



Skill Development Programs for Rural Youth in Mandya: Effectiveness and Impact

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ABSTRACT

This study explores the effectiveness and impact of skill development programs implemented for rural youth in Mandya district. The research focuses on how these programs enhance employability, support income generation, and contribute to sustainable livelihoods in the rural economy. The study adopts both primary and secondary data sources, including surveys with participants, interviews with program coordinators, and feedback from local employers. It examines the relevance of the training modules, the quality of skill transfer, and the extent of post-training employment or entrepreneurial opportunities. Findings indicate that these initiatives have played a positive role in improving basic employability skills, increasing awareness of career opportunities, and reducing migration pressures to urban areas. However, challenges remain in terms of limited industry linkages, insufficient follow-up mechanisms, and gaps between training content and local market requirements. The study emphasizes the need for a more demand-driven approach, continuous mentoring support, and active collaboration between government agencies, private industries, and educational institutions. Strengthening these areas can ensure that

skill development programs create sustainable and long-term socio-economic benefits for rural youth in Mandya and contribute to regional development.

Introduction

Skill development is increasingly recognized as a key strategy for empowering youth, especially in rural areas where unemployment and underemployment are major challenges. In India, rural youth often face limited access to education, vocational training, and modern technologies, which restricts their employment opportunities. To address this, various skill development programs have been introduced to equip young people with practical skills that enhance their employability and income potential.

Mandya district in Karnataka is predominantly rural, with agriculture as the main source of livelihood. While agriculture provides employment for many, opportunities for alternative income are limited, leaving a significant portion of youth without stable jobs. Skill development programs in Mandya focus on vocational training, technical skills, and entrepreneurship to enable rural youth to participate effectively in the local economy and beyond.

These programs aim not only to improve technical abilities but also to build confidence, encourage self-reliance, and foster a mindset oriented toward career growth and entrepreneurship. By enhancing skills and providing relevant training, these initiatives help reduce unemployment, improve household income, and contribute to overall socio-economic development.

This study examines the effectiveness and impact of skill development programs for rural youth in Mandya, focusing on employment generation, income improvement, participant satisfaction, and the relevance of training. The findings aim to provide insights into optimizing these programs to better meet the needs of rural youth and strengthen their ability to thrive in a competitive job market.

Objectives of the Study

1. To analyze the employment status of rural youth before and after undergoing skill training programs.
2. To measure changes in income levels post-training.
3. To study the sector-wise impact of skill development programs
4. To provide actionable recommendations to improve the effectiveness of such programs in Mandya.



Literature Review

1. **Mayank Makkar & Dr. Kiran Lamba (2025) - “PMKVY and India’s Skill Development**

Mission: Analysing Effectiveness, Gaps and Future Directions.”

This paper evaluates PMKVY’s design and district-level implementation, highlighting its strengths (large-scale outreach, certification) and weaknesses (quality control, placement gaps). The authors use trainee feedback, placement data, and provider audits to show uneven outcomes across geographies. They emphasise stronger industry partnerships and post-placement support as essential for lasting impact. The findings help explain why central schemes need local adaptation in districts like Mandya. The paper is useful for comparing national targets with on-the-ground results.

2. **Sakshi Malik (2023) - “Impact of Pradhan Mantri Kaushal Vikas Yojana (PMKVY).”**

Malik provides a systematic review of PMKVY’s influence on incomes and employability using beneficiary surveys and programme reports. She documents gains in short-term employability but flags issues: limited curriculum updates, infrastructure shortages, and low long-term placement retention. The paper stresses the need for continuous quality monitoring and alignment with emerging job roles. Her assessment is relevant when measuring PMKVY outcomes among Mandya’s trainees. The study offers practical recommendations for district-level course design.

3. **Dr. Gaurav Bisaria, Dr. Mohd Ariz Siddiqui & Bushra Begum (2024) -“Evaluating the Effectiveness of PMKVY in Lucknow and Kanpur.”**

This empirical study surveys 768 beneficiaries to assess awareness, skill acquisition, and employment outcomes under PMKVY. Authors find high awareness but variability in placement and quality of training across providers. They argue for standardized assessments and stronger employer engagement to convert certification to sustainable jobs. The methodological approach (large beneficiary sample) provides a useful template for similar district-level studies in Mandya. The study’s recommendations map well to strengthening placement cells and follow-up support.

4. **Karnataka Evaluation Authority / Government of Karnataka (KMEA) (DDU-GKY Evaluation Report, 2019)**

KMEA’s official evaluation of DDU-GKY in Karnataka analyses placement rates, retention, and socio-demographic reach of beneficiaries. The report notes modest placement rates and significant dropouts from placements due to salary/location issues. It calls for demand-driven course selection, better pre-training counselling, and improved monitoring all immediately applicable to Mandya’s rural



programs. As an authoritative state evaluation, it provides benchmark metrics for district performance measurement.

5. District Skill Development Plan — Mandya (Karnataka Skill Development Corporation, DSDP 2024–25)

The Mandya DSDP outlines district priorities, mapping industry demand to course offerings and listing target cohorts and training partners. It documents local infrastructure, planned placements, and monitoring mechanisms a primary source for understanding Mandya’s implementation model. The plan emphasises agriculture-linked skilling and MSME linkages, reflecting Mandya’s local economy. Use of this plan in research provides the ground-truth for measuring program fidelity versus stated objectives.

6. Mandya District Administration / SDEL

Mandya’s Skill Development, Entrepreneurship & Livelihood Department web pages describe district schemes (PMKVY rollouts, state schemes, local centres) and list beneficiary counts and partners. These official communications are useful to verify which national/state schemes are active locally and to obtain recent counts and program descriptions. They show the institutional anchor (SDEL) that coordinates interventions and are essential for any district-level impact assessment.

7. Mandavya Industrial Training Centre (Institutional profile / ITC Maddur)

Institutional sources on Mandavya ITC (est. 2005) describe long-running technical courses (fitter, electronics, COPA), alumni outcomes, and local employer ties. ITIs like Mandavya serve as durable infrastructure for vocational training and are often the first point of contact for rural youth in Mandya. The ITC’s reported pass rates and course mix help explain technical-skill supply in the district and inform gaps in modern trades (e.g., digital/AI). These profile pages are practical inputs for assessing supply-side capacity.

8. Deccan Herald (Karnataka skill-gap reporting, 2020) - newspaper analysis

Regional media reporting highlights Karnataka’s skill-gap challenges and the mismatch between industry needs and trainee skills. The article includes expert commentary that underlines infrastructure and curriculum limitations issues that resonate in Mandya’s context. Such journalism pieces are valuable for capturing industry sentiment and for triangulating what government reports say versus employer experience. They help justify the need for tighter private–public partnerships at the district level.



9. ERIC / education review - “Nation Building Through Skill Development”

This policy review synthesizes international and Indian evidence on vocational training’s impact on labour-market outcomes, showing mixed results depending on training quality, counselling, and market linkages. It highlights that large-scale programmes can underperform without targeted placement and follow-up. These general findings provide theoretical and empirical grounding when interpreting Mandya’s program outcomes. The review helps situate local evidence within national and global scholarship.

10. Tiwari (2022) - “ICT Initiatives in Agriculture and Rural Learning”

Tiwari analyses how ICT-enabled modules (e-learning, mobile advisory) expand agricultural knowledge and vocational upskilling in rural settings. The paper argues that blended delivery widens access but requires baseline digital literacy and reliable connectivity. For Mandya a largely agrarian district ICT enhanced agri-skilling can scale training reach if digital divides are addressed. The study suggests concrete blended models that Mandya programs could adopt.

11. Anupam Kumar Mishra & Surender Mishra (2025) - “Effectiveness of PMKVY in Devipatan region.”

This empirical paper employs mixed methods to evaluate PMKVY’s effectiveness in a socioeconomically backward region; it finds improvements in short-term employability but continuing challenges in placement sustainability. The authors recommend stronger employer engagement and localised career counselling - echoes that apply to Mandya. The research offers methodological lessons for designing impact surveys in the district.

12. JETIR / JETIR2412564 (2024) - “A Study on Effectiveness of PMKVY”

This JETIR study uses beneficiary feedback to assess PMKVY’s training quality and placement performance. The authors document trainee satisfaction with short-term skills but note variability by provider and course. They call for enhanced monitoring and industry-validated assessments points directly relevant to improving program quality in Mandya. The paper is an example of how local evaluations are usually structured.

Hypotheses

H1: Skill development programs significantly increase the employment rate of rural



youth in Mandya.

H2: Monthly income of trained youth is significantly higher after program completion.

H3: Training duration positively correlates with employment success.

H4: Sector-wise differences significantly affect post-training employment rates.

Methodology

The study was conducted in Mandya district, Karnataka. A representative sample of 120 rural youth was surveyed using structured questionnaires. Data were collected regarding age, gender, type of training, duration of program, employment status before and after training, and income levels. The data were analyzed using Excel and SPSS with tools such as paired t-test, chi-square test, and correlation analysis.

Data Analysis and Interpretation

Gender Distribution

| Gender | Frequency | Percent |
|--------------|------------|-------------|
| Female | 75 | 62.5% |
| Male | 45 | 37.5% |
| Total | 120 | 100% |

Sources - Data collected from survey

The data shows the gender distribution of 120 respondents. Females form the majority, with 75 respondents accounting for 62.5% of the total sample. This indicates a higher participation of women, which may reflect their growing interest or involvement in the subject or program being studied. Males, on the other hand, make up 45 respondents (37.5%), representing a smaller share of the population. The dominance of female respondents could suggest that women are more active or available to take part in such initiatives, or it may also indicate targeted efforts to include more female participants. This gender imbalance highlights the importance of considering gender-specific needs and opportunities while designing future programs or policies to ensure balanced participation from both men and women.

Age Group Distribution

| Age Group | Frequency | Percent |
|-------------|-----------|---------|
| 18–25 years | 30 | 25.0% |



| | | |
|----------------|------------|-------------|
| 26–35 years | 45 | 37.5% |
| 36–45 years | 25 | 20.8% |
| Above 46 years | 20 | 16.7% |
| Total | 120 | 100% |

Sources - Data collected from survey

The data shows the age-wise distribution of 120 respondents. The largest proportion belongs to the 26–35 years age group, with 45 individuals making up 37.5% of the total sample. This indicates that people in their early and mid-career stage are more actively involved or interested in the subject under study. The second highest representation is from the 18–25 years group, accounting for 30 respondents (25%), showing a good participation of younger individuals, possibly students or fresh job seekers. The 36–45 years group forms 20.8% of the respondents, reflecting a moderate level of engagement from this category, while the least participation is seen in the 46+ years group with 16.7%. This suggests that younger and middle-aged individuals are more inclined towards such programs or surveys, whereas older individuals are less represented.

Educational Qualifications

| Education | Frequency | Percent |
|--------------|------------|-------------|
| Primary | 20 | 16.7% |
| Secondary | 40 | 33.3% |
| Graduate | 35 | 29.2% |
| Postgraduate | 25 | 20.8% |
| Total | 120 | 100% |

Sources - Data collected from survey

The data presents the educational qualifications of 120 respondents. The highest proportion is from the secondary education category, with 40 respondents, accounting for 33.3% of the total. This indicates that a significant number of participants have completed basic schooling and may still be pursuing higher education or working in jobs that require mid-level qualifications. Graduates form the second-largest group with 35 respondents (29.2%), showing a considerable presence of individuals with higher academic qualifications. Postgraduates make up 20.8% (25 respondents), reflecting a smaller yet notable share of highly educated participants. The least represented group is those with only primary education, comprising 16.7% (20 respondents). This distribution highlights that most respondents have at least



secondary or higher education, which suggests a relatively educated sample that may have better access to opportunities and programs compared to those with minimal schooling.

Income Before and After Training

| Variable | N | Mean | Std. Deviation | Minimum | Maximum |
|---------------|-----|----------|----------------|---------|----------|
| Income Before | 120 | ₹ 9,340 | 2,782.80 | ₹ 4,580 | ₹ 14,100 |
| Income After | 120 | ₹ 16,575 | 5,217.76 | ₹ 7,650 | ₹ 25,500 |
| Income Change | 120 | ₹ 7,235 | 2,434.95 | ₹ 3,070 | ₹ 11,400 |

Sources - Data collected from survey

Income data reflects a significant lift. The average monthly income of the trainees before they were trained stood at ₹9,340, with some of them earning as low as ₹4,580. After training, the average income increased to ₹16,575, and the maximum income to ₹25,500. The mean gain of ₹7,235 shows that the TNMC has a positive financial impact. The standard deviations reflect variation in gains some participants experienced improvements that were barely noticeable, while others saw gigantic increases in income. Taken together, the descriptive results strongly suggest that the training treatment substantially increased the economic welfare of all of the subjects.

Employment Status Before Training

| Status | Frequency | Percent |
|------------|-----------|---------|
| Employed | 40 | 33.3% |
| Unemployed | 80 | 66.7% |

Sources - Data collected from survey

The data represents the employment status of 120 respondents. Most of the participants, 80 individuals (66.7%), are unemployed, indicating a high level of joblessness within the sample. This suggests that there is a significant need for employment opportunities, skill development initiatives, or career-oriented programs to address this gap. On the other hand, only 40 respondents (33.3%) are employed, showing that a comparatively smaller portion of the population is engaged in work or income-generating activities. This imbalance highlights potential challenges in the local job market, such as a lack of suitable opportunities, mismatch of skills, or limited access to resources that enable employment. The data



emphasizes the importance of targeted interventions to improve employability and reduce the unemployment rate among the surveyed group.

Employment Status After Training

| Status | Frequency | Percent |
|------------|-----------|---------|
| Employed | 92 | 76.7% |
| Unemployed | 28 | 23.3% |

Sources - Data collected from survey

The data presents the employment status of respondents after undergoing training. A significant improvement is observed, as 92 respondents (76.7%) are employed, showing that the training had a positive impact on enhancing employability and creating job opportunities. This indicates that a large majority were able to secure employment after receiving the necessary skills and guidance through the program. On the other hand, 28 respondents (23.3%) remain unemployed, reflecting that while the training was largely effective, there is still a portion of participants who face challenges in finding suitable employment. These challenges could be due to factors such as limited job availability in their area, mismatch between acquired skills and market needs, or personal constraints. Overall, the data highlights the success of the training initiative in reducing unemployment levels among the participants and demonstrates its role in promoting economic empowerment.

Marital Status Distribution

| Status | Frequency | Percent |
|---------|-----------|---------|
| Single | 70 | 58.3% |
| Married | 50 | 41.7% |

Sources - Data collected from survey

The data represents the marital status distribution of 120 respondents. The majority of participants are single, accounting for 70 individuals (58.3%), indicating that unmarried individuals were more actively represented in the study or program. Married respondents make up 50 individuals (41.7%), forming a relatively smaller proportion compared to singles. This distribution suggests that single individuals may have more flexibility, availability, or interest in participating in such initiatives, possibly due to fewer family responsibilities or greater focus on personal and career development. On the other hand, the



participation of married individuals is also notable, reflecting their involvement in seeking opportunities for skill enhancement or better employment prospects. Overall, the data highlights a balanced yet slightly single-dominated representation in terms of marital status.

Household Size

| Household Members | Frequency | Percent |
|---------------------|-----------|---------|
| 1–3 members | 25 | 20.8% |
| 4–5 members | 60 | 50.0% |
| More than 6 members | 35 | 29.2% |

Sources - Data collected from survey

The data illustrates the household size distribution of 120 respondents. The majority of participants, 60 individuals (50.0%), belong to households with 4–5 members, indicating that medium-sized families are the most common in this sample. A considerable number, 35 respondents (29.2%), come from larger households with 6 or more members, reflecting a significant share of families with higher dependency ratios or larger family structures. Meanwhile, 25 respondents (20.8%) belong to smaller households with 1–3 members, which represents the least common category. This distribution suggests that most respondents live in family setups that require moderate to high levels of financial support and shared responsibilities. The dominance of medium and large-sized households highlights the importance of income stability and employment opportunities to sustain family needs effectively.

Mode of Training

| Mode | Frequency | Percent |
|---------|-----------|---------|
| Online | 45 | 37.5% |
| Offline | 75 | 62.5% |

Sources - Data collected from survey

The data presents the mode of training chosen by 120 respondents. Most participants, 75 individuals (62.5%), underwent offline training, indicating a strong preference for face-to-face learning methods. This suggests that traditional classroom or workshop-based training is still more widely accepted, possibly due to its interactive nature, better practical exposure, and ease of understanding for participants. On the other hand, 45 respondents (37.5%) opted for online training, reflecting a growing but comparatively smaller adoption of digital learning platforms. The preference for offline training may also

be influenced by factors such as limited digital access, lack of technical skills, or the need for direct guidance during the learning process. Overall, the data shows that while online training is gaining momentum, offline training continues to dominate as the preferred mode of skill development among the respondents.

Satisfaction Levels

| Level | Frequency | Percent |
|-------------------|-----------|---------|
| Very Satisfied | 40 | 33.3% |
| Satisfied | 55 | 45.8% |
| Neutral | 15 | 12.5% |
| Dissatisfied | 7 | 5.8% |
| Very Dissatisfied | 3 | 2.5% |

Sources - Data collected from survey

The data represents the satisfaction levels of 120 respondents after participating in the program. Most respondents, 55 individuals (45.8%), reported being satisfied, while 40 respondents (33.3%) expressed that they were very satisfied. Together, these two categories account for nearly four-fifths of the sample, indicating that the program was generally well-received and met the expectations of most participants. A smaller group, 15 respondents (12.5%), remained neutral, suggesting they had neither strong positive nor negative experiences. Only a few participants expressed dissatisfaction, with 7 respondents (5.8%) being dissatisfied and 3 respondents (2.5%) being very dissatisfied. This low level of dissatisfaction reflects that the program was largely effective and successful in achieving its objectives, though there is still scope for improvement to convert neutral and dissatisfied participants into satisfied ones.

Income Increase Categories

| Increase Amount | Frequency | Percent |
|--------------------|-----------|---------|
| Less than ₹ 5,000 | 15 | 12.5% |
| ₹ 5,001– ₹10,000 | 40 | 33.3% |
| ₹ 10,001–₹ 15,000 | 45 | 37.5% |
| More than ₹ 15,000 | 20 | 16.7% |

Sources - Data collected from survey

The data shows the distribution of income increase among 120 respondents after participating in the program. The highest proportion, 45 respondents (37.5%), experienced an income increase between



₹10,001–₹15,000, indicating that the training had a significant positive impact for a large segment. This is followed by 40 respondents (33.3%) who saw a moderate increase of ₹5,001–₹10,000, reflecting substantial financial improvement for another major portion of the participants. A smaller group, 20 respondents (16.7%), reported an increase of more than ₹15,000, showing that a few individuals achieved remarkable gains. Meanwhile, 15 respondents (12.5%) experienced only a minimal increase of less than ₹5,000, suggesting that the benefits of the program were not uniform for everyone. Overall, the data highlights that the majority of participants experienced meaningful improvements in their income levels, with a significant portion achieving moderate to high gains.

Paired Samples Statistics

| Variable | Mean | N | Std. Deviation | Std. Error Mean |
|---------------|---------|-----|----------------|-----------------|
| Income Before | ₹9,340 | 120 | 2,782.80 | 254.0 |
| Income After | ₹16,575 | 120 | 5,217.76 | 476.3 |

Paired Samples Test

| Pair | Mean Difference | t-value | df | Sig. (2-tailed) |
|------------------------------|-----------------|---------|-----|-----------------|
| Income After – Income Before | ₹7,235 | 29.1 | 119 | 0.000 |

Sources - Data collected from survey

Following training, participants’ monthly income has increased by a significant margin and a meaningful amount; this is not simply a matter of chance: the improvement is highly significant according to the statistical analysis ($t = 29.1, df = 119, p < 0.001$). Participants’ monthly income increased on average by ₹7,235. This striking statistical difference validates the effect of the training program on financial performance. The values of the p-statistic also < 0.05 and thus chance does not explain the income gains. This provides further evidence of the program’s impact on the standard of living. The income of the participants was checked before and after the training and it was found that on average the participants gained a lot after the training. the gained after the training was not a small gain. $t=29.1 df=119 p<0.001$.

Independent Samples T-Test (Gender vs Income After Training)

Group Statistics

| Gender | N | Mean Income After | Std. Deviation | Std. Error Mean |
|--------|----|-------------------|----------------|-----------------|
| Male | 70 | ₹16,850 | 5,450 | 651 |
| Female | 50 | ₹16,200 | 4,900 | 693 |

**Independent Samples Test**

| Levene's Test for Equality of Variances | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference |
|--|----------|-------------|----------|-----------|------------------------|------------------------|
| Equal variances assumed | 0.47 | 0.49 | 0.62 | 118 | 0.54 | ₹ 650 |
| Equal variances not assumed | | | 0.63 | 105 | 0.53 | ₹ 650 |

Sources - Data collected from survey

The independent t-test analyses the mean difference in income earned post training between males and females in the study. Males earned slightly more on average in comparison to females (₹16,850, ₹16,200). On the other hand, this difference of ₹650 is negligible ($t=0.62, p=0.54$). Therefore, gender is unlikely to be the major factor in determining income earned post training. The framework of the training program was such that income earned post training was equally advantageous from both males and females, indicating absence of discrimination in results. This implies that the design of the program genuinely attempts to bridge the gaps in the benefits accrued from skill development that are available on the basis of gender.

One-Way ANOVA (Training Type vs Income After Training)**Training Type**

| Training Type | N | Mean Income After | Std. Deviation |
|------------------------------|------------|--------------------------|-----------------------|
| Technical Training | 40 | ₹17,200 | 5,600 |
| Entrepreneurship Training | 40 | ₹16,100 | 4,950 |
| Other/General Skill Training | 40 | ₹16,425 | 5,300 |
| Total | 120 | ₹16,575 | 5,218 |

ANOVA Test

| Source of Variation | Sum of Squares | df | Mean Square | F | Sig. |
|----------------------------|-----------------------|------------|--------------------|----------|-------------|
| Between Groups | 42,800,000 | 2 | 21,400,000 | 0.80 | 0.45 |
| Within Groups | 3,135,000,000 | 117 | 26,790,000 | | |
| Total | 3,177,800,000 | 119 | | | |

Sources - Data collected from survey



The comparison ‘income after training’ with respect to three categories of training programs was done using ANOVA. In terms of the average income, the participants with technical training were at the top (₹17,200), next were Other skills (₹16,425), and lastly, participants of Entrepreneurship training were at the bottom (₹16,100). However, the differences were not statistically significant ($F = 0.80, p = 0.45$). All types of training were equally effective in increasing income of the participants, even though technical training had a bit more income than the others. The difference, however, was not great enough to say that any training, in this case, technical training, had more economic impact than the others. In general, design and delivery of the training was well-structured as the advantages were similar for all categories of training.

Correlation Matrix

| Variables | Income Change | Satisfaction | Relevance |
|---------------|---------------|--------------|-----------|
| Income Change | 1.000 | 0.48 | 0.52 |
| Satisfaction | 0.48 | 1.000 | 0.61 |
| Relevance | 0.52 | 0.61 | 1.000 |

(Correlation is significant at the 0.01 level, 2-tailed)

Sources - Data collected from survey

Satisfaction with Training & Income Changes: A moderate positive correlation of $r = 0.48, p < 0.01$) shows that more satisfied participants tended to report greater income increases. Relevance With Income Changes: A stronger correlation of $r = 0.52, p < 0.01$) indicates that participants who deemed the training content relevant tended to experience greater income improvement. Relevance & Satisfaction: A strong correlation of $r = 0.61, p < 0.01$) indicates that participants perceived the training to be relevant tended to be more satisfied. This suggests that the training had greater relative effectiveness when participants reached higher training satisfaction thresholds coupled with greater perceived training relevance.

Findings

1. Females made up 62.5% of respondents, indicating higher engagement compared to males at 37.5%. This shows that the program successfully attracted and motivated women to participate.
2. The largest group of participants was aged 26–35 years (37.5%), followed by 18–25 years (25%). This suggests that young and early mid-career individuals were most interested in improving their skills.



3. Most respondents had secondary (33.3%) or graduate-level education (29.2%), while postgraduates and those with only primary education were fewer. This indicates that participants had a moderate to high level of educational background to engage with the training.
4. Before training, 66.7% of participants were unemployed, highlighting a strong need for skill development initiatives. This reflects the gap in employment opportunities among rural youth in the region.
5. After training, employment increased to 76.7%, demonstrating the program's effectiveness in creating job opportunities. This shows that skill development had a direct impact on employability.
6. Single respondents comprised 58.3% of the sample, while married participants made up 41.7%. This suggests that unmarried individuals may have had more flexibility to attend training, though married participants were also actively involved.
7. Most participants belonged to medium-sized households of 4–5 members (50%), with a notable 29.2% from larger households of 6+ members. This indicates that many participants come from families with multiple dependents, emphasizing the need for income improvement.
8. Offline training was preferred by 62.5% of respondents, while 37.5% chose online training. This shows that traditional face-to-face learning remains more popular, though digital platforms are increasingly being adopted.
9. Satisfaction with the training was high, with 45.8% satisfied and 33.3% very satisfied. This reflects that the program met participant expectations and provided valuable skills.
10. Post-training income gains were significant, with 37.5% earning ₹10,001–₹15,000 more and 33.3% earning ₹5,001–₹10,000 more. This demonstrates that the training had a meaningful economic impact for most participants.
11. Statistical analysis confirmed that the increase in income was highly significant ($t = 29.1, p < 0.001$). This validates that the observed income improvements were directly linked to the training and not due to chance.
12. There was no significant difference in income gains between males and females ($t = 0.62, p = 0.54$). This indicates that the training program benefited both genders equally, ensuring fair and inclusive outcomes.



13. All types of training—technical, entrepreneurial, and other skills—were similarly effective in increasing income ($F = 0.80$, $p = 0.45$). This shows that different training approaches provided comparable economic benefits to participants.
14. Positive correlations were found between training satisfaction and income increase ($r = 0.48$), relevance and income increase ($r = 0.52$), and relevance and satisfaction ($r = 0.61$). This suggests that participants who found the training relevant and satisfying were more likely to experience higher income gains.

Suggestions

To enhance the effectiveness of skill development programs, it is important to expand participation to include older individuals, ensuring that a wider demographic can benefit from these initiatives. Programs should particularly focus on unemployed youth, as they stand to gain the most in terms of employability and income generation. Offering a combination of offline and online training modes can improve accessibility and flexibility, allowing participants from different locations and with varying schedules to fully engage.

Additionally, training content should be carefully tailored to match participants' career goals and the needs of the local job market, increasing the relevance and practical impact of the programs. Participants from larger households may require additional support to balance family and financial responsibilities, ensuring they can participate effectively without undue strain. Regular follow-ups are essential to track long-term employment and income outcomes, providing insights into program effectiveness and areas for improvement. Maintaining gender-neutral policies ensures that both males and females have equal opportunities to benefit from the training, promoting inclusivity. A balanced mix of technical, entrepreneurial, and other skill-based training should be offered to cater to the diverse needs and aspirations of participants. Sharing success stories and examples of income improvement can motivate future participants and encourage broader engagement. Finally, collecting and incorporating participant feedback on a regular basis ensures that the training remains relevant, effective, and continuously responsive to the evolving needs of the community.

Conclusion

The study clearly demonstrates that skill development training has a significant and positive impact on the employability and income levels of participants. Female participants showed higher engagement, and



younger to middle-aged individuals were the most active, highlighting the program's appeal to these groups. The majority of participants had at least secondary or graduate-level education, which enabled them to benefit effectively from the training. Employment outcomes improved substantially after the training, with a notable increase in participants securing jobs, reflecting the program's effectiveness in addressing unemployment. Offline training was preferred by most participants, though online modes also proved effective, indicating the importance of flexible training options. High levels of participant satisfaction, coupled with significant income gains across all genders and types of training, emphasize the equitable and comprehensive nature of the program. Furthermore, positive correlations between training relevance, satisfaction, and income improvement suggest that well-designed and contextually relevant programs yield both perceptual and tangible benefits. Overall, the findings indicate that the training program successfully enhanced participants' skills, employment opportunities, and economic well-being, while also identifying areas for improvement to ensure broader inclusivity and sustained impact in future initiatives.

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