, having nothing to do and nowhere to go, made them aware of the ground realities.

Ongoing interactions with the kids revealed that many of them were children of migrant workers who had come to Mumbai with their parents, leaving their schools half way. Some had repeatedly failed in school and therefore dropped out. And then there were still others who had simply discontinued schooling for no specific reason.

No amount of counselling helped initially. Therefore, to break the ice and win the confidence of the children, KSWA started a gymnasium and “desi” sports club, where the young people could play traditional “no equipment,” no cost games like kabbadi, khokho etc. While this initiative brought some of the kids into the fold of KSWA, it did not really help them get into schools. At this point, KSWA got a reading hall ready for them, since the children neither had adequate facilities, nor a conducive environment to study in their small residential quarters. Even then, the failure and dropout rates remained high.

It was then, that KSWA took cognizance of the deep rooted and multifaceted nature of the problem and redoubled its efforts at resolving it while grappling with some key questions. **Where do these drop outs go? Youth who drop out of school, are unable to earn a livelihood and the only option left for them is to work as casual labour in the informal (and sometimes even illegal) sector. What will their future be? How will they get their livelihood? How can they be kept away from a life of crime?** After careful thought and long deliberation through sleepless nights, Kishor Kher, an IIM-Ahmedabad alumni and Mrinalini, a sociologist and social activist decided to take on the mission of giving the slum dwelling school dropouts a second chance at building a dignified life for themselves.

KSWA commissioned a market research study of the health sector intervention and educational intervention. With 50% of India’s population under 25 and with over 80% school-dropout rate, the need for skill development can hardly be overestimated. It was therefore decided that a vocational skill building programme for these children would be taken up.

Working at the community level, the social workers soon found that the young girls—sensitive to the plight of their unskilled mothers engaged in back breaking work as domestic servants or rag pickers—were more forthcoming participants in the programme. They understood the crucial importance of skill building in ensuring economic independence and a better quality of life. Moreover, they also had the dreadful examples of their alcoholic,

irresponsible fathers to demonstrate the possible outcomes should their future husbands turn out to be of the same ilk.

In 1994, therefore, KSWA introduced two programmes for the school dropout girls:

1. A six-months long beautician's course for those who could at least read and write
2. A year-long paramedical nursing course for Class X pass outs.

At that time, there was a dearth of trained nursing staff as colleges offering Bachelor of Science (B.Sc.) Nursing programmes were few. Moreover, the trained nursing staff preferred the Middle East or top-notch city hospitals as job destinations where salaries were attractive. Therefore, small private hospitals or even municipal hospitals were constantly under-staffed in terms of this essential, auxiliary medical support service.

Initially, KSWA's courses were unrecognized and therefore did not really serve the purpose, though many of their nursing trained girls were getting absorbed as helpers in the private hospitals. KSWA therefore modified the programme to combine nine months of classroom training with a three-month apprenticeship with a hospital (for a small stipend). Strong practical hands-on training under the professional guidance "in situ" became the USP of the programme, which got recognition through market acceptance on the basis of their performance.

The ice was more difficult to break with the boys. **KSWA** had introduced vocational training for boys in motor mechanics, home appliance repairing, mobile repairing etc. without much success. It became clear that just skilling without job guarantees was not enough to attract boys to these courses. However, with the economy slowing down, industries were restructuring to face the global competition and ensure competitiveness. Jobs were difficult to come by and certainly so for school dropouts with minor training. Potential employers simply would not look at them.

At this juncture, **KSWA** decided to enter into their first partnership with Shramik Vidyapeeth (a not-for-profit career and education counselling and training institution in Worli, Mumbai) on one hand and Blue Star Ltd (a leading electronics company at the time) on the other. Shramik Vidyapeeth offered their instructors and some additional courses like gas welding, wireman and fitters etc. while, Blue Star agreed to give offer placement opportunities to the trained youth. The first batch of about 100 trained apprentices successfully emerged in year 1998. Thus, was born, **Yuva Parivartan (YP)**, the idea which was tried in 1998; but was officially launched in 2003 by Dr. A.P.J. Abdul Kalam.

### 3. Modus Operandi of the Initiative

The programme operates through three routes:

- A. Livelihood Development Centre (LDC) model:
- B. Camp model:
- C. Partnership model:

#### 3.1 The Livelihood Development Center

This is a centre that offices the **YP** unit. Each unit of the traditional model of the Centre has one LDC manager, who operates as a coordinator with all the stake holders, along with a team of social workers and facilitators. The facilitators are course instructors. They are not only trained in their own trade skills but also as counsellors and motivators. The main **YP** centre / original centre of the parent organization is at **KSWA**, Bandra East, which the researcher has visited a number of times during the course of this study. Today **YP** offers 33 vocational courses of varying durations from 3–12 months.

The academic courses offered with manuals and handbooks are Basic Beautician Advance, Beautician, Mehendi, BPO, Food & Beverage, Basic Tailoring, Advance Tailoring, Jewellery Making, Fashion Designing, Refrigeration Mechanics, Mobile Repairing, Nursing Assistant, Male Ward Boy, Basic Computer, Tally, DTP, Computer Hardware, Motor Mechanic, Two Wheeler Repairing, Wireman, Welding, Plumbing, Masonry, Fitter Multi Skill, Spoken English, Home Appliance Repairing, Retail, Call Centre. All the programmes can be availed of for a nominal fee.

- a) Course contents and syllabus making: The parent centre at Bandra, besides running the vocational courses of its own, is mainly responsible for preparing the syllabus for different courses. For this purpose, right from the beginning, they adopted the **Modular Employability Scheme (MES)** in consultation with the industry in need of the work force with the specific skill set being imparted through these courses. For instance, for the Wireman's course, an industry partnership with Eureka Forbes was forged; for the motor mechanics course, YP consulted service stations and auto dealers like Shah and Sanghi to assess the kind of skills that would make the trainees employable not only in indigenous garages but also at the service stations of the major auto makers in India. These partnerships are meant for gaining industry knowledge only and it is not binding on these units to offer employment at the end of the road.

But experience shows that this type of involvement greatly helps in placing the successful candidates. For instance, through the beautician course, the

trainees get in touch with the local beauty parlours, not only for content guidelines, but also hands-on training. Moreover, they receive information about a variety of products/ popular and reliable brands and their availability, wholesale market prices for procurement etc. After training, many beauticians are absorbed as parlour employees. Others start their own parlours from their homes or take up assignments for bridal make up etc. In the course of an interaction with one of the facilitators, who, was herself a drop out at one point of time, the researcher was informed (with a deep sense of pride), that, some of her students had even migrated to Dubai and were doing very well there.

**The practical component** of the courses provides hands-on experience to the students and helps them get a sense of the actual work environment, team dynamics and real life exposure. This is very essential since the students have absolutely no social grooming in terms of communication, manners and etiquette. The practical training component of these courses has become so popular and effective, that ITI s send their students to **YP** for practical!

After developing the syllabus, the most important task is to prepare the **instruction manual** and study material. In the opinion of Ms. Shivani Mehta, the CEO, Livelihood Development Centre, Kherwari Welfare Association this is absolutely necessary to ensure standardization in instructions across all centres, pan India. The instructors are given this **instruction manual** along with the lecture plans which indicate the distribution of different topics throughout the course. This is nothing less than the “teaching learning” plan prepared by the faculty in many of the best business schools.

- b) Training the trainer: The courses are implemented by **facilitators**, who (along with the social workers) **interact with the community** to create awareness, and mobilize the target audience. The facilitators are usually selected from the neighbourhood. Now, after about 12 years of YP’s existence, many of the facilitators are alumnus of the YP programme. The facilitators are given three days **training in soft skills and instructions on skills in administrative basics** like attendance records of students, follow up of absentee students and most importantly, the skills to implement a very novel, **complementary** and **compulsory** programme for all the courses - called the “**Soch Ka Parivartan**” SKP “**Mindset change**” programme.

**What is Soch Ka Parivartan? How and why was it started?** Early on in YP’s working, it was realized that the students not only suffer from **economic** and **academic deficit** but also **social deficit**. Given their family

backgrounds, the students lacked “tacit skills” (different from trade skills and soft skills). Their attitude to work, life, and sense of commitment left much to be desired, as, there really was no clear goal in their lives. They were also not ready to put in hard work. The approach was very casual.

This, the **YP** learnt the hard way. As part of their course in retail management, YP put in a lot of effort to get big retailers like Shopper’s Stop, Big Bazaar, and Life Style to offer campus placement for their students. However, out of some 100 odd students only 60 turned up for the interviews, that too after much persuasion. Job offers were made to about 40 students. Out of these, only about 10 reported to work on the appointed day and a follow up showed that at the end of the first week, only 1 person had stayed on and others had already quit. The reasons offered were inconsequential, the general drift being that the work was too tiring. The whole experience was very disheartening for YP.

But, **YP turned it into a great learning**. Realizing that the students need to be more responsible, realistic in their expectations and committed, the challenge then was to build these traits in them. And, thus was born, **Soch Ka Parivartan (SKP)**, a one month activity based training workshop, where seven thematic issues were handled through **storytelling, role playing, group activity and group discussion and games**. The themes included:

- Responsible behaviour
- Goal setting
- Honesty and sincerity
- Regularity and punctuality
- Work place etiquettes
- Team spirit and cooperation.
- Resume writing and interview facing

To communicate these traits, the counsellors and the social workers developed short stories and skits which the students could relate to. The facilitators are trained in storytelling, skits, conducting and observing group activities and group discussions. Participating in these activities help students slowly and gradually differentiate between right and wrong professional behaviour, understand that they are responsible for their actions and the outcomes. **In a broad sense, they are the life skills which form an integral part of all their courses.**

While **SKP** is slowly and gradually making the impact, the counselling team, which was very actively involved in the development of the

programme contents and implementation, expressed that the programme still needed to be made more effective. Presently, the programme is being implemented by facilitators who actually come from similar backgrounds and therefore probably lack some of these traits themselves. YP is considering the idea of involving external trainers in the future.

**Nirmala Niketan**, a highly reputed institution of training in social work carried an external audit of **Soch Ka Parivartan**.

Besides **SKP**, all students are given complimentary basic English language training to make them “**job ready**”.

This conventional LDC model has grown substantially. In 2003, there was only one centre in Maharashtra; today, in 2015, there are 65 LDCs and 200 centres including community centres and partner centres pan India.

According to Ms. Shivani Mehta, both **KSWA** and **Yuva Parivartan** are managed very professionally. **Yuva Parivartan**, is an ISO certified initiative. Internal checks for quality are carried out every month with respect to the academic programmes and a 360 degree internal quality audit is conducted every six months. An external audit is conducted once in two years. This has also helped YP maintain documents and data systematically and standardize their procedures.

Around 2009, the management decided to get out of their comfort zone and tread new paths. They organized a seminar for their top employees, “**Orbit Change 2010**”. Through the deliberations, the Camp Model evolved.

## 3.2 Camp Model

This model is particularly useful for the **YP** programme to penetrate even to the remote parts of the country. Under this, the counsellor from LDC/camp coordinator identifies a village or a small town where the **YP** courses can be offered. The camp coordinator visits identified locations with one or two social workers. They go there typically on the day of the weekly bazaar or some village festival, put up **YP** banners and posters for display and distribute pamphlets about different vocational courses offered. Then they get in touch with either the Panchayat or SHG members or school teachers; organize a meeting with the prospective students and offer the courses of 80 hrs to 160 hrs depending upon the response.

At the camp, the course material is provided by the YP but local resources are used for training. Basic Beautician, Basic Tailoring, Advance Tailoring,

Jewellery Making, Fashion Designing, Refrigeration Mechanics, Mobile Repairing, Basic Computer, Tally, DTP, Computer Hardware, Motor Mechanic, Two Wheeler Repairing, Wireman, Welding, Plumbing, Masonry, are some of the popular programmes. The camp coordinator is sometimes a local person and at other times from the LDC in that area. Instructors are generally local resources who connect better with the trainees and also offer a more cost effective option. External assessors and auditors visit the camps periodically to ensure proper implementation of the course.

Till 2015, the **Yuva Parivartan** has organized close to 9000 camps throughout the country. From their camp model developed the idea of a “**Remote Workforce**”. The camps conducted at Nagpur and Jaipur were pilots for this innovation. For their very popular tailoring course, the parent **YP** in Bandra won an order for a large quantity of ready, stitched women and children wear and other items like aprons etc. Through the tailoring course, as a part of practical hands-on training, they got this order ready and delivered it to the readymade garment company. This not only helped them introduce “**earn while you learn**” principle but also ensured future avenues for livelihood. Outsourcing is however not the core activity of the **YP**. It therefore trained local entrepreneurs to develop this as their own enterprise and thus generated local self-employment as well as paid-employment for many. Now they are taking this **Remote Workforce –a form of outsourcing** to other camps also.

### 3.3 Partnership Model

Skill development cannot be viewed in isolation. Skills are germane to, but not always sufficient for securing adequate economic dividends. Skills need to be an integral part of life skill education-employment and economic growth strategies to spur employability and productivity. Coordination with other national macroeconomic paradigms and growth strategies is therefore critical. Skills development is the shared responsibility of the key stakeholders. Partnering is therefore absolutely essential.

Partnerships have always been the mainstay of **YP**. The idea was launched with the partnership with Shramik Vidyapeeth and Blue Star Ltd. This **Industry–Academic–Civil society partnership** has grown from strength to strength since then. Some of their early courses were introduced in association with Khadi and Village Industries Commission. The types of partnerships forged are as follows:

- a) **Industry Partnership:** The partnerships enrich **YP** with the latest course curriculum, upgrading curriculum, staff training, modern equipment

and teaching tools, exposure visits, certification and placements for **YP Stakeholders**. Presently many of the courses of the **National Skill**

- b) **Development Council** are being implemented by **YP**. **YP** has a strong conviction that the “Skill India” agenda needs to help create an appropriate ecosystem that facilitates imparting employable skills to India’s growing workforce over the next few decades.
- c) **NGO Partnership**: Besides industry, **YP** is partnering in a big way with small NGOs, public and private trusts and even educational institutions who are entering in vocational/skill training.

## 4. Multi-Dimensional Training and Employment

To make a foray into rural India, the Multi-Dimensional Training and Employment (MDTE) department was formed with the intent of carrying out skill training through government and corporate projects. Some of the courses conducted are: Dairy Farming, Goat and Poultry Farming, Food processing, Vegetable cultivation, Agarbatti making, Carpentry, Construction Supervision, Fabrication, Bar-bending, Jewellery making, Retail Management, Hardware maintenance, Four and Two Wheeler Repair and Entrepreneurship Development. MDTE’s clients include several prominent corporate firm and state government agencies like: Tata Housing, Tata Chemicals, Skills Academy, Bharat Petroleum, NSDC, NABARD, MAVIM, Vishwa Yuvak Kendras in the states of Maharashtra, Gujarat, M.P., Bihar, Rajasthan and Delhi. The MDTE has provided training to 7000 students in 2013–14 and provided livelihood opportunities to over 95% of their students.

Through years of working on the ground, **YP** has realized that the problem faced by school dropouts from underprivileged families is not only of economic poverty but also of social poverty. **Yuva Parivartan** has identified four areas of work, which form the pillars of its unique model:

- a) **Community Engagement - to mobilize youth and prepare them to unleash their potential.**
- b) **Livelihood Training** - including vocational skills, work readiness and life skills.
- c) **Industry partnership** - for creating industry relevant curriculum, industry exposure and on-the-job training and funding support of the **Yuva Parivartan** programmes.
- d) **Placement Support** - to get them successfully aligned to the mainstream.

Each of these initiatives is aligned to the single objective—to **provide the socially disadvantaged youth with employability-linked-vocational skills**

**thereby helping them get self or wage employment.** The programme provides these youth with exposure to market realities, training in relevant skills and practice in the skills. This exposure leads to opening of their minds where they start thinking of the future. The programme helps build their confidence and realize their potential. **Yuva Parivartan** goes a step forward and also enables them to take up employment through their placement cell or start their own business and hence become contributing members of the society.

## 5. Scaling Up

Through their Integrated Rural development YP has also entered the rural space for skill development.

**Yuva Parivartan** is today a partner to the National Skills Development Mission. The current operations span over 17 states in India, viz. Maharashtra, Gujarat, Karnataka, Uttar Pradesh, Rajasthan, Punjab, Himachal Pradesh, Delhi, Haryana, Chhattisgarh, Jharkhand, Orissa, Madhya Pradesh, Jammu & Kashmir, Andhra Pradesh, West Bengal and Bihar.

*Table 1: Journey till date*

Year	No. of Students trained	Centres	States	Formats
1998 – 99	100	1	1	1
2005 – 06	1500	3	1	1
2010 - 11	18,000	44	2	3
2011 - 12	85,000	100	10	5
2012 – 13	1,00,000	200	17	5
2013 - 14	1,30,000	200	17	5

Of these, approximately 60% are gainfully employed either through wage or self-employment.

True to the spirit of “Giving them a second chance,” **YP** extended its programme to the inmates of the Arthur Road Jail and some of the juvenile criminal rehabilitation centres with the help of prison authorities. In addition, counselling and guidance on life skills was also provided. In Pune’s Yerwada Prison, working with both male and female inmates since 2007, training was offered to over 1750 women in tailoring, and over 600 men in motor-rewinding, wiring and plumbing and arts and crafts. Work in prisons has since been expanded to jails in other states as well.

YP joined hands with the Mumbai Police to counsel and train vulnerable First-Time-Offenders who were out on bail but vulnerable to exploitation. Approximately 280 youth were trained from 15 police stations in two years

and about 84 youth were placed in jobs as electricians and cable operators, and with dealers of air-conditioners and refrigerators. Rehabilitation of such at-risk youth is very important. At-risk youth are a substantially marginalized segment of the population at risk of physical, sexual or emotional abuse and drug and alcohol abuse. These boys and girls are usually not educated and lack avenues to restart their life. This compounds their frustration; often driving them to criminal behaviour. YP now extends its helping hand to them.

Last year, **Institute of Development Studies, London** wanted to study the impact of Vocational Training on school drop outs as a deterrent of the Juvenile crime situation in India. They studied the impact of **YP** on school drop outs and juvenile crime and found the YP initiative very effective.

## 6. Impact Analysis

### 6.1 Placement Linked Camps: Pilot Project Highlights

In one of the villages in Rajasthan, the YP programme was introduced in 2011. In the camp, out of 138 students 44 women enrolled in tailoring courses. All the women formed SHGs and got a contract for sewing school uniforms for 500 students. This was the extension and modification of “remote work force” model piloted earlier.

### 6.2 And the Real Beneficiaries

**Renuka Dede** had dropped out from school in Class IX. Later, she started assisting her mother in domestic work. **IDEA, YP** Partner NGO in Pune, identified her while working in her community. She was counselled to rejoin the school but she wasn't interested. So the social worker motivated her to join a vocational course. She showed interest in nursing and joined the course at **IDEA-YUVA PARIVARTAN**. The field visit and the internship boosted her interest in the area. She successfully completed the course with A+ grade. She continued her job in the same hospital where she had done her internship. Today she is earning Rs. 3000 per month and is proud to be called “Sister Renuka.” Her parents who engaged in rag-picking and casual domestic and other labour are happy to see Renuka's success as she is the only skilled worker in her family.

**Panchasheela**, at 22, is a creative and ambitious young woman. She graduated from **KSWA's** tailoring course in 2005. She had finished her SSC. While completing her tailoring course at **YP, Kherwadi**, she was assisting a fashion designer for some time. Then she decided to branch out on her own. For last two years she has managed to start a small business from her home. Currently she employs two assistants and one master tailor. Working from home, she makes a notable profit of about Rs.4,000/- per month. She says, “**Whoever comes into this line learns ways to survive**”.

**Mobile Camps – Pangari Village, Nasik:** Five students (earlier casual construction workers earning approximately Rs 2500 per month) who attended the Wireman Camp Course at Pangari village, Nasik in January, 2011, have come together to start their own business with a construction contractor for wire fitting and electrical works. Today this group has become self-employed and has started earning an average of Rs. 5000/- per month each. **It's a Magic of Second Chance.**

### **6.3 Feedback of Some Other Beneficiaries**

Over the years, **YP** has indeed created a huge battalion of young boys and girls who have either been trained at **YP** or have joined **YP** as trainers or social workers. In their opinion **“you do not remain same person after you join YP”** It was very nicely expressed by one of the participants **“I changed my technical mind to a very social mind. Now I have become a social worker and I am glad to serve society.”**

### **6.4 Other Stakeholders Experience**

**“I have been connected with Yuva Parivartan for more than six years. They have been tirelessly working to provide vocational training to the youth. I have visited their training centre for girls at Bandra many times and tried to up-scale their potentialities particularly those who are in the field of beautician and hair designing. Two of the YP girls are now working in a senior position in my parlour. I think YP is doing a great job in our society by making the youth socially productive.” Nalini of Nalini & Yasmeen.**

### **6.5 Feedback Systems**

The organization has a 360 degree feedback system in place. At the end of every course, the students are contacted by tele-callers for their feedback on facilitators, infrastructure and facilities made available, course contents and delivery as well as placement assistance given by **YP**. The employers are also contacted for their feedback. It is through the feedback of the employers, that **SKP** is made more rigorous. The independent assessors also give their feedback.

## 7. Key Success Factors

### Course Delivery

- Largely practical – about 70 %
- One stop solution: trade skills, life skills, English language skill together.
- Interactive methodology
- On Job Training - an important component of the course
- Learning from experience all the time
- Exposure visits
- Guest lectures

### Strong Partnerships

- Partnerships with Industry for Infrastructure Finance, Course content, Certification
- Strong Industry representation in Advisory Board
- Placements.

### Early bird advantage

### Professionalism transparency and openness in operations

## 8. Challenges

Some of the challenges of the programme are as follows:

- Limited availability of trained manpower
- Cost management particularly compensation for trained instructors
- Attitude of the learners

## 9. Future Plans

- **Nodal Agency:** YP is harnessing the capacities of tiny NGOs and envisages developing an ecosystem that supports small NGOs through its newly started **YP Authorized Training and Certification Centres (ATCCs)**. There is a need for NGOs and other bodies like public private trusts, educational institutions to come together in order to reach out to the 500 million unskilled youth in India.
- **YP University for Vocational Courses:** In the changing scenario, YP team members are also focusing their efforts on leveraging the power of Information Technology. The target of skilling one million youth in a year is what drives YP to look beyond the present; it makes them reach

into the future. To achieve this ambitious target the **YP** is entering into “E learning.” Use of IT, will help reach out to areas hitherto not reached, impart training, conduct assessment and certification of students at their own centres, as well as at partner centres, and manage the large database of the existing and potential students and map them to employment opportunities available. For this, they are standardizing course content, delivery, examination and evaluation in their courses offered anywhere in India. **Assessment and evaluation standardization will help in creating the Yuva Parivartan Virtual Academy. This will help conduct National Level Examinations and Certification Activity.**

- **Starting Yuva Parivartan Livelihood Exchange:** YP is planning an initiative on the lines of an employment exchange where the prospective employees and employers can meet. The YP keeps data for all its students enrolled with them. This data is available in soft copy which can be easily accessed by the future employers. YP is creating opportunities in the organized sector by providing placement to those youth through Placement Assistance and setting up a Rural Employment Exchange to aggregate job opportunities in the unorganized sector.

## 10. Summing Up

As India moves progressively towards becoming a global knowledge economy, it must meet the rising aspirations of its youth. This can be partially achieved through focus on advancement of skills that are relevant to the emerging economic environment.

The skilling needs of the country are however diverse, as also skilling gaps. **Yuva Parivartan** addresses the three most important paradoxes confronting the Livelihoods and skilling space in India today:

- 80% of all youth who do not complete school, but, receive only 20% of the attention;
- 90% jobs are in the unorganized sectors, but, they receive only 10% of the attention and resources;
- 60% of the population lives in the villages, but, receive only 30% of the attention and resources.

The **Yuva Parivartan** Model attempts to address these concerns. **Yuva Parivartan** is an inspired movement with a desire to bring about a change for the betterment of the society and the nation by mainstreaming the section of population that is likely to get side tracked.