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Impact of COVID 19, in Centrally Sponsored Schemes (CSS) for Skilling youth: Rajasthan

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Keyword

Vocational Training,
Skilling, online training,
Skill India, Employment,
Employability etc....

Abstract

Background:- Skilling youth of a nation is an outset of the social as well as economic development of the nation. As India is a youngest nation of the world with average age of the workforce is 29 years and initiated Skill India, Digital India & Make in India programs to maximize the demographic dividend and match the demand & supply gap.

COVID-19 and the consequential boundaries have had a considerable impact on skilling or vocational training and employment, mostly centrally sponsored schemes for BPL, Rural Poor and marginal & dropout youths. Even Vocational Education is recognized as a priority area by our National Policy for creating sufficient number of quality jobs for all unemployed youth in the formal and informal sectors.

Aim - In this study, we are analyzing impact of COVID-19 in training and placement through the down-fall in the actual training imparted and placement provided by training providers under center sponsored schemes like DDU_GKY and PMKVY in Rajasthan

Methods – Secondary data composed from skill department for top 10 training partners in the state, imparted training under DDU-GKY and PMKVY schemes in the State in-between 2017 to 2021 (in last 5 years) and select 100 students through random sampling from both schemes. Primary data of trainees and training partner's collected via online Google forms.

Results- Due to covid-19, physical presence of trainees was low in the Skill Development Centres, actual downfall and impact on employment captured.

Conclusions- The need of design & development of online workshops/labs, to continue such trainings for enhancing hands on skills and match the industry demands in case of any such situations.

1. INTRODUCTION

COVID analysis is something that has become a common course statistic now a days. Every individual is continuously concerned about any information related to different quarters on rise as well as spread of the outbreak which turned into a pandemic, specifically concerning the rising concerns of the impact of the pandemic on the livelihood as well as lives of indusial. Different studies suggest that post pandemic universe



would be the one which would be completely overtaken by the digitized economy. Digitised economy requires a workforce which is well equipped for fulfilling its needs by having right skill set for improving the consumer spending and continuity of business in future (Singhal & Sneader, 2020).

Machine learning, analytics, data science are now the top seats amongst the most in demand skills in the IT-ITeS sector now (NASSCOM B2B, 2019).

University Grants Commission has decided to address and fulfill the need to promote online education as well as distance learning with the help of its institutes. It plans to undertake the work by relaxing the current norms and requirements of eligibility for e-education for all. It would go on to become the new normal in future for imparting education which would also be accessible to everyone. Such decisions related to modes of imparting education in General Education System which would pave the way for transitioning different modes of skilling and skill education to the working force of the nation at large.

The need to up-skill and re-skill across different job roles need to be aligned with career related aspirations of the graduates significantly amongst the disadvantaged youth. The members of workforce might not have an ability of working from home considering a lack of proper space, high speed net facility, laptop, etc. They might even lack digital skills and communication skills for pivoting their previous jobs to the emerging needs amongst different sectors and might be more resistant to adapt to the new models of work and education. They might also need to be up-skilled and re-skilled through the training models which require peer interaction as well as learning opportunities to keep themselves motivated. There might also be benefits in preparing a talent pool in the local areas because of mobility restrictions as well as offering access to the low-priced technology solutions to ensure online education. Especially, the skills that are related to the local economies.

According to a survey conducted amongst the TVET providers, social partners and the policymakers, about 90% of the respondents showed complete closure of the TVET centres in their respective nations as a response to spread of COVID and the containment measures taken by their governments. In approximately 114 nations, complete lockdown was reported by most of the respondents. Partial closure restricted to regions was reported more commonly by the respondents in the Pacific and Europe, while closures restricted to some of the activities were prevalent in the European and the Central Asian countries as compared to other regions. The results have been consistent in terms of stringency of government's response over survey period as was measured by Government Response Stringency Index which has been developed by the Oxford University.

The respondents reporting a complete lockdown were in the nations which on an average had most strict government responses to the pandemic, followed by the ones reporting a partial closure, either for just some activities or parts of the country. The respondents who reported absolutely no lockdown were in the nations with lowest average strict measures.

An urgent need for shifting to online learning modalities was mainly constrained by a lack of sufficient infrastructure. In most of the nations, the challenges pertaining to supply of electric power, online connectivity, poor internet connectivity and a lack of capacity of the network for coping with the rising use of data seemed to only add onto the difficulties to switch to online training modalities. The additional costs of data usage incurred on online learning were borne mostly by students as well as teachers. A digital divide between rural and urban areas was highlighted as a serious obstacle in most of the countries.

Quality of online learning depends mainly on functionality of learning platforms as well as tools which help in delivering the programmes. The pandemic crisis has stressed on the fact that efficient distance education platforms along with remote instructions are not there in the vocational education systems, especially if they must be used on the national scale.

RESEARCH OBJECTIVES

To analyze impact of COVID-19 in training and placement through the down-fall in the actual training imparted and placement provided by training providers under center sponsored schemes like DDU_GKY and PMKVY in Rajasthan

REVIEW OF LITERATURE

As per a report on youth awareness, mobilisation as well as perception regarding the centrally sponsored schemes of the Government of India including DDU-GKY & PMKVY, the youth of states are quite aware about these trainings, even though there is a good scope of improvement which is required in terms of the quality of training, counselling assistance as well as infrastructure (Joshi Ashwani Kumar and Pandey K.N.,2020).

Another paper assessed the importance of these trainings for increasing the productivity of youth in India. Their findings have confirmed the significance of such schemes in enhancing the productivity of the youth. They mainly advocate the skill trainings for building the capabilities of the youth which help in improving productivity and help in earning livelihoods for unemployed youth of the country (Agrawal Mini, Thakur K.S.,2019).

These papers have also identified that staying in the urban areas, males, the Christian communities as compared to the other religions, people having formal education along with working population from tertiary and secondary sectors are important factors which increase the participation in vocational trainings. They also state that the formal vocational trainings help the participants to get better opportunities of jobs with high wages as compared to the ones who don't have any kind of vocational training.

According to a paper, the gaps have been identified in execution of skill development initiatives. It emphasises more on training quantity and not on the applicability and quality. However, they consider skill development to be an apparent way to exploit demographic dividend.

A drastic decline has also been noticed in total number of youth unemployed who are looking for jobs under short term training initiatives of PMKVY & DDU-GKY scheme during COVID.

PMKVY (Pradhan Mantri Kaushal Vikas Yojana)

Introduced in the year 2015, PMKVY (Pradhan Mantri Kaushal Vikas Yojana) is amongst one of the flagship programmes of MSDE (Ministry of Skill Development and Entrepreneurship) which aims at mobilisation and training of youth as the requirements of different industries. After the relaunch of PMKVY 2.0 during 2016-2020, PMKVY 3.0 envisaged training of about 8 lakh youth between the period of 2020 and 2021 with an outlay of about Rs. 948.90 Cr.

DDU-GKY (Deen Dayal Upadhyaya GrameenKaushalya Yojana)

MoRD (Ministry of Rural Development announced the scheme- DDU-GKY in 2014. It is a part of NRLM (National Rural Livelihood Mission), tasked with double objectives of enhancing diversity to incomes of the rural population and catering to career aspirations of the rural youth population. It is focussed uniquely on the rural youth population aged between 15 to 35 years coming from poor financial background. As part of Skill India Mission, it plays a very important role in to support the economic and social programs of the Government of India like Digital India, Make in India, Start-Up India, Smart Cities, etc. More than 180 million or approximately 69% of youth population of the country aged between 18 to 34 years, are living in the rural areas. Out of these, bottom of pyramid youth coming from poor families do not have no to marginal employment of approximately 55 million. Currently, the scheme has been implemented in the 27 states plus 3 union territories in India.

Covid-19 impact

According to the data given by Ministry recently showed that approximately 7,04,220 youth have been placed under PMKVY 2.0 during 2018-19 and approximately 6,08,389 youth have been trained in 2019-20. The number nosedived to approximately 2,16,059 during 2020-21 and about 87,621 during 2021-22. It further plunged under PMKVY 3.0 having just 43 candidates placed during 2020-21 and about 4104 during 2021-22.

The skilling ecosystem in Rajasthan

RSLDC (Rajasthan Skill & Livelihood Development Corporation) in Rajasthan has three centrally sponsored schemes including DDU-GKY, PMKVY and SANKALP. The main objective of implementing these schemes is to cover different segments as well as areas of our society having their focus on disadvantaged groups of our society. RSLDC has been working relentlessly towards wage as well as self-employability by choosing innovative models.

Based on the experiences of PMKVY 1.0 as well as PMKVY 2.0, the Ministry made several improvements in

the latest version of PMKVY for matching the present-day policy doctrine for energising the skill ecosystem that has been impact by COVID.

In 2020, March, when the Government of India imposed a nationwide lockdown as a response to first wave of COVID, it was clear that this health emergency is heading towards a global economic crisis. As India now grappled with the even more disastrous second wave of COVID, it's become even more important ever to know about the social and economic fallout of first. The shocks of first wave of COVID on the labour markets were devastating. According to a study conducted by APU (Azim Premji University), roughly 100 million workers had to lose their jobs during lockdown during April-May 2020 (APU, 2021). The young workers had been hit the worst. According to the data by Periodic Labour Force Survey, the rate of unemployment increased from about 21% to a severe 36% during Apr-June 2020 in comparison to similar quarter of 2019. Amongst them, the youngest migrant workers were vulnerable the most. The most disappointing images of first wave of COVID were those of the migrant workers losing their livelihood and jobs in cities, walking down hundreds of miles to their hometowns. As per Import, 2020 in all 11 million migrant workers returned to their hometowns after the lockdown of the first wave.

RESEARCH METHODOLOGY

Data Collection

Secondary data collected from skill department for top training partners in the state, imparted training under DDU-GKY and PMKVY schemes in the State in-between 2017 to 2021 (in last 5 years) and selected 100 students through random sampling from both schemes. Primary data of trainees and training partner's collected via online Google forms

TOOLS USES

Used MS-XLS for analysis and interpretation.

Overall training, placement and certification of trainees under DDU-GKY from 2017 to 2023 is as under (date collected from DDU GKY official website <http://ddugky.gov.in>)

Table - 1

Year Wise Training, placement , certification Details					
SN	FY	Trained	Placed	Assessed	Certified
1	2017-18	142391	63612	124871	102382
2	2018-19	241509	137251	200707	157155
3	2019-20	247215	150214	166016	130316
4	2020-21	38314	49563	19421	15067
5	2021-22	97006	45612	58510	77549
6	2022-23	71839	23097	14652	46291

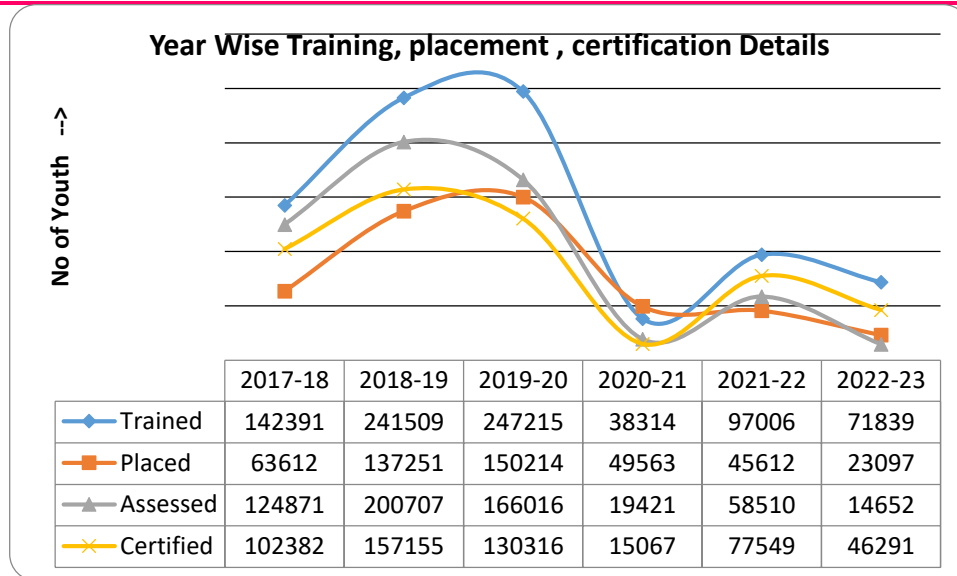


Figure-1

ANALYSIS AND INTERPRETATION OF DATA: (data received from RSLDC)

Table-2.1 : Year wise training under DDU GKY Scheme

Scheme Name	DDU-GKY
Year	Total Trained
2017	12332
2018	12779
2019	11794
2020	1786
2021	6148
2022	865
Grand Total	45704

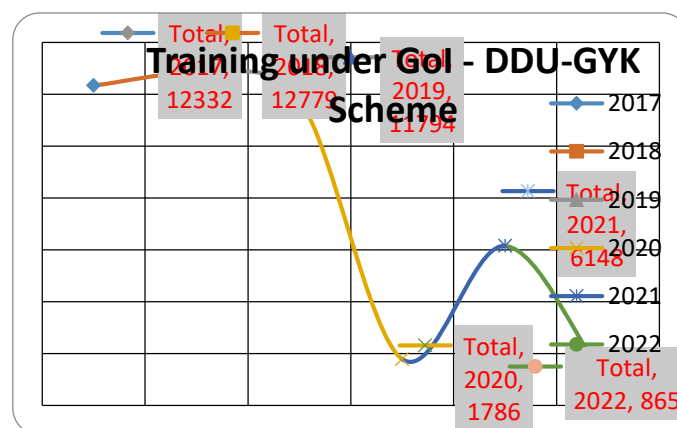


Figure-2.1

Table 2.2 - Year wise training under PMKVY Scheme

Scheme Name	(PMKVY1.0 , 2.0)
Year	Total Trained
2018	14975
2019	16762
2020	786
2021	4159
Grand Total	36682

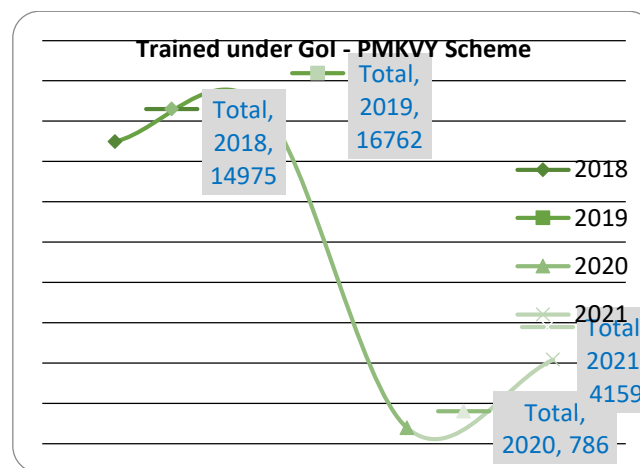


Figure 2.2

Table 3.1

Sector wise training under DDU- GKY Scheme

DDUGKY Scheme		
SN	Sectors	Trained
1	Information & Communication Technology	18793
2	Retail	13545
3	Apparel Madeups & Home Furnishing/ Garment Making	6825
4	Hospitality	6117
5	Health Care Medical & Nursing	5385
6	BFSI & Commerce	3542
7	Logistics& Supply Chain Management	3773
8	Security	3404
9	Fashion Designing	2962
10	Electrical	2427
11	Electronics & Hardware	2322
12	Telecom	2016
13	Courier & Logistics	2031

14	Tourism and Hospitality	1230
15	Construction	1207
16	Automotive	891
17	Fabrication	301
18	Renewable Energy	365
19	Beauty Culture & Hair Dressing	266
20	Plastic Processing	140
21	Textiles	189
22	Leather	140
23	Production & Manufacturing	140
24	Green Jobs	111
25	Power	105
26	Capital Goods	103
27	Food Processing & Preservation	89
28	MATERIAL MANAGEMENT	66
29	Solar	64
30	Wood Work	70
31	Banking Financial Services & Insurance	42
32	Multi-Skills	0
33	Agriculture	27
34	FAST MOVING CONSUMER GOODS (FMCG)	0

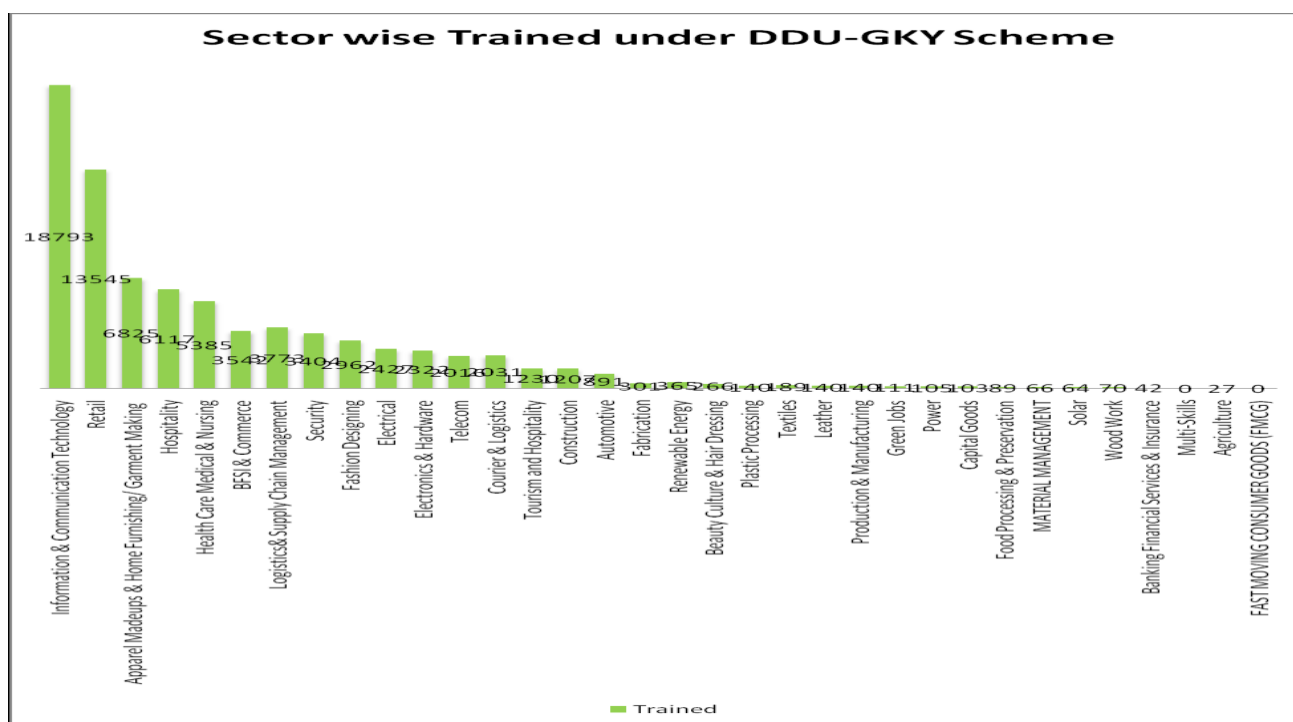


Figure 3.1

Table 3.2 : Sector wise training imparted under PMKVY Scheme at Rajasthan

PMKVY Scheme		
SN	Sectors	Trained
1	Electronics & Hardware	12777
2	Apparel Madeups & Home Furnishing	11726
3	Retail	2343
4	Logistics	1724
5	Power	1724
6	IT-ITES	1375
7	Construction	1437
8	Beauty Culture & Hair Dressing	860
9	Textiles & Handloom	475
10	Media & Entertainment	453
11	Healthcare	446
12	Telecom	334
13	Tourism and Hospitality	286
14	Automotive	180
15	Management - Security	173
16	Food Processing	133
17	BFSI & Commerce	90
18	Banking Financial Services and Insurance	86
19	Agriculture	60
20	Aerospace & Aviation	0

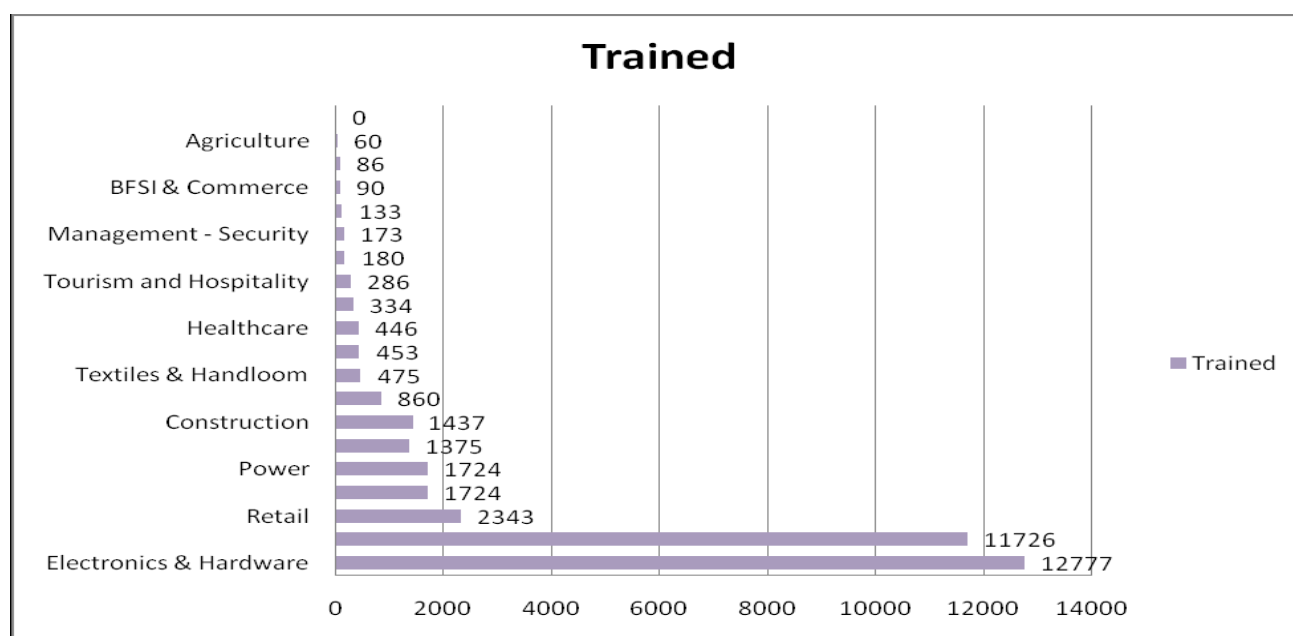


Figure 3.2

Table 4 : Scheme wise Total Trained Youth in the State in last 5 years

SN	Name of the Scheme		By	Total Trained
1	Deen Dayal Upadhyaya Grameen Kaushalya Yojana	DDU-GKY	GoI	78688
5	Pradhan Mantri Kaushal Vikas Yojana	PMKVY	GoI	36682
Grand Total				115370

Table 5 : Top Training Partners @ RSLDC

SN	Training Partners	Sanction	Trained	%
1	Nifa	19083	16815	88%
2	Basics Ltd	12386	11206	90%
3	Nexus Security	8932	8479	95%
4	IndiaCan	8890	8410	95%
5	ICA	7792	6638	85%
6	Balaji	6555	5594	85%
7	Bhanwarlal Nahata Smriti Sasnthan	6467	5856	91%
8	Mahendra Kumar Sons	5354	4754	89%
9	Clifford	5334	5079	95%
10	CL Educate	4677	4402	94%
11	GRAS Academy	4664	4255	91%
12	LBS Shiksha Samiti	4553	4228	93%

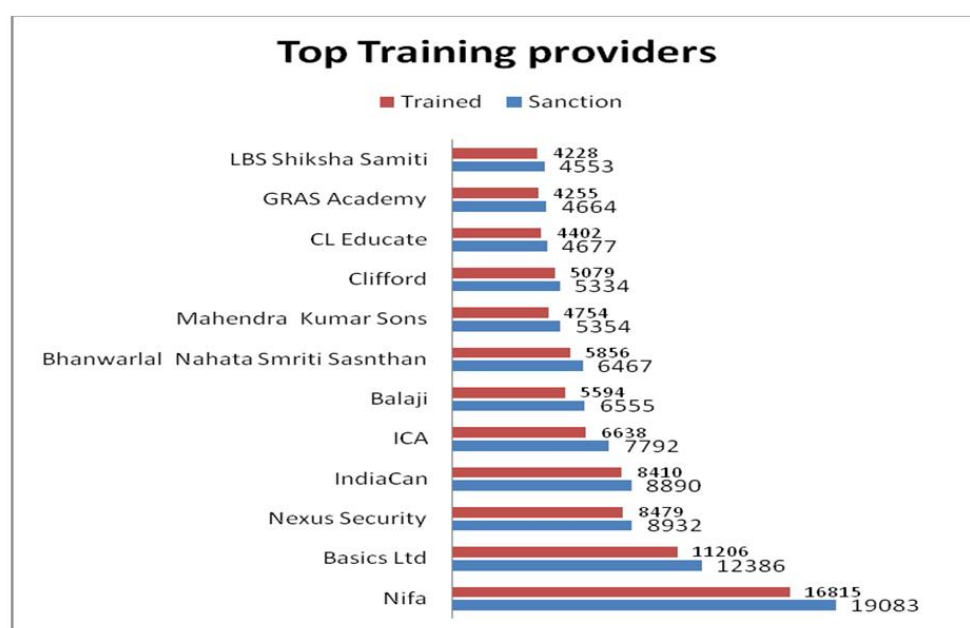


Figure -5

Table -6 :Training & Placement Ratio

SN	Training Partners	Trained	Placed	Placement %
1	Agarwal Sales Corporation, Kota	300	180	60%
2	AISECT	460	287	62%
3	Apollo Technical Education Foundation	293	180	61%
4	BHATIA AND COMPANY	398	216	60%
5	Evergreen Motors, Beawar	180	90	50%
6	Green Line Systems Pvt. Ltd.	1333	628	47%
7	JAGTAMBA ITI	149	73	49%
8	Lords International School	210	116	55%
9	Mahendra kumar & Sons Construction Company, Churu	657	320	49%
10	Maheshwari motors	150	110	73%
11	Muskan Sansthan Dungarpur	627	431	69%
12	NEW SHREE NATURAL HUMAN WELFARE SOCIETY	300	150	50%
13	Satyam Auto Sales	47	24	51%
14	SOHAR Shikasha Sansthan	800	555	69%
15	Sumit Maruti	60	36	60%
	Grand Total	5964	3396	57%

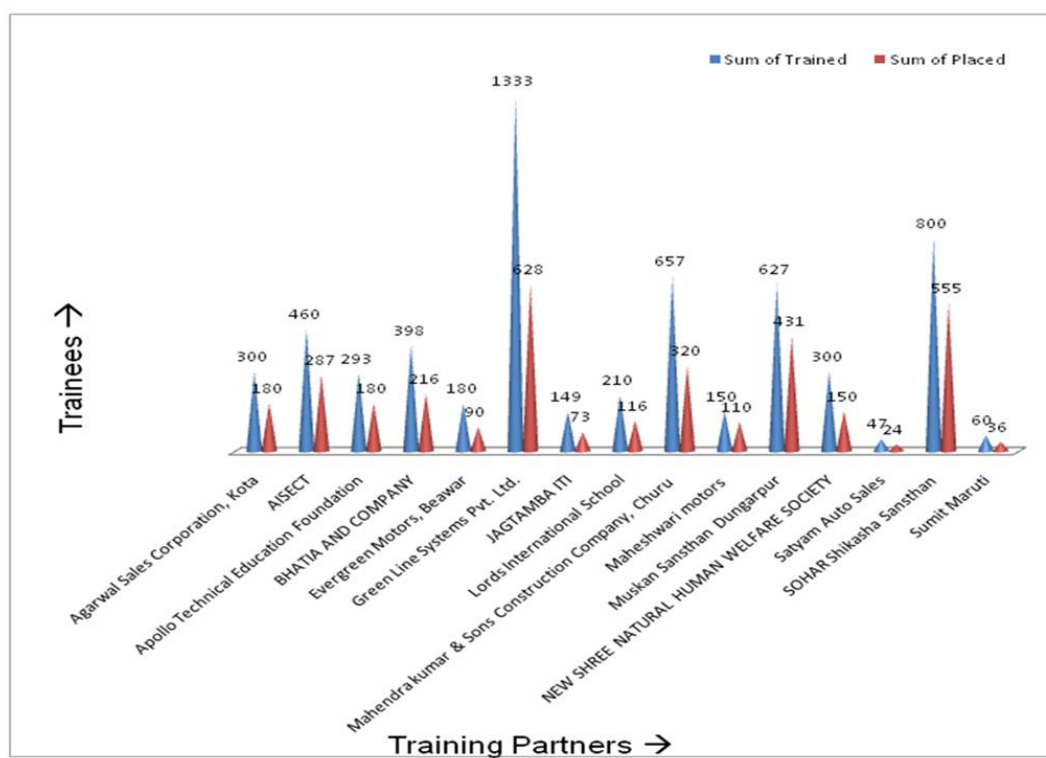


Figure-6

Table –7 : District wise Training details under DDU GKY and PMKVY in the State

District	Grand Total
Ajmer	5712
Alwar	6444
Banswara	1538
Baran	3488
Barmer	1974
Bharatpur	3216
Bhilwara	3448
Bikaner	1159
Bundi	1332
Chittorgarh	2362
Churu	2616
Dausa	3684
Dholpur	1811
Dungarpur	3613
Ganganagar	1924
Hanumangarh	4173
Jaipur	19625
Jaisalmer	673
Jalore	1504
Jhalawar	1652
Jhunjhunu	3944
Jodhpur	3748
Karauli	1862
Kota	6189
Nagaur	2917
Pali	868
Pratapgarh	1048
Rajsamand	1118
Sawai Madhopur	1923
Sikar	9043
Sirohi	1562
Tonk	3728
Udaipur	5472
Grand Total	115370

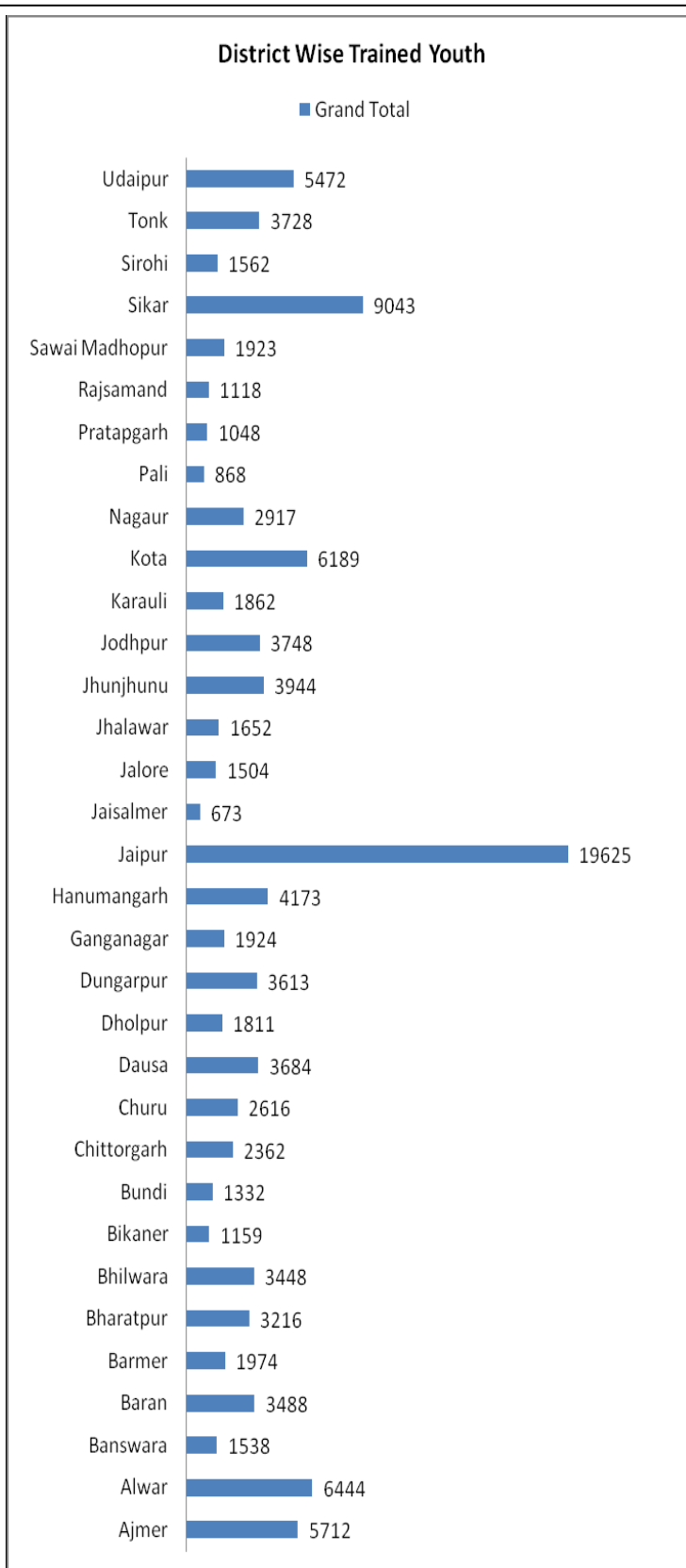


Figure-7

CONCLUSION & RECOMMENDATIONS

So far, the paper has succeeded in examining the impact of COVID-19 pandemic on skilling through centrally sponsored schemes, training goes down drastically. In view of the objective and occasions of Vocational Training Programmes sponsored by GoI in the state of Rajasthan, we may have to conclude the followings

Training is gradually slowed down, due to pandemic, to enhance skill hands on training in the lab is mandatory Sector specific training is needed to uplift as per local level demand.

Training is imparted as per the identified sectors through industries in the district level will add value.

To overcome such pandemic, govt must add online labs through industries, placed in the state.

Design and development of online learning content and self learning virtual lab tutors must be part of each and every vocational training program

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