



“A STUDY TO ASSESSMENT OF NATIONAL SKILL DEVELOPMENT INITIATIVES IN RAJASTHAN

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ABSTRACT

Studies show, that a countries economic growth and social development is directly related to its skilled work force. A better skilled work force is more effective in bringing about social development and economic growth. In today's growing and dynamic economic environment, jobs are driven by skills. India is blessed with a rich dividend of population in the working age group. As unemployment is one of the many challenges that the Indian economy faces, it launched the National Skill Development Cooperation that addressed the nation's skill development.

With the increasing population and huge skill gaps identified by several research studies it has become important to understand whether this skill deficit is being addressed and met. The NSDC skill development initiative has a huge impact in addressing the unemployment and poverty challenge faced by the Indian economy. NSDC initiative aims at covering the skill gap identified by several research studies. Maharashtra is the second largest state in India both in terms of population and geographical area, this study tries to understand the role played by NSDC and its initiative in Jaipur (Rajasthan).

Research show Rajasthan's working age population is expected to rise higher than the projections at the all-India level. Though, Rajasthan's human development indicators are reasonably well in comparison to national averages, the state is not fully equipped to cater to the rising demands of

increasingly educated population with basic amenities and students for the labour market. Hence, special attention needs to be given to cover these skill gaps

The main purpose of this study ‘A STUDY TO ASSESSMENT OF NATIONAL SKILL DEVELOPMENT INITIATIVES IN RAJASTHAN

(NSDC) Skills Development Initiative’ was to understand the skilling initiative of NSDC across jaipur City from the state of Rajasthan. This research identified a few objectives, which will help the study understand the NSDC skilling initiative better. These objectives were:

- To Study the skill development goals of training center.
- To understand the training process followed by the training centers, its implementation and associated activities.
- To gain understanding about the courses demanded by the population.
- To understand the course delivery structure involved in the implementation of the actual training.
- To study the placement support offered by the training center.

The most unique factor about the NSDC initiative is that it provides sector specific training. That means, these training partners through their training centers are now providing youths with skills that cater to the respective sector and their industry needs. As a result these training centers have to be equipped with the necessary knowledge and means to impart such specialized training and knowledge. These training partners play a key role in enabling the NSDC initiative by providing training and other support to the population.

This research focused on training partners to understand the key role played by them in enabling the NSDC mandate. The study interviewed training partners to understand the various processes and its associated activities; such as training partners registration, on- boarding of students other skill development programs, student’s placement and many other associated activities. This research also interviewed the training partner’s centers to identify how they selected their courses for their respective centers and how they did their skill gap analysis. The research tried to understand how the training centers ensured student placement and if there were any challenges in students’ placement. This research is important because it interviewed several training partners within Jaipur city. This research identified that, though NSDC provides a common state research report there is no specific studies done for each city to identify the specific skill gaps in Jaipur city or any other city. This research identified that there no specific repository for cities to identify skill gaps within their areas, this meant that training partners had to rely on the generic state report for identifying skill gaps, which most of the time was not a right fit for the training center.

It was found that the duration from the time of application to getting registered is very long. An approximate time of 3 to 6 months is lost in the registration process. NSDC registration process is very stringent and thorough. Training Centers Registration Norms, the due diligence is very detailed and lengthy.

Also, this research identified that many training centers are more focused on making their students 'Job' ready here we see a missed opportunity. The research discovered that ensuring students can choose to become an entrepreneur if they wished rather than sending them back to companies rehabilitated in soft skills so that some company might retain them. This research found out that if each training partner was equipped and enabled to create entrepreneur out of their batches, there would be a greater percentage of success rate in employment. Each training partners can create an awareness and show how a small business can be set-up; from registration of shop act to identifying the 'How' to run a business. This research found that only few training centers were doing this such as RITCON. Here the research found that, though Maharashtra government has a separate governing body to promote entrepreneurship and several other schemes. There is disconnecting between the end users and the source. Through the NSDC mandate if these training partners become the entrepreneurship HUB they can ensure that government bodies such as Ministry of Skill Development and Entrepreneurship and other schemes are available to the end user. Here the research tries to conclude by stating that all these government bodies need to be connected to the training partners. This can be done if the training partners are given the required knowledge and mandate to become an entrepreneurship registration and enabling center. This will give easy access to the job seekers and create more awareness about the various government schemes available.

1. INTRODUCTION

India is a developing economy faced with challenges such as; high population growth, unemployment, unplanned rural-urban migration causing further poverty and socio economic issues. As per research studies, in the next few years there is a projected deficit of 5.2 million skilled workforces in India. The Planning Commission of India anticipates approximately 500 million skilled labour force would be required by 2022 however the current capacity of the skill development program is 3.1 million people. NSDC through its skill development initiative it is trying to address this skill deficit challenge. National Skill Development Corporation (NSDC) is set up by the Ministry of Finance, as per the Indian Companies Act, section 25. It is a non-profit organization, created through Public Private Partnership, with the goal of building skill development through vocational training institutions, that are well equipped and quality oriented. NSDC provides support by

various ways such as providing funds to approved training centers that meet specific defined requirements. NSDC provides support systems directly or indirectly through partnerships such as, providing training to trainers, ensuring there is quality assurance etc. so as to enable the skill ecosystem. NSDC also promotes Sector Skills Councils (SSCs) that represent the different sectors of the economy.

2. NEED FOR THE STUDY

Research studies show, the skill development program's current capacity for skilling is around 3.1 million people. However, the 11th Five year Plan estimates an increase in this requirement by 15 million persons annually. That is, around 500 million skilled people are required by 2022. Studies show that India is likely to face a deficit of 5.2 million skilled work forces. Factors such as rural-urban migration, poverty, high school drop outs are some of the many reasons that are creating a deficit of employable skilled workforce. NSDC through its skill development initiative is trying to address the skill deficit challenge. Hence, this study tries to understand if the skill development program of NSDC is linked to the policies that address the needs of social, economic, and employment development of the country. India has a unique advantage of having a large population falling in the age group of 15 to 64 years by 2026. India can take advantage of this opportunity by skilling its manpower, so that they can encase on the skill deficit across the world. To cater to this need the NSDC has developed several programs that will equip the people with skills making them employable.

3. OBJECTIVE

1. To Study the skill development goals of training center.
2. To understand the training process followed by the training centers. Its implementation and associated activities
3. To gain understanding about the courses demanded by the population.
4. To understand the course delivery structure involved in the implementation of the actual training.
5. To study the placement support offered by the training center.

4. HYPOTHESIS

NSDC's skill development initiatives are implemented through its training center's by providing the population with skills that will make them employable.

5. ASSUMPTION

1. The study assumes that the samples selected for analysis are an accurate representation of the population.
2. It is assumed that NSDC's list of training centers is inclusive of the entire training centers that are covered under the skill development program.
3. The study assumes that the information provided by NSDC on their websites is updated and accurate to the best of their knowledge.

6. REVIEW OF LITERATURE

As this research focuses on skill development of people which in-turn enables them to become financially independent Since this book also discusses various styles of training, the following article was chosen from the textbook-‘Business Administration’, which is published for the second year students of commerce as introduced by the Savitaribai Phule Jaipur University. The following article was chosen, as it provides definitions on the following types of trainings.

The topic ‘Methods of training’ has categorized training into five parts:

- On the Job Training
- Vestibule Training
- Demonstration and example
- Apprenticeship
- Class-room based training

On the job training: Under this method candidates are exposed to the actual working conditions and regular activities in the organization. In this method of training, the trainer guides the new candidates while they are performing their duties on the job. The ultimate aim of such training is to bring the new candidates production level to that of a normal worker. However, this process is very time consuming and a lot of energy and resources are used.

Vestibule training: ‘A vestibule means a dummy workshop or arrangement, created within the organization for training the employees’. A vestibule replicates the actual working space in terms of the arrangements; like plants, machinery, layouts, raw materials etc. A vestibule is designed to stimulate the actual working conditions; hence vestibules are not expected to show any outputs.

They merely train and educate new employees on how things work. This is however an expensive method to train employees as it has high overhead costs. **Demonstration and Examples:** In this method candidates observe the standard performance as demonstrated by the trainer. This trainer can be an expert or an experienced employee. Employees are expected to adopt the steps and stages as demonstrated by the trainer in actual work practice. **Apprenticeship:** An apprentice is a trainee and not a regular employee; hence he/she is not expected to give the level of production as compared to a regular employee. During the period of apprenticeship he/she is entitled to a stipend. **Class-room training method:** Under this, training can be given by various ways such as; lecture method, conference method, group discussion method etc.

Relevance in this research:

This literature has defined various types of training. These definitions are essential, as they help give a structured meaning to the various styles of training. In the research many training partners also provide 'on-the job training, lab activities, industry experts, workshops to name a few. As this research focuses on NSDC's skill training, the above given definitions explain the theoretical perspective on various methods of trainings.

Gaps identified

The literature reviewed 'Methods of Training and Manpower Development' defines the theory of various methods of training, It explains the relevance of different training methods from an organizations perspective, but not from skill development perspective. It explains how organizations can use different methods to develop their manpower, it does not talk about how these trainings can be leveraged for skill development. This research has analyzed how different training methods can be leveraged for skill development for the unemployed population.

7. METHODOLOGY

Methodology of the Study

Data Collection:

For the purpose of the study, researcher has collected both Primary data and Secondary data:

- The Primary Data has been collected through questionnaire and interview with the respective training centers.
- The Secondary Data has been collected through internet and books.
- Primary Data: The Questionnaire technique is used to collect data. The Researcher collected Primary data by analyzing the information collected from various sources. The principle information (primary data) collected is from people who are directly associated with the training centers.
- Secondary data is collected from various journals, books, internet etc.

Techniques of Analysis

The Following Statistical Tools have been used for the Research Study under the Review.

1. Measures of Central Tendency
2. Graphs and Diagrams
3. Tables and Pie Charts

Note on statistical tools to be used

Various graphs, pie charts and diagrams will be used to present data in numerical values. This will help make a better comparative study.

8. ANALYSIS AND INTERPRETESION

Data means set of information collected for specific purpose. While, data analysis is a process of examining, cleansing, and transforming, this data into useful information, which in turn helps in formulating informative conclusions, and decision-making? This data can be collected from various sources. There are two main categories of these sources; Primary data and Secondary data. Primary data is the raw data collected in its basic, original form, it is first hand information or has root source, this data is then cleaned, processes and analyzed to prove or disprove a hypothesis. While secondary data is second hand data or information collected from various other sources. Secondary data collected is usually a supporting data such as books, magazines, research journals etc. Hence data analysis is the process of analyzing data to bring out useful information.

Objectives of Data Analysis:

Following are the objectives of data analysis:

1. This research used data analysis which uses scientific methods such as statistical tools and techniques which helped in ruling out human error or biases in this research to get more accurate insights.
2. Data analysis is systematic it arranges data in specific order it helped this research in correlating facts.
3. Data analysis uses a progressive approach which helped this research to explain how a concept is developed.
4. This research used data analysis to convert basic or raw data into well defined

Empanelment of training partners:

All centers that are empanelled training partners with the state government are required to undergo centre accreditation and affiliation process as defined in Skill Ecosystem guidelines. SMART provides

a mandatory single window IT application that facilitates standardized and effective processes with respect to affiliation, accreditation, and Continuous Monitoring of the Training Centres. The Knowledge Bank Section of NSDC-SMART provides all the complete documents and information regarding grading metrics, accreditation and various other parameters as specified by NSDC for training provider's empanelment.

Process of Empanelment

The following is the process of empanelment for Training Partners.

1. Once registered the training partner has to get itself affiliated with the respective sector skill council to be eligible to conduct its courses.
2. The Holding Agency then gives the online recommendation of 'Deemed ready' to Training Provider for physical inspection
3. Post inspection the deemed ready training provider gets a 'Letter of Registration'.
4. If a job role is not present in the "letter of Registration" the training provider can re-apply by paying the registration fees again. The Training Provider can then add or delete job roles in the CAAF form.
5. If the SSC accords "Not accredited" status, then the Training Provider (centre) can appeal its case to the accreditation Committee for final decision.

Training Centre accreditation and affiliation:

The following flow chart is the current accreditation and affiliation process that training partners have to follow in order to get affiliated with NSDC. Please note NSDC keeps updating its policies from time to time, for more details log on to NSDC website. (Knowledge bank, FAQs and Guidelines)

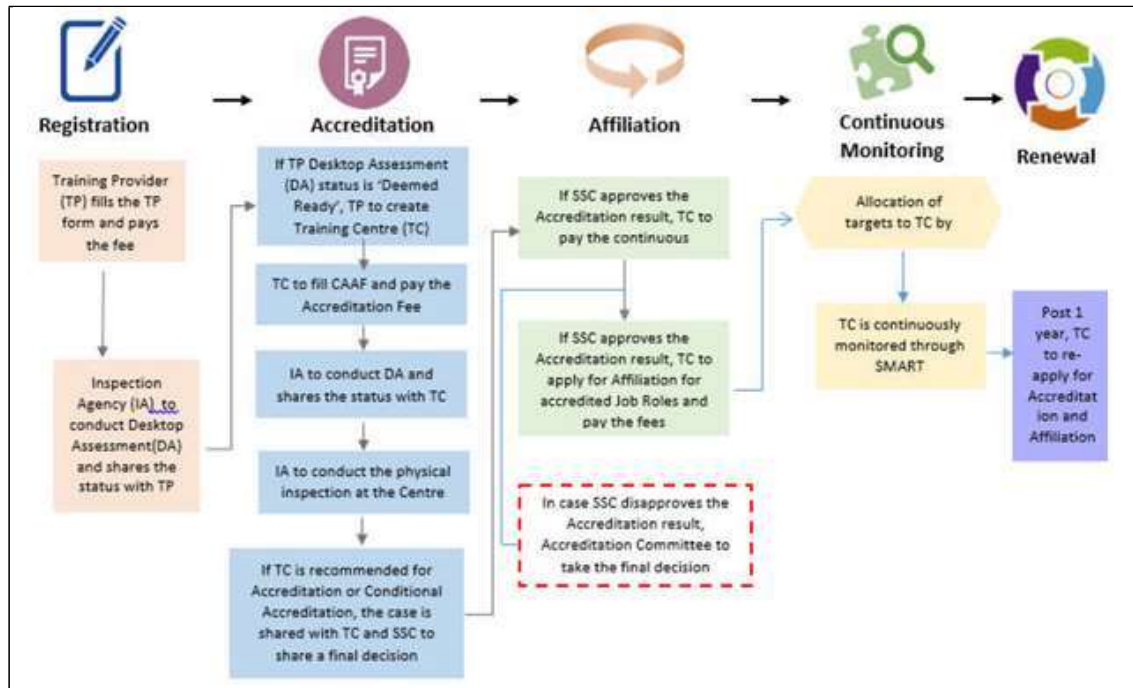
Training Centre accreditation and affiliation.

Figure 1: Flow Chart showing 'Training Centers accreditation and affiliation' process, as per NSDC: knowledge bank, FAQs and Guidelines, Adapted from NSDC website, by National Skill

Training Centre Re-Accreditation Norms:

The following are the centre re-accreditation norms:

1. As per NSDC accreditation norms; The Training Centre (TC) accreditation is valid for 1 year from the date of accreditation. On completion of 1 year, the TC can apply for re-accreditation, 3 months before the expiry of the accreditation. The TC can apply for on their dashboard by making the necessary payments and completing the first and second stage of the accreditation process.
2. The accreditation process is divided into 2 stages. The 1st stage is the Desktop Assessment stage, while the 2nd stage is the 'Physical Inspection' stage. In the 1st stage, the Inspection Agency (IA) conducts a review of the Centre Accreditation Application Form (CAAF) form, along with the supporting documents submitted by the respective Training Center as evidence. On assessing this supporting evidence, the IA determines whether to provide a 'Deemed Ready' or 'Deemed Not Ready' as a Desktop Assessment status. A 'Deemed Ready' status is provided when the TC has provided all the necessary information in CAAF as per NSDC's 'SMART' accreditation standards.
3. As part of the inspection process the IA verifies all the evidences provided by the Training Centre (TC). This verification includes a physical inspection of the documents and

infrastructure, such as classrooms, equipments' including interacting with the staff and faculty of Trainers at the Training Center. The IA, with the help of mobile technology process the respective information such as time stamp pictures of TC and geo tags

NSDC Milestones:

The following figure gives an overview of NSDC's skilling initiative. It explains the total number of training partners empanelled based on September 2018 report. It also explains the total number of students trained and placed by NSDC skilling initiative.



Figure 2: Overview of 'NSDC Fee Based Milestones' as per September 2018 reports, total candidates trained and total candidates placed by NSDC. Adapted from NSDC website, by National Skill Development Corporation, Government of India Retrieved from: <https://www.nsdcindia.org/funding>

Overview of Funded and Non-Funded Training

The Ministry of Skill Development & Entrepreneurship (MSDE) is primarily responsible for coordinating all the efforts of skill development initiatives across the country. MSDE plays a key role in building a connected between the demand and supply of skilled labour. They ensure that through skill development, the skill deficit in the labour market is met. They are responsible for

constructing the framework for technical training and vocational training, identifying skill gaps in the industry and making provisions in terms of skill development for the present jobs as well as future jobs in the market. In order to achieve the 'Skill India' vision, the Ministry aims to skill on a massive scale with high quality standards and speed.

The Ministry has key functional arms that are assisting in enabling this skilling initiative, they are the National Skill Development Agency (NSDA), National Skill Development Fund (NSDF), National Skill Development Corporation (NSDC), Sector Skill Councils (SSCs), and the Training Providers registered with NSDC. The Ministry has tie-ups with all the relevant Central and State Ministries, State governments, industry partners, international organizations, and NGOs to enable a multi-level impactful implementation of skilling initiative. The Ministry has also created tie-ups with educational institutions and Universities Skill Development Centres along with new alliances in the skill development landscape.

Further, The Corporation provides support by way of funds to approved training centers that meet the pre-requisites defined by NSDC for building the necessary training infrastructure. It also enables support systems by way of providing 'train the trainer' training and certification either directly or through its partnerships, seamless flow of skilling initiative. NSDC also promotes the Sector Skill Councils (SSCs) that represent the various sectors of the economy, while enabling the skilling initiative across India.

SMART- Skill Management and Accreditation of Training Centers were jointly launched by the Ministry of Skill Development & Entrepreneurship (MSDE) and NSDC with the goal to streamline the skill development initiatives by synchronizing all the stakeholders efforts of skilling in the skill ecosystem.

Training providers, who want to be partners, and wish to be part of the skilling initiative but require funds and meet the guidelines and criteria given by NSDC, are Funded Partners. While those Training providers, who want to be training partners and meet the NSDC criteria's, but do not wish funding are called as Non-Funding Partners.

This research focuses on the role of training Providers that are among the key implementers and enablers of NSDC's skill development initiative. This chapter begins with a brief outline of the Training Partners that have been interviewed for this research this overview has been adapted from NSDC website based on the information provided by the respective Training Partners. This chapter also gives a brief overview of the various concepts such as Funding and non-Funding partners, SMART, Training Partners empanelment process and analyze and examines the NSDC empanelled Training Partners in Jaipur city with respect to the research

objectives.

As this research has some partners that are funded and non-funded. The following section explains the table on 'NSDC Funded Affiliation - Key Elements of NSDC Funded Affiliation'. This table explains the parameters and funding guideline of NSDC funded partners.

Table 11: NSDC Funded Affiliation - Key Elements of NSDC Funded

Affiliation:

The following table shows the key elements of NSDC funded partners affiliation:

Parameter	NSDC Funding guidelines	
Eligibility	All legal entity, as per the applicable laws and guidelines, including, but not limited, to Company/ Society / Trust.	
What Gets Funded	Total investment required for – -Infrastructure for Training (except the acquisition/creation of immovable); -Working Capital	
Interest Rate	6% p.a.	
Principal Moratorium Period	Up to 3 years	
Interest Moratorium Period	NIL	
Repayment Period	7 years (including moratorium period)	
Promoters Contribution	15% (Minimum) of the investment requirement (not--profit entities) 25% (Minimum) of the investment requirement (for-profit entities)	
Training Commitment	Standard Proposals	Corporate – Listed in BSE/NSE for more than 3 years with a credit rating of A- or above or foundations/similar ventures Private Universities, Engineering Colleges, ITI, Polytechnics
Training Commitment	Standard Proposals	Corporate – Listed in BSE/NSE for more than 3 years with a credit rating of A- or above or foundations/similar ventures of such organisations Private Universities, Engineering Colleges, ITI, Polytechnics
	20,000 persons over 7 years	5,000 persons per centre over 7 years 5,000 persons per centre over 7 years
Placement Guarantee Commitment Collateral	At least 70% First charge on assets of the project First charge on cash flows of the project First charge on IP developed under the project Corporate Guarantee/ Personal Guarantee/ Put-Option on other Associate Company minimum 51% shares are pledged, from the equity of the project implementing entity (for-profit entities) Take Post Dated Cheques and Pledge letters (not-profit entities) minimum 30% of the loan amount, as hard collateral which includes but not limited to bank guarantee/ mortgage of immovable property etc.)	

Source: NSDC Funded Affiliation - Key Elements of NSDC Funded Affiliation; as on 2nd March 2019 reports. Adapted from NSDC website, by National Skill Development Corporation, Government of India. Retrieved from: <https://nsdcindia.org/funding>

Table 21 NSDC Non-Funded Affiliation - Key Elements of NSDC Non Funded Affiliation:

The following table shows the overview of Non-Funded Partners guidelines.

Parameter	NSDC Funding guidelines
Eligibility (corporate)	<p>Entity with more than 5 years in operation with sustainable growth.</p> <p>In case of entities that are listed in BSE/NSE with more than 5 years of sustainable growth, and have a credit rating of A- and above, may have to follow a separate process of TOR and due diligence.</p>
Eligibility (not-for-profit)	<p>In case of not for profit entity, they must have more than 5 years of sustainable growth</p> <p>Those Not for profit entities, that were previously funded by institutions such as, World Bank, ADB, MSDF, UNDP etc. or foundation/social ventures of large corporate. For such entities a separate TOR, and due-diligence process may be applicable</p>
Training Outcome	<p>In case of Corporate, over a period of 3 years, a minimum of 2,000, with a placement commitment of 70%</p> <p>In case of Non-Profit entities, over a period of 3 years a minimum of 5,000 with a placement commitment of 70%.</p> <p>All those projects that get approved, must adhere to the guidelines of NSDC monitoring system.</p> <p>The proposal must focus on tie-ups with industry for training and placement, self-employment, livelihoods, entrepreneurship or up skilling.</p> <p>All the courses should to be aligned to specific SSC QP/NOS</p> <p>On successful achievement of 70% of the committed target, the partnership will be automatically renewed annually</p>

Source: NSDC Non-Funded Affiliation - Key Elements of NSDC Non Funded Affiliation; as on 2nd March 2019 reports. Adapted from NSDC website, by National Skill Development Corporation

9. MAJOR FINDING OF THE STUDY

Research Finding

Research Findings- Introduction:

This chapter discusses the various findings made after a detailed analysis of this research. This chapter has also made suggestions based on the findings of this research study. The findings are based on the data analysis made of the Training Centers that were interviewed for the purpose of this research.

On Doing A Detailed Analysis, The Study Made The Following Findings:

- 1 It was observed that all 15 training centers that have been empanelled with NSDC have already been established in the training and development industry. (Refer to point 4.7)
- 2 It was found all these 15 training centers already had the necessary infrastructure in place before getting empanelled with NSDC. (Refer to point 4.7)
- 3 33% (5 out of 15) training centers stated that the registration process was very lengthy. (Refer to point 4.7)
- 4 40% (6 out of 15) centers also suggested getting students mobilized for the course was also a challenge. (Refer to point 4.7)
- 5 20% (3 out of 15) said they did not face any challenges as they were already well established institutions. (Refer to point 4.7)
- 6 13% (2 out of 15) training centers said that marketing the skill programs was a challenge. (Refer to point 4.7)
- 7 7% (1 out of 15) training centers said that the equipment cost for each course is very expensive. (Refer to point 4.7)

- 8 53% (8 out of 15) Training Partners stated that too much of documentation is required by NSDC. (Refer to point 4.8)
- 9 33% (5 out of 15) Training Partners stated that there were no challenges. (Refer to point 4.8)
- 10 13% (2 out of 15) Training Partners stated that students were not serious about the program. (Refer to point 4.8)

10. CONCLUSION

In conclusion, the research shows that the training partners are a key driving force that is actively helping the skill development initiative. Many training partners at their training centers also provide feedback on how the training modules can be upgraded. All these training partners are already established in the skill development industry. With the advent of National Skill Development Corporation (NSDC), many skill development centers have empanelled themselves with NSDC which is the apex body in the skill development landscape. This empanelment is however voluntary for the training partners. With license from NSDC they have more authenticity and recognition. As NSDC follows thorough procedures before empanelling training partners, and has stringent rules and due diligence such as training centers business plans, financial stability, duration in the training industry etc.,. It ensures quality training partners are empanelled, this quality is maintained by NSDC as license renewal is also based on the training centers performance, this license is annually renewed with NSDC, this ensured quality checks and performance evaluation. Also by being empanelled with NSDC, many training centers that wished to start any other state run programs were now able to get license to run any other state run programs such as Rajasthan State Skill Development Society' etc. Because with NSDC certificate, these other state owned licenses do not ask for much documentation, thus many of these training institutes, once they have NSDC certificate they get other state owned licenses with less hassle.

On a global context, other developing countries for example; Bangladesh and Pakistan also have their skill development programs. Bangladesh's Skill Development program is managed by its Prime Minister, who oversees that the skill development agenda is met. While the National Skills

Development Council (NSDC) is the highest authority on skilling initiative in Bangladesh. It's NSDC provides a platform where everyone works towards the skilling initiative, from the government, to private sector industries, including the civil society, all contribute their efforts towards the skilling initiative in Bangladesh. Pakistan also has its skill development initiative called 'Skill Development Council, Islamabad' which is established by the Government of Pakistan under National Training Ordinance. It is also a public-private partnership between the government and private companies. Their main aim is to identify, develop and enable vocational and other technical trainings to its employable population.

Today, many developing countries such as India, Bangladesh, Pakistan and many others are working towards building their nations economic strength, by empowering their youth

With employable skills and making them self sufficient

11. LIMITATIONS OF THE STUDY:

The Following are some of the limitations that the research study may face.

1. The study assumes that the samples selected for analysis is an accurate representation of the population.
2. Research work is restricted to Jaipur city only.
3. The sample is collected from only those training partners who are registered Training Partner's with NSDC. The training partner's names are also published on NSDC's official website. It is assumed that NSDC's list of training partner is inclusive and complete of all the training partners that are covered under the skill development program.
4. The Study does not focus on the rural areas.
5. The list of Training Partners keeps updating itself on NSDC. Hence, the research has considered only those partners as on 27th April, 2018.

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