A STUDY ON THE IMPACT OF PRADHAN MANTRI KAUSHAL VIKAS YOJANA (PMKVY) IN GANJAM DISTRICT OF ODISHA

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Introduction:

Over the years Indian economy has experienced a high growth rate making it one among the fastest growing economies of the world. Structural transformation in the economy has been one of the driving forces behind the growth scenario of India. The growth rate picked up from an average of 3.5 per cent per annum between 1950s -80s to 5.4 per cent in 1980s-90s. According to Goldman Sachs Report (2003), "over the next 50 years BRIC economies could become a larger force in Global economy" and India has the potential to become the strongest economy among the BRIC countries. India's preponderantrole was highlighted;inter alia,due to its demographic dividend. Demographic transition was taking place in terms of high birth rate and high death rate to high birth rate and low death rate. As per the NSS 38th round report the share of workforce in agriculture was 81percent in 1983 which declined to 58 percent in 2018 as per the Periodic Labour Force Survey (PLFS, 2018). During the same period rural non-agriculture employment increased by 23 percent.There has beena shift of theworkforce from farm to non-farm sector, but complete transfer of surplus labour from farm to non-farm sector did not happen due to lack of skill. It was for the first time in history of Indian economy that the11thfive-yearplan document (2008) comprised ofa dedicated chapter on skill challenges faced by Indian economy. High growth rate during the post liberalization period has been one of the reasons for emerging skill shortages in Indian economy, as the importance of industrial and service sector has escalated. Consequently, government of India has drafted many documents for addressing the skill shortage. World Economic Outlook has ranked India among the top ten growing economies during 2015 and 2016.Currently there is around 62 per cent of population under active workforce. It is estimated that India will have the opportunity of demographic dividend by the year2040 (Chenoy, 2014). Large share of youngpopulation can be considered as the greatest asset for India to become a labour powerhouse.

Though there has been extensive human resources and natural advantages and

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flourishing economy, inter alia, greater challenge is omnipresent in the form of 'Unemployment'. Situation is pathetic like penny wise and pound foolish, where in massive size of young and educated workforce has not been contributing back to the country's Gross Domestic Product (GDP).This has been crippling the progress of the nation as a whole. All the schemes which tried to address this component have only proved to be quasi and lack buoyancy in their approach and execution.

Duringthe period of 1999-2000 and 2009-10, share of workforce in agricultural sector has declined from 59.9 per cent to 53.2 percent. The decline in share of primary sectorin employment has not been fast enough. The share of industry and services in total output has increased sharply from 1999-2000 and 2009-10, but their share in employment still remined low. Thus, creating employment in the non-agricultural sector and shifting the surplus workforce from agriculture to non-agricultural sector was very crucial. This aspect was focused during the 12thfive years plan by setting objectives for decent work and productive employment. The goal was to provide decent employment opportunity to the workforce so that equity and efficiency will be achieved in the economy. Transforming surplus labour from agriculture to industry and service sector will ensure equity and efficiency but in terms of productivity it may not be optimal. The employment elasticity of labour employed in non-agricultural sector may not be referred as being employed productively, there will be lack of potential efficiency. In order to achieve productive employment, objective target was set for the movement of the unskilled labour from farm sector to unorganized industry or service sector, and movement of labour from informal employment in unorganized sector to formal employment in organized sector. In this direction, Ministry of Human Resource Development (MHRD) constructed a task force, i.e., National Skills Qualification Framework (NSQF) thatcame into existence in 2013. However, vocational education was largely remained an ignored subject until the year 2007.

Skill Development Scenario in India:

Skill development in India has gained its importance from the 11thfiver-year plan, when it was explicitly observed that growth rate of GDP has beenincreasing but skill development could not cope up with it. Large growth rate of GDP was accompanied by an acute shortage of skilled manpower in Indian economy. Currently there is a considerable skill shortage in the labour market due to mismatch between the skills possessed by workforce and the skills required by the industry (Malik & Venkatraman, 2017). A paradoxical situation can be observed in India, a large number of youthshas been grappling with the massive unemployment. On the other hand, the industrial and service sectorshave beenreporting insufficient levels of skilled manpower. There are around 3239 polytechnic

institutions and 14,312 Industrial training Institutions who are imparting training to 20 million students every year. It has been estimated by National Skill Development Corporation (NSDC) that there isan additional requirement of around 109.73 million skilled workforces by the year 2022 across 24 key sectors (MSDE, 2015).

The education system of India was not structured in way which will recognize the importance of vocational education at the elementary level. Importance is being given towards the higher education by the society, and the societal mind structure has been constructed in such a way which does not emphasizethe importance towards vocational education. Kothari commission (GoI, 1966) has recommended for implementing vocational education at higher secondary level, but the implementation has not been successful. Growing pressure on higher education system was investigated later by Kulandaiswamy Committee (GoI,1985). It came up with a recommendation that generic model of vocational education and training should be started at post school education. In the year 1992,India launched the scheme of Vocationalization of secondary education by the recommendation of Kulandaiswamy Committee. The main objective of introducing this program was to reduce the burden on higher education and creating an environment and attitude for vocational education among the students (Agarwal & Indra Kumar, 2014).

The 11thfive-year plan document highlighted the fact of skill shortage in India. It stated that compared to the global average of 70 per cent of workforce receiving skill training, India's stand was at 10 per cent. It was only 10 per cent of the work force who were receiving skill training in India during the year 2008 (Planning Commission, 2008). NSSO 66thround highlighted the transition in the sectoral contribution of GDP. High growth rate of GDP created a large skill shortage,necessitatingimmediate policy framework. It resulted in the document of 12th five-year plan namely "Creating Employment". It was then followed by a taskforce by MHRD which called for framing a model to impart skill training to the youth in India. The discussions in the taskforce resulted in the formation of NSQF and India landed in the way of adopting Anglo Saxon model , which was then followed by a lot of other developing countries (Mehrotra, 2020). The NSQF aims at providing the skill training based on industry specific need. The world was witnessing the success of German Dual Model of skill training which aims at providing specific skill training. But it was not feasible for India to adopt such a model considering the high need of industry skill shortage. Ontheselines, Government has initiated various skill development programmes. PMKVY program is one among them which was introduced in the year 2015. Although government has proceededwith formulating various skill development programmes but the employability outcome with respect to the skill learning has remained under scepticism. As PMKVY

program is one of the largest skill development programs by India which aimedto skill over 10 million youth by 2020, it is important to investigate the outcomes of this scheme.The relevance of the study lies in the current scenario of employability in India. Neo liberal era has enabled India to witness high growth rates, but this growth rate has been largely characterized by jobless growth. Juggernautlies in the employability of the workforce. Utilizing the demographic window of opportunity requires skilling the labour force. In this context government has formulated initiatives but the ground level achievement needs to be investigated.

The context of Odisha:

The above analysis clearly depicts the major concern of employability in India. Demographic profile of India provides an advantage which India could use to boost up its economy. Decadal growth rate of population has shown that major proportion of population is in the age group of 15-59 years (Census,2011). However, India possesses the demographic advantage, converting the demographic advantage into demographic dividend entailsan active participation of the working age population towards country's accomplishments whichis not yet achieved in India. Providing a decent employment opportunity and ensuring skills of the workforce are the two major concerns for India, which has been reflected in government's policy framework from 2008. The concern is very serious for Odisha. According to the PLFS data 2019-20 unemployment rate in Odisha peaked at 15.7 per cent in Current Weekly Status (CWS). PLFS data also portrays that Odisha has remained in the top-5 states in India with a high unemployment rate since 2017-18, hence showing that unemployment as a perennial problem in Odisha. Atthis juncture,it is pertinent to investigate the role of skill development programs in providing skill and placement. The main motive of the study is to investigate how the PMKVY skill development program has been thriving to address the skill shortage in Odisha. Considering that majority of the trainees are recorded from Ganjam District, it will be helpful to understand the role of the scheme in addressing the skill shortage and capturing the socio-economic backwardness in Ganjam District.

Odisha has always been sighted as a poverty ridden state due to the high presence of socio-economic and regional disparities. On the one side, cities like Rourkela and Bhubaneswar are witnessing high growth, whereas the southern region and Kalahandi-Balangir- Kandhamal (KBK) region has seen or witnessed a very low level of growth and progress. The concern is very high for Ganjam district of Odisha which happens to be the highest populated district in Odisha but in terms of the socio-economic performance, it falls behind because of social and regional dynamics. Literacy level for Ganjam district is 71.09 percent with male literacy of 70.99 percent and female literacy of 61.13 per cent, this

represents a clear gender disparity in termsof literacy. According to Odisha Economic Survey 2020-21, the state witnessed an average annual GDP growth rate of 7.1 percent between 2012-13 and 2019- 20. Dropout rates increased from 1.63 per cent in 2014-15 to 5.42 in 2018-19. The minimum Right to education (RTE) norms are not being maintained and achieved in government schools, from maintaining the student-teacher ratio to enabling a support system for teachers. This is a serious issue in Ganjam district of Odisha. In 2020 due to poor enrolment ratio, 433 primary and upper primary schools were proposed for merging with nearby bigger schools. Prior to that in 2016, many primary schools were merged and the villagers were not in favour of enrolling their children into merged government school, they rather preferred to enrol them in private schools. However, marginalized sections could not proceed towards private schools due to financial incapacities. The growingprivate schools and poor enrolment ratio in government school lead to stark concern with regard to quality education in Ganjam district. 2011 Census shows that Ganjam district has 52 per cent of SC population, which is one among the highest in the state of Odisha. Most of them could not afford private schooling for their children; on the other hand, the government schools are devoid of quality education. High dropout rates and lack of quality education has remained the major concern in theGanjam district. Mass migration of the workforce to other states has adversely affected the economy of the district.The economic growth in Odisha increased from 7.4 per cent in 2017-18 to 8.4 percent in 2018-19, but it overtakes the national average of unemployment. The unemployment rate in 2017-18 was 7.1 per cent in Odisha compared to the all-India average of 6.1 per cent. Atthis juncture, PMKVY program is of great opportunity to provide skills to the workforce which couldhelp them with better livelihood opportunities. Ganjam district has the highest population of Odisha (Census,2011) and stands at fourthin terms of total trained candidates under PMKVY (PMKVY dashboard). Hence the relevance of the study in selected study area is quite relevant.

Objectives:

i. To understand the functioning of Pradhan Mantri Kaushal Vikash Yojana.

ii. To evaluate the impact of PMKVY training.

iii. To suggest remedies based the findings of the study.

Methodology:

This study is based on primary observations, which aims to identify the challengesin the course of implementation and bring out the probable outcomes of PMKVY scheme. Qualitative research method has been adopted to carry out the research. The impact

evaluation of the training program requires aground level analysis in terms of implementation, personal observation, participant's motivation and preference towards the training and the functioningof the training centres. Pilot study was conducted for obtaining insightsconcerning research scope, relevance and probability. It was followed by review of literature Data was collected from three different stakeholders of the scheme such as trainees undertaking the training, trainees who had completed the training and the trainers. Convenience sampling and cluster random sampling method was applied during the sampling process, which enabled us to pick up 171 trainees as sample. A well-structured questionnaire was prepared to collect the primary data.

About PMKVY:

The PMKVY program introduced by Government in the year 2015, aims at addressing the labour market issues of Indian economy. An allocation of Rs.12,000 crore was made to impart skill to 10 million youth by 2020. The massive program was carried out by collaboration with the private partners to provide adequate skills at free of cost to the workforce. The major objective was to provide skills to the dropouts, certify the workers with prior skills and to uplift their standard of living.

This flagship training programme by the government of India is implemented by the NSDC under the guidance ofMSDE. It was first launched in the year 2015 on the occasion of World Youth Skills Dayon 15thJuly. After the successful implementation of first phase, PMKVY 2.0 was launched in 2016 for the estimatedperiod of 2016-2020 to provide skill training to 10 million youth under various job roles. The current study is the assessment of PMKVY 2.0 programme. This is a training programme that aims to improvethe skills of the youth over a period of time. The scheme facilitates the trainees with skilled hand certificate, which will help them in achieving a better employment. A third-party training provider is also engaged by the implementing agency to assess the training for a standardized skill development system. The training partners play a pivotalrole in this particular scheme by helping to create a pool of trained workforce as per the industry specific requirements. The Central government has allocated Rs. 12,000 crores for the period of 2016-2020 The scheme provides training to the workforce under various sectors such as, Agriculture, Apparel, Automotive, Aviation & Aerospace, Beauty and wellness, BFSI, Capital Goods, Construction, Domestic workers, Electronics and hardware, Food Processing, Furniture and Fittings, Gems and Jewellery, Green Jobs, Handicraft and Carpet, Healthcare, Hydrocarbon, Infrastructure and equipment, Iron and Still, Information and technology, Leather, Life Science, Logistics, Management, Media and Entertainment, Mining, Paints and Coatings, Plumbing, Power, PWD, Retail, Rubber, Sports, Telecom, Textiles & Handlooms, Tourism and

Hospitality etc. There are different job roles under each of these specific sectors. The followings are the different components of PMKVY,

i. Short Term Training (STT):

The short-term training under PMKVY programme is expected to benefit the candidates who are either school/college dropouts or unemployed. The candidates have to enrol in the training centre as per the availability of different job roles in various training centres in a particular area. Apart from providing the training under NSQF, the training centres also impart training on soft skills, entrepreneurship, financial and digital literacy. The duration of training under the STT varies from each job role, from a range of 150 hours to 500 hours in duration (of four months). After the successful completion of the training the candidates were to be provided placement assistance by training partners.

ii. Recognition of Prior Learning (RPL):

The RPL aims at those who have prior skills but neither assessed nor certified. It tries to align the unregulated workforce under the NSQF. If one candidate fails to appear in the assessment under STT, he/she can be re-joined in the training programme in the RPL category. Individuals having prior learning skills or experience shall be assessed and certified under the RPL component of PMKVY scheme.

iii. Special Projects:

Special projects envisage for the creation of a platform which will facilitate training in the exclusivecentresunder the premises of government bodies, corporation or industry bodies. It is designedfor the vulnerable and disadvantaged sections of the society. majority of themdo not possess any formal skill or knowledge to be able to work in formal or in any specific sector.

iv. Placement:

Placement assistance is the crucial component of PMKVY Scheme. Trainees should be provided with employment opportunities within threemonths of completion of the training for both STT and Special Project. The training partners have to map the skill acquired by the trainees and the industry requirement and provide them the placement accordingly.

v. Kaushal Mela and Rojgar Mela:

The training centres need to conduct Kaushal Mela perevery six months in order to generate awareness about the training program in their respective locality and community. The main purpose of conducting Kaushal Mela is to create awareness by informing the localities about the scheme and proposed benefits. Each of the training partners is entitled a sum of Rs. 20,000 for conducting a Kaushal Mela. In the same way the training partners

need to conduct Rojgar Mela perevery Six-month interval to provide placement to the trainees who have completed the training but not yet placed. A minimum of four employers must come to the Rojgar Mela to offer placement.

Impact Evaluation of PMKVY:

The PMKKY is unique in nature because of its target towards the upliftment of the employment prospects among the youth. Considering the demography of Odisha, Ganjam district is the highest populated district with a population of 35.3lakhs. Out of this large population, 17 percent are the marginal workers and 57 percent are unemployed, which add into the unemployment discourse across the region. High dropout rates and low-quality education has hampered the quality of human capital. Transforming the human capital through ensuring quality education and a decent standard of life will not be a feasible solution in short-run. However, skill development could be one such aspect which may enrich the youth formal skill along with certification and placement, thereby ensuring their employment. PMKVY scheme has been formulated in addressing this particular problem, it facilitates a framework under which the unemployed youth and dropouts could get an opportunity to learn skills and get employed. Ganjam district has recorded the largest number of training centres in Odisha.Hence, it is of paramount importance to investigate whether the trainees have been able to acquire a decent employment/standard of living by receiving the skill training through PMKVY.

Table 1.1 Datapro Training Centre, Berhampur

Sl. No	Sector	Job role	Hours per day	Course Duration-Months	Maximum students in each job role
1	Electronics	FTNS	4	4	40
2	Electronics	FTCP	4	4	40
3	Electronics	CCTV	4	4	40
4	Electronics	DTH	4	4	40
5	Electronics	Solar	4	4	40

Source: collected and compiled by researcher

Note: FTNS- Field Technician Networking and Storage, FTCP- Field Technician Computer and Peripherals, CCTV- Closed Circuit Television, DTH- Direct to Home.

Table 1. shows the basic information about the training centres. Electronics sector was found to be of a major sector under which most of the trainees were undertaking the training. It was further divided into five different job roles. Duration of each course was about

four months. Every day the trainees were provided with the training for four hours. A maximum of 40 trainees were allowed to take training in each job-role. The PMKVY training programme follows a trainer to trainee's ratio of 30:1 whereas in the training centre it was found to be 40:1. All of the trainees were ToT (Training of Trainers) certified. The training centre has been working under the guidance and funding of PMKVY since 2017. The data collection contained of two sample population such as those who have completed the training programme and those who are undertaking the training. The last batch of 2019 was selected for data collection who have already completed the training programme. Training has beenconsisted of four job roles such as FTCP, FTNS, CCTV, SOLAR. There were total of 160 trainees under this batch with 40 trainees under each job role. Out of these 160 trainees, 120 samples have been selected which again comprised of 30 trainees in each of the four prescribed job roles. The complete contact details concerning training and trainees has been obtained from the training centre. The current batch (2019) of trainees were surveyed to observe the quality and status of the training programme which contained 120 trainees under the job roles of FTCP, FTNS, CCTV, DTH. The effective responses of 51 trainees were recorded. The training centre has installed the biometric device to record the attendance of the trainees and the trainers. 70 percent of compulsory attendance was mandatoryfor the trainees to be eligible for final assessment and 80 percent of the compulsory attendance was required for the trainers as well.

Table1.2TrainingStatus of the Respondents

Status	Frequency	%
Completed the training	**120**	**70.18**
Undergoing the training	**51**	**29.82**
Total sample size	**171**	**100**

Source: collected and compiled by researcher

The table reveals that total sample size is 171, out of which70.18 per cent of trainees have completed the training and 29.82 percent were undertaking the training programme.

Demographic trajectoryof the trainees:

Basic demographic details about the trainees have been depicted in the following table. Table 3 Provides the data for trainees who were undertaking the training whereas, Table 4 Provides the data for trainees who had completed the training.

Table 1.3

Trainees undertaking the training

Trainees undertaking the training							
Gender (%)		Age (% - Years)		Education (%)			
M	22	16-20	73	1.	2.	3.	4.
F	78	20-25	27	2%	21%	69%	8%

Source: collected and compiled by the researcher

Note: 1. - Diploma, 2.- Senior secondary, 3.- Graduation, 4.- Post Graduation

Table 1.4

Trainees Completed the training

Trainees Completed the training								
Gender (%)		Age (% - Years)		Education Standard (%)				
M	58	16-20	50	I	II	III	IV	V
F	42	20-25	42	25	21	11	38	5
		>25	8					

Source: collected and compiled by the researcher

Note: 1.- Senior Secondary, 2.- Diploma, 3.- ITI (Industrial Training Institute), 4.- Graduation, 4.- Post Graduation

The gender distribution shows that there are more female trainees compared to the male. However, when it was surveyed whether, the female trainees wereinterested in the technical training of CCTV and DTH installation, their response was more inclined towards the learning of soft skills which werebeing offeredunder the prime courses of the training like FTCP, FTNS, CCTV, DTH. This reflects the lack of seriousness and awareness of the trainees for undertaking the training. However, soft skills were a part of the training programme the main idea behind the implementation of the training was to provide technical skill to the trainees and empowerthem to get employed under different job roles. It seems that the reason for which the trainees undertake the training is in stark contradiction to the objective of implementation of the training programme. Hence there is a dire need for total revamping of vocational education and training to change the mindset of the students and make it effective (Agarwal, 2014).

The age wise distribution of those who were undertaking the training shows that 73 percent belongs to the age group of 16-20 years. And a meagreproportion of 27per cent are

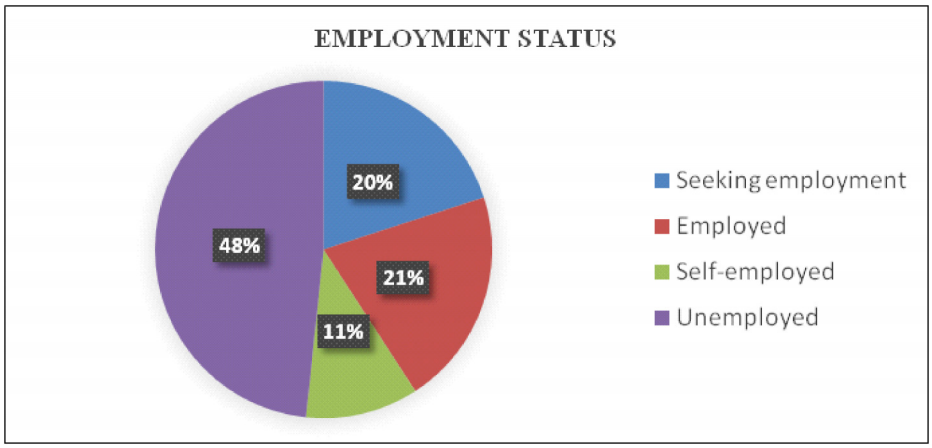
in the age group of 20-25 years.The age distribution of the trainees who have completed the training were segregated into three broad categories such as 16-20 years, 20-25 years, above 25 years. Majority of the trainees were under the age group of 16 to 20 years; 42 per cent were in the age group of 20-25 years and 8 percent were under the age group of 25> years and above. Significant inference from the age distribution of the trainees is that there are a greater number of people adding into the workforce every year. This can be termed as a greeter prospect for Indian economy in the light of shortage of 56 million young people globally (15- 35 years) and hereby India could potentially serve as a worldwide sourcing hub for skilled manpower (Ministry of Labour and Employment, 2014). But at the same time, a failure to provide the requisite opportunities and impart skills to the youth may translate into a "demographic disaster" rather than a dividend (Mitra and Verick, 2013).

The educational status of the trainees shows that a majority of 63 percent of trainees were pursuing graduation and senior secondary. Only five percent of the trainees were in the post-graduation and the trainees under diploma and Industrial Training Institute (ITI) are 21 percent and 11 percent respectively. This reveals us the fact that majority of students were into the general academics and the importance of vocational education is lacking. Compared to China, it shows that around 12 per cent of graduates joined the labour force, out of the remaining 88 per cent, 47 per cent have entered the vocational secondary stream at senior secondary level in 2012 (IAMR, 2014). It contrasts with the case of India where only 2.5 per cent of those in labour force receive formal vocational education (Mehrotra et al, 2013).

Employment Outcomes:

Measuring the employment outcomes is a quintessential dimension of impact evaluation of any training programme. The ultimate aim of the PMKVY scheme is to provide placement to the trainees who have completed their training. The primary data collected from the trainees who have completed their training shows the following results in terms of employment. Table 5 shows the broad view of employment status whereas, Table 6 shows the gender specific absolute distribution of employment status.

Table 1.5



Source: collected and compiled by researcher

Table 1.6 Employment Outcomes

Total Trainees (171)		Status C- U		Employed through Placement			Self-employed			Seeking employment			Unemployed		
M	F	C	U	M	F	T	M	F	T	M	F	T	M	F	T
82	89	120	51	21	4	25	11	2	13	17	7	24	21	37	58

C=Completed, U=Undertaking, M=Male, F=Female, T=Total

Source: collected and compiled by researcher

Employed through Placement: 21 percent of the trainees were employed through the training programme in the vicinities of their native place. These are the people who had successfully completed the training, certified and got placement under the placement campaign of the training centre.

Self-employed: ILO defines self-employed are those workers who are working on their own account or with one-two partners (ILO official site). 11 per cent of the trainees were self-employed in various fields such as garage, common service centre, garment business, stationery, spare parts of hardware, mechanical etc.

Seeking employment: According to Centre for Monitoring Indian Economy(CMIE) it is that proportion of the workforce who is unemployed, willing to work and actively looking for a job. There were 20 percent of such trainees who were actively seeking employment but couldnot get employment through the centre. It basically comprised of those trainees whose educational status was post-graduation or the vocational secondary education.

There were several constraints in the way of placement, firstly the trainees were not much aware about the participation in placement, for instance to participate in the placement the trainees have to submit their resume to the office, and they will be informed accordingly if there is any opportunity. Majority of the trainees did not know this process and they failed to participate in the placement. Hence, creating awareness and informing the trainees paramount.r.t the fundamental procedures of employment is the prime onus of the training centre and it can be inferred that training centres have failed on this front. The curriculum should briefly introduce the trainees about the objective of the training programme and make them prepared to face an interview during the placement, so that no trainees miss the opportunity due to information asymmetry.

Unemployed: CMIEdefines 'unemployed' under two broad categories, they arefirstly "unemployed and willing to work and not actively looking for a job" and secondly "unemployed, not willing to work and not actively looking for a job". 48 per cent of the trainees were unemployed even after oneyear of their completion of training. As most of the trainees comprised of senior secondary and graduation students, they were not appropriately facilitated with employment by the centre. There appears to be a lapse on the functional structure of scheme so as to empower and facilitate the employment to the trainees in terms of quality training and engagement with the employment avenues.

Table1.7Employment and Income

%Self-employed	% Employed through the centre	Average Monthly Income (Rs.)	
11	21	Self-employed	
		Male	Female
		12000	11000
		Employed through the centre	
		Male	Female
		8500	6500

Source: collected and compiled by researcher

The above data tabulates income of the trainees who were employed. Table shows that 21 per cent i.e., 25 trainees who were employed through placement centre, 21 were male and 4 were female. Male trainees were employed asfield technician under FTCP and FTNS, CCTV and SOLAR installer. They are expectedto work for eight hours a day and get paid Rs.8500 per month. Whereas the four female trainees were working asfield technician

underFTCP and CCTV categories, they get paid Rs.6500 per month. Out of the 11 percent self-employed trainees i.e., 13 trainees, 11 were Male and only 2 were female. Average monthly income for male wasaround Rs.12000 whereas for women it was Rs.11000. Gender disparity in workplace and level of payhas been a major challenge while the cultural mental construct, social norms and the reservations on the nature of work they performdo not allow the female employees to be flexible with the duty timingsand, ultimately leading to the undermining of employment opportunities whilealso being paid lower levels of wages. The paradox of rising educational levels among the women and decline in their employment opportunity would only establish the rigid patriarchal framework in Indian society (India Human Development Survey, 2011).

Higher the caste and economic ladder lower the probability that women are into work,which germinates out of the orthodox notion that women are to be confined at home. Also due to patriarchal belief systems.During 2005 and 2012, the rural FLFPR has declined from 49 per cent to 36 per centwhile in urban areas the same figure remained at 20 per cent (Kapurthala, 2018). which is identified as the one of the lowest in the world. According to UNGC (United Nations Global Compact) out of total 153 countries under the study, India is the only one country where in the gender gap in economy is larger than the gender gap in polity (PTI, 2020).

On the other hand, it is found that 49 per cent of women in India (between 15 to 24 years) are neither associated with education or employment or training, corresponding figure for boys is only 8 per cent. The lower caste women, though employed in subsistence farming, draw very meagre wages.Women in India perform 90 per cent of domestic work which is by far the largest in any country. If gentlemen could spare two hours a week dedicated to domestic work, might translate into additional 10 point enhancement in female labour force participation according to world bank(The Economist, 2018).Women from SC are heavily burdened with financial constraints, suffocated with patriarchal restrictions and caste discrimination from society and gender discrimination at work places.In terms of 'Female Labour Force Participation Rate' (FLFPR), as per International Labour Organisation (ILO), India stands at 121st position out of 131 countries. According to ILO if FLFPR matches with the male LFPR, there would be an additional 700 million women in the workforce.One-third of that 700 million could be in India, i.e.235 million(Kapurthala, 2018). As per estimates of the 'International Monetary Fund (IMF)', if India were to rebalance the male and female workforce, World's biggest democracy could be rich by 27 per cent (The Economist, 2018).

On the one side, 19.6 million women moved out of the workforce, majorly in rural areas whereas a higher 40 percentage of women have CEO position in India than in USA mainly in financial services (EMA partners international, 2015). The PLFSof 2017-18 revels that in Odisha, LFPR and WPR among men is much higher than women, which raises gender inclusion concern for the state government.

Results and Discussion:

Through pilot study it was observed that the training centre maintains adequate infrastructure in terms of availability of classrooms, which are well furnished and hygienic premises, availability of water purifier, washroom facility was exclusively for the trainees and the trainer. However, the library facility is not up to the optimum level, the training centre also sans first-aid kit and instant firefighting equipment which was considered as the important parametersto securefive-stargrading for thetraining centre. Minimum eligibility for theenrolment in the training programme mandates the trainees to be a school/college dropout or an unemployed. Unfortunately, the training centres were not adhering tothis criterion.Instead of giving preference to the potential trainees, who are dropouts and unemployed, they were enrolling those students who are pursuing their education at different levels along with the dropouts and unemployed. The seriousness towards theemployability will be more intense among the trainees, who are either dropouts orunemployed, but unfortunately majority of trainees were pursuing the graduation and secondary education, thereby they did not take up the training programme with more employment orientation. It was also observed that 68 per cent of the trainees were from humanitiesbackground, and they could not understand the technical skillsof different job roles likeelectronics. But they continued in the training programme to learn the soft skills which were taught along with the training of a specific job role.

Findings about the Trainees Undertaking the Training:

1. In terms of gender composition, it was slightly dominated by the female trainees, indicating a favourable case towards women's participation in the training program. They were receiving training under the divisionsof electronics, which is quite not considered as a suitable job role for them. When they were asked about their motivation behind their participation, they stated that though they may not yield much in the field of electronics their interest and fascination towards learning the soft skills provided by the training centre allures them to the training.

2. It was also found that majority of the trainees were under the age group of 16-20 years. 90 per cent of the trainees were either of higher secondary level education or graduation.

They were undertaking the training along with their academics. Hence, it can be inferredthat the employment probability of these candidates appears to be remote as they cannot fulfil the minimum conditions of training.Motivation for undertaking the training is also a way to measure the effectiveness and outcomes of the training program. For instance, if large number of the trainees isundertaking the training with a prime moto of getting employment, their probabilities of employment outcomes will be positive, as they will actively participate in learning skills and also in the process of employment. On the other hand, trainees joining with other motives maynot be determined and dedicated towards employment outcomes. Out of 51 trainees undertaking the training, only 13 have exhibited the prime motive of getting employment whereas 9 were withthe motive of learning technical skills and soft skills.

Findings about the Trainees completed the Training:

1. A total of 120 trainees who completed the training were taken upfor the study. They comprised of a batch ofthe year 2019. It was found that out of 120 trainees 58 per cent were male and 42 per cent were female. This is in complete contrast to the candidates undertaking the training, where it was found that 78 per cent of them were male.

2. It was found that out of 120 trainees, 94 per cent have successfully completed their training and certified by the training centre. Whereas six percent of the trainees discontinued the training due to various personal reasons.

3. Like in the earlier findings, majority of the trainees who have completed their training belonged to 16 - 20 years age group.

4. Education status of the trainees showed that 30 trainees are fromHigherSecondary education and 45 were in Graduation, 38 were pursuing ITI and diploma, and 7 were in post-graduation. The guidelines of the scheme call for providing training to the dropouts who are either 10thpass and 12thdropouts. Because they are in dire need of employment and providing skills to them will result in a suitable employment outcome and help them to lead a dignified livelihood. But it was not followed by the training centre while enrolling the trainees as they have enrolled people with graduation and post graduates.

5. It was found from the study that although female participation of the trainees in the training program shows a favourable figure at 52 per cent (89 female trainees out of 171 total sample trainees) but their employment outcomes are not significant (74 per cent were unemployed).

6. There was a total of 25 trainees who got placement after undertaking the training but only four out of these were female. There were 13such trainees under self-employed category;

out of this only two were female. The dismal figure of female trainees in the employment outcome of the scheme suggests the case of gender disparity in Indian employment due to both social stigma as well as the discrimination in labour market as well as the unfavourable architecture at training centres.

7. There were 24 trainees who were seeking employment out of which 17 were male and seven were female. It suggests that only a few numbers of female trainees were seeking employment. It was majorly because of the socio-economic norms, educational status, and being inflexible with the working hours.

8. Unemployed category of the trainees shows that out of 58 trainees who are unemployed, 37 were females. The reason for this large unemployed trainee can be attributed to their educational status and lack of appropriate training suiting the interests and capacities of the trainees. Large number of trainees weresimultaneously pursuing academics and hence they did not exhibit the pertinent orientation and urgency towards the employment. It was found that more emphasis should be laid on imparting training to the dropouts so that the scheme yields the desired results.

Observations from female trainees: As it is observed, in case of female trainees, they consisted of 42 per cent of the total trainees, that is 50 in absolute numbers, but only four trainees got placed in the different job roleslike FTCP and CCTV. Their work included like looking after the technical problems in the hardware, installation and management of CCTV. There were three major factors behind the low participation of women in the placement, they are

1. Social norms and prejudices did not offerthem the leeway to work as a field technician wherein they have to look after the hardware settings and repair management, installing of CCTV or Solar panels or work for the repair and installation of DTH set top box.

2. Some of the trainees have not joined the training programme to get employment rather onlyto learn soft skills, and they never tried enough to participate in the placement.

3. Female trainees who have undertaken the training programme never had the vision of working under that job role of electronics, as they cannot be flexible with their duty timings. There was also discriminationin terms ofwages and thereby opted out of employment ambit.Through open-ended questionnaire and discussions with some potential trainees, it was observed that 76 per cent of them appear to have fulfilled their purpose of undertaking the training.

But from the overall implementation of the scheme as a whole they provided the following feedback,

1. The trainees were not aware about the scheme in the classroom; as a result, all of the students are not fully aware about the benefits of the training programme. The trainees are expected to be made familiar and motivated with the aims and benefits of the PMKVY scheme. Functionaries of the scheme appeared to have ignored this aspect of maintaining information and motivating the aspirants.

2. Enrolment is not supposed to be open to those who are only interested in acquiring the soft skills. But the management of the scheme have allowed them may be knowingly or unknowingly, this has diluted the very core objective of employment-oriented training at the centre.

3. Some of the trainees suggested that although the trainers were providing the students with the information of other government schemes and entrepreneurship prospects, but it appears to have failed in terms of drawing the students attention and convincing them towards active participation. Instead of simply giving the information functionariesshould deliberately and persistentlyengage the trainees in their discussion. Forinstance, taking the opinion from the trainees that whether they want to do their own business or they want to get employed in placement. The trainees who were interested in opening their own business should be taken up as an example and explain the rest of the students that how this scheme could play a role in that the process of entrepreneurship, as to how they could be assisted to avail the loans, licenses, technical equipment and information through this scheme etc.

4. The trainees also suggested that participation of trainees in the practical class should be actively encouraged, and the training centre should ensure the availability of equipment for practical classes which is lacking at present. Out of 40 students in a batch, on a given day, only five or sixof them were allowed to avail practical classes due to insufficient infrastructure, equipment and space and also lack of planning which ultimately hampered the very objective offering practical orientation.

5. Another major suggestion that has emerged from the study is that, apartfromcontinuously delivering the class room orientationtowardsmajor job roles there should be more focus on conducting mocktest, preparing the candidates to face interviews,providing the complete information and requirements towards various jobs well in advance and finally the practical classes. The scheme aspires to conduct of 'Kaushal Mela' at least once in three months where the trainees can get to know about the training and placement, but the students have never gotan opportunity on these lines. Hence, it is found that scheme management has to be redesigned and overhauled completely so as to

accommodate all the above lapses including continuous monitoring and performance assessment.

Way forward:

The structural reforms in Indian economy have witnessed a significantgrowth rate over the last two decades. It has resulted in transforming the share of different sectors in the GDP of Indian economy. The share of primarysector has been declining whereas the share of non- farmsectors such as manufacturing, construction, mining, service sector is marching forward progressively. The presence of disguised unemployment in the primarysector and the large informal economy has remained as the major obstacles in the way of development of a formal labour market. Shifting of the surplus labour from the primary and informal sector to the formal sector requires industry specific skills and training. In India the supply of labour is abundant and dynamic, but major chunk of themdo not seem to possess the skills required by the non-farmsectors like manufacturing and services. Therefore, the skill gap still remains in Indian Labour market. Hence the majority of the workforce is stuck in unorganized sector, wherein they do not have adequate wages, social safety net, legal protection and conducive working environment. Hence there is animminent needto address the issues of skill shortage in labour market. It requires both the governments' effort at the top and a better implementation at the ground level.

Before carrying out a skill development program it is necessary to find out the exclusive sectors with massive skill shortage, so that the training can be designed and executed accordingly so that employment probabilities will be brighter on the one side and enriching to those employers. This might, over a period of time, would lead to strengthen the workforce quantitatively and qualitatively leading towards the path of demographic dividend. Though NSDC was established in India towards this objective, there needs to be more dedicated approach in terms of percolating down to the grass root level, sufficient funding, monitoring and consistent assessment, involvement of private bodies and MoU's with the corporate. There is also a need for not only providing the skills to the workforce but also ensuring and creating sustainable employment opportunities.

It was observed in the study that only imparting skills to the workforce is not enough for effectively getting the benefits of demographic dividend. There are certain areas where an ample amount of scope lies beyond the enhancement of skills. Currently the dropout rates from education are very high in India as well as in Odisha. Dropouts in the elementary education have remained as a major concern in the educational scenario of India. Restructuring the education system into a skill learning environment must bea long-term objective. Until now, education system in India has not accommodated the skill component

in education as much as it should have, especially the vocational education system from the secondary school level. Although vocational education has been framed in terms of various policies and schemes but the scope for vocational training has not been expanded as per the ever-increasingIndian labour force as well as the 21st century industrial requirements. Further, a long-term policy structure should be designed and followed which could potentially incorporate the vocational education in the school education, so that the burden onhigher education will be neutralised. This would also bring down the drop rates from the school education.

There is a need to address the skill certification. Most of the workforce does not have any formal certification ofthe prior skills that they have acquired. RPL has been a primary step towards addressing these issues, which further needs to be implemented effectively. Gender disparity should also be addressed by formulating gender specific skill training so that the employment outcomes will be mobilized. It was observed during the study that skill gap is generally region-specific, which further leads to migration of workforce. It creates dual negative externalitiesboth atthe place of origin and destination. The place of origin will lag in terms of the developmental works and infrastructure development projects due to shortage of manpower. On the other hand, the place of destination will have surplus labour as per the market rule, competition in the labour market will bring down the wage rate. This phenomenon canbe prevented by reducing the migration through creating enough employment opportunity at the place of origin. At the same time, any scheme will not be successful with a rigid functional structure across the different states of India. Every state in India has unique geographical, demographic, political, social and developmental trajectories. Hence it is very imperative that the schemes should adopt a flexible functioning methodology to accommodate and tap the exclusive advantages and constraints of the region in operation.

The aims of the scheme are very much pertinent and applicable, but major concern is in the execution and delivery mechanism. The program guideline underlines the fact that the training centres are required to complete the training program in accordance with the stipulated time and providing placement assistance to the trainees. However, it was observed in the study that this objective has remained only as a formality; actual placement target has never been achieved after the completion of the training. As outlined by Forbes report that 70 per cent of well-designed policies fail due to their lack of proper implementation, it is the need of the hour to ensure the quality of training, placement assistance thorough ground levelmonitoring, funding and assessment.

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