



Youth Employment and Rural Development in View of Integral Humanism

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ABSTRACT

In transformative era Pt. Deendayal Upadhyay's views on socio-economic-political aspects of Ekam Manavvad (Integral Humanism), Swadeshi (Country Produced) and Akhand Bharat (Undivided India), ideas going to be successful through staunch of rural development provide job to bourgeoisie and proletariat, especially it need to be vehemently on rural human resources when rural youth they get employment opportunities in their native place and immiserating life. In this study on the Deen Dayal Upadhyaya-Grameen Kaushalya Yojana (DDU-GKY) is a key initiative aimed at skill development and employment generation among rural youth in India. This study assesses the impact of DDU-GKY in the rural areas, focuses on its effectiveness in enhancing employability and improving livelihoods. The study extolled the program's progress in addressing unemployment by providing industry related training and job placements. And it analyzes key strength and rationale for introducing the DDU-GKY to youth beneficiaries, including accessibility, post-training employment sustainability, and wage disparities. The study is based on secondary data. The primary objective of the study is impact of Pt. Deen Dayal ideology on Integral Humanism is connected to the last person of society, and more concentrating in marginalised and backward communities or groups in rural India through employment in view of self-sufficient of rural economy.

**Introduction:**

Pandit Deen Dayal protagonist of core idea is Integral Humanism, to growing nation and changing demographic pattern, approaches of human values and to humanitarian, Integral Humanism concept stressed that growth and development of nation depends on human development indicators or values, that is an individual person made-up of their body, mind, intellect and soul. Spontaneously, these four basics ought to be considered in to account for a human overall growth. Personal growth depends individual welfare with spirituality and self-reliance-bally this roots lead to the Pandit Deen Dayal's core concept of Integral Humanism. In this 21st century social justice is depended on economic justice to the bourgeoisie and proletariat, this fundamental component of human development to reduce all dykes and fatal of permutation of their humanitarian and creates equal opportunities of all people of the country. The Gandhiji's approach to India's rural development was holistic and people-centered, He believed real India is found not in its cities, but it's in villages. The revival of villages is possible only when the villagers are exploited no more. Exploitation of villagers by city dwellers was 'violence' in Gandhiji's opinion. According to the Dr. Baba Saheb Ambedkar's view on this component is collective expression of liberty, equality and fraternity and according to the Pandit Deen Dayal humanistic view of justice is state and society should work together to meet the fundamental rights of citizen of the nation. Pandit Deen Dayal made effort to equity among societies and humanistic view of justice to the marginalised groups in society. Integral Humanism philosophy focuses social justice on socio-economic, political and fundamental rights in the view of equity to suppressed and downtrodden class, communities, and groups of the nation. In this transformative era Pt. Deendayal Upadhyay's views on socio-economic-political aspects of Ekam Manavvad (Integral Humanism), Swadeshi (Country Produced) and Akhand Bharat (Undivided India), ideas going to be successful through rural development, especially it need to be focused more on rural human resources when they get employment opportunities in their native place and spurt of rural people life. Unemployment and underemployment are fatal and remain critical challenges in rural India, with a significant portion of the workforce lacking the necessary skills to secure stable jobs. The Government of India launched Deen Dayal Upadhyaya-Grameen Kaushalya Yojana DDU-GKY in 2014, as a targeted intervention to equip rural youth with market-driven skills, thereby enhancing and vehemently employability and promoting sustainable livelihoods. Despite its ambitious goals, the program's effectiveness varies across regions due to infrastructural, socio-economic, and implementation barriers. DDU GKY is an ambitious programme with the target to train fifty lakh rural poor youths in next five years and engage them informal sector jobs. DDU-GKY focuses skill training to youth who are poor and provide them career opportunities having monthly wages 6000 or above rupees that aims to



promote livelihood. It is a part of National Rural Livelihood Mission (NRLM). The Ministry of Rural Development implemented DDU-GKY for comprehensive growth, by enhancing skills. Implementation of DDU-GKY includes State Governments. All project employees under DDU-GKY must be trained, evaluated and qualified in the Standard Operating Procedures. Over 180 million or 69% of the country's youth population between the ages of 18 and 35 years. Of these, the bottom of the pyramid youth from poor families with no or marginal employment number about 55 million (Chaturvedi Siddharth et. al., (2023). The study extolled the program's progress in addressing unemployment by providing industry related training and job placements. And it analyzes key strength and rationale for introducing the DDU-GKY to youth beneficiaries, including accessibility, post-training employment sustainability, and wage disparities. The study is based on secondary data. The primary objective of the study is impact of Pt. Deen Dayal ideology on Integral Humanism is connected to the last person of society, and more concentrating in marginalised and backward communities or groups in rural India through employment in view of self-sufficient of rural economy.

Significance of the Study:

Rapid growth of population is dykes and fatal of job opportunities and spontaneously it creates competition to get job. Adam Smith in his book "An Inquiry into the Nature and Causes of the Wealth of Nations (1776)" suggested the 'Division of Labour' is the separation of the tasks in any economic system or organisation so that participants may specialise. And nations are endowed with or acquire specialised capabilities, and form either combinations or trade to take advantage of the capabilities of others in addition to their own. Specialised capabilities may include equipment or natural resources as well as skills. Training and combinations of equipment and other assets acting together are often important. Limited research work focuses on its region-specific issues, particularly in rural areas. Existing studies highlight general challenges but lack an in-depth assessment of sectoral employment trends, long-term job retention, and socio-economic transformation. Moreover, the role of local industries, gender disparities, and wage sustainability remain underexplored.

Statement of the Problem:

Despite the large-scale implementation of DDU-GKY, rural youth in rural continue to face unemployment, underemployment, and skill mismatches. The scheme's effectiveness in ensuring long-term job security and career growth remains unclear. Further, barriers such as inadequate infrastructure, low industry engagement, and gender disparities may hinder its success. This study aims to analyze the extent to which DDU-GKY has improved employability in rural areas. It seeks to determine whether the



training provided aligns with industry needs, how effectively beneficiaries transition into stable employment, and what policy interventions can enhance program outcomes.

Review of Literature:

1. Parthasarathy Karthikeyan (2020) a study on employability skills of rural Schedule Caste (SC), Schedule Tribe (ST) youth in India; a literature review. The study emphasizes that employability challenges and hindrances faced by rural youth, particularly belongs to the social-class SC and ST in India in terms of employability. The government should also regularly monitor the progress of these schemes and should continuously upgrade to match the industry needs and to enhance the political, economic and cultural upliftment. The rural SC/ST youth should work harder to overcome their barrier and to the highly skilled to gain employment in formal sector. They should make use of all the beneficially schemes developed by the government to be successful in their career path. The study concludes that the labour market being the dynamic segment play the most important role in the development of a country more emphasis should be placed to improve its current position. Further, more than 90 percent of the rural population belongs to SC/ST category, high priority and trainings has to be given to them, in terms of education, skill training, job seeking activities and networking skills to be successful in their career.

2. Chaturvedi Siddharth et. al., (2023) study attempt explains an assessment of skill scheme in youth skilling; a study with reference to Madhya Pradesh state. According to this study the skill scheme helps to generate the employment for those who are basically lacking in education background. The scheme as intended turn out to be showing the positive outcome and support the economic development of the region. However, the study covers the basic lacuna's which the scheme has because of which were not come out as to support the employment generation at mass level. Therefore, study suggested that, this programme should be integrated with the development of agriculture and micro industries, for vibrant growth of our economy. These two sectors can engage a large workforce that has not formally educated but skilled not be based much on theory and class room learning, it should be more and more practical. Trainees should be trained for particular jobwise skill. Finally, Deen Dayal Upadhyay Grameen Koushalya Yojana (DDY-GKY) development programme should expand at the school and college level.

3. Phukun Ranjeeta (2021) addressed implementation of DDU-GKY in Assam. The study revealed that how far this scheme has been successful, by way of career and placements with skilled of rural youth in Assam and it stands progress in Assam would significant as Assam stands out for its uniqueness in



human development and skill training is usually imparted based on genuine need and basic talent statement of the problem. The study suggested that, duration of the training under DDU-GKY is 12 weeks, this is comparatively less, as training on most trades in ITI are 6-12 months in time length. The provision of 'on-the job training' should be implemented more rigorously for training programmes under DDU-GKY carried out in Assam. Steps need to be taken training is to be hands-on in orientation and to improves the awareness of the DDU-GKY scheme amongst the micro-sized and small-sized establishments. Lastly, study recommends that stakeholders take necessary action on the suggestions made on order to make the DDU-GKY scheme a bigger success.

4. Chatterjee Shankar (2017) through a light on unemployment a serious issue in developed Punjab; a study focusing on DDU-GKY. The study traced out in the Punjab state, the unemployment rate among youth the proportion of the labour force between 18 and 29 years that is unemployed were 16.6 percent, while the Indian average was 10.2 percent. Punjab also has India's eighth-highest rural youth unemployment rate. Increasing mechanization of agriculture and the lack of required skills to work information technological firms have left Punjab, because of rural education is not up to mark. The study findings shows that in Punjab state, district Safeducate Learning Private Limited was one of the Project Implementing Agency was ran a centre from December 2016 at Majitha block Sahid Captain Amar Singh Government Secondary School. During the course it was reported that 96 days training consisting 756 hours would be covered in two types of training such as Documentation Assistant and Warehouse Packer. Therefore, the study suggested that the government of Punjab should design much more wage employment programme, self-employment programme for rural youths.

Objectives of the Study:

1. To highlights the implementation and DDU-GKY project funding in rural.
2. To overview the achievements of DDU-GKY in rural.
3. To examine the employment growth scenario from beneficiaries of DDU-GKY.

Methodology:

The study is based secondary data and data have collected from government sources like the Ministry of Rural Development and Panchayat Raj, Indian Economic Survey Reports, National Rural Livelihood Mission, and DDU-GKY Skill Missions Project Implement Agencies official reports, and kaushalpragati



website. The existing literature on skill development and employment, text books, Articles, Papers, Journals, and Magazines etc.

Mission of DDU - GKY: To reduce poverty by enabling poor households to access gainful and sustainable employment through employment that provides regular wages. (MoRD, 2016).

Implementation Model under DDU - GKY: Each state has a special role for implementing DDU - GKY programme. states have full power to assess, approve and guide the program in their states after they achieve Annual Action Plan (AAP) status. The States manages fund releasing. DDU - GKY follows a 3-tier implementation model. The DDU - GKY National Unit at MoRD functions as the policy-making, technical support and facilitation agency. The DDU - GKY State Missions provide implementation support; and the Project Implementing Agencies implement the programme through skilling and placement projects. (MoRD,2016).

Project Funding of DDU - GKY: DDU - GKY provides funding support for placement linked skilling projects that address the market demand with funding support ranging from Rs. 85,000 to over Rs.1 lakh per person, depending on the duration of the project and whether the project is residential or non-residential. DDU - GKY funds projects with training duration from 576 hours (3 months) to 2304 hours (12 months). Funding components under DDU - GKY funds a variety of skill training programs covering over 250 trades sectors such as IT, Retail, Hospitality, Health, Construction, Automotive, Leather, Electrical, Plumbing, Gems and Jewelry, etc. The only mandate is that skill training should be demand based and lead to placement of at least 75% of the trainees. (MoRD,2016).

Strength of DDU-GKY Training Programme:

1. Awareness building within the community on the opportunities
2. Identifying rural youth who are poor
3. Mobilizing rural youth who are interested
4. Training based on education qualification and aptitude
5. Certified courses between 3 months to 12 months
6. Eight hours' class in a day
7. Focus on SC/ST, minorities and women and special groups
8. Free accommodation and food facilities
9. Classes and labs with modern facilities
10. Free personality development, computer and basic English classes



11. At least 6000 rupees will be employed as monthly salary
12. Daily Travelling Allowances 125 rupees
13. Post placement support, stipend up to 6 months

Rationale for Introducing DDUGKY:

Mahatma Gandhi, 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 (Srinivas P and Gangaiah Ch, 2021).

**Overview of DDU-GKY:**

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 (Srinivas P and Gangaiah Ch, 2021).

Progress of DDU-GKY in Rural Area:

The DDU-GKY in rural it focuses on rural youth growth and development, table 01 revealed that number of rural youths trained, assessed and certified from the period of 2015-16 to 2021-22. In this period 11,25,301 youths were trained and 3,63,113 (58.77 percent) youths were placed among trained and got job in various sectors. As per the DDU-GKY guidelines all trained candidates should be assessed and certified by the third party. Therefore, the total number of youths were assessed and certified during 2015 to 2021-22 beneficiaries were 9,03,043 and 6,68,635 respectively.

Table No. 01: Progress of DDUGKY at all India Level

Year	Trained	Assessed	Certified	Placed
2015-16	52,023	45,441	31,876	17,966
2016-17	3,53,966	2,99,262	1,86,260	1,92,553
2017-18	1,42,391	1,24,871	1,02,382	63,621
2018-19	2,41,509	2,00,707	1,57,155	1,37,521
2019-20	2,47,215	1,66,016	1,30,316	1,50,214
2020-21	38,314	19,421	15,067	49,563
2021-22	8,886	3,592	2,820	21,361
Total	11,28,301	9,03,043	6,68,635	6,63,113

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

Further, the result shows that in trained candidates 58.77 per cent people were placement and got job, it proved that still it is need to more improvement and beneficiaries' number should be increase. In view of present and future perspective of Indian socio-economic development it depends on rural economy it covers more than 65.00 per cent geographical area and 80.00 percent of rural youths are migrating towards of urban area, so in this perspective rural youths will more trained and placed. And earned good



income and improve their standard living, then only they will feel well-being and Pt. Deen Dayal idea 'Integrated Humanism' will get more success.

Conclusion:

The empirical study presented significant insights of Indian rural economy employment scenario of rural youth and connected to them in Integral Humanism. Since last one decade the government of India has DDU-GKY skill development programme initiated to enhance the employment opportunities of rural youths effectively skill development. And its major impact on backward communities in rural areas and DDU-GKY through have possible to alignment all community youths in one platform. As per government data shows the beneficiaries numbers were very poor, youth participate in this skill development programme it should be increase and government need to more awareness of DDU-GKY importance. Employment is only way of rural people felt well-being. Therefore, as per this study Integral Humanism concerned who squeezed from opportunities in employment those should be staunch skilled, knowledgeable human resources of the nation of people when they got job through DDU-GKY then a considerable impact on rural livelihoods of youth by enhancing their employment opportunities and earning levels which helps to contribute their family income. The increased household earnings have resulted increased in expenditure levels and ultimately to increase their standard of living then human values, that is an individual made-up of their body, mind, intellect and soul components of Integral Humanism (Ekatm Manavvad) will be success.

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