

NSDC Programs as Economic Catalysts for College Students in Madhya Pradesh

Shourry Gaud¹; Kashish Shukla²; Jasleen Singh³; Dr. Sheena Thomas⁴
The Bhopal School of Social Sciences

Abstract:- This study investigates the economic impact of National Skill Development Corporation (NSDC) programs on college-bound pupils in Madhya Pradesh. The study evaluates the impact of significant initiatives like the Pradhan Mantri Kaushal Vikas Yojana (PMKVY), STAR Scheme, and UDAAN on students' employability, financial stability, and social mobility. Surveys and interviews were conducted with over 100 student beneficiaries to gather information about their experiences with skill training, financial aid, and employment results.

The data show that, while most students were satisfied with the training quality and indicated enhanced employment possibilities, there are still difficulties in financial assistance distribution, training consistency, and infrastructure. The paper concludes with recommendations for improving NSDC programs by better connecting them with industry objectives and providing greater support to graduates.

Keywords:- PMKVY, Schemes, NSDC, UDAAN, Beneficiaries, Skill Development, Training And Employment.

I. INTRODUCTION

India, with its rapidly growing youth population, stands at a pivotal point in shaping its economic future. Skill development has become increasingly critical, given the demands of a dynamic global workforce. To meet these challenges, the Government of India has introduced several social welfare schemes aimed at enhancing the skills and employability of its young population.

India's expanding youth population represents an opportunity to define the country's economic destiny, with skill development critical to meeting global workforce demands. Several government-sponsored social welfare programs seek to improve youth employability through vocational training and education. This research article examines the economic impact of various social welfare programs on college-aged students in Madhya Pradesh, a state where skill development is critical for socioeconomic success. The study assesses the impact of these initiatives on students' employability, financial stability, and social mobility.

A. NSDC:

The National Skill Development Corporation (NSDC), formed on July 31, 2008, is a one-of-a-kind Public-Private Partnership (PPP) under the Ministry of Skill Development and Entrepreneurship. As a non-profit organization, NSDC is responsible for driving India's talent development ecosystem. With 49% government ownership and 51% private sector ownership, NSDC plays an important role in encouraging private sector engagement in vocational training.

NSDC provides cash assistance, concessional loans, and other financial instruments to businesses, start-ups, and organizations that are aiming to develop a skilled workforce. As the Skill India Mission's strategic implementation partner, NSDC focuses on skill, reskilling, and upskilling activities, with the goal of empowering 25 million people, including 15 million from disadvantaged socioeconomic categories. NSDC operates through 50,000 skill centers and creative training programs to fulfill present industry demands while also providing India's youth with future-ready skills for meaningful career prospects.

B. PMKVY:

The Government of India launched PMKVY to increase youth employability through short-term skill training. It focuses on industry-specific skills and provides certification and financial incentives for successful training completion. The curriculum is critical to developing a trained workforce that can satisfy the needs of many industries.

C. Udaan Scheme:

This project is aimed at the youth of Jammu and Kashmir, offering skill training and employment prospects in the private sector. Udaan's goal is to bridge the gap between job searchers and the job market by providing kids with relevant skills.

D. Star Scheme:

The STAR (Standard Training Assessment and Reward) Scheme, introduced by NSDC, promotes skill development by offering financial incentives and certification to young people who complete industry-aligned vocational training programs, enhancing their employability.

II. OBJECTIVES

A. Primary Objective:

- To evaluate the economic impact of the National Skill Development Corporation (NSDC) programs on student beneficiaries in Madhya Pradesh.

B. Secondary Objectives:

➤ Awareness and Access:

- To assess the awareness level of NSDC programs among students in Madhya Pradesh.
- To examine the accessibility of NSDC programs, particularly in terms of financial aid and support.

➤ Training Quality and Impact:

- To evaluate the quality of training materials and resources provided by NSDC programs.
- To assess the impact of NSDC programs on the technical skills and career prospects of students.

➤ Economic Benefits and Employment Outcomes:

- To measure the tangible economic benefits experienced by students through NSDC programs.
- To analyze the role of NSDC certifications in securing employment or internships.

➤ Student Satisfaction and Recommendations:

- To gauge the overall satisfaction of students with NSDC programs.
- To understand the likelihood of students recommending NSDC programs to their peers.

III. SCOPE OF THE STUDY

The scope of this study is to assess the economic impact of NSDC programs on student beneficiaries in Madhya Pradesh, focusing on various aspects of awareness, financial aid availability, and the quality of training materials. It explores how technical skills and career prospects have been enhanced through the Technical Intern Training Program (TITP) and other NSDC initiatives like PMKVY. The research investigates the role of certifications in securing employment or internships, the effect of financial aid and partnerships on accessing and completing training, and the alignment of NSDC's curriculum with industry requirements. The study also evaluates infrastructure adequacy, economic benefits to households, and the challenges faced by students, providing a comprehensive view of the economic and educational benefits offered by NSDC programs.

IV. LITERATURE REVIEW

India is poised to capitalize on its demographic dividend, transforming its vast, yet underutilized youth population into a skilled workforce. This demographic shift presents a significant opportunity for economic growth over the next two decades. Skill development has emerged as a key focus area for the government, with numerous studies exploring the challenges and prospects associated with enhancing vocational training both domestically and internationally.

[10] Matsaniya was of the view that India, the second-most populous nation in the world, is experiencing a shift in its labor force towards industry and services sectors. This shift is attributed to the maturing population, with 65% of the workforce under 35 and 70% of the population expected to be employed by 2025. This demographic dividend is expected to increase due to a large, educated, qualified, and productive population. In 2015, Prime Minister Narendra Modi introduced a training program called Pradhan Mantri Kaushal Vikas Yojana (PMKVY) to educate around 40 lakh trainees. PMKVY aims to provide realistic, industry-relevant, and skills-based training to young people. However, studies show that only 25% of Indian graduates are "employable" in the organized sector. The government prioritizes skill development as one of its pillars to create opportunities for the development of youth's technical expertise and aptitude. By 2022, India aims to have 500 million skilled workers, with 12 million people entering the labor market each year. The global labor shortage is expected to have a devastating impact on the United States, France, and other countries.

[12] Selvi analyzed The skill gap in India is a significant challenge due to the mismatch between the number of people entering the workforce and the available training capacity. The NSDC has projected a need for 347 million skilled personnel by 2022, but the country's current training capacity is only 36% of this requirement. This gap is expected to widen as more people join the workforce each year.

[15] Singla examined the financial performance of the National Skill Development Corporation (NSDC) in India from 2014-2015 to 2018-2019. The study uses ratio analysis to evaluate the organization's short-term financial performance, long-term solvency, and efficiency. The results show a declining trend in NSDC's short-term financial performance and long-term solvency, indicating its inability to generate enough cash to meet its short-term obligations and repay its long-term debt. However, the study notes an improvement in efficiency ratios in 2019, suggesting better cash generation from operations. Overall, the study concludes that NSDC needs to improve its financial management to achieve its objectives of promoting skill development in India.

[19] The study looked at the impact of the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) on skill development and employment in Ganjam District, Odisha, where the unemployment rate was 15.7% in 2019-20. While PMKVY sought to train 10 million young people by 2020, many trainees pursued higher study, diminishing their focus on employment. The survey also discovered gender disparities in job outcomes, with only 21% of trainees finding work through PMKVY. Recommendations include raising awareness, targeting dropouts, increasing practical training, and addressing gender-specific job issues.

[26] The Government of India created the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) to eliminate unemployment through skill-based training. While the program has successfully placed around 50% of trainees, additional efforts are required to improve the effectiveness of skill development and better link training with job market needs in order to improve employment outcomes for children.

[37] *Ahamad, T., Sinha, A., & Shastri, R. K.* analyzed the importance of vocational training in improving job opportunities for disadvantaged women in India. It shows that while women's participation in the workforce has slightly increased from 1981 to 2011, rural women are more active in the workforce than those in urban areas. The paper also discusses how vocational education can help reduce educational inequalities by offering job-oriented skills, especially for women and other marginalized groups.

V. RESEARCH GAP

The existing literature on skill development in India highlights important aspects like workforce readiness, vocational training, and the need for programs such as PMKVY. However, there are notable gaps that remain unaddressed. For instance, while broad objectives of skill development are covered, there is limited research on the direct economic impact on individual beneficiaries, such as improved income or job security. Similarly, most studies focus on specific programs like PMKVY without offering a comparative analysis across other major NSDC initiatives, such as the STAR Scheme and UDAAN, which your study aims to explore.

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Additionally, gaps exist in evaluating awareness and accessibility of these programs, the quality of training materials, and the financial challenges students face, which your research addresses through detailed feedback from beneficiaries. Lastly, the literature lacks a strong focus on student satisfaction and long-term career prospects after completing NSDC training, areas your study will contribute to by offering insights into the overall effectiveness of these programs and potential areas for improvement.

VI. RESEARCH METHODOLOGY

A. Data Collection:

The data for this study was collected from two key sources: the BSSS College research cell and various coaching institutes. The target group consisted of students enrolled in different NSDC schemes such as PMKVY, STAR Scheme, and UDAAN. A Google Form questionnaire was distributed via email and WhatsApp to gather responses from these students. Additionally, direct personal interviews were conducted at the coaching centers to capture a broader set of responses. The survey was designed to reach both students who had completed the training programs and those currently undergoing them.

B. Questionnaires:

Two sets of questionnaires were developed for the beneficiaries of NSDC schemes. These questionnaires were designed to capture the following broad categories of information:

- **Personal Information:** Questions related to the candidates' age, educational qualifications, and basic profile.
- **Scheme-Related Information:** This set of questions assessed the students' perceptions of the courses under NSDC schemes, including course content, utility, training methods, and overall awareness of the schemes. The questionnaires also included sections specific to whether the students had completed the training or were currently enrolled.

C. Personal Interviews:

Along with student responses, interviews were conducted with trainers at the training centers to understand their challenges and viewpoints regarding the implementation and success of the NSDC schemes.

D. Sample Size:

The total sample size consisted of more than 100 students. These students were selected from both BSSS College and associated coaching centers, providing a diverse range of responses. The respondents were either currently enrolled in or had completed NSDC-sponsored training programs.

VII. DATA ANALYSIS

A. Sampling:

The data was collected from more than 100 students who were either enrolled in or had completed NSDC skill development programs such as PMKVY, STAR Scheme, and UDAAN in Madhya Pradesh. The sample was selected using random sampling, ensuring representation across different coaching centers and educational institutions. This approach allowed us to capture a diverse range of perspectives on the training programs.

B. Data Interpretation

The collected data was categorized based on key demographic variables such as age, educational qualification, and family background. We also differentiated between students who had completed their courses and those still undergoing training. The data was analyzed using percentage analysis in Microsoft Excel to examine trends related to:

- **Awareness and Access:** One of the key findings was how students became aware of NSDC programs. The majority of students, 70%, learned about these programs through their college administration, indicating that colleges play a crucial role in promoting NSDC courses. 15% of students found out about the programs from friends or family, while another 15% learned through social media. This shows that, although colleges are the primary source of information, personal networks and social media also contribute to spreading awareness.

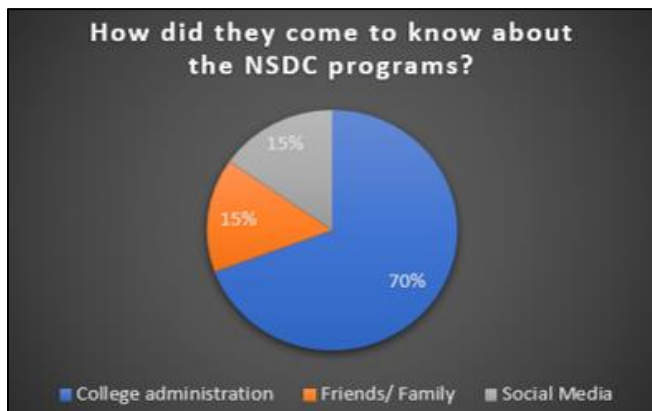


Fig 1: NSDC Program

- **Financial Aid and Support:** When asked about financial aid or support, 44% of students reported receiving financial aid through programs like PMKVY, which they said enhanced their participation in the courses. 36% said they received partial support, meaning they received some aid, but it was inconsistent or insufficient. Lastly, 20% of students reported receiving no financial aid at all. This could be due to their enrollment in other NSDC schemes that don't provide financial incentives like PMKVY does, or possibly due to

issues like training centers or intermediaries withholding funds.



Fig 2: Training Program

- **Training Quality:** In terms of the quality of training materials, the majority of students (68%) expressed satisfaction with the materials provided, indicating they found the resources helpful and well-structured. 27% rated the materials as fairly acceptable, while 5% were dissatisfied, feeling that the quality of the training resources did not meet their expectations. Overall, the majority response indicates that students were generally pleased with the quality of the training materials provided in NSDC programs.



Fig 3: NSDC Program

- **Economic Impact and Employment:** Regarding whether the skills and certifications received through NSDC programs contributed to securing employment or internships, a strong majority (70%) of students responded yes, indicating that the training and certifications provided by NSDC were valuable in helping them achieve their career goals. 27% of students, however, said no, suggesting that not all students

experienced the same positive impact. 7% of respondents remained neutral, neither agreeing or disagreeing on whether the certification played a role in securing opportunities.

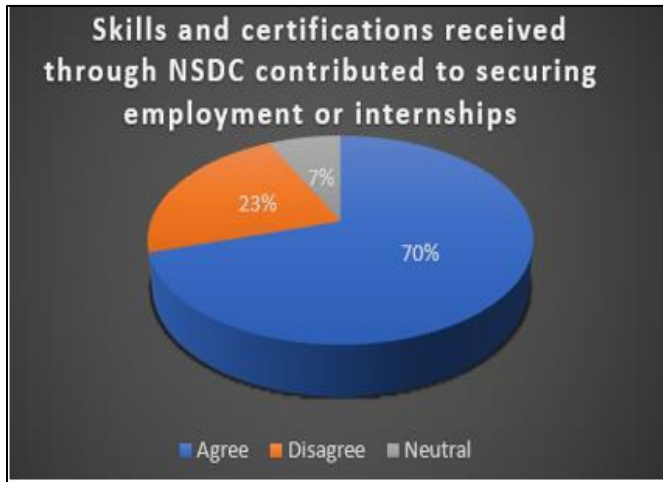


Fig 4: NSDC Contributed

- **Technical Skill Enhancement (TITP):** Another key aspect evaluated was the Technical Intern Training Program (TITP). When asked if the program had significantly enhanced their technical skills and career prospects 60% of students agreed, stating that the TITP made a noticeable improvement in their abilities and job prospects. 25% of students were neutral, indicating that while the program had some impact, it wasn't as significant for them. Lastly, 15% of students disagreed, saying the program did not enhance their skills or career opportunities.



Fig 5: TITP

- **Challenges Faced in TITP:** In evaluating the challenges faced during the TITP, 63% students agreed that they encountered difficulties, highlighting that while the program had benefits, it also came with obstacles. 30% of students were neutral, suggesting that they had mixed

feelings about the challenges they faced. Only 7% of respondents disagreed, indicating that they did not find significant challenges during their participation in the program.

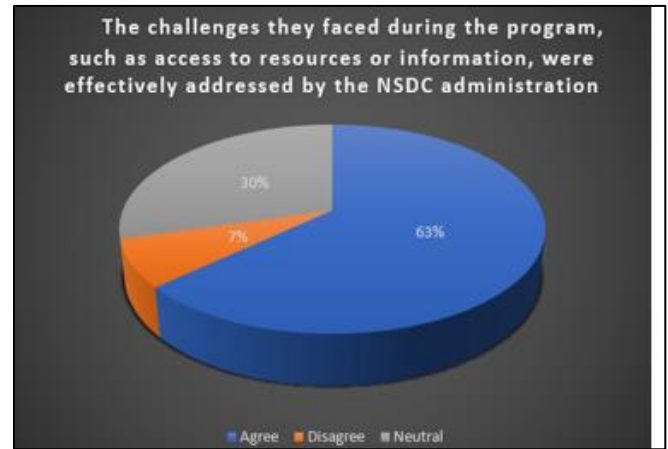


Fig 6: NSDC Administration

- **Recommendation of NSDC Programs:** Finally, when asked if they would recommend NSDC programs to other students due to the tangible economic and educational benefits, 62% respondents agreed, expressing a willingness to recommend these programs based on their positive experiences. 25% of students were neutral, meaning they felt ambivalent about making a recommendation. Only 9% disagreed, indicating that they would not recommend the programs. This generally positive response reflects the perceived value of NSDC programs among students.

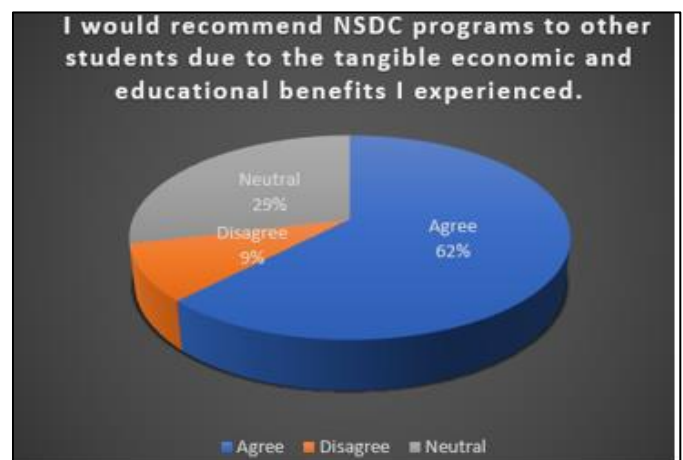


Fig 7: NSDC Program

- The pivot table feature in Excel was used to compare responses across different demographic groups, helping to uncover key insights regarding the satisfaction levels, training effectiveness, and employment outcomes of students.

C. Data Validation

The results were validated through the consistency observed in percentage trends across the various sub-categories. The use of percentage analysis enabled us to clearly identify patterns in student satisfaction, course utility, and the role of NSDC certifications in securing employment opportunities.

Overall, the evaluation of NSDC skill development programs reveals a positive impact, with approximately 65% of students expressing satisfaction with their training experiences. The programs have effectively enhanced technical skills and improved career prospects for many participants. However, there are areas for improvement, such as providing more consistent financial support and addressing challenges related to training quality and employment outcomes. By focusing on these limitations, NSDC can further enhance its programs and maximize the benefits for student beneficiaries in Madhya Pradesh.

VIII. FINDINGS

A. Awareness and Access to NSDC Programs:

A significant 70% of students reported becoming aware of NSDC programs through their college administration. This indicates that educational institutions are key players in promoting skill development courses. However, only 15% of students learned about these programs via social media, suggesting that digital outreach efforts could be improved to target a broader audience.

B. Financial Aid and Support:

Financial support played a crucial role in participation rates. Approximately 44% of students reported receiving complete financial aid through programs like PMKVY, while 36% received partial support. However, 20% of students did not receive any financial aid, which highlights potential gaps in the provision of resources or inefficiencies in the disbursement of funds by certain training centers.

C. Training Quality:

The majority of students (68%) were satisfied with the quality of the training materials and methods used in NSDC programs. A smaller portion (27%) found the materials to be adequate, while 5% were dissatisfied. This suggests that although most students found the resources valuable, there is room for improvement, especially in ensuring consistency across different training centers.

D. Economic Impact and Employment:

A notable 70% of students reported that the skills and certifications obtained through NSDC programs helped them secure employment or internships. However, 27% of students did not find the training beneficial for employment, indicating a disparity in outcomes depending on the courses or sectors involved.

E. Technical Skill Enhancement (TITP):

About 60% of students reported that the Technical Intern Training Program (TITP) significantly improved their technical skills and career prospects. However, 25% of respondents felt neutral, and 15% did not experience a noticeable enhancement in their skills, pointing to mixed effectiveness depending on the individual's experience and field of study.

F. Challenges in TITP:

Around 63% of students acknowledged facing challenges during their participation in the TITP, primarily related to the availability of adequate training infrastructure and placement support. This suggests that while the program offers valuable skill development, there are operational hurdles that need to be addressed.

G. Student Recommendations:

Approximately 62% of students expressed a willingness to recommend NSDC programs to others, citing positive experiences and tangible economic benefits. However, 25% of students remained neutral, and 9% would not recommend these programs, suggesting that improvements in consistency and outcomes are needed to further boost student satisfaction.

IX. SUGGESTION

To enhance the visibility and effectiveness of NSDC programs, stronger digital marketing campaigns and social media outreach should complement the existing efforts of colleges, possibly through partnerships with influencers and online educational platforms. This could significantly increase student engagement. Additionally, financial aid distribution needs to be more streamlined, ensuring consistency across NSDC schemes to address gaps where some students receive inadequate or no support. Standardizing training quality through stricter control measures, regular audits, and student feedback can further ensure that all training centers offer high-quality, consistent materials.

Moreover, aligning programs more closely with industry demands is crucial for bridging the gap between skill development and employability. Practical, job-specific training could enhance employment outcomes for students. NSDC should also address challenges in the Technical Intern Training Program (TITP) by improving infrastructure and career placement support. Finally, providing more robust post-training services, such as career guidance and job placement, would better support graduates and help improve employment outcomes for those who struggle to find jobs after completing their training.

X. FUTURE RESEARCH DIRECTIONS

- **Broader Geographic Scope:** Expand studies to other states to understand regional differences in NSDC program effectiveness.
- **Long-Term Impact:** Conduct longitudinal studies to track job retention, career growth, and sustained economic benefits over time.
- **Sector-Specific Focus:** Analyze the impact of NSDC programs in specific sectors to identify the highest returns in employability and income.
- **Qualitative Research:** Incorporate interviews and focus groups for deeper insights into student and trainer experiences.
- **Comparative Studies:** Compare NSDC beneficiaries with those from non-NSDC or private programs to identify unique advantages.
- **Employment Sustainability:** Study the long-term job stability and retention of NSDC graduates.
- **Gender-Specific Outcomes:** Investigate how NSDC programs impact men and women differently.
- **Tech Integration:** Use AI and data analytics to uncover patterns and trends in student outcomes.
- **Cross-Country Comparisons:** Compare NSDC programs with global skill development initiatives for best practices.
- **Policy Impact:** Research how changes in government policy affect the success of NSDC schemes.

XI. CONCLUSION

This study highlights the significant economic impact that NSDC programs, such as PMKVY, STAR Scheme, and UDAAN, have had on student beneficiaries in Madhya Pradesh. The majority of students expressed satisfaction with the training provided, and many reported that the skills they acquired were instrumental in securing employment or internships. However, there are areas that require attention, including expanding access to financial aid, improving the quality of training materials across centers, and better aligning courses with industry needs.

While programs like TITP have shown potential in enhancing technical skills, challenges in implementation, such as infrastructure inadequacies, continue to hinder their effectiveness. Moving forward, by addressing these issues and improving post-training employment support, NSDC can play an even more pivotal role in uplifting the socioeconomic prospects of India's youth. The research concludes that NSDC programs are valuable tools for improving employability, but there is room for further optimization to maximize the benefits for all student beneficiaries.

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