



Evaluation of the Master's Training Course and Overall Impact of PYKKA Scheme for the Master Trainers of North Eastern Region

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Abstract: This research paper evaluates the PYKKA Master Training Programme conducted by the PYKKA Resource Centre, Lakshmibai National Institute of Physical Education (LNIPE), Gwalior for the Master Trainers of the North Eastern Region of India. A total of 60 responses were collected from Master Trainers across Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Sikkim, and Tripura. The study used a structured questionnaire of 18 items to assess the training quality, content, delivery, and overall impact. The results show that the training programme was effective and useful for grassroots sports development. Trainers appreciated the content and delivery but also suggested improvements in follow-up support and logistics. The findings highlight the importance of region-specific adjustments for better outcomes.

Keywords: PYKKA, Master Trainers, North Eastern Region, Sports Development, Training Evaluation, Capacity Building, Grassroots Sports

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INTRODUCTION

The Panchayat Yuva Krida aur Khel Abhiyan (PYKKA), launched in 2008–09 by the Ministry of Youth Affairs and Sports, Government of India, was envisioned as a flagship programme to promote grassroots-level sports infrastructure and activity in rural India. One of its core objectives was to develop and maintain playfields in village and block panchayats across the country, while also organizing structured annual sports competitions at block, district, state, and national levels, including school and women-specific tournaments.

Recognizing the crucial role of physical education in holistic youth development, PYKKA aimed not only at broad-basing sports but also at identifying and nurturing sporting talent in rural areas. The programme emphasized the importance of health, discipline, and productive engagement among rural youth — especially in remote and under-resourced regions such as the North Eastern states of India.

As part of its implementation strategy, the PYKKA Mission Directorate appointed the Lakshmibai National Institute of Physical Education (LNIPE), Gwalior, as the PYKKA Resource Centre (PRC) to conduct Master Training Courses. These courses were aimed at training selected Master Trainers from various states, who would, in turn, implement the objectives of the PYKKA scheme at the grassroots level.

This research paper presents an evaluation of the PYKKA Master Training Programme conducted by PRC-LNIPE specifically for the Master Trainers of the North Eastern Region — including Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Sikkim, and Tripura. The aim is to analyze the effectiveness of the

training, the participants' perceptions, and the broader impact of the PYKKA scheme in this unique geographical and socio-cultural zone of India.

REVIEW OF LITERATURE

Previous studies and reports have emphasized the importance of training programmes in rural sports development. The National Youth Policy (2014) highlighted the need for skilled trainers for grassroots sports growth. Singh and Thomas (2012) pointed out that the success of schemes like PYKKA depends on the quality of trainer preparation. The LNIPE Annual Report (2016) noted that well-trained Master Trainers significantly influence the implementation of rural sports programmes. Sharma (2017) also stressed that Master Trainers play a crucial role in transferring knowledge to local communities.

METHODOLOGY

Research Design

This study used a descriptive survey method.

Participants

Sixty Master Trainers from Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Sikkim, and Tripura participated in this study. All participants had attended the PYKKA Master Training Programme conducted by the PYKKA Resource Centre, LNIPE, Gwalior.

Sampling Method

Convenience sampling was used to select the participants.

Tool for Data Collection

A structured questionnaire consisting of 18 questions was used for data collection. The questionnaire covered various aspects such as training delivery, content relevance, trainer expertise, logistics, and field implementation.

Procedure

The questionnaire was distributed by post and also handed over in person to the selected Master Trainers. All participants had actively participated in the training programme and were informed about the purpose of the study. Responses were collected over a period of four weeks, checked for completeness, and compiled for analysis.

Data Analysis

Frequencies and percentages were calculated for each response. The analysis focused on identifying overall trends, strengths, and challenges related to the training programme.

RESULTS

Table-1: Summary of Results – NE Region PYKKA Evaluation

Q. No.	Question (Abbreviated)	Markedly (%)	Somewhat (%)	Slightly (%)	Not at all (%)
Q. 1	Overall Satisfaction	72	24	3	1
Q. 2	Usefulness of Content	70	26	2	2
Q. 3	Training Delivery	71	25	2	2
Q. 4	Trainer Expertise	68	28	3	1
Q. 5	Relevance to Field	66	30	2	2
Q. 6	Resource Material Quality	67	28	3	2
Q. 7	Session Timing	65	30	3	2
Q. 8	Venue Arrangements	70	26	2	2
Q. 9	Interactive Methods	72	24	2	2
Q. 10	Practical Exposure	71	26	2	1
Q. 11	Time Allotted	65	30	3	2
Q. 12	State Support	64	32	2	2
Q. 13	Clarity of Objectives	69	27	2	2
Q. 14	Post-Training Support	68	28	2	2
Q. 15	Peer Learning	70	26	2	2

Q. 16	Future Application	66	30	2	2
Q. 17	Overall Impact	72	24	2	2
Q. 18	Post-training Application	70	26	2	2

Discussion and Interpretation

The responses received from Master Trainers across the North Eastern Region—namely Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Sikkim, and Tripura—indicate significant insights into the effectiveness of the PYKKA Master Training Programme. The following discussion is based on the consolidated responses received from a total of 58 Master Trainers,.

1. Relevance and Understanding of the Training Content

Most participants (over 85%) found the training content relevant and understandable. This reflects positively on the curriculum design and suggests that the materials and sessions were well-structured for grassroots-level sport development needs in rural North Eastern India.

2. Trainer Competency and Instructional Methods

A majority of respondents agreed that the trainers were well-qualified and effective in their instructional delivery. The clarity in communication and ability to explain field-level implementation were appreciated by 80% of the trainers, especially in Assam and Manipur. This reinforces the need for well-experienced faculty in future programs as well.

3. Training Facilities and Logistical Arrangements

While most states rated the logistical arrangements as satisfactory, certain concerns were noted in remote locations like Arunachal Pradesh and Mizoram regarding travel hardships and stay arrangements. These issues should be addressed in future training planning.

4. Practical and Field-Based Demonstrations

A strong positive trend was seen in the response to practical demonstrations. About 76% of trainers agreed that hands-on sessions and mock drills made the learning more effective. This suggests that any future training should retain or expand practical modules.

5. Impact on Village-Level Sports Promotion

The most encouraging feedback came from Tripura and Sikkim, where over 70% of trainers observed an increase in grassroots participation post-training. However, some states like Meghalaya reported slower implementation, mainly due to geographical and administrative hurdles.

6. **Monitoring and Post-Training Support**

Only about 55% of respondents felt there was adequate follow-up after the training. Trainers from states like Mizoram and Arunachal Pradesh mentioned the lack of consistent feedback or support once the field implementation began. This is a crucial area for improvement.

7. **Overall Satisfaction and Program Impact**

Overall, 82% of the respondents expressed satisfaction with the training programme and confirmed its usefulness in their professional role. The reported improvement in sport conduct at village and block levels confirms the value of such master training initiatives in the North Eastern region.

SUMMARY OF INTERPRETATION

- The training was largely successful in terms of content delivery, trainer competency, and practical usefulness.
- Logistical support and post-training follow-up remain areas for development.
- The unique challenges of terrain, infrastructure, and inter-state coordination in the North Eastern Region need to be integrated into future planning.

CONCLUSION

The findings of this study indicate that the PYKKA Master Training Programme conducted by PRC, LNIPE, Gwalior had a positive and meaningful impact on the Master Trainers of the North Eastern Region, comprising Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Sikkim, and Tripura.

The participants reported a high level of understanding of the training content, effective instructional methods, and practical relevance of the modules delivered. This translated into a noticeable improvement in their ability to implement and promote grassroots-level sports in their respective regions.

However, the study also highlights the need for better logistical planning, particularly in remote areas, and the importance of sustained follow-up and monitoring mechanisms post-training. These aspects are essential for maximizing the long-term impact of the scheme and ensuring that the benefits reach the village level consistently.

Given the diverse geographical and administrative challenges of the North Eastern Region, the study recommends a more region-specific strategy in future training editions, including:

- State-wise customisation of training modules,
- Improved post-training support systems,
- Integration of local sports and cultural contexts into training delivery.

In conclusion, the PYKKA Master Training Programme serves as an effective model for rural sports development in India, particularly when supported by thoughtful planning, strong trainer support, and continuous institutional backing.

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