



Impact Evaluation of PMKVY 2.0- Final Report



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PMKVY
प्रधानमंत्री कौशल विकास योजना
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List of Abbreviations

AA	Assessment Agency
AOR	Adjusted Odds Ratio
APL	Above Poverty Line
BFSI	Banking, financial services, and insurance
BPL	Below Poverty Line
CAGR	Compound Annual Growth Rate
CI	Confidence Interval
CRTC	Cluster Randomized Control Trial
CSCM	Centrally Sponsored Centrally Managed
CSPro	Census and Survey Processing System
CSR	Corporate Social Responsibility
DDUGKY	Deen Dayal Upadhyaya Grameen Kaushalya Yojana
EPF	Employees Provident Fund
ESI	Employees' State Insurance
F&B	Food and Beverage
FTCP	Field Technician Computing and Peripherals
GDP	Gross Domestic Product
ID	Identification
ISDS	Integrated Skill Development Scheme
ITI	Industrial Training Institute
IT-ITeS	Information Technology Enabled Services
J&K	Jammu & Kashmir
MSDE	Ministry of Skill Development & Entrepreneurship
MUDRA	Micro Units Development and Refinance Agency
NAPS	National Apprenticeship Promotion Scheme
NCR	National Capital Region
NGO	Non-Governmental Organization
NOS	National Occupational Standards
NSDC	National Skills Development Corporation
NSQF	National Skill Qualification Framework
OBC	Other Backward Class
PAN	Permanent Account Number
PIA	Project Implementing Agencies
PMKVY	Pradhan Mantri Kaushal Vikas Yojana
PMMY	Pradhan Mantri MUDRA Yojana

PPS	Probability Proportional to Size
PSM	Propensity Score Matching
PwD	Persons with Disability
QP	Qualification Packs
RCT	Randomized Control Trail
RPL	Recognition of Prior Learning
RSCIT	Rajasthan State Certificate of Information Technology
SAMARTH	Scheme for Capacity Building in the Textile Sector
SANKALP	Skill Acquisition and Knowledge Awareness for Livelihood Promotion Program
SC	Scheduled Caste
SE	Standard Error
SDMS	Skills Development Management System
SOP	Standard Operating Procedure
SSC	Sector Skill Councils
ST	Scheduled Tribe
STAR	Standard Training Assessment and Reward
STEP	Support to Training and Employment Programme for Women
STT	Short Term Trainings
TC	Training Centre
ToR	Terms of Reference
ToT	Training of Trainers
TP	Training Partner
USTTAD	Upgrading the Skills and Training in Traditional Arts Crafts for Development
UT	Union Territory
VET	Vocational Education and Training

Executive Summary

Project Background and evaluation objective

It is well known that GDP and per capita annual income in India has risen exponentially during the last 25 years^{1,2}. However, skill development in our country had been outpaced by the growing demand for skills in a rapidly developing economy because of which recent efforts in skill development have been intensified. India had been facing the dual challenge of the paucity of skilled workforce and non-employability of a large section of the educated workforce with little or no job skills. To address this skill gap, the Union Cabinet had approved India's largest Skill Certification Scheme, Pradhan Mantri Kaushal Vikas Yojana (PMKVY 1.0), on 20 March 2015³. PMKVY is the flagship scheme of the Ministry of Skill Development & Entrepreneurship (MSDE) and implemented by the National Skills Development Corporation (NSDC). 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. The scheme aims to train them on skills based on the National Skill Qualification Framework (NSQF) and industry-led standards.

The objective of this study is to evaluate the impact of the two key components of PMKVY i.e. Short Term Trainings (STT) and Recognition of Prior Learning (RPL). The evaluation aims to assess the impact of the program on its participants or beneficiaries in a holistic manner. The key questions that the evaluation aims to answer is if PMKVY training and certification has an impact on the employability and income of its participants. Along with this, the evaluation also provides considerable descriptive information on the program implementation status which provides cues to identify further questions to be probed. Further, the evaluation also aims to draw insights regarding the current implementation of PMKVY from various key stakeholders and provide feedback for further improvement of the programme.

Study design and methodology

For evaluating the impact of the PMKVY program on its participants and for providing feedback for program improvement, a quasi-experimental matching design with mixed method approach has been adopted. This consists of the quantitative survey with PMKVY participants and similar non-participants and qualitative survey with representatives of key project stakeholders which include MSDE, NSDC, training partners (TPs), employers of PMKVY trained candidates, Sector Skill Councils (SSCs), Assessment Agencies' (AAs) and also PMKVY trained candidates.

For evaluation of STT component, a three-arm design has been adopted. Arm 1 consists of individuals that have completed their training and have been certified under PMKVY. Arm 2 consists of individuals that have completed their training but have not been certified (did not appear or pass the assessment test) under PMKVY. Also, Arm 3 consists of individuals who are similar to the PMKVY trained/certified respondents in terms of eligibility criteria but have not attended the PMKVY training. Through this design, the study aims to essentially assess the impact of PMKVY training and certification on employment and salary premium along with other key outcome indicators including satisfaction and perception about their current employment. For evaluating the impact of RPL component, a two-arm design has been adopted consisting of RPL certified candidates in Arm 1 and similar individuals (in terms of job role and work experience) who had not participated in PMKVY

¹Economic Survey 2016-17

²The World Bank Database

³NSDC . (2016). *PMKVY Guidelines (2016-2020)*.

programme in Arm 2. The evaluation of RPL component aimed to assess the impact of the RPL program on current income and satisfaction and capacity to work in current employment.

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. Further, a multi-stage sampling methodology was adopted to sample PMKVY participants and similar non-participants. Based on this methodology sample has been selected from 42 districts spread across the geographical zone.

Data collection

For developing and testing the evaluation tools and their data entry programs, two rounds of pilot testing were done. Also, field and survey manuals were developed and translated in regional languages so that they can serve as ready reckoner for the field team for troubleshooting any issue during field work.

A rigorous field 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, the data collection for the evaluation was conducted between December 2018 and January 2019. Overall, a sample of 5004 and 1717 was covered for the evaluation of STT and RPL components respectively. Also, in-depth interviews were conducted with 15 PMKVY trained candidates, 10 employers, 10 training partners, five SSCs, three AAs, one MSDE representative along with a group discussion with NSDC implementation team to solicit their feedback on program implementation along with suggestions for program improvement.

Evaluation findings

Short term training (STT)

For evaluation of STT, a sample of 1626, 1599 and 1779 has been covered from Arm 1, Arm 2 and Arm 3 respectively. The sample across the three arms was observed to be similar in their socio-demographic characteristics. Overall, 49 percent of the respondents across arms were females and the average age of the respondents was 24 years. 89 percent of respondents were following Hinduism and 10 percent were following Islam. Also, 59 percent of the respondents belonged to Other Backward Classes (OBC), followed by 21 percent from general caste category and 18 percent from Schedules Caste (SC) category. Approximately 50 percent of the overall respondents had completed above senior secondary education and 53 percent of the sample belong to BPL families.

Only five percent of the comparison group respondents had reported participating in any skills training program with the majority of them (55 percent) availing private and paid training. Interest in higher education (33 percent) and unawareness about skills program (28 percent) were the key reasons reported for non-participation. 54 percent of Arm 3 respondents have reported being aware of PMKVY. The major source of awareness reported by respondents across arms was friends or relatives, followed by print media, door to door campaign and through their educational institutes.

Findings of process level assessment present that 88 and 84 percent of the respondents in Arm 1 and Arm 2 respectively have been counseled about the program before their enrolment. Also, 91 percent of respondents in Arm 1 and 77 percent of respondents from Arm 2 have acknowledged receiving any training material, majorly induction kit during the training program. 77 percent of the Arm 1 respondents who are certified as per the Skills Development Management System (SDMS) data have acknowledged receiving their PMKVY training certificate. Non-provision of the certificate by the training center was the most stated reasons (67 percent) and also a considerable percentage (28 percent) of respondents reported that they have not gone to collect their certificates. Only 41

percent of Arm 1 and 25 percent of Arm 2 respondents acknowledged receiving placement assistance. Majority of candidates acknowledging receiving placement assistance 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 asked about their satisfaction with the PMKVY STT program, more than 90 percent of the respondents in Arm 1 and Arm 2, with a higher proportion in Arm 1 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 the placement assistance, only 36 percent of Arm 1 and 22 percent of Arm 2 reported being satisfied or very satisfied. Also, 73 percent of Arm 1 and 62 percent of Arm 2 respondents have acknowledged to have benefitted from the program, mostly with an increase in self-confidence (86 percent) and improved technical knowledge (50 percent in Arm 1 and 54 percent in Arm 2) being reported as the key benefits. Development of entrepreneurial attitude, increased chances of employability and improved interpersonal skills are the other key benefits of training reported by the respondents.

Propensity Score Matching (PSM) was used to estimate the impact of STT training and certification on employment status and salary premium. The respondents across study arms were matched based on covariates such as respondents' age, gender, caste, religion, education, father's education, mother's education, and total to working family member ratio. Impact analysis suggests that PMKVY training and certification has led to an increase of nine percentage points in the proportion of employed respondents (32 percent in Arm 1 and 23 percent in Arm 3). A similar difference of eight percentage points has been observed on estimating the treatment effect of PMKVY training (31 percent in Arm 2 and 23 percent in Arm 3). However, no significant impact (two percentage points) of only PMKVY certification was observed when the employment rate of Arm 1 was compared to Arm 2. Logistic regression adjusting for above-mentioned covariates suggests that PMKVY trained and certified (Arm 1) individuals are 1.8 times more likely (Adjusted Odds Ratio (AOR): 1.7, $p=0.000$, CI: 1.49-2.10) to get employed when compared to individuals who have not participated in PMKVY (Arm 3). Similarly, PMKVY trained individuals (Arm 2) were observed to 1.6 times more likely (AOR:1.6, $p=0.000$, CI: 1.280-2.03) to get employed in comparison to individuals who had not participated in PMKVY (Arm 3).

Interestingly, it was observed that a considerable proportion of Arm 1 and Arm 2 respondents (30 percent) were not looking for jobs currently due to interest in education or other personal reasons. Out of the individuals looking for employment, 45 percent were found to be currently employed with similar employment rates across Arm 1 and Arm 2. However, only 47 percent of respondents in Arm 1 and 27 percent of respondents in Arm 2 reported being working in the domain of their STT training.

Impact analysis of the effect of PMKVY certification and training on income was also done after matching the study arms using PSM. The average monthly income level of PMKVY trained and certified individuals were found to be 15 percent higher than that of similar comparison individuals (INR 8629 in Arm 1 vs. INR 7474 in Arm 3). Also, the average monthly income of PMKVY trained individuals was found to be INR 8283 as compared to INR 7584 of comparison group participants, denoting a difference of nine percent attributable to PMKVY training. Further, a difference of nine percent was also found while comparing the mean monthly income of Arm 1 (INR 8588) and Arm 2 (INR 7907).

The analysis of change in before training and current income of PMKVY participants shows a 52 percent and 42 percent change in income of Arm 1 and Arm 2 respondents respectively who were sometimes employed before enrolling in PMKVY. Awareness of MUDRA loan is observed to be

higher in PMKVY trained respondents (51 percent in Arm1 and 41 percent in Arm 2) as compared to Arm 3 respondents (19 percent). However, the uptake of MUDRA loan is found to be negligible across the study arms.

On assessing the impact of STT program on the perception and satisfaction with employment, a relatively higher percentage of PMKVY certified respondents (76 percent) have acknowledged having a good or very good chance of getting another employment as compared to comparison group respondents (73 percent). Also, 86 percent of the Arm 1 respondents acknowledged their capacity to work in their current employment to be good or very good as compared to 82 percent amongst the comparison group respondents.

Regarding the benefits accrued by trained individuals, 87 percent respondents from Arm 1 and 75 percent, respondents from Arm 2 agreed that PMKVY training has been helpful in improving their ability to work in their current employment. Also, 91 percent of Arm 3 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 of the Arm 3 respondents reported that training related to their job role would help them in increasing their income.

Recognition of prior learning

The sample covered for the assessment of RPL certification was 870 for Arm 1 (PMKVY certified respondents) and 847 for Arm 2 (comparison group respondents). The sample across the two arms was similar in their working profile, years of experience and their socio-demographic characteristics. Overall, 38 percent of the respondents were females and the average age of the respondents across the two arms was 36 years. Most of the surveyed respondents belonged to OBC category (62 percent) followed by SC caste (18 percent) category. 85 percent of the respondents were Hindus and 13 percent were Muslims. The respondents of Arm 1 had an average work experience of 11 years and Arm 2 had an experience of nine years. 57 percent and 58 percent of the respondents from Arm 1 and Arm 2 respectively have reported belonging to BPL families.

Only six percent of the Arm 2 respondents have undergone any skill development training programme with the 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). 42 percent of the Arm 2 respondents were aware of PMKVY and the major source of awareness on PMKVY across arms was through friends or relatives (Arm 1: 55 percent, Arm 2: 79 percent), followed by through employers, colleagues, community meetings and door to door campaigns.

On assessing the status of implementation, it found that most of the respondents had received pre-enrolment counseling (83 percent), orientation session (93 percent) and any training material (80 percent). However, 68 percent of respondents had acknowledged receiving their certificate. Only 19 percent of respondents reported to have had received the monetary pay-out of INR 500. It is to be noted here that DBT payments took place only between November 2017 and April 2018.

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 of the surveyed RPL certified respondents were overall satisfied with the quality of the PMKVY RPL program. 61 percent of the respondents have reported having benefitted from the RPL certification program with the most stated benefit being an increase in self-confidence (79 percent) followed by improvement in technical knowledge (51 percent) and improvement soft skills (41 percent).

As an indicator of the relevance of the RPL program for its participants, it has been 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 Arm 1 respondents were self-employed and salaried permanent employee respectively. Daily wage employment was observed to be higher in Arm 2 as compared to Arm 1. The awareness on MUDRA loan was higher in Arm 1 as compared to Arm 2 (41 percent and 18 percent respectively), though uptake of MUDRA loan was reported to be minimal across arms.

After matching the study arms on the key covariates (mentioned in STT findings section), the current average monthly income of the RPL certified candidates was found to be INR 10997 as compared to INR 9275 of the similar comparison group participants. Hence, a difference of 19 percent was observed in the current monthly salary across arms, though this salary premium cannot be attributed solely to RPL certification. On analysis of before RPL and current income of RPL certified individuals, an average increase of 25 percent was observed (INR 8836 to INR 11006). 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.

The satisfaction with the current employment was higher in RPL trained and certified respondents as compared to similar comparison group respondents with 85 percent Arm 1 respondents reporting their capacity to work in their employment to be good as compared to 79 percent in Arm 2. Also, a relatively higher proportion of respondents in Arm 1 (63 percent) than in Arm 2 (58 percent) believe that they have good chances of getting another employment. Also, 75 percent of employed Arm 1 respondents agreed or strongly agreed that PMKVY training has helped them to be more prepared for their current employment. Similarly, 79 percent of the employed Arm 1 respondents have agreed or strongly agreed that the program has improved their confidence in getting better employment.

Programmatic recommendations

The key stakeholders of the PMKVY program including trainees, training partners, employers, SSCs, assessment agencies, MSDE and NSDC were asked to share their feedback on the current implementation status, highlight challenges and provide recommendations for program improvement. SSCs have shared that they should be hands-on involved in geography and job role wise target allocation. Better coordination between different skill development programs was suggested so that target allocation can be looked from a macro level for ensuring effective utilization of resources allocated at the national level for skill development. To improve the value of PMKVY certification, it was suggested that NSQF level certification should be made mandatory for government contracts and tenders. Partial but reasonable contribution to the total training cost should be taken from the participants to ensure the financial sustainability of the scheme and ensuring that candidates take it more seriously. It was also suggested that a stronger role of state skill development missions is required in effective implementation of PMKVY.

Proper pre-screening on the candidates should be done and ensure that only eligible candidates are enrolled for the program and also to ensure that they are able to understand the job requirements and expectations before enrolling into a training program. Stronger facilitation support to avail MUDRA loan should be provided to PMKVY certified candidates. Real-time visual monitoring systems need to be developed so that policy makers and project management teams can centrally monitor the project implementation on a real-time basis, though feasibility of implementing such monitoring systems need to be assessed as they are difficult to implement and have a very high cost of implementation. Resources and manpower requirement for project management of PMKVY should be reassessed and provisioned accordingly. SDMS portal should be made more robust to avoid its downtime, responding to which the NSDC team informed that it will be replaced by an

advanced version which would have a more robust architecture. It needs to be ensured that the training handbooks are available for candidates in regional languages as it has been reported that many candidates are not comfortable with English. The quantitative survey findings also suggest that approximately 30 percent of the surveyed STT participants were not looking for employment currently and a high proportion of these candidates were currently studying. Therefore, at a policy level, it should be reassessed if currently studying candidates should be allowed to participate in PMKVY training. In case they should not be allowed, rigorous pre-screening need to be done to screen out currently studying respondents from enrolling in the program. Also, more focus should be given on improving the placement assistance to PMKVY participants and to ensure that they have employment opportunities in their domain of training and closer to their home.

1. Project Background and Objective

1.1 Context and Background

In the last 26 years, India's GDP has risen from \$ 266.502 Billion in 1991 to \$2.601 Trillion in 2017^{4,5}, with a compound annual growth rate (CAGR) of 9.16 percent. During the same period, the per capita annual income in India has also risen from \$ 340 to \$ 1800⁶, which is a significant 6.62 percent CAGR. The labour force employed in the economy between 1991 to 2016 increased from 337 million to 524 million⁷ and the sectoral composition of labour has shifted from agriculture labour to the services sector. But out of the current labour force, 48 percent or 250 million people are still categorized as agriculture labour. Skill development in India in the past had been outpaced by growing demands for skills in a rapidly developing economy, responding to which recent efforts for skill development have been intensified. In a globalized economy, it is vital to have a large pool of skilled workers for attracting industrial investment including foreign direct investment and for meeting the demand of a growing economy. Developing skilled workers enhances the efficiency and flexibility of the labour market; reduces skills bottlenecks, enables absorption of skilled workers more easily into the economy, and improves job mobility. It is, therefore, crucial to invest in quality education, vocational education, and training (VET) if the economy of India is to develop and remain competitive in the global market.

The informal labour sector of India faces a major challenge of skill development and acquisition because 93% of the workforce is in the informal or unorganized sector⁸. There is enough evidence to prove that the countries with higher levels and better standards of skills adjust more effectively to the challenges and opportunities in domestic and international job markets.

More than 62 percent of India's population lies in the working age, i.e. between 15 to 59 years. In addition to this, 54 percent of the country's total population is below 25 years⁹, which provides a demographic advantage to India over other economies. By 2022, the average age of workforce participants in India would be 29 years – making us the 'youngest' country in the world. To reap this demographic dividend which is expected to last for next 25 years, India needs to equip its workforce with employable skills and knowledge so that they can contribute substantively to the economic growth of the country. An estimated 12 million youth (between 15-29 years) enter the labour market every year, and this trend is expected to continue for the next two decades. Skill development of these youth entering into the labour market is crucial for sustainable economic and social development of the country.

Presently our country faces a dual challenge of the paucity of trained labour and non-employability of large sections of the educated workforce with little or no job skills. Efforts have been made in the past and are also being made currently too to address this persistent dichotomy through demand and supply side matching of the skilled labour force. It needs to be understood that the skill development issue in India is pertinent for both demand and supply of labour force. To meet the demand side challenge, consistent efforts are being made towards the expansion of economic activities and the creation of large employment opportunities. On the supply side, a simple look at

⁴Economic Survey 2016-17

⁵ <http://statisticstimes.com/economy/gdp-of-india.php>

⁶The World Bank Database

⁷The World Bank Database

⁸Rana, R., & Bhargava, S. (2017). Bridging the Skills Gap of Women Workers of Informal Sector in India for Sustainable Development. *International Journal of Economic Research*.

⁹R., A., & V.K., D. (2016). Skilling India - Initiatives to create a global workforce. *International Journal of Research in Economics and Social Sciences*.

the projected youth population provides a fair reason to believe that India has the strength to cater to this demand. However, the employability of a large youth population is questionable and remains a major area of great concern.

1.2 Project Background

To address the skill gap in India, the Union Cabinet had approved India's largest Skill Certification Scheme, Pradhan Mantri Kaushal Vikas Yojana (PMKVY 1.0), on 20 March 2015¹⁰. The Scheme is being implemented by the National Skill Development Corporation (NSDC) under the guidance of the Ministry of Skill Development and Entrepreneurship (MSDE). MSDE aims to skill India on a large scale with speed and standards to enable a large number of Indian youth to take up industry-relevant skill training that will help them in securing a better livelihood. Owing to its successful first year of implementation, the Union Cabinet has approved the scheme for another four years (2016-2020) as PMKVY 2.0. Amongst several skill development components, the two key components of PMKVY 2.0 are described as:

Short Term Training (STT)¹¹: The Short-Term Training imparted at PMKVY Training Centres (TCs) is expected to benefit candidates of Indian nationality who are either school or college dropouts or unemployed. Apart from providing training according to the National Skills Qualification Framework (NSQF), the TCs shall also impart training in soft skills, entrepreneurship, financial and digital literacy. Duration of the training varies as per the job role, ranging from 150 to 300 hours. Upon successful completion of training and assessment, candidates shall be provided placement assistance by training partners (TPs). Under PMKVY, the entire training and assessment fees are paid by the government. Pay-outs shall be provided to the TPs in alignment with the stipulated norms. Training imparted under the short-term training component of the scheme shall be of NSQF level 5 and below.

The detailed eligibility criteria for STT trainees in PMKVY program is mentioned below;

- Candidate needs to be an Indian citizen.
- The age of the candidate should be minimum of 18 years or above.
- Is an unemployed individual or, school/college dropout?
- Possesses an Aadhaar card and a bank account.
- Has a verifiable alternate ID such as PAN or Voter ID (applicable only for the states of North East region and J&K - Additional IDs may be added from time to time).
- Any other criteria, as defined by the Sector Skill Councils (SSCs) for the respective job roles.

The guidelines also mention that college students should not be allowed or enrolled under STT PMKVY as the scheme focuses on school and college dropouts. Additionally, in the case of corporate or factory premises, candidates cannot be their own employees or daily wagers.

The training program is being executed by training partners which include private training providers, corporate and government-affiliated training partners. The TPs are affiliated and accredited through well-defined accreditation process on a case to case basis. Also, PMKVY does not allow franchising of TPs. Training partners are subjected to abide by the Standard Operating Procedure (SOP) document of PMKVY. For short term training, the TPs receive training fee from the program in a sequential procedure – 30 percent at the time of commencement of a batch, 50 percent on successful assessment and certification of trainees, and 20 percent on outcome-based placements of the trainees. The cost of training varies according to the sectors and job roles from Rs.28.9 per trainee

¹⁰NSDC . (2016). *PMKVY Guidelines (2016-2020)*.

¹¹NSDC . (2016). *PMKVY Guidelines (2016-2020)*.

per hour to Rs. 40.4 per trainee per hour. For some specialized training courses, the cost of training varies under a special provision.

Recognition of Prior Learning (RPL)¹²: A huge section of India's unorganized workforce is unskilled or semi-skilled. Many people in the workforce pick up skills and knowledge in an informal set up by observing people, hereditarily, working under their guidance or through self-learning. Often, these workers do not possess any proof of qualification and are unable to earn a decent living. This is where RPL assists them in acquiring certification based on an assessment of their current competencies as per NSQF levels. Through RPL assessment and certification, the candidates will be able to align their existing competencies with NSQF for better opportunities in vocational and formal education supported by vertical and horizontal mobility. Besides creating an equitable system, RPL also helps them explore different options in skilling and upskilling to bridge their knowledge or skill gaps and get appropriate certification. The eligibility criteria for RPL participants varies as per the type of RPL program and has been detailed in the PMKVY compendium of guidelines for RPL¹³. In general, RPL is applicable to any individual of Indian nationality who,

- On the date of enrolment, fits the minimum age criteria as per the Qualification Pack (QP) requirements
- Possesses an Aadhaar Card [verifiable alternate IDs, such as PAN or Voter ID may be applicable for Jammu & Kashmir (J&K) and certain states in the North-East Region] and a bank account, and

Fits the pre-screening criteria defined by SSC for the respective job role Non-Awarding Body for RPL mode 1 for the respective job role. According to SDMS (Skill Development Management System) records, as on 21st February 2019, 2.613 million individuals have been enrolled till date under STT program¹⁴. Out of the total enrolled trainees across 34 sectors and 221 job roles, 2.440 million trainees have been trained through various training centers. From these trained participants, 2.009 million trainees have been certified and 1.058 million trainees have been placed. Similarly, under the RPL component, 1.409 million individuals have been enrolled out of which 1.037 million have been assessed for certification. The total number of certified candidates under RPL is .890 million.

1.3 Evaluation Objectives

As elucidated in the Terms of Reference (ToR), the objective of the evaluation study is to conduct an impact evaluation of STT and RPL components of PMKVY 2.0. The impact evaluation aims to capture the impact on beneficiaries/candidates/trainees in a holistic manner. The evaluation also aims to draw insights from various stakeholders regarding the current implementation of PMKVY and provide feedback for further improvement of the programme.

¹²NSDC . (2016). *PMKVY Guidelines (2016-2020)*.

¹³ http://pmkvyofficial.org/App_Documents/News/Compendium-of-Guidelines-and-amendments-for-RPL.pdf

¹⁴ <http://pmkvyofficial.org/Index.aspx>

2. Evaluation Design and Methodology

2.1 Evaluation Design

For evaluation of PMKVY 2.0, a quasi-experimental matching design using mixed method approach has been adopted, consisting of quantitative survey with PMKVY participants and similar non-participants and qualitative survey with representatives of key project stakeholders which include MSDE, NSDC, training partners (TPs), employers of PMKVY trained candidates, Sector Skill Councils (SSCs), Assessment Agencies' (AAs) and also PMKVY trained candidates.

The research design that has been adopted for evaluating STT and RPL component has been detailed below.

Short term training (STT)

For the evaluation of STT component, a three-arm design, as presented below, has been adopted. Arm 1 consists of individuals that have completed their training and have been certified (have passed the assessment test) under PMKVY. Arm 2 consists of individuals that have completed their training but have not been certified (did not appear or pass the assessment test) under PMKVY. Arm 3 consists of individuals who are similar to the PMKVY trained/certified individuals in terms of eligibility criteria but have not attended the PMKVY training.

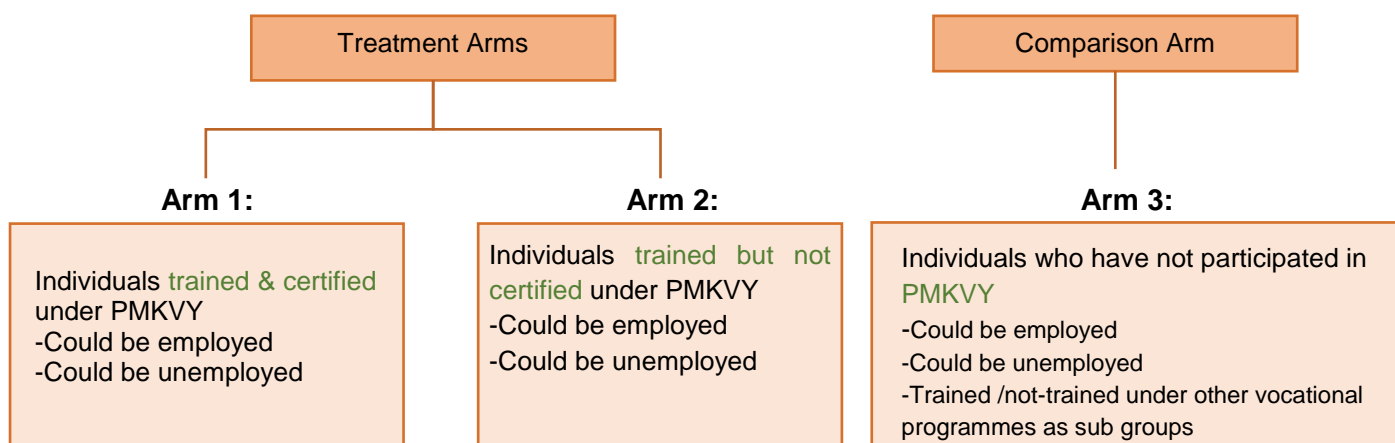


Figure 1: Evaluation design for STT component

Through this design, the study aims to essentially estimate the impact of PMKVY training and certification on – Employment and Salary premium, along with other key outcome indicators. The study also aims to assess the impact of the project on the beneficiary group by comparing the before training and current situation on the relevant key outcome variables.

The key indicator that has been used for sample calculation for this design is the Proportion of individuals earning at least the mean income of STT enrolled individuals (this data has been taken from SDMS).

The study of the above groups will help respond to the following key research questions.

Table 1: Key Research questions and design approach

S.N.	Research question	Design approach
1	Does PMKVY certification have any effect on the employment status of participants?	Comparison of Arm 1 with Arm 2
2	Does certification under PMKVY have any effect on the income level of employed participants?	Comparison of mean income of employed individuals in Arm 1 with the same of Arm 2
3	Does skills training have any effect on the employment status of participants?	Comparison of employment rate in Arm 1/Arm 2 with Arm 3
4	Does skills training have any effect on the income level of employed participants?	Comparison of mean income of Arm 1 /Arm 2 with Arm 3

Recognition of Prior Learning (RPL)

A two-arm design has been adopted for evaluation of RPL component under PMKVY. As certification is the key intervention process of RPL, the first arm consists of candidates who have been certified and the second arm consists of similar candidates who have not participated in the RPL program.



Figure 2: Research design for RPL component

This design will help to assess the impact of RPL certification on job opportunities and the salary premium if any on the RPL certified individuals under PMKVY. The study will also aim to assess the impact of the project on the beneficiary group by comparing the before the program and current situation on relevant key outcome variables like income.

The proportion of individuals earning at least the mean income of RPL certified candidates (as per SDMS) has been taken as the key outcome indicator for sample calculations.

Limitations of the design

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 Randomized Control Trail (RCT), Cluster Randomized Control Trail (CRCT), 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 open for all scheme and random assignment of treatment (program participation) is not possible, therefore it cannot be used to evaluate future training conducted under short term training or RPL certifications. Further, analysis of Difference-In-Difference (DID) quasi-experimental design suggested that it 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 to evaluate the impact of PMKVY by comparing PMKVY participants with a comparison group. The key limitation of matching design is that it is not able to account for unobservable or intrinsic characteristics while matching 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 programme but were not enrolled in the programme 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 the PMKVY candidates (school or college dropouts and unemployed individuals with similar socio-

economic characteristics) but have not enrolled in PMKVY scheme. The detailed strength, weakness and applicability analysis of all research designs is presented in the annexure section.

As it was not possible to build a sample frame of such candidates without doing a census listing, (which is a very exhaustive and resource intensive exercise), they were identified through snowball sampling. Though sample selection through snowball sampling leads to limitations on statistical robustness of the sampling methodology but owing to lack of other alternatives, it has been found to be the best possible approach to build a comparison group for evaluation of PMKVY.

Also, the sample size of this study is powered to provide statistically robust estimates at the program level i.e. it is able to comment on the impact of the STT and RPL component of the program at an overall 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 provided in the report would only be indicative.

2.2 Sampling Methodology

Sample Size

For evaluating the impact of PMKVY 2.0, the sample size for the three-armed and two-armed design for STT and RPL respectively has been calculated using two sample formula for a comparison of proportions, which has been presented below¹⁵.

$$n = \frac{D * [(Z_{1-\alpha/2} + Z_{1-\beta})^2 (P_1(1-P_1) + P_2(1-P_2))]}{(P_1-P_2)^2}$$

In the above formula, D is the design effect, $Z_{1-\alpha}$ is the z-score corresponding to 95% significance level, $Z_{1-\beta}$ is the z-score corresponding to the power, P_1 is the estimated proportion at the time of the first survey (baseline) and P_2 is the proportion expected at the time of the survey.

STT: For STT, change in income level has been taken as the key impact level indicator and sample size has been calculated to measure a minimum change of seven percentage points in the proportion of people earning a minimum income of INR 7143¹⁶ per month, among the three arms for the STT design which are detailed in the above sub-sections. The sample size is calculated to have power as 80%, a significance level of 0.05 and a design effect¹⁷ of 1.2. Further, the sample size estimated using the above formula is buffered by 1.5 times to account for the general sample drop that occurs when the treatment and comparison group sample are matched on the key covariates during Propensity Score Matching (PSM). Finally, the total sample required to evaluate the three arm STT component of PMKVY is 4455.

RPL: For evaluation of RPL component, the sample size has been calculated to measure a minimum change of 10 percentage points in the proportion of people earning a minimum of mean income of RPL certified individuals. The sample size is calculated to have power as 80%, a significance level of 0.05 and a design effect¹⁷ of 1.2. Further, the sample size estimated using the above formula is inflated by 1.5 times to account for the general sample drop that could happen during PSM. Finally, the total sample required to evaluate the two-arm design for RPL component of PMKVY is 1469.

¹⁵ Sample calculation done using Stata 13.0 – *power two sample for comparison of proportions*

¹⁶ INR 7143 was the mean income of PMKVY participants in STT course who were employed as per SDMS as on 5th September 2019 and is assumed to be a decent starting income of individuals skilled through PMKVY

¹⁷ Design effect taken is assumed to be 1.2 considering the multi stage sampling design which is explained in the sample distribution section.

The below table summarizes the total sample that was proposed to be covered for these two key components of PMKVY.

Table 2: Proposed sample size

STT sample	RPL sample	Total sample
4455	1469	5924

Sample Distribution

A multi-stage sampling distribution strategy that has been adopted for the evaluation of STT and RPL component of PMKVY is detailed below.

A. Distribution in Zones and states

At the first level, the states have been distributed in geographical zones and one state is sampled from each zone. All the implementation states and UTs have been categorized into five geographical zones and one state with the highest number of enrolled candidates has been selected from each zone. The details of the zone wise sampled states and their enrolment percentage to the total enrolments¹⁸ have been presented in the table below:

Short Term Training

Table 3: State selection for STT component

S. No	Geographical Zone	Selected state	% of total Enrolments	Number of Enrollments
1	Centre	Madhya Pradesh	10.2	2,51,947
2	East	Bihar	4.8	1,19,305
3	North	Uttar Pradesh	16.1	3,97,930
4	South	Tamil Nadu	5.8	1,43,801
5	West	Rajasthan	9.5	2,34,056

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Table 4: State selection for RPL component

S. No	Geographical Zone	Selected state	% of total Enrolments	Number of Enrollments
1	Centre	Madhya Pradesh	5.6	44,461
2	East	Bihar	5.4	42,769
3	North	Uttar Pradesh	14.1	1,12,408
4	South	Tamil Nadu	9.9	78,926
5	West	Maharashtra	7.2	57,095

¹⁸ The enrolment numbers and percentage are as of 5th September 2018 when the sampling of this study was conducted

B. Distribution in Districts

At the next stage, five districts have been sampled from each of the sampled states. The districts from each state have been sampled using probability proportional to size (PPS)¹⁹ using PMKVY total enrolment numbers as the selection criterion.

C. Distribution in Training Constituency

Further, it was proposed to select three training constituencies from each district. Three constituencies per district which have the maximum number of PMKVY enrolments have been selected.

The total sample required from each district has been equally distributed across the sampled TC. In cases, a particular district didn't have three constituencies with PMKVY candidates, or the sampled constituencies didn't have enough enrolments, the required sample from that district has been distributed equally amongst the available number of constituencies.

D. Distribution in Study Arms

The total sample that has to be taken from each Training Constituency is further divided equally amongst the study arms. For study arms 1 and 2 in STT, the sample frame has been drawn from the SDMS data. The sample for arm 3 has been selected through snowballing²⁰ using key matching indicators like education qualification and socio-economic situation. Similarly, in the case of RPL, the sampling frame for Arm 1 has been derived from the SDMS data. The sample frame for arm 2 (comparison arm) was developed using snowballing to find respondents working in a similar job role as Arm 1 candidates and with similar work experience.

In cases where treatment arm respondents were not able to provide leads for comparable comparison arm candidates, the below-mentioned protocol was adopted to locate the comparison group respondents:

1. STT: Respondent who was unemployed (at the time when the corresponding treatment arm candidate was trained through PMKVY) and had similar education background/socio-economic status/gender was looked for and interviewed through snowballing technique in the same locality/district as that of the treatment arm respondent
2. RPL: Respondents with a similar area of work experience, years of experience and gender were looked for through snowballing technique in the same locality/district as that of the treatment arm respondent

E. Filtering our candidates who have been certified in the last six months

To ensure that the evaluation is able to capture the impact of the intervention i.e. training and certification, a time period of up to six months was buffered for the impact of the intervention to be realized in terms of impact on employment and salary premium. Therefore, the candidates who had been certified after March 2018 (i.e. in the last six months from the time of sampling) were excluded from the sample frame.

¹⁹Probability proportion to size is a sampling procedure under which the probability of a unit being selected is proportional to the size of the ultimate unit, giving larger clusters (ex. villages) a greater probability of selection and smaller clusters a lower probability. http://courses.washington.edu/thesis/Manual%202/4_Planning/Description_Sampling.doc

²⁰ Snowball sampling is where research participants recruit other participants for a test or study. It is used where potential participants are hard to find. It is a non-probability sampling method. It doesn't have the probability involved - <https://www.statisticshowto.datasciencecentral.com/snowball-sampling/>

F. Distribution to ensure representation of gender and PWD

At the last level, the required sample of candidates from each training constituency has been culled from the SDMS data sample frame so that it can be telephonically validated through NSDC associated call centers. While selecting the sample frame to be validated, the gender ratio present in the SDMS data sample frame was maintained in the derived sample. All Persons with Disability (PWD) candidates who were part of the SDMS sample frame in the selected training constituencies were included in the derived sample.

Data collection methods

Physical one to one interview with respondents was conducted to collect data for assessing the impact of STT and RPL components under PMKVY. For conducting physical interviews, it was realized that it was important to conduct a preliminary level of screening to identify the present location of the candidates. For this, a telephonic validation exercise was undertaken by the NSDC affiliated call centers. Owing to the low response rate to telephonic verification, the extra sample was provided to the call center for getting the location details of the PMKVY trained candidates mentioned in the sample frame. Based on this telephone validation, a subsample frame of candidates with their recent address was prepared. Subsequently, for the primary survey as part of the evaluation, appointments were taken from the respondents and they were interviewed in person.

In-person interviews were also conducted for the qualitative survey tools which have been detailed in the below section.

2.3 Research tools and sample coverage

In line with the objective of the evaluation, the below-mentioned stakeholders were surveyed as part of this evaluation study. Research tool wise key areas of inquiry and sample covered has been mentioned in the below matrix:

Table 5: Evaluation research tools matrix

S. No.	Research tool	Key areas of enquiry	Sample Covered	Sample section approach
1.	Quantitative Schedule for beneficiaries/non-beneficiaries for both STT and RPL programme	<ul style="list-style-type: none"> Personal and socio-demographic profile information such as age, gender, education level, differently abled, caste, religion Participation in any skills training program Satisfaction with PMKVY skills training – the quality of training sessions, quality of training materials, counseling and mentoring support received and overall training effectiveness Perception of training outcomes – changes in technical knowledge, change in soft skills, capacity towards the job, improved competency level Employment-related information (pre-training and current) – employment status, employment type, income, the perception of the working environment, the perception of safety at work, employee benefits received, the perceived effect in their work productivity 	STT- 5004 RPL- 1717	Based on the above-proposed sample distribution

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2	In-depth interview with PMKVY trained candidates	<ul style="list-style-type: none"> • Experience and feedback on participating in a skills training program under PMKVY. On all key stages of the assignment (mobilization, enrolment, orientation, training, assessment and placement support) • Perceived benefits of training in terms of skills acquired, employment opportunity, retention of jobs, increase in income, upward mobility • Current status of employment and working conditions • Perceived changes in socio-economic conditions post certification • Existing gaps/challenges in the overall scheme and for all key stages of the scheme (mobilization, enrolment, training, training processes) • Suggestions for PMKVY future improvement of the scheme 	15	Project participants from different sectors and geographic locations while ensuring representation of STT and RPL candidates.
3.	In-depth interview with employers	<ul style="list-style-type: none"> • Experience of recruiting and working with PMKVY trained individuals, description of their job role • Comparison of PMKVY trained individuals with other employees in terms of work attitude, skillsets, productivity, competencies etc. • Satisfaction level of the employers with the recruitment of PMKVY trained individuals • Perceived changes at the enterprise level and industry level by employing PMKVY trained individuals • Feedback from employers for PMKVY scheme so as to ensure better job readiness of individuals 	10	Enterprises from different geographical zones while ensuring the representation of different sectors
4	IDI with training partner representatives	<ul style="list-style-type: none"> • Existing challenges or gaps encountered during the implementation of PMKVY, during all key stages of the project (i.e. mobilization, enrolment, orientation, training, placement support, getting candidates placed) and specific suggestions for course correction. • Financial bottlenecks if any during the implementation of the scheme • The process of facilitating placements and post placement follow up for trained individuals • Experience of working in collaboration with other stakeholders such as SSCs, AAs etc. • Effective approaches to improve program implementation in terms of training aid, well-equipped trainers and assessors, placement, and hand holding support after placement to achieve the desired outcome • Feedback on changes in PMKVY as compared to previous skill development schemes 	10	Two training partners from all five zones and based on their scale of training
5	IDI with SSC (Sector Skill Council)	<ul style="list-style-type: none"> • Existing challenges/gaps in the implementation of PMKVY • Feedback on the training process and quality of training given by partners under PMKVY • Feedback on changes in PMKVY as compared to previous skill development schemes 	5	Ensuring representation of sector skill councils from manufacturing, service and agriculture

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		<ul style="list-style-type: none"> • The process of development of QPs and training curriculum • Perceived effect of training on trained individuals and their employability • Perception of the effect of training on individuals in terms of acquisition of skills as demonstrated through assessment tests • Experience of working in collaboration with other stakeholders such as AAs, TPs etc. 		domain and also based on the number of candidates trained under the SSC
6.	IDI with AAs (Assessment Agencies)	<ul style="list-style-type: none"> • Existing challenges/gaps with the implementation of training programmes for individuals • Perception of quality of trainees and reasons for their unsatisfactory performance (in case) in assessment tests • Feedback for training partners to improve the performance of trainees and trainers • Experience of working in collaboration with other stakeholders such as SSCs, TPs. NSDC etc. • Effective approaches to improve program implementation in terms of training aid, well-equipped trainers and assessors, placement, and hand holding support after placement to achieve the desired outcome 	3	Representation of training agencies which operate in different sectors and have a considerable scale of operations
7.	IDI with NSDC implementation team	<ul style="list-style-type: none"> • Existing challenges with implementation of PMKVY • Feedback on the change in PMKVY programme as compared to previous skill development programmes (in which public funds are invested) • Feedback on TPs in terms of how the programme is being implemented • Operational suggestions for improvement of PMKVY • Policy suggestions for improvement of PMKVY 	Group discussion with representatives from key departments	Representatives from key departments involved in implementing PMKVY scheme
8.	IDI with MSDE representative	<ul style="list-style-type: none"> • Policy suggestions for improvement of PMKVY • Existing challenges in the implementation of training programmes for individuals and specific to PMKVY • Feedback on the overall benefits and impact of the program • Effective approaches to improve program implementation in terms of training aid, well-equipped trainers and assessors, assessment, certification, placement, and hand holding support after placement to achieve the desired outcome • Feedback on changes in PMKVY as compared to previous skill development schemes 	1	Representative of MSDE involved in PMKVY implementation

2.4 Data Collection

This section details out the procedures and activities that were carried out for conducting the primary data collection as part of this evaluation study. The protocols that were adopted during the field survey have also been mentioned below.

Firstly, to develop the research tools, two rounds of pilot testing were done. The first round of pilot testing was pen and paper-based. Based on the observations of the first round of pilot testing, the survey tools were revised in consultation with the NSDC team. Post this, the quantitative survey tools were programmed on CSPro²¹. During the second round of pilot testing, the CSPro based programme for the STT and RPL tool was tested. The pilot testing was done in Bharatpur, Rajasthan and in Delhi NCR.

As part of quality assurance protocols, a field manual and separate survey manual were prepared for both STT and RPL tool. Important details about the PMKVY scheme and the evaluation study were explained in the field manual. Also, the key guidelines and the do's and do not's that should be followed by the investigators, supervisors and field managers were mentioned in the field manual. All the questions in the survey tools were explained in detail in their corresponding survey manual. Subsequently, the survey and field manuals were translated into regional languages and were provided to the field team. These manuals were supposed to act as ready reckoner for the field team for troubleshooting any issue, minor or major, during field work.

For conducting the field survey across multiple states as part of this evaluation, a field team of 70 investigators, 14 supervisors, and six field coordinators were deployed. The field coordinators deployed for the survey were Sambodhi employees and the field investigators and supervisors were selected from a large pool of field investigators and supervisors that work with Sambodhi on a regular basis. It was ensured that all field investigators and supervisors recruited for the survey had past experience of conducting similar surveys using tablets or laptops in the states sampled for the survey.

After deploying the team, a five-day rigorous training was conducted both for the Hindi speaking states and Maharashtra from 3rd to 7th December and a separate training was conducted for Tamil Nadu from 10th to 14th December. This training was conducted by the research team members involved in the implementation of the evaluation. Each training session had three days of classroom training, one day of field practice and one day of debriefing. During the classroom session, the field team was explained in detail about the study background, study objectives, research design and most importantly the research tools. This was done to make sure that the field team develops a good and common understanding in administering the survey tools. Mock practice and demonstration sessions using tablets were also done as part of the classroom training to train the investigators in administering the survey tool. The performance of the investigators was also assessed during the training and the investigators who were not up to the mark were dropped out to ensure quality. During the training, the field coordinators were also trained in administering the trainee, training provider, employer, and training partner qualitative tools

Post the training, data collection was initiated. The quantitative and the qualitative survey were conducted parallelly from 8th December to 24th January. Handholding and supervision of the investigators were done by the supervisors, field managers, and research team members during the

²¹ The Census and Survey Processing System (CSPro) is a public domain software package used for entering, editing, tabulating, and disseminating census and survey data. <https://www.census.gov/data/software/cspro.html>

data collection stage to ensure the quality of data. The research tool wise total sample covered has been mentioned in the above section.

3. Sample profile

This section presents the sample profile of the respondents surveyed for the evaluation of STT and RPL component respectively.

3.1 Short term training

As compared to the required sample of 4500, a total of 5004 respondents have been surveyed for the evaluation of STT component. The table below presents the sample covered for Arm 1, Arm 2 and Arm 3, i.e. 1626, 1599 and 1779 respectively.

Table 6: Arm-wise distribution of STT respondents

Study arms	Sample covered
Arm 1: PMKVY trained and certified	1626
Arm 2: PMKVY trained and non-certified	1599
Arm 3: Individuals who had not participated in PMKVY (comparison group)	1779
Total	5004

In reference to the sampling methodology detailed in section 2, it was targeted to cover a sample of 900 per zone for evaluating the STT component of PMKVY. The below chart presents the zone and arms wise final sample that has been covered.

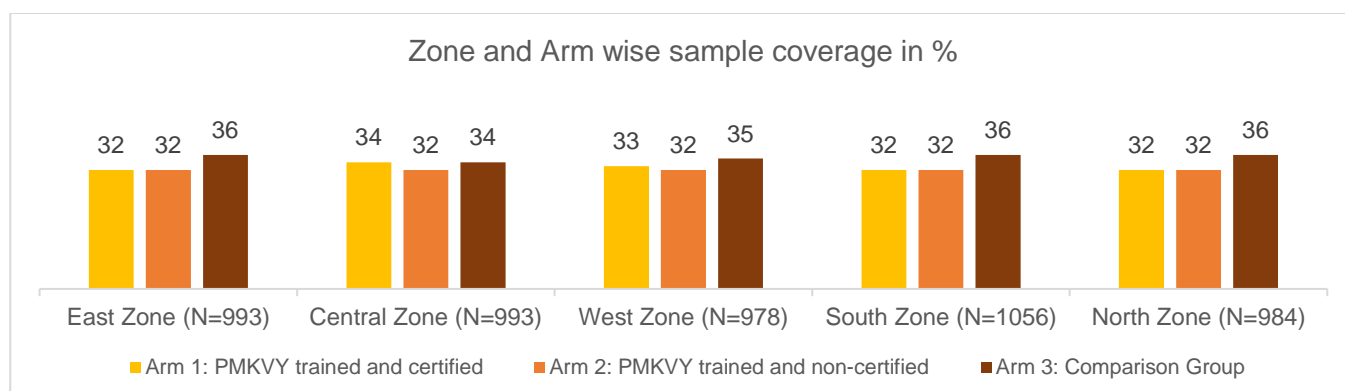


Figure 3: Zone and Arm-wise sample coverage

It is to be noted that the north, south, east, west and central zone were represented by Uttar Pradesh, Tamil Nadu, Bihar, Rajasthan, and Madhya Pradesh respectively, in line with the sampling methodology detailed in Section 2. The distribution of the sample covered for PMKVY trained candidates (Arm 1 and Arm 2) across the different sectors has been presented in the chart below. It is evident that the maximum number of PMKVY trained candidates in the sample are from electronics and hardware (22 percent), apparel (18 percent), beauty and wellness (11 percent) and telecom (10 percent) respectively. The sectors which comprise of the 'Others' category include healthcare, agriculture, capital goods, person with disability, life sciences, power, tourism and hospitality and automotive.

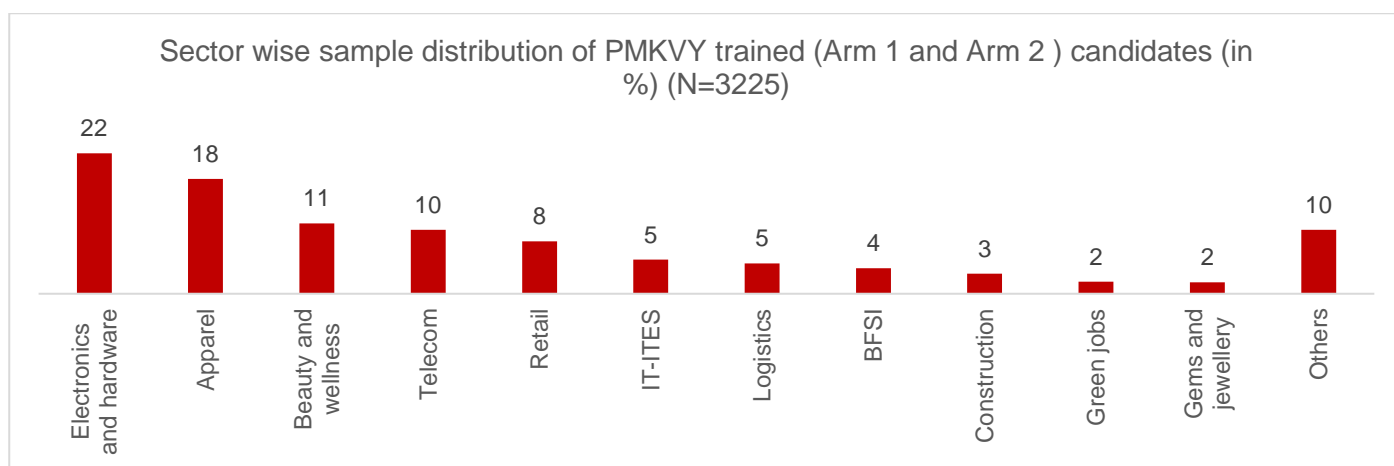


Figure 4: Sector-wise sample coverage of PMKVY trained (Arm 1 and Arm 2) candidates

Out of the total respondents interviewed, 51 percent were male and 49 percent were female. The average age group of the respondents across the three arms was 25, 24 and 24 years respectively for Arm 1, Arm 2 and Arm 3. About 3 percent of the sampled respondents were persons with disability.

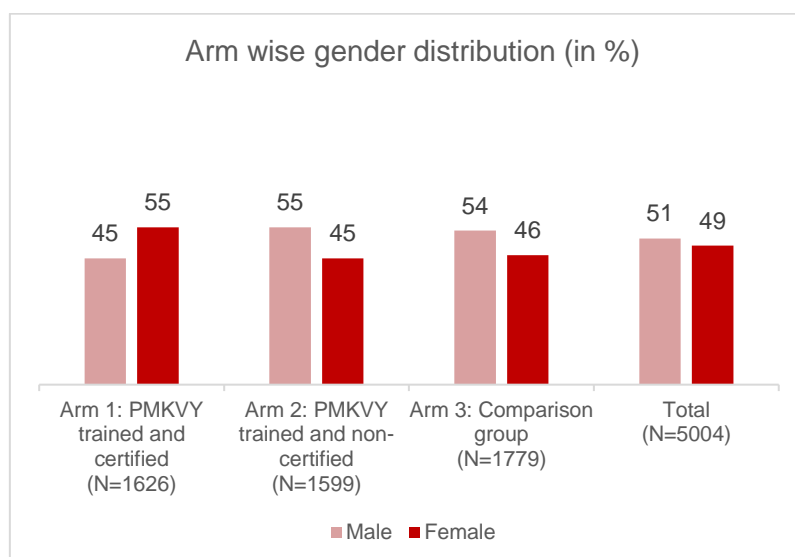


Figure 5: Arm-wise gender distribution

The caste and religious profile of the respondents were also studied to understand the demographic characteristic across the three study arms. Most of the respondents (59 percent) belonged to OBC category followed by General caste (21 percent) category. About 89 percent of the total respondents followed Hinduism and 10 percent followed Islam. A few respondents (one percent) followed other religions such as Sikhism and Jainism. As evident from the below graphs, the social category and religious profile of the surveyed respondents across the three arms were similar.

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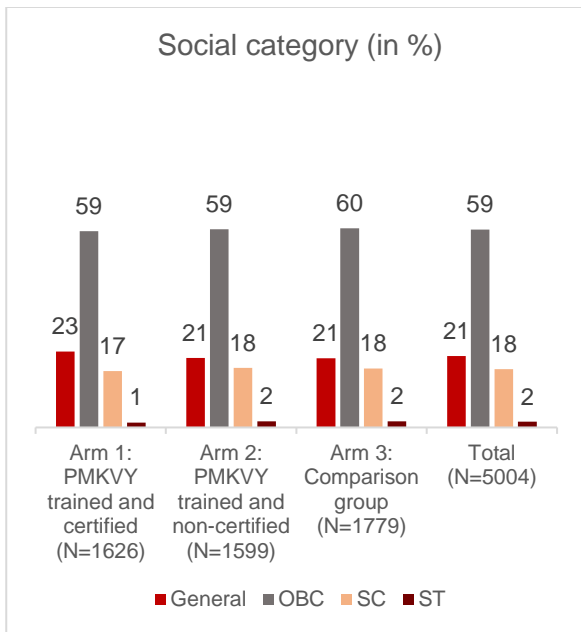


Figure 6: Social category of respondents across study arms

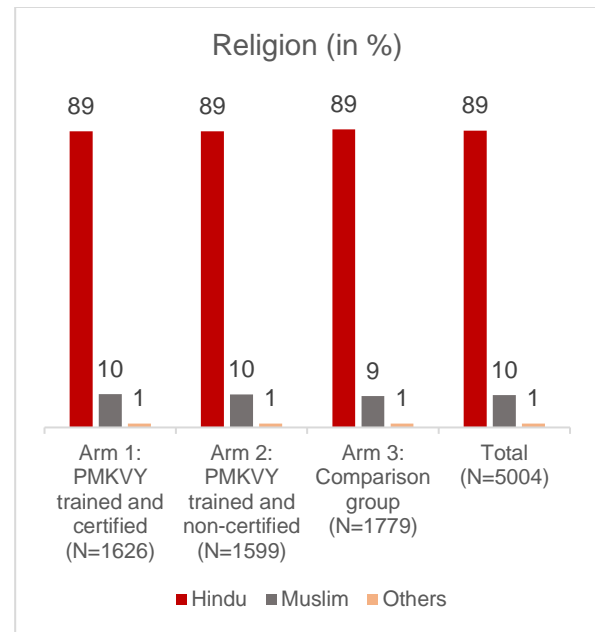


Figure 7: Religion of respondents across study arms

The educational profile of the surveyed respondents is presented in the chart below. It has been observed that approximately 40 percent and 39 percent respondents from Arm 1 and Arm 2 respectively have completed graduation and above. The educational qualification of the Arm 3 sample was also observed to be similar to Arm 1 and Arm 2 sampled respondents.

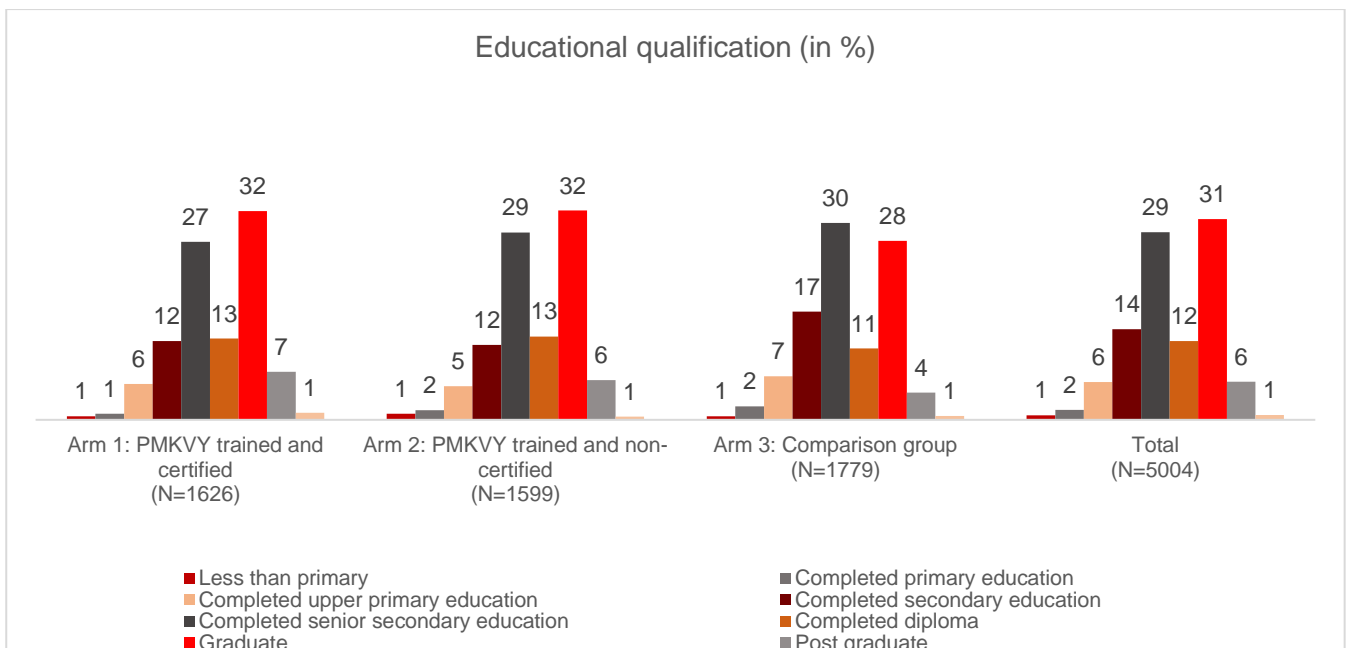


Figure 7: Educational qualification of respondents across study arms

The total work experience of the surveyed respondents was found to be 16, 17 and 11 months respectively for Arm 1, Arm 2 and Arm 3 respondents.

To assess the ratio of total family members to working family members, the number of family members in the household of surveyed respondent was divided by the number of working family members. It has been observed that the average total to working family member ratio for all the three study arms was found to be approximately four.

As stated in the figure below, overall 53 percent of the surveyed respondents have reported that they belonged to the BPL family while nine percent of the respondents were unaware of their family status. Also, specifically for Arm 1 and Arm 2, 52 percent and 55 percent respondents respectively reported being from the BPL category. This shows that the PMKVY programme is reaching out a substantial proportion of respondents from the BPL strata.

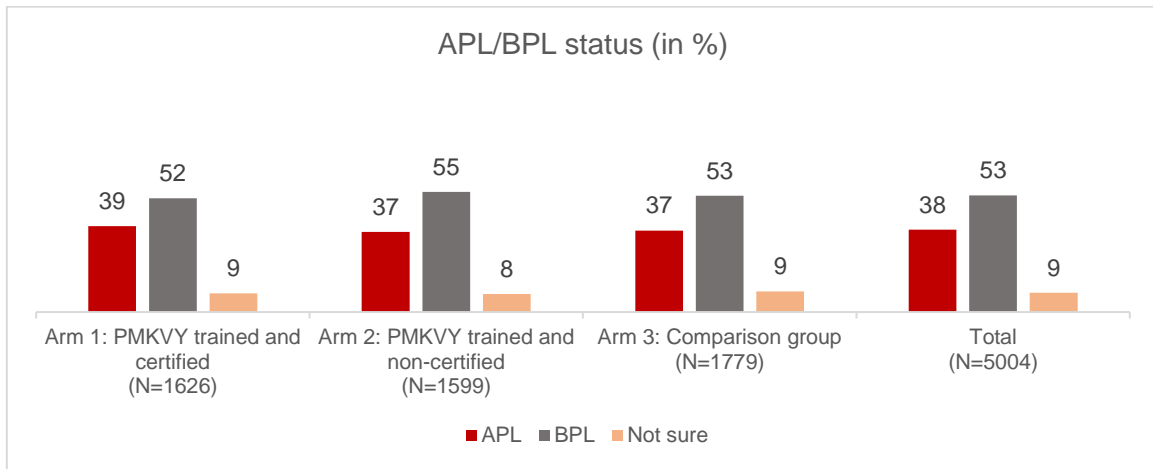


Figure 8: Economic status of respondents across study arms

3.2 Recognition of prior learning

As stated in Section 2, the total sample required to be covered for the assessment of RPL component of PMKVY was 1500. However, as presented in the table below, a total of 1717 respondents have been surveyed for evaluating the impact of RPL with 870 respondents covered from Arm 1, i.e. PMKVY certified group and 847 from Arm 2, i.e. comparison group.

Table 7: Arm-wise distribution of RPL respondents

Study arms	Sample covered
Arm 1: PMKVY certified	870
Arm 2: Non-PMKVY respondents (Comparison Group)	847
Total	1717

In line with the sampling methodology, it was targeted to cover an equal sample across the study arms. Also, a sample of 300 per zone was targeted to be covered for evaluating the RPL component. The below graph presents the zone wise final sample that has been covered as part of this study.

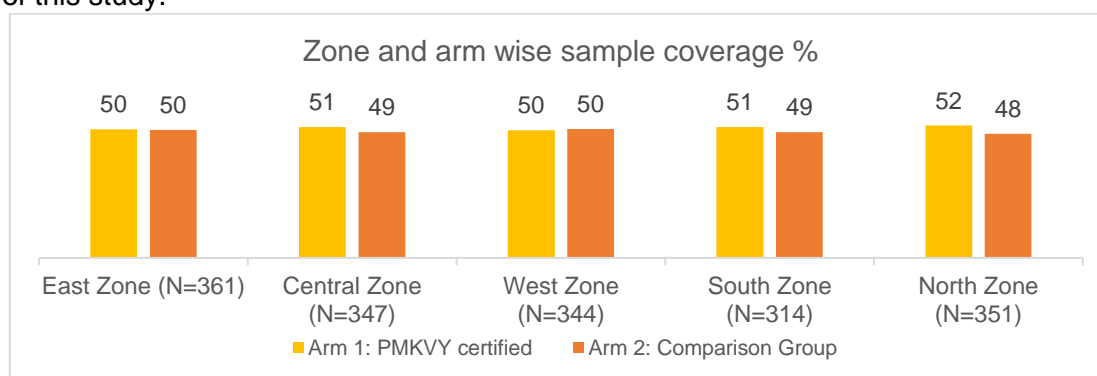


Figure 9: Zone and Arm-wise RPL sample coverage

The north, south, east, west and central zone are represented by Uttar Pradesh, Tamil Nadu, Bihar, Maharashtra and Madhya Pradesh in line with the sampling methodology detailed in Section 2. The distribution of the sample of RPL certified candidates across the different sectors has been presented in the chart below. It is evident from the below graph that the maximum number of PMKVY trained candidates in the sample are from furniture and fittings (18 percent), textile and handloom (13 percent), leather (10 percent) and beauty and wellness (nine percent) respectively. The sectors which comprise of the 'Others' category include domestic worker, gems and jewellery, security, plumbing, handicraft & carpet, rubber, and management.

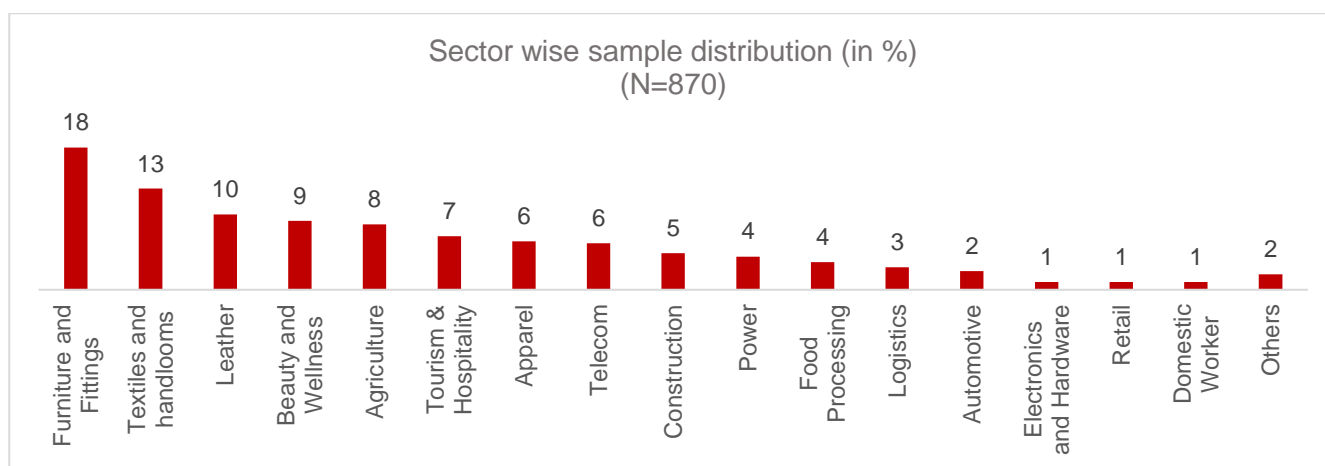


Figure 10: Sector-wise sample distribution

Out of the total respondents interviewed for evaluating the RPL component, 62 percent were male and 38 percent were female. As evident from the below chart, gender distribution is similar across study arms. The average age of the respondents across the two arms was 36 and 35 years respectively for Arm 1 and Arm 2. About two percent of the sample respondents were persons with disability.

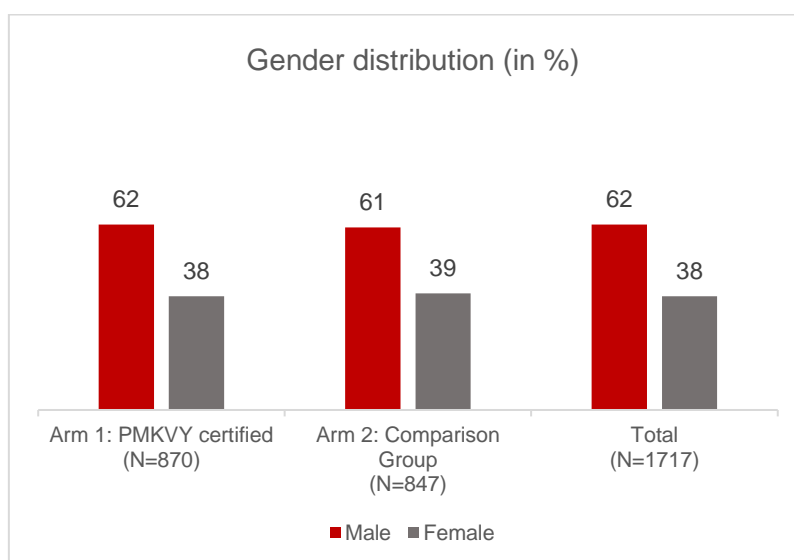


Figure 11: Gender-wise distribution of RPL respondents across study arms

The study of demographic characteristics such as caste and religious profile of the respondents across the two study arms shows that most of the respondents belonged to OBC category (62 percent) followed by SC caste (18 percent) category. About 85 percent of the total respondents followed Hinduism and 13 percent followed Islam. A few respondents (two percent) followed other religions such as Christianity and Buddhism. Social category and religious profile of the respondents are observed to be similar across both the study arms.

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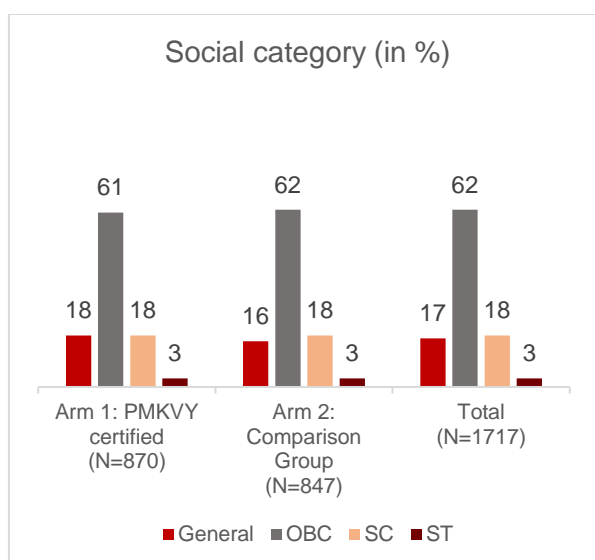


Figure 12: Social category of RPL respondents across study arms

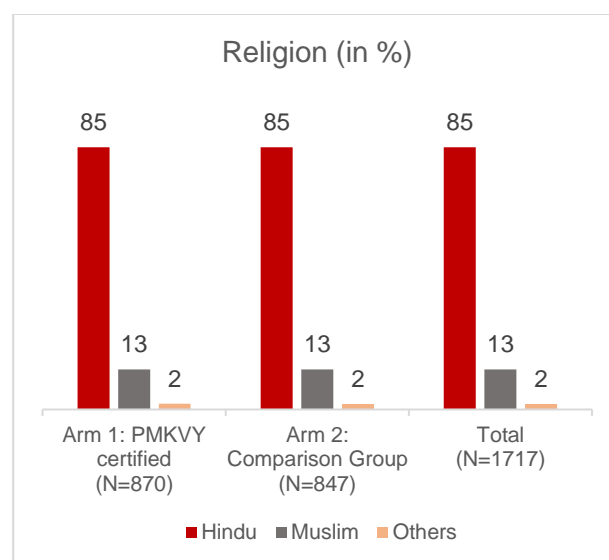


Figure 13: Religion of RPL respondents across study arms

The educational profile of the surveyed respondents was also observed to be similar across the two study arms and is presented in the graph below. It was observed that 15 and 14 percent respondents in Arm 1 and Arm 2 respectively have completed graduation and above. Also, 20 percent and 23 percent respondents in Arm 1 and Arm 2 respectively have completed education up to upper primary level. Overall, about 14 percent of the respondents are uneducated or not educated up to primary level.

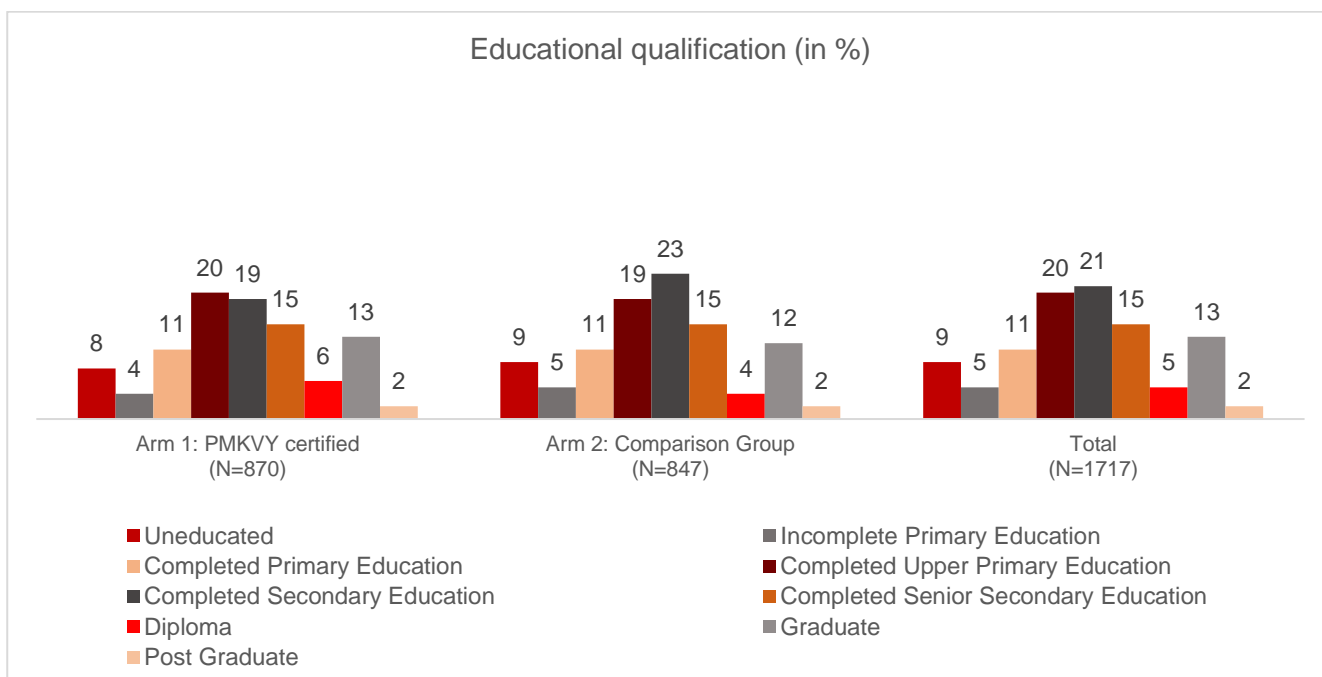


Figure 14: Educational qualification of RPL respondents across study arms

The respondents from the two study arms had similar work experience as on the date of interview. The respondents in Arm 1 had an average work experience of 10 years and respondents in Arm 2 had an experience of nine years.

The reported data on total family members and working family members was used to estimate the ratio of total to working family members. The average ratio of total to working family members for the two study arms was found to be approximately four.

As stated in the figure below, 57 percent and 58 percent of the respondents from Arm 1 and Arm 2 respectively have reported that they belong to BPL family, while approximately 10 percent of the overall surveyed respondents were unaware about their APL/BPL status.

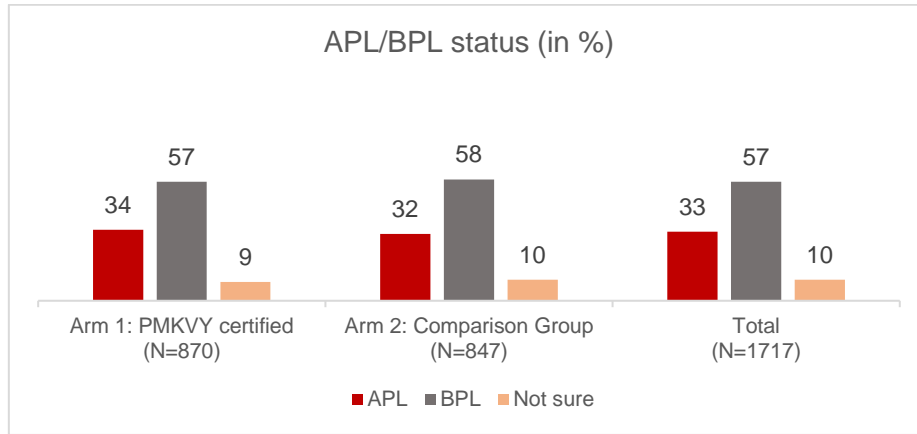


Figure 15: Economic status of RPL respondents across study arms

4. Evaluation findings

This section presents the key findings of the impact evaluation of STT and RPL components.

Evaluation findings w.r.t key evaluation questions

As mentioned in the above sections, the key question which this evaluation aimed to answer is: *What is the impact of PMKVY training and certification on the employability and income of its participants?* PSM has been used to match PMKVY participants with similar non-participants on key covariates (detailed in Section 4.1.4), to attribute the impact of the PMKVY program on employability and income.

Impact analysis of STT on the employability shows that PMKVY training and certification has led to a nine percentage point increase in proportion of employed individuals, as the proportion of employed individuals was 32 percent in Arm 1 as compared to 23 percent in Arm 3. PMKVY training alone was found to have an impact of eight percentage points on employability, as Arm 2 employment rate was 31 percent as compared to 23 percent in Arm 3. However, PMKVY certification alone, was found to have a non-significant impact of two percentage points when the employment rate of Arm1 was compared with employment rate of Arm 2 respondents.

On assessment of impact of STT on the income, PMKVY training and certification was observed to have an impact of 15 percent on the mean monthly income (INR 8629 in Arm 1 as compared to INR 7474 in Arm3). PMKVY training alone was observed to have an impact of nine percent as mean monthly income of PMKVY trained individuals was observed to be INR 8283 as compared to INR 7584 of the comparison group. Also, PMKVY certification alone was found to have an impact of nine percent on the mean monthly income (INR 8588 in Arm 1 as compared to INR 7907 in Arm 2).

While assessing the impact of RPL program on income, a significant difference of 19 percent was observed in the mean monthly income of RPL certified candidates (INR 10997) when compared to that of the comparison group (INR 9275). The analysis of the before RPL and current monthly income of RPL certified individuals suggest a 25 percent increase in their mean monthly income (INR 11006 currently as compared to 8836 before RPL program). Further, 35 percent of PMKVY certified respondents who had an increase in their current income, have acknowledged the contribution of RPL program in the same.

4.1 Short term training

This sub-section presents the findings of the evaluation of short-term training component under PMKVY 2.0.

4.1.1 Awareness and participation in PMKVY 2.0 and other skills training programs

The individuals in study Arm 3 i.e. the comparison group respondents were enquired if they had participated in any skills training program. It was found that only a small proportion (five percent) of comparison arm respondents had participated in any skills training program. Of these, the majority of the respondents (55 percent) had participated in private and paid training programs followed by ITI (17 percent) as presented in the chart below.

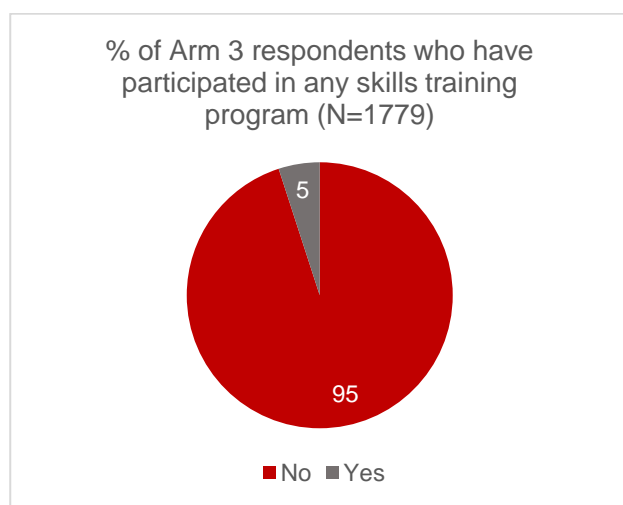


Figure 16: STT Arm 3 respondents who have participated in any skill training

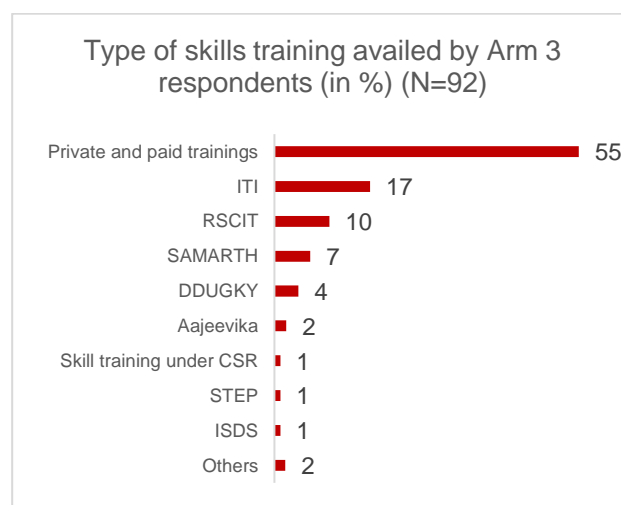


Figure 17: Types of skills training availed by STT Arm 3 respondents

The major reasons behind non-participation of Arm 3 respondents in any skills training program were enquired and it was found that about 33 percent of them were interested to pursue higher education while 28 percent did not have awareness about any skills training program. A small proportion of respondents also believed that a skills training program was not useful or was not required as elucidated in the graph below.

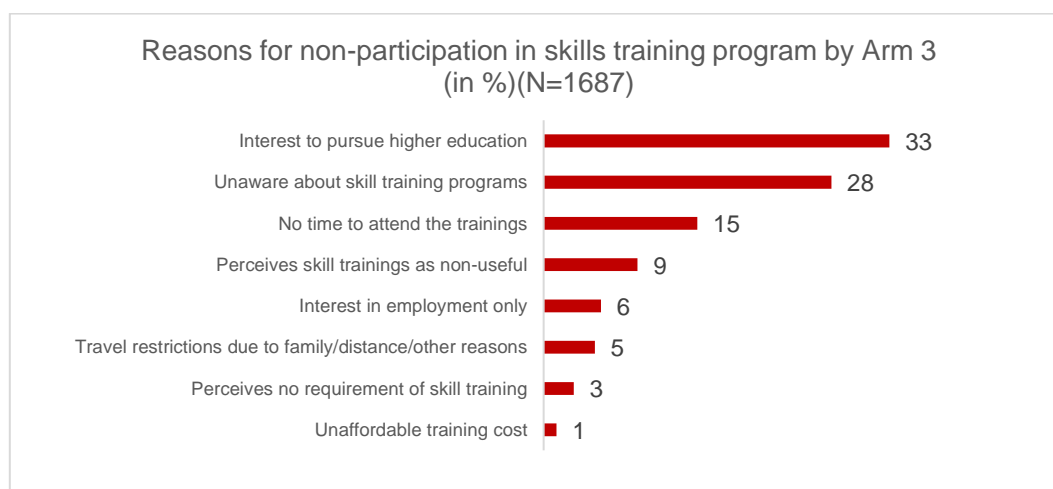


Figure 18: Reasons for not participating in any skills training program

The key reasons for participation in PMKVY program from Arm 1 and Arm 2 respondents and in other skill training programmes for Arm 3 respondents were also explored. Majority of the respondents across each study arm stated that getting employment was the primary reason for their participation (overall 63 percent). The second most frequent reason for participation stated by the respondents across the three arms was their interest in the particular course in which they had participated (overall 17 percent). It can be noted that the percentage of people interested in a particular course were higher in Arm 3 as compared to Arm 1 and Arm 2.

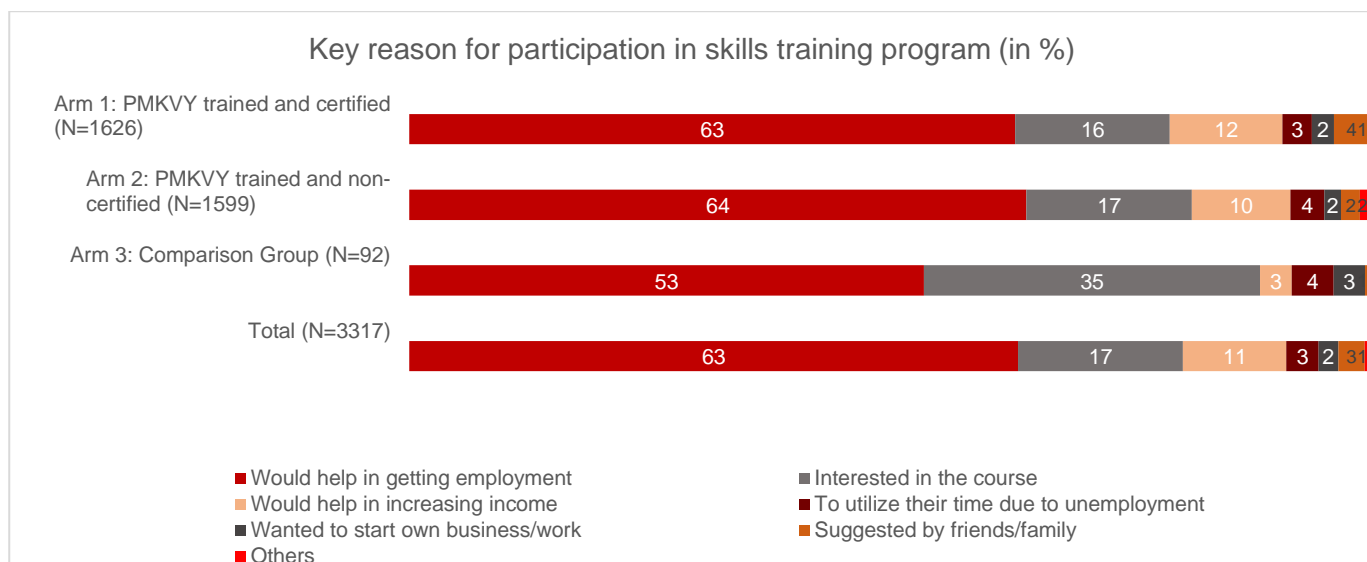


Figure 19: Reasons for participating in a skills training program

The respondents of study Arm 3 of the STT component were queried about their awareness of PMKVY training program. It was found that 54 percent of Arm 3 respondents were aware of PMKVY training program.

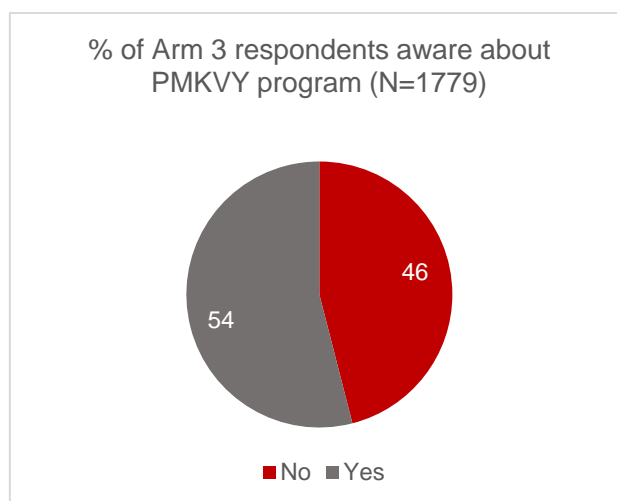


Figure 20: STT Arm 3 respondents aware of PMKVY program

The respondents were also asked about all the sources from where they came to know about PMKVY. It was observed that the major source of awareness on PMKVY across the three study arms was through friends and relatives (79, 75 and 90 percent respectively in Arm 1, Arm 2 and Arm 3). Print media, door to door campaigns and educational institutes of the respondents were the other key sources from where the respondents got to know about their training program.

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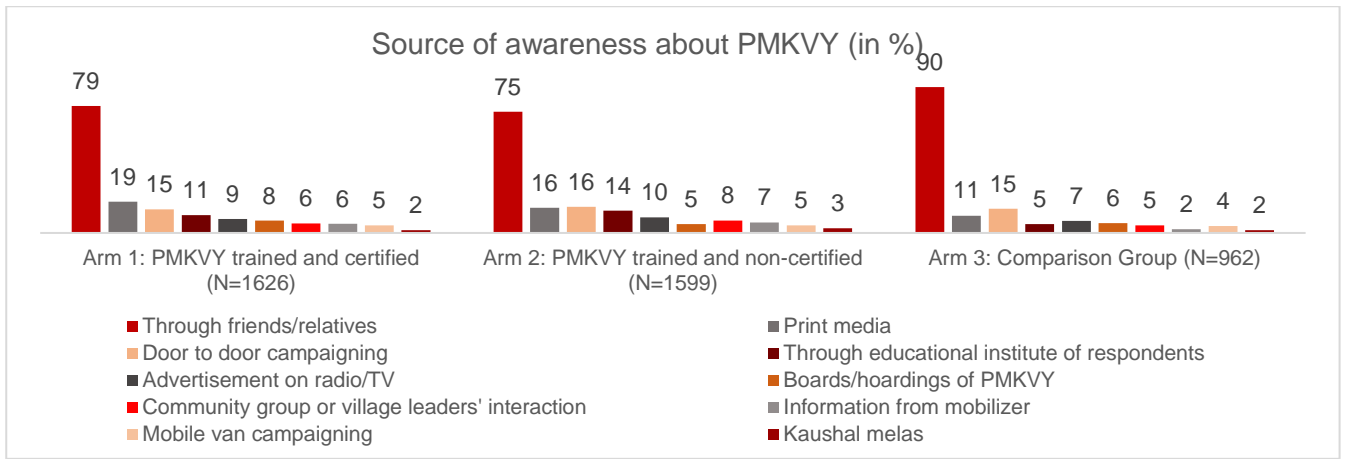


Figure 21: Source of awareness on PMKVY across study arms

4.1.2 Implementation status of PMKVY 2.0 – STT training program

This sub-section presents the findings pertaining to process level implementation of the short-term training program as reported by Arm 1 and Arm 2 respondents.

The Short-term training program under PMKVY is mandated to adhere to certain guidelines with respect to a set of processes to be followed. Therefore, the respondents who had participated in PMKVY STT program (Arm 1 and Arm 2 respondents) were enquired about these processes.

It was found that 88 percent of Arm 1 and 84 percent of Arm 2 respondents reported having received counseling before enrolling in the training program. Though it is to be noted that counselling is not mandatory under the STT programme.

It was also observed that 91 percent and 77 percent respondents from Arm 1 and Arm 2 respectively had acknowledged that they had received any course or training material. Of these, most of them (98 percent of Arm 1 and 97 percent of Arm 2) had acknowledged receiving an induction kit upon joining the training course and 45 percent of Arm 1 and 43 percent of Arm 2 had acknowledged receiving a training handbook during their course.

Although as per our evaluation design and SDMS data, Arm 1 respondents are the individuals who have been certified under PMKVY-STT program, but only 77 percent of them reported that they had been awarded a certificate post completion of the training. It was surprising to find that a few respondents (eight percent) from Arm 2 (PMKVY trained but not certified) as well reported receiving PMKVY certificate. One possible explanation for this could be they have received the certificate post clearing the re-assessment test.

From Arm 1 respondents who had not received the certificate, the reason for not receiving the same was also solicited. The most stated reason (67 percent of Arm 1 respondents) for not receiving the certificate by Arm 1 was that it was not provided by the training partner. However, a considerable, 28 percent of respondents reported that they had not gone to collect the physical certificate from the training provider.

It has also been observed that only 41 percent of Arm 1 and 25 percent of Arm 2 respondents had acknowledged receiving any placement assistance under the scheme. The below graph presents the above-discussed findings for the key services received by the participants of the programme across Arm 1 and Arm 2.

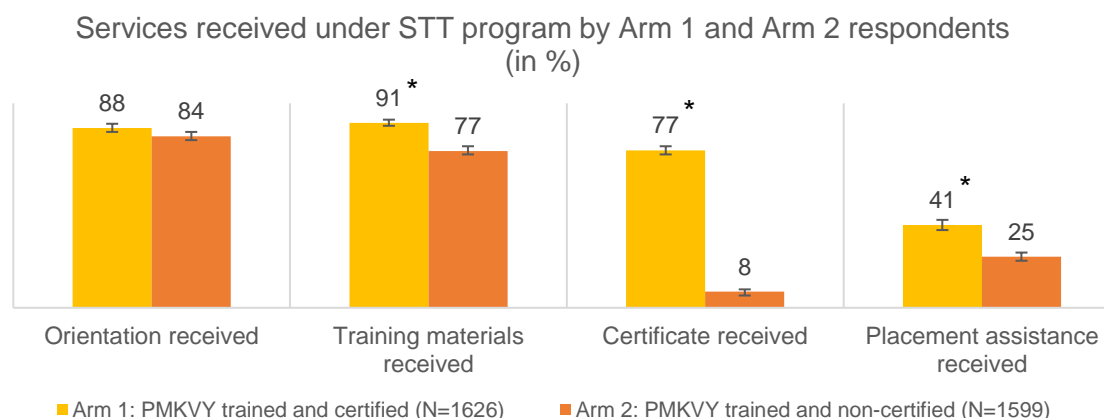


Figure 22: Services received by STT Arm 1 and Arm 2 respondents under PMKVY training

The respondents were also asked about the methods that were adopted during the training. As reported by participants across the two arms, in almost all the training sessions, lecture or theory-based method was adopted (96 percent). It is reassuring to find that approximately 85 percent of respondents reported that practical or lab-based sessions were also conducted during their training.

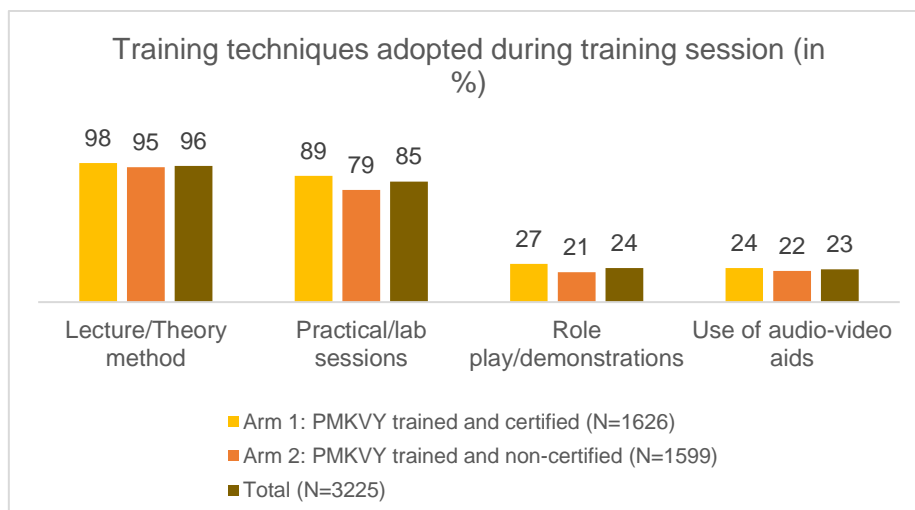


Figure 23: Training techniques adopted during STT training sessions

Although the sample for Arm 1 and Arm 2 was selected from the frame of respondents who had completed the STT training program as per SDMS, five percent from Arm 1 and 26 percent from Arm 2 reported that they had not completed the training program.

The most stated reasons for the drop out were 'interest in higher studies' (18 percent) followed by 'distant training venue' (12 percent) and 'family issues' (11 percent) etc. A few respondents (10 percent) had reported to drop out as they had received a job in between the training program.

The respondents from Arm 1 and Arm 2 who had reported that they had not given any assessment test were probed about the reasons for the same and the most stated reason was 'unavailability on the day of assessment' (51 percent) followed by 'test having not been conducted by the training provider' (16 percent). Also, the respondents who had reported to have failed the test mostly stated, 'unpreparedness for the test'(33 percent) followed by 'difficult test' (16 percent) and 'unsatisfactory quality of training'(16 percent) as the primary reasons, also depicted in the chart below.

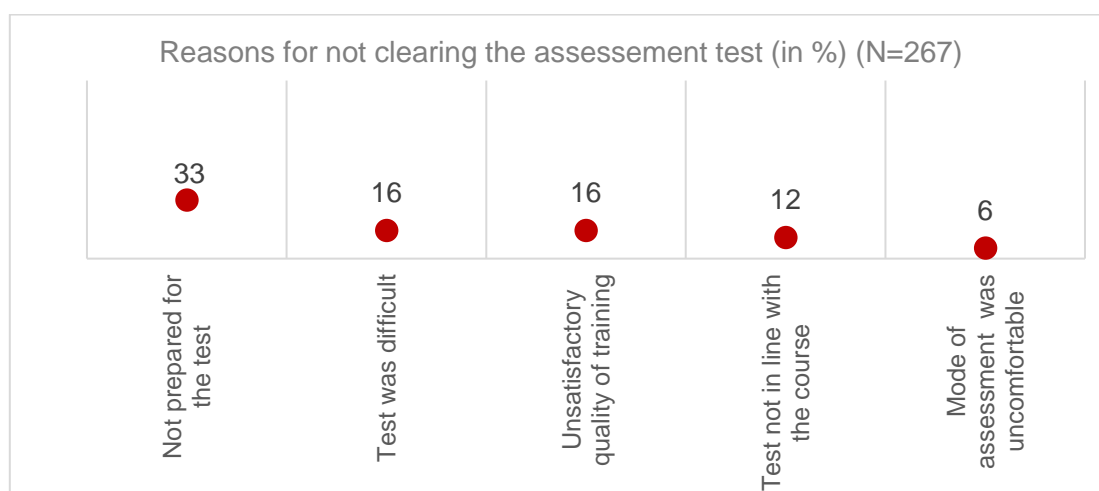


Figure 24: Reasons for not clearing the assessment test

As reported above in this section, 41 percent of respondents in Arm 1 and 25 percent of respondents in Arm 2 acknowledged receiving placement assistance. The respondents who had acknowledged receiving placement assistance were further asked about the type of support they had received. As a part of the placement assistance provided to the program participants, overall 64 percent of respondents reported having received counseling support related to employment or self employment. Following this, the second most stated support received by respondents was getting an opportunity to appear for job interviews (35 percent in Arm 1 and 32 percent in Arm 2). The other stated type of placement assistance received overall by the two arms were participation in *Rozgar Melas* (18 percent), introduction to prospective employers (12 percent), counseling for becoming self-employed (8 percent), counseling for becoming self-employed (8 percent), counseling received on the process to avail MUDRA loan (4 percent) and counseling received to get financial assistance to open an enterprise (3 percent) as stated in the chart below.

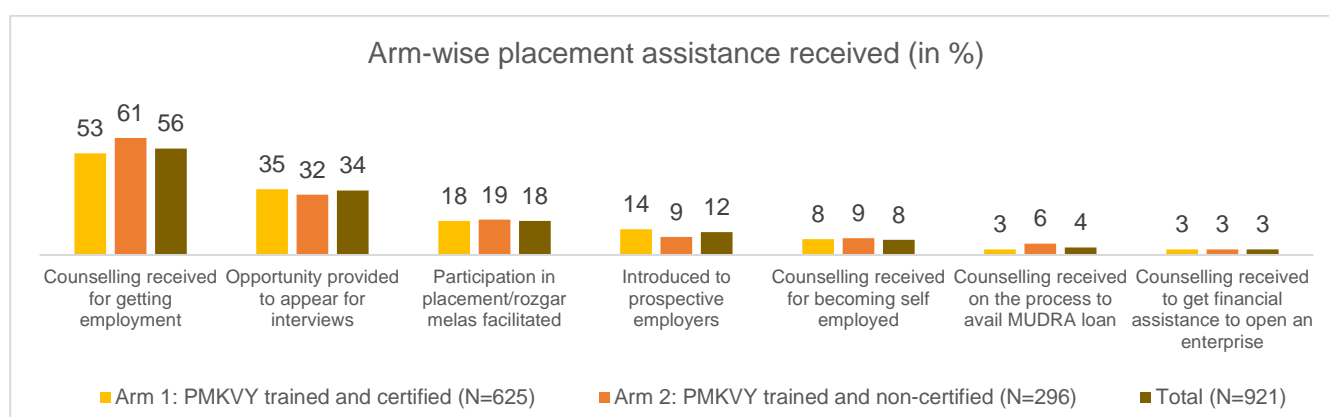


Figure 25: Placement assistance received by STT Arm 1 and Arm 2 respondents

4.1.3 Satisfaction from PMKVY 2.0 -STT training program and benefits accrued

The respondents in study Arm 1 and Arm 2 were enquired about their satisfaction with the training program on different parameters such as trainers’ quality, training quality, quality of curriculum and quality of post-training placement assistance.

The chart below shows that most respondents across Arm 1 (90 percent) and Arm 2 (86 percent) were overall satisfied with the quality of training provided. The satisfaction across parameters like the trainer’s quality, training quality and adequacy of the training infrastructure was observed to be around 96 percent. The satisfaction of the respondents with the adequacy of a training curriculum with respect to the job role was relatively lesser (91 percent in Arm 1 and 84 percent in Arm 2). However, satisfaction with the quality of placement assistance was found to be only 36 percent and 22 percent in Arm 1 and Arm 2 respondents.

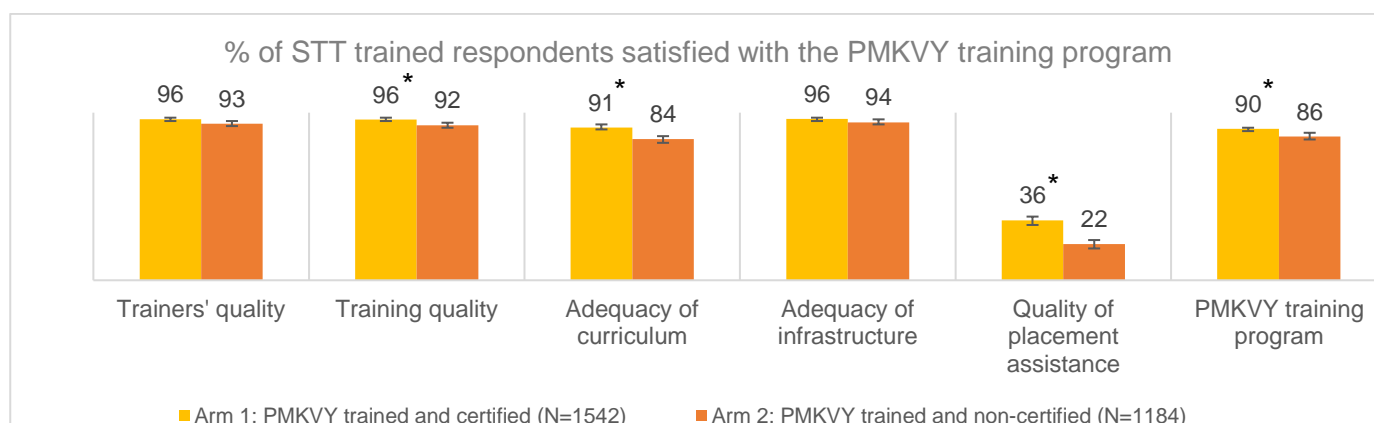


Figure 26: Satisfaction level of STT Arm 1 and Arm 2 respondents

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The trained respondents were enquired about the type of benefits that they perceive to have accrued from the training program. A significant difference was observed across the two arms with 73 percent of Arm 1 and 62 percent of Arm 2 respondents acknowledging to have benefitted from the program.

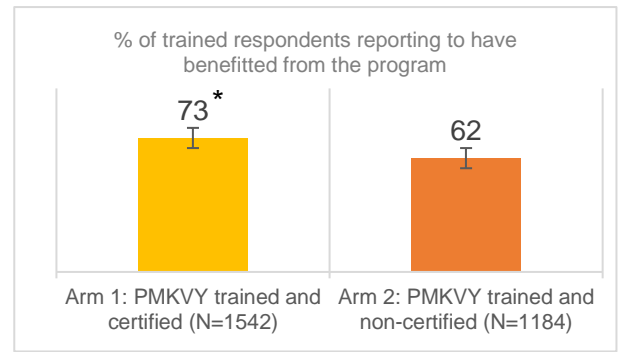


Figure 27: Proportion of STT Arm 1 and Arm 2 respondents reporting to have benefitted from PMKVY training program

Further, the respondents acknowledging to have benefitted from the PMKVY program were asked about the type of benefits they have accrued. The reported benefits accrued were observed to be similar across Arm 1 and Arm 2. More than 85 percent of trained respondents believed that the training helped them in increasing their self-confidence.

About 50 percent and 54 percent respondents respectively from Arm 1 and Arm 2 reported having improved technical knowledge post their training. Development of entrepreneurial attitude, increased chances of employability and improved interpersonal skills are the other key benefits of training reported by the respondents, as evident from the below graph.

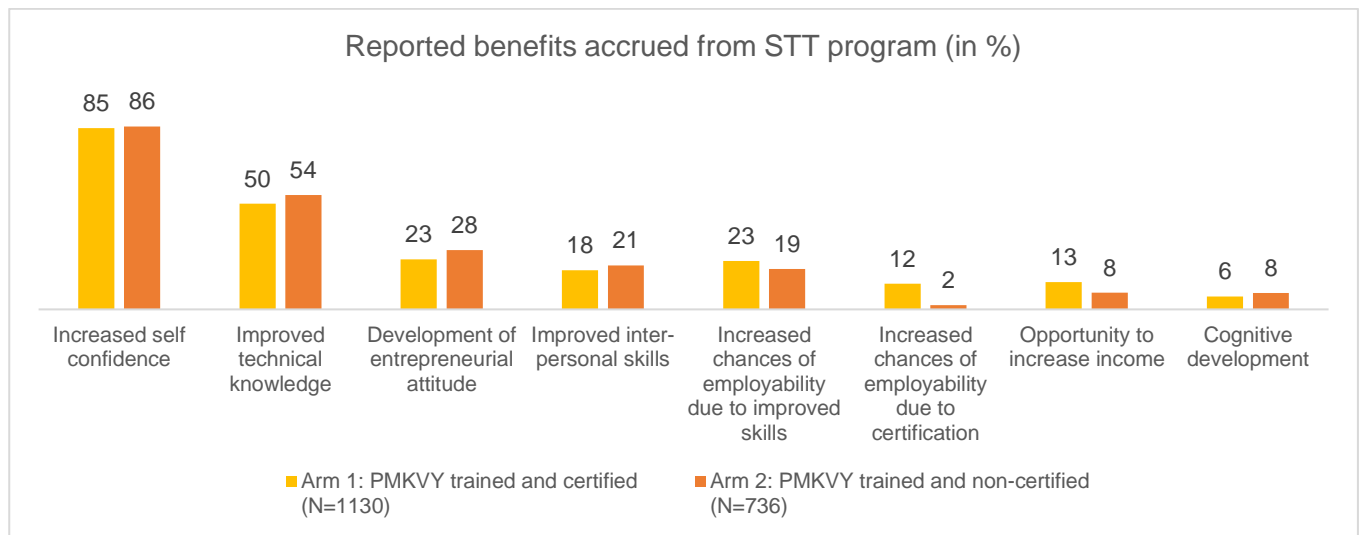


Figure 28: Benefits accrued by STT Arm 1 and Arm 2 respondents

4.1.4 Impact of PMKVY 2.0 – STT training program on employment and income status

This section presents the findings pertaining to the impact of PMKVY training and certification on key outcome indicators related to employment status and income.

Impact on current employment

Employment is one of the key impact level indicators for evaluating the performance of the STT component of PMKVY.

To attribute the change in employment rate to the program, PSM was applied. PSM is a statistical technique that attempts to estimate the effect of a treatment or an intervention by accounting for the covariates (in this case, confounding factors). In this technique, each individual is given a propensity score based on covariates, i.e. factors that may influence the outcome but are not directly addressed by the intervention. The covariates that were used to match the study arms in STT were respondents' age, gender, caste, religion, education, father's education, mother's education, and total to working family member ratio.

An average treatment effect of nine percentage points due to PMKVY training and certification was observed, with 32 percent of respondents in Arm 1 and 23 percent in Arm 3 being employed at the time of the survey. The t-test of significance shows that the difference in the above employment rate was significant at a 95 percent confidence interval (CI).

The difference in the employment rate of the sample was also studied across Arm 2 and Arm 3 to observe the effect of PMKVY training alone. The employment rate in PMKVY trained respondents (Arm 2) was found to be eight percentage points higher when compared to the employment rate of non-certified PMKVY respondents (31 percent in Arm 2 and 23 percent in Arm 3) and the difference was statistically significant at 95 percent CI.

To understand the treatment effect of PMKVY certification standalone, the comparison of the proportion of employed individuals in Arm 1 and Arm 2 was done. A slight increase in proportion (two percentage point increase) of employed individuals was observed for the PMKVY certified group (Arm 1) in comparison to PKMVY non-certified but trained (Arm 2) group.

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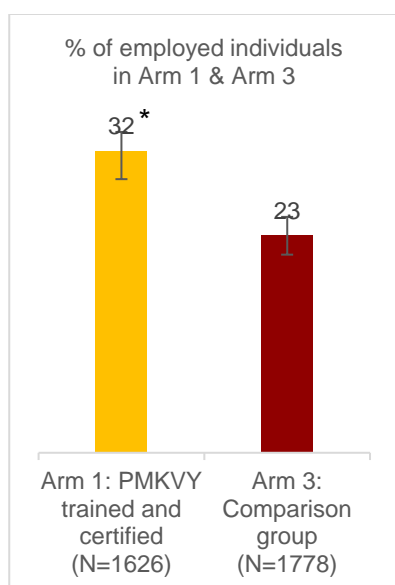


Figure 29: Percentage of employed individuals in Arm 1 & Arm 3

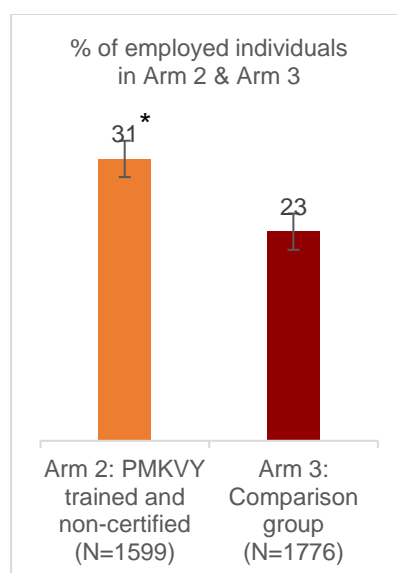


Figure 30: Percentage of employed individuals in Arm 2 & Arm 3

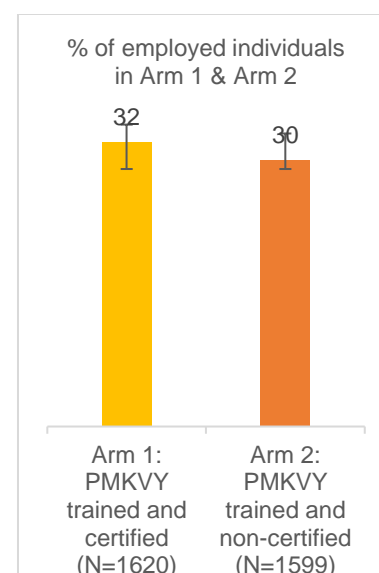


Figure 31: Percentage of employed individuals in Arm 1 & Arm 2

Logistic regression was applied to assess the likelihood of getting employment across the study arms. It was observed that PMKVY trained individuals (Arm 2) were 1.6 times ($p=0.000$, CI: 1.28-2.03) more likely to get employed in relation to comparison group participants (Arm 3).

Also, the PMKVY trained and certified individuals (Arm 1) were 1.8 times ($p=0.000$, CI: 1.49-2.10) more likely to get employed when compared to comparison group participants (Arm 3). To ensure that the odds of employment can be closely related to the training and certification, the logistic regression model was adjusted for socio-demographic characteristics such as respondents' age, gender, caste, religion, education, father's education and occupation, mother's education and occupation and total to working family member ratio of the study arm respondents.

From the respondents who were unemployed at the time of the survey, the reasons for their unemployment had been enquired. The key reasons for unemployment stated by the respondents were that they could not find employment and could not find employment in their preferred job role. It was interesting to observe that a considerable percentage of surveyed respondents were unemployed as they were not looking for job opportunities. Many of them had reported reasons like currently studying (25 percent and 29 percent in Arm 1 and Arm 2 respectively), interested in further education (17 percent and 18 percent in Arm 1 and Arm 2 respectively), family commitments (nine percent and seven percent in Arm 1 and Arm 2 respectively) or preparing for preferred jobs (five percent and six percent in Arm 1 and Arm 2 respectively).

*denotes significance at 95% confidence interval as per t-test of significance.

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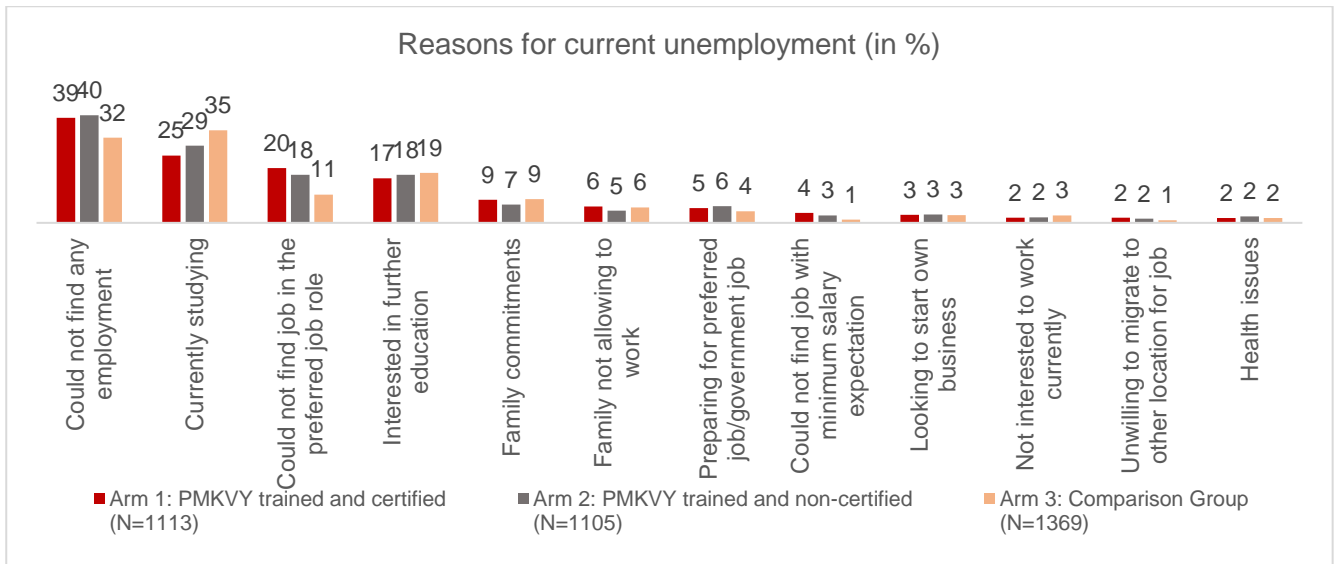


Figure 32: Reasons for current unemployment amongst STT respondents

As evident from the above graph, a considerable proportion of PMKVY candidates has reported to be not looking for employment currently. It's important to assess the employment rate of candidates who were actually looking for employment opportunities. For this, employment seeking respondents were defined as the ones who had cited reasons for current unemployment as 'could not find any employment', 'could not find job in the preferred job role', 'could not find job with minimum salary expectation', 'looking to start own business' or 'unwilling to migrate to other location for job'. The below graph shows that out of all PMKVY participants (Arm 1 and Arm 2) who were surveyed, approximately 30 percent were not looking for employment at the time of the survey.

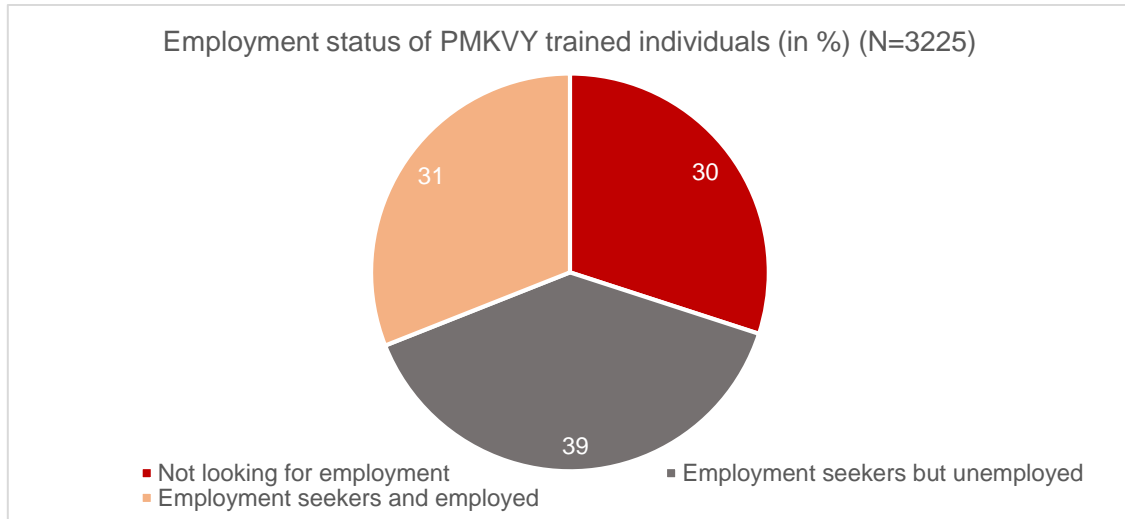


Figure 33: Employment status of PMKVY trained respondents

The below graph presents the employment rate amongst the PMKVY participants who were looking for employment. It can be observed that out of the employment seekers, 45 percent were employed at the time of the survey. Interestingly the employment rate for Arm 1 and Arm 2 candidates are observed to be same i.e. 45 percent.

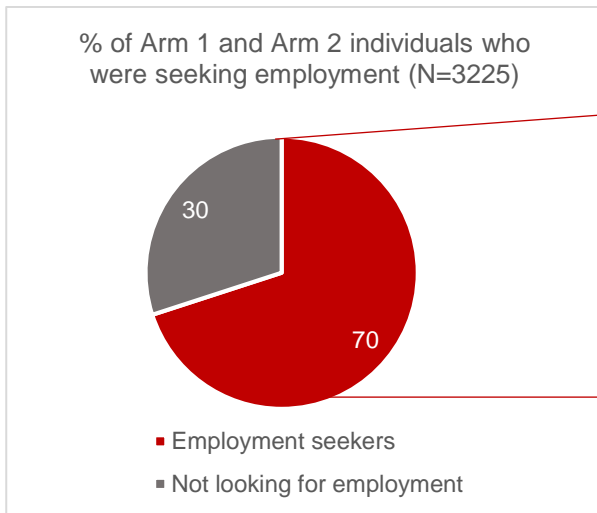


Figure 34: Proportion of Arm 1 and Arm 2 respondents who were seeking employment

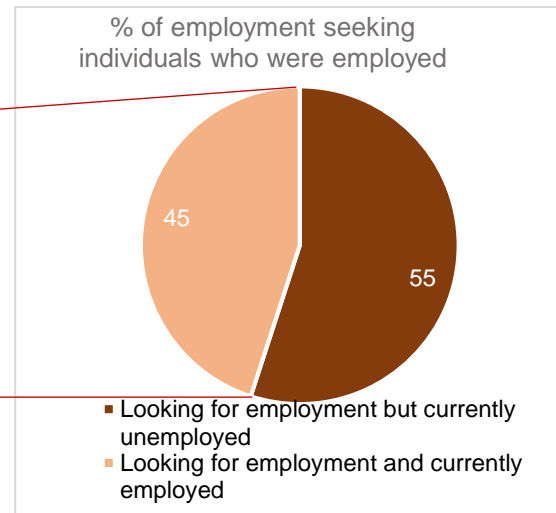


Figure 35: Proportion of employment seeking respondents who were employed

Also, only 17 percent of respondents from Arm 1 and eight percent from Arm 2 reported that their first job post-PMKVY training was facilitated by the training provider.

Regarding the employment of the respondents at the time of the survey, only 47 percent respondents in Arm 1 and 27 percent respondents in Arm 2 acknowledged that their current employment was related to the job role of training.

The graph below presents the type of current employment of the respondents across study arms. It can be observed that a comparatively higher proportion of candidates were self-employed in Arm 1 (36 percent) as compared to Arm 2 (28 percent) and Arm 3 (29 percent). Also, a lesser proportion of PMKVY trained respondents were working on daily wage as compared to Arm 3 respondents.

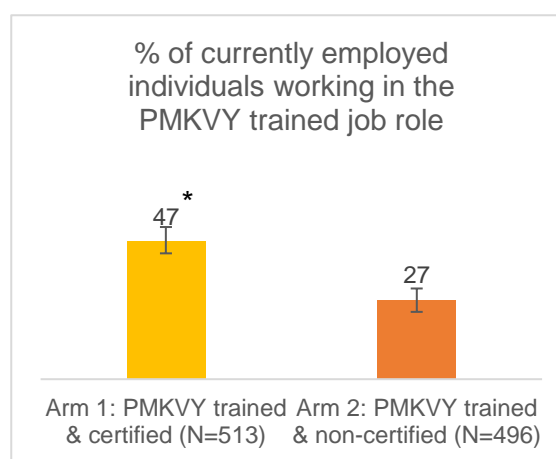


Figure 36: Percentage of currently employed individuals working in PMKVY trained job role

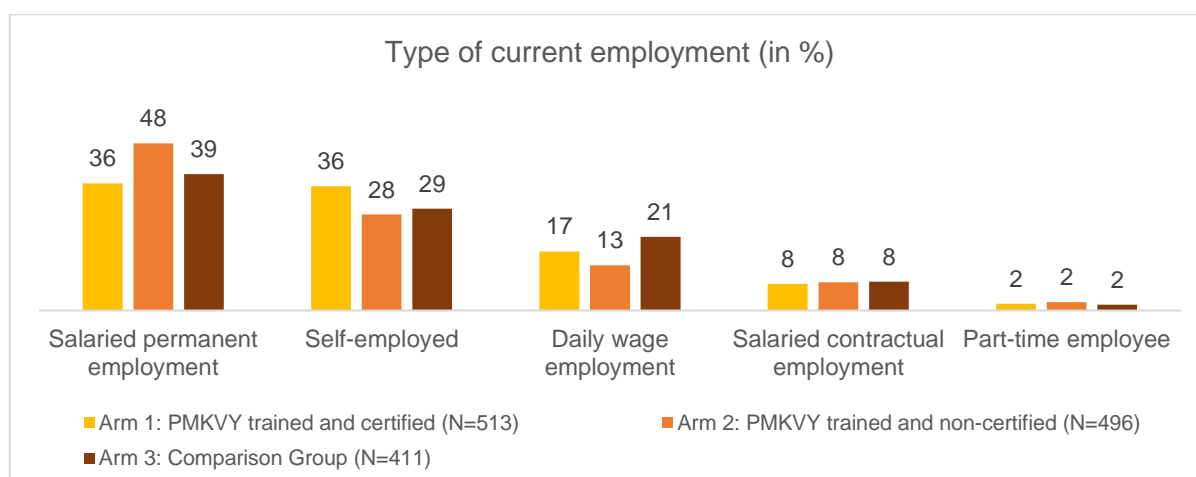


Figure 37: Type of Current Employment of STT respondents across Arms

Quality of jobs remains as a challenge in India as informality of jobs persists largely. Though the share of workers in unorganized sectors has fallen from 86.3 percent in 2004-05 to 82.2 percent in 2011-12, the share of informal workers²² in the organized sectors has increased significantly because of greater use of contract and another form of casual labour²³. Approximately 92 percent of the employment in India still exists in the informal sector²³(unorganized sector workers plus informal workers in organized sectors). Along with the type of employment, the employment benefits which were provided to the employed respondents were also enquired. The below graph presents the employment benefits received by the employed respondents excluding the ones who were self-employed. Overall, it can be observed that a very low percentage of respondents were provided with

²² In the Indian context, the National Commission for Enterprises in Unorganized Sector (NCEUS) defines unorganized/informal sector as consisting of “all unincorporated private enterprises owned by individuals or households engaged in the sale and production of goods and services operated on a proprietary or partnership basis with less than ten workers”. Whereas informal workers cover a broader category: “consist of those working in the unorganized sector or households, excluding regular workers with social security benefit provided by the employers, and the workers in the formal sector without any employment and social security benefits provided by the employers”. See: NCEUS: Definitional and statistical issues relating to informal economy (New Delhi, 2008), chapter 2

²³ https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---sro-new_delhi/documents/publication/wcms_568701.pdf

employee benefits which is consistent with the general employment benefits received as per the secondary data mentioned above.

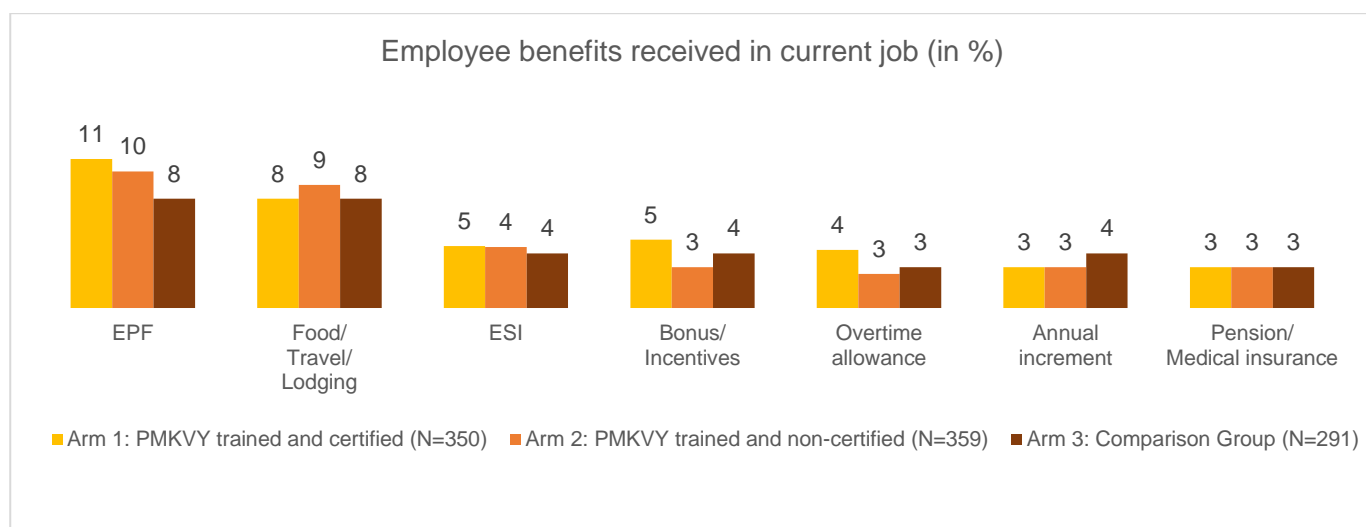


Figure 38: Employee benefits currently received by respondents across the study arms

Apart from assessing the employment status of the sample at the time of the survey, the study also tried to understand whether the respondents in Arm 1 and Arm 2 had ever been employed post-STT training.

It has been found that 34 percent of respondents in Arm 1 and 33 percent of respondents in Arm 2 had ever been employed post their PMKVY training as presented in the graph alongside.

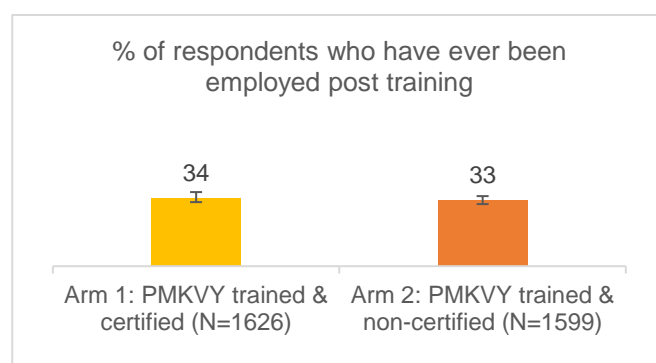


Figure 39: Percentage of respondents who have ever been employed post STT training

Impact on current income

To evaluate the impact of STT training and certification on income, the current income across the three study arms had been compared. Again, for matching study arms to ensure stronger attribution of impact, PSM technique has been applied. The covariates used for matching the study arms were socio-demographic characteristics such as respondents' age, gender, caste, religion, education, father's education and occupation, mother's education and occupation and total to working family members of the study arm respondents.

The effect of PMKVY certification and training on income has been estimated after matching Arm 1 and Arm 3. PMKVY training and certification were found to have an impact of 15 percent on the mean monthly income (mean monthly income of INR 8629 in Arm 1 vs. mean monthly income of INR 7474 in Arm 3, SE:317). The difference in the income was also statistically significant at a 95 percent confidence interval.

PMKVY training alone was also found to have a significant positive treatment effect on the income of trainees. The mean monthly income of respondents in Arm 2 was found to be nine percent higher when compared to the mean monthly income of Arm 3 respondents (INR 8283 vs INR 7584 respectively, SE:319).

Additionally, the mean monthly income of Arm 1 employed respondents was also found to be nine percent higher than Arm 2 employed respondents (INR 8588 vs. INR 7907 respectively, SE:325).

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

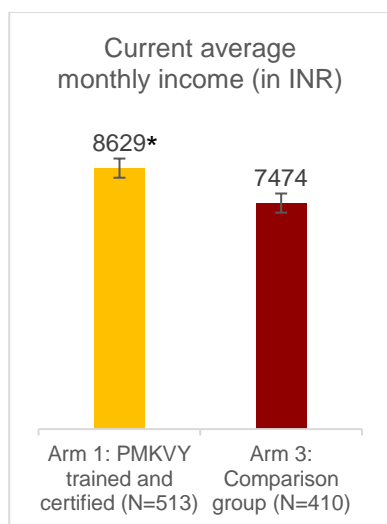


Figure 40: Current monthly income in Arm 1 and Arm 3

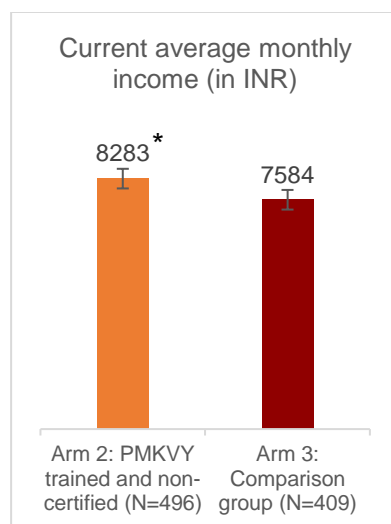


Figure 41: Current monthly income in Arm 2 and Arm 3

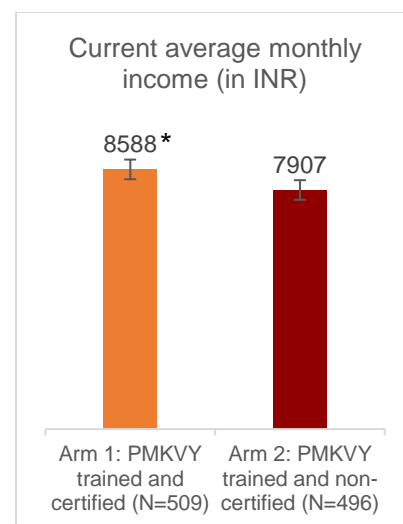


Figure 42: Current monthly income in Arm 1 and Arm 2

The study respondents were also probed on their average monthly savings from their employment at the time of the survey. As presented in the graph below, the reported average monthly savings were INR 3098, INR 2966 and INR 2957 across Arm 1, Arm 2 and Arm 3 respondents respectively. It can be observed that no substantial difference in the saving of respondents was observed across study arms.

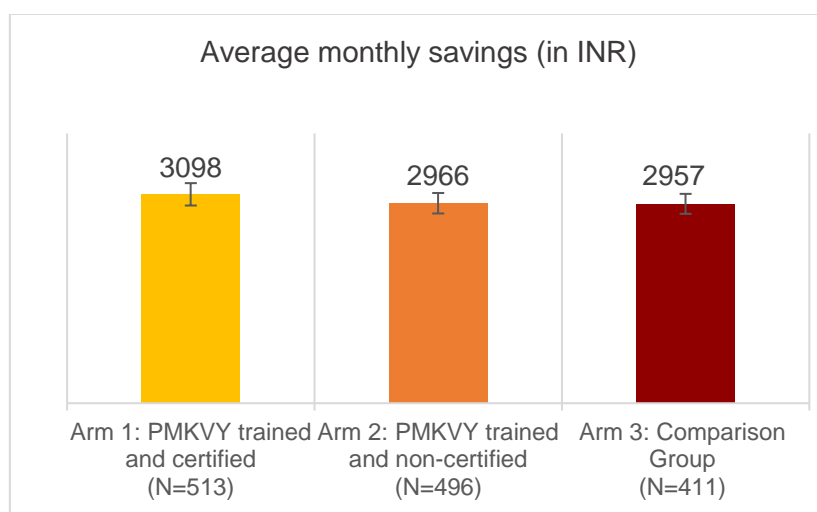


Figure 43: Average monthly savings of STT respondents across study arms

As presented in the graph below, no considerable difference was observed in the percentage of respondents acknowledging to have purchased assets from their income. Overall, approximately 30 percent of the respondents had purchased assets post-employment. The most purchased assets as reported by the study arms were electronics items (Arm 1: 75 percent, Arm 2: 78 percent, Arm 3: 75 percent) followed by household assets (Arm 1: 33 percent, Arm 2: 47 percent, Arm 3: 59 percent) and motor vehicles (Arm 1: 15 percent, Arm 2: 19 percent, Arm 3: 27 percent).

It was observed that the savings from the income were spent on self or family member's education by 49, 48 and 50 percent respondents from Arm 1, Arm 2 and Arm 3 respectively.

*denotes significance at 95% confidence interval as per t-test of significance.

A statistically significant t-test result is one in which a difference between two groups is unlikely to have occurred because the sample happened to be atypical. Statistical significance is determined by the size of the difference between the group averages, the sample size, and the standard deviations of the groups

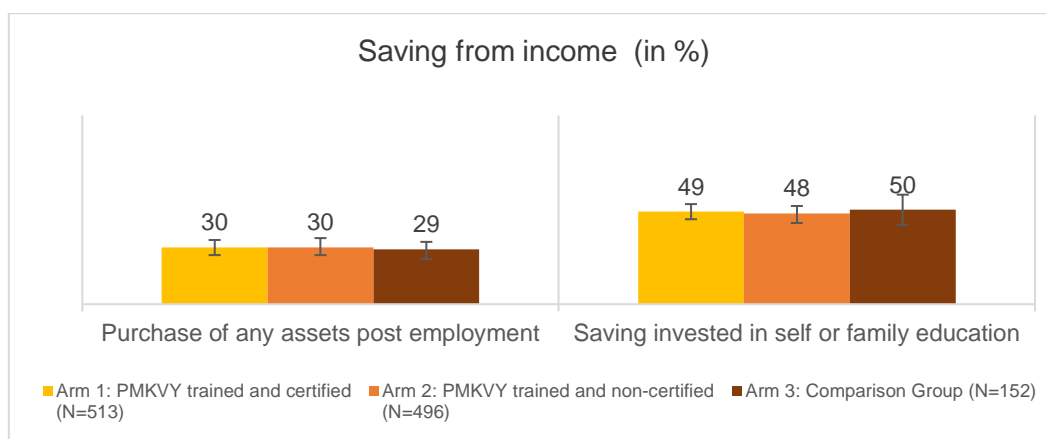


Figure 44: How STT respondents use their savings

Awareness and access to MUDRA loan

As part of the STT training, trainees are informed about MUDRA loan and how they could avail the same, though the efforts to increase the awareness of MUDRA loan have only been intensified in the recent past. Awareness of MUDRA loan was observed to be higher in PMKVY trained respondents (51 percent in Arm1 and 41 percent in Arm 2) as compared to comparison group respondents (19 percent). Although, the uptake of MUDRA loan was found to be negligible across the study arms at the time of the survey (eight respondents in Arm 1 and three respondents each in Arm 2 and Arm 3).

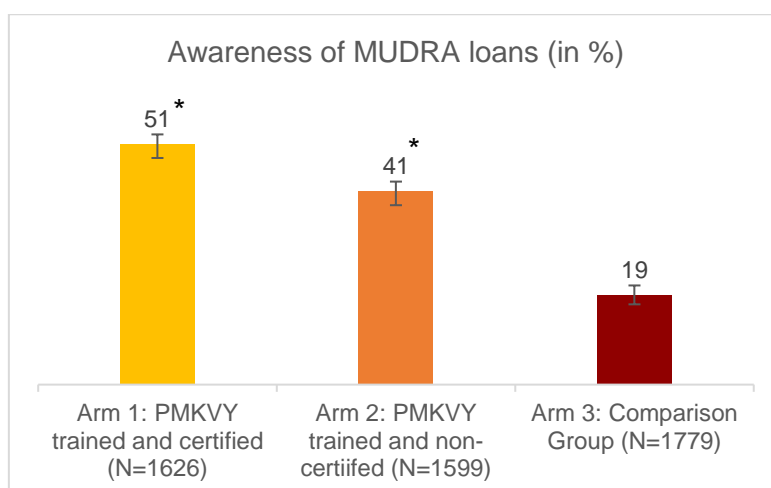


Figure 45: Awareness of MUDRA loan across study Arms

Change in employment and income of PMKVY participants- From before training to the current status

Change in employment status across the PMKVY trained arms (Arm 1 and Arm 2) was analyzed to access the before training and current employment rates across these study arms. As depicted in the graph below, the proportion of employed respondents increased by 20 percentage points in Arm 1 and 18 percentage points in Arm 2 study groups after undergoing the PMKVY program.

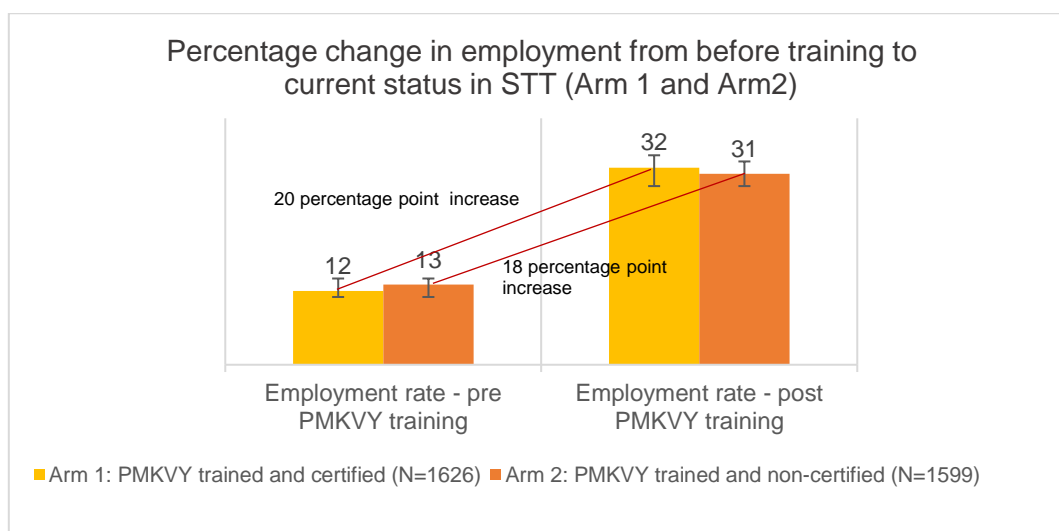
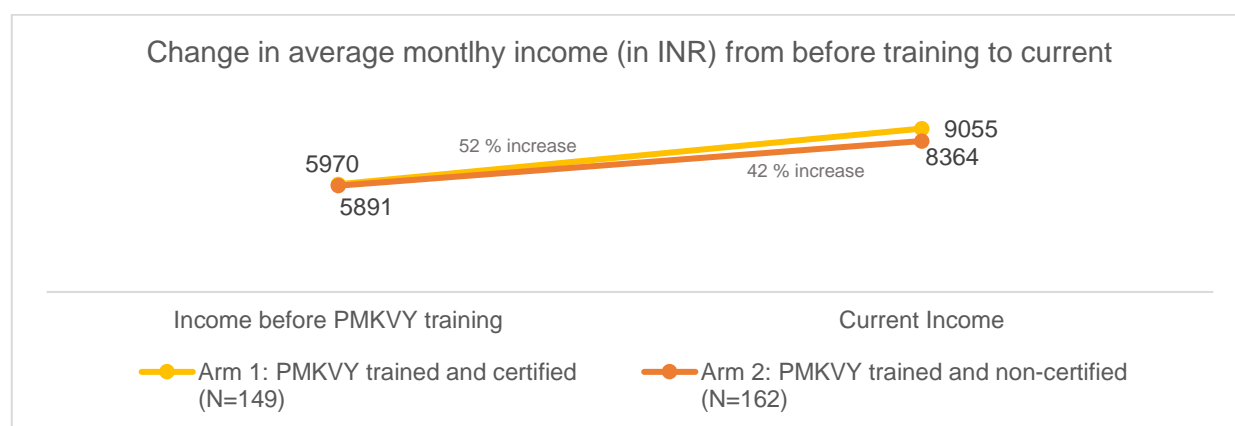


Figure 46: Percentage point change in the employment rate of PMKVY participants from before training to current

A comparison in the income level of the respondents who were employed both before and after the training was also done. It was found that there was a substantial increase in monthly income in the two groups with Arm 1 respondents experiencing an increase of 52 percent or INR 3085, while Arm 2 respondents experiencing an increase of 42 percent or INR 2473.



4.1.5 Perception of employment and perceived benefits of PMKVY STT program

To assess the impact of PMKVY STT program on the perceived satisfaction with employment, the respondents across arms were asked about their satisfaction on various parameters such as chances of getting another employment (in case they lose their current employment), satisfaction with the working condition, safety, behaviour of seniors and co-workers and capacity to work in their current employment. The findings pertaining to these areas of enquiry are presented in the graph below.

It can be observed that relatively higher percentage of PMKVY certified respondents (76 percent) acknowledged their chances of getting another employment to be good or very good as compared to comparison group respondents (73 percent). Also, 88 percent of the PMKVY trained respondents rated their capacity to work in their current employment to be good or very good as compared to 82 percent amongst the comparison group respondents.

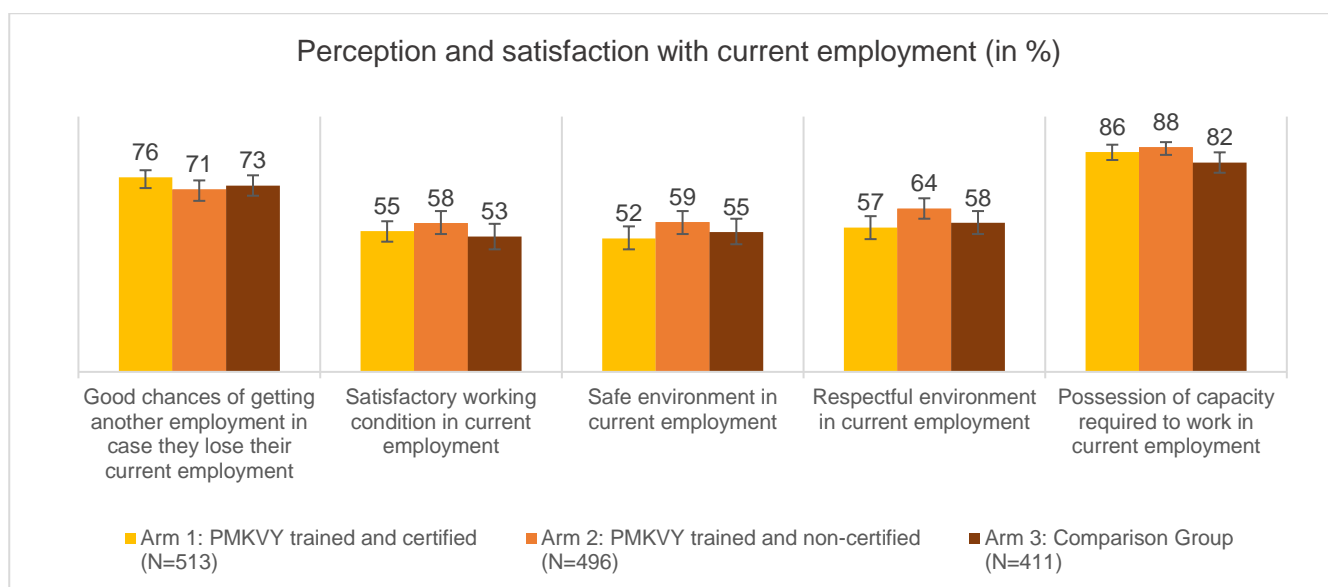


Figure 47: Perception and satisfaction of STT respondents with current employment

To understand the perceived benefits of PMKVY training program with respect to employment, the currently employed respondents in Arm 1 and Arm 2 were asked if they agreed or disagreed with specific statements regarding the impact of PMKVY on their current employment. As evident in the graph below, 87 percent respondents in Arm 1 and 75 percent respondents in Arm 2 agreed or strongly agreed that PMKVY training was helpful in improving their ability to work in their current employment. Similarly, a high percentage of respondents agreed or strongly agreed that PMKVY training was helpful in improving their technical skills required for their current job, in improving their soft skills and also in increasing their chances of getting another employment as compared to their situation before participating in STT program. As evident in the below graph, a higher proportion of Arm 1 respondents perceives PMKVY training to be beneficial for their current employment as compared to Arm 2 respondents.

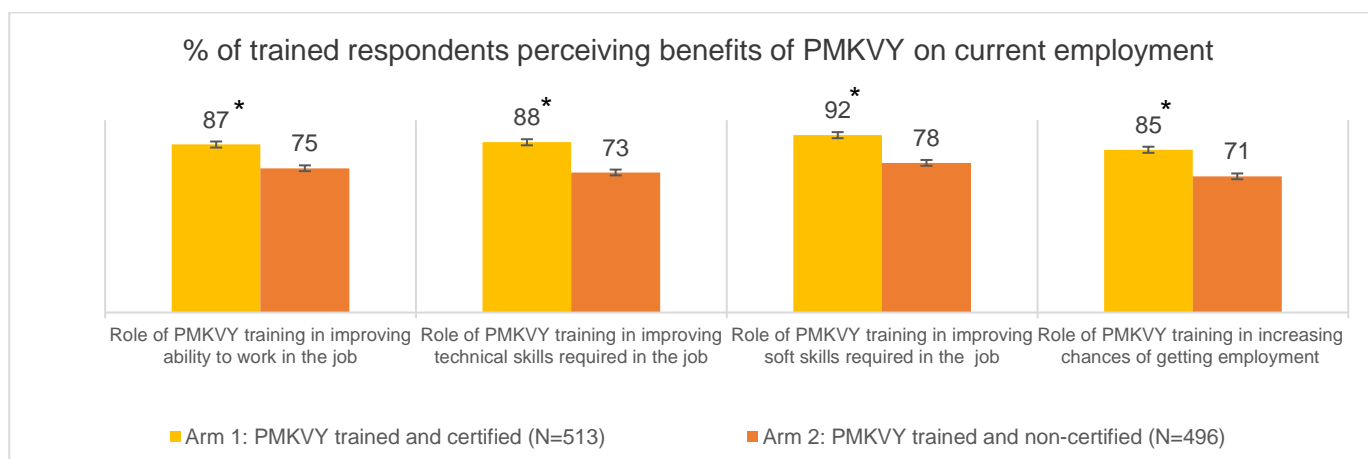


Figure 48: Proportion of STT trained respondents perceiving benefits from PMKVY training on current employment

The perception of Arm 3 respondents with respect to skills training program was also gauged and it was found that 91 percent of the respondents believe that a training or capacity building program related to their job role will be helpful for them to be better prepared for the current job or in becoming more employable. 89 percent of the Arm 3 respondents also reported that training on the relevant job role would help them in increasing their income.

4.2 Recognition of prior learning

This sub-section presents the findings of the evaluation of the RPL program under PMKVY.

4.2.1 Awareness about PMKVY 2.0 and participation in other skills training programs

The comparison arm (Arm 2) respondents were enquired if they had undergone any skill development training programme. It was found that only six percent of the Arm 2 respondents had undergone a skill development training programme.

Out of the Arm 2 respondents who had undergone a skill training programme, the majority of the respondents (58 percent) participated in private and paid training programs followed by training by local NGO (16 percent), Deen Dayal Upadhyaya Grameen Kaushalya Yojana (14 percent) and ITI (eight percent), as presented in the chart below.

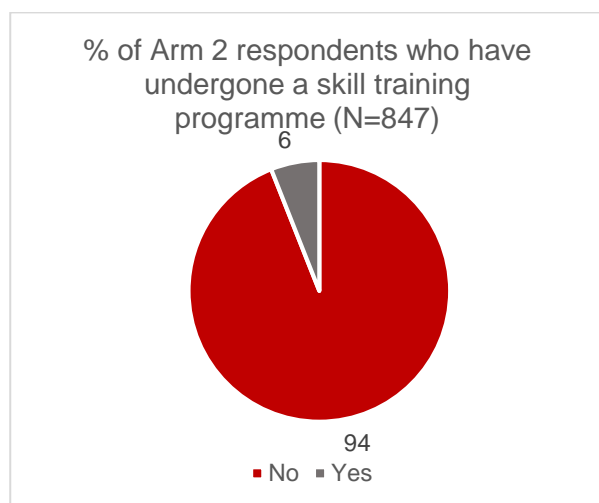


Figure 49: Percentage of RPL Arm 2 respondents who have undergone skill training

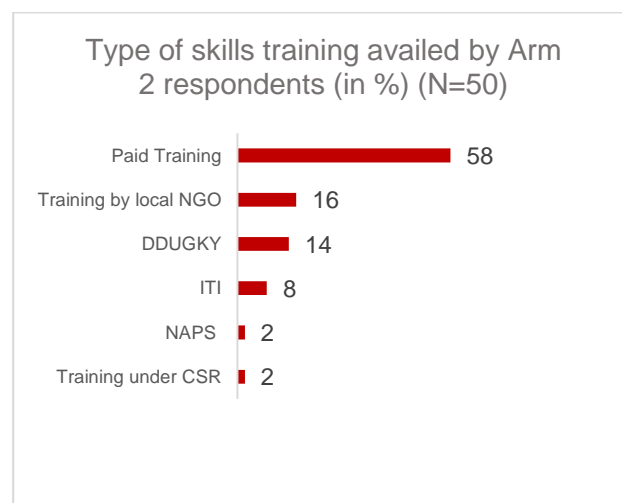


Figure 50: Types of skill training available by RPL Arm 2 respondents

The key reason for participation in the skill training programme was also enquired. As evident from the below graph, the majority of the respondents took part in the training programs to increase their income (30 percent in Arm 1 and 36 percent in Arm 2). Following this, the other stated reasons for participation were to get new employment opportunities or to increase their subject knowledge. Around 11 percent of respondents in Arm 1 had participated in the PMKVY RPL program as it was mandated by their employer.

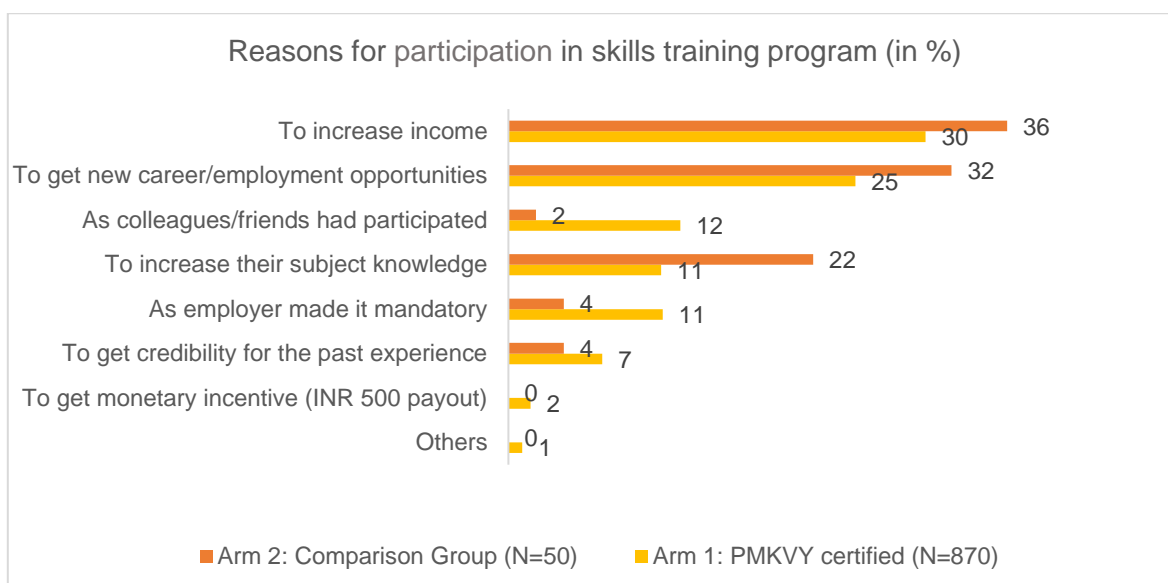


Figure 51: Reasons for participating in the skills training program

On enquiring about the awareness of PMKVY training programme from Arm 2 respondents, it was found that only 42 percent of the respondents were aware of the same. The main source of awareness on PMKVY across the two study arms was through friends or relatives (Arm 1: 55 percent, Arm 2: 79 percent). The other key sources of awareness for PMKVY certified respondents were through employers, colleagues, community meetings and door to door campaigns.

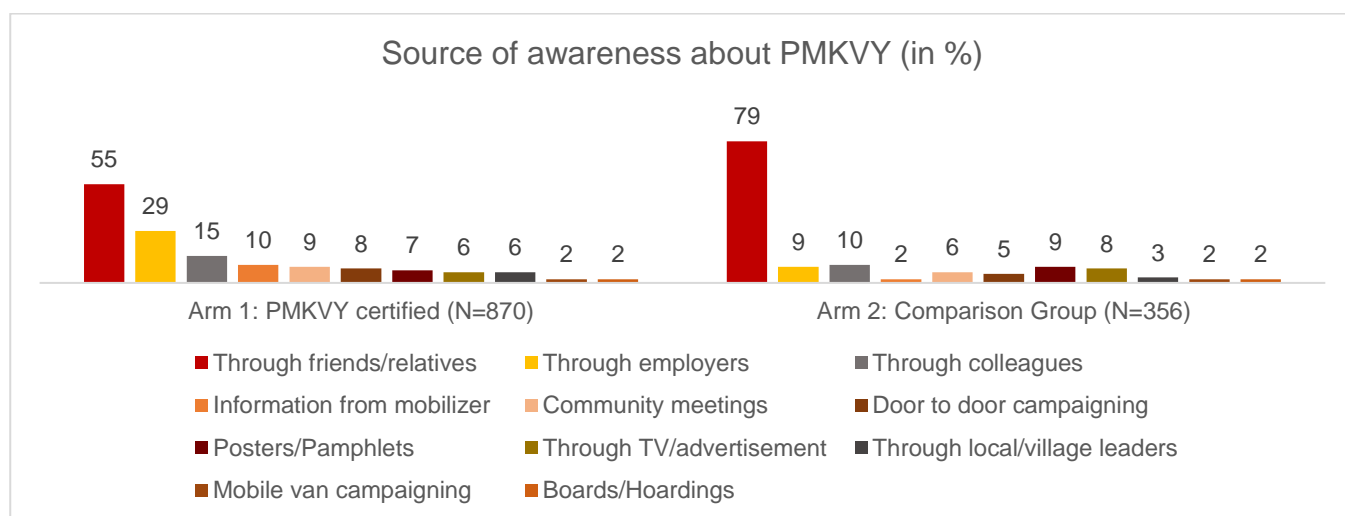


Figure 52: Source of Awareness about PMKVY RPL Program

4.2.2 Implementation status of PMKVY 2.0 – RPL program

This sub-section presents the findings on the status of implementation of PMKVY – RPL program as reported by the RPL certified (Arm 1) respondents.

The status of implementation of each process in the RPL program was gauged through the response received from Arm 1 study group.

It was found that 83 percent of Arm 1 respondents reported having received counseling before enrolling for the training program. 93 percent of the respondents reported that they did undergo an orientation under the program. Also, 10 percent of the Arm 1 respondents had attended bridge training course. Bridge training courses are extended training sessions based on the core NOS of the job role and range from 60-80 hours. They aim to address domain knowledge gaps that exist in

the pool of a set of targeted candidates. Training materials were provided to 80 percent of the PMKVY trained respondents. Of these, most of them (96 percent of Arm 1 respondents) were given an induction kit upon joining the training course and 31 percent had acknowledged received training handbook even though it is not mandatory.

Though as per our definition of Arm 1 (and as per the SDMS data), all Arm 1 respondents were certified, but only 68 percent of them have acknowledged that they had been awarded a skill training certificate. The most stated reason for not receiving the certificate by Arm 1 was that it was not provided by the training partner (79 percent). Also, 14 percent of respondents had reported that they had not gone to collect the certificate. As displayed in the chart below, only 19 percent of respondents had acknowledged that they had received the monetary pay-out of INR 500 under the scheme. It is to be noted here that DBT payments took place only between November 2017 and April 2018.

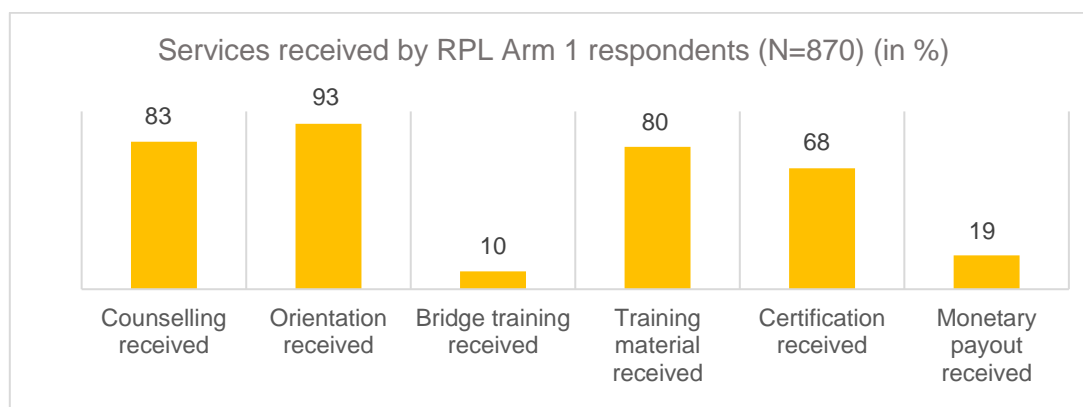


Figure 53: Services received by RPL Arm 1 respondents

4.2.3 Satisfaction from PMKVY 2.0 - RPL program and benefits accrued

To assess the perception of quality of implementation of the RPL programme, the PMKVY certified respondents were asked to share their feedback on various components of the RPL program. The satisfaction level of the RPL certified respondents on different aspects of the training program is elucidated in the graph below. It is encouraging to observe that the majority of the respondents reported being satisfied with the RPL orientation and certification across all components. More than 90 percent of the certified individuals were satisfied with the quality of counseling, bridge training and that of trainers. Also, 82 percent of the surveyed RPL certified respondents were overall satisfied with the quality of the PMKVY RPL program.

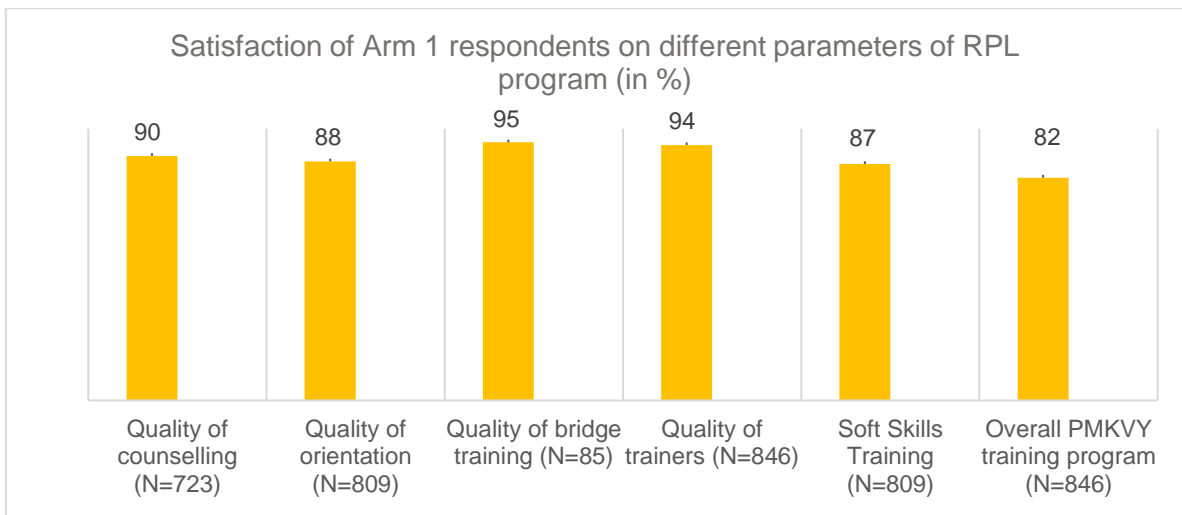


Figure 54: Satisfaction of RPL certified respondents on different parameters of the RPL program

The certified respondents were also probed on their perceived benefits from the RPL program. 61 percent of the respondents acknowledged that they have benefitted from the RPL program.

On enquiring the specific benefits that the participants had accrued, the most stated benefit was 'increase in self-confidence' (79 percent), followed by improvement in technical knowledge (51 percent) and improvement soft skills (41 percent).

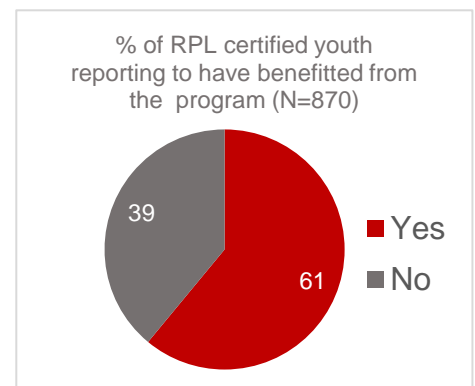


Figure 55: Percentage of RPL certified respondents reporting to have benefitted from the program

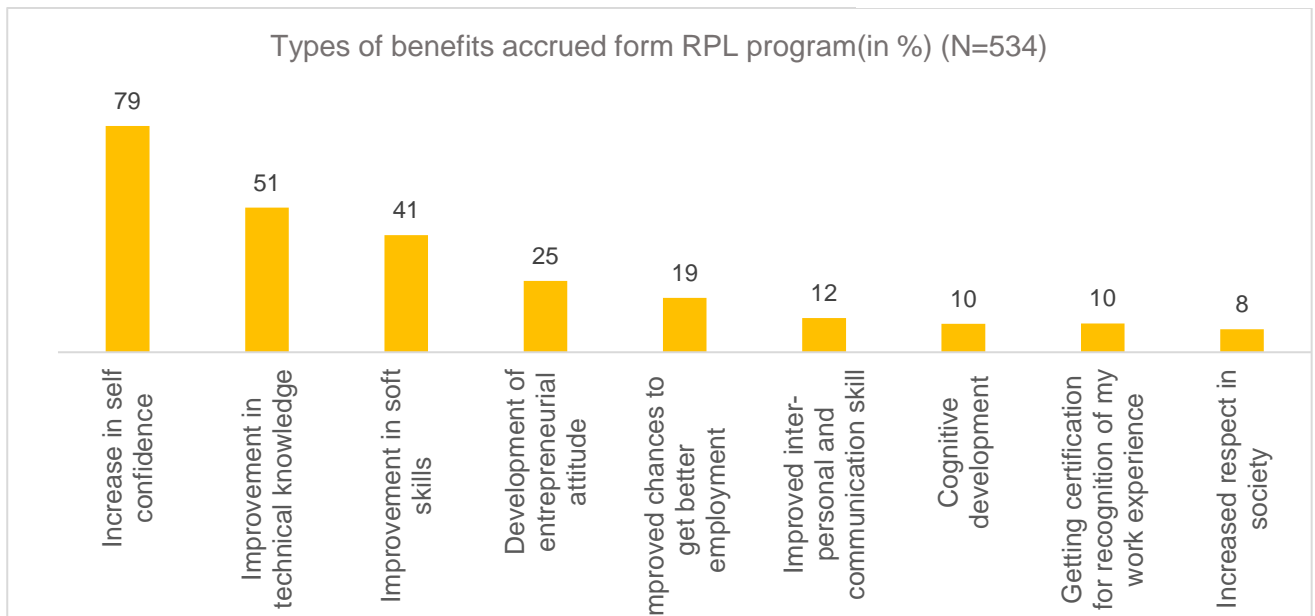


Figure 56: Types of benefits accrued by RPL certified respondents

4.2.4 Impact of PMKVY 2.0 – RPL program on income

This sub-section presents the findings pertaining to the impact of PMKVY-RPL program on income and perception of employability.

Status of current employment

As the RPL training is mainly aimed at respondents who are already employed but do not have any recognition of their skill, it would not be appropriate to assess the impact on RPL training on the current employment rate. However, the current employment rate across the treatment and comparison arms was assessed. To form a comparison group, RPL non-certified candidates, similar to the certified candidates in job role and work experience were elected. In line with this sample selection methodology, the employment rate across arms is found to be similar i.e. 79 percent in Arm 1 and 80 percent in Arm 2.

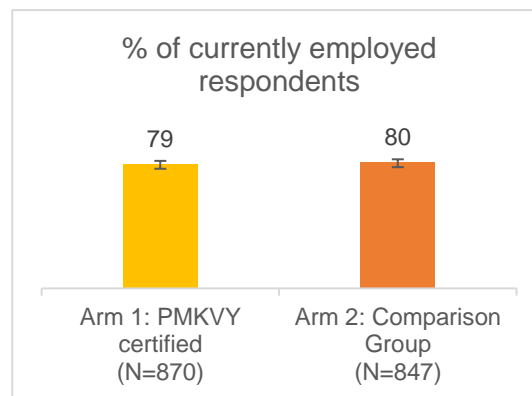


Figure 57: Percentage of currently employed RPL respondents

Further, the reasons for unemployment were also assessed from the currently unemployed individuals. The major reason for unemployment as reported by the respondents across study arms was that they were not able to find any employment currently (56 percent in Arm 1 and 48 percent in Arm 2). The other key reasons for employment as presented in the below chart were: interested in pursuing higher education, not interested in work and family not allowing to work.

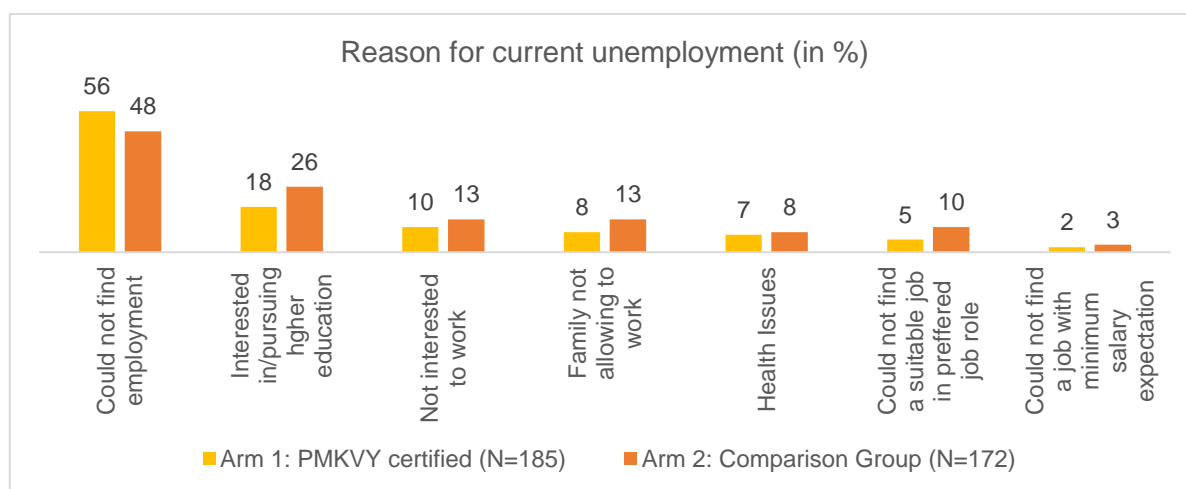


Figure 58: Reasons for current unemployment of RPL respondents

To assess the relevance of the RPL program on the current employment of Arm1 respondents, they were enquired if their certification was related to the domain of their current employment. It was found that 78 percent of the employed respondents in Arm 1 were working in the domain in which they have been certified.

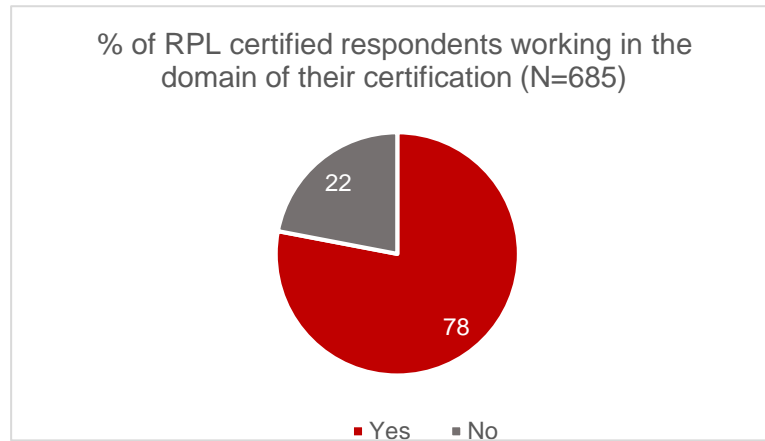


Figure 59: Percentage of RPL certified respondents working in the domain of their certification

The graph below presents the type of employment at the time of the survey across the two study arms. As observed, about 38 percent and 32 percent of the Arm 1 respondents were self-employed and salaried permanent employee respectively. Daily wage employment was observed to be higher in comparison group as compared to PMKVY certified individuals.

As mentioned in Section 4.1.4, approximately 92 percent of the employment in India still exists in the informal sector²³(unorganized sector workers plus informal workers in organized sectors). All the employed respondents in Arm 1 and Arm 2 (excluding self-employed) were asked about the employee benefits they are receiving in their current job. As evident from the below graph, it can be observed that Arm 1 respondents were receiving slightly better employee benefits as compared to Arm 2 sample respondents.

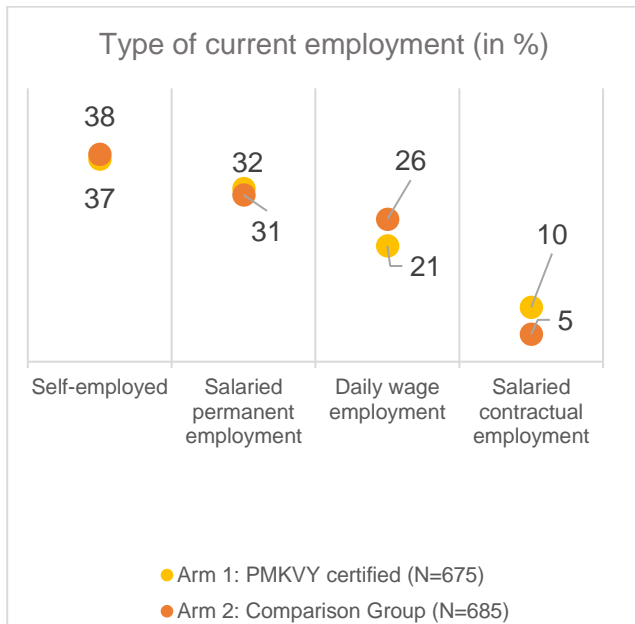


Figure 60: Type of current employment of RPL respondents

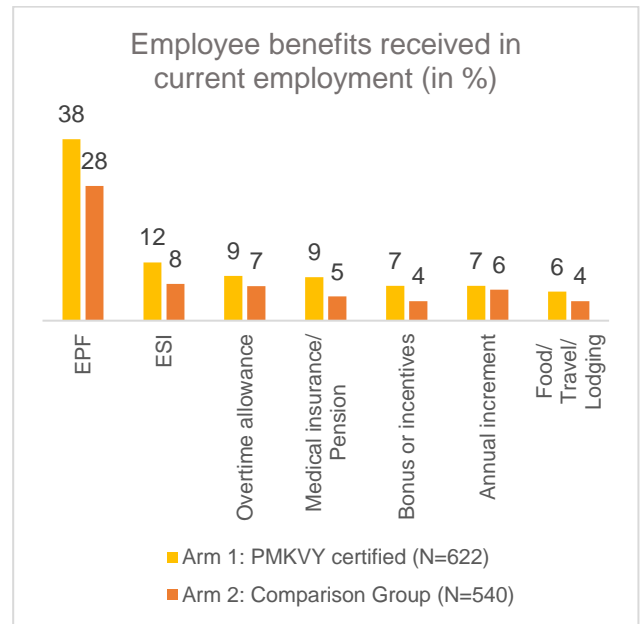


Figure 61: Employee benefits received by RPL respondents in their current employment

On assessing the awareness of respondents on MUDRA loan it was observed that a higher proportion of respondents in Arm 1 (41 percent) know about MUDRA loan as compared to Arm 2

respondents (18 percent). There is a significant difference in the awareness of MUDRA loan across the two arms.

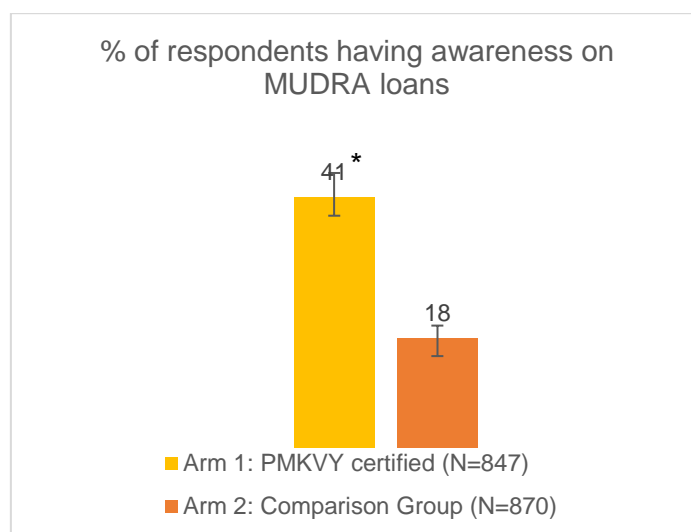


Figure 62: Percentage of RPL respondents who are aware of MUDRA loan

However, the uptake of MUDRA loan was found to be minimal, as only one respondent each arm reported to have availed MUDRA loan.

Current income status across the study arms

One of the key expected outcomes of RPL training is that it will help the trained respondents to get access to better employment which would eventually lead to an increase in their income.

PSM was used to match the RPL certified and similar comparison group candidates to assess the difference in their current incomes. The covariates used for the matching were age, years of work experience, APL/BPL status of the family, respondents' education, and the ratio of total to working family members.

A significant positive difference of 19 percent in the average monthly income was observed with respondents in Arm 1 and Arm 2 having a monthly income of INR 10997 and INR 9275 respectively (SE:429). Though the evaluation does not attribute

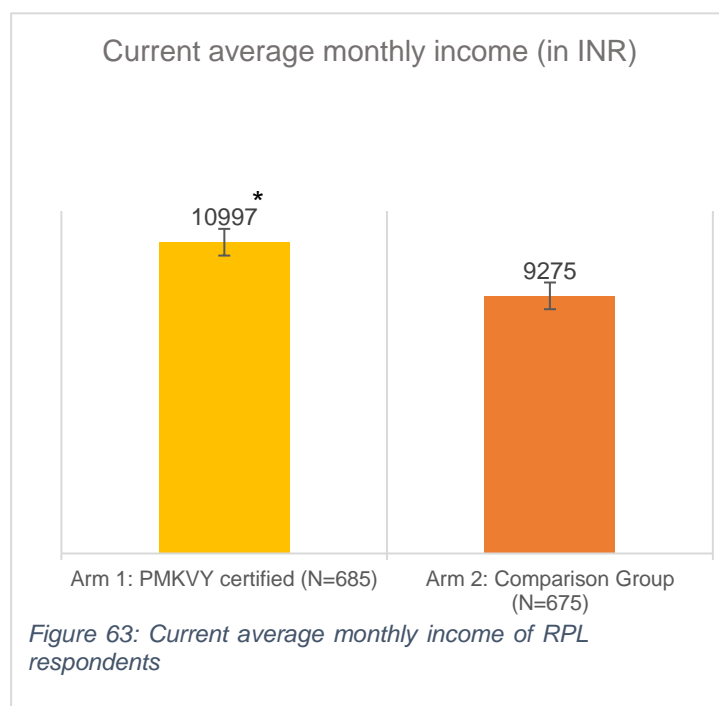


Figure 63: Current average monthly income of RPL respondents

this income difference solely to the RPL program. Further, t-test of significance suggests that the difference in income across the study arms is statistically significant.

Change in before training and current income of RPL participants

To assess the impact of the RPL program on the income of RPL certified respondents, change in before RPL and current income levels was also assessed. As evident from the below graph, an average change of 25 percent or INR 2170 has been observed in RPL certified respondents in their before training and current income levels.

It can be reasoned that a portion of the change in the income of RPL certified individuals would also be a function of time. To find the candidate's perception of the contribution of RPL program in their income increase, the RPL certified respondents (for which an increase in before training and current income was observed), were asked if they felt that the RPL program had contributed to an increase in their income. As evident from the below graph, it was observed that 35 percent of respondents acknowledged the role of the RPL program (orientation or bridge training and certification) with an increase in their income.

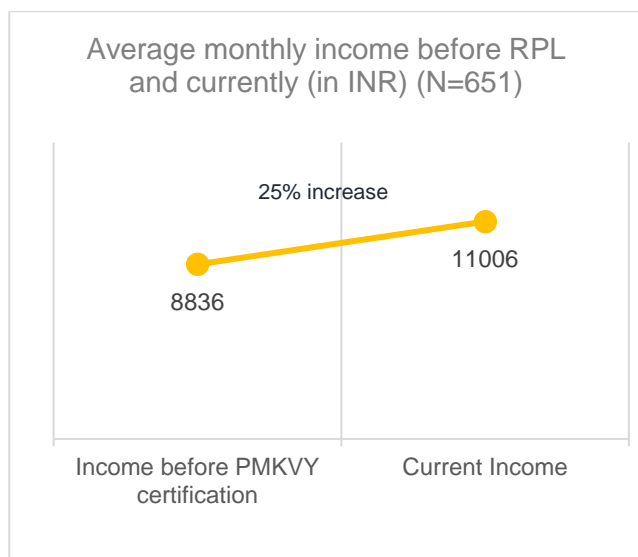


Figure 64: Average monthly income of RPL certified respondents before training and current

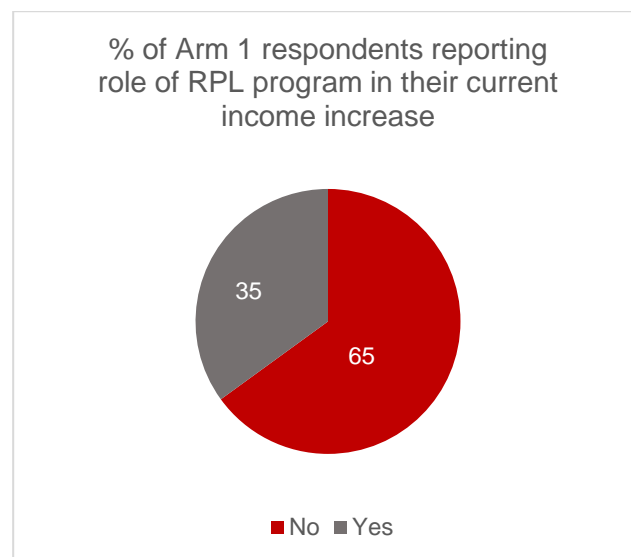


Figure 65: Percentage of RPL certified respondents reporting an increase in income after certification

It had also been observed that 95 percent of the employed Arm 1 were still continuing in the same employment which they were pursuing before enrolling in the RPL program.

4.2.5 Perception of employment and perceived benefits of PMKVY RPL program

To assess the impact of RPL program on the perceived satisfaction with their employment, the respondents from both the arms were asked about their perception and satisfaction on various parameters like chances of getting another employment, their perception about working condition, their perception about safety, behaviour of seniors and co-workers and capacity to work in their current employment. The findings pertaining to these areas of enquiry are presented in the below graph. As evident from the chart below, the satisfaction of Arm 1 respondents was higher as compared to Arm 2 respondents.

About 85 percent and 79 percent of Arm 1 and Arm 2 respondents respectively had reported their capacity of work in their current employment to be in the *good* or very *good* category. Also, a relatively higher proportion of respondents in Arm 1 (63 percent) as compared to Arm 2 (58 percent), believe that they have good chances of getting another employment in case they lose their current employment. Also, a significantly higher percentage of RPL certified respondents (36 percent) reported their chances of availing MUDRA loan to be good as compared to comparison group (27 percent) respondents.

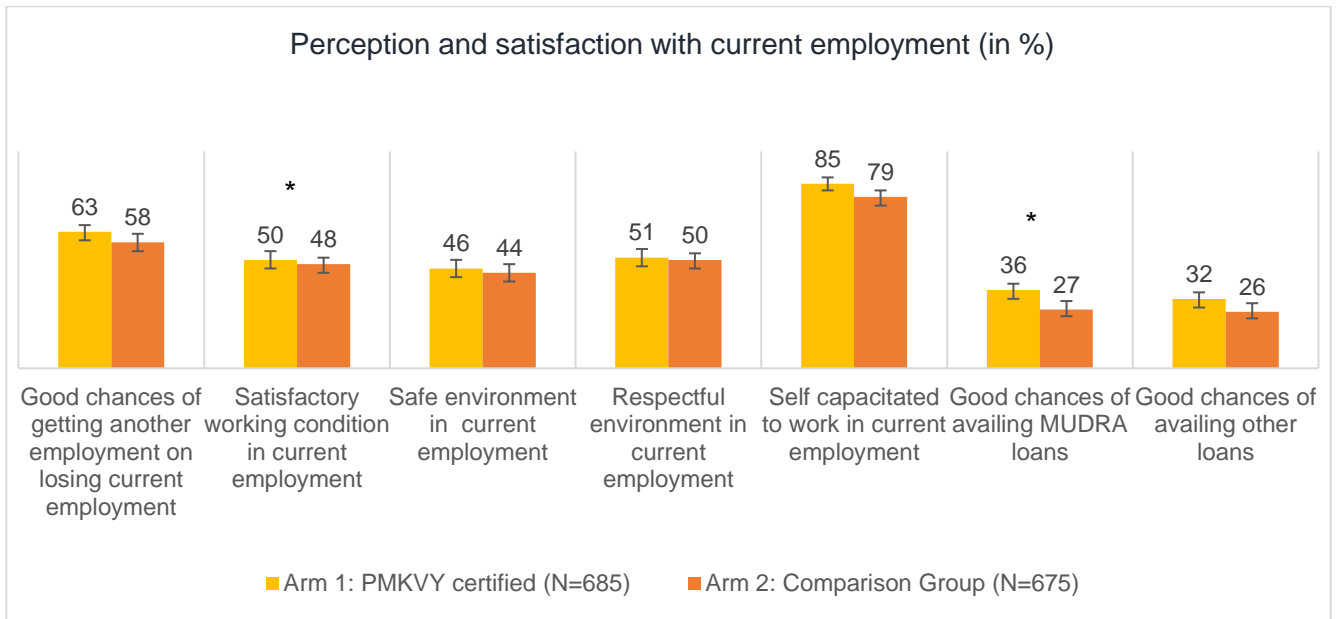


Figure 66: Perception of RPL respondents with current employment

To understand the perceived benefits of PMKVY RPL program w.r.t their employment, the currently employed RPL certified respondents were asked if they agreed or disagreed with some specific statements regarding the impact of PMKVY on their current employment. As evident in the below graph, 75 percent of PMKVY certified employed respondents agreed or strongly agreed that PMKVY training has helped them to be more prepared for their current employment. Similarly, a high percentage of respondents agreed or strongly agreed that the RPL program was helpful in improving their technical skills and soft skills required for their current job. Also, 79 percent of the RPL certified respondents agreed or strongly agreed that the program improved their confidence in getting better employment.

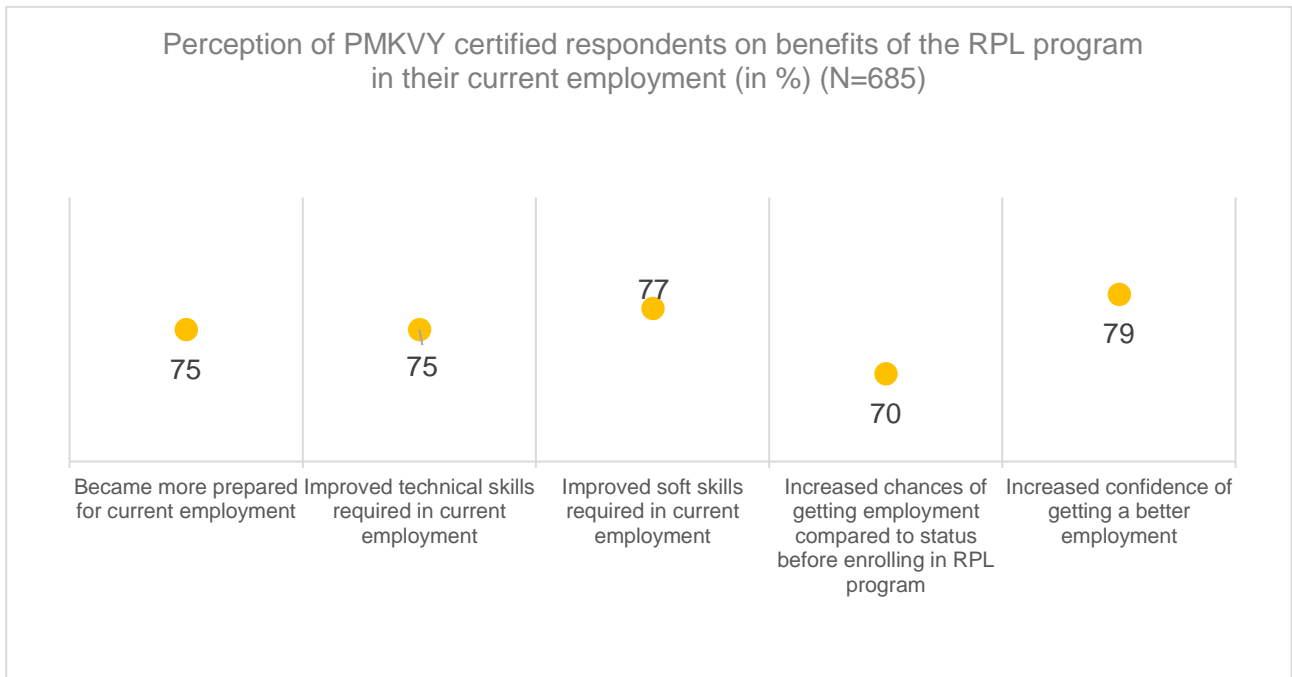


Figure 67: Perception of RPL certified respondents regarding benefits of PMKVY with current employment

The comparison group respondents who were currently employed were also enquired about their perception of usefulness of any skill training or certification program. It was observed that 80 percent of these respondents had stated that a training or capacity building programme related to their job

*denotes significance at 95% confidence interval
If the means of two independent populations don't overlap, there will indeed be a statistically significant difference between the means (at the 0.05 level of significance).

role would be helpful in improving their work efficiency. 83 percent of the Arm 2 employed respondents believed that certification for their skills and work experience would help them in getting better employment. Also, 70 percent of such respondents reported that certification for their skills could help them in availing MUDRA loan.

The currently unemployed comparison group respondents were also asked about their perception of the usefulness of a certificate for their skills and past experience. The findings suggested that most of the currently unemployed Arm 2 respondents (82 percent) perceived that having a certificate for their past experience would help them in getting employed again.

5. Stakeholder feedback on PMKVY implementation

Introduction

Regular feedback from the stakeholders of a program is integral to its implementation and monitoring. Further, it can be safely assumed that it must be taken regularly from various stakeholders involved in PMKVY implementation. This section provides an assessment of the feedback of stakeholders by an evaluating agency which is not part of program implementation. This section not only presents the aggregated perceptual viewpoint of the key stakeholders involved in the implementation of PMKVY but also strives to identify the key challenges and present the suggested solutions for further improving the implementation and effectiveness of the scheme. For this objective, in-depth interviews have been conducted with representatives of key stakeholders involved in the implementation of PMKVY which include trainees, employers, training providers, MSDE, SSCs, Assessment Agencies along with a group discussion with representatives of NSDC implementation team.

The feedback of the above-mentioned stakeholders has been taken on key components of the PMKVY program including target allocation, mobilization, enrolment, training, assessment, certification, placement assistance. Feedback has been solicited to understand the key challenges specific to the above-mentioned stages and further solicit solutions for the same.

Feedback on Target Allocation and Demand Aggregation

Training target allocation is critical for the success of PMKVY, specifically for reducing the demand and supply gap for a skilled workforce. As informed by the NSDC implementation team, the Annual Target Allocation for PMKVY-CSCM component is done through standard and transparent methodology in consultation with MSDE. To align the training with market demands, the following steps are taken in collaboration with SSCs.

- The job roles applicable under the scheme are decided as per the recommendation of Sector Skill Councils.
- At the time selection of training partners, demand of each job role in districts is also requested from SSCs so that the targets may be allocated in alignment with industry demand
- In case of special sectors like PwD where the training uptake is low, Training Providers are also chosen on recommendation of SSCs
- In case of underrepresented sectors, additional allocations are made.

Also, the performance of training providers on the scheme outcome, specifically placement is also considered while reallocating targets for PMKVY. However, most of the surveyed SSCs have shared their feedback that they should be involved hands-on in allocating geography wise targets for the job roles in their sector. They stated that there are many job roles in which a large number of candidates are trained but there aren't sufficient employment opportunities. Feedback was shared that the training targets should be provided based on the demand for job roles in particular geography so that minimum migration is required for providing employment to the trained candidates.

“Job-role wise target allocation should be done considering the apparel clusters like ‘Faridabad- Delhi NCR- Ludhiana-Jalandhar’, ‘Mumbai-Surat’, ‘Kolkata -Agartala’ and ‘Tiruppur-Coimbatore’. Allocations of targets near apparel clusters should be more so that trainees don't need to migrate”.

- Sector Skill Council, Apparel Made-ups and Home Furnishing

Other examples quoted were *“there are thousands of ‘front desk executives’ trained in the Varanasi zone, but the requirement for these many front desk executives are neither in the Varanasi nor in Delhi. While there are a huge demand for the candidates trained in ‘Delivery Boy’ and ‘Housekeeping’ roles and for which we don’t have enough candidates”*. Similarly, some narrative appeared as *“large numbers of candidates in Apparel sectors are being trained as ‘self-employed tailor’ while the demand for ‘sewing machine operator’ remains unfulfilled in the industry”*. It is suggested that NSDC and SSCs should discuss how the latter can be involved more participatively in the target allocation process.

“A lot of candidates are trained under the job role FTCP-Field Technician Computing and Peripherals as it is easier for the TPs to train them under this job role. But this job role is now saturated and there are minimum employment opportunities in the same.”

-Sector Skill Council, Electronics and Hardware

“Training Partners try to provide courses that are easy to conduct and require minimum investment even though there are not enough job opportunities in such job-roles. This leads to a mismatch between demand and supply”

- Sector Skill Council, Tourism and Hospitality

So as to ensure that target allocation is done based on market requirement, MSDE had suggested that skill gap assessment should be done for all districts. However, a suitable approach and feasibility of conducting district level skill gap assessment studies need to be discussed further. A training provider from Patna mentioned that they are allocated targets in cycles and their center has to wait for the next cycle to get the further target, therefore getting regular targets for them is a challenge. Training centers shared that they have to bear the cost of infrastructure and regular payment of trainers between the period of allocation of new targets. Though target allocation to training partners is done based on their previous performance, this feedback should be reflected to ponder if there can be a solution to ensure that well-performing training partners get regular targets for ensuring their financial sustainability.

Feedback on mobilization and enrolment

The PMKVY Guideline (2016-2020) document sub-section (1.4.5) indicates that “TCs are required to ensure that their mobilization efforts are visible on print, outdoor and digital media platforms, in accordance with the branding and communication guidelines”²⁴. It can be imagined that mobilization of school-dropout and college-dropout unemployed individuals for skill training would be a daunting task. And perhaps this was the reason that PMKVY program had mentioned mobilization as the first and important activity to be performed by the training providers. Training providers have mentioned that the strategies that they used to mobilize candidates to include door-to-door campaign, organizing Kaushal melas, use of mobile vans, meeting public representatives, village heads, publishing advertisements in local newspapers and counseling of parents.

Very few training providers have mentioned facing difficulty in the mobilization process. Some of them shared that they had faced problem in the mobilization of their first batch of training and it was easier to mobilize candidates for the subsequent batches. An experienced training partner representative had reported that they have found counseling of parents of the eligible trainees as an effective strategy in mobilizing eligible candidates and in ensuring that they take the training seriously.

However, for RPL, MSDE and a few training providers reported the challenge in convincing employers for getting their candidates RPL certified, specifically during the last quarter of the financial year as their focus shifts on other activities of their organization. Interestingly, NSDC

²⁴ Page 4 of PMKVY Guideline (2016-2020)

representative reported that some employers are reluctant to get their employees certified as they fear that the employees may switch their jobs after getting certified.

As per the discussion with the stakeholders, difficulty in providing documentary proof of candidates such as Aadhar card, bank account, and other identifiers was one of the barriers in enrolling the mobilized candidates. The PMKVY guidelines mention that the mass enrolment of students shall not be allowed but it shared that on some occasions the guidelines were ignored. A TP representative shared that it is challenging to mobilize and enroll candidates in geographies where they have to compete with other state-sponsored skill programmes which provided incentives to the candidates like food, hostel, rewards and higher rates of training. Another critical challenge reported was the existence of multiple training centers from different skill development programmes in one geography. This causes non-efficient utilization of resources as there is competition between different government schemes for the eligible potential candidates. A training partner suggests that to avoid this issue, the government should ensure that there is an interaction between the various skill development programmes so that the number of training centers in particular geography can be optimized, leading to effective utilization of resources for skill development. Ministry of Skill Development and Entrepreneurship (MSDE) shared that for counselling of interested individuals, innovative mobile-based application for an initiative like Skill Saathi²⁵ has been launched. This provides an opportunity for the interested candidates to increase their awareness about the available skill training opportunities and make informed career choices.

Another pertinent feedback was received regarding the pre-screening of the enrolled candidates. Various stakeholders had mentioned that the pre-screening process needs to be followed more rigorously so that eligible candidates (college dropouts and unemployed individuals) are enrolled for the PMKVY training.

“Pre-screening of candidates is required at the mobilization and pre-enrolment stages. If job-roles are not matching with the aptitude and interest of trainees, it is very likely that they would fail or realize the mismatch later on. Some financial incentives should also be put in place for pre-screening of candidates by Training providers.”

– Representative, Assessment Agency

Representatives of SSC also shared that a major challenge faced is lack of rigorous pre-screening and counseling before enrolment. As a solution, it was suggested to have pre-screening templates which can be used by TPs to assess if a candidate is eligible and apposite for a particular job role. It was also suggested that proper pre-screening and counseling before the enrolment is essential so that candidates are able to understand the requirements of a job before enrolling in a particular training program. This is essential to avoid candidate expectation mismatch during their training and employment.

TPs and SSCs had also reported of instances when the SDMS system was under maintenance or had its downtime during which period the TPs are not able to start a new batch. TPs reported that this leads to wastage of resources spent on mobilizing the candidates as new training batches cannot be initiated until the time SDMS starts working. Though these cases may be limited, mechanisms should be explored to avoid SDMS downtime all together or to limit them to very short periods. Further, to this, NSDC team had informed that the existing SDMS system will be soon replaced by an advanced version which would have a more robust architecture.

Feedback on STT training and RPL orientation and bridge training

The training phase in the STT component and the orientation and bridge training in the RPL is amongst the most critical phases in the implementation of the PMKVY program. Ensuring effective

²⁵ <https://skillsaathi.nsdccindia.org/>

training leading to skilling of the trainees is key in ensuring that they can derive benefits from participating in the PMKVY program. As evident from the qualitative survey with the PMKVY trained candidates, most of the candidates have reported being satisfied with the training.

All the key stakeholders involved in project implementation were asked for their feedback on the training and orientation stage and to share their view on the key challenges and possible solutions to address them. MSDE, SSC, and TPs have shared that the standardization job roles, Qualification Packs (QPs) and training material have led to significant improvement in the quality of the training provided. Also, the quality of trainers is assured by conducting ToT. SSCs had suggested that formation of batches for ToT is a challenge as they would need to have a minimum number of participants for organizing a ToT. TPs shared that sometimes this leads to delay in getting their trainers certified.

Regarding the training course content, SSCs have shared that the practical component of the training should be stressed by the TPs. Some of the SSCs have also shared their apprehension that the quality of infrastructure for training and the practical training are kept bare minimum by the training providers merely for the inspection and affiliation requirements

“The requirement criteria for the training of multi-cuisine cook or F&B staff would be maintained as per the number of tables, chairs, cutleries, utensils required as per the training guidelines. Now, the quality of those goods would be not the same as desirable for good quality training. The training quality will get affected if those tables were made of simple plastic, or if plastic plates are being used in training”

- Representative, Sector Skill Council

Unlikely, most of the training providers have mentioned that they are complying with the training guidelines. TPs have stated that they focus on practical training as part of the STT program.

“These trainees are the ones who have rejected or have been rejected by formal schooling system. In both the scenarios classroom instructions are going to have limited impact on their grasping ability. We ensure that the trainers are dividing the training into smaller goals and targets so that the candidates work to achieve these targets. As in the case of “Trainee Retail Display” its National Occupational Standards (NOS) requires the candidate to prepare, set up, dismantle and show labels of the products, while they need to know in which task what is being minimized. In some cases, we minimize space, and in others, we need to minimize time or volume. If they are being trained to work with minimized space, eventually they learn how to prepare the display.”

-Representative, Training Partner (STT)

Another challenge shared by stakeholders including SSCs, TPs, NSDC, and trainees is that in many cases the training material is only available in English and not in regional language, making it difficult for the trainees to understand the study material. NSDC and SSCs shared the limitation that many times publishers are not interested to print handbooks in regional language as the number of copies required to be published are too less to make it financially viable for them. As a solution, it has been suggested that there should be additional financial support to ensure that the handbooks can be published in regional languages. Finding a good quality trainer complying with the eligibility criteria is also a challenge sometimes, as reported by some of the training providers. It was rather easy in urban localities than rural locations.

When the trained candidates were asked about their opinion on the quality of the training, it was encouraging to find that most of the candidates have responded positively about the training quality and its usefulness. Most of them informed that the training consisted of both theory and practical component and they were also trained in communication and entrepreneurship skills. Most of the trainees also reported being satisfied with the training center infrastructure

“The training was very good. Every student was taught properly. Trainers and the quality of the training was very good. Training infrastructure was fine too. The seating arrangement was very good. Drinking water and other facilities were also available at the TC and it was clean too I am satisfied with the training”

- STT Trainee, Electronics and Hardware Sector (Bihar)

“PMKVY training was very good and there was no issue with it. The trainer was good too, everything was taught to us properly and there was a proper focus on the course curriculum. We were able to understand everything properly. Whatever we were taught, it was enough for our jobs however we haven't been placed yet. The infrastructure of the training center was also good as there were enough seating arrangement and enough computers for our practice. Toilet facilities were also good, hence I am satisfied with the quality of training”

- STT Trainee, Construction Sector (Bihar)

However, there was a mixed response from the RPL candidates. Many of the RPL candidates acknowledged that the orientation session was helpful for them to increase their knowledge, communication skills, and confidence.

“I found RPL program to be useful. We were taught about technical aspects related to housekeeping and were told about which chemicals can be used to clean which material. We were also taught how to communicate with our customers and what safety measures should be followed while working”

- RPL Trainee, Housekeeping job role (Uttar Pradesh)

However, some of the RPL certified individuals shared that they didn't learn anything they weren't aware of during the RPL orientation session. They added that the topics covered in the orientation session was already known to them, therefore, the programme didn't add much value to their skills. SSC and TP representatives have suggested that more focus should be given on bridge training courses in RPL. An SSC representative suggested that the common gap areas for a particular job role should be identified and the candidates should be provided bridge training which would help in upskilling them. TPs pointed out that getting working people to attend long duration bridge training courses could be challenging, therefore, medium duration bridge training courses should be designed for upskilling the already working population.

Some TPs had also shared that many candidates do not take the training course seriously as it is free of cost. Representatives of MSDE, SSCs, and TPs suggested that partial contribution of the training cost should be taken from the candidates as it would help in ensuring the financial sustainability of the scheme and would make the candidates more serious for their training.

Feedback on Assessment stage

The interviewed stakeholders were asked to share their feedback on the assessment stage, for which diversified responses were received. On one hand assessment agencies have expressed that they are following the due procedure mentioned in the process manual. They have shared that drop out of candidates during assessment becomes a challenge for them. Further, they suggested that assessment agencies should be paid according to the total number of trainees allocated and not according to the actual number of trainees assessed, as conducting assessment becomes financially unviable if only a few candidates are to be assessed in a batch. On the other hand, several SSCs and Training Providers (TPs) had shared their experiences of cases where assessment agencies have indulged in unlawful activities. MSDE and SSC representatives have clarified that an inquiry is conducted if any such case is reported and strict action is taken in case any assessment agency or training center is proved to be indulging in any unlawful practice. SSC representatives had mentioned instances of blacklisting assessment agencies for unwarranted practices in assessment. A good number of Training Providers have mentioned their experiences with ill-equipped, less qualified, ad-hoc - assessors lacking basic skills in assessment. Onboarding quality assessors is also a challenge as assessment agency representatives shared that it is difficult to convince assessors to spare time for their training.

“Assessors are not willing to put aside 6-7 days for training; therefore, the period of assessment training should be shortened, or it should be done only on weekends”.

- Representative, Assessment agency

An SSC had reported that conducting physical assessment becomes a challenge in interior areas and innovative techniques should be developed to conduct the complete assessment test in an online mode. To improve the performance of trainees in the assessment tests, AAs suggested that it should be ensured that TPs assess their trainees regularly during the course of their training.

A good number of TPs have expressed their trust in the assessment process using tablets. Majority of the TPs shared that they do not experience any bottlenecks in the use of tablets for the theoretical assessment.

Most of the interviewed candidates reported that they did not face any issue in undertaking the tablet or mobile based assessment test, though a few RPL candidates reported that they were not comfortable in giving the test on tablets. It is suggested that in the case of training with lower NSQF level job roles, more focus should be given to ensure that the candidates are supported to undertake the tablet-based assessment tests.

The key challenges reported by the candidates in the assessment state were an improper translation of assessment tests in local language and assessors not being able to communicate in the local language (reported in one case).

Overall, the key barriers identified in the assessment stage are; a) lack of professionally qualified, trained and full-time assessors, b) lack of transparency and guidelines from SSC in practical/ viva examination, c) proper translation of assessment sets in regional languages, d) similar assessment for the STT and RPL segments of training and e) under-preparedness of trainees for final assessment.

The enabling factors in the process of assessment of PMKVY training are; a) training of assessors by Sector Skill Council (SSC). b) videography of test procedures, c) screening out of agencies proved guilty of conducting illegal activities v) use of technology in conducting assessment tests which help to remove personal biases.

Feedback on Certification

Provision of skill certification to the candidates who have passed in assessment tests is one of the key outcomes of the PMKVY programme. To ensure that certified candidates can directly access their skill certificate, MSDE reported that now candidates can download their certificates from their Aadhar linked Digi locker. Though it has been observed that currently, not many trained candidates are aware of this facility and steps should be taken to increase the awareness about the same.

One of the key barriers reported by the training providers and candidates was a delay in receipt of certificates. MSDE and NSDC have clarified that there is a time lag in the printing of certificates as the policy number of the insurance that is provided to the certified candidates are printed on every certificate and there is a time lag in receiving this policy number from the insurance companies. Also, the bottleneck of non-receipt of certificate or mark sheet in many cases has been reported while interacting with TPs. It was shared that many times candidates are not able to receive them as the e-mail id provided by the candidate is not operational or correct. Besides this, an anomaly in residential addresses mentioned in Aadhar card and other identification proof was also another reason reported for non-receipt of certificates. Some of the surveyed trainees had also reported to have not followed up with their respective TPs for their skill certificates.

Trained candidates have reported a mixed response on the perception of the benefits of certification. While a few candidates reported that the certificate has helped them in their employment, and they were also hopeful that having a skill certificate will definitely be helpful in getting other jobs. Many candidates had also shared that employers do not recognize their skill certificate and it hasn't been useful in getting them employment. When self-employed candidates were probed about their perception of the usefulness of RPL certification in availing MUDRA loan, a candidate (certified in Furniture and Fittings sector in Patna, Bihar) shared his experience that he had approached a bank with his certificate but was not provided with MUDRA loan.

A key policy level challenge which emerged from the discussion with almost all stakeholders was that currently PMKVY certification is not given much value by the employers. On probing for measures to increase the value of certification, representatives of MSDE, NSDC, SSCs, and TPs suggested that skill certification should be made mandatory. MSDE specifically suggested that NSQF level certification should be made mandatory by the government for their contracts and tenders. It was also suggested that the certified candidates should be provided with skill cards which help to attach more value to the RPL certification. As another measure to strengthen the value certification, several training providers (TPs) and sector skill councils (SSCs) have suggested that PMKVY certified candidates (till a required NSQF level should) should be made eligible for government and private jobs.

Feedback on Placement Support

Provision of employment opportunities to the PMKVY participants is considered as a litmus test of the success of the program. When enquired with the TPs, all of them confirmed that they provide placement assistance to the certified and non-certified candidates. Approaches mentioned by TP's to provide employment opportunities include organizing Rozgar melas, having a separate placement coordinator who is responsible to identifying placement opportunities, linking trained candidates to employers, providing campus placement opportunities and providing counseling to prepare for the employment opportunities. SSCs have also reported supporting TPs for placement through a centralized SSC portal and linking them with potential recruiters. Apparel SSC mentioned they display all the jobs available in the sector on their web portal along with the number of candidates trained under various job roles. MSDE has shared that recently nine employment agencies have been onboard to link training partners with suitable employers. This has been done with an objective of increasing employment opportunities for the PMKVY participants. Employers of PMKVY trained candidates have informed that most of the PMKVY candidates are recruited through 'Rozgar melas' or either through personal contact with the Training Providers or Sector Skills Councils. Some of the training providers (TPs) also provide post-placement assistance in the form of counselling for job retention.

"Once the last leg of the training arrives, placement centers are provided with details of candidates along with their internal assessment grades and providing the list of job roles for which candidates would be available. This helps in drawing a blueprint of the placement plan that would take place post training and accordingly helps the center organize everything."

– Training Provider

"For us, the placement process begins well before mobilization. We assess industry demand and aim to get a letter of intent for employers to recruit a certain number of trainees. Once the last leg of training begins, we share details of the candidates along with our internal assessment scores of candidates. In this way, the mobilization is planned while assuring a certain number of jobs offers and subsequently trainees are made to work hard work hard. The prospective employers are then informed to be prepared for the placement process"

– Training Provider

Interviews with the trainees suggest that the placement assistance and getting employment is the key outcome for them. Many candidates have acknowledged that they have received placement assistance and were provided opportunities to appear for interviews.

“Yes, I had received placement assistance and am satisfied with it. I was offered two jobs which were facilitated by the training center. I have joined a job in my nearby locality with a starting salary of INR 5000 per month.”

- STT Trainee, Electronic and Hardware sector

Also, a significant number of candidates have reported that they were not provided with sufficient job opportunities. The key identified reasons due to which the candidates have not taken up the available job opportunities are job opportunities with low salaries, job opportunities not available in their domain of training, a mismatch in their expectation and the available jobs and also distant locations of employment.

“As far as training is concerned, I'm fully satisfied with it but after the training, there was not much support from the training center side to make our job ready or in facilitating placements. For placement, we were called only for the interview only once. Whatever opportunities we did receive were not good enough to consider given the low salary offered. Many of the other candidates who were part of the training along with me are still unemployed.”

STT Trainee, Electronic and Hardware sector

It was also enquired if there are any specific challenges faced in post-employment tracking of the candidates. A TP representative had shared that currently, SDMS does not allow to update phone numbers of the candidates who had enrolled in the training. Because of this, phone numbers of many candidates are not updated, and the difficulty is faced in tracking their employment status. Another TP shared that sometimes it happens that multiple calls are made to the same candidate by different stakeholders for verification. It was suggested that this verification system should be streamlined and centralized as many candidates stop responding positively after receiving multiple calls for verification.

Feedback on the productivity of PMKVY trained candidates in comparison with comparison (non-PMKVY trained) candidates.

Employers of PMKVY trained candidates were interviewed to understand the impact of PMKVY training at an enterprise level. There was a mixed response when the employers were asked if they feel any notable difference in PMKVY trained employees as compared to non-PMKVY trained employees. Many employers shared their feedback that PMKVY trained candidates are more serious and have a better attitude towards work. Few of the employers also shared that PMKVY trained candidates require lesser days of training as compared to non PMKVY trained candidates.

“We feel there is a notable difference between PMKVY trained employees and non-PMKVY employees. PMKVY trained employees seem to be more serious about their work, are more disciplined as they have undergone a three-month regular training. Also, comparatively their communication skills are better, they have higher maturity level and are more serious about their career”.

–Employer (Sales and Marketing job role)

“PMKVY trained employees were easily able to repair the smartphone and Android phones though non-PMKVY employees were required to be trained to do so. Previously, we have to send these phones to other centers in Madurai”

–Employer (Mobile repair)

However, some of the employers have also reported that they do not feel any significant difference in PMKVY trained employees and the employees who had not participated in PMKVY. They had reported of providing their standard training to all their new recruits.

"We need to give two months training to all the new joined employees and PMKVY trained employees are no exception to this rule"

-Employer, Vaishali (Uttar Pradesh)

When asked about the impact of recruiting PMKVY candidates on the overall profitability and productivity of the organization, most of the employers were not able to provide any conclusive answer and expressed their inability to assess such impacts empirically. Though a few employers had responded that they have experienced a positive impact after recruiting PMKVY trained candidates on their profitability.

"When we hired them, we had put posters that our shop has trained and certified technicians to repair the mobiles. It gave good results for us. It was really beneficial for us to hire those certified people in our shop. Because of these people, we started earning more within one month. There was no need to teach anything to them because they were trained to repair smartphones and because of them we started receiving a higher number of customers within a short period. We are happy with their work as they are delivering well".

-Employer (Mobile repair job role) (Tamil Nadu)

When enquired if any salary premium is offered to PMKVY trained candidates, a mixed response was again received. Some employers have affirmed that they offer a higher starting salary to PMKVY trained candidates as they find them better skilled and have to spend less time on their training. Though it was iterated that the further growth in salaries depends upon the productivity of the employees in their work.

"Yes, a salary premium is provided to PMKVY trained candidates. The training center managers request these candidates should be provided a minimum salary of 9000 to 9500 as they are trained. Otherwise, we offer a salary of INR 8000 to 8500 to freshers. Though PMKVY trained individual are provided higher salary, the expectation is also higher from them in terms of productivity. In case the candidates are not able to perform as per the expected level they would be asked to leave".

- Employer (Sales job role)

Some of the employers also responded that they do not offer any differential salaries to their employees and salaries offered would only depend on their work performance and experience.

Feedback on the quality of PMKVY as compared to previous skill development programmes

The key stakeholders involved in the implementation of PMKVY were asked about their perception of the quality of PMKVY as compared to previous skill development programmes. All stakeholders have unanimously responded that PMKVY has been a game changer in the skill development domain. It has been shared that PMKVY has led standardization of a lot of processes and its scale is not comparable to any other skill program. MSDE has shared that quality and outreach of skill-based training have definitely improved with the introduction of initiatives like Rozgar melas, introduction of SMART portal, standardized training quality, empanelling placement agencies, transparency through Aadhar based enrolment, better branding of the program unlike previous programs, proper feedback links being established along with many other initiatives. SSCs have also acknowledged that PMKVY has brought more focus on quantifying the measurable outputs of the programme. Training providers had also acknowledged that PMKVY has effectively used technology to increase transparency in the program implementation as details of all candidates enrolled, trained, certified and placed are available online. It was also mentioned that the monitoring mechanisms in PMKVY have considerably improved as compared to previous skill development programmes leading to better quality of implementation.

A good number of beneficiaries (trainees) have also expressed that they are satisfied with the quality of the PMKVY program. Some of them were discrete in mentioning the quality of trainers while some had picked the infrastructure for training responsible for better quality.

Other Feedback for improving PMKVY program

As mentioned in the introduction of this section, one of the key objectives of the qualitative component of the evaluation is to provide suggestions and recommendations for improving the implementation and effectiveness of the PMKVY program. While listing the challenges faced by the key program stakeholders, their suggestions for addressing these challenges have also been presented in the above section. The key specific recommendations shared by these stakeholders have been mentioned the Conclusion and Recommendations section below.

6. Conclusion and Recommendation

The evaluation of PMKVY 2.0 aimed at assessing the impact of the scheme on its participants. A total of 5004 and 1717 respondents were surveyed for evaluating the impact of STT and RPL components respectively. Only five percent and six percent of comparison arm respondents from STT and RPL respectively were found to have participated in any skill training programme.

STT Evaluation

Assessment of PMKVY implementation presents that most of the STT program participants have received pre-enrolment counseling, training, training material mainly induction kits, however, the placement assistance support needs to be buttressed as only 41 and 25 percent of respondents in Arm 1 and Arm 2 respectively acknowledged receiving the same. The satisfaction with PMKVY program was observed to be good with more than 90 percent of the respondents in Arm 1 and Arm 2 reporting to be satisfied with parameters like quality of trainers, adequacy of curriculum, quality of training, infrastructure of the center and the overall scheme, however the satisfaction with placement assistance was observed to be low. Increase in self-confidence (85 percent arm 1 and 86 percent in Arm 2) and improved technical knowledge (50 percent in Arm 1 and 54 percent in Arm 2) were the key benefits of the STT program reported by its participants. Development of entrepreneurial attitude, increased chances of employability and improved interpersonal skills were the other key benefits of training reported by the STT participants.

Estimation of the impact of STT training and certification on employment status and salary premium has been done using PSM by forming a robust comparison group. Impact analysis findings suggest that PMKVY training and certification has led to an increase of nine percentage points in the employment rate when compared across arms. PMKVY training alone is estimated to have an impact of eight percentage points on employment. Although, PMKVY certification alone was observed to have a non-significant impact of two percentage points when the employment rate in Arm 1 was compared with that of Arm 2 post-matching. Logistic suggests that the PMKVY trained and certified individual is 1.8 times more likely (AOR: 1.8, $p=0.000$, CI: 1.49-2.10) to be employed as compared to a similar individual who has not participated in PMKVY. Also, a PMKVY trained but not certified individual is 1.6 times more likely ($p=0.000$, CI: 1.28-2.03) to get employed as compared to a similar individual who has not participated in PMKVY. Further, an employment rate of 45 percent was observed amongst the respondents who were looking for employment.

On assessing the impact of PMKVY certification and training on income, a difference of 15 percent was observed between Arm 1 and Arm 3 respondents (mean monthly income of INR 8629 in Arm 1 vs. mean monthly income of INR 7474 in Arm 3). Also, on assessing the impact of PMKVY training alone, a difference of nine percent was observed in the mean monthly income of Arm 2 and Arm 3 respondents (INR 8283 vs INR 7584 respectively). Similarly, on assessing the impact of PMKVY certification alone, a difference nine percent was observed when mean monthly income of Arm 1 respondents was compared with an Arm 2 respondents (INR 8588 vs. INR 7907 respectively). Awareness of MUDRA loan was observed to be higher in PMKVY trained individual (51 percent in Arm1 and 41 percent in Arm 2) as compared to non-PMKVY participants (19 percent). However, the uptake of MUDRA loan was found to be negligible across the study arms.

Apart from its effect on employment status and income level, the STT training was also observed to have an effect on the perception of the current employment. PMKVY trained candidates perceive their chances of getting another employment in case they lose their current employment (76 percent in Arm1, 71 percent in Arm 2 and 73 percent in Arm 3) and capacity to work (86 percent in Arm1, 88 percent in Arm 2 and 82 percent in Arm 3) in their current employment to be better as compared to

non-PMKVY respondents. It has also been observed that comparison group respondents perceive skill training to be useful. Approximately 90 percent of Arm 3 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 also in increasing their income.

RPL Evaluation

Assessment of the implementation status of RPL presents that most RPL certified candidates had received pre-enrolment counseling (83 percent), orientation or bridge training (97 percent) and any training material (80 percent). However, 68 percent of respondents reported to have received a certificate and only 19 percent had received the monetary payout. Satisfaction with RPL program was found to be high as almost 90 percent of the RPL certified respondents had reported being satisfied with the quality of counseling, bridge training, quality of trainers and soft skills training provided. The key benefit of the RPL program reported by its participants was an increase in self-confidence (79 percent), followed by improvement in technical knowledge (51 percent) and improvement in soft skills (41 percent).

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. After matching the study arms using PSM, the current monthly income of the RPL certified candidates were found to be INR 10997 as compared to INR 9275 of the similar comparison group respondents, which points to a 19 percent difference in monthly income of RPL certified and similar comparison group respondents. A 25 percent change in income had been observed in the before RPL and current income of the RPL certified individuals. It can be safely deduced that RPL has contributed to their increase in income, as 35 percent of the respondents who had an increase in their before RPL to current income, acknowledged RPL programs' contribution in the same. RPL certified individuals were observed to be more confident about their employment as they perceive their capacity to work in their employment (85 percent in Arm 1 vs 79 percent in Arm 2) and chances of getting another employment in case they lose their current employment (63 percent in Arm 1 vs 58 percent in Arm 2) to be better as compared to comparison group respondents. Also, more than 75 percent of the RPL certified respondents have acknowledged that the RPL program has helped them in being better prepared for their employment, in improving their chances to get another employment and in improving their technical and soft skills required for their current employment.

Programmatic Recommendations

In addition to soliciting feedback on the implementation of PMKVY, the key objective of qualitative research was to provide specific suggestions and recommendations for further improving the implementation of the PMKVY programme. The below recommendations are provided based on the suggestions of the key stakeholders involved in the implementation of PMKVY and also based on the quantitative survey conducted as part of this evaluation:

Policy Recommendations

- Sector Skill Councils have 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 programmes, to ensure effective utilization of resources and business viability for training partners. Currently, multiple training providers from different skill development programmes are operating in the same geographies, leading to inefficiency and resource duplication. Target allocation should be looked from a macro level across different programmes, 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, as being provided earlier, 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 programme. It will also help in ensuring that state of art and quality training is provided to the candidates and 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 programme 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 are able to understand the 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 evaluating findings suggest that currently, almost 33 percent of the STT trained candidates were not looking for employment as a substantial percentage of trainees was currently studying.
- One of the key reasons for non-participation by eligible respondents was lack of awareness about PMKVY and other skills development programs (28 percent of Arm 3 respondents were not aware of any skill training program). It is suggested to focus more on information platforms such as advertisements on TV/radio, door to door campaigning and board/hoardings to reach out to eligible non- participant population.
- Although the key reason for participating in PMKVY training program (as stated by Arm 1 and Arm 2 respondents in STT) was that the program would help them in getting employment. However, the satisfaction with the placement assistance was found to be low and only 17 and 8 percent of Arm 1 and Arm 2 respondents have reported that their employment posts their training was facilitated through PMKVY. Though the trained candidates were satisfied with the benefits gained from the program in terms of improvement in self-confidence, technical knowledge, entrepreneurial attitude etc but the ultimate purpose of participating in the program, i.e. getting employment is not getting served. 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 programme 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. If feasible to be developed, they can enable the policy makers and project management teams to centrally monitor the project implementation on a real-time basis.

- SDMS portal needs to be made more robust to reduce its downtime occurrences. On this, the NSDC team had responded that the next version of SDMS that will be launched soon will be more robust. Also, for ensuring that the candidates can be tracked post-training, there should be an option to update the contact details of the candidates on SDMS.
- Considering that the scale of implementation of PMKVY has exponentially increased in the last few years, the resources and manpower requirement for project management should be reassessed and provisioned accordingly.
- 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 focussed 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.

7. Glossary

Aajeevika	Aajeevika – National Rural Livelihoods Mission (NRLM) was launched by the Ministry of Rural Development (MoRD), Government of India in June 2011. Aided in part through investment support by the World Bank, the Mission aims at creating efficient and effective institutional platforms of the rural poor, enabling them to increase household income through sustainable livelihood enhancements and improved access to financial services.
DDUGKY	DDU-GKY is the demand-driven placement-linked skill training initiative of the Ministry of Rural Development, Government of India (MoRD), uniquely aimed at rural poor youth between 15 and 35 years of age, with the purpose to create income diversity in poor families and help rural youth realize their career aspirations.
Induction kit	Induction kit is a kit provided to PMKVY candidates on enrolling in the program. It consists of a t-shirt (male) and jacket (female), diary, id card holder with lanyard and backpack.
ISDS	The Integrated Skill Development Scheme (ISDS) is a scheme for catering to the skilled manpower needs of textile and related segments such as apparel, handicrafts, handlooms, jute, sericulture & technical textiles through skill development training programs.
ITI	Industrial Training Institutes and Industrial Training Centres are post-secondary schools in India constituted under Directorate General of Employment & Training (DGET), Ministry of Skill Development and Entrepreneurship, Union Government to provide training in various trades.
Kaushal Mela	Kaushal Mela is an event aimed at targeting and mobilizing target beneficiaries for skill development program in India. It aims at educating the target beneficiaries about the skill development program and encouraging them to participate in the same.
Logistic regression	It aims to study the relationship between a categorical dependent variable and one or two independent variables by plotting the dependent variable's probability score.
Mixed Methods Approach	Mixed methods research is a methodology for conducting research that involves collecting, analyzing and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) research.
MSDE	The Ministry of Skill Development and Entrepreneurship is a Ministry of Government of India which has the mandate to coordinate all skill development efforts across the country. It aims to remove the disconnect between demand and supply of skilled manpower, to build new skills and innovative thinking not only for existing jobs but also for jobs that are to be created.
MUDRA loan	Pradhan Mantri MUDRA Yojana (PMMY) is a scheme launched by the Hon'ble Prime Minister for providing loans up to 10 lakhs to the non-corporate, non-farm small/micro enterprises. These loans are classified as MUDRA loans under PMMY. These loans are given by Commercial Banks, RRBs, Small Finance Banks, Cooperative Banks, MFIs and NBFCs. One of the key benefits of a Mudra loan is that borrowers are not required to provide security or collateral. Additionally, there are no processing charges on Mudra loans. The credit facilities extended under the Mudra loan can be for any type of fund or non-fund-based requirements. Hence, borrowers can use the Mudra loan scheme for a variety of purposes. The credit from Mudra loans can be used for term loans and overdraft facilities, or to apply for letters of credit and bank guarantees.
Multi-Stage Sampling	In multi-stage sampling, large clusters of the population are divided into smaller clusters into several stages in order to make primary data collection more manageable.
NAPS	National Apprenticeship Promotion Scheme (NAPS) is a new scheme of Government of India to promote apprenticeship. Apprenticeship training is a course of training in any industry or establishment. Apprenticeship training consists of basic training and on-the-job-training (OJT)/practical training at the workplace.
NOS	National Occupational Standards (NOSs) specify the standard of performance an individual must achieve when carrying out a particular activity at the workplace, together with the knowledge and understanding they need to meet that standard consistently. Each NOS defines one key function in a job role. In its essential form, NOS describes functions, standards of performance, and knowledge /understanding.
NSDC	The National Skill Development Corporation (NSDC) is an Indian not-for-profit company set up to address the need for providing skilled manpower across various

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	industry sectors. It is a Private Public Partnership (PPP) organization with representatives of Government and Industry Associations on its Board.
NSQF	The National Skills Qualifications Framework (NSQF) is a competency-based framework that organizes all qualifications according to a series of levels of knowledge, skills, and aptitude. These levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. Under NSQF, the learner can acquire the certification for competency needed at any level through formal, non-formal or informal learning. In that sense, the NSQF is a quality assurance framework.
Pearson Chi-Square Test	Pearson's chi-squared test is a statistical test applied to sets of categorical data to evaluate how likely it is that any observed difference between the sets arose by chance. It is a test of goodness of fit which establishes whether an observed frequency distribution differs from a theoretical distribution.
Probability Proportion to size	Probability proportional to size (PPS) sampling is a method of sampling from a finite population in which a size measure is available for each population unit before sampling and where the probability of selecting a unit is proportional to its size.
Propensity Score Matching	PSM is a statistical matching technique that attempts to estimate the effect of a treatment, policy, or other intervention by accounting for the covariates that predict receiving the treatment.
QP	A set of NOSs, aligned to a job role, called Qualification Packs (QPs), would be available for every job role in each industry sector. These drive the creation of curriculum and assessments. The job roles would be at various proficiency levels and aligned with the NSQF. The NOSs and QPs for the various job roles in each sector, created by SSCs and subsequently ratified by an appropriate authority, would be available online and updated from time to time.
Quasi-Experimental Design	A quasi-experiment is an empirical interventional study used to estimate the causal impact of an intervention on the target population without random assignment.
Rozgar Mela	A Rozgar Mela is an event where a number of employers and job seekers come together for the purpose of applying and interviewing for jobs. Defined more precisely, a Rozgar Mela is an employment strategy to fast-track the meeting of job seekers and employers. Rozgar Melas are typically held in large assembly halls with a booth for each employer. At the front of each booth is a table that displays company brochures and information. Usually, several company representatives staff each booth, standing behind tables as they talk to job seekers. Some companies decorate their booths with banners and signs. Rozgar Melas range in size from 5 – 100 employers with many hundreds of job seekers. Even small Rozgar Melas can be busy events with lines of job seekers waiting to see company representatives.
RPL	Recognition of Prior Learning (RPL) is a platform to provide recognition to the informal learning or learning through work to get equal acceptance as the formal levels of education. It aims to appreciate prior learning irrespective of the medium of achieving it. In short, RPL is a process of assessment of an individual's prior learning to give due importance to learning as an outcome rather than learning as a process.
Samarth	Samarth (Scheme for Capacity Building in Textile Sector) is a flagship skill development scheme of Ministry of Textile which aims to provide demand-driven, placement oriented skilling programme to incentivize the efforts of the industry in creating jobs in the organized textile and related sectors.
SANKALP	Skill Acquisition and Knowledge Awareness for Livelihood Promotion Program provides skills training to pensioners, pensioner's associations, NGOs etc.
SDMS	Skill Development Management System is a platform that will be used to run, manage, monitor, plan and predict the skill ecosystem of India. SDMS is used by NSDC for implementation of PMKVY, NLUM, and UDAN
Snowball sampling	Snowball sampling is a nonprobability sampling technique where existing study subjects recruit future subjects from among their acquaintances. Thus, the sample group is said to grow like a rolling snowball.
SSC	Sector Skill Councils (SSCs) are industry-led bodies, who would be responsible for defining the skilling needs, concept, processes, certification, and accreditation of their respective industry sectors. The SSC shall prescribe the NOSs and QPs for the various job roles relevant to their industry, classify the job roles and shall work with the National Skill Development Agency (NSDA) to ensure that these are in accordance with the National Skill Qualification Framework (NSQF).

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STAR	The National Skill Certification and Monetary Reward Scheme, known as STAR (Standard Training Assessment and Reward), was operational between August 2013 and September 2014. The objective of this Scheme was to encourage skill development for youth by providing monetary rewards for successful completion of approved training programs
STEP	The STEP Scheme aims to provide skills that give employability to women and to provide competencies and skill that enable women to become self-employed/entrepreneurs. The Scheme is intended to benefit women who are in the age group of 16 years and above across the country.
STT	The Short Term Training imparted at PMKVY Training Centres (TCs) benefits candidates of Indian nationality who are either school/college dropouts or unemployed. Apart from providing training according to the National Skills Qualification Framework (NSQF), TCs also impart training in soft skills, entrepreneurship, financial and digital literacy. Duration of the training varies as per job roles, ranging between 150 and 300 hours.
Test of significance	A t-test's statistical significance indicates whether or not the difference between two groups' averages most likely reflects a "real" difference in the population from which the groups were sampled.
USTTAD	USTTAD scheme of Ministry of Minority Affairs aims at preserving and promoting the rich heritage of traditional arts & crafts of the Minority communities. It envisages at boosting skills of craftsmen, weavers, and artisans who are already engaged in traditional artisanal work.

8. Annexure

Additional tables – Short term training (STT)

District -wise sample coverage (N)		Arm 1	Arm 2	Arm 3	Total
Bihar (N- Arm 1: 316, Arm 2: 316, Arm 3: 361)	Darbhanga	20	22	25	22
	Kishanganj	22	21	20	21
	Muzaffarpur	19	20	18	19
	Patna	19	19	19	19
	Siwan	21	19	17	19
Madhya Pradesh (N- Arm 1: 335, Arm 2: 316, Arm 3: 342)	Bhopal	19	21	20	20
	Guna	24	22	21	22
	Raisen	20	12	19	17
	Sagar	19	21	21	20
	Seoni	18	24	19	20
Rajasthan (N- Arm 1: 321, Arm 2: 311, Arm 3: 346)	Churu	20	20	18	19
	Hanumangarh	20	21	18	20
	Jaipur	21	21	24	22
	Jodhpur	20	19	21	20
	Sikar	19	19	18	19
Tamil Nadu (N- Arm 1: 339, Arm 2: 338, Arm 3: 379)	Coimbatore	24	24	26	25
	Erode	17	24	17	19
	Karur	17	17	15	16
	Tirunelveli	19	14	18	17
	Vellore	23	21	24	23
Uttar Pradesh (N- Arm 1: 315, Arm 2: 318, Arm 3: 351)	Agra	21	22	27	23
	Faizabad	22	20	17	20
	Gautam Buddha Nagar	19	18	21	19
	Meerut	19	20	18	19
	Sitapur	19	20	17	19

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Educational Qualification of Respondents (in %)	Arm 1 (N=1626)	Arm 2 (N=1599)	Arm 3 (N=1779)	Total (N=5004)
Illiterate	0	1	0	0
Did not complete primary education (less than 5th class)	0	0	0	0
Completed primary education (up to class 5)	1	2	2	2
Completed upper primary education (up to class 8)	6	5	7	6
Completed secondary education (up to class 10)	12	12	17	14
Completed senior secondary education (up to class 12)	27	29	30	29
Diploma (more than 12th but not graduation)	13	13	11	12
Graduate	32	32	28	31
Post graduate	7	6	4	6
Above post-graduation	1	1	1	1
Others (specify	0	0	0	0
Total	100	100	100	100

Educational Qualification of Father (in %)	Arm 1 (N=1626)	Arm 2 (N=1599)	Arm 3 (N=1779)	Total (N=5004)
Illiterate	21	24	24	23
Did not complete primary education (less than 5th class)	7	7	7	7
Completed primary education (up to class 5)	11	11	11	11
Completed upper primary education (up to class 8)	17	18	18	18
Completed secondary education (up to class 10)	22	21	21	21
Completed senior secondary education (up to class 12)	11	11	9	10
Diploma (more than 12th but not graduation)	1	1	1	1
Graduate	8	7	5	7
Post graduate	2	2	2	2
Above post-graduation	1	0	1	1
Others (specify	0	0	0	0
Total	100	100	100	100

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Educational Qualification of Mother (in %)	Arm 1 (N=1626)	Arm 2 (N=1599)	Arm 3 (N=1779)	Total (N=5004)
Illiterate	47	52	53	50
Did not complete primary education (less than 5th class)	11	10	10	10
Completed primary education (up to class 5)	11	11	11	11
Completed upper primary education (up to class 8)	14	14	13	14
Completed secondary education (up to class 10)	10	7	8	8
Completed senior secondary education (up to class 12)	4	4	3	4
Diploma (more than 12th but not graduation)	0	0	0	0
Graduate	2	2	1	2
Post graduate	1	0	0	0
Above post-graduation	0	0	0	0
Others (specify)	0	0	0	0
Total	100	100	100	100

Primary Occupation of Father (in %)	Arm 1 (N=1626)	Arm 2 (N=1599)	Arm 3 (N=1779)	Total (N=5004)
Farmer	28	32	33	31
Farm allied micro business	1	1	1	1
Salaried employee	17	16	15	16
Small/petty business/retail shop	9	9	9	9
Daily wage labourer	18	19	21	19
Self-employed professional service provider	7	7	7	7
Unemployed	6	5	5	5
Not alive	13	12	10	12
Others	0	0	0	0
Total	100	100	100	100

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Primary Occupation of Mother (in %)	Arm 1 (N=1626)	Arm 2 (N=1599)	Arm 3 (N=1779)	Total (N=5004)
Housewife	86	87	87	87
Farmer	1	1	1	1
Farm allied micro business	0	0	0	0
Salaried employee	3	2	3	3
Small/petty business/retail shop	1	1	1	1
Daily wage labourer	3	4	4	4
Self-employed professional service provider	1	0	0	0
Not alive	5	5	5	5
Others (specify)_____	0	0	0	0

Reasons for not giving assessment test (in %)	Arm 1 (N = 18)	Arm 2 (N = 92)	Total (N = 110)
Lost interest in the course	17	12	13
Was not prepared for the test	17	9	10
Found a job	6	9	8
Test was not conducted	17	16	16
Unavailability on the day of assessment test	44	49	48
Others(specify)	0	5	5

Reasons for not able to pass the assessment test (in %)	Arm 1 (N= 2)	Arm 2 (N= 265)	Total (N= 267)
Had not prepared enough	100	31	31
The training was not of good quality	0	16	16
Was not interested/motivated to study hard	0	5	5
Assessment test was difficult	0	16	16
Assessment test was not in line with the training course	0	12	12
Language/mode of the test was not comfortable for me	0	6	6
Others (specify)	0	14	14

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Reasons for not receiving certificate till date (in %)	Arm 1 (N = 355)	Arm 2 (N = 1091)	Total (N = 1446)
Not provided by the training provider	67	62	63
Have not gone to collect the certificate	28	11	16
Did not give the test	2	7	6
Did not pass the test	0	18	13
Could not afford/did not want to pay a retest fee	1	2	1
Others (specify)	2	0	1

Satisfaction with quality of trainers (in %)	Arm 1 (N = 1542)	Arm 2 (N = 1184)	Total (N = 2726)
very satisfied	43	34	39
satisfied	53	59	56
dissatisfied	3	6	4
very dissatisfied	1	1	1

Satisfaction with quality of training provided (in %)	Arm 1 (N = 1542)	Arm 2 (N = 1184)	Total (N = 2726)
very satisfied	32	23	28
Satisfied	64	69	66
Dissatisfied	3	7	5
very dissatisfied	1	1	1

Satisfaction with Adequacy of the training curriculum and its content in relation to the job (in %)	Arm 1 (N = 1542)	Arm 2 (N = 1184)	Total (N = 2726)
very satisfied	24	17	21
Satisfied	67	67	67
Dissatisfied	8	14	10
very dissatisfied	1	1	1

Satisfaction with Infrastructure of the training centre (in %)	Arm 1 (N = 1542)	Arm 2 (N = 1184)	Total (N = 2726)
very satisfied	39	33	37
satisfied	57	61	59
Dissatisfied	3	5	4
very dissatisfied	1	1	1

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Satisfaction with Post-training counselling and mentoring for placement assistance (in %)	Arm 1 (N = 1542)	Arm 2 (N = 1184)	Total (N = 2726)
very satisfied	18	13	16
Satisfied	50	42	47
Dissatisfied	8	8	8
very dissatisfied	1	1	1
Not applicable	24	36	28

Overall satisfaction with the training program (in %)	Arm 1 (N = 1542)	Arm 2 (N = 1184)	Total (N = 2726)
very satisfied	22	16	20
satisfied	68	69	69
dissatisfied	9	13	11
very dissatisfied	1	1	1

Logistic Regression of employment status across study arms

Current employment status	AOR	CI	Robust SE
Arm 1: PMKVY trained & certified (N=1626)	1.77***	[1.49, 2.10]	0.15
Arm 2: PMKVY trained & non-certified (N=1599)	1.61***	[1.28, 2.03]	0.19
Arm 3: Comparison group (N=1779)	Ref		

*statistically significant at $p < 0.05$

**statistically significant at $p < 0.01$

***statistically significant at $p < 0.001$

Model adjusted for age, gender, caste, religion, family economic status, education and Total to working member ratio

Additional tables – Recognition of Prior Learning (RPL)

District-wise sample distribution(N)		Arm 1	Arm 2
Bihar (N-Arm 1: 181, Arm 2: 180)	East Champaran	18	19
	Jehanabad	22	19
	Muzaffarpur	19	19
	Patna	21	23
	Saran	20	20
Madhya Pradesh (N-Arm 1: 177, Arm 2: 170)	Bhopal	16	18
	Guna	19	18
	Jabalpur	23	22
	Rajgarh	21	22
	Tikamgarh	21	21
Maharashtra (N-Arm 1: 171, Arm 2: 173)	Jalgaon	20	20
	Mumbai	19	19
	Nandurbar	21	22
	Pune	19	18
	Thane	20	20
Tamil Nadu (N-Arm 1: 160, Arm 2: 154)	Chennai	19	19
	Dharmapuri	20	21
	Erode	20	17
	Salem	23	23
	Vellore	19	19
Uttar Pradesh (N-Arm 1: 181, Arm 2: 170)	Agra	17	18
	Gautam Buddha Nagar	17	15
	Sant Kabir Nagar	20	22
	Unnao	23	23
	Varanasi	23	22

Educational Qualification of Respondents (in %)	Arm 1 (N=870)	Arm 2 (N=847)	Total (N=1717)
Illiterate	8	9	9
Did not complete primary education (less than 5 th Class)	4	5	5
Completed primary education (up to class 5)	11	11	11
Completed upper primary education (up to class 8)	20	19	20
Completed secondary education (up to class 10)	19	23	21
Completed senior secondary education (up to class 12)	15	15	15
Diploma (more than 12 th but not graduation)	6	4	5

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Graduate	13	12	13
Post graduate	2	2	2
Above post-graduation	0	0	0

Educational Qualification of Respondents' Father (in %)	Arm 1 (N=870)	Arm 2 (N=847)	Total (N=1717)
Illiterate	34	37	36
Did not complete primary education (less than 5th Class)	10	11	10
Completed primary education (up to class 5)	14	14	14
Completed upper primary education (up to class 8)	15	14	14
Completed secondary education (up to class 10)	14	12	13
Completed senior secondary education (up to class 12)	7	6	6
Diploma (more than 12th but not graduation)	0	1	1
Graduate	4	3	4
Post graduate	2	1	2
Above post-graduation	0	0	0

Educational Qualification of Respondents' Mother (in %)	Arm 1 (N=870)	Arm 2 (N=847)	Total (N=1717)
Illiterate	64	67	65
Did not complete primary education (less than 5th Class)	11	10	11
Completed primary education (up to class 5)	9	10	10
Completed upper primary education (up to class 8)	7	6	7
Completed secondary education (up to class 10)	5	4	4
Completed senior secondary education (up to class 12)	1	2	2
Diploma (more than 12th but not graduation)	0	0	0

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Graduate	1	0	1
Post graduate	0	0	0
Above post-graduation	0	0	0

Primary Occupation of Respondents' Father (in %)	Arm 1 (N=870)	Arm 2 (N=847)	Total (N=1717)
Farmer	22	26	24
Farm Allied Micro Business	1	1	1
Salaried Employee	9	7	8
Small/petty business/retail shop	6	5	5
Daily Wage Laborer	11	15	13
Self-employed professional service provider	7	7	7
Unemployed	7	6	6
Not Alive	37	33	35
Others	1	0	0

Primary Occupation of Respondents' Mother (in %)	Arm 1 (N=870)	Arm 2 (N=847)	Total (N=1717)
Housewife	69	68	68
Farmer	3	3	3
Salaried Employee	1	1	1
Small/petty business/retail shop	1	1	1
Daily Wage Labourer	2	2	2
Self-employed professional service provider	1	2	1
Not Alive	23	24	24
Others	0	0	0

Types of training material that candidates have acknowledged to receive (in %)	Arm 1 (N= 695)
Induction kit	96
Training handbook for participant	31
Assistive aids (if PwD)	0
E-Reader	1
Pamphlets	2
Others	2

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Reason for not receiving the certificate (in %)	Arm 1 (N = 281)
Not provided by the training partner	79
Have not gone to collect the certificate	18
Did not give the test	2
Could not afford/did not want to pay a retest fee	0
Others	1

Satisfaction with quality of counseling provided provide pre-orientation session (in %)	Arm 1 (N = 723)
Very satisfied	18
Satisfied	72
Dissatisfied	9
Very dissatisfied	1

Satisfaction with quality of orientation provided (in %)	Arm 1 (N = 809)
Very satisfied	17
Satisfied	71
Dissatisfied	12
Very dissatisfied	1

Satisfaction with quality of Bridge Training session (in %)	Arm 1 (N = 85)
Very satisfied	24
Satisfied	72
Dissatisfied	5

Quality of trainers during the training session (in %)	Arm 1 (N = 846)
Very satisfied	26
Satisfied	68
Dissatisfied	5
Very dissatisfied	1

Satisfaction with the quality of soft skills training provided (in %)	Arm 1 (N = 809)
Very satisfied	15
Satisfied	72
Dissatisfied	12
Very dissatisfied	1

Overall satisfaction with training program (in %)	Arm 1 (N = 846)
Very satisfied	12
Satisfied	70
Dissatisfied	17
Very dissatisfied	1

SWA analysis of research designs

An analysis of strengths, weaknesses, and applicability with respect to PMKVY training for all the evaluation designs has been presented in the table below.

Design	Strengths	Weaknesses	Applicability	Applicability w.r.t. PMKVY training		
				Completed	Ongoing	Future
Experimental Design						
Randomized control design	<p>The gold standard of impact evaluation and is the most robust design.</p> <p>Involves the creation of statistically similar counterfactual as compared to the treatment group, where the attribution of the impact is the strongest.</p> <p>Ensures internal validity of evaluation with no or minimal selection bias.</p> <p>The true measure of the efficacy of the programme</p> <p>Allows the researcher to control the situation and infer causality of inputs and outcomes.</p> <p>Provides the highest level of evidence for single studies.</p>	<p>Practically difficult to implement this design with random assignment of subjects to the intervention and comparison groups.</p> <p>This design is considered to be unethical by many as services or benefits are denied to a section who are eligible and need those services i.e. the control group.</p> <p>There is a risk of contamination or spill over in design as people may move in and out of the treatment or control group. Eligible beneficiaries who are part of the control group may get a similar benefit through an alternative source. Also, few of the eligible beneficiaries in the treatment group may not take up the intervention.</p> <p>Implementation of RCT is resource intensive both in terms of cost and time. Resources need to be invested to ensure that the design is not contaminated.</p>	<p>Since, RCT design involves the randomized assignment of intervention to project and control groups, the methodology for evaluation needs to be planned prior to the project implementation This design cannot be implemented if not incorporated at the programme design phase.</p> <p>This design is applicable when treatment or intervention is assigned at the individual or beneficiary level.</p> <p>This design is more applicable to pilot or limited scale interventions.</p> <p>This design cannot be implemented to universal programmes which are open for all eligible beneficiaries, as control group cannot be formed. This design cannot be applied to PMKVY for evaluating on-going interventions.</p>	✘	✘	✓ (for pilot limited scale interventions)

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		<p>The design lacks external validity i.e., it will not consider the role of context in observed impacts. The results can't be generalized. The artificial settings of experiments may alter subjective behaviours or responses.</p> <p>Difficult to apply ethnographic and other qualitative methods to experimentally designed research studies.</p>	<p>This design can be applied to PMKVY only in case of any specific intervention introduced afresh as a pilot exercise. Also, randomization of intervention at a beneficiary level should be agreeable to the implementation team for execution.</p>			
Cluster RCT	<p>Considered as the gold standard of impact evaluation study and is the most robust design when treatment is assigned at the cluster or group level, not at the individual level.</p> <p>Involves the creation of statistically similar counterfactual as compared to the treatment group, therefore the attribution of the impact is the strongest.</p> <p>Useful when the nature of the intervention carries a substantial risk of contamination, i.e. when individuals randomized to distinct groups (treatment/comparison) are in frequent contact with one another and thus may be influenced ('contaminated'), in either or both directions, by the alternative treatment(s).</p>	<p>Is considered to be unethical as many services or benefits are denied to beneficiaries in the group (control group) which may be eligible and need the services.</p> <p>Though less than that in individual-level RCT, the design has a risk of contamination if the control group gets access to the intervention or the treatment group does not take up the intervention.</p> <p>Practically difficult to implement this design with randomly assigning subjects to the intervention and comparison groups.</p> <p>Implementation of RCT is resource intensive both in terms of cost and time. Resources need to be invested to ensure that the design is not contaminated.</p>	<p>This design is applicable for interventions which are implemented at a cluster or group level. Such as the intervention provided at school, training center, hospital level not at the individual level.</p> <p>This design can be applied only if incorporated in the design phase i.e. before rolling out the intervention.</p> <p>This design is more applicable to pilot or limited scale interventions.</p> <p>This design cannot be implemented to universal programmes which are open for all eligible beneficiaries, as control group cannot be formed. This design cannot be applied to</p>	✘	✘	✓ (for pilot limited scale interventions)

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	<p>Ensures internal validity of evaluation with no or minimal selection bias. Provides a true measure of the efficacy of the programme</p> <p>Like RCT, it allows the researcher to control the situation and infer direct causality of inputs and outcomes.</p>	<p>Lacks external validity i.e., it will not consider the role of context in observed impacts. The results may not generalize well to the real world.</p> <p>The artificial settings of experiments may alter subject behaviours or responses.</p> <p>Difficult to apply ethnographic and other qualitative methods to experimentally designed research studies.</p>	<p>PMKVY for its present interventions.</p> <p>This design can be applied to PMKVY only in case of any specific intervention introduced afresh as a pilot exercise. Also, randomization of intervention at the cluster level (e.g. training center or geographical area) should be agreeable to the implementation team for the adoption of this design.</p>			
Step wedged design	<p>A strong alternative to RCT or CRCT designs.</p> <p>A robust design which is powerful to attribute the impact of intervention.</p> <p>Leverages the phased implementation of the programme to create a counterfactual for the treatment group.</p> <p>An efficient design as the units themselves can act as their control group.</p> <p>Requires less resources for implementation as compared to RCT And CRCT.</p>	<p>Not as robust as RCT and CRCT design. The assignment to treatment and control group is not random.</p> <p>Has an important prerequisite that all units in which the programme will be implemented should be similar or comparable.</p> <p>Possible risk of contamination in case there is a change in implementation timeline i.e. the treatment is assigned earlier than the expected timelines.</p> <p>Will not be able to measure and attribute the impact in case required time gap is not sufficient between the phased rollout of the intervention.</p>	<p>Can be applied to universal or national programmes which are implemented in a phased manner.</p> <p>The design will be able to assess the impact only if there is sufficient time lag in phased implementation which is sufficient for the intervention to cause a change key outcome variable.</p> <p>This design can be applied to evaluate future interventions or special projects under PMKVY which are implemented in a phased manner with the required time gap in phased implementation.</p>	✘	✘	✓ (for pilot limited scale interventions)

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		If the phased rollout has been deliberately planned, this design can have ethical and political challenges as for why some units are given intervention at a later stage.				
Randomized promotion design	<p>Is a good design option to create a comparison group in case participation in the project is voluntary but open to all.</p> <p>Provides external validation for a subset of beneficiaries.</p> <p>Does not have ethical considerations as intervention does not need to be denied to any eligible beneficiary.</p>	<p>The design will be valid only if promoted and non-promoted groups are comparable with similar characteristics.</p> <p>Implementing this design is costly as the promotion activity to improve enrolment in the promoted group is resource intensive.</p> <p>Has the risk of failure as the power of encouragement will only be known after implementation of the design.</p> <p>Does not have high external validity as it looks only at a sub-sample of the population.</p>	<p>The design can be applied only if the randomized promotion is able to improve the enrolment rate substantially in the promoted group.</p> <p>This design can be applied only before the intervention has started. It cannot be applied to evaluate any on-going or completed training under PMKVY.</p> <p>It can be applied to evaluate the impact of future training under PMKVY. This would involve promoting PMKVY training to a randomly selected subgroup. Still, there will be practical challenges to implement.</p>	✘	✘	✓
Quasi-experimental design						
Difference in Difference design	<p>Most suitable design to measure and attribute the change in case intervention areas have been decided but the project implementation has not started.</p> <p>Able to control for effect of both observed and unobserved time-invariant characteristics.</p>	<p>Not a pure experimental design as the allocation of treatment is not random, thus less robust than experimental or randomized selection methods.</p> <p>Attribution of impact to the intervention is not as strong as in experimental design due to the</p>	<p>This design can be applied only in situations where intervention has not been started and the baseline survey can be conducted.</p> <p>The design cannot be applied for evaluation of completed or ongoing training under PMKVY</p>	✘	✘	✓

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	<p>Nullifies the effect of all factors that affect project outcome, and which are similar in both project and comparison group.</p> <p>After the less feasible experimental designs, this design is the next best available research design to establish a causal relationship for the intervention.</p> <p>Presence of a comparison group to see comparative change and establish a causal linkage.</p>	<p>presence of bias in the allocation of treatment.</p> <p>Finding a comparison group similar to the treatment group is challenging.</p> <p>Results are static time-bound and do not reveal the proper sequence of events.</p>	<p>as baseline data is not available for them.</p> <p>This design can be applied to evaluate future training under PMKVY as a baseline can be conducted for them. Also, it would have been possible to implement this design if the data of participants enrolled and dropped out could be available, for the creation of a comparison group.</p>			
Matching design	<p>This is the best design option to create a comparison group in case the intervention is on and baseline data is not available.</p> <p>This design can overcome the observable differences between project and comparison group.</p> <p>This design has a minimum data requirement and can also be implemented in post-project implementation phase.</p> <p>This design can draw on existing data sources and is quicker and cheaper to implement.</p>	<p>The reliability of results is lower as compared to experimental designs as the methodology is not able to solve the problem of selection bias.</p> <p>It does not account for unobservable or intrinsic characteristics in matching treatment and comparison group.</p> <p>Matching methods are statistically complex; therefore, considerable expertise is required in the design of evaluation, analysis, and interpretation of results.</p> <p>Requires a large sample in a comparison group as matching would lead to a reduction in sample size.</p>	<p>This design can be applied in situations where the project implementation has already been started and no baseline data is available, yet the formation of the comparison group is possible for the intervention.</p> <p>This design can be used to evaluate all completed, on-going and future training under PMKVY if the details of candidates dropped out are available or a suitable method is developed for identifying a comparison group.</p>	✓	✓	✓

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Regression Discontinuity	<p>This is the best design to create a comparison group for interventions in which participation is decided on the basis of an index or a continuous variable.</p> <p>Has strong internal validity for the treatment and comparison sample selected?</p>	<p>Less robust than experimental designs and has weak external validity.</p> <p>Has the risk of contamination as generally assignment rules are not strict. Because of this, a few ineligible beneficiaries can get the intervention while a few beneficiaries who are eligible may not get the intervention.</p>	<p>This design is applicable in programs with eligibility criteria for participation is decided by a cutoff score</p> <p>This design can be used to create a comparison group if the scores of all candidates who had appeared in the assessment test are available. The candidates just below and above the cutoff score can be compared to assess the impact of the training.</p> <p>Though, as the design has limitations in generalizing the results to the population it would not be a preferred research design for the incumbent study of PMKVY2.0.</p>	✘	✘	✘
Non-experimental designs						
Pre-post panel design	<p>Practical option is available in case of many real-world development projects.</p> <p>Enables to get causal explanations usually attainable only with experiments because of tracking of the same individual.</p> <p>This design permits the measurement of differences or changes in a variable from one period to another</p> <p>It can measure the participant's level</p>	<p>It lacks the ability to attribute changes in absence of counterfactual.</p> <p>It is difficult to apply if data collection methods (e.g., survey tools) changes over time.</p> <p>Expensive as multiple rounds of data collection are required.</p> <p>Maintaining the integrity of the original sample can be difficult over an extended period of time.</p>	<p>This design cannot be applied to evaluate completed for on-going training as a baseline survey cannot be conducted for them.</p> <p>The design can be applied for future training as a pre and post-intervention survey can be conducted for them to assess the change of outcome variables.</p> <p>This will help in tracking the same individuals and see the trajectory of change during the course of time. This may also help in</p>	✘	✘	✓

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	<p>of exposure to the program. If participants with higher exposure show a higher change in outcome indicator, it strengthens the argument that programme leads to the change.</p>	<p>It can be difficult to describe more than one variable at a time.</p> <p>This design often needs qualitative research to explain fluctuations in the data.</p> <p>The problem of securing participation as it involves repeated contact.</p> <p>There is a need to have a large sample size and accurate sampling frame to reach all levels of representativeness.</p> <p>Dropouts during the execution of the study might affect the sufficiency of the final sample size.</p>	<p>predicting outcomes in future schemes or training based on the derived pattern of change.</p>			
Pre-post design	<p>It can provide a reasonable estimate of the magnitude of post-intervention change.</p> <p>Practically feasible option for real-world development projects where experimental and quasi-experimental designs cannot be implemented.</p> <p>Simple and quick to implement.</p> <p>Less resource intensive as compared to experimental and quasi experimental designs.</p>	<p>Not rigorous in establishing causal linkages between the intervention and outcome.</p> <p>Not able to rule out an alternate explanation for the change in the outcome variable.</p>	<p>It cannot be applied to evaluate interventions which have already been started and where baseline survey cannot be conducted.</p> <p>It cannot be applied to evaluate completed and on-going training under PMKVY2.0.</p> <p>It can be applied for the evaluation of future training under PMKVY as baseline data can be collected for them.</p>	✘	✘	✓

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<p>Ex-Post design with retrospective baseline</p>	<p>Only feasible options in case baseline cannot be conducted and a true comparison group cannot be formed.</p> <p>Quick and cost-effective to implement.</p> <p>The magnitude of change in key outcome variables can be estimated using retrospective baseline creation.</p> <p>It can be effective in attributing the change in outcome variables to the intervention when combined with other techniques like contribution analysis.</p>	<p>Not rigorous in establishing causal linkages between the intervention and outcome.</p> <p>Not able to rule out an alternate explanation for the change in the outcome variable.</p> <p>It can have recall bias for outcome variables difficult to recollect.</p>	<p>This design can be applied for evaluating completed and on-going interventions too where baseline data is not available.</p> <p>Retrospective data can only be collected if the recall period is not very long and the outcome variables are objective in nature.</p> <p>It can be applied to evaluate PMKVY completed, on-going and future interventions.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Ex post design</p>	<p>Only feasible design option when even retrospective baseline cannot be created and also comparison group cannot be formed.</p> <p>Quick and cost-effective to implement.</p> <p>Can give a snapshot of the situation of key outcomes.</p>	<p>The absence of the ability to attribute changes to intervention due to the cross-sectional nature of the study.</p> <p>It cannot be utilized to establish cause and effect relationships.</p> <p>Provides only a snapshot of analysis so there is always the possibility that a study could have different results if another time-frame had been chosen.</p>	<p>It can be applied to evaluate PMKVY completed and on-going and future interventions but would be weak in assessing impact due to PMKVY</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Other approaches</p>						
<p>Contribution Analysis</p>	<p>It can effectively assess the contribution of intervention in achieving desired results.</p>	<p>Unable to attribute the impact to the intervention but can provide evidence on the contribution of the programme to the achieved results.</p>	<p>This design is suitable to assess the contribution of complex interventions where it is not possible to attribute its impact.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

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	<p>Practical option in case of real-world evaluation projects with little or no scope of varying approaches of program implementation.</p> <p>A practical and effective option for evaluating interventions where pure attribution analysis is not feasible.</p> <p>Flexible to incorporate different data collection tools, data sources and analytical methods to test different causal linkages in a systematic manner.</p> <p>It can effectively utilize existing data sources to assess the contribution of the intervention.</p> <p>Provides important evidence for course correction or further improvement of programme design.</p>		<p>This design can be used to assess the contribution of PMKVY in achieving its intended result and in assessing its performance.</p>			
<p>Key stakeholder analysis using in-depth interviews</p>	<p>Able to provide a comprehensive understanding of implementation and challenges faced at every level of the value chain of the program.</p> <p>Used to seek detailed information from busy, high-status respondents; and highly sensitive subject matter.</p>	<p>Unable to attribute changes to intervention due to the cross-sectional nature of the study.</p>	<p>Unable to attribute changes to PMKVY.</p> <p>This could give an in-depth and qualitative insight to impact assessment when supplemented along with other designs.</p>	✓	✓	✓

Survey Tools

STT-Structured tool for beneficiaries and non-beneficiaries

Section A: Identification schedule

S. No.	Questions	Response	Response code	Comments
A.1	State		□□□	
A.2	District		□□□	
A.3	Training constituency		□□□	
A.4	Type of respondent	Arm 1: Trained and certified	1	
		Arm 2: Trained and non-certified	2	
		Arm 3: Not-trained through PMKVY	3	
A.5	Date of interview	□□/□□/□□ (dd/mm/yy)		
A.6	Start Time	□□: □□		
A.7	End Time	□□: □□		
A.8	Result	Completed	1	
		Partly Completed	2	
		Postponed	3	
		Refused	4	
		Respondent temporarily away	5	
		Eligible person incapacitated to respond	6	
	Others (specify)	88		
A.9	Investigator name			
A.10	Investigator Code	□□□		
A.11	Supervisor name			
A.12	Supervisor Code	□□□		

Section B: Personal information

S. No.	Questions	Response	Response code	Comments
B.1	Full Name of the respondent	_____		
B.2	Candidate ID Instruction: to be noted from the sample frame			
B2a	Reference Candidate Id			ASK ONLY to ARM 3 respondents
B.3	Mobile Number			
B.4	Age	<input type="checkbox"/> <input type="checkbox"/> years		
B.5	Gender	Male	1	
		Female	2	
		Transgender	3	
B.6	Caste	General	1	
		OBC	2	
		SC	3	
		ST	4	
		Others(specify)	88	
B.7	Religion	Hindu	1	
		Muslim	2	
		Christian	3	
		Sikh	4	
		Buddhist	5	
		Jain	6	
		Jewish	7	
		Parsi	8	
		No religion	9	
		Others	88	
B.8	Do you belong to the APL or BPL category?	APL	1	
		BPL	2	
		Not sure/Don't know	98	
B.9	Whether differently abled?	Yes	1	
		No	0	
B.10	Education qualification of the respondent	Illiterate	1	
		Did not complete primary education (less than 5 th Class)	2	
		Completed primary education (up to class 5)	3	
		Completed upper primary education (up to class 8)	4	
		Completed secondary education (up to class 10)	5	
		Completed senior secondary education (up to class 12)	6	
		Diploma (more than 12th but not graduation)	7	

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		Graduate	8	
		Post graduate	9	
		Above post-graduation	10	
		Others (Specify)_____	88	
B.11	Have you undertaken any technical/vocational course? Instruction: Investigator to self-code YES for the Arm1/Arm2 respondent if s/he has undergone PMKVY training	Yes	1	
		No	0	
B.12	Total work experience (in months)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> months/years		
B.13	Educational qualification of father	Illiterate	1	
		Did not complete primary education (less than 5 th Class)	2	
		Completed primary education (up to class 5)	3	
		Completed upper primary education (up to class 8)	4	
		Completed secondary education (up to class 10)	5	
		Completed senior secondary education (up to class 12)	6	
		Diploma (more than 12 th but not graduation)	7	
		Graduate	8	
		Post graduate	9	
		Above post-graduation	10	
		Others (Specify)_____	88	
B.14	Has your father undertaken any technical/vocational course?	Yes	1	
		No	0	
		Don't know	98	
B.15	Educational qualification of mother	Illiterate	1	
		Did not complete primary education (less than 5 th Class)	2	
		Completed primary education (up to class 5)	3	
		Completed upper primary education (up to class 8)	4	
		Completed secondary education (up to class 10)	5	
		Completed senior secondary education (up to class 12)	6	
		Diploma (more than 12 th but not graduation)	7	
		Graduate	8	
		Post graduate	9	
		Above post-graduation	10	
		Others (Specify)_____	88	
B.16		Yes	1	

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	Has your mother undertaken any technical/Vocational course?	No	0	
		Don't know	98	
B.17	What was the primary occupation of your father in the recent past? Instruction: In the case currently unemployed, primary occupation till last six months 6 months to be taken	Farmer	1	
		Farm Allied Micro Business	2	
		Salaried Employee	3	
		Small/petty business/retail shop	4	
		Daily wage labourer	5	
		Self-employed professional service provider	6	
		Unemployed	7	
		Not Alive	8	
		Others (Specify)_____	88	
B.18	What was the primary occupation of your mother in the recent past? Instruction: In the case currently unemployed, primary occupation till last six months 6 months to be taken	Housewife	1	
		Farmer	2	
		Farm Allied Micro Business	3	
		Salaried Employee	4	
		Small/petty business/retail shop	5	
		Daily wage labourer	6	
		Self-employed professional service provider	7	
		Not Alive	8	
		Others (Specify)_____	88	
B.19	How many total members do you have in your family?	<input type="checkbox"/>		
B.20	How many earning members do you have in your family?	<input type="checkbox"/>		B20<=B19

Section C: Participation in skills training program

S. No.	Questions	Response	Response code	Comments
C.1	Did you ever participate in any skills training?	Yes	1	ASK ONLY to Arm 3
		No	0	Go to C.4
C.2	<p>Which skills training programme did you participate in?</p> <p>Instructions: Relevant project logos will be displayed for confirmation</p> <p>Multiple response</p>	Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY)	1	
		Industrial Training Institute (ITI)	2	
		National Apprenticeship Promotion Scheme (NAPS)	3	
		USTTAD (Upgrading the Skills and Training in Traditional Arts Crafts for Development)	4	
		Integrated Skill Development Scheme (ISDS)	5	
		Star scheme	6	
		Support to Training and Employment Programme for Women (STEP)	7	
		Skill Acquisition and Knowledge Awareness for Livelihood Promotion Program (SANKALP)	8	
		Aajeevika	9	
		SAMARTH(Scheme for Capacity Building in the Textile Sector)	10	
		Private and paid Skill training	11	
		Skill Training under CSR programmes (Specify Name)	12	
		Others (specify)	88	
C.3	<p>What is the key reason for your participation in this training program?</p> <p>Instruction: The primary reason would be recorded in case of multiple reasons</p>	Was interested in a particular course	1	ASK from Arm 1, Arm2 and if YES for C1 in arm 3
		Training would be beneficial to get employment	2	
		Training would help to increase income	3	
		Was unemployed and wanted to utilize his/ her time	4	For arm 1 and arm 2, code yes in C.5 and go to C.6
		Participated because my friends/family were also participating	5	
		Participated as suggested by friends/family	6	For arm 3, Go to C.5
		Participated as suggested by teachers	7	

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		Participated in anticipation of stipend for undergoing the training	8	
		Participated as got awareness through Kaushal Mela	9	
		Wanted to start my own business/work	10	
		Others (Specify)	88	
C.4	What is the key reason for not participating in any skills training program?	Not aware of any skill training program	1	
		Do not perceive skill development training to be useful	2	
		Did not have time to attend the training sessions	3	
		Do not feel the requirement of any skill development training	5	
		Cannot travel far due to family/distance/ any other reasons	6	
		Was interested in employment	7	
		Want to study further	8	
		Cannot afford the training cost	9	
		Others(specify)	88	
C.5	Are you aware about PMKVY training programme?	Yes	1	IF ARM3 respondent and 0 coded in this question SKIP to section E
		No	0	
C.6	How did you come to know about the training program? Multiple responses	Door to door campaigning	1	Go to Section E for Arm 3
		Mobile van campaigning	2	
		Community group interaction/meeting	3	
		Through local/village leaders	4	
		Information from mobilizer	5	
		Kaushal melas	6	
		Posters/Pamphlets/Other print media	7	
		Through friends/relatives	8	
		Though educational institute where they were studying	9	
		Advertisement on radio	9	
		Advertisement on TV	10	
		Boards/hoardings of PMKVY	11	
		Counselling	12	
		Others (specify)	88	
C.7		Yes	1	

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	Were you provided with any orientation/counselling about the training programme?	No	0	
C.8	For how many days did you attend the training program?	□□□ days		
C.9	How far was the training center from your residence (in kms)?	□□.□ kms		
C.10	On average, for how many hours per day was the training conducted?	□□.□ hours		
C.11	<p>In which skill sector did you get trained?</p> <p>Instruction: If Arm 1 or Arm 2 respondent, response to be read out from the sample details and confirmed from the candidate</p>	Electronics and Hardware	1	
		Apparel	2	
		Retail	3	
		Beauty and Wellness	4	
		Telecom	5	
		Logistics	6	
		IT-ITeS	7	
		BFSI	8	
		Construction	9	
		Agriculture	10	
		Tourism & Hospitality	11	
		Healthcare	12	
		Automotive	13	
		Power	14	
		Gems and Jewellery	15	
		Media and Entertainment	16	
		Security	17	
		Green Jobs	18	
		Capital Goods	19	
		Plumbing	20	
		Life Sciences	21	
		Iron and Steel	22	
		Mining	23	
		Domestic Worker	24	
		Food Processing	25	
Furniture and Fittings	26			
Handicrafts and Carpet	27			
Persons with Disability	28			
Rubber	29			
Textiles and handlooms	30			
Sports	31			
Management	32			
Leather	33			
Infrastructure Equipment	34			
Others (Specify)	88			
C.12	<p>In which job role did you get trained?</p> <p>Instruction: If Arm 1 or Arm 2 respondent, response to be read</p>	_____		

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	out from the sample details and confirmed from the candidate			
C.13	Were you provided with any course material or training materials for reference during your training? Probe: Course material includes books, reading material, pamphlets etc.	Yes	1	
		No	0	Skip to C15
C.14	What training material were you provided with? Multiple response	Induction kits (includes cap, bag, t-shirt, notebook and pen)	1	
		Training handbook for participant	2	
		Assistive aids (if PwD)	3	
		E-Reader	4	
		Pamphlets	5	
		Others (specify)____	88	
C.15	What all training methods were adopted during the training? Multiple responses	Lecture/Theory based method	1	
		Practical/lab sessions	2	
		Role Play/demonstration	3	
		Use of audio-visual medium/aids	4	
		On the job training (OJT)	5	
		Others (specify)	88	
C.16	Did you drop-out of the training program?	Yes	1	
		No	0	Go to C18
C.17	Why did you drop out?	Found a job	1	Go to section E
		Training venue was far off	2	
		Training quality was not of satisfactory standard	3	
		Did not find the training useful	4	
		Wanted to go for further studies	5	
		Lost interest in training	6	
		Training was discontinued in between by the training provider	7	
		Training was not regularly conducted	8	
		Lack of toilet/sanitation facility at the training center	9	
		Training facility was not PWD friendly	10	
		Others (specify)	88	
C.18	Did you give any assessment test post completion of training?	Yes	1	Go to C20
		No	0	
C.19	Why didn't you give the assessment test?	Lost interest in the course	1	Go to C.22
		Was not prepared for the test	2	

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	Instruction: Primary reason needs to be mentioned	Found a job	3	
		Training provider did not conduct the test	4	
		Unavailability on the day of assessment test	5	
		Others(Specify)	88	
C.20	Did you pass the assessment test?	Yes	1	Go to C.22
		No	0	
		Don't Know	99	Go to C.22
C.21	Why do you think you were not able to pass the test? Instruction: Primary reason needs to be mentioned	Had not prepared enough	1	
		The training was not of good quality	2	
		Was not interested/motivated to study hard	3	
		Assessment test was difficult	4	
		Assessment test was not in line with the training course	5	
		Language/mode of the test was not comfortable for me	6	
		Others (specify)	88	
C.22	Were you awarded with any certification post completion of training?	Yes	1	SKIP to C24 if yes coded
		No	0	
C.23	Why have you not received the certification till now?	Not provided by training provider	1	Go to C25
		Have not gone to collect the certificate	2	
		Did not give the test	3	
		Did not pass the test	4	
		Could not afford/did not want to pay a retest fee	5	
		Others (specify)	88	
C.24	How many days after the assessment did you receive the certificate?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> days		Skip this question if C22 is no
C.25	Were you provided with any post-training placement support by the training agencies? Probe: Support/counselling to get employment	Yes	1	Go to section D
		No	0	
C.26	What kind of post-training placement support were you provided? Instruction: Probe to get multiple response Multiple response	Participation in Placement/Rozgar Melas	1	
		Introduced to prospective employers	2	
		Was provided an opportunity to appear for interviews	3	
		Monetary pay-outs	4	
		Counselling for getting employment	5	

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		Counselling for becoming self-employed	6	
		Counselling to get financial assistance to open own enterprise/business	7	
		Counselling on the process to avail Mudra loan	8	
		Others (specify)	88	

Section D: Satisfaction with skills training program

S. No.	Questions	Response	Response code	Comments
D.1	On a scale of 1 to 4, please rate your satisfaction on the following parameters of the training	Very Satisfied	1	SKIP SECTION D if 0 coded in C8
		Satisfied	2	
		Dissatisfied	3	
		Very Dissatisfied	4	
a	Quality of trainers <ul style="list-style-type: none"> Attitude of the trainer Clarity in instructions given Subject knowledge 	<input type="checkbox"/>		
b	Quality of training provided <ul style="list-style-type: none"> Relevance Effectiveness 	<input type="checkbox"/>		
c	Adequacy of the training curriculum and its content in relation to the job requirement	<input type="checkbox"/>		
d	Infrastructure of the training center <ul style="list-style-type: none"> No. of classrooms, Practical labs, Tools/ equipment at the laboratory 	<input type="checkbox"/>		
e	Post-training counselling and mentoring for placement support	<input type="checkbox"/>		Skip if C25 is 0
f	Overall satisfaction with the training program <ul style="list-style-type: none"> Knowledge gained Employment opportunities etc 	<input type="checkbox"/>		
D.2	Do you think the training has benefitted you ?	Yes	1	SKIP to next section if NO coded
		No	0	
D.3	In what ways do you think the PMKVY training programme has benefited you? Multiple responses Probe: May read out the options to confirm	Increase in self-confidence	1	
		Development of Entrepreneurial attitude	2	
		Improvement in technical knowledge/skills required for my job	3	
		Increased chances of employability due to improved skills	4	
		Increased chances of employability due to the availability of certification	5	
		Cognitive development - better control over attention, memory, and	6	

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		problem-solving, reasoning skills		
		Improved interpersonal and communication skill	7	
		Opportunity to increase income	8	
		Others (specify)	88	

Section E: Employment status

S. No.	Questions	Response	Response code	Comments
E.1	Are you currently employed?	Yes	1	Go to E.3
		No	0	
E.2	What is the reason for your unemployment? Multiple responses	Could not find any employment	1	IF ARM 1 or ARM2 Go to E.5 IF ARM 3 go to E55
		Could not find a job in their preferred job role	2	
		Could not find a job with minimum salary expectation	3	
		Interested in further education	4	
		Looking to start own business	5	
		Family not allowing to work	6	
		Not interested to work	7	
		Health issues	8	
		Family commitments	9	
		Unwilling to migrate to other location for job	10	
		Currently studying	11	
		Preparing for preferred job/government job	12	
Others (Specify)	88			
E.3	What is the type of your current employment?	Daily wage employment	1	For comparison (Arm 3), Go to E42 after this question
		Salaried Permanent employment	2	
		Salaried Contractual employment	3	
		Self-employed	4	
		Part-time employee	5	
		Trainee/Intern, working with a stipend	6	
		Trainee/Intern, working without stipend	7	
		Other (specify)	88	
E.4	Is your current employment related to the job role you were trained in your PMKVY training?	Yes	1	
		No	0	
Treatment groups – Arm 1 and Arm 2				
E.5	Were you employed before undergoing PMKVY training?	Yes, was employed in the last 6 months of joining training	1	SKIP to E.9 if 0 coded in E5
		Yes, was employed before last 6 months of joining the training	2	
		No	0	

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E.6	What was your type of employment before undergoing PMKVY training?	Daily wage employment	1	
		Salaried Permanent employment	2	
		Salaried Contractual employment	3	
		Self-employed	4	
		Part-time employee	5	
		Trainee/Intern, working with a stipend	6	
		Trainee/Intern, working without stipend	7	
	Other (specify)	88		
E.7	How much per month were you earning in your last employment before you had enrolled for PMKVY training?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> INR		SKIP if 7 coded in E6
E.8	Were you eligible for any of the employee benefits in the employment you were involved in, just before the PMKVY training? (Read out options and check all that apply)	EPF	1	Auto-code the response as Not applicable - 99 if E6 is 'Self-employed - 4'
		Pension	2	
		Overtime allowance	3	
		ESI	4	
		Medical insurance	5	
		Bonus and incentives	6	
		Annual Increment	7	
		Food	8	
		Lodging	9	
		Travel	10	
	Other (specify)	88		
	Not applicable	99		
E8a	How many hours per day on an average did you had to work in your employment before PMKVY training?	<input type="checkbox"/> <input type="checkbox"/> hours		
E8b	How many days per week did you had to work in your employment before PMKVY training?	<input type="checkbox"/> days		
E.9	Were you ever employed any time after completing your PMKVY training?	Yes	1	ASK this question only if 0 coded in E1 ELSE SKIP TO E12 IF 0 coded SKIP to E 39a after this question
		No	0	
E.10	Why did you leave your employment?	Did not find the job role satisfactory	1	

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		Wanted to go for higher education	2	SKIP to E13 after this question
		Working environment was not satisfactory	3	
		Was too far from the residence	4	
		Employer asked me to discontinue	5	
		Other (specify)	88	
E.11	Is your current employment related to the job role you were trained on under PMKVY programme?	Yes	1	
		No	0	
E.12	Is your current job your first job after training?	Yes	1	Go to E26
		No	0	
E.13	Was your first employment related to the job role you were trained though PMKVY?	Yes	1	
		No	0	
E.14	How many days after giving the assessment test did you get/started your first employment?	□□□ days दिन 999 got it before the test 888 if dropped out from training		
E.15	Was your employment post PMKVY training facilitated by the training center/PMKVY?	Yes	1	SKIP to E17 if 1 Coded
		No	0	
E.16	So how did you get your employment post PMKVY training?	Got through own efforts	1	
		Recommendation through personal contacts	2	
		Facilitated by the private placement cell/agency	3	
		Through government employment exchange	4	
		Facilitated by some other NGO/Govt. institution	5	
		Others(specify)	88	
E.17	What type of employment did you have in your first employment after completion of PMKVY training?	Daily wage employment	1	
		Salaried Permanent employment	2	
		Salaried Contractual employment	3	
		Self-employed	4	
		Part-time employee	5	
		Trainee/Intern, working with a stipend	6	
		Trainee/Intern, working without stipend	7	
		Other (specify)	88	

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E.18	What was your income in the first month of your employment post training? <i>(Please mention average monthly income in case of self-employment)</i>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> INR		SKIP if 7 coded in E17																								
E.19	How many hours on average did you had to work per day in your first employment after your PMKVY training?	<input type="text"/> <input type="text"/> hours																										
E.20	How many days per week on average did you work in your first employment after your PMKVY training?	<input type="text"/> <input type="text"/> days																										
E.21	Were you eligible for any employee benefits? (Read out options and check all that apply)	<table border="1"> <tr> <td>EPF</td> <td>1</td> </tr> <tr> <td>Pension</td> <td>2</td> </tr> <tr> <td>Overtime allowance</td> <td>3</td> </tr> <tr> <td>ESI</td> <td>4</td> </tr> <tr> <td>Medical insurance</td> <td>5</td> </tr> <tr> <td>Bonus and incentives</td> <td>6</td> </tr> <tr> <td>Annual Increment</td> <td>7</td> </tr> <tr> <td>Food</td> <td>8</td> </tr> <tr> <td>Lodging</td> <td>9</td> </tr> <tr> <td>Travel</td> <td>10</td> </tr> <tr> <td>Other (specify)</td> <td>88</td> </tr> <tr> <td>Not applicable</td> <td>99</td> </tr> </table>	EPF	1	Pension	2	Overtime allowance	3	ESI	4	Medical insurance	5	Bonus and incentives	6	Annual Increment	7	Food	8	Lodging	9	Travel	10	Other (specify)	88	Not applicable	99		Auto-code the response as Not applicable - 99 if E17 is 'Self-employed - 4'
EPF	1																											
Pension	2																											
Overtime allowance	3																											
ESI	4																											
Medical insurance	5																											
Bonus and incentives	6																											
Annual Increment	7																											
Food	8																											
Lodging	9																											
Travel	10																											
Other (specify)	88																											
Not applicable	99																											
E.22	For how many months were you employed with that work?	<input type="text"/> <input type="text"/> <input type="text"/> months																										
E.23	How many employment/jobs have you switched till date after completion of your PMKVY affiliated training?	<input type="text"/> <input type="text"/> number of jobs		<p>If response is Zero and E1 is 0, SKIP to E39a after this question</p> <p>E23 cannot be ZERO, display error message "E23 cannot be zero" please recheck E12"</p>																								
E.24	How many of the above times were you able to switch to a better job (in terms of income or working condition) post your training from PMKVY?	<input type="text"/> <input type="text"/> number of jobs		E24<=E23 Skip this question if E23 is zero																								

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E.25	Why did you switch your last employment? Instruction: Record the primary reason	For better earning	1	SKIP to E39a after this question if E1 is 0
		For other employee benefits	2	
		Preferable location	3	
		Contract period got over	4	
		Loss is business	5	
		Others (specify)	88	
Now I will like to know about your current employment				
E.26	How many days after giving the assessment test did you get/started your current employment?	<input type="text"/> <input type="text"/> <input type="text"/> days Code 999 if got the job before giving the assessment test 888 if dropped out from training		Ask if E12 is 1
E.27	What was your monthly salary/income in the first month of your current employment?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> INR		
E.28	Was your employment post PMKVY training facilitated by the training center/PMKVY?	Yes	1	Ask if E12 is 1 SKIP to E30 if 1 coded in this question
		No	0	
E.29	How did you get this job post completion of your training?	Got through own efforts	1	
		Recommendation through personal contacts	2	
		Facilitated by the private placement cell/agency	3	
		Through government employment exchange	4	
		Facilitated by some other NGO/Govt. institution	5	
		Others(specify)	88	
E.30	Since how many months have you been employed with your current job?	<input type="text"/> <input type="text"/> <input type="text"/> months		
E.31	What is your current average monthly salary/income? <i>(Please mention average monthly income in case of self-employment)</i> <i>(Please mention average monthly income in case of self-employment)</i>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> INR		
E.32	Where are you currently working?	Within the district of residence	1	
		Within state but outside the district of residence	2	
		Outside state of residence	3	
		Outside country of residence	4	

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E.33	How many hours on average do you have to work per day in your current employment	<input type="checkbox"/> <input type="checkbox"/> hours		
E.34	How many days per week do you work in your current employment	<input type="checkbox"/> days		
E.35	Are you eligible for any employee benefits? (Read out options and check all that apply)	EPF	1	Auto-code the response as Not applicable - 99 if E3 is 'Self-employed - 4'
		Pension	2	
		Overtime allowance	3	
		ESI	4	
		Medical insurance	5	
		Bonus and incentives	6	
		Annual Increment	7	
		Food	8	
		Lodging	9	
		Travel	10	
		Other (specify)	88	
Not applicable	99			
E.36	On average, what is your current monthly saving?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> INR 999999 if not able to save any substantial amount		
E.37	Have you been able to purchase any HH or personal asset from your income post PMKVY training?	Yes	1	SKIP TO E39 if NO coded
		No	0	
E.38	What asset did you purchase post your PMKVY training? Multiple response	Electronics	1	
		Household assets	2	
		Motor vehicle	3	
		Financial assets	4	
		Housing/land assets	5	
		Jewellery	6	
Any other (specify)	88			
E.39	Have you been able to invest your savings from your employment in the education or training of self or family members?	Yes	1	
		No	0	
E.39a	Do you know about MUDRA loan?	Yes	1	SKIP TO E40 if 0 coded in this question and E1 is 1 SKIP TO E41a if 0 coded in this question and E1 is 0
		No	0	
E.39b		Yes	1	

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	Have you currently availed MUDRA loan?	No	0	SKIP TO E40 if 0 coded in this question and E1 is 1 SKIP TO E41a if 0 coded in this question and E1 is 0
E.39c	Do you think PMKVY certificate was helpful in getting MUDRA loan?	Yes	1	SKIP to E41a after this question if E1 is 0
		No	0	
		Not applicable	99	
E.40	How would you rate the following parameters on a scale of 1 to 5?	Very good	1	
		Good	2	
		Average	3	
		Poor	4	
		Very poor	5	
		Not applicable	6	
a	What are your chances of getting another employment in case you lose your current employment	<input type="checkbox"/>		
b	What is your perception of the working condition in your current employment	<input type="checkbox"/>		Auto code response as 'Not applicable – 6' if E3 is 'Self-employed – 4'
c	How would you rate the safety in your current employment	<input type="checkbox"/>		Auto code response as 'Not applicable – 6' if E3 is 'Self-employed – 4'
d	How is the behaviour of your seniors and co-workers in current employment	<input type="checkbox"/>		Auto code response as 'Not applicable – 6' if E3 is 'Self-employed – 4'

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e	How do you rate your capability/capacity to work in your current employment	<input type="checkbox"/>		
E.41	Now I would like to ask about your perception about the PMKVY training. Please share your response to the below statements on a four-point scale	Strongly agree	1	ASK IF 1 coded in E1
		Agree	2	
		Disagree	3	
		Strongly Disagree	4	
a	PMKVY training has helped me to improve my ability to work in my current employment	<input type="checkbox"/>		
b	PMKVY training has helped me to improve my skill set/technical skills required for my current job	<input type="checkbox"/>		
c	PMKVY training has helped me to improve my soft skills i.e. communication skills required for my current job	<input type="checkbox"/>		
d	PMKVY training had helped me to increase my chances of getting employment (job or self-employment) as compared to my situation before the training	<input type="checkbox"/>		END and then capture sample details for comparison Arm (Arm3)
E41a	Now I would like to ask about your perception about the PMKVY training. Please share your response to the below statements on a four-point scale	Strongly agree	1	ASK IF 0 coded in E1
		Agree	2	
		Disagree	3	
		Strongly Disagree	4	
a	PMKVY training has helped me improve my ability to work in my future employment	<input type="checkbox"/>		
b	PMKVY training and certification has helped me to improve my technical skill set which will be helpful in my future employment	<input type="checkbox"/>		
C	PMKVY training has helped me to improve my soft skills i.e. communication skills required for the relevant job	<input type="checkbox"/>		
d	PMKVY training had helped me to increase my chances of getting employment (job or self-employment) as compared to my situation before the training	<input type="checkbox"/>		END and then capture sample details for comparison Arm (Arm3)

For comparison groups – Arm 3(Currently Employed)				
E.42	Since how many months have you been employed with your current job/business?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> months		
E.43	What was your first monthly income/salary from your current employment? <i>(Please mention average monthly income in case of self-employment)</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> INR		SKIP to E45 if 7 coded in E3
E.44	What is your current average monthly salary/income? <i>(Please mention average monthly income in case of self-employment)</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> INR		
E.45	Where are you currently working?	Within the district of residence	1	
		Within state but outside the district of residence	2	
		Outside state of residence	3	
		Outside country of residence	4	
E.46	How did you get this employment?	Facilitated by some NGO/Govt. institution	1	
		Facilitated by the private placement cell/agency	2	
		Through government employment exchange	3	
		Got through own efforts/	4	
		Recommendation from personal contacts	5	
		Others(specify)	88	
E.47	How many hours on average do you have to work per day in your current employment	<input type="checkbox"/> <input type="checkbox"/> hours		
E.48	How many days per week do you work in your current employment	<input type="checkbox"/> days		
E.49	Are you eligible for any employee benefits? (Read out options and check all that apply)	EPF	1	Auto code response as 'Not applicable – 99' if E3 is 'Self-employed – 4'
		Pension	2	
		Overtime allowance	3	
		ESI	4	
		Medical insurance	5	
		Bonus and incentives	6	
		Annual Increment	7	
		Food	8	
		Lodging	9	
		Travel	10	
		Other (specify)	88	
Not applicable	99			
E.50	On average, what is your current monthly saving?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> INR		

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E.51	Did you purchase any asset from your income post your employment?	Yes	1	SKIP to E52b if NO coded
		No	0	
E.52	What asset did you purchase post your employment? Multiple response	Electronics	1	
		Household assets	2	
		Motor vehicle	3	
		Financial assets	4	
		Housing/land assets	5	
		Jewellery	6	
		Any other (specify)	88	
E.52a	Have you been able to invest your savings from your employment in the education or training of self or family members?	Yes	1	
		No	0	
E.52b	Do you know about MUDRA loan?	Yes	1	Skip to E53 if 0 coded
		No	0	
E.52c	Have you currently availed MUDRA loan?	Yes	1	Skip to E53 if 0 coded
		No	0	
E.53	How would you rate the following parameters on a scale of 1 to 5?	Very good	1	
		Good	2	
		Average	3	
		Poor	4	
		Very poor	5	
		Not applicable	6	
a	What are your chances of getting another employment in case you lose your current employment	<input type="checkbox"/>		
b	What is your perception of the working condition in your current employment	<input type="checkbox"/>		Auto code response as 'Not applicable – 6' if E3 is 'Self-employed – 4'
c	How would you rate the safety in your current employment	<input type="checkbox"/>		Auto code response as 'Not applicable – 6' if E3 is 'Self-employed – 4'
d	How is the behaviour of your seniors and co-workers in current employment	<input type="checkbox"/>		Auto code response as 'Not applicable – 6' if E3 is

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				'Self-employed – 4'
e	How do you rate your capability/capacity to work in your current employment	<input type="checkbox"/>		
E.54	Please share your response to the below statements on a four-point scale	Strongly agree	1	
		Agree	2	
		Disagree	3	
		Strongly Disagree	4	
a	A Training/capacity building program related to my job role will be helpful for me to be better prepared for my current job	<input type="checkbox"/>		
b	A Training/capacity building program related to my job role will be helpful to increase my work efficiency in my current job	<input type="checkbox"/>		
c	A Training/capacity building program related to my job role will be helpful for me to become more employable	<input type="checkbox"/>		
d	A Training/capacity building program related to my job role will help me to increase my income	<input type="checkbox"/>		END
For currently unemployed				
E.55	Have you ever been employed?	Yes	1	Go to E66a
		No	0	
E.56	In which year and month did you leave your last employment	<input type="checkbox"/> <input type="checkbox"/> Month <input type="checkbox"/> <input type="checkbox"/> Year		
E.57	For how many months were you employed?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> months		
E.58	What type of employment contract did you have when you were last employed	Daily wage employment	1	
		Salaried Permanent employment	2	
		Salaried Contractual employment	3	
		Self-employed	4	
		Part-time employee	5	
		Trainee/Intern, working with a stipend	6	
		Trainee/Intern, working without stipend	7	
		Other (specify)	88	
E.59	What was your average monthly income/salary? (Please mention average monthly income in case of self-employment)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> INR		SKIP IF 7 coded in E58
E.60	How did you get that employment?	Facilitated by some NGO/Govt. institution	1	

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		Facilitated by private institutions	2	
		Through government employment exchange	3	
		Got through own efforts/	4	
		Recommendation from personal contacts	5	
		Others(specify)	88	
E.61	How many hours on average did you need to work per day in your last employment?	<input type="checkbox"/> <input type="checkbox"/> hours		
E.62	How many days per week did you need to work in your last employment	<input type="checkbox"/> days		
E.63	Were you eligible for any employee benefits? (Read out options and check all that apply)	EPF	1	Auto code response as 'Not applicable – 99' if E58 is 'Self-employed – 4'
		Pension	2	
		Overtime allowance	3	
		ESI	4	
		Medical insurance	5	
		Bonus and incentives	6	
		Annual Increment	7	
		Food	8	
		Lodging	9	
		Travel	10	
		Other (specify)	88	
		Not applicable	99	
E.64	On average how much were you able to save monthly during the last few months of your last employment?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> INR		
E.65	Did you purchase any asset from your income in your last employment?	Yes	1	Skip to E66a
		No	0	
E.66	What asset did you purchase? Multiple response	Electronics	1	
		Household assets	2	
		Motor vehicle	3	
		Financial assets	4	
		Housing/land assets	5	
		Jewellery	6	
		Any other (specify)	88	
E.66a	Do you know about MUDRA loan?	Yes	1	Skip to E67 if 0 coded
		No	0	
E.66b	Have you currently availed MUDRA loan?	Yes	1	Skip to E67 if 0 coded
		No	0	
E.66c	Do you think PMKVY certificate was helpful in getting MUDRA loan?	Yes	1	Ask only to Arm 1 and Arm 2
		No	0	
		Not applicable	99	

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E.67	Please share your response to the below statements on a four-point scale	Strongly agree	1	
		Agree	2	
		Disagree	3	
		Strongly Disagree	4	
a	Training/capacity building programme can help me to get an employment	<input type="checkbox"/>		
b	Training/capacity building programme can help to improve my skills required to be employable	<input type="checkbox"/>		
c	Training/capacity building programme can help me to increase my self-confidence	<input type="checkbox"/>		

Standardized questions to Arm 1(Trained and Certified) and Arm 2 (Trained and not certified) respondents to get respondents for Arm 3

Do you know anyone who has not undergone PMKVY training but fulfilled the below criteria at the time you had joined the PMKVY training?

- Was unemployed at the time when you joined the programme
- Had education and an economic situation similar to yours

Yes -1, No -0.

If yes, please record the following:

Name of the person	
Phone Number	
Place of residence	
Complete address	

Get details of other respondents if respondent knows more than one respondent for comparison arm

Name of the person	
Phone Number	
Place of residence	
Complete address	

RPL-Structured tool for beneficiaries and non-beneficiaries

Section A: Identification schedule

S. No.	Questions	Response	Response code	Comments
A.1	State		□□□	
A.2	District		□□□	
A.3	Training constituency		□□□	
A.4	Type of respondent	Certified (Project)	1	
		Non-certified (Comparison)	0	
A.5	Date of interview	□□/□□/□□ (dd/mm/yy)		
A.6	Start Time	□□: □□		
A.7	End Time	□□: □□		
A.8	Result	Completed	1	
		Partly Completed	2	
		Postponed	3	
		Refused	4	
		Respondent temporarily away	5	
		Eligible person incapacitated	6	
		Others (specify)	88	
A.9	Investigator name	_____		
A.10	Investigator Code	□□		
A.11	Supervisor name	_____		
A.12	Supervisor code	□□		

Section B: Personal information

S. No.	Questions	Response	Response code	Comments
B.1	Full Name of the respondent			
B.2	Candidate Id Instruction: to be noted from the sample frame			SKIP if 0 coded in A4(Arm 2 respondent)
B2a	Reference Candidate Id			ASK ONLY to ARM 2 respondents
B.3	Mobile Number Instruction: Please code 9999999999 if number is not known			
B.4	Age	□□ years		
B.5	Gender	Male	1	
		Female	2	
		Transgender	3	
B.6	Caste Category	General	1	
		OBC	2	
		SC	3	
		ST	4	
		Others(specify)	88	
B.7	Religion	Hindu	1	
		Muslim	2	
		Christian	3	

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		Sikh	4	
		Buddhist	5	
		Jain	6	
		Jewish	7	
		Parsi	8	
		No religion	9	
		Others(specify)	88	
B.8	Do you belong to APL or BPL category?	APL	1	
		BPL	2	
		Not sure/Don't know	98	
B.9	Whether differently abled?	Yes	1	
		No	0	
B.10	Education qualification of the respondent	Illiterate	1	
		Did not complete primary education (less than 5 th Class)	2	
		Completed primary education (up to class 5)	3	
		Completed upper primary education (up to class 8)	4	
		Completed secondary education (up to class 10)	5	
		Completed senior secondary education (up to class 12)	6	
		Diploma (more than 12th but not graduation)	7	
		Graduate	8	
		Post graduate	9	
		Above post-graduation	10	

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		Others (Specify)_____	88	
B.11	Have you undertaken any technical/Vocational course? Instruction: Investigator to self-code YES for Arm1 respondent if s/he has undergone PMKVY training	Yes	1	
		No	0	
		Not sure/Don't know	98	
B.12	Total work experience of the respondent (in years)	□□.□ years		
B.13	Educational qualification of father	Illiterate	1	
		Did not complete primary education (less than 5 th Class)	2	
		Completed primary education (up to class 5)	3	
		Completed upper primary education (up to class 8)	4	
		Completed secondary education (up to class 10)	5	
		Completed senior secondary education (up to class 12)	6	
		Diploma (more than 12th but not graduation)	7	
		Graduate	8	
		Post graduate	9	
		Above post-graduation	10	
		Others (Specify)_____	88	
B.14	Has your father undertaken any technical/Vocational course?	Yes	1	
		No	0	
		Not sure/Don't know	98	

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B.15	Educational qualification of mother	Illiterate	1	
		Did not complete primary education (less than 5 th Class)	2	
		Completed primary education (up to class 5)	3	
		Completed upper primary education (up to class 8)	4	
		Completed secondary education (up to class 10)	5	
		Completed senior secondary education (up to class 12)	6	
		Diploma (more than 12th but not graduation)	7	
		Graduate	8	
		Post graduate	9	
		Above post-graduation	10	
		Others (Specify)_____	88	
B.16	Has your mother undertaken any technical/Vocational course?	Yes	1	
		No	0	
		Not sure/Don't know	98	
B.17	What was the primary occupation of your father in the recent past? Instruction: In case currently unemployed, primary occupation till last six months 6 months to be taken	Farmer	1	
		Farm Allied Micro Business	2	
		Salaried Employee	3	
		Small/petty business/retail shop	4	
		Daily wage laborer	5	
		Self-employed professional service provider	6	

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		Unemployed	7	
		Not Alive	8	
		Others (Specify)_____	88	
B.18	What was the primary occupation of your mother in the recent past? Instruction: In case currently unemployed, primary occupation till last six months 6 months to be taken	Housewife	1	
		Farmer	2	
		Farm Allied Micro Business	3	
		Salaried Employee	4	
		Small/petty business/retail shop	5	
		Daily wage labourer	6	
		Self-employed professional service provider	7	
		Not Alive	8	
		Others (Specify)_____	88	
B.19	How many total members do you have in your family?	<input type="checkbox"/> <input type="checkbox"/>		
B.20	How many earning members do you have in your family?	<input type="checkbox"/> <input type="checkbox"/>		B20<=B19

Section C: Participation in skills training program

S. No.	Questions	Response	Response code	Comments
C.1	Did you ever participate in any skill training program?	Yes	1	ASK ONLY to Arm 2 For Arm 1 start from C3
		No	0	Skip to section C4 if 0 coded
C.2	Which skills training program did you participate in? Multiple response Instructions: Relevant project logos will be displayed for confirmation	Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY)	1	
		Industrial Training Institute (ITI)	2	
		National Apprenticeship Promotion Scheme (NAPS)	3	
		USTTAD (Upgrading the Skills and Training in Traditional Arts Crafts for Development)	4	
		Integrated Skill Development Scheme (ISDS)	5	
		Star scheme	6	
		Support to Training and Employment Programme for Women (STEP)	7	
		Skill Acquisition and Knowledge Awareness for Livelihood Promotion Program (SANKALP)	8	
		Aajeevika	9	

		SAMARTH(Scheme for Capacity Building in Textile Sector)	10	
		Private and paid Skill training	11	
		Skill Training under CSR programmes (Specify Name)	12	
		Others (specify)	88	
C.3	<p>What was the key reason because of which you had participated in the training program?</p> <p>Instruction: The primary reason would be recorded in case of multiple reasons</p>	Participated as employer made it mandatory	1	Go to C.5
		Participated as my colleagues/friends had also participated	2	
		Certification would help to increase income	3	
		Certification would help me get credibility for my past experience	4	
		Training and certification would be beneficial for career/new employment opportunities	5	
		Participated to increase my subject knowledge	6	
		Employer promised non-monetary incentives	7	
		Participated due to monetary incentive (INR 500 pay out)	8	
		Participated as got awareness through Kaushal Mela	9	
		Others (Specify)	88	
C.4	What is the key reason for not participating in any training program?	Not aware about any skill training program	1	

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	Instruction: The primary reason would be recorded in case of multiple reasons	Do not perceive skill trainings to be useful	2	
		Cannot take leave from current job to attend training program	3	
		Want to switch my job profile	4	
		Cannot afford the training cost	5	
		Not interested in taking income cut/leave from employment to attend training	6	
		Others(specify)	88	
C.5	Are you aware about PMKVY training programme?	Yes	1	SKIP this question if ARM 1 respondent
		No	0	IF 0 coded SKIP to section E
C.6	How did you come to know about the training program? Multiple response एकाधिक प्रतिक्रिया	Through employer	1	Go to Section E
		Through colleagues	2	
		Door to door campaigning	3	
		Community group interaction/meeting	4	
		Mobile van campaigning	5	
		Through local/village leaders	6	
		Though TV/radio advertisement	7	
		Posters/Pamphlets/Other print media	8	
Through friends/relatives	9			

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		Information from mobilizer/programme staff	10	
		Boards/hoardings of PMKVY	11	
		Others (specify)	88	
C.7	Were you provided with any counselling about the training programme before getting to enrolled into the same?	Yes	1	
		No	0	Skip to C.9
C.8	Please tell what all was informed during the counselling session? Multiple response	Contents of the programme	1	
		Benefits of training	2	
		Duration of the program	3	
		Others (specify)	88	
C.9	Where was the training program conducted?	RPL camp at employers' premises	1	
		RPL camps at location other than employers' premise	2	
		RPL centers, within district of residence	3	
		RPL centers, outside district of residence	4	
		Others (specify)	88	
C.10	Did you undergo any orientation session as part of your training programme? Probe: Orientation session is referred to the training session that is conducted after enrolment for a minimum of 6 hours and covers topics of domain understanding, soft skills, entrepreneurship etc.	Yes	1	
		No	0	Go to C.12
C.11	Please tell what all was covered during the orientation session.	Technical training related to their job role	1	

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	Multiple response	Soft skills/communication skills training	2	
		Counselling on future career opportunities	3	
		Aspects of entrepreneurship	4	
		Others (specify)	88	
C.12	Did you undergo any bridge training session as part of your training programme? Probe: Bridge training session is referred to the extended training provided to selected candidates after the orientation sessions. The duration of this training ranges from 60-80 hours to address domain knowledge gap.	Yes	1	
		No	0	Go to C.14
C.13	Please tell what all was covered during the bridge training session. Multiple response	Technical training related to their job role	1	
		Soft skills/communication skills training	2	
		Counselling on future career opportunities	3	
		Aspects of entrepreneurship	4	
		Others (specify)	88	
C.14	For how many days was the PMKVY training programme conducted?	<input type="checkbox"/> <input type="checkbox"/> days		
C.15	What were the average hours per day for which the PMKVY training programme was conducted?	<input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/> hours		
C.16	Which skill sectors training did you participate in? Instruction: If Arm 1(RPL PMKVY certified) respondent, response to be read out from the sample	Electronics and Hardware	1	
		Apparel	2	
		Retail	3	

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details and confirmed from the candidate	Beauty and Wellness	4	
	Telecom	5	
	Logistics	6	
	IT-ITeS	7	
	BFSI	8	
	Construction	9	
	Agriculture	10	
	Tourism & Hospitality	11	
	Healthcare	12	
	Automotive	13	
	Power	14	
	Gems and Jewellery	15	
	Media and Entertainment	16	
	Security	17	
	Green Jobs	18	
	Capital Goods	19	
	Plumbing	20	
	Life Sciences	21	
	Iron and Steel	22	
	Mining	23	
Domestic Worker	24		

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		Food Processing	25	
		Furniture and Fittings	26	
		Handicrafts and Carpet	27	
		Persons with Disability	28	
		Rubber	29	
		Textiles and handlooms	30	
		Sports	31	
		Management	32	
		Leather	33	
		Infrastructure Equipment	34	
		Others (Specify)	88	
C.17	<p>In which job role did you get certified? आपको किस कार्य भूमिका में प्रमाणित किया गया?</p> <p>Instruction: If Arm 1(RPL PMKVY certified) respondent, response to be read out from the sample details and confirmed from the candidate</p> <p>_____</p>			
C.18	<p>Were you provided with any orientation/course materials for reference? क्या आपको संदर्भ के लिए कोई अभिविन्यास / पाठ्यक्रम सामग्री प्रदान की थी?</p>	Yes	1	
		No	0	Skip to C.20

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	Probe: Course/orientation material to include books, reading material, pamphlets etc.			
C.19	What training material were you provided with? (Multiple response)	Induction kit (includes cap, bag, t shirt, notebook and pen)	1	
		Training handbook for participant	2	
		Assistive aids (if PwD)	3	
		E-Reader	4	
		Pamphlets	5	
		Others (specify)____	88	
C.20	Did you give any assessment test post orientation/training?	Yes	1	SKIP to C22 if YES coded
		No	0	
C.21	Why didn't you give the assessment test? Instruction: Primary reason needs to be mentioned	Was not able to find time due to their job	1	Skip to section C24
		Was on leave on the day of test	2	
		Lost interest in the training program as it was not beneficial	3	
		Was not prepared	4	
		Training provider did not conduct the test	5	
		Assessment test was not PWD friendly	6	
		Others (specify)	88	
C.22	Did you pass the assessment test?	Yes	1	Go to C.24
		No	0	

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		Don't Know	99	Go to C.24
C.23	<p>Why do you think you were not able to pass the assessment test?</p> <p>Instruction: Primary reason needs to be mentioned</p>	Had not prepared enough	1	
		Was not interested/motivated to study hard	2	
		Assessment test was difficult	3	
		Assessment test was not in line with the job role	4	
		Language/mode of the test was not comfortable for me	5	
		Assessment test was not PWD friendly	6	
		Others (specify)	88	
C.24	<p>Were you awarded with any certification post completion of training?</p> <p>Probe: A candidate who achieves greater than or equal to the pass percentage shall be awarded the Skill Certificate, marksheet and pay out (INR 500). Certified candidates will receive a Grade (A/B/C) on their Skill Certificates.</p> <p>A candidate who achieves less than the pass percentage but at least 30% or above of the total score, shall receive only the marksheet and pay out (INR 500).</p> <p>A candidate who scores less than 30% of the total score, shall receive only the marksheet and be encouraged to undergo Short Term Training under PMKVY 2.</p>	Yes	1	IF NO skip to C26
		No	0	
C2 4a	Why have you not received the certification till now?	Not provided by training provider	1	

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		Have not gone to collect the certificate	2	
		Did not give the test	3	
		Did not pass the test	4	
		Could not afford/did not want to pay a retest fee	5	
		Others (specify)	88	
C.25	How many days after the assessment did you get your certificate?	□□□days Code 999 if still not received the certificate		
C.26	Did you receive monetary pay out (of INR 500) post assessment?	Yes	1	
		No	0	

Section D: Satisfaction with skills training/certification program

S. No.	Questions	Response	Response code	Comments
D.1	On a scale of 1 to 4, please rate your satisfaction on the following parameters	Very Satisfied	1	
		Satisfied	2	
		Dissatisfied	3	
		Very Dissatisfied	4	
a	Quality of counselling provided as a process of pre-screening <ul style="list-style-type: none"> • Motivation about the programme benefits, • Clarifications about the course and program, • Relevance of the course and training program 	<input type="checkbox"/>		SKIP if C7 was No
b	Quality of orientation session <ul style="list-style-type: none"> • Course content • Relevance to the job • Knowledge gained • Benefits of training 	<input type="checkbox"/>		Skip if C10 is No
c	Quality of bridge training session <ul style="list-style-type: none"> • Course content • Relevance to the job • Knowledge gained • Benefits of training 	<input type="checkbox"/>		Skip if C12 is No
d	Quality of trainers in training session <ul style="list-style-type: none"> • Clarity in instructions provided • Subject knowledge • Attitude of the trainer 	<input type="checkbox"/>		SKIP if both C10 & C12 are coded No
e	Quality of soft skills training provided during the orientation session <ul style="list-style-type: none"> • On entrepreneurship • On digital literacy 	<input type="checkbox"/>		SKIP IF C10 is coded NO
f	Overall satisfaction with training programme <ul style="list-style-type: none"> • Knowledge gained • Up-skilling • Advantages of certificate 	<input type="checkbox"/>		SKIP if both C10 & C12 are coded No
D.2		Yes	1	

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	Do you think you have benefited from participating in training programme?	No	0	Go to section E
D.3	In what all ways do you think the PMKVY training has benefited you? <i>(Multiple response question)</i>	Increase in self confidence	1	
		Development of entrepreneurial attitude	2	
		Improvement in technical knowledge/skills required for my job	3	
		Improvement in soft skills	4	
		Cognitive development - better control over attention, memory, and problem-solving, reasoning skills	5	
		Improved inter-personal and communication skill	6	
		Improved chances to get better employment opportunities	7	
		Getting certification for recognition of my work experience/skill	8	
		Benefited by providing more opportunities for higher education	9	
		Increased respect in society	10	
		Helped in growing my business	11	
Others (specify)	88			

Section E: Employment status

S. No.	Questions	Response	Response code	Comments
E.1	Are you currently employed?	Yes	1	Go to E.3
		No	0	
E.2	If not, what is the reason for your unemployment?	Could not find any employment	1	IF ARM 1(1 coded in A4) Go to E4 after this question Go to E.45a if ARM 2 (0 coded in A4) after this question
		Could not find a job suitable to the preferred job role	2	
		Could not find job with minimum salary expectation	3	
		Interested in further education	4	
		Family not allowing to work	5	
		Not interested to work	6	
		Health issues	7	
		Was asked by my employer to discontinue from my employment	8	
		Unwilling to migrate to other location for job	9	
		Perusing Education	10	
		Preparing for preferred job/government job	11	
Others (Specify)	88			
E.3	What type of employment do you currently have?	Daily wage employment	1	IF Arm 2 (0 coded in A4) GO TO E39 after this question
		Salaried Permanent employment	2	
		Salaried Contractual employment	3	
		Self-employed	4	
		Part-time employee	5	
		Trainee/Intern, working with stipend	6	
		Trainee/Intern, working without stipend	7	
		Other (specify)	88	

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For treatment group – arm 1				
E.4	Were you employed before undergoing PMKVY training?	Yes, was employed in the last 6 months of joining training	1	
		Yes, was employed before last 6 months of joining the training	2	
		No	0	Go to E.10 If E1 is No, Go to E.29
E.5	If yes, what type of employment did you have before undergoing PMKVY training?	Daily wage employment	1	
		Salaried Permanent employment	2	
		Salaried Contractual employment	3	
		Self-employed	4	
		Part-time employee	5	
		Trainee/Intern, working with stipend	6	
		Trainee/Intern, working without stipend	7	
		Other (specify)	88	
E.6	What was your last monthly income before undergoing PMKVY training?	□□□□□ INR		SKIP if 7 coded in E5
E.7	Were you eligible for any of the employee benefits in the employment you were involved in, just before PMKVY training? (Read out options and check all that apply)	EPF	1	Auto-code the response as Not applicable - 99 if E5 is 'Self-employed – 4'
		Pension	2	
		Overtime allowance	3	
		ESI	4	
		Medical insurance	5	
		Bonus and incentives	6	
		Annual increment	7	
		Food	8	
		Lodging	9	
		Travel	10	

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		Others(specify)	88	
		Not applicable	99	
E.8	How many hours per day on an average did you had to work in your employment before PMKVY RPL training?	<input type="checkbox"/> <input type="checkbox"/> hours		
E.9	How many days per week did you had to work in your employment before PMKVY RPL training?	<input type="checkbox"/> days		
E9a	What was your last drawn salary/income in your last employment post PMKVY training?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> INR		ASK if E1 is 0 else skip to E10 Skip to E29 after this question if E1 is 0
E.10	Are you involved with the same employment since PMKVY training?	Yes	1	Go to E23
		No	0	
E.11	Was your immediate employment post training related to the job role you were certified through PMKVY?	Yes	1	
		No	0	
E.12	What was your first employment post training?	_____		
E.13	How many days after receiving the training did you get/start this first employment?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> days	1	
E.14	How did you get the first employment post completion of your training?	Got through own efforts/recommendation from personal contacts	1	
		By showcasing my experience through RPL certificate	2	
		Facilitated by private placement organizations	3	
		Through employment exchange	4	
		Others(specify)	88	
E.15	What type of employment did you have post completion of your training?	Daily wage employment	1	
		Salaried Permanent employment	2	

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		Salaried Contractual employment	3	
		Self-employed	4	
		Part-time employee	5	
		Trainee/Intern, working with stipend	6	
		Trainee/Intern, working without stipend	7	
		Other (specify)	88	
E.16	What was the monthly salary for your first employment post training? <i>(Please mention average monthly income in case of self-employment)</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> INR		SKIP if 7 coded in E15
E.17	How many hours per day on an average did you had to work in your first employment after your PMKVY training?	<input type="checkbox"/> <input type="checkbox"/> hours		
E.18	How many days per week did you had to work in your first employment after PMKVY training?	<input type="checkbox"/> days		
E.19	Were you eligible for any employee benefits in your first employment post training? (Read out options and check all that apply)	EPF	1	Auto-code the response as Not applicable - 99 if E15 is 'Self-employed - 4'
		Pension	2	
		Overtime allowance	3	
		ESI	4	
		Medical insurance	5	
		Bonus and incentives	6	
		Annual increment	7	
		Food	8	
		Lodging	9	
		Travel	10	
		Others(specify)	88	
		Not applicable	99	

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E.20	How many times have you changed your job/employment post your training from PMKVY?	<input type="checkbox"/> number of times		IF 0 coded in E10 and 0 coded in this question go back to E10 and display message "E10 and E20 not matching"
E.21	How many of the above times were you able to switch to a better job (in terms of income or working condition) post your training from PMKVY?	<input type="checkbox"/> number of times		E21<=E20
E.22	Why did you switch your last job? Multiple response	For better earning	1	SKIP to E29 after this question if 0 coded in E1
		For other employee benefits	2	
		Preferable location	3	
		Contract period over	4	
		Loss in business	5	
		Work timing/work environment not suitable	6	
		Was asked to leave	7	
		Others (specify)	88	
<i>Now I will like to know about your current employment</i>				
E.23	What is your current job role?	_____		
E.24	Is your current job related to the domain of your training?	Yes	1	
		No	0	
E.25	How many months after receiving the certification did you get your current employment?	<input type="checkbox"/> months 99 coded if continuing in the same job from before certification		SKIP if 1 coded in E10
E.26	What was your first monthly salary/income in your current employment? <i>(Please mention average monthly income in case of self-employment)</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> INR		SKIP if 1 coded in E10

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E.27	How did you get this employment post completion of your training? MULTIPLE RESPONSE	Got through own efforts/recommendation from personal contacts	1	SKIP if 1 coded in E10
		By showcasing my experience through RPL certificate	2	
		Facilitated by private placement organizations	3	
		Through employment exchange	4	
		Others(specify)	88	
E.28	Do you think RPL certificate was helpful in getting this new job	Very helpful	1	SKIP if 1 coded in E10
		Partially helpful	2	
		Not helpful at all	3	
		Not applicable	4	SKIP if 0 coded in C24(certific ate not received)
		Others(specify)	88	
E.29	Do you know about MUDRA loan?	Yes	1	SKIP TO E32 if 0 coded in this question and E1 is 1 SKIP TO E38a if 0 coded in this question and E1 is 0
		No	0	
E.30	Have you currently availed MUDRA loan?	Yes	1	SKIP TO E32 if 0 coded in this question and E1 is 1 SKIP TO E38a if 0 coded in this question and E1 is 0
		No	0	
E.31	Do you think RPL certificate was helpful in getting MUDRA loan?	Yes	1	
		No	0	

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		Not applicable	99	SKIP to E38A if 0 coded in E1
E.32	Since how many years have you been employed with your current job/business?	□□.□ years		
E.33	What is your current average monthly salary/income? (Please mention average monthly income in case of self-employment)	□□□□□ INR		
E33a	Do you think PMKVY RPL training has contributed to increase in your income?	Yes	1	SKIP IF E33<=E26
		No	0	
E.34	How many hours do you have to work in a day?	□□ hours		
E.35	How many days per week do you work in your current employment?	□ days		
E.36	Are you eligible for any employee benefits? (Read out options and check all that apply)	EPF	1	Auto-code the response as Not applicable - 99 if E3 is 'Self-employed - 4'
		Pension	2	
		Overtime allowance	3	
		ESI	4	
		Medical insurance	5	
		Bonus and incentives	6	
		Annual increment	7	
		Food	8	
		Lodging	9	
		Travel	10	
		Others(specify)	88	
		Not applicable	99	
E.37	How would you rate the following parameters on a scale of 1 to 5?	Very good	1	
		Good	2	
		Average	3	

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	Instruction: The below statements should not be linked with the training programme			
		Poor	4	
		Very poor	5	
		Not applicable	6	
a	What are your chances of getting a better employment or starting a new business?	<input type="checkbox"/>		
b	What is your perception of the working condition in your current employment?	<input type="checkbox"/>		Auto code response as 'Not applicable – 6' if E3 is 'Self-employed – 4'
c	How would you rate your safety in current employment ?	<input type="checkbox"/>		Auto code response as 'Not applicable – 6' if E3 is 'Self-employed – 4'
d	How is the behaviour of your seniors and co-workers in current employment?	<input type="checkbox"/>		Auto code response as 'Not applicable – 6' if E3 is 'Self-employed – 4'
e	How do you rate your capability/capacity to work in the current employment ?	<input type="checkbox"/>		
f	How are your chances of availing MUDRA loan	<input type="checkbox"/>		
g	How are your chances of availing any other loans ?	<input type="checkbox"/>		
E.38	Now I would like to ask about your perception about the benefits of PMKVY training. Please share your response to the below statements on a four points scale	Strongly agree	1	SKIP IF 0 CODED in E1
		Agree	2	
		Disagree	3	
		Strongly Disagree	4	
a	PMKVY RPL training and certification has helped me to be more prepared for my current employment	<input type="checkbox"/>		

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b	PMKVY training and certification has helped me to improve my technical skill set required in my current job	<input type="checkbox"/>		
c	PMKVY training and certification has helped me to improve my soft skills i.e. communication skills	<input type="checkbox"/>		
d	PMKVY training has helped to increase my chances of getting another employment (job or self-employment) as compared to my situation before the training	<input type="checkbox"/>		
e	PMKVY training and certification has made me more confident of getting a better job	<input type="checkbox"/>		END
E38A	Now I would like to ask about your perception about the benefits of PMKVY training. Please share your response to the below statements on a four points scale	Strongly agree	1	
		Agree	2	
		Disagree	3	
		Strongly Disagree	4	
a	PMKVY RPL training and certification will helped me to be more prepared for my future employment	<input type="checkbox"/>		
b	PMKVY training and certification has helped me to improve my technical skill set which will be helpful in my future employment	<input type="checkbox"/>		
C	PMKVY training and certification has helped me to improve my soft skills i.e. communication skills	<input type="checkbox"/>		
D	PMKVY training has helped to increase my chances of getting another employment (job or self-employment) as compared to my situation before the training	<input type="checkbox"/>		
e	PMKVY training and certification has made me more confident of getting a job	<input type="checkbox"/>		END
For comparison group- arm 2				
E.39	Have you changed your employment in the last two years (24 months)?	Yes	1	If no, skip to E42
		No	0	

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E.40	How many times have you changed your job/employment in the last two years?	<input type="checkbox"/> <input type="checkbox"/> number of times		
E.41	How many of the above times were you able to switch to a better job (in terms of income or working condition) in the last two years?	<input type="checkbox"/> <input type="checkbox"/> number of times		
E.42	Since how many months have you been employed with your current job/business?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> months/years		
E.43	What was your first monthly salary in your current employment? (Please mention average monthly income in case of self-employment)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> INR		SKIP if 7 coded in E3
E.44	What is your average monthly salary/income in your current employment? (Please mention average monthly income in case of self-employment)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> INR		SKIP if 7 coded in E3
E.45	How did you get this employment?	Got through own efforts/recommendation from personal contacts	1	
		Facilitated by private placement cell	2	
		Through employment exchange	3	
		Facilitated by some NGO/govt. institution	4	
		Others(specify)	88	
E45a	Do you know about MUDRA loan?	Yes	1	SKIP to E46 IF NO CODED
		No	0	
E45b	Have you currently availed MUDRA loan?	Yes	1	SKIP TO E51 after this question if 0 coded in E1
		No	0	
E.46	How many hours per day do you work in your current employment?	<input type="checkbox"/> <input type="checkbox"/> hours		

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E.47	How many days per week do you work in your current employment?	<input type="checkbox"/> days		
E.48	Are you eligible for any employee benefits? (Read out options and check all that apply)	EPF	1	Auto-code the response as Not applicable - 99 if E3 is 'Self-employed - 4'
		Pension	2	
		Overtime allowance	3	
		ESI	4	
		Medical insurance	5	
		Bonus and incentives	6	
		Annual increment	7	
		Food	8	
		Lodging	9	
		Travel	10	
		Others(specify)	88	
		Not applicable	99	
E.49	How would you rate the following parameters on a scale of 1 to 5?	Very good	1	
		Good	2	
		Average	3	
		Poor	4	
		Very poor	5	
		Not applicable	6	
a	Your chances of getting a better employment or starting a new business	<input type="checkbox"/>		
b	Perceived satisfaction from the working condition in your current employment	<input type="checkbox"/>		
c	Safety in current employment	<input type="checkbox"/>		

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d	Respectful treatment from your seniors and co-workers in current employment	<input type="checkbox"/>		
e	Capability/capacity to work in the current employment job	<input type="checkbox"/>		
f	Chances of availing MUDRA loan	<input type="checkbox"/>		
g	Chances of availing any other loan	<input type="checkbox"/>		
E.50	Please share your response to the below statements on a four-point scale	Strongly agree	1	
		Agree	2	
		Disagree	3	
		Strongly Disagree	4	
		Not applicable	5	
a	A certification for my skills and work experience will help me in getting a better employment	<input type="checkbox"/>		
b	A training/capacity building programme will be helpful in increasing my work efficiency	<input type="checkbox"/>		
c	Government affiliated certification for my skills and past experience will help me in availing MUDRA loan			SKIP IF 0 coded in E30 END after this question
For currently unemployed				
E.51	Had you ever been employed?	Yes	1	
		No	0	END and display an error message "This is not a valid comparison case."
E.52	In which year and month did you leave your last employment?	<input type="checkbox"/> Month <input type="checkbox"/> Year		
E.53	Your last employment was of what type?	Daily wage employment	1	
		Salaried Permanent employment	2	

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		Salaried Contractual employment	3	
		Self-employed	4	
		Part-time employee	5	
		Trainee/Intern, working with stipend	6	
		Trainee/Intern, working without stipend	7	
		Other (specify)	88	
E.54	What was your average monthly salary/income during your last employment? (Please mention average monthly income in case of self-employment)	□□□□□ INR		
E.55	How did you get your last employment?	Facilitated by some NGO/govt. institution	1	
		Facilitated by private institutions	2	
		Through employment exchange	3	
		Got through own efforts/recommendation from personal contacts	4	
		Others(specify)	88	
E.56	How many hours on an average did you have to work per day in your last employment?	□□ hours		
E.57	How many days per week did you have to work in your last employment?	□ days		
E.58	Were you eligible for any employee benefits? (Read out options and check all that apply)	EPF	1	Auto-code the response as Not applicable - 99 if E53 is 'Self-employed - 4'
		Pension	2	
		Overtime allowance	3	

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		ESI	4	
		Medical insurance	5	
		Bonus and incentives	6	
		Annual increment	7	
		Food	8	
		Lodging	9	
		Travel	10	
		Others(specify)	88	
		Not applicable	99	
E.59	Please share your response to the below statements on a four-point scale	Strongly agree	1	
		Agree	2	
		Disagree	3	
		Strongly Disagree	4	
		Not applicable	5	
a	Certification for my skills and past experience will help me in getting an employment again	<input type="checkbox"/>		
b	Certification for my skills and past experience will help me in availing MUDRA loan	<input type="checkbox"/>		

Standardized questions to Arm 1(trained + certified) respondents to get respondents for Arm 2

Do you know anyone who has similar work experience as yours (same job role and approximately same years of experience) but has not undergone PMKVY RPL training and certification?

Yes-1, No-0.

If yes, please record the following:

Name of the person	
Phone Number	
Place of residence	
Complete address	

Get details of other respondents if respondent knows more than one respondent for comparison arm

Name of the person	
Phone Number	
Place of residence	
Complete address	

IN-DEPTH INTERVIEW WITH BENEFICIARIES (TRAINEES)

Note to facilitators: Instructions to facilitators are in standard print. Prompts are provided, to be read out when needed (for example, if the respondent does not understand a question, or to help encourage further discussion).

Verbal informed consent for respondent [READ OUT].

About the study

This study is being conducted by team members from Sambodhi Research and Communications Private Limited, India and facilitated by NSDC. The purpose of this study is to understand your experience of participating in the skill-based training program and its effectiveness.

Your participation

Participation in this research is confidential (participants will only be identified by a study number, not by name) and entirely voluntary. Withdrawal with no adverse consequences is possible at any time without having to give a reason. If you agree to take part, you will be invited to participate in an interview to explore your views in more detail. If consent is given, the interview may be tape-recorded. There is no financial reimbursement for taking part in the study.

How will confidentiality be ensured?

The transcripts of meetings and interviews are only available to the investigator and research team members. Information obtained through interviews will be used in aggregate form and no person will be singled out. All transcripts will be kept in a password protected file on the investigator computer for the duration of the acceptance of the report by examiners, after which they will be destroyed.

Consent for interview

“I have understood the verbal explanation concerning this study and I understand what will be required of me and what will happen if I take part in it. My questions concerning this study have been answered by the researcher. I understand that at any time I may withdraw from this study without giving a reason. I agree to take part in this study.”

Respondents identification [FILL IN THE DETAILS]

उत्तरदाताओं की पहचान [विवरण में भरें]

- a. Name of the Respondent: _____
- b. Signature of the respondent: _____
- c. Contact Number of the respondent: _____
- d. Organization Name where he is working: _____
- e. Organization Address: _____
- f. Industry: _____

STT

[OPENING STATEMENT BY INTERVIEWER]		
[साक्षात्कारकर्ता का शुरुआती वाक्य]		
<p>Namaste, my name is _____ and this is my colleague _____. We are working with Sambodhi Research and Communications. Today, I will discuss with you a few aspects in relation to your experience of participating in a skill-based training program. What we discuss here will remain confidential. The entire session will probably take about 1 hour. We will record your responses and tape the sessions, if you permit, to have an accurate record of the discussions.</p> <p>We would very much appreciate your participation in the evaluation, and your assistance to ensure that the information collected is as accurate as possible</p>		
Q. No.	Question	Response
1.	<p>Please introduce yourself.</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Age, caste category, educational qualification • Work experience • Number of family members, occupation of parents 	
2.	<p>Please share your experience on how did you come to know about PMKVY scheme and why did you decide to get enrolled in the same?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Why: motivation factor to get enrolled in the programme? 	
3.	<p>Were you provided counselling by the TC before joining the course and do you think it was useful? Please elaborate on the same</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Counselling about course, job prospects, duration, course contents • What else do you think should have been informed to you in the counselling/orientation session 	
4.	<p>Please share your experience of undergoing training under PMKVY. According to you what were the strengths and weakness of the training session</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Feedback on quality of trainers and training curriculum? • Did the training had enough practical exposure as required for your current job? • Infrastructure of training centre as required for the course? • If overall satisfied with the training 	
5.	<p>Please share your experience with training assessment and certification?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Difficulty level of assessment test and medium of the test? • perception of usefulness of certification for employment and future prospects? 	

6.	<p>Please share your experience with PMKVY placement support?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • If any, what kind of post training counselling and placement support was provided. E.g. campus placement opportunity, introduced to employers, counselling to prepare for placement • Satisfaction with post training counselling and placement support, reasons for same • Feedback on placement opportunities provided by TC, reasons 	
7.	<p>How has PMKVY training effected/benefited you?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • On employability, chances of getting a new employment, retention in job • Getting job of choice • Confidence, Skills • Income • Quality of life • How family and friends perceive you 	
8.	<p>Do you think that the PMKVY programme (training, certification and placement support) was responsive to your expectations? Was the training able to develop these competencies required for your job? Please elaborate the reasons</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Technical and communication skills taught in the training course was sufficient for your job role in which you were placed 	
9.	<p>Please share your feedback on any observed limitations of the program (for all stages) and recommendations to overcome them. Also how the programme can be further improved and made relevant to the candidates?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Limitations and suggestions for improvement at any/all stages of the scheme - including mobilization, counselling, enrolment, training, assessment, certification, placement support etc 	

RPL

[OPENING STATEMENT BY INTERVIEWER]

Namaste, my name is _____and this is my colleague _____. We are working with Sambodhi Research and Communications. Today, I will discuss with you a few aspects in relation to your experience of participating in a skill-based training program. What we discuss here will remain confidential. The entire session will probably take about 1 hour. We will record your responses and tape the sessions, if you permit, to have an accurate record of the discussions.

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We would very much appreciate your participation in the evaluation, and your assistance to ensure that the information collected is as accurate as possible.		
Q. No.	Question	Response
1.	<p>Please introduce yourself.</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Age, caste category, educational qualification • Work experience • Number of family members, occupation of parents 	
2.	<p>Please share your experience on how did you get to enrolled in the PMKVY RPL Certification?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Did employer ask, was it mandatory/you had volunteered • If volunteered, key factor that motivated you to enrol in the programme? 	
3.	<p>Were you provided counselling by the training agency before joining the certification course? Please elaborate on the same</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • What all were you informed in the counselling session e.g, benefits of enrolling in programme, duration of programme? • Thinking now, what else do you think should have been informed to you in the counselling/orientation session 	
4.	<p>Please share your experience on orientation session and bridge training course? What all was covered in the training?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Technical topics covered, soft skills, entrepreneurship skills 	
5.	<p>Please share your experience with assessment and certification and post certification support if any?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • relevant of assessment test w.r.t what was taught and its difficulty level? • Medium of test and was it comfortable for you 	
6.	<p>Do you think participating in PMKVY RPL certification programme has benefitted you? If yes, how has it benefitted you? Also, how satisfied are you with the programme? Please elaborate the reasons for your response</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Impact on future employability prospects, income, skills, confidence, working condition in employment • Impact on their respect in society as they are PMKVY Skill trained and certified 	

7.	<p>For salaried candidates: Do you think PMKVY RPL certification will be useful for you to get better employment opportunities? Please elaborate your rationale for the same</p> <p>For self-employed candidates: Do you think PMKVY RPL certification will be useful for you to avail MUDRA loans? Please elaborate your rationale for the same</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • What value do you foresee of the RPL certificate, i.e. a government approved certification? 	
8.	<p>Please share your feedback on any observed limitations of the RPL certification program and suggestions to overcome them. Also, how the programme can be further improved and made relevant to experienced but uncertified people?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Limitations and suggestions for improvement at any/all stages of the scheme - including counselling, enrolment, orientation, bridge training, certification, post certification support 	

IN-DEPTH INTERVIEW WITH TRAINING PARTNER REPRESENTATIVE (TPs) /PROJECT IMPLEMENTING AGENCIES (PIAs)

Note to facilitators: Instructions to facilitators are in standard print. Prompts are provided, to be read out when needed (for example, if the respondent does not understand a question, or to help encourage further discussion).

Verbal informed consent for respondent [READ OUT].

About the study

This study is being conducted by team members from Sambodhi Research and Communications Private Limited, India and facilitated by NSDC. The purpose of this study is to understand your experience of executing training programs under PMKVY for youths.

Your participation

Participation in this research is confidential (participants will only be identified by a study number, not by name) and entirely voluntary. Withdrawal with no adverse consequences is possible at any time without having to give a reason. If you agree to take part, you will be invited to participate in an interview to explore your views in more detail. If consent is given, the interview may be tape-recorded. There is no financial reimbursement for taking part in the study.

How will confidentiality be ensured?

The transcripts of meetings and interviews are only available to the investigator and the research team members for this evaluation. Information obtained through interviews will be used in aggregate form and no person will be singled out. Where transcripts are quoted, no reference will be made to your name without your permission. All transcripts will be kept in a password protected file on the investigator computer for the duration of the acceptance of the report by examiners, after which they will be destroyed.

Consent for interview

“I have understood the verbal explanation concerning this study and I understand what will be required of me and what will happen if I take part in it. My questions concerning this study have been answered by the researcher. I understand that at any time I may withdraw from this study without giving a reason. As the representative of my organization, I agree to take part in this study.”

Respondents identification [FILL IN THE DETAILS]

- a. Name of the Respondent: _____
- b. Designation of the respondent: _____
- c. Signature of the respondent: _____
- d. Contact Number of the respondent: _____
- e. Training Provider/PIA Name: _____
- f. Training Provider/PIA Address: _____
- g. Date: _____

STT

[OPENING STATEMENT BY INTERVIEWER]		
<p>Namaste, my name is _____ and this is my colleague _____. We are working with Sambodhi Research and Communications. Today, I will discuss with you a few aspects in relation to your experience of implementing PMKVY for unemployed youth primarily school/college dropouts. What we discuss here will remain confidential. The entire session will probably take about 1 hour. We will record your responses and tape the sessions, if you permit, to have an accurate record of the discussions.</p> <p>We would very much appreciate your participation in the evaluation, and your assistance to ensure that the information collected is as accurate as possible.</p>		
Q. No.	Question	Response
1.	<p>Please introduce yourself and what roles and responsibilities do you handle at this training centre</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Name, educational qualification and professional experience Role and responsibilities at the training centre 	
2.	<p>Please elaborate about your Training Centre i.e. which sectors and courses are offered since last one years</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Sectors and course are offered at this TC in the last one year Number of candidates allocated and trained under PMKVY 	
3.	<p>Can you please explain what process are followed in mobilization and enrolment of candidates? What challenges do you face in the same?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Approaches adopted for mobilization (door to door, mobilizers, help of local leaders etc) Challenges in mobilization/enrolments, demand for specific courses and solutions 	
4.	<p>Please elaborate what training techniques are being adopted by trainers at your centre (Please explain by giving example of two training courses)?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Own methodology or any standardized training methodology e.g. prescribed by SSC/ NSQF? Why do they think is the current approach effective -better trainee understanding/ easy for trainer/cost effective? Training methodology adopted for slow learners, absentees or physically disabled persons? 	
5.	<p>Please elaborate what process is adopted to recruit the trainers and what measures are taken to ensure their quality?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Eligibility criteria for trainers Internal training of trainers if any Role of SSC with Training of trainers (ToT) 	
6.	<p>Please elaborate the assessment and certification process? Are any bottle necks faced in the same and what could be the solutions to address these bottle necks?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Bottlenecks like drop out, failing in certification test, delay in providing certificates to candidates 	

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	<ul style="list-style-type: none"> • Role of SSC with result uploading 	
7.	<p>Please elaborate what processes/measures are adopted by your TP for placement and post placement support of the trained youth?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • What kind of placement assistance is being provided by TP? • If Rozgar melas organized? • If any planning is done by connecting with employers in advance? • If any, what kind of mentoring or counselling support is provided to the candidates? 	
8.	<p>Can you please tell us the placement numbers your TC has been able to achieve in last one year?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Percentage of placement, job role wise average salary, self-employment rate 	
9.	<p>How would you describe your experience of working in collaboration with NSDC? Please share your feedback how the current bottlenecks in collaboration can be removed</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Experience of working with NSDC on project submission, tranche pay out, monitoring visits, customer handling etc • Advantages and bottle necks of working with NSDC? • How these bottlenecks if any can be resolved? 	
10.	<p>How would you describe your experience of working in collaboration with SSCs? Please share your feedback how the current bottlenecks in collaboration can be removed</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Experience of working with SSC with target allocation, trainers' recruitment, ToT, mobilization of candidates, monitoring of trainings, uploading results of assessment tests, providing certificates etc • Advantages and bottle necks of working with SSC? • How these bottlenecks if any can be resolved? 	
11.	<p>How would you describe your experience of working in collaboration with AAs? Please share your feedback how the current bottlenecks in collaboration can be removed</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Experience of working with AA with conducting assessment tests, declaration of test results, validation of Training centres etc. • Advantages and bottle necks of working with AA? • How these bottlenecks if any can be resolved? 	
12.	<p>In your opinion, in what all ways has the PMKVY training programme impacted its various beneficiaries like (trainees, enterprises, society)?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Trainee level impact? Can you share some evidence? • Enterprise level impact? Can you share some evidence? • Impact at societal level? Please share some evidence/example? 	
13.	<p>What are the innovative strategies your training centre has adopted in effective implementation of PMKVY?</p> <p>[PROBE]</p>	

	<ul style="list-style-type: none"> Strategies in different stages of implementation (mobilization, counselling/orientation, enrolment, training, assessment, certification, placement)? 	
14.	<p>If any, what challenges do you face in implementing of PMKVY at all stages of implementation?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Key challenges faced at different stages of implementation (mobilization, counselling/orientation, enrolment, training, assessment, certification, placement)? Regulatory challenges? Financial/budgetary challenges Adequate infrastructure for training on job roles mentioned like lack of computers, lab equipments 	
15.	<p>Please suggest what solution can be adopted to address the above mentioned challenges/bottlenecks? What suggestions would you like to give to improve the effectiveness of the STT programme at all stages for its intended beneficiaries (trainees, employers)?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Monitoring mechanisms that can be adopted Suggestions for different stages (mobilization, counselling/orientation, enrolment, training (trainers, training curriculum), assessment, certification, placement)? 	
16.	<p>Are you satisfied with the financial processes and payments for the implementation of PMKVY program? If no, please elaborate the reasons and the possible solutions for the same? Also, what are the reasons for delay in financial pay out of candidates?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Financial challenges in project implementation Bureaucratic or other challenges, delay in payments Challenges in financial pay-outs to candidates 	
17.	<p>What is your opinion about quality of currently implemented government funded skill development programmes as compared to the previously (before launch of PMKVY) implemented government skill development programmes?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> In terms of implementation, targets, processes, rigour Comparison specific to PMKVY 	

RPL

[OPENING STATEMENT BY INTERVIEWER]**[साक्षात्कारकर्ता का शुरुआती वाक्य]**

Namaste, my name is _____ and this is my colleague _____. We are working with Sambodhi Research and Communications. Today, I will discuss with you a few aspects in relation to your experience of implementing PMKVY for unemployed youth primarily school/college dropouts. What we discuss here will remain confidential. The entire session will probably take about 1 hour. We will record your responses and tape the sessions, if you permit, to have an accurate record of the discussions.

We would very much appreciate your participation in the evaluation, and your assistance to ensure that the information collected is as accurate as possible.

Q. No.	Question	Response
1.	<p>Please introduce yourself and what roles and responsibilities do you handle at this centre</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Name, educational qualification and professional experience Role and responsibilities at the training centre 	
2.	<p>Please elaborate about your RPL Centre i.e. which sectors and courses are offered</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Sectors and course are offered at this TC Number of candidates trained under PMKVY 	
3.	<p>Can you please explain what process are adopted for enrolling candidates in RPL programme (tie ups with employers/direct candidate mobilization etc)? What challenges do you face in the same?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Process for employer tie ups. Motivating candidates etc Challenges in mobilization/enrolments and solutions implemented to address them 	
4.	<p>Please elaborate the process and methodology adopted for orientation and bridge training by your centre (Please explain by giving example of two training courses)?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Own training methodology or any standardized methodology e.g. prescribed by SSC/as per NSQF? Lecture based, practical, demonstration techniques adopted methodology adopted for slow learners, absentees or physically disabled persons? 	
5.	<p>Please elaborate what process is adopted to recruit the trainers and what measures are taken to ensure their quality?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Eligibility criteria for trainers Internal training of trainers if any Role of SSC with Training of trainers (ToT) 	
6.	<p>Please elaborate the assessment and certification process in the RPL certification programme? What are the bottle necks faced in the same and what could be the solutions to address these bottle necks?</p> <p>[PROBE]</p>	

	<ul style="list-style-type: none"> • Bottlenecks like drop out from assessment, failing in certification. delay in providing certificates etc • Bottlenecks in scheduling assessment test • Role of SSC with result uploading 	
7.	<p>How would you describe your experience of working in collaboration with NSDC? Please share your feedback how the current bottlenecks in collaboration can be removed</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Experience of working with NSDC on project submission, tranche pay out, monitoring visits, customer handling etc • Advantages and bottle necks of working with NSDC? • How these bottlenecks if any can be resolved? 	
8.	<p>How would you describe your experience of working in collaboration with SSCs? Please share your feedback how the current bottlenecks in collaboration can be removed</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Experience of working with SSC with target allocation, trainers' recruitment, ToT, mobilization of candidates, monitoring of trainings, uploading results of assessment tests, providing certificates etc • Advantages and bottle necks of working with SSC? • How these bottlenecks if any can be resolved? 	
9.	<p>How would you describe your experience of working in collaboration with AAs? Please share your feedback how the current bottlenecks in collaboration can be removed</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Experience of working with AA with conducting assessment tests, declaration of test results, validation of Training centres etc. • Advantages and bottle necks of working with AA? • How these bottlenecks if any can be resolved? 	
10.	<p>In your opinion, how has the PMKVY RPL programme impacted its various beneficiaries like (trainees, enterprises, society)? Please share a few examples</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • How has the certification through RPL helped the certified youth? example • Enterprise level impact? Example • Impact at societal level? Please share some evidence/example? 	
11.	<p>What are the innovative strategies your training centre has adopted in effective implementation of PMKVY?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Strategies in different stages of implementation (mobilization, counselling/orientation, enrolment, training, assessment, certification, placement)? 	
12.	<p>If any, what challenges do you face in implementing of PMKVY RPL programme?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Key challenges have you had faced at different stages of implementation (mobilization, counselling/orientation, bridge training, assessment, certification, post certification counselling)? • Are there regulatory challenges? 	

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

	<ul style="list-style-type: none"> ● Do you face challenges with a financial/budgetary aspect of the program? Explain. ● Do you have adequate infrastructure for training on job roles mentioned by you? ● Any other challenge <p>PMKVY RPL</p>	
13.	Please suggest what solution can be adopted to address the above mentioned challenges/bottlenecks? How can the programme be made more effective for its intended beneficiaries (candidates, employers)?	
14.	<p>Are you satisfied with the financial processes and payments for the implementation of PMKVY RPL program? If no, please elaborate the reasons and the possible solutions for the same?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> ● Financial challenges in project implementation ● Bureaucratic or other challenges, delay in payments ● Challenges in financial pay-outs to candidates 	
15.	<p>In case you were associated with implementation of similar certification programme which were being implemented previously, please share your experience how is PMKVY is different from them?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> ● In terms of processes, limitations, quality control mechanism, effectiveness 	

IN-DEPTH INTERVIEW WITH EMPLOYERS

Note to facilitators: Instructions to facilitators are in standard print. Prompts are provided, to be read out when needed (for example, if the respondent does not understand a question, or to help encourage further discussion).

Verbal informed consent for respondent [READ OUT].

About the study

This study is being conducted by team members from Sambodhi Research and Communications Private Limited, India and facilitated by NSDC. The purpose of this study is to understand your perceptions about PMKVY trained youths and their competencies, feedback on changes in productivity by employing PMKVY trained youth and suggestions for the program on how to make candidates more job ready.

Your participation

Participation in this research is confidential (participants will only be identified by a study number, not by name) and entirely voluntary. Withdrawal with no adverse consequences is possible at any time without having to give a reason. If you agree to take part, you will be invited to participate in an interview to explore your views in more detail. If consent is given, the interview may be tape-recorded. There is no financial reimbursement for taking part in the study.

How will confidentiality be ensured?

The transcripts of meetings and interviews are only available to the investigator and the research team working on the evaluation. Information obtained through interviews will be used in aggregate form and no person will be singled out. Where transcripts are quoted, no reference will be made to your name without your permission. All transcripts will be kept in a password protected file on the investigator computer for the duration of the acceptance of the report by examiners, after which they will be destroyed.

Consent for interview

“I have understood the verbal explanation concerning this study and I understand what will be required of me and what will happen if I take part in it. My questions concerning this study have been answered by the researcher. I understand that at any time I may withdraw from this study without giving a reason. As the representative of my organization, I agree to take part in this study.”

Respondents identification [FILL IN THE DETAILS]

उत्तरदाताओं की पहचान [विवरण में भरें]

- a. Name of the Respondent: _____
- b. Designation of the respondent: _____
- c. Signature of the respondent: _____
- d. Contact Number of the respondent: _____
- e. Enterprise Name: _____
- f. Enterprise Address: _____
- g. Industry: _____

STT

[OPENING STATEMENT BY INTERVIEWER]		
<p>Namaste, my name is _____ and this is my colleague _____. We are working with Sambodhi Research and Communications. Today, I will discuss with you a few aspects in relation to your experience of working with PMKVY trained youths. What we discuss here will remain confidential. The entire session will probably take about 1 hour. We will record your responses and tape the sessions, if you permit, to have an accurate record of the discussions.</p> <p>We would very much appreciate your participation in the evaluation, and your assistance to ensure that the information collected is as accurate as possible.</p>		
Q. No.	Question	Response
1.	<p>Please introduce yourself.</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Name, professional experience and job role at the organization 	
2.	<p>Please tell us about your enterprise?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Industry type, business of enterprise, number and type of employees, year of establishment, annual turnover 	
3.	<p>How many PMKVY trained youth have you employed till now and in last one year? Please elaborate the roles for which these youth are employed and the nature of recruitment?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Tentative representation of PMKVY trained youth-gender and PWD representation? What is the nature of recruitment – permanent or contractual? employee benefits (PF, Medical, overtime allowance etc.) provided to recruits 	
4.	<p>Please elaborate on how did your enterprise/organization happen to recruit PMKVY trained youth?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Did the training centre/ SSC contact you for placement or you had reached the TC/SSC? Were you involved in any kind of placement fair – like <i>Kaushal Rozgar Mela</i>? 	
5.	<p>What was the screening process adopted to recruit candidates? Are there any eligibility criteria for recruitment?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> recruitment procedure adopted i.e. interview, GD, written test conducted 	
6.	<p>Please share your experience of employing PMKVY trained youths? Please share your thoughts on how satisfied are you with recruiting PMKVY trained youth in your organization?</p> <p>Instruction: To be asked from supervisor or a person managing the employees directly</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Opinion about their quality of work, attitude towards work, skills and productivity? In terms of their quality of work, dedication, professionalism, skillsets etc. 	
7.	<p>If yes, please elaborate how PMKVY trained employees are different that non-PMKVY trained employees (in terms of parameters like technical skills, communication skills, attitude towards work, quality of work and productivity)?</p>	

	Instruction: To be asked from supervisor or a person managing the employees directly	
8.	Do you think they were job ready at the time when they had joined your organization after their training? Why or why not? [PROBE] <ul style="list-style-type: none"> • What additional skills they should have had • Also, would you continue recruiting them in the future? 	
9.	In your opinion, has there been any noted change or effect of recruiting PMKVY trained youth at this organization level? Is there any change in work environment, process efficiencies, profitability of business, proportion of rejected products (applicable for manufacturing companies), and accidents in work place as a result of employing PMKVY trained youth?	
10.	Do PMKVY trained youth get any premium in salary as compared to non-PMKVY trained youth? Will you be willing to pay premium to skilled/trained employees as compared to non-skilled employees? Please elaborate the reason for the same.	
11.	What suggestions would you like to provide to PMKVY programme and the training agencies to improve the job readiness of their trained candidates? [PROBE] <ul style="list-style-type: none"> • Any specific area prog should focus on e.g. technical skills, communication skills, attitude, productivity etc? • On job skills of trained candidate's vs job requirement • suggestion for trainers 	

RPL

[OPENING STATEMENT BY INTERVIEWER]		
<p>Namaste, my name is _____ and this is my colleague _____. We are working with Sambodhi Research and Communications. Today, I will discuss with you a few aspects in relation to your experience of working with PMKVY trained youths. What we discuss here will remain confidential. The entire session will probably take about 1 hour. We will record your responses and tape the sessions, if you permit, to have an accurate record of the discussions. We would very much appreciate your participation in the evaluation, and your assistance to ensure that the information collected is as accurate as possible.</p>		
Q. No.	Question	Response
1.	Please introduce yourself. [PROBE] <ul style="list-style-type: none"> • Name, professional experience and job role at this organization 	
2.	Please tell us about your enterprise? [PROBE]	

	<ul style="list-style-type: none"> • Business of enterprise, number and type of employees, year of establishment, annual turnover 	
3.	<p>How many PMKVY RPL certified youth do you have in your organization?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Number of PMKVY certified youth employed (total and annually) along with their gender and PWD representation? • What is the nature of recruitment – permanent or contractual? • Do you have a policy that new and current employees should necessarily be skill certified? • Are there any incentives given to candidates to ensure they undergo training? • Employee benefits (PF, Medical, overtime allowance etc.) provided to recruits 	
4.	<p>Please elaborate on how did you happen to associate with PMKVY RPL for certification of your employees?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Did the training centre/ SSC contact you for certification or you had reached the TC/SSC for certification? 	
5.	<p>Please elaborate if you find any difference in the employees after they have undergone RPL certification programme? Also, if any difference in RPL certified and non-certified candidates? (in terms of parameters like technical skills, confidence, communication skills, attitude towards work, quality of work and productivity)?</p> <p>Instruction: To be asked from supervisor or a person managing the employees directly</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Do you observe any difference in their technical skills? • Do you observe any difference in their soft skills, behaviour or professionalism? • Do you observe any difference in dedication and motivation towards work? • Do you observe any difference in the quality of work? • Do you observe any difference in their work efficiency? Can the difference in work efficiency be converted in monetary terms? • Any other? 	
6.	<p>Please share your experience of getting your employees RPL certified? Do you think your organization benefited in any way by getting your employees RPL certified? What is your opinion about the value of a government recognized skill certification programme?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • In terms of their quality of work, dedication, professionalism, skillsets etc. • Impact on organization by having RPL certified youth 	
7.	<p>Can you share any experience how PMKVY RPL certification has impacted the certified employees? Please give specific examples</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • In terms of their quality of work, income, employment opportunities 	

8.	<p>What suggestions would you like to provide to PMKVY RPL programme and the training agencies to make it more effective?</p> <p>[PROBE]</p> <ul style="list-style-type: none">• Suggestions for orientation, bridge training, assessment, certification• What should else should be included as part of this programme• If any, what suggestion do you have on assessment and certification process?• If any, what suggestion do you have for the trainers and facilitators?• Any other suggestions?	
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IN-DEPTH INTERVIEW WITH SECTOR SKILL COUNCIL (SSCs)

Note to facilitators: Instructions to facilitators are in standard print. Prompts are provided, to be read out when needed (for example, if the respondent does not understand a question, or to help encourage further discussion). Respondent for this IDI will be a representative of the SSC who is involved in implementation of PMKVY related activities.

Verbal informed consent for respondent [READ OUT].

About the study

This study is being conducted by team members from Sambodhi Research and Communications Private Limited, India and facilitated by NSDC. The purpose of this survey is to understand your experience of implementing PMKVY scheme, its bottlenecks and suggestions for course correction.

Your participation

Participation in this research is confidential (participants will only be identified by a study number, not by name) and entirely voluntary. Withdrawal with no adverse consequences is possible at any time without having to give a reason. If you agree to take part, you will be invited to participate in an interview to explore your views in more detail. If consent is given, the interview may be tape-recorded. There is no financial reimbursement for taking part in the study.

How will confidentiality be ensured?

The transcripts of meetings and interviews are only available to the investigator. Information obtained through interviews will be used in aggregate form and no person will be singled out. Where transcripts are quoted, no reference will be made to your name. All transcripts will be kept in a password protected file on the investigator computer for the duration of the acceptance of the report by examiners, after which they will be destroyed.

Consent for interview

"I have understood the verbal explanation concerning this study and I understand what will be required of me and what will happen if I take part in it. My questions concerning this study have been answered by the researcher. I understand that at any time I may withdraw from this study without giving a reason. As the representative of my organization, I agree to take part in this study."

Respondents identification [FILL IN THE DETAILS]

- a. Name of the Respondent: _____
- b. Designation of the respondent: _____
- c. Signature of the respondent: _____
- d. Contact Number of the respondent: _____
- e. SSC: _____
- f. Date: _____

STT

[OPENING STATEMENT BY INTERVIEWER]		
<p>Namaste, my name is _____ and this is my colleague _____. We are working with Sambodhi Research and Communications. Today, I will discuss with you a few aspects in relation to your experience of implementing PMKVY for unemployed youth primarily school/college dropouts. What we discuss here will remain confidential. The entire session will probably take about 1 hour. We will record your responses and tape the sessions, if you permit, to have an accurate record of the discussions.</p> <p>We would very much appreciate your participation in the impact evaluation of the program, and your assistance to ensure that the information collected is as accurate as possible.</p>		
For STT trainings		
Q. No.	Question	Response
1.	<p>Please elaborate on your role for PMKVY implementation and tell us about the SSCs and job roles under your purview.</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Role in PMKVY implementation • Sectors, courses and areas for which the SSC is responsible 	
2.	<p>Could you please elaborate on the complete process of your involvement in implementation of PMKVY? Please mention separately for STT and RPL component</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Development of courses curriculum • How QPs/NOS are prepared for different job roles • How training of trainers is conducted • Assessment and certification process • Role in the placement process 	
3.	<p>Please elaborate on the process of development of QPs and training curriculum for job roles in your sector? How do you ensure that they are in line with the requirement of the job role?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • About the involvement of employers, technical experts • Current feedback mechanism from NSDC, Training provider, trainees, assessment agencies, trainers to up-grade revise the training material/course offered 	
4.	<p>Please explain if and how your SSC is involved in training of trainers for the job roles related to your SSC?</p>	

	<p>[PROBE]</p> <ul style="list-style-type: none"> • How is the ToT conducted in different job roles in your sector? • What is the frequency of training of trainers under different job roles? • What are the major challenges in the process of training of the trainers? 	
5.	<p>How would you describe your experience of working in collaboration with other stakeholders such as NSDC, MSDE, TPs, AAs for implementation of PMKVY? Please share what are the major challenges you face in working with these stakeholders and how they can be resolved?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Do you feel any kind of restrictions (technical, financial, administrative) in working in collaboration with NSDC, TPs or AAs? • Is NSDC supportive with issues at the SSC level? 	
6.	<p>Do you think that the training partners are adhering to their responsibilities that way they should? Please elaborate the gap areas in which the training partners can improve both for STT and RPL component</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Training, quality of trainers, placements, mentoring 	
7.	<p>According to you what are the key challenges in the effective implementation of STT component of PMKVY and how these challenges can be addressed to make the STT more effective</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Related to affiliation and onboarding, preparation of course curriculum and QPs, monitoring of training, training of trainers' assessment, certification, placement support • challenges with financial/budgetary aspect of the program? Explain. 	
8.	<p>According to you what are the key challenges in the effective implementation of RPL component of PMKVY and how these challenges can be addressed to make the RPL certification more effective</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Related to affiliation and onboarding, preparation of course curriculum and QPs, monitoring of training, assessment, certification • challenges with financial/budgetary aspect of the program? Explain. 	
9.	<p>What measures do you think should be taken to make STT trained candidates more job ready?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Improvement in training, addition in practical component, change eligibility requirement • Change in trainer recruitment process • Change in the teaching curriculum and methodology • Change in the process of placement and post placement support to trainees 	
10.	<p>What policy level recommendations would you like to provide for improvement of PMKVY programme? Please suggest separately for STT and RPL programme as applicable</p>	

	<p>[PROBE]</p> <ul style="list-style-type: none"> • Regulatory mechanisms • Process level changes required 	
11.	<p>Do you think the quality of currently implemented government funded skill development programmes improved as compared to the previously implemented programmes? Specifically, how has PMKVY improved over previously implemented skill development programmes</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • In terms of implementation, outcomes targets, processes, rigour 	

Impact on Sector

Please elaborate what do you think has been the impact of PMKVY programme in your sector/industry. Also, please share specific impact specific to some job roles in your sector? Can you share some numbers/evidence?

[PROBE]

- Gap in skilled workforce requirement that PMKVY is able to address
- Outputs and outcomes PMKVY have been able to achieve in their sector
- Change in productivity/efficiency at enterprise level

IN-DEPTH INTERVIEW WITH ASSESSMENT AGENCIES (AAs)

Note to facilitators: Instructions to facilitators are in standard print. Prompts are provided, to be read out when needed (for example, if the respondent does not understand a question, or to help encourage further discussion). The respondent for this IDI would be any representative of the AA who is involved in implementation of PMKVY.

Verbal informed consent for respondent [READ OUT].

उत्तरदाता के लिए मौखिक सूचित सहमति [पढ़ें]।

About the study

अध्ययन के बारे में

This study is being conducted by team members from Sambodhi Research and Communications Private Limited, India and facilitated by NSDC. The purpose of this study is to understand your views about the PMKVY assessment process and the PMKVY scheme.

Your participation

आपकी भागीदारी

Participation in this research is confidential (participants will only be identified by a study number, not by name) and entirely voluntary. Withdrawal with no adverse consequences is possible at any time without having to give a reason. If you agree to take part, you will be invited to participate in an interview to explore your views in more detail. If consent is given, the interview may be tape-recorded. There is no financial reimbursement for taking part in the study.

How will confidentiality be ensured?

The transcripts of meetings and interviews are only available to the investigator. Information obtained through interviews will be used in aggregate form and no person will be singled out. Where transcripts are quoted, no reference will be made to your name or without your permission. All transcripts will be kept in a password protected file on the investigator computer for the duration of the acceptance of the report by examiners, after which they will be destroyed.

Consent for interview

"I have understood the verbal explanation concerning this study and I understand what will be required of me and what will happen if I take part in it. My questions concerning this study have been answered by the researcher. I understand that at any time I may withdraw from this study without giving a reason. As the representative of my organization, I agree to take part in this study."

Respondents identification [FILL IN THE DETAILS]

उत्तरदाताओं की पहचान [विवरण में भरें]

- a. Name of the Respondent: _____
- b. Designation of the respondent: _____
- c. Signature of the respondent: _____
- d. Contact Number of the respondent: _____
- e. Assessment Agency Name: _____

f. Assessment Agency Address: _____

g. Date: _____

[OPENING STATEMENT BY INTERVIEWER]

Namaste, my name is _____ and this is my colleague _____. We are working with Sambodhi Research and Communications. Today, I will discuss with you few aspects in relation to your experience of conducting assessments under PMKVY. What we discuss here will remain confidential. The entire session will probably take about 1 hour. We will record your responses and tape the sessions, if you permit, to have an accurate record of the discussions.

We would very much appreciate your participation in the impact evaluation of the program, and your assistance to ensure that the information collected is as accurate as possible.

Q. No.	Question	Response
1.	<p>Please introduce yourself and tell us about your Assessment Agency.</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Name, age, educational and professional qualification • Your role as part of AA • Sectors and courses in which the assessment is done by your AA. 	
2.	<p>Please elaborate on the complete process of the assessment test is prepared and if any pre-screening of candidates is done before the test? Is this process different for STT and RPL? Please elaborate</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • How and who prepares the assessment test and who checks the tests? • If any, what all screening is done of the candidate before the assessment test? • Orientation about the assessment process? 	
3.	<p>Please elaborate the process adopted for conducting assessment test for STT? What are the key limitations in the current process?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Language in which assessment test is conducted • If any special arrangements for the candidates facing difficulty in reading and writing • Limitations in following the current assessment procedure 	
4.	<p>Please elaborate the complete process of assessment for RPL candidates? What are the key limitations in the current process?</p>	

	<p>[PROBE]</p> <ul style="list-style-type: none"> • Language in which assessment test is conducted • If any special arrangements for the candidates facing difficulty in reading and writing <p>Limitations in following the current assessment procedure</p>	
5.	<p>Please elaborate about process of certification followed? Please mention if there is any difference in certification process for STT and RPL?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Process and time duration between assessment test and award of certificate • Reasons for delay in certification 	
6.	<p>How would you describe your experience of working in collaboration with other stakeholders such as NSDC, SSCs, TPs etc?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Highlight if there is any difference in stakeholder collaboration in STT and RPL programme • Bottlenecks in current process in working with these stakeholders • How stakeholder collaboration can be improved 	
7.	<p>Do you think that the training partners are adhering to their responsibilities that way they should? Please elaborate the gap areas in which the training partners can improve both for STT and RPL component</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Quality of training, quality of trainers, placements, mentoring 	
8.	<p>What are the key factors which are affecting the performance of candidates in the assessment test and what are your views on the inter training centre variability in the performance of candidates in the assessment test?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Trainer quality, infrastructure of the training centre, training methodology, student quality, student efforts 	
9.	<p>What feedback would you like to provide to training partners and SSC for improving the performance of trainees in assessment tests for both STT and RPL candidates?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Would you like to provide feedback to SSCs for improving the course curriculum in relevance to respective jobs? • Would you like to suggest a better orientation session for RPL candidates? 	
10.	<p>What challenges do you face in implementation of PMKVY? List separately for STT and RPL</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Any procedural changes required in assessment and certification phase under PMKVY? • adequacy of infrastructure for conducting assessment? • Are there any regulatory challenges faced by AAs in assessment? • Do you face challenges with a financial/budgetary aspect of the program? Explain. 	

	<ul style="list-style-type: none"> • Any other? 	
11.	<p>What do you think can be a solution to the above listed challenges/bottlenecks faced? List separately for STT and RPL</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Do you have any specific strategy to ensure that the tests are of accepted quality? • Would you like to recommend any innovative ways of assessment in the different job roles? 	
12.	<p>How do you think the STT and RPL programme can be made more effective for the trainees and employers?</p>	

FGD WITH NSDC REPRESENTATIVES IMPLEMENTING PMKVY

Note to facilitators: *Instructions to facilitators are in standard print. Prompts are provided, to be read out when needed (for example, if the respondent does not understand a question, or to help encourage further discussion).* The respondents of this FGD would be NSDC staff who represent various departments and are involved in implementation of PMKVY.

Verbal informed consent for respondent [READ OUT].

About the study

This study is being conducted by team members from Sambodhi Research and Communications Private Limited, India and facilitated by NSDC. The purpose of this study is to understand your perceptions on the implementation of the program – PMKVY.

Your participation

Participation in this research is confidential and entirely voluntary. Withdrawal with no adverse consequences is possible at any time without having to give a reason. If you agree to take part, you will be invited to participate in an interview to explore your views in more detail. If consent is given, the interview may be tape-recorded. There is no financial reimbursement for taking part in the study.

How will confidentiality be ensured?

The transcripts of meetings and interviews are only available to the investigator and research team members. Information obtained through interviews will be used in aggregate form and no person will be singled out. Where transcripts are quoted, no reference will be made to your name without your prior permission. All transcripts will be kept in a password protected file on the investigator computer for the duration of the acceptance of the report by examiners, after which they will be destroyed.

Consent for interview

“We have understood the verbal explanation concerning this study and we understand what will be required of us and what will happen if we take part in it. Our questions concerning this study have been answered by the researcher. We understand that at any time we may withdraw from this study without giving a reason. As the representatives of NSDC PMKVY team, we agree to take part in this study.”

Respondents identification [FILL IN THE DETAILS]

S.No.	Name of the Respondent	Department	Ph No	Consent Provided (Y/N)
1				
2				
3				
4				
5				
6				
7				

Date: _____

[OPENING STATEMENT BY INTERVIEWER]	
<p>Namaste, my name is _____ and this is my colleague _____. We are working with Sambodhi Research and Communications. Today, I will discuss with you a few aspects in relation to your experience of implementing PMKVY for unemployed youth primarily school/college dropouts. What we discuss here will remain confidential. The entire session will probably take about 1-1.5 hour. We will record your responses and tape the sessions, if we have the permission of your group, to have an accurate record of the discussions.</p> <p>We would very much appreciate your participation in the impact evaluation of the program, and your assistance to ensure that the information collected is as accurate as possible. We would request you to respond one by one to our questions and specific to your role in implementing PMKVY</p>	
Q. No.	Question
1.	Please introduce yourself and tell us about your role with implementation of PMKVY program.
2.	<p>Please explain the process of implementation of PMKVY specific to your role and department?</p> <p>[PROBE] Process for the component each person is looking at</p>
3.	<p>According to you what are the major challenges in the implementation of PMKVY and specific to your role? Please elaborate challenges separately for STT and RPL components.</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Mobilizing, training, passing of candidates, placement, retention of candidates in jobs and training • Working/coordinating with other stakeholders – TPs, AAs, SSCs etc? • Implementation in a particular geography • Monitoring aspect of the program • Financial or budgetary issues
4.	<p>Do you think that generally the training partners are adhering to their responsibilities that way they should? Please elaborate on the areas which in which the training partners can improve. Please mention separately for STT and RPL components.</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Training, quality of trainers, placements, mentoring, centre infrastructure
5.	<p>Please enlist the different approaches or best practices that are currently being adopted to improve the effectiveness of implementation of the programme in each of your domain.</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Quality assurance protocols, monitoring mechanisms (concurrent and periodical) • Any strategy to ensure that the trained candidates are placed with the relevant job role? • Any strategy to follow up with the placed candidates to provide any handholding support
6.	<p>What suggestions would you like to provide for the improvement of the current implementation process?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Do you have specific suggestions for any processes like mobilization, counselling enrolment, training/orientation, assessment, certification, placement? • Ensuring better coordination within stakeholders • Do you have any suggestions for target allocation to TPs, basic facilities and infrastructure at TCs etc?
7.	<p>Can you share your views or experience on the benefits of PMKVY to its beneficiaries both for STT and RPL component separately?</p> <p>[PROBE]</p>

	<ul style="list-style-type: none"> • Change in proportion of trained youths in the country in the last two years (post PMKVY)? • Change in income of trained youth due to enhanced skill? • Change in productivity of enterprises employing PMKVY trained? • Change in social welfare with the training of unemployed youth? • PMKVY trained youth having a competitive advantage over others? <p>Effect of certification through RPL?</p>
8.	<p>Would you like to share any policy level suggestions for improving the implementation and effectiveness of STT and RPL components?</p> <p>[PROBE] What changes would you like to see in future PMKVY scheme implementation?</p>
9.	<p>How do you think PMKVY programme can be made sustainable in the future?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Financial sustainability • Sustainability of enrolments • Placement sustainability

IN-DEPTH INTERVIEW WITH MSDE REPRESENTATIVE

Note to facilitators: Instructions to facilitators are in standard print. Prompts are provided, to be read out when needed (for example, if the respondent does not understand a question, or to help encourage further discussion). Respondent of this IDI will be any representative of MSDE who is involved in implementation or monitoring of PMKVY from MSDE

Verbal informed consent for respondent [READ OUT].

About the study

This study is being conducted by team members from Sambodhi Research and Communications Private Limited, India and facilitated by NSDC. The purpose of this study is to understand your perceptions on the implementation of the program – PMKVY.

Your participation

Participation in this research is confidential and entirely voluntary. Withdrawal with no adverse consequences is possible at any time without having to give a reason. If you agree to take part, you will be invited to participate in an interview to explore your views in more detail. If consent is given, the interview may be tape-recorded. There is no financial reimbursement for taking part in the study.

How will confidentiality be ensured?

The transcripts of meetings and interviews will be available only to the investigator and the research team. Where transcripts are quoted, no reference will be made to your name without your permission. All transcripts will be kept in a password protected file on the investigator computer for the duration of the acceptance of the report by examiners, after which they will be destroyed.

Consent for interview

“I have understood the verbal explanation concerning this study and I understand what will be required of me and what will happen if I take part in it. My questions concerning this study have been answered by the researcher. I understand that at any time I may withdraw from this study without giving a reason. As the representative of my organization, I agree to take part in this study.”

Respondents identification [FILL IN THE DETAILS]

- a. Name of the Respondent: _____
- b. Signature of the respondent: _____
- c. Designation of the respondent: _____
- d. Department (Working Division of MSDE): _____
- e. Contact Number of the respondent: _____
- f. Date: _____

[OPENING STATEMENT BY INTERVIEWER]		
<p>Namaste, my name is _____ and this is my colleague _____. We are working with Sambodhi Research and Communications. Today, I will discuss with you a few aspects in relation to your experience of implementing PMKVY for unemployed youth primarily school/college dropouts. What we discuss here will remain confidential. The entire session will probably take about 1 hour. We will record your responses and tape the sessions, if you permit, to have an accurate record of the discussions. We would very much appreciate your participation in the impact evaluation of the program, and your assistance to ensure that the information collected is as accurate as possible.</p>		
Q. No.	Question	Response
1.	<p>Please introduce yourself and tell us about your role with implementation of PMKVY program.</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Name, designation, roles and responsibility in PMKVY implementation 	
2.	<p>Can you please elaborate how does MSDE ensure monitoring and evaluation of implementation of PMKVY?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> What aspects of programme are regularly monitored? Financial monitoring At MSDE how do you measure the effectiveness of the program? 	
3.	<p>Please elaborate about the different approaches being currently followed to improve implementation of PMKVY at a strategic level (quality of training, placements)? Please list separately for STT and RPL where ever applicable</p> <p>[PROBE]</p> <ul style="list-style-type: none"> For increasing enrolments Quality of training to ensure increased placement of the trained candidates? monitoring of PMKVY implementation making trainings more relevant to employers Any other best practices adopted 	
4.	<p>Do you think the quality of currently implemented government funded skill development programmes improved as compared to the previously implemented programmes? What are the key process level changes leading to these changes?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> In terms of implementation, placements, targets, processes, rigour Comparison specific to PMKVY 	
5.	<p>What are the existing challenges in the implementation of skill development programmes in general? Do you think PMKVY has been able to address few of these challenges? If yes, how</p>	
6.	<p>According to you, what are the major challenges in the implementation of STT programme under PMKVY?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Challenges in different stage of programme implementation (mobilization, enrolment, training, assessment, certification, placement, post certification support) External factors like lack of jobs, anti-globalization Key challenge Stakeholder coordination changes – NSDC, TPs, AAs, SSCs etc? Financial challenges in programme implementation 	
7.	<p>According to you, what are the major challenges in the implementation of RPL programme under PMKVY?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> Challenges in different stage of programme implementation (mobilization, enrolment, training, assessment, certification, placement, post certification support) External factors like lack of jobs, anti-globalization 	

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

	<ul style="list-style-type: none"> • Key challenge • Stakeholder coordination changes – NSDC, TPs, AAs, SSCs etc? • Financial challenges in programme implementation 	
8.	<p>Please provide implementation/operational level recommendations for improvement of PMKVY? Please provide suggestions separately for STT and RPL as applicable</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Take reference to the challenges stated in the above questions • Suggestions specific to STT processes like mobilization, counselling, enrolment, training/orientation, assessment, certification, placement? • Suggestions specific to RPL processes like mobilization, counselling, enrolment, orientation, bridge training, assessment, certification • Do you have any suggestions on the process of onboarding of stakeholders, role distribution or development of training materials? • Any other suggestions? 	
9.	<p>What policy level recommendations would you like to provide for improvement of PMKVY programme? Please provide recommendations separately for STT and RPL as applicable</p>	
10.	<p>Can you please throw some light on achievements and impact of PMKVY programme at a macro level?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Impact on youth (employment, income), employers, skill development ecosystem, economy, 	
11.	<p>What do you suggest can be done to make PMKVY programme more sustainable?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • Financial sustainability • Programme 	
12.	<p>If yes, how do you think the economic and tax policies are creating a favourable environment so that skill development can contribute to improved productivity, employment growth and development?</p> <p>[PROBE]</p> <ul style="list-style-type: none"> • If other policies like Make India, MUDRA are creating a favourable environment for PMKVY? 	