

A comparative study on employability of pass-outs from various ITI's and PMKVY skill development Centres in the state of Haryana

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ABSTRACT

Skill with knowledge is a significant driving force for the engine of economic growth where knowledge endorses the analytical power and skills provide efficiency for acquiring the employment which increase the productivity and create revenues for an economy of the nation. The present study deals with “*A Comparative Study on Employability of Pass-outs from various ITI's and PMKVY Skill Development Centres in the state of Haryana*”. The main objectives of this study is 1) to analyze the admission and pass-out status of the students among ITI's and PMKVY's skill development centres and 2) to make a zone-wise comparative employability of pass-out students among the various ITI's and PMKVY skill centres in the state of Haryana. In this study Mean, Median, Average/Percentage and Rank Correlation have been applied to find-out the results related the research objectives.

Key-words: Skills, Admission-status, Pass-outs, Employability, Economic-growth, Workforce and Development.

1. INTRODUCTION

Most of countries are facing the problem of unemployment due to lack of skilled workforce which is a colossal hurdle in the way of employability and carrier advancement at workplace of the workforce. The key root of the unemployment is the lack of skills/efficiency. It is observed that the youth are engaged in race of acquiring higher education at any cost but they are not aware about the importance of skills which is an essential factor for employment in an economy.

Today, the demand for workforce has been changed due to sky rocketing change in demand of technology. Therefore, skill has become the most important factor to enter the employment market but India has only 4.7% percent skilled workforce which is very little in comparison to developed countries including USA (52%), China (58%), UK (68%), Germany (75%), Japan (80%) where as Korea have 98% skilled workforce, which is the highest in the world.

According to the Ministry of Skill Development and Entrepreneurs (MSD&E), India is the second largest muscle power hub with 129 crore population after China, where infrastructure for skills development at the tiniest intensity like Industry Training Institutes (ITI's) is about 13,105 (17.5% government & 82.5% private) and 6,553 Pradhan Mantri Kaushal Vikas Yojana (PMKVY) skills development centres which are providing the skills to the workforce for the requirement of the skilled workforce in industrial sectors. The current capacity of ITI's is about 16.92 lakhs per year whereas the skill training capacity of PMKVY's centres having about 12.99 lakhs workforce. The industry training institutes (ITI's) are providing skills training to the students/workforce in 126 trades duration of six months to three years meanwhile PMKVY's skill centres are providing training about 35 different sectors which are imparting about 70% practical skills and 30% theory which is vital factor for the industry sectors of the economy to fulfill the requirement of skilled workforce in state of Haryana. While in the state of Haryana have about 365 (148 government & 217 private) ITI's and 541 PMKVY's skill development centres which are holding the capacity of 59,406 of the ITI's whereas the skilling capacity of PMKVY's centres based at Haryana is about 91,921. The Industry Training Institutes are providing skills to the students/workforce in 97 trades whereas PMKVY's centres are providing training in 35 sectors.

2. REVIEWS OF LITERATURE

- ❖ **Mohamed S., Abdel-Wahab Andrew R.J. Dainty Stephen G. Ison Patrick Bowen Guy Hazlehurst (2008)¹.** “Trends of skills and productivity in the UK construction industry”. In this study they found that there is inconsistency in the industry's productivity performance, despite the overall increase in qualification attainment levels and participation rates in training over the same period. However, the year-on-year change in the participation rate of training was not consistently associated with an improvement in productivity performance. It is argued that the effective utilisation of skills rather than mere increase in the supply of skills is a key to bringing about productivity improvements. Indeed future policy makers' decisions should focus on addressing other influences on productivity performance such as work organisation and management practice to support further development and progression of the UK construction industry.
- ❖ **Alexander, E., Ellinger, A.D. (2013)².** “Leveraging human resource development expertise to improve supply chain managers' skills and competencies”. This study concluded that supply chain management (SCM) decisions significantly influence financial performance since firms expend up to 75% of their revenue on supply chain activities. Human Resources Development (HRD) professionals' intervention capabilities in training and development, organizational development and change management uniquely equip them to disseminate a deeper and broader understanding of the SCM concept within organizations, to help prioritize the development of supply chain managers and to address the complex interpersonal issues associated with helping people to work together collaboratively to foster operational innovation and make increasingly complex supply chain processes function effectively.

- ❖ **Ramakrisna, K., & Sudhakar, A. (2015)**³. Conducting a research on the thematic “Women Empowerment through Skills Development: The Role of RUDSETIs”. This study found that majority of the women, who are enrolled in courses like *garment making (tailoring), fabric painting, zardosi and maggam work, saree rolling, hand embroidery, beauty parlour, dairy farming are helpful for* taking up self-employment as well as for their families also. The settled alumni (women), who belonged to agricultural families of low and medium income groups, were in the age group of 25 to 35 years with low to medium level of educational backgrounds. Women settled through various self-employment business ventures have been able to get average income in the range of Rs. 8,000 to 20,000 per month. Some of the women were also able to generate moderate level of employment through their enterprises. The success profiles developed by the Unit and the interactions with some of the settled trainees confirmed that the motivational and managerial inputs taught during the RUDSETI EDPs along with skill inputs gave them the needed amount of motivation and encouragement to start and sustain the business activities. The settled women through their correspondence and interactions confirmed that the handholding support of the Unit for two years during the post-training phase remained as the highlight of the RUDSETI model.
- ❖ **Duflo, E. (2011)**⁴. “Women’s Empowerment and Economic Development”. In study observed that women’s empowerment and economic development are closely related. He also found that skill development of the women workforce can play a major role in driving down inequality between men and women and increase the economic benefit by empowering women through skill development in proper direction.
- ❖ **Bhuiyan, M. B., & Abdullah, R. (2007)**⁵. “Women Empowerment through Entrepreneurship Development: Bangladesh Perspective”. In this study they concluded that in order to encourage women entrepreneurship, all banks and financial institutions should be asked to provide one fifth of their investment for women-owned enterprises and special training course for women entrepreneurs to improve their skills for the career advancement in the field of the entrepreneurship.
- ❖ **Huria, N. (2013)**⁶. “Women Empowerment through Entrepreneurship: A Way for Economic Development”. This study found that women entrepreneurship has a bright future and the women entrepreneurs must have to take up the challenges of the new economic policy. A nation or region can only be developed if the women are given ample opportunities in the field of entrepreneurship. The entrepreneurship developing would be the right approach to empowered the women.
- ❖ **Saini, V. (2015)**⁷. “*Skill Development in India: Need, Challenge and way forwarded*”. In this study, she concluded that the skill development is significant driven force for the engine of economic growth which has been assessed in the form of general education and vocational training level of workforce in Indian between the main workforces (15-59 years). This study found that the education levels and skill levels are very poor in India workers. About 38 percent of the workforce are illiterate, 25 percent are having below primary or up-to-primary level of education and remain 36 percent have acquired the middle and higher class standard education whereas

only 10 percent workforce have acquired the vocational training of which 2 percent respondents have acquired the formal training and about 8 percent have acquired the informally training. The study also found that government and its partner agencies have undertaken collectively initiatives for implementation of the skill development programme which is core factor for the growth of India economy.

- ❖ **Tanwar, S. (2015)⁸.** *“The Challenges in skilling India” published in Economy Industry magazine.* This study found that the workforce have to fail in fulfill the demand of the employers which has been changed due to the sky rocketing change in technology. Indian workforce has faced various challenges described in this study are; 1. Aligning student aspirations with industry expectations on salaries and job roles, 2. In India, 75 percent of the employers faced the problem inefficient workforce. They are searching skilled workforce rather than looking for a cheaper resources which contains the primary challenges faced by of Indian business is the shortage of technical or special skills. 3. In India, the youths, who seek training and decline to take up a job offer, preferring to go back to their home-town due to lack of adaptability; 4. The availability of the good quality trained trainers is the biggest challenges in front of the country.
- ❖ **Okada A., (2012)⁹.** *“Skill Development for youth in India: Challenge and Opportunities”.* This study concluded that the majority of Indian youth enter the labor market without adequate vocational training and skills which leads to unstable, informal, low-wage employment such as casual labor and various forms of self-employment. In India, the bulk of employment is in rural areas and in the unorganized sector, while a number of manufacturing firms are situated in the informal sector. Due to the highly-stratified and segmented nature of labor market, Indian youths must acquire education, training, and skills if they are to find decent jobs and experience any social mobility. But, India suffers from a serious shortage of skilled workers due to limited access to education and skills training, high rates of school dropout, and large mismatches in the labor market. This lack of skills creates serious constraints on the production and innovation capabilities of Indian industries, and their competitiveness in the global economy. This study also identified an enormous skills gap in India between what industries demand based on recent rapid economic growth and the skills that young people acquire through vocational training.

3. OBJECTIVES

The main objectives of the study are;

- ✓ To analyze the admission and pass-out status of the students among ITI's and PMKVY's skill development centres in Haryana.
- ✓ To make a zone-wise comparison on employment of the pass-out students from the various ITI's and PMKVY's skill development centres in the state of Haryana.

4. RESEARCH METHODOLOGY

This study is based on the doctoral data which has been collected from journals, magazines, articles, research papers and websites of various Ministries & Departments including Ministry of Skill Development and

Entrepreneurs (MSD&E), Ministry of Human Resource Development (MHRD), Ministry of Labour (MoL), National Sample Survey Organisation (NSSO), National Skill Development Corporation (NSDC), Department of Statistics, Department of PMKVY, Economic Survey of India-2016-17, Economic Survey of Haryana-2016-17, Department Industrial Training Haryana, ITI's Haryana Chandigarh & Panchkula, www.worldometer.in and Google. To analysis the doctoral data statistical tools and technique including Mean, Median, Average/Percentage and Rank Correlation has been applied.

5. SKILL AND CATEGORIES OF SKILL

Skill isn't some activity which is learnt and forgot over time but it is a learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both. In other words, an ability which can acquire by training is called skill. Proctor and Dutta (1995) define skill as goal-directed, well-organized behaviour that is acquired through practice and performed with economy of effort. In this definition, each element of the definition is important: First, skill develops over time, with practice e.g. driving skill. Second, it is goal-directed in response to some demand in the external environment e.g passing a driving test for getting license. Third, it is acquired when components of behaviour are structured into coherent patterns e.g. knowing as to how to use accelerator and clutch while driving. Finally, cognitive demands are reduced as skill develops e.g. experienced drivers driving the vehicle without any conscious effort of using accelerator and clutch. skills are broadly divided into two categories i.e. Soft Skills and Hard Skills.

- ✓ **Soft skills:** - It refers to a set of personal qualities, habits, attitudes and social graces that make someone a good employee and compatible to work with. Soft skills including understanding, leadership, communication, teamwork, good manners, ability to teach, works well with diversity, self-confidence, responsibility, sense of humor, integrity, time management, motivation and common sense.
- ✓ **HARD SKILLS** - are those skills which can be acquired by going to school, reading technical books, doing certificate/degree course covered the statistical analysis and data mining, operating machine, management, repair machine, typing, writing, math learning, reading and the ability to use software programs

6. LEVELS OF SKILL

Human being born with a specific ability/attribute (skill) in the nature and play the different rolls in society either he/she is literate or illiterate. So, the different roles played by them are demonstrating the presence of skill in human being. In India, skills are divided into different categories based on the levels and duration of training required. We follow the classification adopted by the National Skill Development Corporation (NSDC), where skills are classified into four levels and but there is another two levels of the skill including zero level skill (L-0-ability) and somewhat skill (L1):

I. Level-0 (Zero level skill):-refers to such type of ability/aptitude (ability/aptitude became skill by efforts without efforts ability can't become skill) which is inherent in human beings by birth in universe. It is like the clay which can modify according to the requirement of the time.

II. Level 1 (Somewhat skilled):-refers to such type of skill which is acquired technical and non-technical from nearby sources or through own efforts. Many times, such people perform very efficiently but they don't have document as legal evidence in supports of their skills.

III. Level 2 (Semi-skilled):- refers to skills that require minimal education and can be acquired through on-the-job training, short-term modular courses and focused interventions.

IV. Level 3 (Skilled):- refers to skills that can be acquired through technical/vocational training or skill certificates, and are specific to the occupation, such as knowledge of complex operations and machinery, skills of supervision, etc.

V. Level 4 (High skilled):-refers to skills which require long drawn preparations through acquisitions of U.G and P.G Degrees. These skills are required for highly technical and commercial operations.

VI. Level 5 (Higher skilled):- are highly specialized skills involving research and design which can be gained through Doctoral and Post Doctoral research work and extensive work experience.

7. INDUSTRIAL TRAINING INSTITUTES IN INDIA

Industrial Training Institute (ITI's) is the prime stage for skill development which starts after secondary schools under the Directorate of General & Training (DG&T) that is vital for the growth of an economy. At the initial stage, there are two types of training centres where one is funded by the 'Government' called ITI's and the other second is self-financed institutes called Industrial Training Centres (ITC's). Both institutes are providing almost same courses in different fields including engineering and non-engineering. However, under the Director General of Education & Training there are some specialized short-term courses for some specified trades organised in Advance Training Institute (ATI's) that enhance the skills of the pass-outs students from the ITI's. Besides getting considerably good jobs in the industrial sector, ITI's certificate holder can set-up their own small scale units.

The main objective of the ITI's is to provide technical workforce for industrial units. The courses which are designed in the ITI's can be helpful in imparting the basic skills in specified areas. The duration of various courses running in the ITI's can vary from one to three years depending upon the trade opted by the aspirants. After completing the course with a specific trade the applicants have to undergo practical training called 'apprentice' in an industry for one to two years which is mandatory for National Council of Vocational Training (NCVT) certification which is pre-requisite for getting jobs in various reputed companies.

In India, about 13,105 Industrial Training Institutions (ITI's) are providing skill training to the workforce. Out of these, about 2293 (17.5%) ITI's are functioning under the Centre and State government meanwhile about 10812 (82.5%) Industrial Training Centres (ITC's) are running by the private owners and providing training in 126 trades from one to two years.

8. Industrial Training Institutes In Haryana

Haryana has about 365 Industry Training Institutes (ITI's),out of which 148 ITI's is funded by the government whereas 217 Industry Training Centres (ITC's) are self financed. The Industrial Training Institutes (ITI's) are providing skills in 97 trades to 59, 406 candidates per year as per the intake capacity of ITI's in Haryana.

Table-1.1

Districts-wise Industrial Training Institutes (ITI's) in Haryana

Sr. No.	Districts	No. of ITI's		Total No of ITIs	%age	Rank
		Govt.	Private			
1	Ambala	06	06	12	3.2	11
2	Panchkula	04	04	08	2.19	14
3	Yamuna Nagar	03	11	14	3.83	10
4	Kurukshetra	05	15	20	5.47	5
5	Karnal	06	20	26	7.12	4
6	Kaithal	09	07	16	4.38	8
7	Hisar	11	28	39	10.68	2
8	Jind	07	19	26	7.12	4
9	Sirsa	05	11	16	4.38	8
10	Bhiwani	14	32	46	12.60	1
11	Sonepat	11	03	14	3.83	10
12	Panipat	05	05	10	2.73	12
13	Rohtak	09	08	17	4.65	7
14	Jhajjar	13	02	15	4.10	9
15	Mahendergarh	08	11	19	5.20	6
16	Rewari	08	08	16	4.38	8
17	Fatehabad	03	18	31	8.49	3
18	Faridabad	05	03	08	2.19	13
19	Gurgaon	04	03	07	1.91	15
20	Mewat	09	00	09	2.46	13
21	Palwal	03	03	06	1.64	16
	Total	148	217	365		

(Source: ITIs Haryana, Chandigarh & Panchkula 2015-16)

The table-1.1 illustrates the district-wise distribution of Industrial Training Institutes (ITI's) in the state of Haryana which are providing skills to the aspirants. District-wise ITI's have been divided into three categories viz. low range category (up to 5%), medium range category (between 5-10% ITI's) and high range category (more than 10% ITI's) districts. The low range category (up to 5% ITI's) covered fourteen districts, viz. Ambala (3.2%), Panchkula (2.19%), Yamunanagar (3.83%), Kathal (4.38%), Sirsa (4.38%), Sonapat (3.83%), Panipat (2.73%), Rohtak (4.65%), Jhajjar (4.10%), Rewari (4.38%), Faridabad (2.19%), Gurgaon (1.91%), Mewat (2.46%) and Palwal (1.64%), the medium range category (between 5-10% ITIs), covers five districts including Kurukshetra (5.475%), Karnal (7.12%), Jind (7.12%), Mahendergarh (5.20%), Fatehabad (8.49%) whereas high range category (above 10% ITI's), covers two districts namely Hisar (10.68%) and Bhiwani (12.60%) respectively.

9. PRADHAN MANTRI KAUSHAL VIKAS YOJANA CENTRES IN HARYANA.

Table-1.2
Status of Pradhan Mantri Kaushal Vikas Yojana (PMKVY)
Skill Development Centres in Haryana

Sr. No	District	PMKVY Centres	%age	Rank
1	Ambala	23	4.3	11
2	Panchkula	15	2.7	14
3	Yamuna Nagar	26	4.8	9
4	Kurukshetra	34	6.3	4
5	Karnal	10	1.9	16
6	Kaithal	23	4.3	11
7	Hishar	60	11.1	1
8	Jind	25	4.7	10
9	Sirsa	31	5.7	6
10	Bhiwani	48	8.9	2
11	Sonepat	34	6.3	4
12	Panipat	20	3.7	12
13	Rohtak	35	6.5	3
14	Jhajjar	17	3.1	13
15	Mahendergarh	30	5.6	7
16	Fatehabad	30	5.5	8
17	Rewari	13	2.4	15
18	Faridabad	17	3.1	13
19	Gurgaon	32	5.9	5
20	Mewat	08	1.5	17
21	Palwal	10	1.9	16

(Source: ITIs Haryana, Chandigarh& Panchkula Department-2015-16)

The table-1.2 depict the districts-wise status of the PMKVY's Skill Development Centres in the state of Haryana which has a total of 541 PMKVY's skill development centres providing skills to the workforce which are divided into three categories viz. Category-I covering of a maximum 5% of Skill Development Centres, category-II covers 5-10% Skill Development Centres and Category-III covers more than 10% Skill Development Centres in various districts in the state of Haryana.

The category-I having more than 10% SDCs covers Hishar district (by scoring 11.1% SDC), Category-II covers 08 districts viz. Kurukshetra (6.3%), Sirsa (5.7%), Bhiwani (8.9%), Sonapat (6.3%), Rohtak (6.5%),

Mahendergarh (5.6%), Fatehabad (5.5%) and Gurgaon (5.9%) whereas Category-III covers 12 districts viz. Ambala (2.3%) Panchkula (2.7%), Yamuna Nagar(4.8 %), Karnal(1.9 %age), Kaithal (4.3 %), Jind (4.7 %), Panipat (3.7 %), Jhajjar (3.1%age), Rewari (2.4 %age), Faridabad (3.1%), Palwal (1.9 %age) and Mewat (1.5 %age) in the state of Haryana.

10.FINDINGS

a) Zone-wise admission status of the students among ITI'S and PKMVY centres in the state of Haryana

Table-1.3

Admission status of Students in ITI's and PKMVY centres in Haryana

Sl. No	Division	Total No. admission in ITI's during 2015-16 (in Average)	% age	Rank	Total No. admission in PKMVY's centres 2015-16	% age	Rank
1	North-Zone	9422	18.16	4	18360	19.97	3
2.	West-Zone	17791	34.29	1	36841	40.07	1
3.	East-Zone	12648	24.38	2	18020	19.60	4
4.	South-Zone	12015	23.80	3	18700	20.34	2
	Total	51876			91921		

(Source: ITIs Department Haryana, Chandigarh & Ministry of Skill Development and Entrepreneurs-2017)

The above table-1.3 shows the admission status of the students in Industry Training Institutes (ITI's) and PMKVY skill centres. The Admission Status of the ITI's students found that of the total sanctioned seats, 87.35% students have got admission meanwhile admission status among the PMKVY's is about 7.3 percent in Haryana. The West zone has acquired 1st Rank by scoring 34.29% admission in ITI's whereas PMKVY's skill centres have scored 40.07% in Haryana. The East-zone have achieved rank 2nd by scoring 24.38% admission in ITI's and 4th rank among the PMKVY's skill centres by scoring 19.60% admissions. The South-zone has achieved 3rd rank by acquiring 23.80% admissions in ITI's meanwhile the PMKVY's skill centres have acquired 2nd Rank by scoring 20.34% admissions. The North-zone has achieved 4th Rank for admissions among ITI's by scoring 18.16% while PMKVY's centres have acquired 3rd rank by scoring 19.16% admissions. Thus, West-zone acquired 1st rank among both institutions while North-zone acquired 4th rank in Haryana.

b) Zone-wise pass-outs status of the students among the ITI's and the PMKVY's centres in Haryana

Table-1.4
Pass-outs status of Students from ITI's and PMKVY's
centres in Haryana

Sl. No	Division	Average Pass out in ITI's in 2015 & 2016	% age	Rank	Average Pass out in PMKVY centres in 2015 & 2016	% age	Rank
1	North-Zone	8184	17.65	4	8627	19.96	2
2.	West-Zone	16662	35.95	1	17320	40.09	1
3.	East-Zone	11571	24.96	2	8468	19.60	4
4.	South-Zone	9929	21.42	3	8787	20.34	3
	Total	46346			43202		

(Source: ITIs Department Haryana, Chandigarh & Ministry of Skill Development and Entrepreneurs-2017)

The above table-1.4 shows the comparative status of the pass out students among Industry Training Institutes (ITI's) and PMKVY skill centres. The West-zone has achieved 1st rank for pass out students in both institutions by acquiring 35.95% pass-out from ITI's and 40.09% pass-out from the PMKVY's centres. The East-zone has achieved rank 2nd by scoring 24.96% pass-out among ITI's while 4th Rank among PMKVY's centres by scoring 19.60% pass-out. South-zone has achieved equal 3rd Rank from both institutions by scoring 21.42 percent admission in ITI's and 20.34% admission in PMKVY centres and the North-zone has achieved 4th Rank by scoring 17.65% pass-out from ITI's and the 2nd Rank among the PMKVY's centres with scoring 19.96% pass-out students. Thus, from the analysis of the data it is found that West-zone has scored the highest Rank among ITI's and PMKVY's centres whereas North-zone achieved the lowest Ranks among ITI's and East-zone from the PMKVY's in the state of Haryana.

c) **Zone-wise employability status among ITI's and PMKVY's centres in the state of Haryana**

Table-1.5

Sl. No	Division	Average Employability of pass out from ITI's in 2015-16	% age	Rank	Average Employability of pass out from PMKVY centres in 2015-16	% age	Rank
1	North-Zone	2478	30.3	4	587	6.7	2
2.	West-Zone	5948	35.7	2	1180	6.9	1
3.	East-Zone	4762	41.2	1	575	6.5	3
4.	South-Zone	3382	34.1	3	599	6.4	4

	Total	16570	35.2		2941	6.6	
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(Source: ITIs Department Haryana, Chandigarh & Panchkula -2015 &16, Ministry of Skill Development and Entrepreneurs)

The table-1.5 illustrates the comparative study on employability of the ITI's and PMKVY centres in the state of Haryana. The zone-wise Employment-Status shows that the pass-out students among the ITI's of the East-zone have acquired highest employment (41.2%) whereas the North-zone have acquired 4th Rank by scoring 30.3 percent employment.

On the other side, the West-zone have acquired 1st Rank by scoring 6.9% employment from the PMKVY's centres whereas South zone have acquired the 4th Rank in acquiring 6.4% employment from the pass-out students among PMKVY's skill centres in the state of Haryana. Hence, this study it is found that East-zone is high employment providers to the ITI's pass-out students and West-zone for the pass-out students from the PMKVY's skill centres whereas North zone for ITI's and South-zone for the PMKVY's centres is comparatively less important for providing the employment to the workforce.

11. CONCLUSION

The Industrial Training Institutions (ITI's) and the PMKVY's skill development centres are the vital institutions on the main pillar of the skill development which are trying to aligned the requirement of the industrial sectors through providing skills to the workforce in the state of Haryana. During the period of 2015 to 2017, the average employability status among the ITI's remained 35.2% while among the PMKVY's skill development centres remained 6.6%. The employment status of ITI's and the PMKVY's skill development centres is low meanwhile it can be increase if the technical/vocational education institutions and the employment providers i.e. industry sectors work together in apprenticeship, curriculum development and placement activities for the workforce in providing the employment in the state of Haryana.

12. SUGGESTIONS

The conclusion of the study provide some suggestion which would be helpful to improve the employability in state of Haryana are as under:

- To increase the employability, the curriculum should be update and the employers i.e. Industry and education organisation should work jointly so that the gap should be fulfill accordingly.
- Rural areas have a lot of scope for generating the employment where resources are cheap and abundant. Therefore, government should provide more facilities in such areas.
- To increase the employability on the local level, Social Awareness Centre (SAC) should be opened at village and block levels which display the information about the demand and supply of skilled workforce, information about the new courses, curriculum designed, new industrial units, apprenticeship and placement picture to make their links easier in the employment market.

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