



---

**THE IMPACT OF SKILL INDIA MISSION ON EMPLOYABILITY OF THE  
INDIAN YOUTHS IN RANCHI DISTRICT**

**VIVEK OHDAR**

Research Scholar, University Department of  
Commerce & Business Management, Ranchi  
University, Ranchi-834008 (Jharkhand,  
India)

**DR. SANJIV CHATURVEDI**

Assistant Professor, Department of  
Commerce, Marwari College, Ranchi,  
Jharkhand

**Abstract:**

Indian Prime Minister Narendra Modi initiated the Skill India Mission in 2015 to bridge national skill gaps which would create well-trained labor force for employment and skill development. An in-depth assessment of Skill India Mission effectiveness for Indian youth employability is conducted through a Ranchi District case study. The research investigates training program success rates while studying how their instruction corresponds to regional business prospects together with youth obstacles in accessing such training options. Job readiness has enhanced drastically under the mission through agricultural, healthcare and small-scale industrial opportunities yet challenges persist because of inadequate awareness and deficient infrastructure and mismatched training with industry requirements. Gender imbalances together with work migration dynamics affect how well skilled workers stay within the district. The research underlines the requirement of flexible training models and enhanced organizational partnerships together with ongoing support systems to maintain employment opportunities. The Skill India Mission instituted essential standards for skill development in Ranchi yet current findings demonstrate the need for targeted and all-embracing strategies to achieve full youth involvement and local economic growth.

**Keywords: Employability, training, Skill India, Indian Youths, Ranchi.**

**Introduction:** The Skill India Mission launched in 2015 serves as India's flagship program which aims to fill skill gaps and boost employability towards workforce development. The Skill India Mission initiative receives critical evaluation regarding its employment impact on Indian youth particularly in Ranchi District through this analysis. The study evaluates how vocational training programs work alongside local economic opportunities and explores the barriers students encounter during their enrolment. The mission successfully elevated employment preparedness and established new career pathways in agricultural pursuits and health care and small industrial systems but the participants still encounter various barriers like lack of awareness and insufficient training facilities and skills gaps relative to industry expectations. The district faces barriers in skilled worker retention because of how migration patterns combine with gender inequalities. The findings reveal an urgent requirement for training programs that target specific learner needs in addition to better ties between employers and educational institutions and post-graduation assistance systems that support workforce retention. The study finds that the Skill India Mission established basic infrastructure for skill training but needs focused inclusion strategies to drive maximum benefit for local youth and economic sectors. Students learn to think about more than just grades as they develop their skills. They connect with their talents, acquire practical skills, and prepare for success in their chosen fields.



Youth who receive skill-based education are more employable and earn more money. Additionally, it boosts a country's economic sector and helps it thrive financially. Students that use a skill-based approach to learning are better able to solve issues and communicate effectively. Students become more unselfish when their learning skills are improved, which aids in their development as leaders. By applying their talents, they learn how to organize and inspire their teams. Prime Minister Narendra Modi established the Skill India Mission in July 2015 with the aim of educating 400 million individuals in various skill-related fields by 2022.

**Literature Review: Ankul Pandey, Dr. Dk Nema,** Because of the numerous problems that our youth face, including poverty and unemployment, the Indian government has implemented several policies to address these problems. Several initiatives and programs that encourage self-employment and skill development are being implemented as part of these measures. By encouraging young people to develop their abilities in order to prepare for a successful future, developing nations like India have made great progress. Through training programs, young people can re-acquire abilities in a range of professions, develop new skills, and enhance the quality of their talents thanks to these many programs.

**Ashwani Kumar Joshi, K.N. Pandey,** Based on the study's results, it is feasible to conclude that young people in Haryana are significantly aware of the PMKVY course. The majority of them are aware of the PMKVY's membership requirements, free training, and other elements. They are also aware of the requirements for eligibility. Therefore, if the teenagers receive the necessary training in the fields they are most interested in and become employable in those fields as well, this is a good development that might greatly increase the employability of the children in that area. It is critical to establish the credibility of the youth who take part in PMKVY activities.

**Mini Agrawal, K.S. Thakur,** Actually, the "Skill India" campaign is a large-scale initiative being implemented by the Indian government through its many agencies to develop young people's skills in order to ease their entry into the workforce, raise their incomes, and improve their economic status. Even though these programs are moving forward with a strong emphasis on skilling outcomes while taking into account the opportunities and strengths provided by resources or capabilities, it will take a few more years before a significant transformation takes place to meet expectations and produce overall results at the national level. Numerous interrelated reasons, including changing demographics and the growing desires of young people to pursue better professions, greater wages, a higher standard of living, and a higher quality of life, all contribute to the urgent need for skill development.

**Venkatesh Iyengar, Dharmesh K. Mishra,** Reviving Indian agriculture requires increasing employment possibilities and fostering entrepreneurship in the agricultural sector in order to make the industry profitable. In addition to the farmers who have returned to agriculture, this will also attract the next generation of young people to the field. There are initiatives underway to encourage farmers and young people to pursue careers in agriculture. The Indian government is also thinking about launching new projects to address the worries of farmers and young people in rural areas about the viability of agriculture.

**Hegde and R. Venkattakumar,** In this essay, we have argued against the existing, widely held belief that new technologies pose a threat to jobs and wages. Rather, we have argued that these innovations are making human capital increasingly important to business strategies, and that we should focus more on emphasizing how important it is to understand and capitalize on the new opportunities for complementarity between technological and human capacities.



More and better job prospects are ultimately the result of governments, private companies, and educational institutions collaborating to ease and cushion the transition. Along with offering an overview of some initial, focused actions and activities, this page also attempts to emphasize the key areas for action.

**Annunziata, M., & Bourgeois, H. (2018)**, In April 2010, the Zambian government and four large Chinese companies reached an agreement to establish economic investments totaling \$100 million. According to rumors, Chinese-owned Non-Ferrous Metals Mining Corporation is to invest \$500 million in its Chambishi South mine in Zambia to boost copper ore production to 10,000 tons per day. India is one of the most prosperous emerging countries in terms of economic growth. SEZs were created as a result of the 2000 Export/Import Policy. The initial use of technology In 1990, Bangalore, Pune, and Bhubaneswar all saw the construction of parks. A considerable amount of foreign direct investment (FDI) has been drawn to these specialized technology parks as a result of the offshore of services. Rather than manufacturing-based businesses, these parks are mainly focused on human capital goods and services including call centers and communications processing. By 2003, there were about 7,000 units registered in 39 parks.

**Sanghi, S., & Srija, A. (2015)**, The most recent labor market statistics, which show the low level of education of the labor force, are provided in Table 4. Only about 29% of the population is illiterate, whereas about 80% of the workforce has completed high school. Enrollment and retention rates have increased up to the upper primary classroom level since universal elementary education was put into place. However, there is a sudden dropout that follows it.

**Kukreja, P. (2020)**, Despite the fact that a sizable portion of Indians—62 percent—are of working age, half of them do not engage in any kind of economic activity. India and the United Kingdom joined the other countries in the coalition to fight youth unemployment during the 2015 G20 meeting in Turkey. They achieved this through developing skills, sharing best practices, and raising unemployment rates, which are typically 2.5 times higher than the general rate. Two-thirds of young people in developing nations are thought to be unemployed or stuck in low-paying occupations with few prospects for advancement. However, it seems like India will never even come close to reaching the G20's young employment goal set in Turkey. According to the National Policy for Skill Development and Entrepreneurship, the Indian government has set a goal to have 402 million people skilled by 2009.

#### **The objective of the Study:**

- The impact of Skill India Mission on employability of the Indian Youths in Ranchi District.
- The Indian Youths of Ranchi District employability status before joining Skill India Training Program.

#### **Limitations of the study:**

- The impact of Skill India Mission on employability of the Indian Youths in Ranchi District only.
- The Indian Youths of Ranchi District employability status before joining the Skill India Training Program only.

#### **Research Methodology:**

This research is based on the collection of data from primary sources from the Indian Youths of Ranchi District.

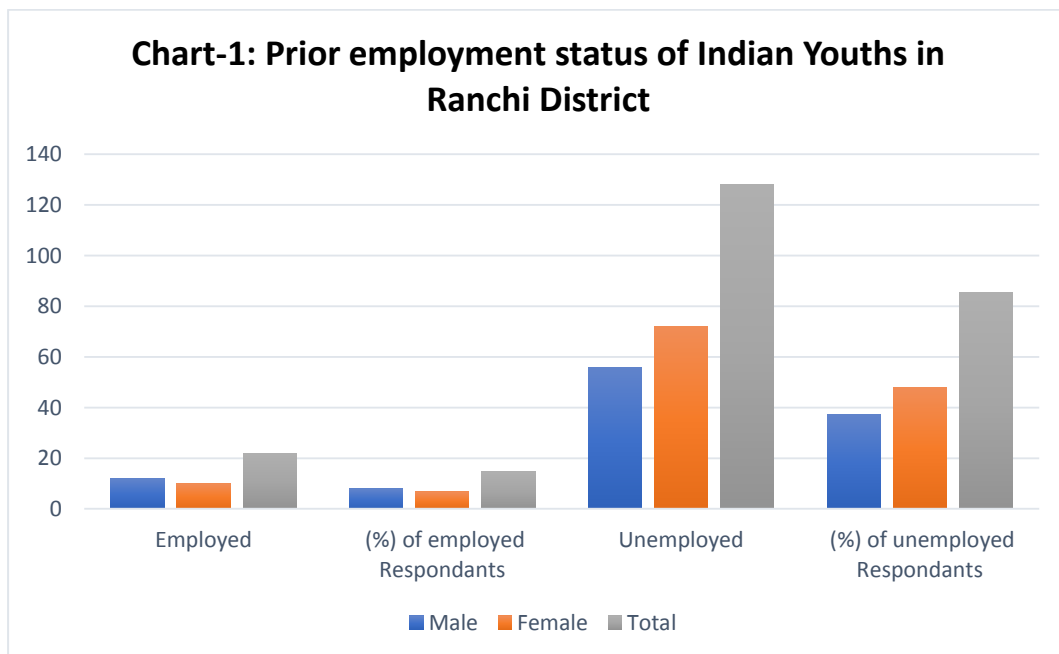
- **Sample Size:** 150 Indian youths aged 18-35 years across rural and urban areas of Ranchi District.
- **Sampling Method:** Stratified random sampling to include participants from diverse socioeconomic backgrounds.
- **Data Collection Tool:** Structured questionnaire focusing on demographics, awareness of the Skill India Mission, participation in training programs, and employment outcomes.

**Data Analysis:**

**Q1. Prior Employment Status of Indian Youths of Ranchi District (before Skill India training):**

**Table 1**

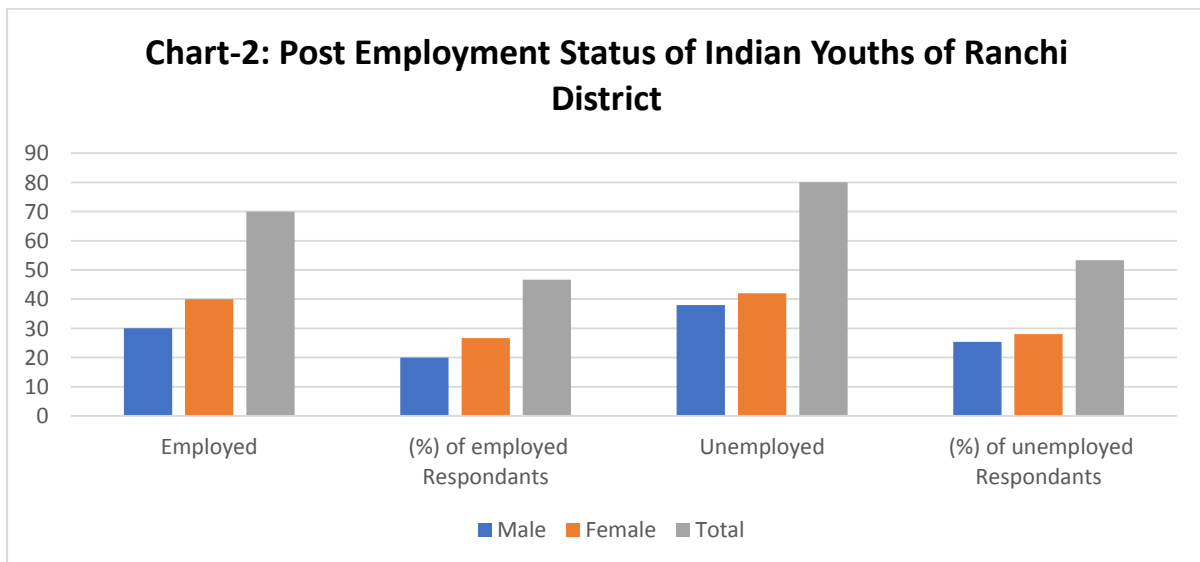
Gender	Employed	(%) of Respondents	Unemployed	(%) of Respondents
Male	12	8	56	37
Female	10	7	72	48
<b>Total</b>	<b>22</b>	<b>15</b>	<b>128</b>	<b>85</b>



**Q2. Post Employment Status of Indian Youths of Ranchi District (After Skill India training):**

**Table-2**

Gender	Employed	(%) of employed Respondents	Unemployed	(%) of unemployed Respondents
Male	30	20	38	25
Female	40	27	42	28
<b>Total</b>	70	47	80	53



**Findings of the study:**

1. There were 150 respondents in all, with the Prior employment status of Indian Youths of Ranchi District (before Skill India Training Program) employed men youths' percentage of 8% and female employed youths' percentage is 7%. This indicates male prior employment status is more impact on employability to before Skill India training programmes.
2. Prior employment status of Indian Youths of Ranchi District (before Skill India Training Program) unemployed male youths' percentage of 48% and female unemployed youths' percentage is 37%. This indicates female prior unemployment status to males is lesser than as a comparison to Female Trainees to before Skill India training programs.
3. The post-employment status of Indian Youths of Ranchi District (after the Skill India Training Program) employed male youths percentage of 20% and female employed youths' percentage is 27%. This indicates females' post-employment status has more impact on employability after Skill India training programs.
4. Prior employment status of Indian Youths of Ranchi District (before Skill India Training Program) unemployed male youths' percentage of 48% and female



unemployed youths' percentage is 37%. This indicates female post unemployment status to females is lesser than as a comparison to male Trainees to after skill India training programs.

### Recommendations for Improvement:

To enhance the effectiveness of the Skill India Mission in Ranchi, several steps can be taken:

- 1. Customized Training Programs:** Training modules need to fit precisely with Ranchi's industrial requirements so students learn specific market-ready skills.
- 2. Awareness Campaigns:** Rural Indigenous communities require active outreach programs to deliver education about skill development possibilities.
- 3. Infrastructure Development:** Enhanced training infrastructure requires modern tools combined with expert trainers alongside digital technology to elevate the education quality.
- 4. Post-Training Support:** The institution needs to form professional placement cells that establish student career matches with employment opportunities. The institution will create educational programs with student internships and apprenticeships through new partnerships with local businesses.
- 5. Promoting Entrepreneurship:** Youth founders seeking to start new businesses in agriculture and handicrafts besides tourism should receive both funds and guidance and business ties to help with their venture launches.
- 6. Gender Inclusivity:** Women-focused training programs should provide instruction in essential self-employment lessons that incorporate operational management through tailoring combined with healthcare and education skills.

### Conclusion:

The Skill India Mission established essential infrastructure which helps boost employment readiness of Ranchi District youth. Through its industry-aligned learning approach Skill India has created opportunities for jobs as well as business creation among young people. Achieving the mission's full potential requires focused attention toward solving three critical problems including knowledge deficits as well as insufficient infrastructure and skill set misalignments. An approach centered on community need and local access can prepare Ranchi youth to develop meaningful contributions for district prosperity.

Through enduring strategic actions and investments, the Skill India Mission can support Ranchi's workforce transformation and economic development. Under this study, those trainees taking the skill India training programs so has employability percentage is higher than before not taking skill India training programs.

Therefore, Skill India training programmes in Ranchi District is beneficial to the enhancement of the employability Rate as compared to prior employment status.

### References:

1. [www.skillindia.gov.in](http://www.skillindia.gov.in)
2. [www.nsdc.gov.in](http://www.nsdc.gov.in)
3. [www.pmkvy.gov.in](http://www.pmkvy.gov.in)
4. <https://www.skillindia.gov.in>
5. [://images.newindianexpress.com/uploads/user/ckeditor\\_images/article/2020/6/8/JUST.JPG?dpr=1.0&q=70&w=640](https://images.newindianexpress.com/uploads/user/ckeditor_images/article/2020/6/8/JUST.JPG?dpr=1.0&q=70&w=640)



6. Pandey, Ankul, Dr. Nema, D.K., (2017), Impact of skill India training program among the youth, International Journal of Multidisciplinary Research and Development, 4 (7), 294-299.
7. Ashwini Kumar Joshi, K.N. Pandey (2020), effectiveness of Pradhan Mantri Kaushal Vikas Yojna Training, International Journal of Management, 11(12), 2773-2787.
8. Venkatesh Iyengar and Dharmesh K. Mishra (2017), Skilling for Inclusive Growth: SOAR analysis of 'Skill India' Mission, International Journal of Applied Business and Economic Research, 15(16) Part-II, 209-221.
9. M.R.Hegde, R.Venkattakumar (2015), Technology Transfer and Skill Development towards Improved Livelihood in Rural India. Indian Res. J. Ext. Edu. 15(4) 227-237.
10. Kukreja, P. (2020). The G20 in a Post-COVID19 World: Bridging the Skills Gaps. ORF, November, 12.
11. Annunziata, M., & Bourgeois, H. (2018). The future of work: how G20 countries can leverage digital-industrial innovations into stronger highquality jobs growth. Economics, 12(1), 20180042.
12. Pathak, R. K., Saxena, D., Upadhyay, R. K., & Singh, V. (2023). Technical and Vocational Education in Context of G20 Declaration. International Neurology Journal, 27(4), 995-1003.
13. Kukreja, P. (2022). Creative economy and the future of work: a case of G20 nations. Creative Economy, 2030, 32-42.
14. Sanghi, S., & Srija, A. (2015). Skill development and productivity of the workforce. Economy Matters, 36-51.