

SKILL MAPPING STUDY IN JJ CLUSTERS OF EAST DELHI



conducted by

INDIAN ADULT EDUCATION ASSOCIATION, NEW DELHI

assigned by

**DIRECTORATE OF ECONOMICS AND STATISTICS
GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI**

SEPTEMBER 2021

Skill Mapping Study in JJ Clusters of East Delhi

Report

conducted by

INDIAN ADULT EDUCATION ASSOCIATION, NEW DELHI

assigned by

**DIRECTORATE OF ECONOMICS AND STATISTICS
GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI**

SEPTEMBER 2021



ACKNOWLEDGMENTS

We are really grateful to the Directorate of Economics and Statistics, Government of National Capital Territory of Delhi for assigning us the task to conduct Skill Mapping Study in the JJ Clusters of East Delhi District. Our sincere thanks are to Dr. A. C. Verma, IAS, Principal Secretary (Planning) and Shri Ashok Kumar, Director (Planning, Economics & Statistics) for their continuous support extended throughout the period of study. We feel indebted to Shri C.K. Dutta, Joint Director and Shri Shan-E-Alam, Deputy Director, for providing thoughtful guidance and sharing their vast experience wherever deemed essential to motivate and enlighten the research team during the conduct of study.

We are also thankful to all the Pradhans, ASHA workers and Representatives of Residents Welfare Associations and other social groups working for the welfare of people in JJ Clusters and of course to all the respondents who expressed their trust in us and apprised us with their valuable opinion and other relevant information even during odd climatic conditions and torrential rain without which the study could have not been completed. It is their cooperation which enabled us to come to concrete conclusions.

We owe special thanks to Ms. Naveelah, Associate Fellow, Delhi Assembly Research Centre and Representative of Deputy Chief Minister's Office whose gentle reminders motivated the research team to do its best to ensure quality of the report.

We will be failing in our duty if we do not thank the office bearers of Indian Adult Education Association, particularly Shri K.C.Choudhary Principal Advisor, Dr. L.Raja, President, Prof.S.Y.Shah and Prof. Rajesh, Vice-Presidents and Shri S.C.Khandelwal, General Secretary, IAEA for encouragement given and cooperation extended to complete the study in time.

We are extremely thankful to Smt. Kalpana Kaushik, In-Charge Director, IAEA for her continuous support in every possible manner and Shri M.L.Sharma, Deputy Director, IAEA for ensuring logistical support which again accelerated the pace of completion of the study. We also thank all the staff members of IAEA for providing necessary support services as and when required.

Our thanks are to all the members of research team who have painstakingly conducted the survey work facing extreme humidity, travelling through ever confusing serpentine routes and executed each and every step necessary to bring out this report with perfection. Their polite behavior and nuanced approach towards grassroots level people enabled us to establish a good rapport which is certainly appreciable. Our thanks are due to the members of technical team who worked 24X7 for developing web application and supportive mechanism within least possible time.

Thanks to Shri Kripal Singh Mehra, Programme Associate who worked in marathon mode right from planning, data collection, tabulation of data and taking dictation which again helped a lot to finalize the report.

Last but not the least, our sincere thanks are to Shri Rajendra Kumar, Assistant Director, Shri Gajendra Singh, Statistical Officer, Shri Amit Kumar and Ms. Shilpi Sinha, Statistical Assistants, Directorate of Economics and Statistics for repeatedly visiting the field during survey and sharing important feedback which has undoubtedly helped us in improving the overall quality of the report.

New Delhi
September 17, 2021

(B. Sanjay)
Research Officer



CONTENTS

Acknowledgments			4
Abbreviations			6
Executive Summary			7
Chapter	I	Introduction	13
Chapter	II	Methodology	18
Chapter	III	Concepts and Definitions	22
Chapter	IV	Analysis	31
	A.	Household Information	
	B.	Demographic Characteristics	
	C.	Skill Base of Respondents	
	D.	Demand for Certification of Skill	
	E.	Status of Unemployment	
	F.	Impact of Skill on Employability	
	G.	Skill Acquisition: Area of Interest	
	H.	Skill Acquisition: Preference and Preparedness	
Chapter	V	Major Findings	74
		Tables	78

ANNEXURE

Annexure	I	Questionnaire	95
Annexure	II	Households approached but information could not be collected	102
Annexure	III	NIC Coding for Vocations pursued by the Respondents	104
Annexure	IV	NCO Coding for Occupations of Interest	106
Annexure	V	Research Team	107
Annexure	VI	Action Photographs	108



ABBREVIATIONS

ASHA	Accredited Social Health Activist
BTCs	Basic Training Certificates
CPWD	Central Public Works Department
DDA	Delhi Development Authority
DES	Directorate of Economics and Statistics
DGE&T	Directorate General of Employment and Training
DSEU	Delhi Skill and Entrepreneurship University
DSMS	Delhi Skills Mission Society
DW4SD	Decent Work for Sustainable Development
DUSIB	Delhi Urban Shelter Improvement Board
GNCTD	Government of National Capital Territory of Delhi
GOI	Government of India
IAEA	Indian Adult Education Association
INR	Indian Rupee
ITI	Industrial Training Institute
JJs	Jhuggi Jhopri Clusters
JSSs	Jan Shikshan Sansthan
LFPR	Labour Force Participation Rate
NIC	National Industrial Classification
NSS	National Sample Survey
NSSO	National Sample Survey Organization
OBC	Other Backward Classes
SC	Schedule Caste
ST	Schedule Tribe
SDG	Sustainable Development Goals
SDIS	Skill Development Initiative Scheme
TECOS	Technical Education Community Outreach Scheme
UN	United Nations
VTIP	Vocational Training Improvement Project
WCSC	World Class Skill Centre



EXECUTIVE SUMMARY

Name of the assignment	Survey on Skill Mapping in JJ Clusters in East Delhi
Assignment given by	Directorate of Economics and Statistics, Government of National Capital Territory of Delhi Sanction letter vide F.4 (3) 2021/Plg/DES/ 10161 dated 14.7.2021
Assignment given to	Indian Adult Education Association, New Delhi
Report submitted	September 17, 2021
Sample district	East Delhi
No. of JJ Clusters covered	10
Survey conducted during	10.8.2021 – 6.9.2021
Estimated No. of Households	5060
No. of Households Surveyed	4262
No. of Households found closed	569
No. of non-respondent Households	229
Population covered	20,414
No. of persons interviewed in 15-45 years age group	12,104

Introduction

Skill mapping is a comprehensive way of knowing the skill levels and potentials of people concerned. It assists equally to identify areas where there is deficiency in skills and where appropriate training is required for improvement. Hence, it has become a powerful instrument for identifying skill gap and assisting people for their re-skilling or up-skilling. However, the present Skill Mapping Study in JJ clusters of East Delhi has a very focused mandate before it which has been undertaken on the basis of the objectives specified in the Bid Document (page 5, chapter 4, point 1) issued by the Directorate of Economics and Statistics, Government of NCT of Delhi dated April 8, 2021.

Objectives

The primary objective for this study on the basis of which the survey was conducted includes the followings:

1. To observe the Socio-Economic Status of residents of JJ Clusters in East Delhi District.
2. General and technical education level of individuals residing in these clusters in age group 15-45 years and their employment status as on date.
3. Participation in skilling programme or acquisition of skill (formal and non-formal) by the residents.
4. Field of interest in r/o gaining skills and devotion of times and other limitations in acquiring skills.



Research Design

This study is primarily based on a survey in which all the households coming within the periphery of 10 pre-identified JJ clusters in East Delhi have been enumerated. The primary data was collected through a Web Based Application (App.) designed and developed specifically for this purpose and tuned to solicit data against a structured questionnaire to investigate the responses of persons in 15-45 years age group on various important aspects of specified objectives.

Approach

Moving on an analytical approach each and every step of the survey including training cum orientation of research team, pilot study, finalization of the questionnaire, development of web-based application for real time study, sample design, identification of location, area planning, consultation with academicians, standardization, validation and pre-testing of the questionnaire, were meticulously detailed and executed.

Training-cum-Orientation of Research Team

Prior to the pilot study a training-cum-orientation programme for the team of professionals identified for executing the study was organized in two different spells. The first was an in-house discussion-cum-orientation held on July 16, 2021 in the Conference Hall of IAEA Headquarters at I.P. Estate, New Delhi and the other on July 22, 2021 at the Conference Hall, Vikas Bhawan-II, Directorate of Economics and Statistics, Govt. of NCT of Delhi. Both the programmes were conducted under the guidance of the officials of DES.

Consultation with Academicians, Pre-testing and Finalization of the Questionnaire

One of the prime focuses of pilot study was perfecting the questionnaire so that the objectives underlined for the study can be reflected both qualitatively and quantitatively. A well-developed questionnaire was given as part of the Bid Document issued for the study. However, scope for further discussion was given by the Directorate so that more questions can be accommodated according to the demand of the study and field. Hence, the questionnaire was thoroughly discussed with the officials of the Directorate of Economics and Statistics as well as with a few eminent academicians having profound experience in dealing with the subject which included Prof. (Dr.) S.Y. Shah, former Head of the Department, Group of Adult Education, School of Social Sciences, Jawaharlal Nehru University, New Delhi and Prof. Rajesh, Head, Department of Adult, Continuing Education & Extension, Faculty of Social Science, University of Delhi. These consultations lead to meaningful additions and modifications accommodating which the questionnaire was finalized.

Standardization and Validation of Questionnaire

The questionnaire used in this study was designed for an in-depth study of the socio-economic status, educational background, employment status, awareness about skill education and programmes, various schemes of government, eagerness and preparedness for skill acquisition of the respondents. Hence, it was standardized and validated for obtaining the best possible result while avoiding repetitions, maintaining clarity, consistency and accuracy of the outcome.

Instrument for Investigation

While available literature on concerned topic was thoroughly studied to have essential insight, the real time data for this study was collected through the Web Based Application (App) developed specifically for this study itself.



Study Respondents

Information as desired in the questionnaire was obtained from a total of 12,104 individuals in 15-45 years age group including male and female both from 4262 households spread through 10 JJ clusters of East Delhi.

Functioning of Web Based Application

A web based application was developed incorporating all the questions of the finalized questionnaire. It was thoroughly tested and debugged during the pilot study and found suitable for soliciting comprehensive data and information. Initially some technical problems were noticed in terms of saving the data entered which were sorted out consequently.

Pilot Study

As per the guidelines given in the Bid Document a pilot study was conducted at Indira Camp, Kalyanvas, Khichripur on July 29, 2021 in order to have a pre-testing of research instrument specifically the questionnaire, functioning of the web based application, responses of the target group and effectiveness of the outcome of the survey viz-a-viz the objectives laid down for this study. While conducting the pilot it was observed that most of the respondents were skeptical to give response at the beginning. However, once explained by the field investigators they started interacting with field investigators and gave responses accordingly.

Sample Selection

As per the guidance detailed in the Bid Document 10 JJ clusters of East Delhi including 9 notified in Delhi Urban Shelter Improvement Board (DUSIB) list and one other important JJ cluster located in the area were identified as sample location for data collection. A total of 5060 households were approached out of which 569 found to be closed and even after 3 repeated attempts data could not be collected from them. Another 229 persons denied to share their information as they found it to be non-relevant or of no use for them. Hence, relevant data could be finally collected from a total of 4262 households covering a population of 20,414 out of which 12,104 were from 15-45 years age group based on which this report is prepared.

Conclusions

1. Nearly 48% of the households in the urban slums of Delhi were found to be living in a very deprived condition as their average monthly consumer expenditure was less than Rs.10,000/- while the household size was approximately 5 persons per household (exactly 4.79 persons per household).
2. The total population covered during the survey was 20,414 out of which 12,104 persons i.e. 59.29 % were in the most economically active age group. Unfortunately 3218 persons i.e. 26.58% of them were unemployed looking for job leading the unemployment rate as high as 36.01 percent.
3. 15% rate of illiteracy followed by another 11% of the respondents having only rudimentary level of literacy appears to be a cause of concerns since poor level of education has an adverse impact on overall socio-economic development of any community.
4. Only 7.66% of the respondents have acquired skills through informal means whereas a massive 92.34% have no such exposure. This shows that day by day the scope of gaining skill through informal means in urban settings is narrowing.
5. 99% of the respondents who have acquired working level of skills through different informal or non-formal means feel that getting their existing skills certified by competent authority will ensure a better prospect for themselves.
6. The study reveals that the infrastructure available for catering the skill need of the state is quite insufficient for the ever increasing number of aspirants.



7. It has been found that only 6% of the respondents are having some sort of technical degrees. Out of these only a meager 2% respondents are having a technical diploma or certificate at graduation and post-graduation level while another 4% are having technical diploma or certificate at below graduation level. Remaining 94% of the respondents have no technical education. This may be in view of lack of awareness and affordability. This also indicates that the residents of JJ clusters have a very low exposure towards receiving technical education.
8. It is noteworthy that 22% of the respondents have identified lack of skill as the prime reason for their unemployment and have desired to acquire skill.
In totality 63% of the respondents were found to be interested in receiving skill training. In case of male 60% of respondents wanted to go for receiving relevant skills to enhance their employability while in case of female 66% of respondents wanted to go for receiving relevant skills to enhance their employability.
9. Out of all the age groups covered those belongs to 15-35 years age group are mostly eager to receive intense skill training. Persons of this age group either have just entered into the job market or searching rigorously for ways to enter into the same.
10. It has been observed that self development skills including reading/writing in Hindi, reading/writing in English, working on computer, surfing internet and learning simple arithmetic are in huge demand may be in view of improving social interaction, dealing with customers and employers as well as for searching jobs.
11. A big demand was also noticed for pure technical skills appropriate for job roles in the field of their preference namely beauty and wellness; information technology and IT enabled services (IT-IteS); textiles and handlooms and apparels; artisan/craftsman/handicraft/creative arts and cottage based production; work related to childcare, nutrition, pre-school and crèche; electrical, power and electronics; office and business related work; automotive and civil engineering-construction, plumbing, paints and coatings.
The most preferred field for female respondents includes beauty and wellness; information technology and IT enabled services (IT-IteS); textiles and handlooms and apparels; artisan/craftsman/handicraft/creative arts and cottage based production and work related to childcare, nutrition, pre-school and crèche.
12. The most preferred field for female respondents includes beauty and wellness; information technology and IT enabled services (IT-IteS); textiles and handlooms and apparels; artisan/craftsman/handicraft/creative arts and cottage based production and work related to childcare, nutrition, pre-school and crèche.
13. It was observed that those respondents looking for availing skill training provided by nearby ITIs or other similar institutions are quite concerned about the intensity of the programme and monthly duration in view of their own limitations. The most preferred duration for such programmes was found to be 6 to 12 months.
14. It was calculated that nearly 60% of the respondents looking for skill training are ready to spend at least 10 hours a week. It was calculated that nearly 60% of the respondents looking for skill training are ready to spend at least 10 hours a week. It was specifically observed that a skill training centre within a periphery of one kilometer surrounding the JJ clusters will be the most suitable one for maximum respondents. So far as the most preferred time slot is concerned for female respondents it was found to be afternoon while male respondents were more comfortable with morning slot.
15. This study has successfully underlined and explained the socio-economic status of residents of urban slums and the reasons behind it.

Recommendations

People living in urban slums have their own context as most of them are poor people with rural background who left their ancestral home and migrated to cities in search of livelihood or a better future for their wards. With no capital in their hands and often having no specific skills they are compelled to survive on menial work in and around their neighborhood. Some of them who may have acquired rudimentary level of skills badly lack marketable or soft skills to attract, handle and retain customers for the services provided by them for long and hence their casual state of working fails to provide them a gainful employment for 365 days. As a result empowerment has become an elusive word for



them. Even after working hard neither they are able to come out of poverty shackles nor able to lead a sustainable life. The finding of this survey leads to following recommendations incorporating which into policy making establishment can certainly help the dwellers of urban slums to get empowered and lead a sustainable life:

1. It may be advisable that concern departments come forward to have an immediate intervention for providing suitable assistance to the people living in acute deprived condition in the urban slums of Delhi.
2. In view of the soaring rate of unemployment in JJ clusters focus may be given to adopt suitable measures like imparting skill training which may enhance the employability of the residents specifically 26.58% unemployed youth respondents.
3. The presence of a considerable number of non-literate and neo-literate persons in JJ clusters demands attention. In a concerted effort they can be linked to Delhi Schools Literacy Project (DSLPP) or such organizations working in the field of adult and lifelong learning so that they are able to acquire functional literacy. Adult Education Centre may also be opened in these clusters under the recently started “Padhna Likhna Abhiyaan”. Special projects may also be undertaken in collaboration with the nearest University Extension Education Departments or Lifelong Learning Centres for helping them to become literate.
4. Keeping in view the nature of the respondents (mostly dropouts) and narrowing scope of gaining skill through informal means in urban settings, the services of Jan Shikshan Sansthan working in nearby areas may be availed or more number of institutions on the line of JSS can be established which has been specifically designed for imparting training to adults in 15+ age group. Right now there are only 3 JSSs sanctioned to Delhi which is too less in view of the population of the state. The state can expedite for more such institutions. It is also advisable to widen the base of already existing programmes like ‘Technical Education Community Outreach Scheme (TECOS)’ to bridge the gap.
5. Under National Skill Qualification Framework (NSQF) there is a provision for certification of skills acquired by a person through informal means. The government may start collaborative effort with identified institutions like National Institute of Open Schooling (NIOS) and Delhi Skill Development Mission (DSDM) for certifying the skill possessed by the respondents as part of Recognition to Prior Learning. Such centres need to be established nearby the JJ Clusters.
6. In view of the insufficient infrastructure available for catering the skill needs of the state it may be appropriate for the government to expedite for establishing more number of ITIs and other similar institutions. The number of seats available in the existing ITIs may also be increased wherever possible. Recently established Delhi Skill Entrepreneurship University (DSEU) will certainly play a vital role in this regard. However, there is a minimal or no awareness about this among the residents of JJ clusters. It may be advisable that government take initiative to popularize the skill programmes undertaken by it. Renaming Metro Smart Card as Metro Skill Card can be very effective means of environment building for skill in the state. Some of the general economic relaxations given to the people of state may also be enrooted through their enrolment for skill training. For e.g. students may be given concession in state owned transport if he/she has enrolled himself/herself for skill training.
7. The low technical skill base of the residents of JJ clusters is in view of persisting unawareness and lack of affordability. It may be advisable that government broaden the scope of schemes like “Higher Education and Skill Development Guarantee Scheme for Pursuing Higher Education in Delhi” in order to accommodate more number of students. Some sort of privilege or incentives may also be given to those coming from deprived sections of the society. Skill Credit Cards may be issued to deserving individuals.
8. Around 22% of the respondents identifying lack of skill as the prime reason for their unemployment and a total of 63% of the respondents expressing their interest for receiving skill training indicate the availability of a viable plank for launching a dedicated programme for imparting skill training in the state. It may be advisable that government launch a dedicated skill training programme with flexible entry criteria for out of school people in the state so that people residing in JJ Clusters as well as other can avail the opportunity.





Increasing the reach of 'Community Development through Polytechnic (CDTP)' programme may provide immediate relief.

It may be appropriate to have a proper counseling centre in these localities to provide counseling as well as guidance for developing a career plan. Such centres may be opened in the schools where focused subject-wise coaching by efficient teachers can be provided to the interested students to help them crack the entry level examinations for skill training courses. Starting a Skill Help Line can also be a way forward.

9. It may be appropriate to deal with the respondents in the age group of 15-35 years on priority basis so that their energy can be channelized in a fruitful manner, they can enter into the job market and become economically independent.
10. In view of considerable demand for self development skills including reading/writing in Hindi, reading/writing in English, working on computer, surfing internet and learning simple arithmetic, it seems appropriate that such trainings centres equipped with suitable infrastructure and efficient teachers are opened in close vicinity of the JJ clusters so that residents here can improve their personality to enhance their employability.
11. Keeping in view the demand for pure technical skills it may be an appreciable step if institutions providing skills like ITIs, polytechnics, technical institutions and recently started Delhi Skill Entrepreneurship University are motivated to open their extension branches to cater the skill need of local community who are basically dropouts and failed to acquire skills for their own reasons.

It may also be advisable that such institutions mandatorily adopt a few nearby deprived localities as part of their social responsibility project. Industries operating in the state may also be motivated to open such extension centres for which they may be given relaxation in taxes.

12. Since there exist a variation in the choices of male and female respondents regarding the field for availing intensive skill training and hence, it may be appropriate that women specific centres are also opened with maximum focus on the areas found suitable for the female folk such as beauty and wellness; information technology and IT enabled services (IT-IteS); textiles and handlooms and apparels; artisan/craftsman/handicraft/creative arts and cottage based production and work related to childcare, nutrition, pre-school and crèche. Women polytechnics may take a lead role in this regard.
13. Although duration of any training programme is mostly decided on the basis of its curriculum however while designing a programme for JJ clusters it may be advisable to give priority to the choice of the respondents. The probability of success of such programme will be certainly augmented if it is for 6 to 12 months duration.
14. Any training programme for the benefit of residents of JJ clusters may consider the hours-wise availability of the respondents. It may be appropriate that it is designed in view of the popular choice i.e. 10 to 20 hours a week. So far as distance is concerned it may be within a periphery of 1 km. around the JJ clusters in view of the responses received from the female respondents.

It may also be appropriate that the afternoon slot in the centres providing skill training to both male and female respondents is dedicated for the women respondents only.

15. It may be appropriate for the Government of NCT of Delhi to conduct such phase-wise studies covering entire state so that policies and programmes are mended to benefit the dwellers of the urban slums as well as others coming from most deprived section of the society.



CHAPTER - 1

INTRODUCTION

Education and training are essential requirements of a strategy to promote employability. They give youth the opportunity to take advantage of job opportunities and income earning possibilities. Developing young people's employability is central to ensuring their successful transition to the labour market and their access to career-oriented employment. Youth need to acquire the skills, knowledge, competencies and attitudes that will allow them to find work and to cope-up with an unpredictable labour market.

(In Focus Programme on Skills, Knowledge and Employability, Skills Working Paper No. 19, International Labour Office – Geneva, 2004)

Emphasis on Skill Development

Importance of competencies and skills have been realized and emphasized throughout the evolution of mankind. Way back in 4th century B.C Kautilya in his famous book Arthashastra has written that “The king shall thoroughly investigate all the qualities of anyone whom he is considering for appointment as a minister. Of these qualities, nationality, family background and amenability to discipline shall be verified from reliable people. The candidate's knowledge of the various arts shall be tested by experts in their respective fields. Intelligence, perseverance and dexterity shall be evaluated by examining his past performance, while eloquence, boldness and presence of mind shall be ascertained by interviewing him personally. Watching how he deals with others will show his energy, endurance, ability to suffer adversities, integrity, loyalty and friendliness. From his intimate friends, the King shall find out about his strength, health and character (whether lazy or energetic, fickle or steady). The candidate's amiability and love of mankind (absence of a tendency to hate) shall be ascertained by personal observation. (1.9.3)”.

Dexterity is the skill. With emergence of new economy and ever growing dependence of mankind on technology, skill has become an essential impetus for economic growth and overall wellbeing. It has become synonymous to progress and emerged as one of the most important strategic instruments having the efficiency to ensure a livelihood even in the toughest days. There are enough international evidences to establish that cognitive, social, and technical skills affect wage premiums, earnings, and employment and occupation status and hence, help both in reducing poverty and improving personal well-being. With the right skills, workers will have a better chance of being employed, or being well-equipped to set up their own business and in turn create jobs for others.

Endeavour Made by Government of NCT of Delhi for Skill Development

The present political dispensation in Delhi has given due focus on providing suitable skills to eligible individuals across the state through its organized attempt to develop a culture of skill training based on real time research for skill demand. It has accorded high priority to the development of technical education and skill development and has initiated a number of measures to augment higher education infrastructure, increasing intake capacity of students, introducing new courses, developing entrepreneurship abilities among students, setting up of Incubation Centers etc.

In the recent years, GNCTD has put concerted efforts for expansion in higher education institutions and technical institutions such as ITI, Polytechnics, and World Class Skill Development Centers, setting up of Delhi Skill and Entrepreneurship University for better access and to improve quality of higher and technical education.

As of now Delhi has 5 state technical universities and 92 technical institutes imparting technical education and professional education ranging from pharmacy to engineering, management and vocational programmes.

Seat availability in technical education with respect to the number of aspirants is a major cause of concern for which the Government of Delhi has taken a number of initiatives in recent years by setting up of Incubation



centres, increasing intake capacity, faculty development programmes etc. The Government is in process of setting up a new University namely “Delhi Skill and Entrepreneurship University (DSEU)” and 25 World Class Skill Development Centers out of which 6 have already been set up. DSEU will focus on providing employment oriented education to the students through collaboration with industry in various streams. Government has taken a new initiative and started a scheme viz “Seed money to Students for Entrepreneurship Development” for students of Polytechnics and ITIs to inculcate enterprising attitude among students and to motivate them to become job creator rather than being job seekers.

These efforts are certainly going to accommodate more students as compared to previous years. However, few schemes like “Facilities to Students of SC/ST/OBC/Minorities Communities (SCSP)”, “Technical Education Community Outreach Scheme” and “Community Development through Polytechnic (CDTP)” need special mention in view of their importance in catering the skill need of people residing in the JJ clusters.

Facilities to Students of SC/ST/OBC/Minorities Communities (SCSP)

The objective of this ongoing scheme is to give assistance to SC/ST/OBC/Minorities students to motivate them, so that they may not depend on their parents for extra financial burden. SC/ST/OBC/Minorities students of various Institutes of Technology, pursuing courses in various disciplines are assisted by way of providing stationary/text books/scientific calculators etc. free of cost. The quantum of assistance depends upon the strength of total students and availability of allotted budget to the institute. Under the scheme requisite items are provided on the basis of requirement received from the students of these communities irrespective of the income of the parents.

Technical Education Community Outreach Scheme

This scheme is mainly implemented in ITIs. It is an effort for harmonizing the livelihood needs of the impoverished and the production oriented requirements of manufacturers and service provider agencies. The main objective of this scheme is to meet the growing demand of vocational training due to large influx of migrant population in Delhi. Training under this scheme is being imparted through selected NGOs on the pattern of Modular Employable Skills (MES) scheme of DGE&T, Government of India. The MES scheme is flexible in terms of instructional hours, vertical mobility in the sector and the training programmes of short duration.

Various training programmes in trades like tailoring, cutting, dress making, hospitality, computer fundamentals, salesmanship in retail, mobile repairing, printing etc. in slum/JJ clusters/rural areas of Delhi are already being conducted by 10 to 15 NGOs every year.

Community Development through Polytechnic (CDTP)

This is centrally sponsored scheme (CSS) with 100% central share. The objective of the scheme is to provide Non formal training to rural youth, women, school dropout, SC/ST & Weaker section of society under privilege group. The government has selected 5 Govt. Polytechnics in Delhi i.e. Kasturba Institute of Technology, GND Institute of Technology, Aryabhat Institute of Technology, Meera Bai Institute of Technology and Chhotu Ram Rural Institute of Technology. The target for year 2020-21 is fixed for about 3500 beneficiaries.

Apart from these schemes, “The Higher Education and Skill Development Guarantee Scheme for Pursuing Higher Education in Delhi”, “World Class Skill Centre” and “Delhi Skill and Entrepreneurship University (DSEU)” are also going to further accentuate the scope for students coming from disadvantaged section of society.

Higher Education and Skill Development Guarantee Scheme for Pursuing Higher Education in Delhi

Government of NCT of Delhi, as a part of its 70 Points Action Programme, has envisaged a Higher Education and Skill Development Guarantee Scheme for students who wish to pursue diploma or degree level courses or specified skill development courses in Delhi and have done their class X and class XII from Delhi. For courses for



which the qualifying examination is class X, students who have done class X from Delhi will be eligible under the scheme. Under this scheme, bank loans upto Rs.10 lakhs taken by the students will be provided guarantee through a Higher Education and Skill Development Credit Guarantee Fund created by the Government for providing guarantee to the banks in case of default. Students will not be required to furnish any collateral or margin money and the scheme will be universal in nature regardless of the student's background.

The Higher Education and Skill Development Guarantee Scheme aims at providing financial support from the banking system to meritorious students for pursuing higher education in Delhi and pursuing recognized degree or diploma level courses or skill development courses from Central /State Govt. Universities /Institutions located outside Delhi, (within India). The main emphasis is that a meritorious student is provided with an opportunity to pursue higher education with the financial support from the banking system with reasonable and affordable terms and conditions.

World Class Skill Centre

On July 11, 2012 a Memorandum of Understanding (MoU) was signed by the Government of NCT of Delhi in order to setup 'World Class Skill Centre (WCSC)' in Delhi with Technical Assistance from Government of Singapore for addressing the shortage of skilled manpower in the state.

The setting up of a World Class Skill Centre at Jonapur Delhi having a capacity of training approximately 5,000 trainees per year was conceived as a pioneering effort of national interest. The approach of this prestigious national asset is of "institution creation" rather than "infrastructure creation".

Delhi Skill and Entrepreneurship University (DSEU)

Moving forward in the direction of equipping the students with world-class skill education to enable access to inspirational jobs and inculcate entrepreneurial mindset and entrepreneurship the Legislative Assembly of Delhi on December 3, 2019 passed Delhi Skill and Entrepreneurship University Bill 2019 accordingly a full-fledge university called DSEU was established in August 2020. This university aims to create a win-win situation for the youth and the industry by filling the existing gaps in skill training and provide full-time and part-time diploma courses, undergraduate degree courses, B.Tech. programmes and two Masters programmes.

Other Initiatives of Govt. of Delhi for Skill Education

Modernization and Restructuring of ITI's / BTCs, Delhi Unorganized Workers Social Security Board, Setting up of new Industrial Training Institutes, Technical Education Community Outreach Scheme (TECOS), Skill Development Initiative Scheme (SDIS), Society for Self Employment, Training of Trainers, World Bank Assisted Vocational Training Improvement Project (VTIP), Upgradation of Govt. ITIs into Model it is and Delhi Smart Career Scheme launched under Society for Skills Promotion in Delhi are some of the other manifestations of Government of Delhi contributing considerably within their specified area of skill development for which it has allocated budget.

Allocation for Augmentation of Technical Education in Delhi

Financial allocation is the prime mover for all the manifestations targeted towards creating a skill environment in the state. The table below gives a brief detail (based on the inputs from Training & Technical Department, GNCTD) about the financial allocation of Govt. of NCT of Delhi for the year 2020-2021 for technical education:





S.No.	Head	Allocation (Rs. in lakh)
1.	Replacement and Modernization of Machinery & Equipments, Continuing Education and Centre of Excellence	860
2.	Facilities to Students of SC/ST/OBC/Minorities Communities (SCSP)	13
3.	Setting-up of New Polytechnics and Renovation/Addl./Alteration in the Existing Institutional Buildings (PWD)	8000
4.	Expansion of Existing Facilities in Bhai Parmanand Institutes of Business Studies (Machinery & Equipments)	50
5.	Staff Development/Professional Development	50
6.	Takniki Shiksha Sansthan Kalyan Samiti	14
7.	Technical Education Community Outreach Scheme	5
8.	Sharda Ukil School of Arts (SUSA)	75
9.	State Project Facilitation Unit for Technical Education Quality Improvement Programme (TEQIP) – (state share)	4
10.	Community Development through Polytechnic (CDTP)	40
11.	Training of Trainer	50
12.	Setting-up New Polytechnics (CSS)	400
13.	Research Grant Scheme	1000
14.	Industry Institute Interaction	50
15.	Infrastructure Projects of Autonomous Institutions/Universities	17000
16.	Entrepreneurship Development Programme for Students	500
17.	Delhi Technological University	2900
18.	Technical Education Quality Improvement Programme (TEQIP-CSS)	100
19.	Netaji Subhash University of Technology (NSUT)	3000
20.	College of Arts	212
21.	GIA to Delhi Pharmaceutical Sciences and Research University	2300
22.	Ambedkar Institute of Advance Communication Technologies and Research, Geeta Colony	195
23.	Chaudhary Brahm Prakash Government Engineering College, Jafarpur	92
24.	G.B. Pant Engineering College, Okhla	630
25.	Indira Gandhi Delhi Technical University for Women	2000
26.	Indraprastha Institute of Information Technology – Delhi (IIIT-D)	1000
27.	GIA to Delhi Skill and Entrepreneurship University	1500
28.	Setting-up of Incubation Centre	400
29.	Delhi Institute of Tool Engineering	1750
30.	Modernization and Restructuring of ITI's/BTCs	950
31.	Welfare Programme for SC/ST Students (SCSP)	60
32.	Setting-up New ITIs and Renovation of ITIs	5000
33.	World Class Skill Development Centres	840
34.	World Bank Assisted Vocational Training Improvement Project (VTIP)	60
35.	GIA to Delhi Skills Mission Society (DSMS)	5



S.No.	Head	Allocation (Rs. in lakh)
36.	Delhi Smart Career Scheme (earlier known as Skill Development Initiative Scheme – SDIS)	10
37.	Society for Self- Development	230
38.	Setting-up of 25 World Class Skill Centre	7700
39.	Upgradation of Government ITIs into Model ITIs	295
40.	Entrepreneurship Development Programme for Students	500
41.	Skill Strengthening for Industrial Value Enhancement (STRIVE)	150
	Total	Rs.59,990 lakh

Skill Mapping Study in JJ Clusters of East Delhi 2021- The Need

अमंत्रमक्षरं नास्ति नास्ति मूलमनौषधम् । अयोग्यः पुरुषो नास्ति योजकस्तत्र दुर्लभः ॥
(amaṁtramakṣaraṁ nāsti nāsti mūlamanauṣadham/ayogyah puruso nāsti yojakastatra durlabhah//)

It has been rightly said that “there is no letter which doesn’t have a charm, there is no root which doesn’t have medicinal property. Similarly, there is no person who is not able, but rare is the one who knows his/her proper application.” Still the inherent abilities of many individuals remain unutilized in the absence of appropriate skills. As a result, people at grassroots level often find it difficult to cope up with situation and come out of the poverty shackles in order to lead a healthy life. This has become more evident during last two years of pandemic. The Government of NCT of Delhi has constituted this study entitled “Skill Mapping Study in JJ Clusters of East Delhi” as a fresh attempt to assess the socio-economic status, decipher the extent of awareness and skill acquisition among people living at the grassroots level, their eagerness towards receiving skill training and identifying areas and disciplines for providing them relevant skills within the areas of their reach so that people at large can be motivated to learn, earn and liberate themselves to become empowered and get rid of all sorts of socio-economic deprivation.



CHAPTER II

METHODOLOGY

Skill mapping is an act of taking a close watch on individual skills and appropriately match them to suitable job or task (Deepti, Sachin & Kalpana, 2017)¹. Over the years it has emerged as a crucial strategy for human resource development. It is a comprehensive way of knowing the skill levels and potentials of people concerned and assisting them to identify areas where there is deficiency in skills and where appropriate training is required for improvement. Skill mapping, thus, has become a powerful instrument for identifying skill gap and assisting people for their re-skilling or up-skilling. However, the present Skill Mapping Study in JJ clusters of East Delhi has a very focused mandate before it which has been undertaken on the basis of the objectives specified in the Bid Document (page 5, chapter 4, point 1) issued by the Directorate of Economics and Statistics, Government of NCT of Delhi dated April 8, 2021.

Objectives

The primary objective for this study on the basis of which the survey was conducted includes the followings:

1. To observe the Socio-Economic Status of residents of JJ Clusters in East Delhi District.
2. General and technical education level of individuals residing in these clusters in age group 15-45 years and their employment status as on date.
3. Participation in skilling programme or acquisition of skill (formal and non-formal) by the residents.
4. Field of interest in the r/o gaining skills and devotion of times and other limitations in acquiring skills.

Research Design

This study is primarily based on a survey in which all the households coming within the periphery of 10 pre-identified JJ clusters in East Delhi have been enumerated. The primary data was collected through a Web Based Application (App.) designed and developed specifically for this purpose and tuned to solicit data against a structured questionnaire to investigate the responses of persons in 15-45 years age group on various important aspects of specified objectives.

Approach

Moving on an analytical approach each and every step of the survey including training cum orientation of research team, pilot study, finalization of the questionnaire, development of web-based application for real time study, consultation with academicians and pre-testing of the questionnaire, standardization and validation of questionnaire, sample design, identification of location and area planning were meticulously detailed and executed.

Training cum Orientation of Research Team

Prior to the pilot study training-cum-orientation for the team of professionals identified for executing the study was organized in two different spells. The first was an in house discussion-cum-orientation held on July 16, 2021 in the Conference Hall of IAEA Headquarters at I.P. Estate, New Delhi and the other on July 22, 2021 at the Conference Hall, Vikas Bhawan-II, Directorate of Economics and Statistics, Govt. of NCT of Delhi conducted under the guidance of the officials of DES. In the training programme eminent administrators, academicians and field functionaries including Shri C. K.





Dutta, Joint Director, Shri Shah-E-Alam, Deputy Director, DES, Shri K.C.Choudhary, Principal Advisor, IAEA, Dr. L. Raja, President, IAEA, Shri S.C. Khandelwal, General Secretary and Smt. Kalpana Kaushik, Incharge Director shared their experience with the participants.

Consultation with Academicians, Pre-testing and Finalization of the Questionnaire

One of the prime focuses of pilot study was perfecting the questionnaire so that the objectives underlined for the study can be reflected both qualitatively and quantitatively. Although a well-developed questionnaire was already developed and given as part of the Bid Document issued for the study however, the Directorate kept it open for further discussion so that more questions can be accommodated according to the demand of the study and field. Hence, the questionnaire was thoroughly discussed with the officials of the Directorate of Economics and Statistics as well as with a few eminent academicians having profound experience in dealing with the subject which included Prof. (Dr.) S.Y. Shah, former Head of the Department, Group of Adult Education, School of Social Sciences, Jawaharlal Nehru University, New Delhi and Prof. Rajesh, Head, Department of Adult, Continuing Education & Extension, Faculty of Social Science, University of Delhi. These consultations lead to meaningful additions and modifications accommodating which the questionnaire was finalized. A copy of the finalized questionnaire is placed at Annexure-I.



Standardization and Validation of Questionnaire

The questionnaire used in this study was designed for an in-depth study of the socio-economic status, educational background, employment status, awareness about skill education and programmes, various schemes of government, eagerness and preparedness for skill acquisition of the respondents. Hence, it was standardized and validated for getting the best possible result while avoiding repetitions, maintaining clarity, consistency and accuracy of the outcome.

Instrument for Investigation

While available literature on concerned topic was thoroughly studied to have essential insight, the real time data for this study was collected through the Web Based Application (App) developed specifically for this study itself.

Study Respondents

Information as desired in the questionnaire was obtained from a total of 12,104 individuals in 15-45 years age group including male and female both from 4262 households spread through 10 JJ clusters of East Delhi.

Functioning of Web Based Application

A web based application was developed incorporating all the questions of the finalized questionnaire. It was thoroughly tested and debugged during the pilot study and found suitable for soliciting comprehensive data and information. Initially some technical problems were noticed in terms of saving the data entered which were sorted out consequently.

Pilot Study

As per the guidelines given in the Bid Document a pilot study was conducted at Indira Camp, Kalyanvas, Khichripur on July 29, 2021 in order to have a pre-testing of research instrument specifically the questionnaire, functioning of the web based application, responses of the target group and effectiveness of the outcome of the survey viz-a-viz



the objectives laid down for this study. While conducting the pilot it was observed that most of the respondents were skeptical to give response at the beginning. However, once explained by the field investigators they started interacting with field investigators and gave responses accordingly.

Sample Selection

As per the guidance detailed in the Bid Document 10 JJ clusters of East Delhi including 9 notified in Delhi Urban Shelter Improvement Board (DUSIB) list and one other important JJ cluster located in the area were identified as sample location for data collection. A total of 5060 households were approached out of which 569 found to be closed and even after 3 repeated attempts data could not be collected from them. Another 229 persons denied to share their information as they found it to be non-relevant or of no use for them. Hence, relevant data could be finally collected from a total of 4262 households covering a population of 20,414 out of which 12,104 were from 15-45 years age group based on which this report is prepared.

Sl. No.	Name of JJ Clusters covered	No. of Households (as per DUSIB List)	No. of Households assessed by the team of DES & IAEA (Approx.)	Number of Households found and approached	Household from where data couldn't be collected*	Number of Households Surveyed	Population Covered	No. of persons interviewed in 15-45 years age group
1	Indira JJ Camp, Kalyanvas	50	90	56	-	56	237	132
2	Block 6,7,8, Khichripur near Ghazipur Drain, Phase – II	482	1200	1550	170	1380	6273	3821
3	Sangharsh Morcha, Ravidas Camps, Pandav Nagar, Mother Dairy	177	300	154	56	98	472	265
4	Pandit Bismil Camp, Shashi Garden, Patparganj	1159	1200	852	228	624	3282	1955
5	NH – 24, Patparganj (Nehru Camp)	603	600	299	100	199	843	484
6	Hr. Sec. School behind Patparganj (Shastri Mohalla)	1624	1400	1342	159	1183	6014	3556
7	Jai Bharti Camp, East Vinod Nagar (E-32)	250	300	165	28	137	613	369
8	J – Block, East Vinod Nagar (E-24)	166	90	147	14	133	596	346
9	D – Block, West Vinod Nagar	33	35	34	-	34	147	87
10	T – Camp, Khichripur	-	500	461	43	418	1937	1089
	Total	4544	5715	5060	798	4262	20414	12104

* including the no. of closed households (569) and those who denied to respond (229)



Ground Planning and Data Collection

Eight different teams of field investigators each headed by a field supervisor were formed for detailed survey in order to complete it within the stipulated timeframe. Prior to conducting the survey a team of field supervisors along with coordinators had transect walk through all the locations for identifying landmarks and area demarcation so that each household can be accessed without failure. They also had meetings with local leaders specifically Pradhans and representatives of Residents Welfare Associations, Anganwadis and other social organizations active in the area in order to establish rapport with the people. Field supervisors briefed them well in advance about the objectives of the study and requested them to motivate people in their neighborhood for extending cooperation towards the survey.

Study Methodology

The study was based primarily on analytical approach. The estimation of necessary statistics as required was done by employing research techniques in addition to statistical techniques for every concerned variable of the interest under the study.

Team Composition



Each team constituted for the survey has 3 members – 2 field investigators and one supervisor. Approximately each team covered nearly 10 households per day. The main survey was started on August 10, 2021 and completed on September 6, 2021. The deployment of teams varied in numbers to match the approximate number of households pertaining to a particular JJ clusters.

Each investigator was instructed to note the house number of locked households so that supervisors can ensure at least two further attempts being made by the investigators to collect the data. Monitoring was done at different levels both through field visit and phone calls by the teams of senior officials from DES and IAEA. Representatives from Deputy CM's office also visited the field to interact with the respondents as well as field investigators.

Tabulation

Primary data has been tabulated almost against each of the basic question raised for investigation and analytical notes have been given corresponding to them for better understanding of the situation prevailing at the grassroots level.

Reference

1Deepti, S., Sachin, S., & Kalpana, S. (2017). Applying Competency Mapping in Information Technology Sector. *Journal of Business and Management*, 3(7), 23–34.



CHAPTER III

CONCEPTS AND DEFINITIONS

Standard concepts and definitions have been used throughout this study. However, as this survey has been constituted with a specific mandate to understand the skill need of local populace in JJ clusters of Delhi at points a few have been modified according to the given perspective to maintain coherence and contextualize the understanding which is being detailed here for reader's clarification.

Jhuggi Jhopri Clusters

While no slum has been officially designated in more than two decades, slum-like settlements have continued to grow and expand across Delhi. These non-notified slums are categorized by the GNCTD as Jhuggi Jhopri Clusters (JJC). These are defined as “squatter settlements” located on “public land” — land owned by an agency such as the DDA, the Railways, the Central Public Works Department (CPWD), or a department or agency of the GNCTD or one of the Municipal Corporations of Delhi —which has been occupied and built on without permission. As a result, these settlements are often referred to as “encroachments” in official discourse. In 2011, the Delhi Urban Shelter Improvement Board (DUSIB), which is responsible for governing JJC, estimated there to be 685 JJC in the city, containing 418,282 jhuggis. In 2014, the DUSIB released another set of data based on a socio-economic survey carried out across all JJC in Delhi. This latest dataset identified 672 JJC with 304,188 jhuggis, amounting to about 10 per cent of Delhi's population and covering a land area of 8.85 square kilometer, about 0.6 per cent of Delhi's area.

JJ Resettlement Colonies

Residents of Delhi's JJC have experienced at least three waves of eviction and resettlement since the 1960s. At the time of their eviction from a JJC, those found eligible are allotted plots in settlements known as JJ Resettlement Colonies. The policy that established these resettlement colonies was designed to impose a measure of planning, providing basic services and shaping settlements in contrast to the JJC they replace. Despite this intention, these colonies remain clearly outside the ambit of “planned colonies”, and most have received basic services only years after resettlement. Delhi's total number of resettlement colonies comes to 55. There is no official estimate of the population living in these 55 colonies. The most comprehensive figure available is a September 2013 estimate by the GNCTD, which concludes that 250,000 households (approximately 1.25 million people) live in the 44 resettlement colonies established as a result of the first two waves of resettlement. This estimate does not include those living in the 11 newest colonies.

Competency – means the proven ability to use acquired, knowledge, skill, personal and social abilities, in discharge of responsibility roles. It is the ability to do a job well.

Knowledge – means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. Knowledge is described as theoretical and/or factual.

Skill – means the ability to apply knowledge and use know-how to complete tasks and solve problems. Any marketable expertise, however acquired, irrespective of whether marketed or not, and whether the intention is to market it or not, is considered as skill. Thus, a person holding a certificate/ diploma on an appropriate subject will be considered to possess the specified skill along with persons who have acquired the said skill without any such certificate/ diploma or even without attending any institution. When a person has acquired skill in more than one trade, the skill in which he is more (most) proficient is considered as his skill. [Rounds 55, 50, 43, 38 & 32]



In the earlier rounds, 11th to 17th, 19th and 21st 'skill' was described as the acquired skill of using scientific or mechanical devices in a production process. The skill may be acquired under the personal guidance of trained technicians, or through personal effort, or may be learnt in any technical institution with or without getting any degree, diploma or certificate. Thus, for example, in the case of a typist having a certificate, he / she was considered as having the skill 'typing'. Only those persons who were in a position to offer themselves for skilled work in the labour market on the strength of their skill were considered as possessing skill.

Sector – Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.

Trainer – means someone who trains, instructs, teaches or otherwise enables the candidate(s) to acquire the appropriate knowledge and skills Vocational

Training Provider – means any organization providing knowledge and skills to candidates.

Recognition of Prior Learning or RPL – is the process of recognizing previous learning, often experiential, towards gaining a qualification

Assessing Body – means any organization which is empanelled by DGE&T to carry out assessment of trained candidates or direct candidates under SDIS

Candidate – refers to an individual undergoing skill development training or is looking for recognition of the skills acquired formally/informally.

House – House is a building or a part of building having separate main entrance from road, common passage, courtyard etc. It may be used for residential or non-residential purpose or both or even may be vacant.

Household – A 'Household' is usually a group of persons who normally live together and take their meals from a common kitchen unless the exigencies of work prevent any of them from doing so. The persons in a household may be related or unrelated or a mix of both. However, if a group of unrelated persons live in a house but do not take their meals from the common kitchen, then they will not collectively constitute a household. In this case each such person should be treated as a separate household.

There may be one-member households, two-member households or multi-member households. Normally one may come across 3 different types of households namely, i) Normal households, ii) Institutional households and iii) Houseless households. In this survey, only Normal Households have been covered. Institutional and Houseless households are outside the coverage of this survey.

In a few situations, it may be difficult to strictly apply the definition of household as given above. For example, a person living alone in a house, whether cooking meals or not, will have to be treated as a household. Similarly, if husband and wife or a group of related persons are normally living together in a house but getting cooked meals from outside due to some reasons, they will also constitute a Normal Household.

Institutional Households like boarding house, mess, hostels, rescue home, night shelter, observation home, beggars' home, jail, ashram, old age home, children home, orphanage, etc. are excluded from this survey. However, the households living inside the campus of institution in the quarters are to be covered. For example quarters of jailor, guard etc. located inside the jail premises, household of supervisor, attendant etc. located inside the premises of boarding house etc. will be enumerated.



Houseless Households: Persons who do not live in buildings or houses but live in the open or roadside, pavements, under fly-over and staircases, or in the open in places of worship, mandaps, railway platforms, etc., are also kept outside the coverage of this survey.

Who has been considered as Usual Member of the household for this enumeration?

- Persons staying continuously at least for a period of 6 months or who has the intention to stay for at least 6 months period as on the date of enumeration.
- Members with temporary stay out with duration of less than 6 months.
- Household member who is away from home for attending educational institution for any duration and is expected to come back home after completion of the course.

For example if a student is away from home and staying in a hostel for a period of 2 years in Hyderabad and expected to come back to his/ her parent's household in Delhi after completion of course, he/she has been enumerated as usual member of the parent's household.

Who has not been considered as Usual Member of the household for enumeration?

- Temporary visitors and guests whose total period of stay is less than 6 months as on the date of enumeration.
- Members who have permanently migrated or left the household due to marriage, employment etc., even if they occasionally visit the household
- A resident employee or domestic servant or a paying guest taking common meal and living with the household has not been treated as household member. However, they have been treated as separate household provided that their stay or intention to stay is at least for 6 months at the present address.

Household Serial number – All normal households have been given a running serial number starting from 1 within the locality (enumeration block).

Household Size – Total number of usual members of household has been considered as household size.

Head of the Household – The head of the household for the purpose of this survey is a person who bears the main responsibility for the maintenance of the household and takes most of the decisions on behalf of the household and recognized as such in the household. The head of the household need not necessarily be the eldest male member, but can be a female or a younger member of either sex normally residing in the household.

Household Type – The household type is decided on the basis of the main source of income of the household during last 365 days. Basically, only the household's income from economic activities is considered. The broad household types are self-employed, regular wage/ salaried, casual labourer /worker and others (i.e. rentiers, pensioners, income from other non-economic sources).

Age (in completed years) – The Age in completed number of years (i.e. age at last birthday) of all the members listed has been ascertained and recorded in this column. For infants below one year of age, entry '0' has been recorded.

Religion (Code) – This question has been asked for the Head of the household. Relevant codes are: Hindu-1, Muslim-2, Sikh-3, Jain-4, Christian-5, Buddhist-6, Other-7, No religion-8

Social Group – The Social group of Head of Household has been recorded against this item in terms of the following codes:



Scheduled caste (SC)

Scheduled tribe (ST)

Other Backward Class (OBC)

Others – Those who do not come under any one of the first three social groups have been entered as “Others”.

Scheduled Castes - means such castes, races or tribes or parts of or groups within such castes, races or tribes as are deemed under Article 341 to be scheduled castes for the purposes of this Constitution. [Clause (24) of Article 366]

Scheduled Tribes - means such tribes or tribal communities or parts of or groups within such tribes or tribal communities as are deemed under article 342 to be Scheduled Tribes. There is no notified list of Scheduled Tribes in Delhi. Considering the opinion that a tribal by birth is a tribal anywhere in India who so ever has claimed to be a ST have been recorded as ST in this study.

Backward Classes – socially and educationally backward classes means such backward classes as are so deemed under article 342A for the purpose of this Constitution.[Article 366 Clause 266, Constitution of India]

Transgender Person – means a person whose gender does not match with the gender assigned to that person at birth and includes trans-man or trans-woman (whether or not such person has undergone Sex Reassignment Surgery or hormone therapy or laser therapy or such other therapy), person with intersex variations, gender queer and person having such socio-cultural identities as kinner, hijra, aravani and jogta (Section 2, The Transgender Persons (Protection of Rights) Act,2019).

Economically weaker section - shall be such as may be notified by the State from time to time on the basis of family income and other indicators of economic disadvantage .[Article 15(6) Constitution of India]. For this purpose, persons who are not covered under the existing scheme of reservations for the Scheduled Castes, the Scheduled Tribes and the Socially and Educationally Backward Classes and whose family has gross annual income below Rs.8.00 lakh are to be identified as EWSs for the benefit of reservation. Family for this purpose will include the person who seeks benefit of reservation, his /her parents and siblings below the age of 18 years as also his/her spouse and children below the age of 18 years. The income shall include income from all sources i.e. salary, agriculture, business, profession etc. and it will be income for the financial year prior to the year of application. Also, persons whose family owns or possesses any one of the following assets shall be excluded from being identified as EWSs irrespective of the family income :

- i) 5 acres of Agricultural land and above.
- ii) Residential flat of 1000 sq fit and above.
- iii) Residential plot of 100 sq yards and above in notified municipalities.
- iv) Residential plot of 200 sq yards and above in areas other than the notified municipalities.

Average Monthly Household Expenditure – For the purpose of this survey, average monthly expenditure (Rs.) over last three months preceding the date of survey was asked from the household. The expenditure includes expenditure on house rent, electricity bill, water bill, ration, medical expenses, educational expenses, durable/non-durable goods etc.

Average Monthly Expenditure of Household (in Rs.): Household Consumer Expenditure (HCE) is the sum total of monetary values of all goods and services consumed (out of purchase or procured otherwise) by the household on domestic account during a reference period. The usual monthly consumer expenditure of the household may be collected as:



- A. Usual consumer expenditure in a month for household purposes out of purchase
- B. Imputed value of usual consumption in a month from home grown stock
- C. Imputed value of usual consumption in a month from wages in kind, free collection, gifts etc.
- D. Expenditure on purchase of household durables during last 365 days.

The sum of A+B+C+ (D/12) is to be entered as usual monthly consumer expenditure of the household in whole number of rupees.

General Education Level – The information relates to the educational attainment of the members. The general educational level completed refers to the educational category successfully completed. For example, if the HH member studied up to class 10 but could not pass the 10th class Board Examination, s/he will be coded as middle.

Technical Education Level – Highest level of technical education achieved by the members (aged 15 to 45) has been recorded in one of 16 categories. If more than one are applicable within a particular educational level only the last received has been considered. Technical education generally pertains to higher education. In case of school education (upto secondary level) it is part of vocational education/training.

Vocational/technical Training – A vocational/ technical training may broadly be defined as training through which knowledge and skills for the world of work is acquired. The main objective of vocational/ technical education and training is to make individuals employable for a broad range of occupations in various industries and other economic sectors.

There are three methods of acquiring Vocational/ Technical training, namely, (i) Formal Training, (ii) Non-formal Training and (iii) Informal Training.

Formal Training – It is the training that is acquired through institutions/ organizations and is recognized by national certifying bodies, leading to diplomas/ certificates and qualifications. Formal training is structured according to educational arrangements such as curricula, qualifications, teaching/ learning requirements and assessment. Formal training is intentional from the learner's perspective.

Non-formal Training – It is the training that is in addition or alternative to formal learning and is also structured but is more flexible. It is provided through community-based settings, the workplace, or through the activities of civil society organizations or any organization imparting training. This training mode does not have the level of curriculum, syllabus or accreditation and certification associated with formal learning but it is more structured as compared to informal learning.

Informal Training – The training that occurs in daily life, in the family, in the workplace, in communities, and through the interests and activities of individuals. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification.

Vocational/technical training other than formal vocational/technical training

(a) Hereditary: The expertise in a vocation or trade is sometimes acquired by the succeeding generations from the other members of the households, generally the ancestors. The expertise gained through significant 'hands-on' experience enables the individual to take up activities in self-employment capacity or makes them employable. Acquiring such marketable expertise by one, which enables him/her to carry out the trade or occupation of their ancestors over generations, may be considered to be training through 'hereditary' sources.

(b) Self-learning: The expertise in a vocation or trade when acquired by a person through his/her own effort,



without any training under any person or member he on, may be considered 'self-learning'. For example, a person who has learnt photography on his own effort will be considered to have acquired the vocational training through 'self-learning'.

(c) Learning on the job: The expertise acquired by a person while in employment (current and/or past), either through informal training by the employer or organization or through the exposure to the type of job that he/she is/was performing, may be considered as the training through 'learning on the job'. Note that if a person is provided with formal training in a vocation or trade even by the employer or organization, while in employment, he will be considered to have received 'formal' vocational/technical training.

(d) Other: The 'other' sources include the cases where the expertise for a vocation or trade has been developed from the household members or ancestors, provided that the said vocation or trade is different from the one relating to their ancestors. Similarly, a person may learn tailoring work from a master tailor or a person may learn book-binding work from a printing press. All such expertise acquired will be considered as vocational/technical training through 'other' sources.

Sectors of Economy

Organized sector – In the Indian system of National Accounts Statistics, the terms 'organized' and 'unorganized' sectors are used from the point of view of collection of statistics. The organized sector comprises of enterprises for which the statistics are available regularly from the budget documents, annual reports in the case of Public Sector enterprises and through Annual Survey of Industries in case of registered manufacturing.

Unorganized sector – On the other hand, the unorganized sector refers to those enterprises where collection of data is not regulated under any legal provision and / or which do not maintain any regular accounts

Informal sector – All unincorporated enterprises, which operate on either proprietary or partnership basis constitute the informal sector. The units covered under Annual Survey of Industries are not part of Informal Sector.

Economic activity – The entire spectrum of human activity falls into two categories: economic activity and non-economic activity. Any activity that results in production of goods and services that adds value to national product is considered as an economic activity. The economic activities have two parts – market activities and non-market activities. Market activities are those that involve remuneration to those who perform it, i.e., activity performed for pay or profit. Such activities include production of all goods and services for market including those of government services, etc. Non-market activities are those involving the production of primary commodities for own consumption and own account production of fixed assets.

The full spectrum of economic activities as defined in the UN System of National Accounts is not covered in the definition adopted for surveys of NSSO. Production of any good for own consumption is considered as economic activity by UN System of National Accounts but production of only primary goods for own consumption is considered as economic activity by NSSO. While the former includes activities like own account processing of primary products among other things, in the NSS surveys, processing of primary products for own consumption is not considered as economic activity. However, it may be noted that 'production of agricultural goods for own consumption' covering all activities up to and including stages of threshing and storing of produce for own consumption, comes under the coverage of the economic activities of NSSO.

The term 'economic activity' in the current round of survey of NSSO will include:

- (i) all the market activities described above, i.e., the activities performed for pay or profit which result in production of goods and services for exchange,





(ii) of the non-market activities,

- (a) all the activities relating to the primary sector (i.e., industry Divisions 01 to 09 of NIC-2008) which result in production (including free collection of uncultivated crops, forestry, firewood, hunting, fishing, mining, quarrying, etc.) of primary goods, including threshing and storing of grains for own consumption.
- (b) the activities relating to the own-account production of fixed assets. Own account production of fixed assets include construction of own houses, roads, wells, etc., and of machinery, tools, etc., for household enterprise and also construction of any private or community facilities free of charge. A person may be engaged in own account construction in the capacity of either a labourer or a supervisor.

Determination of economic activities described above will be done irrespective of the situation whether such activity is carried out illegally in the form of smuggling or not. However, by convention, as in earlier rounds, the activities like prostitution, begging, etc., which may result in earnings, will not be considered as economic activities in this round also.

Activity status – It is the activity situation relating to participation in economic or noneconomic activities in which a person is found engaged during a reference period. According to this, a person will be found in one or a combination of the following three statuses during a reference period:

- (i) Working or being engaged in economic activity (work),
- (ii) Being not engaged in economic activity (work) and either making tangible efforts to seek ‘work’ or being available for ‘work’ if the ‘work’ is available and
- (iii) Being not engaged in any economic activity (work) and also not available for ‘work’.

Activity statuses, as mentioned in (i) & (ii) above, are associated with ‘being in labour force’ and the last with ‘not being in the labour force’. Within the labour force, activity status (i) above is associated with ‘employment’ and that of (ii) above with ‘unemployment’.

Usual Activity Status – This is the most important indicator which determines the working status of an individual within age group age 15 to 45. Usual Activity Status is defined as the activity situation relating to participation in economic and/or non-economic activities in which person is found to be engaged in most of the time during a reference period. For the purpose of this survey, the reference period is last 7 days preceding the date of Survey to capture the activity status of individuals.

Usual Activity status is categorized by 8 types:

- 1. Self-employed in agriculture
- 2. Own/operate non-agricultural enterprises
- 3. Regular wage/ salary- Gov./public
- 4. Regular wage/ salary- Pvt
- 5. Casual labour
- 6. Unemployed but available for work
- 7. Unemployed but unavailable for work (students, pensioner, rentier, beggars and other dependant member etc.)

Self-employed – Persons who operate their own farm or non-farm enterprises or are engaged independently in a profession or trade on own-account or with one or a few partners are deemed to be self-employed in household enterprises. The essential feature of the self employed is that they have autonomy (i.e., how, where and when to



produce) and economic independence (i.e., market, scale of operation and money) for carrying out their operation. The self-employed persons may again be categorized into the following three groups:

- (i) Own-account workers: They are the self-employed who operate their enterprises on their own account or with one or a few partners and who during the reference period, by and large, run their enterprise without hiring any labour. They may, however, have unpaid helpers to assist them in the activity of the enterprise.
- (ii) Employers: The self-employed persons who work on their own account or with one or a few partners and by and large run their enterprise by hiring labour are the employers, and
- (iii) Helpers in household enterprise: The helpers are a category of self-employed person's mostly family members who keep themselves engaged in their household enterprises, working full or part time and do not receive any regular salary or wages in return for the work performed. They do not run the household enterprise on their own but assist the related person living in the same household in running the household enterprise.

Codes 1 relates to only the persons attached with agriculture and live stock activities whereas codes 2 relates to the self-employed persons who are engaged in non-agricultural enterprises.

Regular wage/ salaried employee – Persons working in other's farm or non-farm enterprises (both household and non-household) and getting in return salary or wages on a regular basis (and not on the basis of daily or periodic renewal of work contract) are the regular wage/ salaried employees. This category not only includes persons getting time wage but also persons receiving piece wage or salary and paid apprentices, both full time and part-time.

Persons working as regular wage/salaried employee in Government/Public Sector will be given code 3. Government here includes government departments, local bodies/ Panchayat Raj Institutions and government undertakings such as railway/posts/state transport corporations and so on and Public sector refers to the undertakings of government enterprises banks and other institutions under the control of government

Persons working as regular wage/salaried employee in Private Sector will be given code 4. The private sector is that which is run by private individuals or groups, usually as a means of enterprise and is not controlled by the state. Cooperatives will also come under private sector.

Casual wage labour – A person casually engaged in other's agricultural or non-agricultural enterprises (both household and non-household) and getting in return wage according to the terms of the daily or periodic work contract is a casual wage labour. Such persons will be given code 5.

Unemployed – Persons who are seeking or available for work are termed as unemployed and will be given code 6.

Others – Others category includes pensioners, rentiers, remittance recipients, beggars, other dependant members etc. and will be come under category 7. Students pursuing their education currently in classroom or online or distance mode have also been included here.

Some important parameters based on usual activity status

Labour force – All the individuals with age 15 to 45 with usual activity status 1 to 6 constitute labour force. i.e. persons with any economic activities during reference period and unemployed persons who are seeking or available for work combined constitute labour force.

Out of Labour Force – Persons with age 15 to 45 who are not engaged in any economic activity and also not



available for work are coming under this category.

Worker Population Ratio – It is the percentage of working age individuals (i.e. aged 15 to 45) who are employed.

Labour Force Participation Rate – It is the percentage of working age population who are in the labour force i.e. either employed or unemployed but available for work.

Unemployment Rate – It is the percentage of individuals in the labour force who are unemployed but available for work. In other words, it is the ratio of working age population to labour force population who are unable to find employment in the given period of time.

Usual Principal Activity in last 7 days – This question will be asked in respect of employed persons (i.e with activity status 1 to 5 in usual activity status) only, i.e. for persons who are engaged in one or more economic activity in the reference period. Only principal activity (if he/she pursues more than one activity) will be entered. There are three questions under Usual Principal activity (a) Description of work, (b) NIC at two digit level and (c) NCO at two digit level.

Industry and occupation of the economic activity (at NIC/ NCO two digit level): For every household member (aged 15 to 45) who is engaged in economic activity in the usual status approach, information on industry and occupation of the economic activity will be recorded in. The sector of the economic activity in which a person is found engaged is his/her industry of work and the corresponding occupation is the occupation of the person. For collection of information on industry, National Industrial Classification-2008 (NIC-2008) will be used and for collection of information on occupation, National Classification of Occupation-2004 (NCO-2004) will be used.

Empowerment – is an iterative process with key components including an enabling environment that encourages popular participation in decision-making that affects the achievement of goals like poverty eradication, social integration and decent work for all as well as sustainable development.

Well-being – a general term encompassing the total universe of human life domains, including physical, mental and social aspects, which make up what can be called a “good life”

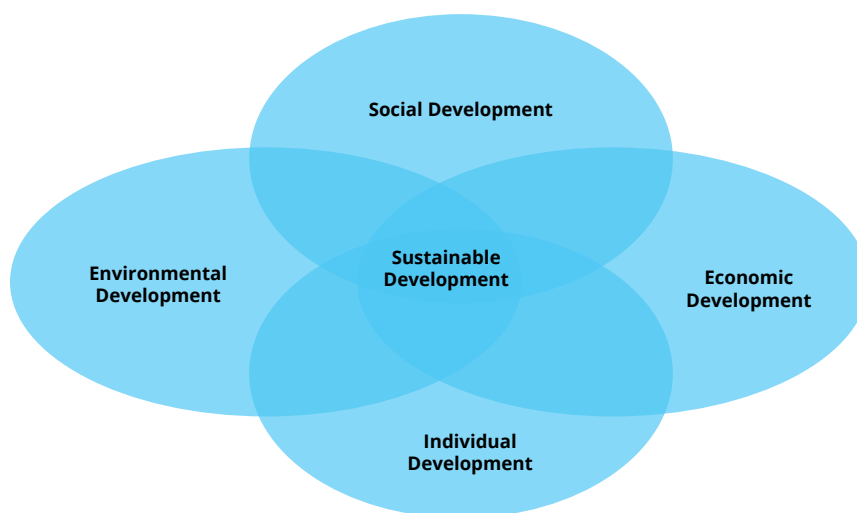
Working age group population – Persons with age 15 and above are considered here for being eligible to be surveyed at individual level.



CHAPTER – IV

ANALYSIS

This chapter attempts to revisit the prime objectives of this study once again and unfold it systematically to analyze the data and information collected from all the respondents belonging to 15-45 years age group contextually in order to derive specific outcomes and conclusions. Based on these outcomes and conclusions it further endeavors to draw specific recommendations deemed necessary for providing suitable assistance to the residents of JJ Clusters of Delhi and its mode so that they can avail adequate and appropriate training and get themselves enrolled in gainful economic activity to enhance their economic prospects for their empowerment and overall wellbeing.



In the world today socio-economic development and overall empowerment of individuals, communities, societies or nations are viewed and analyzed from the perspectives and targets set forth for achieving sustainable goals under SDGs 2030 in general and local context in particular. As indicated in the picture above sustainable development leading to the empowerment of individuals or group concerned is synonymous with the collective development on four specific counts including social, economic, environmental and individual development. Hence, the report tries to decipher the means and modalities of socio-economic development of the people living in urban slums of Delhi. In order to understand the socio-economic status of people residing in JJ Clusters and thereafter identifying suitable policy interventions for imparting skill education, this study has gathered sufficient information through detailed survey of a total 4262 households.

In order to make it convenient and explicit for the readers the data and information collected has been systematically analyzed under following sub groups to be treated as sub-chapters:

- A. Household Information
- B. Demographic Characteristics
- C. Skill Base of Respondents
- D. Demand for Certification of Skill
- E. Status of Unemployment
- F. Impact of Skill on Employability
- G. Skill Acquisition: Area of Interest
- H. Skill Acquisition: Preference and Preparedness

Suitable graphical representations have also been given wherever felt necessary for elaborating the analysis and outcomes. However, in order to avoid repetitions most of the tables detailing the numerical details are given towards the end of the report.





CHAPTER – IV A

HOUSEHOLD INFORMATION

Average Household Size

The findings of the study state that the average household size i.e number of persons living in each household in the JJ Clusters of East Delhi is 4.79 persons which is slightly higher than the average of 4.5 persons per household in Delhi as recorded by the Employment Survey conducted only a few months back by the Government of NCT of Delhi. The highest average size of household was 5.26 persons per household observed in Pandit Bismil Camp, Shashi Garden, Patparganj, while the lowest was 4.23 persons per household observed in Indira JJ Camp, Kalyanvas JJ cluster.

Demographic Details of Household

Sl. No	Name of the JJ Cluster	Number of Households Surveyed	Population Covered	Average Size of Households	No. of persons surveyed in the 15-45 years age group	Average No. of persons in 15-45 yrs age group
1	Indira JJ Camp, Kalyanvas,	56	237	4.23	132	2.36
2	Block 6,7,8, Khichripur near Ghazipur Drain Phase – II	1380	6273	4.55	3821	2.77
3	Sangharsh Morcha, Ravidas Camps, Pandav Nagar, Mother Dairy	98	472	4.82	265	2.70
4	Pandit Bismil Camp, Shashi Garden, Patparganj,	624	3282	5.26	1955	3.13
5	NH – 24, Patparganj (Nehru Camp)	199	843	4.24	484	2.43
6	Hr. Sec. School behind Patparganj (Shastri Mohalla)	1183	6014	5.08	3556	3.01
7	Jai Bharti Camp, East Vinod Nagar (E-32)	137	613	4.47	369	2.69
8	J – Block, East Vinod Nagar (E-24)	133	596	4.48	346	2.60
9	D – Block, West Vinod Nagar	34	147	4.32	87	2.56
10	T – Camp, Khichripur	418	1937	4.63	1089	2.61
	Total	4262	20414	4.79	12104	2.84

The average number of members within 15 to 45 years of age was found to be 2.84 per household. The highest average number of members within 15 to 45 years of age was observed to be 3.13 in Pandit Bismil Camp while the lowest was 2.36 persons per household observed in Indira Camp.

The total population covered during the survey was 20,414 out of which 12,104 persons i.e. 59.29 % of the total population covered were happens to be in the most economically active age group. It indicates the availability of scope of harnessing inherent demographic dividend in favour of the disadvantaged population living in the urban slums.



Type of Households

Distribution of Households by Household Types

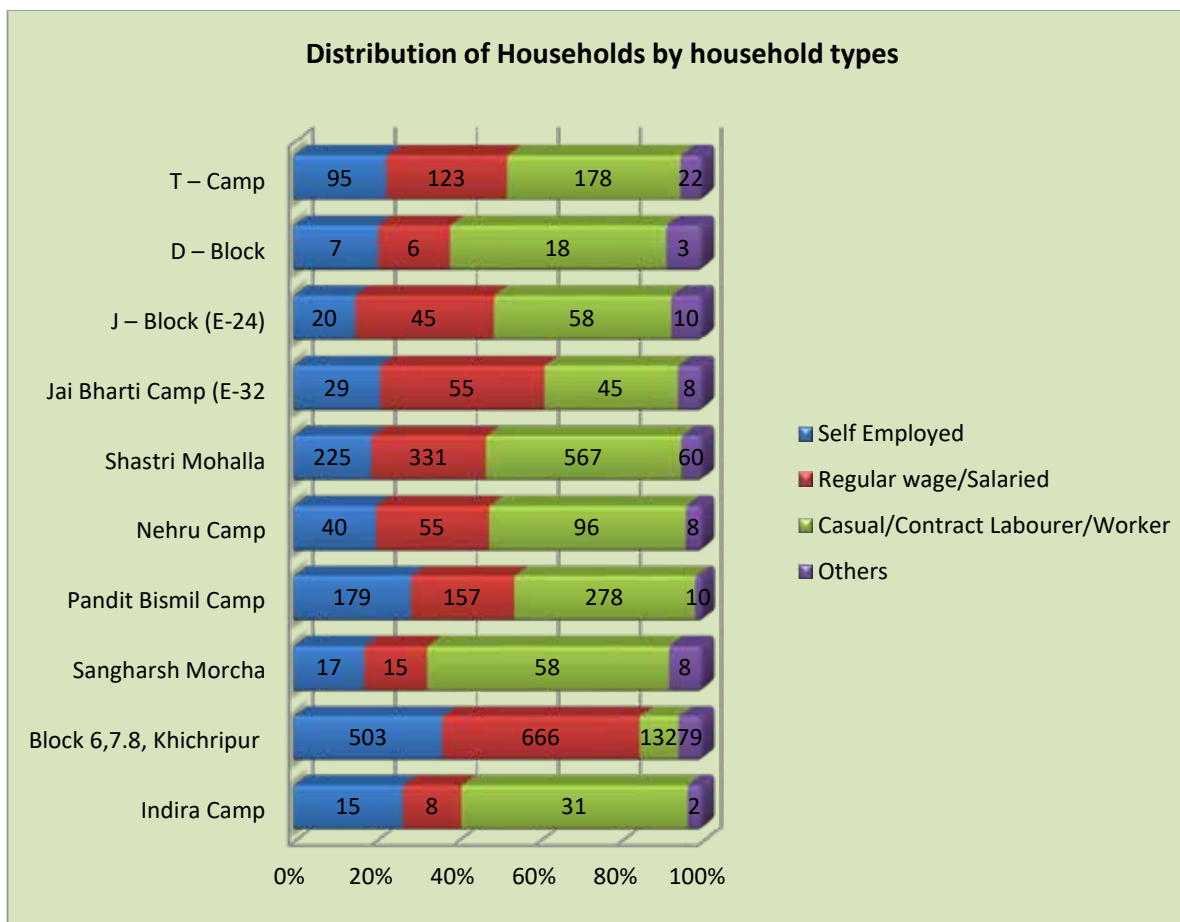


Figure 1 Ref. Table IV A.2

The graph shows the distribution of households in each of the 10 JJ clusters according to their primary source of household income divided into four broad categories – self-employed, regular wage/salaried, casual/contact labourer/worker and others. The others include households whose main source of income is rent or pension or income from any other source. Students pursuing their education and house wives have also been included under “Others” category here.

Based on the main source of the household’s income during the past 365 days, it was observed that out of 4262 households surveyed 34% each belongs to regular wage salaried (where maximum household income come from regular wage or salary) and casual/ contractual labourer categories (where maximum income come from casual or contractual labourer or worker). The percentage of households belonging to self-employed category was 27% and remaining 5% were of other type of households

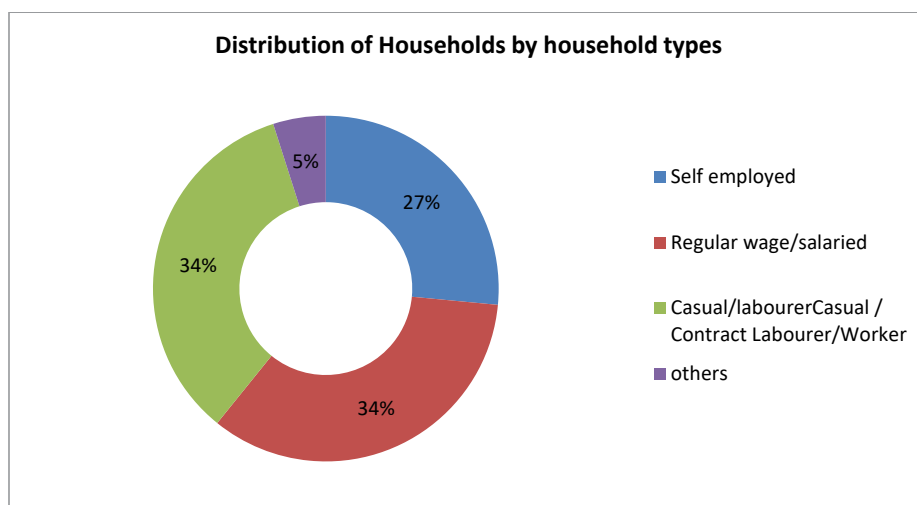


Figure 2 Ref. Table IV A.2



Religion

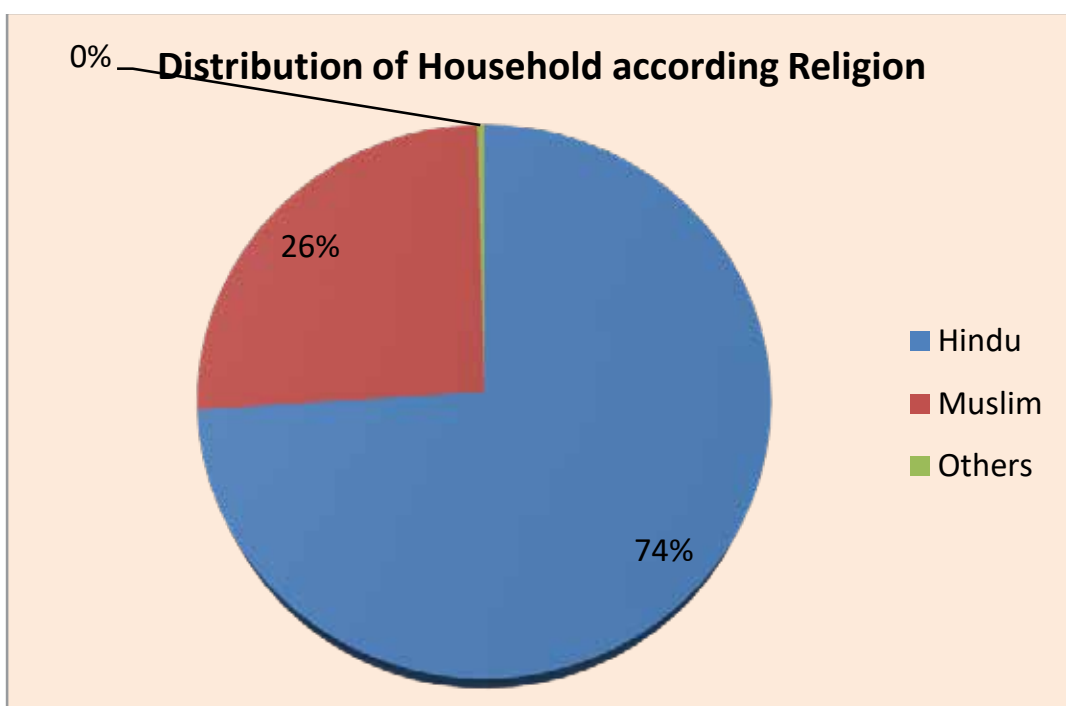


Figure 3 Ref. Table IV A.3

A majority 74% of the surveyed households are of Hindu religion, while 26% are of Muslim. The total number of households belong to other religions including Sikh, Jain, Christian, Buddhist and nonbelievers was found to be 17 only which is almost negligible in terms of percentage.

Social Group

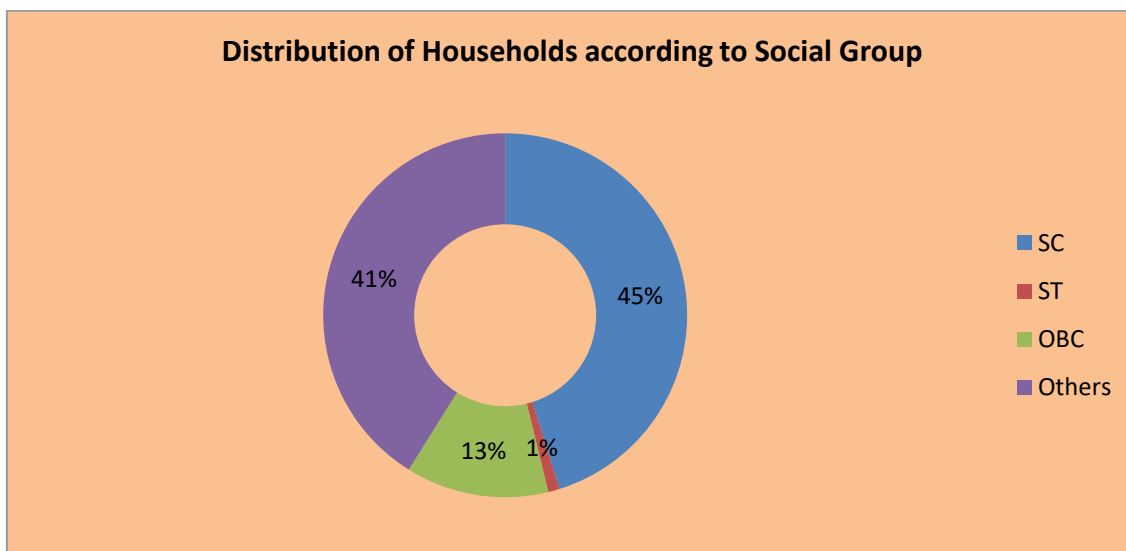


Figure 4 Ref. Table IV A.4

While analyzing the social group to which the households belong, it was found that a large majority of 45% household were from SC category, 13% from OBC, 1% from ST category and remaining 41% were from the social group categorized as 'others' which includes general category.

The thick presence of people belonging to SC community indicates their concentration in JJ clusters as well as their deprived state of economy and invites focused attention from policy makers and concerned departments



towards their upliftment.

Main Source of Income

Average Monthly Household Expenditure

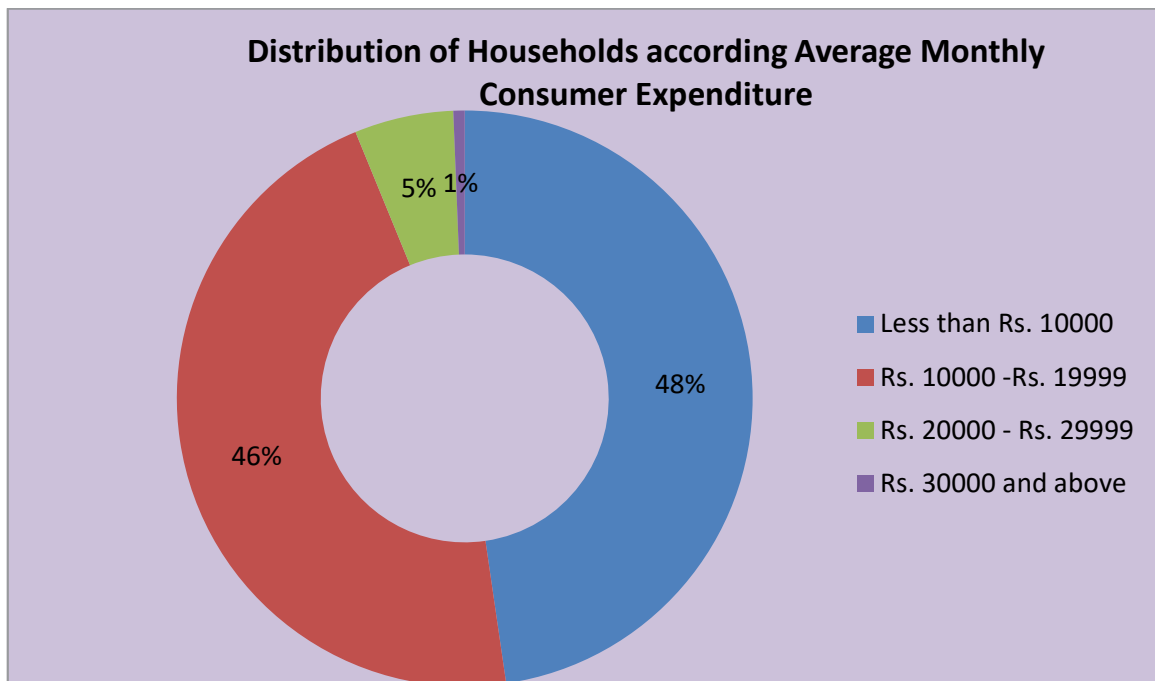


Figure 5 Ref. Table IV A.5

The study intended to know about the average monthly household consumer expenditure including expenditure on house rent, electricity bill, water bill, ration, medical expenses, educational expenses, durable/ non-durable goods etc. over the past three months. It was observed that the average monthly household consumer expenditure of 48% households was less than Rs. 10,000/- followed by 46% household having monthly expenditure between Rs. 10,000/- to Rs. 19,999/- another 5% between Rs. 20,000/- to Rs. 29,999/- and remaining 1 % having monthly household consumer expenditure of Rs. 30,000/- and above.

The variation in monthly household consumer expenditure shows that even in urban slums of Delhi there exists considerable economic disparity. Monthly consumer expenditure is one of the prime indicators to understand the economic well being of the households. If other parameters remain same than households having lesser consumer expenditure belongs to lower level of economic strata as compared to those having higher level of consumer expenditure. The graph shows that a total of 94% of the households in urban slum are able to spend less than Rs. 20,000/- per month on consumer related things.

Monthly Consumer Expenditure by Types of Households

The study attempted to observe monthly consumer expenditure by types of households in the urban slums of East Delhi. The graph shows that in case of both the self-employed and regular wage/salaried households the number of households having average monthly consumer expenditure of Rs.10,000/- to 20,000/- was more as compared to those having monthly consumer expenditure of less than Rs.10,000/-. While in case of casual/ contract labourers/workers the number of households having consumer expenditure less than Rs.10,000/- was more as compared to those spending in between Rs.10,000/- to 20,000/-. It clearly underlines the vulnerable economic condition of households earning their bread and butter from casual or contractual employment.

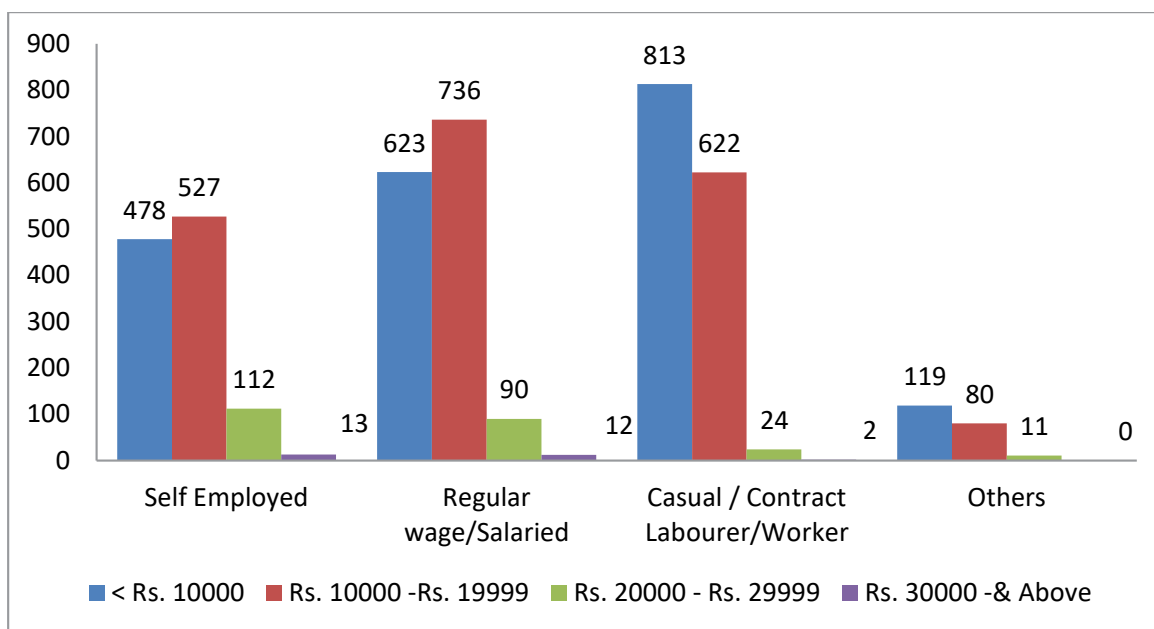


Figure 6 Ref. Table IV A.6

It may be noted here that the poverty line estimated for household having five members in urban areas is Rs.7,035/- per month. It is but natural that families spent according to their income only. People with higher income spend less percentage as consumer expenditure while those having low income spend their maximum on it. Hence, it may be concluded that nearly 48% of the households in JJ clusters are living in deprived condition as their average monthly consumer expenditure was found less than Rs.10,000/- while the household size was approximately 5 persons per household (exactly 4.79 persons per household).



CHAPTER – IV B

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

Gender-wise Distribution of Respondents

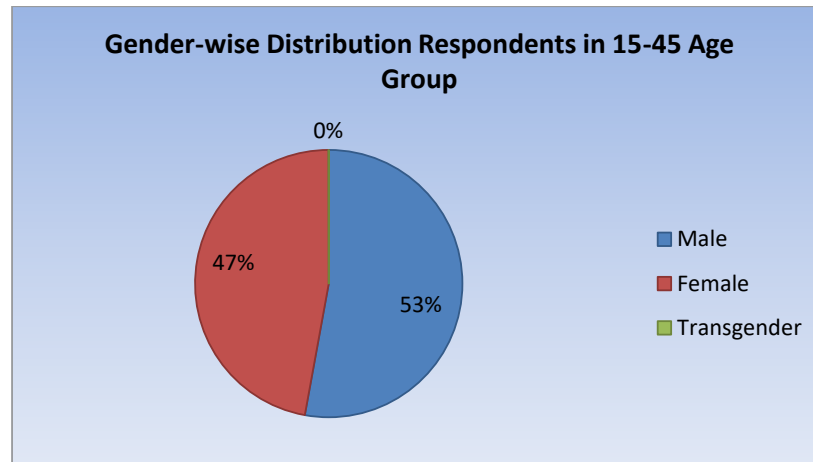


Figure 7 Ref. Table IV B.2

Out of total 12,104 persons interviewed in the age group of 15-45 years 53% i.e. 6399 were male and 47% i.e. 5702 were female. The number of persons belonging to transgender was 3 only which is negligible in terms of percentage and hence appears to be zero in the graph.

Distribution of Respondents by Age Group

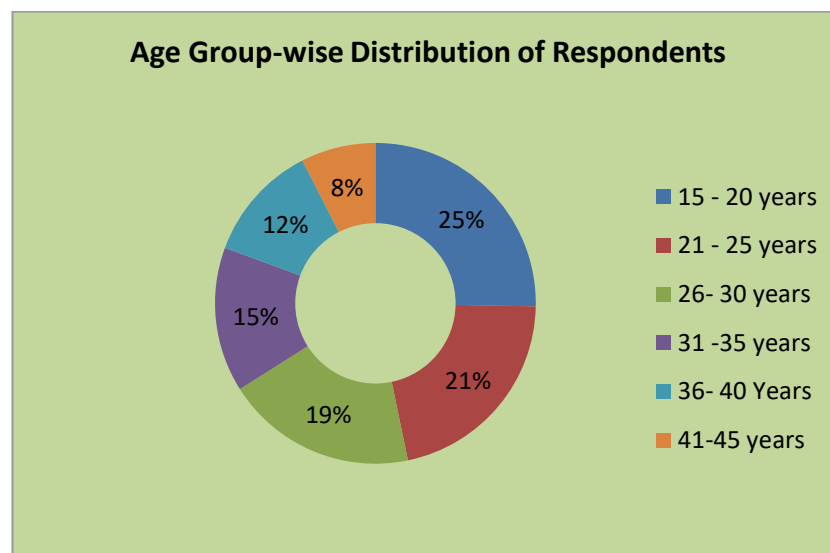


Figure 8 Ref. Table IV B.2

In view of developing a comprehensive understanding about various parameters related to the objectives of the study and demographic characteristics of economically active group, the respondents have been classified into six different age groups – 15 to 20 years, 21 to 25 years, 26 to 30 years, 31 to 35 years, 36 to 40 years and 41 to 45 years. The graph above shows that out of 12,104 persons 25% belongs to 15-20 years age group followed by



21% to 21-25 years age group, 19% to 26-30 years age group, 15% to 31-35 years age group, 12% to 36-40 years age group and remaining 8% to 41-45 years age group.

Distribution of Respondents by the Level of General Education

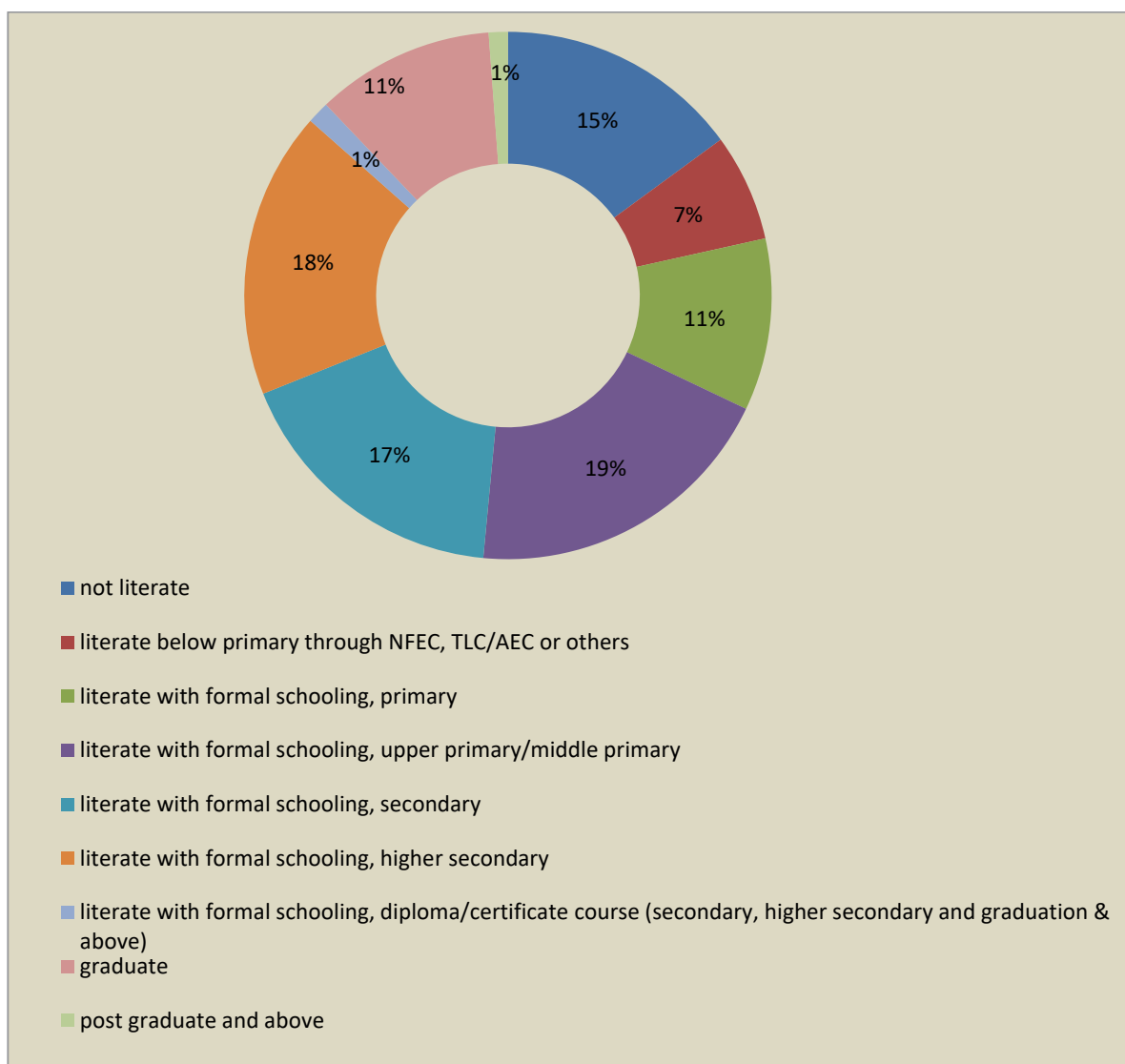


Figure 9 Ref. Table IV B.3

Education plays a significant role in the socio-economic development and overall empowerment of any individual as it helps people to become aware of their rights, understand the reasons behind their poor state of living, opens the horizons of new knowledge and motivates them to acquire skills for their socio-economic development. This survey, therefore, intended to record the level of educational attainment of the respondents. It was found that out of 12,104 respondents nearly 15% of the respondents were non-literates and 7% having rudimentary level education up to below primary. Around 11% of the respondents were having education up to primary, 19% up to upper primary/middle, 17% up to secondary and 18% were having higher secondary level of education. A total of 12% of the respondents were having education up to graduation and post-graduation. So far as professional skill is concerned a minimal of only 1% of the respondents from secondary to post graduation were found to have obtained a diploma or certificate in any professional trade.

It is pertinent here to note the presence of 1808 non-literate persons in the age group of 15-45 years of which 1113 were female and 695 male. If calculated on the basis of total population covered the rate of illiteracy comes to 8.86%.



CHAPTER – IV C

SKILL BASE OF RESPONDENTS

The target to achieve global goals of sustainable development for the well being of every individual person has become the cornerstone of policies and programmes implemented by every government across the world. This is precisely in view of “breaking the vicious circle of poor education, low productivity and persistent poverty is crucial for promoting inclusive economic growth and decent jobs for all” as observed by the International Labour Organization. It says, lifelong learning is indispensable in order to keep up with the changing skills needed for the labour market. Skill development is therefore an essential prerequisite for sustainable development. The Government of Delhi too has given due focus on imparting skill education to the people of the state.

To know the skill base of the respondents and their further interest for acquiring the same in the days to come this study collected the responses about skill possession under three different categories – informal, formal and technical.

Informal Vocational Education

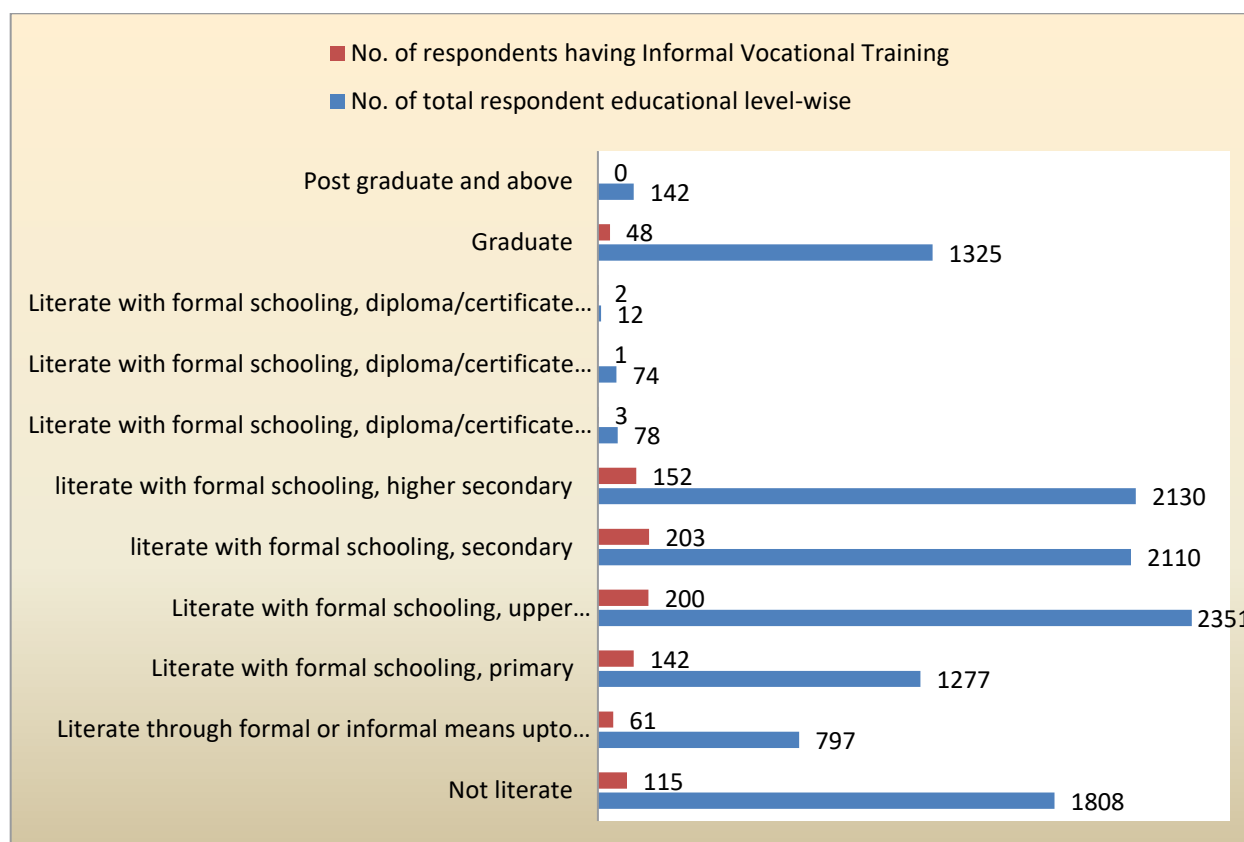


Figure 10 Ref. Table IV C.1

Traditionally skills have been transferred from one generation to other through various informal means including hereditary training, self learning and learning on job. These means are still considered to be important for skill acquisition. However, the present study reveals that out of 12,104 respondents only 927 have acquired certain level of skills through these three informal means and remaining 11177 didn't have any informal skill training. The graph above reflects the number of respondents according to their level of general education viz-a-viz the number of individuals who have acquired some skills.



Figures indicate that only 7.66% of the individuals have acquired skills from informal means whereas a massive 92.34% have no such exposure. This shows that day by day the scope of gaining skill through informal means is narrowing.

Formal Vocational Education

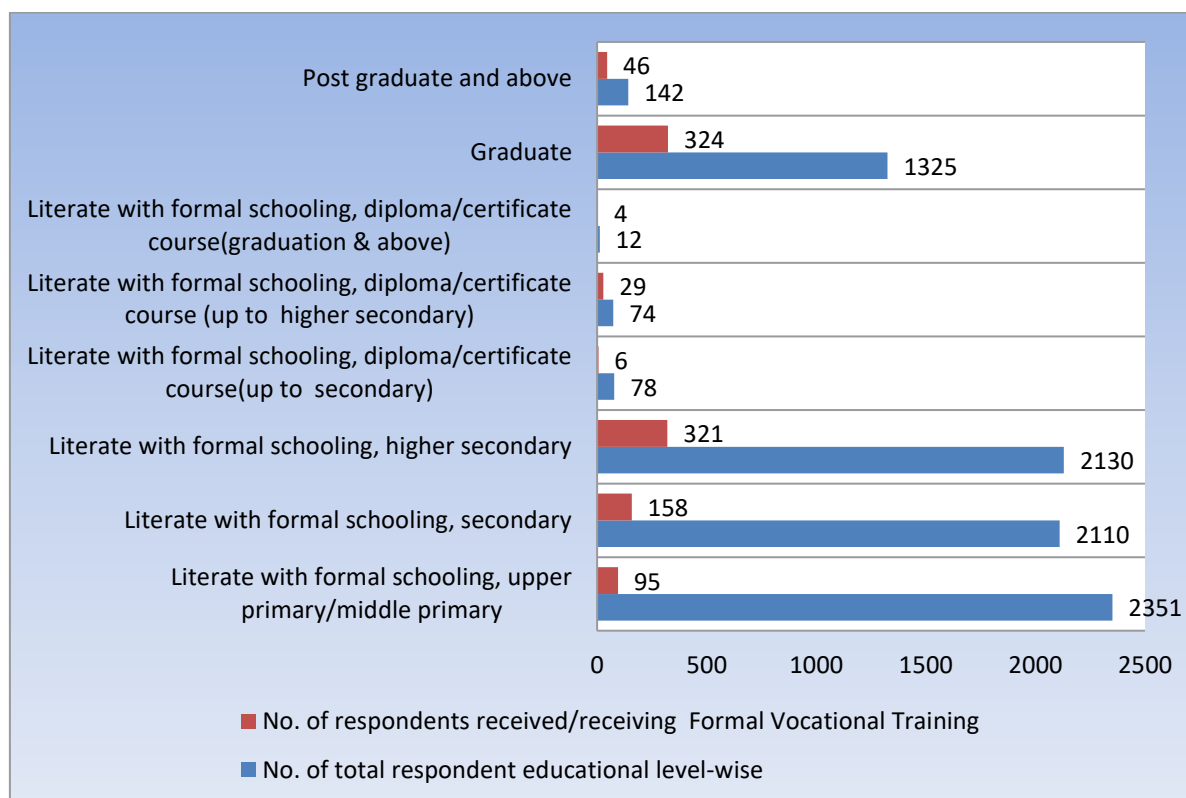


Figure 11 Ref. Table IV C.2

Formal vocational education or training refers to a training imparted by any recognized institution, public or private (e.g. ITIs) with a defined curriculum and duration for which certificate is issued on successful completion of the programme. It was found that out of 8222 eligible respondents having general education from upper primary and above a total of 983 have received or receiving formal vocational training. It has to be noted here that out of remaining 3882 respondents having general education below primary or primary 68 more have also acquired certain level of certified vocational education. Hence, out of 12,104 a total of 1051 have received vocational education through formal means. Remaining 11053 didn't have any formal vocational training.

The graph given above indicates the number of total respondents according to their level of general education viz-a-viz the number of those who have received or receiving vocational education/training.

It indicates that only 12% of the eligible individuals have a reach to avail vocational education/training from any institution, public or private while for remaining 88% of the respondents gaining skill from a recognized institution is still elusive. It means whatever institutional mechanism is available is quite insufficient and hence, it needs to be strengthened further to accommodate eager individuals.

Vocational Education and Gender-wise Distribution of Respondents

Out of total 1978 respondents who received vocational education 941 were female and remaining 1037 were male.

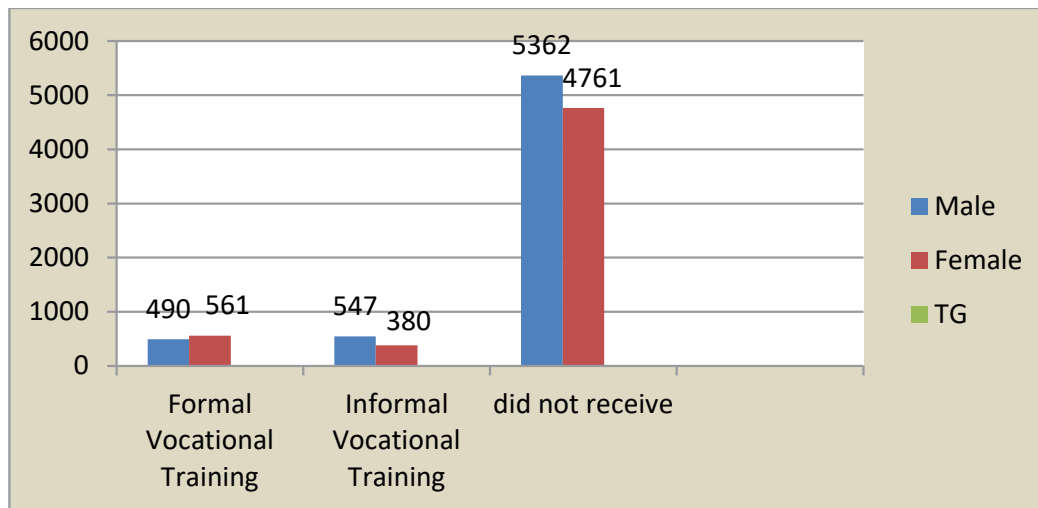


Figure 12 Ref. Table IV C.4

Vocational Education and Age-wise Distribution of Respondents

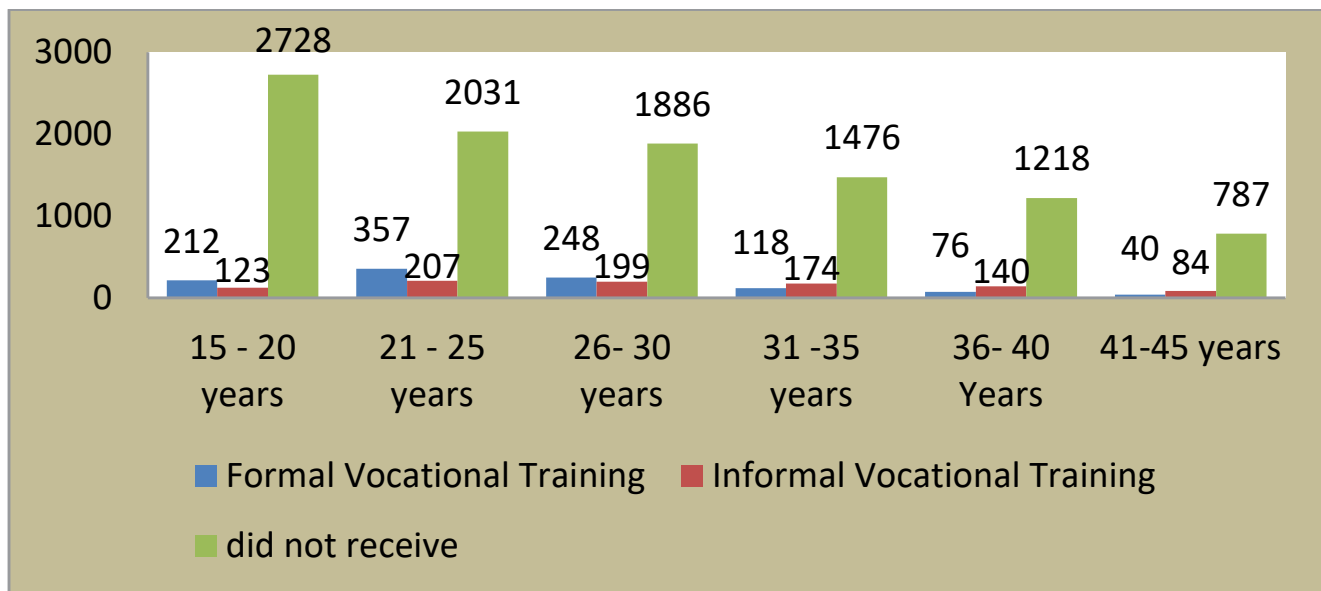


Figure 13 Ref. Table IV C.4

The graph shows age-group wise number of respondents who received vocational education both through formal and informal means as well as those who didn't receive any such training. It was found that within 15-35 years age group there were 8121 respondents who didn't have any vocational skills.

Field-wise Distribution of Vocational/Technical Training

The study further attempted to know the field/trades in which vocational education/training has been availed by the respondents.

The graph clearly indicates that fields like textiles and handlooms, apparels; beauty and wellness; Information Technology Enabled Services (IT-ITeS); electrical, power and electronics; automotive; civil engineering-construction, plumbing, paints and coatings; mechanical engineering-capital goods, strategic manufacturing; health and life science and logistic are some of the most preferred field of vocational training in which the

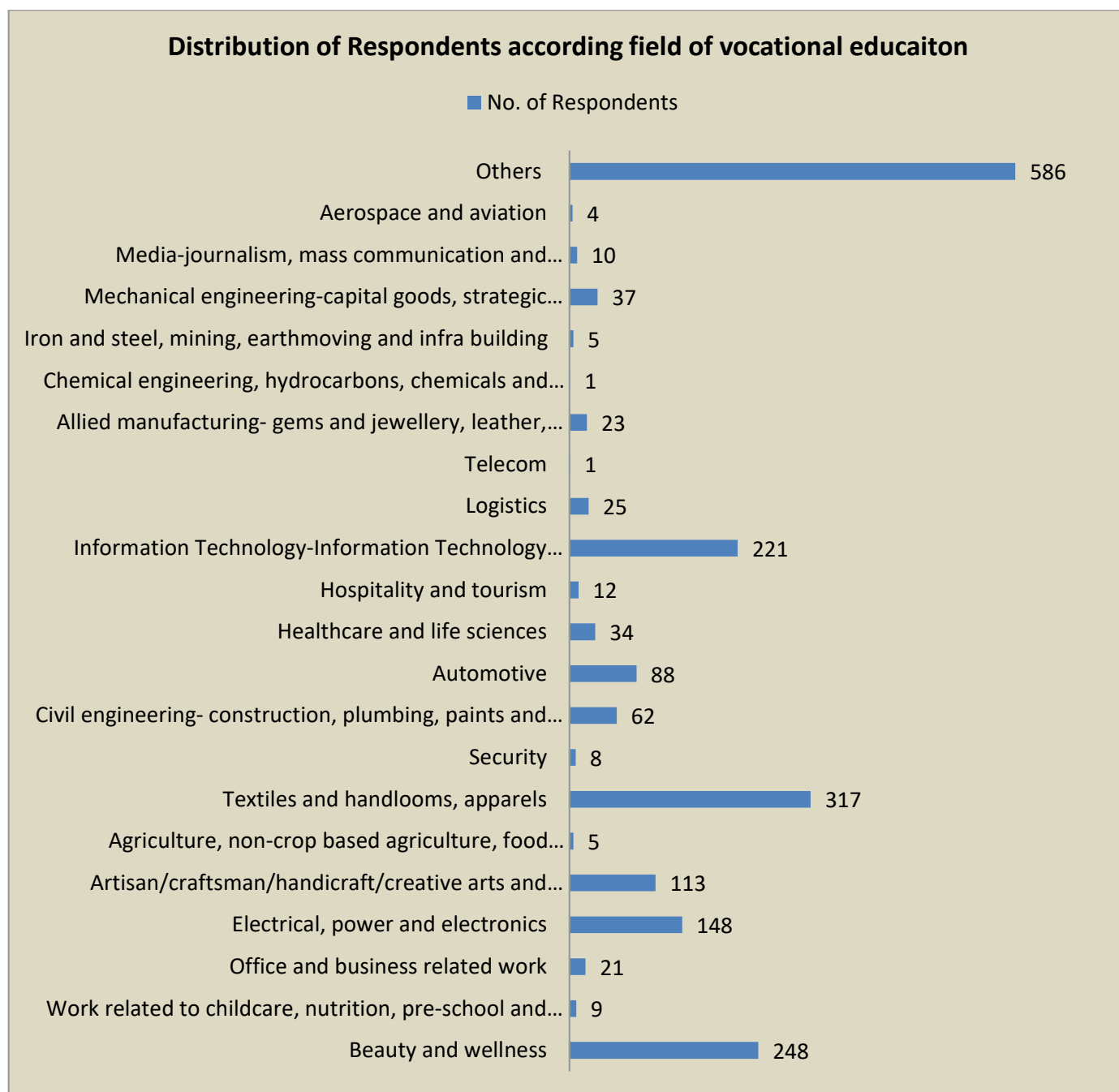


Figure 14 Ref. Table IV D.2

respondents have already availed training. The number of respondents opted for 'other' is 586 which include an array of fields like RO repairing, mobile repairing, AC repairing, driving, stitching, embroidery, etc.

Distribution of Persons by the Duration of Vocational/Technical Training

In order to understand the intensity of skill availed the study desired to know the duration of the courses done by the respondents.



Distribution of Respondents according to duration of Training

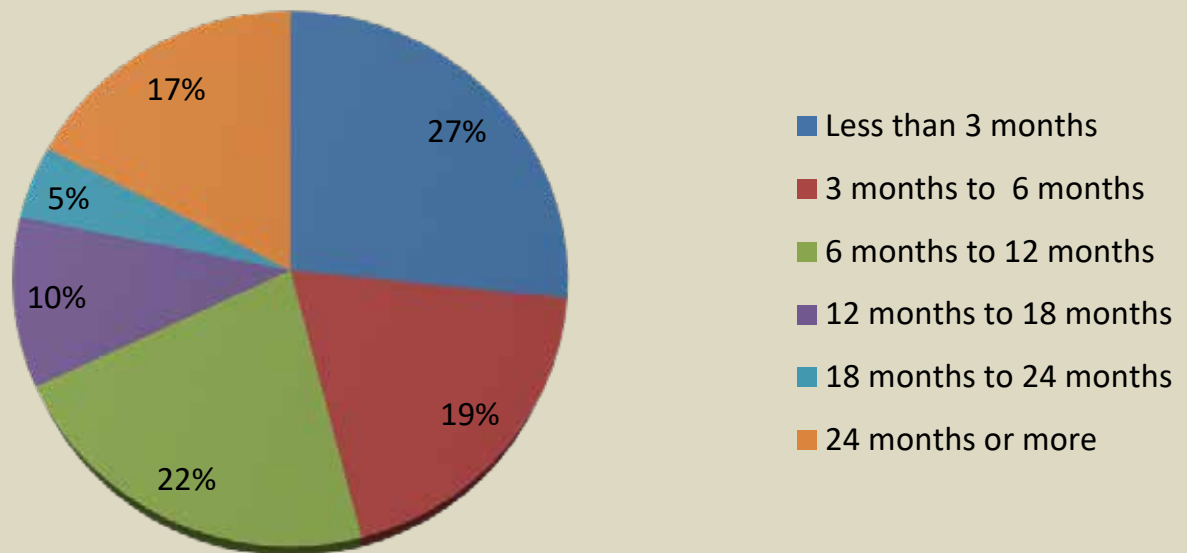


Figure 15 Ref. Table IV D.3

It was found that 27% of the respondents availed a training of duration less than 3 months, 19% of duration 3 to 6 months, 22% of duration 6 to 12 months, 10% of duration 12 to 18 months, 5% of duration 18 to 24 months and remaining 17% of duration 2 years or more.

Technical

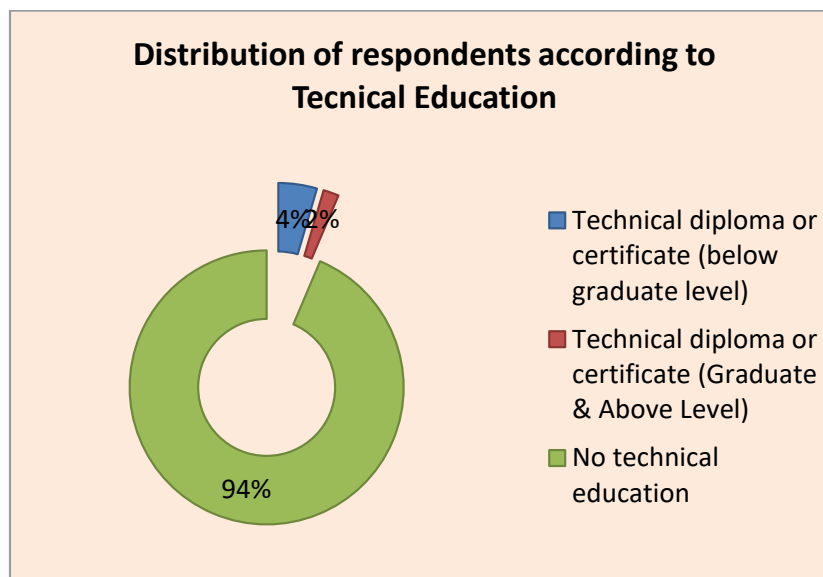


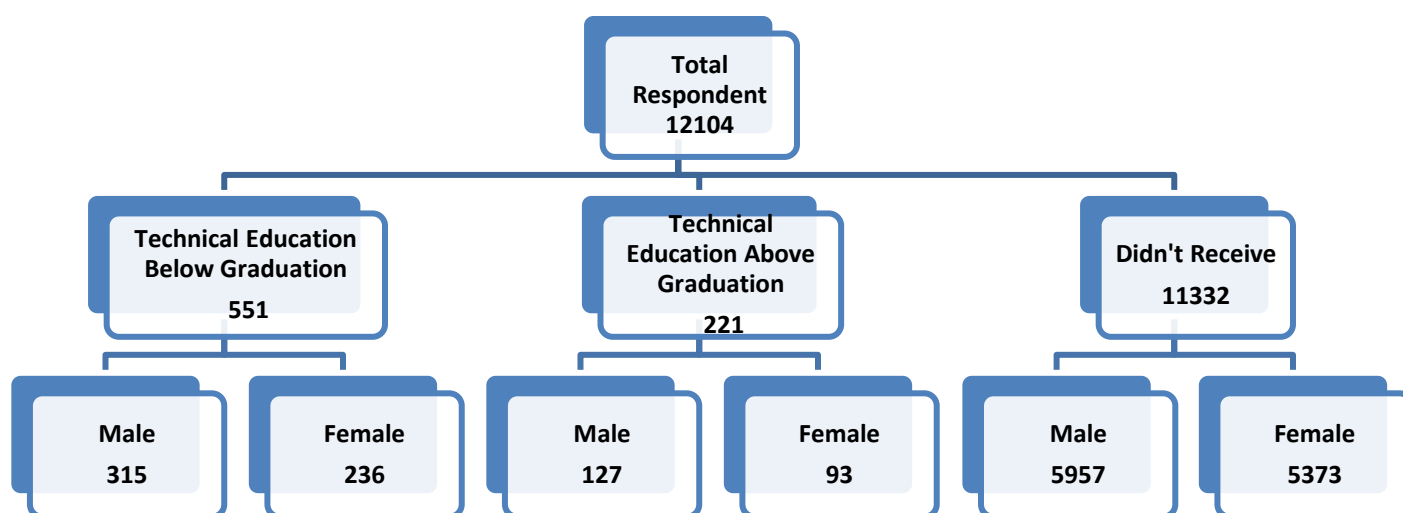
Figure 16 Ref. Table IV C.3



Technical education generally pertains to higher education where an individual acquires a certificate, diploma or degree in any specified trade or branch of any recognized discipline of education or learning. The study intended to observe the number of such individuals who have the exposure about the subject and have obtained such a degree or diploma.

It was found that only meager 2% respondents are having a technical diploma or certificate at graduation and post-graduation level while another 4% are having technical diploma or certificate at below graduation level. Remaining 94% of the respondents have no technical education.

Technical Education and Gender-wise Distribution of Respondents



Ref. Table IV C.3

It is understood that out of total 12,104 respondents only 772 found to be received technical education. Out of 551 below graduates 226 were female and 315 were male while in the graduation and above level 93 were female and 127 were male. In the respondents who didn't receive any technical education 5373 was female while 5957 were male.



CHAPTER – IV D

DEMAND FOR CERTIFICATION OF SKILL

Gender-wise Distribution of Respondents as per their interest for certification under RPL

The National Skill Qualification Framework (NSQF) has introduced a provision of Recognition to Prior Learning (RPL) to pave the path for recognizing the prior learning of an adult which he/she might have acquired through informal or non-formal mode of learning. The study attempted to know whether the respondents know about the provisions of RPL and whether they would like to get their skills (acquired through informal or non-formal means) certified.



Figure 17 Ref. Table IV D.4

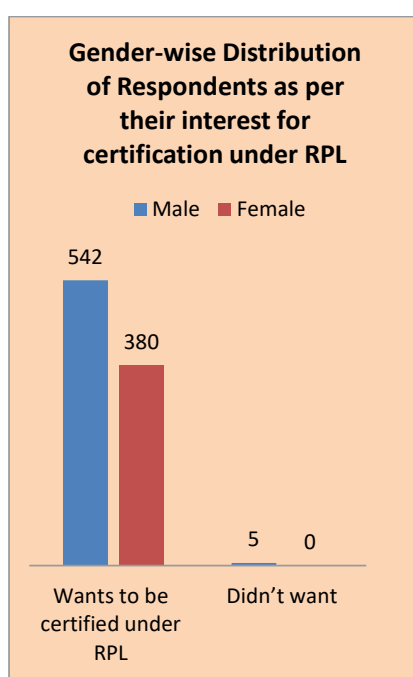


Figure 18 Ref. Table IV D.4

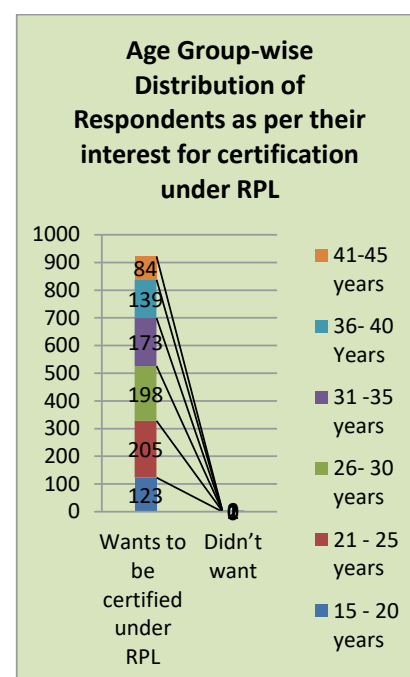


Figure 19 Ref. Table IV D.4

It was found that out of 927 respondents who have acquired certain level of vocational skill through informal means 99% want it to get certified by some government institutions under RPL. The graphs given above depict gender and age group-wise interest shown by the respondents for getting their skills certified under RPL.



CHAPTER – IV E

ASSESSMENT OF UNEMPLOYMENT

Usual Activity of the Respondents

Usual activity is one of the most important indicators which determine the working status of an individual within 15 to 45 years age group. It is defined as the activity situation relating to participation in economic and/or non-economic activities in which a person is found to be engaged in most of the time during a reference period. The study intended to know about the engagement of respondents in economic/non-economic activities during last 7 days preceding the date of survey conducted during August 10 to September 6, 2021. The responses were obtained under 8 different categories – self-employed in agriculture, own/operate non-agricultural enterprises, regular wage/ salary- govt./public, regular wage/ salary- pvt, casual labour, unemployed but available for work and unemployed but unavailable for work (students, pensioner, rentier, beggars and other dependant member etc.).

Respondents were also asked to state their usual principal activity and were coded according to National Industrial Classification (NIC-2008) which is given as Annexure – III.

The graph shows category-wise percentage distribution of respondents.

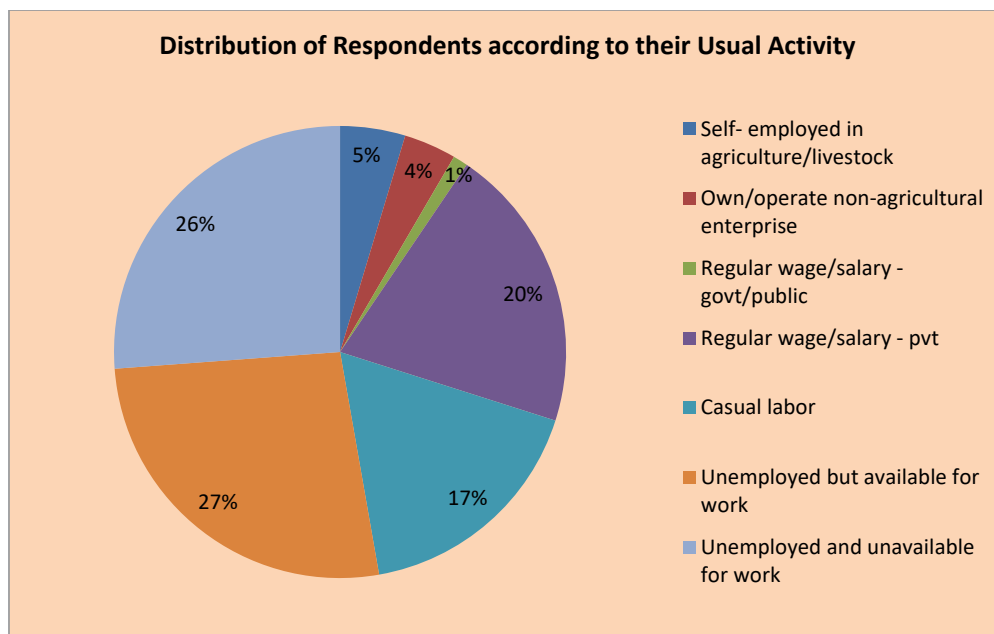


Figure 20 Ref. Table IV E.1

It was found that 21% of the respondents were engaged on regular wage or salary out of which 1% was in government or public institutions and 20% with private concerns/institutions. Another 17% of the respondents were found to be engaged as casual labourers. The percentage of respondents who were self-employed in agriculture/ livestock and having own/operate non-agricultural enterprise was 5% and 4% respectively. Remaining 53% of the respondents were found unemployed out of which 26% were Unemployed and unavailable for work in view of their own reasons and non-economic engagements while 27% were unemployed but available for work.



Gender-wise Distribution of Usual Activity

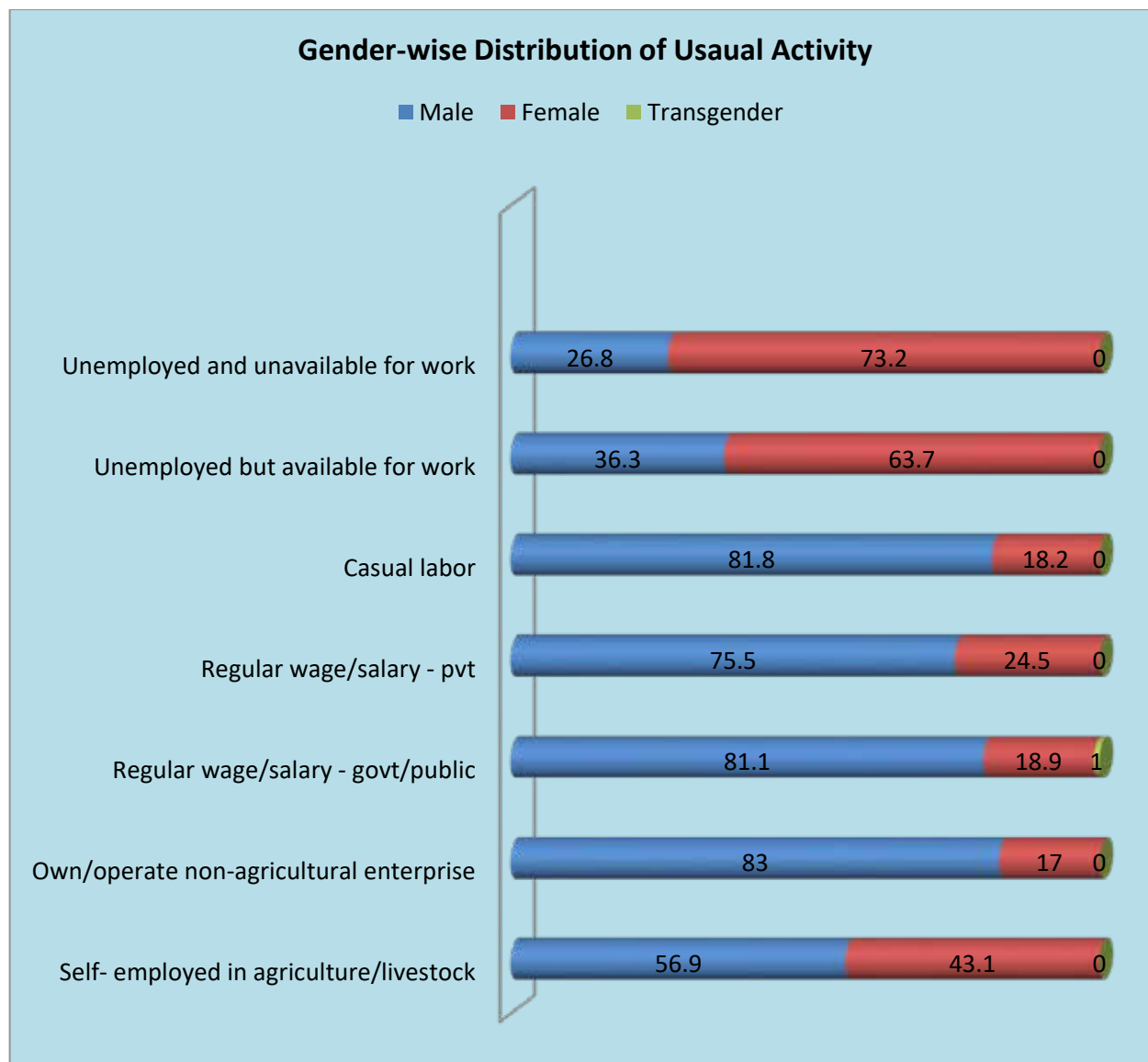


Figure 21 Ref. Table IV E.2

It has been found that the percentage of male in the category of casual labour, regular wage or salary in private concerns, regular wage and salary in government or public institutions and those having own operated non-agricultural enterprises is considerably higher than the female. The participation of male and female both is closer to each other in self-employed in agriculture/livestock. But the percentage of female is considerably higher than male in case of both unemployed but available for work and unemployed but unavailable for work. The large percentage of unavailability of unemployed female for work is may be due to their considered responsibility to take care of the household responsibilities and the persistent social attitude of not allowing a woman to go out of the house for work.



Age-wise Distribution of Usual Activity

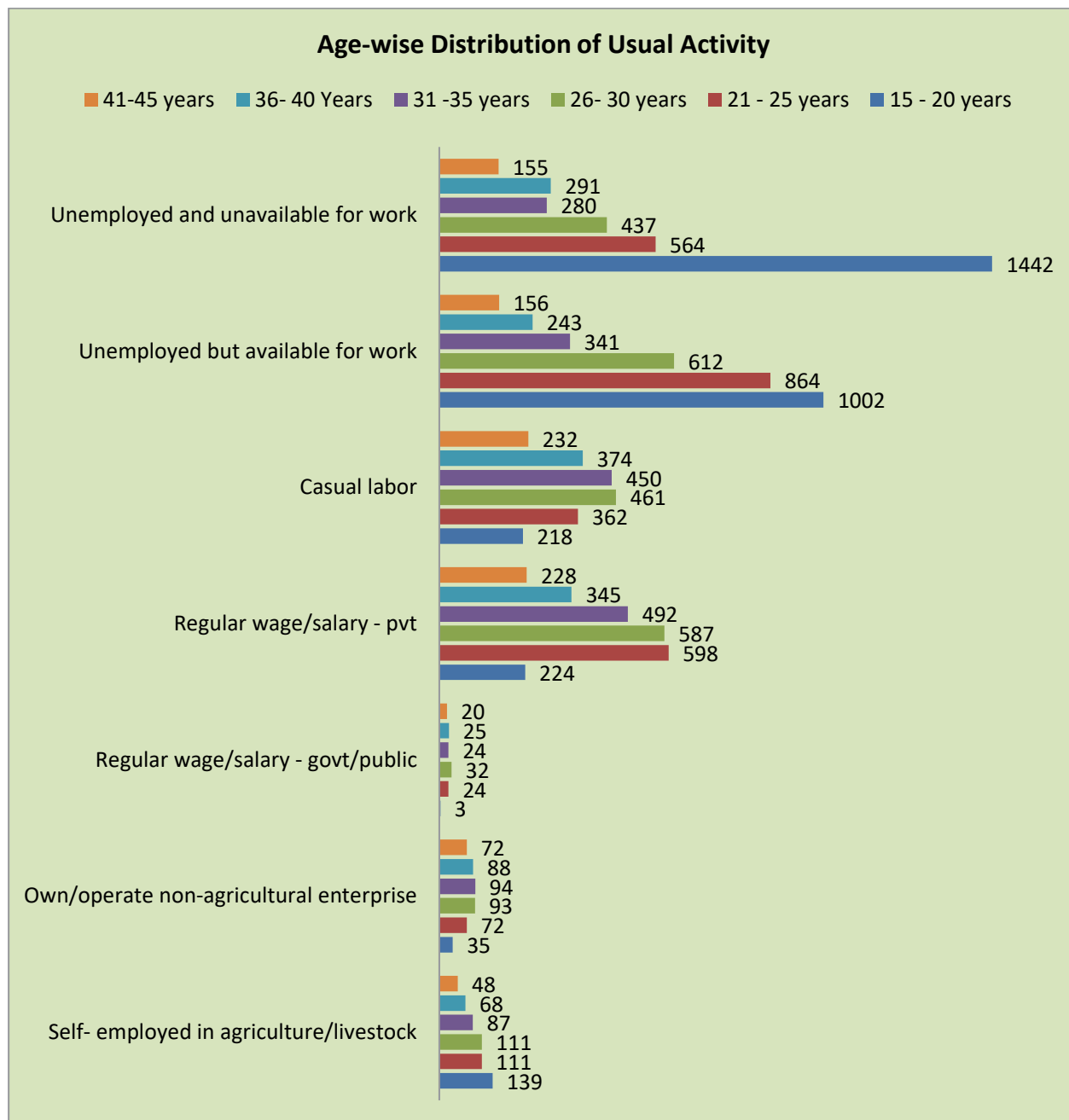


Figure 22 Ref. Table IV E.2

The graph shows that most of the usual activity hovers around casual labourers and regular wage salary in private concerns/institutions in the urban slums of Delhi. Both unemployed but available for work and unemployed but unavailable for work also appears prominently and hence, become cause of concern for development oriented policies. The study therefore attempts to calculate Worker Population Ratio (WPR), Labour Force Participation Rate (LFPR) and Unemployment Rate (UR) of people residing in JJ clusters.



Workers Population Ratio (WPR)

WPR is defined as the percentage of employed persons in the population.

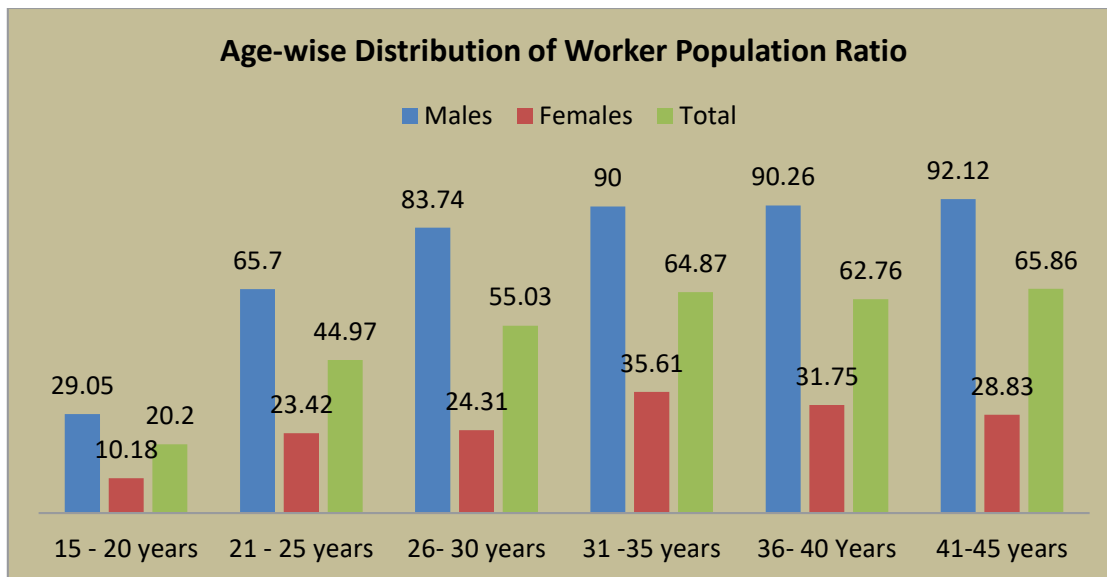


Figure 23 Ref. Table IV E.4

The net Workers Population Ratio in 10 JJ clusters of East Delhi was calculated to be 47.23% while the Workers Population Ratio (Female) was 23.36% and Workers Population Ratio (Male) was 68.51%. The graph above indicates the age-wise distribution of Workers Population Ratio for both male and female. The lowest WPR for male was found to be 29.05% in 15-20 years age group while the highest was 92.12% in 41-45 years age group. For female the lowest WPR was 10.18% in 15-20 years age group while the highest WPR was 35.61% in 31-35 years age group.

Labour Force Participation Rate (LFPR)

LFPR is defined as the percentage of persons in labour force (i.e. working or seeking or available for work) in the population.

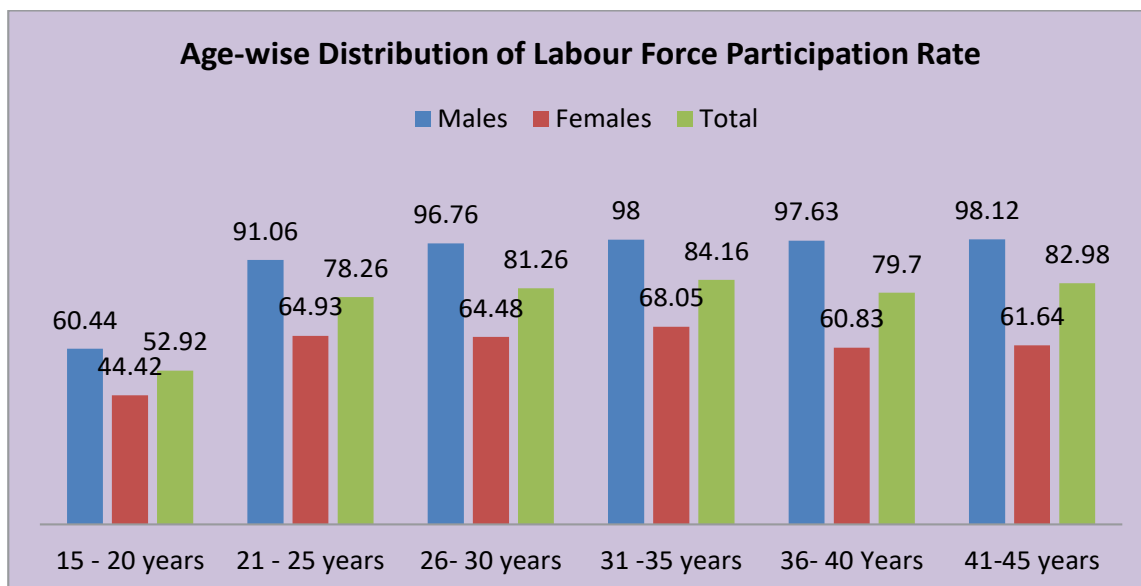


Figure 24 Ref. Table IV E.4



The net Labour Force Participation Rate (LFPR) in the JJ clusters of East Delhi was estimated to be 73.81% while the LFPR (Female) was 59.31% and LFPR (Male) was 86.74%. The graph above shows the age-wise distribution of LFPR for both male and female. The lowest LFPR for male was found to be 60.44% in 15-20 years age group while the highest was 98.12% in 41-45 years age group. For female the lowest LFPR was 44.42% in 15-20 years age group while the highest LFPR was 68.05% in 31-35 years age group.

Unemployment Rate (UR)

UR is defined as the percentage of persons unemployed among the persons in the labour force.

The net Unemployment Rate (UR) in the Urban Slums of East Delhi was estimated to be 36.01% while the UR (Female) was 60.61% and UR (Male) was 21.02%. The graph above illustrates the age-wise distribution of UR for both male and female. The lowest UR for male was found to be 6.11% in 41-45 years age group while the highest was 51.93% in 15-20 years age group. For female the lowest UR was 46.63% in 36-40 years age group while the highest UR was 77.08% in 15-20 years age group.

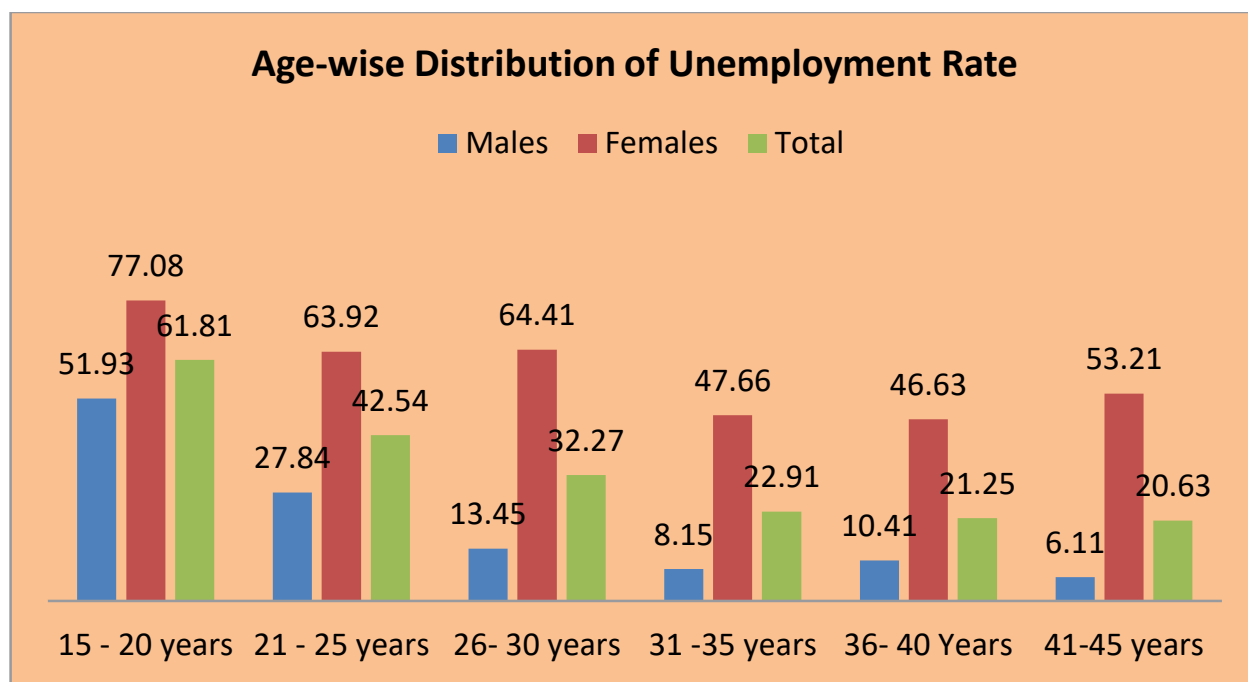


Figure 25 Ref. Table IV E.4



Reasons of Unemployment

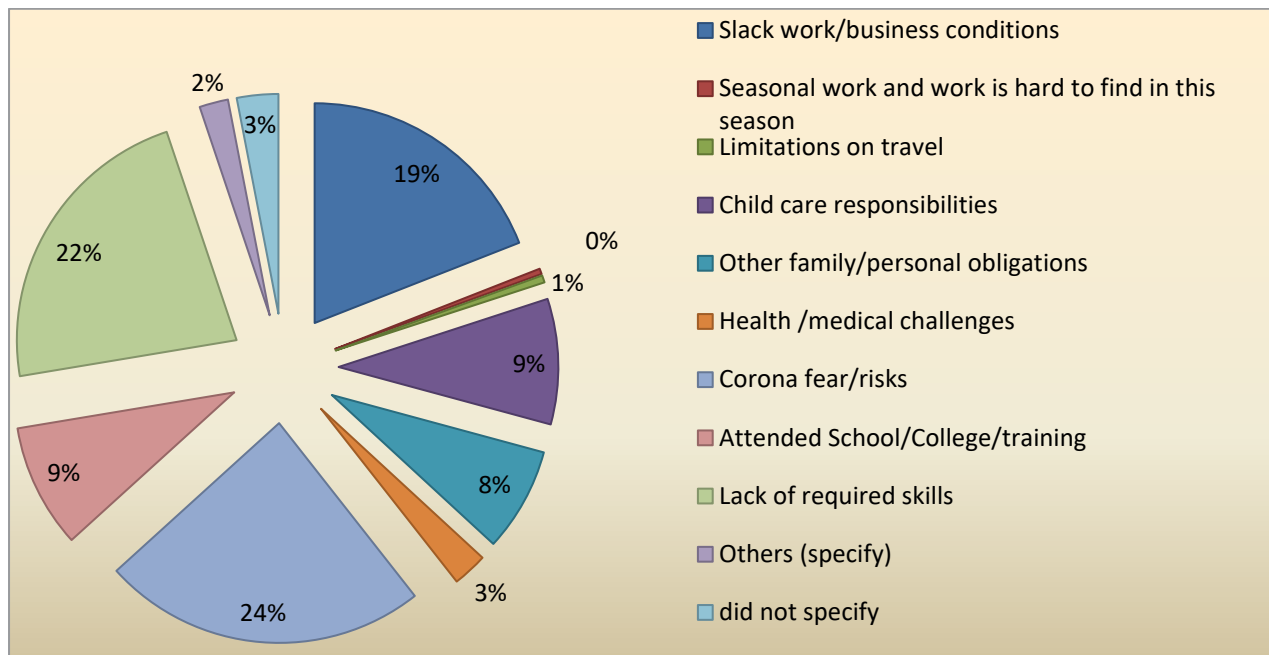


Figure 26 Ref.Table IV E.5

Keeping the objectives in view the study attempted to know the reasons behind unemployment and recorded it against 11 major reasons. Out of all unemployed respondents a major 24% feared for corona, 22% have cited lack of skill as the prime reason for their unemployment followed by 19% slack of work/business condition, 9% each for child care and attending school, college or training, 8% other households responsibilities and personal obligations, 3% for health related reasons and another 3% didn't specified any reasons while 2% cited reasons like awaiting for results of the examination they have appeared, etc.



Reasons of Unemployment by Gender [Female]

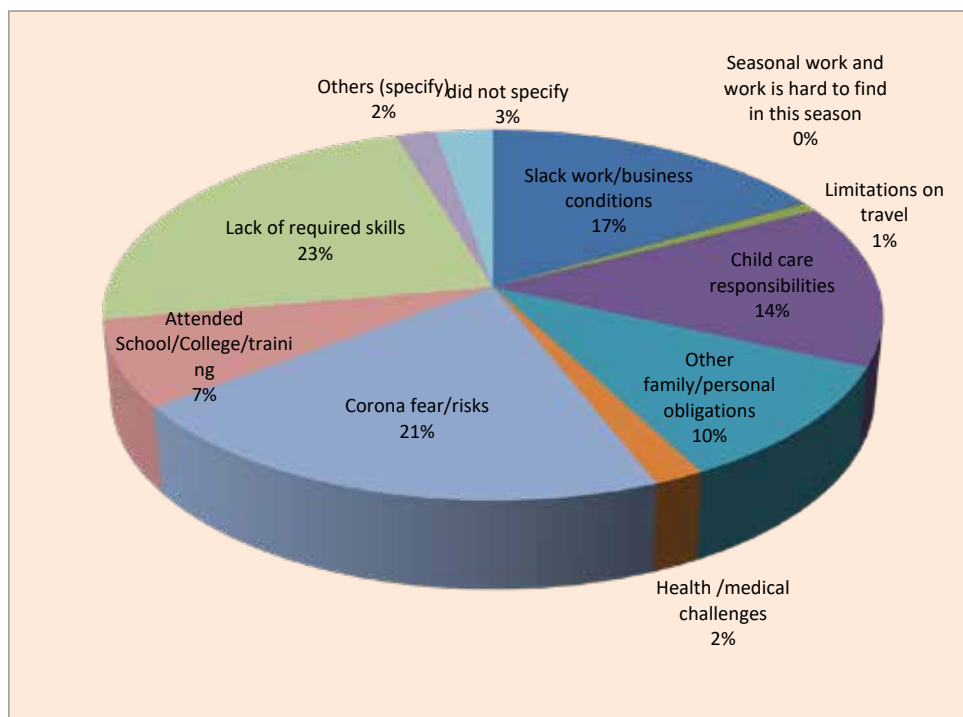


Figure 27, Ref. Table IV E.5

Out of all the unemployed female respondents available for work 23% found lack of required skill as the basic reason for their unemployment which followed by 21% for corona fear/risks, 17% for slack of work/business conditions, 14% for childcare responsibilities, 10% for other family or personal obligations, 7% in view of attending school/college/training and 2% for health/medical challenges and 1% for limitation on traveling.

Reasons of Unemployment by Gender [Male]

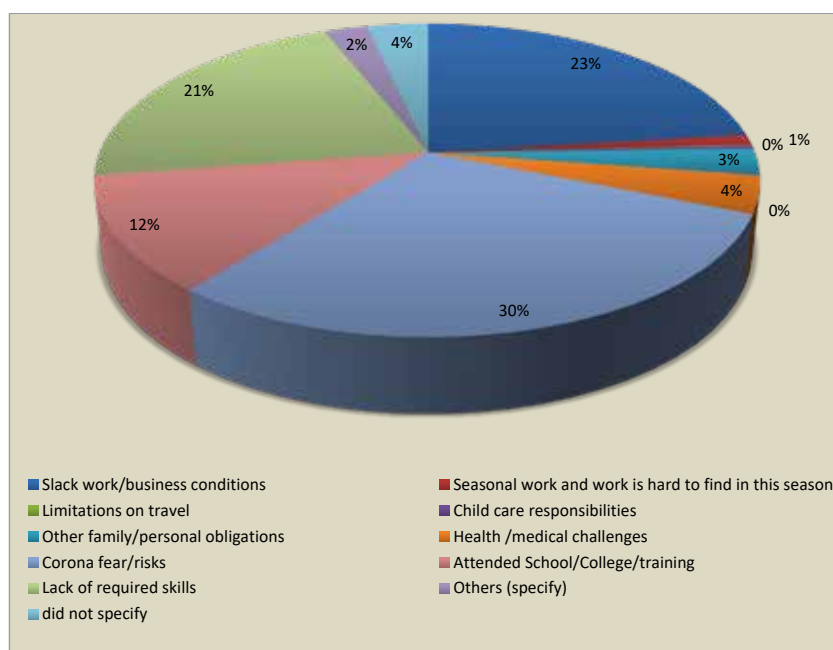


Figure 28 Ref. Table IV E.5



Out of all the unemployed male respondents available for work 30% cited corona fear/risks for their unemployment followed by 23% for slack of work/business conditions, 21% for lack of required skill, 12% in view of attending school/college/training. 4% for health/medical challenges, another 4% could not specify, 3% for other family and personal obligations, 2% were either looking for results or appropriate job or remaining 1% for seasonal work.

Reasons for Unemployment by Age



Figure 29 Ref. Table IV E.5

The graph shows the reasons for unemployment age-wise. It may be noted here that out of all the respondent youth in between 15 to 35 years age group found corona fear, lack of required skill and slack of work and business condition as the most affecting reasons for unemployment.



Education Attainment vs. Employment Status

It is believed that education enhances individual's ability to perform better and grab available opportunities to enroll themselves in gainful economic activities. In order to assess the impact of education on employment the study recorded the employment status of respondents viz-a-viz their level of general education. The graph below depicts a comprehensive view of the same.

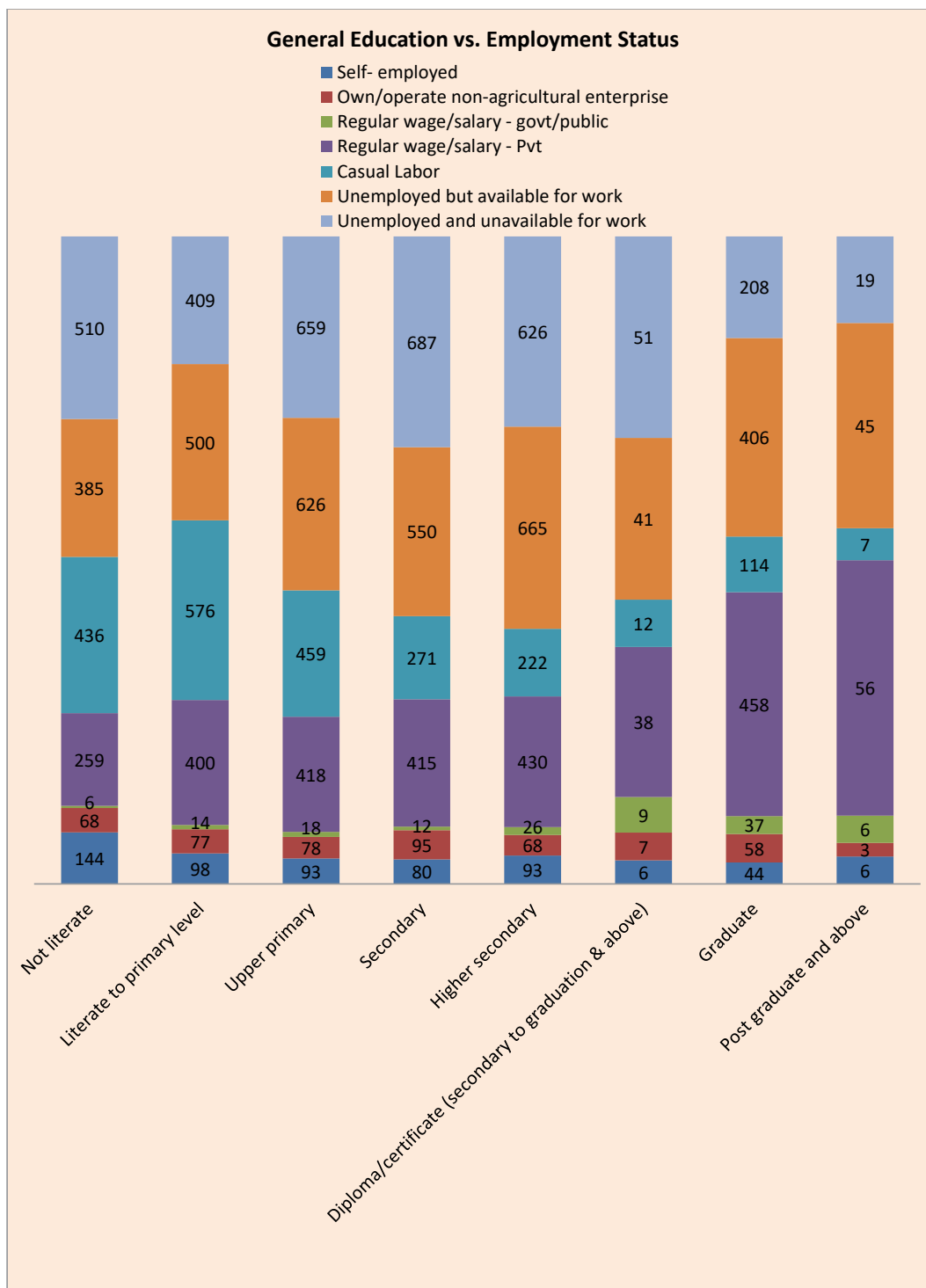


Figure 30 Ref. Table IV E.6

However, it seems important to elaborate the educational attainment of those respondents who were found to be unemployed but available for work.

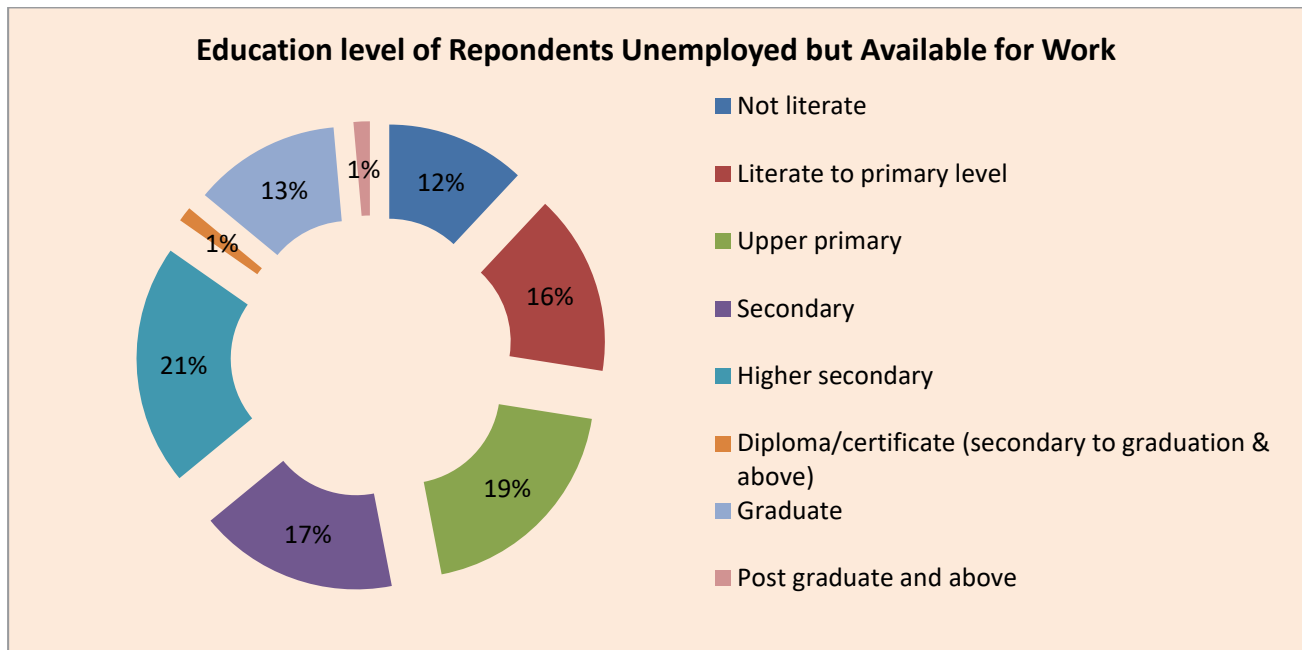


Figure 31 Ref. Table IV E.6

It was found that 21% of the unemployed respondents' available for work have education up to higher secondary level followed by 19% upper primary, 17% secondary, 16% literate up to primary level, 13% graduates, 12% non-literates and 1% each diploma/certificate (Secondary to graduation & above) and post graduate & above.

Technical Education vs. Employment Status

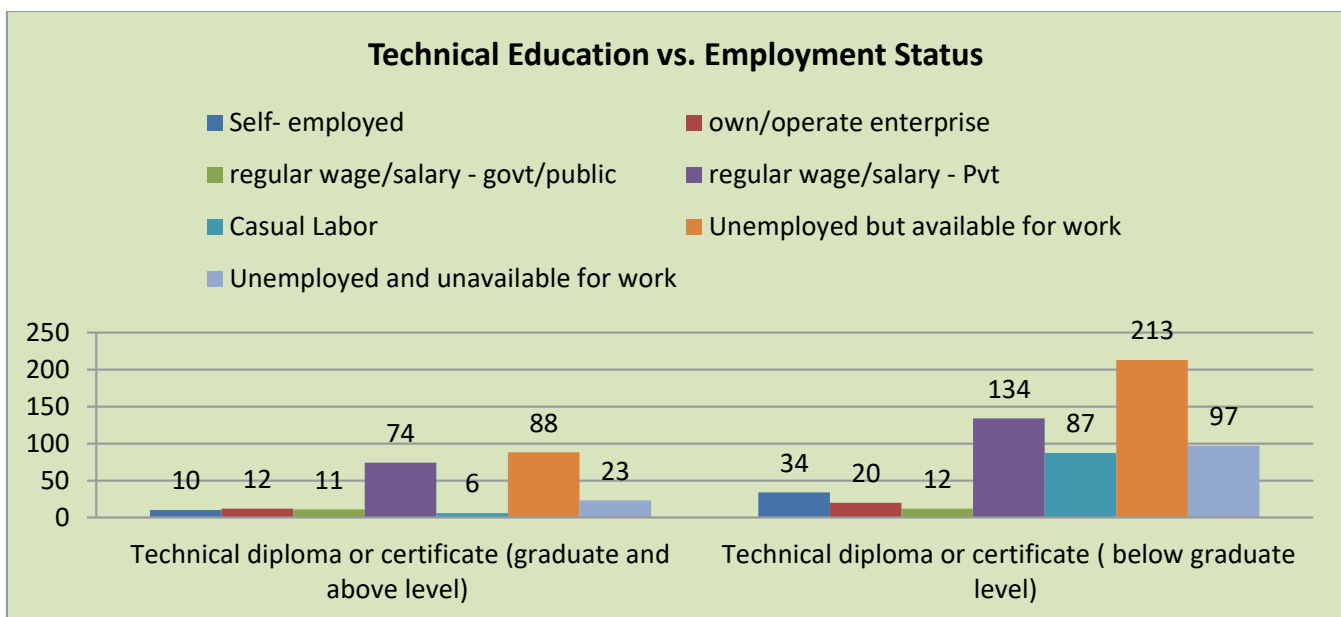


Figure 32 Ref. Table IV E.7

The study attempted to know the impact of technical education on employment status. It was found that 88 respondents having a diploma and certificate are unemployed but available for work whereas another 213 respondents having a diploma and certificate below graduation level are also unemployed but available for work.



CHAPTER – IV F

IMPACT OF SKILL ON EMPLOYABILITY

Skill plays an important role in enhancing the overall performance of an individual. It helps in increasing the ability or capacity of a person equipped with which he or she becomes capable of taking independent action, doing specific job and resolving job related issues and problems on his or her own. Suitable skills and professional attitude brings confidence and promotes a sense of making decisions independently which ultimately leads to empowerment.

Distribution of Respondents by Interest for Gaining Skills

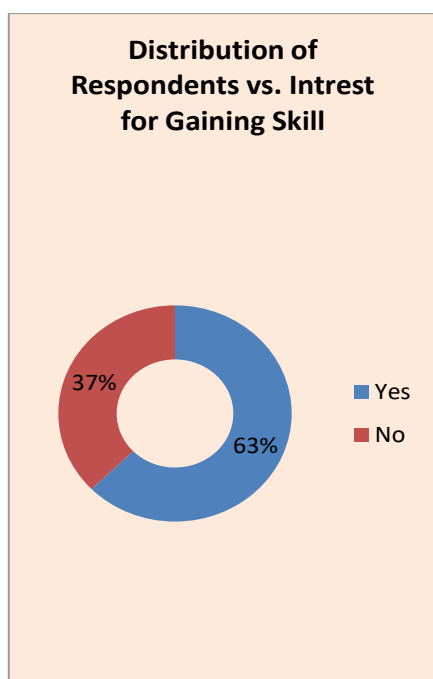


Figure 33 Ref. Table IV F.1

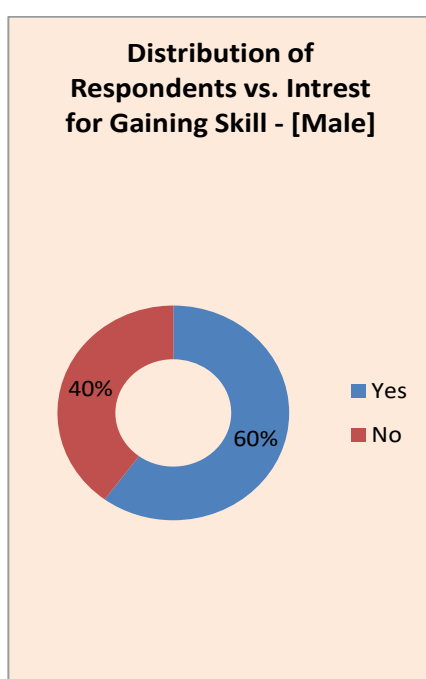


Figure 34 Ref. Table IV F.1

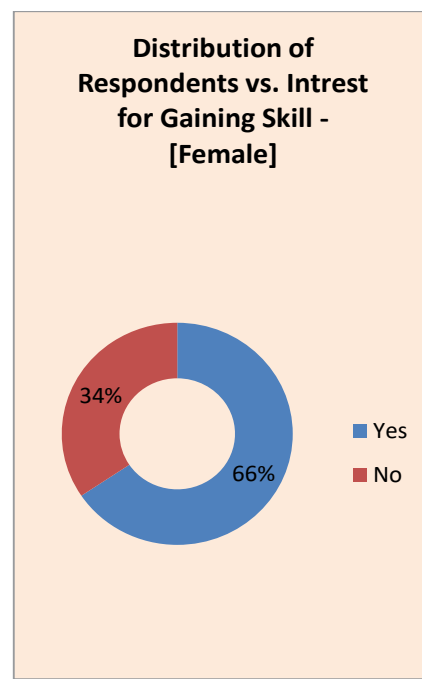


Figure 35 Ref. Table IV F.1

While deciphering the reasons behind unemployment, this study attempted to know the willingness of the respondents for acquiring skills in order to improve their employability.

Almost 63% of the respondents were found to express their interest in favour of gaining skills while remaining 37% denied in view of lack of awareness or inability due to their own reasons.

In case of male 60% of respondents wanted to go for receiving relevant skills to enhance their employability while 40% were hesitant about it.

In case of female 66% of respondents wanted to go for receiving relevant skills to enhance their employability while 34% were hesitant about it.



Age-wise Distribution of Respondents vs. Interest for Gaining Skill

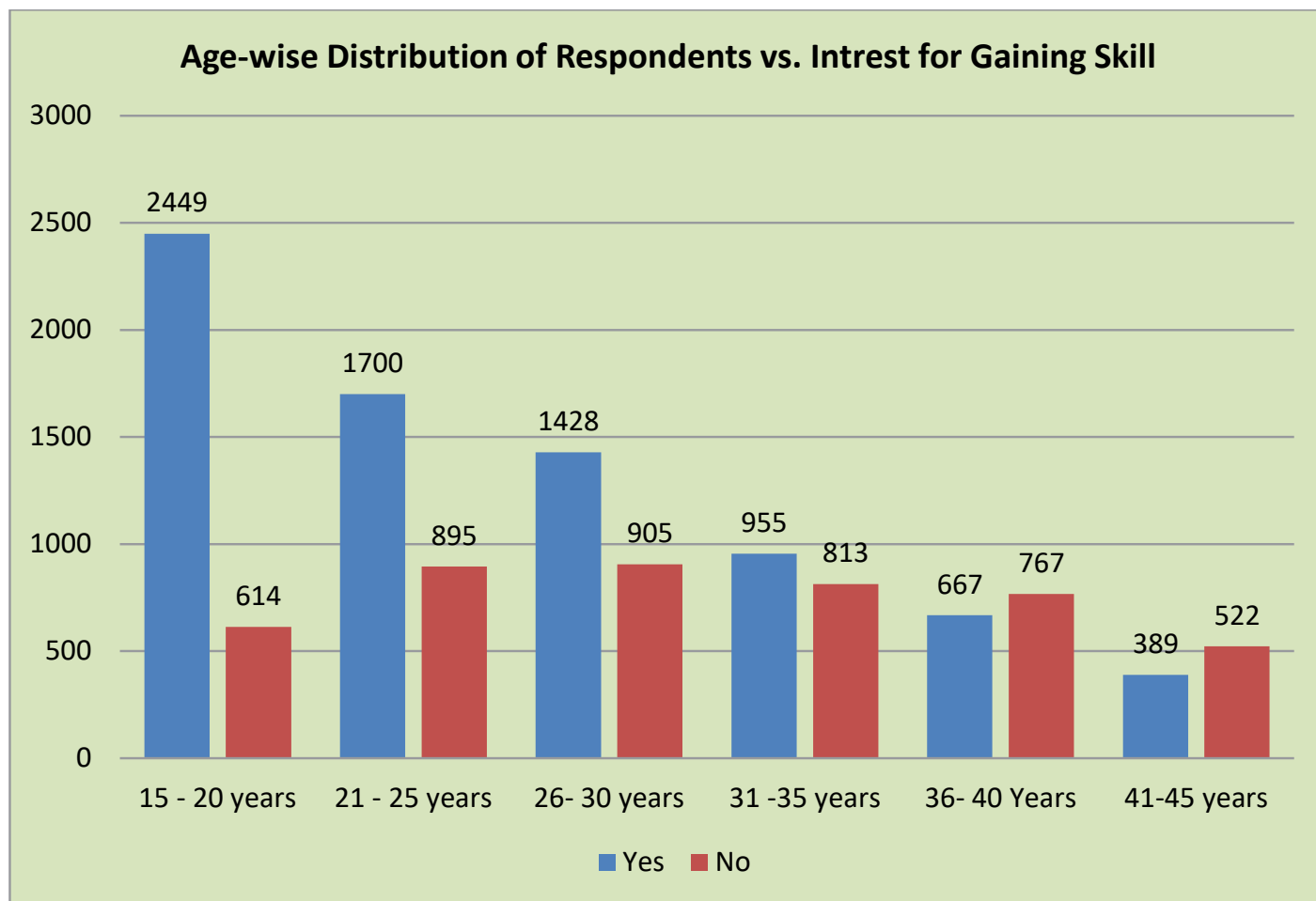


Figure 36 Ref. Table IV F.1

The attitude towards receiving skills was further analysed by the age group of the respondents. It was found that except in the age groups 36-45 years the percentage of those interested in acquiring skill further was much higher than those who expressed their inability to receive it. In case of 36-45 years age group the number of those who were a bit hesitant about acquiring skills was little bit higher than those who wanted to receive it. This may be because of the nature of their economic or non-economic engagements.

Distribution of Respondents by Reasons for Gaining Skill

In order to understand the reasons and motivation behind acquiring skills the respondents were asked to reveal their opinion on six different counts – it will help me get a pay raise or promotion, it will help me increase revenue or advance my business, it will help me find a job (i.e., become employed), it will help me switch to a better job within my field, it will help me switch to a different occupation (i.e., a job in a different field) and other (specify).

Their occupation of interest was also recorded and coded as per National Classification of Occupation (NCO – 2015) which is given as Annexure-IV.

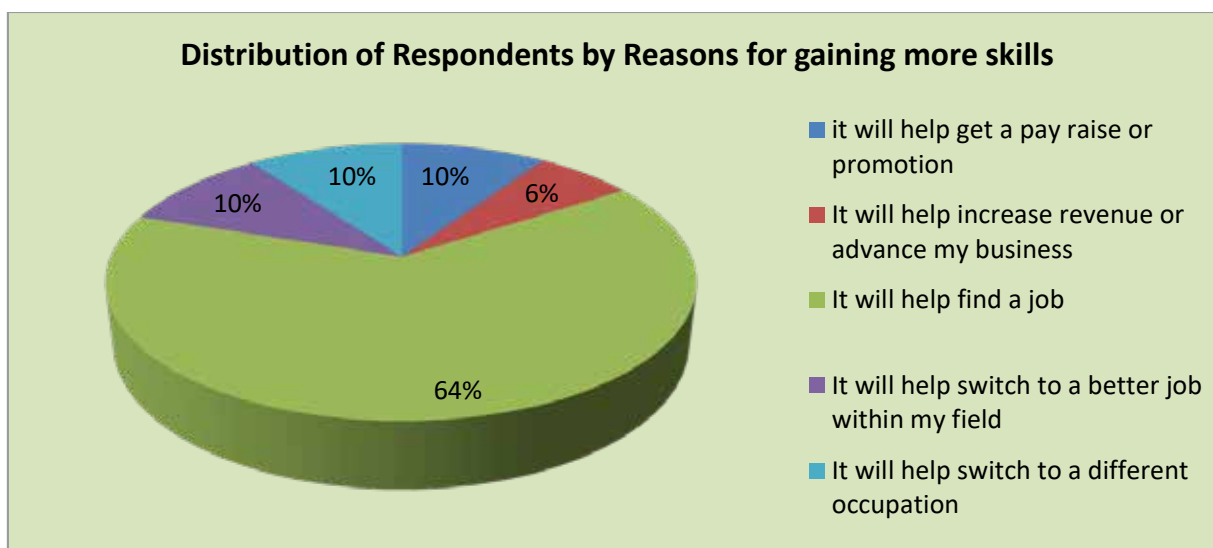


Figure 37 Ref. Table IV F.2

It was found that 64% of the respondents looking for training think that skill is prerequisite for finding a job i.e becoming employed. 10% each thinks that skill training is important as it will help them to get a pay raise or promotion, to switch to a better job within my field and to switch to a different occupation (i.e., a job in a different field). Remaining 6% thinks that it will help them to increase revenue or advance their business.

Age Group-wise Distribution of Respondents by Reasons for Gaining Skill

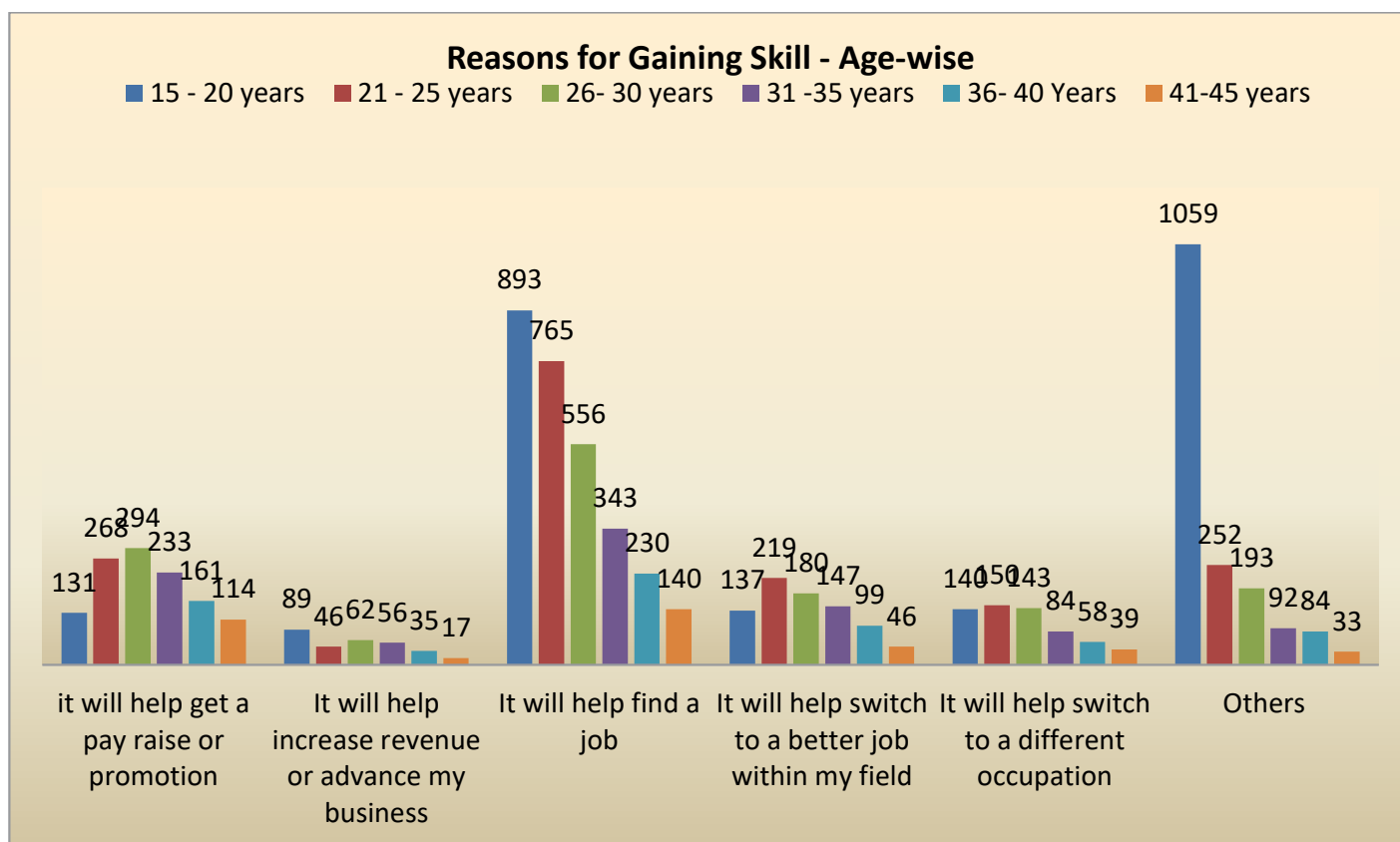


Figure 38 Ref. Table IV F.2



The chart above indicates the age group-wise number of respondents viz-a-viz the reasons cited for receiving skill training. The analysis shows that most of the respondents think that receiving skill training will help them to find a job, followed by those who consider it important for getting a pay raise or promotion, and for switching to a better job within their field of working. A few were also in favour of receiving skill as it will help them to switch to better occupation.

Interest in Gaining more Skill vs. Current Employment Status

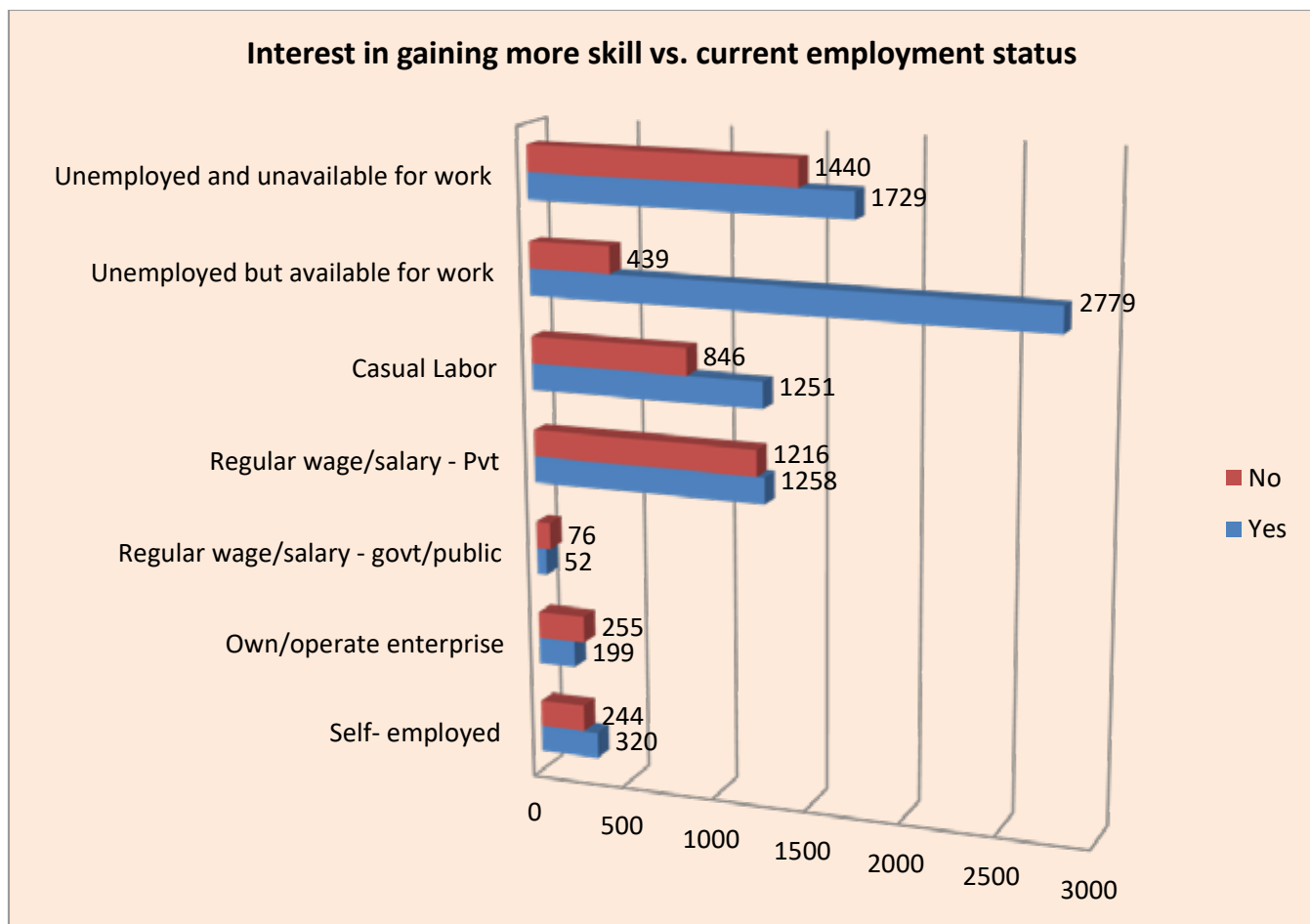


Figure 38 Ref. Table IV F.2

It is but clear that the attitude of working population towards receiving skill training may not be similar to those who are yet to enter into economic activities or in the field of employment. It may be due to varied reasons including their availability, affordability and reach. Hence, their skill need was further analysed against their current working status.

It was found that most of the respondents who are unemployed but available for work are eager for gaining skill training. The number of willing respondents amongst those who are already engaged in some economic activities or employed is comparatively less. This may be in view of non-availability of time and their obligation towards family. In case of those who are unemployed and unavailable for work it is almost a 50-50 situation as a considerable number in this category belongs to students pursuing their education as on date.

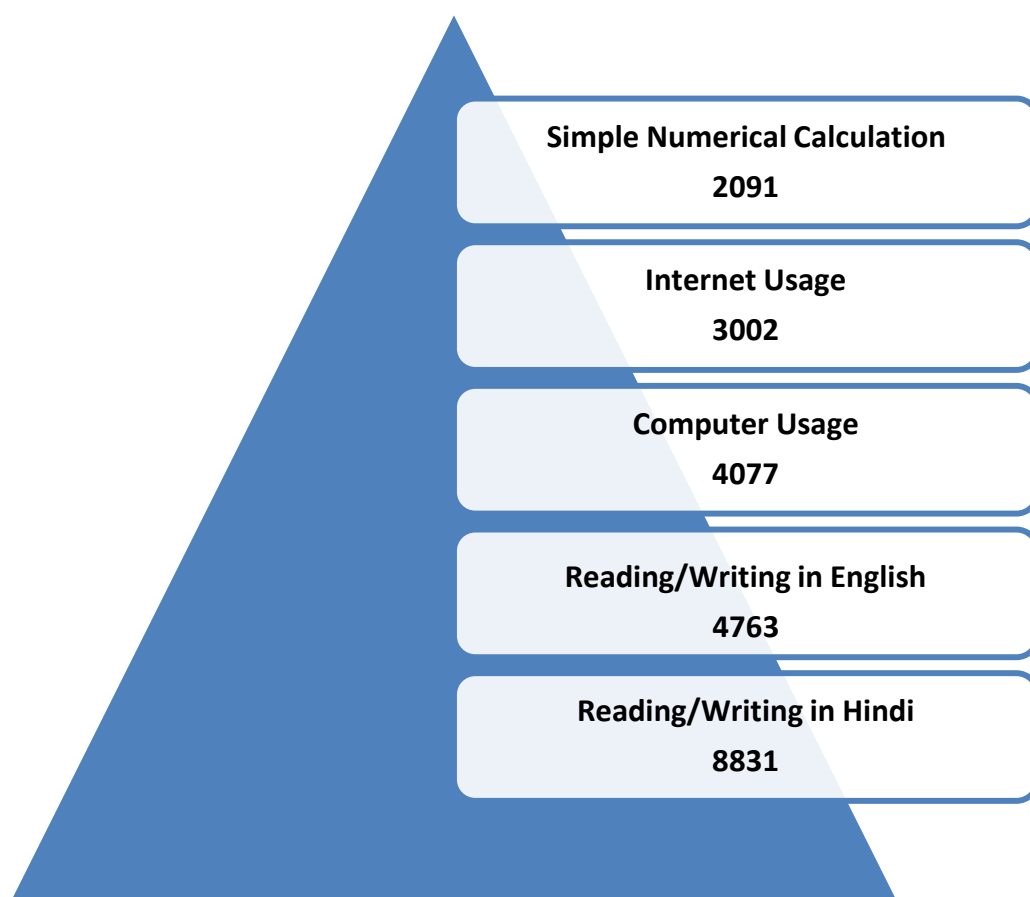


CHAPTER – IV G

SKILL ACQUISITION: AREA OF INTEREST

The Skill Need of Residents in JJ clusters

To know the current skill need of the residents in 15-45 year age group in JJ clusters of East Delhi opinion was solicited under two broad categories – skills required for self development and other for the sake of employment. In the first category preferential responses were obtained on five counts deemed necessary for improving social interaction, proficiency in handling routine business and general understanding of the situation and context. It includes – reading/writing in Hindi, reading/writing in English, simple numerical calculation, computer usage and internet usage. In the second category responses were recorded against a number of job roles having local demand. The smart chart given below depicts the demand for skills necessary for self-development of the respondents.



Ref. Table IV F.3

The pyramid illustrates the skill demand in descending mode. On the basis of total click received it was found that around 72.96% i.e. 8831 respondents are eager to learn reading and writing Hindi proficiently followed by 39.35% i.e. 4763 for reading and writing in English. Computer and internet uses too were found to be in demand as 33.68% of the respondents want to learn computer followed by another 24.80% i.e. 3002 want to learn surfing internet. Nearly 17.27% i.e. 2091 respondent wanted to learn simple arithmetic in order to transact routine business proficiently.



Distribution of Respondent by Area of Interest for Gaining Technical Skill

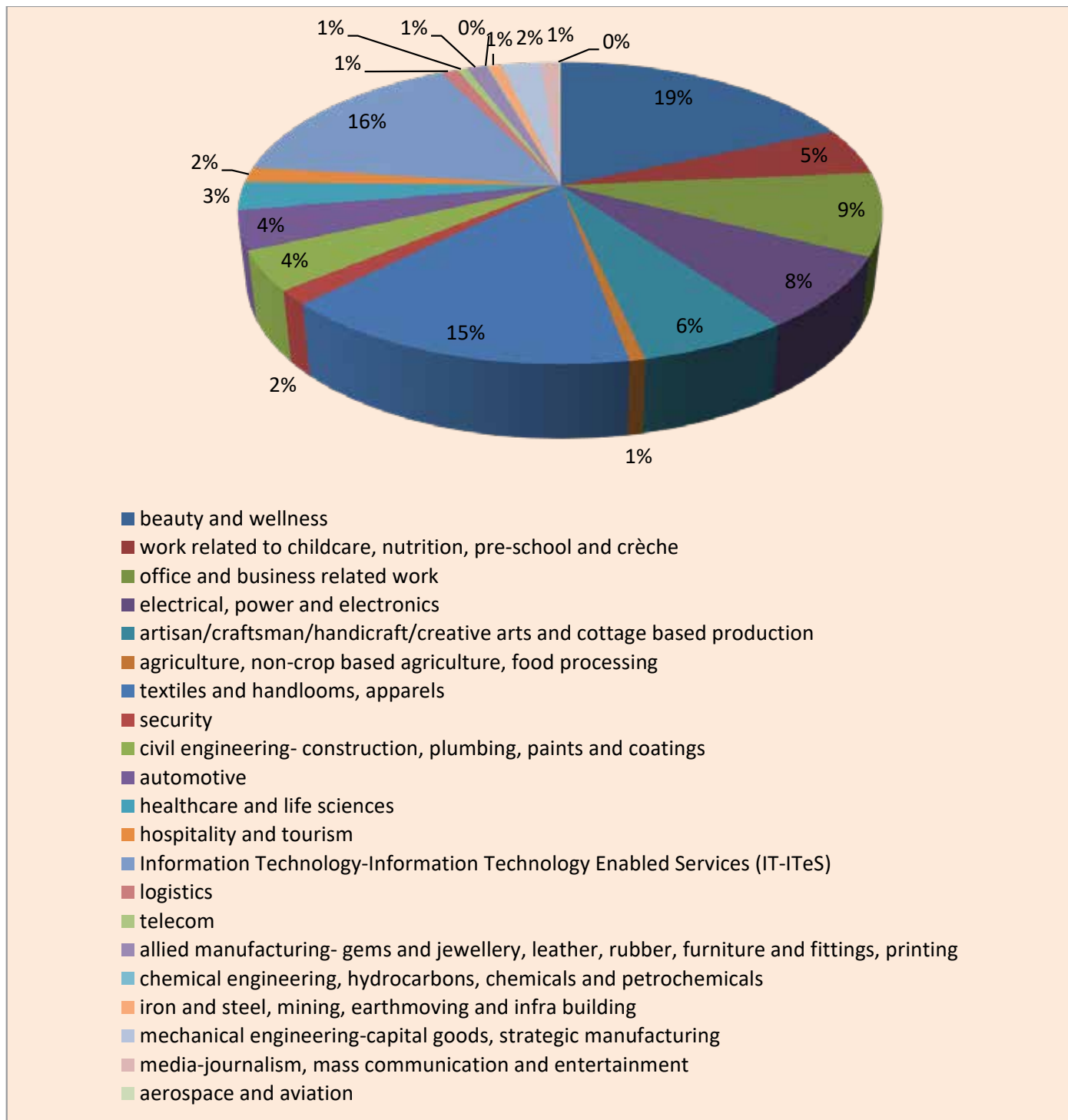


Figure 39 Ref. Table IV G.1

The respondents were asked to register their preference for receiving technical skills against a number of definite areas found suitable to various job roles in demand in their neighborhood and local market. It may be noted here that the graph depicts the responses of 5530 respondents who desired to receive technical skill in specific trade excluding others (2057 having varied interest) and not interested (4517).



It was found that a maximum of 19% respondents wanted to gain professional skill in the field of beauty and wellness followed by 16% in information technology and IT enabled services (IT-IteS), 15% in textiles and handlooms and apparels, 9% in office and business related work, 8% in electrical, power and electronics, 6% in artisan/craftsman/handicraft/creative arts and cottage based production, 5% in work related to childcare, nutrition, pre-school and crèche, 4% in civil engineering- construction, plumbing, paints and coatings, another 4% in automotive, 3% in healthcare and life sciences, 2% each in security and hospitality and tourism and another 2% in mechanical engineering-capital goods, strategic manufacturing.

Distribution of Responses for Gaining Skill by Gender

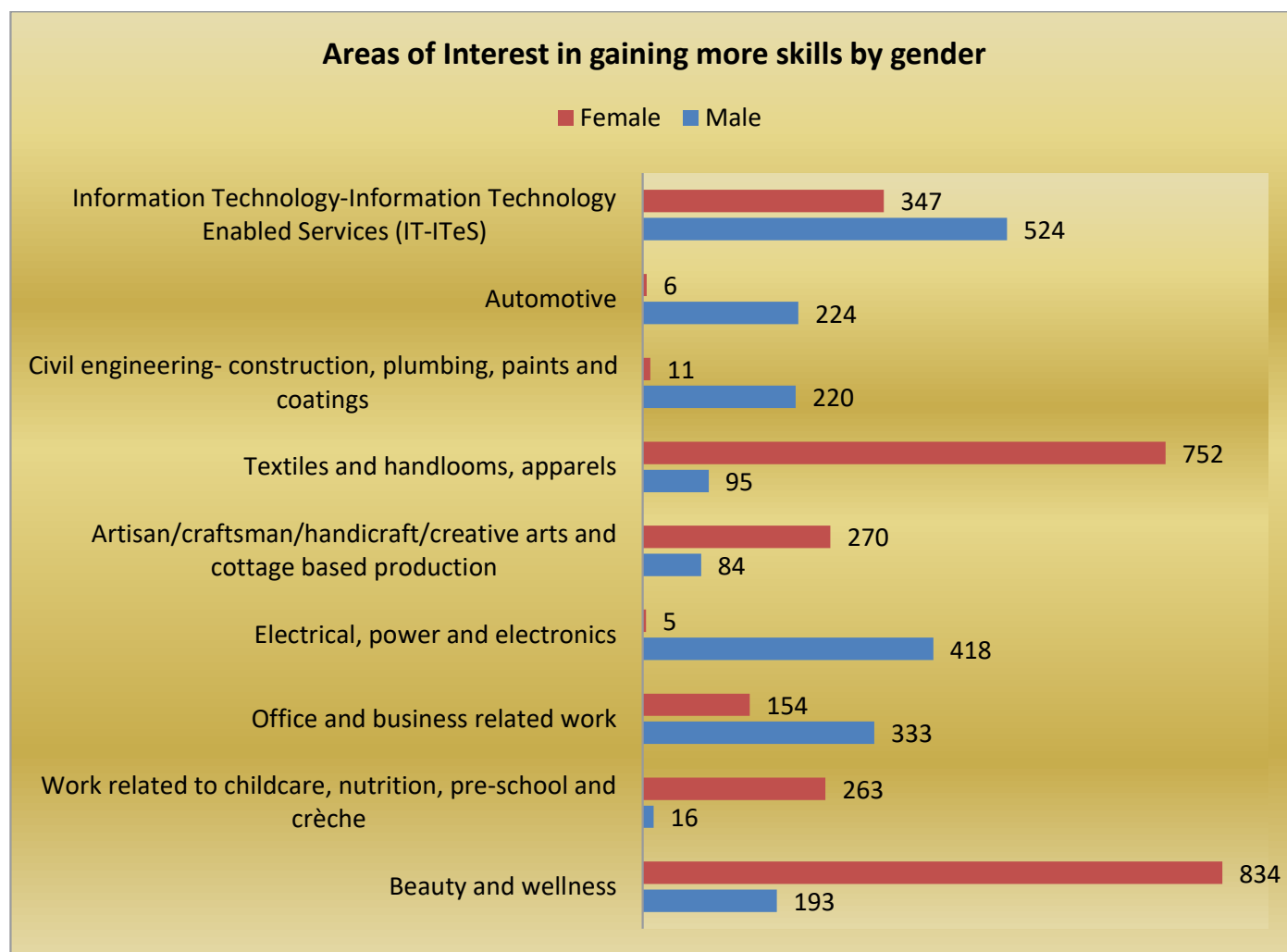


Figure 40 Ref. Table IV G.1

In order to visualize suitable policy response the responses for receiving technical education in some of the most preferable areas were further analyzed by gender. It was found that beauty and wellness; information technology and IT enabled services (IT-IteS); textiles and handlooms and apparels; artisan/craftsman/handicraft/creative arts and cottage based production and work related to childcare, nutrition, pre-school and crèche are some of the most preferred vocation for female respondents.

For male respondents the most preferred areas include information technology and IT enabled services (IT-IteS); electrical, power and electronics; office and business related work; automotive and civil engineering-construction, plumbing, paints and coatings.



Distribution of Responses for Gaining Skill by Age Group

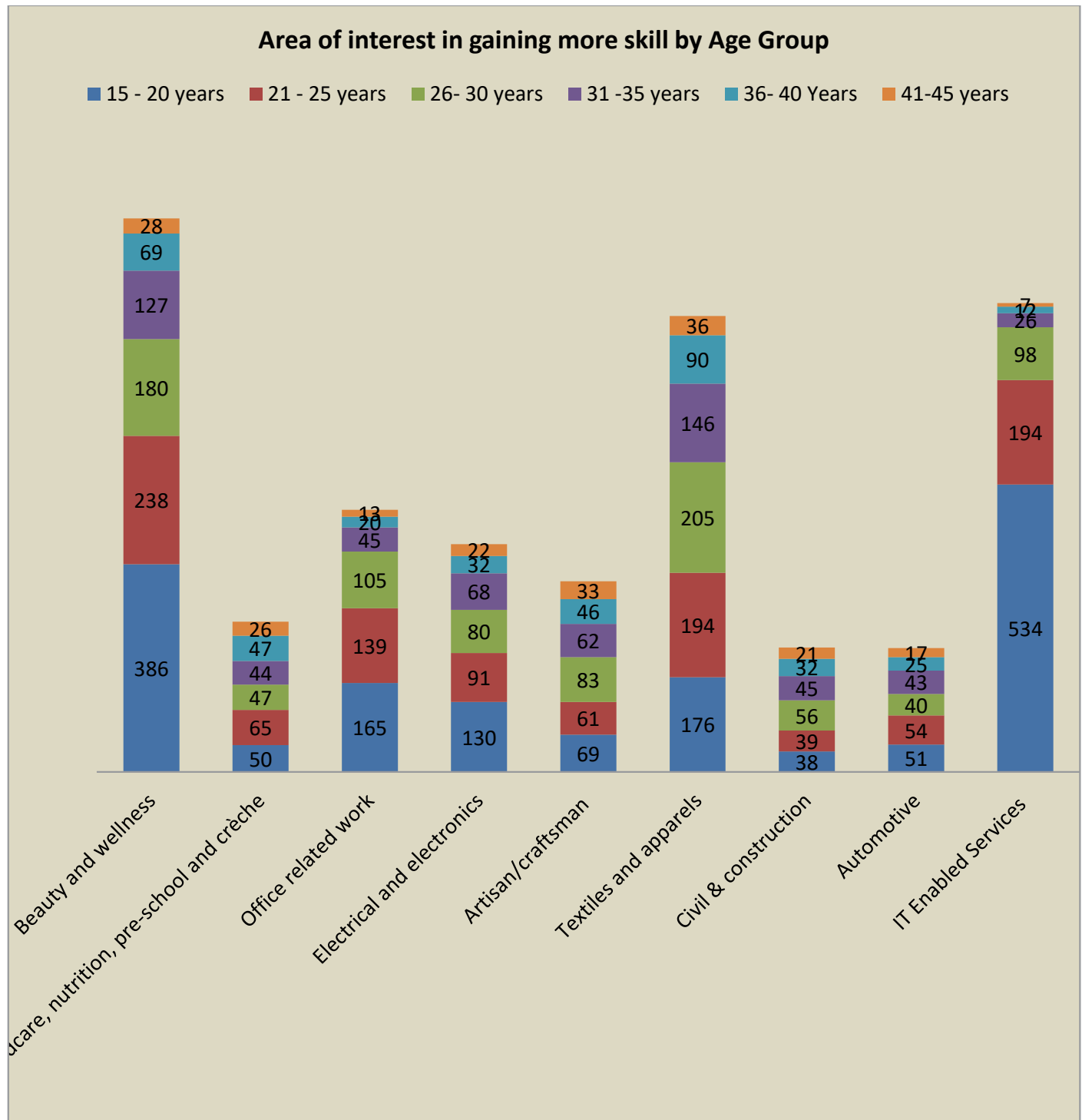


Figure 41 Ref. Table IV G.1

The graph above gives a detailed picture of area-wise preference for acquiring skill training for different age groups.



Distribution of Respondents by their Interest in Switching of Occupation

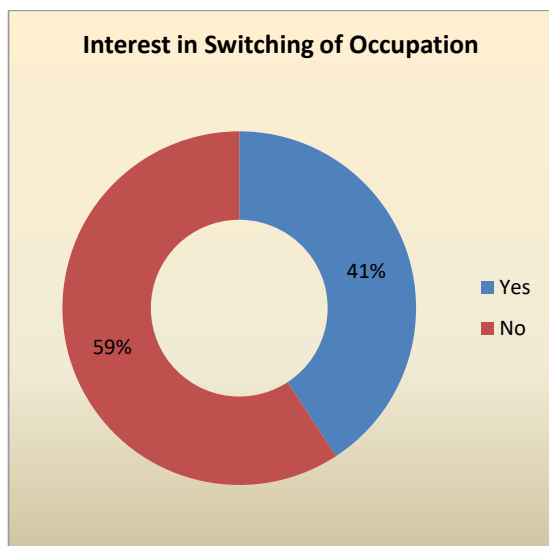


Figure 42 Ref. Table IV G.2

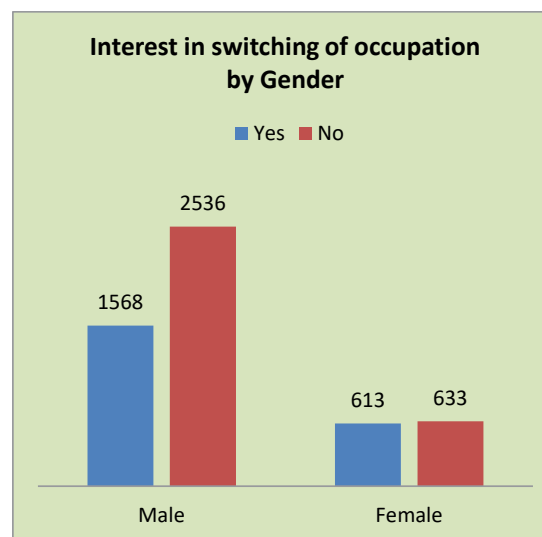
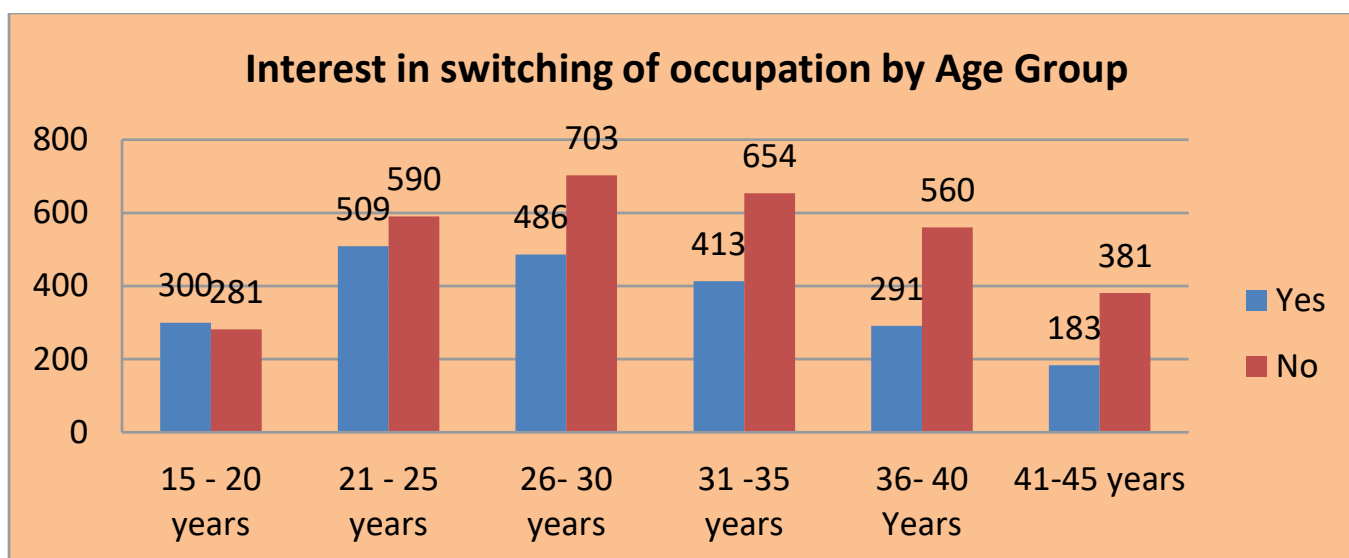


Figure 43 Ref. Table IV G.2

Out of all the respondents who were found to be engaged in economic activities 41% desired to switch of their occupation for better prospects while 59% wanted to improve themselves while pursuing their current occupation. In case of male respondents only 38.20% expressed their interest in favour of switching occupation while 61.80% wanted to pursue their current occupation only. In case of female it was almost a 50-50 situation since nearly 49.20% wanted switch of their occupation for better prospects while remaining 50.80% wanted to stay in their current field of occupation.

Age-wise Distribution of Respondents for Switching of Occupation



The picture illustrates the age-wise preference for switching of occupation in case better prospect is available and respondents are equipped with better technical skills.

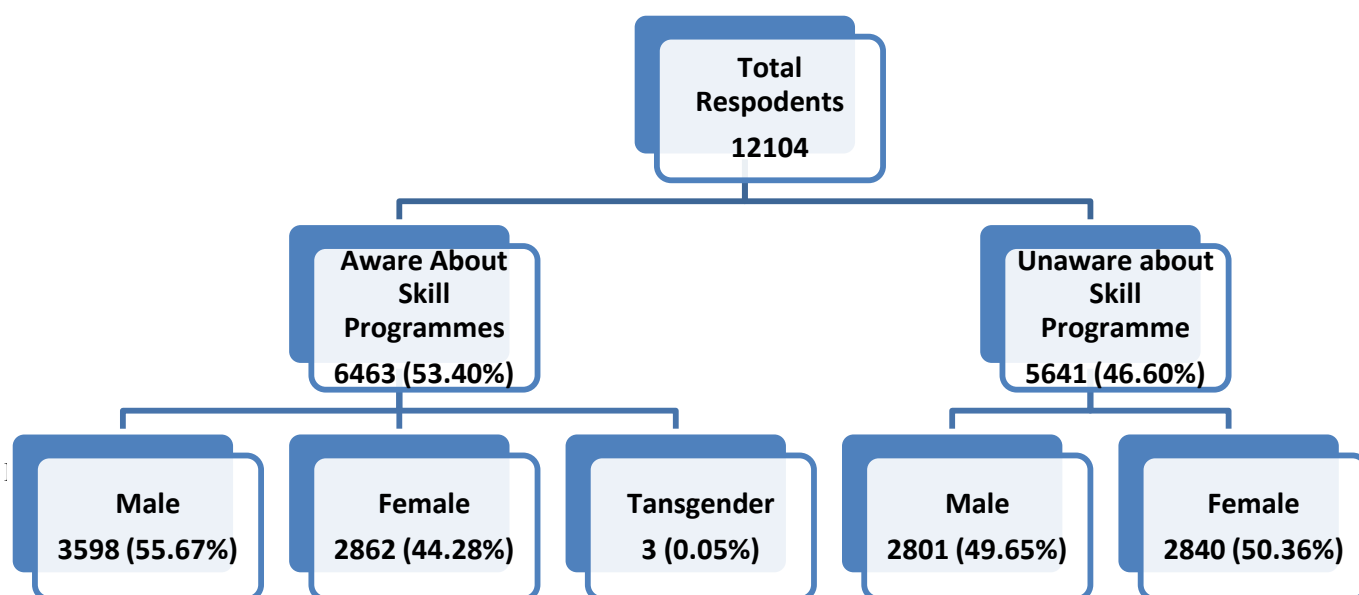


CHAPTER – IV H

SKILL ACQUISITION: PREFERENCE AND PREPAREDNESS

Awareness plays a vital role in the overall growth and development of any individual being. At the same time it is considered as one of the most important ingredients for successful implementation of any development oriented scheme or programme launched by government. The study deals with 12,104 respondents out of which 6233 were found to be drop outs at secondary level who may not have any opportunity to know or get themselves enrolled in any skill oriented programme conducted by any public or private institutions. Hence, attempt was made to record and investigate the level of awareness regarding skill programme and most suitable and effective means of awareness generation for the residents of JJ Clusters.

Gender-wise Distribution of Respondent's Awareness about Skill Programmes



Ref. Table IV H.1

It was found that out of total 53.40% of respondents were in knew of skill programmes being conducted by institutions like ITIs or other similar private or public organizations in which 55.67% were male and remaining 44.28% were female and another 0.05% were from transgender community.

The percentage of the respondents who didn't know anything about such programmes was 46.60% among which 49.65% were male and remaining 50.36% were female.

Age Group-wise Distribution of Respondent's Awareness about Skill Programmes

The graph above elaborates age group-wise level of awareness amongst the respondents regarding skill oriented programmes. It was found that the number of respondents in the age group of 31-45 years who were in knew of skill programmes was less than compared to those who didn't know anything about it. On the other hand in 15-30 years age group the respondents who were already in knew of skill programmes was much higher as compared to those who didn't know anything about it. It shows that the emphasis given by government mechanism

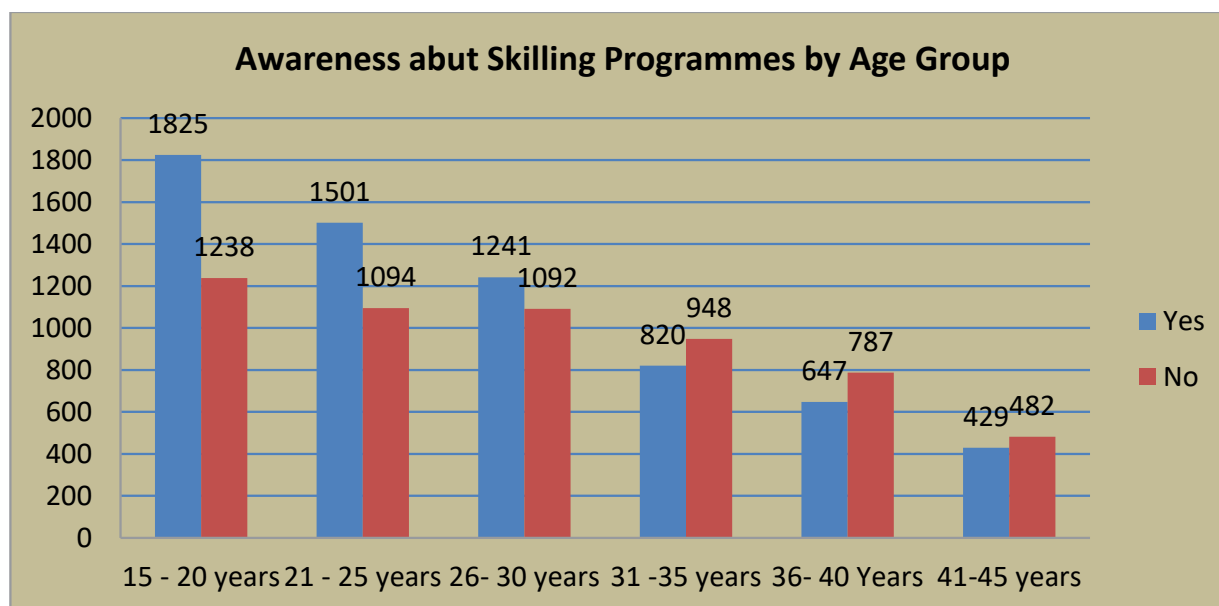


Figure 45 Ref. Table IV H.1

in promoting skill education and creating awareness about the same is well taken by the young residents of JJ clusters.

Distribution of Respondent's by Method of Awareness

Self-awareness has always been treated as a prime tool for socio-cultural and economic empowerment of a person, community or society and hence, people used to gather relevant information for them from different sources or methods. The study delved deep to understand the efficacy of different modes or methods because of which people are getting aware about skill related programme.

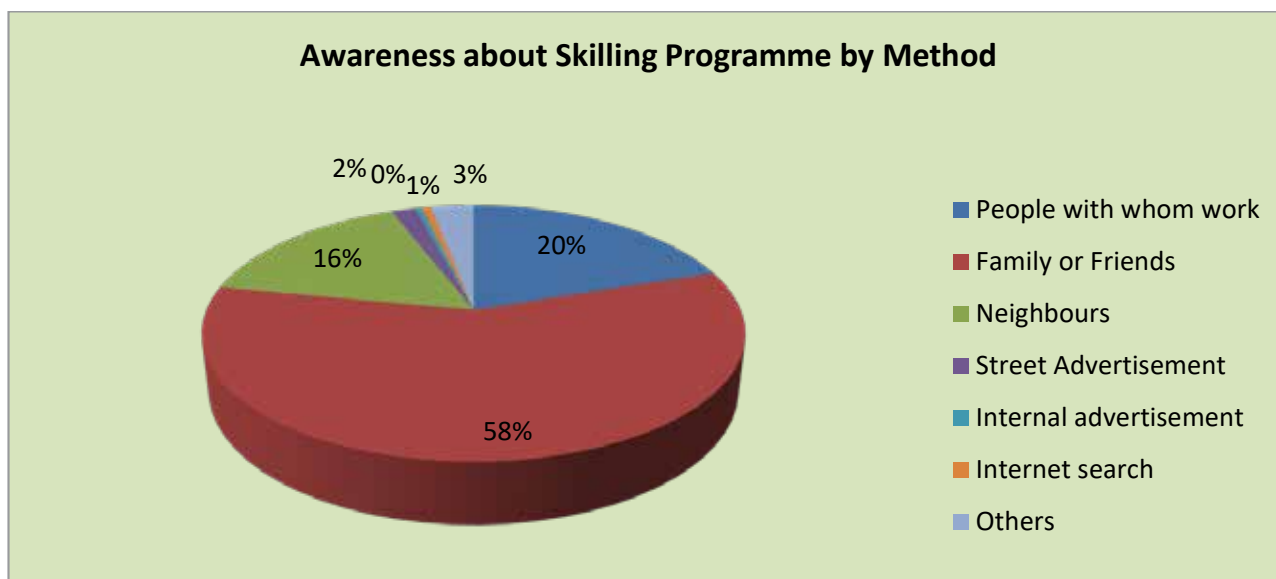


Figure 46 Ref. Table IV H.1

It was found that 58% of the respondents came to know about skill programme from their family members or friends followed by 20% people with who work, 16% neighbors, 2% from street advertisements, 1% from internal advertisement. Remaining 3% respondents said for other sources. It reflects that till times family or friends are the most effective and trusted means for dissemination of information and creating awareness.



Gender and Age-wise Distribution of Method of Awareness

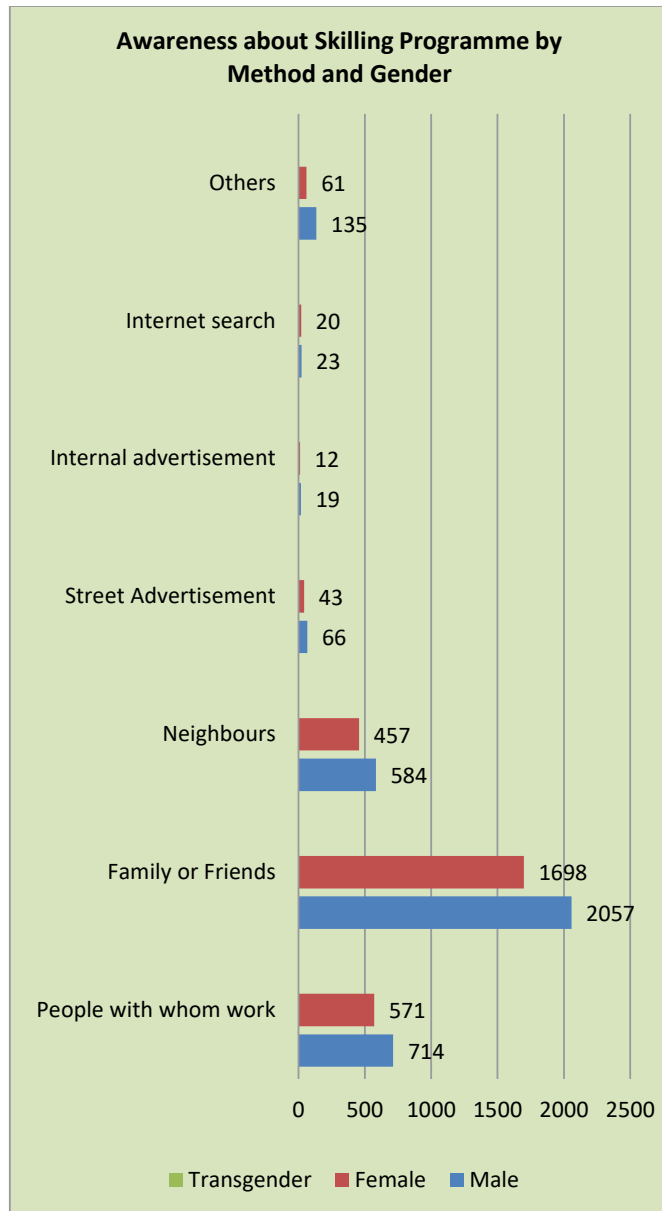


Figure 47 Ref. Table IV H.1

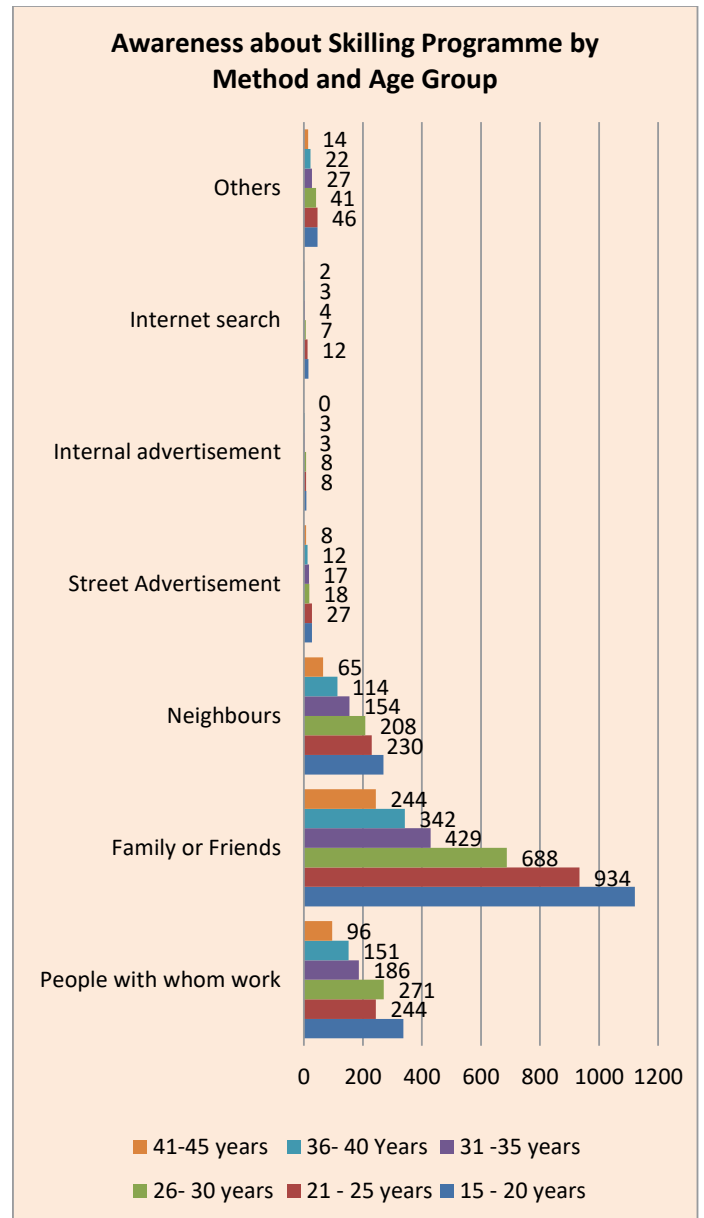


Figure 48 Ref. Table IV H.1

The graphs above display the gender and age-wise distribution of respondent's opinion regarding various methods of awareness generation about skill oriented programmes. In both the cases family members, people with whom respondents work, neighborhood and street advertisement have been cited as most effective means.



Distribution of Respondent's Eagerness for Participation in Skill Programme by Gender

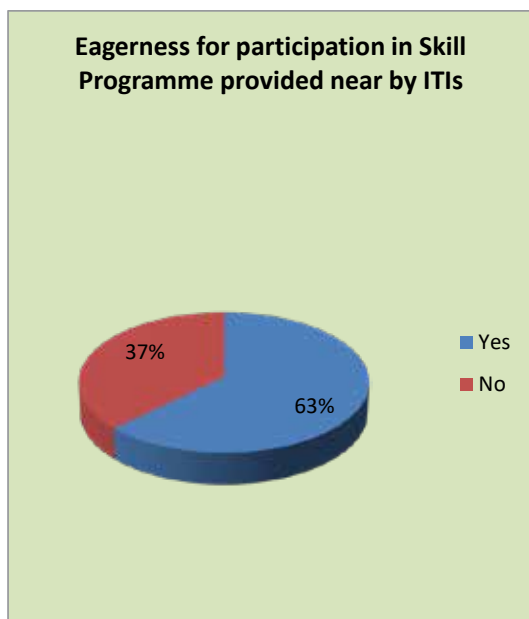


Figure 49 Ref. Table IV H.2

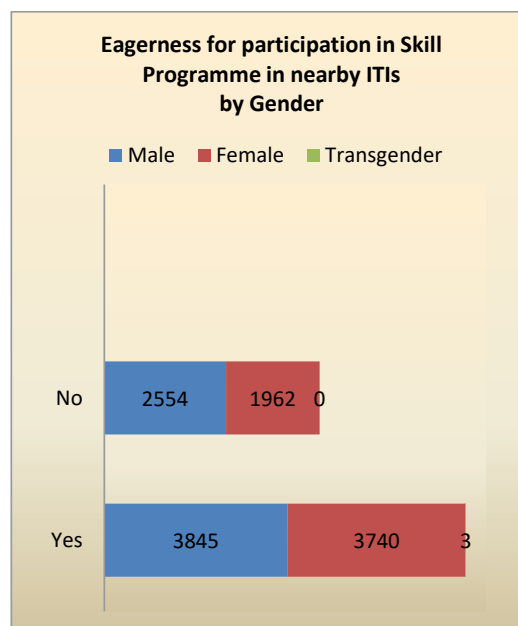


Figure 50 Ref. Table IV H.2

Respondents were asked to express their interest in participating in skill training programme if it is organized in their neighborhood by ITIs or similar public or private institutions. It was found a total of 63% respondent expressed their eagerness for availing the opportunity while 37% expressed their inability. In case of male respondents 60.09% were eager to avail the opportunity while 39.91% expressed their inability. In case of female respondents the percentage of those who wanted to avail the opportunity was 65.59% while 34.41% denied in view of their personal obligations or other engagement.

Age-wise Distribution of Respondent's Eagerness for Skill Programme

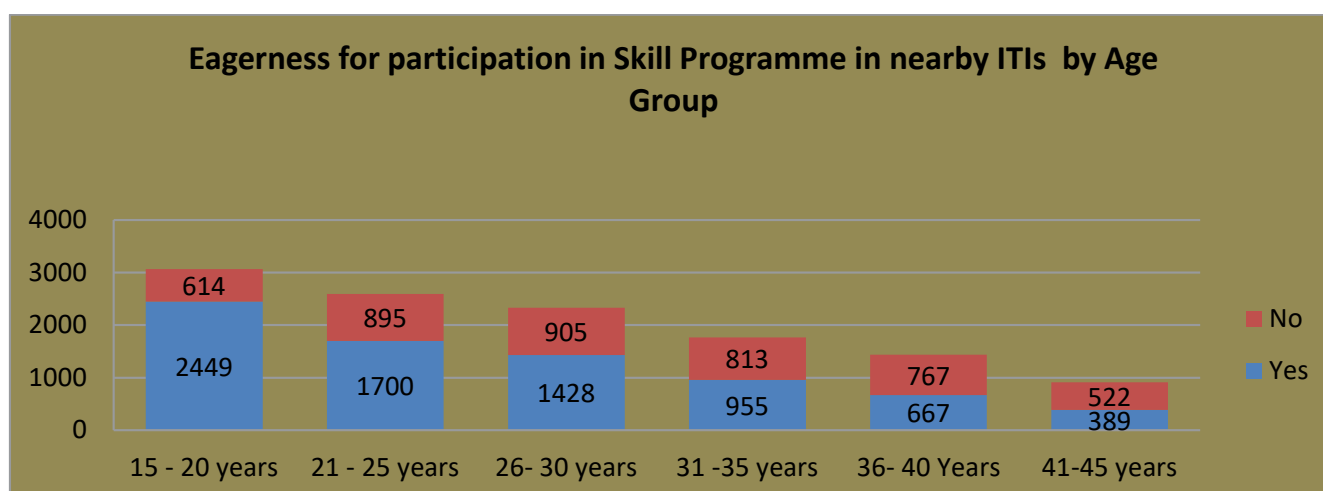


Figure 51 Ref. Table IV H.2

The graph above details the age-wise response about availing an opportunity to receive skill training provided by ITIs in neighborhood. From 15-20 years age group to 41-45 years age group it shows a descending order both for availing the opportunity as well as for their inability.



Duration-wise Distribution of Respondent's Preference for Participation in Skill Programme by Gender

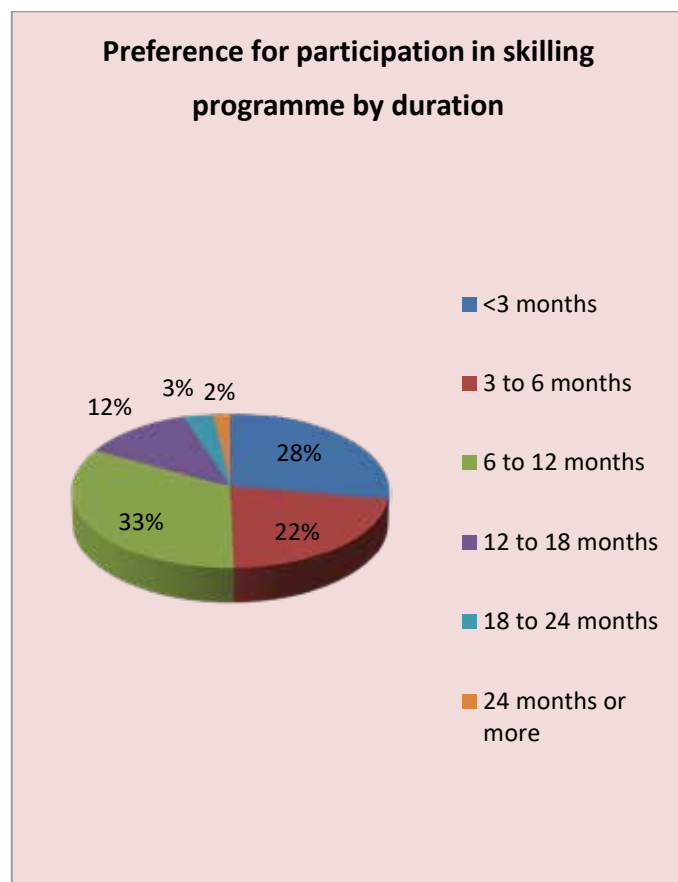


Figure 52 Ref. Table IV H.3

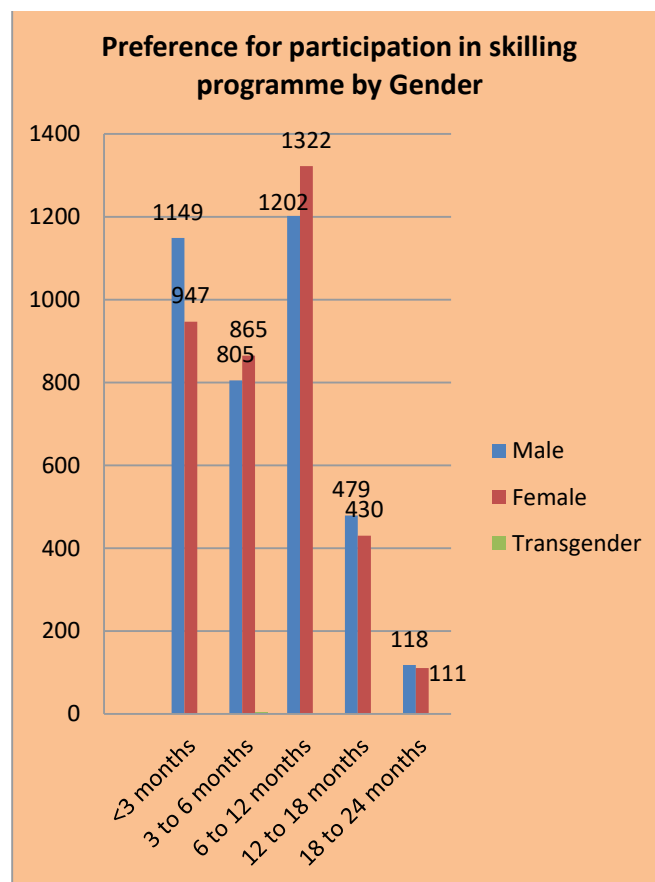


Figure 53 Ref. Table IV H.3

Duration of skill programme is an important dimension for imparting quality training. Hence, duration-wise preference was solicited from the respondents for devising suitable and focused policy response for the welfare of the residents in JJ clusters. It was found that a programme designed for 6 to 12 months will be the most preferred one as 33% of the respondents have chosen this. This was followed by 28% for less than 3 months, 22% for 3 to 6 months duration, 12% for 12 to 18 months, 3% for 18 to 24 months and remaining 2% for 24 month or above.

The graph depicting gender-wise preference for duration of skill programme reflects almost a similar character both the genders.



Duration-wise Distribution of Respondent's Preference for Participation in Skill Programme by Age Group

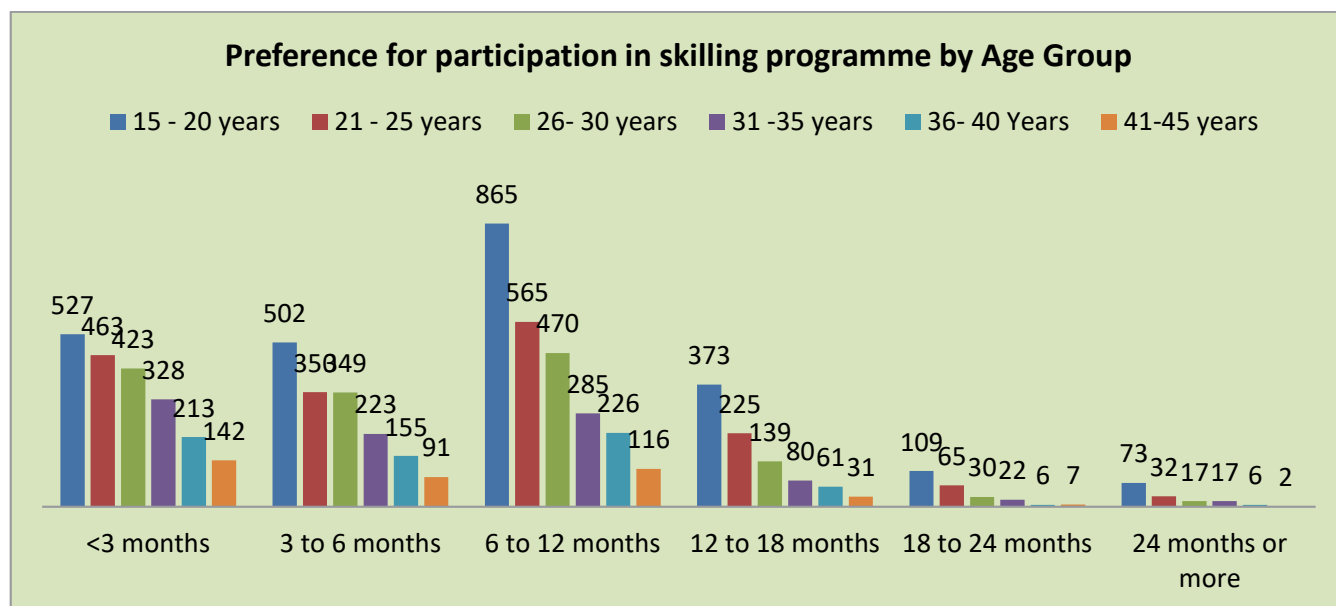


Figure 52 Ref. Table IV H.3

The age group-wise preference for duration of skill programme also reflect a similar trend for all the age groups however, the maximum concentration is seen for 6 to 12 months.

Gender-wise Distribution of Respondent's Preference for Participation in Skill Programme by No. of Hours in a Week

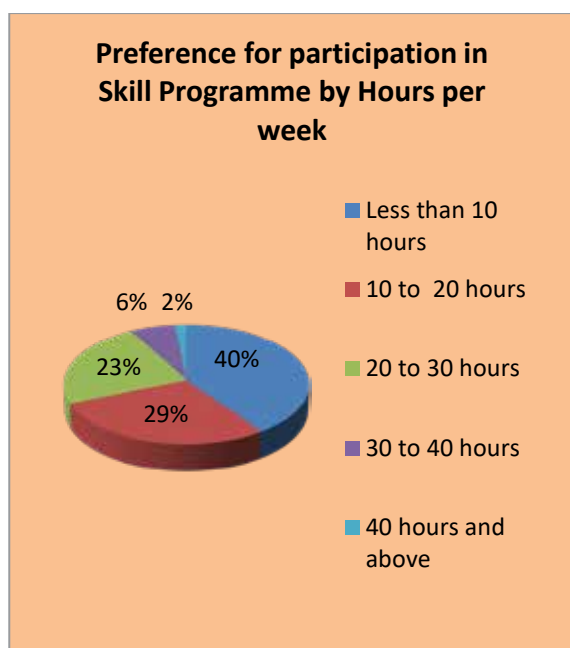


Figure 55 Ref. Table IV H.4

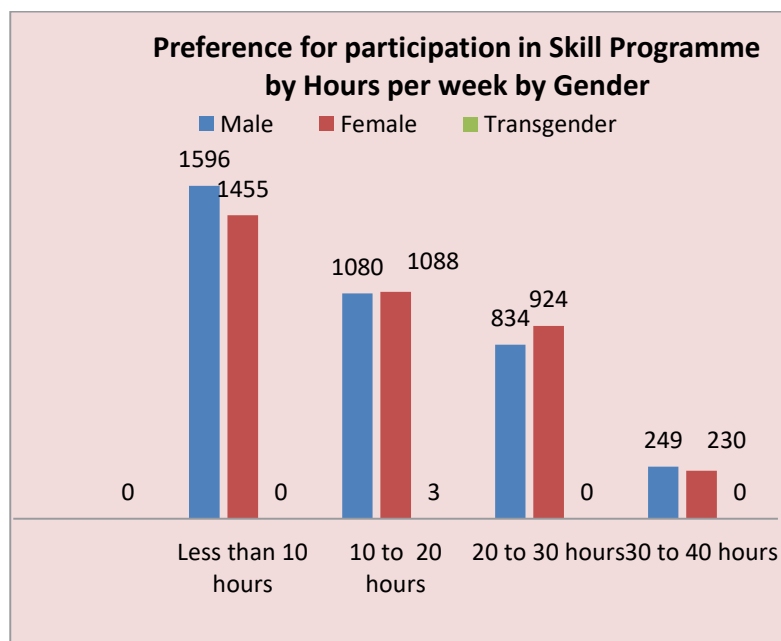


Figure 56 Ref. Table IV H.4



For devising a suitable programme it is important to understand how many hours a week the respondents can spend for acquiring skills. It was found that nearly 40% of the respondents were ready to spend less than 10 hours a week followed by 29% for 10 to 20 hours, 23% for 20 to 30 hours, 6% for 30 to 40 hours and 2% for 40 hours and above. The graph indicating gender-wise preference also reflects similar character for both male and female.

Age Group-wise Distribution of Respondent's Preference for Participation in Skill Programme by No. of Hours in a Week

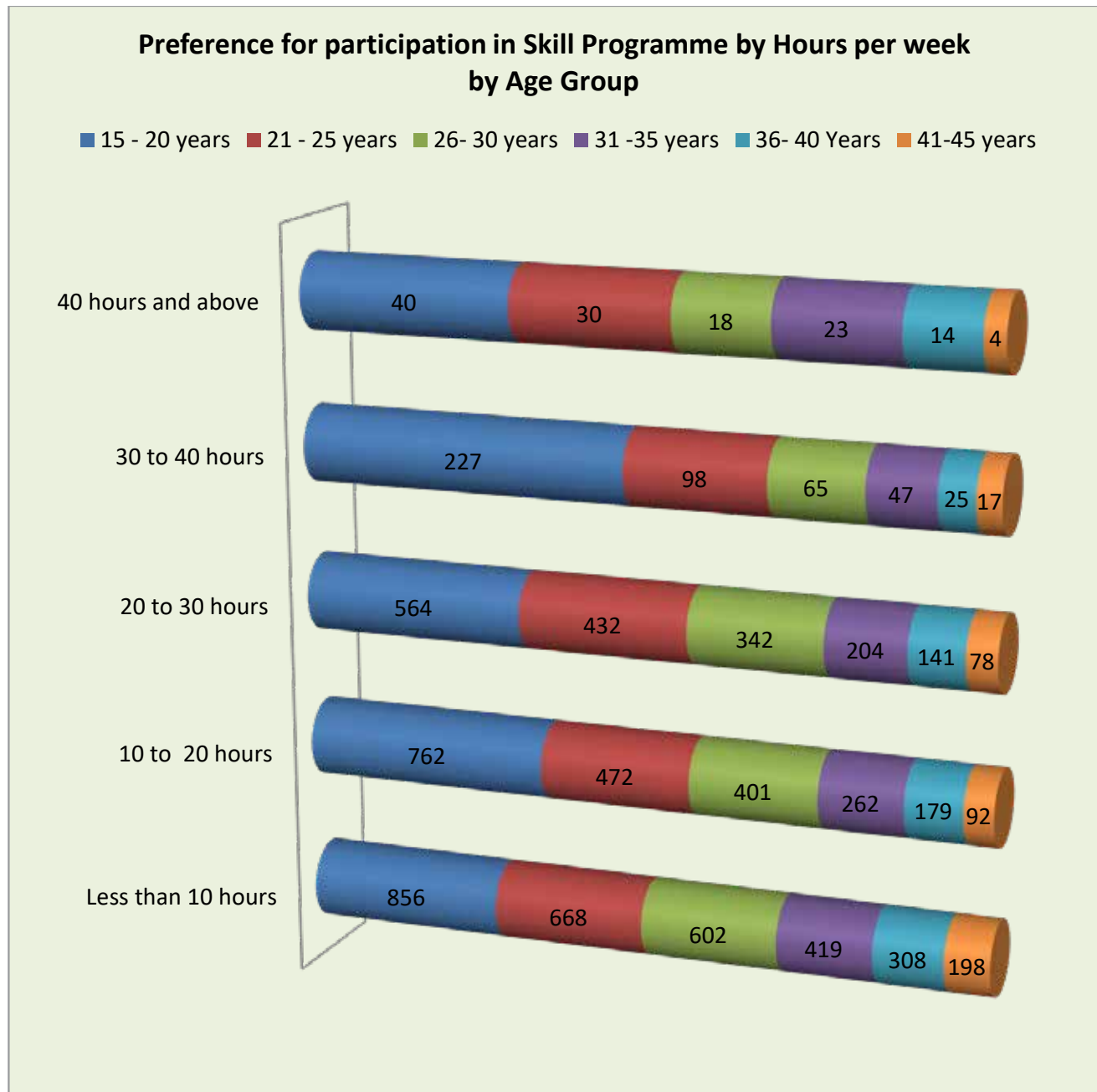


Figure 57 Ref. Table IV H.4

The graph shows number-wise distribution of preferences of different age groups for their preferred duration in terms of number of hours a week.



Gender-wise Distribution of Respondent's Preference for Participation in Skill Programme by Shift

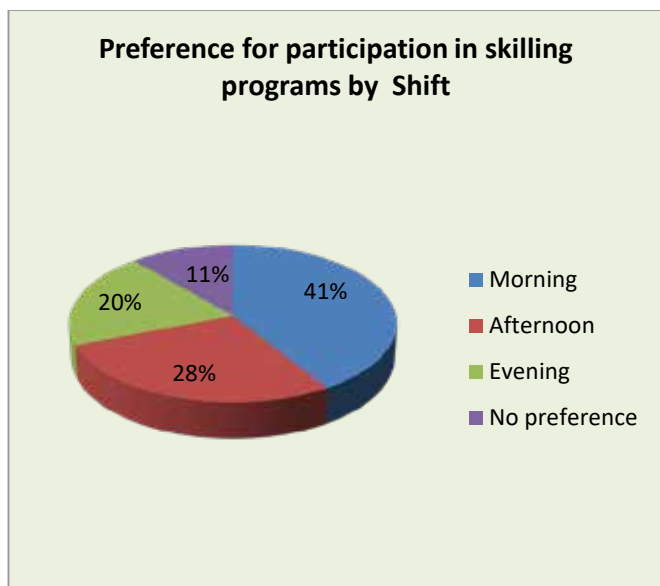


Figure 58 Ref. Table IV H.5

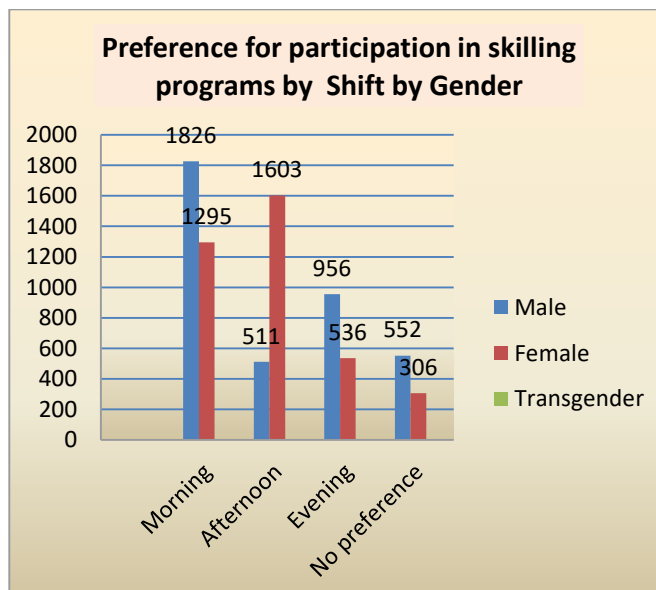


Figure 59 Ref. Table IV H.5

Which shift will be most suitable for the respondents who are ready to avail skill training? The study recorded their preference which shows that for nearly 41% of the respondents morning will be the most suitable slot followed by 28% for afternoon and 20% for evening. Another 11% didn't have any definite choice. If seen in context of gender the most important time slot shown by the female respondents was afternoon while male respondents were comfortable with all the three time slots.

Age-wise Distribution of Respondent's Preference for Participation in Skill Programme by Shift

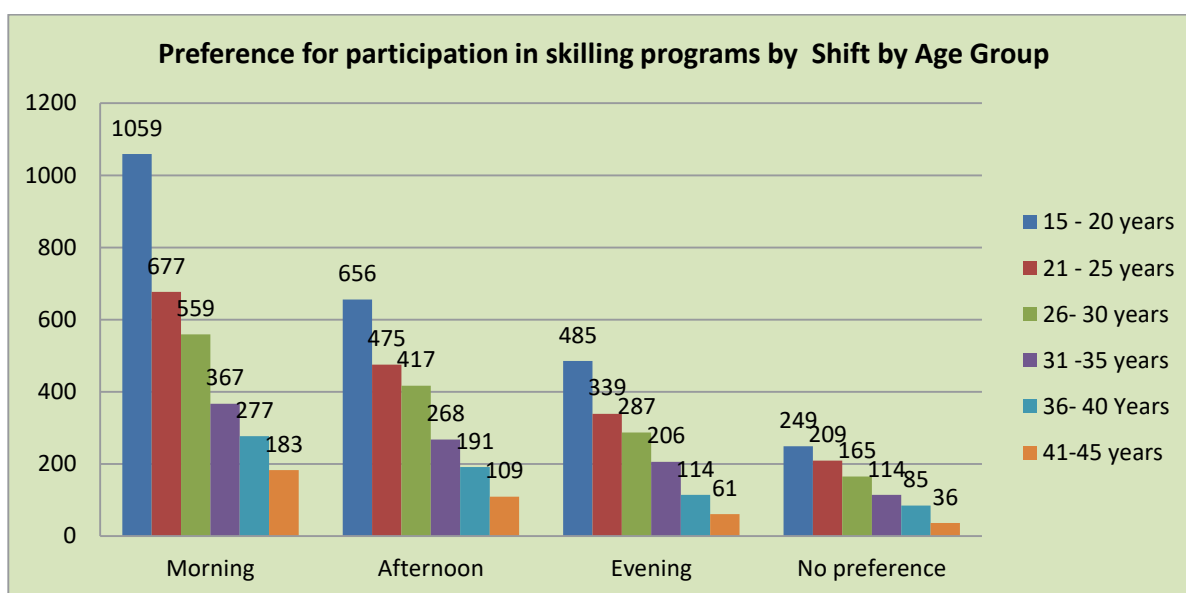


Figure 60 Ref. Table IV H.5

The graph displaying the age group-wise preference for time slots shows a similar character for all the groups.



Distance-wise Preference for Participation in Skill Programme

Distance is also one of the important factors for devising a programme in view of the presence of a large number of female respondents looking forward for availing skill training. Hence, their choice was recorded and analyzed. The table below shows distance-wise preference.

Table IV H.6 : Preferred Distance in 'participation in skilling programs' by age & gender in slum colonies of East Delhi (In Number & %)

Sl. No.	Preferred Distance	Age Group						Gender			Total
		15 – 20 years	21 – 25 years	26- 30 years	31 -35 years	36- 40 Years	41-45 years	Male	Female	Trans gender	
1	< 1 Km	2449	1700	1428	955	667	389	3845	3740	3	7588
2	< 2 Km	1400	904	742	448	324	183	2080	1919	2	4001
3	< 5 Km	547	363	268	159	112	68	906	610	2	1518
4	5 Km or more	66	43	25	15	4	2	124	31	-	155

It was found that if the centre established for imparting skill training is located within a distance of 1 km from the targeted locality it will be the most suitable one as 7588 respondents have expressed their favour for this. This is followed by 4001 for less than 2 kms, 1518 for less than 5 kms and a meager 155 for 5 km or more.



CHAPTER – V

MAJOR FINDINGS

1. The study finds that the average household size i.e number of persons living in each household in the JJ Clusters of East Delhi is 4.79 persons.
2. The highest average size of household was 5.26 persons per household observed in Pandit Bismil Camp, Shashi Garden, Patparganj, while the lowest was 4.23 persons per household observed in Indira JJ Camp, Kalyanvas JJ cluster.
3. The average number of members within 15 to 45 years of age was found to be 2.84 per household.
4. The highest average number of members within 15 to 45 years of age was observed to be 3.13 in Pandit Bismil Camp while the lowest was 2.36 persons per household observed in Indira Camp.
5. Based on the main source of the household's income during the past 365 days 34% household belongs to regular wage salaried, another 34% to casual/ contractual labourer categories followed by 27% household to self-employed category and remaining 5% were of other type of households.
6. 74% of the surveyed households are of Hindu religion, while 26 % are of Muslim. The number of households belongs to other religions including Sikh, Jain, Christian, Budhist and nonbelievers were almost negligible in terms of percentage.
7. A large majority of 45% household were from SC category, 13% from OBC, 1% from ST category and remaining 41% were from the social group categorized as 'others' which includes general category.
8. It was observed that the average monthly household consumer expenditure of 48% households was less than Rs. 10,000/- followed by 46% household having monthly expenditure between Rs. 10,000/- to Rs. 19,999/- another 5% between Rs. 20,000/- to Rs. 29,999/- and remaining 1 % having monthly household consumer expenditure of Rs. 30,000/- and above.
9. Out of total 12104 persons interviewed in the age group of 15-45 years 53% i.e. 6399 were male and 47% i.e. 5702 were female. The number of persons belonging to transgender was 3 only.
10. The total population covered during the survey was 20414 out of which 12104 persons i.e. 59.29 % of the total population covered were happens to be in the most economically active age group.
11. A total of 25% of the respondents belong to 15-20 years age group followed by 21% to 21-25 years age group, 19% to 26-30 years age group, 15% to 31-35 years age group, 12% to 36-40 years age group and remaining 8% to 41-45 years age group.
12. Around 15% of the respondents were found to be non-literates and 7% having rudimentary level education up to below primary. Another 11% of the respondents were having education up to primary, 19% up to upper primary/middle, 17% up to secondary and 18% were having higher secondary level of education. A total of 12% of the respondents were having education up to graduation and post-graduation. So far as professional



skill is concerned a minimal of only 1% of the respondents from secondary to post graduation were found to have obtained a diploma or certificate in any professional trade.

13. There were 1808 non-literate persons in the age group of 15-45 years of which 1113 were female and 695 male. Calculated on the basis of total persons interviewed the rate of illiteracy comes to around 15%.
14. Out of 12104 respondents only 927 i.e. 7.66% of the total respondents have acquired certain level of skills through important informal means such as hereditary training, self learning and learning on job and remaining 11177 i.e. 92.34% didn't have any informal skill training.
15. It was found that out of 927 respondents who have acquired certain level of vocational skill through informal means 99% want it to get certified by some government institutions under RPL.
16. A total of 1051 respondents have received vocational education through formal means. Remaining 11053 didn't have any formal vocational training.
17. The most preferred field of vocational training in which the respondents have already availed training includes textiles and handlooms, apparels, beauty and wellness, Information Technology Enabled Services (IT-ItES), electrical, power and electronics, artisan/craftsman/handicraft/creative arts and cottage based production, automotive, civil engineering- construction, plumbing, paints and coatings, mechanical engineering-capital goods, health and life science and logistic.
18. Only a meager 2% respondent are having a technical diploma or certificate at graduation and post-graduation level while another 4% are having technical diploma or certificate at below graduation level. Remaining 94% of the respondents have no technical education.
19. The number of the respondents who didn't receive any technical education was 11332 out of which 5373 were female while 5957 were male.
20. 21% of the respondents were found to be engaged on regular wage or salary out of which 1% was in government or public institutions and remaining 20% with private concerns/institutions. Another 17% of the respondents were found to be engaged as casual labourers. The percentage of respondents who were self-employed in agriculture/livestock and having own/operate non-agricultural enterprise was 5% and 4% respectively.
21. 53% of the respondents were found unemployed out of which 26% were unemployed and unavailable for work in view of their own reasons and non-economic engagements while 27% were unemployed but available for work.
22. The net Workers Population Ratio in the 10 JJ clusters of East Delhi was calculated to be 47.23 while the Workers Population Ratio (Female) was 23.36 and Workers Population Ratio (Male) was 68.51. The lowest WPR for male was found to be 29.05 in 15-20 years age group while the highest was 92.12 in 41-45 years age group. For female the lowest WPR was 10.18 in 15-20 years age group while the highest WPR was 35.61 in 31-35 years age group.
23. The net Labour Force Participation Rate (LFPR) in the JJ clusters of East Delhi was estimated to be 73.81 while the LFPR (Female) was 59.31 and LFPR (Male) was 86.74. The lowest LFPR for male was found to be



60.44 in 15-20 years age group while the highest was 98.12 in 41-45 years age group. For female the lowest LFPR was 44.42 in 15-20 years age group while the highest LFPR was 68.05 in 31-35 years age group.

24. The net Unemployment Rate (UR) in the Urban Slums of East Delhi was estimated to be 36.01 while the UR (Female) was 60.61 and UR (Male) was 21.02. The highest UR for male was found to be 51.93 in 15-20 years age group. For female the highest UR was 77.08 in 15-20 years age group.
25. 24% respondents cited corona fear as the prime reason for their unemployment followed by 22% who found lack of skill as the prime reason, 19% slack of work/business condition, 9% each for child care and attending school, college or training, 8% other households responsibilities and personal obligations, 3% for health related reasons and another 3% didn't specified any reasons while 2% cited reasons like awaiting for results of the examination they have appeared.
26. 21% of the unemployed respondents available for work have education up to higher secondary level followed by 19% upper primary, 17% secondary, 16% literate up to primary level, 13% graduates, 12% non-literates and 1% each diploma/certificate (Secondary to graduation & above) and post graduate & above.
27. 63 % of the respondents were found to be interested in receiving skill training. In case of male 60% of respondents wanted to go for receiving relevant skills to enhance their employability while 40% were hesitant about it. In case of female 66% of respondents wanted to go for receiving relevant skills to enhance their employability while 34% were hesitant about it.
28. Most of the persons interested in receiving skill training belong to 15-35 years age group.
29. Around 64% of the respondents looking for training think that skill is prerequisite for finding a job i.e becoming employed. 10% each thinks that skill training is important as it will help them to get a pay raise or promotion, to switch to a better job within my field and to switch to a different occupation (i.e., a job in a different field). Remaining 6% thinks that it will help them to increase revenue or advance their business.
30. Nearly 72.96% i.e. 8831 respondents wants to learn reading and writing Hindi proficiently followed by 39.35% i.e.4763 reading and writing in English. Computer and internet uses too were found to be in demand as 33.68% of the respondents want to learn computer followed by another 24.80% i.e. 3002 want to learn surfing internet. Nearly 17.27% i.e. 2091 respondent wanted to learn simple arithmetic in order to transact routine business proficiently.
31. Around 19% respondents wanted to gain professional skill in the field of beauty and wellness followed by 16% in information technology and IT enabled services (IT-Ites), 15% in textiles and handlooms and apparels, 9% in office and business related work, 8% in electrical, power and electronics, 6% in artisan/craftsman/handicraft/creative arts and cottage based production, 5% in work related to childcare, nutrition, pre-school and crèche, 4% in civil engineering- construction, plumbing, paints and coatings, another 4% in automotive, 3% in healthcare and life sciences, 2% each in security and hospitality and tourism and another 2% in mechanical engineering-capital goods, strategic manufacturing.
32. Beauty and wellness, information technology and IT enabled services (IT-Ites), textiles and handlooms and apparels, artisan/craftsman/handicraft/creative arts and cottage based production and work related to childcare, nutrition, pre-school and crèche are some of the most preferred vocation identified for female respondents.



33. For male respondents the most preferred areas include information technology and IT enabled services (IT-ItES), electrical, power and electronics, office and business related work, automotive and civil engineering-construction, plumbing, paints and coatings.
34. Almost 41% respondents desired to switch of their occupation for better prospects while 59% wanted to improve themselves while pursuing their current occupation. In case of male respondents only 38.20% expressed their interest in favour of switching occupation while 61.80% wanted to pursue their current occupation only. In case of female it was almost a 50-50 situation since nearly 49.20% wanted switch of their occupation for better prospects while remaining 50.80% wanted to stay in their current field of occupation.
35. Around 53.40% of respondents were found to be in knew of skill programmes being conducted by institutions like ITIs or other similar private or public organizations in which 55.67% were male and remaining 44.28% were female and another 0.05% were from transgender community.
36. Almost 46.60% of the respondents didn't know anything about programmes intended to impart skill training in which 49.65% were male and remaining 50.36% were female.
37. Family or friends are identified as the most effective and trusted means for dissemination of information and creating awareness as 58% of the respondents came to know about skill programme from their family members or friends followed by 20% people with whom they work, 16% neighbours, 2% from street advertisements, 1% from internal advertisement. Remaining 3% respondents said for other sources.
38. Almost 63% respondent expressed their eagerness for availing skill training opportunity if provided by institution like ITIs. In case of male respondents 60.09% were eager to avail the opportunity and in case of female respondents the percentage of those who wanted to avail the opportunity was 65.59%.
39. It was found that a skill training programme designed for 6 to 12 months will be the most preferred one as 33% of the respondents have chosen this. This was followed by 28% for less than 3 months, 22% for 3 to 6 months duration, 12% for 12 to 18 months, 3% for 18 to 24 months and remaining 2% for 24 month or above.
40. It was found that nearly 40% of the respondents were ready to spend less than 10 hours a week for receiving skill training followed by 29% for 10 to 20 hours, 23% for 20 to 30 hours, 6% for 30 to 40 hours and 2% for 40 hours and above.
41. Nearly 41% of the respondents identified morning shift as the most suitable slot followed by 28% for afternoon and 20% for evening. Another 11% didn't have any definite choice. If seen in context of gender the most important time slot shown by the female respondents was afternoon while male respondents were more comfortable with the morning slot.
42. It was found that if the centre established for imparting skill training is located within a distance of 1 km from the targeted locality it will be the most suitable one as 7588 respondents have expressed their favour for this.



Tables

Table IV A.2 : Distribution of Households by household types in slum colonies of East Delhi (In Number)

Sl. No	Name of Slum Area	Household Type				
		Self Employed	Regular wage/ Salaried	Casual / Contract Labourer/Worker	Others	Total
1	Indira JJ Camp, Kalyanvas,	15	8	31	2	56
2	Block 6,7.8, Khichripur near Ghazipur DrainPhase – II	503	666	132	79	1380
3	Sangharsh Morcha, Ravidas Camps, Pandav Nagar, Mother Dairy	17	15	58	8	98
4	Pandit Bismil Camp, Shashi Garden, Patparganj,	179	157	278	10	624
5	NH – 24, Patparganj (Nehru Camp)	40	55	96	8	199
6	Hr. Sec. School behind Patparganj (Shastri Mohalla)	225	331	567	60	1183
7	Jai Bharti Camp, East Vinod Nagar (E-32)	29	55	45	8	137
8	J – Block, East Vinod Nagar (E-24)	20	45	58	10	133
9	D – Block, West Vinod Nagar	7	6	18	3	34
10	T – Camp, Khichripur	95	123	178	22	418
	Total	1130	1461	1461	210	4262

Religion

Table IV A.3 : Distribution of Households by religion in slum colonies of East Delhi (In Number)

Sl. No.	Name of Slum Area	Religion								
		Hindu	Muslim	Sikh	Jain	Christian	Buddhist	Other	No Religion	Total
1	Indira JJ Camp, Kalyanvas,	48	8	-	-	-	-	-	-	56
2	Block 6,7.8, Khichripur near Ghazipur Drain, Phase – II	1274	95	4	-	4	1	2	-	1380
3	Sangharsh Morcha, Ravidas Camps, Pandav Nagar, Mother Dairy	80	18	-	-	-	-	-	-	98
4	Pandit Bismil Camp, Shashi Garden, Patparganj,	423	200	1	-	-	-	-	-	624
5	NH – 24, Patparganj (Nehru Camp)	155	44	-	-	-	-	-	-	199
6	Hr. Sec. School behind Patparganj (Shastri Mohalla)	534	647	1	-	1	-	-	-	1183
7	Jai Bharti Camp, East Vinod Nagar (E-32)	133	4	-	-	-	-	-	-	137
8	J – Block, East Vinod Nagar (E-24)	127	6	-	-	-	-	-	-	133
9	D – Block, West Vinod Nagar	30	3	-	-	1	-	-	-	34
10	T – Camp, Khichripur	349	67	1	-	1	-	-	-	418
	Total	3153	1092	7		7	1	2	-	4262



Social Group

Table IV A.4 : Distribution of Households by social group in slum colonies of East Delhi (in number)						
Sl. No.	Name of Slum Area	Religion				
		SC	ST	OBC	Others	Total
1	Indira JJ Camp, Kalyanvas,	31	-	12	13	56
2	Block 6,7.8, Khichripur near Ghazipur Drain Phase – II	767	8	128	477	1380
3	Sangharsh Morcha, Ravidas Camps, Pandav Nagar, Mother Dairy	30	-	25	43	98
4	Pandit Bismil Camp, Shashi Garden, Patparganj,	192	7	103	322	624
5	NH – 24, Patparganj (Nehru Camp)	90	1	34	74	199
6	Hr. Sec. School behind Patparganj (Shastri Mohalla)	315	8	383	477	1183
7	Jai Bharti Camp, East Vinod Nagar (E-32)	46	10	20	61	137
8	J – Block, East Vinod Nagar (E-24)	90	2	19	22	133
9	D – Block, West Vinod Nagar	24	-	2	8	34
10	T – Camp, Khichripur	205	4	77	132	418
	Total	1790	40	803	1629	4262

colour

Main Source of income

Average monthly household expenditure

Table IV A.5 : Distribution of Household types by 'average monthly household consumer expenditure' in slum colonies of East Delhi (in number)							
Sl. No.	Household Types	Average monthly expenditure					Total
		< Rs. 10000	Rs. 10000 – Rs. 19999	Rs. 20000 – Rs. 29999	Rs. 30000 – Rs. 49999	Rs. 50000 & above	
1	Indira JJ Camp, Kalyanvas,	43	13	-	-	-	56
2	Block 6,7.8, Khichripur near Ghazipur Drain, Phase – II	459	749	154	17	1	1380
3	Sangharsh Morcha, Ravidas Camps, Pandav Nagar, Mother Dairy	62	35	1	-	-	98
4	Pandit Bismil Camp, Shashi Garden, Patparganj,	273	334	16	1	-	624
5	NH – 24, Patparganj (Nehru Camp)	132	67	-	-	-	199
6	Hr. Sec. School behind Patparganj (Shastri Mohalla)	644	490	45	3	1	1183
7	Jai Bharti Camp, East Vinod Nagar (E-32)	58	74	4	1	-	137
8	J – Block, East Vinod Nagar (E-24)	71	54	7	1	-	133
9	D – Block, West Vinod Nagar	24	10	-	-	-	34
10	T – Camp, Khichripur	267	139	10	1	1	418
	Total	2033	1965	237	24	3	4262

**Table IV A.6 : Distribution of Household types by 'average monthly household consumer expenditure' in slum colonies of East Delhi (in number)**

Sl. No.	Household Types	Average monthly expenditure					
		< Rs. 10000	Rs. 10000 – Rs. 19999	Rs. 20000 – Rs. 29999	Rs. 30000 – Rs. 49999	Rs. 50000 & above	Total
1	Self Employed	478	527	112	13	-	1130
2	Regular wage/Salaried	623	736	90	10	2	1461
3	Casual / Contract Labourer/Worker	813	622	24	1	1	1461
4	Others	119	80	11	-	-	210
	Total	2033	1965	237	24	3	4262
	Total	2033	1965	237	24	3	4262

Demographic Particulars of Individual Respondents

Table IV B.1 : Distribution of persons by age in different slum colonies of East Delhi (In Number)

Sl. No.	Name of Slum Area	Age Group						Gender			Total
		15 – 20 years	21 – 25 years	26- 30 years	31 -35 years	36- 40 Years	41-45 years	Male	Female	Trans-gender	
1	Indira JJ Camp, Kalyanvas,	23	35	37	18	14	5	67	65	-	132
2	Block 6,7.8, Khichripur near Ghazipur Drain Phase – II	874	715	783	588	510	351	2016	1802	3	3821
3	Sangharsh Morcha, Ravidas Camps, Pandav Nagar, Mother Dairy	77	58	48	34	29	19	133	132	-	265
4	Pandit Bismil Camp, Shashi Garden, Patparganj,	562	467	320	276	190	140	1033	922	-	1955
5	NH – 24, Patparganj (Nehru Camp)	130	104	92	73	42	43	289	195	-	484
6	Hr. Sec. School behind Patparganj (Shastri Mohalla)	978	782	651	486	422	237	1859	1697	-	3556
7	Jai Bharti Camp, East Vinod Nagar (E-32)	82	80	76	58	53	20	204	165	-	369
8	J – Block, East Vinod Nagar (E-24)	82	65	70	65	39	25	181	165	-	346
9	D – Block, West Vinod Nagar	18	23	14	15	9	8	48	39	-	87
10	T – Camp, Khichripur	237	266	242	155	126	63	569	520	-	1089
	Total	3063	2595	2333	1768	1434	911	6399	5702	3	12104

Table IV B.2 : Distribution of persons by age & gender in slum colonies of East Delhi (In Number)

Sl. No.	Name of Slum Area	Gender			
		Male	Female	Transgender	Total
1	15 – 20 years	1628	1434	1	3063
2	21 – 25 years	1321	1272	2	2595
3	26- 30 years	1206	1127	0	2333
4	31 -35 years	951	817	0	1768
5	36- 40 Years	760	674	0	1434
6	41-45 years	533	378	0	911
	Total	6399	5702	3	12104



Table IV B.3 : Distribution of persons by General Education Level in various age & gender categories in slum colonies of East Delhi (In Number)

Sl. No.	General education level	Age Group						Gender			
		15 – 20 years	21 – 25 years	26- 30 years	31 -35 years	36- 40 Years	41-45 years	Male	Female	Trans-gender	Total
1	not literate	188	236	295	384	432	273	695	1113	0	1808
2	literate without any schooling	16	26	52	53	45	31	74	149	0	223
3	literate without formal schooling, through NFEC	-	-	-	1	-	1	-	2	-	2
4	literate without formal schooling, through TLC/AEC	1	2	2	-	2	1	1	7	-	8
5	literate without formal schooling, through others	11	8	7	12	6	12	30	26	-	56
6	literate with formal schooling, below primary	75	87	110	92	79	65	296	212	-	508
7	literate with formal schooling, primary	187	198	308	263	217	104	694	583	-	1277
8	literate with formal schooling, upper primary/middle primary	834	375	376	336	267	163	1410	941	-	2351
9	literate with formal schooling, secondary	871	422	302	220	170	125	1208	901	1	2110
10	literate with formal schooling, higher secondary	741	614	283	192	110	90	1107	1022	1	2130
11	literate with formal schooling, diploma/certificate course(up to secondary)	29	16	13	6	7	7	43	35	-	78
12	literate with formal schooling, diploma/certificate course(up to higher secondary)	18	30	12	8	5	1	48	26	-	74
13	literate with formal schooling, diploma/certificate course(graduation & above)	1	1	5	3	1	1	4	8	-	12
14	graduate	89	533	403	181	84	35	720	604	1	1325
15	post graduate and above	2	47	65	17	9	2	69	73	-	142
	Total	3063	2595	2233	1768	1434	911	6399	5702	3	12104

Informal

Table IV C.1 : Distribution of persons by their General Education Level and participation in Vocational/ technical Training (Informal)

Sl. No.	General education level	Participation in vocational training			
		Hereditary training (informal) (2)	Self learning (informal) (3)	Learning on the job (informal) (4)	Informal Vocational Training (2 +3 +4)
1	not literate	31	50	34	115
2	literate without any schooling	9	5	8	22
3	literate without formal schooling, through NFEC	-	-	-	-
4	literate without formal schooling, through TLC/AEC	-	1	3	4
5	literate without formal schooling, through others	-	-	-	-
6	literate with formal schooling, below primary	6	16	13	35
7	literate with formal schooling, primary	32	51	59	142
8	literate with formal schooling, upper primary/middle primary	33	85	52	200
9	literate with formal schooling, secondary	48	82	73	203
10	literate with formal schooling, higher secondary	30	60	62	152
11	literate with formal schooling, diploma/certificate course(up to secondary)	-	1	2	3

**Table IV C.1 : Distribution of persons by their General Education Level and participation in Vocational/ technical Training (Informal)**

Sl. No.	General education level	Participation in vocational training			
		Hereditary training (informal) (2)	Self learning (informal) (3)	Learning on the job (informal) (4)	Informal Vocational Training (2 +3 +4)
12	literate with formal schooling, diploma/certificate course(up to higher secondary)	1	-	-	1
13	literate with formal schooling, diploma/certificate course(graduation & above)	-	1	1	2
14	graduate	4	25	19	48
15	post graduate and above	-	-	-	-
	TOTAL	194	377	326	927

Formal

Table IV C.2 : Distribution of persons by their General Education Level and participation in Vocational/technical Training (Formal)

Sl. No.	General education level	Participation in vocational training		
		Received formal vocational/technical training (e.g. ITI) (1)	Receiving formal vocational/technical training (e.g. ITI) (2)	Formal Vocational Training (1+ 2)
1	literate with formal schooling, upper primary/middle primary	87	8	95
2	literate with formal schooling, secondary	127	31	158
3	literate with formal schooling, higher secondary	259	62	321
4	literate with formal schooling, diploma/certificate course(up to secondary)	3	3	6
5	literate with formal schooling, diploma/certificate course (up to higher secondary)	25	4	29
6	literate with formal schooling, diploma/certificate course(graduation & above)	4	-	4
7	graduate	298	26	324
8	post graduate and above	42	4	46
	TOTAL	845	138	983

*68 respondents acquired certain level of vocational training through formal means although they had formal education below upper primary/middle and hence, not reflected here in the table.

Technical

Table IV C.3 : Distribution of Persons by the Level of Technical Education in various age & gender categories in slum colonies of East Delhi (In Number)

Sl. No.	Technical education level	Age Group						Gender			
		15 – 20 years	21 – 25 years	26- 30 years	31 -35 years	36- 40 Years	41-45 years	Male	Female	Trans-gender	Total
1	no technical education	2914	2307	2152	1688	1392	879	5957	5373	2	11332
2	Technical diploma or certificate (below graduate level)	122	201	113	58	30	27	315	236	-	551
3	Technical diploma or certificate (Graduate & Above Level)	27	87	68	22	12	5	127	93	1	221
	TOTAL	3063	2595	2333	1768	1434	911	6399	5702	3	12104



Vocational and Technical age and gender wise

Sl. No.	Technical education level	Age Group						Gender			
		15 – 20 years	21 – 25 years	26- 30 years	31 -35 years	36- 40 Years	41-45 years	Male	Female	Trans-gender	Total
	Formal Vocational Training (point 1+ point 2)	212	357	248	118	76	40	490	561	-	1051
1	received formal vocational/technical training (eg ITI)	136	318	232	111	74	38	429	480	-	909
2	receiving formal vocational/technical training (eg ITI)	76	39	16	7	2	2	61	81	-	142
	Informal Vocational Training (Point 3 + Point 4 + Point 5)	123	207	199	174	140	84	547	380	-	927
3	hereditary training (informal)	28	51	42	37	26	10	71	123	-	194
4	self learning (informal)	48	84	79	72	53	41	180	197	-	377
5	learning on the job (informal)	47	72	78	65	61	33	296	60	-	356
6	did not receive any vocational/technical training	2728	2031	1886	1476	1218	787	5362	4761	3	10126
	Total [1 to 6]	3063	2595	2333	1768	1434	911	6399	5702	3	12104

Demand for Skill Development

Sl. No.	Field of vocational/ technical training	Age Group						Gender			
		15 – 20 years	21 – 25 years	26- 30 years	31 -35 years	36- 40 Years	41-45 years	Male	Female	Trans-gender	Total
1	Beauty and wellness	385	238	180	127	69	28	193	833	1	1027
2	Work related to childcare, nutrition, pre-school and crèche	50	65	47	44	47	26	16	263	-	279
3	Office and business related work	165	139	105	45	20	13	333	154	-	487
4	Electrical, power and electronics	130	91	80	68	32	22	418	5	-	423
5	Artisan/craftsman/handicraft/creative arts and cottage based production	69	61	83	62	46	33	84	270	-	354
6	Agriculture, non-crop based agriculture, food processing	7	7	8	6	6	3	21	16	-	37
7	Textiles and handlooms, apparels	176	194	205	146	90	36	95	752	-	847
8	security	15	17	17	10	13	11	69	14	-	83
9	Civil engineering- construction, plumbing, paints and coatings	38	39	56	45	32	20	219	11	-	230
10	Automotive	51	54	39	43	25	17	223	6	-	229
11	Healthcare and life sciences	63	49	23	15	10	6	55	111	-	166
12	Hospitality and tourism	28	23	21	11	7	1	66	25	-	91
13	Information Technology-Information Technology Enabled Services (IT-IteS)	534	194	98	26	12	7	524	347	-	871
14	Logistics	23	12	10	6	3	2	38	17	1	56
15	Telecom	14	6	8	4	1	-	26	7	-	33
16	Allied manufacturing- gems and jewellery, leather, rubber, furniture and fittings, printing	12	15	16	4	13	5	63	2	-	65

**Table IV D.1 : Distribution of Persons interested in gaining training skills / more skills by the field of vocational/technical training in various age & gender categories in slum colonies of East Delhi (In Number)**

Sl. No.	Field of vocational/ technical training	Age Group						Gender			
		15 – 20 years	21 – 25 years	26- 30 years	31 -35 years	36- 40 Years	41-45 years	Male	Female	Trans-gender	Total
17	Chemical engineering, hydrocarbons, chemicals and petrochemicals	1	1	-	2	1	-	-	5	-	5
18	Iron and steel, mining, earthmoving and infra building	4	12	10	6	8	6	45	1	-	46
19	Mechanical engineering-capital goods, strategic manufacturing	46	30	21	16	10	7	126	4	-	130
20	Media-journalism, mass communication and entertainment	33	13	9	2	4	-	35	26	-	61
21	Aerospace and aviation	5	-	-	1	-	-	3	3	-	6
22	Other (specify)	248	141	99	75	47	37	349	298	-	647
	Total	2097	1401	1135	764	496	280	3001	3170	2	6173

* a number of respondents have not specified any choice as well as many of them has shown no interest in gaining skill.

Table IV D.2 : Field of vocational/technical training vs Current employment status in slum colonies of East Delhi (In Number) (on the basis of all those who have participated in vocational/technical training)

Sl. No.	Field of vocational/ technical training	Current employment Status							
		self- employed in agri-culture/ livestock	own/ operate non-ag-ricul-tural enterprise	regular wage/ salary – govt/ public	regular wage/ salary – Pvt	Casual Labor	Unem- ployed but ember le for work	Unem- ployed and unavail- able for work	Total
1	Beauty and wellness	18	13	1	40	29	78	69	248
2	Work related to childcare, nutrition, pre-school & crèche	-	1	-	3	1	3	1	9
3	Office and business related work	4	1	1	7	2	4	2	21
4	Electrical, power & electronics	8	8	2	43	52	25	10	148
5	Artisan/craftsman/handicraft/creative arts and cottage based production	2	4	1	17	24	33	32	113
6	Agriculture, non-crop based agriculture, food processing	1	-	-	1	2	1	-	5
7	Textiles and handlooms, apparels	11	12	2	29	45	140	78	317
8	Security	-	-	-	3	2	3	-	8
9	Civil engineering- construction, plumbing, paints and coatings	4	4	-	14	29	10	1	62
10	Automotive	10	8	1	24	34	9	2	88
11	Healthcare and life sciences	-	-	2	8	6	11	7	34
12	Hospitality and tourism	-	-	-	5	1	5	1	12
13	Information technology-information technology enabled services (IT-ITes)	10	8	1	79	14	70	39	221
14	Logistics	1	1	-	8	1	7	7	25
15	Telecom	-	-	-	1	-	-	-	1
16	Allied manufacturing- gems and jewellery, leather, rubber, furniture and fittings, printing	1	3	-	3	13	2	1	23
17	Chemical engineering, hydrocarbons, chemicals and petrochemicals	-	-	-	-	-	1	-	1
18	Iron and steel, mining, earthmoving & infra building	1	-	-	1	2	-	1	5



Table IV D.2 : Field of vocational/technical training vs Current employment status in slum colonies of East Delhi (In Number)
(on the basis of all those who have participated in vocational/technical training)

Sl. No.	Field of vocational/ technical training	Current employment Status							Total
		self- employed in agri- culture/ livestock	own/ operate non-ag- ricultural enter- prise	regular wage/ salary – govt/ public	regular wage/ salary – Pvt	Casual Labor	Unem- ployed but ember le for work	Unem- ployed and unavail- able for work	
19	Mechanical engineering-capital goods, strategic manufacturing	-	1	2	13	11	6	4	37
20	Media-journalism, mass communication & enter- tainment	-	1	-	3	2	1	3	10
21	Aerospace and aviation	-	-	1	3	-	-	-	4
22	Other (specify)	19	38	11	149	123	140	106	586
	Total	90	103	25	454	393	549	364	1978

Table IV D.3 : Distribution of Persons by the duration of vocational/technical training in various age & gender categories in slum colonies of East Delhi (In Number)

Sl. No.	duration of vocational/ technical training	Age Group						Gender			Total
		15 – 20 years	21 – 25 years	26- 30 years	31 -35 years	36- 40 Years	41-45 years	Male	Female	Trans- gender	
1	<3 months	107	135	119	82	59	25	246	281	-	527
2	3months <= duration < 6 months	84	119	80	50	33	17	159	224	-	383
3	6 months <= duration < 12 months	59	138	114	61	36	26	197	237	-	434
4	12 months <= duration < 18 months	38	61	41	23	27	13	89	114	-	203
5	18 months <= duration < 24 months	15	26	10	21	9	6	58	29	-	87
6	>= 24 months	32	85	83	55	52	37	263	81	-	344
	Total	335	564	447	292	216	124	1012	966	-	1978

Table IV D.4 : Distribution of Persons by 'whether interested in prior learning experience or Skills assessed and certified under RPL' in various age & gender categories in slum colonies of East Delhi (In Number)

Sl. No.	whether interested in prior learning experience or skills assessed certified under RPL	Age Group						Gender			Total
		15 – 20 years	21 – 25 years	26- 30 years	31 -35 years	36- 40 Years	41-45 years	Male	Female	Trans- gender	
1	Yes	123	205	198	173	139	84	542	380	-	922
2	No	-	2	1	1	1	-	5	-	-	5
	Total	123	207	199	174	140	84	547	380	-	927

Assessment of Unemployment

Table IV E.1 : Current Employment status by age & gender in slum colonies of East Delhi (In Number)

Sl. No.	Current employment status	Age Group						Gender			Total
		15 – 20 years	21 – 25 years	26- 30 years	31 -35 years	36- 40 Years	41-45 years	Male	Female	Trans- gender	
1	self- employed in agriculture/livestock	139	111	111	87	68	48	321	243	-	564
2	own/operate non-agricultural enterprise	35	72	93	94	88	72	377	77	-	454
3	regular wage/salary – govt/public	3	24	32	24	25	20	103	24	1	128
4	regular wage/salary – Pvt	224	598	587	492	345	228	1867	607	-	2474
5	Casual Labor	218	362	461	450	374	232	1716	381	-	2097
	Total [1 to 5]	619	1167	1284	1147	900	600	4384	1332	1	5717



Table IV E.1 : Current Employment status by age & gender in slum colonies of East Delhi (In Number)

Sl. No.	Current employment status	Age Group						Gender			
		15 – 20 years	21 – 25 years	26- 30 years	31 -35 years	36- 40 Years	41-45 years	Male	Female	Trans-gender	Total
6	Unemployed but available for work	1002	864	612	341	243	156	1167	2050	1	3218
	Total [1 to 6]	1621	2031	1896	1488	1143	756	5551	3382	2	8935
7	Unemployed and unavailable for work	1442	564	437	280	291	155	848	2320	1	3169
	Total	3063	2595	2333	1768	1434	911	6399	5702	3	12104

Table IV E.2 : Current Employment status by age & female in slum colonies of East Delhi (In Number)

Sl. No.	Current employment status	Age Group						Female
		15 – 20 years	21 – 25 years	26- 30 years	31 -35 years	36- 40 Years	41-45 years	
1	self- employed in agriculture/livestock	52	67	46	31	27	20	243
2	own/operate non-agricultural enterprise	5	20	14	15	15	8	77
3	regular wage/salary – govt/public	1	9	7	2	3	2	24
4	regular wage/salary – Pvt	56	156	123	130	96	46	607
5	Casual Labor	32	46	84	113	73	33	381
	Total [1 to 5]	146	298	274	291	214	109	1332
6	Unemployed but available for work	491	528	455	265	187	124	2050
	Total [1 to 6]	637	826	729	556	401	233	3382
7	Unemployed and unavailable for work	797	446	398	261	273	145	2320
	Total	1434	1272	1127	817	674	378	5702

Table IV E.3 : Current Employment status by age & male in slum colonies of East Delhi (In Number)

Sl. No.	Current employment status	Age Group						Male
		15 – 20 years	21 – 25 years	26- 30 years	31 -35 years	36- 40 Years	41-45 years	
1	self- employed in agriculture/livestock	87	44	65	56	41	28	321
2	own/operate non-agricultural enterprise	30	52	79	79	73	64	377
3	regular wage/salary – govt/public	2	14	25	22	22	18	103
4	regular wage/salary – Pvt	168	442	464	362	249	182	1867
5	Casual Labor	186	316	377	337	301	199	1716
	Total [1 to 5]	473	868	1010	856	686	491	4384
6	Unemployed but available for work	511	335	157	76	56	32	1167
	Total [1 to 6]	984	1203	1167	932	742	523	5551
7	Unemployed and unavailable for work	644	118	39	19	18	10	848
	Total	1628	1321	1206	951	760	533	6399

Table IV E.4 :Unemployment Rate by age & gender in slum colonies of East Delhi (%)

Sl. No.	Age Group	Worker Population Ratio (WPR)				Labour Force Participation Rate (LFPR)				Unemployment rate (UR)			
		Males	Fe-males	Trans genders	Total	Males	Fe-males	Trans genders	Total	Males	Fe-males	Trans genders	Total
1	15 – 20 years	29.05	10.18	-	20.20	60.44	44.42	-	52.92	51.93	77.08	-	61.81
2	21 – 25 years	65.70	23.42	-	44.97	91.06	64.93	-	78.26	27.84	63.92	-	42.54
3	26- 30 years	83.74	24.31	-	55.03	96.76	64.48	-	81.26	13.45	64.41	-	32.27
4	31 -35 years	90.00	35.61	-	64.87	98.00	68.05	-	84.16	8.15	47.66	-	22.91



Table IV E.4 :Unemployment Rate by age & gender in slum colonies of East Delhi (%)

Sl. No.	Age Group	Worker Population Ratio (WPR)				Labour Force Participation Rate (LFPR)				Unemployment rate (UR)			
		Males	Fe-males	Trans genders	Total	Males	Fe-males	Trans genders	Total	Males	Fe-males	Trans genders	Total
5	36- 40 Years	90.26	31.75	-	62.76	97.63	60.83	-	79.70	10.41	46.63	-	21.25
6	41-45 years	92.12	28.83	-	65.86	98.12	61.64	-	82.98	6.11	53.21	-	20.63
	All age group	68.51	23.36	-	47.23	86.74	59.31	-	73.81	21.02	60.61	-	36.01

Table IV E.5 : Reasons of Unemployment by age & gender in slum colonies East Delhi (In Number) for the persons who are unemployed during the last week preceding the date of survey

Sl. No.	Reasons of Unemployment	Age Group						Gender			
		15 – 20 years	21 – 25 years	26- 30 years	31 -35 years	36- 40 Years	41-45 years	Male	Female	Trans-gender	Total
1	Slack work/business conditions	184	184	132	57	35	21	270	343	-	613
2	Seasonal work and work is hard to find in this season	3	3	5	-	-	2	12	1	-	13
3	Limitations on travel	2	6	3	3	1	2	1	16	-	17
4	Child care responsibilities	17	58	97	55	48	22	4	293	-	297
5	Other family/personal obligations	45	74	51	38	24	14	32	214	-	246
6	Health /medical challenges	16	17	19	7	15	8	45	37	-	82
7	Corona fear/risks	244	209	149	76	52	38	344	423	1	768
8	Attended School/College/training	231	50	10	2	-	-	139	154	-	293
9	Lack of required skills	207	213	121	88	58	36	249	474	-	723
10	Other (specify)	22	23	9	3	5	6	29	39	-	68
11	did not specify	31	27	16	12	5	7	41	57	-	98
	Total	1002	864	612	341	243	156	1166	2051	1	3218
12	N/A*	2061	1731	1721	1427	1191	755	5232	3652	2	8886
	Total	3063	2595	2333	1768	1434	911	6398	5703	3	12104

* NA includes both – those found engaged in economic activities and those who were unemployed but not available for work.

Table IV E.6:General Education Level vs Employment status

Sl. No.	General Education Level	Current Employment Status							
		self-employed in agriculture/live-stock	own/operate non-agricultural enterprise	regular wage/ salary – govt/public	regular wage/salary – Pvt	Casual Labor	Unemployed but available for work	Unemployed and unavailable for work	Total
1	not literate	144	68	6	259	436	385	510	1808
2	literate without any schooling	28	4	-	29	79	27	56	223
3	literate without formal schooling, through NFEC	1	-	-	1	-	-	-	2
4	literate without formal schooling, through TLC/AEC	1	-	-	-	1	2	4	8
5	literate without formal schooling, through others	6	1	1	13	6	22	7	56



Table IV E.6: General Education Level vs Employment status

Sl. No.	General Education Level	Current Employment Status							
		self-employed in agriculture/livestock	own/operate non-agricultural enterprise	regular wage/salary – govt/public	regular wage/salary – Pvt	Casual Labor	Unemployed but available for work	Unemployed and unavailable for work	Total
6	literate with formal schooling, below primary	18	13	4	119	146	129	79	508
7	literate with formal schooling, primary	44	59	9	238	344	320	263	1277
8	literate with formal schooling, upper primary/middle primary	93	78	18	418	459	626	659	2351
9	literate with formal schooling, secondary	80	95	12	415	271	550	687	2110
10	literate with formal schooling, higher secondary	93	68	26	430	222	665	626	2130
11	literate with formal schooling, diploma/certificate course(up to secondary)	1	1	6	22	2	16	30	78
12	literate with formal schooling, diploma/certificate course(up to higher secondary)	2	6	2	15	8	21	20	74
13	literate with formal schooling, diploma/certificate course(graduation & above)	3	-	1	1	2	4	1	12
14	graduate	44	58	37	458	114	406	208	1325
15	post graduate and above	6	3	6	56	7	45	19	142
	Total	564	454	128	2474	2097	3218	3169	12104

Table IV E.7 : Technical Education Level vs Employment status

Sl. No.	Technical Education Level	Current Employment Status							
		self-employed in agriculture/livestock	own/operate non-agricultural enterprise	regular wage/salary – govt/public	regular wage/salary – Pvt	Casual Labor	Unemployed but available for work	Unemployed and unavailable for work	Total
1	No technical education	520	422	105	2266	2004	2917	3049	11283
2	Technical degree (agriculture, engineering/technology, medicine, crafts, other subjects)	-	-	-	-	-	-	-	-



Table IV E.7 : Technical Education Level vs Employment status

Sl. No.	Technical Education Level	Current Employment Status							
		self-employed in agriculture/livestock	own/operate non-agricultural enterprise	regular wage/salary – govt/public	regular wage/salary – Pvt	Casual Labor	Unemployed but available for work	Unemployed and unavailable for work	Total
3	Technical diploma or certificate (graduate and above level) (agriculture, engineering/technology, medicine, crafts, other subjects)	10	12	11	74	6	88	23	224
4	Technical diploma or certificate (below graduate level) (agriculture, engineering/technology, medicine, crafts, other subjects)	34	20	12	134	87	213	97	597
	Total	564	454	128	2474	2097	3218	3169	12104

Impact of Skills on Employment

Table IV F.1 : Persons interested in gaining more skills by age & gender in slum colonies of East Delhi (In Number)

Sl. No.	Interest in gaining more skills	Age Group						Gender			
		15 – 20 years	21 – 25 years	25 – 30 years	30 – 35 years	35 – 40 Years	40 – 45 years	Male	Female	Trans-gender	Total
1	Yes	2449	1700	1428	955	667	389	3845	3740	3	7588
2	No	614	895	905	813	767	522	2554	1962	-	4516
	Total	3063	2595	2333	1768	1434	911	6399	5702	3	12104
	Reasons why interested in gaining more skills	Age Group						Gender			
		15 – 20 years	21 – 25 years	25 – 30 years	30 – 35 years	35 – 40 Years	40 – 45 years	Male	Female	Trans-gender	Total
1	it will help get a pay raise or promotion	131	268	294	233	161	114	934	266	1	1201
2	It will help increase revenue or advance my business	89	46	62	56	35	17	223	82	-	305
3	It will help find a job	893	765	556	343	230	140	1149	1777	1	2927
4	It will help switch to a better job within my field	137	219	180	147	99	46	615	213	-	828
5	It will help switch to a different occupation	140	150	143	84	58	39	380	234	-	614
6	Others	1059	252	193	92	84	33	544	1168	1	1713
7	N/A	614	895	905	813	767	522	2554	1962	-	4516
	Total	3063	2595	2333	1768	1434	911	6399	5702	3	12104

Table IV F.2 : Persons interested in gaining more skills vs current employment status in slum colonies of East Delhi (In Number)

Sl. No.	Interest in gaining more skills	Current Employment Status							
		self-employed in agriculture/livestock	own/operate non-agricultural enterprise	regular wage/salary – govt/public	regular wage/salary – Pvt	Casual Labor	Unemployed but available for work	Unemployed and unavailable for work	Total
1	Yes	320	199	52	1258	1251	2779	1729	7588
2	No	244	255	76	1216	846	439	1440	4516
	Total	564	454	128	2474	2097	3218	3169	12104



Table IV F.3 : Persons interested in gaining more skills on Reading-writing/Numeracy/Basic computer & internet usage by age & gender in slum colonies of East Delhi (In Number)											
Interest in gaining more skills		Age Group						Gender			
		15 – 20 years	21 – 25 years	26- 30 years	31 -35 years	36- 40 Years	41-45 years	Male	Female	Trans gender	Total
Reading/writing in Hindi	1st Preference	905	757	729	557	402	240	1768	1800	-	3590
	2nd Preference	592	463	481	335	239	167	1165	1112	-	2277
	3rd Preference	891	642	576	409	281	165	1514	1449	1	2964
Reading/writing in English	1st Preference	824	531	434	238	171	101	1176	1120	3	2299
	2nd Preference	660	396	305	212	142	74	843	946	-	1789
	3rd Preference	206	154	114	100	54	47	347	328	-	675
Simple numerical calculation	1st Preference	48	47	28	30	23	10	84	102	-	186
	2nd Preference	200	184	158	163	132	63	460	440	-	900
	3rd Preference	318	198	205	133	94	57	479	526	-	1005
Computer usage	1st Preference	600	293	201	94	50	28	668	598	-	1266
	2nd Preference	754	478	338	165	103	62	983	914	3	1900
	3rd Preference	303	219	173	110	76	30	464	447	-	911
Internet usage	1st Preference	72	72	36	36	21	10	149	98	-	247
	2nd Preference	243	179	146	80	51	23	394	328	-	722
	3rd Preference	731	487	360	203	162	90	1041	990	2	2033

Skill Acquisition: Area of Interest

Table IV G.1 : Areas of Interest in gaining more skills by age & gender in slum colonies of East Delhi (In Number) (on the base of all those who are interested in gaining skills)											
Sl. No.	Areas of interest in gaining more skills	Age Group						Gender			Total
		15 – 20 years	21 – 25 years	25 – 30 years	30 – 35 years	35 – 40 Years	40 – 45 years	Male	Female	Trans-gender	
1	beauty and wellness	386	238	180	127	69	28	193	834	1	1028
2	work related to childcare, nutrition, pre-school and crèche	50	65	47	44	47	26	16	263	-	279
3	office and business related work	165	139	105	45	20	13	333	154	-	487
4	electrical, power and electronics	130	91	80	68	32	22	418	5	-	423
5	artisan/craftsman/handicraft/creative arts and cottage based production	69	61	83	62	46	33	84	270	-	354
6	agriculture, non-crop based agriculture, food processing	7	7	8	6	6	3	21	16	-	37
7	textiles and handlooms, apparels	176	194	205	146	90	36	95	752	-	847



Table IV G.1 : Areas of Interest in gaining more skills by age & gender in slum colonies of East Delhi (In Number)
(on the base of all those who are interested in gaining skills)

Sl. No.	Areas of interest in gaining more skills	Age Group						Gender			
		15 – 20 years	21 – 25 years	25 – 30 years	30 – 35 years	35 – 40 Years	40 – 45 years	Male	Female	Trans-gender	Total
8	security	15	17	18	10	13	11	70	14	-	84
9	civil engineering- construction, plumbing, paints and coatings	38	39	56	45	32	21	220	11	-	231
10	automotive	51	54	40	43	25	17	224	6	-	230
11	healthcare and life sciences	63	49	23	15	10	6	55	111	-	166
12	hospitality and tourism	28	23	21	11	7	1	66	25	-	91
13	Information Technology-Information Technology Enabled Services	534	194	98	26	12	7	524	347	-	871
14	logistics	23	12	10	6	3	2	38	17	1	56
15	telecom	14	6	8	4	1	-	26	7	-	33
16	allied manufacturing- gems and jewellery, leather, rubber, furniture and fittings, printing	12	15	16	4	13	5	63	2	-	65
17	chemical engineering, hydrocarbons, chemicals and petrochemicals	1	1	-	2	1	-	5	-	-	5
18	iron & steel, mining, earthmoving & infra building	4	12	10	6	8	6	45	1	-	46
19	mechanical engineering-capital goods, strategic manufacturing	46	30	21	16	10	7	126	4	-	130
20	media-journalism, mass communication and entertainment	33	13	9	2	4	-	35	26	-	61
21	aerospace and aviation	5	-	-	1	-	-	3	3	-	6
22	other (specify)	598	440	390	266	218	145	1185	871	1	2057
23	NA	615	895	905	813	767	522	2554	1963	-	4517
	Total	3063	2595	2333	1768	1434	911	6399	5702	3	12104

Table IV G.2: Persons interested in switching of occupation by age & gender in slum colonies of East Delhi (In Number)

Sl. No.	Interest in switching of occupation	Age Group						Gender			Total
		15–20 years	21–25 years	26– 30 years	31 -35 years	36- 40 Years	41-45 years	Male	Female	Trans gender	
1	Yes	300	509	486	413	291	183	1568	613	1	2182
2	No	281	590	703	654	560	381	2536	633	-	3169
	NA	2482	1496	1144	701	583	347	2295	4456	2	6753
	Total	3063	2595	2333	1768	1434	911	6399	5702	3	12104



Preparedness for Skill Acquisition

Table IV H.1 : Awareness of any skilling programs provided at nearby ITI s or similar skilling institutes by age & gender in slum colonies of East Delhi (In Number)

Sl. No.	Awareness of Skilling programs	Age Group						Gender			
		15 – 20 years	21 – 25 years	26 – 30 years	31 – 35 years	36 – 40 Years	41 – 45 years	Male	Female	Trans-gender	Total
1	Yes	1825	1501	1241	820	647	429	3598	2862	3	6463
2	No	1238	1094	1092	948	787	482	2801	2840	-	5641
	Total	3063	2595	2333	1768	1434	911	6399	5702	3	12104
Sl. No.	Awareness method	Age Group						Gender			
		15 – 20 years	21 – 25 years	26 – 30 years	31 – 35 years	36 – 40 Years	41 – 45 years	Male	Female	Trans-gender	Total
1	People with whom work	337	244	271	186	151	96	714	571	-	1285
2	Family or Friends	1121	934	688	429	342	244	2057	1698	3	3758
3	Neighbours	270	230	208	154	114	65	584	457	-	1041
4	Street Advertisement	27	27	18	17	12	8	66	43	-	109
5	Internal advertisement	9	8	8	3	3	-	19	12	-	31
6	Internet search	15	12	7	4	3	2	23	20	-	43
7	Others	46	46	41	27	22	14	135	61	-	196
	Total	1825	1501	1241	820	647	429	3598	2862	3	6463

Table IV H.2 : Participation in skilling programs provided at nearby ITI s or similar skilling institutes by age & gender in slum colonies of East Delhi (In Number)

Sl. No.	Awareness of Skilling programs	Age Group						Gender			
		15 – 20 years	21 – 25 years	26 – 30 years	31 – 35 years	36 – 40 Years	41 – 45 years	Male	Female	Trans-gender	Total
1	Yes	2449	1700	1428	955	667	389	3845	3740	3	7588
2	No	614	895	905	813	767	522	2554	1962	-	4516
	Total	3063	2595	2333	1768	1434	911	6399	5702	3	12104

Table IV H.3 : Monthly duration preferred in 'participation in skilling programs' by age & gender in slum colonies of East Delhi (In Number)

Sl. No.	Monthly Duration preferred	Age Group						Gender			
		15 – 20 years	21 – 25 years	26 – 30 years	31 – 35 years	36 – 40 Years	41 – 45 years	Male	Female	Trans-gender	Total
1	<3 months	527	463	423	328	213	142	1149	947	-	2096
2	3 to 6 months	502	350	349	223	155	91	805	865	-	1670
3	6 to 12 months	865	565	470	285	226	116	1202	1322	3	2527
4	12 to 18 months	373	225	139	80	61	31	479	430	-	909
5	18 to 24 months	109	65	30	22	6	7	118	111	-	239
6	24 months or more	73	32	17	17	6	2	92	55	-	147
	Total	2449	1700	1428	955	667	389	3845	3730	3	7588



Table IV H.4 : Hourly duration (per week) preferred in 'participation in skilling programs' by age & gender in slum colonies of East Delhi (In Number)

Sl. No.	Hourly Duration preferred	Age Group						Gender			
		15 – 20 years	21 – 25 years	26 – 30 years	31 – 35 years	36 – 40 Years	41 – 45 years	Male	Female	Trans-gender	Total
1	Less than 10 hours	856	668	602	419	308	198	1596	1455	-	3051
2	10 to 20 hours	762	472	401	262	179	92	1080	1088	-	2168
3	20 to 30 hours	564	432	342	204	141	78	834	924	3	1761
4	30 to 40 hours	227	98	65	47	25	17	249	230	-	479
5	40 hours and above	40	30	18	23	14	4	86	43	-	129
	Total	2449	1700	1428	955	667	389	3845	3740	3	7588

Table IV H.5 : Shift preferred in 'participation in skilling programs' by age & gender in slum colonies of East Delhi

Sl. No	Shift preferred	Age Group						Gender			
		15 – 20 years	21 – 25 years	26 – 30 years	31 – 35 years	36 – 40 Years	41 – 45 years	Male	Female	Trans-gender	Total
1	Morning	1059	677	559	367	277	183	1826	1295	1	3122
2	Afternoon	656	475	417	268	191	109	511	1603	2	2116
3	Evening	485	339	287	206	114	61	956	536	-	1492
4	No preference	249	209	165	114	85	36	552	306	-	858
	Total	2449	1700	1428	955	667	389	3845	3740	3	7588

Table IV H.6 : Preferred Distance in 'participation in skilling programs' by age & gender in slum colonies of East Delhi (In Number)

Sl. No	Preferred Distance	Age Group						Gender			
		15 – 20 years	21 – 25 years	26 – 30 years	31 – 35 years	36 – 40 Years	41 – 45 years	Male	Female	Trans-gender	Total
1	< 1 Km	2449	1700	1428	955	667	389	3845	3740	3	7588
2	< 2 Km	1400	904	742	448	324	183	2080	1919	2	4001
3	< 5 Km	547	363	268	159	112	68	906	610	2	1518
4	5 Km or more	66	43	25	15	4	2	124	31	-	155

Table IV H.7 : Monthly Duration Preferred in 'participation in skilling programs' vs Current employment status in slum colonies of East Delhi (In Number)

Sl. No	Monthly Duration Preferred	Current Employment Status Gender							Total
		self- employed in agriculture/ livestock	own/operate non-agricultural enterprise	regular wage/salary – govt/ public	regular wage/salary – Pvt	Casual Labor	Unem- ployed but available for work	Unem- ployed and unavailable for work	
1	<3 months	154	85	15	413	405	701	323	2096
2	3 to 6 months	64	38	16	272	274	581	425	1670
3	6 to 12 months	66	46	13	384	400	961	657	2527
4	12 to 18 months	25	24	6	121	133	395	205	909
5	18 to 24 months	7	4	2	38	25	93	70	239
6	24 months or more	4	2	-	30	14	48	49	147
	Total	320	199	52	1258	1251	2779	1729	7588

**Table IV H.8 : Hourly duration preferred (per week) in ‘participation in skilling programs’ vs current employment status in slum colonies of East Delhi (In Number)**

Sl. No	Hourly Duration Preferred	Current Employment Status							
		self- employed in agriculture/ livestock	own/operate non-agricultural enterprise	regular wage/salary – govt/ public	regular wage/salary – Pvt	Casual Labor	Unem- ployed but ember le for work	Unem- ployed and unavailable for work	Total
1	Less than 10 hours	217	88	21	589	509	1033	594	3051
2	10 to 20 hours	62	56	17	330	394	688	621	2168
3	20 to 30 hours	34	41	12	256	270	775	373	1761
4	30 to 40 hours	5	8	2	60	50	233	121	479
5	40 hours and above	2	6	-	23	28	50	20	129
	Total	320	199	52	1258	1251	2779	1729	7588

Table IV H.9 : Shift preferred in ‘participation in skilling programs’ vs. Current employment status in slum colonies of East Delhi (In Number)

Sl. No	Shift preferred	Current Employment Status							
		self- employed in agriculture/ livestock	own/operate non-agricultural enterprise	regular wage/salary – govt/ public	regular wage/salary – Pvt	Casual Labor	Unem- ployed but available for work	Unem- ployed and unavailable for work	Total
1	Morning	151	85	22	593	472	1215	584	3122
2	Afternoon	88	47	10	143	239	902	687	2116
3	Evening	35	41	13	366	373	334	330	1492
4	No preference	46	26	7	156	167	328	128	858
	Total	320	199	52	1258	1251	2779	1729	7588

Table IV H.10: Preferred Distance in ‘participation in skilling programs’ vs Current Employment Status in slum colonies of East Delhi (In Number)

Sl. No	Preferred Distance	Current Employment Status							
		self- employed in agriculture/ livestock	own/operate non-agricultural enterprise	regular wage/salary – govt/ public	regular wage/salary – Pvt	Casual Labor	Unem- ployed but available for work	Unem- ployed and unavailable for work	Total
1	Within 1Km	320	199	52	1258	1251	2779	1729	7588
2	Within 2 Km	104	80	34	660	592	1505	1026	4001
3	Within 5 Km	39	43	17	286	212	614	307	1518
4	More than 5 Km	8	1	6	34	7	50	49	155



ANNEXURE-I

SKILL MAPPING QUESTIONNAIRE

Group	Indicator	Sample	Question no.	Survey question	Response options
	The questions in this section, Demographics, are intended for one informant. The enumerator should try to identify the head of the household as the informant for these questions.				
Demographics	Name		1	Name of Head of Household	
			2	Name of Informant	
	Age		2	Age of Informant	Open ended
	Gender		3	Gender of Informant	1. Male 2. Female 3. Transgender
			5	Relation of informant with family (Household)	1. Family member 2. Relative 3. Friend 4. Someone outside the family
			6	Ward No.	1. Mandawali 2. Vinod Nagar 3. Mayur Vihar Phase-II 4. Patpar Ganj
			7	Name of JJ Clusters	1. Indira Jhuggi Jhompri Camp, Kalyanvas 2. Block 6,7,8 Khichripur Near Ghazipur Drain Phase-II 3. Sangharsh Morcha, Ravidas Camp Pandav Nagar Mother Dairy 4. Pandit Bismil Camp Shashi Garden Patparganj 5. NH-24, Patpar Ganj (Nehru Camp) 6. Hr. Sec. School Behind Patpar Ganj (Shastri Mohalla) 7. Jai Bharti Camp East Vinod Nagar 8. J-Block East Vinod Nagar 9. D-Block, West Vinod Nagar 10. T-Camp, Khichripur
	Address		8	Address	Open ended
	Mobile number		9	Mobile	[10-digit value]
	House Hold Size		10	How many members are there in the household?	[Values between 1 and 20]
	Household member aged 15-45		11	How many members in the household are between 15 and 45 years of age?	[Value less than or equal to household size]
	Household type		12	What was the household's main source of income over the past 365 days?	1) Self employed 2) Regular wage/salaried 3) Casual/Contract labourer/worker 4) Others (Rentier, pensioner, income from other non-economic sources)



	Religion		13	Religion	1) Hindu 2) Muslim 3) Sikh 4) Jain 5) Christian 6) Buddhist 7) Other 8) No religion
	Social Group		14	Social group	1) SC 2) ST 3) OBC 4) Others
	Household expenditure		15	Over the past three months, what is your average monthly Household Consumer Expenditure (Rs.) – which includes expenditure on house rent, electricity bill, water bill, ration, medical expenses, educational expenses, durable/non-durable goods etc.? [Please refer to the calculation of average monthly household expenditure discussed in the training for the 2020 Employment Survey in Delhi]	1) Less than Rs 10,000 2) Rs 10,000 – Rs 19,999 3) Rs 20,000 – Rs 29,999 4) Rs 30,000 – Rs 49,999 5) Greater than Rs 50,000
Employment and education	<p>The questions in all sections below – Employment and education, Opportunity for skilling programs, Mobilization for skilling programs – are intended for each informant who fits within the age range 15-45 within the household, based on the answer to question 7. For example, if the answer to question 5 is 2, the following sections should be completed for 2 informants. If an eligible household member is not available, then the person who completed the section Demographics should answer for them to the best of their knowledge.</p> <p>In the case that the head of the household fits within the age range 15-45, then the responses to questions 1, 2, and 3 on name, age, and gender, respectively, will correspond to questions 12, 13, and 14 as well.</p>				
	Name		16	Name	
	Age		17	Age	[Values between 15 and 45]
	Gender		18	Gender	1) Male 2) Female 3) Transgender



	General Educational Level		19	What is your level of general education?	1) not literate 2) literate without any schooling 3) literate without formal schooling, through NFEC 4) literate without formal schooling, through TLC/AEC 5) literate without formal schooling, through others 6) literate with formal schooling, below primary 7) literate with formal schooling, primary 8) literate with formal schooling, upper primary/middle 9) literate with formal schooling, secondary 10) literate with formal schooling, higher secondary 11) literate with formal schooling, diploma/certificate course (up to secondary) 12) literate with formal schooling, diploma/certificate course (higher secondary) 13) literate with formal schooling, diploma/certificate course (graduation and above) 14) graduate 15) post graduate and above
	Technical Education Level		20	What is your level of technical education	1) no technical education 2) technical degree (agriculture, engineering/technology, medicine, crafts, other subjects) 3) technical diploma or certificate (graduate and above level) (agriculture, engineering/technology, medicine, crafts, other subjects) 4) technical diploma or certificate (below graduate level) (agriculture, engineering/technology, medicine, crafts, other subjects)
	participation in vocational / technical training		21	Have you received, or are you receiving, any vocational or technical training through formal or informal channels?	1) Did not receive any vocational/technical degree 2) hereditary training (informal) 3) self-learning (informal) 4) learning on the job (informal) 5) received formal vocational/technical training 6) receiving formal vocational/technical training



	field of vocational / technical training	if participated in formal vocational/technical training	22	In what field did you receive, or are you receiving, formal vocational or technical training?	1) beauty and wellness 2) work related to childcare, nutrition, pre-school and crèche 3) office and business related work 4) electrical, power and electronics 5) artisan/craftsman/handicraft/creative arts and cottage based production 6) agriculture, non-crop based agriculture, food processing 7) textiles and handlooms, apparels 8) security 9) civil engineering- construction, plumbing, paints and coatings 10) automotive 11) healthcare and life sciences 12) hospitality and tourism 13) Information Technology-Information Technology Enabled Services (IT-ItES) 14) logistics 15) telecom 16) allied manufacturing- gems and jewellery, leather, rubber, furniture and fittings, printing 17) chemical engineering, hydrocarbons, chemicals and petrochemicals 18) iron and steel, mining, earthmoving and infra building 19) mechanical engineering-capital goods, strategic manufacturing 20) media-journalism, mass communication and entertainment 21) aerospace and aviation 22) other (specify)
	duration of vocational / technical training	if participated in formal vocational/technical training	23	How long was your most recent vocational / technical training?	1) less than 3 months 2) 3 months or more but less than 6 months 3) 6 months or more but less than 12 months 4) 12 months or more but less than 18 months 5) 18 months or more but less than 24 months 6) 24 months or more
			24	Whether you want to get your prior learning experience or skills assessed and certified under recognition to prior learning (RPL)	1) Yes 2) No
	current employment status in last 7 days		25	What was your usual activity in the last 7 days (as described in National Industrial Classification 2008)	1) self-employed in agriculture/live-stock 2) own/operate non-agricultural enterprise 3) regular wage/salary – govt/public 4) regular wage/salary – Pvt 5) casual labor 6) unemployed but available for work 7) unemployed and unavailable for work (student/pensioner/rentier etc.)



	current occupation	if currently employed	26	What has been your usual principal activity in the last 7 days?	Open ended
	Reason (s) for un-employment	If currently unemployed	27	Reasons for unemployment	1) Slack work/business conditions 2) My work is seasonal and is hard to find in this season 3) Limitations on travel 4) Child care responsibilities 5) Other family/personal obligations 6) Health/medical challenges 7) Corona fears/risks 8) Attended School/College/training 9) Lack of required skills 10) Other (specify) 11) Did not specify
Opportunity for skill-ing programs			28	Are you interested in gaining skills / more skills related to work?	1) Yes 2) No
			29	Why are you interested in gaining skills / more skills related to work?	1) It will help me get a pay raise or promotion 2) It will help me increase revenue or advance my business 3) It will help me find a job (i.e., become employed) 4) It will help me switch to a better job within my field 5) It will help me switch to a different occupation (i.e., a job in a different field) 6) Other (specify)
			30	In what areas are you interested in gaining self-development skills? 1st Preference 2nd Preference 3rd Preference	1) reading/writing in Hindi 2) reading/writing in English 3) simple numerical calculation 4) computer usage 5) Internet usage



			31	In what areas are you interested in gaining technical skills?	1) beauty and wellness 2) work related to childcare, nutrition, pre-school and crèche 3) office and business related work 4) electrical, power and electronics 5) artisan/craftsman/handicraft/creative arts and cottage based production 6) agriculture, non-crop based agriculture, food processing 7) textiles and handlooms, apparels 8) security 9) civil engineering- construction, plumbing, paints and coatings 10) automotive 11) healthcare and life sciences 12) hospitality and tourism 13) Information Technology-Information Technology Enabled Services (IT-ItES) 14) logistics 15) telecom 16) allied manufacturing- gems and jewellery, leather, rubber, furniture and fittings, printing 17) chemical engineering, hydrocarbons, chemicals and petrochemicals 18) iron and steel, mining, earthmoving and infra building 19) mechanical engineering-capital goods, strategic manufacturing 20) media-journalism, mass communication and entertainment 21) aerospace and aviation 22) other (specify)
			32	Are you interested in switching occupations (i.e., job in a different field)?	1) Yes 2) No
			33	In what occupation are you primarily interested?	Open ended
Mobilization for skilling programs	aware of any skilling program(s) provided at nearby ITIs or similar skilling institutes		34	Are you aware of any of the skilling programs provided at nearby ITIs or similar skilling institutes?	1) Yes 2) No
	awareness method	if aware of skilling program(s) provided at nearby ITIs or similar skilling institutes	35	How did you primarily learn about these programs?	1) People with whom I work 2) Family or friends 3) Neighbours 4) Street advertisement 5) Internet advertisement 6) Internet search 7) Other



	participated in any skilling program(s) provided at nearby ITIs or similar skilling institutes	if participated in any skilling program(s) & if aware of skilling programs(s) provided at nearby ITIs or similar skilling institutes	36	Have you participated in any of these skilling programs?	1) Yes 2) No
	interest in any skilling program(s) provided at nearby ITIs or similar skilling institutes		37	If the government provides skilling program(s) at nearby ITIs or similar skilling institutes, would you be interested?	1) Yes 2) No
	duration constraint to participation	interested in skilling program(s) provided at nearby ITIs or similar skilling institutes	38	How long would you be able to participate in a skills training program?	1) less than 3 months 2) 3 months or more but less than 6 months 3) 6 months or more but less than 12 months 4) 12 months or more but less than 18 months 5) 18 months or more but less than 24 months 6) 24 months or more
	hour constraint to participation	interested in skilling program(s) provided at nearby ITIs or similar skilling institutes	39	How many hours a week would you be able to spend on a skills training program?	1) less than 10 hours 2) 10 hours or more but less than 20 hours 3) 20 hours or more but less than 30 hours 4) 30 hours or more but less than 40 hours 5) 40 hours or more
	time of day constraint to participation	interested in skilling program(s) provided at nearby ITIs or similar skilling institutes	40	At what time of day would you be able to participate in a skills training program?	1) Morning 2) Afternoon 3) Evening 4) No preference
	distance constraint to participation	interested in skilling program(s) provided at nearby ITIs or similar skilling institutes	41	How far would you be able to travel to participate in a skills training program?	1) Less than 1 km 2) 1 km or more but less than 2 km 3) 2 km or more but less than 5 km 4) More than 5 km



ANNEXURE-II

Households from where information could be collected even after three repetitive attempts

Sl No	Name of JJ Cluster	No. HH found closed [have allotted house nos.]	No. HH found closed [having no house nos.]	No. of HHs who didn't respond	Total
1	Indira JJ Camp, Kalyanvas,	-	-	-	-
2	Block 6,7,8, Khichripur near Ghazipur Drain, Phase – II	170	-	-	170
3	Sangharsh Morcha, Ravidas Camps, Pandav Nagar, Mother Dairy	9	15	32	56
4	Pandit Bismil Camp, Shashi Garden, Patparganj,	33	116	79	228
5	NH – 24, Patparganj (Nehru Camp)	23	33	44	100
6	Hr. Sec. School behind Patparganj (Shastri Mohalla)	22	76	61	159
7	Jai Bharti Camp, East Vinod Nagar (E-32)	14	1	13	28
8	J – Block, East Vinod Nagar (E-24)	14	-	-	14
9	D – Block, West Vinod Nagar	-	-	-	-
10	T – Camp, Khichripur	43	-	-	43
	Total	328	241	229	798

List of closed house having allotted house numbers

S.No.	Area	No. of Households	Total
1.	Shastri Mohalla	JAWAHAR MOHALLA	
		156/67, A-31, JH-E-28/A, A/314, A-144, B-412, JH-A-487, C.N. 250, C.N.-31, A-133, JH-339, E-20 /A-12, A-21, 136, JH-488, E-407, A-52, B-124 (G. FLOOR, A-392, B-127, A-91, CN-118	22
2.	Pt. Bismil Camp	C.N-254, JH.-252, C.N-424, JH-349 (M.G. CAMP), JH-491, C.N-619, JH-198, JH No. 337 M.G camp, C.N.223, M.G CAMP, JH-114, JH-115, JH-17, JH.-289, JH-254-GALI NO-10 (BISMIL CAMP), JH-246 (BISMIL CAMP), C.N.166, 11774111, C.N-538, C.N-5481, C.N-299, JH-183 (MG Camp), JH-215 (BISMIL CVAMP), JH-308 (M.G.CAMP), JH-239 (BISMIL CAMP), C.N.-25, C.N-313, J.H.-42, JH-338 (M.G.CAMP), JH-284 (M.G.CAMP), JH-534-GALI NO.10 (BISMIL CAMP), JH-251 (BISMIL CAMP), JH-185 (BISMIL CAMP)	33



3.	Khichripur	003/6, 001/6, 002/6, 005/6, 006/6, 015/6, 55/6, 026/6, 45/6, 62/6, 76/6, 79/6, 81/6, 82/6, 86A/6, 87 B/6, 90A/6, 90B/6, 96/A, 97/6, 98/6, 100B/6, 100C/6, 102/6, 106/6, 88-89/6, 102/6b, 120/6 c, 126/6, 132/6, 6/138, 6/167, 6/177, 6/190, 6/195, 6/206, 6/209, 6/216, 6/219, 6/228, 6/230, 6/210a, 6/210 b, 6/174, 6/175, 6/263, 6/246, 6/250, 6/281, 6/282 b, 6/290, 6/257, 6/263, 6/264, 6/265, 6/266, 6/267, 6/270, 6/294, 6/297, 6/300, 6/251-256, 6/319, 6/320, 6/352, 6/360, 6/356, 6/310, 6/353, 321-350, 6/381 b, 6/385, 6/394, 13 JHUGGI, e-29 7/77, t-141, 320 a, 320 a, 381b, 310, 356, 209, 219, e-29/214, t-55, e-29/12, e-29/273, e-29/71, e-29/272, sm/34, sm/33, sm/105, sm/106, sm/23, sm/14, sm/15, jh-29/136, e-206, 1sm 177, sm 173, e-29/24, e-29/210, e-29/72, sm 116, e-29/224, cn-182, cn-156, e-198, sm 318, e-29/112, sm-316, j 7/18, j 7/45-7/100, j 1-44, 56-59, 63, 74, 101-134, 180-220 missing, 7/229 b, c, 180-220, 143 abc, 174 a, 177, 229bc, 221, 154, 235, 7/235, 8/6, 8/109, 8/110, 8/209, 8/87, 8/41, 8/302, 6/52, 8/305, E-206 (BLOCK-6), C.N-187, C.N-188, E-29/56 (BLOCK-6), JH-552/03, 7/391, 8/89, 8/195, C.N.117, 8/12-13, 8/86, 8/88, 8/90, 8/94 (G.FLOOR), 8/102, 8/132, 8/203, 8/281-82, 8/301,	170
4.	Nehru camp	JH-E-77/7, E-77/28, E-77, E-77/82, C.N-215, C.N-213, C.N-220, C.N-221, J-41, JH-J-323, C.N-88, C.N-99, J/20, J-137, JH-250, J-123, E-77, J-108, J-111, C.N-235, JH-J-118, C.N-175, JH-118,	23
5.	Ravidas camp	Jh-47, C.N-6, e-119/87, C.N-127 (29/8/21), C.N-338, E-19/16, E-16A (29.8.21), C.N-7, 156/04	9
6.	Jai Bharti Camp, E-24 (Behind Sports Complex)	E-14/17 1ST FLOOR, E-24/17, E-24/16, E-24/20, E-24/50, E-24/51, E-24/123 (BLK-G), E-24/33, E-32/162, C.N-31, E-24/112 (BLK-G), E-24/29, E-24/66,	14
7.	Jai Bharti Camp, E - 32 (Behind Mandir)	E-32/142, E-32/28, E-32/30, E-32/92, C.N-104, house adjacent to E-32/146, DBC-21, E-32/48, C.N-101, 559-52-49, E-32/43, E-32/51, E-32/151, E-32/151 (2ND FLOOR),	14
8.	T-CAMP KHICHRI-PUR	L-6, K-26, K-25, K-10, K-11, N-33, J-19, J-18, J-20, J-21, C.N-308, C.N-307, C.N-306, C.N-318, J-25, F-15, F-14, F-17, F-19, F-16, D-31 (1ST FLOOR), D-27, D-26, B-26, D-16, D-15, D-14, D-11, OPP. TO D-8, B-27, D-6, D-2, T-30, T-19, D-31, DBC-21, D-19, D-91, E-19, C-26, C-21, E-29/411, E-29/408,	43

**NIC Coding for Vocations Pursued by Respondents**

NIC 02 Digit	Details of the Vocation
1	Crop and animal production, hunting and related service activities
10	Manufacture of food products
11	Manufacture of beverages
12	Manufacture of tobacco products
13	Manufacture of textiles
14	Manufacture of wearing apparel
15	Manufacture of leather and related products
16	Manufacture of wood and products of wood and cork, except furniture; manufacture of articles of straw and plaiting materials
17	Manufacture of paper and paper products
18	Printing and reproduction of recorded media
20	Division 20 Manufacture of chemicals and chemical products
21	Manufacture of pharmaceuticals, medicinal chemical and botanical products
22	Manufacture of rubber and plastics products
23	Manufacture of other non-metallic mineral products
24	Manufacture of basic metals
25	Manufacture of fabricated metal products, except machinery and equipment
26	Manufacture of computer, electronic and optical products
27	Manufacture of electrical equipment
28	Manufacture of machinery and equipment n.e.c.
29	Manufacture of motor vehicles, trailers and semi-trailers
30	Manufacture of other transport equipment
31	Manufacture of furniture
32	Other manufacturing
33	Repair and installation of machinery and equipment
35	Electricity, gas, steam and air conditioning supply
36	Division 36 Water collection, treatment and supply
38	Waste collection, treatment and disposal activities; materials recovery
41	Construction of buildings
42	Civil engineering
43	Specialized construction activities
45	Wholesale and retail trade and repair of motor vehicles and motorcycles
46	Wholesale trade, except of motor vehicles and motorcycles
47	Retail trade, except of motor vehicles and motorcycles
49	Land transport and transport via pipelines
51	Air transport
52	Warehousing and support activities for transportation
53	Postal and courier activities
55	Accommodation
56	Food and beverage service activities
58	Publishing activities
59	Motion picture, video and television programme production, sound recording and music publishing activities
60	Broadcasting and programming activities



NIC 02 Digit	Details of the Vocation
61	Telecommunications
62	Computer programming, consultancy and related activities
63	Information service activities
64	Financial service activities, except insurance and pension funding
65	Insurance, reinsurance and pension funding, except compulsory social Security
68	Real estate activities
69	Legal and accounting activities
70	Activities of head offices; management consultancy activities
71	Architecture and engineering activities; technical testing and analysis
72	Scientific research and development
73	Advertising and market research
74	Other professional, scientific and technical activities
77	Rental and leasing activities
79	Travel agency, tour operator and other reservation service activities
80	Security and investigation activities
81	Services to buildings and landscape activities
82	Office administrative, office support and other business support activities
84	Public administration and defence; compulsory social security
85	Education
86	Human health activities
87	Residential care activities
88	Social work activities without accommodation
90	Creative, arts and entertainment activities
91	Libraries, archives, museums and other cultural activities
93	Sports activities and amusement and recreation activities
94	Activities of membership organizations
95	Repair of computers and personal and household goods
96	Other personal service activities
97	Activities of households as employers of domestic personnel
98	Undifferentiated goods- and services-producing activities of private
99	Activities of extraterritorial organizations and bodies

**NCO Coding for Occupations of Interest for the Respondents**

NCO 02 digit	Details of the Occupation
1	Managers
11	Chief Executives, Senior Officials and Legislators
12	Administrative and Commercial Managers
13	Production and Specialized Services Managers
21	Science and Engineering Professionals
22	Health Professionals
23	Teaching Professionals
24	Business and Administrative Professionals
25	Information and Communication Technology
26	Legal, Social and Cultural Professionals
31	Science and Engineering Associate
32	Health Associate Professionals
33	Business and Administration Associate
34	Legal, Social, Cultural and Related
35	Information and Communications
41	General and Keyboard Clerks
42	Customer Services Clerks
43	Numerical and Material Recording Clerks
51	Personal Service Workers
52	Sales Workers
53	Personal Care Workers
54	Protective Service Workers
61	Market-Oriented Skilled Agricultural
62	Market-Oriented Skilled Forestry, Fishery
63	Subsistence Farmers, Fishers, Hunters and Gatherers
71	Building and Related Trade Workers (Excluding Electricians)
72	Metal, Machinery and Related Trades Workers
73	Handicraft and Printing Workers
74	Electrical and Electronics Trades Workers
81	Stationary Plant and Machine Operators
82	Assemblers
83	Drivers and Mobile Plant Operators
91	Cleaners and Helpers
93	Labourers in Mining, Construction, Manufacturing and Transport
95	Street and Related Sales and Services Workers
96	Refuse Workers and Other Elementary Workers



Research Team

Project Incharge

Shri B. Sanjay

Project Coordinator

Shri Kripal Mehra

Field Supervisors

Ms. Arunima Chauhan

Ms. Sunita Sijwali

Shri Siya Bihari

Ms. Jyotsna Choudhary

Ms. K.M. Tanu

Shri Aman Gupta

Ms. Pragya Malik

Field Investigators

Ms. Pooja

Ms. Chanchal

Shri Sagar

Ms. Ayushi

Ms. Hemlata

Shri Shivam Chaturvedi

Ms. Pooja Negi

Shri Vivek Pathania

Ms. Riya Gupta

Ms. Amit Kumar

Shri Abhishek Malik

Shri Nitish Dhalla

Ms. Anjana

Shri Vidit Mehra



GLIMPSES OF DIFFERENT STAGES OF STUDY



Identification of Locations and Area Mapping through Transect Walk



Meetings with Pradhans and Local Representatives



Getting mingled with community people



Officials of DES and representatives from Deputy CM Office visting field and interacting with respondents



Conducting survey even during incessant rain and scorching heat



Different Vocations of Economic Engagement



Different Vocations of Economic Engagement



Teams while completing survey at different JJ clusters



Teams while completing survey at different JJ clusters