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Role of Skill Development Schemes in Employment Generation and Economic Development of Rajasthan

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Abstract

Education serves as the foundation for developing responsible, proactive, and productive members of society. It reflects not only the immediate needs and aspirations of a community but also enduring human values and ideals. In the era of globalization and rapid advancements in communication, science, and technology, the world has transformed into a global village. This transformation necessitates equipping individuals, particularly the future workforce, with essential skills to thrive in an interconnected and competitive global society.Globalization and technological progress have fundamentally reshaped every aspect of human life, including social, economic, environmental, political, and educational systems. These sweeping changes demand a paradigm shift in education, focusing on skill development as a means of addressing contemporary challenges. Skill development schemes play a critical role in bridging the gap between education and employment by empowering individuals with practical, industry-relevant competencies. Such schemes are particularly significant in a rapidly developing region like Rajasthan, where they have the potential to generate employment opportunities, improve livelihoods, and foster economic growth.

In this context, the creation and dissemination of new technologies, such as the Internet and digital platforms, are transforming modes of learning, communication, and work processes. Skill development programs align with these changes by preparing individuals to adapt to evolving job markets and technological landscapes. The synergy between education, skill development, and employment generation is pivotal for achieving sustainable economic development. This study explores the role of skill development schemes in Rajasthan as a catalyst for employment generation, economic upliftment, and overall societal progress in the face of globalization and technological advancements.

Keywords: Skill Development, Education, Communication, Globalization, Socio-Economic Environment

Introduction

Globalization has brought about profound changes, creating new challenges and opportunities that are

reshaping societies across the world. As the world becomes increasingly interconnected, the skills required for individuals to succeed in life and contribute meaningfully to society are also evolving. The modern globalized landscape demands that individuals—particularly students, who are the future workforce—are equipped to adapt to a dynamic, transitory, and mobile way of life.In this competitive environment, flexibility, adaptability, and a commitment to lifelong learning have become essential prerequisites for survival and success. Students today must possess a diverse set of skills to navigate the complexities of a global society, where technological advancements and shifting economic dynamics require continuous upskilling and reskilling. The competitive nature of globalization underscores the need for individuals to stay ahead by acquiring relevant competencies that align with emerging societal and economic demands.

This research aims to identify the specific skills that are crucial for individuals, particularly students, to thrive in this ever-changing globalized world. By examining the role of skill development in addressing the challenges posed by globalization, the study highlights the importance of equipping individuals with the tools necessary for personal success, employability, and societal progress.

Meaning and Definition of Skill

Skill can be defined as the ability to perform a task effectively, systematically, and proficiently. It encompasses competence, precision, and expertise in a particular activity or action. According to *BusinessDictionary.com*, skill is defined as:

"An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carry out complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills)."

"Skill is a talent or ability that comes from training or practice."

The *DK Illustrated Oxford Dictionary (2008)* further elaborates on the concept, describing skill as:

"Expertness, practiced ability, facility in an action, dexterity, or tact."

The significance of skill has been emphasized throughout history, particularly by ancient Indian philosophers, who considered it essential for achieving excellence in life. The Sanskrit term *'Kousalam'*, meaning perfection in action, reflects the timeless importance of skill—performing tasks flawlessly, consistently, and efficiently. In the modern context, skill refers to the ability to execute tasks—whether "white-collar" or "blue-collar"—with speed, accuracy, and correctness.

In today's era of rapid modernization, technological innovation, automation, and globalization, skill has assumed critical importance. The ability to perform a task efficiently while adapting to dynamic political, economic, social, and technological environments has become a prerequisite for success. Skills in the modern workplace represent a convergence of knowledge (the ability to do things) and wisdom (effective decision-making in specific situations).

The current technological and communication revolution has intensified global competition, compelling industries and economies to focus on skill acquisition and development to remain relevant and competitive. Human resources, as the most vital link in the chain of economic growth, must undergo continuous transformation to acquire, upgrade, and adapt their skill sets. Employers, in this scenario, face the crucial challenge of identifying the required skills, assessing the existing "skill gap," and implementing strategies to bridge this gap.

Thus, skill development remains a cornerstone of personal, professional, and societal progress, ensuring individuals and organizations are equipped to meet the demands of a fast-changing world.

Levels or Stages of Education in India Today

Education in India follows a structured and uniform system known as the **10+2 system**, implemented across all States and Union Territories. However, variations in the pattern and terminology may exist. The system can be divided into distinct stages, each catering to specific age groups and educational objectives.

1. **Pre-Primary Stage**
   The pre-primary stage in India caters to children aged **3 to 6 years** and is primarily offered through Kindergarten schools. Schools at this level often use varying terminology for different class levels, such as *Pre-Nursery*, *Nursery*, *KG (Kindergarten)*, *LKG (Lower Kindergarten)*, and *UKG (Upper Kindergarten)*. This stage focuses on basic socialization, cognitive development, and foundational learning skills through play-based activities.
2. **Primary Stage**
   The primary stage generally includes students aged **5 to 12 years** and spans a duration of **4–5 years**. Typically referred to as *Elementary Education*, it covers classes **1st to 5th**. The curriculum at this level introduces foundational subjects such as **English, Hindi, Mathematics, Environmental Science**, and **General Knowledge**. Primary education lays the groundwork for developing essential skills in literacy, numeracy, and basic awareness of the world.
3. **Middle Stage**
   The middle stage of education encompasses classes **6th to 8th** and involves students aged **12 to 14 years**. This stage typically lasts **3–4 years** and serves as a bridge between primary and secondary education. The focus shifts to building subject-specific knowledge across disciplines, including languages, science, mathematics, and social studies.
4. **Secondary Stage**
   The secondary stage includes classes**9th and 10th**, covering students aged **14 to 16 years**. This stage generally lasts **2–3 years** and marks the culmination of formal schooling before specialization. Schools providing education up to the 10th class are referred to as **Secondary Schools** or **High Schools**. The curriculum becomes more rigorous, preparing students for board examinations, which are a key milestone in Indian education.
5. **Senior Secondary Stage**
   The senior secondary stage spans **2 years**, comprising classes **11th and 12th**, for students aged **16 to 18 years**. This stage follows a uniform pattern (10+2 system) across all Indian States and Union Territories. At this level, students are given the flexibility to choose their preferred stream of study, such as:

- **Arts**
- **Commerce**
- **Science (Medical and Non-Medical)**

Schools offering education up to the 12th class are commonly referred to as **Senior Secondary Schools** or **Higher Secondary Schools**. This stage is critical for career orientation and higher education pathways.

6. **Undergraduate Stage**
   The undergraduate stage, also termed **higher education**, begins after the completion of senior secondary education, typically at age **18**. Undergraduate programs in India generally last **3 to 4 years**:
   - **3-year programs**: Commonly offered in disciplines such as **Commerce, Humanities**, and **Basic Sciences**.
   - **4-year programs**: Offered in specialized fields like **Engineering, Technology, Architecture, Agriculture, Pharmaceutical Sciences, Law**, and **Medicine**.

   On completion of undergraduate courses, students receive a **Bachelor's degree** and are referred to as graduates.
7. **Postgraduate Stage**
   Postgraduate education, often referred to as **Master's education**, typically spans **2–3 years** and allows students to specialize in a specific field or sub-field of their chosen discipline. Postgraduate education is largely offered by universities and institutes across India. A **Master's degree** is awarded upon successful completion of this stage, enabling further academic pursuits or professional opportunities.

In Working Paper Series: Martin Prosperity Research of University of Toronto titled India's Higher Education System by: Stolarick, Kevin(2014), stated that-India has been home to institutions of higher education. When India achieved independence in 1947,it had 20 universities and 500 colleges. It now possesses one of the largest higher education systems in the worldwith over 42,000 institutions of higher learning. Figure 1 shows the division of total enrolment, some 23.6 million students, by level of study. Roughly three-quarters i.e. 74% (17.5m) are getting a graduate degree; 15% (3.5m) are pursuing a diploma; 10% (2.5m) a post-graduate degree; and 0.7% (161,000) are working on a PhD.

Computed statistics compiled by the Ministry of Human Resource Development, Government of India (2015-16) depicts graphically the total number of pass-outs during 2015-16 at Undergraduate Level in major discipline/subject. It stated that the highest number of students (35%) has been graduated inArts courses. The total number of students passed-out in this are 22.42 lakh out of which 44.9% are malesand55.1%arefemales.Scienceissecondmajorstreamwith8.56lakhstudents(14%)passed-out followed by Commerce with 8.59 lakh students (14%). 8.49 lakh students have been graduated in Engineering and Technology (13%). In Medical Science stream, there are 1.77 lakh students (3%) who have been awarded Under Graduate degree

The bias of the higher education system towards arts, science and commerce has affected employment prospects because the students studying in these courses are not equipped with the skills appropriate for industry and professional occupations

Table : 01- Skill Gap Analysis (Work Force Demand and Supply)

Sectors	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Unskilled	189193	249328	281599	313308	340377	381004	**407018**
Semi-Skilled	47873	51749	53330	55198	56079	58286	**59310**
Skilled	**21425**	**25954**	**26217**	**27543**	**27183**	**28864**	**28691**

Definition of Terms used in the Study

- **Skills**: A proficiency, facility or dexterity that is acquired or developed through training or experience is skill.
- **Globalization**: The globalization explores what connects us to the rest of the world. It enables us to engage with complex global issues and explore the link between our own lives and people, places and issues throughout the world.
- **Global Skills:** Global skills are the skills required for all job seekers. The domain general skills can be termed as global skills. These skills are the skills which are the basic requirement of any job whether abroad or in one's own country. Global skills are abilities to communicate with people from a range of social and cultural backgrounds, to work within teams of people from a range of backgrounds and other countries. It is willingness to play an active role in society at local, national and international level. Global skills are capabilities they need if they are tosurvive and thrive in the world of the future. Thus, global skills in broad terms are employable soft skills attained by the youths of the society having desire to bring about a social change. Moreover global skills empower the unemployed and out of work youth with vocational skills and make them able (educated + employable) and make them capable of earning a livelihood and support their families in home country or abroad. Some experts also refer all 21stCentury skills as global skills
- **Global Education** is the term used internationally to describe a form of education whichenables people to understand the links between their lives and those of people throughout the world. (Hicks, D. 2009) Global education is an education perspective which arises from the fact that contemporary people live and interact in an increasingly globalised world.
- **Global Competence** is the capacity to analyze global and intercultural issues critically and from multiple perspectives, to understand how differences affect perceptions, judgments, and ideas of self and others, and to engage in open, appropriate and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity. Global Competence requires knowledge and understanding of global issues, as well as intercultural knowledge and understanding.
- **Gaps:** It means the differences in the achievement of the objectives and actual status.
- **Skill Gaps:** An emerging gap between the global knowledge and skills and what the students currently learn in college so that they are unable to compete for high value jobs in a globalised economy, and are ill-equipped to participate in today's interdependent society.
- **Graduation Level:** In the scheme 10+2+3/4 of education system in India, 3/4 years bachelors' degree classes in colleges covering fields like commerce, humanities, science, agriculture, engineering, pharmaceutical sciences, technology, computer application, management, architecture, law, medicine etc is termed as graduation level. After completing this course the student gets the Bachelors degree and is termed as graduate
- **Employable**: Educated adults who have all the skills of being employable.
- **Preferences in skills**: Skills that are chosen, considered, promoted or favoured by a group. These are more desirable skills over others. Strategy: It covers various aspects of sequencing and organizing the content,specifying learning activities anddeciding how to deliver the

content and activities

Operational Definitions of the Terms

- DefinitionofTermsand Concepts
  - **Skills**: Skill is a special ability which is conceptualized as a set of competencies an employee brings to his workplace.
  - **Current Skills**: Current skills are conceptualized as the competencies the employee's posses and also expend them on their present jobs as a part of their job contract.
  - **Required Skills**: Skills that are defined by the prototype job descriptions which an employee is expected to observe and keep updating for the future job requirements.
  - **Skill Gaps:** It is conceptualized as the variation in the required skills specified by the job and the current skill possessed by the employee who they expended on the job.
  - **Drivers for Future Skills:** There are conceptualized as thekind ofoperations the business in involved in, ranging from producing goods, offering various services like research and development activities or administrative services, outsourcing activities etc.
  - **Industry:** It is conceptualized as a conglomerate of companies in a given geographic area. In this study it is further conceptualized as a group of companies representing various sectors of business, by and large, classified as Financial Services, Manufacturing Sector, Process Industry, Service Sector, IT/ITES Sector and Development Sector.
  - **Management Challenges**: Extent to which management in companies has made attempts to address the skill gaps and their consequent effects on the business process.
  - **Skill reserve**: Extent to which the requisite skills set the companies are in possession as a consequence of skill acquisition.
  - **ConsequencesofSkill Gap**:Theextenttowhichthere areadverseimpactsofskillgapsin the business process

Need of Global Skills in Education in India

In today's economic scenario, industrialization and globalization play acrucial role in a country's social and economic development. With this the demand of trained, certified and skilled workforce is increasing at an exponential rate. Presently our country produces semi-literate workforce without marketable skills or global skills which are essential to survive anywhere in the world. India'sdemographic bulge –the hundreds of millions of young educated people, who flood its job markets every year, are in the danger of sliding into a lopsided paunch. In other words a sea of unskilled educatedyoung people is heading towards unemployment. So there is a persistent need to sensitizethe countryon the importance and need of skills along with education.

Hon'ble Prime Minister of India, Mr. Narendra Modi spoke in his Independence Day 2019 speech "Today, the world and India need a skilled workforce. If we have to promote the development of our country then our mission has to be 'skill development' and 'Skilled India'." He further added "I also want to create a pool of young people who are able to create jobs and the ones who are not capable of creating jobs and do not have the opportunities, they must be in a position to face their counterparts in any corner of the world while keeping their heads high by virtue of their hard work and their dexterity of hand and win the hearts of people around the world through their skills"

In such condition we need a policy push towards imparting skills along with education to our youth population to ensure their employment. Mr. Modi gave this indication in his speech further "My brothers and sisters, having taken a resolve to enhance the skill development at a highly rapid pace, I want to accomplish this." And a separate Ministry of Skill Development and Entrepreneurship, Government of India was created which gave its draft as "**National Policy for Skill Development and Entrepreneurship 2015" in May2015.**

Nowskill and knowledgebeing the driving forces ofeconomic growth and social developmentof any person and country at large, so persons with higher level and better standards of skills along with basic required education will adjust more effectively with the challenges and opportunities of domesticand international market.

Sector Wise Analysis of Demand and Supply Man Power

Table No. 02: Agricultural Sector

Sectors	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**% Man Power**
Unskilled	973631	971345	962824	959902	953842	948997	944024	
Semi-Skilled	79372	79186	78491	78253	77759	77364	76958	
Skilled	5291	5279	5233	5217	5184	5158	5131	
Total Demand	1058294	1055810	1046548	1043372	1036784	1031519	1026113	32 %

Table No. 03: Industry Sector

Un Skilled	419008	446023	447690	472167	480719	494713	505518	
Semi-Skilled	193388	205857	206626	217923	221870	228329	233316	
Skilled	32231	34309	34438	36321	36978	38055	38886	
Total Demand	644628	686189	688755	726410	739568	761098	777720	**25%**

Table No. 04: ServiceSector

Un Skilled	**154524**	**165549**	**173043**	**182041**	**187970**	**196154**	**202577**	
Semi-Skilled	360556	386281	403766	424762	438598	457692	472679	
Skilled	515080	551830	576809	606803	626568	653845	675256	
Total Demand	1030160	1103659	1153618	1213606	1253136	1307691	1350513	43%

Table No. 05: All Sectors

Un Skilled	**1547163**	**1582917**	**1583557**	**1614110**	**1622531**	**1639864**	**1652119**	
Semi-Skilled	633316	671323	688884	720938	738227	763385	782954	
Skilled	552603	591418	616479	648340	668730	697058	719273	
Total Demand	2733082	2845658	2888921	2983388	3029488	3100307	3154345	100%

Problems Faced in Global Skill Development in India

Skill development is a critical component of education aimed at enhancing employability, yet its integration at the college level in India remains largely inadequate. While education focuses on theoretical knowledge, the emphasis on skill development—particularly global skills—continues to be overlooked. This gap has led to several challenges in the Indian education system concerning the global skill development of students.

1. **Lack of Focus on Skill Development:** Despite being regarded as essential for employability, skill development does not receive the necessary focus within college-level education. *Pandya (2007),* in his pre-investigation field visits, observed that the "inculcation of communicative skills is not catered to in the instructional process." While professional colleges attempt to introduce skill-oriented activities as part of their curriculum, the emphasis often remains on completing the syllabus and fulfilling formal academic requirements. Consequently, students graduate without having acquired or tested essential global skills such as communication, critical thinking, or technical expertise.
2. **Absence of Skill Assessment and Certification"** A significant shortfall in the current system is the lack of formal evaluation and certification of global skills. Upon completing a course, there is no specific test to assess a student's proficiency in skills relevant to the global market. Without such evaluation and certification, graduates are unable to demonstrate their abilities to potential employers, diminishing their competitiveness in the job market.
3. **Shortage of Skilled Trainers and Experts:** Another major hurdle is the **non-availability of trained experts** who can impart global skills effectively. Many educational institutions lack faculty who are well-versed in modern skill development practices, particularly those that align with international standards. Without qualified trainers, the integration of global skills into the instructional process remains inadequate.
4. **Lack of Proficiency in English:** Proficiency in the English language is widely recognized as a fundamental requirement for competing in the global job market. However, *Sinha (2005)* observed that, despite the central role of English in the Indian education system, many students fail to develop the necessary proficiency. This lack of linguistic skills hampers their ability to access global employment opportunities, particularly in industries that require strong communication and interpersonal skills.
5. **Inadequate Resources and Infrastructure:** A severe lack of resources, both financial and infrastructural, exacerbates the problems in skill development. Colleges and training institutions

often lack the facilities, tools, and modern equipment needed to impart practical, industry-relevant training. Furthermore, poor physical infrastructure and under-utilization of existing resources limit students' opportunities to develop hands-on expertise.

6. **Limited Awareness of Government Policies and Opportunities:** Students and institutions frequently remain unaware of the various **government policies, schemes, and initiatives** aimed at promoting skill development. This lack of awareness prevents both educators and learners from taking full advantage of existing opportunities and support systems. Moreover, students often fail to identify their potential, aptitude, or interests due to inadequate career counseling and guidance.
7. **Influence of Peer Pressure and Market Trends:** Many students make career choices under the influence of market trends, peer groups, or societal pressures, without a clear understanding of their own potential or the skills required for employment. This results in a mismatch between students' education and the demands of the global job market.
8. **Dominance of Conventional Courses:** The predominance of **arts, science, and commerce** in higher education has further restricted the development of technical and industry-specific skills. *Palit (2009)*, in his working paper "Skills Development in India: Challenges and Strategies," highlighted that this dominance prevents a large proportion of graduates from acquiring skills required by manufacturing and service industries. Additionally, he pointed out that India's technical training system suffers from:
    - An excessive emphasis on longer-duration courses
    - Misalignment with industry requirements
    - Under-utilization of existing capacities
    - Inadequate physical infrastructure

International Labour Office(ILO) presented a report in 2011 in which it stated that 'skills are fundamental for individual employability and national competitiveness'. It also stated some skillchallenges which are as follows-

- **Skills Mismatch:** Skills obtained through training and those required by the job often do not match, resulting in skillsshortagesinsomeareas and,simultaneously,a surplusof workers with skills that are not in demand, contributing to unemployment. This is more applicable to requirements of global employing agencies
- **Limited Involvement of Social Partners:** Many countries lack the active participation of employers' and workers' organizations that is essential to ensure the provision of relevant and appropriate training.
- **Poor Quality and Relevance of Training:** Weak quality assurance, too few or poorly qualified trainers, poor working conditions for trainers, and outdated qualifications, curricula, training materials and methods all inhibit the quality of training. Limited labour market information and inability to translate such information into improved training undermines relevance
- **Limited Access to Training Opportunities:** The outreach of formal training is often very limited, especially where distances are great and political unrest prevails, the informal economy looms large, and literacy and educational levels are low –all factors that leave a large number of people with few or no employable skills. Women and disadvantaged groups

often face additional barriers in accessing training.

- **Weak Coordination in the System:** A large number of actors and providers (ministries, agencies, central and regional governments, NGOs, employers and workers) are involved in skills development. Their efforts often overlap and are not well coordinated, especially in developing countries. Weakness in linking skills supply and demand also limits positive impact on employment and productivity.

The problems and challenges mentioned above clearly indicate that a real concern is now needed to solve these problems and work on grass root level to improve the level of skills, to identify the training needs required to survive in our country and also globally

Research Questions

Afterstudyingatlengththecurrentscenarioandpoliciestheresearcherhasfollowingquestionin mind-

- What are the global skills that are essential for ensuring a future-ready workforce in the Indian scenario?
- Is there a significant difference in the preferences for global skills among different educational groups?
- Are there specific strategies that can be employed for the effective development of global skills?

Purpose of the Study

The primary purpose of this study is to examine the landscape of skills prevalent in the industrial sectors of the twin cities of Rajasthan. Specifically, the study is designed to achieve three key objectives.

Firstly, the study aims to identify the key *drivers of future skills* within selected business sectors in the twin cities of Rajasthan. By analyzing these drivers, the study seeks to provide a clearer and more comprehensive understanding of the skills required across various industrial sectors. This understanding will enable apex industrial bodies to formulate more effective sectoral and national skill development policies, thereby addressing emerging industry needs and fostering sustainable growth.

Secondly, the study examines the *skill acquisition processes* adopted by businesses in the selected industrial sectors of the twin cities. Understanding how these sectors identify, develop, and implement employee skills will shed light on the specific skill requirements of employees in these industries. This exploration focuses on the evolving drivers of skill development and evaluates the strategies industries use to address these requirements.

Lastly, the study addresses the *skill gaps* that exist across the selected industrial sectors. To achieve this objective, the following sub-purposes are identified:

- To **survey and identify the types of skills** possessed by employees in the selected industrial sectors.
- To **analyze and compute skill gaps** in these skills, highlighting deficiencies and their root causes.
- To **investigate the impact of skill gaps** on organizational performance and explore how managers are responding to these challenges to manage skills effectively.

To fulfill the objectives of this study, it is essential to adopt a standardized methodology for identifying universal skill sets typically required in global business sectors. This approach ensures that the findings

align with international benchmarks and contribute valuable insights for skill development initiatives in the industrial sectors of Rajasthan.

Objectives of the Study

In light of the identified problem and its significance, the study aims to achieve the following objectives:

1. **To identify and analyze the future skill drivers** as perceived by managers in selected companies, with a focus on emerging industry requirements and trends.
2. **To examine the processes and strategies** adopted by selected companies for employee skill acquisition and development.
3. **To assess and explore the current skill reserves, skill gaps,** and the managerial challenges faced by the selected companies in addressing these issues.
4. **To analyze the existing skill sets of employees** in comparison to the required skills and identify the extent of skill gaps across different roles and sectors.
5. **To explore effective strategies and modalities** suggested by managers to enhance and align employees' current skills with the evolving industry demands.

Hypotheses of the Study

The following hypotheses have been formulated to guide the research:

H_{01}: There is no significant association between the drivers of future skills and the type of sector in the selected companies.

H_{02}: There is no significant association between the skill acquisition process and the type of sector in the selected companies.

H_{03}: There is no significant association between the type of skill reserve and the type of sector in the selected companies.

H_{04}: There is no significant gap in the skills as reported by managers across the selected companies and sectors.

H_{05}: There is no significant association between the consequences of skill gaps and the type of sector in the selected companies.

H_{06}: There is no significant association between the managerial challenges and the type of sector in the selected companies.

Conclusion

India has been actively re-focusing and re-prioritizing efforts to enhance the capacities of rural youth, aiming to meet both domestic and global skill demands. This paper, based on secondary data, critically reviews the Deen Dayal Upadhyaya Grameen KaushalyaYojana (DDU-GKY) and its role in providing skill training for rural employment, along with the resultant placement outcomes.The study evaluates the

success of the scheme in fostering career opportunities and securing employment for rural beneficiaries, with a specific focus on its implementation in Rajasthan. Insights derived from this study are expected to be valuable for policymakers and implementing agencies to assess the effectiveness of the scheme and address existing gaps.The findings highlight that, although the scheme shows promising results, especially when viewed against certain benchmarks, its implementation still falls short of expectations in key areas. For instance, while regions like Assam offer encouraging examples of execution, they, too, reveal opportunities for improvement.This study underscores the need for continuous monitoring, better execution strategies, and adaptive policies to bridge existing gaps. By addressing these challenges, the DDU-GKY has the potential to further strengthen skill development and expand meaningful employment opportunities for rural youth, ultimately contributing to their socioeconomic upliftment.
The insights provided in this paper serve as an inspiration for improving the overall implementation and outcomes of the scheme, ensuring that the intended beneficiaries fully realize its transformative impact.

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