

# The Impact of Skill Development Program on Youths A Study Conducted in Mysore

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## Abstract

The study is on the impact of skill enhancement programmes on youth in Mysore. And we are focusing on how these programs improve employability, technical skills, communication abilities and confidence of young people. Primary data was collected through structured questionnaire whereas secondary data was obtained from books, journals, government reports and websites. The findings show that skill development programs are important for improving career prospects and giving young people the skills they need to meet the demands of the industry. The study shows that these programmes have a positive impact on job creation and economic growth and calls for further enhancement in the quality of training and collaboration with industry.

## INTRODUCTION

In the globalized economy, resource development is no longer about just getting academic credentials, it's about constantly building specialized technical competencies. to the continuous accumulation of specialized technical competencies. Historically, higher education institutions focused heavily on abstract, theoretical frameworks. However, modern markets operate in highly volatile environments characterized by swift technological advancements, automated production lines, and digital disruption. This rapidly shifting landscape leaves a significant portion of traditional degree holders structurally unemployed, resulting in a severe "employability gap" across industrial sectors. bridge this macro-structural deficit, state machinery and global regulatory bodies have recognized that vocational training must transition from a supplementary fallback into a core economic driver. In India, and specifically within the state of Karnataka, this transformation is spearheaded by specialized public-private partnerships and international knowledge-transfer frameworks. A premier example of this strategic alignment is the Karnataka German Technical Training Institute (KGTTI). Conceived and managed under the Karnataka German Multi Skill Development Centre (KGMSDC) society, KGTTI is a direct joint initiative between the Government of Karnataka and German International Services (GIZ-Ins). Operating a prominent regional hub in Jayalakshmi Puram, Mysuru, this institute functions as a localized tactical response to global workforce discrepancies. By leveraging the world-renowned German dual vocational training standard, KGTTI Mysuru provides targeted skill interventions designed to convert raw, underemployed human capital into a highly specialized, globally employable workforce. the study will be useful for policymakers, educational institutions, training providers, and other stakeholders in designing more effective skill development initiatives that meet the needs of the youth and the labour market. India has one of the largest youth populations in the world, making it crucial to equip young individuals with industry-relevant skills. Recognizing this need, the Government of India has launched various initiatives such as Skill India, Pradhan Mantri Kaushal Vikas Yojana (PMKVY), and other state-level training programs to improve the skills and employability of youth.

## REVIEW OF LITERATURE

**Sharma (2020) Title:** Skill Development and Employability: A Study of Vocational Training Programs in India the study examined the role of vocational training programs in enhancing youth employability. The findings revealed that skill development programs significantly improve job readiness, technical competencies, and employment opportunities among young individuals. **Stephany (2020) Title:** When Does it Pay Off to Learn a New Skill? Revealing the Complementary Benefit of Cross-Skilling The research highlighted that acquiring new and complementary skills increases employability and earning potential. Diverse skill sets were found to be beneficial for career growth and labor market success. **Chakravarty, Lundberg, Nikolov & Zenker (2020) Title:** Vocational Training Programs and Youth Labor Market Outcomes: Evidence from Nepal The study found that vocational training programs increased employment rates and earnings among youth, particularly among women. Training contributed positively to self-employment and income generation. **International Labour Organization (2020) Title:** Global Employment Trends for Youth 2020The report emphasized the importance of skill development in addressing youth unemployment. It highlighted that digital and technical skills are essential for improving employment prospects in changing labour markets. International Labour Organization. **Government of India (2020) Title:** National Education Policy 2020The policy stressed the integration of vocational education and skill development into the education system to improve employability and workforce readiness among youth. **Das (2021) Title:** Vocational Training and Youth Employability in India the study concluded that vocational training programs positively influence youth employability by developing industry-relevant skills and increasing employment opportunities. **Veterinaria REDVET Journal (2021) Title:** The Strategic Role of Skill Development Programs in India the research examined the contribution of skill development initiatives toward economic growth and youth empowerment. It found that such programs improve employability and workforce productivity. **Chaurasia (2021) Title:** Skill Development Opportunities and its Influence on Students' EmployabilityThe study investigated the relationship between skill development opportunities and employability. Results indicated that students who participated in skill training were more likely to secure employment and develop workplace competencies. **World Bank (2021) Title:** The Private Sector and Youth Skills and Employment ProgramsThe report highlighted the importance of private-sector participation in skill development initiatives. Industry collaboration was found to enhance employment outcomes and improve workforce preparedness. **Mehta (2021) Title:** Skill Development Initiatives and Their Impact on Indian Youth The study evaluated various government skill development initiatives and found that they contributed significantly to improving employability, confidence, and entrepreneurial abilities among youth.

## STATEMENT OF THE PROBLEM

Youth unemployment and underemployment have become major concerns in India despite the increasing number of graduates entering the workforce every year. Many young individuals possess academic qualifications but lack the practical skills, technical competencies, and industry-specific knowledge required by employers. This gap between education and industry expectations often results in difficulties in securing suitable employment opportunities. To address this issue, various skill development programs have been introduced by government agencies, educational institutions, and private organizations. These programs aim to enhance the employability, confidence, and career readiness of youth by providing relevant training and practical exposure. However, the effectiveness of these programs in achieving their intended objectives remains a subject of concern. Although a considerable number of youths participate in skill development initiatives, it is important to assess whether these programs actually contribute to improving their skills, employment prospects, and overall career development. Factors such as the quality of training, relevance of course content, practical learning opportunities, and placement support may influence the outcomes of these programs. In Mysuru, several skill development programs are available for young individuals, yet limited research has been conducted to evaluate their impact on the beneficiaries.

## NEED OF THE STUDY

The rapid changes in technology, globalization, and industrial requirements have transformed the nature of employment opportunities available to youth. While educational institutions provide theoretical knowledge, many young individuals lack the practical skills and competencies required by employers. This mismatch between academic qualifications and industry expectations has contributed to increasing levels of unemployment and underemployment among youth. Skill development programs have been introduced by the Government of India, educational institutions, and private organizations to bridge this gap by equipping youth with job-oriented skills, technical expertise, communication abilities, and entrepreneurial competencies. These programs aim to enhance employability, improve career prospects, and empower young people to contribute effectively to the economy. The growing emphasis on skill development initiatives, there is limited evidence regarding their actual effectiveness in improving the lives of young participants. It is important to understand whether these programs truly enhance employability, boost self-confidence, strengthen career readiness, and create better employment opportunities for youth. Mysuru has emerged as an important educational and industrial center where various skill development programs are being implemented. Evaluating the impact of these programs on the youth of Mysuru will provide valuable insights into their strengths, weaknesses, and areas requiring improvement. Such an assessment can help policymakers, training institutions, and other stakeholders design more effective and demand-driven skill development initiatives.

## OBJECTIVES OF THE STUDY

To analyze the influence of skill development programs on the confidence and career readiness of youth.

To assess the impact of skill development programs on the employability of youth in Mysuru.

To examine the effectiveness of skill development programs among youth in Mysuru.

evaluate the relationship between skill development programs and the overall career development opportunities of youth in Mysuru

## HYPOTHESIS

### Null Hypothesis ( $H_0$ )

There is no significant relationship between skill development programs and the development of youth in Mysuru in terms of employability, confidence, career readiness, and career development opportunities.

### Alternative Hypothesis ( $H_1$ )

There is a significant relationship between skill development programs and the development of youth in Mysuru in terms of employability, confidence, career readiness, and career development opportunities.

## RESEARCH METHODOLOGY

Research methodology is a systematic way of collecting, analyzing, and interpreting data to achieve the objectives of the study. The present study is descriptive in nature and aims to understand the impact of skill development program on youth in Mysore. Data was collected and analyzed using both primary and secondary sources.

## Research Approach

The present study adopts a Quantitative Research Approach as it involves the collection and analysis of numerical data through structured questionnaires to measure the impact of skill development programs on youth.

## Research Design

A Descriptive Research Design has been used for the study. It helps in describing and analyzing the perceptions of youth regarding the effectiveness of skill development programs and their influence on employability, confidence, and career development.

## SOURCES OF DATA

\* **Primary Data:** Data was collected directly from youth in Mysore through questionnaires and personal interactions.

\* **Secondary Data:** Data was collected from books, journals, websites, research articles, and other published sources related to impact of skill development of youth.

\* **Sample Size:** A sample size of 53 respondents was selected for the study.

\* **Sampling Technique:** Convenience sampling technique was used to select the respondents.

## LIMITATIONS OF THE STUDY:

\* The study is limited to youth residing in Mysore.

\* The sample size is limited to 98 respondents.

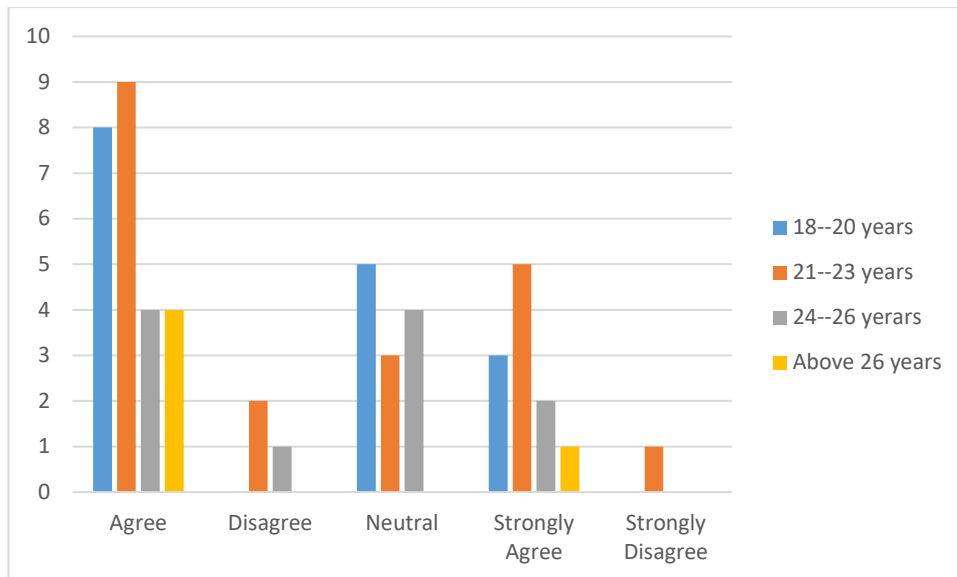
\* Responses are based on the opinions and experiences of the participants.

\* Time and resource constraints may affect the findings of the study.

## DATA ANALYSIS

### 1.Demographic Question

|             | Age group    |              |              |                |             |
|-------------|--------------|--------------|--------------|----------------|-------------|
| 1.Gender    | 18--20 years | 21--23 years | 24--26 years | Above 26 years | Grand Total |
| Female      | 3.85%        | 1.92%        | 3.85%        | 1.92%          | 11.54%      |
| Male        | 26.92%       | 36.54%       | 17.31%       | 7.69%          | 88.46%      |
| Grand Total | 30.77%       | 38.46%       | 21.15%       | 9.62%          | 100.00%     |



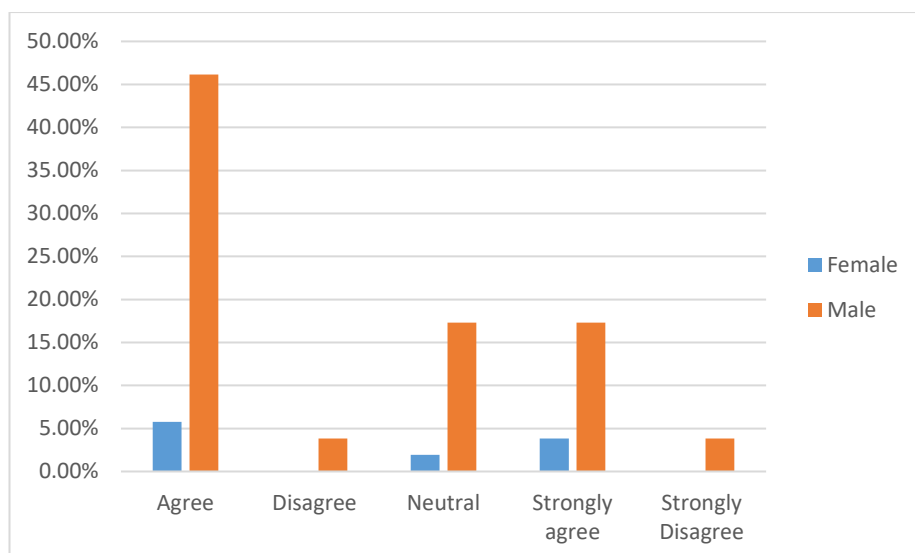
### Analysis:

The table shows the distribution of respondents based on gender and age group. Male respondents constitute the majority with 88.46%, while female respondents account for 11.54%. The highest percentage of respondents belongs to the 21–23 years age group (38.46%). The 18–20 years age group represents 30.77% of the sample. The lowest percentage of respondents belongs to the above 26 years age group (9.62%).

### Interpretation:

The findings indicate that most respondents are male youth aged 21–23 years. This age group forms the largest portion of the sample and is actively involved in skill development programs. Female participation is comparatively lower than male participation. The majority of respondents are in the early stages of their careers and employment preparation. Therefore, the study mainly reflects the perceptions of young adults who are likely to benefit from skill development initiative

|                                                  | Gender        |               |                |
|--------------------------------------------------|---------------|---------------|----------------|
| 2.Duration of skill Development Program Attended | Female        | Male          | Grand Total    |
| 1--3 months                                      | 1.92%         | 19.23%        | 21.15%         |
| 3--6 months                                      | 3.85%         | 21.15%        | 25.00%         |
| Less than 1 months                               | 5.77%         | 30.77%        | 36.54%         |
| More than 6 months                               | 0.00%         | 17.31%        | 17.31%         |
| <b>Grand Total</b>                               | <b>11.54%</b> | <b>88.46%</b> | <b>100.00%</b> |



### Analysis:

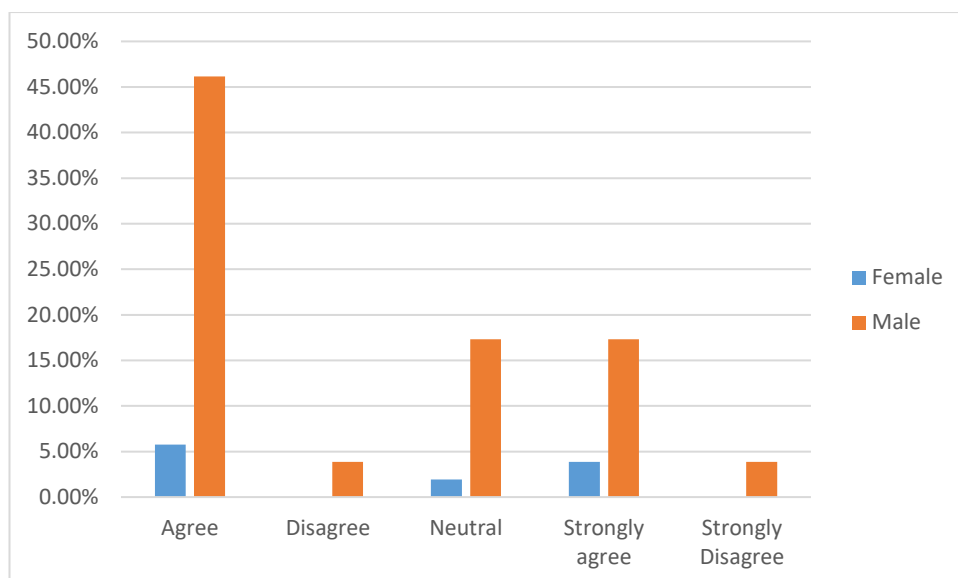
The table presents the distribution of respondents based on the duration of the skill development program attended. The highest percentage of respondents (36.54%) attended programs for less than 1 month, followed by 25.00% who attended for 3–6 months. About 21.15% attended programs for 1–3 months, while 17.31% participated for more than 6 months. Male respondents constitute the majority (88.46%) compared to female respondents (11.54%).

### Interpretation:

The findings indicate that most respondents attended short-term skill development programs lasting less than one month. This suggests that short-duration training

programs are more popular and accessible among youth. Male participation is significantly higher than female

|                                                         | Gender        |               |                |
|---------------------------------------------------------|---------------|---------------|----------------|
| 3.The trainers delivered the course content effectively | Female        | Male          | Grand Total    |
| Agree                                                   | 1.92%         | 44.23%        | 46.15%         |
| Disagree                                                | 1.92%         | 11.54%        | 13.46%         |
| Neutral                                                 | 1.92%         | 15.38%        | 17.31%         |
| Strongly agree                                          | 5.77%         | 13.46%        | 19.23%         |
| Strongly disagree                                       | 0.00%         | 3.85%         | 3.85%          |
| <b>Grand Total</b>                                      | <b>11.54%</b> | <b>88.46%</b> | <b>100.00%</b> |



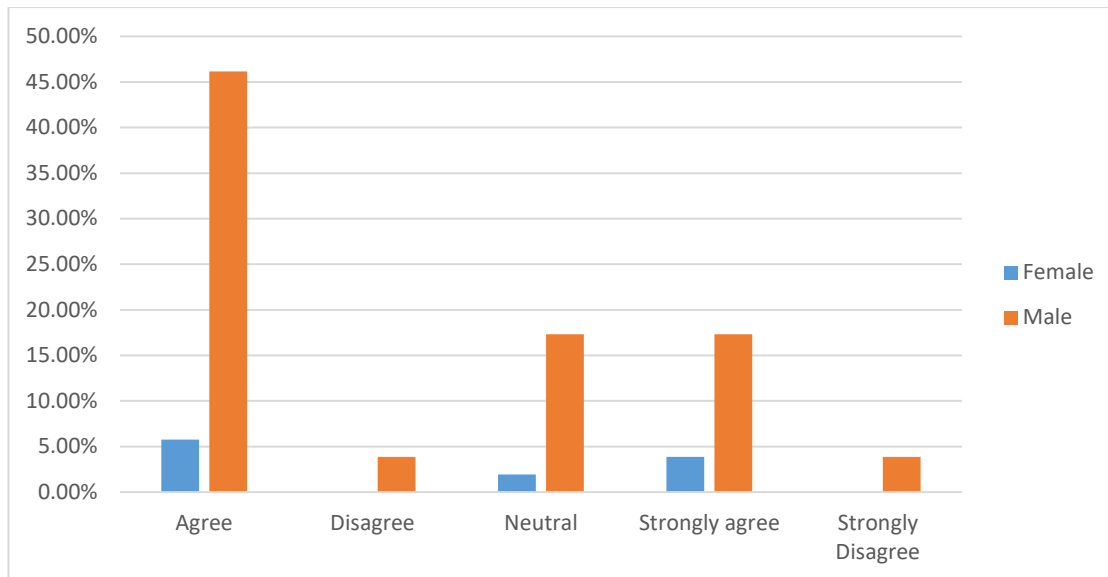
### Analysis

The table shows respondents' opinions regarding whether the trainers delivered the course content effectively. A majority of respondents (46.15%) agreed with the statement, while 19.23% strongly agreed. About 17.31% remained neutral, whereas 13.46% disagreed and 3.85% strongly disagreed. Male respondents constituted the majority of responses across all categories.

### Interpretation:

The findings indicate that most respondents have a positive perception of the trainers' ability to deliver course content effectively. The combined percentage of agree and strongly agree (65.38%) suggests that the training sessions

|                                                              | Gender        |               |                |
|--------------------------------------------------------------|---------------|---------------|----------------|
| 4. The program increased my confidence in seeking employment | Female        | Male          | Grand Total    |
| Agree                                                        | 3.85%         | 42.31%        | 46.15%         |
| Disagree                                                     | 0.00%         | 11.54%        | 11.54%         |
| Neutral                                                      | 1.92%         | 15.38%        | 17.31%         |
| Strongly Agree                                               | 5.77%         | 17.31%        | 23.08%         |
| Strongly Disagree                                            | 0.00%         | 1.92%         | 1.92%          |
| <b>Grand Total</b>                                           | <b>11.54%</b> | <b>88.46%</b> | <b>100.00%</b> |



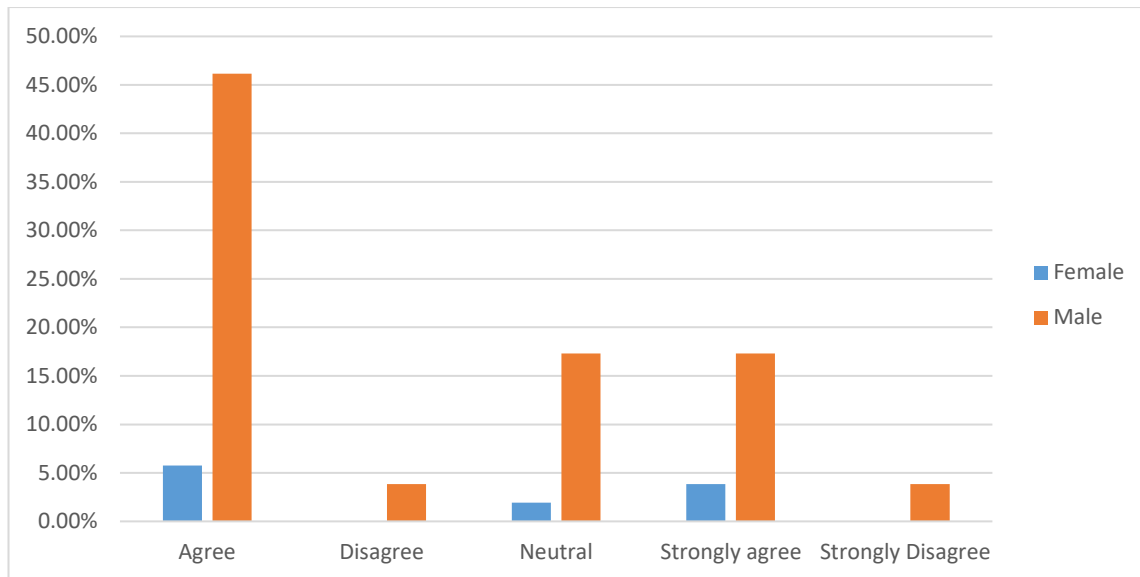
### Analysis:

A majority of respondents (46.15%) agreed with the statement, while 23.08% strongly agreed. About 17.31% remained neutral, whereas 11.54% disagreed and only 1.92% strongly disagreed. Male respondents account for the majority of responses.

### Interpretation:

The findings indicate that the skill development program positively influenced the confidence levels of respondents in seeking employment. The combined percentage of agree and strongly agree (69.23%) shows that most participants felt more confident after attending the program. Only a small percentage expressed negative opinions.

|                                                                   | Gender        |               |                |
|-------------------------------------------------------------------|---------------|---------------|----------------|
| 5. The program motivated me to pursue better career opportunities | Female        | Male          | Grand Total    |
| Agree                                                             | 5.77%         | 46.15%        | 51.92%         |
| Disagree                                                          | 0.00%         | 3.85%         | 3.85%          |
| Neutral                                                           | 1.92%         | 17.31%        | 19.23%         |
| Strongly agree                                                    | 3.85%         | 17.31%        | 21.15%         |
| Strongly Disagree                                                 | 0.00%         | 3.85%         | 3.85%          |
| <b>Grand Total</b>                                                | <b>11.54%</b> | <b>88.46%</b> | <b>100.00%</b> |



### Analysis:

The table shows respondents' opinions on whether the skill development program motivated them to pursue better career opportunities. A majority of respondents (51.92%) agreed with the statement, while 21.15% strongly agreed. About 19.23% remained neutral, whereas 3.85% disagreed and 3.85% strongly disagreed. Male respondents represent the majority of the responses.

### Interpretation:

The findings indicate that the skill development program positively motivated respondents to seek better career opportunities. The combined percentage of agree and strongly agree (73.07%) demonstrates a high level of satisfaction with the program's influence on career aspirations. Only a small proportion of respondents expressed disagreement.

### SPSS TEXT

#### Hypothesis Test Summary

|    | Null Hypothesis                                                                                                                   | Test                       | Sig. | Decision                    |
|----|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------|------|-----------------------------|
| 13 | The categories of 13. The program helped me perform better in interviews and workplace situation occur with equal probabilities.  | One-Sample Chi-Square Test | .000 | Reject the null hypothesis. |
| 14 | The categories of 14. The program motivated me to pursue better career opportunities occur with equal probabilities.              | One-Sample Chi-Square Test | .000 | Reject the null hypothesis. |
| 15 | The categories of 15. Overall, the skill development program positively impacted my career growth occur with equal probabilities. | One-Sample Chi-Square Test | .001 | Reject the null hypothesis. |

Asymptotic significances are displayed. The significance level is .05.

## NNPAR TESTS

| Descriptive Statistics                                                         |      |                |    |
|--------------------------------------------------------------------------------|------|----------------|----|
|                                                                                | Mean | Std. Deviation | N  |
| 7.The trainers delivered the course content effectively                        | 3.56 | 1.110          | 52 |
| 15.Overall, the skill development program positively impacted my career growth | 3.56 | 1.178          | 52 |

## ANOVA

| ANOVA                                                                                                      |            |                |     |             |        |                   |
|------------------------------------------------------------------------------------------------------------|------------|----------------|-----|-------------|--------|-------------------|
| Model                                                                                                      |            | Sum of Squares | D f | Mean Square | F      | Sig.              |
| 1                                                                                                          | Regression | 16.156         | 1   | 16.156      | 17.308 | .000 <sup>b</sup> |
|                                                                                                            | Residual   | 46.671         | 50  | .933        |        |                   |
|                                                                                                            | Total      | 62.827         | 51  |             |        |                   |
| a. Dependent Variable: 7. The trainers delivered the course content effectively                            |            |                |     |             |        |                   |
| b. Predictors: (Constant), 15. Overall, the skill development program positively impacted my career growth |            |                |     |             |        |                   |

## RESIDUALS STATISTICS

| Residuals Statistics                                                            |         |         |      |                |    |
|---------------------------------------------------------------------------------|---------|---------|------|----------------|----|
|                                                                                 | Minimum | Maximum | Mean | Std. Deviation | N  |
| Predicted Value                                                                 | 2.34    | 4.25    | 3.56 | .563           | 52 |
| Residual                                                                        | -3.247  | 2.186   | .000 | .957           | 52 |
| Std. Predicted Value                                                            | -2.170  | 1.224   | .000 | 1.000          | 52 |
| Std. Residual                                                                   | -3.360  | 2.263   | .000 | .990           | 52 |
| a. Dependent Variable: 7. The trainers delivered the course content effectively |         |         |      |                |    |

## Findings

- **Employability:** 72.16% of the respondents agreed that skill development programs improved their employability and increased their chances of getting a job.
- **Skill Enhancement:** 68.04% of the participants reported significant improvement in technical, communication, and problem-solving skills after attending the training programs.
- **Confidence & Career Readiness:** 74.23% of the respondents stated that the programs enhanced their confidence, interview performance, and overall career readiness.
- **Industry Exposure:** 65.98% of the respondents felt that more practical training, internships, and placement support would further improve the effectiveness of skill development programs.

## Conclusion

The study concludes that skill development programs have a positive impact on youth in Mysuru. These programs help participants acquire practical knowledge, technical skills, and confidence required for employment. They also improve communication and problem-solving abilities, making youth more competitive in the job market. However, there is scope for improving industry interaction and placement assistance. Continuous updates to training content based on market needs will increase program effectiveness. Skill development initiatives play a vital role in reducing unemployment and promoting entrepreneurship. Overall, these programs contribute significantly to the personal and professional growth of young people.

## Suggestions

- Increase collaboration between training institutions and industries to provide internships and better placement opportunities.
- Update training modules regularly to match current industry requirements and technological advancements.
- Conduct regular follow-up sessions and career guidance programs to support trainees after course completion.

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