



Handbook for Apprenticeship Advisors



CONTENTS

Abbreviations	4
1. Using this resource	6
1.1 What is this handbook about?	6
1.2 Who has produced this handbook?	6
1.3 How to use this handbook	6
2. Who are Apprenticeship Advisers? What is their role?	7
2.1 Who are Apprenticeship Advisers?	7
2.2 What is the role of Apprenticeship Advisers	7
2.2.1 Preparing to successfully fulfil their role	8
2.2.2 Planning an employment engagement outreach programme	8
2.2.3 Steps to employer engagement – Plan – Do- Check – Act (PDCA) model	9
Annex I: Practical tools for employer engagement	17
Annex II: Employer engagement using the AIDA model	21
Annex III: National Apprenticeship Promotion Scheme (NAPS)	24

ABBREVIATIONS

AAs	Apprenticeship Advisers
BTP	Basic Training Provider
CSR	Corporate Social Responsibility policies
DGT	Directorate General of Training
ITI	Industrial Training Institute
MSDE	Ministry of Skill Development And Entrepreneurship
MES	Modular Employable Skills
NAPS	National Apprenticeship Promotion Scheme
NSDC	National Skill Development Corporation
NSTI	National Skill Training Institutes
PDCA	Plan, Do, Check, Act
PPP	Public Private Partnership
RDSDE	Regional Directorate of Skill Development and Entrepreneurship



Using this resource

1.1 What is this handbook about?

This handbook has been written as a ready reckoner for Apprenticeship Advisers (AAs) to effectively engage with employers in the Apprenticeship system.

Apprenticeship Advisers have the pivotal responsibility of reaching out to the Industry and converting them into active participants of the apprenticeship program. AAs have the prime task of convincing employers of the advantages of the Apprenticeship system and handling any myths and misconceptions that the Industry might have about the system. Their knowledge about the various aspects of the apprenticeship program is the first necessary step, but more importantly, their conviction and preparedness for the task is paramount to make a difference.

This handbook offers brief guidance and tools that will assist Apprenticeship Advisers to interact more efficiently and plan long term employer engagement initiatives. The handbook also includes a concise capsule on the relevant information on the most recent industry friendly apprenticeship promotion scheme - the National Apprenticeship Promotion Scheme (NAPS) launched by the Government and housed in the Ministry of Skill Development and Entrepreneurship (MSDE).

1.2 Who has produced this handbook?

This handbook has been developed as part of the British Council's I-WORK Apprenticeship project. This has been funded by UK Government, in support of the commitments made during the Commonwealth Heads of Government Meeting held in London in 2018.

Acknowledging the benefits of an effective apprenticeship system, the I-WORK project chose to work closely with the stakeholders in the State of Punjab in addition to similar projects in Ghana, Malaysia and South Africa to create an enabling environment for the implementation of the Apprenticeship programme. Several workshops were conducted to understand the opportunities and challenges in establishing a smooth implementation plan in

the State. One of the priority areas for intervention that was clearly brought out was the need for closer interaction with employers and training providers. Apprenticeship Advisers, who are an integral part of the apprenticeship system clearly expressed support in devising an outreach strategy.

This handbook is therefore a result of an urgent need expressed by the Apprenticeship Advisers at the I-Work Workshops and a priority area that emerged post the discussions on the quality benchmarking framework in the state of Punjab.

1.3 How to use this handbook?

The content has been written to act as a 'handbook', with relevant background information as ready reckoner along with tools to help Apprenticeship Advisers develop a successful employer engagement outreach programme. The handbook does not claim in any way to have solved every answer to the gaps in employer engagement within the apprenticeship system, but is a sincere attempt to ease the process of employer engagement and inspire practitioners and employers to establish or strengthen co-operation with employers and the wider community.

Who are Apprenticeship Advisers (AA)? What is their role?

2.1 Who are Apprenticeship Advisers?

Apprenticeship Advisers are State Government officials who are appointed to promote apprenticeship programmes in the country. The Government of India has advised all States to establish Apprentice Cells and appoint Apprenticeship Advisers. States have been given the liberty to define the criteria for the AA.

In the State of Punjab, senior Principals from 20 nodal Industrial Training Institutes have been appointed as Apprenticeship Advisers. The complete list of AAs can be seen at <http://punjabitis.gov.in>. a PPP mode of implementation.

2.2 What is the role of Apprenticeship Advisers

AAs have a crucial role in generating awareness and reaching out to existing industry players and those who have hitherto not participated in the system. To a potential Industry partner, AAs are the face of the apprenticeship system and viewed as a senior representative of the system. Therefore, in order to ensure industry conversion to the apprenticeship system, her/his preparedness has to be of the highest level. AAs have multiple role, a few significant ones are listed below:

Role of Apprenticeship Advisers

They have the responsibility of:

- Establishing and maintaining relations with employers to continually participate in the apprenticeship system
- Disseminating basic information to employers on the existing apprenticeship system and any new upcoming amendments and rules.
- Encouraging employers to either choose a Basic Training Provider or become one (details in Annex III)
- Developing trust and inspire employers to support in update of curriculum and equipment
- Creating Training of Trainer programmes along with industry
- Being a conduit between government and industry to assist in policy reform

In the State of Punjab AAs stand to benefit greatly by engaging with employers as they have a dual responsibility of heading a Training Institute as well. The advantages that could accrue are manifold. Some of them are listed below:

Benefits for Training Institutes and Apprenticeship Advisers

- **Increased interaction between employers and state government** - When training institutes start promoting apprenticeship schemes, there is increased interaction between employers and the institutes, which leads to exchange of ideas
- **Upgraded course curriculum and Trainers** - Once trust is established training institutes can request companies to support in updating course curriculum and Training of Trainer programmes
- **Improved understanding of latest technologies** - Once linkages are strengthened and the trust is established, training institutes are aware of the latest technologies that can be brought into the institutes
- **Reference for newer employers** - If the relationship progresses well then an existing employer can also give a recommendation or vouch on behalf of the training institute while engaging with new employers

2.2.1 Preparing to successfully fulfil their role

As noted earlier, the most important role that an AA has is that of employer engagement. While more often than not, they are comfortable dealing with apprentices but engaging with employers is different as each individual employer is unique. Each potential employer, will have to be catered to according to their business context, willingness to participate in the apprenticeship program and their preparedness for the same. It is therefore necessary to understand the employer/s and the direct benefits to AAs in particular before embarking on any employer engagement initiative. **In order to assist the AAs, an employer engagement outreach programme is outlined below:**

2.2.2 Planning an employer engagement outreach programme

a. Benefits of employer engagement

Employers have been placed at the heart of the programme, they have been accorded

a significant amount of control in designing their apprenticeship programme, selecting training providers and deciding on associated costs for implementing the program.

Notwithstanding the above, there is a clear need for partnerships in the true sense between technical institutes and employers. If institutes want to develop young people with skills and knowledge that is relevant to industry, they need to be able to find out what is needed by the industries. In addition, if employers want to ensure that they have a supply of motivated and capable young people to help their businesses grow, then, they need to be able to articulate their requirements to the technical education system and support institutes at both local and/or national level to help achieve this. Without such a two-way dialogue neither partner will succeed, but with a little imagination, creativity and effort a 'win-win' situation can be achieved. Therefore, benefits can be found on both sides.

For many employers, coming to terms with the most recent rules and amendments is a daunting task. Employers need to be explained the nuances of the apprenticeship programme along with benefits. There is at times a break in communication as neither party is aware of how to initiate a conversation. The I-Work workshops worked as ice-breakers for both training institutes and employers. The workshops gave us a clear understanding of the challenges faced by training institutes. Each one of them agreed on the need to build robust relationships and had the right intentions but it was the 'HOW?' - that was holding them back. The subsequent sections of the document cover the crucial 'HOW?' of the task in hand. Salient features of the National Apprenticeship Promotion Scheme (NAPS), and the various benefits for the employers are provided in Annexure -III.

2.2.3 Steps to employer engagement

The following sections therefore provide some useful methods and tools for Apprenticeship Advisors in training institutes to prepare and start a dialogue with employers. It is presented in a four step Plan, Do, Check, Act (PDCA) popularly understood as the PDCA model. The PDCA cycle is most effective when:

- Starting a new improvement project
- Developing a new or improved design of a process, product, or service
- Defining a repetitive work process
- Implementing any change
- Working toward continuous improvement

PDCA Cycle

Act on anything that went wrong to avoid errors of the same nature in future

Act

Plan what you are doing

Plan

Check

Check that you did it right

Do

Do what you said you would do

In this handbook, the PDCA model has been contextualised to the apprenticeship programme where the main objective is increasing stakeholder participation. A step wise guidance has been given below:

There are a few simple yet effective steps using the PDCA model. They are mainly (i) Creating a data base (ii) Contacting employers and starting interaction and preparing to execute (iii) Monitoring, evaluation and (iv) feedback. The detailed process is elaborated below.

STEP 1

PLAN – Creating a data base and contacting employers – Who should do it, How and When

The first step is preparing a database of:

- Number of employer leads / accounts generated and contacted
- Number of new contacts engaged, i.e. those you have heard back from them and have made them aware of the apprenticeship programme
- Number of first stage meetings / conference calls held
- Number of registrations on portal
- Number of Contracts submitted
- Number of Contracts signed
- Number of apprenticeships confirmed

In order to achieve your targeted number of apprenticeships, you might want to track and measure the following Key Performance Indicators (KPIs) on a weekly and monthly basis:

Contacting prospective employers

When contacting leads you need a mixture of **perseverance and different methods** to maximise your chances of speaking with the right people.

The best way to determine who the right person to speak to is to:



Use the employer's website to identify the key stakeholder within the company and look for any important information such as Corporate Social Responsibility policies (CSR)



Research using material and literature on the internet



Ring the company directly



Attending networking events, such as business briefings, Career Days, local businesses showcase events etc. Use local business sites and blogs to look out for events



Sign up for chamber of commerce updates and follow any large employers on LinkedIn, this can be a good source of news stories about a new contract being won or new offices opening, etc.

Normally you will need to send emails before having the chance to speak to the employer.

- *Use your insight into the company and the correct person(s) to contact to create a highly relevant and personalized e-mail. A sample of an email is in annex I*
- *Send your e-mail and then follow up by phone no later than the next day.*

Before any contact, whether it's via phone, e-mail or social media such as networking sites, it is helpful to know the “reason” for contact and the outcome you want:

- *Why are you calling? Is it to get the right contact information?*
- *If you speak with the right person, do you know your pitch?*
- *If the aim of the call is to agree a meeting, then follow up with a calendar invite and short agenda in the meeting invite. Do this immediately after the phone call.*
- *Note the outcome and mark for follow up as necessary.*
- *Send highly personalised e-mails.*
- *Follow up the e-mail with a phone call (it yields more results).*

You might encounter some objections from employers. For suggestions and solutions on how to overcome these, sample of some of the objections and answers that are common can be found in the Objection Handling guide below in Annex I

Careful management of your contact strategy will ensure you can maximise your chance of conversion and the prospective employer will not feel they are being overly approached.

DO - Starting interaction and preparing to execute

When you have established contact with a few employers, it is time to stitch some activities together. A few pointers are given below to support you in doing this:

When you have established contact with a few employers, it is time to stitch some activities together. A few pointers are given below to support you in doing this:

- **Time and patience** - Give yourself plenty of time to work through this phase as your contact may have to consult colleagues whose diaries are already full.
- **Plan one-one sessions** - Organise face-to-face planning sessions if you can as this makes a difference to the overall outcomes.
- **Be clear about job roles** - You should have researched on the requirements of the employer and have a set of relevant job roles ready to be discussed.
- **Discuss benefits of apprenticeship program with employers** - You must be ready with the benefits that can accrue from engaging with your Institute through the apprenticeship program. Few employers might be aware of the new amendments and reforms but a few might have to be made aware. A few significant benefits are listed in Annexure III
- **Prepare students and colleagues** - Students need to be made aware of what they can expect of the activity and how it is supporting their career in the long term. Soft skills and good organisational behaviour must be embedded in their basic training. At the planning stage, ensure that time and resource is allocated to briefing and preparing colleagues for what they need to do. This should cover the aims and objectives of the activity, the timing, and enabling them to understand what you want to achieve from the activity.
- **Document what you have agreed and planned** - A starting point for planning the activity is to use the following checklist to make sure that nothing is left to chance. Develop a 'project agreement'. Most employers regard organising, planning and delivery an activity as a project.

The key to successfully engaging employers and managing those relationships is understanding your task and targets:

The first task is to persuade employers to take technical education students on an apprenticeships and in a role relevant to their course.

If you are a BTP the second task is to encourage employers to send their apprentices for basic training.

In order to be successful, it's important that we prepare for each element of the tasks that make up the daily activities.

You will have a target number of apprenticeships to source and this will be further broken down to help you focus and make sure you meet the required task.

There are a few basic answers you should be ready with while speaking to an employer

How do you think the business/organisation can help you?	Talk about the subject, knowledge and experiences that you want the students to gain rather than referring to specific learning outcomes and components of the curriculum.	Take notes
What do you want to achieve from the partnership?	Is it apprenticeship for your trainees? Is it involvement in curriculum building? Is it to inform them to conduct basic training in your Institute?	Take notes
How do you want to work with the employer?	Avoid using educational jargon. Ensure the employer knows the categories of the potential apprentices and the job profiles	Take notes
How much time will the employer have to commit?	Be clear about the timing of the day/event. Prepare a timetable for them.	Take notes
How will the business/organisation benefit from the partnership?	Highlight the positive aspects of engagement for the employer.	Take notes

It helps to have a project agreement so that everyone is clear about what is happening and why, and who is responsible for doing what and by when. Alternatively, you may find it is acceptable to put all of the information in an email.

STEP 3

CHECK - Monitoring and evaluation

Once the apprentice has been engaged in the established, it is of necessary to keep in touch with the supervisor and monitor progress regularly. Keep probing the establishment on the progress of the apprentice and if they need any more assistance.

In case, there is any issue that is brought forward, it should be acted upon immediately. Involve the concerned departments and colleagues which resolving the issue.

Finally, breaking down your targets into relevant daily and weekly targets will help you focus and target your activities as necessary

STEP 4

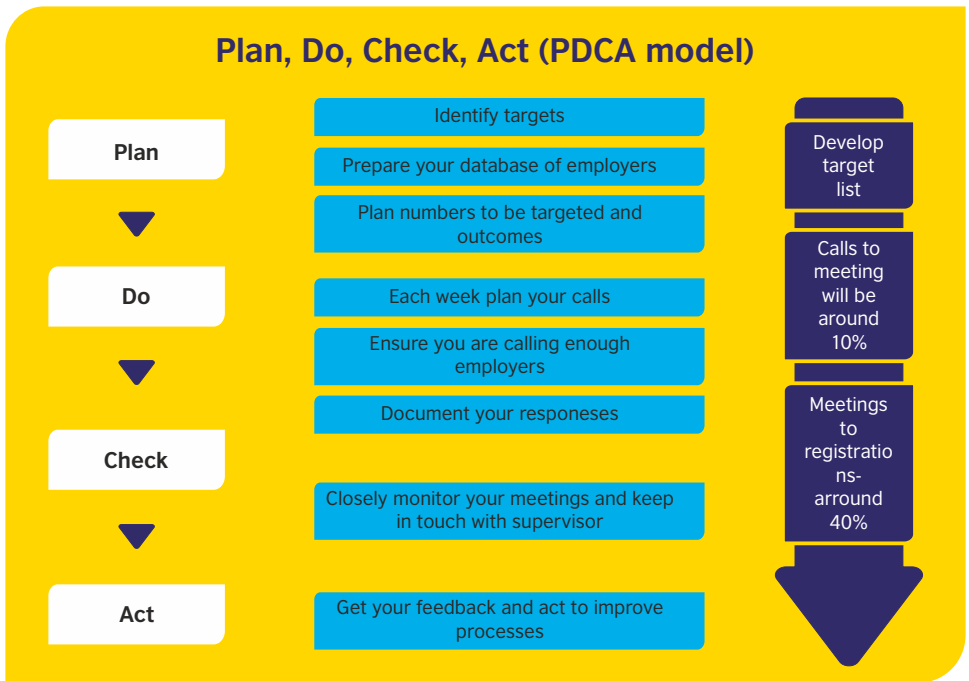
ACT – Feedback

Once the apprenticeship has ended, employers will wish to discuss how things went and if what they have done is successful. You may choose to ask the employers to send in feedback in writing as this demonstrates that you are keen to build on best practice and constantly improve what you are doing. Take the opportunity to discuss the possibility of future involvement with the institute so that they can take the request back to the company and plan for the future.

Acknowledge the employers' contribution to the success of the activity and, if possible, a senior member of the training institute to present them with a certificate of thanks or at the very least, send a formal letter to the individual and their employer thanking them for their time and commitment.

Finally, ask employers if they would be happy to write a report or article about their activity in the company newsletter/ website or local media. If you do this, make sure that you give them the opportunity to review and comment on the article before it is published. This will raise awareness among parents and the local community of your partnership activities with employers. It will also raise the profile of your employer's organisation and help to reinforce the benefits of partnership to the employer.

Plan, Do, Check, Act (PDCA model)



Key points to remember

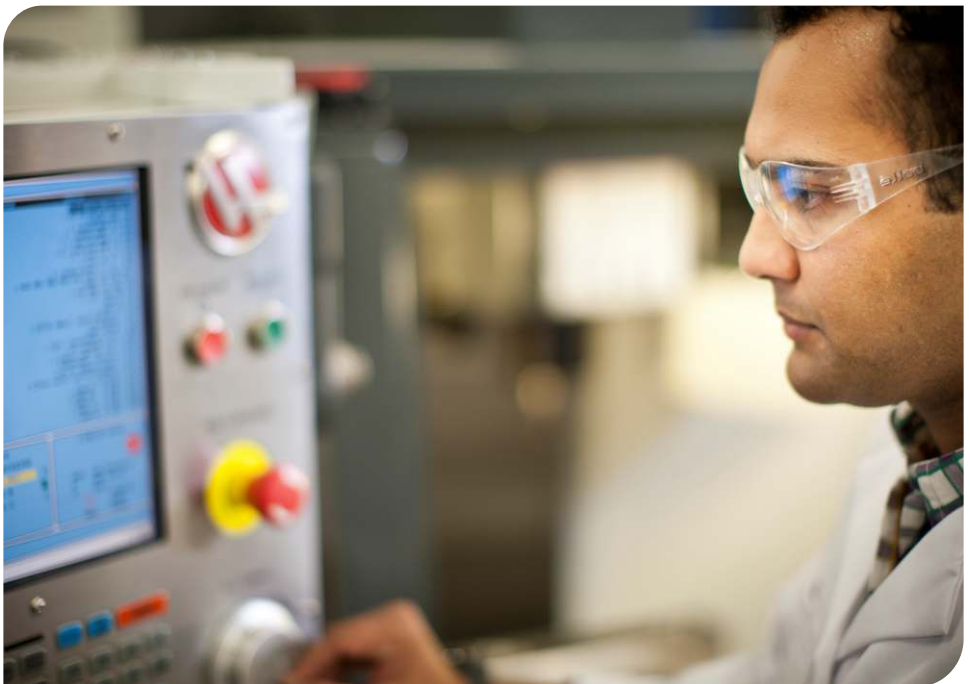
Apprentice Advisers must have thorough knowledge of the latest reforms and amendments of the Apprenticeship Policy and programmes at the national and state level. The hand book has therefore consciously been kept comprehensive and concise in order to work as an easy to refer knowledge and tool kit to assist Apprenticeship Advisers while engaging with employers.

As a simple summary, remember the following key points:

- 1. Be clear on your objectives:** have clarity on what you want to achieve for both the apprentice and your institute. But don't forget to consider the benefit to the employer.
- 2. Be imaginative:** You need to be thorough about where you can find your business contacts. A local telephone directory or the internet will of course be a good place to start, but don't forget that your colleagues, parents of students and other local networks can be a great means of getting your foot in the door. Social media can also play an important role.

In the longer term, social media can also help to publicise your work with local employers.

3. **Plan, review and plan again:** You will want to ensure that your employer engagement activity is a success for the Institute and the employer. Therefore, ensure to allocate sufficient time to plan it in detail. Ensure that you review your plan with colleagues and the employer(s) to check that everyone is happy with what is being proposed and knows what they are required to do.
4. **Publicise what you have achieved:** By publicising the achievements of your apprentices and the success of employer engagement activities, employers can soon see the 'win win' dimension of working with institutes. It can also help to encourage other employers to engage.
5. **Review and build on success:** Review what you have done to learn how future activities can be improved. Make sure you gain feedback from the employer to make sure that the experience is a positive one for them too.



Practical tools for employment engagement

Section I: Making phone calls to potential Industry Partners

These are incredibly simple yet can be very effective. When trying to engage employers and get past receptionists the following guide is useful. The normal aim of this call is to establish the correct contact and to obtain their details. Do your research and be ready with what you think the stakeholder's e-mail is and have a general e-mail identified like the "info@.." or the "enquires@...", so you can quickly establish where that e-mail would go and who you will need to chase if you can't get the stakeholders details immediately.

A communication scenario has been recreated as an example for getting past the receptionist or the first level operator at the prospective employers office to reach the right decisionmaker.



Employer
Engagement
Team

"Hello, I wonder if you could help me please."

"I can try."



Receptionist



Employer
Engagement
Team

"Thank you - I am trying to contact (name of who you think is responsible for apprenticeships) as I understand they are the best person to speak to regarding student apprenticeships."

Various outcomes:

1. Receptionist confirms it is and puts you through!
2. Receptionist confirms it's the right person but will not put you through - Now you can either:
 - Confirm the e-mail you think is correct for that person - If they won't help with the e-mail, ask if it's possible to have their e-mail for them to

forward onto the contact. If they still say no, thank them for their time and end the call.

3. The Receptionist says it's not the correct person, but won't tell you who is. Again, ask if it's possible to have their e-mail for them to forward onto the contact. If they still say, no thank them for their time and end the call.
4. The Receptionist gives you an alternative contact and the contact details. Thank them and end the call.
5. The Receptionist won't help at all - Ask where the general enquiries e-mail goes. So you can send it to that department and then you know where to ask your call to be directed next time you call. If it's a no, then again thank them and end the call.

Whichever outcome:

- i. Thank them for their time and appreciate the help and advice, even if it's not exactly what you wanted.
- ii. Now look at what you have been given and progress with either sending your e-mail or by researching again for stakeholders

An effective e-mail

Research tells us that the e-mails that get the best response are:

- Short e-mails (5 sentences or less)
- Personalised
- Give the context upfront.
- Have an “ask”
- Have a call to action even if it's on you - i.e. “I will call you”.

Here is an example of an email that might work:

Hello Mr. Ramprakash,

I am contacting you to see who the correct person would be to speak with about a new initiative.

The government has announced the National Apprenticeship Promotion Scheme (NAPS) which is mandatory for industry to comply with and flexible and industry friendly at the same time.

To gear up for this, we are visiting and raising awareness about the NAPS and sharing the benefits of collaborating and engaging apprentices. We have students who are studying a wide range of technical courses in your area and who will be needing an apprenticeship.

If we could discuss this further, I would be very grateful and I would appreciate it if we could meet face to face to discuss

Yours sincerely,

Mr R L Singh

Apprenticeship Adviser

Section II: Objection Handling Guide

Success or failure of a business pitch lies in ability of the Apprenticeship Adviser to handle the objections raised by the employer. These apprehensions are something that our Advisers should anticipate and be prepared to handle. This will ensure that the employer is convinced of our ability and benefits that will come to them if they associate with us.

The guide below covers some of the expected common objections and our suggested responses:

OBJECTION

We don't have roles available for 'semi-skilled' / under 18 workers

SUGGESTED RESPONSE

The new apprenticeship programme will address skills shortages in young people – this has the potential to change the landscape of technical education and how

ready young people are for entering skilled employment.

These students are studying a course relevant to your industry – so they will already have some skills and knowledge of the industry and have the opportunity to develop these and gain more on the job. – this programme has the potential to be a pipeline of work ready, engaged and motivated employees for the future.

Although a large proportion of the young people will be 17, some will be turning 18 soon and in the next year. At that point, they could take on additional responsibilities.

We're too busy to train someone

This is a great chance to get an extra pair of hands to help you out during this busy period. Students are studying a relevant course and will be able to assist and add value

Hosting the apprentice placement will offer development opportunities for any managers / aspiring managers in your organisation.

We've had a bad experience in the past

This is a NEW model of apprenticeship, specifically designed to address the issues previously experienced with work experience. Apprenticeships are considerably longer and involve students having already acquired technical skills and knowledge of your industry, and will have completed preparation before their placement within their training provider.

We are sorry you had a bad experience but it would be a shame to let one bad experience prevent your company from the experience of having a motivated and work ready student looking to develop their skills for your industry.

We can't afford to pay an apprentice	25% of the prescribed stipend will be shared subject to a maximum of INR 1,500 per month per apprentice to the employer through the apprenticeship portal
We work with another provider	We encourage a diverse work environment, so students interacting from different providers would be good! They could support each other and work as a team on similar projects.
The engagement is too short and not worth our while training a young person	If the apprenticeship is successful on both sides there is the potential to signpost the student into longer- term employment opportunities and an apprenticeship, once the apprentice has completed their term.
How do we know the quality of the candidate we'll be getting?	All businesses are welcome to meet and/or interview your student ahead of the engagement if you so desire.
We don't have the resource to do the paperwork / admin required	The paper work has been considerably reduced as the entire system runs on the apprenticeship portal. The portal starts with the registration of the apprentice and establishment to the contracts and finally through the reimbursement. We can help with the entire process as well.

Annexure 2

Employer engagement using AIDA model

Section 1: What does AIDA mean?

The AIDA model has been in use since the late 19th century. It is an example of a hierarchy of effect models which demonstrates a series of sequential steps or stages that is believed consumers usually use when they make a decision to engage with the product.

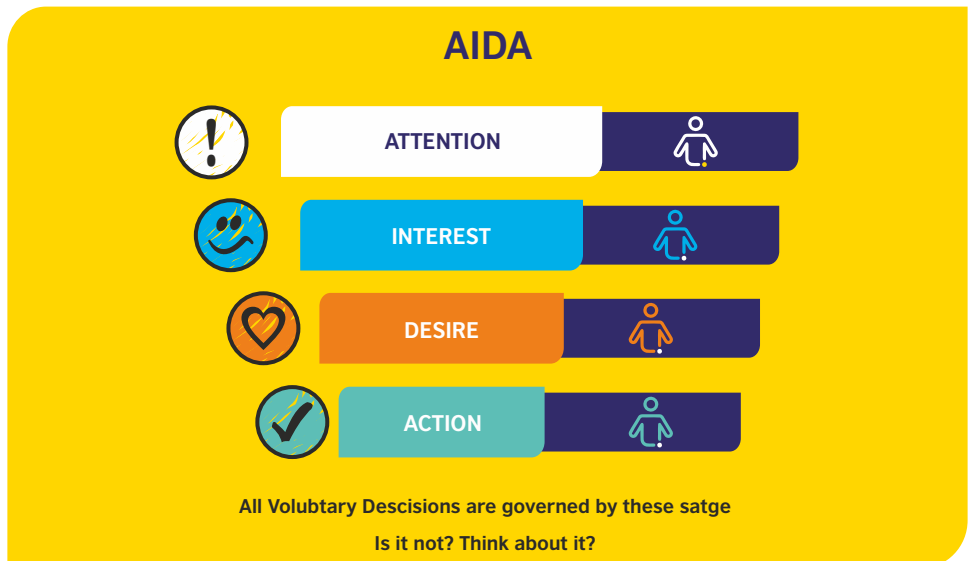
The I-WORK workshop widely experienced the response to the AIDA concept. All the stakeholders found this relevant and were comfortable using this as a foundation to build the outreach strategy.

The AIDA model starts with **ATTENTION / AWARENESS** as it is first and foremost necessary to attract the attention and make the stakeholder aware of your product or service, if they are to be successful.

After you have grabbed the attention of the stakeholder, you need to gain their **INTEREST**. To accomplish this, you must inform the stakeholder about your product or service. In order to generate interest you can only generate sufficient interest by demonstrating the advantages and benefits of your product or service.

Once the stakeholder has shown sufficient interest to consider your product or service, it is time to convince them that they want and **DESIRE** your product and service because of a direct benefit that satisfies their needs.

Finally, you have to lead the prospect towards taking **ACTION** by aligning with your product or service. This might not directly result in a desired action, like for example an establishment registering on the portal. This will be a first step towards getting a buy-in from the employer.



Section II: Planning using the AIDA model

This section provides practical insights for a training provider in using the AIDA model for furthering their business. Here is what AIDA means in their context:

Attention / Awareness

As stated above, the world is full of different messages on different mediums. In this context the skill development sector too is crowded with different schemes and multiple messaging platforms. It becomes all the more urgent to grab our stakeholder's attention with powerful and positive messaging.

Interest

We might be able to generate awareness but to arouse interest and cement that interest needs constant face-face meetings, mails and maybe even simple newsletters or interesting updates. The messages must be relevant and to the point.

Desire

Once the interest is intact the best way to build desire is to link features and benefits of the Apprenticeship program.

Action

One of the biggest mistakes we see business owners and marketers make is to not have a clear call to action. It is crucial that your marketing communications clearly state what action you want someone to take and provide the means to do so.

A. How to Use AIDA to generate awareness and reach out to potential stakeholders

Awareness:

When using the AIDA model in our stakeholder outreach we must answer several questions about how to increase AWARENESS of the Apprentice amendments and the schemes. Questions can include:

- How do we make stakeholders aware of the Policy and schemes?
- What is our outreach strategy?

- What is our brand awareness campaign?
- Which tools or platforms do we use?
- What should our messaging be?

Interest:

When targeting customers that are already aware of your product or service, you should instead focus on developing their INTEREST. You can accomplish this by answering questions such as:

- How will we gain their interest?
- What is our content strategy?
- Social proof available to back up our claims?
- How do we make this information available and where?

Desire:

- What makes our product or service desirable?
- How do we interact personally to make an emotional connection?

Action:

- What are the call to actions and where do we place them?
- Is it easy for consumers to connect and where would they expect to find it?

Annexure 3

National Apprenticeship Promotion Scheme (NAPS)

Introduction

The Government of India launched NAPS to create an enabling environment for all the stakeholders in the Apprenticeship system. For the first time, the service sector has been included within the apprenticeship system through NAPS. The Scheme allows for industry friendly rules and regulations like supporting establishments by sharing the stipend to the apprentice. A host of benefits exist. A few significant ones along with a few basic concepts are discussed briefly in this section.

a. Benefits for an establishment

An establishment always has the flexibility to recruit from the market but it is often more expensive to recruit workers from the external labour market because of the recruitment costs plus the cost of induction and any additional training. On the other hand by training apprentices the business itself prepares the relevant workforce for the organisation, quickly and to their exact needs and contributes to the pool of skilled and certified employees.

Under NAPS, the establishment has:

- 1.4 Flexibility of designing courses relevant to their area of work in the form of optional trades. The curriculum can be designed with a Training Provider of your choice and then submitted to the National Skill Development Corporation (NSDC).
- 1.5 No obligation to pay EPF, ESI etc. for apprentices undergoing training in optional trades whose contract of apprenticeship training are available on the apprenticeship portal.
- 1.6 Least compulsion to employ the apprentice after completion of apprenticeship

Apprentices provide a cadre of employees from which to select the best technical workers as well as creating a supply line of future business leaders. Training apprentices can have a cascading positive effect on the other employees as well as they too might be keen to retrain and update their knowledge hence building a culture of training and development.

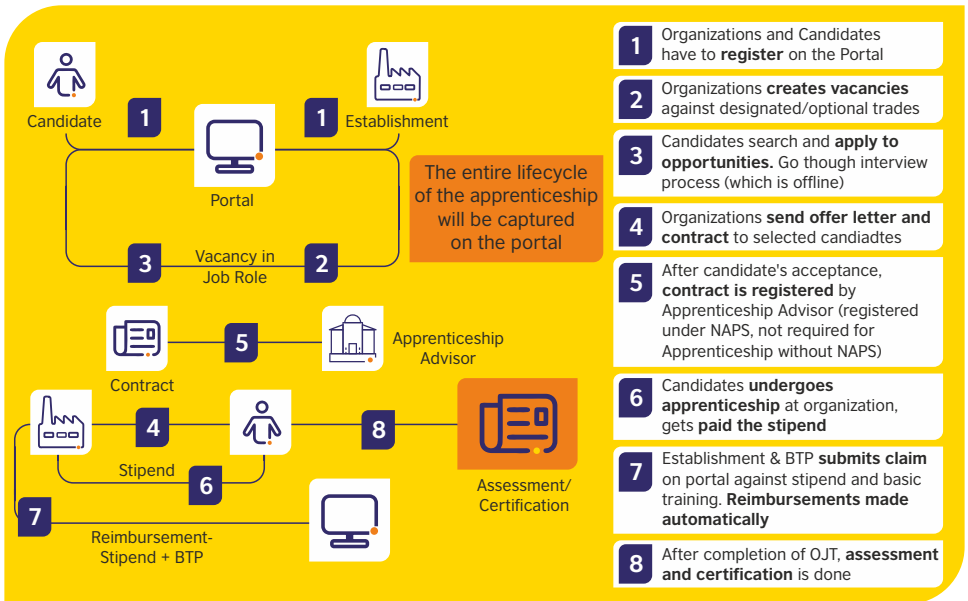
Apart from the direct contribution to production, young apprentices can also instil new ideas and build in innovation in the business.

Roles and responsibilities of Employers

- The establishment has to get into a contract with the apprentice. The agreement must be registered with State Apprenticeship Adviser. In the case of an apprentice being a minor, an agreement will have to be signed with one of the parents.
- Qualified and relevant supervisors should be appointed for the purpose of practical training and if the employer is not in a position to give theoretical

in-house training the apprentices should be trained with a Basic Training Provider.

- The establishment is obligated to pay the prescribed minimum wages to every apprentice
- An employer cannot compel any apprentice to work overtime until and unless s/he has due permission from the concerned Apprenticeship Advisor.
- An apprentice must be allowed to take short leave or long weekly leaves as per the company's policy.
- The organisation might be liable to compensate for any non-public accidents that an apprentice may suffer during the duration of apprenticeship. The compensation should be paid as per the provisions of the Workmen's Act 1923 as applicable.
- Provisions of Factories Act concerning fitness, safety and welfare are applicable to the trainee. Apprentice is also entitled to get compensation from the employer for any kind of injuries happens during the period of employment.



Basic Training Providers under NAPS

Introduction

The concept of Basic Training Providers has been introduced specially to support establishments (specially the SMEs), who do not have the space to set up in-house basic training facilities.

As per the Apprenticeship Act, establishments have the option to undertake the Basic Training component of the apprenticeship courses themselves or through an agency (Basic Training Provider or BTP). Besides, it may choose to have this training done in its own premises or at any institute outside its premises having sufficient facilities.

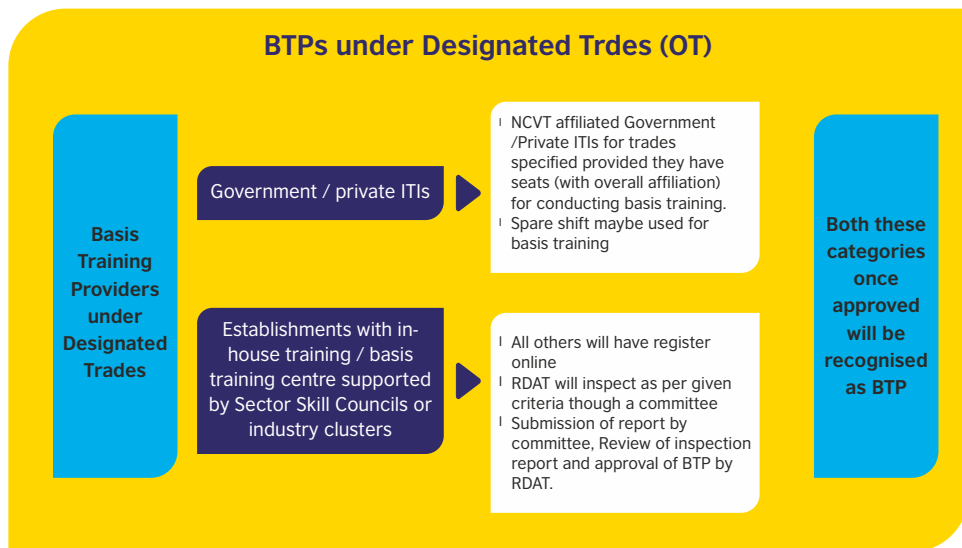
As per NAPS BTPs can be:

- (i) Government and Private Industrial Training Institutes (ITIs) affiliated to NCVT
- (ii) Industries / establishments with “In-House Basic Training” facility
- (iii) Basic training centre supported by industry clusters/sector skill councils
- (iv) National Skill Training Institutes (NSTI), National Skill Training Institutes(W)

Steps for registering as a BTP

- (i) On submission of relevant details through portal by the Industry/establishment, their application will be shown in the concerned Regional Directorate of Skill Development and Entrepreneurship (RDSDE) page under the portal.
- (ii) RDSDE will take action to verify/ cross check using the details like: status of affiliation, list of trades/ units affiliated; list of active trades in the ITI; present status of admission; availability of spare seats, if any.
- (iii) For providing basic training in “designated trade” or “Optional trade” the Industry/establishment are required to refer to the prescribed syllabus made available in the portal before applying to register as a BTP.
- (iv) Once the BTP registration number is allotted, establishments depute their apprentices to the “In – House Basic Training facility” through the portal.
- (v) ITIs registering as BTPs must have a Bank account.


The BTPs (and their training centres) which stand pre-approved under the apprenticeship programme are as follows:



Financial incentive for a BTP

BTP will be supported with Rs. 7500/- for 500 hours/3 months per apprentice. However, Sector Skill Council (SSC) acting as BTP will be provided basic training support only for those courses for which they are not getting any financial support from Central Government. The reimbursement process is given in detail below:

Reimbursement process under NAPS	
Frequency	Reimbursements on a quarterly basis
Calculation of Amount	Apprenticeship portal calculated reimbursement amount payable to establishment against stipend paid to apprentices Apprenticeship portal calculates reimbursement amount payable to BTP against cost of basis training
Disbursement	This amount will be credited by the respective authority ie DGT for DTs & NSDC for OTs througuh PFMS gateway The establishment and BTP will need to be added on payment gateway as a beneficiary



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