Chapter-II

LITERATURE REVIEW
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Literature review is needed to understand the background and all the related issues in respect of the topic undertaken for the study. It is 360 degree round journey of probing into different aspects of the study.

Secondly, this chapter confirms that which part and issues should be taken for the study. Therefore, it is necessary to carry it out in critical and creative manner. The researcher has done the review accordingly. The following sources used by the researcher are:

(1) Books  (2) Research Papers (3) E-Books (4) Reports (5) Web sites etc.

The researcher has discussed in this chapter, the points received from each source. The process assisted in formulation of:

1. Objectives of the Study
2. Decision regarding Research Design
3. Development of Questionnaires
4. Formulation of Hypothetical statements

Review of Books:

The researcher has reviewed number of books and following is the summery of the points discussed in the books.

2.1 Overview of VET Systems:

(1) Santosh Mehrote states the facts that with sizable growing population India can have enormous opportunities to employ its workforce. But it needs to focus on skill development. He touches key challenges in skill development, VET systems and focuses on enhancing National Vocational or Skill Qualification Framework via participation of industries. [1]

(2) Orgwu Angala, writes in her book about the issues related to vocational training and exposure of the students to complexity of technology in Nigeria. Stress is given on to expose students to the complexity of technology. The author looks at vocational training from the view point of measure for reduction in poverty. [2]
(3) Robert Jjuuko, presents qualitative case study based on relevant concepts like Capability Approach, Human Capital Theory and Constructivist Learning theory. He recommends to stress on vocational education to be started from the early years of the schooling. [3]

(4) There is an edited book by Maclean Rupert, Jagannathan, Shanti, Sarvi and Jouko regarding Skill Development inclusion and sustainability, in Asia-Pacific region. It throws light on transforming market place with higher order skills and lifelong learning for enhancing employability and sustainability. The need is to modernise and re-engineer the TVET design and delivery. The authors consider that it is the responsibility of policy makers, researchers, practitioners and private industry. The key element of Private Public Partnership is highly recommended. [4]

(5) Davies, John, Ryan and Mike have authored a book, titled “Vocational Education in 20th and 21st Centuries”. It takes the stock of history of Vocational Education and informs mainly about issues related to Apprenticeship Training. [5]

(6) In the book “Brining the Market to Students” the authors consider social effects on service of education in general. They have given the importance of political will for career advancement and employment opportunities. They have mentioned that to enhance and upgrade the Human Social Capital of American labour force, there is a need of the hour to reform the vocational training and education system in country. [6]

(7) Massion, Jean Paul speak about the scenario of European Union in supporting vocational and technical training. They give the structure of vocational education and departments of organizations which support TVET. They have covers the issues related to social fund, free mobility of workers, modernising labour relations, social inclusion, social protection systems, support to disable people. All the member countries of EU are recommended to integrate their efforts for supporting TVET. [7]

(8) Colin Crouch, David Finegold and Mari Saco have examined whether skills is the answer for employability. The countries covered by the book are France, Germany, Italy, Japan, UK and USA.
The book covers following points.

a) Diversity of Institutional reform in modern capitalism.
b) Difficulties in survival of diversity.
c) Institutional Governance.
d) Key areas of skill creation
e) Appropriate TVET

These authors mentioned that public institutes and agencies must find modern ways of working with industry/business sectors by taking the lead to acquire expertise and authority for supporting skill standards. The book recommends PPP system very strongly. [8]

(9) Louise Moran, Greville and Rumble write about open and distance learning for VET. In their opinion, this route is supportive for promotion of TVET. [9]

(10) Career choice, occupational stress, career counselling, career efficacy, social learning trait and social approach, trait-and-factor approach etc. are covered by Brucewalsh, Samuel H, Osipow in their book Career Counselling: Contemporary Topics in Vocational Psychology. [10]

Above 10 books are more relevant for the study and they cover the major important aspects about Vocational Training, PPP system and Career development.

**Review of Research Papers and Reports:**

The researcher reviewed in all 65 papers and 09 reports. The majority of papers cover Issues, Challenges, Reforms, Qualification Standards, Organizational Structure etc. related to Skill Development, VET, TVET etc.

The researcher found that majority points are in common irrespective of the country and the sector. The relevant pieces of literature are discussed below.

**2.1.1 Vocational Education and Training (VET):**

Bennell (1996), defines a term vocationalization. “Vocationalization is honest determination by a various schools, colleges to include in their syllabus. The practical subject likely to produce among the trainee’s for basic knowledge and skills. This will leads to prepare them to think become a part of skilled worker. [11]
2.1.2 Significance of VET

Researcher came across a research paper by Gazi Mahabubul Alam. This paper is about the context of Bangladesh. The points shown below give very realistic picture of significance of VET.

For any country, for its economic development and growth, education is essential. World bank, UNDP, UNESCO, all have suggested that Bangladesh urgently need to utilise its overcrowded populations and large labour market. [12]

Hallak (1990), stated that the education is primarily linked and associated with development of human resource. The linkage and association is not only impacting the economic growth but also on the broader enhancement and development of an individuals and concerned societies. He also stated that the education has major contribution to:

- The creativity of Individual.
- The optimistic level of participation in the economic development, social enhancements and various cultural roles in societies for betterment.
- To improve social cohesion, the understanding among individuals and respecting each other is an initial component.
- Health and basic nutrition is enhanced.
- Development of various technologies for betterment of life.
- The changes in socio-cultural status.
- The equality is important in democracy.
- The development of ecological parameters and quality of life.

Hallak J (1990), stresses on investment in education. Return on this investment to the society, he considers, in form of skilled work force that will leads to the global competitiveness and overall economic development and growth. For an individual, it would render the benefits of enhanced career progression, higher salaries and the best quality of life of individual. This statement is consistent with human capital theory. [13]

Allam 2007, Fagerlind and Shah (1989), argued that PET system helps the country for:

1. Employment to young people
2. Jobs to older workers
3. Reduction in burden of higher education
4. Foreign investment attraction
5. Growth in earning and employment
6. Reduction in disparity between rich and poor. [14]

According to the World Bank Policy Paper on TVE (1991), says that to maximise the benefits for the development of nation through TVE, the following important factors are needs to be considered:

1. Development of time bounded and advance short term courses by considering domestic and international level demands.
2. Appropriate and advanced vocational courses required to be developed.
3. The convincing justification and policy for introducing vocational education at school level.
4. By understanding demand and required cost. It is the need of the hour to develop wider range of vocational courses. The courses and its duration should be based on merit, ages, labour market requirements.[15]

2.1.3 Barriers to TVE in Bangladesh

It is characterised by following barriers

1. Misconceptions about TVE that it is a system which produces labourers.
2. TVE schools are located far from rural area and therefore easy access is not available to villagers.
3. It does not uplift them to enrol for higher education.
4. The jobs earned after TVE do not have social prestige.
5. Ministers of TVE department do not have appropriate qualification.
6. There is lack of facilities of industry attachment.
7. Pedagogic systems and support of resources are very expensive.
8. The percentage of dropout is very high.

The situation is slowly improving and TVE has the scope in sectors like agriculture, agriculture science, science of computing, technologies related to garments and textile and fashion design.

The researcher has received from this paper the difficulties in vocational education or vocational training in Bangladesh. These difficulties are similar to India.
2.1.4 Approaches to Vocational Training:

The paper provides with reference to World Bank Report January 2007, basic approaches to vocational training system for different countries.[16]

Table No. 2.1 Vocational Training Approaches

<table>
<thead>
<tr>
<th>Country</th>
<th>Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td>After completing the basic education, most of the students go to general secondary schooling. In few cases, students enter in industries are providing entry-level vocational training else they join tertiary schooling.</td>
</tr>
<tr>
<td>North America</td>
<td>The Post-secondary schooling is helping to push students into labour market. Most of the students after completing secondary schooling go to community institutes/colleges and polytechnic for short and medium term courses. Few of them go to universities, provide both general and professional education and training.</td>
</tr>
<tr>
<td>France</td>
<td>Most of the students enter into vocational education at their secondary level of education. The trainees pursuing vocational education are prepared for entry to the workforce and those choose for humanistic and scientific faculties are prepared for their higher education and training.</td>
</tr>
<tr>
<td>Germany</td>
<td>The systems are based on apprenticeships. Whereas majority of secondary school level students consist of school-based general education and training and industry-based occupation-specific training. The “dual” system, regulated and operated by guilds, It has a set of various type of qualifications which provides them a broad equivalency between upcoming graduates from academic and the dual subsystems in education.</td>
</tr>
<tr>
<td>Latin American</td>
<td>The French and German models is a collaborative/ hybrid in nature. The students completing basic education and training: (a) it depends on autonomous vocational training institutions for those joining to labour market, (b) The general education at secondary level join the tertiary education and (c) Rest of the students joins school-based vocational courses and training.</td>
</tr>
<tr>
<td>Australia</td>
<td>The flexible system give permission and transitions between the vocational and tertiary education. The local employers play a vital role in the management and operations of the vocational education system.</td>
</tr>
</tbody>
</table>

(Source: Skill Development in India the Vocational Education And Training System Human Development Unit South Asia Region, January 2007)

2.2 VET Systems: Global View

By understanding Global scenario, Vocational Education and Training is repeatedly followed as the final solution to enhance the opportunities of students who lacks in various resources like skills, motivation and counselling to continue with higher education. Similarly Vocational Education and Training (VET) provides important
skills to prepare them to enter in to labour market. It line up primary education more close to particular vocation or trade.

There are mainly three systems of VET which are followed throughout the world.

2.2.1 School Based Education and Training:

The characters of this system can be enumerated as under

1. It is a mix of general and vocational education
2. The general education provides the youth by way of academic and knowledge orientation whereby they can follow the root of higher education.
3. VET part of this mix provides them practice oriented knowledge and skills which can make them eligible for entry in to specific occupations.
4. The Morden and upgraded courses have formal curriculum which is the combination of general and vocation specific knowledge and information.
5. They are available in schools as post compulsory schooling education option.
6. In some countries, the vocational skills are of general nature and transferable across occupations.
7. It provides the youth opportunities for both, to enter in to labour market or continue with higher education.
8. The system needs less amount of investments of human capital
9. Developing countries, despite making in numerous attempt to vocationalise the schooling system have not much progressed in this regard.
10. Some developing countries revitalised their VET systems to enhance the quality of vocational training and creating more promising, flexible and self-learning attitudes for preparing better to work at modern work places.
11. It enhance the youth’s productivity and labour market transformation.
12. It also helps to low ability individuals or low motivated individuals.
13. It is working as filter/ safety net for early school dropout. Those are not academically inclined, because such practically oriented youth continue to remain in school longer.
14. Youth from working class background often follow the educational attainment of their parents and acquire skills more than compulsory level.
However the report states the drawbacks of such VET education which are prevailing in India also as

- It is considered as dead end track
- Second choice education
- Low regard by the population

### 2.2.2 Dual Apprenticeship System:

(http://ftp.iza.org/dp7110.pdf)

The system has following characteristics

1. The Apprenticeship is done by the students in some company or industry
2. It combines general skills and transferable skills
3. General skills are acquired during class based learning
4. In some cases, they acquire occupation specific skills. The companies which provide them training absorb them.
5. The aim of the system is to do away the problems faced by the students in purely school based VET.
6. Dual Apprenticeship system can move along with changes in technology as training curricula can be changed in timely way which reduces the chances of curricula mismatch.
7. This system works as natural leveller of labour supplying demand.
8. Particularly for youth engagement in training and practice orientation motivate them to be more précise in their skills.
9. It provides them a help to choose the type of job and occupation that they may prefer.
10. In this system, the student bare the cost of general training.
11. During training period of apprentice, they accept a lower wages hence the concerned firm get benefited.
12. In order to establish the system, the following pre conditions are very significant.
   - Apprenticeship contract needs to accept by trade unions as apprentices are paid below regular contracts.
   - Employees of the companies should be ready to train the students.
• Support from government for preparatory training for young students is necessary.

• A best alternative scheme to academic education, the Parents of young students should accept at large level.

• It provides, the facility to youth from “School to Work” which is evidenced by the system in most of the countries like Switzerland Australia, Germany and Denmark.

There are following challenges in this system.

• High Grade Formalization: The content must be updated to encounter the varying necessities of the labour market. Similarly, there should be high degree of formalization which should render centrally accredited occupational qualifications.

• Involvement of social partners: Social partners are representatives of state and central government who are on the advisory board. Local skill and / or professional committees monitor the implementation of curricula which is developed by these partners. Sometimes, seeking strong involvement of these partners is a challenge.

• Government Cost Bearing Support: The companies are ready to invest in vocational training. However, for a general education the government should bear the cost by funding vocational schools and colleges.

• Standards as Training Firm: The firms must have some kind of accreditation as training firm regarding its quantity and quality of deliverables of the training.

2.2.3 Informal Based VET:

In India and many African countries, the major role is played by this system. This is also known as “Traditional Apprenticeship”. The characteristics are:

1. It provides vocational learning not in schools but from one generation to another generation who belong to a family or a clan or otherwise.

2. Although it is informal, it has its locally standardized structure.

3. It is very wide spread for craftsmen and other trades.
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i. It has some period based on predetermined promises between the craftsman and the students. (Examples are earthen pot making, bullock cart making, statue making etc.)

4. Apprentices get very marginal remuneration and many a times trainees pay the trainers.

5. Many low and medium income countries in Africa region show a large presence of informal training.

6. They are more related to crafts where technological growth is very limited.

7. There is no system where by the trainee would get any certificate about its training.

8. Since there is no legal framework, the trainees are vulnerable to
   • Making children as cheap labourers
   • Gender discrimination.
   • Low training quality and indefinite duration of the training.

Challenges in informal VET

• Although it is traditional some degree of formalization must be evolved to support the system.
• Some system for regulation of pecuniary and non-pecuniary payments is necessary.
• A structured approach is to be brought in the system for which the trainers should be educated and trained.
• Such traditional informal system is driven by the worker’s logic and not by the work logic. [17]

2.3 VET Implementation Strengths and Challenges:

European countries have attempted and put efforts to implement VET on a large scale are as follows.

To guarantee relevance of syllabus and curricula, the involvement of all stakeholders like (Government Agencies, Employers from various sectors, Social Partners/ NGOs and Academic Institutions) in development with a clear role and responsibilities of each stake holders. However, the importance of the respective
Stakeholders might differ across various countries. Following are the vital responsibilities for the implementation of the system.

1. To sustain a close contact with workforce, a development of sustainable system of constant feedback mechanism from industry/employers and private-sector agencies is required. It is particularly a challenge to implement such close contact and feedback system if employers have low levels in an organizational structure.

2. An assurance of high-quality education, adequate funding is requisite to guarantee the suitable teaching material and the availability of skilled tutors.

3. To give incentive training agencies and develop competition amongst training them, encouraging the public and private partners for funding teaching and staffing mobilization.

4. To encourage training agencies for high level of quality and develop decentralized system for accreditation and assurance of training delivery.

5. To control and mitigate the risk of creating a dead-end training and vocational education track.

(These points assisted the researcher in development of questionnaire for collection of primary data.)

A look at challenges in different countries unfold the challenges in the years of early establishment of VET is relevant. The following table presents them in different countries. [18]
Table No. 2.2: Global Scenario of VET Challenges

<table>
<thead>
<tr>
<th>Countries</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>European Countries (Southern Region)</td>
<td>In European Countries in Southern region are Portugal, Italy, Spain, France and Greece facing huge problem to enter in to labour market due the economic crises. It is difficult to enter in to labour market for low and high skilled youth. The permanent and fixed term contract labours has the major factor was labour market segmentation, it leads to temporary employment to get the permanent position was highly difficult.</td>
</tr>
<tr>
<td>Spain</td>
<td>In Spain, the issue of collective bargaining is centralized at Industry level, the major part is to deal with the issues of the wages distribution among the lower and higher part. It is irrespective of the qualification of the lower part as they get more wages. The VET plays the minimal role as compared with school training which is 4% in upper secondary education.</td>
</tr>
<tr>
<td>Germany</td>
<td>In Germany, the industry has marginal interest in formal VET, with the strong expectations of upward social mobility.</td>
</tr>
<tr>
<td>Italy and France</td>
<td>As like Spain, employers of both countries have reduced the cost of hiring through subsidies.</td>
</tr>
<tr>
<td>Tunisia,</td>
<td>In this country, the centralized government agencies are managing the vocational post-secondary training system without the participation of social partners in the system. In year 1990, the initiative of output based funding was hampered by over centralization. It diluted the scope of autonomy of training providers. The performance-based funding is still missing. The set performance indicators were not adequate to measure the performance.</td>
</tr>
<tr>
<td>Egypt, Jordan and Lebanon</td>
<td>There is lack of coordination between private sector and social partners which has cascading impact on the inter linkage between skills imparted by the VET institutes and skill required by industry is weak. The European Union took the initiative of “Reform Program for TVET” is being imparted and implemented in Egypt between year 2005 and year 2013. The local and sectorial partnership leads to strengthen labour market link. The major challenges include insufficient funding and a lack of incentive based vocational system for the training providers which impact on the quality of training. The findings are mostly with help of public budget allocations, past enrolment. The student fees are very minimal and which cover only administrative costs.</td>
</tr>
<tr>
<td>Russia and other Transition Economies</td>
<td>The introduction of vocational education at early stage was fading the connectivity between vocational schools and industry. It also reducing the enrolment ratio in education.</td>
</tr>
</tbody>
</table>

(Source: Comparative Vocational Education and Training Research in Europe: Balance and Perspectives, January 1998).
Feeble Factors of VET:

In majority of the countries, the skill development is largely the responsibility of the state. However, there is a shortcoming as regards the range of training and its quality and quantity. This state, poses number of difficulties to run the system for skill development this paper has taken the account of such items of difficulties in terms of weaknesses of the system. The paper has summarised the weaknesses which are drawn from the worldwide state of VET systems. They are shown below. [19]

Table No. 2.3: Common Weaknesses in Skill Development System

<table>
<thead>
<tr>
<th>Area of weakness</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labour Market Data</td>
<td>An absence of latest trustworthy information about labour market to make important decisions on present and future skills demands and various approaches to meet them.</td>
</tr>
<tr>
<td>Strategic Leadership</td>
<td>A decentralization of roles and required responsibilities for developing skills among stakeholders to implement reforms.</td>
</tr>
<tr>
<td>Rigid Centralised management</td>
<td>A consolidated routine management activities of vocational institutes which results in poor decentralized to training providers. Hence, it hampers the local labour markets.</td>
</tr>
<tr>
<td>Infrastructure Investment</td>
<td>Very low level of investment in basic and required infrastructure, trainers and staff.</td>
</tr>
<tr>
<td>Alternative learning modes</td>
<td>Very poor exploitation rate of vocational schools, lack of opportunities for proposing different modes of education for non-traditional trainees.</td>
</tr>
<tr>
<td>Career progression</td>
<td>An absence of consistency across traditional, vocational and tertiary schooling with no development pathways between them.</td>
</tr>
<tr>
<td>Curricula</td>
<td>Outdated syllabus, only theoretical and developed without discussion with industry.</td>
</tr>
<tr>
<td>Employer Motivation</td>
<td>Unavailability of lots of facility for employers and representatives to coherent their skill requirements.</td>
</tr>
<tr>
<td>Qualification Recognition</td>
<td>Low level of recognition of vocational education by industry and staffing agencies.</td>
</tr>
<tr>
<td>Wage Differential</td>
<td>Low level of an employment amongst vocational studnets and graduates with low wage differential between them and unskilled labours.</td>
</tr>
<tr>
<td>Access to Technical Education</td>
<td>The students are aspirants to pursue vocational education but there are various educational obstacles are stooping them.</td>
</tr>
<tr>
<td>Gender Difference</td>
<td>The gender discrimination and social restrictions for women trainees are impacting badly to pursue vocational education.</td>
</tr>
<tr>
<td>Adult Learners</td>
<td>Insufficient allocation for adult trainees and school-leavers.</td>
</tr>
</tbody>
</table>

(Source: Skill Assessment in India, British Council and ILO a discussion paper on policy, practice and capacity, by October 2014)
2.4 **Employability and WEST:**

Employability is not necessarily achieved even after completion of education which is the fact observed worldwide.

### 2.4.1 **Employability:**

Employability can be defined as “doing value creating work, getting paid for it (unless opting to do it voluntarily without pay) – and learning at the same time, enhancing the ability to shape work in the future” (https://en.wikipedia.org/wiki/Employability)

In nutshell, the term relates to skill, ability and value creation.

### 2.4.2 **WEST:**

Skill development is necessary to make the students employable. Vocational skills developed among the young students make them employable at early age. However, employability should be measured and suitable tests need to be evolved. Peter Drucker said “What gets measured, gets managed.”

WEST means Wheebox Employability Skill Test. CII India Skill Report 2014 page 20 speaks about WEST. This is Wheebox Employability Skill Test (WEST), was taken by about one lakh students from across states to know their employability status. The parameters chosen are as under.

- Domain knowledge
- Skill Level
- Aptitude
- Numerical Ability
- Logical Ability
- Communication Skills
- Behavioural Skill

At generic level the test can provide the level of employability of the students. The report states that out of one lakh candidates, who appeared for WEST across different domains only 33.95% were found employable. Thus, addition to the chunk of students every year would be 2/3 who would be unemployable. Such chunk not only would add pressure on GDP of India but can lead to an even worst social environment.
This indicates the gravity of Skilling India is how much important and how the talent pool should be managed. [20]

2.5 Sectorial Councils:

The guidance paper further suggests that in order to bring the employers, workers and governments together for sustainable demand led skill development sectorial approach or creation of sector bodies is necessary. Many countries have sector skill council like UK or otherwise in some such format. The different countries have established sectorial bodies who are the principal mechanism for skill development.

India too have adopted Sectorial Skill Council (SSC) but for any country in order to function effectively by such councils there are preconditions. If these preconditions are set well then these councils can be more effective.

City and Guilds centre for skill development as given a brief note development of sectorial approach to skills. The guiding principles denote the preconditions are as under to develop an effective system for various sector bodies:

1. Enable employers to play vital role in finding skill needs and developing capabilities needed.
2. Make the secure consent of employees, concerned unions, industry professionals and various organisations stakeholders should be deeply involved and exploited to maximise the benefits of financial incentives and schemes.
3. Utilization of government financial assistance of various sector bodies to assure to meet government objectives.
4. Allocate at least minimal funds for public training are directed through industry-led sector bodies.
5. Make perfect balance between regional and central government.
6. Make assurance and aligned the important components with required objectives.
7. As like Singapore, has chosen to focus on specific sectors which are oriented to international markets. It is required to select sector bodies accordingly.
8. The sector bodies required to continue to contribute in economy.
9. Required to maintain transparency and clarity in the roles and responsibilities of sector bodies.
10. Development of quality research and information about labour market between the centre and respective sectors.

11. Assure to build an effective monitoring mechanism for performance measurement and analysis. [21]

2.6 Indian Scenario of Vocational Training:

As a part of the study, it is essential to see the structure of VET system in India which is shown here.

![Training Structure in India](source)

**Figure No.2.1: Training Structure in India**

(Source: Skill development in India: The vocational education and training system report no.-22 World Bank)

There is a discussion paper of British Council and ILO which covers significant issues related to Indian scenario of Vocational Training and Education up to year 2014 including policy and practice and capacity etc. Further it covers assessment issues related to regulating bodies and also gives the facts and figures about scenario in Maharashtra state as well as assessment part.

The following is the brief abstract of those points. The report uses key concepts as

1. Formative assessment
2. Summative assessment
3. Competency
4. Certification
5. Apprenticeship
6. Recognition of Prior Learning

The key principles for assessments are
1. Reliability
2. Validity
3. Relevance
4. Transferability

The Government attempted to make the fragmented and complex system simpler by changing the structure of training systems. For this reason the policy creators and assessment institutes and concerned related various stakeholders and bodies had meeting with concerned project stakeholders of various states.

2.6.1 Quality Framework:

Before 2013, there were two qualification frameworks which were unified in 2013.

1. National Vocational Education Qualification Framework (NVEQF) under Ministry of Human Resource Development.
2. National Vocational Qualification Framework (NVQF) under Ministry of Labour Govt. of India.

2.6.2 The key elements of NSQF:

These elements are at various level of greater international mobility, they cover the points like skill development progression, lifelong learning employer participation, and prior learning recognition.

2.6.3 Educational Structure:

In all there are 10 levels with level one lowest complex and level 10 highest. The following table contains the information about these levels.

The structure is composed of grades, diplomas, advance diploma, degree and post graduates courses. They are given equivalence in terms of grades, bachelors,
masters and doctorate. The certifying bodies are school boards universities and state open schools boards.

The paper by British Council and ILO published in October 2014, has considered various issues like Key actors who were National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC), Sector Skill Councils (SSC), Ministry of Labour and Employment Govt. of India, Ministry of Human Resource Development Govt. of India and Ministry of Rural Development Govt. of India. The paper has described the role of these organizations as key players.

Then it talks about the funding and the courses and other schemes. Its state about the priorities of Maharashtra, which are reproduced here.

### 2.7 Maharashtra and VET:

In India, Maharashtra is a very developed and financially sound state. By considering economic contribution of agriculture sector is very low as only 13% whereas, the agriculture sector generating huge employment as 64% of total employment. (NSDC, 2013). As compare to other states, Maharashtra has a huge part of young people working in the informal sector and mainly in the agricultural.

Maharashtra has a modern education infrastructure, with a total number of 796 Industrial Training Institutes (ITIs). The students capacity is around 154,700. In year 2010-11, the ITI had huge over-enrolled with 157,523 students. The following schemes are for vocational training and education.

1. Skill Development Initiative scheme: more than 340 short and medium term courses available covering over 31 sectors under Modular Employability Skills.

2. The courses are available in 89 trades in support with government it is in state. Out of which, 81 trades come under the NCVT and State Councils for Vocational Training (SCVTs) has 08 trades. The Craftsmen Training Scheme (CTS) has wide ranges of trades in vocational education.

3. Apprenticeship training scheme: There are more than 5,270 employers in Maharashtra provided apprenticeship training for students with combined capacity of 73,707 students, out of which only 45,291 students get benefited.

4. Advanced Vocational Training Scheme (AVTS): In state only 08
institutes offer AVTS scheme with very minimum intake capacity of 4,885.

5. Vocational training in schools: In Maharashtra, there are only 1,444 senior schools offer HSC (Vocational) courses in 150 courses. As per information, in 2011, only 59,854 students appeared for these examinations whereas the total seating capacity of 88,000 students. Due to lack of vertical mobility most of the students are not showing interest for these courses and hence it resulting in low intake.

The Maharashtra State Government has been more proactively engaged with the skills development initiatives as compare to other states. State has designed and developed an institutional structure for mission skill development, consisting of ‘State level Sectorial Skill Development Committees’, sitting under registered the “Maharashtra State Skill Development Society”.

These Maharashtra State Skill Development Society has for 11 sectors at present which include healthcare, banking, insurance, textiles, automobile, hospitality, finance construction, production, manufacturing, insurance and retail, pharmaceuticals and chemicals, IT & IT enabled services, and agro-processing. The NSDC recommends that these Sectorial Skill Development Committees are aligned with those SSCs at exist at national level in country, suggesting that to date, the sectorial bodies have been set up in isolation. A key recommendation from the NSDC in their skills assessment of Maharashtra is the introduction by realizing the importance of recognition of on-the-job training. It notes that the DVET could ‘introduce certification examinations to enhance employability skills of workers and they can appear for examinations (with greater focus on practical) and get certified for their skills.

Maharashtra is strongly involved in Modular Employability Skills –Skill Development Initiatives. The state government’s responsibility along with industry, is to skill individuals. The state government is proactively working with various well known assessing institutes and bodies like CII, FICCI, CIDC and ISTD. [19]
Further the paper has taken the stock of assessment methods, assessors, their skills etc. with recommendations. However, it has brought in to reality by making suitable changes in institutional framework.

2.7.1 Apprenticeship:

In year 2014, The Central Government has passed a bill for an amendment of existing Apprenticeship act known as 'Apprentices (Amendment) Bill, 2014' to increase the number of skilled workforce in country through this scheme.

The Apprenticeship act was indorsed to regulate various vocational programmes of training of apprentices and made it obligatory for industry and employers in both public and private sector to have training infrastructure as detailed in the said act. It was to assure that all trainees get optimum access to real and live work environment and on-the-job training in industry. In interest with employers, it was ensure that the concerned employers get skilled workforce / labours with adequate exposure to real and live work environment in industry.

Though, the lots of provisions and facilities are provided in the act, it has not seen much success because there are total 4.9 lakh seats available for apprenticeship whereas only 2.8 lakh apprentices are trained annually in India. This is largely due to failure of training institutes and providers to work together with employers as well as poor of participation from industry and employers in apprenticeship scheme. Now a days, it becomes very critical in manufacturing sector related to courses. The private players and training providers has financially sound and not willing to invest in infrastructure, training tools and machineries and other cost of equipment. [21]

2.7.2 Features of Industrial Training Institutes (ITI):

About 5500 industrial training institutes (ITIs) and 1,745 poly techniques institutions are imparting skills in India are quite inadequate compared to the requirements. China has about 5,00,000 similar institutes. The existing ITIs have not kept pace with a structural changes taking place, in the economy resulting in a widening gap between the skills in demand and those being imparted.
Industrial Training Institutes have been started in India a long back. They have been engaged in training the youth in different trades.

These ITI have following categories:

1. ITI exclusively run by Central and State Government who are training around 17 lack students. (Annexure A5 shows the details of trade count, seats counts and other details annexed).

2. ITI exclusively run by private organizations who are training more than 13 lack students. (For details refer Annexure 06 for the counts of private ITI).

3. ITIs run by partnership of public and private entities. (The following is the structure of NCVT, showing the branching in their levels).

![Figure 2.2: ITI Tree Structure](Book Source – Skilling India e-book broacher page 18)

It is noteworthy to mention about increase in Number of ITI and Number of seats projected up to 2016.
Table No. 2.4: Growth of ITI

<table>
<thead>
<tr>
<th>Year</th>
<th>May 2014 Base year</th>
<th>May 2016</th>
<th>% Increase</th>
<th>Sep 2016</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of ITI</td>
<td>10,750</td>
<td>13105</td>
<td>21.90%</td>
<td>18000</td>
<td>67.44%</td>
</tr>
<tr>
<td>Number of Seats (In Lakhs)</td>
<td>15.23</td>
<td>18.65</td>
<td>22.45%</td>
<td>25</td>
<td>64.14%</td>
</tr>
</tbody>
</table>

Above figures show very ambitious plans of central government for accelerating skill development process in India. ITI under PPP scheme are available in all states of India. In all there are 1396 ITIs. [22]

2.8 Overview of PPP Scheme:

PPP is a kind of intervention brought in by Central Government as its initiative to upgrade the skill development at ITI which was taken as project in 2007-08. It was integrated in 2009 as part of National Skill Development Policy. It called for some systematic institutional reforms.

2.8.1 Initiatives Related to PPP Scheme:

Various reports are reviewed to understand the initiatives and related steps. The key points are presented below:

In India, at larger extend, ITIs represent the formal vocational education and training system. The systems is mostly responsible for identifying skill requirements to enable ITIs to efficiently respond to market requirements. In 2007, the Ministry of Labour and Employment Govt. of India has launched the PPP upgradation scheme.

The Indian industry players has participated proactively, The CII has adopted 390 ITIs in state with the help of industry partners. This PPP scheme has enabled market-led development through curriculum design, building and Training of Trainers. An impact assessment study has been conducted to understand successful replicable models and best practices. The Modular Employable Skills (MES) scheme aims at providing vocational training to school drop outs, existing workers and ITI graduates, etc. to enhance their employability by optimally using the available infrastructure available in Government, private institutes and industry partners. The existing skills
among students and workers can be tested and certified under this scheme which primarily aims at developing competency standards, learning material, course, curricula, and assessment standards in India. As a National Assessing Body in the Modular Employable Skills (MES) scheme, CII has built a qualitative assessor base.

2.8.2 National Skill Development Coordination Board:

The National Skill Development Coordination Board was established under the chairmanship of the Deputy Chairman of the Planning Commission on the Public Private Partnership model (PPP) to perform the following important functions for the betterment of scheme:

1. Articulate various strategies for implementing the decisions of the Prime Minister’s Council on National Skill Development.
2. The outcomes of the various schemes and programs has to be monitors and evaluates for the Council.
3. To address regional and social imbalances, it require to develops suitable solutions and strategies which ensures quality control in VET.
4. Encourage private participation through various strategies according to sectorial action plans.
5. The important initiative is to set up more than 1500 new ITIs and more over 5000 skill development centres across the country, as well as a National Vocational Education Qualifications Framework (NVEQF) for affiliations and accreditation in domain of vocational education and training. [21]


2.8.3 Overview of Skill Development Policy: FICCI:

For imparting skills in various vocational trades to meet the skill workforce needs for industrial growth of the country. The Directorate General of Employment & Training (DGE&T) had started Craftsman Training Scheme in 1950 by establishing
50 Industrial Training Institutes (ITIs). Due to rapid economic growth, the demand for skilled workforce has increased significantly due to changes in technology and work process and globalization of economy. As on year 2007, there were only 1896 Government ITIs in the India. In year, 2005-06, 500 ITIs are being upgraded into Centres of Excellence under a Scheme.

In Year since 2007-2008, the remaining 1396 Government ITIs were planned for Upgradation has been done through Public Private Partnership. This scheme was introduced with an aim of enhancing the quality of vocational education and training in India to make it demand driven to ensure better employability of the ITI graduates. [21]

In response to the policy of the government, industries also have shown their willingness to participate in the move. The following figure shows them in different sectors.

![Corporate Initiative](http://www.aserf.org.in/presentations/ConfSKDBackgrounder.pdf)

**Figure No. 2.3: Corporate Initiative**

2.8.4 Long Term Initiatives:
The long term initiatives under “Skill India” program have following features

1. In partnership with world bank it is decided to upgrade ITI by extending monetary support to ensure best practices
2. STEPPP- Public Private Partnership is evolved with assistance of 9,380 Cr. for skill training for employability leveraging.

3. STRIVE – other initiative for which estimated cost is rupees 3,225 Cr. aimed at value enhancements for industries by skill trainings.

4. It aims to setup 5,000 new ITI.

5. Initially, CII step in the Public Private Partnership scheme with the Ministry of Labour and Employment through the flagship scheme of ‘Up-gradation of 1396 Industrial Training Institutes (ITIs) through Public Private Partnership (PPP)”. Modular Employable Skills scheme (MES) under PPP mode shall be applied to 1500 multi skill training centres.

2.8.5 **KPI of PPP:**

AusAID project TVET reform in Chongqing prescribes the following qualitative KPIs (which has guided the researcher to formulate second hypothesis and framing the questions for principals). The suggested Key parameters (KPI) by UNESCO are as under.

1. Cascading effect of advanced curriculum
3. Quality of Vocational Training tutors
5. Graduate pass out quality
6. Impact of strategic operational planning
   (Under PPP scheme this point is covered by Institute Development Plan i.e. IDP)
7. Project quality management and performance. [23]

2.9 **Constitution of PPP Scheme:**

In order to come in to existence of industrial training institute as upgraded under Public Private Partnership Scheme, a document Memorandum of Agreement (MoA) is essential to be entered in to concern parties.

Following is the essence presented point wise, taken from MoA. Areas and points of National Steering Committee (NSC) guidelines which are taken from the document of MoA.
Chapter-II: Literature Review

- First Party: Secretary of Ministry and Labour and Employment, Government of India.
- Second Party: State Government Secretary
- Third Party: Industry Partner

The PPP Scheme Name: Upgradation of 1396 Government ITIs through Private Public Partnership. The main aim of the scheme was to enhance the quality of vocational education and training which leads to better employability.

Initializing Process Steps:
1. IMC of ITI has to prepare Institute Development Plan (IDP).
2. Sending IDP to State Steering Committee (SSC).
3. National Steering Committee (NSC) approves the IDP and disburses the funds to IMC of respective ITI.

As per MoA, the apex body means National Steering Committee. It is responsible for
- Guiding for implementation
- Monitoring of the scheme.

2.9.1 Composition of NSC:
1) Secretary, Minister of Labour and Employment, Government of India
2) Ministry of Labour and Employment, Government of India (Central) has representation to Director General of Employment and Training.
3) Financial Advisor is representative of Ministry of Labour and Employment
4) Industry association has nominated 03 representatives.
5) Central Government has nominated 03 representatives.
6) State Government has nominated 03 representative by rotation.

2.9.2 Composition of SSC:
1) The Secretary or Principal Secretary from Department of Labour / Technical Education /Secretary (Dealing with ITI) as a chairman of scheme.
2) The Financial or Advisor or Controller or Any other authority dealing with Finance of concern department as a member
3) The Chief Engineer of State PWD or other state approved agency for construction work / or his nominee not below the rank of super tending Engineer as a member

4) Major industry association nominated Industry representative as a member

5) Three members, having knowledge, expertise and interest in vocational education nominated by state / UT government as a member.

6) The state director dealing with ITI shall act as secretary of SSC(State Implementation cell is established by SSC with adequate staff ) [24]

2.9.3 Composition of IMC:

1. Chairperson: Industry Partner nominated representative
2. 04 members nominated by other industries
3. At least one woman representative nominated by Partnering Industry
4. Joint Director
5. District Employment Officer
6. Principal as secretary member
7. District Vocational Officer
8. Student Member

The MoA speaks about three role players. The first party of Central Government in terms of National Steering Committee plays a key role related to Approval of IDP and funding.

The second party or State Government has a key role like a nodal agency between Central and IMC and moreover like an advisory and facilitator.

The role of IMC is wider and key functions are related to policy formulation and implementation (running of ITI), as the principal is the secretary of IMC.

(Refer Annexure: A07, A Specimen copy of Memorandum of Association of PPP Scheme)

The institute is expected to be run more efficiently and professionally with the entry of private sector in terms of industry partner. However, the model is different than ITI run by a private player exclusively. In other words, the Government desires to have control on affairs of the institute. Therefore, it has prescribed certain guidelines which are expected to be followed by IMC. Those are formed in the best interest of the trainee students of ITI and society. The guidelines are provided by DGE & T. [24]
<table>
<thead>
<tr>
<th>MoA Clause Reference</th>
<th>Guideline by DGE &amp; T</th>
</tr>
</thead>
</table>
| Section B Clause 4 (c) | Role of State Government  
Assessing upcoming skill needs in the region  
Suggestions for changes in training syllabus being run at ITI  
New short term training courses  
Charge suitable fees  
Review training needs  
Approve training instructors  
Approve administrative / office staff  
Facilitate Employment Cell  
Generation and utilization of revenue  
As per training need, Appointment of contract faculty as required.  
Out of annual budget provided, make required recommendation to State government on the funds.  
Do some expenditure out of the interest free loan received.  
Determine up to 20% of admissions in the ITI |
| Section D | Role of IMC  
Development of Institute Development Plan (IDP)  
Determination of strategies in the light of long term goals, KPIs, Financial requirement with reference to issues and challenges for the year  
Regional Skill force requirement of Long, Medium and Short term.  
Preparing Students for better employability.  
Recognise the skill needs of teachers and depute them for training in associated industry partner.  
In time bound manner, executive various activities of the scheme as planned in IDP  
At Institute level, Keep track and monitor the progress of the scheme and furnish periodical reports to SSC.  
To obtain regular feedback from trainees and industry, require to set up appropriate mechanism about quality of training and use the feedback for enhancing training delivery  
Established placement cell in ITI for employment creation. |
<table>
<thead>
<tr>
<th>MoA Clause Reference</th>
<th>Guideline by DGE &amp; T</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Career tracking of students.</td>
</tr>
<tr>
<td></td>
<td>Provide reports with respect to placement</td>
</tr>
<tr>
<td></td>
<td>Determine admissions in ITI up to 20%</td>
</tr>
<tr>
<td></td>
<td>Developing Monitoring Mechanism</td>
</tr>
<tr>
<td></td>
<td>Submit quarterly reports</td>
</tr>
<tr>
<td></td>
<td>Engaging Consultants for Preparation of IDP</td>
</tr>
<tr>
<td></td>
<td>Faculty Engagement</td>
</tr>
<tr>
<td></td>
<td>Book of Accounts</td>
</tr>
<tr>
<td></td>
<td>Revision of KPIs block of five years</td>
</tr>
<tr>
<td></td>
<td>Trade Advisory Committee</td>
</tr>
</tbody>
</table>

(Source: www.ititandi.org)

2.10 TVET and Employer’s Perspective:

Muriel Dunbar focuses on private sector in skill development. It states that skill development is progressively used which is slowly substituting vocational education and training.

Secondly, Muriel Dunbar talks about the shift from supply laid system dictating learning to demand laid system that is acquisition of skills, generic or technically specific but fitting to the requirement of the employer. [25]

It considers the different age groups and skills needed. It refers to the World Bank (2010) STEP framework “Skill towards Employment and Productivity Model”. The report gives the indicators when narrower the skill gap, the employers have;

- Improved productivity
- Ability to grow
- Enterprise creation
- Ability to innovate
- Deliver product on time
- Intima service delivery
- Maintain all quality standards
- Ensure environment related standards
- Ensure social needs. [26]
2.10.1 Bridging the Gap:
In order to bridge the gap the above ILO report has put forth few points the employers have advised the youth to;

- Attitude development and Educate practical skill
- Selection of employer demanded courses
- Secure desired marks
- Study abroad and complete multiple degrees.

There is an advice to educators also, it is in terms of;

- Enhancement in quality of education and learning: required course contents, updated study material, teaching delivery quality.
- Practical oriented workplace skill development.
- The appropriate linkage with employers to understand the skills in demand.
- Design and deliver courses as per employers expected.
- Set standards for passing.
- Teachers and professors has to be paid higher salaries.

2.10.2 Private Partnership-Indian Initiatives:
There are few notable examples of Indian industry which are partnering with ITI and the details are as under which represent different models

1. LG Electronic Service Centre Model
The model is used for five ITIs (Mumbai, Mulund, Thane, Ambarnath and Pimpri Chinchwad). It is for meeting the requirements for skilled workforce of various trade “Electronic/ ITSM/ etc. for their sanctioned service centres.

The features of the model are:

- For an amendment of curriculum, LG will provide inputs as required.
- After completion of training, the company will select the trainees for appointment in service centre.
- The company will pay scholarship Rs.1000/- to shortlisted trainees.
- The company will provide training to ITI instructors in the their premises with support of TA, Lodging & Boarding)
2. **Bharat Forge Ltd.**

This project was made for multi-product SEZ at khed in Pune, the initiative was to give required apprenticeship scheme training and provide employment in group of industries.

3. **Campus Connect Platform by Infosys**

The objective of this initiative is to enhance industry-academia association to help engineering graduates to develop competencies with industry demands. In India, 9 cities and now moving to other countries like China, Malaysia and Mexico.

Infosys provides course material, software skill development, cash benefits on joining, alignment of courses to college curriculum etc. If the private industries participate and partner with ITIs then it can leverage the process at different heights. There is an example other than industry which is noteworthy. Directorate of Employment Training in Gujrat.

Although it not by the private partner but it classic example of matching the skill with local needs the short term programs are related to Apparel Park Operator, Air Hostess, Flight Steward, Call Centre Assistant, Diamond Cutting and Polishing, Tourist Guide, Driving Training, Hand Pump Repairing, Mobile Repairing, Marble Cutting Operator, Jardoshi – Skills of Cloths, Four and Two Wheelers Repairing, Security Guards. A very wide range is made available by Gujrat DEG & T for youth. [27]

2.10.3 **PPP Programs at International Level:**

The Public Private skill development and vocational program at International level contributes in the domain of vocational education at large extend. Most of the, the countries worldwide has developed a good practices in vocational education and skill development.

There are few best practices are being followed and the world well know and reputed International Labour Organization also highlighted few best practices.

Some notable models are given by ILO which are tabled below:
Table No.2.6: International PPP Initiatives/ Model

<table>
<thead>
<tr>
<th>Country</th>
<th>Program</th>
<th>Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenya</td>
<td>Jua-Kali Experience</td>
<td>The skill vouchers distribution to informal sectors entrepreneurs to get skill to manufacturing labours. Here the trainees were given freedom to select the training of their choice. Trainers were getting fees equal 3% of the value of voucher issued.</td>
</tr>
<tr>
<td>Mexico</td>
<td>Integral Quality and Modernization Program</td>
<td>Public-Private Partnership between training providers and employers in service sectors to enhance the productivity.</td>
</tr>
<tr>
<td>Brazil</td>
<td>Employer – owned- managed training</td>
<td>The training authorities are shifted to to private sector for better employment creation.</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>Under Privileged Children Education Program (UCET)</td>
<td>Locally based non-government providers enhanced services which would meet the needs of informal economy.</td>
</tr>
<tr>
<td>Chile</td>
<td>CODESSER</td>
<td>Improvement in success of business by strengthening performance criteria and financing.</td>
</tr>
</tbody>
</table>

(Source: PHD chamber task force on skill development, Skill Development: Bridging Skills Deficit & Promoting Employability. 26 September 2008.)
(http://globalskillsummit.com/GSSReport2014.pdf)

The task force has given many suggestions on skill development in formal as well as informal sectors. They cover higher education, vocational education, skill development, vocational training, private partnership etc. Most of the suggestions are covered in National Skill Development Policy of 2015.(Gist given in Introduction Chapter).

There are 14 main points (given in this chapter) above is the distillation of relevant literature largely extracted from books, research papers, reports and websites. The entire process has assisted the researcher to formulate the objectives of the study of upgraded ITIs under PPP scheme.
2.11 Objectives of the Study:

1. To Study the Components of Skill Development.
2. To Study the guidelines issued by Directorate General of Employment & Training (DGE &T) in relation to upgraded Industrial Training Institute (ITI) under Public Private Partnership (PPP).
3. To understand Key Performance Indicators (KPIs) of ITI under PPP scheme.
4. To study the practices followed in relation to Key Performance Indicators (KPIs) of ITI under PPP scheme.
5. To suggest the measures to improve the efficiency of ITI under PPP Scheme.

2.12 Hypothetical Statements:

The study pertains to examine whether the upgraded ITIs are functioning according to the DGE & T norms of the scheme as well as how much they adhere to principle of governance in terms of quantitative and qualitative performance. Thus the following Hypothetical statements are is the outcome of literature review and other relevant information.

1. Hypothesis I
   - **Null Hypothesis:**[Related to Guidelines]
     \[H_0]:\text{Guidelines provided by DGE & T are not adequately followed by Upgraded Industrial Training Institutes under Public Private Partnership Scheme}
   - **Alternative Hypothesis:**
     \[H_1]:\text{Guidelines provided by DGE & T are adequately followed by Upgraded Industrial Training Institutes under Public Private Partnership Scheme}

Connotation of Adequacy for context and frame of this study:

There is a need to be defined the term “adequacy” for the purpose of this hypothetical statement. The adequacy is a kind of degree. For this context this degree shall depend on two factors;
How many guidelines are followed by the institutes?
(There are in all 21 guidelines. Out of these, if more than 11 guidelines are followed which is more than 50% of guidelines).

How many institutes (out of 68 sample institutes) follow them?
(If more than 34 institutes follow them which is more than 50%), If both the conditions are fulfilled then one can consider that they are followed adequately. Generally, in research when the count is above 50% then as per the concept of threshold it is agreed that adequacy is achieved.

The testing of Hypothesis 01 is based on above contention. If both the conditions are fulfilled then one can consider that they are followed adequately. Generally, in research domain, for any phenomenon of measure of its degree 50% is the threshold considered to define average level, mid points and adequacy etc.

2. Hypothesis II
- Null Hypothesis:
  \( H_0: \) Upgraded ITIs under PPP Scheme are not effective in achieving Quantitative goals prescribed by Memorandum of Agreement of PPP Scheme
- Alternative Hypothesis:
  \( H_2: \) Upgraded ITIs under PPP Scheme are effective in achieving Quantitative goals prescribed by Memorandum of Agreement of PPP Scheme.

3. Hypothesis III
- Null Hypothesis
  \( H_0: \) Upgraded PPP ITIs do not have satisfactory level of achievement of goals in respect of Qualitative Parameters.
- Alternative Hypothesis
  \( H_3: \) Upgraded PPP ITIs have satisfactory level of achievement of goals in respect of Qualitative Parameters.
Connotation of Satisfactory level:

1. There are 28 qualitative parameters. Achievement of goals depends on their presence and level. If more than 14 qualitative parameters are present and of high degree then on the basis of threshold of 50% or average, it can be considered as satisfactory level for this context. This is applicable to 01 individual institute.

2. The another dimension to satisfactory level is the number of institutes in the sample (68 PPP ITIs) has to be more than 50% (34 PPP ITIs) then it can be said that it is a satisfactory level. The researcher has considered the above statements for the purpose of testing of third hypothesis.

The next Chapter explains, the Research Methodology which is designed purposively in fitness of the context of the study.
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16. Skill Development In India, (January 2007), The Vocational Education And Training System Human Development Unit South Asia Region


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27. PHD chamber task force on skill development (26 September 2008), Skill Development: Bridging Skills Deficit & Promoting Employability)