

Role of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (Ddu-Gky) in Empowering the Women and Weaker Sections in India

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Abstract

India is home to one-fifth of the world's youth and one of the fastest-growing economies in the world. The Ministry of Rural Development, Government of India started DDU-GKY on September 25, 2014. It is a training, skill-building, and job-placement Programme for rural youth from poor families. The present study analyses the growth of trained and placed participants benefited out of DDU-GKY particularly the women and the weaker section category (SC/ST/Minorities) from 2014-15 to 2021-22. The study relied on secondary data obtained from the Ministry of Rural Development for the beneficiary category of candidates belonging to women, SC, ST, and minority groups, who were placed during the year 2014-2015 to 2017-2018. At the national and overall percentage levels, the annual growth rate for two different variables was tabulated and compared. The Participants of DDU-GKY under the category of Women /SC /ST / Minorities received more training during the scheme's early stages, particularly from 2014-15 to 2016-17. Training growth slowed over the next three years. It shows negative growth in the current year, 2021-22. The COVID-19 pandemic had a significant impact on project implementation agencies. Because of the pandemic's restrictions, the training had to be adjusted. The study found that the participants who fall into the categories of SC, ST, and minorities benefit less from the training process than the women who take part in it. But when it comes to placement, not every woman who gets training is placed. The requirements of the programme stipulated that woman must constitute one third of the participants. However, the data revealed that the actual number of female participants is higher than stipulated level.

Keywords: DDU-GKY, Skill India, Skill Development, Woman, SC/ST community, Rural youth, India

Introduction

India is home to one-fifth of the world's youth and one of the fastest-growing economies in the world. One billion and three hundred fifty million people, or 50 per cent of the total population, are young adults. The most

valuable resource in India is its young population, which also gives the country a distinct demographic advantage. Reports indicate that between 67 per cent and 68 per cent of India's total population is young people, with the majority living in rural areas. Given the preponderance

of rural youth, any youth policy must be centered in the rural sector in order to maximize the potential of rural youth and increase their contribution to the growth of the nation. A key factor in creating opportunities for rural youth to find gainful employment is skill development. It will reduce poverty by boosting employability, productivity, and inclusive growth.

India is in a paradoxical situation where, on the one hand, young people entering the workforce are unable to find positions that are suitable for their qualifications and, on the other hand, industries are complaining about a lack of suitable skilled labour. The employment sector in India faces significant challenges due to its informal worker-dominated structure, high levels of underemployment, skill shortages, and labour markets with rigid labour laws and institutions. The Indian government has recently launched a number of skill development initiatives to address these issues. Deen Dayal Upadhyaya Grameen Kaushal Yojana (DDU-GKY) is one of the initiatives that stands out. The Ministry of Rural Development, Government of India started DDU-GKY on September 25, 2014. It is a training, skill-building, and job-placement programme for rural youth from poor families. The goal of the program is to develop economically independent, globally competitive workers from the rural poor youth. The mission of DDU-GKY is to up skill underemployed rural youth and give them regular employment with wages at or above the minimum wage. The goal of the program is to provide rural youth who are unemployed with marketable skills so they can find employment with regular monthly pay. The complementarities between physical capital and human capital on the one hand, and between technology and human capital on the other, make skill development an important area because it helps to increase productivity at the individual, industry, and national levels. Keeping up with the latest in today's ever-evolving knowledge economy is a top priority for all students. Therefore, it is essential that Indian youth acquire the skills that are required by international manufacturers in order to compete with them on the global market.

General education, which imparts transferable skills, is a primary means of skill formation in India. Additionally, sector-specific programmes for better employability in industry are included in skill formation efforts along with vocational education and training. In order to enable them to work together to create a strong India, the National Policy for Skill Development and Entrepreneurship, 2015; seeks to bridge the gap between the worlds of education and training and the workplace. It gives direction and coherence for how the national skill-development initiatives can be coordinated within the current institutional framework. The policy connected

employability and productivity improvements to skill development. In the National Education Policy 2020, it was emphasized the importance of providing secondary school students with mandatory vocational education or skill development training. Although India has a large number of skill development training programmes and spends a lot of money on them, systematic evaluations of their impact on creating jobs and increasing productivity, as well as whether they reach the targeted population, are limited.

According to the Census of 2011, 68.8 per cent of all people in India, regardless of age group, live in rural areas. Scheduled castes and scheduled tribes make up 16.6 per cent and 8.6 per cent of the total population, respectively. Together, the scheduled castes and scheduled tribes make up about one-fourth of India's total population. 90 per cent of scheduled tribes and 76.6 per cent of scheduled castes, respectively, reside in rural areas. These social groups (SC/ST) are thought to be the underrepresented populations in Indian society's development (Census India, 2011). From this background this study analyses the growth of trained and placed participants benefited out of DDU-GKY particularly the women and the weaker section category.

Literature Review

The young population in India encounters substantial challenges as a result of poverty and a deficiency in human capital. Despite the significant growth in educational achievement in recent times, a considerable number of young individuals in India still encounter challenges in securing suitable employment opportunities. Individuals often accept employment opportunities that have low labor productivity due to their inability to sustain a prolonged period of unemployment (Mitra & Verick, 2013). According to Tripathi and Singh (2017), individuals residing in rural areas are increasingly relocating to urban regions in pursuit of improved employment opportunities and a higher standard of living. This trend persists despite the abundance of both human and non-human resources in rural areas, which highlights the existing discrepancy between the demanded skills in urban areas and the skills possessed by rural residents.

Many industries are currently facing the challenge of a shortage of skilled workers amidst their search for qualified individuals to fill job vacancies. As a consequence of this specific incongruity, the individuals in question find themselves without employment (Sunita, 2014). Students from disparate socioeconomic backgrounds may encounter similar job market conditions with regards to employment opportunities and skill mismatches. According to a study conducted by

Dibeh et al. (2018), young individuals express common concerns related to socioeconomic factors, irrespective of their employment status.

According to a study conducted by the World Bank, it has been observed that certain marginalized groups, specifically the scheduled castes and scheduled tribes, exhibit a lag of 20 years in terms of their performance compared to the average population. However, it is widely acknowledged that the Indian economy has experienced significant growth and made notable strides in poverty reduction in recent years. The social exclusion experienced by marginalized groups in India can be attributed to historical divisions within Indian society based on caste, tribe, and gender (World Bank, 2011).

According to the Planning Commission's report in 2007, it was observed that within the majority of households belonging to scheduled castes and scheduled tribes, the student held the highest level of education within the family. Conversely, in approximately one-third of cases involving students from the general category, the father held the highest level of education within the family.

The economic underdevelopment of scheduled castes and scheduled tribes can be primarily attributed to their predominant engagement in the primary sector of the economy. In contrast to other social groups, the scheduled castes exhibit a significant dependence on wage labor and casual labor. The proportion of individuals who receive regular wages or salaries is below 40%. To provide further clarification, it has been observed that salaried individuals, among various other groups, represent a minority (Bhatnagar and Dwivedi, 2013).

The majority of young people in India come from low-income, underprivileged families and have minimal access to formal education or job training. Consequently, a significant proportion of the younger population in India enters the workforce lacking adequate vocational skills and education, resulting in engagement in informal and unregulated sector jobs, such as casual labor and diverse forms of self-employment, which offer remuneration at a low level (Okada, 2012). In order to enhance their employability, it is imperative for young individuals to cultivate essential life skills, including but not limited to, the ability to effectively manage adversity and stress, as well as engage in critical thinking (Pandey, 2012).

The Deen Dayal Upadhyaya Grameen Kaushal Yojana (DDUGKY) is a program initiated by the Government of India. Its primary objectives are to enhance the income opportunities for impoverished rural families and cater to the vocational aspirations of the rural youth. This scheme has received a substantial investment of over

INR 5600 crores. Since 2014, the Skill India campaign has successfully provided training to over 99 lakh candidates. As of April 1, 2020, a total of 5.3 million trained candidates have been successfully employed.

The Deen Dayal Upadhyaya Grameen Kaushal Yojana (DDUGKY) scheme is strategically situated, with a significant majority of survey respondents in Bihar originating from economically disadvantaged households, surpassing 90 per cent. A total of 42 per cent of the individuals in question were promptly employed subsequent to their training, while an additional one-third were unable to secure immediate employment due to the inadequacy of the wages offered, which failed to meet their basic living expenses. According to Chakravorty and Bedi (2019), the employment impact of this program is negligible. However, the training provided through the program facilitates the transition of graduates from agricultural to non-agricultural roles.

Objective of The Study

The specific objectives are:

- (i) To analyze the category wise (women/SC/ST/minority) growth of trained participants of DDU-GKY.
- (ii) To analyze the category wise (women/SC/ST/minority) growth of placed participants of DDU-GKY.

Methodology

The present study relied on secondary data obtained from the Annual reports of Ministry of Rural Development website. For this study, the total number of participants trained and the total number of participants placed under DDU-GKY from 2015-2016 to 2020-2021 were evaluated for analysis. The data is displayed for the beneficiary category of candidates belonging to women, SC, ST, and minority groups who were placed in the year 2014-2015 and continuing through the year 2017-2018. At the national and overall percentage levels, the annual growth rate for two different variables was tabulated and compared. The findings were organized in chronological order.

Results and Discussion

The program DDU-GKY targets poor rural youth aged 15 to 35. The maximum age for candidates who are women, members of particularly vulnerable tribal groups (PVTGs), people with disabilities (PwDs), transgender, and members of other special groups, such as those who have been rehabilitated from bonded labour, victims of trafficking, manual scavengers, transgender people, HIV-positive people, etc., is 45 years old. The latest data

shows that from 2015-16 to 2022-23 there are totally fifteen lakh ninety thousand and twenty (15,99,020) candidates trained and in those three lakhs seventy-six thousand one hundred and fifty-six (3,76,156) candidates placed under this scheme (Kaushal Bharat).

The selection and reservation of participants for DDU-GKY program will be found through a process called "Participatory Identification of the Poor" (PIP), which is an important part of the NRLM strategy. At the national level, 50 per cent of the funds would be set aside for SCs and STs, with the MORD deciding periodically how much money should go to SCs and how much to STs. Beneficiaries from minority groups would receive an

additional 15 per cent of the funds. Additionally, states should make sure that at least 3 per cent of recipients are people with disabilities. Women should make up one-third of those who are covered. This allocation is merely the bare minimum. However, if there are no eligible beneficiaries from either of the categories and it is confirmed as such by the District Rural Development Agency, targets from SC and ST can be switched out (DRDA). People with disabilities must submit "separate projects" that have separate training centers and unit costs that are not the same as those specified in these guidelines.

Table 1 Category Wise Trained participants of DDU-GKY

SN	Year	Women	Growth	SC	Growth	ST	Growth	Minorities	Growth
1	2014-15	372235	----	304590	----	150454	----	84762	----
2	2015-16	433020	0.163	397426	0.304	189296	0.258	107694	0.270
3	2016-17	529403	0.222	472223	0.188	223013	0.178	145070	0.347
4	2017-18	583979	0.103	514397	0.089	247837	0.111	166310	0.146
5	2018-19	708589	0.213	583922	0.135	291359	0.175	198718	0.194
6	2019-20	781940	0.103	626136	0.072	319354	0.096	215224	0.083
7	2021-22	533448	-0.317	343212	-0.451	193393	-0.394	174674	-0.188

Source: Computed from the annual reports of MoRD, website of <https://rural.nic.in/en/publications/annual-report>

Table 1 shows the growth of participants trained among the categories of women, SC, ST, and minorities in DDU-GKY from 2014-15 to 2021-22. In 2015-16, SC, minority, and ST participants had the highest growth rates, while women had the lowest (0.1632). In 2016-17, minorities (0.3470) had the highest growth rate of trained participants, followed by women (0.2225), SC (0.1882). ST participants (0.1781) had the least growth. Minority participants trained the most in 2017-18 (0.1464); second, ST (0.1113) and third, women participants (0.1030), while SC is the lowest (0.0893). In 2018-19, women trained the most (0.2133), followed by the minority (0.1948), ST (0.1756), and SC participants the least (0.1351). In 2019-20, women will be the most trained (0.1035), followed by ST (0.0960), minority (0.0830), and SC participants (0.0722). Due to the COVID-19 pandemic, data for 2020-21 is unavailable. All groups have negative growth in the years 2021-22. SC's growth was slowest during this time (-0.4518). ST follows (-0.3944), third is women (-0.3177), and then minorities (-0.1884).

In general, the Participants of DDU-GKY under the category; Women /SC /ST / Minorities receive more

training during the scheme's early stages, particularly from 2014-15 to 2016-17. Training growth slowed over the next three years. It shows negative growth in the current year, 2021-22. The COVID-19 pandemic had a significant impact on project implementation agencies. Because of the pandemic's restrictions, the training had to be adjusted. The details are explained in detail in the figure-1.

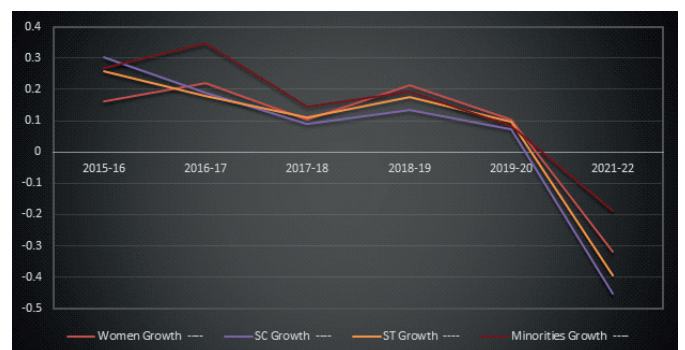


Figure 1 Growth of Trained Participant

Table 2 Category wise placed participants of DDU-GKY

SN	Year	Women	Growth	SC	Growth	ST	Growth	Minorities	Growth
1	2014-15	273247		243214		116515		63795	
2	2015-16	310736	0.137	275646	0.133	133641	0.146	72241	0.132
3	2016-17	379372	0.220	316072	0.146	156065	0.167	86665	0.199
4	2017-18	408966	0.078	342298	0.082	168266	0.0781	95824	0.105

Source: Computed from the annual reports of MoRD, website of <https://rural.nic.in/en/publications/annual-report>

Table 2 shows the growth of participants trained among the categories of women, SC, ST, and minorities in DDU-GKY from 2014-15 to 2017-18. In the year 2015-16, the ST growth rate was the highest (0.1469) followed by women (0.1371), SC (0.1333) and the growth rate of minorities came at the lowest (0.1323). In 2016-17, the growth rate of placed participants is highest for women (0.2208) followed by minorities (0.1996), ST (0.1677) and least is for SC (0.1466). In 2017-18, the growth rate of placed participants is highest for minorities (0.1056) followed by SC (0.0829), ST (0.0781) and least for women (0.0780).

The placed participants data is available from 2014-15 to 2017-18. While examine the graph it is clear that the growth of placed women participants is higher only in

the year 2016-17. Least placement is happened in the year 2017-18. Not every woman who gets training is placed. The details are explained in detail in the figure-2.

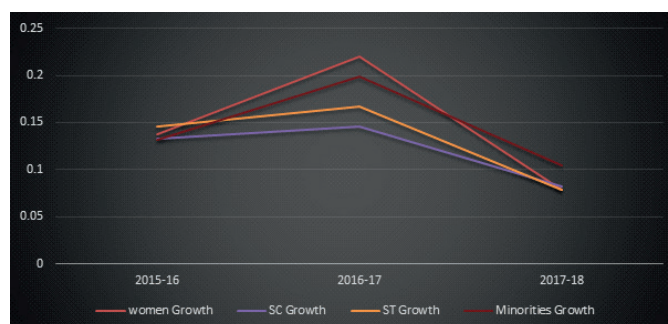


Figure 2 Growth of Placed Participants

Table 3 Category wise Trained participants of DDU-GKY

SN	Year	Women	Women %	SC	SC %	ST	ST %	Minorities	Minorities %
1	2014-15	372235	40.81	304590	33.39	150454	16.49	84762	9.29
2	2015-16	433020	38.40	397426	35.25	189296	16.78	107694	9.55
3	2016-17	529403	38.65	472223	34.47	223013	16.28	145070	10.59
4	2017-18	583979	38.60	514397	34.00	247837	16.38	166310	10.99
5	2018-19	708589	39.75	583922	32.75	291359	16.34	198718	11.14
6	2019-20	781940	40.25	626136	32.23	319354	16.43	215224	11.07
7	2021-22	533448	42.85	343212	27.57	193393	15.53	174674	14.03

Source: Computed from the annual reports of MoRD, website of <https://rural.nic.in/en/publications/annual-report>

Table 3 depicts the percentage of trained participants of DDU-GKY under the category of women/SC/ST/minorities. In the year 2014-15, among the trained participants, the percentage of men was the highest (40.81%), followed by SC (33.39%), ST (16.49%), and the percentage of minorities was the lowest (9.29%). In the year 2015-16, among the trained participants, the percentage of women was the highest (38.40%), followed by SC (35.25%), ST (16.78%), and least for minorities (9.55%). In the year 2016-17, among the trained participants, the percentage of women was the highest (38.65%), followed by SC (34.47%), ST (16.28%), and least for minorities (10.59%). In the year 2017-18, among the

trained participants, the percentage of women was the highest (38.60%), followed by SC (34%), ST (16.38%), and least for minorities (10.99%). The trend is continuing for the years 2018-19, 2019-20 and 2021-22.

The study found that the participants who fall into the categories of SC, ST, and minorities benefit less from the training process than the women who take part in it. The requirements of the programme stipulate that woman must constitute one third of the participants; however, the data demonstrates that the actual number of female participants is higher than what is stipulated. The details are explained in detail in the figure-3.

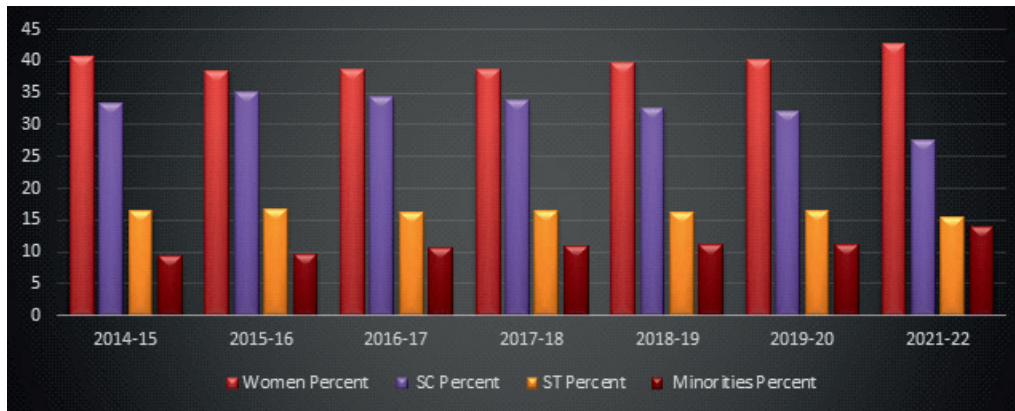


Figure 3 Percentage of trained Participant

Table 4 Category Wise placed participants of DDU-GKY under the category

SN	Year	Women	Women Percent	SC	SC Percent	ST	ST Percent	Minorities	Minorities Percent
1	2014-15	273247	39.21	243214	34.90	116515	16.72	63795	9.15
2	2015-16	310736	39.22	275646	34.79	133641	16.86	72241	9.11
3	2016-17	379372	40.43	316072	33.69	156065	16.63	86665	9.23
4	2017-18	408966	40.27	342298	33.71	168266	16.57	95824	9.43

Source: Computed from the annual reports of MoRD, website of <https://rural.nic.in/en/publications/annual-report>

Table 4 depicts the percentage of placed participants of DDU-GKY under the category of women/SC/ST/minorities. In the year 2014–15, among the trained participants, the percentage of women was the highest (39.21%), followed by SC (34.90%), ST (16.72%), and the percentage of minorities was the lowest (9.15%). In the year 2015-16, among the trained participants, the percentage of women was the highest (39.22%), followed by SC (34.79%), ST (16.86%), and least for minorities (9.11%). In the year 2016-17, among the trained participants, the percentage of women was the highest (40.43%), followed by SC (33.69%), ST (16.63%), and least for minorities (9.23%). In the year 2017–18, among the trained participants, the percentage of women was the highest (40.27%), followed by SC (33.71%), ST (16.57%), and least for minorities (9.43%).

The study found that participants who fall into the categories of SC, ST, and minorities derive less benefit from the placement process than women. The requirements of the programme stipulate that one-third of the participants must be female. The data indicate, however, that the actual number of female participants is greater than what is specified. The details are explained in detail in the figure-4.

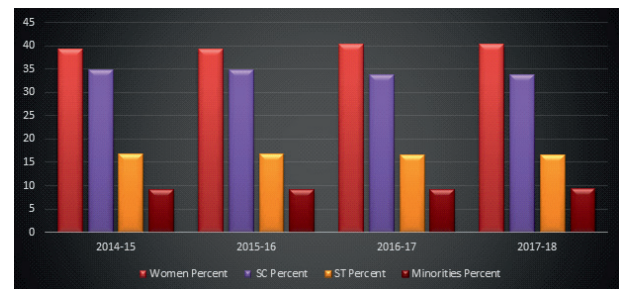


Figure 4 Percentage of Placed Participants

Suggestions

Study finds that unequivocally under the DDU-GKY programme, the participation of communities from disadvantaged sections must be expanded. In the upcoming years, a greater emphasis must be given on the growth of trained participants from weaker section community. The number of placed candidates in the women’s category is lower, and many trained women are not being placed. As a result, the government should take additional steps to identify the cause and solution to the problems observed by the trained women under this scheme. The scheme’s growth in placed participants is limited; it must be increased in the coming years. Overall, the rate of growth of trained and placed participants in the category of women and the weaker section of the

community is commendable due to the nature of the scheme, which is a rural specific and the growth shows a significant change.

Conclusion

Government of India may undertake efforts to disseminate information regarding placement and training initiatives specifically tailored for scheduled castes and scheduled tribes. By doing so, these communities can be made aware of such programs, thereby fostering heightened engagement and participation. Employment opportunities should be allocated based on an individual's aptitudes and competencies, rather than being influenced by any other unjustifiable factors. The Government of India should establish a systematic monitoring mechanism to assess the progress of these schemes on a regular basis. Additionally, it should consistently enhance these schemes to align with the evolving requirements of the industry, as well as to contribute to the political, economic, and cultural advancement of the nation. Alternatively, these schemes will solely contribute to the escalation of government expenditures without yielding any advantages. In order to achieve professional success, individuals should capitalize on the various benefit programs offered by the government.

To improve their chances of finding gainful employment in the formal economy, young people from rural areas who identify as members of the backward communities (SC and ST) must make greater efforts to overcome the challenges they face and acquire more advanced skills. While it will take time for young people from SC and ST communities living in rural areas to undergo a complete transformation, this process can be sped up by identifying and providing them with targeted training programs and mentorship opportunities. These initiatives can help them acquire the necessary skills and knowledge to compete in the formal job market. Additionally, creating awareness campaigns and sensitizing employers about the potential of these young individuals can also contribute to breaking down the

discriminatory barriers they often face. By addressing these challenges and empowering young people from SC and ST communities, we can work towards a more inclusive and equitable society where everyone has equal access to opportunities and economic growth. However, the pace of this transformation can be expedited by effectively addressing the various challenges and barriers they encounter.

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