



The Impact of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) on Employment Generation in Patna Region

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Abstract : *The present study is based on the scrutiny of a skill development scheme PRADHAN MANTRI KAUSHAL VIKAS YOJANA (aka PMKVY) concentrating on the personnel training under the PMKVY training centers in Patna. A comparative analysis was done with another skill development and entrepreneurship scheme DDU-GKY so as to ascertain the validity of PMKVY on a small scale. 100 trainees from three different training centers, located in different areas of the city, were taken as samples to judge the plausibility of the impact and effectiveness of this scheme on the trainees.*

Keywords: PMKVY, DDU-GKY, Sampling, Trainees, Skill Development.

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Introduction:

Unemployment, both direct and disguised has haunted India since Independence. A large section of the country's youth is looking for economic and livelihood opportunities. The Government of India has launched several schemes to enlighten the workforce of India. Despite that, India's labour productivity is still much lower as compared to that of other Asian economies. A structural shift towards higher-productivity sectors could work as the building block in up-skilling of the labour force in order to ensure the country's inclusive economic growth. In regard to this problem, the launch of the skill India campaign came out to be an impressive initiative taken by the Prime Minister Narendra Modi to handle the situation. One scheme that was launched under this campaign is "Pradhan Mantri Kaushal Vikas Yojana". The Pradhan Mantri Kaushal Vikas Yojana (PMKVY) was approved by the Union Cabinet of India on March 20, 2015 and was then launched on July 15, 2015. The National Skills Development Corporation is responsible for its execution under the guidance of Ministry of Skill Development and Entrepreneurship. The first version of the Scheme ran till March 2016 and the second version was approved for running it till 2020

(Mayank Raj, PMKVY, Challenges & Opportunities). The second version of the Scheme aims to provide relevant skill set to the 10 million youth of the country. Currently, the Scheme works on the aspects of Short Term Training, Recognition of Prior Learning, Special Projects, Kaushal and Rozgar Mela, Placement and Monitoring. The outcomes of the first version were not formally documented. Out of 473370 certified youth, only 111, 322 have been placed. The outcome of the scheme could have been much vigorous and impactful being the flagship programme of the government.

Features of PMKVY:

The objective of this Scheme (more specifically PMKVY 2.0) is to encourage skill development for youth by providing monetary rewards for successful completion of approved training programs. Specifically, the Scheme aims to:

1. Encourage standardization in the certification process and initiate a process of creating a registry of skills.
2. Enable and mobilize a large number of Indian youth to take up skill training and become employable and earn their livelihood. Increase productivity of the existing workforce and align the training and certification to the needs of the country.
3. Provide Monetary Awards for Skill Certification to boost employability and productivity of youth by incentivizing them for skill trainings.
4. Reward candidates undergoing skill training by authorized institutions at an average monetary reward of Rs. 8,000 (Rupees Eight Thousand) per candidate.
5. Benefit 24 lakh youth at an approximate total cost of Rs. 1,500 Crores (Mayank Raj, PMKVY, Challenges and Opportunities).

The objective of this research paper is to know about the reasons for limited achievement of targets analyzed from the point of view of the trainee training in PMKVY training centres in Patna. Furthermore, for the study of its effectiveness in the society, a comparative analysis has been done with another skill development and entrepreneurship programme DDU-GKY. DDU-GKY was launched in 2014 by the Ministry of Rural Development to develop skills and productive capacity of the rural youth from poor families. The study uses statistical techniques such as descriptive analysis, percentage analysis, χ^2 test and z test for proportion.

Materials and Methods:

The data was collected from 3 different training centres of PMKVY ; **Orion Edutech Pvt. Ltd. located in Pataliputra, Swadha Developers in Danapur and ICETL (Ice Technology Lab in Boring Road**, from trainees of different courses such as **beauty therapist, housekeeping, web designing, hair stylist etc.** Similarly, for the comparative analysis the data was selected from three different **DDU-GKY training centres; Amity Eduskills in Kidwaipuri, Apollo Medskills Ltd., Bailey Road and Satchikitsa Prasarak Mandal, Danapur**, from trainees under different courses such as **web designing, blood bank technician, nursing etc.**

The research methodology of this study is divided into three different stages.

- (i) For the purpose of gathering information from the respondents (i.e. trainees from each of the three centres of PMKVY and DDU-GKY), a questionnaire was prepared.

After preparing the questionnaires the data were collected from the trainees of

different courses of different Training Centres of PMKVY and DDU-GKY.

- (ii) If a simple random sample is taken in each stratum, the whole procedure is described as **Stratified Random Sampling** (Cochran, 2013). Stratified Random Sampling was used to divide the region of Patna on the basis of training centres. Each of the training centres under PMKVY and DDU-GKY was considered as homogenously mutually disjoint or non – overlapping as strata. And then with the help of **simple random sampling**, trainees were selected from different training centres (were also called stratified random sample). The sample ratio (n/N) from each of the training centre of PMKVY and DDU-GKY was kept constant at $\frac{1}{4}$ i.e. 25% of the population. Simple random sampling is a method of selecting n units out of the N such that every one of the nC_n distinct samples has an equal chance (Cochran, 2013).

- (iii) The responses collected were further analysed with the help of **Chi-square test for independence of attributes' and test of significance for single proportion**. For the contingency table data, we always set up the null hypothesis that the attributes are independent (Gupta, 2014).

Both these tests have been used to examine certain conditions among the trainees such as- regularity, satisfaction with regard to provided facilities etc.

Results and Discussion:

From the 100 samples collected from three different training centres of PMKVY in Patna region, the distribution was done on the basis of distinct categories. Also, for comparative analysis 100 samples were collected from three different

training centres of DDU-GKY.

Table 1. To test whether the regularity of trainees in the class is independent of their gender

Null Hypothesis (H₀): The regularity of trainees in the class does not depend on their gender.

Alternative Hypothesis (H₁): The regularity of trainees in class depends on their gender.

Gender	Presence in Class			
	Regular	Sometimes	Never	Total
Male	31	6	2	39
Female	57	4	0	61
Total	88	10	2	100

Level of Significance = 5%

Degree of Freedom = 2

Calculated value of Chi square (χ^2) = 5.323

Tabulated value of χ^2 for 2 d.o.f. = 5.99

The null hypothesis was accepted and it was concluded that the regularity of the trainees is independent of their gender (Table 1).

Table 2. To test whether the regularity of the trainees in the class is Independent of their Age

Null Hypothesis (H₀) : The regularity of trainees in the class does not depend on their age.

Alternative Hypothesis (H₁) : The regularity of trainees in class depends on their age.

Age Group (in Years)	Presence in Class			Total
	Regular	Sometimes	Never	
18-20	10	2	0	12
21-23	18	4	0	22
24-26	31	4	0	35
Above 26	29	0	2	31
Total	88	10	2	100

Level of Significance = 5%
 Degree of Freedom = 6
 Calculated value of Chi square (χ^2) = 8.28
 Tabulated value of χ^2 for 6 d.o.f. = 12.592

The null hypothesis was accepted and it was concluded that the regularity of trainees is independent of their age (Table 2).

Table 3. To test whether the 50% of the trainees are satisfied with the facilities provided under the PMKVY scheme

Null Hypothesis (H₀) : 50% of the trainees are satisfied with the provided facilities.

Alternative Hypothesis (H₁) : More than 50% of the trainees are satisfied with the provided facilities.

Provided Facilities are Convenient	No. of Trainees
Agree	53
Disagree	47

Level of Significance = 5%
 The tabulated value of Z = 1.645
 The tabulated value of Z = 0.6

The null hypothesis was accepted and it was concluded that 50% of the trainees are satisfied by the provided facilities (Table 3).

Table 4. To test whether the satisfaction of trainees regarding the given facilities is independent of their gender

Null Hypothesis (H₀) : The satisfaction of trainees regarding provided facilities is independent of their gender.

Alternative Hypothesis (H₁): The satisfaction of trainees regarding provided facilities depends upon their gender.

Gender	Perspective of Trainees regarding the Provided Facilities		Total
	Satisfied	Dissatisfied	
Male	23	16	39
Female	30	31	61
Total	53	47	100

Level of Significance = 5%
 Degree of Freedom = 6
 Calculated value of Chi square (χ^2) = 0.672
 Tabulated value of χ^2 for 6 d.o.f. = 3.841

The null hypothesis was accepted and it was concluded that the level of satisfaction among trainees regarding the provided facilities was independent of their respective gender (Table 4).

Comparative analysis of PMKVY and DDU-GKY :

- (1) **With reference to the educational qualification of the trainees :** PMKVY appears to have stuck to its objective of providing skill training to the trainees who are less educated as maximum of the trainees have hardly completed their matriculation whereas most of the DDU-GKY trainees were students who are continuing their education along with their training (Fig. 1).

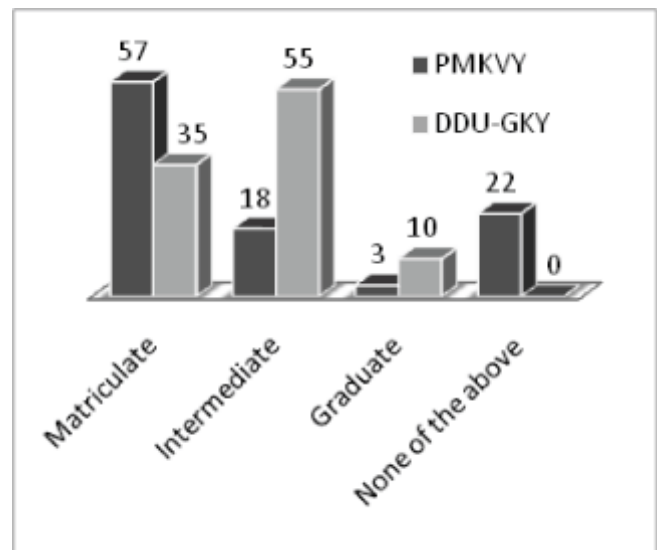


Fig. 1. Comparative Analysis on the basis of Educational Qualification

- (2) **Popularity of courses among trainees:** The maximum of PMKVY trainees were interested in IT and ITeS sector, irrespective of their gender and age while

DDU-GKY trainees were seen equally interested in IT and ITeS and beauty wellness sector (Fig. 2).

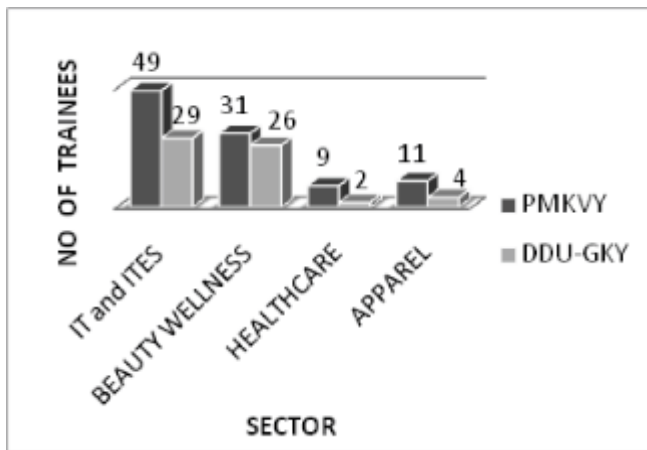


Fig. 2. Comparative Analysis on the basis of popularity of course among trainees

Conclusion :

The age aspects of the trainees lead to the conclusion that the scheme is mostly undertaken by the persons aged 24 years and above. The trainees are punctual and regular irrespective of their gender and age. However, contrary to the data, the personal views of the trainees are a bit different. Although the overall result leads to the conclusion that the scheme is well functioning, on a bit personal investigation it came to light that the trainees faced

some crucial problems regarding the facilitation of the centres, the most highlighted problem being lack of transportation and lodging. The trainees pointed out their inconvenience in travelling from remote areas to the city on a daily basis. Nonetheless, the PRADHAN MANTRI KAUSHAL VIKAS YOJANA (PMKVY) has been envisaged as a key measure to impart skill-based training to young men and women, making them capable of earning and supporting the nation's anti poverty endeavours. With a little more push, this scheme could finally lead to a revolutionised India with capable and skilled workforce leading its way.

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