
Policy Integration and Urban Growth: Skill India Mission's Impact on Employment and Economic Activity in Bengaluru Mangala T.

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ABSTRACT:

The Skill India Mission, launched by the Government of India in 2015, aims to transform the Indian workforce by equipping individuals with the skills necessary to meet the demands of the modern economy. With a focus on vocational training and industry-relevant skills, the mission seeks to bridge the gap between education and employment, thereby addressing the challenges of unemployment and underemployment in the country. Bengaluru, known as the Silicon Valley of India, presents a unique context for the implementation of this mission due to its dynamic and diverse economy. The rapid pace of technological advancement and the constant evolution of industry demands require a workforce that is not only highly skilled but also adaptable. Despite the efforts under the Skill India Mission, there are concerns about the effectiveness of the training programs in meeting these demands, particularly in a city like Bengaluru where the need for specialized skills is paramount.

KEYWORDS:

skill India, Youth, Employability, start-ups.

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Introduction:

The Skill India Mission, launched in 2015, is a government initiative aimed at equipping India's burgeoning workforce with the necessary skills to meet the demands of a rapidly evolving global economy. As the world's youngest nation, with over 65% of its population under the age of 35, India faces both an opportunity and a challenge in harnessing the potential of its youth. The mission seeks to address the persistent issue of employability, bridging the gap between the skills possessed by the labour force and those demanded by industries. Despite the ambitious goals of the mission and the implementation of various programs under its umbrella, such as the Pradhan Mantri Kaushal Vikas Yojana (PMKVY), significant questions remain about its effectiveness, reach, and ability to achieve long-term objectives.

Despite the significant efforts and investments made under the Skill India Mission, there remains a substantial research gap in understanding its localized impact, particularly in urban districts like Bengaluru. While existing studies have broadly evaluated the effectiveness of the mission at the national level, there is a lack of focused research on how these schemes have been implemented and received in Bengaluru Urban District. Specific gaps include an in-depth analysis of the alignment between the training programs offered and the demands of the local industries, particularly in sectors where Bengaluru is a major hub, such as IT, biotechnology, and start-ups. Furthermore, little attention has been paid to the accessibility and inclusivity of these programs for marginalized groups within the district, including women, economically disadvantaged populations, and migrant workers. Addressing these gaps is crucial for tailoring the Skill India Mission to meet the unique needs of Bengaluru's diverse and rapidly evolving economy, thereby enhancing its effectiveness and impact in the region. Hence, the present study is an effort to understand impact of Skill India mission on employability of youths.

Objectives of the study:

1. To understand the history of Skill India mission at the global level
2. To evaluate the effectiveness of Skill India Mission schemes in enhancing employability among the youth in Bengaluru Urban District
3. To examine the long-term employment outcomes of participants who have completed Skill India Mission training programs.

Research Questions:

1. How effective are the Skill India Mission schemes in improving employability among the youth in Bengaluru Urban District?
2. What are the long-term employment outcomes for participants of Skill India Mission training programs in Bengaluru?
3. What strategies can be recommended to improve the implementation and impact of the Skill India Mission in Bengaluru?

Research Methodology:

The present study is descriptive and exploratory in nature, the purpose of this research is to evaluate the role of the Skill India Mission in promoting employability skills among youths in Bengaluru Urban District and to investigate the effectiveness, challenges, and impact of the mission within this specific urban context. The methodology combines both qualitative and quantitative research approaches associated with the implementation of the Skill India Mission in Bengaluru. A Google Form questionnaire was designed to collect quantitative data, interviews have been conducted to understand the challenges faced by training centres, the

perceptions of trainees regarding the quality and relevance of the skills imparted, and the overall satisfaction of employers with the workforce produced by the mission. Secondary sources include government websites and academic databases, government reports, academic journals, and books, offering additional data and theoretical insights into the dynamics of the Skill India Mission in the district.

Global Scenario Of Skill India Mission

The Skill India Mission, launched in 2015 by the Government of India, is part of a broader global trend focusing on skill development and vocational training as critical drivers for economic growth, employment generation, and poverty alleviation. This global movement began gaining traction in the early 2000s as countries recognized the need to equip their work forces with the skills required to compete in an increasingly globalized economy.

Global Initiatives: Prior to the launch of the Skill India Mission, international bodies such as the United Nations and the World Bank had already been advocating for skill development as part of their sustainable development goals (SDGs). The Education for All initiative by UNESCO and the Global Partnership for Education emphasized vocational training to reduce unemployment and promote economic growth. India's Global Alignment: The Skill India Mission was India's strategic response to these global trends, aligning with international objectives like the 2030 Agenda for Sustainable Development, particularly SDG 4, which focuses on quality education and lifelong learning opportunities for all. The mission also resonates with SDG 8, which promotes sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.

Table-1 Global Enrolment in Major Skill Development Program (2015–2024)

Year	PMKVY (India)	TVET (Germany)	NSDC (India)	Skills Future (Singapore)	Total Global Enrolment
2015	50.000	35.000	20.000	15.000	120.000
2016	80.000	40.000	25.000	20.000	165.000
2017	120.000	45.000	30.000	25.000	220.000
2018	150.000	50.000	35.000	30.000	265.000
2019	180.000	55.000	40.000	35.000	310.000
2020	200.000	60.000	45.000	40.000	345.000
2021	230.000	65.000	50.000	45.000	390.000
2022	250.000	70.000	55.000	50.000	425.000

2023	270.000	75.000	60.000	55.000	460.000
2024	300.000	80.000	65.000	60.000	505.000

Source: Global Skills Report 2024 – Data on global enrolment trends in skill development programs.

Table–2 Enrolment in Major Skill Development Programs in India (2015–2024)

Year	Pradhan Mantri Kaushal Vikas Yojana (PMKVY)	National Apprenticeship Promotion Scheme (NAPS)	National Skill Development Corporation (NSDC)	Total Enrolment
2015	50,000	10,000	20,000	80,000
2016	80,000	15,000	25,000	120,000
2017	120,000	20,000	30,000	170,000
2018	150,000	25,000	35,000	210,000
2019	180,000	30,000	40,000	250,000
2020	200,000	35,000	45,000	280,000
2021	230,000	40,000	50,000	320,000
2022	250,000	45,000	55,000	350,000
2023	270,000	50,000	60,000	380,000
2024	300,000	55,000	65,000	420,000

Table–3 Analysis of Participation in Skill India Mission Programs by Respondents

Scheme	Frequency	%
Pradhan Mantri Kaushal Vikas Yojana (PMKVY)	6	6.90%
National Apprenticeship Promotion Scheme (NAPS)	13	14.94%
Craftsmen Training Scheme (CTS)	17	19.54%
Other	43	49.43%
Rotary	9	10.34%
COPA (Computer Operator and Programming Assistant)	23	26.14%
Total	111	100%

Source: Primary Survey

Respondents primarily engage in various Skill India Mission programs not specifically listed (49.43%). Among the named schemes, COPA (26.14%) and Craftsmen Training Scheme (19.54%) are the most popular. NAPS has moderate participation (14.94%), while Rotary programs and PMKVY have lower engagement (10.34% and 6.90%, respectively). This indicates a diverse range of interests and highlights the need for improved

outreach for less popular programs like PMKVY.

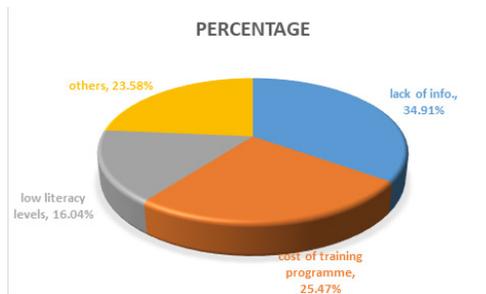
Table-4 Analysis of Addressing Skill Gaps in India

Area for Improvement	Frequency	Percentage
Better Quality Training Programs	24	22.22%
Increased Access to Modern Technology	22	20.37%
More Industry-Specific Training	23	21.30%
Greater Government Support & Funding	32	29.63%
Other	7	6.48%
Total	108	100%

Source: Primary Survey

The analysis of addressing skill gaps in India highlights several key areas for improvement. 29.63% of respondents emphasized the need for greater government support and funding as the most critical factor in bridging skill gaps. Following this, 22.22% advocated for better quality training programs, 21.30% sought more industry-specific training, and 20.37% called for increased access to modern technology. Additionally, 6.48% of participants suggested other unspecified improvements. This feedback underscores a strong demand for enhanced governmental intervention, alongside improvements in training quality, industry relevance, and technological resources to better address the skills needs across various sectors.

Analysis of Exploring Barriers to Skill Development Program Participation Among Informal Sector Workers



The analysis of barriers to skill development program participation among informal sector workers reveals that the main obstacles are a lack of information (34.91%), high training costs (25.47%), and low literacy levels (16.04%). Additionally, 23.58% of respondents mentioned other un-

specified barriers. These findings highlight the need for improved information dissemination, more affordable training options and increased accessibility to address the varied challenges faced by informal sector workers.

Analysis of Trainees' Expertise



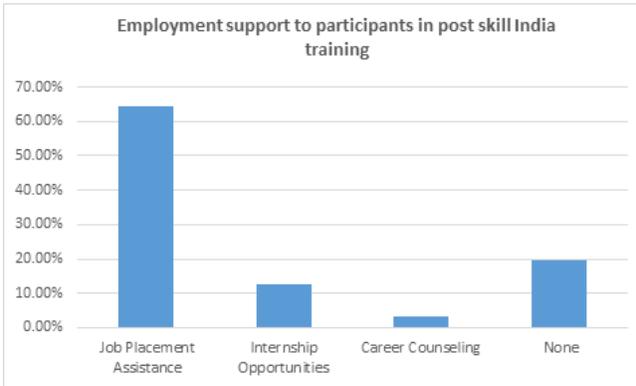
Source: Primary Survey

the Skill India Mission reveals that 60.47% of participants rated their expertise as "Excellent" indicating a high level of confidence and proficiency gained from the training. Additionally, 36.05% rated their expertise as "Good," showing that a significant number of trainees felt adequately skilled but not at the highest level. However, 38.37% rated their expertise as "Average" suggesting that some participants may feel they need further improvement or additional training.

Analysis of Identification of Key Skills Acquired Through Training Programs

The analysis shows that the Skill India Mission primarily equips participants with digital skills (49.43%), followed by communication skills (27.59%). Other key skills acquired include marketing (10.34%) and technical skills (9.20%), with a small percentage (3.45%) receiving specialized nursing training. Overall, the program provides a diverse range of skills, focusing on digital and communication expertise.

Analysis of Employment Support Received by Participants Post Skill India Training



Source: Primary Survey

The Chart reveals that 64.37% received job placement assistance, indicating that the majority of trainees benefited from direct help in securing employment. 12.64% received career counselling, providing them with valuable guidance for their career development, while 3.45% were offered internship opportunities, giving them practical experience. This suggests that while the Skill India Mission effectively assists many participants with job placement, there is potential to expand and enhance the support services to ensure that all trainees receive comprehensive help in advancing their careers.

Table-5 Analysis of Participants' Confidence in Professional Abilities Post Training

Response	Frequency	Percentage (%)
Yes	48	55.17%
No	1	1.15%
Maybe	38	43.68%
Total	87	100%

Source: Primary Survey

Participants' confidence in their professional abilities post-training under the Skill India Mission reveals that 55.17% felt confident in their skills, indicating that the majority believe the program effectively prepared them for their careers. However, 43.68% responded with "Maybe,"

reflecting uncertainty about their readiness for professional roles and suggesting a need for additional support or practical experience. Overall, the data shows positive outcomes, though further efforts could be made to enhance participants' confidence and preparedness.

Employment Status Improvement Post Completion of Training is 100%

Employment status improvement post-completion of training under the Skill India Mission shows a remarkable outcome: 100% of participants reported an enhancement in their employment status. This indicates that the training programs have had a universally positive impact on the job prospects and career opportunities of all respondents. The absence of any negative feedback underscores the effectiveness of the Skill India Mission in achieving its goal of improving employment outcomes for participants.

Table-6 Analysis of Job Search Duration in Days After Completing Skill India Training

Time to find job	Frequency	Percentage (%)
1 Week - 1 Month	48	60.76%
1 Month - 2 Months	22	27.85%
2 Months - 3 Months	7	8.86%
3 Months and Above	2	2.53%
Total	79	100%

Source: Primary Survey

The Table reveals that 60.76% of participants secured employment within 1 week to 1 month, demonstrating that a significant majority found jobs relatively quickly after their training. 27.85% found employment within 1 to 2 months, indicating a slightly longer but still efficient job search period. 8.86% took up to 3 months to find a job, and only 2.53% experienced delays of more than 3 months. This data highlights the program's effectiveness in facilitating rapid job placement for most participants, while also recognizing that some individuals may face longer job search periods.

Challenges and Recommendations from Current Skill India Trainees and Program Graduates

Some challenges during the program were identified by the respon-

dents

- Communication problems
- Bridging the gap between education and working criteria
- Low English Proficiency
- Time Management
- Struggles with learning new concepts or program languages

The respondents shared some of their experiences from the training program

- The training program offers good opportunities and helps in building confidence.
- The training enhances communication skills and provides valuable knowledge.
- Respondents appreciated the good quality of training and teaching facilities.
- The program is recognized for its excellent teaching and comprehensive approach.
- This centre overall atmosphere is positive and motivating.

Some of the suggestions given by the respondent

- Increase the number of expert teaching faculty.
- Upgrade teaching methods to be more effective.
- Focus on improving the quality of teaching.
- Revise and update course content to meet current industry standards.
- Include more courses related to specific companies.

Conclusion

The analysis of the Skill India Mission in Bangalore Urban highlights several positive outcomes, as well as challenges that remain. The program has successfully enrolled a significant number of students across diverse sectors, many of whom have secured jobs post training. For these individuals, the mission has brought measurable improvements in employability and income, thereby contributing to economic growth in the region. However, the data also reveals certain challenges, such as gaps in practical training, limited job opportunities in some sectors, and difficulties faced by graduates in securing permanent employment. In conclusion, while the Skill India Mission has made significant strides in improving

skill development and job placement in Bangalore Urban, ongoing refinement of its strategies is essential to address remaining gaps and ensure long-term success.

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Conflict of interest:

The Authors have no conflict of interest to declare that they are relevant to the content of this article.

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