

Impact of Skill Development Training Programmes on Youth: A Study of DDUGKY in Andhra Pradesh

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Abstract

India's young population is its most valuable asset and it provides India with a unique demographic advantage. According to the report on "Youth in India 2017" the proportion of rural youth population is about 67% to 68% of the country's total population. Skill development is an important driver to develop gainful employment opportunities for the rural youth. It will address poverty reduction by improving employability, productivity and helps to sustainable enterprise development and inclusive growth. Government of India has taken several skill development initiatives in the recent past. Among such initiatives, Deen Dayal Upadhyaya Grameen Kaushal Yojana (DDUGKY) is notable initiative. DDUGKY is a program for training, skill building and job placement intended for rural youth from poor families started on September 25, 2014 by the Ministry of Rural Development, Government of India. DDUGKY aims to skill rural youth who are poor and provide them with jobs having regular monthly wages at or above the minimum wages. This paper aims to examine the performance of DDUGKY programme in terms of number of trained and placed both in India and Andhra Pradesh based on the secondary data and also aims to examine role of DDUGKY programme in enhancing the employment opportunities and earning capacity of the selected beneficiaries in the micro level study conducted for ICSSR Project . It was observed that under DDUGKY programme at all India level about 9,96,999 rural youth were trained and about 5,37,335 were placed (53.89 per cent among trained) during 2015-16 to 201-20. Similarly in Andhra Pradesh about 74, 816 rural youth were trained and about 66,726 were placed (89.18 per cent among trained) during 2015-16 to 201-20. The primary data results reveals that there is a considerable economic impact of the DDUGKY programme on the livelihoods of youth by enhancing their employment opportunities and earning levels which helps to contribute their household income. The increased household earnings has resulted in increase in spending levels and ultimately to increase their standard of living.

Key words: DDUGKY, Rural Youth, Employment, Skill Development, Training

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I. INTRODUCTION

India is one of the fastest growing economies in the world and it is the home to a fifth of the world youth. Half of the population of 1.3 billion in the country is below the age of 25. India's young population is its most valuable asset and it provides India with a unique demographic advantage. According to the report on "Youth in India 2017" the proportion of rural youth population is about 67% to 68% of the country's total population. Given this overwhelming percentage of rural youth, any policy which is targeted youth needs to be rural centric, not only to harness and realize their potential, but also to increase their contribution to the country's growth.

Skill development is an important driver to develop gainful employment opportunities for the rural youth. It will address poverty reduction by improving employability, productivity and helps to sustainable enterprise development and inclusive growth. India is facing a paradoxical situation, where on the one hand, youth entering the labour market are not able to find the suitable jobs matching to their qualification; on the other hand, industries are complaining of unavailability of suitably skilled manpower. In India, the employment sector is posing great challenge in terms of its structure which is dominated by informal workers, high levels of

under employment, skill shortages and labour markets with rigid labour laws and institutions. To overcome these challenges the Indian Government has taken several skill development initiatives in the recent past.

Among such initiatives, Deen Dayal Upadhyaya Grameen Kaushal Yojana (DDUGKY) is notable initiative. DDUGKY is a program for training, skill building and job placement intended for rural youth from poor families started on September 25, 2014 by the Ministry of Rural Development, Government of India. The vision of the program is to transform the rural poor youth into an economically independent and globally relevant workforce (Ministry of Rural Development 2016). DDUGKY aims to skill rural youth who are poor and provide them with jobs having regular monthly wages at or above the minimum wages. The programme is designed to equip unemployed rural youth with employable skills that enable them to secure employment with regular monthly wages.

Skill development is important area due to its contribution to enhancing productivity at the individual, industry and also National levels because of the complementarities that exist between physical capital and human capital on the one hand and between technology and human capital on the other. Rapid changing knowledge economies always focus on new core competencies among all learners in the society. Hence it is imperative to develop skills which are demanded by the global manufacturers among the Indian youth so as to compete them in the global market. In India, skill formation is broadly provided through General education which imparts generic skills. Besides, skill formation efforts consist of vocational education and training and sector specific programmes for better employability in Industry. The National policy for skill development and entrepreneurship, 2015 aims to bring the world of education and training closer to the world of work so as to enable them together to build a strong India. It provides clarity and coherence on how the skill development efforts across the country can be aligned within the existing institutional arrangements. The policy linked skill development to improve employability and productivity. National Education policy 2020 emphasized the need for imparting compulsory vocational education or skill development training to the students from their secondary education level.

Although there are large number of skill development training programmes are being implemented in India and a considerable amount of resources are spending on such programmes systematic evaluations of their impact in terms of creating employment and increasing productivity as well whether such schemes are reaching the targeted population are limited. Therefore this paper is an attempt to evaluate the performance of DDUGKY programme in terms of number of trained, certified and placed both in Indian and Andhra Pradesh based on the secondary data collected from MoRD, Govt. of India. Based on the primary data collected through a micro level study conducted in the selected districts of Andhra Pradesh for the purpose of ICSSR Project, this paper examines role of DDUGKY programme in enhancing the employment opportunities and earning of the beneficiaries.

The rest of the paper provides a review of the existing literature on skill development training programs for the youth and its impact on their livelihood, an overview of the DDUGKY programme, progress of DDUGKY both at all India level and Andhra Pradesh state level, analytical framework, results and discussions and concluding remarks.

II. REVIEW OF LITERATURE

The existing literature on the effectiveness of skill development training programmes on youth at the international level reveals encouraging results. A meta-analysis of 67 skills training interventions in developed and developing countries found that on average the programmes improved employment outcomes and resulted in higher earnings (Kluve et al., 2017, p. 142). Glick et al.(2015, p. 30) find that the impact of skills training on earnings is more favorable in low and middle income countries than in industrialized nations, based on six impact evaluations in Latin America which found that the probability of employment increased by 5% after training. Goldin et al. (2015, p. 66) find that skills training programmes improve the probability of employment (SMD = 0.01) and are more likely to be successful if they provide skills which are relevant to employers.

At the national level, the existing literature on effectiveness of skill development training programmes on youth reveals mixed results. Chakravorty and Bedi (2019) reveals that while substantial resources have spent on various skill development programme in India, there is a very little evidence on effectiveness in reaching their intended target and in generating employment opportunities.

Lalitha V (2019) in her article on “ Skill Training for Rural Youth under DDUGKY: A Case Study of NAC in Telangana” found that the skill training was useful for the youth in getting jobs which in turn helped them to lead better livelihood. She revealed that the youth are happy after joining the training since they got placed with a moderate salary which enabled them to reduce their parents’ debt burden and also their savings were used for constructing toilet for their families and also to fix motors to their houses since their family members are facing water scarcity problem.

Thomas Tessy (2018) in his article on “Role of Employment training programmes: Analysis of performance of DDUGKY” concluded that even though Kerala is implementing the programme in an effective manner which is not up to the expectations and felt that there is a room for further improvement.

Rationale for Introducing DDUGKY

Mahatma Gandhi, the father of the nation said that India’s strength lies in its villages. Rural India contributes significantly to the overall growth and economic development of the country. In India over 180 million or 69 % of country’s youth population between the age of 18-34 years lives in rural areas. Of these, about 55 million youth are from poor families with no or marginal employment and therefore there is a need for them to be skilled, re-skilled and up-skilled. Rural India is plagued by lack of infrastructure, poverty, malnourishment, lack of basic facilities, illiteracy, and unemployment. Unemployment seems to be the major threat in today’s scenario with the growing population. As per the report by Ministry of Labour and Employment of India, unemployment among rural youth in India is highest today since 1993-94. About 5% of the rural youth between 15-29 years remain unemployed.

Ministry of Rural Development (MoRD) is the nodal Ministry for most of the development and welfare activities in rural areas. The vision and mission of the Ministry is sustainable and inclusive growth of rural India through a multipronged strategy for eradication of poverty by increasing livelihood opportunities, providing social safety net and developing infrastructure for growth. It implements various poverty reductions programs on various fronts including rural infrastructure like Pradhan Mantri Grameen Sadak Yojana, Wage Employment like MGNREGA, National Rural Livelihood Mission to enhance livelihood opportunities for rural women. Skill development is an important ingredient of rural employment program of government of India. Through these skill development programs, the government aims to improve employability skills of rural poor as well as increase incomes by placing importance on job placement as an important outcome of these skill development programs.

To fulfill the objectives of inclusive growth and provide wage based employment through skill development government has implemented several schemes for rural areas with a focus on working population. Among those DDUGKY is the recent programme introduced in September 2014 for the rural youth. DDUGKY, a placement linked Skill Development Scheme for rural youth with the partnership of private organizations. This is being implemented under the National Rural Livelihood Mission (NRLM). The target group of the DDUGKY is unemployed youth from below poverty line. It aims to improve their employability and at least 70 per cent placement is mandatory after the completion of skill training. DDUGKY is the largest skill development program for rural youth under Skill India campaign of Government of India.

Overview of DDUGKY

On September 2014, under the aegis of its National Rural Livelihood Mission, the Ministry of Rural Development (MoRD) announced the DDUGKY. The scheme targets rural families who fall below the poverty line. Individuals from such families who are in the age range 15–35 are eligible for government-sponsored training and post-training job placement in positions that offer regular monthly wages. As on 31st March 2019, DDUGKY is being implemented in 28 States and UTs across 689 districts with 1575 projects being implemented by over 717 project implementing agencies. The Ministry of Rural Development aimed to train 28,82,677 rural youth under this scheme by 31st March 2022 and trained 10,77,361 rural youth (37 % in the target) as on 5th November 2020.

The skilling ecosystem for implementation of DDUGKY programme consists of the Ministry of Rural Development (MoRD), GOI; State Skill Missions and Project Implementing Agencies (PIAs). MoRD is responsible for policy making, funding and monitoring the scheme while the state government provide infrastructure. Identification of courses based on Skill Gap Assessment (SGA) studies carried out by National Skill Development Corporation (NSDC) with the help of State Governments. On the basis of SGA studies, the MoRD will invite tenders from the Project Implementing Agencies who wish to provide training. State missions are responsible for planning and implementing the program through the PIAs. The PIAs are responsible for identifying beneficiaries, providing information on the training courses, delivering training and placing the trainees.

In detail, the PIA begins the implementation process with the mobilization and awareness building using various modes such awareness camps, job melas, distributing pamphlets, placing banners and door to door campaigns. In the mobilization process PIAs also involve Gram panchayats, Self Help Groups, NGOs and Voluntary Organizations for reaching the eligible candidates. After mobilization the candidates who wished to receive the training are asked to register in the programme and are then invited for counseling. During counseling, PIAs will provide information related to training, placement and growth prospects to the candidates and often to their parents also. In the counseling the PIAs also used to test whether the applicant fulfill the

eligible conditions. After counseling the PIAs will send the list of candidates for approval of the state missions and once approved the candidate is enrolled into the training programme.

Each course offered under DDUGKY consists of two broad components. The first component includes training on communication skills, soft skills and information technology and second component deals with sector specific training. The duration of the training varies depending on the course and it may be for 3 months (576 hr), 6 months (1152 hr), 9 months (1728 hr) and 12 months (2304 hr). Besides, the scheme provides on the job training (OJT) and the maximum permissible days for OJT are 30 days 3 months course, 60 days for six months course, 90 days for 9 months course and 120 days for one year course. The training courses offered by the PIA have to be approved by the National Council for Vocational Training (NCVT) or Sector Skill Councils (SSCs). After completion of the training the PIAs are supposed to place a minimum of 70 % of the trained candidates in jobs which offer regular monthly wages at or above the minimum wages in the concerned state. Besides the scheme has the provision for post placement financial support to the trainees to remain them in work for at least one year. During this one year the candidates are tracked by PIAs and provide counseling and guidance to help them to remain in the work.

Progress of DDUGKY at all India Level

The progress of DDUGKY in terms of the rural youth trained, placed, assessed and certified from 2015-16 to 2019-20 is presented in table 1. During this period about 9,96,999 youth were trained and about 5,37,335 youth were placed (53.89 per cent among trained) in various organisations. As per the guidelines of the DDUGKY all the trained candidates should be assessed and certified by the third party. Therefore the total number of youth assessed and certified during 2015-16 to 2019-20 are 6, 68,488 and 4, 87,393 respectively.

Table 1: Progress of DDUGKY during 2015-16 to 2019-2020 in India

Year	Trained	Placed	Assessed	Certified
2015-16	34,509	1,686	5,977	512
2016-17	3,49,155	1,85,045	1,78,342	1,12,095
2017-18	1,41,871	63,281	84,288	55,166
2018-19	2,41,425	1,38,046	2,17,219	1,77,852
2019-20	2,30,039	1,49,277	1,82,662	1,41,818
Total	9,96,999	537,335	668,488	487,443

Source: <https://kaushalpragati.nic.in>

Progress of DDUGKY in Andhra Pradesh

Andhra Pradesh government aimed to train 1,87,966 rural youth by 31st March 2020 under DDUGKY Programme. AP State is one of the frontrunner in implementing the DDU GKY programme effectively. The progress of DDUGKY during 2015-16 to 2019-20 is presented in table 2. During this period about 74, 816 rural youth were trained and about 66,726 were placed (89.18 per cent among trained) in various organizations. Further, among the total trained about 58,716 were assessed and about 49,881 were certified.

Table 2: Progress of DDUGKY from 2015-16 to 2019-20 in Andhra Pradesh

Year	Trained	Placed	Assessed	Certified
2015-16	84	0	0	0
2016-17	14,287	20,724	2,897	2,639
2017-18	19,002	10,313	7,307	6,442
2018-19	26,384	24,894	34,074	29,114
2019-20	15,059	10,795	14,438	11,686
Total	74,816	66,726	58,716	49,881

Source: <https://kaushalpragati.nic.in>

Sampling Approach and Data Collection

A micro level study has taken up to measure the impact of DDUGKY on the livelihoods of youth in the selected districts of Andhra Pradesh viz. Prakasam, Nellore and Chittoor. A sample of 50 beneficiaries under DDUGKY Programme is taken to measure the impact in their socio economic well being after they joined in the programme. The list of beneficiaries who are trained in various domains under DDUGKY and placed in various organizations in the past three years were collected from three training partners or Project Implementing

Agencies (PIAs) viz. Krishnapatnam Security Services Pvt. Ltd., Krishnapatnam, Nellore; Amma Charitable Trust, Tirupati and IL & FS Skills, Andhra Pradesh Unit and a sample of 50 beneficiaries were selected among them using convenient sampling method. Data collection was carried out between September and October 2019. Data has been collected on a range of individual and household socio economic and demographic characteristics including beneficiaries' age, gender, education, community and income. Data has also been collected from the respondents about pre and post training information related to their employment and earning status and social status to measure the impact of the programme.

Hypothesis

H0: There is no significant difference between before and after join in the DDUGKY Programme with regard to Household monthly income of the sample trainees (Test Applied: t –test)

H0: There is no significant difference between before and after join in the DDUGKY Programme with regard to Household monthly Expenditure of the sample trainees (Test Applied: t –test)

III. RESULTS AND DISCUSSIONS

The demographic characteristics of the respondents viz. age, gender, level of education, marital status and community are presented in table 3. As the scheme allows the beneficiaries who are between 18-35 years of age to receive the training hence all the respondents are belongs to the same age. However, majority of them (76 per cent) are between 20-35 years age followed by below 20 years (20 per cent) and above 35 years age (2 per cent). The mean age of the respondents about 23 years. DDUGKY made it mandatory that out of the total beneficiaries received training at least 33 per cent should be women. Gender wise analysis reveals that about 96 per cent of the respondents are male and only 4 per cent of the respondents are female in the sample. The level of education is an important variable to enable the trainee to receive the training in an effective manner. The level of education of the respondents shows that about 68 per cent of the respondents are with an educational qualification of secondary level and about 18 per cent are with Degree and above educational qualification and about 14 per cent are with higher secondary level qualification. The average years of education of the respondents are about 11 years. The marital status of the respondents reveals that about 78 per cent of the respondents are married and 20 per cent are unmarried and about 2 per cent are in the category of widow/divorced/separated. As per the DDUGKY guidelines the coverage of SC/ST in the implementation should be 50 per cent. The data related to community status in the sample study reveals that about 50 per cent of the respondents belongs to the BC followed by Scheduled Caste (30 %), other categories (10 %), Scheduled Tribe (8 %) and Minorities (2 per cent).

Table 3: Distribution of Respondents on the basis of their Age, Gender, Education, Marital Status and Community

Variable	Range	Number	Percentage	Mean	Standard Deviation
Age	Below 20	11	22.0	22.82	2.826
	20-35	38	76.0		
	Above 35	01	2.0		
	Total	50	100.0		
Gender	Male	48	96.0		
	Female	2	4.0		
	Total	50	100.0		
Education (Years of Education)	Secondary	34	68.0	10.96	2.24
	Higher Secondary	7	14.0		
	Degree and above	9	18.0		
	Total	50	100.0		
Marital Status	Married	10	20.0		
	Unmarried	39	78.0		
	Widow/Divorced/Separated	1	2.0		
	Total	50	100.0		
Community	Scheduled Caste	15	30.0		
	Scheduled	4	8.0		

	Tribe				
	BC	25	50.0		
	OC	5	10.0		
	Minorities	1	2.0		
	Total	50	100.0		

Source: Sample Survey

The household characteristics of the respondents i.e. the family status, size of the family and fathers' occupation are presented in Table 2. It can be observed from the data on family status that majority of the respondents (74%) have nuclear families with wife and husband with two children. The average family size of the respondents is 4.60 and majority (78 per cent) of the respondents has less than 5 members in their family. The data on occupation of the respondent's father reveals that about 66 per cent are either small and marginal farmers or agricultural labour and about 28 per cent are non-agricultural labor and a few people are running petty business and a negligible number are private employees and self employed. Therefore the above data strengthened the fact that the beneficiaries who received training and also got placement under DDUGKY Programme are belongs to BPL families.

Table 4: Distribution of Respondents on the basis of their family status and fathers' occupation

Variable	Range	Number	Percentage	Mean	Standard Deviation
Family Status	Nuclear	37	74.0		
	Joint	13	26.0		
	Total	50	100.0		
Family Size	Below 5 members	39	78.0	4.60	1.24
	Above 5 members	11	22.0		
	Total	50	100.0		
Fathers' Occupation	Small and Marginal Farmer	9	18.0		
	Agriculture Labour	19	38.0		
	Non Agriculture Labour	14	28.0		
	Petty Business	5	10.0		
	Private Employee	2	4.0		
	Self Employment	1	2.0		
	Total	50	100.0		

Source: Sample Survey

Awareness about a particular programme to the target group is an important factor for successful implementation of such programmes. Therefore the target group should aware of implementation of such programmes in their vicinity. Keeping in view of this the respondents were enquired about the source of awareness about the DDUGKY Programme. The data reveals that about 70 per cent of the respondents were aware of implementation of DDUGKY through Alumni trainees followed by Training Partner (14%) and News Paper Advertisements (10%). Further, the respondents were enquired about the motivation to receive training under DDUGKY Programme in the study area. Majority of the respondents (94%) felt that employment is prime motive to receive the training under this scheme. A negligible proportion (6%) of the respondents felt that skill up gradation is the prime motive to receive the training under this programme.

Table 5: Distribution of Respondents by the source of awareness and motivation to receive skill development Training

Variable	Range	Number	Percentage
Source of Awareness	Training Partner	7	14.0
	Alumni Trainees	35	70.0
	News Papers	8	10.0
	Total	50	100.0
Motivation to receive training	Employment	47	94.0
	Skill	3	6.0
	Total	50	100.0

Source: Sample Survey

Table 6 shows that the distribution of the respondents based on the earlier status before they receive skill development training under DDUGKY Programme in the study area. It reveals that about 70 per cent of the respondents are dropped out from their studies and helping their parents in cultivation or any other work and about 18 per cent of the respondents are unemployed and rest 12 per cent are recently completed their studies or continuing their studies. DDUGKY programme aims to enhance the employability of rural youth particularly those who are dropped out from their studies due to lack of financial support from their parents which made them either to be unemployed or started helping their parents work. Therefore the data reflects that most of the beneficiaries under DDUGKY Programme are the youth who are dropped from their studies.

Table 6: Distribution of Respondents based on the their earlier status before receive the skill development training

Earlier status	Number	Percentage
Unemployed	9	18.0
Dropout from studies and helping parents in cultivation/ work	35	70.0
Recently completed studies/Continuing studies	6	12.0
Total	50	100.0

Source: Sample Survey

In the sample survey efforts were made to get the information from the respondents who have received training in the recent past so as to make them to recall the information about pre-training and post-training. Table 7 shows the distribution of the respondents by the year they received skill development training under DDUGKY Programme. Out of the total sample about 88 per cent of the respondents have received training in recent years i.e. 2018 and 2019. Only a small proportion of the respondents have received training in the years 2017 and 2016.

Table 7: Distribution of Respondents by the year they received skill development training under DDUGKY

Year	Number	Percentage
2016	3	6.0
2017	3	6.0
2018	38	76.0
2019	6	12.0
Total	50	100.0

Source: Sample Survey

Table 8 shows that the distribution of the respondents by their domain of training and their job role after they received skill development training. The data reveals that the domain in which the beneficiaries were trained and the placement are same. The data reveals that about 66 per cent of the respondents were trained in Electrician trade and got placement as an Electrician and about 20 per cent of the respondents trained in Marketing trades and placed as Salesman and about 6 per cent of the respondents trained in ITES trade and placed as data entry operator and about 4 per cent of the respondents trained in Plumbing trade and are placed in the job role of Plumber and another 4 per cent of the respondents trained in Welding trade and are placed in the job role of Welder.

Table 8: Distribution of Respondents by their domain of training and job role after receiving the skill development training

Name of the Domain of training	Name of the Job Role	Number	Percentage
ITES	Data Entry Operator	3	6.0
Electrician	Electrician	33	66.0
Marketing	Salesman/Marketing	10	20.0
Plumbing	Plumber	2	4.0
Welding	Welder	2	4.0
Total		50	100.0

Source: Sample Survey

Table 9 shows the distribution of respondents based on how long they have been working after they received skill development training under DDUGKY programme. It reveals that majority of the participants are working from 6 months or below 6 months period. Only 8 per cent of the respondents replied that they have been working from between 6 months to one year and about 10 per cent of them replied that they have been working from more than one year.

Table 9: Distribution of Respondents based on how long they have been working after receiving skill development training under DDUGKY

Time	Number	Percentage
6 months	41	82.0
One year	4	8.0
More than year	5	10.0
Total	50	100.0

Source: Sample Survey

Hypotheses Testing: (Null Hypothesis)

H0: there is no significant difference between before join in DDYGKY programme and after join in DDUGKY programme with regarding to monthly income level of the beneficiary households (Test Applied: t –test)

Table 10: Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Before	8216.00	50	6048.62	855.40
After	19812.00	50	7657.90	1082.99

Source: Computed from primary data

The table 10 shows the data on paired samples statistics. It can be seen from the table that the mean income of beneficiary households before joined in DDUGKY programme is 8216 and after joined in DDUGKY programme the mean income is 19812 which indicates there is a significant differences between before and after joined in DDYGKY with regard to monthly income of beneficiary households.

Table 11: Paired sample t-test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Before – After	-11596.00	5012.43	708.86	-13020.51	-10171.48	-16.359	49	.000

Source: Computed from primary data

The table 11 shows the data on paired samples t- test. It can be seen from the table that the t value is -16.359 and the p value was 0.00 which indicates there is a significant negative relation between the variables statistically. Hence; it is proved that there is a significant difference between before and after joining in the DDUGKY Programme with regard to monthly income levels of the beneficiary households.

Hypotheses Testing: (Null Hypothesis)

H0: there is no significant difference between before join in DDYGKY programme and after join in DDUGKY programme with regarding to monthly expenditure level of the beneficiary households (Test Applied: t –test)

Table 12: Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Before	8198.00	50	4831.29	683.24
After	12234.00	50	6662.40	942.20

Source: Computed from primary data

The table 12 shows the data on paired samples statistics. It can be seen from the table that the mean expenditure level before joined in DDUGKY programme is 8198 and after joined in DDUGKY programme the mean expenditure level is 12234 which indicates there is a significant differences between before and after joined in DDUGKY with regard to monthly expenditure of beneficiary households.

Table 13: Paired sample t-test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Before – After	-4036.00	2566.32	362.93	-4765.34	-3306.65	-11.121	49	.000

Source: Computed from primary data

The table 13 shows the data on paired samples t- test. It can be seen from the table that the t value is - 11.121 and the p value was 0.00 which indicates there is a significant negative relation between the variables statistically. Hence; it is proved that there is a significant difference between before and after joining in the DDUGKY Programme with regard to monthly expenditure levels of the beneficiary households.

IV. CONCLUSION

Since last one decade the government of India has launched several skill development initiatives to enhance the employment opportunities of the youth and in this regard the government is spending a substantial amount of resources. However, there is a little evidence on the effectiveness of these skill development initiatives in reaching the intended target and generating employment opportunities. This paper focused on to assess the impact of one of the major skill development initiatives in India i.e. DDUGKY on rural BPL youth. The study area for this paper is Andhra Pradesh state, which is one of leading state in implementation of the DDUGKY. The analysis was based on the primary data collected from beneficiaries of the DDUGKY who are presently working with the employer after successful completion of their training.

The analysis presented here is focused on only three districts of Andhra Pradesh i.e. Prakasam, Nellore and Chittoor. The empirical study provides significant insights about the impact of DDUGKY on livelihood of rural youth. It reveals that all the selected beneficiaries are from rural BPL families and it is evident from the occupational pattern of the respondents’ father which shows that about 66 per cent are either small and marginal farmers or agricultural labour and about 28 per cent are non-agricultural labour and a few people are running petty business and a negligible number are private employees and self employed. It also reveals that more than two third of the respondents are dropped out from their studies which fulfils the programme objective i.e. DDUGKY programme is intended to rural youth who are dropped out from their studies due to lack of financial support from their parents. It was found that there is a considerable economic impact of the DDUGKY programme on the livelihoods of youth by enhancing their employment opportunities and earning levels which helps to contribute their family income. The increased household earnings has resulted in increase in spending levels and ultimately to increase their standard of living.

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