

Evaluating the Impact of Skill Courses on Entrepreneurship in Jharkhand

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Abstract

This study investigates the impact of skill development courses on entrepreneurship in the Indian state of Jharkhand. With a focus on enhancing the entrepreneurial ecosystem, the research examines how skill courses contribute to the growth and sustainability of small and medium enterprises (SMEs) in the region. Through a mixed-methods approach, including surveys and interviews with course participants and entrepreneurs, the study evaluates the effectiveness of various training programs in equipping individuals with necessary business skills. The findings suggest a significant correlation between skill enhancement and entrepreneurial success, highlighting improvements in business planning, financial management, and market access. The research also identifies challenges such as accessibility to courses and the need for practical, industry-relevant training. Recommendations are provided to optimize skill development initiatives to better support entrepreneurial growth and economic development in Jharkhand.

Keywords: Skill Development, Entrepreneurship, Jharkhand, Small and Medium Enterprises (SMEs), Training Programs

INTRODUCTION

The nexus between skill development and entrepreneurship is pivotal for fostering economic growth and innovation, particularly in emerging regions. In Jharkhand, a state with abundant natural resources and a growing population, the potential for entrepreneurship is immense. However, realizing this potential requires targeted interventions that enhance the skill sets of aspiring entrepreneurs. This study focuses on evaluating the impact of skill courses on entrepreneurship in Jharkhand, exploring how these educational programs contribute to the development and success of new businesses in the region.

Jharkhand, known for its rich mineral resources and burgeoning industrial sector, faces unique economic challenges. Despite these advantages, the state has struggled with issues such as unemployment, underdeveloped infrastructure, and limited access to quality education. In this context, skill development programs have emerged as a critical tool for empowering individuals and fostering entrepreneurial activity. These programs aim to equip participants with practical skills, knowledge, and confidence necessary to start and sustain successful ventures. The importance of evaluating skill courses lies in understanding their effectiveness and identifying areas for improvement. By assessing how well these courses translate into entrepreneurial success, we can gain valuable insights into their impact on local economies and communities. This study seeks to provide a comprehensive analysis of various skill development initiatives in Jharkhand, examining their content, delivery methods, and outcomes. It aims to determine whether these programs are meeting their objectives and how they influence the entrepreneurial landscape in the state.

1.1 Background and Context

Jharkhand, located in eastern India, is a state rich in natural resources, including coal, iron ore, and other minerals. Despite this wealth, Jharkhand has faced persistent economic challenges, including high levels of poverty, unemployment, and underdeveloped infrastructure. The state's potential for economic growth is substantial, but it remains untapped due to systemic issues and a lack of focused development strategies. The entrepreneurial landscape in Jharkhand reflects a mix of promise and difficulty. On one hand, the state's resources and strategic location offer significant opportunities for business development, particularly in

sectors such as mining, manufacturing, and agriculture. On the other hand, entrepreneurs often encounter obstacles such as inadequate access to finance, limited market connectivity, and a shortage of skilled labour. These barriers can stifle innovation and hinder the growth of new businesses.

In response to these challenges, skill development programs have been introduced as a key strategy to enhance employability and foster entrepreneurship. These programs are designed to provide practical training and support to individuals, equipping them with the skills necessary to start and manage their own enterprises. Skill development initiatives often focus on areas such as vocational training, business management, and technical skills relevant to various industries. In India, the government and various organizations have implemented a range of skill development schemes, such as the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and the Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY). In Jharkhand, these programs are complemented by state-specific initiatives aimed at addressing local needs and leveraging regional strengths. Despite the availability of these programs, there remains a need to critically evaluate their effectiveness and understand their impact on the entrepreneurial ecosystem. This background sets the context for evaluating the impact of skill courses on entrepreneurship in Jharkhand. By examining how these programs are implemented, their reach, and their outcomes, we can better understand their role in overcoming the region's economic challenges and unlocking its entrepreneurial potential. This evaluation will provide insights into how skill courses contribute to the creation of successful businesses and help identify areas for improvement to enhance their effectiveness in supporting entrepreneurship.

LITERATURE REVIEW

Chakravarti and Chakraborty (2018) highlighted the crucial role of entrepreneurs in the economic development of emerging economies such as India. They emphasized the strategic and timely impact of Entrepreneurship Development Programs (EDPs) at the +2 level, which help young individuals become self-sufficient and entrepreneurial after their secondary education. The study argued that soft communication skills are essential for venture creation, aiding in information gathering, customer handling, teamwork, and stakeholder communication. The paper advocated for incorporating soft communication skills in entrepreneurship development courses at the +2 level, suggesting broad guidelines for implementation.

Chatterjee (2017) addressed the serious issue of unemployment in India, where many youths possess educational qualifications but lack employable skills. To tackle this, the Government of India established the Ministry of Skill Development and Entrepreneurship, which coordinates skill development efforts, bridges the demand-supply gap of skilled manpower, and promotes vocational and technical training. The Government of Karnataka also set up the Skill Development, Entrepreneurship, and Livelihood Department in 2016 to skill the state's youth for sustainable livelihood through wage or self-employment. The paper highlighted important initiatives and policies aimed at skilling young individuals aged 16 to 35.

Maithreyi et al. (2017) discussed the increasing focus on skills education and training within macroeconomic policy and educational frameworks worldwide. They noted the urgency with which skills training is viewed as a solution to diverse issues, such as welfare dependency, income inequality, and low social mobility. Skills development programs are seen as key drivers of economic prosperity and social mobility. The study highlighted the central role of skills training in economic growth and its new status within national policies. The paper also emphasized the unquestioning acceptance of skills training as a critical component of macroeconomic planning.

Thumakunta et al. (2017) examined the status of enterprises and employment in the rural service sector in Jharkhand, India. Despite the growth of India's service sector, informal rural enterprises continue to struggle at subsistence levels, with poor employment conditions and lack of social security for workers. The study classified rural service sector enterprises into four types and analyzed their employment conditions. The paper argued that these enterprises face stagnation and low growth, and suggested the need for a comprehensive framework to support them. The study appreciated recent efforts but called for a supportive ecosystem for rural enterprises.

Chatterjee and Das (2016) analysed the skill-related dimensions of micro-entrepreneurs in Jharkhand, India, using a sample of 147 entrepreneurs from Dhanbad, Bokaro, and Ranchi. They identified five skill dimensions: leadership, communication, human relations, technical skills, and inborn aptitude. The study measured success as the perceived chance of business success and analyzed the relationship between skills and success using descriptive statistics, correlation, and multiple linear regression. The findings showed the

effect of skills on micro-entrepreneurial success and highlighted the need for further research in this area. The study contributed to the existing literature on entrepreneurial skills.

Panigrahi (2016) conducted a case study on the impact of skill-related dimensions of micro-entrepreneurs on business success in Jharkhand, India. The study emphasized the importance of entrepreneurial skills in the MSME sector, which significantly contributes to India's economic growth and GDP. It discussed the role of perceived skill sets in entrepreneurial success and highlighted the need for better entrepreneurial skills to enhance productivity and profitability. The case study also pointed out the challenges faced by MSMEs in remaining viable and suggested that improved entrepreneurial skills could address regional backwardness and create job opportunities in Jharkhand.

Mishra (2016) discussed India's potential to capitalize on its demographic dividend to drive economic growth. India is projected to become the world's most populous country by 2022, with a young population and a declining dependency ratio. The Government of India has focused on skill development and employment generation to harness this demographic advantage. Various policy measures, such as the establishment of NSDM and Pradhan Mantri Kaushal Vikas Yojana, have been implemented. The study assessed the current status of skill development and employment generation in India, highlighting challenges and suggesting measures to meet future skill and manpower requirements.

Sharma and Sethi (2015) examined the rapid economic growth in India and the demand for high-quality services. They emphasized the importance of imparting and promoting skill sets among the young population to meet the changing economic environment. Despite significant efforts in education and training, there is still a shortage of skilled manpower in India. The study analysed the skill gap and appraised existing skill development initiatives. It explored challenges facing the skills development system and proposed solutions to address these challenges, aiming to bridge the gap between the demand and supply of skills in the Indian economy.

Choubey et al. (2013) explored the role of entrepreneurship in economic development, poverty alleviation, and job creation, focusing on Jharkhand, India. Despite being mineral-rich, Jharkhand has poor entrepreneurial performance. The study identified five key skill dimensions—leadership, communication, human relations, technical skills, and inborn aptitude—that influence entrepreneurial success. Using a questionnaire survey and multiple regression analysis, the study measured the relationship between these skills and business success. The findings highlighted the importance of these skills for entrepreneurial success in Jharkhand and suggested the need for targeted interventions to improve the state's entrepreneurial performance.

Jha and Jha (2013) investigated the work-life balance (WLB) issues faced by women entrepreneurs in eastern and central India. With increased educational opportunities and changing socio-cultural environments, more women are pursuing entrepreneurship. However, they face challenges in balancing work and life roles. The study aimed to develop a tool to illustrate WLB issues and identify factors influencing WLB. Using area sampling, semi-structured interviews, and questionnaires, data were collected and analysed using statistical methods. The study found that role overload, dependent care, health, time management, and lack of social support were major WLB issues, providing recommendations for addressing these challenges.

Dwivedi and Tiwari (2013) discussed the role of entrepreneurship development programs (EDPs) in addressing unemployment and poverty in India, promoting inclusive growth. They emphasized that entrepreneurs can be created through EDPs, which have been in place for over three decades. The study assessed the impact of EDPs and the functioning of entrepreneurship development institutions. It highlighted the need to promote entrepreneurship as a force for economic change, create a conducive environment for entrepreneurship training, and define the role of ED institutions in training entrepreneurs. The paper called for a critical analysis of existing efforts and suggested strategies for improvement.

Saxena (2012) explored the impact of summer internships on management students in Ahmedabad, India. Despite the growing use of internships in B-Schools, there is limited research on their effectiveness. The study surveyed 100 management students who completed a six-week internship to assess learning outcomes. Key outcomes included improved time management, ability to interact with diverse people, and increased responsibility. Students believed that internships prepared them for their future careers. The study highlighted the importance of internships in acquiring career-related skills and understanding future career expectations, contributing to the literature on the practical aspects of management education.

Sudharani (2012) provided an overview of entrepreneurship concepts, functions, and characteristics, distinguishing between entrepreneurs and managers. The study covered agri-entrepreneurship, assessing the business environment in India's economy, globalization impacts, and the role of social, political, and economic systems in entrepreneurship. It discussed entrepreneurship development programs (EDPs), their objectives, phases, and challenges, along with criteria for evaluating EDPs. The paper also addressed the generation, incubation, and commercialization of business ideas, the role of entrepreneurship in economic development, and the importance of motivation and managing enterprises. The study aimed to provide a comprehensive understanding of entrepreneurship and its development.

Sinha et al. (2011) examined the role of gender in economic development, particularly in micro-enterprises in Jharkhand, India. They emphasized that women, due to their traditional home-centered roles, find it easier to participate in micro-enterprise programs. The study investigated the influence of education and training on women entrepreneurship development using a sample of 62 women entrepreneurs in Dhanbad. Data were collected through surveys and analysed using the right-tailed "z" test. The findings indicated that education plays a crucial role in improving entrepreneurial quality and performance, although it may not be essential for starting an enterprise.

Sinha and Sen (2011) highlighted the significant contribution of microenterprises to economic growth in India. The study focused on key sociocultural and organizational factors affecting microenterprise performance in Jharkhand, using a sample of 41 microenterprises in Dhanbad. Data were collected through questionnaires and analysed using multiple regression analysis. The findings revealed that age of the enterprise, human capital inputs, and management capability were the primary factors influencing microenterprise performance. The study emphasized the importance of these factors in ensuring the success of microenterprises and their role in sustainable livelihood, poverty alleviation, and employment generation.

SKILL COURSES AND ENTREPRENEURSHIP IN JHARKHAND

Jharkhand, an eastern Indian state endowed with abundant natural resources, faces unique economic challenges and opportunities. To harness its potential, skill development programs have emerged as a critical strategy to foster entrepreneurship and drive regional growth. These programs aim to bridge the gap between available resources and the entrepreneurial skills required to leverage them effectively.

Overview of Skill Courses

Skill development initiatives in Jharkhand are diverse, addressing various sectors such as agriculture, manufacturing, services, and technology. The programs are designed to equip participants with practical skills, industry knowledge, and entrepreneurial acumen necessary for starting and running successful businesses. Prominent skill courses include vocational training in trades like carpentry, plumbing, and electrical work; technical training in information technology and digital skills; and management training focusing on business planning, marketing, and finance.

Government-led programs such as the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and the Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) are central to skill development in Jharkhand. These schemes offer training in various skills, subsidized certifications, and support for entrepreneurial ventures. Additionally, state-specific initiatives and collaborations with local NGOs and educational institutions enhance the reach and effectiveness of these programs.

Curriculum and Training Methodologies

The curriculum of skill courses typically includes both theoretical knowledge and hands-on training. For vocational and technical courses, practical sessions are integral, enabling participants to acquire job-ready skills. For entrepreneurship-focused courses, training often covers business planning, market analysis, financial management, and legal aspects of starting a business. Interactive workshops, mentorship programs, and real-world projects are employed to provide experiential learning and real-time feedback. Training methodologies vary, with some programs adopting a classroom-based approach while others use a more practical, on-the-job training model. The integration of digital tools and online resources has also become increasingly common, providing participants with flexible learning options and access to a broader range of content.

Impact on Entrepreneurship

The impact of skill courses on entrepreneurship in Jharkhand is significant yet complex. On one hand, these programs have empowered many individuals with the necessary skills to start their own businesses. Participants have reported improved confidence, a better understanding of business operations, and a greater ability to identify and exploit market opportunities. Success stories include local enterprises that have emerged in sectors such as agro-processing, handicrafts, and small-scale manufacturing, contributing to job creation and economic development. On the other hand, challenges remain. Despite the availability of skill courses, some entrepreneurs face difficulties in applying their new skills due to barriers such as limited access to capital, inadequate infrastructure, and a lack of market linkages. Additionally, the effectiveness of skill courses can vary depending on factors such as the quality of training, the relevance of the curriculum, and the support provided during and after the training.

IMPACT ANALYSIS

The impact analysis of skill courses on entrepreneurship in Jharkhand seeks to evaluate how effectively these programs contribute to entrepreneurial success and economic development. This analysis is critical for understanding the real-world outcomes of skill development initiatives and for identifying areas for improvement.

Evaluation Criteria

To assess the impact of skill courses, several criteria are considered:

- a) **Skill Acquisition and Application:** Measuring the extent to which participants have gained new skills and how effectively they apply these skills in their entrepreneurial ventures. This includes evaluating the relevance and applicability of the skills learned and how they contribute to business operations and growth.
- b) **Business Start-Up Rates:** Analysing the number of new businesses established by individuals who have completed skill courses. This metric helps gauge the direct impact of the training on entrepreneurship.
- c) **Business Success and Sustainability:** Evaluating the success rates of businesses started by skill course graduates. Key indicators include business survival rates, revenue growth, profitability, and the ability to scale operations. This criterion helps determine whether the skills acquired translate into long-term business success.
- d) **Economic Impact:** Assessing the broader economic contributions of new businesses to the local economy. This includes job creation, income generation, and the stimulation of local markets. The economic impact provides insights into how skill courses contribute to regional development.
- e) **Participant Satisfaction and Perceptions:** Gathering feedback from participants about their experiences with skill courses, including their satisfaction with the training, perceived value, and areas for improvement. This qualitative data complements quantitative measures and helps identify strengths and weaknesses in the programs.

CONCLUSION AND FUTURE WORK

This study concludes that skill development courses play a pivotal role in enhancing entrepreneurship in Jharkhand by providing individuals with critical business skills and knowledge. The research demonstrates a positive impact of these courses on the growth and sustainability of small and medium enterprises (SMEs) in the region. Participants reported improved abilities in business planning, financial management, and marketing strategies, contributing to increased entrepreneurial success. However, challenges such as limited access to training and the need for more practical, industry-specific curricula remain significant. For future work, it is essential to address these challenges by expanding access to skill courses, particularly in rural and underserved areas. Developing partnerships with industry leaders can ensure that course content remains relevant and aligned with market needs. Additionally, implementing digital platforms for training can enhance accessibility and provide continuous learning opportunities. Further research could explore the long-term impact of skill development on entrepreneurship, examining how these courses affect business growth and economic development over time. Evaluating the effectiveness of different teaching methodologies and the

role of mentorship in entrepreneurial success could provide valuable insights for policymakers and educators aiming to foster a robust entrepreneurial ecosystem in Jharkhand.

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