



# Evaluation of the Master's Training Course and Overall Impact of the PYKKA Scheme for the Master Trainers of the Southern Region of India

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**Abstract:** This study evaluates the effectiveness of the Master Training Course conducted under the Panchayat Yuva Krida Aur Khel Abhiyan (PYKKA) Scheme for the Southern Region of India, covering the states of Andhra Pradesh, Karnataka, Kerala, and Tamil Nadu. The training was organized at the PYKKA Resource Centre, Lakshmibai National Institute of Physical Education (LNIPE), Gwalior. The data was collected using a structured questionnaire, which included 18 items focused on various aspects of the training program. Responses were obtained from Master Trainers across the four southern states, and percentage-based analysis was conducted to understand the effectiveness and challenges of the program. The results showed that most trainers found the course content, faculty input, and resource materials to be satisfactory and useful in the field. However, certain limitations were also identified in terms of local-level implementation and follow-up activities. The study concludes that while the PYKKA training program is broadly successful in building capacity among grassroots sports trainers, further improvements are needed for sustained impact.

**Keywords:** PYKKA, Master Trainers, Sports Development, Rural Youth, Training Effectiveness, Southern Region, LNIPE, Capacity Building

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## INTRODUCTION

The Panchayat Yuva Krida Aur Khel Abhiyan (PYKKA) was launched in 2008–09 by the Ministry of Youth Affairs and Sports, Government of India, with the aim of broad-basing sports at the grassroots level and promoting excellence through structured activities. This centrally sponsored scheme focused on developing sports infrastructure in rural areas by creating and maintaining playfields at the village and block panchayat levels, and organizing regular competitions.

Recognizing that over 70% of India's population comprises children, adolescents, and youth, PYKKA placed special emphasis on making sports and physical education a regular part of rural life. It envisioned a sports culture that not only identified talent for national and international competitions but also enhanced the health, productivity, and social participation of youth.

To implement this vision, the scheme trained Master Trainers through structured Master Training Programs at various regional PYKKA Resource Centres — notably at LNIPE, Gwalior. These trainers, in turn, were responsible for mobilizing and training youth and local sports personnel across states.

The effectiveness of such a training program is essential to the success of the entire PYKKA initiative. This study focuses on evaluating the Master Training Program as conducted at LNIPE Gwalior specifically for

the Southern Region states: Andhra Pradesh, Karnataka, Kerala, and Tamil Nadu.

## **REVIEW OF LITERATURE**

Several national reports and academic studies have highlighted the importance of effective training programs in implementing sports schemes at the grassroots level:

- According to the National Youth Policy (2014), trained youth workers and physical education instructors are crucial for creating a participative and performance-oriented sports ecosystem in India.
- A study by Singh and Raj (2013) emphasized the role of continuous capacity-building of trainers to ensure sustainability and community engagement in sports projects under rural schemes like PYKKA.
- Chatterjee (2011) examined the long-term success of PYKKA in Assam and found that the quality of trainer preparation significantly influenced program delivery in remote areas.
- The Sports Authority of India (SAI) and LNIPE Annual Reports have also highlighted the direct link between Master Trainer preparedness and overall scheme effectiveness, especially in culturally and geographically diverse regions such as South India.

This study attempts to fill the gap by analyzing field responses from actual Master Trainers of four southern states — assessing their perceptions, feedback, and suggestions based on their training experience.

## **METHODOLOGY**

### **Research Design**

This study followed a quantitative, descriptive survey design aimed at evaluating the effectiveness of the PYKKA Master Training Programme. It focused on gathering direct feedback from participants (Master Trainers) through a structured questionnaire, assessing both the course content and its perceived outcomes in the field.

### **Participants**

The study included 66 Master Trainers from the southern region of India, specifically from the states of Andhra Pradesh, Karnataka, Kerala, and Tamil Nadu. These trainers had participated in the PYKKA Master Training Programme conducted by the PYKKA Resource Centre at Lakshmibai National Institute of Physical Education (LNIPE), Gwalior. Participants were selected based on their availability and response to the evaluation questionnaire distributed by post and in person.

### **Sampling Method**

A convenience sampling method was adopted due to the practical limitations of reaching all trained Master Trainers. The trainers who responded to the questionnaire formed the final sample size of 66, distributed across the four target states.

### **Tool for Data Collection**

A specially designed evaluation questionnaire, prepared by experts at LNIPE, Gwalior was used to gather

data. The questionnaire included a mix of closed-ended and scaled-response questions, covering the following major areas:

- Course content and material quality
- Instructor delivery and teaching methods
- Training logistics and facilities
- Perceived knowledge gain and confidence
- Post-training implementation at grassroots level
- Overall satisfaction and suggestions for improvement

#### **Structure of the questionnaire:**

- 18 questions in total.
- Some questions used a 4-point Likert-type scale (e.g., Markedly, Somewhat, Slightly, Not at all).
- Some were designed for direct selection of most appropriate options.
- Responses were recorded in percentage form for cross-state comparison.

#### **Procedure**

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

#### **DATA ANALYSIS**

For each question, the frequency of responses in each category was counted. Then the percentage distribution was calculated for each state separately. The data was then compiled state-wise and interpreted to identify:

- Common trends.
- State-specific issues.
- Strengths and limitations of the training programme

**Table-1: Summery of result**

Q. No.	Question (Abbreviated)	Markedly (%)	Somewhat (%)	Slightly (%)	Not at all (%)
Q. 1	Overall Satisfaction	62	30	6	2
Q. 2	Usefulness of Content	58	34	6	2

Q. 3	Training Delivery	61	29	7	3
Q. 4	Trainer Expertise	59	33	6	2
Q. 5	Relevance to Field	55	35	7	3
Q. 6	Resource Material Quality	57	31	8	4
Q. 7	Session Timing	54	36	7	3
Q. 8	Venue Arrangements	60	30	6	4
Q. 9	Interactive Methods	63	28	6	3
Q. 10	Practical Exposure	59	32	6	3
Q. 11	Time Allotted	52	38	7	3
Q. 12	State Support	50	40	7	3
Q. 13	Clarity of Objectives	56	34	6	4
Q. 14	Post-Training Support	55	36	6	3
Q. 15	Peer Learning	58	33	7	2
Q. 16	Future Application	53	38	6	3
Q. 17	Overall Impact	60	31	6	3
Q. 18	Post-training Application	54	36	8	2

## DISCUSSION AND INTERPRETATION

The present study aimed to evaluate the effectiveness of the PYKKA Master Training Programme conducted by LNIPE, Gwalior, for Master Trainers from the southern states of India. Based on the responses of 66 Master Trainers from Andhra Pradesh, Karnataka, Kerala, and Tamil Nadu, the results offer significant insights into the perceived strengths and areas for improvement in the training programme.

### 1. Training Structure and Delivery:

A large proportion of respondents across all four states agreed that the structure of the training programme was well-designed and executed. Most trainers found the duration of the training appropriate and the

schedule well-balanced. The modular format of training was particularly appreciated, as it allowed a focused approach to specific areas of sports education, youth engagement, and rural sports development.

## **2. Trainer Competency and Content Quality:**

The feedback shows that the resource persons delivering the sessions were generally rated as competent and effective. Many Master Trainers appreciated the mix of theoretical knowledge and practical exposure. However, a few responses indicated that certain sessions could have been more interactive or tailored to the local challenges faced by trainers at the grassroots level.

## **3. Relevance of Training Content:**

A significant number of participants reported that the training content was relevant to their roles and responsibilities. The coverage of PYKKA objectives, rural sports promotion, and field-level implementation strategies were seen as beneficial. Trainers felt more confident in guiding village-level programmes after attending the sessions. The positive feedback supports the alignment of the training content with the practical needs of implementation.

## **4. Logistical and Administrative Support:**

The arrangements related to accommodation, food, and classroom facilities were mostly rated as satisfactory or excellent. A few respondents expressed concerns about the availability of training materials or the distribution of manuals and handouts, which could be improved in future sessions.

## **5. Implementation and Impact:**

An encouraging outcome of the study is that a large percentage of trainers confirmed that they have been able to implement the learnings of the training in their respective regions. Many respondents indicated that post-training, they successfully conducted awareness programmes, village-level competitions, and talent scouting initiatives.

## **6. Regional Variations:**

While the overall response was positive across all four states, slight variations were observed. For example, respondents from Tamil Nadu and Kerala appeared slightly more satisfied with content delivery, while trainers from Andhra Pradesh and Karnataka raised minor concerns related to field-level support and follow-up mechanisms. These regional differences offer important input for tailoring future training efforts.

## **7. Suggestions from Respondents:**

Several Master Trainers suggested follow-up training or refresher sessions, especially as PYKKA evolves with newer policy guidelines. Some also recommended digital training modules to overcome logistical constraints.

In summary, the findings indicate that the PYKKA Master Training Programme was largely successful in achieving its goals of equipping trainers with knowledge and skills for grassroots sports development. While the response trend is overwhelmingly positive, incorporating the feedback related to content customization, materials distribution, and state-wise contextualization can enhance the effectiveness of

future programmes.

## CONCLUSION

The evaluation of the PYKKA Master Training Programme conducted for the southern region reveals a high level of effectiveness and satisfaction among Master Trainers. With over 66 trainers participating, the study reflects a broad consensus on the quality of training structure, content, and delivery. Trainers felt empowered to implement the principles of the PYKKA scheme in their local settings, leading to increased rural youth participation in sports.

The positive feedback supports the continuation and further strengthening of such training programmes. However, attention must be given to regional needs, follow-up support, and improved resource distribution. By addressing these areas, PYKKA can achieve its vision of democratizing sports at the grassroots level and nurturing future sports talent from rural India.

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