



SKILL DEVELOPMENT OF ARTISANS- POLICY SUGGESTIONS

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POLICY PAPER

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Acronyms

CSR	Corporate Social Responsibility
CSUP	Comprehensive Skill Upgradation Program
DCHL	Development Commissioner - Handlooms
DDW	Design and Technology Development Workshop
GSHP	Guru Shishya Hastshilp Prashikshan Program
ILS	Illiterate/Lower Secondary
ISDS	Integrated Skilled Development Scheme
PPP	Public-Private Partnership
SAMARTH	Scheme for Capacity Building in Textiles Sector
SIDBI	Small Industries Development Bank of India
SnA	Secondary and above
UNDP	United Nations Development Programme
USTAD	Upgrading the Skills and Training in Traditional Arts/Crafts for Development

Skill Development of Artisans – Policy Suggestions

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1 Executive Summary

Skill development programs have various formal (schematic) as well as informal approaches. Formal skill development is generally undertaken both by public agencies through schematic skill development programs as well as by private organizations. There are broadly two types of skill development programs – one where skill is imparted in the form of reskilling, upskilling or new future skills and may or may not be accompanied by placement/entrepreneurial opportunities and another where skill is imparted and followed by jobs or self-employment. Skill development by private sector agencies including formal marketing chains, start-ups, development agencies, CSR interventions, etc. also follow similar models.

It was felt that for public agency led skill development programs, which are not always definitely or directly linked to business gains, artisans feel the need for coverage of their wage loss. Also, there being multiple training programs by various public agencies, artisans have choice and those programs which are less remunerative struggle to get trainees. It is suggested (by an evaluation study) that there is need for intensifying the role of private sector in such programs, where the private sector should market products and not expect artisans to do so, post their training. The study further suggests that there is need for creation of employment portal and introduction of placement agencies. Accordingly, it suggests that these efforts may also be made part of the expected delivery of the training programs.

On the other hand, according to the private sector, skilling is a very broad term. They find that many artisans, maybe because of influx from non-traditional artisanal background, are deficient in contemporary thoughts and knowledge of the history of the craft to recreate it. Linkage with the global economy will also necessitate that artisans get knowledge of supply chain requirements as well as get disciplined in the form of quality, just in time (JIT) production, etc.

But for the private sector, who will ultimately employ skilled artisans, skilling by standard classroom training is less useful. Also, the private sector cannot do subsidized training. They believe that if development has to be sustainable then profit-linked skilling is of utmost importance. They feel that there is no short-cut to skill development. Week/two weeks program or even long run programs done without a business motive do not provide appropriate business-oriented skills. Learning comes when one learns while in business. The learning process starts while working on the job with technicians who specify the technicalities and check the quality at every step and give desired inputs. Thus, they feel that long run training should happen at the workplace and the Government should fund industry internship program of at least one year.

It was felt that education does count in understanding and creating better quality, leading to higher

¹ This paper is derived by the authors mostly from the take-aways of a Committee - “Policy Suggestions for Skill Development of Artisanal Clusters” formed by the Foundation for MSME Clusters (FMC). The Committee was Chaired by Prof Santosh Mehrotra, along with eminent Members including Ms. Meera Shenoy, Dr R K Singh, Dr B Shadrach, Ms. Anita Sharma, Mr. Mukesh Sharma, Mr. K V L Narashimham, Mr. Lav Bhardwaj, Ms. Mona Gupta, and Ms. Meenu Chopra. The Paper is not formally edited, and views are that of authors and not necessarily that of the Committee or the FMC or any of its partner organizations. Government data has not been verified with relevant departments.

wage compensation. It was also suggested that in order to sustain this process educated artisans should be supported through subsidized fees to take trainings in designing and fashion technology schools and supported to start their upscaled enterprise with similar start-up facilities. Also, appropriate graduation and post-graduation syllabus may be created by formal teaching staff, in consultation with master artisans and industry persons. Training material may be provided in local languages. Online and offline trade specific mixed module be created for higher coverage.

Accordingly, the way forward in skilling artisans can be the following:

1.1 Private Sector Led Training

- Partially support private sector registered units with more than 10 employees to train artisan card holders through one-year apprentice program.
- The support be progressive, the higher the number of apprentices, the higher may be the degree of support.
- At least 80 per cent of the trainees may be absorbed (given one year job contract) post apprentice period.
- Partially support artisan card holder youth to get formal training in designing/fashion technology with private/public sector accredited training institutes.

1.2 Public Sector Led Training

- Publicly funded training program may support not more than 50% of minimum state level wage cost.
- The program should tie-up with a private sector buying agency employing at least 10 persons, prior to the training.
- The buying agency to provide sample work orders to at least 50% of the trainees.
- Uniform program support may be provided for similar type of training across all public agencies.
- Further incentivize program management cost at current rates with provisions for annual increase.
- Partially support artisan card holder youth to get formal training courses of designing/fashion technology with private/public sector accredited training institutes.
- Appropriate graduation and post- graduation syllabus may be created by traditional teachers in consultation with master artisans and industry persons. Training material be provided in local languages
- Online and offline trade specific mixed module be created for higher coverage.

2 Target Population

Artisans are creators of handicrafts. “Handicrafts are goods predominantly made by hand even though some tools or machinery may also have been used in the process; such goods are graced with visual appeal in the nature of ornamentation of in-lay work or some similar work of a substantial nature; possess distinctive features, which can be aesthetic, artistic, ethnic or culturally attached and are amply different from mechanically produced goods of similar utility”²

At the Union Government level, training in handicrafts are mostly being promoted by two specialized Offices of the Ministry – Development Commissioner (Handicrafts) – DC(HC) and Development Commissioner (Handlooms) – DC(HL). Interestingly, among the 32 crafts recognized by DC(HC)³, handloom is also a craft and among the 320 detailed handicraft items mentioned in Artisan Data⁴, 55 are handloom items and include all specialized handloom⁵ names as well as “Textiles (Handlooms)”. Thus, it can probably be concluded that the number of handloom weavers are subsumed in the number of handicrafts artisans⁶.

The last handicraft census, done during the 11th Plan (2010-11) found 6.9 million artisans (3.9 being

² <http://handicrafts.nic.in/CraftDefinition.html>

³ 2039201602393132 craft process.pdf

⁴ <https://indian.handicrafts.gov.in/en/search>

⁵ Like Baluchari, Bhagalpur, Chanderi, Gadwal, Ikat, Kancheepuram, Kasargod, Kota, Kotput, Maheswari, Mangalgiri, Mysore, Muga, Pathani, Pochampallim Patola, Sambalpuri, etc.

⁶ Interpretation is that of the authors and FMC does not necessarily agree with the same.

female)⁷. In 1995-96, the number was 4.8 million. Thus in 15 years, the number increased by 2.1 million, or say around 140,000 per annum. There has been no further census of handicraft artisans since that time.

A global review found that “...training funds are grouped in three categories – (i) enterprises (employer- reimbursing), i.e., incentivizing the training of employees, apprentices and/or providing business development advice, (ii) *providing subsidy* to fund special training initiatives which do not necessarily benefit levy-paying firms directly (e.g., the training of disadvantaged and marginalized groups the training of unemployed persons) and (iii) pre-employment (revenue generation) initial TVET in public (and sometimes private) providers or in providers owned by the training fund itself. In majority of cases, there is no evidence on the outcomes and impact of training funds....”. “.... There are four types of levy base from which levy financed training funds draw their resources: a percentage of the total payroll; a fixed amount per worker, a percentage of enterprise profit, turnover or sales, and a fixed amount per foreign worker permit issued....” “.... Most training funds still report only on outputs (e.g., numbers trained), relying on this and anecdotes (or “success” stories), as the main measures of effectiveness....”⁸

3 Who does skill development: Family, Public, Private

Skill development programs have various formal (schematic) as well as informal forms. Formal skill development is mostly undertaken by public agencies through schematic skill development programs and also by private organizations. There are broadly two types of skill development programs – one where skill is imparted in the form of reskilling, upskilling or new future skills and may or may not be accompanied by placement/entrepreneurial opportunities and another where skill is imparted and followed by jobs or self- employment. Skill development by private sector agencies including formal chains, start-ups, development agencies, CSR interventions, etc. also follow similar models.

However, in this sector, there is yet another unique way where skills are handed down from one generation to another and is done by artisan family elders to their younger generations in a continued manner within the family. Traditionally, there was a time when, in order to maintain secrecy, such skill was given to the male members only as the female members will (as per custom) migrate to a different family post marriage. But with time, both male and female members are given the family level skill training. However, this practice fitted the local economy-based model. But as handicrafts entered the global economy the demand increased and with limited families doing this business, the local artisans started engaging migrant laborers to help them with the activity and hence skills started percolating further and wider. Thus, handicraft illiterate, local persons also entered this trade both from local as well as in the form of migrant laborers. This had an impact on quality and simultaneously, in the absence of other lucrative opportunities, put downward pressure on the wage rate. Factory made handicraft copies also added further woes. But overall, the market forces backed and increased the need for continuous skill development. The following skill development programs were studied through secondary literature review and/or discussion with concerned persons.

Table 1
Programs Studied/Discussions Held

Public Sector	Private Sector
ISDS – Scheme	DISHA – a PPP of UNDP and IKEA
SAMARTH – Scheme	USHA Silai School – PPP of USHA and SIDBI
DCHC – Various Schemes	Fab India – specialized artisanal departmental store
DCHL - Scheme	Lal10 – specialized online artisanal product selling startup
USTAD - Scheme	Vedanta – CSR initiative
	An artisanal entrepreneur
	Handicraft Association
	An exporter cum trainer

⁷<http://handicrafts.nic.in/Page.aspx?MID=BOII5FUynjpl5RZJJ8nW#>

⁸ Global Review of Training Funds, UNESCO, 2022

4 Public Skill Development Programs

Public sector is the leading skill developers in the country through formal skilling programs for decades. Some of these are as follows.

4.1 ISDS⁹

Ministry of Textiles introduced pilot phase of Integrated Skilled Development Scheme (ISDS) during the last two years of the 11th Five Year Plan Year 2010-11. Subsequently, the scheme was scaled up during the 12th plan with a target of skilling 1.5 million persons by the end of March 2017. The scheme covered several handicrafts and handloom product categories and trained around 1.1 million persons. This includes a wider variety of textiles other than handicrafts and handlooms.

4.2 SAMARTH¹⁰

Ministry of Textiles is in the forefront of promoting skills in the artisanal sector. This Scheme of the Ministry of Textiles came into existence in 2017. The Scheme is meant for capacity building in textiles under the Skill India Mission. This Scheme covers training under National Skill Qualification Framework (NSQF)¹¹ for, among others, handicrafts, and handloom activities. There are around 101 different courses for around 14 different trades related to handlooms and handicrafts¹².

Except for Silk and Jute, all the other trades have 57% of their programs for NSQF3, 32% of NSQF2. Silk and Jute has 92% and 57% of their programs in NSQF4. Majority of the programs are of the duration 251 to 300 hours, followed by 201 to 250 hours. Except for textiles and handlooms, all other crafts are covered for category II and category III places. The average training cost provided for these are Rs 46.70/hour for Category I, Rs 40/hour for Category II, and Rs 33.40/hour for Category III. Special support is given to women and especially capable groups for transport, boarding and lodging, and post placement handholding. Coverage of artisans, an estimated 7 million¹³ of them is a challenge.

4.3 Skill Development Programs of Development Commissioner Handicrafts - DC(HC)

Different skill development training programs are being implemented under DC (Handicrafts), Ministry of Textiles, Government of India under National Handicrafts Development Program (NHDP) through 2021- 22 to 2025-26. Some of the key programs are as below:

4.3.1 Design and Technology Development Workshop (DDW)

The program aims to fulfill the current design needs of the market and aims to develop new designs/prototypes as per present requirements of the handicraft sector using existing skills of artisans. The batch size for each course is 20-40 artisans, with a duration of 25 to 75 days.

4.3.2 Guru Shishya Hastshilp Prashikshan Program (GSHPP)

The scheme objective is to transfer the traditional craft knowledge from the master craftsperson (Guru) to the new generation artisan (Shishya) to bridge skill gap and fulfil market demand. This shall be achieved through imparting technical and soft skill training and shall create a trained workforce in the Handicrafts sector. The batch size for each course is 20-40 artisans, with duration of 2 – 6 months.

⁹ isds-textiles.gov.in and is an interpretation of the author based on data and not that of FMC.

¹⁰ Sources: Annexure I "List of Modules/Courses offered under SAMARTH", 2021 and "List of New Courses Adopted under SAMARTH" 2022 and is an interpretation of the author based on data and not that of FMC

¹¹ The National Skill Qualification Framework (NSQF) has 10 levels where each level is defined by a set of competencies, knowledge, and skills required for various jobs and professions. Level 1-2 denotes basic literacy and numeracy skills, while 3-5 represent specialized vocational and professional skills. Levels 6-7 denote advanced knowledge and qualifications, 8-9 denote research-based qualifications, and level 10 denotes the highest level of academic achievement.

¹² From the list of total courses offered under SAMARTH as of 2022, we have excluded courses that are related to skills pertaining to organized manufacturing units such as supervision, AutoCAD design, and merchandising. The interpretation is that of the author and not that of FMC

¹³ As in 2011-12

4.3.3 Comprehensive Skill Upgradation Program (CSUP)

The scheme objective is to supplement the efforts of the industry for bridging skill gap, reviving the age- old practice of traditional crafts in Handicraft sector and providing a demand driven & self-employment- oriented training based on National Skills Qualifications Framework (NSQF). The objective shall be achieved through formal certificate training courses with the help of established institutions at their premises. The program aims at comprehensive development in skill upgradation, design innovation and soft skills of artisans. The batch size for each course is 20-40 artisans, with duration of 6 months.

4.3.4 Overall

Overall, we find that wage compensation as a part of the training cost is high and varies between 50 to 70 per cent of program cost. Average admin charges funded is low and vary between Rs 12,000 (1 to 3 months program) to Rs 23,000 (up to 6 months program). We could not find any associated target market or job creation target attached to the training initiatives. However, there are various market promotion initiatives of the DC(HC), which are provided to artisans.

4.4 Skill Development Programs of Development Commissioner Handlooms – DC(HL)¹⁴

The nature of support program here also meets high expense on wage compensation varying between 50 to 66 per cent and low compensation for admin charges varying depending on the duration of the program - Rs 2500 for a 5-days program to Rs 20,000 for a 45-days program. We could not find any associated target market or job creation target attached to the training initiatives. However, there are various market promotion initiatives of the DC(HL), which are provided to artisans.

4.5 USTTAD¹⁵

Upgrading the Skill and Training in Traditional Art/Craft Development (USTTAD) is a Scheme of the Ministry of Minority Affairs. It provides for an expense of Rs 10,000 per artisan per month, 10% management fees and 2% success fees. Besides each artisan is paid Rs 3000 per month. The project implementing agency (PIA) is a not-for-profit organization which identifies the artisans, mobilizes them for training, undertake training of trainers, create SHGs/Producers Company provide forward and backward linkages, do follow-up, provide MIS, and conduct handholding for programs ranging from 2 to 12 months. An evaluation of the Scheme found that both skill and employability improved. Artisans have choice of programs and have high expectations from the programs in terms of outcomes. The evaluation study suggested that for further impact role of private sector be intensified and agencies themselves should market products and not expect artisans to do so. Support may be holistic and activities like design development (by knowledge partners), exposure, technological changes, etc. may also be provided. It also supported the creation of employment portal and introduction of placement agencies.

¹⁴ Interpretation is that of the authors and FMC does not necessarily agrees with the same.

¹⁵ USTTAD, Ministry of Minority Affairs, January 2018, "Final report for conducting impact and evaluation study of ...USTTAD....", Ministry of Minority Affairs by Management Development Institute, Gurgaon, January 2021. Interpretation is that of the authors and FMC does not necessarily agree with the same.

5 Private Skill Development Programs

5.1 DISHA¹⁶

Disha was launched in 2015 by UNDO, IKEA Foundation and IDF. Objective of this program was to economically empower 1 million women artisans. It was approached through four models - School-to-work transition: Helping young women make informed decisions about their future (through assessment, counselling, skilling and private sector exposure) (ii) Employment marketplace: Collaborative platform to support matchmaking (iii) Micro-enterprise promotion by developing local mentors and grow nano and micro businesses; and (iv) Value chain: Building managerial capacity of collectives and improving market linkages to enhance their value realization. 96% of beneficiaries feel that the program has created a noticeable impact in their life. 79% beneficiaries are completely satisfied with their decision to participate in the program. However, the program was more oriented towards information dissemination with a target (achievement) of 770,000 (781366). The target (achievement) for job creation and enterprise development was less at 65,000 (27,690) and 30,000 (30,715) respectively.

On the job creation part, the major thrust was creation of Youth Employability Service Centres, working with employment exchange and other institutions and provide modern skills like communication and presentation skills to become job ready and reduce information gap. The major thrusts in micro enterprise promotion were to train educated women to become mentors. It was found that among the women head of households and those having some basic tools like sewing machine, are ideal candidates for promoting entrepreneurship and are more prone to taking skill support. The mentors should know basic arithmetic and should have faced success or failure in business promotion with a real-life story to share. However, counselling of family members is also important to get the nod for going to training and entrepreneurship. Learnings from the value chain suggest the creation of producers' groups and their internal managerial capacity at the local level.

5.2 FABINDIA¹⁷

FABINDIA believes that profit making is fundamental to development initiatives that target sustainable employment. Hundreds of weavers and artisans have grown with the firm, and some are also shareholders. With the support of high-quality technical staff and designers, allowing store managers to be entrepreneurial and selecting stores as 'destinations' FABINDIA gives unique experience to its customers in its each unique store and in the process fulfils its vision to promote India's handicrafts and generate sustainable employment to its suppliers who are mostly from rural India. The learning process comes through working with the designers who specify the technicalities and check the quality. FABINDIA gives scope for learning by accommodating occasional late supply, mistakes, etc. but after giving adequate warnings. Of course, the selection process includes reference, interview, visit and sample order performance. Working capital is arranged through banks and full capacity is utilized. Most work orders are without formal contracts and this trust process makes business run with low cost.

¹⁶ Final M1 Learning and Way Forward Document, Final M2 Learning and Way Forward Document, Final M3 Learning and Way Forward Document, Final M4 Learning and Way Forward Document and Disha Impact Evaluation, IKEA Foundation and Dalberg Advisors. Interpretation is that of the authors and FMC or SIDBI or CBS or CEMCA does not necessarily agree with the same.

¹⁷ Source: Harvard Business School Case Study: "Fabindia Overseas Pvt. Ltd." Mukti Khaire and Prabhakar PK Kothandaraman, February 1, 2010, Interpretation is that of the authors and FMC or SIDBI or CBS or CEMCA does not necessarily agree with the same.

5.3 Lal10¹⁹

Founded in 2016, Lal10 is a B2B online platform for Indian artisans to sell their products in India and abroad through their partners – B2B. Lal10 has partnered with global retailers. Lal10 claims to invest more than 70% of their profits in building the ecosystem of artisans and the money goes into building new contemporary designs so that the artisans can earn better wages, helping artisans present their products in different exhibitions and marketing channels, and in creating health awareness and skill development among the artisans.

As buyers, they feel that skilling is a very broad term. While skill in technology exists, artisans are deficient in contemporary thoughts and knowledge of the history of the craft to recreate it. Also needed is knowledge of supply chain requirements. Lal10 does not skill artisans in craft or thoughts or designs. They gave them discipline. Discipline in the form of quality, JIT production, honesty in methodology, etc. To start with, all these were taken for granted. However, this backfired. Corrections were done by recruiting experienced technocrats from Fab India, Apple, HLL, etc. Such persons came with knowledge of production related challenges, remote and JIT monitoring, etc. They stationed persons at the point of sourcing, gave them credit, purchased raw material to check on quality, etc.

Lal10 feels that skill development by standard classroom training is of very little use. Skilling on designing is not required to enhance livelihood. They started working with agglomerations. This helped and brought down their costs. They are now looking for such agglomerations, interestingly in textiles and bamboo or other natural yarn material. They do not want garments. But they sell garments. Interested in fabric. They feel that the cost of good garmenting is the lowest in Delhi and they do not outsource it elsewhere. Sari is a no-no for them. They want to link with the current generations. They were particularly interested to hear about stole from Assam and said if they like they will convert it to garments.

5.4 Vedanta²⁰

As a part of the mega “Vedanta Nand Ghar” program this Women Skills and Entrepreneurship Development Program, targets 5250 women to be trained across two geographic locations, viz., Jaipur (Rajasthan) and Lanjigarh (Kalahandi, Odisha) and provide them with job work or convert them into entrepreneur. The program has been designed after an assessment of training needs of rural/urban areas through an in-depth market research study, followed by need based skills and training. The need is pre-assessed by talking to entrepreneurs (local/national) and the training is provided based on job work requirements of these entrepreneurs by the master trainers of those entrepreneurs. In contrast to detailed training, this project targets job with limited training. This suits the needs of the women who do not want to put too much time on learning but learning as per job needs. No wage compensation or travel costs for training purposes is given to the trainees. In a short span of four months (effectively), 420 women were trained and 126 women started doing job work. The program felt the need for some link persons who can distribute the orders and collect the finished products.

¹⁸ Source: Interview, Anonymous. Interpretation is that of the author and FMC or SIDBI or CBS or CEMCA does not necessarily agree with the same.

¹⁹ Source: Interview. Interpretation is that of the author and FMC or SIDBI or CBS or CEMCA does not necessarily agree with the same.

²⁰ Primary data from FMC. Interpretation is that of the authors and FMC or SIDBI or CBS or CEMCA does not necessarily agree with the same.

5.5 USHA *Silai* School – A PPP Model of SIDBI and USHA²¹

5.5.1 USHA *Silai* (stitching and tailoring) School: Promoting Rural Women Entrepreneurship through Skilling²²

USHA is one of the leading sewing machine companies in India, is skilling rural women through customized stitching knowhow since 2011. They have developed 4 stitching skilling model.

5.5.1.1 Training of Trainers

This is a 15-day residential training course which creates master trainer who will further either provide training to silai school women entrepreneurs or supervise production in production unit model.

5.5.1.2 Stitching production unit model

There are 5 in the country (in metropolis) and are fully managed by USHA. These centers have around 15 women, trained by USHA Master Trainer and these are linked with designer house who utilize it as their back- end production unit (stitching part). The women earn approximately Rs 15,000-20,000/month.

5.5.1.3 Satellite *Silai* School Model

Here, a selected women beneficiary has basic knowledge on stitching, willingness to learn and ready to take business order at the local level and having her own sewing machine. They are trained by a USHA women master trainer through a 2 days' course curriculum which is completely residential. Followed by the training, these women can download a USHA online stitching guideline app which helps during their production if they require any support. Also, on-call support facility remains available whenever they face any understanding challenges. Since 2015, 22,000+ Satellite *Silai* Schools have been created in India.

5.5.1.4 Classical *Silai* School Model

During the last two decades USHA has created 8,000 silai schools. It is an individual house premise of a trained beneficiary who has undergone a detailed training program and provided with a sewing machine at free of cost. The cost of training, management, handholding is provided by the Project (@ Rs 37,000 per school). The trainee needs to be willing in taking up business order post training and need to train 20 more fellow women from the same block. While giving training to the new women from the community, the lead women of the *Silai* School, charge a nominal fee of Rs 500-1,000/month directly from the trainee women which becomes a source of income for the lead women. This training program generally runs for a period of 2-3 months and 2-3 hours/day. Lead women entrepreneur of *Silai* school earns approximately Rs 3,000 to Rs 4,000 on average/month out of which 20 per cent is through training provided to fellow women. Products which mostly they stitch are only women garments. In few cases, lead women entrepreneurs have also received bulk order (20-25 pieces) of *lehengas*, blouse from nearby retail stores in block level town. Fellow trained women artisans earn on an average Rs 250- 500/month on an average.

5.6 Training by an MSME Association

Sri Viswakarma Goldsmiths Private Limited (SVGPL) is an association of micro enterprise jewelry units of Vishakhapatnam. It was established in 2017 and it created a CFC under the Micro, Small Enterprise Cluster Development Program Scheme (MSE-CDP) of the Ministry of MSME. The CFC consists of Hallmarking Center, Common value addition center and the Training Center with trainers certified by Gem and Jewelry Skill Council of India (GJSCI) and NIESBUD. With the support of NSDC and PMKVY schemes SVGPL is providing skill upgradation to artisans, free of cost, in different courses like CAD designing, hand sketch designer (basic & advance), retail sales, appraiser and valuer, diamond assorting (basic & advance).

²¹ Not verified by either USHA or SIDBI and is purely interpretation of the author and FMC or SIDBI or CBS or CEMCA does not necessarily agree with the same.

²² Based on visit to 2 USHA Silai Schools in Malakhara Block in Alwar District of Rajasthan

Training is given to artisans, students, and unemployed youth. Outcome of these training program vary and includes among others increased capacity (based on case studies) and job opportunities which the trainee needs to find out.

5.7 View of Exporter-cum-Trainer

It was suggested that artisan skills need to be given due recognition as regular degree courses by regular teaching institutions. Here appropriate graduation and post- graduation syllabus may be created by traditional teachers in consultation with master artisans and industry persons. This will provide the necessary recognition and will draw talent in artisanal skilling.

6 Does Education Count in Earning?

As per the fourth handloom census, 23 per cent of the weavers have not received any formal education, and 14 per cent have not finished primary education and 18 per cent were primary educated. The situation has improved from the third census when 30 percent had not received any formal education, 13 per cent did not complete primary and 18 per cent were primary educated.

Based on a study²³, it was found that “.... Level of education shows a significant correlation with the wage level. Those who are educated above secondary level are getting 17 to 69 per cent higher wages compared to those who are below secondary level. Better bargaining and risk-taking ability due to confidence given by education, better access to markets are likely major factors for their better wages.

Table 2
Wage Differential Based on Level of Education

Cluster	Average Wage (Rs)		Higher Wage for Higher Educated
	ILS	SnA	
Hadapada	436	508	17
Soro	363	506	39
Tumkur	365	570	56
Dhemaji	0	187	NA
Agra	246	246	0
Gumla	209	250	20
Karimnagar	313	420	34
Srikakulam	150	254	69

Illiterate/Lower Secondary = ILS, Secondary and Above = SnA, NA: Not Applicable (all are SnA), Source: Primary Data

Technology of producing a product is learnt through family involvement and is not a constraint. The major constraints are in the design element and in market promotion. Several attempts are being made by various agencies in promoting design and market promotion knowledge by organizing design development and marketing training. Given the number of artisans, such one-off inputs are not enough. They fall short of the critical push that is required for sustainable change. There are two dimensions to it.

Firstly, there is need for a base skill in designing. This needs to be present and can only be acquired through full course training in the form of a diploma or degree, provided to artisans. Such training in design should also include elements of costing, e-commerce, and marketing. To make it further deep rooted, such courses should also be made part of curriculum in schools and should be made available to students, especially those who come from artisanal backgrounds in the artisanal clusters. Also, there is need to create handicrafts colleges and universities that especially create specialists in these fields. All these will enhance the level of current learning as well as future learning capacity and will transform Artisan to Art –hi- Shan (Sarkar: 2006). More of entrepreneurs will also get created through this process.

²³ “Sarkar, Tamal; “Promoting Artisanal Clusters” in “Reviving Jobs – an Agenda for Growth”, edited by Prof Santosh Mehrotra, Penguin, 2020

Secondly there will be need for learning on the job. Here, while short term inputs, as available through schemes in designing and market promotion, should continue, there is a need to link those to market. Like any other individual, artisans are motivated to learn and also learn at a faster pace, when learning leads to immediate business return, preferably income generation (Sarkar and Banerjee: 2007).

Thus, regular skill development programs should have business targets. Also, private sector value chain partners should be encouraged to train artisans in newer products through training program and also simultaneously ensuring buy back of products thus created or follow-up with orders....”

7 Issues

Skill development initiatives are often not necessarily linked to business gain. Thus, when it is given to artisans (existing entrepreneurs), they do not see any immediate gain and feel the need to cover their wage cost. Also, there being multiple training programs by various agencies, artisans have choice and those which are less remunerative struggle to get artisans. Evaluation of an available program also suggests (a) need for intensifying the role of private sector who should market products and not expect artisans to do so and (b) creation of employment portal and introduction of placement agencies.

On the other hand, according to the private sector, skilling is a very broad term. They find that many artisans, maybe because of influx from non-traditional artisanal background, are deficient in contemporary thoughts and knowledge of the history of the craft to recreate it. Linkage with the global economy will also necessitate that artisans get knowledge of supply chain requirements as well as get disciplined in the form of quality, JIT production, etc.

But for the private sector, skill development by standard classroom training is of very little use. Also, they cannot do subsidized training. They believe that if development has to be sustainable then profit-linked development is of utmost importance. They feel that there is No short-cut to skill development. Week/two weeks program or even long run programs done without a business motive does not provide appropriate business-oriented skill. Learning comes when one learns while in business. The learning process starts while working on the job with technicians who specify the technicalities and check the quality at every step and give input there. Thus, they feel that long run training should happen at the workplace and the Government should fund industry internship program of at least one year.

It was also felt found that education does count in understanding and creating better quality, leading to higher wage compensation. It was also suggested that in order to sustain this process educated artisans should be supported through subsidized fees to take training in designing and fashion technology schools and supported to start their upscaled enterprise with similar start-up facilities.

8 Way Forward and Issues Addressed

8.1 Private Sector Led Training

Suggested Steps

Partially support private sector registered units with more than 10 employees to train artisan card holders through one-year apprentice program

The support is progressive, the higher the number of apprentices the higher will be the degree of support

Addressing Concerns/Suggestions as Above

Many artisans, as the sector is expanding and non-artisans are entering the sector, are deficient in contemporary thoughts and knowledge

Lack of knowledge of supply chain requirements in quality and JIT production.

Skill development by standard classroom training is of very little use, but private sector cannot subsidize training

Suggested Steps	Addressing Concerns/Suggestions as Above
At least 80 per cent of the trainees to be absorbed (given 1 year job contract) post apprentice period	<p>Long run training should happen at the workplace and the government may fund industry internship program of at least one year.</p> <p>Programs done without a business motive does not necessarily provide appropriate business-oriented skill</p>
Reflected in Public Sector Initiatives	<p>Education helps. Educated artisans should be supported through subsidized fees.</p> <p>Appropriate graduation and post- graduation syllabus may be created by traditional teachers in consultation with master artisans and industry persons.</p>

8.2 Public Sector Led Training

Suggested Steps	Addressing Concerns/Suggestions
Publicly funded training program to support not more than 50% of state minimum wage cost. This will ensure demand led training.	Some skill development initiatives have a scholastic mind set and often run 25 to 150 days and are not always linked to immediate business gain.
The program may tie-up with a private sector buying agency employing at least 10 persons, prior to the training. The buying agency to provide sample work orders to at least 50% of the trainees.	So, artisans feel the need to cover their wage cost.
Uniformity of program cost across Ministries may be maintained.	Evaluation of a program suggests need for intensifying the role of private sector who should market products and not expect artisans to do so
Incentivize program management cost at current rates with provisions for annual increase.	Multiple training programs gives artisans choice and those which are less remunerative struggle to get artisans.
Partially support artisan card holder youth to get formal training designing/fashion technology with private/public sector accredited training institutes. Appropriate graduation and post- graduation syllabus may be created by traditional teachers in consultation with master artisans and industry persons. Training material in local languages.	Very low program management cost.
Online and offline trade specific mixed modules for higher coverage.	Lack of local trainers. People do not take pride as an artisan. No formal recognition.
	Artisans are in millions. Coverage is a challenge

Accordingly, the way forward in skilling artisans can be the following:

8.3 Private Sector Led Training

- Partially support private sector registered units with more than 10 employees to train artisan card holders through 1 year apprentice program.
- The support be progressive, the higher the number of apprentices higher will be the degree of support.
- At least 80 per cent of the trainees to be absorbed (given one year job contract) post apprentice period.
- Partially support artisan card holder youth to get formal training designing/fashion technology with private/public sector accredited training institutes.

8.4 Public Sector Led Training

- Publicly funded training program may support not more than 50% of minimum state level wage cost.
- The program should tie-up with a private sector buying agency employing at least 10 persons, prior to the training.
- The buying agency to provide sample work orders to at least 50% of the trainees.
- Uniform program support may be provided for similar type of training across all public agencies.
- Further incentivize program management cost at current rates with provisions for annual increase.
- Partially support artisan card holder youth to get formal training courses of designing/fashion technology with private/public sector accredited training institutes.
- Appropriate graduation and post- graduation syllabus may be created by traditional teachers in consultation with master artisans and industry persons. Training material be provided in local languages
- Online and offline trade specific mixed modules be created for higher coverage.

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