

Role of Employment Training Programmes – Analysis of Performance of DDU-GKY

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Abstract: In successive Five Year Plans and public expenditure programmes in India, rural employment creation was given due importance. Integrated Rural Development Programme (IRDP), the pioneering scheme in this area, has been succeeded by a number of allied programmes over the years. Realizing the same and in order to boost the economy, the upcoming working population should have quality education and appropriate skills. The Government of India caters to several initiatives in order to equip the workforce of our country. Deen Dayal Upadhyaya Grameen Kaushalya Yojana is such of a kind scheme, which was implemented on 25th September 2014. DDU-GKY has its origins in the ‘Aajeevika Skills’ programme of NRLM and the ‘Special Projects’ component of SGSY. The study is based on literature review and secondary data. The first part of the paper is regarding the scheme, DDU-GKY; and its significant role in promoting inclusive financial growth through various skill training and development programmes. In the later part, the paper looks into the progress of the scheme in Kerala. The study attempts to understand the progress of this scheme using secondary data, and has included the official data supplied by the state implementing agency, viz., “Kudumbasree”, in Kerala. The study analyses the performance of DDU-GKY for two years, since its inception, in relation to the information regarding the Project Implementing Agencies (PIAs) in the state.

Keywords: Skill training, rural development schemes, SGSY, DDU-GKY, Rural employment.

INTRODUCTION

About 70 percent of the Indian population dwells in rural areas and about 96 percent of India’s geographical area is rural. It is rightly said, the soul and future of India lie in villages, which need to be taken serious note of, in any planning aimed at socio-economic development of the country. Indian society stands as one of the poorest among the world community. We have had enlightened planning since independence; nevertheless the rural poverty is gigantic. The employment potential in agricultural economy also appears to have reached a saturation level leading to large scale migration of manpower from rural areas to urban areas adding anguish and stress to the already over-strained civic infrastructure, which necessitates a need of employment among the rural poor. Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) is the placement linked skill development scheme of the Ministry of Rural Development (MoRD), Government of India, which was initiated recently, with much expectation.

Significance of the Study

The study focuses on the effectiveness of skill training for rural youth in Kerala which was launched with high expectations. Hence it is important to review

the extent to which the objectives were achieved. Ever since its inception there has been evaluations in various states but a review of its progress in Kerala would be significant as Kerala stands out for its uniqueness in human development and skill training is usually imparted based on genuine need and basic talent.

Statement of the problem

As per Sample Registration System (SRS) [1] data, the proportion of the economically active population (15-59 years) or, India’s ‘demographic dividend’, has increased from 53.4 to 56.3 per cent during 1971 to 1981 and from 57.7 to 63.3 per cent during 1991 to 2013¹. As per the Labour Bureau Report 2014, the current size of India’s formally skilled workforce is small, approximately 2 percent². Dearth of formal vocational education, high school dropout rates, inadequate skill training capacity, negative perception towards skilling, and lack of industry ready skills even in professional courses are the major causes of poor

¹Economic Survey 2015-16, p.192

<http://indiabudget.nic.in/es2015-16/echapter-vol2.pdf>

² Press Information Bureau, Skill Development and Employment are major Challenges: Economic Survey, Government of India, New Delhi, February 27, 2015

skill levels of India's workforce. At all-India level, around 6.8 per cent persons aged 15 years and above are receiving vocational training³.

At a time there were multiplicity of programmes without appropriate linkages⁴ and most of the schemes have lost its focus. SGSY experience has been judged as an instance of the 'universalization without quality' syndrome⁵ that has plagued many rural development initiatives. Previous studies have shown that many a schemes failed or became unproductive because they were either not need-based or they lacked anticipated accomplishment. The placement-linked skill training through DDU-GKY is initiated with much more expectation, as it is need based and demand driven.

A few case studies have been conducted in various states like Odisha and Gujarat. However, the state of Kerala needs a study distinct from other states; because, it has some exceptional positive characteristics like higher literacy, lesser marginality of caste differences, better infrastructure of rural areas and better gender treatment. Here the beneficiaries are presumed to be capable enough to identify and express their flair for specific employment and their need for skill training. The success rate will be high, if the skill training is demand driven. In this context, the performance and progress of the scheme in the state of Kerala is to be analyzed.

OVERVIEW OF LITERATURE

Reviewing the related studies, following are worth mentioning. Sudan [2], Mahajan [3], Tripathy [4], Ray [5], Thanksy [6], Kundu [7] and Gudaganavar [8] have attempted an impact analysis of the SGSY Scheme, and opined the need of skill training. Pati [9] and Umdor & Panda [10], conducted a studies on subsidy impact on sustainability of SHGs in Meghalaya by analyzing SGSY scheme, highlighting the need of enhancing the capacity of beneficiaries. Patel [11] reminds that being poverty Alleviation Programme, it could not alleviate rural poverty as expected, pointed out the need for capacity building. Monika *et al.*, [12] and Karmavir [13] suggested the need for training for swarozgaris in various aspects. Tessy [14] recommended that the rural youth with genuine flair in entrepreneurial talents are to be identified and given training so as to bring out commendable projects. Rao

³Ibid;

⁴Pathak D.C. and Pant S.K, "Micro-finance matters?- Impact Evaluation of SGSY – A case study of Jaunpur District", Micro finance and poverty eradication: Indian and Global experiences. Ed. Daniel Lazar and P. Palanichamy, New Century Publications, New Delhi 2008 pp. 468-491.

⁵Planning Commission, Government of India, Twelfth Five Year Plan-Vol 2, Sage Publications, New Delhi, 2013 p.297.

[15], in a case study in Gujarat found the skill training course under DDU-GKY very successful as it could provide full placement as envisaged by the policy makers. Priyadarshini [16], in her study in Assam, compared various skill development initiatives by government and found them not upto expectation, but pointed out that DDU-GKY is far more successful in providing placement to rural youths, when compared to the other schemes. So far, no research studies regarding DDU-GKY have been undertaken in the State of Kerala, and the study is expected to fill the gap.

OBJECTIVES

The general objective of the paper is to understand the role of skill training in rural employment. This study will involve reviewing the policy framework of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY), which is the placement linked skill development scheme of MoRD. The study aims to comprehend whether the skill training satisfies its dual objectives of adding diversity to the incomes of rural poor families and cater to the career aspirations of the rural youth. The study also aims at gaining information regarding the Project Implementing Agencies (PIAs) in the state. The progress of skill training and placement through DDU-GKY, will be looked into, based on official records. Special emphasis is given to the Project Implementing Agencies and its role.

METHODOLOGY

The study is based on literature review and secondary data, which includes various articles, circulars and reports, both from MoRD, Government of India and various field work studies. The first part of the paper is regarding the scheme, DDU-GKY; and its significant role in promoting inclusive financial growth through various skill training programmes. In the later part, the paper looks into the progress of the scheme in Kerala. The study attempts to understand the progress of this scheme using secondary data, which is the official data supplied by the state implementing agency, which is "Kudumbasree", in Kerala. The performance of DDU- GKY is analysed in relation to the PIAs in Kerala.

Background of the Scheme

It is being felt that no planning can be successful unless more attention is paid to the vast majority of India living in rural areas. Therefore, in successive Five Year Plans and public expenditure programmes, rural employment creation were given due importance. Integrated Rural Development Programme (IRDP) was the pioneering scheme in this area, in which banks have a major role to play through schematic lending. A number of allied programmes such as Training of Rural Youth for Self Employment (TRYSEM), Development of Women and Children in Rural Areas (DWCRA), Supply of Improved Tool kits to Rural Artisans (SITRA), Million Well Scheme (MWS)

and Ganga Kalyan Yojana (GKY) were added over the years. Swarnajayanti Gram Swarozgar Yojana (SGSY) was introduced in 1999 as a novel scheme, which subsumed various erstwhile self-employment programmes namely IRDP, TRYSEM, DWCRA, SITRA, GKY and MWS. For a dozen years, SGSY has successfully provided thriving livelihood to the BPL families, thereby empowering them. Later, in 2011, SGSY was restructured into National Rural Livelihood Mission, which include ‘Aajeevika Skills’. The scheme is succeeded by Deen Dayal Upadhyaya Grameen Kaushalya Yojana since 25 September 2014.

Deen Dayal Upadhyaya Grameen Kaushalya Yojana

Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) is the placement linked skill development scheme of the Ministry of Rural Development (MoRD), Government of India, with the dual objectives of adding diversity to the incomes of rural poor families and cater to the career aspirations of the rural youth. DDU-GKY has its origins in the ‘Aajeevika Skills’ programme and the ‘Special Projects’ component of the Swarnajayanti Gram Swarozgar Yojana (SGSY). The scheme focuses on catering to the occupational aspirations of rural youth and enhancing their skills for wage employment. Implementation of DDU-GKY involves State Governments, Technical Support Agencies like the National Institute of Rural Development and Panchayati Raj (NIRD & PR), and Project Implementing Agencies (PIAs).

DDU-GKY- Policy Framework and Guidelines

DDU-GKY funds private education and skill training experts to start advanced, modern and well-equipped training centres. State Governments have a dedicated department or State Skill Missions, who

monitor and evaluate these training centres and projects. In these training centres, there will be qualified trainers who will train the beneficiary not only in a job-oriented skill, but also in computer-usage, spoken-English and other life-skills. And after the beneficiary complete the training program, the centre itself will find him a job with reputed organizations. In the training centres, the beneficiary is entitled to completely free training, with all necessary books and study material, a Tablet PC and uniforms. In residential training centres, he will get free accommodation and food. In non-residential training centres, he is reimbursed for expenses and one meal for every completed day in training. The training centre will also help him to get bio-metric identification cards, a bank account and insurance where applicable. And after the beneficiary is placed in a job, DDU-GKY will also pay him a salary top-up every month for 2-6 months depending upon where he is placed. And this money, reimbursement & salary top-up will be directly transferred to his bank account.

Skilling programs have been designed keeping occupational standards, which describe what individuals need to do, know and understand in order to carry out a particular job role or function. DDU-GKY offers training programs with curriculum as recommended by NCVT (National Council for Vocational Training) or SSC (Sector Skills Council) of NSDC (National Skill Development Council). The Certificate of Training from NCTV and/or SSC is recognized by the government and most employers in the private sector as a symbol of learning and achievement which will get the beneficiary a job with higher salary. The year-wise status of the scheme after 2 years of implementation is briefly shown in Table-1.

Table-1: Status of DDU-GKY in India

	2015-16	2016-17	Cumulative
No. of beneficiaries trained	2,70,329	1,62,586	4,32,915
No. of beneficiaries appointed/placed	1,34,744	84,900	2,19,644
Total Training Centres	1,096	654	-
Types of Trades	330	329	-

Source: <http://ddugky.gov.in/>

From the table, it can be seen that there is slight decline in the all the criteria, when the 2 years are compared. However, reports from various sources show that the reduction in number is only a sign of strict monitoring and enhanced quality. The centres across the states, which were not functioning properly, were excluded. Further, the positive progress can be confirmed by the increase in the percentage of placements (ratio of beneficiaries placed to beneficiaries trained); which have been 49.7 % in 2015-16 to 52.2 % in 2016-17. When the cumulative result is considered, the percentage is 50.74%.

DDU-GKY in Kerala

It was observed in earlier studies and during the evaluation of similar schemes, that Kerala has successfully experimented with mass SHG programme through Kudumbasree, which shown positive results, when compared to other states. In the state, the programmes were led and supported by brilliant and committed officers and they had long tenure in that organisation. DDU-GKY has clear-cut guidelines, which is strictly followed by the State Poverty Eradication (Kudumbasree) mission. The state consists of 14 districts, where there are 100 approved training centres for DDU-GKY, under 35 Project Implementation Agencies (PIAs). The performance of

the scheme (year-wise) after 2 years of implementation is briefly shown in Table-2.

Table-2: Status of DDU-GKY in Kerala

	2015-16	2016-17	Cumulative
Training Commenced	9,607	10,722	20,329
Training Completed	4,738	11,246	15,984
Appointed	2,446	8,233	10,679
Placed (3 months job completed)	681	5149	5830

Source: compiled from website of State Poverty Eradication Mission, Govt of Kerala

Regarding the training and placement under DDU-GKY, since the inception of the scheme in the state, for past 2 years; 20,329 youth commenced training but only 15,984 (78.63% of the total trainees who commenced the training) youth have completed training. It is to be noted that 21.37% beneficiaries did not complete the training, which shows need for further study regarding the reason behind such a dropout. It is notable that 10,679 (66.81% of trained) beneficiaries got appointed. However, the state performance of 66.81% is appreciable, when compared to the national level performance of 50.74% in these criteria.

The Role of Project Implementing Agencies (PIAs)

The Table 3 shows the distribution of training commenced, completed and appointment attained, based on the number of beneficiaries trained under the centres of various PIAs. It shows that most of the projects implementing agencies are taking initiative for the appointment and placement of the trainees.

Data Analysis

The hypotheses formulated for the study are as follows:

- H₁: There exist a positive relationship between target and placement
- H₂: There exist a positive relationship between training commencement and placement.
- H₃: There exist a positive relationship between training completion and placement.
- H₄: There exist a positive relationship between appointment and placement

In the analysis, the 33 PIAs (out of 35 in the official list, 33 are functioning) are included. The reliability analysis was checked and the results found reliable [17] based on the criteria that for any research a reliable score that is 0.60 or above is sufficient. In the reliability test, the construct reliabilities (Cronbach's Alpha - .826 for the 5 items) surpassed the required minimum.

Table-3: DDU-GKY Training status (PIA-wise) as on June 2017

Sl. no	Pia Name	Target	Commenced	Completed	Completion based on target (%)	Appointed	Appointed based on completion (%)	Placement
1	Ace Skill Development Private Limited	498	273	221	44.38	114	51.58	93
2	Apollo Medskills Ltd	1126	1031	789	70.07	511	64.77	284
3	All India Asian Educational Foundation	1100	681	582	52.91	181	31.10	94
4	Avon Facility Management Services Ltd	1214	1537	1133	93.33	983	86.76	400
5	Coffee Day Global Limited	1000	560	314	31.40	237	75.48	85
6	Dentcare Dental Lab Pvt Ltd	876	778	444	50.68	432	97.30	432
7	Don Bosco Tech Society	1723	1342	1204	69.88	875	72.67	551
8	Edujobs Academy Private Limited	876	926	887	101.26	861	97.07	527
9	Icot Consultancy And Services Ltd	1846	735	691	37.43	418	60.49	291
10	Jagruti Foundation For Rural Development	491	105	74	15.07	67	90.54	67
11	Kapston Facilities Management Pvt Ltd	1243	193	145	11.67	110	75.86	78
12	Kitex Childrenswear Ltd	1550	1190	750	48.39	713	95.07	448
13	Niit Yuva Jyoti Limited	672	218	117	17.41	93	79.49	43
14	Orion Edutech Pvt Ltd	1381	1171	1093	79.15	540	49.41	323
15	Rajagiri College Of Social Sciences	521	544	520	99.81	415	79.81	290
16	Redox Laboratories India Pvt Ltd	362	362	362	100.00	0	0.00	0
17	Sb Global Educational Resources Pvt Ltd	769	734	570	74.12	477	83.68	221
18	Shri Technologies	383	383	358	93.47	304	84.92	201
19	Skillpro Foundation	985	737	554	56.24	442	79.78	225
20	Synchroserve Global Solutions Private Limited	841	850	836	99.41	691	82.66	599
21	Teamlease Services Pvt Ltd	865	723	704	81.39	182	25.85	54
22	Tholons Knowledge Management Private Limited	882	183	167	18.93	143	85.63	120
23	Wayanad Social Service Society Mananthavady	201	216	202	100.50	164	81.19	133
24	Kites Softwares Pvt Ltd	255	199	125	49.02	113	90.40	88
25	Mega Industries	191	191	155	81.15	155	100.00	133
26	Vimalagiri Vidyapeetam	315	304	196	62.22	137	69.90	97
27	Ksedc Ltd	337	122	114	33.83	34	29.82	31
28	Nettur Technical Training Foundation	274	88	19	6.93	17	89.47	4
29	Livelihood Initiatives For Empowerment	379	325	258	68.07	211	81.78	98
30	Malankara Social Service Society	1164	772	566	48.63	396	69.96	261
31	Quess Corp Ltd	3261	2307	1503	46.09	1192	79.31	470
32	Adayana Learning Solutions Private Limited	1279	278	216	16.89	189	87.50	159
33	Cap Workforce Development Institute Pvt Ltd	1200	540	484	40.33	361	74.59	301
34	Centum Work Skills India Ltd. (Cwsil)	6485	2394	1672	25.78	1005	60.11	267
35	Helios And Matheson It Bangalore Limited	0	0	0	0.00	0	0.00	0
	Total	36545	22992	18025	1925.84	12763	2463.94	7468

Source: compiled from website of State Poverty Eradication Mission, Govt of Kerala

Table-4: Correlations

		Target Scored	Training Commenced	Completion Based on Target	Appointed	Placement
Target Scored	Pearson Correlation		.821**	-.222	.652**	.335
	Sig. (2-tailed)		.000	.214	.000	.057
	N		33	33	33	33
Training Commenced	Pearson Correlation	.821**		.186	.927**	.668**
	Sig. (2-tailed)	.000		.300	.000	.000
	N	33		33	33	33
Completion Based On Target	Pearson Correlation	-.222	.186		.354*	.465**
	Sig. (2-tailed)	.214	.300		.043	.006
	N	33	33		33	33
Appointed	Pearson Correlation	.652**	.927**	.354*		.856**
	Sig. (2-tailed)	.000	.000	.043		.000
	N	33	33	33		33
Placement	Pearson Correlation	.335	.668**	.465**	.856**	
	Sig. (2-tailed)	.057	.000	.006	.000	
	N	33	33	33	33	
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

As per table 4 the correlations between the variables are established positive and found significant and all the above four hypotheses are established. All the variables; target, commencement of training programme, completion based on target and

appointment influence the placement of students in a positive way.

The influence of the dependent variables on the independent variable can be further established by the model summary given in Table-5.

Table-5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.928 ^a	.862	.842	66.065	2.201
A. Predictors: (Constant), Appointed, Target Scored, Completed, Commenced The Training Programme					
B. Dependent Variable: Placement					

R² value of 0.862, shows that the model is accounted for 86.2% of the variance in the Placement. Durbin Watson, found in the last column of the table infers that whether the assumption of independent error is tenable. The closer to 2 that the value is, the better, and for this model the value is 2.201 which is close to 2 that assumption has almost certainly met.

CONCLUSION

India has been re-focusing and re-prioritizing to build the capacity of poor rural youth to address domestic and global skill requirements. The paper is a secondary-data-based document which provides a review of the scheme, DDU-GKY, focusing on the skill training for rural employment and resultant placement. Through this study, it is revealed, how far this scheme has been successful, by way of career and placements. Resultant insights will be beneficial both to the policy makers and the implementers of the scheme in Kerala. The study brings into light that; though Kerala gives a good picture of implementation of the scheme, they are not up to expectations; and there is room for further improvement. The paper intends to be inspiring to improve the practice of the scheme, thus benefiting the

skill development and resulting employment of the beneficiaries of the scheme.

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