



TO STUDY CHALLENGES OF THE PRADHAN MANTRI KAUSHAL VIKAS YOJANA (PMKVY) AND DEEN DAYAL UPADHYAYA GRAMEEN KAUSHALYA YOJANA (DDUGKY) WITH SPECIAL REFERENCE TO JALGAON TALUKA

*Abhijit Salunkhe*¹

*P. R. Chaudhari*²

¹(Research Scholar, KBC North Maharashtra University, Jalgaon,)

²(Professor, Dhanaji Nana Mahavidyalaya, Faizpur)

Abstract:

The government of India has taken several initiatives for skill development among rural youth through Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) schemes. In this context, the impact of the PMKVY and DDU-GKY initiatives of the government has to be studied as a huge sum of money is involved in the implementation of the scheme. The present study examines the challenges of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY) in Jalgaon Taluka of Maharashtra state. The study concluded that the challenges of PMKVY are lack of boost to entrepreneurship, lack of coordination among various skill development programs, and lack of focus on outcomes. The challenges of DDU-GKY are less duration of the training, lack of boost to entrepreneurship, and lack of coordination among various skill development programs.

Keywords: PMKVY, DDUGKY, Challenges of PMKVY and DDUGKY



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I. INTRODUCTION

Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

(Government of India, 2021) Intended to create an upsurge in the employability index of the country, Pradhan Mantri Kaushalya Vikas Yojana (PMKVY) was launched nationwide in the year 2015. The youth of the country was provided with a free Skills training of a shorter duration. Whereas, the government incentivized the policy by extending monetary rewards to the youth for upskilling themselves and completing the skill certification. The pilot phase saw great success in the year 2015-2016 by providing training to 19.85 lakh youngsters. The succeeding year the project was scaled up further in terms of both Geographical reach and sectors covered under the policy. The PMKVY was also aligned with various other progressive missions of the central like Swachh Bharat, Digital India, Make in India to name a few. The scheme had a total budget of Rs 12000 crores.

Key Components of the Scheme

Short term Training: The short-term training under PMKVY aims to provide training to the students who are unemployed or are dropouts from either school or college. Training duration varies based on the kind of the job roles but usually ranges anywhere around 2 to 6 months, tentatively around 200 hours to 600 hours. The training content is designed base on National Skills Qualification Framework which includes Softskills, entrepreneurship, financial



and digital skills enhancement training program. Once an individual has successfully completed their training, they are provided with placement assistance by the Training Partners (TPs)

Recognition of Prior Learning: Those having prior learning experience are assessed based on the component of “Recognition of Prior Learning (RPL) under the scheme. The primary objective of RPL is to streamline the unregulated human resources of the nation with NSQF. These training vary from 12 hours to 80 hours

Special Projects - Special Projects under PMKVY encourages training in special areas and bodies related Government bodies, corporates/industry. It further also appeals the rural youth to avail training available under the Qualification Packs and National Occupational Standards . These projects may differ in certain ways than the prescribed ways and formats of a short term training module.

Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY)

It was the 25th September 2014, the birth day of Pandit Deen Dayal Upadhyay on which the Deen Dayal Upadhyay – Grameen Kaushalya Vikas Yojana (DDU-GKVY) was launched by the Ministry of Rural Development. DDU GK VY is a part of National Rural livelihood mission and operates with two primary objectives. The first one, adding more diversity to the rural employment and secondly, helping the youth of rural population to get employed and fulfill their career goals. The DDU GK VY is commissioned to address the rural youth aging from 15 to 35 years from not so well to do families. Being a part of Skill India Campaign, it supports the social and economic initiatives of the central government. Make in India, Digital India, Smart Cities, stand up India, startup India are few to mention. Around 69% of India’s rural youth, within the age bracket of 18 to 34 years resides in these sectors, far off from the area and opportunity of Urban India. Unfortunately, enough, 55 million youth are there at the base of the pyramid with either no employment or a very marginal employment. To do away with this problem the government of Central government has launched various initiatives like National Skill development Mission, Pradhan Mantri Kaushalya Vikas Yojana etc. National Skills India Development mainly intends to help these rural youth to seek skills training and empower them to earn a respectable employment. Not to mention, all these skills and certification training is in alignment with the current need of the country.

II. REVIEW OF LITERATURE

(Planning Commission report, 2016) The Indian government has kept on proposing various schemes and plans to do away with the problem of underdevelopment and ensure national development. Whereas, rural development includes ways and means to improve the life of rural populations in all respect of the term

(Skill India, 2021) India knows the importance and potential of its youth and also acknowledges the role, youth has to play in the upliftment of any country’s economy. The government, therefore, is taking various measures to mobilise the youth of today to be the skilled youth of tomorrow. The Indian government aims at training more than 40 million people on various skills till 2022 so that a space full of opportunities and skilled man units may be created. This becomes immensely important in a country like ours where 65 % of its total population is below the age of 35

(Kyambi et al 2018) Low skilled workforce are usually sent to the areas having more jobs . The nature of these kind of jobs are informal. The paper also attempts to discuss 6 different factors viz, , family rights, welfare , employer mobility , regional mobility, trial to settlement , length of continuation

(Ritika 2016) This research article deals with the factor of skill based learning. In contrary to our perception people who are highly qualified finds it difficult to get employed. In a globalized economy as ours one needs to have both skills and qualification to be employed. Skills should be obtained ,developed or have necessary changes made as per need basis.The education system should on the other hand be related to skill gap ,so that , it may enhance the employability in the business environment.



(Venkata Narayana et al 2013) have discussed the development and the construction of the workforce in India by analyzing the data from Census 2011. It has been observed in the paper that there is a fast slowdown of development in the overall labour force mainly for female workers between the years 2001 and 2011. Despite having impressive planning and vision and mission, the growth rate of employment has decreased in the last decade. Mobility of labour has become crucial in the light of a globalized and emerging knowledge-based economy. Therefore economy has also become demanding more skilled labour. To enhance work productivity and improve the abilities of youth, the central government of India has launched the skill India program. This program offers 40 different course all aligned with the industry standards and under National Skill Qualification frame work. PMKVY is launched under National Skills Development Corporation and under the guidance of Ministry of Skill Development and Entrepreneurship. One may find the details of these courses and respective locality on the website of PMKVY

(Sharada Prasad Committee, 2016) The duration of most of the training are short .Lack of knowledge of the pre-admission apprenticeship and an admission rate as low as 12% are themajor reason for this .Paying attention to the job opportunities in the market, selection of suitable courses in the centre and skills training matching the job requirement of local market should be considered by PMKVY, the committee recommends. The salary of the trained candidates ranges around 5000/- to 10,000 where the committee recommends training that can offer as high as 40,000 to 50,000.

Anbuthambi and Chandrasekaran, 2017) This paper on “ Impact of Skills India on rural Youth” emphasizes on providing equal opportunity to all genders. The paper highlights the importance of job opportunity across all gender and the cost effectiveness of the program. The paper also endorses the importance of vocational training to create more entrepreneurs in the future.

(Deloitte Report 2016) This report examines the future of the present workforce in the upcoming job market . In a nutshell, it judges the future readiness of the workforce when encountered with the problems of the industry or any kind of regulatory or environmental challenges. This report highlights the four main technological drivers viz i) Demographic Disturbances ii) Technological changes iii) Innovative business model iv) Increased social contract. There is a need for upskilling of the workforce that can expand the skills and abilities base. The central ministry should be aware of this implication and should restrict the economic inequality.

(Rashmi, 2018) One of the pivotal factor for economic growth is the Human Resources. To ensure a sustainable rise in the economy we should empower the youth for being skilled manpowerand generate adequate opportunities to stimulate this rise in skill.This can be done by connecting the rural youth with the main frame skilled population. Census of reads that India has a huge demographic dividend of 55 million potential workers within the age bracket of 15-35 within the rural space.Deen dayal Upadhyay gramin Kaushalya vikas Yojna which runs under National Rural Livelihood Mission aims to train the rural population with adequate and required skills so that they may fetch good job opportunities and meettheir livelihood.This article lays emphasis on increasing employment in rural chattisgarh.

(Mishra & Jena, 2018) The paper aims to i)analyze the economic and social impact of DDUGKY one of the district of Orissa named as Keonjhar. ii)To analyse the performance of DDUKVY's in youth of Rural area in Keonjhar district. The report presents a high performance picture of the DDUGKVY in the aforesaid district of Orissa. An interesting fact that is reflected in the study says that those engaged in rural support trade could earn more than the one who engaged in sales or retail jobs.Hence , the govt should take measures to restrain the number of drop outs from the program . Further it should also implement policies ensuring the wide publicity of the program.. Therefore , rational arrangements , instructor development programs , salaries of the trainees and encouraging use of



technological tools should be dealt with great attention by the government.

(Vaibhav Verma and Pradeep Singh Chauhan, 2021) This study reflects the deterioration of the interest in the population of Haryana state. This study analyses DDUGKVY's role in the rural youth of the state. Which should be dealt meticulously by the concern government.

III. RESEARCH DESIGN AND METHODOLOGY

The primary objective of the present study is "To study the challenges of the Pradhan Mantri Kaushal Vikas Yojana (PMKVY)) and Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY) with special reference to Jalgaon Taluka"

Hypothesis: PMKVY

H0: The challenges of PMKVY do not differ in magnitude in Jalgaon Taluka.

H1: The challenges of PMKVY differ in magnitude in Jalgaon Taluka.

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Data collection and research instrument

Primary data is collected by administering a structured questionnaire consisting of a 7-point scale. The 100 respondents from the Jalgaon Taluka were asked to provide a level of agreement for the challenges of the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) in Jalgaon Taluka.

IV. DATA ANALYSIS

To achieve the research objectives, the analysis was carried out by calculating the mean ranks, and the hypothesis was tested using the Friedman Chi-square test.

Data Analysis and Inference

Reliability analysis was carried out on the factors of challenges of the Pradhan Mantri Kaushal Vikas Yojana.

Table-1 Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| 0.891 | 6 |

Cronbach's alpha showed the questionnaire reached acceptable reliability, $\alpha = 0.891$. Thus questionnaire was found to be reliable.

To test the hypothesis, the Friedman Chi-square test was used for each factor. Table 2 represents the descriptive statistics.

PMKVY

Table 2 Mean Ranks-Challenges- PMKVY

| | Mean Rank |
|---|-----------|
| Less duration of training | 3.40 |
| Lack of focus on outcomes | 3.47 |
| Low aspiration value | 2.86 |
| Low quality of infrastructure and training | 3.47 |
| Lack of boost to entrepreneurship | 3.99 |
| Lack of coordination among various skill development programs | 3.71 |



| | Mean Rank |
|-------------------------------------|-----------|
| a. Government Scheme = PMKVY | |

Table 3 Friedman Test

| | |
|-------------------------------------|---------|
| N | 100 |
| Chi-Square | 224.847 |
| df | 5 |
| Asymp. Sig. | .000 |
| a. Government Scheme Aailed = PMKVY | |
| b. Friedman Test | |

Observation: $\chi^2(5) = 224.847, p = 0.000, N=100$

Interpretation: Since the p-value (0.000) is less than the level of significance (0.05) the null hypothesis is rejected. Hence, it is concluded that the challenges of PMKVY differ in magnitude in Jalgaon Taluka.

The data is rank order data, the higher value indicates a more favourable response. From the above ranks table, the three challenges are lack of boost to entrepreneurship (mean rank 3.99), lack of coordination among various skill development programs (mean rank 3.73), and lack of focus on outcomes (mean rank 3.49).

DDUGKY

Table 2 Mean Ranks-Challenges- DDUGKY

| | Mean Rank |
|---|-----------|
| Less duration of training | 3.88 |
| Lack of focus on outcomes | 3.43 |
| Low aspiration value | 2.95 |
| Low quality of infrastructure and training | 3.57 |
| Lack of boost to entrepreneurship | 3.79 |
| Lack of coordination among various skill development programs | 3.76 |
| a. Government Scheme = DDUGKY | |

Table 3 Friedman Test

| | |
|--------------------------------------|---------|
| N | 100 |
| Chi-Square | 265.345 |
| df | 5 |
| Asymp. Sig. | .000 |
| a. Government Scheme Aailed = DDUGKY | |
| b. Friedman Test | |

Observation: $\chi^2(5) = 265.345, p = 0.000, N=100$

Interpretation: Since the p-value (0.000) is less than the level of significance (0.05) the null hypothesis is rejected. Hence, it is concluded that the challenges of DDUGKY differ in magnitude in Jalgaon Taluka.



The data is rank order data, the higher value indicates a more favourable response. From the above ranks table, the three challenges are less duration of training (mean rank 3.88), lack of boost to entrepreneurship (mean rank 3.79), and lack of coordination among various skill development programs (mean rank 3.76).

V. CONCLUSION

The government of India has taken several initiatives for skill development among rural youth through Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) schemes. This paper has studied the challenges of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDUGKY) in the Jalgaon Taluka region of Maharashtra, India.

The top three challenges of PMKVY are lack of boost to entrepreneurship (mean rank 3.99), lack of coordination among various skill development programs (mean rank 3.73), and lack of focus on outcomes (mean rank 3.49).

The top three challenges of DDU-GKY are less duration of training (mean rank 3.88), lack of boost to entrepreneurship (mean rank 3.79), and lack of coordination among various skill development programs (mean rank 3.76).

Thus, it is concluded that the challenges of PMKVY and DDUGKY are different.

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