



The Role Of (Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) In Promoting Inclusive Rural Development Insights From Tumkur And Bangalore Rural Districts Of Karnataka

Dr. Gunde Gowda*

Associate Professor, Department of Political Science, University College of Arts, Tumkur University, Tumkur-572103

Citation: Dr. Gunde Gowda (2024), The Role Of (Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) In Promoting Inclusive Rural Development Insights From Tumkur And Bangalore Rural Districts Of Karnataka, *Educational Administration: Theory and Practice*, 30(3), 3676-3680 Doi: 10.53555/kuey.v30i3.11360

Acknowledgement:

We are appreciative and thankful to the Indian Council of Social Science Research (ICSSR), New Delhi, which has readily funded this Minor Research Project and, which has expertly guided us through the research on a regular basis. The financial and academic support provided by ICSSR played a very instrumental role in ensuring that fieldwork, data and analysis were conducted and thus this research was successful. We would like to recognise the effort that ICSSR has made towards strengthening quality social science research in India and the capacities of scholars to research the social and development interest. The project itself is performed not only as a result of the support thanks to the help of the ICSSR of high value.

ARTICLE INFO

ABSTRACT

The inclusive development in the rural regions is hinged on the equal distribution of skills and livelihoods to the poor youths. Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) is one team of Indian rural skills-based employment placement, the aims of which are to enhance employability and socio-economic mobility of poor rural youth. The paper assesses the role of DDU-GKY in helping to achieve inclusive development in Tumkur and Bangalore Rural districts based on available primary data on 442 beneficiaries. According to the results, the programme reaches underprivileged groups above 85 percent of the trainees were Below Poverty Line (BPL) families and 80 percent were small and fringe farming families. The level of awareness (more than 92 percent) and the improvement of skills is highly related as indicated by statistical tests. According to the results of the training, communication, the level of confidence and decision-making changes tremendously. Regardless of the positive impacts, there are problems of local aptitudes and post-training protection and placement. It concludes on the study that the DDU-GKY can significantly contribute to the inclusive rural development as well as stating the proposal on the policy actions which may make the DDU-GKY sustainable.

Keywords DDU-GKY, Comprehensive Development, Rural Youth, Skill Development, Employability, Rural Revolution.

Introduction

The rural India has its share of livelihood problems comprising of unemployment, unreliable agriculture and insufficient skills exposure particularly to the young. To facilitate an inclusive rural development, the above structural constraints are meant to be dealt with and equalize the poor youth is to be provided with admission into the skill training, employment and economic participation. The Deen Dayal Upadhyaya-Grameen Kaushalya Yojana that was launched as the continuation of the National Rural Livelihoods Mission (NRLM) may be viewed as the powerful tool that helps to impart the youth in the knowledge of the skills associated with the industry and offers them the access to the formal jobs. Although both of Tumkur and Bangalore Rural districts are geographically close to each other. Such areas are mainly the agrarian ones with high unemployment particularly to the youths. This paper shall discuss the role of DDU-GKY in inclusive rural development of the districts.

Review of Literature

The rural development studies put emphasis on the fact that the level of poverty can be reduced through skill-based interventions that are critical towards enhancing the participation level in the labour market. Based on the findings of DDU-GKY, in other states, there are favorable outcomes in terms of the employability, increase and movement of incomes. Nevertheless, it continues to struggle with some issues such as dropout rates, the lack of correspondence between the training market and workforce as well as the lack of connections with local industries. Nonetheless, regardless of the growing literature, there is flimsy evidence, even though related to inclusiveness in Karnataka, that refers to the district level or the micro level of evidence. The research study bridges this gap in the research with factual data and statistics.

Objectives of the Study

In order to estimate the socio-economic inclusiveness of the DDU-GKY beneficiaries.

1. To investigate the amount of awareness and access to the rural youth.
2. To measure the training results and their role in enhancing the degree of employability.
3. To investigate the behavioural and socio-economic change of the post training.
4. To determine the programme challenges and give recommendations to the policy.

Research Methodology

The study research design is quite broad and descriptive in terms of the fact that it implies a mixed-method research design, where both quantitative and qualitative data are used to assess the impacts of the DDU-GKY scheme. The primary data was collected with the help of the total sample of 442 respondents divided geographically 198 respondents and 244 respondents of Tumkur and Bangalore Rural respectively. The specified sample size is going to allow a powerful comparative study of the implementation pattern of the given scheme in different semi-rural settings. Data collection was a strident and complicated procedure. To allow the granular information on the socio-economic background, training experience, and employment outcomes, the beneficiaries have been given a structured questionnaire to fill over 80 variables. As a supplement to this primary data, there were also secondary data like the DDU-GKY Management Information System (MIS), and the State Rural Livelihood Mission (SRLM). Besides this, qualitative data was also gathered through conducting interviews on trainers, government officials, and Panchayat Raj Institution (PRI) members with the idea of giving some explanation to the numerical data. Data analysis followed in SPSS and excel where statistical instruments (descriptive statistics, cross tabulation analysis, to determine the significance of variables relationship, were used.

5.1 Programme Implementation and Social Inclusiveness.

The study research design is quite extensive and descriptive by its character as it is founded on mixed-method approach of research as the data used encompass both quantitative and qualitative data to analyze the impacts of the DDU-GKY scheme. The primary data was collected through the use of the total sample of 442 respondents and geographically sub-divided into two major districts 198 respondents and 244 respondents of Tumkur and Bangalore Rural respectively. The provided sample size will allow conducting a powerful comparative study of the implementation of the scheme in different semi-rural settings. The data collection process itself was also strict and complex. The beneficiaries received a sequence-based survey to complete over 80 variables to give the granular data of their socio-economic profile and training experience and employment rates. To supplement this primary data, some secondary sources of data were utilized like the DDU-GKY Management Information System (MIS) and the records of the State Rural Livelihood Mission (SRLM). Along with this, qualitative information was obtained through the interviewing of trainers, government officials as well as the members of Panchayat Raj Institution (PRI) with the view of providing an element of background to the numerical data. The statistical tools (descriptive statistics, cross-tabulation analysis, to determine whether variables relationship is significant) were used to analyze the obtained data using the SPSS and Excel.

5.2 Level of Awareness and Educational Effect.

Awareness is also another key determinant of success of welfare scheme since it depends on previously on the awareness of the target beneficiaries of the welfare scheme. The study had such high awareness regarding DDU-GKY. At Tumkur, 92.9 percent of the studied knew the details about the programme in Bangalore Rural, the percentage was 91.3 (average of 92.08). It is due to this high visibility that the mobilization of the Project Implementing Agencies (PIAs) and the local community networks may be accredited. The statistical analysis was also useful in support of the importance of awareness. The relationship of the level of awareness and results of skill enhancement provided significant result of the chi-square test conducted to test the relationship. The level of correlations is high, which means that more informationful beneficiaries who understand the intentions and positive outcomes of the scheme will be interested in their active participation in the training process and the subsequent acquisition of better skills. The trainees had also provided a demographics of the programme based on their education level. Majority of the respondents had higher secondary or collegiate education 42.1

percent had Pre-University certificate (PUC) and 29.1 percent had Degree. On the other hand, less were vocationally (14.5) or SSLC (12.4) qualified people. This distribution poses a particular predicament to the training providers. According to a Chi-square test, the level of education of a trainee was a big factor that would dictate the challenges that the trainee faced during the training process. The entry-level skill courses were too easy to graduates and less educated graduates were not able to follow the technical of the concepts. The implication of this observation is that differentiated training modules with varied education base is urgently required rather than a general-purpose curriculum.

5.3 Gaps in Skills and Behavioural Change.

Despite the good rates of training completion, the respondents pointed out that some areas of technical training which should meet the industry standards were not met by the curriculum hence dragging down their jobs. To have the highest skill deficiency have been ranked as Automobile sector (25.8%), Soft Skills (17.9%) and Electrical trade (17.6). Other substantial gaps that were also identified were in Agriculture (16.7) and Tourism and Hospitality (13.1%). The issue that the so-called Soft Skills gap is so high is extremely alarming since employers factor in communication, etiquette in the workplace as one of the primary retention tools is especially relevant when it comes to the youth that relocate to the city to leave the country. The impacts of the programme are however not limited there. The other most promising results of the research are the radical behaviour and socio-economic transformation that was experienced by the young people. The beneficiaries were able to progress their self-confidence, communication abilities, and preparedness to work greatly. More specifically, independent decision-making capability has increased favorably by 78.3 per cent among the respondents of Tumkur and 53.3 per cent of Bangalore Rural. It is a key non-economic benefit of the scheme because it will enable the empowerment of the youth in the rural places. It must be mentioned, that gender undertones are still present. The statistical review detected that the difference between the genders in terms of understanding the scheme was significant in both the districts Bangalore Rural. This means that despite the large number of women enrolling, their perception of the scheme, which is often perceived merely as a training facility and not a career ladder, is at variance with that of men meaning that there is a necessity to institute gender sensitive awareness programs that focus on the importance of planning their careers over a long-term period.

application of the DDU-GKY in Tumkur and Bangalore Rural districts:

High Training Efficiency

- High retention rate has been depicted in the course of training and the completion rate is 94.96 (4,201 out of 4424 candidates that joined the training programme completed the course).
- Critical Placement Gap The training completion is also high but the employment outcomes have a poor connection where only 26.8 (1,186 placed) demonstrates poor market connection.
- Economic Success The scheme achieves success in reaching out to the economically vulnerable population and over 85 percent of the welfare receives live in BPL or Anthodia Anna Yojana (AAY) households.
- Good Gender Equity The programme is successful in motivating the female participation of women who form 52.4% of the total samples satisfying the prerequisite of gender inclusiveness.
- Agrarian Background Dominance The scheme is already reaching the rural population desired with more than 80 percent of the respondents having small and marginal agricultural families, which require alternative lifestyles.
- High Awareness and Impact The Awareness level is very high (92.08 percent combined) and an analysis has been done statistically that increases in level of awareness are highly related with a positive change in the enhancement of skills. Educational Background The educational level of a trainee and the difficulty of the training has a significant statistical correlation level of correlation (37.407) that indicated that one set of training could never prove effective in training a group of trainees with different levels of education and experience (SSLG through Degree).
- Sector-Specific Skill Deficiencies The Automobile (25.8%), Electrical (17.6%), and Soft Skills are the areas that showed huge skills gaps and in which the trainees felt that the curriculum did not reflect the industry needs.
- Positive Behavioural Transformation As well as technical competencies, up to 78.3 per cent of respondents have described the lives of the respondents in Tumkur and 53.3 per cent in Bangalore Rural as having been transformed by this initiative in that they have reported that it has allowed them to have significant personal development such as better decision making and self-confidence.
- Results of gendered Perception of the Scheme Statistical tests have shown that the difference between the way men and women perceive and cognise the programme is significant and this means that gender based social norms could have had some bearing on the use of the scheme.

Policy Suggestions

Based on the empirical data and the gaps that were revealed in the course of the research, the following policy interventions can be implied to make DDU-GKY in Karnataka more effective:

Localised Skill Mapping and Industry Profiling. Partially, such an existing disjuncture between training and placement can be attributed to a generic curriculum. The policy should focus on giving a priority to localised

skill mapping. Tumkur is an example of the town being near to the industrial corridors and agricultural belts and the training should be focused on agro-processing, dairy technology and the handling of industrial machines. Bangalore Rural, on the other hand, is much closer to metropolis and offers the opportunities in logistics, supply chain management and hospitality. Consistency of the training courses with these district-based economic realities will be likely to optimize the absorption of the trainees in the locations, which will avoid such losses through migration of such trainees.

Individual Counselling and Aptitude Testing.

To resolve the dropout rates and issues related to training connected with the education backgrounds, the specific counselling is required. The pre-training orientation should never be determined in terms of mobilization alone but with scientific aptitude tests. An improvement in the learning and job satisfaction levels would be achieved by ensuring that a candidate that possesses a flair of mechanics is enrolled in an automobile course, but not the hospitality course.

Empowering Feminist Support Systems.

The programme will need to switch to approaching their needs as over fifty percent of the beneficiaries are women. The high enrolment does not ensure the retention upon the workforce. To help the female trainees, the government needs to make sure that there are women-based assistance which include hosting facilities available in the cities, good transport facilities that the female trainees can use to access their job daily and even the job roles, which should be sector specific and offer safe working conditions. In addition, migration support centres should be improved to act as bastions of security to the first-time urban migrants, who happen to be mainly young women.

Curriculum Revitalization

The labor shortages in the automobile and electrical sectors and the shortage of soft skills attracted necessitate such a review of the curriculum at once. The curriculum of these technical trades ought to be changed in agreement with the industry partners to address the technological advancements prevailing. In addition, the education of soft skills concerning the English communication, digital literacy, and workplace manners have to be included in the regular program rather than the separate course.

Effective Post-Placement Follow-up.

The low placement rate (26.8 percent) is the smallest weakness of the programme. To rectify this, post-placement tracking needs to be made tighter. The Project Implementing Agencies (PIAs) should not simply be placed, but also retained within period of 3, 6 and 12 months. There should also be a special helpline and counselling service, which places the candidates and would solve initial issues of adjustment in the workplace, and thereby avoid attrition.

Institutional Collaboration

Finally, it is not possible to make the process of mobilization and placement work in isolation. The mobilization organization should be further advanced via formalizing of Panchayati Raj Institutions (PRIs) and Self-Help Groups (SHGs) as they are the agents of influence that is believed in the community. Meanwhile, in placement side, industrial collaboration should be institutionalized. Direct tie-ups with industrial belts of Bidadi, Hoskote and Tumkur should be assisted by the government. How this will be significant is the fact that a direct line is created between the training centres and these industrial hubs which will mean the training is more connected in the sense of meaningful and sustainable employment.

Conclusion

The analysis of the Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) in the Tumkur and the Bangalore Rural district demonstrate beyond doubt the scheme as the relevant means of socio-economic change in Karnataka. As the analysis indicates the shift towards a welfare programme has been achieved to be in fact a realistic influence towards inclusive rural development. The scheme has been quite fierce in its requirement of poor of the poor uplift through seeking beneficiaries of Bottom Poverty Line (BPL) households and marginalized agricultural backgrounds. It also highlights the role that the programme plays as a gender equity machine whereby the rural women stand a chance of financial empowerment due to the large scale participation of women in the programme. Besides the economic measures, the research establishes the significant behavioural transformation amongst the young population. The beneficiaries enjoyed far better self-confidence, communications and making decisions which is the foundation of social mobility. The results were further supported by the statistical tests that showed that there are significant correlations between the awareness of the programme and education background and the outcome of the mastery of skills with the resultant outcome that well-enlightened beneficiaries are much better. However, the paper also shows that there are critical structural choke points which must be solved to carry on this pace. Even though the training levels completion rates are stunning, the absence of the correlation between the learning process and the actual employment situation is a significant problem. The coming of some skills deficiency in the high-demand

regions like automobiles, electrical trades, soft skills indicate the existence of the necessity to realign the curriculum at an urgent basis. Lastly, in an effort to enable DDU-GKY to realize the full potential, its strategic direction should change- instead of staying on the target-oriented model, the organization should resort to the quality-oriented model. The scheme will discuss this training to employment transition gap through embracing the localised skill mapping, intensive after training care, and industry-specific relationships. The present research will come to the conclusion that in case of such specific interventions, DDU-GKY can be applied as a sustainable blue-print that will give the rural youth in Karnataka the power.

References

1. Agrawal, T. (2013). Vocational education and training in India Challenges, status and labour market outcomes. *Journal of Vocational Education & Training*, 65(4), 453–474.
2. Chakravorty, B., Bhatiya, A., & Rathelot, R. (2021). *Making training programmes more effective Evidence from the DDU-GKY programme in India*. International Growth Centre. <https://www.theigc.org>
3. Karnataka State Rural Livelihood Mission. (2022). *Annual action plan for skill development initiatives in Karnataka (2021–22)*. Department of Skill Development, Entrepreneurship and Livelihood, Government of Karnataka.
4. Krishnan, A. K. T. (2020). Role of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) in providing skill training programme for youth in Kerala. *International Journal of Research and Analytical Reviews*, 7(1), 135–141.
5. Kumar, A., & Sharma, R. (2019). Skill development and employability of rural youth in India A study of DDU-GKY. *Journal of Rural Development*, 38(2), 215–232.
6. Lalitha, V. (2019). Skill training for rural youth under DDU-GKYA case study of NAC in Telangana. *Journal of Rural Development*, 38(3), 456–472.
7. Mehrotra, S. (2014). *India's skills challenge Reforming vocational education and training to harness the demographic dividend*. Oxford University Press.
8. Ministry of Rural Development. (2016). *Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) program guidelines*. Government of India. <https://kaushal.rural.gov.in>
9. Ministry of Skill Development and Entrepreneurship. (2015). *National policy for skill development and entrepreneurship 2015*. Government of India. [suspicious link removed]
10. National Institute of Rural Development and Panchayati Raj. (2020). *Impact assessment of DDU-GKY on rural youth employment in Karnataka status report*. NIRDPR.
11. Nayak, H. K. (2016). An overview on Deen Dayal Upadhyaya Grameen Kaushalya Yojana. *Odisha Review*, 72(11), 87–91.
12. Panth, P. (2015). Skill development in India Challenges and strategies. *Indian Journal of Industrial Relations*, 50(4), 576–588.
13. Ra, S., & Chin, B. (2015). *Employment trends and skill development in India*. Asian Development Bank.
14. Sabu, A. (2025). A study on DDU-GKY skill development programme in employment generation. *International Journal of Creative Research Thoughts*, 13(9), 123–130.
15. Sanghi, S., & Srija, A. (2015). Skill development and productivity of the workforce. *Economy Matters*, 52(12), 46–53.
16. Srivastava, R. (2016). Skill development and rural youth in India Bridging the gap. *The Indian Journal of Labour Economics*, 59(3), 335–358.
17. Thomas, T. (2018). Role of employment training programmes Analysis of performance of DDU-GKY. *Journal of Arts, Humanities and Social Science*, 6(1), 135–142.
18. Verma, V., & Chauhan, P. S. (2021). An effective assessment of Deen Dayal Upadhyay Grameen Kaushalya Yojana (DDU-GKY) in providing skill training programme for youth A study of Haryana state. *EPRA International Journal of Multidisciplinary Research*, 7(6), 227–233.
19. Watane, U. H. (2025). Trends and challenges in rural employment through Deen Dayal Upadhyaya Grameen Kaushalya Yojana A study from 2014 to 2022. *International Journal of Management and Social Science*, 30(9), 1107–1115.