

The Role of Skill India Mission in Generating Rural Employment in India : An Evolutionary Study

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Abstract

Viksit Bharat@2047 represents the Government of India's ambitious vision to transform the nation into a developed entity by the centenary of its independence in 2047. Encircling diverse facets of development such as economic prosperity, social advancement, environmental sustainability, effective governance and rural employment. Rural employment is one of the significant forces which enables the rural development as India has 60 percent of rural population. As per the National skill development report, only 5.4 percent of the work force in India has formal skills. Hence, the Indian Government has brought Skill India Mission in 2015 with the aim of creation and organisation of a very robust, large, and highly skilled workforce that is suitable for both domestic and international enterprises. Significantly, it attempts to empower women, the rural workforce, and marginalised communities. Enhancing the employability particularly in rural India is one of the key objectives of this Mission. Skill India mission will be playing a crucial role in the Viksit Bharat @2047. Therefore, the present study is focused on examining what are the different schemes under the Skill India mission to uplift the skills and create the employability in rural people. Further it is also aimed to examine the trained and placed candidates living standards with identified parameters.. The primary data is collected from the 120 beneficiaries from the Dakshana Kannada District of Karnataka state using judgement

sampling techniques. The data is analysed with the help of SPSS and the results, limitations re given below.

Keywords: *Viksit Bharat, Skill India, Rural employment, Economy.*

Introduction

Viksit Bharat@2047 represents the Government of India's ambitious vision to transform the nation into a developed entity by the centenary of its independence in 2047. Encircling diverse facets of development such as economic prosperity, social advancement, environmental sustainability, effective governance and rural employment. Rural employment is one of the significant forces which enables the rural development as India has 60 percent of rural population. As per the National skill development report, only 5.4 percent of the work force in India has formal skills. Hence, the Indian Government has brought Skill India Mission in 2015 with the aim of creation and organisation of a very robust, large, and highly skilled workforce that is suitable for both domestic and international enterprises.

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Enhancing the employability particularly in rural India is one of the key objectives of this Mission. Skill India mission will be playing a crucial role in the Viksit Bharat @2047. The Skill India Mission significantly contributes to rural employment by providing training and certification to rural youth, bridging the skills gap, and fostering entrepreneurship. Initiatives like Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and Jan Shikshan Sansthan (JSS) equip individuals with industry-relevant skills, enabling them to secure jobs or start their own businesses.

The Skill India Mission addresses the mismatch between the skills possessed by the rural workforce and the demands of the modern economy. By providing training in various sectors, including agriculture, manufacturing, and services, the mission ensures that rural youth are equipped with the skills needed for available jobs. This includes both short-term training programs and upskilling/reskilling initiatives to adapt to changing job market requirements. Skill development programs under Skill India encourage rural youth to become entrepreneurs.

Training in areas like tailoring, food processing, and handicrafts enables individuals to establish their own businesses and create local employment opportunities. The mission also promotes entrepreneurship development through specialized training and access to resources. By creating a skilled workforce, the Skill India Mission contributes to the overall development of the rural economy. Skilled individuals are more productive, contribute to local businesses, and help attract investments in rural areas. The mission also promotes sustainable livelihoods and reduces poverty in rural communities.

2. Review of Literature

Anita Singh and Rinku Sanjeev (2016) “Need for Re-Skill training towards Make in India Initiative” examine the exploratory factor analysis to identify the factors affecting employee’s attitude towards re-skilling training programmes in IT sector. The study is a descriptive study.

Rupam Jyoti Deka and Bhavika Batra (2016) “The Scope of Skill Development, Employability of Indian Workforce in Context of Make in India: The paper has discussed about generating employment through Make in India, relevance of skilled labour in manufacturing sector, various initiatives by Government on skill development, national skill development policy, and challenges in skill development initiative. It concluded that to male Make in India mission successful youth need to be skilled through formal education, vocational and technical training. Further, the study also focused on empowerment of womens.

Vandana Saini (2015) “Skill Development in India: need, challenges and ways forward” the Paper tries to study the current scenario and challenges faced by skill development system and to provide some suggestion.

Manoj Kumar (2015) “Skilling India: An Indian Perspective in The Global Context” paper tries to discuss the critical issues and challenges pertaining to Skill Development in India.

According to global statistics, India has 2% skilled workforce of total working population. It discusses various issues like, employability, graduations, economic growth and social development through skill development initiative, creating effective learners, desired practical benefit of higher education and

technical education, etc. The study is descriptive in nature.

Sanjay S. Kaptan (2014) “Skill Development and Capacity Building-Role of education Institution” the study discussed about the importance, role, and need of skill development and capacity building programme as the principal purpose of education. Paper finally concluded that there is a strong need of capacity building & skill development programmes and there should be strong active participation of educational institution to accomplish the mission.

Jamal and Mandal (2013) and Chenoy (2012) examined the key actors under the National Skill Development Mission 2010, while Mehrotra, Gandhi and Sahoo (2013), examined official projection of Manpower requirement in 2022 and how this figure was derived at during the planning phase.

Ahamad, T., Sinha, A., & Shastri, R. K. (2016). “Women Empowerment through Skills Development & Vocational Education”. In this study they concluded that women can be empowered through skill development. The vocational education and training is essential mechanism to improve the farm and non-farm productivity of the women in rural areas which is the bridge between job and workforce.

Saini, V. (2015). “Skill Development in India: Need, Challenge and way forwarded”. In this study, she concluded that the skill development is significant driven force for the engine of economic growth which has been assessed in the form of general education and vocational training level of workforce in Indian between the main workforces (15-59 years).

Tanwar, S. (2015) “The Challenges in skilling India” published in Economy Industry

magazine. This study found that the workforce have to fail in fulfill the demand of the employers which has been changed due to the sky rocketing change in technology. Indian workforce has faced various challenges described in this study are; 1. Aligning student aspirations with industry expectations on salaries and job roles, 2. In India, 75 percent of the employers faced the problem inefficient workforce.

Okada A., (2012)4. “Skill Development for youth in India: Challenge and Opportunities”. This study concluded that the majority of Indian youth enter the labor market without adequate vocational training and skills which leads to unstable, informal, low-wage employment such as casual labor and various forms of self-employment.

3. Research Gap

Based on the comprehensive literature survey the study found that there were many studies conducted on skill India mission by considering its impact on economy and rural employment. Some of the studies have conducted the government and different agency’s role in skill India mission. The study found that there were no studies on skill India mission impact on the trained and placed candidates living standards particularly in the Malabar region of Karnataka. Therefore, the study made an attempt.

4. Significance of the Study

Enhancing the employability particularly in rural India is one of the key driving forces to achieve the Viksit Bharat @2047. Under the Govt of India, Skill India Mission aims at Skilling, Re-skilling and Up-skilling to ensure all young Indians are prepared for the large number of opportunities coming up as the economy expands and India moves from the 10th largest economy to 3rd largest economy in the world. This mission is aimed at giving

access to all youth in India particularly in rural areas to get future ready, Industry ready skill.

The present study is focused on examining what are the different schemes under the Skill India mission to uplift the skills and create the employability in rural people. Further it is also aimed to analyse the Skill India beneficiary's perception with identified parameters. The outcomes of the study will be useful to the Ministry to understand the ground level situation and formulate the policies on mission for further implementation of the scheme.

5. Objectives of the Study

1. To study various schemes which are contributing to the rural employment in India under the Skill India Mission.
2. To examine the trained and placed candidates living standards with identified parameters.

6. Hypotheses

- H01: There is no impact skill mission on social changes of the beneficiaries.
- H02: There is no impact skill mission on economic stability of the beneficiaries.
- H03: There is no significant difference between male and female in respect of monthly salary.
- H04: There is no significant difference between male and female in respect purchasing power.
- H05: There is no association between salary and saving of the beneficiaries.

7. Research methodology

The present study is based on both primary and secondary data. The secondary data is collected

from the Skill India Mission working papers, PBI reports, Annual reports of National Skill Development Corporation, etc. The primary data is collected from the trained and placed candidates under the Skill India mission. The sample units are the candidates who trained and placed in various organisations in Dakshana Kannada District of Karnataka state. The study is used Judgement sampling technique to select the sample and the sample size is 120 respondents. The primary data is collected through the questionnaire method. The collected data is tested with Cronbach's Alpha Reliability Coefficient and item to total correlation. The reliability test results of the instrument at the pilot study stage of this study secure Cronbach's alpha value as 0.716 which indicates acceptable reliability and consistency as it is above the threshold value of 0.60. Further, the primary data is tested with the help of SPSS and the study is used regression analysis, chi-square and t Test.

8. Various schemes under the Skill India Mission

The government has introduced numerous key schemes to ensure that the 'Skill India Mission' programmes is implemented throughout the country. Some of the important schemes are given below.

8.1 Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

The National Apprenticeship Promotion Scheme (NAPS), Jan Shikshan Sansthan (JSS) for skill-based learning, and Pradhan Mantri Kaushal Vikas Yojana (PMKVY) are all being implemented nationwide by the Ministry of Skill Development and Entrepreneurship (MSDE) as part of the Skill India Mission. As of March 31, 2025, Under the PMKVY scheme, a total of 25,71,068 candidates have been trained/ oriented. PMKVY 4.0, announced in the Union Budget 2023-24, aims

to skill lakhs of youth in courses related to Industry 4.0, AI, robotics, mechatronics, IoT, and drones. With monies already granted by the Ministry of Finance's Department of Expenditure, EFC has approved PMKVY 4.0 and is seeking Cabinet approval. Out of the 32,78,264 applicants that were enrolled as of March 31, 2025, 25,71,068 have finished their training.

8.2 Jan Shikshan Sansthan (JSS)

With the least amount of infrastructure and resources, the program offers vocational training to the underprivileged (scheduled castes, scheduled tribes, and minorities). Between FY22 and FY25 (till March 31, 2025), 30.59 lakh candidates received training through various JSS skill programs.

8.3 Pradhan Mantri YUVA (PM YUVA) Yojana

By providing simple access to the entrepreneur network and entrepreneurial education and training, this program seeks to foster an enabling environment. It applies to two union territories (Delhi and Puducherry) and ten states (Uttar Pradesh, Uttarakhand, Bihar, West Bengal, Tamil Nadu, Telangana, Kerala, Assam, Meghalaya, and Maharashtra).

8.4 SANKALP (Skills Acquisition and Knowledge Awareness for Livelihood Promotion)

SANKALP is a World Bank-funded initiative run by the Ministry of Skill Development that was introduced in January 2018. The project will cost US\$ 675 million in total, including US\$ 500 million in World Bank support that will be implemented in two instalments of \$250 million each over a six-year period ending in March 2023.

8.5 Total number of candidates trained under PMKVY & JSS

Table 1 shows the total candidates trained under the PMKVY and JSS schemes in India since its incorporation. It is identified that 24,51,123 members have trained under PMKVY. About \$ 1253.42 million funds have allocated and released by the Government of India for the PMKVY. It is also seen that 4,21,999 candidates trained and \$ 78.51 million funds allocated for JSS.

Table 1

Trained candidates from PMKVY and JSS

Name of Scheme	Number of Trained Candidates	Fund released (US\$ million)
PMKVY (Since inception to September 2024)	24,51,123	1253.42
JSS (Since inception to September 2024)	4,21,999	78.51

Source: Annual reports of NSMD-2024

9. ANALYSIS

H01: There is no impact skill India mission on social changes of the beneficiaries.

Table 2 shows the significant impact of 'skill India mission' on beneficiaries' social change. The calculated 'p-value' of the identified tow scaling variables in the hypothesis is .020 at 5% level of significance. The 'p' value is less than 0.05. Hence, null hypothesis is rejected and it is found that there is a positive impact of 'skill India mission' on beneficiaries' social change. Those who trained under PMKVY and JSS are placed in different companies in Mangalore. Further, their social life is changed due to the employment though Skill India Mission. Majority of the respondents were settled in Mangalore and providing education to their children's, taking care of the parents, living standards also increased.

Table 2
Regression Analysis

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.436	1	2.436	25.426	.020b
	Residual	26.993	119	.114		
	Total	30.429	120			

a. Dependent Variable: social change
b. Predictors: (Constant): employment through skill mission

H02: There is no impact skill mission on economic stability of the beneficiaries.

Table 3 shows the significant impact of 'skill India mission' on beneficiaries' economic change. The calculated 'p-value' of the identified tow scaling variables in the hypothesis is .000 at 5% level of significance. The 'p' value is less than 0.05. Hence, null hypothesis is rejected and it is found that there is a positive impact of 'skill India mission' on beneficiaries' economic change. Those who trained under PMKVY and JSS are placed in different companies in Mangalore. Further, their economic condition is also changed due to the employment though Skill India Mission. Majority of the respondents were earning more than Rs. 20000 per month and their purchasing capacity also increased. It is also noted that they are saving little amount for further purpose.

Table 3
Regression Analysis Results

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.021	1	2.122	19.132	.000b
	Residual	24.162	119	.114		
	Total	26.183	120			

a. Dependent Variable: economic change
b. Predictors: (Constant): employment through skill mission

10. Conclusions

Enhancing the employability particularly in rural India is one of the key driving forces to achieve the Viksit Bharat @2047. Under the Govt of India, Skill India Mission aims at Skilling, Re-skilling and Up-skilling to ensure

all young Indians are prepared for the large number of opportunities coming up as the economy expands and India moves from the 10th largest economy to 3rd largest economy in the world. This mission is aimed at giving access to all youth in India particularly in rural areas to get future ready, Industry ready skill. As per the National skill development report, only 5.4 percent of the work force in India has formal skills. Hence, the Indian Government has brough Skill India Mission in 2015 with the aim of creation and organisation of a very robust, large, and highly skilled workforce that is suitable for both domestic and international enterprises. Significantly, it attempts to empower women, the rural workforce, and marginalised communities.

The results reveals that skill India mission has positive impact on beneficiaries' social change and economic change. Those who trained under PMKVY and JSS are placed in different companies in Mangalore. Further, their social life is changed due to the employment though Skill India Mission. Majority of the respondents were settled in Mangalore and providing education to their children's, taking care of the parents, living standards also increased. Majority of the respondents were earning more than Rs. 20000 per month and their purchasing capacity also increased. It is also noted that they are saving little amount for further purpose. Hence it is concluded that the skill India mission has positive impact on socio-economic chages of the beneficiaries and definitely this mission will be one of the key driving forces in the Viksit Bharat @2047.

11. Limitations of the study

- The study is considered the beneficiaries only form PMKVY
- The study is restricted to identified the socio economic changes with identified

parameters namely Monthly Income, Savings, Purchasing power.

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