

**Dissertation
at**

**Ajeevika Bureau, Step Academy
(2nd February- 4th April)**

**Assessing and Exploring
Effectiveness and Scope of Skill
Programmes for Rural Youth in
Udaipur District, Rajasthan**

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INTRODUCTION

SKILLS AND MARKETABLE SKILLS

‘Skills’ refers to those set of attributes which a person can gain with time and available resources and uses it to enhance his/her income and livelihood options

‘Marketable skills’ commonly refers to any skill/expertise/ability that has a market value, i.e. which has the potential of being utilised, either in the present or near future, for generating income/ employment.

SKILL DEVELOPMENT STRUCTURE OF RAJASTHAN

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NSDC

Develop a portfolio-level plan for creating and augmenting a skill development training in line with industry requirements especially in high-growth sectors, such as construction, retail, IT and IT-enabled services (ITeS) of each district, and encourage more partners to take part in current and upcoming training programs

STATE GOVT.- RAJASTHAN

Link different schemes aimed at livelihood generation through skill development or training initiatives so as to maximize the results. This would call for interventions at the district levels, more public-private partnerships (PPPs) for skill enhancement, innovations for better industrial linkages and adopting best practices for skill development

INDUSTRIES

Encourage and partner industry associations in workforce engagement and up-skilling. Also, develop new PPP models of operations matching core competencies as part of corporate social responsibility (CSR) initiatives

TRAINING PARTNERS/PROVIDERS

Develop plans to engage the youths in the districts keeping in mind the projected workforce, liaison with industry associations for mapping current and future requirements, vet the courses and initiate funding support from apex bodies such as NSDC and RSLDC. At an operational level, they would play a vital role in the implementation of the skilling strategies

BROADER SKILL DEVELOPMENT TARGETS

- ~ 24 lakh skill training across sectors by 2017 (increase the proportion of skilled and semi-skilled workers from the current 9% and 35% to 20% and 40% respectively by 2017)
- ~1000 private training centres (apart from ITI/ITC) across states ; increase investment in training by additional 10% through PPP models
- Fund utilization 100% and reduce drop-out rates of training programs to 10% by 2017 from current levels of 30%
- Innovations and capacity building in skill development programs like skill voucher, bank loans, sector skill councils/committees etc.

Source: Rajasthan Skill Gap report (2012-2017, 2017-2022), NSDC, January 2013.

Rural youth can be seen as those born or living in villages.

- Youth (between 15 to 29 years of age; according to National Youth Policy 2014)
- **In Udaipur the skill development initiative is catered by:**
 - I. Government
 - II. Non-government organisations
 - III. Private players
- **Trainings (criteria, process and status)**

DESIGN AND METHODOLOGY

OBJECTIVES

To understand processes and effectiveness (especially outcome and retention) of skill trainings.

To understand the rural- urban linkages and interdependencies to explore possible areas of innovation in skill sets.

To explore the scope of design of various programmes and schemes.

STUDY DESIGN

- Descriptive
- Exploratory

SAMPLING TECHNIQUE

- Convenience sampling
- Snow-ball sampling

SAMPLE SIZE

- 8 Training Centers
- 5 Government Schools and 2 Colleges
- 4 Villages

DATA COLLECTION METHODS

- **Primary** (70 In-depth interviews and 13 Focus group discussions)
- **Secondary**

- In-depth Interviews:**

20 trainees (including eight x-trainees), 30 non-trainees (10 dropouts, 10 students and 10 workers working in low-graded profession), 10 trainers and 10 service providers.

- Focus group discussions:**

9 with the trainees and 4 with the non-trainees.

- Stayed 12 days at Barwada village (Ajeevika Bureau's Satellite training centre for girls) and visited 4 villages (named Kucholi, Gundali, Bawda and Royada) and 2 government schools nearby.

- Stayed at Step Academy Udaipur and visited training centers, colleges, schools, mall, etc.

CENTRES VISITED:

1. Step Academy,
RSLDC
2. Pratham Centre
3. ICICI Centre,
RSETI
4. Agies Skill
Centre, ELSTP
5. All Global
Academy, DDU-
GKY
6. Nifa Centre,
NSDC
7. Titadi Centre,
PMKVY
8. Visvesvarya
Foundation,
PMKVY







LIMITATIONS

- Geographical spread
- Lack of transportation
- Challenge in eliciting new ideas and information

FINDINGS AND ANALYSIS

Child marriages and migration

Lack of awareness about skills and trainings centres

Beneficiaries and untouched youth

Cultural barriers

CASE STUDY:

Bhuraram Gameti, 18 year old boy of Bawda village, Udaipur. He said, “I belong to a very poor family, I was 9 years old when migrated to Surat for saree cutting and worked there for 2 years than worked at a hotel in Mumbai for 3 years than came back to my village and at the age of sixteen I got married.” The living conditions after migration became worse. He said, “I worked more than 12 hours a day and mostly faced sleepless nights there.” Now, he is doing construction work and migrates daily to Udaipur in search of work. He said, “It is not always possible to get work sometimes I have to come back home without a single penny in my pocket.” He has no awareness about the skill training programmes due to less awareness in their village and due to financial burden of family he has to work daily to run their livelihood. He said, “I’m doing this labour work because of no educational background.”

Like Bhuraram, many others spent their whole life in the poverty trap and doesn't receive the benefit of any of the government programme due to lack of awareness, more financial burden, socio-cultural barriers and ignorance about opportunities and service providers, etc.

Dignity and sustainability

Trainings are designed keeping in mind the urban low profiled jobs

Advanced courses in existing skills are missing

Big challenge is to design and develop trainings for youth

Focus is on quantity rather than quality

DISCUSSION:

Focus group discussion with the trainees of housekeeping and BPO in a centre under DDU-GKY scheme was conducted in Udaipur. Youth said, “We filled an application under this scheme in our Gram Panchayat for getting training and job and then we were called onto this centre for training.” By this time they all are unaware of the fact that which trainings are going on at the centre. They have to choose from the existing two options in the centre that which training they want to pursue i.e. housekeeping and BPO. “We were told it is better to choose housekeeping by boys and BPO by girls and then we all chose accordingly”, said the youth.

This is the way trainings are going on. As the urban world/ service providers are putting rural youth to urban areas and providing low-graded placements.

Lack of coordination

Self opinion and self realisation

Age and gender of youth

**Under utilisation of resources in
skill centres**

**Private players consider their
motive first**

CASE STUDY:

Narendra Kumar Meghwal, 20 year old trainee (AC repairing) at a skill training centre under RSLDC scheme lives at Karda village, Udaipur. He lives with his parents and elder brother and dropped study one year ago after 12th. He said, “I have taken training of plumbing with some other centre earlier than switched to this centre and opted for AC repairing. When the management of previous centre call me to get follow up information I told them that I’m doing plumbing work.”

This is not only the mistake of the trainee but also lack of convergence between training centres leads to this situation. Convergence between centres is very important if we really want dedicated youth in training centres. Unless this will continue and the resources invested by government on each trainee will not provide return.

STRENGTH

Abundant resources

People are ready for training

Organisations are there to open training centres

OPPORTUNITIES

Addition of backward linkage

Addition of forward linkages

Standardisation and convergence b/w skill centres

Skills must be designed according to the needs of the area

ANALYSIS

WEAKNESS

Low-graded skills imparted

Lack of efforts and dedication of service providers

Lack of convergence b/w stakeholders

Under utilisation of existing resources

lack of dedicated and needy youth

No special effort for marginal and weaker sections

Not designed with the specificity of locality

CHALLENGES

Mental set up youth and service providers

Cultural and social barriers

CONCLUSION AND SUGGESTIONS

Self realisation sessions

Group entrepreneurship

Segmenting skills under
single system

A residential college for the
dropouts

New skill sets related to rural livelihood

Need and demand of the target group

Equitable and realistic approach

