



# Effects of Embroidery Training On Pradhan Mantri Kaushal Vikas Yojana Beneficiaries

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**Abstract:** The goal of the study was to determine how beneficiaries of the *Pradhan Mantri Kaushal Vikas Yojana* (PMKVY) at Hisar (Haryana) responded to embroidery training. To determine the effects of the training programme under *Pradhan Mantri Kaushal Vikas Yojana*, 150 individuals from Hisar region were studied. A well-structured questionnaire was created, which explained about the respondents' profiles, knowledge, perceptions, levels of satisfaction, attitudes and symbolic adoption. Majority of the respondents (62.66%) fell into the high category for change proneness, middle category for entrepreneurial motivation (64.00%) and low category for risk orientation (50.66%). Majority of the respondents was reported having exposure to local media (40.00%), cosmopolitan media (38.00%) and mass media (36.00%). More than 50% of the respondents knew something about hand embroidery and more than 66% about machine embroidery. Only 81.66% of respondents were familiar with Adda work embroidery, despite the fact that more than 85% of respondents were acquainted with the importance of embroidery and knew both hand and machine embroidery techniques, while more than 60% of the respondents were familiar with basic information about needle, fabric and embroidery care. It is concluded that the embroidery training had positive impact on beneficiaries.

**Keywords:** PMKVY, embroidery, impact, questionnaire, motivation, fabric, beneficiaries

## I. Introduction:

The Government of India's *Pradhan Mantri Kaushal Vikas Yojana* is a programme for skill development that aims to standardize and recognize abilities. In 2015, the prime minister, Mr. Narendra Modi, began this scheme. This programme will have trained more than 40 crore individuals in India in various skills. This talent certification and reward programme intends to empower and mobilize a significant portion of Indian youngsters to improve their skills, find employment and secure a living. The National Skill Development Corporation (NSDC) was established to support initiatives in skill development from business sector. The main goal of the study was to develop a framework for India's education, skill development and employment prospects. One of the programmes working toward its goal was PMKVY. These efficient trainings from PMKVY would meet both domestic and international labour demand in nations including the United States, Russia, Germany, China, Japan and rest of the West Asia. In addition to white and blue collar employees, the Rust Belt workers (construction) and Grey collar workers (knowledge workers) are the PMKVY's general focus on creating job opportunities and



entrepreneurship. PMKVY is the Ministry of Skill Development and Entrepreneurship's (MSDE) outcome-based trainings. This skill certification and incentive system's goal is to encourage and enable many Indian youngsters to enroll in skill training, thus, they may find employment and support themselves. Under the scheme, learners who successfully complete skill training would get cash compensation after being trained, assessed and certified by affiliated training providers. By enabling them to receive top-notch skill training in a range of industries, this will raise productivity of the nation's employees. Additionally, it will result in a fundamental shift in the nation's skill training from input-based to magnitude-based. It also seeks to significantly expand skill training programmes across the country and to enable skill training to go quickly without sacrificing quality. The National Skills Development Corporation (NSDC) is in charge of carrying it out.

A financial incentive is provided to trainees under the Scheme upon evaluation and certification by independent assessment agencies. The fact that skill training would be provided in response to demand as determined by the NSDC. State governments, industries and businesses would be consulted for the evaluation of demand. Soon, a platform for demand aggregation will be introduced. The goal for skill development will be in line with demand from other recent flagship initiatives like *Make in India*, *Digital India*, *National Solar Mission* and *Swachh Bharat Abhiyan*. The PMKVY (2016 to 2020) seeks to deliver high-quality training to create a trained and job-ready workforce that can meet the changing needs of the sector. PMKVY is an efficient and user-friendly skill development programme since it includes a variety of elements that are beneficial to the recipient. The goal of the study was to provide the participants with access to cutting-edge digital solutions. According to Mr. Manish Kumar, MD and CEO, the National Skill Development Corporation (NSDC) is committed to achieve the goals set forth by the Skill India Mission to empower youth through vocational training and development. For better quality of life, we promote high-quality training in positions that are relevant to the sector. The features and incentives of PMKVY are designed to attract youths and make skill training for them. The foundation of PMKVY is made up of seven essential elements, *i.e.*, (i) short term training, (ii) recognition of prior learning (rpl), (iii) special projects, (iv) kaushal and rozgarmela, (v) placement assistance, (vi) continuous monitoring and (vii) standardized branding and communication<sup>[3]</sup>.

## II. Materials and Methods:

The study was carried out in district Hisar of Haryana State since the researcher was familiar with this area and the maximum number of embroidery trainings were organized in this area. A list of training partners and training facilities was retrieved from the PMKVY's official website, *i.e.*, nsdc.org.in. Two training partners were chosen at random from the obtained list, namely (i) *Youth Welfare Council of India* and (ii) *Centum Work Skills India Limited*. There were six training centers, *i.e.*, (i) *Shanti Modern Skill Development Center (Bank Colony)*, (ii) *CRDMS-Srishti Kaushal Vikas Training Center (Shiv Colony)*, (iii) *Innovation Skills Foundation (Hisar)*, (iv) *Nidhi Skill India Center (Mangali Aklan)*, (v) *Centum Work Skills India Limited (Azad Nagar)* and (vi) *Youth Welfare Council of India (Azad Nagar)*. The training facilities offering embroidery courses were targeted. A total of 60 respondents who had undergone embroidery training through PMKVY were chosen at random.

**Independent Variable:** In accordance with needs of the study, socio-personal, economic, psychological and communication variables such as age, education of respondents, sex, occupation of respondents and families, location, family education status, caste, family size and type, monthly income of families, change proneness, entrepreneurial motivation, risk orientation, mass media exposure and information source utilization were chosen as independent variables.

**Dependent Variable:** The impact of training was chosen as the dependent variable. The effectiveness of the training was evaluated in terms of information gain, attitude change and symbolic adoption. In order to collect data, a well-structured interview schedule was created based on the study's objectives, independent variables and dependent variables. In accordance with the study's objectives, the obtained data were quantified and analyzed by using appropriate statistical methods like frequency and percentage.

## III. Result and Discussion:

In accordance with the specific objectives, findings of the present study are presented under the following heads:

### 3.1 1. Socio-personal profile of the respondents

Table 1 describes the socio-personal profile of respondents as percentage distribution according to age, sex, area of residence, education, type of family, size of family, monthly family income, occupation of the respondent, family occupation, caste and family education status. Fifty per cent



respondents belonged to 16 to 24 year of age group followed by 25 to 30 year of age group (33.33%) and 31 to 36 year of age group (16.67%). 73.33% of the respondents were having nuclear family and 26.67% joint family. The data regarding family size depicted that 73.33% of the respondents belonged to small size family having up to 4 members followed by medium size having 5-7 members (33.33) and large size family having more than 7 members (16.67%). Finding of the present study reveals that most of the respondents (50.00%) belonged to younger age group of 16 to 24 year, having small sized family up to 4 members and belonged to

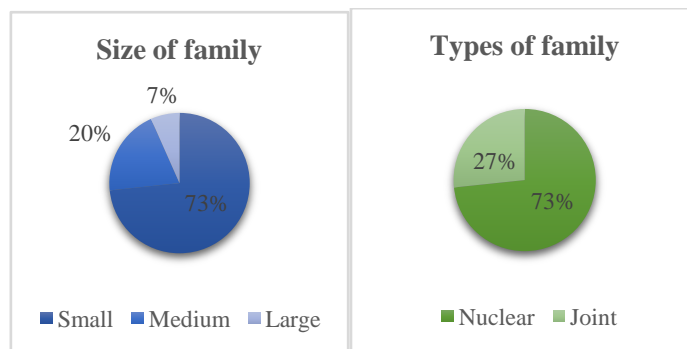
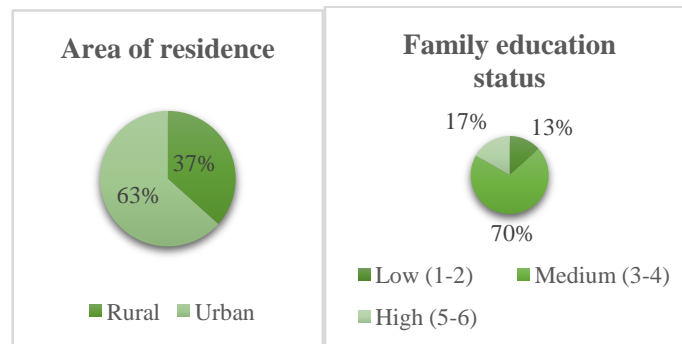
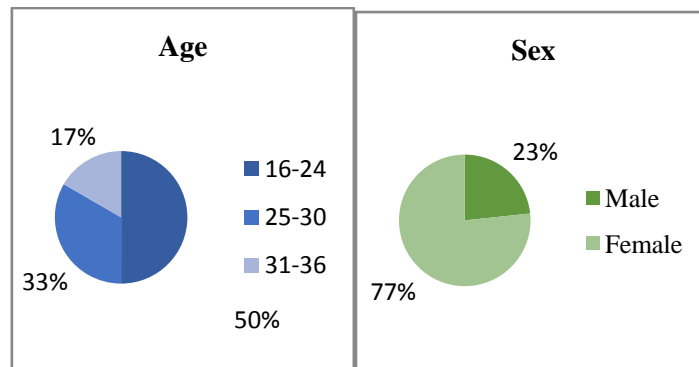
nuclear family. Majority of the respondents, *i.e.*, 53.33%, were matric pass followed by middle and senior secondary (20.00%) and (14.67%), respectively. Further the present study indicated that most of the respondents were educated up to matric and had medium family education status<sup>[1,2,4,12]</sup>. Majority of the respondents were female (76.67%) and from urban area (63.33%). Income wise distribution showed that 73.33% of the respondents' monthly family income was between Rs 30,000 to 40,000 followed by Rs. 20,000-30,000 (20.00%) and below Rs. 10,000 to 20,000 (4.67%).

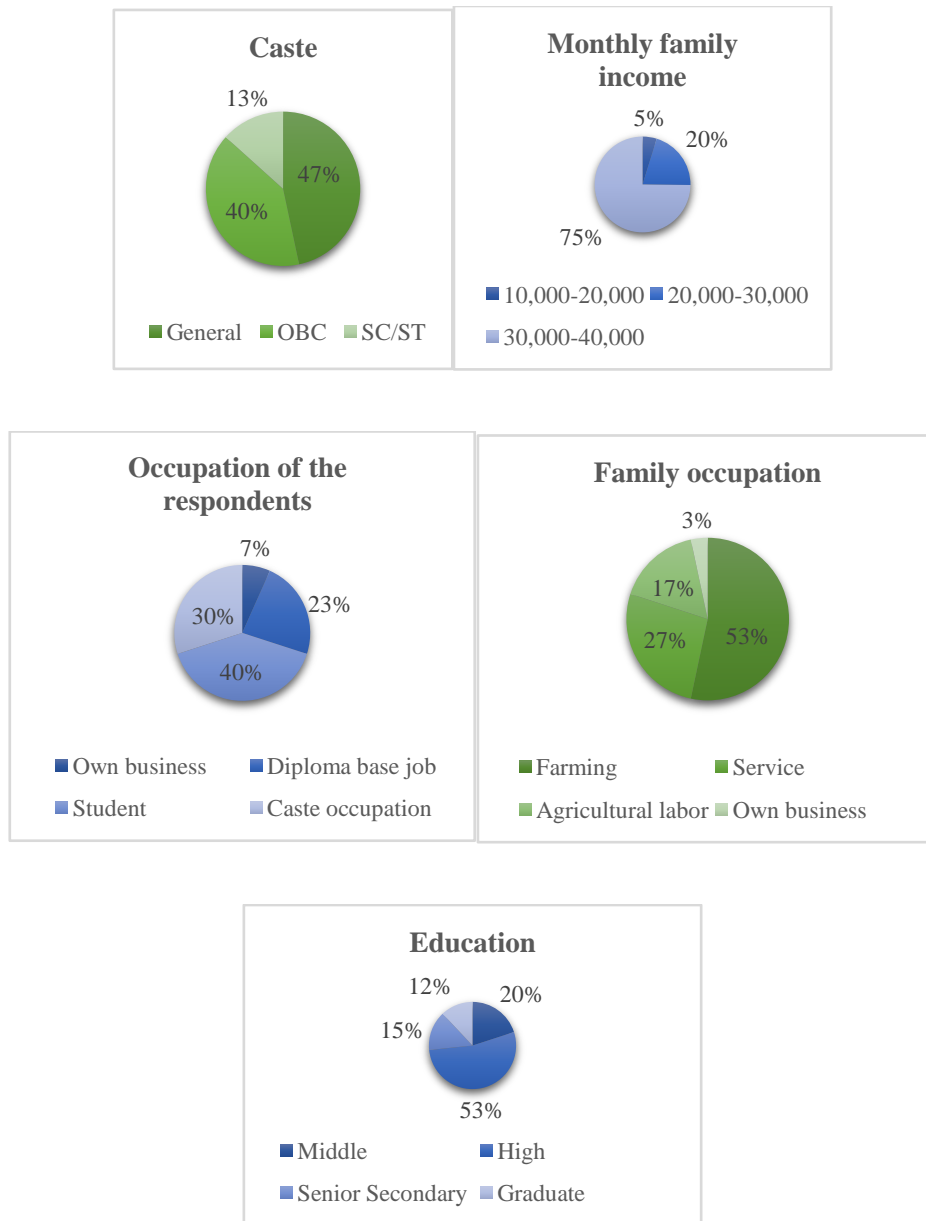
**Table 1: Socio-personal profile of the respondents**

Sr. No.	Variables	Category	(%)
1.	Age	16-24 year	50.00
		25-30 year	33.33
		31-36 year	16.67
2.	Sex	Male	23.33
		Female	76.67
3.	Area of residence	Rural	36.67
		Urban	63.33
4.	Education	Middle	20.00
		High	53.33
		Senior Secondary	14.67
		Graduate	12.00
5.	Type of family	Nuclear	73.33
		Joint	26.67
6.	Size of family	Small (up to 4)	73.33
		Medium (5-7)	20.00
		Large (>7)	6.67
7.	Monthly family income	Rs. 10,000-20,000	4.67
		Rs. 20,000-30,000	20.00
		Rs. 30,000-40,000	73.33
8.	Occupation of the respondent	Own business	6.67
		Diploma base job	23.33
		Student	40.00
		Caste occupation	30.00
8.	Family occupation	Farming	53.33
		Service	26.67
		Agricultural labor	16.67
		Own business	3.33



9.	Caste	General	46.67
		OBC	40.00
		SC/ST	13.33
10.	Family education status	Low (1-2)	13.33
		Medium (3-4)	70.00
		High (5-6)	16.67





**Fig. 1: Socio-personal profile of the respondents**

Forty percent of the respondents were student, which was followed by caste occupation (30.00%) and diploma base job (23.33%). Majority of the families of respondents (53.33%) were from farming community, which was followed by service (26.67%) and agricultural labour (16.67%). Data about caste reveal that 46.67% respondents belonged to general category, 40% to OBC category and only 13.33% to SC category. The data regarding family education status of the respondents indicated that 70% respondents were having medium

education status followed by high (16.66%) and low (13.33%), respectively.

### 3.1.2 Communication profile of respondents

Forty per cent of the respondents had utilized medium level of localite sources followed by low and high (32.67 and 27.33%, respectively) level. Cosmopolite source utilized by thirty-eight per cent at medium level followed by high and low (34.67 and 27.33%, respectively) level.

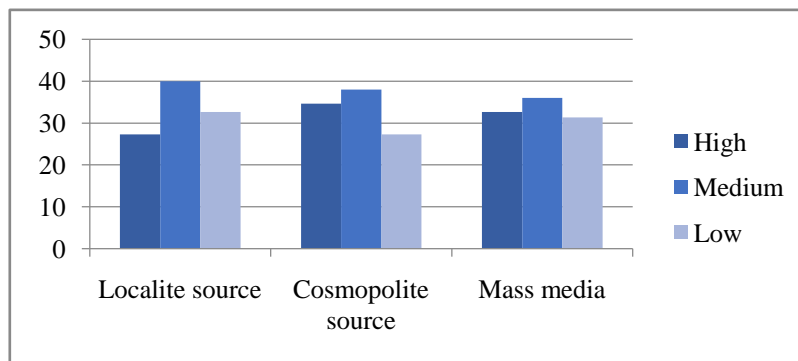


**Table 2: Information source utilization and mass media exposure by the respondents**

Localite source	(%)
Low (7-11)	32.67
Medium(12-16)	40.00
High(17-21)	27.33
Cosmopolite source	
Low (6-10)	27.33
Medium(11-14)	38.00
High(15-18)	34.67
Mass media	
Low (9-17)	32.67
Medium(18-26)	36.00
High (27-36)	31.33

Thirty-six per cent respondents were having medium exposure of mass media followed by low and high exposure of mass media (32.67 and 31.33%, respectively). Most of the respondents (36.00%) were having medium mass media

exposure, localite sources of information utilization (40.00%) and cosmopolite sources of information utilization (38.00%). The impact of training was found to be significant for gain in knowledge and change in attitude <sup>[14]</sup>.



**Fig. 2: Communication profile of respondents**

### 3.1.3 Psychological profile of respondents

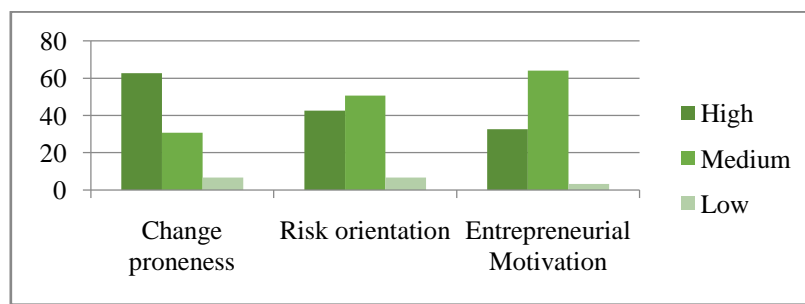
About 62.67% of the respondents were having high change proneness followed by medium and low change proneness (30.67 and 6.66%), respectively. Nearly fifty per cent respondents were having medium risk orientation followed by high

and low risk orientation (42.67 and 6.66%), respectively. Majority of the respondents (64.00%) had medium entrepreneurial motivation followed by high and low (32.67 and 3.33%) entrepreneurial motivation, respectively.



**Table 3: Psychological profile of respondents**

<b>Change proneness</b>	<b>(%)</b>
Low (6-10)	6.66
Medium (11-14)	30.67
High (15-18)	62.67
<b>Risk orientation</b>	
Low (6-10)	6.66
Medium (11-14)	50.67
High (15-18)	42.67
<b>Entrepreneurial Motivation</b>	
Low (8-12)	3.33
Medium (13-18)	64.00
High (19-24)	32.67



**Fig. 3: Psychological profile of respondents**

Majority of respondents (62.66%) were falling in high category of change proneness, medium in entrepreneurial motivation (64.00%) and risk orientation (50.66%).

### 3.2. Impact of training on respondents

The respondents' knowledge, attitudes and adoption levels were considered while evaluating the impact. It was also asked about the respondents' opinions regarding the subject matter, the physical facility and the trainer. Opinions of the respondents and their level of training satisfaction were also evaluated. The definition of knowledge is a person's breadth of information, along with their theoretical and practical comprehension. An individual's answers to all the things and circumstances, with which it was associated, were influenced by their attitude, which is a dynamic or directional mental readiness organized by experiences. Adoption was

seen as one of the crucial factors in determining how well the respondents responded to the instruction. The results have been described under the following headings:

#### 3.2.1 Knowledge on embroidery

**A. Knowledge of respondents regarding embroidery techniques in hand embroidery trainings:** Cent per cent respondents of embroidery trainees knew about *Kantha* stitch under hand embroidery followed by *Phulkari* stitch (93.29%), chain work (90.00%), *Chikankari* (90.00%), button hole (88.33%) and cross stitch (86.63%). Cut work was known by 86.63%, bead work by 81.66%, patch work by 80.00%, *satın stitch* by 80.00%, mirror work by 73.30%, French knot by 73.30%, *Sitara* work by 71.66%, stem stitch by 66.64%, shadow work by 60.00% and *Aari* work by 53.31%.

**Table 4: Knowledge of respondents regarding embroidery techniques in hand embroidery trainings**

<b>Hand embroidery</b>	<b>(%)</b>	<b>Hand embroidery</b>	<b>(%)</b>
1. <i>Kantha</i> stitch	100.00	2. Shadow work	60.00
3. <i>Phulkari</i>	93.29	4. Mirror work	73.30
5. Cross stitch	86.63	6. <i>Sitara</i> work	71.66
7. Stem stitch	66.64	8. Bead work	81.66
9. <i>Satın stitch</i>	80.00	10. Cut work	86.63



11.	Chain stitch	90.00	12.	Patch work	80.00
13.	Aari work	53.31	14.	French knot	73.30
15.	Button hole	88.33	16.	Chikankari	90.00

**B. Knowledge of respondents regarding embroidery techniques in machine embroidery trainings:** Table 5 depicts that after embroidery training, 93.29% got knowledge about Filling work under machine embroidery followed by line work (91.66%), *Ghotapati* (90.00%), patch work (80.00%) and cut work (66.64%).

**Table 5: Knowledge of respondents regarding embroidery techniques in machine embroidery trainings**

Machine embroidery		(%)
1.	Filling work	93.29
2.	Line work	91.66
3.	Cut work	66.64
4.	Patch work	80.00
5.	<i>Ghotapati</i> work	90.00

**C. Knowledge of respondents regarding common things in embroidery trainings:** Common things of embroidery include importance of training methods of embroidery and important point of embroidery. Majority of the respondents said that varieties of design can be created (96.66%) followed by enhanced quality (86.66%) and added uniqueness (85.00%). Cent percent respondents obtained knowledge on hand and machine embroidery. *Adda* work embroidery was learnt by 81.66% of the respondents. For less money and more creativity, casual embroider can

create alphabet and simple design in fabric and thread on a home sewing machine. In embroidery trainings, respondents also had taken some theoretical knowledge. Nearly 93.29% of the respondents were knowing the principle of design, and paper pasting used during embroidery for preventing damage to the fabric were known by 90% respondents but they had less knowledge of needles used according to different stitches of embroidery. The use of straw needle and tapestry needle was clear to only 60.00 and 66.64% respondents, respectively.

**Table 6: Knowledge of respondents regarding common things in embroidery trainings**

Categories	(%)
<b>Importance of embroidery</b>	
1. Varieties of design can be created	96.66
Quality can be enhanced	86.66
Add uniqueness	85.00
<b>Methods of embroidery</b>	
1. Hand Embroidery	100.00
2. Machine Embroidery	100.00
3. <i>Adda</i> work Embroidery	81.66
<b>Important points to be kept in mind</b>	
1. Do you know the principle of design	93.29
2. Use combination of motif to make design	88.33
3. Tapestry needles used for counted work, drawn thread work and canvas work	66.66
4. Straw or milliner needle used for French knot and bullion knots	60.00
5. Did you know the higher the number, the smaller the needle	73.30
6. The choice of needle size is relative to the type and size of thread.	76.66
7. Paper pasting should be used for preventing damage to the fabric	90.00

### 3.2.2 Perception of respondents

**A. Perception of respondents about subject matter of training programme:** Eighty-four percent of the respondents had perception on coverage of subject matter followed by need based (77.33%),

timely and appropriate (73.33%), useful (72.66%), practical utility (70.66%) and understandable (68.00%). Nazir *et al.* (2012) reported that 99.25% of the respondents had enhanced their knowledge level after going through these training courses, 51.25%



of the respondents had improved their skills and independent.  
46.75% of the respondents became fully

**Table 7: Perception of respondents about subject matter of training programme**

Parameters	(%)
Need based	77.33
Practical utility	70.66
Usefulness of training	72.66
Coverage of subject matter	84.00
Understanding	68.00
Timely and appropriate	73.33

**B. Perception of respondents about physical facilities available during training programme:**Regarding physical facility under training programme, majority of respondents were satisfied with sitting arrangement (81.33%), stipend during training (77.33%), post-training support facilities (73.33%), supply of training supplements (72.66%), demonstration facilities (70.66%), convenient training location (67.33%) and trial facility (64.00%).

**Table 8: Perception of respondents about physical facilities available during training programme**

Parameters	(%)
Sitting arrangement	81.33
Convenient training location	67.33
Supply of training supplements	72.66
Stipend during training	77.33
Demonstration facilities	70.66
Post training support facilities	73.33
Trial facility	64.00

**C. Perception of respondents about quality of trainer of training programme:**Perception of the respondents regarding quality of trainer in training programme depicts that majority of the respondents were satisfied with the quality of trainers, knowledge of the subject matter (85.33%), interest in imparting training (80.66%), actively participation (79.33%), teaching one idea at a time (76.66%), confident (73.33%), their experience (72.66%), effective communication (68.00%), clarity in expression (67.33%), cordial relation (65.00%) and use of carefully mapped training plan by 64%.

**Table 9: Perception of respondents about quality of trainer of training programme**

Parameters	(%)
Interested in imparting training	80.66
Adequate knowledge of subject matter	85.33
Clarity in expression	67.33
Cordial relation	65.33
Confident	73.33
Encouraged respondents for active participation	79.33
Use of carefully mapped training plan	64.00
Teach one idea at a time	76.66
Experienced trainer	72.66
Effective communication	68.00

**3.2.3 Overall satisfaction level of respondents towards training programme:**Table 10 depicts that majority of the respondents were highly satisfied about the subject matter (62.67%) followed by medium (20.00%) and low

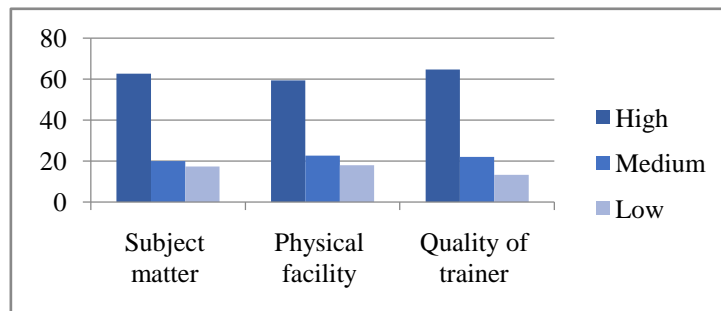


(17.33%). Physical facilities were suitable for most of the respondents who were highly satisfied (59.33%) followed by medium (22.67%) and low (18.00%), and about quality of trainers, the respondents were highly satisfied (64.67%) followed by medium (22.00%) and low (13.33%).

**Table 10: Overall satisfaction level of respondents towards training programme**

Subject matter	(%)
Low (6-10)	17.33
Medium (11-14)	20.00
High (15-18)	62.67
<b>Physical facility</b>	
Low (6-10)	18.00
Medium (11-14)	22.67
High (15-18)	59.33
<b>Quality of trainer</b>	
Low (8-12)	13.33
Medium (13-18)	22.00
High (19-24)	64.67

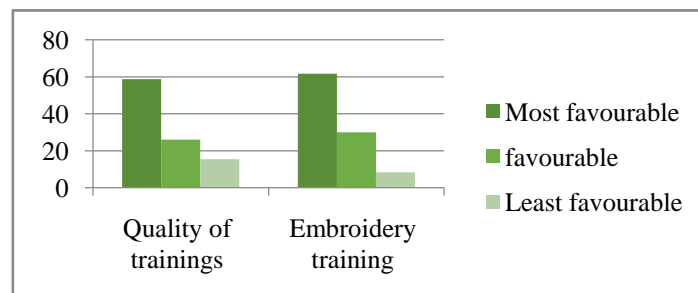
A profound training programme act as vehicle to enhance employee skill and enable them to perform better in their job<sup>[9]</sup>. An effective training program is one that addresses training need and delivers training according to training objectives.



**Fig. 4: Overall satisfaction level of respondents towards training programme**

### 3.2.4 Attitude of the respondents

**Quality of trainings:** Table 11 depicts that 58.67% of the respondents had most favourable attitude for quality of trainings followed by favourable and least favourable attitude (26.00 and 15.33%, respectively).



**Fig. 5: Attitude of the respondents**

**Embroidery trainees:** Around 61.67% of the respondents were found to have most favourable attitude followed by favourable and least favourable attitude (30.00 and 8.33%, respectively). Attitude of the respondents regarding quality of training and embroidery training was most favourable for all. Change in attitude was found to be high, *i.e.*, 70.00%. High level of gain in knowledge was found to be 72.55%<sup>[8]</sup>.



**Table 11: Attitude of respondents regarding quality of trainings and embroidery training**

Quality of trainings	(%)
Least favourable (20-33)	15.33
Favourable (34-47)	26.00
Most favourable (48-60)	58.67
<b>Embroidery training</b>	
Least favourable (10-16)	8.33
Favourable (17-23)	30.00
Most favourable (24-30)	61.67

### 3.2.5 Symbolic adoption of the respondents

**Embroidery trainees:** Table 12 depicts that 60% of the respondents had high level of adoption followed by medium and low (28.33 and 11.67%, respectively).

Embroidery trainees	(%)
Low (8-10)	11.67
Medium (11-13)	28.33
High (14-16)	60.00

**Table 12: Symbolic adoption by respondents of embroidery trainings**

## IV. Conclusion:

Majority of the responders fell between the age of 16 and 24 years and had at least a matriculation certificate. Majority of the responders were women from urban areas and had middle-class family backgrounds in terms of education. Majority of the them were from nuclear families with up to four members and monthly income between ₹ 30,000 and 40,000. Majority of the responders were students, and the family's primary occupation was farming. Majority of respondents scored high in the categories of change proneness, entrepreneurial motivation and risk orientation. Most of the respondents were having medium mass media exposure, localite sources of information utilization and cosmopolite sources of information utilization. More than 53% of respondents knew something about hand embroidery, and more than 66% knew something about machine embroidery. More than 85% of the respondents thought that the embroidery was important, and all respondents knew how to embroider by hand and by machine. More than 60% of respondents were familiar with basic information about needle, fabric and embroidery care. Overall satisfaction level towards training programme regarding subject matter, physical facility and quality of trainer was high.

## V. Recommendation:

The respondents were highly satisfied with subject matter, physical facility and trainer. However, more training facilities were found in metropolitan areas. Youth in rural areas were still unaware of these,

therefore, I propose that the training centers must be opened there as well.

- Majority of the respondents felt that there was a lack of direction about the credit method. Therefore, it is advised to develop cooperative units or societies as well as training, credit and lending facilities.
- The trainer must keep track of and evaluate training so that the results can be used to improve training facilities.

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