

An Impact Study On Skill Development Under Ddugky Implemented Through Jan Shikshan Sansthan Malappuram

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Abstract

DeenDayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) is the placement linked skill development scheme of the Ministry of Rural Development (MoRD), Government of India, with the dual objectives of adding diversity to the incomes of rural poor families and cater to the career aspirations of the rural youth. As a part of the Skill India campaign, it plays an instrumental role in supporting the social and economic programs of the government like the Make in India, Digital India, Smart Cities and Start-Up India, Stand-Up India campaigns. DDU-GKY has its origins in the Aajeevika Skills programme and the „Special Projects“ component of the Swarnjayanti Gram Swarozgar Yojana (SGSY). The scheme focuses on catering to the occupational aspirations of rural youth and enhancing their skills for wage employment. Implementation of DDU-GKY involves State Governments, Technical Support Agencies like the National Institute of Rural Development and Panchayati Raj (NIRD & PR), and Project Implementing Agencies (PIAs). DDU-GKY. Jan Shikshan Sansthan Malappuram is one of the leading PIA of DDUGKY under the Kudumbasree Mission, the State Nodal Agency of Kerala.

Keywords : Skill Training, sustainable rural development, placement linked approach, handhold support, income generating activities, imparting of theory and practicals.

Introduction

DDU-GKY takes pride in its partners and their ability to add value. Innovation

from partners is encouraged to build scale and capacity... its unique implementation structure involves partners, who are by nature, committed to changing lives and are experts in their areas, they fo¹rm a part of the Skilling Ecosystem integrated by DDU-GKY. Partners are supported through investment, capacity building, strategies for retention, linkages to international placement and technology support for training purposes. DDU-GKY is present in 21 States and UTs, across 568 districts, impacting youth from over 6,215 blocks. It currently has over 690 projects being implemented by over 300 partners, in more than 330 trades from 82 industry sectors

The rural youth between the ages of 15 and 35 years the Ministry of Rural Development (MoRD) has introduced the DeenDayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY). Over 180 million or 69% of the country's youth population between the ages of 18 and 34 years, live in its rural areas. This program is a part of the National Rural Livelihood Mission (NRLM), tasked with the dual objectives of adding diversity to the incomes of rural poor families and cater to the career aspirations of rural youth. DDU-GKY has its origins in the 'Special Projects' component of the Swarnjayanti Gram Swarozgar Yojana (SGSY), which was positioned as a holistic livelihoods intervention in 2004. The SGSY special projects provided time-bound training and capacity building for bringing a specific number of Below Poverty Line (BPL) families above poverty through

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skilling and placement in jobs that provided regular wage employment. Up until May 2020, around 9,94938 youth had been trained and 5,37916 youth had been given placement.

This program was revisited under a new Skills framework and re-positioned under Aajeevika as DeenDayal Upadhyaya – Grameen Kaushal Yojana (DDUGKY) on AntyodayaDiwas (25th Sep 2013) with the launch of new Guidelines and Standard Operating Procedures (SOPs) (Source: Prakasha, 2017). Of these, the bottom of the pyramid youth, from poor families, with no or marginal employment, numbers about 55 million. The National Policy for Skill Development & Entrepreneurship 2015 has identified a skills gap of 109.73 million in 24 key sectors by the year 2022. This number cannot be achieved without addressing the BoP 55 million from rural India. Also, a FICCI and Ernst – Young study published in 2013 identified a 48 shortage of over 47 million skilled workers across the globe by 2020. This presents an unprecedented opportunity for India to train its BoP youth population and place them in jobs across the world and realize its demographic dividend (Source: <http://ddugky.gov.in/content/about-us-0>).

Jan ShikshanSansthanMalappuram isn an organisation sponsored by Ministry of Skill Development and Entrepreneurship, Govt. of India working since 2006 onwards for focusing skill development and livelihood promotion to the marginalized section of the society. Jan Shikshan Sansthan Malappuram is also working as an implementing agency of DDUGKY program in the district and conducting various courses such as of Cook continental, Ayurvedic Spa therapy, basic car servicing, cook general, basic two and three-wheeler, food and beverage service and repair and over holing of two and three-wheeler in the past.

The study is focusing on the impact of DDUGKY implemented under Jan Shikshan Sansthan Malappuram through a Participatory Research by using different methodologies.

Methodology

The study is based on primary data collected through various field work studies and secondary data, which includes various articles, circulars and reports, both from MoRD, Government of India. The study attempts to understand the progress of this scheme using primary data collected by evaluation team and secondary data, which is the official data supplied by the state implementing agency, which is “Kudumbasree”, in Kerala. The performance of DDU- GKY is analyzed in relation to the PIAs in Kerala.

Objectives of the Study

The objectives of the evaluation were:

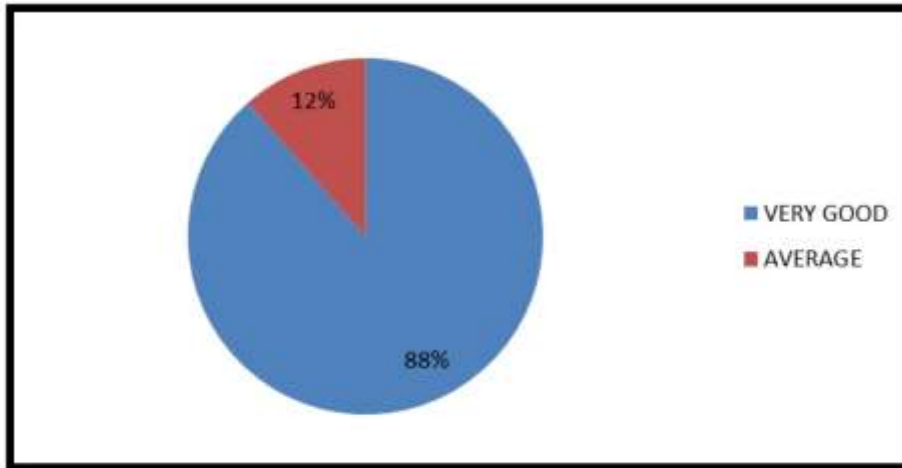
- To evaluate the quality and content of the DDUGKY training implemented through Jan Shikshan Sansthan Malappuram, its relevance and impact in improving the occupational and technical knowledge of the beneficiaries.
- To assess the extent to which the programmes of the JSS have benefited the disadvantaged sections of the society.
- To critically examine the administrative and financial aspects of JSS for the last years
- To obtain the opinion and suggestions of the community/key stakeholders on the functioning of JSS.
- To evaluate the strengths and weaknesses of the Jan Shikshan Sansthan and suggest measures for further improvement in its functioning.
- To assess the extent to which JanShikshanSansthan has been able to fulfil the objectives of the scheme, with particular reference to the activities conducted by it, during the last years.

EVALUATION AND ANALYSIS

This chapter is deals with the impact of JSS

Skill acquisition status of trainees

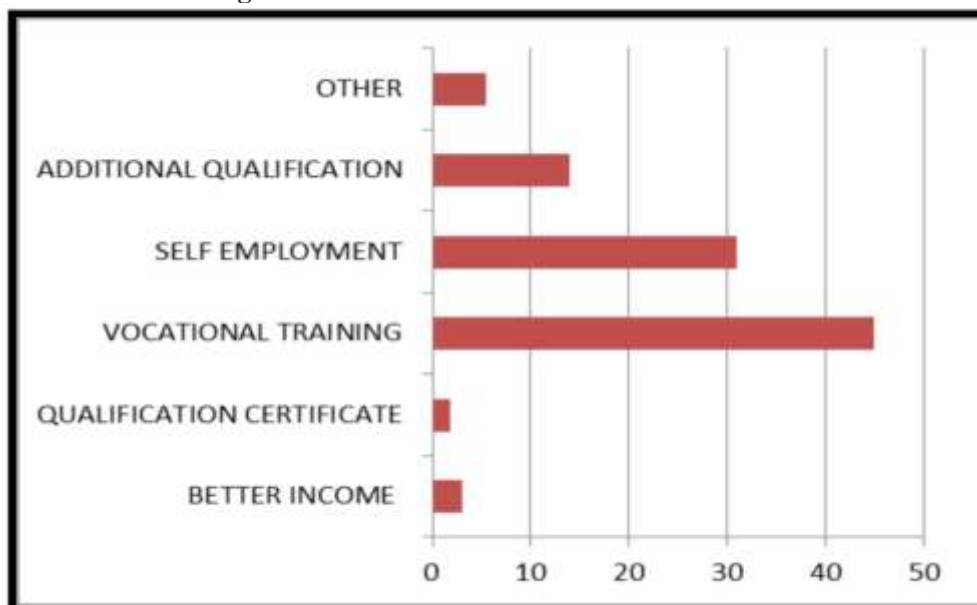
Quality of training brought by JSS Malappuram.



Graph 1: Income

The above graph-1 showing the reason for joining of selected students in the skill development course of Cook continental, Ayurvedic Spa therapy, basic car servicing, cook general, basic two and three-wheeler, food and beverage service and repair and over holing of two and three-wheeler in the year 2018 and 2019. The graph shows that 88 per cent of candidates have opined that the trainings from JSS Malappuram are very good. Only 12 per cent have that the JSS training as average. It is observed from the field data that most of the candidates considering the trainings as a door to build their inner confidence.

Factors influencing the course selection.



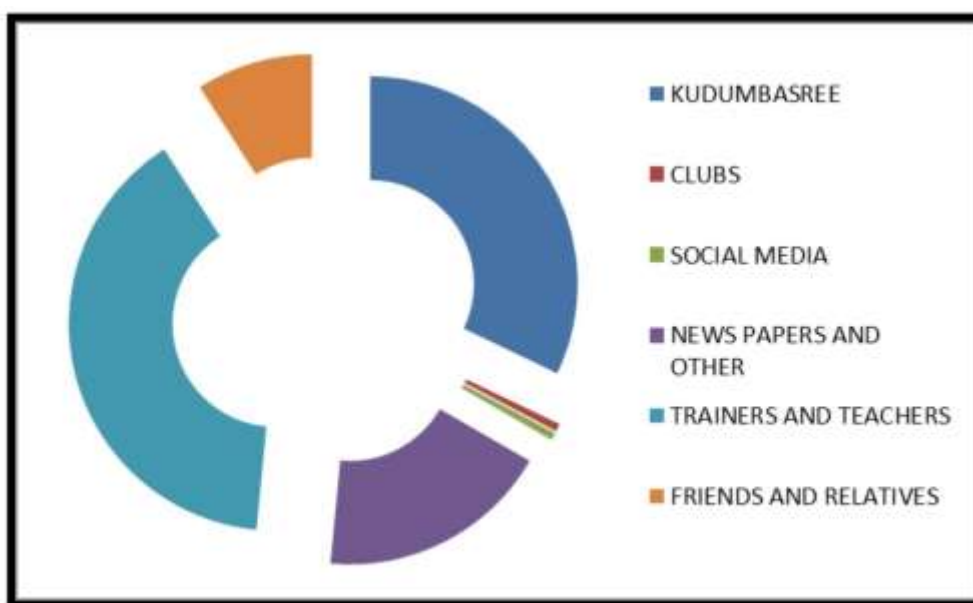
Graph 2: Income

The above graph-2 showing the reason for joining of selected students in the skill development course for Cook continental, Ayurvedic Spa therapy, basic car servicing, cook general, basic two and three-wheeler, food and beverage service and repair and over holing of two and three-wheeler in the year 2018 and 2019. The data reveals that about 44 per cent students were opts the course as vocational training. Thirty per cent of students selected the course for the purpose of self-employment. 13 per cent of them opted for additional qualification. Three per cent selected the course for better income and only one per cent selected the course for getting a qualification certificate.

It is a good instance to know that most of the candidates are choose the course as vocational training.

Enrichment of employability and placement

The Role of Different Agencies In The DDUGKY Mobilization Process



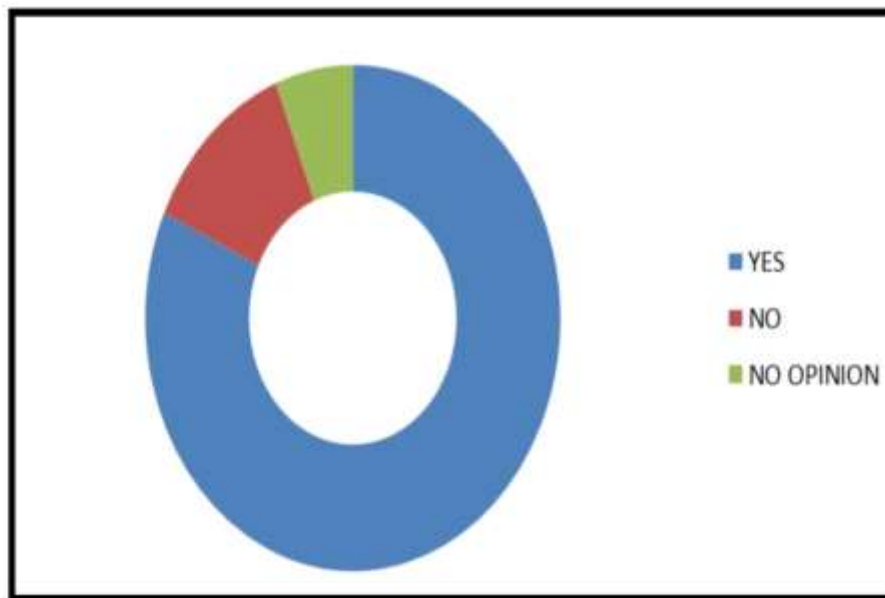
Graph 3: role of different agencies

The graph-3 is revealing the role of different agencies in the mobilization process of selected students in the skill development course for Cook continental, Ayurvedic Spa therapy, basic car servicing , cook general, basic two and three wheeler, food and beverage service and repair and over holing of two and three wheeler in the year 2018 and 2019. The graph explicit that majority of the students are mobilized by JSS trainers and Teachers (39%), followed by Kudumbasree members (32%). Other remaining candidates knew about the course through newspaper (18%), friend and relatives 9%. The role of clubs and social media in the process of mobilization of candidates is poor.

It is worth mentioning that JSS trainers, teachers and Kudumbasree members have a pivotal role in the mobilization process. Majority of the candidates are mobilized through these agencies. The inferences from the field indicates that Kudumbasree is facilitating the mobilization of aspirants from different parts of Malappuram by broadcasting the project, identify the right beneficiaries, counsel and motivate the candidates and track the candidates through its CDS-ADS-NHG formation. They were conducted frequent camps at the ward level, panchayat level and district level. These activities have making impact in each and every house and the candidates are getting aware of the course swiftly. It is

noticed that the social media platform is not at all effective in the mobilization of candidates.

Personal Benefit from JSS Training



The graph-4 explicit the reason for joining of selected students in the skill development course for Cook continental, Ayurvedic Spa therapy, basic car servicing, cook general, basic two and three-wheeler, food and beverage service and repair and over holing of two and three-wheeler in the year 2018 and 2019. Majority (81%) of the candidates are opined that JSS trainings assisted them in personal life. From the field data it is worth mentioning that most of the candidates have been considering that the JSS training classes has brought them personal benefit. The soft skill trainings and personality development trainings have assisted the candidates at the time of various job interviews. Some of the candidates felt the training classes have increased their confidence level. Most of the candidates have inhibition to speak in a group at the initial time of the training period. After the training classes which enables them to communicate properly in situations.

Socio-economic background of the students

The socio-economic development is a course of action that seeks to carry out both the social and the economic needs of the society. It requires the fulfillment of monetary, political and social rights, impartial distribution of advancement advantages and openings, stately living environment, gender equity and strengthening of poor people and underestimated, that is, " upliftment of the whole social framework" as characterized by Gunnar Myrdal (1972) in spearheading work "The Asian Drama: An Inquiry into the Poverty of Nations" (Ohlan, 2013). This process involves formulating strategies for achieving basic needs and sustainability of the best interests of the each and every member of the society.

The analysis of socio-economic development attracted the attention of classical as well as neoclassical economists. Earlier the economists largely focused on the problems of developed countries. The initial concept of economic development was focused in terms of time profile of expansion of output of goods and services and after that in terms of output per capita. In the past, the concepts economic growth and economic development

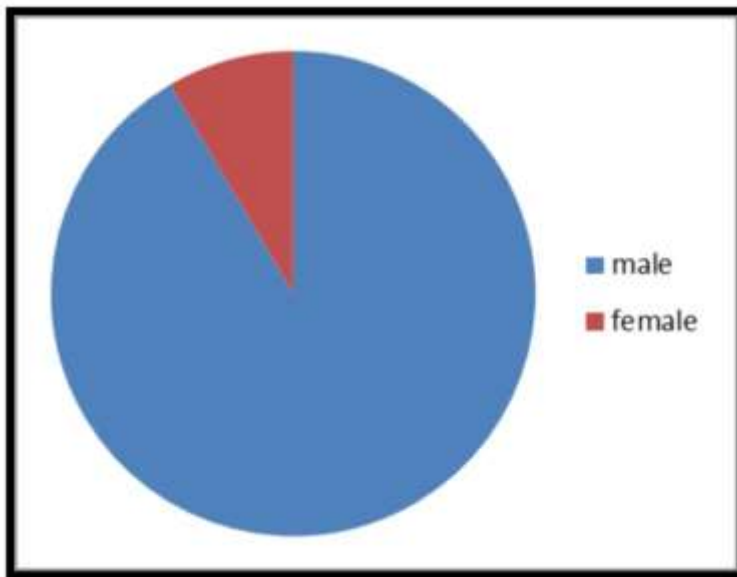
were used interchangeably. National income has usually been used as an indicator of development and for measuring overall economic welfare of a nation. In reality, empirical definition based on gross domestic product per capita income is not satisfactory because it does not include many valuable goods and services which must be taken into account for measurement of the progress of the society. In the words of Villard (1963) economic development means leisure, better health, more to read, even more time to think of good life. **Category wise students attended in the skill development course**



Graph 5-Category wise

The graph 5 showing the category wise selected candidates attended in the skill development course of Cook continental, Ayurvedic Spa therapy, basic car servicing, cook general, basic two and three-wheeler, food and beverage service and repair and over holing of two and three-wheeler course Provided by JSS under DDUGKY in the year 2018 and 2019. The data explicating that majority of the students who were attended in the courses comes from minority category such as 60 per cent from the Muslim and Christian community followed by students from OBC/OEC 20 per cent, 18 percent SC and 1 per cent ST students.

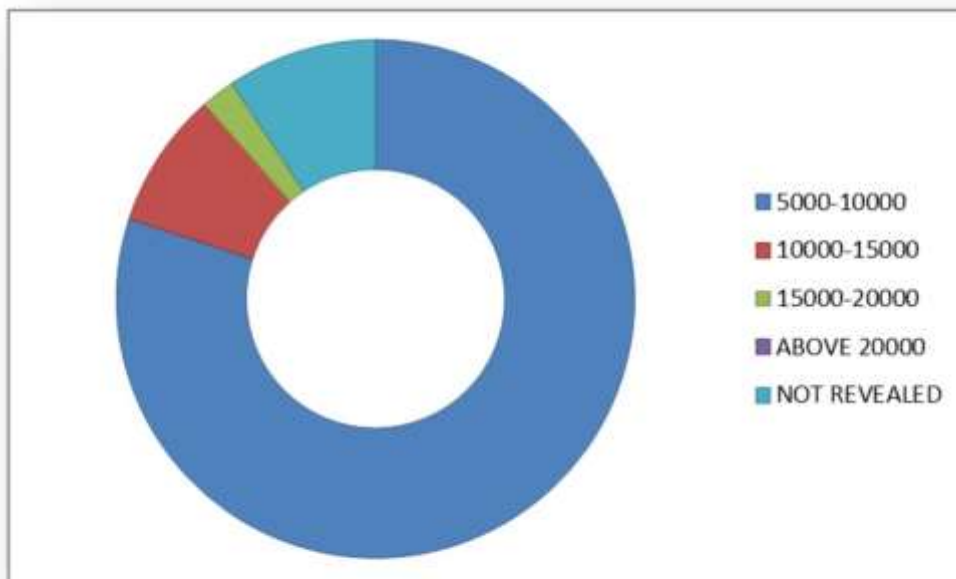
The skill development courses have assuring 60 per cent reservation for students from minority category. The JSS have able to give the permitted seats to the minority communities. Despite of this the participation of students from the marginalized communities like SC/ ST is less. Malappuram as a district with the representation of PVTG communities like Kattunaikka and Cholanaikka, are living in the regions of Nilambur. However, the number of candidates from these communities is very poor. While Comparing the number of candidates from SC and ST community, the participants from SC community is much better.



Graph 6: Socio-economic background of the students

The above graph-6 showing the gender wise participant of selected students in the skill development course of Cook continental, Ayurvedic Spa therapy, basic car servicing, cook general, basic two and three-wheeler, food and beverage service and repair and over holing of two and three-wheeler in the year 2018 and 2019. The general trend is showing that majority of the participants joined for the above courses are male.

It is known that the Skill India have providing 33 per cent reservation for the female participants. It is observed that the course options may or may not be a reason for a smaller number of female participants. Even though the number of female participants is less, it is pertinent that majority of the female candidates have got placement after the completion of their course.



Graph 7: Income

The above graph-7 showing the monthly income of the selected students who were completed the skill development course of Cook continental, Ayurvedic Spa therapy, basic car servicing , cook general, basic two and three wheeler, food and beverage service and repair and over holing of two and three wheeler in the year 2018 and 2019. The overall trend is showing that majority of the candidates getting an income between the range of 5000-10000 rupees per month. The graph is revealing that some of them are getting a monthly income of rupees 10000-15000. Few of the candidates are getting a monthly income between the range of 15000-20000. The graph also reveals there are participants with getting more than 20000 per month.

It is significant that JSS could give job support to majority of the candidates (70%) those who were completed their course in the last two years. It is also relevant that most of the participants are getting a salary between 5000-10000 rupees per month even in the initial months of their placement. Most of the students were belonging to middle class family background. It is noteworthy that JSS Malappuram has been making major changes in both participants and their families by ensuring better salary through better placement.

Major observations

- The JSS have following the guidelines of DDUGKY and ensuring seats to the minority as well as female candidates. Even though the number of female participants is less, it is pertinent that majority of them have got placement after the completion of their course.
- JSS could give placement to more than 70 percentage candidates. Most of the candidates are getting a salary of rupees 5000- 10000 per month.
- Majority of the candidates are mobilized through the JSS trainers and the Kudumbasree members. The Kudumbasree has playing a pivotal role in the mobilization process.
- The participation of candidates from SC/ ST community in the skill development courses is low. While comparing to ST the number of candidates from SC is much better.
- It is observed from the field data that most of the candidates considering that apart from the courses training class of English has improved their communication skill.
- The soft skill trainings and personality development trainings have assisted the candidates at the time of job interviews. Some of the candidates felt the training classes have increased their confidence level

Recommendations

- Better placement opportunities in case of remuneration
- A proper and systematic need assessment survey should be taken up in order to identify the needs of the target groups. The programme staff should be trained for this task. The panchayat should be involved in the needs survey. A good Needs Assessment Survey, in addition to identifying the needs of the community, will also create community awareness and enlist community participation in JSS programmes.
- Training courses that provide opportunities in employment or self-employment and help in producing marketable products are to be sought after as they can help the beneficiaries improve their standard of living
- The JSS should provide some link to market the products made by the trainees. Alternatively, it should provide sale counters in their premises or even organise exhibitions for the purpose, particularly on festivals.
- More courses should be taken up in collaboration with recognized or well-established institutions, not with individuals.

- As we have mentioned earlier the initiatives of JSS training centre Malappuram to conduct various training programmes is worth mentioning. It has envisaged as a Special support system to the candidates.
- Expansion of courses to six months from three and add more practical class sessions.
- Add service and front office management course to hotel management course
- Increase yoga class content in Ayurveda course
- Add more updated tools in automobile practical lab
- Give more methods for publicity
- The study underscores the need of female oriented courses
- It is also pertinent to mention that most of the candidates have got placed as soon as the completion of the training.
- Field insight of the study revealing that the participation of ST students in the training programme is very poor. Even the district has minimal population of students from ST community the participation needs to be increased.

Conclusion

DDU GKY program is an attempt to tackle rural poverty and unemployment by providing training and placement in formal sector to rural poor youths between the age group of 18 to 35. The previous skill development and employment generation programs of DDU GKY is output oriented and focuses on placement as well as preservation also. This program fulfills the target of rural development in following ways – DDU GKY program is one step ahead than traditional skill development programs, because where traditional programs were focused just on skill development, with this DDU GKY insists on placement also.