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Vocational training and skill development under Pradhan Mantri Kaushal Vikas Yojana (PMKVY): A case study of 430 respondents in Beed district of Maharashtra state

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Abstract

The Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is a flagship skill development initiative launched by the Government of India to provide industry-relevant vocational training to youth and enhance their employability. This study is based on responses from 430 participants and examines their preferences for training centers, course selection, employment status, interest in skill enhancement, exposure to promotional activities, access to counselling services, and primary objectives of enrollment. The findings reveal a balanced preference for training centers, high demand for courses in beauty, electronics, and tailoring, significant participation from employed individuals, and strong interest in acquiring new skills. However, gaps were observed in promotional activities and counselling services, indicating the need for improved outreach and guidance. The study concludes that while PMKVY is effective in addressing skill development needs, greater focus on awareness creation and support mechanisms can enhance its long-term impact.

Keywords: PMKVY, skill development, government, youth, training, counselling

1. Introduction

India, with its rapidly growing youth population, faces both an opportunity and a challenge in terms of employment and economic growth. While the nation has the potential to harness its demographic dividend, the lack of job-ready skills among youth has been a persistent obstacle. Recognizing this, the Government of India launched the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) under the Ministry of Skill Development and Entrepreneurship as a flagship program to provide industry-relevant skill training to millions of young people. The program emphasizes employability, entrepreneurship, and empowerment by offering short-term training across diverse sectors.

Vocational training is crucial in bridging the gap between formal education and the dynamic demands of the labor market. It not only equips individuals with practical knowledge but also enhances their chances of securing sustainable employment or self-employment opportunities. PMKVY, through its structured training modules, certified courses, and placement support, has emerged as a key initiative to improve the quality of the workforce in India.

This research paper examines the experiences and perceptions of 430 respondents enrolled in PMKVY programs. It investigates their preferences for training centers, the courses they opt for, their employment status, interest in skill enhancement, exposure to promotional activities, counselling before enrollment, and primary objectives behind joining the program. By analyzing these dimensions, the study provides insights into the effectiveness of PMKVY and identifies areas where further improvements are necessary.

The findings of this study are expected to contribute to understanding how skill development programs can be made more impactful, ensuring that vocational training translates into meaningful employment and socio-economic advancement.

2. Literature Review

Skill development has emerged as a critical priority in India's development agenda, especially in the context of its demographic dividend. Several studies and policy documents have highlighted the need to equip the youth with employable skills that match industry requirements.

Government Initiatives

The Government of India, through the Ministry of Skill Development and Entrepreneurship (MSDE), has introduced multiple schemes, with the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) being its flagship program. According to MSDE (2023), PMKVY aims to provide industry-relevant skill training, certification, and employment opportunities to unemployed youth across the country. The National Skill Development Corporation (NSDC, 2022) reports that millions of individuals have been trained under the scheme, covering diverse sectors such as logistics, electronics, IT-ITES, apparel, and beauty & wellness.

Empirical Studies

Kundu and Reddy (2021) ^[3] argue that vocational training enhances both productivity and employability, bridging the gap between traditional education and industry needs. Sharma (2020) ^[4] emphasizes that initiatives like PMKVY not only provide short-term employment opportunities but also encourage entrepreneurship among youth. Similarly, Singh and (2019) ^[5] found that skill development programs significantly increase self-confidence and economic participation, particularly among women and rural populations.

Challenges Identified

Despite its progress, research points to challenges in awareness creation, quality of training, and post-placement support. Pandey (2020) ^[6] observed that many beneficiaries lack proper counselling before enrollment, which limits their ability to select courses aligned with their career goals. Further, a study by Verma and Tiwari (2019) ^[7] highlighted the uneven outreach of promotional activities in rural areas, which reduces participation from marginalized communities.

Relevance to Present Study

While previous research has evaluated the impact of PMKVY at a macro level, there remains a need for micro-level analysis focusing on beneficiaries' experiences, preferences for training centers, course choices, employment status, and counselling services. The present study addresses this gap by analyzing data from 430 respondents to assess the effectiveness of PMKVY in meeting its stated objectives and to identify areas where improvements are necessary.

3. Objectives of the Study

- To analyze respondents' preferences for vocational training centers.
- To examine the popularity of different skill development courses.
- To assess the employment status of participants.
- To study respondents' interest in acquiring new or advanced skills.
- To evaluate the role of promotional activities and counselling services in awareness creation.
- To identify the primary objectives of enrolling in PMKVY.

4. Research Methodology

Sample Selection

- Out of 20 centers considering the balanced representation of centers placed in Beed District, 5 centers were exorsen giving representation and covering the whole distinct.

- These 5 centers selected out of 20 centers s amounts to 25% of the sample units to be studied under PMKVY schemes.
- **Sample Size:** 430 respondents
- **Sampling Technique:** Random sampling across different regions
- **Data Collection:** Structured questionnaire-based survey
- **Data Analysis:** Frequency and percentage distribution, represented in tabular form with interpretations

5.1 Training Centers in Beed

- PMKVY has established 20 training centers across Beed District, offering programs in a variety of sectors including agriculture, construction, healthcare, retail, and more. These centers play a vital role in bringing skill development opportunities to rural areas, where access to such resources was previously limited.
- Training centers in Beed are strategically located to cater to both the urban and rural population. These centers work closely with local industries and businesses to ensure that the training provided is relevant to the job market in and around Beed.

5.2 Enrollment and Training Outcomes

- **Youth Participation:** The number of youth enrolling in PMKVY programs has steadily increased since the program's launch. A majority of the enrolled trainees come from rural backgrounds, with minimal formal education, which highlights the importance of such a scheme in offering them a pathway to employment.
- **Trainee Profiles:** Most trainees belong to the 18-30 age group, with a relatively equal mix of those who have completed secondary or higher secondary education. A significant portion of enrollees are from economically disadvantaged backgrounds.
- **Sectoral Focus:** In Beed, popular training programs include those in construction, agriculture, and healthcare. The district's agrarian nature means that agriculture-related training, such as farm equipment maintenance and agro-processing, is in high demand. Additionally, healthcare programs have attracted a large number of female participants.

5.3 Achievements in Beed District

- **Employment Opportunities:** PMKVY in Beed has contributed to improving employment prospects for local youth. While some trainees have found jobs within the district, others have migrated to nearby urban centers for better-paying opportunities.
- **Entrepreneurship:** PMKVY has also encouraged several youth to start their own businesses, particularly in sectors like tailoring, handicrafts, and agro-based industries. The entrepreneurial training offered under the scheme has played a key role in fostering self-employment.
- **Gender Inclusion:** While female participation in some sectors remains low due to cultural constraints, PMKVY has made notable progress in encouraging women to enroll in healthcare, retail, and hospitality training programs. This shift is helping women in Beed District become financially independent.

5.4 Challenges in Implementation Despite its successes, PMKVY faces several challenges in Beed District that need to be addressed to maximize its impact

1. **Limited Job Opportunities in Rural Areas:** One of the key challenges is the lack of local industries capable of absorbing the newly skilled workforce. Many trainees are forced to migrate to urban centers for employment, which defeats the objective of retaining youth in the district.
2. **Low Awareness among Rural Youth:** Despite mobilization efforts, many potential beneficiaries in remote areas of Beed are unaware of the benefits of PMKVY. This has led to lower-than-expected enrollment in some parts of the district.
3. **Infrastructure Gaps:** Some training centers in rural areas face infrastructural challenges, including a lack of modern training equipment and digital resources. This affects the quality of training, particularly in sectors requiring hands-on technical skills.
4. **Female Participation:** While there have been improvements, cultural barriers still prevent a significant portion of women from participating in the program, especially in traditionally male-dominated sectors.

6. Data Analysis

Table 1: Vocational Training Program centre selected

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Prachiti Computers - Atharva skills and Employment	82	19.06	19.06	19.06
	Priyadarshini- Pragati Vocational Training Centre	89	20.71	20.71	39.77
	Holistic Skills Beed	87	20.23	20.23	60.00
	Prachiti Atharva IT solutions	85	19.77	19.77	79.77
	ACME India Microsys Pvt Limited	87	20.23	20.23	100.00
	Total	430	100.0	100.0	

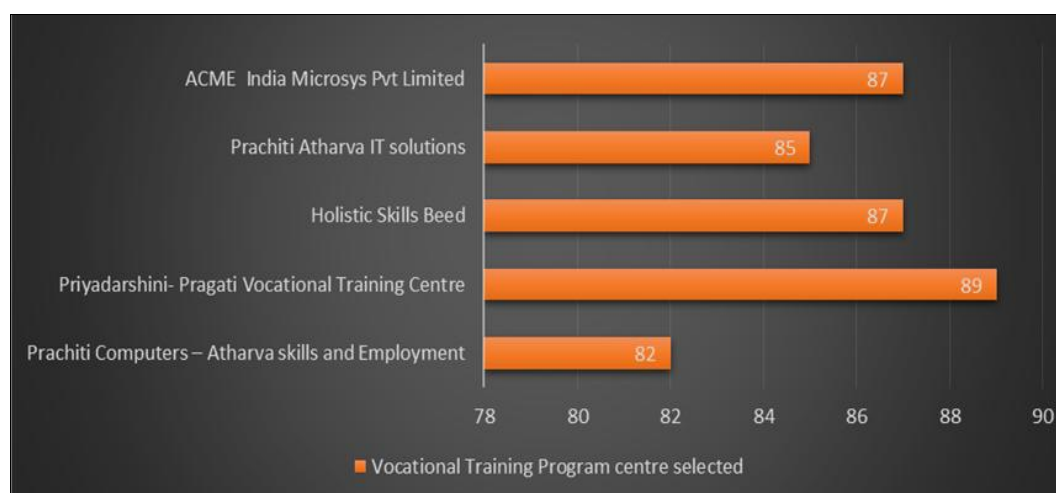


Fig 1: Vocational training program center selected

The data was collected from 430 respondents, and their selection of vocational training program centers is distributed as follows: Prachiti Computers - Atharva skills and Employment: 82 respondents (19.06%). Priyadarshini-Pragati Vocational Training Centre: 89 respondents (20.71%). Holistic Skills Beed: 87 respondents (20.23%). Prachiti Atharva IT solutions: 85 respondents (19.77%) and ACME India Microsys Pvt Limited: 87 respondents (20.23%). This breakdown illustrates the distribution of

respondents across different vocational training program centers. The responses are fairly evenly distributed among the centers, with each center attracting a similar percentage of respondents. This suggests a relatively balanced preference for different training centers among the sample population. The centers listed appear to be popular choices among individuals seeking vocational training, indicating their perceived effectiveness or accessibility within the community.

Table 2: Courses available

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SSC- Logistics - Consignment booking assistant	23	5.34	5.34	5.34
	Logistics sector skill council- Consignment Booking Assistant	24	5.58	5.58	10.92
	SSC Power- Distribution Line man	27	6.28	6.28	17.20
	SSC Apparel- Self Employed Tailor	32	7.44	7.44	24.64
	SSC Electronics- Mobile phone hardware repair Technician	51	11.86	11.86	36.50
	SSC Beauty and wellness- Beauty Therapist	53	12.32	12.32	48.82
	SC-IT-ITES- Domestic Data entry operator	27	6.28	6.28	55.10
	SSC Logistics- Documentation executive	36	8.37	8.37	63.47
	SSC- Telecom- Hand held Device (Hand set and tablet) technician	41	9.54	9.54	73.01
	SSC- Logistics- Documentation executive	33	7.68	7.68	80.69

	Logistics Sector skill council- Documentation Executive	32	7.44	7.44	88.13
	SSC Apparel- Self employed tailor	51	11.87	11.87	100.00
	Total	430	100.0	100.0	



Fig 2: courses available

The data was collected from 430 respondents, and their preferences for available courses are distributed as follows: SSC- Logistics - Consignment booking assistant: 23 respondents (5.34%). Logistics sector skill council-Consignment Booking Assistant: 24 respondents (5.58%). SSC Power- Distribution Line man: 27 respondents (6.28%). SSC Apparel- Self Employed Tailor: 32 respondents (7.44%). SSC Electronics- Mobile phone hardware repair Technician: 51 respondents (11.86%). SSC Beauty and wellness- Beauty Therapist: 53 respondents (12.32%). SC-IT-ITES- Domestic Data entry operator: 27 respondents (6.28%). SSC Logistics- Documentation executive: 36 respondents (8.37%). SSC- Telecom- Hand held Device (Handset and tablet) technician: 41 respondents (9.54%). SSC- Logistics- Documentation executive: 33

respondents (7.68%) Logistics Sector skill council- Documentation Executive: 32 respondents (7.44%) and SSC Apparel- Self-employed tailor: 51 respondents (11.87%). This breakdown indicates the distribution of preferences among respondents for various courses available. The data reveals a diverse range of interests among the respondents, with different courses attracting varying levels of interest. Courses related to beauty and wellness, mobile phone hardware repair, and apparel are among the most popular choices, with a significant percentage of respondents opting for these programs. Other courses such as documentation executive, domestic data entry operator, and distribution line man also attract notable interest. Overall, this distribution provides insights into the demand for different skill development courses among the respondents.

Table 3: Are you currently employed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	263	61.17	61.17	61.17
	No	167	38.83	38.83	100.00
	Total	430	100.0	100.0	

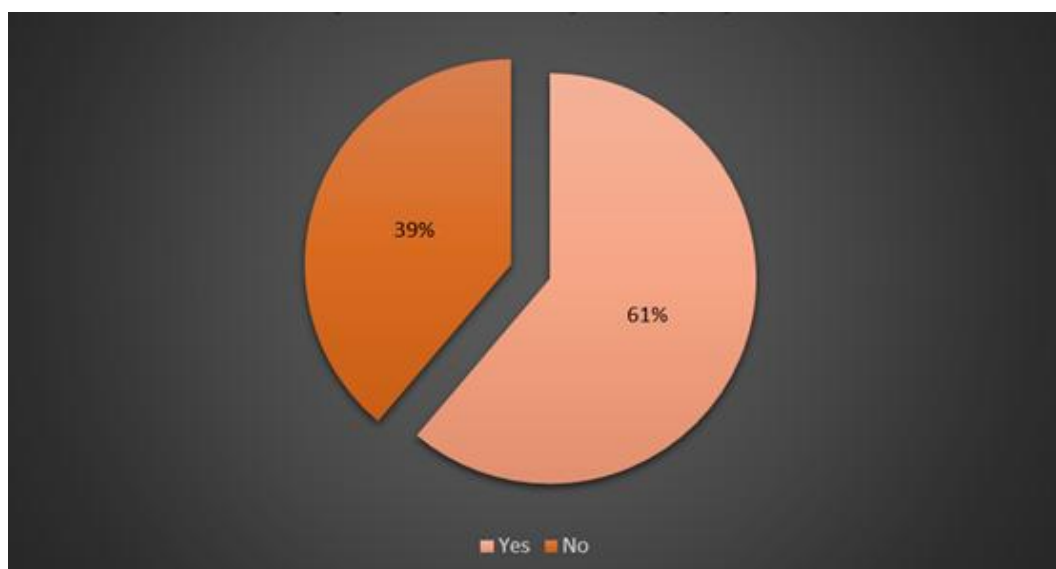


Fig 3: Are you currently employed

The data was collected from 430 respondents, and their current employment status is distributed as follows: Yes: 263 respondents (61.17%) and No: 167 respondents (38.83%). This breakdown illustrates the distribution of employment status among the respondents. The majority of respondents, accounting for approximately three-fifths of the sample, are currently employed. On the other hand, around two-fifths of the respondents are not currently employed. This distribution suggests that a significant portion of the sample population is actively participating in

the workforce, while there is also a notable proportion who are not currently employed

Table 4: Are you interested in acquiring new skills or enhancing your existing skills?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	388	90.23	90.23	90.23
	No	42	9.76	9.76	100.00
	Total	430	100.0	100.0	

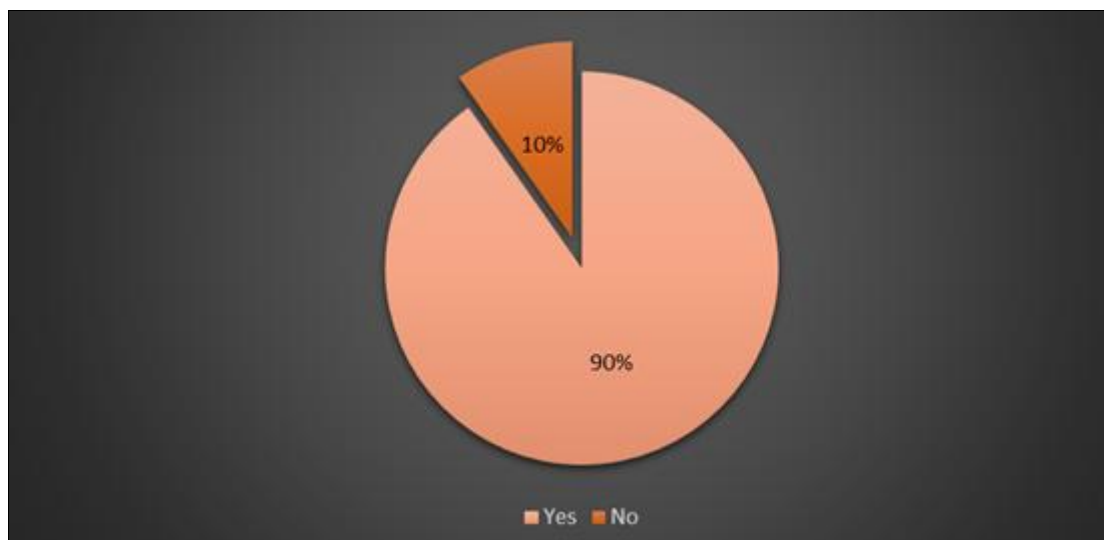


Fig 4: Are you interested in acquiring new skills or enhancing your existing skills

The data was collected from 430 respondents, and their interest in acquiring new skills or enhancing existing skills is distributed as follows: Yes: 388 respondents (90.23%) and No: 42 respondents (9.76%). This breakdown indicates a strong interest among the majority of respondents in acquiring new skills or enhancing their existing skills.

Approximately nine out of ten respondents expressed a willingness to improve their skills in some capacity. This high percentage suggests a proactive attitude towards personal and professional development within the sample population.

Table 5: Were any promotional activities conducted in your village/town, such as roadshows, announcements, dramas, distributing pamphlets, or displaying posters to raise awareness?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	211	49.06	49.06	49.06
	No	219	50.94	50.94	100.00
	Total	430	100.0	100.0	

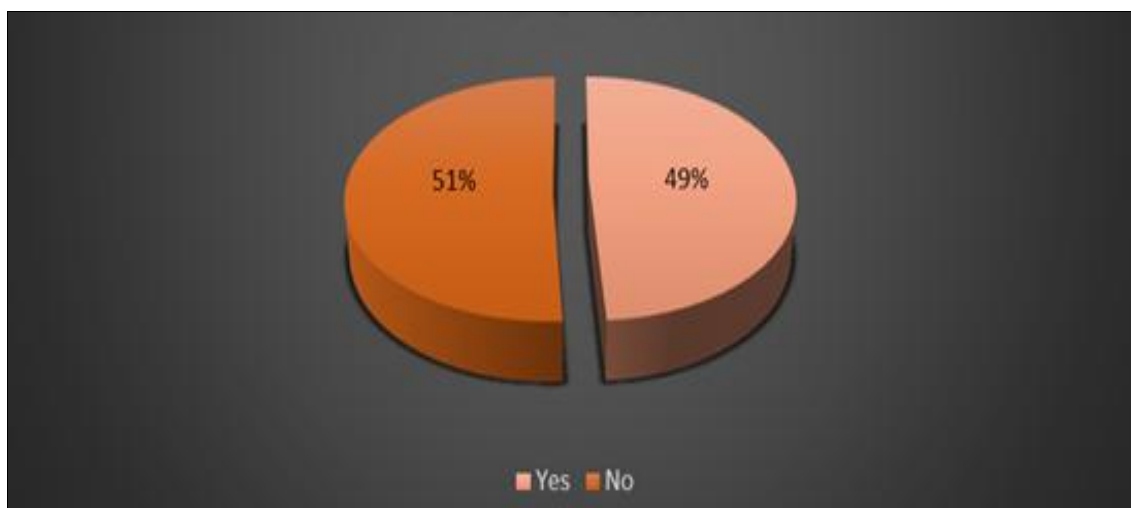


Fig 5: Were any promotional activities conducted in your village/town, such as roadshows, announcements, dramas, distributing pamphlets, or displaying posters to raise awareness

The data was collected from 430 respondents, and their responses regarding promotional activities conducted in their village/town to raise awareness are distributed as follows: Yes: 211 respondents (49.06%) and No: 219 respondents (50.94%). This breakdown indicates that promotional activities to raise awareness were conducted in nearly half of the villages or towns represented by the respondents. On the other hand, slightly more than half reported that no such promotional activities took place.

Table 6: Did someone visit your household to inform you and your family about the PMKVY program?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	211	49.06	49.06	49.06
	No	219	50.94	50.94	100.00
	Total	430	100.0	100.0	

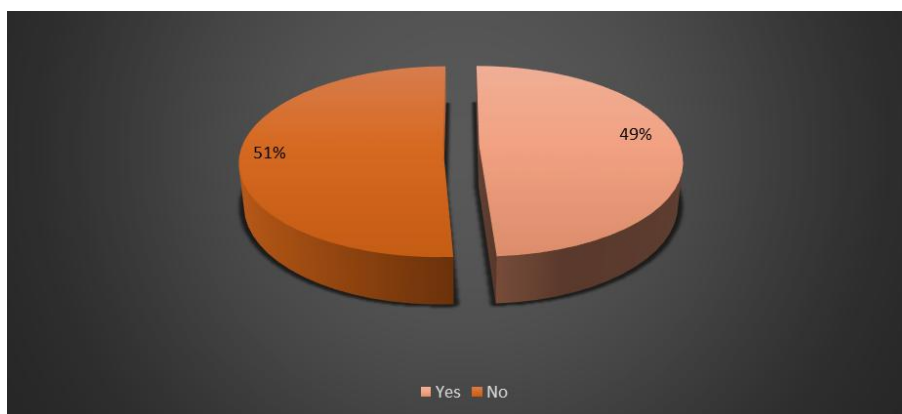


Fig 6: Did someone visit your household to inform you and your family about the PMKVY program

The data was collected from 430 respondents, and their responses regarding whether someone visited their household to inform them and their family about the PMKVY program are distributed as follows: Yes: 211 respondents (49.06%) and No: 219 respondents (50.94%).

This breakdown indicates that nearly half of the respondents reported that someone visited their household to provide information about the PMKVY program. Conversely, slightly more than half stated that they did not receive such a visit.

Table 7: Did you receive counseling before enrolling in the program?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	271	63.03	63.03	63.03
	No	159	36.97	36.97	100.00
	Total	430	100.0	100.0	

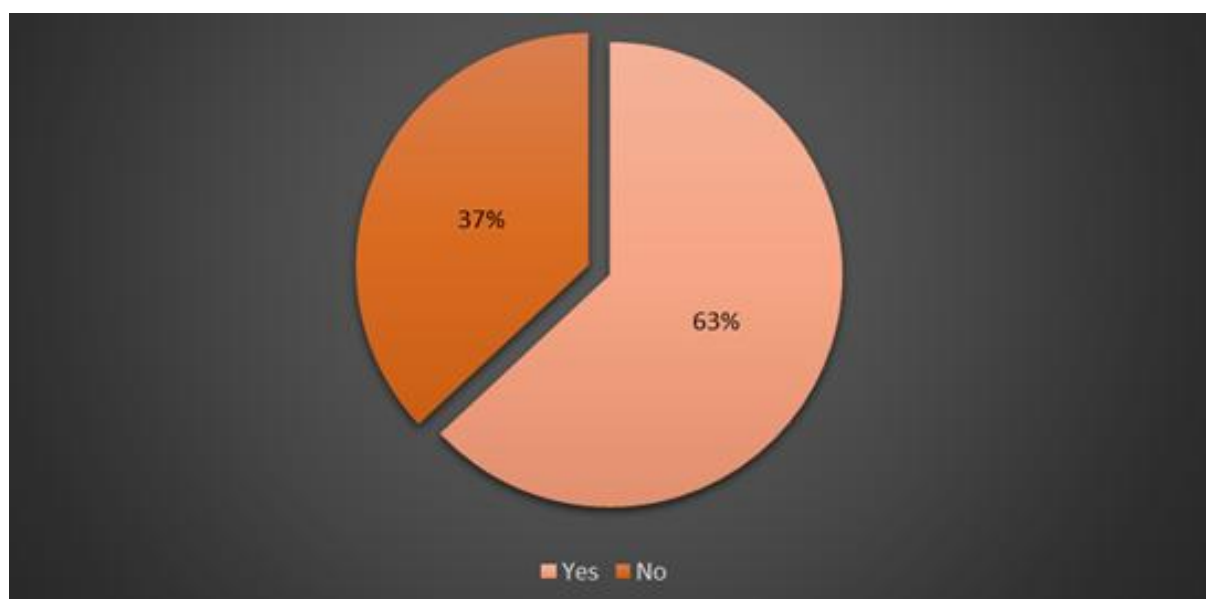


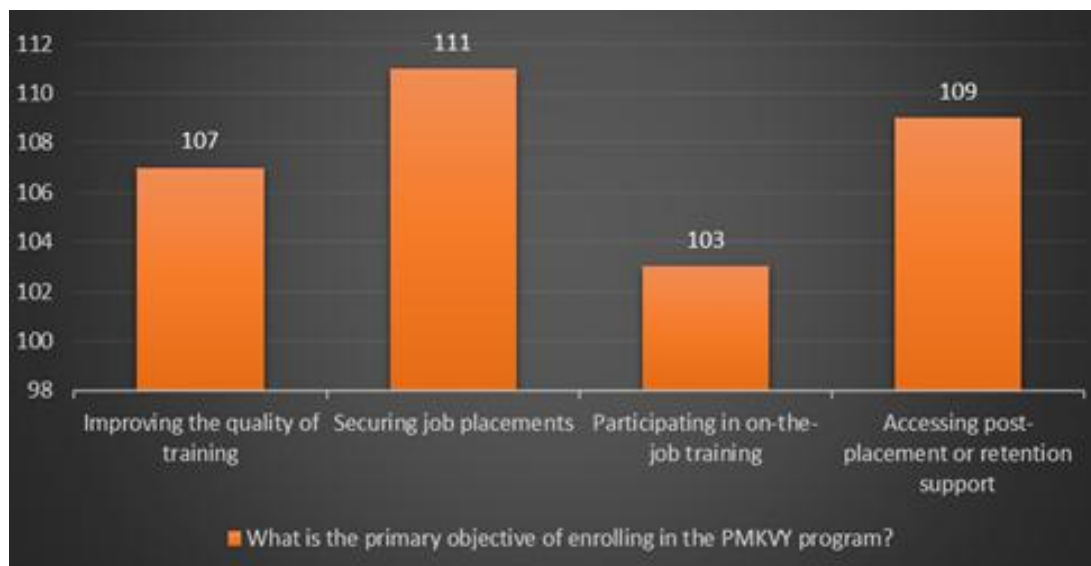
Fig 7: Did you receive counseling before enrolling in the program

The data was collected from 430 respondents, and their responses regarding whether they received counselling before enrolling in the program are distributed as follows: Yes: 271 respondents (63.03%) and No: 159 respondents

(36.97%). This breakdown indicates that approximately three-fifths of the respondents received counselling before enrolling in the program, while slightly more than one-third did not receive counselling.

Table 8: What is the primary objective of enrolling in the PMKVY program?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Improving the quality of training	107	24.88	24.88	24.88
	Securing job placements	111	25.81	25.81	50.69
	Participating in on-the-job training	103	23.96	23.96	74.65
	Accessing post-placement or retention support	109	25.35	25.35	100.00
	Total	430	100.0	100.0	

**Fig 8:** What is the primary objective of enrolling in the PMKVY program?

The data was collected from 430 respondents, and their primary objectives for enrolling in the PMKVY program are distributed as follows: Improving the quality of training: 107 respondents (24.88%), Securing job placements: 111 respondents (25.81%), participating in on-the-job training: 103 respondents (23.96%) and accessing post-placement or retention support: 109 respondents (25.35%). This breakdown indicates that respondents have diverse primary objectives for enrolling in the PMKVY program. A similar percentage of respondents expressed interest in securing job placements and accessing post-placement or retention support, with slightly fewer respondents focused on improving the quality of training and participating in on-the-job training.

7. Conclusion

The study demonstrates that PMKVY has been effective in engaging youth and providing diverse vocational opportunities. The even distribution of training center preferences indicates widespread acceptance, while the popularity of beauty, electronics, and tailoring courses highlights demand for service and self-employment skills. The majority of respondents are employed yet remain eager to upskill, underscoring PMKVY's relevance to both job seekers and the existing workforce.

However, challenges remain in outreach and guidance. Promotional activities and household visits were inconsistent, potentially limiting awareness in certain regions. Similarly, one-third of respondents lacked access to counselling before enrollment, which may hinder course alignment with career goals.

Overall, PMKVY plays a crucial role in bridging the skill gap, but improvements in outreach, pre-enrollment guidance, and post-placement support will further enhance

its effectiveness in achieving sustainable employment outcomes.

8. Recommendations

- **Strengthen Promotional Activities:** Increase awareness campaigns using community-based, digital, and mass media approaches.
- **Ensure Household Outreach:** Standardize door-to-door awareness programs, especially in rural and underserved areas.
- **Expand Counselling Services:** Provide structured pre-enrollment counselling for all candidates to ensure informed course selection.
- **Align Training with Market Demand:** Expand capacity in high-demand sectors like beauty, tailoring, and electronics.
- **Enhance Post-Placement Support:** Improve retention strategies, mentorship, and tracking systems to ensure long-term employment outcomes.

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