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A Review on Deen Dayal Upadhyaya Grameen Kaushalya Yojana in India

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Abstract

The paper presents a comprehensive review of literature relevant to Deen Dayal Upadhyaya Grameen Kaushal Yojana. The first section examines studies on employment generation programs, excluding DDU-GKY. The second section focuses on literature related to poverty eradication efforts. The third section reviews research on skill development, training, and placement initiatives. The final section critically analyses studies specifically related to the DDU-GKY program and its impact. The paper concludes by identifying the research gaps that emerge from the existing body of literature. Numerous studies have examined rural employment programs, skill development, and poverty eradication initiatives, including the DDU-GKY. However, there is a notable absence of comprehensive evaluations that specifically address the nuanced impact of DDU-GKY on poverty alleviation in a regional context. Many studies focus on national-level evaluations or compare various rural development programs, often neglecting the specific socio-economic and structural challenges faced by states. Post-placement dynamics like job retention, income sustainability, and long-term economic mobility of the beneficiary were overlooked. The existing literature does not capture whether DDU-GKY promotes sustainable livelihood transitions or effectively addresses the interconnected dimensions of poverty distinct to rural communities across India.

Keywords: *DDU-GKY, Skilling, Training, Impact, Socio-Economic Transformation, Livelihood, Poverty Eradication, India*

Introduction

India, a nation renowned for its thriving economy and rich cultural legacy, struggles with the harsh reality of poverty. Even with notable progress across different sectors, a substantial segment of the rural population still grapples with severe issues related to poverty and insufficient access to essential services in the nation. The high incidence of poverty in rural India stems from various interrelated factors, including restricted access to education and healthcare services, poor infrastructure, and a lack of adequate employment opportunities. The interplay of these elements has created a self-reinforcing cycle of poverty, significantly obstructing the comprehensive development and welfare of rural communities throughout the country. Grasping the nuances and challenges of poverty is essential for formulating impactful strategies and interventions that can elevate these underserved communities and foster a more inclusive and equitable India.

In several nations, the issue of youth unemployment stands as a significant economic and political challenge. The Government of India has initiated several skill training programs to enhance employment opportunities for the youth. The ongoing pandemic and economic decline once more highlight the significant obstacles to job creation, particularly the reasons behind the sluggish pace of the Indian economy in producing more productive employment opportunities. Conversely, the

growing population and significant migration from rural to urban regions have exacerbated the housing crisis, leaving many individuals without sufficient housing and essential amenities. Considering the prevailing supply and demand dynamics, the income generated from this endeavour may fall short of providing adequate household earnings for a family with non-working dependents to rise above the poverty threshold.

54% of India population is young and faces a high rate of disguised unemployment. The DDU-GKY program is distinctive in its focus on serving marginalised youth from rural backgrounds. They face substantial socio-economic obstacles to accessing formal employment. Youth unemployment is a significant concern in India, with rural youth facing particular disadvantages stemming from limited access to quality education, insufficient vocational training, and a scarcity of employment opportunities in their vicinity. DDU-GKY targets these deficiencies by emphasising skill development opportunities aligned with industry requirements.

Overview of Ddu-Gky

The Ministry of Rural Development, Government of India launched the Deen Dayal Upadhyaya Grameen Kaushalya Yojana in 2014 as a flagship skill development and poverty alleviation initiative under the National Rural Livelihood Mission. This program focuses on rural youth from economically disadvantaged backgrounds, aiming to equip them with industry-relevant skills and provide guaranteed placement opportunities in the formal sector. DDU-GKY is critical to the larger agenda of inclusive growth and long-term poverty eradication of the nation because it addresses unemployment and promotes economic empowerment. The scheme aims to transform lives of 55 million poor rural youth who are ready to be skilled by providing sustainable employment. The programme acknowledges that the youth of India are its most valuable resource and that over 60% population lives in rural areas, making them a crucial demographic for economic transformation.

DDU-GKY is distinguished by a focus on placement-linked skill development, which ensures that at least 70% of trained candidates find regular-wage employment. The scheme prioritises inclusivity by allocating minimum quotas to socially disadvantaged groups: 50% for Scheduled Castes (SC) and Scheduled Tribes (ST), 15% for minorities, and 33% for females. The scheme focuses on post-placement retention and career advancement, providing support mechanisms such as migration support centres and alumni networks to ensure long-term benefits for the beneficiaries. DDU-GKY stands out from other skill development programs by focusing on sustainable livelihoods rather than just training.

Recognising the diverse needs of the rural population in India, DDU-GKY includes several region-specific initiatives. "Roshni" addresses the challenges of left-wing extremism-affected areas by providing mandatory residential training that prioritises the participation of the women category. "Himayat" aims to help both rural and urban youth in Jammu and Kashmir, including those living below the poverty line (BPL) and above the poverty line (APL), find work and start their businesses. North Eastern states receive special attention through flexible guidelines and enhanced support structures to address the unique challenges of the regions.

DDU-GKY utilises a three-tier implementation model. At the national level, the MoRD is in charge of policy formulation, funding, and technical support. State Rural Livelihood Missions (SRLMs) and State Skill Missions execute the program at the state level, implementing its operational components. Project Implementing Agencies (PIAs), which include private, public, and civil society organisations, are critical in providing training and ensuring placements. The integration of the scheme with other rural development initiatives broadens its reach and impact.

The operational process of this scheme consists of several stages: beneficiary mobilisation, counselling, and selection; skill training using standardised curricula; and post-placement support. Mobilisation efforts are centred on identifying and enrolling candidates from underserved communities, with Gramma Panchayats and Self-Help Groups (SHGs) serving as primary outreach channels. Training centres are outfitted with cutting-edge infrastructure, qualified trainers, and IT-enabled facilities to ensure high-quality skill development. Placement strategies focus on matching candidates to industry demands, while post-placement services include migration assistance, alum tracking, and counselling to promote retention and career growth.

The implementation of DDU-GKY is based on robust monitoring and evaluation mechanisms. Performance is measured using a variety of metrics, including training quality, placement rates, retention metrics, and career progression outcomes. ERP systems and geotagged, time-stamped biometric attendance help to ensure transparency and accountability. SRLMs and MoRD conduct regular inspections, audits, and concurrent evaluations to maintain program standards and address implementation challenges.

Since its inception, DDU-GKY has made significant progress in skill development and poverty alleviation. Millions of rural youth have been trained and placed in formal sector jobs, thereby boosting their economic empowerment. Notable successes include increased participation from women and marginalised

communities, as well as the impact of the program in remote and underserved areas. However, challenges remain, such as high dropout rates, regional disparities in implementation, and gaps in post-placement retention. Addressing these issues is critical for maximising the potential of the scheme.

The contribution of the scheme to poverty alleviation and rural livelihoods is consistent with an overall vision of the nation to become a global skills hub. By addressing unemployment and skill gaps, the program promotes inclusive growth and reduces socioeconomic disparities. Its emphasis on sustainable livelihoods and community engagement serves as a model for future rural development initiatives. It also represents a transformative approach to skill development and poverty alleviation in rural India. Its emphasis on placement-linked training, inclusivity, and post-placement support has enabled millions of rural youth to secure long-term employment opportunities. Moving forward, addressing implementation challenges and expanding its reach will be critical for realising its full potential and contributing to the socio-economic development of the nation.

Studies on Ddu-Gky

Krishnappa and Agarwal, 2023 propose the complexities of poverty in India necessitate ongoing policy reforms, transparent governance, and active community participation. Combating corruption, improving resource allocation, and encouraging innovation are critical to the success of these initiatives. By investing in sustainable agricultural practices, renewable energy, and education, India can close the urban-rural divide and pave the way for prosperity. Individual empowerment through education, skill development, and access to essential services breaks the cycle of poverty while also ensuring a brighter, more inclusive future for all.

The Economic Survey 2022–23 highlights the findings of the 2022 UNDP report on the Multidimensional Poverty Index, indicating that 41.5 crore individuals in India escaped poverty between 2005–06 and 2019–20. The relentless pursuit of the nation to eradicate poverty and enhance the quality of life for its citizens has yielded significant results, showcasing a noteworthy achievement in this endeavour. The significant advancements observed across the economic landscape are prominently featured in the Economic Survey 2022-23. Job prospects are emphasised, alongside the notable increase in job creation and the decline in unemployment rates. The survey underscores the advancements achieved in education and healthcare, revealing that more individuals now enjoy enhanced access to superior educational and medical opportunities. It underscores the focus of the government on enhancing infrastructure, leading to better connectivity and living standards in both rural and urban areas. As India advances in its adoption of digital platforms for financial transactions and service delivery, the survey recognises the significant impact of technology and digitalisation in fostering economic growth and inclusivity.

The Labour Bureau Report 2014 indicates that the formally skilled workforce of the nation is relatively limited, standing at around 2%. The absence of structured vocational education, elevated high school dropout rates, insufficient capacity for skill training, unfavourable attitudes towards skill development, and a deficiency of industry-relevant skills in professional courses collectively contribute to the subpar skill levels of this workforce. At the national level, approximately 6.8% of individuals aged 15 and older are engaged in vocational training. Previously, there existed a variety of programs lacking proper connections, and many of the initiatives have deviated from their original objectives. Prior research indicates that numerous initiatives have either faltered or become ineffective due to a lack of alignment with actual needs or an absence of expected outcomes. The implementation of placement-linked skill training through DDU-GKY is launched with heightened anticipation, as it is both need-based and driven by demand.

The National Policy for Skill Development & Entrepreneurship 2015 has recognised a significant skills gap of 109.73 million across 24 essential sectors by the year 2022. Achieving this figure necessitates a focus on the 55 million individuals living Below the Poverty Line in India. A study released by FICCI in 2012 highlighted a significant deficit of more than 47 million skilled workers worldwide by the year 2020. This represents a unique chance for India to leverage its demographic dividend into the global job markets, thereby capitalising on its economic advantages. DDU-GKY values its partners, and the collaboration is promoted to enhance the scale and capacity of the scheme.

The DDU-GKY initiative is structured into three distinct phases as outlined in the Annual plan—the initial phase spanned from 2014 to 2016, followed by a second phase from 2017 to 2019. However, due to the COVID-19 pandemic, this latter phase has been extended until 2023. The implementation of the third phase is scheduled for the year 2024. Upon examining the initial two phases it is primarily characterised by a process of experimentation and adjustment. The government has implemented numerous adjustments and revisions to date. For instance, as outlined in the Standard Operating Procedures from July 2016, four significant changes have taken place in this scheme concerning project appraisal,

PIA eligibility, the expansion of the target group, and industrial internships. Aside from this, during the pandemic, certain modifications were implemented by the respective committees under the Government of India. All the modifications are designed to enhance the efficiency and streamline the program. Analysing the various policy implementations can yield substantial outcomes for future governmental policy initiatives. The third phase of the scheme is poised to impact the economy significantly. Current research focuses on the beneficiaries, examining their achievements and exploring their expectations. This study will significantly enhance the efforts of the implementation committees and the Government of India.

T, Athira Krishnan K (2020) identifies that Kerala still has pockets of poverty despite having high social development indicators, especially in areas where traditional livelihoods are no longer viable because of economic shifts. Poverty is made worse by differences in access to healthcare, education, and opportunities for earning a living. Many people living in rural areas are caught in a cycle of poverty as a result of these disparities, particularly young people. While not as bad as in many other states, poverty is still a major problem in Kerala. Underemployment and disguised unemployment are the main problems of the state, particularly for young people who have little access to good vocational training and opportunities for employment that meet market demands. With its emphasis on job placement and skill development, the DDU-GKY scheme is especially pertinent for filling this gap. To assess the efficacy of present tactics, further study is needed on the influence of such programs on eliminating poverty and enhancing rural livelihoods in Kerala.

The current employment situation in India, as measured by the Labour Force Participation Rate (LFPR), Worker Population Ratio (WPR), and Unemployment Rate (UR), shows a mix of progress and persistent challenges. Between 2017-18 and 2020-21, the LFPR showed a gradual increase in all categories (male, female, and total population). For males, LFPR increased by two percentage points, from 55.5% in 2017-18 to 57.5% in 2020-21. Females showed a more significant improvement, rising from 17.5% to 25.1% during the same period, representing a 7.6 percentage-point increase. This positive trend indicates that women's labour force participation is increasing, albeit at a slower rate than men's, emphasising the need for skill development and employment generation programs such as DDU-GKY to accelerate this progress.

The WPR, which measures the proportion of employed people in the population, also saw a gradual increase over the same period. Male WPR increased from 52.1% in 2017-18 to 54.9% in 2020-21, while female WPR increased significantly from 16.5% to 24.2%. This indicates that women's employment participation has improved, thanks in part to rural-focused livelihood initiatives. The national average for WPR reached 39.8% in 2020-21, representing a 5.1 percentage-point increase since 2017-18. Despite this progress, the presence of underutilised labour, particularly among rural youth, emphasises the need for targeted interventions such as DDU-GKY to improve employability through skill development.

In contrast, between 2017-18 and 2020-21, the unemployment rate (UR) decreased. The UR decreased from 6.2% to 4.5% in males and from 5.7% to 3.5% in females. This decline reflects a positive shift towards job opportunities. However, the COVID-19 pandemic disrupted economic activity in 2020, temporarily raising the unemployment rate before stabilising it in 2021. The data indicate that while the labour force is improving, it remains underutilised, particularly in rural areas. Programs such as DDU-GKY, which provide skill development and job placements to underprivileged rural youth, are critical to reducing unemployment and empowering the workforce.

The paper studies DDU-GKY in the development of rural youth in the state of Haryana. The study examines public interest in DDU-GKY and the interns recruited using secondary data from 2015 to 2021. According to the study, the government should create the best policy to guarantee stable employment for Haryana's youth, who have traditionally worked in agriculture. The article emphasizes the value of skill development in sustaining India's growth and development in its conclusion. In addition to making recommendations for the government on how to encourage inclusive growth and job opportunities for the state's youth, the study offers insights into the role of DDU-GKY in the development of rural youth in Haryana. The study on skill development in sustaining India's growth and development is a crucial step towards ensuring that the country continues to progress in a sustainable and inclusive manner. With recommendations for the government on how to encourage inclusive growth and job opportunities for the state's youth, this study provides valuable insights into the challenges faced by rural youth in Haryana. The role of DDU-GKY in the development of these young people cannot be overstated, as it has been instrumental in providing them with the necessary skills and training to succeed in today's competitive job market. By investing in skill development programs like DDU-GKY, India can ensure that its youth are equipped with the tools they need to contribute meaningfully to the country's economic growth and development. With a focus on inclusivity and sustainability, India can continue to build a brighter future for all its citizens.

Lalitha examines Skill Training for Rural Youth under DDU-GKY through a case study of the NAC in Telangana. The purpose of this article is to assess the efficacy of DDU-GKY in equipping low-income individuals with the specific knowledge, skills, and attitudes required to obtain full-time employment in the formal sector. The authors collected data from the NAC centre in Telangana as part of the article's case study methodology. Collecting information regarding the age group, education level, pre-training, and post-training status of rural youth is required for data analysis. The article's findings indicate that DDU-GKY is effective at providing rural youth with skill training. The article emphasises that the training program consists of eight hours of daily classes, including four hours of domain instruction and two hours each of soft skills and computer skills. The DDU-GKY SOP manages the lecture schedule, and CCTV monitors the centre.

The study also emphasizes the training program's difficulties in retaining female graduates in formal employment. Many women drop out of the program after only three months in their predominantly urban placements. This is primarily due to family pressure or a personal preference to reside in a rural area. The article suggests that in order to overcome the program's challenges, more support for female graduates is required. The authors recommend that the program provide more flexible working hours and rural placements. In conclusion, the article offers valuable insights into the efficacy of DDU-GKY in providing rural youth with skill training. The report identifies the program's obstacles and offers solutions for overcoming them. The article is well-written and offers a thorough analysis of the subject.

Chakravorty and Bedi analysed the problem of high youth unemployment in India and the mismatch between skills and location. The purpose of this article is to evaluate the efficacy of an information intervention in the DDU-GKY training program, which aims to close the skills gap by providing training and job placement to low-skilled rural youth. Working with a pool of 86 batches in the states of Bihar and Jharkhand, representing 2,488 trainees, and randomly selecting a subset of 42 batches to receive interventions is the methodology employed in this study. Comparing the outcomes of trainees who received the interventions to those who did not is the basis for the data analysis. The results of the study suggest that providing trainees with accurate information about available jobs during the training program can significantly increase the likelihood that they will accept employment at the conclusion of the program. The article suggests incorporating a few hours per month into the curriculum for the purpose of addressing employment issues on a regular basis during training. The article also emphasises the issue of misaligned trainee expectations, which can lead to attrition. The intervention can assist trainees with misaligned expectations to leave the training sooner, allowing other trainees to reap the benefits. The article notes that the intervention has little to no effect on women's outcomes; however, across DDU-GKY, women are significantly less likely to drop out of training and are more likely to remain in jobs offered by DDU-GKY training centres. The article provides valuable insights into how training programs in India can be made more effective in order to bridge the gap between skills and employment opportunities. The article's findings can aid policymakers and training providers in the design and implementation of effective training programs.

The first point made in the article is how crucial skill development is for giving young people in rural India access to employment opportunities. The study's objective is to evaluate the effectiveness of DDUGKY in terms of the number of beneficiaries who were trained and placed, as well as the program's effects on those beneficiaries' employment prospects and earning potential. The study's methodology entails both a review of the body of knowledge regarding skill development initiatives and an analysis of secondary information obtained from the Ministry of Rural Development, Government of India. Additionally, for the ICSSR Project, primary data were gathered through a micro-level study carried out in a few Andhra Pradesh districts. The data analysis shows that from 2015–16 to 201–20, roughly 53.89 per cent of trained rural youth in India were enrolled in the DDUGKY program. The percentage in Andhra Pradesh was 89.18 per cent. The primary data gathered also shows that beneficiary households' monthly income increased significantly after enrolling in the program. According to the findings of the study, the DDUGKY program has improved rural youths' employment prospects and income levels, which has had a significant economic impact on their quality of life. The higher household incomes have raised spending levels, which has raised their standard of living as a result. The study concludes by emphasising the need for further advancement in the DDUGKY program's implementation as well as the necessity for thorough assessments of the results of other skill development programs in India. The study offers important insights into how well the DDUGKY program works to give young people in rural India access to employment opportunities.

S. M., Allagh, et al (2021) analysis will compare the benefits of telephone befriending to a control group during a pandemic. During the COVID-19 pandemic, keeping a physical distance is necessary, but staying socially connected and engaged is essential. The PIAs have a post-placement tracking system for providing

retention support to their students. The PIAs are motivated to deliver effective support by financial incentives, accreditations, and ratings. In this way, the trial will have a low loss to follow-up rate.

The experiment taught that bridging the gap between rural and urban youth requires much more targeted, active measures. Government interventions, like expanding the DDU-GKY training and placement program, got these youths (many of them women) jobs before the lockdown. The program of DDU-GKY has a positive impact on beneficiaries' training. After training, the beneficiaries' monthly income was below average. Skills training must help youth gain employability and live comfortably with a sufficient income. Thus, the training had no effect on the trainees' income. The impact of the training, on the other hand, was praised by the beneficiaries. The study focused on the impact of training on monthly income but found no significant changes, and it is found that training under DDU-GKY is limited to better employment with reasonable monthly income. Rao found the DDU-GKY skill training program is very successful in Gujarat, achieving 100% placement as envisioned by policymakers.

Chakravorty, Bhaskar, et al. (2024) assess the effects of delivering comprehensive information regarding job placements to vocational trainees participating in the DDU-GKY program in India, utilising a randomised experimental design. The findings indicate that trainees who were provided with this intervention demonstrated an 18% higher likelihood of staying in their positions after placement, with notable advantages for lower-caste, less-educated, and low-expectation male trainees. The intervention helped over-pessimistic trainees finish training and accept placements while encouraging over-optimistic trainees to drop out, improving selection. The findings underscore the critical role of information in improving employment outcomes for vocational trainees. The study emphasises the significance of educating trainees regarding job opportunities to improve placement results.

The study assesses the impact of the DDU-GKY on rural youth in Gujarat, with a focus on vocational skill development and employability. It uses a mixed-methods approach based on the Kirkpatrick training evaluation model to assess training effectiveness. Quantitative data from over 500 beneficiaries, combined with qualitative insights, highlight critical success factors and areas for improvement. The study emphasises the significance of public-private partnerships for effective vocational training and skill development. The findings indicate that, while vocational training is important, its success is dependent on program delivery quality and institutional engagement. To increase inclusivity and effectiveness, recommendations include strengthening public-private partnerships and expanding digital learning opportunities.

Conclusion

The paper presents a comprehensive review of literature relevant to Deen Dayal Upadhyaya Grameen Kaushal Yojana. The first section examines studies on employment generation programs, excluding DDU-GKY. The second section focuses on literature related to poverty eradication efforts. The third section reviews research on skill development, training, and placement initiatives. The final section critically analyses studies specifically related to the DDU-GKY program and its impact. The paper concludes by identifying the research gaps that emerge from the existing body of literature. Numerous studies have examined rural employment programs, skill development, and poverty eradication initiatives, including the DDU-GKY. However, there is a notable absence of comprehensive evaluations that specifically address the nuanced impact of DDU-GKY on poverty alleviation in a regional context. Many studies focus on national-level evaluations or compare various rural development programs, often neglecting the specific socio-economic and structural challenges faced by states. Post-placement dynamics like job retention, income sustainability, and long-term economic mobility of the beneficiary were overlooked. The existing literature does not capture whether DDU-GKY promotes sustainable livelihood transitions or effectively addresses the interconnected dimensions of poverty distinct to rural communities across India.

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