



GOVERNMENT OF KARNATAKA

**EVALUATION OF DEEN DAYAL UPADHYAYA
GRAMEEN KAUSHALYA YOJANA (DDU-GKY)
IN KARNATAKA**



ಕರ್ನಾಟಕ ಮೌಲ್ಯಮಾಪನ ಪ್ರಾಧಿಕಾರ
Karnataka Evaluation Authority

KARNATAKA EVALUATION AUTHORITY
DEPARTMENT OF PLANNING, PROGRAMME MONITORING AND STATISTICS
GOVERNMENT OF KARNATAKA
OCTOBER 2020

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GRAMEEN KAUSHALYA YOJANA (DDU-GKY)
IN KARNATAKA**

NAME OF PRINCIPAL INVESTIGATOR: Dr. SYED AJMAL PASHA

NAME OF ECO:

GRASSROOTS RESEARCH AND ADVOCACY MOVEMENT

DEPARTMENT NAME:

KARNATAKA STATE RURAL LIVELIHOODS PROMOTION
SOCIETY, DEPARTMENT OF SKILL DEVELOPMENT,
ENTREPRENEURSHIP AND RURAL LIVELIHOOD



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Hebbal Ring Road
Mysore, Karnataka, India – 570 016
Land line: 0821 – 2415412
Mail Id: graam@graam.org.in

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FOREWORD

Mission Skill India is a mega project launched by Government of India for skill building of youths to maximise the 'Demographic dividend'. The Deen Dayal Upadhyaya Grameen Kaushalya Yojana (**DDU-GKY**) is one of the most ambitious schemes with a demand-driven, placement-linked skill development intervention by the Ministry of Rural Development. The focus is on rural unemployed youths for capacity building and optimal utilisation of the potential created. The Scheme is being implemented by Karnataka State Rural Livelihood Mission under Rural Development and Panchayat Raj Department and now under Skill Development. The Department initiated the evaluation of the scheme through Karnataka Evaluation Authority to assess its impact on skill building and employment and transformation of rural poor youth into an economically independent and globally relevant workforce. The study was carried out by GRAAM under the guidance and monitoring of KEA.

The study has investigated various issues covering the implementation of the scheme and its impact on the beneficiaries and change in their economic status in Karnataka. The findings of the study are based on the survey data from a sample of 2411 beneficiaries and a control group of 276 non beneficiaries across 12 districts of Karnataka. The qualitative data has been collected from 58 FGDs participated by over 460 persons and IDIs with 60 officials and Project Implementing Agencies. The reference period for the study is 2014-15 to 2018-19. The study has brought out that the largest share of the beneficiaries (39.77%) are graduates. Another positive finding is that a large share of marginal farming families without irrigated land have benefitted from the DDU-GKY. Majority of the beneficiaries observed in the survey are women, 73.63% of beneficiaries are being offered a placement job but only 42% beneficiaries are being in continuous employment for one year after training. This is due to low remuneration which is even below the minimum wage for unskilled labour. The quality of training offered by PIAs is good. Close to 6% course dropout is seen. However, a mismatch is observed, to a considerable extent, between sectors for which skills are needed in district and those covered by DDU-GKY. PIAs seems to be offering a restrictive selection of courses. The State offers only about one-tenth of the courses offered at the national level.

The major recommendations are: selection of courses to be offered on the basis of **District Level Labour Market Survey**, providing **Foundation Course** for candidates to help build A-I-M (Aspiration, Inspiration and Motivation) and help them to choose an appropriate course.

Involvement of industry not only in On the Job Training but also in training and periodic assessments, and a more systematic apprenticeships designed with industry collaboration. To involve **local universities and technical institutes** in training so that more diverse courses can be offered. Provide support system for the migrants through support centres in major cities such as Bengaluru, enhance retention incentives and monitoring of retention through fixing retention targets. Ensure that **all** placements are being paid **minimum wages** as per the Minimum Wage notification of 2017 under the Karnataka Shops and Commercial **Establishments Act**.

I expect that the findings and recommendations of the study will be useful to the Department of Skill Development and Entrepreneurship and Livelihood.

The study received support and guidance of the Additional Chief Secretary Planning, Programme Monitoring and Statistics Department, Government of Karnataka. The report was approved in 47th Technical Committee meeting. The review of the draft report by KEA, members of the Technical Committee and an Independent Assessor, has provided useful comments and inputs to improve the report. I duly acknowledge the assistance rendered by all in successful completion of the study.



Chief Evaluation Officer
Karnataka Evaluation Authority

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Sd/-
(Dr. Basavaraju. R)
Executive Director,
GRAAM

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LIST OF ABBREVIATIONS

ASHA: Accredited Social Health Activist
BA: Bachelor of Arts
B.Com: Bachelor of Commerce
BE: Bachelor of Engineering
B.Ed.: Bachelor of Education
BFSI: Banking, Financial Services and Insurance
BPL: Below Poverty Line
BPO: Business Process Outsourcing
BSc: Bachelor of Science
BTech: Bachelor of Technology
CCTV: Closed Circuit Television
CEDOK: Centre for Entrepreneurship Development of Karnataka
CEO: Chief Executive Officer
CRM: Customer Relationship Management
CSR: Corporate Social Responsibility
CTSA: Central Technical Support Agency
DDU-GKY: Deen Dayal Upadhyaya Grameen Kaushalya Yojana
DGT: Director General of Training
D-I-Y: Do It Yourself
DPM: District Programme Manager
DRDA: District Rural Development Agency
DTP: Desk Top Publishing
EO: Executive Officer
EPoD: Evidence for Policy Design
FGD: Focused Group Discussion
FMCG: Fast Moving Consumer Goods
GoI; Government of India
GP: Gram Panchayat
GRAAM: Grassroots Research and Advocacy Movement
HR: Human Resources
HUL: Hindustani Unilever Ltd
IDI: In Depth Interview

IL&FS: Infrastructure Leasing and Financial Services
INR: Indian Rupees
ISDC: IL&FS Skill Development Corporation
IT & ITeS: Information Technology and Information Technology Enabled Services
IT: Information Technology
ITI: Industrial Training Institute
JAWS: Job Access with Speech
JD: Job Description
JIM: Japan India Institute for Manufacturing
J-PAL: Abdul Latif Jameel-Poverty Action Lab
KEA: Karnataka Evaluation Authority
KPMG: KLYNVELD PEAT MARWICK GOERDELER
KSRLM: Karnataka State Rural Livelihood Mission
LEAP: Learn, Earn and Progress
LLB: Bachelor of Law
MA: Master of Arts
MBBS: Bachelor of Medicine and Bachelor of Surgery
MIS: Management Information Systems
MoRD: Ministry of Rural Development
MPhil: Master of Philosophy
MPP: Masters of Public Policy
MRW: Multiple Rehabilitation Worker
MSDE: Ministry of Skill Development and Entrepreneurship
NA: Not Applicable
NCVET: National Council for Vocational Education and Training
NCVT: National Council for Vocational Training
NGO: Non-Governmental Organization
NIOS: National Institute of Open Schooling
NIRD: National Institute of Rural Development
NRLM: National Rural Livelihoods Mission
NSDA: National Skill Development Agency
NSDC: National Skill Development Corporation
NSQF: National Skills Qualification Framework
NSSO: National Sample Survey Organization

NULM: National Urban Livelihood Mission
OBC: Other Backward Classes
OJT: On the Job Training
PD: Project Director
PDO: Panchayat Development Officer
PG: Post Graduate
PH: Physically Handicapped
PhD: Doctor of Philosophy
PIA: Project Implementation Agency
PIP: Participatory Identification of Poor
HIV: Human Immune Virus
MGNREGA: Mahatma Gandhi National Rural Employment Guarantee Act
RSBY: Rashtriya Swasthya Bima Yojana
PLFS: Periodic Labour Force Survey
PMKVY: Pradhan Mantri Kaushal Vikas Yojana
PPP: Public Private Partnership
PPS: Post Placement Support
PS+SS: Principal Status plus Subsidiary Status
PTI: Press Trust of India
PUC: Pre-University College
PVTG: Particularly Vulnerable Tribal Group
PWD: Persons with Disability
QDA: Qualitative Data Analysis
QP: Qualification Pack
Q-Team: Quality Team
RCT: Randomized Control Trial
RGCY: Rajiv Gandhi Chaitanya Yojane
RPL: Recognition of Prior Learning
RSETI: Rural Self Employment Training Institute
RUDSETI: Rural Development and Self Employment Training Institute
S&L: Skills and Livelihoods
SANKALP: Skill Acquisition and Knowledge Awareness for Livelihood Promotion
SC: Scheduled Caste
SDEL: (Dept of) Skill Development, Entrepreneurship and Livelihood

SECC: Socio Economic Caste Census
SGSY: Sampoorna Grameen Swarozgar Yojana
SHG: Self Help Group
SMART: Skills for Market Training
SMO: Sewing Machine Operator
SoP: Standard Operating Procedures
SPM: State Program Manager
SRLM: State Rural Livelihood Mission
SROI: Social Return on Investment
SSC: Sector Skill Council
ST: Scheduled Tribe
STAR: Standard Training Assessment and Reward
TC: Training Centre
TEVETA: Technical Education and Vocational Education and Training Authority
ToR: Terms of Reference
ToT: Training of Trainers
TP: Training Partner
TPM: Taluka Programme Manager
TSA: Technical Support Agency
TSSDC: Tata Strive Skill Development Centres
UPS: Usual Principal Status
USD: United States Dollar
UT: Union Territory
VRW: Village Rehabilitation Worker
VTIs: Vocational Training Institutes
w.r.t.: With respect to

Executive Summary

Skill Development and Employment Situation in Karnataka

Skill development assumes great importance in the Indian context because of the demographic dividend. In the coming decade, India is going to become one of the youngest countries of the world with an average age of 29 years as against the average age of 37 years in China and US and 45 years in the Western Europe. According to a report of World Bank, only 2.3 per cent of the total work force in India has formal skills training (World Bank, 2017). The India Skills Report 2018 reveals that only 47% of the individuals passing out of educational institutions are employable.

With the significant portion of Karnataka's population in the age group of 20 to 59 years and expected incremental demand for people to work (8.47 million skilled persons by 2022) state has both the advantage and the need to undertake the skill development programs more aggressively. As said 'demography provides potential and is not destiny', hence, skilling the people is critical for the state to reap the benefit of demographic dividend.

As for as the unemployment situation, the unemployment rate among males is better (2.9%) in Karnataka compared to the national figures (6.1%). However female participation in labour force is less compared to male in the state. Interestingly the unemployment rate is less (0.8%) among those not undergone vocational training compared to the trained ones (1.7%) as per the Labour Bureau data 2015-16. This may be inferred as need for augmenting effectiveness of the skill development programs in the state for enhancing employment rate.

Karnataka has an excellent opportunity of achieving economic growth through favourable demographic dividend. This can be accomplished only by promoting skill development of the working population in general and youth in particular. Skill development is imperative than anything else for Karnataka at the moment while the state is aspiring to be a choice of destination for the skilled human capital.

DDU GKY and its Key Features

The Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) is a demand-driven, placement-linked skill development intervention by the Ministry of Rural Development, Government of India. The programme aims to skill poor rural youth with the knowledge, attitude and skills required to access jobs in the formal sector. It also aims to provide them with jobs that give them regular monthly wages or wages that are above the minimum wage.

The implementation model and structure of DDU-GKY is as follows:

- i. At the National level, the DDU-GKY National Unit at Ministry of Rural Development (MoRD) makes policy, and provides funding and technical support and facilitation.
- ii. At the State level, the DDU-GKY State Skill Missions embedded within the State Rural Livelihood Missions (SRLMs) oversee implementation.
- iii. The third tier of implementation is the Project Implementation Agencies (PIAs) who provide the skill development training and provide placement services.

Steps to be followed in DDU-GKY for skilling and placement

The guidelines of DDU-GKY scheme lay down eight steps that are to be followed in skilling and placement under the scheme:

- Awareness building within the community on the opportunities
- Identifying rural youth who are poor
- Mobilising rural youth who are interested
- Counselling of youth and parents
- Selection based on aptitude
- Imparting knowledge, industry linked skills and attitude that enhance employability
- Providing jobs that can be verified through methods that can stand up to independent scrutiny, and
- Pays above minimum wages supporting the person so employed for sustainability after placement.

Types of Courses in DDU-GKY

The standard duration of the courses offered by DDU-GKY varies from three months (576 hours) to twelve months (2304 hours). As far as types of courses are concerned, DDU-GKY Scheme Guidelines specifies five main types of training courses. They are:

- a. Training in trade skills, soft skills, English and IT for a minimum of 576 hours duration followed by placement.
- b. Two-part training programme followed by placement. The first part of nine months is for acquisition of NIOS qualification (8th class or 10th class) and the second part is for skills training of minimum 576 hours duration which includes training in trade skills, soft skills, English and IT (computers).
- c. Placement in foreign country preceded by customized training of minimum 576 hours.
- d. On the Job Training (OJT) for persons who are placed after a minimum training duration of 576 hours.
- e. Support to Persons who are placed in jobs with minimum monthly salary of Rs. 10,000/- per month after industry internship of 12 months in entities having turnover of average Rs 100 crores in the previous 3 years.

DDU GKY is a unique scheme in the sense that it emphasizes not only on providing training, but also on finding suitable and sustainable employment for the beneficiaries, with supporting services for one year. The scheme guidelines define placement in terms of ‘continuous work for 3 months with salary slip as evidence’. The scheme guidelines also require post placement tracking, counselling and facilitation for a period of one year. Retention is defined by the scheme guidelines as continuous work over a period of 365 days with a maximum break of 60 days. Keeping with its career advancement focus, the scheme also aims to ‘ease the pain of migration when it is inevitable’ (Government of India, 2016). The scheme requires preparing trainees to take up employment away from home and providing counselling and support services for one year. The scheme guidelines allow funding to State Rural livelihood Missions (SRLMs) for setting up Migration Support Centres.

Evaluation of DDU GKY

The present evaluation is in a way comprehensive covering the implementation of the scheme and its impact on the beneficiaries and their economic status. This study has employed a mixed methods approach. It has collected and analysed survey data from a sample of 2687 beneficiaries and non-beneficiaries across 12 districts of Karnataka. In addition, qualitative data has been collected from 58 FGDs participated by over 460 persons and IDIs with 60 persons. The interviews consulted a range of stakeholders including government officials at different levels and PIA representatives. The reference period for the study is 2014-15 to 2018-19.

Key Findings

- i. A majority of the beneficiaries covered in the survey are women. Also, the majority of DDU-GKY beneficiaries in Karnataka are women, which attests to the strong participation of women in the scheme. While DDU-GKY is essentially a scheme to benefit less educated youth and those without formal education, the study observed that the largest share of the beneficiaries (39.77%) are graduates. Only 1.64% of the beneficiaries had no formal education. Such a finding can also imply that the scheme is benefitting the educated unemployed. Another positive finding is that a large share of marginal farming families without irrigated land have benefitted from the DDU-GKY.
- ii. As far as inclusion is concerned, the scheme has performed very well in Karnataka on targeting of women, has almost met the target for SC and STs, but notably fallen shorter in terms of meeting the minority and PH/PWD targets.
- iii. At the national level, the programme has shown a steep increase in number of trainees from 2014-15 till 2016-17, to reach a peak of 03,58,931 trainees in 2016-17. On the contrary, in Karnataka, the number of trainees has not shown considerable variation between 2015-16 and 2018-19, which is a matter of concern.
- iv. The study has observed positive responses regarding the quality of training offered by PIAs under DDU-GKY. Dominant shares of beneficiaries were happy with the teaching methods used and the quality of training. Close to 6% course dropout is seen.

- v. Placement and retention are among the most important yardsticks to judge skill development initiatives. This study found that a dominant share of candidates (73.63%) was given at least one placement job offer. Overall, 70.68% of those beneficiaries to whom at least one placement job was offered took up the offer.
- vi. The performance of the scheme in Karnataka in terms of placement rate is poor. Secondary data shows that the average placement rate during the five-year period from 2014-15 to 2018-19 has been 36.68%, which is far below the minimum placement of 70% envisaged by the scheme guidelines and is also below the overall national placement rate. Survey-based insights also point to the less than satisfactory placement performance.
- vii. Survey data shows that less than half the beneficiaries (48.83%) were in continuous employment for three months after training. The “High” performance districts on this parameter were Kodagu, Uttara Kannada, Mandya and Bangalore Urban and the “Low” performance districts were Davangere, Bidar, Yadgir and Bagalkot.
- viii. About 70% of female beneficiaries and 63.42% of male beneficiaries had resigned from the placement/first job. Unsatisfactory salary was the most frequent reason for beneficiaries resigning from placement/first job after training and the second most frequent reason was inconvenient location.
- ix. DDU-GKY scheme guidelines define retention in terms of continuation in employment for a continuous period of one year, with not more than 60 days gap. Overall, only about 42% of the beneficiaries were continuously employed in the first year after training.
- x. This evaluation study therefore finds a story of successive attrition, as far as the employment of candidates is concerned. From 73.63% of beneficiaries being offered a placement job to 48.83% being in continuous employment for three months after training and only 42% beneficiaries being in continuous employment for one year after training, the successive reduction at each level is quite clear.
- xi. One important area of concern in the performance of the scheme is the low salary obtained by beneficiaries in their placement job or first job after training. The average monthly salary of placement job/other first job post training was Rs 8136.45/- per month, which is lower even than the minimum wage for unskilled labour.

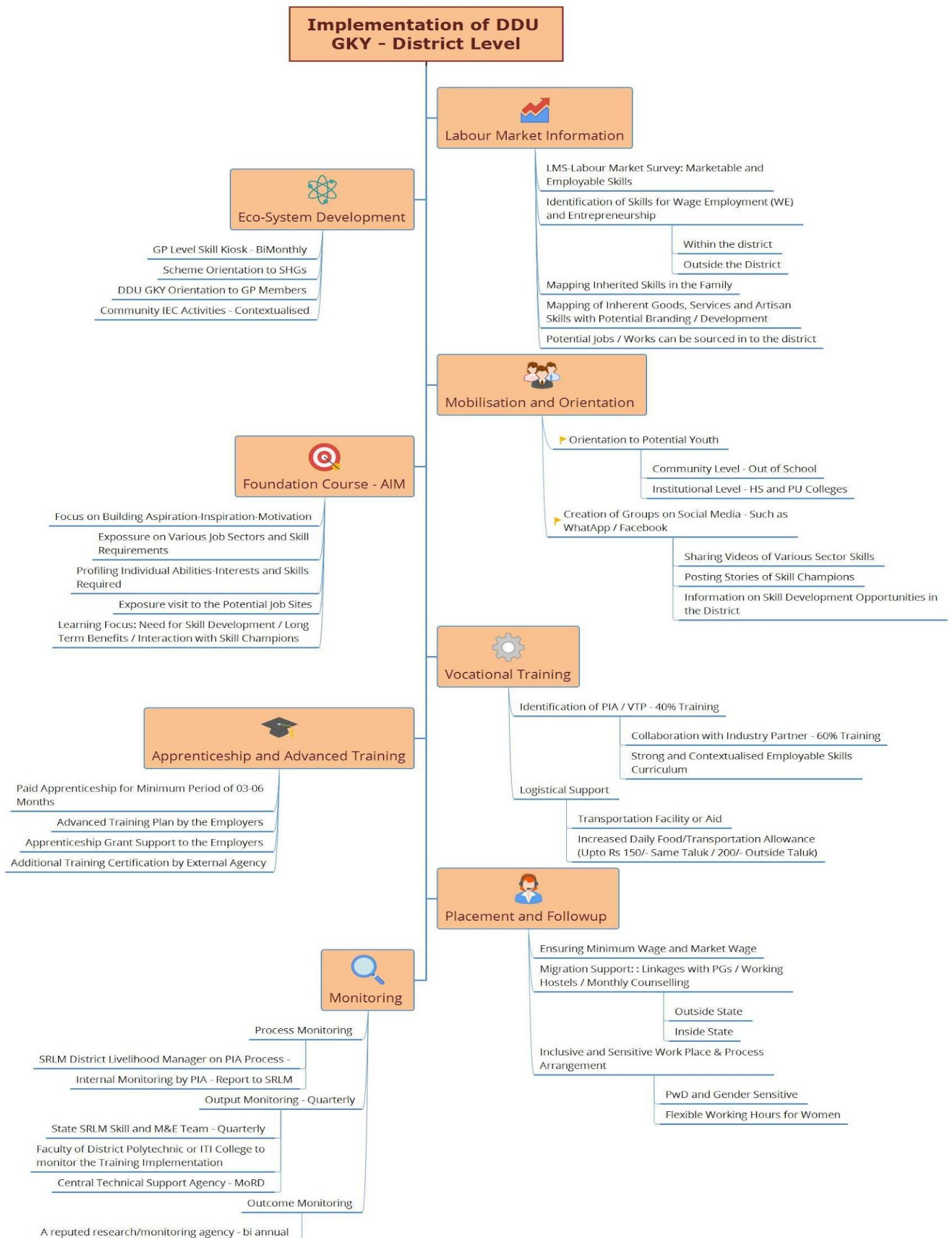
- xii. Making an informed choice of the trade to undergo training program is important. But about 37% of the beneficiaries found to be not undergoing prior counselling. PIAs seem to offer a restrictive selection of courses. The state offers only about one-tenth of the courses offered at the national level.
- xiii. The most common aspiration of beneficiaries is to start own business and doing home based job (25.48%) followed by job stability and satisfactory income (25.05%). This is a surprising finding, given that DDU-GKY does not have self-employment or entrepreneurship component.
- xiv. There is also a mismatch to the considerable extent between sector (trade) Sectors for which skills needed in district and covered by DDU-GKY. There are many skills needed as per NSDC Skill Gap report which are not being offered by the program. Neither it is based on the other labour market survey reports.
- xv. The scheme has not had an effect on raising the incomes of beneficiaries to levels higher than non-beneficiaries. Thus making trained candidates to perceive no difference between them and the untrained peers in the short run.
- xvi. Another major concern is a majority (53.37%) of beneficiaries are currently unemployed. This raises questions on the sustainability of the employment provided under the scheme. Domestic reasons (a variety of household/family related commitments and constraints) explain the major share of unemployment among women.
- xvii. On the positive side, a major share (79.22%) of currently employed beneficiaries are in salaried non-government employment; this is a positive finding, given DDU-GKY's focus of providing stable and formalized employment.
- xviii. Another positive finding in the study is that the successfully trained and employed candidates said they have gained recognition and dignity in the family as well in their society. The scheme has seen social benefits such as change in family attitude and perceived ability to better educate children.

The following table summarizes the comparison of guidelines and field realities/study findings on key parameters:

Dimension	Provisions/Targets as per relevant Guidelines	Findings of Study- Field Realities
CERTIFICATION	DDU-GKY guidelines require mandatory certification of a minimum of 70% of trained candidates.	64.76% trained candidates (beneficiaries) received certificates.
PLACEMENT	DDU-GKY guidelines mandate placement of at least 70% of trainees Placement is defined in terms of continuous employment for 3 months after training.	Less than half i.e. 48.83% of beneficiaries were in continuous employment for three months
MINIMUM WAGES	Minimum wage for semi-skilled labour is Rs 11,888.20-Rs. 13,623.81, and for unskilled labour is Rs. 10,887.20-Rs. 12,465.03 as per the 2017 notification under Karnataka Shops and Commercial Establishments Act.	The average monthly salary of placement job/other first job post training was Rs 8136.45 per month.

Summary of Recommendations

The scheme design of DDU-GKY has a lot of positive features especially a quality assurance framework (highly detailed SoP) that provides great clarity for implementation partners and post placement support for candidates. For further improvement of scheme design and implementation, this study makes a number of recommendations. Following diagram outlines the recommendation on planning, implementation processes, monitoring and evaluation of the program at the district level.



- i. Select courses to be offered on the basis of District Level Labour Market Survey. Marketable and employable skills need to be identified and offered to the candidates. This is also important to reduce the attrition as candidates need not have to migrate out of the district.
- ii. Provide Foundation Course for candidates to help build A-I-M (Aspiration, Inspiration and Motivation) and help them to choose an appropriate course. This is also important to give a detailed orientation on different skills so that candidates are able to make an informed choice than opting some course.
- iii. Involve industry not only in On the Job Training but also in training and periodic assessments. Also consider more systematic apprenticeships designed with industry collaboration.
- iv. Involvement of local technical institutes such as polytechnics and ITIs in training as a mentor institution would augment the quality of the course and discipline in the implementation.
- v. Ensure that all placements are paying minimum wages as per the Minimum Wage notification of 2017 under the Karnataka Shops and Commercial Establishments Act.
- vi. Provide support system for the migrants and start operating migration support centres in major cities such as Bengaluru. If candidates are able to adjust to the new location and the job in the first six months, attrition may come down significantly. Civil Society Organisations may be roped in for providing this support as they may be able to adopt more sensitive approaches in mentoring youths.
- vii. Enhance retention incentives and monitoring of retention. Retention is as important as training. Six months post training is crucial and hence the agencies should be supported with enhanced incentives. It is also important to define retention targets in DDU-GKY Guidelines, on the lines of placement targets.
- viii. Ensure availability of dedicated officials at district level in all districts to monitor scheme implementation. The monitoring capability of SRLM district level personnel should be enhanced. A third-party monitoring mechanism in the state would add more value to get independent and periodic performance updates and/or variance for course correction.

- ix. Authorities may think of establishing a District Skill Information Centre which can be a source of information and enrolment for various skill development schemes implemented in the district (by the state and central Government). The center should also collate information on private skill development initiatives in the district and facilitate the reach of the benefit to the needed youth. Centre should be active on social media for the effective information dissemination about the schemes. Most importantly, the positive stories of skill champions need to be shared to build an enabling environment and create demand for the skill development initiatives.

DDU GKY is an essential program in the present context and it calls for a good collaboration of different stakeholders. It can accomplish its objectives with the district level planning based on the needs and involvement of stakeholders both from supply and demand side. There is a need to position it as a demand-driven scheme by creating an ecosystem. An effective communication strategy / plan is needed not just to create awareness, but to ‘nudge’ youth to go for skill development in the pursuit of long-term career growth. Mentoring and monitoring at the district level is the key for the successful implementation of the scheme.

CHAPTER – 1

INTRODUCTION

Introduction to Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) and the context, rationale, objectives and scope of the evaluation study and the methodology followed are presented in this chapter.

1.1 Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY)

Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) is a skill development scheme of the Ministry of Rural Development, Government of India characterized by a unique focus on the rural poor youth. The scheme is based on the premise that rural youth face certain entry barriers with respect to the job market, such as inadequate formal education and lack of marketable skills. The programme aims to skill the poor rural youth with knowledge, attitude and skills required to access jobs in the formal sector. It also aims to provide them with jobs that give them regular monthly wages or wages that are above the minimum wage. The programme is part of the National Rural Livelihoods Mission (NRLM). DDU-GKY is also being implemented in the state of Karnataka, and this study is concerned with evaluating the performance of the scheme in Karnataka state. The programme guidelines of DDU-GKY (dated July 2016) outline the salient features of the scheme (Government of India, 2016). What makes this scheme distinct from other skill development programmes is, its emphasis on sustainable employment and career advancement of the beneficiaries through means such as post-placement tracking, support and retention incentives.

The DDU-GKY scheme has an inbuilt outcome orientation. The scheme guidelines mandate the placement of at least 70% of trainees and also minimum mandatory certification of 70% of candidates. The programme also embodies an inclusive orientation. Women and socially disadvantaged groups have to be mandatorily catered to (33% women, 15% minority and SC/ST 50%). The programme is meant only for youth from poor rural households. Skilling and placement services are to be provided free of cost. There is a provision for accommodation support, financial support, for transport and food to beneficiaries during the course (Government of India, 2016).

The implementation model and structure of DDU-GKY is as follows:

- i. At the National level, the DDU-GKY National Unit at Ministry of Rural Development (MoRD) makes policy, and provides funding and technical support and facilitation.
- ii. At the State level, the DDU-GKY State Skill Missions embedded within the State Rural Livelihood Missions (SRLMs) oversee implementation.
- iii. The third tier of implementation is the Project Implementation Agencies (PIAs) who provide the skill development training and provide placement services.

A special feature of DDU-GKY scheme is that extremely detailed Standard Operating Procedures (SoPs) have been laid down with respect to the different aspects of implementation to provide clarity to the PIAs (Project Implementation Agencies) during implementation. The SOPs also constitute a quality assurance framework with respect to the infrastructure, facilities, delivery of training and placement related services.

1.1.1 Steps to be followed in DDU-GKY for skilling and placement

The guidelines of DDU-GKY scheme lay down eight steps that are to be followed in skilling and placement under the scheme:

- Awareness building within the community on the opportunities
- Identifying rural youth who are poor
- Mobilising rural youth who are interested
- Counselling of youth and parents
- Selection based on aptitude
- Imparting knowledge, industry linked skills and attitude that enhance employability
- Providing jobs that can be verified through methods that can stand up to independent scrutiny, and
- Pays above minimum wages supporting the person so employed for sustainability after placement.

1.1.2 Types of Courses in DDU-GKY

The standard duration of the courses offered by DDU-GKY varies from three months (576 hours) to twelve months (2304 hours). As far as types of courses are concerned, DDU-GKY Scheme Guidelines specifies five types of training courses. They are:

- a. Training in trade skills, soft skills, English and IT for a minimum of 576 hours duration followed by placement.

- b. Two-part training programme followed by placement. The first part of nine months is for acquisition of NIOS qualification (8th class or 10th class) and the second part is for skills training of minimum 576 hours duration which includes training in trade skills, soft skills, English and IT (computers).
- c. Placement in foreign country preceded by customized training of minimum 576 hours.
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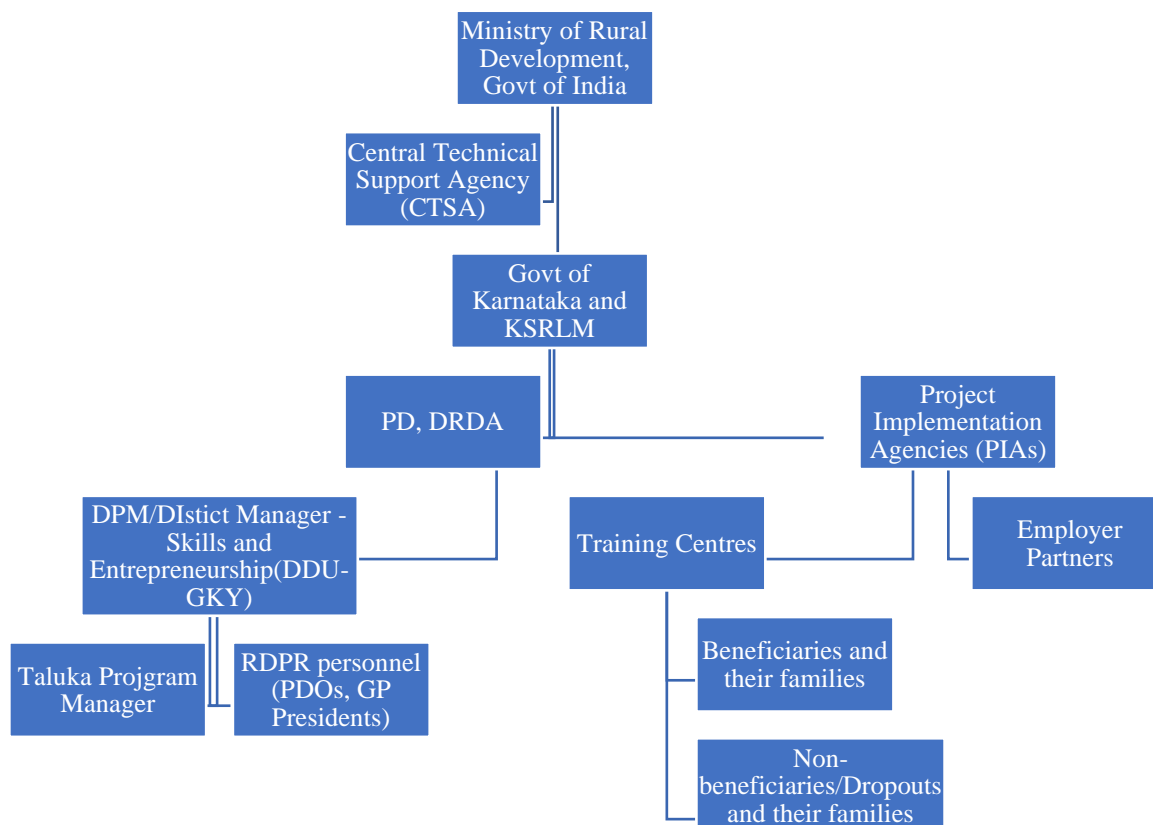
It is a unique scheme in the sense that it emphasizes not only on providing training, but also on finding suitable and sustainable employment for the beneficiaries, with supporting services for one year. The scheme guidelines define placement in terms of ‘continuous work for 3 months with salary slip as evidence’ (Government of India, 2016). The scheme guidelines also require post placement tracking, counselling and facilitation for a period of one year. Retention is defined by the scheme guidelines as continuous work over a period of 365 days with a maximum break of 60 days. Keeping with its career advancement focus, the scheme also aims to ‘ease the pain of migration when it is inevitable’ (Government of India, 2016). The scheme requires preparing trainees to take up employment away from home and providing counselling and support services for one year. The scheme guidelines allow funding to State Rural livelihood Missions (SRLMs) for setting up Migration Support Centres.

1.1.3 Capacity Building of actors under DDU-GKY

The DDU-GKY Scheme Guidelines attach importance to the building of capacities of actors at different levels. Accordingly, there is a designated CTSA (Central Technical Support Agency), which is National Institute of Rural Development (NIRD). MoRD, through NIRD and other institutions, is required to support SRLMs in developing the capacity for facilitating skill development and placement that is geared towards sustainable livelihood. Furthermore, the DDU-GKY guidelines also attach importance to the capacity upgradation of PIAs through the creation of relevant pool of trainers, enabling PIAs to access Government infrastructure, helping them get bank loans and handholding in other ways.

The stakeholders covered by the scheme at different levels can be understood from the chart below: The methodology is guided by the Theory of Change prepared for the scheme, which is presented in the next page

Figure 1.1 Stakeholders Covered by DDU-GKY in Karnataka



Source: Based on DDU-GKY Guidelines and KSRLM official interviews

1.2 Theory of Change for DDU-GKY

Theory of Change for the scheme traces the intended paths through which the scheme brings about changes or outcomes. It shows the connection between inputs, activities, outputs and outcomes. Theory of Change for DDU-GKY scheme has been developed for the study by taking into consideration the scheme guidelines and expected outputs and outcomes.

The table below identifies the intended theory of change for DDU-GKY. This theory of change is inferred based on a reading of the scheme guidelines. The theory of change is organized into 2 parts (rows). The first row focuses on the training and certification related inputs, activities, outputs and outcomes. The second row focuses on the placement related inputs, activities, outputs and outcomes. As seen in the table below, the Theory of Change envisages that the training and certification related activities per se would enable the beneficiaries to be better prepared for formal sector employment; training activities would also lead to the availability of higher numbers of semi-skilled manpower to help reduce the skill gap. The placement related activities would enable the beneficiaries to actually obtain such employment and experience enhanced and more stable livelihood as well as better quality of life.

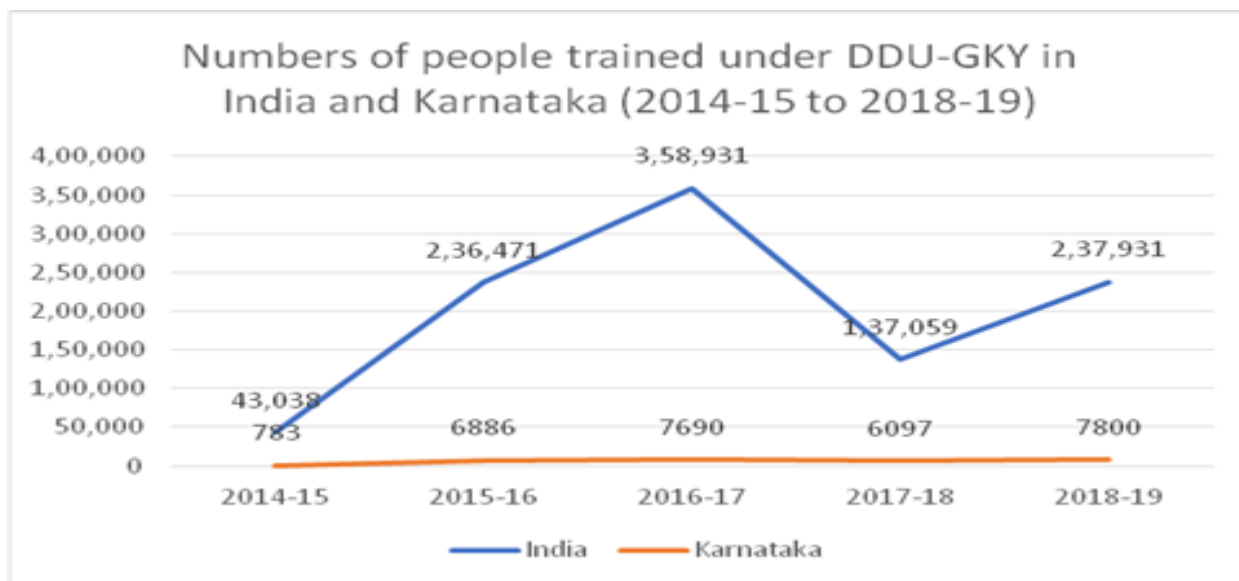
Table 1.1 Theory of Change of DDU-GKY Scheme

Input	Activity	Output	Outcome
<u>Inputs for training and certification activities</u>	<u>Training and Certification related activities</u>	<u>Training and certification related outputs</u>	<u>Training and certification related outcomes</u>
Financial Resources	PIA Identification	Rural youth mobilized, selected and trained in trades/domains and non-domain skills	Beneficiaries' experience improvement in knowledge and skills that can help them get jobs in formal sector
Manpower – PIA (mobilizers, trainers and centre heads/managers)	Skills Gap Assessment by SRLM		
Manpower – KSRLM officials at State, district and taluka levels	Skill requirement assessment by PIAs		
Manpower (facilitators): SHGs, Gram Panchayat functionaries	Identification of Courses		
Manpower (assessors from agencies empaneled with SSCs)	Mobilization, Counselling and Selection of trainees	At least 70% trainees be certified (as per scheme guidelines)	Beneficiaries are better equipped for formal sector employment (because of enhancement of relevant skills and credible certification).
Certifying agencies (SSCs and NCVT)	Training in selected trade/course		
Technical support – Technical Support Agency/NIRD	Soft skills, functional English and computers to supplement Trade skills		
Infrastructure and equipment	Capacity Building of PIAs		Reduction of skill gap through better availability of semi-skilled manpower.
Public-Private Partnerships (partnerships with PIAs)	Monitoring of PIAs, including setting up of Q-Teams		
Standardized Skill Development Modules of NCVT/SSC	Technical Support by Technical Support Agencies (TSAs) for initial project appraisal and subsequent monitoring		
MIS/technology for tracking at various levels	Timely Release of Funds from the KSRLM to PIAs		
	Credible 3 rd Party Assessment		
	Minimum mandatory certification (NCVT/SSC)		
	Provide financial support for food and		

	lodging/transportation during training.		
<u>Inputs for placement related activities</u>	<u>Placement related activities</u>	<u>Placement related outputs</u>	<u>Placement related outcomes</u>
Financial Resources	OJT (On the Job Training)	At least 70% of trainees placed in jobs with regular monthly wages at or above minimum wages	Improvement in livelihood status of beneficiaries
Manpower – PIA (placement coordinators and centre heads/managers)	Providing placements that meet beneficiaries’ aspirations and aptitude		Achievement of meaningful and stable livelihood for beneficiaries
Manpower – KSRLM officials at State, district and taluka levels	Placement of trainees in terms of three months continuous employment with salary slip		Supplementing of income of rural families
Employer/placement partnerships with companies for placement and post-placement coordination	Provide Post placement and retention tracking and support		Movement away from agricultural/traditional jobs for rural youth
Technical support – Technical Support Agency/NIRD	Provide migration related support and orientation		Change in aspirations of rural youth
Migration support centres			Improvement in quality of life of rural youth and their families
MIS/technology for tracking at various levels			

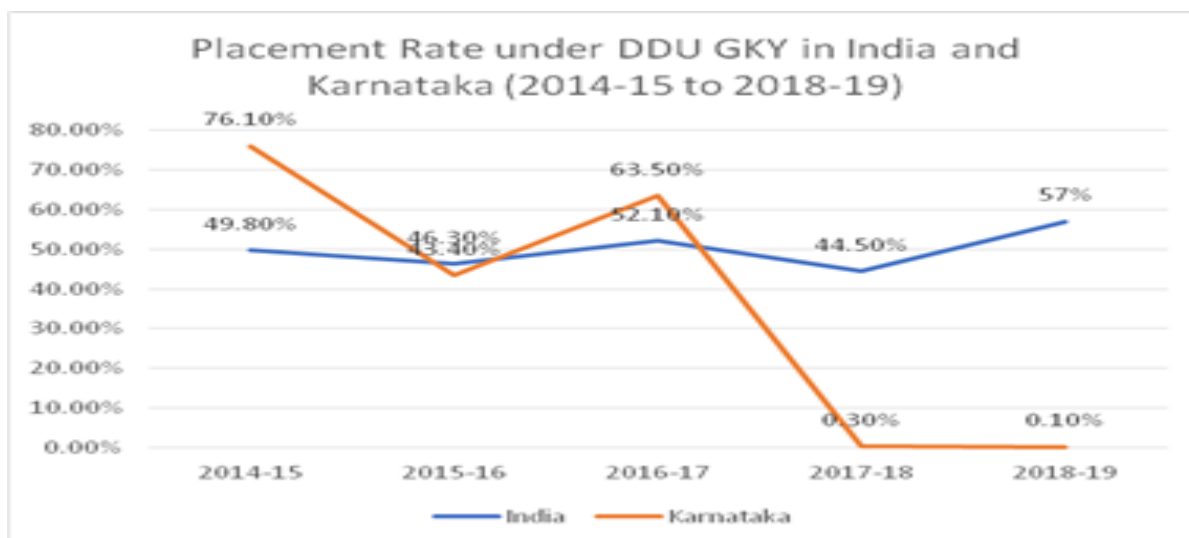
1.3 Performance of the Programme

Performance of DDU-GKY at the national and state level, in terms of the number of youth trained and placed since the introduction of the programme is discussed below. Performance of the programme at the national level is analysed with the data from the website of DDU-GKY. While the scheme targets to train 28,14,195 people in India by March 2022, 10,13,430 people were trained as of 2018-19. The national and state level performance of the scheme between 2014-15 and 2018-19 is summarized in the two charts below:

Figure 1.2 DDU-GKY National-Level and State Level Performance (Number of People Trained)

Source: Data obtained from DDU-GKY Website of Government of India and database from KSRLM

The chart above shows the fluctuating trends in number of people trained in India and Karnataka as there is no consistent pattern of increase or decrease during this period. The variation in number of people trained is much greater at the all-India level. At the national level, the programme has shown a steep increase in number of trainees from 2014-15 till 2016-17, to reach a peak of 03,58,931 trainees in 2016-17. On the contrary, in Karnataka, the number of trainees has not shown considerable variation between 2015-16 and 2018-19, as indicated by the flat line in the graph. The chart also shows the very low, overall number of trained people in the state.

Figure 1.3 DDU-GKY National-Level and State Level Performance (Placement rate)

Source: Data obtained from DDU-GKY Website of Government of India and database shared by KSRLM

The national level average placement rate for 2014-15 to 2018-19 has been 49.94% which is below the minimum placement envisaged by the scheme guidelines, viz. 70%. The average placement rate for Karnataka during this time period is found to be even lower at 36.68%. Figure 1.3 given above shows the following insights about the national and state level placement rates:

- The placement rate at the national level has been fluctuating between years, and reached a low of 44.5% in 2017-18 and a high of 57% in 2018-19.
- The performance of the scheme in Karnataka in terms of placement rate is poor. The average placement rate during the five-year period from 2014-15 to 2018-19 has been 36.68%, which is far below the minimum placement of 70% envisaged by the scheme guidelines and is also below the overall national placement rate.
- The placement rate in 2014-15 for Karnataka was high (76.10%). Thereafter, it declined and rose to 63.5% in 2016-17. Since then, there has been a steep decline in placement rates. The scheme saw negligible placement rates of 0.30% and 0.10% respectively in the years 2017-18 and 2018-19.

1.4 Problem Statement and Rationale for Evaluation

- Since the DDU-GKY scheme is being implemented in Karnataka since 2014-15, there is a need to evaluate the scheme to understand the performance of the scheme by going beyond the aggregate number of persons trained and placed.
- Review of literature reveals that though there are evaluations of DDU-GKY scheme (Cole and Liebschutz, 2016; Prillaman et al., 2017), there are no available evaluation studies for the state of Karnataka.
- Furthermore, the existing evaluations cited above, while having the merit of being based on beneficiary survey insights, were focused on placement and job retention. There is a need to examine the performance of the scheme from a wider perspective, also bringing in beneficiary insights on aspects such as the quality of training, along with reasons for drop out and non-enrolment (from a non-enrollee's perspective).
- Data from KSRLM presented in the Terms of Reference (ToR) for this evaluation study issued by KEA shows that the target for trained and placed for the year 2015-16 was 50,000 whereas the corresponding achievement was only 2,813. This data, while being

for one year only, is indicative of the gap between target and achievement that deserves to be investigated in an evaluation study.

- The national level and state level scheme performance shows a wide gap in the number of persons trained and the number placed. This calls for a comprehensive study to identify the reasons.
- Given the focus of DDU-GKY on vulnerable sections including women, an evaluation study should also delve into the performance of the programme in terms of how it has benefitted women, and also the socio-economic profile and background of the women who have benefitted more from the scheme.
- Additionally, an evaluation of the DDU-GKY scheme should not only touch on outcomes but also on the process aspects such as the implementation mechanisms and the strengths and challenges in the implementation process, from the perspective of the implementers such as the state, district and taluka level functionaries of KSRLM and the Project Implementation Agency (PIA) representatives. Such process evaluation also sheds light on whether the implementation processes stated in the scheme guidelines and SOP are being followed in actual practice.

1.5 Evaluation Objectives and Evaluation Questions

- To study the need and requirement of skill and capacity building of the youth in Karnataka.
- To understand and map the demographic characteristics of the beneficiaries and their aspirations and willingness to participate in the program.
- To assess the quality and efficiency of PIAs in terms of mobilization of candidates, training and placement support.
- To evaluate the existing trades offered by PIAs in terms of placement, retention and its impact on the quality of life of the candidates.
- To assess the challenges in enrolment, training, finding job appointments, placement and retention of the trained candidates in the jobs and suggest measures for bridging the gaps and to improve the programme implementation.
- To study the programme sustainability and overlap (with other programmes) and suggest further improvements in the scheme.

To study the programme sustainability and overlap (with other programmes) and suggest further improvements in the scheme.

- To assess the access and convenience of the training course for beneficiaries.
- To understand the extent of migration and the effect of the scheme on migration.

The evaluation questions pertaining to the study objectives, and the evaluation sub-questions arising from the evaluation questions are given in Appendix I-A of the report.

1.6 Scope of the Evaluation Study

The study covers twelve districts of Karnataka where DDU-GKY has been implemented. The sample districts are Bidar, Bagalkot, Bangalore Urban, Chikkaballapura, Dharwad, Davangere, Dakshina Kannada, Kodagu, Mandya, Raichur, Uttara Kannada and Yadgir, which cover all the four divisions of the state. The reference period covered is 2014-15 to 2018-19.

The stakeholders covered in the study are:

- Beneficiaries (those placed and also those who completed training),
- Non-beneficiaries (dropouts and non-enrolees),
- State level Officials from Karnataka State Rural Livelihoods Mission,
- Project Implementation Agencies (PIAs)
- District level and Taluka level officials concerned with skill development/implementation of DDU-GKY
- Gram Panchayat officials (President/PDOs/Active members).

1.7 Methodology

The study used mixed methodology to have an in depth understanding of the implementation and performance of the scheme in generating employment for rural youth. It is based on the primary and secondary data collected using various methods.

An evaluation matrix was prepared to guide the study (Appendix I-B). This matrix contains various evaluation parameters, which also incorporates the evaluation questions and sub-questions. The evaluation parameters have been placed under specific evaluation objectives of the study. The data sources, tools for measuring/assessing the stated parameters, and the expected key results are also presented in the matrix (Please see Appendix IB).

This study is based on both quantitative and qualitative data collected from primary and secondary sources. Detailed methodology about the data sources, sampling design and the variables is presented in this section.

1.7.1 Sampling for Quantitative Data Collection

Quantitative data for this study has largely been collected through a survey of beneficiaries and non-beneficiaries. Sampling for the same is elaborated below.

1.7.1.1 Sampling for Beneficiary Survey

As per the ToR, 2411 beneficiaries were selected for the survey from 12 districts. The sample districts are selected purposively based on the achievement status. Accordingly, a total of twelve districts have been selected i.e. high, medium and low achievement districts from each of the four divisions of the State (as given in the ToR). The ToR has categorized and selected – on the basis of 2015-16 scheme implementation data - the high, medium and low achievement districts in each division on the basis of proportion of target achieved (with respect to numbers trained and placed). 40% of the 30 districts of the state representing all four divisions have thus been covered in this study.

KEA had initially provided a beneficiary sample list for the DDU-GKY study, but consequently a problem was faced in finding beneficiaries as per that list. As per the suggestions from the line department, KEA had expanded the reference period to include 2017-18 and 2018-19 to compensate the sample shortage due to non-availability of beneficiaries. The following sampling principle was followed in the selection of talukas, GPs and beneficiaries within GPs:

- Top 3 talukas in each district of North Karnataka/South Karnataka (the exception is Dharwad, where all five talukas were covered as top 3 taluka list was exhausted because of non-availability of beneficiaries)
- 30% of GPs in each taluka were selected randomly (initially 30% of GPs were taken. But when the list was exhausted, the remaining GPs were selected randomly based on the required sample size)
- Beneficiaries were selected randomly from each GP (sample size + 10% buffer each time the list was exhausted)

When the extension of reference period too did not solve the problem of availability of beneficiaries. GRAAM made the following requests to KEA regarding sampling, which were approved by KEA:

- For ‘ghost’ beneficiaries who are found to have ‘never-existed’ in the given address, such status would be validated by local stakeholders/authorities.

- Where the beneficiary is not at home in the given address but family members are available, the head of household would be surveyed (for such cases, the questionnaire has been bifurcated into questions that can be asked to household and questions that can only be asked to beneficiary. In such cases where the household is surveyed, it would also be attempted to obtain the correct phone number of the individual beneficiary and get in touch with the beneficiary for administering the remaining survey questions).
- To meet shortfalls arising due to recent migration of family, the snowballed beneficiaries would be surveyed.
- As per the ToR, 2411 beneficiaries and 276 non- beneficiaries (total of 2687 respondents) were to be surveyed. But at the end of the actual survey, 1826 beneficiaries (1589 actual beneficiaries and 237 ghost beneficiaries), and 861 non-beneficiaries were covered. The reason for higher coverage of non-beneficiaries is that there were 585 “pseudo beneficiaries” covered. Pseudo beneficiaries are those who are mentioned in database as completers and sampled as beneficiaries in the survey, but during the survey they were found to be non-beneficiaries (either non-enrollees or drop outs).

The numbers of beneficiaries surveyed in different districts is presented in the table below.

Table 1.2 District wise Sample Beneficiaries

Districts	Number of beneficiaries
Davengere	78
Chikkaballapura	485
Bangalore Urban	77
Uttara Kannada	64
Dharwad	267
Bagalkot	63
Bidar	118
Raichur	344
Yadgir	13
Dakshina Kannada	84
Mandya	231
Kodagu	2
Total	1826

Source: KEA Sample

1.7.1.2 Sampling for Non-beneficiary Survey

The non-beneficiary sample for our study is 276, which is roughly 11.5% of beneficiary sample. For the purpose of the survey, non-beneficiaries have been largely defined as dropouts or non-completers. However, there are less or no dropouts in some districts; for those districts, this study has also considered non enrollees (who have not undergone other skill development training programmes) from the concerned district as non-beneficiaries to fill the gap or shortfall. The sample dropouts have been selected from the data base of dropouts provided by the concerned department.

As mentioned above, in the actual survey, 861 non-beneficiaries were covered. The reason for higher coverage of non-beneficiaries is there were 585 “pseudo beneficiaries”.

1.7.2 Qualitative Data collection

Qualitative data for the study has been collected through focused group discussions (FGDs) of beneficiaries and non-beneficiaries and in-depth interviews (IDIs) of stakeholders such as PIAs and representatives from the GP, taluka, district and state level implementation machinery.

One part of the qualitative data used for this project is from secondary sources. The syllabi or the Qualification Packs of the Sector Skill Council/NCVT Courses that are offered under DDU-GKY have been studied and analysed for the categorization of courses based on required eligibility/qualifications of trainees. Furthermore, the DDU-GKY Guidelines and SoPs have also been studied and analysed for providing clarity and background for the different components of skill development, ranging from mobilization, to counselling, eligibility criteria, selection, training, assessment, certification, placement, post placement support and retention.

1.7.2.1 Sampling for Qualitative Data Collection

The sample size for the qualitative data was 72 FGDs and 67 IDIs; the latter were aimed at coverage of functionaries at different levels (GP level to state level and also PIAs) who shape the implementation of the scheme. The table below shows the number of samples FGDs and IDIs.

Table 1.3 Sampling for FGDs and IDIs

Level	Stakeholders	Method of data collection	Total number of Stakeholders	Total Number of persons covered
District	District Employment Officers, District Manager (S&L)/District Program Manager – KSRLM	IDI	2 in each district	2 persons in each district
Taluka	Selected Taluka Program Manager (KSRLM)	IDI	1 in each district	1 person in each district
GP	Selected GP Presidents or active members	IDI	2 in each district	2 persons in each district
PIA	Select PIA representatives	IDI	4 in total	4 persons from 4 different reachable and available PIAs active in reference period.
State	SPM Skill, SPM Social Mobilization and other KSRLM staff such as SPM (IT and Biometrics)	IDI	3 at the state level	3 persons at the state level
Total No of IDIs to be done			5 IDIs in each district (60 IDIs in 12 districts) + 3 State level IDIs + 4 PIA IDIs	67 persons ¹
District	Beneficiaries/Non-Beneficiaries	FGD	Average of 6 FGDs in each district: Beneficiaries (male), Beneficiaries (female), Beneficiaries (mixed gender), Non-beneficiaries (male), Non-beneficiaries (female) Non-beneficiaries (mixed gender)	48 persons in each district
Total No of FGDs done			6 FGDs in each district (72 FGDs in 12 districts) ²	576 persons for 12 districts

¹The total number of IDIs actually done in this study is 60.

²The total number of IDIs actually done in this study is 60.

The actual number of FGDs done in this study is 58. There was considerable difficulty faced in locating beneficiaries and non-beneficiaries for the FGD.

1.8 Tools for Data Collection

1.8.1 Tools for Quantitative Data Collection

The following data collection methods have been used for collecting quantitative data:

- A survey encompassing 2687 subjects (beneficiaries and non-beneficiaries).
- Checking of documents maintained by PIAs and direct observation of PIA training centres (PIA Checklists)
- Secondary data from sources such as Labour Bureau and NSDC Skill Gap Analysis have also been used for analysis of quantitative parameters related to the need for skill development.

1.8.2 Beneficiary Survey

A combined questionnaire was prepared for both beneficiaries and non-beneficiaries to prevent confusion or assignment of wrong questionnaire during the survey. The use of skip logic ensures that the beneficiaries or non-beneficiaries are only asked the questions relevant to them. In the study, the survey has been administered through digital tablets for greater efficiency and also to minimize data entry errors.

Given the issues faced in finding the required numbers of individual beneficiaries on the ground, households have been interviewed for the 604 cases where beneficiary was not available. In 238 out of 604 cases, the concerned individual beneficiary could be reached after obtaining updated contact details of the concerned beneficiaries from their families.

The beneficiary survey (attached as Appendix V), which comprehensively covers outcome and process indicators, has the following sections:

- i. Demographics and socio-economic details
- ii. Aspiration and awareness
- iii. Mobilization, counselling, and willingness to join course
- iv. Duration, access and convenience
- v. Course completion/non-completion
- vi. Training quality
- vii. Certification and post course contact
- viii. Placement, post placement and retention
- ix. Migration
- x. Change in quality-of-life post training
- xi. Overall satisfaction with training and support received

1.8.3 PIA Checklist

The PIA checklist was aimed at select PIAs. Infrastructure, Activity/Process and Output Components have been covered in the checklist. The DDU-GKY Guidelines have been used as a reference for preparing certain components of the checklist. The checklist scrutiny has been done through structured interview, observation and document checking. Based on actual availability, a total of six PIA checklists have actually been used in this study.

1.8.4 Tool Pointers for Qualitative Data Collection

1.8.4.1 Beneficiary FGD tool pointers

- Demographics and course name
- Need for skill development
- Reason for enrolling
- Reason for not being able to join course of choice
- Awareness of DDU-GKY
- Convenience of attending course (prompts - in terms of location, timings and duration of course and food/transportation/accommodation support received)
- Satisfaction with course (regularity of classes, teaching method, centre facilities, helpfulness of trainers, study materials)
- Training on soft skills, work place conduct and etiquette?
- On the Job Training (OJT)
- Assessment and certification
- Reasons for taking/not taking up placement job
- Satisfaction with placement job
- location
- timings/shifts
- salary
- job role/type of work
- working conditions (supervisor treatment, workload pressure, workplace safety and comfort)
- Post placement and retention support (reasons for not receiving, finding/not finding these useful)
- Migration, reasons for migration and feelings about migration
- Reasons behind leaving job and for employment gaps

- Specific questions for women beneficiaries:
- Challenges for women candidates to attend DDU-GKY trainings
- Obstacles posed by family and community for attending trainings and doing job?
- What support mechanism should be there for women candidates

1.8.4.2 Non-Beneficiary (non-enrollees and drop outs) FGD tool pointers

- Demographics and course name
- Reasons for enrolment
- Reasons for not being able to join course of choice
- Whether heard of scheme and how
- Reason for not being able to join course of choice
- Reasons for not enrolling in course
- Reasons for drop out (prompts: inconvenience to travel? Inconvenient timings? Home responsibilities? Poor teaching quality of course? Did not find course interesting or relevant? Any other reason?)

1.8.4.3 IDI Tools: PIA IDI

The PIA IDI tool was designed to provide a comprehensive analysis of the entire process of skill development carried out by PIA). It covers questions designed to elicit a high level of detail on aspects such as mobilization, quality of training, placement, retention and impact of quality of life and sustainability.

1.8.4.4 IDI tool: GP President/Active Member

- GP's Role in mobilization of candidates
- Identification process used by GP to find potential candidates, if any
- Whether GP saturation is achieved and why/why not
- Other skill development programmes being implemented in GP
- Role GP is playing in monitoring scheme
- SHG/Ajeevika institution role in scheme
- Utility of scheme and how it caters to youth needs
- Challenges faced in mobilization of youth
- Scheme's strengths and weakness

1.9 Data Analysis

The quantitative data collected has been analysed using various statistical and econometric tools to understand the factors influencing the completion/ non completion of the training programme.

1.9.1 Quantitative Data Analysis

The quantitative data has been analysed using SPSS and excel. Keeping with the study objectives, the following techniques are used.

- a) Summary statistics as per evaluation parameters/survey questions
- b) Data visualization
- c) Chi-square test
- d) Regression analyses to understand the factors influencing the course completion.
- e) Hypothesis testing

1.9.1.1 The regression model for course completion

Factors influencing the course completion: To identify the factors influencing the course completion, the following regression model is estimated.

$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6X_6 + \beta_7X_7 + \beta_8X_8 + \beta_9X_9$, where,
Y is dependent variable,

β_0 is an intercept,

β_1, \dots, β_9 are regression coefficients,

X_1, \dots, X_9 are independent variables,

X_1 is Location

X_2 is Gender

X_3 is Age

X_4 is Father's education

X_5 is Father's education

X₆ is Father's occupation

X₇ is career related aspiration,

X₈ is Clarity on benefits

X₉ is Monthly family income

Hypotheses Testing

The following hypotheses were formed and tested:

Hypothesis 1: There is no significant difference in the average income of the beneficiaries and non-beneficiaries.

The literature review, which presents the results of different evaluations of skill development, does not find any consistent evidence of statistically significant effects of skill development on income. The hypothesis is tested through t-test in Chapter 5 of this report

Hypothesis 2: The age of the beneficiary does not influence the chances of course completion

The hypothesis is tested through regression results in Chapter 4 of this report

Hypothesis 3: Having clarity about the benefits of the course has no influence on the chances of course completion. The hypothesis is tested through regression results in Chapter 4 of this report.

1.9.2 Qualitative Data Analysis

The qualitative data obtained from the FGDs and IDIs have been subjected to thematic analysis. The FGDs and IDIs reveal the why and how of programme impact/lack of impact. The qualitative data analysis (QDA) of FGD and IDI data has enabled gleaning of policy recommendations for the study.

1.10 Limitations of Study

- The analysis is restricted to the stakeholders mentioned in this inception report, which includes the stakeholders stated in ToR. There is therefore, non-coverage of employers as stakeholder.
- Recall bias/reliance on memory of survey respondents (since scheme period is 2014-15 to 2018-19).

- Midline-baseline comparison couldn't be taken due to the non-availability of baseline survey data.
- This is a non-experimental design of study, and there is no random assignment of subjects to treatment and control groups.
- As mentioned in the sampling section, difficulties were faced in finding beneficiaries during the beneficiary survey. As a result, the intended 2411 individual beneficiaries could not be found. To deal with this problem, the remaining numbers (604) were covered through household interviews (for 238 of these household interviews, the contact details shared by the families made the individual beneficiary interviews for the remaining survey questions also possible). This solution was executed after obtaining authorization from KEA.
- 237 'ghost' beneficiaries (who were found to have never existed in the concerned village) were also encountered. Replacement has not been done for these cases. The 'ghost' status of such cases has been validated by the local stakeholders such as Anganwadi workers.
- Physical verification of all PIAs or in-depth examination of all PIAs was not possible (partly because of non-existence and also because of time constraints).

1.11 Chapter Scheme

This report consists of six subsequent chapters, which are listed below:

Chapter 2: Review of Literature

Chapter 3: Results and Discussion Part I (Need for Skill development, socio-economic background of beneficiaries, aspirations and willingness of candidates to join the scheme)

Chapter 4: Results and Discussion Part II (various components of the training phase in a comprehensive sense, including mobilization, selection and counselling, access and convenience of the course, quality of training provided by PIAs, assessment and certification)

Chapter 5: Results and Discussion Part III (placement, retention, migration and change in quality of life of beneficiaries)

Chapter 6: Results and Discussion Part IV (overlap with other schemes, sustainability, role of government apparatus including monitoring, stakeholder opinions on challenges and performance)

Chapter 7: Major Findings

Chapter 8: Recommendation

CHAPTER – 2

REVIEW OF LITERATURE

Review of literature relating to various aspects of skill development in India and Karnataka, evaluation of skill development schemes etc. are presented in this chapter. The review is structured as follows:

- Meaning of “skill” and different levels of skill
- Ecosystem of skill development in India, including the skill development architecture set up by Govt of India
- Ecosystem of skill development in Karnataka
- Review of private sector skill development initiatives in India
- Performance of skill development initiatives in India and major challenges faced
- Evaluations of skill development programmes in India and abroad, including evaluations of DDU-GKY

2.1 Meaning of skill and levels of skill

There are two dictionary meanings of ‘skill’ which are relevant for this study: firstly, as an ability to do something well, which comes from one knowledge, practice or aptitude. Secondly, it is a craft, trade or job requiring manual dexterity or special training in which a person has competence or experience (Dictionary.com, n.d.).

‘Skills’ are a continuum, of which there are various levels, from unskilled to highly skilled. The Delhi Minimum Wages Act defines the levels of skills (HRSuccessTalk.com, n.d.):

Unskilled: An unskilled employee is one who does work that involve a) the performance of simple duties, which require little or no independent judgment or previous experience although familiarity with the occupational environment is necessary. c)His/her work may require physical exertion and familiarity with variety of articles or goods.

Semi-skilled: A semiskilled worker is one who does work a) generally of defined routine nature, wherein the major requirement is not so much of the judgment, but for proper discharge of duties assigned to him or b) the job is relatively narrow, where important

decisions are made by others; c) His/her work is thus limited to the performance of routine operations of limited scope.

Highly Skilled: A highly skilled worker is one who is capable of working efficiently and supervising efficiently the work of skilled employees.

2.2 Skill Development Ecosystem in India

Skill development assumes great importance in the Indian context because of the demographic dividend. In the coming decade, India is going to become one of the youngest countries of the world with an average age of 29 years as against the average age of 37 years in China and US and 45 years in the Western Europe. According to a report of World Bank, only 2.3 per cent of the total work force in India has formal skills training (World Bank, 2017). The India Skills Report 2018 reveals that only 47% of the individuals passing out of educational institutions are employable (Wheebox, People, Strong and Pearson et al., 2018). The process of skilling the population of India and promotion of industrialization was started way back in 1969 when country's first Industrial Training Institute was setup. It was setup under the Ministry of Labour and Employment. Thereafter, various other policies such as Apprenticeship Act, 1961, National Skill Policy, 2009, National Skills Qualification Framework, 2013, and recently Skill India Campaign (under which various initiatives has been launched) have defined the roadmap of Skill Development in India. The 'Skill India' campaign announced by Prime Minister Narendra Modi in 2015 aims to train 40 crore Indians in different skills by 2022. Govt of India has set up an elaborate skill development architecture and has also adopted large scale skill development programmes such as Pradhan Mantri Kaushal Vikas Yojana (PMKVY).

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship scheme of the Ministry of Skill Development & Entrepreneurship. This is a Skill Certification Scheme whose objective is to enable a large number of youths to acquire industry-relevant skill training. The Short-Term Training imparted at PMKVY Training Centres (TCs) is expected to benefit youth who are either school/college dropouts or unemployed. Apart from providing training in trades according to the National Skills Qualification Framework (NSQF), training is also imparted in Soft Skills, Entrepreneurship, Financial and Digital Literacy (PMKVY website, n.d.; india.gov.in, n.d.). The duration of the training ranges between 150 and 300 hours (this is shorter duration than DDU-GKY, for which minimum duration of training is 576 hours). Candidates are also required to be provided placement assistance by Training Partners (TPs);

unlike DDU-GKY, TPs under PMKVY are also required to provide entrepreneurship support. While DDU-GKY is a scheme of Ministry of Rural Development, PMKVY is the flagship scheme of the Ministry of Skill Development and Entrepreneurship. A number of different kinds of implementing bodies are providing skill development training in India – these ranges from the Industrial Training Institutes (ITIs) to Advanced Training Institutes run by the DGT (Directorate General of Training), and Basic Training Centres run by the Government or by private firms. Long term skill development courses are offered in the Industrial Training Institutes, Advanced Training Institutes and also under the Bachelor of Vocational training model.

2.2.1 Skill Development Architecture in India

The government of India announced Skill India Campaign on 15th July 2015 with an aim to train over 40 crore people in India in different skills by 2022. Some of the initiatives launched by the government to achieve this target are discussed below:

Ministry of Skill Development and Entrepreneurship (MSDE): It was formed for the first time in the history of Indian political authority to focus on the employment generation for the skilled youths across the country.

National Skill Development Agency (NSDA): The NSDA has been set up to coordinate and harmonize skill development in India between central government, state government, private sector and NSDC. Its role is to anchor and operationalize the National Skills Qualification Framework (NSQF) to ensure that the skills meet sector specific requirements. It is also the nodal agency for state skill development missions.

National Skill Development Corporation (NSDC): It was setup as a Public Private Partnership Company with the sole motive of catalysing and integrating the skill landscape in India. Its functions are: to catalyse creation of large, quality Vocational Training Institutes (VTIs) and enable creation and sustainability of support systems for Skill development such as Industry Led Sector Skill Councils. Its objectives are to a) upgrade skills to international standards through industry involvement and development of frameworks for quality assurance, curriculum and standards, b) support and coordinate private sector initiatives for skill development through Public Private Partnership (PPP) models and c) play the role of market maker by bringing in finance.

Pradhan Mantri Kaushal Vikas Yojana (PMKVY): It was launched by the government in 2015. Its sole aim is to motivate the youths of the country to take up the industry related skill development which will later help them in securing their livelihoods.

It is noteworthy that PMKVY also has a Recognition of Prior Learning (RPL) component that aims to assess person's existing skills including those obtained through informal sector exposure and align them with the NSQF in order to enable enhanced employability as well as pathways to higher education.

Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY): This scheme was launched by the Ministry of Rural Development, Government of India. It was launched under National Rural Livelihoods Mission. The scheme aims to train the rural youth who are poor and facilitate the process of getting jobs having regular monthly remuneration.

Indian Institute of Skills: The Government of India has approved the setting up of Indian Institutes of Skills in Kanpur, Mumbai and Ahmedabad to provide advanced skills in highly specialized areas such as defence, aerospace, and oil and gas (Government of India Press Information Bureau, 2019).

Sector Skill Councils (SSC): Sector Skill Councils have been setup as autonomous industry led bodies by NSDC. NSDC has approved 38 SSCs in agriculture & allied services, manufacturing, services, and informal sector. Their main aim is to organize Training of Trainer (ToT) programs, undertake skill gap studies, create occupational standards and qualification bodies, assess and certify trainees on the curriculum aligned to National Occupational Standards.

Skill Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP): This program was launched by the Ministry of Skill Development and Entrepreneurship to strengthen institutional mechanisms at both national and state levels, to build a pool of quality trainers and assessors, to create convergence among all skill training activities at the state level, and to establish robust monitoring and evaluation system for skill development training programs. It is supported by World Bank (Ministry of Skill Development and Entrepreneurship website, n.d.).

NCVT: ITIs are affiliated to NCVT (National Council for Vocational Training), which is constituted by Ministry of Labour and Employment. NCVT prescribes standards and curricula

for craftsmen training. It awards National Trade Certificates. Certain trades under this are made mandatory by the GoI.

NCVET: Recently, the government has approved the merger of NSDA and NCVT to establish a new regulatory institution named National Council for Vocational Education and Training (Mehrotra and Pratap, 2018). Its main objective is to provide a strong oversight mechanism for better outcomes of Skill India. It will regulate the functioning of bodies engaged in vocational education and training, both long-term and short-term and establish minimum standards for the functioning of such bodies. It should also be noted that regulatory functions currently being carried out by the NSDC through the Sector Skill Councils will also be housed in the NCVET (Press Information Bureau Govt of India, 2018).

Common Norms of Ministry of Skill Development: These norms have been issued in 2015 by MSDE for the harmonization and standardization of various skill development courses and have been subsequently amended in 2016, 2017 and 2019. The norms are mandatory for Government funded skill development programmes.

2.3 Skill Development Ecosystem in Karnataka

2.3.1 Karnataka Vision Document 2025 – Skill Development

The Karnataka Vision Document 2025: Skill Development and Employment advocates the ‘*Kaushaly abhivrudhhi Panchasuthragalu*’ which serve as guiding principles for increasing the effectiveness of skill development in the state of Karnataka (Basavaraju, 2017). The *Panchasuthra*, i.e., the five formula for skill development are:

1. Having industry orientation,
2. Future ready and vibrant curriculum,
3. Universalized career guidance and placement,
4. Strengthened apprenticeship system,
5. Revitalize school education curriculum to make students employable and universal financial inclusion and secured productive asset creation for the poor.

The Karnataka Vision Document 2025 observed that:

Long term training with more practical exposure is conducive to the greater effectiveness of skill development programmes

Short term vocational training programmes of 3 to 6 months duration are more suitable for groups such as school drop outs and child labour without formal skill training, though eventually short-term programmes should be phased out.

There is a need for universal strong apprenticeship system for all students of vocational training and education.

2.3.2 Skill Development Schemes of Government of Karnataka

Prior to the introduction of DDU-GKY, the RGCY (Rajiv Gandhi Chaitanya Yojane) was implemented in Karnataka state. Rajiv Gandhi Chaitanya Yojane was started in 2013-14. It is a state government scheme implemented through Gram Panchayats, Taluk Panchayats and Zilla Panchayats and is monitored by KSRLM. Under the entrepreneurship component, candidates are given 6 days of free training by RSETIs/RUDSETIs and provided facilitation for obtaining bank loans. Additionally, each candidate is given a financial incentive of Rs 10,000/-. Under the skills/wage employment component, candidates are given 45 days training and placed in jobs (Economic Survey of Karnataka 2018-19). The scheme was targeted at youth in the age group of 18 to 35 years with a minimum education up to 8th standard. This scheme provides both self-employment and wage-oriented skill development training, unlike DDU-GKY (Website of Department of Skill Development and Entrepreneurship and Livelihood of Government of Karnataka, n.d.). According to data given in the Economic Survey of Karnataka, 117820 persons were trained under RGCY (2014-15 to 2017-18) under the wage-employment and self-employment components.

Though the schemes such as RGCY and DDU-GKY have been in implementation for some time in Karnataka, the awareness levels are observed to be very low (Basavaraju and Mahesh, 2019). A survey of 400 beneficiaries who have been members of Self-Help Groups (SHGs) promoted under Sanjeevini (National Rural Livelihoods Mission in Karnataka) for at least 3 years in Mysore district revealed that only 37% were aware of RGCY and 35% were aware of DDU-GKY. What makes these findings more significant is that SHGs are supposed to serve as candidate mobilization forums for both RGCY and DDU-GKY, but SHG members themselves are less aware of the programmes (Basavaraju and Mahesh, 2019).

2.4 Review of private sector Skill Development Initiatives and Projects

In recent years, the major enterprises of the country such as Tata, Tech Mahindra, IL&FS, Maruti Suzuki, etc. have taken a keen interest in skilling the workforce of India. Non-Profit

Organizations and Social Enterprises have also created their own initiatives. In this section we have briefly analyzed a few different private sector skill development initiatives to identify their unique features.

2.4.1 Maruti Suzuki's skill development initiative

Under its CSR skill development initiative, Maruti Suzuki adopted 40 Industrial Training Institutes across Gujarat to convert them in to a continually developing skilled labour pool (CSR Vision, n.d.). It also set up Automobile Skill Enhancement Centres in the selected government ITIs across the country. These centres are equipped with model workshops to provide practical training to the students and make them job ready. In addition to this, following an agreement between the governments of Japan and India Japan-India Institute for Manufacturing (JIM) was setup in Gujarat by Maruti Suzuki. This has become a model ITI offering courses in eight trades related to automobile manufacturing, maintenance, and services. It is worth noting that the concentration on automobile skill enhancement has the advantage of being aligned with Maruti's core business competency. It was reported that JIM has achieved 100% placement for its first batch of trainees and all students were placed in reputed automobile companies (PTI, 2018).

2.4.2 Skill Development Initiative of Tech Mahindra Foundation

Tech Mahindra started its skill development initiatives in 2012 by launching the Skills for Market Training (SMART) programs (website of Tech Mahindra Foundation, n.d.). In the first year it started with 3 centers and trained almost 1000 youths. Currently, it has almost 80 centers across 12 cities in India, training more than 17,000 youth annually and successfully placing them in multiple manufacturing and service sector industries. The program mainly focuses on empowering the women and the people with disability. The program gives immense importance in training students in soft skills. The major eligibility criteria for the beneficiaries of SMART are: they should be able to read and comprehend English, and they should belong to the socio-economically disadvantaged urban communities. It has expanded its SMART program into four horizons: SMART, SMART+ (Training for persons with disabilities), SMART-T (Training for Technical Trades), and SMART Academy for Healthcare.

One of the interesting and worth learning campaigns of SMART Academy for Healthcare is #mainbhihero. This is introduced to create social awareness about the paramedical and allied healthcare professional, to attract youth towards skill development courses in these domains,

to fill the skill gap in the domain of healthcare and also to foster Individual Social Responsibility for the achievement of ‘Health for All.’ Such an approach can be a potentially effective mobilization strategy for giving an appealing face to a course and for attracting more students towards it. In the words of the CEO of Tech Mahindra Foundation, “The youth come here as Students and leaves as Healthcare Professionals with lifelong skills, employment, and a feeling to serve and improve the healthcare services of our country. Now that’s exactly like a Hero” (DQ India Online, 2018).

2.4.3 Skill Development Initiative of IL&FS

Infrastructure Leasing and Financial Services (IL&FS) started its initiative of skilling the Indian workforce after a joint venture between IL&FS Education and National Skills Development Corporation in 2011 and formed IL&FS Skills Development Corporation Ltd (Website of IL&FS Skills Development Corporation, n.d.). The major aim of IL&FS is to train 4 million people by 2022 through a network of 300+ institute of skills on hub and spoke model. IL&FS has divided its operations into four Strategic Business Units, namely, Government Mandates, Retail Business, Corporate Social Responsibility Mandates, and Enterprise Business Services. Under Government Mandates, it focuses on the implementation of skill development programs funded by the various ministries/departments under the central and state government across the country. Under Retail Business, it focuses on skill development programs funded by employer and/or student for various programs. Under CSR Mandates, it focuses on implementation of skill development programs funded by Corporates as part of their CSR obligation. And, under Enterprise Business Services, it focuses on Enterprise Development Services i.e. to bring multiple Small and Medium Scale Industries together and help them by linking them with financing agencies, financial advisors, technology, marketing consultants, etc. The scale and diversification of the IL&FS model is commendable since it can make a significant contribution to achieve the numbers of the ‘Skill India’ Mission. On the flip side, one may speculate that the focus on numbers may not always be consistent with individual attention and customization of pace to the learning and other needs of less privileged candidates. Nevertheless, a recent case study of IL&FS Skill Development Corporation’s (ISDC’s) skill program in Odisha has identified positive outcomes such as 71% job retention rate of trainees, good job adaptability due to soft skills training, and improvement of quality of life of trained and placed candidates (Batabyal and Bandopadhyay, 2018). This case study also highlights the significance of soft skills training in complementing vocational skills and ensuring job adaptability, and argues that it deserves due focus.

2.4.4 Skill Development Initiative of Tata Strive

Tata Strive is a pan-India skill initiative of Tata Trusts to provide skill sets to the youths which are needed to improve their prospects and secure jobs in the modern-day industries. It strives to train youngsters in both soft and work skills. Currently, it is offering courses in the fields of retail, banking and financial services, automotive, business process outsourcing, and hospitality. It has aligned itself in all the 25 identified ‘sectors of focus’ identified by the government of India, and designed to address the skill gaps pointed out by the National Skill Development Corporation. For the smooth delivery of the noble purpose of skilling the workforce, under the initiative the Tata group in collaboration with other companies has opened Tata Strive Skill Development Centres (TSSDC) across the country managed and staffed by the people hired through the initiative. The Tata Strive website identifies its USP as follows: it aims to move from a ‘training’ to ‘coaching’ approach, since the latter enables holistic development of the individual and consequent better job retention and career growth. Tata Strive focuses on ToT in the form of ‘Empowered Coaching for Facilitators’ to transform them from trainers to coaches (Website of Tata Strive, n.d.). Tata Strive also brings in elements such as digitized assessment and use of gamified app to detect candidate interests (to bring training and jobs in line with candidate interests and reduce attrition) (Dubey, 2016).

2.4.5 Skill Development Initiative of Tata Motors Ltd.

Tata Motors Ltd. has launched a skill development initiative named Kaushalya to empower unemployed youth by providing vocational training in automotive and other industry related trades. Under Kaushalya, it has launched various initiatives to impact society at large such as: The first initiative is the LEAP (Learn, Earn, and Progress) program that is conducted in partnership with skill development agencies and Tata Motors dealers. Under LEAP, trainees get on-the-job motor mechanic training at dealer workshops for a year; they attend classes, work at automobile centres, and earn a small stipend. At the end of the course the student is ready to find employment with Tata dealers. There are two important features in LEAP: stipend to improve training retention and placement with Tata dealers (Madan, 2016); this creates strategic value of the program for the company as well as placement benefits for trainees. The second skills initiative of Tata Motors is the Professional Driving Training Program under which the unemployed youths with relatively lower educational qualification are given driving training with the help of multiple stakeholder engagement such as NGOs, driving schools, etc. The third such initiative is the Training in Marketable Vocational Trades. Here, the

unemployed youths are provided training in many non-automotive market driven courses such as electrician training, development of IT skills, beautician training, etc. And the fourth and last such initiative is the skill development training in agriculture and allied trades where they provide training to the farmers on improving agricultural practices such as rice intensification methodology, intercropping, backyard poultry and dairy, etc. (Website of Tata Motors CSR, n.d.).

2.5 Performance of Skill Development Programmes in India

While a number of different efforts are being taken to enhance the skills of India's unemployed youth, a number of experts and sources have pointed to the shortcomings of prevailing skill development initiatives in India. Sharada Prasad Committee set up by Ministry of Skill Development, Govt of India found that PMKVY, which was implemented through NSDC and Sector Skill Councils, focused only on chasing number targets without providing employment to youth or meeting sectoral industry needs (Makkar, 2017).

The Chairman of NSDC S. Ramadorai, in an interview, has argued that skill training in India should be based on NSQF and industry-led standards only. The lack of availability of good skills trainers and lack of focus on Training of Trainers and career progression pathways for trainers are problems hindering the quality of skill development in India (Nayana Tara and Sanath Kumar, 2016).

Placement challenges have been a major issue affecting skill development efforts in India. The short-term skills programs offered under the PMKVY resulted in low placements. Only 8.5% trained were able to get employment under the STAR (Standard Training Assessment and Reward) programme (2013-14) implemented by NSDC (Makkar, 2017). In an article in Economic and Political Weekly, Radhika Saraf argues that training in skills such as beautician, mechanic, security guard or gem cutter will perpetuate inequalities by relegating trainees to informal sector. Such training only “provides the poor with something, anything which may just be a notch above the flailing agricultural sector” (Saraf, 2016).

Narayanan and Nandi (2017), argue on the basis of NSSO 68th Round Data that a majority of skilled workers are employed informally with no employment benefits such as social security benefits and paid leave. The authors classify skilled workers as being of two types: those with technical education and those with vocational education. The authors have calculated from the NSSO 68th Round data that among those who have undergone formal vocational training,

53.2% are in informal unemployment, while 19% are in formal employment, the rest being unemployed or outside labour force. In 2011-12, informal employment was 85% of the total labour force in India.

This study (Narayanan and Nandi, 2017) has also investigated two reasons why skill development has not been translated into formal employment. The first reason highlighted is that low quality of technical/vocational education produces low quality of skilled workers which reduces their employability for formal jobs. The authors have spoken about the poor quality of infrastructure and teaching quality, and obsolete skills and low motivation of trainers in publicly funded vocational training institutes. The second reason is labour market imperfections; employers in India prefer to hire semi-skilled and skilled labour without giving them job security or formal contracts; only a few who suit their requirements get formal contracts. The article points out that formal sector appoints 67% of its workers informally without giving them employment benefits. Strict labour laws and monetary costs constrain firms from creating more formal jobs.

It has been commented that the low involvement of industry in skill development programmes is an important reason behind the poor placement performance of skill development initiatives. Because of the poor involvement of industry in curriculum design and delivery, the skills that are taught are out of sync with the needs of employers (Sengupta and Chapman, 2018).

Even if the placement percentage has been higher in some areas, the job retention has been especially challenging. A study by EPoD (Evidence for Policy Design) of Harvard University in 2017 found that 74 percent of those surveyed had dropped out of their placed job by the time of the survey (which was on average nine months after completion of the training course). Further, just 20 percent of those that had dropped out were employed in a new job (Prillaman et al., 2017).

2.6 Evaluations of Skill Development Programmes in India and abroad

The literature on evaluation of DDU-GKY is scarce. Therefore, this review also draws on evaluations of skill development/vocational training programmes of India and other developing countries.

2.6.1 Evaluation of Vocational Training Programme for Disadvantaged Youth in Columbia

J-PAL (Abdul Latif Jameel-Poverty Action Lab) evaluated Jóvenes en Acción (Youth in Action), a free vocational training program of Govt of Columbia targeted at youth aged 18 to 25 years old (Attanasio et. al, 2011). Unemployed youth in the bottom fifth of the income distribution were eligible to be beneficiaries of the scheme. The training program was implemented in seven cities of the country, reaching 80,000 people between 2002 and 2006. The program consisted of three months of classroom training and three months of On the Job Training (OJT) with companies working in sectors such as manufacturing, retail and trade, and services. Participants received a stipend of USD 2.20 per day throughout the six months of the programme to cover transportation and food costs. It is noteworthy that women with children under 7 years old received an extra USD 0.80 per day for covering childcare costs.

The Randomized Control Trial (RCT) based evaluation study done by J-PAL covered programme beneficiaries in the years 2005-2006. The random sample comprised approximately 2,000 applicants from both the treatment and comparison groups. The interesting findings of this study are as follows:

- The extent of paid employment among women was 6.8 percentage points higher in the intervention group compared to the control group. However, there was no noticeable impact on the extent of employment among men.
- Women's income in intervention group increased by USD 18 per month, 19.6 percent higher than women in control group.
- Male participants in intervention group were 5.8 percentage points more likely and women participants were 6.9 percentage points more likely than corresponding control group sections to have a formal sector job.
- The lessons (both explicitly stated and implicit) from this evaluation study are as follows:
 - This programme was able to address barriers such as tuition costs and lack of information that prevent youth from taking up skill development.
 - Access to formal sector can be facilitated through OJT component.
 - The programme yielded notable benefits for women participants. The programme design had women friendly features such as provision of resources for childcare costs.

2.6.2 Evaluation of Vocational Training for the Unemployed in Turkey

A randomized experiment was done to evaluate a large-scale vocational training program (offered to 2,50,000 registered unemployed person and by the private and public sector) for the general unemployed population (not just for disadvantaged youth) in Turkey (Hershleifer et. al, 2014). This study has also traced longer-term impacts up to three years post-training. The average duration of each vocational course is 336 hours. The study took a sample of 5,902 applicants randomly allocated to treatment and control groups.

The study found out that undergoing training had a positive but modest and statistically not significant impact on employment and earning; individuals in intervention group had 2 percentage points higher likelihood of working at all, 1.2 percentage points higher likelihood of working 20 hours or more per week and 5.6% higher income than control group. The impacts on quality of employment were however statistically significant: members of intervention group had 2% higher likelihood of being in formal employment; the difference between intervention and control groups with respect to income from formal employment was 8.6%. However, there is no difference between intervention and control group members with respect to the likelihood of working in two years' time. This study also finds larger and statistically significant impacts of vocational training in courses offered by private providers. According to the authors, the findings suggest that vocational training can improve the short-term employment prospects of the unemployed; however this can happen only if the courses are able to and have the incentives to adjust to market demands.

2.6.3 Evaluation of Vocational Training on employability and youth potential of youth in Malawi

J-PAL evaluated the apprenticeship programme of Malawi which was piloted in 2009 by the Government of Malawi through its TEVETA (Technical Education and Vocational Education and Training Authority) (Cho et. al, n.d.) Under this programme, Master Craftsmen were identified, who provided apprenticeship training to a small group (1-8) of youth at their workshop for approximately three months. The target group mainly comprised orphans or school dropouts aged 15-24. The sample for the evaluation study consisted of 1900 trainees and the study timeline was 2010-11.

The study found that the intervention group participants self-reported an increase by 2.6 points (for a 10-point scale) in their level of expertise from the baseline score of 2.6 points. The participants in intervention group also had a higher ability to calculate profit and increased likelihood of knowing how to start a business. An interesting finding of the study is that after

the training was complete, trainees/participants of intervention group continued to enhance their skills and increased their total hours spent on skill development by 6.5 hours a month. The evaluation did not show any noticeable impact of the training on the total income or on total monthly expenditure. The study also showed a strong and positive effect on perceived mental well-being of the intervention group participants. Importantly, the positive results of the programme were mainly for male rather than female participants. Women trainees spent less time in training compared to the men, and also had lower earnings and were less likely to have started a business. Researchers found out that family obligations, marriage and transportation were issues that led to drop out and constrained women's participation in the programme.

2.6.4 Evaluation of SMART Programme of Tech Mahindra Foundation

KPMG conducted the evaluation of the SMART (Skills for Market Training) of Tech Mahindra Foundation. The SMART programmes, meant to enhance the employability of underprivileged youth and link them to jobs, benefitted almost 16,000 youth in the period September 2012 to March 2015. The centres were located in the cities of Vishakhapatnam, Mumbai, Pune, Kolkata, Hyderabad, Delhi, Chennai, Chandigarh, Bhubaneswar and Bengaluru. The evaluation study found that 72% of the trainees of the programme were successfully placed, and 66.3% students were retained in the job in which they were placed by SMART. Employer interaction revealed that the SMART trainees were punctual, disciplined, better prepared for the workplace environment in terms of foundation skills and needed less effort and time for on-job training.

This evaluation study also calculated the SROI (Social Return on Investment); it found that over three years, the SMART programme has created social value worth INR 13.29 for each rupee invested (SROI of 13.29). The evaluation study reported a range of outcomes going beyond increased skills and employment opportunities: i) Increased self-confidence, self-esteem and aspirations ii) Improved personality in terms of conversation ability, managing of facial expressions and dressing style iii) Increased status among parents, friends, relatives, neighbours and community iv) Financial independence and financial support for siblings and parents v) Increased support for career development for girls and reduction in pressure for marriage vi) Enhanced understanding of the course and improved teaching methods for trainers.

2.6.5 Policy Analysis and Evaluation of DDU-GKY by MPP Candidates of Harvard Kennedy School

Cole and Liebschutz (2016) draw attention to the issue of poor job retention of women trainees under the DDU-GKY programme. They argue that in spite of the migration support component provided for in scheme guidelines, many women from rural areas who obtain placement in urban areas drop out after just 3 months in the placed urban jobs either due to family pressure or because they personally prefer to live in rural areas. However, they also point out that not all women show such job drop out, and some women continue to stay in urban jobs, thereby augmenting their income and standard of living.

The authors admitted the inability to calculate retention loss/job drop off beyond one year, since retention is only required to be tracked for one year as per the scheme guidelines; furthermore, there is little incentive for PIAs to track and support retention beyond one year because PIAs are paid much more per new trainee than for supporting long-term placed employees. The authors also argued that there is a lack of evidence to support what is stated in DDU-GKY's current guidelines regarding graduates who remain in their initial job placements for more than one year viz. that "they are successful in making the transition and very rarely slip back into unemployment."

The authors propose self-employment as a solution to the problem of women's job retention under DDU-GKY scheme, though they point out that self-employment (though promoted by some other schemes of Ministry of Rural Development) is not recognized by DDU-GKY as a valid employment option (they mention reasons given by the Ministry of Rural Development officials in this regard such as difficulty of tracking self-employment, difficulty of measuring success and accumulation of debt burden). The authors argue that independent contracting or sub-contracting one of the viable employment options for women beneficiaries of DDU-GKY since it provides a reliable income coupled with flexible timings and location. One successful example of sub-contracting is Project Shakti of Hindustan Unilever Ltd, wherein rural women were hired and trained to sell health and hygiene products to other rural households; the women could use loans drawn from their SHGs to buy the required stocks, and were given accounting and skills training by HUL along with handholding on planning and marketing. As of 2012, the beneficiaries – called 'Shakti Ammas' - earned double or triple of what they otherwise would have earned (Narsalay et. al, 2012).

2.6.6 DDU-GKY consequences for soft skills of BPL Youth

Kajal Rao (Rao, 2015) argues that life skills training under DDU-GKY was beneficial for enhancing the soft skills, trade (BPO) skills and computer skills of the “silent, simple and shy” BPL rural boys and girls in Mogar Village, Anand, Gujarat. The trainers used a number of innovative and participatory teaching-learning methods including SWOT analysis of trainees, division of trainees into groups (with each group having a listener, speaker, reader, writer, grammarian, vocabulary person and activist), showing motivational videos and speeches, regular informal interaction with trainees, weekly meeting with families of students, and use of other activities in class to make learning more lively and interactive. Speaking practice was stressed in the training. The author highlighted that though bilingual (Hindi-English) textbooks were provided under DDU-GKY, the textbooks had typographical errors and were not updated to keep up with the trends of current BPO training; the trainers updated and modified the textbooks with the permission of centre head. On the adverse side, the time was too less for adequate practice, and absence of trainees led to learning gaps with no time for revision to remedy the learning gaps.

The three batches of 90 trainees in total were finally placed in BPO jobs around Baroda and Ahmedabad, and demonstrated the ability to use simple English for communication in their work. For further improvement of training, the authors suggested that there should be different strategies for audio learners, visual learnings and kinaesthetic learners, and that there should be counselling support for trainees and trainers.

2.6.7 Evaluation of DDU-GKY by Harvard University’s EPoD

A study from the Harvard Kennedy School Evidence of Policy Design (EPoD) conducted a phone survey of 2610 former skill trainees of DDU-GKY from March 15 to May 22, 2016 (Prillaman et al., 2017). This evaluation covered the states of Bihar, Chhattisgarh, Gujarat, Madhya Pradesh, Odisha, Rajasthan and Uttar Pradesh. It found that 75% of respondents in their survey received a job offer after receiving skill training. However, only 72% of female trainees received job offers as compared to 85% for male trainees. Comparing men and women in the same trade, accounting for variables such as age, educational level, caste category / minority status and training agency, women are 8.58% less likely to receive a job offer than men. Furthermore, of those who receive job offers, 56% of females accept as compared to 70% of males (Prillaman et al., 2017).

The survey also found that 78% of men accept jobs that are within their own district while only 66% of accept jobs outside their district. For women, the figures are 61% and 53% respectively. As an explanation for not accepting job offers, males cite reasons of inadequate pay and other work-related concerns while women cite personal and family issues (Prillaman et al., 2017).

74% of trainees who accept jobs left by the time of the survey (on average 9 months after completion of training). Of those that left their job, 23% left within a month, including 10% who left after a day or less. 18% left after four months while 8% left after 6 months. Job dropout rates were higher by 4% for trainees who migrated for employment. More than 95% of youths had left their jobs within the first year. Moreover, they often do not receive other employment with only 20% finding jobs elsewhere. 33% of men gained employment while only 12% of women did so. Reasons for leaving work were similar to those for not undertaking work after receiving training. Migration was mentioned as a concern for both men and women (Prillaman et al., 2017).

Higher retention rates were found among females, youths, and non-migrants. Migrant who received supports were also likely to stay in a job longer. Additionally, women who receive migration support were the least likely to leave their job. While salary is not related to retention, the existence of a job contract is (Prillaman et al., 2017).

2.7 Summing up the Insights from the Literature

The above review of literature has revealed that Government of India has not only launched large scale skill development programmes such as PMKVY and DDU-GKY but has also attempted to bring about standardization and harmonization in the space through initiatives such as NSQF, the Common Norms of the Ministry of Skill Development and Entrepreneurship and the recent merger of the NCVT and the NSDA.

Skill development programmes in India, including those done by the Government, have been found to be facing challenges such as the low placement and retention rates and relegation of trainees to informal sector jobs, which have their roots in causes such as low quality of training programmes and low industry involvement in design and delivery of skill development programmes. Successful skill development initiatives, including those implemented by industry, have shown features such as industry apprenticeships and OJT that are conducive to greater employability of candidates and enhancement of their chances of finding a job after training. The Karnataka Vision Document-2025, too, has highlighted the need for strong

apprenticeships and longer duration skill development programmes with more job exposure during training for more sustainable livelihood of trainees.

Evaluations of skill development programmes from developing countries such as Malawi and Columbia (based on experimental research design) reveal a number of insights – for e.g. related to the effectiveness of OJT and of women friendly features such as childcare in enhancing benefits for trainees. One evaluation reveals that vocational training pushes trainees to continue enhancing their skills after the end of the programme and also results in enhancement of mental well-being of trainees. However, these evaluations do not provide consistent evidence of statistically significant impacts of skill development programmes on income and employment. Furthermore, one evaluation argues that skill development programmes – if flexible enough to be attuned to market demands – can enhance short term employment prospects only.

Three evaluations of DDU-GKY have been presented, including two by Harvard University. The Harvard University evaluations largely point to the problems related to placement and retention (which creates a rationale for an evaluation to go beyond placement and retention). The findings from the Harvard University evaluations point to the lower taking up of job offers by women trainees, poor job retention (including among women) and constraints male and female beneficiaries face in taking up jobs outside their village/district. An interesting finding is that migration support enhances the job retention of women.

The evaluation study by GRAAM goes beyond the available evaluations to assess the performance of the DDU-GKY scheme not only on placement and retention, but also on mobilization, enrolment, quality of training and changes in the lives of the beneficiaries. Furthermore, this evaluation brings in qualitative insights related to the evaluation of the process side of the actual implementation of DDU-GKY, which is yet to be seen in the literature.

The voices of non-beneficiaries, which are not covered by the existing evaluations of DDU-GKY, are also incorporated in GRAAM's evaluation of DDU-GKY.

CHAPTER – 3

RESULTS AND DISCUSSION – PART I

This chapter presents the first part of the results of the study, and deals with the following topics and sub-topics:

- Need for skill development and skill requirements of youth in Karnataka
- Targeting of the scheme
- Socio economic characteristics of beneficiaries
- The aspiration and willingness of beneficiaries to join the programme

3.1 Need for Skill Development and Skill Requirements of Youth in Karnataka

To understand the skill requirements of the youth in Karnataka, it is important to estimate the extent of unemployment, extent of skill training, skill gap, the regional variations in skill gap and the role of existing programmes in filling the skill gap. Therefore, these themes are explored in this section, using secondary data-based analysis.

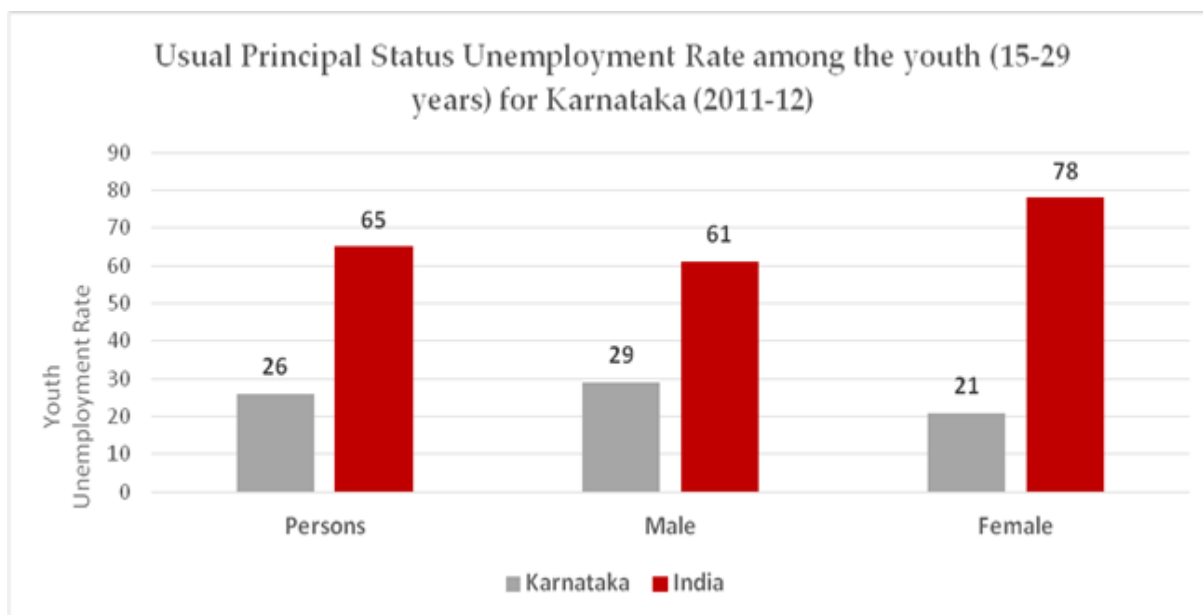
3.1.1 Extent of Unemployment

Given that the rationale of skill development programmes such as DDU-GKY is related to enhancement of the employability and employment of youth and thus to the reduction of unemployment, it is important to examine the extent of unemployment in the state of Karnataka. The extent of unemployment is analyzed at two different levels: It is analyzed as overall unemployment irrespective of training and also unemployment among those who have undergone vocational training.

The chart below, derived from NSSO 68th Round Data for 2011-12 (NSSO, 2014), shows the extent of youth unemployment in India and Karnataka. Youth in NSSO survey means persons in age range 15-29. Unemployment is defined in terms of Unemployment Rate (defined as the

number of persons unemployed per 1000 persons in the labour force (employed & unemployed)) by the Usual Principal Status Approach.³

Figure 3.1 Youth Unemployment Rate in India and Karnataka (2011-12)



Source: Based on Data from NSSO 68th Round Employment Unemployment Survey for 2011-12

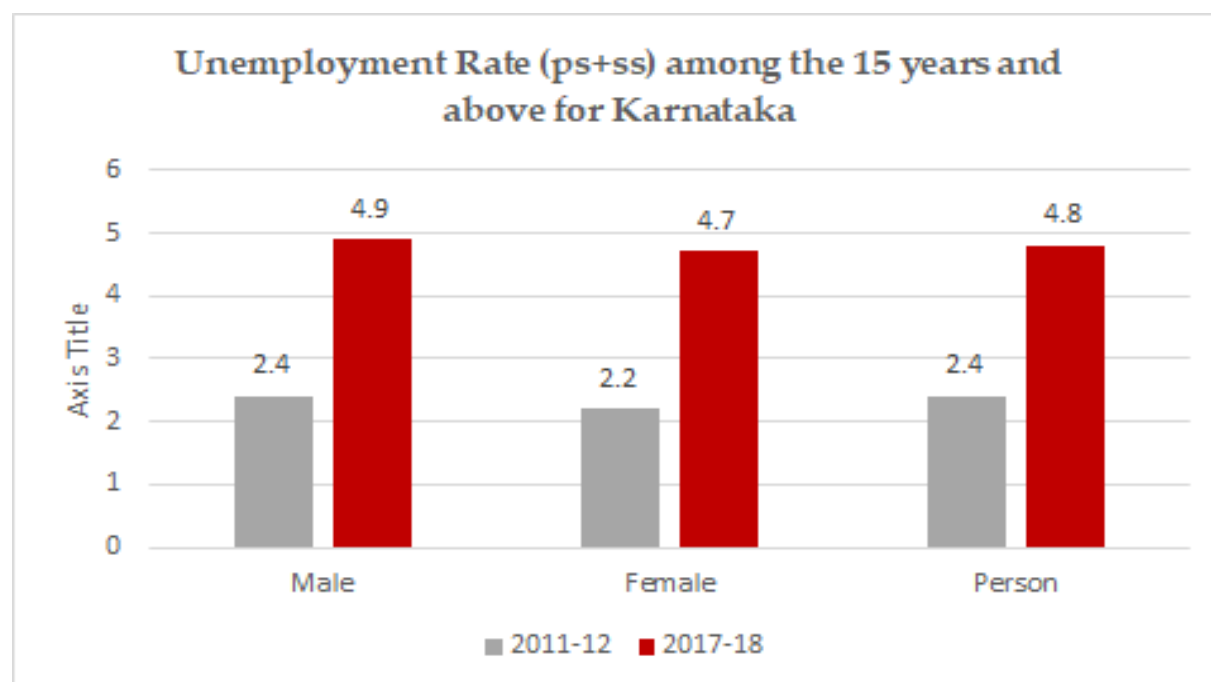
The above chart, based on the NSSO Data, shows the Youth Unemployment Rate for the year 2011-12. The data shows that unemployment rate among males and females is lower in Karnataka compared to all India data. While unemployment rate among males was 29 per 1000 (2.9%) in Karnataka, it was 61 per 1000 (6.1%) at the all India level. Similarly, among females also it is 21 (2.1%) and 78 (7.8%) in Karnataka and India respectively. It is interesting that unemployment among females is more than males at the all India level, but the reverse is true for Karnataka: in Karnataka, 29 males per 1000 males in the labour force were unemployed, but only 21 females per 1000 females in the labour force were unemployed.

In order to show the change in extent of unemployment between two time periods, the chart below shows the comparison of the extent of unemployment rate in Karnataka between 2011-12 (NSSO 68th Round) and Periodic Labour Force Survey or PLFS (2017-18). It may be noted that this comparison is for the 15+ age group, and not for the 15-29 age group. Here Unemployment Rate is defined in Usual Status (principal status plus subsidiary status) or ps+ss

³The major time criterion based on the 365 days is used to determine the activity pursued by a person under the Usual Principal Status Approach. Accordingly, the major time spent by a person (183 days or more) is used to determine whether the person is in the labour force or out of labour force

terms, and not in Usual Principal Status or UPS terms.⁴ Furthermore, Unemployment Rate is defined per 100 distribution (percentage terms) and not in per 1000 terms in the figure below:

Figure 3.2 PS+SS Unemployment Rate in Karnataka for 15 Plus Age Group Compared between NSSO 2011-12 and PLFS 2017-18



Source: Based on data from PLFS 2017-18 and NSSO 68th round 2011-12.

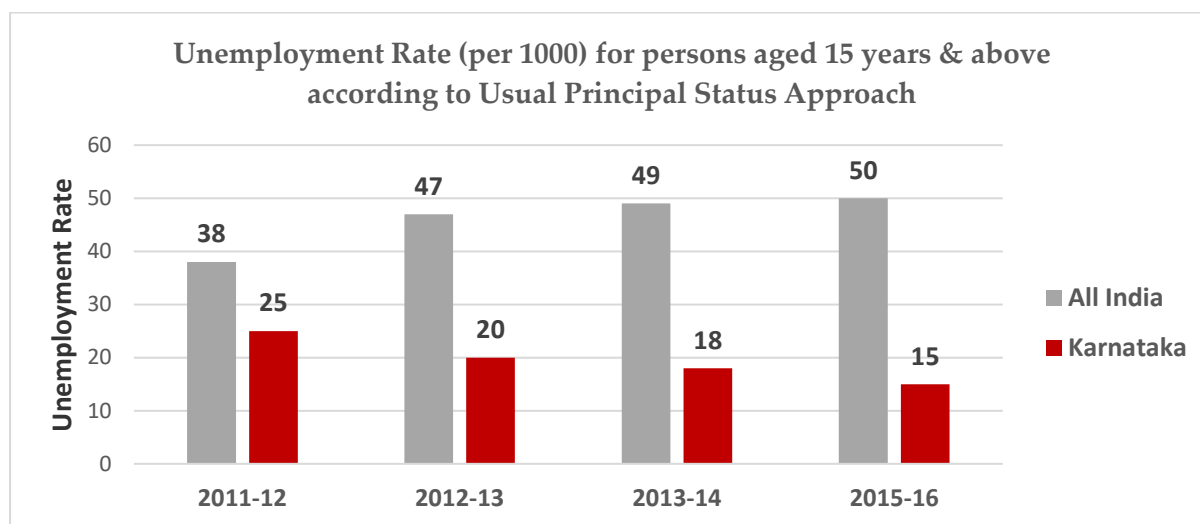
The figure above, based on NSSO 68th Round and PLFS data, shows that Unemployment Rate on ps+ss terms in Karnataka for the 15 plus population shows a notable increase between 2011-12 and 2017-18⁵. As of 2017-18, the unemployment rate for Karnataka is 4.8% overall, 4.9% for males and 4.7% for females. It may be noted that Unemployment Rate is considered with respect to Labour force and not Population as a base.

Data from another source (Labour Bureau) for four years, represented in the graph below, also shows the changing Unemployment Rate, though the trends of change are opposite to those evident from the previous comparison:

⁴The comparison is using PS+SS since the PLFS uses PS+SS rather than UPS. Also, NSSO 68th round 2011-12 does not have ps+ss for youth (15-29) unemployment, which is why the 15 plus age group is used here.

⁵The ps+ss rates for 2011-12 for the 15 plus age group are not too different from the UPS rates for 2011-12 for the 15-29 age group in Karnataka, as seen in the previous chart.

Figure 3.3 Trends in Unemployment Rate in Karnataka for 15 Plus Age Group between years (2011-12 to 2015-16)



Source: Based on data from the Labour Bureau Employment and Unemployment Survey Reports (2011-12, 2012-13, 2013-14 and 2015-16).

The chart above shows that as per Labour Bureau data, the Unemployment Rate in Karnataka for persons aged 15 and above has been falling (data for 2014-15 is however not available). But at the all India level, however, the Unemployment Rate has been rising. In the year 2015-16, the Unemployment Rate in Karnataka stood at 15 persons per 1000 persons (1.5%) which is much lower than 50 persons at the all India level.⁶

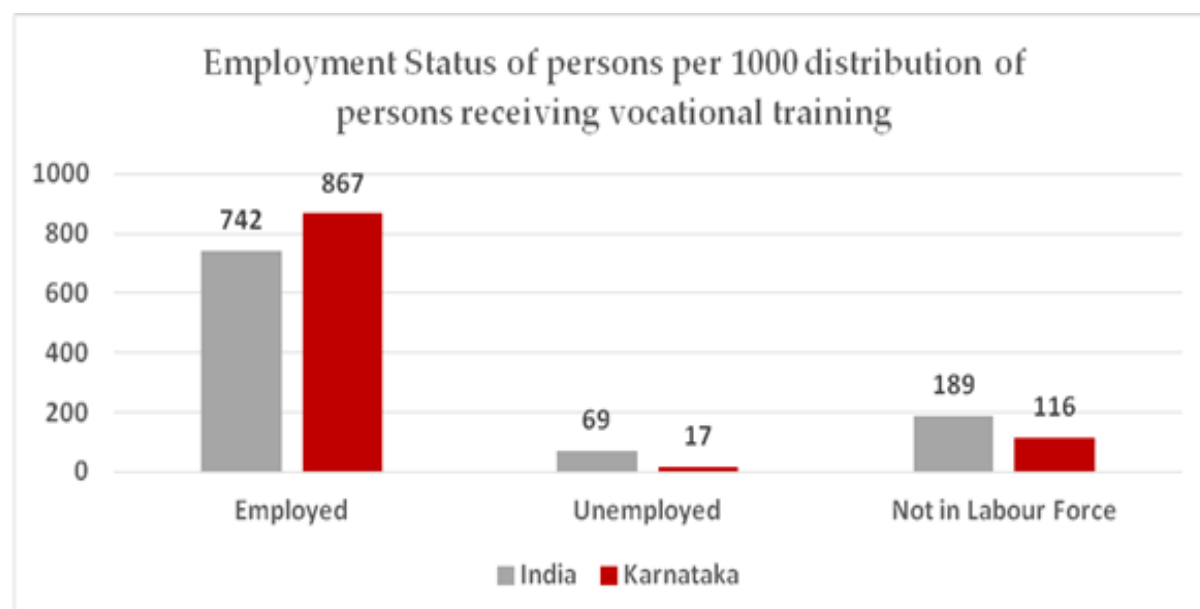
It is also important to examine the rationale for skill development programmes in terms of the employment status of those who have undergone skill development. If a higher share of those trained vocationally are unemployed compared to the extent of unemployment irrespective of vocational training, then it implies that existing vocational training programmes are not helping enhance employment. According to the Labour Bureau 2015-16 data, employment status of those who have undergone vocational training is measured as the number of persons per 1000 persons (aged 15 years and above) receiving vocational training, divided by broad activity-employed, unemployed and not in labour force (according to Usual Principal Status Approach). The employment status in rural and urban areas combined (see Figure 3.4 below) in 2015-16 in Karnataka shows that has 867 out of 1000 people (86.7%) who have received training are

⁶The difference in unemployment rate trends between years, between the NSSO/PLFS comparison and the Labour Bureau data may be noted. The different conclusions of different unemployment surveys/datasets in India may be attributed to different methodologies.

employed. 11.6% of those vocationally trained are out of labour force and 1.7% are unemployed. However, comparing Figure 3.3 above and Figure 3.4 below, it appears that the extent of unemployment among those who are vocationally trained (1.7%) is higher than the unemployment rate irrespective of having undergone vocational training (1.5%).

The limitation of the comparison made above is that the unemployment rate irrespective of vocational training was calculated with respect to Labour Force while the employment status of those vocationally trained also considers those not in Labour Force, as can be seen in Figure 3.4. It is thus better to compare the extent of unemployment among those vocationally trained with Proportion Unemployed (PU) than with Unemployment Rate. Proportion Unemployed is calculated with respect to the population, and not the labour force. For the year 2015-16 (as per Labour Bureau data), 0.8% of the population aged 15 or above in Karnataka were unemployed. This indicates that the extent of unemployment (at 0.8%) is lower among the general population aged 15 or above than among those vocational trained (1.7%). Since a higher share of those trained vocationally are unemployed compared to the extent of unemployment irrespective of vocational training, it implies that existing vocational training programmes have limited effectiveness in enhancing employment. There is a need for vocational or skill development programmes with more efficacy in enhancing employment.

Figure 3.4 Employment status of persons receiving vocational training in Karnataka (2015-16)

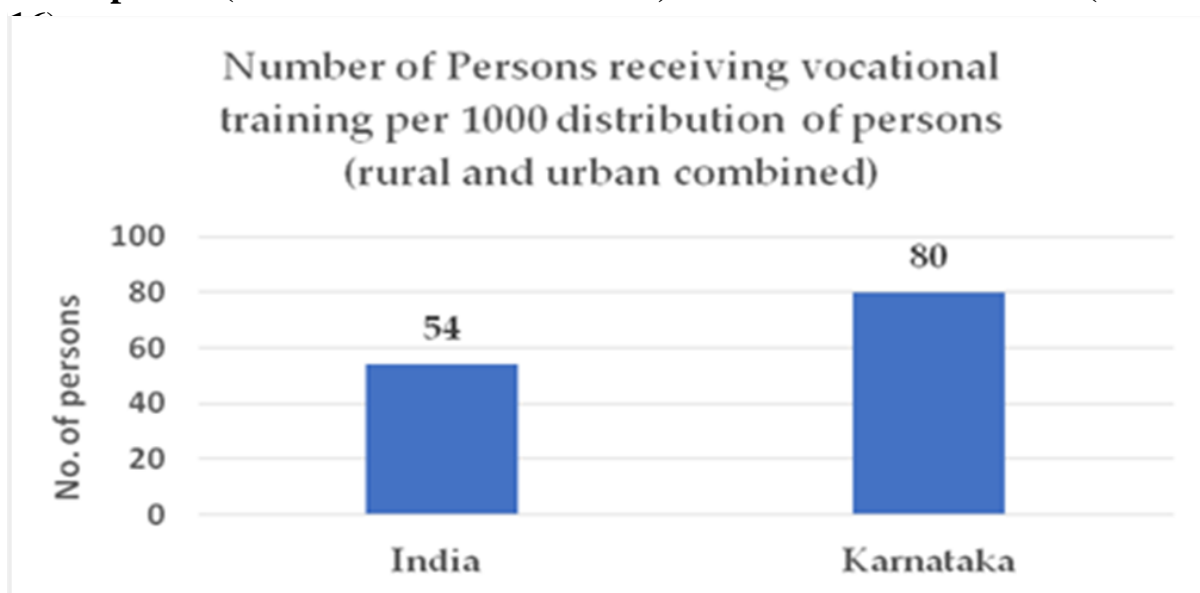


Source: Based on data from the Labour Bureau Employment and Unemployment Survey Reports Vol. 3 (2015-16).

3.1.2 Extent of Skill Development among Youth

The rationale for skill development is also related to the existing coverage of vocational training/skill development. The extent of skill development in Karnataka is assessed with the data from Labour Bureau. According to the Labour Bureau data, the extent of vocational training is defined as the number of persons received vocational training per 1000 persons aged 15 years and above. As per the estimation of the Bureau, for the year 2015-16, 80 persons per thousand persons aged 15 and above (combining rural and urban areas) – which comes to 8% - received vocational training in Karnataka. This is higher than the figure for India, which is 54 persons per thousand persons aged 15 and above, as can be seen from Figure 3.5:

Figure 3.5 Extent of Skill development (rural and urban combined) for India and Karnataka (2015-16)



Source: Based on data from the Labour Bureau Employment and Unemployment Survey Reports Vol. 3 (2015-16).

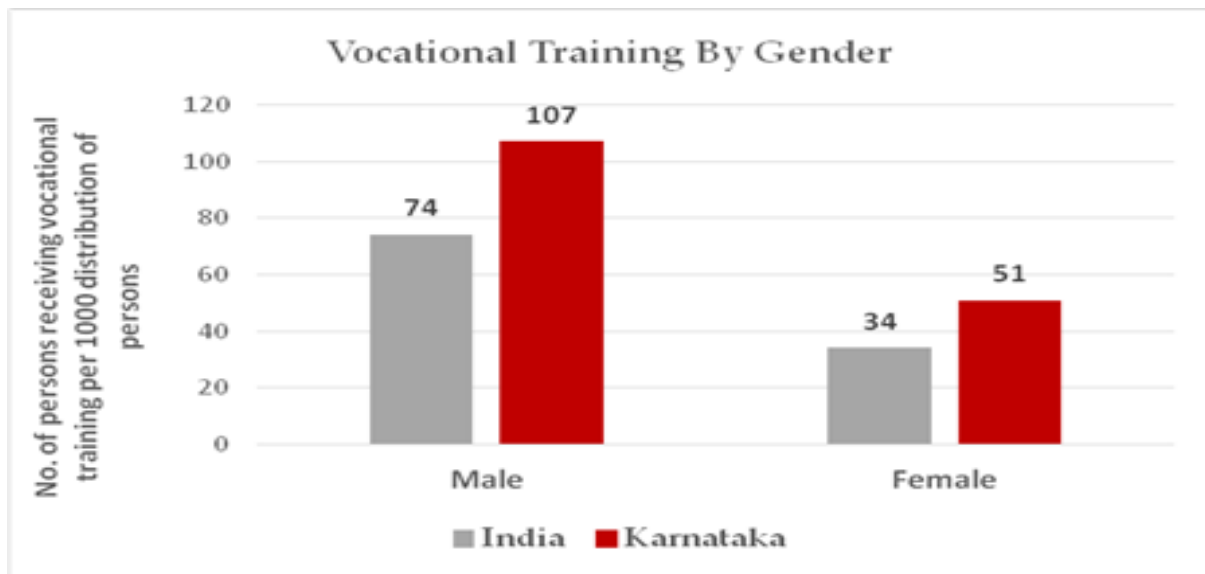
However, there is a difference in rural and urban areas. The extent of vocational training in rural areas is presented in the chart below. It shows that compared to the overall rate of 80 per 1000 persons, the vocational training rate in rural areas is 73 persons for 1000 persons aged 15 and above in the state of Karnataka.

Figure 3.6 Extent of Skill development (rural only) for India and Karnataka (2015-16)

Source: Based on data from the Labour Bureau Employment and Unemployment Survey Reports Vol. 3 (2015-16).

The gender-based inequalities are observed in the extent of skill development. It is apparent from Figure 3.7. There is a vast gender gap in access to skill development in Karnataka. While 107 males per 1000 males aged 15 or above have undergone vocational training (combining rural and urban), only 51 females per 1000 females (5.1%) aged 15 years or above underwent vocational training in Karnataka. There is thus a need to focus on skill development/vocational training of women to reduce such inequities in access to skill development. But compared to the national figure, the state performed well. The skill development rate at the national level was only 34 females per 1000 females aged 15 years or above.

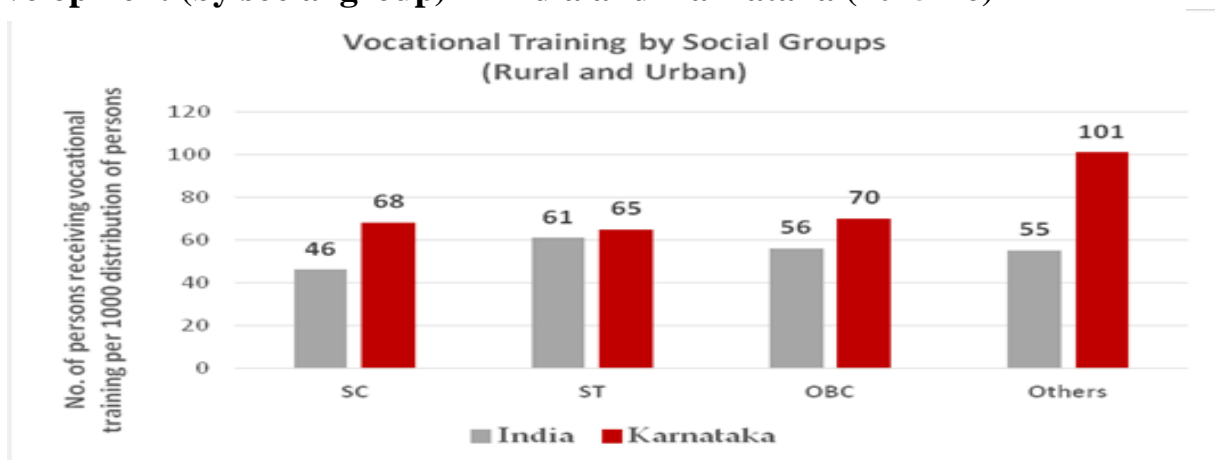
Figure 3.7 Extent of Skill development (by gender) in India and Karnataka (2015-16)



Source: Based on data from the Labour Bureau Employment and Unemployment Survey Reports Vol. 3 (2015-16).

Variation in the extent of vocational training is also observed among different social groups in Karnataka. Figure 3.8 below shows that the extent of vocational training among SC and ST is lower than the general category. While it is 101 per thousand people above the age of 15 years for the 'others' category, it is 68 (6.8%) for SC category in Karnataka. The extent of vocational training is lowest among STs (65 persons per 1000 persons or 6.5% of persons aged 15 or above). This implies that skill development programmes should focus more on the vulnerable groups such as SC and ST.

Figure 3.8 Extent of Skill development (by social group) in India and Karnataka (2015-16)

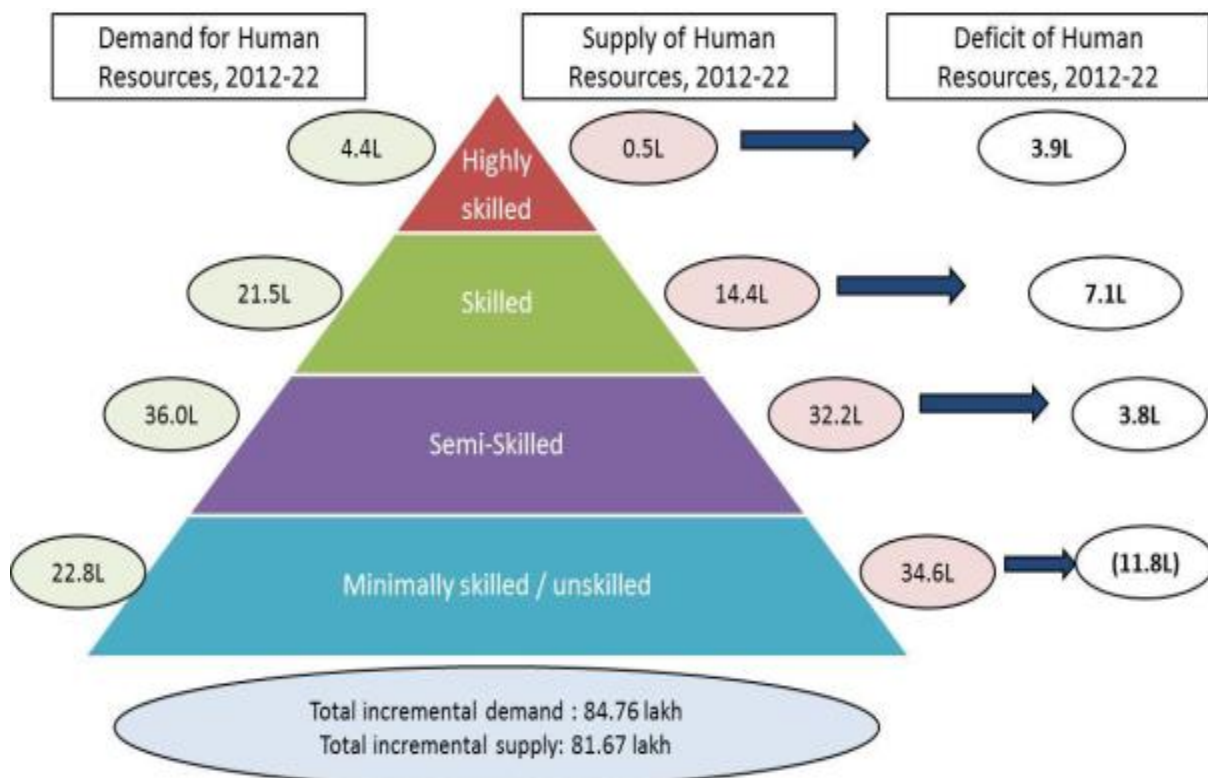


3.1.3 Skill Gap in Karnataka

District Wise Skill Gap Study for the State of Karnataka undertaken by National Skill Development Corporation (2013) estimated that, an incremental demand for employment (cumulative for ten years) of 84.76 lakhs will be generated in the state of Karnataka between 2012 and 2022. The study observed that the largest share of the demand would be for semi-skilled jobs while demand for highly skilled jobs would be the least. In terms of percentages, 43% of employment demanded would be for semi-skilled manpower, 27% for minimally skilled, 25% for skilled, and 5% for highly skilled (National Skill Development Corporation, 2013).

The diagram below shows that the cumulative incremental supply of labour during 2012-22 would be 81.67 lakhs, and the skill gap i.e. gap between total incremental demand and total incremental supply in the state of Karnataka amounts to 3.09 lakhs. The incremental demand and supply and skill gap are captured in the figure below:

Figure 3.9 Skill Gap in Karnataka 2012-22



Source: Diagram reproduced from *District Wise Skill Gap Study for the State of Karnataka* (National Skill Development Corporation, 2013).

The figure above shows that there is positive skill gap (incremental demand surpassing supply) for highly skilled, skilled and semi-skilled labour while for minimally skilled labour, the supply exceeds demand. Furthermore, the greatest skill gap is for skilled labour (7.1 lakhs). There is thus an enormous incremental demand for manpower (especially for semi-skilled manpower) and also a skill gap (for highly skilled, skilled and semi-skilled manpower) that skill development programmes should capitalize on and cater to.

3.1.3.1 Regional Variations in Skill Gap

The district wise variations in the skill gap for the period 2012-22, as per the NSDC Skill Gap Analysis published in 2013 (National Skill Development Corporation, 2013), for the sample districts is presented in table.

Table 3.1 The Extent of Human Resource Gap in Sample Districts

		Extent of Manpower Gap		
Division	District	Incremental Demand	Incremental Supply	HR Gap
Bangalore Division	Davengere	164,388	349,786	-1,85,398
	Chikkaballapura	106,280	156,614	-50,334
	Bangalore Urban	1,844,200	1,068,667	7,75,533
Mysore Division	Dakshina Kannada	475,014	605,180	-1,30,166
	Mandya	741,184	463,270	2,77,914
	Kodugu	109,804	89,496	20,308
Belgaum Division	Uttar Kannada	164,168	213,395	-49,227
	Dharwad	193,090	355,633	-1,62,543
	Bagalkot	185,073	222,858	-37,785
Gulbarga Division	Bidar	141,467	169,522	-28,055
	Raichur	159,541	147,650	11,891
	Yadgir (combined with Gulbarga district, separate figures not available)	305,660	358,036	-52,376

Source: District Wise Skill Gap Study for the State of Karnataka (National Skill Development Corporation, 2013).

The above table brings out the regional variation in the human resources gap. It is observed that out of the 12 districts covered in this study, only four districts show such gap (demand surpassing supply); these four districts are Bangalore Urban, Mandya, Kodagu and Raichur, and the largest gap is observed in Bangalore Urban district. It is understandable that vibrant economic centres such as Bangalore Urban and Mandya have high demand for manpower and the demand is much more than supply in these districts. Kodagu and Raichur are the other two

districts where the demand for manpower is higher than the supply. But in the rest of the districts, supply is more than the demand for human resources.

These numbers however do not speak about the nature of skill requirements in these districts. The table below shows the sectoral skill requirements in each district. Sectors offered in skill development programmes in these districts should be in conformity with the skills that are in demand in each district, so that the candidates have greater likelihood of finding local employment. As will be seen from a later chapter (Chapter 4), there is less match of sectors offered by DDU-GKY with the sectors for which skills are needed in each district.

Table 3.2 Sectors for which skills are needed in districts

Division	District	Sector which are intrinsic to district and in which skill upgradation is required
Bangalore Division	Davengere	Agriculture and Allied Food Processing
	Chikkaballapura	Agriculture and Allied Textile and Clothing
	Bangalore Urban	Auto and auto components BFSI Building and Construction Chemicals and Pharma Education and Skill Development Electronics and IT Hardware Food Processing Furniture Healthcare IT/ITeS Organized Retail Textile and Clothing Transport and logistics Tourism and Hospitality Unorganized
Mysore Division	Dakshina Kannada	BFSI Building and Construction Education and Skill Development Food Processing Healthcare IT/ITeS Organized Retail Transport and logistics Tourism and Hospitality Unorganized

	Mandya	Agriculture and Allied Textile and Clothing Tourism and Hospitality
	Kodugu	Agriculture and Allied Food processing Tourism and Hospitality
Belgaum Division	Uttar Kannada	Agriculture and Allied Food processing Tourism and Hospitality
	Dharwad	Agriculture and Allied Auto and auto components Education and Skill Development Tourism and Hospitality
	Bagalkot	Agriculture and Allied Textile and Clothing Tourism and Hospitality Unorganized
Gulbarga Division	Bidar	Agriculture and Allied Tourism and Hospitality Unorganized
	Raichur	Agriculture and Allied Food processing
	Yadgir (combined with Gulbarga district, separate figures not available)	Agriculture and Allied Building and Construction Materials and Building Hardware Food Processing Textile and Clothing, Unorganized Mining

Source: District Wise Skill Gap Study for the State of Karnataka (National Skill Development Corporation, 2013).

3.1.3.2 Sectoral Composition of Demand for Manpower

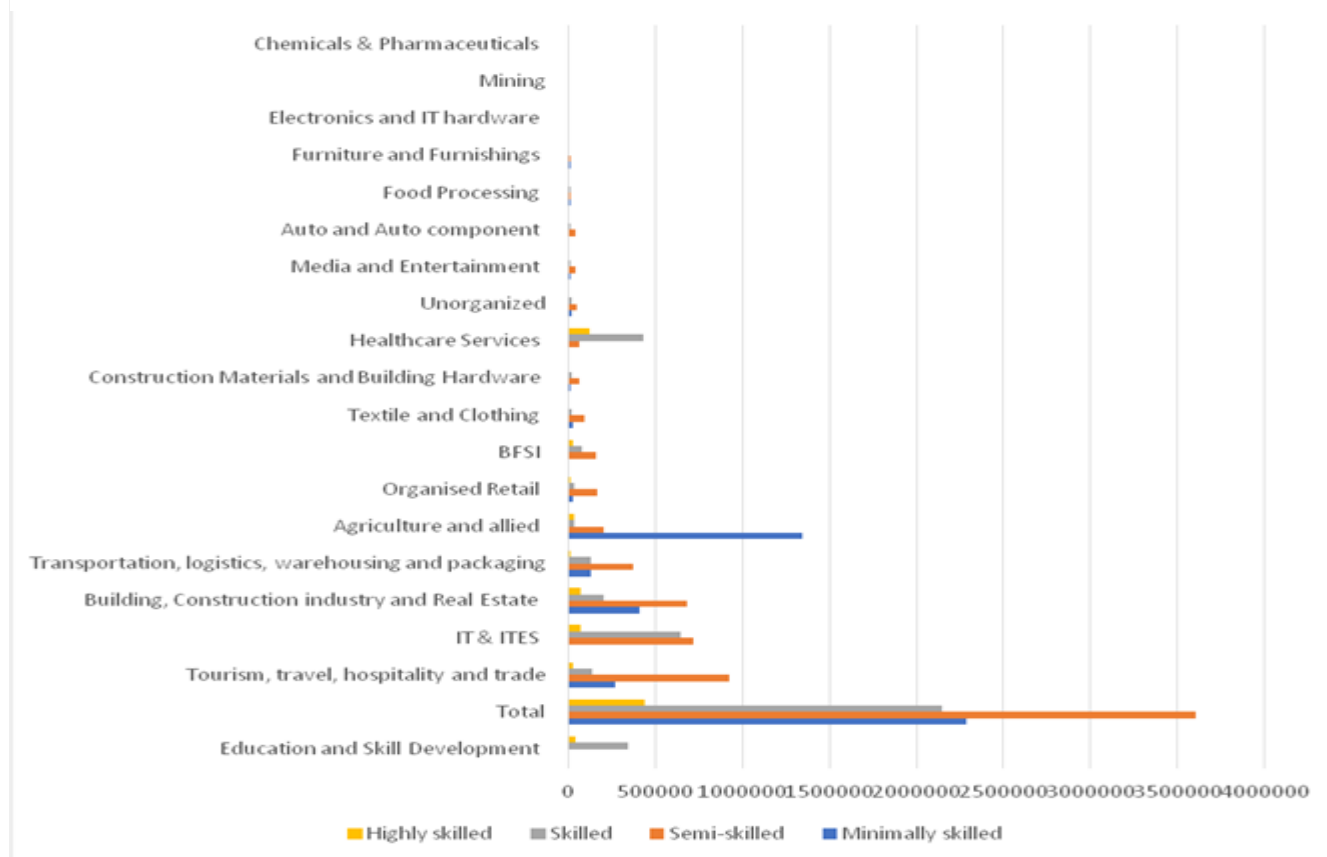
The NSDC Skill Gap Analysis for 2012-22 shows that agriculture has the highest demand for minimally skilled laborers at 13.4 lakhs while only 36,658 and 32,370 are demanded by this sector for skilled and highly skilled workers respectively (National Skill Development Corporation, 2013). The sector-wise composition of incremental demand for manpower can be seen in the table and chart below.

Table 3.3 Sectoral Composition of Incremental Demand for different levels of skills (2012-22)

Sectors	Incremental employment, 2012-22	Minimally skilled	Semi-skilled	Skilled	Highly skilled
Agriculture and allied	1,618,503	1,347,995	201,480	36,658	32,370
Auto and Auto component	58,298	5,830	37,893	11,660	2,915
BFSI	269,636	-	161,782	80,891	26,964
Building, Construction industry and Real Estate	1,364,835	409,450	682,417	204,725	68,242
Chemicals & Pharmaceuticals	9,634	1,927	2,890	2,890	1,927
Construction Materials and Building Hardware	95,760	9,576	62,244	19,152	4,788
Education and Skill Development	379,100	-	-	341,190	37,910
Electronics and IT hardware	15,535	1,554	7,768	5,437	777
Food Processing	41,417	12,425	12,425	12,425	4,142
Furniture and Furnishings	22,125	8,850	8,850	3,319	1,106
Healthcare Services	619,975	-	61,998	433,983	123,995
IT & ITES	1,430,938	-	715,469	643,922	71,547
Media and Entertainment	68,052	13,610	40,831	10,208	3,403
Organised Retail	234,536	23,454	164,175	35,180	11,727
Textile and Clothing	149,250	29,850	89,550	22,387	7,462
Transportation, Logistics, Warehousing and Packaging	639,702	127,940	371,027	127,940	12,794
Tourism, Travel, Hospitality & Trade	1,356,186	271,237	922,206	135,619	27,124
Unorganised	90,129	18,026	52,275	18,026	1,803
Mining	12,523	2,505	7,514	1,252	1,252
Total	8,476,134	2,284,228	3,602,795	2,146,865	442,246

Source: District Wise Skill Gap Study for the State of Karnataka (National Skill Development Corporation, 2013).

Figure 3.10 Sectoral Composition of Incremental Demand for different levels of skills (2012-22)



Source: District Wise Skill Gap Study for the State of Karnataka (National Skill Development Corporation, 2013).

The figure and table above shows that the greatest number of highly skilled laborers will be demanded in the Health Care Services Sector at close to 124,000. IT & ITES demand the highest number of skilled labour, reaching almost 644,000 (National Skill Development Corporation, 2013).

Tourism, Travel, Hospitality & Trade has the highest demand for semi-skilled laborers at 9,22,206 (National Skill Development Corporation, 2013). There is high demand for semi-skilled labour in IT & ITES at 715,469 as well as in Building, Construction, Industry & Real Estate at 682,417 (National Skill Development Corporation, 2013). The implication therefore is that skill development programmes such as DDU-GKY should be focused more on creating semi-skilled labour for these sectors.

3.1.3.3 Coverage of existing skill development schemes in meeting the demand for skilled manpower

As seen previously, the incremental demand for employment in Karnataka is 84.76 lakhs. The single largest share of the demand is for semi-skilled workers (roughly 36 lakhs). Skill development programmes such as DDU-GKY are aimed at generating semi-skilled manpower.⁷

It remains to be seen to what extent the implementation of the various skill development programmes in Karnataka is helping to meet the gap in demand for semi-skilled labour. The table below shows the aggregate number of beneficiaries from various schemes that have a wage employment component as per available secondary data:

Table 3.4 Number of persons trained under various Government skill development programmes

Scheme/Initiative	No of beneficiaries actually trained	Timeline/Remarks
Chief Minister's Kaushalya Karnataka Yojana	44056	launched in 2017-18, numbers trained up to November 2018
Karnataka Apprenticeship Scheme	244486	till November 2018 (launch date not known)
Rajiv Gandhi Chaitanya Yojane (RGCY)	117820	2014-15 to November 2018 under wage-employment and self-employment components
Karnataka German Multi Skill Development Programme	15802	Trained since inception of programme till 30.11.2019
PMKVY	60438	Trained since 2016, as of 6.2.2019 ⁸
DDU-GKY	29256	2014-15 to 2018-19, as per database provided by KSRLM
Total	511858	

⁷Agrawal and Pillai (2019) state that skill development in India, since the National Policy on Skill Development of 2009, was based on “The short-term modular training system where youth would be trained enough to be provided jobs in industry as semi-skilled workers” (Agrawal and Pillai, 2013) <https://www.financialexpress.com/opinion/how-india-can-be-a-skilled-nation-by-2030-and-why-it-is-important/1604541/>

⁸ State/UT-wise details of Beneficiaries through short term training under Scheme of PMKVY (2016-20) (in reply to Unstarred Rajya Sabha Question on 06.02.2019) (From : Ministry of Skill Development and Entrepreneurship) <https://data.gov.in/resources/stateut-wise-details-beneficiaries-through-short-term-training-under-scheme-pmkvy-2016-20>

Source: Economic Survey of Karnataka 2018-19 and other secondary sources.

The above table considers various skill development programmes of Govt of India/Govt of Karnataka being implemented in Karnataka and provides an estimate based on available data from Economic Survey of Karnataka and other secondary sources (for PMKVY and RGCY, figures available on the public domain have been used). It does not include the private/CSR skill development initiatives and all the Government skill development initiatives. Noting the limitations of the data provided above, it appears that there is a major gap between the outputs of the existing skill development programmes (which is close to 5.2 lakhs) vs. the incremental demand for semi-skilled manpower (cumulative figure of 36 lakhs between 2012 and 2022).

3.2 Targeting of the Scheme: Guidelines vs. Actual

The DDU-GKY Scheme guidelines reveal that the scheme is targeted at rural unemployed youth from poor households in the age group of 15-35. However the age limit is 45 years for vulnerable groups including women, Particularly Vulnerable Tribal Groups (PVTGs), Persons with Disability (PWDs), transgender groups, HIV positive persons and victims of trafficking, rehabilitated bonded labour and manual scavengers. While the scheme guidelines envisages a PIP (Participatory Identification of Poor) process for the future, till the time PIP is done, following would be the criteria to identify the rural poor, as per the guidelines: Apart from youth belonging to BPL (Below Poverty Line) households, youth from the following kinds of households are also eligible for the scheme:

- MGNREGA worker household with at least 15 days of work by any member of the household in last financial year
- Household with RSBY where youth's name is mentioned on the card.
- Households with Antyodaya Ration Card
- Households where family member is part of SHGs under National Rural Livelihoods Mission (NRLM)
- Youth eligible under auto inclusion criteria of Socio-economic Caste Census (SECC), 2011.

Targets with respect to SCs, STs, women, minorities and the disabled have also been defined by the scheme guidelines. The table below shows a comparison of the targets defined by guidelines versus their actual realization (based on data for the whole state of Karnataka from the DDU-GKY database):

Table 3.5 Targeting of DDU-GKY – Guidelines vs. Actual

Category	Target defined by scheme guidelines (%)	Actual Proportion of Beneficiaries (%) [2014-19]
Women	33.3	57.11
PWD/PH (state level, not project level)	3	1.80
Minority	15	10.67 ⁹
SC and ST	50	49.94

Source: DDU-GKY Guidelines and DDU-GKY Beneficiary Database shared by KSRLM (2014-15 to 2018-19).

The data presented in the table above shows that 57.11% of the beneficiaries listed in the DDU-GKY database (for the whole state) are women, which is much higher than the one-thirds share required by the guidelines. It was also found from the analysis of the database that 10.67% of the beneficiaries were from the ‘minorities’ category and 1.80% were PWD/PH. However, the combined share of SCST beneficiaries (49.94%) as per the DDU-GKY database is very close to the share mandated by the guidelines (50%). The shares of minorities and PWD/PH fall short of the shares mandated by guidelines. It can thus be seen that target-wise, the scheme has performed very well in Karnataka on targeting of women, has almost met the target for SCSTs, and notably fallen shorter in terms of meeting the minority and PH/PWD targets.

3.3 Socio-economic characteristics of Beneficiaries and Non-beneficiaries

Socio-economic status of beneficiaries and non-beneficiaries, in terms of age and gender composition, social category, marital status, educational status, parental occupation and education, family income and expenditure, employment status and asset position of the beneficiaries and non-beneficiaries covered in the survey is presented in this section.

As seen from the earlier analysis based on the DDU-GKY database, a majority of the beneficiaries of the programme in Karnataka are women. From the point of view of women’s participation in the programme, this section also sheds light on the socio-economic background (including educational and family background and marital status) of the women who get trained under this programme.

⁹ The minority data is available only for 2014-15 and 2016-17. This figure therefore applies to this time period.

Table 3.6 Age, Social Category, Marital Status and Educational Status of Beneficiaries and Non-Beneficiaries (Gender-Wise)

Beneficiaries			Non-Beneficiaries			
AGE						
	Male (%)	Female (%)	Total (%)	Male (%)	Female (%)	Total (%)
16-29	654 (92.90)	808 (91.30)	1462 (92.01)	310 (87.08)	448 (88.71)	758 (88.04)
30+	50 (7.10)	77 (8.70)	127 (7.99)	46 (12.92)	57 (11.29)	103 (11.96)
Tot	704 (100.00)	885 (100.00)	1589 (100.00)	356 (100.00)	505 (100.00)	861 (100.00)
SOCIAL CATEGORY						
Gen	114 (16.19)	148 (16.72)	262 (16.49)	60 (16.85)	72 (14.26)	132 (15.33)
OBC	203 (28.83)	246 (27.80)	449 (28.26)	140 (39.33)	117 (23.17)	257 (29.85)
SC	213 (30.26)	333 (37.63)	546 (34.36)	85 (23.88)	206 (40.79)	291 (33.80)
ST	114 (16.19)	102 (11.52)	216 (13.59)	46 (12.92)	67 (13.27)	113 (13.12)
Minority	60 (8.52)	54 (6.10)	114 (7.17)	25 (7.02)	42 (8.32)	67 (7.78)
No info	0 (0.00)	2 (0.23)	2 (0.13)	0 (0.00)	1 (0.20)	1 (0.12)
Total	704(100.00)	885(100.00)	1589(100.00)	356(100.00)	505(100.00)	861(100.00)
MARITAL STATUS						
Married	92 (13.07)	398 (44.97)	490 (30.84)	56 (15.73)	216 (42.77)	272 (31.59)
Divorced	0 (0.00)	1 (0.11)	1 (0.06)	1 (0.28)	1 (0.20)	2 (0.23)
Separated	1 (0.14)	0 (0.00)	1 (0.06)	1 (0.28)	1 (0.20)	2 (0.23)
Unmarried	611 (86.79)	482 (54.46)	1093 (68.78)	298 (83.71)	283 (56.04)	581 (67.48)
Widowed	0 (0.00)	4 (0.45)	4 (0.25)	0 (0.00)	4 (0.79)	4 (0.46)
Tot	704 (100.00)	885 (100.00)	1589 (100.00)	356 (100.00)	505 (100.00)	861 (100.00)
EDUCATIONAL STATUS						
No Formal Education	9 (1.28)	17 (1.92)	26 (1.64)	11 (3.09)	10 (1.98)	21 (2.44)
Class 1-10	34 (4.82)	111 (12.54)	145 (9.12)	17 (4.77)	42 (8.32)	59 (6.85)
10 th Passed	69 (9.80)	103 (11.64)	172 (10.82)	48 (13.48)	57 (11.29)	105 (12.19)
1 st PUC	24 (3.41)	26 (2.94)	50 (3.15)	12 (3.37)	12 (2.38)	24 (2.79)

2 nd PUC	174 (24.72)	252 (28.47)	426 (26.81)	119 (33.43)	160 (31.68)	279 (32.40)
Degree	303 (43.04)	329 (37.17)	632 (39.77)	131 (36.80)	204 (40.40)	335 (38.91)
Professional (MA/LLB/B.Ed /B.Tech/BE/ MBBS)	25 (3.55)	22 (2.49)	47 (2.96)	6 (1.68)	10 (1.98)	16 (1.86)
Diploma	34 (4.83)	10 (1.13)	44 (2.77)	8 (2.25)	4 (0.79)	12 (1.39)
Postgraduation	32 (4.54)	15 (1.69)	47 (2.96)	3 (0.84)	6 (1.19)	9 1.04
MPhil/PhD	NA	NA	NA	1(0.28)	0(0.00)	1(0.12)
Total	704 (100.00)	885 (100.00)	1589 (100.00)	356 (100.00)	505 (100.00)	861 (100)

Source: Field Survey; Note: Figures in parenthesis indicate percentages to total.

The table above shows that amongst beneficiaries covered in the survey, the bulk (92.01%) were in the 17-29 age group, while only about 8% were in the 30+ age group. Majority of the beneficiaries covered in the survey were female (55.70%) and 44.30% were male. Amongst the non-beneficiaries (dropouts and non-enrolees) covered in the survey, 88.04% were in the 16-29 age group and close to 12% were in the 30+ age group. 41.35% of the non-beneficiaries were male and the majority (58.65%) were females.

The table above also shows that the single largest share of beneficiaries covered in the survey (34.36%) are from the Scheduled Caste (SC) Category while 28.26% of beneficiaries are from the OBC category. 47.95% of the beneficiaries surveyed belonged to the SC and ST communities combined. Among women beneficiaries too, the single largest share (37.63%) is from the SC community, followed by OBC. It can also be inferred from the table that out of 1589 beneficiaries covered, 435 (27.38%) belonged to the highly vulnerable categories of SC women and ST women. SCs were also the single largest social category among the non-beneficiary survey respondents. The breakup of non-beneficiary (dropout and non-enrollee) survey respondents was as follows: 33.80% SC, 29.85% OBC, 15.33% General, 13.12% ST and 7.78% minority.

Marital status of candidates, especially women, may have a bearing on their ability to take up and remain in the course and also the placement job. Among the women beneficiaries surveyed, the majority (54.46%) were unmarried and 44.97% were married, while the rest were divorced, separated or widowed. Among the male beneficiaries surveyed, the dominant share (86.79%) (And a much larger share compared to the share of unmarried women) were unmarried, 13.07%

were married, and the rest were separated or divorced. Overall, 68.78% of the beneficiaries were unmarried. Overall, 67.48% non-beneficiaries were unmarried.

The table above shows that the beneficiaries of DDU-GKY belonged to a variety of educational backgrounds. It is interesting to note that while this is essentially a scheme to benefit less educated youth and those without formal education, the single largest share of youth (39.77%) have obtained a graduation degree. This is followed by beneficiaries who have completed 2nd PUC (26.81%). Only 1.64% of the beneficiaries had no formal education. On the flip side, such a finding can also imply that the scheme is benefitting the educated unemployed, which does not appear to have been the primary original intention of the scheme, as evident from the guidelines.

It can also be seen that compared to the male beneficiaries, smaller shares of women beneficiaries possess higher educational qualifications such as degree, professional qualification, diploma and post-graduation. Nevertheless, for both male and female beneficiaries, the single largest share possess degree qualification. Amongst the non-beneficiaries surveyed too, the degree holders and 2nd PUC are the single largest and second largest educational categories (38.91% and 32.40% respectively). 2.44% of the non-beneficiaries surveyed have no formal education.

The beneficiary survey covered 4.09% PWDs (Persons with Disability). 12.86% of the non-enrollees and 1.10% of the dropouts covered were in the PWD category.

Parental educational background is likely to influence the performance and utilization of the benefits from the scheme. With this premise, educational background of the parents also was collected. DDU-GKY is a programme targeted at rural youth, and it is thus also interesting to know whether the programme is benefitting a significant share of youth whose parental or traditional occupation is agriculture.

Table 3.7 Parental Education and Parental Occupation of Beneficiaries and Non-beneficiaries (Gender-wise)

	Beneficiary			Non-beneficiary		
	Male	Female	Total	Male	Female	Total
Parental Education						
No Formal Education	383 (54.40)	453 (51.19)	836 (52.61)	204 (57.30)	264 (52.28)	468 (54.35)
Class 1-10	233 (33.10)	303 (34.24)	536 (33.73)	97 (27.25)	163 (32.28)	260 (30.20)
10th Passed	50 (7.10)	51 (5.76)	101 (6.36)	20 (5.62)	22 (4.36)	42 (4.88)
1st PUC	1 (0.14)	3 (0.34)	4 (0.25)	2 (0.56)	1 (0.20)	3 (0.35)
2nd PUC	15 (2.13)	35 (3.95)	50 (3.15)	10 (2.81)	11 (2.18)	21 (2.44)
Degree	13 (1.84)	16 (1.81)	29 (1.82)	10 (2.81)	10 (1.98)	20 (2.32)
Professional	0 (0.00)	1 (0.11)	1 (0.06)	0 (0.00)	0 (0.00)	0 (0.00)
Diploma	1 (0.14)	2 (0.23)	3 (0.19)	0 (0.00)	0 (0.00)	0 (0.00)
Post-graduation	1 (0.14)	0 (0.00)	1 (0.06)	1 (0.28)	2 (0.40)	3 (0.35)
MPhil/PhD	0 (0.00)	1 (0.11)	1 (0.06)	0 (0.00)	0 (0.00)	0 (0.00)
Don't know	7 (0.99)	20 (2.26)	27 (1.70)	12 (3.37)	32 (6.34)	44 (5.11)
Total	704 (100.00)	885 (100.00)	1589 (100.00)	356 (100.00)	505 (100.00)	861 (100.00)
Parental (Father's) Occupation Of Beneficiaries And Dropouts						
Allied agricultural activities (dairy, fishing, horticulture)	0 (0.00)	9 (1.02)	9 (0.57)	1 (1.85)	2 (1.56)	3 (1.65)
Farming (with land ownership)	465 (66.05)	509 (57.51)	974 (61.30)	40 (74.07)	89 (69.53)	129 (70.88)

Landless agricultural labourer	7 (0.99)	16 (1.81)	23 (1.45)	0 (0.00)	0 (0.00)	0 (0.00)
Never worked	41 (5.82)	31 (3.50)	72 (4.53)	5 (9.26)	5 (3.91)	10 (5.49)
Other wage labourer (not regular monthly/daily wage workers)	101 (14.35)	186 (21.02)	287 (18.06)	6 (11.11)	23 (17.97)	29 (15.93)
Own business/self employed	38 (5.40)	40 (4.52)	78 (4.91)	0 (0.00)	3 (2.34)	3 (1.65)
salaried (govt. employee)	5 (0.71)	9 (1.02)	14 (0.88)	1 (1.85)	3 (2.34)	4 (2.20)
salaried (non govt. employee)	47 (6.68)	85 (9.60)	132 (8.31)	1 (1.85)	3 (2.34)	4 (2.20)
Grand Total	704 (100.00)	885 (100.00)	1589 (100.00)	54 (100.00)	128 (100.00)	182 (100.00)

Source: Field Survey; Note: Figures in parenthesis indicate percentages to total.

The above table shows that as far as parental education is concerned, the majority of beneficiaries' fathers had no formal education (52.61%), followed by 33.73% whose fathers had studied between Class I and X. Focusing specially on female beneficiaries, we see the same pattern of a majority of female beneficiaries having fathers with no formal education. Following the pattern of beneficiaries, the dominant share of non-beneficiaries' fathers were also without formal education.

The data shows that the occupation of father of majority of the beneficiaries is farming with land ownership (61.3%). Similarly, it is true in the case of both male and female beneficiaries. Another important occupation of father of male and female beneficiaries is non-agricultural wage labour. The traditional/parental occupation of trainees may have a bearing on their ability to remain in the course, since it is possible that agricultural families may call back their wards to attend to harvesting or other agricultural work. On the same lines as beneficiaries, a dominant share of dropouts (70.88%) have farming with land ownership as father's occupation. However, compared to the 61.3% of beneficiaries (who completed training) whose fathers' occupation was farming with land ownership, larger share of dropouts have farming with land ownership as father's occupation. Similar to the pattern seen among beneficiaries, a larger share of male dropouts had farming with land ownership as father's occupation, compared to the share of female dropouts.

Given that DDU-GKY is a programme targeted at rural youth, it is interesting to know whether the programme is benefitting a significant share of youth whose families own agricultural land. Going beyond such information, one also needs to know the status and size of the agricultural holdings. Given the phenomenon of disguised unemployed in agricultural sector, skill development programmes like DDU-GKY can potentially help beneficiary families make the transition from agriculture-based livelihood to non-farm-based livelihood.

Table 3.8 Agricultural land ownership, size of holding and irrigation facility of beneficiaries

Category	Share of beneficiaries
Agricultural Land Ownership	
Own land that is entirely cultivable	993 (62.49)
Own Land but some land is waste land	19 (1.20)
Do not own agricultural land	577 (36.31)
Total	1589 (100.00)
Size of Agricultural Land (for those who own agricultural land)	
< = 2.5 acres	725 (73.01)
2.5 – 5 Acres	201 (20.24)
5 – 10 Acres	55 (5.54)
>10 acres	12 (1.21)
Total	993 (100.00)
Whether agricultural land is irrigated or not	
All land is Irrigated	176 (17.72)
Not all agricultural land is irrigated	163 (16.41)
All lands are Rain fed + Some land is fallow	654 (65.86)
Total	993 (100.00)

Source: Field Survey; **Note:** Figures in parenthesis indicate percentages to total.

Amongst beneficiaries, a majority (62.49%) own agricultural land that is not waste land. Among agricultural land owners among beneficiaries, as much as 73% have marginal plots of agricultural land. For a majority of agricultural land owners among beneficiaries (65.86%), all the lands are rain fed and some of it is fallow. A positive finding that thus emerges is that a large share of marginal farming families without irrigated land have benefitted from the DDU-GKY.

Table 3.9 Average Number of non-earning dependents

	Average number of non-earning dependents
Beneficiary	2.65
Non beneficiary	2.50

Source: Field Survey

Table 3.10 Housing Type of Beneficiaries

House type	Total
Pukka	700 (44.05)
Kutchha	608 (38.26)
Semi-pukka	281 (17.68)
Grand Total	1589 (100.00)

Source: Field Survey; Note: Figures in parenthesis indicate percentages to total.

Among the beneficiaries the figure for average number of non-earning dependents was 2.65 and among non-beneficiaries was 2.50. Therefore, it can be inferred that the average number of non-earning dependents was 2 to 3 for both beneficiaries and non-beneficiaries. It was observed that 44.05% beneficiaries live in pukka houses, followed by 38.26% in Kutchha housing and 17.68% in Semi-Pukka housing.

Monthly family income and monthly family expenditure are indicators of the economic condition of beneficiary and non-beneficiary families. Furthermore, with respect to beneficiaries, current monthly family income also serves as an indicator of the effect of the scheme on the economic condition of the family.

Table 3.11 Average current monthly family expenditure and income of beneficiaries and non-beneficiaries

	Beneficiaries (in INR)	Non- beneficiaries (in INR)
Average monthly family expenditure	7329.92	7985.75
Average Current monthly family income	10332.66	12220.66

Source: Field Survey

The table above shows that the beneficiaries covered in the survey had an average current monthly family income of Rs 10,332.66/- while the non-beneficiaries covered had an 18.27% higher average current family monthly income of Rs 12,220.66/-. This finding raises questions as to whether the programme had had an effect on the family income of the youth who completed the training.

3.4 Aspirations and Willingness to Participate in the Programme

A study of the aspiration patterns can reveal what candidates desire to achieve in life. Knowing such aspirations can also help one track whether the skill development programmes are in line with or meeting their dreams, and can help one to get a better idea of candidate motivations or what they hope to gain from attending such programmes. The reasons for enrolling in the programme also reveal insights on the expectations of candidates with respect to the programme.

It is also important to know whether candidates feel willing or convinced on their own to attend such programmes, or whether they are joining such programmes under pressure or mere persuasion from others. It is also interesting to know, whether in retrospect, both candidates who have completed the programme and those who dropped out feel that they had made the right choice of enrolling in the programme.

3.4.1 Aspiration Patterns of Beneficiaries and Non-Beneficiaries

The aspirations of beneficiaries and non-beneficiaries can be grouped into career related aspirations and non-career related aspirations. The following come under career related aspirations: 1) job stability and satisfactory income 2) start own business and do home-based job 3) pursue Higher Education (polytechnic, college, university) 4) to have enjoyable work to do on regular basis and to take up dream job and 5) doing well in career (gain recognition and appreciation for work, obtain many promotions and move ahead in career, and become a leader in career field). The following come under non-career related aspirations: 1) migration: migrate to city or migrate to/work in foreign country 2) giving back: to help the needy, to help family and/or to improve locality/village 3) travel: travel a lot around India, travel around the world and 5) asset ownership: own a motorcycle/scooter, car or house.

The various aspirations of the beneficiaries and non-beneficiaries are presented below.

Table 3.12 Aspiration Patterns of beneficiaries and Non-beneficiaries (gender-wise)

	Beneficiaries			Non-beneficiaries		
	Male (%)	Female (%)	Total (%)	Male (%)	Female (%)	Total (%)
Asset Ownership	67 (6.13)	76 (6.02)	143 (6.07)	32 (7.90)	54 (11.84)	86 (9.99)
Doing well in the career	122 (11.16)	183 (14.50)	305 (12.95)	43 (10.62)	74 (16.23)	117 (13.59)
Pursue Higher Education	107 (9.79)	93 (7.37)	200 (8.49)	32 (7.90)	35 (7.68)	67 (7.78)
Migration	26 (2.38)	31 (2.46)	57 (2.42)	30 (7.14)	11 (2.41)	41 (4.76)
Dream job and to have enjoyable work	112 (10.25)	98 (7.77)	210 (8.92)	18 (4.44)	27 (5.92)	45 (5.23)
Job stability and satisfactory Income	221 (20.22)	369 (29.24)	590 (25.05)	47 (11.60)	49 (10.75)	96 (11.15)
Start own business and to do home based job	320 (29.27)	280 (22.19)	600 (25.48)	170 (41.98)	159 (34.87)	329 (38.21)
Giving back	100 (9.15)	120 (9.51)	220 (9.34)	28 (6.91)	41 (8.99)	69 (8.01)
Travel	18 (1.65)	12 (0.96)	30 (1.27)	5 (1.23)	6 (1.32)	11 (1.28)
Total	1090 (100.00)	1262 (100.00)	2355 (100.00)	405 (100.00)	456 (100.00)	861 (100.00)

Source: Field Survey; Note: Figures in parenthesis indicate percentages to total.

The tables above show that the most common aspiration of beneficiaries is to start own business and doing home based job (25.48%) followed by job stability and satisfactory income (25.05%). It is surprising that overall, more than one-fourth beneficiaries who have undergone a skill development programme like DDU-GKY - that does not have self-employment or entrepreneurship component – aspire for self-employment or home-based work. Doing well in career is the third most common aspiration category; this should be noted keeping in mind DDU-GKY's stated aim of providing career enhancing skills to beneficiaries.

It is interesting that stable job and satisfactory income is a more frequent aspiration category among women beneficiaries than among male beneficiaries. It is also interesting and slightly counter-intuitive that starting own business and doing home-based job is a more common aspiration category among male beneficiaries than among women beneficiaries.

Among non-beneficiaries, the single most common aspiration category is to start own business and do home based work, followed by doing well in career.

Table 3.13 Aspirations of Beneficiaries Compared to Their Education

Respondent Educational qualification	Career Related Aspirations	Non-Career related aspirations	Total
No Formal Education	18 (69.23)	8 (30.77)	26 (100.00)
Class 1-10	125 (86.21)	20 (13.79)	145 (100.00)
10 th Passed	159 (92.44)	13 (7.56)	172 (100.00)
1 st PUC	48 (96.00)	2 (4.00)	50 (100.00)
2 nd PUC	397 (93.19)	29 (6.81)	426 (100.00)
Degree	562 (88.92)	70 (11.08)	632 (100.00)
Professional	46 (97.87)	1 (2.13)	47 (100.00)
Diploma	40 (90.91)	4 (9.09)	44 (100.00)
Post-Graduation	43 (91.49)	4 (8.51)	47 (100.00)
Total	1438 (90.50)	151 (9.50)	1589 (100.00)

Source: Field Survey; Note: Figures in parenthesis indicate percentages to total.

The data presented in the table above shows that the proportion of career related aspirations is lowest among those beneficiaries who lack formal education (69.23%), followed by the next lowest education category (Class I-X). Thereafter, the association between aspiration type and education is not consistent. The professionally qualified group has the highest proportion of those with career-related aspiration, followed closely by the 1st PUC qualified category.

3.4.2 Motivation for Participation and Satisfaction with Enrolment Choice

A way of knowing the willingness of candidates to enroll in the programme is finding out whether they enrolled out of their free will or based on pressure or suggestion from others. Also, in hindsight, do candidates feel that they had made the right choice of enrolment? Insights can be found in the tables below.

Table 3.14 Motivation for enrolling into training among beneficiaries and dropouts (gender wise)

Motivation for enrolling	Beneficiaries			Dropouts		
	Male (%)	Female (%)	Total (%)	Male (%)	Female (%)	Total (%)
Own will	513 (72.87)	699 (78.98)	1212 (76.27)	36 (66.67)	104 (81.25)	140 (76.92)
Suggested by others	114 (16.19)	136 (15.37)	250 (15.73)	13 (24.07)	20 (15.63)	33 (18.13)

Pressurized by others	76 (10.80)	48 (5.42)	124 (7.80)	5 (9.26)	4 (3.13)	9 (4.95)
No information/no response	1 (0.14)	2 (0.23)	3 (0.19)	NA	NA	NA
Total	704 (100.00)	885 (100.00)	1589 (100.00)	54 (100.00)	128 (100.00)	182 (100.00)

Source: Field Survey; Note: Figures in parenthesis indicate percentages to total.

The above tables show that beneficiaries (76.27%) and drop outs (76.92%) mostly enrolled for training under the scheme out of their free will. It is interesting to see that higher shares of women beneficiaries and dropouts enrolled out of their free will, compared to their male counterparts.

Table 3.15 Satisfaction with the enrolment choice among beneficiaries and dropouts (Gender-wise)

	Beneficiaries			Dropouts		
	Male	Female	Total	Male	Female	Total
Feel that decision to enrolment was right	647 (91.90)	828 (93.56)	1475 (92.83)	44 (81.48)	105 (82.03)	149 (81.87)
Feel that decision to enrolment was not right	27 (3.84)	36 (4.07)	63 (3.96)	5 (9.26)	19 (14.84)	24 (13.19)
Can't say if decision to enroll was right	29 (4.12)	19 (2.15)	48 (3.02)	5 (9.26)	4 (3.13)	9 (4.95)
No information	1 (0.14)	2 (0.23)	3 (0.19)	NA	NA	NA
Total	704 (100.00)	885 (100.00)	1589 (100.00)	54 (100.00)	128 (100.00)	182 (100.00)

Source: Field Survey; Note: Figures in parenthesis indicate percentages to total.

A very high share of beneficiaries (92.83%) expressed belief that they made the right choice of enrolment. Surprisingly, a very high proportion of drop outs too – at 81.87% - (though lower than beneficiaries) expressed belief that they had made the right choice of enrolment of for the scheme.

It is also interesting to see the relationship between aspiration and willingness to participate in the programme. Are enrollees of the programme who possess career related aspirations more disposed towards enrolling on their own choice than towards enrolling on the

pressure/suggestion of others? Contingency table can be viewed below, followed by results of Chi-squared test:

Table 3.16 Contingency table of Career related aspiration and independence of enrolment choice among enrolees

Respondents Aspiration	Respondents own choice	Not by respondents' choice	Total
Career related Aspiration	964	242	1206
Non-career related Aspiration	388	177	565
Total	1352	419	1771

Source: Field Survey

A Chi-square test for type of aspiration (career-related or non-career related) and independence of enrolment choice among enrollees reveals that there is an association between respondent's aspiration and willingness to participate.

Output: Pearson chi2 (1) = 27.0138 Pr = 0.000

Thus, we can say that those who possess career related aspiration have more tendency to enroll on their own choice.

3.4.3 Reasons for Enrolment in the Scheme

Candidates (beneficiaries and dropouts) enrolled in the scheme for a number of reasons which can be seen from the table below:

Table 3.17 Reasons for enrolment into training

Reason for enrolment	Share of (%)
To get Placed	770 (37.32)
To learn trade skills	374 (18.13)
Learn soft skills	593 (28.74)
Move out of agricultural	8 (0.39)
Wanted regular salary	37 (1.79)
Want job with high salary	204 (9.89)
Wanted career enhancing job	43 (2.08)
No other skill development programme	34 (1.65)
Total	2063 ¹⁰ (100.00)

Source: Field Survey; Note: Figures in Parenthesis indicate percentage to total.

¹⁰The total does not come to the total of beneficiaries and dropouts (1771) because the question is a checklist with more than one response possible.

The table above shows that the single largest proportion of beneficiaries (37.32%) enrolled to get placed in jobs. This aligns with the second most common aspiration of beneficiaries, which is to have stable job and satisfactory income.

The second most frequent reason for enrolling was to learn soft skills and the third most frequent reason for enrolling was to learn trade skills.

The following reasons for enrolment emerged from the beneficiary and dropout FGDs: desire to get job and earn livelihood was again most frequently mentioned; the other mentioned reasons were to learn free skills nearby, enhance skills and knowledge, to sustain at local level, to take care of family and improve its economic condition and to learn the fundamentals of computers.

3.4.4 Reasons for Non-enrolment of Youth

As observed in Chapter 1, the progress of the programme is very slow and there are year to year fluctuations. Therefore, the present study tried to understand the reasons for the non-enrolment of the youth and the responses of the non-enrolled are presented in the table below.

Table 3.18 Reasons for non-enrolment into training among non-enrollees

Reason of not enrolling	% of non-enrollees
Unmatched aptitude	38.57
Not sufficiently qualified	20.00
Not interested in the course	20.00
Inconvenient procedure	20.00
Course can't help me get what I want to achieve	0.00
Personal reasons	1.43
Other reasons	0.00
total	100.00

Source: Field Survey

As far as non-enrolment is concerned, the single largest reason for non-enrolment was unmatched aptitude. Aptitude tests are required to be administered (and are administered) by PIAs, and there is filtering of candidates based on aptitude at selection stage (though the nature and extent of filtering varies from one PIA to another). The second most frequent reason for non-enrolment was not being sufficiently qualified. This study finds that PIAs do often (but not always) apply the required qualifications stated in the Sector Skill Council/NCVT Course Qualification Packs (QPs) when selecting candidates. The lack of interest in the course offered and inconvenient procedure are amongst the second most frequent reasons for not enrolling.

The FGDs with non-beneficiaries which included non-enrolees provide greater insights on reasons for non-enrolment. One woman from Chikkaballapur said, “Due to works at home whole day training would be too much.” This reflects and sums up a much-repeated view in the women non-beneficiary FGDs. Studies being affected, need to take care of small children and aged persons at home and need to attend to work in agricultural fields, and inability leave the existing job were other reasons for non-enrolment expressed in the women’s FGDs. The awareness of the scheme among women non-enrolees, as seen in women non-beneficiary FGDs, was partial.

A number of reasons for non-enrolment were also expressed by the male non-enrolees: need to attend to regular work in the field and horticultural work, family responsibilities, training not being offered locally, non-awareness and a perception that DDU-GKY trainees were not getting ‘proper’ jobs emerged as reasons for men not enrolling.

CHAPTER – 4

RESULTS AND DISCUSSION – PART II

This chapter focuses on evaluating the quality and efficiency of PIAs with respect to multiple components of the training cycle, in terms of:

- Mobilization by PIAs and challenges faced therein
- Candidate selection procedures and criteria
- Challenges faced in enrolment
- Access and convenience of training centre and course
- Training carried out by PIAs and challenges faced in training

4.1 The quality and efficiency of PIAs in mobilization of candidates

The skill development process comprises a number of steps: mobilization of candidates, counselling and selection, training, assessment, certification, placement and post placement tracking and support. Mobilization is the crucial first step in which outreach of the programme is done, and potential candidates are made aware of the programme and its benefits. Since DDU-GKY is targeted at rural youth, effective mobilization is especially crucial for the outreach and consequent uptake of the programme, and thus is an important factor shaping the progress of the scheme.

This section examines the process followed by PIAs in terms of mobilization, comparison between guidelines and actual mobilization practices, challenges faced in mobilization, the mobilization/outreach performance of the scheme and the awareness of beneficiaries and non-beneficiaries about the schemes and its benefits.

4.1.1 Process of Mobilization

As mandated by the guidelines, PIAs are the actors who carry out mobilization for the scheme. Mobilization teams of PIAs select locations for mobilization visit these areas, and use a number of publicity measures to spread awareness and persuade candidates to join.

The publicity measures used are as follows:

- Drum announcements,
- Pamphlet distribution,
- Door to door visits (early morning or late evening),
- Auto announcements and other announcements in public places.
- Media outreach (local newspaper announcement) and innovative outreach methods such as medical camps.
- References by past trainees
- Information is given about the scheme including the trade, course duration, eligibility, facilities of centre, placement and successes and pictures are also shared.
- PIAs also share the unique benefits offered by them (for example one PIA offers accommodation support for six months to one year when the candidate is placed) to assure candidates and convince them to join.
- PIAs also take efforts to use audio-visual media to tell a story that would appeal to candidates and convince them to join; for e.g. one video shows the enacted story of an idle village boy being rebuked by father, and the boy then goes for DDU-GKY training and his life changes.
- Innovative methods of mobilization - Referral incentive to existing trainees was an innovative method of mobilization used. Including a current trainee belonging to the concerned taluka who can be more effective in convincing local persons also helps.

DDU-GKY Guidelines and Standard Operating Procedure (SoP) stipulate certain process elements regarding mobilization of candidates. The table below provides a comparison of the guidelines and SoP of the scheme with the actual implementation practices in the area of mobilization:

Table 4.1 Comparison between Guidelines and Actual Practice in Mobilization

Guidelines on Mobilization	Actual Practice in Mobilization
<p>PIAs are responsible for carrying out mobilization</p> <p>PIAs should take the support of Gram Panchayats (GPs) and Aajeevika Institutions (SHGs).</p> <p>The GPs and SHGs are given the responsibility of ensuring that exclusion errors are minimized in the mobilization process.</p>	<p>PIAs are the ones taking responsibility for and carrying out mobilization.</p> <p>PIAs are taking the help of GP president, SHG, ASHA worker, Anganwadi worker and other village level functionaries to spread the word about the scheme and connect to villagers.</p> <p>Use of Gram Sabha as a means of mobilization is also seen in some taluks.</p>
<p>The District Administration and SRLM are required to facilitate mobilization by the PIA.</p>	<p>PIAs approach officials at District Level such as the PD (Project Director of DRDA), following which connection happens to officials at the Taluka and GP level (NRLM coordinator or GP President)</p> <p>If candidates are not forthcoming and hurdles are faced, the support from Zilla Panchayat office is obtained and/or the hurdles are brought to the notice of KSRLM.</p> <p>Sometimes, KSRLM suggests to take up a new district or changing the job role/trade (for e.g. one PIA faced mobilization difficulties in Chikamagalur, and KSRLM allowed the PIA to change the district from Chikamagalur to Hassan).</p> <p>One PIA that trains only disabled candidates revealed that VRWs (Village Rehabilitation Workers) and MRWs (Multiple Rehabilitation Workers) under the Department for the Empowerment of Differently Abled and Senior Citizens visit the homes of the eligible disabled candidates and convince them to join the programme. This is an example of the government machinery at the grassroots can work in tandem with the PIA for mobilization.</p>

<p>PIAs are required to carry out on-field registration of mobilized candidates.</p>	<p>On field registration of candidates is done by all the six PIAs covered in the PIA checklist exercise of this study.</p> <p>On-field registration is found to be conducive for better tracking of mobilized candidates</p> <p>One PIA introduced a good practice of having a dedicated tele-calling team and maintain a database of all candidates registered on-field during mobilization.</p> <p>The number of times follow up calls have been made with the status/response on each follow up call are monitored.</p>
<p>DDU-GKY mobilization should follow a village saturation approach</p>	<p>GP saturation is found to be rare. Out of all the GP Presidents/PDOs interviewed, only one (belonging to Kodagu district) said that saturation was achieved in his GP</p>
<p>The Socio-Economic Caste Census (SECC) list is supposed to be the basis of GP level mobilization and operationalization of village saturation.</p>	<p>Three PIAs out of the six covered through PIA checklist explained that they were using the SECC list, and one PIA used it to reach out to specific caste groups. According to one PIA which is not using the list, because it does not have phone numbers.</p> <p>The PIA that trains only disabled candidates revealed that they take the support of the Zilla Panchayat and the District Disability Officer, who provides the list of disabled individuals in the district, which is used as a basis for mobilization.</p>

Source: DDU-GKY Guidelines and PIA and GP functionary interviews.

4.1.2 Challenges faced in mobilization

Mobilization is ‘difficult and the toughest job in skilling’; this view expressed by one PIA representative sums up the complex and challenging nature of this component of the skill development process. The unwillingness of candidates and the low conversion rate of mobilization to enrolment are notable obstacles to mobilization. These problems contribute to the slow progress of the scheme. One PIA representative shared that the conversion rate in mobilization is only about 3%; i.e. to get 30 candidates, 1000 persons have to be in the touch base/ approached. The interviews with PIA representatives, KSRLM officials at district, taluka levels and GP representatives revealed the following challenges in mobilization:

Limited effectiveness of job melas for mobilizing: While job melas are organized by the Government/KSRLM, few attending candidates opt for skill development training through job melas since they prefer to directly approach employers for jobs.

Difficult to mobilize for residential model: Mobilization is often challenging for the residential model i.e. when candidates have to move away from home to the hostel to take the training. Lot of convincing of parents and candidates is required for such situations. Support of the local contact person such as Anganwadi representative is the key for mobilization, since trust factor is involved for residential training model.

Candidates hesitate to join training since they don't prefer to be eventually placed away from home: Some trainees are very attached to their homes and even if they earn less, they want to be at closer to home. Candidates are apprehensive about the cost of living in urban centres where placements are given and also about adjusting to the food and living arrangements in urban centres.

Trade-off between mobilization and placement: It was the view of one PIA that while mobilization is easier for non-residential models where candidates can obtain training within their own district, it is more difficult to find placement near candidate's home for such models. There is, therefore, a trade-off between mobilization and placement in skill development.

Difficult to convince candidates, multiple follow-ups needed: Candidates do not decide to join course on the basis of a single counselling. Multiple follow ups are needed (either in the form of calling or visiting candidates' homes) to convince candidates. Majority of candidates are indecisive about joining the course.

Challenges faced in using 'Kaushalkar' databases for mobilization: The KSRLM State Team officials interviewed mentioned that the "KaushalKar" database of youths maintained by department of skill development, entrepreneurship and livelihood of Govt of Karnataka is supposed to be used in the state as the basis of mobilization; candidates outside the list should be tapped only when candidates cannot be obtained from the KaushalKar list. However, one PIA found the conversion rate from KaushalKar list is very low.

Not all PIAs feel that they receive enough support from KSRLM and the other administrative actors in mobilization: One PIA expressed thankfulness for the support received from the KSRLM staff in mobilization; this PIA felt that mobilization had improved over time because of the contacts with officials including panchayat functionaries that have been developed. Another PIA however opined that greater support from KSRLM's district, taluka and GP level functionaries and greater role of GP in mobilization would make mobilization more effective. Yet another PIA revealed that support from the GPs is '50-50' i.e. some GPs support and others don't, and that there is low awareness among GPs about DDU-GKY.

Challenges faced in the targeting: PIAs find it difficult to meet the targets for categories such as STs, minorities and disabled. The problem of mobilizing minorities is being faced especially in areas lacking significant minority population. Minority populations are usually concentrated in pockets. It is also difficult to convince the minority women to join the training since their parents are hesitant about daughters being placed in jobs away from home. ST numbers are difficult to get in all districts, since all districts do not have significant ST population and also because candidates without requisite qualifications cannot be selected. For PIAs that train disabled candidates, mobilization is challenging with respect to disabled candidates because of the restricted numbers of disabled individuals. Furthermore, the disabled girls are relatively more hesitant to be placed outside their place of residence.

Other mobilization challenges (identified by local officials): Local officials such as DPMs, TPMs and GP functionaries have corroborated some of the mobilization challenges faced by PIAs, such as unwillingness of candidates to be away from home and difficulty in convincing parents. However, they have identified some additional obstacles, which include lacunae in the mobilization efforts of PIAs. These are as follows: i) the difficulty of mobilizing candidates in irrigated areas, ii) preference for direct employment instead of training, iii) mobilization activity giving more information about training but less about placement, iv) youth already being away for higher studies or jobs, v) issues created by distance of training centres, vi) gaps in follow ups by mobilizers, vii) lower than expected salary of placement job, and viii) shortcomings in availability of choice of courses keeping with youth preferences.

4.1.3 Extent and Reach of Community Mobilization Activities

The extent and reach of community mobilization activities was assessed based on the responses of the beneficiaries and non-beneficiaries (drop-outs) and the responses are presented in the tables below.

Table 4.2 Reach of mobilization activities among sample beneficiaries and dropouts across divisions

Particulars	Beneficiaries					Dropouts				
	Bangalore Division (%)	Belgaum Division (%)	Gulbarga Division (%)	Mysore Division (%)	Total (%)	Bangalore Division (%)	Belgaum Division (%)	Gulbarga Division (%)	Mysore Division (%)	Total (%)
Awareness Creation Activities in Village										
Awareness creation activities happened in village	315 (51.30)	99 (29.29)	109 (32.73)	207 (68.09)	730 (45.94)	63 (81.82)	8 (32.00)	5 (23.81)	11 (18.64)	87 (47.80)
Awareness creation activities did not happen in village	299 (48.70)	239 (70.71)	224 (67.27)	97 (31.91)	859 (54.06)	14 (18.18)	17 (68.00)	16 (76.19)	48 (81.36)	95 (52.20)
Total	614 (100.00)	338 (100.00)	333 (100.00)	304 (100.00)	1589 (100.00)	77 (100.00)	25 (100.00)	21 (100.00)	59 (100.00)	182 (100.00)
Household visit to mobilize to bring awareness										
HH visit happened	233 (37.95)	100 (29.59)	155 (46.55)	201 (66.12)	689 (43.36)	52 (67.53)	11 (44.00)	8 (38.10)	20 (33.90)	91 (50.00)
HH visit did not happen	381 (62.05)	238 (70.41)	178 (53.45)	103 (33.88)	900 (56.64)	25 (32.47)	14 (56.00)	13 (61.90)	39 (66.10)	91 (50.00)
Total	614 (100.00)	338 (100.00)	333 (100.00)	304 (100.00)	1589 (100.00)	77 (100.00)	25 (100.00)	21 (100.00)	59 (100.00)	182 (100.00)

Source: Field Survey, Note: Figures in parenthesis are percentages to the total.

The findings from the survey of beneficiaries shed light on the extent and reach of the mobilization activities. The table above indicates that majority of beneficiaries (54.06%) had not encountered any awareness creation activities in village (like road show, announcements, nukkad natak, pamphlet distribution, putting up of posters). Mysore division had the highest proportion of beneficiaries touched by such awareness creation activities in the village (68.09%) while Belgaum division had the lowest proportion of beneficiaries touched by such activities (only 29.29%).

Similarly, a majority of the beneficiaries (56.64%) had not had their household visited by mobilizers. Again, Mysore Division had the highest (66.12%) and Belgaum Division had the lowest proportion (29.59%) of beneficiaries whose household had been visited by mobilizers.

The data also shows that among the dropouts also majority (52.20%) had not encountered awareness creation activities in the village. But 50% of them said that their household was visited by mobilizers. Bangalore Division (81.82%) had the highest and Mysore division the lowest (18.64%) proportions of dropouts touched by awareness creation activities in the village. Bangalore division had the highest (67.53%) and Mysore Division had the lowest (33.90%) proportion of dropouts who said that their households are visited by the mobilizers.

The beneficiaries and non-beneficiaries covered in the FGDs expressed that they had heard of the scheme through the following ways: information from relatives, friends, Zilla Panchayat and Taluka Panchayat Members, newspaper, from GP officials and Anganwadi worker, house visit by mobilizers, from past trainees, hand bills, wall posters and pamphlets.

4.1.4 Awareness levels of the candidates about the scheme and its benefits

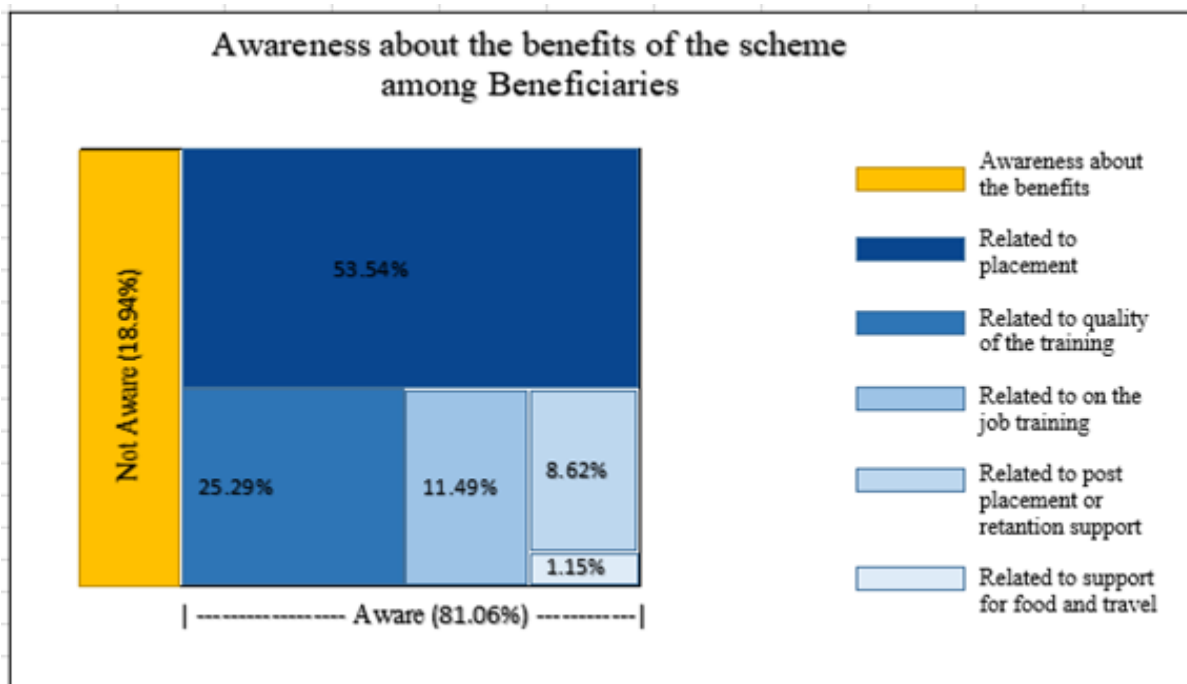
The effectiveness of mobilization process shapes the awareness that the candidates have about the scheme and its benefits. It was found that 100% of the beneficiaries covered in the survey had heard of the scheme DDU-GKY. In contrast, only 29.27% of non-beneficiaries had ever heard of the scheme. Among divisions, the lowest awareness among non-beneficiaries was in Gulbarga Division (11.31%) and the highest awareness was in Bangalore Division (54.49%).

Table 4.3 Awareness level of scheme among non-beneficiaries

Division	Aware (%)	Not aware (%)	Total (%)
Bangalore Division	91 (54.49)	76 (45.51)	167 (100.00)
Belgaum Division	42 (26.25)	118 (73.75)	160 (100.00)
Gulbarga Division	32 (11.31)	251 (88.69)	283 (100.00)
Mysore Division	87 (34.66)	164 (65.34)	251 (100.00)
Grand Total	252 (29.27)	609 (70.73)	861 (100.00)

Source: Field Survey, Note: Figures in parenthesis are percentages to the total.

Respondents were also asked about their awareness of scheme benefits at the time of enrolment. The awareness levels of the candidates about the benefits from the scheme is presented in the diagram below.

Figure 4.1 Awareness about the benefits of the scheme among beneficiaries

Source: Field Survey

Overall, a dominant share (81.06%) of beneficiaries stated that they were aware of the benefits of the scheme at the time of joining; Bangalore division had the highest proportion of such awareness (92.83%) and Gulbarga division the lowest (63.36%).

The survey respondents were also asked which of the benefits of the scheme they were aware of at the time of joining. Amongst the beneficiaries, the highest awareness was of benefits

related to placement (53.54%) followed by benefits related to the quality of training (25.29%). This was closely followed by awareness of benefits related to On the Job Training (11.49%). The awareness of benefits related to post placement and retention support and support for food and travel were only 8.62% and 1.15% respectively. It thus can be seen that the awareness about the special benefits of DDU-GKY is low.

Compared to beneficiaries, a lesser proportion (69.78%) of dropouts were aware of benefits of the scheme at the time of enrolment.

4.2 Selection and Counselling by PIAs

The next step after mobilization (which engenders scheme awareness) is selection of trainees accompanied by counselling of trainees. This section examines the selection and counselling related provisions as per scheme guidelines and in actual practice, along with the actual extent of counselling of trainees.

4.2.1 Selection procedure and criteria as per Guidelines and as per actual practice

This section elaborates the selection related processes specified in the DDU-GKY Guidelines and also those followed in actual practice. Details of the comparison can be seen in the table below:

Table 4.4 Selection and Counselling Related Mechanisms: Guidelines vs. Actual Practice

Selection and Counselling Related Provisions in Guidelines and SoP	Actual Selection and Counselling Related Practices
<p>Filtering at selection stage: Qualifications and Aptitude</p> <p>While all candidates have a right to be considered, this does not mean that all such candidates should be eventually selected.</p> <p>Eligibility/required qualification, aspiration and aptitude have to be balanced in candidate selection.</p> <p>The DDU-GKY trades/courses offered are either of the Sector Skill Councils (SSCs) or NCVT. Accordingly, the eligibility conditions/qualifications and the course qualification for each trade are as per the Qualification Packs (QPs) of the concerned courses prepared by the SSC/NCVT (qualification</p>	<p>Filtering at selection stage: Qualifications and Aptitude</p> <p>PIAs are carrying out filtering at selection level.</p> <p>Regarding qualifications (eligibility) of candidates to be selected, most of the interviewed PIAs shared that they adhere to the qualifications required by the QPs of SSC for the trades/courses they offer. One can infer from certain study findings (Table 4.5) that trainee selection is not always in accordance with the stipulated qualifications.</p> <p>One PIA, a captive employer, revealed that while usually conforming to qualifications requirement, they make exceptions for</p>

<p>wise categorization of courses is given in Appendix II).</p> <p>The Guidelines state that “The fact that PIAs have to ensure that at least 70% of those trained are placed should be motivation enough for them to ensure that inclusion errors are minimized.</p>	<p>candidates slightly less qualified than the norm who are really interested.</p> <p>Conformity in qualifications is checked by the external assessors (during the end of course assessment).</p>
<p>Aptitude Test According to the SoP of DDU-GKY, the purpose of aptitude test is to allot appropriate trades to candidates and to ensure that ‘candidates learn what they like.’</p> <p>The aptitude test is to be administered to all candidates.</p> <p>PIAs are free to use the John Holland Interest Inventory or any other aptitude test that suits them.</p>	<p>Aptitude Test The John Holland Interest Inventory is a commonly used (though generic) aptitude test to select candidates. Sometimes PIAs make exceptions and allow candidate to enrol even if s/he failed the aptitude test and if she is aspirational and interested.</p> <p>One good practice was seen in the area of aptitude testing: one PIA representative shared that they have differential assessments for the 2 courses they offer viz. Sewing Machine Operator (SMO) and Sales Associate (Retail). For SMO, knowledge of numbers and colour blindness are checked, and dexterity test is done; the internal expert of the PIA has developed this selection test on the basis of the Apparel Industry standards. For Sales Associate (Retail), English knowledge, Maths, writing and reading skill, personality and dress are checked.</p> <p>Two of the PIAs interviewed (including the PIA training disabled candidates only) opined that attitude is the issue rather than aptitude, as far suitability of candidates is concerned (for instance, some rural candidates express reservations about serving coffee to customers).</p> <p>The PIA training the disabled however expressed that they had never rejected an interested candidate for the trade they offer (BPO Non-Voice).</p>
<p>Counselling and Eventual Selection Counselling before candidate is important for candidates and their parents to make an informed choice.</p>	<p>Counselling and Eventual Selection Different PIAs have different counselling mechanisms. One PIA representative shared that based on candidate’s suitability, they counsel candidates including what trade is suitable for them and then take their opinion.</p>

<p>Candidates should be given information by PIAs on the course, trade, course duration, facilities, and nature of work in the sector/trade, availability of jobs, entitlements, growth prospects and risks involved.</p> <p>The eventual selection is to be done on the basis of the assessment of the a) aspiration and attitude of the candidate at the counselling stage and b) the performance of the candidate in the aptitude test.</p> <p><i>All should be put through the counselling and aptitude test</i>, but not all would be found to have the aptitude needed to undergo the training; these cases should be documented so that the concerned trainees can have a chance of being trained with a different trade (with same or different PIA) in the future.</p> <p>Following the aptitude test and counselling (supposed to be held on same day as per SoP), the selection of candidates is formalized.</p>	<p>Candidates are also told about reputed clients (such names influence candidates' decisions).</p> <p>Another PIA representative shared that they constitute a panel of the Mentor, Lead (training) and centre to conduct the aptitude test and do the counselling. As a result of the counselling, candidates are either selected, or cautioned or rejected. For 'caution' cases, there is second counselling. These mechanisms have been developed internally by this PIA and are not in the DDU-GKY SoP.</p> <p>The interviewed PIAs expressed that counselling is very important from the point of view of preventing drop outs, and selecting good and motivated candidates who can be successfully placed in future.</p> <p>While DDU-GKY SoP require all candidates to undergo in counselling, survey results from this evaluation study show that 62.56% of enrolees received counselling prior to enrolment (see Table 4.7).</p>
<p>Enrolment Procedures/ documents required at time of enrolment</p> <p>All selected candidates are required to fill an application form and attach the following documents: photos, proof of domicile (Ration Card or any other), and age proof.</p> <p>As proof of vulnerable status, candidates are required to attach a) BPL Card or Certification by Panchayat Authority/ Job card (MNREGA)/ RSBY Card/ Antyodaya Anna Yojana Ration Card/ SHG certificate and b) proof of SC/ST/OBC/ Minority/PWD, if applicable.</p>	<p>Enrolment Procedures/ documents required at time of enrolment</p> <p>The PIA interviews revealed that they are asking for the following documents at the time of enrolment – Income certificate, caste certificate, Aadhaar, BPL, education qualification proof, disability certificate (if any), bank account details (as address proof). As far as needs-based criteria are concerned, the PIAs are selecting BPL candidates only.</p>

Source: DDU-GKY Guidelines, DDU-GKY SoP, PIA interviews and beneficiary and non-beneficiary survey.

4.2.2 Qualifications of DDU-GKY Courses on Offer and the role of educational qualifications in selection

The DDU-GKY Guidelines indicate that this is a scheme for imparting skills training to those that lack formal education. The DDU-GKY Guidelines state that DDU-GKY pursues its mandate to assist the rural poor by providing training in a number of trades that do not require

formal education. However, the DDU-GKY trades/courses offered are either of the Sector Skill Councils (SSCs) or NCVT. Accordingly, the eligibility conditions/qualifications and the course qualification for each trade are as per the Qualification Packs (QPs) of the concerned courses prepared by the SSC/NCVT. The required qualifications of the courses offered by DDU-GKY in Karnataka are specified in Appendix II of this report.

The required minimum qualifications range from primary education and 5th standard to diploma or graduation for different courses. The largest number of courses have 10th standard as minimum qualification.

However, the DDU-GKY SoP makes allowance for candidates who do not meet the qualifications specified in the QPs; this is implied from the provisions related to certification, where it is stated that candidates who pass the final external assessment but do not meet the NCVT/SSC specified qualifications are eligible for assessment body certification (though not SSC/NCVT certification). As seen in Table 4.4 above and in Table 4.5 below, PIAs do make exceptions at times in selecting candidates on the basis of qualifications. The tables given below also delve into the relationship between the educational qualifications of candidates and the courses that they take up.

Table 4.5 Educational qualification of beneficiaries and courses/trades taken by them

Course List	Required minimum qualification of course as per QP	Educational Qualification of beneficiaries									
		No formal education	Classes 1 - 10	10th passed	1 st PUC	2 nd PUC	Diploma	Degree (BA/ BSc/ BCom)	Professional	PG	Total
Accessory Fitter	Class VIII	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (0.23)	0 (0.00)	1 (0.16)	0 (0.00)	1 (2.13)	3 (0.19)
Accounting	Graduation in commerce or allied subjects/ Diploma in commercial Practice	0 (0.00)	0 (0.00)	1 (0.58)	0 (0.00)	4 (0.94)	0 (0.00)	5 (0.79)	1 (2.13)	0 (0.00)	11 (0.69)
Accounts Assistant Using Tally	Passed 12th class examination	0 (0.00)	2 (1.38)	3 (1.74)	1 (2.00)	15 (3.52)	2 (4.55)	63 (9.97)	5 (10.64)	3 (6.38)	94 (5.92)
Banking	NA	0 (0.00)	0 (0.00)	0 (0.00)	1 (2.00)	1 (0.23)	0 (0.00)	6 (0.95)	0 (0.00)	0 (0.00)	8 (0.50)
Banking Sales Representative	Class X	1 (3.85)	0 (0.00)	2 (1.16)	0 (0.00)	1 (0.23)	1 (2.27)	3 (0.47)	1 (2.13)	0 (0.00)	9 (0.57)
Basic Computer	NA	5 (19.23)	17 (11.72)	27 (15.70)	5 (10.00)	50 (11.74)	6 (13.64)	114 (18.04)	5 (10.64)	6 (12.77)	235 (14.79)
Bedside Assistant	Preferably Class X, but Class VIII is also considered in	0 (0.00)	1 (0.69)	0 (0.00)	1 (2.00)	8 (1.88)	1 (2.27)	5 (0.79)	0 (0.00)	0 (0.00)	16 (1.01)

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	certain situations										
BPO Non- Voice	Class X	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	2 (0.47)	0 (0.00)	1 (0.16)	0 (0.00)	0 (0.00)	3 (0.19)
BPO Voice	Class X	0 (0.00)	1 (0.69)	2 (1.16)	0 (0.00)	1 (0.23)	0 (0.00)	9 (1.42)	0 (0.00)	0 (0.00)	13 (0.82)
Calendaring Machine Operator	Class X preferably	0 (0.00)	0 (0.00)	0 (0.00)	1 (2.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (0.06)
Customer Care Executive (Call Centre)	10+2 or equivalent	0 (0.00)	0 (0.00)	3 (1.74)	0 (0.00)	7 (1.64)	1 (2.27)	33 (5.22)	2 (4.26)	1 (2.13)	47 (2.96)
customer Relationship Management (crm) Domestic Voice	Class X	0 (0.00)	0 (0.00)	0 (0.00)	1 (2.00)	3 (0.70)	0 (0.00)	4 (0.63)	1 (2.13)	2 (4.26)	11 (0.69)
Customer Service Executive (Meet and Greet)	12th Standard	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	2 (0.47)	0 (0.00)	9 (1.42)	0 (0.00)	0 (0.00)	11 (0.69)
Domestic Data Entry Operator	Class X	0 (0.00)	0 (0.00)	1 (0.58)	0 (0.00)	3 (0.70)	2 (4.55)	6 (0.95)	0 (0.00)	2 (4.26)	14 (0.88)
Drafting (Mechanical)	Class X	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	4 (0.94)	0 (0.00)	1 (0.16)	1 (2.13)	0 (0.00)	6 (0.38)
DTP and Print Publishing Assistant	Class X	5 (19.23)	10 (6.90)	15 (8.72)	6 (12.00)	73 (17.14)	8 (18.18)	93 (14.72)	12 (25.53)	12 (25.53)	234 (14.73)

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Fitter Electrical and Electronic Assembly	Diploma (10+) - Electrical or Electronics	0 (0.00)	1 (0.69)	1 (0.58)	1 (2.00)	11 (2.58)	0 (0.00)	1 (0.16)	0 (0.00)	0 (0.00)	15 (0.94)
FMCG Sales Representative	Class X	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (0.16)	0 (0.00)	0 (0.00)	1 (0.06)
Food and Beverage Service Steward	Class X	1 (3.85)	0 (0.00)	0 (0.00)	2 (4.00)	5 (1.17)	0 (0.00)	1 (0.16)	0 (0.00)	2 (4.26)	11 (0.69)
Hospitality Assistant	Minimum 5th Standard	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	2 (0.47)	0 (0.00)	4 (0.63)	0 (0.00)	0 (0.00)	6 (0.38)
Hotel Management	NA	0 (0.00)	0 (0.00)	1 (0.58)	0 (0.00)	2 (0.47)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	3 (0.19)
Housekeeper	NA	0 (0.00)	1 (0.69)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (0.06)
Manual Insertion Operator	10th/12th standard passed	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (0.16)	0 (0.00)	0 (0.00)	1 (0.06)
Manual Metal Arc Welder	8th Standard passed	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (0.16)	0 (0.00)	0 (0.00)	1 (0.06)
OT Technician	Class XII in Science	0 (0.00)	0 (0.00)	2 (1.16)	0 (0.00)	1 (0.23)	0 (0.00)	0 (0.00)	1 (2.13)	0 (0.00)	4 (0.25)
Painting	NA	0 (0.00)	1 (0.69)	0 (0.00)	0 (0.00)	2 (0.47)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	3 (0.19)
Pre-shinking (?) Machine Operator-Zero Zero Finishing Or Felt Calendar	Class X preferably	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (0.16)	0 (0.00)	0 (0.00)	1 (0.06)

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Ring Frame Tenter	5th standard, preferably	0 (0.00)	0 (0.00)	1 (0.58)	1 (2.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	2 (0.13)
Sales Associate	Class X	9 (34.62)	63 (43.45)	59 (34.30)	25 (50.00)	134 (31.46)	15 (34.09)	193 (30.54)	7 (14.89)	10 (21.28)	515 (32.41)
Sales Person (Retail)	Class X	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (0.23)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (0.06)
Security	NA	0 (0.00)	0 (0.00)	1 (0.58)	0 (0.00)	1 (0.23)	0 (0.00)	4 (0.63)	2 (4.26)	0 (0.00)	8 (0.50)
Security Guard (General)	NA ¹¹	1 (3.85)	3 (2.07)	4 (2.33)	0 (0.00)	6 (1.41)	0 (0.00)	4 (0.63)	0 (0.00)	1 (2.13)	19 (1.20)
Sewing Machine Operator	Preferably Class V	3 (11.54)	30 (20.69)	28 (16.28)	3 (6.00)	50 (11.74)	8 (18.18)	40 (6.33)	7 (14.89)	6 (12.77)	175 (11.01)
Stores Ops Assistant	NA	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	3 (0.47)	0 (0.00)	0 (0.00)	3 (0.19)
Tailor (Basic Sewing Operator)	Preferably, Standard VIII	1 (3.85)	12 (8.28)	19 (11.05)	2 (4.00)	27 (6.34)	0 (0.00)	9 (1.42)	0 (0.00)	0 (0.00)	70 (4.41)
Technical Support Executive- Non Voice	12 th standard	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	2 (0.47)	0 (0.00)	4 (0.63)	0 (0.00)	1 (2.13)	7 (0.44)
Trainee Associate (Retail)	9th Standard Pass	0 (0.00)	3 (2.07)	2 (1.16)	0 (0.00)	4 (0.94)	0 (0.00)	5 (0.79)	2 (4.26)	0 (0.00)	16 (1.01)
Welding Technician Level 3	Class X	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	2 (0.47)	0 (0.00)	2 (0.32)	0 (0.00)	0 (0.00)	4 (0.25)

¹¹ The educational qualification for the “Unarmed security guard” course is Class VIII. There is no QP available for ‘security guard (general) course.

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Wireman Control Panel	Class X	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (0.23)	0 (0.00)	2 (0.32)	0 (0.00)	0 (0.00)	3 (0.19)
No Info	NA	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	3 (0.47)	0 (0.00)	0 (0.00)	3 (0.19)
Grand Total		26 (100.00)	145 (100.00)	172 (100.00)	50 (100.00)	426 (100.00)	44 (100.00)	632 (100.00)	47 (100.00)	47 (100.00)	1589 (100.00)

Source: Field Survey, Note: Figures in parenthesis indicate percentage to total.

A reading of the table above shows that four trades (basic computer, DTP and print publishing assistant, sales associate, and sewing machine operator) have representation of beneficiaries from all educational categories. However, all the remaining trades lack representation from all the educational categories.

The data presented in the table above also shows that the single highest proportion of beneficiaries without formal education (34.62%) have taken up the sales associate course of the retail sector. Similarly, the highest proportions of those who have studied at primary level (class I-X) (43.45%), passed class X (34.30%), 1st PUC (50.00%), 2nd PUC (31.46%), diploma (34.09%) and degree (30.54%) have also taken the sales associate (retail) course. Even though the defined eligibility qualification for the sales associate (retail) course (as per the QP laid down by the SSC) is 10th standard, beneficiaries with lesser qualifications have also taken the course.

Interestingly, the table above also reveals that the highest proportions of beneficiaries in educational categories above degree (i.e. professional and PG) are enrolled in the DTP and print publishing assistant course (25.53% for each). This shows a difference compared to the other educational categories. However, the minimum qualification of DTP and print publishing assistant course is also 10th standard.

It can be seen from the table above that for 10 courses (shaded in the table), the minimum educational qualification is not strictly adhered to while selecting candidates.

Table 4.6 Educational qualification of Dropouts and the courses taken by them

Course List	Required minimum qualification of course as per QP	Educational Qualification of dropouts									
		No formal education	Classes 1 - 10	10th passed	1st PUC	2nd PUC	Diploma	Degree (BA/ BSc/ BCom)	Professional	PG	Total
Accounts assistant Using tally	Passed 12th class examination	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	4 (7.14)	0 (0.00)	6 (8.57)	0 (0.00)	0 (0.00)	10 (5.49)
Basic Computer	NA	0 (0.00)	2 (15.38)	0 (0.00)	0 (0.00)	9 (16.07)	1 (25.00)	28 (40.00)	0 (0.00)	1 (50.00)	41 (22.53)
BPO voice	Class X	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (25.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (0.55)
Customer Care Executive (call centre)	10+2 or equivalent	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	5 (7.14)	0 (0.00)	0 (0.00)	5 (2.75)
Customer Relationship Management (CRM) domestic voice	Class X	0 (0.00)	0 (0.00)	0 (0.00)	1 (14.29)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (0.55)
Customer Service Executive (meet and greet)	12th Standard	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (1.43)	0 (0.00)	0 (0.00)	1 (0.55)
DTP and Print Publishing Assistant	Class X	0 (0.00)	0 (0.00)	1 (4.35)	0 (0.00)	5 (8.93)	2 (50.00)	13 (18.57)	2 (50.00)	1 (50.00)	24 (13.19)

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Hospitality Assistant	Minimum 5th Standard	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (1.79)	0 (0.00)	2 (2.86)	0 (0.00)	0 (0.00)	3 (1.65)
Housekeeper	NA	0 (0.00)	0 (0.00)	1 (4.35)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (0.55)
Operating theatre technician	Class XII in Science	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	2 (2.86)	0 (0.00)	0 (0.00)	2 (1.10)
Sales Associate	Class X	3 (100.00)	3 (23.08)	6 (26.09)	5 (71.43)	9 (16.07)	0 (0.00)	4 (5.71)	2 (50.00)	0 (0.00)	32 (17.58)
Sales Person (Retail)	Class X	0 (0.00)	0 (0.00)	1 (4.35)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (0.55)
Sewing Machine Operator	Preferably Class V	0 (0.00)	2 (15.38)	1 (4.35)	0 (0.00)	9 (16.07)	0 (0.00)	6 (8.57)	0 (0.00)	0 (0.00)	18 (9.89)
Tailor (basic sewing operator)	Preferably, Standard VIII	0 (0.00)	6 (46.15)	13 (56.52)	1 (14.29)	17 (30.36)	0 (0.00)	3 (4.29)	0 (0.00)	0 (0.00)	40 (21.98)
Wireman control panel	Class X	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	2 (3.57)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	2 (1.10)
Grand Total		3 (100.00)	13 (100.00)	23 (100.00)	7 (100.00)	56 (100.00)	4 (100.00)	70 (100.00)	4 (100.00)	2 (100.00)	182 (100.00)

Source: Field Survey, Note: Figures in parenthesis indicate percentage to total.

We can infer from the table above, for each educational category, the trades/courses which have the largest concentration of dropouts:

- 100% dropouts with no formal education took the sales associate course of the retail sector, which has Class X as minimum qualification.
- 46.15% dropouts with primary education qualification took the Tailor (basic sewing operator) course which has Standard VIII as preferred minimum qualification.
- 56.52% of Class X passed dropouts took the Tailor (basic sewing operator) course which has Standard VIII as preferred minimum qualification, Similarly, single largest share of 2nd PUC passed dropouts (30.36%) also took the Tailor (basic sewing operator) course.
- 50% of diploma passed dropouts took the DTP and print publishing assistant course, which has minimum qualification as class X passed.
- We can see a concentration of 40% of degree passed dropouts in the basic computer course.
- 50% of professionally qualified dropouts took the DTP and print publishing course, while the remaining 50% took the sales associate course.
- 50% of the PG qualified dropouts took the basic computer course while the remaining 50% took the DTP and print publishing course.

4.2.3 Extent of Counselling

As seen earlier, as per the guidelines and SoP of DDU-GKY, the beneficiaries are to be counselled before their selection to the training. The guidelines consider the counselling before candidate selection as very important for candidates and their parents to make an informed choice. The eventual selection of the candidate is to be done on the basis of the assessment of the aspiration and attitude of the candidate at the counselling stage and the performance of the candidate in the aptitude test. Therefore, counselling is an important step in making the programme suitable to meet the aspirations of the candidates. Furthermore, counselling is important from the point of view of matching the candidate with the suitable trade/course. It is pertinent to see whether all candidates are actually undergoing counselling. The survey-based insights are summarized in the table below:

Table 4.7 Counselling prior to enrolment among enrollees (beneficiaries and dropouts combined, Gender wise)

Counselling prior to enrolment	Male (%)	Female (%)	Total (%)
Underwent counselling prior to enrolment	489 (64.51)	619 (61.11)	1108 (62.56)
Did not undergo counselling prior to enrolment	268 (35.36)	392 (38.70)	660 (37.27)
No info	1 (0.13)	2 (0.20)	3 (0.17)
Total	758 (100.00)	1013 (100.00)	1771 (100.00)

Source: Field Survey, Note: Figures in parenthesis are percentages to the total.

The data shows that only 62.56% of the enrollees had received counselling prior to enrolment. While this appears to be a high share, it must be remembered that pre-selection counselling for every candidate is mandatory as per DDU-GKY SoP, and the SoP specifies the procedures regarding the same. Therefore, all enrolled candidates should have received counselling prior to enrolment. It can also be seen that a slightly lower share of women enrollees (61.11%) received counselling compared to the share of male enrollees (64.51%).

4.3 Challenges faced in Enrolment

Based on the insights obtained from the examination of willingness of candidates to enroll, mobilization, selection and counselling in this chapter and the previous one, the following enrolment related challenges can be summed up:

Low conversion from mobilization to enrolment: Unwillingness of candidates and the low conversion of mobilization to enrolment contribute to the slow progress of the scheme. Multiple follow ups are needed to convince candidates to join.

Unmatched aptitude and other reasons for non-enrolment: As far as non-enrolment is concerned, the survey responses revealed that single largest reason for non-enrolment was unmatched aptitude. The second most frequent reasons for non-enrolment was not being sufficiently qualified, lack of interest in the course offered and inconvenient procedure.

Domestic responsibilities constrain women from enrolling: FGD responses indicate that household responsibilities hinder some women from enrolling in the scheme.

Restricted choice of courses: While some candidates are able to get their choice of course, other candidates are not able to. PIAs seem to offer a restrictive selection of courses. The state offers only about one-tenth of the courses offered at the national level.

Qualification requirements may restrict less qualified candidates from joining certain courses: The DDU-GKY Guidelines indicate that this is a scheme for imparting skills training to those that lack formal education. However, the DDU-GKY trades/courses offered are either of the Sector Skill Councils (SSCs) or NCVT. Accordingly, the eligibility conditions/qualifications and the course qualification are as per the Qualification Packs (QPs) of the concerned courses prepared by the SSC/NCVT. The required qualifications of the courses offered by DDU-GKY in Karnataka range from primary education and 5th standard to diploma or graduation. In practice however, the educational qualification requirements are not always strictly adhered to in candidate selection.

4.4 Access and Convenience of the training course for beneficiaries

Access and convenience play an important role in the utilization of any services. In the case of training programmes, the easy access and convenient timings motivate more people to participate in the training. Especially in the case of women candidates, these two factors may

determine her participation or non-participation. This section examines the access and convenience of training course in terms of:

- Convenience of location
- Convenience of timings
- Means of travel and travelling time
- Utilization and satisfaction with hostel facilities
- Food and transportation support for day scholars
- Gender issues in access and utilization
- Accessibility of training centres for disabled beneficiaries.

4.4.1 Convenience of location of the training centres

DDU-GKY scheme guidelines stipulate that non-residential training centres should be located close to the homes of beneficiaries. Opinions of beneficiaries and dropouts (who were day scholars and not hostellers) about the locational convenience of the training centres are presented in the table below.

Table 4.8 Convenience of Training Centre Location for Beneficiaries and dropouts (Gender-Wise)

	Found Location Convenient	Did not Find Location Convenient	No Information	Total
Beneficiaries				
Female	471 (92.53)	32 (6.29)	6 (1.18)	509 (100.00)
Male	309 (90.88)	28 (8.24)	3 (0.88)	340 (100.00)
Dropouts				
Female	49 (79.03)	13 (20.97)	NA	62 (100.00)
Male	22 (57.89)	16 (42.11)	NA	38 (100.00)

Source: Field Survey, Note: Figures in parenthesis are percentages to the total.

The table above reveals that overall, very high proportions of female and male beneficiaries - who were day scholars and not hostel residents - (92.53% of females and 90.88% of males) found the training centre location convenient. There is district to district variation in the perceived convenience of location (details in Appendix III, Table III-A). The lowest proportion of women beneficiaries who found training centre location convenient (53.85%) was in Bangalore Urban district. Four districts – Bagalkot, Yadgir, Dharwad and Uttara Kannada had 100% of women beneficiaries finding training centre location convenient.

While a majority of dropouts (day scholars only) also had found the training centre location convenient (79.03% of females and 57.89% males), it is interesting to see that a lesser

proportion of both female and male dropouts found the training centre location convenient compared to beneficiaries who completed the course. Furthermore, for both beneficiaries and dropouts, the proportion of males who found the training centre location convenient is lower compared to the proportion of females. Among women dropouts, Raichur district had the lowest proportion of those (50%) who found the training centre location convenient (details in Appendix III, Table III-B).

From the FGDs with beneficiaries and dropouts, it emerged that some of them found the location convenient or nearby, whereas others found the location inconvenient. One male beneficiary from Mandya expressed that “Place (of training centre) was very far for us. There was no transportation facility to the centre so we were going by auto.”

4.4.2 Convenience of timings of training centre

This sub-section examines the convenience of course timings for male and female beneficiaries and dropouts.

Table 4.9 Convenience of Training Centre Timings for Beneficiaries and dropouts (Gender-wise)

	Found Timings Convenient (%)	Did not Find Timings Convenient (%)	No Information (%)	Total (%)
Beneficiaries				
Female	480 (94.30)	23 (4.52)	6 (1.18)	509 (100.00)
Male	317 (93.24)	20 (5.88)	3 (0.88)	340 (100.00)
Dropouts				
Female	52 (83.87)	10 (16.13)	NA	62 (100.00)
Male	26 (68.42)	12 (31.58)	NA	38 (100.00)

Source: Field Survey, Note: Figures in parenthesis are percentages to the total.

The table above reveals that overall, very high proportions of female and male beneficiaries - who were day scholars and not hostel residents - (94.30% of females and 93.24% of males) found the training centre timings convenient. The lowest proportion of women beneficiaries who found training centre timings convenient was in Bangalore Urban district (76.92%). In Bagalkot, Dharwad, Uttar Kannada, and Yadgir districts, 100% women beneficiaries found training centre timings convenient (details in Appendix III, Table III-C).

While a majority of dropouts (day scholars only) also had found the training centre timings convenient (83.87% of females and 68.42% males), it is interesting to see that a lesser proportion of both female and male dropouts found the training centre timings convenient compared to beneficiaries who completed the course. Furthermore, for both beneficiaries and dropouts, the proportion of males who found the training centre timings convenient is lower compared to the proportion of females. As many as six districts had 100% women dropouts finding the training centre timings convenient- Davangere, Bagalkot, Dharwad, Bidar, Raichur, and Dakshina Kannada. Mandya district had the lowest proportion of women dropouts who found training centre timings convenient (69.23%) (details in Appendix III, Table III-D).

4.4.3 Travelling time and means of travel to reach the centre

Travelling time and means of travel influence the time available to the candidate for learning. Lesser time spent on travel influences the attention in learning. Particulars regarding the travel time and mode of transport are presented below.

Table 4.10 Travelling Time for Beneficiaries (Gender Wise)

	30 minutes or less (%)	30 to 60 minutes (%)	Above 60 minutes (%)	No info (%)	Total (%)
Female	269 (52.85)	184 (36.15)	50 (9.82)	6 (1.18)	509 (100.00)
Male	176 (51.76)	109 (32.06)	52 (15.29)	3 (0.88)	340 (100.00)

Source: Field Survey, Note: Figures in parenthesis are percentages to the total.

It can be seen that just over half of the female and male beneficiaries had travelling time of 30 minutes or less. The second most common travel time for both male and female beneficiaries was 30-60 minutes. Davangere district notably had 56% female beneficiaries and 50% male beneficiaries who said that travel time was more than one hour (details in Appendix III, Table III-E).

50% dropouts said that they had travelling time of 30 minutes or less, which is very slightly less than the proportion of beneficiaries who said that travelling time was 30 minutes or less. Chikkaballapura district (72.22%) followed by Mandya district (71.88%) had the highest proportion of dropouts who said that travelling time was 30 minutes or less. Dakshina Kannada district had the highest proportion of dropouts with travelling time of 30 minutes to 60 minutes (75%). For dropouts too, Davangere district had the highest proportion (81.82%) who said that travelling time is 60 minutes or more (details in Appendix III, Table III-F).

Table 4.11 Means of travel for beneficiaries (Gender-wise)

Means of travel	Male	Female	Total
Walking or Cycling	17 (3.78)	21 (3.27)	38 (3.48)
Motorcycle or Scooter	39 (8.67)	30 (4.67)	69 (6.31)
Bus	247 (54.89)	343 (53.34)	590 (53.98)
Auto Rickshaw	147 (32.67)	247 (38.41)	394 (36.05)
Train	0 (0.00)	2 (0.31)	2 (0.18)
Total	450 (100.00)	643 (100.00)	1093 ¹² (100.00)

Source: Field Survey, Note: Figures in parenthesis are percentages to the total.

Data presented in the table above shows that for both female and beneficiaries, bus travel was the most common mode of travel, and a majority of beneficiaries from both genders use this mode. Auto rickshaw travel is the second most common mode of travel for beneficiaries of both genders, and overall, more than one-third of beneficiaries are using auto rickshaw as a mode of travel, which is likely to be a costlier mode of travel and may exceed the food and transportation allowance granted under the scheme. This creates a case for provision of transportation or bus service to the training centres for day scholars or for enhancement of the food and transportation allowance provided.

4.4.4 Utilization and Satisfaction with the hostel facilities

DDU-GKY allows both residential and non-residential modes of travel, and some training centres opt for the former while others opt for the latter. The beneficiaries who are staying away from home stay in the hostels. Details about the percentage of beneficiaries who stay in the hostels and their satisfaction with the facilities is presented below. Such factors may also have a bearing on the convenience of enrollees but also their ability to stay in the course.

Table 4.12 Extent of hostel stay and satisfaction with hostel stay for beneficiaries and dropouts (Gender-Wise)

	Beneficiaries	Dropouts
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¹²While the total number of beneficiary day scholars is 849, here the total adds up to 1093 because the question was in the form of checklist where more than one response can be chosen.

	Male (%)	Female (%)	Male (%)	Female (%)
Whether Stayed in Hostel				
Stayed in hostel	364 (51.70)	376 (42.49)	16 (29.63)	66 (51.56)
Did not stay in hostel	340 (48.30)	509 (57.51)	38 (70.37)	62 (48.44)
Total	704 (100.00)	885 (100.00)	54 (100.00)	128 (100.00)
Satisfaction Level with Hostel Facilities				
Very Happy	69 (18.96)	76 (20.21)	5 (31.25)	4 (6.06)
Happy	286 (78.57)	292 (77.66)	11 (68.75)	60 (90.91)
Neutral	6 (1.65)	8 (2.13)	0 (0.00)	2 (3.03)
Unhappy	2 (0.55)	NA	0 (0.00)	0 (0.00)
Very Unhappy	1 (0.27)	NA	0 (0.00)	0 (0.00)
Total	364 (100.00)	376 (100.00)	16 (100.00)	66 (100.00)

Source: Field Survey, Note: Figures in parenthesis are percentages to the total.

Data presented in the table above shows that a majority of male beneficiaries (51.7%) stayed in hostels to complete their training; for women beneficiaries, however, a majority (57.51%) did not stay in hostel. 100% of the 20 male beneficiaries from Uttara Kannada district stayed in hostel while none of the male beneficiaries from Yadgir district stayed in hostel. Both the women beneficiaries (100%) from Kodagu district stayed in hostel, followed by Uttara Kannada district which had 97.73% of its 44 women beneficiaries staying in hostel. After Yadgir district (which had its sole female beneficiary as non-hosteller), Chikkaballapura had the lowest proportion of female beneficiaries (17.26%) who stayed in hostel (details in Appendix III, Table III-G)

For dropouts covered, we see that a minority of male dropouts had stayed in hostel while a majority of women dropouts had stayed in hostel. It is interesting to see that all the 47 women dropouts from Bangalore Urban district had stayed in hostel. In contrast, Chikkaballapura district had all its 14 women dropouts not staying in hostel (details in Appendix III, Table III-H).

A higher proportion of female beneficiaries (20.21%) were very happy with hostel facilities, compared to 18.96% male beneficiaries who were very happy. The aggregate shares of male

and female beneficiaries who said that they were happy or very happy with hostel facilities are very close to each other (97.53% and 97.87% respectively). District wise details on satisfaction of beneficiaries with hostel facilities can be seen in Appendix III, Table III-I.

In the beneficiary FGDs, some beneficiaries expressed that the hostel facilities were good or excellent, some expressed that hostel facilities were not made available to them whereas others said that the hostel facilities were not good. In the women beneficiaries and male non-beneficiaries FGD in Dharwad, one view that emerged was that the food was not good. While the women beneficiaries in Bangalore Urban participating in the FGD said that the hostel facilities were excellent, beneficiaries and dropouts in districts such as Mandya, Bidar, Dakshina Kannada and Chikkaballapur said that hostel facilities were not made available.

A much higher share of male dropouts (31.25%) were very happy with hostel facilities compared to female dropouts (6.06%). Overall, 100% male dropouts and 96.97% female dropouts were either happy or very happy with hostel facilities. Overall, combining both genders, 86.58% dropouts were happy with the hostel facilities and 10.98% were very happy with hostel facilities. It is noteworthy that no dropout said that s/he was unhappy or very unhappy with hostel facilities. Table 4.12 above showed that a majority of female dropouts (51.56%) had stayed in hostel, but a minority of male dropouts (29.63%) had stayed in hostel. It is thus pertinent to explore the link between hostel stay and course completion for both genders.

Satisfaction of beneficiaries and dropouts with hostel food is examined below:

Table 4.13 Satisfaction levels of beneficiaries and dropouts with Hostel Food

	Beneficiaries	Dropouts
Very Happy	126 (17.03)	7 (8.54)
Happy	583 (78.78)	70 (85.37)
Neutral	24 (3.24)	5 (6.10)
Unhappy	7(0.95)	0 (0.00)
Very unhappy	0 (0.00)	0 (0.00)
Total	740 (100.00)	82 (100.00)

Source: Field Survey, Note: Figures in parenthesis are percentages to the total.

A majority (78.78%) of beneficiaries said they were happy with the hostel food provided while 17.03% said that they were very happy. Less than 1% (0.95%) of beneficiaries said that they were unhappy with the hostel food provided. Among dropouts, 85.37% were happy with the hostel food and 8.54% were very happy with the hostel food. No dropout was unhappy or very unhappy with the hostel food.

4.4.5 Food and transportation support for beneficiaries and dropouts who are day scholars

As per DDU-GKY Guidelines, food and transport cost of trainees to the extent of Rs 9000/- for a three-month course and Rs 18000/- for a six-month course should be paid by PIAs. The amount comes to Rs 100/- per day per candidate. The data presented below shows the extent to which the non-residential trainees are actually obtaining such amount.

Table 4.14 Availability of food and transportation support from training centres among beneficiaries across districts

Division	District	Food and Transportation support from training centre		
		Received (%)	Did not receive (%)	Total (%)
Bangalore Division	Bangalore Urban	8 (53.33)	7 (46.67)	15 (100.00)
	Chikkaballapura	229 (60.74)	148 (39.26)	377 (100.00)
	Davengere	28 (71.79)	11 (28.21)	39 (100.00)
Belgaum Division	Bagalkot	3 (6.38)	44 (93.62)	47 (100.00)
	Dharwad	22 (32.84)	45 (67.16)	67 (100.00)
	Uttar Kannada	1 (100.00)	0 (0.00)	1 (100.00)
Gulbarga Division	Bidar	4 (20.00)	16 (80.00)	20 (100.00)
	Raichur	40 (27.97)	103 (72.03)	143 (100.00)
	Yadgir	2 (15.38)	11 (84.62)	13 (100.00)
Mysore Division	Dakshina Kannada	22 (53.66)	19 (46.34)	41 (100.00)
	Kodugu	NA		
	Mandya	52 (60.47)	34 (39.53)	86 (100.00)
All districts (Total)		411 (48.41)	438 (51.59)	849 (100.00)

Source: Field Survey, Note: Figures in parenthesis indicate percentages to total, NA: Not applicable.

The table above shows that for beneficiaries who were day scholars, overall, less than half (48.41%) obtained the food and transportation support required to be provided as per the guidelines. The figures range from 100% for Uttar Kannada (note that this is a district in

which only one beneficiary was a day scholar) and 71.79% for Davangere to only 6.38% for Bagalkot.

As far as day scholars among drop outs as concerned, only 11% obtained the food and transportation support required to be provided. The figures range from 0% in Davangere, Bidar and Raichur to 28.57% for Bagalkot (see Appendix III, Table III-J). It can therefore be seen that the proportion of dropouts who obtained food and transportation support is notably lower than the proportion of beneficiaries who obtained food and transportation support.

Regarding the amount supposed to be received by trainees (day scholars) to cover food and travel expenses, the responses from the FGD participants pointed to gaps in the implementation of this provision. In Bangalore Urban and Mandya, participants said that some trainees had received but some had not received. A male participant from Mandya specified, “All have not received for all months. Few have got for only one month. For remaining not even for one month.”

The amount mentioned by a participant in Mandya was Rs 1500/-. However, the cost norms stated in the scheme Guidelines mention an allocation of Rs.9000/- per candidate per course for a three months’ course. Beneficiaries from Bidar mentioned, “Received the amount after completing the course but it was not sufficient. Amount was very less.” Participants from Dakshina Kannada also mentioned that the amount was received after course completion. This was also the view from Chikkaballapur, where one participant added, “I was given the amount day wise, that was also received at the end.”

4.4.6 Accessibility of the training centres to Physically Handicapped (PH) Beneficiaries

Special provisions are to be made to make the training centres easily accessible to the PH beneficiaries. Overall, 93.75% of the PH beneficiaries stated that they felt that the required access and support was available at the training centre and 6.25% of PH beneficiaries felt that the required access and support were not available at the training centre.

4.4.7 Gender issues in access to and utilization of the training programmes

The socio-cultural factors influence differential access to resources for men and women. For attaining gender equality, it is important to understand these differences and provide

opportunity. The evaluation looks how far the programme made provisions for equal access and could meet the gendered needs of the beneficiaries.

A very high proportion of women beneficiaries (98.17%) and women dropouts (90.11%) said that ladies' toilets were available in their training centres. Similarly, an overwhelming share of both women beneficiaries (98.76%) and women dropouts (92.97%) found the behaviour of the training centre staff sensitive and respectful towards women.

Challenges faced by women candidates in accessing the training facilities were discussed during the FGD with women beneficiaries and dropouts. One woman from Mandya pointed to the woman friendly features of the programme saying that women's toilet facility and female trainers were available. However, many women spoke of the difficulties they faced. One woman from Dharwad said, "I am unable to go out of my house for any work. I can do Jardosi work (home-based work)." According to another woman from Dharwad, "After getting married, there are less opportunities for women and DDU-GKY is an opportunity as well as a challenge."

Women beneficiaries and dropouts from Bidar, Dakshina Kannada and Chikkaballapur discussed some challenges like safety issues, not able to get permission from family, need to take the household responsibilities, taking care of children and aged etc. Some of the women also said that as they are not exposed to the outside world earlier, they feel shy and coming out of that is a challenge for many.

The women beneficiaries covered in the FGD provided a number of suggestions to make the programme more women friendly: provision of transportation facilities to reach training centre, support to take care of safety issues, appointing women faculty/trainers, moral support for women trainees, providing market-oriented courses to women trainees, providing local jobs, availability of counselling, and better financial support, food and accommodation.

4.5 Quality and efficiency of training provided by PIAs and the challenges faced in training

The quality and efficiency of training provided by PIAs is examined in terms of

- Trade selection and trades on offer
- Organization of training programmes
- Trade preferences (popularity of different trades)

- Dropout from course: trade wise dropout and reasons for dropout
- Infrastructure availability at training centres
- Regularity of classes
- Qualifications and experience of trainers
- Quality of instruction
- Assessment, certification and post course connection
- Summary of challenges faced in training

4.5.1 Trade Selection and Trades on Offer

To improve the employability of beneficiaries, the skills/trades selected should be able to meet the changing market demand. Therefore, it is important to identify the market demand and design the training programmes accordingly. It is also important to make the courses accessible and applicable to a broad spectrum of youth with different qualifications. In this context the study addressed the issue of suitability of the training programmes to the market situation.

4.5.1.1 Suitability of courses to market demand

There are 45 DDU-GKY courses on offer in Karnataka which belong to a range of sectors such as Tourism and Hospitality, Textiles, Apparel, Health, Retail, IT-ITeS, BFSI, Automotive, Electronics and Capital Goods. In comparison, the DDU-GKY scheme at the national level overall offers 433 trades for skill development, as per data from the DDU-GKY website of Government of India. Chapter 3 of this report had shed light on the sectors for which skills are needed in each of the 12 sample districts covered in this study. The table below compares the sectors for which skills are needed in each of the 12 districts with the sectors actually on offer in the training centres located in these 12 districts¹³.

¹³ This comparison is being done at the Sector level instead of Trade level since the NSDC Skill Gap analysis data available is for the Sector level.

Table 4.15 Sectors for which skills are needed vs. Sectors in which skills are offered in DDU-GKY training centres (district level)

Division	District	Sectors matching between sectors needed and sectors offered in DDU-GKY training	Unmatched Sectors	
			Sectors for which skills needed in district but not covered by DDU-GKY	Sectors offered by DDU-GKY but not needed in district
Bangalore Division	Davangere	None	Agriculture and Allied, Food Processing	IT-ITes
	Chikkaballapura	Textile and Clothing/Apparel	Agriculture and Allied	IT ITes Retail
	Bangalore Urban	BFSI Healthcare IT-ITeS Retail Tourism and Hospitality Apparel/Textile and Clothing	Auto and auto components , Chemicals and Pharma, Building and Construction Education and Skill Development Electronics and IT Food Processing, Furniture, Transport and logistics	Telecom Capital Goods Production and Manufacturing
Mysore Division	Dakshina Kannada	IT-ITeS Tourism and Hospitality	BFSI, Building and Construction, Education and Skill Development, Food Processing Healthcare Retail, Transport and logistics,	Telecom
	Mandya	Apparel/Textile and Clothing	Agriculture and Allied, Tourism and Hospitality	IT-ITeS
	Kodugu	NA (no training centre located in district)	NA (no training centre located in district)	NA (no training centre located in district)
Belgaum Division	Uttar Kannada	None	Agriculture and Allied, Food processing, Tourism and Hospitality	Retail

	Dharwad	Tourism and hospitality	Agriculture and Allied, Auto and auto components, Education and Skill Development	Electronics Healthcare IT-ITeS Retail
	Bagalkot	None	Agriculture and Allied, Textile and Clothing, Tourism and Hospitality,	IT-ITeS
Gulbarga Division	Bidar	None	Agriculture and Allied, Tourism and Hospitality	Automotive Electronics IT-ITeS
	Raichur	None	Agriculture and Allied, Food processing	Apparel Electronics IT-ITeS Production and Manufacturing Retail, Tourism and Hospitality
	Yadgir	None	Agriculture and Allied, Building and Construction Materials and Building Hardware, Food Processing, Textile and Clothing, Mining	IT-ITeS Retail Tourism and Hospitality

Sources: DDU-GKY Beneficiary database obtained from KSRLM (2014-19) and *District Wise Skill Gap Study for the State of Karnataka* (National Skill Development Corporation, 2013).

The table above shows that there is low alignment between sectors in demand in the districts and the sectors offered. The gap is on both sides viz, there are sectors in which trained manpower is needed but are not addressed by DDU-GKY courses, and also there are sectors offered locally by DDU-GKY that lack relevance to the sectors that have need for trained manpower. In the districts of Davangere, Uttar Kannada, Bagalkot, Bidar, Raichur and Yadgir, there is no match between the sectors demanded and sectors on offer. This indicates that DDU-GKY courses should be better aligned to local economic scenarios and local skills requirements.

4.5.1.2 Trade Selection by PIAs

DDU-GKY Guidelines state that while the NSDC Skill Gap Assessments can be a starting point, State Rural Livelihood Missions (SRLMs) should take up GP wise mapping of skill

gaps either themselves or through professional agencies. Interviews with the KSRLM functionaries revealed that KSRLM has not conducted any separate skill gap analysis for DDU-GKY. However, as revealed by the interview of State level officials of KSRLM, KSRLM, it has used the NSDC Skill Gap analysis report to prepare the plans for the next 3 years (KSRLM has used the NSDC report for 2017, which at the time of writing this report was not yet available on the public domain). PIAs select trades on the following bases:

Market survey: Out of the IDIs conducted in this study with 4 PIAs, only one PIA mentioned that they have conducted a dipstick study or market survey. Other PIAs use other means of assessing local demand.

Presence of local industries is a defining criterion for the selection of trades, and the core driving consideration is the availability of employment opportunities for placing candidates. Sewing Machine Operator (SMO) Trade is offered in districts such as Hassan, Chikkaballapur because of the presence of garments factories in these districts or nearby.¹⁴ Retail Sales Associate was offered in Bangalore Urban by 2 of the 4 PIAs interviewed, on the stated grounds that Bangalore city is a retail hub. Industry consultations are incorporated in decision making at trade selection stage, since pre-course employment tie-ups are “the backbone of the course”, as described by one PIA representative.

Trade selection is also shaped by the area of expertise of the concerned PIA (for example, one PIA interviewed has expertise in the apparels and textiles sector and has thus offered Sewing Machine Operator or SMO course). In the case of the PIA concerned with training of disabled, the courses offered are BPO trades and the trainings are selected based on their suitability to disabled candidates, availability of facilities/equipment/infrastructure for the same in PIA/training centre and estimate of market demand along with consultation with domain experts.¹⁵

It can therefore be inferred that systematic assessment of market demand is rarely a basis for offering of courses in a particular locality. This reinforces the poor match between demand

¹⁴ For example, the textile hub of Dodballapur is located in Bangalore Rural district but is not far from Gauribidanur in Chikkaballapur.

¹⁵ This PIA representative did not provide any evidence/market survey results to substantiate. However, at the time of choosing course, they guessed that market demand for BPO skill would be there for another 5 years, after which it would fall.

and supply of skills at the district level (see Table 4.15 above). Also, there is no evidence of local youth preferences being surveyed before deciding on course offerings.

4.5.1.3 Trade/Course Selection by Candidates

Several factors influence the selection of a particular course/trade by candidates. While some may select the course based on the advice they receive when they approach the training centre, some candidates select based on their own preferences or by the advice given by their friends and relatives. The following table gives the basis for selection of a particular course.

This table also indicates the actual role of counselling, in terms of how it shapes candidates' choice of trades/course:

Table 4.16 Basis for the choice of course/trade by beneficiaries (Gender-Wise)

Basis for Choice	Male	Female	Total
Counsellor advice	66 (9.38)	87 (9.83)	153(9.63)
Own prior preference	550 (78.13)	672 (75.93)	1222 (76.90)
Recommended by others	87 (12.36)	124 (14.01)	211(13.28)
No info	1(0.14)	2(0.23)	3(0.19)
Total	704(100.00)	885(100.00)	1589(100.00)

Source: Field Survey, Note: Figures in parenthesis are percentages to the total.

The data shows that 76.90% beneficiaries chose the course based on their own prior preference and 13.28% chose courses based on recommendations of friends, family and elders. Around 9.6% chose the course based on counsellor advice. Therefore, only a small share of beneficiaries chooses courses (trades) on the basis of counselling.

Candidates' prior preference is based on interest and other factors. While different candidates choose for different reasons, the interviewed PIA representatives felt that they had an understanding of the bases on which candidates choose courses (among the courses offered by them). One PIA representative offering the Sewing Machine Operator (SMO) and Retail Sales Associate courses shared that while mainly girls prefer to opt for the SMO course based on their dexterity, boys take up the SMO course if they are told the other functions of the garments industry that will add to their career (e.g. IT, HR, quality functions). Another PIA shared that "People want to work near their place which is why they join garments (SMO)¹⁶. Garments is especially suitable for women including housewives." Trainees also advise other (future) candidates on which job role to choose based on their own exposure.

¹⁶Garments factories are located close to rural areas for some districts such as Mandya and Chikkaballapura.

Considering the courses on offer by PIAs and the grounds on which candidates choose courses, it is pertinent to see the extent to which offered courses matched with the preferences of beneficiaries and dropouts. The table below reveal insights in this regard:

Table 4.17 Extent of match between course preferred and course obtained for beneficiaries and dropouts (Gender Wise)

	Beneficiaries			Dropouts		
	Male	Female	Total	Male	Female	Total
Course matched	685 (97.30)	876 (98.98)	1561 (98.24)	44 (81.48)	124 (96.88)	168 (92.31)
No information	1 (0.14)	2 (0.23)	3 (0.19)	-	-	-
Course did not match	18 (2.56)	7 (0.79)	25 (1.57)	10 (18.52)	4 (3.13)	14 (7.69)
Total	704 (100.00)	885 (100.00)	1589 (100.00)	54 (100.00)	128 (100.00)	182 (100.00)

Source: Field Survey, Note: Figures in parenthesis are percentages to the total.

Data presented in the table above shows that 98.24% of beneficiaries were able to get the course of their choice, among the courses/trades offered by the concerned training centre. For 92.31% dropouts, the course in which they were trained matched with the course they wanted to learn (among the trades/courses offered by the concerned training centre). While degree of match between preferred and obtained course is high for both beneficiaries and dropouts, it is relatively slightly lower for dropouts. It appears that amongst the different courses offered at the centre, respondents largely felt that they were able to get their relatively preferred course. It can be seen from the table above that for 98.98% female beneficiaries and 96.88% female dropouts, the preferred skills matched with the skills in which they actually got enrolled. However, the FGDs with the women beneficiaries and dropouts revealed that while some of them got their preferred courses, some of them were not able to get the course of their preference. For example, a woman beneficiary in the FGD in Bidar mentioned that she wanted to learn Graphic Design¹⁷ but had to settle for Accounts/Tally. Another woman from Bidar pointed out that the mobilizers ask them to join certain courses so as to enhance candidate numbers for such courses. Also, other women (from Chikkaballapur) expressed that limited

¹⁷According to the QP of the Sector Skill Council Course “Graphic Designer”, the required qualification for the course is Xth standard https://www.nsdcindia.org/sites/default/files/MC_MESQ0601_V1.0_Graphic%20Designer_23.10.2018.pdf. It is not seen among the courses currently offered in Karnataka for DDU-GKY.

courses were being offered, and one woman from this district said that she was interested to join animation and design but instead was offered only tailoring, data entry and Tally. Furthermore, a woman from Dakshina Kannada revealed her perception that the options offered to women are limited to tailoring and those offered to men are limited to computers. The DPM (KSRLM) of one district summed up what emerged from the FGD responses: “There are lesser choices of course, trainees are not getting desired course to learn. For example, trainees who are interested in learning motor repairing cannot learn (that).”

4.5.1.4 Most Preferred and Least Preferred Courses

As already seen, 45 trades are offered for training under DDU-GKY in Karnataka. The most preferred and least preferred trades of youth based on the database shared by KSRLM are presented in the following tables:

Table 4.18 Ten most preferred trades as per DDU-GKY Database

Trade name	Sector	Number of beneficiaries	Percentage to total number of beneficiaries
Sales Associate	Retail	5888	20.13
Sewing Machine Operator	Apparel	4820	16.48
Customer Care Executive (Call Centre)	Telecom	2927	10.00
DTP and Print Publishing Assistant	IT&ITes	2462	8.42
Tailor (Basic Sewing Operator)	Apparel	1373	4.69
Technical Support Executive-Non-Voice	IT&ITeS	1107	3.78
Accounts Assistant using Tally	IT&ITeS	1062	3.63
CRM Domestic Voice	IT&ITeS	861	2.94
BPO- Non-Voice	IT&ITeS	841	2.87
Food & Beverage Service-Steward	Tourism And Hospitality	736	2.52

Source: KSLRM database

The data shows that the most preferred or popular course among beneficiaries is the Sales Associate (retail) course. The top 5 most preferred courses are Sales Associate, Sewing Machine Operator, Customer Care Executive (Call Centre), DTP And Print Publishing Assistant, And Tailoring (Basic Sewing Operator). Together, the top 10 courses account for around 75% of the 29256 beneficiaries trained between 2014 and 2019. The top two courses account for more than one-thirds of the beneficiary numbers and the top three account for 46% of beneficiary numbers.

Such popularity is a function of PIA preferences and not just beneficiary preferences (in other words, PIAs also prefer to offer these trades as per their competencies and employer linkages), since beneficiaries need to choose from the limited menu of options offered by the concerned PIA that they have come into contact with.

There is no strong evidence to prove that these most popular courses are firmly grounded in labour demand. From Figure 3.10 of this report, one might recall that Tourism, Travel, Hospitality & Trade sector has the highest demand for semi-skilled laborers followed by IT & ITES and Building, Construction, Industry & Real Estate. The three most popular courses are from neither of these three sectors. However, the top 10 most popular courses include five courses from the IT&ITes sectors, as seen from Table 4.18 above. The tenth most popular course (Food and Beverage Service Steward) is from the most demanded sector (Tourism and Hospitality). The table below shows the 10 least preferred trades as per the database (with non-zero enrolment):

Table 4.19 Ten Least preferred trades as per DDU-GKY Database

Trade name	Sector	Number of Beneficiaries	Percentage to total number of beneficiaries
Accounting	BFSI	8	0.03
Welding Technician Level 3	Automotive	8	0.03
Emergency Medical Technician – Advanced	Healthcare	22	0.08
Automotive Manufacturing (Basic)	Production and Manufacturing	29	0.10
Team Leader	Retail	56	0.19
Calendaring Machine Operator	Textiles	57	0.19
Accessory Fitter	Automotive	61	0.21
Unarmed Security Guard	Security	62	0.21
Sales Person (Retail)	Retail	63	0.22
Manual Metal Arc Welder	Capital Goods	64	0.22

Source: KSLRM database.

The least preferred trades are accounting and welding technician level 3. This is followed by emergency medical technician (advanced), automotive manufacturing (basic) etc. Four trades from mechanical domains are in this list, while no such trade was on the most popular trades list. It thus appears that mechanical courses are less popular compared to non-mechanical courses.

4.5.2 Organization of the Training Programme: Curriculum, schedule and duration

4.5.2.1 Curriculum

The DDU-GKY Guidelines lay down that the curriculum or course content should be in line with the requirements of the concerned industry. In case the course is based on captive employer model¹⁸, then the content can be certified by the PIA/employer itself. However, in other cases, the DDU-GKY course contents are either NCVT certified or Sector Skill Council (SSC) certified or certified by other agency notified for that purpose by the Ministry of Rural Development, as per the DDU-GKY Guidelines. The courses provided by PIA are based on Qualification Packs (QPs) of SSC or NCVT courses; this makes a degree of standardization in the content of the courses/training modules. The QPs also lay down the learning outcomes of the concerned course.

In this study, an attempt has been made to review the content of five select courses offered under DDU-GKY in Karnataka, based on the syllabus and QPs of the concerned courses. Sales Associate (retail), Sewing Machine Operator (SMO) and customer care executive (call centre)– are the most popular DDU GKY courses and account for 46% of the beneficiary numbers. The remaining courses reviewed here are two less popular courses - unarmed security guard and welding technician level 3 which lie in the list of ten least popular courses with non-zero enrolment. The details of this content review are presented in Appendix IV of this report, and the summary insights and inferences are presented below:

4.5.2.2 Sales Associate (retail) course

This is the course taken up by the greatest number of DDU-GKY beneficiaries, as per the analysis of the beneficiary database. The course is intended at those with minimum qualification of Class X and there is no defined maximum qualification. Though many of the competencies covered (including selling skills, understanding the features of products) appear to be suited for persons of Class X qualification, it appears that relatively more educated candidates such as graduates would be better placed to grasp other course components such as:

¹⁸DDU-GKY website clarifies that a captive employer is that which PIA itself is the trainer and employer. A captive employer should place at least 70% of all trained within the organization or subsidiaries.

- Some technical features of the course curriculum (such as assessing credit worthiness of an individual, analysis of customer feedback using CRM software).
- Some core skills such as documentation and writing simple reports, interpretation of data sheets.
- Some of the technical competencies (e.g. how to promote products to customers and close a sale) and the core skills (such as writing, reading and oral communication skills) taught under the Sales Associate course are relevant to a wide range of shops, establishments and companies.

The companies in which candidates trained in Sales Associate course are placed include retail outlets (single and multi-brand) and showrooms. The multi brand retail outlets where beneficiaries have been placed include Reliance retail, Hypercity, Future Retail group and D-Mart. However, candidates have also been placed in other kinds of organizations such as schools, Gram Panchayat offices and facility management companies in which the core skills and professional skills (such as decision making, planning and organizing) taught would come in handy.

4.5.2.3 Sewing Machine Operator course

This is the second most popular course as per analysis of the DDU GKY database. The preferred qualification is Class V passed. The course covers a specialized competency (stitching) which requires manual dexterity and certain kinds of aptitude such as understanding of colours and numbers. The course teaches stitching by machine or hand, achievement of stitched product quality and maintenance of work area, tools and machines. Apart from the technical skills, it also covers non-domain or core skills such as functional English and basic computer skills.

A look at the KSRLM database of DDU-GKY beneficiaries shows that for those beneficiaries taking this course (whose placement company is known), close to 80% were placed in textile/apparel related companies. However, 20% candidates were placed in other kinds of companies such as telecom companies, food outlets, facility management companies and hospitals. A reading of the database thus indicates that sector-change for SMO trainees is therefore present but is limited to about 20% of beneficiaries.

4.5.2.4 Customer Care Executive (Call Centre)

This course has required qualification of Class XII passed. It covers key competencies such as Customer Service support, resolving queries, and developing relationship with the customer, proactive selling, and reporting and communication skills. The technical skills covered include: basic working of a computer, how to receive and make calls, call forward, call hold and call transfer, basic working of a computer and MS Excel, use of information intranet tools and CRM applications, basic concepts of GSM and CDMA technology and awareness of data technology.

Therefore, the course does seem to demand some degree of technological aptitude, though it seems within the grasp of the average Class XII passed candidate. The core skills covered include reading skills, writing skills, comprehension skills and oral communication (listening and speaking skills). Professional skills covered include decision making, problem solving, time management and selling skills.

Customer Care executive (call centre) job role is relevant to all kinds of larger businesses that have customer interface. As per analysis of DDU-GKY databases, out of the 1568 beneficiaries taking this course for whom the placement company is mentioned, 400 candidates are placed in BPO companies such as Aczel info services, Aegis, ATCIS, Cogent e-services, Grassroots BPO Pvt Ltd, HGS and ISO BPO India Pvt ltd.

4.5.2.5 Welding Technician Level 3

This course developed by the Automotive Sector Skill Council is one of least popular courses offered in Karnataka. This trade covers mechanical welding related technical competencies such as understanding different types of welding processes and associated equipment, different types of joints, method of reading and interpreting sketches and engineering drawings, how to visualize the final product output, the impact of various physical parameters like temperature, pressure, electrode distance on the properties of final output product like durability, ductility, surface feel etc. and basic principles of geometric and drawing. It can be seen that geometry and physics competencies are required for this specialized mechanical trade, for which the required qualification is Class X. While geometry and physics as subjects are taught in and before Class X, it is not necessary that all students who have passed Class X have good aptitude related to these subjects.

The beneficiaries who completed this course were placed in three companies, all related to the automotive and machinery sector: Toyoda Gosei South India pvt ltd (which manufactures automobile components), Stanzen Toyetsu India Pvt Ltd (which is a machinery company that manufactures precision sheet metal and weld assemblies) and the automobile company Toyota.

4.5.2.6 Unarmed Security Guard

This course developed by the Security Sector Skill Development Council has preferred qualification of Class VIII passed. It is one of the least taken up courses in Karnataka. It covers topics such as Physical Training, drill, unarmed combat, basic rules pertaining to private security service and security personnel, Private guarding services to people, property and premises, control access, screening and search, parking and traffic management, security escort, health and safety, and providing security in commercial and industrial deployments.

While the placement companies for candidates who took this trade are not mentioned in the database, placement companies are mentioned for 290 out of 357 candidates who took the related ‘security guard general’ course. All these 290 candidates were placed in Kapston Facilities Management Ltd, which is also the PIA delivering the course. This company is a provider of security, housekeeping and other property/facilities management services. There is thus evidence of within sector placement for the security guard course.

4.5.2.7 Schedule

DDU-GKY SoP clearly specified the timings and duration of the training programme. As per the guidelines, “Full time (defined as 8 hours/day training programmes) non-residential trainings can only be conducted between 7:00 AM to 7:00 PM from April to September and 8:00 AM to 6:00 PM from October to March...In normal circumstances there should not be any deviation from the prescribed timings.” The scheme guidelines also state that training may be provided continuously for a six-day week or weekends of part-time, as long as the required number of hours (minimum 576 hours for 3 months’ course) is fulfilled.

The actual timings of the training programmes vary with the PIA. Given the guidelines, the actual training programme starts any time between 8.00 am and 9.00 am and ends by 6.30 pm. According to DDU-GKY SoP, “maximum permissible strength is 35 candidates per batch.” The batch size of PIAs varies from 30 to 35. One PIA shared that “Actual batch size is based on classroom area.” Also, the scheme requires the preparation and following of day by day

activity and lesson planner. One PIA conceded that there are sometimes minor deviations to the daily schedule/activity and lesson planner. The PIA which was concerned with training disabled students only mentioned that they rigorously follow the planned/stipulated schedule of classes since there is inspection by KSRLM, in which random data checks are done. Duration.

DDU-GKY offers four types of course duration: three months/90 days (576 hours), six months/180 days (1152 hours), nine months/270 days (1728 hours) and twelve months/360 days (2304 hours). However, all the offered durations are not equally popular or preferred. There appears to be a preference for shorter courses, which may have limited effectiveness and sustainability in enhancing the employability of trainees. The preferences of the respondents for different course durations is based on the field survey is presented below.

Table 4.20 Preferences of Beneficiaries and Dropouts Regarding Course Duration

Course Duration	Beneficiaries			Dropouts		
	Male (%)	Female (%)	Total (%)	Male (%)	Female (%)	Total (%)
3 Months	675 (95.88)	813 (91.86)	1488 (93.64)	52 (96.30)	115 (89.84)	167 (91.76)
6 Months	26 (3.69)	51 (5.76)	77 (4.85)	2 (3.70)	9 (7.03)	11 (6.04)
9 Months	3 (0.43)	18 (2.03)	21 (1.32)	0 (0.00)	3 (2.34)	3 (1.65)
12 Months	0 (0.00)	3 (0.34)	3 (0.19)	0 (0.00)	1 (0.78)	1 (0.55)
Total	704 (100.00)	885 (100.00)	1589 (100.00)	54 (100.00)	128 (100.00)	182 (100.00)

Source: Field Survey,

Note: Figures in parenthesis are percentages to the total

The data shows that an overwhelming share of beneficiaries (93.64%) preferred and enrolled for shorter duration courses of three months. The next most commonly preferred duration among beneficiaries is the six months course taken up by 4.85% of beneficiaries. Among dropouts, 91.76% preferred three month's courses, followed by 6.04% dropouts who preferred six month's courses.

Table 4.21 Opinions of beneficiaries about course duration

Opinions	Male	Female	Total
Suitable/appropriate	557 (79.12)	729 (82.37)	1286 (80.93)
Too short to cover what needs to be learnt	115 (16.34)	133 (15.03)	248 (15.61)
Too short since I was enjoying coming for course	26 (3.69)	21 (2.37)	47 (2.96)
Too long	6 (0.85)	2 (0.23)	8 (0.50)
Total	704 (100.00)	885 (100.00)	1589 (100.00)

Source: Field Survey

Note: Figures in parenthesis are percentages to the total

A dominant share of beneficiaries (80.93%) found the course duration taken up suitable/appropriate. Overall, only 15.61% beneficiaries found the course too short to cover what needs to be learnt. Thus, even though longer courses may be more important from the point of view of sustainable livelihood prospects (as argued in the Karnataka Vision document on skill development covered in the literature review of this report), beneficiaries are showing a marked preference for and satisfaction with short course durations.

DDU-GKY has also stipulated how the available time in different course durations is supposed to be bifurcated between classroom time and job exposure. As per DDU-GKY SoP, the classroom training time and On Job Training (OJT) time should be divided as follows.

Table 4.22 Course duration as per guidelines

Training Duration (in months)	Training Duration (in days)			Training Duration (Total number of hrs)
	Total number of days	Minimum number of classroom days	Maximum number of OJT days	
3	90	60	30	576
6	180	120	60	1152
9	270	180	90	1728
12	360	330	30	2304

Source: Taken from DDU-GKY SoP.

It can be seen that the stipulated ratio of classroom days versus On the Job Training days is 2:1 for three, six- and nine-months' courses. On the Job Training has been included in the planned training framework to ensure the job relevance of the training imparted.

DDU-GKY SoP also goes to the extent of stipulating how training time is supposed to be divided between domain and non-domain skills. Such specification is intended to ensure the proper coverage of not only core trade (domain) skills but also the soft skills, English language skills and IT skills that are very important to enhance the employability of trainees:

Table 4.23 Duration of training for different components of training as stipulated by the scheme

Training Duration (months)	Training Duration (hrs)	Core Domain (hrs)	Non-Domain		
			English skills (hrs)	Computer Skills (hrs)	Soft Skills (hrs)
3	576	416	60	80	20
6	1152	832	120	160	40
9	1728	1248	180	240	60
12	2304	Should be at least 576 hours with rest being part of school syllabus for clearing board examination.			

Source: Taken from DDU-GKY SoP.

The field visits observed that the PIAs are adopting the guidelines regarding the allocation of the time with some modifications. According to one of the PIA representatives, the 576 hours for the course are allocated as “224 hours is for core domain, 80 hours for IT, 80 hours for soft skills, and 192 hours for OJT; this varies between courses.”

In the survey carried out, beneficiaries were asked about whether they actually had undergone training in soft skills, IT skills and communication skills. 96.41% of beneficiaries had received training in computer skills, 96.16% in soft skills/life skills, and 93.90% in communication skills. Out of those trained in communication skills, 95.78% said that they had received training in spoken English. Additionally, 94.21% had received training in interview skills.

4.5.3 Course Dropout

The candidates who are enrolled dropout in the middle of the course due to several reasons. An analysis of DDU GKY database shows that the dropout rate is 5.75%. The extent of dropout according to the trade based on the KSLRM database is presented in the table below.

4.5.3.1 Trade Wise Course Dropout

Different trades have different rates of course dropout, which are highlighted in the table below.

Table 4.24 Trade wise dropout rate (as per DDU-GKY database)

Trade	Number of candidates Enrolled	Number of candidates dropped out	Dropout Rate (%)
Welding Technician Level 3	8	6	75.00
Automotive Manufacturing (Basic)	29	21	72.41
Unarmed Security Guard	62	24	38.71
Accessory Fitter	61	20	32.79
Hospitality Assistant	166	44	26.51
Emergency Medical Technician - Advanced	22	5	22.73
Manual Metal Arc Welder	64	13	20.31
Field Technician Other Home Appliances	640	106	16.56
Inspector Fabric Visual inspection for Quality	118	19	16.10
Calendaring Machine Operator	57	9	15.79
Wireman Control Panel	403	63	15.63
Fitter Electrical and Electronic Assembly	107	16	14.95
Housekeeping Attendant (Manual Cleaning)	146	21	14.38
Technical Support Executive-Non-Voice	1107	147	13.28
Drafting (Mechanical)	84	11	13.10
Blood Bank Technician	89	11	12.36
Security Guard (General)	358	42	11.73
Team Leader	56	6	10.71
BPO Voice	544	55	10.11
Shuttle-less Loom Weaver – Airjet	222	21	9.46
Ring Frame Tenter	212	20	9.43
Manual Insertion Operator	85	8	9.41
Accounts Assistant using Tally	1062	92	8.66
Sales Associate	5888	435	7.39
Fitter Mechanical Assembly	226	16	7.08
Showroom Hostess / Host	89	6	6.74
Food & Beverage Service-Steward	736	45	6.11
Sewing Machine Operator	4820	237	4.92
Trainee Associate	685	33	4.82
Operating Theatre Technician	67	3	4.48

Tailor (Basic Sewing Operator)	1373	60	4.37
FMCG Sales Representative	326	13	3.99
BPO- Non-Voice	841	30	3.57
Pre- shrinking machine operator- Zero-zero finishing or Felt Calendar	64	2	3.13
Banking Sales Representative	326	6	1.84
CRM Domestic Voice	861	11	1.28
Stores Ops Assistant	263	1	0.38
Customer Service Executive (Meet & Greet)	722	2	0.28
DTP and Print Publishing Assistant	2462	2	0.08
Accounting	8	0	0.00
Bedside Assistant	333	0	0.00
Customer Care Executive (Call Centre)	2927	0	0.00
Domestic Data entry Operator	304	0	0.00
Housekeeper	170	0	0.00
Sales Person (Retail)	63	0	0.00
Grand Total	29256	1682	5.75

Source: DDU-GKY database shared by KSRLM

Data presented above shows that the dropout rate for specific courses/trades ranges between 75 percent and zero percent. Highest dropout rate to the extent of 75 percent and 72.41% is observed in the case of the trade Welding Technician Level 3 and Automotive Manufacturing (Basic) respectively. In the case of unarmed security guard is it 38.71%. It is observed that six trades namely, accounting, bedside assistant, customer care executive (call centre), domestic data entry operator, housekeeper, and sales person (retail) have the lowest dropout rate of zero percent.

4.5.3.2 Reasons for course dropout

As observed earlier, the dropout rates are more than 70% in some trades. It is important to understand the reasons for dropouts to improve the retention rate. The reasons provided by the dropout candidates is presented in the table below:

Table 4.25 Reasons for dropout from the course (Gender Wise)

Reasons for dropout from course	Male (%)	Female (%)	Overall(%)
Household Responsibilities	8.53	19.49	16.01
Centre stopped offering the course	5.43	4.33	4.68

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Family crisis	4.65	6.14	5.67
Course timings not suitable or convenient	4.65	3.61	3.94
Taking care of children	0.78	4.69	3.45
Health issues	4.65	1.81	2.71
Difficulty in travelling to the centre	3.88	1.08	1.97
Unable to bear food and travel expenses	8.53	2.17	4.19
Difficulty in understand the course	3.10	1.08	1.72
Dislike the environment	1.55	2.17	1.97
Irregularity of the classes	4.65	2.17	2.96
Course is not interesting	3.10	0.36	1.23
Course is not useful	3.10	1.44	1.97
Cannot be away from job/work	41.86	46.21	44.83
Need to attend to sick/elderly family members	1.55	1.81	1.72
Pregnancy	0.00	0.72	0.49
Trainers are not helpful	0.00	0.72	0.49

Source: Field Survey

The table above shows that overall, the single largest reason for dropout mentioned by survey respondents is inability to be away from job/employment. This is mentioned in 44.83% of the responses. This is the largest reason for both males and females to dropout. It seems to indicate the opportunity cost of training (giving up actual/potential job income). Household responsibilities are mentioned as the second most frequent reason for dropout, mentioned by 19.49% females and only 8.53% males.

The FGDs with the non-beneficiaries which included dropouts also revealed the following reasons for dropping out: One woman from Bangalore Urban district said – “Transportation facility is not good. Family members do not allow us to stay in hostel.” While a male dropout from Bangalore said that he dropped out because of family responsibility, another male

dropout from Mandya said “Relevant jobs were not provided to the people already trained so left”; the latter said that he would have continued course if good/relevant jobs were provided.

4.5.3.3 Factors influencing course completion

In order to understand the factors that are significantly affecting the course completion, a logistic regression with course completion as dependent variable (whether candidate has completed the undertaken course or not) and several socio-economic variables and policy related interventions as independent variables was estimated.

The independent variables included in the model are location, gender, age, respondent’s education, father’s education and occupation, monthly family income, career related aspirations, counseling prior to the enrolment, clarity on benefits and stay in hostel. The variables are selected based on the field observations, discussions with representatives of PIA and other stakeholders, and the analysis of primary data.

Women are expected to be more prone to drop out than males because of a number of domestic constraints and commitments. One may also hypothesize that wards of more educated fathers and fathers with salaried occupational status would be more likely to complete the course. Similarly, one may hypothesize that better educated candidates may adjust better to the course and may be more inclined to complete the course. Therefore, the socio- economic background of the family and the education of the father are considered as independent variables. Among the socio-economic variables, location variable is expected to be either positive or negative. Similarly, for age also.

The other variables are selected to understand the effectiveness of the programme guidelines. If candidates are provided with information about the quality standards of training, kinds of placement to be provided, post placement support, retention incentive and food and transportation support etc. before the enrolment, one may expect that candidates’ clarity about the benefits would improve and they would be better motivated to complete the course. Furthermore, counselling is expected to help them select courses that are better in line with their aptitude and attitude. Career related aspirations¹⁹, counseling prior to enrolment and clarity on benefits are expected to have a positive influence on course completion.

The programme also provides hostel facility for the students coming from faraway places. The influence of provision of hostel facilities on course completion is expected to be either

¹⁹ In Chapter 3, the narrative before Table 3.12 explains the concept and operationalization of career related aspirations

positive or negative. On the positive side, the candidates in the hostel will be together and they may get more motivated to complete the course than those who come from outside. On the other hand, candidates may miss home and if the hostel facilities are not good, the hostel stay may induce them to leave the course. Hence, the variable of stay in hostel is included.

The procedure that is followed for building a logistic regression model

- Identification of categorical and numerical variables among independent variables: Among the chosen independent variables, location, gender, respondent's education, father's education and occupation, career related aspiration, counselling prior to the enrolment, clarity on benefits and stay in hostel are categorical variables and age and monthly family income are numerical variables.
- Encoding the categorical independent variables: The categorical independent variables are converted into numerical variables and the details are given in the table below.
- Fixing the base category: The logistic regression model automatically fixes any factor as base category under each variable. This automatic action is modified by choosing the null factor or the lowest category factor under each variable for comparison as mentioned in the table below.
- Dummy variables: Dummy variables are introduced in the model for each categorical independent variable. The factors are coded as 0 and 1. When we encode the variable, one code/integer each will be assigned to the factors (encoding).

Table 4.26 Details of Categorical Independent Variables in Course Completion Regression

Variable	Factors
Location	Rural Urban
Gender	Female Male
Respondent's education	No formal education PUC (1 st PUC & 2 nd PUC) Schooling (Class 1 to 10 th passed) Degree+ (Degree, professional, PG, PhD)
Father's education	No formal education PUC (1 st PUC & 2 nd PUC) Schooling (Class 1 to 10 th passed) Degree+ (Degree, professional, PG, PhD)
Father's occupation	Agricultural activities (allied agricultural activities, farming, landless agricultural labourer) Never worked Other wage labourer own business/self employed Salaried (govt. employee)

	Salaried (non-govt. employee)
Career related aspiration	Yes No
Counselling prior to the enrolment	Yes No
Clarity on benefits	Yes No
Stay in hostel	Yes No

In the case of father's education variable, no formal education, schooling, PUC and Degree+ are the four factors (categories) considered. No formal education (null factor) is fixed as base category. In order to prevent the machine to misunderstand the encoded variable as numeric dummy variables are introduced for all the factors. The same procedure is followed for all the other variables. The results of the estimated regression model are presented below.

Logistic regression

Number of observations = 1771

LR chi2 (19) = 118.72

Prob > chi2 = 0.0000

Log likelihood = -527.05198

Pseudo R² = 0.1012

The results presented above indicate that the regression model is statistically significant at 1% level of significance. The estimated regressions coefficients and the p value of only significant independent variables are reported in the table below:

Table 4.27 Significant Factors influencing course completion: Estimated regression coefficients

Variable	Estimated Coefficient	P-value
Location	1.1275	0.067*
Gender (Males)	0.7497	0.000***
Age	-0.0945	0.000***
Father's education (Schooling)	0.6086	0.002***
Father's education (PUC)	1.2646	0.088*
Father's occupation (non-govt. employee)	1.2440	0.002***
Career related aspiration	-0.5606	0.002***
Clarity on benefits	.04252	0.000***
Monthly family income	-0.0140	0.004***

*90% confidence; ** 95% confidence; *** 99% confidence, Source: Regression outputs based on survey data.

The regression results indicate that among the factors influencing the completion of course, gender, age, father's education, fathers' occupation and clarity on benefits appear to be highly influential factors. Location variable is significant at 10 percent level indicating that respondents who reside in rural areas are more likely to complete the course compared to those who reside in urban areas. In the case of gender differences, the estimated coefficient is significant at 1% indicating that males are more likely to complete the course than females. Age of the beneficiary is also highly significant that younger respondents are more likely to complete than older ones.

Among the other factors, candidates whose father's education is schooling and PUC are more likely to complete than those whose fathers lack formal education. Also, candidates whose fathers are salaried (non-govt. employee) are more likely to complete than those whose fathers are not working. The respondents who have career related aspiration are more likely to complete the course than who do not have. Clarity about the benefits is a highly influential variable influencing course completion. The estimated variable is significant at 1% level indicating that those who had clarity on benefits of scheme are more likely to complete the course. Monthly family income is another significant variable with a negative sign indicating that candidates with less monthly family income are more likely to complete the course than who earn more.

Having examined the results of the regression related to course completion, two hypotheses specified in Chapter 1 are examined below, based on the results of the above regression:

Hypothesis 2

The second hypothesis is based on the implementation guidelines of the scheme and has practical relevance of understanding if the age limit to the beneficiaries has any impact on the course completion.

H0 =the age of the beneficiary does not influence the probability of course completion.

H1 =the age of the beneficiary influences the probability of course completion.

Var	Coef.	Std. Err.	z	P> z	[95% Conf. Interval	
Age	-.0945019	.0213209	-4.43	0.000	-.1362901	-.0527136

This hypothesis was tested with a regression model as mentioned above. The estimated coefficient for age (Independent variable) and other parameters are presented in the table above.

In this case also, since the $p < .001$ is less than the chosen significance level $\alpha = 0.05$, we reject the null hypothesis that age has no influence on the probability of course completion. We conclude that age significantly influences the probability of course completion. The estimated negative coefficient indicates that age and probability of course completion are inversely related which means higher the age, lower the probability of course completion.

Hypothesis 3

The third hypothesis is also related to the implementation part of the scheme. The scheme made provision for counselling. The objective of the counselling is to make the benefits clearer to the beneficiary so that they will take interest in the completion of their course. Therefore, it is hypothesised to test if the clarity in benefits significantly influences the probability of course completion.

H_0 = having clarity about the benefits of completing the course has no influence on the chances of course completion.

H_1 = having clarity about the benefits of completing the course has influences the chances of course completion.

depvar	Coef.	Std. Err.	z	P> z	[95% Conf. Interval	
Clarity about						
Benefits	.0425218	.0115642	3.68	0.000	.0198564	.0651871

This hypothesis was tested with the regression model described above. The estimated coefficient for clarity in benefits (Independent variable) and other parameters are presented in the table above.

In this case also, since the $p < .001$ is less than the chosen significance level $\alpha = 0.05$, we reject the null hypothesis that having clarity about the benefits before the attending the training has no influence on the probability of course completion. We conclude that having clarity significantly influences the probability of course completion. The positive sign shows that greater the clarity, greater the chances of course completion. Based on these findings, it

is suggested that more efforts are to be made to make the benefits clear to the beneficiaries through different methods.

4.5.4 Availability of Infrastructure

Availability of suitable infrastructure is an important component of quality training. The DDY GKY Guidelines lay down that the PIAs should have certain essential infrastructure in a training centre. These are listed below:

- ❖ Classroom and IT facilities
- ❖ Laboratory for conducting the practical classes
- ❖ Training aids
- ❖ Internet access
- ❖ CCTV recording
- ❖ projectors and copying facilities
- ❖ power backup
- ❖ Geo-tagged, time stamped and Aadhaar authenticated biometric attendance facility for both trainers and trainees,
- ❖ Fire-fighting equipment
- ❖ first aid, hygiene and washroom facilities
- ❖ Canteen and drinking water facilities.

The guidelines also specify that a minimum of area of 10 sq. feet for trainees for theory classrooms and the same for computer labs. The space requirements are minimum.

The PIA checklist administered to six PIAs showed the following findings on the availability of select infrastructure at the six PIA training centres covered through PIA checklist exercise:

- Three PIA training centres were co-located in other campuses such as Govt ITI/other engineering institutes.
- There were 2-4 classrooms available in each of the PIA training centres.
- DDU-GKY signage was visible in all six PIA training centres.
- Domain related equipment (for example PIA dealing with retail sales associated course had visual merchandise for demonstration) is available in five out of the six PIA training centres.

- Toilets for men were available in all the training centres, but female toilets were available in four training centres (one of the two training centres lacking female toilets had no female trainees).
- Biometric attendance, computer/IT lab facility, and purified drinking water facility were available at all six training centres.
- All six training centres have counselling rooms, though in one of the centres centre-in-charge's room is used for tele-calling and counselling.
- Five training centres had at least one tablet per trainee in each batch. Only in one PIA 10 tablets are available for a batch of 35 trainees.
- Canteen facility is available only in three training centres out of the six training centres.

Therefore, most of the PIAs were providing the select infrastructural facilities mentioned above, with the exception of canteen facilities.

4.5.5 Regularity of classes

Regularity in conducting classes is essential for the success of this programme aiming at improving the skills of the beneficiaries. The study observed that in most of the centres the classes were conducted regularly. 97.92% of the beneficiary survey respondents said that classes were held regularly. This survey finding is supported by some of the FGDs. In FGDs held in Mandya and Dharwad, many have said that classes were held regularly. But some beneficiaries in FGDs held in Bidar, Dakshina Kannada, Chikkaballapur said that the classes were irregular.

4.5.6 Qualification and experience of trainers

The DDU-GKY Guidelines attach great importance to the appointment of quality trainers with the right exposure who possess the required attitude, knowledge and skills. Guidelines require the capacity of the trainer to be vetted by the Q-Team of the PIA and then verified by the SRLM. The Guidelines also provide for grading of trainers and tracking their performance. Trainees are also required to give feedback on trainer performance, which is supposed to be collected once a week.

The DDU-GKY SoP lay down that trainers should fulfil the eligibility criteria as prescribed by NCVT/SSC for the concerned courses. If these criteria are not fulfilled, then the trainers

should have undergone the Training of Trainers (ToT) by domain expert master trainers and the Master trainer of the PIA should certify that the trainers are eligible to train candidates in the concerned trade/non-trade skill.

Representatives of the four PIAs interviewed shared the following about the actual practices in the appointment of trainers. Two PIA representatives shared that trainer selection criteria is as per Sector Skill Council Guidelines. One PIA representative shared that they held three rounds of interviews to recruit trainers. Mostly, local recruitment of trainers is done (but if suitable persons not available locally then they recruit from outside). For some trades like Food and Beverage Service Steward in Tourism and Hospitality sector, five years training and experience is required to be appointed as trainer. The representative of another PIA (which is a captive employer) shared that most of its trainers are senior staff of the company and outside trainers are brought in only for non-domain skills. The person representing the PIA concerned with training only disabled candidates mentioned that they consider subject knowledge in choosing trainers; disability sector experience, though desirable, is hard to find.

Two PIA representatives interviewed shared that the trainers need to undergo the ToT organized by Sector Skill Council (SSCs provide annual region-specific ToT of 10 days); one of them shared that the Internal Master Trainer checks domain knowledge of trainer during recruitment. Internal ToT taken by Master Trainer is 2-3 days and supplements the external ToT taken by the SSC.

4.5.7 Quality of Instruction

4.5.7.1 Satisfaction with Teaching Methods

DDU-GKY Guidelines specify about the need to make the trainings innovative and trainee friendly by using multi-media/Audio-Visual techniques and teaching methods such as games and role plays for participatory learning. Satisfaction with the training methods was enquired with the trainees and the results are presented below:

Table 4.28 Satisfaction levels of beneficiaries with the teaching methods

Level of satisfaction	Number	Percentage (%)
Very Happy	402	25.30
Happy	1151	72.44
Neutral	30	1.89
Unhappy	5	0.31
Very Unhappy	1	0.06
Total	1589	100.00

Source: Field Survey

The survey results show that an overwhelming share of beneficiaries are either happy or very happy with teaching method used. While 72.44% of the beneficiaries are happy with the teaching method, 25.30% are very happy.

PIAs try to incorporate innovative and participatory teaching methods to sustain the interest of trainees. One of the PIA representatives shared the following about the pedagogy followed by them:

(The pedagogy) now is completely changed to activity-based learning, even for subjects like English. Group discussions are encouraged, also to get students to open up. In retail course, there is a lot of role play (e.g. angry customer, drunken customer, sophisticated customer). To learn visual merchandising, students have to change the lab set up, they also make charts of different types of products. We have developed our own course material for Retail, soft skills, SMO, IT and communication. (In soft skills training), for first aid training, NGOs are engaged. For life skills and soft skills, there are dedicated trainers but NGO persons also come as guest lecturers. Some industry persons also come as guest lecturers. Trainees are like clients, and they have to be engaged and kept happy so that they can refer the course to others. Another PIA representative also shared that their pedagogy was mostly Do-It-Yourself (D-I-Y) method (experiential, practical) in nature, involving methods such as model preparation and machine repair. Also, there are guest lectures, field visits, role play (for Retail Sales Associate course) and playing of Audio-Visual materials on industry experience. Needless to mention, the teaching methods used also depend on the nature of the course. One of the PIAs which is a captive employer in the food and beverage sector shared that because of the nature of the intended employment, the pedagogy is more practical and kinaesthetic in nature. The PIA which only trains disabled candidates mentioned that they use JAWS software for training visually impaired candidates and sign language to train the speech impaired. Regarding the sufficiency of time allotted for hands-on sessions, 97.11% of the beneficiaries felt that it is sufficient.

4.5.7.2 Satisfaction with the overall quality of trainers

As explained earlier, trainers are selected carefully so that they will be able to deliver the required skills to the candidates. Though sufficient care is taken from the supply side, the real efficiency can be assessed based on the satisfaction levels of the trainees. Trainees were asked about their level of satisfaction with the quality of trainers and district wise responses are presented in the table below.

Table 4.29 Satisfaction with quality of trainers among beneficiaries across districts

Division	District	Satisfaction level of beneficiaries with quality of trainers					Total Numbers
		Very Happy	Happy	Neutral	Unhappy	Very Unhappy	
Bangalore Division	Bangalore Urban	7 (9.09)	69 (89.61)	1 (1.30)	0 (0.00)	0 (0.00)	77 (100.00)
	Chikkaballapura	185 (40.31)	274 (59.69)	0 (0.00)	0 (0.00)	0 (0.00)	459 (100.00)
	Davengere	15 (19.23)	63 (80.77)	0 (0.00)	0 (0.00)	0 (0.00)	78 (100.00)
Belgaum Division	Bagalkot	17 (26.98)	44 (69.84)	1 (1.59)	1 (1.59)	0 (0.00)	63 (100.00)
	Dharwad	40 (18.96)	166 (78.67)	3 (1.42)	2 (0.95)	0 (0.00)	211 (100.00)
	Uttar Kannada	30 (46.88)	34 (53.13)	0 (0.00)	0 (0.00)	0 (0.00)	64 (100.00)
Gulbarga Division	Bidar	54 (58.06)	36 (38.71)	1 (1.08)	1 (1.08)	1 (1.08)	93 (100.00)
	Raichur	14 (6.17)	203 (89.43)	6 (2.64)	4 (1.76)	0 (0.00)	227 (100.00)
	Yadgir	3 (23.08)	10 (76.92)	0 (0.00)	0 (0.00)	0 (0.00)	13 (100.00)
Mysore Division	Dakshina Kannada	12 (16.90)	56 (78.87)	3 (4.23)	0 (0.00)	0 (0.00)	71 (100.00)
	Kodugu	1 (50.00)	1 (50.00)	0 (0.00)	0 (0.00)	0 (0.00)	2 (100.00)
	Mandya	50 (21.65)	172 (74.46)	6 (2.60)	2 (0.87)	1 (0.43)	231 (100.00)
Total		428 (26.94)	1128 (70.99)	21 (1.32)	10 (0.63)	2 (0.13)	1589 (100.00)

Source: Field Survey, Note: Figures in parenthesis are percentages to the total

It can be seen from the data that 70.99% beneficiaries are happy with the overall quality of their trainers whereas 26.94% are very happy with the quality of their trainers. Putting 'happy' and 'very happy' together, satisfaction levels in Kodagu, Davangere, Chikkaballapur and Yadgir districts is 100%. All the beneficiaries are either happy or very happy with the quality of trainers. The share of 'very happy' is lowest in Raichur and Bangalore Urban. Therefore, it shows that more than 97.93% of the beneficiaries from all the districts are either happy or very happy with the quality of trainers.

The survey findings are supported by the FGD in Mandya. The beneficiaries who participated in the FGD in Mandya said, “Teaching quality was good. Practical unit was there. Drinking water and toilet facility was good at training centre. Trainers were providing good training. All have got study materials.” The same is expressed by the beneficiaries from Dharwad district. According to one beneficiary, “We are happy with the training. Training was good.” However, in Bidar, Dakshina Kannada and Chikkaballapur districts, FGD participants listed a number of problems with the quality of training such as poor infrastructure, limited computer systems, no practical support systems, lack of high quality or expert faculty, reading material not having much examples and so difficult to understand, labs not well equipped, study materials not informative and poor-quality teaching.

Table 4.30 Satisfaction with quality of trainers and support received from trainers by beneficiaries

Level of Satisfaction	Received support from trainers	Did not receive support from trainers	Total
Very Happy	403 (94.16)	25 (5.84)	428 (100.00)
Happy	1033 (91.58)	95 (8.42)	1128 (100.00)
Neutral	18 (85.71)	3 (14.29)	21 (100.00)
Unhappy	6 (60.00)	4 (40.00)	10 (100.00)
Very unhappy	1 (50.00)	1 (50.00)	2 (100.00)
Total	1461 (91.94)	128 (8.06)	1589 (100.00)

Source: Field Survey, Note: Figures in parenthesis are percentages to the total.

Data presented above shows that an overwhelming share of beneficiaries (close to 92%) felt that they had received good support from trainers whenever they faced any difficulty in understanding content. However, the above analysis also sought to validate the earlier expressed satisfaction of trainees with quality of trainers by cross-checking such satisfaction with the support received from trainers. The above table shows that about 94% of the beneficiaries who were very happy with the quality of trainers had received support from trainers when they faced difficulty. Similarly, 91.58% of the trainees who were happy with the quality of trainers had received support from trainers. Interestingly, a majority of those who were unhappy with the quality of trainers (60%) said that they had received support from trainers.

4.5.7.3 Supply of training material in mother tongue

As per DDU-GKY Guidelines, the course materials and teaching methods should facilitate learning by the rural poor youth who may not have had any exposure to English language. This will provide the incentive to the trainees to learn from the training. The study observed that the training material is not provided in mother tongue in some of the training programmes. Data relating to the provision of training material in mother tongue is presented in the table below.

Table 4.31 Language of the study materials provided across districts

Division	District	Study materials in mother tongue			Total
		All study materials are in mother tongue	Some study material is in mother tongue	No study materials in mother tongue	
Bangalore Division	Bangalore Urban	69 (89.61)	8 (10.39)	0 (0.00)	77 (100.00)
	Chikkaballapura	56 (12.20)	403 (87.80)	0 (0.00)	459 (100.00)
	Davengere	13 (16.67)	65 (83.33)	0 (0.00)	78 (100.00)
Belgaum Division	Bagalkot	10 (15.87)	51 (80.95)	2 (3.17)	63 (100.00)
	Dharwad	63 (29.86)	142 (67.30)	6 (2.84)	211 (100.00)
	Uttar Kannada	4 (6.25)	60 (93.75)	0 (0.00)	64 (100.00)
Gulbarga Division	Bidar	71 (76.34)	18 (19.35)	4 (4.30)	93 (100.00)
	Raichur	204 (89.87)	23 (10.13)	0 (0.00)	227 (100.00)
	Yadgir	11 (84.62)	2 (15.38)	0 (0.00)	13 (100.00)
Mysore Division	Dakshina Kannada	44 (61.97)	27 (38.03)	0 (0.00)	71 (100.00)
	Kodugu	1 (50.00)	0 (0.00)	1 (50.00)	2 (100.00)
	Mandya	138 (59.74)	91 (39.39)	2 (0.87)	231 (100.00)
Total		684 (43.05)	890 (56.01)	15 (0.94)	1589 (100.00)

Source: Field Survey, Note: Figures in parenthesis are percentages to the total.

It can be seen that a majority of beneficiaries (56.01%) received some study materials in mother tongue whereas 43.05% received all study materials in mother tongue. The highest share of

beneficiaries receiving all study materials in mother tongue is observed in Raichur district (89.87%) closely followed by Bangalore Urban (89.61%) and the lowest share was in Uttar Kannada (6.25%). The data shows that 50% of the beneficiaries in Kodagu have not received any material in mother tongue. This is the highest among all the districts. This may be because some of the trainees from Kodagu cannot read Kannada as their mother tongue is different.

4.5.7.4 Access to computer/tablet at training centre

DDU-GKY Guidelines state that each trainee should be provided with a computer/tablet and it should be preloaded with interactive learning modules. These are provided to the participants only to be used in the training centres and they are not allowed to be taken out.

Table 4.32 Availability of tablet or computer for beneficiaries across districts

Division	District	Availability of tablet or computer			
		To each trainee	To be shared	No computer or tablet were available	Total
Bangalore Division	Bangalore Urban	77 (100.00)	0 (0.00)	0 (0.00)	77 (100.00)
	Chikkaballapura	456 (99.35)	2 (0.44)	1 (0.22)	459 (100.00)
	Davengere	78 (100.00)	0 (0.00)	0 (0.00)	78 (100.00)
Belgaum Division	Bagalkot	61 (96.83)	1 (1.59)	1 (1.59)	63 (100.00)
	Dharwad	162 (76.78)	49 (23.22)	0 (0.00)	211 (100.00)
	Uttar Kannada	64 (100.00)	0 (0.00)	0 (0.00)	64 (100.00)
Gulbarga Division	Bidar	74 (79.57)	18 (19.35)	1 (1.08)	93 (100.00)
	Raichur	154 (67.84)	62 (27.31)	11 (4.85)	227 (100.00)
	Yadgir	7 (53.85)	5 (38.46)	1 (7.69)	13 (100.00)
Mysore Division	Dakshina Kannada	66 (92.96)	4 (5.63)	1 (1.41)	71 (100.00)
	Kodugu	2 (100.00)	0 (0.00)	0 (0.00)	2 (100.00)
	Mandya	214 (92.64)	16 (6.93)	1 (0.43)	231 (100.00)
All Divisions		1415 (89.05)	157 (9.88)	17 (1.07)	1589 (100.00)

Source: Field Survey, Note: Figures in parenthesis are percentages to the total.

The data shows that overall, 89.05% beneficiaries have access to individual tablets or computers and nearly 10% have to share tablets or computers with others. Only 1.07% beneficiaries stated that they did not have access to any tablet or computer. However, there are inter district variations. In Bangalore, Uttara Kannada and Kodagu districts, 100% beneficiaries have access to individual tablets or computers. But in northern districts, not all participants have access to computers. While only 53.85% of the trainees in Yadgir said that they have access to tablets, Raichur and Bidar districts also reported non availability of tablets. The percentage of those with computers/tablet is 67.84% in Raichur and 79.57% in Bidar.

4.5.8 Assessment, Certification and Post-course connection

4.5.8.1 Assessment: Periodic and End of Course

DDU-GKY course guidelines stipulate that there should be continuous internal assessments during the course, which should include both announced and unannounced tests and the marks of such internal assessments should be recorded and saved by PIAs in password-protected way. Such marks are supposed to be used as a basis for ranking of quality of trainers by the PIA's own independent Q-team. The tables below look at the extent of during course and end of course assessment undergone by beneficiaries.

Table 4.33 Course assessment of beneficiaries during training

Course assessments	Number of beneficiarzs ies	Percentage (%)
Whether Given Periodic Tests		
Given periodic tests	1557	97.99
Not given periodic tests	32	2.01
Total	1589	100.00
Frequency of conducting periodic tests		
Daily	42	2.70
Weekly	426	27.36
Fortnightly	937	60.18
Monthly	132	8.48
Once or twice during course	18	1.16
No fixed frequency, whenever trainer wanted	2	0.13
Total	1557	100.00

Source: Field Survey

It can be seen from the table above that an overwhelming share of beneficiaries (almost 98%) underwent periodic assessments during the course. 60.18% beneficiaries said that the periodic

tests were administered on fortnightly basis, while 27.36% beneficiaries mentioned weekly assessments.

Scheme Guidelines also mandate end of course independent/third party assessment and certification of knowledge, skill and attitude level of employer as per industry standards. Only agencies empaneled with NCVT/SSCs can be assessment agencies for the end of course assessment.

Table 4.34 End of course assessment of beneficiaries

	Number of beneficiaries	Percentage of beneficiaries
Whether undergone end of course Assessment		
Examination	1536	96.66
No Examination	53	3.34
Total	1589	100.00
Faculty conducting the examination		
The course trainers/ training centre personnel	1162	75.65
External Persons from Sector Skill Council	77	5.01
External person from NCVT	82	5.34
External person-don't know which organization	127	8.27
Don't know	88	5.73
Total	1536	100.00

Source: Field Survey

The table above shows that almost 97% beneficiaries stated that they had undergone end of course assessment. However, more than 75% beneficiaries stated that the end of course tests were administered not by external persons but by the training centre personnel/trainers. In districts Bidar and Dakshina Kannada notable shares of beneficiaries (38.89% and 51.43% respectively) stated that they did not know who had administered the end of course tests.

One of the PIA representatives shared the challenges faced in end of course assessment by external agencies: “The grey area of assessment is that assessment test papers are either not bilingual or translated using Google translator... only those who know good English are more likely to pass.” Another PIA representative shared that but sometimes assessors only come with knowledge of English though bilingual assessment is required. Sometimes assessment gets delayed (delay from SSC side), even though the fees etc., paid. Both these PIAs however, mentioned that external assessors from SSC were coming. The PIA training the disabled

persons mentioned that it was difficult to find a partner equipped to assess the disabled, though now this issue has been addressed. The PIA which is a captive employer however said that they don't face any challenge in the assessment since their firm is a reputed player in the sector and has established relationship with the concerned sector skill council. Out of the six PIAs covered in checklist, five mentioned that SSC was doing end of course assessment and certification, and the PIA providing the unarmed security guard course had other entity (not SSC or NCVT) assessing and certifying.

4.5.8.2 Certification

DDU-GKY guidelines make it mandatory for 70% of trained candidates to be certified. The actual extent to which beneficiaries obtained course completion certificates can be seen from the table below:

Table 4.35 Provision of Course completion certificate for beneficiaries

Division	District	Whether Obtained Certificate		Total
		Obtained certificate	Did not obtain certificate	
Bangalore Division	Bangalore Urban	52 (67.53)	25 (32.47)	77 (100.00)
	Chikkaballapura	282 (61.44)	177 (38.56)	459 (100.00)
	Davengere	58 (74.36)	20 (25.64)	78 (100.00)
Belgaum Division	Bagalkot	33 (52.38)	30 (47.62)	63 (100.00)
	Dharwad	147 (69.67)	64 (30.33)	211 (100.00)
	Uttar Kannada	38 (59.38)	26 (40.63)	64 (100.00)
Gulbarga Division	Bidar	56 (60.22)	37 (39.78)	93 (100.00)
	Raichur	104 (45.81)	123 (54.19)	227 (100.00)
	Yadgir	11 (84.62)	2 (15.38)	13 (100.00)
Mysore Division	Dakshina Kannada	65 (91.55)	6 (8.45)	71 (100.00)
	Kodugu	2 (100.00)	0 (0.00)	2 (100.00)
	Mandya	181 (78.35)	50 (21.65)	231 (100.00)
All Divisions		1029 (64.76)	560 (35.24)	1589 (100.00)

Source: Field Survey, Note: Figures in parenthesis are percentages to total.

While the guidelines mandate 70% certification, it can be seen from the data presented above that 64.76% beneficiaries said that they received certificate. The lowest proportion of

beneficiaries receiving certificate was in Raichur district (45.81%) and the highest was in Kodagu (100%) followed by Dakshina Kannada district (91.55%). The following reasons for not receiving certificate were shared by beneficiaries – 71.43% said that the centre could not provide the certificate, 23.21% said that they did not go to centre to receive certificate and 5.36% said that they did not clear end of course assessment.

Two of the PIAs mentioned that if candidates fail the final assessment, then they obtain only the PIA certification. One of the PIA representatives confessed that the external certification rate is 50-65% of those assessed, whereas two of the PIAs mentioned 70-80% certification.

Table 4.36 Agency that certified the beneficiaries

Certifier	Number of beneficiaries	Percentage of Beneficiaries
Certified by Sector Skill Council	116	11.27
Certified by other industry body	37	3.60
Certified by NCVT	39	3.79
Certified by Training Centre itself	720	69.97
Don't know	117	11.37
Total	1029	100.00

Source: Field Survey

Among beneficiaries who were certified, 69.97% said that they were certified by the training centre itself, and only 15.06% were certified by Sector Skill Council or NCVT. This shows that, as inferred on the basis of beneficiary responses, that a majority of the beneficiaries are not receiving the credible external certification that could have widened their employment prospects. The lack of SSC/NCVT certification could be due to factors such as a) failure on end of course assessment and/or b) inability to meet eligibility qualifications specified in the course QP.

4.5.8.3 Tracking of the beneficiaries after completion of the course

Beneficiaries should be tracked by PIA training centres after end of course, not only in the form of post placement tracking for those placed, but also those who have not been placed. Such tracking can not only be a support of psychological support for the beneficiary but can also help keep track of the employment status and challenges of the beneficiary. The actual extent of post course tracking can be seen in the table below:

Table 4.37 Post course connection with the Training Centres

Connection with the training centre	Yes	No	Total
Did training centre try to connect with you after end of course or initial placement?	1216 (76.53)	373 (23.47)	1589 (100.00)
Did you yourself try to connect with training centre after end of course or initial placement?	1083 (68.16)	506 (31.84)	1589 (100.00)
(among those who tried to initiate connection with training centre) Was the concerned person of training centre usually reachable?	850 (78.49)	233 (21.51)	1083 (100.00)

Source: Field Survey, Note: Figures in parenthesis are percentages to the total

The table above shows that a dominant share of beneficiaries i.e. 76.53% said that the centre had got in touch with them after end of course or initial placement.

68.16% of beneficiaries had themselves tried to get in touch with the training centre after end of course/initial placement. Out of those beneficiaries who tried to get in touch with the centre staff, 78.49% said that the concerned person was reachable.

One of the PIA representatives interviewed shared that they track not only those who have completed the course but also those who have dropped out of the course. MIS, telecallers and facilitators' visits are the means which are used to track those placed. Two PIA representatives shared that they track the candidates for a year (retention tracking). The PIA which is a captive employer of trainees shared that they found in their early experience that many trained candidates left the job, even though were expected to stay. The PIA then realized the importance of tracking. However, retention tracking is mandated by DDU-GKY Guidelines only for a year, though the need for retention tracking is as strong even after one year of employment.

4.5.9 Challenges in Training

Combining the insights from the analysis presented in the previous sub-sections of this report, the following challenges faced in training are summarized below:

- Course options for training are restricted, and trainees are always not able to obtain the course of their choice. The number of courses/trades offered in Karnataka is only about one-tenth of the trades/courses offered at the national level.
- There is a marked preference for short duration courses, which have limited effectiveness from the point of establishing sustainable livelihood of beneficiaries.

- Course dropout is seen, with some trades having high dropout rates. The difficulty of being away from employment and household chores are the most common reasons for dropouts.
- A majority of non-residential beneficiaries are not receiving the food and transportation support that would have made it less burdensome for them to come regularly to the centre for training.
- A majority of beneficiaries are not receiving all study materials in mother tongue, which makes it difficult for those with lack of exposure to English to comprehend the study materials. FGD responses have pointed to gaps in study materials such as not having enough examples.
- Beneficiary responses indicate that end of course assessments are mostly by training centre personnel. This could imply the actual fact or the unawareness of the beneficiaries as to who is actually assessing.
- There are obstacles being faced in end of course assessment, since external assessors are sometimes not equipped to carry out assessment in the local language which trainees are familiar with.

While DDU-GKY requires 70% beneficiaries to be certified, only about 65% beneficiaries had actually received course certificate. The most common reason mentioned for not having received certificate was the training centre's inability to give the same. Among beneficiaries who were certified, only a minority said that they were certified by Sector Skill Council or NCVT. Majority of the beneficiaries are thus not receiving the credible external certification that could have widened their employment prospects.

CHAPTER – 5

RESULTS AND DISCUSSION – PART III

This chapter examines the following:

- Quality and efficiency of PIAs in providing placement and retention support
- Placement and retention performance of existing trades
- Effect of DDU-GKY on migration
- Impact of DDU-GKY on the quality of life of beneficiaries

5.1 Quality and Efficiency of PIAs in providing Placement and Retention Support

Placement lends concreteness to skill development training and ensures initial employment for the trained candidate. DDU-GKY scheme guidelines require PIAs to place at least 70% of trained candidates. Placement is defined in scheme guidelines as three continuous months of employment, not necessarily with the first employer. The scheme guidelines recognize different models of placement:

- Placement providing regular monthly wages at or above the minimum wage
- Captive placement: PIAs absorb and place the trained candidates in their own organization
- Placement in government organizations/with government contractors that is continuous, full time and providing at least minimum wages
- Placement in jobs in foreign countries with at least Rs 25,000/- monthly salary

This section examines the quality and efficiency of PIAs in providing placement and retention support in terms of:

- Placement related systems and processes including post-placement and retention tracking
- Companies in which candidates have been placed
- The suitability of the ‘captive employer’ model
- Extent of placement of trained beneficiaries, in terms of extent of job offers made, jobs offers accepted, and continuous employment for three months
- Salary of placement/first job

- Beneficiary satisfaction with placement job
- Extent of retention (continuous employment for twelve months)
- Extent of provision of post placement support and retention support

5.1.1 Placement related systems and processes including post-placement tracking

The following placement related systems and processes became known from the PIA representative interviews done in this study. This sub-section also reveals the good practices that are being done in the areas of placement and post placement tracking:

Pre-course employment linkages for assuring ability to place: “Pre-course employment tie-ups are the backbone of the course;” this view was expressed by a PIA representative sums up the importance of establishing connections with employers before the course to ensure placement at the end of the course. Even the choice of location of training centre is dictated by the placement imperative. As one PIA operating a training centre in Bangalore shared, “Placing 50-60 people a month is not a joke; placement assurance is needed for the same, which is why Bangalore has been chosen (as a venue for training)”.

Such pre-course groundwork on placement is used as a criterion for KSRLM in the evaluation of PIA applications for offering courses under DDU-GKY. The KSRLM State level officials perceived two kinds of PIAs as being more successful in placement: captive employers and those who have tie ups with particular companies to absorb the trainees.

Enquiry and selection of suitable companies by PIAs: In the pre-course employer tie-up stage, PIAs enquire about vacancies and manpower requirement in different companies. Various companies are compared for not just salary, but also for other benefits, HR Policy, and workplace environment.

Checking of candidates’ skills and suitability for placement: The PIA which is training only disabled candidates shared that in the last month of training, the placement officer comes and checks candidates’ skills such as typing speed. The Placement officer also does mock interviews of the candidates.

On the Job Training to make candidates job ready: Placement of trainees is preceded by OJT or On the Job Training. In a 3 months’ course, there is OJT of one month, after which the placement happens. Mostly the OJT job is continued as the placement job. One PIA shared that for candidates not selected in the concerned company at the end of OJT, additional OJT training

is given and efforts are taken to place them in other jobs. Whether salary or stipend is paid for OJT varies between companies and sectors.

Allocation of JDs and interview process: Job descriptions (JDs) are shared by placement manager with candidates. Candidates either sit for campus interviews or employers asks them to visit their offices for interviews. The PIA training only disabled candidates’ requests companies to give JDs to candidates in advance before joining, so that the JDs are not a surprise to the students when they join. The representative of this PIA opined that disabled students find it difficult to adjust to flexible JDs that add on more tasks than initially conveyed to them.

Waiting period or lack thereof: The PIA training disabled candidates mentioned that placement jobs are given to candidates within the span of one month after completion of training. However other PIAs added that there is no waiting period since there is good demand from companies. In fact, there is “adverse waiting period” since companies have high manpower requirement and it is difficult to meet the heavy demand, especially from sectors such as garments/textiles.

Making of placement offers: After the recruitment processes such as interviews, the placement offers are made to the trainees though all candidates do not take up the offered jobs.

Maintaining of relationship with placement partners: A good practice followed by one PIA (as revealed by the PIA representative interviewed) was to have the corporate sales/relationship team of the PIA visit the company team, interact with them and maintain the relationship.

Post placement tracking: As per DDU-GKY Guidelines, tracking of all placed candidates for the first 3 months of placement is mandatory. The following elements of post placement tracking emerged from the interviews with the PIAs:

Varying intensity of post-placement tracking in different phases: Tracking by the PIA is intense in the first 10 days after placement. After the first 10 days, there is some settling down and the frequency of follow up reduces till the end of the first month. At the end of first month there are likely to be issues related to salary etc, and at that time follow up again becomes more intense. There is also follow up in second month and third month after placement. During an interview with PIA, it was brought to light that after the first three months, there is telephonic tracking in month six and then in month 12 of the job.

Alternative job offered for those who want to change the job and support in resolving workplace problems: Some candidates want to change the placement job and the relevant option is given to them. The representative of one PIA shared that they also offer to help resolve problems at workplace.

Tracking and document coordination for post placement support: In the mandatory first three months of tracking, coordination is done by PIAs to get salary slip, bank statement etc. which are required proof for obtaining post placement support. PIAs carry out the verification of documents like offer letter, salary slip, etc.

Dedicated tracking teams: Tele calling and facilitators' visits are done for tracking, and the MIS helps improve tracking of the candidates post placement. The representative of one PIA shared that there are 5-6 people tracking placement and the PIA has also created a systematic format of tracking by tele callers (e.g. working/not working/ working-satisfied/working-not-satisfied and other different parameters of tracking). The tele callers ask indirect questions to come to know if the candidates are unhappy with job and facilitators catch up with unsatisfied candidates.

District level officials feel uninformed and unable to track placed candidates: The DPM (KSRLM) of one district shared that PIAs are not providing proper information to them, as a result of which they feel unequipped to track the candidates and know whether they are getting post placement support.

5.1.2 Suitability of the Captive Employer Model

State level KSRLM officials interviewed in this study opined that the captive model is one of the successful models of placement. One of the PIAs covered through interviews in this project was a well-known café chain, and a captive employer. This PIA has trained candidates in two centres viz. Bangalore and Halliyal (Uttara Kannada). This sub-section examines the pros and cons of the captive employer model of placement.

While the captive model is advantageous from the point of view of placement, one may question it on the grounds that the concerned company/employer would use the scarce public resources received to train its own manpower, and therefore would benefit from not only the incentives given to PIAs but also from a trained pool of human resources (given that companies usually have dedicated budgets for training manpower).

The advantages of the captive employment model that can be inferred from the data collected from this study are as follows:

- Assured placement of bulk of trainees
- Job relevant training of candidates, since candidates are trained in a more hands-on way keeping with the requirements of the job role.
- Ease in post placement tracking and in dealing of issues that candidates face post placement.
- Therefore, from a placement point of view, the captive model has several merits and is a superior model from the initial placement assurance point of view.

5.1.3 Extent of Placement

This sub-section unpacks the placement performance of PIAs in terms of extent of job offers made, jobs offers accepted, actual placement rate and extent of continuous employment for three months. How various socio-economic factors influence acceptance of job offer and continuous employment for three months is also examined.

5.1.3.1 Offering of Jobs

The offering of jobs to candidates is the essential pre-requisite for placement. Data from the beneficiary survey presented below shows the extent to which job offers were made by PIAs:

Table 5.1 Extent to which job offers were made to beneficiaries (gender wise)

Division	District	Whether at least one Job offer was made to beneficiaries								
		Male			Female			Overall		
		Job offer made (%)	Job offer not made (%)	Total (%)	Job offer made (%)	Job offer not made (%)	Total (%)	Job offer made (%)	Job offer not made (%)	Total (%)
Bangalore Division	Bangalore Urban	12 (100.00)	0 (0.00)	12 (100.00)	58 (89.23)	7 (10.77)	65 (100.00)	70 (90.91)	7 (9.09)	77 (100.00)
	Chikkaballapura	135 (88.82)	17 (11.18)	152 (100.00)	261 (85.02)	46 (14.98)	307 (100.00)	396 (86.27)	63 (13.73)	459 (100.00)
	Davengere	33 (86.84)	5 (13.16)	38 (100.00)	32 (80.00)	8 (20.00)	40 (100.00)	65 (83.33)	13 (16.67)	78 (100.00)
Belgaum Division	Bagalkot	6 (15.00)	34 (85.00)	40 (100.00)	4 (17.39)	19 (82.61)	23 (100.00)	10 (15.87)	53 (84.13)	63 (100.00)
	Dharwad	78 (55.71)	62 (44.29)	140 (100.00)	27 (38.03)	44 (61.97)	71 (100.00)	105 (49.76)	106 (50.24)	211 (100.00)
	Uttar Kannada	20 (100.00)	0 (0.00)	20 (100.00)	41 (93.18)	3 (6.82)	44 (100.00)	61 (95.31)	3 (4.69)	64 (100.00)
Gulbarga Division	Bidar	28 (54.90)	23 (45.10)	51 (100.00)	24 (57.14)	18 (42.86)	42 (100.00)	52 (55.91)	41 (44.09)	93 (100.00)

	Raichur	107 (72.79)	40 (27.21)	147 (100.00)	68 (85.00)	12 (15.00)	80 (100.00)	175 (77.09)	52 (22.91)	227 (100.00)
	Yadgir	1 (8.33)	11 (91.67)	12 (100.00)	1 (100.00)	0 (0.00)	1 (100.00)	2 (15.38)	11 (84.62)	13 (100.00)
Mysore Division	Dakshina Kannada	25 (83.33)	5 (16.67)	30 (100.00)	32 (78.05)	9 (21.95)	41 (100.00)	57 (80.28)	14 (19.72)	71 (100.00)
	Kodugu	NA	NA	NA	2 (100.00)	0 (0.00)	2 (100.00)	2 (100.00)	0 (0.00)	2 (100.00)
	Mandya	49 (79.03)	13 (20.97)	62 (100.00)	126 (74.56)	43 (25.44)	169 (100.00)	175 (75.76)	56 (24.24)	231 (100.00)
All Divisions		494 (70.17)	210 (29.83)	704 (100.00)	676 (76.38)	209 (23.62)	885 (100.00)	1170 (73.63)	419 (26.37)	1589 (100.00)

Source: Field Survey Note: Figures in parenthesis indicate percentages to total

The table above shows that overall, a dominant share of candidates (73.63%) was given at least one placement job offer. The district with highest proportion of beneficiaries receiving at least one job offer were Kodagu (100%) and Uttara Kannada (95.31%) while the districts which had the lowest proportion of beneficiaries receiving at least one job offer were Yadgir (15.38%) and Bagalkot (15.87%). Job offers were made to a slightly higher share of women beneficiaries (76.38%) compared to male beneficiaries (70.17%).

5.1.3.2 The extent of acceptance of job offered for the trained beneficiaries

Receipt of job offer is no guarantee of placement, since the candidates would not necessarily accept or take up the offered job. The table below shows the extent to which beneficiaries accept the job offered by their PIA training centres:

Table 5.2 Taking up of offered job from training centre by beneficiaries (gender wise)

Division	District	Whether offered placement job was accepted by beneficiaries								
		Male			Female			Overall		
		Job offer accepted	Job offer not accepted	Total (%)	Job offer accepted	Job offer not accepted	Total (%)	Job offer accepted	Job offer not accepted	Total (%)
Bangalore Division	Bangalore Urban	12 (100.00)	0 (0.00)	12 (100.00)	58 (100.00)	0 (0.00)	58 (100.00)	70 (100.00)	0 (0.00)	70 (100.00)
	Chikkaballapura	78 (57.78)	57 (42.22)	135 (100.00)	165 (63.22)	96 (36.78)	261 (100.00)	243 (61.36)	153 (38.64)	396 (100.00)
	Davengere	20 (60.61)	13 (39.39)	33 (100.00)	8 (25.00)	24 (75.00)	32 (100.00)	28 (43.08)	37 (56.92)	65 (100.00)
Belgaum Division	Bagalkot	5 (83.33)	1 (16.67)	6 (100.00)	1 (25.00)	3 (75.00)	4 (100.00)	6 (60.00)	4 (40.00)	10 (100.00)
	Dharwad	38 (48.72)	40 (51.28)	78 (100.00)	9 (33.33)	18 (66.67)	27 (100.00)	47 (44.76)	58 (55.24)	105 (100.00)
	Uttar Kannada	19 (95.00)	1 (5.00)	20 (100.00)	38 (92.68)	3 (7.32)	41 (100.00)	57 (93.44)	4 (6.56)	61 (100.00)
Gulbarga Division	Bidar	24 (85.71)	4 (14.29)	28 (100.00)	19 (79.17)	5 (20.83)	24 (100.00)	43 (82.69)	9 (17.31)	52 (100.00)
	Raichur	81 (75.70)	26 (24.30)	107 (100.00)	49 (72.06)	19 (27.94)	68 (100.00)	130 (74.29)	45 (25.71)	175 (100.00)
	Yadgir	0 (0.00)	1 (100.00)	1 (100.00)	1 (100.00)	0 (0.00)	1 (100.00)	1 (50.00)	1 (50.00)	2 (100.00)
Mysore Division	Dakshina Kannada	17 (68.00)	8 (32.00)	25 (100.00)	21 (65.63)	11 (34.38)	32 (100.00)	38 (66.67)	19 (33.33)	57 (100.00)
	Kodugu	NA	NA	NA	2 (100.00)	0 (0.00)	2 (100.00)	2 (100.00)	0 (0.00)	2 (100.00)
	Mandya	47 (95.92)	2 (4.08)	49 (100.00)	115 (91.27)	11 (8.73)	126 (100.00)	162 (92.57)	13 (7.43)	175 (100.00)
All Divisions		341 (69.03)	153 (30.97)	494 (100.00)	486 (71.89)	190 (28.11)	676 (100.00)	827 (70.68)	343 (29.32)	1170 (100.00)

Source: Field Survey Note: Figures in parenthesis Indicate percentages total

The table above shows that overall, 70.68% of those beneficiaries to whom at least one placement job was offered took up the offer. While the proportion of beneficiaries who took up the placement job offer is 100% in Bangalore Urban and Kodagu, the lowest proportion is in Davangere (43.08%). Notably, a higher share of female beneficiaries (71.89%) accepted the offer compared to male beneficiaries (69.03%). Districts such as Davangere (25%), Bagalkot (25%) and Dharwad (33.33%) had very low rates of acceptance of job offers by female beneficiaries.

EPoD study of DDU-GKY in 2016 by Harvard University (which did not cover any South Indian state) had similar findings with respect to the extent of job offer. The study found that 75% of the respondents received a job offer after receiving skill training (for this study, the figure is 73.63%). However, out of those who received job offers, roughly about 63% accepted according to EPoD study and 70.68% accepted according to this study.

Why did beneficiaries reject job offers? The table below sheds some light on the reasons:

Table 5.3 Beneficiaries' reasons for rejecting placement job (gender wise)

Reason for rejecting placement job offer	Female	Male	Total
Family members were not in favor	51 (20.00)	13 (5.86)	64 (13.42)
Family/childcare responsibilities	9 (3.53)	0 (0.00)	9 (1.89)
Health Issues or other personal problem at that time	7 (2.75)	2 (0.90)	9 (1.89)
I did not like the nature of the work	27 (10.59)	36 (16.22)	63 (13.21)
I wanted to do job in different sector	9 (3.53)	12 (5.41)	21 (4.40)
Location was not convenient, too much travel required	54 (21.18)	38 (17.12)	92 (19.29)
Placement Company is not well known	5 (1.96)	6 (2.70)	11 (2.31)
Pregnancy	5 (1.96)	6 (2.70)	11 (2.31)

Required me to migrate from my place	9 (3.53)	15 (6.76)	24 (5.03)
Working hours were not convenient	8 (3.14)	19 (8.56)	27 (5.66)
Salary was too low	34 (13.33)	62 (27.93)	96 (20.13)
Other*	37 (14.51)	13 (5.86)	50 (10.48)
Total	255 (100.00)	222 (100.00)	477 ²⁰ (100.00)

Source: Field Survey; Note: Figures in parenthesis indicate percentages to total

*Other include mainly education higher education and other reasons like did not get selected to a job, got married etc.

The table above shows that overall, the most common reason for not taking up placement job was low salary (20.13%) followed closely by inconvenient location (19.29%) and the other most common reasons were family members not being in favour (13.42%) and not liking the nature of work (13.21%). For women, the most common reason was inconvenient location (21.18%), followed by family members not being in favour (20%), other reasons (14.51%) and low salary (13.33%). For men, the most common reasons were salary being too low (27.93%) followed by inconvenient location (17.12%) and not liking the nature of work (16.22%).

The FGD responses revealed a variety of perspectives – specifically from women beneficiaries – regarding why some of them did not take up the offered placement jobs. Women expressed a number of reasons why they did not take up the offered placement jobs:

- Lack of parental permission to go outside village to take up job.
- Job offer which was not confirmed later
- Disconnect between the course taught and the nature of the job offered
- Perceived hectic nature of work, not liked nature of work
- Unfavourable working hours
- Limited offering/options

²⁰The total number does not add up to 343 (number of beneficiaries who had rejected job offer) because the question is a checklist where there can be more than one response

Job away from native place

Low salary

Perceiving that the job was generic/common in nature requiring low qualification, which even without this training they would have got.

From the male beneficiaries covered in the FGD, the responses indicated low salary and supervisor-imposed workload in placement job as reasons for not taking up the placement job.

It is also pertinent to know, which kinds of male and female beneficiaries (in terms of different facets of socio-economic background such as social category, father's education and father's occupation) are more likely to accept the placement job offered by PIA. The analysis on the same is presented below.

Table 5.4 Socio-economic Background-Wise Analysis of Acceptance and Non-Acceptance of Placement Job (Social category, father's education and father's occupation)

Category	Males			Females		
	Accepted Placement job offer	Did not accept Placement job offer	Total	Accepted Placement job offer	Did not accept Placement job offer	Total
SOCIAL CATEGORY						
SC	111 (69.38)	49 (30.63)	160 (100.00)	180 (71.43)	72 (28.57)	252 (100.00)
ST	69 (82.14)	15 (17.86)	84 (100.00)	65 (77.38)	19 (22.62)	84 (100.00)
General	42 (50.00)	42 (50.00)	84 (100.00)	71 (64.55)	39 (35.45)	110 (100.00)
OBC	98 (74.81)	33 (25.19)	131 (100.00)	132 (71.74)	52 (28.26)	184 (100.00)
Minority	21 (60.00)	14 (40.00)	35 (100.00)	37 (82.22)	8 (17.78)	45 (100.00)

No information	NA	NA	NA	1 (100.00)	0 (0.00)	1 (100.00)
Total	341 (69.03)	153 (30.97)	494 (100.00)	486 (71.89)	190 (28.11)	676 (100.00)
FATHER'S EDUCATION						
No Formal Education	199 (72.36)	76 (27.64)	275 (100.00)	271 (73.84)	96 (26.16)	367 (100.00)
Class 1-10	101 (63.13)	59 (36.88)	160 (100.00)	154 (71.30)	62 (28.70)	216 (100.00)
10th Passed	26 (72.22)	10 (27.78)	36 (100.00)	26 (68.42)	12 (31.58)	38 (100.00)
1st PUC	1 (100.00)	0 (0.00)	1 (100.00)	3 (100.00)	0 (0.00)	3 (100.00)
2nd PUC	6 (60.00)	4 (40.00)	10 (100.00)	17 (68.00)	8 (32.00)	25 (100.00)
Degree	4 (57.14)	3 (42.86)	7 (100.00)	5 (45.45)	6 (54.55)	11 (100.00)
Professional	NA	NA	NA	1 (100.00)	0 (0.00)	1 (100.00)
Diploma	0 (0.00)	1 (100.00)	1 (100.00)	0 (0.00)	1 (100.00)	1 (100.00)
PG	1 (100.00)	0 (0.00)	1 (100.00)	NA	NA	NA
MPhil/PhD	NA	NA	NA	0(0.00)	1(100.00)	1(100.00)

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Don't know	3 (100.00)	0 (0.00)	3 (100.00)	9 (69.23)	4 (30.77)	13 (100.00)
Total	341 (69.03)	153 (30.97)	494 (100.00)	486 (71.89)	190 (28.11)	676 (100.00)
FATHER'S OCCUPATION						
Allied agricultural activities dairy, fishing, horticulture)	NA	NA	NA	7 (77.78)	2 (22.22)	9 (100.00)
Farming (with land ownership)	240 (71.01)	98 (28.99)	338 (100.00)	290 (74.36)	100 (25.64)	390 (100.00)
Landless agricultural labourer	4 (100.00)	0 (0.00)	4 (100.00)	9 (69.23)	4 (30.77)	13 (100.00)
Never worked	15 (75.00)	5 (25.00)	20 (100.00)	14 (70.00)	6 (30.00)	20 (100.00)
Other wage labourer (not regular monthly/daily wage workers)	45 (58.44)	32 (41.56)	77 (100.00)	96 (65.75)	50 (34.25)	146 (100.00)
Own business/self employed	14 (53.85)	12 (46.15)	26 (100.00)	26 (72.22)	10 (27.78)	36 (100.00)
salaried (govt. employee)	1 (100.00)	0 (0.00)	1 (100.00)	4 (66.67)	2 (33.33)	6 (100.00)
salaried (non govt. employee)	22 (78.57)	6 (21.43)	28 (100.00)	40 (71.43)	16 (28.57)	56 (100.00)
Grand Total	341 (69.03)	153 (30.97)	494 (100.00)	486 (71.89)	190 (28.11)	676 (100.00)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

The above table shows that female beneficiaries from the general background have the lowest rate of acceptance of placement job offer compared to the other categories. The vulnerable categories all have higher acceptance rates, with minority women having the highest acceptance rate, followed by ST, OBC and SC women. This is an interesting finding that challenges the common perception that minority communities are orthodox and hesitant in allowing women to take up work.

Amongst the male beneficiaries, the STs had the highest rate of acceptance of placement job offer, followed by OBC, SC and minority. Similar to the findings for women, males from the general category had the lowest rate of acceptance of placement job offer.

Among the female beneficiaries, those who had fathers with 1st PUC and professional educational qualification had the highest acceptance rate (100%). However, there were only small numbers of female beneficiaries who had fathers with these qualifications. Amongst the more frequent parental education categories, women who had fathers with no formal education had the highest placement job offer acceptance rate, followed by those whose fathers had studied between class I and X. Therefore, the women with the lowest parental education categories have high acceptance rates. This also challenges the notion that only more educated fathers would be more enlightened or liberal in allowing their daughters to take up jobs.

Among the male beneficiaries, the PG and 1st PUC parental education categories have low numbers but the highest rates of placement job acceptance (100%). Among the more common parental education categories, it can be seen that again those male beneficiaries having fathers with no formal education have the highest rates of acceptance of placement job offer, followed by those whose fathers have passed Class X.

Female beneficiaries with fathers from allied agricultural and agricultural (with land ownership) background had the highest rates of acceptance of placement job offers. Among male beneficiaries, the highest acceptance rates were of those whose fathers were landless agricultural labour and salaried government employee (however both these parental occupation categories had small numbers). Among the more common parental education categories, male beneficiaries with fathers who were salaried non-govt employees had the highest placement job acceptance rate.

Table 5.5 Socio-economic Background-Wise Analysis of Acceptance and Non-Acceptance of Placement Job (age, marital status and educational background)

	Males			Females		
	Accepted Placement job offer	Did not accept Placement job offer	Total	Accepted Placement job offer	Did not accept Placement job offer	Total
AGE						
Below 30	313 (68.79)	142 (31.21)	455 (100.00)	432 (70.59)	180 (29.41)	612 (100.00)
Above 30	28 (71.79)	11 (28.21)	39 (100.00)	54 (84.38)	10 (15.63)	64 (100.00)
Total	341 (69.03)	153 (30.97)	494 (100.00)	486 (71.89)	190 (28.11)	676 (100.00)
MARITAL STATUS						
Married	46 (70.77)	19 (29.23)	65 (100.00)	232 (74.60)	79 (25.40)	311 (100.00)
Unmarried	294 (68.69)	134 (31.31)	428 (100.00)	251 (69.72)	109 (30.28)	360 (100.00)
Divorced/separated/ widowed	1 (100.00)	0 (0.00)	1 (100.00)	3 (60.00)	2 (40.00)	5 (100.00)
Total	341 (69.03)	153 (30.97)	494 (100.00)	486 (71.89)	190 (28.11)	676 (100.00)
EDUCATIONAL BACKGROUND						
No Formal Education	4 (66.67)	2 (33.33)	6 (100.00)	12 (85.71)	2 (14.29)	14 (100.00)

Class 1-10	13 (48.15)	14 (51.85)	27 (100.00)	79 (86.81)	12 (13.19)	91 (100.00)
10th Passed	38 (76.00)	12 (24.00)	50 (100.00)	66 (78.57)	18 (21.43)	84 (100.00)
1st PUC	12 (63.16)	7 (36.84)	19 (100.00)	16 (69.57)	7 (30.43)	23 (100.00)
2nd PUC	91 (76.47)	28 (23.53)	119 (100.00)	133 (70.00)	57 (30.00)	190 (100.00)
Degree	144 (66.67)	72 (33.33)	216 (100.00)	161 (65.71)	84 (34.29)	245 (100.00)
Professional	11 (68.75)	5 (31.25)	16 (100.00)	11 (68.75)	5 (31.25)	16 (100.00)
Diploma	17 (73.91)	6 (26.09)	23 (100.00)	5 (62.50)	3 (37.50)	8 (100.00)
PG	11 (61.11)	7 (38.89)	18 (100.00)	3 (60.00)	2 (40.00)	5 (100.00)
Total	341 (69.03)	153 (30.97)	494 (100.00)	486 (71.89)	190 (28.11)	676 (100.00)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

For both males and females, beneficiaries of the older age group (above 30) have higher placement acceptance rates compared to the younger group. It is also interesting to see that both among the males and females, the married beneficiaries have higher placement job acceptance rates than unmarried beneficiaries.

The data presented in the above table also shows the placement job acceptance rates for different educational backgrounds of beneficiaries themselves. Among females, those who have studied Class I-X have the highest placement job acceptance rates and those with diploma and PG qualifications have the lowest acceptance rates. Among males, those who have passed 2nd PUC have the highest placement job acceptance rates but those who have passed Class I-X have the lowest acceptance rates.

It has been clearly seen from the above analysis that i) job offer is not made by training centre to all beneficiaries and secondly ii) all beneficiaries to whom job offer has been made by training centre do not accept the job offer. It can be seen from the table below that slightly less than one-fourth (24.49%) of all beneficiaries who had not accepted placement job offer went on to find a job after training by their own efforts or other means:

Table 5.6 Extent to which non-placed beneficiaries were able to find job (gender wise)

	Male	Female	Total
Got other jobs	50 (32.89)	34 (17.80)	84 (24.49)
Did not get other jobs	91 (59.87)	144 (75.39)	235 (68.51)
No response	11 (7.24%)	13 (6.81)	24 (7.00)
Total	152 (100.00)	191 (100.00)	343 ²¹ (100.00)

It can also be seen that female beneficiaries who had not accepted placement job offer had much lower success rate in finding other jobs compared to male beneficiaries of the same type. Only 17.80% females who did not accept placement job offer were able to find other jobs compared to 32.89% males.

5.1.3.3 Overall Placement Rate

The overall placement rate calculated below includes those who accepted the placement offer from training centre plus those who rejected the offer but went on to find a job on their own. The table below shows the combined placement rate:

²¹Here the total of non-placed represents those who did not accept placement job offer. It doesn't include those who were no given placement job offer.

Table 5.7 Combined Placement rates based on survey

Trade Name	Combined placement rate: Proportion of placed through training centre + those who found other job on their own	Proportion placed through training centre
Grand Total	911 (57.33)	827 (52.05)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

Based on data from the beneficiary survey, 52.05% beneficiaries were placed through the training centre i.e. they were offered placement job and they took up the placement job.

The aggregate/combined placement rate based on the survey, however, is 57.33%; this figure combines those who were placed through the centre and those who were not placed through centre but went on to find job after training through other means.

Table 5.8 District Wise Combined Placement Rates - High Medium and Low Performance Districts

District	Number of beneficiaries who completed training	Combined placement Numbers: Number of candidates Placed through training centre plus those who found other jobs on their own	Combined placement rate (%)
Kodugu	2	2	100.00
Bangalore urban	77	70	90.91
Uttara Kannada	64	58	90.63
Mandya	231	163	70.56
Chikkaballapura	459	299	65.14
Dakshina Kannada	71	44	61.97
Raichur	227	135	59.47
Bidar	93	44	47.31
Davanagere	78	28	35.90
Dharwad	211	61	28.91
Bagalkot	63	6	9.52
Yadgir	13	1	7.69
Grand Total		911	57.33

Source: Field Survey

The table above shows the ranking of the districts into High, Medium and Low districts in terms of the placement performance, which is operationalized in terms of combined placement rate. The districts marked in blue are the 'High' districts, the ones in green are the 'Medium'

districts and the ones on light orange are the ‘Low’ districts. Kodagu and Bangalore Urban are the top districts while Bagalkot and Yadgir are the lowest performers in terms of combined placement rate.

5.1.3.4 Extent of Continuation in Placement Job for three months

DDU-GKY guidelines consider a candidate as placed only when the candidate completes three continuous months of employment after training, not necessarily in the same job. 70% trainees must be placed adhering to such definition of placement. Such employment for three continuous months should be substantiated with proof such as salary slip or certificate indicating salary paid, signed by the employer and the receiver of salary along with bank statement.

It is therefore pertinent to examine the extent of continuation in placement job for three months, in terms of the percentage of beneficiaries who were continuously employed for three months after training. The district wise figures are provided in the table below, along with the categorization of High, Medium and Low Districts:

Table 5.9 District Wise Extent of Continuation in Employment for three months after training - High Medium and Low Performance Districts

District	No of beneficiaries who continued in employment for first 3 months after training	Numbers trained	% of beneficiaries in continuous employment for 3 months after training
Kodugu	2	2	100.00
Uttar Kannada	51	64	79.69
Mandya	165	231	71.43
Bangalore Urban	54	77	70.13
Chikkaballapura	261	459	56.86
Dakshina Kannada	37	71	52.11
Raichur	85	227	37.44
Dharwad	73	211	34.60
Davengere	20	78	25.64
Bidar	17	93	18.28
Yadgir	2	13	15.38
Bagalkot	9	63	14.28
Total	776	1589	48.83

Source: Field Survey

The table above shows that slightly less than half i.e. 48.83% of beneficiaries were in continuous employment for three months. This should be compared to the yardstick of 70% mandated in the DDU-GKY Guidelines.

The ‘High’ districts are marked in blue, medium districts in green and low districts in light orange. Compared to our previous definition of placement and the categorization based thereon, we don’t see much change in the categorization of High, Medium and Low districts. The only change in the categorization is that Dharwad as per this definition has moved to the ‘medium’ districts and Bidar has moved to the ‘Low’ districts. Within categories, however, there is some change in the ranking of districts.

Why are such a large share of candidates not continuing in employment for three months after training? It was a PIA representative’s opinion that one reason for candidates leaving a placement job is that they know that the PIA will easily give them an alternative job on request, which is why take the job lightly and leave for reasons such as the boss screaming at them.

The PIA which is a captive employer shared that job dropout rate in the first three months was earlier more huge but has now reduced. The mobilization and counselling level gap was responsible for the earlier high dropout from placement job. A case study done by this PIA revealed that candidates, at the time of enrolment, were not aware that they would be placed in the same organization and also were unaware of the job role. Now the complete picture for the first six months (three months of training and three months of placement job) along with the later career prospects is given to the candidate during mobilization itself by this PIA.

5.1.3.5 Leaving of Placement Job

The obtaining of a placement job/other job after training is no doubt a milestone of achievement for beneficiaries from less privileged sections. However, not all candidates stick to the placement/first job after training, as will be seen in the table below. Not all candidates who leave this job are able to find another job, and even if they do, candidates may not necessarily hold on to the alternative jobs found, which aggravates the employment retention problem. The table below shows the extent to which candidates had left their placement/first jobs:

Table 5.10 Extent to which beneficiaries had left the placement/first job (gender wise)

	Female	Male	Total
Did not leave/did not have to leave	109 (26.33)	116 (34.22)	225 (29.88)
Resigned	290 (70.05)	215 (63.42)	505 (67.07)

Was dismissed	15 (3.62)	8 (2.36)	23 (3.05)
Total	414 (100.00)	339 (100.00)	753 (100.00)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

The table above shows that only a minority of female and male beneficiaries did not leave the placement/first job. About 70% of female beneficiaries and 63.42% of male beneficiaries had resigned from the placement/first job. Minor shares of dismissals from placement/first job are also seen.

Table 5.11 Reasons for dismissal from the placement job of beneficiaries

Reasons for dismissal	Nos(%)
Bad performance	2 (8.70%)
Non-Punctual/ frequent absence	4(17.39%)
Argument or disagreement with supervisors	7(30.43%)
Other Reasons	10(43.48%)
Total	23(100.00%)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

Candidates were dismissed from jobs for reasons such as argument or disagreement with supervisors (30.43%), non-punctuality and/or frequent absence (17.39%), bad performance (8.70%) and other reasons (43.48%).

The table below shows the professed reasons for which candidates resigned from the placement job/first job after training:

Table 5.12 Reasons for leaving/resigning the placement job/first job after training among beneficiaries

Reasons for leaving/resigning the placement job	% of Female beneficiaries	% of Male beneficiaries	Overall %
Inconvenient location	14.00	13.87	13.94
Unsatisfactory salary	20.50	38.15	28.69
Poor working conditions pressure supervisor behaviour workplace safety	7.75	6.94	7.37
Working hours are difficult to manage	11.50	11.56	11.53
Family objections	6.50	2.31	4.56

Family responsibilities looking after children or other family members	13.25	9.83	11.66
Work is very difficult	2.50	2.31	2.41
Did not find enjoy the work	3.00	4.05	3.49
Change in location or life plan because of marriage	7.75	1.16	4.69
Pursue higher education	1.75	3.47	2.55
Pregnancy/ health issues personal problems at that time	8.00	0.58	4.56
No longer felt the need to work	0.25	0.87	0.54
Had a job with better position salary or nature of work	3.25	4.91	4.02
Total	100.00	100.00	100.00

Source: Field Survey

The table above shows that overall and also separately for women and men beneficiaries, unsatisfactory salary was the most frequent reason for resigning from placement/first job after training and the second most frequent reason was inconvenient location.

Interviewed stakeholders revealed that candidates leave jobs for reasons that may appear mundane or even trivial to others. A state-level KSRLM official gave the example of one candidate who had got a good placement salary and left the job on the grounds that she found the HR of the company very strict; the HR, as per company process, had forbidden the candidate from checking her mobile phone in office hours. According to this official, such reasons are among those that make it difficult to achieve the retention of candidates.

Candidates also leave jobs on account of loneliness for being away from family and inability to adjust to a new place with new food. A strategy adopted by one of the PIAs interviewed to enhance the likelihood job retention is to place batchmates in the same organization and in the same place. The representative of this PIA argued that there is an advantage to placing batchmates together in one placement venue and paying guest accommodation, since they become friends and are a source of peer support. This PIA representative felt that the biggest challenge is for rural candidates to adjust (especially to the food) in cities like Bangalore.

The district wise picture on candidates leaving their placement/first job can be seen from the table below:

Table 5.13 Leaving of placement/first job by beneficiaries across districts

Division	District	Did you leave or were you forced to leave your placement job/first job?			Total
		Did not leave/did not have to leave	Resigned from my placement/first job	Was dismissed from my placement/first job	
Bangalore Division	Bangalore Urban	27 (90.00)	3 (10.00)	0 (0.00)	30 (100.00)
	Chikkaballapura	76 (23.38)	248 (76.31)	1 (0.31)	325 (100.00)
	Davengere	4 (33.33)	7 (58.33)	1 (8.33)	12 (100.00)
Belgaum Division	Bagalkot	1 (12.50)	6 (75.00)	1 (12.50)	8 (100.00)
	Dharwad	28 (49.12)	28 (49.12)	1 (1.75)	57 (100.00)
	Uttar Kannada	4 (11.76)	30 (88.24)	0 (0.00)	34 (100.00)
Gulbarga Division	Bidar	3 (12.00)	21 (84.00)	1 (4.00)	25 (100.00)
	Raichur	48 (32.00)	100 (66.67)	2 (1.33)	150 (100.00)
	Yadgir	2 (100.00)	0 (0.00)	0 (0.00)	2 (100.00)

Mysore Division	Dakshina Kannada	16 (47.06)	18 (52.94)	0 (0.00)	34 (100.00)
	Kodugu	0 (0.00)	2 (100.00)	0 (0.00)	2 (100.00)
	Mandya	16 (21.62)	42 (56.76)	16 (21.62)	74 (100.00)
All Divisions		225 (29.88)	505 (67.07)	23 (3.05)	753 (100.00)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

It can be seen that Kodagu (100%), Uttara Kannada (88.24%), Bidar (84%), Chikkaballapur (76.31%) and Bagalkot (75%) are the districts with the highest rate of resignation from placement/first job; all these districts had 75% or more beneficiaries resigning from placement/first job. Mandya district had the highest share of dismissals from placement/first job (21.62%).

5.1.4 Salary of Placement Job

DDU-GKY guidelines prescribe that candidates should be provided regular jobs at or above minimum wages. Transformation in employment status and salary of placement job are important outcome indicators of the scheme. Also, salary of placement job indicates the effectiveness of the PIA in securing living wage for the candidate and such salary is also an indication as to whether the candidate has been able to achieve meaningful livelihood and meet his/her aspirations. This section examines the salary of the placement/first job of beneficiaries.

Table 5.14 Average Monthly Salary of Placement/ first job of beneficiaries across districts

Division	District	Average Monthly Salary of Placement/ first job (INR)
Bangalore Division	Bangalore Urban	8867.74
	Chikkaballapura	7512.61
	Davengere	9537.04
Belgaum Division	Bagalkot	6063.33
	Dharwad	10416.87
	Uttara Kannada	8483.61
Gulbarga Division	Bidar	8687.50
	Raichur	7999.28

	Yadgir	8200.00
Mysore Division	Dakshina Kannada	6605.88
	Kodugu	9500.00
	Mandya	8531.21
All Divisions		8136.45

Source: Field Survey

The table above shows that (as per the survey findings) the average monthly salary of placement job/other first job post training was Rs 8136.45 per month. This is above DDU-GKY SoP's mentioned minimum wage of Rs 6000/- per month.²² The highest average monthly salary was for candidates from Dharwad (Rs. 10416.87/-). The lowest average monthly salary was for Bagalkot (Rs 6063.33/-). None of the districts have average monthly salary lower than the minimum wages mentioned in the DDU-GKY SoP.

The average monthly salary of placement job/other first job post training is lower than the notified minimum wage for semi-skilled labour in Karnataka state. The minimum wage for semi-skilled labour is in the range of Rs 11,888.20 to Rs. 13,623.81 (different zones have different rates) as per a Government notification issued in 2017 under the Karnataka Shops and Commercial Establishments Act, 1961.²³

The average monthly salary paid under DDU-GKY is also lower than the minimum wage for unskilled labour defined in the same notification, which ranges from Rs. 10,887.20 to Rs. 12,465.03.

The average monthly salary of placement/first job of DDU-GKY beneficiaries is however 36% higher than the MGNREGA wage rate for Karnataka which is Rs 249/- per day (as of 2018-19 and 2019-20) (Down to Earth Staff, 2019) and thus comes to Rs. 5976/- per month (considering six days' week or 24 days of work in a month). Thus, the DDU-GKY beneficiaries, in their

²²The parents' consent form template in the DDU-GKY SoP mentions that on completion of the training, the PIA will assist to place the candidate in a job as per his/her proficiency for a monthly minimum salary of ₹. 6,000 per month.

²³ Details of the notification can be seen here <https://blog.sgcservices.com/revised-minimum-wages-in-karnataka/>

placement/first job post training, on average, earned more than what they would have earned through MGNREGA work.

Do trainees of higher educational backgrounds get higher salary than others? Also, are there any gender differences in salary for beneficiaries of comparable education background? These questions are answered through the table below:

Table 5.15 Educational Status and Average Monthly Salary of Placement/ first job

Education	Male	Female	Total
No Formal Education	7700.00	6500.00	6800.00
Classes 1 – 10	7611.11	6582.05	6775.00
10Th Passed	7704.65	6841.07	7216.16
1 st PUC	8575.00	6771.43	7551.35
2 nd PUC	9298.00	7844.85	8460.59
Degree (BA/Bsc/BCom)	9118.18	7625.00	8888.46
Diploma	8705.83	8313.39	8498.27
Professional	8777.78	9133.33	8980.95
Post-Graduation	9590.48	8250.00	9292.59
Overall	8750.25	7659.59	8136.45

Source: Field Survey

It can be seen from the table above that the educational group with the highest salary of placement/first job (as per beneficiary survey) is post graduate group, closely followed by the professionally qualified group. The lowest salary of placement/first job is of the group educated between class I and X, followed by the group with no formal education. There thus appears a broad (though not entirely consistent) association between salary and educational qualification of the beneficiary.

The table above also shows that for all education categories (barring professional), the average monthly salary of placement/first job of the male beneficiaries is higher than that of female beneficiaries. The table also shows that overall, the average monthly salary of female beneficiaries is lower than the average monthly salary of the male beneficiaries (the latter is

14.24% higher). This raises concerns about the equity of the salaries paid to DDU-GKY beneficiaries.

PIA representatives were also asked about the placement salary trends, the factors shaping salary and their perspectives on the salary offered. It was shared by one PIA representative that the monthly salary differs from client to client and also depends on candidate's educational level. Domain/trade specific differences are also there. This PIA shared that one of its candidates from Bijapur is getting Rs 24,000/- as monthly salary.

Another PIA shared that for the sewing machine operator trade, the average placement salary of its trainees is Rs 6000/- to Rs 7000/-, plus subsidized food and accommodation are provided. The highest placement salary achieved by this PIA is Rs, 15000/-. After one year of working, trainees of this PIA placed in retail sector get Rs 15,000/- to Rs 16,000/- per month, and Sewing Machine Operators get Rs 10,000/- per month.

The PIA which is a captive employer revealed that apart from allowances, their trainees get a placement salary (post all deductions) of about Rs 6000/- in hand; Rs 1500-2000 is added for each level of career progression. This PIA provides free paying guest (accommodation) support for six months to one year. Food allowance is given (though not for people faced in their home location). The PIA shared that the candidates still complain the amount is not enough to survive.

5.1.5 Satisfaction with Placement Job

This section examines the satisfaction of trainees with placement job, in terms of match of actual salary with expected salary, satisfaction with job role/type of work, work shift and working conditions.

The uptake and outcomes of skill development are related to the aspirations or expectations of the candidates including those related to salary. This study found that

The actual monthly salary of placement/other first job after training matched or was greater than the expected monthly salary only for a minority of beneficiaries (32.73%).²⁴ This shows that the salary related aspirations of DDU-GKY beneficiaries are mostly not being met.

²⁴Survey respondents were asked to separately share their expected and actual salaries. The comparison was done by the study team in the data analysis process.

Connecting this to the previous discussion on the low average salary offered under the scheme and its marked deviation from the minimum wages, it is not difficult to see why the salary is not line with trainees' salary expectations. Field notes from this study reveal that some beneficiaries expect a job with Rs 15000/- monthly salary, that according to them would suffice if they need to migrate outside their place to take up job.

Table 5.16 Satisfaction with placement job role, working hours and working conditions among beneficiaries (Gender-Wise)

Satisfactory Level	Job role/ Type of job (%)	Working hours/ Shifts (%)	Working conditions (%)
FEMALES			
Very Happy	103 (21.19)	93 (19.14)	110 (22.63)
Happy	366 (75.31)	363 (74.69)	351 (72.22)
Neutral	11 (2.26)	23 (4.73)	18 (3.70)
Unhappy	5 (1.03)	6 (1.23)	5 (1.03)
Very Unhappy	1 (0.21)	1 (0.21)	2 (0.41)
Total	486 (100.00)	486 (100.00)	486 (100.00)
MALES			
Very Happy	56 (16.42)	56 (16.42)	62 (18.18)
Happy	248 (72.73)	236 (69.21)	228 (66.86)
Neutral	16 (4.69)	23 (6.74)	31 (9.09)

Unhappy	18 (5.28)	23 (6.74)	19 (5.57)
Very Unhappy	3 (0.88)	3 (0.88)	1 (0.29)
Total	341 (100.00)	341 (100.00)	341 (100.00)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

As far as job role is concerned, 75.31% women beneficiaries were happy and 21.19% were very happy, whereas lower shares of men were happy or very happy (72.73% and 16.42%). We also see lower shares of male beneficiaries being happy or very happy on working hours/shifts compared to women beneficiaries. 74.69% women were happy and 19.14% were very happy with the working hours/shifts.

The same trend of lower satisfaction of male beneficiaries is repeated with respect to working conditions. 72.22% women were happy and 22.63% women were very happy with working conditions such as safety, supervision pressure etc.

The FGD responses indicate that there were certain grounds on which the offered placement jobs did not meet some beneficiaries' expectations. Some of the grounds on which the placement job did not meet beneficiaries' expectations are as follows:

- Low salary
- Long working hours
- Location was far
- High pressure at work place
- No support system for fresher's at work place, lack of employee-friendly support systems
- Extent of retention

5.1.6 Employment Retention for One Year

DDU-GKY scheme guidelines define retention in terms of continuation in employment for a continuous period of one year, with not more than 60 days gap. In this sub-section, we examine the extent of employment retention and socio-economic composition of those who retain in employment.

Beneficiaries were asked whether they were employed continuously for one year after obtaining placement/first job. Results can be seen in the table below:

Table 5.17 Continuous employment of beneficiaries for 12 months

Division	District	No. of beneficiaries	No of beneficiaries continuously employed for One year after training	Proportion (%) of beneficiaries continuously employed for One year after training
Bangalore Division	Bangalore Urban	77	51	66.23
	Chikkaballapura	459	173	37.69
	Davanagere	78	17	21.79
Belgaum Division	Bagalkot	63	10	15.87
	Dharwad	211	60	28.44
	Uttara kannada	64	56	87.50
Gulbarga Division	Bidar	93	12	12.90
	Raichur	227	86	37.89
	Yadgir	13	1	7.69
Mysore Division	Dakshina kannada	71	40	56.34
	Kodugu	2	1	50.00
	Mandya	231	165	71.43
Grand Total		1589	672	42.29

Source: Field Survey

It was the view of an interviewed KSRLM official at State level that “Placement is not a challenge in Karnataka. Retention is the main problem.” The table above substantiates such view. *Data presented above shows that overall, 42.29% of the beneficiaries stayed in*

employment for one year. Overall, Yadgir district (7.69%) and Bagalkot district (15.87%) had the lowest job retention for one year among districts. Uttar Kannada and Mandya districts had the highest job retention among districts.

It is also required to know the relationship of various elements of socio-economic background (social category, marital status, age and education) with job retention.

The results in this regard are summed up in the table below:

Table 5.18 Socio-economic background of beneficiaries continuing in employment for 12 months

	Males			Females		
	Continued in employment for 12 months after training	Total beneficiaries	Employment retention %	Continued in employment for 12 months after training	Total beneficiaries	Employment retention %
SOCIAL CATEGORY						
SC	81	213	38.03	125	333	37.54
ST	48	114	42.11	51	102	50.00
General	48	114	42.11	61	148	41.22
OBC	81	203	39.90	126	246	51.22
Minority	19	60	31.67	31	54	57.41
No information	-	-	-	1	2	50.00
Total	277	704	39.35	395	885	44.63
EDUCATIONAL BACKGROUND						
No Formal Education	1	9	11.11	10	17	58.82
Class 1-10	11	34	32.35	69	111	62.16
10th Passed	28	69	40.58	50	103	48.54
1st PUC	9	24	37.50	15	26	57.69
2nd PUC	57	174	32.76	112	252	44.44
Diploma	18	34	52.94	3	10	30.00
Degree	137	303	45.21	120	329	36.47
Professional	9	25	36.00	11	22	50.00
PG	7	32	21.88	5	15	33.33
Total	277	704	39.35	395	885	44.63

AGE						
Below 30	257	654	39.30	344	808	42.57
Above 30	20	50	40.00	51	77	66.23
Total	277	704	39.35	395	885	44.63
MARITAL STATUS						
Married	45	92	48.91	212	398	53.27
Unmarried	231	611	37.81	180	482	37.34
Divorced/separated/widowed	1	1	100.00	3	5	60.00)
Total	277	704	39.35	395	885	44.63

Source: Field Survey

It can be seen that females from minority category show the highest employment retention for one year and the lowest is among the SC category. Among males, highest job retention is among STs and general and the lowest is among the minority category.

It is interesting to see that among women, married beneficiaries have higher rates of employment retention for one year compared to unmarried beneficiaries. The same pattern applies to male beneficiaries. This is also the same pattern of findings as seen for placement job acceptance. One possible reason for this phenomenon is that married persons from less privileged sections may feel greater need or compulsion to take up and stick on to employment to feed and support spouses and children.

It can be seen from the table above that for beneficiaries of both genders, employment retention for one year is better for the older age group (30 and above) compared to the younger age group.

As far as educational background is concerned, it can be seen that among women, the highest employment retention for one year is among those who passed class I-X and the lowest is among the diploma group. Among males, the highest employment retention is among the diploma group and the lowest is among the group with no formal education. There thus appears to be no evident pattern of relationship between educational background and employment retention.

5.1.7 Current Employment Status: An Indicator of Employment Retention

It is stated in the DDU-GKY Guidelines that, “It has been observed that those who remain in work for one year are successful in making the transition and very rarely slip back into unemployment.” It is with such logic that retention incentives for one year in continuous employment are provided under DDU-GKY. This assumption/logic stated in the guidelines

was attempted to be verified through the following analysis of the current employment status of the beneficiaries who successfully remained in employment for one year after training.

Table 5.19 Current Employment Status of those who continued in employment for one year after training

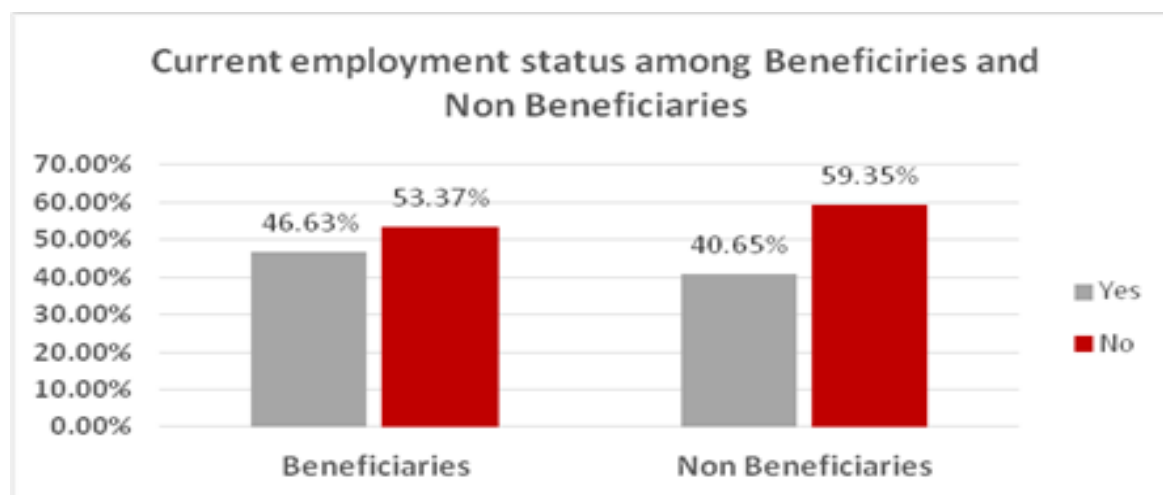
Gender	Currently Employed (%)	Currently Unemployed (%)	Total (%)
Males	201 (72.56)	76 (27.44)	277 (100.00)
Females	238 (60.25)	157 (39.75)	395 (100.00)
Total	439 (65.33)	233 (34.67)	672 (100.00)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

The table above shows that overall, 65.33% of those who continued in employment for one year after training are currently employed. For males, the share in current employment is about 12 percentage points higher than the share of females in current employment. While a majority of those who retained in employment for one year have been successful in ‘making the transition’, almost 35% have not been able to make the transition. Therefore, it cannot be said, as assumed in the guidelines, that such candidates ‘very rarely slip back into unemployment’.

Figure 5.1 Current Employment Status among Beneficiaries and Non-beneficiaries



Source: Field Survey

The chart above, based on beneficiary survey data, shows that a majority (53.37%) of beneficiaries are currently unemployed. Considering the survey findings, this means that *a dominant share of those who underwent the DDU-GKY training are currently out of work.* Amongst non-beneficiaries, however, an even higher share are currently unemployed (59.35%).

Table 5.20 Current employment status of beneficiaries (district and division wise)

Division	District	Employment Status		Total
		Employed	Unemployed	
Bangalore Division	Bangalore Urban	38 (49.35)	39 (50.65)	77 (100.00)
	Chikkaballapura	196 (42.70)	263 (57.30)	459 (100.00)
	Davengere	15 (19.23)	63 (80.77)	78 (100.00)
	Bangalore Division	249 (40.55)	365 (59.45)	614 (100.00)
Belgaum Division	Bagalkot	23 (36.51)	40 (63.49)	63 (100.00)
	Dharwad	119 (56.40)	92 (43.60)	211 (100.00)
	Uttar Kannada	45 (70.31)	19 (29.69)	64 (100.00)
	Belgaum Division	187 (55.33)	151 (44.67)	338 (100.00)
Gulbarga Division	Bidar	20 (21.51)	73 (78.49)	93 (100.00)
	Raichur	72 (31.72)	155 (68.28)	227 (100.00)
	Yadgir	3 (23.08)	10 (76.92)	13 (100.00)
	Gulbarga Division	95 (28.53)	238 (71.47)	333 (100.00)
Mysore Division	Dakshina Kannada	53 (74.65)	18 (25.35)	71 (100.00)
	Kodugu	1 (50.00)	1 (50.00)	2 (100.00)
	Mandya	156 (67.53)	75 (32.47)	231 (100.00)
	Mysore Division	210 (69.08)	94 (30.92)	304 (100.00)
All Divisions		741 (46.63)	848 (53.37)	1589 (100.00)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

The table above shows that the highest proportion of currently unemployed among beneficiaries is in Gulbarga Division (71.47%) followed by Bangalore Division (59.45%) and the lowest is in Mysore Division (30.92%).

Among non-beneficiaries, the highest proportion of currently unemployed among non-beneficiaries is in Belgaum division (67.50%) and the lowest again is in Mysore Division (47.01%) In Gulbarga division, the proportion of currently employed among beneficiaries (28.53%) is lower than the proportion of currently employed among non-beneficiaries (35.34%) (See Appendix III, Table III-M).

District level data presented in the table above shows that the highest share of currently unemployed are in Davangere district (80.77%) followed by Bidar district (78.49%) and Yadgir district (76.9%). *As many as seven districts out of the twelve sample districts have more than 50% beneficiaries currently unemployed. These findings evidently raise serious questions about the employment retention of the scheme and the sustainability of the livelihood provided.* The lowest share of currently unemployed beneficiaries are in Dakshina Kannada (slightly above one-fourth) and Mandya district (32.47%).

Table 5.21 Employment Status of beneficiaries as per education status (Gender wise)

Educational Status	Male		Female		Total	
	Currently employed	Currently unemployed	Currently employed	Currently unemployed	Currently employed	Currently unemployed
No Formal Education	6 (66.67)	3 (33.33)	10 (58.82)	7 (41.18)	16 (61.54)	10 (38.46)
Class 1-10	28 (82.35)	6 (17.65)	56 (50.45)	55 (49.55)	84 (57.93)	61 (42.07)
10th Passed	37 (53.62)	32 (46.38)	41 (39.81)	62 (60.19)	78 (45.35)	94 (54.65)
1st PUC	14 (58.33)	10 (41.67)	9 (34.62)	17 (65.38)	23 (46.00)	27 (54.00)
2nd PUC	95 (54.60)	79 (45.40)	91 (36.11)	161 (63.89)	186 (43.66)	240 (56.34)
Degree	21 (61.76)	13 (38.24)	1 (10.00)	9 (90.00)	22 (50.00)	22 (50.00)
Professional	183 (60.40)	120 (39.60)	117 (35.56)	212 (64.44)	300 (47.47)	332 (52.53)
Diploma	15 (60.00)	10 (40.00)	5 (22.73)	17 (77.27)	20 (42.55)	27 (57.45)
Post-Graduation	10 (31.25)	22 (68.75)	2 (13.33)	13 (86.67)	12 (25.53)	35 (74.47)
Total	409 (58.10)	295 (41.90)	332 (37.51)	553 (62.49)	741 (46.63)	848 (53.37)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

The table above shows that among beneficiaries, the educational groups with the highest share of unemployed are the Post Graduate (74.47%) and diploma (57.45%) groups. The third highest share of unemployed is among the 2nd PUC qualified group (56.34% unemployed). It is interesting to see the lowest share of currently unemployed is among the group that has no

formal education, and the second lowest share is among the group that has studied between Classes 1-10. Therefore, it cannot be said the more highly qualified DDU-GKY beneficiaries are more likely to be currently employed.

It is interesting that the Economic Survey of Karnataka (2018-19) mentions that post graduates are the educational group with the highest rate of unemployment in the state of Karnataka, followed by graduates with the second highest rate of unemployment. This points to a pattern of ‘educated unemployment’ (a similar broad, though not consistent, pattern can be seen in the table above), which does not appear to be ameliorated by skill development intervention in the form of DDU-GKY. The phenomenon of educated unemployment may also be related to the higher aspirations of the educated candidates; more qualified candidates may be less willing to settle for jobs with less salary and be more demanding in their job expectations.

Among the non-beneficiaries, the professional group and 1st PUC groups have the highest proportion of unemployed (62.50% each), followed the group with degree qualification (60.60%) and the 2nd PUC group (60.22%). Again, we can see a pattern of ‘educated unemployment’ among the non-beneficiaries as well. However, compared to the beneficiaries, the non-beneficiaries with no formal education have a notably higher share of unemployed (57.14%). The lowest share of unemployed (54.24%) among non-beneficiaries is among the group which has studied Class I-X (see Appendix III, Table III-L).

Table 5.22 Reasons of unemployment among currently unemployed beneficiaries (gender wise)

Reasons for Unemployment	Male	Female	Total
Can't Find Job	143 (41.69)	170 (25.19)	313 (30.75)
Does Not Need to Work	1 (0.29)	14 (2.07)	15 (1.47)
Looks After Housework and Housewife/House Husband	32 (9.33)	227 (33.63)	259 (25.44)
Not Allowed to Work	5 (1.46)	22 (3.26)	27 (2.65)
Illness	6 (1.75)	13 (1.93)	19 (1.87)
Too Old	1 (0.29)	4 (0.59)	5 (0.49)
Not Happy with Previous Job	8 (2.33)	12 (1.78)	20 (1.96)
Too Young	1 (0.29)	1 (0.15)	2 (0.20)
Look After Elderly	9 (2.62)	14 (2.07)	23 (2.26)
Physically Challenged	3 (0.87)	2 (0.30)	5 (0.49)

Pregnant	0 (0.00)	40 (5.93)	40 (3.93)
Looks After Children	0 (0.00)	48 (7.11)	48 (4.72)
Retired	21 (6.12)	6 (0.89)	27 (2.65)
Student/Intern	108 (31.49)	94 (13.93)	202 (19.84)
Other	5 (1.46)	8 (1.19)	13 (1.28)
Total	343 (100.00)	675 (100.00)	1018 ²⁵ (100.00)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

The table above shows that overall, the single largest reason for unemployment among unemployed beneficiaries is not being able to find job (30.75%), followed by looking after housework/housewife or house husband status (25.44%) and being engaged in studies/internships (19.84%). It is revealing that while 41.69% male beneficiaries state inability to find job as reason for being currently unemployed, only 25.19% female beneficiaries state the same reason for being unemployed. Among men, the second most common reason for being currently unemployed in student/intern status.

Among women, looking after housework and housewife status is the single most common reason for being currently unemployed. As expected, higher share of women are unemployed for the following reasons that are related to domestic commitments and constraints: looking after housework/housewife status, not being allowed to work and looking after children. As an exception, looking after the elderly is slightly more common among the male beneficiaries as a reason for current unemployment. The domestic reasons listed above with the addition of pregnancy and looking after elderly account for 52% of the women beneficiaries being currently unemployed. This validates our earlier hypothesis about a majority of women being currently unemployed due to domestic and familial reasons and constraints.

In contrast, only 13.41% men are currently unemployed due to such domestic commitments and constraints. Therefore, inability to find a job is the most common reason for male beneficiaries being currently unemployed, while domestic responsibilities are the dominant reason for women beneficiaries being currently unemployed.

²⁵The difference in total is because the asked question is a checklist question for which there can be multiple responses

It is also important to check the current employment status of those who had not received a placement job offer at the end of training. The employment status of such persons, may be considered as ‘involuntary unemployment’.

Table 5.23 Involuntary Unemployment? Current Employment Status of those who had not received placement job offer

Division	District	Current Employment Status of those who had not received placement job offer		
		Currently Employed	Currently Unemployed	Total
Bangalore Division	Bangalore urban	2 (28.57)	5 (71.43)	7 (100.00)
	Chikaballapura	24 (38.71)	38 (61.29)	62 (100.00)
	Davanagere	1 (7.69)	12 (92.31)	13 (100.00)
Belgaum Division	Bagalkot	20 (37.74)	33 (62.26)	53 (100.00)
	Dharwad	56 (52.83)	50 (47.17)	106 (100.00)
	Uttara Kannada	2 (66.67)	1 (33.33)	3 (100.00)
Gulbarga Division	Bidar	11 (26.83)	30 (73.17)	41 (100.00)
	Raichur	21 (40.38)	31 (59.62)	52 (100.00)
	Yadgir	1 (9.09)	10 (90.91)	11 (100.00)
Mysore Division	Dakshina Kannada	8 (57.14)	6 (42.86)	14 (100.00)
	Mandya	22 (39.29)	34 (60.71)	56 (100.00)
Grand Total		168 (40.19)	250 (59.81)	418 (100.00)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

The table above shows that overall, close to 60% of those beneficiaries who did not receive placement job offer are currently unemployed. This is higher than the overall share of beneficiaries (53.37%) who are currently unemployed. The highest share of such beneficiaries are in Davangere district (92.31%) and Yadgir district (90.91%).

Similarly, it is pertinent to look at the current employment status of those who had received placement job offer but had rejected it.

Table 5.24 Current employment status of those who had not accepted placement job offer

Division	District	Current Employment Status of those who had not accepted placement job offer		
		Currently Employed	Currently Unemployed	Total

Bangalore Division	Chikaballapura	55 (35.95)	98 (64.05)	153 (100.00)
	Davanagere	0 (0.00)	37 (100.00)	37 (100.00)
Belgaum Division	Bagalkot	0 (0.00)	4 (100.00)	4 (100.00)
	Dharwad	36 (62.07)	22 (37.93)	58 (100.00)
	Uttara kannada	3 (75.00)	1 (25.00)	4 (100.00)
Gulbarga Division	Bidar	1 (11.11)	8 (88.89)	9 (100.00)
	Raichur	16 (35.56)	29 (64.44)	45 (100.00)
	Yadgir	1 (100.00)	0 (0.00)	1 (100.00)
Mysore Division	Dakshina kannada	12 (63.16)	7 (36.84)	19 (100.00)
	Mandya	9 (69.23)	4 (30.77)	13 (100.00)
Grand Total		133 (38.78)	210 (61.22)	343 (100.00)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

The table above shows that 61.22% of those who had rejected placement job offer are currently unemployed. This is even higher than the share of beneficiaries who had not received placement job offer. The highest share of such beneficiaries are in Davangere and Bagalkot districts (100% each).

Text Box 5.1: Case Study: Yadgir and Bagalkot Districts

A number of findings of this study related to Yadgir and Bagalkot districts show these districts as low performers and outliers on a number of indicators:

- The districts which had the lowest proportion of beneficiaries receiving at least one job offer were Yadgir (15.38%) and Bagalkot (15.87%).
- Bagalkot and Yadgir are among the districts with low acceptance of placement job offers: Only 50% beneficiaries in Yadgir and 60% beneficiaries in Bagalkot (to whom placement job offer was made) took up the placement job offer.
- Only 16.67% of eligible beneficiaries in Bagalkot district had received post placement support
- Only 6.38% beneficiaries in Bagalkot received food and transportation support.

- The districts with the lowest proportion of beneficiaries continuing in employment for at least 3 months' after training were Bagalkot (14.28%) and Yadgir (15.38%).
- The lowest average monthly salary of placement/first job post training was in Bagalkot (Rs 6063.33/-).
- Yadgir district (7.69%) and Bagalkot district (15.87%) had the lowest job retention for one year among districts.
- Yadgir lies among those districts with highest current unemployment of beneficiaries. 76.9% of its beneficiaries are currently unemployed.

As per the database, the trades offered by Training Centres located in Yadgir district were Customer Service Executive (Meet & Greet), Tourism and Hospitality, Sales Associate (retail sector) and Domestic data entry operator (IT&ITeS sector). The only trade offered in Training centres located in Bagalkot district was the DTP and Print Publishing Assistant, which shows a limited choice of trades. It may be recalled (Table 4.15 of this report) that in districts such as Davangere, Uttar Kannada, Bagalkot, Bidar, Raichur and Yadgir, there is no match between the sectors demanded and sectors on offer. The District Employment Officer of Bagalkot mentioned the lack of employment opportunities in the district as a problem.

Interviews with local officials and field notes taken during the study revealed some of the problems associated with the poor performance of the PIAs in Bagalkot and Yadgir, as evident from the indicators presented above. Both these districts have also seen the closure of training centres. In Bagalkot, the training centre closed after receipt of initial fund instalments, and closure was related to the stopping of funds because of non-adherence to DDU-GKY guidelines. In Yadgir, the PIA (ITCOT) had its office in Chennai; it had outsourced the training to local partners (one such TC partner 'Adarsh Education and Charitable' is mentioned in the database; though local officials mentioned that the PIA also had hidden agreements with some local agencies to offer the training). The PIA stayed less connected with the functioning of the local TCs, and such remoteness of the PIA hampered training quality and the placement performance.

The situation was aggravated by the inadequate monitoring of the functioning of the TCs/PIAs by the local KSRLM officials at district and taluka level. In Bagalkot, though the

District Manager (Skills and Entrepreneurship) was deployed in July 2018, there was lack of deployment of KSRLM officials at taluka level, as mentioned by a district level official. In Yadgir, a district level official mentioned, “Presently for the successful implementation of KSRLM projects, 20 staffs are required but only 2 staffs are working. Skill District Manager (i.e. District Manager Skills and Entrepreneurship) position is still vacant.” Therefore, the monitoring has been hampered by the inadequacy of manpower. The Yadgir and Bagalkot case studies thus highlight the importance of:

- Carefully choosing PIAs that have local presence or at least demonstrated commitment to work directly in the chosen districts.
- The need for robust monitoring of implementation; especially (district and taluka level monitoring) to be strengthened.
- The need for offered trades to be connected to sectors and skills that are locally in demand and for connections with local employers to be fostered.

5.1.8 Occupational Status of currently Employed Beneficiaries

Having extensively analyzed the various dimensions of current unemployment of beneficiaries, this study also needs to examine the current occupation of those beneficiaries who are currently employed. After all, DDU-GKY scheme aims to provide formal salaried employment to its trainees. Amongst beneficiaries currently employed, the current occupation type is represented in the table below.

Table 5.25 Current occupation of currently employed beneficiaries (gender wise)

Occupation	Male (%)	Female (%)	Total (%)
Farming and Allied agricultural activities (combined)	35 (8.56)	26 (7.83)	61 (8.23)
Other wage labourer (not regular monthly/daily wage workers)	33 (8.07)	3 (0.90)	36 (4.86)
Own business/self-employed	22 (5.38)	9 (2.71)	31 (4.18)
salaried (govt. employee)	13 (3.18)	13 (3.92)	26 (3.51)
Salaried (Non-govt)	306 (74.82)	281 (84.64)	587 (79.22)
Grand Total	409 (100.00)	332 (100.00)	741 (100.00)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

A major share of currently employed beneficiaries (79.22%) are in salaried non-government employment. It is noteworthy that a higher share of currently employed female beneficiaries (84.64%) are in salaried non-government employment compared to currently employed male beneficiaries in the same occupation category (74.82%). These represent positive findings. However, survey findings show that a dominant (though relatively slightly lower) share of currently employed non-beneficiaries (76.57%) are also in salaried non-government employment (see Appendix III, Table III-N) for the occupation breakup of the currently employed non-beneficiaries). This indicates that a major share of currently employed candidates are able to obtain salaried non-government employment even without DDU-GKY training.

5.1.9 Extent of Post Placement Support and Retention Incentive

According to DDU-GKY Scheme Guidelines, trainees from BPL rural households need support in the first few months of placement. DDU-GKY mandates that Post Placement Support should be provided to placed candidates, and it should be paid to the bank account of the candidate at the end of each month of placement, for the first few months of placement post training. The amounts to be given are as follows: Rs 1000/- per month for two months for those placed in district of domicile, Rs 1000/- per month for three months for those placed outside district of domicile, and Rs 1000/- per month for six months for those placed outside state of domicile.

DDU-GKY scheme also provides for Retention Support for those employed for the first one year's post training with maximum gap of 60 days (not necessarily with single employer). The retention incentive amounts to Rs 3000/- per candidate, out of which PIAs can retain Rs 2000/-. This sub-section examines the extent to which post placement and retention support were given to beneficiaries, whether they perceived it as useful, and the job continuation of those not receiving such support.

The table below shows the extent to which the beneficiaries obtained post placement support:

Table 5.26 Post placement support for the beneficiaries

Monetary aid for placed candidates	Female (%)	Male (%)	Total (%)
Receipt of post Placement Support			
Post placement Support received (PPS) received	377 (77.57)	236 (69.21)	613 (74.12)
PPS not received	109 (22.43)	105 (30.79)	214 (25.88)

Total	486 (100.00)	341 (100.00)	827 (100.00)
Whether Post placement support is helpful			
PPS helpful	368 (97.61)	214 (90.68)	582 (94.94)
PPS not helpful	9 (2.39)	22 (9.32)	31 (5.06)
Total	377 (100.00)	236 (100.00)	613 (100.00)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

Amongst those who did placement job/other job post training, 74.12% stated that they had received post placement support. District wise, these figures ranged from 16.67% only (Bagalkot) to 100% (Yadgir and Kodagu) (details in Appendix III, Table III-O). For those who had received PPS, almost 95% had found it useful. In the FGDs however some beneficiaries revealed that the PPS amount was very less and that they had spent far more than that for travelling.

Table 5.27 Duration of employment among those who did not receive post placement support

Division	District	Not employed for 3 months	Employed for 3 months	Total
Bangalore Division	Bangalore Urban	9 (69.23)	4 (30.77)	13 (100.00)
	Chikkaballapura	27 (61.36)	17 (38.64)	44 (100.00)
	Davengere	4 (40.00)	6 (60.00)	10 (100.00)
Belgaum Division	Bagalkot	0 (0.00)	4 (100.00)	4 (100.00)
	Dharwad	10 (50.00)	10 (50.00)	20 (100.00)
	Uttar Kannada	2 (10.00)	18 (90.00)	20 (100.00)
Gulbarga Division	Bidar	5 (55.56)	4 (44.44)	9 (100.00)
	Raichur	35 (79.55)	9 (20.45)	44 (100.00)
	Yadgir	NA	NA	NA

Mysore Division	Dakshina Kannada	2 (28.57)	5 (71.43)	7 (100.00)
	Kodugu	NA	NA	NA
	Mandya	4 (40.00)	6 (60.00)	10 (100.00)
Grand Total		98 (54.14)	83 (45.86)	181 (100.00)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

The table above shows, for beneficiaries who had not received post placement support, what share was employed continuously for 3 months in a placement job/other job post training and what share was not employed continuously. Overall, it can be seen that a majority (54.14%) of those who did not receive post placement support were not employed in placement/other job for three months. This indicates an association between post placement support and actual continuation in employment for first three months after training. Raichur district shows the highest share of beneficiaries (79.55%) not employed for 3 months amongst those who had not received post placement support.

Table 5.28 Retention Incentive for the beneficiaries (gender wise)

	Female	Male	Total
Receipt of retention Incentive			
Retention incentive received	243	145	388
Total	395	277	672
Whether retention Incentive was helpful			
Retention incentive helpful	237	143	380
Retention incentive not helpful	6	2	8
Total	243	145	388

Source: Field Survey

Among the 672 beneficiaries who continued in employment for one year, 388 (i.e. 57.7%) stated that they received the retention incentive. For those who received retention incentive, almost 98% had found it useful.

5.2 Placement and Retention Performance of different Trades

45 trades are offered under DDU-GKY in Karnataka, and a number of these trades were also seen as being taken by the beneficiaries surveyed in this study. This section examines the placement and retention performance of the trades offered, in terms of placement rate, placement/first job salary and retention rate.

5.2.1 Trade-wise Placement Rate

The table shows the trade-wise placement rates, and helps identify the trades with high and low placement rate.

Table 5.29 Trade-wise placement rate

Trade Name	Total number enrolled under the trade from database	Total no of enrollees who are placed from the database	Placement Rate (%)
Accessory Fitter	61	NA	NA
Accounting	8	5	62.50
Accounts Assistant using Tally	1062	316	29.76
Automotive Manufacturing (Basic)	29	NA	NA
Banking Sales Representative	326	15	4.60
Bedside Assistant	333	NA	NA
Blood Bank Technician	89	NA	NA
BPO- Non-Voice	841	100	11.89
BPO Voice	544	47	8.64
Calendaring Machine Operator	57	NA	NA
CRM Domestic Voice	861	128	NA
Customer Care Executive (Call Centre)	2927	1568	53.57
Customer Service Executive (Meet & Greet)	722	422	58.45
Domestic Data entry Operator	304	118	38.82
Drafting (Mechanical)	84	0	0.00

DTP and Print Publishing Assistant	2462	231	9.38
Emergency Medical Technician - Advanced	22	NA	NA
Field Technician Other Home Appliances	640	268	41.88
Fitter Electrical and Electronic Assembly	107	NA	NA
Fitter Mechanical Assembly	226	NA	NA
FMCG Sales Representative	326	45	13.80
Food & Beverage Service-Steward	736	274	37.23
Hospitality Assistant	166	NA	NA
Housekeeper	170	NA	NA
Housekeeping Attendant (Manual Cleaning)	146	61	41.78
Inspector Fabric Visual inspection for Quality	118	NA	NA
Manual Insertion Operator	85	NA	NA
Manual Metal Arc Welder	64	NA	NA
Operating Theatre Technician	67	NA	NA
Pre- shrinking machine operator- Zero-zero finishing or Felt Calendar	64	NA	NA
Ring Frame Tenter	212	NA	NA
Sales Associate	5888	1591	27.02
Sales Person (Retail)	63	1	1.59
Security Guard (General)	358	290	81.01
Sewing Machine Operator	4820	1878	38.96
Showroom Hostess/ Host	89	NA	NA
Shuttle-Less Loom Weaver - Airjet	222	NA	NA
Stores Ops Assistant	263	NA	NA
Tailor (Basic Sewing Operator)	1373	487	35.47
Team Leader	56	NA	NA
Technical Support Executive-Non Voice	1107	285	25.75
Trainee Associate	685	291	42.48
Unarmed Security Guard	62	NA	NA
Welding Technician Level 3	8	6	75.00
Wireman Control Panel	403	66	16.38

Grand Total	29256	8493	29.03
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Source: DDU-GKY database shared by KSRLM (2014-19)

Looking at data from the DDU-GKY database, the trade with the highest placement rate – with placement rate of 81% is security guard (general). The only other trade with placement rate of above 70% is welding technical level 3. Analysis of the DDU-GKY database shows a placement of only 29.03%. The trades drafting (mechanical), banking sales representative, BPO voice, DTP and Print publishing assistant, and sales person retail have placement rates of less than 10%. The drafting (mechanical) trade notably has a placement rate of 0%.

5.2.2 Trade-wise Average Monthly Salary of Placement/First Job

The table below shows the average monthly salary of placement job/first job after training.

Table 5.30 Trade-wise average monthly salary of placement/ first job of beneficiaries

Trade Name (overall analysis, combining all districts)	Average Monthly Salary of Placement/ first job for trade (INR)
Calendaring Machine Operator	15000
Customer Relationship Management (CRM) Domestic Voice	9125
Accounting	8000
Housekeeper	8000
Sales Person (Retail)	8000
Accounts Assistant Using Tally	7500
OT Technician	7250
Sales Associate	6962.53
Sewing Machine Operator	6905
Food and Beverage Service Steward	6640
Basic Computer	6571.65
Hotel Management	6500
Domestic Data Entry Operator	6200
Fitter Electrical and Electronic Assembly	6200
Customer Care Executive (Call Centre)	5741.46
Painting	5500
BPO Non- Voice	5166.67
Tailor (Basic Sewing Operator)	4967.74
Trainee Associate (Retail)	4909.09
Customer Service Executive (Meet and Greet)	4600
Security	4500
Banking Sales Representative	4428.57
Drafting (Mechanical)	4250
BPO Voice	3911.54
DTP And Print Publishing Assistant	3552.97

Technical Support Executive- Non-Voice	3500
Banking	3125
Accessory Fitter	3000
Ring Frame Tenter	2750
Hospitality Assistant	2666.67
Security Guard (General)	2184.21
Welding Technician	2000
Bedside Assistant	750

Source: Field Survey

The above table shows the trade wise average placement/first job salary (based on beneficiary survey). The table shows that the highest is for the trade calendaring machine operator (Rs 15,000/- per month) and the lowest is a mere Rs 750/- per month for bedside assistant. The second lowest salary is for welding technician (Rs. 2000/-). It can be seen that for 19 trades out of the trades listed above, the average monthly salary of placement/first job is below the stipulated minimum wages of DDU-GKY, (which is Rs 6000/- per month) while for 14 trades it is above the stipulated DDU-GKY minimum wage of Rs 6000/-. Only for one trade (calendaring machine operator) the salary is above the minimum wage stipulated under the Minimum Wages notification under the Karnataka Shops and Commercial Establishments Act. It can also be seen that for the two most commonly taken trades – Sales Associate and Sewing Machine Operator – the salaries are Rs 6962.53/- and Rs. 6905/- respectively. The pattern of low salaries is a matter of concern, especially since candidates placed in urban centres such as Bangalore would not only need to sustain their living expenses but would also need to send money home to their families living in the villages. Such salary levels are not conducive to high motivation to remain in employment and not also not conducive to sustainable livelihood.

5.2.3 Trade-wise Employment Retention and Current Employment Status of Beneficiaries

The tables below show the trade wise employment retention for one year and also the current unemployment status, which is an indicator of employment retention beyond one year.

Table 5.31 Trade Wise One Year Employment Retention of beneficiaries

Trade Name	Continued for one year in placement/other job	Total beneficiaries	Employment retention percentage (%)
Accessory Fitter	0	3	(0.00)
Accounting	3	11	(27.27)

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Accounts Assistant Using Tally	68	94	(72.34)
Banking	3	8	(37.50)
Banking Sales Representative	5	9	(55.56)
Basic computer	86	235	(36.60)
Bedside Assistant	1	16	(6.25)
BPO Non-Voice	1	3	(33.33)
BPO Voice	5	13	(38.46)
Calendaring machine operator	0	1	(0.00)
Customer Care Executive (Call Centre)	24	47	(51.06)
Customer Relationship Management (CRM) Domestic Voice	1	11	(9.09)
Customer Service Executive (meet and greet)	8	11	(72.73)
Domestic Data Entry Operator	4	14	(28.57)
Drafting (mechanical)	4	6	(66.67)
DTP And Print Publishing Assistant	72	234	(30.77)
Fitter Electrical and Electronic Assembly	10	15	(66.67)
FMCG Sales Representative	1	1	(100.00)
Food and Beverage Service Steward	9	11	(81.82)
Hospitality Assistant	1	6	(16.67)
Hotel Management	2	3	(66.67)
Housekeeper	1	1	(100.00)
Trainee Associate (Retail)	0	1	(0.00)
Manual Insertion Operator	0	1	(0.00)
Manual Metal Arc Welder	0	3	(0.00)
No information	1	4	(25.00)
OT Technician	1	3	(33.33)
Painting	0	1	(0.00)
Ring Frame Tenter	0	2	(0.00)
Sales associate	224	515	(43.50)
Sales Person (retail)	0	1	(0.00)
Sewing Machine Operator	3	8	(37.50)
Security	4	19	(21.05)
Security Guard (General)	69	175	(39.43)

Showroom hostess/host	0	3	(0.00)
Stores Ops Assistant	48	70	(68.57)
Tailor (Basic Sewing Operator)	4	7	(57.14)
Technical Support Executive- Non-Voice	8	16	(50.00)
Welding Technician	1	4	(25.00)
Wireman Control Panel	0	3	(0.00)
Grand Total	672	1589	(42.29)

Source: Field Survey

Two trades mentioned in the table (FMCG Sales Representative and Housekeeper) show employment retention rate of 100%, but they have only one candidate each. The second highest employment retention rate is of the trade Food and Beverage Service Steward (81.82%).

On the lower end, ten trades have employment retention rate of 0%, but out of these five trades have only candidate each. The Accessory fitter, manual metal arc welder, ring frame tenter, showroom hostess/host and wireman control panel have more than one candidate, but employment retention rates of 0%. Apart from these, the trade with lowest retention rate is Bedside Assistant, which has employment retention rate of 6.25%. This is also the trade with the lowest placement/first job salary, as seen in the earlier analysis.

As already seen in Chapter 3, more than 53% of beneficiaries are currently unemployed. Considering the survey findings, this means that a majority share of those who underwent the DDU-GKY training are currently out of work. It is pertinent to see which trades are associated with higher extent of current unemployment.

Table 5.32 Trade Wise Current employment status among beneficiaries

Trade name	Currently Employed	Currently Unemployed	Total
Accessory fitter	1 (33.33)	2 (66.67)	3 (100.00)
Accounting	5 (45.45)	6 (54.55)	11 (100.00)
Accounts Assistant using tally	60 (63.83)	34 (36.17)	94 (100.00)
Banking	2 (25.00)	6 (75.00)	8 (100.00)
Banking Sales Representative	3 (33.33)	6 (66.67)	9 (100.00)

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Basic Computer	89 (37.87)	146 (62.13)	235 (100.00)
Bedside Assistant	5 (31.25)	11 (68.75)	16 (100.00)
BPO Non-Voice	2 (66.67)	1 (33.33)	3 (100.00)
BPO Voice	4 (30.77)	9 (69.23)	13 (100.00)
Calendaring Machine Operator	1 (100.00)	0 (0.00)	1 (100.00)
Customer Care Executive (call centre)	31 (65.96)	16 (34.04)	47 (100.00)
Customer Relationship Management (CRM) domestic voice	6 (54.55)	5 (45.45)	11 (100.00)
Customer Service Executive (meet and greet)	7 (63.64)	4 (36.36)	11 (100.00)
Domestic Data Entry Operator	6 (42.86)	8 (57.14)	14 (100.00)
Drafting (mechanical)	2 (33.33)	4 (66.67)	6 (100.00)
DTP and print publishing assistant	112 (47.86)	122 (52.14)	234 (100.00)
Fitter electrical and electronic assembly	8 (53.33)	7 (46.67)	15 (100.00)
FMCG sales representative	0 (0.00)	1 (100.00)	1 (100.00)
Food and beverage service steward	4 (36.36)	7 (63.64)	11 (100.00)
Hospitality Assistant	1 (16.67)	5 (83.33)	6 (100.00)
Hotel management	2 (66.67)	1 (33.33)	3 (100.00)
Housekeeper	1 (100.00)	0 (0.00)	1 (100.00)
Manual insertion operator	0 (0.00)	1 (100.00)	1 (100.00)
Manual metal arc welder	1 (100.00)	0 (0.00)	1 (100.00)
No info	1 (33.33)	2 (66.67)	3 (100.00)
OT technician	2 (50.00)	2 (50.00)	4 (100.00)
Painting	2 (66.67)	1 (33.33)	3 (100.00)

Preshrinking machine operator-zero zero finishing or felt calendar	0 (0.00)	1 (100.00)	1 (100.00)
Ring frame tenter	0 (0.00)	2 (100.00)	2 (100.00)
Sales associate	243 (47.18)	272 (52.82)	515 (100.00)
Sales person (retail)	1 (100.00)	0 (0.00)	1 (100.00)
Sewing Machine Operator	76 (43.43)	99 (56.57)	175 (100.00)
Security	4 (50.00)	4 (50.00)	8 (100.00)
Security guard (general)	6 (31.58)	13 (68.42)	19 (100.00)
Stores ops assistant	2 (66.67)	1 (33.33)	3 (100.00)
Tailor (basic sewing operator)	37 (52.86)	33 (47.14)	70 (100.00)
Technical support executive- non voice	1 (14.29)	6 (85.71)	7 (100.00)
Trainee associate (retail)	9 (56.25)	7 (43.75)	16 (100.00)
Welding technician	2 (50.00)	2 (50.00)	4 (100.00)
Wireman control panel	2 (66.67)	1 (33.33)	3 (100.00)
Grand Total	741 (46.63)	848 (53.37)	1589 (100.00)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

It can be seen that out of the 41 trades listed above, 21 (51%) have current beneficiary unemployment rates above 50%.

Four trades have unemployment rates of 100%, but among these, three trades have only one beneficiary each (FMCG Sales Representative, Manual Insertion Operator, Preshrinking machine operator) and the remaining trade (Ring Frame Tenter) has 2 trainees. The second highest current unemployment rate (close to 86%) is of the trade Technical support executive- non voice followed by hospitality assistant (around 83%). The ‘banking’ trade has an unemployment rate of around 75%.

On the other side, four trades (calendaring machine operator, housekeeper, manual metal arc welder and sales person (retail) have current employment rate of 100%, but all of them have only one beneficiary each. The trades with the second highest employment rate of 66.67% are BPO Non-Voice, hotel management, painting, Stores ops assistant, and wireman control panel.

It is pertinent to see, for five select trades, the percentage of currently employed beneficiaries for various educational categories:

Table 5.33 Proportion of currently employed beneficiaries for different educational categories (Trade Wise, for select trades)

	No formal education	Class I-X/primary	Class X passed	1 st PUC	2 nd PUC	diploma	degree	professional	PG
Sales Associate	66.67	60.32	40.68	52.00	44.03	53.33	47.15	14.29	30.00
Sewing Machine Operator	0.00	50.00	46.43	66.67	50.00	37.50	35.00	14.29	50.00
Customer care executive (call centre)	NA	NA	33.33	NA	42.86	0.00	78.79	50.00	0.00
Welding Technician Level 3	NA	NA	NA	NA	50.00	NA	50.00	NA	NA
Security guard (general)	0.00	66.67	25.00	NA	33.33	NA	25.00	NA	0.00

Source: Field Survey

None of the trades listed in the table above show an even or consistent relationship between educational level and current employment. The table above shows that for the sales associate trade of retail sector, the educational category with highest share of currently employed is the 'no formal education' with 66.67% beneficiaries currently employed, followed by the primary educated (Class I-X) category, and the professional category has the lowest share of currently employed. For the sewing machine operator trade of apparel sector, the 1st PUC group has the highest share of currently employed and the group without formal education has the lowest share of currently employed. Among those who have taken the customer care executive trade, the degree category has the highest share of currently employed and the diploma and PG categories have the lowest share.

For the mechanical trade (welding technician level 3), only candidates who have cleared 2nd PUC and degree have taken the trade, each with 50% share of currently employed. For the trade security guard (general), the primary educated category has the highest proportion of currently employed while the without formal education and PG groups have the lowest share of currently employed.

The complete table for all trades is provided in Appendix III, Table III-K.

5.3 Effect of DDU-GKY on Migration

DDU-GKY Scheme Guidelines envisages that in many cases rural youth trained under the scheme would need to take up jobs away from home districts or even home state. Therefore, SRLMs are encouraged to open Migration Support Centres either within the concerned state to support women/SC/ST beneficiaries who migrate or in other states where there is a large concentration of trainees from the concerned state.

This section examines the extent of migration seen before training, for placement/first job after training, stream and type of placement/first job migration, extent of subsequent migration, experience of migration, reasons for migrating and not migrating and openness to migration.

5.3.1 Extent of Migration before Training and for Placement Job

The tables below show the extent of migration before training and for placement/first job after training. Data is also presented on subsequent migration after placement job. These figures help show the change in the extent of migration over these three points of time.

Table 5.34 Migration before training and after training (for placement/first job)

	Female (%)	Male (%)	Total (%)
Migration before training			
Migrated before training	473 (53.45)	446 (63.35)	919 (57.84)
Did not migrate before training	412 (46.55)	258 (36.65)	670 (42.16)
Total	885 (100.00)	704 (100.00)	1589 (100.00)
Migration for placement job/first job post training			

Migrated	457 (66.04)	394 (72.29)	851 (68.80)
Did not migrate	235 (33.96)	151 (27.71)	386 (31.20)
Total	692 (100.00)	545 (100.00)	1237 (100.00)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

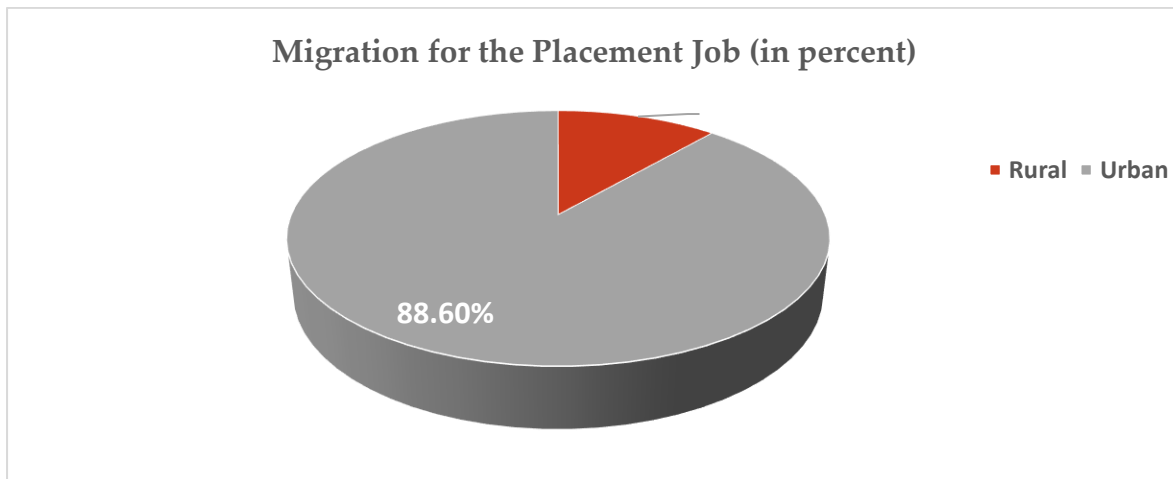
The table above shows that 57.84% beneficiaries had migrated before the course. The extent of pre-course migration is almost ten percentage points higher for male beneficiaries compared to women.

Overall, the extent of migration among beneficiaries for placement/first job after training was 68.80%. The extent of such placement was more than six percentage points higher for male beneficiaries compared to female beneficiaries.

Among those had taken up subsequent job (taken up after placement job or first job after training), only 13.20% had migrated. This shows the decreased propensity to migrate with the passage of time after training.

5.3.2 Stream and Type of Placement Job related Migration

This sub-section analyzes the stream of migration and the type/location of migration (extent of migration within district, within State, outside State and outside India).

Figure 5.2 Stream of Migration

Source: Field Survey

Migration for placement job/first job taken up after training was largely in the rural-urban stream (88.60%) as seen from the chart above.

Table 5.35 Type of migration for placement job: Location of migration for placement job/first job by beneficiaries across districts

Division	District	Location of migration for placement job				
		Within district of residence (%)	Within state of Residence (%)	Outside state of residence (%)	Outside India (%)	Total (%)
Bangalore Division	Bangalore Urban	54 (96.43)	2 (3.57)	0 (0.00)	0 (0.00)	56 (100.00)
	Chikkaballapura	38 (25.68)	109 (73.65)	1 (0.68)	0 (0.00)	148 (100.00)
	Davengere	26 (47.27)	29 (52.73)	0 (0.00)	0 (0.00)	55 (100.00)
Belgaum Division	Bagalkot	20 (76.92)	6 (23.08)	0 (0.00)	0 (0.00)	26 (100.00)
	Dharwad	112 (86.82)	15 (11.63)	0 (0.00)	2 (1.55)	129 (100.00)
	Uttar Kannada	2 (3.45)	55 (94.83)	1 (1.72)	0 (0.00)	58 (100.00)
Gulbarga Division	Bidar	9 (32.14)	13 (46.43)	6 (21.43)	0 (0.00)	28 (100.00)
	Raichur	73 (52.52)	43 (30.94)	23 (16.55)	0 (0.00)	139 (100.00)
	Yadgir	0 (0.00)	1 (100.00)	0 (0.00)	0 (0.00)	1 (100.00)

Mysore Division	Dakshina Kannada	18 (90.00)	2 (10.00)	0 (0.00)	0 (0.00)	20 (100.00)
	Kodugu	0 (0.00)	2 (100.00)	0 (0.00)	0 (0.00)	2 (100.00)
	Mandya	170 (89.95)	18 (9.52)	1 (0.53)	0 (0.00)	189 (100.00)
All Divisions		522 (61.34)	295 (34.67)	32 (3.76)	2 (0.24)	851 (100.00)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

The table above shows that migration within district is the most common type of migration (61.34%), followed by migration within state (34.67%). Districts such as Chikkaballapur (73.65%), Uttar Kannada (94.83%), Yadgir and Kodagu (100% each) show the highest within state/outside district migration. Majority of the beneficiaries in Davangere district (52.73%) also migrated outside their district/within the state.

It can be seen above that the youth of some districts had to leave their home districts for their placement/first job. Some District Employment Officers interviewed shared that local youth were not finding jobs locally (the situation also has to do with the local development of industry/economic opportunities and the consequent job availability) – these included officials from Chikkaballapura district, Yadgir district and Davangere district.

5.3.3 Reasons for Migration, reasons for Non-migration, and experience of migration

Candidates may migrate for a variety of reasons, which are explored below.

Table 5.36 Reasons for migration

Reasons for migrating	Percentage of beneficiaries
Access to wider opportunities	32.81
For Better Income	29.73
Lack of job opportunity in their town	15.68
Improvement in standard of living	15.22
Difficult financial condition	3.98
Other personal reasons	2.59
For experiencing city life	0.24

Source: Field Survey

It can be seen from table above that candidates migrate for a variety of reasons, the most common of which is to get access to wider opportunities (32.81%) followed by to get better income (29.73%).

Table 5.37 Reasons for not migrating outside for job

Reasons for not migrating outside for job	Percentage of beneficiaries
Miss family	40.61
Doesn't like city life	22.80
Family responsibilities	13.20
Other personal reasons	11.72
Food and Accommodation worries	6.60
Health reasons	3.05
Afraid of new environment	1.52
Difficulty in adjusting to new culture	0.51

Source: Field Survey

The data presented in the table above shows that the most common reason for not migrating is missing family (40.61%) followed by not liking city life (22.80%).

Table 5.38 Experience of Migration of Beneficiaries

Experience of Migration	Female	Male	Total
Adjusted well and enjoyed in new place	278 (60.83)	260 (56.03)	538 (58.41)
Faced problems due to accommodation and food	23 (5.03)	42 (9.05)	65 (7.06)
Found it difficult to adjust because of different language, food, culture	121 (26.48)	135 (29.09)	256 (27.80)
Missed family and friends	35 (7.66)	27 (5.82)	62 (6.73)
Total	457 (100.00)	464 (100.00)	921 ²⁶ (100.00)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

The experience of migration was a positive one for a majority of migrant beneficiaries who adjusted well and enjoyed in the new place (58.41%). However, the remaining faced problems such as difficulty of adjusting to different language, food or culture, problems of accommodation and food and missing family and friends.

²⁶Here 921 represents those beneficiaries who have had any experience of migration either before or after training, and not just those who experienced migration after training.

62.11% beneficiaries (including those who had never migrated) stated that they are open to migration.

5.3.4 Migration support received by beneficiaries

As already mentioned, DDU-GKY Guidelines encourage SRLMs to open Migration Support Centres either within the concerned state to support women/SC/ST beneficiaries who migrate or in other states where there is a large concentration of trainees from the concerned state. Receipt of such support would ease the migration experience for candidates. The table below presents data on the extent of receipt of migration support from PIAs.

Table 5.39 Receipt of Migration orientation and support from PIAs by beneficiaries

Division	District	Migration orientation and support from PIA		
		Received migration orientation and support (%)	Did not Receive migration orientation and support (%)	Total (%)
Bangalore Division	Bangalore Urban	54 (70.13)	23 (29.87)	77 (100.00)
	Chikkaballapura	277 (60.35)	182 (39.65)	459 (100.00)
	Davengere	70 (89.74)	8 (10.26)	78 (100.00)
Belgaum Division	Bagalkot	56 (88.89)	7 (11.11)	63 (100.00)
	Dharwad	158 (74.88)	53 (25.12)	211 (100.00)
	Uttar Kannada	64 (100.00)	0 (0.00)	64 (100.00)
Gulbarga Division	Bidar	66 (70.97)	27 (29.03)	93 (100.00)
	Raichur	193 (85.02)	34 (14.98)	227 (100.00)
	Yadgir	4 (30.77)	9 (69.23)	13 (100.00)
Mysore Division	Dakshina Kannada	30 (42.25)	41 (57.75)	71 (100.00)
	Kodugu	2 (100.00)	0 (0.00)	2 (100.00)
	Mandya	206 (89.18)	25 (10.82)	231 (100.00)
All Divisions		1180 (74.26)	409 (25.74)	1589 (100.00)

Source: Field Survey Note: Figures in parenthesis indicate percentages to total

74.26% beneficiaries stated that they received migration related orientation and support from PIA. The highest shares were for Kodagu and Uttar Kannada (100% each) followed by

Davangere (89.74%), Mandya (89.18%) and Bagalkot (88.89%). The lowest shares were for Yadgir (30.77%) followed by Dakshina Kannada (42.25%).

The interviewed PIA representatives spoke about the support that they are providing to candidates who are getting placement jobs outside their place of residence, which includes logistical and psychological support; they also have assigned staff to play such supporting roles. Some PIAs also share the paying guest cost and help in finding paying guest accommodation, and the PIA which is a captive employer shared that it pays paying guest expenses for one year.

One of the PIAs runs a migration centre in Bangalore, which helps women from other states and districts in adjusting to life at Bangalore; 100 trainees of this PIA from within and outside Karnataka stay in the hostel of this migration centre. This PIA representative suggested that KSRLM should provide more migration support and should operate something like an “Embassy Centre”, a step taken up by SRLM of Odisha state for addressing the needs of trainees who leave the state for employment and face food, accommodation and language issues.

The training centre of the PIA which is a captive employer has a dedicated employee engagement team, which takes care of the trainees who are placed in the organization. This team talks to the trainees, understands their problem, and are told that till they get settled in their place of employment, they can give a call to the centre staff any time. This PIA shared that some trainees even call at midnight and even minor problems expressed by them are not neglected.

One PIA representative opined that post placement support is provided as per the guidelines but is a minor incentive; the problem is not money but fear and candidates need a shoulder to hang on to in the first 3 months.

5.4 Impact of DDU-GKY on the quality of life of Beneficiaries

This section will examine the effect of the DDU-GKY scheme on the occupational status, opportunity cost of training, income, and dimensions of social impact, that include intangible dimensions such as change in family attitude towards beneficiaries.

5.4.1 Change in Occupational Status

Change in occupational status is examined by comparing the occupational status before training with post training occupational status.

Table 5.40 Employment Status of Beneficiaries before Training

Occupational status before training	Female	Male	Total
Allied agricultural activities (dairy, fishing, horticulture)	4 (0.45)	3 (0.43)	7 (0.44)
Farming (with land ownership)	137 (15.48)	72 (10.23)	209 (13.15)
Landless agricultural labourer	3 (0.34)	2 (0.28)	5 (0.31)
Never worked	142 (16.05)	106 (15.06)	248 (15.61)
Not employed housewife	74 (8.36)	2 (0.28)	76 (4.78)
Other wage labourer (not regular monthly/daily wage workers)	9 (1.02)	27 (3.84)	36 (2.27)
Own business/self employed	7 (0.79)	10 (1.42)	17 (1.07)
Salaried (govt. employee)	3 (0.34)	11 (1.56)	14 (0.88)
Salaried (non-govt. employee)	111 (12.54)	139 (19.74)	250 (15.73)
Student	395 (44.63)	332 (47.16)	727 (45.75)
Total	885 (100.00)	704 (100.00)	1589 (100.00)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

Only 16.61% of beneficiaries were in salaried employment (government and non-government) before undergoing training. It can be seen from the table that 45.75% of the beneficiaries were students before training. Among female beneficiaries, a relatively lower share was in government or non-government salaried employment (12.88%) compared to male beneficiaries (21.3%).

Table 5.41 Change of occupational status to salaried non-government employment compared to occupational status before training (gender-wise)

Occupational status before training	Current Occupational status	Share of beneficiaries	
		female	male
Farming (with land ownership)	Salaried (non-govt. employee)	70 (24.91)	40 (13.07)
Landless agricultural labourer	Salaried (non-govt. employee)	1 (0.36)	1 (0.33)
Never worked	Salaried (non-govt. employee)	38 (13.52)	43 (14.05)
Not employed housewife	Salaried (non-govt. employee)	15 (5.34)	1 (0.33)
Other wage labourer (not regular monthly/daily wage workers)	Salaried (non-govt. employee)	5 (1.78)	9 (2.94)
Own business/self employed	Salaried (non-govt. employee)	2 (0.71)	3 (0.98)
Salaried (non-govt. employee)	Salaried (non-govt. employee)	36 (12.81)	62 (20.26)
Salaried (govt. employee)	Salaried (non-govt. employee)	NA	2 (0.65)
Student	Salaried (non-govt. employee)	114 (40.57)	144 (47.06)
Total	Salaried (non-govt. employee)	281 (100.00)	306 (100.00)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

The table above shows that the highest transformation in status to salaried non-government employment has happened for those female beneficiaries who were students before training (40.57%) followed by those in farming with land ownership (24.91%). This was followed by those who never worked (13.52%). For 12.81%, there was no change in occupational status since they were earlier also in salaried non-government employment.

In the case of male beneficiaries, the highest transformation in status to salaried non-government employment has happened for those male beneficiaries who were students before training (47.06%). This was followed by those males who were of the same occupational status

i.e. salaried non-government employment (20.26%). Following these were those who had never worked (14.05%) and those in farming with land ownership (13.07%).

5.4.2 Opportunity Cost of Training: Giving up of Job Income to take Training

It is conceivable that some beneficiaries would have had to give up job income to take up training under DDU-GKY. This would be the opportunity cost of training, which is examined below:

Table 5.42 Whether given up job income to take up training (gender wise)

	Female (%)	Male (%)	Total (%)
Given up job income	252 (28.47)	242 (34.38)	494 (31.09)
Not given job income	390 (44.07)	238 (33.81)	628 (39.52)
Not applicable/not working before training	243 (27.46)	224 (31.82)	467 (29.39)
Grand Total	885 (100.00)	704 (100.00)	1589 (100.00)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

The table above shows that overall a minority (31.09%) of beneficiaries had to give up job income to take DDU-GKY training. Among female beneficiaries, 28.4% had given up job income but among male beneficiaries, a higher share (34.38%) had given up job income.

5.4.3 Effect on Income

It may be recalled that Hypothesis 1 related to the effect of DDU-GKY on income was formulated in the introductory chapter of this study. This hypothesis is tested in this section.

Hypothesis 1: There is no significant difference in the average income of the beneficiaries and non-beneficiaries

This hypothesis was formulated based on the objectives of the scheme and with reference to the available literature. One of the major objectives of the DDU-GKY scheme is to improve the economic status of the people by improving the skills of youth and their employability. Therefore, participation in the programme is expected to improve the economic status of the participants. In order to test if there is any significant difference in the average monthly income of the beneficiaries and non-beneficiaries the following null and alternative hypothesis are formulated.

H 0 = There is no significant difference in the average monthly income of the beneficiaries and non-beneficiaries

H 1 = There is a significance difference in the average monthly income of the beneficiaries and non-beneficiaries

The test outputs can be seen below:

Table 5.43 Outputs of T-test (difference in income between beneficiaries and non-beneficiaries)

	Category	N	Mean	Std. Deviation	Std. Error Mean					
Income	Beneficiary	1589	10332.66	7992.826	200.511					
	Non-beneficiary	861	12217.58	8192.899	279.213					
Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Income	Equal variances assumed	.913	.339	-5.524	2448	.000	-1884.920	341.234	-2554.058	1215.782
	Equal variances not assumed			-5.483	1726.99	.000	-1884.920	343.751	-2559.132	1210.708

Source: t-tests based on survey data

Since the $p < .001$ is less than the chosen significance level $\alpha = 0.05$, we reject the null hypothesis and conclude that the average monthly income of the beneficiaries is significantly different from the average monthly income of the non-beneficiaries. However in this case the monthly average income of the beneficiaries is lower than that of non-beneficiaries. The average monthly income of the beneficiaries is Rs. 1888/- lower than the beneficiaries (the beneficiaries covered in the survey had an average current monthly family income of Rs 10,332.66/- while the non-beneficiaries covered had a higher average current family monthly income of Rs 12,220.66/-). This could be due to two reasons. One is that as a target group, the beneficiaries are from very poor income group. The other reason is that, as reported in the survey, majority of the beneficiaries who could get a job, are in low paid jobs. Average salary received is low.

These findings indicate the poor performance of DDU GKY in creating viable employment opportunities for the beneficiaries.

This indicates that the scheme has not had an effect on raising the incomes of beneficiaries to levels higher than non-beneficiaries.

5.4.4 Acquisition of Family Assets

Household asset acquisition is an indicator of improved quality of life. It is pertinent to see whether beneficiaries were able to acquire household assets acquired after training and/or placement and what household assets they acquired.

Table 5.44 Household assets acquired by post training and placement beneficiaries

New household assets after training and placement	Number of beneficiaries who acquired	% of beneficiaries
Radio/Music System	34	1.72
Television	319	16.17
Computer or laptop	80	4.05
Mobile Phone or Smart Phone	417	21.14
Bicycle	22	1.12
Scooter or Motor Cycle	113	5.73
Car/Jeep/Van	28	1.42
Fridge	14	0.71
Other Kitchen Appliances	54	2.74
Washing Machine	11	0.56
None of these	881	44.65
Total	1973 ²⁷	100.00

Source: Field Survey

44.65% beneficiaries had not acquired new household assets of the kinds listed in the table above after training/placement. Among those that had acquired such assets, smartphone/mobile phone was the most commonly acquired asset followed by TV.

5.4.5 Change in Family Attitude and Involvement in decision making

Quality of life can also be examined in terms of intangibles such as the change in position and respect that the beneficiaries enjoy in family, the involvement of women beneficiaries in family

²⁷Total is more than 1589 because the concerned question is a checklist question with more than one response possible

decision making and whether beneficiaries having children feel that they are able to better educate their children.

Table 5.45 Change in attitude of family towards beneficiaries post training (gender wise)

	Female (%)	Male (%)	Total (%)
Whether Family Attitude Changed			
Family attitude changed	638 (72.09)	543 (77.13)	1181 (74.32)
Family attitude did not change	247 (27.91)	161 (22.87)	408 (25.68)
Total	885 (100.00)	704 (100.00)	1589 (100.00)
Type of Change in Family Attitude			
Positive	590 (92.48)	505 (93.00)	1095 (92.72)
Negative	48 (7.52)	38 (7.00)	86 (7.28)
Total	638 (100.00)	543 (100.00)	1181 (100.00)

Source: Field Survey

Note: Figures in parenthesis indicate percentages to total

It can be seen that 77.13% of male beneficiaries and 72.09% of female beneficiaries felt that their family's attitude towards them had changed post training. It is interesting to note the higher proportion of male beneficiaries (compared to female beneficiaries) who experienced change in family attitude.

For the male beneficiaries experiencing such change in family attitude, 93% felt that the change in attitude was positive. For the female beneficiaries experiencing such change in family attitude, 92.48% felt that the change in attitude was positive.

Table 5.46 Role played in decision making in house by female beneficiaries

Role played in decision making in house (female beneficiaries only)	Number of female beneficiaries	Percentage of female beneficiaries
Play important or leading role in decision making	234	26.44
Family now approaches me for advice	585	66.10
I don't involve myself in decision making	52	5.88
No family member approaches me for decision making	14	1.58
Total	885	100.00

Source: Field Survey

The bulk of female beneficiaries (66.10%) have their family approaching them for advice in decision making, but only 26.44% female beneficiaries play an important or leading role in decision making.

The quality-of-life effects of the scheme can also be looked at in terms of whether the beneficiaries having children feel that they are able to better educate their children. 39.72% of the beneficiaries have children of school going age. Out of such beneficiaries, an overwhelming share (98.39%) feel that they are able to provide quality education to children (compared to before) as a result of the training and/or job they got after training. These findings indicate the social effects of the scheme, which appear more prominent than the economic effects.

CHAPTER – 6

RESULTS AND DISCUSSION – PART IV

This chapter examines the following themes:

- Overlap of DDU-GKY with other schemes
- Sustainability of DDU-GKY scheme
- Role of the Government: Monitoring and enabling environment
- Stakeholder perceptions regarding issues, challenges and bottlenecks
- Stakeholder opinions regarding the performance of the scheme and how it can be improved
- Overall observation on performance of PIAs

6.1 Overlap of DDU-GKY with Other Programmes

Given the presence of other central and state government skill development initiatives, it is pertinent to examine whether there is any overlap or duplication between DDU-GKY and other skill development initiatives. As per the Economic Survey of Karnataka 2018-19, the following skill development initiatives are being implemented in the state (apart from DDU-GKY):

Table 6.1 Other Skill Development Schemes being implemented in Karnataka

Scheme/ Initiative	Year launched/ period of implementation	Focus/target group	Department/Agency	No. of beneficiaries actually trained
Chief Minister's Kaushalya Karnataka Yojana	2017-18	Skill, re-skill and upskill youth aged 18- 35, recognize prior learning and provide them higher skills	Stream 1- Skill development, entrepreneurship and livelihood dept, GoK Stream 2 – Other departments with domain specific competence Stream 3 – training with marketing	44056 (up to November 2018)

			support and design for local artisans implemented by NRLM and NULM.	
Karnataka Apprenticeship Scheme	-	-	-	244486 trained till November 2018
Rajiv Gandhi Chaitanya Yojana (RGCY)	2013-14	Wage employment and self-employment for rural youth	Skill development, Entrepreneurship and Livelihood Department, GoK (through KSRLPS)	117820 (2014-15 to November 2018 under wage-employment and self-employment components)
RSETIs (Rural Self Employment Training Institutes)		Nodal institutes in Karnataka for providing self-employment training in different trades. RSETIs are an established infrastructure that can be used for self-employment training programmes.	Skill development, Entrepreneurship and Livelihood Department, GoK	15984 (2018-19, up to November 2018)
NULM (National Urban Livelihoods Mission) – ‘employment through skills training and placements’ component.		urban unemployed youth. Self-employment or wage employment linkage is mandatory after 3-4 months training	Skill development, Entrepreneurship and Livelihood Department, GoK	
CEDOK (Centre for Entrepreneurship Development of	1992	unemployed youths, women, SHG	Department of Skill Development, Entrepreneurship and	101492 (2015-16 to 30.11.2018)

Karnataka) Dharwad – Entrepreneurship development programme component		members and beneficiaries of various Government sponsored schemes	Livelihood, Government of Karnataka	
Karnataka German Multi Skill Development Programme		Specialized skill programmes on par with international standards	Department of Employment and Training	15802 (till 30.11.2019)

Source: Economic Survey of Karnataka 2018-19

The above table shows that there are a number of skill development programmes being implemented in the state of Karnataka. Additionally, Pradhan Mantri Kaushal Vikas Yojana or PMKVY is also being implemented. Some of the schemes being implemented – RGCY and NULM – have mixture of self-employment and wage employment components, while some are purely self-employment related (CEDOK and RSETI). Some of the programmes are wage employment related in orientation (Karnataka German Multi Skill Development Programme, Chief Minister’s Kaushalya Karnataka Yojana and Karnataka Apprenticeship Scheme, apart from PMKVY).

It appears that there is no duplication between DDU-GKY and the other skill development schemes, especially because of the unique features of DDU-GKY:

Unique Features of DDU-GKY: From what is known about the features of the various schemes, it appears that DDU-GKY has some distinct features such as: placement and retention incentives and the presence of a very detailed SoP as a concrete framework for quality assurance in every minute aspect of the implementation of the scheme.

No RPL in DDU-GKY: DDU-GKY and PMKVY are both linked with placements. However, DDU-GKY does not have provision for Recognition of Prior Learning (RPL), while PMKVY has RPL component (india.gov.in, n.d.).

Different central ministries: DDU-GKY is a scheme of Ministry of Rural Development, Govt of India while PMKVY is a scheme of Ministry of Skill Development and Entrepreneurship, Govt of India. Nevertheless, DDU-GKY in Karnataka is implemented by the Department of Skill Development, Entrepreneurship and Livelihood (SDEL).

Unlike RGCY, no self-employment component in DDU-GKY: On the issue of the overlap or duplication with other skill development programmes, State level officials of KSRLM clarified that what distinguishes DDU-GKY from RGCY is placement. DDU-GKY is purely for salary employment while in RGCY, wage/salary component is very less.

PIAs don't have to provide entrepreneurship support under DDU-GKY: In both PMKVY and DDU-GKY, training is delivered by external agencies known as TPs (Training Partners) under PMKVY and PIAs under DDU-GKY. While TPs in PMKVY are also required to provide entrepreneurship support, PIAs in DDU-GKY are not required to provide the same.

DDU-GKY SoP has unprecedented level of detail compared to other schemes: The officials said that DDU-GKY is very 'detailed' compared to other skill development programmes; which seems to refer to the plethora of mechanisms that the scheme has to take care of issues such as training quality, placement, convenience and retention as well as the detailed Standard Operating Procedure for quality assurance of all components.

Less likely that same candidates would enrol under multiple schemes: The officials further clarified that since data from the database KaushalKar is taken and Aadhaar verification is also done, the likelihood of the same person enrolling for programmes under multiple schemes is very less. Aadhaar based and biometric registration helps in avoiding duplication with other skill development programmes. However, they said that it is still possible that candidate may have done training programme before being registered in KaushalKar database.

6.2 Sustainability of DDU-GKY Scheme

The lack of sustainability of employment provided by the scheme (evident in the high extent of current unemployment) has already been stressed in this study. Sustainability of the scheme's implementation is examined in this section in terms of other multiple viability factors such as the sustainability of skills provided, consistency of intake, availability of manpower and finances and the survival/continuity of training centres.

6.2.1 Sustainability of the Skills imparted by DDU-GKY

One of the aspects of sustainability to be looked at is the adequacy or sustainability of skills imparted by DDU-GKY. The interviewed PIA representatives confirmed the need for upskilling 2-3 years after training since DDU-GKY trains only for entry level jobs. One of the PIA representatives substantiated that for the Sales Associate (Retail) trade, any person who

wants to move ahead in the field should learn skills like budgeting, balance sheet/accounting, etc.

The PIA which is a captive employer has an inbuilt career progression path for the trainees who complete the course; the trainee who completes the OJT goes on the following path: Team Member 1-> Brew Master -> Operational Trainer-> Café Manager. This PIA revealed that about 20-25 DDU-GKY trainees trained in this PIA have become Café Managers.

6.2.2 Consistency of Trainee Intake

While some PIAs are able to maintain consistency of intake, other PIAs face challenges in the same. According to one PIA representative, there is variation in intake between seasons. Towards the end of the year, there is less intake for reasons not known and in summer also there is a problem in intake. This PIA believes that if Government channels for mobilization come into the picture (as required by DDU-GKY guidelines), then intake should improve. Another PIA representative mentioned that they are able to maintain intake of 30-35. The PIA training disabled mentioned that it is able to maintain an intake of 25-35.

6.2.3 Manpower capacity of implementing machinery at different levels

Availability of officials at district and sub-district levels: The availability of officials at district and sub-district has a bearing on the mobilization and monitoring of the scheme. In a meeting convened by the Ministry of Rural Development, Government of India (dated 2nd August 2017) for reviewing the progress of the scheme in the state of Karnataka, it was observed that ‘there is a lack of human resources capacity at the State, district and taluka levels.’ Since then, the human resource situation in the Government apparatus appears to have improved but not fully corrected.

According to State Level KSRLM officials interviewed, district level staff are mostly available now but other levels of KSRLM staff are less available, because of which implementation support of other RDPR (Rural Development and Panchayati Raj) Department staff is taken for activities such as mobilization. At the GP level, the PDO provides support and at the Taluka level, the Executive Officer (EO) and his team provide implementation support. At the district level, the PD (project director, DRDA) is in charge of the scheme’s implementation.

Trainer Availability: Manpower availability was also analysed from the point of trainer availability in Training Centres run by PIA. One PIA mentioned that for a few trades like

Hospitality (Food and Beverage) it was difficult to get trainers since the trainer eligibility requirements are stringent (SSC plus 5 years hospitality experience) Such a qualified person would not like to become trainer because of the relatively lower trainer salaries.

This PIA representative said that trainers from outside are hired when it is difficult to get trainers locally. Another PIA representative also said that they had faced some difficulty to get trainers in the earlier phase when their training centres were located not in Bangalore but in Mandya and Chikkaballapura; trainers had to be brought in from outside the district.

The PIA training the disabled mentioned that not only is it difficult to find trainers in small places like Dharwad, but also it is very difficult to find trainers with experience in working with the disabled. The PIA which is a captive employer relies mostly on its in-house staff for training.

6.2.4 Survival of Training Centres

The survival of training centres can be understood in terms of the following points:

Projects are awarded only for 3 years: DDU-GKY projects are awarded for three years duration, and therefore DDU-GKY training centres cannot function in perpetuity. The training centres are expected to achieve their training and placement related targets and be in existence for 3 months after the last batch has ended for providing post placement support. As revealed from the PIA interviews, the training centres sometimes continue after 3 years have ended to clear the placement related backlog/unfinished tasks. Unless a PIA bids again for running the training centres, these training centres would shut down at the end of achievement of project period/completion of tasks. It may happen (as was seen in the case of one training centre in Dakshina Kannada district) that the existing infrastructure is diverted for other project after DDU-GKY project has ended.

Gap in the availability of training centres created by closure is a matter of concern: the desired situation is that the same PIA should be rebidding to open a training centre in that district,²⁸ or other PIAs should bid to open training centres in that district. The demand for local training centres has been expressed by a number of stakeholders; however, a number of factors

²⁸One of the PIAs interviewed, which was in the closing days of project to clear placement backlog, said that they intended to bid again.

may constrain training centres from being set up in certain districts, such as availability of local employers with significant employing capacity.

Some districts and talukas lack training centres: There are some districts which are lacking DDU-GKY training centres. Bagalkot, Mandya and Yadgir did not have DDU-GKY training centres located in them currently/till very recently. Kodagu did not have a PIA till January 2019. While all talukas in the 12 sample districts were not covered in the study, officials in some covered talukas mentioned that there was no PIA located in them: apart from talukas in Kodagu, Bagalkot, Mandya and Yadgir district, these were Davangere taluka in the eponymous district and Bantval Taluka in Dakshin Kannada district. One district level official from a district in Belgaum division mentioned that four training centres had shut down in that district till date.

Termination of PIAs: The Economic Survey of Karnataka for 2018-9 reveals that out of 39 PIAs, five PIAs were terminated because of poor performance and violation of DDU-GKY SoPs.

Sustainability of youth demand for the scheme: Some taluka and district level officials perceive that the issue of survival is related to the youth's demand for training programmes under the scheme. One taluka level official from Bangalore division mentioned that, "Survival of PIAs would be very difficult if the skills do not match with local demand." A district level official from Gulbarga division, when asked about reasons for training centre shut-downs, mentioned that PIAs are unable to provide quality training and placement.

Rebidding by PIAs: One of the interviewed PIA representatives mentioned that they would be bidding again since they were about to close this project shortly on achievement of placement targets. Another PIA did not mention rebidding, but did reveal that payments from KSRLM for the earlier training done by it was still pending. The PIA which is a captive employer was not yet decided on plans of bidding again.

Continuation of DDU-GKY model if DDU-GKY funding stops: It can be conjectured that in order to continue the free model of training, PIAs would need to link with another client or rebid with DDU-GKY. However, if funds are obtained from another client, then the terms and features of such training programme may not be exactly the same as DDU-GKY.

6.3 Role of Government: Monitoring Mechanisms and Enabling Environment

While DDU-GKY is a MoRD (Ministry of Rural Development) scheme, its implementation in Karnataka is by the Dept of Skill Development, Entrepreneurship and Livelihood. This section examines administrative dimensions pertaining to monitoring of the scheme and enabling or supportive environment provided by the administrative apparatus in the districts.

6.3.1 Monitoring Mechanisms

Monitoring of scheme implementation is critical from the point of view of not only tracking target achievement (with respect to numbers trained, certified and placed) but also from the point of view of the quality of implementation. There are a plethora of quality standards defined in the DDU-GKY guidelines and SoP whose actual execution needs to be monitored.

6.3.1.1 Monitoring Mechanisms Available

The Interview with the State level KSRLM officials shed light in the multiple monitoring mechanisms available under this scheme, which are summarized below:

‘Four inspections are conducted by KSRLM and two by NIRD (which is the CTSA) during a batch. Q-teams exist for monitoring purposes at the PIA level, but Q-team members are independent in the sense that they are volunteers and experienced persons who belong neither to the PIA nor to KSRLM. PIA is responsible to identify and constitute the Q-team. Q-team checks important aspects of infrastructure (for instance, whether there are enough separate toilets for girls).’

6.3.1.2 Monitoring by KSRLM

It appears from the PIA interviews and the district and taluka level official interviews that KSRLM monitoring and Central Technical Support Agency or CTSA (which is National Institute of Rural Development or NIRD) monitoring are the mainstay of the monitoring of the implementation of the DDU-GKY scheme. Karnataka is yet to set up its state Technical Support Agency (TSA) and thus NIRD is performing the functions of state TSA.

In their monitoring visits, the KSRLM officials inspect the centre infrastructure, read the grievance register interviewed, interact with trainees and teachers and also tracks whether the syllabus for the concerned visit day is being covered (since the daily schedule of content to be

covered in DDU-GKY classes is pre-defined). The higher authorities in the Skill Development, Entrepreneurship and Livelihood department have also requested to cover teaching material and CCTV recordings of lectures in the KSRLM inspections on a regular basis.

The interviewed KSRLM officials stressed that PIAs have to adhere to the scheme guidelines and the SoP requirements and cannot take any shortcuts as far as infrastructure are concerned; they stated that PIAs violating guidelines can be blacklisted.

While interview responses of PIA representatives and KSRLM officials indicate the regularity and frequency of KSRLM inspections in recent times, it appears that the situation was not the same in the earlier days of the scheme. Minutes of a Review Meeting conducted by the Ministry of Rural Development, Government of India (meeting dated 2nd August 2017) reveal that till that date, no inspection had been conducted by KSRLM. Inspections of PIAs by the CTSA had revealed shortcomings related to mobilization, underutilization of training centre capacity and human resources, but there had been no follow up of PIAs to ensure compliance with the corrective measures suggested. The Ministry also pointed to the KSRLM not having taken decisions related to rightsizing, termination and extension of PIAs. Some PIAs were identified as continuing training after the end of project tenure without the approval of extension. In this meeting, the Ministry had also pointed to the non-appointment of dedicated Technical Support Agency (TSA) in the state for strengthening monitoring and directed the state to immediately set up the TSA; however, as of March 2019, the TSA in Karnataka had not yet been constituted.

6.3.1.3 Lack of well-development district and sub-district monitoring

Interactions with district level, taluka level and GP level officials have revealed that grassroots or local monitoring of the scheme is not well-developed. Furthermore, the reporting and communication seems largely from the PIA to the KSRLM and CTSA, and the district, taluka and GP level authorities are not aware or kept informed of the aspects of scheme implementation such as placement, retention, post placement support etc.

Given the scale and geographical spread of the implementation of the scheme, the local monitoring of the scheme should necessarily be strengthened and decentralized of oversight and better local accountability. The PD, DRDA section, Zilla Panchayat who is in charge of the scheme (as revealed by the State level KSRLM officials) oversees several schemes including various centrally sponsored schemes, SGSY etc, and there is a need for dedicated officials at district level to oversee the implementation of DDU-GKY.

Relevant interview-based insights from district, taluka and GP level officials related to local monitoring are provided below:

Lack of deployment of dedicated officials for DDU-GKY officials till recently: The KSRLM officials such as District Program Managers and Taluka Program Managers are also concerned with overseeing other NRLM initiatives being implemented. One district level official (DPM) from Mysore Division said that this office is mostly involved in doing job fairs; they only have targets for job fairs and not for skills. This indicates that DDU-GKY monitoring is not a primary function for officials such as DPM under the KSRLM apparatus. The district level official of one district in Bangalore division said that, “There is no deployment under DDU-GKY scheme in this district to implement and monitor the scheme.” This implies that the concerned KSRLM official does not see DDU-GKY monitoring as his/her responsibility. In the same district, however, there was a Consultant in the Zilla Panchayat office who was involved in visiting the centres and monitoring and tracking the programme. More recently, the KSRLM has created a position known as ‘District Manager, Skills and Entrepreneurship (DDU-GKY) and had invited 30 applications for these district level posts in February 2018.²⁹ The district level official of one district in Belgaum division revealed that a District Manager, Skills and Entrepreneurship (DDU-GKY) was deployed in July 2018 for monitoring DDU-GKY implementation. But there is no deployment yet of officials for such role at Taluka level.

Grassroots level officials are unaware of the progress of implementation: It was learnt from a district level official in one division of Belgaum district that PIAs do not give timely updates about placements etc and don’t share information on district level forums. Furthermore, there is no information about dropouts available in the Zilla Panchayat office. In the absence of such information, it becomes hard for them to track candidates. It seemed to be the perception that information and reports on the scheme implementation, especially on aspects like job retention and post placement support could only be found at State level of KSRLM. A taluka level official interviewed in this study, when asked about the challenges faced by PIAs, mentioned that he had no idea about the same.

Need for government orders for enabling monitoring by district level and taluka officials of KSRLM: A district level official from Bangalore division suggested that DDU-GKY should

²⁹<http://www.skillreporter.com/2018/02/schemes/grameen-kaushal-yojana/government-karnataka-invites-applications-recruitment-94-district-manager-level-positions-sanjeevini-ksrlps/>

embody orders to monitor the scheme at the district and taluka levels on the lines of grassroots monitoring in RGCY. On the same lines, district level official of a district in Belgaum division felt that ‘official correspondence’ between the PIAs and the district level KSRLM apparatus should be strengthened.

District Employment Officer needs to be more connected to the monitoring of DDU- GKY:

One District Employment officer from Gulbarga division recommended that DDU-GKY progress reports should be brought to the notice of District Employment Officer and that such functionary should be given power for monitoring implementation.

Not all GP level officials keep track of DDU-GKY: Some GP functionaries said that they were involved in monitoring the scheme’s implementation whereas others stated that they were not involved, of whom some said that they had no information about the scheme or its placements. Some GP functionaries mentioned that DDU-GKY implementation was discussed in Gram Sabha meetings. One GP Secretary from a district in Mysore division said that GP could not monitor implementation since the training centre was located outside (in Bangalore city).

6.3.2 Enabling Environment

The DDU-GKY Guidelines envisage that the KSRLM apparatus can contribute an enabling environment to PIAs for strengthening the implementation of the scheme, in the form of providing mobilization support, organizing job fairs to facilitate placement etc. The nature of such enabling support actually being provided is examined in this sub-section. The district, taluka and GP officials mentioned the following on support being provided by them to PIAs:

Organization of Job Melas: The DDU-GKY Guidelines mention that Job melas are to be organized by State Rural Livelihood Missions (SRLMs) at block or GP level either directly or with the help of PIAs. The Guidelines add that the youth participating in the job melas should be registered and counselled, and employers brought in should have undergone due diligence; furthermore, placement outcomes should be tracked for one year. Though the job fairs are primarily meant for those who are not DDU- GKY beneficiaries, nothing stops DDU-GKY beneficiaries from attending and using the job fairs. Furthermore, a certain amount of funds are allocated for job fairs out of the DDU-GKY budget (subject to a certain number of candidates being placed through the job fairs). DPMs/district level officials in five districts – three in Mysore division and 2 in Bangalore division – mentioned that job melas were organized in their district. The DPM of one district in Mysore division stated that job melas were organized

in 3 talukas of the district. The DPM of another district in the same division mentioned that in their job melas they try to connect with local employers and also with employers from major urban centres outside the district. The DPM of one district in Bangalore division mentioned that in his district, six job melas are conducted in a taluka per year. It is however not known to what extent DDU-GKY beneficiaries are actually benefitting from such job melas.

Mobilization and other support: Apart from organizing job melas, the other kind of support mentioned by certain district and taluka level officials was mobilization support. One DPM in Gulbarga division mentioned that PDOs and Gram Panchayath level officers are ordered to provide support PIAs to mobilize candidates. One district level official also mentioned that “support for smooth training and placements after training” is also provided (however the form of such support was not clear). One district level official from Gulbarga division said that they were not providing any support to PIAs. One may recall from Chapter 4 that some PIAs had expressed the need for stronger mobilization support from the KSRLM.

6.4 Stakeholders Perceptions of Issues, Challenges, and Bottlenecks

This section reviews the perceptions of PIA representatives and administrative officials regarding the obstacles that are faced by PIAs in implementing the scheme. Some PIA representatives also feel that the KSRLM can help ameliorate some of these challenges.

6.4.1 PIA representatives’ perceptions of issues, challenges, and bottlenecks faced by them

Course dropout: All the interviewed PIAs face dropout of trainees during the course to a greater or lesser degree. One PIA representative stated that homesickness is the major reason for dropout (in the residential model). Another PIA representative felt that candidates take the programme less seriously because it is free, and a minimal amount of payment would reduce dropout. Trainees also dropout due to family and health issues. In one PIA representative’s view, dropout is also higher for those with agricultural land, as family calls them for farming when they don’t get labour especially during the planting and harvesting seasons. To check drop outs, this PIA does the following: if candidate does not turn up without intimation for more than two days, home visit is done to try and find out the problem. They have succeeded in getting back some students because of rapport with the student. Other measures for reducing dropout are keeping candidates engaged, providing effective counselling and providing good facilities at the training centre. The batch freezing period provision available under DDU-GKY

which is implemented by PIAs helps in checking drop outs to some degree, since during these first 10 days, candidates get a taste of the course and those not interested can leave.

Placement challenges: PIAs often face placement backlog: PIAs feel constrained to meet the placement targets on timely basis because of the gap between the job features and the candidates' preferences. In other words, candidates often don't accept the salary, work nature or location of the placement job.

Difficulty in providing migration support on sustained basis: PIAs operate on project mode, and feel constrained in handling the issues that arise when candidates are placed away from home and in providing the sustained migration support needed. KSRLM is better placed to provide such sustained migration support. According to one PIA representative, KSRLM is not providing adequate migration support though it is required as per guidelines. Migration support would do wonders for improving employment and placement. SRLMs in states like Odisha are investing in running migration centres in major cities outside Odisha.

Need for transportation to workplace: Employment retention for candidates placed locally can be addressed to some degree through the provision of transportation support for travelling to the workplace (since the factories may be located at a distance from the village of beneficiaries). Government should start new bus routes to facilitate transportation of beneficiaries to and from workplace and also increase the frequency of buses where required.

Need for Government support in mobilization: It has already been seen in Chapter 4 that PIAs face considerable difficulties in mobilization. In a review meeting for the state of Karnataka held on 3rd October 2016, the Ministry of Rural Development had directed KSRLM to instruct its district and taluka level apparatus to provide mobilization support to PIAs. Government channels for mobilization, as envisaged by the DDU-GKY Guidelines, should become more active. KSRLM should help in connection to the district and GP machinery of administration for better mobilization. (However, the PIA which is a captive employer expressed that KSRLM support made it easier to connect to panchayats for mobilization)

Less scope for organized non-government employment in some districts: In some districts such as Dharwad, there is less scope for organized (formal) sector employment. One PIA representative suggested that Government should give instruction for absorbing DDU-GKY trainees as first priority.

Need for customized guidelines for training the disabled: The representative focused on training only disabled candidates stated that there is a lack of specific guidelines for training of disabled candidates; the same guidelines and requirements that apply to others are applied. The course material should be customized for disabled candidates.

6.4.2 Government Representatives' perceptions of issues, challenges, and bottlenecks faced by PIAs

District and taluka level officials perceived the following obstacles faced by PIAs:

- Candidate are hesitant to be trained in training centres located in Bangalore, and are not being able to adjust to the food in Bangalore
- Local candidates show more interest in self-employment programme (where they get loan and subsidy benefits) than for skill training and placement programmes.
- Candidates show less interest in enrolling for training. Many ask for direct placement.
- Candidates are less responsive to mobilization. Also, convincing parents during mobilization is a challenge.
- Candidates often hesitate to migrate for employment. Candidates are not interested to work in Bangalore and Hyderabad for less remuneration. Also, the jobs provided are not at the level of their education.
- A district level functionary in Bangalore Division mentioned that there are very few job opportunities in the district that hinder local placement.
- Continuity issues at the end of project: The end of project creates a gap in training centre continuity and availability.

6.5 Stakeholder Opinions regarding the performance of the scheme and how it can be improved

A number of stakeholders such as former trainees, non-beneficiaries and district/taluka/GP level representatives have expressed opinions on the performance of the scheme and how it can be improved. While all these insights are not necessarily suitable for priority implementation, they are informative because they embody expectations and opinions of stakeholders who shape the implementation of the scheme.

6.5.1 Observations made by district/taluka/GP level representatives on PIA Performance

A majority of district and sub-district officials interviewed have perceived weaknesses in PIA performance and the implementation of the scheme. Their theme-wise observations can be seen below:

6.5.1.1 Mobilization

Weaknesses in the mobilization process, training quality and drop outs are the reason for gaps in reaching district level target. There is less motivation for candidates to be retained in training (DPM in Belgaum Division)

Designing a program that reaches the real needy candidates and creating more awareness about the scheme are required. NGOs and *sangha samsthe (Civil Society Organisations)* should play a crucial role in mobilization. PDOs also must give more attention to these matters. (TPM in Mysore division)

Beneficiaries do not have information about the incentives given during training. PIAs should concentrate more on counselling and creating awareness among women. (GP Secretary in Mysore division)

6.5.1.2 Course Selection and Course Availability

As there is lesser choice of courses, trainees are not getting desired the course to learn. Local survey of youth preferences regarding trade choice should be conducted before mobilization of youth. (DPM in Bangalore Division)

There is no match between market demand and supply (of labour trained under DDU-GKY) (DPM in Gulbarga Division)

6.5.1.3 Need for local model of Training

There is a need to identify more local PIAs which give training of skills in demand. Skills should be developed locally. Training centres and job opportunities should be created in local area (DEO in Gulbarga division)

Having local PIAs would increase enrolments. (TPM in Bangalore division)

If facilitated and implemented at taluka level then scheme would be more successful. (TPM in Mysore division)

There are no PIAs at GP level. (TPM in Belgaum division) This kind of programmes should be given within village /at village level. (GP Vice-President in Mysore division)

6.5.1.4 Placement

Salary in placement job is much lower than expected. (DPM in Belgaum Division)

Candidates are largely given placement jobs in other districts. (DPM in Belgaum Division)

6.5.1.5 Need for Monitoring

Instead of working directly, PIAs are having hidden agreements with local agencies, this has hampered training quality. (DPM in Gulbarga Division)

GP members should be updated regarding scheme activities (GP member in Bangalore division).

Evaluation should be done by EO (Executive Officer) Taluka Panchayat and CEO (Chief Executive Officer) Zilla Panchayat level on a quarterly basis. (PDO in Bangalore Division)

6.5.2 Opinions of beneficiaries and non-beneficiaries with respect to further improvement of the scheme

Opinions from beneficiaries can be seen below. These opinions reflect the feelings of the beneficiaries (expressed in FGDs) based on their experiences. One of the common opinions is that Government rather than private PIAs should run the centres.

- There is a need for market-oriented courses which are needed in the present day.
- Govt should handover running of the centres to district administration or to government colleges. Government running the centres is conducive to greater sustainability.
- Skill development should be at the undergraduate level, especially in villages. It should be associated with colleges.
- The quality of teaching can be improved in the following ways: providing practical exposure and well-equipped practical classes, having more external resource persons' sessions.
- Jobs should be provided within the taluka.

- Govt should ‘utilize’ the trainings for their departments like treasury, transport and other departments (this seems to be a suggestion for placements in Government departments)
- Employment/job provision which should have happened in not happening. Job provision should be strengthened.
- Job security should be provided. Proper support system should be provided at the workplace.
- Women beneficiaries have suggested the following to strengthen the women-friendliness of the course: provision of transportation facilities to reach training centre, support to take care of safety issues, appointing women faculty/trainers, moral support for women trainees, providing local jobs, availability of counselling and better financial support, food and accommodation.

Non-beneficiaries (dropouts and non-enrollees) based on their experience or perception have opined the following with respect to further improvement of the scheme:

- Training courses should be provided based on the qualification of candidates such as BA, BSc etc.³⁰
- Training should be provided locally/in local areas
- Providing placement/jobs after the training should become mandatory

6.6 Overall Observation on Performance of PIAs

The performance of DDU-GKY scheme or its PIAs cannot be summed up in one parameter. This report has shown that different PIAs have different good practices in different areas; some have training related good practices, while others have placement related good practices such as a) pre-course employment tie ups, b) care in selecting employers and maintaining connection with employers to ensure better redressal of candidates’ problems, c) intensive post placement tracking and d) provision of hands-on migration support.

Some PIAs have been facing challenges in achieving placement targets and have had to take time beyond the end of project to clear the placement backlogs. Retention tracking is an area of weakness that is common to all PIAs. It is clear that the scheme and the PIAs should devote greater attention to employment retention, including employment retention beyond a year.

³⁰This opinion implies that courses with higher NSQF level or higher qualifications should be offered more widely, and to higher qualified candidates such as graduates, who are the single largest share of the beneficiaries of the scheme.

CHAPTER – 7

MAJOR FINDINGS

The Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) is a demand driven placement-linked skill development intervention by the Ministry of Rural Development, Government of India. The scheme is based on the premise that the rural youth face certain entry barriers with respect to the job market, such as inadequate formal education, and lack of marketable skills. The programme aims to skill poor rural youth with the knowledge, attitude and skills required to access jobs in the formal sector. It also aims to provide them with jobs that give them regular monthly wages or wages that are above the minimum wage.

DDU-GKY is also being implemented in the state of Karnataka, and this evaluation study by GRAAM, commissioned by the Karnataka Evaluation Authority, is concerned with evaluating the performance of the scheme in Karnataka state. What makes this scheme distinct from other skill development programmes is its emphasis on sustainable employment and career advancement of the beneficiaries through means such as post placement tracking, support and retention incentives.

The present evaluation looks into various issues covering the implementation of the scheme and its impact on the beneficiaries in terms of improving their capabilities. The part-wise findings of the study are presented below:

Major findings of the evaluation are presented below in four parts, corresponding to the structure in which findings were presented:

7.1 Findings from Part I: Need for Skill Development, Socio-economic background of Beneficiaries, and Aspirations and Willingness of Beneficiaries

- The study observed that the overall extent of skill development in Karnataka is higher than that of India. But it is lower among the SCs and STs categories compared to other categories, and among women compared to men.
- NSDC Skill Gap analysis shows that the skill gap i.e. gap between total incremental demand and total incremental supply in the state of Karnataka amounts to 3.09 lakhs.

Among skill categories, the greatest skill gap is for skilled labour (7.1 lakhs), while the skill gap for semi-skilled labour is 3.8 lakhs. These figures bolster the justification for skill development programmes that can help bridge the skill gap.

- Tourism, Travel, Hospitality & Trade has the highest demand for semi-skilled laborers followed by IT & ITES and Building, Construction, Industry & Real Estate.
- A majority of the beneficiaries covered in the survey and a majority of DDU-GKY beneficiaries in Karnataka are women, which attests to the strong participation of women in the scheme.
- While DDU-GKY is essentially a scheme to benefit less educated youth and those without formal education, the study observed that the largest share of the beneficiaries (close to 40%) are graduates. Only 1.64% of the beneficiaries had no formal education. Such a finding can also imply that the scheme is benefitting the educated unemployed, which does not appear to have been the primary intention of the scheme.
- A positive finding is that a large share of marginal farming families without irrigated land have benefitted from the DDU-GKY.
- The survey shows that the most common aspiration of beneficiaries is to start own business and to engage in home-based work; however, DDU-GKY does not have self-employment or entrepreneurship component. The second most common aspiration of beneficiaries is to have stable job and satisfactory income.
- While majority of the beneficiaries have enrolled to get jobs after training, some have joined for learning soft skills and trade skills.
- The single largest reason for non-enrolment was unmatched aptitude. The other reasons were insufficient qualification, lack of interest in the course offered and inconvenient procedure.

7.2 Findings from Part II: Training and its Antecedents and Components – Mobilization, Selection and Counselling, Course Selection, Access and Convenience, Training Quality

- Awareness of a scheme is an indicator of effectiveness of its mobilization and counselling processes. Overall, a dominant share (81.06%) of beneficiaries stated that they were aware of the benefits of the scheme at the time of joining. The awareness of the unique scheme benefits related to post placement and retention support, and support for food and travel were however only 8.62% and 1.15% respectively.
- As expressed by one stakeholder, mobilization is “difficult and the toughest job in skilling.” The unwillingness of candidates and the low conversion rate of mobilization to enrolment are notable obstacles to mobilization.
- Less than half of the beneficiaries are aware of the awareness creation activities in villages. Similar finding was found with respect to household visits by mobilizers. These findings indicate that the outreach activities of DDU-GKY need to be strengthened.
- The DDU-GKY Guidelines specify that this scheme aims at imparting skills training in a number of trades to those who lack formal education. However, the required qualifications of the courses offered by DDU-GKY in Karnataka – as defined in the Qualification Packs (QPs) prepared by Sector Skill Councils or NCVT - range from primary education to graduation. The largest number of offered courses have 10th standard as minimum qualification.
- The survey findings reveal that minimum educational qualifications are not strictly adhered to in selection of candidates for courses
- While DDU-GKY SoP mandates counselling for all trainees, survey findings show that only 62.56% of the enrollees had received counselling prior to enrolment.
- A very high proportions of female and male beneficiaries who were day scholars found the location and timings of the training centre convenient. Same is the case with majority of dropouts also. For a majority of day scholar beneficiaries and 50% of day scholar dropouts, travelling time to centre was 30 minutes of less.

- As per the guidelines, the day scholars are supposed to be given an amount of Rs 100/- per day for coverage of food and transportation expenses. However, a majority of both beneficiary and drop out day scholars had not been given such amount.
- The survey findings show that the beneficiaries and dropouts were largely able to obtain the courses of their choice among the courses offered at the training centre. However, the FGDs with women beneficiaries and dropouts revealed that while some of them got their preferred courses, some of them were aspiring to study courses such as Graphic Design and animation which were not offered by any PIA.
- There are 45 DDU-GKY trades/courses on offer in Karnataka. In comparison, the DDU-GKY scheme at the national level overall offers 433 trades for skill development.
- There is low alignment between sectors most in demand in the 12 sample districts and the sectors offered in these districts. In the districts of Davangere, Uttar Kannada, Bagalkot, Bidar, Raichur and Yadgir, there is no match between the sectors demanded and sectors on offer.
- Market survey is a less common for selection of trades by PIAs. Presence of local industries and competence of PIA are the common considerations for selection of trades by PIAs.
- The most preferred or popular course among beneficiaries in Karnataka is the Sales Associate (retail) course. The other courses in the top five are sewing machine operator, customer care executive (call centre), DTP and print publishing assistant, and tailoring (basic sewing operator). Together, the top 10 courses account for around 75% of the beneficiaries trained and the top two courses account for more than one-thirds of the beneficiary numbers.
- The least preferred trades are accounting and welding technician level 3. This is followed by automotive manufacturing, accessory fitter, manual metal act welder etc.
- An overwhelming share of beneficiaries (93.64%) and dropouts (91.76%) took up shorter duration courses of three months.

- As per the analysis of DDU-GKY database, the overall course drop-out rate is 5.75% and the trade with maximum course dropout rate of 75% is 'welding technician level 3'.
- Overall, the single largest reason for dropout mentioned by male and female respondents is inability to be away from job/employment. Household responsibilities are mentioned as the second most frequent reason for dropout.
- The logistic regression analysis to characterize the factors influencing dropout from the course revealed that gender, family background, and clarity about the scheme benefits are some of the factors influencing course dropout. Residents who reside in rural areas are more likely to complete the course compared to those who reside in urban areas. Males and younger respondents are more likely to complete the course than females and older respondents. Candidates with moderately educated father and those whose fathers are in salaried (non-govt) employment more likely to complete than those whose fathers lack formal education and those whose fathers are not working. The respondents who have career related aspiration are more likely to complete the course. Those who have clarity on benefits of scheme are also more likely to complete the course while candidates with less monthly family income are more likely to complete the course than who earn more.
- The survey observed positive responses regarding the quality of training offered by PIAs under DDU-GKY. Almost 98% of the beneficiaries expressed that their classes at training centre were held regularly. While 70.99% beneficiaries were happy with the overall quality of their trainers, 26.94% were very happy.
- An overwhelming share of beneficiaries (close to 92%) felt that they had received good support from trainers whenever they faced any difficulty in understanding content.
- 96.41% of beneficiaries had received training in computer skills, 96.16% in soft skills/life skills, and 93.90% in communication skills. Additionally, 94.21% had received training in interview skills.
- However, it appears that the study material is not entirely provided in mother tongue by some of the PIAs. Only 43.05% beneficiaries received all study materials in mother tongue.

- Course assessments are important in understanding the extent of transfer of skills. Almost 97% beneficiaries stated that they had undergone end of course assessment. However, more than 75% beneficiaries stated that the end of course tests was administered by the training centre personnel/trainers only.
- While the DDU-GKY guidelines require certification of 70% of the trained candidates, actually 64.76% beneficiaries said that they received certificates. Only 15.06% beneficiaries said that they were certified by Sector Skill Council or NCVT. Based on this, it appears that a majority of the beneficiaries are not receiving the credible external certification that could have widened their employment prospects.

7.3 Findings from Part III: Placement, Retention, Current Employment Status, Migration, and Effect on Quality of Life

- Supporting placement is also one of the major responsibilities of the PIAs. A dominant share of candidates (73.63%) were given at least one placement job offer. The district which had the lowest proportion of beneficiaries receiving at least one job offer were Yadgir (15.38%) and Bagalkot (15.87%). Job offers were made to a slightly higher share of women beneficiaries (76.38%) compared to male beneficiaries (70.17%).
- Receipt of job offer is no guarantee of placement, since the candidates would not necessarily accept or take up the offered job. Overall, 70.68% of those beneficiaries to whom at least one placement job was offered took up the offer.
- A higher share of female beneficiaries (71.89%) accepted the placement job offer compared to male beneficiaries (69.03%).
- Overall, the most common reason for not taking up placement job was low salary (20.13%) followed by inconvenient location (19.29%).
- Slightly less than one-fourths of all beneficiaries who had not accepted placement job offer went on to find a job after training by their own efforts or other means. In this regard, females had lower rate of success than male beneficiaries.
- Based on data from the beneficiary survey, 52.05% beneficiaries were placed through the training centre i.e. they were offered placement job and they took up the placement job. The aggregate placement rate based on the survey, however, is 57.33%; this figure

combines those who were placed through the centre and those who were not placed through centre but went on to find job after training through other means.

- Analysis of the DDU-GKY database shows that the trade with the highest placement rate – with placement rate of 81% is security guard (general).
- The trades drafting (mechanical), banking sales representative, BPO voice, DTP and Print publishing assistant, and sales person retail have the lowest placement rates of less than 10%. The drafting (mechanical) trade notably has a placement rate of 0%.
- DDU-GKY guidelines consider a candidate as placed only when the candidate completes three continuous months of employment after training, not necessarily in the same job. Survey findings show that slightly less than half i.e. 48.83% of beneficiaries were in continuous employment for three months. This should be compared to the yardstick of 70% mandated in the DDU-GKY Guidelines. The “High” performance districts on this parameter were Kodagu, Uttara Kannada, Mandya and Bangalore Urban (in order of ranking) and the “Low” performance districts were Davangere, Bidar, Yadgir and Bagalkot (in order of ranking).
- DDU-GKY mandates that Post Placement Support should be provided to placed candidates for the first few months of placement after training. Amongst those who did placement job/other job post training, 74.12% stated that they had received post placement support. District wise, these figures ranged from 16.67% only (Bagalkot) to 100% (Yadgir and Kodagu).
- The average monthly salary of placement job/other first job post training was Rs 8136.45 per month. This is lower than the minimum wage for semi-skilled labour and also unskilled labour in Karnataka state as per the Shops and Commercial Establishments Act. The stipulated minimum wage for semi-skilled labour is in the range of Rs 11,888.20 to Rs. 13,623.81 and for unskilled labour is Rs. 10,887.20 to Rs. 12,465.03. The average monthly salary of placement/first job of DDU-GKY beneficiaries is however 36% higher than the MGNREGA wage rate for Karnataka which comes to Rs. 5976/- per month (considering the aggregation of daily wages for 24 days of work in a month).

- The educational group with the highest salary of placement/first job is post graduate group. The lowest salary of placement/first job is of the group educated between class I and X, followed by the group with no formal education. There appears a broad association between salary and educational qualification of the beneficiary.
- The highest placement/first job salary is for the trade calendaring machine operator (Rs 15,000/- per month). Five trades have placement job salary of less than Rs 3000/- per month.
- About 70% of female beneficiaries and 63.42% of male beneficiaries had resigned from the placement/first job. Minor shares of dismissals from placement/first job are also seen. Kodagu, Uttara Kannada, Bidar, Chikkaballapur, and Bagalkot are the districts with 75% or more beneficiaries resigning from placement/first job.
- Unsatisfactory salary was the most frequent reason for beneficiaries resigning from placement/first job after training and the second most frequent reason was inconvenient location.
- DDU-GKY scheme guidelines define retention in terms of continuation in employment for a continuous period of one year, with not more than 60 days gap. Overall, only about 42% of the beneficiaries were continuously employed in the first year after training.
- This evaluation study therefore finds a story of successive attrition, as far as the employment of candidates is concerned. From 73.63% of beneficiaries being offered a placement job to 48.83% being in continuous employment for three months after training and only 42% beneficiaries being in continuous employment for one year after training, the successive reduction at each level is quite clear.
- In DDU-GKY Guidelines, it has been assumed that “... those who remain in work for one year are successful in making the transition.” This study however finds that overall, around 65% of those who continued in employment for one year after training are currently employed, and thus almost 35% have not been able to make the transition. Therefore, it cannot be said, that such candidates ‘very rarely slip back into unemployment’, as assumed in the guidelines.

- A majority (53.37%) of beneficiaries are currently unemployed. Considering the survey findings, this means that a dominant share of those who underwent the DDU-GKY training are currently out of work. This raises questions on the sustainability of the employment provided under the scheme. However, amongst non-beneficiaries, an even higher share of candidates are currently unemployed (59.35%).
- A majority of women beneficiaries (62.49%) are currently unemployed. This highlights the need for strongly focusing on supporting women's employment retention.
- While 41.69% male beneficiaries state inability to find job as reason for being currently unemployed, only 25.19% female beneficiaries state the same reason for being unemployed.
- Domestic reasons (a variety of household/family related commitments and constraints) account for 52% of unemployment among women. In contrast, only 13.41% men are currently unemployed due to such domestic commitments and constraints.
- Overall, close to 60% of those beneficiaries who did not receive placement job offer are currently unemployed. However, an even higher share (61.22%) of those who had rejected placement job offer are currently unemployed. Both these shares are higher than the overall share of beneficiaries (53.37%) who are currently unemployed.
- Among beneficiaries, the educational groups with the highest share of currently unemployed are the Post Graduate (74.47%) and Professional (57.45%) groups. The lowest share of currently unemployed is among the beneficiary group that has no formal education. Therefore, there are indications of a phenomenon of 'educated unemployment' which DDU-GKY training has limited efficacy in ameliorating.
- Four trades (FMCG Sales Representative, Manual Insertion Operator, Pre-shrinking machine operator and Ring Frame Tenter) have current unemployment rates of 100%.
- A major share (79.22%) of currently employed beneficiaries are in salaried non-government employment; this is a positive finding, given DDU-GKY's focus of providing stable and formalized employment. However, a dominant (though relatively slightly lower) share of currently employed non-beneficiaries (76.57%) are also in salaried non-government employment.

- DDU-GKY Scheme Guidelines envisages that in many cases rural youth trained under the scheme would need to take up jobs away from home districts or even home state. The survey shows an increase in migration due to job after the training as jobs are available outside the place of residence of the beneficiary. As per the survey, 68.80% of beneficiaries took up the placement/other job post training outside their place of residence.
- Most of the migration is within the district followed by within the state. Districts such as Chikkaballapur, Uttar Kannada, Yadgir and Kodagu show the highest within state/outside district migration.
- DDU-GKY scheme aims to fulfil rural families' aspirations of better quality of life by providing salaried employment to its beneficiaries. Comparing pre-training occupational status with current occupational status of beneficiaries, the highest extent of transformation in status to salaried non-government employment has happened for those beneficiaries who were students before training.
- The beneficiaries covered in the survey had an average current monthly family income of Rs 10,332.66/- while the non-beneficiaries covered had a higher average current family monthly income of Rs 12,220.66/-. This indicates that the scheme could not raise the income of beneficiaries to a level higher than that of non-beneficiaries.
- 44.65% beneficiaries had not acquired new household assets such as TV, mobile phone, vehicles, household appliances etc. after training/placement.
- Majority of the male (77.13%) and female (72.09%) beneficiaries expressed that their family's attitude towards them had changed post training.
- The other social benefit from the programme is that 98.39% of the beneficiaries having children of school going age feel that they are able to provide better quality of education to their children after benefitting from DDU-GKY.
- Therefore, the evaluation shows that the social benefits of this programme are more than the economic benefits of this programme.

7.4 Findings from Part IV: Duplication, Sustainability, and Monitoring Mechanisms

- There is no duplication between DDU-GKY and the other skill development schemes. Unlike RGCV and PMKVY – which have some similarities with the scheme- DDU-GKY does not have any entrepreneurship support component. DDU-GKY has some distinct features such as placement and retention incentives. Also, since data from the database KaushalKar is taken and Aadhaar verification and biometric registration are done, the likelihood of the same person enrolling for trainings under multiple schemes is less.
- The lack of sustainability of the employment provided by the scheme (evident in the high extent of current unemployment) has already been stressed in this study. Sustainability can also be examined in other ways. One of the aspects where the scheme’s sustainability is constrained is that DDU-GKY imparts only entry level skills which creates the need for candidates to be upskilled within 2-3 years if they wish to advance in their careers.
- Sustainability is also linked to manpower capacity at various levels. The lacunae in the human resources capacity of the KSRLM at the State, district and taluka levels affects the mobilization and monitoring of the scheme. Recent steps have been taken to address such manpower gaps, but there are persisting gaps in the availability of officials especially at taluka level.
- Sustainability is also related to the closure and availability of training centres, especially in backward or interior districts. DDU-GKY projects are awarded for three years duration at the end of which TCs would shut down. For continuity, the same PIA should be rebidding to open a training centre in that district, or other PIAs should bid to open training centres in that district. However, some factors may constrain training centres from being set up in certain districts, such as availability of local employers with significant employing capacity.
- Given that DDU-GKY scheme is implemented by external partners (PIAs), monitoring is especially important for maintaining standards of quality in training and placement. This study finds that KSRLM (State team) and CTSA monitoring are the mainstay of

the scheme's monitoring. Grassroots or local monitoring of the scheme is not well-developed. The district, taluka and GP level authorities are not aware or kept informed of the aspects of scheme implementation such as placement, retention, post placement support etc.

- While interview responses indicate the regularity and frequency of inspections by the State level KSRLM team in recent times, it appears that the situation was not the same in the earlier days of the scheme. Minutes of a Review Meeting conducted by MoRD in August 2017 reveal that till that date, no inspection had been conducted by KSRLM.
- As of March 2019, the Technical Support Agency for DDU-GKY in Karnataka had not yet been constituted, which further constrains the monitoring of the scheme.

The summary table below sums up some of the key findings of the study, in comparison with the concerned guidelines and mandated provisions as per relevant rules/notifications:

Table 7.1 Summary of Comparison of Guidelines and Field Realities on Select Parameters

Dimension	Provisions/Targets as per relevant Guidelines	Findings of Study- Field Realities
Certification	DDU-GKY guidelines require mandatory certification of a minimum of 70% of trained candidates.	64.76% trained candidates (beneficiaries) received certificates.
Placement	DDU-GKY guidelines mandate placement of at least 70% of trainees Placement is defined in terms of continuous employment for 3 months after training.	Less than half i.e. 48.83% of beneficiaries were in continuous employment for three months
Minimum Wages	Minimum wage for semi-skilled labour is Rs 11,888.20-Rs. 13,623.81, and for unskilled labour is Rs. 10,887.20-Rs. 12,465.03 as per the 2017 notification under Karnataka Shops and Commercial Establishments Act. MGNREGA wage rate for Karnataka comes to Rs. 5976/- per month (considering the aggregation of daily wages for 24 days of work in a month).	The average monthly salary of placement job/other first job post training was Rs 8136.45 per month.

Source: DDU-GKY Guidelines, relevant wage notifications and Field Survey

CHAPTER – 8

RECOMMENDATIONS

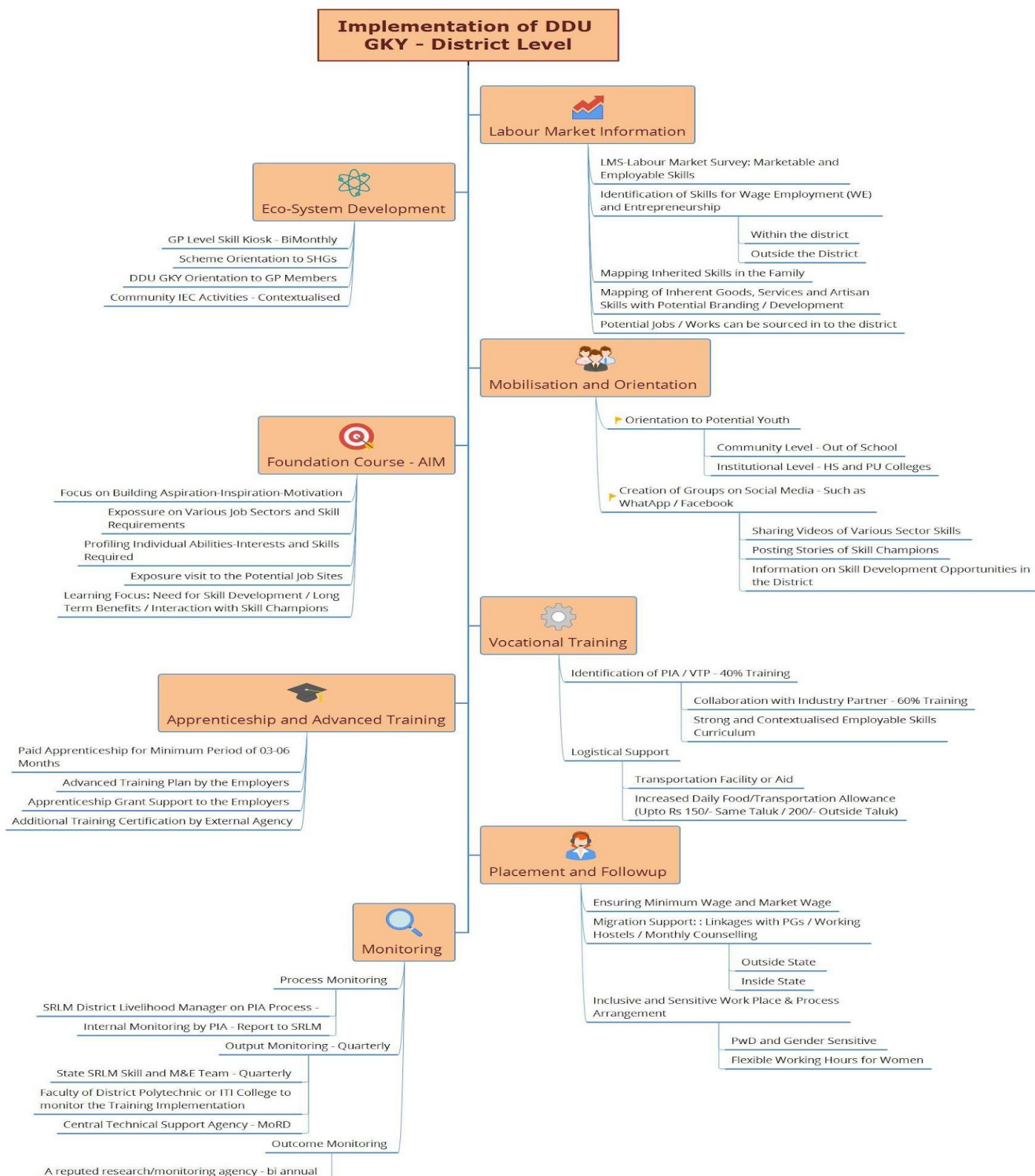
DDU-GKY has a lot of positive features, including its attention to process, quality assurance framework in the form of a highly detailed SoP that provides great clarity for implementation partners, and placement and retention incentives for candidates. The quality of training and support provided by the trainers have been rated highly by the beneficiaries. Significant shares of those who have benefitted are from the vulnerable sections of the population.

The scheme has succeeded in providing placement jobs to a significant share of beneficiaries, but has seen its biggest shortcoming in the area of job retention, including job retention beyond a year. It is a matter of concern that a majority of beneficiaries are currently unemployed.

The DDU- GKY guidelines ignore retention beyond a year (assuming that first year of retention will take care of retention in future); however, this is not a rational assumption, as learned by the evidence of this study.

DDU-GKY scheme should surely continue, but with due design and implementation modifications for bolstering job retention and addressing other implementation lacunae. Recommendations for further improvement of the scheme are thematically provided in the next page:

Figure STYLEREF 1 \s 8. SEQ Figure * ARABIC \s 1 1 Schematic Representation of Recommended Implementation of DDU GKY (including monitoring)



8.1 Mobilization

Make the mobilization strategy of DDU-GKY more inclusive. The current mobilization mechanisms of DDU-GKY don't include mobilization in schools and colleges. There should be mobilization efforts at the high schools and PUC (12th standard) colleges. If the students appearing for the final year SSLC or PUC are informed about the available opportunities, in the event of dropout or failure in exams or if they lack interest to continue, they can opt for skill development. This may also change their perception about skill development opportunities as a viable career option. This can also reduce the probable self-harm among children who think that clearing examination is the only option for getting a job. Similarly, youth already in the unorganised sector should be oriented about benefits of skilling in long term.

Make SHGs more aware of DDU-GKY and involve SHGs more intensively and extensively in mobilization. Evidence from the literature shows the poor awareness of SHGs about DDU-GKY. Self Help Groups have become vehicles of change in rural areas. Information provided through them reaches the households more effectively. Many states have found and utilized SHGs as an effective social mobilization platform. As SHGs promoted by NRLM are mostly having or expected to have poorest of the poor, their wards should be encouraged and enrolled in DDU-GKY.

Strengthen pre-training counselling of candidates and their parents to deal with the challenge of converting mobilization to enrolment. This study shows the mobilization challenges faced by PIAs and also the lower than desired reach of mobilization activities at the grassroots and household level. GP level orientations and counselling camps should also be organized to strengthen awareness of DDU-GKY.

Organize Foundation Course: The support of CSOs/ NGOs and other community-based organizations should be obtained to mobilize the youth. A Foundation Course should be initiated to provide the orientation on various vocational skills, career opportunities and to create aspirations for the target group who are outside the school environment.

Use Information Centres at GP level to enrol youth: Information centres (wherever these exist in GPs) should be equipped with ICT tools to enrol youth directly for the training program. A bi-monthly Skill Development and Employment Kiosk should be set up to provide skill information and linkages for training/employment.

8.2 Course Selection

Critically review the continuation of courses with low placement rate such as banking sales representative, BPO voice, DTP and Print publishing assistant and sales person retail which have been found to have the lowest placement rates.

District Level Labour Market Survey: A survey of marketable and employable skills, considering the end users of the skills, such as the HR managers of companies and recruitment agencies, should be done. The key informants such as bankers, labour contractor etc. should also be consulted. This shall enable the service providers to design courses that are in demand from employers' perspective. On the supply side, the inherited and innate skills among the family should be mapped. The unique agricultural products of the districts should be analysed for value additional possibilities. The artisan skills of the local area and people should also be considered for up-skilling and re-skilling. Based on the preferences, a variety of courses are to be offered to cater to the needs of the important stakeholders.

Ensure availability of a menu of course options. As seen in this report, beneficiaries and local officials have raised the issue of limited availability of courses. Either PIAs with multiple areas of competence should be selected for a district or authorities should take steps to ensure that within a district, there is availability of multiple PIAs at any point of time, each offering a different set of courses. Courses with different levels of minimum qualifications (including graduation) should be more widely available to cater to the significant share of more qualified candidates.

Ensure greater flexibility in the identification and offering of courses based on the regional differences in the availability of resources. In the predominantly agricultural areas, courses relating to value addition to agricultural produce can be offered. For example, some districts such as Davangere, Dakshina Kannada, Uttar Kannada, Kodagu, Raichur and Yadgir have larger demand from food processing sector, but food processing related courses are not offered by DDU-GKY. Women (girls) may be specifically skilled on food processing and self-employment skills at the local level. KSRLM needs to align DDU-GKY implementation to the Livelihood Plan of the cluster or block.

8.3 Training

Provide Foundation Course as these may not only enable candidates to strengthen soft skills, but also introduce them to the essence of different courses and help build A-I-M (Aspiration, Interest and Motivation). This can help youth to choose appropriate courses. Exposure to foundation courses is necessary; if these are not included within the duration of the training courses, Gram Panchayats should take the initiative to organize such courses at the GP level in coordination with local civil society organizations. The support of actors such as school and college teachers, educated/skilled volunteers, retired government and other non-government professionals etc can be solicited. Pre-enrolment exposure to such courses may enable more informed selection of courses by youth, their better preparation to imbibe skills and also greater interest and engagement in the training programme. The foundation course is to basically give the rationale for the youth why they should take up skill development training with the long-term vision.

Provide training in Language as a vocational skill. Providing training in Language as a vocational skill, not just as a soft skill to the rural youth needs to be considered.

Strengthen industry involvement at all stages and encourage the captive model. The captive model of training/employment provides a model of strong employer linkage with skill development. Industry involvement needs to be strengthened beyond the one month of OJT in a three months' course. Employers/industry should also be involved in training and periodic assessments.

Incorporate significant practical or hands-on component in the pedagogy or the teaching learning method of the course. In fact, there should be greater reliance on 'shop-floor' training or simulation of work environment (e.g. supermarket shelves for sales associate (retail) training) in the training centres. Training centres should be mandated to conduct 50%-75% of the training at the potential or related workplace, in collaboration with the respective industry/agency. This shall enable the trainees to get the real-world workplace context, be more motivated and engaged in the learning process and to relate better to the content taught in the centre. Even if they don't find the opted course interesting after getting the immersion experience, they can at least opt out without further wasting the training resources.

Consider more prolonged apprenticeships. Such apprenticeships are more likely than shorter OJT phases to enhance the industry relevance of training and employment prospects of trainees. This would be conducive to the greater relevance of skills imparted in the programme and also make for more assured placement. Given the high share of graduates among DDU-GKY beneficiaries, it is recommended to link DDU-GKY with SHREYAS (Scheme for Higher Education Youth for Apprenticeship and Skills) which supports six-month apprenticeship/internship for non-technical graduates with not only apprenticeship stipend of Rs 6000/- but also reimbursement of Rs 1500/- from Govt of India to each candidate (Times of India, 2019).

Involve local Universities and technical institutes in training so that more diverse courses can be offered. Either mandate training centres to offer bus service for day scholars or modify DDU-GKY Guidelines to ensure that the daily food and transportation allowance given under the scheme is increased. This is suggested, given the findings that more than one-third day scholar beneficiaries depend on auto rickshaw for commuting to the centre; also, some beneficiaries have commented on the insufficiency of the limited daily food and transportation allowance given (Rs 100/- per day).

8.4 Placement

Ensure more local employment focus, this study showed that inconvenient location was the second most common reason for rejecting placement job offer. *Also, consider integration with franchise model of self-employment* as described in the literature review of this study.

Ensure that all placements are paying minimum wages as per the Minimum Wage notification of 2017 under the Karnataka Shops and Commercial Establishments Act; at least the minimum wage for unskilled labour should be paid without fail. This study has shown that the average salary of placement job is 8136.45 per month, which is below the mandated minimum wage for unskilled labour and semi-skilled labour as per the notification under the Karnataka Shops and Commercial Establishments Act. The study findings also show that unsatisfactory salary is the most common reason for resignation from placement job and also for non-acceptance of placement job offer. Minimum wage guidelines and rational assessments of living expenses in urban centres should form the basis for calculation of placement job salaries. This is especially essential in the context where placement jobs are largely outside the candidates' place of

residence, entailing the costs of living in a city, having to pay for rent and food along with the need to send money home.

Take cognizance of the human resource deficit in some districts and compensate that with outsourcing of jobs to human resource rich districts (E.g.the translocated Arecanut Processing from Malanad Region to Kudlur of Chamarajanagar district).

8.5 Retention

Provide support system for the migrants in the city/town in which they are placed and start operating migration support centres in Bangalore and such major cities where there is concentration of placements. In this direction the strategy being followed by some SRLMs in some states like Odisha is worth adopting. SRLM of Odisha is investing in running migration centres in major cities outside Odisha. KSRLM should consider running such migration support centres within the state and outside the state of Karnataka to enhance the likelihood of beneficiaries being able to sustain in employment for a longer period of time.

Enhance retention incentives. Retention is the Achilles Heel of DDU-GKY; less than half the beneficiaries continue in employment for one year after training. Retention incentives and monitoring of retention by PIAs and by KSRLM (especially by district level officials) needs to be strengthened.

Define retention targets in DDU-GKY Guidelines, on the lines of placement targets.

Ensure that PIAs invest efforts in making employment more women friendly. This study finds that a majority of women beneficiaries are currently unemployed, and that domestic responsibilities and constraints of women are the major reason accounting for such unemployment, there is a need for employment to be more women-friendly. PIAs should use their connections with employer partners to request more flexible work arrangements (including flexible timings) for women employees. Policy efforts should address the creation and maintenance of quality child care facilities at workplaces.

8.6 Monitoring of Scheme

Strengthen monitoring of the scheme at the district and taluka level. Currently, the monitoring of the scheme is by KSRLM and the CTSA, and district and taluka level officials

feel less informed about the status of scheme implementation. District and taluka level officials have the advantage of locational proximity and knowledge of local context.

Have dedicated officials at district level to monitor scheme implementation. District Manager (Skills and Entrepreneurship) should be expeditiously appointed in those districts where such appointments are not yet done.

Constitute State TSA as soon as possible. The State should constitute the State Technical Support Agency (TSA) without delay, as mandated by the DDU-GKY Guidelines.

Strengthen monitoring of the disbursement of the food and transportation expenses to all day scholars and post placement support to all those placed. This study finds that a majority of beneficiaries have not received food and transportation support and more than 25% of those in placement/other job after training did not receive post placement support. Tracking of such disbursement (agency to beneficiary transfers) through the PFMS (Public Financial Management System) and also by the taluka and district level functionaries is recommended.

8.7 Sustainability of the Scheme

Do not ignore up-skilling: Given the limited sustainability of entry level skills taught in the 3-month training model, DDU-GKY scheme should devote due consideration towards incorporating upskilling/RPL (especially given its stated career development focus). Alternatively candidates should be kept aware of the RPL arrangements available under other central or state government skill development programmes.

Build the capacity of local NGOs and other local actors to deliver training: From the point of view of the long term sustainability of the programme, the limitations of PIAs headquartered far away (see case study of Yadgir) and the dominant preference for local training, there is a need to devote attention to the capacity building of local development NGOs for delivering programmes. Also, the captive model of employment for the local context along with the use of local universities/technical institutes as PIAs should be seriously explored.

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APPENDICES

APPENDIX I-A: EVALUATION QUESTIONS & SUB-QUESTIONS

A detailed table covering the objectives of the scheme and the evaluation questions and sub-questions presented below is used in the study to evaluate the scheme.

Study Objectives (Disaggregated)	Evaluation Questions	Evaluation Sub-questions
<p>Study Objective: To study the need and requirement for skill and capacity building of youth in Karnataka</p>	<p>What is the skill requirement of the youths in Karnataka? Are there any regional variations? To what extent the existing skill development programmes help to fill up the skill gap?</p>	<p>What is the Extent of employment and skill development of youth in the state of Karnataka? What is the Extent of skill gap/demand for skilled manpower in state of Karnataka?</p>
<p>Study Objective: To understand and map the demographic characteristics and socio-economic conditions of the beneficiaries and their aspirations and willingness to participate in the programme</p>	<p>What is the status of socio-economic conditions of the unemployed youth and his/her family?</p>	<p>What is the Gender and age composition of beneficiaries and non-beneficiaries? What is the share of SC/ST/OBC/Minority among beneficiaries and non-beneficiaries? What is the Share of PWDs/PH among beneficiaries and non-beneficiaries? What is the Educational composition and Marital status composition of beneficiaries and non-beneficiaries? What is the parental education level of the beneficiaries and non-beneficiaries? What is the parental occupation of the beneficiaries and non-beneficiaries? What is the number of non-earning dependents among family members of beneficiaries and non-beneficiaries? What is the House ownership and house type of beneficiaries? What is the status of availability of in-house latrine?? What is the Agricultural land ownership, size of holding, and whether agricultural land is irrigated? What is the Average monthly family expenditure of beneficiaries?</p>

	<p>What are the aspirations of the candidates? Are the candidates willing to enroll for the programme? Why or why not?</p>	<p>What is the Current monthly family income of beneficiaries and non-beneficiaries? What is the current employment status of beneficiaries and non-beneficiaries? What is the career related and other aspirations of the beneficiaries and non-beneficiaries? Do beneficiaries enroll for the scheme out of free will or own desire or because of pressure? Do they feel they have made the right choice enrolling for the scheme? What are the reasons for enrolment/non-enrolment in scheme from beneficiary/non-beneficiary perspective and influencing factors behind enrolment/non-enrolment? What are the kinds of skills that beneficiaries wish to learn compared to skills offered to them?</p>
<p>Study Objective: To assess the quality and efficiency of PIAs in terms of mobilization of candidates</p>	<p>What is the level of awareness of the beneficiaries about the scheme?</p>	<p>What is the Extent of awareness among candidates about scheme? Which benefits of the scheme are candidates aware of at the time of enrolment?</p>
	<p>Why the progress of the Scheme is slow? what are the reasons for non-enrolment of youths even after fulfilling the eligibility criteria?</p>	<p>What is the Extent and reach of Community mobilization activities? What is the Frequency/prevalence of different mobilization mechanisms? What is the Presence and type of identification/follow up mechanism after mobilization? Are GPs and SHGs involved in mobilization? Is GP level quota/GP saturation approach being followed in mobilization? What are the reasons for non-enrolment of eligible youth?</p>
<p>Study Objective (additional): To assess the access and convenience of</p>	<p>Is it convenient for the youths' especially women to attend the programmes?</p>	<p>Are the training centres located at convenient location according to beneficiaries including women?</p>

the training course for beneficiaries		<p>Are the timings convenient for male and female beneficiaries?</p> <p>What is the extent of hostel provision/use by the beneficiaries?</p> <p>What is the Travelling time and means of travel to centre?</p> <p>Are training centers accessible for PH beneficiaries?</p> <p>Was free food and transportation or financial support provided to PH beneficiaries?</p>
	<p>How far the programmes are gender friendly? what are the skill requirements of young girls? To what extent these are met with in the existing programmes?</p>	<p>Are proper ladies' toilets available at the training centres?</p> <p>Is the behavior of training centre personnel sensitive and respectful towards women trainees?</p> <p>Do the skills preferred by women/girl candidates match with the skills on offer/skills that they took up training for?</p>
<p>Study Objective:To assess the quality and efficiency of PIAs in terms of training</p>	<p>How the training programmes are organized?</p>	<p>What is the schedule of training programmes like?</p> <p>What is the share of training time given for trade skills, soft skills, communication skills and computer skills?</p> <p>What is the training batch size?</p>
	<p>Whether the skill/trades are designed as per the requirements of the job market? Whether any survey of job market has taken before commencement of the Programme?</p>	<p>Are courses on offer are as per the DDU-GKY course list?</p> <p>Has market survey been done by SRLM or PIA? Is trade selection based on market survey?</p>
	<p>What are the skills/trades in which the youths are trained in different districts? What is the duration of the Programme? whether the training component and period of Training is</p>	<p>Which are the trades on offer in different districts?</p> <p>What is the duration of the courses?</p> <p>What are the different types of duration on offer?</p> <p>What is the trainee perception of training duration?</p>

	adequate for finding a remunerative employment?	
	What is the average number of drop-outs from scheme? What are the reasons for dropping out?	<p>What is the extent of non-completion/drop out among those who enrolled?</p> <p>What are the reasons behind drop out?</p> <p>What are the factors that have significant effect on course completion?</p> <p>What are the suggestions for reducing drop out?</p>
	Whether any counselling is provided to the youths for choice and selection of trades?	<p>Whether applicants undergo counselling prior to course selection?</p> <p>What is the Effect of counselling on course selection (extent to which candidates select course based in counsellor suggestion)?</p>
	<p>What is the quality of training modules, training infrastructure, resource persons?</p> <p>Whether the quality training is imparted to the youths?</p>	<p>Are the infrastructure as per the standards specified in the Guidelines of DDU-GKY?</p> <p>Are classes held regularly?</p> <p>Are qualified trainers are appointed?</p> <p>Are experienced and industry exposed trainers appointed?</p> <p>Do trainers undergo ToT?</p> <p>Is teaching method learner centric and engaging/are trainees satisfied with teaching method?</p> <p>Are study materials in mother tongue given to all students?</p> <p>Does each trainee have computer/tablet access at center?</p> <p>Are trainees satisfied with course duration, level of course, and help received from trainers?</p> <p>Are soft skills, communication and IT training covered effectively?</p>
	What types of trades are highly preferred and which are the less preferred trades by ' the unemployed youth?	Which are the most and least popular trades (in terms of number of enrollees)?

	<p>What are the arrangements for certification of the Courses?</p>	<p>Who certifies the trainings? What is the extent of trainee certification? Is certification linked to third party assessment?</p>
	<p>What are the reasons for difference in performance of PIA's across the districts and what are the issues, challenges and bottle necks faced by the implementation partners?</p>	<p>What are the monitoring mechanisms and enabling environment for PIAs? What do PIA representatives and Govt representatives perceive as the issues, challenges and bottlenecks for PIAs?</p>
<p>Study Objective: To assess the quality and efficiency of PIAs in terms of placement support, to evaluate the existing trades in terms of placement and retention</p>	<p>What is the percentage of youth trained, placed and retained in the job for more than one year? What are the type of jobs in which the youths are placed? What is the quality of placement agencies? How many youths have completed the training but are not placed? What are the reasons for not placing the trained candidates?</p>	<p>Are there established systems and processes for placement at PIAs? Whether all trainees completing course were offered at least one job offer (overall and trade specific)? What is the Placement rate (overall and trade specific)? Are there significant differences between different trades/sectors as far as placement rate is concerned? Do placement jobs fit in with candidates' location preferences (overall and trade specific) Do placement jobs fit in with candidates' aspirations reg. salary, income/type of work (overall and trade specific) Are candidates placed in credible or reputed agencies? Are companies that recruit candidates (such as Café Coffee Day) themselves taking up training of candidates under DDU-GKY? What are the pros and cons of such an approach? What is the Average monthly salary of placement job/first job (overall and trade specific)? Whether candidates are employed continuously for 3 months after placement (overall and trade specific)? What is the extent of job retention (Whether candidates are employed</p>

		<p>continuously for 12 months after placement (overall and trade specific)? What are the reasons for non-placement of candidates? Do the non-placed candidates later go on to find jobs by themselves?</p>
	<p>What is the percentage of candidates that is utilizing post placement and retention support?</p>	<p>To what extent are candidates utilizing Post placement and retention support? Do the candidates perceive the post placement and retention support as helpful? Whether PIAs keep in touch with trainees or are accessible after placement?</p>
	<p>Are there any instances of candidates leaving or being removed from the jobs? What are the reasons for discontinuation of job after being placed?</p>	<p>Why do candidates leave jobs or stop working? Do the placement jobs meet the expectations of candidates? Have candidates ever been removed from jobs? If so, why?</p>
<p>Study Objective (additional): To assess the effect of the scheme on migration</p>	<p>How many youths migrated before and after the implementation of the scheme and for job to other place or States? To what extent migration and job search has declined?</p>	<p>Did candidates migrate before the training course? To what extent was beneficiaries' placement/first job was outside taluka/district/state of residence To what extent have beneficiaries migrated outside taluka/district/state in subsequent job/s after placement/first job? What is the stream of placement related migration (rural-urban or other?) What are the reasons for taking up/not taking up jobs outside? How do candidates perceive their experience of migration/ Are they open to migration? Have beneficiaries received any orientation or support from the PIA regarding taking up job outside?</p>
<p>Study Objective: To evaluate the existing trades in terms of its impact</p>	<p>What effect do the skill development courses have on the quality of life of candidates, defined in</p>	<p>Do beneficiaries and non-beneficiaries significantly differ from each other in terms of income and other socio-economic indicators?</p>

<p>on quality of life on the candidate</p>	<p>terms of income, employment and other quality of life indicators?</p>	<p>What is the Average monthly salary of placement job/first job? What is the Change in beneficiary employment status including specially for women? Is there change in family attitude towards candidate post training and placement (especially women candidate)? Have the candidates acquired new household assets after training and placement? Are the children of school going age of the candidates in school? Do candidates feel they are able to provide better quality of education to them? What is the Current employment status of beneficiaries and non-beneficiaries? What is the Current monthly income of beneficiaries and non-beneficiaries?</p>
<p>Study Objective:To study the Programme Sustainability and overlap with other programmes and suggest further improvements in the scheme.</p>	<p>Is the training/are any trainings overlapping with other schemes of the government or otherwise?</p>	<p>What is the Extent of overlap/duplication of target group and scope with other skill development programmes in Karnataka?</p>
	<p>In what ways is the programme sustainable or not sustainable?</p>	<p>Are the skills provided sustainable? Has there been decline in intake by PIAs over successive batches? What is the manpower capacity of implementing machinery at different levels? Are PIAs continuing to exist or shutting down? Why/why not?</p>
	<p>Should the scheme be continued? If no, why not? If yes, with what changes? What are the suggestions for effective implementation of the Scheme?</p>	<p>What are the specific suggestions for strengthening the implementation of the scheme with respect to quality of training, mobilization, placement, retention, monitoring of PIAs etc?</p>

APPENDIX I-B: EVALUATION MATRIX

The evaluation matrix given in the table below has guided the study. This matrix contains various evaluation parameters, which also incorporates the evaluation questions and sub-questions. The evaluation parameters have been placed under specific evaluation objectives of the study. The data sources, tools for measuring/assessing the stated parameters, and the expected key results are also presented in the matrix.

Evaluation Parameters	Data Source	Tool	Key result expected
Study Objective: To study the need and requirement for skill and capacity building of youth in Karnataka			
Extent of employment and skill development of youth in the state of Karnataka Incremental demand for workforce In Karnataka Extent of skill gap/demand for skilled manpower in state of Karnataka	Secondary data	Study of Government documents and available secondary data (Labour Bureau, NSDC Skill Gap Analysis, NSSO and PLFS)	Understanding of need for skill development from macro perspective

<p>Study Objective: To understand and map the demographic characteristics and socio-economic conditions of the beneficiaries and their aspirations and willingness to participate in the programme</p>			
<p>Gender composition, Age composition, Share of SC/ST/OBC/Minority, Share of PWDs/PH, Educational composition, Marital status of beneficiary, Parental education, Parental Occupation Number of non-earning dependents among family members, House ownership and house type, In-house latrine availability, Agricultural land ownership, size of holding, whether irrigated Average monthly family expenditure, Current monthly family income, Current employment status Reasons for enrolment/non-enrolment in scheme from beneficiary/non-beneficiary perspective and influencing variables behind enrolment/non-enrolment Kinds of skills that beneficiaries wish to learn compared to skills offered to them, whether candidates enrol out of free will or pressure, Kinds of Aspirations of candidates</p>	<p>Beneficiary and non-beneficiary Survey Beneficiary and non-beneficiary FGD</p>	<p>Beneficiary and non-beneficiary survey questionnaire Beneficiary and non-beneficiary FGD tool</p>	<p>Understanding the extent of scheme's targeting of the marginalized sections Understanding the socio-economic condition of beneficiaries and non-beneficiaries in a multi-dimensional way Understand aspirations of beneficiaries and reasons behind willingness and non-willingness to enroll for the scheme Mapping of skill aspirations of beneficiaries compared to skills on offer</p>

Study Objective: To assess the quality and efficiency of PIAs in terms of mobilization of candidates			
Extent of awareness of beneficiaries and non-beneficiaries about scheme and its specific benefits (at the time of enrolment), extent and reach of Community mobilization activities, frequency/prevalence of different mobilization mechanisms, whether GP saturation approach in mobilization is being followed. Presence and type of identification/follow up mechanism after mobilization	Beneficiary and non-beneficiary survey. FGD with beneficiaries and non-beneficiaries Interview with PIA representative/s Interview with GP president/active members Interview with state/district/taluka level KSRLM officials	Document verification checklist Beneficiary and non-beneficiary survey questionnaire Interview schedules FGD tools	Understanding whether the community mobilization is being conducted effectively and whether there is comprehensive reach of these activities
Study Objective (additional): To assess the access and convenience of the training course for beneficiaries			
Convenience of location according to beneficiaries (with separate analysis for women) Convenience of timings according to beneficiaries (with separate analysis for women) Extent of hostel provision to enrolees (with separate analysis for women) Travelling time and means of travel to centre (with separate analysis for women)	Beneficiary and non-beneficiary survey FGD with beneficiaries Observation of PIA/structured interview of PIA representative	Beneficiary and non-beneficiary survey FGD tool PIA checklist	Understanding whether it is convenient and non-burdensome for beneficiaries to attend the course

<p>Accessibility of centre for PH beneficiaries</p> <p>Whether free food and transportation or financial support for same were provided, whether provided support was helpful</p> <p>Functional ladies' toilet availability at training centre</p> <p>Whether the behaviour of training centre personnel is sensitive and respectful towards women trainees?</p>			
<p>Study Objective: To assess the quality and efficiency of PIAs in terms of training</p>			
<p>Course selection, justification of selection of trades by PIA in terms of job market survey (has job market survey been done before commencement of programme)</p> <p>Most and least popular trades (in terms of number of enrolees)</p> <p>Selection, counselling and admission, Whether applicants undergo counselling prior to course selection, Effect of counselling on course selection (extent to which candidates select course based in counsellor suggestion)</p> <p>Whether applicants undergo any admission/selection test</p>	<p>Beneficiary survey, Observation of PIAs/structured interview of PIA representative IDIs of select PIA representatives/trainers,</p> <p>Beneficiary FGD, Documents from PIA, Interview with state/district/taluka level KSRLM officials</p>	<p>Beneficiary survey</p> <p>PIA Checklist</p> <p>IDI schedule</p> <p>FGD tool</p>	<p>Understanding the quality of the training centre and the training provided</p>

<p>and whether there is any filtering of candidates on the basis of test?</p> <p>Whether candidates are adequately matched to the aptitude requirements of all courses.</p> <p>Whether there are different aptitude tests for different courses</p> <p>Quality of training and training centre</p> <p>Regularity of classes/ Whether schedule of classes is implemented as intended.</p> <p>Whether qualified trainers are appointed and Whether experienced and industry exposed trainers are appointed. Whether trainers have undergone ToT Trainee satisfaction with quality of trainers</p> <p>Whether teaching method is learner centric and engaging/trainee satisfaction with teaching method</p> <p>Whether study materials in mother tongue were given to all students, and trainee satisfaction with study materials</p> <p>Whether each trainee had computer/tablet access at centre</p>			
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<p>Trainee satisfaction with course duration Trainee satisfaction with level of course Trainee satisfaction with help received from trainers Quality of centre infrastructure</p> <p>Coverage and effectiveness of soft skills, communication and IT training, share of time allotted for these non-trade components</p> <p>Whether there is continuous/formative assessment Whether there is third party end of course assessment by credible entity (SSC/NCVT)</p> <p>Completion and Certification, Completion/drop out extent, Credibility of certification (whether SSC/NCVT), Extent of trainee certification</p>			
<p>Study Objective: To assess the quality and efficiency of PIAs in terms of placement support, to evaluate the existing trades in terms of placement and retention</p>			
<p>Presence of established systems and processes for placement, Whether all trainees completing course were offered at least one job offer (overall and trade specific), Placement rate (overall and trade specific), Extent of fit of placement</p>	<p>Beneficiary survey Observation of PIAs/structured interview of PIA representative IDIs of select PIA representatives/trainers,</p>	<p>Beneficiary survey PIA Checklist IDI schedules FGD tool</p>	<p>Understanding of the effectiveness of the placement process and placement support provided. Understanding the overall and trade specific</p>

<p>job with candidates' location preferences (overall and trade specific), Extent of fit of placement job with candidates' aspirations reg. job role/income/type of work (overall and trade specific)</p> <p>Average monthly salary of placement job/first job (overall and trade specific), Extent of utilization of post placement support, Extent of utilization of retention support</p> <p>Whether PIAs keep in touch with trainees or are accessible after placement Whether candidates are employed continuously for 3 months after placement (overall and trade specific) Job Retention: Whether candidates are employed continuously for 12 months after placement (overall and trade specific), Reasons for unemployment</p>	<p>Beneficiary FGD</p> <p>Documents from PIA</p> <p>Interview with state/district/taluka level KSRLM officials</p>		<p>extent of placement and retention.</p>
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Study Objective: To evaluate the existing trades in terms of its impact on quality of life on the candidate			
<p>Average monthly salary of placement job/first job, Change in beneficiary employment status including for women, Change in beneficiary position/status in family including specially for women</p> <p>Whether candidates have acquired new assets after training and placement, Whether candidates' children of school going age are in school, whether candidates perceive that they are able to provide better quality education to them</p> <p>Current employment status of beneficiaries and non-beneficiaries, Current monthly income of beneficiaries and non-beneficiaries</p>	<p>Beneficiary and non-beneficiary survey</p> <p>Beneficiary and non-beneficiary FGD</p>	<p>Beneficiary and non-beneficiary survey</p> <p>FGD tool</p>	<p>Understanding extent of change in trainees' lives, understand different between beneficiaries and non-beneficiaries Understand how and why change has happened or not happened</p>
Study Objective (additional): To assess the effect of the scheme on migration			
<p>Whether beneficiaries migrated outside taluka/district/state before the training course, Whether beneficiaries' placement/first job was outside taluka/district/state of residence, Whether beneficiaries migrated outside taluka/district/state</p>	<p>Beneficiary and non-beneficiary survey</p> <p>Beneficiary and non-beneficiary FGD</p> <p>IDIs with select PIA representatives</p>	<p>Beneficiary and non-beneficiary survey</p> <p>FGD tool</p> <p>IDI schedule</p>	<p>Understanding of whether migration behaviour of beneficiaries has been affected by scheme</p> <p>Understanding of whether placement jobs</p>

<p>in subsequent job/s after placement/first job Stream of migration, Reasons for taking up/not taking up job related migration, Openness to migration Candidates' perceived experience of migration, Whether beneficiaries received any orientation or support from the PIA regarding taking up job outside</p>			<p>are outside taluka/district Understanding of whether PIAs have supported or oriented trainees in moving outside district or state</p>
<p>Study Objective (additional): To study the programme sustainability and overlap with other programmes</p>			
<p>Extent of overlap/duplication of target group and scope with other skill development programmes in Karnataka Sustainability: trends in PIA intake over successive batches (whether there is decline) Sustainability: capacity of implementing machinery at different levels (manpower availability, capacity building) Sustainability: Continuity/closure of PIAs and reasons behind this Sustainability: need for up-skilling?</p>	<p>IDIs with GP President IDIs with state, district and taluka level KSRLM functionaries concerned with DDU-GKY Beneficiary and non-beneficiary FGD IDIs of select PIA representatives/trainers</p>	<p>IDI schedules FGD tools</p>	<p>Understanding extent of overlap of DDU-GKY with similar schemes Understanding the sustainability potential of scheme in terms of multiple viability factors.</p>

**APPENDIX II: MINIMUM QUALIFICATION OF DIFFERENT DDU-
GKY COURSES OFFERED IN KARNATAKA**

Minimum Qualifications	Course Name (Sector)
Primary Education	Housekeeping attendant Manual cleaning (Tourism and Hospitality)
5th Standard	Ring Frame Tenter (Textile)
	Hospitality Assistant (Tourism and Hospitality)
	Inspector Fabric Visual Inspection for quality (Fabric Checker) (Apparel, Made- Up's and Home Furnishing)
	Sewing machine operator (Apparel, Made- Up's and Home Furnishing)
8th Standard	Field Technician – other home appliances (Electronics)
	Manual Metal Arc Welder (Manual Metal Arc Welding/Shielded) (Capital Goods)
	Automotive manufacturing (Automobile)
	Accessory Fitter (Automotive Sector)
	Unarmed Security Guard (Private Security)
	Bedside Assistant (General Deputy Assistant) (Health)
	Tailor (Basic Sewing operator) (Self- Employed Tailor) (Apparel, Made- Up's and Home Furnishing)
9th Standard	Trainee Associate (Organised Retail)
10th Standard	BPO Non-Voice (IT-ITES)
	BPO Voice (IT-ITES)
	Customer Relationship Management Domestic Voice (IT-ITES)
	Domestic Data Entry Operator (IT-ITES)
	Drafting (Mechanical) (Draughtsman - Mechanical) (Capital Goods)
	Sales Associate (Retail)
	FMCG Sales Representative (Distributor Salesman) (Retail)
	Sales Person (Distributor Salesman) (Retail)
	Wireman - Control Panel (Electronics)
	Calendaring Machine operator (Textile)
	Fitter - Mechanical Assembly (Capital Goods)
	Preshrinking Machine Operator-zero zero finishing or felt calendar (Textile)
	Food and Beverage Service Steward (Tourism and Hospitality)
	DTP and Print Publishing Assistant (IT-ITES)
	Shuttle Less Loom Weaver – AirJet (Textile)
	Manual Insertion Operator (Electronics)
	Welding Technician (There are various levels) (Automotive)
	Banking Sales Representative (BFSI)
Bedside Assistant (General Deputy Assistant) (Health)	
	Customer Care Executive (Telecom)
	Technical Support Executive- Non-Voice (IT- ITES)

12th Standard	Customer Service Executive (Meet and Greet) (Tourism and Hospitality)
	Blood Bank Technician (Healthcare)
	Showroom Hostess/Host (Automotive)
	Operating Theatre Technician (Healthcare)
	Emergency Medical Technician (Emergency Medical Technician - Basic) (Health)
	Accounts Assistant Using Tally (IT-ITES)
	Team Leader (Retail)
Diploma (10+) - Electrical or Electronics	Fitter Electrical and Electronic Assembly (Capital Goods)
Graduation in commerce or allied subjects/ Diploma in commercial Practice	Accounting (Accounts Executive) (BFSI)
N/A	Security Guard (NA)
	Stores Ops Assistant (Retail)

Source: Data from Qualification Packs of Courses offered

APPENDIX III: SELECT DETAILED TABLES

1) Table III-A: Convenience of location of training centre for female and male beneficiaries across districts

Division	District	Convenience of location of training centre							
		Female Beneficiaries				Male beneficiaries			
		Found location convenient (%)	Did not find location convenient (%)	No info (%)	Total (%)	Found location convenient (%)	Did not find location convenient No. (%)	No info (%)	Total (%)
Bangalore Division	Bangalore Urban	7 (53.85)	6 (46.15)	0 (0.00)	13 (100.00)	2 (100.00)	0 (0.00)	0 (0.00)	2 (100.00)
	Chikkaballapura	244 (96.06)	8 (3.15)	2 (0.79)	254 (100.00)	120 (97.56)	2 (1.63)	1 (0.81)	123 (100.00)
	Davengere	20 (80.00)	1 (4.00)	4 (16.00)	25 (100.00)	14 (100.00)	(0.00)	0 (0.00)	14 (100.00)
Belgaum Division	Bagalkot	19 (100.00)	0 (0.00)	0 (0.00)	19 (100.00)	22 (78.57)	5 (17.86)	1 (3.57)	28 (100.00)
	Dharwad	42 (100.00)	0 (0.00)	0 (0.00)	42 (100.00)	25 (100.00)	0 (0.00)	0 (0.00)	25 (100.00)
	Uttar Kannada	1 (100.00)	0 (0.00)	0 (0.00)	1 (100.00)	NA			
Gulbarga Division	Bidar	7 (87.50)	1 (12.50)	0 (0.00)	8 (100.00)	7 (58.33)	5 (41.67)	0 (0.00)	12 (100.00)
	Raichur	42 (80.77)	10 (19.23)	0 (0.00)	52 (100.00)	76 (83.52)	14 (15.38)	1 (1.10)	91 (100.00)
	Yadgir	1 (100.00)	0 (0.00)	0 (0.00)	1 (100.00)	11 (91.67)	1 (8.33)	0 (0.00)	12 (100.00)
Mysore Division	Dakshina Kannada	25 (92.59)	2 (7.41)	0 (0.00)	27 (100.00)	14 (100.00)	0 (0.00)	0 (0.00)	14 (100.00)
	Kodugu	NA							
	Mandya	63 (94.03)	4 (5.97)	0 (0.00)	67 (100.00)	18 (94.74)	1 (5.26)	0 (0.00)	19 (100.00)

All Divisions		471 (92.53)	32 (6.29)	6 (1.18)	509 (100.00)	309 (90.88)	28 (8.24)	3 (0.88)	340 (100.00)
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Source: Field Survey; **Note:** Figures in parenthesis are percentages to the total; N.A.: Not applicable

2) Table III-B: Convenience of location of training centre for female and male dropouts across districts

Division	District	Convenience of location of training centre					
		Female Dropouts			Male Dropouts		
		Found location convenient	Did not find location convenient	Total	Found location convenient	Did not find location convenient	Total
Bangalore Division	Bangalore Urban	NA					
	Chikkaballapura	14 (100.00)	0 (0.00)	14 (100.00)	4 (100.00)	0 (0.00)	4 (100.00)
	Davengere	4 (100.00)	0 (0.00)	4 (100.00)	7 (100.00)	0 (0.00)	7 (100.00)
Belgaum Division	Bagalkot	1 (100.00)	0 (0.00)	1 (100.00)	4 (66.67)	2 (33.33)	6 (100.00)
	Dharwad	4 (80.00)	1 (20.00)	5 (100.00)	2 (100.00)	0 (0.00)	2 (100.00)
	Uttar Kannada	NA					
Gulbarga Division	Bidar	2 (100.00)	0 (0.00)	2 (100.00)	0 (0.00)	1 (100.00)	1 (100.00)
	Raichur	1 (50.00)	1 (50.00)	2 (100.00)	3 (25.00)	9 (75.00)	12 (100.00)
	Yadgir	NA					
Mysore Division	Dakshina Kannada	8 (100.00)	0 (0.00)	8 (100.00)	NA		
	Kodugu	NA					

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	Mandya	15 (57.69)	11 (42.31)	26 (100.00)	2 (33.33)	4 (66.67)	6 (100.00)
All Districts		49 (79.03)	13 (20.97)	62 (100.00)	22 (57.89)	16 (42.11)	38 (100.00)

Source: Field Survey; **Note:** Figures in parenthesis are percentages to the total; N.A.: Not applicable

3) Table III-C: Convenience of timings of training centre for female and male beneficiaries across districts

Division	District	Convenience of timings of training centre							
		Female beneficiaries				Male beneficiaries			
		Found timings convenient	Did not find timings convenient	No info	Total	Found timings convenient	Did not find timings convenient	No info	Total
Bangalore Division	Bangalore Urban	10 (76.92)	3 (23.08)	0 (0.00)	13 (100.00)	2 (100.00)	0 (0.00)	0 (0.00)	2 (100.00)
	Chikkaballapura	245 (96.46)	7 (2.76)	2 (0.79)	254 (100.00)	122 (99.19)	0 (0.00)	1 (0.81)	123 (100.00)
	Davengere	19 (76.00)	2 (8.00)	4 (16.00)	25 (100.00)	14 (100.00)	0 (0.00)	0 (0.00)	14 (100.00)
Belgaum Division	Bagalkot	19 (100.00)	0 (0.00)	0 (0.00)	19 (100.00)	26 (92.86)	1 (3.57)	1 (3.57)	28 (100.00)
	Dharwad	42 (100.00)	0 (0.00)	0 (0.00)	42 (100.00)	23 (92.00)	2 (8.00)	0 (0.00)	25 (100.00)

	Uttar Kannada	1 (100.00)	0 (0.00)	0 (0.00)	1 (100.00)	NA			
Gulbarga Division	Bidar	7 (87.50)	1 (12.50)	0 (0.00)	8 (100.00)	8 (66.67)	4 (33.33)	0 (0.00)	12 (100.00)
	Raichur	46 (88.46)	6 (11.54)	0 (0.00)	52 (100.00)	79 (86.81)	11 (12.09)	1 (1.10)	91 (100.00)
	Yadgir	1 (100.00)	0 (0.00)	0 (0.00)	1 (100.00)	10 (83.33)	2 (16.67)	0 (0.00)	12 (100.00)
Mysore Division	Dakshina Kannada	26 (96.30)	1 (3.70)	0 (0.00)	27 (100.00)	14 (100.00)	0 (0.00)	0 (0.00)	14 (100.00)
	Kodugu	NA							
	Mandya	64 (95.52)	3 (4.48)	0 (0.00)	67 (100.00)	19 (100.00)	0 (0.00)	0 (0.00)	19 (100.00)
All Districts		480 (94.30)	23 (4.52)	6 (1.18)	509 (100.00)	317 (93.24)	20 (5.88)	3 (0.88)	340 (100.00)

Source: Field Survey; **Note:** Figures in parenthesis are percentages to the total; N.A.: Not applicable

4) Table III-D: Convenience of timings of training centre for female and male dropouts across districts

Division	District	Convenience of timings of training centre					
		Female Dropouts			Male Dropouts		
		Found timings convenient	Did not find timings convenient	Total	Found timings convenient	Did not find timings convenient	Total
Bangalore	Bangalore Urban	NA					

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Division	Chikkaballapur	12 (85.71)	2 (14.29)	14 (100.00)	4 (100.00)	0 (0.00)	4 (100.00)
	Davengere	4 (100.00)	0 (0.00)	4 (100.00)	7 (100.00)	0 (0.00)	7 (100.00)
Belgaum Division	Bagalkot	1 (100.00)	0 (0.00)	1 (100.00)	4 (66.67)	2 (33.33)	6 (100.00)
	Dharwad	5 (100.00)	0 (0.00)	5 (100.00)	2 (100.00)	0 (0.00)	2 (100.00)
	Uttar Kannada	NA					
Gulbarga Division	Bidar	2 (100.00)	0 (0.00)	2 (100.00)	0 (0.00)	1 (100.00)	1 (100.00)
	Raichur	2 (100.00)	0 (0.00)	2 (100.00)	7 (58.33)	5 (41.67)	12 (100.00)
	Yadgir	NA					
Mysore Division	Dakshina Kannada	8 (100.00)	0 (0.00)	8 (100.00)	NA		
	Kodugu	NA					
	Mandya	18 (69.23)	8 (30.77)	26 (100.00)	2 (33.33)	4 (66.67)	6 (100.00)
All Districts	52 (83.87)	10 (16.13)	62 (100.00)	26 (68.42)	12 (31.58)	38 (100.00)	

Source: Field Survey; **Note:** Figures in parenthesis are percentages to the total; N.A.: Not applicable

5) Table III-E: Travelling time to training centres across districts (Beneficiaries)

Division	District	Travelling time (one way) to training centre (Females)					Travelling time (one way) to training centre (males)				
		30 minute s or less	30 to 60 minute s	Above 60 minute s	No info	Total	30 minute s or less	30 to 60 minute s	Above 60 minute s	No info	Total
Bangalore	Bangalore Urban	13 (100.00)	0 (0.00)	0 (0.00)	0 (0.00)	13 (100.00)	2 (100.00)	0 (0.00)	0 (0.00)	0 (0.00)	2 (100.00)
	Chikkaballapura	154 (60.63)	92 (36.22)	6 (2.36)	2 (0.79)	254 (100.00)	92 (74.80)	27 (21.95)	3 (2.44)	1 (0.81)	123 (100.00)
	Davengere	5 (20.00)	2 (8.00)	14 (56.00)	4 (16.00)	25 (100.00)	3 (21.43)	4 (28.57)	7 (50.00)	0 (0.00)	14 (100.00)
Belgaum	Bagalkot	8 (42.11)	10 (52.63)	1 (5.26)	0 (0.00)	19 (100.00)	4 (14.29)	9 (32.14)	14 (50.00)	1 (3.57)	28 (100.00)
	Dharwad	5 (11.90)	26 (61.90)	11 (26.19)	0 (0.00)	42 (100.00)	4 (16.00)	11 (44.00)	10 (40.00)	0 (0.00)	25 (100.00)
	Uttar Kannada	0 (0.00)	0 (0.00)	1 (100.00)	0 (0.00)	1 (100.00)	NA				
Gulbarga	Bidar	2 (25.00)	6 (75.00)	0 (0.00)	0 (0.00)	8 (100.00)	6 (50.00)	5 (41.67)	1 (8.33)	0 (0.00)	12 (100.00)
	Raichur	23 (44.23)	28 (53.85)	1 (1.92)	0 (0.00)	52 (100.00)	34 (37.36)	44 (48.35)	12 (13.19)	1 (1.10)	91 (100.00)
	Yadgir	1 (100.00)	0 (0.00)	0 (0.00)	0 (0.00)	1 (100.00)	10 (83.33)	0 (0.00)	2 (16.67)	0 (0.00)	12 (100.00)
Mysore	Dakshina Kannada	11 (40.74)	13 (48.15)	3 (11.11)	0 (0.00)	27 (100.00)	5 (35.71)	7 (50.00)	2 (14.29)	0 (0.00)	14 (100.00)
	Kodugu	NA									
	Mandya	47 (70.15)	7 (10.45)	13 (19.40)	0 (0.00)	67 (100.00)	16 (84.21)	2 (10.53)	1 (5.26)	0 (0.00)	19 (100.00)
	All districts	269 (52.85)	184 (36.15)	50 (9.82)	6 (1.18)	509 (100.00)	176 (51.76)	109 (32.06)	52 (15.29)	3 (0.88)	340 (100.00)

Source: Field Survey; **Note:** Figures in parenthesis are percentages to the total; N.A.: Not applicable

6) Table III-F Travelling time (one way) to training centre for dropouts across districts

		Travelling time (one way) to training centre		
		30 mins or_less (in %)	30 – 60 mins	Above 60 mins
Bangalore Division	Bangalore Urban	NA	NA	NA
	Chikkaballapura	72.22	27.78	0.00
	Davengere	9.09	9.09	81.82
Belgaum Division	Bagalkot	14.29	57.14	28.57
	Dharwad	28.57	42.86	28.57
	Uttar Kannada	NA	NA	NA
Gulbarga Division	Bidar	66.67	33.33	0.00
	Raichur	50.00	35.71	14.29
	Yadgir	NA	NA	NA
Mysore Division	Dakshina Kannada	12.50	75.00	12.50
	Kodugu	NA	NA	NA
	Mandya	71.88	21.88	6.25
All Divisions		50.00	32.00	18.00

Source: Field Survey

7) Table III-G: Hostel stay of the beneficiaries

Division	District	Male			Female		
		Stayed in hostel	Did not stay in hostel	Total	Stayed in hostel	Did not stay in hostel	Total
Bangalore Division	Bangalore Urban	10 (83.33)	2 (16.67)	12 (100.00)	52 (80.00)	13 (20.00)	65 (100.00)
	Chikkaballapura	29 (19.08)	123 (80.92)	152 (100.00)	53 (17.26)	254 (82.74)	307 (100.00)
	Davengere	24 (63.16)	14 (36.84)	38 (100.00)	15 (37.50)	25 (62.50)	40 (100.00)
Belgaum Division	Bagalkot	12 (30.00)	28 (70.00)	40 (100.00)	4 (17.39)	19 (82.61)	23 (100.00)
	Dharwad	115 (82.14)	25 (17.86)	140 (100.00)	29 (40.85)	42 (59.15)	71 (100.00)

	Uttar Kannada	20 (100.00)	0 (0.00)	20 (100.00)	43 (97.73)	1 (2.27)	44 (100.00)
Gulbarga Division	Bidar	39 (76.47)	12 (23.53)	51 (100.00)	34 (80.95)	8 (19.05)	42 (100.00)
	Raichur	56 (38.10)	91 (61.90)	147 (100.00)	28 (35.00)	52 (65.00)	80 (100.00)
	Yadgir	0 (0.00)	12 (100.00)	12 (100.00)	0 (0.00)	1 (100.00)	1 (100.00)
Mysore Division	Dakshina Kannada	16 (53.33)	14 (46.67)	30 (100.00)	14 (34.15)	27 (65.85)	41 (100.00)
	Kodagu	NA			2 (100.00)	0 (0.00)	2 (100.00)
	Mandya	43 (69.35)	19 (30.65)	62 (100.00)	102 (60.36)	67 (39.64)	169 (100.00)
All districts		364 (51.70)	340 (48.30)	704 (100.00)	376 (42.49)	509 (57.51)	885 (100.00)

Source: Field Survey; Note: Figures in parenthesis are percentages to the total; N.A.: Not applicable

8) Table III-H: Hostel stay of the dropouts

Division	District	Males			Females		
		Stayed in hostel	Did not stay in hostel	Total	Stayed in hostel	Did not stay in hostel	Total
Bangalore Division	Bangalore Urban	1 (100.00)	0 (0.00)	1 (100.00)	47 (100.00)	0 (0.00)	47 (100.00)
	Chikkaballapura	0 (0.00)	4 (100.00)	4 (100.00)	0 (0.00)	14 (100.00)	14 (100.00)
	Davangere	0 (0.00)	7 (100.00)	7 (100.00)	0 (0.00)	4 (100.00)	4 (100.00)
Belgaum Division	Bagalkot	1 (14.29)	6 (85.71)	7 (100.00)	0 (0.00)	1 (100.00)	1 (100.00)
	Dharwad	6 (75.00)	2 (25.00)	8 (100.00)	2 (28.57)	5 (71.43)	7 (100.00)
	Uttar Kannada	NA			2(100.00)	0(0.00)	2(100.00)
Gulbarga Division	Bidar	2 (66.67)	1 (33.33)	3 (100.00)	1 (33.33)	2 (66.67)	3 (100.00)
	Raichur	0 (0.00)	12 (100.00)	12 (100.00)	1 (33.33)	2 (66.67)	3 (100.00)
	Yadgir	N.A.					
Mysore Division	Dakshina Kannada	NA			1 (11.11)	8 (88.89)	9 (100.00)
	Kodagu	NA			3 (100.00)	0 (0.00)	3 (100.00)
	Mandya	6 (50.00)	6(50.00)	12(100.00)	9(25.71)	26(74.29)	35(100.00)
All divisions		16 (29.63)	38 (70.37)	54 (100.00)	66 (51.56)	62 (48.44)	128 (100.00)

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Source: Field Survey; **Note:** Figures in parenthesis are percentages to the total; N.A.: Not applicable

9) Table III-I: Satisfaction levels of the beneficiaries with hostel facilities

		Male beneficiaries						Female beneficiaries					
		Very Happy	Happy	Neutral	Unhappy	Very Unhappy	Total	Very Happy	Happy	Neutral	Unhappy	Very Unhappy	Total
Bangalore Division	Bangalore Urban	0 (0.00)	10 (100.00)	0 (0.00)	0 (0.00)	0 (0.00)	10 (100.00)	0 (0.00)	49 (94.23)	3 (5.77)	NA	52 (100.00)	
	Chikkaballapura	13 (44.83)	16 (55.17)	0 (0.00)	0 (0.00)	0 (0.00)	29 (100.00)	28 (52.83)	25 (47.17)	0 (0.00)	NA	53 (100.00)	
	Davengere	1 (4.17)	23 (95.83)	0 (0.00)	0 (0.00)	0 (0.00)	24 (100.00)	1 (6.67)	14 (93.33)	0 (0.00)	NA	15 (100.00)	
Belgaum Division	Bagalkot	3 (25.00)	9 (75.00)	0 (0.00)	0 (0.00)	0 (0.00)	12 (100.00)	1 (25.00)	3 (75.00)	0 (0.00)	NA	4 (100.00)	
	Dharwad	12 (10.43)	98 (85.22)	4 (3.48)	0 (0.00)	1 (0.87)	115 (100.00)	2 (6.90)	26 (89.66)	1 (3.45)	NA	29 (100.00)	
	Uttar Kannada	6 (30.00)	14 (70.00)	0 (0.00)	0 (0.00)	0 (0.00)	20 (100.00)	11 (25.58)	32 (74.42)	0 (0.00)	NA	43 (100.00)	
Gulbarga Division	Bidar	27 (69.23)	11 (28.21)	0 (0.00)	1 (2.56)	0 (0.00)	39 (100.00)	17 (50.00)	17 (50.00)	0 (0.00)	NA	34 (100.00)	
	Raichur	2 (3.57)	52 (92.86)	1 (1.79)	1 (1.79)	0 (0.00)	56 (100.00)	2 (7.14)	26 (92.86)	0 (0.00)	NA	28 (100.00)	
	Yadgir	NA											
Mysore Division	Dakshina Kannada	2 (12.50)	14 (87.50)	0 (0.00)	0 (0.00)	0 (0.00)	16 (100.00)	1 (7.14)	13 (92.86)	0 (0.00)	NA	14 (100.00)	
	Kodagu	NA						0 (0.00)	2 (100.00)	0 (0.00)	NA	2 (100.00)	
	Mandya	3 (6.98)	39 (90.70)	1 (2.33)	0 (0.00)	0 (0.00)	43 (100.00)	13 (12.75)	85 (83.33)	4 (3.92)	NA	102 (100.00)	
All Divisions		69 (18.96)	286 (78.57)	6 (1.65)	2 (0.55)	1 (0.27)	364 (100.00)	76 (20.21)	292 (77.66)	8 (2.13)	NA	376 (100.00)	

Source: Field Survey; Note: Figures in parenthesis are percentages to the total; N.A.: Not applicable

10) Table III-J: Food and Transportation or support from training centre for drop outs across districts

		Food and Transportation or support from training centre (for drop outs)	
		Received (in %)	Not received (in %)
Bangalore Division	Bangalore Urban	NA	NA
	Chikkaballapura	5.56	94.44
	Davengere	0.00	100.00
Belgaum Division	Bagalkot	28.57	71.43
	Dharwad	14.29	85.71
	Uttar Kannada	NA	NA
Gulbarga Division	Bidar	0.00	100.00
	Raichur	0.00	100.00
	Yadgir	NA	NA
Mysore Division	Dakshina Kannada	12.50	87.50
	Kodugu	NA	NA
	Mandya	18.75	81.25
All Divisions		11.00	89.00

Source: Field Survey;

Note: Figures in parenthesis are percentages to the total; N.A.: Not applicable

11) Table III-K Proportion of currently employed beneficiaries for different educational categories (Trade Wise)

Course List	Current employment status across Education Qualification (row)																		
	No Formal education		Classes 1 - 10		10th passed		1st PUC		2nd PUC		Diploma		Degree (BA/BSC/BCom)		Professional		PG		Total
	yes	no	yes	no	yes	no	yes	No	yes	no	yes	no	yes	no	yes	no	yes	no	
Accessory Fitter	NA								(0.00)	1 (100.00)	NA		(0.00)	1 (100.00)	NA		1 (100.00)	(0.00)	3 (100.00)
Accounting					1 (100.00)	(0.00)			2 (50.00)	2 (50.00)			1 (20.00)	4 (80.00)	1 (100.00)	(0.00)			11 (100.00)
Accounts Assistant Using Tally			(0.00)	2 (100.00)	1 (33.33)	2 (66.67)	(0.00)	1 (100.00)	6 (40.00)	9 (60.00)	1 (50.00)	1 (50.00)	47 (74.60)	16 (25.40)	4 (80.00)	1 (20.00)	1 (33.33)	2 (66.67)	94 (100.00)
Banking							(0.00)	1 (100.00)	(0.00)	1 (100.00)			2 (33.33)	4 (66.67)					8 (100.00)
Banking Sales Representative	1 (100.00)	(0.00)			1 (50.00)	1 (50.00)			(0.00)	1 (100.00)	(0.00)	1 (100.00)	(0.00)	3 (100.00)	1 (100.00)	(0.00)			9 (100.00)
Basic Computer	5 (100.00)	(0.00)	10 (58.82)	7 (41.18)	14 (51.85)	13 (48.15)	1 (20.00)	4 (80.00)	21 (42.00)	29 (58.00)	3 (50.00)	3 (50.00)	31 (27.19)	83 (72.81)	4 (80.00)	1 (20.00)	(0.00)	6 (100.00)	235 (100.00)
Bedside Assistant			(0.00)	1 (100.00)			(0.00)	1 (100.00)	1 (12.50)	7 (87.50)	(0.00)	1 (100.00)	4 (80.00)	1 (20.00)					16 (100.00)
BPO Non-Voice									1 (50.00)	1 (50.00)			1 (100.00)	(0.00)					3 (100.00)
BPO Voice			1 (100.00)	(0.00)	(0.00)	2 (100.00)			(0.00)	1 (100.00)			3 (33.33)	6 (66.67)					13 (100.00)

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Calendarin g Machine Operator							1 (100.0 0)	(0.00)											1 (100.00)
Customer Care Executive (Call Centre)					1 (33.33)	2 (66.67)			3 (42.86)	4 (57.14)	(0.00)	1 (100.00)	26 (78.79)	7 (21.21)	1 (50.00)	1 (50.00)	(0.00)	1 (100.00)	47 (100.00)
Customer Relationshi p Managem ent (CRM) Domestic Voice							1 (100.0 0)	(0.00)	1 (33.33)	2 (66.67)			2 (50.00)	2 (50.00)	1 (100.00)	(0.00)	1 (50.00)	1 (50.00)	11 (100.00)
Customer Service Executive (Meet and Greet)									(0.00)	2 (100.00)			7 (77.78)	2 (22.22)					11 (100.00)
Domestic Data Entry Operator					1 (100.00)	(0.00)			2 (66.67)	1 (33.33)	1 (50.00)	1 (50.00)	2 (33.33)	4 (66.67)			(0.00)	2 (100.00)	14 (100.00)
Drafting (Mechanica l)									(0.00)	4 (100.00)			1 (100.00)	(0.00)	1 (100.00)	(0.00)			6 (100.00)
DTP and Print Publishing Assistant	3 (60.00)	2 (40.00)	7 (70.00)	3 (30.00)	8 (53.33)	7 (46.67)	4 (66.67)	2 (33.33)	28 (38.36)	45 (61.64)	6 (75.00)	2 (25.00)	49 (52.69)	44 (47.31)	4 (33.33)	8 (66.67)	3 (25.00)	9 (75.00)	234 (100.00)
Fitter Electrical			(0.00)	1 (100.00)	1 (100.00)	(0.00)	(0.00)	1 (100.00)	7 (63.64)	4 (36.36)			(0.00)	1 (100.00)					15 (100.00)

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and Electronic Assembly																			
FMCG Sales Representative													(0.00)	1 (100.00)					1 (100.00)
Food and Beverage Service Steward	1 (100.00)	(0.00)				1 (50.00)	1 (50.00)	2 (40.00)	3 (60.00)				(0.00)	1 (100.00)			(0.00)	2 (100.00)	11 (100.00)
Hospitality Assistant								(0.00)	2 (100.00)				1 (25.00)	3 (75.00)					6 (100.00)
Hotel Management					1 (100.00)	(0.00)			1 (50.00)	1 (50.00)									3 (100.00)
Housekeeper			1 (100.00)	(0.00)															1 (100.00)
Manual Insertion Operator													(0.00)	1 (100.00)					1 (100.00)
Manual Metal Arc Welder													1 (100.00)	(0.00)					1 (100.00)
No_Info													1 (33.33)	2 (66.67)					3 (100.00)
OT Technician					1 (50.00)	1 (50.00)			1 (100.00)	(0.00)					(0.00)	1 (100.00)			4 (100.00)
Pating ()			1 (100.00)	(0.00)					1 (50.00)	1 (50.00)									3 (100.00)
Preshrinking Machine													(0.00)	1 (100.00)					1 (100.00)

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Operator-Zero Zero Finishing or Felt Calendar																				
Ring Frame Tenter					(0.00)	1 (100.00)	(0.00)	1 (100.00)												2 (100.00)
Sales Associate	6 (66.67)	3 (33.33)	38 (60.32)	25 (39.68)	24 (40.68)	35 (59.32)	13 (52.00)	12 (48.00)	59 (44.03)	75 (55.97)	8 (53.33)	7 (46.67)	91 (47.15)	102 (52.85)	1 (14.29)	6 (85.71)	3 (30.00)	7 (70.00)	515 (100.00)	
Sales Person (Retail)									1 (100.00)	(0.00)									1 (100.00)	
Security					(0.00)	1 (100.00)			(0.00)	1 (100.00)			3 (75.00)	1 (25.00)	1 (50.00)	1 (50.00)			8 (100.00)	
Security Guard (General)	(0.00)	1 (100.00)	2 (66.67)	1 (33.33)	1 (25.00)	3 (75.00)			2 (33.33)	4 (66.67)			1 (25.00)	3 (75.00)			(0.00)	1 (100.00)	19 (100.00)	
Sewing Machine Operator	(0.00)	3 (100.00)	15 (50.00)	15 (50.00)	13 (46.43)	15 (53.57)	2 (66.67)	1 (33.33)	25 (50.00)	25 (50.00)	3 (37.50)	5 (62.50)	14 (35.00)	26 (65.00)	1 (14.29)	6 (85.71)	3 (50.00)	3 (50.00)	175 (100.00)	
Stores Ops Assistant													2 (66.67)	1 (33.33)					3 (100.00)	
Tailor (Basic Sewing Operator)	(0.00)	1 (100.00)	6 (50.00)	6 (50.00)	9 (47.37)	10 (52.63)	(0.00)	2 (100.00)	18 (66.67)	9 (33.33)			4 (44.44)	5 (55.56)					70 (100.00)	
Technical Support Executive-Non-Voice									(0.00)	2 (100.00)			1 (25.00)	3 (75.00)			(0.00)	1 (100.00)	7 (100.00)	

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Trainee Associate (Retail)			3 (100.00)	(0.00)	1 (50.00)	1 (50.00)			2 (50.00)	2 (50.00)			3 (60.00)	2 (40.00)	(0.00)	2 (100.00)			16 (100.00)
Welding Technician									1 (50.00)	1 (50.00)			1 (50.00)	1 (50.00)					4 (100.00)
Wireman Control Panel									1 (100.00)	(0.00)			1 (50.00)	1 (50.00)					3 (100.00)
Grand Total	16 (61.54)	10 (38.46)	84 (57.93)	61 (42.07)	78 (45.35)	94 (54.65)	23 (46.00)	27 (54.00)	186 (43.66)	240 (56.34)	22 (50.00)	22 (50.00)	300 (47.47)	332 (52.53)	20 (42.55)	27 (57.45)	12 (25.53)	35 (74.47)	1589 (100.00)

Source: Field Survey;

Note: Figures in parenthesis are percentages to the total;

N.A.: Not applicable

12) Table III-L: Educational Status and Employment of Non-beneficiaries

Respondent Educational qualification	Currently Employed	Currently Unemployed	Total
No Formal Education	9 (42.86)	12 (57.14)	21 (100.00)
Class 1-10	27 (45.76)	32 (54.24)	59 (100.00)
10 th Passed	47 (44.76)	58 (55.24)	105 (100.00)
1 st PUC	9 (37.50)	15 (62.50)	24 (100.00)
2 nd PUC	111 (39.78)	168 (60.22)	279 (100.00)
Degree	132 (39.40)	203 (60.60)	335 (100.00)
Professional	6 (37.50)	10 (62.50)	16 (100.00)
Diploma	5 (41.67)	7 (58.33)	12 (100.00)
Post-Graduation	4 (44.44)	5 (55.56)	9 (100.00)
MPhil/PhD	(0.00)	1 (100.00)	1 (100.00)
Total	350 (40.65)	511 (59.35)	861 (100.00)

Source: Field Survey,

Note Figures in parenthesis are percentages to the total

13) Table III-M: Current employment status of beneficiaries and non-beneficiaries across divisions

	Beneficiaries		Non- beneficiaries	
	Currently employed (%)	Currently unemployed (%)	Currently employed (%)	Currently unemployed (%)
Bangalore Division	40.55	59.45	38.92	61.08
Belgaum Division	55.33	44.67	32.50	67.50
Gulbarga Division	28.53	71.47	35.34	64.66
Mysore Division	69.08	30.92	52.99	47.01
All Divisions	46.63	53.37	40.65	59.35

Source: Field Survey

14) Table III-N Current occupation of currently employed beneficiaries and non-beneficiaries

Occupation	Beneficiary (%)	Non-Beneficiary (%)
Salaried (Govt)	3.51	3.43
Salaried (Non-govt)	79.22	76.57
Farming Allied agri activities (combined)	7.83	7.43
Landless agricultural labourer	0.4	1.43
Other wage labourer	4.86	6.57
Own business/ Self employed	4.18	4.57
Never worked	0	0
Total	100.00	100.00

Source: Field Survey

15) Table III-O: Post placement support across districts

		Post placement Support (PPS)		Whether PPS helpful	
		Yes	No	Yes	No
Bangalore Division	Bangalore Urban	80.00	20.00	91.07	8.93
	Chikkaballapura	79.42	20.58	96.89	3.11
	Davengere	60.71	39.29	94.12	5.88
Belgaum Division	Bagalkot	16.67	83.33	100.00	0.00
	Dharwad	53.19	46.81	88.00	12.00
	Uttar Kannada	57.89	42.11	96.97	3.03
Gulbarga Division	Bidar	48.84	51.16	100.00	0.00
	Raichur	63.08	36.92	95.12	4.88
	Yadgir	100.00	0.00	100.00	0.00
Mysore Division	Dakshina Kannada	81.58	18.42	77.42	22.58
	Kodugu	100.00	0.00	50.00	50.00
	Mandya	93.21	6.79	98.01	1.99
All Divisions		74.12	25.88	94.94	5.06

Source: Field Survey

APPENDIX IV: CONTENT OF SELECT MOST POPULAR AND LEAST POPULAR COURSES

Three courses elaborated below- Sales Associate (retail), sewing machine operator and customer care executive (call centre) – are the most popular DDU GKY courses and account for 46% of the beneficiary numbers (as per the analysis of the trainee database maintained by KSRLM). The remaining courses covered are two less popular courses covered below. These courses (unarmed security guard and welding technician level 3) lie in the list of ten least popular courses with non-zero enrolment.

Name of Course	Sector/Sector Council	Skill	Minimum Qualification	NSQF Level	Key competencies and technical knowledge covered/modules or topics covered	Core or generic skills covered	Professional skills covered	Placement company type
Sales Associate ³¹	Retail/ Retailer’s Associations Council of (RASCI)	Skill of India	Class X	4	Process credit applications for purchases (technical knowledge- assess credit worthiness of individual) Help keep the store secure (technical knowledge- approved procedures and techniques for ensuring personal safety when security risks arise)	Writing Skills: Complete documentation accurately. Write simple reports when required. Reading Skills: Read information accurately.	Decision Making Plan and Organise Customer Centricity Problem Solving Analytical Thinking	Skills are relevant to a wide range of shops, establishments and companies. The companies in which candidates are placed include retail outlets (single and multi-brand), showrooms and

³¹https://rasci.in/downloads/curriculum/Curriculum_Syllabus_template_Level%20-%204_Retail%20Sales%20Associate.pdf

Evaluation of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY) In Karnataka

				<p>Help maintain healthy and safety (technical knowledge- techniques for speaking and behaving in a calm way while dealing with accidents and emergencies.</p> <p>Emergency response techniques.</p> <p>using machinery and escape methods to have minimal loss to material and life)</p> <p>Demonstrate products to customers (technical knowledge- the importance of demonstrations in promoting and selling products.</p> <p>Features and benefits of the products he/she is responsible for demonstrating.</p> <p>Applicable warranty, replacement / repair.</p>	<p>read and interpret data sheets</p> <p>Oral Communication (Listening and Speaking skills)</p> <p>Follow instructions accurately.</p> <p>Use gestures or simple words to communicate where language barriers exist.</p> <p>Use questioning to minimize misunderstandings , display courteous and helpful behaviour at all times.</p>	<p>(identify and evaluate the supporting given for credit applications .)</p> <p>Critical Thinking (determine the impact of doing a thorough credit check for all applications received)</p>	<p>also other kinds of organizations such as schools, Gram Panchayat offices, facility management companies and insurance companies.</p> <p>The multi brand retail outlets include Reliance retail, Hypercity, Future Retail group and D-Mart.</p>
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				<p>Annual maintenance costs (if applicable)</p> <p>Help customers choose right products (technical knowledge-techniques for closing the sale.)</p> <p>Product features and benefits.)</p> <p>Provide specialist support to customers facilitating purchases (technical knowledge-features and benefits of the specialist products.</p> <p>Advantages compared with similar products offered by competitors.</p> <p>Up to date product knowledge.</p> <p>the importance of demonstrations in promoting and selling products)</p> <p>Maximise sales of goods & services (technical knowledge-the difference between</p>			
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Evaluation of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY) In Karnataka

				<p>the features and benefits of products.</p> <p>How to promote the features and benefits of products to customers.</p> <p>Techniques of encouraging customers to buy the product being promoted.)</p> <p>Provide personalized sales & post-sales service support (technical knowledge-brands and services, including seasonal trends, new brands or services, promotions, stock levels, competitor comparisons, and additional services such as store cards, gift wrapping or delivery)</p> <p>Create a positive image of self & organisation in the customers mind (technical knowledge-organizational standards for</p>			
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			<p>appearance and behaviour.</p> <p>organisational guidelines for how to recognise what customers want and respond appropriately.</p> <p>organisational rules and procedures regarding the methods used for communication.</p> <p>How to recognise when a customer is angry or confused.</p> <p>Organizational standards for timeliness in responding to customer questions and requests for information.)</p> <p>Resolve customer concerns (technical knowledge- how to identify problems with systems and procedures before they begin to affect customers.)</p>			
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Evaluation of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY) In Karnataka

				<p>Organise the delivery of reliable service (technical knowledge-how to use CRM software to capture customer feedback and draw analysis.)</p> <p>Improve customer relationship (technical knowledge-NA)</p> <p>Monitor and solve service concerns (technical knowledge-NA)</p> <p>Promote continuous improvement in service (technical knowledge-NA)</p> <p>Work effectively in a retail team (technical knowledge-ask questions to identify and confirm requirements.</p> <p>Follow routine instructions through clear and direct communication.</p>			
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				<p>Use language and concepts appropriate to cultural differences.</p> <p>Use and interpret non-verbal communication.</p> <p>The scope of information or materials required within the parameters of the job role.</p> <p>The consequences of poor team participation on job outcomes.</p> <p>work health and safety requirements)</p>			
<p>Sewing Machine Operator³²</p>	<p>Apparel/Apparel Sector Skill Council</p>	<p>Preferably Class V</p>	<p>4</p>	<p>Carrying out Stitching activities using machine or by hand</p> <p>Contribute to achieve product quality in stitching operations</p> <p>Maintain work area, tools and machines</p>	<p>Functional English</p> <p>Basic Computer Skills</p> <p>Soft skills: communication and team building</p>	<p>NA</p>	<p>Roughly 79% are placed in textile/apparel related companies or establishments. About 21% are employed in non-apparel/non</p>

³²<https://www.nsdindia.org/sites/default/files/files/Curriculum-SewingMachineOperator.pdf>

Evaluation of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY) In Karnataka

				Comply with industry and organizational requirements Maintain health, safety and security at workplace			textile companies.
Customer Care Executive (Call Centre) ³³	Telecom Sector Skill Council	10+2 or equivalent	4	<p>Key competencies: Customer Service support Resolve Queries Develop relationship with the customer Proactive Selling Reporting Communication Skills</p> <p>Topics/Modules: Call Centre Specific Concepts: Understand different types of stakeholders and their roles while Gaining knowledge about products and services offered to customers IT Skills and Typing</p>	Reading Skills Writing Skills Comprehension Skills Oral Communication (Listening and Speaking skills)	Decision making Customer centricity Problem solving Time management Objection handling Selling Skills	Customer Care executive (call centre) is relevant to most kinds of larger businesses. Placement company mentioned for 1568 candidates Out of these, specifically, 400 candidates are placed in BPO companies Aczel info services, Aegis, ATCIS, Cogent

³³[https://pmkvofficial.org/App_Documents/QPs/qp-customer-care-executive-call-center\(1\).pdf](https://pmkvofficial.org/App_Documents/QPs/qp-customer-care-executive-call-center(1).pdf)
[CCE\(CallCenter\).pdf](https://www.nsdindia.org/sites/default/files/files/Curriculum-CCE(CallCenter).pdf)

<https://www.nsdindia.org/sites/default/files/files/Curriculum->

				<p>Language Skills</p> <p>Attend/Make customer calls</p> <p>Resolving customer query, request, complaint</p> <p>Develop customer relationship</p> <p>Report and Review</p> <p>Proactive Selling</p> <p>Wrap Up and Integration:</p> <p>Introduction to interview</p> <p>Technical Skills:</p> <p>basic working of a computer</p> <p>how to receive and make calls,</p> <p>call forward, call hold and call transfer</p> <p>the basic functionalities of the relevant applications used to search customer details in the database, within the specified time limits</p>		<p>Navigating through multiple applications</p>	<p>e-services, Grassroots BPO pvt ltd, HGS and ISO BPO India Pvt ltd</p>
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Evaluation of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY) In Karnataka

				<p>basic working of a computer and MS Excel</p> <p>how to fetch information about product/process/services or process a customer's interaction from informational intranet tools</p> <p>how to use the CRM applications in order to fetch customer's account details and verify his account</p> <p>basic concepts of GSM and CDMA technology and awareness of data technology</p> <p>importance of compliance parameters like opening greeting, security checks, closing greeting, hold/transfer/escalatio</p>			
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				n protocol, complete and correct tagging			
Welding Technician Level 3 ³⁴	Automotive/Automotive Sector Skill Council	Class X	To be decided	<p>Topics: Prepare the welding machine for the welding process Support the welder during the welding process Conduct quality checks and inspection of finished products Conduct regular cleaning and maintenance of the equipment Remove the finished goods and store the finished goods in designated place Maintain a safe and healthy working environment</p> <p>Technical Knowledge required:</p>	<p>Writing Skills: a)prepare draft drawings for the final output product and share the same with the Welder/ operator b)note down observations (if any) related to the welding process and share the same with welder and supervisor</p> <p>Reading skills: a)read and interpret engineering drawing and sketches b) read equipment manuals and process documents to understand the</p>	Plan and Organize Analytical Thinking Judgment and Critical Thinking Desire to learn and take initiatives	Out of 8 candidates who did this course, placement company is mentioned for 6 candidates. The 3 companies in which candidates placed: Toyoda Gosei south India pvt ltd which is in manufacturing of automobile components Stanzen Toyetsu India Pvt Ltd is a machinery company in manufacturing

³⁴https://pmkvofficial.org/App_Documents/QPs/qp-welding-technician-level3.pdf

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				<p>Different types of welding processes and associated equipment</p> <p>Different types of joints</p> <p>The method of reading and interpreting sketches and engineering drawings</p> <p>How to visualize the final product output</p> <p>The impact of various physical parameters</p> <p>Like temperature, pressure, electrode distance on the properties of final output product like durability, ductility, surface feel etc.</p> <p>Basic principles of geometric and drawing</p>	<p>equipments and processes better</p> <p>c) read internal information</p> <p>documents sent by internal customers</p> <p>Oral Communication (Listening and Speaking skills):</p> <p>a) discuss task lists, schedules and activities with the operator and supervisor</p> <p>b) effectively communicate with the team members</p> <p>c) question the operator/ Welding shop supervisor in order to understand the nature of the problem and to clarify queries</p> <p>d) attentively listen with full attention</p>	<p>of precision sheet metal and weld assemblies</p> <p>Toyota: Automobile company</p>
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					and comprehend the information given by the speaker		
Unarmed Security Guard ³⁵	Private security sector/Security Sector Skill Development Sector	Preferably equivalent to 8th (Normal literacy of reading, writing and understanding)	4	<p>After completing this programme, participants will be able to:</p> <ul style="list-style-type: none"> • Perform basic security tasks in accordance with basic security practices. • Understand the legal requirements and work within the law when undertaking private security tasks. • Provide private guarding service to people, property, premises and businesses. • Control access: Control access to guarded premises. • Carry out screening and search operations 	NA	NA	<p>Placement company not mentioned in database for unarmed security guard course. Out of the 357 candidates who have done the related 'security guard general' course, placement company is mentioned for 290. They are all placed in the same placement company: Kapston facilities</p>

³⁵https://nsdcindia.org/sites/default/files/MC_SSS-Q0101_Unarmed-Security-Guard.pdf

Evaluation of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY) In Karnataka

				<ul style="list-style-type: none"> • Manage traffic and control parking. • Perform security escort duties. • Observe personal hygiene and occupational health and safety at work place. • Perform domain-specific security tasks: Carry out private security tasks in commercial and industrial deployments. • Communicate effectively: Communicate effectively with stakeholders. • Respond to emergencies: Identify and operate security, safety, firefighting and communication equipment effectively and respond to emergencies • Provide basic first aid. 			<p>management private limited, which is also the PIA.</p> <p>This company is a provider of security, housekeeping and other property/facilities management services</p>
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			<ul style="list-style-type: none"> • Image building: Project positive image of self and the organization. <p>Topics covered: role of an Unarmed Security Guard and job opportunities in the Private Security Sector Physical Training Drill Unarmed Combat- Introduce trainees to unarmed combat techniques for self defence Security and security practices and tasks – Learn about Security organisations, Private Security Sector (PSS), Private security tasks and guarding duties, Risks, Threats, Hazards/ Disasters and Emergencies, Weapons and firearms, improvised explosive</p>			
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Evaluation of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY) In Karnataka

				devices (IED), Military and police ranks Basic rules pertaining to private security service and security personnel Private guarding services to people, property and premises Control access Screening and search Parking and traffic management Security escort Health and safety Provide security in commercial and industrial deployments Image projection			
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Source: Syllabus and Qualification Packs of courses

APPENDIX V: BENEFICIARY AND NON-BENEFICIARY SURVEY

Date	
Name of the Interviewer	
Name of the Supervisor	

A SHORT INTRODUCTION: My name is GRAAM is a registered institute based in Mysore, Karnataka. We are doing a research with the permission of Government of Karnataka to understand the issues in ‘DDU-GKY’ (Deen Dayal Upadhyaya Grameen Kaushalya Yojana). Your contribution will help us to assess the effectiveness of scheme and advocate for favourable policy.

Do you consent to be a respondent for this survey? Yes ___ No ___

If yes, please sign _____

If no, please state reason _____

Section I - Socio-economic details

Socio-economic Details

District*

Sub-district/Taluka

Location*

Urban Skip to question 4

Rural Skip to question 6.

If urban, name of the town*

Phone number*

----- *Skip to question 9.*

If rural, then name of the Panchayat*

Village*

Phone number*

Personal Details of the Respondent

Name of the beneficiary*

Gender * Female Male Transgender

Age (in completed years) * _____

Marital Status*

Married

Widowed

Separated

Divorced

Unmarried

Do you have children of school going age (6-14)? *

Yes

No

Are all your children of school going age going to school? *

Yes

No

Religion* Mark only one oval.

Hindu

Muslim

Christian

Buddhist

Jain

Other:

Caste (only for Hindus) * Mark only one oval.

General

OBC

Scheduled Caste

Scheduled Tribe

Is respondent disabled/PH? *

Yes

No

Number of Family members in a house (family member seating from single kitchen) *

a. 1

b. 2

c. 3

d. 4

e. 5

f. More than 5

House hold Information

Education Status of the respondent apart from vocational training (Highest Passed) *

No formal education Class I - IX

Class X passed

Class XI / 1st PUC passed

XII / 2nd PUC passed

Degree (BA/BSc/BCom)

LL.B./B.Ed/BTech/BE/ MBBS

Diploma

Postgraduation MPhil/PhD

Whether the respondent is currently studying*

Yes

No

Education status of father*

- No formal education Class I - IX
- Class X passed
- Class XI / 1st PUC passed
- XII / 2nd PUC passed
- Degree (BA/BSc/BCom/)
- LL.B./B.Ed/BTech/BE/ MBBS
- Diploma
- Post-Graduation MPhil/PhD
- Vocational training/course
- Don't know

Education status of mother*

- No formal education Class I - IX
- Class X passed
- Class XI / 1st PUC passed
- XII / 2nd PUC passed
- Degree (BA/BSc/BCom/)
- LL.B./B.Ed/BTech/BE/ MBBS
- Diploma
- Post-Graduation MPhil/PhD
- Vocational training/course
- Don't know

Employment Details

Whether the respondent is currently employed? *

- Yes *Skip to question25.*
- No

If the respondent is currently not working, please mention the reason. (Check all that applies)

- Retired Student/Intern

Housewife (Only for female spouses)
 Cannot find a suitable job
 Pregnant (Only females)
 So ill that he/she cannot work
 Too old
 Too young (only if the person is below 18 years)
 Handicapped
 Does not need to work
 Looks after house works
 Looks after elderly
 Looks after children
 Not allowed to work (e.g. female members)
 Does not want to work
 Not happy with job experience of past

Current Occupation type of the working respondent*

Salaried (government employee)
 Salaried (non-government employee)
 Farming (with land ownership)
 Allied agricultural activities (dairy, fishing, horticulture)
 Landless agricultural labourer
 Other Wage labourer (no regular monthly income/daily wage worker)
 Own business/self employed

Is the respondent currently in a job with regular monthly salary/wages? *Mark only one oval.

Yes
 No

What is the respondent's current monthly income? *

Occupation type of father (when last working)
 Salaried (government employee)
 Salaried (non-government employee)
 Farming (with land ownership)
 Allied agricultural activities (dairy, fishing, horticulture)
 Landless agricultural labourer

Other Wage labourer (not regular monthly/daily wage worker)

Own business/self employed

Never worked

Occupation type of mother (when last working)

Salaried (government employee)

Salaried (non-government employee)

Farming (with land ownership)

Allied agricultural activities (dairy, fishing, horticulture)

Landless agricultural labourer

Other Wage labourer (not regular monthly/daily wage worker)

Own business/self employed

Never worked/housewife

Current Occupation type of spouse (for currently married respondents only)

Salaried (government employee)

Salaried (non-government employee)

Farming (with land ownership)

Allied agricultural activities (dairy, fishing, horticulture)

Landless agricultural labourer

Other Wage labourer (not regular monthly/daily wage worker)

Own business/self employed

Currently Unemployed

Not applicable

How many non-earning dependents are there in the family? *

0

1

2

3

4

5

More than 5

Assets

House*

- Owned by family member
- Rented
- Provided by employer
- Not Owned but Not Paying the Rent
- Other

Type of house*

- Kutchra
- Pukka
- Semi-pukka
- Other

Do you have an in-house latrine facility? *

- Yes
- No

Do you own agricultural land? *

- Yes, Skip to question 36
- Yes, but it's a waste land (not used for agricultural purpose for more than 2 years) Skip to question 38.
- No Skip to question 38.

If Agri land is owned

- Yes
- No

If yes to Agri Land ownership, then mention area in acres *

- 2.5 acres or less (hint: 1 hectare = 2.471 acres)
- 2.5 acres to 5 acres
- 5 acres to 10 acres
- Above 10 acres

Is it irrigated? *

- All the agricultural lands have irrigation facility
- Not all the agricultural land have irrigation facility

All the lands are rainfed

Few of my agricultural area remains fallow

What is your average monthly family expenditure? *

What is your current monthly family income? *

Section II – Aspiration and Awareness

Which of the following is/are your ambitions? Check all that apply.

Get a full-time job with regular and stable income

Start own business

Do home-based job

Pursue Higher Education (polytechnic, college, university)

Migrate to city

Migrate to/work in foreign country

To help the needy

To help my family

To improve my locality/village

Travel a lot around India

Travel around the world

Own a motorcycle/scooter

Own a car

Own a house

To have enjoyable work to do on regular basis

Take up dream job, skip to question - what is your dream job

Earn salary of at least Rs 10,000/- per month

Gain recognition and appreciation for my work

Obtain many promotions and move ahead in my career

Become a leader in my career field.

What is the minimum salary below which you would not work?

Which of the following have you done or are planning to do realize your aspirations? Check all that apply.

- Working hard at my existing job to prove myself
- Working on multiple jobs or work shifts
- Undergone skill development
- Develop my skills further/go in for advanced skilling
- Going in for Higher Education
- Saving Money
- Taking loan

Have you ever heard the name of the scheme Deen Dayal Upadhyaya–Grameen Kaushalya Yojana (DDU-GKY)? *

- Yes Skip to question 44.
- No Stop filling out this form.

Section III - Mobilization, Counselling and Willingness to Join Course

Were there any awareness creation activities (like roadshow, announcements, nukkad natak, pamphlet distribution, putting up of posters) in your village? *

- Yes
- No

Did some one visit your Household to tell you and your family about the DDU-GKY scheme? *

- Yes
- No

Did you actually enrol for the course? *

- Yes Skip to question 48.
- No Skip to question 47

Why did you not enroll for the course? * Check all that apply.

I was told by training centre that my aptitude was not matching courses *Stop filling this form.*

I was told by training centre that I was not sufficiently qualified *Stop filling this form.*

I did not feel interested or attracted by the course *Stop filling out this form.*

I was interested but found the enrolment procedures inconvenient and time- consuming
Stop filling out this form.

I don't think the course can help me to get what I want to achieve *Stop filling out this form.*

Some personal/family/health problems came up *Stop filling this form*

Did you participate in DDU-GKY programme because you wanted to or someone asked you or pushed you to?

Because it was my own desire to join Skip *to question 49.*

Because I was asked to (by family, friends, elders/teachers, others) Skip *to question 50.*

Because I was pressurized to (by family, friends, elders/teachers, PIA representative/mobilizer, GP representative, Govt official, others) Skip *to question 50.*

Why did you enrol for the skill development course under DDU-GKY scheme? (Check all that applies) *

To get placed - I was not getting a job

To learn trade skills so that it will be easier to get a good job

To learn soft skills, communication skills, computer skills and improve my employability

I wanted to move out of agricultural work/traditional occupation

I was in a job with no regular/monthly wages, and wanted job with stable income

I wanted a job with higher salary

I wanted a job that would take my career ahead in my chosen field

There were no other skill development courses/programs nearby

Which year did you enrol for the course? *

2014

2015

2016

2017

Which month you enrolled for the course?

Jan/Feb/March/April/May/June/Jul/Aug/Sep/Oct/Nov/Dec/Can't remember

Do you think you had made the right choice of enrolling for the DDU-GKY skill development course?

Yes

No

Can't say

Did you undergo counselling prior to enrolment? *

Yes

No

Did you have clarity on the benefits of the DDU-GKY scheme when you enrolled for the course?

Yes *Skip to question 55.*

No *Skip to question 56.*

Which of the following benefits were you clear about at the time of joining the course?

Related to quality of training *Skip to question 56.*

Related to placement *Skip to question 56.*

Related to On the Job training *Skip to question 56.*

Related to post placement support or retention support *Skip to question 56.*

Related to support for food and travel *Skip to question 56.*

Which course did you get into? *

1. Accessory Fitter

2. Accounting

3. Accounts Assistant Using Tally

4. Banking Sales Representative

5. Bedside Assistant

6. Blood Bank Technician

7. BPO Non-Voice

8. BPO Voice

9. Calendaring Machine operator

10. Customer Relationship

Management (CRM) Domestic

Voice

11. Customer Care Executive (Call Centre)

12. Customer Service Executive (Meet and Greet)

13. Domestic Data Entry Operator

14. Drafting (Mechanical)

15. DTP and Print Publishing Assistant

16. Field Technician – other home appliances

17. Fitter Electrical and Electronic Assembly

18. FMCG Sales Representative

- | | |
|--|---|
| 19. Food and Beverage Service Steward | 30. Sales Person (retail) |
| 20. Hospitality Assistant | 31. Security Guard (general) |
| 21. Housekeeper | 32. Sewing machine operator |
| 22. Housekeeping attendant manual cleaning | 33. Showroom Hostess/Host |
| 23. Inspector Fabric Visual Inspection for quality | 34. Shuttle less Loom Weaver – Air Jet |
| 24. Manual Insertion Operator | 35. Stores Ops Assistant |
| 25. Manual Metal Arc Welder | 36. Tailor (Basic Sewing operator) |
| 26. Operating Theatre Technician | 37. Technical Support Executive-Non-Voice |
| 27. Preshrinking Machine Operator-zero zero finishing or felt calendar | 38. Trainee Associate (retail) |
| 28. Ring Frame Tenter | 39. Unarmed Security Guard |
| 29. Sales Associate | 40. Welding Technician |
| | 41. Wireman Control Panel |
| | 42. Other _____ |

How did you choose the course that you enrolled for? *

Counsellor advice

Own prior preference

Recommended by family/friends/elders

Did the course you were enrolled in match with the skill you wanted to learn? *

Yes Skip to question 60.

No Skip to question 59

If it did not match, then what course you would have preferred to have done?

Section IV - Duration, access and convenience

What was the duration of the training course you were enrolled in? *

3 months/576 hours

6 months/1152 hours

9 months/1728hours

One year/2304hours

Above one year

Were proper toilet facilities available at the training centre?

Yes

No

(For women trainees only) Was the behaviour of trainers and training centre staff respectful and sensitive towards women?

Yes

No

Not Applicable

(For women trainees only) Were there women trainers?

Yes

No

Not Applicable

(For women trainees with children only) Were child care/day care facilities available at the centre?

Yes

No

Not Applicable

Were you enrolled in residential course/were you provided hostel arrangements for doing the course?*

Yes

Skip to a and b below.

No

Skip to question 66

How happy were you with the quality of hostel accommodation and accommodation facilities?

Very happy

Happy

Neutral

Unhappy

Very unhappy

How happy were you with the food given at the hostel?

Very happy

Happy

Neutral

Unhappy

Very unhappy *Skip to question 72 for all options*

Did you find the location of training centre convenient?*

Yes

No

Did you find the timings of training classes convenient? *

Yes

No

What is/was your travelling time to the centre (each way)? *

30 minutes or less

30-60 minutes

Above 60 minutes

(For women trainees only) Were you or your family concerned about your safety while travelling to and from centre?

Yes

No

Not Applicable

What was your means of conveyance of travelling to the centre? *Check all that apply.

Walking or cycling Motorcycle/scooter Bus

Auto/rickshaw Personal car Train

Share taxi/trekker

Were you provided free food and transportation or financial support for the same by the training centre?*

Yes

No

(If PwD) Was there required access/support available at training centre? *

Yes

No

Not applicable/Not PwD

Section V - Course Completion/non-completion

Did you complete your training course? *

Yes *Skip to question 79.*

No *Skip to question 74*

How much of the course did you attend?

Less than one week

One week to 15 days

15 days to one month

One month to two months

Two months or more

Why did you not complete the course? *Check all that apply.

Not convenient to travel regularly to centre Course timings not suitable/convenient

Became Pregnant (Only females)

Have to take care of children

Have to attend to household chores

Have to attend to sick/elderly family members Did not find course interesting

Did not find course relevant or useful

Was not able to understand/adjust to the course Unable to bear travel expenses (food and transport)

Was not comfortable with the hostel food and accommodation

The centre stopped offering the course

Classes at the centre were not held regularly

Did not like the environment / facilities of the training centre Did not find the trainers helpful or approachable

Difficult to live without job income

I faced health issues

Family crisis

How long after leaving the course did you find a job?*

- Within one month *Skip to question 77*
- Within 3months *Skip to question 77*
- Within 6months *Skip to question 77*
- Within one year *Skip to question 77*
- More than one year *Skip to question 77*
- Never found/did a job *Stop filling out this form*

What was the monthly salary of the first job that you took up after leaving the training? *

Did your first job after training have provision for regular monthly salary?*

- It provided for regular monthly salary *Stop filling out this form.*
- It was based on daily wages *Stop filling out this form.*
- It was based on irregular/occasional payment *Stop filling out this form.*
- There was no salary/I never got paid. *Stop filling out this form.*

Section VI - Training Quality

Satisfaction with Training

	Very happy	Happy	Neutral	Unhappy	Very Unhappy
How happy were you with the Quality of instructors? *					
How happy were you with the quality of the study materials given? *					
How happy were you with teaching method used?					
How happy were you with the centre Infrastructure ((building/rooms/drinking water/sitting arrangement/lighting) *					

Were classes held regularly? *

Yes

No

Were there enough practical/hands on sessions during the training? *

Yes

No

How did you find the duration of the course*?

Suitable/appropriate

Too short to cover what needs to be learnt

Too short since I was enjoying coming for the course

Too long

How did you find the level (ease/difficulty) of the course? *

Suitable/appropriate

Too easy

Too difficult

Did you receive good support from trainers when you faced difficulty in understanding what was taught?

Yes

No

Were you taught computer skills as part of your course? *

Yes

No

Was soft skills/life skills covered in your course? *

Yes

No

Was communication training provided as part of course? *

Yes

skip to question 91

No *skip to question 92*

Was spoken English covered in communication training? *

Yes

No

Had you received job interview training in your course? *

Yes

No

Do you think the course covered the skills needed to do a job?

Yes

No

Partially

Were you given any study materials/content in mother tongue? *

All study materials in mother tongue

Some study materials in mother tongue

No study materials in mother tongue

At the training centre, were you able to use one table top computer by yourself or did you have to share while using? *

Could use one, did not need to share

Had to share

There was no computer or tablet available

Were you provided OJT (On the Job Training)?*

Yes *Skip to question 97*

No *Skip to question98.*

What was the duration of the On the Job Training? *

Less than 30 days

30tolessthan60days

60tolessthan90days

90 to less than 120 days 120 days or above

Did you undergo periodic tests during your training Course (apart from final exam)? *

Yes *Skip to question 99*

No *Skip to question 100*

At what frequency were periodic tests conducted? *

Daily weekly fortnightly monthly

Once or twice during your training course

No fixed frequency, whenever trainer wanted

Did you undergo final exam at the end of course? *

Yes *Skip to question 101*

No *Skip to question 102*

Who conducted final exam? *

The course trainers/training centre personnel External Persons from Sector Skill

Council External person from NCVT

External person- don't know which organization

Don't know

Section VII – Certification and Post Course Contact

Did you receive course certificate at the end of training?*

Yes *Skip to question 104.*

No *Skip to question 103*

Why did you not receive certificate? *

I did not clear the end of course assessment

Centre could not provide the certificate

I did not go to collect the certificate

Who has certified your training*

Sector skill council

Other industry body

NCVT

Training Centre itself

Don't know

Did your training centre ever get in touch with you after end of course or initial placement? *

Yes

No

Did you yourself try to connect with training centre after end of course or initial placement? *

Yes

Skip to question 107

No

Skip to question 108.

Was the concerned person usually reachable? *

Yes

No

Section VIII - Placement and post placement

When you finished the course, were you offered at least one placement job by your training centre? *

Yes

Skip to question 109

No

Skip to question 116.

Did you take up the placement job offered by your training centre? *

Yes

Skip to question 111.

No

Skip to question 110

Why did you not take up placement job offered? Check all that apply.

Salary was too less

Skip to question 116.

Location was not convenient, too much travel required

Skip to question 116

Required me to migrate from my place

Skip to question 116

I did not like the nature of the work

Skip to question 116

I wanted to do job in different sector

Skip to question 116

Pregnancy

Skip to question 116

Family/childcare responsibilities

Skip to question 116

Family members were not in favour

Skip to question 116

Health Issues or other personal problem at that time

Skip to question 116

Placement Company is not well-known

Skip to question 116

Other reason _____

Skip to question 116

Satisfaction with Placement Job

	Very Happ y	Happ y	Neutra l	Unhapp y	Very Unhapp y
Were you happy with the job role/type of work of placement job?					
Were you happy with the working hours/shifts of placement job?*					
Were you happy with the location of the placement job*					
Were you happy with working conditions of placement job (treatment by supervisor, safety, basic comfort, work pressure)					
Were you overall happy with placement job?*					

Even though you did not do placement job, have you ever done a job after completing training?

*

Yes

Skip to question 117

No

Skip to question 131.

Not applicable

Skip to question 117

What was your position and the name of the company for your first job/placement job?

What was the actual monthly salary of the placement job/first job that you took up after training? *

What was the expected monthly salary of the placement job/first job that you took up after training? *

Did you leave or were you forced to leave your placement job/first job?

- Did not leave/did not have to leave *Skip to question123.*
- Resigned from my placement/first job *Skip to question121.*
- Was dismissed from my placement/first job *Skip to question122.*
- Reasons for leaving placement/first job
- Inconvenient location *Skip to question123.*
- Unsatisfactory salary *Skip to question123.*
- Poor working conditions: pressure, supervisor behaviour, workplace safety *Skip to question125.*
- Working hours/timings are difficult to manage *Skip to question123.*
- Family objections *Skip to question123.*
- Family responsibilities, looking after children or other family members *Skip to question123.*
- The work is very difficult *Skip to question123.*
- I did not find enjoy the work *Skip to question123.*
- Change in location or life plan because of Marriage *Skip to question123.*
- To go in for Higher Education *Skip to question123.*
- Pregnancy/Health issues/personal problems at that time *Skip to question123.*
- I no longer felt the need to work *Skip to question123.*
- I had found a job with better position, salary or nature of work *Skip to question 123*

Why were you dismissed from your placement/first job? Check all that apply.

- Supervisor felt my performance was not up to mark *Skip to question123.*
- Late coming or frequent absence *Skip to question123.*
- Argument/disagreement with supervisor *Skip to question123.*
- Other reason *Skip to question123.*
- I don't know/don't wish to share *Skip to question123.*

Did you receive post-placement support available under DDU-GKY scheme (money given for completing first 3 months of job after training)? *

Yes *Skip to question*

124

No *Skip to*

question 125.

(If received post placement support) Was it helpful? *

Yes

No

Have you received retention support available under DDU-GKY scheme (given for completing one year of employment)?*

Yes *Skip to question 126*

No *Skip to question 127.*

Was post placement support helpful? *

Yes

No .

Were you employed continuously without any gap (in your placement job or other job/s) in your first 3 months after training? *

Yes *Skip to question 128*

No *Skip to question 129.*

Did you receive salary with salary slip signed by HR/other salary proof for all those 3 months? *

Received both salary and salary slip signed by HR/other salary proof
Received salary but no salary proof

Received neither salary nor salary proof

Were you employed continuously without any gap (in your placement job or other job/s) in the first one year after training?*

Yes *Skip to question 131.*

No *Skip to question 130*

What was the total duration of the gap/unemployed period? *

- Less than 60days
- More than 60days
- Cannot remember

Section IX - Migration

Before you enrolled for the skill development programme under DDU-GKY, had you left your place/village of residence to find or do a job? *

- Yes *Skip to question 132*
- No *Skip to question 133.*

Where had you migrated? *

- Within Taluka of residence
- Within district of residence
- Within state of residence
- Outstate state of residence
- Outside India

Did the placement/first job that you took up need you to live outside your place/village?

- Yes *Skip to question 134*
- No *Skip to question 137.*
- Not applicable/never worked after training *Skip to question 140.*

What was the location of your placement job/first job after training? *

- Within Taluka of residence
- Within district of residence
- Within state of residence
- Outstate state of residence
- Outside India

Did you migrate to a city/town or village for placement/first job?

- To city/town/urban area
- To village/rural area

What was your reason for going outside to do placement/first job?

- For better income
- Access to wider opportunities,
- Improvement in standard of living,

For experiencing city life/life in a different place

Had to migrate because of lack of job opportunity in my own village/place of residence,

Had to migrate because of difficult financial condition of family,

Other personal reason

Have any of your subsequent jobs (after your first post-training job) been outside your place/taluka of residence? *

Yes

Skip to question 138.

No

Skip to question 139

Not applicable because never worked after training *Skip to question 140*

(if yes) Where have these jobs been* Check all that apply.

Within Taluka of residence

Within district of residence

Within state of residence

Outstate state of residence

Outside India

How did you find the experience of migration?

Adjusted well and enjoyed in new place

Found it difficult to adjust because of different language, food, culture etc,

Faced problems in arranging accommodation/food in new place

Missed family and friends

Are you open to migration to take up job?

Yes

Skip to question 142.

No

Skip to question 141

Why would you not migrate outside for job? Check all that apply.

Don't like city life,

Miss family

Food and accommodation worry,

Difficulty in adjusting to new culture,

Fear of unknown/insecurity about new environment,

Health reasons

Family related responsibilities at home,

Have other personal reasons

Did the training course give you any kind of orientation or support to take up job away from home/in another place? *

Yes

No

Section X - Change in Quality of Life post training

What was your employment status before you took up the DDU-GKY training?*

Salaried (government employee) *Skip to question 144.*

Salaried (non-government employee) *Skip to question 144.*

Farming (with land ownership) *Skip to question 144.*

Allied agricultural activities (dairy, fishing, horticulture) *Skip to question 144.*

Landless agricultural labourer *Skip to question 144.*

Other Wage labourer (not regular monthly/daily wage worker) *Skip to question 144.*

Own business/ Self-employed *Skip to question 144.*

Student *Skip to question 145.*

Not employed/housewife *Skip to question 145.*

Did you have to give up job income to take up skill development course under DDU-GKY?

Yes

No

Has there been any change in the attitude of the family members towards you, after the training?

*

Yes *Skip to question 146*

No *Skip to question 147.*

Has the change in attitude been positive or negative? *

Positive

Negative

What role do you play in decision making in your house? *

I play an important or leading role in decision making

My family now approaches me for advice

I do not involve myself in the decision making

No family member approaches me while making decisions

(For respondents with children of school going age only) Do you think you are able to provide better quality education to children (compared to before) as a result of the training and/or job you got after training?

Yes

No

Not applicable (no children of school going age)

Which of the following new household assets has your family acquired after your training/placement? Check all that apply.

Radio/Music system

Television

Computer/laptop

Mobile phone/smart phone

Bicycle

Scooter/motorcycle/Moped

Car/jeep/van

Fridge

Other kitchen appliances (mixer grinder, microwave oven etc)

Washing Machine

None of the above

Section XI - Overall Satisfaction with Training

Overall, how happy are you with the training you received?*

Very happy

End of survey

Happy

End of survey

Neutral

End of survey

Unhappy

End of survey

Very unhappy

End of survey

APPENDIX VI : : Terms of Reference
for "Evaluation of Deen Dayal Upadhyaya Grameen
Kaushalya Yoiana (DDU-GKY) in Karnataka State

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Terms of Reference for "Evaluation of Deen Dayal Upadhvaya Grameen
Kaushalya Yoiana (DDU-GKY) in Karnataka State

1. Study Title:

Evaluation of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY)

2. Department Implementing the Scheme:

Karnataka State Rural Livelihood Mission and Rural Development and Panchayat
Raj Department.

3. Background and Context of the Scheme:

India is one of the few countries in the world that has a large proportion of young, working age group to the total population. This steadily growing age cohort is poised to provide a demographic dividend and a window of opportunity to the nation for the next 25 years. Likewise, Karnataka with a population of 6.11 crores has 55% of the population in the working age group of 20 to 59 years. This can be converted into a favourable demographic advantage provided appropriate skills at the right time are imparted to them.

Human resource mapping in the State depicts that nearly 54% of the youth comprise illiterate and those completed primary and middle education, 29% complete secondary and higher secondary and 17% complete diploma, graduation and above. Of these a total of 11 Lakh people enter labour market every year. In addition, there are large numbers out of school or drop outs who find it difficult to be gainfully employed, which is a matter of serious concern. Even many of the students passing out from degree levels are unemployable. It is only through skilling, re-skilling and up-skilling that they all can be made employable.

Interventions by the Government

The Karnataka State Rural Livelihood Promotion Society (KSRLPS), Government of Karnataka has taken up implementation of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) erstwhile Aajeevika Skills Program), a flagship program of the Ministry of Rural Development (MoRD), Government of India (GoI). The program aims to alleviate rural poverty through career promoting skills and placements through its unique focus under the National Rural Livelihood Mission (NRLM). The scheme mainly focuses on poor rural youth especially disadvantaged groups such as the SC/ST/ women and minorities. This programme is targeted to mobilize 1.18 lakhs rural un-employed youth aged 18-35, to train and place them on wage employment from 2016-17 to 2018-19.

DDU-GKY-Programme

DDU-GKY follows a three—tier implementation structure with the DDU-GKY National Unit (DDU-GKY-NU), MoRD as the apex unit sets policy, provides technical facilitation and funds the program, monitors & evaluates as well as undertakes coordination with key stakeholders in the sector, nationally and internationally. DDU-GKY State Skill Missions is a nodal implementation support agency which implements the scheme in partnership with varied agencies such as general private sector agencies, NGOs, government and semi government agencies. As part of the implementation architecture are the Technical support agencies (TSAs), currently NIRD (National institute of Rural Development) and

NABCONS (NABARD Consultancy Services), who support DDU-GKYNU in initial project appraisal and subsequent monitoring for funds release. Details of the scheme are given in Annexure-I

Progress Achieved

DDU-GKY is implemented in all the 30 districts of Karnataka. This scheme is implemented by varied Project Implementation Agencies (PIA) and is under different implementation phases.

Table-1- Progress of DDU-GKY

	Training Completion	Placement
2014-15	2773	
2015-16	4529	
January 2017	20,136	6,030
Total	27438	

4. Evaluation Scope, Purpose and objective:

The evaluation should cover from period of 2014-15 to 2016-17 (three years period). The effectiveness, issues and challenges in implementation strategies of services the DDU-GKY scheme. The scope of the study is to cover the sample districts of the State. It also covers the traditional and modern patterns of employment among youth and the training requirements. It also covers analysis of existing status of enrolment of youths in the scheme, gender disaggregation and challenges.

The evaluation study should cover the beneficiaries, implementation partners, banks, and State and District level stakeholders by using mixed method approach.

Objectives of the Study

1. To study the need and requirement for skill and capacity building of the youth in Karnataka.
2. To understand and map the demographic characteristics of the beneficiaries and their aspirations and willingness to participate in the program.
3. To assess the quality and efficiency of PIA's in terms of mobilization of candidates, training and placement support.
4. To evaluate the existing trades offered by PIAS in terms of placement, retention and its impact on the quality of life of the candidates.
5. To assess the challenges in enrolment, training, finding job appointments, placement and retention of the trained candidates in the jobs and suggest measures for bridging the gaps and to improve the programme implementation.

6. To study the programme sustainability, overlap (with other programmes) and suggest further improvements in the scheme.

5. Evaluation Questions (Inclusive not Exhaustive)

1. What is the skill requirement of the youths in Karnataka? Are there in regional variations in it? to what extent the existing skill development programmes help to fill up the skill gap?
2. What is the status of socio-economic conditions of the unemployed youth and his/her family?
3. What is the awareness level and consciousness about skill enhancement among the youths? What is the level of awareness of the beneficiaries about the scheme?
4. Why the progress of the Scheme is slow? What are the reasons for non-enrolment of youths even after fulfilling the eligibility criteria?
5. What are the skills/trades in which the youths are trained in different districts? What is the duration of the Programme? Whether the training component and period of training is adequate for finding a remunerative employment?
6. What is the average number of drop-outs from scheme? What are the reasons for dropping out?
7. How the training programmes are organized? Is it convenient for the youths, especially women to attend the programmes?
8. How far the programmes are gender friendly? What are the skill requirements of young girls? To what extent these are met with in the existing programmes?
9. What is the percentage of youth trained, placed and retained in the job for more than one year? what are the type of jobs in which the youths are placed?
10. Are there any instances of candidates heaving or being removed from the jobs? What are the reasons for discontinuation of job after being placed?
11. How many youths migrated before and after the implementation of the scheme and for job to other place or States? To what extent migration and job search has declined?
12. Whether the skill/trades are designed as per the requirements of the job market? Whether any survey of job market has taken before commencement of the Programme?
13. How many youths have completed the training but are not placed? What are the reasons for not placing the trained candidates? What is the percentage of candidates that is utilizing post placement and retention support?
14. What types of trades are highly preferred and which are the less preferred trades by the unemployed youth? Whether any counselling is provided to the youths for choice and selection of trades?
15. What is the quality of training modules, training infrastructure, resource persons, placement agencies?

16. Is the training/ are any trainings overlapping with other schemes of the government or otherwise?
17. What are the reasons for difference in performance of PIA's across the districts and what are the issues, challenges and bottle necks faced by the implementation partners?
18. What are the arrangements for certification of the Courses? Whether the quality training is imparted to the youths?
19. What are the suggestions for effective implementation of the Scheme?
20. Should the scheme be continued? If no, why not? If yes, with what changes?

6. Evaluation Methodology:

A cross sectional study of Quasi Experimental approach shall be adopted to carry out the evaluation, with multistage stratified random sampling methodology. Both quantitative and qualitative methods of data collection shall be adopted to carry out the evaluation.

Table 2: Data collection

Type of data	Method of data collection	Source of information	Method and Tools
Primary data	1. Quantative data	Beneficiaries, nonbeneficiaries and PIA's.	Survey, check list and others if applicable.
	2. Qualitative data	Beneficiaries, nonbeneficiaries.	FGD, FGD-guide
		State level, district level, taluk level, GP level, Bank officials	IDI-interview schedules
Secondary data	Data from the Department	Department levels and PIA	On selected indicators relevant for the evaluation

Sample Selection Process

- At the state level, four revenue divisions are considered; ● within each division one district each of low, medium and high achievement is considered and
- Proportionate sampling at district level based on district achievement in percent (achievement vs target) is considered.

- At the district level beneficiaries and non-beneficiaries (control) have to be selected randomly (simple random) from PIAS lists.

Probability proportional to size (PPS) sampling technique is to be adopted in selection of samples from SC/ST, minority, physically handicapped, women and others given in table-2 District, category and year wise list is attached in Annexure-3.

For control, 1% of the sample size is to be taken from non-beneficiaries at district level proportionate (PPS) as per 2014-15 beneficiaries lists.

Table 3: Sample selection process:

State	Division	Districts	Percentage of Achievement (Achievement vs Target)
Karnataka	Bangalore	Davengere*	6
		Chikkaballapura**	4
		Bangalore Urban ***	2
	Belgaum	Uttara Kannada*	17
		Dharwad**	4
		Bagalkot***	3
	Gulbarga	Bidar*	11
		Rai Chur* *	5
		Yadgir***	2
	Mysore	Dakshina Kannada*	14
		Mandya**	6
		Kodagu***	2
*- highest achievement, **- medium achievement, ***- lowest achievement			

Table4: Sample Size determination for evaluation*

District	Total sample
Davengere	80
Chikkaballapura	227
Bangalore Urban	442
Uttara Kannada	509
Dharwad	310
Bagalkot	133
Bidar	271
Raichur	80
Yadgir	176
Dakshina Kannada	110
Mandya	38
Kodagu	35
Total	2411

Source of data: SRLM Karnataka

Total size of beneficiaries 27438. Sample size 2411. Control 275: (non-beneficiaries) similar strata wise

*sample size is determined based on the following criteria

- Confidence level at 95% and margin of error at 4%

Note: PPS sampling has to be adopted based on number of beneficiaries enrolled with the PIA's

Table 5: Qualitative data collection

Total 72 FGD's with 6 FGDs per district	Beneficiaries and non-beneficiaries one FGD each per district
Total of 60 IDI's need to be done	IDI should cover- beneficiaries, stakeholders- state, district, taluk, GP level.

Tools for survey, FGD's and interview guides for various stakeholders should allow for comparisons of identified parameters for pre-and post-implementation conditions of the scheme. Qualitative methods using Focus Group Discussions (FGDs), in-depth Key Informant Interviews (KIIs) and formal interactions with various stakeholders involved in implementation of DDU-GKY and beneficiaries should be conducted. Secondary data analysis for both the schemes with reference to relevant evaluation parameters should be taken up. Appropriate statistical measures should be used for analysis to allow for appropriate interpretation of results.

Parameters for study could include economic status of family, skill variety and job market, placement/job types-industry/organization types (salary, place of employment, sustainability, migration), income levels and preferences/job attractiveness and gender disaggregation attractiveness etc. An in-depth inquiry regarding PIAs' selection, training and achievements need to be conducted. Rigorous mixed methodologies using multi-stakeholder approach (both qualitative and quantitative methods-primary and secondary) to suit the study.

7. Deliverables and Time Schedule :

The Karnataka State Rural Livelihood Mission and Rural Development and Panchayath Raj Department would facilitate the evaluation by providing approvals and permissions for the study as well as cooperate with the Consultant Organization in completing the assigned tasks within the stipulated time period.

Deliverables by Consultant Organization:

The Consultant Organization is expected to complete the study in 6 months' time excluding the time taken for approval. The evaluating agency is expected to adhere to the following timelines and deliverables.

1. Work plan submission/inception report
2. Field Data Collection
3. Draft report submission
4. Final report submission
5. Total Duration

: One month after signing the agreement

- Two-three months

One month after Field Data Collection

One month after Draft report submission

- 6 Months

7. Qualities Expected from the Report :

The evaluation report should generally confirm to the United Nations Evaluation Guidelines

(UNEG) "Standards for Evaluation in the UN System" and "Ethical Standards of Evaluations".

- a) The results should correspond to the TOR. In the results chapter, each question of the TOR should be answered. It is only after all questions framed in the TOR that is answered, that results over and above these be detailed.
- b) With regard to recommendations, the number of recommendations is no measure of the quality of evaluation. Evaluation has to be done with a purpose to be practicable to implement the recommendations. The practicable recommendations should not be lost in the population maze of general recommendations.
- c) The report should be complete and logically organized in a clear but simple language.
Evaluation report should conform to standard report writing style and structure.
- d) The report should present a comprehensive review of the Scheme/ programme in terms of the content, implementation process, adequacy, information and access to beneficiaries.
- e) The Report should provide a scientific assessment of the impact of the Old Age pension schemes on the status of senior citizens. The qualitative data should be used in unbiased manner to support or for further analysis of the reflections from the quantitative data. The analysis should provide adequate space for assessing the variations across the regions and social categories. Case studies to be presented to bring out the realities at the household level.
- f) The report should come out with specific recommendations based on adequate field evidence for any modifications in the programme design, content, implementing procedures, and any other modifications to improve the access and impact of the Scheme/Programme.

Structure of the report

The following are the points, only inclusive and not exhaustive, which need to be mandatorily followed in the preparation of evaluation report:

By the very look of the evaluation report it should be evident that the study that of NRLM and Karnataka Evaluation Authority (KEA) which has been done by the Expert Consultant Organization. The report should be complete and logically organized in a clear but simple language. Besides conforming to the qualities covered in the Terms of Reference, report should be arranged in the following order:

1. Title and Opening Page
2. Index
3. List of acronyms and abbreviations
4. Executive Summary- A stand alone section that describes the program, purpose and scope of evaluation, research design and methodology, key findings, constraints and recommendations.
5. Background- A section that briefly covers the history or genesis of the sector under which the programme/scheme being evaluated covered. It should give recent fact sheets taken from reliable and published sources.
6. Objectives and performance of the program being evaluated- This section will include the stated objectives of the programs and the physical and financial achievements of the selected program in the period of evaluation. It should cover the description of the target group, aim of the program and method of selection of beneficiaries.
7. Review of literature/past evaluation reports.
8. Evaluation Methodology - This should include research design, sample design and size, questionnaire design and pilot test, data collection and quality assurance plan.
9. Findings of the evaluation study.
10. Limitations/constraints in the evaluation study. I I . Recommendations that flow from the evaluation.

Annexure-

1. Sanctioned Terms of Reference of the study.
2. Survey tools and questionnaires
3. List of persons with addresses personally interviewed.
4. Place, date and number of persons covered by Focus Group Discussion (if applicable).
5. Compilation of case studies/best practices.

6. Table showing details of major deviations, non-conformities, digressions of the program.

9. Administrative arrangements:

Consultants should have and provide details of evaluation team members having technical qualifications/capability as below

No	Subject Experts Reuirements	Educational Qualification	Experience in Relevant Field
1	Principal Investigator	Ph.D/ Master's Degree in Social Sciences	5 years' experience in the field of Research & Evaluation
2	Member 1	Post Graduate in Social Sciences / (Diploma in vocational Education/ Experience in skill training is preferable).	3 years of experience in field work/ in relevant field
3	Member 2	Post graduate in Statistics/Computer Science/ Economics (Condition is relaxed if the organization has the required Staff/ capacity to take up the data analysis)	3 years' Experience in data analysis.

And in such numbers that the evaluation is completed within the scheduled time prescribed by the TOR.

Consultants not having these number and kind of personnel will not be considered as competent for evaluation.

10. Cost and Schedule of Budget release

Output based budget release will be as follows-

1. The first instalment of Consultation fee amounting to 30% of the total fee shall be payable as advance to the Consultant after the approval of the inception report, but only on execution of a bank guarantee of a scheduled nationalized bank, valid for a period of at least 12 months from the date of issuance of advance.
2. The second instalment of Consultation fee amounting to 50% of the total fee shall be payable to the Consultant after the approval of the Draft report.
3. The third and final instalment of Consultation fee amounting to 20% of the total fee shall be payable to the Consultant after the receipt of the hard and soft copies of the final report in

Evaluation of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY) In Karnataka

such format and number as prescribed in the agreement, along with all original documents containing primary and secondary data, processed data outputs, study report and soft copies of all literature used in the final report.

Taxes will be deducted from each payment, as per rates in force. In addition, the evaluating agency/consultant is expected to pay service tax at their end.

11. Selection of Consultant Agency for Evaluation:

The selection of evaluation agency should be finalized as per provisions of KTPP Act and rules without compromising on the quality.

12. Contact persons for further details:

Smt. Sushama Godbole Mission Director, National Rural Livelihood Mission, Bengaluru;

Shri Mr. Kumar Swamy/Shaik Jalaluddin Basha, Assistant Manager 9066564054, amskillsksrlm@gmail.com will be the contact person/s for giving information and details for this study.

Nodal Officer KEA Shri M Ranganna e mail: compkea@karnataka.gov.in Mobile: 9901174915

23/8/12

Chief Evaluation Officer
Karnataka Evaluation Authority

Prepared in house by

CK Degaokar

(Dr. Chaya Degaokar)
Consultant (Evi.) KEA

Annexure-I

Details of the Scheme

Three fundamental activities of the scheme are: Identification and Mobilization of unemployed rural youth (which includes counselling and guiding), imparting training in as per the industry requirements (based on skill gap analysis) and placement in employment. Also the scheme, tracks the placed youth for a one year period. In order to carry out the above discussed functions, KSRLPS has partnered with various Project Implementation Agencies (PIAs). KSRLPS has been engaging these PIAs for student mobilization, counselling,

training, placing, post placement tracking, monitoring of skills training and placement programmes. KSRLPS has been mandated to train and place close to 1,18,173 trainees under the project in 2014-15. The Project Implementing Agencies (PIAs) have already trained about 4839 youths and about 4086 youths (as of 10/11/2015) are currently undergoing training in various training centres of PIAs in different parts of the State.

KSRLPS lays emphasis on promotion of 'professionally competent and dedicated implementation structures'. In order to ensure proper monitoring and managing the program at the state and district level.

In June 2015, Karnataka State has been accorded the AAP status which gives establishing call centre at the state level.

Post Placement Support (PPS)

Even after post placement the trainees are supported monetarily by the scheme. PPS money is not distributed in cash or kind; it is released to the PIA as a part of the regular instalment. Where a PIA is unable to give a placement to a candidate as per the prescribed minimum salaries, such placement shall not be counted as a placements under the DDU-GKY and in such a case no claim for PPS shall be eligible.

Retention Support

In order to ensure a high level of retention of youth in employment, the scheme supports even those who left the job after working for few months of placement. However the process of ensuring a high level of retention requires investments that ensure:

- i. High quality management
- ii. Innovation in course design
- iii. Constant updating content to keep up with market requirements
- iv. Long term relationship with both alumni and employers.

- v. Up to date knowledge of the job market.

An additional resource of Rs.3000/- per person is given to PIA to ensure employment for 365 days. Out of the retention support cost, 1/3rd is paid to the candidates (i.e. Rs 1000) and Rs.2000/- is retained by the PIA.

The key stakeholders of DDU-GKY are:

1. Rural youth from poor families in the age group of 18 to 35 years (upper age limit is 45 years in case of Vulnerable Tribal Groups, widows, freed bonded labour etc.)
2. Families, communities and peer group of rural youth.
3. PIAS who provides skill training and placement
4. Corporate entities in public and private sector who could be both PIAS for captive skilling and placement as well as potential employers of the rural youth.
5. The companies where candidates are placed.
6. Line Departments involved in skill training
7. Local government bodies at Zilla Panchayat, Taluk Panchayat and Gram Panchayat level.
8. Ministry of Rural Development -funding and sponsor agency of DDU-GKY
9. National Skill Development Agency - apex policy and coordinating agency on skills
10. National Skill Development Corporation and other Ministries of GOI as peers in the skill sector.
11. Sector Skill Councils and National Council for Vocational Technical Education with whom DDU-GKY aligns for its curriculum and certification of trainees, trainers and other assessment.

Monitoring and Evaluation:

A high level quality team (Q teams) is established within SRLM and PIA to monitor the implementation of the scheme. These Q teams monitor the following activities: i) Beneficiary identification; mobilisation and selection; Trainer; Training; Certification; Placement; Retention; Career progression and Alumni support ii) Monitors key performance indicators for each process such as mobilization, training, placement, retention to career progression iii) Fortnightly reviews PIA's website and provides advise on shortfalls or deviations with respect to performance targets iv) Monthly inspection of each training centers. Bi-monthly inspection of each training centre by SRLM and once in 3 months the TSA also inspect a number of randomly chosen training centres using lot quality assurance sampling (LQAS).

Activities carried out by SRLM

- Skill gap assessment
- Information Education and Communication
- Migration support centers
- Capacity building
- Alumni support

Sl no	District	Address	Person in charge	Contact number
1	Belgaum	PD Bharateesh College of Nursing Hospital Complex, Halaga, Belagavi	MAHESH	9739713968
2	Bellary	45292, Radio Park, Ballery, , Bellary, Bellary	K VENKATA REDDY	9845459115
3	Bidar	Near Bus station, Gaitond complex	Ms.Roopa Patil	9241101348
4	Chikkballapura	13 1, Kailudi Village Kasaba Hobli Gauribidhanuru Taluk, Gauribidhanuru, Chickballapur	Vijay Kumar	9591035909
5	Chitradurga	2nd Floor, Sridhar Arcade, New Super Market Road, Chitradurga, , , Chitradur a	SYEDA TASNEEMA	8884366351
6	Dharwad	Deen Bhadu Colony, Karwar Road, Hubli, Dharwad Distrcit	SABINA ANTIN	9008991845
7	Dharwad	3rd floor, kittur enclave, opposite BVV college, Vidhya Nagar, Hubli, Dharwad	TOUSIF KHAN	9036690001
8	Hassan	1 st Floor Kuvempu circle, Kuvempu Nagar Near Ganapathi Temple Hassan	Krishna Murthy	9900195828
9	Haveri	4517; Medleri Road, Ranebennur, , Ranebennur, Ranebennur	Shivanand	9902588002
10	Mysore	#37 IA, Prestige Arcade, 3rd Floor, JLB Road MYSORE	Santhosh	9738898883
II	Hassan	5, SANTHEPETE, B M ROAD, , HASSAN, Hassan	VINOD	7406742775

Evaluation of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY) In Karnataka

12	Hassan	1ST FLOOR, B.H. ROAD, ARASIKERE, , ARASIKERE, Arsikere	AVINASH. S	9886481942
13	Shimoga	1, DURGIGUDI, GARDEN AREA, , SHIMOGA, Shimoga	SHIVU	9902207814
14	Bellary	No: 102, Dr.Ambedkar Complex,3rd floor,Double Road, Bellary- 583101, Double Road Bellary, Near Royal Circle, , Bellary,	Shaik Kamal	9880627805

- Monitoring and evaluation

Activities by PIA's

- Mobilization ● Counseling ● Selection ● Training
- Infrastructure ● Having qualified trainers
- Placement

Objective of the Programme:

KSRLPS had been implementing the skills programme of MORD as a yearly plan state. The KSRLPS has partnered with Project Implementation Agencies (P IAS) and has been supporting these PIAS in candidate mobilization, counselling, skills training, placement and post placement tracking. NIRD has a tripartite agreement with KSRLPS and PIAS and provided technical support to KSRLPS in implementation and monitoring of the projects. Subsequently, the State has attained Annual Action Plan status and has been mandated to train 1 , 18,173 candidates within 3 years starting from 2014-15 and ends with 2017 September. The state has to monitor the projects on its own and NIRD would handhold the state in strengthening the implementation process through a Technical Support Agency (TSA).

Annexure-2

		Bellary		
15	Raichur	1-1-125', Uday Nagar, Uday Nagar, , Raichur, Raichur	Nagaraju	7022192184
16	Bangalore	No.507, 1st D Main, 3rd Block, Kalyananagar Bangalore, Hennur Cross, Kalyana Nagar, , Bangalore, Bangalore North	Puvana Priya	9742129925
17	Bijapur	H.No-84, First Floor, Vivek Nagar West, Jalanagar Main Road, , Bijapur, Bijapur	Babu Rao	9866525364

18	Chikmagalur	Ratnagiri Road, Ratnagiri Road, , , Chickmagalur	Shuhez ul haq	9742551752
19	Tumkur	Ravidarshan Arcade, Behind Muthoot & Canara Bank, BH Road, Kyathasandra, Tumkur-572104, BH Road, Kyathasandra, Kyathasandra, Tumkur, Tumkur	Narayana Gowda	7483302629
20	Dakshina Kannada	111 - 1362/3, Darbe, Puttur, , Puttur, Puttur	Krishna Prasad Nadsar	8277300222
21	Gulbarga	Inamdar degree college, madina building, chacah layout, sedam road,behind mahindra show room gulbarga	Abdul Majeed	9902446806
22	Dharwad	77/81,, Hubli - Dharwad Road, Navanagar, , Hubli, Hubli	Pradeep	9986966983
23	Gulbarga	Aurad B Tq.Dist. Gulbarga, Humnabad - Bidar NH Road, Aurad B, Aurad B, Gulbarga, Gulbarga	Ramesh S Hosamani	9901496755
24	Dharwad	25/B-4, Near KMF, Dharwad	Mithun Joshi	8971519447
25	Dharwad	I/B 1 , Gnankosh Campus, Belur Industrial Area, , DHARWAD, Dharwad	Girish Angadi	9845513016
26	Kolar	Gold Field College,K01ar main road, Bangarapeta	Bhavya P	8277427473
27	Shimoga	2ND FLOOR,MUSLIM COMPLEX, SIR MV ROAD, SHIMOGA, , SHIMOGA, Shimoga	MOHAMMED GHOUSE	9945409539
28	Gadag	PPG First grade degree college,Hatalgeri road,Gadag	Praveen Wali	9916273596
29	Kolar	Survey no 24, Sri Channegowda Mahesh PU College,Bangarpet Bypass, K.N Post, Kogilahalli (V),	SWARNIL AGNIHOTRI	7400565712

Evaluation of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY) In Karnataka

		Kolar, Karnataka,		
30	Bangalore Rural	Post Box: 10,Nalanda College of nursing premises, Devanahalli Town, D.S. Road, , Bangalore Rural(Devanahalli Town), Devanhalli	Suresh V.	7393929654
31	Gulbarga	O, MSK Mill ROAD, Near G, Kalaburgi, Gulbarga	PRASANT NAIR	
32	Kolar	01 Sri Gokula School of Nursing Premise, P.C.Halli Gardens, Bangalore Chennai Bye Pass Road, , , Kolar	Angalakuruchi Selvavel Prem	9916699884
33	Bijapur	1st & 2nd Floor B.L.D.E.A'S Polytechnic Ashram Road Vijaypur	Amlan Kar	9038681154
34	Mysore	H.N.- 01, MES,ITI college,UK Road Tilaknagar, Mysore (M Corp.) - Ward No. 14, Mysore (M Corp.), Mysore	Shashi Kumar N	9741014551
35	Dakshina Kannada	H.N.- 01, Government Womens ITI, Sharbathkatte Bala (OG) - Ward No.63, Mangalore (M Corp.), Mangalore	PRASAD V M	8105733738
36	Bangalore	# 127/1, 1st Floor, Gangotri Public School Road, Kalatammanhalli, Kasaghattapura, Bangalore North, Bangalore North	A.B.Jagannatha	9448827506
37	Kolar	Survey #468,Kyasamballi road, bethamangala,Kolar,Karnataka	Pradeep mohan	9916390073
38	Shimoga	Plet No# 16, Kallur New Mandii, KIADB Industrial Area, , Shivamogga, Shimoga	Prashanth S.Mathad	9035509191
39	Chikkballapura	669/564-567, B H Road, Nagappa block, Gangasandra, Gauribidanur, Gauribidanur	Mr. Maruthi rao Y S	9738060484
40	Tumkur	547 : 569 : 1358, Car Street, Hagalawadi Road, , Chikkanayakana halli, Chiknayakanhalli	MP.Hareesha	9480767937

41	Dakshina Kannada	PA college of engineering, Nadupadv, Montepadav post, Kairangala,Mangalore	Dr.Rajesh Dsouza	9845136057
42	Udupi	Entrepreneurship development cell, nimam nitte college, Nitte post, Nitte village, Udupi	Dr Uday Kumar	9980135615
43	Udupi	MIT college, Udupi	S Abdul Rahiman	9008752880
44	Raichur	Federal college,Near 1B,Yaramas camp,Potagal road,Raichur	Shaik Mehboob	9972778191
45	Bangalore	"Global village club house Global village campus near RVCE post Kengeri, Bangalore "	Chethan Baliga.B	8105918387
46	Haveri	CCD, K V Polytechnic, Shrinivasapur, Medleri Road, Ranebennur, Haveri	Mallikarjun	9986834084
47	Uttara Kannada	CCD, Tosur Tower, Yallapur Road, Near Police Station, Hali al, Uttar Kannada	Shraddha Hongal	8762596974
48	Dharwad	#158,Kidab layout,Near asok garden hotel,haliyal road,dharwad	Rajesh	9341204714
49	Gulbarga	2nd floor , Luqman Pharmacy college, Old Jewargi Road,Gulbarga	Narsing Rao	9035289841
50	Dakshina Kannada	ITCOT DK 3, C/o, Alvas Institute of Engineering and Technology Near Shobhavana Campus, Mijaar, Mangalore, Dakshina Kannada	Virendra Kumar	9481971596
51	Gulbarga	ITCOT GR- 2, C/o, SS Margol College Javergi Road Shahabad Gulbarga	Abdul Majeed	9902446806
52	Mysore	VGKK TRC,PI0t No: 81-82, Ooty Road,Near JSS Arts College,Mysore,	SUPRIYA VB	9731456667
53	Kolar	Adarsh College, Tekal Road,K01ar	Karthik	8105734350
54	Dharwad	APITCO, Dharwad center,Shreya Nursing Home, Kala Bhavan Circle, PB road	Leelavathi	9481658777
55	Mandya	SB rural development trust,3rd cross,Thaveregere,Near water tank,Mandya	Sahana	8892144631

Evaluation of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY) In Karnataka

56	Chikmagalur	Aadichunchanagere Institute of Technology,BGS Block,KM Road,Chickmagaluru	Kavya PW	9448557859
57	Davanagere	7th Main,Maharaja Arcade Opp Chanukya First grade college, Davengere	Vinay	9481162452
58	Ramanagara	Shantinikethan group of Institutions, B M Road Vivekananda Nagar Ramnagara	Anandmurthy	9620368434
59	Chamarajanagara	VGKK Karuna Trust,Gumballi village,Yalandur Taluk, Chamarajanagar District	Revanna	9036960007
60	Chamarajanagara	ManoNIDHI COLLEGE OF NURSING,Opp. DC Quarter's,DC Office Road	R.SIDDARAJU	9448557859
61	Bijapur	Gramadoyog Building, 1 st floor, SS road cross, Ganapathi chowk road, street no 2, Bijapur, Karnataka	Vijay kumar Revankar	9844900393
62	Bangalore Rural	721/31/1 OPP KEB Qauaners Madhugiri Road Dabas et / Bangalore Rural	Krishnamurthy N	9743413745
63	Mandya	NO. 824, NO. Goravanahalli Extension Next to TB Circle Maddur / Mandya	Ganesh	9632768639
64	belgaum	Behind Madhura Hotel, Uchagoan, Belgaum, Karnataka	Vijay Kadam	7795574744
65	Gulbarga	1st Floor, Venkateshwara Yargol,Kalyana Manatapam complex,Gulbarga,Karnataka	Santhosh Kumar Charogi	9449142444
66	Gadag	J.T College Road,Hatalgeri Naka,Gadag, Karnataka	Vijay Kumar Hiremath	9886728686
67	Kolar	2ND FLOOR, OLD BUS STOP, MEKKE CIRCLE, SRINIVASAPURA ROAD, NEAR MINI VIDHANASOUDHA, KOLAR	Hadly R.N	9886772320
68	Dakshina Kannada	ITCOT, Law College, Main Road, Nehru Nagara, Puttur, Dakshin Kannada	Kiran Kunar	9886856240
69	Yadgir	ITCOT, Deshmukh Vidya Bhavan, Indiranagar, Shahpur, Yadgiri	Shivraj Deshmukh	9448405519
70	Bellary	45292, Radio Park, Ballery, , Bellary, Bellary	Venakta Reddy C	9845459115
71	Bagalkot	Plot No 123,126, Sector 31, Navanagar, Bagalkot	Yamanappa S Doddamani	9686098940

72	Koppal	Vidyananda Gurukula Education Campus, Vidyanagar, Kukanur, Yelaburga-TQ, Koppal	Varadendra	9060301260
73	Dakshina Kannada	APITCO, Mangala College of Nursing, Vidyanagar, Pedamele, Neermarga Road, Mangalore, Dakshin Kannada	Chandragupta .H	7311236700
74	Bangalore Rural	c/o Mangala Vidya madira, Sri Kongadiyappa College Road, Behind Nanjundeshwari Chowtry, Karenahalli, Doddaballur	Sudha B	8867375495
75	Kolar	Building 4B, KIADB Industrial Area, Dasarhosahalli, Bangarpet, Kolar	Srinivas B	8722921079
76	Tumkur	Wazir Skill Development Center Heggere, H.N.- 180/1, Sree Vinayaka Complex, Heggere Village, TUMKUR	KAREESH TR	7676029028
77	Bangalore Rural	WAZIR Skills Development Center NS Complex, 2nd Floor, Channappa Extension, BH Road, Nelmangala Town, Bangalore Rural 562123	Shobha	8497840296
78	Kolar	Kolar Gold Field First Grade College, Kolar, Karnataka	Jenifer Carrol	9.19483E+11
79	Raichur	No.5-5-2721 2nd Floor, opp Sahana Childrens Hospital, Adarsha Colon, Sindhanur	Basavaraj Yettinamani	9886372635
80	Raichur	3-1-72, 1st Floor, Sri Nursing Home, Near Ek Minar Masjid, Beron Quilla,	Vittal G Hayyal	9343841397
81	Yadgir	3/1/72, 1st floor, Balched Complex, Near HDFC Bank, Chittur road, Yadgir	Ramnath Reddy	7676581008
82	Udupi	ITCOT, Crossland College, Bhramavara, Udupi	Robert Clive	9480230556
83	Mysore	Sargur Road, Handpost Circle, Handpost, H.D Kote, Mysore	Vinutha	9742190039
84	Gulbarga	1/866/3E/7, 1st and 2nd floors, Anjum complex, Beside Sanghameshwara Hospital,, Central bus stand road, Gulbarga	Rohith Ghatge	9538796292

Evaluation of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY) In Karnataka

85	Chikkballapura	Building No.2444,Shrivari Plaza, 31st ward, BB Road, Vapasndra, ChikkaballapurDist	K.N.Suni1 Babu,	7090714093
86	Bangalore	Bldg No. CA.39, 15th cross, 16th Main, Sector S, HSR Layout, Bangalore, Karnataka	Vinay	919902542277
87	Mysore	ODP,Banni Mantap, B.Layout, Mysore-Bangalore Highway, Mysore	Arun T Seabstian	
88	Chikkballapura	1st Floor, BB road, Opp.Canara Bank, Chikkaballapura	Ashok	9141079989
89	Mysore	297,new No.D-28, Second floor,Harilakshmi towers, Lakshmi Valas Road, Devaraj Mohalla, M sore	Manjunatha	9972011475
90	Bangalore Rural	63, Sy.NO.32/1A, Beratena Agrahara, Behind Metro shopping Mall, Bangalore	Umapathy Reddy	9141635279 /9079716688
91	Mysore	88, 3rd cross, 9th main, Saraswathipuram, Mysore	Nagaraj	9591493140
92	Bangalore Rural	#3391/2667, 3391/A, K.R.P.Towers, Paramanna Layout, B.H.Road, Nelamanga, Bangalore	Vijaya BN	9986363611
93	Dharwad	Bldg.48, Dasappa Building, 5th Main, Gandhi Nagar, Dharwad,	Krishnappa Lamani	9480812139
94	Shimoga	KEONICS ITPARK, 1st floor, Machenahalli, Shimoga	Sanjeev	9972198477
95	Mysore	Vijaya College CA 1st Main, Shriram pura Extn, 2nd Stage, Mysuru	Kavya	9035149039
96	Ramnagaram	1 st floor, Opp.BSNL Office, 1st cross, Kuvempu Nagara, B.M.Road, Chennapatna, Ramanagaram	Chethan Baliga	8105918387
97	Mandya	K.N.Nagegowda Complex, Mysore Road, Malavalli, Mandya-distr	Krishna	9741789454
98	Dharwad	Tirumalesh building, Opp.M0dem Hall, PB road, Vidya giri, Dharwad	Shivanand G Hiremat	9902156693
99	Belgaum	CTS 9606, Old MIG-7, Infront ofPrajapati Bramha Kumari Vidyalaya, Near to Karnatka Bank , Mahantesh Nagar, Belgaum-590016		

100	Dakshina Kannada	KIDS Office, Uppinangadi Road, Puttur	Ravichandra	8105755737
101	Shimoga	1st Floor, T.A.P.C.M.S Building, Opposite Canara Bank, B.B Road. Chikkaballapur-562101	John Richard	9738227011
102	Davanagere	Millath Group of Institutions, Millath School Road, Basha Nagar, Davanagere	Noor Abrar	9916828275
103	Bangalore Rural	Henku Bruna Swami Vivekanada School, Doddagattiganabbe, Hoskote, Bangalore, Karnataka	Kishore Kumar H	7204525452
104	Bangalore Rural	Henku Bruna Swami Vivekanada School, Doddagattiganabbe, Hoskote, Bangalore, Karnataka	Kishore Kumar H	7204525452
105	Mysore	R S Naidu Nagar Main Road Kesari Street Mysore	Vijay Kumar	9731360334
106	Bangalore Rural	Site no 735, 6th cross, AGB layout, 3rd stage, hesaraghatta,Bangalore	Mohan Babu S	9880284871
107	Bellary	S.B Prasad Campus, Opp Water Booster, Gandhinagar, Bellary	Mohammed Saifulla	8088457545
108	Chikkballapura	Vivekananda School, 3rd Floor, Tyagaraju colony, Gouribidanur	Manjula B.V	8861572714
109	Gulbarga	1st Floor, Yargol Complex, Opp.Ram Mandir, Old Jewargi Road, Gulbarga	Santhosh	9449142444
110	Bangalore	Jothi College, Tataguni, off Kanakapura Road, Bangalore	Arun Bastian	9902890666
111	Gadag	No: 77/81 Hubbhalli- Dharwad Road,Opp :Income Tax Office,Navanagar,Hubbhalli, Karnataka	Mr. Bhasavaraj A Jambigi	7349294961
112	Bangalore Rural	26/1, Gangotri public school, Kalathammana halli, shivakote, Bangalore		

Annexure-3

District Wise progress for the year 2014-2015

District [Component]	DDUGKY						Total Phy
	SCP	TSP	Min	PH	Others	Women	
	Phy	Phy	Phy	Phy	Phy	Phy	
Bagalkot							
Bangalore Rural	64	26			42	42	182
Bangalore Urban							
Belgaum							
Bellary	78	28			76	10	196
Bidar	95	50	37		99	18	299
Bijapur	84		22		102	102	316
Chamarajnar							
Chikkaballapur	130	46	14		58	210	458
Chikkamagalur	68	16			28	66	180
Chitradurga							
Dakshina Kannada	12					21	42
Davanagere							
Dharwad	28	14	18		66	34	160
Gadag							
Gulbarga							
Hassan	12	55	15		20	102	102
Haveri							
Kodagu							
Kolar	22				44	20	90
Koppal							
Mandya							
Mysore							
Ramanagara							
Raichur							
Shimoga	82	22	35		135	260	444

Tumkur	82	12	24		62	124	304
Udupi							
Uttar Kannada							
Yadgir							
Total	<i>757</i>	283	182		734	1009	2773

Evaluation of Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY) In Karnataka

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APPENDIX VII: Study Photographs



Picture 1: FGD with female beneficiaries of DDUCKY



Picture 2 Beneficiary Data Collection



Picture 3 Interview with Zilla Panchayat Project Director and District Program Manage

**EVALUATION OF DEEN DAYAL UPADHYAYA GRAMEEN
KAUSHALYA YOJANA (DDU-GKY)
IN KARNATAKA**

**Karnataka Evaluation Authority
#542, 5th Floor, 2nd Gate
Dr. B.R Ambedkar Veedhi
M.S. Building
Bengaluru – 560 001**

**Website: kmea.karnataka.gov.in
Contact No: 080 2203 2561
Email Id: keagok@karnataka.gov.in**