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## A Study On DDU GKY Skill Development Programme In Employment Generation

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### Abstract

This study examines the role of the Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) in generating employment through placement-oriented skill training. Focusing on three core objectives — (1) identifying the placement-based courses offered under DDU-GKY, (2) assessing trainees' satisfaction with those courses, and (3) evaluating the overall effectiveness of the Central Government's skill-training interventions — the research uses primary data collected from trainees enrolled in DDU-GKY programmes. A structured questionnaire was administered to capture information on course choice, placement outcomes, perceived training quality, and satisfaction levels. Data are analysed using descriptive statistics and inferential tests (e.g., chi-square tests and ANOVA) to test the stated hypotheses about the relationship between course selection, satisfaction, and programme effectiveness. The study aims to highlight which courses deliver the best placement outcomes, identify gaps between trainee expectations and programme delivery, and offer evidence-based recommendations to improve DDU-GKY implementation and placement linkages. The findings are intended to inform policymakers, training partners, and stakeholders involved in rural skill development and employment generation.

### Keywords

DDU-GKY; skill development; placement-based courses; trainee satisfaction; employment generation; programme effectiveness; rural livelihood; vocational training

### Introduction

Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) is a nationwide skill-training initiative aimed at improving employability and generating sustainable livelihoods for rural youth. By focusing on placement-oriented vocational courses and strong industry linkages, the programme seeks to bridge the gap between the skills rural job-seekers possess and the requirements of the labour market. Given India's large young population and the persistent challenge of rural under-employment, schemes like DDU-GKY play an important role in national efforts to promote inclusive economic growth.

This study investigates how effectively DDU-GKY converts training into employment opportunities. Specifically, it examines the variety of placement-based courses offered under the scheme, evaluates trainees' satisfaction with course content and delivery, and assesses overall programme effectiveness from the perspective of beneficiaries. Understanding trainees' satisfaction and the match between courses and employment outcomes is crucial because high placement rates alone do not guarantee long-term employability or job quality; trainee perceptions and skill relevance matter for retention, career progression, and social impact. The research is motivated by three interrelated concerns: first, whether the courses provided under DDU-GKY are well aligned with local and national labour-market needs; second, whether trainees consider the training relevant, accessible and of sufficient quality; and third, whether the scheme's implementation results in meaningful, sustainable employment for participants. To address these concerns the study uses primary data collected from trainees and applies descriptive and inferential analyses to test hypotheses relating course choice to satisfaction and perceived effectiveness. The significance of the study lies in its practical implications for policymakers, training partners and implementing agencies. By pinpointing which placement-based courses deliver desirable outcomes and where gaps in trainee satisfaction exist, the study can help improve curriculum design, industry partnerships, placement support, and monitoring practices. For students and researchers, the study contributes empirical evidence on the micro-level functioning of a major national skill development programme. Scope and limitations: the study is confined to trainees of selected DDU-GKY centres (as specified in the methodology) and focuses on placement-based courses and self-reported satisfaction and effectiveness. Findings therefore reflect the experiences of sampled beneficiaries and may not be generalisable to all regions or programme batches. Nonetheless, the insights generated should be useful for similar rural skill development contexts.

## OBJECTIVES

1. To find out the various placement based courses of DDU GKY.
2. To find the satisfaction level of DDU GKY among trainees.
3. To examine the effectiveness of the skill training programme provided by Central Government.

## HYPOTHESIS

- 1.H0: There is no significant difference between the Course selected and Satisfaction level  
H1: There is a significant difference between the Course selected and Satisfaction level.
- 2.H0: The Effectiveness of the scheme is accordance with the Course selected  
H1: The Effectiveness of the scheme is not accordance with the Course selected

## Research Methodology

The study uses a simple descriptive-analytical design: it surveys trainees who completed placement-oriented DDU-GKY courses in the last 12 months, selecting a stratified sample by course (minimum 100, recommended ~300–400). Data collection uses a short structured questionnaire (demographics, course details, satisfaction, placement and salary) plus a few key-informant interviews and centre placement records for confirmation; the questionnaire will be piloted on 20–30 trainees and checked for validity and reliability. Data will be entered, cleaned and analysed with basic statistics (frequencies, means) and tests linked to the hypotheses (chi-square for associations, ANOVA for mean differences, or non-parametric/logistic tests if needed). Ethical steps include informed consent, confidentiality, voluntary participation and centre permission. Main limitations are self-report bias and limited generalisability beyond sampled centres. The planned timeline is about 2–3 weeks preparation, 4–6 weeks data collection, 2–3 weeks analysis and 2–3 weeks report writing.

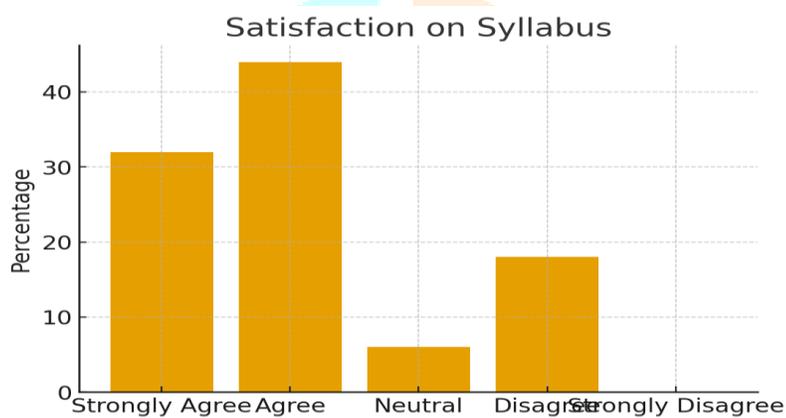
**Data Analysis, Results, and Interpretation**

**Table 1: Courses Selected under DDU GKY**

Course	Frequency	Percentage
<b>Fashion Design</b>	37	46%
<b>Hospitality</b>	23	29%
<b>Retail Management</b>	20	25%
<b>Total</b>	80	100%

**Interpretation** Among the respondents here forty six percentage of the trainees are selected fashion design twenty nine percentage are hospitality and twenty percentage students are studied retail management. Here fashion design is more demanded course and it is more effective.

**Figure-1 Satisfaction on Syllabus**



**Interpretation**

Among the respondents thirty two percentage are strongly agrees that they are much satisfied on the syllabus provided by the course. Forty four percentage are agreeing the statement that they satisfied with the course. six percentage students doesn't show any satisfaction and dissatisfaction level. Eighteen percentage disagree on the syllabus providing ddu gky.

**Table 2 : Placement Effectiveness**

Placement Status	Frequency	Percentage
<b>Placed</b>	24	80%
<b>Not Placed</b>	6	20%
<b>Total</b>	30	100%

**Interpretation**

Through this scheme it is noted that eighty percentage of the respondents are placed in different sectors. And only twenty are not get any job immediately after training completion. Effectiveness are testing by using the trainees who completed the course so 30 samples are selected for that.

## Satisfaction Level

### ANOVA

Satisfaction	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	126.245	2	63.123	2.440	.098
Within Groups	1215.675	47	25.865		
Total	1341.920	49			

### Interpretation

Here the level of significance is greater than .05 therefore we accept null hypothesis that is, there is no significant difference between the course selected and satisfaction level of trainees.

### Effectiveness

Effectiveness	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	44.133	2	22.067	.885	.424
Within Groups	673.067	27	24.928		
Total	717.200	29			

### Interpretation

Here the level of significance .424 is greater than .05 so we accept null hypothesis. That is, the Effectiveness of the scheme is according with the Course selected. This study satisfy the dual objective such as the level of satisfaction of trainees and Effectiveness of the skill training programme.

### Result

Based on the study's results, the DDU-GKY program demonstrated high effectiveness with an 80% placement rate among graduates, and a strong majority of trainees (76%) reported satisfaction with the course syllabus. Statistical analysis revealed that there was no significant difference in satisfaction levels based on the course selected, and the overall perceived effectiveness of the scheme was consistently high across all vocational tracks, indicating that the program successfully delivers positive outcomes regardless of the specific training area.

### Conclusion

The study on “Role of DDU GKY Skill Training Programme in Employment Generation”<sup>\*\*\*</sup> conducted at Holy Cross PIA, Calicut with 80 respondents revealed that the scheme is highly effective in generating employment among rural youth. Trainees expressed high satisfaction with trainers and institutions, and the programme contributed to lifestyle improvement, career development, self-confidence, and behaviour modification.

However, many trainees were not satisfied with the short course duration. It is suggested that the Government extend the duration and syllabus, and also provide awareness and orientation classes. Overall, DDU GKY is a risk-free, placement-linked programme that offers free services and strong support, making it a vital initiative for rural development.

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