



## Appraisal of Skill Education Mission Concerning PMKVY Scheme: Case of India

**Pankaj Kumar**

*Associate Professor, Department of Commerce, Kalindi College, University of Delhi.*

*E-mail: [pankajkumar@kalindi.du.ac.in](mailto:pankajkumar@kalindi.du.ac.in)*

### Article History

Received : 06 October 2023

Revised : 16 November 2023

Accepted : 26 November 2023

Published : 01 December 2023

### To cite this article

Pankaj Kumar (2023). Appraisal of Skill Education Mission Concerning PMKVY Scheme: Case of India. *Journal of Development Economics and Finance*, Vol. 4, No. 2, pp. 483-498. <https://DOI:10.47509/JDEF.2023.v04i02.11>

**Abstract:** The paper appraises the relevance of the skill education scheme, mode of implementation, achievement since launch of the scheme, current status and future challenges to achieve the target of the Skilled India Mission. No doubt it is tough to achieve the mission due to the long period backlog of the unskilled population, unemployment and increasing population pressure, but based on the last few year's results (since 2014-15), the target seems achievable. The government has marked a path for skill education mission with version 1.0 to 4.0 which is aligned with industry version 1.0 to 4.0. The data revealed that the Prime Minister Kaushal Vikash Yojana (PMKVY) scheme has achieved the target up to the second edition period of PMKVY scheme. The enrollment, training, and certification ratios are lower but satisfactory up to the third edition. The candidate placed during the second edition of the skill mission was better than the previous and next editions. The uneven results may be due to the lack of adequate trainers, qualitative training, poor physical infrastructures for training, insufficient control on training-certification processes, and availability of fewer job opportunities from the market side. The accumulated unemployment & population pressure of previous decades and the estimated future population pressure of the next few decades will reduce the availability of per capita resources for skilling and employment facilities to potential persons and job seekers, which will also create a gap between skilled people and job opportunities. Thus, the regulator's constant watch on implementing agencies for qualitative training on one side and coordination between state and union governments for the creation of more job opportunities on the other side will ensure the accomplishment of the mission.

**Keywords:** PMKVY, Skill Education Mission, MoSDE, NSDC, NSDA, Secor Skill Councils.

## 1. Introduction

The Atmanirbhar Bharat initiative emphasizes self-reliance, highlighting the need for a skilled workforce to boost domestic production, reduce imports, and enhance India's global competitiveness. India's region-based demographic environment affects development in several ways in that region in various forms. The per capita available resource is affected by the increasing population in that region/state. For any country skills education is an important and integral factor of economic growth. Without skill-based education, sustainable economic growth and employment are not feasible for the country having low-level equilibrium between population and available resources. The increasing population will be a dividend and bliss for any country if they are equipped with relevant skills & education otherwise it will be a future burden on that country specially a country like India. Thus, appropriate education with skills will accelerate economic growth and employment, on the contrary, irrelevant education will decelerate economic development and create unemployment. This paper aims to discuss the need and relevance of skill education, policy initiatives, current challenges, and the status of skill education concerning PMKVY. The secondary data is sourced from the published reports of the Ministry of Skill Development and Entrepreneurship (MoSDE), National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) as well as scholarly articles closely related to the objectives of this study.

It is observed that the skill policy initiative of 2009 was very rational for skill education and entrepreneurial development, but failed due to its vague vision and undefined timeline of mission, and other causes. From 2014-15 the union government has been taking various steps for skills education, removal of challenges, emphasizing vocational education & training in place of conventional-unskilled-based education, and adding effective measures to skill the larger size population. Still, there are various gaps such as per-capita physical infrastructure, per-capita training facilities, and most importantly per-capita trained human resources for relevant skill education. The NSDC and NSDA under the guidance of MoSDE are providing the solution to equate between supply and demand of skilled and educated human resources, as well as the supply of skilled human resources for the establishment of new start-ups. It is also observed that the government is availing maximum support from other departments of union government, state governments, private sector firms, and markets. Still, there are various challenges in front of the government to provide appropriate skill education and employment

to the large size and increasing population. However, the government is trying to address the shortage of skill education and achieve the target on or before 100 years of independence. Unlike previous skill education programmes, the current skill education mission includes various stakeholders as potential participants of the skill education mission. The participants are classified as resource providers, academic regulators, service providers, intermediaries, trainers, beneficiary trainers and trainees (students, dropout students and unemployed people). The exact participants are (i) Resource Providers- MoSDE & NSDA. (ii) Academic Regulators- “National Skill Development Agency (NSDA) and National Skill Development Corporation of MoSDE”, UGC, AICTE, Universities, CBSE, GDTE, NIOS. (iii) Service Providers- (a). Non-PMKVY-TP: Skill Hubs (Colleges, Schools, University and Government Institutions), Polytechnic Institute, and ITI. (b) PMKVY-TC: Pradhan Mantri Kaushal Vikas Yojana – Training Centre, and PMKKs approved by NSDC. (c) Assessors: SSC, AA, SQA. (iv) Direct Beneficiary- Trainee candidates such as regular students, dropout students and unemployed people classified as LTT, STT, SP, RPL. (v) Indirect Beneficiary: (a) Training & Teaching Staffs of Training Centre under Pradhan Mantri Kaushal Vikas Yojana (PMKVY-TC), PMKKs, Skill Hubs, Polytechnic Institute, and ITI, Business organization of government and private sectors. Here is this paper I am covering only PMKVY-TC. In the next sections, the paper discusses on skill education schemes with a focus on PMKVY-TC followed by the research gap & objective, methodology, data analysis & discussion, and ends with the conclusion and implication of study.

## **2. Skill Education Schemes**

There are three types of skill education and entrepreneurial development schemes launched by the government namely short-term training, long-term training, apprenticeship training and other specialized training. Under short-term training, there are three schemes viz. PMKVY, Prime Minister Kaushal Kendra (PMKK), and Jan Shikshan Sansthan (JSS); but PMKVY is the flagship programme of the union government. Skill education under PMKVY covers Short Term Training (STT), Special Projects (SP) and Recognition of Prior Learning (RPL) of shorter period. The PMKVY or PMKVY-Training Centre (PMKVY-TC) is fully regulated and supervised by NSDC. Skill education under the Long-Term Training (LTT) is known as the Non-PMKVY scheme or PMKVY-Skill Hub scheme. Under LTT scheme, skill education is regulated and supported by UGC, AICTE, DGTE,

University, College, School Education Board, CBSE, NIOS, Polytechnic College and Industrial Training Institute (ITI).

The PMKVY scheme is a flagship skill programme of MoSDE and STT is a top-level training scheme of PMKVY. The MoSDE and its associates are giving awareness through different media channels to all people about STT and PMKVY-TC. The trainee approaching PMKVY-TC of their interest near their reach for training (STT, SP, RPL) and employment. The TC is providing training to potential trainee students including unemployed students/people based on their RPL. The PMKVY Training Centre simply known as Training Centre run by a person (training operator) having knowledge and experience of a particular sector in which they want to start a training programme subject to minimum eligibility requirements like educational qualification, skill education, skill training, work experience, and availability of trained person at their training centre. Apart from minimum eligibility of a TC operator, they should have adequate infrastructure for training like physical space (classroom, practical room, lab setup), IT infrastructure, equipment and machinery for conducting practical/lab classes; legal and banking requirements, trainers and so forth. After documentary and physical verification of the proposed Training Centre (TC) by the Site Quality Assessor (SQA), Sector Skill Council (SSC) and NSDC. Finally, NSDC awards a certificate to run training the TC for specified job roles and NSQF (maximum up to NSQF Level 4). Thus, it is clear that PMKVY-TC is a short-term arrangement for skilling potential aspirants. The admission process of students in STT programme is based on the candidate's minimum general education and for entry-level skill programme (NSQF Level 1) or general education with minimum required skill in respective trade/domain for admission to next level of NSQF or based on assessment of RPL for admission in skill education.

**Table 1: Skill Education System under PMKVY-TC**

<i>Sem</i>	<i>SEC Credits</i>	<i>Training Hours</i>	<i>Admission Sought in</i>	<i>Admission Requirement</i>	<i>Training Provider</i>	<i>Certification Authority</i>
1	18	405 to 540	NSQF- 1	8TH/10th/12th/Dropout/ Unemployed	PMKVY-TC	Sector Skill Council
2	36	810 to 1080	NSQF- 2	NSQF 1	PMKVY-TC	SSC
3	54	1215 to 1620	NSQF- 3	10th with NSQF 2	PMKVY-TC	SSC
4	72	1620 to 2160	NSQF- 4	10th with NSQF 3	PMKVY-TC	SSC

Source: Compile by the Author

In Table 1 it can be understood that TC admits students primarily in NSQF Level 1, thereafter students get admission in Level 2 and above after completion and certification of NSQF Level 1 and above for admission in succeeding NSQF (up to 4).

Schemes of the government consist of the “World Skills India Competition” and “Standard Training Assessment and Reward (STAR)” Scheme to motivate skill and vocational education in the country among youths, both schemes are known as motivational schemes and later on, the STAR scheme was discontinued in September 2014. As of March 2015, NSDC implemented skill education for skilling the youth for employment and entrepreneurship at a larger level through designated implementing agencies i.e. Sector Skill Councils (SSC), Training Providers or Centre (TP/C), and Assessment Agencies (AA). By the end of June 2015, the candidate enrolled for skill education was 1,400,848, training completed was 1,400,844, appeared in assessment was 1,362,296, passed candidate was 915,242, certified candidate was 861,077 and reward money disbursed to candidates was Rs. 851.67 crore; there was no placement facility linked with STAR candidates.

Thus, NSDC under the guidance of MoSDE and NSDA launched a skill and entrepreneurship pilot project programme under the flagship title PMKVY for the period 1014-15 for STT beneficiaries which was extended to a skill hub for the benefit of LTT candidates. After the successful completion of the project and future demand of the scheme, the government and regulators extended this programme from PMKVY 1.0 to PMKVY 4.0 which is aligned with the new industrial revolution Industry 1.0 to Industry 4.0 respectively. The MoSDE correlated the PMKVY’s skill sets with the industry’s demand, as well as extended and changed the PMKVY’s skill sets correlated with the extended and changed industry’s demand. The extended & changed version of Industry’s demand also known as the new industrial revolution is termed Industry 1.0, Industry 2.0, Industry 3.0, and Industry 4.0; and the extended version of PMKVY’s skill sets is termed PMKVY-1.0, PMKVY-2.0, PMKVY-3.0, and PMKVY-4.0. Now PMKVY versions and Industry versions are aligned and interdependent. The period of PMKVY-1.0 was for one year i.e. from 2015 to 2016, PMKVY-2.0 for the period 2016-2020, PMKVY- 3.0 for 2020-22, and PMKVY 4.0 for 2022-2026 (under progress). The next sections of study discuss review of literature, research gap & objective, followed by methodology, data analysis & discussion and conclusion.

### 3. Review of Literature

The article is based on the published reports of the MoSDE, NSDA, NSDC, and scholarly articles related to the skill education mission with a focus on PMKVY of India. The exact or very close data is not available to the title but some of the important government databases and reports helped to understand the exact status of skill programme run by the government. Some relevant and closely related studies and databases are reviewed to find the precise gap and justify the rationale of the objective of this study discussed ahead. Creating a system of formal training and education that focuses on skills envelopment will lead to a better quality of life for the people and the development of the nation (Akram,2012). Due to technological advancements, merely providing basic education will not be sufficient to attain sustainable growth (Okada,2012). The proper mechanism must be developed to explore opportunities for skill development in the informal sector as well as female participation is also equally important (Agrawal, 2014).

The PMKVY initiatives are for skilling students and potential unemployed people seeking job opportunities (Kedar, 2015). Misra (2015) discussed the relationship between skill development and the demographic dividend in India. The need-oriented appropriate re-skill rather than new hiring especially IT hiring, which will solve the fear of unemployment in existing workforce and solution for firm labour requirements at lower cost (Singh & Sanjeev, 2016). Sharma and Nagendra (2016) focused that demographic dividends in India must be utilized to support the economic growth of the country by generating a skilled workforce and more job opportunities. They also emphasize on adoption of vocational education and training frameworks from China, Brazil and Singapore for the Indian skill framework, and suggest for implementation of a skill programme based on the skill framework of sample nations which is the best example of demography similarity with similar features. Singh, Umendra (2016) discussed the current framework of skill initiatives of the government of India. The education system in India must be devised in a manner to meet the demands of a skilled workforce (Unni,2016). In a country like India, with the majority of the young population, skill education would enhance employability, and competitiveness with attaining goals of economic growth (Ansari and Khan,2018). The execution and evaluation of skilling pathways, remove the cycle of poor skilling and slow creation of good jobs to better skilling and faster creation of good jobs; due to poor skilling, only 8 per cent workforce engaged in organised forms of employment and the



remaining 92 per cent employed in unorganised forms (NCAER Report, 2018). Zahra Afroz (2018) discussed on the population structure and skilling framework and opportunity for India's for economic growth by 2030. The youth of 15 to 40 age group population had surpassed the 50 percent as of 1970 out of the total population; which will continue till 2050. India has an opportunity to harness the young population dividend to convert this opportunity into economic growth by properly skilling the young population. The linkage between Industry 4.0 and the skill initiatives of the government of India, the skills gap, current status of skilled workforce, comparison with developed nations, and challenges of budgetary outlay of government are discussed, the paper also focuses on the demand for a job in 4IA and challenges to meet skill supply from skill schemes (Gupta, 2019). Kumar, Sunaina (2022), revealed women's participation in skills training programmes of government as well as enrolment of women in engineering and non-engineering trades during 2014-18 and found that females dominated in non-engineering skills with 60 percent, while males dominated in engineering skills in India with 90 percent, and suggested that there should be lowering the gap between technical and non-technical skilling for women.

The Impact Evaluation of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 2.0 revealed that only forty-one per cent of PMKVY-trained & certified, and thirty-nine percent of PMKVY-trained but non-certified persons have received placement assistance for a job under STT programme. Seventy per cent person sought placement but forty-five percent of seventy percent got employment; eighty-five percent were trained and seventy-one percent were trained but not certified respondents received benefits of PMKVY on current employment (NSDC 2019). So, above study specially the impact evaluation study, it can be observed that there was a gap between trained with certification and trained without certification, and certified and not-certified got employed. But it is also true that before PMKVY, there was no such type of scheme for skill-based education in India to address the gap between skill education and actual job placement.

#### **4. Research GAP and Objectives**

##### ***Research Gap***

There is not any scholarly paper available to examine the structural framework of the Skill Education and Entrepreneurship Development Scheme with a focus on PMKVY. The gap is addressed with the help of some of the related studies on

PMKVY, Vocational Education, Skills Education and Entrepreneurship, published reports of the Ministry of Skill Development and Entrepreneurship (MoSDE), National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC).

### ***Research Objective***

This study aims to understand the performance of the Skill Education and Entrepreneurship Development Programme with a special focus on PMKVY sponsored and managed by the central government (central component), sponsored by the union government and managed by the state government (state component).

### **5. Research Methodology and Data Structure**

To address the research gap and obtain the defined objective of the proposed study I have clearly outlined the research methodology and data structure on the criteria of identification of participants, support system for PMKVY-TC, nature & structure of data, period of study, source of data collection, classification of data, and data analysis, result and discussion. participants and their role in skill education from 2014 and onwards along with the support system for the skill education mission is discussed. The memorandum of understanding for the formulation and implementation of National Skill Qualification Framework (NSQF), Job Roles (JR), National Occupation Standard (NOS), and Qualification Pack (QP), etc. was signed with central government ministries & departments, public sector undertaking/enterprises, state government ministry/department/agency, foreign agencies of foreign countries, foreign universities, and international organisations like ADB and WB. The secondary data of qualitative and quantitative types/nature related to skill education and development (Kaushal Siksha and Vikash (KSV) or Skills Education and Entrepreneurship Development (SE&ED) is collected for the period 2014-15 to 2022-23 from scholarly articles, economic survey, published reports of “Ministry of Education (formerly Human Resource Development) and from the Ministry of MSME” related to skill education and entrepreneurship development. Simple descriptive techniques of statistics are used to obtain outcomes related to the defined objective, followed by discussion and implication of results for future uses in the policy matters with suggestions. The data structure comprises qualitative data and quantitative data. The qualitative data consists of types and numbers of policies, programmes and initiatives for skill education and



entrepreneurship of government in different periods, etc. While, quantitative data consists year year-wise training, certification, placement for jobs, self-employment activity and Start-Up.

**Table 2: PMKVY Schemes, Component, Trained, Certified and Placed Data (Version 1.0 to 3.0)**

<i>PMKVY Version, Period, Component, Trained, Certified and Placed</i>								
<i>Scheme</i>	<i>Years</i>	<i>Components</i>	<i>Trained</i>				<i>Total Certified</i>	<i>Total Placed</i>
			<i>STT</i>	<i>RPL</i>	<i>SP</i>	<i>TT</i>		
STAR	2014-15	-	1400844	-	-	1400844	868880	
PMKVY 1.0	2015-16	CSCM	1804206	181810	0	1986016	1451636	253296
PMKVY 2.0	2016-20	CSCM	3811857	6141870	213844	10167571	84,96,472	1911182
	2016-20	CSSM	826350	0	6787	833137	6,56,881	230393
PMKVY 3.0	2020-22	CSCM	294873	176491	108702	580066	3,79,421	30,951
	2020-22	CSSM	64547	86214	6645	1,57,406	1,04,615	10,218
PMKVY 1.0-3.0	2014-22	CSCM+ CSSSM	6801833	6586385	335978	13724196	11089025	2436040
PMKVY 1-3 + STAR	2014-22	CM+SM	8202677	6586385	335978	15125040	11957905	2436040

“STT=Short Term Training, SP=Special Project, RPL=Recognition of Prior Learning, TT= Total Trained”. STAR is also a CSCM. CSCM = Centrally Sponsored and Centrally Managed, CSSM= Centrally Sponsored and State Managed.

*Source:* Annual Reports: MoSDE, 2022-23, NSDA- 2022-23, NSDC-2022-23.

Compile by the Author.

## 6. Data Analysis, Results and Discussion

The data structure exhibited in Table 2 describes PMKVY-TC which comprises skill education in the forms of Short-Term Training (STT), training on Special Project (SP) and training to the person having prior learning known as Recognition of Prior Learning (RPL). The Certificate is given to the trainee who passed the assessment conducted by AA and SSC and got a job. Tables 3 to 6 discuss the performance of the flagship programme centrally sponsored and centrally managed, centrally sponsored and state managed, and PMKVY Version 1.0 to PMKVY Version 3.0.

In Table 3, the edition/version of PMKVY, period and year, components, and training types i.e. Short-Term Training (STT), training on Special Project (SP) and training under Recognition of Prior Learning (RPL) with trainee certified and placed is discussed. Before the launch of PMKVY, the Standard Training Assessment and Reward (STAR) scheme existed in which more than 1.4 million were trained and 0.87 million certified. The STAR scheme was treated as the basis of the pilot project of the PMKVY scheme later on it was included as a first edition of the skill education mission known as PMKVY 1.0. In PMKVY-1.0

which was Centrally Sponsored and Centrally Managed (CSCM) trained 19.87 million trainees with certification of more than 14.51 million comprising STT, SP and RPL, and provided jobs to 0.25 million trainees (STT candidates only). The PMKVY 2.0 which covers a period of four years from 2016-2020, targeted skill training program under Centrally Sponsored and Centrally Managed (CSCM) and Centrally Sponsored and State Managed (CSSM) component of PMKVY. Under this edition of the skill mission, the union government targeted 10 million training and maximum job opportunities for potential aspirants. The government surpass the target by training 11 million people with 9.15 million certifications to trained candidates and 2.14 million job placements. After achievement of the target of skills training, the government continued the scheme for the next two years i.e. 2020-2022 and under the name of PMKVY 3.0 and extended to PMKVY 4.0 covers four years i.e. 2022-2026; and planned for making cent percent trained to all the potential candidates under Vikshit Bharat Mission. In PMKVY 3.0 of CSCM and CSSM component, the government trained 0.737 million people with 0.484 million certifications and 0.04 million job placements only. The P-3.0 is not at par with the P-2.0.

**Table 3: Version/Edition, Period, Component, Training, Certificate and Job Data under PMKVY**

Scheme	Years	Component	Trained				Trainee		People Placed
			STT	RPL	SP	TT	Certified	Non-Certified	
STAR	2014-15	CSCM	1400844	0	0	1400844	868880	531964	0
PMKVY 1.0	2015-16	CSCM	1804206	181810	0	1986016	1451636	534380	253296
PMKVY 2.0	2016-20	CSCM	3811857	6141870	213844	10167571	8496472	1671099	1911182
PMKVY 2.0	2016-20	CSSM	826350	0	6787	833137	656881	176256	230393
PMKVY 3.0	2020-22	CSCM	294873	176491	108702	580066	379421	200645	32233
PMKVY 3.0	2020-22	CSSM	64547	86214	6645	157406	104615	52791	10783

Source: Annual Reports: MoSDE, 2022-23, NSDA- 2022-23, NSDC-2022-23.

Compile by the Author.

The table 4 is showing total, average, minimum, maximum, and standard deviation values of the total training (STT, SP and RPL), certified trainee and placed for the job. In STAR and P-1.0 schemes, only the union government made efforts; while in P-2.0 and P-3.0 both the government (central and state) made efforts at their level for training, certification and placement. It can be easily observed that RPL under CSSM was extremely poor during 2016-22 (P-2.0 + P-3.0), while RPL in case CSCM scheme was very high. The share of CSCM in STT, RPL and SP was

always higher than 90% except STT. The STT, RPL, SP, TT, certified, non-certified trainee and job placed were 10.40 %, 1.31 %, 4 %, 6.55 %, 6.37 %, 7.23% and 9.89% respectively. In the case of STT and Job placed the value was 9.89 %. In terms of total students trained (CM+STAR) from 2015 to 2022 were 14.13 million out of this STAR, CM-P-1.0, CM-P-2.0, and CM-P-3.0 contributions were 1.4 million, 1.99 million, 10.17 million and 0.58 million respectively. The contribution of CSSM was 0.83 million and 0.16 million during P-2.0 and P-3.0 respectively. Total certification and total job placements from 2014 to 2022 were 12.24 million and 2.44 million respectively. Out of total certification to the trainee 11.47 million certification under central management and 0.99 million by state management. In the case of total placement, 2.19 million by central government and 0.24 million by state governments. Similarly in the case of training components STT and RPL under central management were good while RPL in the case of state government was very poor. In the six years of skill education, the overall performance of all states was below satisfactory, so state government has to increase efforts along with central government agencies to accomplish the training, certification and employment target otherwise, central government will face trouble in achieving the target.

**Table 4: Total Value- Scheme and Version Wise: Trained, Certified and Placed**

<i>Total, Average, Minimum, Maximum and Std. Dev. Value of PMKVY: CSCM + CSSM</i>									
<i>Scheme</i>	<i>Years</i>	<i>Component</i>	<i>Trained</i>				<i>Trainee</i>		<i>Job</i>
			<i>STT</i>	<i>RPL</i>	<i>SP</i>	<i>TT</i>	<i>Certified</i>	<i>Non-certified</i>	
Total	2014-2022	CM+SM	8202677	6586385	335978	15125040	11957905	3167135	2437887
Total	2014-2022	CSCM	7311780	6500171	322546	14134497	11196409	2938088	2196711
Total	2014-2022	CSSM	890897	86214	13432	990543	761496	229047	241176
Average	2014-2022	CM+SM	1367113	1097731	55996	2520840	1992984	527856	406315
Minimum	2014-2022	CM+SM	64547	0	0	157406	104615	52791	0
Maximum	2014-2022	CM+SM	3811857	6141870	213844	10167571	8496472	1671099	1911182
Std. Dev.	2014-2022	CM+SM	1364387	2472413	88116	3800360	3218904	593875	745716
CSCM Share			89.14	98.69	96.00	93.45	93.63	92.77	90.11
CSSM Share			10.86	1.31	4.00	6.55	6.37	7.23	9.89

Source: Compile by the Author.

Table 5 shows the share of different variables in three categories (i) share of training components in total training (ii) share of trainees who appeared for assessment and certification and (ii) share of job placement out of total trainee and out of total STT. (here job placement consists of certified and non-certified). In the case of share of STT, RPL and SP in total training (TT) during the periods under

PMKVY editions i.e. P-1.0 to P-3.0. The STAR provided only STT. The STT performance was very good in total training by central and state management in all the editions of skill education. In the case of RPL under central management, the P-2.0 and P-3.0 show substantial contribution in TT, while the contribution of RPL in total training under state management was zero in the case of P-2.0 but it was appreciable during P-3.0. The skill under SP project shows the demand for project-based training, the share of SP was zero in STAR and P-1.0, only 2.91 per cent in P-2.0 jointly by CM & SM, which is increased to 22.96 % in P-3.0.

**Table 5: Share of Scheme's Component and Version in Trained Components**

<i>Share of - (i) STT, RPL, SP in TT (ii) Certified &amp; Non-Certified % of TT (iii) Job % of TT &amp; STT</i>									
<i>Scheme</i>	<i>Year</i>	<i>Comp.</i>	<i>STT, RPL and SP Share in TT (%)</i>			<i>Certified &amp; Non-certified Share in TT</i>		<i>Job Share</i>	
	<i>Yrs</i>	<i>Com.</i>	<i>STT share</i>	<i>RPL share</i>	<i>SP share</i>	<i>Certified share of TT</i>	<i>Non-Certified % of TT</i>	<i>Job % of TT</i>	<i>Job % of STT</i>
STAR	2014-15	CSCM	100.00	0.00	0.00	62.03	37.97	0.00	0.00
PMKVY 1.0	2015-16	CSCM	90.85	9.15	0.00	73.09	26.91	12.75	14.04
PMKVY 2.0	2016-20	CSCM	37.49	60.41	2.10	83.56	16.44	18.80	50.14
PMKVY 2.0	2016-20	CSSM	99.19	0.00	0.81	78.84	21.16	27.65	27.88
PMKVY 3.0	2020-22	CSCM	50.83	30.43	18.74	65.41	34.59	5.56	10.93
PMKVY 3.0	2020-22	CSSM	41.01	54.77	4.22	66.46	33.54	6.85	16.71

Source: Compile by the Author.

The share of certified trainees and non-certified trainees out of Total Trainee (TT) depends on the fulfilment of NSQF assessment criteria as well as passing criteria which is slightly tougher than the conventional examination system. In the case of job placement, the candidate placed may be from STT and/or RPL and/SP with or without certification, which means the placed candidate was with or without certification but fully trained and skilled. From the data, 62% were certified and 38 % were non-certified under the STAR scheme with zero job opportunity. The share of certified and non-certified ratio in all the editions of PMKVY varies from 65.41 per cent to 83.56 per cent of total training during P-2.0 (CSSM) and P-2.0 (CSCM). Government has to concentrate on certification also which is at present at a satisfactory level but needs to improve. The job placement performance varies from 6.85 per cent to 27.65 percent out of total trained students and minimum 10.93 per cent to 50.14 per cent out of total STT-trained students. The candidate placed during the second edition of PMKVY was better than the previous and next edition, which means the government has to address the causes of decline in the job

placement during 2020-22. Job placement of the trained candidate depends mainly on the alignment of the Job Role with the demand of that job role in the market, which is a major reason apart of actual learning during the training periods as well as what was the quality of skill provided by the trainers.

Table 6 shows the annual growth rate of different variables like annual growth rate of training components and annual growth rate of certified after training and placed for job. The uneven years of different editions of PMKVY i.e. SART & P-1.0 for 1 year, P-2.0 for 4 years, P-3.0 for 2 years. In this condition the performance of all editions is transformed into annual mode and the annual growth is computed to understand the growth trends. The annual growth rate of STT was 28.79 per cent in the first edition of skill scheme when it is compared with STAR, but it declined during second edition (2016-20) and third edition (2020-22) by (-) 47.18% and (-) 84.53% respectively. In the case of RPL, the growth performance during second edition period was very high but declined in second edition. The SP growth rate is not so good but it shows improvement in the case of CSSM.

**Table 6: Growth Rate Annual**

Scheme	Annual Data	Component	Annual Growth Rate of Training				Growth Rate	
			STT	RPL	SP	TT	Certified	Placed
STAR	2014-14 - 1 Year	CSCM	-	-	-	-	-	-
PMKVY 1.0	2015-16 - 1 Year	CSCM	28.79	-	-	41.77	67.07	0.00
PMKVY 2.0	2016-20 - 4 Years	CSCM	-47.18	744.55	-	27.99	46.33	88.63
PMKVY 3.0	2020-22 - 2 Years	CSCM	-84.53	-94.25	1.66	-88.59	-90.53	-96.63
PMKVY 2.0	2016-20 - 4 Years	CSSM	-	-	-	-	-	-
PMKVY 3.0	2020-22 - 2 Years	CSSM	-84.37	-	95.82	-62.21	-67.87	-90.64

Source: Compile by the Author.

The annual growth rate of total training and certification shows better performance up to the second edition but declines in the third edition of PMKVY. The job placement figure shows uneven growth trends with decline during the second edition as well in the third edition. Thus, it is clear that the government has to keep constant watch and provide help to the implementing agencies to address the uneven trends of the growth rate of training, certification and job opportunities.

## 7. Summary, Conclusion and Implication

It is observed from the present study that uneven performance is seen in the case of training, certification and job placement after the launch of PMKVY skill mission

may be due to the inability or lesser coordination between the implementing agencies, shortage of seasoned trainers and resource person, infrastructure bottlenecks, non-control on quality evaluation of the training and certification, few policy deficiencies related to implementation, delayed in changes in the mindset of trainees, changing scenario of economy, and so forth. The paper appraises the relevance of skill education scheme, mode of implementation, achievement since launch of scheme, current status and future challenges to achieve the target of the Skilled India Mission by 2047. The data revealed that the PMKVY scheme has achieved the target up to the completion of the PMKVY 3.0 But with a huge gap between the trained manpower and employment avenues. The government has to address the gap between the certified trainee and employment opportunities, although the enrollment-trained-certified ratios are good. There are some shortcomings observed on the training side like a lack of qualitative trainers and infrastructure for training. There is a need for quality control chronologically which must start from assessment for enrollment in a particular job role to job placement through training, assessment and certification of the PMKVY scheme. It is observed that the government has been focusing majorly on Short-Term Training (STT) than RPL and SP, which is also equally important because the candidates are willing for skills education after they drop out of schooling, discontinue education after school education, or obtain non-skill education at HEI, or due to underemployment, etc. There is a need for changes in the policy to motivate students at school education to learn and know about the importance of skill and skill education for well-being.

The integration with different departments and ministries, strategic alliance with foreign nations, unique academic regulators, and independent sector-based implementing agencies are effective initiatives of the government to achieve the target of skills education and training. The STAR scheme was the basis of the pilot project of PMKVY. Based on achievements in the pilot project, the government continued the skill mission for next four years and obtained the target, but in the second and third editions was not at the same pace. The aspiration of a candidate has weakened in the third edition of Skill Mission due to fewer job placements. It is also observed that all state government has to increase efforts along with central government agencies to accomplish the training, certification and employment target, otherwise, the central government will face trouble in achieving the target. Government has to concentrate on certification also which is at present at a satisfactory level but needs to improve. The job placement performance varies from 0.38 per cent to



27.75 percent out of total trained students and minimum 0.57 per cent to 50.14 per cent out of total STT-trained students. The candidate placed during the second edition of PMKVY was better than the previous and next edition, which means the government has to examine the decline of jobs during 2020-21 for future actions. The job placement figure shows uneven growth trends with a decreasing rate during the second edition as well as in the third edition. The uneven results between training, certification and job placement may be due to the lack of implementation and policy side like availability of adequate trainers, qualitative training, physical infrastructures for training, insufficient control on training-certification processes, and availability of fewer job opportunities from the market side. It is evident from the published reports of different agencies that the accumulated unemployment & population pressure of previous decades and the estimated future population pressure of the next few decades will reduce the availability of per capita resources for skilling and employment facilities to potential persons and job seekers, which will also create a gap between skilled people and job opportunities. The regulators and policymakers must keep a constant watch on implementation on one side and coordination between state and union governments for the creation of more job opportunities on the other side. All state governments also increase efforts to accomplish the training, certification and employment targets simultaneously.

### ***Contribution and Acknowledgement Statement***

*Acknowledgement:* Ms. Sonia Kamboj, Dept. of Commerce, Kalindi College, University of Delhi for suggestions on the literature review.

*Data availability:* On Demand.

*Financial support:* Nil.

### ***References***

- Agrawal, Tushar. (2014). Skill development in India: An examination. *Journal of Education and work*, Vol.27(6),629-650.<https://doi.org/10.1080/13639080.2013.787485>
- Akram, Mohammad. (2012). Formal Education, Skill Development and Vocationalisation: The missing link in India. *Research on Humanities and Social Sciences*, Vol.2(8), 142-147.
- Ansari, T., & Khan, M. A. (2018). Role of education and skill development to promote employment in India. *Skill India Opportunities and Challenges*, 208-214.
- Gupta Ruchi (2019). Skilling Indian Youth For Industry 4.0 *Think India Journal*, Vol-22-Issue-33. pp. 158-163, Dec. 2019.

- Kedar, Mahesh Kumar Shankar (2015). Skill Development in India Challenges and Opportunity. *International Research Journal of Multidisciplinary Studies*. Vol.-I, Issue-V. PP. 1-12. December 2015. Retrieved from: <https://www.researchgate.net/publication/338514282>
- Kumar, Sunaina (2022), "The Skilling Imperative in India: The Bridge Between Women and Work," *Observer Research Foundation Issue Brief No. 529*, pp. 3-18. March 2022.
- Misra, Sushendra Kumar (2015) Skill Development: A Way to Leverage the Demographic Dividend in India. *GSTF Journal on Business Review*. Vol.4 No.2, pp 28-36. December 2015. DOI 10.7603/s40706-015-0019-0.
- MoSDE Annual Report Various Issues (2014-2023), Scheme and Initiatives Through NSDC, 2022-23, PP. 86-103. <https://msde.gov.in/en/reports-documents/annual-reports>
- NSDC PMKVY Training Centre: <https://www.pmkvyofficial.org/pmkvy2/find-a-training-centre.php>
- NSDC PMKVY Prograamm: <https://www.skillindiadigital.gov.in/home>
- NSDC Skill Initiatives <https://www.skillindiadigital.gov.in/courses?programBy=All>
- NSDA Annual Reports, Various Issues (2014-2023). <https://msde.gov.in/en/reports-documents/annual-reports>
- NSDC, Impact Evaluation of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 2.0, pp 1- 21, Feb 2020. <https://skillsip.nsdcindia.org/sites/default/files/kps-document/PMKVY%202.0%20Impact%20Evaluation%20Report%20%E2%80%93%20Executive%20Summary.pdf>
- NCAER (2018). Report on "Skilling India No Time to Lose". 2018.
- Okada, Aya. (2012). Skills Development for youth in India: Challenges and Opportunities. *Journal of International Cooperation in Education*, Vol.15(2), 169-193.
- Sharma, Lavina and Nagendra, Asha. (2016). Skill Development in India: Challenges and Opportunities. *Indian Journal of Science and Technology*, Vol 9(48), 1-8. <https://10.17485/ijst/2016/v9i48/107324>
- Singh, Anita and Sanjeev, Rinku (201) Need for re-skill training towards Make in India initiative. *Independent Journal of Management & Production*. V.-7 N.-4, Oct-Dec 2016, pp. 1115-1125. <http://www.ijmp.jor.br> DOI:10.14807/ijmp.v7i4.469
- Umendra Singh (2016) Government Initiatives Towards Skilling India. *Jharkhand Journal of Social Development*. Vol-10 No-1&2. pp. 101-112. December 2016. Retrieved from <https://www.researchgate.net/publication/370403442>
- Unni, Jeemol. (2016). Skills Gaps and Employability: Higher Education in India. *Journal of Development Policy and Practice*, Vol.1(1), 18-34. <https://10.1177/2455133315612310>
- Zahra, Afroz (2018) Harnessing India's Demographic Dividend through Skilling: Challenges and Way Forward. *Economic Affairs*, Vol. 63, No. 1, pp. 71-82, March 2018 DOI:10.30954/0424-2513.2018.00150.9