Awareness Of The Pradhan Mantri Kaushal Vikas Yojana (PMKVY) Among Rural Area: Haryana

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Abstract

Skill development programs are essential if you want to take advantage of the demographic dividend. For this purpose, several government initiatives have been launched, including the National Skill Development Mission and the Skill India Programme. Prime Minister Narendra Modi launched the Skill India Initiative on 15 July 2015. The mission is to plan for approximately 40 crore candidates with a variety of skills in India by 2022. An innovative program called Pradhan Mantri Kaushal Vikas Yojana (PMKVY) seeks to give youth a scheme that is meaningful, relevant to their area and capability-based. The objective of this study is to create awareness about Pradhan Mantri Kaushal Vikas Yojana (PMKVY) in rural area of Haryana. A questionnaire was developed for this study and 260 respondents who had completed the PMKVY program were interviewed. The data respondents have been analyzed using descriptive statistics and exploratory factor analysis (EFA) to know more about the awareness about Pradhan Mantri Kaushal Vikas Yojana (PMKVY).

Keywords: Skill India, NSDC, MSDE, Pradhan Mantri, Kaushal Vikas. Yojana.

1. Introduction

Every national government in the world is working hard to raise the standard of living for its citizens. Furthermore, in an increasingly globalised economy, maintaining and advancing economic progress depend on one's ability to compete on a worldwide scale. Therefore, every nation makes an effort to constantly improve the abilities of its people in order to remain competitive in the global market among rivals. In addition, population growth is a strategy for escaping poverty and creating jobs that raise living standards in developing nations. In other words, there would be a rise in the annual number of individuals seeking employment in India in the future. India is currently in a unique situation where there are problems for both the employers that need trained labour and the job seekers. An estimated 20 million workers will be needed in India's industrial industry, meaning that 1.5 million technicians would need to be trained year.(Vicziany, M. (2005) Both the national and state governments in India have been working to increase the skill sets of the populace, especially young people living in rural areas, in order to enable better rural livelihoods. Numerous skill development initiatives have been put into place across the nation for this reason. Since the start of the economic planning era in India after independence, formal education has been provided along with vocational training in a variety of subject areas in an effort to promote human development. With notable success, India has also made great efforts to meet the objectives of the Millennium Development Goals (MDGs) by offering elementary education to all children. Efforts to build skills are essential not only to improve people's abilities and provide education, but also to meet unique needs in different economic sectors. Institutions of industrial training meet the demand for additional skills needed in secondary market sectors and industrial activities. In India, the government works to provide people with additional skills so they can support themselves. Youth skill development initiatives give them the chance to acquire new or extra abilities, improve their current skill set, and become more proficient in it. As a result, these activities and programmes for development raise productivity and increase alternatives for livelihood, which advances human development.

The main goal of skill development projects, particularly in rural regions, has been to assist the people in increasing their capacity to make a good livelihood. Due to the widespread presence of chronic mass poverty, young basic skill providing has been the

initial priority. The bulk of Indians live in rural areas, hence the development of rural youth's abilities has been deemed crucial and extremely important. Along with efforts to boost economic capital in rural areas themselves, the supply of basic medical care and educational opportunities has been the main focus of the economic growth of India. These initiatives are essential to bringing the nation's youth to their full potential and realising the greatest demographic dividend for raising output, worker efficiency, and economic growth.

Thus, the Central and State Governments are putting various skill development initiatives and programmes into action with the goal of making India a future global powerhouse. The Prime Minister launched the skill India programme with the goal of making India the global hub for skills. The government's determination to teach youth skills is demonstrated by the establishment of the Ministry of Skill Development and Entrepreneurship. Additionally, other ministries are implementing various programmes that concentrate on skill development. India has launched a number of skill-development initiatives and programmes targeted at reaching the large number of young people without jobs, given the country's growing youth population. In order to fully utilise the demographic dividend and incorporate the younger workers into the economy, several activities are essential. The following are a few significant programmes aimed at helping young Indians without jobs acquire their skills:

1. **Pradhan Mantri Kaushal Vikas Yojana (PMKVY)**
   The Ministry of Skill Development and Entrepreneurship (MSDE) launched the government's flagship programme, the Pradhan Mantri Kaushal Vikas Yojana (PMKVY), in 2015. By making skill training accessible to everyone, it was intended to support and stimulate skill development across the nation. With the support of PMKVY, many young Indians will be able to enrol in industry-relevant skill training, which will improve their chances of finding employment. (Ministry of Skill Development & Entrepreneurship, Government of India, 2021). The following are the key components of PMKVY:
   - Short Term Training (STT)
   - Recognition of Prior Learning (RPL)
   - special projects
   - Kaushal and Rozgar Mela

- Placement Guidelines
- continuous monitoring

2. **National Apprenticeship Promotion Scheme (NAPS)**

   NAPS are a co-funded concept designed to encourage apprenticeship training while offering employers financial incentives. By giving young people real-world experience in their desired field, the programme expands their career opportunities.

3. **Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY)**

   With a focus on rural youth, DDU-GKY not only provides them with employable skills but also sees to it that they are placed, turning the impoverished youth of rural areas into a workforce that is both globally relevant and economically independent. The inclusion of women, people with disabilities, and minorities is emphasized. (RP Singh & AK Singh – 2017)

4. **Udaan**

   Udaan is a unique programme designed to meet the needs of Jammu & Kashmir's (J&K) educated unemployed workforce. The programme seeks to connect young people with corporate India and provide them access to job opportunities and skills. (MS Kedar, 2015)

5. **Make in India**

   Make in India is largely an industrial effort, but by encouraging innovation and creating world-class manufacturing facilities, it has a big impact on skill development. Due to the increasing need for skilled labour in the industries covered by this initiative, training programmes are customised to meet the needs of the business. (I Mir, 2017)

A short review of the range of these skill-development programmes indicates that the government is making numerous attempts to promote skill development throughout the nation, particularly for young people. Consequently, it can be said that the administration has come to the realisation that it is critical to give young people in the nation every chance to advance their education.

2. LITERATURE REVIEW

Through a review of the literature, a researcher can contribute fresh ideas, clarifications, and hypotheses by delving further into the subject at hand and examining its wider relevance. Finding out the recommendations made by earlier researchers for additional research that they have included in their studies is the last and particular justification for reading related literature. The quantity of pertinent articles and the goal of the research report will determine the length of the review.

Mukti Gill (2015) "Bridging the skills gap through vocational education" was the subject of a study that was carried out. The country's current unemployment situation is examined in the study in relation to the academic achievements of our educational institutions. The investigation came to the conclusion that there were skills shortages compared to industry demands. It delves deeper into the importance of vocational education in enhancing young people's employment abilities. The paper's conclusion emphasises the necessity of changing the current system of vocational education in order to close the skills gap that exists among Indian youth and makes specific recommendations for reforms.

Vandana Saini (2015), "Skill development in India: need, challenges and ways forward" was the title of the study that was done. The study's primary goals were to examine India's current skill level, examine the difficulties the country's talent development system faces, and make recommendations for potential fixes or directions forward. As to the study's conclusion, India's economic transformation over the past ten years into one of the fastest-growing global economies has been truly extraordinary. India needs a productive and ongoing system of workforce skill development if it hopes to maintain its current growth trajectory.

Seema Pandey (2016) carried out an investigation into "Improvising skill development & employability potential through higher education, research & innovations in India" . The study's goal was to gather lessons from previous policy interventions about how institutions of higher learning can successfully support the nation's skill development programme, which is the nation's flagship initiative. It also found that in India, both the public and

private sectors have come to understand the critical role that education plays in producing skilled labour, which in turn accelerates growth in the economy.

Singh & Kaur (2018), titled "A Study on Skill Development of Paint and Coating Industry" was carried out. The purpose of this study is to ascertain the causes of the skills gap in the paint business and strategies for addressing the skill gap among painters. For the study, primary data sources were consulted. A self-administered survey was employed to gather information from 130 painters who are employed in the Kurukshetra district. The study's conclusions showed that the primary causes of the skills gap in the paint business are a lack of formal training and inadequate resources for painters' training. Poor quality paintings are produced by inexperienced painters. The workforce's behaviour is positively and significantly impacted by training. The outcome demonstrates the lack of formal painting training. They lack a formal education-based certificate or diploma.

Bhuvana S., Kavya, & Geetanjali P. (2019) examined the effects of the skill-development initiatives by means of in-person interviews with respondents and observed. They discovered that there are certain problems, such as a lack of time to master the ideas and a necessary number of employment responsibilities, which suggested the need to start new courses like fashion industry, photography, etc.

Gupta and Agarwal (2018), the study's focus is on "Training Prospects in Power Sector in India." The purpose of the study was to gather additional information about the various training programmes utilised in the electricity sector. It also emphasises the type and quality of trainings offered, the type of organization that delivers these kinds of trainings, and the length of the training. The study will look at both public and commercial organisations that provide training in the electricity industry. According to the study's findings, training programmes are offered in the power industry at every level through a variety of formats, including graduate and post-graduate, long-term, short-term, and workshop programmes.

Kumar (2018), the purpose of the study was to evaluate the efficacy of several rural skill training programmes in tackling youth

unemployment in rural areas by analysing data from these programmes. According to the report, young employment in India was positively impacted by rural skill development activities. By giving rural youngsters skills relevant to the sector, the training programmes improved their employability. Additionally, the study indicated that adding aspects of market-oriented training and entrepreneurship to skill development programmes would help rural youngsters find jobs.

Shrivastav and Jatav (2017), produced a research titled "An Analysis of Skilling India's Benefits and Challenges." This paper's primary goal was to examine India's skilling opportunities and difficulties. Their investigation concentrated on the general state of the skill capacity that is available, the need for skills, the skill gap, and the government of India's measures for skill development.

Saraf, Radhika (2016), highlighted the government's goal of making India the global hub for skilled labour. The author emphasised that in order for young people to compete for jobs in the formal economy, high-quality basic education for all is necessary, not vocational training that leads to the emergence of low-productivity blue collar jobs in the informal sector.

Ashwani Kumar Josh, & K.N. Pandey (2020) it was determined that young people in Haryana possess a strong awareness of PMKVY training, including its eligibility requirements, enrollment procedures, and other facets. Youths become employed in the industries they have chosen after receiving the necessary training in those fields, which is crucial to increasing their acceptability. After training, youngsters should also receive the proper mentoring and counselling. This report sheds light on the skill fields that Haryana's young are looking for.

3. STATEMENT OF THE PROBLEM

One of the most significant groups in the nation contributing to the achievement of economic prosperity is the youth. Because of this and because our nation values youth greatly, several initiatives have been implemented to guarantee that the workforce of the future is equipped with skills that will be in demand in the years to come. One of the government of India's major initiatives is called Skill India. By 2022, it hopes to have trained over 40 crore

individuals in India in a variety of skills. It can also open up new opportunities and provide room for Indian youth's talent to grow on its own. With over 65% of its population under 35, India has one of the youngest populations in the world. This study examines the significant unemployment issue that the majority of Indian youth face, despite the fact that the majority of them have a college degree. The current situation is characterized by a lack of technical knowledge and abilities.

4. Need of the study

The Indian government has launched a number of training programmes, including PMKVY, UDAAN, TRYSEM, SGSY, RSETI, and others, to aid and train rural entrepreneurs. However, some of these entrepreneurs are still uninformed of the government's support. Understanding PMKVY is important to assess the current scope of the programme, improve its delivery and ensure that it achieves its goal of making India a global hub for talent. This type of research is necessary to translate policy into useful implementation.

5. Objectives of the study

To know the awareness of the Pradhan Mantri Kaushal Vikas Yojana in Haryana.

6. Research Methodology

- **Study Area:** The area of study is Haryana in rural area.
- **Sample Size:** A sample of 260 respondents was selected through random sampling.

7. Demographic profile Analysis

The research is based on a primary survey that was completed by 260 respondents' who received benefits from the PMKVY programme. The respondents' demographic profiles comprise the following: age group, gender, marital status, category, level of education, number of working family members, and annual family income. The following is a presentation of the results; -

Table 1: Demographic Profile of Respondents

Demographic profile	Variables	Frequency	Percent	Total

Age Group s	15-20	10	3.8	260
	21-25	82	31.5	
	26-30	113	43.5	
	31-35	49	18.8	
	36-40	6	2.3	
Gender	Male	168	64.6	260
	Female	92	35.4	
Marital Status	Unmarried	113	43.5	260
	Married	147	56.5	
Category	General	97	37.3	260
	OBC	92	35.4	
	SC/ST	71	27.3	
Educational Qualification	Below 8 Class	10	3.8	260
	9^{th}-10^{th} Class	45	17.3	
	11^{th}-12^{th} Class	93	35.8	
	Under Graduate	96	36.9	
	Post Graduate	10	3.8	
	Other	6	2.3	
Working Members (No.)	1-3	179	68.8	260
	4-5	73	28.1	
	Above 5	8	3.1	
Annual Family Income (Rs.)	Less than 75000	38	14.6	260
	75001 to 150000	87	33.5	
	150000 to 225000	87	33.5	
	225001 to 300000	43	16.5	
	More than 300000	5	1.9	

Source: Primary Survey

The respondents' demographic profile is shown in Table 1. It was determined that 260 respondents were appropriate for analysis. 3.8% of the total respondents were between the ages of 15-20, 31.5% were between the ages of 21–25, 43.5% were between the ages of 26–30, 18.8% were between the ages of 31–35, and 2.3%

were between the ages of 36–40. According to gender profile of the results, there were 64.6% males and 35.4% females. Participants' marital status revealed that 56.5% of them were married and 43.5% were unmarried. According to the participation category profile, there were 37.3% general, 35.4% OBC, and 27.3% SC/ST. The sample was split into six categories based on educational qualifications: up to 8th grade (3.8%), 9–10th grade (17.3%), 11–12th grade (35.6%), under graduate (36.7%), post graduate (3.8%), and 2.3% in other education. Survey results for working families indicated that 68.8% of them had one to three people, 28.1% had four to five, and 3.1% had more than five. Regarding the respondents' yearly family income, 14.6% fell into the below-75000 group, 33.5 percent were in the 75001-150000 income range, 33.5% were in the 150001-225000 income range, 16.5% were in the 225001-300000 income range, and 1.9% were in the above-3 lakhs income range.

8. **Kaiser-Meyer-Olkin (KMO)**

EFA was carried out using the principal component analysis (PCA) method and varimax rotation (variation maximisation) on 9 items that measure the PMKVY construct. Table 2 displays the results, indicating a significant value (p-value 0.05) for the Bartlett's Test of Sphericity. Furthermore, the sample accuracy as measured by the KMO measure is favourable, satisfying the 0.6 cutoff point (Shrestha, N., 2021). The data meet the requirements to move on to the next stage of the data reduction procedure, as confirmed by the positive outcomes of the Bartlett's Test and KMO (> 0.6).

Table 2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	Bartlett's Test of Sphericity		
	Approx. Chi-Square	df	Sig.
.887	1404.176	36	.000

Source: Primary Survey

9. Total Variance Analysis

The findings presented in Table 3 reveal the identification of 2 dimensions or elements through the EFA method, characterised by Eigen values surpassing 1.0. Specifically, Component 1 exhibits a

variance of 42.171% and Component 2 accounts for 30.594%. Consequently, the cumulative variance across these total components amounts to 72.765%. This suggests that the number of components and items within each component is suitable for evaluating the PMKVY construct, as the total variance surpasses the 60% threshold (Percival, D. B., & Howe, D. A. 1997).

Table 3: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.685	52.060	52.060	4.685	52.060	52.060	3.795	42.171	42.171
2	1.863	20.705	72.765	1.863	20.705	72.765	2.753	30.594	72.765
3	.553	6.147	78.911						
4	.460	5.111	84.022						
5	.352	3.915	87.937						
6	.322	3.579	91.516						
7	.283	3.144	94.660						
8	.265	2.949	97.609						

9	.215	2.391	100.000						

Source: Primary Survey Extraction Method: Principal Component Analysis.

10. **Rotation Component Matrix**

The selection of how to divide the dimensions or components follows. Table 4 displays the two dimensions or elements generated by the EFA method across 9 items. Each item's latent factor value exceeds 0.5.(Richman, M. B., 1986).

Table 4: Rotated Component Matrix

	Component	
	1	2
Aware about the location of PMKVY centre	.866	
Skill development course impove work	.866	
Aware about the mudra loan provided by financial institute	.866	
Aware about the Rojgar Mela	.832	
Scheme is available only for school or college dropouts.	.829	
Bank account is mandatory in PMKVY training courses		.854
Admission fee is not charged in PMKVY training		.836

Scholarship after the completion of the training course		.784
Aadhar card is mandatory for admission to training		.744

Source: Primary Survey

11. Reliability

Finding the intrinsic reliability of each construct is the last stage. Since this construct is measured using two components, it is important to know each component's Cronbach's Alpha. In order to evaluate the internal consistency of particular measurement components for the construct, this is essential. Table 6 demonstrates the reliability of each component by showing that the Cronbach's Alpha test for each component met or above 0.8. (Tavakol, M., & Dennick, R. 2011)

Table 6: Cronbach's Alpha for Individual Components and Construct

Component	Cronbach's Alpha	N of Items
Awareness	.842	4
Enrollment	.920	5

Source: Primary Survey

12. Findings Of The Study

- Out of total respondents, 75% are between the ages of 21 to 30.
- Male represent 64.6% of the respondents.
- Out of total respondents, 56.5% are married.
- 67% of the respondents reported an income between Rs. 75001 and Rs. 225000.
- The study found that 69% of the respondents have only one to three working persons in their families.

13. Conclusion

There are many difficult obstacles to promoting youth skills development in India today, including the country's large youth population and the largely hierarchical and fragmented structure of the labor market and society. Indian youth can be divided into two major categories. A small percentage of middle-class people who are financially secure go on to get lucrative positions in the organised sector as well as excellent education and training. Meanwhile, a large proportion of young people from socially and economically marginalised backgrounds receive very little in the way of formal schooling and minimal opportunity for career training. They are employed in the informal sector. To solve this problem, the Government of India has launched many programs. The Skill India program provides training across multiple industries including retail, travel, medical care and infrastructure. Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY), National Apprenticeship Promotion Scheme (NAPS), and other programs and initiatives are used to run the program. PMKVY is also one of the programmes that provides training to unemployed youth to get jobs in the organised sector. The skill training program has significantly enhanced the employability and entrepreneurial capacity of the youth of rural areas of Haryana. The study concluded that PMKVY training programs improved the employability and income of the participants. The respondents revealed that their ability to obtain employment was aided by the certificates they received upon completing the training programme; Still, getting these programs accepted by employers remains a challenge.

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