



## AN OVERVIEW OF LITERATURE ON DDUGKY SKILL DEVELOPMENT PROGRAMME AS A MECHANISM FOR ECONOMIC EMPOWERMENT OF YOUTHS OF ODISHA

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### **Introduction**

The present paper aims at making a reviews of the available literature on “An Overview of Literature on DDUGKY Skill Development Programme as a Mechanism for Economic Empowerment of Youths of Odisha”. The basic purpose hovers around the interest to generate insight into the phenomena of DDUGKY skill development and to bring out the correlation between the skill development programme and economic empowerment of youths of Odisha. This literature survey is to review the DDUGKY programs conducted through public and private partnership, functionary bodies, placement & empowerment of girls etc. Paper also discussed about the skills imparted through the programme in Odisha & to investigate what is need, challenges and scope of the skill development program.

The focus of the present review pertains to the following points.

**Focus:** The study tried to bring the following thematic areas into focus for making knowledge review.

- To make a survey of the literature highlighting on the role of DDUGKY skill development in Odisha.
- To make a review of the support systems of DDUGKY programme experienced by youth of Odisha.
- To collect and analyze the literature on benefits of DDUGKY programme available for girls of Odisha.
- To study the interrelationship between the placement of women after getting DDUGKY skill and their economic empowerment, participation in and benefits from agro forestry, resulting in empowerment and sustainable livelihood.

**Purview:** The involvement of youth in skill development programme is not at all a new concept. But the age-old practice of marginalization of women's participation in skill development programme is a frequent phenomenon in any cultural, social, economic, and institutional field. The girls have always played a crucial role in the development of family

and society, even though there is almost no documentary record of this phenomenon, particularly in Odisha from a dynamic rural milieu. However, the present review of the literature tries to review skill development from a gender perspective. As economic development of a nation depends upon the employability of a growing young population. Skill India is an initiative of the Government of India which has been launched to empower the youth of the country with skill sets which make them more employable and more productive in their work environment. In the 68 years of India's independence, a Ministry for Skill Development & Entrepreneurship (MSDE) has been formed to focus on enhancing employability of the youth through skill development. on 25<sup>th</sup> September 2014, the Government of India launched „Deen Dayal Upadhyaya Grameen Kaushal Yojana“ (DDU-GKY), a program for training, skill building and job placement for „rural youth“ from poor families. The vision of the program is stated as „*Transform rural poor youth into an economically independent and globally relevant workforce*“ (DDU-GKY Programme Guidelines, 2016). In DDU-GKY, skill development is implemented through a Public-Private Partnership mode (PPP model), where registered private sector partners (PIAs) plan and implement skills training and job placement, targeting rural youth from poor families (DDU-GKY Policy Guidelines, 2016). Throwing light on the involvement of women in DDU-GKY skill development programme, the review in this paper mainly tries to focus on recent works from the national scenario as in the following sections.

There is a plethora of intellectual research books and papers on “DDUGKY Skill development programme for Economic empowerment of Women” which analyses the management of skill for sustainable livelihood of women. A few of them are cited below.

**Gawade Santosh Bhiwa (2014)**, “Skill Development-an engine of economic growth”. India had acquired the membership of G20 countries and expenditure on education share 3.4 of GDP. As India's world population share is 17.6 %, to increase our human development index, a huge intervention and initiatives from the government has taken. National Skill Development Council, National Knowledge Commission, etc. established to promote skill development programs in various sectors & providing an opportunity to achieve inclusion and productivity through investing in education and enhancing the technical skill, soft skill and industry knowledge of Indian youth.

**Sushendra Kumar Misra (2015)** “Skill Development: A Way to Leverage the Demographic Dividend in India”, India has made different skill development programmes & policies to produce world class skilled manpower. Policies like National skill development council, National Skill Development Co- Ordination Board, and National Skill Development Agency made to empower the youths & make them self-independent. But skill development policy should be modified in accordance with the need of the industry and global market and should promote the private partnership to accomplish the skill targets.

**Sanjay S. Kaptan (2014)** “Skill Development and Capacity Building-Role of education Institution”, Due to the growing young population, the concept of Skill development has gained great importance. Educational inputs should be transferred into meaningful employable skills. Capacity building of youths through skill development can be achieved

through proper & systemic efforts for skill development of Youths. Youths can participate actively in industrial & economic development of a country only if they are capable, competent & qualified.

**Manoj Kumar (2015)** “Skilling India: An Indian Perspective in The Global Context” Skill & knowledge are the driving forces of economic growth & social development for any country. Development & articulation of a national policy on skill development is a matter of priority. Countries with higher & better levels of skills adjust more effectively to the challenges & opportunities of world of work. Higher education should include both practical & technical education. Focus should be given to various modes, modalities, methods of the Industry & endeavor of skill development initiatives for sustainable & inclusive growth & development of Indian economy.

**Neelofar Raina (2013)** “Skilling Initiative for Undergraduate students at the Entry Level: A Case study”. Efforts need to be made on transforming the system from present model of education to developmental education integrating it with the market need and opportunities. Education should be a three-fold process of imparting knowledge, developing skills, and inculcating proper attitudes and values towards life and society in general. Education and skill development are integral part of the growth process and highlights the importance of skilling initiatives at the undergraduate level as an attempt to bridge skill gaps and shaping the mindset of demographic dividend at the entry level.

**Dr. Jagdish Prasad & Dr. D.G.M. Purohit (2017)** ‘Skill Development, Employability and Entrepreneurship Through Make in India: A Study’. In this study he tried to find out the effect of Make in India on employability and scope for skill development. It is important to focus on the development of the skills of Indian labour force to become eligible enough to fit in to the Industry Market requirement. To Make in India project successful, youth of the Nation should be empowered with Formal Education, Technical and Vocational training to meet the Industrial and Market requirement as per global standard. Mandatory Monitoring and Quality Certifications should be in place which will ensure high standards training programs with prime focus on enhancing the employability. It is important that the intended beneficiaries of the skill development program join training programs with an inspiration to learn and make them self-reliant to live a better life.

**Mr. Biswabhusan Behera & Dr. Mamta Gaur (2022)**, “Skill Development in India – A Literature Review.” During this Covid 19 pandemic to remove the skill gap, Skill development plays an important role. It is extremely important to focus on advancement of skills that are relevant to the emerging economic development so that India can transform into a Knowledge Economy and can also meet the global skill demands. The skill development programs must also be framed innovatively and needs to evolve to match the need of the industry and global market. The success of skill development can be ensured if industries follow skill transformation practices like skill assessment, future skill need identification, designing initiatives to bridge skill gaps, and launching learning based

organizational structure. Skill transformations can bring positive impact on company in terms of ability to realize company strategy, employees' performance & satisfaction, and goodwill as an employer. Moreover, Skilling the workforce can also results in increased productivity and improved employee morale.

**Seema Pandey (2016)** “Improvising Skill Development & Employability Potential through Higher Education, Research & Innovations in India”

There is a need to further develop and empower the human capital to ensure that country is standing tough and tall in global competitiveness. The term skills development is used to describe a wider array of institutions and activities influencing employment and earnings. Role of National Skill Development Corporation India (NSDC) and UGC is referred and illustrated. skill development programs must be framed innovatively such that there is environment protection, optimal utilization of bio-waste and earning of livelihood can happen, all at same time. However, there are gaps in the capacity and quality of training infrastructure as well as outputs, insufficient focus on workforce aspirations, lack of certification and common standards and a pointed lack of focus on the unorganized sector. Government intervention in skills development can make its impact on these grounds-

- External benefits to skills that are not captured in market practices.
- Market imperfections that distort the benefits and costs of skills development.
- Weak private training capacity.
- Inequitable access to good quality skills training.

There is a urgent need for a paradigm shift in the skill development sector, in favor of innovations, improvements and high quality training.

**Mahipatsinh D. Chavda and Bharat S. Trivedi (2015)** “Impact of Age on Skills Development in Different Groups of Students” Life skills are the key to success. The main components of life skills are communication, inter-personal skills, decision making, critical thinking, coping and self-management skills. They develop as the individual matures, according to age. With the passage of time, the different component of life skills grows. Age and maturity are the only important factors for skills development. Life Skill helps children to cope better with these events enrich the world they live in; what they are doing & how they obtain information.

**Vandana Saini (2015)** “Skill Development in India: need, challenges and ways forward” In India, skill development is critical from both socio-economic and demographic point of view. both the Government and its partner agencies have undertaken various measures/initiatives for the effective implementation of the skill development system in the economy, but still faces a number of unresolved issues/challenges that need immediate attention of the policy makers. Hence, skill development initiatives of the government should focus on these obstacles and develop the programs accordingly to resolve these hurdles for the complete success of the skill development initiatives.

**Aya Okada (2012)** “Skills Development for Youth in India: Challenges and Opportunities”

Today, India faces complex and enormous challenges in fostering skills development for youths. The great majority of youth from economically and socially disadvantaged groups get very limited education and little access to vocational training. There is an enormous skills gap in India between what industries demand based on recent rapid economic growth and the skills that young people acquire through vocational training. To promote industrial development and achieve sustainable growth, India must increase its investment in education and training for youth, open training opportunities for youths who have not completed secondary education & training for the informal sector needs to be strengthened.

**Ansari and Khan (2018)**, conducted a study on “Role of Education and Skill Development to Promote Employment in India”. The demographic profile of the Indian Economy has undergone a considerable change during the last two decades. Skill Development is an important tool for reducing poverty, enhancing competitiveness and employability and to promote the self-entrepreneurship among youth. In India around 12 million youth enter the workforce every year, with poor education and negligible work skills, if they are unemployed due to lack of skills, massive social unrest could ensue. Now it’s time to stop spending on that flawed approach and comprehensively embrace the globally-proven training based model. In particular, to move further into a knowledge-based economy, to promote industrial development and to achieve high economic growth, it must increase its investment in education and training for youth with a proper balance between them.

**Srivastava and Jatav (2017)**, conducted a study entitled “An Analysis of Benefits and Challenges of Skilling India” India lags far behind in imparting the skill training as compared to other emerging economies. Employees worldwide state a variety of reasons for their inability to fill jobs, ranging from undesirable geographic locations to candidates looking for more pay than what the employers have been offering. To eradicate this, Sector-specific skill councils should be established by the State Governments for such industry sectors which have major share in State Gross Domestic Product or have high potential for growth. It should have participation from the regulatory body, industry leaders/ associations, external professional consultants. Vocational Education & Training should be made compulsory. The institutional structure needs simplification with greater investment in training infrastructure and an emphasis on supporting a casual labour force that needs to be accompanied with incentives for private sector participation too.

**Prasad and Purohit (2017)**, conducted a study on “Skill Development, Employability and Entrepreneurship through Make in India: A Study”. It is important to focus on the development of the skills of Indian labour force to become eligible enough to fit in to the Industry Market requirement. It is interesting to find out if new job opportunities will be created by Make in India project but there will be higher demand of skilled labour. There is a huge skill gap in India. it is also important to implement various skill development initiatives to lower down the skill gap between the available skills and desired skills. To Make in India project successful, youth of the Nation should be empowered with Formal Education, Technical and Vocational training to meet the Industrial and Market requirement as per global standard. It is important that the intended beneficiaries of the skill development program join training programs with

an inspiration to learn and make them self-reliant to live a better life. Short duration skills course through SDIS-MES Scheme, Dual course system as Germany pattern and Apprentice Training scheme 1961 revised 2015 should be implemented and monitoring properly.

**Deka and Batra (2016)**, conducted a study entitled “The Scope of Skill Development, Employability of Indian Workforce in Context of Make in India: A Study” To understand through the review of literature the effect of “Make in India” initiative on employability, to analyze through the review of literature if the Skill Development measures will help to bridge the gap of existing skills and required skills of workforce and Labor force in India. The study is based on review of Secondary Data. The data has been collected by accessing various libraries, emerald and government portals of “Make in India”, Skill India etc. The study revealed how “Make in India” can generate job opportunities in India with new Industrial skill requirement. The study finds out the overall status of Skill capacity available, skill requirement, skill gap and initiatives taken by Government of India for Skill Development. To make “Make in India” project successful, youth of the nation should be empowered with formal education, technical and vocational training to meet the Industrial requirement as per global standards.

**Pandey (2016)**, conducted a study on “Improvising Skill Development & Employability Potential through Higher Education, Research & Innovations in India”

The objective of Skill Development is to create a workforce empowered with the necessary and continuously upgraded skills, knowledge and internationally recognized qualifications to gain access to decent employment and ensure India’s competitiveness in the dynamic global market. It aims at increasing the productivity and employability of workforce (wage and self-employed) both in the organized and the unorganized sectors. Skill development programs must be framed innovatively such that there is environment protection, optimal utilization of bio-waste and earning of livelihood can happen, all at same time. There are gaps in the capacity and quality of training infrastructure as well as outputs, insufficient focus on workforce aspirations, lack of certification and common standards and a pointed lack of focus on the unorganized sector. There is a urgent need for a paradigm shift in the skill development sector, in favor of innovations, improvements and high quality training.

**Mishra (2020)**, conducted a study on “Skill Development in Higher Education”, In India education plays a vital role to build skill based society of the 21st century. India has the second highest population of the working age (15-59 years) individual in the world. From Primary sector of agriculture, we are moving to secondary sector of manufacturing, construction & also territory sector of trade, transport & finance. The education and skill development scenario sector broadly comprises of school education, higher education & industrial including vocational training. It should be noted that while, in general, 'Skill Development' refers to the larger objective of 'equipping an individual with marketable skills'. However, in recent times 'Skill development' has been largely used in the context of technical/vocational training for the manufacturing/industrial or service sector. Quality of Education, affordability of education & ethics in education will help India to become, "Knowledge Economy” to promote inclusive growth. It is time to bring in the changes that will give us the momentum to find a place in a

global scenario for this Govt. & public both should work hand to hand to support each other & look for the required uplift men of education.

**Misra (2015)**, conducted a study on “Skill Development: A Way to Leverage the Demographic Dividend in India”. In contrast to western countries where there is an increasing liability towards an ageing population, India has a rare 2-3 decades of window known as the “demographic dividend.” The “demographic dividend” means that India has a higher proportion of population in the range of 20-65 years, i.e. working age population in the total population as compared to the other countries. As a result, India is having a low dependency ratio, which can provide a comparative cost advantage and competitiveness for the labor to the economy. There are lots of challenges in the way of achieving target such as quality of training, standardization of curriculum, recognition of course globally etc. India has lot to work on policies for the skill development and put efforts for effective implementation of these schemes. The adoption of a much more robust approach is essential for putting in place a quality skill education and training framework in the country. existing skill development policy should be modified in accordance with the need of the industry and global market. By establishment of Skill Development University in every state will fulfill the need of academic curriculum design, assessment and certification as per the global standard. Private participation will be more appropriate in infrastructure development and training to the participants.

**Kanchan and Saakshi (2015)**, conducted the study on “Skill development initiatives and strategies in India”. Skills and knowledge are key drivers of macro-economic growth and socioeconomic stability. Appropriate policies for the skill development occupy a dominant place in the development of economy. The skill development environment in India is quiet complex. The vocational training landscape in India has been dominated by the public sector. However, the private sector’s participation and prominence in the skill development space has started to grow, particularly in services sector training Skill development and entrepreneurship is one of the topmost priorities of the new Government due to which first time an independent ministry has been created to take the mandate forward. Finally, it is important that the intended beneficiaries of the skill development program join training programs with an inspiration to learn and make them self-reliant to live a better life.

**Kaptan (2014)**, conducted a study on “Skill Development and Capacity Building-Role of education Institution” The educational inputs should be transferred into meaningful employable skills. Capacity building of youths through skill development has become a major challenge for our planners. The whole idea of demographic dividend cannot be achieved unless and until proper and systematic efforts are made for skill development of youths. Youths can contribute significantly to economic and industrial advancement only if they are capable, competent and qualified. It is now a high time that our educational institutions should come forward and participate in various skill development programmes. The growing unemployment leads to unrest which in turn may affect the fabric of growth and stability adversely. Therefore, academic institution should now accept skill development programme as their basic objective. It should become their mission which they should perform with zeal and enthusiasm.

**Kapur (2014)**, conducted a study on “Skills Development in India” With the constantly rising influence of globalization, India has immense opportunities to establish its distinctive position in the world. However, there is a need to further develop and empower the human capital to ensure the nation’s global competitiveness. The skill development of the working population is the main priority for the government. The objective of the National Policy on Skill (2009) is to expand on outreach, equity and access of education and training, which it has aimed to fulfill by establishing several industrial training institutes (ITIs), vocational schools, technical schools, polytechnics and professional colleges to facilitate adult learning, apprenticeships, sector-specific skill development, e-learning, training for self-employment and other forms of training. NSDCB and NSDC are the organizations that have formulated policies for skill development amongst the individuals and besides these there are vocational training centers. Skill development has been facilitated by the organization of certain programs, educational institutions and training centers. The different kinds of other skills which can open ways towards development of the individuals are literacy skills, computer skills, craftsmanship, manufacturing, trading skills and so forth. Skill development always leads to progress of the individual and the kinds of skills and knowledge that he acquires may not be applicable immediately but it always proves to be beneficial in the long run.

**Saleem and Shahid (2011)**, conducted a study on “Degree of influence of training and development on employee's behavior”. Training and development builds a team of highly effective and efficient way. Employees who are trained regularly are well motivated, well-mannered and have enhanced confidence and self-esteem. Training and development prepare and enhance employee’s knowledge and skills to enable them so that they adapt new technology, the changes that are happened inside the organization and the working environment. purposes of training and development are for safety considerations, the handling of equipment, facility and materials from the less risky to the very hazardous and the prevention of the cost of accidents and idle resources. With training and development errors are reduced and efficiency is increased because employees are already well-equipped with the ways of the work. So we should hire already trained employees or give training and development to existing employees according to organization’s requirements. So high authorities of these different sectors give feedback that all employees should be given opportunities of training and development that lead to organizational efficiency and growth. Training may be on job or off job. Organizations should spend some amount of money for their employees not only for betterment of employees but also for the efficiency and betterment of organizations.

**Punia (2002)**, has conducted a survey on “Training needs identification in Indian organizations”. The objectives of this study are to determine the Training needs for individuals, staff, supervisors, executives, group and organizations. Training needs of employees is almost similar yet the content required and the way of disseminating may vary as per the cadres of the employees. Moreover, the Training needs of staff are more of technical nature and those of supervisors and executives are Behavioral ones.

**Dr. V. Lalitha (2019)**, “Motivational Factors to Undergo Deen Dayal Upadhyaya Grameen



Kaushalya Yojana (Ddu-Gky) Training by Rural Youth” The Government of India has set an ambitious target for providing skill training to 500 million of its youth by 2022, which is in line with the estimated demand for skilled manpower over the next decade. Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY), the skill training and placement program of the Ministry of Rural Development (MoRD), occupies a unique position amongst other skill training programmes, due to its focus on the rural poor youth and its emphasis on sustainable employment through the prominence and incentives given to post-placement tracking, retention and career progression. The study was conducted in Adilabad District of Telangana to understand the profile, analyse how they came to about DDU-GKY training and to study the motivational factors of rural youth to undergo training under DDU-GKY. Lack of formal education, marketable skills and other constraints imposed by poverty place significant entry barriers to today's job market. DDU-GKY is therefore designed to not only provide high quality skill training opportunities to the rural poor, but also to establish a larger ecosystem that supports trained candidates secure a better future. Most of the trainees came to know about the DDU-GKY training programme through Project Implementing Agency (PIA) i.e 86(72%) and Friends & others i.e. 85(70%) Placement assured training followed by interested area of training were the most important motivational factors for rural youth to undergo DDU-GKY training.

**Manish Kumar (2020)** “Entrepreneurship as a Prospective Livelihood Option for Rural Youth under Deen Dayal Upadhyaya Grameen Kaushalaya Yojana.” Current Scheme of Deen Dayal Upadhyaya Grameen Kaushalaya Yojana (DDUGKY) is slightly hesitant to promote entrepreneurship as a livelihood option for rural youth trained under the scheme since as per the mandate of scheme it is a skill development program for rural youth in which training should lead them to wage employment. entrepreneurship and self-employment for trainees trained under the DDUGKY with a specific focus on women trained under the DDU-GKY scheme... First, it explains the scheme and its key mandate, then it places the issues of women employment in the labor market then it argues for the need for entrepreneurship and self-employment as equally important outcomes like wage employment for rural youth with a focus on women. It briefly presents a couple of case studies of self-employment and entrepreneurship for women of poor economic background and advocates the cause of entrepreneurship as one equally important outcome of programs like DDU-GKY. The government of India has been making several efforts to keep up the available jobs with an increase in the workforce while keeping the earnings at a respectable mark. To look after the issue of unemployment in the rural side of the country, the Indian government, under the umbrella of MoRD has initiated a couple of programs. Amongst them, we have discussed Deen Dayal Upadhyaya Grameen Kaushalaya Yojana (DDU-GKY) in great depth. We have analyzed the features and shortcomings of the policy. We have discussed why are the women underrepresented in the trainees and why do trainees drop out of the program after a while. To make DDU-GKY a more viable option, we have suggested the addition of “entrepreneurship” to the skillset taught to the trainees. We have discussed why women as an entrepreneur are better than male entrepreneurs and how dynamic a society would be if we can raise women entrepreneur in society, especially rural society.

Odisha Rural Development & Marketing Society & Odisha Skill Development Authority Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) is the skilling and placement initiative of the Ministry of Rural Development (MoRD), Government of India. DDU-GKY has its origins in the Aajeevika Skills programme and the 'Special Projects' component of the Swarnjayanti Gram Swarozgar Yojana (SGSY). The scheme focuses on catering to the occupational aspirations of rural youth and enhancing their skills for wage employment. Implementation of DDU-GKY involves State Governments, Technical Support Agencies like the State Institute of Rural Development and Panchayati Raj (SIRD & PR), and Project Implementing Agencies (PIAs). MoRD has notified the Guidelines and Standard Operating Procedures (SOP) to be followed while implementing the programme. It is mandatory for all project functionaries under DDU-GKY to be trained, assessed and certified in the Standard Operating Procedures.

### **Final outcome of the Review**

Thus the foregoing review of literature brings the following salient facts to the forefront.

- More studies had been done on understanding the overall concept of skill development and employability. The literature leaves the scope of having an exploratory study on various sectors. There are some challenges for skill development in India and need immediate actions. The issues must be addressed & appropriate actions can be taken by implementing different policies. The detail analysis of manpower demand & supply gap can be done and various initiatives taken to fill the gap through training and development opportunities can be studied.
- Youths are the most powerful weapon to contribute for the economic growth of a nation. Their skills must be acknowledged & appropriate platform should be provided to them to showcase their talent. There is more need of government intervention and policies to encourage such kind of Vocational courses.
- Proper awareness about different Vocational trainings, DDUGKY programme etc. needs to be created. Ministry of skill development and entrepreneurship, National skill development council and sector skill councils are formulated for the smooth running of Skill Development courses but continuous supervision & Guidance is needed to make the programme fruitful.
- More focus should be given to the Women centric short term courses. As maximum no of girl trainees drops their education due to lack of financial support. They don't receive any kind of social & economical support from their family. They must be aware about such type of Skill development education which will help them to become self-independent.
- Skill development will also help the country to raise Gross Enrolment Ratio (GER) at various levels of educations. DDUGKY is an opportunity for the rural poor youth to showcase their talent & make that a scope for livelihood.

### **Grey Areas that needs further Academic touch and Treatment**

After making a thorough review of the available literature, the following grey areas have been chalked out that needs special academic touch and treatment which can be given through the present study.

- From the above literature review study, it is found that there is a requirement of focusing on the skill development programme available in Odisha, history, evolution & the empowerment ratio.
- There is need about the benefits available under different Skill Development Programme & facilities available in Odisha.
- We found there is a gap in between enrolment & placement ratio. There is more need of government intervention and policies to encourage different kind of employability through various short term, long term and vocational courses.
- Many researchers have attempted to understand the skill development movement in India, but there is very less study in Odisha. The literature leaves the scope of having an exploratory study on various sectors & aspects of DDUGKY in Odisha perspective. Focus should be given to the training & placement across the state. It has a broad scope to focus on the girl's employment & empowerment.

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