

SKILL TRAINING FOR RURAL YOUTH UNDER DDU-GKY: A CASE STUDY OF NAC IN TELANGANA

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Abstract

DDU-GKY aims to skill rural youth who are poor and provide them with jobs having regular monthly wages. It is one of the cluster of initiatives of the Ministry of Rural Development, Government of India that seeks to promote rural livelihoods. It is a part of the National Rural Livelihood Mission (NRLM) - the Mission for poverty reduction called Aajeevika. There is a continuum of skills that are required in an economy and there are various ways in which to acquire them. In India, while higher-level skills have received some attention, the same cannot be said for skills for which formal education is not a prerequisite. This means that the poor are doubly hit - first because of poverty and second because of poor access to formal education. DDU-GKY seeks to fill this gap by imparting specific set of knowledge, skills and attitude needed by the poor to access fulltime jobs in the formal sector. In this paper Skill Training for Rural Youth under DDU-GKY is discussed by way of a case study of NAC in Telangana.

Keywords: DDU-GKY, Poverty Reduction, NRLM, NAC, Skill Training.

Introduction

In an endeavour to fulfill the challenge of training and skill development, Government of India has undertaken various schemes and programmes. Ministry of Skill Development and Entrepreneurship has undertaken the program called Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY).

Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY): The Government of India has set an ambitious target for providing skill training to 500 million of its youth 2022, which is in line with the estimated demand for skilled man power over the next decade. As per the 2011 census, India has 55 million potential workers between the ages of 15 and 35 years in rural areas. Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY), the skill training and placement program of the Ministry of Rural Development (MoRD) occupies a unique position amongst other skill training programmes, due to its focus on the rural poor youth and its emphasis on sustainable employment through the prominence and incentives given to post-placement tracking, retention and career progression.

Even as India moves towards becoming an international skills hub, there is a need to acknowledge the challenges preventing the rural poor from taking advantage of this momentous economic transition. Lack of formal education, marketable skills and other

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constraints imposed by poverty place significant entry barriers to today's market. DDU-GKY is therefore designed to not only provide high quality skill training opportunities to the rural poor but also to establish a larger ecosystem that supports trained candidates secure better future. The design of DDU-GKY represents the strategy of the programme aimed at making rural India a key partner to India's growth story.

DDU-GKY follows a 3-tier implementation model. The DDU-GKY National Unit at Ministry of Rural Development (MoRD) is the agency responsible for national policy-making, funding, technical support and facilitation. The DDU-GKY State Skill Missions embedded in general within the State Rural Livelihood Missions (SRLMs), are envisioned to play a central role in providing co-funding and implementation support to DDU-GKY in the state and the Project Implementing Agencies (PIAs) who implement the programme through skill training and placement projects.

Review of Literature

Researcher had collected the related literature related to training, skill development and aspirations of rural youth and the articles related to the scheme of DDU-GKY. Thus the review related to training, skill development and aspirations of youth is being discussed below:

John Wilson. P and Steven Western (2000) have conducted a study and found out that the majority of training and development plans were directly related to the requirements of the job and only a small proportion were involved with general personal development.

Bureau of Social Science Research (2001) says that most important in training programs are an experienced director, a planning phase, highly motivated staff, good public relations and adequate facilities. Hence it has been concluded that the new advancements in Human Resource Development should be included in evaluating the effectiveness of training programs. Many specialists from other countries engaged in training and development, have tried to evolve different methods of assessing the effectiveness of training programs. Therefore, Training programs are very much essential for employees for further development of their career.

Kym Cole and Jennifer Liebschutz (2016) from Harvard Kennedy School in their study concluded that DDUGKY builds on the MoRD's previous experiences with providing skills training to rural populations. It is designed to "not only provide high quality skills training opportunities to the rural poor, but also to establish a larger ecosystem that supports trained candidates to secure a better future. They further studied that DDU-GKY's current tracking and retention efforts comprises of three strategies i.e. DDU-GKY encourages PIA trainers to work closely with local community leaders (at the gram panchayat level) to recruit trainees, meet with families to convince them of training benefits, and guarantee their daughters' safety. Second, they encourage migration support centers to assist rural to urban migrants by helping them find accommodation, securing alternative jobs if needed, interacting with local government, and securing access to a counsellor. Third, DDU-GKY offers post-placement support funds to help trainees adjust to life in an urban area and that DDU-GKY also seeks to improve alumni retention rates and performance.

They found that DDU-GKY struggles to keep female graduates formally employed. PIA managers suggested that many women drop out of the program after working in their largely urban placements for just three months. This is largely due to pressure from the women's families or a personal preference to live in a rural area and this is especially true in more conservative parts of the country, including the north and northeast.

Sabita Kumari (2016) conducted a study on skill enhancement of the rural youth through DDU-GKY. She discussed about the implementation and the type of trainings conducted in DDU-GKY scheme. The effectiveness of DDU-GKY was also being discussed in the paper.

Significance of the Study

- In Telangana state, under DDU-GKY the second highest sector under which the youth trained (5303) and placed (4491) is the Construction sector. Hence this construction sector is being selected.
- National Academy of Construction (NAC) established a wide area of network of training centres for youth and also their aim is to provide employment opportunities to the rural youth in Construction Sector.
- There are two PIAs i.e. NAC and Try Logic in Telangana state which are providing training to youth in construction sector since 2014 under DDU-GKY. We have focused on NAC PIA.

Objectives

- To study the skill trainings of rural youth under DDU-GKY at NAC in Telangana.
- To understand the pre-training and post-training status of rural youth under DDU-GKY at NAC.

Methodology

- **Study Area:** The study was conducted in Telangana state. The PIAs which are operating in Construction Sector in Telangana state are NAC and Try Logic. NAC PIA is being selected since it has more number of candidates or youth being trained and placed under DDUGKY compared to Try Logic.
- **Sample Size:** Total number of candidates undergone skill training and are also placed at NAC PIA are 4327 from 26.08 2015 to 31.03.2019. A sample of 430 (10% of 4327) is taken for the study.
- **Sampling Method:** Simple random sampling method was used.
- **Period of the Study:** Trainees who had undergone skill training at NAC under DDU-GKY scheme in Telangana state between the years of 2016-19.
- **Tools:** Questionnaires and structured interview were used for collection of the data.

Training at NAC under DDUGKY

NAC gives two types of training to its candidates: Domain and Non-Domain

In domain classes they teach about vocation skills and skills related to the trade under construction sector. There are eight trades under the construction sector in which skill training is provided to the candidates. Following table shows the candidate trained and placed at NAC from 26.08.2015 to 31.03.2019 in eight trades of construction sector:

Trade Name	Training Completed	Placed
CON/707-Assistant Works Supervisor	722	648
CON/712-Junior Land Surveyor	951	735
CON/Q0502-Assistant Construction Painter and Decorator	243	202
CON/Q0602-Assistant Electrician	2294	1918
CON/Q1103-Assistant False Ceiling and Drywall Installer	126	118
CON/Q1503-Store Keeper -Construction	301	281
FAB/701-Arc and Gas Welder	480	425
Plumbing and Sanitation	370	350

Source: Primary Data collected from NAC

In non-domain class first is the computer class, here they learn Excel, word, and basic computer so that they can do billing and all the transaction they can record in the sheet. For this purpose they are given tabs or they have computer labs where they can practice them. Second is the Soft skills for developing communication and interpersonal skills. Last is the most important class i.e. English class, since they are from village background initially they find it difficult to learn the words but daily 2 hours class for 3 month makes them fluent by the end of training.

Working Hours

Daily they have 8 hours classes (4 hours of domain, 2 hours each of Soft Skills and Computer skills). Monthly assessment is being done by the internal faculty.

Infrastructure

The classes are furnished with proper lightning, projectors. Proper dining hall, labs, clean furnished hostels are present at NAC. The lecture plan is also maintained by the SOP of DDU-GKY.

Activity cum Lesson Plan(ACLP): They have mentioned the working hours and the entire lecture plan in this ACLP. Whole centre is under CCTV control. Attendance for trainers is taken by both Biometric and on Hard copy.

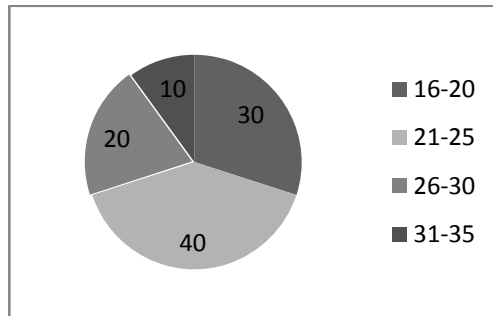
Before freezing the batch DD i.e. Due Diligence is done. Inspection is also done by the Q-team of PIA after the 40 days of starting of the batch.

Data Interpretation and Analysis

Data related to the age-group, education qualification, pre-training and post- training status are collected and are analysed as below.

Age-Group wise Distribution

- 30% candidates were in range of 16-20.
- 40% candidates were in range of 20-25
- 20% candidates were in range of 26-30.
- 10% candidates were in range of 30-35.



Education wise Distribution

- 62% of the candidates completed 10th class.
- 23% of the candidates were 12th pass (Intermediate).
- 15% of the candidates completed Degree or Graduation

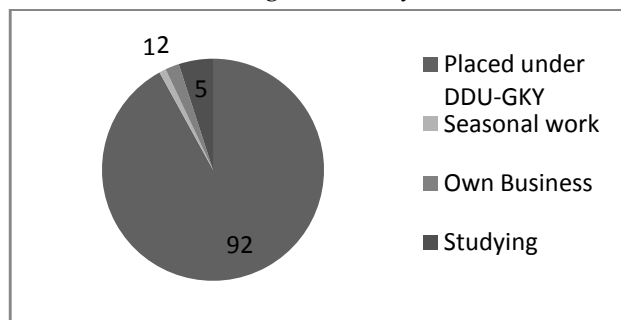
Pre - Training Status

- 35% of the candidates were Unemployed.
- 30% of the candidates were seasonal unemployed.
- 20% of the candidates were wage employee.
- 15% of the candidates were studying.



Post-Training Status

- 92 of the candidates are working after being trained and placed under DDUGKY.
- 1% of the candidates are seasonal employed.
- 2% of the candidates are doing their own business.
- 5% of the candidates are continuing their study



Conclusion

The study reveals that Youth are highly inspired and are very happy after joining the training. Burden of debt is decreasing from the parents of the candidates. Surprisingly, it was observed that candidates, from their savings constructed toilets and the motors so that their family will not face water scarcity problem. They even constructed their own houses. Hence, it can be concluded that the skill training was useful for the youth in getting the job which in turn helped them to lead better livelihood.

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