



Role Of Deen Dayal Upadhyay Grameen Kaushalya Yojana (DDU-GKY) In Providing Skill Training Programme For Youth And Economic Growth In Haryana

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Abstract

Skill development is essential to sustain traditional growth and development in a country like India that is experiencing a demographic dividend. It is a huge challenge not only for the government but also for the private sector and educational institutions to rise up and specialize so that the youth of the country are employable and there is no mismatch between demand and supply. This study examines the role of Deena Dayal Upadhyay Grameen Kaushalya Vikas Yojana (DDU-GKY) in rural youth development in the state of Haryana. Secondary data (2015-2021) was used for the study. The results show that the population's interest in DDU-GKY and the accepted trainees has dropped considerably, which is worrying.

KEY WORDS: Demographic Dividend, Inclusive Growth, Smart Cities, Skill India

INTRODUCTION

India has started to develop on the world platform due to its dynamic and rapid growth of its gross domestic product. However, this GDP growth lacked inclusiveness in the growth process, which created major problems such as unemployment, poverty and inequality during the same period. While the Eleventh Five-Year Plan (2007-2012) introduced "inclusive growth" as the main goal, so did the Twelfth Five-Year Plan (2012-2017). To promote inclusive growth, the government should intervene by implementing various public programs at the micro and macro levels, including job creation, infrastructure development, improving access to quality education and health services. The current pandemic and economic downturn are once again raising questions about the main challenges of job creation, particularly why the Indian economy has not been faster in creating more productive jobs. On the other hand, population growth and large rural-to-urban migration movements have worsened the housing situation in India's urban areas, where

large numbers of people lack adequate accommodation with basic amenities. A large number of India's poor remain in rural areas. Many of these people work in casual labor markets in agricultural and non-agricultural sectors where there is little return to labor market skills and experience and where incomes are therefore constrained by the marginal product of manual labour. Given overall supply and demand conditions, the return on this work may not generate enough household income for a household with non-working dependents to exceed the poverty line. While a system of transfers to low-income households can reduce poverty at least in the short term, such transfers put a heavy burden on state budgets and can prevent the state from making productive investments in public resources that lead to long-term sustainable growth and development. On this basis, it would seem desirable to better understand the nature of rural income growth with a view to how best to support well-paid jobs. Over the past three and a half decades, there has been a structural shift in occupational choice among rural workers, particularly rural agricultural workers, with changes in their occupational choice from agriculture to non-agricultural sectors. According to the 38th Round (1983) National Sample Survey (NSS) report, about 77 percent of rural households depend on the agricultural sector for their livelihood. The dependence of rural households on agriculture has come down to 50 per cent, according to the latest round of Periodic Labour Force Survey (PLFS) 2018-19. The primary reasons for the decline in employment opportunities in the rural area are insufficient public investment in agrarian development, insufficient access to institutional credit, inadequate irrigation facilities, poor marketing policies of the government related to agriculture, ill-conceived land reform policies and low returns to agriculture are responsible for the decline in employment in agriculture. Haryana recorded the highest unemployment rate in the country, as per data released by the Centre for Monitoring the Indian Economy for June 2021. With an unemployment rate of 29.1%, unemployment in Haryana is almost 2.5 times higher than the national average of 12.6%. Despite being a predominantly agrarian state, employment opportunities for the state's youth in the agricultural sector have declined over time. Facing the daunting task of finding gainful employment for the youth of Haryana, who have traditionally been engaged in agricultural activities, is to formulate the right policies to ensure stable employment. A slowing economy and a lack of new jobs prompted the northern state of Haryana, where Gurugram is located, to introduce a new law last month banning private companies from hiring workers from other states. Still, there is a serious issue of skill development because without it, it is very difficult to get a job in these national and multinational companies. Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) uniquely targets rural youth between the ages of 15 to 35 years from poor families.

REVIEW OF LITERATURE

Chizoba, Chitom & Uju (2020) examined the impact of skill acquisition on youth employability in Nigeria. The results of the study show that the challenges facing young people in acquiring skills in Nigeria are lack of qualified trainers, lack of facilities, insufficient funding and weaker government monitoring. The results of the study also indicate that business training or skills acquisition has reduced unemployment and crime rates and is the cause of economic growth and development.

Agrawal & Thakur (2019) found the impact of Pradhan Mantri Kaushalya Vikas Yojana on youth productivity in Gwalior region. The results of the research show that the training methods and activities brought new abilities to the participants in the performance of the task and led to an increase in productivity. Increased productivity helps in earning more livelihood, supports them in business and solves their problem of unemployment

Dewangan (2018) in his article “Empowerment of rural youth through Pradhan Mantri Kaushalya Vikas Yojana” described the skill development initiatives in rural areas of the country. The objective of this study is to describe the role and main characteristics of Pradhan Mantri Kaushalya Vikas Yojana and its contribution to the empowerment of the rural youth population.

In their article “Impact of skills India training program among young people”, Pandey and Nema (2017) pointed out that the maximum number of youth in the country lack knowledge and experience in using modern technology. Skill Development The program is therefore a powerful weapon through which young people can be technically trained to survive in this technological age. Through such programs, young people can also be motivated by entrepreneurship to start their own businesses. However, the existing skill development programs in the country are facing some challenges such as strong competition in the market for own labor, subsidies for starting new business, lack of awareness about various policies going on for their workers. advantages and scarcity of raw materials.

Shrivastav & Jatav (2017) revealed how different types of programs launched by the Indian government can create employment opportunities in India with new industrial skill requirements. The study concludes the general status of available skills, requirements, gaps and initiatives of the Government of India for skill development. There is an immediate need for therapy for the current skill development strategy in India.

Aggarwal (2016) in his article “Skill Development in India” analysed the process of skill development in India from various angles. The study concluded that in addition to focusing on the quantitative aspect of skilled work, policy makers should also focus on the qualitative aspect of skill development programmes. The current situation calls for the country to India to improve the quality of ITIs and work with the private sector to move beyond digital vocational goals and improve apprenticeships.

Sharma and Sethi (2015) through their article “Skill Development: Opportunities and Challenges in India” tried to analyse the gap between the existing demand and supply of skilled manpower. Their findings make it clear that India will face a major challenge in the coming decades, which is to close the skills gap. The difference in qualifications can have a serious impact not only on employers, but also on the economy as a whole. One of the main concerns is the loss of productivity and income as many jobs remain vacant for long periods due to a lack of skilled labour. The study highlights the importance of government and other stakeholders working together to create a skilled workforce to fill the skills gap and boost economic growth.

In their research paper, Kanchan & Varshney (2015) reported on the impact of skill development strategies and initiatives in India. A study based on secondary data sources found that 80 percent of India's rural and urban workforce has low business skills. The study reveals that filling this gap with various skill development initiatives leads to a skilled workforce that can handle the global hub.

OBJECTIVE OF THE STUDY

1. To get an overview of Deen Dayal Upadhyaya Kaushalya Yojana.
2. To study the Role of skill development training program in youth in Haryana.

METHODOLOGY

The study is based on literature review and secondary data which includes various articles, circulars and reports of MMR, CMIE and census reports. DDU-GKY Ministry of Rural Development (MORD) announced Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) Antyodaya Diwas on 25 September 2014. DDU-GKY is part of the National Rural Livelihood Mission (NRLM) tasked with the dual objectives of adding diversity to the income of poor rural families and satisfying the career aspirations of the rural youth. DDU-GKY uniquely targets rural youth between the ages of 15 and 35 from poor families. As part of the Skill India campaign, it plays a key role in supporting social and economic programs of the government such as Make In India, Digital India, Smart Cities and Start-Up India, Stand-Up India campaigns. More than 180 million, or 69%, of the country's youth population between the ages of 18 and 34 live in rural areas. Of these, about 55 million young people are at the bottom of the pyramid from poor families with no or marginal employment. Currently, this system is operated in 27 states and 3 union territories. Under this scheme, there are 2198 training centres, 1822 projects, 839 project implementing agencies providing training in 56 sectors and there are more than 600 jobs. During 2020-21, training was imparted to 28,687 beneficiaries and 49,396 candidates were placed till 31 March 2021. About 10.81 lakh candidates have been trained in 56 industries and 600 branches and 6.92 lakh candidates have been provided placements from the date of launch of this program till 31 March 2023.

DDU-GKY Mission:

1. Reduce poverty by giving poor households access to paid and sustainable employment through employment that provides a regular salary.
2. Income diversification of poor rural families.
3. To meet the professional aspirations of rural youth.

(MORD, 2016) Implementation model under DDU-GKY: Each state has a specific role in implementing the DDU-GKY programme. States have full authority to review, approve and manage the program in their states after they reach Annual Action Plan (AAP) status. The release of funds is managed by the states. DDU-GKY follows a 3-tier implementation model. The DDU-GKY National Unit at MMR functions as an agency for policy making, technical support and facilitation. DDU-GKY State Missions provide implementation support and implementing agencies implement the program through skill and placement projects. (MORD, 2016) DDU-GKY Project Funding: DDU-GKY provides financial support to skill placement projects that meet market demand with financial support ranging from

Rs. 25,696 to more than Rs. 1 lakh per person depending on the duration of the project and whether the project is residential or non-residential. DDU-GKY finances projects with a training duration of 576 hours (3 months) to 2304 hours (12 months). Funding elements include training support, food and accommodation costs (residential programs), transport costs, post-placement support costs, career progression and retention support costs. DDU-GKY funds various vocational training programs covering more than 250 trades in various industries such as retail, hospitality, healthcare, construction, automotive, leather, electrical, plumbing, gem and jewellery to name a few. The only mandate is that vocational education is demand driven and results in at least 75% of students being placed. Courses offered under DDU-GKY: DDU-GKY mandates two types of training in each course General training in soft skills, English and IT (ii) Business specific skills with minimum hours with different duration structure – 3 months, 6 months, 9 months and 12 months which are 576 hours, 1152 hours, 1728 hours and 2304 hours respectively.

Drawbacks of the DDU-GKY Training Program

Rural youth who have never worked in the formal sector face many challenges in finding and maintaining employment. There are many issues that affect a recipient's ability to maintain employment or maintain sustainable employment. These problems exist not only in the workplace but also outside the workplace due to poor economic condition of the candidate and different socio-cultural background as DDU-GKY candidates are from rural background of Haryana state. There are very specific people-centred challenges that increase the vulnerability of newly employed rural youth in the workplace. The nature of the issues also depends on business and geography. For example 1. Problematic immobilization • Study gap in trainees after 10th or plus two 2. Adjustment problems of trainees 3. Family problems 4. Health problems 5. Reluctance to do work after free training period. 6. Skills mismatch by industry. 7. Low salary

Analysis and interpretation

In Haryana, the Deen Dayal Upadhyaya - Grameen Kaushalya Yojana (DDU-GKY) is run through the Haryana State Rural Livelihood Mission (HSLLM). The company works to empower the poor and reduce poverty by targeting the livelihood of the poor and weaker sections of the society in rural areas. It aims to enable poor families to remove all social, economic, cultural and psychological barriers by supporting institutions for the poor at various levels. Through social mobilization – creating and promoting opportunities for the poor, an environment conducive to realizing the full potential and natural abilities of the poor will be created. Society must work to enable poor people to understand the possibilities of change and to achieve the desired change through collective action and the participation of the poor in implementation.

CONCLUSION

The Government of India is offering a skill development program for the youth of the country by introducing the Deen Dayal Upadhyaya Kaushalya Yojana (DDU-GKY). This vocational training and internship program of the Ministry of Rural Development (MMR). Based on the secondary data of Haryana state, it appears that more people are attending such training programs but there are very few trainees. So, awareness programs about various skill development programs are very important in our society and salary after training must be increased.

SUGGESTIONS

The imperative to develop skills to support the growth and development of the general public is often overlooked and side-lined and is still considered an unsalable model due to the high capital required and low return on investment. It is a huge challenge not only for the government but also for the private sector and educational institutions to rise up and specialize in order to make young people employable and to avoid mismatch between demand and supply. They should also focus on increased use of modern technologies in the workplace/assembly line. Furthermore, there is a mismatch between the aspirations of young people and the jobs available. E.g. The construction sector generally employs migrant workers from other countries. 1. Creating awareness about skill training programs 2. Eligibility test required before training 3. Need based training programs 4. Counselling 5. Conducting recreational activities 6. Expansion of training centres

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