

**PERCEPTION OF TRAINING PARTNERS TOWARDS SKILL DEVELOPMENT
AND TRAINING OUTCOME AT IMPLEMENTATION STAGE OF PMKVY
PROGRAM: AN EMPIRICAL STUDY**

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ABSTRACT

The benefits of a fostering economy are often accounted by the growing number of well-paid jobs in a nation. Ever growing demand for skilled workforce stimulated Union Government to establish skill development programmes under a separate Ministry. Pradhan Mantri Kaushal Vikas Yojana (PMKVY) flagship scheme was set up with a promise to train over two million people in one year and the programme set to be carried out by National Skill Development Corporation (NSDC). Skill India initiative was to ensure that the millions, who enter the job market untrained, receive formal skill-building opportunities. The demand-driven, reward-base Pradhan Mantri Kaushal Vikas Yojana (PMKVY) flagship scheme was set up with a promise to train over two million people in one year and plans to train 150 million people by 2022 under different SSCs with more than 2000 job roles. It is aimed to conduct a pragmatic study among the training partners and the trainees in order to find and understand the critical success factors and shortcomings of the program and the expectations of training partners and trainees. The objective is to analyse the effectiveness (shortcomings and prospects) faced by training partners at implementation stage of PMKVY Program. Both primary and secondary data required for the research. Probability sampling technique applied for the current research. Out of the available 360 training partners in Tamil Nadu 120 training were randomly selected for the study. Tools used for analysis are Descriptive Statistics, Correlation and Regression Analysis. Result shows no significant positive relationship exists between Training Facilities and Skill Development. Significant positive relationship exists between Government Support and Skill development. Significant positive relationship exists between Training Effectiveness and Training Outcome. Significant positive relationship exists between Skill Development and Training Outcome. Trainers suggested that some contents shall be added with innovative ideas or compare and update curriculum that exists in international arena. Though trainers have recruited qualified training members, intermittent mock session and updation of information to enhance subject knowledge not only attract more trainees but also help the trainers to frame the more clear vision and mission statement fulfilling the objective.

Key Words: Training, Trainer, Facilities, Skill, Development, Outcome, etc..

1. INTRODUCTION

Policy which stimulates economic growth has impact for creating new avenues for occupation leading to employability of the nation's manpower. The benefits of a fostering economy are often accounted by the growing number of well-paid jobs in a nation. Delivery of skilled manpower declined from 7.58 points in 2005 to 5.75 points in 2014 put India 48th position out of 60 countries surveyed in IMD world talent ranking.¹ More than 12 million youth between 15 years to 29 years of age are expected to enter India's labour force every year in the next two decades and Government's recent skill gap analysis reveals that by 2022, another 109 million skilled workers will be needed in the 24 keys sectors of the economy. At present, only 2.3 percent of India's workforce has received some formal skill training leading to acquire job specific occupational skills.

Ever growing demand for skilled workforce stimulated Union Government to establish skill development programmes under a separate Ministry. Thus the Skill India Program was introduced on 15th of July 2015 along with the creation of the new National Policy for Skill Development and Entrepreneurship under futuristic vision of Skill India by honourable Prime Minister. The demand-driven, reward-based Pradhan Mantri Kaushal Vikas Yojana (PMKVY) flagship scheme was set up with a promise to train over two million people in one year and the programme set to be carried out by National Skill Development Corporation (NSDC). Skill India initiative was to ensure that the millions, who enter the job market untrained, receive formal skill-building opportunities.

2. REVIEW OF LITERATURE

The research made by **Anshu Ahuja and Naveen Kumar (2017)** emphasis, high productivity need a high morale as well as a high skill is also need in the different manufacturing sectors. In the era of Globalization, knowledge and competition have intensified the need for highly skilled workforce in both the developing and developed nations as it enables them to accelerate their growth rate towards development.

The studies made by **Rupam Jyoti Deka and Bhavika Batra (2016)** on "The Scope of Skill Development, Employability of Indian Workforce in Context of Make in India", very clearly reveals manufacturing in India by foreign & domestic Industries in various sectors can generate employment opportunity. So, the Indian labour and prospective employees need to acquire skill and knowledge to gain employability.

The study made by **Goyal Kaur & Singh (2015)** reflects that the current ranking in the world in Industrial output is 10. The total GDP contribution of manufacturing sector is 28% which engages nearly 17% of the total labour force. The basis of any manufacturing organization is governed by the quantity of money it is willing to invest and the kind of people who are going to work in it.

3. PROBLEM STATEMENT

It has been identified that there is huge skill gap between industrial demand for skilled labour and available skilled labour force. Government of India has made sincere attempt to fill the gap by introducing Skill India Program on the 15th of July 2015 along with the creation of the new National Policy for Skill Development and Entrepreneurship. The demand-driven, reward-base Pradhan Mantri Kaushal Vikas Yojana (PMKVY) flagship scheme was set up with a promise to train over two million people in one year and plans to

train 150 million people by 2022 under different SSCs with more than 2000 job roles. It is aimed to conduct a pragmatic study among the training partners and the trainees in order to find and understand the critical success factors and shortcomings of the program and the expectations of training partners and trainees.

4. OBJECTIVE

1. To analyse the effectiveness (shortcomings and prospects) faced by training partners at implementation stage of PMKVY Program.

5. METHODOLOGY

Present study is a quantitative type research, which aims to numerically analysis of data collected through questionnaires. Data relating to the research collected from various sources. Both primary and secondary data required for the research. Questionnaire as the survey instrument collected data from training partners. Probability sampling technique applied for the current research. Out of the available 360 training partners in Tamil Nadu 120 training were randomly selected for the study. Tools used for analysis are Descriptive Statistics, Correlation and Regression Analysis.

6. ANALYSIS AND RESULT

This part of the study offers a descriptive analysis, discussing the distribution of information related to sample training partners. Second is the result examining the relationship and finally, the model determines the power of predictors using Regression Analysis.

Table 1: Training Partner Details

Location of Training Centre	Period as Training Partner	Number of Trainers	Annual turnover of trainees
Rural=11 (9.2%)	Less than 3 years=77(64.2%)	Upto 5 persons=29(24.2%)	Upto 500 members=49(40.8%)
Semi Urban=33(27.5%)	3 to 5 years=26 (21.7%)	5 to 7 persons=7(5.8%)	501 to 1000 members=13(10.8%)
Urban=76(63.3%)	5 to 10 years=17(14.2%)	8 to 10 persons=42(35%)	1001 to 2000 members=21(17.5%)
		More than 10 persons=42(35%)	2001 to 3000 members=17(14.2%)
			More than 3000 members=20(16.7%)

Table 1 shows majority (63.3%) training centers located in urban areas, 27.5% located in semi-urban areas and 9.2% located in rural areas. Most (64.2%) trainers stated that they are involved as training partner for less than 3 years period, 21.7% are having experience from 3 to 5 years and the remaining 14.2% of the respondents are engaged as training partners between 5 and 10 years. More than one third (35%) training partners employed 8 to 10 persons or more than 10 persons in their training centre, 24.2% having trainers strength upto 5 persons and the remaining 5.8% trainers engaged from 5 to 7 members in their training centre. It is observed that 40.8% of the training partners opined that that have trained upto 500 members in their training centre, while, 17.5% of the training partners trained from 1001 to 2000 members in a year, 16.7% of the training partners stated that they have provided training to more than 3000 members, 14.2% of

the training partners admitted from 2001 to 3000 members and the remaining 10.8% of the training partners indicated that they supported training 501 to 1000 members a year.

7. CORRELATION AND REGRESSION ANALYSIS

Correlation and Regression analysis is used to find the relationship between Training Outcome (Dependent Variable) and the predictors viz. Training Facilities, Government Support and Skill Development among Trainers in Tamil Nadu.

Table: Correlation between Training Effectiveness and Skill Development on Training Outcome

Constructs		Training outcome	Skill Development	Training Facilities	Government Support
Training outcome	Pearson Correlation	1	.272**	.411**	.465**
	Sig. (2-tailed)		.003	.000	.000
	N	120	120	120	120
Skill Development	Pearson Correlation	.272**	1	.110	.342**
	Sig. (2-tailed)	.003		.233	.000
	N	120	120	120	120
Training Facilities	Pearson Correlation	.411**	.110	1	.387**
	Sig. (2-tailed)	.000	.233		.000
	N	120	120	120	120
Government Support	Pearson Correlation	.465**	.342**	.387**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	120	120	120	120

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

There is a significant

- Low correlation exists between Skill Development and Training Outcome ($r=0.272$, Sig.0.003) rejecting null hypothesis.
- Moderate correlation exists between Training Facilities and Training Outcome ($r=0.411$, Sig.0.000) rejecting null hypothesis.
- Moderately high correlation exists between Training Facilities and Training Outcome ($r=0.465$, Sig.0.000) rejecting null hypothesis.

Further, regression analysis is used to find the influence of Training Facilities and Government Support (Training Effectiveness) on Skill Development followed by impact of Skill Development on Training Outcome.

7a. MULTIPLE REGRESSION ANALYSIS

Multiple Regression Analysis is also used to understand which among the independent variables are related to the dependent variable, and to explore the forms of these relationships. Multiple regressions is mainly based on equation wherein the predictor variables coefficients are found out. The general multiple Linear Regression equation is.

$$Y = a_1x_1 + a_2x_2 + \dots + a_n x_n + K$$

Regression analysis is performed using enter method to test whether the training facilities, government support and skill development activities contribute positively towards Training Outcome perceived among Trainers in select Training centres in Tamil Nadu.

RELATIONSHIP BETWEEN TRAINING EFFECTIVENESS AND TRAINING OUTCOME

Table 2: Model shows relationship between Training Effectiveness and Training Outcome

R	R ² Square	Adj.R ² Square	SE	F(df=2,117)	Result
0.343	0.118	0.103	4.630	7.808	0.001 (Significant)

Predictors: (Constant), Government Support, Training Facilities
Dependent Variable: Skill Development

Table 2 shows relationships between the predictors Training facilities and Government support constitutes the Training Effectiveness having impact on Skill Development activities promoted by the partners from the select Training Centres in Tamil Nadu shows marginally reasonable correlation ($r=0.343$) establishing relationship between Training Effectiveness and Skill Development Programs. In this regard, the 11.8% variance explained the explanatory variables, (Training Facilities and Government Support) which verifies the framed hypothesis partially true. Fitness of the established model measuring Training effectiveness and Skill development $F(2,117)=7.808$, Sig.001 found to be statistically significant justifying the model fitness level. Further, the relationships based on beta coefficients and critical values are explained in the Table.

The constant line of y-intercept shows the equation

$$= 7.467 - 0.020 (\text{Training Facilities}) + 0.453 (\text{Government Support})$$

Table 3: Coefficients showing relationship between Training Effectiveness and Skill Development

Constructs	Unstd. (β)	SE	Std. (β)	't'	Sig.	Tolerance	VIF
(Constant)	7.467	1.556		4.797	.000		
Training Facilities	-.020	.068	-.027	-.286	.775	.850	1.176
Government Support	.453	.121	.353	3.745	.000	.850	1.176

Dependent Variable: Skill Development

Framed Hypothesis

Positive significant relationship expected between

H₁: Training Facilities and Skill Development

H₂: Government Support and Skill Development

Table 3 shows there is a significant positive relationship exists between Government Support and Skill Development activities perceived among trainers of the select training centres considered for the study shiwh shows ($\beta=0.453$, $t=3.745$, sig.0.000) proving that the framed hypothesis (positive significant relationship) is true, rejecting null hypothesis. Whereas, when observing the relationship between Training facilities and Skill Development it is clear that ($\beta=-0.020$, $t=-0.286$, sig.1.176) which is found negative and insignificant also did not justifying the framed hypothesis (positive significant relationship), accepting null hypothesis. In this regard, this result signifies, there is a need to improve training facilities to achieve significant level of skill development for trainees, ultimately

lead to positive Training outcome. In this regard, both training effectiveness and skill development activities are considered as independent variables to evaluate the Training outcome among trainers in computed in the forth coming part of the study.

Table 4: Model shows relationship between Training Effectiveness and Skill Development on Training Outcome

R	R ² Square	Adj.R ² Square	SE	F(df=2,117)	Result
0.533	0.284	0.272	3.818	23.245	0.000 (Significant)

Predictors: (Constant), Training Effectiveness, Skill Development
Dependent Variable: Training Outcome

Table 4 shows relationships between the predictors Training Effectiveness and Skill Development having impact on Training Outcome based on the promotion by the partners from the select Training Centres in Tamil Nadu shows strong correlation ($r=0.533$) establishing positive relationship between Training Outcome (Dependent) and Training Effectiveness and Skill Development Programs (Predicators). In this regard, the 28.4% variance explained the explanatory variables, (Training Effectiveness and Skill Development) which verifies by the framed hypothesis proving true. Fitness of the established model measuring Training effectiveness and Skill development on Training Outcome shows $F(2,117)=23.245$, Sig.000 found to be statistically significant justifying the model fitness level. Further, the relationships based on beta coefficients and critical values are explained in the Table.

The constant line of y-intercept shows the equation

$$= 8.801 + 0.236 (\text{Training Effectiveness}) + 0.150 (\text{Skill Development})$$

Table 5: Coefficients showing relationship between Training Effectiveness and Skill Development on Training Outcome

Constructs	Unstd. (β)	SE	Std. (β)	't'	Sig.	Tolerance	VIF
(Constant)	8.801	1.338		6.577	.000		
Training Effectiveness	.236	.040	.471	5.865	.000	.948	1.055
Skill Development	.150	.074	.164	2.046	.043	.948	1.055

Dependent Variable: Training Outcome

Framed Hypothesis

Positive significant relationship expected between

H₁: Training Effectiveness and Training Outcome

H₂: Skill Development and Training Outcome

Table 5 shows there is a significant positive relationship exists between Training Effectiveness and Training Outcome as perceived by trainers of the select training centres in Tamil Nadu considered for the study which reveals ($\beta=0.236$, $t=5.865$, sig.0.000) proving that the framed hypothesis (positive significant relationship) is true, rejecting null hypothesis. Also, when comparing the relationship between Skill Development and Training Outcome it is clear that ($\beta=0.150$, $t=2.046$, sig.0.043) is found positive and significant justifying the framed hypothesis (positive significant relationship), rejecting null hypothesis. In this regard, this result signifies, while putting together

(Training Facilities and Government Support = Training Effectiveness) there is significant positive impact on Training Outcome, however, there is a need to improve training facilities to enhance skill development. Though, both predictors found to have achieved positive significant relationship taking standardized beta coefficient into consideration highest ranking achieved by Training facilities (0.471) than that of the Skill Development (0.164) while predicting impact on Training Outcome.

8. SUMMARY OF RESULTS

8a. FINDINGS

- No significant positive relationship exists between Training Facilities and Skill Development
- Significant positive relationship exists between Government Support and Skill development, signifies that, one unit increase in government support, increment in skill development is found to be 0.453 units.
- Significant positive relationship exists between Training Effectiveness and Training Outcome. Result indicates that one unit increase in Training Effectiveness, increment in Training Outcome is found to be 0.236 units.
- Significant positive relationship exists between Skill Development and Training Outcome. Result indicates that one unit increase in Skill Development, increment in Training Outcome is found to be 0.150 units.

8b. SUGGESTIONS AND CONCLUSION

It is observed that there is need to improve training facilities and also some more government support to elevate skill development activities for a successful Training outcome. Therefore, researcher recommended and concluded that the training centre are well equipped with sector specific laboratory required for training, trainers expected to enhance this facilities along with updated versions of the computers, increased internet speed and latest projector facilities which can more perfectly display clarity of the subject. Though the course curriculum and content are unbiased, trainers orally suggested some contents can be added with innovative ideas or compare and update curriculum that exists in international arena. Though trainers have recruited qualified training members, intermittent mock session and updation of information to enhance subject knowledge not only attract more trainees but also help the trainers to frame the more clear vision and mission statement fulfilling the objective.

9. REFERENCES

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