An Impact Assesment

of

Pradhan Mantri Kaushal Vikas Yojna

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A DRAFT REPORT ON
THE IMPACT ASSESSMENT OF
PRADHAN MANTRI KAUSHAL VIKAS YOJANA
(PMKVY)

Submitted by

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DISCLAIMER

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Preface

The ever increasing population in the country cannot be ignored as an area of concern for a long period of time. A large population poses a challenge of actively engaging young people in opportunities of employment and value creation. Especially, in an economy like India where the population embodies a variety of characteristics, the imperative role of education as well as vocational education cannot be turned down. Infact, vocational education and attempts at skill building of youth become most important aspects to gainfully engage the vast young population. To consecrate the role of vocational education and training in India, several initiatives have been taken up by the Government in recent years. This was done to motivate students to acquire skills in a wide variety of job roles which could render them employment ready in consonance with the future requirements of the industry.

This report is an initiative to assess the impact of the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) which is a flagship programme of the Govt. of India for promoting skill development in the country. Since its inception from 2016, the PMKVY programme has done victoriously well in achieving its set targets. Various other initiatives have been taken up by the Government under the PMKVY programme as a part of the main agenda to achieve the objectives.

The report talks about the present scenario of skill development in the country. It provides an insight about the challenges and problems being faced by the institutions as well as the students involved in the skill development programme. The report provides an account of the state-wise analysis of students belonging to the selected five states in the country, the demographic requirements of these states and possible changes in policies that may help in achieving the targets effectively.

The challenges and problems being faced by the skill development programmes in India are discussed in detail. The suggestions and way forward at the last chapter conclude the report.

Acknowledgement

This report is a novel effort of the Centre for Economic Policy Research (CEPR) for studying the impact of Pradhan Mantri Kaushal Vikas Yojana (PMKVY).

Dr. Subhash Sharma, the Director of CEPR provided his timeless support for the project. He bestowed us with his wisdom and insight and helped us triumph over the stumbling blocks which we encountered during the study.

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The Sector Skills Council (SSCs) worked fervidly in providing required information throughout the project.

The administrative staff of CEPR lent their unterminable support throughout the project. With the inception of this project, the CEPR team has worked round the clock for collection of data and filling all the information so received. They provided valuable feedbacks throughout the writing of the report. They gave freely of their time to help the authors understand the factors that have influenced filings during the project.

The CEPR project team would like to thank the field investigators who helped us in conducting the Phase-I study. The data collected in this project is an indispensable result of their efforts.

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Table-1 Snapshot of Profile of Candidates

Criteria/ State	Madhya Pradesh	Assam	Bihar	Uttar Pradesh	Punjab	Consolidated (All States)
Number of Beneficiaries Surveyed	100	153	82	318	64	717
Qualification						
Below Higher Secondary	3%	4.6%	1.2%	0%	0%	1.5%
Higher Secondary	10%	32.7%	29.3%	28%	39.1%	27.6%
Senior Secondary	45%	39.2%	39%	45.6%	42.2%	43.10%
Graduate	36%	22.2%	29.3%	22.3%	17.2%	24.5%
Post Graduate	6%	1.3%	1.2%	4.1%	1.6%	3.2%
Gender (percentage)						
Male	71	39.2	58.5	64.8	75	60.4
Female	29	60.8	41.5	35.2	25	39.6
Age Group						
Below 18 years	6.1%	1.3%	15.9%	20.1%	9.4%	12.7%
18-25 years	81.8%	67.3%	74.4%	64.5%	71.9%	69.3%
25-35 years	12.1%	27.5%	9.8%	13.5%	15.6%	16.10%
35-45 years	0%	3.3%	0%	1.9%	3.1%	1.8%
Above 45 years	0%	0.7%	0%	0%	0%	0.10%
Percentage of trainees recommending training to others	98%	93.5%	96.3%	97.2%	100%	96.7%

Source: Compiled by Authors

Table-2 Snapshot of Popular Job Roles

Sr. no./ State	Madhya Pradesh	Assam	Bihar	Uttar Pradesh	Punjab	Consolidated (All States)
1st Preference	Data Entry Operator(75%)	Self Employed Tailor (75%)	Assistant Elect. (37.5%)	Assistant Elect. (43.8%)	Self Emp. Tailor (25%)	Data Entry Operator(33.3%)
2nd Preference	Self Employed Tailor (50%)	Hair Stylist (50%)	Inline/Store Promoter (25%)	Sewing Machine Operator (31.3%)	Plumber General (25%)	Sewing Machine Operator(23.2%)
3rd Preference	Plumber General (12.5%)	Assistant Elect. (33.3%)	Customer Care Executive (25%)	Retail Sales Ass. (18.8%)	Retail Sales Ass. (25%)	Assistant Elect. (21.4%)
4th Preference	Assistant Electrician (12.5%)	-	Self Employed Tailor (12.5%)	Data Entry Operator (18.8%)	Assistant Elect. (25%)	-
5th Preference	Retail Sales Associate (12.5%)	-	Data Entry Operator (12.5%)	Customer Care Exe. (18.8%)	Micro-Irri. (25%)	-
6th Preference	Field Tech.-Comp. Peripherals (12.5%)	-	Retail Sales Associate (12.5%)	Self Employed Tailor (6.25%)	-	-
7th Preference	Fitter & Fabrication (12.5%)	-	Fitter & Fab. (12.5%)	-	-	-

Source: Compiled by Authors

Summary Tables

Table-3 Status of Employment of Trainees

Criteria/ State	Madhya Pradesh	Assam	Bihar	Uttar Pradesh	Punjab
Placed in Service after Training	12 (12%)	21 (13.7%)	17 (20.7%)	49 (15.4%)	06 (9.37%)
Self Employed	02 (2%)	01 (0.65%)	02 (2.4%)	20 (6.29%)	04 (6.25%)
Not Placed	86 (86%)	131 (85.6%)	63 (76.8%)	249 (78.3%)	54 (84.37%)
Status before Training					
Employed before Training	06 (6%)	07 (4.57%)	07 (8.54%)	22 (6.92%)	08 (12.5%)
Status after Training as on the Date of Survey					
Self Employed	2 (2%)	01 (0.65%)	02 (2.4%)	20 (6.29%)	04 (6.25%)
Placed	12 (12%)	21 (13.7%)	17 (20.7%)	49 (15.4%)	06 (9.37%)
Unemployed	86 (86%)	131 (85.6%)	63 (76.8%)	249 (78.3%)	54 (84.37%)

Source: Compiled by Authors

Table-4 Profile of Centre Heads and Trainers

Criterion	Madhya Pradesh	Assam	Bihar	Uttar Pradesh	Punjab
Number of Centres surveyed	08	06	08	16	04
Number of Centre Heads surveyed	08	06	08	16	04
Qualification of Centre Heads					
Graduation	12.5%	50%	37.5%	31.3%	100%
Post-Graduation	87.5%	50%	62.5%	68.8%	0%
Number of Trainers surveyed	16	12	16	32	08
Qualification of Trainers					
Higher Secondary	0%	8.3%	0%	0%	0%
Senior Secondary	12.5%	16.7%	0%	6.3%	0%
Graduation	43.8%	66.7%	81.3%	53.1%	75%
Post-Graduation	43.8%	8.3%	18.8%	40.6%	25%
Mean Min/Max Salary Expected by Trainees(per month)	Rs. 6,188-12,625	Rs. 8,083-13,500	Rs. 7,375-15,000	Rs. 7,179-16,929	Rs. 7,125-10,625

Source: Compiled by Authors

Executive Summary

Consequential to the process of economic development, the economic reforms in the country led India to becoming one of the fastest growing economies in the world. The economic reforms which started from 1980s transformed the overall structure of the economy and shifted the focus of economy to the services sector. With an aim to increase the role of manufacturing sector in the economy, a need to boost the skills of the workforce was felt. This led to the recognition of vocational training as the required driving force in the country.

With India possessing the largest demographic dividend which would be at its peak in 2020 and is expected to last till 2040, it becomes imperative for the policy makers to design policies that would help in effectively utilising this potential of the youth. The policies designed earlier including the Five Year Plans did not contribute much to the much needed paradigm shift in the skilling ecosystem in the country. In order to bring about the much needed structural shift in the skilling ecosystem of the country, the scheme of Skill India Mission was launched in 2015 which encompassed the major skilling schemes functioning in the country.

The study was taken up with an objective of making an Impact Assessment of the flagship program of Skill India Mission viz., the Pradhan Mantri Kaushal Vikas Yojana. The objective included analysing any increase in employability and income of the students enrolled in the skilling programmes under the scheme. The study analysed the primary data collected from selected five states from the beneficiaries involved in different job roles. The study also includes a feedback about the scheme from trainers and executors at various Training Centres. The primary data was collected from respondents through a structured questionnaire in two phases, Phase-I and Phase-II. The study also made use of secondary data sources for the purpose of literature review. In order to check the change in employability, the study asked the respondents to self-analyse any changes in employability since conducting a test to check changes in competencies that would result in an increase in employability was out of scope of this study. The self-check or analysis was done by respondents through the ratings they gave to the training and the question that was posed to them as to whether they would or not recommend this training to other people.

The data was collected on several indicators which recorded the beneficiaries' demographic profile along with information on their employability, level, income and socio-economic status. The study mainly analyses the status of beneficiaries' pre and post the training. Hence, in the study the same respondents have been surveyed over a gap of few months during which they undertook the trainings. The study includes Quantitative as well as the Qualitative analysis.

The results of the study show that there has been a significant increase in employability of the students after undertaking the training. The findings of the study laid down differences patterns in the different states in terms of profile of trainers, trainees and the centre-heads. It was found that the trainings offered in various states. This is obviously due to the difference in skill sets of youth, and demand for training courses catering to various skill sets.

The popular job roles being taken up by youth was observed to be different in different states. However, was noticed some common job roles which were popular among the trainees across the states. These included Assistant Electrician, Self Employed Tailor, Data Entry Operator, Retail Sales Associate, Sewing Machine Operator, Customer Care Executive, etc.

The assessment of skill training provided under the PMKVY Scheme suggested an increase in the knowledge of beneficiaries. After completion of trainings, most of the beneficiaries have opted for self-employment due to reasons like unwillingness to migrate from home town to far off locations, unwillingness to take up job offers immediately etc. It was also observed that majority of the trainees joined the skill training courses for an enhancement of their skills and personal growth. They were not keen to change their jobs or go in for employment rather preferred self-employment. A whopping majority of people who took to PMKVY trainings were found to be satisfied as - On an average, the trainings were rated 4.5 on a scale of 5 and majority of trainees (97%) seemed to recommend the training to others as well.

Analysis of the qualitative data collected from different respondents was also done. The qualitative data comprised of the in-depth one to one personal interviews conducted by field investigators with a sample of trainers and Center Heads. The qualitative data included transcripts of suggestions from Centre-heads and the trainers. For the purpose of analysis, we used the Nvivo software. Based on the suggestions of these two groups and telephonic feedbacks from the trainees, the Report provides suggestions for the policy makers to modify the skilling policies so that the challenge of skilling Indian youth and make them future ready can be achieved. The major suggestions and policy recommendations are that - there must be a parity between skill requirements and skill infrastructure in the country, new infrastructure for skill training to be created which would include training through MOOCs, virtual training, etc., expansion of the role of private sector in skill development, increasing accessibility of training programmes across the country, compliance of course curriculum to international standards for quality training, etc. For better absorption of trained people, greater industry linkages have also been recommended in the report along with the introduction of flexible modes of study, scholarships or financial rewards for top performing student and, state specific job roles.

The report also discusses the imperative role of private sector in skill development structure. Various initiatives have already been taken by the private sector to invest in skill development ecosystem of India so that a much needed boost to the manufacturing sector can be given. . Thus, PPP (Public-Private Partnership) Model can still be relied upon to improve the skill development scenario existing in the country along with tri-partite arrangements between academia, private sector (industry) and the government.

Chapter I

Introduction

Introduction

The process of economic reforms started in the decade of 1980s and post 1991- India became a liberalized and open economy. After 1991, the Indian economy witnessed high, transformational and consistent growth that ultimately led to India becoming one of the fastest growing economies in the world. The process of economic reforms encouraged a process of structural shift in the economy, which enabled the private sector to assume a bigger and important role in the economy.

The Gross Domestic Product (GDP) of the Indian economy increased consistently through the years. However, the relative contribution of the services sector to GDP increased faster as compared to contribution of other sectors, and it remains the main driver of the economy's growth.

The successive governments' have made attempts to increase the contribution of the manufacturing sector in the economy in order to exploit its potential to create jobs.

The fast pace of economic growth post liberalization has necessitated skilled workforce that could effectively participate as well as lead the country's growth story. In the context of traditional policy framework, skill development has not been at the desired rate.

With the view to fully exploit the growth potential of various sectors, there is a need to develop a skilled workforce that possesses the required competence and skills to be able to take up jobs generated in various sectors and thereby complement as well as take part in India's growth story. Skilling the workforce will enable youth to be prepared for the jobs that will be generated in the economy due to the high economic growth and will also act as an enabler of that growth.

Skilling India's youth is the need of the hour. It is the only way by which we can utilize the tremendous power of human resources available to us in the form of young population.

'Skilling' basically means training-practical, theoretical and soft skills as per the current industry requirements. This involves grooming the individual in such a way that they are equipped with all the current knowledge required to start working in the organization. This means training the youth in a way that they become 'employable'.

Many reports and statistics point towards an existing 'Skill -Gap' in the Indian economy.

India would require around 700 million skilled people by 2022 to meet the demands of a growing population. However, the present state of preparedness of Indian youth, to be the skilled workforce is rather weak. First, the supply of skilled workforce in India is very low as compared to other countries of the world. In India less than 4% of the workforce is skilled as compared to 47% in China, 74 % in Germany and 96% in Korea. Second, the level of skill and training or the 'employability' of the youth that actually undergoes technical training/higher education is not as per the industry requirements. For example, according to the India Skills Report 2019, the employability of technical graduates stood at 63.11 %, and for MBA and polytechnic graduates, stood at 47.18 % and 45.90 % respectively. (India Skills Report, 2019, n.d.)

Though successive governments had been making efforts to build an ecosystem for vocational and technical training so that a steady supply of trained and employable youth can be created; there existed a demand-supply gap. This gap was further widening due to demand for workforce trained in new technologies and new sectors where employment opportunities were being created. Also, given the pace of rapid technological transformations that are taking place in today's world, the skills sets are becoming redundant quickly. Hence, there is also a challenge, of regular up-skilling of trained personnel.

Understanding the need for bringing about a paradigm shift in the way, the skill training was being carried out through a network of technical and vocational training institutions; on July 15, 2015 - the World Youth Skills Day, the Prime Minister launched the prestigious Skill India Mission in association with the Ministry of Skill Development and Entrepreneurship (MSDE). Under this Mission, several other developmental schemes were also launched - including the 'Pradhan Mantri Kaushal Vikas Yojana' (PMKVY).

The initiation of this program/mission was the recognition of the fact that 'skilling' is the key enabler through which the youth can fulfill their aspirations. The vision of these programs states the need for a comprehensive ecosystem to impart quality skills to citizens, leading to sustainable livelihoods, with an emphasis on innovation and fostering entrepreneurship. The 'Skill India Mission' was not started as just any other scheme but it was meant to be a widespread movement across the nation that embodied the spirit of 'New India'.

One of the distinguishing features of the Skill India Mission was that it did not focus on training for 'traditional jobs' - instead all kinds of jobs whether in, formal or informal sector were given equal emphasis. Another aspect was, an equal amount of emphasis was given to the aspirations of the rural youth. It was recognized that the needs, requirements and aspirations of the rural youth differ from that of urban youth and therefore specific programs were designed to focus on skill development of rural youth.

'Soft Skills training' is being given due emphasis under the Skill India Mission which is another forward looking step. Skills do not only mean technical and vocational but 'soft skills' form an integral part of any training for employment. It helps the youth in building confidence and thereby enhancing employability of the trainee.

2 Survey of Literature

The research team explored already conducted studies in the area of skill development and identified the research lacunas in the area. It was observed that primary data based studies regarding impact of PMKVY were almost lacking and the present study is an attempt to fill that gap. The following studies were reviewed:

Study- 1: Skill Mismatches in Indian Labour Market: Policy Priorities and Challenges Ahead

The study conducted by Chowdhury, Sahana Roy (2014) observed that there exist skill mismatches in Indian labour market. It pointed towards a deviation in typical labour intensive sectors and an absence of skilled manpower in those areas. This dearth of skilled manpower may be linked to lack of incentivization in job market and dissent of education system with the job market requirements. The study concludes on measures to correct skill gaps which are, identification of skill gaps, designing skill initiatives in high potential sectors, development of skill infrastructure.

Study-2 Labor Mismatch and Skill Premia

Khalifa, Sherif (2014) studied the effect of trade liberalization on skill premiumon thebasis of predictions of 2x2x2Heckscher Ohlin Model. The study found that contrary to the predictions of the given model, skill premium increases in some developing countries and decreases in others as a result of trade liberalization. Also, skill abundance in a developing country is directly proportional to productivity among skilled workers as compared to unskilled ones. The study through empirical estimation on 50 developing and developed countries concluded that there exists a statistically significant skill abundance threshold which determines the relationship between openness and wage inequality.

Study-3 The Impact of technology on Skill Development

Paul, Santanu (2014) studied the domino effect of technology in education and training sector. The study emphasized upon the unification of new technology with existing infrastructure in order to create click-and-mortar platforms to infuse current generation, employment-ready skills. The study concluded that social innovations and adoption of 'Learning by Doing' mantra for vocational education can prove to be rewarding.

Study-4 Skill, Education and Employment: A Dissenting Essay

Singh, C.S.K (2003) observed that deficiencies in labour market like shortage of skilled and educated

labour force contribute more to the unemployment trend in the economy than the deficiencies in aggregate demand. The study highlighted that micro level interventions in order to correct the macro-policy distortions tend to have negative consequences like overcrowding and create an even larger pool of skilled and unskilled workers. The study concluded that better policy planning is required for manpower planning.

Study-5 Education and Skill development in India

Sharma, Pushpak (2015) in his study hepointed towards the need to fosterskilled labor in the country. The study pointed towards the huge shortage of skilled labour in the country in the years to come ifwe continued moving at the same growth rate in terms of skilled labour. Lack of awareness among students, lack of efforts by educational authorities to inculcate practical training among the students are the main reasons for skill shortage, as concluded by the study.

Study-6 Skill Development in India: Need, Challenges and Way Forward

Saini, Vandana (2015) in this study assessed the skill capacity in terms of general education and vocational training level of Indian workforce which was reported to be extremely low. The study also assessed various initiatives taken by the Government and its partner agencies and discovered various obstacles which were faced by the skill ecosystem of the economy. To counter such bottlenecks, holistic solutions are imperative, as suggested by the study

Study-7 Role of Vocational Education in Shaping Socio-Economic Landscape in India

Agarwal, Rashmi & Indrakumar (2014) in this study pointed that courses offered under vocational training in India are not demand driven and lack forward-linkages. The country suffers from a lack of infrastructure which is required for vocational education. Students perceive vocational education insignificant relative to general education. The study highlighted the need to change the attitude and mindset of students towards vocational training and revamping it at school level.

Study-8 Skills Development in the Informal Sector in India: The Case of Street Food Vendors

Pilz, Matthiaz, Uma, Gengaiah & Venkatraman, Rengan (2015) examined the issues of skill development in informal sector. Since, India holds a great proportion of population in the informal sector, it is customary for them to acquire vocational education and training through, on the job learning. The study found that the street food vendors possessed wide range of specialist skills. Half of them expressed their desire for further training, which could be done through a non-formal apprenticeship approach, as suggested by the study.

Study-9 Innovation Driven Ecosystem for Quality Skill Development in India

Shrotriya, Shishir, Dhir, Sanjay & Sushil (2018) analyzed the prevalent challenges of quality skill development in large economies and highlighted the importance of innovative processes to boost employability. The study utilized TRIZ (Theory of Inventive Problem Solving) for finding innovative solutions to the challenge of employability and suggested the development of Innovation driven ecosystem for quality skill development.

Study-10 JSAD Special Issue on Skill Development in India

Gooptu, Nandini (2019) highlighted the key issues of intended beneficiaries. Based on the preferences of beneficiaries, the study emphasized upon the role of human-centric theories of skill development. In this study,attention is drawn to the fact that skill training involves not only the development of technical competencies but is also a process of change of attitude, disposition and identity of a new generation of workers, with wide-ranging cultural, social and political implications that merit closer analytical attention.

2.1 Policy Background

2.1.1 Role of Industrial Sector -

The focus of Indian government towards the manufacturing or industrial sector started since independence as the planners were of the opinion that independent India should work towards a policy of 'Import Substitution' - meaning that large scale industrialization of the economy was needed through import of technology, know-how and machines.

The Industrial Policies focused on encouraging rapid industrialization that created a large demand for managerial and technical personnel, which in turn lead to setting up of such institutions meant for the training and recruitment of personnel. Thus, proper technical and managerial cadres in public services were established. Since, personnel were considered as the key pin under the industries Act, various incentives were provided to the workers for the improvement in their working and service conditions. Also, the workers were involved effectively in the functioning of industrial units in order to increase their sense of belongingness.

Another initiative to promote industrial sector by making available trained manpower for employment in the industrial sector-was the introduction of Apprenticeship Act, 1961. The main objective of this programme was providing training to apprentices in the industry by utilizing the available resources for imparting on the job training. The increasing needs of proficient craftsmen were focused upon by giving them experimental training in their specialized crafts. The Act made it obligatory for employers in specified industries to engage apprentices in various trades for the purpose of imparting on the job apprenticeship training in industry, to youth.

2.1.2 Indian Education System -Role in Education & Training of Workforce

In India, the efforts made by Indian Governments, -in the previous periods, have always focused on the development of the education system as suggested by the multitudinous Committees and Commissions setup for the purpose. The education system in 1964 was identical to the British Education System which prevailed in the pre-independence period. The review Committees setup in the post-independence period examined only certain specific aspects of the system and failed to provide an integrated solution to the fallacies in the existing system. Therefore, a need for the establishment of a panel was felt which would solely focus on providing suggestions for the improvement of the education system. Therefore, the Indian Education Commission also known as "Kothari Commission" was setup by the Government of India on 14 July, 1964 under the chairmanship of Professor Daulat Singh Kothari, the then chairman of the University Grants Commission.

The commission aimed at evolving an education system serving the following objectives:

1. Increase in productivity
2. Promoting social and national integration
3. Education and modernization
4. Social, moral and spiritual values
5. Consolidation of democracy through education

The commission submitted its report in June 1966 and made separate recommendations in the area of primary, secondary, higher secondary education.Along with these came other recommendations in the area of technical and scientific education. These were:

1. Early identification of talent and efforts be made for its full development.
2. The school and community be brought closer through suitable programs of Community Service

3. Scientific education and Research should receive high priority.
4. Education of agriculture and industries

These recommendations to meet the above mentioned objectives were accommodated to introduce India's first National Policy on Education (NPE) in 1968. Its primary focus was to promote education amongst India's people and covered both basiceducation and college education, in rural and urban areas. At this stage, measures to increase the facilities for technical and vocational education were also taken up. This was done to increase the employment opportunities in the country along with economic development.

After the adoption of the NPE in 1968, there came a breakthrough in the expansion of education system in India. More than 90% of the rural areas in India had access to schooling facilities within a radius of one kilometer. There were substantial developments at all stages in the education system. The most notable development in this regard was the adoption of 10+2+3 system of education.

Restructuring of courses at the undergraduate level was made, along with the establishment of institutes for post-graduation and research. However, despite of these achievements, the NPE 1968 lacked detailing in terms of implementation and planning. The significance of rural youth, problem of increasing population which demanded tailor-made solutions, upcoming challenges etc. were not given due attention under this policy which called for the introduction of a revised policy.

Later on, in May 1986 the National Policy on Education (NPE) was introduced by Prime Minister Rajiv Gandhi. Its aim was "Special emphasis on the removal of disparities and to equalize education opportunity. The NPE 1986 was modified in 1992 by the P.V. Narasimha Rao Government and Prime Minister Manmohan Singh adopted it in 2005 which came to be known as "Common Minimum Programme".

2.1.3 Technical and Vocational Education Ecosystem

During the phase of budding industries, another important step towards the development of industrial sector was the establishment of Industrial Training Institutes (ITIs) in 1969. It was not the first time that the concept of ITIs was introduced in the Indian scenario of development. The Craftsmen Training Scheme which was started in 1950 by the Directorate General of Employment & Training (DGE&T) had also called for the establishment of 50 ITIs for imparting skills in various vocational trades to meet the demands for skilled manpower in industrial sector.

The second phase of the development of ITIs came with a boom in West-Asia when labour from Indian market was exported to those regions. Also, trained craftsmen started moving from India to gulf countries to capture employment in those countries. Thus, to cater to the market needs (domestic and international) the network of ITIs was expanded considerably. In 1980, 830 ITIs were running in India, which increased to 1900 in 1987 and 10,750 ITIs were recorded in 2017, of which 2275 belong to the Govt. sector and 8475 to Private sector. Together they have generated a total training capacity of 15.22 lakh. As on January 1, 2007, 1896 Govt. ITIs were functioning in the country, of which 500 ITIs are being upgraded into Centers of Excellence under a scheme in 2005-06. 'Center of Excellence' accounts for a training institute which imparts training in various trades with any one specific trade being treated as the USP of that center. This was done to develop specialized institutes which would enhance public confidence and enrolment of students. The remaining 1396 ITIs were updated through the scheme of Public Private Partnership (PPP) which started in 2007-08. (dget, GOI)

For the successful implementation of the concept of ITIs, an Industry Partner was associated with the ITIs to lead the process of up gradation.

The main purpose of this innovative scheme was to focus on the enhancement in the quality of vocational training in the country and development of tailor-made trainings in order to meet the market demands to increase the employability of youth. This was done to develop skills among students with little or no inclination towards higher education or more inclination towards technical

education. With the minimum educational requirement for enrolment in it is, matriculation, high school or intermediate, the ITIs were able to provide vocational training to students in approximately 300 trades in technical and non-technical trades, and are now increasing. Also, the medium of teaching in ITI was not restricted to only English and takes Hindi into consideration as well. This would help the students to turn employment ready for specific industries with little cost of training.

Another added advantage of the ITIs is that the National Council of Vocational Training (NCVT) certificate issued by the ITIs is certified by International Labour Organization (ILO) and is recognized throughout the world. Various measures like the introduction of PPP (Public Private Partnership) model World Bank and Domestic Funding were adopted and directed towards the improvement in the working of such institutes and increasing the productivity of these centers.

- **World Bank Funded Initiatives-**

The National Project Implementation Unit (NPIU) is the World Bank Assisted Project under which the Directorate General of Training (DGT) in Ministry of Skill Development and Entrepreneurship, Ministry of Labour and Employment (MoLE), under which the Government of India has opted to upgrade the 500 Existing ITIs (100 ITIs through domestic funding and remaining 400 through World Bank Funding). The World Bank Funding is done under the project entitled "Externally Aided Project for Reforms and Improvement under Vocational Training Service". The objective of this scheme is to meet up the world standards by producing multi-skilled workforce. Also, development of infrastructure, equipments, introduction of new syllabi and new courses was focused upon under this scheme. Another World Bank funded project STRIVE (Skill Strengthening for Industrial Value Enhancement) worth Rs.2200 Cr (Rs. 1100 Cr. As loan from World Bank) was approved by CCEA as a central sector scheme in October 2017 whose duration ranged for 5 years (2017-2022). The contract was signed between the GOI and World Bank on 19th December, 2017. The scheme emphasized on the improvement of efficiency of skills development provided through the channel of ITIs and apprenticeship. The capacities of State government were targeted to be increased with the improvement in learning and teaching and Broadened Apprenticeship Training. Incentives were provided to the State Government for making policy and regulatory reforms to improve the operational environment for ITIs and apprenticeship. (dget, GOI).The Scheme also plans to strengthen the central institutes as multi-purpose resource centers and spread awareness among the industrial units to engage Small and Medium Enterprises (SMEs) in the process of skilling. The World Bank regards 'STRIVE' as the Programme for Results (P4R) scheme which is based on outcome based funding.

The Scheme for Vocational Training of Women was also formed with the aim to take care of women skilling programmes and stimulating job opportunities and economic empowerments of women in the country. To serve this purpose, (National Skills Training Institute) NSTIs were launched in 2018.

NSTIs were setup exclusively for women to produce women instructors which would provide training to students enrolled in ITIs. The scheme focused upon the women belonging to the weaker sections of society.Various facilities like merit-cum-means stipend, scholarships, hostel facilities, etc were provided to them in order to increase their involvement.

- **Other initiatives-**

Several other schemes like the 'Craftsmen Training Scheme' (CTS) and Craft Instructors' Training Scheme (CITS) in trades, The NSTIs for women also organize NCVT approved skill training programmes in various trades like Cosmetology, Interior Decoration & Designing, computer operator, etc.

In 2017-18, 4664 seats have been sanctioned in NSTIs for women in various training courses in CTS and CITS. Since its inception, the institutes have successfully trained 1,45,000 women.

Also, with an aim to enhance the existing infrastructure of skill development in North Eastern States and utilize the untapped potential in those states, a scheme for the Establishment of ITIs in North Eastern states and Sikkim was formulated in 2011with a budget of Rs.57.39 Cr. The scheme laid thrust upon the up gradation of 20 ITIs by the introduction of three new trades for each ITI and construction of new hostels, replacing old tools for new implements, to supplement the infrastructure deficiencies in 28 ITIs.

The cost for the scheme was revised to Rs. 149.80 Cr with a new component of establishment of 14 new ITIs in 7 North-Eastern States.

Another scheme was formulated in 2011 to motivate the development of skilling infrastructure in 34 districts closer to the people of left extremism affected areas. The objective of this scheme was to meet the increasing demands of skilled manpower of various sectors in the economy. This was done through the establishment of ITIs and Skill Development Centers in each of the 34 districts in the ratio of 1:2. Various vocational courses were run under this scheme (long term and short term) to cater to the needs of the economy. The scheme was sanctioned with Rs. 241.65 Cr.

The government initiatives mentioned above were successful to some extent; however the objective of skill development cannot be termed as the 'best-selling' proposition of these schemes as it was clouded beneath the other objectives of the schemes.

The challenges existing in the country still needed to be catered to.

Some of the major challenges which were faced by the economy in terms of skill development were:

a) Mindset of people considering skill as the last option for the ones who fail to get through the formal academic system

b) The skill development programmes lacked co-ordination and monitoring

c) No common standards to assess the performance of the students and common course curricula which cultivated confusion among the employers as well

d) Dearth of efficient trainers

e) Limited mobility in respect to skill, higher education programs and vocational education

f) Limited access of the programmes and deficient industry linkages

g) Huge imbalance between demand and supply factors

h) Low participation rate among women

i) More inclination of people towards the non-farm, unorganized sectors

j) Omission of various areas from the course curricula like entrepreneurship

k) Startups lacked push in terms of financial assistance, innovation, mentorship etc

The 'National Policy on Skill Development' was formulated by the Ministry of Labour and Employment and approved by the Cabinet in 2009 to remove the major challenges which are faced by the skill development scenario in India. The objective of the policy was to create a skilled workforce with better knowledge and qualification to ensure a decent paid job to youth and enhance India's global competitiveness. It focused on increasing the productive capacity of workforce both ,in the organized and unorganized sectors, increasing the role of women, youth, differently abled and minority classes in the process of skill development.

The National Policy on Skill Development had the objective of working on a 'demand driven system' which is guided by labour market signals and minimized skills mismatch. Some innovative approaches to expand the outreach of the policy were adopted. New and emerging occupations were given due consideration and existing ones were polished by providing pre-employment training and lifelong learning.

The National Policy on Skill Development through its objectives attempted to remove the major challenges which are faced by the skill development scenario in India. The policy was developed keeping in mind the requirements and structure of the Indian economy that would yield the best output by the implementation of such initiatives. It focused on the major thrust areas and various ingenious designs to cater to the exigencies of the market.

The major challenges which the Policy hoped to tackle were:

a) Equitable access to all to the existing system by expansion of its capacity.

b) Promotion of lifelong learning and maintenance of quality and relevance with regard to the changing conditions of the knowledge economy

c) Creation of effective convergence between school education, various government skills development efforts and private-sector initiatives in this area

d) Building an institutional capacity for planning, quality assurance and involvement of stakeholders

e) Creation of structural mechanisms for research development, quality assurance, examinations and certification, and affiliations and accreditation

f) Increase in the stakeholder participation, mobilization of adequate investment in skills development, attainment of sustainability by strengthening physical and intellectual resources.

2.2 Skill Development Ecosystem in India in recent past

With the view to realize the potential of India's demographic dividend,The National Policy for Skill Development & Entrepreneurship was formulated by the NDA Government in 2015.

The vision of the policy as stated by the GOI was described as "To create an ecosystem of empowerment by skilling on a large scale at speed with high standards and to promote a culture of innovation based entrepreneurship which can generate wealth and employment so as to ensure Sustainable Livelihoods for all citizens in the Country."

The National Skill Development Mission was also launched on July 15th, 2015 with an aim to create a convergent and high powered decision making framework.National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC), Sector Skills Council (SSC) were brought under the umbrella of a central governing body as Ministry of Skill Development and Entrepreneurship (MSDE). The scheme was launched on the occasion of World Youth Skills Day and aimed at shifting the approach from a process based to competency based education system.

A three-tier institutional structure was setup under this scheme to accomplish the set objectives. The key Institutional Mechanisms consisted of a Governing Council (Chaired by the Prime Minister), A Steering Committee and The Mission Directorate.

The Mission Directorate held under its purview, the National Skills Development Agency (NSDA) which was established in 2013. Primitively, various skill development initiatives were undertaken separately by different ministries such as Ministry of Rural Development, Tourism, Shipping and Electronics & Information Technology. But due to non-existence of a common standard among these ministries and the Centre-State activities, these scattered resources were clubbed together to form NSDA which takes into consideration the National Skills Qualification Framework (NSQF) which operates nationally to integrate education and competency to enable people to acquire skills in various areas and increase their access to the market

NSDA which was setup as an autonomous body, (registered as a Society under the Society's Registration Act 1860) was established with an aim to co-ordinate and harmonize the activities of skill development in the country. Often referred to as 'a quality assurance and policy research body of the MSDE', the NSDA is one of the functioning arms of the Ministry of Skill Development and

Entrepreneurship (MSDE).

Following functions performed by NSDA:

a) Anchor and operationalize the NSQF.

b) Coordinate and harmonize the approach to skill development among the concerned institutions.

c) Act as nodal agency for State Skill Development Mission

d) Create and maintain a national data base related to skill development

e) Raise extra budgetary resources for skill development.

f) Take affirmative action for advocacy

g) Evaluation and Rationalization of the Skill Development Schemes of Government of India

h) Creation of Integrated Labour Market Information System

i) Engagement with States

j) Skill Innovation Initiative

NSDA aims to train 400 million people by 2022 in various trades, thus increasing the employability in the country by enhancement of vocational skills of people.

NSDA on international front has also attempted to enhance the skilling ecosystem in India. For this, various international engagements have been signed by the NSDA which include

- India-EU Skills Development Project
- Collaboration with CNCP (Commission Nationale de la Certification Professionelle), France
- Collaboration with ADB (Asian Development Bank)

National Labour Market Information System (N-LMIS) was also developed as a single window platform to estimate the demand and supply trends in the vocational education system and work out the training needs. The portal was launched on 15th July 2016 by the Prime Minister and is now known as 'Skill Exchange Labour Market Information System'.

The formation of National Skill Development Corporation (NSDC) was announced by the then Union Finance Minister Shri P. Chidambaram in his 2008-09 budget speech. It was setup as a part of National Skill Development Mission to meet the growing needs for skilled manpower of various industries and bridge the gap between demand and supply of skills. They conducted extensive studies across industries, trainers, trainees, sector skills councils and Government stakeholders in order to form a detailed overview regarding job roles, demand and supply of skills, infrastructure availability and suggest measures thereon.

The pitfalls of the initial schemes were taken into account to develop a unique and more convergent model that would cater to the needs of specific industries. It's not that vocational training was non-existent prior to the establishment of NSDC but it was imparted a new dimension with NSDC. The notion of vocational training was formalized with the inception of NSDC, as it focused specifically on the development of skills and attracted private institutions to participate in the process.

To cater to growing skill gap, the estimated training needs were worked out for different sectors. A total requirement of 1268.72 lakh was estimated of which 80% of training requirements belonged to Top 10 sectors. These were Construction (320 lakh), Retail (107 lakh), Beauty and Wellness (82 lakh), Electronics and IT (69 lakh), Road Transport and Highways (62.2 lakh), Textile handloom and handicraft (60 lakh), Furniture and fittings (52.6 lakh), Tourism and Hospitality (49 lakh), Logistics (42.9 lakh) and Automotives and Capital Goods (41 lakh). (dget, GOI)

The institutions thus established were of good quality, large and for-profit vocational training

institutions. A very nominal fee was charged from the students to increase its affordability. Currently, 21 sectors fall under the purview of NSDC. It also provides concessions (soft loans) to its Training Partners (TPs) which account for approximately 85% of the total project investment to cover up the expenditures to be incurred in training. The remaining portion of the expenditures is invested in the form of equity being infused by the TPs. At present 449 TPs are working in collaboration with NSDC in 602 districts and have successfully trained around 128.66 lakh people in various trades.There has been a placement record of 49%. The count of active courses as on 8th Dec'16 was 2,263. Also, the CSR engagements of NSDC are 18 in number and include major giants like NTPC I, NTPC II, Hindustan Copper Limited (HCL), Power Grid Corporation of India, etc. As on 06.01.2017, NSDC has successfully trained91.91lakh persons across India with 290 Training Partners and 4526 Training Centers.

To meet the objectives of NSDC a unique concept of Sector Skills Councils (SSC) was introduced under NSDC. The SSCs were granted the powers to identify the skill development needs, preparing a catalogue for the same and developing sector skill development plan along with the maintenance of skill inventory.

Following the order, a separate system to ensure the delivery of competencies, both nationally and internationally was setup. A National Vocational Qualifications Framework (NVQF) was formulated to include the opportunities for horizontal and vertical mobility between general and technical education, including certification and recognition of competencies. More stress was laid on research, monitoring and planning to promote excellence, and to achieve these objectives modern technologies for training like distance learning, e-learning, web based learning, etc were brought into practice.

The Directorate General of Training was constituted as one of the functional arms of NSDC and the three institutions namely National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC) and Directorate General of Training (DGT) were linked horizontally with the Mission Directorate to support the functioning of the scheme and achieve set objectives. Apart from this, Centre encourages every state to operate its own 'State Skill Development Mission' independently.

Another step towards the improvement of the skill development model was the amendment of The Apprentice Act which was first introduced in 1961. The Act was proposed on 7th August, 2014 and passed by the Lok Sabha on 14thAugust and by Rajya Sabha on 26th November, 2014 with a clear majority. The amendment bill 2014 catered to all the untouched areas which were initially not provided for, in Apprenticeship Act 1961. The act provided for the establishment of Central Apprenticeship Council (CAC) to determine the ratio of trade apprentices to workers (except unskilled workers) for each designated trade under Section 8 of the act.

To meet the funding requirements of MSDE, the National Skill Development Fund (NSDF) has been set up by Government of India to encourage skill development in the country. A public Trust is set up by Government of India is the custodian of the Fund.

Various organizations which desire to participate in the mission of Skill India are provided with an opportunity to channelize their earnings, and function as a strategic vehicle to create a multiplier effect on skilling. A 'Resource Optimization for Skilling at Scale Platform' has been proposed by the Government to cater to the changing demand patterns and acts as a flexible vehicle to tackle the issues of skill shortages through skill development, job creation and placement at scale

The companies are directed and encouraged to spend at least 25% of their Corporate Social Responsibility (CSR) funds for skill development initiatives. Also, the industries in different sectors are bound to designate 2% of its payroll bill for skill development initiatives.

The training fee for such skilling programs has been kept very nominal so that no willing individual is devoid of any certified skill training. In order to make up for the training costs, the GOI has been providing scholarships, rewards, skill vouchers (SV) for funding of the training costs. Also, the principle of Direct Benefit Transfer (DBT) is used as the mechanism for payment disbursement, for all

other government schemes.

A Credit Guarantee Fund for skill development and a 'National Credit Guarantee Trustee Company' (NCGTC) has been set up to provide loans for the purpose of skilling and to ease the provisions of credit financing in the skill landscape. Till January, 2017 NSDF was reported to have released over Rs.3800 Cr. to NSDC towards skill development programmes including skilling, STAR, PMKVY and UDAAN. The Training and Apprenticeship Division was moved from the Ministry of Labour and Employment (MoLE) to the Ministry of Skill Development and entrepreneurship (MSDE).

MSDE also introduced a flagship programme namely Pradhan Mantri Kaushal Vikas Yojana (PMKVY) which targets skill certification of Indian youth. It is basically concerned with the channelization of untapped potential of youth which would take them from level 0 of no basic skills to a level which makes them employment ready. Being the biggest training and certification programme as of now, the scheme is supported by Mudra loans and other finance provisions and aims to skill 1 Crore youth by 2020.

The scheme (PMKVY) is discussed later in the following section.

3. PMKVY -The Scheme

The PMKVY Scheme was formulated by the Ministry of Skill Development and Entrepreneurship. The implementation of this ambitious scheme was entrusted to the National Skills Development Corporation (NSDC) and given an initial target of imparting industry relevant training to over 24 lakh youth in the country with an aim to empower them to join the workforce with the requisite skills, thereby improving their socio-economic status by earning their livelihoods.

The scheme has several unique features with an innovative implementation methodology. With the second phase of PMKVY, it becomes essential to critically review the mechanism adopted by this scheme to provide industry relevant training to youth. The scheme functions through 6 basic elements.

The first element of Recognition of prior learning is a unique one in terms of training ecosystem. It recognizes the skill and trainings already been attained by the students before joining the training centre. Which means the student with RPL training is not treated as tender footed, rather he is given a status of already learned student who is acquainted with the skills beforehand. As on May 13, 2019 a total of 20,13,029 candidates were enrolled in the RPL programme under PMKVY and 1405592 candidates have already passed the training for RPL.

The second element of Short term training (STT) aims at imparting training to the candidates which varies in duration from 6-8 weeks. The curriculum of these trainings has been designed in such a way so as to accustom the students with activities under the training job roles, impart them with necessary skill set which would help them in becoming employment ready. The training designs is suitable for quite a few students as they are not willing to spend much of their time acquiring training due to their personal or financial constraints. A number of 29,93,209 students have been enrolled in the STT programme, 26,08,889 candidates have already been trained, 21,28,764 candidates have passed the training of which 53.88% candidates have been successfully placed by May 13, 2019.

The third element of Special projects aims at imparting training to the vulnerable and marginalized groups of society in terms of types, locations, formats, institutional changes, etc which may deviate from the STT component of PMKVY. The special projects help in creating innovative, critical, creative and practical projects which hold a potential to impact the target groups of the project. Under this, 1,00,525 candidates have been enrolled, 78,547 candidates have been successfully trained and the placement percentage for the same turns out to be 43.43% as on May 13, 2019.(MSDE, GOI)

Another leading-edge benchmark was created with the introduction of Kaushal and RozgarMela to ensure active participation of the communities. This would enable transparency and accountability on their part and mobilization of their artistry. The TPs are required to conduct these Melas every six months with media coverage and participate in National Career Service Melas and on-ground

activities. The placement guidelines and support are being provided to the candidates through TCs in collaboration with the TPs. Also, to ensure that the quality standards are being met, the TCs, NSDC and empanelled Inspection Agencies use various methodologies like self audit reporting, surprise visits etc. coupled with latest technologies.

Another initiative taken up by the GOI was the introduction of Pradhan Mantri Kaushal Kendra (PMKK) Scheme for setting up of model skill centre in every district of the country. The salient features of PMKK included the following:

a) State of the art infrastructure

b) PMKK specific External and Internal Branding

c) Smart Classroom- Every PMKK is required to have at least one classroom equipped with audio-visual facilities to conduct virtual trainings, interactive sessions and industry seminars / webinars.

d) Mandatory training in the manufacturing trades

e) Model course curriculum and trainers as per SSC specifications

As per the 2017 report, 36 Training Providers (TPs) were shortlisted for setting up of PMKK in 443 districts and a target of 1,72,360 has been allocated under PMKVY II to 59 PMKKs.

PMKKs are directed towards becoming the hub for delivery of skill development training with its networks operating across all Indian districts. It would be responsible for quality control, training of trainers, training content, internal assessments, placement linkages etc.

The implementation process overview of PMKVY is represented below.

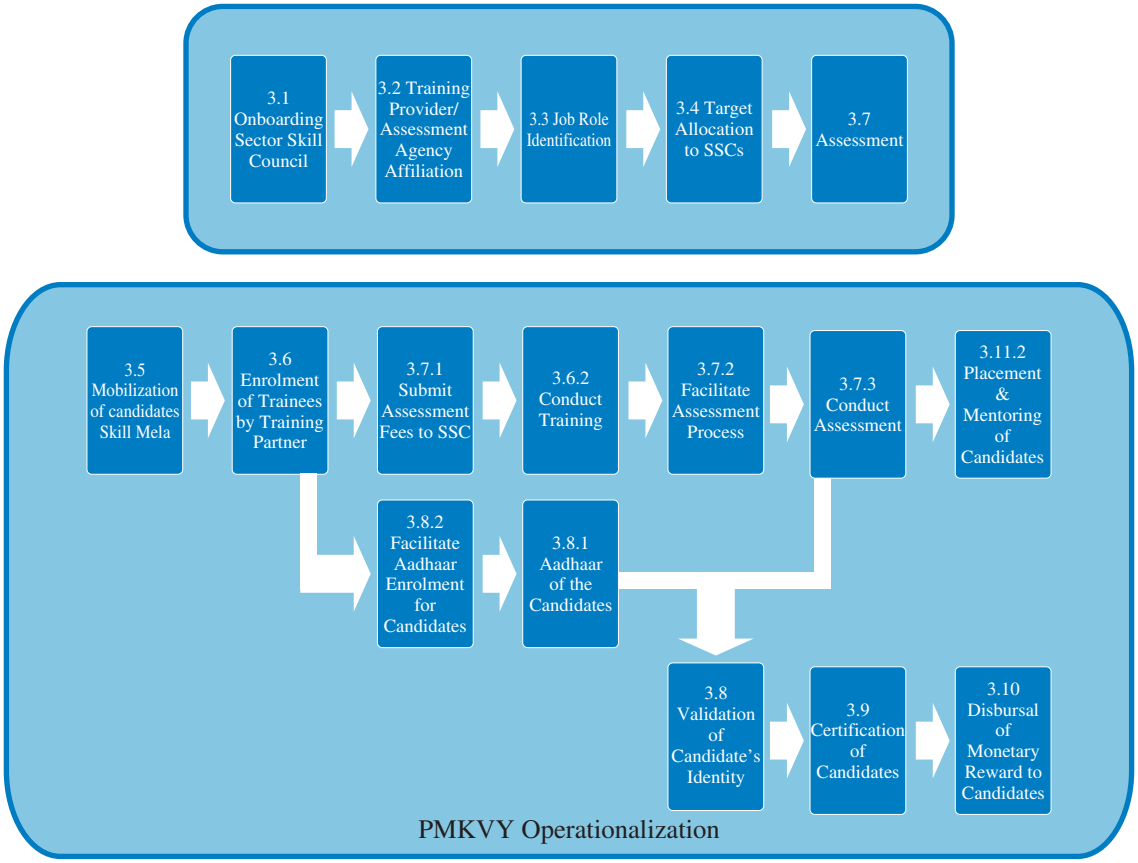

Figure 1.1: Overall Process of PMKVY Scheme

Source: PMKVY Official Website

It is well known that most government schemes are well planned and thought of. However the success or failure of the scheme depends on whether or not it is implemented in letter and spirit. Hence, it is required that independent agencies carry out in depth analysis of the scheme- keeping in mind the various aspects, especially the economic aspect. The government schemes spend public money which should be efficiently used to achieve the objectives. The core objective of the study is to evaluate the various aspects of PMKVY and determine its effectiveness in achieving the said objectives.

4 Objectives of the Study

The study is a primary study being done to undertake an impact analysis of the prestigious Pradhan Mantri Kaushal Vikas Yojana.

a) To conduct an Impact assessment of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) by ascertaining various quantitative as well as qualitative aspects of the beneficiaries' (in different segments) pre and post training.

b) To assess the value -addition to beneficiaries (in different segments) in terms of change in employability, career progression and change in income/wages through PMKVY

c) To study the outreach strategies and mentorship processes/procedures being undertaken by the Centres for mobilization of candidates and guiding them to take up suitable courses in the Training Centres

d) To study the critical enablers that can promote increased 'Private sector' participation in the scheme.

e) To suggest measures to increase the success rate of this prestigious scheme.

5 Need and Relevance of Study

a) Demographic Dividend in India would peak in 2020 with the average Indian's age of 29 years which means India will experience an age advantage for at least three decades, through 2040.

b) For utilising the opportunities India needs to increase the productivity of its labour force and solve the crisis of employability.

c) In wake of Industrial Revolution 4.0, the wave of automation, Machine Learning, Robotics and Artificial Intelligence would affect all sectors of the economy and drastically change the nature of work. Hence, skilling of the new-entrants in the job market and retraining the old ones cannot be ignored.

d) PMKVY has brought about a paradigm shift in India's Technical and Vocational Education and Training with an objective of making India, the skill- capital of the world.

e) The low placement percentage (12.4 %) as pointed out by the Report of the Committee for Rationalization & Optimization of the functioning of the Sector Skill Council, Dec 2016 is indicative of the scope of improvement in the design & implementation process of the scheme.

f) The scheme has now been approved for four more years (2016-2020) for the benefit of 1 Cr people with a budget of 12,000 cr.

g) Hence, there is an urgent need for an impact assessment of the scheme.

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[1]*The terms beneficiaries/ students/ trainees/ respondents have been used synonymously*

The present study has collected datafrom five states (Assam, Bihar, Madhya Pradesh, Punjab and Uttar Pradesh) on the implementation of this scheme, thus, aiming to present a realistic picture of the implementation as well as the impact of this scheme on the lives of beneficiaries and other selected aspects.

The following chapters provide a detailed review of the study.

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Chapter II

Skill Development in India- Major Issues

Skill Development in India - Major Issues

2.1 Introduction

This chapter deals with the present scenario of skill development in India. Certain aspects on this issue have already been discussed in the introductory chapter.

India has an immense potential to move towards innovation, new horizons of entrepreneurship, jobs and so on given its demography. It is only through skill development that the potential of human resources can be realized.

2.2 India Demographics, Industrial Structure and Labour Markets

2.2.1 Demographic Dividend

Indian demographics have captivated the interest of the researchers due to certain characteristics. The United Nations released the 2017- revision to its World Population Prospects which said that Indian population seems to be still growing while growing older. The population of India is believed to overtake China's in the next seven years to reach 1678.7 million and become the world's most populous country while China's population is believed to decline after hitting a number of 1441.5 million. Secondly, India is a younger country when compared to China and has a low dependency ratio, which we can term as a 'demographic dividend' enjoyed by India. This demographic dividend would conclusively be over by 2040. Thirdly, Indian economy has developed considerably characterized by a rapid growth in the service sector accompanied by 'jobless growth'. This has further led to more employment in the informal sector forcing the working age population to work at low wages. The rural youth is surviving with the dearth of adequate education and training opportunities. This called for the introduction of more drastic changes in policy and institutional setups and thus Skill India Mission was launched by the Government of India.

2.2.2 Labour and market segmentation

The Indian labour market is highly segmented with several different bases of segmentation. For example, gender, caste, geographical barriers, economic space like rural/ urban area, sectoral barriers, education/skill, institutional barriers, work arrangements, etc. all serve as effective bases for bifurcation of labour workforce in the market. Labour market serves as a medium of interaction between the employer and workers and operates on the principles of demand and supply of labour. Indian economy is the fastest growing economies of the world and this upsurge in its demographic dividend is expected to increase the proportion of working age population (15-59 years) by more than 83 percent. This demographic dividend, if channelized properly would make India as the largest contributor by holding with it approximately 25 percent of the world's total workforce.

In India, labour market is basically divided into the agriculture sector and urban formal (organized) and informal (unorganized) sector. As per the survey carried out by National Sample Survey Organization (NSSO) in 2011-12, the total employment in the country accounted for 47 crores, of which around 8 Crores were in the organized sector and rest 39 Crores in the unorganized sector. The unorganized sector is considered as unfavorable due to various reasons like seasonality of employment, lack of formal relationship between employer and employee, lack of social security protection norms, yet it constitutes more than 90 percent of the total employed labour in the country. (Ministry of Labour & Employment, GOI)

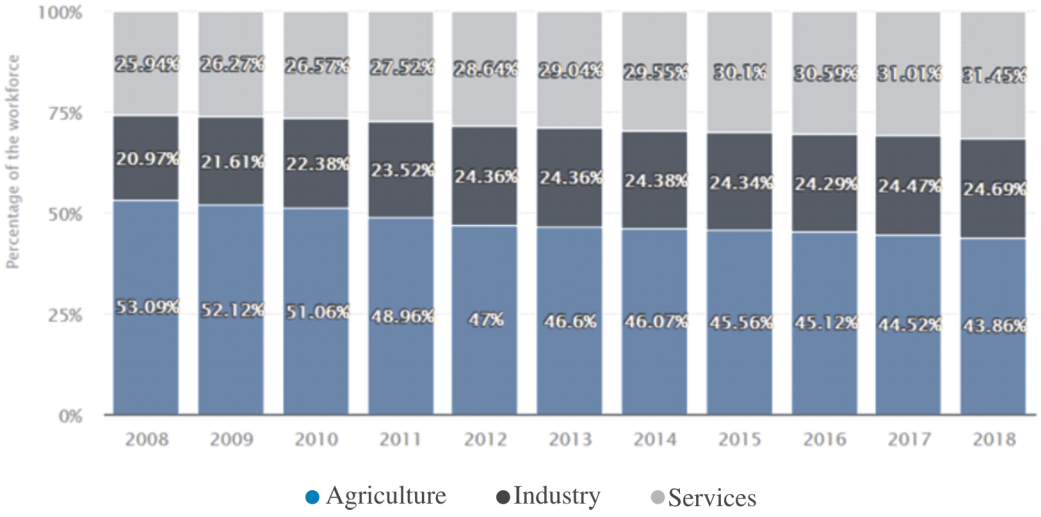
Ironically, unorganized sector is one of the biggest sectors of the Indian economy and supports half of the working population in rural and urban areas.

Despite the economic reforms introduced by the Indian Government from mid 1980s to 1990s, the growth in employment was accompanied with stagnation in growth, thus resulting in a period of 'jobless growth'. This is the reason why growing Indian economy failed to accommodate its new labor

force into newly generated jobs.

The growth of Indian economy has been called as 'service-led growth'. With the falling share of agriculture in the national income and increasing share of industrial sector and majorly of the service sector, the employment trends have experienced a transitioning phase. The Gross Value Added (GVA) of the services sector is estimated at 92.26 lakh Crore in 2018-19. The sector accounts for 54.4 percent of its total share in GVA as against 15.87 percent by the agriculture sector.

Figure 2.1 Sector-Wise Employment Trend



Source: www.statista.com

Looking at the employment generated by each sector, agriculture employs the maximum number of people in the country. It contributes 43.86 percent to the total employment generated in the economy. On the other hand, services sector which is called as the backbone of our economy and is the largest growing sector contributes only 31.45 percent to the total employment generated in the country. The industries or the manufacturing sector stands at contributing 24.69 percent to the total employment in the country. The manufacturing sector constitutes mainly the informal small sized rural firms with formal sector accounting for only 0.7 percent of the total firms. This is indicative of low productivity, poorly paid jobs prevailing in the manufacturing sector.

Apart from the manufacturing sector, service sub-sectors like retail and wholesale have also shown great improvements in the past few years. Conclusively, the service sector by boosting the growth of software and pharmaceuticals has offered a highly urbanized lifestyle to the educated population by offering to them hefty pay packages and training opportunities; however the fraction of such people is meager. Thus, we may call this development as 'skewed' with majority of working population lying at the extremes.

Thus, this plight has made it necessary for the policy makers of the country to impart sufficient education and training support to the people in Indian workforce. A well planned skilling module is the need of the hour to enable young people to enter the formal and organized sector.

2.3 Skill development Scenario in India

There has been a considerable skill gap between the demands of the industries and the skills that are acquired by people through education and training. This demand-supply gap not only affects the economic development of the country but acts as a stumbling block to the inclusive growth of the

economy as a whole. There exists a paradoxical situation in the country, where job seeking young men and women complain of the absence of appropriate jobs while on the other hand the industries or employers are facing a situation where they do not get the aptly skilled people for their units.

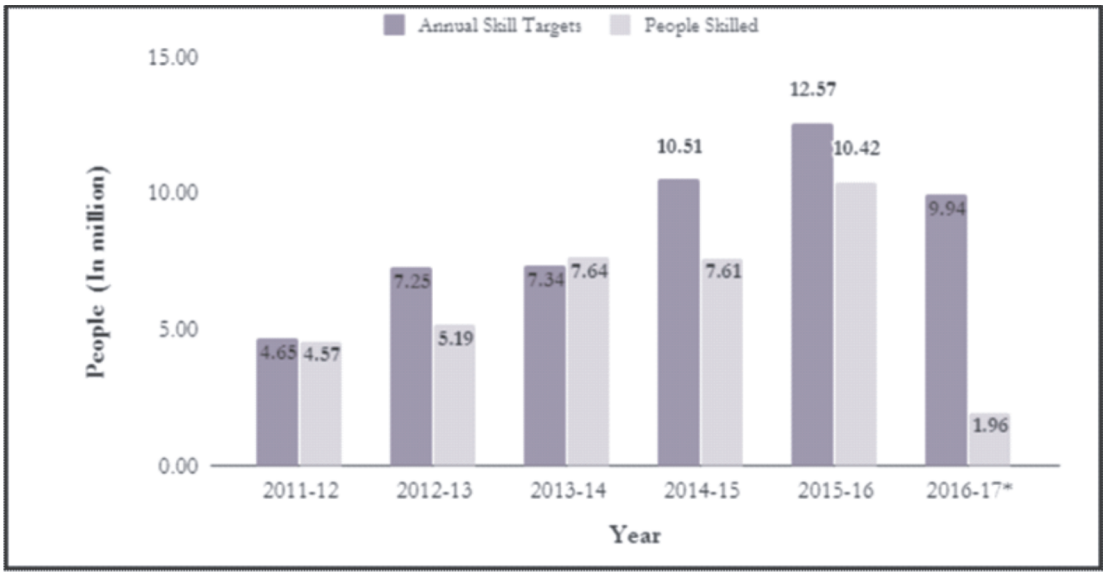
Presently, around 903 universities, 39,050 allied colleges, 3,239 polytechnics and 14,312 ITIs are functioning in India, providing education and training to more than 20 million students per year. Thus, India has huge educational infrastructure to provide higher education and training to youth. The Government has laid the foundation of 141 universities and 7 IITs in the past four years. (MHRD, DHE, GOI, 2017-18)

However, despite of this educational infrastructure, NSDC has projected an additional requirement of 109 million skilled personnel by 2022 in 24 key sectors of the economy. Apart from this, more than 12 million youth between 15-29 years of age are expected to join the workforce in the upcoming two decades. The country has a total training capacity of approximately 103.4 million people as against the 126.4 million people looking forward to join the workforce by 2022. (UNDP)

Thus, one of the major challenges of skill development initiatives is also to address the needs of this vast population by equipping them with relevant skills and bridge this gap between the demand and supply of skills which would make them employable and help them secure decent jobs.

The target set by the GOI of skilling 400 million people by 2022 under the National Skills Development Programme 2015 is way too large, and seems unrealistic and unattainable, as highlighted by Sharada Prasad Committee..In 2009 a goal of skilling 500 million people was set under the National Policy on Skill Development, which also seemed baseless and illogical, as per the report of Committee for Rationalization and Optimization of the Functioning of the Sector Skill Councils. The GOI has missed each one of its skilling targets except for the one in the year 2013-2014.

Figure 2.2 Skill Targets and Achievements Across Ministries



Source: National Skill Development Agency; Annual Report 2016-17 (Figures up to December 2016)

The Report published Sharda Prasad Committee also highlighted solecism in the implementation of working of Recognition of Prior Learning (RPL) programme. It was noted that the actual number of people trained and the ones who were certified differed to some extent. The students were trained only for 2-3 hours and certified to have completed the whole training programme. This was done in order to window-dress the performance of the scheme. The numbers were inflated to portray the desired count as against the actual count of trained and certified candidates. (MSDE)

Another major challenge which was encountered by the assessing bodies was the unavailability of adequate infrastructure required for the Skill India Mission. The requirement of 347 million skilled people was estimated by NSDC to be achieved by 2022. However, the country has been facing a dearth of skilled youth from almost a decade. On an average, 12 million people are expected to join the workforce every year vis-à-vis the existing training capacity of the country to be around 4.3 million. This led to a shortfall of training facilities and hence employment opportunities in the country. This acts as a stumbling block in the way of training requirements of youth in the country. Approximately, 64 percent of the new entrants to the industry are deprived of training facilities every year.

Along with the training infrastructural needs, a responsibility also comes up in the form of ensuring the quality of training being imparted to the people in the country.

Undoubtedly, the policy initiatives taken up by the GOI for skill development reformed and restructured the education system by infusing necessary changes in the system at regular intervals in the form of Apprenticeship Act of 1961, launch of the Industrial Training Institutes in 1969, formulation of Kothari Commission in 1964 and many more, but it still failed to transform the economy into a skill economy. The acumen portrayed by the Government proved successful to some extent, however it lacked on certain key components as well.

The education system in our country is still functioning on the traditional concepts and fails to meet the training required for industrial employment. The curriculum of the education provided to the students at school and college levels, significantly lacks practical insight and exposure through internships, workshops etc. However, only a few institutions in India offer experiential learning courses There is a need that the Government enhances such learning techniques to develop the practical exposure of the students. The training institutions are required to develop linkages with the industry to estimate their demands for skilled manpower.

The training programmes offered by various ministries lack heavily on quality and essential infrastructure. The division of courses into short term trainings and long term trainings to enable the students to choose a well suited program for themselves, enabled the ministries dealing in short term training programs to organize trainings for a duration as short as eight hours. This would neither meet the needs of the industry nor of the students. Hence, leaving them on the verge of unemployment once again.

A heavy dearth of skilled trainers was also highlighted by Sharda Prakash Committee

The training provided to the students was sub-standard and did not provide them with decent job opportunities. Actually, the trainees were trained only on paper and not in reality. To achieve a reasonable target of skill development, there is a need for India to train 20,000 skill trainers annually. The training of trainers has to be given core importance as an unskilled trainer would never be able to produce a skilled professional. Currently, India has a capacity to train 8268 trainers. It is also required for the GOI to establish certain norms for the appointment of trainers in the centers such as prescribing of basic entry qualification, pedagogy skills and a minimum work experience of 6 months in the industry.

The problem encountered in the skill development framework is low industry interface of the training institutes. This has further aggravated the problem of unemployment in the country. The training is characterized by poor placement records and low salaries being offered to the students enrolled in training courses. This discourages people to get them enrolled in the training programmes offered under the scheme and entails to low confidence in the programme structure. A strong industry interface also helps in establishing an image & build confidence in the minds of the students regarding the goodness of courses pursued by them. It is essential to make regular assessments of the course-curriculum to ensure that it stands in conformity with the practical industry requirements..

This has further led to low student mobilization in the training institutes like ITIs, polytechnics in comparison to the actual capacity of these institutes. This problem of low mobilization rate can also be attributed to mobility constraints being laid upon the students due to certain psychological factors,

geographical factors, etc, an orthodox mindset in regard to the vocational training curriculum and low salaries at entry level.

The idea of vocational training remains dubious in India as it has failed to attract the trust of the students in terms of its sustainability in the future. Students prefer to get awarded with a regular degree as it seems more favourable to them in contrast to a vocational training certificate.

Another reason for the vocational training courses to lack reliability is the absence of uniformity in the course curriculum. A uniform course structure enables easy comparison of courses among different training institutes by the students and helps in developing a standardized approach for measuring and evaluating the course outcomes. This helps in removing ambiguity among the students concerning the esteem of their study courses. Thus, it is imperative to form a nation-wide Vocational Education and Training benchmark to ensure better productivity of the students. This can be developed by creating availability of integrated on-site apprenticeship training, a strong industry interface and sufficient financing of the Vocational Education and Training system. A regular revision of the course curriculum and up gradation of the training infrastructure is required to at par with the industry requirements.. But, the other side of the story ,projects these changes to be undertaken as expensive and complex.

Also, there was a lack of adequate frequency of pre-assessment tests or entrance tests before admitting the students to training courses. The students simply followed the crowd and enrolled themselves in random courses without even assessing their areas of interest and abilities for training. There turned out to be a great mismatch between the course requirements and aptitude of the students leading to a high dropout ratio. This pitfall can also be attributed to lack of career guidance available to the students. The institutes lack proper career guidance cells which is a result of inadequate placement statistics and weak industry linkages of these training institutes. This led the students to make uninformed decisions with respect to their career choices.

One of the major challenges encountered in the path of skill development is the creation of research development mechanism for effective skill creation. There is a lack of sufficient framework for managing and controlling of new researches in the area of skilling. Therefore, We need to create an institutional mechanism, which can do research in new skills required, in collaboration with leading technology innovators ,so that we can visualize and prepare people with those skills to keep up with the dynamic requirements of the economy.

2.4 Skill Development Opportunities for Indian Youth- A New Skill Ecosystem

In the last 5 years, the Indian economy has undergone drastic changes in all aspects especially in terms of the training infrastructure. These years have proved to be elucidating the true nature and future needs of the training in the country. The job market landscape has been altered considerably with the Government practicing its avant-garde policies in front seat. An increased investment in infrastructure like highways, urban transport, renewable energy, shipping, housing facilities, smart city programmes, rural roads, airports and industrial corridors, etc. has raised the manpower requirements in the country. Also, the skilling demands have been altered noticeably. The Talent Market in India has transformed with people being encouraged to work on newer technologies, incorporating the impact of digitization in automotive and retail sectors and adopting to the new trends in newly evolved areas of work.

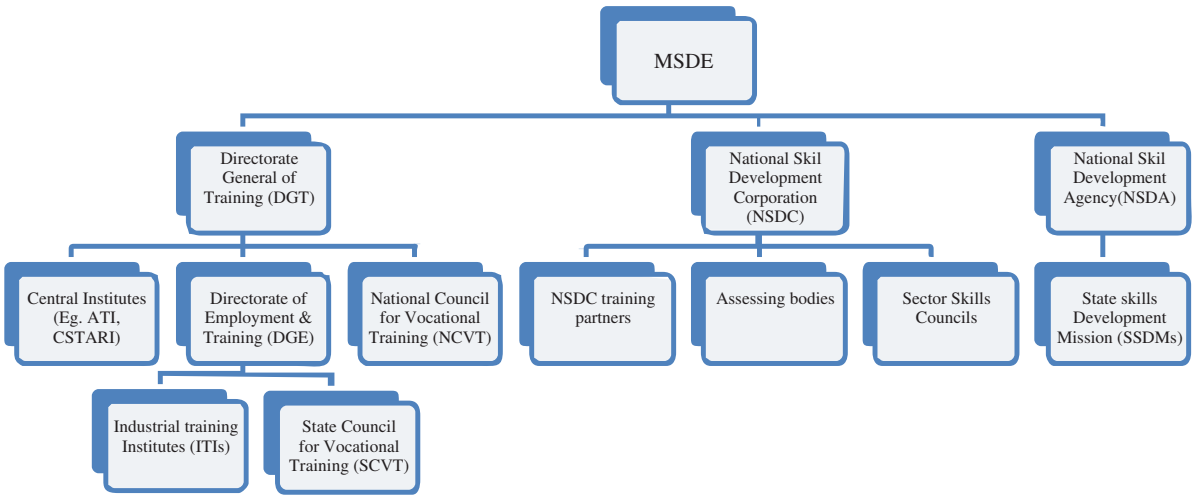
The overall composition of Indian workforce has changed during the past few years and is expected to transform significantly in the years to come as well. As per the India skills report 2019 the Indian workforce as a result of globalization, expansion of Indian market, etc is expected to reach a total of 600 million by 2022 and the resultant change in the composition of organized and unorganized sectors is expected to occur and reach at 10 percent and 90 percent respectively. A structural shift is bound to happen from agriculture to non-farm activities like construction, transport etc. Also, with the advent of advancing technologies, the business process outsourcing sector and Information technology

sector is likely to be affected and may contribute in hiring up to 2.5 to 3 million more workers who are equipped with adequate skills. As evidence, a gainful employment for 20 to 26 million people has been created between 2014 and 2017 as a result of independent work, Government spending, IT hiring and entrepreneurship. (Confederation of Indian Industry, 2019)

The Indian economy has witnessed a change in employability volume to a great extent. The total employability increased from 33.95 percent in 2014 to 47.38 percent in 2019 with an increase in the employable talent for polytechnics from 11.53 percent in 2014 to 18.05 percent in 2019 and those of B.Tech/ B.E from 51.74 percent to 57.09 percent. The most desirable sectors for generating employment were noticed to be BFSI, Software/Hardware and Manufacturing sectors. Talking about the domains delivering maximum candidates, polytechnics seemed to perform phenomenally well as compared to their performance in the previous years. The men v/s women employability seems to have gained momentum with men's employability being recorded at 30.30 percent in 2014 and 47.39 percent in 2019 while that of women was recorded at 42.10 percent in 2014 and 45.6 percent in 2019. All these changes can be attributed to the new skill ecosystem that has been adopted by the GOI in conformation to the need of changing demography of the Indian population.

The newly adopted framework of skill development has under its governance various institutional bodies which are shown in the chart below and have been discussed in detail in Chapter-1.

Figure 2.3 Organizational Structure of MSDE



Source: Compiled by Authors

However, there are certain web interventions of the GOI to back up the skilling ecosystem of the country. With an aim to skill 400 million by 2022, certain innovative schemes and policies were launched by the GOI which constitute a major base for training programmes as a part of skill development design. These are discussed below: (Ministry of Skill Development and Entrepreneurship, GOI)

1. Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

This is the flagship scheme of MSDE. The basic objective of the scheme is to bestow Indian youth with industry relevant skills and render them employment ready. This is done by imparting short term trainings to the students, recognition of their prior learning, running special projects, social and community mobilization, placement and monitoring. The NSDC is the main implementing body of the scheme. The training is provided to the students free of charge and is centred on the ones who are dropouts or unemployed.

The duration of the training usually ranges from 2-6 months for over 221 job roles and covers a wide range of aspects like technical training, financial awareness, and personality development and

encourages entrepreneurial ideas as well. The trainees at the end of their training are provided placements by the appointed training partners. The trainings programme is functional in approximately 2500 centres in more than 490 districts all over the country. The programme aims to benefit 100 million youth by 2020.

2. Pradhan Mantri Kaushal Kendra (PMKK)

These are the model training centres run by the NSDC. These are governed by the MSDE and operate in every district of the country. They hold required infrastructure and equipments to provide training to the students. These institutes act as a benchmark to demonstrate competency based skill training. These are expected to focus upon the quality of training, sustainability and connection with the stakeholders in the process of skill development.

3. India International Skill Centers

India International Skill Centers (IISCs) are an important and innovative move towards the objective of mass skill development. The IISCs focus on providing training to the Indian youth in compliance to the international standards. Certification is provided for the same. IISCs stand on the same platform as PMKK in terms of latest technologies and infrastructure required for the training, the difference lies in the mobility being imparted to the students after the training. IISCs aim at training the Indian youth to enable them to travel worldwide for employment. The international benchmarks are paid special attention in the training programs.

The migrants are also provided with a pre-departure orientation, digital awareness and overseas placement affiliation to ensure their smooth migration to a new culture and society. At present, 13 IISCs are operating across the country, skilling around 400 individuals in 9 job roles.

4. Memorandum of Understanding between MSDE and NIOS

A MoU has been signed by the Ministry of Skill Development & Entrepreneurship and National Institute of Open Schooling (NIOS) which offers an opportunity to school dropouts to acquire a certification through it is which is academically equivalent to class X and XII. This is done to abolish any differences existing between the formal education and vocational education. This would increase the mobility of Indian workforce on account of employment and higher education.

5. SANKALP

SANKALP stands for Skill Acquisition and Knowledge Awareness for Livelihood Promotion and aims to implement the National Skill Development Mission (NSDM). The mission is carried on with the support of World Bank. The main focus of the mission is to strengthen the institutional mechanisms while working with quality trainers and assessors, create a common union of the training activities taking place at the centre and state levels. The mission also aims on developing evaluation and monitoring mechanism and targeting the underprivileged to gain access to the training opportunities.

The scheme also holds in its basket a DLI (Disbursement Linked Indicators) verification tool to measure DLIs on a regular basis. Also, PPP (Public Private Partnership) is a special feature of the scheme. The scheme also focuses on the development of a Labour Market Information System (LMIS) which provides data about the 20+ central ministries along with a variety of services catering to the needs of job seekers, employers, policy makers and researchers.

Another component known as Kaushal Mart is being developed as a Skilling Resource Marketplace for the exchange of skilling resources like handbooks, guides, presentations, videos, etc which are pre-approved by the content providers. Likewise, Takshila: National portal for trainers is being developed to provide information about the trainers and assessors in the country and varied information about the training programs planned for them.

6. UDAAN

This scheme is designed to focus upon the unemployed youth in the state of Jammu and Kashmir. The

scheme works on providing skill training to the youth in J&K. The scheme targets to skill 40000 youth in J&K over the period of 5 years for which Rs 750 Crore has been provided for the implementation. Till 10th July 2015 around 10,555 people had joined the scheme.

7. STAR

STAR stands for Standard Training Assessment and Reward scheme. As on 03 July, 2015 around 1,400,848 people were enrolled in the STAR scheme and 1,400,844 have successfully completed their training.

8. Indian Institute of Skills

The first Indian Institute of Skills was setup in Kanpur, Uttar Pradesh on 19th December, 2016. The model of these institutes is based on the Institute of Technical Education based in Singapore. These centres are being setup in 5 regions in the country and are designed to act as centres of excellence in training by adopting best practices undertaken by other countries.

9. National Apprentices (Amendment) Act 2014 and National Apprentices Promotion Scheme

The Apprentices Act of 1961 was designed to regulate apprentices across the country in regard to on-the-job training. The Act was amended from time to time in order to accommodate the changing requirements of the industry.

Another initiative is the National Apprentices Promotion Scheme which enables the payment of stipend of 25 percent to the apprentices to be made by the Governmentt The scheme also incentivizes the employers by covering 50 percent of their training costs. The scheme aims to train 5 million apprentices by 2019-20 and has successfully absorbed 194,000 apprentices and 23,231 establishments within 7 months of its inception.

10. MOOCs

The GOI has on its priority list the development of a world class entrepreneurship curriculum. This can be done by developing Massively Open Online Courses (MOOCs) and delivering the online learning courses to aspiring entrepreneurs, free of cost. Also, the Government has created 50 E-hubs or Entrepreneurship-hubs operating in almost all states to provide existing and potential entrepreneurs with the learning courseware. The entrepreneurship education has also been targeted to be included in around 3000 colleges across the country.

11. Connect entrepreneurs to peers, mentors, incubators

In order to increase the accessibility of potential entrepreneurs to the available content and support them, the GOI has launched mobile and web based platforms. This has been done to increase the connectivity of new incubators and accelerators. Also, the schemes like Atal Innovation Mission (AIM) and Self Employment Talent Utilisation (SETU) were launched to promote entrepreneurship.

12. Encourage entrepreneurship among underrepresented groups and women

Special attention is given to the underrepresented groups like scheduled caste and scheduled tribes, minorities, differently abled and women. Appropriate incentives are planned to be taken on increasing the inclusion of these target groups into the entrepreneurial ecosystem. (MSDE, GOI)

In July 2016, a sequel of the PMKVY scheme was launched by the GOI which came to be known as "PMKVY 2.0". It aimed to overcome all the drawbacks of the PMKVY scheme of 2015. The aim of the scheme was to provide skill training to 10 million youth during 2016-2020. For the achievement of this skilling target, a budget of Rs 12,000 Cr. was allocated to the scheme.

Therefore, for PMKVY 2.0 to be "transparent, effective and beneficiary- oriented we need to conduct a regular assessment and post mortem of its existing challenges to make the second phase of this flagship scheme successful.

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Chapter III

Research Methodology

Research Methodology

In this chapter, the study discussed in detail the research methodology that addresses the research question i.e. how effective is the scheme Pradhan Mantri Kaushal Vikas Yojana in bringing about a substantial change in the socio-economic condition of the beneficiaries 'pre and post training? In the previous chapters, we have shown that skill development and training has been an integral part of policy making in India. In this chapter, the research methodology used for sample design, sample size, data collection process and techniques used for qualitative and quantitative analysis of the country wide skilling scheme - the flagship scheme of the country's 'Skill India' initiative has been provided.

The research methodologies and protocols used for this study are primarily based on the qualitative research principles that have been developed through virtual collaboration with skill providers and the quantitative estimation on effectiveness of PMKVY in Indian states. A recently updated review of literature and empirical evidences were used to inform the study design. Moreover, the literature has also been used to contextualize the findings based on the data collected during the study.

3.1 Data Collection

Both Primary and Secondary data were collected during the study. The Primary data is of both quantitative and qualitative in nature. The Primary quantitative data has been collected from three categories of respondents, namely - (a) For the beneficiaries (b) For the trainers and (c) For the executors or the Center Heads.

(a) **Beneficiaries -** These are the students who have enrolled with the training centers of PMKVY scheme. We use the words trainees/respondents/beneficiaries interchangeably throughout the report. The beneficiaries are those that have enrolled in different job roles in various centers offering trainings on various job roles.

(b) **Trainers -** The trainers are the people who have been recruited to train the beneficiaries on various job roles. Just as any trainer or teacher, these are the people who are at the helm of affairs. This is so because any kind of training or skill development does not depend on the infrastructure created for the purpose or the intent of the government. The responsibility of delivering good quality training is mainly of the trainer. The trainer should not only understand and be able to quantify the type of skill expected to be attained by the trainee at the end of training but also he/she must be equipped with methods to be able to test the attainment of those skill sets at the end of the training program. Hence, it seemed of utmost importance to collect rich qualitative data from the trainers to assess their preparedness for undertaking training, assess the students and prepare them for the job market.

(c) **Executors or the Center Heads -** They are the people who are in charge of operation of the centers. Be it a PMKK center or otherwise, the center heads role is crucial as a planner. The Center Head is expected to be a visionary and passionate about skill development of students. Since, the mentoring and outreach activities undertaken by the center directly impacts the quality of training, mobilization of beneficiaries and enrolment of beneficiaries for job roles suited best for them etc. directly depends on the type of planning and execution done by them - therefore, it was considered important to include them in the data collection process.

The data collection from all the three stakeholders of the scheme mentioned above has been done with the help of a structured schedule designed to collect maximum possible information on various aspects of the scheme. The different variables selected for the scheme are discussed below. The schedule has three different segments - one for the beneficiaries, second for the trainers and third for the planners or executors of the scheme. The preparation of questionnaire for the three categories of respondents has been discussed below in section

The primary qualitative data is the data collected from the above mentioned three stakeholders- the

beneficiaries, trainers and center heads. This data is basically the notes taken by the field investigators during the discussions with the stakeholders during the field survey i.e. the survey of the training centers. Telephonic follow-ups were done for all beneficiaries to make sure that the information provided by them was unbiased and without any persuation from the TCs.

The secondary data is collected basically for the literature review which is from authentic sources including various government websites, reports on skill development scenario of the country released by independent agencies like Federation of Indian Chambers of Commerce and Industry (FICCI), Confederation of Indian Industries (CII), Associated Chambers of commerce and Industry in India (ASSOCHAM) and reports on studies undertaken from time to time by consultancy companies like McKinsey, Deloitte, EY besides others.

Other aspects of data collection - The Pradhan Mantri Kaushal Vikas Yojana (PMKVY) - the flagship scheme of the Ministry of Skill Development & Entrepreneurship (MSDE). The objective of this Skill Certification Scheme is to enable a large number of Indian youth to take up industry-relevant skill training that will help them in securing a better livelihood. Individuals with prior learning experience or skills are also supposed to be assessed under this scheme and certified under Recognition of Prior Learning (RPL). In the study conducted to undertake the impact assessment, the beneficiaries undertaking both new training courses and beneficiaries enrolled under the RPL are covered. The challenges in securing better job opportunities for both categories of beneficiaries are different. The beneficiaries enrolled under RPL enrol themselves with these training programs after sacrificing whatever income they may have or they may be earning before or on time of enrolment in the training programs. Thus, their 'opportunity cost' is higher than that of the other category of trainees who do not have any previous skill training.

Therefore, the expectations from the skill training programs being undertaken by centers are different for both categories of beneficiaries - those who enroll for skill development training first time and for those undertaking RPL. This fact was underlined by project investigators and the field investigators carefully interviewed both categories of learners. In order to investigate the change in economic condition of the beneficiaries, the concept of 'opportunity cost' was kept in mind and it was understood that there would be an obvious difference in the expectations of both the categories of beneficiaries.

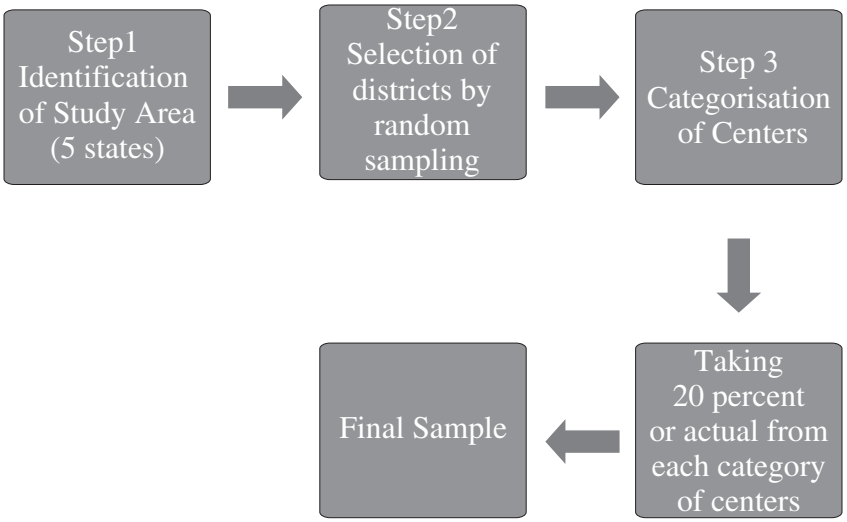
3.1.1 Primary Data Collection: Universe and Sampling of Data

The scheme PMKVY was initially started with an objective of helping youth secure better livelihood opportunities by empowering them with training of industry relevant and sector specific skills. The second phase of the scheme, which is currently underway is PMKVY 2.0 (2016 -2020). Under the scheme any college or school drop-out or any unemployed youth can enroll to undertake the training. Besides, RPL certification is awarded to people who have some kind of prior skill training or experience.

The National Skill Development Corporation (NSDC) is the implementing agency for PMKVY 2.0. Besides, NSDC the institutional arrangements for the scheme comprise of Sector Skill Councils (SSC), assessing agencies and training partners. NSDC has a pivotal role to play in the implementation and monitoring of the scheme, therefore, NSDC website along with the official website of PMKVY is the main source of information on details of centers, the targets allotted to centers, the number of placements made by the centers, the job roles being offered and mentoring and outreach activities undertaken by the centers.

The sample dataset for the purpose of our investigation was to be selected from the five identified states of India. Thereafter, from the five selected states, the centers were identified. Finally, through random sampling method using random function in Excel, the centers to be surveyed were identified from each category. The basic process of sample selection can be presented as under -

Figure 3.1: Sampling Technique



Source: Compiled by Authors

3.1.2 States -

For the purpose of the present study, we identified the five states namely Punjab, Uttar Pradesh, Bihar, Assam and Madhya Pradesh as our study area. These states were identified for some specific reasons, discussed below.

(a) **Punjab -** The state is primarily an agricultural state, has high per-capita income and needs to be studied to find out the need vs. availability of the training courses that would provide the youth of Punjab an opportunity to increase the productivity of the agricultural sector. Also, it is important to give the youth of Punjab alternative employment opportunities besides agriculture.

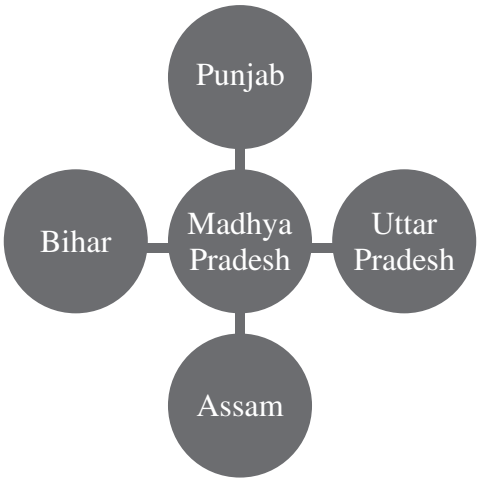
(b) **Bihar -** With an annual growth rate of 2.5% in its population, Bihar is the third largest state of India after Uttar Pradesh (1st) and Maharashtra (2nd). Home to a large proportion (58%) of young (below the age of 25) population, the state is ranked at the top in highest proportion of young people in India compared with all other states. 85% of the total population in the state lives in villages. Overall Population growth in Bihar is very high (2.5% yearly) as compared with other states in India.

(c) **Uttar Pradesh -** This Hindi heartland state of India is again home to large young population and is representative of the north region of our country. Rrealizing the potential and need of the hour, UP was the first state in India to come up with a skill development policy and U.P. Skill Development Mission was established in the year 2013 to actualize the objectives of the above policy. Hence, it becomes imperative to study the state in detail to identify best practices in skill development as well as to gauge the impact made in this state under PMKVY.

(d) **Assam -** This state becomes important to study as it would bring about hheterogeneity in the sample of beneficiaries. The skill development needs and aims of this state are different from the rest of India. Also, it is representative of the North-Eastern region of the country

(e) **Madhya Pradesh-** The largest state of India is representative of central India and has been chosen for its focus on skill development initiatives.

Figure 3.2 - The Study Area



Source: Compiled by Authors.

3.1.3 Categorization of Centers -

The methodology of the classification of centers was initially based on the location of centers in districts that were classified as Rural or Urban districts on the basis of population of particular districts. This was to be done keeping up with the methodology that was aimed to be used - Stratified random sampling. However, due to various issues like - non availability of accurate and up-to date population data, most of the PMKVY centres being located in urban areas since it is basically a Centrally Sponsored Centrally Managed Scheme (CSCM) with Centre Sponsored State Managed (CSCM) component, thus, in order to keep the methodology of classification of centres similar to that of NSDC, the methodology of classification of centres was revised. (Details of previous methodology are attached as Annexure 3.1)

The final categorization has been made as per the location of the center. We have categorized the centers into A, B, C and Not a PMKK (Pradhan Mantri Kaushal Kendra) category. The basis for this categorization is the methodology that is being followed by the National Skill Development Corporation (NSDC).

(a) **Category of Center A-** If it lies in a district with population of age group 15-59 years being above 4 lakh

(b) **Category of Center B -** If it lies in a district with population of age group 15-59 years being in the range of 1-4 lakh

(c) **Category of Center C** - If it lies in the district with population of 15-59 age groups, below 1 lakh.

(d) **Not a Prime Minister Kaushal Kendra (PMKK)** - In order to have a representative sample, we include the Centers that are not the registered PMKK. Hence, it is kept as a fourth category and is included in our sample.

3.1.4 Sample Size and Sampling Methodology -

Initially, the sample size for the project was supposed to be 200 centers in five selected states. The comprehensive list of centers was to be obtained from NSDC website.

However, before the start of the project, it was found that many centers throughout India are not operational and have been closed down due to various reasons identified by NSDC.

During the meeting with NSDC officials, the researchers gathered information on the number of centers

operational in India, the number and type of job roles going on in the centers and the number of students/ beneficiaries enrolled for the training of those job roles.

According to the information collected from the NSDC sources, the sampling technique and size was determined as follows -

The latest data received from NSDC shows a total of 535 centers in India and 199 centers in the five states selected for the survey. Since, the research methodology of the project essentially contains obtaining a 'sample' from the universe or population - therefore, we cannot include the total universe population of 199 centers in the five selected states.

In the next step, we take 20 percent of centers of each category and do random sampling for each category of centers in each state. In order to keep the sample free from any biases that could creep in, we use the 'Random' function in Excel. This methodology gave us a sample of 41 centers from the 5 states. The sheets containing details on sample selection and final sampling have been attached as Annexure 3.2.

This sample size is a fair representation of the total centers up and running in the five states.

It is pertinent to note here that one of the limitations of the study has been the challenge faced by the Project team in being able to collect data from the centers that were identified by the random sampling technique. Some centres had to be changed from the results derived through random sampling. The reasons for the same were- (i) Centres were non-operational (ii) there was no batch of students at the time of survey, (iii) Non-cooperation from the centre owners.

Hence, out of the total universe of 199 centres in the study area of the five states, finally 42 centres were selected by judgemental sampling. In the next sections, we present the detailed sampling of each state.

3.1.5 State Wise Sample Selection -

Each of the five selected states has varied demographics, size of population and skill ecosystem. States like Uttar Pradesh and Madhya Pradesh are very big in terms of population while the state of Bihar has maximum young population and high density. Assam has certain characteristics like fast growth rates of the state and considerable education rates amongst the females. The sample of the identified centres, selected from each state has been presented below. The details of the sample selection are presented in Annexure 3.2.

(a) Punjab

Table 3.1 - Centres from Punjab

S. No.	Distric	Centre Name in each district	Categorisation -A,B, C or 'Not a PMKK'	Centre Code	Centre Address	No. of Forms or Beneficiaries interviewed as per Centre
1	Patiala	PMKK Patiala	A	13965	Kandhari Complex, Stadium Road, Opposite YPS School Gate No.4, Patiala	28
2	Barnala	PMKK Barnala	B	13474	Midway Delight, Nahiwala Road, Near Rakesh Rice Mill, Barnala, 148101	45
3	Bathinda	PMKK Bathinda	A	12756	Ground Floor, St.Kabir Convent Sec School BathindaBarnalRoad,Bhucho Khurd, Bathinda, 151001	59
4	Ludhiana	PMKK Ludhiana	A	14708	B-30, 604, Kailash Nagar, Near Mohan Das Cancer Hospital, Ludhiana	75

(b) Uttar Pradesh(UP)

Table 3.2 - Centres from UP

S. No.	District	Centres name in each district	Categorisation - A,B, C or 'Not a PMKK'	Centre Code	Centre Address	No. of Forms or Beneficiaries interviewed as per Centre
1	PILIBHIT	MSTDPL PILIBHIT - PMKK SPOKE LALAURIKHERA	A	14532	Ground & First floor, Opprosite Naveen MandiSamiti, Vasundhara Colony Gate, Tanakpur Road, Pilibhit, Uttar Pradesh	262
2	Bulandshahr	PMKK Bulandshahr	A	2608	Pradhan MantriKaushal Kendra - Bulandshahr, Next to Blue Lotus Academy, G-Block, Yamunapuram,	77
3	Rae Bareli	PMKK Rae Bareli	A	3665	House no. 1407, Nr. Bargad Chauraha, Allahabad Highway, Rae Bareli, Uttar Pradesh - 229001	90
4	Lucknow	PMKK Lucknow	A	1649	B-62/63 sector H, AliganjPurania, Lucknow, Uttar Pradesh - 226024	132
5	Gorakhpur	PMKK Gorakhpur	A	8818	Khasra No 238, Jungle Sikri Near SusheelaDharam Kata,Deoria Road	30
6	Etawah	PMKK Etawah	A	13314	GurukulShikhshaSadan Inter College, Bharatana Tehsil, Etawah	107
7	Kanpur	PMKK Kanpur	A	8770	3A/153, Azad Nagar, Near Zoo, Kanpur, Uttar Pradesh - 208002	44
8	Ambedkar Nagar	Social Action for Welfare and Cultural Advancement	B	14660	DulariMahilaMahavidyalay,Dukari Nagar, Village Pilai, Ambedkar Nagar	63
9	Shrawasti	PMKK-Shrawasti	A	4125	Katra Bypass, Opposite Lord Budhha school, Shrawasti- 271805	93
10	Deoria	PMKK-Deoria	A	8712	Plot 85/2, SonughatChauraha Near Hanuman MandirDeoria	43
11	Basti	PMKK-Basti	NOT a PMKK	14026	Plot no.4 village Sansarpur NH 28 Uttar Pradesh-272302	40
12	Auraiya	Sots Skill dev. centre Auriya	A	16008	Dibiyapur road narayanpurAuriya	34
13	Lakhimpur Kheri	PMKK Lakhimpur	A	2577	Gata No. 799,MohallaHathipur, MelaMaidan Road, Lakhimpur Kheri, Uttar Pradesh- 262701	137
14	Bareilly	Mahendra Skills - Bareilly	A	57	Business residency, 51 collage road Bareilly UP 243001	151
15	Unnao	Care Educational & Welfare Society	A	415	NH 25, Lucknow-Kanpur Expressway, Near Chamroli, Rajkiya, inter college, Unnao, UP	140
16	Sultanpur	PMKK Sultanpur	A	2390	PanditMurlidhar ITI, Payagipur, Sultanpur, Uttar Pradesh - 228001	62

(c) Assam

Table 3.3 - Centres from Assam

S. No.	District	Centres name in each district	Categorisation - A,B, C or 'Not a PMKK'	Centre Code	Centre Address	No. of Forms or Beneficiaries interviewed as per Centre
1	Golaghat	PMKK Golaghat	A	8756	Ward No. 4, City - Dergaon, Golaghat, Assam	74
2	Charaideo	PMKK Charaideo	B	9239	Ward no 4, Sonari, Near Harisabha Mandir.	28
3	Sibsagar	Surya Skills - PMKK Sibsagar	A	13581	B.G. Road ,Sibsagar ONGC Tiniali.	65
4	Panjabari	Orion Panjabari	A	86	BipananKhetraPanjabariJuripar Road OppJuripara Bus Stop Kamrup Assam	72
5	Udalguri	PMKK Udalguri	B A	8812	Mazbat ITI Campus , P.O. Mazbat, Near Mazbat P S, Udalguri, Assam	79
6	Sonitpur	Care Skill Centre - Sonitpur		1880	Chandmari, Railgate, Tejpur, Opp. Bihu Field, Sonitpur, Assam - 784001	16

(d) Bihar

Table 3.4 - Centres from Bihar

S. No.	District	Centres name in each district	Categorisation - A,B, C or 'Not a PMKK'	Centre Code	Centre Address	No. of Forms or Beneficiaries interviewed as per Centre
1	Begusarai	PMKK Begusarai	A	8842	Vasundhara Warehouse, NH-31, Opposite Jaymangla Petrol Pump,	21
2	Bhojpur	Orion Edutech- Bhojpur (Arrah)	A	617	Tilak Nagar, Katira, Ara, Bhojpur, Bhojpur, Bihar	16
3	Lakhisarai	PMKK Lakhisarai	B	13813	Opp. Income Tax office, near Sadar Hospital, Jamui road	13
4	Hajipur	PMKK Hajipur	A	13073	Anwarpur, Hajipur, Dist. Vaishali	13
5	Rohtas	Orion Edutech-Rohtas PMKK	A	2583	Gaurakshani, Ara Road, Near RajendraVidyalaya, Rohtas, Bihar - 821115	11
6	Siwan	PMKK - Siwan	A	428	Khatima Complex, Haradia More, Chhapra Road, Siwan, Bihar - 841226	27
7	Saran	IL&FS Skills School @ Maker- SARAN	Spoke	4109	Khasra No. 158 Nageshwar Baitha, Bhorik, Pir Maker, saran	10
8	Patna	Intelligence Manpower Services Pvt. Ltd.- Patna	Not A Pmkk	13721	A Block, Majestic Janki City, East Gola Road, Patna, Bihar	6

(e) Madhya Pradesh(MP)

Table 3.5 - Centres from MP

S. No.	District	Centres name in each district	Categorisation - A,B, C or 'Not a PMKK'	Centre Code	Centre Address	No. of Forms or Beneficiaries interviewed as per Centre
1	Sehore	AISECT PMKK Sehore	A	3824	Indore Bhopal Bypass Road, CresentChouraha ,Ichhawar road, Madhya Pradesh	18
2	Shajapur	AISECT PMKK Shajapur	A	11908	Ward No 27 Shri Ram Nagar Lalghati,shajapur, MP	40
3	Hoshangabad	Hoshangabad PMKK Center	A	8847	Plot No-118/2, Groun Floor, Beside HP Petrol Pump, Near Govt ITI, Itrasi Road, Hoshangabad, MP	6
4	Dindori	PMKK Dindori	B	3558	Saket Nagar, DindoriMansuri marriage hall, Narmada river	7
5	Satna	Pradhan MantriKaushal Kendra-satna	A	3660	2nd And 3 rd Floor Shree K K Tawor, Opposite SBI Main Branch Semriya Chowk Rewa Road Satna,	9
6	Mandla	PMKK CARD Mandla PMKK Balaghat	B	8538	Card Khasra No. 53/1, 54/1 Village Gwara, Panchayat Manga, Post Ghughri, Opposite Forest rest house Mandla, Madhay Pradesh	9
7	Balaghat	AISECT PMKK	A	3638	Bhatera Road, Near Maharshi Vidyamandir	12
8	Ashok Nagar	Ashok Nagar	B	3025	Opp Abhay Sales Petrol Pump,guna Bypaas Tiraha,near Ahinsa Palace Hotel, Ashok Nagar, MP	15

3.1.6 Job Roles -

The 'Job roles' are basically the domain of the areas in which skill training is being imparted to the beneficiaries or trainees. In the scheme, the various job roles that are being run by centres have been identified from various industry verticals or sector skill councils. There are around 221 job roles included in the Centrally Sponsored Centrally Managed (CSCM) component of PMKVY 2.0. In the second component which is Centrally Sponsored State Managed (CSSM), the trainings to be undertaken have been split into 4 categories and the states have the flexibility to develop PMKVY 2.0 plan as per their needs and requirements. The categories are -

a) **Category 1**: Non CSCM Sector Skill Councils (SSC) listed job roles.

b) **Category 2**: State specific non SSC listed job roles (National Skills Qualification Framework aligned and SSC listed job roles amended from time to time)

c) **Category 3**: Job roles related to traditional arts and crafts with non-classroom mode of trainings to be conducted.

d) **Category 4**: CSCM job roles with significant demand in the state. Significant demand here refers to the specific industry clusters in the state/ UTs having acute shortage of skilled workforce.

For the purpose of this project, we have made an attempt to cover respondent's /beneficiaries from each job role being offered at different centres. However, in some centres, some job roles remained

uncovered. This is again due to reasons beyond control like non availability of trainees in particular job roles during the time of the survey etc. A detail of the various job roles being offered in various centres in the states identified as our study area has been presented in tables below:

Table 3.6 -Job Roles in Punjab

S.No.	Centre Name	Centre Category	Total No. of Job Role	Name / Data collected on Job Roles
1	PMKK Patiala	A	5	Manual Metal Arc Welding/ Shielded Metal Arc Welding Welder - Level - 3
				Mobile Phone Hardware Repair
				Technician - Level - 4
				Plumber General
				FTOHA
				Senior hair stylist Level-4
2	PMKK Barnala	B	4	Field Technician - Other Home Appliances - Level - 3
				Plumber General - Level - 3
				Baking Technician
				Room Attendant - Level - 4
3	PMKK Bathinda	A	4	Baking Technician/Operative - Level - 4
				Field Technician - Other Home Appliances - Level - 4
				Hair Stylist - Level - 4
				Micro Irrigation Technician - Level - 4
4	PMKK Ludhiana	A	4	Automotive Service Technician (Two and Three Wheelers) - Level - 4
				Distributor Salesman - Level - 4
				Plumber General
				Sewing Machine Operator - knits - Level - 4

Table 3.7-Job Roles in Uttar Pradesh

S.No.	Centre Name	Centre Category	Total No. of Job Role	Name / Data collected on Job Roles
1	MSTDPL Pilibhit - PMKK Spoke Lalaurikhera	0	7	Self employed tailor
				Plumber General
				Unarmed security guard Level-4
				Retail Sales Associate - Level - 4
				Assistant Hair Stylist - Level - 3
				Bamboo Mat weaver Level-3
				Field Technician - Other Home Appliances - Level - 4
2	PMKK Bulandshahr	A	5	Handset repair engineer Level-4
				Retail Sales Associate Level-4
				Warehouse packer Level-3
				Courier Delivery
				Executive - Level - 3
				Trainee Associate - Level - 3
3	PMKK Rae Bareilly	A	5	Warehouse packer Level-3
				Assistant Electrician Level-3
				FTCP
				Retail Sales Associate
				Solar Panel Installation
				Technician - Level - 4
4	PMKK Lucknow	A	10	Assistant Electrician - Level - 3
				CCTV installation technician Level-4
				Customer Care executive
				Domestic Data entry Operator - Level - 4
				F & B Service: Steward - Level - 4
				Front Office Associate Level-4
				Handset Repair Engineer - Level - 4
				Retail Sales Associate
				Self employed tailor
				Solar PV installer (Suryamitra) Level-4
5	PMKK Gorakhpur	A	3	Customer care executive
				FTOHA
				Mobile Phone Hardware Repair
				Technician - Level - 4
6	PMKK Etawah	A	4	Courier Delivery Executive - Level - 3
				Inline checker Level-3
				Mobile Phone Hardware Repair Technician - Level - 4
				Power
7	PMKK Kanpur	A	4	Mobile Phone Hardware Repair Technician - Level - 4
				Assistant Beauty Therapist - Level - 3
				Consignment Tracking Executive - Level - 3
				Self employed tailor

S.No.	Centre Name	Centre Category	Total No. of Job Role	Name / Data collected on Job Roles
8	Social Action for Welfare & Cultural Advancement	A	4	Assistant Hair Stylist - Level - 3
				Hand Embroiderer - Level - 4
				Manual Metal Arc Welding/ Shielded
				Metal Arc Welding Welder - Level - 3
				Solar Panel Installation
				Technician - Level - 4
9	PMKK -Shrawasti	B	4	CCTV Installation Technician - Level - 4
				Handset Repair Engineer - Level - 4
				Retail Sales Associate
				Sewing Machine Operator - Level - 4
10	PMKK -Deoria	A	4	Sewing Machine Operator - Level - 4
				(GDA) Medical Sales Representative - Level - 4
				FTOHA
				Plumber General
11	PMKK-Basti	A	3	Sewing Machine Operator - Level - 4
				Customer Care Executive
				Fitter - Fabrication - Level - 3
12	Sots Skill development centre Auriya	NOT a PMKK	2	Self employed tailor
				Medical Sales
				Representative - Level - 4
13	PMKK Lakhimpur	A	6	Customer Care Executive - (Telecom Call Centre) - Level - 4
				Handset Repair Engineer Level - 4
				LED Light Repair Technician Level - 4
				Retail Sales Associate - Level - 4
				Self Employed Tailor - Level - 4
				Solar PV Installer (Suryamitra) - Level - 4
14	Mahendra	A	7	Customer Care Executive -
	Skills-Bareilly			(Telecom Call Centre) - Level - 4
				Front Office Associate - Level - 4
				Retail Sales Associate - Level - 4
				Self Employed Tailor - Level - 4
				Sewing Machine Operator - Level - 4
				Solar PV Installer (Suryamitra) - Level - 4
				Telecom -In-store promoter - Level - 4
15	Care Edu, & Welfare Society	A	4	Sewing Machine Operator - Level - 4
				Assistant Electrician - Level - 3
				Consignment Tracking Executive - Level - 3
				Retail Sales Associate - Level - 4
16	PMKK Sultanpur	A	6	Assistant Electrician - Level - 3
				Customer Care Executive - (Telecom Call Centre) - Level - 4
				Goods & Services Tax (GST) Accounts Assistant - Level - 4
				Manual Metal Arc Welding/ Shielded Metal Arc Welding Welder - Level - 3
				Mobile Phone Hardware Repair Technician
				Retail Sales Associate

Table 3.8 -Job Roles in Bihar

S.No.	Centre Name	Centre Category	Total No. of Job Role	Name / Data collected on Job Roles
1	PMKK Begusarai	A	4	Customer Care Executive
				Domestic Data entry Operator - Level - 4
				Field Technician - Other Home
				Appliances - Level - 4
				Telecom -In-store promoter
2	Orion Edutech Bhojpur(Arrah)	A	3	Assistant Beauty Therapist - Level - 3
				Customer Care Executive
3	PMKK Lakhisarai	B	3	Sewing Machine Operator - Level - 4
				Domestic Biometric Data Operator - Level - 4
				Sewing Machine Operator knits Level-4
				Telecom -In-store promoter - Level - 4
4	PMKK Hajipur	A	2	Domestic Data entry Operator - Level - 4
				Housekeeping Attendant
				(Manual Cleaning) - Level - 3
5	Orion Edutech -Rohtas PMKK	A	2	Customer Care Executive - (Telecom Call Centre) - Level - 4
				Retail Sales Associate - Level - 4
6	PMKK - Siwan	A	5	Assistant Electrician - Level - 3
				Automotive Service Technician (Two and Three Wheelers) - Level - 4
				Customer Care Executive (Relationship Centre) - Level - 4
				Fitter - Fabrication - Level - 3
				Retail Sales Associate
7	IL&FS Skills School@ Maker-SARAN	Spoke	2	Assistant Electrician Level-3
				Customer Care Executive Level-4
8	Intelligence Manpower Services Pvt. Ltd.- Patna	Not A PMKK	1	Retail Sales Associate- Level 4

Table 3.9 -Job Roles in Madhya Pradesh

S.No.	Centre Name	Centre Category	Total No. of Job Role	Name / Data collected on Job Roles
1	Sehore	A	3	Domestic Data entry Operator - Level - 4
				Field Technician - Computing and
				Peripherals - Level - 4
				Retail Sales Associate - Level - 4
2	Shajapur	A	4	Assistant Electrician - Level - 3
				Courier Delivery Executive - Level - 3
				Domestic Data entry Operator - Level - 4
				Solar PV Installer (Suryamitra) - Level - 4
3	Hoshangabad	A	2	CRM Domestic Voice - Level - 4
				Mobile Phone Hardware Repair Technician - Level - 4
4	Dindori	B	1	Domestic Data entry Operator - Level - 4
5	Satna	A	2	LED Light Repair Technician - Level - 4
				CCTV Installation Technician - Level - 4
6	Mandla	B	2	Self Employed Tailor - Level - 4
				Unarmed Security Guard
7	Balaghat	A	4	Self Employed Tailor - Level - 4
				Unarmed Security Guard
				Junior Software Developer
8	Ashok Nagar	B	3	Assistant Electrician Self Employed Tailor - Level - 4
				Domestic Data entry Operator - Level - 4
				Field Technician - Computing and
				Peripherals - Level - 4

Table 3.10 -Job Roles in Assam

S.No.	Centre Name	Centre Category	Total No. of Job Role	Name / Data collected on Job Roles
1	PMKK Golaghat	A	5	Hand Embroiderer - Level - 4
				Assistant Electrician - Level - 3
				Hair Stylist - Level - 4
				Retail distributor salesman
				Consignment Tracking Executive
2	PMKK Charaideo	B	4	Sewing Machine Operator
				Assistant Electrician - Level - 3
				Housekeeping attendent
				CRM Domestic Voice - Level - 4
3	Surya Skills	A	5	Sewing machine operator
	PMKK Sibsagar			Assistant Electrician - Level - 3
				Housekeeping attendent
				Hair Stylist - Level - 4
				Lab Technician
4	Orion Panjabari	A	5	Customer Care Executive -
				(Telecom Call Centre) - Level - 18
				Assistant Beauty Therapist - Level - 3
				Sewing Machine Operator - knits - Level - 4
				Field Technician - Computing and
				Peripherals - Level - 4
5	PMKK Udalguri	B	3	Hair Stylist - Level - 4
				Assistant Electrician - Level - 3
				Hand Embroiderer - Level - 4
6	Care Skill Centre-Sonitpur	A	3	Field Technician - Other Home
				Appliances - Level - 4
				Assistant Electrician - Level - 3
				Field Technician - Networking and Storage - Level - 4

3.1.6 Questionnaire and Interview Method -

The basic research question of the project is - How effective is the PMKVY scheme in bringing about a substantial increase in the economic condition of the beneficiaries? In order to answer this question, we framed the hypothesis and identified variables. This was to achieve the objectives of the project that have been discussed in detail in the Chapter 1. The structured questionnaire for the collection of primary data (quantitative as well as qualitative) were designed for three categories of respondents -

(a) **Beneficiaries/Trainees enrolled in the Short Term Training (STT)** - This category of respondents consisted of students who did not hold any prior work experience and enrolled themselves for short term training courses in different job roles.

(b) **Beneficiaries/Trainees enrolled in the Recognition of Prior Learning (RPL)** - For the ones who have worked before and are now taking the training in the center.

(c) **Trainers** - They are important stake holders in the training process and have been appointed by Centers to conduct training sessions for the beneficiaries.

(d) **Center Heads/Planners** - They are source of important information for the quality of trainings being conducted and other mentoring as well as out-reach activities including marketing activities being undertaken at various centers by the Center Heads.

The primary data as discussed in the above section was basically collected through an 'Interview Method'. The interviews were undertaken from the three categories of respondents with help of a structured questionnaire (Annexure 3.3A and 3.3B) that was prepared by the project investigators and duly approved by the sanctioning authorities before the start of the project. The questionnaire for the first phase of data collection was structured with an objective to collect information on socio-economic conditions of the beneficiaries, their aspirations and expectations from the training they were undergoing, the various strategies being used by centers to garner placement opportunities for the beneficiaries of these schemes. This is necessary because the impact assessment of the scheme is based on the Pre and Post Training socio-economic as well as employability status of the beneficiaries.

3.2 Primary Data Collection - Two Phases

The first phase of data collection was undertaken in the study area of 5 states more or less simultaneously. However, before proceeding with the pilot survey and process of data collection of the first phase, the project team conducted a training session for all the field investigators. Also all the field investigators were in regular touch with the Project Director and Co-Project Director. Any queries or concerns faced by field investigators were addressed immediately so as to reduce any delays in the data collection process. In the training session conducted for the field investigators, the following guidelines were framed for them -

a) Record observations.
b) Try to read body language of the interviewee.
c) Look at the existing infrastructure of the centers carefully.
d) Take as many pictures as possible.
e) Do not assume anything. .
f) Do not form pre-judgments.
g) Do ask questions which start with who, what, where, when, why, and how, wherever possible.
h) Do ask both open and closed questions.
i) Do verify understanding through probing and confirming questions.
j) Do avoid confrontation.
k) Do act in a friendly but professional manner.
l) Do not interrupt.
m) Do listen actively.
n) Do take notes, but do not be obtrusive about it.
o) Do let the interviewee do most of the talking
p) Do establish rapport early and maintain it.
q) Do maintain control over the subject matter.
r) Do not go off on tangents.
s) Do establish a time frame for the interview and stick to it.
t) Do conclude positively.
u) Do allow for follow-up or clarification interviews later on.
v) Be polite and courteous.

3.2.1 Pilot Survey -

The purpose of conducting a pilot survey before the start of the data collection process at the various states was to get an opportunity to test the tool of analysis - Questionnaire. The pilot survey served as a strategy to test the questionnaire using a smaller sample compared to the planned size. In this survey, a convenience sample in Gurugram district was selected. (Annexure 3.4)

Out of the randomly selected centers, we surveyed a total of 03 centers, namely -

a) Navjyoti, Gurugram (Haryana)

b) PMKK Center, Gurugram (Haryana)

c) PMKK Center, Rewari (Haryana)

An analysis of the pilot survey was done on the basis of observations and data collected through the schedule. Some of the observations/concerns faced during the pilot survey are summarized as under -

a) The Navjyoti Center, Gurugram and others had good infrastructure facilities and training sessions were undergoing during the time of visit.

b) Trainers seemed enthusiastic and well trained.

c) The students were aware of the curriculum and details of the job roles.

d) The Navjyoti Center was for people with special abilities.

e) The Center Head, trainers and beneficiaries participated in data collection process.

f) The aspirations of the beneficiaries after completion of training were recorded.

g) The beneficiaries were asked about the mentoring and outreach activities being undertaken by Center Heads.

h) Complete information about socio-economic condition of the beneficiaries prior to enrollment in the training programs was collected.

3.2.2 Quantitative Analysis

The sample dataset for quantitative analysis of the study consists of 42 centers selected from 199 centers existing in our study area of 5 states. The 42 centers have given us a total dataset of 717 beneficiaries/trainees, 84 trainers and 42 Center Heads.

A compiled list representing the number of beneficiaries (trainees) from each state is given below.

Table 3.11 Summary Statistics of Data Collection

S.No.	State	Number of Centres in Sample	Number of Beneficiary (Trainees) in Sample
1	Punjab	04	64
2	Uttar Pradesh	16	318
3	Bihar	08	82
4	Madhya Pradesh	08	100
5	Assam	06	153
Total		**42**	**717**

Source: Compiled by Authors

The structured questionnaire that has been used to collect data was designed to give us important information on demographics, socio-economic conditions, both before and after the training. The important variables on which data has been obtained include:

a) Family Income

b) Personal Income
c) Prior skills/training
d) Educational qualifications
e) Career Aspirations (Job Vs Business)
f) Quality of training
g) Quality of Infrastructure
h) Placement sought/received

Based on the research question, that has been discussed earlier, two important hypothesis were framed, that have been discussed below.

3.2.3 Qualitative Data -

For the purpose of deriving recommendations and suggestions to increase the effectiveness of PMKVY 2.0 and other skill development initiatives taken by the Centre as well as State governments, we considered it apt to undertake a 'Content Analysis' of the rich qualitative data collected during the first and second phase of data collection. The qualitative data basically entails the transcripts that have been prepared from the in-depth interviews undertaken with the two important stakeholders of the scheme and entire skill development process, namely - Trainers and the Center Heads. During the in-depth interviews conducted with them, open ended questions pertaining to various aspects of the skill development ecosystem and the challenges faced by them for effective implementation of the scheme were asked and responses recorded. The various aspects covered in the in-depth personal interviews included things like infrastructure bottlenecks, problems and challenges faced in marketing of the center and courses run by them, the quality and impact of trainings, need for training the trainers, availability of trained personnel locally, monitoring of activities of the centers by NSDC, cooperation or absence of it from NSDC officials, aspirations of the beneficiaries, problems in securing right placement opportunities for trained students, effectiveness of the assessments of the beneficiaries, involvement of other stakeholders like parents/guardians of the beneficiaries and industry partners, effectiveness of various placement and outreach activities like 'Rozgar Melas' and 'Skill Competitions' etc.

An analysis of the qualitative data and the suggestions/recommendations based on it are presented in the next chapters. We use the method of Content Analysis with help of NVivo software for the purpose of qualitative data analysis.

3.3 Hypothesis and Variable Description

To study the impact of PMKVY on the students undertaking the training, we surveyed 717 respondents from 5 different states namely- Punjab, Bihar, Madhya Pradesh, Uttar Pradesh and Assam (Study Area). The respondents were interviewed using a structured questionnaire which used a formative scale (on the assumption that the respondents are responsible individuals who would give correct response, therefore, it is not necessary to check the reliability). The main objective of the study is to assess if there is any employability increase and significant change in income/wages of the respondents/beneficiaries pre and post undertaking the training. For checking the employability increase, we relied on the self-assessment of the candidates. For this, we surveyed the candidates during their training for Phase-1 and surveyed the same set of candidates again after their training was over for Phase-2 analysis. Since there was no control group, this before-after comparison allowed us to gauge the effectiveness of the training and assess how the training programme has been successful in imparting the intended knowledge and to what degree additional support may be needed.

The study proceeds on two important hypothesis, namely -

Ho: There is a significant increase in the employability of students enrolled in different TCs

H1: There is not a significant increase in the employability of students enrolled in different TCs

Ho: There is a significant increase in the wages of beneficiaries in different TCs

H1: There is not a significant increase in the wages of beneficiaries in different TCs

To test the hypothesis stated above, we selected certain dependent and independent variables for the study.

In order to assess the changes in employability of the beneficiaries, conducting an independent proficiency test was out of scope of this study. Hence, we relied upon the self assessment of the students by taking the 'Quality of Training' rating as a proxy for self-assessment of employability.

The variables selected are as follows:

Table 3.12 Different Variables used in Analysis

VARIABLE NAME	VARIABLE DESCRIPTION
Quality_training	These are the ratings provided by the trainees for the quality of training
Efficiency_trainer	These are the ratings provided by the trainees for the efficiency of trainer
Infrastructure	These are the ratings provided by the trainees for the infrastructure of the training institute
Training recommend	This is the recommendation provided by the trainees to others after the completion of their own training
Benefits	These are the various types of benefits/advantages enjoyed by the trainees from the training
Income before undertaking the training	This is indicative of any income earned by the trainee before undertaking the training
Earning Self employed	This is indicative of the income earned by the trainee presently, that is after the completion of his training.

Source: Authors

Since, the study is based on before and after analysis, the researchers used certain tests that suited the requirements of our study. Paired samples T-test was conducted to measure the responses of the candidates using the SPSS software version 23. This test is conducted when the same set of respondents are measured twice, to record if there are any changes in their response to the same set of questions , that is when variables are continuous and dependent.

The researchers also conducted the McNemar test, since this test is suitable for paired nominal data (categorical data). This test is conducted on 2x2 contingency tables to figure out if there are any significant differences between dichotomous dependent variables between two related groups.

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[1]*An opportunity cost is defined as the value of a forgone activity or alternative when another item or activity is chosen. Opportunity cost comes into play in any decision that involves a trade-off between two or more options.*

Chapter IV

Impact Assessment of PMKVY- Data analysis & interpretation

Chapter IV A

Quantitative analysis

PART A

4A. Impact Assessment of PMKVY- Quantitative analysis

In order to assess the impact of the prestigious PMKVY scheme, the research team conducted a survey using a structured questionnaire. The details of the methodology adopted for selecting the sample in our study area has been described in detail in previous chapters. A sample of the questionnaire is also attached in Annexure 3.3A and 3.3B.

The respondents basically belonged to the three groups which are the main stakeholders of this scheme. The three groups or types of respondents are - Centre Heads, Trainers and Trainees. The survey was carried out in two phases. This was necessary since the objective of the study was to do an impact assessment to verify the effectiveness of the PMKVY scheme. This has been done by conducting a 'Before and After' assessment of the trainees. First, the respondents were surveyed for Phase-1, their responses were recorded in an excel sheet and then again same respondents were surveyed for Phase-2 analysis. During the two phases of the study, the research team made every effort to track the progress of the students during the training period. This aim was achieved through telephonic follow-ups. The researches reached out to the trainees and recorded their feedback and comments while the trainees were undergoing the training. These telephonic interviews and conversations also gave an opportunity to obtain any information that could not be obtained or remained incomplete in the Questionnaire, during the Phase 1 of the study.

Statistical tools and processes were then used to test the hypothesis and interpret the results in order to achieve the objectives. The other details of the process have been discussed in Chapter -3.

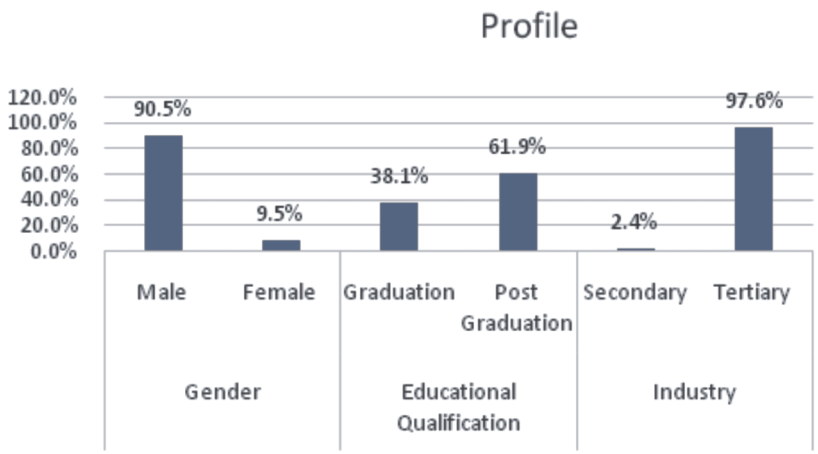
The data analysis revealed certain trends that have been enclosed in the report in thisChapter and the next Chapter-5. The overall data analysis represents data for all the five states collectively. This was done to derive a correct and true picture of the impact of training on the students. Some of the questions asked were open ended to enable us gathering an unbiased opinion about the scheme. These responses were used to conduct the qualitative analysis - the results of which are discussed in Part B of the chapter.

4.1A Results of Overall Analysis

As first step, the data collected through structured questionnaire was compiled. A comparative analysis was made between the data collected from Centre Heads in Phase-1 and Phase-2. The data collected was compiled in the form of excel files which were used as inputs for the software used for analysis, that is SPSS version 23. A total of 42 Centre Heads, 84 trainers and 717 trainees were surveyed, through which we noticed the following trends for all the states compiled together.

4.1.1A Profile of the Centre Heads

Figure 4.1A Graphical Representation of Profile of Centre-Heads



Source: Compiled from SPSS results

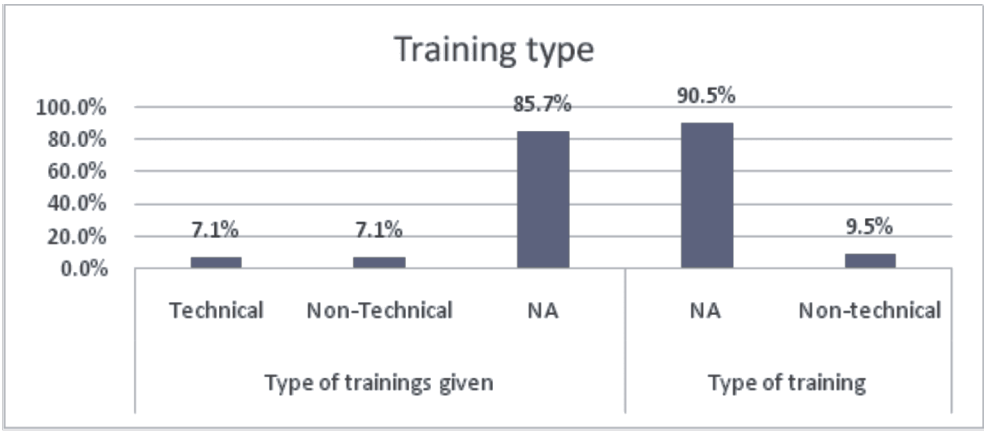
The majority of Centre heads were males (90.5%) as compared to the females which were recorded at only 9.5% of the total centre heads.

Of the total centre heads, 38.1% hold an educational qualification as 'Graduates' and the remaining 61.9% were the holders of a 'Post graduate' degree. This means that majority of the Centre-Heads were well educated.

It was also noted that before starting as trainers of PMKVY - the majority of the Centre-Heads were employed in tertiary sector.

4.1.2A Type of Training

Figure 4.2A Graphical Representation of Type of Training

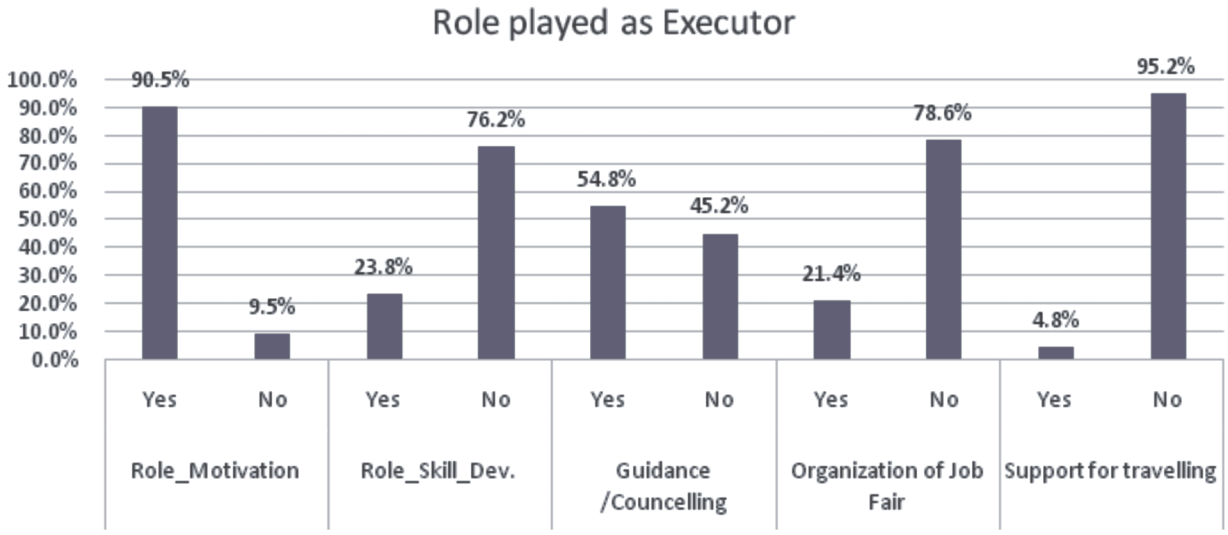


Source: Compiled from SPSS results

The above table (4.2A) shows the type of trainings that were provided in the centres by the Centre Heads themselves. The findings show that at the time of the survey -a majority of the Centre Heads (90.5%) were not engaged in imparting trainings but solely functioned as Heads of the Institutions thereby engaging in planning and management of the Centres.

4.1.3A Role played as an Executor

Figure 4.3A Graphical Representation of Frequencies for Role of Centre-Heads



Source: Compiled from SPSS results

The Centre heads/ Executors were expected to provide additional help to the students for their

placements. The results of our analysis pointed out that the executors played a pivotal role in motivating the students for placements. They also agreed on providing guidance and career counselling to the students for their better understanding of the future prospects. Followed by their participation in skill development of the students and organization of the job fairs.

4.1.4A Salary Expectations of the Trainees (As per Centre-Heads' Opinion)

Figure 4.4A Graphical Representation of Expected Salary

Source: Compiled from SPSS results

According to Centre Heads, the expected salary of trainees after the completion of training ranged from Rs 7,000 to Rs 14,500 per month (approximately).

The Centre-Heads were asked "What is the minimum and maximum salary per month/year received by the trainees after completing this training?"

Their responses to the above question are presented in Figure 4.1.4A

4.1.5A Popularity of Job roles

Figure 4.5A Graphical Representation of Frequencies of Popular Trainings

Source: Compiled from SPSS results

When asked about the popularity of different job roles in the institute, the most popular training course amongst the students was found to be for 'Assistant Electrician', followed by the training of Self-employed tailor, Data entry operator (DEO), Retail Sales Executive and etc.

4.1.6 A Placements

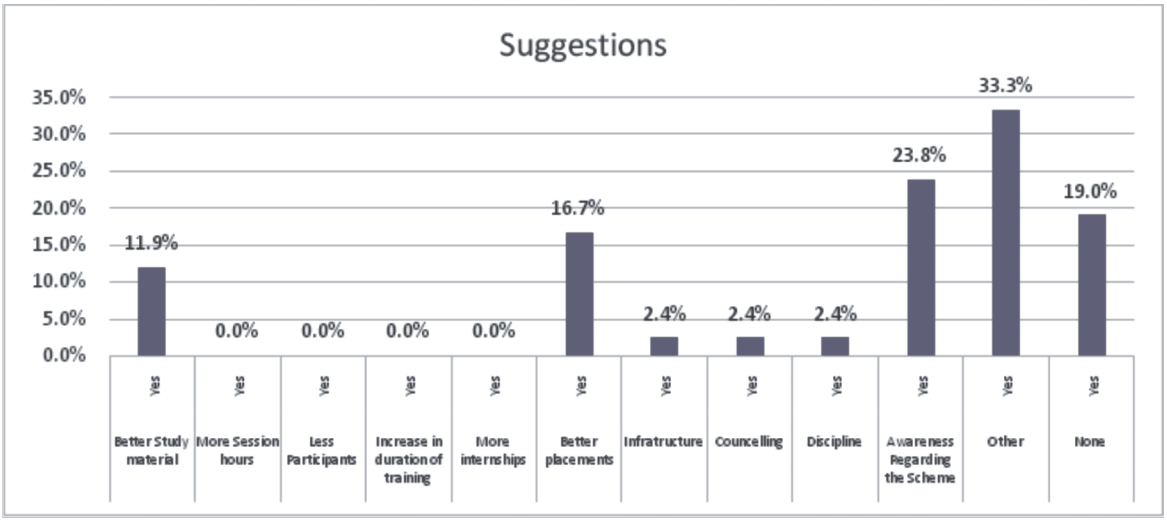
The Centre-Heads were also questioned on the top placement companies in order to get an insight into the

kind of placement help being provided to the students.

The responses showed that companies like Aegis, Lava Mobile, Maruti, Vardhman, Future Group, Legfew Resorts, Reliance Trends, HDFC Bank, etc. were the major placement providers for the students.

4.1.7A Suggestions from Centre-Heads

Figure 4.6A Graphical Representation of Frequencies of Suggestions from Centre-Heads



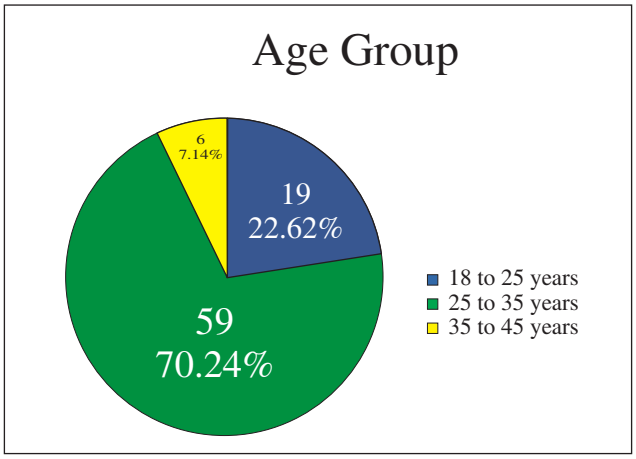
Source: Compiled from SPSS results

The field investigators also asked the Centre-Heads certain open ended questions regarding the suggestions they would like to offer for the skill development structure. Majority of them agreed upon 'Other' suggestions -that included comments on increasing the number of training centres so that more training centres are available to students nearer to their residences, lack of transportation facilities being offered by the training centres, absence of the method of bio-metric attendance, etc.

Suggestions included the aspect of marketing of the scheme as some of the interviewees felt that more efforts should be made to spread awareness about the scheme. Most of the trainees seemed to be satisfied with the quality and other parameters of the training as they opined that the on-going trainings were in accordance to the needs of the students in terms of study material, internships, placements, etc.

4.1.8A Profile of the Trainers

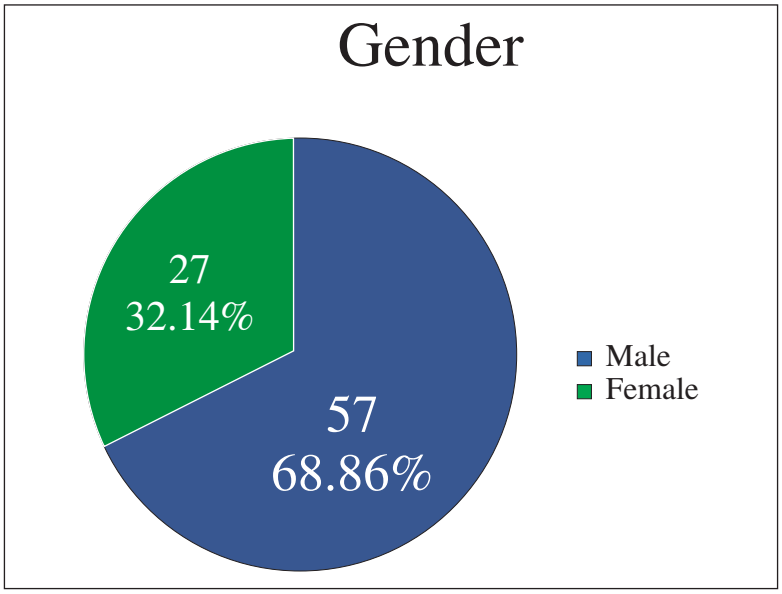
Figure 4.7A Graphical Representation of Age-Profile of Trainers



Source: Compiled from SPSS results

The trainers belonged to three age groups collectively. Majority of them belonged to the age group of 25-35 years, followed by 18-25 years and 35-45 years.

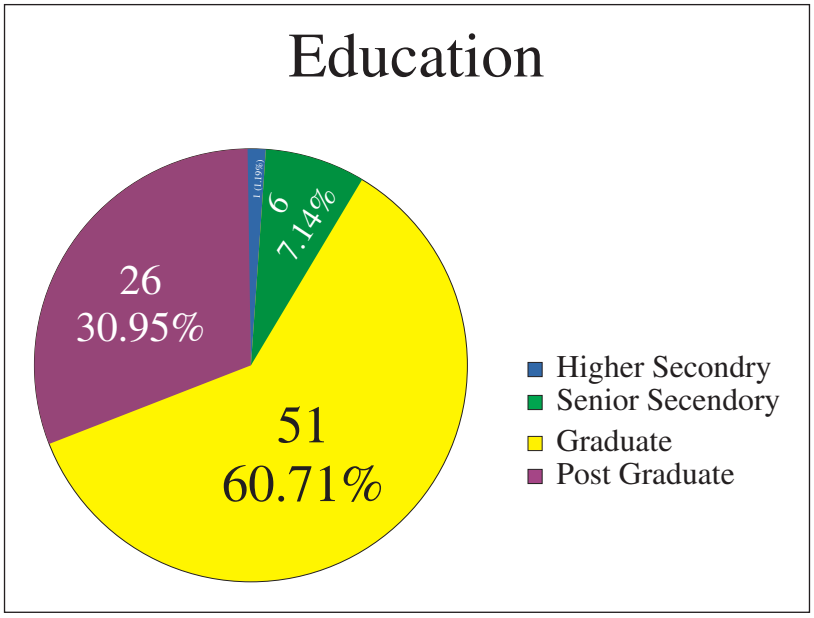
Figure 4.8A Graphical Representation of Gender of Trainers



Source: Compiled from SPSS results

Of the total 84 trainers, 57 (67.86%) trainers were recorded to be male while their female counterparts were 27 (32.14%).

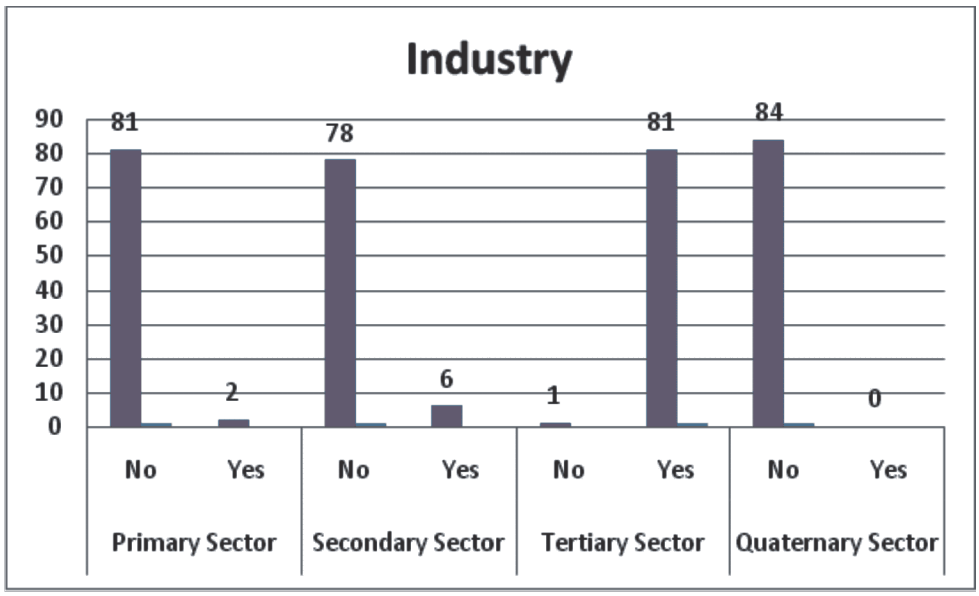
Figure 4.9A Graphical Representation of Educational Profile of Trainers



Source: Compiled from SPSS results

To get an insight about the academic knowledge and fitness of the trainers, they were asked about their educational qualifications. The results provided that 60.71% of the trainers were graduates, 30.95% were post-graduates and the remaining 8.33% were merely Senior Secondary or Higher Secondary graduates combined together.

Figure 4.10A Graphical Representation of Job Sector of Trainers

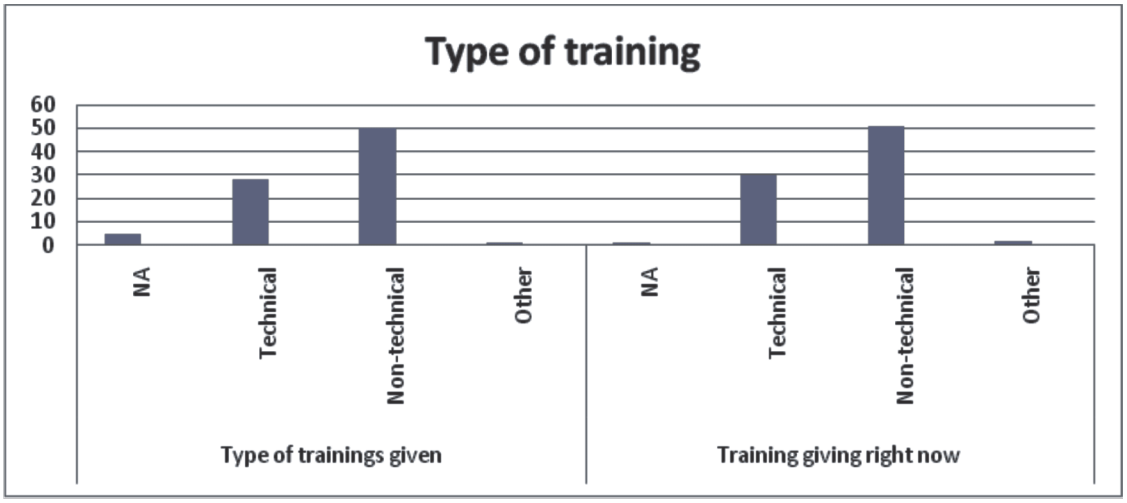


Source: Compiled from SPSS results

On the question on the previous employment trend of the trainers, the majority of the trainers came from Tertiary Sector and none were previously employed in the Quaternary Sector.

4.1.9A Type of Training

Figure 4.11A Graphical Representation of Type of Training



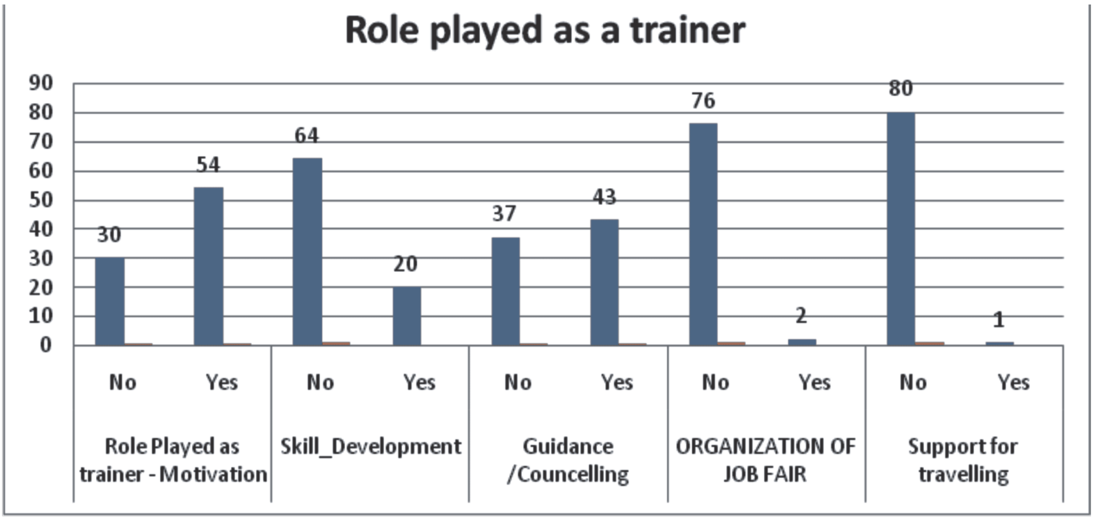
Source: Compiled from SPSS results

In response to the question posed about the trainings that the trainers were imparting presently and during the past - it was noted that out of the total number of trainers, the ones involved in technical and non technical training earlier came out to be 28 and 50 trainers respectively, while only 5 said that they were freshers and did not conduct any trainings in the past.

The analysis of type of trainings imparted by the trainers presently, around 60% - 51 trainers reported to be engaged in non- technical training while 30 reported to be involved in imparting technical training. Of total 84 trainers surveyed, 1 of them was fresher and did not conduct any training in the past, while 2 trainers were not involved in any of these trainings.

4.1.10A Role played as a Trainer

Figure 4.12A Graphical Representation of Role Played as Trainer

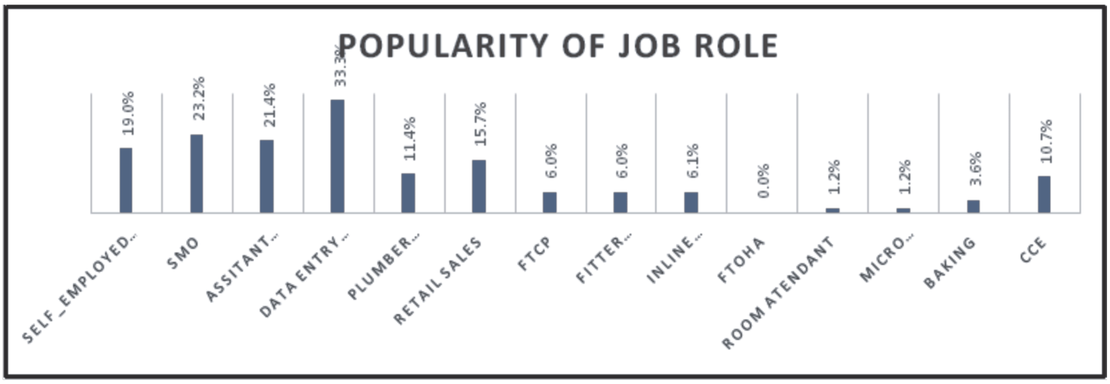


Source: Compiled from SPSS results

The trainers were expected to provide additional help to the students for their placements. The results of our analysis pointed out that the trainers played a pivotal role in motivating the students for placements. They also agreed on providing guidance and career counselling to the students for their better understanding of the future prospects. Followed by their participation in skill development of the students and organization of the job fairs.

4.1.11A Popularity of Job roles

Figure 4.13A Graphical Representation of Expected Salary



Source: Compiled from SPSS results

On the question about the popularity of different job roles in the various institutes, the most popular training among the students was noted to be that of 'Data Entry Operator', followed by those of Sewing Machine Operator, Assistant Electrician, Self Employed Tailor and so on.

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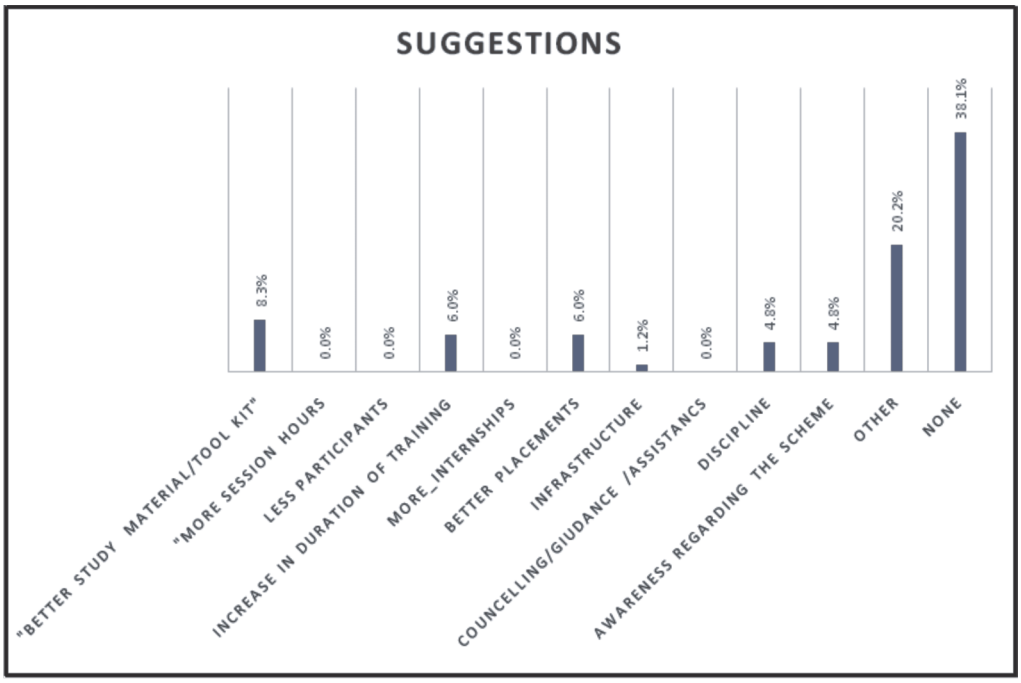
[1] *The total of trainers surveyed were 84.*
5+28+50+1=84 (pre training)
1+30+51+2=84 (post-training)

4.1.12 A Placements

The research team also interviewed the trainers regarding top placement companies providing jobs to the students. The results pointed out towards Companies like Minda, Aegis, Motherson, Vardhman, Cogent, Aegis Global, Flipkart, Growthfast, Pizza Hut, Samsung, Burger King and many more.

4.1.13 A Suggestions from Trainers

Figure 4.14A Graphical Representation of Suggestions from Trainers



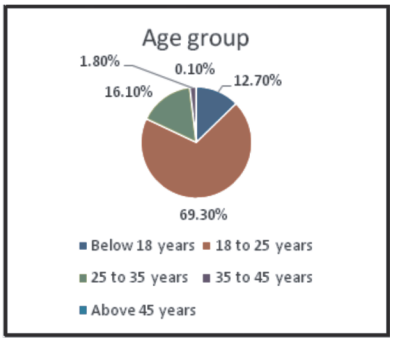
Source: Compiled from SPSS results

The suggestions from trainers for increasing the effectiveness of the scheme were also obtained. Few of the important suggestions included issues like - the need for organisation of more events like the job fairs, the training centres would do better if certain transportation facilities are provided to the trainees, methods may be implemented for regularisation of attendance for trainees like implementation of the rule for bio-metric attendance etc.

This analysis through feedbacks from the Centre-Heads and Trainers gave us an impression that the vocational training programmes designed by the NSDC have proved to be quite helpful for the students in increasing their employability and future prospects.

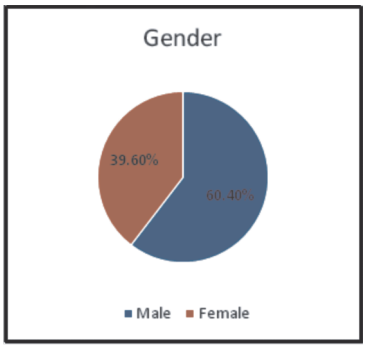
4.1.14 A Profile of Trainees

Figure 4.15 A Graphical Representation of Age Group



Source: Compiled from SPSS results

Figure 4.16A Graphical representation of Gender

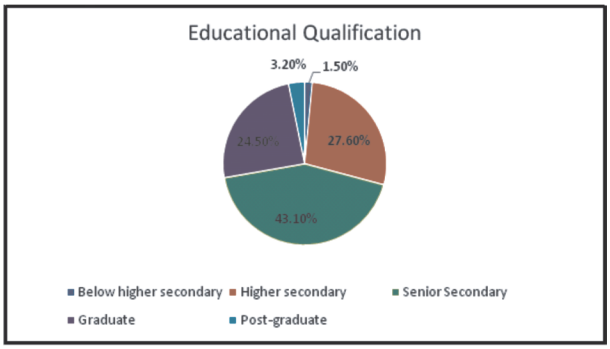


Source: Compiled from SPSS results

The data was also collected on the profile of trainees undertaking the training. The data compiled revealed that majority of the trainees belonged to the age group of 18-25 years. Also, around 16% of the total candidates surveyed belonged to the age group of 25-35 years and around 12% were from the age bracket of less than 18 years.

The candidates were majorly males. There were almost 40% female students enrolled in the skill training programmes as compared to 60% male students.

Figure 4.17A Graphical Representation of Educational Qualification

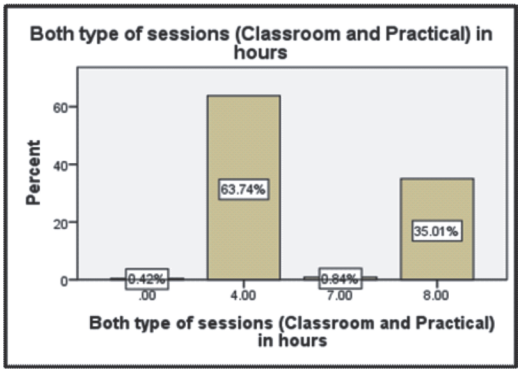


Source: Compiled from SPSS results

The candidates when asked about their educational background, revealed that majority of them were Senior Secondary Graduates and had preferred undertaking the vocational training instead of getting enrolled in a regular learning course. Of them, 24.5% candidates were Graduates and 27.6% candidates were Higher Secondary Graduates.

4.1.15A Type of Training Sessions

Figure 4.18A Graphical Representation of Type of Training Sessions

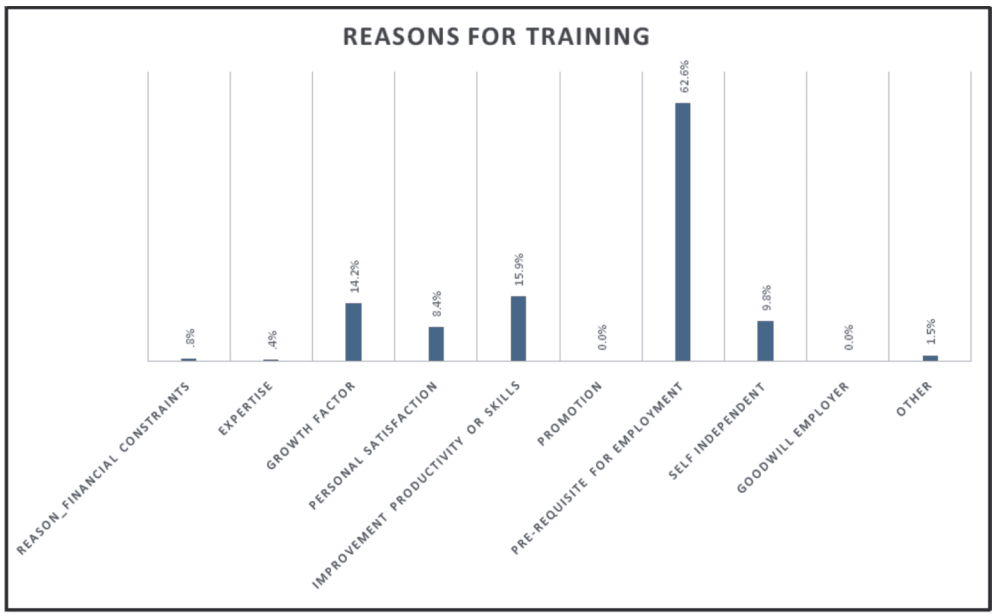


Source: Compiled from SPSS results

The trainings were conducted using both, classroom and practical sessions of 4-8 hours. Majority of the students were involved in 4 hour sessions according to their job role type.

4.1.16A Reasons for Undertaking the Training

Figure 4.19A Graphical Representation of Type of Training Sessions

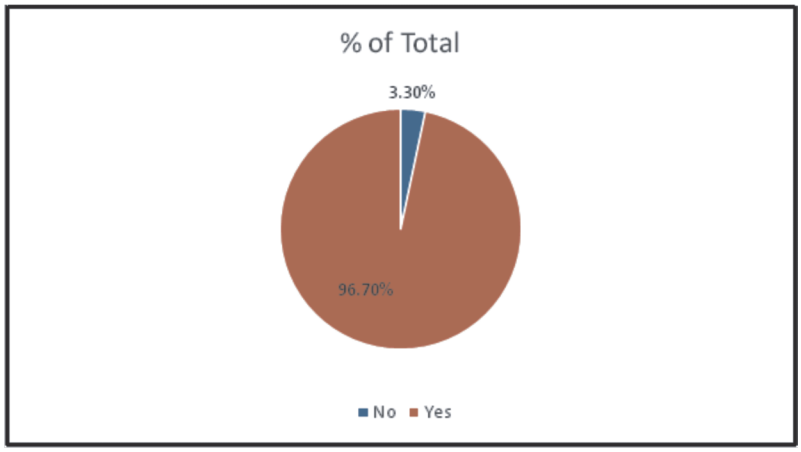


Source: Compiled from SPSS results

We interviewed the trainees regarding their reasons/ objectives for undertaking the training. Majority of them agreed upon training as a pre-requisite for employment opportunities. Some of them enrolled themselves in the vocational training programme for their personal growth, improvement in skills and to become entrepreneurs.

4.1.17A Recommendation of Training

Figure 4.20A Graphical Representation of Training Recommendation



Source: Compiled from SPSS results

The effectiveness of trainings imparted under PMKVY can be gauged by the fact that as a response to the question on whether or not the trainees would recommend the training to other youngsters, the majority responded in affirmative. The reasons cited in favour of the trainings were mainly - personal growth, increasing employability, among other reasons.

4.1.18A Ratings by Trainees

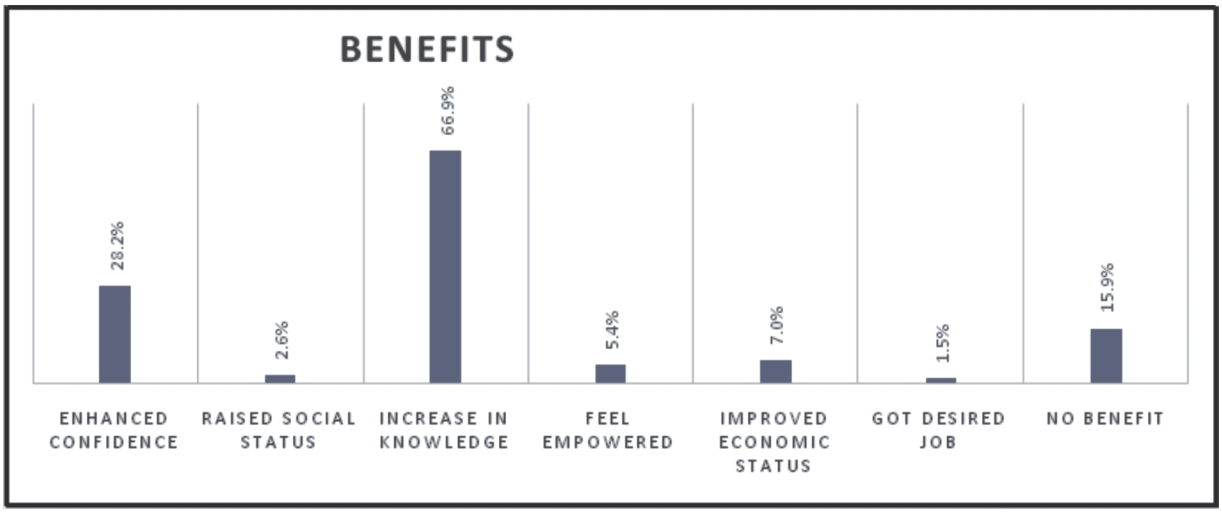
Figure 4.21A Graphical Representation of Ratings

Source: Compiled from SPSS results

The trainees on an average allotted ratings of 4.61, 4.69 and 4.63 for the quality of training, efficiency of the trainer and infrastructure facilities, respectively.

4.1.19A Benefits from Training

Figure 4.22A Graphical Representation of Benefits from Training



Source: Compiled from SPSS results

The students when asked about the benefits they derived from the skill trainings, majority of them said that they experienced a substantial increase in their knowledge due to the training sessions. Also, many students said that they have become more confident during the course of the training. Other benefits included increase in the social status, improvement in economic status, feeling of empowerment, etc.

4.2A Hypothesis Testing

To study the impact of PMKVY on the students undertaking the training, we surveyed 717 respondents from 5 different states namely- Punjab, Bihar, Madhya Pradesh, Uttar Pradesh and Assam (Study Area). The respondents were interviewed using a structured questionnaire which used a formative scale (on the

assumption that the respondents are responsible individuals who would give correct response, therefore, it is not necessary to check the reliability). The main objective of the study is to assess if there is any employability increase and significant change in income/wages of the respondents/beneficiaries pre and post undertaking the training. For checking the employability increase, we relied on the self-assessment of the candidates. For this, we surveyed the candidates during their training for Phase-1 and surveyed the same set of candidates again after their training was over for Phase-2 analysis. Since there was no control group, this before-after comparison allowed us to gauge the effectiveness of the training and assess how the training programme has been successful in imparting the intended knowledge and to what degree additional support may be needed.

Two important hypothesis were framed for the study-

Ho: There is a significant increase in the employability of students enrolled in different TCs

H1: There is not a significant increase in the employability of students enrolled in different TCs

Ho: There is a significant increase in the wages of beneficiaries in different TCs

H1: There is not a significant increase in the wages of beneficiaries in different TCs

To test the hypothesis stated above, we selected certain dependent and independent variables for the study.

In order to assess the changes in employability of the beneficiaries, conducting an independent proficiency test was out of scope of this study.Hence, we relied upon the self assessment of the students by taking the 'Quality of Training' rating as a proxy for self-assessment of employability.

The variables selected are as follows:

Table 4.1 Different Variables used in analysis

VARIABLE NAME	VARIABLE DESCRIPTION
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Source: Authors

Since, the study is based on before and after analysis, the researchers used certain tests that suited the requirements of our study. Paired samples T-test was conducted to measure the responses of the candidates using the SPSS software version 23. This test is conducted when the same set of respondents are measured twice, to record if there are any changes in their response to the same set of questions , that is when variables are continuous and dependent.

The researchers also conducted the McNemar test, since this test is suitable for paired nominal data (categorical data). This test is conducted on 2x2 contingency tables to figure out if there are any significant differences between dichotomous dependent variables between two related groups.

4.3A Interpretation of Results

4.3.1A Paired Samples T-test (Phase-1 v/s Phase-2)

Ho: $\mu 1=\mu 2$

The following results were obtained from SPSS

Table 4.2 Comparison of Phase-1 and Phase-2

	N	Mean	Median	SD	SE	Mean difference	df	t	P	Cohen's d
Quality_training (phase-1)	712	4.08	4	0.945	0.035	0.527	711	14.31	<.001	0.536
Quality2 (phase-2)	712	4.61	5	0.695	0.026					
Efficiency_trainer (phase-1)	713	4.24	4	0.89	0.033	0.446	712	13.22	<.001	0.495
Efficiency2 (phase-2)	713	4.69	5	0.599	0.022					
Infrastructure (phase-1)	712	4.31	4	0.819	0.031	0.326	711	9.59	<.001	0.359
Infrastructure2 (phase-2)	712	4.63	5	0.66	0.025					

** Significant @.05 level

Source: Compiled from SPSS results

The research has conducted Phase-1 v/s Phase-2 analysis using SPSS version 23. The variables evaluated were - the quality of training, efficiency of the trainers and infrastructure facilities. The table (4.2) above shows the mean values of the variables to be more in Phase-2 than in Phase-1 analysis. The value of p statistic measured is less than 1%, which means the values calculated are highly significant and there is a substantial improvement in the ratings given by students in Phase-2 when compared with the Phase-1 ratings.

Table 4.3 Change in Income or Economic Conditions in Phase-1 and Phase-2

	N	Mean Income (Rs.)	Median	SD	SE	Mean difference	df	t	Cohen's d
Earning Self-employed (Phase 2 -Post Training)	712	1487	0	6049	227	962	711	4.39**	0.164
Income before undertaking training (Phase 1 -Pre-training)	712	526	0	2247	84.2				

** Significant @.05 level

Source: Compiled from SPSS results

The mean for 'Income earned before the Training' was calculated as Rs. 526 - this included all respondents whether earning or not. The mean income for 'Earning' or self-employed (Phase 2) was calculated as Rs.1487. This also included people who were not earning any income before.

For presenting a better picture, the team calculated the average income of beneficiaries excluding those respondents who did not have any income at the start of the training. The mean income is then calculated as Rs. 8,454.34,while the average or mean income of trainees who started earning post training through jobs or self-employment was calculated as Rs.9,927.88.

This proves that there has been a significant change in the economic conditions of the candidates before and after the training.

Thus, based on the above results null hypothesis accepted that there is significant improvement in employability and income of the respondents enrolled in different TCs -who are the beneficiaries of PMKVY.

4.3.2A Paired Samples Contingency Tables

During the study, an additional hypothesis was also taken as follows to check the significance of change in recommendation of the training.

Ho.: No change in training recommendation before and after training

Table 4.4 Phase-1 v/s Phase-2 Recommendation of Training

	Training_recommend (PhaseII)		
Training_recommend (PhaseI)	No	Yes	Total
No	16	8	24
Yes	101	592	693
Total	117	600	717

Source: Compiled from SPSS results

Table 4.5 Significance level of change in Recommendation of Training

McNemar Test

	Value	df	p
x^2	79.3	1	<?.001
N	717		

Source: Compiled from SPSS results

Table 4.4 records the responses of the candidates when asked if they would recommend the training to other people. Out of 717 candidates, 592 candidates agreed to recommend the training in both Phase-1 and Phase-2 analysis.

The research team conducted the McNemar test (table 4.5) to assess the significance level of changes in the recommendation for the training. The value of chi-square is 79.3 which are significant. This means that there is a significant change in the recommendation of the training by the candidates before and after the training.

Hence, the hypothesis that there is no change in training recommendation before and after the training is rejected. While the alternate hypothesis, that there is a significant change in training recommendation and in a positive direction is accepted. Thus, the students involved in the skill training programmes show a high satisfaction level.

The major findings from the above analysis can be summed up as under:

a) The majority of trainees belonged to the age-group of 18-25 years and enrolled in these trainings after senior secondary schooling.

b) The overarching objective of trainees enrolled in this program was the desire to learn new skills which serve as a pre-requisite for their employment into various areas as well as provide opportunities for self-employment. etc.

c) The students gave a rating of 4 + on a scale of 5 to the infrastructure, quality of the training and efficiency of the trainer and majority of them recommended the training to others as well.

d) The trainees' employability and level of income increased substantially after the training as majority of them were not earning any income before undertaking the training and were self employed after taking up the training. They also agreed that the training provided a boost to their existing level of knowledge.

Chapter IV B

Qualitative analysis

PART B

4B. Qualitative Analysis

In order to study the various problems, suggestions and concerns of the two important stakeholders of the PMKVY scheme viz., the Trainers and the Center Heads, in-depth interviews were conducted with them during Phase 1 and Phase 2 of the data collection; with the following objectives:

(a) To identify the problem/challenges in implementation of PMKVY scheme faced by the stakeholders involved in implementation of the scheme on ground.

(b) To zero down on the possible recommendations for policy makers to make PMKVY and/or other similar schemes (with focus on skill development of youth) more effective.

To achieve these objectives, interviews were conducted as part of the structured questionnaire that included open-ended questions for Center Heads and Trainers to collect responses from them.

The field investigators were trained to conduct these interviews and ask leading questions as parts of the main interview question. The field investigators were also instructed to record responses carefully so as to avoid creeping in of any biases.

The Centre Heads are people who are responsible for - implementing the scheme through their Training Centers in letter and spirit. They have the responsibility of ensuring the quality of the infrastructure, training delivery, reading and study material as well as the examinations/tests conducted to check the learning of trainees during the training program. They are also responsible for ensuring that the information about the training centre, courses offered, the future career prospects of the courses etc. reaches to all prospective trainees in the district where the centre is located. Counseling and mentoring activities are essentially undertaken before the candidates are enrolled in various courses to ensure that the candidate chooses a course which is befitting with his/her current skill sets trainees in order to get maximum opportunities for securing the right placement.

Similarly, the trainers also play a pivotal role in skill development of trainees thus making the scheme effective. The trainers are responsibility for the conduct of the training programs, and when the training program are delivered effectively, can the skill development take place. Since the objective is to make the students industry ready, right after the completion of the course- it becomes essential that training focuses on both theoretical and practical aspects in equal measure. Only 'Hands-on' training could help in ensuring that students are industry ready. Also, trainers have the responsibility of suitably grooming the candidates that opt for 'RPL' program since they already possess some skill-set.

Therefore, both sets of people -center heads and trainers are important stakeholders who are aware of the ground realities.

4.1B Results of Content Analysis

Firstly, transcripts of all the interviews were prepared. The structured questionnaire was prepared had both open ended and closed ended questions, designed to collect quantitative as well as qualitative data.

Nvivo 12 Pro software was used for the purpose of content analysis of the transcripts.

Some of the centre heads and trainers were either hesitant to answer or did not have any observations to share while some were vocal about their expectations of changes required in the system. Those who chose to answer, suggested that there is a scope of improvement of the scheme and the government should continue efforts to improve the skill development scenario in the country.

A total of 41 interview transcripts for trainers and 30 transcripts for center heads were used for the purpose of analysis. These trainers and center heads gave suggestions/recommendations besides highlighting their concerns regarding the implementation of PMKVY scheme.

Some of the recommendations to improve the effectiveness of the scheme as given by center heads and trainers have been discussed at length in the Chapter 7.

In the sub-section below, a discussion of the result of the content analysis is presented.

4.1.1B Case and Node Development

All the interviews from the Centre Heads taken from different centers in each state were compiled into one transcript because these were answers to the same interview question. Thus, each state was classified as a separate case and location was given as the case attribute. The same process was repeated for the interviews taken from the Trainers.

Nodes were developed during the Nvivo exercise to specific the outcomes of the whole process. The nodes for the content analysis were developed on the basis of the themes emerging out of the interviewee's responses. Then, the nodes were grouped on basis of similarity of themes. Finally, various methods were used to do the analysis of the cases.

4.1.2B Nvivo Results for Center Heads Responses

The analysis of interviews with the center heads across the states centered led us to the emergence of the following themes to improve the effectiveness of PMKVY and reduce the dodges while implementation.

(a) Attendance Issue: Irregular attendance of trainees is a major issue. The centre heads feel that many times the trainees do not take the courses seriously as the training courses are free of charge for them.

(b) Availability of Transport: In many areas, commute to centers becomes a challenge for trainees and trainers. Hence, some Center Heads recommended availability of transport services at the centers for ensuring better attendance.

(c) Lack of Placement Opportunities: Many centre heads recognise that there are comparatively less placement opportunities for trainees in comparison to what is required for them. In order to overcome this hurdle, we have discussed possibilities of tie-ups with industry partners from private sector in Chapter 6.

(d) Marketing of Scheme: Even though the state governments, central government, NSDC and private training partners have made immense efforts to publicise the scheme amongst stakeholders, the centre heads expressed their concerns about spreading awareness about the skill development efforts being made by governments. Thus, there is a need to step up the efforts in this direction.

(e) Motivating Trainees by Financial Rewards: The trainees can be motivated to attend regularly and perform well by announcing some financial rewards for top performers.

(f) Need for Improved Learning Materials: There is a need to improve the quality of learning materials and keep those up to date at par with the global standards.

(g) Need for Link-Ups with Industry: Many centre heads retort the need for more link ups with industry to improve overall quality of training and placements.

(h) Need for Regular interaction with Parents of Trainees: According to some centre heads it is important to interact with parents of the trainees because family is an important stakeholder in the process of skill development. Some centres are making efforts in this direction too.

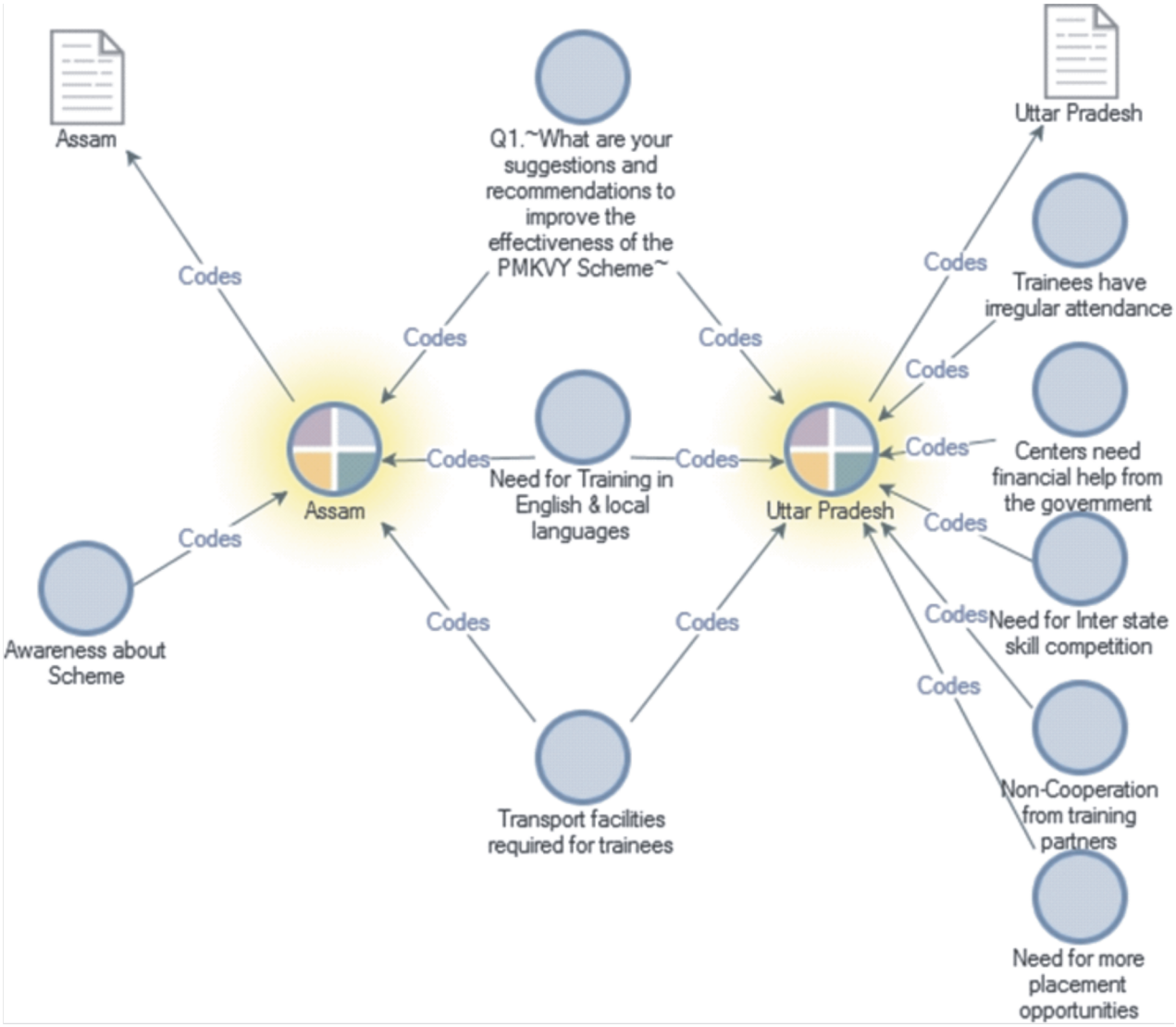
(i) Need to organise Inter-State Skill Competitions: Centre Heads stress on the need to organise more interstate skill competitions to make skill development process effective as such events would serve to encourage the trainees as well as motivate the states to perform better than others. Also such events give an opportunity to learn 'best practices' from each other.

(j) Training Centres need Financial Help: Some Centre Heads stressed the need for availability of financial help to bring about improvements in the infrastructure of centres.

(k) Training in Local languages and English: An important theme that emerged is that the Centre Heads feel the need for availability of training materials in local languages too, and feel that this step would lead to increased number of enrolments in centres.

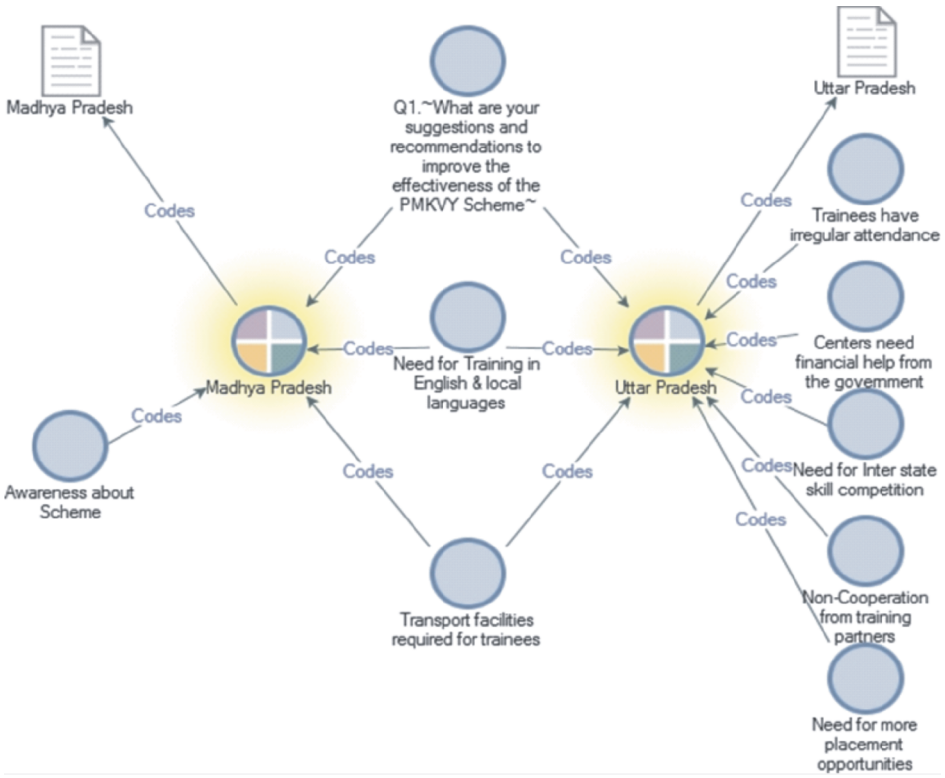
In order to bring out an interstate comparison, the Case comparison has also been done. The Figures 4.6B-4.9B shows the case analysis done by Nvivo. Presented below is the comparison of sample states (Case Comparison) depicts the common factors that have emerged from the transcripts of interviews of Center Heads.

Figure 4.6B - Case Comparison of Assam & Uttar Pradesh- Centre Heads Responses



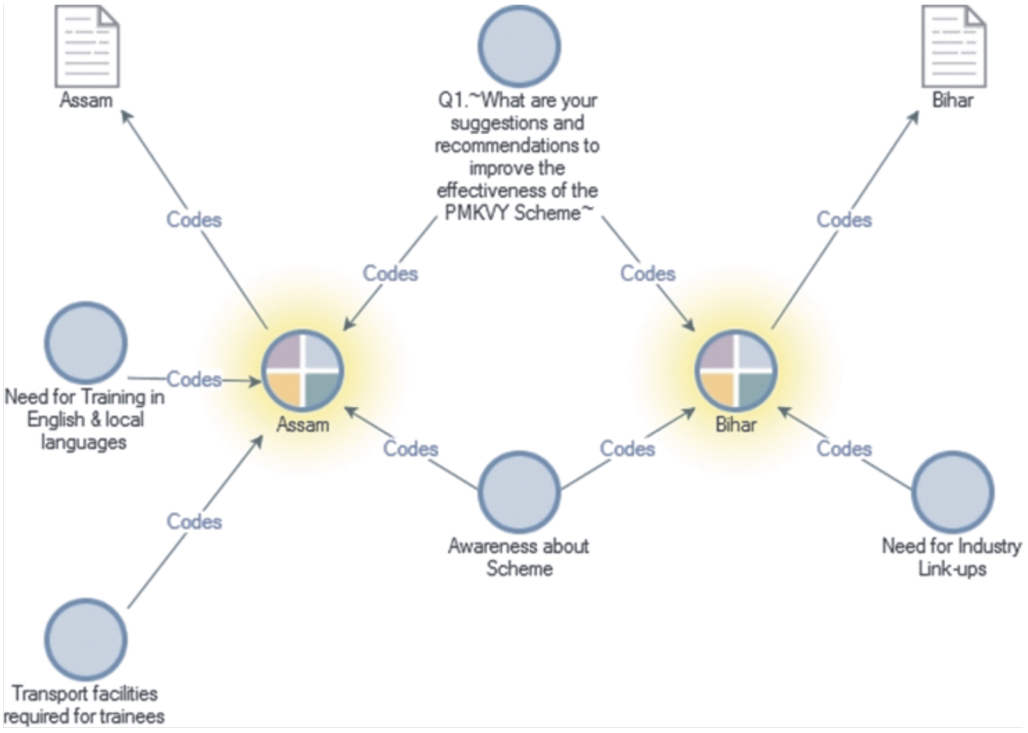
Source: Nvivo Results

Figure 4.7B-Case Comaprison of Madhya Pradesh &Uttar Pradesh-Centre Heads Responses



Source: Nvivo Results

Figure 4.8B -Case Comparison of Assam &Bihar- Centre Heads Responses



Source:Nvivo Results

4.1.3B Nvivo Results for Trainers Responses

Similar to the methodology followed for analyzing the Centre Head's responses, for trainers too, we group the responses of different trainers employed with various centers in the various districts state wise as Cases. The process of coding, themes which emerge from the interview transcripts are grouped together as Nodes are as follows:

(a) Career Stability & Salary for Trainers: The trainers expressed concerns about the career stability and development opportunities for them. Most of them opined that if decent salary and stability for trainers is assured, it would lead to more productivity of trainers.

- Untrained Trainers: A concern was expressed by some about non-availability of trained people to take up the training jobs. Also, a scenario was pointed out by one trainer that some trainers also pursue training courses as trainees. Hence, the juggle the work of trainer as well as trainee, thus, underperforming as Trainers.

(b) Establishment of a Placement Unit: Many trainers felt the need for establishment of a spate placement cell within the centres that would be responsible for liaison with other stakeholder partners like industry and securing enough placement opportunities for the trainees.

- Local Job Opportunities to be made available: This is an important aspect because many times the young trainees are reluctant to take up jobs far off from their home town and have to decline the job offers as they are not willing to migrate.

(c) Financial Help for Migrated Trainees required: Sometimes the trainers belonging to other states who have come to work, enrol themselves in RPL programmes. However, unable to pursue full time work with their trainings they find it difficult to sustain themselves financially.

(d) Hands on experience training needed: Trainers have recommended more component of practical and hands-on training in the syllabi.

(e) Hostel Facilities Required: Some trainers feel that provision of hostel facilities for trainees and trainers would increase the number of enrolments and decrease the attrition rates for trainees and trainers respectively.

(f) Improvement in Quality of Study Material and Local language Study Material required: This concern was common between trainers and Centre Heads and both feel that if training material is available in local languages, it would encourage more youth to take up these courses.

(g) More awareness & marketing of PMKVY: This is again a common concern and trainers express the need for more broad based out-reach activities.

(h) Regular Auditing of TC: Though, the PMKVY scheme envisages for regular monitoring of training centres by NSDC, some trainers felt the need for the same to be a more intense and frequent exercise.

(i) Stringent attendance requirements to be enforced: The trainers have expressed their opinion about the need for strict attendance requirements as it becomes an issue especially during festive seasons adversely impacting the overall quality of the training. Most of them have also suggested the need for implementing Bio-metric attendance system for trainees and trainers alike.

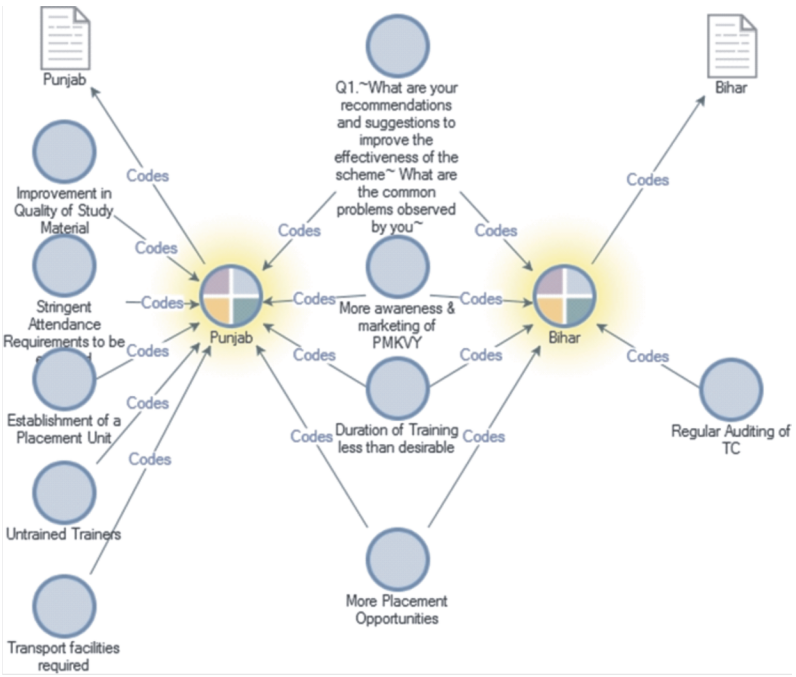
(j) Training Hours should be reduced: Few trainers opined that some courses demand lesser number of training hours than actually demanded by the scheme (the opinion of trainers differs according to job roles).

(k) Transport facilities required: This is a common concern and the stakeholders feel that if suitable transport facilities are available at the centres, it would definitely encourage

enrolments and thereby increase the effectiveness of the scheme.

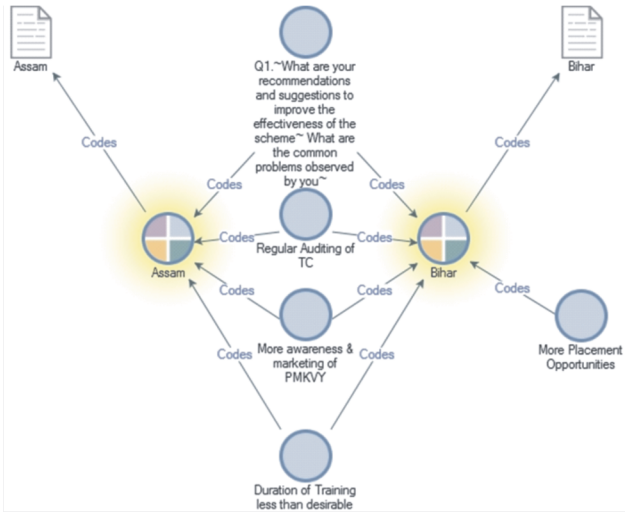
For more insights, a case wise comparison has also been done similar to shown above for Center Heads comments. Each Case comparison depicts the similar and different themes in the responses made by trainers of different states. There are a lot of differences in the demographics, training requirements, availability of trainers and different training courses being offered at the Centers; hence difference in responses received in different states. The Figures 4.9B to Figure 4.11B show different Case comparisons done through Nvivo.

Figure 4.9B: Case Comparison of Punjab & Bihar-Trainers Responses



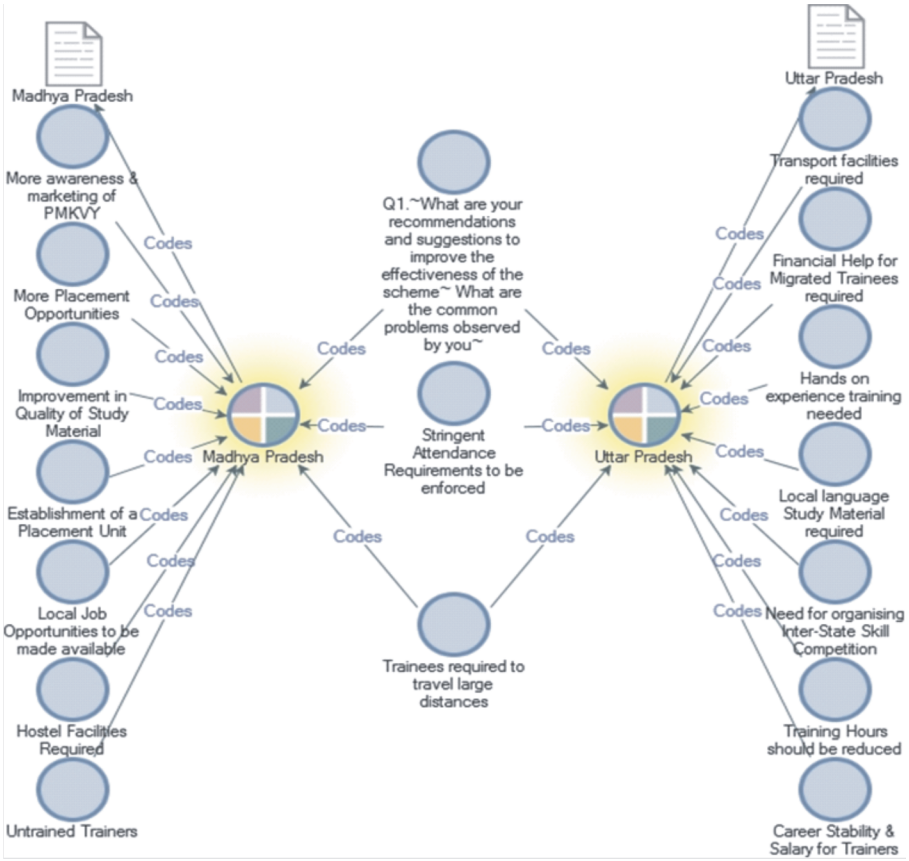
Source:Nvivo Results

Figure 4.10B: Case Comparison of Assam& Bihar-Trainers Responses



Source:Nvivo Results

Figure 4.11B: Case Comparison of Uttar Pradesh & Madhya Pradesh-Trainers Responses



Source:Nvivo Results

The qualitative data analysis helps us to understand the ground realities and the concerns faced by the different stakeholders while implementing PMKVY. All the stake holders associated with the mission of skill development are making efforts and contributions towards making the mission successful since it would help youth be gainfully employed which would ultimately lead to Indian economy growing at a faster rate. It's important for the policy makers to understand the concerns raised by stakeholders like Centre Heads and Trainers and take suitable steps to remove the issues faced in order to make the schemes like PMKVY effective.

In this chapter, through analysis of responses by center heads and trainers on specific questions; an attempt has been made to present some of the major issues highlighted by these stakeholders.The suggestions and recommendations are to make the scheme even more effective. Many suggestions like provision of transport facilities, providing learning material in regional languages, emphasis on marketing of the scheme, provision of hostel facilities etc. would help in increasing the efficacy of the scheme.

Note: All figure titles will be above the figure and source below. The Source for all figures will be Nvivo Results.

Chapter V

Skill development scenario- State wise analysis

Chapter 5
Skill Development Scenario-State Wise Analysis

For the present study, the survey was carried out in five different states namely Uttar Pradesh, Punjab, Madhya Pradesh, Assam and Bihar. These states were selected on the basis of their strategic importance in terms of their demography, the availability and requirement of skilling structure in the respective states. Since these states have differences in respect of demography and industries present there, it was considered appropriate to present our analysis in different states.

The trends revealed by state-wise analysis have been discussed below.

5.1 Madhya Pradesh

Table 5.1 Madhya Pradesh at a glance

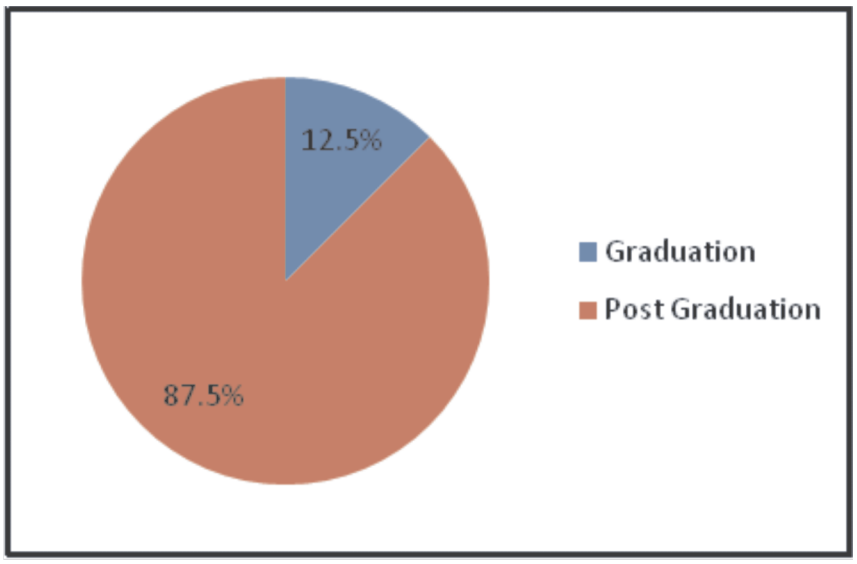
Population	78.1 Million (in 2016)
Districts	52
Demographics	63% population belongs to the working age group of 15-59 years.
Leading Industries	Agri-business and food processing, automobile and engineering, defence, renewable power, IT/ITeS, Pharmaceuticals, Textiles
Sources of Skilled Manpower	2 Central Universities, 21 State Universities, 27 Private Universities, 298 Engineering Colleges, 1155 ITIs, 69 Polytechnics, 13 Medical Colleges, 211 Management Institutes

Source: Economic Survey 2018-19; www.investindia.gov.in

5.1.1 Educational Background of Centre Heads

The information collected on Center Heads- the people who are responsible for implementing the trainings as well as carrying out the mentoring and outreach activities of the centre. The analysis of the data gathered on educational qualifications of center heads shows that a whopping percentage of the total center heads -87.5% have Post Graduation degree. Also, these aspects differ across states which, is revealed in subsequent sections of the chapter.

Figure 5.1 Educational Qualifications of Centre Heads



Source: Compiled from SPSS results

5.1.2 Expected Salary

Table 5.2 Salary expected by the Trainees

Expected Salary	Mean2	Median	Standard Deviation	Minimum	Maximum
Minimum Salary Expected	6188	5750	1308	5000	8000
Maximum Salary Expected	12625	12000	2504	10000	17000

Source: Compiled from SPSS results

The salary expected by the trainees on an average ranges from approximately Rs 6,000 to Rs 12,500. Many interviews revealed that the trainees express dissatisfaction with their present packages and were hopeful of better remunerations in future.

5.1.3 Placements

Securing placement for each and every enrolled student should be and was a priority for the PMKVY and PMKK training centers. The trainees mostly preferred job locations nearer to their homes. The Center Heads and trainers have made persistent effort towards ensuring good placements for trainees.

The various companies that were reported to have offered placements in various centers of Madhya Pradesh are BIS, Mother sons, Path motors, Surevin BPO Service Ltd., Vardhman, Welsons India, Zomato, CIS, Eureka Forbes, India Bulls, Maruti, Misa Security, Sagar Manufacturing, Dewas, Disha engineering, New Delhi Security Services, Shiv shakti, TVS, Aakash Industries, Asian Research, Trident, Research Panel Indore, HDFC, Vertix, etc.

5.1.4 Popularity of Job Roles

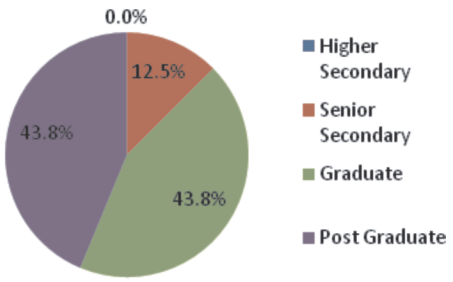
While conducting the survey, the beneficiaries were also asked about the most sought after job roles. Also, on the basis of the trends of enrolments in various job roles, number of inquiries received for the job roles, it can be concluded that the favourite job roles of the trainees in Madhya Pradesh are:

a) Data Entry Operator,
b) Self Employed Tailor,
c) Plumber General,
d) Retail Sales Associate,
e) Fitter and Fabrication,
f) Assistant Electrician and
g) Field Technician-Computing Peripherals

5.1.5 Educational Background of Trainers

The trainers surveyed in Madhya Pradesh revealed that majority of them were Graduates and Post-Graduates, while 12.5% of them were Senior Secondary qualified.

Figure 5.2 Educational Qualifications of Trainers



Source: Compiled from SPSS results

5.1.6 Profile of Trainees

Table 5.3 Profile of trainees

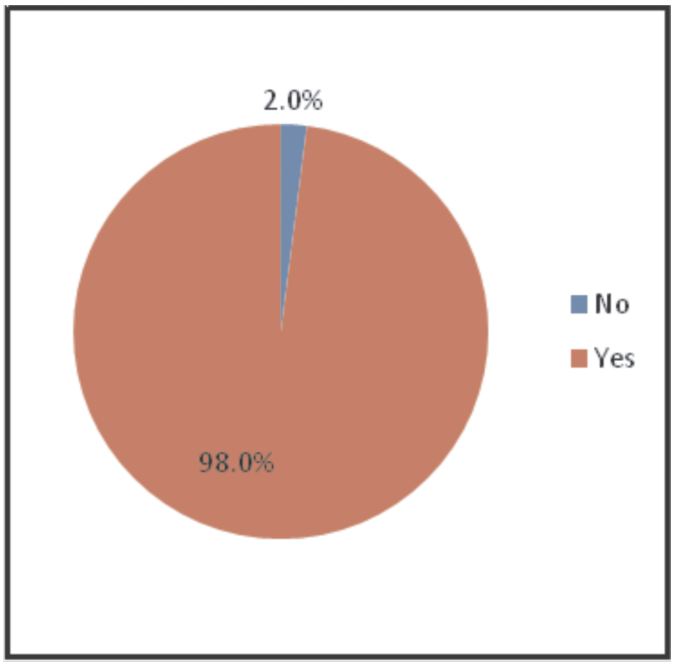
Variables	Description	Percent
Age Group	Below 18 years	6.1%
	18 to 25 years	81.8%
	25 to 35 years	12.1%
	35 to 45 years	0.0%
	Above 45 years	0.0%
Gender	Male	71.0%
	Female	29.0%
Qualification	Below higher secondary	3.0%
	Higher secondary	10.0%
	Senior Secondary	45.0%
	Graduate	36.0%
	Post-graduate	6.0%

Source: Compiled from SPSS results

The majority of trainees in Madhya Pradesh belonged to age-group 18-25 years, were male participants and were mainly Senior Secondary qualified.

5.1.7 Training Recommended

Figure 5.3 Training Recommendation



Source: Compiled from SPSS results

It was heartening to note that the majority of the trainees surveyed in various states recommended the training to others. This is definitely reflective of the fact that the trainees have been satisfied with the quality of training imparted to them in PMKVY.

5.2 Punjab

Table 5.4 Punjab at a glance

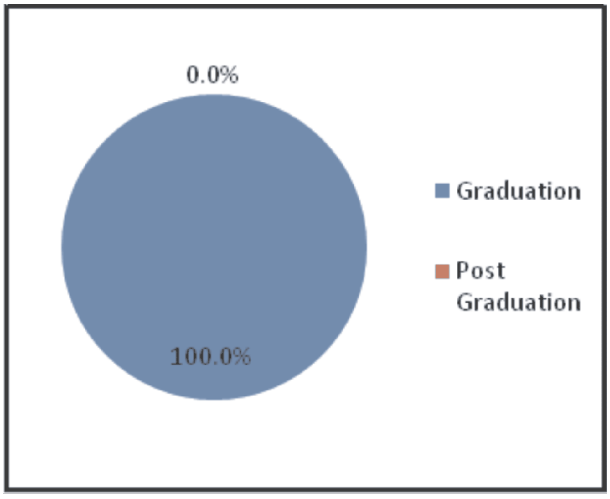
Population	28.8 Million (in 2016)
Districts	22
Demographics	68% population belongs to the working age group of 15-59 years.
Leading Industries	Food processing, light engineering goods, renewable power, tractors and auto components, agro based parts, sports goods, metal and alloys, chemical products and textiles
Sources of Skilled Manpower	1 Central University, 9 state Universities, 16 Private Universities, 238 Engineering Colleges, 378 ITIs, 181 Polytechnics

Source: Economic Survey 2018-19; www.investindia.gov.in

5.2.1 Educational Background of Centre Heads

The analysis of the data gathered on educational qualifications of Center Heads shows that a whopping percentage of the total Center Heads -100% are holders of a Graduate degree.

Figure 5.4 Educational Qualifications of Centre Heads



Source: Compiled from SPSS results

5.2.2 Expected Salary

Table 5.5 Salary expected by trainees

Expected Salary	Mean2	Median	Standard Deviation	Minimum	Maximum
Minimum Salary Expected	7125	7250	1031	6000	8000
Maximum Salary Expected	10625	11000	1702	8500	12000

Source: Compiled from SPSS results

The salary expected by the trainees on an average ranges from approximately Rs 7,000 to Rs 10,500. The trainees insisted on receiving better pay packages in the future.

5.2.3 Placements

Placement being one of the most important aspects after training, students in Punjab preferred placements in their native place or cities nearer to their home towns. Most of them were quite satisfied by

the placement being offered to them as some of the plants/ firms were located in local areas.

In Punjab, top placement companies were recorded to be Ola, Oyo Hotels, Shoppers Stop, Connect Broadband, Pizza Hut, Vardhman, Aqua RO, Narajai Herbals, Burger King, etc.

5.2.4 Popularity of Job Roles

In Punjab also, a trend for skewed enrolments in the following job roles was noted. The job roles were:

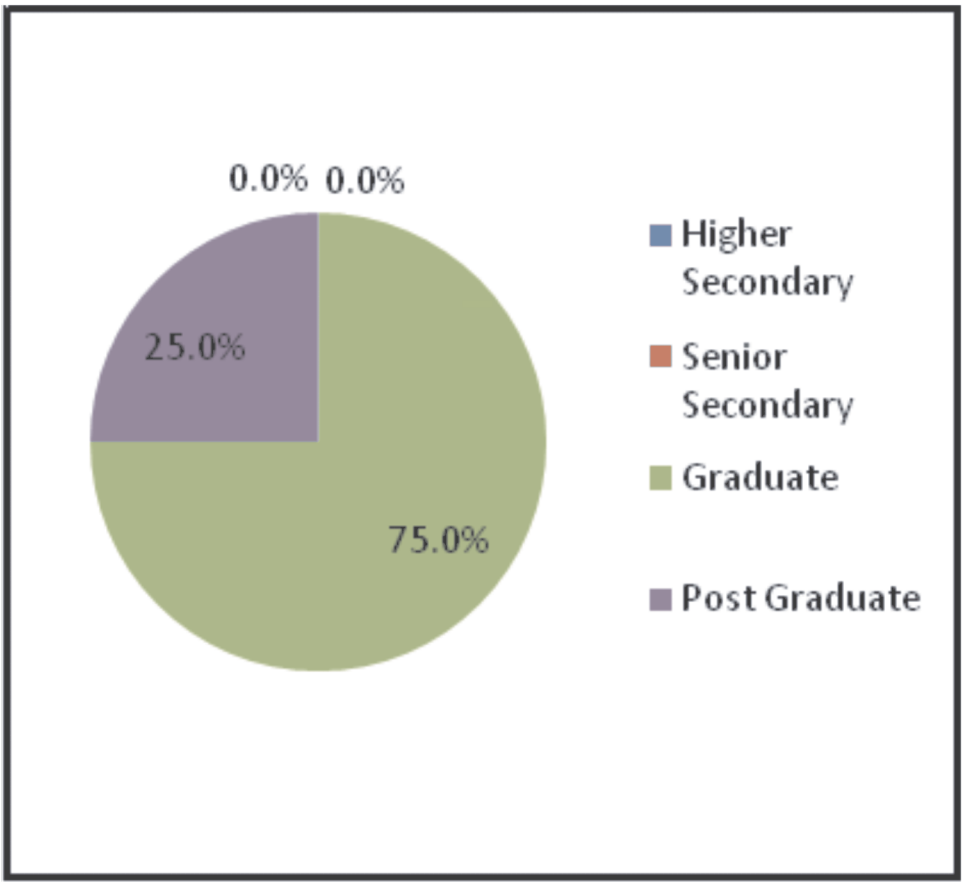
a) Self Employed Tailor,
b) Plumber General,
c) Retail Sales Associate,
d) Assistant Electrician and
e) Micro-irrigation.

The number of inquiries received for these job roles were maximum as compared to the other ones.

5.2.5 Educational Background of Trainers

The trainers surveyed in Punjab revealed that majority of them were Graduates and 25% of them were Post-Graduates.

Figure 5.5 Educational Qualifications of Trainers



Source: Compiled from SPSS results

5.2.6 Profile of Trainees

Table 5.6 Profile of trainees

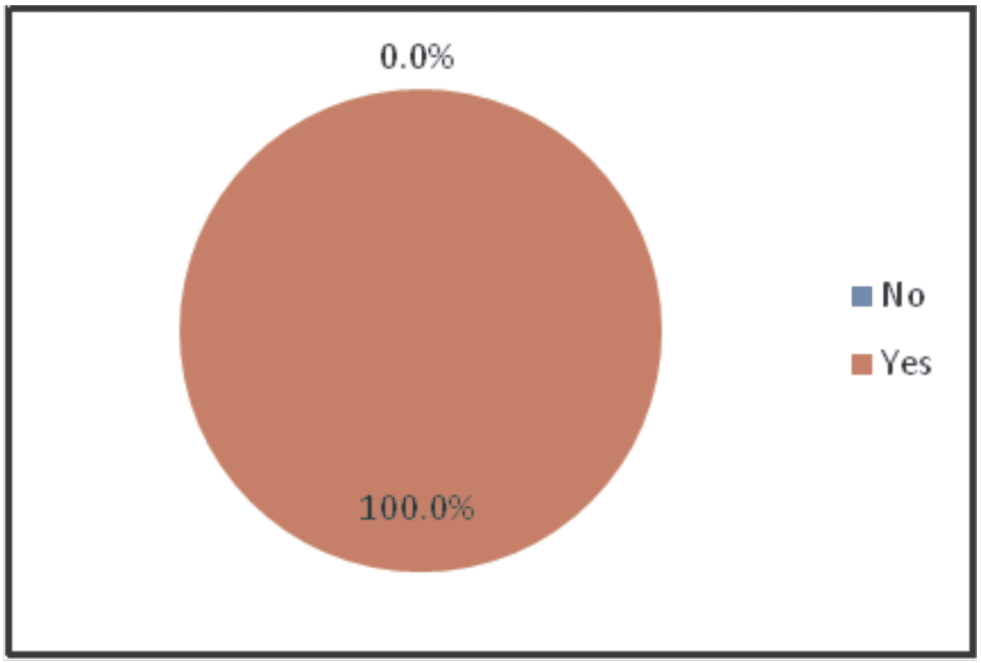
Variables	Description	Percent
Age Group	Below 18 years	9.4%
	18 to 25 years	71.9%
	25 to 35 years	15.6%
	35 to 45 years	3.1%
	Above 45 years	0.0%
Gender	Male	75.0%
	Female	25.0%
Qualification	Below higher secondary	0.0%
	Higher secondary	39.1%
	Senior Secondary	42.2%
	Graduate	17.2%
	Post-graduate	1.6%

Source: Compiled from SPSS results

The majority of trainees in Punjab belonged to age-group 18-25 years, were male participants and were Senior Secondary qualified.

5.2.7 Training Recommended

Figure 5.6 Training Recommendation



Source: Compiled from SPSS results

All of the trainees seemed to be satisfied with the training. They opined that their purpose of training was resolved and recommended the training to others as well.

5.3 Uttar Pradesh

Table 5.7 Uttar Pradesh at a glance

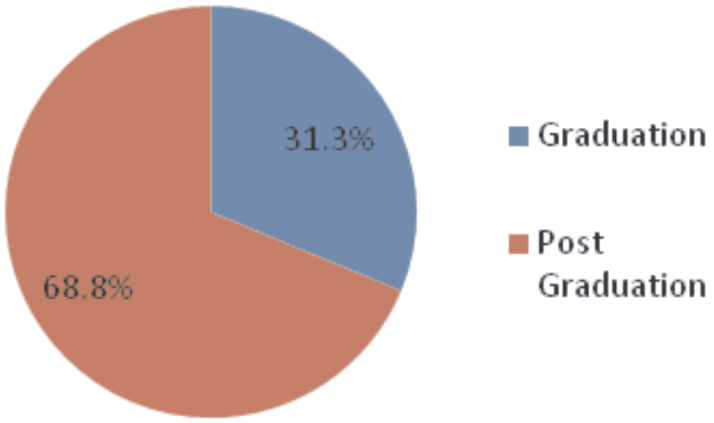
Population	216.2 Million (in 2016)
Districts	75
Demographics	63% population belongs to the working age group of 15-59 years.
Leading Industries	Leather, horticulture, food processing, IT, auto components, textiles, handicrafts, handloom, biotechnology, sports goods.
Sources of Skilled Manpower	5 Central Universities, 31 state Universities, 29 Private Universities, 645 Engineering Colleges, 311 ITIs, 155 Polytechnics, 21 Medical Institutes

Source: Economic Survey 2018-19; www.investindia.gov.in

5.3.1 Educational Background of Centre Heads

The survey of Centre Heads in Uttar Pradesh was conducted, which revealed that majority of them were Post-Graduates. As indicated in the figure below, almost 69% of the executors were Post-Graduates.

Figure 5.7 Education backgrounds of Centre Heads



Source: Compiled from SPSS results

5.3.2 Expected Salary

Table 5.8 Salary expected by trainees

Expected Salary	Mean2	Median	Standard Deviation	Minimum	Maximum
Minimum Salary Expected	7179	7000	1613	5000	12000
Maximum Salary Expected	16929	16500	6855	10000	35000

Source: Compiled from SPSS results

The salary expected by the trainees on an average ranges from approximately Rs 7,000 to Rs 16,900. They seemed to be satisfied with the placements offered to them and did not offer any suggestion regarding prospects for better placements.

5.3.3 Placements

In Uttar Pradesh, top placement companies were recorded to be Aegis, E.com, Growfast Organics, Hero,

LG Pvt Ltd, Minda, SAL Company, SIMPA, V-Mart, Vardhman Textiles, Birla Life Insurance, FIEM, Flipkart, Havells, ISON BPO, Maruti, MBT Krishee Agriculture, Rave Mall, Samsung, SBI Credit, Swiggy, etc.

5.3.4 Popularity of Job Roles

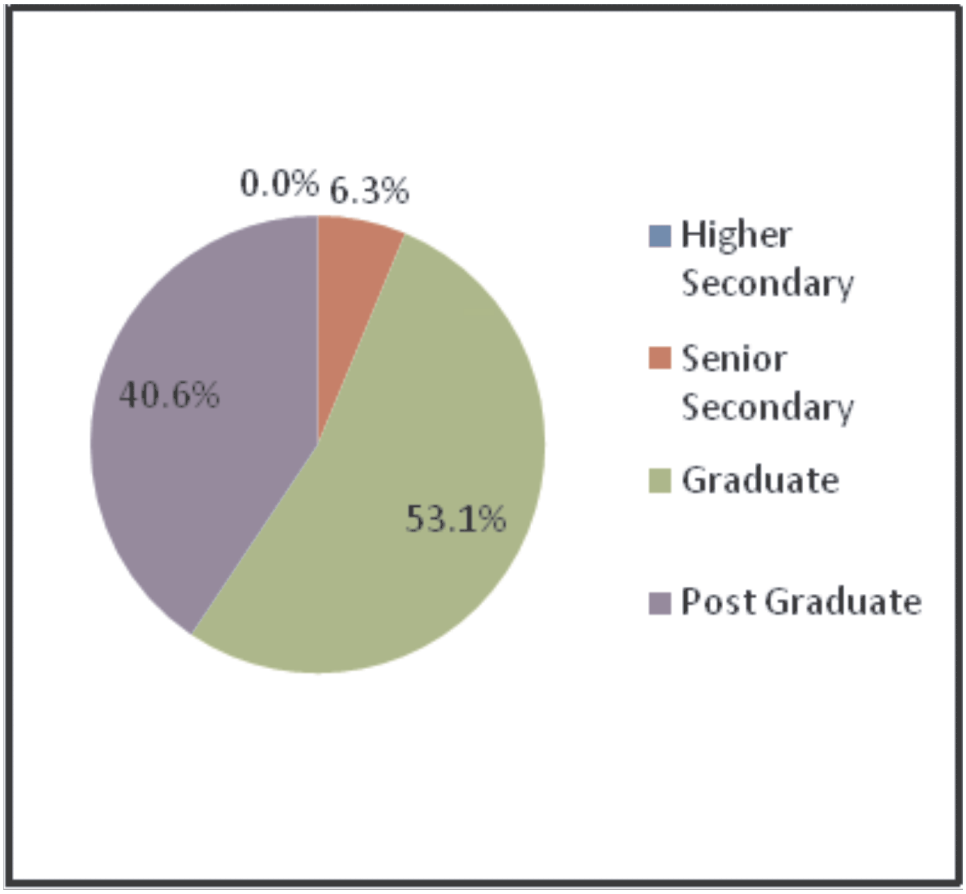
For some of the job roles like Self Employed Tailor, Assistant Electrician and Retail Sales Associate, the trend for skewed enrolments was similar to the one in Madhya Pradesh and Punjab. Apart from these job roles, maximum inquiries and enrolments were noted for the job roles like:

a) Sewing Machine Operator,
b) Data Entry Operator,
c) Assistant Electrician and
d) Customer Care Executive.

5.3.5 Educational Background of Trainers

The trainers surveyed in Uttar Pradesh revealed that majority of them were Graduates and 40.6% of them were Post-Graduates.

Figure 5.8 Education backgrounds of Trainers



Source: Compiled from SPSS results

5.3.6 Profile of Trainees

Table 5.9 Profile of trainees

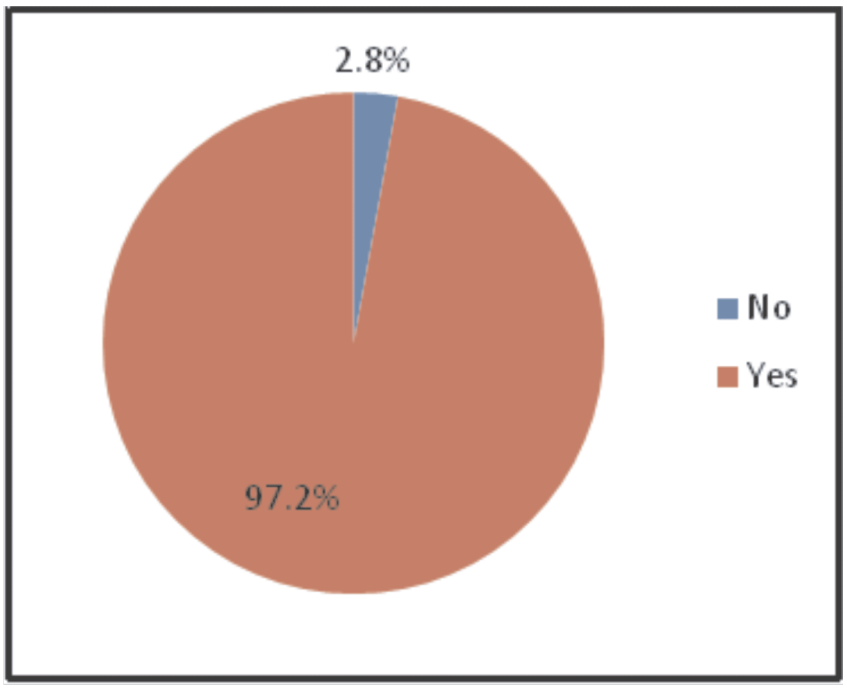
Variables	Description	Percent
Age Group	Below 18 years	20.1%
	18 to 25 years	64.5%
	25 to 35 years	13.5%
	35 to 45 years	1.9%
	Above 45 years	0.0%
Gender	Male	64.8%
	Female	35.2%
Qualification	Below higher secondary	0.0%
	Higher secondary	28.0%
	Senior Secondary	45.6%
	Graduate	22.3%
	Post-graduate	4.1%

Source: Compiled from SPSS results

The majority of trainees in Uttar Pradesh belonged to age-group 18-25 years, were male participants and held the educational qualification of Senior Secondary.

5.3.7 Training Recommended

Figure 5.9 Training Recommendation



Source: Compiled from SPSS results

Majority of the trainees seemed to recommend the training to others. Thus, the quality of training imparted under the PMKVY scheme is quite evident from the ratings/ votes in favour received from students.

5.4 Assam

Table 5.10 Assam at a glance

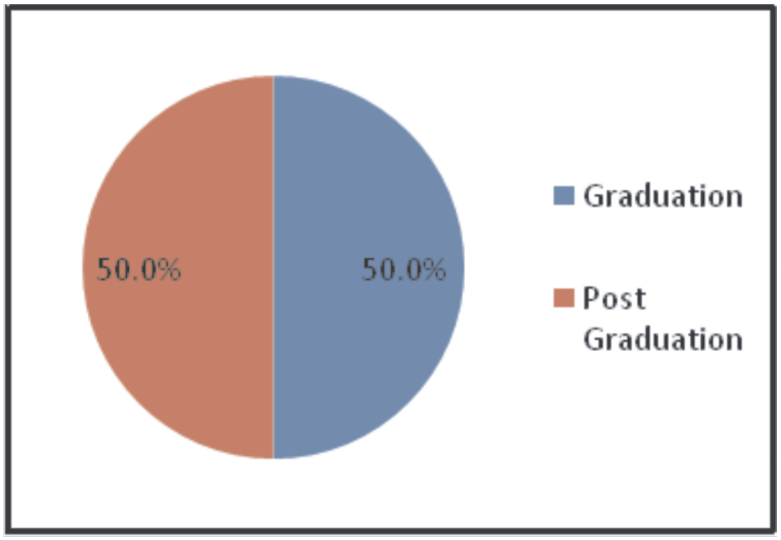
Population	32.2 Million (in 2016)
Districts	33
Demographics	65% population belongs to the working age group of 15-59 years.
Leading Industries	Pharmaceuticals and medical equipments, Plastics and petrochemicals, Power, River transport and port township, IT, Textile, handloom and handicrafts and Tourism, hospitality and wellness
Sources of Skilled Manpower	1 Central University, 12 State Universities, 5 Private Universities, 45 Engineering Colleges, 30 ITIs, 21 Polytechnics, 19 Medical Colleges, 14 Management Institutes

Source: Economic Survey 2018-19; www.investindia.gov.in

5.4.1 Educational Background of Centre Heads

A survey about the educational background of the Centre Heads was conducted to get an insight into their level of knowledge. The analysis in Assam revealed that the proportion of people holding a Graduate and a Post-Graduate degree were equal in number. This trend was quite different from the ones noted in states discussed earlier.

Figure 5.10 Educational backgrounds of Centre Heads



Source: Compiled from SPSS results

5.4.2 Expected Salary

Table 5.11 Salary expected by trainees

Expected Salary	Mean2	Median	Standard Deviation	Minimum	Maximum
Minimum Salary Expected	8083	8000	1281	6500	10000
Maximum Salary Expected	13500	15000	2811	8000	15000

Source: Compiled from SPSS results

The salary expected by the trainees on an average ranges from approximately Rs 8,000 to Rs 13,500. The trainees in Assam found the placements offered by training centres to be decent enough for them to earn a fair amount of money, however there is always a scope for earning an additional sum.

5.4.3 Placements

Persistent efforts were made by Centre-Heads and trainers to provide decent placements to the students, which proved to be fruitful as students were placed considerably at reputed firms.

The top placement companies in Assam were recorded to be Bandhan Bank, Osis Welness, Quantum Solution, Radisson Hotel, Kpr Ltd., Shahi Industries, VLCC, Legfew Resorts, SBI Insurance, NGU Green, Canara Bank, etc.

5.4.4 Popularity of Job Roles

In the state of Assam, maximum inquiries and enrolments were received for the job roles like-

a) Self Employed Tailor,

b) Hair Stylist and

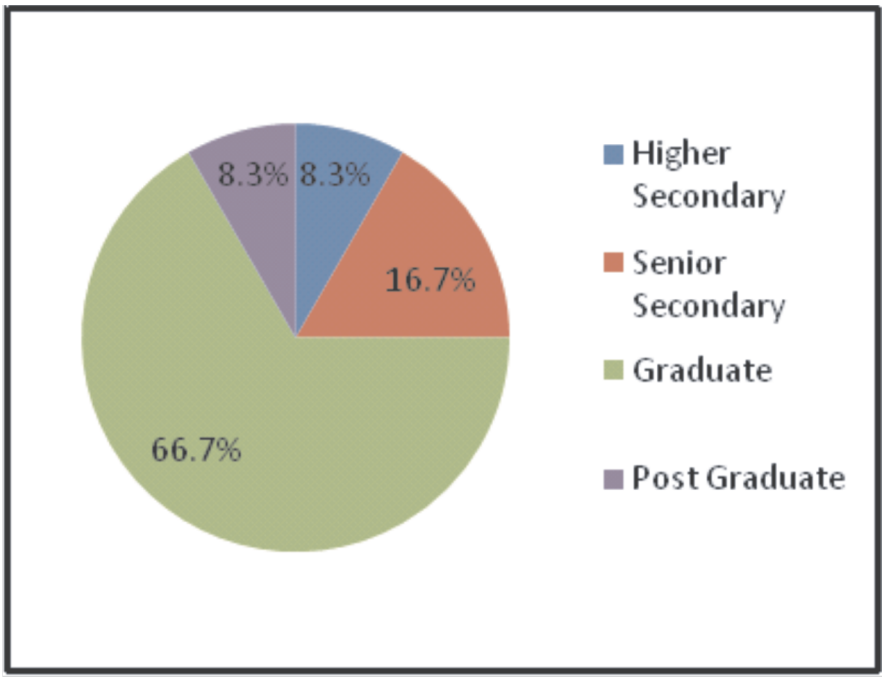
c) Assistant Electrician.

A consistent trend for demand of job roles like Self Employed Tailor and Assistant Electrician in all the above states can be attributed to their evergreen demand at all areas. However, high enrolment trend for the job role of Hair Stylist reveals a changing mindset of the students against the conventional job profiles.

5.4.5 Educational Background of Trainers

The trainers surveyed in Assam revealed that majority of them were Graduates and 16.7% of them were Senior Secondary qualified. A few of them were Higher Secondary qualified and Post-Graduates.

Figure 5.11 Educational backgrounds of Trainers



Source: Compiled from SPSS results

5.4.6 Profile of Trainees

Table 5.12 Profile of trainees

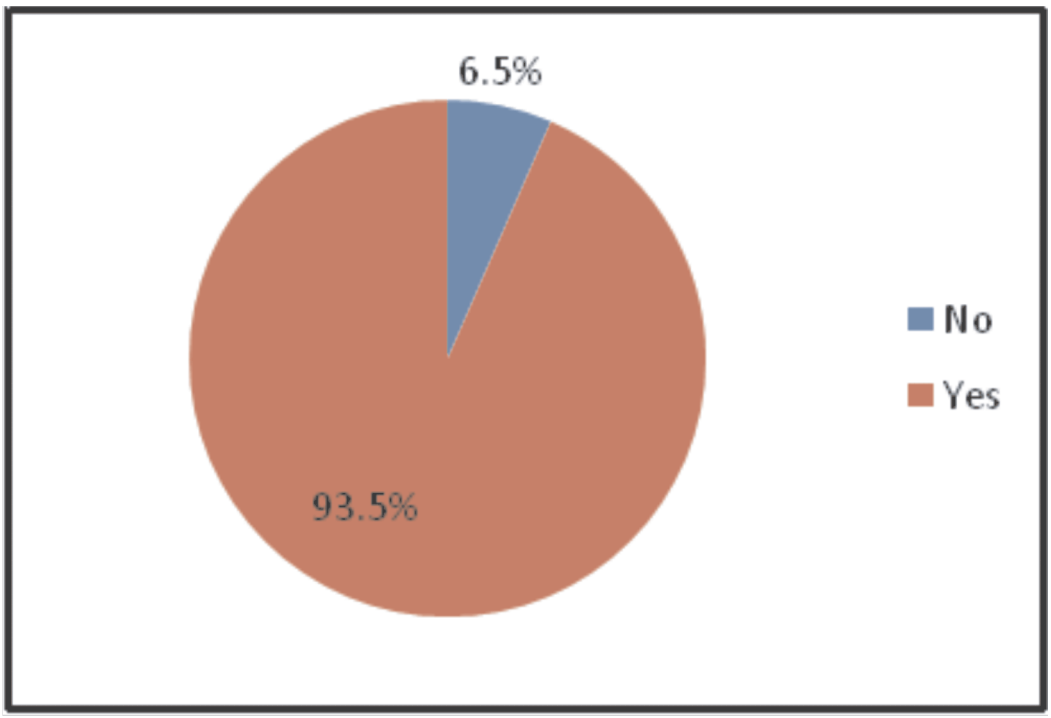
Variables	Description	Percent
Age Group	Below 18 years	1.3%
	18 to 25 years	67.3%
	25 to 35 years	27.5%
	35 to 45 years	3.3%
	Above 45 years	.7%
Gender	Male	39.2%
	Female	60.8%
Qualification	Below higher secondary	4.6%
	Higher secondary	32.7%
	Senior Secondary	39.2%
	Graduate	22.2%
	Post-graduate	1.3%

Source: Compiled from SPSS results

The majority of trainees in Assam belonged to age-group 18-25 years, were female participants and held the educational qualification of Senior Secondary.

5.4.7 Training Recommended

Figure 5.12 Training recommendation



Source: Compiled from SPSS results

Majority of the trainees seemed to recommend the training to others. This whopping percentage of students in favour of the training reveals that the students were satisfied with the quality of training.

5.5 Bihar

Table 5.13 Bihar at a glance

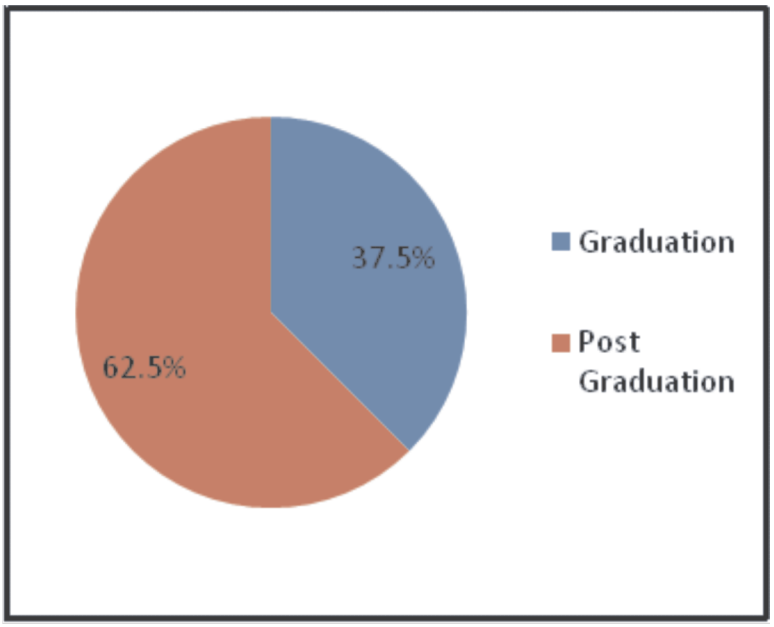
Population	113.8 Million (in 2016)
Districts	38
Demographics	Over 58% population belongs to the working age group of 15-59 years.
Leading Industries	Food processing and dairy, textile and leather, renewable energy, tourism
Sources of Skilled Manpower	3 Central Universities, 15 State Universities, 3 Private Universities, 91 Engineering Colleges, 723 ITIs, 64 Polytechnics, 8 Medical Colleges, 4 Agricultural Colleges

Source: Economic Survey 2018-19; www.investindia.gov.in

5.5.1 Educational Background of Centre Heads

The survey on educational qualification of Centre Heads in Bihar revealed a mighty proportion of people possessing a Post-Graduate degree.

Figure 5.13 Educational backgrounds of Centre Heads



Source: Compiled from SPSS results

5.5.2 Expected Salary

Table 5.14 Salary expected by trainees

Expected Salary	Mean2	Median	Standard Deviation	Minimum	Maximum
Minimum Salary Expected	7375	7500	1217	5500	9000
Maximum Salary Expected	15000	12000	6414	10000	30000

Source: Compiled from SPSS results

The salary expected by the trainees on an average ranges from approximately Rs 7,000 to Rs 15,000. However, the students seemed optimistic on receiving a better sum of money after the completion of training.

5.5.3 Placements

The trainees in Bihar did not prefer migrating to different cities for jobs, rather they preferred placements in their native cities. Efforts for the same were made by the executors and trainers working at the training centres.

The top placement companies in Bihar were Aegis, Barbeque Nation, Big Bazaar, Cogent, Hitachi, Idea, Bazaar India, Maruti, Minda, Telecom, UB Group, Future Group, Labour Net, Lava Mobile, Hyundai, Mahindra, Reliance Trend, HDFC, UFI Fitter, etc

5.5.4 Popularity of Job Roles

In Bihar, the following job roles were noted to have received maximum enrolments and inquiries by the students.

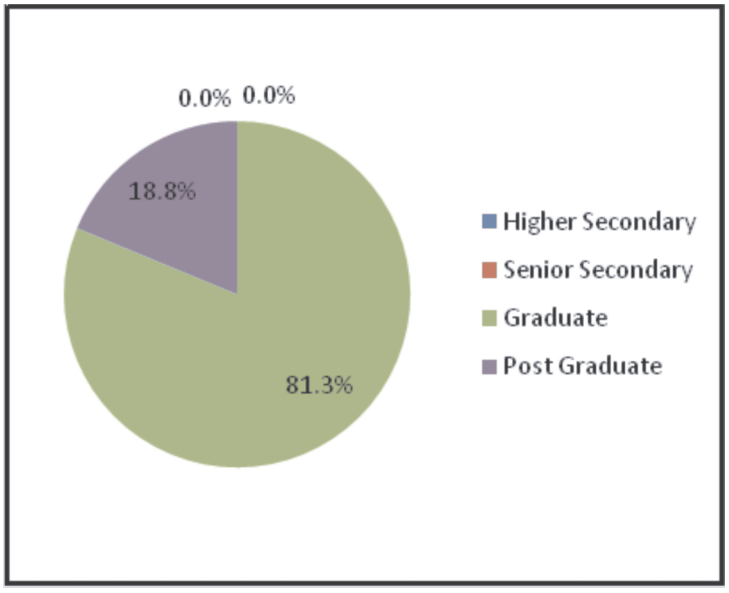
a) Self Employed Tailor,
b) Data Entry Operator,
c) Retail Sales Associate,
d) Fitter and Fabrication,
e) Inline promoter/Store promoter,
f) Room attendant,
g) Customer Care executive and
h) Assistant Electrician

In addition to the traditional job roles like Self Employed Tailor, Data Entry Operator, Retail Sales Associate and Assistant Electrician; job roles like Inline Promoter/Store Promoter, Room Attendant and Customer Care executive are a new addition to the list.

5.5.5 Educational Background of Trainers

The trainers surveyed in Bihar revealed that majority of them were Graduates (81.3%) and only 18.8% of them were Post-Graduates.

Figure 5.14 Educational backgrounds of Trainers



Source: Compiled from SPSS results

5.5.6 Profile of Trainees

Table 5.15 Profile of trainees

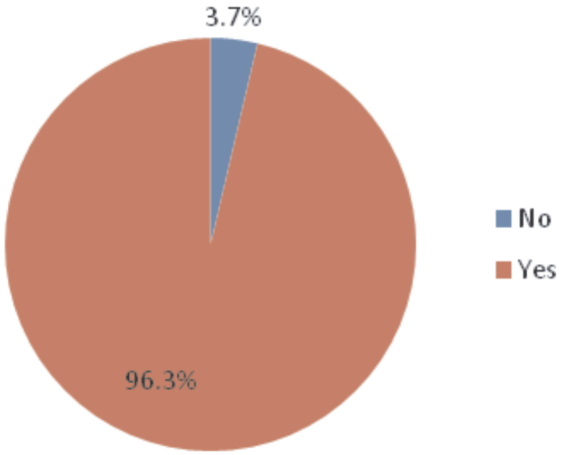
Variables	Description	Percent
Age Group	Below 18 years	15.9%
	18 to 25 years	74.4%
	25 to 35 years	9.8%
	35 to 45 years	0.0%
	Above 45 years	0.0%
Gender	Male	58.5%
	Female	41.5%
Qualification	Below higher secondary	1.2%
	Higher secondary	29.3%
	Senior Secondary	39.0%
	Graduate	29.3%
	Post-graduate	1.2%

Source: Compiled from SPSS results

The majority of trainees in Bihar belonged to age-group 18-25 years, were male participants and held the educational qualification of Senior Secondary.

5.5.7 Training Recommended

Figure 5.15 Training recommendation



Source: Compiled from SPSS results

Majority of the trainees seemed to recommend the training to others. This humongous percentage in favour of the skill training offered under PMKVY concedes to contentment on the part of trainees and a deliberated effort by the Government of India.

In this chapter, we have attempted to compare the different states of our study on basis of the data collected through our surveys. Since the states have some common and some differential features, the purpose was to check the whether or not there are some differences with respect to things like qualifications of trainers, popularity of different job roles amongst trainees, average salary expected by trainers etc. We find that there are some differences amongst states on the above criterion and our findings are summarised in the box below.

Summary Tables

Table-1 Snapshot of Profile of Candidates

Criteria/ State	Madhya Pradesh	Assam	Bihar	Uttar Pradesh	Punjab	Consolidated (All States)
Number of Beneficiaries Surveyed	100	153	82	318	64	717
Qualification						
Below HigherSecondary	3%	4.6%	1.2%	0%	0%	1.5%
Higher Secondary	10%	32.7%	29.3%	28%	39.1%	27.6%
Senior Secondary	45%	39.2%	39%	45.6%	42.2%	43.10%
Graduate	36%	22.2%	29.3%	22.3%	17.2%	24.5%
Post Graduate	6%	1.3%	1.2%	4.1%	1.6%	3.2%
Gender (percentage)						
Male	71	39.2	58.5	64.8	75	60.4
Female	29	60.8	41.5	35.2	25	39.6
Age Group						
Below 18 years	6.1%	1.3%	15.9%	20.1%	9.4%	12.7%
18-25 years	81.8%	67.3%	74.4%	64.5%	71.9%	69.3%
25-35 years	12.1%	27.5%	9.8%	13.5%	15.6%	16.10%
35-45 years	0%	3.3%	0%	1.9%	3.1%	1.8%
Above 45 years	0%	0.7%	0%	0%	0%	0.10%
Percentage of trainees recommending training to others	98%	93.5%	96.3%	97.2%	100%	96.7%

Source: Compiled by Authors

Table-2 Snapshot of Popular Job Roles

Sr. no./ State	Madhya Pradesh	Assam	Bihar	Uttar Pradesh	Punjab	Consolidated (All States)
1st Preference	Data Entry Operator(75%)	Self Employed Tailor(75%)	Assistant Electrician (37.5%)	Assistant Electrician (43.8%)	Self Employed Tailor (25%)	Data Entry Operator (33.3%)
2nd Preference	SelfEmployed Tailor (50%)	Hair Stylist (50%)	Inline/Store Promoter (25%)	Sewing Machine Operator (31.3%)	Plumber General(25%)	Sewing Machine Operator 23.2%)
3rd Preference	Plumber General (12.5%)	Assistant Electrician (33.3%)	Customer Care Executive (25%)	Retail Sales Associate (18.8%)	Retail Sales Associate (25%)	Assistant Electrician (21.4%)
4th Preference	Assistant Electrician (12.5%)		Self Employed Tailor (12.5%)	Data Entry Operator (18.8%)	Assistant Electrician (25%)	
5th Preference	Retail Sales Associate (12.5%)		Data Entry Operator (12.5%)	Customer Care Executive (18.8%)	Micro-Irrigation (25%)	
6th Preference	Field Technician-Computing Peripherals (12.5%)		Retail Sales Associate (12.5%)	Self Employed Tailor (6.25%)		
7th Preference	Fitter & Fabrication (12.5%)		Fitter Fabrication (12.5%)			

Source: Compiled by Authors

Table-3 Status of Employment of Trainees

Criteria/ State	Madhya Pradesh	Assam	Bihar	Uttar Pradesh	Punjab
Placed in Service after Training	12 (12%)	21 (13.7%)	17 (20.7%)	49 (15.4%)	06 (9.37%)
Self Employed	02 (2%)	01 (0.65%)	02 (2.4%)	20 (6.29%)	04 (6.25%)
Not Placed	86 (86%)	131 (85.6%)	63 (76.8%)	249 (78.3%)	54 (84.37%)
Status before Training					
Employed before Training	06 (6%)	07 (4.57%)	07 (8.54%)	22 (6.92%)	08 (12.5%)
Status after Training as on the Date of Survey					
Self Employed	2 (2%)	01 (0.65%)	02 (2.4%)	20 (6.29%)	04 (6.25%)
Placed	12 (12%)	21 (13.7%)	17 (20.7%)	49 (15.4%)	06 (9.37%)
Unemployed	86 (86%)	131 (85.6%)	63 (76.8%)	249 (78.3%)	54 (84.37%)

Source: Compiled by Authors

Table-4 Profile of Centre Heads and Trainers

Criterion	Madhya Pradesh	Assam	Bihar	Uttar Pradesh	Punjab
Number of Centres surveyed	08	06	08	16	04
Number of Centre Heads surveyed	08	06	08	16	04
Qualification of Centre Heads					
Graduation	12.5%	50%	37.5%	31.3%	100%
Post-Graduation	87.5%	50%	62.5%	68.8%	0%
Number of Trainers surveyed	16	12	16	32	08
Qualification of Trainers					
Higher Secondary	0%	8.3%	0%	0%	0%
Senior Secondary	12.5%	16.7%	0%	6.3%	0%
Graduation	43.8%	66.7%	81.3%	53.1%	75%
Post-Graduation	43.8%	8.3%	18.8%	40.6%	25%
Mean Min/Max Salary Expected by Trainees (per month)	Rs. 6,188-12,625	Rs. 8,083-13,500	Rs. 7,375-15,000	Rs. 7,179-16,929	Rs. 7,125-10,625

Source: Compiled by Authors

Chapter VI

Role of the Private Sector

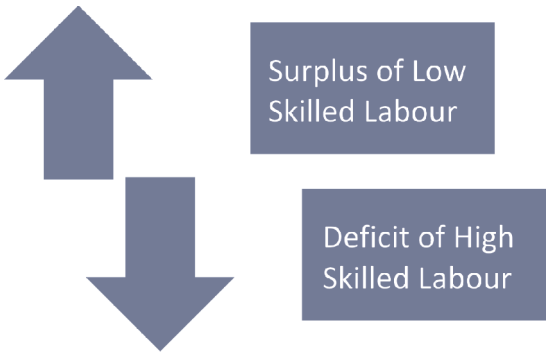
Role of the Private Sector

In this chapter, we attempt to discuss the role of the Indian Corporate Sector (referred to as India Inc.) in the skill development ecosystem of the country.

It is well known that emerging economies in Southeast Asia including India have gradually shifted from agriculture to services sector. The service sector is now the major contributor to GDP and absorbs major labour force of countries. In India, service sector now accounts for 55 percentof the total size of the economy and Gross Value Added (GVA) growth. However, data on GVA growth, high frequency indicators and sectoral trends suggest a moderation in services sector activity during 2019-20 but notwithstanding the recent underperformance, the services sector continues to outperform agriculture and industrial sector. (Economic survey 2019). Since this sector is reliant upon a supply of skilled workforce, India cannot afford to neglect investing in 'skills for the future' to gain advantage of its demographic dividend.

The technical, vocational and skill ecosystem of the country however, is full of challenges like low enrolment rate, little responsiveness or flexibility to the demands of labour market, lack of supply of trainers, low funding as compared to general higher education etc. All these factors have contributed to low supply of high quality trained personnel and high supply of low quality trained personnel.

Figure 6.1: Skill Demand- Supply Mismatching



Source: Authors

The importance of private sector in India's skill ecosystem is essentially centred on the premise that employment in the country is driven by private sector. Its role thus extends to training and building a skilled workforce as well - to steer labour along the path of employability. Skilling and training however, cannot be viewed in isolation from the education or academic institutions in the country. This is so because career aspirations and interests often stem during the school years of a child. Hence, skilling and training of youth can be accomplished through a partnership among the government, academia, and the future employers - the private sector. Many countries are adopting innovative approaches to involve the three stakeholders towards skilling the future workforce.

For instance, Thailand has developed a participatory teaching program focused on Work Integrated Learning (WIL) in the form of 'School in Industry' (SiF) model. This model is helping the country develop its human resources by utilising a trilateral network interaction model among universities, businesses, and the government. Malaysia has developed a program to revitalise TVET teacher training systems through a PPP model involving the private sector, public universities, and the government. Alongside, it has designed a new integrated occupational-technical and academic curriculum, which contains elements of coordinated classroom and workplace learning (8th Annual Expert meeting of the ESSSA Initiative; 4th Regional Policy Dialogue on TVET -Bridging the Gap -Private Sector's Role in Development and Employment, 2016).

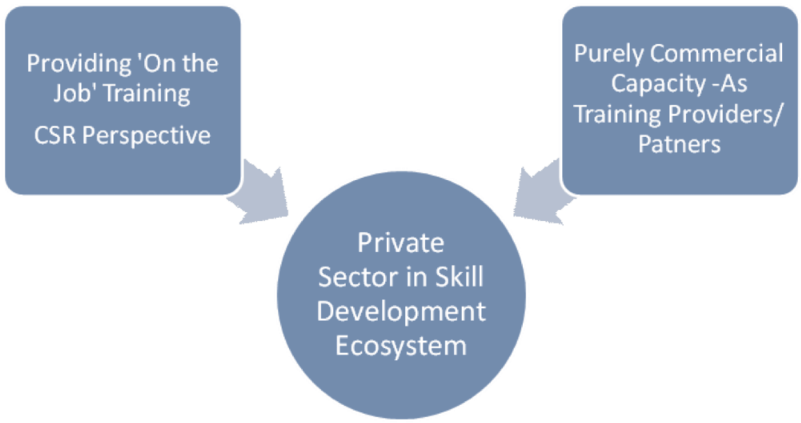
6.1 Key Elements of Role of Private Sector in Skill Development Ecosystem in the Country

India has the potential of becoming the 'Skill capital' of the world - given the huge advantage it has in terms of the 'demographic dividend' through a large percentage of young people in the country. United

Nations Population Fund (UNPF) defines demographic dividend as the growth potential that results from the shifts in a population's age structure. This transition happens because the Total Fertility Rate (TFR - which the average number of births per woman of childbearing age) declines and the increase in life expectancy gets stabilized.

Post year 2018, India's working age population (15 years-64 years) has grown larger than the dependent population (below 14 years and above 65 years); this bulge in the working population is going to last until 2055, after which India's population will start aging (Thakur, 2019). In order to take full advantage of this 37 year period during which India would have the huge pool of young population, it is required that we make our best efforts to skill the workforce and generate opportunities for productive work for them. In the skilling efforts of the country, the private sector has to play a pivotal, two pronged role in the nation's efforts to skill its

Figure 6.2: Role of Private Sector in Skill-Development



Source: Authors

As can be seen in Figure 6.2, private sector can act as the training partner providing training as a commercial activity; this is advantageous as the training curriculum can be designed per needs of future jobs. This is a mutually beneficial arrangement, since the workforce is trained for future employability, while the private sector gets a supply of trained employees. Secondly, in compliance of the Sub Section 1 of the Section 135 of the Companies Act, 2013, all the companies in India with net worth of INR 500 Cr + or net profit of INR 5cr + or turnover of INR 1000 Cr or more are required to spend 2 percent of the net profit for last three financial years in pursuance of the company's CSR policy. Thus, the private sector can make valuable contribution to the skill development ecosystem by making it a part of its CSR spending.

This chapter reports on the scope of private sector in the skill development ecosystem with regards to sustainability and the PPP model, and how these can be optimised to increase the supply of training providers, and ameliorate the quality of training provided to international standards. We have also provided recommendations to strengthen the role and involvement of private sector through PPP model or otherwise in the skill development ecosystem of the country.

Dynamic skill development is significant in the current economic scenario not just because it will help the country reap benefits of demographic dividend - but also because existing 'skill sets' become obsolete in a short span of time. We thus need to build a workforce that is equipped with 'skills of the future' in section 6.2.

Thus, some of the critical elements that have to be incorporated in all efforts towards skill development include -

(a) Ensuring a strong foundation for skill development through quality oriented primary and secondary education. This is necessary as it will make a strong foundation during school and students would be ready to move towards vocational courses post-secondary education.

(b) Accurately calculating the skill-mismatch (to find out what kind of skills are required in the immediate future, and what kind of trainings are being provided in present; are we training youth as per the forecast of demand of workforce in various industries and sector in the medium to long term?).

(c) Continuous re-skilling at workplaces, and mentoring people to become 'lifelong learners'. This means that adequate training programs to be designed by companies so that the workforce can regularly re-skill and update their skills.

(d) Training the trainers -In order to provide quality trainings, there would be a requirement of competent trainers who have qualifications, possess a positive outlook, and have a passion for training people in their own fields.

(e) There is a need to forecast the future skills and swiftly incorporate changes in curriculum of trainings.

(f) There should be a due emphasis on imparting 'soft-skills'. These are as important as other skills to increase employability.

(g) Localising trainings -The trainings should be planned in a manner so as to customise it as per requirements of local and regional industries. A 'one size fits all' approach is unlikely to be successful in this regard.

(h) Ensuring universal accessibility and awareness on the same.

6.2 Skills of the Future

In this section, a brief has been presented to emphasise the point that with Industrial Revolution 4.0 taking the world economy by storm, a sea change has occurred in the way we earn, learn and work. Disruptive technologies like artificial intelligence, robotics, 3-D printing, virtual reality, augmented reality and machine learning already have, and will continue to affect our employability and employment. It is important that the training centres stay updated on requirement in the coming future, and upgrade their skill curriculum.

World Economic Forum's (WEF) study "Future of Jobs" predicts that 5 million jobs will be lost by 2020 as a result of the disruptive technologies dominating economic processes. It also asserts that 2.1 million new jobs will be created in the domains of computing, mathematics, architecture, and engineering. Clearly, India needs large proportions of its workforce to be prepared for these jobs of the future.

According to WEF research, the top ten skills that will be in demand in future are:

a) Complex-problem solving
b) Critical thinking
c) Creativity
d) People management
e) Coordination with others
f) Emotional intelligence
g) Judgment and decision-making
h) Service orientation
i) Negotiation
j) Cognitive flexibility

Evidently, the way we approach work will change. We should note that 'soft skills' remain highly important. According to David Deming - Associate Professor of Education and Economics at Harvard University - "soft skills like sharing and negotiating will be crucial" - in an economy where people would move between different roles and projects, social skills like empathy and co-operation gain importance (Simon Torkington, World Economic Forum, 2016).

Though it is certain that no country or economy could be immune to the changes brought about by disruptive technologies, it is also true that the pace and type of changes would vary from country to country and sector to sector. In India too, some sectors are likely to be impacted more than others depending upon economic barriers to automation, education and skills of the workforce, nature of tasks, and labour intensity. Industrial Revolution 4.0 all over the world will favour service based economies and bring about new opportunities for economies like India, by further off-shoring manufacturing jobs from Western economies. The economies that will have future work force ready will immensely benefit from this structural shift (Cambridge Econometrics, 2018). Therefore, Indian policy makers, educationists, academia, and industry should come together to train the future workforce in order to be able to ensure 'decent work' for the young population and take advantage of Industrial Revolution 4.0. Though considerable efforts are being made by different stakeholders in this direction, it is also essential to efficiently learn from past mistakes and move on the right path with foresight and planning.

6.3 Public Private Partnership and other Models of Private Sector Engagement in Skill Development

Public Private Partnership (PPP) model is one of the most common forms of engagement between government and the private sector. PPP is defined as the contracts between a private enterprise and government for providing a public asset or service, in which the private sector bears the risk and management responsibility and remuneration linked to performance (Muwonge & Ebel, 2014). PPP model has been widely used in India in different sectors like health, power, transport, infrastructure etc. It has been particularly influential and effective in provision of infrastructure facilities. It is widely recognised that government neither has the funds nor the expertise to be able to make huge investments in projects of long gestation periods needed for creating public infrastructure and providing services. Thus, majority national governments across the world are using PPP model as an effective mechanism of partnering with the private sector for provision of public services.

As far as skill building efforts of the government are concerned, the Indian government has been involving private sector in skill development through several ways and modes.

In India, the National Skills Development Corporation (NSDC) was established in PPP mode with the objective of formulating strategies and implementing decisions of Prime Ministers Council on National Skill Development, besides monitoring and evaluating outcomes of various strategies, schemes and efforts of National Skill Councils in the skill development ecosystem of the country. The upgradation of various ITIs in the country has also been done under PPP mode since 2007-08. Many large corporations like Maruti Suzuki, Hero, Larsen & Toubro, Infrastructure Leasing & Finance Services Ltd., ITC, OP Jindal group, Bharti-Walmart, Mahindra etc. have been forthcoming in either developing in-house training centres on their own or in collaboration with government and international agencies. The concept of 'Sector Skill Council' is also a National Partnership Organization model that allows for cooperation and partnership among the three most important stakeholders - government, academia, and industry. A snapshot of various private sector initiatives has been presented in Table 6.1 below.

Table 6.1 - Private Sector Initiatives

MANUFACTURING SECTOR

SECTOR	COMPANY NAME	TRAINING INITIATIVE
Construction	Larsen &Toubro	L&T has established Construction Skills Training Institutes (CSTIs) in Chennai, Panvel, Ahmadabad, Bengaluru, Hydrebad, Delhi and Kolkata to impart construction vocational training.
Textile	Vardhman Group	The group has established the Vardhman Training and Development Centre (VTDC) at Ludhiana to enhance employee skills across all functions.
Electronic goods	Godrej Industries	Godrej has recently tied up with The George Telegraph Training Institute (the pioneer in vocational training in eastern India) to launch specialized courses in refrigeration, air-conditioning and washing machine technology. On completing the course, deserving students will be offered employment with Godrej.
Automotive	Maruti Suzuki India Ltd. (MSIL)	MSIL has tied up with 17 it is (in November 2010) and has placed nearly 400 students in its service network. It plans to ramp up its network to 53 it is and absorb 500-600 more ITI students in coming months. The company has also tied up with other institutes such as the BGS Institute of Science & Management and the ABT Technical Institute to conduct Maruti-certified courses. MSIL has also set up a Technical Training Centre (TTC) to cater to the training needs of employees working in the manufacturing domain and train them on the latest technologies.
Services Sector		
Retail	ITC	ITC Wills Lifestyle has tied up with professional courses provider NIS Sparta, which is a part of the Reliance ADA Group, to provide training in retail management.
Hospitality	Grand Hyatt	Hyatt Hotels Corporation has its in-house training initiative, School of Hospitality at Grand Hyatt Mumbai. It also has three more schools of learning- the School of Leadership, the School of Management Studies and the School of General Studies.
Information Technology	Infosys	Infosys' global training center in Mysore is one of the largest corporate training establishments in the world and can accommodate 15,000 people.
Financial Services	ICICI Bank	ICICI has established ICICI Manipal Academy (IMA), in association with Manipal Education, to train newly recruited junior managers of the bank in banking and finance. The institute has an intake of 550-600 students every three months.
Aviation	Pawan Hans Helicopters Ltd (PHHL)	PHHL's training institute provides Aircraft Maintenance Engineering (AME) courses and imparts knowledge on helicopters and their systems to students.

Source: FICCI & E&Y Knowledge Paper on 'Strategic and Implementation Framework for Skill Development in India

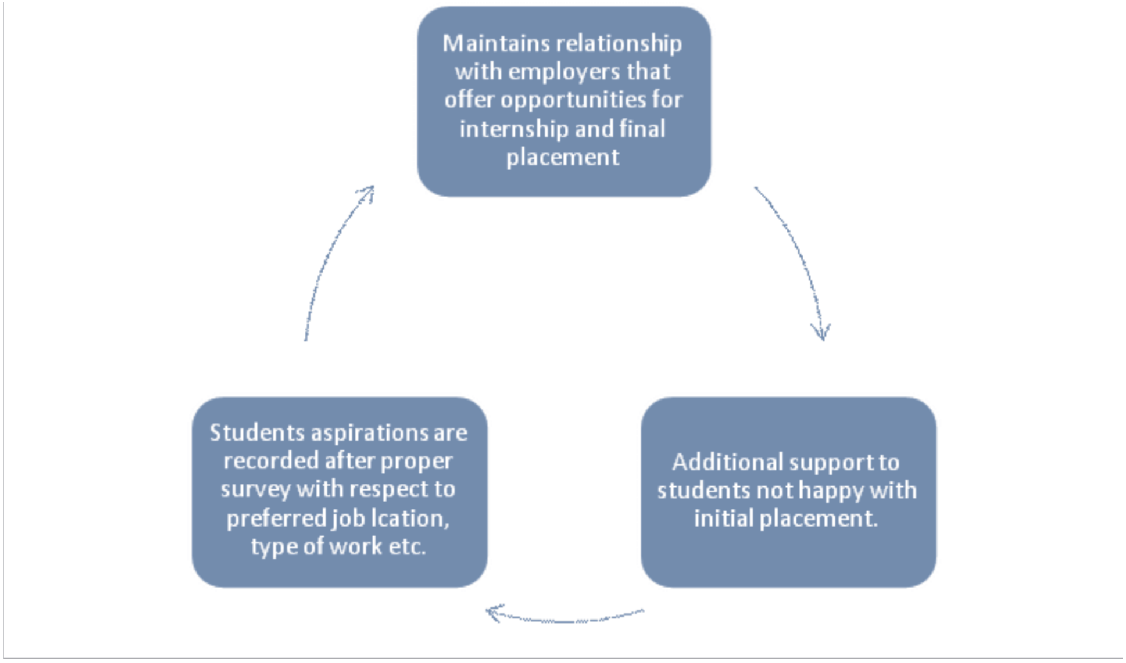
Still, the engagement and efforts on the part of private sector have been insufficient and mostly

superficial in nature. The government's stakes and investments have mostly exceeded those of their private counterparts.

6.3.1 Private sector as Training Providers

It is widely recognised that government alone cannot cater to increasing demand for vocational skills training by the huge young population in working age group. Hence, the governments in many countries including India encourage private sector to partner or establish training centres standalone. There are evidences in literature that inclusion of private sector providers has indeed had a positive impact on labour skilling, but only when they have been deeply involved in institutional governance and have taken initiative for change; this positive impact is not felt in cases where the private institutions are poorly managed and not well regulated (Mehrotra, 2011). If the private players promise jobs to trainees and strive to bridge the skill gap in trainings as per job requirements, it can be a positively effective model. For example, China's 'China Vocational Training Holdings' - the largest training institute for China's automotive industry - works in a manner through where it matches job placements and graduates to jobs (Mourshed, Farrell, & Barton, 2012). Figure 6.3 provides an illustration. It is significant that institutions that impart skills to the workforce over a long period of time cannot be excessively financially dependent upon organisations such as the World Bank or the Asian Development Bank; quality training should remain independent of donation availability.

Figure 6.3: China's Vocational Training Holdings Model

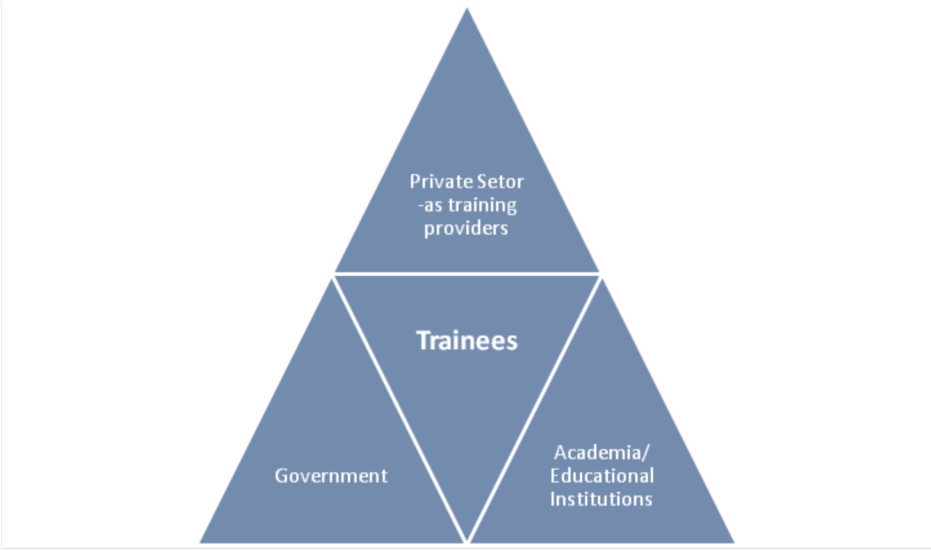


6.3.2 Tripartite Model by engagement of Corporate, Academia and Government

There are evidences in the literature (McKinsey Centre for Government Report) that show that when the private sector or corporates work closely with education institutions, they are successful in creating a pool of resources to hire. They can use a variety of strategies to reach out to young people using new media, working with youth organizations, and offering placements to trainees due to complete their courses. The study noted that "the importance employers place on recruiting and hiring, as well as how well they work with education providers, in large part determines their success with new hires". Also, the study reported that the "on average, a third of educational providers are unable to estimate job-placement rates; those who did, they estimated optimistically". This finding implies that education providers need to be more in sync with the employers and employment scenario in order to be able to make significant contributions to the skill development of young people.

The key points that can make the tripartite arrangements between corporate, academic and government are as follows:

Figure 6.4: The Triparte Model for Skill Development



Source: Authors

First and foremost, the pedagogy through which trainings are delivered are highly significant. The best curricula remain useless if learning does not happen in the classrooms. Therefore, the pedagogy should be of utmost consideration. Trainers should use ICT tools and 'blended learning' mode of instruction to enhance learning.

Research has proven that "hands on and practicum based" learning is effective. (Mourshed, Farrell, & Barton, 2012). This will require capital investment for ensuring availability of ICT equipment and training of trainers to involve different pedagogical tools for course delivery.

(a) On the job trainings are another important aspect for ensuring the quality of trainings being imparted. The best trainings are 'on the job', where trainers get an opportunity to experience the 'real' problems on shop-floors and get experience through 'learning by doing'. It should be kept in mind that a considerable amount should be devoted by trainers for 'on the job training' under an industry mentor. At least 50 percent of total training time is recommended to be practical, which should be inbuilt in the curriculum. Hence, ensuring that apprentice opportunities are given aplenty is one way of ensuring quality trainings that ultimately get converted into placements.

(b) Since the availability of internship or apprenticeship opportunities for all trainers is difficult, the use of technology should be incorporated and used to provide facilities like virtual labs, physical simulations, computer/digital simulations etc. These basically means creation of virtual world to enable students to learn the application of knowledge and skills in the real world. There are many schools and private training institutions that are implementing such techniques for better learning or 'experiential learning'.

(c) Securing job for each and every enrolled student is another challenge for any training provider. In order to succeed in this endeavour - the training centres operating under this model should partner with multiple corporates with an agreement from them to hire the trained students. In India IL&FS Skills organization which is a for-profit initiative supported by NSDC partners with more than 1000 partner companies to secure placements.

(d) The role of government in the tripartite model is extremely important. The skill building initiatives should reach to millions of youth in all parts of the country. Another aspect is

that the government needs to consolidate its efforts to ensure seamless cooperation among the labour, education, and commerce ministries. The outreach and mentoring activities are also important and the government should engage institutions like NGOs and other social organizations that work for this purpose. Government also has the responsibility of bringing all the stakeholders together and provides the requisite infrastructure and capital.

(e) Academia - the network of education institutions have high stakes in skill building initiatives because the degree or diploma courses offered by the educational institutions (both government and private) can no longer be the proxy for skills required in various jobs. If the students enrolled in various courses are unable to find right jobs, it erodes the credibility of academia. Education institutions should now be more forthcoming in instilling a change in the thinking of youth and make 'skills' aspirational, incorporate skill training/vocational education in mainstream teaching and involve learners in skill development at young age. Besides, it is important that education institutions should ensure solid foundation of basic competencies like arithmetic, language and science in schools so that the youngsters who proceed for skill development training after secondary education can master associated skills easily, and also be prepared for a lifetime of un-skilling and re-skilling.

6.3.3 Global Stakeholder Partnerships

By global stakeholder partnerships, we mean collaborations amongst international corporations, government, international institutions and social organisations. This is so because these corporations are in a position to bring in their experience of international best practices through their sophisticated supply chains and global presence. As for the role of other stakeholders - the government pitches in resources and strategizes the vision and mission; the corporate has capital and its own interest as it is the future employer of the trained personnel, academia has the supply of trainers and know-how required for curriculum development and delivery, and lastly, the social organizations or civil society organizations have the required outreach and connect with the society. We need to strategize and strengthen these types of partnerships with focused goals of skilling youngsters in specific sectors. Also, PPP should be promoted for use of ICT learning solutions to improve learning outcomes at primary and secondary education level.

Brief description on a few examples of the kind of partnerships described above that have been successful globally and also in India are provided in Table (6.2) below.

Table 6.2: Few Global Stakeholder Partnerships

S.No.	Partner Agencies	Target Country	Modus Operandi
1	Lucent Technologies with International Youth Foundation (IYF)	16 countries in Asia, Africa, Latin America and Europe	Provides support for education & Learning Programmed
2	Nike, GAP and World Bank	South East Asian countries	To improve life prospects and working conditions of factory workers.
3	Microsoft	South Africa, Russia, Poland and Philippines	Bring IT into lives of people to improve their future prospects.

S.No.	Partner Agencies	Target Country	Modus Operandi
4	DFID (The UK Department for International Development), BBC (British Broadcasting Corporation - English in Action (EiA)	Bangladesh	Launched in 2009, this is an initiative to raise the English language skills of 25 million people by 2017.
5	IL&FS-Skills (Infrastructure Leasing & Financial Services)	India	It distributes videotaped skill based modules in rural areas. These modules come with a step by step instruction on how to complete tasks like install a CPU or learn a particular stitch. Also, there is a human trainer present in every classroom to answer queries
6	Renault working with Ministry of Industries and Institute for Training Automotive Professionals	Morocco	Trains all SME suppliers in various skills.
7	European MNC like IKEA (Ingvar Kampard Elmtaryd Agunnaryd) with 'Save the Children Fund'	Sweden- Denmark	Operates 'Work to Learn Project' for training of children.

6.3.4 Government Owned, Private Managed Model

In this model, the employers that cannot participate and engage on national skills strategy for skills development can engage in a variety of other ways towards creating value through:

(a) Help in governance of institutions;

(b) facilitate instructor training and up skilling;

(c) development of training programs and learning materials;

(d) providing access to infrastructure facilities of employers' campuses like specialized equipment;

(e) providing opportunities for on the job training;

(f) vocational guidance;

(g) facilitating and ensuring the quality of teaching and assessment of learners in the training institutes;

The types of engagements described above have proven beneficial in several ways - any model which has

deeper involvement of employers as providers of in-service training is bound to increase the relevance of training systems apart from making these cost effective (Dunbar, 2013).

6.3.5 Apprenticeship Training Partners

In most emerging countries, apprenticeship trainings are by far the most important forms of skill building and development. The advantages of skilling through apprenticeship trainings by involving private sector as training partners are many.

Trainings and skill building through involving students in apprenticeship trainings enable youngsters to combine work and learning; youngsters can join as apprentices just after their education is over. This mode is advantageous for companies and corporates too as they can enjoy services of apprenticeships without large financial obligations being created. However, this mode of skilling often lacks quality and recognition by employers. Also, the quality of informal apprenticeship does not always produce quality of trainees that would be employed in formal sector. Hence, there is an urgent need to improve the quality of traditional apprenticeships in selected trades by overcoming existing structural deficiencies.

Recognition of Prior Learning (RPL) has been introduced in many countries as a method to help workers from the informal sector formalise their skills and training. However, implementing RPL effectively is an arduous task and has not been done in the desired way. It requires strong supportive regulatory environment, robust mechanisms to test skills, proper methods to ensure that skill certifications are validated by industry, and giving financial support to learners so that they can pursue short term trainings for RPL etc.

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Chapter VII

Suggestions and Policy Implications

Suggestions and Policy Implications

The Indian economy is steadily expanding with the engrained benefits of demographic dividend. It is estimated, these dividend will last till 2040. This dividend benefit the country, in terms of magnitude and variation in available workforce, but also bring forth a serious challenge of skilling them. This challenge requires, careful and thorough quantitative and qualitative assessment of the extant workforce, this could lead to various alterations in the policies and legal frameworks. So that the economy is able to absorb the potential of massive workforce supply.

How to improve the Skill Ecosystem in India?

Chapter IV reports, major findings of the qualitative data analysis .In the section below are presented some suggestions and recommendations basis on the analysis by the Research team, which can help improve the skill development ecosystem in India.

7.2 Suggestions and Recommendations

(a) Bridging the Skill Gap and the Skill Mismatch

In India, the skill lacunae in the vocational education system started appearing gradually as country's growth rate started picking up from 3.5 percent per annum in 1950 to 5.4 percent in 1980.The eleventh five-year-plan, talked about the skill shortage prevailing in the country as a result of rapid economic growth on one hand and due to an increase in the working age population in the country on the other hand.

In 2009, 431 million people came in the 15-59 years age bracket, and 29 percent of these were illiterate. The level of primary education was extremely low at 24 percent. The percentage of people with middle level of education and secondary level of education were only 17.6 percent and 12 percent, respectively. An additional 17 percent of the labour force had higher secondary and higher level of education.(Mehrotra, Gandhi, & Sahoo, 2013)

These persistent low levels of education among the workforce are known to push the population towards agriculture sector and constrain them to rural areas. This is due to the fact that lower levels of education make it difficult for the people to migrate to other sectors for earning their livelihoods.Also, imparting vocational education to youth that lacks basic elementary education becomes challenging. For sustainable growth of the economy, it is imperative that the labour transitions from agriculture based survival to sectors like manufacturing, non-manufacturing industries and services.

Despite repeated efforts of the government towards raising the level of basic education among the youth, the challenge of skill development remains two-fold. Firstly, providing the workforce that is not adequately educated with functional literacy numeracy. Additionally, there is need for a mechanism to recognise the prior skills acquired by youth. This has been addressed by the National Skill Qualification Framework (NSQF), which has laid down guidelines for provision of certification to youth who possesses some kind of technical skill but no formal training certification for the same.

Secondly, the children between 6-14 years of age must be assured of completing elementary education as stated under the Right to Education Act (2009) - to complete 8 years of education, which would prepare themfor attaining vocational education in the years to come. This challenge also pertains to the quality of imparted education - ensuring that learning outcomes of elementary and secondary education are met.

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[1] *Analysis conducted through in-depth personal interviews with trainers and centre heads.*

In India vocational skills in India such as carpentry, plumbing, electrician, tailoring, weaving etcetera remain underpaid. The two major factors are responsible for this type of labour market distortion are:

1. Lack of incentivisation in job-markets to generate required human resources; and
2. Lack of synchronicity between the education system and job-market requirements.

Thus, unemployment coupled with skill shortage are the two factors responsible for skill mismatches.(Chowdhury Roy, 2014)

(b) Building up of Infrastructure

According to the 66th round of National Sample SurveyOrganisation (NSS), the proportion of unemployed people was highest at 12.4% who were vocationally trained. As per the findings of the survey, only 28.6% of the respondents reported the training programme to be 'not helpful' in getting a job. This can be conclusive of lack of quality in training structure relative to the job market demands. It also points towards, the lack of uniformity of the course structures, lack of effective training capacity and lack of a proper funding formula. Thus, there is a need for strengthening the course structures and making provisions for adequate revisions in the same from time to time.

The training infrastructure needs to be created in areas close to sourcing cluster. This will help recruiters to find trained people easily. In this regard, the new ITIs that are coming up based on the PPP model are planned to be setup as Multi-Skilling Institutes (MSIs). Setting up of such institutes in unserved blocks would improve the prospects of gainful employment of local youth by imparting vocational training to them.

Adoption of technology in education and training is another way through which we can meet the challenge of providing a practical experience, improving learning outcomes and training large number of people. Massive Open Online Courses (MOOC) are gaining immense popularity towards achieving these objectives, and should be utilised to develop an increasingly skilled labour force as well.

The access of vocational training can also be increased by implementing the model of movable training institutions. This will ensure that training infrastructure becomes available to the remotest parts of the country and the youth in remote rural areas has equal opportunities for skill development. This initiative has been taken up by The Rajasthan SLDC and can be applied in the entire country with an aim to increase vocational training at the village level. For this, use of information technology through e-education needs to be promoted.

Also, there is a need for making effort towards optimum utilisation of the existing infrastructure capacity. The trainers must be hired based on their efficiency and qualifications. Special training courses must be started in order to train the trainers to cater to specific needs of the students. The trainers must be assessed suitably by taking tests, demos, etc. to ensure their efficiency in teaching.

The suggestions invited by various stakeholders - centre heads, trainers, trainees - were collected during this study. Trainees and trainers in the study have reported large distances between the PMKVY centres and their home towns as a major obstacle in participation. Thus, there exists a big space for adopting technological innovations such as Virtual Reality, Augmented Reality, and training through MOOC and mobile centres.

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[2]*Learning Outcomes are assessment standards indicating the expected levels of learning that children should achieve for that class.(Ministry of Human Resources Development)*

(c) Integration and Uniformity in VET

The vocational training system in India suffers from various limitations apart from skill mismatch and infrastructure faults. There is no standardised system of vocational training in the country. The system lacks professionalism and accountability on the part of officials executing the training programmes. The various ministries and departments working on vocational training in the country at various levels lack co-operation, which further leads tolow penetration of vocational education and training in the country. There exists a large gap between the demand and supply of vocational training, which is deteriorated by lack of credible labour market research and intelligence.

To address these issues, vocational education should be integrated with mainstream education, and course curricula should be redesigned in order to introduce students to practice based learning. Pilot projects in Haryana and Karnataka have been rolled out which consider skill courses as independent subjects, and award qualifying marks for admission to higher levels. The 'skill university' model can be extended to other states in the country to assess its external validity. The university aims to improve the quality of skill education towards positively impacting students as well as national and international industries, which need skilled labour. It provides programs at certificate, diploma, short-term courses, Bachelor's, and Master's education levels to cater to students' skill requirements.

(d) Growing Role of Private Sector

An increasing role of private sector along with the public sector should be emphasised to ensure successful execution of the training framework. For this, collaborations can be made with the corporate houses and industries which would also help them in discharging their corporate social responsibilities.

Vocational Training system must be designed in accordance to the legal and policy frameworks catering to the social and economic demands of people in the country. A credible system for acquisition of skills must be established with facilities of assessment, accreditation and certification at all levels. The Vocational Training (VT) system in the country needs to be managed professionally with specific expectations regarding performance and activities of training institutes and educators.

The 'Skill India' mission focuses on two major goals - to meet employers' need of skills, and to make the workers employment ready and self-sufficient.The mission targets the entire population, not merely those unable to gain formal education. New policies need to be framed for specific social groups - women, drop-outs etcetera. These groups should be identified and trained in order to include them effectively in the workforce. The skill development policies should be inclusive of not only the new entrants to labour force, but also the vast majority of unskilled labour force available in the country.

Some women-oriented programs should be introduced in the system to increase the participation of females in the workforce. This is necessary to increase the participation of women in the workforce.

A report by India Brand Equity Foundation (IBEF) - 'Skilling the Workforce: Skill Development Initiatives in India'- identifies 20 high growth sectors of industries and services that possess the ability to provide employment opportunities. The most opportune sectors are manufacturing, textiles, construction, automotive, healthcare, automobile & auto components, banking/ insurance & finance services, building and construction industry, educational & skill development services, electronic hardware, food processing, furniture & furnishings, etc. These sectors should be prioritized for designing skilling strategies, as these can be introduced at the school level. This would inculcate necessary skills among the students with an impression of relevance of vocational training in the present scenario.

Private sector can play a critical role in designing skilling development programs. A detailed analysis of the role of private sector has already been done in Chapter VI.Recognising socially cramped groups, and directing the re-design of training courses through market leaders and private players can

prove to be of great assistance in improving skill development scenario prevailing in the country.Private corporate houses should be involved to contribute towards improving infrastructure resources in skill development - finances, professional trainers, soft skills trainers, apprenticeship programs, etc.

(e) Increasing Accessibility of Vocational Education and Training

There is a dire need for the youth to realize the significance of vocational education in the current economy. For this, an effective and efficient system of career counselling and vocational guidance should be established to offer professional guidance to the students. Awareness campaigns can also be organised in schools to re-shape the perception of students who would be a part of the workforce in years to come. A separate stream for vocational education should be created at the senior secondary level, and separate vocational schools, vocational colleges should be established along with forming a central authority to award degrees and diplomas. Students as well as the parents need to realise the importance of non-traditional educational platforms. In future, to succeed in a world which is being disrupted with technology and development of new sophisticated technologies at a mind-boggling pace, the skills of adaption, critical analysis, skill of learning new skills, working with machines etc. are going to be critical and these skills cannot be acquired if learners limit themselves to traditional education acquired through traditional means.

A Labour Market Information System (LMIS) can also serve as a unified portal in providing details concerning future prospects in skilling under various job roles. LMIS has already been devised by the NSDA which provides information regarding the enrolments details in various job roles as per category, sector, and gender. Certain additions can be made in terms of future prospects in various unconventional job roles to help educate students about the upcoming trends in employment. Special schemes for skill development must be introduced which would enable candidates to work with State and District administration to spread awareness.

Advertisement campaigns can be launched for the same under the logo of Skill Development Programme. The use of technology and IT should be encouraged to meet the demand and supply gaps. Students' requirements such as special afternoon batches, trainings for local area based needs should be catered to.

(f) Compliance to International Standards

Policies must be designed to realise the potential of human resource. For this, the courses can be synched with international requirements and laying the foundation of skill development in terms of lifelong learning and the 3Rs- reading, writing and arithmetic. National standards need to be improved considerably to ensure global mobility of labour force and their absorption into better jobs.

It should be based upon an effective and efficient LMIS which works continuously on providing signals regarding changes in the market conditions.A recent report on private ITIs reported a substantial increase in the number of private ITIs from 6,906 in 2009 to about 11000 in the next five years' which accounts for an annual growth rate of 15 per cent and causing a humongous decay of rules and regulations and lack of quality training at private ITI.

(g) Evaluation and Monitoring the Skill Set-Up

A continuous monitoring system can be setup at school level to monitor and evaluate the skill setup. There is a need for a regular skill gap analysis that must be made in order to design skills as per the local needs. Evaluations must be made on a regular basis to assess the performance of students as well as of those imparting the training. A performance based ranking system can be established to rank the training institutes and the trainers. Technology can help in these aspects. Any discrepancy traced

between the actual performance and set standards should be reported to regional assessors and actions should be taken to mend the flaws.

The licenses assigned to the training centres must be renewed from time to time on the basis of feedbacks acquired from students and those from the assessors. Central agencies should plan regular appraisal visits to the training institutes, and conduct and report quality assessments. Industry leaders should collaborate with government to meet the excess demand in skilled workforce.

(h) Regulating Skewed Enrolments

It was observed during the data collection process that some job roles were more popular among the students relative to others; courses in the latter hardly met the minimum expected number of enrolments. This trend of skewed enrolment trend in some training programs under PKMVY over others is a serious concern, as it results in an excess supply of skilled personnel in the favoured fields and a dearth in less popular ones. For this, awareness must be spread among the students regarding the future job potential of the unconventional job roles through appropriate mentoring and outreach activities by centres.

(I) Industry Linkage

The training curriculum should be designed keeping industry-specific requirements in mind. It must be developed after consultation with the industry experts and academia. The training provider may also tie up with the industries to get an insight into industry requirements, future opportunities and placements. In this regard, Germany's dual model- which aims at integrating work-based and school-based learning and imparting more practical skills - can be adapted within the Indian industrial framework.

The apprenticeship trend needs to be encouraged by incentivizing the industry houses and MSMEs for institutionalizing paid apprenticeship. Industry linkage serves an imperative role for the training providers as well, as it acquaints them with the latest changes taking place in an industry.

This can be done by Indian subsidiaries of foreign companies adopting some ITI for upgrading their skill sets. For example, Bosch India adopted 25 ITIs in Maharashtra.

(j) Financing Mechanism

There is an increased financial requirement to fund the skill development ecosystem. In the present study, many centre heads have reported a need for additional fund requirements to be provide better quality of training infrastructure, and pay better remuneration to professional trainers. A combination of public and private funding is required to meet financial constraints in the skilling process. The government should thus provide partial funding to the skill centres, and devise incentives to invite private investment.

Innovative policies like government scholarships, rewards and skill vouchers to fund the training costs of those unable to pay can be introduced. It was also proposed for the industry to earmark at least 2% of its payroll bill for skill development initiatives in their respective sector.

Students in India must be made aware of the advantages of vocational training. Financially weak students should be assisted through government-initiated training funds, or easy loan facilities. International players from technologically advanced countries should be invited to sponsor training providers in India. For example, PARFI (Pan IIT Alumni Reach for India Foundation) is a social enterprise that is working to mobilise and train under privileged students, school drop outs etc. using National level curriculum with industry customization.

(h) Flexible Modes of Study

The cohorts that enter skill development programs are composed of various groups of students - those who aim to deepen their professional skills, make an alternate career move, or get back to their professional setup after a halt. These categories prefer part-time study over full-time programs.

To cater to these students' requirements, part time learning modules, distance learning programmes, webinars, and competence based learning, etc must be designed to preclude any potential loss of their professional aspirations. Let's say, a plumber who is already working for his livelihood desires to enhance his skills by joining the skill training programme which holds a duration of 2-3 months on an average. He would be reluctant to join the programme because joining the skill centre would render him jobless during the training. He might be able to pay for his training fees at once, but a complete joblessness would ground him and his family to suffer due to a considerable lack of money.

Thus, programmes need to be designed in such a way to impart flexibility to the ones desirable and also acknowledge the prior learning of students.

Another important aspect is the availability of study material and imparting of training in local languages to make it easier for them to learn and grasp the technicalities in training. It was noted during the survey that a considerable proportion of beneficiaries felt the need for the availability of study material in their local languages.

(i) State Specific Job Roles

As per our study, states differ in their demography, industry profiles and education structures. States thus have different requirements and specialisations in terms of jobs; these requirements should be met as per needs of an individual state, without using one formula as a panacea.At present, there is no provision for specialized job roles for different states.

State demographics and requirements must be assessed and tailor-made job roles followed by creative curriculashould be built for effective implementation of PMKVY. This will encourage more students to undertake the training and gain employment in their native states, as migration was also noted to be an area of concern for the students and served as a constraint for taking up placements offered to them in other states.

Specifically, as the government will eventually come out with renewed and better version of the scheme in near future, it is essential that going forward increased emphasis is laid on crafting training courses and job roles in accordance with needs of the regional population.

Also, it would be necessary to be futuristic in approach and develop training programs in skills that would be demanded in future. It would be necessary to pay attention to imparting of soft skills as well in this regard.

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Annexure 3.1

Technique of sample selection before change of methodology

The following methodology has been followed to select the centres of Prime Minister Kaushal Vikas Yojana in the State of Punjab.

Step 1- The consolidated list of all the states has been retrieved from the National Skill Development corporation i.e. nsdcindia.org. The centres for the state of Punjab were identified from the comprehensive list of all the states (List 1). According to the data available on https://www.nsdcindia.org/, there are total 358 PMKVY and allied centres up and operational in 22 districts of Punjab.

Step-2- The centres in the list is further divided districts wise. As the methodology aimed to use is stratified random sampling. The districts are divided into two strata, namely, Rural and Urban (List 2). There are 6 urban and 16 rural centres. This is necessary to give a clear picture of the training programmes beingconducted/offered in the rural as well as urban strata. As the requirements of both strata of population differ, the objective will also be to evaluate whether the type of training programmes being offered are in accordance with the requirements and aspirations of the youth. The attempt will be to take centres with different job roles. We would aim to identify those centres which have maximum number of beneficiaries. The targets allotted to each centre would be considered as proxy for the number of beneficiaries.

In the state of Punjab, there are total 358 PMKVY centres offering 62 job roles in total.

The division of Rural and Urban centres has been made on the basis of rural/urban population in the particular districts. The district which has more rural population as compared to urban population will be considered as Rural and Urban will be the districts where the urban population is more than rural. The data on rural and urban population will be obtained from the 2011 Census data available on government website (http://punjab.gov.in/state-profile).

Step 3- In order to have a representative sample we selected 10% of the total centres (List 2) in each district. This gave us a sample of 40 centres. To select the desired number of centres from each district the centres with the highest number of total targets allotted have been chosen as this is considered as the proxy for the total number of beneficiaries. From the centres with the same number of total targets allotted in each district, the centre has been chosen using random sampling technique in excel.

Our aim is to select the first 20 centres from each of the rural and urban strata for a fair representation of all the centres in the state. However as in the state of Punjab the total centres received after the random sampling are not more than 40 that is why we will take all the centres (10% of each district) to be visited by the researcher for the study. These 40 centres will cover 22 job roles out of 62 job roles in total in the state of Punjab.

Step 4- The 40 centres selected on the basis of random sampling had a total of 14,040 beneficiaries for two financial years (2016-17 & 2017-18). Since, it would not be feasible to survey all the beneficiaries so; we would attempt to cover at least 10% of the total beneficiaries of each centre. Thus the selected 40 centres would in total give us a sample of 1,404 beneficiaries(List 3).

The sampling may change in the other states due to their individual demographic situations.

The following methodology has been followed to select the centres of Prime Minister KaushalVikasYojana in the State of Uttar Pradesh.

Step 1- The consolidated list of all the states has been retrieved from the National Skill Development corporation i.e. nsdcindia.org. The centres for the state of Punjab were identified from the comprehensive list of all the states. According to the data available on https://www.nsdcindia.org/, there are total 1302 PMKVY and allied centres up and operational in 71+3 districts of Uttar Pradesh (Amethi,Shamli and Sambhal are not in the districts list of UP according to https://www.census2011.co.in/census/state/districtlist/uttar+pradesh.html, however there are PMKVY centres present and operational that is why these 3 centres have been taken as well).

Step-2- The centres in the list is further divided districts wise. As the methodology aimed to use is

stratified random sampling. The districts are divided into two strata, namely, Rural and Urban (List 2). There are 5 urban and 66+3 rural centres (data not available for 3 centres namelyAmethi,Shamli and Sambhal- taken in rural).

Step-3 In order to have a representation of all the districts, 10% of the total centres in each district has been taken. These centres are sorted according to the rural and urban districts. This gives us a total of 32 centres in urban strata and 113 centres in rural strata. Random sampling technique will be used to obtain the sample centres from each of the districts.

Step-4 While applying the random sampling to obtain the sample centres from each district and eventually the final sample, we would aim to identify those centres which have maximum number of beneficiaries along with covering maximum job roles. The targets allotted to each centre would be considered as proxy for the number of beneficiaries. For example if in any district there are two centres with highest total target have the same job role being offered. We will choose the first one from them and would choose the centre with next highest total target offering the different job role.

Step-5 To take the pre decided sample of 40 PMKVY centres from each state, random sampling technique will be applied on the rural as well as urban centres. Our aim is to select the first 20 centres from each of the rural and urban strata for a fair representation of all the centres in the state.

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Annexure 3.2

List of Samples in Five States

List of Centres Operating Across Country

Data as on 11-12-2018 for PMKVY 2 STT, SDMS, Undergoing training depicted as operational centers Pan India, Total 535 centers

District Category	State	District	SDMS ID	Training Centre	Ongoing Training
A	Delhi	South Delhi	7	IL&FS-Okhla	127
A	Bihar	Saran	20	IL&FS INSTITUTE OF SKILLS , CHAPRA	150
A	Uttar Pradesh	Varanasi	27	ORION EDUTECH-VARANASI	150
A	Bihar	Muzaffarpur	28	IIS @ Kanti-Bihar	141
A	Uttar Pradesh	Bareilly	57	Mahendra Skills - Bareilly	120
A	Uttar Pradesh	Badaun	58	Mahendra Skills - Badaun	60
A	Rajasthan	Jaipur	62	IL&FS Institute of Skills @ Jaipur	136
A	Jammu and Kashmir	Jammu	63	PMKK-Jammu	90
A	Rajasthan	Ajmer	72	PMKK, Ajmer Jaipur Highway, Ajmer	90
A	Telangana	Hyderabad	76	SynchroServe Skill Development Centre	194
A	Assam	Kamrup	86	Orion Panjabari	120
A	West Bengal	North 24 Parganas	109	North 24 Parganas	300
A	West Bengal	Howrah	116	Orion Edutech PMKK Howrah	240
B	Nagaland	Dimapur	123	Orion Edutech PMKK Dimapur	150
A	Rajasthan	Udaipur	139	Vinayak Nagar -Udaipur	175
A	Haryana	Bhiwani	157	Orion Edutech Bhiwani	60
A	Uttar Pradesh	Shahjahanpur	189	Mahendra Skills - SHAHJHANPUR	130
A	Uttar Pradesh	Pilibhit	260	Mahendra Skills - PILIBHIT	90
A	Rajasthan	Kota	261	NIFA PMKK KOTA	216
A	Tamil Nadu	Namakkal	414	Aaruthal Foundation PMKK Model Centre	120
A	Uttar Pradesh	Unnao	415	Care Educational & Welfare Society	170
A	Uttar Pradesh	Saharanpur	416	Pradhan Mantri Kaushal Kendra	180
A	Uttar Pradesh	Agra	419	PMKK Agra	60
A	Uttar Pradesh	Firozabad	420	PMKK Firozabad	170
B	Haryana	Jhajjar	421	Orion PMKK	150
A	Tamil Nadu	Viluppuram	423	Surya Group of Institutions	60
A	Tamil Nadu	Coimbatore	425	Aaruthal Foundation PMKK Model Centre	171
A	Odisha	Cuttack	426	Datapro PMKK Cuttack	175
A	Bihar	Siwan	428	PMKK - Siwan	120
A	Uttar Pradesh	Rampur	430	Mahendra Skills-PMKK Rampur	30
C	Meghalaya	Ri Bhoi	454	Care Educational & Welfare Society	220

A	Uttar Pradesh	Meerut	475	Pradhan Mantri Kaushal Kendra	100
A	Uttar Pradesh	Ghaziabad	476	Pradhan Mantri Kaushal Kendra	260
SPOKE	Bihar	Saran	552	IL&FS Institute of Skills @ Israuli	50
A	Telangana	Karimnagar	600	PMKK Karimnagar	86
A	Telangana	Adilabad	601	PMKK Adilabad	120
A	Bihar	Bhojpur	617	Orion Edutech- Bhojpur (Arrah)	240
A	Karnataka	Bengaluru Urban	618	Bangalore Rural	250
B	Jammu and Kashmir	Anantnag	620	PMKK Anantnag	60
A	Karnataka	Bengaluru Urban	621	Bangalore Urban	250
A	Chhattisgarh	Raipur	689	AISECT PMKK RAIPUR	201
B	Madhya Pradesh	Anuppur	690	AISECT ANUPPUR	260
B	Madhya Pradesh	Shahdol	691	AISECT PMKK CENTRE SHAHDOL	358
B	Chhattisgarh	Bilaspur	692	AISECT SKILL TRAINING AND PLACEMENT CENTRE	119
B	Jammu and Kashmir	Jammu	723	Orion Edutech - Samba	118
A	Telangana	Warangal	1441	PMKK Warangal	30
A	Haryana	Kaithal	1442	CWSI_PMKK_KAITHAL	160
B	Assam	Nalbari	1514	Orion Baksa	90
A	Telangana	Mahbubnagar	1646	SynchroServe-TS-Mahabubnagar	143
A	West Bengal	South 24 Parganas	1647	Maheshtala PMKK	230
A	Uttar Pradesh	Lucknow	1649	PMKK-Lucknow	140
A	Uttar Pradesh	Pratapgarh	1877	PMKK Pratapgarh	81
A	Rajasthan	Dausa	1878	PMKK Dausa	79
A	Haryana	Rohtak	1879	Rothak PMKK	200
A	Assam	Sonitpur	1880	CARE SKILL CENTRE - Sonitpur	110
A	Uttar Pradesh	Mathura	1892	Vision India Services Pvt Ltd - PMKK (Mathura)	90
A	Rajasthan	Bhilwara	1900	PMKK Bhilwara	30
A	Rajasthan	Jhunjhunu	1901	PMKK Jhunjhunu	115
B	Assam	Morigaon	1902	Morigaon PMKK	60
A	Uttar Pradesh	Sultanpur	2390	PMKK Sultanpur	120
B	Assam	Bishwanath	2391	CARE SKILL CENTRE - BISWANATH CHARIALI	60
A	Haryana	Hisar	2511	CWSI_PMKK_HISAR	150
A	Uttar Pradesh	Hardoi	2552	PMKK-Hardoi	60
A	Odisha	Khordha	2568	Datapro Bhubaneswar	330

C	Chhattisgarh	Narayanpur	2571	AISECT PMKK NARAYANPUR	208
A	Haryana	Sonipat	2575	Sonipat PMKK	200
A	West Bengal	Hooghly	2576	Dankuni PMKK	240
A	Uttar Pradesh	Lakhimpur Kheri	2577	PMKK-Lakhimpur	240
B	Bihar	Jehanabad	2578	Orion Edutech-Jehanabad PMKK	390
A	Karnataka	Hassan	2579	PMKK	180
A	Haryana	Karnal	2581	ICA PMKK KARNAL	150
A	Bihar	Kaimur	2582	Orion Edutech-Kaimur PMKK	380
A	Bihar	Rohtas	2583	Orion Edutech-Rohtas PMKK	200
A	Madhya Pradesh	Raisen	2584	AISECT PMKK RAISEN	23
A	West Bengal	North Dinajpur	2585	Orion Edutech-Uttar Dinajpur	240
A	Bihar	Katihar	2586	Ashpra Skills - Katihar	250
A	Bihar	Kishanganj	2587	Ashpra Skills - Kishanganj	250
A	Jharkhand	Ranchi	2588	Don Bosco - Ranchi	90
A	Bihar	East Champaran	2589	IIS @ East Champaran	120
B	Jammu and Kashmir	Kupwara	2590	IIS @ Kupwara	90
A	Telangana	Khammam	2591	IIS @ Khammam	125
A	Rajasthan	Tonk	2600	IIS @ Tonk	21
A	West Bengal	Birbhum	2601	Orion Edutech Birbhum	170
A	West Bengal	Bardhaman	2603	ICA - Asansol	180
A	West Bengal	Nadia	2604	ICA - Krishnanagar	190
A	West Bengal	Nadia	2605	Orion Edutech Nadia	200
B	Assam	Bongaigaon	2606	Orion Edutech Chirang	88
A	Uttar Pradesh	Baghpat	2607	PMKK - Baghpat	210
A	Uttar Pradesh	Bulandshahr	2608	PMKK - Bulandshahr	264
B	Chhattisgarh	Bemetara	3022	AISECT PMKK BEMETARA	149
B	Madhya Pradesh	Ashoknagar	3025	AISECT PMKK ASHOKNAGAR	150
Not a PMKK	Uttar Pradesh	Rampur	3177	Saraswati Institute Of Technology	120
A	Madhya Pradesh	Indore	3339	PMKK_Indore	240
A	Karnataka	Mandya	3542	PMKK Mandya	130
A	Karnataka	Dakshina Kannada	3543	PMKK Mangalore	139
B	Madhya Pradesh	Dindori	3558	PMKK Dindori	150
A	Tamil Nadu	Kanyakumari	3560	S T Hindu College	218

A	Madhya Pradesh	Bhopal	3562	AISECT PMKK BHOPAL	60
A	Rajasthan	Chittorgarh	3563	PMKK Chittorgarh	220
A	Karnataka	Mysuru	3574	PMKK MYSORE	145
A	Odisha	Kendujhar	3579	PMKK Kendujhar	84
A	Odisha	Sundargarh	3581	PMKK Rourkela	54
A	Tamil Nadu	Tirunelveli	3586	Sarah Tucker College	340
A	Tamil Nadu	Virudhunagar	3587	Virudhunagar Hindu Nadars' Senthikumara Nadar College	270
A	Madhya Pradesh	Balaghat	3638	PMKK Balaghat	270
A	Telangana	RangaReddy	3649	SynchroServe-PMKK-TS-Rangareddy-Alwal	25
A	Haryana	Panipat	3653	Orion Edutech-Panipat PMKK	120
A	Uttar Pradesh	Sitapur	3654	Pradhan Mantri Kaushal Kendra-Sitapur	30
A	Uttar Pradesh	Bahraich	3655	Pradhan Mantri Kaushal Kendra-Bahraich	150
A	Madhya Pradesh	Rewa	3658	Pradhan Mantri Kausha Kendra-Rewa	150
B	Rajasthan	Pratapgarh	3659	PMKK Pratapgarh	150
A	Madhya Pradesh	Satna	3660	Pradhan Mantri Kaushal Kendra-satna	60
B	Madhya Pradesh	Sidhi	3661	Pradhan Mantri Kaushal Kendra-Sidhi	60
A	Kerala	Kollam	3664	Edujobs - PMKK - Kollam	30
A	Uttar Pradesh	Raebareli	3665	PMKK RAE BARELI	30
A	Kerala	Alappuzha	3666	PMKK Alappuzha	120
B	Uttar Pradesh	Mahoba	3695	PMKK Mahoba	60
B	Assam	Karbi Anglong	3708	CARE SKILL CENTER - Karbi Anglong	98
A	Rajasthan	Baran	3710	PMKK BARAN	140
A	Tamil Nadu	Cuddalore	3727	CUDDALORE	120
A	Chhattisgarh	Durg	3755	AISECT PMKK DURG	180
A	Uttar Pradesh	Banda	3787	PMKK Banda	170
B	Chhattisgarh	Gariaband	3792	CARE EDUCATIONAL AND WELFARE SOCIETY	120
A	Odisha	Balangir	3798	Datapro Kantabanji	410
A	Uttar Pradesh	Amethi	3810	SWACA Amethi PMKK Training Center	310
A	Madhya Pradesh	Sehore	3824	AISECT PMKK SEHORE	150
A	Uttar Pradesh	Agra	3835	PMKK Fathepur Sikri	170
A	Chhattisgarh	Bilaspur	3837	AISECT PMKK BILASPUR	240
A	Bihar	Gaya	3847	Rooman Gaya PMKK	240
A	Andhra Pradesh	Chittoor	3849	Rooman Tirupati PMKK	50

A	Andhra Pradesh	Anantapur	3850	Rooman Anantapur PMKK	210
A	Uttar Pradesh	Ghazipur	3865	Orion Edutech-Ghazipur PMKK	170
C	Delhi	New Delhi	3866	Orion Edutech-Mandir Marg PMKK	150
A	Bihar	Patna	3867	Orion Edutech-Patna PMKK	180
A	Madhya Pradesh	Jabalpur	3869	AISECT PMKK JABALPUR	260
A	Uttar Pradesh	Moradabad	3872	Empower Pragati_Pradhan Mantri Kaushal Kendra_Moradabad	165
A	Bihar	Nalanda	3887	Rooman Nalanda PMKK	270
A	Madhya Pradesh	Chhindwara	3888	PMKK Chhindwara	240
B	Himachal Pradesh	Solan	3889	Pradhan Mantri Kaushal Kendra-Solan	140
B	Himachal Pradesh	Bilaspur	3892	Pradhan Mantri Kaushal Kendra-Bilaspur	112
B	Odisha	Gajapati	3898	PMKK , Gramtarang, Gajapati	122
B	Assam	Darrang	3915	Orion Edutech-Darrang PMKK	90
A	Karnataka	Kolar	3918	Rooman Kolar PMKK	106
B	Haryana	Mahendragarh	3922	Mahendragarh PMKK	360
B	Haryana	Faridabad	3923	Palwal PMKK	360
B	Uttarakhand	Nainital	3930	PMKK HALDWANI	325
A	Uttarakhand	Udham Singh Nagar	3931	PMKK KASHIPUR	25
B	Uttarakhand	Almora	3932	PMKK ALMORA	100
A	West Bengal	Purulia	3933	PMKK-Purulia	23
B	Odisha	Jharsuguda	3934	PMKK Jharsuguda	59
A	Telangana	Nalgonda	3938	PMKK Nalgonda	158
C	Uttarakhand	Bageshwar	3939	PMKK BAGESHWAR	25
C	Uttarakhand	Champawat	3940	PMKK CHAMPAWAT	170
A	Uttar Pradesh	Amroha	3947	Empower Pragati_Pradhan Mantri Kaushal Kendra_Amroha	255
A	Uttar Pradesh	Sambhal	3948	Empower Pragati_Pradhan Mantri Kaushal Kendra_Sambhal	190
A	Madhya Pradesh	Seoni	3989	PMKK-Seoni	180
A	Chhattisgarh	Rajnandgaon	4085	AISECT PMKK	178
A	Bihar	Buxar	4089	Orion Edutech-Buxar PMKK	210
B	Jharkhand	Chatra	4090	Vikas Bharti Bishunpur-F-TEC PMKK Chatra	150
A	Andhra Pradesh	Guntur	4094	PMKK-Guntur	80
B	Jharkhand	Latehar	4098	Vikas Bharti Bishunpur-F-TEC PMKK Latehar	140
B	Chhattisgarh	Kanker	4100	AISECT PMKK	305
A	Haryana	Ambala	4106	PMKK ICA Edu Skills PVT. LTD. Ambala	160

SPOKE	Bihar	Saran	4109	IL&FS Skills School @ Maker	48
A	Rajasthan	Hanumangarh	4110	PMKK-Hanumangarh	180
A	Karnataka	Gadag	4111	PMKK GADAG	79
A	Rajasthan	Nagaur	4112	PMKK ICA Edu Skills PVT. LTD. Nagaur	200
A	Uttarakhand	Dehradun	4119	Sewa International-F-TEC PMKK Dehradun	270
A	Uttarakhand	Haridwar	4120	Sewa International-F-TEC PMKK Haridwar	120
B	Uttarakhand	Chamoli	4124	Sewa International-F-TEC PMKK Chamoli	115
B	Uttar Pradesh	Shravasti	4125	PMKK-Shrawasti	90
A	Madhya Pradesh	Dhar	4126	PMKK Dhar	90
A	Madhya Pradesh	Khandwa	4127	PMKK Khandwa	90
B	Haryana	Kurukshetra	4128	PMKK Kurukshetra	73
A	Rajasthan	Sri Ganganagar	4129	PMKK Shri Ganga Nagar	210
C	Uttarakhand	Rudraprayag	4130	Sewa International-F-TEC PMKK Rudraprayag	165
A	West Bengal	Hooghly	4132	ICA PMKK Shrirampur	170
B	Uttarakhand	Uttarkashi	4147	Sewa International-F-TEC PMKK Uttarkashi	200
B	Madhya Pradesh	Panna	4150	PMKK PANNA	180
A	Karnataka	Chitradurga	4162	PMKK CHITRADURGA	135
A	Rajasthan	Churu	4163	PMKK Churu	180
A	Karnataka	Ramnagara	4164	Rooman Ramanagara PMKK	40
A	West Bengal	Malda	4166	Orion Edutech-Malda PMKK	210
A	Chhattisgarh	Bastar	4167	Surya Skills - PMKK Bastar	173
A	Chhattisgarh	Korba	4796	AISECT PMKK KORBA	380
A	Madhya Pradesh	Tikamgarh	5025	PMKK Tikamgarh	270
A	West Bengal	Jalpaiguri	5277	Orion Edutech-Jalpaiguri PMKK	80
B	Haryana	Mewat	5294	PMKK Mewat	360
A	Haryana	Yamunanagar	5418	PMKK-Yamunanagar	60
A	Andhra Pradesh	Kurnool	5473	PMKK Kurnool	90
Not a PMKK	Uttar Pradesh	Lucknow	5575	Arunima Foundation	118
B	Odisha	Nayagarh	5635	PMKK Datapro Nayagarh	194
A	Delhi	North West Delhi	5893	Pradhan Mantri Kaushal Kendra North West Delhi	60
A	Madhya Pradesh	Singrauli	5997	PMKK Singrauli	140
A	Uttar Pradesh	Aligarh	6008	PMKK Aligarh	96
A	Uttar Pradesh	Etah	6011	PMKK ETAH	176

A	Uttar Pradesh	Allahabad	6028	PMKK Phulpur	133
A	Uttar Pradesh	Fatehpur	6041	PMKK Fatehpur	60
A	Uttar Pradesh	Farrukhabad	6071	Vision India Services Pvt Ltd- PMKK (Farrukhabad)	86
A	Uttar Pradesh	Bijnor	6118	PMKK-Bijnore	260
A	Karnataka	Koppal	6246	PMKK Koppal	147
Not a PMKK	Uttar Pradesh	Maharajganj	6266	jai aditya vtc	60
A	Odisha	Kendrapara	6324	PMKK, Gramtarang,Kendrapada	30
B	Karnataka	Chamarajanagar	6332	PMKK Chamarajanagar	90
A	Karnataka	Vijayapura	6343	PMKK Bijapur	170
B	Madhya Pradesh	Umaria	6349	AISECT PMKK UMARIA	180
B	Kerala	Pathanamthitta	6350	PMKK Pathanamthitta	75
A	Uttar Pradesh	Muzaffarnagar	6402	Empower Pragati_Pradhan Mantri Kaushal Kendra_Muzaffarnagar	250
A	Maharashtra	Bhandara	6474	PMKK Bhandara	260
A	Gujarat	Kutch	6482	PMKK Kachchh	230
A	Maharashtra	Nagpur	6484	PMKK Nagpur	270
A	Madhya Pradesh	Chhatarpur	6487	PMKK Chhatarpur	270
A	Gujarat	Jamnagar	6492	PMKK JAMNAGAR	270
Not a PMKK	Delhi	South Delhi	6638	SIPS EDUCATION CENTRE	114
A	Rajasthan	Banswara	6754	PMKK BANSWARA	90
A	Gujarat	Bharuch	6773	PMKK BHARUCH	210
B	Chhattisgarh	Dantewada	6798	Surya Skills - PMKK Dantewada	239
A	Bihar	Siwan	6804	PMKK Maharajganj	89
A	Delhi	South West Delhi	6824	Najafgarh, New Delhi	28
Not a PMKK	Delhi	North West Delhi	7126	SWAMI NISKAM SEWA TRUST	60
A	Gujarat	Dahod	7791	PMKK Dahod	200
A	Rajasthan	Dungarpur	7793	Pmkk Dungarpur	90
A	Gujarat	Morbi	7799	PMKK MORBI	110
A	Gujarat	Surendranagar	7809	PMKK SURENDRANAGAR	74
B	Jharkhand	Seraikela Kharsawan	7811	PMKK - Saraikela-Kharsawan(Adityapur)	218
A	Odisha	Puri	7820	PMKK, Gramtarang,Nimapada Puri	137
B	Chhattisgarh	Jashpur	7828	PMKK - Jashpur (Pathalgaon)	188
A	Madhya Pradesh	Narsinghpur	7830	PMKK Narsinghpur	300
A	Haryana	Jind	7832	CWSI PMKK JIND	210

B	Madhya Pradesh	Agar Malwa	7877	AISECT PMKK AGARMALWA	169
A	Madhya Pradesh	Katni	7881	AISECT PMKK KATNI	240
A	Karnataka	Uttara Kannada	7897	PMKK Uttara Kannada	60
Not a PMKK	Uttar Pradesh	Etawah	7959	Satya Guru Skill Development Center	120
A	Maharashtra	Kolhapur	8001	Rooman Technologies, Kolhapur	60
A	Bihar	Aurangabad	8042	PMKK Aurangabad	210
A	Bihar	Nawada	8044	Rooman Nawada PMKK	160
Not a PMKK	Uttar Pradesh	Firozabad	8271	EZEE TECH SKILL DEVELOPMENT CENTER	120
Not a PMKK	Jammu and Kashmir	Anantnag	8410	ISJK34 MASTER MIND INSTITUTE OF EDUCATION	120
A	Chandigarh	Chandigarh	8420	PMKK, Chandigarh	230
Not a PMKK	Haryana	Gurgaon	8438	Navjyoti - Gurugram	175
Not a PMKK	Jharkhand	Giridih	8530	AEROSOFT HEALTHCARE PRIVATE LIMITED	60
A	Telangana	RangaReddy	8532	SynchroServe-TS-PMKK Chevella-Lingampally	103
B	Madhya Pradesh	Mandla	8538	PMKK CARD Mandla	150
B	Himachal Pradesh	Sirmaur	8540	PMKK-Sirmaur	187
A	Madhya Pradesh	Ujjain	8542	PMKK- Ujjain	260
A	Madhya Pradesh	Guna	8561	PMKK-Guna	119
A	Maharashtra	Pune	8564	PMKK Shirur	177
B	Himachal Pradesh	Shimla	8581	PMKK Shimla	51
A	Uttar Pradesh	Auraiya	8641	PMKK Auraiya	560
B	Tamil Nadu	Karur	8657	PMKK KARUR	165
A	Uttar Pradesh	Deoria	8712	PMKK Deoria	60
B	Gujarat	Narmada	8723	PMKK NARMADA	80
B	Assam	West Karbi Anglong	8724	PMKK West Karbi Anglong	120
A	West Bengal	North 24 Parganas	8725	PMKK Barrackpore	110
A	Madhya Pradesh	Rajgarh	8737	PMKK RAJGARH	90
B	Rajasthan	Jaisalmer	8744	PMKK ICA Edu Skills PVT. LTD. Jaisalmer	210
A	Karnataka	Tumakuru	8746	PMKK TUMKUR	90
A	West Bengal	Alipurduar	8748	Orion Edutech-Alipurduar PMKK	140
A	West Bengal	Darjeeling	8751	Orion Edutech-Darjeeling PMKK	170
A	Assam	Golaghat	8756	PMKK Golaghat	90
A	West Bengal	Hooghly	8757	PMKK Arambagh	230
A	Karnataka	Dharwad	8758	PMKK Dharwad	210

A	West Bengal	South 24 Parganas	8759	PMKK Joynagar	100
B	Haryana	Rewari	8767	PMKK Rewari	330
B	Chhattisgarh	Mahasamund	8769	PMKK Mahasamund	150
A	Uttar Pradesh	Kanpur Nagar	8770	PMKK- Kanpur Nagar	70
Not a PMKK	Haryana	Ambala	8794	ASTC, Ambala Cantt	90
Not a PMKK	Delhi	South West Delhi	8795	ASTC, Delhi Cantt	165
B	Assam	Udalguri	8812	PMKK Udalguri	300
A	Odisha	Ganjam	8816	PMKK Ganjam	220
A	Uttar Pradesh	Gorakhpur	8818	PMKK Gorakhpur	114
B	Odisha	Boudh	8835	PMKK Boudh	87
A	Jammu and Kashmir	Srinagar	8836	PMKK Srinagar	60
B	Madhya Pradesh	Jhabua	8838	PMKK Jhabua	165
A	Bihar	Begusarai	8842	PMKK Begusarai	122
A	Madhya Pradesh	Damoh	8843	PMKK Damoh	240
A	Bihar	Darbhanga	8845	PMKK Darbhanga	178
A	West Bengal	Bardhaman	8846	PMKK Barddhaman Purba	225
A	Madhya Pradesh	Hoshangabad	8847	Hoshangabad PMKK Center	145
A	Odisha	Koraput	8855	PMKK Koraput	90
A	Maharashtra	Amravati	8861	Orion Edutech-Amravati PMKK	150
A	Maharashtra	Wardha	8862	PMKK Wardha	150
B	Madhya Pradesh	Datia	8869	PMKK-Datia	55
Not a PMKK	Haryana	Panchkula	8874	ASTC, Chandimandir	90
Not a PMKK	Uttar Pradesh	Lakhimpur Kheri	8875	ASTC, Lucknow	90
Not a PMKK	Punjab	Pathankot	8876	ASTC, Pathankot	60
Not a PMKK	Punjab	Pathankot	8877	ASTC, Mamun	25
A	Uttar Pradesh	Kaushambi	8879	PMKK Kaushambi	90
B	Odisha	Malkangiri	8905	PMKK Malkangiri	210
A	Madhya Pradesh	Khargone	8911	ICA PMKK Khargone	80
A	Andhra Pradesh	Nellore	8921	Rooman PMKK Nellore	30
A	Telangana	Nizamabad	9006	SynchroServe - TS - PMKK Nizamabad	131
A	Telangana	Hyderabad	9007	SynchroServe - TS - PMKK Hyderabad - Nampally	186
A	Jharkhand	Palamu	9008	Vikas Bharti Bishunpur-F-TEC PMKK Palamu	265
B	Uttarakhand	Tehri Garhwal	9018	Sewa International-F-TEC PMKK Tehri Garhwal	236

A	Gujarat	Sabarkantha	9043	Surya Skills - PMKK Sabarkantha	300
Not a PMKK	West Bengal	Bardhaman	9044	Assocom Skilling Centre, Asansol Railway	60
B	Haryana	Fatehabad	9046	PMKK_FATEHABAD	140
A	Karnataka	Bengaluru Urban	9047	Rooman PMKK Bangalore Central	122
B	Jharkhand	Khunti	9062	PRADHAN MANTRI KAUSHAL KENDRA, KHUNTI	177
A	Madhya Pradesh	Sagar	9069	PMKK Sagar	230
A	Rajasthan	Bikaner	9073	PMKK ICA Edu Skills PVT. LTD. Bikaner	150
A	Andhra Pradesh	Visakhapatnam	9074	PMKK VISAKHAPATNAM	160
A	Rajasthan	Sikar	9082	PMKK Sikar	55
A	Maharashtra	Sangli	9087	Rooman Sangli PMKK	60
Not a PMKK	Madhya Pradesh	Sagar	9094	ASTC, Sagour	22
A	Jharkhand	East Singhbhum	9095	PMKK-Purbi singhbhum	240
A	Chhattisgarh	Balrampur	9097	PMKK-balrampur	330
A	Karnataka	Chikballapur	9106	Rooman PMKK Chikkaballapur	270
Not a PMKK	Rajasthan	Jaipur	9108	ASTC, Jaipur	30
A	West Bengal	Nadia	9121	Orion Edutech-Ranaghat PMKK	140
B	Odisha	Debagarh	9129	PMKK Debagarh	59
A	Tamil Nadu	Chennai	9133	Rooman Chennai Central PMKK	50
A	Madhya Pradesh	Betul	9178	Betul PMKK Centre	100
Not a PMKK	Punjab	Jalandhar	9187	ASTC, Jalandhar	60
A	Chhattisgarh	Surguja	9209	PMKK Surguja	319
Not a PMKK	Madhya Pradesh	Jabalpur	9211	ASTC, Jabalpur	25
B	Chhattisgarh	Korea	9212	PMKK KORIYA	15
A	Bihar	Supaul	9215	Pradhan Mantri Kaushal Kendra- Supaul	150
A	Bihar	Madhubani	9216	Pradhan Mantri Kaushal Kendra, Madhubani	240
A	Bihar	Purnia	9218	Pradhan Mantri Kaushal Kendra, Purnia	210
A	Maharashtra	Gadchiroli	9221	PMKK Gadchiroli	140
A	Karnataka	Bidar	9225	Excelus Learning Solutions -PMKK Bidar	200
A	Karnataka	Yadgir	9227	Excelus Learning Solutions -PMKK Yadgir	145
A	West Bengal	Howrah	9233	IL&FS Institute of Skills @ Uluberia	80
B	Assam	Charaideo	9239	PMKK Charaideo	187
A	Assam	Dibrugarh	9243	PMKK Dibrugarh	220
A	Maharashtra	Chandrapur	9254	PMKK Chandrapur	260

Not a PMKK	Uttar Pradesh	Etawah	9801	SOTS Skill Development Centre	240
A	Maharashtra	Osmanabad	11826	PMKK Osmanabad	90
B	Chhattisgarh	Surajpur	11831	PMKK Surajpur	150
A	Uttar Pradesh	Hapur	11844	PMKK - Shamli	120
A	Andhra Pradesh	West Godavari	11855	PMKK Eluru	160
A	Andhra Pradesh	Vizianagaram	11857	PMKK VIZIANAGARAM	220
A	Andhra Pradesh	Srikakulam	11858	PMKK Srikakulam	160
B	Chhattisgarh	Sukma	11871	PMKK Sukma	205
A	Uttar Pradesh	Hapur	11873	PMKK Hapur	150
A	Uttar Pradesh	Sant Ravidas Nagar	11877	PMKK Sant Ravidas Nagar	110
A	Madhya Pradesh	Shajapur	11908	AISECT PMKK SHAJAPUR	350
B	Madhya Pradesh	Neemuch	11975	PMKK Neemuch	90
A	Uttar Pradesh	Siddharthnagar	12009	PMKK Siddharthnagar	138
B	Tamil Nadu	Nilgiris	12032	PMKK NILGIRIS	120
Not a PMKK	Delhi	North West Delhi	12057	Skills Root Model Town Delhi	60
Not a PMKK	Delhi	North West Delhi	12058	Skills Root Narela Delhi	60
A	Madhya Pradesh	Ratlam	12200	PMKK-Ratlam	345
B	Haryana	Panchkula	12203	ICA PMKK Panchkula	143
A	Bihar	Patna	12205	ICA PMKK PATNA SAHEB	160
B	Jharkhand	Jamtara	12217	PMKK Jamtara	85
A	Karnataka	Bellary	12219	Excelus Learning Solutions -PMKK Bellary	60
B	Punjab	Moga	12220	PMKK MOGA	54
A	Bihar	Saran	12221	PMKK Maharajganj	59
B	Madhya Pradesh	Burhanpur	12222	Bhuranpur PMKK Center	80
B	Jharkhand	Simdega	12226	PMKK Simdega	158
B	Jharkhand	Sahibganj	12747	PMKK- Sahibganj	180
A	Andhra Pradesh	Kadapa	12748	SynchroServe - AP - PMKK Kadapa	120
A	Jharkhand	Garhwa	12749	Vikas Bharti Bishunpur-F-TEC PMKK Garhwa	240
C	Jammu and Kashmir	Leh	12750	PMKK- LEH	79
A	Punjab	Bathinda	12756	PMKK Bhatinda	120
A	Gujarat	Patan	12758	Surya Skills - PMKK Patan	210
A	Chhattisgarh	Balod	12759	Surya Skills - PMKK Balod	300
A	Jharkhand	Deoghar	12760	Surya Skills - PMKK Deogarh	220

A	Odisha	Balasore	12769	PMKK Balasore	262
A	Rajasthan	Jhalawar	12771	Nifa lnfocomo services Pvt. Ltd. Jhalawar	115
A	Uttar Pradesh	Hathras	12773	Nifa Infocomo services Pvt. Ltd. Hathras	50
A	Gujarat	Panchmahal	12774	Pmkk Panchmahal	190
A	Gujarat	Vadodara	12776	Nifa Infocomo services Pvt. Ltd. Vadodara	80
B	Punjab	Shaheed Bhagat Singh Nagar	12779	PMKK SBS Nagar	72
A	Chhattisgarh	Raigarh	12781	AISECT PMKK RAIGARH	210
C	Chhattisgarh	Bijapur	12783	AISECT PMKK BIJAPUR	88
B	Uttarakhand	Pauri Garhwal	12784	Sewa International-F-TEC PMKK Pauri Garhwal	150
A	West Bengal	South 24 Parganas	13046	PMKK Jadavpur	200
A	Telangana	Medak	13056	SynchroServe - TS - PMKK Medak - Sangareddy	194
A	Maharashtra	Yavatmal	13063	PMKK Yavatmal	240
A	West Bengal	Hooghly	13064	PMKK Hooghly	170
A	West Bengal	Cooch Behar	13065	PMKK Coochbehar	180
A	Bihar	Samastipur	13072	PMKK Samastipur	137
A	Bihar	Vaishali	13073	PMKK Hajipur	170
B	Gujarat	Botad	13074	PMKK-Botad	232
B	Chhattisgarh	Janjgir-Champa	13102	PMKK- Jangjir Champa	210
A	Madhya Pradesh	Mandsaur	13172	PMKK Mandsaur	150
A	Punjab	Sangrur	13178	PMKK Sangrur	178
B	Gujarat	Vadodara	13189	NIFA Infocomp Services Private Limited Chhota udepur	90
A	Karnataka	Bengaluru Urban	13202	Ashalaya, Bangalore North	30
A	Rajasthan	Bundi	13219	Pmkk bundi	95
A	Karnataka	Davanagere	13220	Rooman PMKK Davangere	340
A	Maharashtra	Pune	13230	Rooman PMKK Pune	380
A	Karnataka	Raichur	13232	Excelus Learning Solutions Pvt Ltd-PMKK Raichur	180
A	Maharashtra	Gondia	13233	Excelus Learning Solutions Pvt Ltd-PMKK Gondia	240
B	Uttar Pradesh	Hamirpur	13234	Excelus Learning Solutions Pvt Ltd-PMKK Hamirpur	150
A	Jharkhand	Dumka	13235	PMKK- DUMKA	141
B	Kerala	Idukki	13236	Excelus Learning Solutions Pvt Ltd-PMKK Idukki	117
A	Kerala	Ernakulam	13238	Excelus Learning Solutions Pvt Ltd-PMKK ERNAKULAM	208
A	West Bengal	Kolkata	13241	PMKK Kankurgachi	240
A	Gujarat	Banaskantha	13242	Surya Skills - PMKK Banaskantha	50

A	Gujarat	Mehsana	13243	Surya Skills - PMKK Mehsana	26
A	Gujarat	Aravalli	13244	Surya Skills - PMKK Aravalli	154
A	Maharashtra	Akola	13274	PMKK Akola	150
B	Jharkhand	Pakur	13275	PMKK Pakur	170
A	Haryana	Gurgaon	13281	PMKK - Gurugram Centre	420
A	Madhya Pradesh	Dewas	13289	ICA PMKK Dewas	150
B	Madhya Pradesh	Harda	13291	ICA PMKK Harda	150
A	Gujarat	Ahmedabad	13293	ICA PMKK Ahmedabad	180
B	Manipur	Imphal West	13295	Rooman PMKK Imphal	150
A	Assam	Tinsukia	13296	Surya Skills - PMKK Tinsukia	428
A	Andhra Pradesh	East Godavari	13297	ICA PMKK Kakinada	199
B	Punjab	Faridkot	13299	ICA PMKK Faridkot	150
B	Punjab	Rupnagar	13303	ICA PMKK Mohali	25
A	Andhra Pradesh	Anantapur	13307	Excelus Learning Solutions Pvt Ltd-PMKK Anantapur	210
B	Chhattisgarh	Baloda Bazar	13308	PMKK- Baloda Bazar	210
A	Andhra Pradesh	Krishna	13310	SynchroServe - AP - PMKK Krishna - Vijayawada	90
A	Uttar Pradesh	Etawah	13314	PMKK- Etawah	150
B	Manipur	Thoubal	13322	Rooman PMKK Thoubal	357
B	Karnataka	Kodagu	13339	Excelus Learning Solutions Pvt Ltd-PMKK Kodagu	150
A	Kerala	Palakkad	13347	Excelus Learning Solutions Pvt Ltd-PMKK Palakkad	175
A	Maharashtra	Satara	13384	Rooman PMKK Satara	107
A	Karnataka	Udupi	13391	Rooman PMKK Udupi	169
A	Jharkhand	Dhanbad	13409	PMKK-Dhanbad	240
Not a PMKK	Maharashtra	Wardha	13416	Diamond Nursing	30
A	Tamil Nadu	Vellore	13421	UTL Technologies Ltd - Vellore	30
B	Punjab	Barnala	13474	PMKK - BARNALA	150
A	Maharashtra	Nashik	13490	Excelus Learning Solutions Pvt Ltd-PMKK Nashik	270
A	West Bengal	South 24 Parganas	13515	PMKK Dakshin Kolkata	90
Not a PMKK	Jammu and Kashmir	Kupwara	13516	Orion Edutech-Drugmulla Army Centre	30
A	Haryana	Sirsa	13531	PMKK_Sirsa	240
Not a PMKK	Jharkhand	Hazaribagh	13534	SGRS Training Centre, Meru	60
Not a PMKK	Jammu and Kashmir	Udhampur	13575	ASTC, Udhampur	60
Not a PMKK	Assam	Sonitpur	13579	IL&FS Skill School @ AFWAA, Tezpur	59

A	Assam	Sivasagar	13581	Surya Skills - PMKK Sibsagar	420
A	West Bengal	South Dinajpur	13590	PMKK Dakshin Dinajpur	90
Not a PMKK	Odisha	Khordha	13601	N. I. A. C. E. Foundation	120
Not a PMKK	Madhya Pradesh	Dewas	13603	RAVI SHIKSHAEVAM SAMAJ KALYAN SAMITI	30
Not a PMKK	Madhya Pradesh	Bhopal	13604	ASTC Bairagarh, Bhopal	60
Not a PMKK	Himachal Pradesh	Kullu	13611	DEV AASTHA INSTITUTE OF EDUCATION	103
Not a PMKK	Uttar Pradesh	Mainpuri	13613	Samrat Prithaviraj Chauhan Mahavidhalaya	30
Not a PMKK	Bihar	Buxar	13617	Navjyoti Global Solutions Pvt Ltd-Buxar/PWD	60
Not a PMKK	Madhya Pradesh	Morena	13685	Voc Skills Morena	60
B	Chhattisgarh	Kabirdham	13713	AISECT PMKK KABIRDHAM	90
Not a PMKK	Delhi	West Delhi	13717	Sai Swayam Society	30
Not a PMKK	Bihar	Patna	13721	Intelligence Manpower Services Pvt. Ltd.- Patna	30
A	Tamil Nadu	Madurai	13722	Excelus Learning Solutions Pvt Ltd-PMKK Madurai	180
A	Maharashtra	Jalgaon	13732	Excelus Learning Solutions Pvt Ltd-PMKK Jalgaon	180
Not a PMKK	Jharkhand	Lohardaga	13736	AEROSOFT HEALTHCARE PRIVATE LIMITED	120
Not a PMKK	Jharkhand	Ranchi	13738	AEROSOFT HEALTHCARE PRIVATE LIMITED	90
A	Tamil Nadu	Tiruppur	13746	Excelus Learning Solutions Pvt Ltd-PMKK Tiruppur	204
Not a PMKK	Rajasthan	Jaipur	13753	Indian Institute Of Gems And Jewellery Jaipur - Cisf, Hathi Gaon	25
A	Maharashtra	Buldhana	13755	PMKK Buldhana	180
Not a PMKK	Uttar Pradesh	Bareilly	13764	RSTC, The JAT Regiment Centre, Bareilly	44
Not a PMKK	Uttar Pradesh	Meerut	13782	ASTC, Meerut	60
B	Bihar	Lakhisarai	13813	PMKK Lakhisarai	120
A	Karnataka	Kalaburagi	13900	Excelus Learning Solutions Pvt Ltd-PMKK Gulbarga	210
Not a PMKK	Chhattisgarh	Raipur	13904	ABVVVSS TRAINING CENTER	120
Not a PMKK	Gujarat	Ahmedabad	13905	Merapath Skill Training Center - Ahmedabad	25
A	Tamil Nadu	Dindigul	13939	Excelus Learning Solutions Pvt Ltd-PMKK Dindigul	150
A	Maharashtra	Nandurbar	13940	Excelus Learning Solutions Pvt Ltd-PMKK Nandurbar	204
A	West Bengal	Malda	13961	IL&FS Institute of Skills @ PMKK Malda	120
A	West Bengal	Murshidabad	13962	PMKK Berhampur	120
B	Punjab	Mansa	13964	PMKK - Mansa	160
A	Punjab	Patiala	13965	PMKK Patiala	205
Not a PMKK	Jammu and Kashmir	Shopian	13971	OXBRIDGE COMPUTER INSTITUTE PRIVATE LIMITED	90
Not a PMKK	Haryana	Mahendragarh	13975	VOC SKILLS NARNAUL	90

Not a PMKK	Uttar Pradesh	Azamgarh	13976	MASCOT SKILL ACADEMY	120
Not a PMKK	Uttar Pradesh	Allahabad	13977	MASCOT SKILL ACADEMY ALLAHABAD	120
B	Punjab	Rupnagar	13978	Mentor Kaushal Kendra - Mohali	150
A	Bihar	Araria	14004	PMKK Araria	210
A	West Bengal	West Midnapore	14018	PMKK Medinipur	90
A	Uttar Pradesh	Basti	14026	PMKK Basti	90
Not a PMKK	Jammu and Kashmir	Kupwara	14153	Orion Edutech-Tangdhar Army Centre	60
Not a PMKK	Telangana	Hyderabad	14160	ASTC Hyderabad	60
A	Jharkhand	Giridih	14161	Surya Skills - PMKK Giridih	171
Not a PMKK	Sikkim	East Sikkim	14176	ASTC GANGTOK	60
Not a PMKK	Madhya Pradesh	Gwalior	14180	ASTC Gwalior	60
Not a PMKK	Jharkhand	Ramgarh	14254	RSTC, The PUNJAB Regimental Centre	20
Not a PMKK	Punjab	Bathinda	14267	ASTC Bathinda	60
Not a PMKK	Maharashtra	Pune	14268	ASTC Kirkee	60
Not a PMKK	Punjab	Tarn Taran	14277	REGENT SOFTWARE-BR52PATTI	178
A	Andhra Pradesh	Prakasam	14296	SynchroServe - AP - PMKK Bapatla - Chirala	170
A	Odisha	Jajapur	14309	SIKSHA TRUST - PMKK JAJPUR	465
A	Uttar Pradesh	Balrampur	14314	Social Action for Welfare and Cultural Advancement	270
Not a PMKK	Rajasthan	Jodhpur	14315	Army Skill Training Centre, Jodhpur	119
A	Uttar Pradesh	Gonda	14316	Social Action for Welfare and Cultural Advancement	355
A	Jharkhand	West Singhbhum	14320	PMKK Paschimi Singhbhum	330
A	Tamil Nadu	Sivaganga	14323	Excelus Learning Solutions Pvt Ltd-PMKK Sivaganga	175
A	Kerala	Thrissur	14339	Excelus Learning Solutions Pvt Ltd-PMKK Thrissur	180
A	Bihar	Rohtas	14340	PMKK Rohtas	270
A	Tamil Nadu	Ramanathapuram	14341	Excelus Learning Solutions Pvt Ltd-PMKK Ramanathpuram	150
Not a PMKK	Uttar Pradesh	Bareilly	14361	ASTC Bareilly	51
A	Maharashtra	Thane	14373	Excelus Learning Solutions Private Limited- PMKK Palghar	180
A	Jharkhand	Godda	14374	Surya Skills - PMKK Godda	265
A	Jharkhand	Bokaro	14377	Surya Skills - PMKK Bokaro	240
A	Uttar Pradesh	Barabanki	14382	Social Action for Welfare and Cultural Advancement	270
B	Punjab	Rupnagar	14397	PMKK Ropar	115
A	Gujarat	Surat	14406	PMKK-Surat	407
A	Uttar Pradesh	Faizabad	14412	Social Action for Welfare and Cultural Advancement	390

Not a PMKK	Bihar	Saran	14494	IL&FS Institute of Skills @ Amnour PMKK Chhapra spoke	30
SPOKE	Uttar Pradesh	Pilibhit	14532	MSTDPL PILIBHIT - PMKK SPOKE LALAURIKHERA	150
A	Uttar Pradesh	Ambedkar Nagar	14660	Social Action for Welfare and Cultural Advancement	231
A	Odisha	Dhenkanal	14704	DATAPRO DHENKANAL	480
A	Punjab	Ludhiana	14708	PMKK Ludhiana	100
A	Maharashtra	Washim	14712	PMKK - Washim	293
A	Maharashtra	Latur	14713	PMKK - Latur	240
A	Maharashtra	Nanded	14714	PMKK- Nanded	300
A	Kerala	Kottayam	14732	Excelus Learning Solutions Pvt Ltd-PMKK Kottayam	205
A	Maharashtra	Thane	14733	Excelus Learning Solutions Pvt Ltd-PMKK Thane	210
B	Odisha	Subarnapur	14735	DATAPRO SUBARNAPUR	410
A	West Bengal	North 24 Parganas	14776	IL&FS Institute of Skills @ Dum Dum	30
Not a PMKK	West Bengal	Kolkata	14814	ASTC Fort William	44
Not a PMKK	Assam	Sonitpur	14828	ASTC Missamari	75
Not a PMKK	Jammu and Kashmir	Jammu	14903	ASTC SATWARI	60
Not a PMKK	Uttar Pradesh	Agra	14914	SHTRUJEET ASTC AGRA	90
Not a PMKK	Maharashtra	Pune	14953	Protsahan ASTC Pune	60
A	Maharashtra	Aurangabad	14954	PMKK – Aurangabad	300
Not a PMKK	Bihar	Kaimur	14955	MASCOT SKILL ACADEMY KAIMUR	90
Not a PMKK	Uttar Pradesh	Chandauli	14967	BANARAS SKILL DEVELOPMENT CHANDAULI	120
Not a PMKK	Uttar Pradesh	Varanasi	14968	BANARAS SKILL DEVELOPMENT-KASHI	90
A	Maharashtra	Jalna	14970	PMKK – Jalna	328
A	Karnataka	Belgaum	14972	PMKK – Chikkodi	270
Not a PMKK	Assam	Nalbari	14974	SARVASIDDHANTA - NALBARI	30
A	Rajasthan	Dholpur	14982	PMKK - Dholpur	60
A	Rajasthan	Alwar	14983	PMKK – Alwar	96
A	Rajasthan	Bharatpur	14985	PMKK - Bharatpur	120
Not a PMKK	Sikkim	West Sikkim	15484	Era Computers Education	30
A	Karnataka	Chikkmagaluru	15549	ICA PMKK Chikmagaluru	60
Not a PMKK	Delhi	North West Delhi	15550	Sl Skill Solution Private Limited	60
Not a PMKK	Uttar Pradesh	Jhansi	15617	ASTC, Jhansi	30
Not a PMKK	Assam	Sonitpur	15622	ASTC Solmara	51
A	Andhra Pradesh	Guntur	15636	SynchroServe - AP - PMKK Narasaraopet	110

A	Maharashtra	Dhule	15720	Excelus Learning Solutions Pvt Ltd-PMKK Dhule	236
Not a PMKK	Punjab	Sangrur	15728	BABA FARID INSTITUTE OF ADVANCE EDUCATION	30
B	Tripura	Gomati	15743	PMKK Gomati	180
A	Andhra Pradesh	Krishna	15753	IL&FS Institute of Skills @ PMKK Machilipatnam	60
B	Himachal Pradesh	Una	15795	De Unique Educational Society	120
Not a PMKK	Uttarakhand	Champawat	15800	Uttarakhand Institute of Education & Technology	30
Not a PMKK	Uttar Pradesh	Bareilly	15867	GARUD ARMY SKILL TRAINING CENTER	60
Not a PMKK	Uttar Pradesh	Etawah	15871	sots skill Development centre lakhna	240
Not a PMKK	Uttar Pradesh	Auraiya	16008	sots skill development centre Auriya	120
		Grand Total			82049

List of Samples in Punjab

Punjab

S.No	District Category	District	SDMS ID	Training Centre	Ongoing Training
1	Not a PMKK	Pathankot	8876	ASTC, Pathankot	60
2	Not a PMKK	Pathankot	8877	ASTC, Mamun	25
3	Not a PMKK	Jalandhar	9187	ASTC, Jalandhar	60
4	B	Moga	12220	PMKK MOGA	54
5	A	Bathinda	12756	PMKK Bhatinda	120
6	B	Shaheed Bhagat Singh Nagar	12779	PMKK SBS Nagar	72
7	A	Sangrur	13178	PMKK Sangrur	178
8	B	Faridkot	13299	ICA PMKK Faridkot	150
9	B	Rupnagar	13303	ICA PMKK Mohali	25
10	B	Barnala	13474	PMKK - BARNALA	150
11	B	Mansa	13964	PMKK - Mansa	160
12	A	Patiala	13965	PMKK Patiala	205
13	B	Rupnagar	13978	Mentor Kaushal Kendra - Mohali	150
14	Not a PMKK	Bathinda	14267	ASTC Bathinda	60
15	Not a PMKK	Tarn Taran	14277	REGENT SOFTWARE-BR52PATTI	178
16	B	Rupnagar	14397	PMKK Ropar	115
17	A	Ludhiana	14708	PMKK Ludhiana	100
18	Not a PMKK	Sangrur	15728	Baba Farid Institute Of Advance Education	30

District Category	District	SDMS ID	Training Centre	Ongoing Training	Random	Special
A	Bathinda	12756	PMKK Bhatinda	120	0.763687249	0.448827219
A	Sangrur	13178	PMKK Sangrur	178	0.082597425	0.221753091
A	Patiala	13965	PMKK Patiala	205	0.843293491	0.158596963
A	Ludhiana	14708	PMKK Ludhiana	100	0.108978635	0.038775999

District Category	District	SDMS ID	Training Centre	Ongoing Training	Random	Special
B	Mansa	3964	PMKK - Mansa	160	0.667082601	0.614867604
B	Barnala	13474	PMKK - BARNALA	150	0.241973483	0.450124154
B	Rupnagar	13978	Mentor Kaushal Kendra - Mohali	150	0.770248145	0.254340594
B	Faridkot	13299	ICA PMKK Faridkot	150	0.906867424	0.244410669
B	Rupnagar	13303	ICA PMKK Mohali	25	0.590989887	0.09347339
B	Rupnagar	14397	PMKK Ropar	115	0.031669342	0.025108671
B	Moga	12220	PMKK MOGA	54	0.225175944	0.017265789
B	Shaheed Bhagat Singh Nagar	12779	PMKK SBS Nagar	72	0.396604552	0.000602048

District Category	District	SDMS ID	Training Centre	Ongoing Training	Random	Special
Not a PMKK	Pathankot	8876	ASTC, Pathankot	60	0.814473748	0.49090116
Not a PMKK	Pathankot	8877	ASTC, Mamun	25	0.927880935	0.212742169
Not a PMKK	Jalandhar	9187	ASTC, Jalandhar	60	0.520210068	0.611433674
Not a PMKK	Bathinda	14267	ASTC Bathinda	60	0.366317828	0.817770862
Not a PMKK	Tarn Taran	14277	Regent Software-br52 patti	178	0.360060975	0.311701971
Not a PMKK	Sangrur	15728	Baba Farid Institute Of Advance Education	30	0.466137782	0.07991364

Note: The centers selected above had to be eventually replaced by the following centers due to the reasons like

1 Non co-operation from the Center heads

2 Centers non-operational on the ground

Initially selected		Replaced by	
Center code	Center name	Center code	Center name
8876	ASTC, Pathankot	13965	PMKK Patiala
13964	PMKK - Mansa	14708	PMKK Ludhiana

List of Samples in Madhya Pradesh

Madhya Pradesh

S. No	District Category	District	SDMS ID	Training Centre	Ongoing Training
1	B	Anuppur	690	AISECT ANUPPUR	260
2	B	Shahdol	691	AISECT PMKK CENTRE SHAHDOL	358
3	A	Raisen	2584	AISECT PMKK RAISEN	23
4	B	Ashoknagar	3025	AISECT PMKK ASHOKNAGAR	150
5	A	Indore	3339	PMKK_Indore	240
6	B	Dindori	3558	PMKK Dindori	150
7	A	Bhopal	3562	AISECT PMKK BHOPAL	60
8	A	Balaghat	3638	PMKK Balaghat	270
9	A	Rewa	3658	Pradhan Mantri Kausha Kendra-Rewa	150
10	A	Satna	3660	Pradhan Mantri Kaushal Kendra-satna	60
11	B	Sidhi	3661	Pradhan Mantri Kaushal Kendra-Sidhi	60
12	A	Sehore	3824	AISECT PMKK SEHORE	150
13	A	Jabalpur	3869	AISECT PMKK JABALPUR	260
14	A	Chhindwara	3888	PMKK Chhindwara	240
15	A	Seoni	3989	PMKK-Seoni	180
16	A	Dhar	4126	PMKK Dhar	90
17	A	Khandwa	4127	PMKK Khandwa	90
18	B	Panna	4150	PMKK PANNA	180
19	A	Tikamgarh	5025	PMKK Tikamgarh	270
20	A	Singrauli	5997	PMKK Singrauli	140
21	B	Umaria	6349	AISECT PMKK UMARIA	180
22	A	Chhatarpur	6487	PMKK Chhatarpur	270
23	A	Narsinghpur	7830	PMKK Narsinghpur	300
24	B	Agar Malwa	7877	AISECT PMKK AGARMALWA	169
25	A	Katni	7881	AISECT PMKK KATNI	240
26	B	Mandla	8538	PMKK CARD Mandla	150
27	A	Ujjain	8542	PMKK- Ujjain	260
28	A	Guna	8561	PMKK-Guna	119
29	A	Rajgarh	8737	PMKK RAJGARH	90
30	B	Jhabua	8838	PMKK Jhabua	165
31	A	Damoh	8843	PMKK Damoh	240
32	A	Hoshangabad	8847	Hoshangabad PMKK Center	145
33	B	Datia	8869	PMKK-Datia	55
34	A	Khargone	8911	ICA PMKK Khargone	80
35	A	Sagar	9069	PMKK Sagar	230
36	Not a PMKK	Sagar	9094	ASTC, Sagour	22
37	A	Betul	9178	Betul PMKK Centre	100
38	Not a PMKK	Jabalpur	9211	ASTC, Jabalpur	25
39	A	Shajapur	11908	AISECT PMKK SHAJAPUR	350
40	B	Neemuch	11975	PMKK Neemuch	90
41	A	Ratlam	12200	PMKK-Ratlam	345
42	B	Burhanpur	12222	Bhuranpur PMKK Center	80
43	A	Mandsaur	13172	PMKK Mandsaur	150
44	A	Dewas	13289	ICA PMKK Dewas	150
45	B	Harda	13291	ICA PMKK Harda	150
46	Not a PMKK	Dewas	13603	Ravi Shikshaevam Samaj Kalyan Samiti	30
47	Not a PMKK	Bhopal	13604	ASTC Bairagarh, Bhopal	60
48	Not a PMKK	Morena	13685	Voc Skills Morena	60
49	Not a PMKK	Gwalior	14180	ASTC Gwalior	60

District Category	District	SDMS ID	Training Centre	Ongoing Training	Random	Special
A	Guna	8561	PMKK-Guna	119	0.824243028	0.972774307
A	Shajapur	11908	AISECT PMKK SHAJAPUR	350	0.217678157	0.948400736
A	Balaghat	3638	PMKK Balaghat	270	0.536615144	0.929799303
A	Satna	3660	Pradhan Mantri Kaushal Kendra-satna	60	0.147723374	0.826511631
A	Hoshangabad	8847	Hoshangabad PMKK Center	145	0.042375181	0.8198263
A	Rewa	3658	Pradhan Mantri Kausha Kendra-Rewa	150	0.384157924	0.763991313
A	Singrauli	5997	PMKK Singrauli	140	0.237298694	0.725315729
A	Chhatarpur	6487	PMKK Chhatarpur	270	0.504872981	0.612915711
A	Chhindwara	3888	PMKK Chhindwara	240	0.982829444	0.591587413
A	Tikamgarh	5025	PMKK Tikamgarh	270	0.942307816	0.5587151
A	Ujjain	8542	PMKK- Ujjain	260	0.89528069	0.524057945
A	Betul	9178	Betul PMKK Centre	100	0.686901035	0.460562889
A	Katni	7881	AISECT PMKK KATNI	240	0.742986211	0.40900292
A	Mandsaur	13172	PMKK Mandsaur	150	0.69323404	0.381499879
A	Raisen	2584	AISECT PMKK RAISEN	23	0.142016118	0.375145257
A	Dhar	4126	PMKK Dhar	90	0.717774237	0.36945593
A	Rajgarh	8737	PMKK RAJGARH	90	0.591993254	0.36778565
A	Indore	3339	PMKK_Indore	240	0.923874781	0.323553399
A	Bhopal	3562	AISECT PMKK BHOPAL	60	0.121049555	0.299891346
A	Sagar	9069	PMKK Sagar	230	0.829101443	0.270720769
A	Sehore	3824	AISECT PMKK SEHORE	150	0.992272357	0.245550696
A	Jabalpur	3869	AISECT PMKK JABALPUR	260	0.60576891	0.227347122
A	Ratlam	12200	PMKK-Ratlam	345	0.165130332	0.16961545
A	Damoh	8843	PMKK Damoh	240	0.639688578	0.131820459
A	Narsinghpur	7830	PMKK Narsinghpur	300	0.574928899	0.127644249
A	Seoni	3989	PMKK-Seoni	180	0.875474042	0.126378666
A	Khargone	8911	ICA PMKK Khargone	80	0.133798983	0.121772315
A	Khandwa	4127	PMKK Khandwa	90	0.286725453	0.093723322
A	Dewas	13289	ICA PMKK Dewas	150	0.485796381	0.035631476

District Category	District	SDMS ID	Training Centre	Ongoing Training	Random	Special
B	Mandla	8538	PMKK CARD Mandla	150	0.804053763	0.827243644
B	Burhanpur	12222	Bhuranpur PMKK Center	80	0.599089301	0.805929531
B	Dindori	3558	PMKK Dindori	150	0.651730542	0.781494503
B	Ashoknagar	3025	AISECT PMKK ASHOKNAGAR	150	0.149866555	0.748192213
B	Umaria	6349	AISECT PMKK UMARIA	180	0.823416888	0.737548745
B	Datia	8869	PMKK-Datia	55	0.050083604	0.712726465
B	Agar Malwa	7877	AISECT PMKK AGARMALWA	169	0.21881604	0.644215308
B	Jhabua	8838	PMKK Jhabua	165	0.084128425	0.551868445
B	Anuppur	690	AISECT ANUPPUR	260	0.446332058	0.504520625
B	Sidhi	3661	Pradhan Mantri Kaushal Kendra-Sidhi	60	0.878062544	0.461096835
B	Harda	13291	ICA PMKK Harda	150	0.519196982	0.415809062
B	Neemuch	11975	PMKK Neemuch	90	0.975220265	0.362843298
B	Panna	4150	PMKK PANNA	180	0.116876251	0.118282412
B	Shahdol	691	AISECT PMKK CENTRE SHAHDOL	358	0.826684015	0.062971317

District Category	District	SDMS ID	Training Centre	Ongoing Training	Random	Special
Not a PMKK	Jabalpur	9211	ASTC, Jabalpur	25	0.240325829	0.95634503
Not a PMKK	Gwalior	14180	ASTC Gwalior	60	0.486946983	0.676933669
Not a PMKK	Morena	13685	Voc Skills Morena	60	0.167552764	0.541424589
Not a PMKK	Bhopal	13604	ASTC Bairagarh, Bhopal	60	0.169032433	0.372106852
Not a PMKK	Sagar	9094	ASTC, Sagour	22	0.659367812	0.303338444
Not a PMKK	Dewas	13603	Ravi Shikshaevam Samaj Kalyan Samiti	30	0.686853816	0.184469288

Note: The centers selected above had to be eventually replaced by the following centers due to the reasons like

1 Non co-operation from the Center heads

2 Centers non-operational on the ground

Initially selected		Replaced by	
Center code	Center name	Center code	Center name
3658	PMKK-Rewa	3824	AISECT PMKK SEHORE
8561	PMKK-Guna		
9211	ASTC, Jabalpur	3025	AISECT PMKK ASHOKNAGAR
12222	Bhuranpur PMKK Center		

List of Samples in Uttar Pradesh

S. No	District Category	District	SDMS ID	Training Centre	Ongoing Training
1	A	Varanasi	27	ORION EDUTECH-VARANASI	150
2	A	Bareilly	57	Mahendra Skills - Bareilly	120
3	A	Badaun	58	Mahendra Skills - Badaun	60
4	A	Shahjahanpur	189	Mahendra Skills - SHAHJHANPUR	130
5	A	Pilibhit	260	Mahendra Skills - PILIBHIT	90
6	A	Unnao	415	Care Educational & Welfare Society	170
7	A	Saharanpur	416	Pradhan Mantri Kaushal Kendra	180
8	A	Agra	419	PMKK Agra	60
9	A	Firozabad	420	PMKK Firozabad	170
10	A	Rampur	430	Mahendra Skills-PMKK Rampur	30
11	A	Meerut	475	Pradhan Mantri Kaushal Kendra	100
12	A	Ghaziabad	476	Pradhan Mantri Kaushal Kendra	260
13	A	Lucknow	1649	PMKK-Lucknow	140
14	A	Pratapgarh	1877	PMKK Pratapgarh	81
15	A	Mathura	1892	Vision India Services Pvt Ltd - PMKK (Mathura)	90
16	A	Sultanpur	2390	PMKK Sultanpur	120
17	A	Hardoi	2552	PMKK-Hardoi	60
18	A	Lakhimpur Kheri	2577	PMKK-Lakhimpur	240
19	A	Baghpat	2607	PMKK - Baghpat	210
20	A	Bulandshahr	2608	PMKK - Bulandshahr	264
21	Not a PMKK	Rampur	3177	Saraswati Institute Of Technology	120
22	A	Sitapur	3654	Pradhan Mantri Kaushal Kendra-Sitapur	30
23	A	Bahraich	3655	Pradhan Mantri Kaushal Kendra-Bahraich	150
24	A	Raebareli	3665	PMKK RAE BARELI	30
25	B	Mahoba	3695	PMKK Mahoba	60
26	A	Banda	3787	PMKK Banda	170
27	A	Amethi	3810	SWACA Amethi PMKK Training Center	310
28	A	Agra	3835	PMKK Fathepur Sikri	170
29	A	Ghazipur	3865	Orion Edutech-Ghazipur PMKK	170
30	A	Moradabad	3872	Empower Pragati_Pradhan Mantri Kaushal Kendra_Moradabad	165
31	A	Amroha	3947	Empower Pragati_Pradhan Mantri Kaushal Kendra_Amroha	255
32	A	Sambhal	3948	Empower Pragati_Pradhan Mantri Kaushal Kendra_Sambhal	190
33	B	Shravasti	4125	PMKK-Shrawasti	90
34	Not a PMKK	Lucknow	5575	Arunima Foundation	118
35	A	Aligarh	6008	PMKK Aligarh	96
36	A	Etah	6011	PMKK ETAH	176
37	A	Allahabad	6028	PMKK Phulpur	133
38	A	Fatehpur	6041	PMKK Fatehpur	60
39	A	Farrukhabad	6071	Vision India Services Pvt Ltd- PMKK (Farrukhabad)	86
40	A	Bijnor	6118	PMKK-Bijnore	260
41	Not a PMKK	Maharajganj	6266	jai aditya vtc	60
42	A	Muzaffarnagar	6402	Empower Pragati_Pradhan Mantri Kaushal Kendra_Muzaffarnagar	250
43	Not a PMKK	Etawah	7959	Satya Guru Skill Development Center	120

S. No	District Category	District	SDMS ID	Training Centre	Ongoing Training
44	Not a PMKK	Firozabad	8271	EZEE TECH SKILL DEVELOPMENT CENTER	120
45	A	Auraiya	8641	PMKK Auraiya	560
46	A	Deoria	8712	PMKK Deoria	60
47	A	Kanpur Nagar	8770	PMKK- Kanpur Nagar	70
48	A	Gorakhpur	8818	PMKK Gorakhpur	114
49	Not a PMKK	Lakhimpur Kheri	8875	ASTC, Lucknow	90
50	A	Kaushambi	8879	PMKK Kaushambi	90
51	Not a PMKK	Etawah	9801	SOTS Skill Development Centre	240
52	A	Hapur	11844	PMKK - Shamli	120
53	A	Hapur	11873	PMKK Hapur	150
54	A	Sant Ravidas Nagar	11877	PMKK Sant Ravidas Nagar	110
55	A	Siddharthnagar	12009	PMKK Siddharthnagar	138
56	A	Hathras	12773	Nifa Infocomo services Pvt. Ltd. Hathras	50
57	B	Hamirpur	13234	Excelus Learning Solutions Pvt Ltd-PMKK Hamirpur	150
58	A	Etawah	13314	PMKK- Etawah	150
59	Not a PMKK	Mainpuri	13613	Samrat Prithaviraj Chauhan Mahavidhalaya	30
60	Not a PMKK	Bareilly	13764	RSTC, The JAT Regiment Centre, Bareilly	44
61	Not a PMKK	Meerut	13782	ASTC, Meerut	60
62	Not a PMKK	Azamgarh	13976	MASCOT SKILL ACADEMY	120
63	Not a PMKK	Allahabad	13977	MASCOT SKILL ACADEMY ALLAHABAD	120
64	A	Basti	14026	PMKK Basti	90
65	A	Balrampur	14314	Social Action for Welfare and Cultural Advancement	270
66	A	Gonda	14316	Social Action for Welfare and Cultural Advancement	355
67	Not a PMKK	Bareilly	14361	ASTC Bareilly	51
68	A	Barabanki	14382	Social Action for Welfare and Cultural Advancement	270
69	A	Faizabad	14412	Social Action for Welfare and Cultural Advancement	390
70	SPOKE	Pilibhit	14532	MSTDPL PILIBHIT - PMKK SPOKE LALAURIKHERA	150
71	A	Ambedkar Nagar	14660	Social Action for Welfare and Cultural Advancement	231
72	Not a PMKK	Agra	14914	SHTRUJEET ASTC AGRA	90
73	Not a PMKK	Chandauli	14967	BANARAS SKILL DEVELOPMENT CHANDAULI	120
74	Not a PMKK	Varanasi	14968	BANARAS SKILL DEVELOPMENT-KASHI	90
75	Not a PMKK	Jhansi	15617	ASTC, Jhansi	30
76	Not a PMKK	Bareilly	15867	GARUD ARMY SKILL TRAINING CENTER	60
77	Not a PMKK	Etawah	15871	sots skill Development centre lakhna	240
78	Not a PMKK	Auraiya	16008	sots skill development centre Auriya	120

District Category	District	SDMS ID	Training Centre	Ongoing Training	Random	Special
A	Deoria	8712	PMKK Deoria	60	0.24650288	0.995562316
A	Basti	14026	PMKK Basti	90	0.225202961	0.98630646
A	Bulandshahr	2608	PMKK - Bulandshahr	264	0.180681595	0.973612004
A	Gorakhpur	8818	PMKK Gorakhpur	114	0.969836269	0.971600197
A	Etawah	13314	PMKK- Etawah	150	0.289884084	0.958765923
A	Sultanpur	2390	PMKK Sultanpur	120	0.756042134	0.950783086
A	Lucknow	1649	PMKK-Lucknow	140	0.492193222	0.938275202
A	Ambedkar Nagar	14660	Social Action for Welfare and Cultural Advancement	231	0.31865187	0.912529866
A	Bareilly	57	Mahendra Skills - Bareilly	120	0.353954268	0.910092549
A	Kanpur Nagar	8770	PMKK- Kanpur Nagar	70	0.560132188	0.900452871
A	Lakhimpur Kheri	2577	PMKK-Lakhimpur	240	0.69793363	0.894973404
A	Raebareli	3665	PMKK RAE BARELI	30	0.206367028	0.872459611
A	Allahabad	6028	PMKK Phulpur	133	0.503905146	0.86394852
A	Farrukhabad	6071	Vision India Services Pvt Ltd	86	0.051871635	0.820589383
			PMKK (Farrukhabad)			
A	Banda	3787	PMKK Banda	170	0.709226522	0.786533741
A	Hapur	11844	PMKK - Shamli	120	0.889781003	0.785667063
A	Siddharthnagar	12009	PMKK Siddharthnagar	138	0.107352834	0.733842607
A	Muzaffarnagar	6402	Empower Pragati_PMKK_Muzaffarnagar	250	0.964966691	0.687560308
A	Ghazipur	3865	Orion Edutech-Ghazipur PMKK	170	0.883191583	0.67060268
A	Meerut	475	Pradhan Mantri Kaushal Kendra	100	0.477404294	0.657760745
A	Firozabad	420	PMKK Firozabad	170	0.610301401	0.647399412
A	Pilibhit	260	Mahendra Skills - PILIBHIT	90	0.344612033	0.60007084
A	Barabanki	14382	Social Action for Welfare & Cultural Advancement	270	0.371190886	0.572448685
A	Hathras	12773	Nifa Infocomo services Pvt. Ltd. Hathras	50	0.288846508	0.547208956
A	Varanasi	27	ORION EDUTECH-VARANASI	150	0.423262146	0.542187556
A	Kaushambi	8879	PMKK Kaushambi	90	0.453051621	0.511170633
A	Shahjahanpur	189	Mahendra Skills - SHAHJHANPUR	130	0.091894434	0.504609477
A	Etah	6011	PMKK ETAH	176	0.046553795	0.484670103
A	Agra	3835	PMKK Fathepur Sikri	170	0.760883101	0.480315938
A	Bahraich	3655	Pradhan Mantri Kaushal Kendra-Bahraich	150	0.749822173	0.444988026
A	Mathura	1892	Vision India Services Pvt Ltd PMKK (Mathura)	90	0.463853722	0.43129664
A	Baghpat	2607	PMKK - Baghpat	210	0.759677195	0.424176075
A	Pratapgarh	1877	PMKK Pratapgarh	81	0.598021627	0.4144437
A	Unnao	415	Care Educational & Welfare Society	170	0.648509368	0.399917134
A	Badaun	58	Mahendra Skills - Badaun	60	0.224768901	0.396207946
A	Sitapur	3654	Pradhan Mantri Kaushal Kendra-Sitapur	30	0.696807328	0.389687303
A	Sant Ravidas Nagar	11877	PMKK Sant Ravidas Nagar	110	0.352410056	0.379567197
A	Sambhal	3948	Empower Pragati_PMKK_Sambhal	190	0.919046173	0.332228932
A	Auraiya	8641	PMKK Auraiya	560	0.773980482	0.292636939
A	Ghaziabad	476	Pradhan Mantri Kaushal Kendra	260	0.899530528	0.28612436
A	Fatehpur	6041	PMKK Fatehpur	60	0.327756711	0.260844787

District Category	District	SDMS ID	Training Centre	Ongoing Training	Random	Special
A	Faizabad	14412	Social Action for Welfare & Cultural Advancement	390	0.102918565	0.227128857
A	Amethi	3810	SWACA Amethi PMKK Training Center	310	0.850520656	0.223614253
A	Rampur	430	Mahendra Skills-PMKK Rampur	30	0.900244268	0.161144624
A	Balrampur	14314	Social Action for Welfare & Cultural Advancement	270	0.848689442	0.138754906
A	Hardoi	2552	PMKK-Hardoi	60	0.085332943	0.125733499
A	Gonda	14316	Social Action for Welfare & Cultural Advancement	355	0.945828355	0.105319169
A	Agra	419	PMKK Agra	60	0.54284594	0.09067274
A	Hapur	11873	PMKK Hapur	150	0.205142428	0.054782057
A	Aligarh	6008	PMKK Aligarh	96	0.291285637	0.052423297
A	Saharanpur	416	Pradhan Mantri Kaushal Kendra	180	0.814895401	0.046800517
A	Amroha	3947	Empower Pragati_PMKK_Amroha	255	0.066639932	0.001788242
A	Bijnor	6118	PMKK-Bijnore	260	0.565030766	0.000877695
A	Moradabad	3872	Empower Pragati_PMKK_Moradabad	165	0.558462382	0.000156437

District Category	District	SDMS ID	Training Centre	Ongoing Training	Random	Special
B	Shravasti	4125	PMKK-Shrawasti	90	0.158068214	0.226489187
B	Hamirpur	13234	Excelus Learning Solutions Pvt Ltd-PMKK Hamirpur	150	0.149118914	0.104363567
B	Mahoba	3695	PMKK Mahoba	60	0.53068815	0.061740538

District Category	District	SDMS ID	Training Centre	Ongoing Training	Random	Special
Not a PMKK	Varanasi	14968	Banaras Skill Development-kashi	90	0.43277801	0.878077373
Not a PMKK	Azamgarh	13976	Mascot Skill Academy	120	0.49072912	0.820129727
Not a PMKK	Auraiya	16008	sots skill development centre Auriya	120	0.292462349	0.723732341
Not a PMKK	Bareilly	15867	Garud Army Skill Training Center	60	0.990045415	0.701031564
Not a PMKK	Lakhimpur Kheri	8875	ASTC, Lucknow	90	0.572652504	0.695381602
Not a PMKK	Bareilly	14361	ASTC Bareilly	51	0.504580493	0.674530194
Not a PMKK	Firozabad	8271	Ezee Tech Skill Development Center	120	0.438228489	0.636538104
Not a PMKK	Chandauli	14967	Banaras Skill Development Chandauli	120	0.294009924	0.601682112
Not a PMKK	Jhansi	15617	ASTC, Jhansi	30	0.546034578	0.422836495
Not a PMKK	Etawah	9801	SOTS Skill Development Centre	240	0.676615264	0.333906188
Not a PMKK	Etawah	7959	Satya Guru Skill Development Center	120	0.0684143	0.314757384
Not a PMKK	Meerut	13782	ASTC, Meerut	60	0.605801206	0.294375913
Not a PMKK	Rampur	3177	Saraswati Institute Of Technology	120	0.754870641	0.24044528
Not a PMKK	Bareilly	13764	RSTC, The JAT Regiment Centre, Bareilly	44	0.426085163	0.227553843
Not a PMKK	Lucknow	5575	Arunima Foundation	118	0.370075581	0.218360129
Not a PMKK	Agra	14914	SHTRUJEET ASTC AGRA	90	0.142911474	0.152349955
Not a PMKK	Mainpuri	13613	Samrat Prithaviraj Chauhan Mahavidhalaya	30	0.973026755	0.135493832
Not a PMKK	Allahabad	13977	Mascot Skill Academy Allahabad	120	0.085900323	0.096940627
Not a PMKK	Maharajganj	6266	jai aditya vtc	60	0.087576131	0.069450246
Not a PMKK	Etawah	15871	sots skill Development centre lakhna	240	0.284543417	0.049333923

Note: The centers selected above had to be eventually replaced by the following centers due to the reasons like

1 Non co-operation from the Center heads

2 Centers non-operational on the ground

Initially selected		Replaced by	
Center code	Center name	Center code	Center name
13976	Mascot Skill Academy- Azamgarh	3665	PMKK RAE BARELI
15867	Garud Army Skill Training Center-Bareilly	415	Care Educational & Welfare Society- Unnao
14968	Banaras Skill Development-kashi (Varanasi)		

List of Samples in Bihar

S.No 1	District Category	District	SDMS ID	Training Centre	Ongoing Training
	A	Saran	20	IL&FS INSTITUTE OF SKILLS , CHAPRA	150
2	A	Muzaffarpur	28	IIS @ Kanti-Bihar	141
3	A	Siwan	428	PMKK - Siwan	120
4	SPOKE	Saran	552	IL&FS Institute of Skills @ Israuli	50
5	A	Bhojpur	617	Orion Edutech- Bhojpur (Arrah)	240
6	B	Jehanabad	2578	Orion Edutech-Jehanabad PMKK	390
7	A	Kaimur	2582	Orion Edutech-Kaimur PMKK	380
8	A	Rohtas	2583	Orion Edutech-Rohtas PMKK	200
9	A	Katihar	2586	Ashpra Skills - Katihar	250
10	A	Kishanganj	2587	Ashpra Skills - Kishanganj	250
11	A	East Champaran	2589	IIS @ East Champaran	120
12	A	Gaya	3847	Rooman Gaya PMKK	240
13	A	Patna	3867	Orion Edutech-Patna PMKK	180
14	A	Nalanda	3887	Rooman Nalanda PMKK	270
15	A	Buxar	4089	Orion Edutech-Buxar PMKK	210
16	SPOKE	Saran	4109	IL&FS Skills School @ Maker	48
17	A	Siwan	6804	PMKK Maharajganj	89
18	A	Aurangabad	8042	PMKK Aurangabad	210
19	A	Nawada	8044	Rooman Nawada PMKK	160
20	A	Begusarai	8842	PMKK Begusarai	122
21	A	Darbhanga	8845	PMKK Darbhanga	178
22	A	Supaul	9215	Pradhan Mantri Kaushal Kendra- Supaul	150
23	A	Madhubani	9216	Pradhan Mantri Kaushal Kendra, Madhubani	240
24	A	Purnia	9218	Pradhan Mantri Kaushal Kendra, Purnia	210
25	A	Patna	12205	ICA PMKK PATNA SAHEB	160
26	A	Saran	12221	PMKK Maharajganj	59
27	A	Samastipur	13072	PMKK Samastipur	137
28	A	Vaishali	13073	PMKK Hajipur	170
29	Not a PMKK	Buxar	13617	Navjyoti Global Solutions Pvt Ltd-Buxar/PWD	60
30	Not a PMKK	Patna	13721	Intelligence Manpower Services Pvt. Ltd.- Patna	30
31	B	Lakhisarai	13813	PMKK Lakhisarai	120
32	A	Araria	14004	PMKK Araria	210
33	A	Rohtas	14340	PMKK Rohtas	270
34	Not a PMKK	Saran	14494	IL&FS Institute of Skills @ Amnour PMKK Chhapra spoke	30
35	Not a PMKK	Kaimur	14955	MASCOT SKILL ACADEMY KAIMUR	90

District Category	District	SDMS ID	Training Centre	Ongoing Training	Random	Special
A	Rohtas	2583	Orion Edutech-Rohtas PMKK	200	0.374563438	0.994519027
A	Bhojpur	617	Orion Edutech- Bhojpur (Arrah)	240	0.30061137	0.984787863
A	Vaishali	13073	PMKK Hajipur	170	0.080248024	0.984602334
A	Begusarai	8842	PMKK Begusarai	122	0.675948733	0.869206113
A	Siwan	428	PMKK - Siwan	120	0.428218472	0.85809746
A	Rohtas	14340	PMKK Rohtas	270	0.419748114	0.8283641
A	Darbhanga	8845	PMKK Darbhanga	178	0.222845583	0.815285562
A	Nawada	8044	Rooman Nawada PMKK	160	0.144595359	0.805894138
A	Saran	20	IL&FS Institute Of Skills , Chapra	150	0.247252196	0.748134135
A	Gaya	3847	Rooman Gaya PMKK	240	0.471732699	0.673793752
A	Aurangabad	8042	PMKK Aurangabad	210	0.49683015	0.57935185
A	Buxar	4089	Orion Edutech-Buxar PMKK	210	0.034770541	0.561219165
A	East Champaran	2589	IIS @ East Champaran	120	0.246541027	0.558945175
A	Madhubani	9216	PMKK, Madhubani	240	0.915606762	0.526033864
A	Patna	12205	ICA PMKK PATNA SAHEB	160	0.199489335	0.474416163
A	Saran	12221	PMKK Maharajganj	59	0.214290286	0.468502322
A	Nalanda	3887	Rooman Nalanda PMKK	270	0.167584947	0.452275143
A	Katihar	2586	Ashpra Skills - Katihar	250	0.595757381	0.433238922
A	Samastipur	13072	PMKK Samastipur	137	0.030162873	0.41386209
A	Siwan	6804	PMKK Maharajganj	89	0.654932856	0.397267648
A	Muzaffarpur	28	IIS @ Kanti-Bihar	141	0.492847004	0.375441882
A	Supaul	9215	PMKK Supaul	150	0.922018716	0.35548396
A	Kishanganj	2587	Ashpra Skills - Kishanganj	250	0.172533809	0.277089588
A	Patna	3867	Orion Edutech-Patna PMKK	180	0.29258993	0.172424405
A	Purnia	9218	Pradhan Mantri Kaushal Kendra, Purnia	210	0.385880387	0.133743155
A	Kaimur	2582	Orion Edutech-Kaimur PMKK	380	0.34318474	0.122597177
A	Araria	14004	PMKK Araria	210	0.593351814	0.073840979

District Category	District	SDMS ID	Training Centre	Ongoing Training	Random	Special
B	Lakhisarai	13813	PMKK Lakhisarai	120	0.198334731	0.491893681
B	Jehanabad	2578	Orion Edutech-Jehanabad PMKK	390	0.049553731	0.395789277

District Category	District	SDMS ID	Training Centre	Ongoing Training	Random	Special
Not a PMKK	Patna	13721	Intelligence Manpower Services Pvt. Ltd.- Patna	30	0.266053137	0.276061089
Not a PMKK	Buxar	13617	Navjyoti Global Solutions Pvt Ltd-Buxar/PWD	60	0.516017935	0.154951481
Not a PMKK	Kaimur	14955	MASCOT SKILL ACADEMY KAIMUR	90	0.010312874	0.029883493
Not a PMKK	Saran	14494	IL&FS Institute of Skills @ Amnour PMKK Chhapra spoke	30	0.380726158	0.017199482

District Category	District	SDMS ID	Training Centre	Ongoing Training	Random	Special
SPOKE	Saran	4109	IL&FS Skills School @ Maker	48	0.252471803	0.597446629
SPOKE	Saran	552	IL&FS Institute of Skills @ Israuli	50	0.089519959	0.491242872

List of Samples in Assam

S. No	District Category	District	SDMS ID	Training Centre	Ongoing Training
1	A	Kamrup	86	Orion Panjabari	120
2	B	Nalbari	1514	Orion Baksa	90
3	A	Sonitpur	1880	CARE SKILL CENTRE - Sonitpur	110
4	B	Morigaon	1902	Morigaon PMKK	60
5	B	Bishwanath	2391	Care Skill Centre - Biswanath Chariali	60
6	B	Bongaigaon	2606	Orion Edutech Chirang	88
7	B	Karbi Anglong	3708	CARE SKILL CENTER - Karbi Anglong	98
8	B	Darrang	3915	Orion Edutech-Darrang PMKK	90
9	B	West Karbi Anglong	8724	PMKK West Karbi Anglong	120
10	A	Golaghat	8756	PMKK Golaghat	90
11	B	Udalguri	8812	PMKK Udalguri	300
12	B	Charaideo	9239	PMKK Charaideo	187
13	A	Dibrugarh	9243	PMKK Dibrugarh	220
14	A	Tinsukia	13296	Surya Skills - PMKK Tinsukia	428
15	Not a PMKK	Sonitpur	13579	IL&FS Skill School @ AFWAA, Tezpur	59
16	A	Sivasagar	13581	Surya Skills - PMKK Sibsagar	420
17	Not a PMKK	Sonitpur	14828	ASTC Missamari	75
18	Not a PMKK	Nalbari	14974	SARVASIDDHANTA - NALBARI	30
19	Not a PMKK	Sonitpur	15622	ASTC Solmara	51

District Category	District	SDMS ID	Training Centre CARE SKILL CENTRE - Sonitpur	Ongoing Training	Random	Special
A	Sonitpur	1880	PMKK Dibrugarh	110	0.844634782	0.997054776
A	Dibrugarh	9243	Orion Panjabari	220	0.382104966	0.889440137
A	Kamrup	86	Surya Skills - PMKK Tinsukia	120	0.320507731	0.752551803
A	Tinsukia	13296	PMKK Golaghat	428	0.15874673	0.74063196
A	Golaghat	8756	Surya Skills - PMKK Sibsagar	90	0.404141281	0.445028061
A	Sivasagar	13581		420	0.12278363	0.022968775

District Category	District	SDMS ID	Training Centre	Ongoing Training	Random	Special
B	Udalguri	8812	PMKK Udalguri	300	0.385963765	0.818642997
B	Karbi Anglong	3708	Care Skill Center - Karbi Anglong	98	0.799336367	0.684607615
B	West Karbi Anglong	8724	PMKK West Karbi Anglong	120	0.48776686	0.668121598
B	Bishwanath	2391	Care Skill Centre-Biswanath Chariali	60	0.442461236	0.634483006
B	Darrang	3915	Orion Edutech-Darrang PMKK	90	0.56065049	0.240737273
B	Bongaigaon	2606	Orion Edutech Chirang	88	0.927211115	0.207398988
B	Nalbari	1514	Orion Baksa	90	0.530239175	0.206589844
B	Morigaon	1902	Morigaon PMKK	60	0.849713249	0.181288662
B	Charaideo	9239	PMKK Charaideo	187	0.592418428	0.179385784

District Category	District	SDMS ID	Training Centre	Ongoing Training	Random	Special
Not a PMKK	Sonitpur	15622	ASTC Solmara	51	0.688616385	0.864037972
Not a PMKK	Sonitpur	13579	IL&FS Skill School @ AFWAA, Tezpur	59	0.074434044	0.28152415
Not a PMKK	Nalbari	14974	SARVASIDDHANTA - NALBARI	30	0.379574672	0.205467299
Not a PMKK	Sonitpur	14828	ASTC Missamari	75	0.56237726	0.1685519

Note: The centers selected above had to be eventually replaced by the following centers due to the reasons like

1 Non co-operation from the Center heads

2 Centers non-operational on the ground

Initially selected		Replaced by	
Center code	Center name	Center code	Center name
3708	Care Skill Center - Karbi Anglong	8756	PMKK Golaghat
		9239	PMKK Charaideo
15622	ASTC Solmara	13581	Surya Skills - PMKK Sibsagar
		86	Orion Panjabari

Annexure 3.3A

Questionnaire for Phase I Analysis

Questionnaire for Short Term Training

Section A- Personal Details

A1:Name:_____

A2:Gender:_____

A3:Date of Birth:_____

A4:Age:_____

A5:Marital Status: _____

A6:Primary Language:_____

A7:Current Address:_____

_____

_____

A8:Permanent Address: (tick here if same as current address):_____

A9:Average yearly household Income:_____

A10: Number of people in family:_____

A11:Number of earning people in the family in last one year:_____

Section B- Education and Employment Details

B1: Education Details:

Education	School/Institute/ University	Subjects	Year of Passing	Percentage/ GPA attained
Higher Secondary				
Senior Secondary				
Graduation				
Post Graduation				

Section C- Training Details

C1:Type of Training taken Right now:_____

C2:Duration of Training in weeks or months _____

Date of Joining:_____ Tentative Date of Completion:_____

Batch Size:_____ Duration of a session:_____

C3:How is training session conducted: Classroom session Practical Training Both

Is any study material/ tool kit received for the practice: Yes No

Have u paid any fees for this training: Yes No

C4:Reason for undertaking the particular training:_____

C5: Please rate the quality of the training on the scale of 1-5 (1 being the Poor, 5 is excellent):_

Suggestions to improve:_____

_____

C6: Please rate the efficiency of the trainer on the scale of 1-5 (1being the Poor, 5 is excellent).

Suggestions to improve:_____

_____

C7: Please rate the infrastructure/ facilities provided by the institute on the scale of 1-5 (1 being the Poor, 5 is excellent):_____

Suggestions to improve:_____

_____

C8:Will you recommend this training to others as well: Yes No

If Yes why:_____

If No why:_____

Section D- Career Aspirations

D1:What do you want to do after the completion of the training: Job Business Other

D2:If Job: Which company/ Sector you want to work with:_____

Expected initial Salary: _____

Expected Job Profile:_____

Desired Location:_____

D3:If Business: Which business you want to start:_____

Location:_____

Reason:_____

Do you anticipate any constraint in starting your own business: Yes No

If Yes, Please specify the constraint briefly:_____

_____

_____

_____

D4: If Other: Please Specify:_____

D5: Would you like to give any suggestion for the improvement of the particular training:____

_____

_____

_____

Name and Signature of the respondent:

Place:

Date:

Questionnaire for Recognition of Prior Learning (RPL) Trainees

Section A- Personal Details

A1:Name: _____

A2:Gender: _____

A3:Date of Birth: _____

A4:Age:_____

A5:Marital Status: _____

A6:Primary Language: _____

A7:Current Address: _____

_____

_____

A8:Permanent Address: (tick here if same as current address):_____

A9:Average yearly household Income:_____

A10: Number of people in family: _____

A11:Number of earning people in the family in last one year:_____

Section B- Education and Employment Details

B1: Education Details:

Education	School/Institute/ University	Subjects	Year of Passing	Percentage/ GPA attained
Higher Secondary				
Senior Secondary				
Graduation				
Post Graduation				

B2: Currently working: Yes No

B3: If Yes:

Current Employer: _____Industry:_____

Designation:_____ Income:_____

Number of years in current organization: _____

B4: Previous employment record

Employer: _____ Industry: _____

Designation: _____Income:_____

B5: Reason for leaving: _____

B6: Total number of work Experience: _____

B7: Self Employed: Yes No

If Yes: Please specify:

Nature of Occupation: _____

Location:_____

Average Monthly Income:_____

Section C- Training Details

C1:Did you possess work skill prior: Yes No

If yes, please name the job role: _____

C2: Have you undergone the process of Recognition of Prior Learning (RPL) under PMKVY for the recognition of your prior possessed skill: Yes No

If yes, Name the job role:_____

If no, please state the reason:_____

C3:Type of Training taken Right now:_____

C4:Duration of Training in weeks or months _____

Date of Joining: _____ Tentative Date of Completion:_____

Batch Size:_____ Duration of a session:_____

C5:How is training session conducted: Classroom session Practical Training Both

Is any study material/ tool kit received for the practice: Yes No

Have u paid any fees for this training: Yes No

C6:Reason for undertaking the particular training:_____

C7: Please rate the quality of the training on the scale of 1-5 (1 being the Poor, 5 is excellent):_

Suggestions to improve:_____

_____

C8: Please rate the efficiency of the trainer on the scale of 1-5 (1 being the Poor, 5 is excellent)

Suggestions to improve:_____

_____

C9: Please rate the infrastructure/ facilities provided by the institute on the scale of 1-5 (1 being the Poor, 5 is excellent):_____

Suggestions to improve:_____

_____

C10:Will you recommend this training to others as well: Yes No

If Yes why:_____

If No why:_____

Section D- Career Aspirations

D1:What do you want to do after the completion of the training: Job Business Other

D2:If Job: Which company/ setor you want to work with:_____

Expected initial Salary: _____

Expected Job Profile:_____

Desired Location:_____

D3:If Business: Which business you want to start:_____

Location:_____

Reason:_____

Do you anticipate any constraint in starting your own business: Yes No

If Yes, Please specify the constraint briefly:_____

_____

_____

_____

D4: If Other: Please Specify:_____

D5: Would you like to give any suggestion for the improvement of the particular training:____

_____

_____

Name and Signature of the respondent:

Place:

Date:

Questionnaire for Trainers/Planners/Executors

Section A- Personal Details

A1: Name: _____

A2:Gender: _____

A3:Date of Birth: _____

A4: Age:_____

A5:Marital Status:_____

A6:Nationality:_____

A7:Primary Language:_____

A8:Current Address:_____

_____

_____

A9:Permanent Address: (tick here if same as current address):_____

Section B- Education and Employment Details

B1: Education Details:

Education	School/Institute/ University	Subjects	Year of Passing	Percentage/ GPA attained
Higher Secondary				
Senior Secondary				
Graduation				
Post Graduation				
Doctorate				

B2: Employment Details:

Employer	Sector/ Industry	Job role	Duration	Reason for leaving

(Please start from the current employers to the previous one)

B3:Total number of work Experience:_____

Section C- Training Details

C1:Total number of experience as a trainer:_____

C2:Any other type of training given: Yes No

If yes, please specify:_____

C3:Type of training giving right now:_____

C4:How is training session conducted: Classroom session Practical Training Both

C5:Total Number of experience as a trainer of this training:_____

C6:Number of batches taken so far:_____

C7:Number of batches taken in a day:_____

C8: Batch Size:_____

C9:Do u train in any institute as well currently: Yes No

If yes, please specify-

Name of the Institute:_____

Location:_____

Type of Training:_____

Batch Size:_____

No of months/years:_____

Section D- Other Details

D1:Where is the syllabus/material for the training received from:_____

D2:Is the syllabus according to the industry requirements:_____

D3:Are any improvements in the syllabus required: Yes No

If yes, please specify:_____

_____

D4:As a trainer/executor/ planner have you recommended any suggestions before: Yes No

If yes, please specify:_____

_____

Suggestion Recommended to:_____

Approved/Disapproved:_____

D5:What are the career prospects for the trainees after completing this training?

_____

_____

D6: What is the minimum and maximum salary per month/year received by the trainees after completing this training?

Minimum Salary: _____

Maximum Salary:_____

D7: Name of the top companies recruited the maximum trainees after completion of this training from this institute with the number of students:

Company 1:_____ No. of Recruitments:_____

Company 2:_____No. of Recruitments:_____

Company 3:_____No. of Recruitments_____

Company 4:_____No. of Recruitments:_____

Company 5:_____No. of Recruitments:_____

D8:What role do you play as a trainer/executor/planner for the placement of the students on completion of their training?

_____

_____

_____

D9:How many students have got the employment/ started their own business after taking this

training so far in this institute?

_____

_____

_____

D10: Which training has been the most successful in this institute(in case more than one training is offered)?

_____

_____

_____

Reason for the same:_____

_____

D11: As a trainer or executor, did u come across any issue on the attendance or participation of the students in the training programme? If yes, Please specify:

_____

_____

_____

D12:As a trainer/executor/planner would you like to give any suggestions for the improvement of this scheme?

_____

_____

Name and Signature of the respondent:

Place:

Date:

Annexure 3.3B

Questionnaire for Phase II Analysis

Questionnaire for Short Term Training

Section A- Personal Details

A1:Name: _____

A2:Gender: _____

A3:Date of Birth:_____

A4:Age:_____

A5:Marital Status: _____

A6:Primary Language: _____

A7:Current Address: _____

_____

_____

A8:Permanent Address: (tick here if same as current address):_____

A9:Average yearly household Income:_____

A10: Number of people in family: _____

A11:Number of earning people in the family in last one year:_____

Section B- Education and Employment Details

B1: Education Details:

Education	School/Institute/ University	Subjects	Year of Passing	Percentage/ GPA attained
Higher Secondary				
Senior Secondary				
Graduation				
Post Graduation				

Section C- Training Details

C1:Type of Training taken Right now:_____

Training Completed or Not?_____

Reasons:_____

C2:Duration of Training in weeks or months_____

Date of Joining:_____ Date of Completion:_____

Batch Size:_____ Duration of a session:_____

C3:How is training session conducted: Classroom session Practical Training Both

Is any study material/ tool kit received for the practice: Yes No

Have u paid any fees for this training: Yes No

C4:Have you fulfilled your purpose of enrolling in the training:_____

C5: Please rate the quality of the training on the scale of 1-5 (1 being the Poor, 5 is excellent):_

Suggestions to improve:_____

_____

C6: Please rate the efficiency of the trainer on the scale of 1-5 (1 being the Poor, 5 is excellent)

Suggestions to improve:_____

_____

C7: Please rate the infrastructure/ facilities provided by the institute on the scale of 1-5 (1 being the Poor, 5 is excellent):_____

Suggestions to improve:_____

_____

C8:Will you recommend this training to others as well: Yes No

If Yes why:_____

If No why:_____

Section D- Career Aspirations

D1:Are you placed yet? Yes No

D2:If Job:

Which company/ Sector you are working_____

Salary:_____

Job Profile:_____

Location:_____

D3: Any salary/Income you were earning before this training:_____

D4:If Business:

Which business you want to start:_____

Location:_____

Reason:_____

Do you anticipate any constraint in starting your own business: Yes No

If Yes, Please specify the constraint briefly:_____

_____

_____

_____

D5:Have you applied or received any financial grant/loan:

Please Specify:_____

D6: Would you like to give any suggestion for the improvement of the particular training:____

_____

_____

_____

D7: Do you think the training has helped you? If yes, in what ways? Confidence/Social Status/Feel Empowered/Improved economic status?

Name and Signature and Mobile Number of the respondent:

Place:

Date:

Questionnaire for Recognition of Prior Learning (RPL) Trainees

Section A- Personal Details

A1:Name: _____

A2:Gender: _____

A3:Date of Birth: _____

A4:Age:_____

A5:Marital Status: _____

A6:Primary Language: _____

A7:Current Address: _____

_____

_____

A8:Permanent Address: (tick here if same as current address):_____

A9:Average yearly household Income:_____

A10: Number of people in family: _____

A11:Number of earning people in the family in last one year:_____

Section B- Education and Employment Details

B1: Education Details:

Education	School/Institute/ University	Subjects	Year of Passing	Percentage/ GPA attained
Higher Secondary				
Senior Secondary				
Graduation				
Post Graduation				

B2: Currently working: Yes No

B3: If Yes:

Current Employer: _____Industry:_____

Designation:_____ Income:_____

Number of years in current organization: _____

B4: Previous employment record

Employer: _____ Industry: _____

Designation: _____Income:_____

B5: Reason for leaving:_____

_____

B6: Total number of work Experience:_____

B7: Self Employed: Yes No

If Yes: Please specify:

Nature of Occupation: _____

Location:_____

Average Monthly Income:_____

Section C- Training Details

C1:Did you possess work skill prior: Yes No

If yes, please name the job role: _____

C2: Have you undergone the process of Recognition of Prior Learning (RPL) under PMKVY for the recognition of your prior possessed skill: Yes No

If yes, Name the job role:_____

If no, please state the reason:_____

C3:Type of Training taken Right now:_____

C4:Duration of Training in weeks or months _____

Date of Joining: _____ Tentative Date of Completion:_____

Batch Size:_____ Duration of a session:_____

C5:How is training session conducted: Classroom session Practical Training Both

Is any study material/ tool kit received for the practice: Yes No

Have u paid any fees for this training: Yes No

C6:Reason for undertakingthe particular training:_____

C7:Have you fulfilled the purpose of this training/Is there an improvement in your skills? Training:_____

C8: Rate yourself (Give marks out of 10) before and after training as per skills/confidence/ personality improvement_____

C9: Have you fulfilled the purpose of this training/Is there an improvement in your skills?

Yes No How?_____

C10: Are you in a new job if employed previously? Or have you got any job right now?_____

C11: Previous salary/income:_____

Present salary/Income/Expected salary in new job or business:_____

C12: Please rate the quality of the training on the scale of 1-5 (1 being the Poor, 5 is excellent):

Suggestions to improve:_____

_____

C13: Please rate the efficiency of the trainer on the scale of 1-5 (1 being the Poor, 5 is excellent):_____

Suggestions to improve:_____

_____

C14: Please rate the infrastructure/ facilities provided by the institute on the scale of 1-5 (1 being the Poor, 5 is excellent):_____

Suggestions to improve:_____

_____

C15:Will you recommend this training to others as well: Yes No

If Yes why:_____

If No why:_____

Section D- Career Aspirations

D1:If yet not employed in a job, do you want to start your own business or any other work/or have already started?

D2:If Yes:

Which sector/company/ you want to work or currently work_____

Expected initial Income: _____

Any loans? Please share details like how much/from where/rate of interest etc._____

_____

Location of Business:_____

D3:Have you fulfilled your aspirations from this training:_____

Discuss:_____

D4:Will you enroll yourself in any other skill up gradation program:_____

D5: Do you anticipate any constraint in your own business: Yes No

If Yes, Please specify the constraint briefly:_____

_____

_____

_____

D6: If Other:

Please Specify:_____

D7: Would you like to give any suggestion for the improvement of the particular training:____

_____

_____

_____

Name and Signature and Mobile Number of the respondent:

Place:

Date:

Questionnaire for Trainers/Planners/Executors

Section A- Personal Details

A1: Name: _____

A2:Gender: _____

A3:Date of Birth: _____

A4: Age:_____

A5:Marital Status:_____

A6:Nationality:_____

A7:Primary Language:_____

A8:Current Address and Mobile Number_____

_____

_____

A9:Permanent Address: (tick here if same as current address):_____

Section B- Education and Employment Details

B1: Education Details:

Education	School/Institute/ University	Subjects	Year of Passing	Percentage/ GPA attained
Higher Secondary				
Senior Secondary				
Graduation				
Post Graduation				
Doctorate				

B2: Employment Details:

Employer	Sector/ Industry	Job role	Duration	Reason for leaving

(Please start from the current employers to the previous one)

B3:Total number of work Experience:_____

Section C- Training Details

C1:Total number of experience as a trainer:_____

C2:Any other type of training given: Yes No

If yes, please specify:_____

C3:Type of training giving right now:_____

C4:How is training session conducted: Classroom session Practical Training Both

C5:Total Number of experience as a trainer of this training:_____

C6:Number of batches taken so far:_____

C7:Number of batches taken in a day:_____

C8: Batch Size:_____

C9:Do u train in any institute as well currently: Yes No

If yes, please specify-

Name of the Institute:_____

Location:_____

Type of Training:_____

Batch Size:_____

No of months/years:_____

Section D- Other Details

D1:Where is the syllabus/material for the training received from:_____

D2:Is the syllabus according to the industry requirements:_____

D3:Are any improvements in the syllabus required: Yes No

If yes, please specify:_____

_____

D4:As a trainer/executor/ planner have you recommended any suggestions before: Yes No

If yes, please specify:_____

_____

Suggestion

Recommended to:_____

Approved/Disapproved:_____

D5:What are the career prospects for the trainees after completing this training?

_____

_____

D6: What is the minimum and maximum salary per month/year received by the trainees after completing this training?

Minimum Salary: _____

Maximum Salary:_____

D7: Name of the top companies recruited the maximum trainees after completion of this training from this institute with the number of students:

Company 1:_____ No. of Recruitments:_____

Company 2:_____No. of Recruitments:_____

Company 3:_____No. of Recruitments:_____

Company 4:_____No. of Recruitments:_____

Company 5:_____No. of Recruitments:_____

D8:What role do you play as a trainer/executor/planner for the placement of the students on completion of their training?

_____

_____

_____

D9:How many students have got the employment/ started their own business after taking this training so far in this institute?

_____

_____

_____

D10: What is the number of placed students in different job roles offered in your institute in this year ?

_D11: Which training has been the most successful in this institute(in case more than one training is offered)?

_____

_____

_____

Reason for the same:_____

_____

D12: What is the role played by trainers in preparing students for jobs in different job roles?

(a) Mock Interviews - YES NO

(b) Communication Skills Development Sessions - YES NO

© Any information about government schemes like MUDRA YOJANA given to the students- YES NO

(d) How many interviews on an average a student faces for different job roles? Please specify according to job roles?

(e) Any other help being offered to students from marginalized sections of the society? Please share details

D13: As a trainer or executor, did u come across any issue on the attendance or participation of the students in the training programme? If yes, Please specify:

_____

_____

_____

D14:As a trainer/executor/planner would you like to give any suggestions for the improvement of this scheme?

_____

_____

Name and Signature and Mobile Number of the respondent:

Place:

Date:

Annexure 3.4

Sample Selection for Pilot Survey

SDMS ID	Training Centre	Job Role	Target Allocated - FY 18 - 19	Enrolled	Ongoing	TC spoc name	TC spoc email	District Category
421	Orion PMKK	Field Technician - Computing and Peripherals - Level - 4	90	480	60	Pankaj Saini	jhajjar.pmkk@orionedutech.com	B
421	Orion PMKK	Retail Sales Associate - Level - 4	120	600	60	Pankaj Saini	jhajjar.pmkk@orionedutech.com	B
421	Orion PMKK	Sewing Machine Operator - Level - 4	90	600	30	Pankaj Saini	jhajjar.pmkk@orionedutech.com	B
3923	Palwal PMKK	Consignment Tracking Executive - Level - 3	60	240	60	Shyamvir	pooniyashyamvir155@gmail.com	B
3923	Palwal PMKK	Customer Care Executive (Relationship Centre) - Level - 4	60	270	60	Shyamvir	pooniyashyamvir155@gmail.com	B
3923	Palwal PMKK	Distributor Salesman - Level - 4	60	210	60	Shyamvir	pooniyashyamvir155@gmail.com	B
3923	Palwal PMKK	Export Assistant - Level - 4	60	240	60	Shyamvir	pooniyashyamvir155@gmail.com	B
3923	Palwal PMKK	Inventory Clerk - Level - 3	60	240	60	Shyamvir	pooniyashyamvir155@gmail.com	B
3923	Palwal PMKK	Retail Sales Associate - Level - 4	75	240	60	Shyamvir	pooniyashyamvir155@gmail.com	B
8438	Navjyoti - Gurugram	CRM Domestic Non-Voice - Level - 4	120	295	55	Gurusharan Khurana	navjyoti.global@gmail.com	Not a PMKK
8438	Navjyoti - Gurugram	Domestic Data entry Operator - Level - 4	120	357	60	Gurusharan Khurana	navjyoti.global@gmail.com	Not a PMKK
8438	Navjyoti - Gurugram	Retail Sales Associate - Level - 4	120	359	60	Gurusharan Khurana	navjyoti.global@gmail.com	Not a PMKK
8767	PMKK Rewari	Consignment Tracking Executive - Level - 3	60	180	60	Shiva Chauhan	shiva.innovisionrewari@gmail.com	B
8767	PMKK Rewari	Customer Care Executive (Relationship Centre) - Level - 4	60	180	30	Shiva Chauhan	shiva.innovisionrewari@gmail.com	B
8767	PMKK Rewari	Distributor Salesman - Level - 4	60	180	60	Shiva Chauhan	shiva.innovisionrewari@gmail.com	B
8767	PMKK Rewari	Export Assistant - Level - 4	60	240	60	Shiva Chauhan	shiva.innovisionrewari@gmail.com	B
8767	PMKK Rewari	Inventory Clerk - Level - 3	60	300	60	Shiva Chauhan	shiva.innovisionrewari@gmail.com	B
8767	PMKK Rewari	Retail Sales Associate - Level - 4	75	180	60	Shiva Chauhan	shiva.innovisionrewari@gmail.com	B
13281	PMKK - Gurugram	Consignment Tracking Executive - Level - 3	140	60	60	Sushma Devi	mis@innovision.co.in	A
13281	PMKK - Gurugram	Customer Care Executive (Relationship Centre) - Level - 4	140	60	60	Sushma Devi	mis@innovision.co.in	A
13281	PMKK - Gurugram	Distributor Salesman - Level - 4	140	60	60	Sushma Devi	mis@innovision.co.in	A
13281	PMKK - Gurugram	Export Assistant - Level - 4	150	60	60	Sushma Devi	mis@innovision.co.in	A
13281	PMKK - Gurugram	Inventory Clerk - Level - 3	140	60	60	Sushma Devi	mis@innovision.co.in	A
13281	PMKK - Gurugram	Junior Software Developer - Level - 4	150	60	60	Sushma Devi	mis@innovision.co.in	A
13281	PMKK - Gurugram	Retail Sales Associate - Level - 4	140	60	60	Sushma Devi	mis@innovision.co.in	A

SDMS ID	Training Centre	Job Role	Target Allocated FY 18 - 19	Enrolled	Ongoing	TC spoc name	TC spoc email	District Category	10% of the Ongoing Training
13281	PMKK - Gurugram	Consignment Tracking Executive Level3	140	60	60	Sushma Devi	mis@innovision.co.in	A	6
13281	PMKK - Gurugram	Customer Care Executive (Relationship Centre) - Level - 4	140	60	60	Sushma Devi	mis@innovision.co.in	A	6
13281	PMKK - Gurugram	Distributor Salesman - Level - 4	140	60	60	Sushma Devi	mis@innovision.co.in	A	6
13281	PMKK - Gurugram	Export Assistant - Level - 4	150	60	60	Sushma Devi	mis@innovision.co.in	A	6
13281	PMKK - Gurugram	Inventory Clerk - Level - 3	140	60	60	Sushma Devi	mis@innovision.co.in	A	6
13281	PMKK - Gurugram	Junior Software Developer Level 4	150	60	60	Sushma Devi	mis@innovision.co.in	A	6
13281	PMKK - Gurugram	Retail Sales Associate - Level - 4	140	60	60	Sushma Devi	mis@innovision.co.in	A	6
									Total - 42
8438	Navjyoti - Gurugram	CRM Domestic Non-Voice Level 4	120	295	55	Gurusharan Khurana	navjyoti.global@gmail.com	Not a PMKK	6
8438	Navjyoti - Gurugram	Domestic Data entry Operator Level 4	120	357	60	Gurusharan Khurana	navjyoti.global@gmail.com	Not a PMKK	6
8438	Navjyoti - Gurugram	Retail Sales Associate - Level - 4	120	359	60	Gurusharan Khurana	navjyoti.global@gmail.com	Not a PMKK	6
									Total 18

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