

Bridging the Skill Gap in India: Challenges and Solutions

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ABSTRACT

The globalised world demands vocational skilled manpower to convert growth opportunities into jobs and stable incomes. With millions of new job-seekers entering the job market every year, vocational skill development has become one of India's urgent priorities. Skill development is one of the essential ingredients for India's future economic growth as the country transforms into a diversified and internationally-competitive economy. Skill development is going to be the defining element in India's growth story. The present paper attempts to study the present skill capacity, need of skill development in India, review the skill development policies, challenges for Skill development along with their solutions. The paper studied the relationship between education, employment and Skill development. The study also found that both the Government and its partner agencies have undertaken various measures/initiatives for the effective implementation of the Skill development system in the country, but there are big challenges which need quick resolution. A survey (random survey) method was employed to elicit primary information from 100 students who took STAR training from different NSDC partners in Lucknow. The findings seek to answer some basic questions. Are the youths being really mobilized to be skilled outside the formal education system? Is the training delivery mechanism good enough to make the students employable? Would the industries be willing to cut down the minimum qualification criteria to promote skill development. A questionnaire based on as random sampling, was employed for data collection. Data analysis was accomplished using simple weighted average and percentage method.

Keywords : NSDC, Skill Development, Vocational Education

I. INTRODUCTION

The education and skill development service sector broadly comprises of school education, higher education, industrial/technical training including vocational training. It should be noted that while, in general, 'skill development' refers to the larger objective of 'equipping an individual with marketable skills', however, in recent times 'skill development' has been largely used in the context of technical/vocational training for the manufacturing/industrial or services sector.

Vocational learning is defined as education, training or learning intended to specifically develop knowledge and skills in learners to make the learner specialized in a specific vocation. There are many higher education

programmes which are explicitly vocational including medicine, engineering, law etc, other courses are less vocational, nevertheless, they help students develop analytical, synoptic and presentational skills which are highly valued in the modern economy. The paradigm shift from rote learning to the skill based learning is the need of the hour. Since ages the strength of Indians has been on learning by rote. However in the changing economic environment, it is necessary to focus on improving the skills of the Indian youth and to facilitate this change, one has to move from the traditional brahminical system of learning as it is of limited value in this modern world. Vocational training such as carpentry and plumbing becomes easier if the youth have experience of how to work with their hands. In this competitive world, training plays an important role in the competent and challenging format of business.



Training is the backbone for the smooth functioning of work which helps in enhancing the quality of work life of employees and organizational development too. Development is a process that leads to both horizontal and vertical advancements in the organization, especially at the managerial level, it is less considered with physical skills and is more concerned with knowledge, values, attitudes and behaviour in addition to specific skills. Hence, development can be said as a continuous process whereas training has specific areas and objectives. So, every organization needs to study the role, importance and advantages of training and its positive impact on development for the growth of the organization.

There are many reasons for going to studying, especially going for the higher education including – naturally – a love of the subject to be studied, and the opportunity to experience a different way of life. Higher education is much more than a production line for work-ready graduates. Some people assume those who support vocational education and training, would oppose academic learning, but one must remember there are many paths to success, be it higher education through academics, apprenticeship, continuing education and adult & community learning.

II. METHODS AND MATERIAL

Literature Review

Vocational education and training is an important component for socio-economic growth of any country. The countries that have adapted to the changing global scenario by upgrading the vocational education and training sector to provide higher and specialized skills are more prosperous as compared to others. India can also learn from their experiences by contextualizing the learning in the Indian context.

Spatial considerations for vocational educational training schools are not the same as conventional schools (Cutshall, 2003). In technical schools, instructional rooms and space design tend to be driven by the highly-specialised equipment, furnishings, machinery and tools needed to properly instruct students (JISC, 2006; Cutshall, 2003). However, construction and refurbishment decisions are more and more driven by administrator and teacher requests for areas that are

flexible, which will allow spaces to be used for multiple purposes and different sized groups; and adaptable, to allow for building renovations or additions in a time- and cost-efficient manner. Vocational educational training facility planning necessitates flexible design with consideration for the future and accompanying changes to pedagogic approaches and changes in labor market demands (Wolff, 2002; JISC, 2006). For the learning environment to be effective, the design of the space must be coordinated with user needs and related activities, while maintaining physical, technological and spatial flexibility. Indeed, Jamieson (2000) who examines space from the teacher perspective notes that the physical environment will influence how teachers construct activities. Therefore arguably the less specific the function attributed to the space, the greater the opportunity for teachers to create different instructional settings.

Emphasizing on skill development is a global phenomenon. The skills development legislation and interventions failed in the UK due to various reasons such as: some organizations were exempt from paying skills levies; managers themselves did not receive sufficient training; and complacent training providers failed to encourage and empower themselves or employers to plan for, deliver and sustain workplace skills development. It would seem that the skills levy system creates policies that shift power from training providers and employees onto employers and politicians. (Trowler, 1995:73). Currently, the UK employs a moderately successful National Vocational Qualifications or NVQ framework to manage national workplace skills development. (Trowler, 1995)

In West Germany, training providers and managers undergo formal training on the management techniques of training in the 21st century workplace. Most German graduates receive regulated 3-year management skills (Esland, 1991:314-5). Training providers and managers must be competent to deal with action learning, mentoring, self-development, counseling, coaching and facilitation skills. The challenge is to improve employee development, create job satisfaction and treat every human resource as part of the assets of the organization (Dale, 1998:67-9). A recurring challenge is that employees must be

encouraged to become competent at learning to learn and be committed to lifelong learning.

Employability is a difficult concept to define succinctly and comprehensively. As Hillage and Pollard (1998) state, it is a term used in a variety of contexts with a range of meanings and can lack clarity and precision as an operational concept. Employability is a difficult concept to define

– it is a multi-dimensional concept, and there is a need to distinguish between factors relevant to obtaining a job and factors relevant to the preparation for work (Little, 2001).

From the employers' point of view, employability is the propensity of the graduate to exhibit attributes that employers anticipate will be necessary for the future effective functioning of their organization (Harvey, 1997). Increasingly, graduates need to be more flexible in response to the growing number of career changes experienced through life for many people, because of the increase in short term contracts, part-time work, outsourcing and home-working (Harvey, 2000a). Van der Heijden (1996) has called this new cohort of flexible experts 'flexperts'.

Employment and employability are not the same thing. Being employed means having a job, being employable means having the qualities needed to maintain employment and progress in the workplace

Coopers and Lybrand (1998) define 'employability skills' in terms of four key areas: 1). traditional intellectual skills – e.g. critical evaluation, logical argument; 2). Key skills communication, IT, etc., 3). Personal attributes – motivation, self-reliance and 4). Knowledge of organisations and how they work. There are several synonyms - core, key, generic, personal transferable skills, common, work or employment related skills – this is another of the reasons why it is difficult to conceptualise what is meant by employability skills. Added to that, 'skills' are often referred to as capabilities, competencies or attributes, levels or learning outcomes, thus compounding the sense of confusion.

The present paper tries to study the biggest challenge before the Skill Development Policy of skilling the Indian youth outside the formal education system and its solution

Objective

To study the need of skill development in India

To study the national policy of skill development in India

To improve employability skills of rural youth outside the formal education

Methodology

This paper utilizes both primary and secondary method of data collection which include books, journals and use of Internet.

To study the need of skill development in India

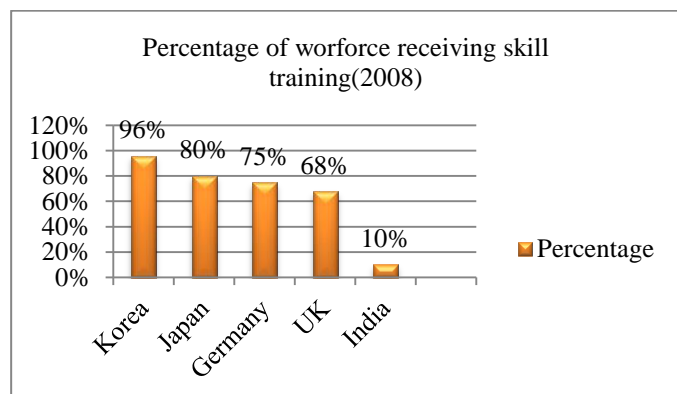
India's population is huge at 1.21 billion. It is fast expanding at a rate of 17% and integrating rapidly into the global economy. India is among the 'young' countries in the world, with the proportion of the work force in the age group of 15-59 years, increasing steadily. The government of India has set a target to skill 500 million people by 2022. However, presently only 2% of the total workforce in India have undergone skills training. India's infrastructure is insufficient enough to take proper care of the demands of the ever increasing population. The present resources are going to be no match to the outnumbering population very soon and India will be on the verge of depletion of resources on one hand and the enormous population on the other hand. The rise in the number of the unemployables could be a fact in spite of the rising number of job opportunities. One of the main reasons for this could be lack of skilled and trained manpower. Hence it is necessary to provide training and skill development to both educated and the uneducated sections of the masses in order to control the unemployment issue. India has a great opportunity to meet the future demands of the world, India can become the worldwide sourcing hub for skilled workforce. Presently 80% of the workforce in India (both rural and urban) does not possess any identifiable or marketable skills. Therefore, bridging this gap (through the various skill development initiatives) could make India the global hub for skilled manpower, and also result in a surplus of skilled manpower of approximately 47 million 2020

India lags far behind in imparting skill training as compared to other countries. Only 10% of the total

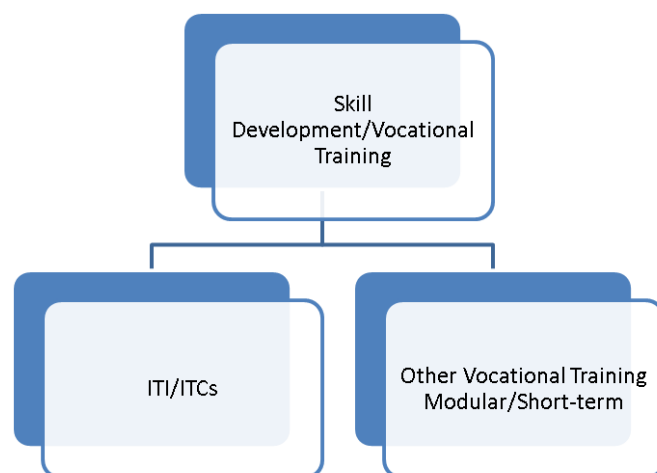
workforce in the country receives some kind of skill training (2% with formal training and 8% with informal training). Further, 80% of the entrants into the workforce do not have the opportunity for skill training.

Source: Ministry of Human Resource Development

Structure of Skill Development in India

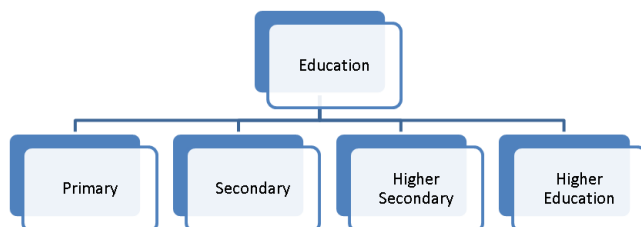


Source: Planning Commission Report (2008)



Source: NSDC

Structure of Education in India



III. RESULT AND DISCUSSION

Current Education Capacity in India

Category	Sub Category	No of Institutions
School Education	Pre primary/Pre basic schools	67,157
	Primary/Junior Basic Schools	772,568
	Middle Schools	288,493
	High Schools	106,024
	Higher Secondary Schools	53,643
Higher Education	Universities	236
	Deemed Universities	101
	Arts, Commerce & Science Colleges	11,698
	Engineering & Architecture Colleges	1,562
	Medical Dental & Pharmacy Colleges	2,053
	Teachers Training Colleges	1,669
	Polytechnics	1,274
	Management, Law etc	2,513

Source: Ministry of Human Resource Development, 2005-06

Enrollment of Students in India

Category	Sub Category	Enrollments
School Education	Pre primary/Pre basic schools	5,264,000
	Class 1-V	132,049,000
	Class VI-VIII	52,195,000
	Class IX-X	24,972,000
	Class XI-XII	13,414,000
Total Enrollment		227,894,000
Vocational Training	ITI/ITC	1,062,524
Higher Education	PhD/D.Sc/D.Phil	36,000
	MA	482,000
	M.Sc	230,000
	M.Com	157,000
	B.A	3,728,000
	B.Sc	1,579,000
	B.Com	1,455,000
	BE/B.Arch	1,688,000
	Medicine/Dentistry/Nursing/Pharmacy	306,000
	B.Ed/BT	245,000
	Open Universities	774,000
	Polytechnics	690,000
	Law, Management & Others	2,974,000
Total Enrollment		14,324,000

Source: Ministry of Human Resource Development, 2005-06

Findings:

From the above figure the combined technical workforce of ITI/ITC/BE/B/Arch/Polytechnics would be $(1,062,524 + 1,688,000 + 690,000) = 3,440,524$, which comes to approximately **3.4 million**

Population Growth in India

India is the second most populous country in the world. According the planning commission report the population of India is expected to increase from 1029 million to 1400 million during the period 2001-2026 - an increase of 36 percent in twenty- five years at the rate of 1.2 percent annually.

Indicators	2001	2006	2011	2016	2021	2026
Population(millions)	1028.6	1112.2	1192.5	1269.0	1339.7	1399.8
Proportion(millions)						
0-14	364.6	357.0	346.9	340.3	336.9	327.0
15-59	593.3	671.6	747.1	810.6	859.6	899.7
60+	70.7	83.6	98.5	118.1	143.2	173.2

Source: Population Commission, 2011

Findings:

With expected population of 899.7 million in 2026 of the people who are within 15-59 yrs of age and are considered as the potential workforce, therefore **10 million** people are expected to join the workforce. With the current capacity to train 3.4 million people annually, it is expected to train **13 million** people annually.

Share of employment in different sectors

Year	GDP growth rate	Agriculture	Industry	Services	Total
2007-08	Actual	51%	20%	29%	100%
2011-12	9%	47%	22%	31%	100%
	7%	47%	22%	31%	100%
	5%	48%	21%	31%	100%
2016-17	9%	43%	23%	34%	100%
	7%	44%	22%	34%	100%
	5%	45%	22%	33%	100%
2021-22	7-9%	41%	23%	36%	100%

Source: dcmsme.gov.in/The_Challenge_of_Employment_in_India.pdf

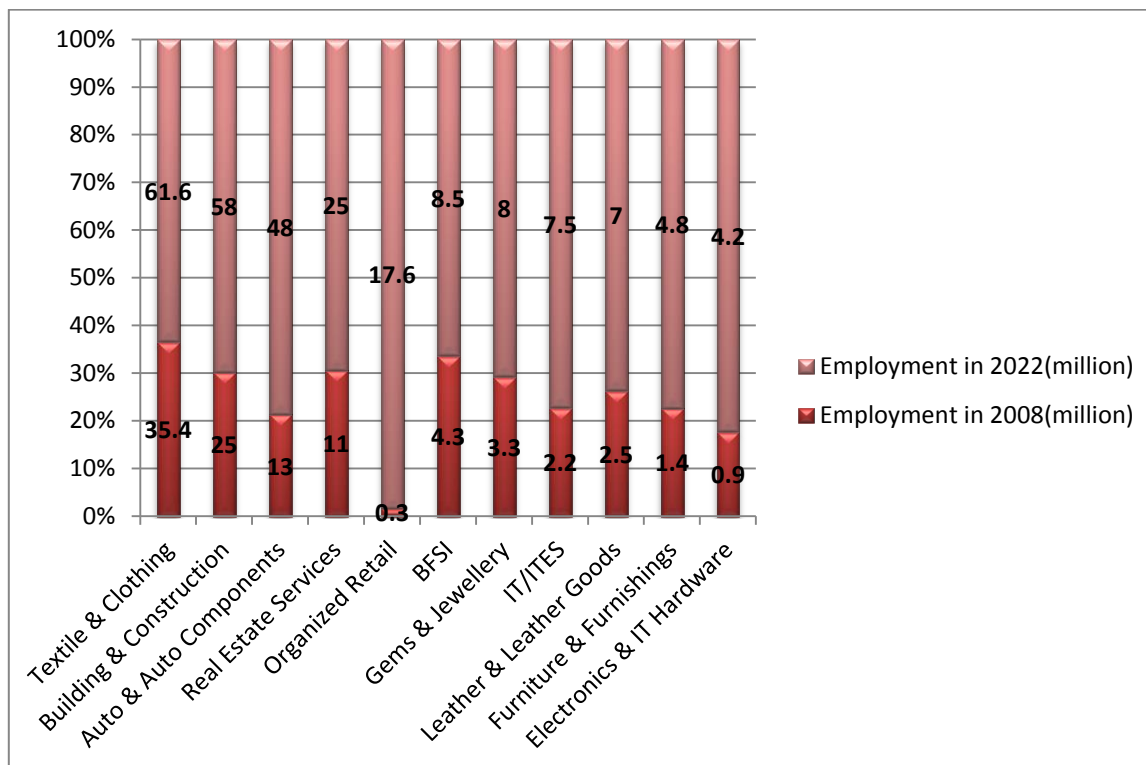
Findings:

The above data reflects that whatever is the range of growth rate of GDP (5-9%), the percentage of employment in the agriculture sector remains in between 40-50%, however the agriculture industry at present is unable to create the job opportunities, therefore in order to create job opportunities in agriculture or related industries, more emphasis has to be laid on manufacturing or food processing industry where the 'Make in India' initiative of the Indian government could make a difference.

Employment Opportunities in different sectors

Sector	Employment in 2008(million)	Employment in 2022(million)
Textile & Clothing	35.4	61.6
Building & Construction	25	58
Auto & Auto Components	13	48
Real Estate Services	11	25
Organized Retail	0.3	17.6
BFSI	4.3	8.5
Gems & Jewellery	3.3	8
IT/ITES	2.2	7.5
Leather & Leather Goods	2.5	7
Furniture & Furnishings	1.4	4.8
Electronics & IT Hardware	0.9	4.2

Source: NSDC



Source: NSDC

Findings:

The above data indicates that there would be huge job opportunities in the Textile and construction sectors, however the research findings indicate that the student don't prefer to work in these sectors. The government, NSDC, training partners and the corporate must ensure to mobilize the students to work in the above mentioned sectors.

National policy on skill development

The realization of this demographic dividend led to the formulation of the “**National Skills Policy**” in 2009 which set a target of imparting skills training to 500 million, by 2022. The **Prime Minister's National Council on Skill Development** is an apex institution for policy direction and review. The Council is at the apex of a three-tier structure and would be concerned with vision setting and laying down core strategies. The Council would be assisted by the National Skill Development Coordination Board chaired by the Deputy Chairman, Planning Commission which will coordinate action for skill development both in the public and the private sector.

The **National Skill Development Coordination Board** was set up under the chairmanship of the Deputy Chairman of The Planning Commission, on the Public Private Partnership model (PPP)

Key features of the National Skill Development policy

Scope: The skill development policy includes:

- Institution-based skill development, including ITIs/ vocational schools/technical schools/ polytechnics/professional colleges, etc.
- Learning initiatives of sectoral skill development organized by different ministries/ departments
- Formal and informal apprenticeships and other types of training by enterprises
- Training for self-employment/entrepreneurial development
- Adult learning, retraining of retired or retiring employees and lifelong learning
- Non-formal training, including training by civil society organizations
- E-learning, web-based learning and distance learning

Institutional framework:

The policy lays down three the institutional framework comprising:

- Prime Minister's National Council on Skill Development
- National Skill Development Co-ordination Board
- National Skill Development Corporation (NSDC)
- National Council for Vocational Training (NCVT)

The secretaries of Human Resource Development (MHRD), Ministry of Labour and Employment, Ministry of Rural Development, Ministry of Housing and Urban Poverty Alleviation and Ministry of Finance are members of The National Skill Development Coordination Board.

There are several challenges that are faced by the government in imparting quality skill training to the youth of the country. These challenges include:

- Increasing capacity and capability of the existing system to ensure equitable access for all
- Maintaining quality and relevance
- Creating effective convergence between school education and the government's skill development efforts
- Creating institutional mechanism for research development quality assurance, examinations and certification, affiliations and accreditation
- Mobilizing adequate investment for financing skill development

The policy states the roles and responsibilities of stakeholders, which include the government, industry, trade unions, local governments, civil society institutions and all skill providers.

Promotes the expansion of outreach, equity and access under the skill development initiative: The skill development initiative requires that there is a considerable amount of capacity expansion, innovative delivery approaches and PPPs. The policy provides for equal access of skill development for women, disadvantaged groups (SC, ST and OBCs), minorities, disabled persons and economically challenged people.

Lays down standards for quality and relevance: The policy provides for quality standards to achieve global competitiveness. It lays down standards for:

- Quality assurance (based on validation of qualifications for ensuring that qualifications
- reflect market needs, validation of training process, accreditation of training providers/institutions, research and information)
- Quality of infrastructure
- Quality of trainer
- National vocational qualification framework
- Labor market information systems and HR planning mechanisms
- Emphasizes on skill development for the unorganized sector: The policy lays down special emphasis on skill development for the unorganized sector. The policy provides for having a separate institutional mechanism to plan,

implement and monitor the skill development for the unorganized sector. It focuses on having target groups within the unorganized sector, literacy and soft skills, recognition of prior learning, and skill development for self-employment.

The National Skills Development Corporation (NSDC)

The National Skill Development Coordination Board has been set up under chairmanship of the Deputy Chairman of The Planning Commission in the Public Private Partnership mode (PPP). It formulates strategies to implement the decisions of the Prime Minister's Council on National Skill Development and also monitors and evaluates the outcomes of the various other schemes and programs for the council.

The Sector Skills Council (SSC) model, which is a National Partnership Organization that brings together academia, industry, labour and the government, has been adopted from the UK, has proved useful in addressing human resource gaps in the country.

Ministry of Skill Development

Under ministry of skill development there are following schemes operational

Name of the Scheme	Objective
Pradhan Mantri Kaushal Vikas Yojna	Under the scheme, monetary reward would be provided to trainees who are successfully trained, assessed and certified in skill courses run by affiliated training providers.
UDAAN	The programme aims to provide skills training and enhance the employability of unemployed youth of J&K
STAR(Standard Training assessment & reward) scheme	The National Skill Certification and Monetary Reward Scheme, known as STAR (Standard Training Assessment and Reward), was operational between August 2013 and September 2014.
Vocationalization school and higher education	The trainings conducted in the scheme are based on the National Occupational Standards set by NSDC through its Sector Skill Councils

Source: Ministry of Skill Development

NSQF Level:

There are 10 NSQF Levels. The ministry of HRD and National Skill Qualification Framework have different views on the NSQF Level.

The National Skills Qualifications Framework (NSQF) is a competency-based framework that organizes all qualifications according to a series of levels of knowledge, skills and aptitude. These levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. NSQF in India was notified on 27th December 2013. All other frameworks, including the NVEQF (National Vocational Educational Qualification Framework) released by the Ministry of HRD, stand superseded by the NSQF. Under NSQF, the learner can acquire the certification for competency needed at any level through formal, non-formal or informal learning. In that sense, the NSQF is a quality assurance framework. Presently, more than 100 countries have, or are in the process of developing national qualification frameworks.

According to the National Skill Qualification Framework the Job Role has been mapped to National Skill Qualification Framework which defines the competency level required by Job holder in terms of job complexity and level of supervision required.

According to the National Skill Qualification Committee

NSQF Level	Job Complexity	Job Supervision
1	Simplest Job	Highest Supervision
10	Most Complex Job	Lowest Supervision

Source: NSDC

According to the Ministry of Human Resources

NSQF Level	Academic Equivalent	No of Hours Teaching Vocational	
Level 1	Class 9 th	200	800
Level 2	Class 10 th	250	750
Level 3	Class 11 th	400	600
Level 4	Class 12 th	450	550
Level 5	Graduation 1 st year	550	450
Level 6	Graduation 2 nd year	600	400
Level 7	Graduation 3 rd year	750	250
Level 8	Post Graduation 1 st year	800	200
Level 9	Post Graduation 2 nd year	800	200

Level 10

PhD

Source: Ministry of Human Resource & Development

Qualification Pack

Each sector skill council issues a qualification pack which is the curriculum for a particular job role, it certifies a person for a job role. Each qualification pack is broken down into National Occupational Standards (NOS), which describes what an individuals need to know and understand in order to carry out a particular job role or function. They are performance standards that individuals must achieve when carrying out functions in the workplace. Each NOS is broken down into:

Performance criteria: The functional responsibilities

Knowledge & Understanding: Which is further broken down into organizational knowledge(knowledge with reference to the organization) and technical knowledge(domain knowledge)

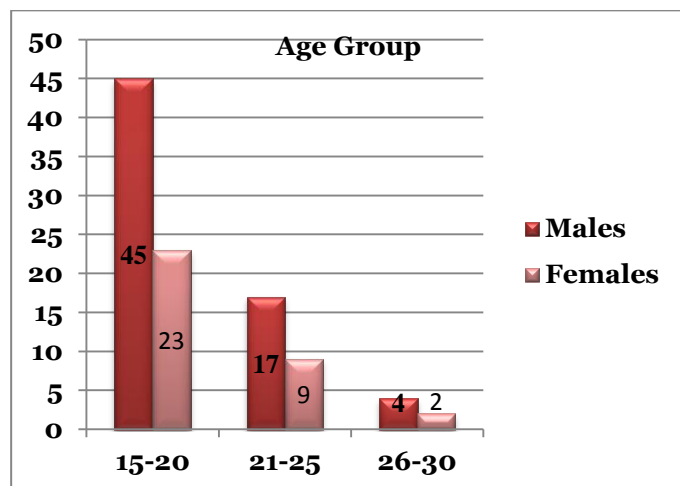
Skills: Which are further broken down into core/generic skills eg.reading, writing etc and professional skills e.g. decision making, problem solving etc

The qualification packs for the job role have been laid out comprehensively, and these standards are aligned with the needs and requirements of the industry for the job role. However the non-binding nature of the QPs allows training providers to incorporate selective parts. There are also some major issues with what the curriculum finally delivers. This affects the employability of the candidates enrolled in the scheme, and possibly affects job placement and retention rates to a large extent. This paper does not evaluate the quality of the QPs but assumes it to be of a good quality and goes on to check whether this funnel down into the employability and training delivery mechanism

The quality of the training content has been diluted because target centric nature of the scheme have forced training providers to reduce the course as short as one month. This has major effects on the skills acquired. For instance Accounts Receivable and Payable course of BFSI sector, should have good understanding of basic accounting concepts, and must have good interpersonal skills (the QPs have recorded these requirements accurately and systematically). However such skills, and cannot be gathered and mastered in one month, the ideal training period for such an job should be 3-6 months, along with the job training and even should be higher for the rural youth, keeping in mind the exposure of such youth to the formal education previously. Recruiters generally conduct interviews to test attitude, keenness to

learn and most importantly communication and interpersonal skills, as well as fluency in English. This component of soft skills is awarded barely any time or importance in the course, and assessment. More often students take such programs under the influence of incentives

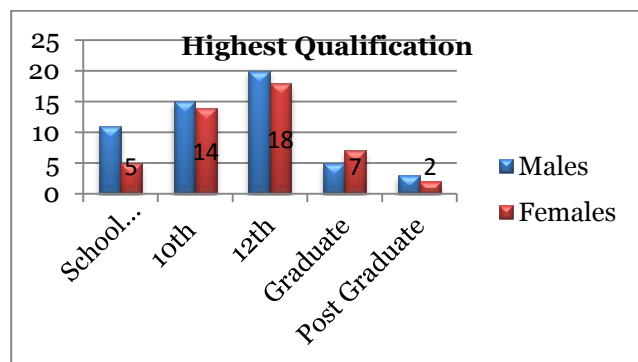
Analysis of Data



Graph 1: Age Distribution of Students

Findings:

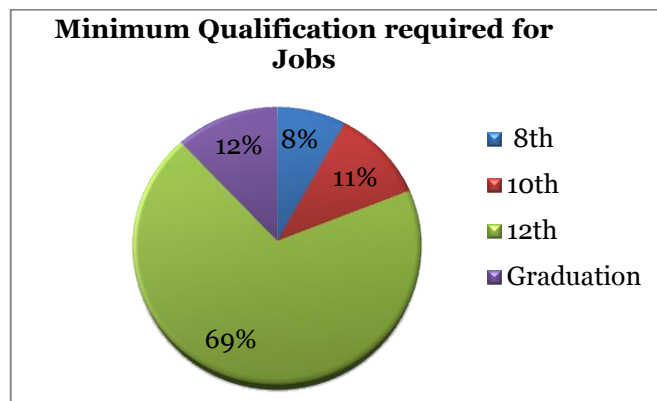
Average age of students attending the program is 16 years



Graph 2: Highest Qualification

Findings:

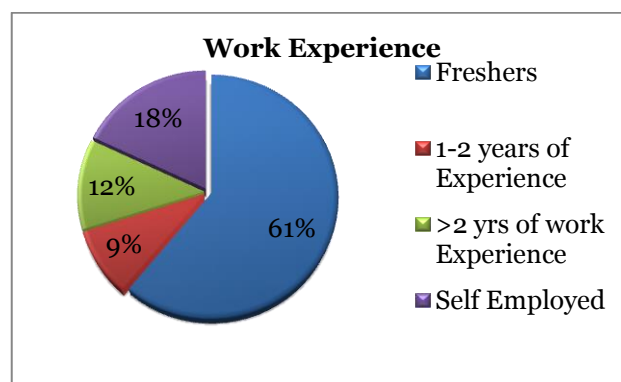
The average qualification of students who attended the program was class 12th standards



Graph 3: Minimum qualification required for jobs

Findings:

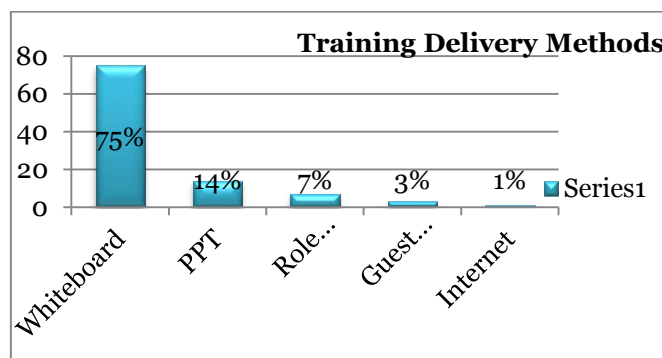
69% of the jobs required the students should have cleared class 12th as minimum qualification required to do jobs. In order to boost the employment situation in sectors such as construction, automotive etc where there is huge employment opportunities the industries should give weightage to skills in comparison to formal education



Graph 4: Work experience

Findings

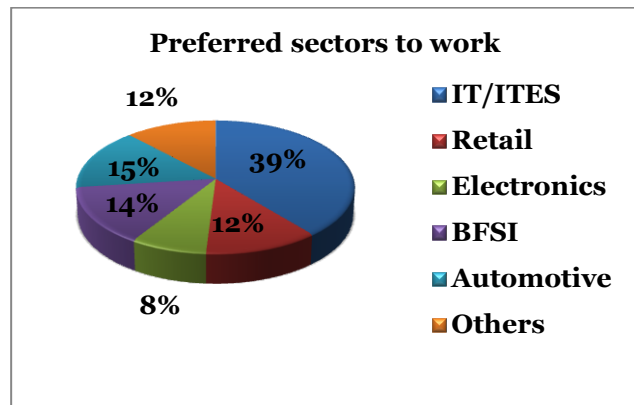
61% of the students were freshers, however 18% of the students were self-employed, there can be an opportunity for those who are self-employed, they can be skilled to generate employment.



Graph 6: Training delivery methods

Findings

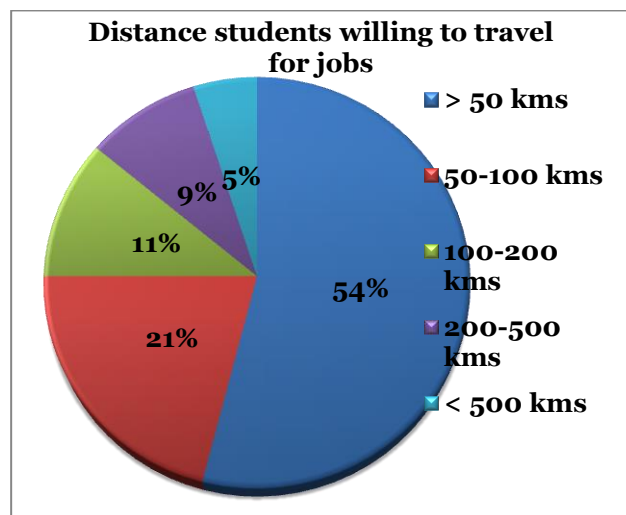
75% of the training is being delivered through whiteboard or through classroom lectures. The use of internet in the training delivery method is less than 1%, where government is taking initiative such as digital india drive.



Graph 7: Preferred sectors to work

Findings:

39% of the students are willing to work in IT/ITES sector. However the job demand for the IT/ITES sector is going to be approximately 7% by the year 2026. The government, NSDC, Industries and the training partners should work together to mobilize the students to be skilled in sectors such as clothing/textiles, automotive, construction etc, where there is expected to be huge demand in terms of employment.



Graph 8 : Distance students willing to travel for jobs

Findings:

54% of the students are not willing to travel beyond 50 kilometers for employment. It indicates that the local participation of industries is very important, and the designing of the curriculum should be done with the

consensus of the local industries to make the students more employable.

Recommendations

The skill India programme aims at providing training and skill development to 500 million youth of India by 2020, covering each and every village. Various schemes are also proposed to achieve this objective. The PPP model with minimal government involvement proves to be a more efficient model for skill training in India. At present 31 sector skill council have been set up, which are partially funded by government of India and by the trade specific sector, sector skill council have to work in close association with the industries to identify their requirement. The NSDC training partners should be further strengthened to ensure smooth delivery of the training programme. The government and industry must fasten the process of operationalization of the NSQF to make it mandatory for all jobs in government and the private sector. The mobilization of youth towards priority sectors such as construction is where there is huge employment opportunity. The course durations need to be based on the requirements of the course. Moreover one month is too short a time to effectively skill an individual even for entry-level courses. Course durations even for entry-level jobs need to be of 3- 6 months on an average. Moreover components of internships and on the job training need to be introduced along with greater emphasis on communication skills. Online job portals need to be opened for better placement opportunities and easier tracking of the candidates.

IV. CONCLUSION

This paper has examined the initiatives of Indian government for creating opportunities for Indian youth to develop their skills, and the constraints that challenge them. India adds 13 million people to the workforce every year, less than 2% of the workforce receives any formal training. The Indian workforce is the lowest in the world and a large chunk of existing training infrastructure is irrelevant to industry needs. Today, India faces big challenges to develop the skills of Indian youth. Indian young people fall into two main groups. A tiny fraction from economically well-off middle classes get good education and training and well-paid jobs in the organized sector. Meanwhile, the majority of youth from economically and socially disadvantaged groups get very limited education and little access to vocational training. They work in the unorganized sector. Recently Currently, there are at least 20 different government bodies in India running skill development programmes

with no synergies and considerable duplication of work. The local participation of industries is required to boost employment, because for any skill development effort to succeed, markets and industry need to play a large role in determining courses, curriculum and relevance. To help realise the 'skill India' dream the government needs to act as a regulator and not an implementer.

Limitations of the Study

Due to lack of time and resources the study was limited to the Lucknow district. The findings may not entirely reflect the views of students of the entire country in general and the results may vary in case the survey is conducted in other parts of the country. Hence, research in other cities and with other students is required to examine the validity and reliability of the findings.

Future Research

A possible direction for future research is to review and conduct a similar study in other districts, or states to discover similarities and differences. Another possible direction for future research is to examine the other factors such as placement aspect of the scheme to further investigate placement, and retention levels of the candidates.

V. REFERENCES

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