

# Evaluating the perception of PMKVY beneficiaries

Sanchay Bapat <sup>1</sup>, Akansha Pandey <sup>2</sup>

<sup>1</sup> ISDS Probationer 2019, Administrative Training Institute, Mysuru, India

<sup>2</sup> ISDS Probationer 2019, Administrative Training Institute, Mysuru, India

**Abstract** - India has entered its demographic dividend phase which will last for about 35 years. Leveraging this opportunity would be dependent on the fact that how effectively we can convert this majority youth population into an efficient workforce for driving the economic growth of the country. The government has taken an ambitious step in this direction by launching the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) scheme. The aim of the study is to gauge the perception of the PMKVY beneficiaries regarding the scheme in Mysore district of Karnataka, as it is the last mile beneficiaries' outlook which is actually going to turn this scheme into a success. Both passed out and currently undergoing PMKVY training students have been considered for this purpose. Various challenges and opportunities have been identified by statistically analysing the responses of the students. The results obtained highlights the fact that the scheme is a step in the right direction and can be further strengthened if the identified loopholes are taken care of. Suitable recommendations have been proposed to increase the outreach of the scheme.

**Key Words:** Skill India, PMKVY, Awareness, Demographic dividend, Chi-square analysis

## 1. INTRODUCTION

Today India is standing on the verge where the entire country can reap the benefits of a brighter future. The sole responsibility of such a situation lies on the fact that how effectively we can convert our demographic surplus

into the "demographic dividend". "Demographic dividend refers to the growth in an economy that is the result of a change in the age structure of a country's population. As the majority of the population lies in the working population bracket of 15-59 years, appropriate skill development initiatives can lead not only towards inclusivity and enhanced productivity within the country, but can also fulfil the global skilled manpower requirements. The youth population is too looking for better paid jobs and self employment opportunities. All this has made a mega skill development initiative imperative. At the same time, the vision of our honorable Prime Minister is to make India the skill capital of the world. The government has taken an ambitious step towards it by launching the flagship scheme of the ministry of Skill Development and Entrepreneurship - Pradhan Mantri Kaushal Vikas Yojana(PMKVY).

### A. Pradhan Mantri Kaushal Vikas Yojana(PMKVY)

PMKVY is being implemented by the National Skill Development Corporation (NSDC), which is a not for Profit Company, set up by Ministry of Finance under the Public Private Partnership (PPP) model. The scheme has been approved for four years (2016-2020) and aims to benefit 10 million youth. PMKVY is the outcome-based skill training scheme of the Ministry of Skill Development & Entrepreneurship (MSDE). Under the scheme monetary reward will be provided to trainees who have been successfully trained. This program is a paradigm shift from the input based to outcome based skill training in the country.

Actual success of any government scheme lies in the fact that whether the last mile beneficiary is getting benefited out of the envisaged scheme or not. Gauging the beneficiary side picture of the scheme in terms of their aspirations and perceptions becomes important to understand the overall effectiveness of the scheme. For India, PMKVY is need of the hour, and thus it becomes imperative to study its success rate and shortcomings.

### *B. Objective of the study*

The objective of PMKVY is to generate a skilled workforce and help in the overall development of the country. The objective of this study is to conduct surveys in the functional PMKVY centres in Mysore and Chamarajanagar districts of Karnataka, and then to understand the various opportunities and challenges associated with the training. The study further tries to obtain the perception of the beneficiaries towards the scheme and chi-square statistical analysis is performed to validate the findings.

### *C. Scope of the study*

As the study aims to find the beneficiary side picture of the scheme, two centres were chosen in Karnataka state namely Mysore and Chamarajanagar. The centres were chosen such that in the first centre, the beneficiaries had already completed their respective trainings. The other centre had beneficiaries still undergoing their training. This helped to capture the entire bandwidth of beneficiaries to analyse the overall impact of the scheme.

## **2. LITERATURE REVIEW**

India is currently at a crossroad where it can utilise its demographic surplus into demographic dividend by

converting its large yet unskilled youth population into an asset which can act as a key driver for the Indian economy in the next 15-20 years. The subject of skill development has been a continuous focus area of the government as well. Many researchers have conducted independent studies to analyse various opportunities and challenges with respect to skill development in India as well as abroad.

[1] Lechner M (2000) analysed the effect of public sector sponsored training in East Germany and found out that the public sector sponsored training had rather negative impact on the trainees as it reduced the efforts required by them to find job vis-à-vis for candidates with longer spells of unemployment. [2] Organisation for Economic Co-operation and Development (OECD) in 1997 mentioned the gradual shift of global economy into a knowledge based economy would require a highly knowledgeable and skilled workforce.

The importance of skill training in India can be measured from the fact that despite increasing literacy rates, a large percentage of population is still unemployable due to their low skill set. [3] Vandana Saini (2015). There is enormous skill gap prevalent in India, specifically in Karnataka, due to mismatch between industry demand and the skills set acquired by the students through vocational trainings. It has also been analysed that the recent measures taken by the government, have failed to address this demand supply gap [4] Aya Okada (2012). There is a need to identify innovate approaches for developing a robust skill ecosystem in complex societies like India. [5] Shrotriya S. (2018) identified the challenges in creation of large scale quality skill framework in India. The benefits of the demographic dividend phase of India can be utilised by providing skilled manpower to fulfil the national and global labour

needs. To achieve this, the educational and skilling policies must be aligned according to the industrial demands and global market requirements. [6] Misra (2016)

[7] Mahipatsinh D. Chavda(2015) emphasized on the 14-17 years age group which is the most responsive towards skill development initiatives. It highlighted the importance of bringing together the educational and skilling ecosystem in the country to maximise the output. [8] Prateek Chouksey(2019) evaluated the performance of PMKVY in selected areas of Madhya Pradesh and identified shortcomings such as migration, ineffective monitoring and lack of skill centres as major hurdles in fulfilment of the objectives of the scheme. It also raised question on the effectiveness of vocational trainings undergoing at PMKVY centres in improving the employability of the candidates. In today's era of digital world, the awareness component of any government scheme can be increased many folds by utilising the Information Technology enabled Services (ITeS) platform. [9] Patnaik (2018)

The review of literature clearly indicates that although there have been studies on evaluating the performance of the Pradhan Mantri Kaushal Vikas Yojana (PMKVY); no such study has been conducted to capture the beneficiaries perception of the scheme in its present form.

### 3. RESEARCH METHODOLOGY

#### 1) Data Collection

The data collection was carried out through interviews conducted at the PMKVY centres. Opinions about functioning and various aspects of PMKVY centre were collected from students through a detailed questionnaire. The data is analysed and the opinions

are statistically validated to understand the relationship between two categorical variables of the collected data.

#### 2) Questionnaires

For the survey, we had two sets of beneficiaries available. To capture their data, we prepared two different sets of questionnaires. The broad dimensions of information asked in the questionnaires were:

- *Personal information:* This set of questions was related to the basic profile of the candidates such as the age, education qualification.
- *Family details:* This set of questions was asked to capture the social and economic background of the candidates.
- *PMKVY related information:* This set of questions dealt with the overall view of the candidates regarding the scheme capturing specifically the course content utility, training methods, awareness and overall rating of the scheme and so on. The questions were asked keeping in mind the fact that whether the student had completed or was still undergoing PMKVY training at the centre.

*Personal interview:* Along with the students, the teaching staff's point of view towards the PMKVY scheme and their own set of challenges are equally important. A considerable amount of time was dedicated in personally interviewing the trainers present at both the training centres.

The field survey and response collection was done in the following way-

*Case I- PMKVY centre in which beneficiaries have completed their training.*

Interactions were carried out with the administration and teachers working in the centre to understand the functionality of the centre. The beneficiaries were then contacted and their feedback was obtained through online mode as they were geographically dispersed.

*Case II- PMKVY centre in which students were undergoing training.*

The students present in the centre undergoing training in various trades were personally interviewed and their responses were recorded.

#### 4. DATA ANALYSIS

##### A. Sampling

The data was collected from two different set of beneficiaries who were enrolled in two different PMKK training centres. To make a comparative study out of the two different sets of responses, we took randomised 10% samples out of them based on the generalised sampling method.

##### B. Data interpretation

The data was segregated in terms of the educational qualifications of the candidates. The interpretation of data was done keeping in mind the two sets of beneficiaries and how the responses have changed from undergoing training candidates to the passed out candidates.

##### C. Data validation

To validate the authenticity of the data received, we have performed chi-square analysis on both the data sets. The chi-square statistic basically measures how expectations compare to the actual observed data.

##### D. Tools used

*Chi square analysis:* chi- square statistic is a way to show the relationship between two categorical variables. It is used to determine whether there is significant difference between expected frequencies and the observed frequencies in one or more categories. We start with a null hypothesis and the value obtained after application of test shows the probability that the observation falls into the corresponding class. The formula to calculate the chi- square coefficient is

$$\chi_c^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where

O= observed value

E= Expected value

C=degree of freedom

##### E. Hypothesis test

The datasets collected are subjected to data validation to test its authenticity. The hypothesis considered and the results obtained are as follows:-

##### *Case I: Students undergoing training in PMKVY centre*

➤ *Hypothesis 1:* The students undergoing training at the centre will further recommend this training to others.

- *Result:* the chi-square value obtained for the hypothesis was 0.61 which is greater than 0.50 and thus our hypothesis that the students “*will recommend the PMKVY training to others holds true*”.

➤ *Hypothesis 2:* The students believe that the practical content of the training program is higher than the theoretical content.

- *Result:* The chi-square value obtained for the hypothesis was 0.59 which is greater than 0.50 and thus our hypothesis that the students “**believe that the practical content was more in the training holds true.**”

**Case II: Students who have completed training in PMKVY centre**

➤ *Hypothesis 1:* The majority of the passed out candidates believe that their PMKVY training completion certificate is useful to them.

- *Result:* The chi-square value obtained for the hypothesis was 0.44 which is less than 0.50 and thus our hypothesis that the pass out students “**believe that the PMKVY certificate is still useful if false.**”

➤ *Hypothesis 2:* the passed out students are of the view that the training is relevant and will further recommend PMKVY training to others.

- *Result:* The chi-square value obtained for the hypothesis was 0.71 which is greater than 0.50 and thus our hypothesis that the pass out students “**believe that they will further**

**recommend the PMKVY training to others holds true.”**

**5. FINDINGS OF THE STUDY**

Students were classified into three categories based on their educational qualification – School pass out, vocational degree holders, graduates and above. The perception of students was analysed based on four criteria – admission into the desired trade, exposure to industries via visits, their plans of higher studies and their recommendation of PMKVY to others. Table 1,2 and 3 shows the percentage of students who gave an affirmative response.

*Case A) Completed Schooling*

Table 1 : Perception of candidates who have completed schooling

		Undergoing training	Completed training
<b>School Passouts</b>	Whether you will recommend PMKVY	94%	80%
	Did you get admission in preferred trade?	93%	80%
	Did you wish to pursue higher studies?	63%	50%
	Did any industrial visits planned/took place?	83%	40%

Table 1 shows that as training gets completed, candidate’s interest to recommend PMKVY reduces along with the perception of getting admitted into their desired trade. This highlights the fact that the prospects for certain trades are not appealing to the students once they enter the job market. For a large number of intermediate level students, going for higher studies is a preferred choice irrespective of stage of training. The

sharp decrease in the student’s opinion on industrial visits highlight the lack of facilities at the centers.

It can be inferred that, for students with intermediate as their educational qualification, PMKVY training is beneficial but a large number of students are willing to go for higher studies to pursue additional educational courses in order to raise their income levels. It also highlights the fact that industrial visits are not conducted regularly in the centers which decreases the exposure of the candidates.

*Case B): Vocational Students*

Table 2 : Perception of vocational training completed candidates

		Undergoing training	Completed training
<b>Vocational Students</b>	Whether you will recommend PMKVY	69%	83%
	Did you get admission in preferred trade?	97%	83%
	Did you wish to pursue higher studies?	63%	50%
	Did any industrial visits planned/took place?	91%	17%

Table 2 shows that for the students having prior vocational training experience like ITI, Diploma, Pradhan Mantri Kaushal Vikas Yojana (PMKVY) centers contribute to their career progression, as there is 14% rise in the students recommending the training once they enter the job market. Though once the students complete their trainings, there is a dip in the perception about their admitted trade. It may be attributed to lack of awareness about their trades before joining the course. There is also a decrease in the percentage of students willing to go for higher studies after PMKVY which shows that though a large number of students want to

pursue higher studies to improve their career prospects, vocational students are finding PMKVY beneficial. For the industrial visits, we find a large drop in student’s perception showing the lack of industrial exposure.

*Case 3): Graduate and above*

Table 3 : Perception of graduate and above candidates

		Undergoing training	Completed training
<b>Graduates and above</b>	Whether you will recommend PMKVY	95%	82%
	Did you get admission in preferred trade?	91%	71%
	Did you wish to pursue higher studies?	35%	12%
	Did any industrial visits planned/took place?	73%	24%

It can be inferred from Table 3 that similar to intermediate students (Table 1), there are less chances of graduate students recommending PMKVY after the completion of training. There is 20% drop in the perception of being admitted into their preferred trade among the graduate students. But their willingness to go for higher studies decreases with the completion of the PMKVY training showing that the certificate hold value for them in the labour market. In case of graduates as well, their perception about the industrial visit decreases sharply pointing that the visits are not being conducted regularly.

The decrease in the perception of students being admitted into their preferred trade decreases for each of the case set considered. This implies that there is lack of awareness among the students about the future prospects in their respective trades. The percentage dip

in the willingness to go for higher studies points out that despite the shortcoming, the PMKVY certificate holds useful for the candidates. The industrial visits are not being conducted regularly as is evident from the major drop in percentages among all the three categories. It shows that industrial collaboration of the centers is limited and students are lacking industrial exposure.

*Findings from the chi square analysis*

*1) Case I: Students who are undergoing PMKVY training*

Table 4 : Chi-square analysis for PMKVY training undergoing candidates

Hypothesis tested	Chi-square test value
Practical content of the training was higher than the theoretical content	0.59
Will recommend the PMKVY training program to others	0.61

As both the chi-square test values are greater than 0.50, this implies that the general perception among the students regarding the scheme is positive.

Also both the values are somewhat close to 0.50, which points towards the fact that the students who are undergoing training are not fully aware of the intended outcomes of the scheme, and thus a certain amount of uncertainty remains in their minds.

*2) Case II: Students who have completed the PMKVY training*

Table 4 : Chi-square analysis for PMKVY training completed candidates

Hypothesis tested	Chi-square test value
PMKVY training certificate is still useful	0.44
Will recommend the PMKVY training program to others	0.71

PMKVY training certificate is still useful	0.44
Will recommend the PMKVY training program to others	0.71

As the first hypothesis test value is less than 0.50, it signifies the fact that after completion of training, the students are doubtful about the relevance of the certificate to fulfil their job prospects at present.

The second hypothesis result is greater than 0.5 which again signifies the fact that the students are willing to recommend PMKVY training to others.

These contrary responses can be explained by the fact that although the students are not sure of the relevance of the PMKVY training after its completion to fulfil their present day job requirements, still they will recommend it to others because it will certainly add a positive effect to one’s jobs prospects.

*3) Inter data set findings*

The above hypothesis of “recommending the PMKVY training to others” result also signify the fact that on completion of the training, the positive perception of PMKVY training program among the student’s increases and the uncertainty level goes down.

**6. CONCLUSION**

Today an efficient skilling ecosystem in the country is imperative. The large youth population and their various aspirations need immediate attention. The Pradhan Mantri Kaushal Vikas Yojana (PMKVY) tries to address this issue. On evaluating the beneficiary side perception of the scheme, it was realised that in general, the overall impact of the scheme is positive as students are willing to recommend this training to others and are satisfied

majorly. But, it suffers from some lacunae, which are reducing the effectiveness of the scheme. Addressing these shortcomings will improve its performance and will help the scheme to move one step closer to its intended goal of making the youth industry ready and provide them with better livelihood opportunities.

The study highlights the fact that the perception of PMKVY scheme among its beneficiaries is majorly positive. But it also highlights some of the shortcomings which need immediate attention. Major shortcomings identified during the survey are as follows:

1. Lack of awareness regarding the various components of the scheme is making it difficult for the candidates to leverage its maximum benefits.
2. The absence of any grievance or feedback portal further aggravates the situation
3. The lack of entrepreneurship opportunities made available through the PMKVY scheme, is making it difficult for the candidates to realise their full potential. Most of the beneficiaries enrolled in the scheme belong to rural background and it is not a viable option for many them to shift to an urban locality for a job.
4. There is a mismatch between the duration of the course and the content which needs to be covered in that duration.
5. The trades running in the centres are not adopted according to the local needs and thus the overall impact of the scheme suffers.
6. The location of the centres is also a problem as many of the students need to travel a large distance to reach the centre.
7. The placement mechanism is also not very robust as the placement percentages stated by

the training centre administration and the viewpoint of the beneficiaries is contradictory.

Based on the study conducted and responses of the students, there are certain recommendations which authors would like to suggest.

1. Online portal for feedback and grievance redressal of the students.
2. Local specific trades to be run in the centres.
3. Creation of awareness about the schemes supporting skill development and entrepreneurship through online platforms.
4. Textbooks in bilingual form rather than only English.
5. Integration of vocational trainings in the school curriculum leading to better choice of career for students after intermediate level.
6. Independent third party inspections of the centres at regular intervals with effective implementation of the results.

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