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IMPACT OF SKILL INDIA INITIATIVE ON RURAL LIVELIHOOD: A HOUSEHOLD LEVEL STUDY AMONG SOCIAL GROUPS OF VIJAYAPURA DISTRICT

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----------ABSTRACT----------

Skill development has emerged as an important policy instrument for addressing unemployment, underemployment, and livelihood insecurity in rural India. In agrarian regions with limited non-farm employment opportunities, skill-based interventions are expected to enhance employability, income stability, and livelihood security. The present study examines the impact of the Skill India Initiative, with special reference to the Chief Minister's Kaushalya Karnataka Yojana (CMKKY), on rural livelihoods at the household level among different social groups in Vijayapura district of Karnataka.

Vijayapura district is predominantly rural and characterized by semi-arid climatic conditions, high dependence on agriculture, small and marginal landholdings, and widespread seasonal migration, making it a suitable area for examining livelihood outcomes of skill development programmes. The study adopts a household-level approach to analyse the impact of skill training on employment status, household income, migration patterns, and livelihood security among Scheduled Castes, Scheduled Tribes, Other Backward Classes, and General category households.

The study is based on both primary and secondary data. Primary data were collected from selected rural households across different talukas of Vijayapura district, while secondary data were sourced from Census reports, Periodic Labour Force Survey, Skill India and CMKKY reports, and district statistical publications. The findings indicate that skill development initiatives have contributed positively to improving employment opportunities and income stability, though variations persist across social groups and talukas. The study concludes that while Skill India and CMKKY have strengthened rural livelihoods, targeted and inclusive interventions are required to ensure equitable livelihood outcomes.

KEYWORDS: *Skill India Initiative; CMKKY; Rural Livelihood; Household-Level Analysis; Social Groups; Vijayapura District*----------

I. INTRODUCTION

Skill development has assumed central importance in the development discourse of both developed and developing economies in the twenty-first century. Rapid technological advancement, structural changes in production systems, globalization of labour markets, and the shift from agrarian to industrial and service-based economies have fundamentally transformed employment patterns. In this changing economic environment, the possession of relevant skills has become a crucial determinant of employability, income security, and social mobility. Rural livelihood sustainability has become a major development concern in India due to increasing pressure on agriculture, limited non-farm employment opportunities, and widespread livelihood insecurity, particularly among socially disadvantaged groups. In rural regions, the absence of market-relevant skills has contributed to unemployment, underemployment, and distress-driven migration, highlighting the need for skill-based interventions to enhance employability and income stability. In response, the Government of India launched the Skill India Initiative to equip youth with employable skills and promote inclusive growth, while the Government of Karnataka implemented the Chief Minister's Kaushalya Karnataka Yojana (CMKKY) to address region-specific skill and employment needs. Vijayapura district, characterized by agrarian dependence, semi-arid conditions, limited industrial development, and high rural vulnerability, provides a suitable context for examining the effectiveness of skill development initiatives. Since

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aggregate programme statistics do not adequately capture actual livelihood changes, a household-level analysis is essential to understand the impact of skill training on income, migration, and livelihood security across different social groups. Accordingly, the present study examines the impact of Skill India, with special reference to CMKKY, on rural livelihoods at the household level among social groups in Vijayapura district.

❖ **Chief Minister Kaushalya Karnataka Yojana (CMKKY)**

The Chief Minister Kaushalya Karnataka Yojana (CMKKY) is the flagship skill development program launched by the Government of Karnataka under the Skill Development, Entrepreneurship and Livelihood Department (SDEL). Designed in alignment with the National Skill Development Mission, this scheme aims to equip the state's youth with industry-relevant skills to enhance their employability and promote self-reliance.Empowering Karnataka's Youth through Skill Development.

CMKKY is a state-level initiative similar to the central government's Pradhan Mantri Kaushal Vikas Yojana (PMKVY) but tailored to the specific needs and socio-economic profile of Karnataka's population. It empowering Karnataka's Youth through Skill Development, covers both rural and urban youth, especially targeting school/college dropouts, unemployed individuals, and those looking to upgrade their existing skills.

❖ **Objectives of CMKKY**

The primary objective of CMKKY is to bridge the gap between demand and supply of skilled manpower by creating a pool of industry-ready professionals. The key goals include:

- Providing Skill Training: Offer short-term training to unemployed youth and dropouts from school or college to make them job-ready.
- Certification of Existing Skills: Recognize informal or non-formal learning and experience through the Recognition of Prior Learning (RPL).
- Encouraging Entrepreneurship: Equip candidates with skills that can help them set up their own businesses or startups.
- Promoting Sustainable Livelihoods: Facilitate employment generation through a skilled and certified workforce.
- Fostering Private Sector Participation: Promote industry involvement in curriculum design, training delivery, internships, and placements.
- Establishing Skill Training Ecosystem: Build sustainable Skill Development Centres and Centres of Excellence (CoE) in various sectors.

❖ **Eligibility Criteria for CMKKY**

To be eligible for CMKKY, an individual must meet the following conditions:

- Be a resident of Karnataka.
- Be an Indian citizen with valid documents (Aadhaar card, voter ID, bank account).
- Be unemployed or have dropped out of formal education.
- Preferably be between 18 to 35 years (relaxations available for certain categories).
- No educational qualification is required for entry-level courses. However, specific training programs may require basic literacy or sector-specific skills.

❖ **Benefits of CMKKY**

The scheme offers a host of benefits to eligible candidates:

- Free Skill Training: All training under CMKKY is free of cost to ensure affordability and inclusivity.
- Nationally Recognized Certification: Certified candidates receive a Skill India certificate that is recognized by industries across India.
- Skill India Card: Candidates are issued a digital card that records their skill profile, making it easier for employers to verify credentials.
- Placement Assistance: Certified candidates are supported through job fairs, interviews, and access to employer databases.
- Support for Entrepreneurs: Candidates interested in self-employment are connected with banks, MSME departments, and startup support platforms.
- Post-Placement Support: Beneficiaries receive support such as relocation assistance, counseling, and mentorship for six months post-placement.

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- Bridging the Skill Gap: By aligning training with market needs, CMKKY ensures that candidates are job-ready.

II. REVIEW OF LITERATURE

Santosh Mehrotra and Jajati Keshari Parida (2019), in India's Skill Development System: A Critical Review, examined structural weaknesses in India's vocational training ecosystem. The authors argued that Skill India has improved coverage but not necessarily quality of outcomes. They highlighted inadequate industry linkage and regional imbalances in training delivery. Their analysis stressed the need for decentralized and demand-driven skill development. The study emphasized that backward regions require targeted interventions. This critique supports the relevance of state-specific schemes like CMKKY and the need for household-level impact evaluation.

Sanjeev Sanyal (2020), in India's Path to Prosperity: Growth, Jobs and Inequality, discussed India's employment challenge in the context of demographic change. Sanyal argued that Skill India is necessary but not sufficient to generate employment unless supported by economic expansion. He emphasized that skill development must focus on employability and productivity rather than certification alone. His analysis highlighted that rural employment outcomes depend on local economic ecosystems. Sanyal's work provides a macroeconomic lens for understanding Skill India's limitations and potential. This perspective is useful for assessing CMKKY's effectiveness in translating skills into actual livelihoods.

III. SIGNIFICANCE OF THE STUDY

The significance of the present study can be viewed from academic, policy, and social perspectives. From an academic standpoint, the study contributes to the existing literature on skill development and rural livelihoods by providing household-level empirical evidence from a backward district of Karnataka. While several studies have examined skill development programs at national or state levels, micro-level analyses capturing livelihood outcomes remain limited. By integrating human capital theory with livelihood frameworks, the study adds conceptual depth to rural development research.

IV. STATEMENT OF THE PROBLEM

Skill development has been promoted as a key policy instrument for enhancing employability and addressing rural livelihood insecurity in India. Accordingly, initiatives such as the Skill India Mission and the Chief Minister's Kaushalya Karnataka Yojana (CMKKY) aim to improve income opportunities and employment stability among rural youth. However, despite their implementation, economically backward districts like Vijayapura in Karnataka continue to experience persistent livelihood insecurity, marked by high dependence on agriculture, limited non-farm employment, and seasonal migration. Existing evaluations rely mainly on aggregate enrolment and placement data, offering limited insight into household-level livelihood outcomes. Hence, a systematic household-based study is necessary to assess the effectiveness of these initiatives in promoting inclusive and sustainable rural livelihoods in Vijayapura district.

V. OBJECTIVES

1. To examine the factors influencing participation of rural trainees in the Skill India Initiative (CMKKY) in Vijayapura district.
2. To assess the effectiveness of Skill India training in terms of training quality, trainer performance, and skill acquisition.
3. To analyse the impact of the Skill India Initiative on rural household livelihood outcomes, including employment and income.
4. To examine the level of economic and social empowerment of Skill India beneficiaries across different social groups in Vijayapura district.

VI. HYPOTHESES

H1: There is no significant relationship between mobilization source and participation of rural trainees.
H2: There is a significant relationship between mobilization source and participation of rural trainees.
H1: There is no significant relationship between trainer teaching quality and trainee responses.
H2 : There is a significant relationship between trainer teaching quality and trainee responses.

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VII. RESEARCH METHODOLOGY

The present study adopts a descriptive and analytical research design to examine the impact of the Chief Minister Kaushalya Karnataka Yojana (CMKKY) on rural livelihoods at the household level in Vijayapura district.

1.Data Collection

The present study is based on both primary and secondary sources data.Primary Data Primary data were collected from CMKKY beneficiaries residing in rural areas of Vijayapura district. A structured questionnaire was designed and administered through personal interviews. The questionnaire covered socio-economic characteristics, details of CMKKY training, employment status before and after training, income levels, migration patterns, and livelihood changes. Secondary Data Secondary data were collected from published and unpublished sources, including government reports, CMKKY scheme guidelines, Karnataka Skill Development Corporation publications, census reports, labour force surveys, and official publications, government websites, and academic databases

2. Selection of the Study Area

For the purpose of research selected 4 taluks of Vijayapura district and each 2 villages have been selected randomly from each taluks.

3.Sample Size

The determination of the sample size is based on both statistical adequacy and practical feasibility, keeping in view the objectives of the study, the heterogeneity of the population, and the proposed tools of analysis. Since the study involves household-level analysis across different social groups and employs inferential statistical techniques such as chi-square test sufficiently large and representative sample is essential to ensure reliability and validity of results.
Statistically, the sample size of 320 is justified using the Cochran (1977) formula for sample size determination for large populations:

$$n = \frac{Z^2 \cdot p \cdot q}{e^2}$$

Where:

- n = required sample size
- Z = standard normal deviate at 95% confidence level (1.96)
- p = estimated proportion of the population possessing the attribute (assumed as 0.5 for maximum variability)
- q=1−p
- e = acceptable margin of error (0.055)

Substituting the values:

$$n = \frac{(1.96)^2 \times 0.5 \times 0.5}{(0.055)^2} \approx 320$$

Thus, a sample size of 320 households ensures a 95% confidence level with an acceptable margin of error and maximum population variability, making it statistically robust for socio-economic research.

The study employs a Multi-Stage Stratified Random Sampling technique to ensure a representative selection of households across different geographical and social strata of Vijayapura district.

3.1 Stages of Sampling:

Stage-i: Selection of Taluks

The study area is divided into four administrative blocks (Taluks): Vijayapura, Basavana Bagewadi, Indi, and Sindagi. These were selected to represent the diverse socio-economic landscape of the district.

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Stage-ii: Selection of Villages

From each selected Taluk, two villages will be selected using Simple Random Sampling (SRS). This results in a total of 8 villages. Selecting two villages per taluk helps capture intra-taluk variations in infrastructure and Skill India center proximity.

Stage-iii: Selection of Households

In each village, 40 households will be surveyed (40 \times 8 = 320). To address the core research objective regarding social groups, households within each village are stratified into four categories: SC, ST, OBC, and General. The following is the sampling distribution table.

Sl. No.	Taluka	Selected Villages	No. of Sample Households
1	Vijayapura	Toravi, Tikota	80
2	Indi	Atharga, Tamba	80
3	Sindagi	Almel,Devarahipparagi	80
4	Basavana Bagewadi	Managuli, Masabinal	80
	Total		**320**

4.Analysis of Data

The collected data were collected through interview schedule which has been tabulated, and analyzed by using various statistical tools such as percentages, ratio, and other appropriate tools such as average, standard deviation, graphs and charts. The frequency distributions were used to summarise socio-economic characteristics of respondents. Inferential statistical tools such as chi-square test used to test the hypotheses and examine relationships between variables.

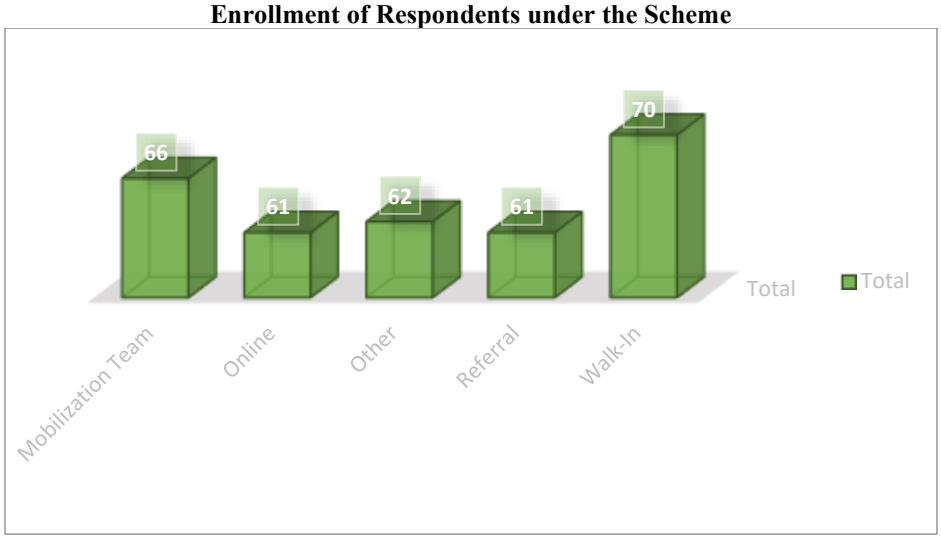
4.1 Enrollment of Respondents under the Scheme:

There were many ways to enroll under this scheme to reach out to people as much as possible. One could enroll through online, by referral or mobilization team or through walk in and other ways.

Table No.1
Enrollment of Respondents under the Scheme

Enrollment of Respondents under the Scheme	Total	Percentage
Online	61	19.1
Other	62	19.4
Mobilization Team	66	20.6
Referral	61	19.1
Walk-In	70	21.9
Grand Total	320	100

Figure No.1
Enrollment of Respondents under the Scheme



Source: Field Survey

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Survey data on Enrollment under the Scheme highlights that participation came through a variety of channels, reflecting a balanced mix of approaches. The largest share of respondents joined through Walk-In enrollment, making up 21.9% of the total, which shows that many individuals took initiative to register directly. Close behind were enrollments via the Mobilization Team at 20.6%, demonstrating the effectiveness of organized outreach efforts. Other pathways such as Online registration (19.0%), Referrals (19.1%), and miscellaneous Other sources (19.4%) contributed almost equally. This distribution suggests that the scheme was accessible through multiple routes, ensuring inclusivity and convenience for different groups of participants.

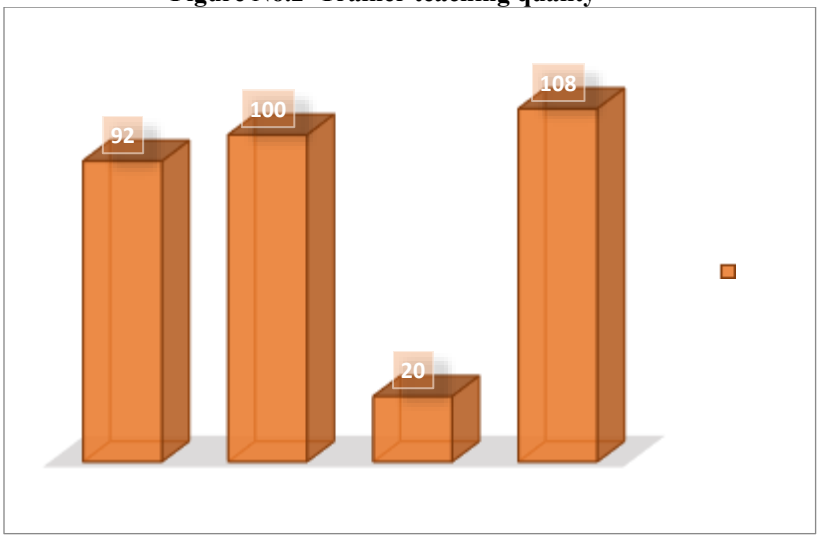
4.2 Trainer teaching quality:

Trainer teaching quality reflects how effectively the trainer explains concepts and engages learners during the sessions. The responses indicate the overall satisfaction level of participants.

Table No.2 Trainer teaching quality

Trainer Teaching Quality	Total	Percentage
Good	92	28.75
Neutral	100	31.25
Poor	20	6.25
Very Good	108	33.75
Grand Total	320	100

Figure No.2 Trainer teaching quality



Source: Field Survey

The survey results on Trainer Teaching Quality reveal a diverse range of perceptions among participants. The largest share, 33.8%, rated the teaching as Very Good, followed by 31.3% who felt it was Neutral, and 28.8% who considered it simply Good. A small fraction, less than 10%, rated the quality as Poor, indicating that dissatisfaction was relatively minimal. This distribution suggests that while most trainees had a positive or at least acceptable experience, there remains scope to elevate teaching standards and reduce neutrality by fostering more engaging and impactful instruction.

4.3 Testing of Hypotheses

4.3.1 Association Between Mobilization Source and Participation Channel

To determine whether a significant relationship exists between mobilization sources and the channels through which rural trainees participate in CMKKY programs, a chi-square test of independence was conducted. This test evaluates whether the observed distribution of participation across different mobilization sources deviates significantly from the expected distribution under the assumption of independence.

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Hypotheses

- H1: There is no significant relationship between mobilization source and participation of rural trainees.
- H2: There is a significant relationship between mobilization source and participation of rural trainees.

Table No.3

Statistic	Value	Df	p-value
Pearson Chi-Square	32.037	16	0.0099
Likelihood Ratio	29.352	16	0.0216
N of Valid Cases	320		

The Pearson chi-square value of 32.037 with 16 degrees of freedom and a p-value of 0.0099 demonstrates that the association between mobilization source and participation channel is statistically significant. Since the p-value is below the 0.05 threshold, the null hypothesis is rejected, confirming that the distribution of participation is not independent of the mobilization source. The Likelihood Ratio test ($\chi^2 = 29.356$, df = 16, p = 0.0216) further supports this conclusion, reinforcing the robustness of the finding.

A closer look at the observed versus expected frequencies reveals meaningful deviations. For instance, Friends/Family referrals show a much higher walk-in participation than expected, while Government Awareness campaigns are disproportionately linked with mobilization teams. Similarly, Social Media contributes more strongly to "Other" and "Referral" channels than prd walk-in participation, underscoring their dual role as both information hubs and direct entry points.

From a programmatic perspective, this suggests that mobilization strategies are not equally effective across channels. Informal networks such as family and friends appear to drive spontaneous walk-ins, while formal awareness campaigns channel participants through organized mobilization teams. Social Media, on the other hand, bridges multiple channels, reflecting its versatility in reaching diverse audiences. Training centres demonstrate their importance as both structured and informal mobilization sources.

The significance of these findings lies in their practical implications for CMKKY outreach. By recognizing which sources align with which participation channels, policymakers and program managers can optimize resource allocation. Strengthening family/community-based referrals may increase walk-in participation, while investing in government awareness campaigns could enhance structured mobilization. Social media deserves particular attention as a cross-cutting tool that can amplify multiple channels simultaneously.

The analysis confirms that mobilization sources significantly influence the choice of participation channels among rural trainees. These insights provide actionable guidance for tailoring outreach strategies, improving mobilization efficiency, and enhancing the overall effectiveness of CMKKY initiatives.

4.3.2 Association Between Trainer Teaching Quality and Trainee Response

To examine whether trainer teaching quality significantly influences trainee responses, a chi-square test of independence was conducted. This test evaluates whether the distribution of Yes/No responses differs across categories of teaching quality.

Hypotheses

- H1: There is no significant relationship between trainer teaching quality and trainee responses.
- H2: There is a significant relationship between trainer teaching quality and trainee responses.

Table No.4

Statistic	Value	df	p-value
Pearson Chi-Square	12.1	3	0.007
Likelihood Ratio	12.41	3	0.006
Linear by Linear Association	4.913	1	0.0266
No of Valid Cases	320		

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The Pearson chi-square value of 11.437 with 3 degrees of freedom and a p-value of 0.007 demonstrates a statistically significant association between trainer teaching quality and trainee responses. Since the p-value is below the 0.05 threshold, the null hypothesis is rejected. The Likelihood Ratio test ($\chi^2 = 12.420$, df = 3, p = 0.0061) supports this conclusion, reinforcing the evidence of association.

However, the Linear-by-Linear Association statistic ($\chi^2 = 0.015$, df = 1, p = 0.9014) is not significant. This indicates that while there is a clear association between teaching quality and responses overall, the relationship does not follow a strictly linear trend across the ordinal categories. In other words, improvements in teaching quality do not increase "Yes" responses in a perfectly progressive manner, but rather show significant differences between categories without a consistent linear pattern.

From a programmatic perspective, these findings emphasize the importance of trainer effectiveness in CMKKY outcomes. High-quality trainers generate more positive responses, but the impact is not evenly distributed across all quality levels. This suggests that targeted investment in elevating trainers from lower to higher quality categories can yield significant improvements in trainee satisfaction.

The analysis confirms that trainer teaching quality significantly influences trainee responses, with higher teaching quality leading to more positive feedback overall. While the relationship is not strictly linear, the evidence underscores the critical role of trainer effectiveness in shaping program outcomes and provides guidance for strengthening CMKKY.

VIII. LIMITATIONS

The present study is subject to certain limitations.

1.The analysis is confined to CMKKY beneficiaries in rural areas of Vijayapura district.

2. The findings may not be generalized to other regions or urban contexts.

IX. MAJOR FINDINGS

1. The gender-wise analysis reveals that 56 percent of the respondents are female and 44 percent are male. This indicates relatively balanced gender participation, with a marginally higher representation of women, reflecting the inclusive nature of CMKKY.
2. The age-wise distribution shows that a substantial majority of respondents, 75.6 percent, belong to the 18–24 years age group, followed by 21.3 percent in the 25–34 years category, while only 3.1 percent fall within the 35–44 years age group. This clearly indicates that CMKKY predominantly targets young unemployed youth.
3. With respect to marital status, 80.94 percent of respondents are unmarried, whereas 19.06 percent are married. This suggests that the program largely caters to individuals at an early stage of their working life, prior to major family responsibilities.
4. The religious composition of the respondents indicates that 90.3 percent belong to the Hindu community, 8.4 percent are Muslims, and 1.3 percent belong to other religions, reflecting the demographic structure of the study area.
5. The caste-wise classification shows that 61.6 percent of respondents belong to Other Backward Classes, followed by 24.1 percent Scheduled Castes, 9.4 percent General category, and 5 percent Scheduled Tribes. This demonstrates that the scheme has largely benefited socially disadvantaged sections.
6. Monthly income after training shows that 43.44 percent earn below ₹10,000, 26.56 percent earn ₹10,000–15,000, 22.5 percent earn ₹15,000–20,000, and only 7.5 percent earn above ₹20,000.
7. Post-training employment status indicates that 28.13 percent of respondents are employed, 27.81 percent are self-employed, 26.25 percent are apprentices, and 17.81 percent remain unemployed.
8. Monthly income after training shows that 43.44 percent earn below ₹10,000, 26.56 percent earn ₹10,000–15,000, 22.5 percent earn ₹15,000–20,000, and only 7.5 percent earn above ₹20,000.
9. Income stability was rated as good by 54.06 percent, financial security by 56.25 percent, and work opportunities by 58.75 percent, indicating moderate economic improvement.

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X. SUGGESTIONS

Based on the major findings of the study and the results of hypothesis testing, the following suggestions are offered to enhance the effectiveness of the CMKKY:

1. Since a majority of beneficiaries belong to the 18–24 age group, it is suggested that career guidance and long-term career planning components be incorporated into the training framework to ensure sustainable employment outcomes.
2. Considering that most beneficiaries come from low-income households, the programme should provide additional financial support, such as stipends or travel allowances, to reduce economic constraints during the training period.
3. The study recommends standardization of training infrastructure, particularly the availability of practical equipment, as partial access was reported by a significant proportion of respondents, potentially affecting the quality of skill acquisition. The government should transfer the skill developing kits timely.
4. As trainer teaching quality was found to have a statistically significant influence on trainee response, it is suggested that regular training, certification, and performance appraisal of trainers be institutionalised to ensure consistent teaching standards.
5. Self -employment should be considered as placement.
6. Awareness programmes about skill india initiatives to be conducted in colleges.
7. Government should arrange job fair after skill training.
8. The training should be given to improve the local skills.

XI. CONCLUSION

The study concludes that the Chief Minister's Kaushalya Karnataka Yojane has made a meaningful contribution to skill development, employability enhancement, and socio-economic empowerment of youth in Vijayapura district. The findings demonstrate significant improvements in technical and soft skills, self-confidence, and job readiness, supported by statistically significant relationships between key programme variables.

While the programme has achieved notable success in reaching disadvantaged youth and enhancing employability, challenges related to infrastructure consistency, income adequacy, and post-training employment remain. Addressing these issues through strengthened policy support, improved implementation mechanisms, and sustained post-training engagement will be crucial for ensuring long-term impact. Overall, CMKKY emerges as an effective and inclusive skill development intervention with strong potential for contributing to sustainable livelihood generation and inclusive growth.

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