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Skill Development Initiative: Opportunities and Challengesin special reference to DDU-GKY, Odisha

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Abstract
Skill development is a new challenge for India. India is one of the youngest nations in the world with more than 62% of its population in the working age group (15-59 years). The basic challenge of India is how to make them skilled to be more proactive and fulfills the requirement of industries. For rural youth, Govt. of India has come up with a new scheme called DeenDayalUpadhyayaGrameenKaushalyaYojana (DDU-GKY). The main objective of this programme is to train rural youth and make them eligible for the requirement of different industries. In this paper an attempt has been made to evaluate the progress of DDU-GKY since 2015. This paper is a descriptive in nature where secondary and primary sources of data have been taken. The entire progress will be depicted through different data tables and diagrams. This paper would help the readers and Policy makers to understand the concept and outcomes of this scheme.
Key Words: *Skill, Skill Development, Skill Development schemes, DDU-GKY*

I. INTRODUCTION

Indian Government has the target for providing required skills to 500 millions of its youth by 2022. According Census report 2011 India is one of the youngest nations and 55 million potential workers are between the age of 15 to 35 years in rural areas. Many of the industrialized countries are facing shortage of working population problem and this become an opportunity for India to get ready with skilled labour to fulfill the different industrial requirement. The contemporary focus on skill building is derived from 'Demographic Dividends' which comes from two ways, one is declining birth rate and the other one is improvement in life expectancy. This is the high time for India to transform its demographic surplus into a demographic dividend.

Dean DayalUpadhayGrameenKaushalyaYojana (DDU-GKY) in the skilling and placement initiative of Ministry of Rural Development (MoRD) under Govt. of India. Originally it came from Aajeevika Skills Programme and special project component of the Swarnjayanti Gram SwarojgarYojana (SGSY). It involves State Govt., Technical support Agencies like the National Institute of Rural Development (NIRD) and Panchayat Raj and Project Implementing Agencies(PIA). MoRD has notified the guidelines and Standard Operating Process(SOP) for proper implementation. It is mandatory for project functionaries to be trained, assessed and certified in the standard operating process. This DDU-GKY will not only provide training to rural poor but also to establish a larger ecosystem that supports trained candidates secure better future. This paper is divided into three parts the first part will explain the different objectives of DDU-GKY, second part will explain the different achievements till date and the third part will explain the different challenges faced by executers in implementation in rural areas of Odisha.

II. LITERATURE REVIEW:

According to Hiromichi Shibata (May, 2001), difference in the troubleshooting and the machine maintenance skills possessed by production workers, maintenance workers and team leaders are found to be main cause of the performance gap.

Singh &Kaur (2018), conducted a study on skill development at Paint and Coating industry. The study finds that lack of formal training & inadequate provisions for the training of painters are the main reasons behind the shortage of skill in this industry.

Gupta &Agarwal (2018), conducted study in power sector in India and found that various modes of training like short term, long term and workshop, graduate and post-graduate programs. The industry traced out the future requirement and power sector skill council is working for imparting skills and increasing the employability ratio.

Shrivastav and Jatav (2017), conducted study entitled ' An Analysis of Benefits and Challenges of Skilling India'. The study finds that the existing skill development policy in India needs an urgent treatment. Institutional structure needs simplification with sufficient investment in training infrastructure and should provide incentives for private sector participation.

Prasad and Purohit (2017), conducted study on 'Skill Development, Employability and Entrepreneurship through Make in India'. The study finds that to make ' Make in India' project successful, youth of India should be empowered with formal education, technical and vocational training. Despite of all investment, creation of robust workforce for the industry is still fantasy. Besides white and blue collar, India needs Grey collar-knowledge workers which include ICT skill, problem solving, analytical ad effective communication skills and rust collar- skilled workers at the grass root level in unorganized and un-benchmarked sectors like construction, agriculture and related trade.

Abhisekh and Aditya (2015), conducted an evaluative study on ' Skill Development programmes: A Project Management Perspective'. The study finds that the major challenge for Indian Government in implementing the skill development programs in India is mobilizing adequate funding for existing projects.

Peter Capelli mentioned in his book ' Why Good People Can't get Jobs' that Skill gap is not primarily a problem of schooling. There are not major shortage of workers who do not have basic reading and math skill or of workers with engineering and technical training. New technologies require specific new skills that school do not teach and that labour markets do not supply. Education does not measure technical skills.

Aspiring Minds National Employability Report, of the 1.5 lakh engineering graduates in 2015 from over 650 colleges, 80 per cent of them are unemployable. There seems to be an inherent disconnect between the curriculum based learning at the school and university level, with the requisite 'job ready' skills needed by Indian corporate. Despite some initiatives taken by the government towards enhancing skill development, there still exists a large gap between supply and demand, with students expressing their frustration by way of limited job opportunities and corporate looking for quality talent.

Skill shortages may be particularly costly to small and medium-sized enterprises, whichmake up 70% of employment in Australia (Department of Industry, Innovation and Science, 2011).

Features and Objectives of DDU-GKY

1. Shift in emphasis from training to career progression: It emphasizes on job retention, career counseling programs and foreign placement.
2.Greater support for placed candidates: It extends the services towards post placement support, migration support and alumni network to enable farm to factory transition
3.Inclusive Program Design: this program gives special importance to socially deprived candidate groups like SC/ST 50%, Minority 15% and Women 33%.
4. Enable the poor and Marginalized to access benefits: National and International demand for labours is taken into consideration. In this regard funding is done for different training programs.
5. Outcome led Design: Guaranteed placement for at least 70% trained candidates and moving towards minimum mandatory certificates.
6.Standard led delivery: The DDU-GKY ensures the quality framework for training infrastructure and service delivery.

Implementation and Framework of DDU-GKY

DDU-GKY follows a 3-tier implementation model.

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

DDU-GKY progress report

Financial Year	Target	Trained	Placed	Assessed	Certified	Centre	Trades
2014-15	210000	43038	21446	NA*	NA*	-----	-----
2015-16	177986	236471	109512	NA*	NA*	-----	-----

2016-17	200014	358931	187042	188835	117258	654	329
2017-18	200000	137059	60974	78964	52197	726	351
2018-19	200000	233603	135529	211964	17168	1196	436
2019-20	200000	69675	56647	56493	42371	1220	433

Source**:** http://ddugky.gov.in
NA*: Certificates were not mandatory for FY 2015-16 and 2014-15

Challenges:
1. This programme is targeting the BPL population in the rural areas but they are not differentiated based on their earlier qualification. They may be graduates, Under-graduates or simply primary school passed youths. A general level training may be not applicable to all category of youths. In this regard various level of expectations are not studied.
2. It creates a differentiation among the employees. A graduate may not be ready to work at a minimum wage rate when a primary school passed out employee get the same wage. It creates higher attrition level.
3. Mobilizers are working like a salesperson but not delivering the actual content.
4. Counseling is not mandatory in DDU-GKY in SOP of DDU-GKY, youths are getting assigned to any trades based on some aptitude test. It does not ensures the interest level of end receivers.
5. Rural poor population suffers from homesickness, they generally don't want to move to a particular places where training is provided.

III. CONCLUSION

Strong demand for the economic opportunities among the poor, as well as immense opportunities in term of developing their work abilities is addressed by the DDU-GKY. Social mobilization as well as a network of strong institutions is essential in order to develop India demographic surplus into a dividend. Quality and standards are paramount in the delivery of skilling, in order to make the rural poor desirable to both Indian and global employer. This scheme is just started in the different villages in India. Poor and socially deprived people are to be more motivated towards the great initiative. Regular counselling and continuous flow of information related to this scheme is required.

Bridging the Skills Gap: Technology - An enabler for skill-development programs

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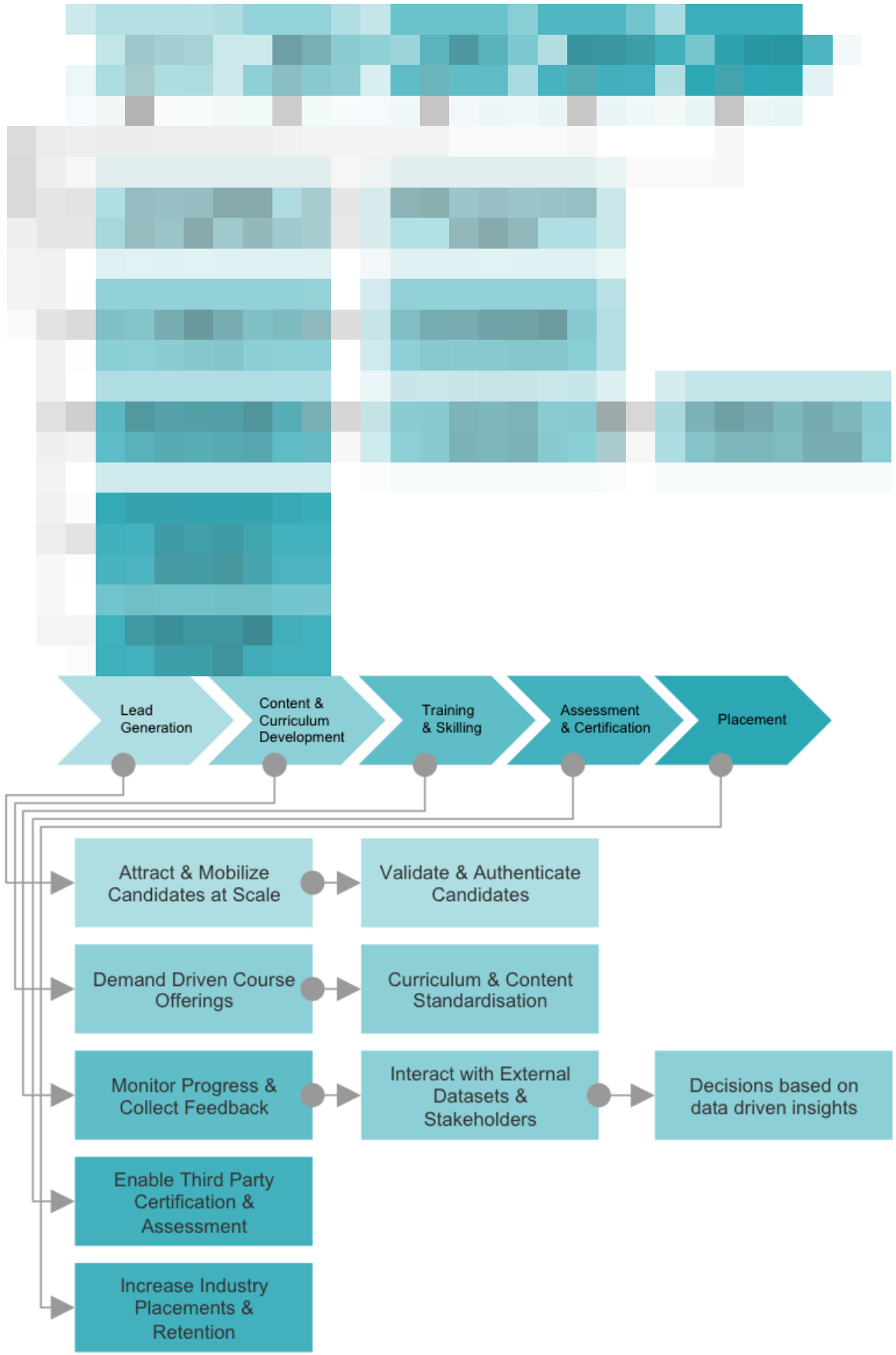
May 18, 2017 · 4 min read

Problem Statement
Given the diversity of the country, cross-cultural differences, local languages and preferences, how can technology help build a strong training and skill development strategy?

Background and Context
For India, the situation is dichotomous. While India has the demographic dividend in its favour, there are not enough people filling available jobs. The magnitude of the problem has been analyzed by numerous experts: of the ~ 11M students graduating from colleges each year, only 20% get jobs relevant to their skill sets. Also, last few years have witnessed an unprecedented rate of technological advancement. These new generation of technologies are altering the way workplaces function, thereby increasing a demand for re-skilling and up-skilling of existing and new incoming workforce. India's workforce readiness is one of the lowest in the world, and a large chunk of existing training infrastructure is out of tune with evolving industry needs. This has put tremendous strain on the skill development sector to respond swiftly to these macro-shifts. We see development of skills as a strategic response to these macro-shifts including technological advances, labor market conditions and globalization.
The pace of current macro-shifts including technological disruptions, and other associated changes will outpace the ability of organizations and individuals to continuously learn and adapt. As technology and automation continues to redefine the nature of skills and jobs, as they exist today; organizations will need to work towards ensuring that the cognitive and skill gaps are adequately addressed within the system. This is applicable firstly, for skilling industry — by ensuring they move towards demand based skill development/ vocational development models. and secondly, for workplace learning — by making continuous learning a part of organizational DNA.

Challenges in Implementing Skill Development Initiatives
As organizations, with support from various stakeholders in the ecosystem, implement skill-development initiatives on large scale, they are likely to face one or many of the challenges listed below –



Picture 1: Skill Development Value Chain and Challenges

Technology as an Enabler

I believe that technology itself can play a leading role in helping organizations leapfrog some of the challenges of the space. As the skill-development industry matures, the upcoming investment decisions will need to be ground in hard data. Key organizational drivers such as sector and beneficiary targeting, curriculum and delivery methods etc. will need to incorporate market signals. The current ecosystem does not provide agile, actionable data to close the loop, and drive operational efficiencies.

I believe that for all the above-mentioned opportunity or issue areas — the solution approach needs to be designed for scale. With increasing need to also report evidence of impact, organizations will need to move towards a data-driven approach. This will call for more than a technical re-adjustment in the way organizations operate. This would call for rewiring of the DNA of these organizations with technology and data at the core of the enterprise. Some of the benefits that the organizations look forward to include -

1. Use data internally to effectively a) develop operational efficiency b) manage teams better and c) respond to market shifts
2. Use data to develop and deliver effective programs that can bring about lasting change

Thus, only organizations that are able to effectively use data will be able to build and deliver sustained impact. Keeping this in mind, I recognize that any effective system for skill development space will require to keep people interested and/ or engaged, while also allowing the user to influence the system dynamically. This will also ensure buy-in from all stakeholders and ensures adoption in the long-term.

While data collection, data transformation and data visualization are necessary first steps to help organizations fine-tune their offerings, and monitor and report impact, I believe the following should be the roadmap of technology investment -

1. Organizations should be able to record and track candidate data — their skill-sets, local languages, preferences, proximity to training centers, qualification to assess, and map appropriate skill development path to a candidate
2. Candidates should be able to understand the sequential skill development program, and where each path takes him/ her
3. Operationally, technology should be able to assist in monitoring and tracking components such as authentication, attendance, progress on skills
4. A fully integrated platform and standardized framework would allow training centers spread across the country effectively communicate with each other and aggregate with cross-dimensional views of information. Given there has been a trend of rural to urban migration of youth in recent times for economic opportunities, we believe that the organizations should be able to service any student through any of its centers, and also ensure that same service is available across all centers
5. The platform should going forward, be able to interact and share data with other platforms including the proposed LMIS (Labor Management Information System) to understand several components of skill-development including skill in demand, challenges, issues, training quality, certification requirements etc.

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