

## **FINAL REPORT**

**For**

**CONDUCTING IMPACT AND EVALUATION STUDY OF THE CENTRAL SECTOR  
SCHEMES BEING IMPLEMENTED BY MINISTRY OF MINORITY AFFAIRS,  
GOVERNMENT OF INDIA**

**FOR THE SCHEMES**

**USTTAD (Upgrading the Skills and Training in Traditional Arts/ Crafts for Development) and  
“HAMARI DHAROHAR”**

**For**

**MINISTRY OF MINORITY AFFAIRS**  
11<sup>th</sup> Floor, Pt. Deendayal Antyodaya Bhawan, CGO  
Complex, Lodhi Road,  
New Delhi – 110003

**Submitted by**

Prof Anjali Kaushik  
Prof Amit Kumar Gupta  
Prof Niva Bhandari

**Date: 14 January 2021**

**MANAGEMENT DEVELOPMENT INSTITUTE, GURGAON**



## TABLE OF CONTENTS

S no	TITLE	Page Number
1	<b>PREFACE</b>	13
2	<b>EXECUTIVE SUMMARY</b>	17
3	<b>OVERVIEW OF THE SCHEME</b>	
3.1	About Ministry of Minority Affairs	27
3.2	Brief Background of the “USTTAD” Scheme	27
3.2.1	Scope of the scheme	28
3.2.2	Trends/Key Drivers of Intended Outcomes of the Scheme	28
3.2.3	Mechanism of Implementation	29
3.2.4	Issue and Implementation Challenges	30
3.2.5	Contribution to the economy, job creation, and inclusion	30
3.2.6	Structure & Stakeholders	31
3.2.7	Self-Employment/Placements and Post Placement Support	33
3.3	Brief Background of the “Hamari Dharohar” Scheme	33
3.3.1	Budgetary outlay of the Scheme (Figures are in crores)	34
3.3.2	Status of scheme at present	34
3.3.3	Mechanism of implementation/Issues & Challenges	35
3.3.4	Issues & Challenges	36
3.4	Past Studies were undertaken	36
4	<b>STUDY OBJECTIVES</b>	
4.1	Scope of the Evaluation Study	37
4.2	Objective of the evaluation study	37
4.3	Outline of the Project Report	39
4.4	Concluding Remarks	41
5	<b>STUDY APPROACH AND METHODOLOGY</b>	
5.1	Introduction	43
5.2	Methodology	43
5.3	HAMARI DAROHAR	46
5.4	Conclusion	47
6	<b>STUDY OBJECTIVES (BENEFICIARIES)</b>	
6.1	Introduction	49
	<b>SECTION-I: ANALYSIS OF BENEFICIARY DATA FOR USTTAD SCHEME</b>	
6.2	Universe and sampling framework of the study	50
6.3	Demography details of the beneficiary	51
6.3.1	Reason for selecting Traditional Trade	51
6.3.2	Duration of the Course	51
6.3.3	Certificate Received	52
6.3.4	Beneficiaries- Gender	53
6.3.5	Beneficiary: Age	54
6.3.6	Beneficiary: Marital Status	55

6.3.7	Beneficiaries: Disabled	55
6.3.8	Beneficiary: Educational qualification	56
6.3.9	Beneficiary: Minority category	57
6.3.10	Beneficiary: Location	58
6.3.11	Is the District Minority Concentrated District (MCD)	59
6.3.12	Beneficiary: Any Other Training Attended	59
6.3.13	Beneficiary: BPL cardholder	60
6.4	Awareness and Encouragement: Sources of Awareness of the Ustaad Scheme	61
6.5	Scheme Performance Analysis (Relevance/ Effectiveness)	61
6.5.1	Reason for Joining the USTTAD Scheme	61
6.5.2	Challenges in joining the USTTAD Scheme	62
6.5.3	Skill set before and after attending the Training	63
6.5.4	Work Experience Before and After	63
6.5.5	Impact of Training on Type of Work	64
6.5.6	Impact of Training on Salary	65
6.5.7	Satisfaction/ Effectiveness: Quality of the Training Programme	66
6.5.8	Satisfaction/ Effectiveness: Living Standard (does it fulfill the livelihood requirement of the Family)	67
6.5.9	Satisfaction/ Effectiveness: Increase in Income After Training	69
6.5.10	Status of Employment: Placement / Self Employed	70
6.5.11	If got Placement, Private or Government	70
6.5.12	Is the income continuous or occasional	70
6.5.13	Employed in Organized or Unorganized Sector	71
6.5.14	Has the training been helpful in getting you the employment	72
6.5.15	If Self Employed, indicate the Sector	73
6.5.16	Has the Training been helpful in enhancing your Business	74
6.6	Feedback Section	75
6.6.1	Feedback on Teachers/ Trainers	75
6.6.2	Feedback on Course Material	76
6.6.3	Feedback on Staff	77
6.6.4	Feedback on Infrastructure	77
6.6.5	Suggestions for Improvement	78
6.6.5(i)	Suggestions for Improvement in Course Material	78
6.6.5(ii)	Suggestions for Improvement in Teacher/ Trainers	80
6.6.5(iii)	Suggestions for Improvement in Staff Performance	80
6.6.5(iv)	Suggestions for Improvement in Infrastructure	81
6.6.5(v)	Suggestions for Improvement in Training Equipment	82
6.7	Stipend Section	82
6.7.1	Timely transfer of Stipend into the bank account	82
6.7.2	Received the complete stipend, or it was less than the promised amount	83
6.7.3	Number of days to receive the Stipend	85
6.7.4	Where did beneficiary receive stipend	86

6.7.5	If delay in disbursement delay, what are the reasons	86
6.8	Market Assistance Scheme	86
6.8.1	Are you Artisan (Making of Handicraft)	87
6.8.2	Market Assistance Provided by Government Agencies	88
6.8.3	Type of Marketing Assistance Provided	88
6.8.4	Satisfaction with the Marketing Assistance Provided	89
6.8.5	Received the TA/DA amount from the PIA under Marketing Assistance scheme	90
6.8.6	Difficulty faced in getting the allotment in the exhibition	
6.8.7	Type of Difficulty faced in getting the allotment in the exhibition	
6.8.8		
6.8.9		
6.8.10	How participating in exhibition has helped	
	<b>SECTION-II: ANALYSIS OF BENEFICIARIES FROM HUNAR HAAT, NEW DELHI</b>	
6.9	Universe and sampling framework of the study	94
6.10	Demography details of the beneficiary	95
6.10.1	Beneficiaries- Gender	95
6.10.2	Beneficiary: Age	96
6.10.3	Beneficiary: Marital Status	96
6.10.4	Beneficiary: Educational qualification	97
6.10.5	Beneficiary: Minority category	97
6.10.6	Beneficiary: Location	98
6.11	Market Assistance Scheme(Hunar Haat Programme)	98
6.11.1	Are you Artisan (Making of Handicraft)	98
6.11.2	Market Assistance Provided by Government Agencies	98
6.11.3	Type of Marketing Assistance Provided	99
6.11.4	Satisfaction with the Marketing Assistance Provided	99
6.11.5	Improvement required in the provision of aid/facilities available for marketing	100
6.11.6	Received the TA/DA amount from the PIA under Marketing Assistance scheme	101
6.11.7	Type of Financial Assistance Received	101
6.11.8	Difficulty faced in getting the allotment in the exhibition	101
6.11.9	Type of Difficulty	101
6.11.10	Help from participation in exhibition	101
6.11.11	Other Comments	101
6.12	Conclusion	102
7	<b>CASES UNDER HAMARI DAROHAR SCHEME</b>	
7.1	Introduction	103
7.1.2	Objectives of Hamari dharohar	104
7.1.3	Benefits from Hamari dharohar	104
7.1.4	Process followed	104
7.1.5	Knowledge Partners	105
7.1.6	Pattern of Assistance and Quantum	105

7.2	The Everlasting Flame Programme - to Preserve Rich Heritage of Parsi Community	107
7.2.1	Details of three traveling iconic exhibitions	108
7.2.2	Exhibition : The Everlasting Flame – Zoroastrianism in History and Imagination	110
7.2.3	Across Oceans and Flowing Silks from Canton to Bombay 18th-20th Centuries	110
7.2.4	Exhibition : Threads of Continuity	111
7.2.5	Exhibition : Painted Encounters: Parsi Traders and the Community; No Parsi is an island	113
7.3	Ud. Imamuiddin Khan Dagar Indian Music Art & Culture Society, Jaipur	114
7.3.1	Introduction of Dagar Archives & Museum	115
7.3.2	Details of the project	116
7.4	Dairatul Maarifil Osmania, Osmania University	118
7.4.1	Origin of the Project	118
7.4.2	Details of the project	119
7.5	Publication of photo book of Shri Guru Nanak Dev ji – A Project implemented by	120
7.6	Mushairas organized under Hamari Dharohar	122
7.7	Challenges	122
7.8	Conclusion	124
8	<b>STAKEHOLDERS RESPONSE DATA ANALYSIS</b>	
8.1	Introduction	125
	<b>SECTION-I: FINDINGS FROM PROJECT IMPLEMENTATION AGENCIES</b>	
8.2	Sample Coverage	126
8.2.1	Demographics	126
8.2.2	PIA Years of Experience in Training and Placement	126
8.2.3	Number of Trainings Conducted	126
8.2.4	Number of Batches Conducted in a Year	127
8.3	Awareness and Mobilization	127
8.3.1	Special efforts made by PIA for Selection of Women	128
8.3.2	Special efforts made by PIA for Selection of Traditional Trades	129
8.3.3	Online/offline counseling to the trainee before admission	130
8.3.4	Use of IT systems to manage records of candidates and for documentation	131
8.3.5	Database of the trainees who have been trained by the PIA in the past	131
8.3.6	Mechanism / criteria for selection of Trainer's/ Teachers	131
8.3.7	Is the Training Centre in Minority Concentrated Area	131
8.4	Engagement of Knowledge Partners	132
8.4.1	Engage External Agencies	132
8.4.2	Design Inputs on Art/ craft	133
8.5	Selection and Identification of Traditional Arts	133
8.5.1	Most common Traditional Arts and Crafts opted by beneficiaries	133
8.5.2	Process for identification of Traditional Arts and Crafts	134
8.5.3	Process for selection of Traditional Arts and Crafts	136
8.5.4	Process of accreditation and certification of Centre	138
8.5.5	Payments by Ministry of Minority Affairs	140

8.5.6	Assessment of beneficiaries	141
8.5.7	Preservation of languishing Arts and Crafts	142
8.6	SHG Formation / Bank Linkage	143
8.6.1	Support from PIA in formation of SHG Group	143
8.6.2	SHG's formed in the last one year and overall by the PIA	143
8.6.3	Kind of support provided in the formation of SHG	144
8.6.4	Providing support to the beneficiaries in getting loan from the bank	145
8.6.5	Kind of Support Provided by the PIA to the Beneficiary in getting Loan	145
8.7	Placements and Tracking	145
8.7.1	Number of Trainee enrolled	146
8.7.2	Number of Trainee Dropped Out	146
8.7.3	Reasons for drop out of Trainees from USTTAD Programme	147
8.7.4	Number of Trainees who Received Skill Certification	147
8.7.5	Reasons for Loosing Contact with the Trainee after the Program	148
8.8	Documentation and Reporting	148
8.8.1	Identify and document best practices and home-grown innovations	148
8.8.2	Dissemination of Case Studies	149
8.8.3	Examples of Dissemination of Case Studies	149
8.8.4	System of Rewards for Beneficiaries/ Trainers	150
8.9	Financial Management and Stipend	150
8.9.1	Giving Stipend to the Beneficiary	150
8.9.2	Problem in interaction and fund flow from Ministry of Minority Affairs	150
8.9.3	How the Stipend is disbursed	151
8.9.4	At what stages do you distribute the stipend (during training/ after assessment)	151
8.9.5	Reasons for Stipend Disbursement Delays	152
8.10	Issues and Challenges	152
8.10.1	Awareness Generation	152
8.10.2	Selection of beneficiaries	153
8.10.3	In Getting Trainers	154
8.10.4	Placement Tie-ups	154
8.10.5	Post Placement Tracking	155
8.10.6	Capacity of the staff with regard to communications skills and understanding the scheme	156
8.11	Suggestions for Improvement	157
8.11.1	Monitoring System and the indicators used for that	157
8.11.2	Placements	157
8.11.3	Documentation and reporting (and other governance related issues)	158
8.11.4	Overall improvement in the Scheme	158
8.12	Scheme Restructuring	158
8.12.1	Impact of USTTAD Scheme in terms of meeting its objectives	158

8.12.2	In which year did you associate with the USTTAD Scheme? What has been the growth in number of trainings and overall since the beginning.	160
8.12.3	Is there any role of private sector, community and civil society in the implementation of the Scheme	161
8.12.4	Do you maintain a computerized database of beneficiaries for USTTAD Scheme? Do you also share it with the Ministry of Minority Affairs?	162
8.12.5	In your opinion, would the merger of Hamari Dharohar Scheme as a component of the USTTAD Scheme be beneficial to the overall objectives of the Scheme	162
8.12.6	In your opinion, is there a need to continue the scheme in the existing form or modify, scale up, scale down or close down the Scheme	165
8.13	Assets Created Services Provided Under the Scheme	166
8.13.1	Assets Created /Services increased in last 3 years	166
8.13.2	Turnover and Number of training centers (2016-17, 2018-19) across all the Schemes	
8.13.3	Number of States in which you are providing Training	
8.13.4	If the number of states/ location is more than one, how do you coordinate and what are the challenges/ important lessons	
8.14	Relevance wrt Other Schemes	
8.14.1	Besides USTTAD Scheme, are there other schemes for building the capacity of master craftsmen / artisans and identification and preservation of traditional Arts/ Crafts that you are aware of	
8.14.2	How do you compare and what are your suggestions for improvement of USTTAD Scheme keeping in mind the objective of the Scheme	
	<b>SECTION-II: INSIGHTS FROM KNOWLEDGE PARTNERS</b>	
8.15	Insights from Knowledge Partners	
8.16	Conclusion	
9	<b>SUMMARY AND RECOMMENDATIONS</b>	
9.1	Introduction	
9.2	Strategic Fit of the “USTTAD” Scheme vis-à-vis Objectives of This Study	
9.2.1	Scheme performance analysis	
9.3	Overall Suggestions and Recommendations	
9.4	Conclusion	

## **LIST OF ANNEXURES**

ANNEXURE I: Name of PIA's covered

ANNEXURE II: Discussion Guide for Knowledge Partners

ANNEXURE III: Beneficiary Questionnaire

ANNEXURE IV: PIA Questionnaire

## **LIST OF TABLES**

Table 3.1: Budgetary Outlay of Scheme

Table 6.1: Sample of Beneficiaries selected from the target states  
 Table 6.2: Percentage of Beneficiaries (respondents) of different gender  
 Table 6.3: State-wise educational Qualifications of the beneficiary (Respondents)  
 Table 6.4: State-wise Minority Category of the beneficiary (Respondents)  
 Table 6.5: Percentage of respondents from rural and urban areas  
 Table 6.6: Percentage of beneficiary attended any other training  
 Table 6.7: Percentage of self-employed beneficiaries working for different sector  
 Table 6.8: State-wise percentage of suggestion given by the respondents related to course materials  
 Table 6.9: Sample of Beneficiaries selected from the target states  
 Table 7.1: Engagement of Knowledge Partners  
 Table 7.2: Most common Traditional Arts and Crafts opted by beneficiaries

### **LIST OF FIGURES**

Figure 5.1: Methodology  
 Figure 6.1: Represent beneficiaries selected from each target states  
 Figure 6.2: Represent Beneficiaries reason for selecting the Traditional Trade  
 Figure 6.3: Represent Beneficiaries Duration of course  
 Figure 6.4: Overall percentage of Respondent received Certificate  
 Figure 6.4A: Year-wise percentage of Respondent received Certificate  
 Figure 6.5: Overall percentage of Respondent received Certificate State Wise  
 Figure 6.6: Overall percentage of different gender  
 Figure 6.7: Overall distribution of the Age of the beneficiaries  
 Figure 6.8: Marital status of the respondents (beneficiaries)  
 Figure 6.9: Graphical representation of respondents' physical condition  
 Figure 6.10: Overall educational Qualifications of the beneficiary (Respondents)  
 Figure 6.11: Overall caste of the beneficiary (Respondents)  
 Figure 6.12: Overall: Minority category of beneficiaries (respondents)  
 Figure 6.13: Overall distribution of beneficiary Rural/Urban  
 Figure 6.14: Overall beneficiaries response for Minority Concentrated District  
 Figure 6.15: Overall beneficiaries response for BPL card  
 Figure 6.16: State-wise beneficiaries (respondents) with BPL Card  
 Figure 6.17: Overall distribution of respondents as per the source of Information for the “USTTAD” Scheme  
 Figure 6.18: Overall percentage of the reason for joining the scheme  
 Figure 6.19: Overall percentage of respondents mentioned the challenges in joining the scheme  
 Figure 6.20: Overall Percentage of respondent impacted of training in skillset: Before and after training  
 Figure 6.21: Overall percentage of respondents had the impact of training in their work experience  
 Figure 6.22: Overall percentage of respondents had the impact of training in the type of work  
 Figure 6.23: Overall percentage of the respondents had a salary before and after training



Figure 6.23A: Year-wise percentage of the respondents had a salary before and after training.

Figure 6.24: Overall percentage of respondents mentions satisfaction level on quality of training programme

Figure 6.25: State-wise percentage of respondents mentions satisfaction level on quality of training program

Figure 6.26: Overall percentage of respondents satisfaction level on the living standard of family

Figure 6.27: State-wise percentage of respondents mentions satisfaction level on the living standard of the family

Figure 6.28: Overall percentage of respondents mentions satisfaction level with the increase in income after training

Figure 6.29: State-wise percentage of respondents mentions satisfaction level with the increase in income after training

Figure 6.30: Overall percentage status of employments of the respondents

Figure 6.31: Overall percentage of respondents mentions the status of continuity in income

Figure 6.32: State-wise percentage of respondents mentions the status of continuity in income

Figure 6.33: Overall percentage of respondents Employed in Organized or Unorganized Sector

Figure 6.34: State-wise percentage of respondents employed in Organized or Unorganized Sector

Figure 6.35: percentage of respondents found training helpful in getting employment

Figure 6.36: State wise percentage of respondents found training helpful in getting employment

Figure 6.37: Overall percentage of respondents who responded whether the training helps enhance business

Figure 6.38: State-wise percentage of respondents who responded whether the training helps enhance business

Figure 6.39: Overall feedback of the respondents on the different attribute of the Trainer/Teacher

Figure 6.40: Overall Percentage of respondents gave feedbacks on different parameters of course material

Figure 6.41: Overall percentage of respondents gave feedbacks on different attributes of staffs

Figure 6.42: Overall percentage of respondents gave feedbacks on different facilities of building infrastructure

Figure 6.43: Overall percentage of suggestion given by the respondents related to course materials

Figure 6.44: Overall percentage of suggestions given by the respondents related to teacher and trainer.

Figure 6.45: Overall percentage of suggestions given by the respondents related to teaching staff performance

Figure 6.46: Overall percentage of suggestions given by the respondents related to improvement in infrastructure

Figure 6.47: Overall percentage of suggestions given by the respondents related to improvement in Training Equipment

Figure 6.48: Overall percentage of respondent who responded on the timely transfer of stipend

Figure 6.49: State-wise percentage of respondent who responded on the timely transfer of stipend

Figure 6.50: Overall percentage of respondent receive the complete stipend  
 Figure 6.50A: Year-wise percentage of respondent receive the complete stipend  
 Figure 6.51: State-wise percentage of respondent receive the complete stipend  
 Figure 6.52: Overall percentage of respondent who mentioned the no. of days delay in stipend  
 Figure 6.52 A : Year-wise percentage of respondent who mentioned the no. of days delay in stipend  
 Figure 6.53: Overall percentage of respondent where they receive their stipend  
 Figure 6.54: Overall percentage of respondent who gave the reasons for the delay in stipend  
 Figure 6.55: Overall percentage of respondent  
 Figure 6.56: Overall percentage of respondent state wise  
 Figure 6.57: Overall percentage of marketing assistance provided by the government agencies  
 Figure 6.58: State-wise percentage of marketing assistance provided by the government agencies  
 Figure 6.59: Type of marketing assistance provided by the government agencies  
 Figure 6.60: Overall percentage of respondent satisfied/dissatisfied  
 Figure 6.61: Overall percentage of respondent satisfied/dissatisfied State wise  
 Figure 6.62: Overall percentage of respondent received TA/DA  
 Figure 6.63: Overall percentage of respondent received TA/DA state wise  
 Figure 6.64: Type of difficulty  
 Figure 6.65: Help from participation in exhibition

Figure 6.66:  
 Figure 6.67:  
 Figure 6.68: Figure 6.69: Represent beneficiaries selected from each target states  
 Figure 6.70: Overall percentage of Beneficiary Gender  
 Figure 6.71: Represent beneficiaries selected from each target states  
 Figure 6.72: Marital status of the respondents (beneficiaries)  
 Figure 6.73: Overall educational Qualifications of the beneficiary (Respondents)  
 Figure 6.74 Overall: Minority category of beneficiaries (respondents)  
 Figure 6.75: Overall distribution of the Location  
 Figure 6.76: Overall percentage of marketing assistance provided by the government agencies  
 Figure 6.77: Type of marketing assistance provided by the government agencies  
 Figure 6.78: Overall percentage of respondent satisfied/dissatisfied  
 Figure 8.1: Overall Percentage of years of experience of the PIAs  
 Figure 8.2: Overall number of training conducted by the PIAs  
 Figure 8.3: Overall number of batches trained in a year by the PIAs  
 Figure 8.4: Overall percentage of PIA uses the channels for spreading Awareness  
 Figure 8.5: Percentage of training centers located in the minority concentrated area  
 Figure 8.6: Design inputs from Knowledge Partners  
 Figure 8.7: Support in the formation of SHG Groups  
 Figure 8.8: SHG's formed in the last one year and overall

Figure 8.9: Support to the beneficiaries in getting loan from the bank  
Figure 8.10: Number of Trainees Enrolled Overall  
Figure 8.11: Number of Trainees Dropped Out  
Figure 8.12: Reasons for drop out of Trainees  
Figure 8.13: Number of Trainees who received Skill Certification  
Figure 8.14: Reasons for Loosing Contact with the Trainee after the Program  
Figure 8.15: Identify and Document Best Practices and Home-grown Innovations  
Figure 8.16: Dissemination of Case Studies  
Figure 8.17: Overall percentage of Stipend given to beneficiary  
Figure 8.18: Overall Percentage of Stipend disbursed  
Figure 8.19: Stages at which Stipend is distributed  
Figure 8.20: The asset and service created or increased in last 3 years  
Figure 8.21: Overall Turnover and number of training centers between 2017-18 and 2018-19  
Figure 8.22: Number of state in which PIAs are providing trainings



## PREFACE

The study conducts impact and evaluation of Central sector scheme “USTTAD and Hamari Dharohar” being implemented by the Ministry of Minorities Affairs (MoMA), Government of India.

India is known for its traditions and culture, Minority communities in India are known for their traditional skills, arts & crafts, but due to forces of competitive market and globalization and also due to deteriorating socio-economic condition of master craftsmen/artisan, these skills are not being pursued by the young generation. Ministry of Minority Affairs is of the firm conviction that these arts/ crafts are needed to be preserved especially traditional skills, arts & crafts of the minority communities which is where the scheme **“USTTAD”(Upgrading Skill and Training in Traditional Arts/Crafts for Development)** was conceptualized.

USTTAD scheme aims to preserve the heritage of traditional arts and crafts of minority communities and build traditional craftspersons and artisans' capacity and establish linkages of traditional skills with the global market. Therefore, the Ministry of Minority Affairs proposed a new vertical as 100% Central Sector Scheme. This scheme was launched on 14th May 2015.

### Objectives of the “USTTAD” scheme

- To build the capacity of master craftsmen/artisans and train the young generation through master craftsmen/artisans for traditional arts/crafts.
- Set up standards of identified arts/crafts and their documentation.
- To showcase traditional arts & crafts skills including culinary skills through exhibitions under the banner of Hunar Haat, which will also provide a platform for business opportunities and market linkages.
- To preserve the rich heritage of the traditional arts and crafts of minorities.
- To establish linkages of traditional skills with the global market.
- To improve the employability of existing workers, school dropouts, etc.
- To generate means of better livelihood for marginalized minorities and bring them in the mainstream.
- To enable minorities to avail opportunities in the growing market.
- To ensure the dignity of labor.
- Design development and Research in traditional arts/crafts.

### The Scheme “Hamari Dharohar”

There is a general lack of information among people about the rich cultural heritage of minority communities of India, particularly of Parsis, Christians, Buddhists, etc. Good knowledge about culture and the rich heritage of communities develops better understanding among the masses and strengthens tolerance and social knitting. Therefore, a new scheme, "Hamari Dharohar" was launched in 2014-15 (actual implementation started in 2015-16) to preserve the rich culture and heritage of minority communities of India.

The Central Sector Scheme aims at curating rich heritage of minorities under the overall concept of Indian Culture; Curating iconic exhibitions; Preservation of literature/ documents, etc.; Support and promotion of calligraphy, etc; Research and Development.

### **Activities to be covered under the scheme**

The scheme covers selective intervention for preservation of heritage and covers

- Curating exhibitions, including iconic exhibitions/ Performing art for showcasing and preserving heritage.
- Support and promotion of calligraphy etc.
- Preservation of literature, documents, manuscripts, etc.
- Documentation of oral traditions and art forms.
- Support to ethnic museums (not supported under schemes of the Ministry of Culture or its bodies) for showcasing and preserving the heritage of minority communities.
- Support for organizing heritage-related seminars/ workshops.
- Fellowship for research in the preservation of heritage and development.
- Any other support to individual/ organization in furthering the cause of protection and promotion of the rich heritage of minority communities.

Ministry of Minority Affairs (MoMA) implements this scheme in consultation with Ministry of Culture with the help of expert National and International knowledge Partners.

### **Impact and Evaluation Study**

Management Development Institute Gurgaon was selected as the consultant to carry out the impact and evaluation study wide letter-number UST-11/18/2020-USTTAD-MOMA dated 10th August 2020. Two separate studies were carried out. One on the "USTTAD" scheme where the objective was to critically examine the impact of the training program on the beneficiaries and their family's socio-economic status, the Performance of the PIAs, and constraints faced by the PIAs in executing the scheme on the ground, etc. The impact and evaluation study was done in eight Indian states. Questionnaires were developed to collect data from beneficiaries, PIAs,

using a stratified sampling method. The sample size was 446 USTTAD beneficiaries, 52 beneficiaries from Hunar Haat at New Delhi, and 20 PIAs. Beneficiaries were selected as per the guidelines of TOR. Another study was on the “Hamari dharohar” scheme. This study was based on case studies where three case studies were created on India's rich cultural heritage of different minority communities.

The scheme's detailed objectives, research methodology, data analysis collected from beneficiaries and PIAs, and finally, findings of the study and recommendations are done in the report's respective chapters.





## EXECUTIVE SUMMARY

The Ministry of Minorities Affairs, GoI was carved out of the Ministry of Social Justice & Empowerment and created on 29th January 2006 to ensure a more focused approach towards the notified minority communities under the National Commission for Minorities Act 1992, namely Muslim, Christian, Buddhist, Sikhs, Parsis, and Jain.

USTTAD scheme aims to preserve the heritage of traditional arts and crafts of minority communities and build traditional craftspersons and artisans' capacity and establish linkages of traditional skills with the global market. The training component of the scheme is implemented through Project Implementing Agencies (PIAs). The scheme can be taken up anywhere in the country. The PIAs engage the Master Trainers who should be well known Master Craftsmen/Artisans in the selected field of traditional art/craft. The projects with National/ State Awardee Master Craftsmen/ Artisans, National Merit Certificate Holders are to be given preference. Minimum 33% of seats will be earmarked for minority girls/women.

The Scheme "Hamari Dharohar" was launched in 2014-15 (actual implementation started in 2015-16) to preserve the rich culture and heritage of minority communities of India. The Central Sector rich heritage of minorities under the overall concept of Indian Culture; Curating iconic exhibitions; Preservation Of literature/documents, etc.; Support and promotion of calligraphy, etc.; Research and Development. Ministry of Minority Affairs implements this scheme in consultation with the Ministry of Culture with the help of expert National and International Knowledge Partners in this field

Ministry of Minorities Affairs (MoMA) has, vide letter No. 24/01/2019-Coord, Ministry of minorities affairs, dated 16.01.2020, proposed to conduct an "Impact and Evaluation study of central sector Scheme "USTTAD" and "Hamari Dharohar" being implemented by MoMA across India." The objective was to critically examine the impact of the training program on the Socioeconomic status of the beneficiaries and their family, the Performance of the PIAs, and constraints faced by the PIAs in executing the scheme on the ground, etc. The key impact areas need to be explored, and evidence-based information should be provided. The areas include (i) Skills enhancement, (ii) Improved quality of self and family of beneficiaries, (iii) Contribution of the scheme to Skill India Mission, and (iv) What difference it is making in beneficiaries' life – a comparative study. Besides, the study should bring out success factors in the processes adopted during the Implementations, such as (i) Mobilization and selection of beneficiaries, (ii) Identification and selection of skill development courses, (iii) placement tie-ups, placement, and tracking, and post-placement support and retention, (iv) documentation and reporting, and (v)

Financial management and release of stipend to beneficiaries. A specific set of 'Terms of Reference (ToR)' for conducting the study on the implementation of the USTTAD scheme across Indian states was as follows:

a. Scheme performance analysis

- i. To understand the status of the scheme performance in the country on key intended outputs and outcomes
- ii. To qualitatively and quantitatively (based on a meta-analysis, if possible) map the actual contribution against the intended contribution of a scheme to National Development Priorities and SDGs

b. Assess the relevance, efficiency, effectiveness, equity, and sustainability of the scheme:

Based on the Evaluation Coordination Group's (ECG's) Good Practice Standards for evaluation of public sector operations', the assessment of the Central Sector scheme should be conducted along the principle of Relevance, Efficiency, Effectiveness and Sustainability. Herein, relevance would assess the extent to which intended outcomes of the scheme were strategically aligned with the country's development priorities and if the design was appropriate for achieving the intended outcomes. The effectiveness assessment looks at whether the scheme's intended outcomes were achieved and whether any unintended outcomes had inadvertently reduced the impact of the programme. The efficiency of the scheme is a measure of how well it used resources to achieve its outcomes. And, sustainability assessment focuses on the likelihood that scheme outcomes and outputs will be maintained over a meaningful timeframe, demonstrating the persistence of results from the programme implementation. This should cover all the three dimensions of sustainability i.e. economic, environmental, and social. Additionally, it is important to add the principle of Equity to assess if inclusion across dimensions is being ensured as a part of scheme coverage. In line with this understanding, the following aspects will have to be assessed:

- i. To analyse the input use efficiency of the scheme i.e. planned IEC activities for stakeholders and beneficiaries, institutional mechanism, fund flow (adequacy & timeliness) & utilization through public expenditure tracking, policy guidelines and human resources allocated for the implementation of the schemes at central, state, district, block, and village, mechanisms to identify and reward best practices within the scheme design as well as M&E systems
- ii. To assess the coverage of the scheme in terms of eligible beneficiaries, geographies etc.
- iii. To identify the key bottlenecks/issues & challenges in the implementation mechanisms (governance mechanisms, awareness generation, stakeholder engagement & their roles & responsibilities, process & resource flow, capacities) of various development schemes
- iv. To assess the quality of assets created/services provided under the scheme and to see how

far these assets/services benefitted the end beneficiaries

- v. To assess the intended and actual convergence of the scheme to other developmental programs of the Central and the State Governments as well as with private sector, CSR efforts, international multilateral and bilateral aid, etc.
- vi. Also identify gaps in the scheme outcomes in light of national priorities/SDGs not being addressed due to (a) absence of interventions or (b) non-performance of existing schemes/interventions

#### **c. Cross-sectional Thematic Assessment**

Assess the scheme on various cross-sectional themes like (a) accountability and transparency, (b) direct/indirect employment generation, (c) gender mainstreaming, (d) use of IT/Technology in driving efficiency, (e) stakeholder & beneficiary behavioral change, (f) Research and Development (g) Unlocking Synergies (h) Reforms & Regulations and (i) impact on and role of private sector, community and civil society in the scheme

#### **d. Best Practices & Externalities**

- i. To identify and highlight any scalable best practices and homegrown innovations, if any, used and create case studies out of them to disseminate it for replication in other schemes/programmes.
- ii. Also, capture the unintended consequences/negative externalities of scheme implementation and how these were triggered. Also map them against the environmental and social safeguards in the scheme design

#### **e. Programme Harmonization**

Based on the above, analyze the need to continue the scheme in their existing form, modify, scale-up, scale-down or close down the scheme. In case if they need to be modified, suggest revisions in the scheme design for effective implementation in the future

The impact and evaluation study on the above points across the Indian states, questionnaires were developed to collect data from beneficiaries and PIAs. The sample size was 446 for beneficiaries, 52 for beneficiaries from Hunar Haat, and 20 for PIAs. Beneficiaries were selected as per the guidelines of TOR.

#### **Some of the observations are as follows:**

- The beneficiaries (respondents) were asked regarding the sources of awareness of the “USTTAD” Scheme. Word of mouth is the most important source of awareness (approx. 74%) followed by awareness through the Internet (25%) and Awareness through camps

by Government Agencies (22%). The use of social media may be encouraged to increase awareness about the scheme amongst the potential beneficiaries. The awareness and encouragement to the beneficiaries is also done by the PIAs while visiting the religious places, for which prior permissions are taken.

- The reasons given by beneficiaries for selecting the Traditional trade include family background (85%), followed by prior experience/education (70%), and then better payment (54%).
- The PIAs helped a majority (61%) of the respondents for getting employments, either through placement (38%) or self-employment (23%). Most of the placements helped through PIAs were in the Private sector. While most of the respondents (55%) were continuously getting income, only 33% of the overall beneficiaries got placements in the organized sector (where workers were given salary slips).
- The scheme encourages the beneficiaries to self-employment. Nature of job or trade opted for self-employment was Zari/embroidery work (24%), Durrin making (21%), Handloom work (31%), and Saree craft (17%). State-wise, most of the beneficiaries from Haryana (100%) were in Durrin making, Madhya Pradesh (58%) in Handloom work, Jharkhand (100%) in Zari/embroidery, as self-employed for Durrin Making.
- The beneficiaries were asked if the training had helped enhance the business. A majority (66%) of the beneficiaries felt that the training has been effective in terms of enhancing their business.
- Most respondents reported improved skillset, salary, and Type of work after undergoing training under the USTTAD scheme. It was observed that before joining the scheme, respondents either did not have any knowledge of skill (66%) or had a basic knowledge of skill (34%). But after receiving training under the “USTTAD” scheme, respondents' skills improved (22%) or they became professional (20%), and (48%) learned the work. Most of the respondents (90%) were not earning anything, but after undergoing the training through the “USTTAD” Scheme, almost 35% of the respondent started to get a salary. The respondents who were either studying (20%) or were doing nothing (74%) after the USTTAD training program became skilled (31%) or Embroidery/Zari workers (24%).
- PIAs use channels like Newspaper (75%), Pamphlet /Poster / Banner (90%), Religious leader and Panchayat (90%). The awareness camps by the government for USTAAD Scheme are low and more camps may be set up. The use of Mobile SMS (65%) is good and can also be improved to spread awareness of the scheme.
- PIAs works continuously with the academic team comprising of master trainers towards the up-gradation of skill sets. The skills gap analysis, market demand, and the community's need assessments are also done to identify new traditional courses and suit

the market's changing demand. Data is collected from primary and secondary sources for the identification of new traditional trades. The most common traditional Arts and Crafts opted by the beneficiaries include Hand embroidery, Artistic Textile, Bamboo, and Block Printing.

- Master Craft persons are engaged as trainers who specialize in the field of traditional trade. Selection criteria include having a one-year diploma in the related field or being employed for at least five years in the related field. Some PIA's shared taking graduates from the national institute of fashion technology (NIFT)
- 40 % of the PIA's reported taking inputs from knowledge partners such as the National Institute of Design (NID), Ahmedabad, National Institute of Fashion Technology (NIFT), New Delhi, and Indian Institute of Packaging, Mumbai. The PIA's were asked if they are getting any design inputs on their Art and Craft. Almost 85% of PIA's reported receiving design inputs from the knowledge partners.
- PIAs, after training the artisans, help in the formation of SHG groups. These groups are trained for keeping a bank account, production, marketing, and mutual shareholding. The PIAs helped in linking them to the nationalized bank. PIAs Encouraged the SHG groups to go for Savings, Opening of Bank Accounts, and Inter-lending among group members.
- At least 60% of the PIAs confirmed providing support to the beneficiaries in getting a bank loan. PIAs request banks to provide loans to the eligible beneficiaries. PIAs also assist beneficiaries in paperwork to get the loan (if needed) and assist in preparing business plans, training, and documentation for beneficiaries/SHG.
- **Hunar Haat: Market Assistance Provided by Government Agencies:** Most respondents (99%) received assistance in facilitating exhibitions and trade fairs, followed by (97%) respondents received in connecting with traders and through promotion on local cable television. Data was also collected from the USTTAD beneficiaries regarding the Hunar Haat programme. Therefore it includes beneficiaries who have actually attended the Hunar Haat program or their perception regarding the Hunar Haat scheme. (65%) of the beneficiaries (respondents) shared that they were unable to get marketing assistance provided by government agencies. Most respondents from Chandigarh, Madhya Pradesh and Uttar Pradesh were dissatisfied with the market assistance provided.
- **Hunar Haat: Difficulty faced in getting the allotment in the exhibition:** Overall (83%) of the beneficiaries shared that they didn't have any difficulty in getting allotment in the exhibition. Those who face problems were due to: 92% of the respondents faced indifferent attitude of officials, whereas (85%) respondents had to make repeat visits to PIA Office and (85%) respondents faced difficulty in providing required documents.

- **Hunar Haat: How participating in exhibition has helped:** Most respondents agreed that exhibition had helped them in the development of customer/market for products in future (66%), a better understanding of customer demand (65%). Besides sales revenue, participation in the exhibition helped in the development of the product, a better understanding of customer demand, development of the Customer/Market for the product in the future, Feedback from the customers which will help improve products, etc.
- **Cases of Hamari Darohar: Challenges**
  - According to the PIAs, interaction and coordination with the stakeholders took time. In some cases, between the proposal submission and sanction of the project, it took almost 2.5 years. Such a long delay in the sanctioning of the project sends a very negative signal to the initiator.
  - The time duration between the sanctioning of the project and the inception of the work is insufficient. Finding expert curators, conservers, and preservers take time. In some instances, they are not immediately available to work on the project.
  - The PIAs reported issues and delays in getting responses from the Ministry. In the absence of a dedicated PMU, the emails and phone calls of the PIAs are not responded to. The queries of the PIAs remain unanswered in the middle of the project.
  - Due to Covid situation, inevitable delays are happening in the curating work owing to physical distancing being maintained and limited public transport available for the conservers and preservers
- **Merger of the Hamari Dharohar Scheme as a component of the USTTAD Scheme:**

The overall perspective that emerged from the discussions with the PIA's and beneficiaries is that the two schemes should be allowed to merge as both are about preserving the Traditional Arts, crafts, and culture. It is suggested that the scheme may have two arms in terms of Training and Development. Based on our understanding developed during the evaluation of the two schemes, it is suggested that all the objectives of the Hamari Dharohar Scheme be retained in planning the merger with USTTAD Scheme

**Some of the suggestions for improvement of the USTTAD and HAMARI DAROHAR Scheme based on this study are as follows:**

- On scheme performance analysis, most beneficiaries of USTTAD scheme expressed satisfaction with parameters such as improvement in skill, type of work, enhancement of income etc. The beneficiaries were also largely satisfied with the quality of the training programme, improvement in living standard

- More awareness of the Scheme may be done. The use of social media and mobile may be encouraged to increase awareness about the scheme amongst the potential beneficiaries.
- Special efforts should be made to enhance the effectiveness and relevance, build capacity of the master craftsmen/artisans of the said art/craft.
- States which reported low effectiveness/quality of the scheme implementation such as Haryana and Chandigarh need to be investigated in more detail.
- In the delivery of courses, attention may be given to the use of audio/ video tools and use of local language trainers where possible.
- The participation of artisans in Hunar Haat helps in the development of product, a better understanding of customer demand, development of customer/market for the product in the future. Artisans felt that they are getting new identity through their work Preference may be given to artisans who have undergone the USTTAD programme for Hunar Haat.
- Sensitizing the beneficiaries on the history, ideology and relevance of a craft, introducing them to the big picture is important. This would lead to an artisan ecosystem which is sensitized. This would also make the customers more respectful towards the craft.
- The sensitization of artisans through training should include both education of the traditional trade (craft management/ design development) and business aspects/ entrepreneurship. The workshops may include aspects related to skill enhancement, product development, market linkage and design.
- Apart, training on basic IT skills such as creating an e-mail address, Zoom training and initial training on e-commerce may be given.
- The focus of the scheme needs to be on the sustenance of the craft. This requires formation of SHG's and community initiatives which go beyond training by the PIAs and provide backward linkages for execution of an order obtained through market linkages/ e-commerce etc.
- The Knowledge Partners should give designs for execution, integrate expert designers with artisans and help in co-creating products. Therefore, the two should act as partners in product development. They should give design input/value addition etc (if required) and provide support to establish effective market linkages
- The knowledge partners should help in setting standards of the art/craft, proper documentation on the art/craft and popularize it. We can preserve traditional arts/craft by mixing the traditional with modern ideas and providing employment under the same traditional craft.

- ThePIAs should help in SHG formation among beneficiaries and link them to banks and enable them to go for savings, open bank accounts, and encourage inter-loaning amongst group members.
- The private sector, through the industries, workshops, etc. can come together and provide the market support to the trainees in the production of products
- Ministry should facilitate a formal platform to the knowledge partners and PIAs for sharing of best practices. The role of PMU in the Ministry is therefore important as it will help in coordination and reduce delays.
- The PMU can help in identification of pockets with concentration of skilled/semi-skilled workers for traditional crafts.
- The PMU can help in retailing such products through market linkages. It is not advisable to develop the artisans as sellers as they should be allowed to just focus on their craft where more time and attention is required. Therefore, the visits to Hunar Haat exhibitions, displays, exposure trips may be organized with the intent of craft/ product development.
- It is suggested that a website which displays all the initiatives under USTTAD and Hamari Darohar be designed under the PMU. PMU should be in the know of the issues of all the clusters. The website can give categorization of PIAs trade wise. It can include the SHG details by clusters. It can also include detailed guidelines for the PIAs, Knowledge partners and beneficiaries have not been provided
- Though monitoring and assessment of the scheme is an integral aspect of the scheme, it was found that indicators have yet not been defined to assess the success of learning measures implemented till date. A periodic review should be ensured to improve the quality of the training program.
- **Most** respondents agreed that participation in Hunar Haat had helped them in development of customer/market for products in future and better understanding of customer demand. More such opportunities may be provided.
- A database of minority community linked monuments and heritage sites be created by the Ministry. Apart, region-wise empanelment of heritage custodians, conservers and preservers should be taken up.
- A baseline survey in terms of skills gap analysis, market demand assessment and the need of the minority community be done periodically in order to strengthen the programme, identify new traditional courses and suit the changing demand of the market.
- Awards should be introduced for national level heritage custodians, conservers and preservers.



- The overall perspective that emerged from the study is that the USTTAD and Hamari Darohar Schemes should be allowed to merge. The detailed justification has been given in the report.

It is felt that the scheme has immense potential to benefit all minority categories of the population if the scheme is administered properly. It has scope for further improvement. It is expected that the findings shared in the study shall help to improve the performance of the scheme across all Indian States.



## **CHAPTER-3**

### **OVERVIEW OF THE SCHEME**

#### **3.1 About Ministry of Minority Affairs**

The Ministry of Minority Affairs was carved out of the Ministry of Social Justice & Empowerment and created on 29th January 2006 to ensure a more focused approach towards issues relating to the notified minority communities, namely Muslim, Christian, Buddhist, Sikhs, Parsis, and Jain. The mandate of the Ministry includes the formulation of overall policy and planning, coordination, evaluation, and review of the regulatory framework and development programmes for the benefit of the minority communities

#### **Vision of Ministry of Minority Affairs**

Empowering the minority communities and creating an enabling environment for strengthening the multi-racial, multi-ethnic, multi-cultural, multi-lingual and multi-religious character of our nation

#### **Mission**

To improve the socio-economic conditions of the minority communities through affirmative action and inclusive development so that every citizen has equal opportunity to participate actively in building a vibrant nation. To facilitate an equitable share for minority communities in education, employment, economic activities and to ensure their upliftment.

#### **3.2 Brief Background of the “USTTAD” Scheme**

India is known for its traditions and culture. Minority communities in India are known for their traditional skills, arts, and crafts. But due to forces of competitive market and globalization, and also due to deteriorating socio-economic condition of master craftsmen/artisan, these skills are not being pursued by the young generation. The government of India is of a firm conviction that these arts/crafts are needed to be preserved. There is a need to augment traditional arts and entrepreneurial skills, which are the backbone of cottage and small scale industry, establish better market linkages, enhance branding, and ensure access to credit. Therefore, the Ministry of Minority Affairs proposed a new vertical as 100% Central Sector Scheme. This scheme was launched on 14th May 2015 with the following objectives:

- 1) To build the capacity of master craftsmen/artisans and training of the young generation through master craftsmen/artisans for traditional arts/crafts.
- 2) Set up standards of identified arts/crafts and their documentation.

- 3) Preservation of rich heritage of the traditional arts and crafts of minorities.
- 4) To establish linkages of traditional skills with the global market.
- 5) To improve the employability of existing workers, school dropouts, etc.
- 6) To generate means of better livelihood for marginalized minorities and bring them into the mainstream.
- 7) To enable minorities to avail opportunities in the growing market.
- 8) To ensure the dignity of labor.
- 9) Design development and Research in traditional arts/crafts.
- 10) To showcase traditional arts & crafts skills, including culinary skills, through exhibitions, which will also provide a platform for a business opportunity.
- 11) Preservation of languishing Arts/Crafts

### 3.2.1. Scope of the scheme

- 1) The scheme will aim at capacity building and updating the traditional skills of master craftsmen/artisans. These trained master craftsmen/artisan will train the minority youths in various specific traditional arts/crafts.
- 2) Ministry of Minority Affairs will take up this skill development program for all-important traditional arts/crafts being practiced by minority communities, for their development and market linkages and recognition of talented master Craftsmen/Artisans.

### 3.2.2. Trends/Key Drivers of Intended Outcomes of the Scheme

The budgetary outlay of the scheme

Table 3.1: Budgetary Outlay of Scheme

Financial Year	Allocation (Crore of Rs.)		Expenditure (Crore of Rs.)
	BE	RE	
2014-15	0.50	0.50	0.44
2015-16	17.01	17.01	16.90
2016-17	20.00	20.00	19.77
2017-18	22.00	22.00	21.80
2018-19	30.00	50.00	31.26
2019-20	50.00	60.00	54.48
2020-21	60.00	----	3.22 *
Total	199.50	176.34	147.87

\*As on 20<sup>th</sup> July 2020

### **3.2.3. Mechanism of Implementation**

The scheme is implemented to preserve and promote traditional arts/crafts being practiced by minority communities notified under the National Commission for Minorities Act 1992 (viz. Muslims, Christians, Sikhs, Buddhists, Parsis, and Jains) and its promotion with market linkages.

The training component of the scheme is implemented through Project Implementing Agencies (PIAs) which may be Registered Societies, Private recognized/registered professional institution, Any industry or an association of industries, any institution of Central/State Governments including Universities, Public Sector Undertakings and Training institutes of Central/State Governments including Panchayati Raj Training institutions. The scheme can be taken up anywhere in the country. During the year 2016-17, 16,200 trainees have been trained by 38 PIAs. 84 PIA's had been empanelled for the years 2018-19 and 2019-20. 7560 trainees have been allocated to the empanelled 84 PIAs for the year 2018-19.

The PIAs engage the Master Trainers who should be well known Master Craftsmen/ Artisans in the selected field of traditional art/craft. The projects with National/ State Awardee Master Craftsmen/ Artisans, National Merit Certificate Holders are to be given preference. Minimum 33% seats will be earmarked for minority girl/women.

The Hunar Haat component is implemented through National Minorities Development & Finance Corporation (NMDFC)/ State Channelizing Agencies (SCAs) of NMDFC/ State Handicrafts-Handloom Council/ Hunar Hubs in States/ MAEF /Any other PIAs having expertise.

The Hunar Haat component is implemented as a component of "USTTAD" scheme of Ministry of Minority Affairs. Opportunity is given to minority artisans and culinary experts from across the country to showcase and market their finest handicraft, exquisitely crafted products and traditional cuisine. Twenty one Hunar Haats have been organized since November 2016-2017 at various locations across the country which includes locations such as New Delhi, Puducherry, Mumbai, Prayagraj, Jaipur, Ahmedabad, Hyderabad, Lucknow, Indore and Ranchi. Specifically, the locations are given below:

Further, 13 Hunar Haats have been organized so far since 2016-17 at the following locations across the country:

- India International Trade Fair in 2016, 2017 & 2018,
- Baba Khark Singh Marg, New Delhi in February 2017, February 2018 & January 2019,

- Puducherry in September 2017, & October 2018,
- Mumbai in January 2018 & December 2018,
- Allahabad in September 2018, and
- Jaipur in August-September 2019.
- Prayagraj during 1-10 November 2019

So far, 5152 craftsmen/ artisans and culinary experts including 1152 women craftsmen/ artisans have directly benefitted under the Hunar Haat component of the USTTAD Scheme.

#### **3.2.4. Issue and Implementation Challenges**

- a. Exemption of the USTTAD scheme from the ambit of Common Norms has been sought and given up to 31.03.2019.
- b. Alignment of USTTAD trades/courses with NSQF.
- c. Change of the nomenclature in the title of the scheme "USTTAD" to remove "Skill Upgradation" to bring it out of the ambit of Common Norms

#### **3.2.5. Contribution to the economy, job creation, and inclusion**

The scheme aims at capacity building and updating the traditional skills of master craftsmen/artisans. These trained master craftsmen/artisan train the minority youths in various specific traditional arts/crafts. Ministry of Minority Affairs takes up this skill development programme for all important traditional arts/crafts being practiced by minority communities, for their development and market linkages.

Scheme has currently 5 (five) components:

- Upgradation of Skills and Training in Traditional arts/ crafts through institutions.
- USTTAD Apprenticeship stipend for Research and Development.
- Support to craft museum for curating traditional arts/crafts.
- Hunar Haat/ Shilp Utsav -Support to minority Craftsmen/ Artisans for marketing their products through exhibitions throughout the country and abroad.
- USTTAD SAMMAN to outstanding Master craftsperson & Artisans/Culinary experts.

The training component of the scheme was started from 2016-17. The training is imparted through selected Project Implementing Agencies (PIAs).

During the year 2016-17, 16200 trainees have been trained by 38 PIAs. During the year 2018-19, 7560 trainees have been allocated to 84 PIAs. The training for 2018-19 has begun in September/October 2019.

### **3.2.6. Structure & Stakeholders**

#### **A. Eligible Trainees/beneficiaries:**

- The trainee should belong to a minority community. However, to promote inter-community solidarity, 25% of candidates belonging to BPL families of non-minority communities may also be considered. In addition, 3% of seats will also be reserved for differently-abled persons belonging to minority communities.
- The trainee should be between 14-45 years of age. The upper age limit may be relaxed for differently-abled persons belonging to minorities.
- The minimum qualification of trainee should be at least Class V. This may also be relaxed for differently-abled persons belonging to minorities.
- More than one family member is eligible for training in the same art/craft form, provided she/he fulfills the eligibility criteria.

#### **B. Project Implementing Agencies (PIAs):**

The scheme will be implemented through the Project Implementing Agencies (PIAs). The PIA has to organize a training program which shall be supported with the following activities to ensure that the desired outcomes are achieved for the preservation of traditional art/craft, establishment of market linkages, and generating interest among the young generation for taking up traditional arts/crafts as a profession:

- Identification of master craftsmen/artisans and their capacity building and updating of traditional skills.
- Identification and Collectivization of the minority youths interested in traditional trades into Self Help Groups (SHGs)/ Producer companies. One SHG would have an average of 20 members.
- Provision of training to youth to enhance their skills levels (training in traditional art/craft, entrepreneurial training, soft skills, IT Training) would enable the youths to learn traditional skills, and the SHG develop a market-oriented production model.
- Provide SHG forward (customer access) and backward linkages (vendor access).
- Assist SHG in the development of business plan proposals for submission to various financial institutions, including the National Minorities Development and Finance Corporation (NMDFC). Raise funds for the SHG through these efforts.
- Assist SHG in the hiring of a management team for the SHG/ producer company.

**Following are eligible for becoming PIAs**

- Societies registered under the Societies Registration Act for at least three years and conducted such traditional skill development courses with established market linkages.
- Any private recognized/registered professional institution of repute operating such traditional skill development courses for at least the last three years with established market linkages.
- Any industry or an association of industries like ASSOCHAM, CII, FICCI etc. who are willing to run such training centres as per financial norms of the scheme With a proper plan.
- Any institution of Central/State Governments including Universities, Public Sector Undertakings and Training institutes of Central/ State Governments including Panchayati Raj Training institutions having the capacity to conduct such training programmes and fulfill the mandatory criteria.

### **C. Knowledge partners**

To support the Ministry and the Project Implementing Agencies (PIAs) with technical inputs for capacity building of master craftsmen/artisan and upgrading their traditional skills, the following knowledge partners will be involved by the Ministry:

- National Institute of Fashion Technology.
- Sectoral Export Promotion Councils. Other expert agencies.

The knowledge partners will have to support the Ministry and the PIAS through the following activities:

- Identification of traditional skills/crafts being practiced by minority communities
- Setting standards of the identified crafts
- Documentation of the identified crafts
- Design development and research
- Development of course curriculum for master craftsmen and trainees
- Monitoring, assessment, and certification of the training
- Any other activity which the Ministry feels necessary for the preservation and promotion of traditional skills/crafts.
- Identification of languishing Arts/crafts & their preservation.
- Design forecast & Trends for commercial viability



### **3.2.7. Self-Employment/Placements and Post Placement Support**

As the focus of this programme is on Self-employment, it will be mandatory on the part of PIAs to prepare a business Plan for the producer company for the trained youths and link it with the market. The PIAs will have to support the SHGs efforts for a period of one year.

In case of placement in the organized sector, the following are some general placement conditions which must be met by PIAs

- (i) Placement assistance and counseling should be offered to all candidates.
- (ii) Placement as far as possible should be made with minimum dislocation.
- (iii) The aim of providing Post Placement Support (PPS) is to help the candidates in settling down and taking care of their needs in the starting months of employment.
- (iv) Preferably, placement should be in the organized sector with associated benefits like PF, ESI, etc.
- (v) The placement in the informal sector should be considered only if the following conditions are met:
  - An offer letter is assuring the minimum wages of the state.
  - Certificate from the employer that wages have been paid as per the minimum wages.
  - The jobs should not be purely temporary and must have stability.
- (vi) The candidate would be treated as placed if he/she continues to be in job for at least 3 continuous months after training. One of the following documents would be treated as proof of placement:
  - Salary slips issued by the employer.
  - Account statement of the bank account of the candidate with credits of salary.
  - Letter with the name of the candidate and salary details.
- (vii) PIA has to ensure Post placement tracking and monitoring of the extent of retention in the new jobs for one period.

### **3.3 Brief Background of the “Hamari Dharohar” Scheme**

The government of India believes in Unity in Diversity, which is the basic tenet of Indian Culture. The Constitution of India grants equal rights and opportunities to all communities, including minority communities of India, to profess their religion and culture. Following the Constitution's spirit, the Government of India is of a firm conviction that there is a strong need to curate the rich heritage and culture of Minorities particularly minuscule minorities, and supporting calligraphy and related crafts. At present, there are 6 (six) Centrally notified minorities in India under the National Commission for Minorities Act, 1992, namely, Muslims, Christians, Sikhs,

Buddhists, Parsis, and Jains. Going by Census data of 2001, Buddhists and Jains have a small population, i.e., less than a Crore. The Parsis are even less than a lakh; hence they may fall under the minuscule minority category.

There is a general lack of information among people about the rich cultural heritage of minority communities of India, particularly of Parsis, Christians, Buddhists, etc. Good knowledge about culture and the rich heritage of communities develops better understanding among the masses and strengthens tolerance and social knitting. Therefore, a new scheme "Hamari Dharohar" was launched in 2014-15 (actual implementation started in 2015-16) to preserve the rich culture and heritage of minority communities of India with the following objectives:-

- To curate the rich heritage of minorities under the overall concept of Indian Culture.
- Curating iconic exhibitions.
- Preservation of literature/ documents etc.
- Support and promotion of calligraphy etc.
- Research and Development.

### 3.3.1 Budgetary outlay of the Scheme (Figures are in crores):

S.No.	Year	Allocation {BE}	Expenditure
1.	2014-15	5.00	4.99
2.	2015-16	10.01	9.90
3.	2016-17	11.00	6.60
4.	2017-18	12.00	0.64
5.	2018-19	6.00	1.64
6.	2019-20	6.00	--
Total		50.01	23.77

### 3.3.2 Status of schemeat present

The Central Sector Scheme aims at curating the rich heritage of minorities under the overall concept of Indian Culture; Curating iconic exhibitions; Preservation of literature/ documents, etc.; Support and promotion of calligraphy, etc.; Research and Development. The following activities were undertaken during 2018-19 under the Scheme:-

- Three exhibitions - "The Everlasting Flame", "Threads of Continuity," and "Across the

Oceans and Flowing Silks" were held during 2015-16 to exhibit Parsi culture.

- Project implemented by Dairatul Maarifil Osmania, Osmania University for translation of 240 documents belonging to the medieval period from Arabic to English, their digitization and re-printing.
- During 2018-19, Ministry has successfully organized two Mushaira (in Delhi & in Mumbai) under the scheme "Hamari Dharohar" through Maulana Azad Education Foundation (MAEF) on the subject "Gandhi-150 Mushaira" to commemorate the 150th birth anniversary of Mahatma Gandhi from 2nd Oct 2018 to 2nd Oct 2020. A Sufi Musical Programme was also organized during "Hunar Haat" at Mumbai by Annu Kapoor Films Pvt. Ltd

### **3.3.3 Mechanism of implementation/Issues & Challenges**

This is a 100% Central Sector Scheme and is implemented for curating the rich heritage of 6 (six) Centrally notified minority communities under National Commission for Minorities Act 1992 (viz. Muslims, Christians, Sikhs, Buddhists, Parsis, and Jains). The scheme can be taken up in the entire country. Ministry of Minority Affairs implements this scheme in consultation with the Ministry of Culture with the help of expert National and International Knowledge Partners in this field. Knowledge Partners may be as follows:

- Archeological Survey of India (ASI);
- National Museum, Delhi;
- National Archives of India, New Delhi;
- National Gallery of Modern Arts (NGMA);
- Indira Gandhi National Centre of Arts (IGNCA);
- United Nations Educational, Scientific and Cultural Organization (UNESCO);
- Indian National Trust for Arts and Cultural Heritage (INTACH);
- World Monument Fund.
- Eminent personalities concerned.

The Scheme is implemented by the Ministry directly through the following Project Implementing Agencies (PIAs) (registered with NITI Aayog) for projects that may be:

- State Archaeological Departments/Agencies.
- Renowned national reputed organizations registered under Societies Registration Act for at least three years and have experience of such curating works of heritage.
- Reputed Registered Organizations, registered under Societies Registration Act for at least three years and having experience of such curating works of heritage.
- Registered/Recognized Cultural Institutions worked for the socio-economic, cultural and educational cause of minorities, registered under Societies Registration Act for at least 3 years, and had the experience of curating works of heritage.
- Recognized Universities/Research Institutions had expertise and facilities for curating works of heritage.
- Institutions of Central/State Govt. having experience and facility of curating works of heritage.
- Trusts, Companies, Partnership Firms, or Societies registered under the Societies Registration Act, 1960, engaged in preserving and curating cultural and heritage importance items.

Besides, fellowship is also a component under the scheme.

#### **3.3.4 Issues & Challenges**

- Identification of viable projects
- Coordination with stakeholders

#### **3.4 Past Studies were undertaken**

The Scheme has been appraised and approved by the Standing Finance Committee (SFC) comprising of Secretary (Minority Affairs), representatives of Ministry of Finance, NITI Aayog, etc., in 2017 for its continuation till March 2020.

## **CHAPTER-4**

### **STUDY OBJECTIVES**

#### **4.1. Scope of the Evaluation Study**

The study's scope is to evaluate the scheme “USTTAD and Hamari Dharohar” in eight (8) States suggested by MoMA. The scheme's assessment is based on the Beneficiary and PIAs data provided by MoMA for selected eight (8) States of Haryana, UP, MP, Jharkhand, Assam, Rajasthan, HP, AP, and Chandigarh.

##### **a. Possible area of enquiry of the Study**

The central purpose of the evaluation study is to assess the contribution of the scheme to the enhancement of livelihoods of the targeted minority youth/ artisans/ craft persons. The key impact areas need to be explored and evidence-based information should be provided. The areas include:

- i. Upgradation of skill
- ii. Improved quality of self and family of beneficiaries
- iii. What difference it is making in beneficiaries' life - a comparative study
- iv. Impact on artisans' livelihood after participation in Hunar Haat.
- v. Response in other components of the Scheme is not encouraging

In addition, the study should bring out success factors in the processes adopted during the implementations, such as:

- vi. Mobilization and selection of beneficiaries
- vii. Engagement of Knowledge Partners
- viii. Identification and selection of traditional arts/crafts
- ix. Self Help Group Formation/ Bank Linkage/ Placement tie-ups
- x. Placement and tracking
- xi. PIA support for the SHG efforts for one year
- xii. Documentation and reporting
- xiii. Financial management and release of stipend to beneficiaries

Further, the study should overall identify the areas of improvement for enhancing the impacts under the scheme.

#### **4.2. Objective of the Evaluation Study**

The merger of the Hamari Dharohar Scheme as a component of the USTTAD Scheme is being

proposed and this aspect may also be examined in the study.

### **Scheme Performance Analysis**

- i. To understand the status of the scheme performance in the country on key intended outputs and outcomes
- ii. To qualitatively and quantitatively (based on a meta-analysis, if possible) map the actual contribution against the intended contribution of the scheme to National Development Priorities and SDGs

### **Assess Relevance. Efficiency. Effectiveness. Equity and Sustainability of the scheme**

Based on the Evaluation Coordination Group's (ECG's) Good Practice Standards for evaluation of public sector operations', the assessment of the Central Sector scheme should be conducted along the principles of Relevance, Efficiency, Effectiveness and Sustainability. Herein, relevance would assess the extent to which intended outcomes of the scheme were strategically aligned with the country's development priorities and if the design was appropriate for achieving the intended outcomes. The effectiveness assessment looks at whether the scheme's intended outcomes were achieved and whether any unintended outcomes had inadvertently reduced impact of the programme. The efficiency of the scheme is a measure of how well it used resources to achieve its outcomes. And, sustainability assessment focuses on the likelihood that scheme outcomes and outputs will be maintained over a meaningful timeframe, demonstrating the persistence of results from the programme implementation. This should cover all the three dimensions of sustainability i.e. economic, environmental and social. Additionally, it is important to add the principle of Equity, to assess if inclusion across dimensions is being ensured as a part of scheme coverage. In line with this understanding, the following aspects will have to be assessed:

- i. To analyse the input use efficiency of the scheme i.e. planned IEC activities for stakeholders and beneficiaries, institutional mechanism, fund flow (adequacy & timeliness) & utilization through public expenditure tracking, policy guidelines and human resources allocated for the implementation of the schemes at central, state, district, block, and village, mechanisms to identify and reward best practices within the scheme design as well as M&E systems
- ii. To assess the coverage of the scheme in terms of eligible beneficiaries, geographies etc.
- iii. To identify the key bottlenecks/issues & challenges in the implementation mechanisms (governance mechanisms, awareness generation, stakeholder engagement & their roles & responsibilities, process & resource flow, capacities) of various development schemes

- iv. To assess the quality of assets created/services provided under the scheme and to see how far these assets/services benefitted the end beneficiaries
- v. To assess the intended and actual convergence of the scheme to other developmental programmes of the Central and the State Governments as well as with private sector, CSR efforts, international multilateral and bilateral aid, etc.
- vi. Also identify gaps in the scheme outcomes in light of national priorities/SDGs not being addressed due to:
  - absence of interventions or
  - non-performance of existing schemes/interventions

#### **Cross-sectional Thematic Assessment**

Assess the scheme on various cross-sectional themes like (a) accountability and transparency, (b) direct/indirect employment generation, (c) gender mainstreaming, (d) use of IT/Technology in driving efficiency, (e) stakeholder & beneficiary behavioural change, (f) Research and Development (g) Unlocking Synergies (h) Reforms & Regulations and (i) impact on and role of private sector, community and civil society in the scheme

#### **Best Practices & Externalities**

- i. To identify and highlight any scalable best practices and homegrown innovations, if any, used and create case studies out of them to disseminate it for replication in other schemes/programmes
- ii. Also capture the unintended consequences/negative externalities of scheme implementation and how these were triggered. Also map them against the environmental and social safeguards in the scheme design

#### **Programme Harmonization**

Based on the above, analyze the need to continue the scheme in their existing form, modify, scale-up, scale-down or close down the scheme. In case if they need to be modified, suggest revisions in the scheme design for the effective implementation in the future

#### **4.3. Outline of the Project Report**

The report consists of an executive summary and six chapters, including the chapter on Overview of the scheme, which embodies the brief background about the Scheme along with its brief features, the importance of the scheme in terms of National Priorities, Mechanism of implementation, Structure & Stakeholders of the scheme, and scheme performance.

**Chapter 5** embodies the detailed methodology adopted by the project team. These details are about the target population (Beneficiaries & other Stakeholders), target sample units for collection of data from the four sets of the population (Beneficiaries and PIAs), Meta-analysis plan, Focus group discussion, data collection instruments/ methods (structured or semi-structured questionnaires), preparation of the analysis plan and sampling design, triangulation of the data of different sources, coding and cleaning of data for the purpose of analysis.

**Chapter 6** presents the analysis of data collected from 446 beneficiaries of the USTTAD scheme and 52 beneficiaries of Hunar Haat covered under this study. These beneficiaries are from the nine states of India. The data was collected using a structured and semi-structured questionnaire given in the Annexure. Analysis of the data is presented in subsequent sections of this chapter. The chapter has three sections, section-I analyses the USTTAD scheme beneficiaries. Section-II analyses the data collected from the beneficiaries of Hunar Haat, and section-III contains the case studies on Hamari Dharohar. The universe and sampling frame are presented in sub-section 6.2, Demographics data and details such as gender, age, location, minority group, etc. in sub-section 6.3, Analysis of awareness and encouragement is discussed in sub-section 6.4, while scheme Performance Analysis (Relevance/ Effectiveness) is covered in sub-section 6.5. Beneficiary feedback on PIAs resources and infrastructure are discussed in sub-section 6.6. The status of stipends to the beneficiaries is elaborated in sub-section 6.7. Marketing Assistance Scheme (Hunar Haat Programme) provided to the beneficiary is covered in sub-section 6.8. Subsection 6.9 covers the sampling frame for Hunar Haat, sub-section 6.10 demographic details of the Hunar Haat beneficiaries, subsection 6.11 analysis the impact of the marketing Assistance Scheme (Hunar Haat Programme), finally, the chapter is concluded in sub-section 6.12.

**Chapter 7** Contains the details on “Hamari Dharohar” scheme along with the five case studies. Section 7.1 covers the introduction on Hamari Dharohar scheme including the objectives, benefits, etc., Section 7.2 to 7.6 consists of 5 different case studies while 7.7 covers challenges and recommendation. Chapter is concluded in section 7.8.

**Chapter 8** presents the analysis of data collected from the 20 project implementing agencies (PIAs) and insights from the knowledge partners. Analysis of the data from PIA's is presented in Section-I of this chapter. Background in the form of Demographics is covered in section 8.2, Analysis of awareness and mobilizations are discussed in section 8.3; engagement of knowledge partners in section 8.4. Issues related to identification and selection of traditional arts and crafts is discussed in Section 8.5 and SHG formation/ bank linkage is discussed in Section 8.6. Analysis of placement tie-up and tracking is done in Section 8.7. The issues related to documentation and



reporting are discussed in Section 8.8 and financial management and stipend section is discussed in Section 8.9. Analysis of overall issues and challenges is covered in Section 8.10 and suggestions for improvement of the scheme are covered in Section 8.11. The insights on scheme restructuring and overall insights are covered in Section 8.12. Analysis of assets created/services provided by PIA's under the scheme are covered in Section 8.13, the feedback on relevance wrt the other schemes is covered in Section 8.14.

The Section II of the Chapter covers insights from Knowledge Partners. For the purpose of the impact evaluation study, knowledge partners such as National Institute of Design, National Institute of Fashion Technology and Indian Institute of Packaging were contacted. Section 8.15 summarizes the insights from the knowledge partners. Finally, chapter is concluded in section 8.16.

**Chapter 9** consists of findings and recommendations with respect to various objectives of the assignment. These findings are based on three sets of data, i.e., (i) data collected from stakeholders, (ii) data collected from beneficiaries, and (iii) data collected from different secondary resources.

#### **4.4. Concluding Remarks**

This chapter has tried to discuss the Scope of the evaluation study of the scheme Ustaad. The chapter describes the areas of inquiry and objectives of the evaluation study for the USTTAD scheme required to be covered as part of the evaluation study. The next chapter of the report will discuss the detailed research methodology applied in this study.



## **CHAPTER-5**

### **STUDY APPROACH & METHODOLOGY**

#### **5.1 Introduction**

This chapter primarily deals with the methodology of data collection, data analysis, and data presentation in the subsequent sections of this chapter. Two sets of data were collected for the evaluation of the USTTAD scheme across India. The first set of data was about Project Implementation Agencies (PIA's). The second set of data was collected about beneficiaries of the "USTTAD" scheme and beneficiaries of Hunar Haat.

#### **5.2. Methodology**

The methodology involves meta-analysis, designing the discussion guides for focus group discussions, interview guides for in-depth interviews, structured questionnaires/schedules for studies, Preparation of the analysis plan, and Sampling design. The steps are elaborated in the following paragraphs

##### **A. Meta-analysis**

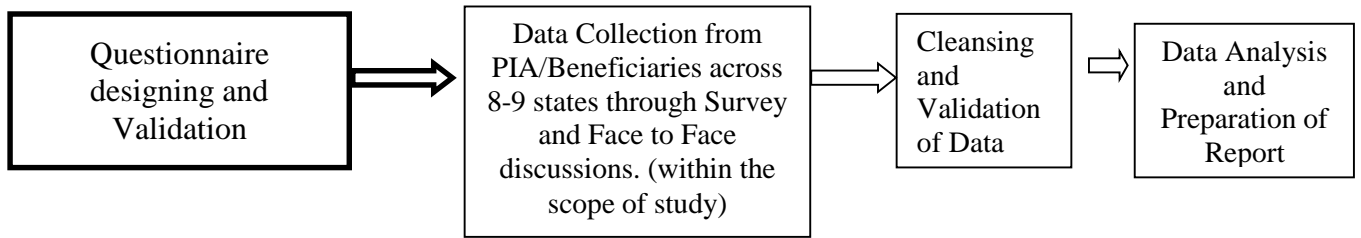
The data and methods will involve a review of:

- i. National and International development goals and scheme documents;
- ii. Financial data on allocation and expenditures of the scheme;
- iii. Annual reports of the ministry I department for output and outcome assessment;
- iv. Available evaluation reports for output and outcomes assessment;
- v. Annual progress reports and implementation documents to assess the institutional arrangements;
- vi. Available evaluation reports are done at the district and state level, for the states/districts covered under field study, if applicable;
- vii. Evaluations are done by non-government agencies.

Based on meta-analysis and key informant interviews, and community, the evaluation study will provide insights into reasons for success and failure of scheme design, institutional arrangements, human resources, political economy considerations, among others. The study will also provide strategic insights into:

- a) Gaps between intended and actual outcomes both due to lack of specific interventions and failure or poor outcomes of existing schemes;
- b) Institutional and human resource failures and best practices;
- c) Institutional provisions for monitoring and evaluation;
- d) Degree of adoption of the outcome-output framework;

- e) Adoption of technology for effective scheme implementation;
- f) Political economy constraints and scheme design constraints or provisions, among others.



**Figure 5.1: Methodology**

**B. Designing of the discussion guides for focus group discussions, interview guides for in-depth interviews, and structured questionnaires/schedules for studies**

**a. Key informant interviews & focus group discussions:**

Herein, it is proposed that key informant interviews with Ministry/department personnel at the national level, Project implementing agencies, other stakeholders supporting implementation, or indirectly enabling the scheme's success such as NIFT. Additionally, focus group discussions were conducted, involving stakeholders, opinion-makers as well as selected beneficiaries.

**b. Focused Group Discussion (FGD)**

The team has conducted **TWO Focus Group Discussions (FGD)**. Each FGD comprised of 15-20 Beneficiaries and 10 PIAs.

The main purpose of the FGD:

- i. Conducting FGD is a part of the requirement
- ii. To gather information through discussions to understand the PIA's and beneficiaries' issues and challenges and to discuss improvements in the USTTAD Scheme.
- iii. Pretest the questionnaire.

A qualitative study backed with extensive meta-analysis was adopted to provide the scheme assessment. The Team has conducted the FGD on 14<sup>th</sup> October 2020, in two slots, 10:30 AM to 1 PM and 2 to 4:30 PM, in mutual consultation with the MoMA.

**c. Questionnaire Design:**

A questionnaire (structure) was formed in consultation with MoMA. A focus group interview was also conducted with the help of MoMA.

Probable information required through the questionnaire addressed all the objectives of the study, such as:

- i. Demographics including socio-economic status (beneficiary)

- ii. Information on infrastructure, facilities, and resources PIAs).
- iii. Problem and issues related to enrolment, placements, and training (PIAs)
- iv. Income and social status of trainees before and after the training (trainee).
- v. Experience on Humaar Haat (beneficiaries)

Note: A separate questionnaire for Beneficiary and PIAs was formed and tested.

### **C. Preparation of the analysis plan and Sampling design**

#### **a. Field Study Method:**

##### **Sampling Method –**

- i. The stratified sampling method is adopted based on the
  - Percentage of Beneficiaries and PIAs concentration in a Geographical coverage
  - Percentage of Religious group concentration
- ii. Survey Administration is done by the local Market research executives in the local language.
- iii. Due to Covid-19 Scenario Mixed survey channel may opt (some state is following complete lockdown, and some states have critical case rate): Personal, on-Phone, online video meetings, etc.

#### **b. Proposed Sample size**

- I. The study was conducted in 9 States (states were decided in consultation with MoMA).
- II. More than 20 PIAs are contacted in total.
- III. A total of more than 446 beneficiaries have interacted across the selected states
- IV. A total of 52 beneficiaries from Humaar Haat (Delhi) interacted.

#### **c. States selected for the Field Study:**

The team has contacted the stakeholders for the study across the following states:

- I. North: Haryana, HP, UP, and Chandigarh
- II. West: Rajasthan
- III. East: Jharkhand
- IV. North East: Assam
- V. South: AP
- VI. Central: MP

**d. Beneficiary Household surveys:**

A selected sample of household surveys was conducted to assess the beneficiary-level impact of the scheme. This household survey design was quasi-quantitative in nature. Additionally, the key information areas to be covered in the discussion guides/questionnaires for key informant interviews and beneficiary surveys covered data points included but not limited to NITI Aayog's Output-Outcome Monitoring Framework corresponding schemes.

Collecting and compiling the data from selected areas and Collation and data cleaning. Data collected is validated through phonic calls or personal visits to the concerned PIAs. Data, once collected, was compiled and cleaned using different statistical techniques and tools for finding unengaged respondents, inconsistency, capture sensitivity, and univariate & multivariate outliers. Excel tools and other statistical packages were employed for the purpose.

**D. Running data analysis:**

The collected data, cleaned through the cleansing process, was used to analyze the key performance indicators using Qualitative techniques like trend analysis, Pareto, etc., and statistical tools like SPSS, Stata, MS-Excel.

**E. Report preparation**

A detailed report is prepared to address the study's scope as per the structure provided by the MoMA.

**5.3. HAMARI DAROHAR**

**For the purpose of the study of this scheme, it is proposed to conduct 3-4 case studies across different states/ regions and other Minority Groups covering all the objectives, including the following aspects**

- a) Improvement in the preservation and promotion of the rich heritage of Minorities
- b) Improved quality of observed literature documents, etc.
- c) What difference is it making in observation of the rich heritage of minorities, comparative study
- d) Response under the component of fellowships of the Scheme

The case studies would bring out success factors in the processes adopted and suggest areas for policy interventions.

#### **5.4 Conclusion**

This chapter focused on the methodology of the study. The methodology covers Sampling design, including Meta-analysis, Focused group discussions, questionnaire design, sample size, and target beneficiary states for USTTAD scheme and case study for Hamari dharohar scheme. In the next chapter, an analysis of the evaluation study based on key performance indicators is performed using information received from the beneficiaries





## CHAPTER-6

### BENEFICIARIES RESPONSE DATA ANALYSIS

#### 6.1 Introduction

The objectives of the USTTAD Schemes are (i) to bring down the unemployment rate of minorities (Muslims, Christians, Sikhs, Buddhists, Jains, and Parsis), (ii) to preserve the heritage of the traditional arts and crafts of minorities (iii) to build the capacity of craftsmen and artisans through training of young generation, (iv) to generate means of better livelihood for marginalized minorities and bring them in the mainstream, (v) to establish linkages of traditional skills with the global market, (vi) to develop potential human resource for the country. Keeping these objectives of the scheme and terms of reference in view, data was collected on the schemes' different parameters/dimensions. These dimensions/parameters are (i) level of awareness and encouragement for “USTTAD” scheme, (ii) scheme Performance Analysis (Relevance/ Effectiveness), (iii) beneficiary feedback on PIAs resources and infrastructure, (iv) status of stipends to the beneficiaries (v) marketing assistance scheme provided to beneficiaries. In all, 446 beneficiaries were part of this study from nine states across India. The data was collected in August-November 2020, having personal interviews with beneficiaries. The data is collected using a structured and semi-structured questionnaire. Analysis of the data is presented in subsequent sections of this chapter. The analysis is divided into three sections. Section-I describes the analysis of 446 beneficiary data for the USTTAD Scheme, Section-II Covers the analysis of 52 beneficiaries from Hunar Haat Delhi, which was conducted from 11 -22 Nov 2020.

#### SECTION I: ANALYSIS OF BENEFICIARY DATA FOR USTTAD SCHEME

This section covers various aspects of the evaluation of the USTTAD scheme. The universe and sampling frame are presented in section 6.2, Demographics data and details such as gender, age, location, minority group, etc. in section 6.3, Analysis of awareness and encouragement is discussed in section 6.4, while scheme Performance Analysis (Relevance/ Effectiveness) is covered in section 6.5. Beneficiary feedback on PIAs resources and infrastructure is discussed in section 6.6. The status of stipends to the beneficiaries is elaborated in section 6.7. Marketing Assistance Scheme (Hunar Haat Programme) provided to the beneficiary is covered in 6.8.

## 6.2 Universe and sampling framework of the study

The actual sample size for this study was 446 beneficiaries. The sample coverage is as shown in Table 6.1. The criteria for selecting sampling units were as per guidelines listed in the ToR concerning the ratio of beneficiaries given to the implementing agencies, sectors of the projects/units, the beneficiaries' social background, etc.

Table 6.1: Sample of Beneficiaries selected from the target states

State	Beneficiaries (No.)	Beneficiaries (%)
Andhra Pradesh	45	10%
Assam	45	10%
Chandigarh	57	13%
Haryana	45	10%
Himachal Pradesh	50	11%
Jharkhand	59	13%
Madhya Pradesh	51	11%
Rajasthan	49	11%
Uttar Pradesh	45	10%
<b>Total Beneficiaries</b>	<b>446</b>	<b>100%</b>

On an average, more than 40 beneficiaries have been taken from each state/ UT representing approx 10% of the sample. The number of beneficiaries from each state covered for collecting data of beneficiaries is also in Table 6.1 and graphically represented in Figure 6.1.

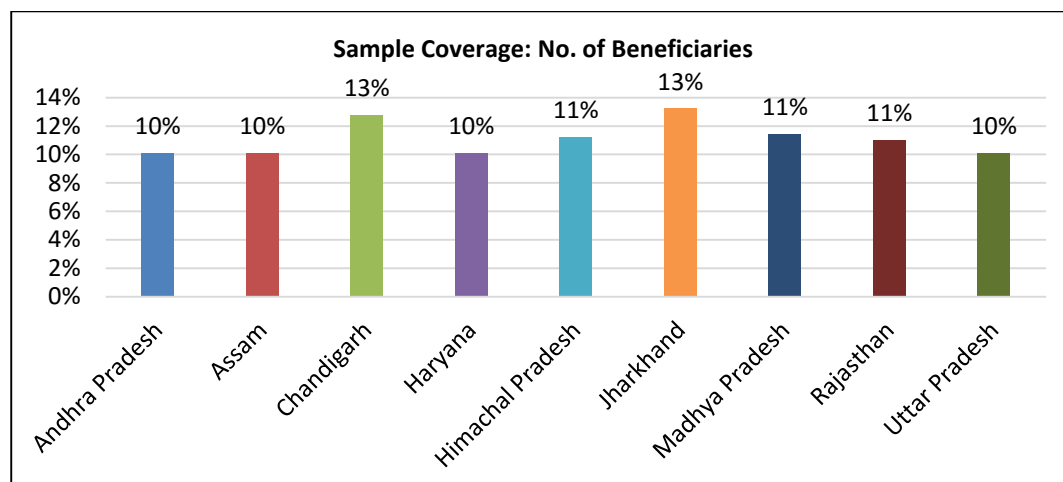


Figure 6.1: Represent beneficiaries selected from each target states

### 6.3 Demographic details of the beneficiaries

This section covers the data analysis of the demography of the beneficiaries. The demography parameters selected for the study were (a) Reason for selecting Traditional Trade, (b) Duration of Course (c) Certificate Received, (d) Type of Certification, (e) Gender, (f) Age, (g) Martial, (h) Differently abled Status, (i) Education level, (j) Caste (k) Religion, (l) Location, (m) Minority concentrated districts, (n) BPL cardholders.

#### 6.3.1 Reason for selecting Traditional Trade

The beneficiaries were asked to give the reason for selecting the Traditional trade. The family background was observed as one of the main reasons for selecting the Traditional Trade as most respondents answered (85%), followed by prior experience/education (70%), as shown in Figure 6.2.

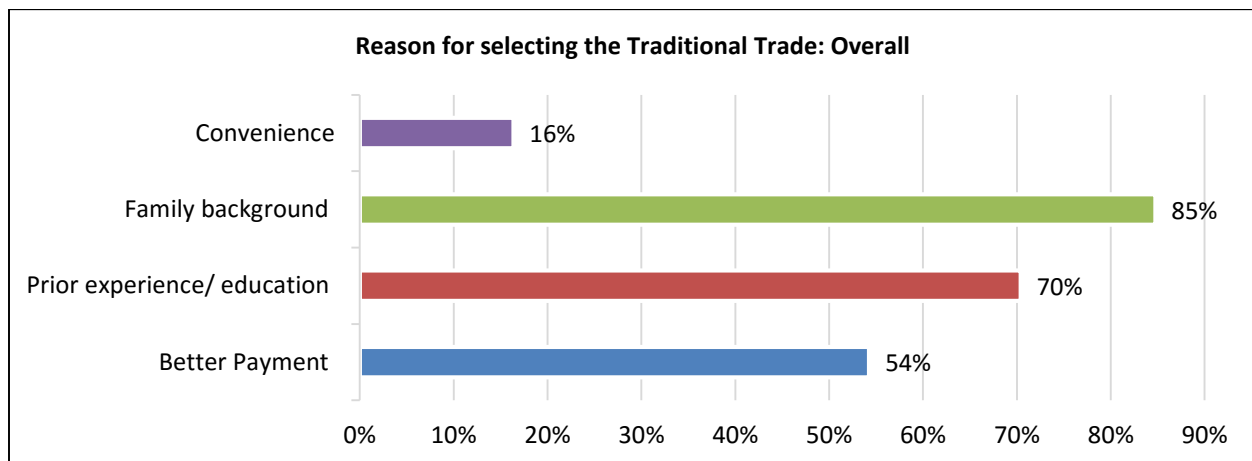


Figure 6.2: Represent Beneficiaries reason for selecting the Traditional Trade

#### 6.3.2 Duration of the Course

The respondents were asked regarding the length of the course. Mostly (35%) of respondents answered that the courses are of 6 months duration in the questionnaire, as seen in Figure 6.3.

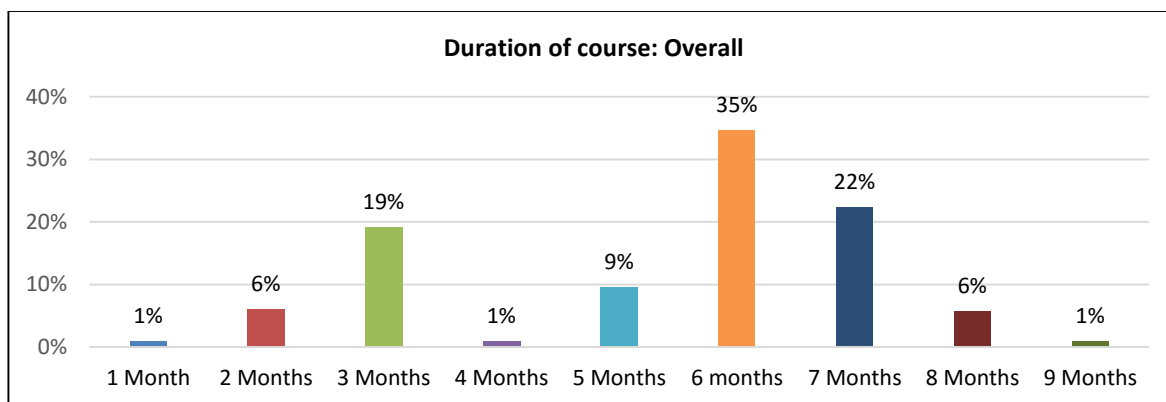


Figure 6.3: Represent Beneficiaries Duration of course

### 6.3.3 Certificate Received

The beneficiaries were asked to share whether they received the certificate or not. Most of the respondents (57%) haven't received a certificate, whereas only (43%) received a certificate through this scheme, as shown in Figure 6.4. Similarly year-wise data is shown in Figure 6.4A

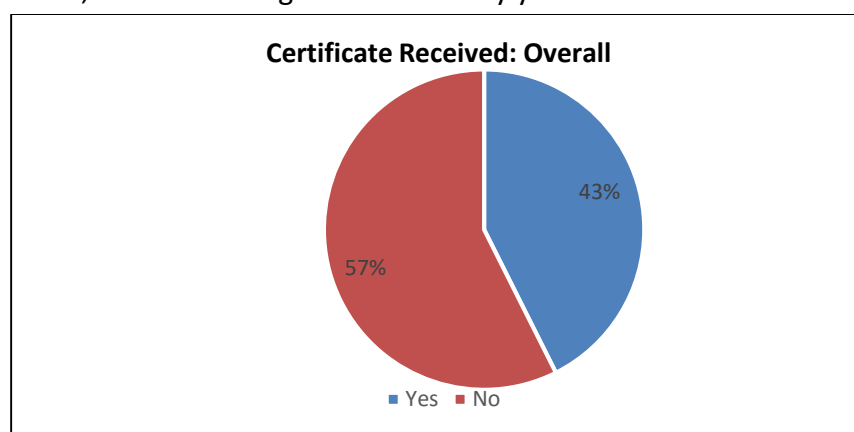


Figure 6.4: Overall percentage of Respondent received Certificate

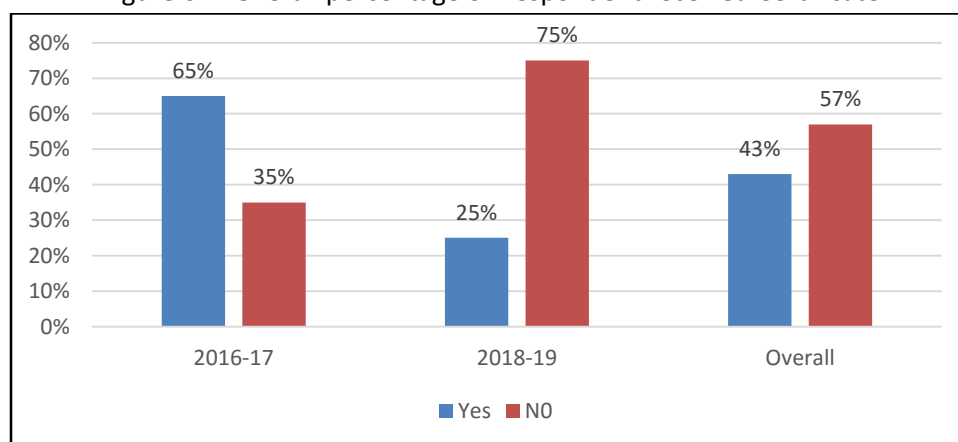


Figure 6.4A: Year-wise percentage of Respondent received Certificate

On state-wise observation, most of the respondents (98%) and (93%) from Madhya Pradesh and Andhra Pradesh respectively didn't receive certification, whereas most of the respondents (92%) and (88%) from Himachal Pradesh and Rajasthan received the certification, as seen in Figure 6.5.

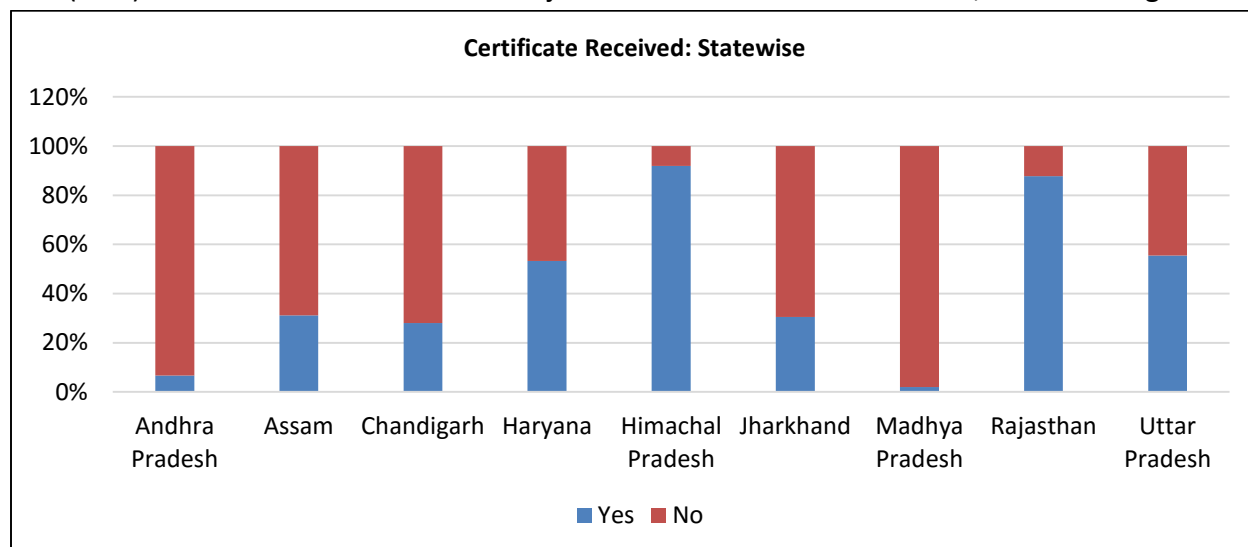


Figure 6.5: Overall percentage of Respondent received Certificate State Wise

#### 6.3.4 Beneficiaries- Gender

The beneficiaries were asked their gender in the questionnaire. The scheme has a 33% reservation for female beneficiaries. Overall, the total percentage of female and male beneficiaries administered are 84% and 16%, respectively, and graphically represented in Figure 6.6.

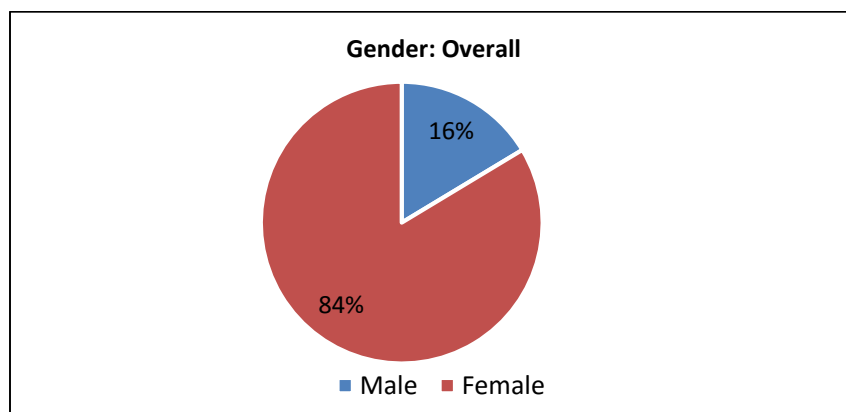


Figure 6.6: Overall percentage of different gender

Table 6.2 shows the State-wise data. On state-wise responses, the state of Madhya Pradesh, Himachal Pradesh and Andhra Pradesh had a lower participation from females.

Table 6.2: Percentage of Beneficiaries (respondents) of different gender

Gender	Male	Female
Andhra Pradesh	33%	67%
Assam	0%	100%
Chandigarh	0%	100%
Haryana	24%	76%
Himachal Pradesh	36%	64%
Jharkhand	2%	98%
Madhya Pradesh	47%	53%
Rajasthan	8%	92%
Uttar Pradesh	0%	100%
<b>Total Beneficiaries</b>	<b>16%</b>	<b>84%</b>

### 6.3.5 Beneficiary: Age

The beneficiaries were asked to share their age in the questionnaire. Figure 6.7 represents the distribution of Age overall and state-wise, respectively. The majority of the beneficiaries (25%) belong to 22-25 years. Beneficiaries from most states are in the age group of “22-25” to “31-35” years. Beneficiaries in the age group “more than 40 years” are merely 4%. It is to be noted here that the age requirement for the scheme till 2017 was 14-35 years and from 2018 onwards, the age requirement was revised to 14-45 years.

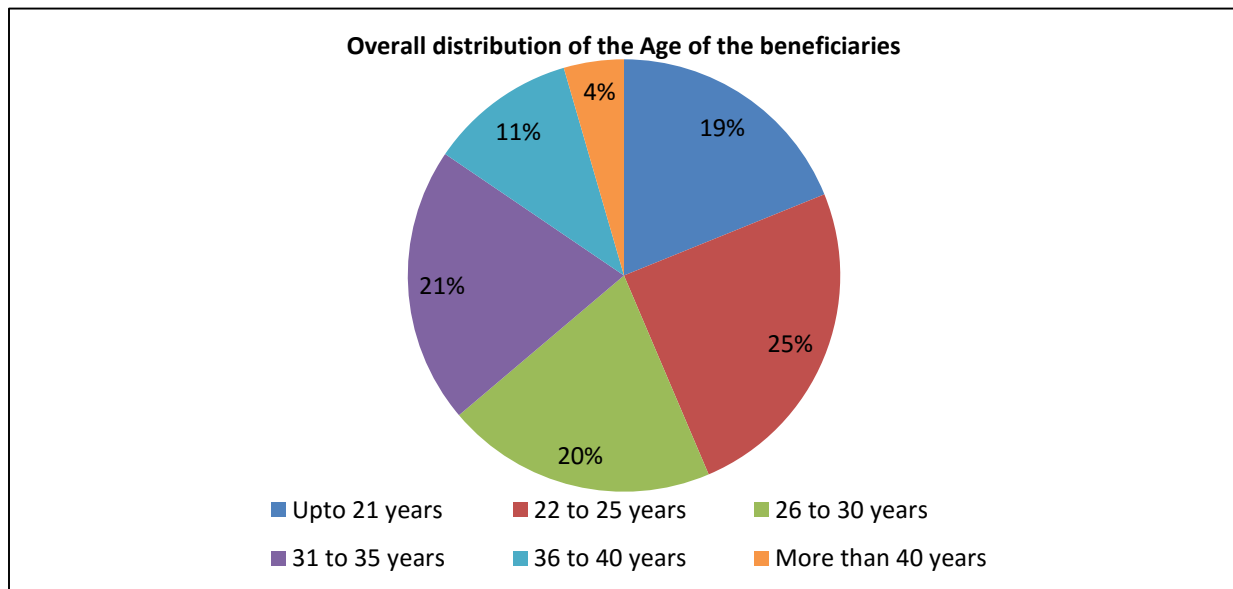


Figure 6.7: Overall distribution of the Age of the beneficiaries

### 6.3.6 Beneficiary: Marital Status

Beneficiaries were asked to inform their marital status. The marital status of the beneficiaries chosen for the study is graphically represented in Figure 6.8. Most of the beneficiaries (respondents) (60%) were married, and about 40% are unmarried.

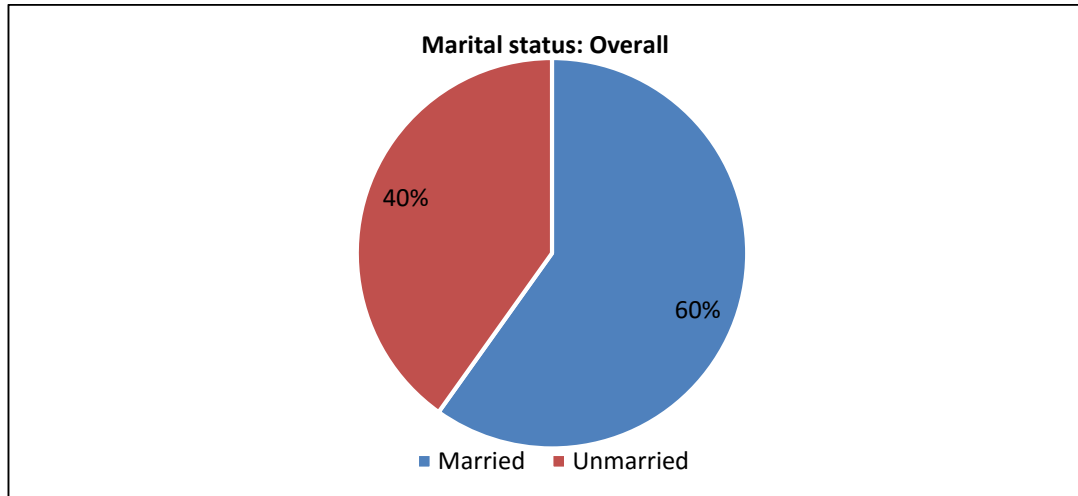


Figure 6.8: Marital status of the respondents (beneficiaries)

### 6.3.7 Beneficiaries: Disabled

The percentage of the respondent with and without disabilities assessed for the study is shown in Figure 6.9. The respondents with disabilities selected for the study are 1% of the total sample.

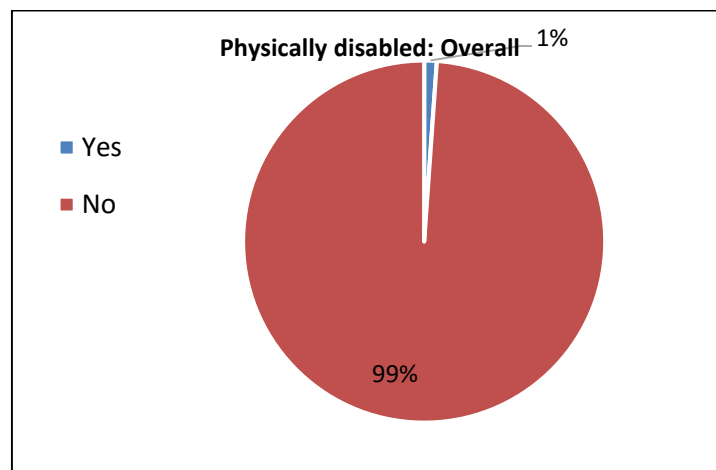


Figure 6.9: Graphical representation of respondents' physical condition

### 6.3.8 Beneficiary: Educational qualification

The beneficiaries (respondents) were asked to mention their education level in the questionnaire. The distribution of the respondents based on the educational level is shown in Figure 6.10 and Table 6.3. As observed in Figure 6.14, (21%) beneficiaries were graduates and above. Most of the beneficiaries (74%) were between 8<sup>th</sup> to 12<sup>th</sup> pass.

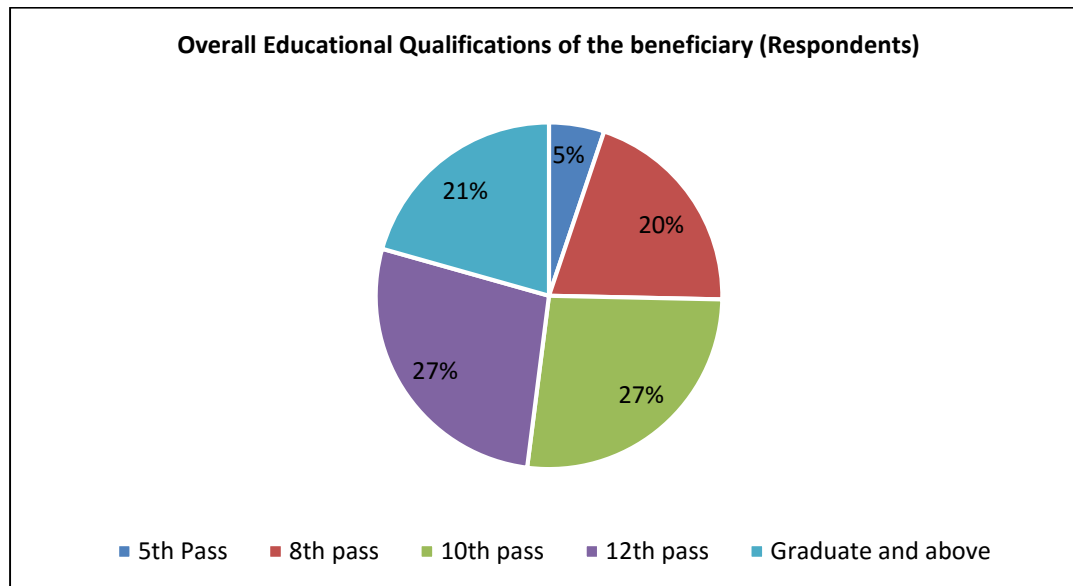


Figure 6.10: Overall educational Qualifications of the beneficiary (Respondents)

As shown in Table 6.3, the Respondents from Himachal Pradesh are mostly graduates (70%), and 49% of respondents from Andhra Pradesh are 12<sup>th</sup> pass. Respondents from Uttar Pradesh are mostly 8<sup>th</sup> (62%) or 10<sup>th</sup> (27%) pass. 35% of the beneficiaries from MP were 5<sup>th</sup> pass.

Table 6.3: State-wise educational Qualifications of the beneficiary (Respondents)

Educational Qualifications	5th Pass	8th pass	10th pass	12th pass	Graduate and above
Andhra Pradesh	0%	0%	44%	49%	7%
Assam	2%	0%	62%	36%	0%
Chandigarh	4%	11%	23%	35%	28%
Haryana	2%	56%	27%	16%	0%
Himachal Pradesh	0%	2%	0%	28%	70%
Jharkhand	2%	24%	32%	24%	19%
Madhya Pradesh	35%	22%	24%	10%	10%
Rajasthan	0%	10%	6%	39%	45%
Uttar Pradesh	0%	62%	27%	11%	0%
<b>Total Beneficiaries</b>	<b>5%</b>	<b>20%</b>	<b>27%</b>	<b>27%</b>	<b>21%</b>



### 6.3.9 Beneficiary: Minority category

The “USTTAD” scheme aims to preserve the heritage of traditional arts and crafts of minority communities. This minority category consists of Muslims, Christians, Sikhs, Buddhists, Parsis, and Jains. The scheme also considers 25% of beneficiaries belonging to BPL families of the non-minority community. The beneficiaries (respondents) were mostly from the Muslim minority category (66%), as shown in Table 6.4.

Table 6.4 State-wise Minority Category of the beneficiary (Respondents)

Minority Category	Muslim	Christian	Buddhist	Sikh	Jain	Parsis	Others: Hindu
Andhra Pradesh	73%	27%	0%	0%	0%	0%	0%
Assam	89%	0%	0%	0%	0%	0%	11%
Chandigarh	2%	0%	0%	96%	2%	0%	0%
Haryana	100%	0%	0%	0%	0%	0%	0%
Himachal Pradesh	2%	0%	32%	0%	0%	4%	62%
Jharkhand	71%	7%	0%	0%	0%	2%	20%
Madhya Pradesh	82%	4%	0%	2%	8%	0%	4%
Rajasthan	96%	0%	2%	0%	0%	2%	0%
Uttar Pradesh	100%	0%	0%	0%	0%	0%	0%
<b>Total Beneficiaries</b>	<b>66%</b>	<b>4%</b>	<b>4%</b>	<b>13%</b>	<b>1%</b>	<b>1%</b>	<b>11%</b>

Buddhist respondents were mostly from Himachal Pradesh (32%), while Sikh (96%) and Christians (27%) were from Punjab and Andhra Pradesh, respectively. Jain respondents were mostly from Madhya Pradesh (8%). Non-minorities beneficiaries (respondent), i.e., Hindus, were mainly from Himachal Pradesh, as shown in Table 6.4, Figure 6.12.

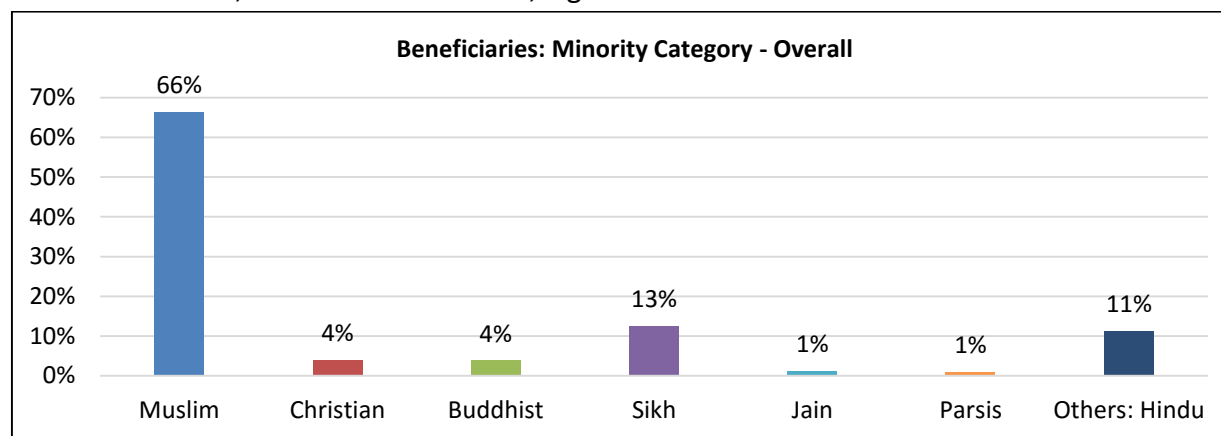


Figure 6.12: Overall: Minority category of beneficiaries (respondents)

### 6.3.10 Beneficiary: Location

The scheme's evaluation study requires an assessment of beneficiaries (respondents) belonging to both urban and rural areas. The total percentage of respondents from rural and urban areas was 80% and 20%, respectively, as shown in Figure 6.13,

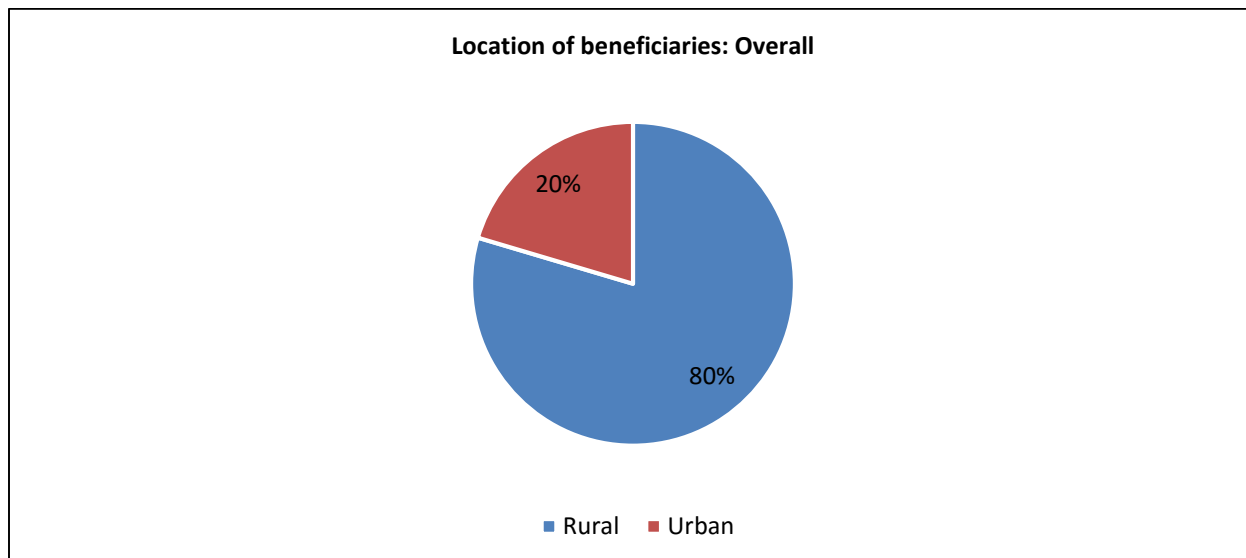


Figure 6.13: Overall distribution of beneficiary Rural/Urban

The maximum percentages of the rural respondents (100%) were from Haryana, Rajasthan, and Uttar Pradesh, while the maximum percentage of urban respondents were from Chandigarh (82%), presented in Table 6.5. Even though there is no PIA in Chandigarh, the data pertains to the Beneficiaries located in Chandigarh region. Both the surveys (for PIAs and Beneficiaries) were conducted independently

Table 6.5: Percentage of respondents from rural and urban areas

Location	Rural	Urban
Andhra Pradesh	87%	13%
Assam	98%	2%
Chandigarh	18%	82%
Haryana	100%	0%
Himachal Pradesh	78%	22%
Jharkhand	64%	36%
Madhya Pradesh	90%	10%
Rajasthan	100%	0%
Uttar Pradesh	100%	0%
<b>Total Beneficiaries</b>	<b>80%</b>	<b>20%</b>

### 6.3.11 Is the District Minority Concentrated District (MCD)

The beneficiaries (respondents) were asked to mention whether they belong to the Minority concentrated District. As shown in Figure 6.14, 40% of the respondents were from MCD

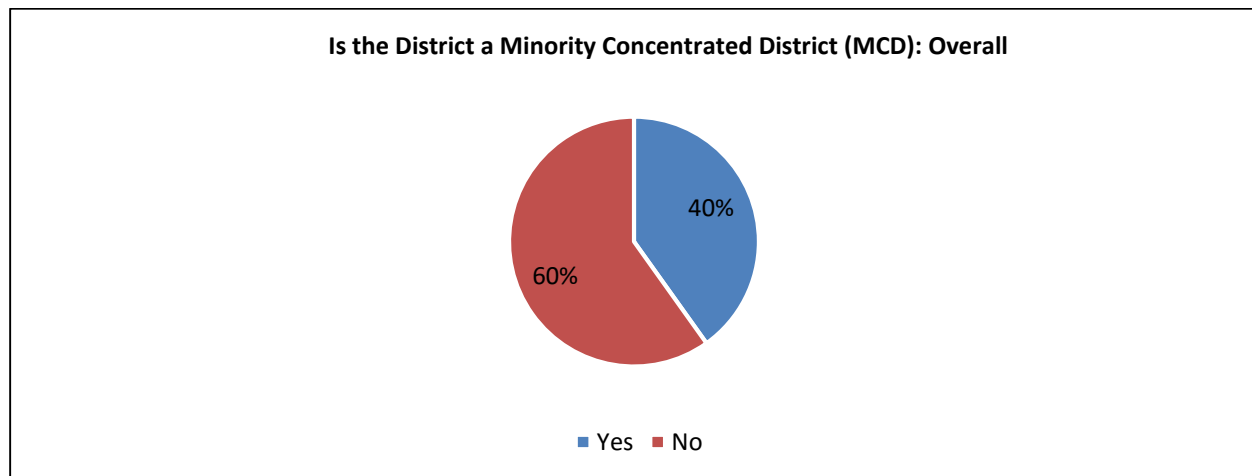


Figure 6.14 Overall beneficiaries response for Minority Concentrated District

### 6.3.12 Beneficiary: Any Other Training Attended

The beneficiaries were asked if they have attended any other training program apart from training received through the “USTTAD” scheme. Table 6.6 represents the distribution of beneficiary who have attended any other training state wise. Beneficiaries (respondents) from Andhra Pradesh (18%), Chandigarh (18%), and overall (6%) had undergone training in Pradhan Manti Kaushal Vikash Yojna and Seekho Aur Kamao Scheme. Even though there is no PIA in Chandigarh, the data pertains to the Beneficiaries located in the Chandigarh region. Both the surveys (for PIAs and Beneficiaries) were conducted independently

Table 6.6: Percentage of beneficiary attended any other training

Have you attended any other similar skill Training course by Central / State Government earlier	Yes	No
Andhra Pradesh	18%	82%
Assam	2%	98%
Chandigarh	18%	82%
Haryana	0%	100%
Himachal Pradesh	4%	96%
Jharkhand	3%	97%
Madhya Pradesh	2%	98%
Rajasthan	2%	98%
Uttar Pradesh	0%	100%
<b>Total Beneficiaries</b>	<b>6%</b>	<b>94%</b>

### 6.3.13 Beneficiary: BPL cardholder

The beneficiaries (respondents) were asked to mention whether they have a BPL card. As shown in Figure 6.15, overall 55% of respondent have BPL card.

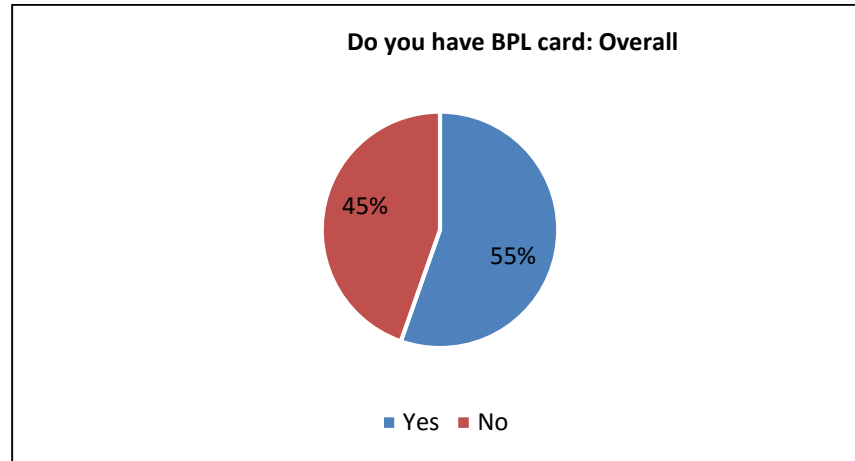


Figure 6.15 Overall beneficiaries response for BPL card

Figure 6.16 shows the data state-wise and the majority of the beneficiaries (respondents) from Madhya Pradesh (88%), Himachal Pradesh (80%), Uttar Pradesh (67%), and Chandigarh (61%) are BPL cardholders.

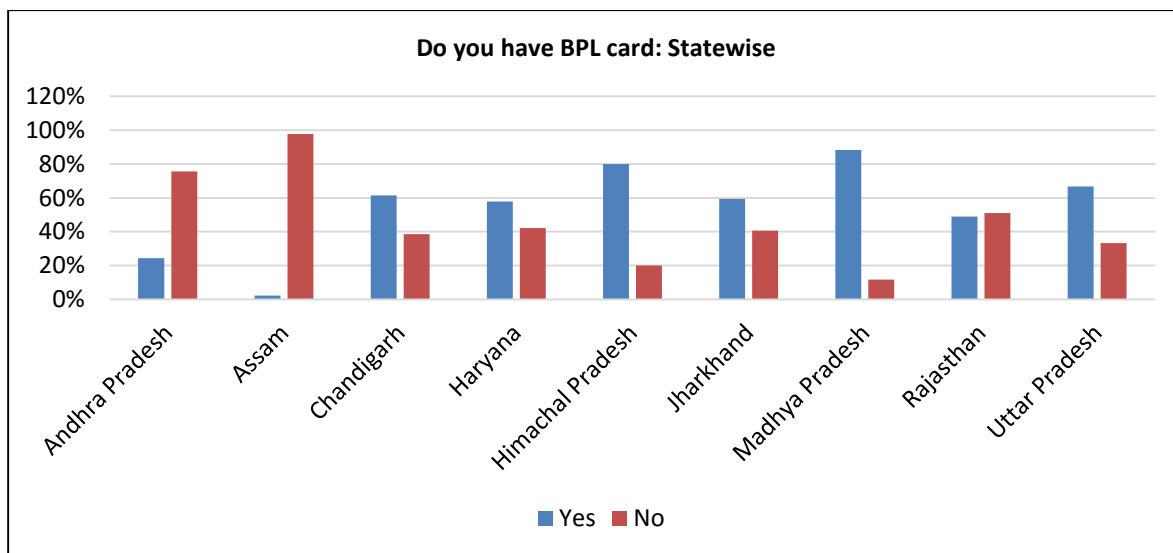


Figure 6.16: State-wise beneficiaries (respondents) with BPL Card

## 6.4 Awareness and Encouragement

### Sources of Awareness of the USTTAD Scheme

The beneficiaries (respondents) were asked regarding the sources of awareness of the “USTTAD” Scheme. As shown in Figure 6.17, word of mouth is the most important source of awareness (approx. 74%) followed by awareness through the Internet (25%) and Awareness through camps by Government Agencies (22%). The use of social media may be encouraged to increase awareness about the scheme amongst the potential beneficiaries.

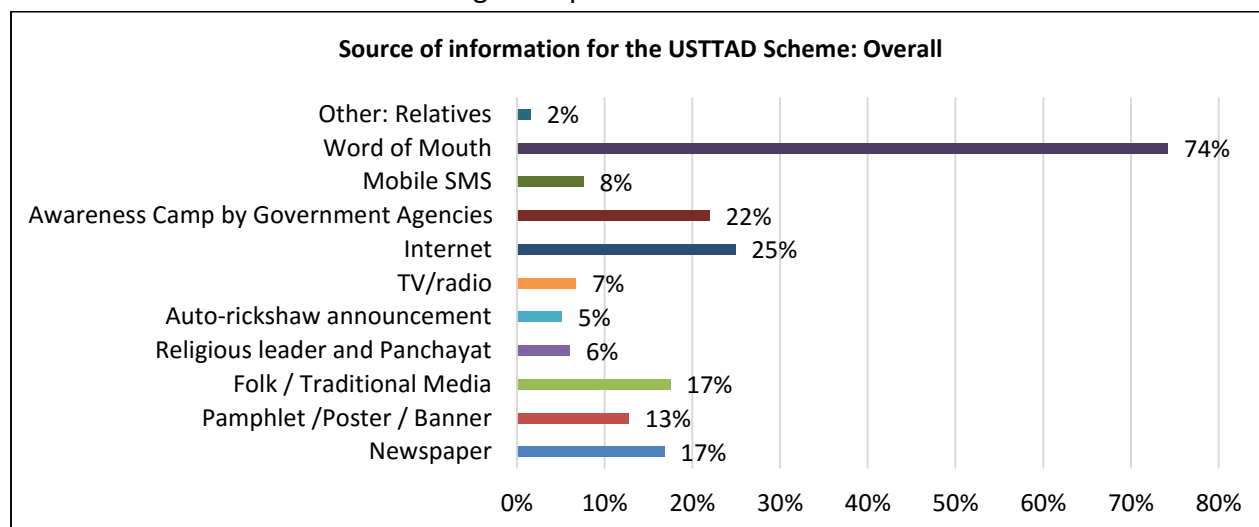


Figure 6.17: Overall distribution of respondents as per the source of Information for the “USTTAD” Scheme. The awareness and encouragement to the beneficiaries is also done by the PIAs while visiting the religious places, for which prior permissions are taken.

## 6.5 Scheme Performance Analysis (Relevance/ Effectiveness)

The performance of the scheme based on relevance/effectiveness is analyzed on different dimensions/parameters. These parameters include (i) reason for joining, (ii) reasons and challenges related to joining the scheme, (iii) scheme impact on beneficiaries skill, salary, nature of work and work experience, (iv) satisfaction/ Effectiveness of scheme related to the quality of training program and beneficiary’s living standard, job and increase in income, (v) placements related issue.

### 6.5.1 Reason for Joining the USTTAD Scheme

The beneficiaries (respondents) were asked to share their reasons for joining the USTTAD Scheme. The reasons are summarized in Figure 6.18. Most of the respondents (95%) shared adopting a particular trade as the main reason for joining the USTTAD scheme, followed by other

reasons such as improvement in income (94%), improved quality of life for self and family (91%) and up-gradation of skill (78%).

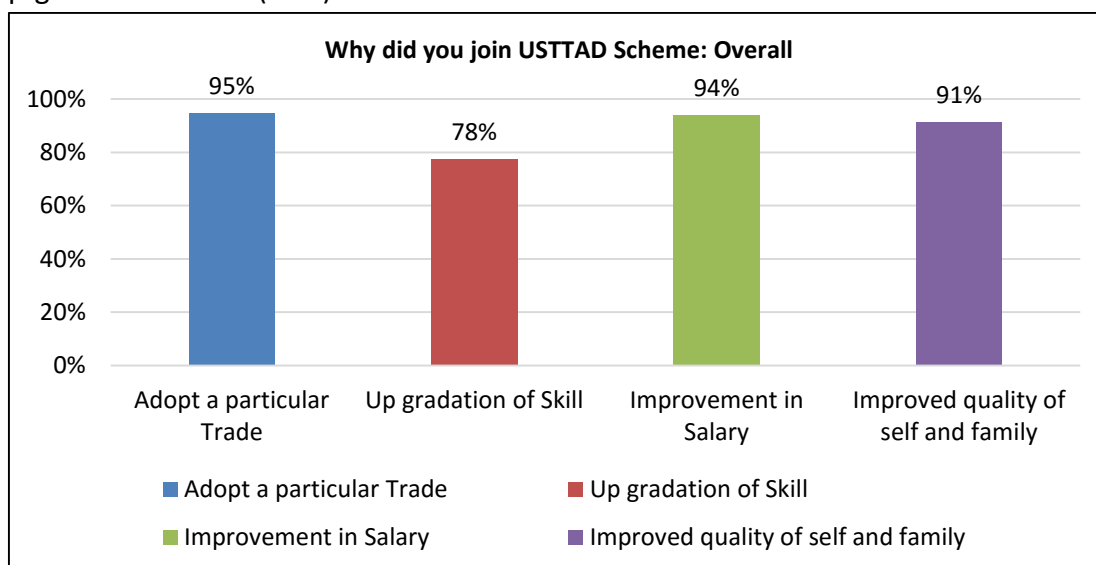


Figure 6.18: Overall percentage of the reason for joining the scheme

### 6.5.2 Challenges in joining the USTTAD Scheme

The respondents were asked to mention the challenges faced by them in joining the “USTTAD” scheme. Lack of awareness (47%) of the scheme is the main challenge in joining the scheme, though 41% and 34% of respondents also pointed the selection process adopted by the PIA and Location, respectively as other challenges (see Figure 6.19).

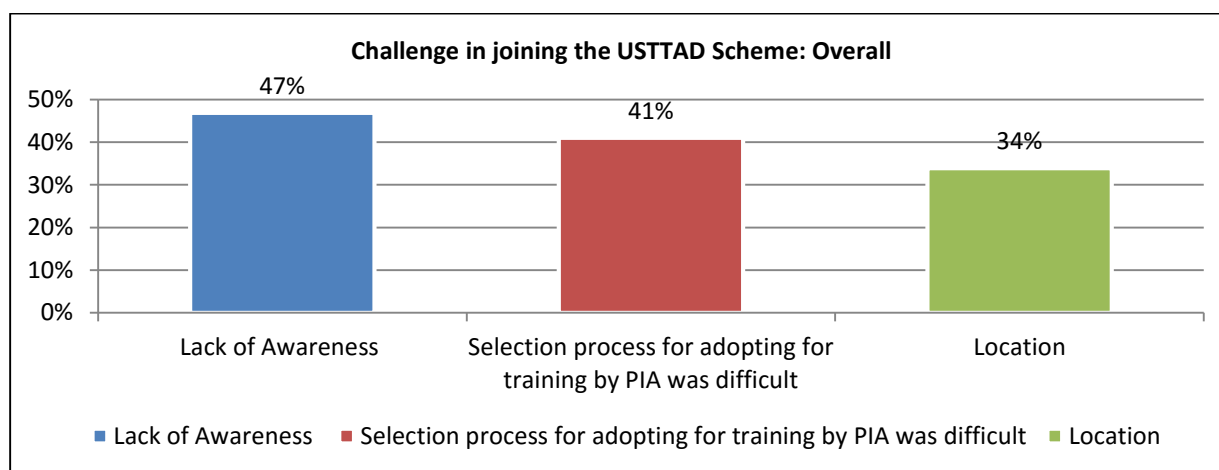


Figure 6.19: Overall percentage of respondents mentioned the challenges in joining the scheme

### 6.5.3 Skillset before and after attending the Training

The main objectives of the scheme to uplift the overall social-economic status of the minority categories. Most respondents reported improved skillset after undergoing training in the USTTAD programme. It was observed (see Figure 6.20) that before joining the scheme respondents either did not have any knowledge of skill (66%) or had a basic knowledge of skill (34%). But after receiving training under the “USTTAD” programme, respondents' skills improved (22%) or they became professional (20%), and (48%) learned the work. Thus the scheme has been beneficial in enhancing the skill set. The assessment of improvement has to be developed and conducted from the perspective of the master trainer. A practical exam may be performed for the same. Appropriate indicators may be developed for each skill in consultation with the master trainer. The percentage of beneficiaries getting self-employed and the increase in income are essential indicators of skill enhancement and the success of the scheme. As per section 6.5.6 and 6.5.10, the beneficiaries' income and employment are seen to improve significantly.

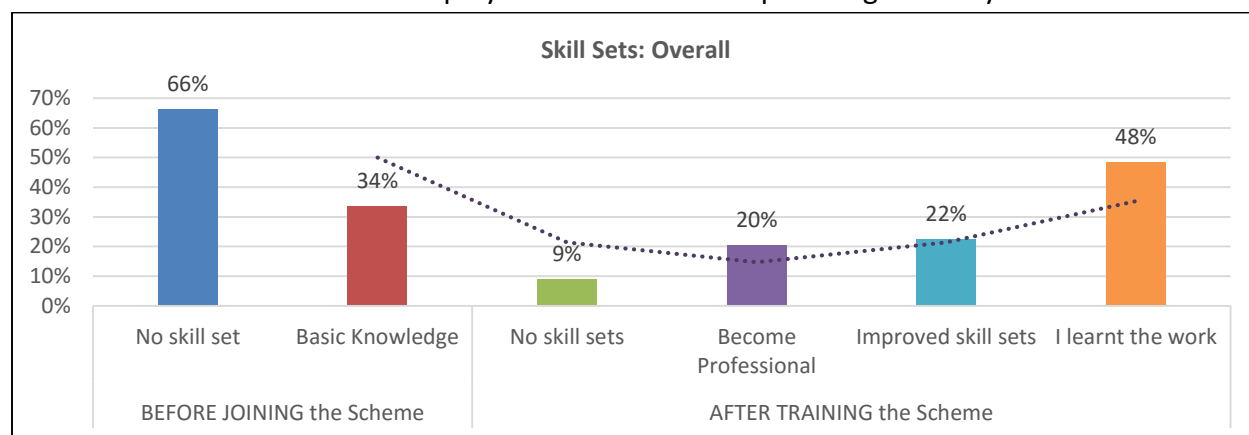


Figure 6.20: Overall Percentage of respondent impacted of training in skillset: Before and after training

### 6.5.4 Work Experience Before and After

To measure the impact of the scheme, the respondents were asked to mention their job experience status before and after joining the scheme. As can be observed from Figure 6.21, the majority of the respondents did not have any job experience (99%) before joining the scheme. But After receiving the training through the “USTTAD” Scheme, respondents with no experience reduced to 28%. Therefore, it may be interpreted that the scheme has helped in getting jobs and has positively impacted the beneficiaries. The objective of the scheme is not placement, infact more emphasis may be given for self-employment

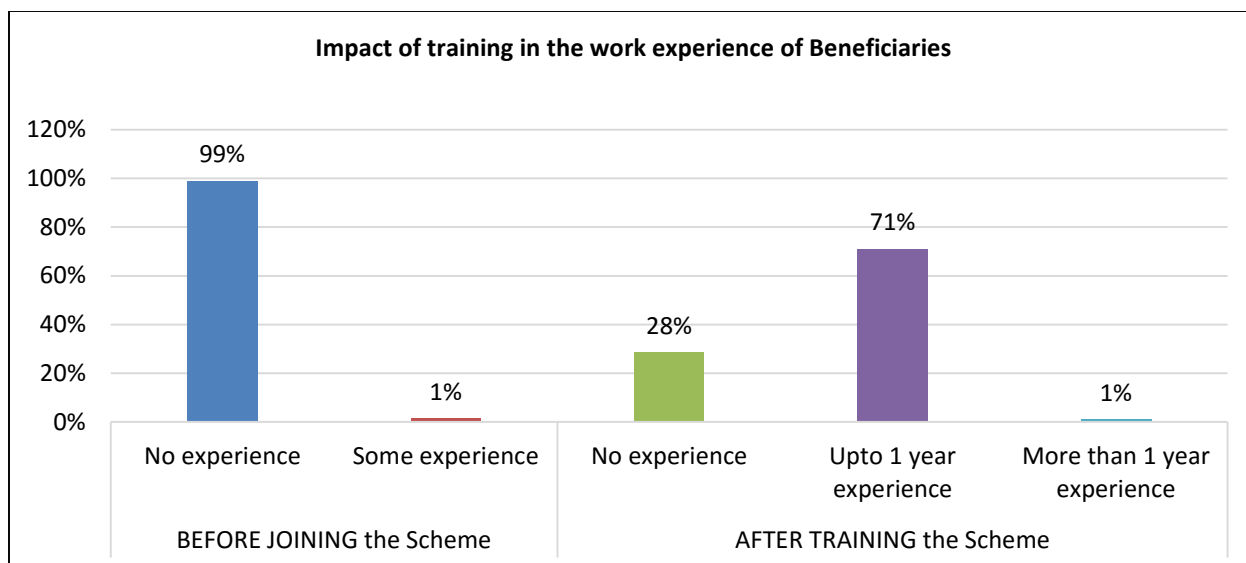


Figure 6.21: Overall percentage of respondents had the impact of training in their work experience

### 6.5.5 Impact of Training on Type of Work

The respondents were asked to mention the nature or type of work before and after undergoing the training. The respondents who were either studying (20%) or were doing nothing (74%) after the USTTAD training programme became skilled (31%) or Embroidery/Zari workers (24%), as shown in Figure 6.22. Therefore, the nature of job is seen to change and there has been a positive impact of training on this parameter.

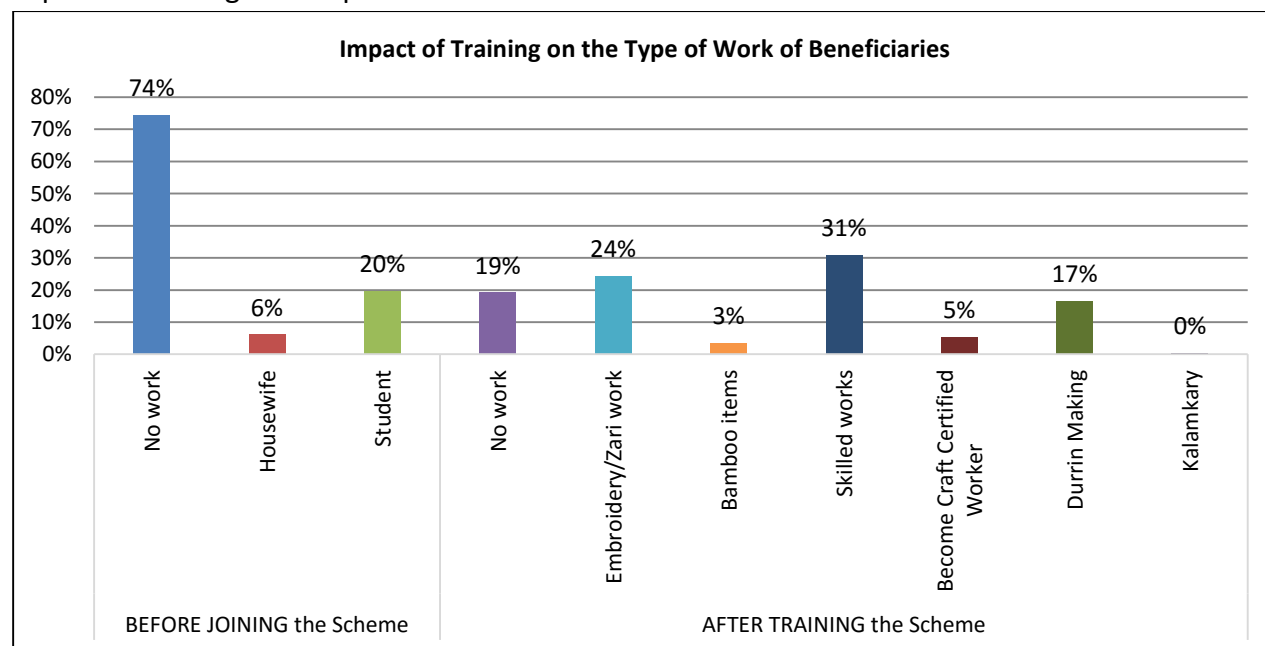


Figure 6.22: Overall percentage of respondents had the impact of training in the type of work



### 6.5.6 Impact of Training on Income

The respondents (beneficiaries) were asked to mention their income before and after the training programme. As can be seen in figure 6.23, most of the respondents (90%) were not earning anything, but after undergoing the training through the “USTTAD” Scheme, almost 69% of the respondent started to earn. The Scheme is seen to have a positive impact on the income of the beneficiaries. Similarly, Figure 6.23A reflects the year-wise earning of the respondent before and after the training.

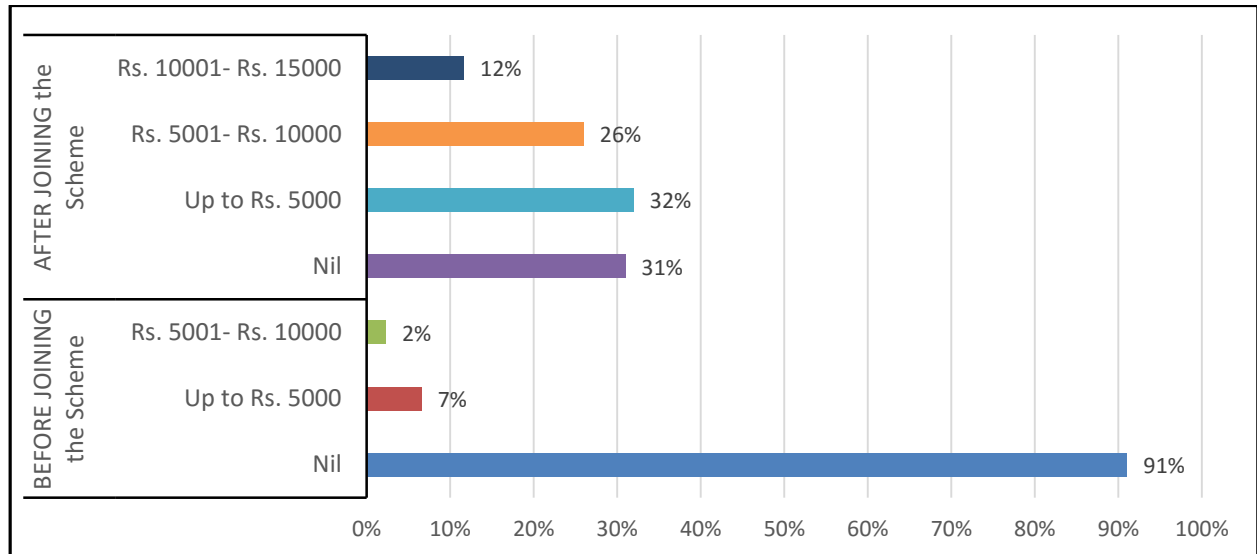


Figure 6.23: Overall percentage of the respondents had a salary before and after training.

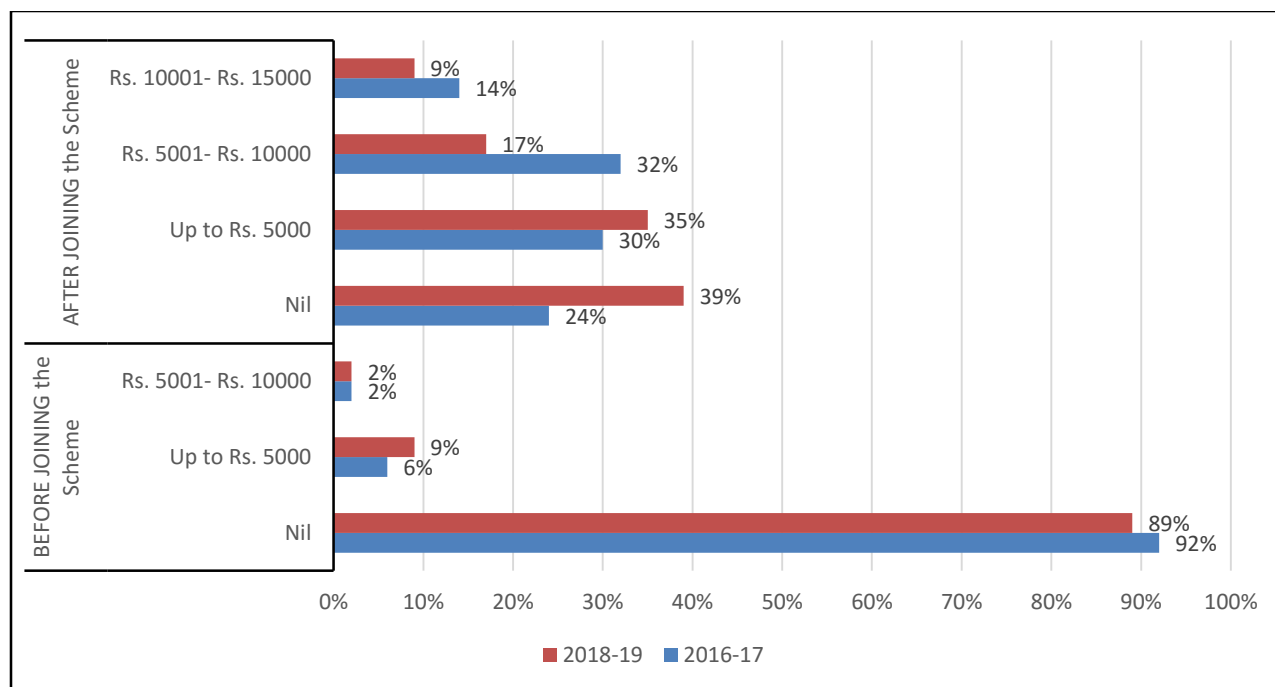


Figure 6.23A: Year-wise percentage of the respondents had a salary before and after training.

### 6.5.7 Satisfaction/ Effectiveness: Quality of the Training Programme

The beneficiaries were asked regarding the satisfaction with the quality of the training programme. The respondents were asked to rate the scheme on the satisfaction scale based on different parameters. As can be seen in Figure 6.24, overall, 70% of the respondents expressed satisfaction with the quality of the training programme, while 28% were neutral.

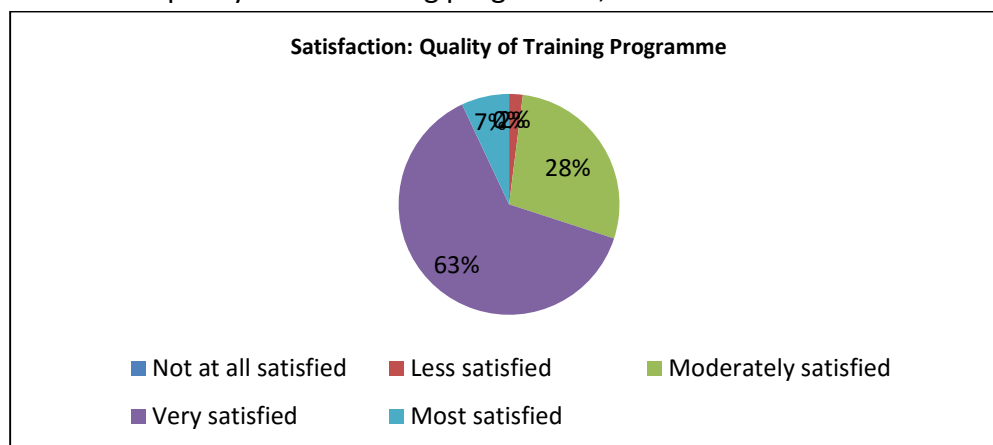


Figure 6.24: Overall percentage of respondents mentions satisfaction level on quality of training programme

Most of the states reported that the respondents were satisfied with the quality of the training programmes. However, more number of respondents from Chandigarh (11%) reported dissatisfaction with the quality of the training programme (see figure 6.25). Even though there is no PIA in Chandigarh, the data pertains to the Beneficiaries located in the Chandigarh region. Both the surveys (for PIAs and Beneficiaries) were conducted independently

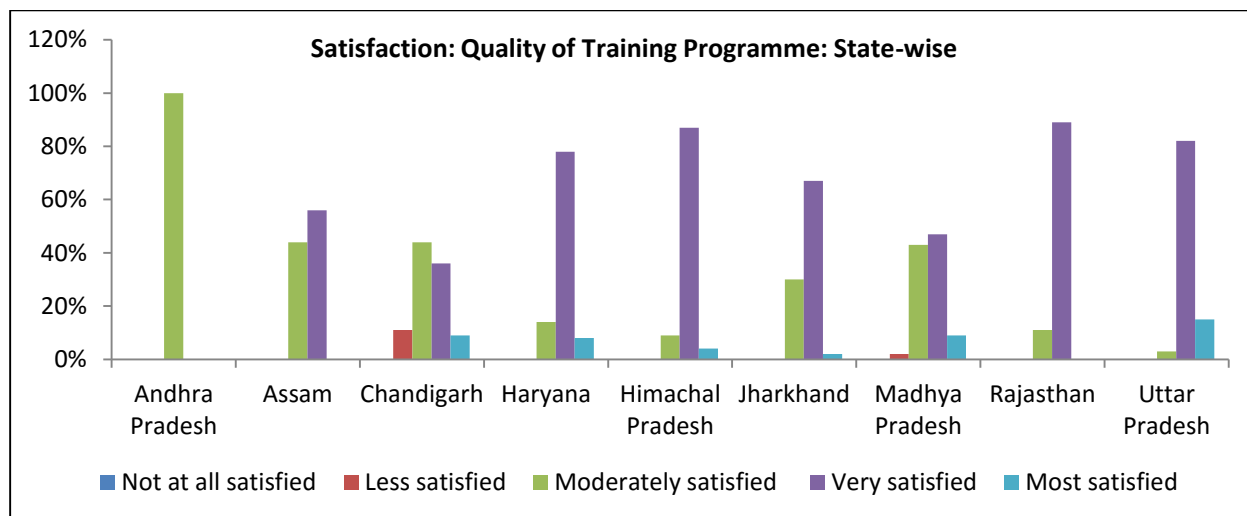


Figure 6.25: State-wise percentage of respondents mentions satisfaction level on quality of training program

#### 6.5.8 Satisfaction/ Effectiveness: Living Standard (does it fulfill the livelihood requirement of the Family)

The respondents were asked to rate the scheme on the satisfaction scale based on the Living Standard of the family i.e does the scheme fulfill the family's livelihood requirement. As shown in Figure 6.26, 85% of the respondents reported satisfaction with the enhancements of the living standard of the family.

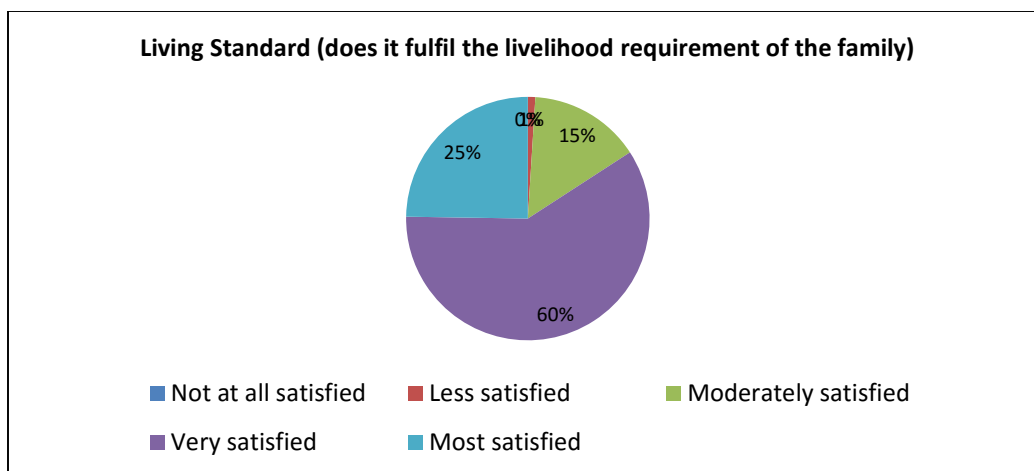


Figure 6.26: Overall percentage of respondents satisfaction level on the living standard of family

As shown in Figure 6.27, most of the states reported high satisfaction with the improvement in the family living standard while satisfaction was observe slightly low from the respondents of Chandigarh and Haryana. Even though there is no PIA in Chandigarh, the data pertains to the Beneficiaries located in Chandigarh region. Both the surveys (for PIAs and Beneficiaries) were conducted independently

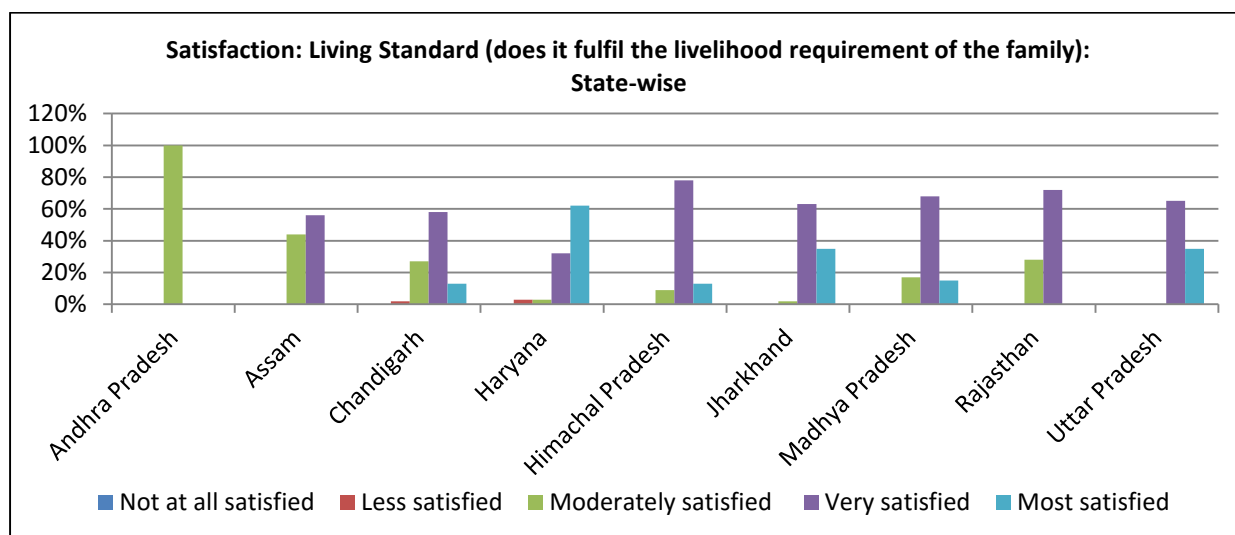


Figure 6.27: State-wise percentage of respondents mentions satisfaction level on the living standard of the family

### 6.5.9 Satisfaction/ Effectiveness: Increase in Income after Training

The respondents were requested to rate the scheme on the satisfaction scale based on the increase in income after completing the training. As shown in Figure 6.28, the majority (86%) of the respondents were satisfied or neutral with the rise in income after the training programme.

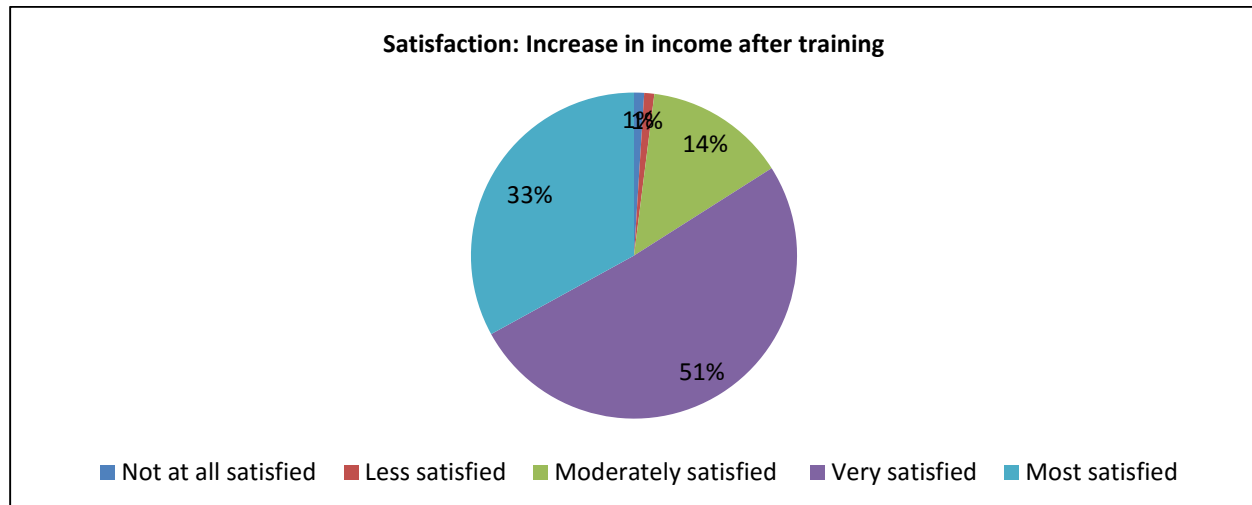


Figure 6.28: Overall percentage of respondents mentions satisfaction level with the increase in income after training

Similarly, as shown in Figure 6.29, state-wise observation showed that the majority of the respondents from states reported satisfaction with the increase in the income after training, while respondents from Assam were dissatisfied (11%). Some respondents from Assam (22%) also reported less satisfaction in terms of an increase in income after training.

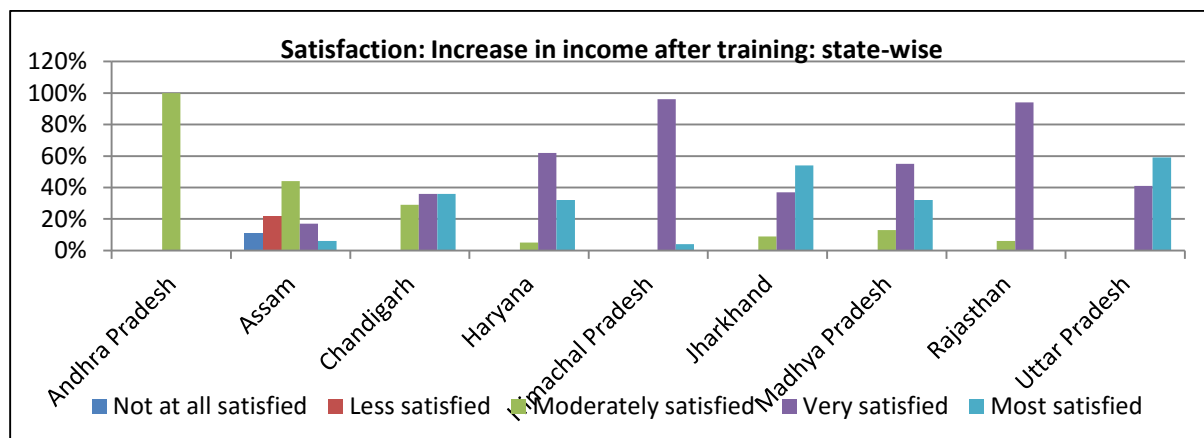


Figure 6.29: State-wise percentage of respondents mentions satisfaction level with the increase in income after training

#### 6.5.10 Status of Employment: Placement / Self Employed

The USTTAD scheme's thrust is the formation of SHG. As per the data collected from the PIAs, 80% were supported by SHG ( Please refer to 8.6). It appears that though they are a part of the SHGs, some of them are not self-employed, while some of them may be working on jobs. This section is on employment status, whether it is placed or self-employed, and covers related aspects such as whether the employment is in the traditional or non-traditional sector, in the organized or unorganized sector, and whether the income is continuous.

#### Placement Assistance in getting Employment

The data was collected to know the beneficiaries' employment status (respondents) after the completion of the training programme. As shown in Figure 6.30, the majority (61%) of the respondents were helped by the PIAs for getting employments, either through placement (38%) or self-employment (23%).

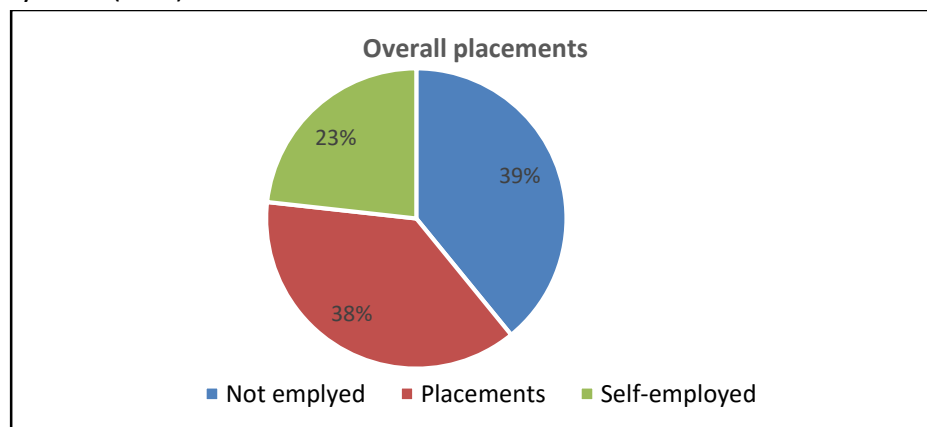


Figure 6.30: Overall percentage status of employments of the respondents

#### 6.5.11 If got Placement, Private or Government

Based on the data collected from the beneficiaries (respondents) related to the sector in which the placements are done, it was found that overall, most of the placements were in the Private sector.

#### 6.5.12 Is the income continuous or occasional

The scheme also aims at providing sustained income to its beneficiaries. Thus, to check this aspect, beneficiaries (respondents) were asked to mention their income's continuity status. As shown in Figure 6.31, most of the respondents (55%) were continuously getting income.

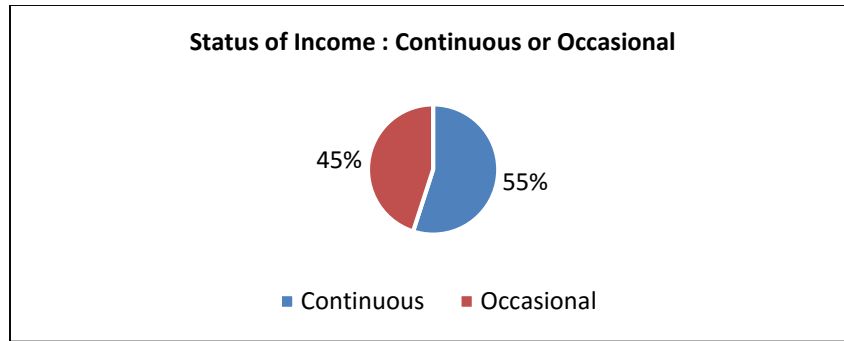


Figure 6.31: Overall percentage of respondents mentions the status of continuity in income

Madhya Pradesh (89%) followed by Chandigarh (87%) had more respondents who were not getting income continuously (See Figure 6.32). Even though there is no PIA in Chandigarh, the data pertains to the Beneficiaries located in the Chandigarh region. Both the surveys (for PIAs and Beneficiaries) were conducted independently

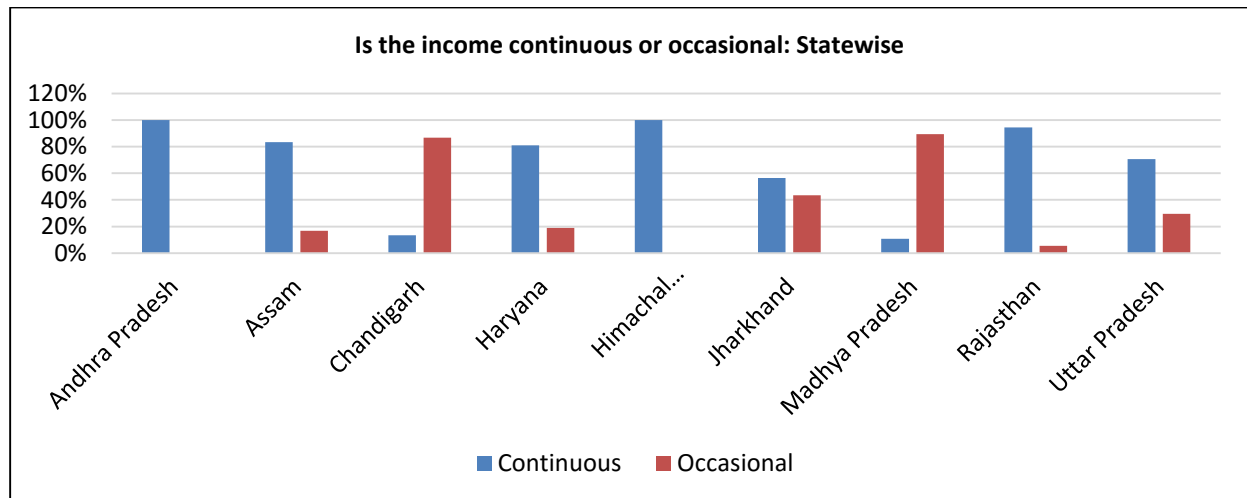


Figure 6.32: State-wise percentage of respondents mentions the status of continuity in income

### 6.5.13 Employed in Organized or Unorganized Sector

It was observed that 33% of the overall beneficiaries (respondents) got placements in the organized sector (where workers were given salary slips) from Figure 6.33.

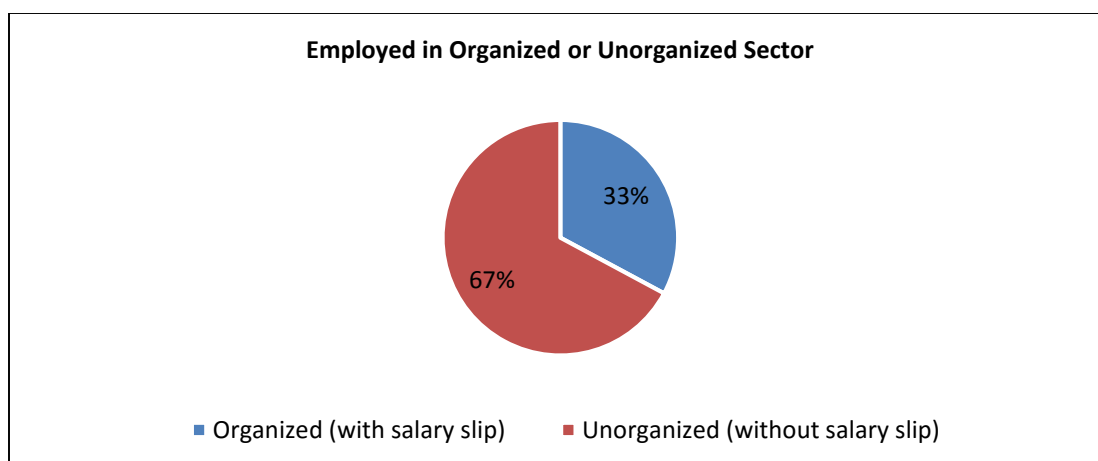


Figure 6.33: Overall percentage of respondents Employed in Organized or Unorganized Sector

Most of the beneficiaries from Madhya Pradesh (100%), HP (96%), Rajasthan (94%), and Chandigarh (98%) were employed in Unorganized sectors (see Figure 6.34)

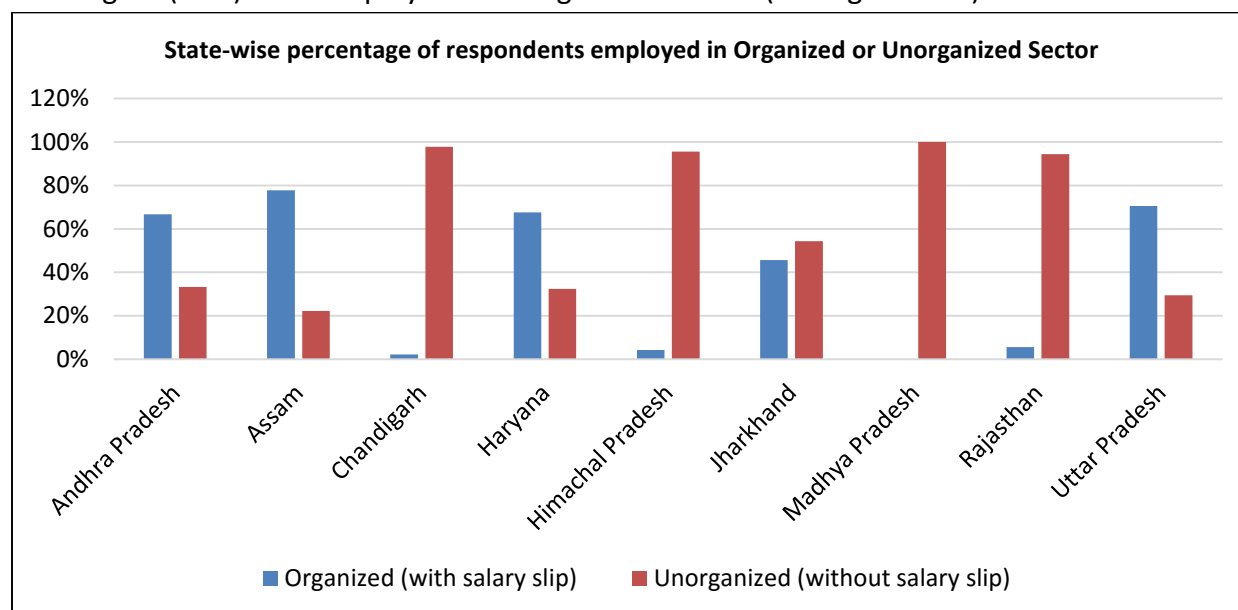


Figure 6.34: State-wise percentage of respondents employed in Organized or Unorganized Sector

#### 6.5.14 Has the training been helpful in getting you the employment

The respondents were requested to respond if the training was helpful in getting employment or not it was observed that (57%) felt that the training has been helpful in getting them employment (see Figure 6.35).



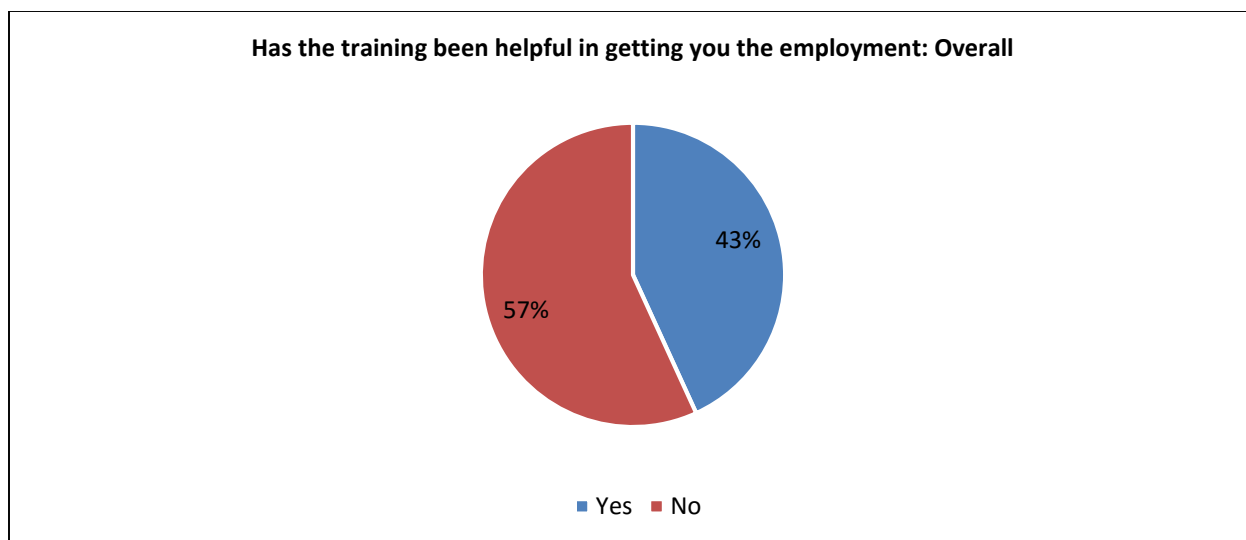


Figure 6.35: Percentage of respondents found training helpful in getting employment

As observed in Figure 6.36, majority of the beneficiaries (respondents) from Andhra Pradesh (100%), felt that training is helpful for getting employment. In comparison, the percentage of respondents was lowest from Chandigarh (100%).

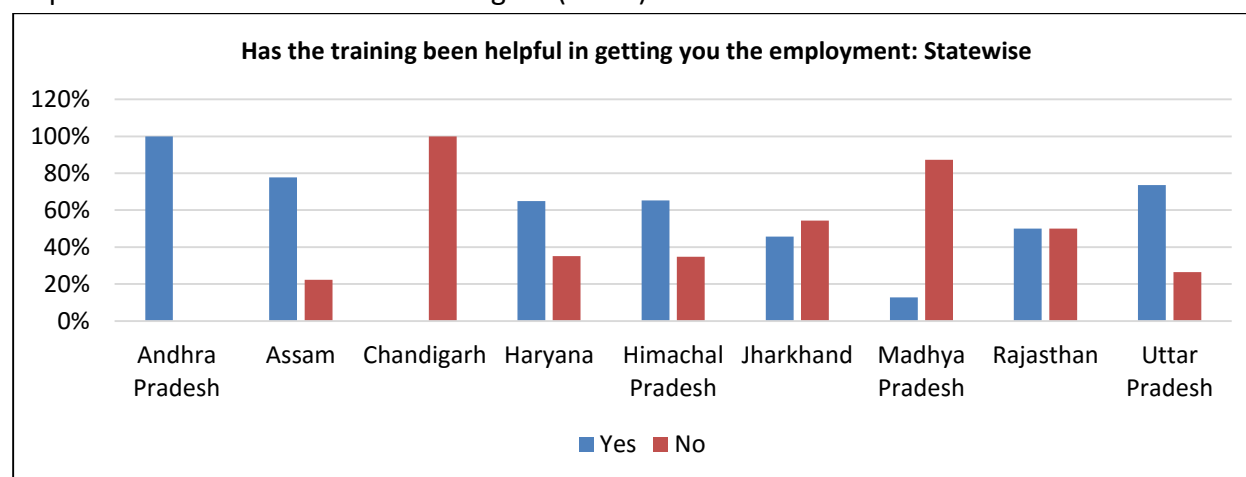


Figure 6.36: State wise percentage of respondents found training helpful in getting employment

#### 6.5.15 If Self Employed, indicate the Sector

The scheme encourages the beneficiaries for self-employment. Nature of job or trade opted for self-employment was Zari/embroidery work (24%), Durrin making (21%), Handloom work (31%), and Saree craft (17%), as shown in Table 6.7. State-wise most of the beneficiaries from Haryana (100%) were in Durrin making, Madhya Pradesh (58%) in Handloom work, Jharkhand (100%) in Zari/embroidery, as self-employed for Durrin Making.

Table 6.7: Percentage of self-employed beneficiaries working for different sector

If self employed, Trade	Zari/embroidery work	Beauty Parlour	Durrin Making	Handloom Work	Saree Craft
Andhra Pradesh	0%	0%	0%	0%	0%
Assam	0%	0%	0%	0%	0%
Chandigarh	0%	29%	14%	29%	29%
Haryana	0%	0%	100%	0%	0%
Himachal Pradesh	0%	0%	0%	0%	0%
Jharkhand	100%	0%	0%	0%	0%
Madhya Pradesh	0%	0%	17%	58%	25%
Rajasthan	0%	0%	0%	0%	0%
Uttar Pradesh	0%	0%	0%	0%	0%
<b>Total Beneficiaries</b>	<b>24%</b>	<b>7%</b>	<b>21%</b>	<b>31%</b>	<b>17%</b>

#### 6.5.16 Has the Training been helpful in enhancing your Business

The beneficiaries (respondents) were asked if the training had been helpful in enhancing the business. As can be seen in Figure 6.37, 66% of the beneficiaries (respondents) felt that the training has been effective in terms of enhancing their business.

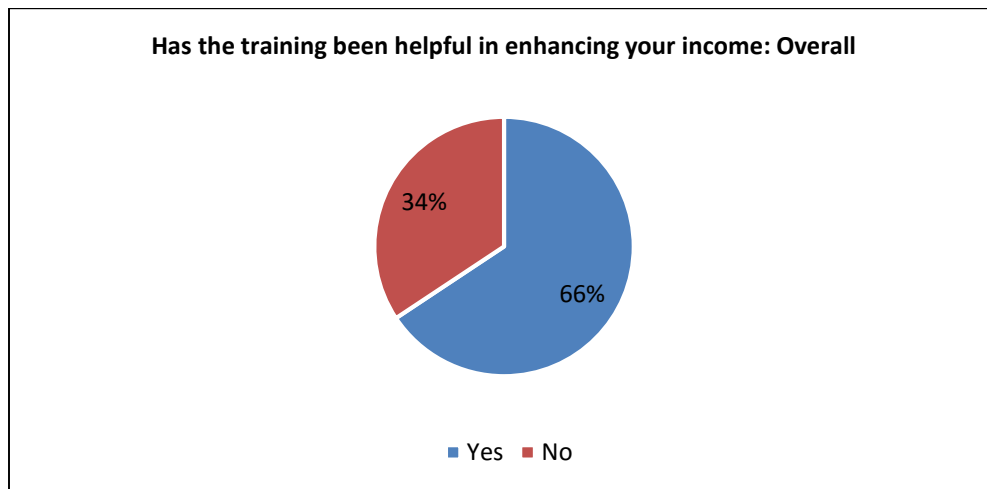


Figure 6.37: Overall percentage of respondents who responded whether the training helps enhance business

When the data was observed state-wise (as in Figure 6.38), all respondents from Andhra Pradesh, (96%) from Himachal Pradesh, (94%) from Assam, from Uttar Pradesh(91%)felt that training has

helped to enhance the business. The percentage was lower for respondents Madhya Pradesh (53%), Jharkhand (37%), Chandigarh (24%), and Rajasthan (22%). Even though there is no PIA in Chandigarh, the data pertains to the Beneficiaries located in the Chandigarh region. Both the surveys (for PIAs and Beneficiaries) were conducted independently

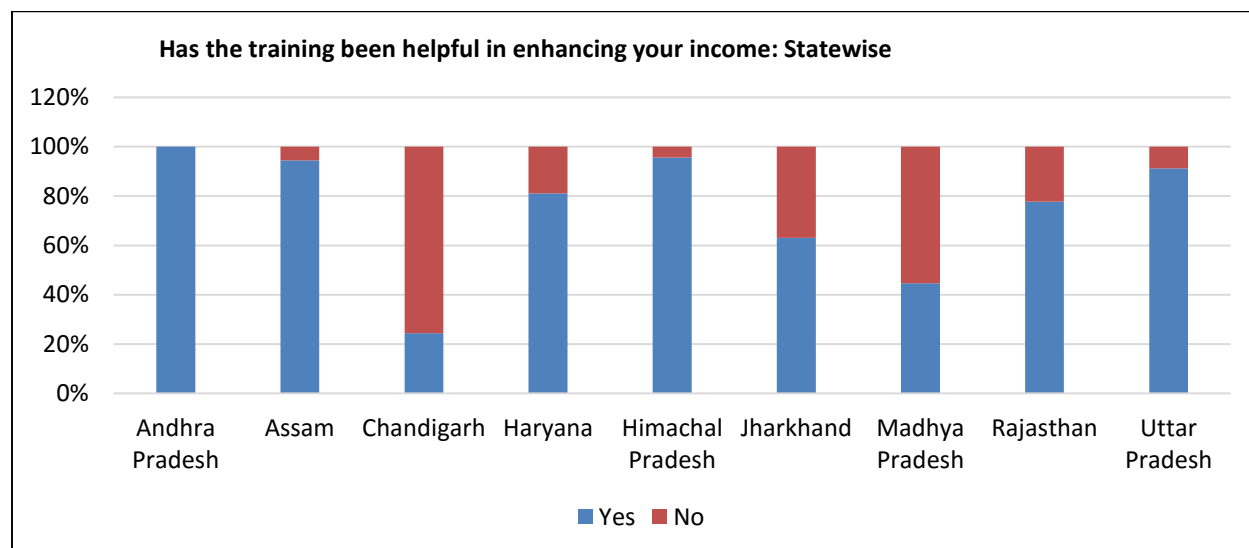


Figure 6.38: State-wise percentage of respondents who responded whether the training helps enhance business

## 6.6 Feedback Section

In this section, feedback is taken on the following aspects (i) trainer/teacher capabilities and dissemination method, (ii) availability and quality of course materials, (iii) capability, scheme awareness, and communication of staff, (iv) sufficiency in infrastructure.

### 6.6.1 Feedback on Teachers/ Trainers

Trainers and teachers are the most important stakeholder for the execution of the training. Thus feedback related to teachers/trainers' capabilities, number of trainer/teacher, communication skills, expertise, dissemination method, etc. was taken from the beneficiaries (respondents). As can be observed from Figure 6.39, most of the beneficiaries are satisfied with counseling facilities (97%), Local language trainer are available (99%), the number of teacher/trainer (97%), and capabilities of teachers/trainers (99%).

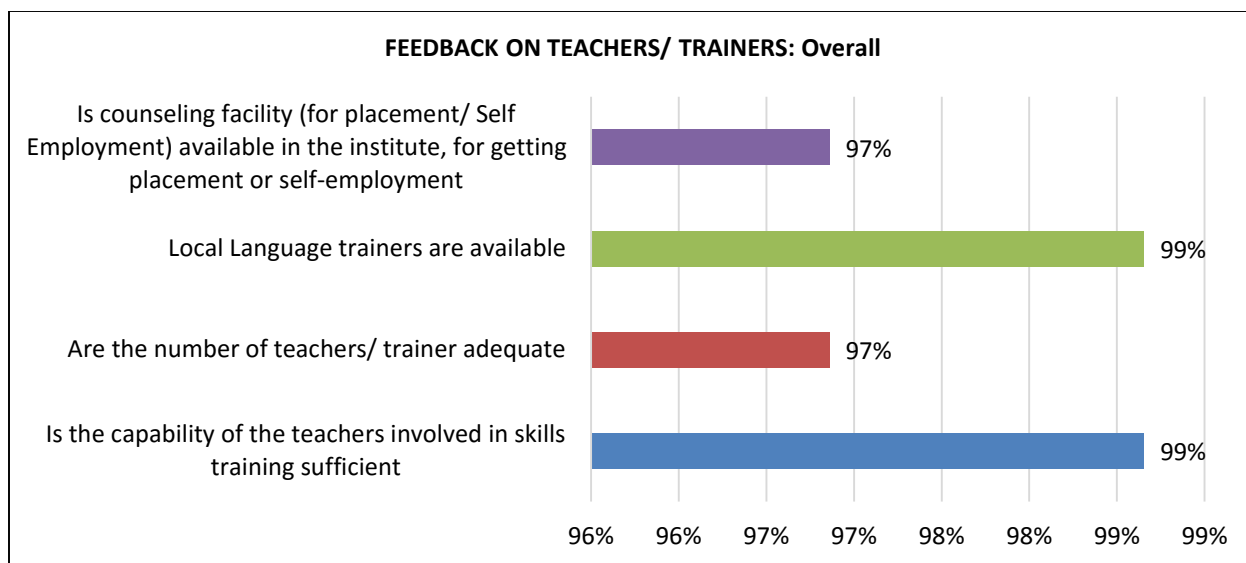


Figure 6.39: Overall feedback of the respondents on the different attribute of the Trainer/Teacher

### 6.6.2 Feedback on Course Material

Beneficiaries (respondents) were asked to provide feedback on different parameters related to course materials. Based on the feedback received, as shown in Figure 6.40, Most of the beneficiaries found number of practical session was enough (90%), most beneficiaries (respondents) found the training session interactive (89%) and audio video material useful (82%). However, attention must be given towards the more use of Audio/Video. Still, 18% of beneficiaries, respectively, are not satisfied with that parameter.

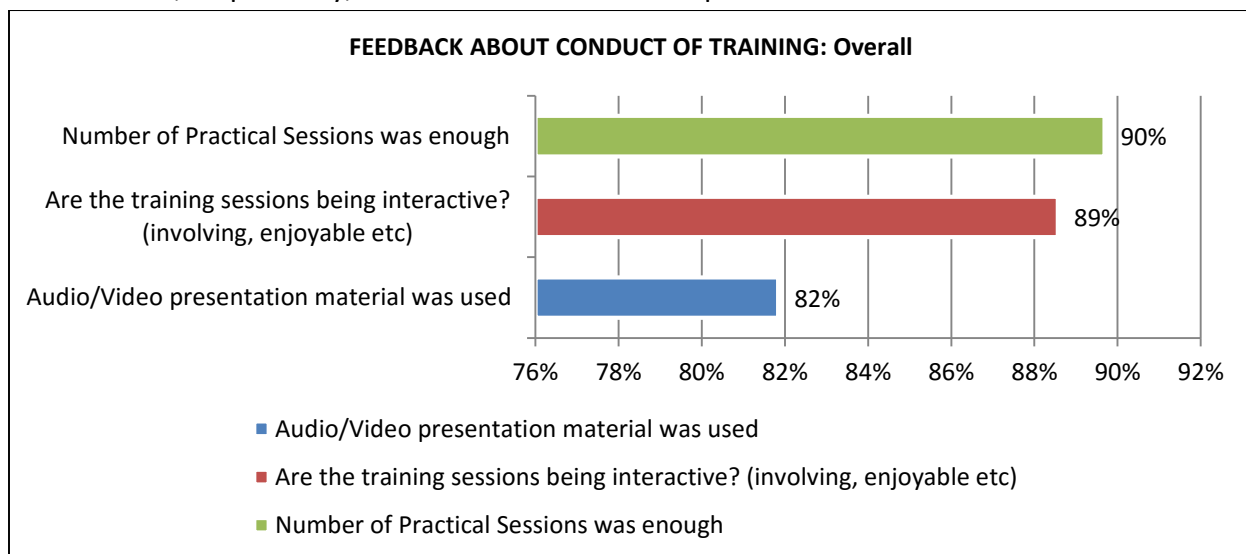


Figure 6.40: Overall Percentage of respondents gave feedbacks on different parameters of course material

### 6.6.3 Feedback on Staff

Feedback was taken from the respondents (beneficiaries) on staff's guiding capabilities, understanding of the scheme, and communication skills. As can be observed in Figure 6.41, most of the beneficiaries found guiding capabilities (93%), scheme understanding (95%), and communication skills (96%) of the staff as excellent.

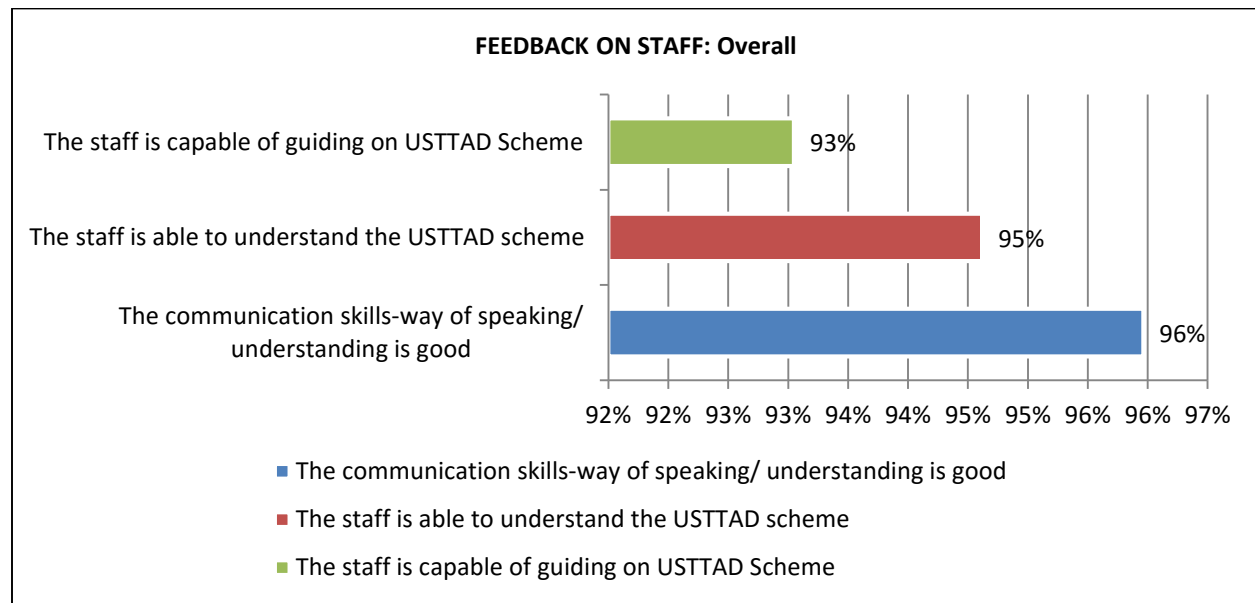


Figure 6.41: Overall percentage of respondents gave feedbacks on different attributes of staffs

### 6.6.4 Feedback on Infrastructure

Beneficiaries (respondents) were asked to provide feedback on Infrastructure. Based on the feedback received, as shown in Figure 6.42, most (more than 75%) of the beneficiaries (respondents) found all the facilities associated with building infrastructure as suitable. However, attention can be given towards the canteen facility and training equipment facilities at institute as still, 25% and 22 % of beneficiaries (respondents), reported dissatisfaction with these facilities.

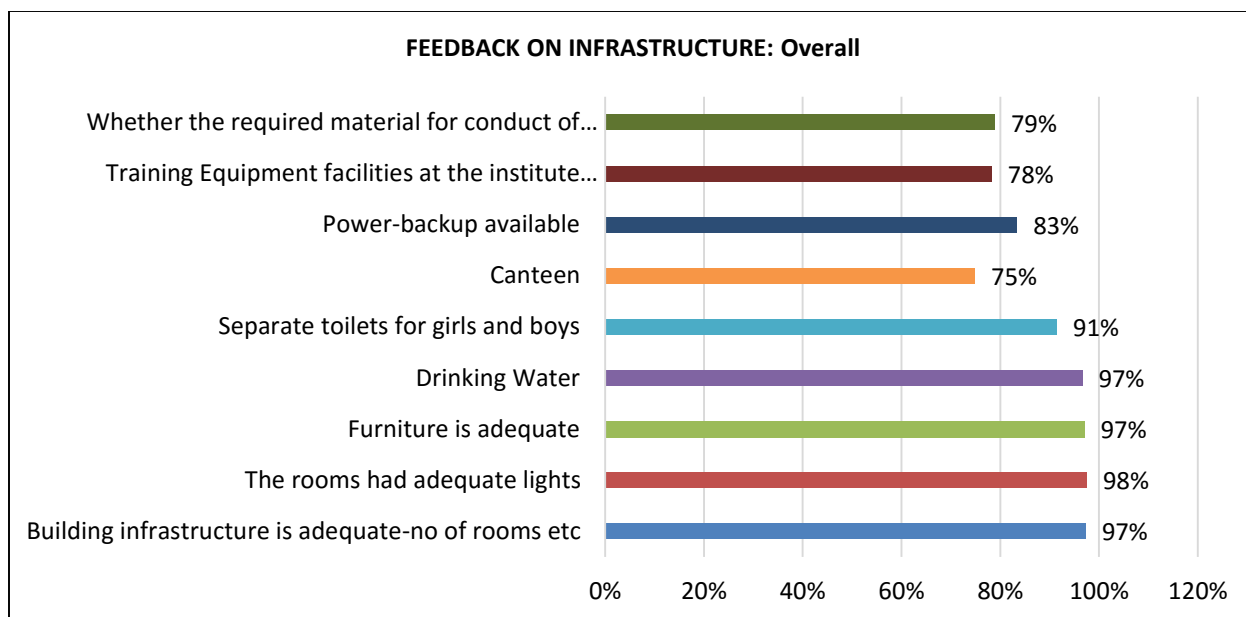


Figure 6.42: Overall percentage of respondents gave feedbacks on different facilities of building infrastructure

### 6.6.5 Suggestions for Improvement

In this section, suggestions for improvement were taken on the following aspects (i) Improvement in course materials, (ii) Improvement in Teacher and Trainers, (iii) Improvement in staff performance, (iv) Improvement in infrastructure required, (v) Improvement in Training Equipments

#### 6.6.5 (i) Suggestions for Improvement in Course Material

Suggestions provided by the beneficiaries (respondents) are summarized in Figure 6.43. The following suggestions were given by the beneficiaries (i) Course material and training is fine/good, (ii) Materials should be in English and local language, (iii) No suggestions (iv) Sometimes issue were available. Among the suggestions given, the course materials should be made available in the local language was found to be most prominent and maybe implemented by the PIAs.

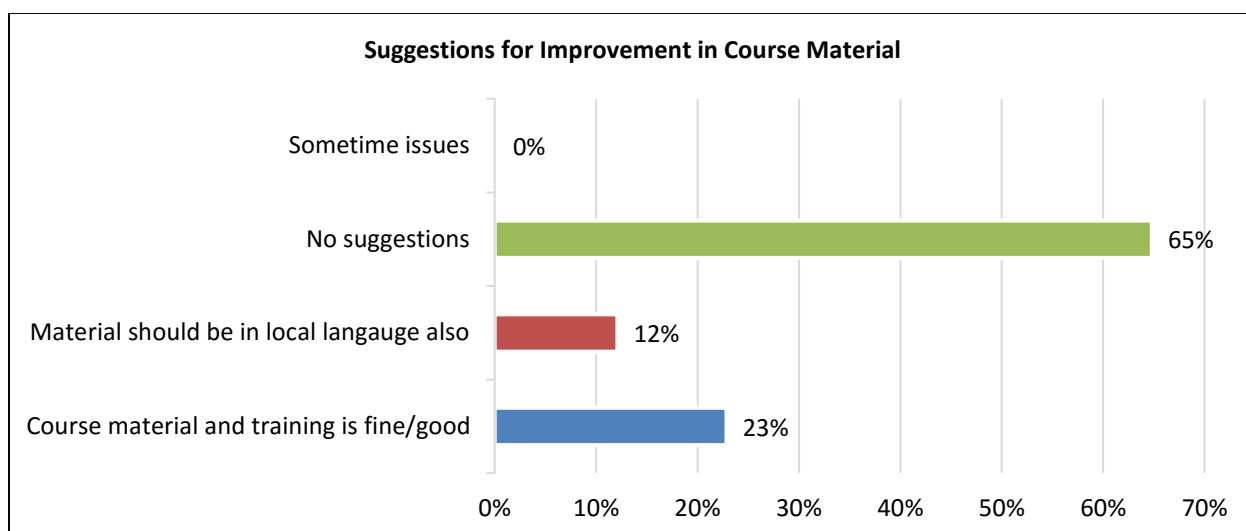


Figure 6.43: Overall percentage of suggestion given by the respondents related to course materials

Similarly, looking into the state-wise information (as shown in Table 6.8), beneficiaries (respondents) from Chandigarh (54%), Jharkhand (24%), and Madhya Pradesh (18%) suggested that the course material be provided in the local language.

Table 6.8: State-wise percentage of suggestion given by the respondents related to course materials

Suggestions for Improvement in Training	Course material and training is fine/good	Material should be in local language also	No suggestions	Sometime issues
Andhra Pradesh	0%	0%	100%	0%
Assam	0%	0%	100%	0%
Chandigarh	7%	54%	39%	0%
Haryana	60%	0%	40%	0%
Himachal Pradesh	4%	0%	94%	2%
Jharkhand	36%	24%	41%	0%
Madhya Pradesh	4%	18%	78%	0%
Rajasthan	2%	0%	98%	0%
Uttar Pradesh	100%	0%	0%	0%
<b>Total Beneficiaries</b>	<b>23%</b>	<b>12%</b>	<b>65%</b>	<b>0%</b>

### 6.6.5 (ii) Suggestions for Improvement in Teachers and Trainers

The beneficiaries (respondents) were asked if they had any suggestions related to improvement in teacher and trainers. As can be seen in Figure 6.44, majority (91%) of the respondents did not share any suggestions. Some of them felt that there could be improvements in terms of training methods.

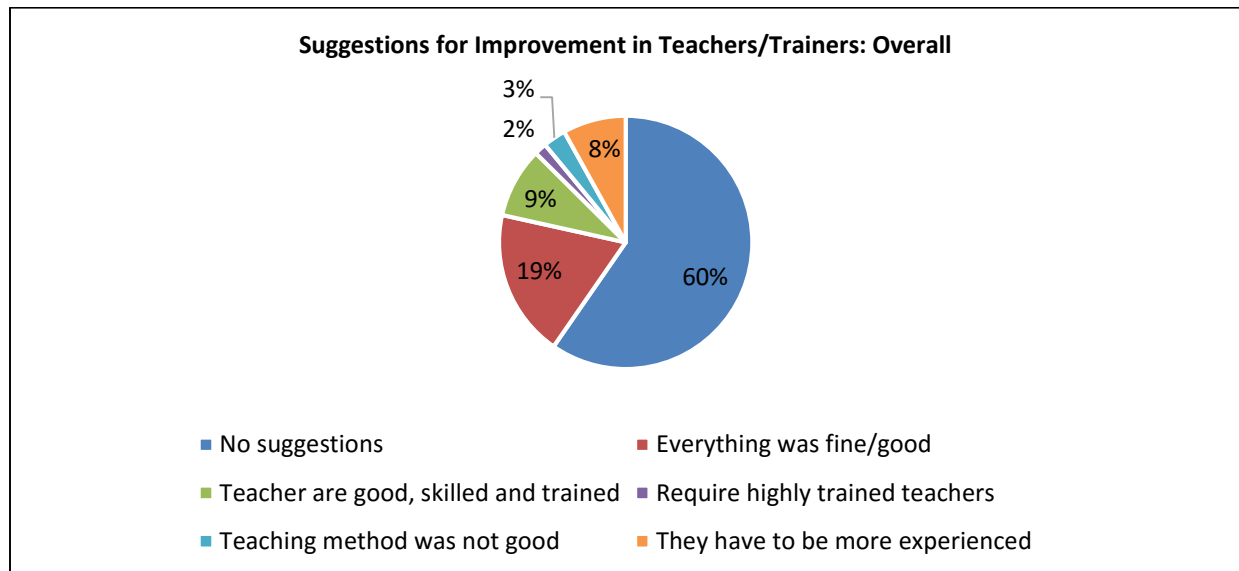


Figure 6.44: Overall percentage of suggestions given by the respondents related to teacher and trainer.

### 6.6.5 (iii) Suggestions for Improvement in Staff Performance

The beneficiaries were asked about the suggestion for improvement in staff performance. Majority (88%) found staff cooperative and everything was good or had no suggestions. Some of the respondent (12%) felt that the staff could cooperate more and be more friendly (see Figure 6.45).



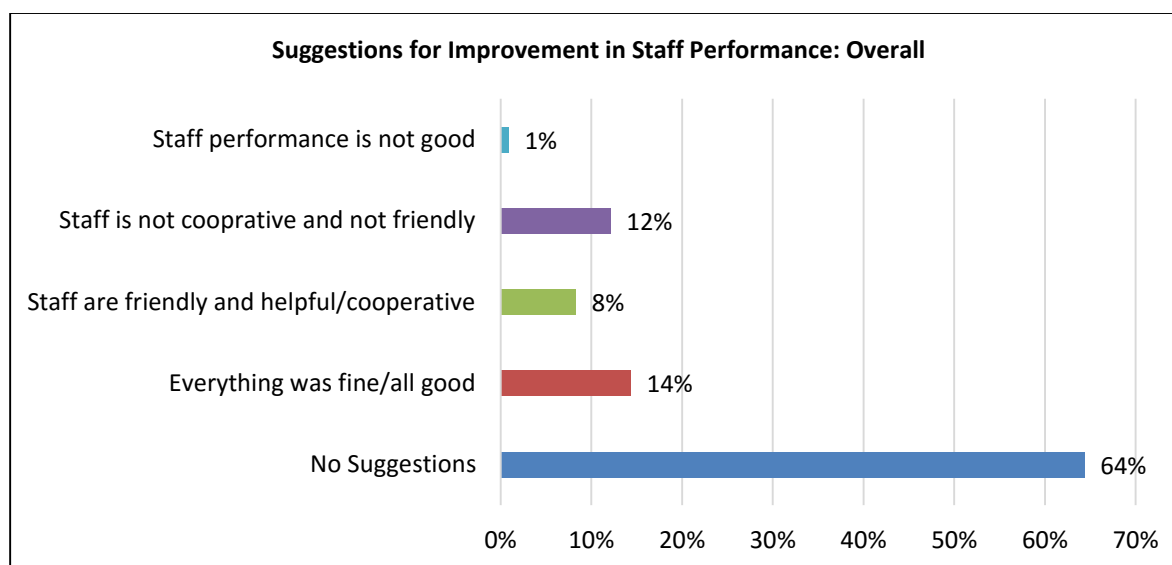


Figure 6.45: Overall percentage of suggestions given by the respondents related to teaching staff performance

#### 6.6.5 (iv) Suggestions for Improvement in Infrastructure

Beneficiaries were also requested to share their suggestion for the improvement in infrastructure on basis of infrastructure are enough or not as shown in Figure 6.46. It was observed that overall (93%) respondent are satisfied with current infrastructure or had no suggestion and only around (2%) told that training material available is not sufficient.

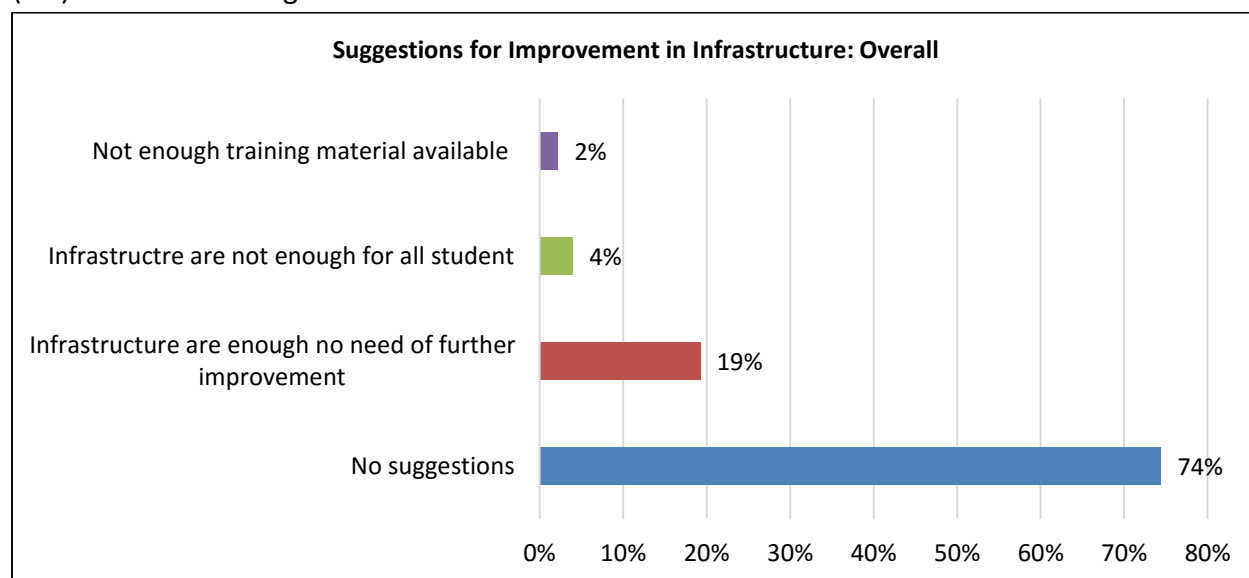


Figure 6.46: Overall percentage of suggestions given by the respondents related to improvement in infrastructure

### 6.6.5 (v) Suggestions for Improvement in Training Equipment

Beneficiary were also asked to share the view for improvement in training equipment provided during the course (89%) agreed that everything is good or had no suggestions (as shown in Figure 6.47).

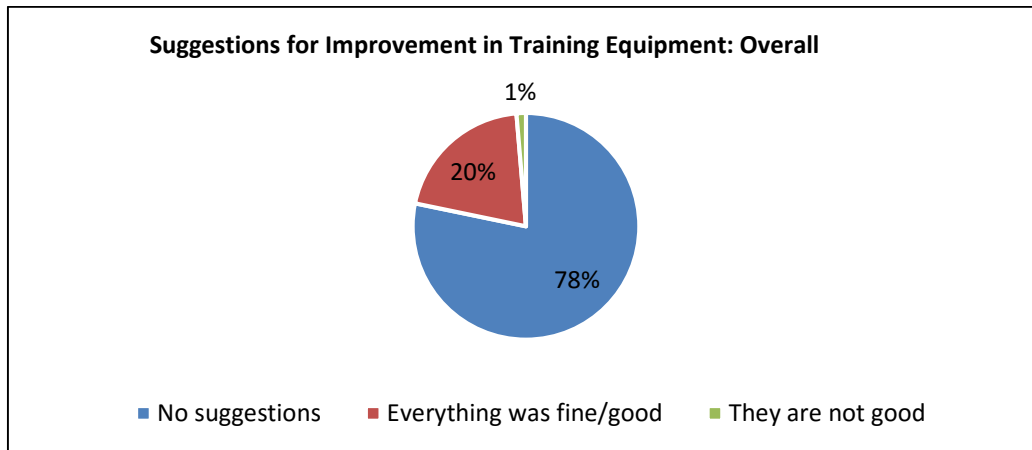


Figure 6.47: Overall percentage of suggestions given by the respondents related to improvement in Training Equipment

## 6.7 STIPEND SECTION

The “USTTAD” scheme has a provision of providing a stipend to the beneficiaries. A stipend of one thousand five hundred per month are given to the beneficiaries.

### 6.7.1 Timely transfer of Stipend into the bank account

The beneficiaries (respondents) were asked if the stipend was transferred into the bank account in a timely manner. As can be observed from Figure 6.48, only 71% of the beneficiaries (respondents) reported having received the stipend on time.

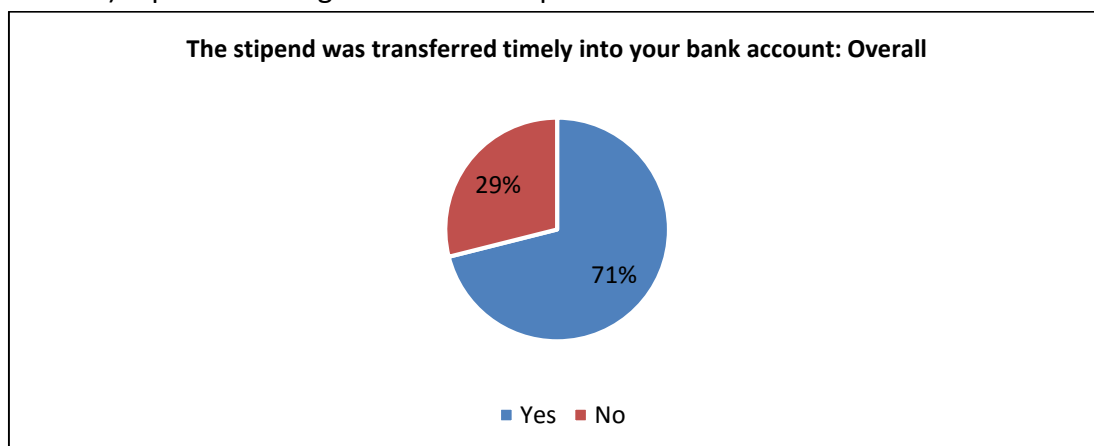


Figure 6.48: Overall percentage of respondent who responded on the timely transfer of stipend

State-wise stipends (as shown in Figure 6.49) are received on time by all the beneficiaries (respondents) as reported from the state of Andhra Pradesh, Assam, Himachal Pradesh, Rajasthan. However, about 80% of respondents from Jharkhand, 60% from Haryana, 39% from Chandigarh, 36% from UP, and 33% from MP did not receive their stipend on time. Even though there is no PIA in Chandigarh, the data pertains to the Beneficiaries located in the Chandigarh region. Both the surveys (for PIAs and Beneficiaries) were conducted independently

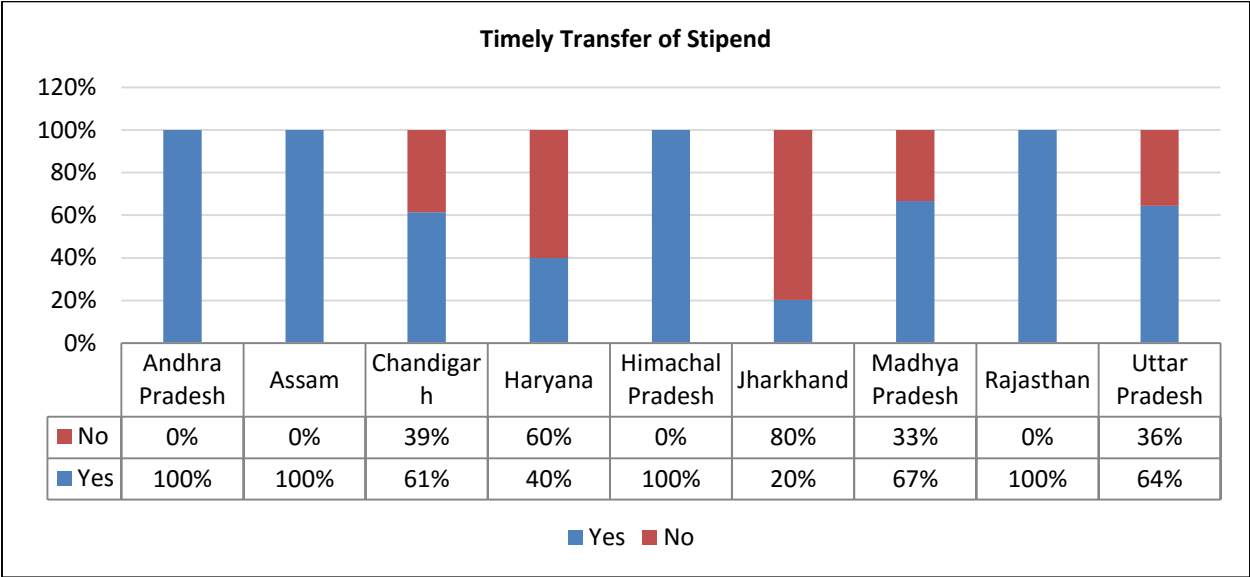


Figure 6.49: State-wise percentage of respondent who responded on the timely transfer of stipend

**6.7.2 Received the complete stipend, or it was less than the promised amount**

Similarly, the study also records the information related to the amount received by respondents as stipends. Overall, 57% of the beneficiaries (Respondents) consented not receiving the stipend as promised (see Figure 6.50).

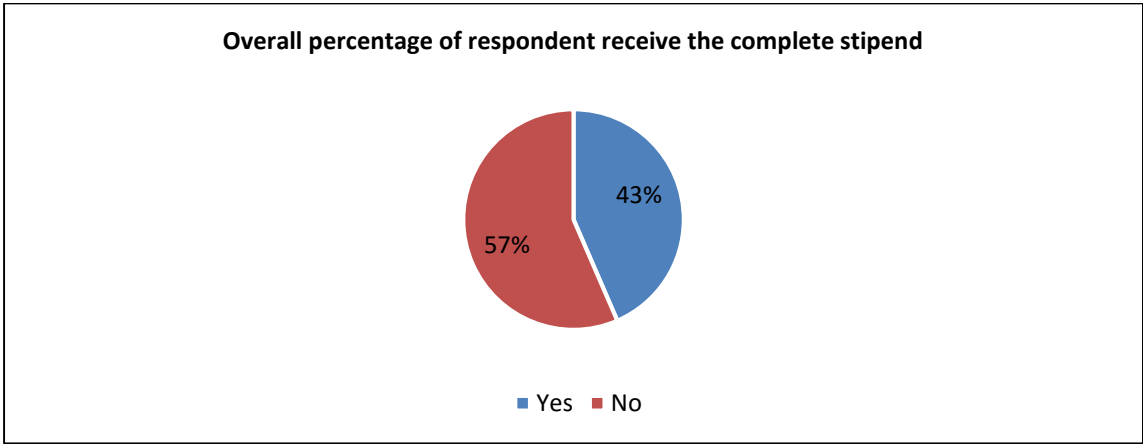


Figure 6.50: Overall percentage of respondent receive the complete stipend

Similarly, Figure 6.50A reflects the year-wise percentage of respondent received the complete stipend

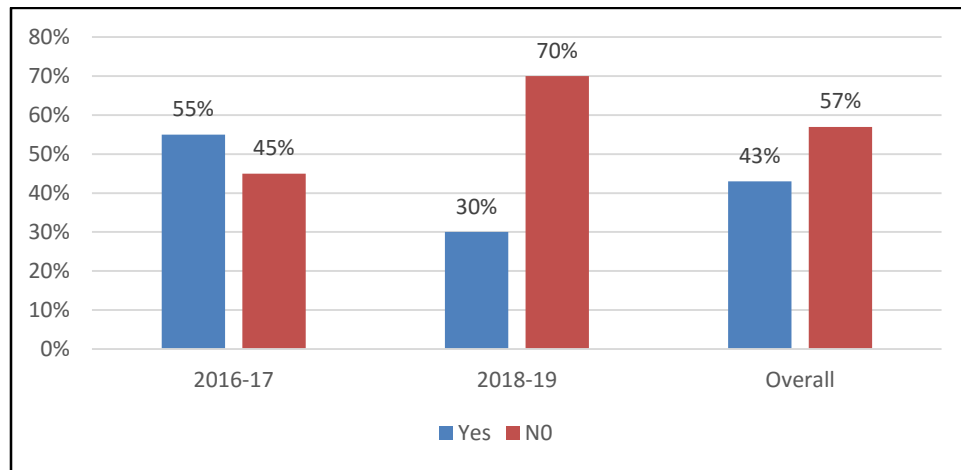


Figure 6.50 A: Year-wise percentage of respondent receive the complete stipend

State-wise stipends (as shown in Figure 6.51) are received in full by most of the beneficiaries (respondents) belonging to Rajasthan (100%), Madhya Pradesh (67%), and Chandigarh (61%). Most of the respondents from Assam (96%), Haryana (89%), and Jharkhand (75%) didn't receive the stipend in Full.

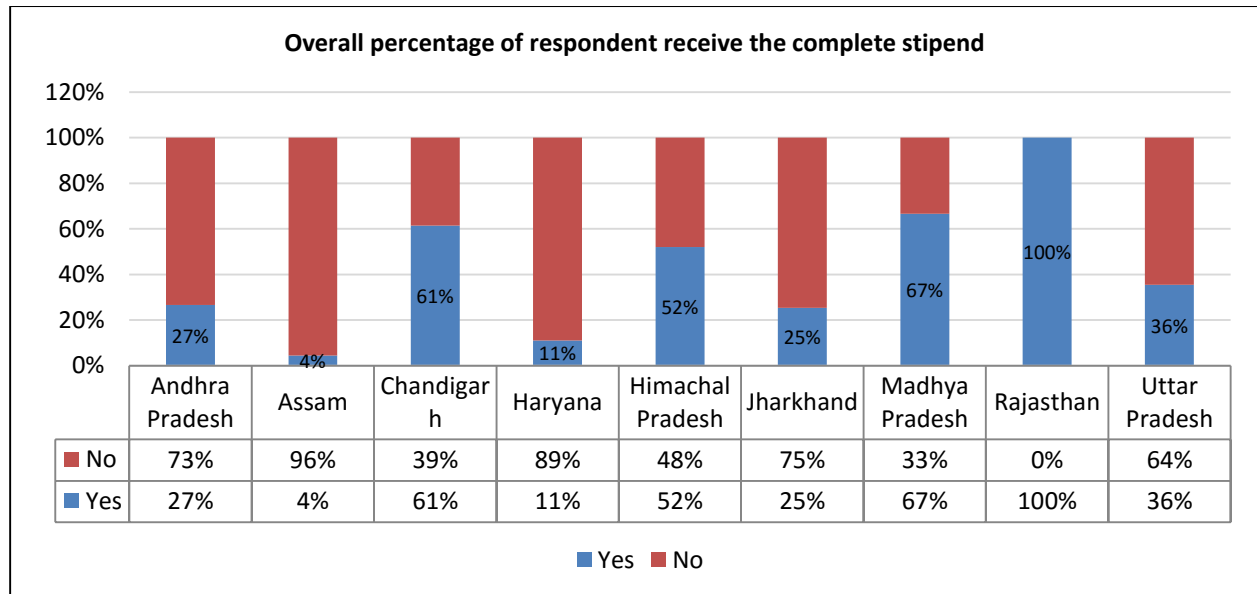


Figure 6.51: State-wise percentage of respondent receive the complete stipend

### 6.7.3 Number of days to receive the Stipend

It was observed that, overall, 29% of the respondent did not receive their stipend on time. The study also tried to find the extent of delay in receiving the stipend. Figure 6.52 summarizes the period of delay in getting the stipend. 9% of the respondent who received a delayed stipend got the stipend in up to 60 days. More than 21% got a delay in the stipend of more than 90 days.

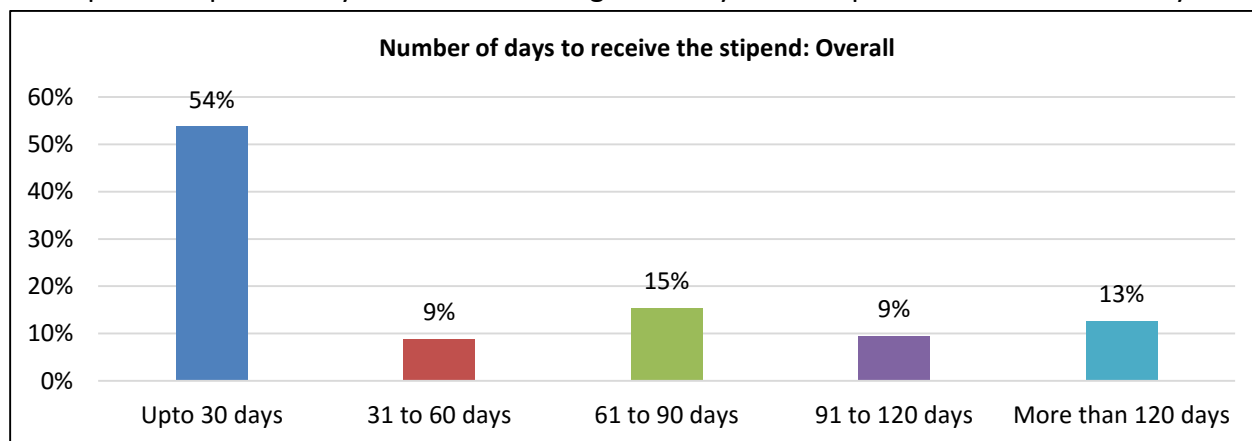


Figure 6.52: Overall percentage of respondent who mentioned the no. of days delay in stipend

Similarly, the year-wise percentage of respondent who mentioned the no. of days delay in stipend are compiled in Figure 6.52 A

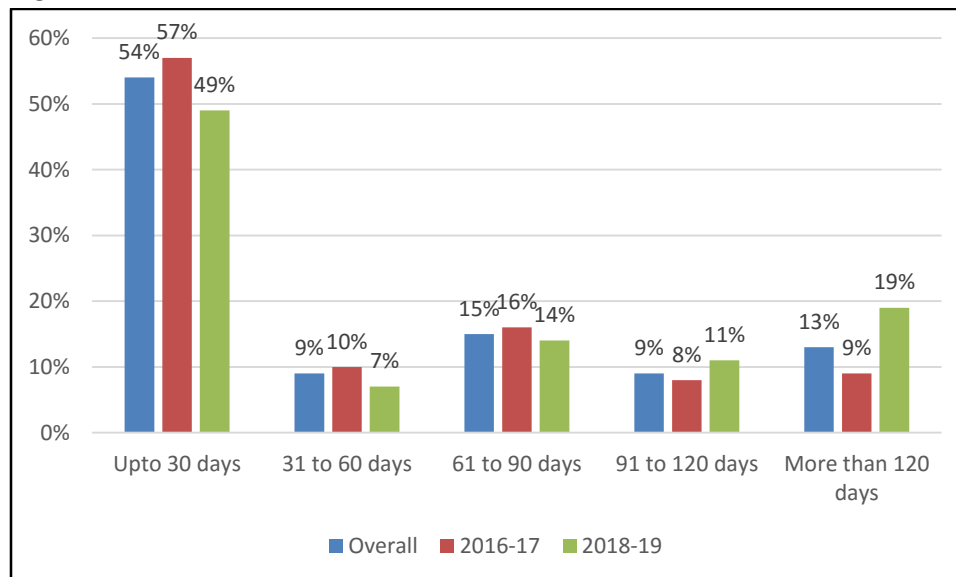


Figure 6.52 A : Year-wise percentage of respondent who mentioned the no. of days delay in stipend

#### 6.7.4 Where did beneficiary receive stipend

The beneficiary was asked how they receive their stipend amount provided to them. Majority of respondent (99%) shared that they receive their stipend amount directly into their bank account as shown in Figure 6.53.

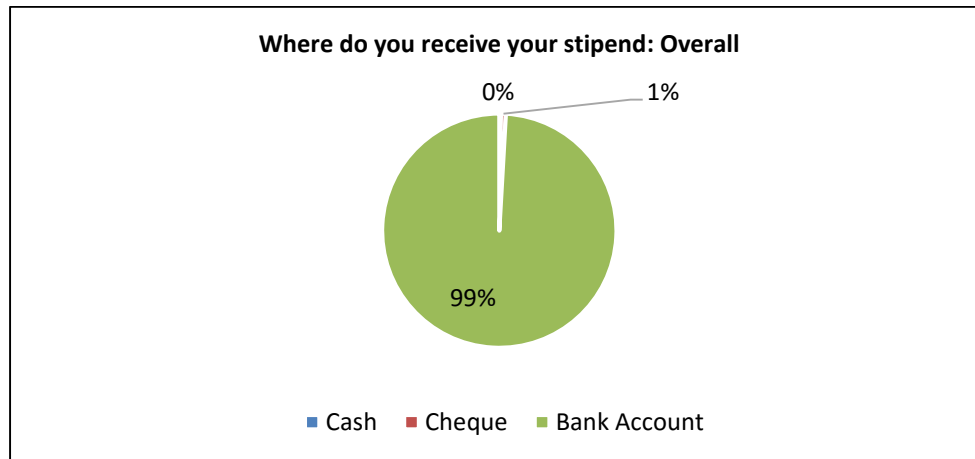


Figure 6.53: Overall percentage of respondent where they receive their stipend

#### 6.7.5 If delay in disbursement, what are the reasons

The beneficiaries were requested to give the reasons they perceived or provided by the PIAs related to the delay in disbursement of stipend. The reasons shared for the delay by the PIA's include delay by government in releasing the fund (19%) as also due to lockdown (26%) as (see Figure 6.54).

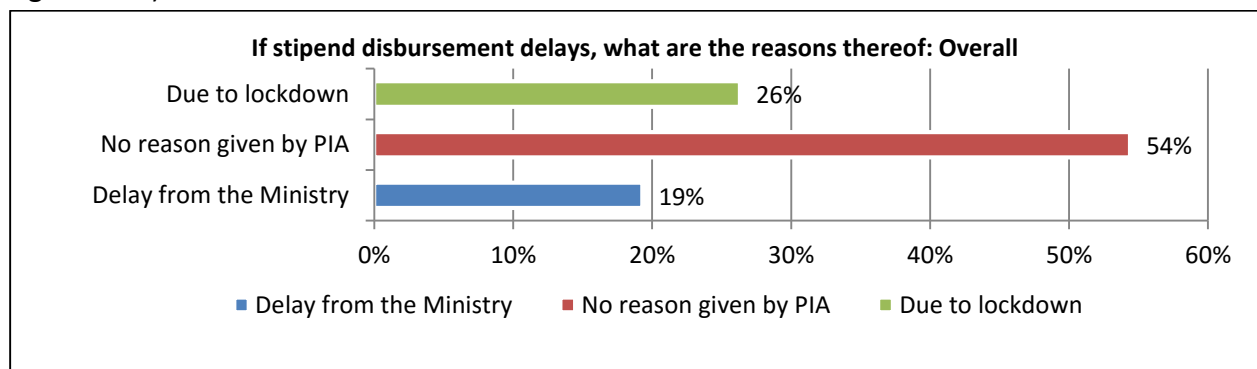


Figure 6.54: Overall percentage of respondent who gave the reasons for the delay in stipend

#### 6.8 Market Assistance Scheme

Data was collected from the USTTAD beneficiaries regarding the Hunar Haat programme. Therefore it includes beneficiaries who have actually attended the Hunar Haat program or their perception regarding the Hunar Haat scheme.

The Scheme aims to support the minority craftsmen/ Artisans for marketing their products through exhibitions throughout the country and abroad with the Hunar Haat Programme's help. In this section will be observed the analysis related to different parameters related to this programme.

### 6.8.1 Are you an Artisan (Making of Handicraft)

The Beneficiaries were asked if they were artisan or not, Overall (54%) respondent confirmed that they are artisan involve in making of handicraft as shown in Figure 6.55.

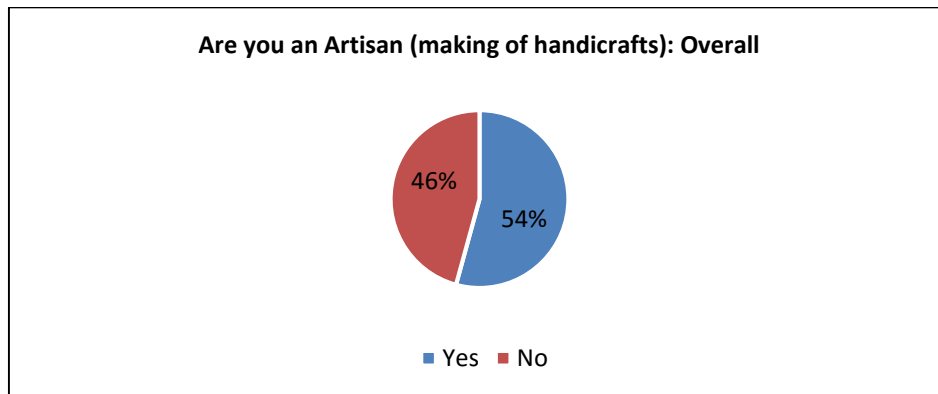


Figure 6.55: Overall percentage of respondent

State-wise analysis mostly respondent (100%) from Andhra Pradesh and Assam are artisan as shown in Figure 6.56.

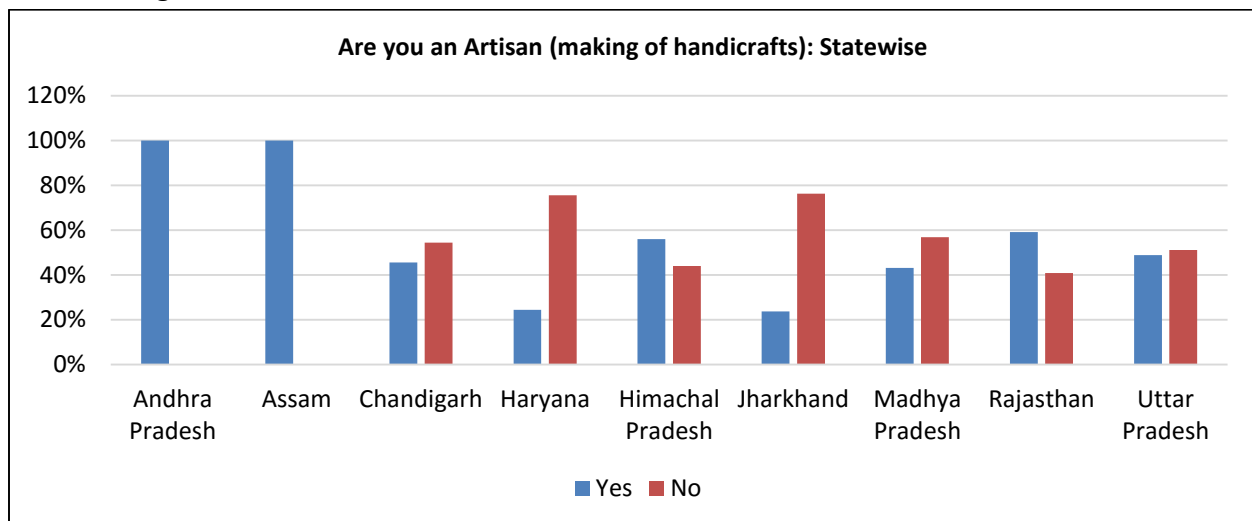


Figure 6.56: Overall percentage of respondent state wise

### 6.8.2 Market Assistance Provided by Government Agencies

The respondents were asked if they have received any assistance from government agencies or not. Overall (35%) of the beneficiaries (respondents) shared that they were able to get marketing assistance provided by Government agencies (see Figure 6.57).

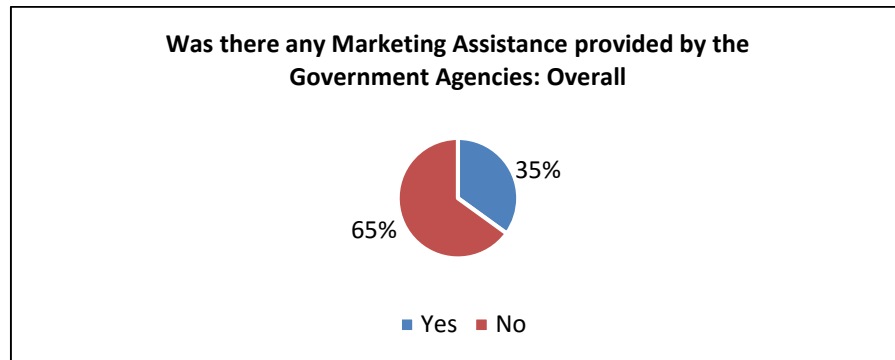


Figure 6.57: Overall percentage of marketing assistance provided by the government agencies

The state-wise analysis showed all respondents from Chandigarh, followed by (98%) from Madhya Pradesh and (96%) respondents from Uttar Pradesh, had not received any assistance from Government agencies (See Figure 6.58).

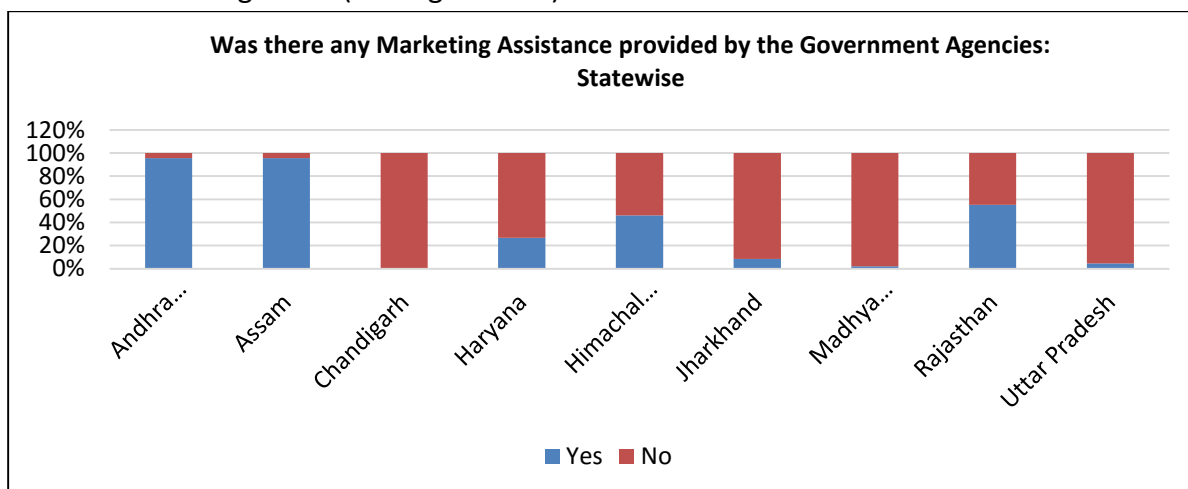


Figure 6.58: Overall state-wise percentage of marketing assistance provided by the government agencies

### 6.8.3 Type of Marketing Assistance Provided

The beneficiaries were asked to answer the type of marketing assistance which they received from the government agencies. It was observed that most (99%) respondent received assistance in facilitating exhibitions and trade fair followed by (97%) respondent received in connecting with traders and through promotion on local cable television (as shown in Figure 6.59).



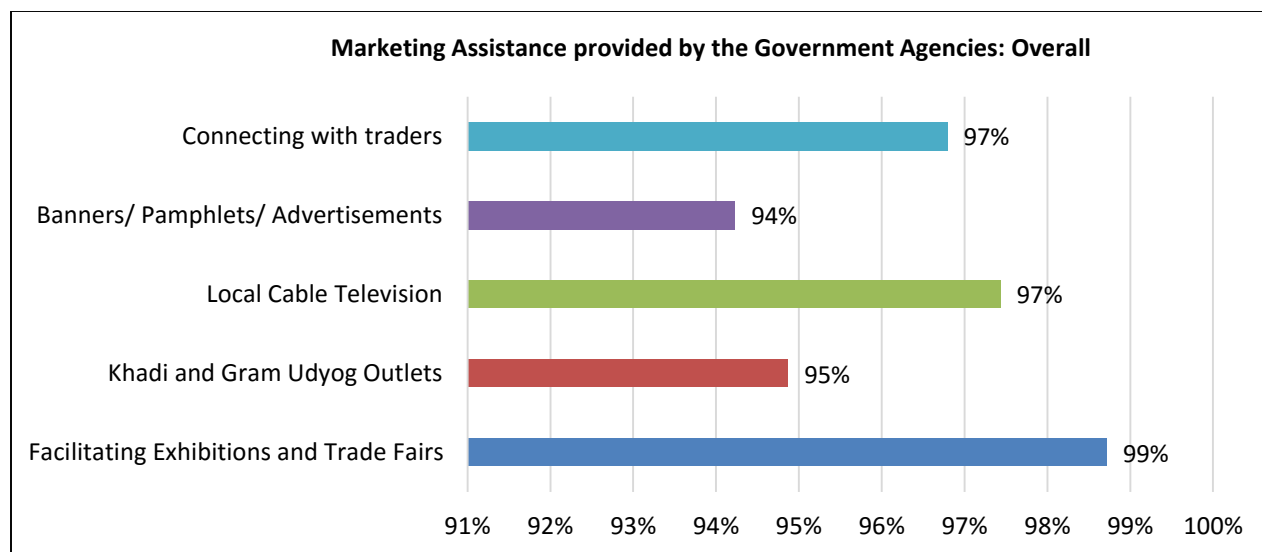


Figure 6.59: Type of marketing assistance provided by the government agencies

#### 6.8.4 Satisfaction with the Marketing Assistance Provided

The beneficiaries were asked regarding the satisfaction with the marketing assistance provided. As can be seen in Figure 6.60, overall (65%) of the respondent are satisfied with the assistance provided to them

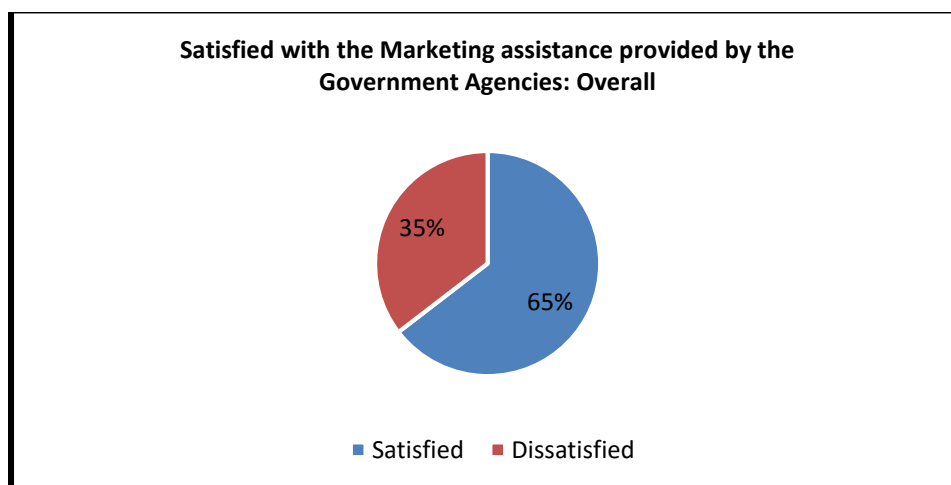


Figure 6.60: Overall percentage of respondent satisfied/dissatisfied

On state wise analysis, it was observed that (100%) respondent from Assam were completely satisfied with the assistance provided. More respondents from Chandigarh, Madhya Pradesh and Uttar Pradesh were dissatisfied (see Figure 6.61).

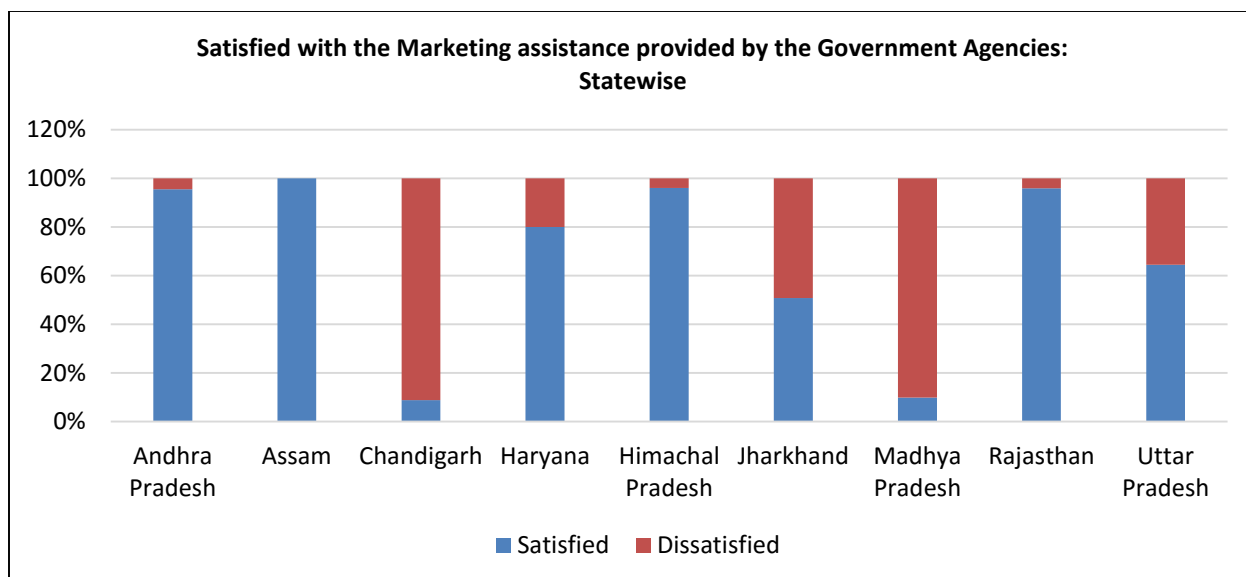


Figure 6.61: Overall percentage of respondent satisfied/dissatisfied State wise

#### 6.8.5 Received the TA/DA amount from the PIA under the Marketing Assistance scheme

The beneficiaries were asked if they have received TA/DA amount from PIA under the marketing assistance scheme. The beneficiaries are given 100% TA/DA amount as per rules. Overall (49%) respondents reported receiving TA/DA from PIA (as shown in Figure 6.62). It appears that out of the total number of the USTTAD beneficiaries, only 49% had attended the Hunar Haat.

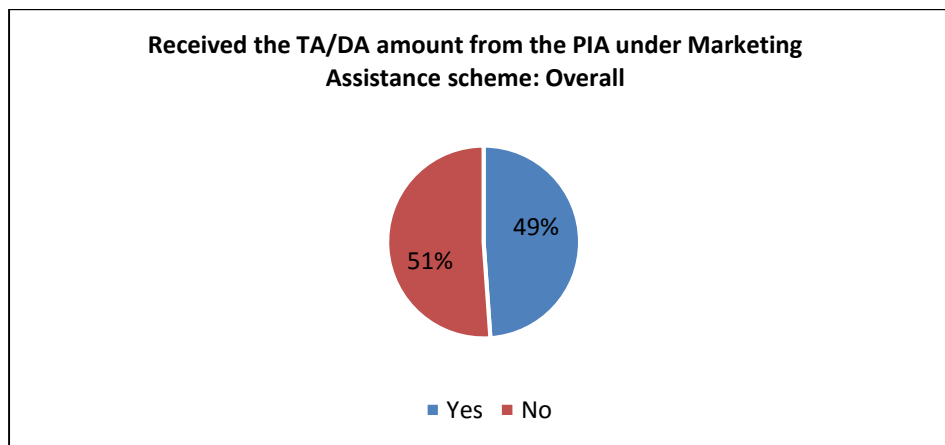


Figure 6.62: Overall percentage of respondent received TA/DA

### 6.8.6 Difficulty faced in getting the allotment in the exhibition

The beneficiaries were asked about the difficulties faced in getting allotment in the exhibition. Overall (83%) of the beneficiaries shared that they didn't have any difficulty in getting allotment in the exhibition (see Figure 6.63)

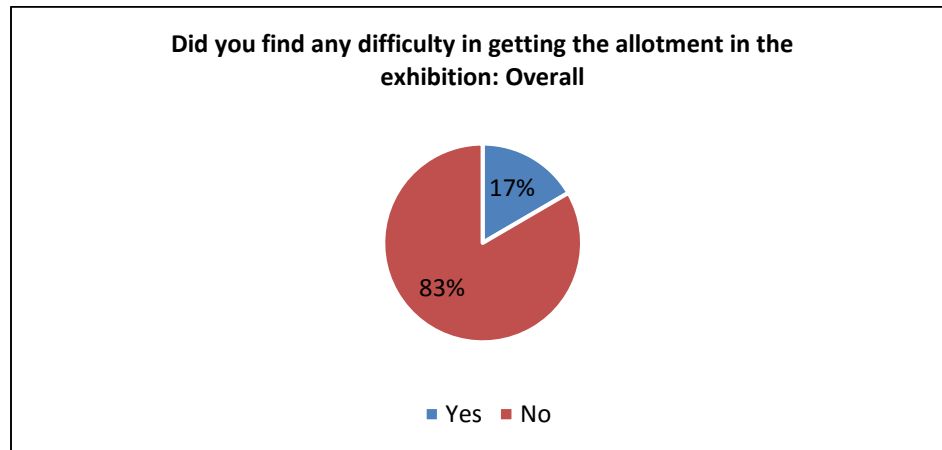


Figure 6.63: Overall percentage of respondent faced difficulty in getting allotment in the exhibition

### 6.8.7 Type of Difficulty faced in getting the allotment in the exhibition

The beneficiaries were also asked the type of difficulty faced by them in getting allotment in the exhibition. As shared by the beneficiaries (respondents), most (92%) respondents faced indifferent attitude of officials, whereas (85%) respondents had to make repeat visits to PIA Office and (85%) respondents faced difficulty in providing required documents (see Figure 6.64). The selection is made through a Committee constituted by Implementing Agencies.

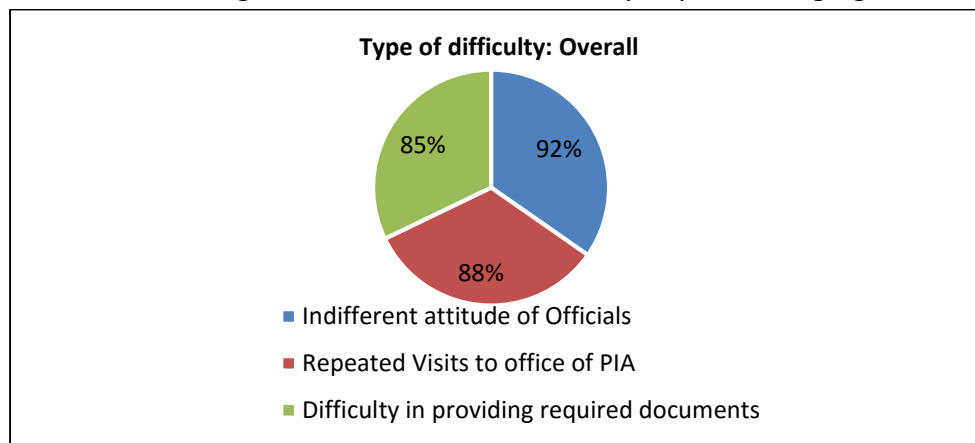


Figure 6.64: Type of difficulty

### 6.8.8 How participating in exhibition has helped

The beneficiaries were asked how participating in the exhibition had helped them. As can be observed in Figure 6.65, most respondents agreed that exhibition had helped them in development of customer/market for products in future (66%), better understanding of customer demand (65%).

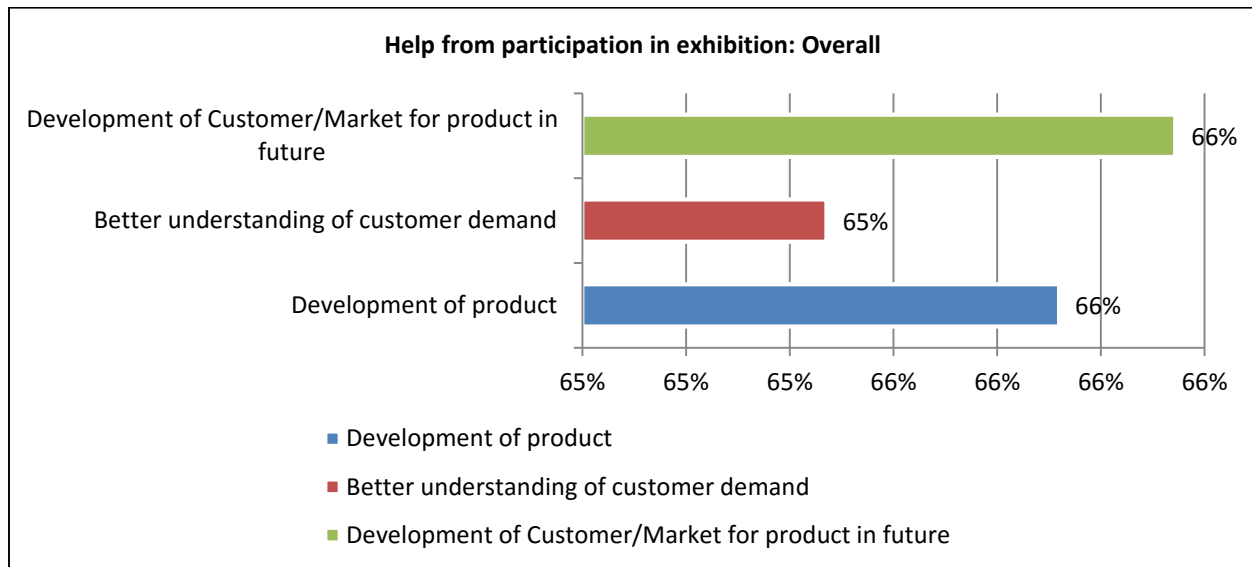


Figure 6.65: Help from participation in exhibition

## SECTION II:- ANALYSIS OF BENEFICIARIES FROM HUNAR HAAT, NEW DELHI

The data was collected by visiting the Hunar Haat at New Delhi from 11-22 Nov 2020 and is presented in the following sections. The universe and sampling frame are presented in section 6.9, Demographics data and details such as gender, age, location, minority group etc in section 6.10 Marketing Assistance Scheme (Hunar Haat Programme) provided to beneficiary is covered in 6.11.

### 6.9 Universe and sampling framework of the study

The actual sample size for this study was 52 beneficiaries. The sample coverage is as shown in Table 6.9 and graphically represented in Figure 6.66.

Table 6.9: Sample of Beneficiaries selected from the target states

State wise representation of beneficiaries	No. of Beneficiaries	No. of Beneficiaries
Andhra Pradesh	3	6%
Bihar	2	4%
Delhi	8	15%
Jharkhand	2	4%
Karnataka	2	4%
Laddakh	1	2%
Madhya Pradesh	1	2%
Maharashtra	1	2%
Manipur	1	2%
Nagaland	1	2%
Punjab	1	2%
Rajasthan	8	15%
Uttar Pradesh	20	38%
Uttarakhand	1	2%

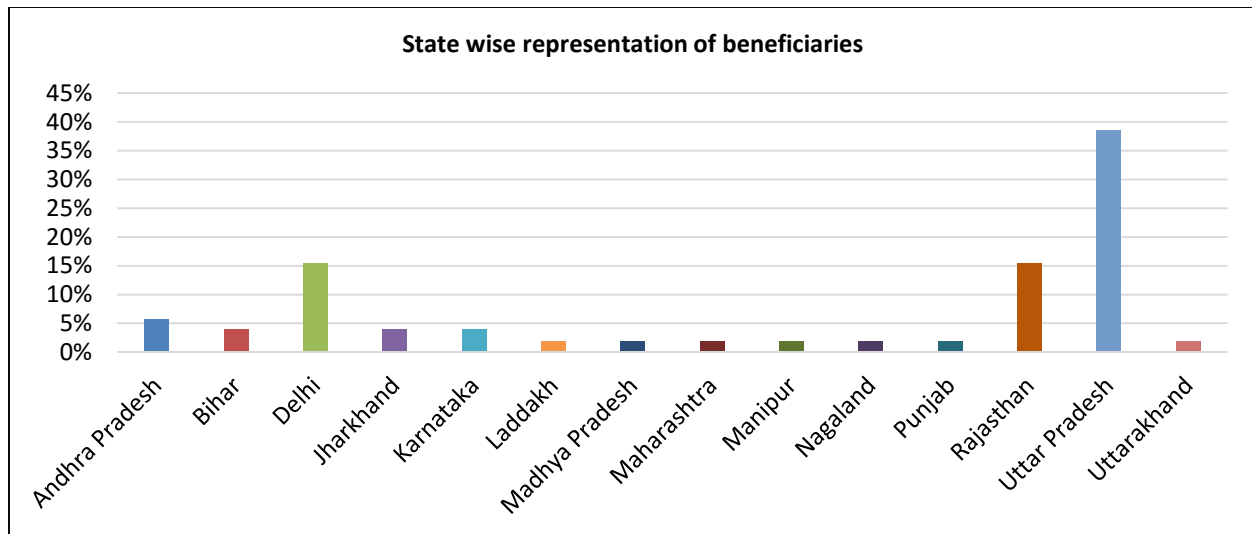


Figure 6.66: Represent beneficiaries selected from each target states

## 6.10 Demographic details of the beneficiary

This data is regarding beneficiaries of the Hunar Haat in New Delhi only.

This section covers the data analysis of the demography of the beneficiaries. The demographic selected for the study were (a) Gender, (b) Age, (c) Martial Status (d) Educational Qualifications (e) Religion, (f) Location.

### 6.10.1 Beneficiaries- Gender

This data is regarding beneficiaries of the Hunar Haat in New Delhi only.

The beneficiaries were asked their gender in the questionnaire; the total percentages of female and male beneficiaries administered are 17% and 83%, respectively and graphically represented in Figure 6.67.

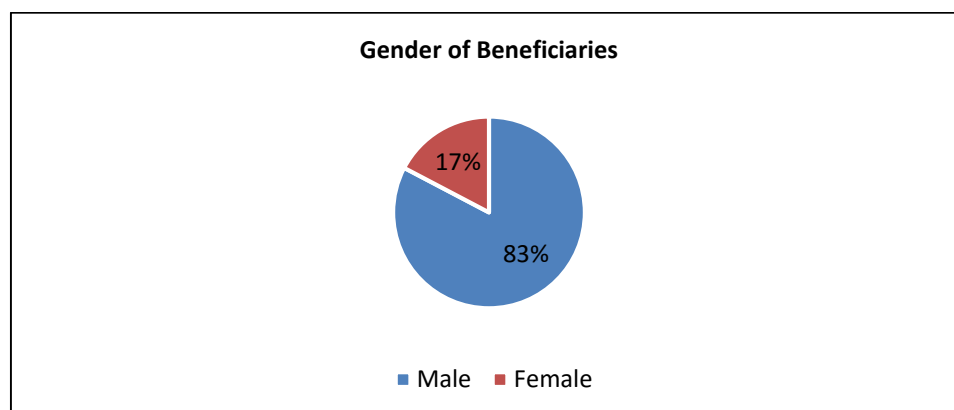


Figure 6.67: Represent beneficiaries selected from each target states

### 6.10.2 Beneficiary: Age

This data is regarding beneficiaries of the Hunar Haat in New Delhi only.

The beneficiaries were asked to share their age in the questionnaire. Figure 6.68 represents the distribution of Age overall the majority of the beneficiaries (44%) belong to the age groups of 26-30 years.

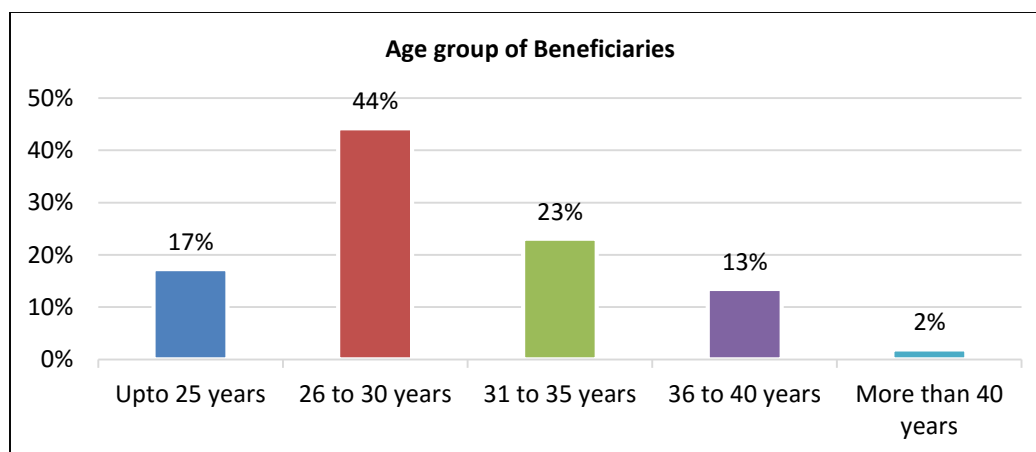


Figure 6.68: Represent beneficiaries selected from each target states

### 6.10.3 Beneficiary: Marital Status

This data is regarding beneficiaries of the Hunar Haat in New Delhi only.

Beneficiaries were asked to inform their marital status. The marital status of the beneficiaries chosen for the study is graphically represented in Figure 6.69. Most of the beneficiaries (respondents) (58%) were married, and about 42% are unmarried.

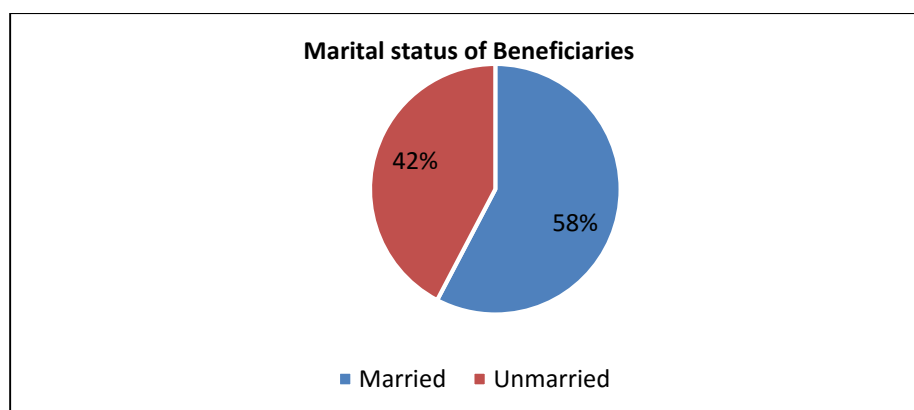


Figure 6.69: Marital status of the respondents (beneficiaries)

#### 6.10.4 Beneficiary: Educational qualification

This data is regarding beneficiaries of the Hunar Haat in New Delhi only.

The beneficiaries (respondents) were asked to mention their education level in the questionnaire. The respondents' distribution based on the educational level is shown in Figure 6.70 (37%) beneficiaries were graduates and above.

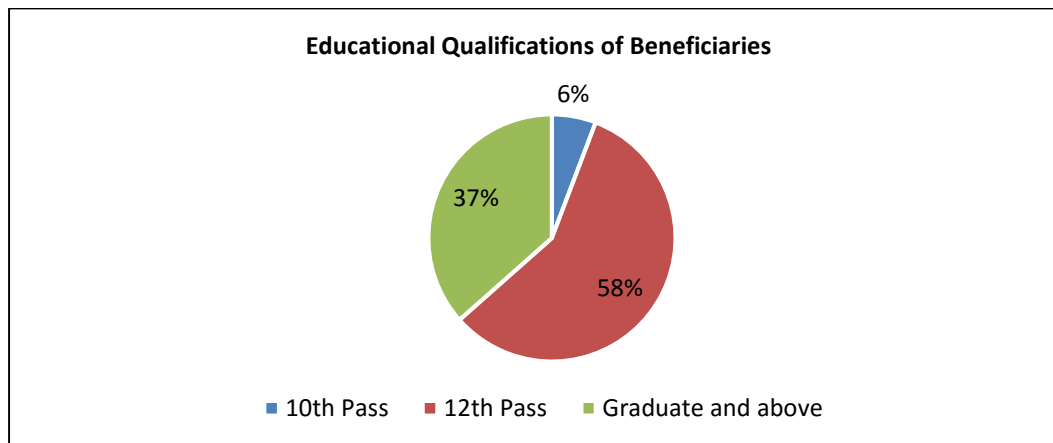


Figure 6.70: Overall educational Qualifications of the beneficiary (Respondents)

#### 6.10.5 Beneficiary: Minority category

This data is regarding beneficiaries of the Hunar Haat in New Delhi only.

The "USTTAD" scheme aims to preserve the heritage of traditional arts and crafts of minority communities. This minority category consists of Muslims, Christians, Sikhs, Buddhists, Parsis, and Jains. The beneficiaries (respondents) were mostly from the Muslim minority category (77%) as shown in Figure 6.71.

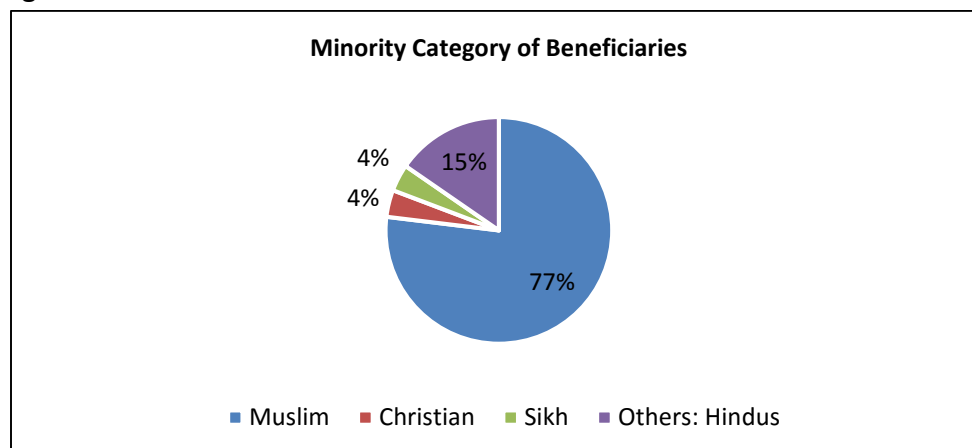


Figure 6.71: Overall: Minority category of beneficiaries (respondents)



#### 6.10.6 Beneficiary: Location

This data is regarding beneficiaries of the Hunar Haat in New Delhi only.

The scheme's evaluation study requires an assessment of beneficiaries (respondents) belonging to both urban and rural areas. The total percentage of respondents from rural and urban areas was 15% and 85%, respectively. As shown in Figure 6.72.

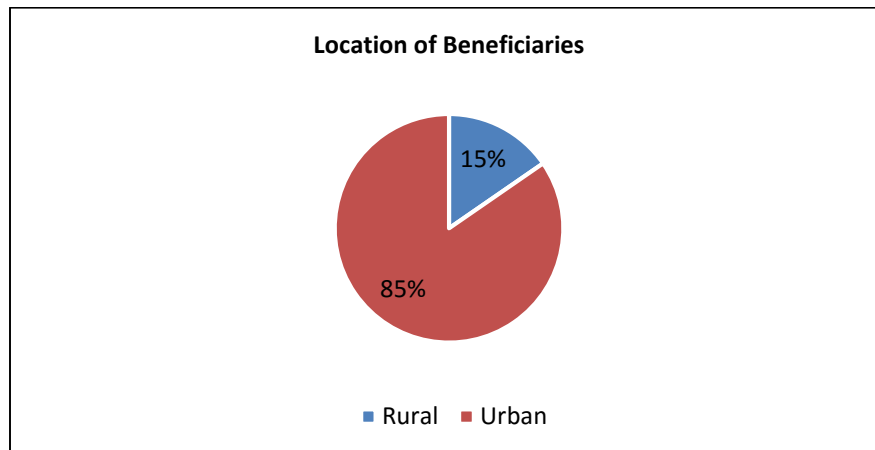


Figure 6.72: Overall distribution of the Location

#### 6.11 Marketing Assistance Scheme (Hunar Haat Programme)

This data is regarding beneficiaries of the Hunar Haat in New Delhi only.

The Scheme aims Support to minority Craftsmen/ Artisans for marketing their products though exhibitions throughout country and abroad with help of Hunar Haat Programme. In this section will be observed the analysis related to different parameters related with this programme.

##### 6.11.1 Are you Artisan (Making of Handicraft)

This data is regarding beneficiaries of the Hunar Haat in New Delhi only. The Beneficiaries were asked if they were artisan or not, All the participants were Artisan.

##### 6.11.2 Market Assistance Provided by Government Agencies

This data is regarding beneficiaries of the Hunar Haat in New Delhi only. The respondent were asked if they have received any assistance from government Agencies or not as seen in Figure 6.73 it can be observed that overall (92%) were able to get marketing assistance provided by government agencies.

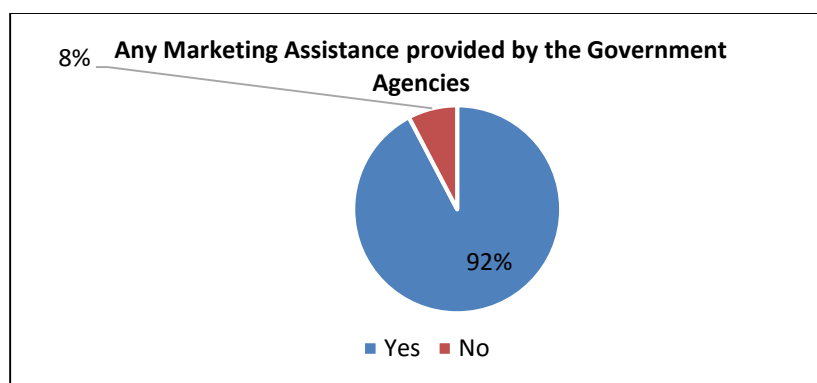


Figure 6.73: Overall percentage of marketing assistance provided by the government agencies

### 6.11.3 Type of Marketing Assistance Provided

This data is regarding beneficiaries of the Hunar Haat in New Delhi only. The beneficiary were asked to answer the type of marketing assistance which they received from government agencies it was observed that mostly (94%) respondents received assistance in facilitating exhibitions and only (6%) respondents received in connecting with traders, as shown in Figure 6.74.

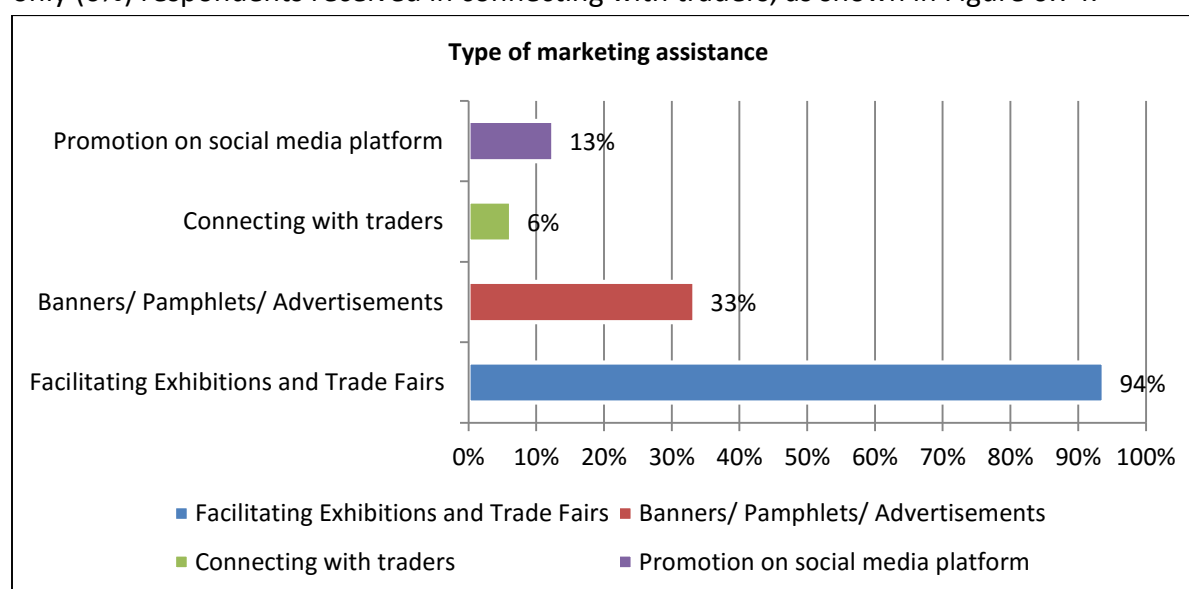


Figure 6.74: Type of marketing assistance provided by the government agencies

### 6.11.4 Satisfaction with the Marketing Assistance Provided

This data is regarding beneficiaries of the Hunar Haat in New Delhi only. The beneficiaries were asked regarding the satisfaction with the marketing assistance provided. As can be seen in Figure 6.75, overall (92%) respondents are satisfied with the assistance provided to them

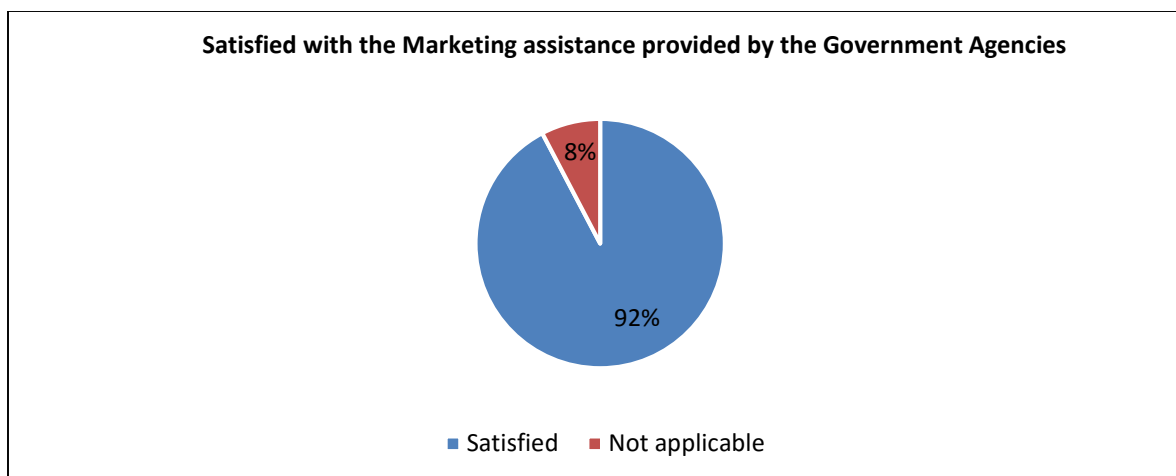


Figure 6.75: Overall percentage of respondent satisfied/dissatisfied

#### 6.11.5. Is there any improvement required in the provision of aid/facilities available for marketing?

- More Awareness/ Promotion of Hunar Haat and Traditional skills should be made
- The participants complained that the information about the Hunar Haat in Delhi reached them late and they had to rush. They felt that the intimation could have been more timely from the Ministry side as they had to rush. It may also be noted that Hunar Haat at Dilli Haat, Pitampura, was a specific case of late approval due to the unprecedented COVID-19 pandemic.
- Since the information reached some of the participants late, they could not have travelled by train and they took air tickets but the reimbursements are for train tickets.
- Staying facilities provided for the artisan need improvement. No provision of bath at the staying facility.
- At night when the event closes by 10 p.m. no transport is available to take to the staying facility. Transport may be provided for the same at the closing time.
- Hygiene at Hunar Haat should be checked out
- Food at the Hunar Haat is expensive and it is not possible for the artisans to go out for food during the day. Separate subsidized food may be provided to artisans which is supported by the Ministry at the venue of the Hunar Haat. If possible tea and snacks may be distributed in the evening.
- The culinary stalls reported drainage / water problems.
- The dry fruit stall is not required to be set up in food court as cooking is not involved.

**6.11.6. Received the TA/DA amount from the PIA under the Marketing Assistance scheme**

Everyone confirmed that they received TA/DA

**6.11.7. What kind of financial assistance have you received**

All the Respondent received both the assistance Allotment of Stall and TA/DA. Some of them complained that they had to travel by air due to shortage of time but would be reimbursed train fare.

**6.11.8. Did you find any difficulty in getting the allotment in the exhibition**

Respondents were asked if they faced any difficulty in the allotment of the stall in the exhibition but no one faced any problem.

**6.11.9. Type of difficulty**

Not applicable

**6.11.10. Besides sales revenue, how has participation in the exhibition helped**

- Development of product
- A better understanding of customer demand
- Development of Customer/Market for the product in the future
- Get to know about the choices of customers, related to our toys which helped us to improve our products

**6.11.11. Other comments**

- Artisan are getting encouragement with respect to their skills and were happy.
- Artisans felt that they are getting new identity through their work
- Happy with the programme theme of "vocal for local"
- The participants expressed satisfaction with the space at the venue.
- Artisans felt that customers money would be saved more as no middle man is involved while selling at Hunar Haat as they made the products and sold them directly to the customers.
- Artisans felt that they got to know about the thoughts of people and whether they liked or disliked their handicraft which helped them to develop the product further.
- Participants felt that awareness/ promotion of Hunar Haat could have been better
- Awareness regarding programme should be made also some guidance should be provided to artisan joining the programme for first time.

- Preference may be given to artisans who have undergone the USTTAD programme for Hunar Haat. There should be a fixed percentage for such artisans. PIA's should help in registration of trained beneficiaries.
- There should be interaction at regular intervals with PIA's and stakeholders. Presently there is no such platform.
- Crowd was less due to Covid and specially the food stalls reported that a lot of cooked food was wasted.
- Due to this Covid, less people are interacting this time as compare to earlier times.
- Government should also provide a place to stay nearby venue and food arrangement should be made for artisan present at the Hunar Haat at subsidized rate.

### **6.12 Conclusion**

This chapter has tried to analyze the responses of beneficiaries across eight states on different parameters such as the sources of awareness of the USTTAD Scheme, scheme performance analysis, reasons for joining USTTAD Scheme, reasons for selecting the job role, challenges in joining the USTTAD Scheme, skill set before and after attending the Training, work experience before and after, impact of Training on type of work, training effect on salary, satisfaction with Quality of the Training programme, living standard (does it fulfill the livelihood requirement of the Family), job after Training, increase in Income after Training, status of employment: Placement / Self Employed, employed in organized or unorganized Sector, feedback on Teachers/ Trainers, course material, staff, infrastructure, suggestions for Improvement in course material, teaching methodology adopted by Trainers, stipend was transferred timely into the bank account, paid as promised, number of days to receive the stipend, reasons for disbursement delay, Marketing assistance scheme etc. A separate section analysis the responses from the artisans who have participated at the Hunar Haat in New Delhi. In the next chapter five case studies pertaining to the Hamari dharohar scheme is articulated and the implication of the scheme is elaborated.



## **CHAPTER-7**

### **CASES UNDER HAMARI DHAROHAR SCHEME**

#### **7.1 Introduction**

Hamari dharohar scheme of Ministry of Minority Affairs is a scheme to preserve rich heritage of minority communities of India under the overall concept of Indian culture. The Ministry of Minority Affairs formulated “Hamari Dharohar” scheme for preservation of rich heritage and culture of minority communities of India in 2014-15.

Government of India believes in Unity in Diversity which is the basic tenet of Indian Culture. The Constitution of India grants equal rights and opportunities to all communities including minority communities of India to profess their religion and culture. Following the spirit of the Constitution, the Government of India is of firm conviction that there is a strong need to curate the rich heritage and culture of Minorities particularly miniscule minorities and supporting calligraphy and related crafts. There are 6 (six) notified minorities in India which have been notified under National Commission for Minorities Act, 1992. They are Muslims, Christians, Sikhs, Buddhists, Parsis and Jains. Going by Census data of 2001, Buddhists and Jains have small population i.e. less than a Crore. The Parsis are even less than a lakh, hence may fall under miniscule minority category.

There is a general lack of information among people about the rich cultural heritage of minority communities of India. Good knowledge about culture and rich heritage of communities develops better understanding among masses and strengthens tolerance and social knitting. The culture of the minorities manifested in various forms - paintings, monuments, literature, artefacts, festivals, institutions etc. give great strength and a sense of identity to people even as they live in different parts of the country following different faiths. These expressions of culture and history of the minorities are inseparable parts of our national heritage. Therefore, efforts were made with adequate fund support to protect and revive both material and non-material cultural traits of the minorities.

The scheme aims to support curation of iconic exhibitions, calligraphy, research and development, preservation of literature, documents, manuscripts, documentation of oral traditions and art forms, support to ethnic museums which are otherwise not supported under schemes of Ministry of Culture or its bodies in order to showcase as well as preserve heritage of minority communities in India. The scheme aims to support curation of iconic exhibitions,

calligraphy, research and development, projects in the field of heritage education, popularization and publication works etc. Under this scheme, the funding is project based and not the State/District-wise.

#### **7.1.2 Objectives of Hamari dharohar :**

1. To curate rich heritage of minorities under overall concept of Indian Culture
2. Curating iconic exhibitions
3. Preservation of literature/ documents etc.
4. Support and promotion of calligraphy etc.
5. Research and Development

#### **7.1.3 Benefits from Hamari dharohar:**

- Curating exhibitions including iconic exhibitions
- Support and promotion of calligraphy etc.
- Preservation of literature, documents, manuscripts etc.
- Documentation of oral traditions and art forms
- Support to ethnic museums (not supported under schemes of Ministry of Culture or its bodies) for showcasing and preserving heritage of minority communities.
- Support for organizing heritage related seminars/ workshops
- Fellowship for research in preservation of heritage and development.
- Any other support to individual/ organization in furtherance of cause of protection and promotion of rich heritage of minority communities.

Hamari Dharohar scheme of Ministry of Minority Affairs ensures a more focused approach towards issues relating to the minorities and conducting development programmes for the benefit of the minority communities. As is the vision of the Ministry, Hamari Dharohar also aims at empowering the minority communities and creating an enabling environment for strengthening the multi-racial, multi-ethnic, multi-cultural, multi-lingual and multi-religious character of our nation.

#### **7.1.4 Process followed**

The Ministry of Minority Affairs invites proposals for selection through an advertisement in newspapers and official website of the Ministry from organizations/institutions. The Ministry also directly sponsors the projects to expert organizations that submit projects in prescribed format, and are renowned for their experience in the relevant field or on the panel of Ministry of Culture for curating works. With expert organizations, the parameters considered are of a recognized



and registered body under appropriate law, at least 3 years old with experience of at least 25 years in works related to preservation of heritage and curating works. Similarly, the Ministry also has the provision of awarding fellowships in the relevant field, provided the candidate fulfills the eligibility criteria. The project proposals are screened on the basis of operational guidelines, the prescribed pre-determined point-based system for mandatory criteria and are placed before the Project Approval Committee (PAC) of the Ministry. The Project Approval Committee would include Members concerned Joint Secretary in the Ministry of Minority Affairs, representative of Ministry of Culture, National Museum, Archaeological Survey of India, National Archives, National Gallery of Modern Arts and Indira Gandhi National Centre for Arts. The Ministry reserves the right to cancel the selection at any stage without notice. The Ministry verifies the credentials of the PIAs through an authorized organization/institution. The proposals of selected PIAs are considered with the approval of the competent authority i.e. Secretary (Minority Affairs).

#### **7.1.5 Knowledge Partners:**

Ministry of Minority Affairs will implement this scheme in consultation with Ministry of Culture with the help of expert National and International Knowledge Partners in this field. The Knowledge Partners may be as follows:

- (a) Archeological Survey of India (ASI);
- (b) National Museum, Delhi;
- (c) National Archives of India, New Delhi;
- (d) National Gallery of Modern Arts (NGMA);
- (e) Indira Gandhi National Centre of Arts (IGNCA);
- (f) United Nations Educational, Scientific and Cultural Organization (UNESCO);
- (g) Indian National Trust for Arts and Cultural heritage (INTACH);
- (h) World Monument Fund

#### **7.1.6 Pattern of Assistance and Quantum**

Since this is a 100% Central Sector Scheme, therefore, it is implemented by the Ministry directly through selected PIAs. Assistance under the scheme is provided in form of Recurring grants and Non-recurring grants including the capital cost for infrastructure development, with a view to address areas critical for conservation and propagation of all forms of rich heritage of minorities and curating them. Since, curating and preservation of heritage may involve a variety of activities depending on specific requirements, it may not be appropriate to identify items and fix an item-wise cost. The cost would depend on the kind of work being undertaken.

For Fellowship to be awarded the candidate should be a notified minority and Post Graduate with minimum 50% marks from a recognized institution in the relevant field. Also, the candidate should have secured admission in a University/Institution for a regular M. Phil/ Ph.D. and should not be more than 35 years of age. 33% seats of annual targets are earmarked for minority girls/women candidates. The fellowship is awarded as per prevailing financial norms of UGC for Senior Research Fellows.

### **Release of Funds**

On approval of a project, the funds are released in 3 installments i.e. 40:40:20. Funds towards release will be disbursed directly to the selected PIAs by electronic transfer in the account of the PIA.

### **Project Monitoring**

- (i) Monitoring is a continuous measurement of progress while the project is on-going which involves checking and measuring progress, analyzing the situation and reacting to new events, opportunities, and issues.
- (ii) Ministry may authorize an independent agency or the knowledge partner to conduct concurrent monitoring and random checking.
- (iii) Ministry's officials may also monitor the projects. The information gathered from this will be fed into the decision making process for release of funds and sanctions of project proposals.
- (iv) 3% of the total cost will be spent on professional services for Administration and Management of the scheme including consultations, Monitoring and Evaluation. For administration and management, a Project Management Unit (PMU) will be established with contractual outsourced staff as per need. For engaging contractual staff, relevant GFRs will be followed. The expenses would be borne out of 3% budget set aside for Administration and Management of the scheme.

### **Maulana Azad Education Foundation**

Maulana Azad Education Foundation was established in July 1989 as a voluntary, non-political, non-profit making society registered under the Societies Registration Act, 1860, to formulate and implement educational schemes for the benefit of the educationally backward amongst the minorities. The schemes of MAEF are of two types, (i) Grants-in-Aid to NGOs for infrastructure development of institutes/colleges/schools and (ii) scholarships to meritorious girls students. Recognizing that we need to constantly learn and innovate to respond to the changing needs of minorities in the context of the changing landscape of the country, the 12th plan should institutionalize a 'hub of innovation', through restructuring the MAEF, wherein a range of

experiments in educational and livelihood initiatives (including with artisans) among minorities can be undertaken and results disseminated. Civil society engagement with Muslims is weak, and must be urgently revived, through grants-in-aid mechanisms of a restructured MAEF.

The Ministry of Minority Affairs has taken up projects related to “The Everlasting Flame Programme - to Preserve Rich Heritage of Parsi Community”, “Documentation, preservation, conservation and promotion work of Dagar archives & Museum, Jaipur”, Project implemented by “Dairatul Maarifil Osmania, Osmania University”, “Publication of photo book of Shri Guru Nanak Dev ji”, Mushairas organized under Hamari Dharohar which are described below..

## **7.2 The Everlasting Flame Programme - to Preserve Rich Heritage of Parsi Community**

Dates: 19th March 2016 to 29th May 2016

Venues: National Museum, National Gallery of Modern Art (NGMA), Indira Gandhi National Centre for the Arts (IGNA), New Delhi.

### **Heritage of Parsi Community**

Zoroastrianism and Rig Vedic Hinduism are sister cultures that share linguistic and cultural commonalities. The most important however is the Eternal flame- Agni or Atashthat burns in all our hearts. The battle of light and darkness in the mind and heart of every human; was first understood by Prophet Asho Zarathushtra in the Bronze Age. The Parsis represent a Bronze Age Culture which after surviving 3000 years is in rapid decline. Though very small in number comprising a minuscule fraction of India’s total population, the Parsi community has consistently and remarkably enriched the Indian society over the years. They are a micro minority but rich in history and achievements. The Parsis, in their own words, “suffer from the Predicaments of Progress, our problems reflect what happens when a community globalizes and modernizes leaving behind its roots.” Around the time of independence in 1947, the population of the community stood at around 1-1.5 lakh, in the last six decades ironically, while the country’s population went up to 125 crore, the population of Parsi community declined to just about 60-70 thousand and that too mostly confined to Maharashtra, Gujarat and some other parts of the country. Evidently there is an urgent need to stem the decline in population and the need of a higher order is to recognize the greatness of Zoroastrian culture and help in its protection and resurgence.

Parsi community in India has made a major contribution in all walks of life and has thrown up several legendary icons in different fields, some of whom like Sam Manekshaw, Nani Palkhivala,

Homi Bhabha, Piloos Mody, Zubin Mehta, Farokh Engineer, R.K. Karanjia, Sohrab Modi and Bejan Daruwalla have become an inseparable part of contemporary India's bibliography.

Ministry of Minority Affairs' Jiyo Parsi scheme has now become a catch phrase for the community, a means of positive identification which proves that India and the world do not wish to see the Parsi culture die out. The objective of conducting these iconic exhibitions was to create awareness at National and International level through a series of exhibitions with concurrent educational and academic outreach programmes.

### 7.2.1 Details of three traveling iconic exhibitions

The Ministry of Minority Affairs in collaboration with UNESCO Parzor Foundation and the Culture Ministry of India, curated three traveling iconic exhibitions from 19th March to 29th May 2016. The Programme was inaugurated on 19th March, 2016 at Vigyan Bhavan, New Delhi. "Parzor Foundation" is a UNESCO associated registered organization devoted to the cause of co-existence of different cultures in India with special focus on Parsi-Zoroastrians and their culture. Interestingly, this was the first exhibition on this theme ever held at National Museum. Also, this was the first time that British Library, UK and National Museum of Iran, Tehran lent to India their objects. This incidentally was also the first kind of collaboration between the Ministry of Minority Affairs and Ministry of Culture.



This Programme included three exhibitions, namely “The Everlasting Flame: Zoroastrianism in History and Imagination”, “Painted Encounters — Parsi Traders and the Community”, and “Threads of Continuity”, at the National Museum, NGMA and IGNCA, Delhi. The narrative was divided into 10 sections : The Ancient World, Sacred Texts, The Silk Road, Central Asia and China, The Judeo-Christian World, Imperial and Post-Imperial Iran, Post Arab Conquest,, Journey and Early Settlement in India, Parsi Salon and Fire Temple. The exhibition also drew on the rich collection of National Museum in order to enhance the narrative and to make a connection with the Indian heritage of Zoroastrianism. The oldest object in the exhibition attributed to early Zoroastrianism was the cuneiform tablet from the historic Royal Library of Ninevah (Mesopotamia) where the names of gods inscribed on the tablet include an early form of the principle Zoroastrian deity Ahura Mazda. The object belongs to the British Museum. The exhibitions were accompanied by several Outreach Programmes including an International Academic Conference held jointly with the Ministry of Minority Affairs, the National Museum and UNESCO Parzor. The exhibition brought alive Parsi heritage showcasing India as the world’s finest exemplar of unity in diversity.

In this regard, on 14th July 2015, a ‘Memorandum of Understanding’ was signed by Mr. Sanjiv Mittal, Director General, National Museum and Prof. Paul Webley, Director, School of Oriental and African Studies, University of London (SOAS). Professor Nirmala Rao, Pro-Director, SOAS was also involved in this initiative.

### **7.2.2 Exhibition : The Everlasting Flame – Zoroastrianism in History and Imagination**

‘The Everlasting Flame – Zoroastrianism in History and Imagination’, was curated by Dr. Sarah Stewart (Lecturer in Zoroastrianism at SOAS), Dr Ursula Sims-Williams (Curator of Iranian languages at the British Library), Firoza Punthakey Mistree (Zoroastrian Studies Mumbai), Almut Hintze (Zartoshty Brothers Professor of Zoroastrianism at SOAS), Pheroza Godrej (Art-historian, environmentalist and writer) and Dr Shernaz Cama, Director, UNESCO Parzor and Associate Professor, University of Delhi. The designer was Colin Morris and he worked with Dr. Venu Vasudevan and the National Museum Team. More than one lakh visitors visited the exhibitions in each of the venues.

The exhibition traced Zoroastrian culture in ten stories with objects loaned from the British Library, the British Museum and world-renowned collections from Russia, Uzbekistan, Iran as well as the CSMVS, Mumbai, the TATA Archives, Pune and the Alpaiwalla Museum, Mumbai. British Library also conducted an Iron-Gall Ink Conservation Workshop at the National Museum sharing

the technological advances greatly needed to protect India's immense manuscript collections. The exhibition, as its title indicated, provided a visual narrative of the history of Zoroastrianism from its ancient Iranian roots, to its emergence as the foremost religion of the Achaemenid and Parthian empires and its consolidation as the state religion under the Sasanians.

This was the first time that SOAS mounted their first ever exhibition outside of the United Kingdom. This was taking place in SOAS's Centenary year (SOAS received its Royal Charter in 1916) and in India (from which part of the impetus to found SOAS came). The Exhibition for SOAS represented the teaching, research and outreach they do for Zoroastrianism. It also gave them the chance to showcase the history, culture and the Zoroastrian communities of Iran, India and the wider diaspora. The idea was also to consolidate existing partnerships with academic institutions and organizations in India, as well as forge new ones for the future.

### **7.2.3 Across Oceans and Flowing Silks from Canton to Bombay 18th-20th Centuries**

The second exhibition namely, 'Across Oceans and Flowing Silks from Canton to Bombay 18th-20th Centuries', was curated by Dr. Pheroza Godrej and Ms. Firoza Punthakey Mistree, and held at the National Gallery of Modern Arts (NGMA), New Delhi. This showcase Parsi trading encounters in China, their consequent alliance with the British East India Company and the material culture which developed from their trading forays. Curators :Pheroza Godrej & Firoza Punthakey Mistree at the NGMA Section Panel: Introduction. This Exhibition continued the story recounted in Everlasting Flame with more emphasis on the growth of trade and commerce, which finally led to the Parsis becoming the earliest among those who contributed to industrialization and modernization of India.

### **7.2.4 Exhibition: Threads of Continuity**

The third exhibition 'Threads of Continuity' was curated by Shernaz Cama, Dadi Pudimjee and Ashdeen Z. Lilaowala, and was held at Indira Gandhi National Centre for Arts (IGNCA), New Delhi. The Threads of Continuity is a sacred book with details on Kusti-The Sacred Cord – indicating the significance of the girdle in Zoroastrian worldview and the ritual ceremony of the Navjote, in which a young Zoroastrian makes an active choice to be a 'Hamkar' – the agent of Ahura Mazda in this world. Thereafter, through the exhibition, an attempt was made to give a glimpse of the coming together of the extraordinary in the everyday tasks such as spinning and weaving. The spinning of the Kusti and weaving of the Kusti gives a detailed explanation of the craft of weaving, where religion, culture and technique blend in making the Sacred cord.

The exhibition, “Threads of Continuity” portrayed the philosophy and ideals of Zoroastrianism in practice today affirming both tangible and intangible cultural heritage and the need to preserve it. It completed the panorama of Zoroastrianism from its roots in the philosophy of the Indo-Aryans to the present day post-modern diaspora. This exhibition highlighted the promising collaboration of UNESCO Parzor with Google Culture Institute. Through the technological expertise of Google, the exhibition showcased the natural elements of Central Asia which created Zoroastrian philosophy, and its ecological way of life.

This exhibition’s location was decided as IGNCA where the two sections of the new exhibition space were technically made the two arms of Zoroastrianism at grassroots level. The first covered the Iranian plateau, which now includes several regions of Central Asia- Afghanistan, Tajikistan, Uzbekistan, Iran and Ancient Sogdia, all around the Silk Route. Iran and its treasures formed a part of this section. The second arm covered the Gujarat homeland which provided refuge and resurrection to the Zoroastrian faith and created the multicultural Parsi Zoroastrian identity. It focused on core living values which are part of the ethos of this culture: Asha the Law of Harmony, which creates environmental consciousness and offers guidelines of living a holistic life of balancing tradition and development, village life, pilgrimage sites, archaeological researches, crafts, oral traditions of music, poetry and dance.

The events planned saw celebrities such as Penaz Masani and Astaad Deboo. Various activities included Stained Glass Workshops, Toran and Kusti weaving workshops, fashion show on Zoroastrian themes and symbols, a Puppet theatre performance, an academic conference on the theme “Zoroastrianism in the New Millennium,” Parsi theatre performance, Muskil-e-Asan participative story-telling, Shahnameh Exhibition, conservation workshop and Navroze feast. A film festival was organized along with photographic exhibition by and on the community. It screened classics of Zoroastrian cinema while conducting a competition to encourage young film makers and photographers.

The exhibition explored the ways in which Zoroastrianism has been received and imagined through the art, iconography and literature of non-Zoroastrians down the ages. Artefacts, coins and silverware introduced the ancient and imperial periods of Iranian Zoroastrian history. Illustrated texts and manuscripts written in Avestan, Pahlavi, Persian and Gujarati languages, and held in university libraries in Britain and at Museums across the world, showed how the oral tradition was committed to writing during the Sasanian and later periods. Zoroastrian funerary rituals were described through the imagery depicted on stone ossuaries, a striking example of which is the Mulla Kurgan ossuary in the Institute of Archaeology in Samarkand.

The further section described the reach of Zoroastrianism into Central Asia through letters and manuscripts in the ancient Sogdian language. The extraordinary depiction of Zoroastrianism in the Judeo-Christian world is described through medieval illustrated texts, the Babylonian Talmud, and a facsimile of a Vatican fresco showing Zoroaster alongside Plato and Aristotle as one of the 23 philosophers depicted in Raphael's School of Athens. Illustrated manuscripts of the Shahnameh reminded the viewer of the ancient Zoroastrian roots of this Persian epic beloved by all Iranians.

Maps and archival materials traced the migration of Zoroastrians to the west coast of India, their settlement and leading role in the development of Bombay as a major city-port. This part of the exhibition described the extraordinary rise of Parsi entrepreneurs and philanthropists through the portrayal of objects connected with lifestyles typical of nineteenth-century Bombay. Paintings, porcelain, textiles, jewellery and furnishings illustrated the rapid growth of the Parsi community under British colonial rule and the rise of the leading business families that continue to prosper today.

Some of the subjects presented in the exhibition were explored through exhibits commissioned for construction in India, using Indian craftsmen and technology. These were as follows:

A walk-in fire temple in which the ceremonies and rituals of the religion, were described and presented in an audio-visual form. Ceremonial items include the magnificent silver fire vase that sustained the ever-burning fire. The fact that no outsider to the religion in India is allowed into a Parsi fire temple means that this exhibit has distinct educational value.

The grandeur of imperial Iran was presented in the form of a replica, etched on glass, of the Persepolis cast of the western staircase of Darius's palace in Persepolis that is in the Iran Gallery of the British Museum. The Gathas or hymns of Zarathustra were displayed as an audio-visual experience by means of a rotunda, through which people walk, containing Avestan calligraphy that depicted selected verses from the text and which is accompanied by priestly recitation, also in Avestan.

#### **7.2.5 Exhibition : Painted Encounters: Parsi Traders and the Community; No Parsi is an island**

Was curated by Pheroza Godrej & Firoza Punthakey Mistree with Professor Rajeev Lochan

This section addressed the 'Parsi artist' as a participant in the history of modern and contemporary art in India. The focus was on the figure of the Parsi artist as a cosmopolitan navigator-one who is able to read maps and almanacs in different scripts, be at home in several



languages, and to be, in the cultural theorist Homi K. Bhabha's phrase, productive and dynamic 'inhabitants of the in-between'. The focus was on artists from the late colonial period to the present, who happen to be of Parsi origin, but whose work connected them to larger questions, concerns and urgencies; debates concerning colonial modernity, nationalism, an Indian modernism, and the globalized contemporary cultural space. In the process, these artists also developed enduring and productive relationships outside the community: through friendship, collegiality, collaboration, participation and intervention. Thus, this section demonstrated the material actuality of Parsi artistic experience as horn of an imaginative agency that seeks connections beyond ethnic demarcation: Parsi artists have contributed to numerous cultural economies and ecologies, and been influenced by these in turn. The key concept for this section was, therefore, 'relatedness'. Thus, the title was adapted from the Metaphysical poet John Donne: 'No Parsi is an island'.

#### **Achieved outcomes against objectives of Hamari Dharohar Scheme:**

The objective of conducting this project under Hamari Dharohar scheme was achieved in following ways:

1. With the support of Ministry of Minority Affairs, three iconic exhibitions of Parsi community were curated and more than one lakh visitors visited the exhibitions (2, section 7.1.2)
2. As a part of these exhibitions, many heritage related seminal conferences, seminars and workshops were conducted contributing directly to the benefits intended to be gained from Hamari Dharohar (section 7.1.3)
3. The project curated the rich heritage of Parsi minority community under overall concept of Indian Culture and brought awareness at National and International level about the community. The exhibition brought alive Parsi heritage showcasing India as the world's finest exemplar of unity in diversity. The Ministry provided support under Hamari Dharohar scheme these ethnic museums and organizations in furtherance of cause of protection and promotion of rich heritage of the Parsi minority community (1, section 7.1.2)

### **7.3 Ud. Imamuddin Khan Dagar Indian Music Art & Culture Society, Jaipur**

The conservation of a community's cultural or natural resources across much of rural India and indeed Asia is closely linked with the function that heritage continues to perform for the community. Traditional management systems have been developed to preserve these resources over the centuries. However, as these resources become increasingly vulnerable, in an era of climatic change and globalisation, traditional communities have to cope with a whole new range of issues. In rare cases, they are able to make the leap by forming new partnerships and developing new models of development that help to carry their traditional way of life into the future.

Arabic-Islamic traditions developed over more than fourteen centuries have reached a high level of sophistication in preserving cultural heritage, with great emphasis on intangible heritage, but these traditions have been marginalized and ignored by modern conservation practices

Dhrupad is the oldest and most striking form of Hindustani classical music and even mentioned in the Sanskrit book of performing arts whose name is 'Natyashastra' (200BC–200 AD). It is the oldest style of vocal music, accompanied by Tanpura and Pankhawaj. In the 13th century, Dhrupad consolidated its position as a classical form of music. Under the patronage of Mughal emperor Akbar it reached its zenith in his court. Akbar employed and patronised many Dhrupad musical masters like Baba Gopal Das, Swami Haridas and Tansen, these names can be found in the names of the Navaratna or nine gems of the Mughal court. Raja Man Singh Tomar of Gwalior also employed Dhrupad masters in his court. Besides Swami Haridas, Behram Khan (1753-1878) was the most renowned dhrupad artist in the Dagar clan. He was associated with the royal court of Jaipur. Other famous artists were Ustad Zakiruddin Khan (1840-1926) and Allabande Khan (1845-1927), well known for their jugalbandi (duet) performances. The famous Dagar brothers are the grandsons of Allabande Khan, whereas Ustad Zia Fariduddin Dagar and Ustad Zia Mohiuddin Dagar are the grandsons of Zakiruddin Khan. The Dagarbani dhrupad rendition is characterized by meditative and leisurely development of alap. The purity of a raga is never compromised for the sake of showmanship, often observed in many other Hindustani music concerts in recent times. Even during the singing of the composition, with intricate rhythmic patterns, the music maintains its spiritual character.

The Dagar music flourished from 12th century to the medieval period and started to decline in the 18th century. With the formation of new laws like abolition of the princely states, the patrons of Dhrupad singing cannot patronise them due to which the number of Dhrupad masters declined and due to the family linkage this art was not taught to the common man.

Dhrupad is derived from two Sanskrit words, 'dhruva' (constant, immovable, fixed) and 'pada' (verse), both combined means it is sung in a fixed style and usually like verses of poetry. These are basically in poetic form, precise and expressed elaboration of a raga. It is even considered as a pure music without distraction of words. There are four 'Baanis' of Dhrupad – Gauhar, Khandar, Nauhar and Dagur. These are essentially different singing styles. The Dagar family sings in the Dagar Baani, this style puts great emphasis on aalap. For several generations, men of their family have trained and performed in pairs. Dagar are Muslim, but usually sing Hindu texts of Gods and Goddesses.

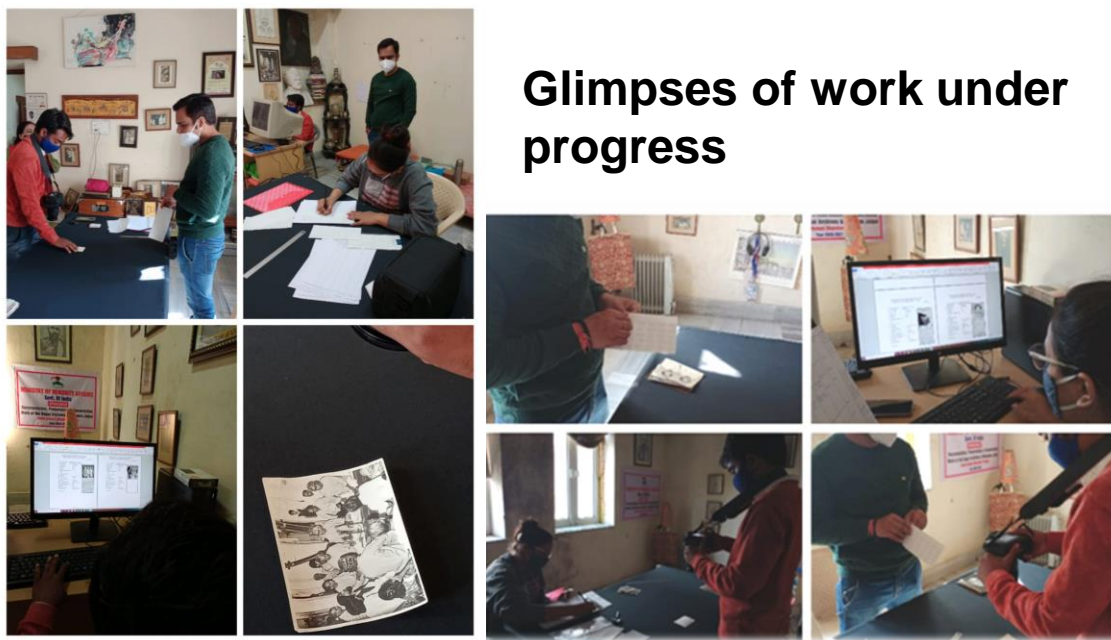
### **7.3.1 Introduction of Dagar Archives & Museum**

Dagar family is one of the finest Gharana who is serving Indian classical music. This family is running an archive cum museum which inherits some fine composition of Dagar maestro in books and manuscripts. The museum is located on the second floor of Ravindra Manch, the cultural centre of Jaipur. In Jaipur and Delhi, the Archive organizes regular cultural activities associated with Music, Art and rare aspects of Indian Culture. The manuscripts in the museum are like treasure for music students but they are written in Urdu language and hence has limited readership. A proposal was made to translate these manuscripts in Hindi or English language and published. These documents would benefit the future generation.

Interestingly, this family is running this archive and museum on their own since ages. For the task of documentation and conservation work support from the Ministry was sought. These manuscript and photographs were not in good shape and required an expert's intervention. On the other hand, the museum also lacks the facility of library.

### **7.3.2 Details of the project**

A proposal was given to document and conserve these archives and manuscripts. A project was also proposed to create a library space to open the archives for the visitors and researchers once documentation and conservation work is done. The cost estimates of Rs.95,30,350/- would be released in phased manner while the time-frame for completing the work was kept as nine months.



## Glimpses of work under progress

The details pertaining to the project are as below:

- Providing digital documentation work of archival & museum objects with photography under the guidelines of ministry of culture, providing accession numbers on objects and preparing of accession register and classified registers. Computerized documentation of museum objects and maintaining record of the data. Both hard and soft copies of the documentation work would be generated thereafter.
- Providing oil painting conservation including Removing painting from the wall, carrying out initial & treatment photography by high resolution digital cameras, writing technical reports (before and treatment) performing local consolidation, cleaning the surface, removal of mold, insect residues and other, removing the paintings from stretcher as required, reinforcing the original tacking margins with strip linings, re-stretching, installing stretcher bar linings, in filing of losses, retouching of fills and abrasions, attaching backing boards, framing as per requirement, arranging a professional photographer for after treatment photography and reinstalling of painting on the wall.
- Providing Metal conservation of sculptures, decorative art objects and tools of musical instrument of different material like, brass, copper, silver and iron.
- Providing paper and manuscript conservation and cleaning, mending, strip lining is to be done if required and then filling and binding to be done and then preserved in archival boxes
- Providing Archival boxes made out of acid free paper to keep books and manuscript.

- Providing photographic conservation cleaned, separated, mended and retouched. These to be preserved inside archival boxes.
- Providing Archival boxes made out of acid free paper to keep photographs.
- Providing digitization of old and rare photographs of archives and to be scanned on high resolution and submitted in HDD/DVD drive
- Providing and fixing mount and framing of old and rare photographs.
- Providing textile conservation of Carpet and Angarakha.
- Providing and fixing of wooden furniture and metal racks of library furniture
- Providing of library books and journals for the archives and museum
- Providing digitization of old video recordings from cassettes and C.D.
- Providing digitization of old sound recordings from cassette and C.D.
- Providing detailed project Report of Dagar archives and museum containing history of family, museum, detail of collection, conservation issue and budget estimates.

#### **Achieved outcomes against objectives of Hamari Dharohar Scheme:**

The objective of conducting this project under Hamari Dharohar scheme will be achieved in due course of time. The project has begun in November 2020 and is moving in the direction of directly fulfilling Hamari Dharohar's objective of preservation of literature and/or documents belonging to Minority Communities (3, section 7.1.2). Conservation of community's cultural heritage is directly linked with the function that heritage continues to perform for the community. Thus with the Ministry's support, the task of documentation and conservation work of these manuscripts and photographs would be carried out, which are not in good shape presently. Once these manuscripts in the museum are translated and published, these documents would benefit the future generation.

#### **7.4 Dairatul Maarifil Osmania, Osmania University**

Dairatul Maarifil Osmania is a Bureau of Oriental Research and Learning, established in the year 1888 A.D. with the patronage of the erstwhile Hyderabad State for the promotion of and research in Oriental Studies, specifically for the publication of Classical works on Arts, Sciences, Religion etc., in the Arabic Language. Its objective is to acquire and preserve rare Arabic manuscripts of classical importance in the fields of Arts, History, Mathematics, Astronomy, Medicine, Moral and Theological Sciences etc.



#### 7.4.1 Origin of the Project

The Research and Editing Section of Osmania University had a Library consisting of rare Arabic books for reference during last many years. Important books published by Dairatul Maarifil Osmania were also kept there as reference books which were spread in haphazard manners. Hence access to a required book had also become difficult. In the modern computer age it was felt necessary to digitalize the Library books for easy access to the required book and for reaching to the list of books at a glance for everyone. Also, the books were in Arabic language.

The Institution Dairatul Maarifil Osmania is a research Institution that was established in the year 1888.A.D. and is working till date. Its main objective is to preserve the old classic rare Arabic manuscripts in Arabic language. During the past 132 years, the Institution has edited and published many books that run into many volumes. Most of the publications are of seminal importance serving as indispensable sources of research all over the world. Daira had altogether 2 lakh pages of printed matter covering different areas of studies viz Medicine, Ophthalmology, Astronomy, Mathematic, History, Psychology, Jurisprudence, Hadith, Sufism and Interpretation of the Quram. These books were familiar throughout the world for their detailed research and

editing but were lying without proper attention and preservative measures, therefore, at the brink of destruction. They needed preservation and better still, digitization so as to preserve the treasure of rare scientific work of Dairatul Maarifil Osmania which is highly useful to the scholars across the world.

#### **7.4.2 Details of the project**

The project was proposed to the Ministry of Minority Affairs under the scheme Hamari Dharohar to serve the purpose of imparting scientific education and professional learning to Non-Arabic scholars. To maintain its desired international standard and to fulfill the demand of international research centers, the following innovative research projects were submitted to the Ministry:

1. Digitalization of Manuscripts & published Books of Daira
2. Translation of all publications of Daira from Arabic to English
3. Re-printing of old publications of Daira on Offset Printing

For translation of these 240 invaluable documents belonging to medieval period from Arabic to English, their digitization and reprinting the Ministry sanctioned an amount of Rs 34.66 Crores, to be released in phased manner, for five years from 2015 to 2020. The Institution has successfully completed its first project phase of translation and reprinting work in bi-lingual Arabic to English under Hamari Dharohar scheme, Govt. of India. The two books target was given to complete the translation and publication till the end of March, 2016 by the then Hon'ble Minister Dr. Najma Heptullah, Ministry of Minority Affairs Government of India, which the Institution has brought out four books and send to the Ministry with in time. Later, these four books have been released by the then Hon'ble Minister Dr. Najma Heptullah, in a function on (Achievements of Minority Affairs Department) and also shown a ten minutes documentary film about the Institution in that function which was on 28th of May, 2016 at 11.00 am in New Delhi. The state of Telangana monitored and ensured the completion of the assigned project within a stipulated timeframe.





Diaratul has been playing a vital role in the Promotion of classical Arabic Language & Literature on one hand, and strengthening Indo- Arab relations on the other since its inception.

**Achieved outcomes against objectives of Hamari Dharohar Scheme:**

With the first phase of work done, the project achieves Hamari Dharohar's objective of preservation of literature, manuscript and documents belonging to Muslim Minority Community (3, section 7.1.2).

**7.5 Publication of photo book of Shri Guru Nanak Dev ji – A Project implemented by Shri Gurudev Photo Colour, Chandigarh**

A project was conducted under the aegis of Hamari Dharohar scheme of Ministry of Minority Affairs. The details are as below:

Sikhism is one of the younger faiths of the world and teaches ideals that may be universally accepted today and in the future: honesty, compassion, humility, piety, social commitment, and most of all tolerance for other religions. Sikhism was founded by Guru Nanak Dev Ji at the beginning of the sixteenth century. The succeeding nine Gurus nurtured and developed his ideas and teachings. The Sikh Gurus provided guidance for about 240 years. They taught the basic



values of freedom, brotherhood, charity, obedience, understanding, sympathy, patience, humility, simplicity, and piety, and outlined the path to spirituality in life.

The Programme Implementing Agency, Shri Gurudev Photo Color in Chandigarh, brought out an exclusive photo book on Shri Guru Nanak Dev ji (Sikh Guru), highlighting his entire life to serve the world community and giving message of harmony, peace and serving the needy and poor. SGPC, Amritsar vetted the content of the book and gave their consent on the same. The photo book underwent 3 drafts in consultation with SGPC, Amritsar.



2000 copies of the photo book were published and shared with Gurudwaras and 150 Indian missions all across the world. The sanctioned project amount of Rs 2.6 crores was released in phases. The book was released on 22<sup>nd</sup> November 2020 by Hon'ble Prime Minister.

#### **Achieved outcomes against objectives of Hamari Dharohar Scheme:**

The project of publishing a photo book on Shri Guru Nanak Dev ji (Sikh Guru) achieves Hamari Dharohar's objective of promoting rich heritage of minorities under overall concept of Indian Culture (1, section 7.1.2 and 8, Section 7.1.3).

### **7.6 Mushairas organized under Hamari Dharohar**

During 2018-19, Ministry has successfully organized two Mushaira (in Delhi & in Mumbai) under the scheme “Hamari Dharohar” through Maulana Azad Education Foundation (MAEF) on the subject “Gandhi-150 Mushaira” to commemorate 150th birth anniversary of Mahatma Gandhi from 2nd Oct, 2018 to 2nd Oct, 2020. The Mushaira event was held on 26th October, 2018 at Rangsharda Auditorium, Bandra West, Mumbai followed by three other events in Lucknow, Chandigarh and Delhi. The objective of conducting such events was to preserve heritage.

Maharashtra Governor Shri C. Vidyasagar Rao inaugurated this “Mushaira” in the presence of Union Minority Affairs Minister Shri Mukhtar Abbas Naqvi. In the Mushaira, famous Urdu poets like Shri Wasim Bareilvi, Shri Haseeb Soz, Shri Manzar Bhopali, Shri Mansoor Usmani (Nazim), poetess Dr. Naseem Nikhat, Shri Aizaz Popular Merathi, poetess Shabina Adeeb, poetess Nikhat Amrohvi, singer Salma Agha, Shri Shakeel Azmi, Shri Qaiser Khalid and Col. Dr V P Singh gave strong message of peace, humanity and unity through their poetry.

### **Achieved outcomes against objectives of Hamari Dharohar Scheme:**

The said project achieved the objective of Hamari Dharohar Scheme of organizing and curating rich heritage of minorities under overall concept of Indian Culture (1, Section 7.1.2). It also promoted the heritage of minority community (8, Section 7.1.3).

### **7.7 Challenges**

The aggregate analysis of the challenges reported by the PIAs is elaborated in this section. According to the PIAs, interaction and coordination with the stakeholders took time. In some cases, between the proposal submission and sanction of the project, it took almost 2.5 years time duration. Such long delay in the sanctioning of the project sends a very negative signal to the initiator.

Time duration between the sanctioning of the project and the inception of the work, should be increased to two months. Finding the expert curators, conservers and preservers takes time. In certain cases they are not immediately available to work on the project.

The PIAs reported issues and delays in getting responses from the Ministry. In the absence of a dedicated PMU, the emails and phone calls of the PIAs are not responded to. The queries of the PIAs remain unanswered in the middle of the project.

Due to Covid situation, certain delays are happening in the curating work owing to physical distancing being maintained and limited public transport available for the conservers and preservers.

## **Recommendations**

Even though other schemes are similar, this is the only scheme addressing the Minority Communities' issues. The impact of protecting, conserving, interpreting, and showcasing this rich repository of India's built heritage of minority communities need to be recognized at multiple levels:

- i. To guide the sustainable development of its historic cities and sites at the local level, thus, addressing the UN Sustainable Development Goals
- ii. As a tool to Nation-building, testimony and branding of its unique cultural identity with iconic manuscripts, heritage items, traditions, language, etc.
- iii. As part of a Universal Shared Heritage to build global relations by connecting with stories and routes of cultural exchange through history and, learning from international practices.

It was suggested that awareness, engagement and publicity activities be conducted for the scheme to be known in the public. The heritage of Minority communities in India needs to be propagated and disseminated, for which social media is the most suitable medium. The Ministry can make efforts for the same.

Suggestions came towards creating a database of minority community linked monuments and heritage sites.

The Programme Implementing Agencies suggested that Project Management Unit is needed at MoMA for quicker communication responses and one-window for permissions and clearances.

PIAs suggested that region-wise empanelment of heritage custodians, conservers and preservers should be taken up.

Suggestions also came towards introducing national level awards to the heritage custodians, conservers and preservers.

Suggestions were given to collaborate with Knowledge partners and state government in organizing capacity building workshops for conservers and preservers.

Suggestion came towards treating the project implementing agencies more as partners than as contractors.

The role of public-private partnership (PPP) and corporates also comes into play because the government cannot be solely burdened with the responsibility of protecting heritage. Hence PPP models should be encouraged for this scheme.

## **7.8 Conclusion**

This chapter has studied the work done under Hamari Dharohar in a systematic manner as per the suggestion of Ministry of Minority Affairs, Government of India, New Delhi. The various objectives of the scheme Hamari Dharohar on which this assessment study has been conducted are curating rich heritage of minorities under overall concept of Indian Culture, curating iconic exhibitions, preservation of literature/ documents etc., support and promotion of calligraphy etc., and research and Development. All these objectives have been studied in detail, and the findings have been discussed in this chapter. The challenges and recommendations for the improvement of the scheme across the Indian states have also been shared in this chapter.

An attempt has been made in last four years to bring awareness about culture and rich heritage of communities among masses thereby strengthening social knitting. Efforts have been made with adequate fund support to protect and revive both material and non-material cultural traits of the minorities. The culture of the minorities manifested in various forms - paintings, monuments, literature, artefacts, institutions etc. have been worked at, and this attempt is instilling a sense of identity to people of different faiths. These expressions of culture and history of the minorities are inseparable parts of our national heritage. With the work of curating the rich iconic parsi exhibitions, preservation and digitization of Dagar archives and Arabic manuscripts, a photobook of Shri Guru Nanak dev from minority community and providing support to ethnic museums, the scheme, is fulfilling its quiet objective well. It is felt that the scheme has immense potential to benefit all categories of the minorities' population if administered properly with certain findings and suggestions shared above. There is a general lack of information among people about the rich cultural heritage of minority communities of India. The Ministry with the support of the minority communities would be able to further well the cause of creating awareness, protection, and promotion of rich heritage of minority communities.

## **CHAPTER-8**

### **STAKEHOLDERS RESPONSE DATA ANALYSIS**

#### **8.1 Introduction**

The “USTAAD” scheme is implemented on the ground by the Project Implementing Agencies (PIAs). Data was collected on the different parameters/dimensions of the schemes from PIAs running the training centers in different locations of the sample nine states. These dimensions/parameters are (i) background of the PIAs, (ii) initiatives are taken by PIAs related to awareness/mobilization/ selection of beneficiaries, (iii) issues related to engagement of knowledge partners (iv) issues related to identification and selection of traditional arts and crafts, (v) issues related to SHG formation/ bank linkage (vi) issues related to placement tie-ups/ placements and tracking, (vii) issues related to documentation and reporting, (viii) issues related to financial management and stipend section (ix) overall issues and challenges (x) suggestions for improvement of the scheme, and (xi) scheme restructuring and overall insights (xii) assets created/services provided under the scheme (xiii) relevance wrt the other schemes. In all, 20 PIAs were part of this study from India's nine states. The data was collected, having personal interviews with PIAs. The information is collected using a structured and semi-structured questionnaire.

Analysis of the data from PIA's is presented in Section-I of this chapter. Background in the form of Demographics is covered in section 8.2, Analysis of awareness and mobilizations are discussed in section 8.3; engagement of knowledge partners in section 8.4. Issues related to identification and selection of traditional arts and crafts is discussed in Section 8.5 and SHG formation/ bank linkage is discussed in Section 8.6. Analysis of placement tie-ups and tracking is done in Section 8.7. The issues related to documentation and reporting are discussed in Section 8.8 and financial management and stipend section is discussed in Section 8.9. Analysis of overall issues and challenges is covered in Section 8.10 and suggestions for improvement of the scheme are covered in Section 8.11. The insights on scheme restructuring and overall insights are covered in Section 8.12. Analysis of assets created/services provided by PIA's under the scheme are covered in Section 8.13, the feedback on relevance wrt the other schemes is covered in Section 8.14.

The Section II of the Chapter covers insights from Knowledge Partners. For the purpose of the impact evaluation study, knowledge partners such as National Institute of Design, National Institute of Fashion Technology and Indian Institute of Packaging were contacted. Section 8.15 summarizes the insights from the knowledge partners. Finally, chapter is concluded in section 8.16.

## SECTION-I: FINDINGS FROM PROJECT IMPLEMENTATION AGENCIES (PIA'S)

### 8.2 Sample Coverage

The sample size for this study is 20 PIAs. The PIA's were from the states of Andhra Pradesh, Haryana, Uttar Pradesh, Haryana, Chhattisgarh, Assam, Rajasthan, and Madhya Pradesh. The details are put in Annexure-I.

#### 8.2.1 Demographics

This section covers the data analysis of the background of the PIAs. The demographic selected for the study were (a) classification (type), (b) Years of experience in training and placements, (c) Number of Training Conducted, (d) Number of Batches Conducted in a Year, education level, (e) Biometric Attendance.

#### 8.2.2 PIA Years of Experience in Training and Placement

Experience is an important criterion for being selected as a PIA. This section summarizes the experience of the overall and state-wise PIAs. Figure 8.1 contains a summary of the experience of overall PIAs. The minimum required experience is three years. 70% the PIAs selected for the study from the target states had more than ten years of experience.

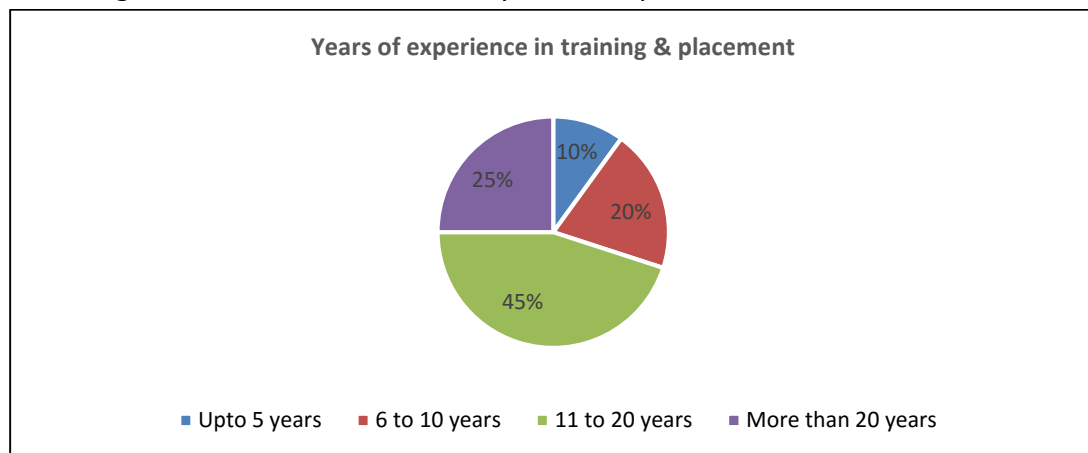


Figure 8.1: Overall Percentage of years of experience of the PIAs

#### 8.2.3 Number of Trainings Conducted

Experience in similar activities and the number of training undertaken by the entity is also an essential criterion for being selected as a PIA. This section summarizes the number of training conducted by the overall percentage and state-wise percentage of PIAs. Figure 8.2 contains the summary of the number of training conducted by the overall PIAs. 55% of the PIAs selected for the study from the target states had conducted more than five training.

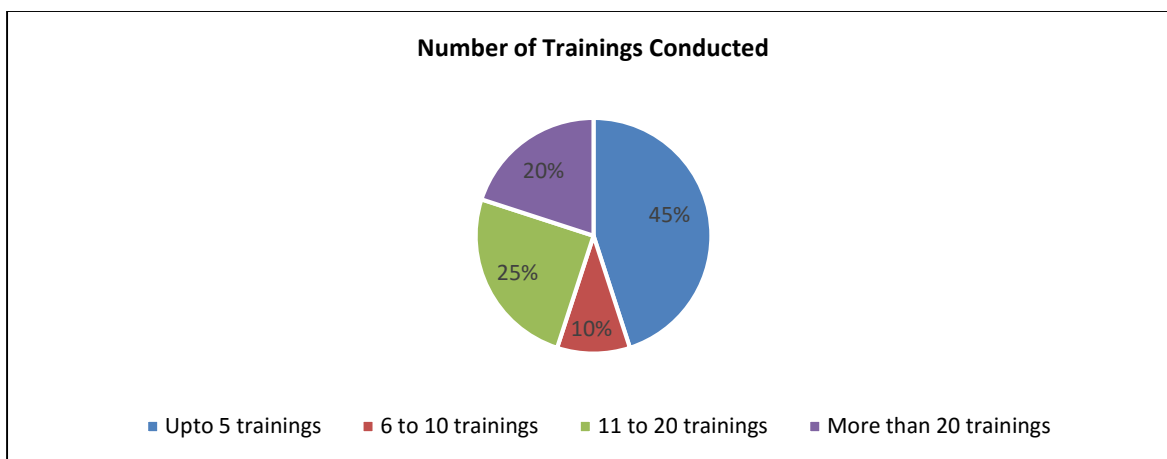


Figure 8.2: Overall number of training conducted by the PIAs

#### 8.2.4 Number of Batches Conducted in a Year

This section summarizes the number of batches trained in a year by the PIAs (respondents). Figure 8.3 contains the summary of the number of batches trained by the overall PIAs. 88% of the PIAs selected for the study from the target states had trained more than ten batches a year, while more than 24% of PIAs have trained more than 20 batches in a year.

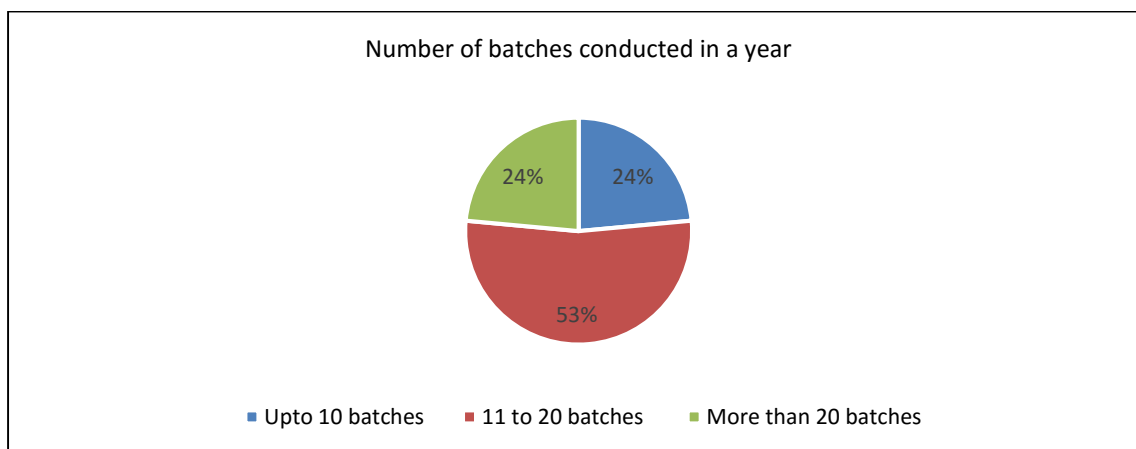


Figure 8.3: Overall number of batches trained in a year by the PIAs

### 8.3 Awareness and Mobilization

PIAs (respondents) were asked regarding the different methods and channels used by the PIAs for spreading awareness and mobilization of beneficiaries. Figure 8.4 summarizes the technique employed by the PIAs related to awareness and mobilization. PIAs use channels like Newspaper (75%), Pamphlet /Poster / Banner (90%), Religious leader and Panchayat (90%). The awareness

camps by government for USTAAD Scheme are low and more camps may be set up. The use of Mobile SMS (65%) is good and can also be improved to spread awareness of the scheme.

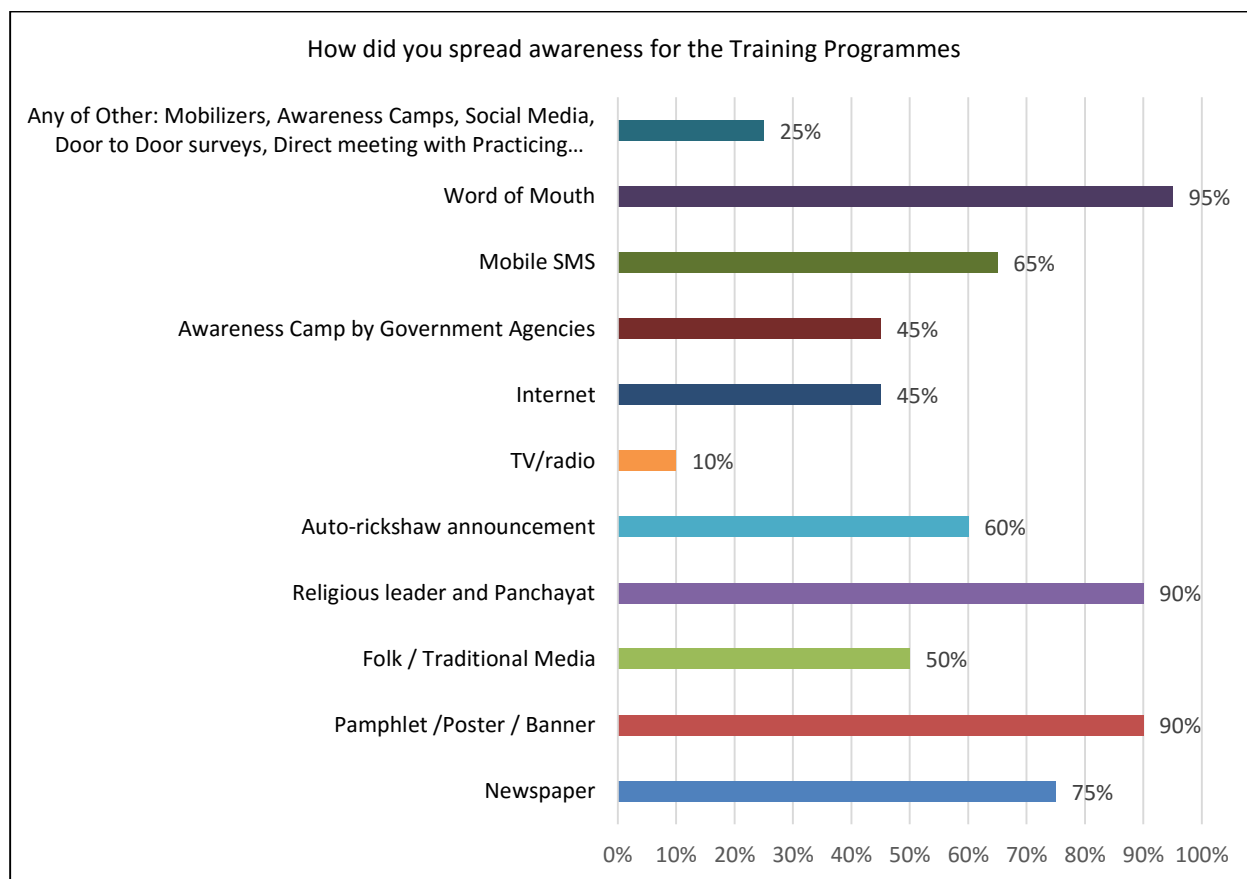


Figure 8.4: Overall percentage of PIA uses the channels for spreading Awareness

### 8.3.1 Special efforts made by PIA for Selection of Women

The overall insights across the states covered as part of the survey include

- Visiting households, counseling the candidate and her parents explaining the benefits of learning the skills to have livelihood and social status thereof. In most cases, the parents are encouraged to visit the training institute and see the facilities being provided. This creates trust amongst the community. Besides, safety aspects for women are also ensured during the training program.
- First approached the head of the community/ Sarpanch and shared all the scheme related benefits with them. After their consent we provided the scheme related information to the women and convinced them to be the part of USTAAD training.
- Meetings with Help of self help group members



- Providing Time flexibility to women
- A survey and detail study conducted among households & market , in our locality we create a bridge among employer & employees & courses being chosen specially designed for women & those courses which are women centric,
- In our locality there are numerous skilled women who can earn but needed a platform for which we provide them a platform & also provide work
- Target marginal, BPL family alternatively abled.
- The PIA organized awareness cum motivational camps among women to select them.
- The PIA takes all kinds of efforts for making selection of minority women through awareness/ mobilization camp, motivation and feedback.
- Door to door special survey conducted by the organization with support of women's surveyor to identify the women trainees.
- Special counseling of family members, especially with husbands and In laws
- We describe this scheme to family member of women or meeting with her parent describe gender sensitivity
- Minority female staff has been appointed for the counseling of trainee
- Door to door survey conducted by the women field surveyor of organization to identify the women trainees.
- Our mobilization team convinces them and counsels them for a better future and a better income generation. It is not much of a hectic task since a lot many women beneficiaries wish to get enrolled in government schemes.
- Identification of minority concentrated area with a special focus on minority women.
- Orientation of Government Scheme, its objectives, scope and benefits of the scheme that would embolden them to move out of the confines of their home and community.
- Make Initiatives to motivate them and help them realize their qualities and roles.
- Selection of women with Leadership Qualities.
- Encouraged to visit the training institute and see the facilities
- Conducted Awareness camps, paper advertisement, word of mouth
- Took help of local social workers, elected representatives of the people, religious leaders
- Hired female mobilizers for door to door mobilization of women
- Scheduled training during afternoon hours for them to attend training freely.

### **8.3.2 Special efforts made by PIA for Selection of Traditional Trades**

The overall insights across the states covered as part of the survey include

- The team works continuously with the academic team comprising of master trainers towards the up-gradation of skill sets. The skills gap analysis, market demand and the need of the community are also done in order to identify new traditional courses and suit the changing demand of the market
- Traditional arts/crafts are identified and allocated by the Ministry in consultation with Knowledge Partners.
- New traditional trade are identified on the basis of market structure, our team prepare a study that on which traditional trades can create employment opportunities, so traditional trades strictly based on the need of market.
- As per the interest of women artisan and the current practices run by the artisan
- Identification of new traditional trades is made keeping in view the State and district allocated to KPs by the sponsoring agency. After allocation of the State and district, KPs refer to the District wise Skills gap assessment/ need assessment study of the state.
- Survey of traditional crafts. The traditional art craft is identified through baseline survey where the artisan of that particular area participate. Data is collected from primary and secondary sources for identification of new traditional trades.
- Survey in the local village and collect the information of poor families and their education detail. According to this survey we found that no one is more educated in the village. They are good to do the hand work. So that's why we select the job role durrie making from traditional trades.
- Leather Puppetry, Kalamkari, Hand Embroidery & Cane & Bamboo (H)
- Our craft was traditional Moonj Craft and it is purely handmade and holy craft. In village area it is coming from person ancestors.
- Uttar Pradesh: Since the scheme USTTAD is about "preservation" of the traditional art/craft, we choose the art and crafts that are traditional in a particular region. For instance, district Bijnor, Uttar Pradesh, was famous for Wood Carving, hence we chose this particular trade, in order to preserve this trade and also help the beneficiaries generate a good income in this trade.

### **8.3.3 Online/offline counseling to the trainee before admission**

All the PIA's reported that they are providing online/offline counseling to the trainees before admission.

#### **8.3.4 Use of IT systems to manage records of candidates and for documentation**

All the PIA's reported that they are using IT systems to manage records of candidates and for documentation

#### **8.3.5 Database of the trainees who have been trained by the PIA in the past**

All the PIA's reported that they are maintaining database of the trainees who have been trained by the PIA in the past.

#### **8.3.6 Mechanism / criteria for selection of Trainer's/ Teachers**

The PIA's were asked if they have mechanism / criteria for selection of Trainer's/ Teachers. Up to 85% of the PIA's reported that they had mechanism for the selection of Teachers / Trainers. At least 75% of the PIA's reported that the criteria included state/ National recognition awards. At least 55% of the PIA's reported that the master craftsperson(s) engaged is/are Shipguru/ National awardee/ State awardee. Other insights shared by the PIA's include:

- Master Craftsperson is engaged who specializes in the field of traditional trade, moreover selection criteria include having a one year diploma in the related field or being employed for at least five years in the related field.
- Master Craftsmen is State Awardee by the Govt. of Bihar
- The criterion included is that Shipguru, State/National Awardee, National Merit Certificate Holders will be given preference.
- Assistant Master Craftsperson Wahab Ali was awarded with National Award by the President of India in the year 2014.
- They are graduates from national institute of fashion technology (NIFT)
- State award MP hand Craftsman Vikash Nigam Bhopal

#### **8.3.7 Is the Training Centre in Minority Concentrated Area**

The PIAs (respondents) were asked if the training center is located in minority concentrated area. Based on the information gathered related to the location of the existing training centers, it was found that 90% of the Training centers are located in the minority concentrated area, as shown in Figure 8.5.

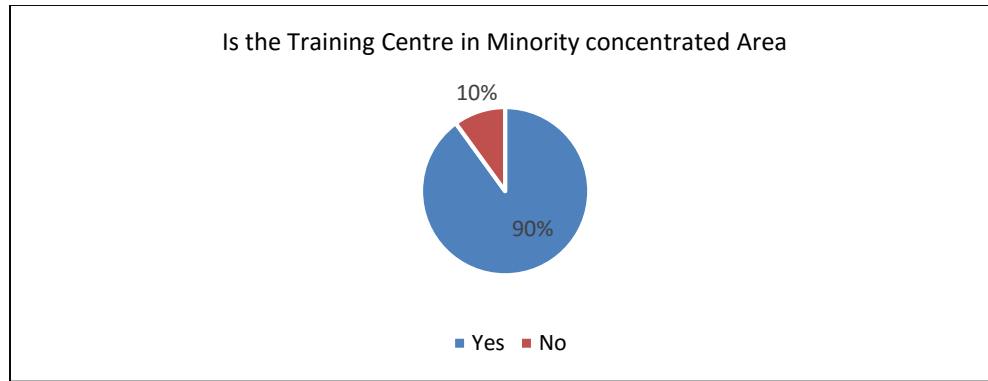


Figure 8.5: Percentage of training centers located in the minority concentrated area

#### 8.4 Engagement of Knowledge Partners

**8.4.1** Upto 40 % of the PIA's reported taking inputs from knowledge partners such as National Institute of Design (NID), Ahmedabad, National Institute of Fashion Technology (NIFT), New Delhi and Indian Institute of Packaging, Mumbai. Apart, the PIA's mentioned consulting other agencies which are mentioned in the Table 7.1 below.

Table 7.1: Engagement of Knowledge Partners.

Engagement of knowledge Partners		PIAs (%)
a	National Institute of Design (NID), Ahmedabad	15%
b	National Institute of Fashion Technology (NIFT), New Delhi	20%
c	Indian Institute of Packaging, Mumbai	5%
Others	We have tie-up with UPVM as a Knowledge Partner	5%
	Being having National Awardee as Master Craftsman and also Doctorate from World Records University, to provide expertise to the trainees, confident	5%
	Visit by Dy. Director of Handicraft Sector, Govt of Bihar	5%
	Development Commissioner (Handicrafts) (NER), EPCH (NER)	5%
	The PIA engaged reputed Designer/ Design Consultant of Govt. College of Art & Crafts, Assam / NIFT for design inputs to the arts/crafts. Advice was also taken from HSC, O/O the D.C. (Handicrafts).	5%

	Our Organisation Consulted with the District Industry of Chambers and Commerce , Nagaon and M&SEC of Jorhat, O/a the Development Commissioner , Ministry of Textiles, Govt. of India	5%
	Asstt. Director DC(H) Varanasi, UP	5%

#### 8.4.2 Design Inputs on Art/ craft

The PIA's were asked if they are getting any design inputs on their Art and Craft. Almost 85% of the PIA's reported receiving design inputs from the knowledge partners.

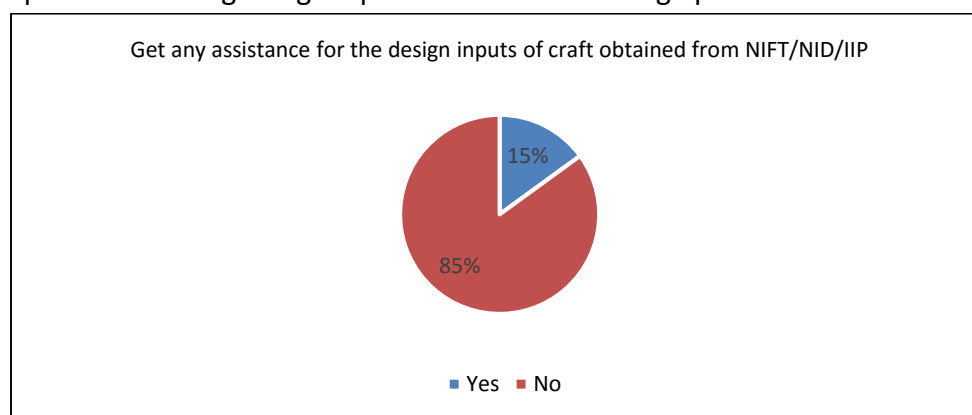


Figure 8.6: Design inputs from Knowledge Partners

### 8.5 Selection and Identification of Traditional Arts

#### 8.5.1 Most common Traditional Arts and Crafts opted by beneficiaries

The PIA's were asked to mention the most common traditional Arts and Crafts opted by the beneficiaries. Hand embroidery, Artistic Textile, Bamboo and Block Printing emerged as the most common traditional trades opted by beneficiaries for training (see Table 7.2).

Table 7.2: Most common Traditional Arts and Crafts opted by beneficiaries

Top three Traditional Arts and Crafts	Number of Beneficiaries Enrolled	Number of beneficiaries placed
Artistic Textile	820	150 placed and others Training ongoing
Bamboo	550	315

Block Printing	300	230
Cane & Bamboo Craft	90	Training ongoing
Clay Sculpting	90	Training ongoing
Durrie Making	90	Training ongoing
Gem-jewellery	90	Training ongoing
Hand Embroidery	1140	375 placed. For others Training ongoing
Kalamkari	90	Training ongoing
Kashidakari	99	Training ongoing
Leather Puppetry	90	Training ongoing
Munj Craft (Leaf & Fibre)	510	346 self employed through SGH, 91 placed and remaining on training
Mukaish work (Embroidery)	90	Training ongoing
Products of traditional looms like Makhala, Shawls etc.	90	Training ongoing
Traditional Embroidery (Chikankari) GAR 509	879	801 placed and others Training ongoing
Wood Carving	300	300
Zari Embroidery Craft	300	80 placed and 220 Self employed through Self help groups
Zari Zardosi	450	156

#### 8.5.2 Process for identification of Traditional Arts and Crafts

The considerations for identification of traditional arts and crafts gathered across the states are presented below:

- Ample opportunities should be there in the job role for self-entrepreneurship and also for placement in other enterprises.
- The beneficiaries cannot enroll themselves for learning the traditional arts and crafts through universities / colleges with their qualification. The USTTAD programme should provide them up skilling in the respected job role as the minimum qualification is 5th class.
- The traditional art should be manufactured in general by hand. If the manual labor of a traditional craft is carried out by a machine even while preserving a traditional technique, it would not carry any meaning because the originality will be lost. For example, in Haryana state, in district Panchukla there is a village named Samlehri. In this village there is Muslim community whose male and female do Julaha work (like durrie, mats making etc.). The PIA helps them to promote and give opportunity to upgrade their work for making their life easy.
- Identification of pockets with concentration of skilled/semi-skilled workers for traditional crafts
- Study the product line and prepare the product design strategy
- Understand the market need and linkages for the suggested craft
- Meetings with parents of women trainees to motivate them to enroll their daughters in the scheme. Meetings with various Women Welfare Society, Sarpanches is done to enroll female trainees.
- The PIA team goes for survey in Minority Concerned area and meets people and then identifies the interested trainee according to the trade send invite to our center.
- Traditional art and craft are identified by the inspecting authority allotted by the department.
- Finding out the art & craft the locals & adivasi have been doing and making which has been passed on to their generation after generation like pottery, bamboo making or making basket out of Munj grass.
- Identify the course based on criteria issued by NIFT, so the PIA identifies Surface Ornamentation technique trade , in this we are able to identify trades such as traditional embroidery, hand embroidery & Mukaish work, which provide livelihood to the maximum number of people in local trades.
- Identification is based on the employment opportunities available.
- Based on criteria such as Traditionally Practiced, Heritage, Market Potential and Income Generation
- The particular art/craft must be practiced traditionally by a community and which represents the socio- cultural heritage of the community.

- Identify the traditional art/craft through baseline Survey covering local artisans and practices and the market demand.
- Craft survey of target area.
- Economic survey of people.
- Consider the project location wise, details of particular job role, condition in that concerned area and what is the status of women in that job role.
- Field survey of local trades and artisans in minority concentrated area and after that also find out the functioning small scale industries in that location.
- Craft survey of all target areas.
- Education, economic & skill survey of people.

The objective is to identify and characterize the challenges faced by the traditional craft heritage and suggest the relevant policies and practices to overcome the identified challenges in order to promote, develop and preserve the sector. This sector plays a vital role in income and employment generation and has also been recognized worldwide as a tool for poverty reduction. It is a means of preserving and promoting cultural and artistic traditions, such as various techniques and skills of traditional crafts are transmitted from generation to generation. However, the scheme does not envisage linking of traditional arts/crafts with tertiary education. Identification of Traditional Arts and Craft depends on Skill Gap Analysis. Conducting a skill gap analysis is a three-step process which is: a) Assessing the need of Skill on Demographic basis, b) Identifying Skill Gap and c) Proposing the skill Trades

### **8.5.3 Process for selection of Traditional Arts and Crafts**

The considerations for the selection of traditional arts and crafts gathered across the states are presented below:

- The opportunities available in the vicinity of the area and also in the district for the job role.
- The selection will be taken as per the opportunities and the interest shown by the beneficiaries.
- Considering the availability of Master Craftsman having National / State recognition, the traditional craft is selected so as to provide effective training skills to the candidates on respective traditional craft.
- The females of Muslim community do Julaha work at their home. They do not feel safe and comfortable to do work from outside of their home. So we selected the Durrie making job role from Traditional Arts and Crafts which they are doing already doing.



- Through skill gap analysis and market analysis, the demand of the traditional crafts is assessed
- Need and interest of the community is analysed such that the program can be introduced
- Check documents according to our job role guidelines and selecting suitable trainee. And then we take screening test, who clear it, he/ she will join our course.
- Traditional art and craft are selected by the inspecting authority allotted by the department
- Considering the availability of Master Craftsman having National / State recognition, the traditional craft is selected so as to provide effective training skills to the candidates on respective traditional craft
- Selection of traditional Arts & Crafts is divided into various categories
- Trainees qualified as per the requirement of Job role.
- Fulfill 33% Girls Trainee target.
- Course employment Generated.
- Course in accordance with NIFT
- Course women centric
- In the sample survey in Kushinagar District by our organization and DC Handicraft it was found that Moonj Craft is approved in the area.
- Economic viability
- Subsistence to family income.
- Selection process includes the consideration that the Arts and Crafts must be practiced traditionally. Preservation is needed and need based interventions can preserve it and make a holistic development of the arts/crafts and the community.
- First our Organisation consult with the Panchayat & other local social leader to collect and organize the data of the tentative beneficiary. After getting the details of the beneficiaries our organization contact with the beneficiary and organize few mobilization camps to verify the document and taking their feedback. The evaluation of candidates is conducted in these camps.
- Economic survey of target area to identify the trades.
- This is decided with the understand the value of concern traditional art and craft as per project location wise
- Interest of minorities women and girls has been seen during base line survey towards Kasidakari.
- Selection of traditional craft depends upon the interest of majority of artisans; we gave them option to choose one of them.

- Economic survey of target area to identify the Crafts.
- Districts Analyzed: Amroha, Azamgarh, Agra, Etawa, Farrukhabad, Fatehpur Sikri, Ghaziabad, Gorakhpur, Hathras, Lucknow, Maunath Bhanjan, Tanda, Varanasi. Further, we have analyzed certain factors while selecting the Traditional Arts and Crafts which are as follows:
  - Historical Presence in the region
  - Presence of the traditional Skill
  - Demand of the goods in the market
  - Mapping of the high growth traditional arts/craft:
- We choose areas where minorities are in dire need of a good income generation and where the traditional art needs to be preserved/restored. Wood Carving is one such traditional craft. It has a high market demand too.
- Methodology adopted for assessing skill gap & industry analysis and selection of Traditional Arts and craft by our Organization is researching secondary data available by other agencies

#### **8.5.4 Process of accreditation and certification of Centre**

The observations across the states are as below:

- Office of development commissioner (HANDICRAFTS), Minister of Textiles, Government of India.
- As per the mail received from the USTTAD department we accredited our training centre through District Social Welfare Officer Panchkula. They visited our centre physically and inspected our centre as per the norms of Ministry of Minority affairs. After that they had given us the permission to start the centre.
- Inspecting Authority appointed by Ministry of Minority Affairs
- Centre is in accordance with SMART guidelines & inspected by Ministry of Minority Affairs, Govt. of India
- Centre was accredited and certified by District Minority Welfare Officer
- The Training centres are set up strictly following the norms stipulated by the Government.
- Center was accredited by state government officer (minority welfare department Bhopal MP)
- Our centers are chosen following the Ministry's guidelines. The Process we follow for accreditation and certification of training centre is as follow:
  - Operation plan for USTTAD
  - Signing of MOU

- Market Survey
- Mobilization Campaign for Admission of Youths (unskilled), Artisans (skilled), Master Craftsmen (experts)
- Identification of Trainees
- Registration of Candidates
- Creation of Batch(Identification & Formation of SHG's)
- Finalization of Course Content
- Printing of the Courseware
- Selection of Trainers
- Assessment of Trainers
- Identify all the needs of the Training Centre
- Development of the Training centre
- Verification of the Training Centre(By Authorized Inspecting Officer of the Welfare Department of the State with Welfare of Minorities)
- Delivery of the courseware at the Centre's
- Conduct of Training
- Third Party assessment of Candidates
- Certification of Candidates
- Supporting the Group of Handicraft Artisans in using highest quality raw-material & latest designing equipment for market exposure
- Support them in Placement & Self Employment Practices
- Providing Artisans various Forward Linkage support like Direct Market Access free from middlemen, Outlets for Sale of products, linkage with e-commerce Portals like Flipkart & Snapdeal & linkages with Government platforms like Exhibitions, Fairs, Hats and other common forums for direct sale of their products to the art lovers and common buyers.
- Group the SHG's into Producer Companies who have been registered & will be taken care of by the Organization
- Tracking/Post Placement Support for a period of one Year

#### **8.5.5 Payments by the Ministry of Minority Affairs**

The observations across the states are as below:

- As per the scheme norms, there are three stages of payment i.e.
  - (1) Initial one prior to commencement of training
  - (2) On completion of training
  - (3) On Assessment and certification and suitable placement/self-employment.

Till now, have not encountered with any problem as far as the payment part is concerned  
We received 1st Installment (30%) with the sanction order of USTTAD

- The payment release is linked to different milestones during the training program, enrolment, certification etc.
- The payments are usually delayed due to which it becomes difficult for the implementation agency to manage the operating expenses
  - 1st installment: The first installment (i.e. 30% of the project cost) will release after the approval of the project and entering into of a memorandum of Understanding (MOU) between parties.
  - 2nd installment: The 2nd installment of 50% of project cost will released (Utilization of 60% of the 1st installment)
  - 3rd installment: The 3rd installment of 20 % of the project cost will be released upon. (After submitting completion report as prescribed by the Ministry)
- The first installment is on time (30% of total project cost). But 2nd installment (50%) and 3rd installment (20%) is late which creates problem.
- The Stages of the payments by Ministry of Minority Affairs in three stages. Till date we have received two installments on time. The third or subsequent have not received yet.
- Payment have been done by Ministry as 1st & 2nd installments of USTTAD 2016-17 and first installment of 2018-19
- 30 percent is released after the approval of the project, and a state government inspection report has been received by the Ministry and lastly upon the signing of MOU. 50 percent is released after showing utilization of 60 percent of the 1st installment supported by an audited utilization certificate. The final 20 percent is released upon the submission of the project completion report along with the other required documents.
- The payments are not on time from the Ministry. There has always been a delay in disbursing funds.  
For example: We still haven't received the third and the final installment of the project that was completed in 2017. The second installment was also released last year, upon a lot many follow ups. Grant-in-aid sanctioned is received in installments as per the funds availability with Ministry.

#### **8.5.6 Assessment of beneficiaries**

The observations across the states are as below:

- Under USTTAD scheme, no batch was assessed till date, as the programme is on going
- By delegated Third Party by MoMA soon after completion of training.

- The assessments and certification is done by third part assessment and certification agency empanelled with DGET, MSDE
- Assessment of Beneficiaries was done by the appointed supervisor by the organization and regularly visit by Keyperson organization and randomly by the District Minority Welfare Officer
- Both Theoretical& Practical assessment by O/o Dc(H) NER, GOI at the end of the training
- Assessment is done through Practical work & Viva voce. Final assessment is done either by O/o the D.C. (Handicrafts) or Third party as directed by the Ministry at the end of the training programme. Monthly assessment is done by the PIA with the help of Master Craftsperson & Trainers engaged.
- The Assessment of the beneficiaries done through evaluation in theoretically and practically by jointly DICC and the trainers/ Master Craftspersons of the training on the last day of the training.
- Agency approved by the MOMA or sector skill council
- Actually training program is not computed due to Covid 19.Process of placement will be done by SSC.
- Internal Assessments are conducted by the organization at the end of every month and external assessment are conducted Ministry Identified Agencies (Third Party) at the end of the training program.

#### **8.5.7 Preservation of languishing Arts and Crafts**

The preservation of languishing arts and crafts are done through the following practices

- Identification of various tools & equipment and material.
- Following Safe working practices.
- Warping: Preparation of warp beam & mounting on the loom
- Knot setting: Knotting on the loom on the basis of design
- Measurement & control of pile height, knot density, waste, dimension etc
- We identify Surface Ornamentation technique of Embroidery and for preservation this type of training would be conducted by PIA to promote them
- Languishing Arts/ Crafts should be preserved in such a way that it should be linked with employment and kept in Practice in hands of artisans as a source of livelihood to them
- Hand Embroidery-Revival & Regeneration to the present youth

For preservation of Languishing arts/crafts, the following are necessary:

- Awareness and Motivation

- Capacity Building of the master craftsmen/artisans of the said art/craft.
- To Increase the number of artisans for the art/craft.
- Skill training to the new generation and to highly facilitate them to take it as a profession.
- Set up standards of the art/craft.
- Proper documentation on the art/craft and popularize it.
- Design input/value addition etc (if required) .
- Provide support to establish effective market linkages
- Cane craft can be enhanced with the bamboo craft in the State of Assam.
- Efforts for popularization will be done by promotion of trainees through training & marketing support including Bank linkage for financial support.
- A channelized marketing technique that help the artisans to outgrow the income techniques. The prototypes designed during the workshop are inclined towards the decorative or utilitarian objects that helps connect to the consumer and hence incur more returns.
- Dying Handicraft Industry. We can preserve traditional arts/craft by mixing the traditional with modern ideas and providing employment under the same traditional craft.

## 8.6 SHG Formation / Bank Linkage

### 8.6.1 Support from PIA in the formation of SHG Group

While most of the data is from the year 2016-17, some data may belong to the year 2018-19. The thrust of the USTTAD scheme is the formation of SHG. PIA's were asked about their support in the formation of the SHG group. Almost (80%) confirmed that they helped in the formation of SHG groups (see Figure 8.7).

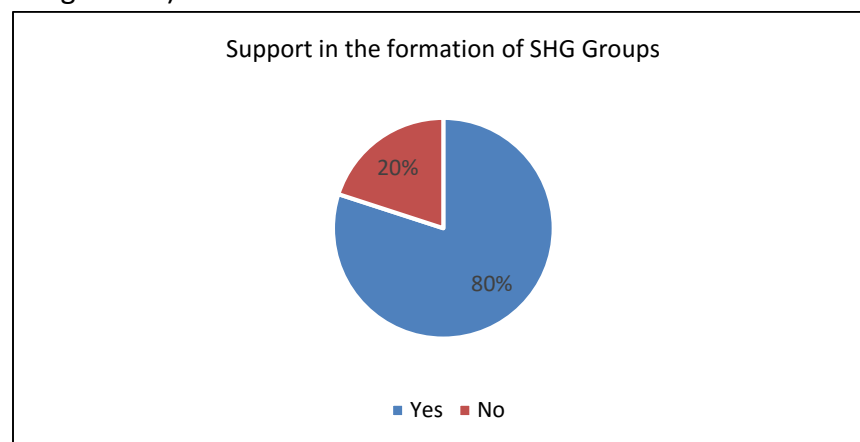


Figure 8.7: Support in the formation of SHG Groups

### 8.6.2 SHG's formed in the last one year and overall by the PIA

PIA's were asked about SHG's formed in last one year and overall. About 58% of the PIA's reported forming 11 to 20 SHG's. A few PIA's (23%) reported forming more than 50 SHG's also. In the last one year, 76% of the PIA's had formed up to 10 SHG's.

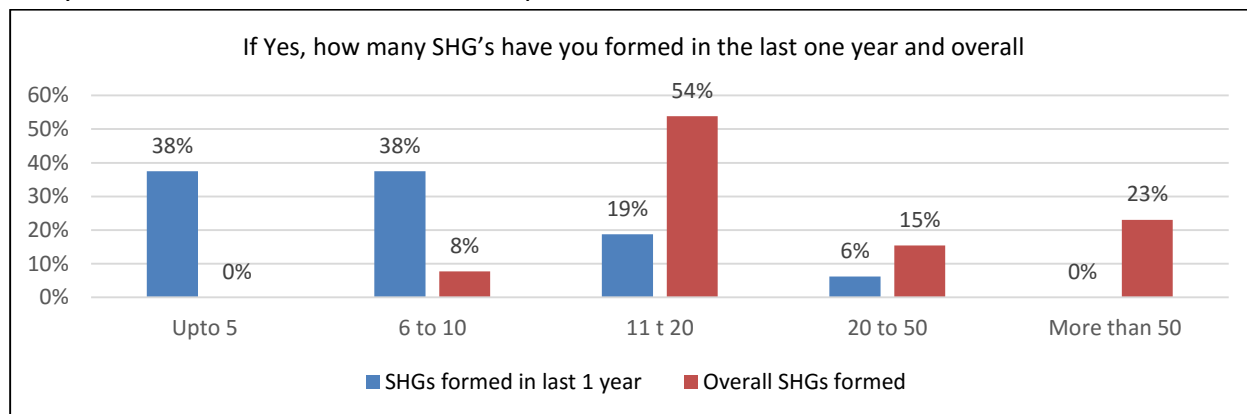


Figure 8.8: SHG's formed in the last one year and overall

### 8.6.3 Kind of support provided in the formation of SHG

PIAs helped and supported in SHG formation among beneficiaries and linked them through the nationalized bank. These beneficiaries established a small business & start depositing small amounts in the bank.

- PIAs Encouraged the SHG groups to go for Savings, Opening of Bank Accounts, and Inter-lending among group members.
- Handholding of candidates to get the Mudra Loan and start their own business
- A monthly meeting is conducted for each SHG.
- PIAs after training, the artisans were divided into a group of 20. SHG groups are trained for keeping a bank account, production, marketing, and mutual shareholding.
- Awareness on Formation of SHG, Capacity Building training, Assistance in Opening of Bank Account, Management of SHG Record, Maintenance Bank linkage on credit Market Linkage
- PIAs make awareness and motivational campaigns for the formation of SHG. PIAs representative becomes present in the 1st SHG formation meeting and guides the members. We provide support in paper works, the opening of the Bank Account of SHG. We provide training in record-keeping, proper maintenance of SHG, etc.

- Technical & Documentary support, banking Support, Meeting support, Motivational Training Awareness generation regarding govt. schemes & importance of trade, Artisan, counseling, market linkages, business plan preparation, and governance.

#### 8.6.4 Providing support to the beneficiaries in getting loan from the bank

PIA's were asked about providing support to beneficiaries in getting loan from bank. Atleast 60% of the PIAs confirmed providing support to the beneficiaries in getting loan from the bank (see Figure 8.9).

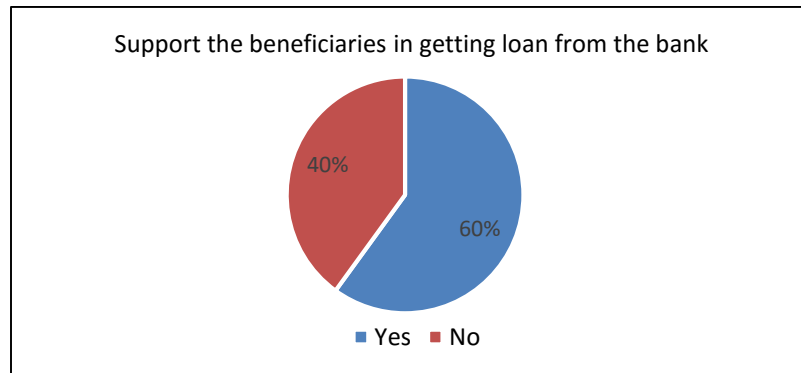


Figure 8.9: Support to the beneficiaries in getting loan from the bank

#### 8.6.5 Kind of Support Provided by the PIA to the Beneficiary in getting Loan

- Suitable interaction with Bank authorities to extend their hand for the development of SHG, enlightening the schemes to achieve success individually and as a group.
- Providing support to candidates in paperwork for Mudra Loan and conducting meetings with the banks to ease candidates.
- As stated above Government provide a revolving fund of Rs.10000, and after getting this fund, they are eligible for another fund of Rs.50000, so after getting this fund, they can easily claim a loan amount for their business, in all the above process PIAs guide beneficiaries & act as a linkage between beneficiaries & banks
- Credit linkage for Capital Fund
- PIAs request banks to provide loans to the eligible beneficiaries. PIAs also assist beneficiaries in paperwork for getting the loan (if needed) and assisting in preparing business plans, training, and documentation for beneficiaries/SHG.
- PIAs help with training on registration and legal counseling.
- PIAs create linkage with banks, NABARD and other financial institution, CCL grading, etc.



## 8.7 Placement Tie Ups / Placements and Tracking

This section summarizes the information collected from PIAs related to placement tie-ups and tracking of beneficiaries post-placements.

### 8.7.1 Number of Trainees Enrolled Overall

The information collected from PIAs related to the number of trainees enrolled shows that most of the PIA's had less than 400 trainees (89%) (see Figure 8.10).

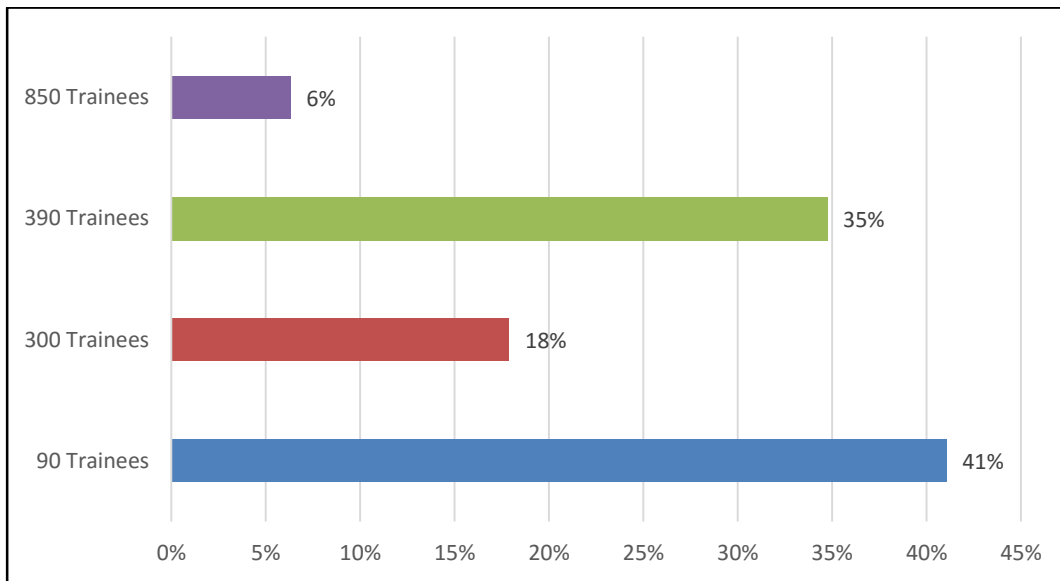


Figure 8.10 Number of Trainees Enrolled Overall

### 8.7.2 Number of Trainees Dropped Out

The PIAs were asked regarding the number of trainees who dropped out from the course. At least 75% of the PIA's did not report any drop outs (see Figure 8.11).

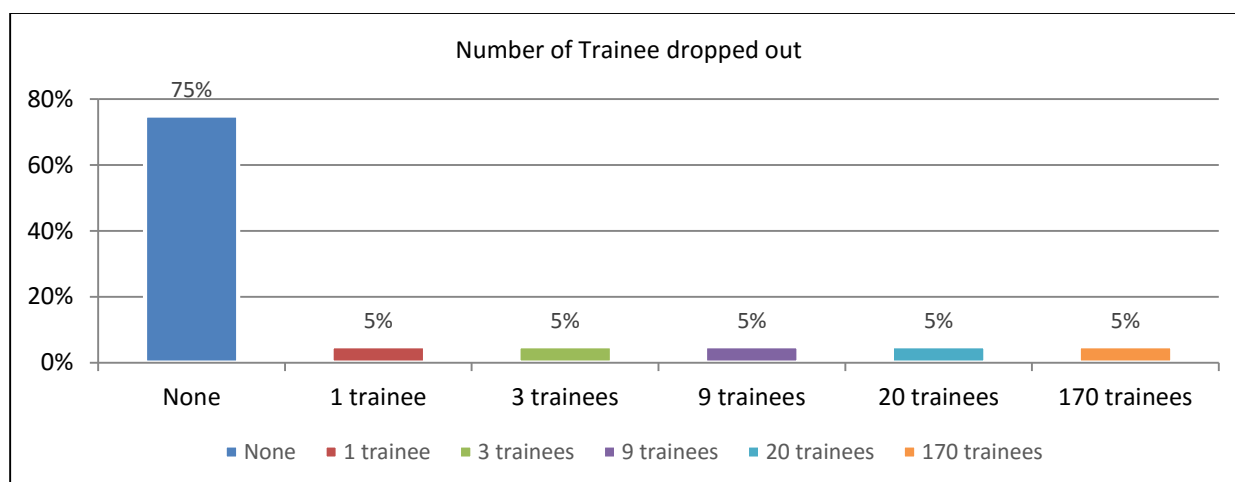


Figure 8.11: Number of Trainees Dropped Out

### 8.7.3 Reasons for Drop-out of Trainees from the USTTAD Programme

The overall dropout from the program in this study was observed low. The PIA's (respondents) were asked for the reason for such dropout and the information is summarized in Figure 8.12, The reasons shared for dropping out by the remaining 25% of the PIA's include (i) Family Problems including health of family members (25%), (ii) Self-health problems (25%) (iii) Early marriage(25%), (iv) migration/shifted to another place (15%), (v) Poverty/Forced to work (15%).

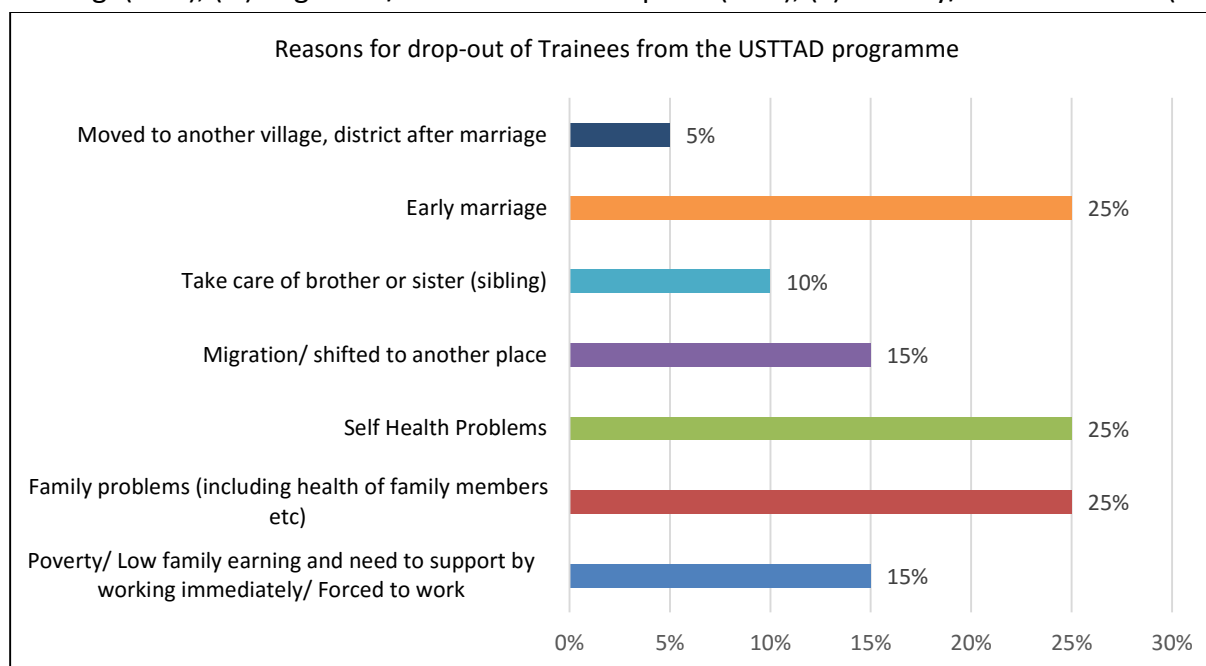


Figure 8.12: Reasons for drop out of Trainees

#### 8.7.4 Number of Trainees who Received Skill Certification

The PIAs were asked regarding the number of trainees who have received skill certification. It was observed that 60% of the PIAs gave certification to up to 300 trainees (see Figure 8.13). While most of the data is from the year 2016-17, some data may belong to the year 2018-19.

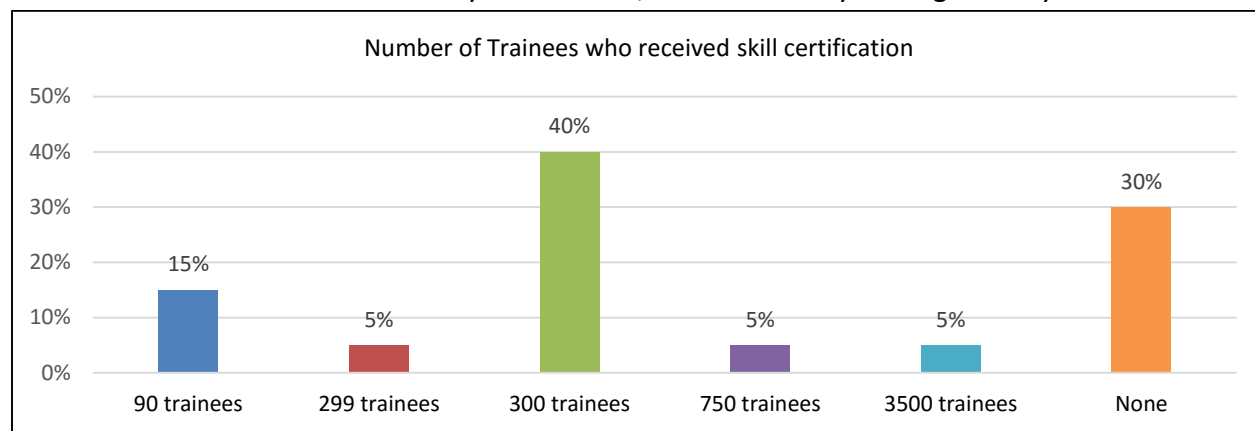


Figure 8.13: Number of Trainees who received Skill Certification

#### 8.7.5 Reasons for Loosing Contact with the Trainee after the Program

This section explores the reasons for losing the contact with the beneficiaries after the Training. The PIAs gave "frequent mobile number change" as the main reason for losing contact with the beneficiaries.

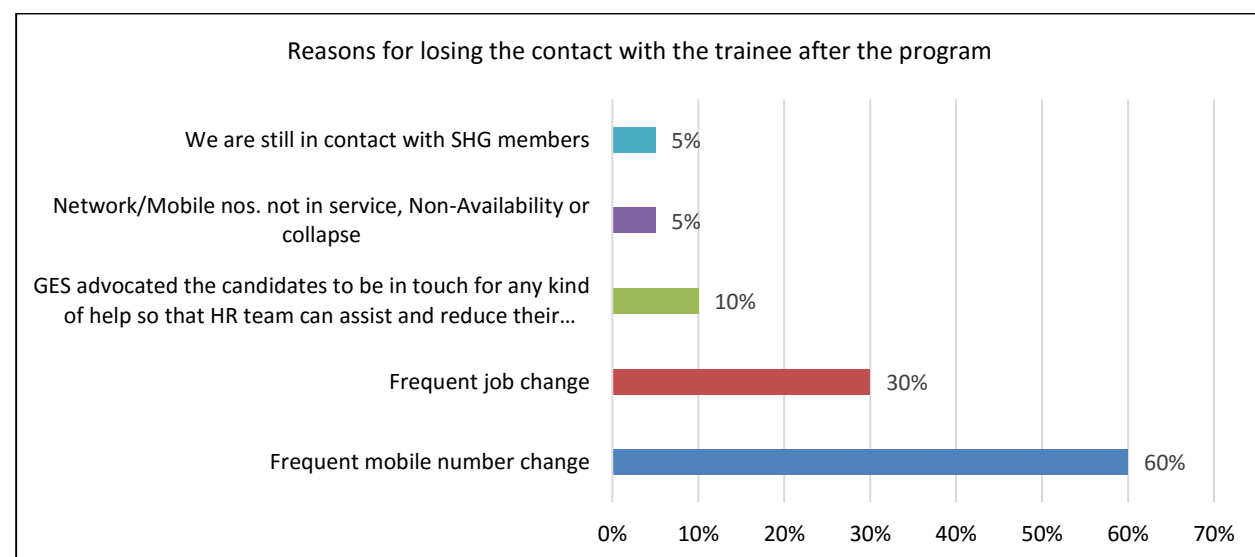


Figure 8.14: Reasons for Loosing Contact with the Trainee after the Program

## 8.8. Documentation and Reporting

### 8.8.1. Identify and Document Best Practices and Home-grown Innovations

The PIA's were asked if they document best practices in the form of case studies. As can be seen in Figure 8.15, almost 90% of the PIAs reported maintaining documentation of best practices and innovations.

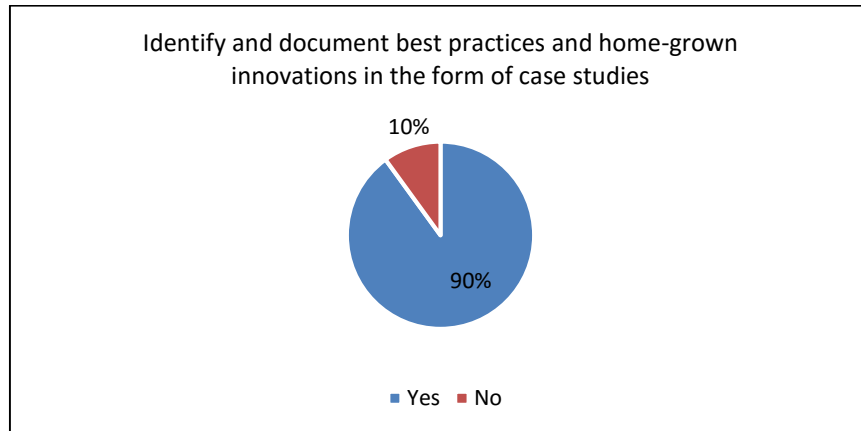


Figure 8.15: Identify and Document Best Practices and Home-grown Innovations

### 8.8.2. Dissemination of Case Studies

This section explores whether the case studies developed are disseminated/used during training as part of the course material. Approximately 75% of the PIAs shared that they use the case studies as part of the course material (see Figure 8.16).

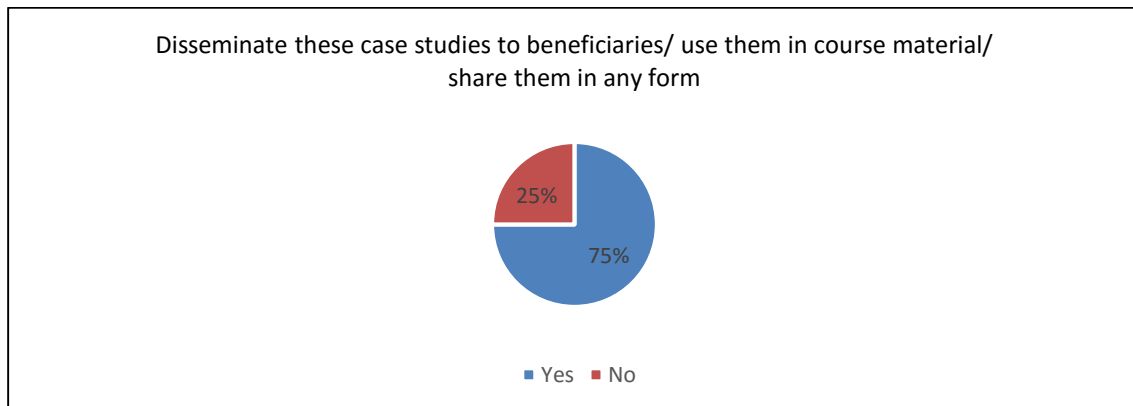


Figure 8.16: Dissemination of Case Studies

### 8.8.3. Examples of Dissemination of Case Studies

- Copies of case studies are provided to the beneficiaries
- Hanging Lamp Set, Wall Lamp Set

- Display of case studies on Notice Board and Conducting alumni meet.
- Videos made on success stories of beneficiaries
- Sample Note Book
- Excellent design bedsheet set showcased to the beneficiaries from other centers
- We identified the practices regarding natural dyeing/vegetable dyeing of yarn and shared with them

#### **8.8.4. System of Rewards for Beneficiaries/ Trainers**

- Appreciation from time to time to the deserved beneficiaries with certification
- Several recognitions such Best attendance award, Performer of the Week etc.
- Distribution of skill Champion certificates to the trainees after the completion of the training and excelling in their post placement period
- We give gifts to punctual beneficiaries and rewards for good performance, give best trainer Awards.
- Rewards are given monthly to the best artisans or craftsmen
- Participation in Exhibition to reward and motivate
- Certificate card gift is provided for better work to beneficiaries/trainees
- Outperforming Artisan is awarded on special events
- Rewards to the best crafts man and trainee of the month
- We provide course completion and appreciation certificates to the beneficiaries, we also provide Appreciation Certificates to the Trainers

### **8.9. Financial Management and Stipend**

#### **8.9.1. Giving Stipend to the Beneficiary**

The PIA's were asked about regarding giving stipend to the beneficiaries. Overall 95% of the PIA's confirmed giving stipend to the beneficiaries (see Figure 8.17).

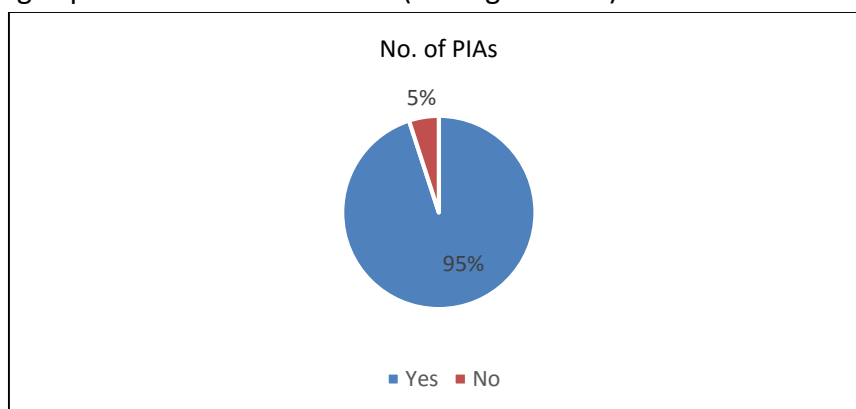


Figure 8.17: Overall percentage of Stipend given to beneficiary

### 8.9.2. Problem in interaction and fund flow from Ministry of Minority Affairs

- The only issue we face from the ministry is the untimely disbursing of funds/installments.
- Irregular fund flow or delayed disbursement of funds from MoMA affects the program operations
- Delay in releasing of two Installments. For that reason the PIA gave the stipend to the trainees for the rest months taking temporary loan.
- The DBT system may be looked at to counter delays

### 8.9.3. How the Stipend is disbursed

The PIA's were asked regarding how they disbursed the stipend to the beneficiaries. It was observed that 90% of the PIA's transferred the amount directly to the bank (see Figure 8.18). It appears some of the beneficiaries might have dropped out before the completion of the course.

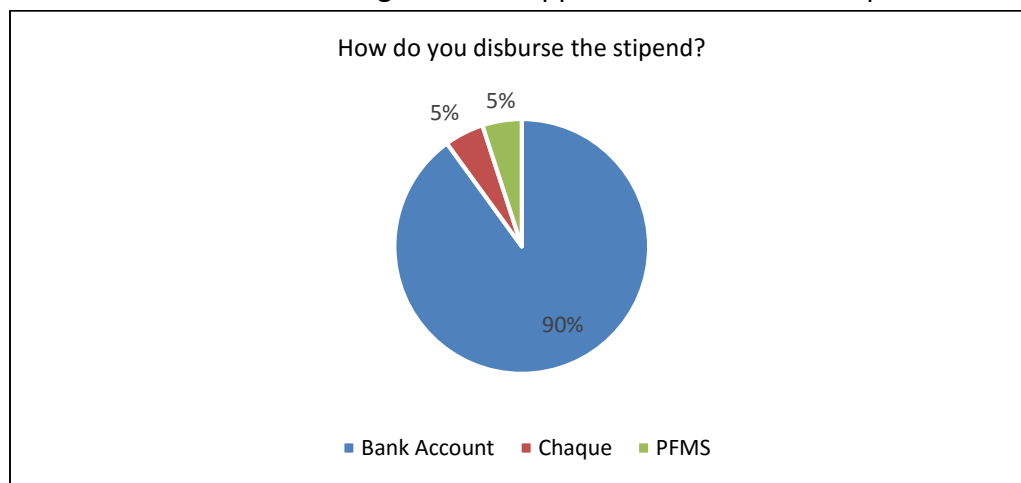


Figure 8.18: Overall Percentage of Stipend disbursed

### 8.9.4. At what stage do you distribute the stipend (during training/ after assessment)

The PIA's were asked regarding the stage at which they distributed the stipend. It was observed that more PIA's distribute the stipend during training (58%).

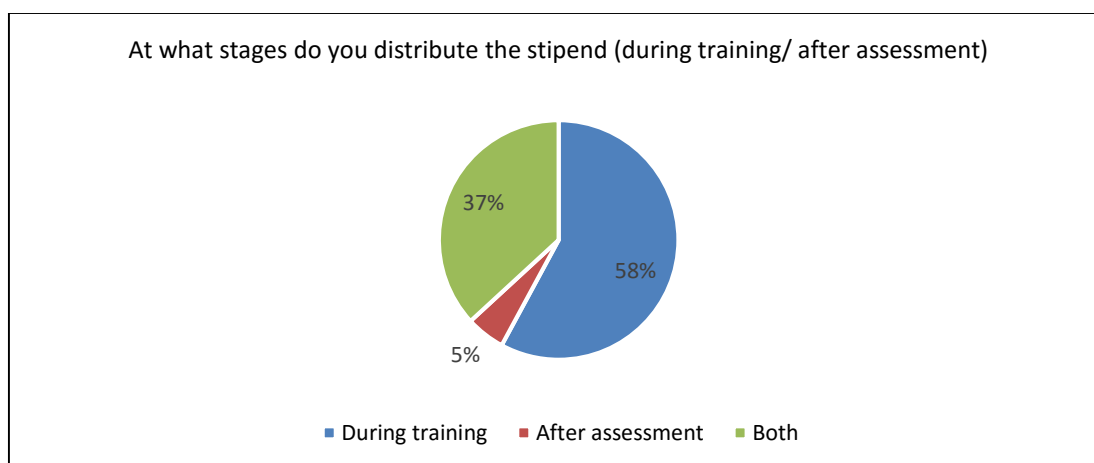


Figure 8.19: Stages at which Stipend is distributed

#### 8.9.5. Reasons for Stipend Disbursement Delays

- Lack of funds with the organization due to delayed disbursement of funds from MoMA.
- Technical errors in the bank accounts (in case)
- Delay in receiving temporary loan by the PIA.
- We disburse stipends always on the time, exceptions can be of some technical error on PFMS, which is rare.
- We mainly focus on the quality of training and try our best to be periodic. Sometimes, the delays may happen due to Non-availability of funds.

#### 8.10. Issues and Challenges

The PIA's were asked regarding issues and challenges related to awareness generation, selection of beneficiaries, in getting trainers, placement tie-ups, post placement tracking and capacity of the staff. The PIA responses are elaborated below.

##### 8.10.1 Awareness Generation

- At the time of mobilization, we find that the candidates and their families are not aware of this type of scheme. We organized an awareness camp with the help of Sarpanches. Due to lack of knowledge of families, we faced problems.
- People are mostly unaware of the program. We allot our own people for spreading awareness.

- As a PIA, we have experience of executing such skill trainings on different sector skills; we could easily cope up in conducting awareness program in Clusters and with candidates/parents of candidates.
- Several government funded schemes are being implemented and the beneficiaries have varied choice in terms of selection of courses and training institutes.
- Creating awareness is a big challenge as the literacy rate is low, but we achieve it through our mobilizers who visit workshops of traditional arts & crafts and counsel them that if the women in their households are certified, it will lead to more income and improve the livelihood & income for the family.
- Critical to make gathering in place at a time to create awareness.
- Limitation of movement of Minority Women.
- Low education level of trainees is a problem
- Traditional behaviors.
- Motivational Gap
- Lack of awareness about schemes.
- Beneficiary are not ready to listen because of some fraud practices
- Minorities are not open to explore.

#### **8.10.2 Selection of beneficiaries**

- The selection of right candidates in terms of need for the program and interest to take up the training.
- Through counseling in general and in particular whether the candidates is voluntarily coming forward to learn the skills and have a desire to have his identity.
- Particularly in case of females, the family resists during the registration process which needs to be dealt with sensitively.
- Generally, minorities (Specially Muslim's) do not allow their daughters to go outside for this type of Course due to lack of knowledge about the scheme. Therefore, Parents counseling for allowing female candidates to enroll for scheme is important.
- Parents counseling for allowing their children to relocate for job placements in future.
- High salary expectations of the trainees is a challenge
- Since the beneficiaries must belong to Minority community, selection is sometimes difficult. Provision should be there to take some more candidates from non-minority poor families.
- The literacy rate is low, so we select only metric passed candidates.
- Selection of beneficiaries was organized in the Open Chaupal by the PIA.



- The applications are more. Therefore the selection of targeted/less numbers beneficiaries from more applicants is a challenge
- At the time of selection of trainees we found maximum number of artisans have a problem with their bank accounts due to KYC. Some of them do not have AADHAR or Pan
- Contact problems due to distance.
- Lack of education among minority women.
- Awareness of the arts/crafts and its importance is lacking
- Contact problems due to distance.
- Minority women are confined to their homes and pressurize the training to be conducted within their own areas

#### **8.10.3 In Getting Trainers**

- In Andhra Pradesh, there is no dearth of traditional arts and crafts and as a result the availability Craftsman, Master Craftsman of National/State Awardee are plenty
- The selection of trained and experienced trainers poses a challenge sometimes.
- Trainees are good at starting of the training but after 2 weeks they gradually drop out.
- We do not find any difficulty in finding trainers, as we select the course which generates most income from employment and are able to find experts in the field.
- The PIA selected Master craftsmen State Awardee and master craftsmen selected other trainers.
- Lack of availability of expert trainees in target area
- Lack of awareness, restriction on getting out of the house.
- Remote location and finding suitable trainers is a challenge
- Lack of availability of certified & expert trainers in target area
- Contact problems.
- We have expertise in trainers with traditional experience but lack of Certification as per the SSC is a major crisis.

#### **8.10.4 Placement Tie-Ups**

- Most of the candidates may tend to go for self-employment than opting for placement. Hence, as PIA we look at the possibility of supporting them to have livelihood on completing the training successfully
- Girls don't want to leave their homes. So placement becomes an issue if jobs are not locally available.

- We do not find any challenge in placement tie ups, as we are having experienced HR personnel who look after the placement procedure, and our local market have high number of workshops in our selected trade.
- Limitation in Jobs / Resource Placement/non availability in private & public of job opportunity as trade has limitations.
- Dependent on self-employment
- Yes. As the small numbers of organizations are related with the traditional arts/crafts, the organizations are desirous to give orders for good/exquisite arts/crafts products to the trained beneficiaries instead of giving regular employment to them. Therefore, self-employment/income generation through their respective SHGs is found successful
- There are no major employers who can provide placement to traditional beneficiaries of Munj craft so we faced challenge & problems to trace the employers.
- We have many connections with the concerned organization and sectors to provide placement of these beneficiaries
- No, such industries are available nearby city; the cost of handicraft items is high compared to the machinery items.
- Hesitation towards the artisan that are trained in traditional trade
- There are no major employers who can provide placement to traditional beneficiaries of Zari Embroidery & Munj craft so we faced challenge & problems to trace the employers.

#### **8.10.5 Post Placement Tracking**

- At regular intervals, we would monitor the candidates whether he/she is in right track. If not, we would react suitably to see that his / her interests are taken care of, in possible manner
- It becomes challenging if the trainees frequently change their contact details.
- In case of female trainees, after marriage it becomes difficult to track them.
- Through phone: phone-number change frequently.
- At regular intervals, we would monitor the candidates whether he/she is in right track. If not, we would react suitably to see that his / her interests are taken care of, in possible manner
- It is challenging as the numbers are frequently changed by the beneficiaries. Our field experts follow door to door policy & manage post placement tracking
- No feedback from the beneficiaries by themselves.
- Contact problems faced by us due to change of employers by trainees due to profit reasons.
- Most of trainees are females hence they move to another city after marriage.

- Beneficiaries change their job and mobile numbers without prior notice.
- This creates a problem in tracking them.

#### **8.10.6 Capacity of the staff with regard to communications skills and understanding the scheme**

- In general, we hire renowned soft-skill experts who could easily guess the standard of the batch and act suitably as how best they can reach them and inculcate their minds as far as communication skills are concerned.
- The team deployed in the project is oriented about the scheme such that they are able to provide clarifications to the trainees and their parents during their respective interactions. The scheme objectives, outcomes and expectation are constantly reiterated so that there are no gaps with respect to correct information
- We have provide training to the staff.
- In general, we hire renowned soft-skill experts who could easily guess the standard of the batch and act suitably as how best he can reach to them and inculcate their minds as far as communication skills are concerned.
- It is also a challenging criteria as because most of the course is not in local language, but our experts trainers prepared notes by themselves & handed to beneficiaries so that they can easily understand & learn accordingly
- The staff was well communicated about the scheme USTTAD and they were also trained regularly by The PIA
- Limitation of manpower, need more diversification of design skills as per market demand
- The staff has adequate capacity to communications skills and understanding of scheme.
- Staff of organization had been trained by organization to understand the scheme & communication skill through orientation training program
- Lack of education, course material should be developed in local language.
- Good highly capable staff to train the trainees
- Staff of organization had been trained by organization to understand the scheme & communication skill through orientation training program.

#### **8.11 Suggestions for Improvement**

##### **8.11.1 Monitoring System and the indicators used for that**

- The monitoring of the program should be more robust. MoMA officials must visit the program during the ongoing phase and must make visits during the onset and commencement of the training program

- Biometric attendance during the training
- Time to time feedback of total Artisans. Monitoring comprises of quarterly movement in SHG.
- Monitoring of the number of products developed, sale of products, and income generated
- The PIA should do regular Monitoring of the Programme till its successful completion, and the findings should be sent through monthly/quarterly progress reports to the Ministry.
- The monitoring system should be monitored by any state agency on a monthly basis and at least once by the national level agency.
- The ministry and PIA follow proper monitoring with a suitable indicator
- Minority monitoring at the field level should be done.
- MoMA personal must visit the training centers at least once a year

#### **8.11.2 Placements**

- The ministry may start an initiative in conducting job melas through their departments
- There should be a platform between small-scale employers & PIAs, where PIAs submit the data of their successful beneficiaries & employers hire them accordingly. A job portal for especially for these beneficiaries.
- Limitation of jobs in the public & private sector. Depended on self-employment
- As the small numbers of organizations are related to traditional arts/crafts, the organizations are desirous to give orders for good/exquisite arts/crafts products to the trained beneficiaries instead of giving regular employment. Therefore, self-employment/income generation through their respective SHGs/enterprises is highly suggested
- It is necessary to encourage the artisan to establish production Unit through their SHGs and give them more and more marketing linkage to be a self-employed
- Ministry should appoint a separate placement agency for trainees, or employers may be selected as PIAs.
- A list of local, state-level, national, and international employers should be prepared and available online.

#### **8.11.3 Documentation and reporting (and other governance-related issues)**

- The requirements regarding the documentation and reporting (formats and templates) should be shared at the start of the program so that the data and reports can be captured in the suggested formats.

- Convergence with State Govt needed from the Central Ministry for support & coordination.
- A periodic review should be ensured to improve the quality of the training program.
- The file size should be improved as a 2MB file size is not sufficient.
- After interaction with the Ministry it was learnt that the USTTAD Portal is under development.

#### **8.11.4 Overall improvement in the Scheme**

- Skill up-gradation program for previously trained trainees should be introduced.
- Including more no. of trades for the North-Eastern States
- The stipend for the allocated trainees should be released on time by the Ministry in the 1st installment. At least one marketing event should be sanctioned with the training program to be organized after completing the training to provide a marketing platform to the trained trainees.
- We would suggest modernizing the scheme as per technology.

### **8.12 Scheme Restructuring**

#### **8.12.1 USTTAD Scheme**

**The objective of the USTTAD Scheme is to build the capacity of master craftsmen/artisans and identification and preservation of traditional Arts/ Crafts. In your opinion, do you think that the USTTAD Scheme is able to meet these objectives? What more can be done to achieve these objectives.**

- Yes, the scheme is well-drafted. USTTAD scheme is able to meet the objectives that have been laid out in the program. The scheme is a very comprehensive one and covers all essential aspects of the sector. The beneficiaries were pleased with this project, and they liked the project very much.

As the objectives of the scheme:

- To preserve the heritage of the traditional arts and crafts of minorities,
- To generate linkages of traditional skills with the global market,
- To empower minorities to avail opportunities in the global market,

Though the training program meets the objective from PIAs point of view, still the following suggestion may further improve.

- To ensure the dignity of labor, we need to promote this scheme on a big level so that more people can know about the scheme and get benefits of the scheme.
- The placements should be improved because the children taking training always used to worry about their employment.
- Financial support and marketing support should be provided to trainees to get self-employment
- Provide jobs within the state for female beneficiaries.
- To increase the number of artisans/youths for the identified traditional Arts/Crafts and impart skill training to them for its preservation and development. Proper documentation on the arts/crafts should be done.
- Need-based interventions like Marketing programmes, Design Development programmes, exposure tours should be given to the trained trainees.
- A channelized marketing technique that helps the artisans to outgrow the income techniques. The prototypes designed during the workshop are inclined towards the decorative or utilitarian objects that help connect to the consumer and hence incur more returns.
- To achieve these objectives, we would merge fine arts and traditional Arts/ Crafts with the internet and technology to build their capacity according to the global market needs.
- To adopt strategies focusing on marketing campaigns, production hub, and backward linkage and forward linkage support.

#### **8.12.2USTTAD Scheme**

**In which year did you associate with the USTTAD Scheme? What has been the growth in number of trainings and overall since the beginning.**

- FIRST TIME, we are empanelled with USTTAD of MoMA. The given strength of candidates are presently undergoing training in LEATHER PUPPETRY under the most acclaimed Master Craftsman, having National / State Awards in the line
- We are associated with USTTAD scheme in the year of 2018-19. From beginning, in USTTAD scheme there is a huge improvement. People are more aware about the scheme and want to involve in the scheme to get certify
- We started the training in the year 2016-17 and a target of 1200 candidates was allocated across 3 states.
- In the year 2018-19, an allocation of 90 candidates was sanctioned in the state of Uttar Pradesh

- We have associated with USTTAD Scheme in the year 2018. We have started our project with 90 trainees and we have successfully run our 3 batches till now.
- FIRST TIME, we are empanelled with USTTAD of MoMA. The given strength of candidates are presently undergoing training in LEATHER PUPPETRY under the most acclaimed Master Craftsman, having National / State Awards in the line
- In 2016-17 we were associated with USTTAD Scheme. Yes obviously there is growth in numbers of courses & other agencies.
- In 2016-17 USTTAD Scheme was sanctioned. 100 % growth was in artisan training such as behavioral Development, capacity building, social impact, craft preservation and livelihood generation.
- Associated from 2016-17 2 nos. of trainings in 2 different trades implemented under the USTTAD Scheme
- We associated during 2016-17. The USTTAD programme for the year 2016-17 was completed. The USTTAD Programme for the year 2018-19 for 90 Nos. of trainees is ongoing.
- We Associate with USTTAD Scheme in 2016-17. In that year the ministry allotted us 300 Nos of trainees to trained. From the beginning of the year 2017 we started the four month training. After that in 2019-20 the ministry allotted us 90 Nos of trainees in for trade in Bamboo Craft.
- We have started USTTAD training program in year 2017-18 at first time. Now we are running 2nd project of USTTAD 2019 to provide training for trainees.
- As PIA we have implemented scheme for FY-2016-2017 TO 300 ARTISAN and in FY-2018-2019 90 ARTISAN
- 2018-19 from the beginning we are working in this scheme and 90 student is enrolled at the present time with us
- 2019, we have conducted 03 training programme under USTTAD scheme.
- we were associated with USTTAD scheme in FY 2016-2017. We were providing 7 training in a year
- We have started USTTAD training program in year (2016-17). Now we are running second project of USTTAD (2018-2019) to provide training for trainees.
- In the year 2016 we associated with the scheme USTTAD.
- We got a target of 300 beneficiaries back then and trainings were well conducted back then. In 2018-19, all the PIA's got a target of training just 90 beneficiaries. Looking forward to train more beneficiaries in this scheme in future.

- We associated with USTTAD scheme in 2016-17 and trained 90 to 300 numbers since last three years.

### **8.12.3 Is there any role of private sector, community and civil society in the implementation of the Scheme**

- For any scheme to be successful, all the related parties to be engaged to achieve the ultimate goal of the scheme. The scheme itself is communal and civil based. Hence, we cannot ignore their role in motivating beneficiaries. In skilling/upskilling and private sector
- The private sector, through the industries, workshops, etc. can come together and provide the market support to the trainees in the production of products
- The community and civil society can pitch-in during the awareness and mobilization of the trainees for the training program. some of which are: Self-Help Groups, Mukhya / Surpanch, Community Mobilizer, Gram Sewak, and some of the private organizations that used to episode this work and it gave us mobilization
- Private Sector plays an important role in the placement sector, as most of the placement is done through the private sector. The public & private sector can play a vital role under the CSR programme in generating job opportunities
- The community and civil society can help in the implementation of the Scheme. During the time of awareness, mobilization of minority youths/trainees, they can certainly help the PIA. They can also help in providing market linkage.
- Community & civil society organizations may play an effective role in the motivation of trainees.
- NGO (Private sector) have dedicatedly worked towards the upliftment of the minorities and poor/downtrodden.
- Organizing a workshop by the bank for providing guidance on the opening of Bank Account of the SHGs, by DIC Office for providing guidance on loan for SHGs and other schemes for artisans, by NRLM and NULM for visiting the center and giving orientation regarding their schemes and handicraft department guiding regarding artisan cards to the beneficiary and made their cards defined its benefits and usefulness.

### **8.12.4 Do you maintain a computerized database of beneficiaries for the USTTAD Scheme? Do you also share it with the Ministry of Minority Affairs?**

Almost all PIAs have a computerized system where they maintain the database of beneficiaries and trainers. PIAs also share the data whenever required by the ministry. Some of them have



DBMS (database management system) and PFMS (Public fund management systems) for maintaining the database and the distribution of scholarships, respectively. Some other PIAs also have computerized database biometric attendance of trainers and trainees. Computerized database of the beneficiaries are also maintained on USTTAD Portal of Ministry of Minority Affairs, Govt. of India

**8.12.5 In your opinion, would the merger of the Hamari Dharohar Scheme as a component of the USTTAD Scheme be beneficial to the overall objectives of the Scheme.**

The responses received from the PIA's are mixed and are summarized below:

**In favor of the Merger:**

- HAMARI DHAROHAR is a scheme aiming to preserve the Rich Heritage of Minority Communities of India under the Overall Concept of Indian Culture. USTTAD scheme also aims to preserve the heritage of traditional arts and crafts of minority communities and build the capacity of traditional craftspersons and artisans and establish linkages of traditional skills with the global market. Hence, it would be benevolent to Minority Sect if these two are clubbed to derive benefits on the one hand and on the other to preserve the heritage.
- Can be looked at as both schemes aim at preservation of traditions and Indian History & Culture
- Hamari dharohar scheme should be merged with the USTTAD scheme because all the traditional trades are related to "Hamari Dharohar" (Endowments). It will be beneficial for the development of Traditional trainees
- Yes, it could be merged to improve the outcome.
- Sure it will be so helpful to prevent the culture of India. State artisan can know or trained as per consideration to our previous art.
- Yes, it will be helpful to promote the languishing crafts with the help of the Hamari dharohar scheme.
- Hamari dharohar scheme should be merged with the USTTAD scheme because all the traditional Arts/crafts are our Endowments /Hamari Dharohar. It will be beneficial for the development of traditional Arts/Crafts related artisans.
- Yes, both the schemes are for preserving the rich heritage of Indian Culture.

**Conducting them independently:**

- I think that both our Hamari Dharohar Scheme and USTTAD Scheme be kept separately, both should not be merged because both have been created with different standards and

different causes somewhere. If we merge these two teams, then we may not be able to give the same effective results to our beneficiaries.

- Hamari Dharohar & USTTAD Scheme are different in our opinion as USTTAD scheme covers Arts & tradition of the country while contrary Hamari Dharohar promotes calligraphy, literature & arts, so in our opinion, both cannot be merged
- No, the objectives of both the schemes are different. Hamari Dharohar relates to the worship of Minorities, Whereas USTTAD is based on Capacity Development and preservation of the craft.

The overall perspective that emerged from the discussions with the PIA's and beneficiaries is that the two schemes should be allowed to function independently. The Hamari Darohar Scheme is about curating, preserving literature, monuments, research and development etc. The USTTAD scheme is about promoting the traditional skills, arts & crafts through training by master craftsman/ artisan. The focus is on capacity building and establishing linkages of traditional skills with the global market. Therefore, the objectives of both the schemes are different. It would serve best if the two schemes are allowed to function independently. However, it is suggested that at the time of skill training under the USTTAD scheme some exposure be given on the historic relevance and importance of the Art and Craft.

The overall perspective that emerged from the discussions with the PIA's and beneficiaries is that the two schemes should be allowed to merge as both are about preserving the Traditional Arts, crafts and culture. It is suggested that the scheme may have two arms in terms of Training and Development.

The USTTAD scheme is about promoting the traditional skills, arts & crafts through training by master craftsman/ artisan. The focus is on capacity building and establishing linkages of traditional skills with the global market.

To improve employability of existing workers, school dropouts, etc. to generate means of better livelihood for marginalised minorities and bring them in the mainstream at par with other communities helping in equitable development. Help them sell their products by promoting their products and establishing linkages with the market thereby creating employment opportunities. Preserve the basic nature of the trade and skill which is gradually vanishing. The basic flavor tends to get lost with the evolution of the skill in the hands of generations. This skill development and refinement platform supports both the artisans and their trade. Hence the purpose is also to preserve the traditional arts and crafts by working with the artisans in association with the knowledge partners.

The Hamari Darohar Scheme is about curating, preserving literature, monuments, research and development etc.

We should be engaging the knowledge partners in both the Schemes. Presently, it is observed that the knowledge partners are not even aware of Hamari Darohar Scheme while they are working on USTTAD Scheme since its inception. The responsibility of knowledge partners is towards identification/ selection, documentation and formulation of curriculum for training in Traditional Trades. Merging the two schemes will help build awareness and we can also plan to engage the students and research scholars in R&D initiatives which fall under the umbrella of Hamari Darohar Scheme. It is suggested that at the time of skill training under the USTTAD scheme some exposure be given on the historic relevance and importance of the Art and Craft which should be a part of the curriculum designed by knowledge partners. Apart, the knowledge partners can help establish linkages of traditional skills with the global market. These linkages may be supported at the level of SHG's and community initiatives to ensure accountability and sustainability.

Apart, more PIA's suggested the merger of the two schemes and we would specifically like to share below one of the feedbacks:

*“Hamari dharohar scheme should be merged with the USTTAD scheme because all the traditional Arts/crafts are our Endowments /Hamari Darohar. It will be beneficial for the development of traditional Arts/Crafts related to artisans also.”*

It is suggested that all the objectives of Hamari Dharohar Scheme be retained in planning the merger with USTTAD Scheme.

#### **8.12.6 In your opinion, is there a need to continue the scheme in the existing form or modify, scale-up, scale down or close down the Scheme**

- USTTAD if initiated or extended, other sections of the society can also benefit from learning such crafting skills. But, with a strong objective of only lifting the minority sect, only that section of society would be benefitted.
- The scheme should definitely be continued as it has provided livelihood opportunities to numerous beneficiaries, especially females who, after acquiring the skills, can earn a livelihood for themselves and support their families.
- We suggest that the scheme should be scaled up with the addition of more traditional crafts such that the country has a rich pool of skilled craftsman/craftswomen
- The scheme should be continued in modified form, the number of courses may be increased.

- The scheme should continue with some modifications. Scaled up of Budget in the present financial hike, increase training period upto 9months & follow-up period for 1year. Include more no. of trades for the North-Eastern States
- It will be beneficial to continue the USTTAD scheme because a huge number of traditional artisans are working in society they should be provided training support and marketing/financial support to provide employment and placement in industrial -unit
- Since the scheme is adding value to the traditional arts and crafts and promoting its preservation, it should be continued
- It should be continued to develop, create such type of artisans with modern technology
- Yes, there can be slight modifications. Like, the training hours should be increased.
- internet and technology merge with fine arts, and we would train and deliver according to the global market needs

### 8.13 Assets Created Services Provided Under the Scheme

#### 8.13.1 Assets Created /Services increased in last 3 years

This section assesses the growth in PIAs due to the Scheme in terms of Assets created or increased. The Information collected from the target PIAs is summarized in Figure 8.20. Most of the PIAs have created or increased the assets in term of (i) Building infrastructure, (ii) classroom facilities, (iii) lab facilities, (iv) Toilets, (v) Number of trainee and training center (vi) Placement collaborations, etc.,

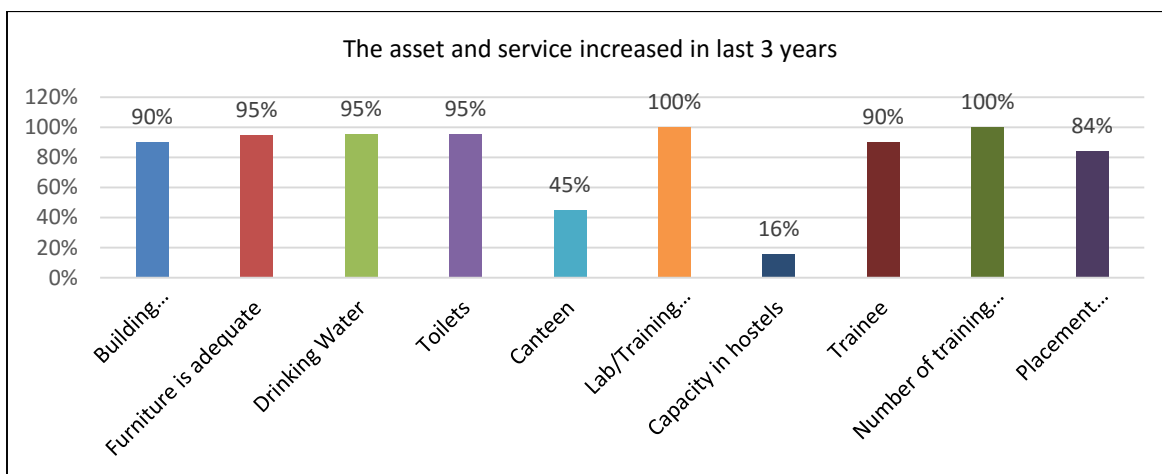


Figure 8.20: The asset and service created or increased in last 3 years

### 8.13.2 Turnover and Number of training centers (2016-17, 2018-19) across all the Schemes

The PIA's (respondents) were asked the turnover and number of training centers in the last three years (2017-18 to 2019-20) across all the schemes. Overall, the turnover of the PIAs of target states has changed from Rs 171.76 crores in 2017-18 to Rs 123.67 crores in 2018-2019, but it decreased to Rs 37.03 crores in 2019-2020. As seen in Figure 8.21., similarly, the number of training centers has reduced to 110 in 2018-2019 from 132 in 2017-18 and further reduced to 102 in 2019-2020.

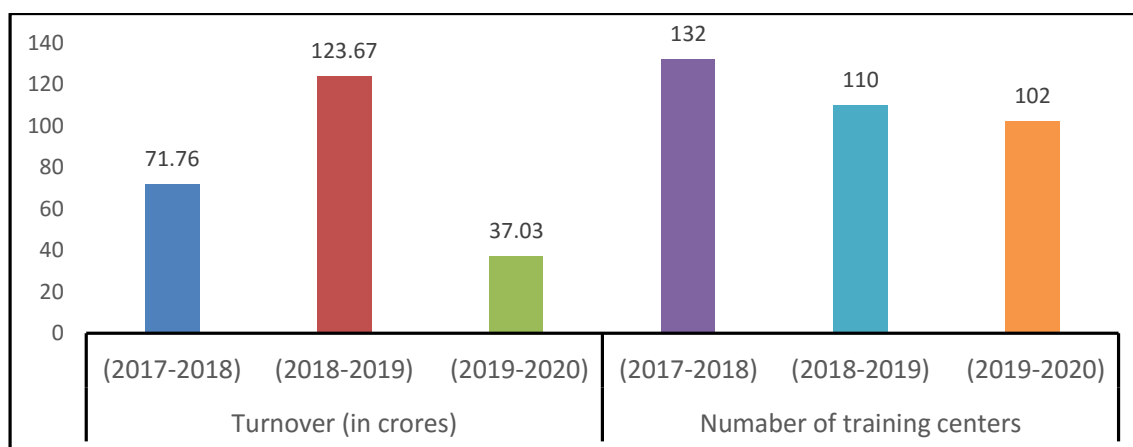


Figure 8.21: Overall Turnover and number of training centers between 2017-18 and 2018-19

### 8.13.3 Number of States in which you are providing Training

The section summarizes the information about the number of states in which PIAs have their training centers or provide training. Figure 8.22 indicates that more than 65% of the PIAs operates the training programs in single states, while 20% operates in 4 or more states.

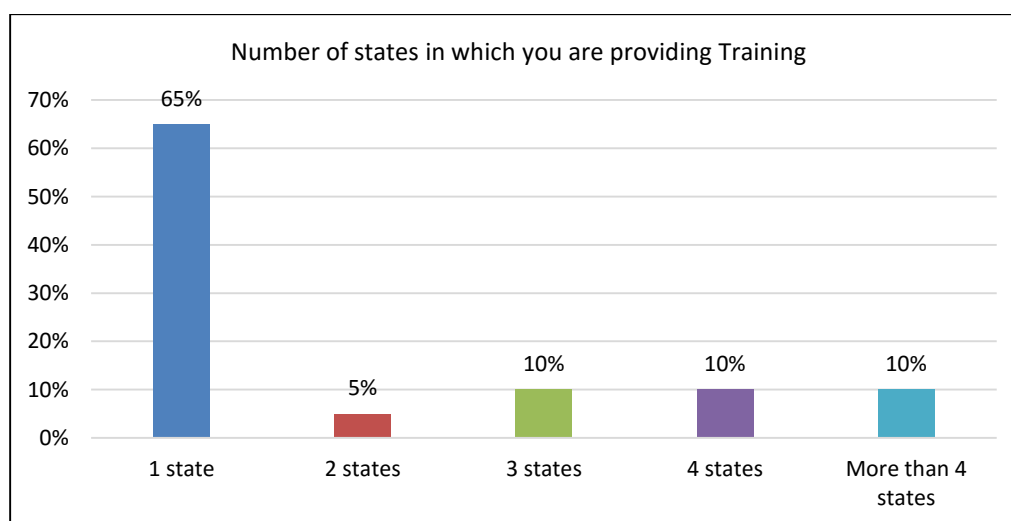


Figure 8.22: Number of states in which PIAs are providing training

#### **8.13.4 If the number of states/ location is more than one, how do you coordinate, and what are the challenges/ important lessons**

- Each state has a SPOC for the function/vertical, which takes care of the program implementation process. Besides, the support functions such as academic team, placement team, community engagement teams, etc., all work under the State Head's supervision.
- We have employed separate State heads for each state along with a down line of project co-coordinator and project executives to manage and monitor the working of the scheme.
- We have a separate Q-team to monitor the working of the scheme.
- We have travel arrangements with Travel agencies and also our own vehicles to travel quickly from one state to another.
- We do weekly online meetings with entire state teams to get an overview of the project.
- There is a system in place & hierarchy to be followed. A Center Manager, District Co-coordinator, State head.
- If the Number of States is more than one, we are having enough staff to coordinate & to cope with the habitat of the particular location, essential points needed to be covered while selecting a location, such as economy of the particular location, market of the particular location, minority concentrated area, modes of transport at particular center & various other aspects, so keeping in view with these aspects, we can easily coordinate in other location as well, however local market & awareness among beneficiaries will be a challenging aspect, but it will be achieved
- We are working in more than one state. The challenges include language, climate, Establishment of Centre, Selection of Quality Manpower, Selection of Eligible Candidates, and motivating them to move out of their home's confines for work, etc.
- We have learned a lot while working in various states, and it has provided us the confidence to explore at Pan India Level

#### **8.14. Relevance wrt Other Schemes**

**8.14.1 Besides USTTAD Scheme, are there other schemes for building the capacity of master craftsmen / artisans and identification and preservation of traditional Arts/ Crafts that you are aware of**

- Manas, Nai Manzil, & Seekho Aur Kamao
- Yes, there is so many other schemes for building the capacity of master craftsmen/ artisans and identification and preservation of traditional Arts/ Crafts that are as following:

1. National Handicraft Development Program

2. Ambedkar Hastshilp Vikas Yojna

3. Bamboo & Cane Development Institute

4. Craft Development Institutes

5. Handicrafts Mega Cluster Mission

- Yes, there is scheme for Development of Handicraft in DC Handicraft New Delhi.
- There is no other scheme advanced to the CSO for building strength of Master Craftmen/Artisans by Private/CSR/internationally in this Traditional section
- Development commissioner handicraft Govt. of India.
- Yes, other schemes are also their such as HRD Training under development commission (Handicraft) Ministry of textile
- Schemes like AHVY from Development commissioner handicraft Govt. of India.
- Yes, there are two other schemes for building the capacity of artisans and identification and preservation of traditional Arts/ Crafts that we are aware of:
  1. "Training through Established Institutions" under HRD Scheme by Development Commissioner, Handicrafts, Ministry of Textile, Govt. of India.
  2. Ambedkar Hastshilp Vikas Yojna under HRD Scheme by Development Commissioner, Handicrafts, Ministry of Textile, Govt. of India.

**8.14.2 How do you compare and what are your suggestions for improvement of USTTAD Scheme keeping in mind the objective of the Scheme**

- As PIA, our sole objective shall be to live up to the expectations of project authorities being between the lines of agreed terms and complying the suggestions given at regular intervals to improve our training standard.
- The scheme can look at providing financial support to SHGs such that they can further be converted into Producer group
- The USTTAD Scheme is doing a great job, but the craft that is being made, by our train is not creating a market for it, due to which he is very worried about his future.
- Development of Advanced Technique of Training Programme
- Provide professional development to trainees for better placement.
- Organize motivational Programme amongst parents/learned persons of the society in concentrate areas of communities, to request them to send the children for attending the class and skill training for benefit of the society
- DC Handicraft scheme is only for livelihood and USTTAD Scheme is for preservation of Traditional Arts and Crafts.

- In Co-operation of more "Languishing crafts" specially in Minority dominant area The Trainings period may be extended to 9-12 months Completions of project tenure during the follow-up the provision for "Revolving Fund" to the SHG group need to be kept in initial stage to start the business as startup programme.
- To increase number of artisans/youths for the identified traditional Arts/Crafts and to impart skill training to them for its preservation and development. Proper documentation on the arts/crafts should be done and to popularize it. Other need based interventions like Marketing programmes, Design Development programmes, exposure tours etc. should be given to the trained trainees.
- Placement Agencies should be identified and they should be motivated to provide placement to trainees of traditional craft.
- Trainees interested for self employment and therefore should be provided financial and marketing support.
- The beneficiaries should be supported in development and Up- gradation of Artisans Skills through appropriate design & technology and through Backward and Forward Linkage Support.
- More efforts are required to sustain SHGs as cohesive groups and facilitation through for Bank Loan is suggested.

## SECTION-II: INSIGHTS FROM KNOWLEDGE PARTNERS

### **8.15. Insights from Knowledge Partners**

For the purpose of the impact evaluation study, knowledge partners such as National Institute of Design, National Institute of Fashion Technology and Indian Institute of Packaging were contacted. A discussion guide was developed for the purpose of conducting in-depth interviews which is attached as ANNEXURE-II.

Knowledge partners are supposed to anchor the following activities:

- Identification of traditional skills/ crafts being practiced by minority communities.
- Setting standards of the identified crafts
- Documentation of the identified crafts
- Design development and research
- Development of course curriculum for master craftsmen and trainees
- Monitoring, assessment and certification of training

NIFT has collaborated with the Ministry of Minority Affairs under the USTTAD scheme, as knowledge partner with the objective of training and upgrading skills of craft persons belonging



to the minority communities, thereby preserving traditional ancestral crafts being practiced by them. The objective is also to document crafts being practiced by minority communities, develop curriculum for training craftsmen and develop parameters for identification of master craftsmen for the identified crafts of minority communities. The project is implemented through various NIFT campuses and involves NIFT faculty and alumni. In each of these workshops an “USTAAD” was involved, who was the master craftsperson and around 15 other craftsperson; who worked within the curricular framework laid out by the CPC and the Designer. They worked within the format of ‘co-creation’ and developed new designs and products in order to tap the domestic as well as the global market. Each workshop has been documented by the documentation team and the workshop documents are been prepared.

NID is appointed as one of the Knowledge Partners by the Ministry of Minority Affairs under USTTAD wherein NID would contribute its knowledge, skills, and experience for the benefit of minority communities practicing tradition crafts. As Knowledge partner, NID works with 25 craft clusters across different states of the country over a 4-year period, wherein it undertakes design intervention activities. The project scope entails: Identification of traditional crafts clusters / communities, articulating and setting standards for the crafts clusters/communities, craft research and documentation, design development workshops, product catalogue and packaging and brand identity development.

In the intervention with the knowledge partners, the number of trainees varies with every project but usually there are 30 trainees per craft and there are majorly 25 identified traditional crafts and approx 36 clusters. Usually the involvement of these trainees with the knowledge partners is for approximately 2-3 years. This year, because of Covid situation, an extension of one more year has taken. However, the knowledge partners did agree that longer duration of association with these trainees will be more effective for them.

Three Focus Group Discussions were conducted with the knowledge partners on 27<sup>th</sup> November 2020, 03<sup>rd</sup> and 4<sup>th</sup> December 2020. The insights that emerged from the FGDs on the role of the knowledge partner (KP) and their perspectives for USTTAD scheme are shared below:

- Sensitizing the beneficiaries on the history, ideology and relevance of a craft, introducing them to the big picture is important. This would lead to an artisan ecosystem which is sensitized.
- The younger generation of these artisans is all the more unaware of the traditional aspect of the craft their family is practicing. Hence initiatives need to be made to apprise them of the

dying art and craft tradition. This will help them understand the bigger contribution of their craft. This helps build an ecosystem, where artisans are themselves sensitized on the art and craft they are practicing.

- Once the artisans understand the significance of the art they are practising, they are able to share the same with their customers thus making the customers appreciate the art they are buying. This would also make the customers more respectful towards the craft.
- The sensitization of artisans through training should include both education of the traditional trade (craft management/ design development) and business aspects/ entrepreneurship. The workshops may include aspects related to skill enhancement, product development, market linkage and design.
- Apart, training on basic IT skills such as creating an e-mail address, Zoom training and initial training on e-commerce may be given.
- The beneficiaries generally face language and cultural barrier while trying to communicate with the customers and therefore, training on marketing these products may be considered for untrained and semi-skilled beneficiaries. The Knowledge Partners may also introduce the artisans to copyright and IPR issues; jargon, terminology of their trade etc.
- Different stakeholders have different role in the scheme. For instance, Programme Implementing Agencies help to coordinate, while the master trainers help to disseminate and the designer inputs come from Institutes like NID, NIFT, IIP, etc.
- The KP should give designs for execution, integrate expert designers with artisans and help in co-creating products. Therefore, the two should act as partners in product development.
- The focus of the scheme needs to be on the sustenance of the craft. This requires formation of SHG's and community initiatives which go beyond training by the PIAs and provide backward linkages for execution of an order obtained through market linkages/ e-commerce etc. Hence, the role of Self help groups (SHGs) is good for two main reasons. Firstly, natural leaders emerge out and secondly, it ensures continuity of the craft and develops successful practices.
- The SHGs are led by women who are otherwise restricted by their own communities. The participation of men is negligible. If men are made part of SHGs, they can help in marketing and linkages.
- Programme Implementing Agencies have at times focused only on training more and more beneficiaries without giving due cognizance to the quality of training delivered and impact made on the socio-economic conditions of the beneficiaries. The objective of conducting this process is lost at times. Hence, it is important that these PIAs be selected very carefully based on their background and experience in traditional art-craft.

- The Knowledge Partner can help in identifying clusters to the Ministry. Presently, there is no baseline survey. It is suggested that a need assessment/ baseline survey may be done periodically to identify the major trades, clusters of minority community by regions. This will help in improving the planning and execution of the scheme.
- Ministry should facilitate a formal platform to the knowledge partners and PIAs for sharing of best practices. The role of PMU in the Ministry is therefore important as it will help in coordination and reduce delays.
- The PMU can help in retailing such products through market linkages. It is not advisable to develop the artisans as sellers as they should be allowed to just focus on their craft where more time and attention is required. Therefore, the visits to Hunar Haat exhibitions, displays, exposure trips may be organized with the intent of craft/ product development.
- It is suggested that a website which displays all the initiatives under USTTAD and Hamari Darohar be designed under the PMU. PMU should be in the know of the issues of all the clusters. The website can give categorization of PIAs trade wise. It can include the SHG details by clusters. It can also include detailed guidelines for the PIAs, Knowledge partners and beneficiaries have not been provided. After interaction with the Ministry, it was learned that the USTTAD Portal is under development
- It is important to keep connected with the artisans, take them to exhibitions, give them exposure on an ongoing basis, etc to enhance their relevance and keep them aligned to the market needs. It is suggested that some of the USTTAD Scheme beneficiaries may be taken on Hunar Haat events also as they become the mouthpieces of USTTAD Scheme and help in spreading its awareness.
- The beneficiaries should be encouraged to own up and use the product themselves and become its brand ambassadors. For instance, if the beneficiaries are making Phulkari, they should be encouraged to wear Phulkari in exhibitions, etc.
- Though monitoring and assessment of the scheme is an integral aspect of the scheme, it was found that indicators have yet not been defined to assess the success of learning measures implemented till date.
- More awareness activities in collaboration with the Ministry and PIAs would help the scheme reach minorities of the country.
- The Ministry should also introduce awards for the PIAs, designers, and beneficiaries to encourage the stakeholders and promotion.

### **8.16 Conclusion**

This chapter analyzed the information collected from the PIAs in terms of (i) measures taken for Analysis of awareness and mobilizations are discussed, (ii) engagement of knowledge partners, (iii) Issues related to identification and selection of traditional arts and crafts, (iv) SHG formation/ bank linkage, (v) Analysis of placement tie-ups/ placements and tracking, (vi) issues related to documentation and reporting, (vii) financial management and stipend, (viii) Analysis of overall issues and challenges, (ix) suggestions for improvement of the scheme, (x) The insights on scheme restructuring and overall insights, (xi) Analysis of assets created/services provided by PIA's under the scheme, (xii) the feedback on relevance wrt the other schemes, and finally concluded.

## CHAPTER 9

### SUMMARY AND RECOMMENDATIONS

#### 9.1. Introduction

“USTTAD and Hamari Dharohar” scheme is a nodal scheme of the Ministry of Minority Affairs to improve the socio-economic conditions of the minority communities through affirmative action and inclusive development so that every citizen has equal opportunity to participate actively in building a vibrant nation and to facilitate an equitable share for minority communities in education, employment, economic activities and to ensure their upliftment. The evaluation of USTTAD” Scheme across nine states was conducted in September-November 2020. The evaluation study's central purpose is to assess the contribution of the scheme to the enhancement of livelihoods of the targeted minority youth. The scheme's assessment is based on the Beneficiary and PIAs data provided by MoMA for selected nine (9) States of Uttar Pradesh, Chandigarh, Haryana, Jharkhand, Rajasthan, Andhra Pradesh, Himachal Pradesh, Madhya Pradesh, and Assam. The evaluation study encompassed field trips, designing questionnaires and data collection instruments; interactions with beneficiaries, validation, and analysis of the scheme's overall functioning. The survey was conducted impartially as MDI Gurgaon approached the beneficiaries independently and not through the PIA's. The study also included an extensive analysis of secondary data and stakeholder perception data.

#### 9.2. Strategic Fit of the “USTTAD” Scheme vis-à-vis Objectives of This Study

The key objectives of the “USTTAD” scheme and their linkage with the objectives of this study has been discussed in the following section:

##### 9.2.1. Scheme performance analysis

The scheme's stated objectives and outcome analysis based on the impact and evaluation study of the USTTAD Scheme from 2016-17 to 2018-19 are briefly summarized in the following section.

#### **(RO1) To understand the status of the scheme performance in the country on key intended outputs and outcomes**

To understand the status of the scheme's performance, data was collected from the beneficiaries of the nine Indian states from the year 2016-17 to 2018-19. Scheme performance on key are covered in section 6.5 of this report. Output-outcome of key performance indicators are summarized below.

- **Skillset before and after attending the Training:** Most respondents reported improved skill set after undergoing training under the USTTAD scheme. It was observed that before joining the scheme respondents either did not have any knowledge of skill (66%) or had a basic knowledge of skill (34%). But after receiving training under the “USTTAD” scheme, respondents' skills improved (22%) or they became professional (20%), and (48%) learned the work. Thus the scheme has been beneficial in enhancing the skill set. The assessment of improvement in skill-set has to be developed and conducted from the perspective of the master trainer. A practical exam may be conducted for the same. Appropriate indicators may be developed for each skill in consultation with the master trainer.
- **Work Experience Before and After:** Majority of the respondents did not have any job experience (99%) before joining the scheme. But After receiving the training through the “USTTAD” Scheme, respondents with no experience reduced to 28%. Therefore, it may be interpreted that the scheme has helped in getting jobs and has positively impacted the beneficiaries.
- **Impact of Training on Type of Work:** The nature of job is seen to change and there has been a positive impact of training on this parameter. The respondents who were either studying (20%) or were doing nothing (74%) after the USTTAD training programme became skilled (31%) or Embroidery/Zari workers (24%).
- **Impact of Training on Salary:** The Scheme is seen to have a positive impact on the salary of the beneficiaries. Most of the respondents (90%) were not earning anything, but after undergoing the training through the “USTTAD” Scheme, almost 69% of the respondent started to get a salary.
- **Satisfaction/ Effectiveness: Living Standard (does it fulfill the livelihood requirement of the Family):** Approximately, 85% of the respondents reported satisfaction with the enhancements of the living standard of the family. Satisfaction was observed slightly low from the respondents of Chandigarh and Haryana.
- **Satisfaction with Quality of the Training Programme:** Overall, 70% of the respondents expressed satisfaction with the quality of the training programme, while 28% were neutral. more number of respondents from Chandigarh (11%) reported dissatisfaction with the quality of the training programme
- **Satisfaction/ Effectiveness: Increase in Income After Training:** Majority (86%) of the respondents were satisfied with the rise in income after the training programme.
- **Placement through USTTAD Scheme:** Majority (61%) of the respondents were helped by the PIAs for getting employments, either through placement (38%) or self-employment (23%). Most of the placements helped through PIAs were in Private sector. While most of

the respondents (55%) were continuously getting income, only 33% of the overall beneficiaries got placements in the organized sector (where workers were given salary slips).

- The scheme encourages the beneficiaries for self-employment. Nature of job or trade opted for self-employment was Zari/embroidery work (24%), Durrin making (21%), Handloom work (31%), and Saree craft (17%), as shown in Table 6.7. State-wise most of the beneficiaries from Haryana (100%) were in Durrin making, Madhya Pradesh (58%) in Handloom work, Jharkhand (100%) in Zari/embroidery, as self-employed for Durrin Making.
- The beneficiaries were asked if the training had been helpful in enhancing the business. Majority (66%) of the beneficiaries felt that the training has been effective in terms of enhancing their business.

**(RO2) To identify the key bottlenecks/issues & challenges in the implementation mechanisms (governance mechanisms, awareness generation, stakeholder engagement & their roles & responsibilities, process & resource flow, capacities) of various development schemes.**

To identify the key bottlenecks/issues & challenges in the implementation mechanisms faced by the PIAs, data was collected from the PIAs of the nine Indian states from the year 2016-17 to 2018-19. Key bottlenecks/issues & challenges faced by the PIAs and subsequent suggestions are covered in section 8.11 and 8.12 of this report. Key bottlenecks/issues & challenges faced by the PIAs are summarized below.

- **Awareness and Mobilization:** PIAs use channels like Newspaper (75%), Pamphlet /Poster /Banner (90%), Religious leader and Panchayat (90%). The awareness camps by government for USTAAD Scheme are low and more camps may be set up. The use of Mobile SMS (65%) is good and can also be improved to spread awareness of the scheme.
- At the time of mobilization, PIAs organize awareness camps with the help of Sarpanches. Due to a lack of knowledge in the families, the PIA's face problems. Creating awareness is a big challenge as the literacy rate is low, but the PIA's achieve it through mobilizers who visit workshops of traditional arts & crafts and counsel the beneficiaries that if the women in their households are certified, it will lead to more income and improve the livelihood & income for the family
- **Special effort made for selection of Traditional Trades:** The team works continuously with the academic team comprising of master trainers towards the up-gradation of skill sets. The skills gap analysis, market demand and the need of the community are also done in

order to identify new traditional courses and suit the changing demand of the market. Data is collected from primary and secondary sources for identification of new traditional trades.

- **Mechanism / criteria for selection of Trainer's/ Teachers:** Up to 85% of the PIA's reported that they had mechanism for the selection of Teachers / Trainers. The criteria included state/ National recognition awards. At least 55% of the PIA's reported that the master craftsperson(s) engaged is/are Shipguru/ National awardee/ State awardee. Master Craftsperson is engaged who specializes in the field of traditional trade, moreover selection criteria include having a one year diploma in the related field or being employed for at least five years in the related field. Some PIA's shared taking graduates from national institute of fashion technology (NIFT)
- **Suggestions for Improvement in Staff Performance:** Majority (88%) found staff cooperative and everything was good or had no suggestions. Some of the respondent (12%) felt that the staff could cooperate more and be more friendly.

**(RO3) To assess the quality of assets created/services provided under the scheme and to see how far these assets/services benefitted the end beneficiaries.**

The growth in PIAs due to the Scheme in terms of Assets created or increased. Information collected from the target PIAs. Except the Hostel capacity and course module, more than 90% of the PIAs have created or increased the assets in term in term of (i) Building infrastructure, (ii) classroom facilities, (iii) lab facilities, (iv) Toilets, (v) Number of trainee and training center, (vi) Placement collaborations, etc.,

**(RO4) Assess the scheme on various cross-sectional themes like (a) accountability and transparency, (b) direct/indirect employment generation, (c) gender mainstreaming, (d) use of IT/Technology in driving efficiency, (e) stakeholder & beneficiary behavioral change, (f) Research and Development (g) Unlocking Synergies (h) Reforms & Regulations and (i) impact on and role of private sector, community and civil society in the scheme.**

- **Special efforts made by PIA for Selection of Women:** The overall insights across the states covered as part of the survey include
  - Visiting households, counseling the candidate and her parents, explaining the benefits of learning the skills to have a livelihood and social status thereof. In most cases, the parents are encouraged to visit the training institute and see their facilities. This creates trust in the community. Besides, safety aspects for women are also ensured during the training program.



- First approached the head of the community/ Sarpanch and shared all the scheme-related benefits with them. After their consent, PIAs provided the scheme related information to the women and convinced them to be part of USTAAD training.
- Providing Time flexibility to women. Scheduled training during afternoon hours for them to attend training freely.
- Courses being chosen specially designed for women & those courses which are women-centric,
- Target marginal, BPL family alternatively abled.
- Door to door special survey conducted by the organization with the support of a women's surveyor to identify the women trainees.
- Minority female staff has been appointed for the counseling of trainee
- Door to door survey was conducted by the women field surveyor of the organization to identify the women trainees.
- Took help of local social workers, elected representatives of the people, religious leaders
- **Engagement of Knowledge Partners:** Upto 40 % of the PIA's reported taking inputs from knowledge partners such as National Institute of Design (NID), Ahmedabad, National Institute of Fashion Technology (NIFT), New Delhi, and Indian Institute of Packaging, Mumbai. Apart there are other knowledge partners, PIAs take inputs.
- **Computerized database of beneficiaries for the USTTAD Scheme:** Almost all PIAs have a computerized system to maintain the database of beneficiaries and trainers. PIAs also share the data whenever required by the ministry. Some of them have DBMS (database management system) and PFMS (Public fund management systems) for maintaining the database and the distribution of scholarships, respectively. Some other PIAs also have computerized database biometric attendance of trainers and trainees. Computerized database of the beneficiaries are also maintained on USTTAD Portal of Ministry of Minority Affairs, Govt. of India

**(RO5)To identify and highlight any scalable best practices and homegrown innovations, if any, used and create case studies out of them to disseminate it for replication in other schemes/programmes**

- Almost 90% of the target PIAs maintains documents for such activities. Only 10% of target PIAs did not maintain, thus such PIAs may be encouraged to documents such activities in future. 75% of the target PIAs reported the usage of the case studies so developed as a course material.

### **Examples of Dissemination of Case Studies**

- Copies of case studies are provided to the beneficiaries
- Hanging Lamp Set, Wall Lamp Set
- Display of case studies on Notice Board and Conducting alumni meet.
- Videos made on success stories of beneficiaries
- Sample Note Book
- Excellent design bedsheet set showcased to the beneficiaries from other centers
- We identified the practices regarding natural dyeing/vegetable dyeing of yarn and shared with them

### **(RO6) Challenges in the implementation of the Scheme Hamari dharohar (based on case study)**

- According to the PIAs, interaction and co-ordination with the stakeholders took time. In some cases, between the proposal submission and sanction of the project, it took almost 2.5 years. Such long delay in the sanctioning of the project sends very negative signal to the initiator.
- Time duration between the sanctioning of the project and inception of the work is insufficient. Finding the expert curators, conservers and preservers takes time. In certain cases they are not immediately available to work on the project.
- The PIAs reported issues and delays in getting responses from the Ministry. In the absence of a dedicated PMU, the emails and phone calls of the PIAs are not responded to. The queries of the PIAs remain unanswered in the middle of the project.
- Due to Covid situation, certain delays are happening in the curating work owing to physical distancing being maintained and limited public transport availability for the conservers and preservers.

### **(RO7) The Hamari Dharohar Scheme merger as a component of the USTTAD Scheme is being proposed, and this aspect may also be examined in the study.**

The overall perspective that emerged from the discussions with the PIA's and beneficiaries is that the two schemes should be allowed to merge as both are about preserving the Traditional Arts, crafts and culture. It is suggested that the scheme may have two arms in terms of Training and Development.

The USTTAD scheme is about promoting the traditional skills, arts & crafts through training by master craftsman/ artisan. The focus is on capacity building and establishing linkages of traditional skills with the global market.

The Hamari Darohar Scheme is about curating, preserving literature, monuments, research and development etc.

We should be engaging the knowledge partners in both the Schemes. Presently, it is observed that the knowledge partners are not even aware of Hamari Darohar Scheme while they are working on USTTAD Scheme since its inception. The responsibility of knowledge partners is to identify/select, document, and formulate curriculum for training in Traditional Trades. Merging the two schemes will help build awareness and we can also plan to engage the students and research scholars in R&D initiatives which fall under the umbrella of Hamari Darohar Scheme. It is suggested that at the time of skill training under the USTTAD scheme some exposure be given on the historic relevance and importance of the Art and Craft which should be a part of the curriculum designed by knowledge partners.

Apart, more PIA's suggested the merger of the two schemes, and we would specifically like to share below on of the feedbacks:

*"Hamari dharohar scheme should be merged with the USTTAD scheme because all the traditional Arts/crafts are our Endowments /Hamari Darohar. It will be beneficial for the development of traditional Arts/Crafts related to artisans also."*

Based on our understanding developed during the evaluation of the two schemes, it is suggested that all the objectives of the Hamari Dharohar Scheme be retained in planning the merger with USTTAD Scheme.

**(RO8) Impact on artisans 'livelihood after participation in Hunar Haat'**

- Most respondents agreed that exhibition had helped them in development of customer/market for products in future (66%), better understanding of customer demand (65%).
- Besides sales revenue, the participation in the exhibition helped in the Development of product, a better understanding of customer demand, development of Customer/Market for the product in the future, feedback of customers related to product help to improve the products.
- **Hunar Haat-New Delhi: Feedback**
  - Artisan are getting encouragement with respect to their skills and were happy.
  - Artisans felt that they are getting new identity through their work
  - Happy with the programme theme of "vocal for local"
  - The participants expressed satisfaction with the space at the venue.
  - Artisans felt that customer's money would be saved more as no middle man is involved while selling at Hunar Haat as they made the products and sold them directly to the customers.

- Artisans felt that they got to know about the thoughts of people and whether they liked or disliked their handicraft which helped them to develop the product further.

**(RO9) PIA support for the SHG formation and linkage**

- PIAs, after training the artisans, help in the formation of SHG groups. These groups are trained for keeping a bank account, production, marketing, and mutual shareholding. The PIAs helped in linking them to the nationalized bank. PIAs Encouraged the SHG groups to go for Savings, Opening of Bank Accounts, and Inter-loaning among group members.
- At least 60% of the PIAs confirmed providing support to the beneficiaries in getting a bank loan. PIAs request banks to provide loans to the eligible beneficiaries. PIAs also assist beneficiaries in paperwork to get the loan (if needed) and assist in preparing business plans, training, and documentation for beneficiaries/SHG

**9.3. Overall Suggestions and Recommendations**

- On scheme performance analysis, most beneficiaries of USTTAD scheme expressed satisfaction with parameters such as improvement in skill, type of work, enhancement of income etc. The beneficiaries were also largely satisfied with the quality of the training programme, improvement in living standard
- More awareness of the Scheme may be done. The use of social media and mobile may be encouraged to increase awareness about the scheme amongst the potential beneficiaries.
- Special efforts should be made to enhance the effectiveness and relevance, build capacity of the master craftsmen/artisans of the said art/craft.
- States which reported low effectiveness/quality of the scheme implementation such as Haryana and Chandigarh need to be investigated in more detail.
- In the delivery of courses, attention may be given to the use of audio/ video tools and use of local language trainers where possible.
- The participation of artisans in Hunar Haat helps in the development of product, a better understanding of customer demand, and development of customer/market for the product in the future. Artisans felt that they are getting new identity through their work Preference may be given to artisans who have under gone the USTTAD programme for Hunar Haat.
- Sensitizing the beneficiaries on the history, ideology and relevance of a craft, introducing them to the big picture is important. This would lead to an artisan ecosystem which is sensitized. This would also make the customers more respectful towards the craft.

- The sensitization of artisans through training should include both education of the traditional trade (craft management/ design development) and business aspects/ entrepreneurship. The workshops may include aspects related to skill enhancement, product development, market linkage and design.
- Apart, training on basic IT skills such as creating an e-mail address, Zoom training and initial training on e-commerce may be given.
- The focus of the scheme needs to be on the sustenance of the craft. This requires formation of SHG's and community initiatives which go beyond training by the PIAs and provide backward linkages for execution of an order obtained through market linkages/ e-commerce etc.
- The Knowledge Partners should give designs for execution, integrate expert designers with artisans and help in co-creating products. Therefore, the two should act as partners in product development. They should give design input/value addition etc (if required) and provide support to establish effective market linkages
- The knowledge partners should help in setting standards of the art/craft, proper documentation on the art/craft and popularize it. We can preserve traditional arts/craft by mixing the traditional with modern ideas and providing employment under the same traditional craft.
- The PIAs should help in SHG formation among beneficiaries and link them to banks and enable them to go for savings, open bank accounts, and encourage inter-loaning amongst group members.
- The private sector, through the industries, workshops, etc. can come together and provide the market support to the trainees in the production of products
- Ministry should facilitate a formal platform to the knowledge partners and PIAs for sharing of best practices. The role of PMU in the Ministry is therefore important as it will help in coordination and reduce delays.
- The PMU can help in identification of pockets with concentration of skilled/semi-skilled workers for traditional crafts.
- The PMU can help in retailing such products through market linkages. It is not advisable to develop the artisans as sellers as they should be allowed to just focus on their craft where more time and attention is required. Therefore, the visits to Hunar Haat exhibitions, displays, exposure trips may be organized with the intent of craft/ product development.
- It is suggested that a website which displays all the initiatives under USTTAD and Hamari Darohar be designed under the PMU. PMU should be in the know of the issues of all the

clusters. The website can give categorization of PIAs trade wise. It can include the SHG details by clusters. It can also include detailed guidelines for the PIAs, Knowledge partners and beneficiaries have not been provided

- Though monitoring and assessment of the scheme is an integral aspect of the scheme, it was found that indicators have yet not been defined to assess the success of learning measures implemented till date. A periodic review should be ensured to improve the quality of the training program.
- Most respondents agreed that participation in Hunar Haat had helped them in development of customer/market for products in future and better understanding of customer demand. More such opportunities may be provided.
- A database of minority community linked monuments and heritage sites be created by the Ministry. Apart, region-wise empanelment of heritage custodians, conservers and preservers should be taken up.
- A baseline survey in terms of skills gap analysis, market demand assessment and the need of the minority community be done periodically in order to strengthen the programme, identify new traditional courses and suit the changing demand of the market.
- The baseline survey may cover traditional trades by state, city/minority community or demographic data such as age, gender etc, information regarding the SHG's and the traditional trades they are engaged in and potential future requirements
- Awards should be introduced for national level heritage custodians, conservers and preservers.
- The overall perspective that emerged from the study is that the USTTAD and Hamari Darohar Schemes should be allowed to merge. The detailed justification has been given in the report.

#### **9.4. Conclusion**

The study has evaluated the nine Indian states' performance by a systematic study of 446 beneficiaries of USTTAD, 52 beneficiaries of Hunar Haat, and 20 PIAs as per the sample suggested by MoMA, Government of India, New Delhi. All the objectives as per ToR have been studied in detail, and the findings have been discussed in this chapter. The recommendations for the improvement of the scheme across the Indian states have also been shared. It is felt that the scheme has immense potential to benefit all categories of the minorities' population if administered properly. It is expected that the findings shared in the study shall help to improve the performance of the scheme across the Indian states

## BIBLIOGRAPHY

1. Ashraf, T. (Co-Ed.) (2017). From print to electronic: managing libraries in the neo information environment. New Delhi: Synergy Books Pvt Ltd. Axelrod, Paul. "Myth and Identity in the Indian Zoroastrian Community." *Mithraic Studies III*, (1980): 150-65
2. Asian Development Bank. Results Framework. <http://www.adb.org/Documents/Policies/ADB-Results-Framework/r166-08.pdf>
3. Bhattacharyya D.K., 2003. Research Methodology, Excel Books, New Delhi.
4. Blair, S & Bloom, J 2007, 'Islamic Ornament', in Markus Hattstein & Peter Delius (eds.), *Islam: Art and Architecture*, H F Ullmann Publishing, USA.
5. Bloom, J & Blair, S 2009, *The Grove Encyclopaedia of Islamic Art & Architecture*, Oxford University Press, Oxford, p. 68.
6. Boyce, Mary. *Zoroastrians, Their Religious Beliefs and Practices*. London & New York: Routledge and Kegan Paul, 1979.
7. Breeding, Marshall. "Preserving Digital Information." *Information Today* 19:5 (2002).
8. Cain, Mark. "Managing Technology: Being a Library of Record in a Digital Age", *Journal of Academic Librarianship* 29:6 (2003).
9. Dilip C. Naik. *Internet Standards and Protocols*. New Delhi : PHI, 2001.
10. Gae Rustom S., "Causes and Effects of Decline in Parsi Population." In *Parsi Fiction*, Vol.1 edited by Navy Kapadia, Jaydipsinh Dodiya, R. K. Dhawan, 66-72, New Delhi: Prestige Books, 2001.
11. Gertz, Janet. "Selection for Preservation in the Digital Age." *Library Resources & Technical Services*. 44(2) (2000):97-104.
12. Grube, Ernst J. 1978. *Architecture of the Islamic World: Its History and Social Meaning*. Edited by George Michael. London: Thames and Hudson.
13. *Handmade in India*, 2004. World Bank Report.
14. ICOMOS Japan. 2014. "Nara + 20: On Heritage Practices, Cultural Values, and the Concept of Authenticity." [http://www.japan-icomos.org/pdf/nara20\\_final\\_eng.pdf](http://www.japan-icomos.org/pdf/nara20_final_eng.pdf).
15. Jones, Dalu 1995, 'Surface, Pattern and Light', in G Michell & J Ernst (eds.), *Architecture of the Islamic World: Its History and Social Meaning*, Thames and Hudson, London, pp. 170-172
16. Khan, M. N., (2018). Contribution of Dairatul Maarif al-Osmania in publishing important Arabic Manuscripts in Two-day International Conference on Dairatul Maarif Achievements and Expectations, Dairatul Maarifil Osmania, Osmania University, Hyderabad , 24 & 25 March,2018.

17. Knowledge Management in the Public Sector: A Blueprint for Innovation in Government (Hardcover) by David E. McNabb Publisher: M.E. Sharpe (October 31, 2006) ISBN-10: 0765617277 , ISBN-13: 978-0765617279
18. Mahdy, Hossam. 2015. "Proposed Arabic-Islamic Contributions to the Theory of Conservation for Cultural Heritage." In *Proceedings of ICOMOS Symposium on Heritage and Landscape as Human Values, 9 to 14 November 2014, Florence*, edited by Maurizio Di Stefano, 609–13. Charenton-le-Pont, France: ICOMOS; Naples, Italy: Edizioni scientifiche italiane.
19. Mason, Randall. 2002. "Assessing Values in Conservation Planning: Methodological Issues and Choices." In *Assessing the Values of Cultural Heritage: Research Report*, edited by Marta de la Torre, 5–30. Los Angeles: Getty Conservation Institute. Accessed March 11, 2017. [http://hdl.handle.net/10020/gci\\_pubs/values\\_cultural\\_heritage](http://hdl.handle.net/10020/gci_pubs/values_cultural_heritage).
20. Ministry of Home Affairs, 2011. Census of India: 2011. Delhi: India.
21. MDI Gurgaon, 2020. Various rounds of Focussed group Discussions with USTTAD and Hamari Dharohar schemes' stakeholders including PIAs, Beneficiaries, Trainers/Designers, Employers and Knowledge Partners from all across the country.
22. Online Focus Group Discussions. 2020. MDI and Knowledge partners of USTTAD.
23. Output Outcome Framework, 2019-20. For major central sector and Centrally Sponsored Schemes. Available at: <http://mohua.gov.in/upload/uploadfiles/files/output%20outcome%20frame%20work%202019-2020.pdf>. Accessed on 07-07-2020.
24. Pandey, Piyush & Sil, Saikat & Raha, Sayantan & Akram, Selim & Badpalli, Nidhi & Sharma, Shivani. (2020). Ahmedabad Craft Cluster Documentation(1). 10.13140/RG.2.2.29814.75848.
25. Report of Government of India, Planning Commission, 2012. Creating a Vibrant Entrepreneurial Ecosystem in India. New Delhi.
26. Rustagi, P., Kumar, A. et. al., 2008. Report on Socio economic status of the Notified Minority communities (Other than Muslims) Submitted to: National Commission for Minorities, Institute for Human Development, New Delhi.
27. Said, Edward. 2000. "Arabs, Islam and the Dogmas of the West." In *Orientalism: A Reader*, edited by A. L. Macfie, 104–7. Cairo: American University in Cairo.
28. Smith, Stacie Nicole. 2016. "Consensus Building for Cultural Heritage Place Management." In *Consensus Building, Negotiation, and Conflict Resolution for Heritage Place Management*, edited by David Myers, Stacie Nicole Smith, and Gail Ostergren, 24–61. Los Angeles: Getty Conservation Institute. [http://www.getty.edu/conservation/publications/resources/pdf\\_publications/consensus\\_building.html](http://www.getty.edu/conservation/publications/resources/pdf_publications/consensus_building.html).



29. Stovel, Herb. 2004. "Authenticity in Conservation Decision-Making: The World Heritage Perspective." In "Conservation and Cultural Heritage," special issue, *Journal of Research in Architecture and Planning* 3:1–8.
30. Sun Microsystems. 2000. The Digital Library Toolkit, 2nd Ed. USA.
31. Teper, Thomas H. "Where Next? Long-Term Considerations for Digital Initiatives." *Kentucky Libraries* 65(2)(2001):12-18.
32. The Zoroastrian Association of Metropolitan Washington Jashan. "Getting to Know Parsi Zoroastrians." In *Parsi Fiction*, edited by Navy Kapadia, Jaydipsinh Dodiya and R. K. Dhawan, 22-35. New Delhi: Prestige Books, 2001.
33. UNESCO [United Nations Education, Scientific, and Cultural Organization]. 2005. *Operational Guidelines for the Implementation of the World Heritage Convention*. Paris: UNESCO World Heritage Centre.
34. United Nations, 2015a. The World Population Prospects: The 2015 Revisions. New York: Population Division.
35. United Nations. 2015b. Transforming our World: the 2030 Agenda for Sustainable Development. Report No. A/RES/70/1, New York: United Nations General Assembly.
36. Zaehner, R. C., 1975. The Dawn and Twilight of Zoroastrianism. London: Weidenfeld and Nicholson.

# ANNEXURE-I

## Name of the PIA's covered

SN	Name of PIA	State	Date of establishment	Years of experience in training & placement
1	Datapro Computers Private Limited	Andhra Pradesh	19.07.1990	30 years
2	Gayathri Educational Society	Andhra Pradesh	20.03.2001	6 years
3	G&G Skills Developers Private Limited	Haryana	09.08.2011	9 years
4	Learnet Skills Limited (Formerly IL&FS Skills Development Corporation Ltd)	Uttar Pradesh	28.01.2011	9 years
5	Mass Infotech Society	Haryana	21.03.2002	18 years
6	Technowell Software Solutions Pvt. Ltd.	Chhattisgarh	28.04.2008	4 years
7	One Humanity Care	Andhra Pradesh	03.12.1998	1 year
8	Janhit Sewa Sansthan	Uttar Pradesh	01.05.1992	24 years
9	Antarrastriya Pariwar Sewa Sansthan	Uttar Pradesh	28.09.2001	15 years
10	Rural Women Upliftment Association Of Assam	Assam	21.12.1992	26 years
11	Jankalyan Morigaon	Assam	05.09.1977	17 years
12	Sankar Madhab Kristi Bikash Kendra	Assam	30.12.1990	16 years
13	Matribhoomi Vikas Parishad	Uttar Pradesh	30.06.1987	30 years
14	Mahila Mondal Barman Agra	Rajasthan	25.01.1987	20 years
15	Srijan Sansthan Bharatpur	Rajasthan	31.12.2002	16 years
16	Saraigany Gramodyog Sansthan	Uttar Pradesh	20.01.1990	15 years
17	Shri Krishna Gramudyog Samiti	Madhya Pradesh	26.03.1997	15 years
18	Jan Jagran Shiksha Sewa Sansthan	Uttar Pradesh	31.01.1996	24 years
19	Bharat Mata Welfare Foundation	Uttar Pradesh	20.05.2003	12 years
20	Manav Vikas Evam Sewa Sansthan	Uttar Pradesh	18.12.1987	6 years

**Discussion Guide for Knowledge Partners  
USTTAD Scheme, Ministry of Minority Affairs**

**Discussion items:**

1. To understand the status of the USTTAD scheme performance in the country on key intended outputs and outcomes.
2. Is the USTTAD scheme leading to enhancement of livelihoods of the targeted minority youth/ artisans/ craft persons
3. Identification of problems/roadblocks in the implementation of the USTTAD programme and suggestions to address them.
4. Opinion on The PIAs and skill training centers of USTTAD as agents of change
5. Details of engagement and involvement activities by the Knowledge partners in the USTTAD scheme
6. What is the process you follow to develop the course curriculum of product development and Design Workshops for the potential crafts persons and trainees? Please elaborate on the support activities and your association with the USTTAD and Hamari Darohar Programme
7. Do you associate with the product range development and providing linkages with e-marketing portals, providing platforms for selling developed products by these artisans. Please share the process you follow. Also please elaborate if the current level of linkages are adequate
8. Do you think preservation of traditional ancestral arts/crafts of minority is possible by USTTAD scheme? Please comment on the gaps and the current progress of the scheme.
9. Suggestion on community involvement towards the implementation of the USTTAD scheme
10. Suggestion of knowledge partners on:
  - a. Direct/indirect employment generation of beneficiaries
  - b. Gender mainstreaming
  - c. Research and development
  - d. Reforms and regulations
11. Discussion on the level of sufficiency :
  - a. Role of Sector Skill Councils and Knowledge partners
  - b. Identification of traditional trade curriculum
  - c. Quality of training being delivered

- d. Number of USTTAD centers in the country
  - e. Number of trainees allocated each year to the training partners
  - f. Placement and post-placement support to the beneficiaries
  - g. Monitoring of the scheme: Are the indicators used sufficient and adequate to evaluate the impact of the program?
12. The input use efficiency of the scheme, i.e., planned IEC activities for stakeholders and beneficiaries, institutional mechanism, fund flow (adequacy & timeliness) & utilization through public expenditure tracking, policy guidelines, and human resources allocated for the implementation of the schemes at central, state, district, block, and village, mechanisms to identify and reward best practices within the scheme design as well as M&E systems.
13. Key bottlenecks/issues & challenges in the implementation mechanisms of USTTAD scheme (governance mechanisms, awareness generation, stakeholder engagement & their roles & responsibilities, process & resource flow, capacities)
14. Suggestions for the improvement of the scheme

### Evaluation Study of USTTAD Scheme-Beneficiary Questionnaire

Ministry of Minority Affairs, Govt. of India has awarded above mentioned project to MDI Gurgaon. The study requires feedback from beneficiaries with a view to assess and improve working of the USTTAD scheme. You are requested to answer the following questions to the best of your knowledge. *(The information will be kept confidential and will be used as input to the evaluation study)*

#### SECTION-I: DEMOGRAPHICS/ BENEFICIARY PROFILE

<b>1. Name</b>					
<b>2. Trade ID Type and Number</b>		<b>3. PAN Number or Aadhar number</b>			
<b>4. Traditional Trade Name</b>					
<b>5. Reason for selecting the above Traditional Trade? (Tick all applicable)</b>					
a. Better Payment   b. Prior experience/ education   c. family background   d. Convenience   e. Any other (Pl specify..)					
<b>6. Date of Application</b> (DD/MM/YYYY)			<b>7. Date of Admission</b> (DD/MM/YYYY)		
<b>8. Date of Assessment</b>			<b>9. Duration of course</b>		
<b>10. Certificate Received</b>	<b>Yes=1; No=2</b>		<b>11. Type of certification</b>	<b>Certificate=1; Diploma=2</b>	
<b>12. Gender</b>	Male	Female	Others	<b>13. Age (in years)</b>	
<b>14. Marital Status</b>	Married	unmarried	Others	<b>15. Are you physically disabled?</b>	<b>YES=1; NO=2</b>
<b>16. Educational Qualifications</b>	5 <sup>th</sup> Pass	8 <sup>th</sup> pass	10 <sup>th</sup> pass	12 <sup>th</sup> pass	Graduate and above
<b>17. Caste</b>	OBC	SC	ST	General	Others

<b>18. Minority Category</b>	Muslim 1	Christian 2	Buddhist 3	Sikh 4	Jain 5	Parsis 6	Others 7
<b>19. CONTACT DETAILS OF THE BENEFICIARY:</b>							
<b>a. Location</b>	Rural=1	Urban=2	<b>b. Phone (Mobile)</b>				
<b>c. Email</b>							
<b>d. Village/City/Taluka</b>		<b>e. District</b>		<b>f. State</b>			
<b>20. CONTACT DETAILS OF PIA</b>							
<b>a. Name of PIA where training course attended</b>							
<b>b. State:</b>			<b>c. District:</b>				
<b>d. Is the District a Minority Concentrated District (MCD)? Yes/ No?</b>							
21. <b>A.</b> Have you attended any other similar skill Training course by Central / State Government earlier? Yes=1; No=2 21. <b>B.</b> If Yes, Pl specify...)							
<b>22. Do you have BPL card? Yes=1; No=2</b>							

## SECTION-II: AWARENESS

1. What has been the source of information for the USTTAD Scheme? **TICK ALL APPLICABLE**

S. No	SOURCE OF INFORMATION	YES	NO
a	Newspaper	1	2
b	Pamphlet /Poster / Banner	1	2
c	Folk / Traditional Media	1	2
d	Religious leader and Panchayat	1	2
e	Auto-rickshaw announcement	1	2
f	TV/radio	1	2
g	Internet	1	2
h	Awareness Camp by Government Agencies	1	2
j	Mobile SMS	1	2
k	Word of Mouth	1	2
l	Any of Other (Pl specify...)		

## SECTION-III: SCHEME PERFORMANCE ANALYSIS (RELEVANCE/ EFFECTIVENESS)

1. Why did you join USTTAD Scheme? **TICK ALL APPLICABLE**

	REASONS	YES	NO
a	Adopt a particular Trade	1	2
b	Up gradation of Skill	1	2
c	Improvement in Salary	1	2
d	Improved quality of self and family	1	2
d	Any Other (PI Specify...)		

**2. What was your challenge in joining the USTTAD Scheme? TICK ALL APPLICABLE**

	REASONS	YES	NO
a	Lack of Awareness	1	2
b	Selection process for adopting for training by PIA was difficult	1	2
c	Location	1	2
d	Any Other (PI Specify...)		

**Please answer the Questions below (3-12) ONLY IF YOU HAVE FINISHED Training ELSE MOVE DIRECTLY TO SECTION IV**

**3. Please provide the following information:**

S.No	PARAMETERS	BEFORE JOINING the Scheme	AFTER TRAINING the Scheme
a	Skill set		
b	Work Experience (in Months)		
c	Type of Work		
d	Salary		

**4. Satisfaction/ Effectiveness: What has been your satisfaction level on the following parameters after the training (on a scale of 5: where '1' is Not at all Satisfied and '5' is most satisfied)**

		Not at all Satisfied.....Most Satisfied				
a	Quality of Training Programme	1	2	3	4	5
b	Living Standard (does it fulfil the livelihood requirement of the family)	1	2	3	4	5
c	Increase in income after training	1	2	3	4	5

**5. Placement:** Have you got the employment after placement assistance from PIA (1. YES, 2. NO)

**6. If yes above, indicate employed in (1. Private, 2. Govt)**

**7. Is the income continuous or occasional (1. Continuous 2. Occasional)**

**8. Employed in**

Organized (with salary slip)	Unorganized (without salary slip)
1	2

**9. Has the training been helpful in getting you the employment (1. YES, 2. NO)**

**10. Self Employed, (1. YES, 2. NO)**

**11. If Yes, PI specify Trade\_\_\_\_\_**

**12. Has the training been helpful in enhancing your income (1. YES, 2. NO)**

SECTION-IV: FEEDBACK SECTION			
1. FEEDBACK ON TEACHERS/ TRAINERS		Yes	No
a	Is the capability of the teachers involved in skills training sufficient?	1	2
b	Are the number of teachers/ trainer adequate?		
c	Local Language trainers are available	1	2
d	Is counseling facility (for placement/ Self Employment) available in the institute, for getting placement or self-employment?	1	2
2. FEEDBACK ABOUT CONDUCT OF TRAINING		Yes	No
a	Audio/Video presentation material was used	1	2
b	Are the training sessions being interactive? (involving, enjoyable etc)	1	2
c	Number of Practical Sessions was enough	1	2
3. FEEDBACK ON STAFF		Yes	No
a	The communication skills-way of speaking/ understanding is good	1	2
b	The staff is able to understand the USTTAD scheme	1	2
c	The staff is capable of guiding on USTTAD Scheme	1	2
4. FEEDBACK ON INFRASTRUCTURE		Yes	No
a	Building infrastructure is adequate-no of rooms etc	1	2
b	The rooms had adequate lights	1	2
c	Furniture is adequate	1	2
e	Drinking Water	1	2
f	Separate toilets for girls and boys	1	2
g	Canteen	1	2
h	Power-backup available	1	2
e	Training Equipment facilities at the institute (pottery equipment, embroidery equipment, music instruments etc) are adequate	1	2
f	Whether the required material for conduct of practical training/work was available (clay etc)	1	2

## 5. Suggestions for Improvement in

- a). Training\_\_\_\_\_
- b). Teachers/ Trainers\_\_\_\_\_
- c). Staff Performance\_\_\_\_\_
- d). Infrastructure\_\_\_\_\_
- e). Training Equipment\_\_\_\_\_

## SECTION-V: FINANCIAL MANAGEMENT AND STIPEND SECTION

1. The stipend was transferred timely into your bank account? (YES=1; NO=2)
2. Did you receive the complete stipend or was it less than the promised amount? (YES=1; NO=2)



3. Number of days to receive the stipend \_\_\_\_\_ days
4. Where do you receive your stipend? Pl specify. (**CASH=1; CHEQUE=2; BANK ACCOUNT=3**)
5. If stipend disbursement delays, what are the reasons thereof

**SECTION-VI: MARKET ASSISTANCE SCHEME (HUNAR HAAT PROGRAMME)**

1. Are you an Artisan (making of handicrafts): **Yes=1; No=2**
2. a. Was there any Marketing Assistance provided by the Government Agencies? **YES=1; NO=2**
3. b. If YES, (TICK AS APPLICABLE)

S.N.	MARKETING ASSISTANCE	Yes=1	No=2
a	Facilitating Exhibitions and Trade Fairs		
b	Khadi and Gram Udyog Outlets	1	2
c	Local Cable Television	1	2
d	Banners/ Pamphlets/ Advertisements	1	2
e	Connecting with traders	1	2
f	Any Other...(Pl specify)		

4. Are you satisfied with the Marketing assistance provided by the Government Agencies?  
**Satisfied=1; Dissatisfied=2 (TICK AS APPROPRIATE)**
5. Is there any Improvement required in the provision of aid/facilities available for marketing?

6. Have you received the TA/DA amount from the PIA under Marketing Assistance scheme? YES=1; NO=2
7. What kind of financial assistance have you received? a. Allotment of Stall, b. TA/DA, c . Both
8. Did you find any difficulty in getting the allotment in the exhibition? YES=1; NO=2
9. If 'Yes' in Question '8' explain the type of difficulty

Difficulty in getting allotment in exhibition		YES	NO
a	Indifferent attitude of Officials	1	2
b	Repeated Visits to office of PIA	1	2
c	Difficulty in providing required documents	1	2
d	Any Others (Please specify)...		

10. Besides sales revenue, how has participation in exhibition helped

Help from participation in exhibition		Yes=1	No=2
a	Development of product	1	2
b	Better understanding of customer demand	1	2
c	Development of Customer/Market for product in future	1	2
d	Others (Pls specify..)		

***Thank you for your valuable time. It will help in achieving the objectives of the project.***

## Evaluation Study of USTTAD Scheme-PIA Questionnaire

Ministry of Minority Affairs, Govt. of India has awarded above mentioned project to MDI Gurgaon. The study requires feedback from PIA's with a view to assess and improve working of the USTTAD scheme. You are requested to answer the following questions to the best of your knowledge. *(The information will be kept confidential and will be used as input to the evaluation study).*

**PLEASE TAKE ATLEAST TWO PICTURES OF PIA FACILITY FOR RECORD**

**PLEASE TAKE A LIST OF ATLEAST 5 EMPLOYERS WITH CONTACT DETAILS AND PHONE NUMBERS**

### SECTION-I: DEMOGRAPHICS

1. Name of the PIA			
2. District where centre is located		3. State where Centre is located	
4. Address (Registered office) with Pin Code			
5. Contact Person with designation			
6. Telephone No.		7. E-mail ID	
8. Date of establishment			
9. Registration No. & Details			
10. Years of experience in training & placement			
11. Number of Trainings Conducted		12. Number of batches conducted in a year	
13. List the Training Programmes conducted at your Institute			

### SECTION-II: AWARENESS/ MOBILIZATION/ SELECTION

1. How did you spread awareness for the Training Programmes

S.No	SOURCE OF INFORMATION	YES	NO
a	Newspaper	1	2
b	Pamphlet /Poster / Banner	1	2
c	Folk / Traditional Media	1	2
d	Religious leader and Panchayat	1	2
e	Auto-rickshaw announcement	1	2
f	TV/radio	1	2
g	Internet	1	2
h	Awareness Camp by Government Agencies	1	2
j	Mobile SMS	1	2
k	Word of Mouth	1	2
l	Any of Other (Pl specify...)		

**2. What special efforts are made by the PIA for the selection of**

a). Women \_\_\_\_\_

b) Identification of new traditional trades \_\_\_\_\_

**3. Please answer the following**

<b>PLEASE ANSWER THE FOLLOWING FOR TRAINEES</b>		<b>YES</b>	<b>NO</b>
a	Do you provide online/offline counselling to the trainee before admission?	1	2
b	Do you use IT systems to manage records of candidates and for documentation?	1	2
c	Do you maintain a database of the trainees who have been trained by your organization in the past?	1	2
<b>PLEASE ANSWER THE FOLLOWING FOR TRAINERS/ TEACHERS</b>			
d	Is there a mechanism / criteria for selection of Trainer's/ Teachers?	1	2
e	Does the criteria include State/ National recognition/Awards?	1	2
f	Whether master craftperson(s) engaged is/are Shipguru/ National awardee/ State awardee?	1	2
g	If yes above, PI specify details		

**4. Is the Training Centre in Minority concentrated Area? (YES=1; NO=2)**

5. How far is the Training Centre from the minority concentrated areas \_\_\_\_\_ Km

**SECTION-III: ENGAGEMENT OF KNOWLEDGE PARTNERS**

**1. In the implementation of the scheme, do you engage external agencies? Please specify...**

	<b>Engagement of knowledge Partners</b>	<b>YES</b>	<b>NO</b>
a	National Institute of Design (NID), Ahmedabad	1	2
b	National Institute of Fashion Technology (NIFT), New Delhi	1	2
c	Indian Institute of Packaging, Mumbai	1	2
e	Any Other (PI Specify...)		
f	Did you get any assistance for the design inputs of craft obtained from NIFT/NID/IIP?	1	2

**SECTION-IV: IDENTIFICATION & SELECTION OF TRADITIONAL ARTS AND CRAFTS**

**1. What are the most common Traditional Arts and Crafts opted by beneficiaries-List top three?**

	<b>Top three Traditional Arts and Crafts</b>	<b>Number of Beneficiaries Enrolled</b>	<b>Number of beneficiaries placed</b>
a			
b			
c			

2. What is the process for **identification** of Traditional Arts and Crafts? (Please focus on your role also)

---

---

3. What is the process for **selection** of Traditional Arts and Crafts? (Please focus on your role also)

---

---

4. How is the Centre accredited and certified? By whom

---

5. What are the stages linked to payments by Ministry of Minority Affairs? Are the payments on time

---

6. How are the Assessments of beneficiaries done? By whom? And when?

---

7. Identify languishing arts/crafts and provide input on how to preserve it?

---

#### SECTION-V: SHG FORMATION/ BANK LINKAGE

1. Do you help in the formation of SHG Groups? Yes=1; No=2  
2. If Yes above, how many SHG's have you formed in the last one year\_\_\_\_\_ and overall \_\_\_\_\_.  
3. If Yes above, what kind of support do you provide in formation of SHG

---

---

4. Do you support the beneficiaries in getting loan from the bank? Yes=1; No=2  
5. If Yes above, what kind of support do you provide in getting the loan

---

---

#### SECTION-VI: PLACEMENT TIE UPS / PLACEMENTS AND TRACKING

1	Please answer the following	
---	-----------------------------	--

a.	Number of trainee enrolled overall	
b	Number of trainee dropped out	
c	Number of trainees who received skill certification	
d	Number of trainee who got the placements	
e	Average placement salary	
f.	Maximum salary obtained through placements	
g.	Minimum salary obtained through placements	

**2. List the reasons for drop-out of trainees from the USTTAD programme?**

	REASONS	YES	NO
a	Poverty/ Low family earning and need to support by working immediately/ Forced to work	1	2
b	Family problems (including health of family members etc)	1	2
c	Self Health Problems	1	2
d	Training Centre is in far distance	1	2
e	Non availability of girls toilet	1	2
f	Migration/ shifted to another place	1	2
g	Take care of brother or sister (sibling)	1	2
h	Early marriage	1	2
j	Any Other (Pl Specify...)		

**6. Reasons for losing the contact with the trainee after the program**

	Reasons for losing contact	YES	NO
a	Frequent mobile number change	1	2
b	Frequent job change	1	2
d	Specify if any other.....		

**SECTION-VII: DOCUMENTATION AND REPORTING**

1. Do you identify and document bestpracticesandhome-growninnovations in the form of case studies YES=1; NO=2
2. Do you disseminate these case studies to beneficiaries/ use them in course material / share them in any form? YES=1; NO=2
3. Can you give an example? \_\_\_\_\_
4. Do you have any system of rewards for beneficiaries/ Trainers? If yes, please tell more about it \_\_\_\_\_
5. Do you face any challenges with respect to documentation and monitoring including reporting to the Ministry of Minority Affairs  
\_\_\_\_\_  
\_\_\_\_\_

**SECTION-VIII: FINANCIAL MANAGEMENT AND STIPEND SECTION**

6. Do you give stipend? (YES=1; NO=2)

7. What is the value of the stipend per month? (PI provide details)  
\_\_\_\_\_
8. If yes, do you face any problem in interaction and fund flow from Ministry of Minority Affairs  
\_\_\_\_\_
9. How do you disburse the stipend? PI specify TICK ALL APPLICABLE(**CASH=1; CHEQUE=2; BANK ACCOUNT=3**)
10. At what stages do you distribute the stipend (during training/ after assessment)\_\_\_\_\_
11. If stipend disbursement delays, what are the reasons thereof  
\_\_\_\_\_

### SECTION-IX: ISSUES AND CHALLENGES

#### 1. Issues and Challenges faced by you in following aspects of the Scheme

a) Awareness Generation

---



---

b) Selection of beneficiaries

---



---

c). In getting Trainers

---



---

d). Placement Tie-Ups

---



---

j). Post Placement Tracking

---



---

k). Capacity of the staff with regard to communications skills and understanding the scheme

---



---

### SECTION-X: SUGGESTIONS FOR IMPROVEMENT

1. Please suggest improvements in the following areas

a) Monitoring System and the indicators used for that

---

b) Placements

---

c) documentation and reporting (and other governance related issues)

---

d) Any other Suggestion for improvement with respect to the Problems specified above and overall improvement in the Scheme

---

#### SECTION-XI: SCHEME RESTRUCTURING AND OVERALL INSIGHTS

1. The objective of the USTTAD Scheme is to **build capacity of master craftsmen / artisans and identification and preservation of traditional Arts/ Crafts.** In your opinion, do you think that the USTTAD Scheme is able to meet these objectives? What more can be done to achieve these objectives.

---

---

---

2. In which year did you associate with the USTTAD Scheme? What has been the growth in number of trainings and overall since the beginning.

---

---

---

3. Is there any role of private sector, community and civil society in the implementation of the Scheme. Pl specify

---

4. Do you maintain a computerized database of beneficiaries for USTTAD Scheme? Do you also share it with the Ministry of Minority Affairs?

---

5. In your opinion, would the merger of Hamari Dharohar Scheme as a component of the USTTAD Scheme be beneficial to the overall objectives of the Scheme, kindly elaborate.

---

- 
6. In your opinion, is there a need to continue the scheme in the existing form or modify, scale up, scale down or close down the Scheme? Kindly elaborate.
- 
- 

## SECTION-XII: ASSETS CREATED/SERVICES PROVIDED UNDER THE SCHEME

1. The asset and service increased in last 3 years		Yes	No	Quantity
a	Building infrastructure is adequate-no of rooms etc	1	2	
b	Furniture is adequate	1	2	
c	Drinking Water	1	2	
d	Toilets	1	2	
e	Canteen	1	2	
f	Lab/Training Equipment facilities at the institute (e.g.: Machinery, Tools & Equipments for entire batch etc )	1	2	
g	Capacity in hostels	1	2	
h	Trainee	1	2	
j	Number of training center	1	2	
k	Placement collaboration	1	2	

2. Turnover/ No of Training Centre's for the last three years across centres

Parameters	2017-2018	2018-2019	2019-2020
Turnover			
Number of Training Centres			

3. Number of states in which you are providing Training \_\_\_\_\_
4. If the number of states/ location is more than one, how do you coordinate and what are the challenges/ important lessons
- 
- 

## SECTION XIII: RELEVANCE WRT OTHER SCHEMES

Comparison of implementation of USTTAD Scheme with the similar schemes of other Ministries / Department/ State run Schemes/ Private Sector/ international multilateral, CSR initiatives. Please give your suggestions for the modification / changes in USTTAD scheme to improve the scheme

- 1a. Besides USTTAD Scheme, are there other schemes for building the capacity of master craftsmen / artisans and identification and preservation of traditional Arts/ Crafts that you are aware of



---

---

1b. How do you compare and what are your suggestions for improvement of USTTAD Scheme keeping in mind the objective of the Scheme

---

---

***Thank you for your valuable time. It will help in achieving the objectives of the project.***