

Impact Evaluation of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 2.0



This publication is based on a report prepared by Sambodhi Research and Communications and IPE Global and submitted to the National Skill Development Corporation (NSDC) in March 2019.



Sales Assistant

- 1. The sales assistant should be friendly and helpful.
- 2. The sales assistant should be able to assist customers in choosing the right product.
- 3. The sales assistant should be able to provide information about the products.
- 4. The sales assistant should be able to handle customer complaints.
- 5. The sales assistant should be able to maintain the store's appearance.
- 6. The sales assistant should be able to work in a team.
- 7. The sales assistant should be able to work under pressure.
- 8. The sales assistant should be able to work in a fast-paced environment.
- 9. The sales assistant should be able to work in a customer-oriented environment.
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Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 2016-20 is designed to provide trained quality labour by providing the right set of skills to youth through industry-relevant skill training.

BACKGROUND AND PROJECT OBJECTIVE

Skill mismatch is considered among the key reasons for youth unemployment in India today. The skills that are needed and valued in the labour market are often different from the skills that youth have. Providing a right set of skills to youth through training is therefore seen as a major policy priority. Given rapid economic growth and consequent increase in the demand for skills, the country faces a dual challenge of a paucity of trained quality labour and non-employability of large sections of the educated workforce that possess little or no job skills.

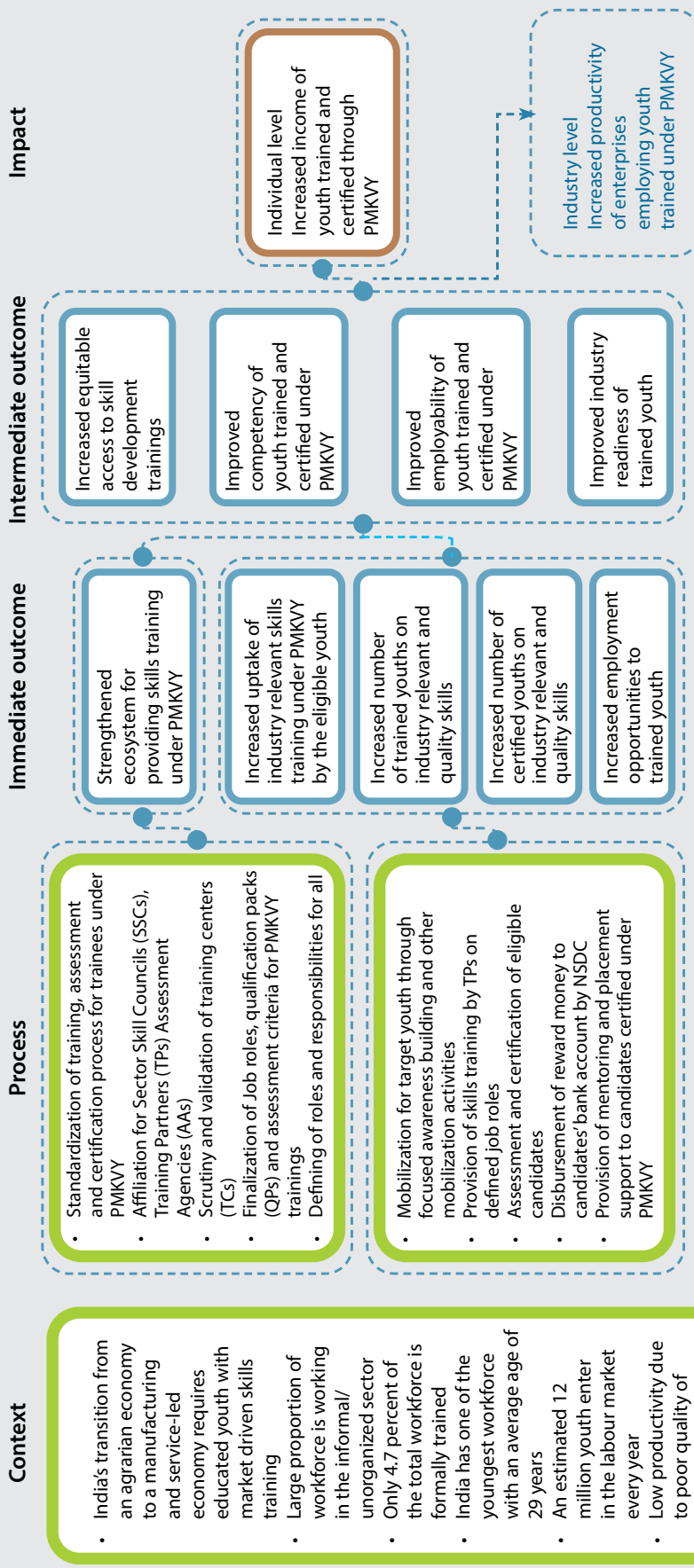
To address this gap, the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 2016-20 was introduced as India's largest skill development scheme.¹ PMKVY is the flagship scheme of the Ministry of Skill Development & Entrepreneurship (MSDE) and is implemented by the National Skills Development Corporation (NSDC). The objective of this 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. The scheme aims to train them on skills based on the National Skill Qualification Framework (NSQF) and industry-led standards.

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) strategy

The institutional arrangement for the scheme comprises the Ministry of Skill Development and Entrepreneurship (MSDE), NSDC, Sector Skill Councils (SSCs), Training Providers (TP) and Assessment Agencies (AA). Post the on-boarding of these stakeholders and finalization of job roles under which training could take place, the operational stage of the program starts. This includes mobilization of candidates, counselling and pre-screening, enrolments, training/orientation, assessment, certification, and placement.

¹ The PMKVY scheme has two components, namely, Centrally Sponsored & Centrally Managed (CSCM) and Centrally Sponsored State Management (CSSM). The CSCM component is implemented by NSDC and the CSSM component is implemented by the State Skill Development Missions (SSDMs)/respective Departments of the States/UTs. This evaluation study is focused only on the CSCM component.

THEORY OF CHANGE FOR PMKVY



Assumptions:

- Shortlisting criteria for different stakeholder are strictly followed as per the norms stated under PMKVY
- There is appreciation of mobilization action and value proposition by potential candidates
- Trainers are well informed about the protocols, contents of the training, standard communication materials etc.
- Industry relevant model curriculum has been developed for all job roles falling under the ambit of PMKVY
- Trainings reinforce & have a demonstrative, multiplier & upscaling effect on youth

Assumptions:

- Youth are interested to take up skills trainings
- The quality of trainings provided to youth are aligned to industry standards and requirement
- Trainees are self-motivated and prepare to clear the assessment tests
- There is enough job demand to accommodate trained and skilled population

Assumptions:

- The established system is continuously monitored to check its adherence with program norms
- Organizations are willing to pay premium for employees who are trained and have better skills
- Improved skills lead to improved employability and better pay package
- The platform to develop linkage between employee and employers is well established

Establishing impact of skill development programs such as PMKVY is critical given the public nature of its funding, and to drive private sector participation in skills and make skilling aspirational. There are many challenges faced by the skills ecosystem, which include the following, among others:

- Lack of aspirational value for skills and vocational education compared to general education
- Paucity of qualified and skilled trainers in the ecosystem
- Mismatch between demand and supply of skills at the sectoral and spatial levels
- Limited vertical and horizontal mobility between skill, vocational education and higher education programs
- Pre-dominant non-farm, unorganized sector employment with low productivity but no premium for skilling
- Non-inclusion of entrepreneurship in the formal education system

Worldwide, there has been a rapid expansion of skill enhancement programs and with that, of training program evaluations. Yet, debates about the causal impact of training-based labour market policies and programs on employment outcomes persist.

LITERATURE REVIEW

This section presents a literature review of evaluation studies with a focus on approach and key findings to understand the context for this study. Studies for the evaluation of active labour market or skill development programs have been conducted mostly in developed countries (Gordon Betcherman, 2004), but there have also been some studies in countries such as Morocco, Peru, Columbia, Dominican Republic, Nepal, Mexico, Argentina and India. This literature review covers studies that adopted



This evaluation study was initiated by NSDC, and a third-party agency was engaged to conduct an independent evaluation of the PMKVY program (Short-Term Training (STT) and Recognition of Prior Learning (RPL)). The study aimed to assess the impact of PMKVY on its participants/beneficiaries in a holistic manner. The key questions that the evaluation aimed to answer is if PMKVY training and certification has an impact on the employability and income of its participants. Along with this, it provides considerable descriptive information on program implementation. It also draws insights on the implementation of PMKVY from key stakeholders and provides feedback for further improvement of the program.

experimental, quasi-experimental and non-experimental research designs.

Review of studies adopting experimental research designs

Experimental design involves participants who are eligible and willing to participate in a project and are randomly divided into two groups – treatment group (which receives the intervention) and control group (which

does not receive the intervention). One such study was done for the 100 hours to Success program in Morocco by the International Initiative for Impact Evaluation (3ie) (Bausch, Dyer, Gardiner, Kluge, & Mizrokhi, 2016). Randomized Controlled Trial (RCT) methodology was used, with 871 youth (427 treatment and 444 control). Key findings include – strong positive significant impact on participants' likelihood to maintain a savings account and older individuals benefitting from the financial knowledge and awareness training.

The program *Projooven Job Youth Training Program* (Diaz & Rosas, 2016) in Peru was evaluated by Inter-American Development Bank (IADB). 5791 individuals were randomly assigned to the treatment group and 1360 to the control group. The program had excess demand compared to capacity and a database of interested applicants was available. Findings include a high long-term positive impact on formal employment.

An evaluation of training provided by the Turkish National Employment Agency (ISKUR) was done using an

experimental design. 120 students were categorized deemed as eligible for each course and classified as 50 to control, 50 to treatment and 20 to a waitlist against dropouts. The results showed improvement in the quality of employment. Attanasio, Adriana, & Costas, 2009 evaluates the impact of *Jóvenes en Acción*, a training program in Colombia. Each training institution provided a list of up to 50 percent more applicants than their training capacity. The evaluation consisted of a baseline sample of 4353 participants in the treatment and control group. Follow-up survey was done with 3549 beneficiaries after training. Key findings suggest that the program raised earnings and employment.

Review of studies adopting quasi-experimental research designs

Under quasi-experimental designs, there is no random allocation of intervention to treatment and control groups. This design involves comparing outcomes of the treatment group with those of a similar group which has not received the intervention. Training for Work, a program in the UK focused on training and placement of long-term unemployed adults, was evaluated (Payne J, 1996) using personal interviews with participants and a matched group of non-participants. Matching and comparison of the group's attributes were based on characteristics such as location, age, gender and period of unemployment. It was found that training had a positive impact on the probability of getting a job.

An evaluation of the skill training and employment placement services of projects under Employment Fund (EF) in Nepal (Chakravarty, Lundberg, Nikolov & Zenker, 2016) was done by comparing outcomes of participants to a control group of individuals who had applied but were not selected



for a course. Selection bias was a key methodological consideration – the two sets of individuals may have had distinctive characteristics to begin with and it may be those characteristics that explain the difference in outcomes. Difference-in-difference and propensity score matching (PSM) techniques was employed. The findings showed significant positive effect on employment rates, earnings, and finding employment related to skill learnt.

An evaluation (The World Bank, 2015) of labour market impacts and effectiveness of five skills development programs in five States in India – Assam, Andhra Pradesh, Madhya Pradesh, Odisha and Rajasthan – adopted a quasi-experimental design with surveys of trainees (treatment group), non-trainees (comparison group), employers and training providers. A limitation was that the comparison between the treatment and control group did not control for unobservable characteristics such as willingness to work or motivation.

Review of studies adopting non-experimental research designs

Non-experimental designs do not include a matched comparison group. Though experimental and quasi-experimental designs are considered more robust, considering the nature and scope of the programs, sometimes it is not feasible to adopt these designs.

A Peer-based Community-Based Enterprise Development (C-BED) learning program (Santoro, Daga, & Brehm, 2014) for entrepreneurs was evaluated using a non-experimental longitudinal survey design with pre-training (sample size 3477), post-training (sample size 3195) and tracer surveys (427 sample size). Self-selection bias may have been present as participants were not randomly determined and impact could be driven by differences



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between participants and non-participants. In order to minimize this, disaggregation for covariates like income level, education, location, and gender, amongst others was done.

In Timor-Leste, the national TVET program (Republica Democratica de Timor-Leste, 2008) was assessed across 21 training centres, 418 graduates, and 20 companies. An ex-post evaluation design with a cross-sectional survey was adopted. The findings revealed that employability percentage varied across training centres and around 50 percent of the unemployed trainees had obtained formal employment or self-employment after training.

Swarnajayanti Gram Swarozgar Yojana (SGSY), a self-employment scheme in India, included special projects for skill development of rural youth. An evaluation of the impact of a few special projects implemented by different project implementation agencies (PIAs) was done adopting a non-experimental design with a cross-sectional survey following a mixed method approach. In-depth interviews were conducted with stakeholders and semi-structured quantitative questionnaires were administered to trainees (Mott MacDonald, 2013).

Based on a strength, weakness and applicability analysis, a quasi-experimental matching design was selected for the PMKVY 2.0 evaluation study.



A study by the Institute of Applied Manpower and Research in 2006-2007 evaluates the impact of MGNREGA on the quality of life, household earning, expenditure, asset creation by beneficiaries. The study adopted a non-experimental design of cross-section analysis employment under the scheme. 6000 beneficiaries across 20 districts in 16 states were surveyed. While the evaluation design failed to attribute the change in key outcome variables to MGNREGA, it was the only one that was feasible considering lack of baseline data and comparison group due to the universal nature of the program.

A study was conducted in 2013 to evaluate the effectiveness of two skill development programs under 'Hunar se Rozgar tak' scheme of Gol. The scheme aimed to provide training on employable skills in hospitality and personality development for students belonging to economically weaker sections having completed their education upto 8th

grade. Training institutions with at least 100 trained beneficiaries were included in the sampling frame and 10 percent of the trainees were randomly selected (1231 students). The survey also included 40 employers. The findings revealed that about 52.6 percent of the beneficiaries were employed or in self-employment after completion of training. Three-fourth were satisfied with their post-training job opportunities. Placement support was availed by few trainees and most got jobs through personal effort. Apart from trainees' perception of quality and effectiveness of the training, trainers and employers' opinion also helped in generating some useful insights for improvement.

Review of studies adopting qualitative research designs

Qualitative techniques have also been used for evaluation of skills training programs. The Scottish Executive commissioned NFER to carry out an evaluation of the Skills for Work (Spielhofer & Walker, 2008) pilot courses in 2005-2007.

The evaluation consisted of – Strategic interviews, Telephonic surveys of delivery centres, Partnership case-study visits, and Analysis of monitoring data. The evaluation findings report that the SfW pilot has been successful in achieving the objectives and key measures of success identified by the stakeholders interviewed. Schools, colleges, and providers are committed to the value of courses and were positive about the impact of courses on students' attitudes and skills relevant to employment and motivation to learn.

Conclusion

Studies adopting experimental design have been effective in measuring impact and these designs are the most robust. However, they have practical limitations. They were integrated into the program before implementation started. The candidates who were eligible and volunteered for the intervention were randomly allocated in treatment and comparison groups. Experimental





designs were generally found to be more suitable for evaluating limited scale and pilot project interventions. There is also high attrition while re-locating the sample for follow-up surveys, thereby leading to loss in sample size and limiting options to disaggregate findings by relevant socio-economic, demographic and geographical categories. Moreover, there were cases of imperfect compliance of the experimental design with a sample from the control group availing training/ intervention in later stages of the study. Challenges were also observed to convince the project implementers to not provide the intervention to a few of the eligible beneficiaries who believe this to be unethical. Such challenges

make experimental designs infeasible to assess large-scale programs, especially when the program implementation has already begun.

In quasi-experimental designs, the ideal way to create a comparison group is by leveraging data of those who applied for the intervention but were not selected or dropped out later. However, this is often not available. Alternatively, studies can utilize relevant secondary data, if available. The difference-in-difference design had been applied in cases where it was possible to conduct a baseline study prior to the intervention. Matching techniques have been adopted to evaluate training programs or interventions which had already been created. Though quasi-experimental designs help in attributing the impact of the intervention by creating a comparison group, they have the limitation of selection bias. The participants in both groups can be matched on observable characteristics but not on unobservable characteristics like willingness to work and motivation.

A systematic review of training, entrepreneurship promotion, employment services and subsidized employment interventions was conducted by 3ie (2017). 113 counterfactual-based (experimental or quasi experimental) impact evaluation studies from low middle- and high-income countries were reviewed. The key outcomes of interest were employment, earnings and business performance.

Studies adopting non-experimental designs have been widely used to evaluate large-scale or universally implemented programs wherever it was not possible to implement experimental or quasi-experimental designs. Though non-experimental designs cannot establish causality, they can assess the magnitude of change due to the intervention.

The evaluation studies reviewed had a quantitative schedule administered to the beneficiaries and non-beneficiaries (in case of experimental and quasi-experimental designs) to evaluate the impact at the beneficiary level. Many studies were also observed to have

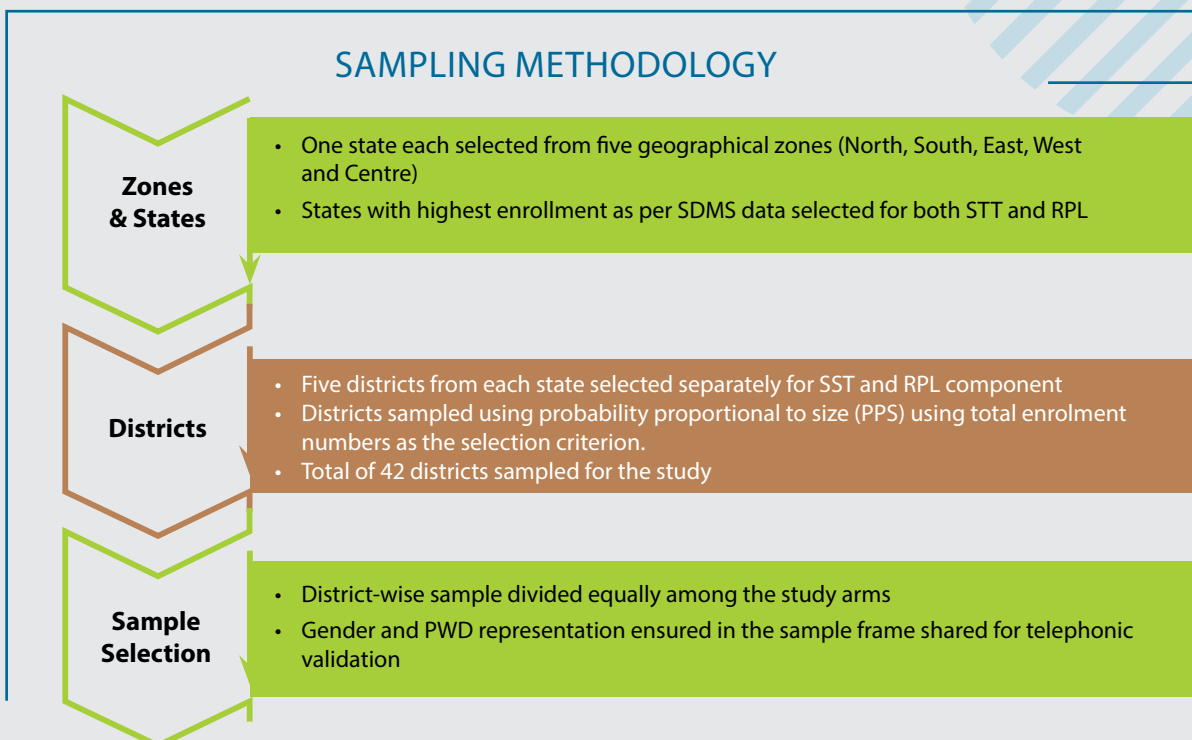
a qualitative schedule for training partners and other key stakeholders to comprehensively understand the impact on other stakeholders and provide recommendations for further improvement in the program.

STUDY DESIGN AND METHODOLOGY

A strength, weakness and applicability analysis of all the evaluation designs was done to select the design for evaluation of PMKVY 2.0. Analysis of experimental designs like RCT, Cluster RCT, Step-Wedged, and Randomized Promotion Design suggested that it is not feasible to evaluate completed or on-going training using these designs as they would need to be incorporated prior to rolling out the intervention. Also, as PMKVY 2.0 is an open for all scheme, random assignment of treatment (program participation) is not possible. Further, Difference-In-Difference (DID) quasi-experimental design cannot be applied for completed or on-going training

as it was not possible to conduct a baseline survey for them.

Therefore, the matching design was selected for this study to evaluate the impact of PMKVY by comparing PMKVY participants with a comparison group. A quasi-experimental matching design with mixed method approach is used. This consisted of a quantitative survey with PMKVY participants and similar non-participants. For evaluating the impact of STT and RPL at the program level, an overall sample of 4500 for STT and 1500 for RPL was required. A multi-stage sampling methodology was adopted as shown below.



Additionally, qualitative survey with representatives of key project stakeholders including MSDE, NSDC, TPs, employers of PMKVY trained candidates, SSCs, AAs and PMKVY candidates were conducted.

Limitations of the design

The key limitation of a matching design is that it is not able to account for unobservable or intrinsic characteristics of treatment and comparison group respondents. The best possible option to form a comparison group would have been if a list of candidates who had applied for the program but were not enrolled in the program was available. But as all candidates who apply are enrolled in PMKVY, the next best alternative was to identify candidates who are similar in eligibility criteria to PMKVY candidates (school or college dropouts and unemployed individuals with similar socio-economic characteristics) but have not enrolled in PMKVY. As it was not possible to build a sample frame of such candidates without doing a census listing, (which is a very resource intensive exercise), they were identified through snowball sampling, which was found to be the best possible approach to build a comparison group.

Also, the sample size of this study is powered to provide statistically robust estimates of impact at the program level. The evaluation study sample size is not sufficient to provide state or sector

wise estimates. Distribution of any key indicator across state or sector would only be indicative.

Data collection

For developing and testing the evaluation tools and their data entry programs, two rounds of pilot testing were done. Field and survey manuals were developed and translated in regional languages for the field team for troubleshooting issues during field work.

Rigorous training – including classroom sessions, mock interviews, and field practice – was conducted for the field team in local languages to ensure that they develop a common understanding of the research tools and are adept in administering them. Subsequently, data for the evaluation was collected between December 2018 and January 2019.

A sample of 5004 and 1717 was covered for the evaluation of STT and RPL components, respectively. In-depth interviews were conducted with 15 PMKVY trained candidates, 10 employers, 10 TPs, 5 SSCs, 3 AAs, 1 MSDE representative along with a group discussion with NSDC implementation team to solicit feedback on program implementation and suggestions for program improvement.

EVALUATION FINDINGS: SHORT-TERM TRAINING (STT)

For evaluation of STT, a sample of 1626 STT-Trained and Certified individuals, 1599 Trained but not certified individuals (who did not appear or pass the assessment test) and 1779 comparison group individuals (similar to PMKVY trained/certified respondents in terms of eligibility criteria but have not attended PMKVY training) was covered.

Overall, 49 percent of the respondents were females. Their average age was 24 years. 89 percent were following Hinduism and 10 percent Islam. 59 percent belonged to Other Backward Classes (OBC), 21 percent were from general caste category and 18 percent Scheduled Caste (SC) category. Approximately 50 percent of the respondents had completed above senior

secondary education and 53 percent belong to BPL families.

Only five percent of the non-PMKVY respondents reported participating in any skills training program, with the majority (55 percent) availing private and paid training. Key reasons for participation in skill training are given in the chart.

For non-participation, interest in higher education (33 percent) and unawareness about skills program (28 percent) were the key reasons reported. 54 percent of the non-PMKVY respondents reported being aware of PMKVY.

For both PMKVY and non-PMKVY respondents, the most cited source of awareness about PMKVY was friends or relatives, followed by print media, door-to-door campaign and through their educational institutes.

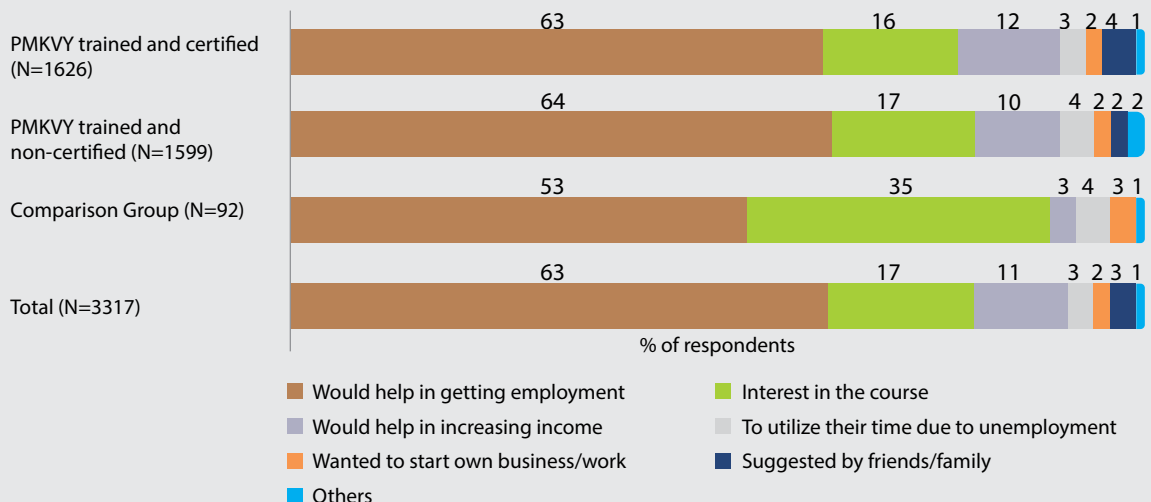
Findings of process-level assessment show that 88 and 84 percent of the STT-Trained & Certified and STT-Trained (but not certified) respondents respectively had been counseled about the program before enrolment. The chart also shows the percentage of respondents who received any training material, majorly

induction kit during the training program. 77 percent of the STT trained candidates who are certified as per records in the Skill Development Management System (SDMS)) acknowledged receiving their certificate. Non-provision of the certificate by the training center was the most stated reasons (67 percent). A considerable percentage (28 percent) of respondents reported that they have not gone to collect their certificates.

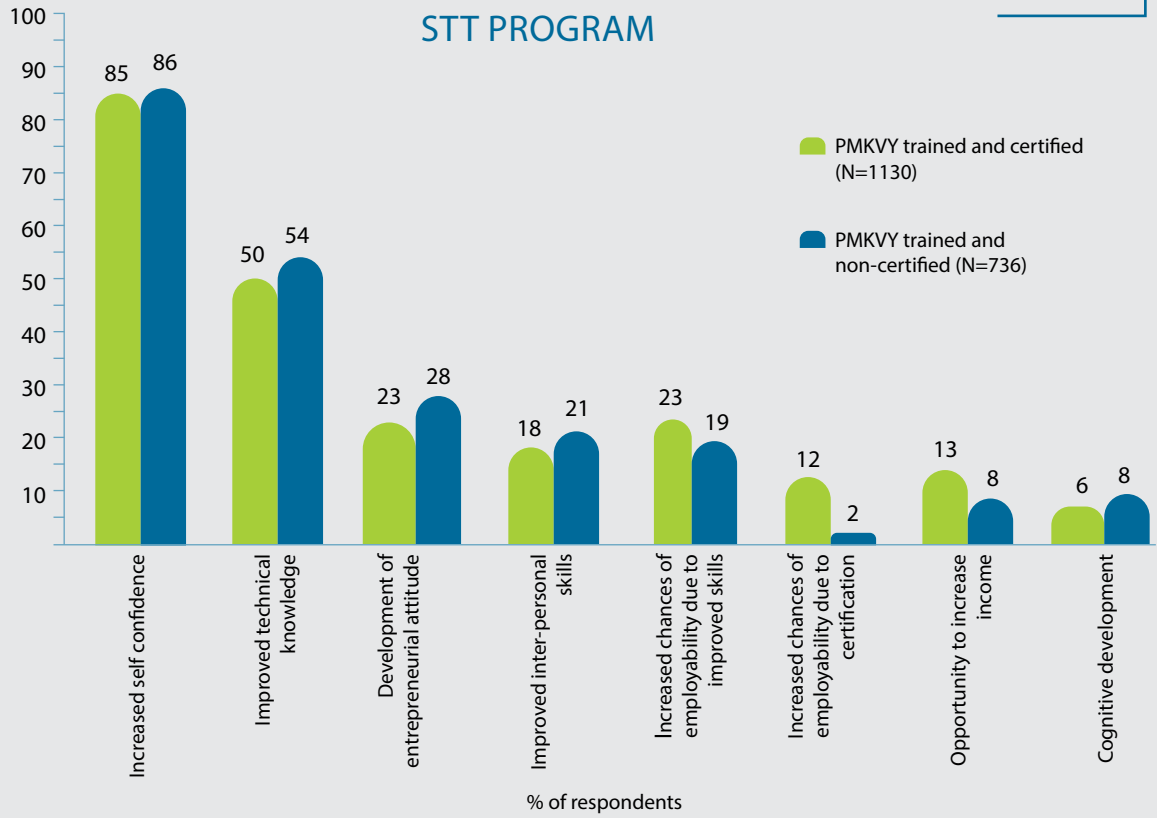
Only 41 percent of STT-Trained and Certified and 25 percent of STT-Trained (but not certified) respondents acknowledged receiving placement assistance. Majority of them reported receiving counseling support for getting employment (56 percent), followed by getting an opportunity to appear for job interviews (34 percent), participation in Rozgar Melas (18 percent) and introduction to prospective employers (12 percent).

On being queried about their satisfaction with the STT program, more than 90 percent of the respondents reported to be satisfied with the quality of trainers, adequacy of curriculum in relation to the job role requirement, quality of training, the infrastructure of the center and the overall program. However, when it comes to placement assistance, only 36 percent of STT-Trained and Certified and 22 percent

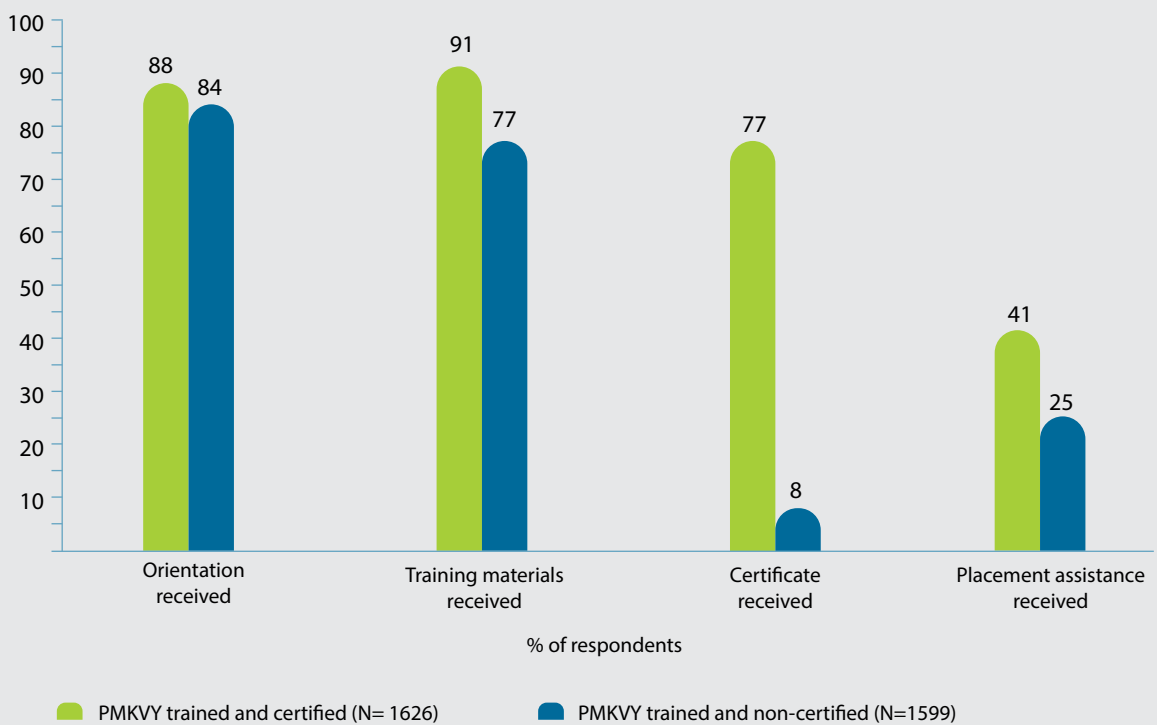
KEY REASON FOR PARTICIPATION IN SKILLS TRAINING PROGRAM



REPORTED BENEFITS ACCRUED FROM STT PROGRAM



SERVICES RECEIVED UNDER STT PROGRAM



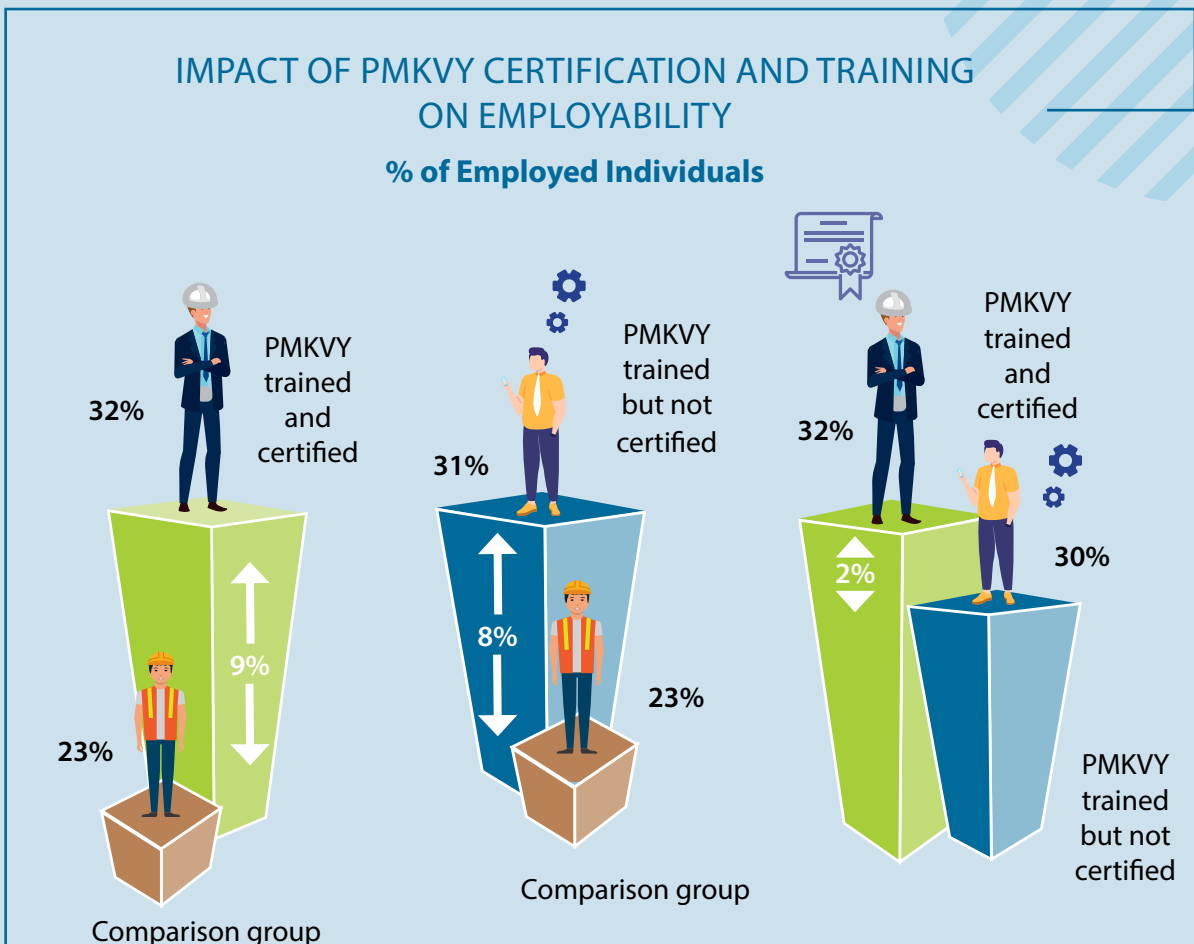
of STT-Trained (but not certified) reported being satisfied or very satisfied.

Also, 73 percent and 62 percent, respectively, acknowledged to have benefitted from the program, mostly with an increase in self-confidence and improved technical knowledge reported as the key benefits. Development of entrepreneurial attitude, increased chances of employability and improved interpersonal skills are the other key benefits, as seen in the chart.

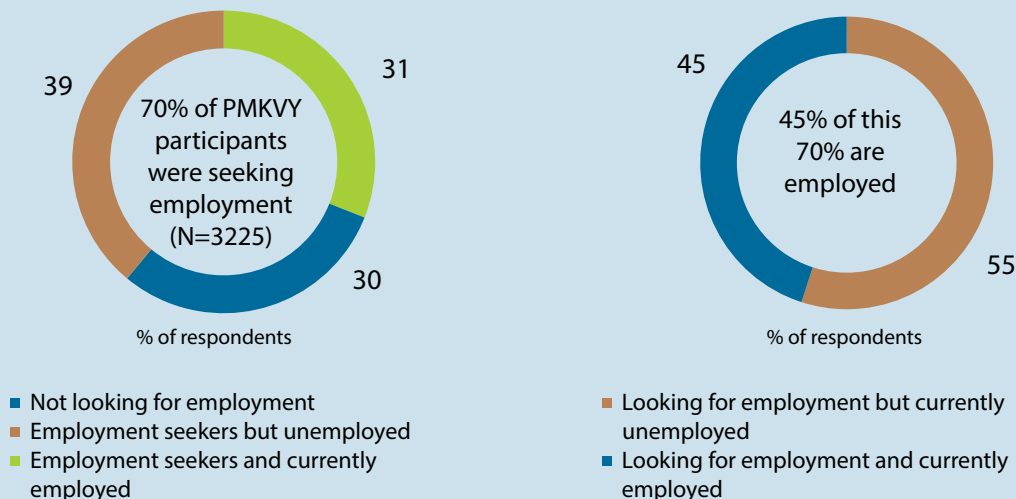
PSM was used to estimate the impact of STT training and certification on employment status and salary premium. PMKVY and non-PMKVY respondents were matched based on covariates such as respondents' age, gender, caste, religion, education, father's and mother's education, and total to working family member ratio. Impact

analysis suggests that PMKVY training and certification led to an increase of nine percentage points in the proportion of employed respondents. A similar difference of eight percentage points has been observed on estimating the treatment effect of PMKVY training. However, no significant impact (two percentage points) of only PMKVY certification was observed.

Interestingly, it was observed that a considerable proportion (30 percent) of STT respondents were not looking for jobs at the time of the survey due to interest in education or other personal reasons. Among those looking for employment, 45 percent were currently employed. However, only 47 percent of STT-Trained and Certified respondents and 27 percent of STT-Trained (but not certified) reported working in the domain of their STT training.



EMPLOYMENT STATUS OF PMKVY PARTICIPANTS

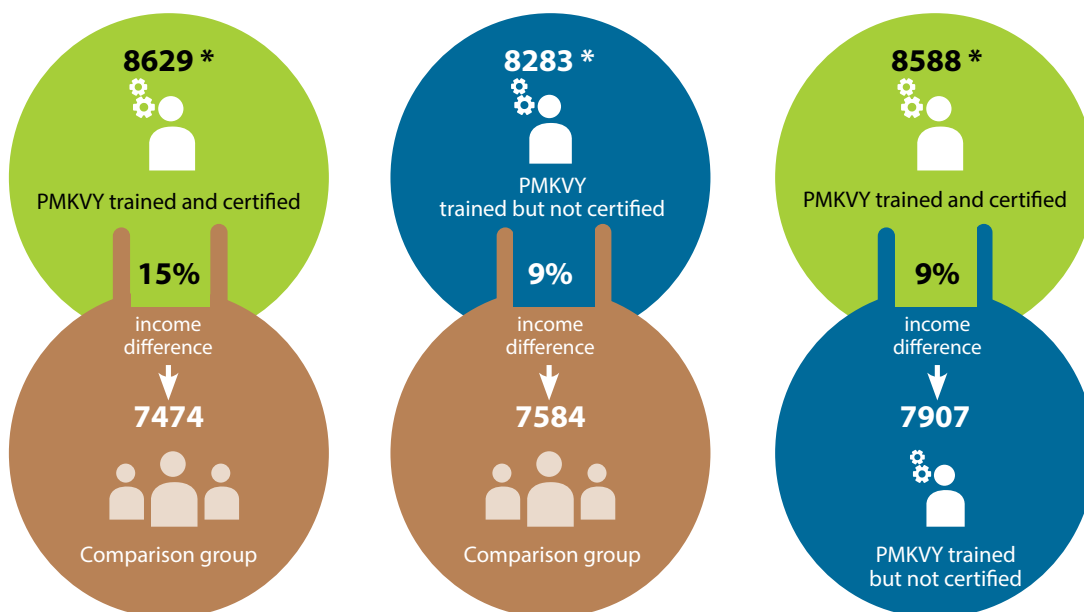


Impact analysis of the effect of PMKVY certification and training on income was also done after matching the groups using PSM. The average monthly income level of STT-Trained and Certified was found to be 15 percent higher than that of similar non-PMKVY individuals. Also, a difference of nine percent in average monthly income was found to be attributable to STT training

per se. A difference of nine percent was also found while comparing the mean monthly income of STT-Trained and Certified and STT-Trained (but not certified).

Income before training and current income of STT participants was analyzed for those who were employed any time before enrolling in PMKVY. This showed a 52

IMPACT OF PMKVY CERTIFICATION AND TRAINING ON INCOME



Current average monthly income in INR

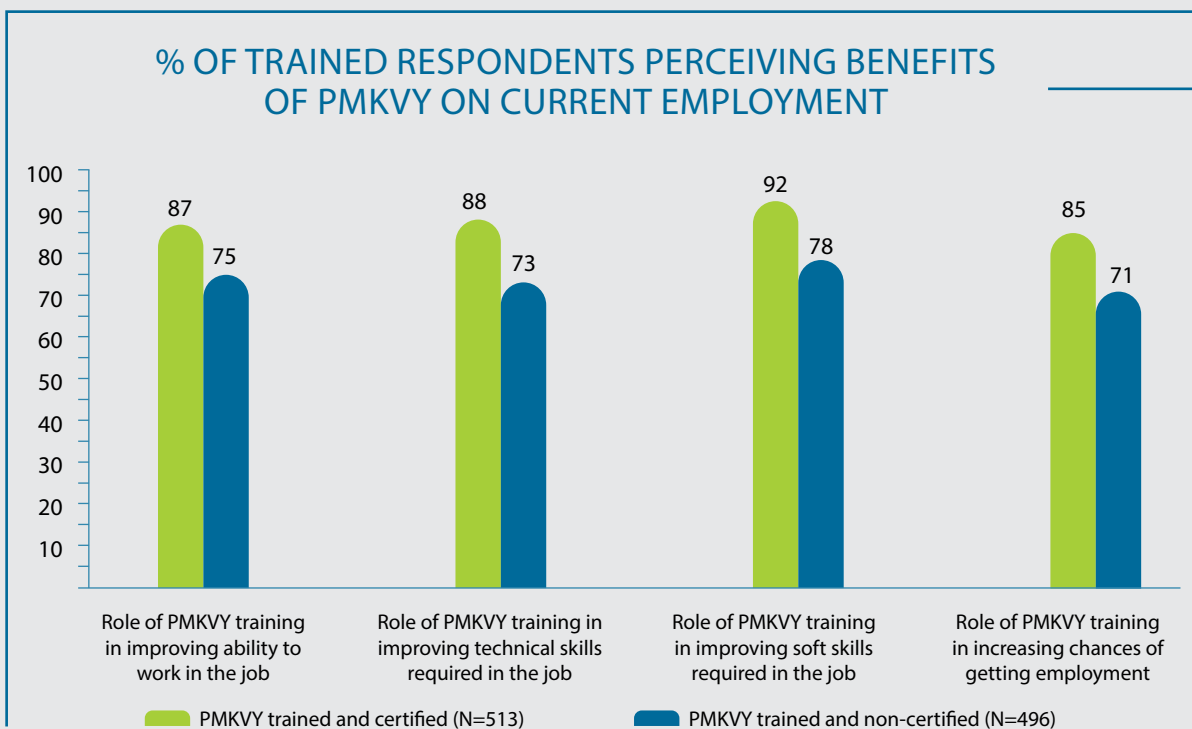
percent and 42 percent change in income of STT-Trained and Certified and STT-Trained (but not certified) respondents, respectively.

Awareness of MUDRA loans is observed to be higher in PMKVY respondents (51 percent in STT-Trained and Certified, 41 percent in STT-Trained) than in non-PMKVY (19 percent). However, the uptake of MUDRA loan is found to be negligible.

Regarding the benefits, 87 percent STT certified respondents and 75 percent STT-

trained agreed that PMKVY training has been helpful in improving their ability to work in their current employment.

91 percent of non-PMKVY respondents believe that a training or capacity building program related to their job role will be helpful for them to be better prepared for their current job or in becoming more employable. Further, 89 percent reported that training related to their job role would help them in increasing their income.



EVALUATION FINDINGS: RECOGNITION OF PRIOR LEARNING (RPL)

For evaluation of RPL, the sample covered was 870 RPL-certified respondents and 847 non-PMKVY (comparison group) respondents. The sample across the two groups was similar in their work profile, years of experience and socio-demographic characteristics.

Overall, 38 percent of the respondents were females and their average age was 36 years.

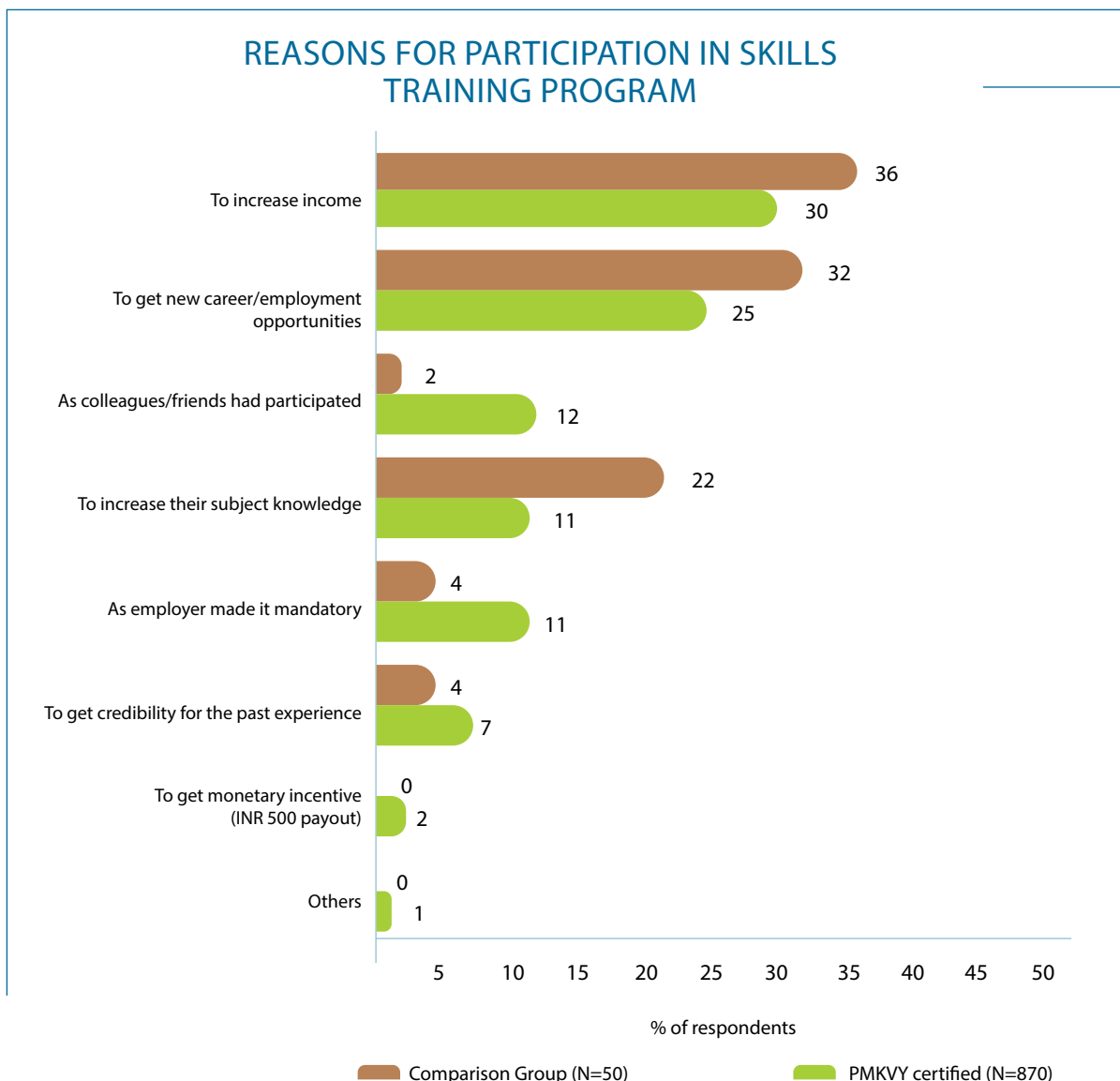
Most of the surveyed respondents belonged to OBC category (62 percent) followed by SC caste (18 percent) category. 85 percent were Hindus and 13 percent were Muslims. RPL-certified respondents had average work experience of 11 years and non-RPL of nine years. 57 percent and 58 percent of RPL-certified and non-RPL respondents, respectively, reported that they belong to BPL families.

Only six percent of non-RPL respondents have undergone any skill training program, with majority (58 percent) having participated in private and paid training programs followed by training from local NGOs (16 percent), Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY) (14 percent) and Industrial Training Institute (ITI) (eight percent). The reasons for participation are given in the chart.

42 percent of non-RPL respondents were aware of PMKVY. For both RPL certified and non-RPL respondents, the most cited source of awareness about PMKVY was friends or relatives, followed by employers, colleagues, community meetings and door-to-door campaigns.

On assessing the status of implementation, it was found that most respondents had received pre-enrolment counseling (83 percent), orientation session (93 percent) and training material (80 percent). About 90 percent of the RPL-certified respondents were satisfied with the quality of counseling, bridge training, quality of trainers and soft skills training provided. Also, 82 percent were satisfied with the quality of the RPL program.

61 percent of the respondents reported having benefitted from the RPL certification program with the most stated benefit being an increase in self-confidence, followed by improvement in



technical knowledge and improvement soft skills.

As an indicator of the relevance of the RPL program for its participants, it was found that 78 percent of the employed RPL certified respondents were working in the domain in which they were certified. About 38 and 32 percent of the RPL-certified respondents were self-employed and salaried permanent employee, respectively.

Awareness of MUDRA loan was higher among RPL-certified (41 percent compared to 18 percent), though uptake of MUDRA loan was reported to be minimal.

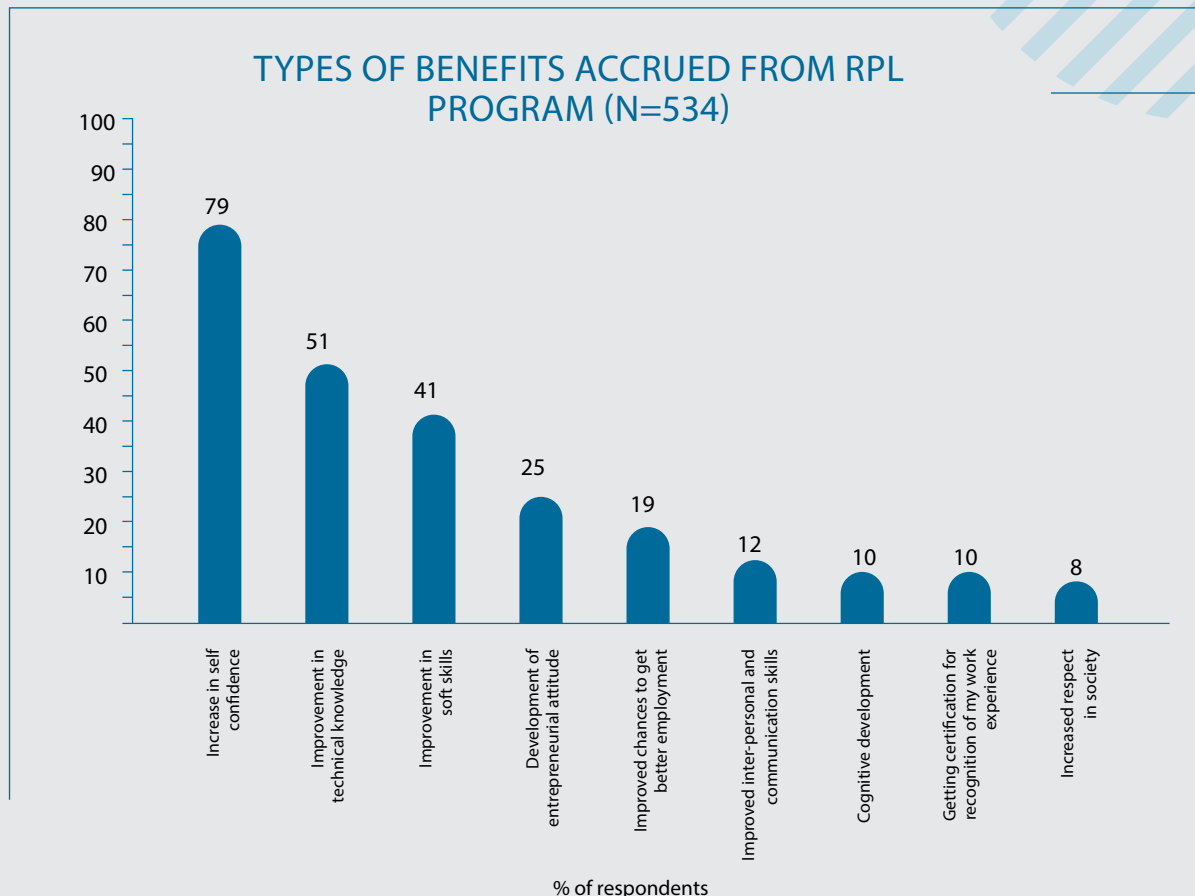
After matching the RPL-certified and non-RPL groups on key covariates (mentioned in STT findings section), the current average monthly income of the RPL certified candidates was found to be INR 10,997 as compared to INR 9,275 of the similar comparison group. Hence, a difference of 19 percent was observed in the

current monthly salary, though this salary premium cannot be attributed solely to RPL certification.

The RPL program was found to be relevant to the employment of the certified candidates as 78 percent of RPL-certified respondents have acknowledged to be working in the domain in which they were certified.

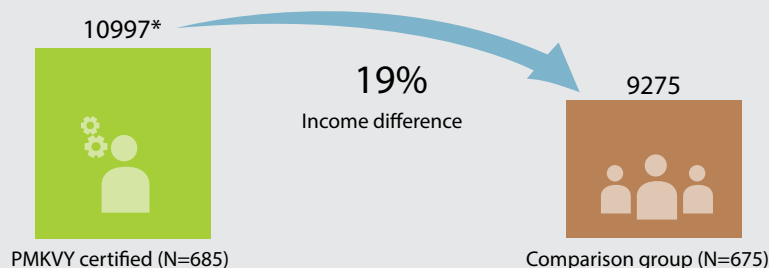
On analysis of before RPL and current income of RPL certified individuals, an average increase of 25 percent was observed (INR 8,836 to INR 11,006). Encouragingly, 35 percent of the respondents who had an increase in their current income have acknowledged that the RPL program has contributed to the increase in their income.

Satisfaction with current employment was higher in RPL-certified respondents as compared to non-RPL respondents, with 85 percent in the former group reporting



IMPACT OF RPL CERTIFICATION ON INCOME

Difference in monthly income of RPL certified individuals and comparison group



BENEFITS OF RPL CERTIFICATION IN CURRENT EMPLOYMENT

Perception of PMKVY-RPL certified respondents on benefits of the RPL program in their current employment (in %) (N=685)



their capacity to work in their employment to be good compared to 79 percent in comparison group. Also, a relatively higher proportion of RPL-certified respondents (63 percent) than non-RPL (58 percent) believe that they have good chances of getting another employment.

Also, 75 percent of employed RPL-certified agreed or strongly agreed that PMKVY has helped them to be more prepared for their current employment and 79 percent agreed or strongly agreed that the program has improved their confidence in getting better employment.

CONCLUSION AND RECOMMENDATIONS

This section presents key recommendations based on the evaluation as well as those received from stakeholders. Most of the STT program participants had received pre-enrolment counseling, training, and training material. However, placement assistance support needs to be buttressed. Satisfaction with the PMKVY program was observed to be

good on parameters like quality of trainers, adequacy of curriculum, quality of training, infrastructure of the center and the overall scheme, but satisfaction with placement assistance was observed to be low.

Awareness of MUDRA loan was observed to be higher in PMKVY trained individual

as compared to non-PMKVY participants. However, the uptake of MUDRA loan was found to be negligible. It has also been observed that comparison group respondents perceive skill training to be useful. Approximately 90 percent of non-PMKVY respondents acknowledged that a training or capacity building program related to their job role would be helpful in making them better prepared for their job and additionally, in increasing their income.

Programmatic Recommendations

In addition to soliciting feedback on the implementation of PMKVY, the key objective of qualitative research was to provide suggestions and recommendations from stakeholders for further improving the implementation of the PMKVY program. The recommendations contained in the evaluation report are mentioned below:

Policy Recommendations

- SSCs suggested that they should be involved hands-on in allocating sector and job role-wise training targets in each geography. This would be helpful in matching the supply and demand of skilled workforce while ensuring minimum migration.
- It is important to ensure coordination between different skill development programs, to ensure effective utilization of resources and business viability for training partners. Currently, multiple training providers from different skill development programs are operating in the same geographies, leading to inefficiency and resource duplication. Target allocation should be looked from a macro level across different programs, as it will help to match demand and supply of skilled labour more effectively.
- In order to improve the value of RPL certification, policy support should be provided to make NSQF level certification mandatory for

its contractors and tenders. In case making skill certification completely mandatory is not feasible, having a certain percentage of certified workers should be made mandatory for government projects and tenders. Also, the certified candidates should be given skill cards, which would help in attaching more value to the RPL certification.

- For RPL, more focus should be given on bridge training courses by identifying the job role-wise gap areas as compared to the current job requirements. This will provide an upskilling opportunity to the existing workforce. Also, as it is difficult to enroll candidates in long-duration bridge training courses, specific and medium duration bridge training courses need to be formulated.
- Partial contribution to the training cost should be taken from the trainees. This will help in ensuring the financial sustainability of the PMKVY program. It will also help in ensuring that state-of-the-art training is provided to the candidates and that they take the training program more seriously.
- Training payouts for on-demand job roles which have an intensive practical component should be reviewed. This will help to make these job roles more attractive for the training partners.
- Considering that the scale of the program has substantially increased, a stronger role of state skill development missions is required in ensuring effective implementation and sustainability of the scheme.

Operational Recommendations

- Pre-screening of candidates should be done rigorously, and appropriate process or formats should be developed for the same. Also, it needs to be ensured that the trainees understand job requirements and expectations before enrolling into a training program. Rigorous pre-screening is also critical to ensure that

only eligible candidates participate in the program. The evaluation findings suggest that currently 30 percent of the STT trained candidates were not looking for employment due to reasons such as interest in education.

- One of the key reasons for non-participation by eligible respondents was lack of awareness about PMKVY and other skills development programs. More focus on information platforms such as advertisements on TV/radio, door to door campaigning and board/hoardings to reach out to eligible non- participant population has been suggested.
- Although the key reason for participating in PMKVY training



Innovative mechanisms need to be explored to leverage technology for the monitoring of program implementation.

program was that the program would help them in getting employment, the satisfaction with the placement assistance was found to be low, although the trained candidates were satisfied with the benefits gained from the program in terms of improvement in self-confidence, technical knowledge, entrepreneurial attitude. It is thereby suggested that the placement assistance being provided under the program should be strengthened.

- Stronger facilitation and implementation support are required to ensure that PMKVY certified candidates are able to avail MUDRA loan as currently, not many certified candidates are able to avail the same.
- Innovative mechanisms need to be explored to leverage technology for the monitoring of program implementation as it is very difficult to monitor a large-scale program like PMKVY physically. Real-time visual monitoring systems need to be developed, though it is realized that such monitoring systems are difficult to implement and have a very high cost of implementation.
- It has been shared by training providers that with the current documentation requirement, it is difficult for them to prove the self-employment of many trained candidates. Innovative solutions need to be adopted to address this challenge.
- Trainer development and certification should be focused under the program with an objective of creating a pool of good quality trainers or instructors for imparting training under PMKVY.
- TPs have suggested that the job role-wise infrastructure requirement for training centers should be allowed to be changed only after a fixed time period. This is because it becomes financially unviable for the training centers to change the required infrastructure frequently.

- Support should be provided to ensure that training handbooks are available for candidates in regional languages, as it has been shared that many trainees are not comfortable with English.
- To ensure good results in assessment tests, processes need to be formalized to ensure that trainees are assessed regularly during the course of their training. Though many training providers are following this, mechanisms need to be implemented to ensure it is followed by all training partners.
- Some of the good performing training partners have suggested that parents of the candidates should be counseled too as it is helpful in ensuring that the candidates take the training seriously. This approach can be replicated by other training partners to ensure that candidates take the training more seriously.

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About National Skill Development Corporation (NSDC): National Skill Development Corporation, working under the aegis of Ministry of Skill Development & Entrepreneurship, is a unique public-private-partnership which aims to catalyse creation of quality vocational training ecosystem in India. The organisation provides funding to build scalable and profitable vocational training initiatives. Its mandate is also to enable support system which focuses on quality assurance, information systems and train-the-trainer academies either directly or through partnerships. Since establishment in 2009, NSDC has trained more than 2 crore people through its partnership with 600+ training partners, wide a robust network of 11,000+ training centres spread over 600 districts across the country. NSDC has institutionalized 37 Sector Skill Councils and is also implementing Government's flagship skill development schemes such as Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Pradhan Mantri Kaushal Kendra (PMKK), National Apprenticeship Promotion Scheme (NAPS), among others.

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