

Pradhan Mantri Kaushal Vikas Yojana (Pmkvy) A Tool For Inclusive Economic Growth At District Level

Dr. Neera Kumar

Associate Professor, SIES (Nerul) College of Arts, Science and Commerce

DOI: 10.47750/pnr.2022.13.S07.903

Abstract

The Ministry of Skill Development & Entrepreneurship's main programme is the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) (MSDE). This Skill Certification Scheme's goal is to make it possible for a lot of Indian youth to enrol in industry-relevant skill training courses that would help them get better jobs and encouraging young people to enrol in industry-relevant skill training that will improve their chances of finding employment. Under the Recognition of Prior Learning programme, individuals with prior learning experience or skills will also be evaluated and certified (RPL). Ten million young people are expected to be served by the programme between 2016 and 2020. The PMKVY is a promising initiative by the Indian government to empower millions of young people with latent abilities and entrepreneurial potential employability. This is a positive development for India's unemployed. If the programme is executed in complete sense, it will open up new opportunities.

In this research the researcher is trying understand the Potential of employment creation through government run PMKVY scheme and to analyse the Success of the skill development program among people from lower income group with special reference to the the Skilling centre in the Allahabad district, Uttar Pradesh.

Keywords: PMKVY, Skill development, Learning Programs, training Centers

INTRODUCTION

The key components of PMKVY are providing short term training to eligible candidates at PMKVY Training Centres (TCs). Apart from providing training according to the National Skills Qualification Framework (NSQF), training in soft skills, entrepreneurship, financial and digital literacy is imparted at TCs. Duration of training varies per job role, ranging between 150 and 300 hours. Upon successful completion of their assessment, candidates shall be provided placement assistance by Training Partners (TPs). Various "Sector Skill Councils" (SSCs) established with business cooperation have devised quality plans for this qualification. The National Skill Development Council (NSDC) has been designated as the organisation in-charge of organising and pushing the same.

LITERATURE REVIEW

- K. S Thakur and Mini Agarwal (2019) in their study on the Impact of Pradhan Mantri Kaushal Vikas Yojana on the Productivity of Youth in Gwalior Region, India, concluded that Training produces advantages for the understanding, abilities, capacity, abilities and conduct of the youth. From the results most respondents highly agreed that training builds abilities and abilities to enhance performance, it is helpful to earn livelihood and Promot them for self-employment entrepreneurship and solve their unemployed problem.
- Kanchan & Varshney (2015), indicated in their research paper about impact of strategies and initiatives of skill development in India. Secondary data sources based study found that 80 percent of rural and urban Indian workforce has low marketable skills. Study reveal filling this gap with various skill development initiatives results skilled manpower to face global hub

OBJECTIVES

- Success of the skill development program among people from lower income group.
- Potential of employment creation through government run PMKVY scheme.

RESEARCH ANALYSIS

The research was undertaken in the Skilling centre in the city of Allahabad, Uttar Pradesh. This centre runs 26 programs under National skill development scheme. The student was conducted for most popular for courses run by the centre-

- **Fashion designer**
- **Construction Skills**
- **Retail course**
- **Computer Skills**

The data was collected through a structured questionnaire from 134 students and through personal interview of 3 training Centres Heads

The data was analysed using SPSS & mostly correlation and mean statistic were attempted to do statistical analysis. Cross tables were also used to display the distribution of data.

The analysis is done by formulation of Hypothesis.

Analysis of Demographic Profile of Students for the Silling Programs

Null Hypothesis-1 There is no significant corelation between Education Qualification of students and type of skill program they undergo

Alternate Hypothesis-1 There is a significant corelation between Education Qualification of students and type of skill program they undergo

Correlations			
		Education	courses
Education	Pearson Correlation	1	.389**
	Sig. (2-tailed)		.000
	N	134	134
courses	Pearson Correlation	.389**	1
	Sig. (2-tailed)	.000	
	N	134	134
**. Correlation is significant at the 0.01 level (2-tailed).			

The Pearson correlation value of .389 suggest that there is a significant corelation between Education Qualification of students and type of skill program they undergo. Hence Alternate Hypothesis is selected.

Education * courses Crosstabulation						
		Count				
		courses				Total
		1	2	3	4	
Education	1	33	31	16	1	81
	2	21	2	4	14	41
	3	2	0	1	9	12
Total		56	33	21	24	134

12th pass students mostly take up Fashion Designing & construction skill program which are more of labour-intensive skilling courses

Null Hypothesis-2 There is no significant corelation between Family Income and course selection

Alternate Hypothesis-2 There is a significant corelation correlation between Family Income and course selection

Correlations			
		familyincome	courses
familyincome	Pearson Correlation	1	-.006
	Sig. (2-tailed)		.941
	N	134	134
courses	Pearson Correlation	-.006	1
	Sig. (2-tailed)	.941	
	N	134	134

The Pearson correlation value of .941 suggest that there is a significant correlation between Family income of students and type of skill program they undergo. Hence Alternate Hypothesis is selected.

familyincome * courses Crosstabulation						
Count						
		courses				Total
		1	2	3	4	
familyincome	1	8	5	3	8	24
	2	2	1	0	0	3
	3	10	7	2	0	19
	4	26	16	11	7	60
	5	10	4	5	9	28
Total		56	33	21	24	134

The above table shows that the students from the relatively higher income groups undergo skilling programs like retail and computers skills,

Null Hypothesis-3 There is no significant correlation between age of students and course selection

Alternate Hypothesis-3 There is a significant correlation between age of students and course selection

Correlations			
		Age	courses
Age	Pearson Correlation	1	.243**
	Sig. (2-tailed)		.005
	N	134	134
courses	Pearson Correlation	.243**	1
	Sig. (2-tailed)	.005	
	N	134	134

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation value of .243 suggest that there is very little significant correlation between the age of students and type of skill development program. Hence Null Hypothesis is selected. Hence Alternate Hypothesis is selected.

Age * courses Crosstabulation						
Count						
		courses				Total
		1	2	3	4	
Age	18	7	12	2	0	21
	19	17	6	6	0	29
	20	13	5	3	0	21
	21	1	2	4	5	12
	22	6	0	0	0	6
	23	1	4	0	4	9
	24	4	2	1	8	15

	26	0	1	2	3	6
	27	1	0	0	0	1
	28	0	1	3	4	8
	30	2	0	0	0	2
	31	2	0	0	0	2
	32	1	0	0	0	1
	36	1	0	0	0	1
Total		56	33	21	24	134

The above table suggest that students from all age group are joining all 4 skilling programs

Null Hypothesis-4 There is no significant corelation between gender of students and course selection

Alternate Hypothesis-4 There is a significant corelation correlation between gender of students and course selection

	courses	gender p-value
courses	1	-.426**
		.000
		134
gender	-.426**	1
	.000	
	134	134

Primary Source: SPSS: Pearson Correlation: Sig. (2-tailed)

The Pearson correlation value of .000 suggest that there is no significant corelation between the age of students and type of skill development program. Hence Null Hypothesis is selected.

gender * courses Crosstabulation						
Count						
		courses				Total
		1	2	3	4	
gender	1	5	33	18	13	69
	2	51	0	3	11	65
Total		56	33	21	24	134

The above table suggest that equal no. of students from both genders enrol for the skilling program, however we see more female students in the fashion designing & tailoring courses and more males in construction & retail courses.

Null Hypothesis-5 There is no significant corelation between job type and Gender

Alternate Hypothesis-5 There is no significant corelation between job type and Gender.

Correlations		
	gender	p-value
gender	1	.027
		.761
	134	134
job type	.027	1
	.761	
	134	134

Primary Source: SPSS: Pearson Correlation: Sig. (2-tailed)

Report
Job Type

gender	Mean	N	Std. Deviation
1	1.94	69	.235
2	1.95	65	.211
Total	1.95	134	.223

The Pearson correlation value of .027 suggest that there is no significant correlation with the Job Type and gender. Hence Null Hypothesis is selected.

The mean value suggests that equal male & female students go for both self-employment and service

Earning Potential

Null Hypothesis-6 There is no significant corelation between type of skill development program & job type and salary earned

Alternate Hypothesis-6 There is a significant corelation between type of skill development program & job type and salary earned

Correlations			
		courses	jobtype p-value
courses		1	-.073
			.404
		134	134
jobtype		-.073	1
		.404	
		134	134

Primary Source: SPSS: Pearson Correlation: Sig. (2-tailed)

The Pearson correlation value of .404 suggest that there is a significant corelation between type of skill development program & job type. Hence Alternate Hypothesis is selected.

courses * jobtype Crosstabulation				
Count				
		jobtype		Total
		1	2	
courses	1	41	15	56
	2	2	31	33
	3	16	5	21
	4	19	5	24
Total		78	56	134

The above table suggest that students undergoing Fashion designing and construction skills are more into self-employment and students undergoing Retail and Computer skilling are getting more into service sector

Correlations			
		courses	salaryearned p-value
courses		1	.483**
			.000
		134	134
salaryearned		.483**	1
		.000	
		134	134

Primary Source: SPSS: Pearson Correlation: Sig. (2-tailed)
 **. Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation value of .483 suggest that there is a significant corelation between the age of students and type of skill development program. Hence Alternate Hypothesis is selected.

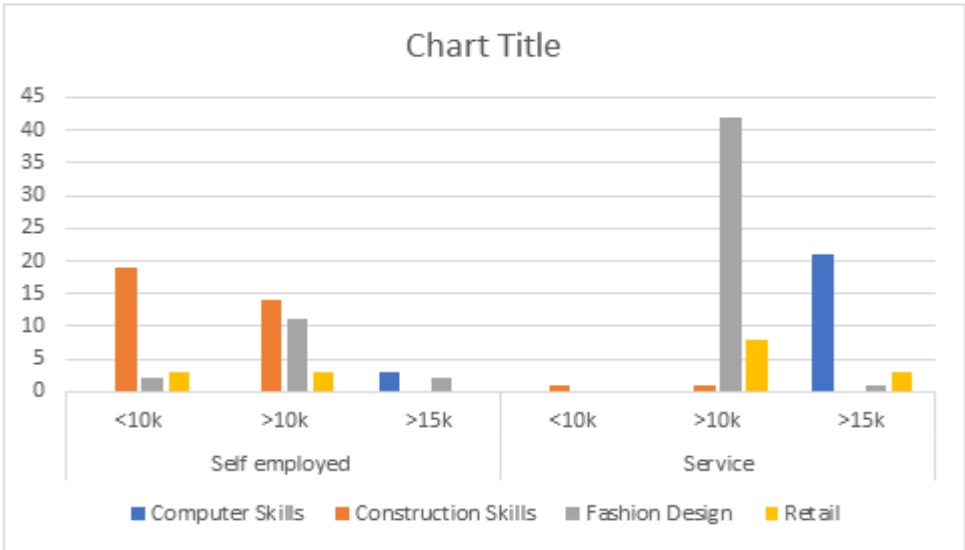
courses * salaryearned Crosstabulation							
Count							
		salaryearned					Total
		1	2	3	4	5	
courses	1	20	18	17	0	1	56
	2	23	10	0	0	0	33
	3	7	12	2	0	0	21
	4	0	0	10	6	8	24
Total		50	40	29	6	9	134

The above table suggest that Students from fashion designing & tailoring, and Construction skills courses earn a lesser salary in comparison to students from Retail & computer skills courses. It is observed that on an average the Students from fashion designing earn between 7k to 15k per month, students from Construction skills earn between 7k to 10k per month, Students from Retail course earn between 10k to 15k per month, Students from Computer skill course earn a salary between 15k to 20k per month

Case Processing Summary						
	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
salaryearned * jobtype	134	100.0%	0	0.0%	134	100.0%

Report			
salaryearned			
jobtype	Mean	N	Std. Deviation
1	2.33	78	1.147
2	1.86	56	1.151
Total	2.13	134	1.168

From the mean value we can see that the salary bracket in which a greater number of students get employment is less than 13 K per month



The above chart indicates that Students who get into service are able to earn a higher salary in comparison to self-employments especially from the computer and retail programs

FINDINGS

Most of the respondents have come to know about the scheme through word of mouth and they are happy to share this information to other aspirants.

The students having less education qualification take up Fashion Designing & construction skill program which are more of labour-intensive skilling courses

Students from the relatively higher income groups undergo skilling knowledge-based skilling programs like retail and computers

Students from all age group are joining all 4 skilling programs suggested in the research

Students undergoing Fashion designing and construction skills are more into self-employment and students undergoing Retail and Computer skilling are getting more into service sector

The above table suggest that equal no. of students from both genders enrol for the skilling program, however we see more female students in the fashion designing & tailoring courses and more males in construction & retail courses.

Also, the study indicates that equal male & female students go for both self-employment and service

Students from fashion designing & tailoring, and Construction skills courses earn a lesser salary in comparison to students from Retail & computer skills courses. It is observed that on an average the students from fashion designing earn between 7k to 15k per month, students from Construction skills earn between 7k to 10k per month, Students from Retail course earn between 10k to 15k per month, Students from Computer skill course earn a salary between 15k to 20k per month,

Students who get into service are able to earn a higher salary in comparison to self-employments especially from the computer and retail programs.

From the mean value we can see that the salary bracket in which more number of students get employment is less than 13 K per month

CONCLUSION

Thus from the findings, it can be concluded that, the scheme has become popular and is likely to be shared among aspirants. Skill programs are dependent on qualification and income level, whereby lesser qualification implies labour-intensive skilling courses. Fashion designing and construction directs more into self-employment avenues whereas, undergoing Retail and Computer skilling provides good opportunities at service sector.

Both the genders show active participation at enrolling for skill programs as well as appearing at self-employment or service. Programs with lesser qualifications like fashion designing render lesser salaries ranging 7k-15k p.m. in comparison to Retail & computer skills courses requiring technical know-how that provide monthly salary of 15k-20k.

Furthermore, service sector provides higher pay in contrary to self-employment. Overall, salary remains less than 13k for students seeking employment.

REFERENCES

- India Population 2021 -Current Population of India (indiaonlinepages.com)
- The Ultimate List of Remote Work Statistics - 2021 Edition (smallbizgenius.net) Technology Creates More Jobs Than It Destroys - Foundation for Economic Education (fee.org)
- 13 High Paying Skills Of 2021 | Top Skills In Demand In Future (startuptalky.com)
- Re-engineering Education and Skilling Building for the Future of Work: India Skills Report 2022
- AN IMPACT ANALYSIS OF PRADHAN MANTRI KAUSHAL VIKAS YOJANA (PMKVY): OPPORTUNITIES TO IMPROVE Prof Raj Nehru Vice Chancellor Shri Vishwakarma Skill University Haryana, India

- Impact of Pradhan Mantri Kaushal Vikas Yojana on the Productivity of Youth in Gwalior Region, India Mini Agrawal, K.S. Thakur
- PMKVY 2.0 Impact Evaluation Report – Executive Summary.pdf
- EFFECTIVENESS OF SKILL DEVELOPMENT SCHEMES AND ITS IMPACT ON ENTREPRENEURSHIP 1 Madhuri Aggarwal, 2Akash Datta, 1Research Scholar, 2Head of the Department 1 I.K.Gujral Punjab Technical University, Jalandhar, India, 2Gulzar Group of Institutions, Khanna