

JOURNAL GLOBAL VALUES

A Peer Reviewed International Journal

Empowering Women Through skill Development in India- A Critical Study of Reality & Challenges of CDTP Scheme at Govt. Polytechnic for Women, Chandigarh.

Dr S.P.Chauhan*

Lecturer /Int.Co-ordinator
CDTP, Scheme, GPW, Sector 10-D
Chandigarh

Alamjit Batta**

Guest Trainer (Computer)
CDTP, Scheme, GPW, Sector 10-D
Chandigarh

Abstract

Demographic dividend arises as an asset for India due to expected decline in dependency ratio in the country. The dependency ratio (ratio of dependent to working age population) of India has declined from 0.8 in 1991 to 0.73 in 2001, and is expected to further decline to 0.59 by 2011. Low dependency ratio gives India a cost advantage and helps in improving India's competitiveness India has potential to provide skilled manpower to fill the expected shortfall in aging developed world. Youth aspirations can only be met by skilling them. Improved productivity through skill development needs to be complemented by economic growth and employment opportunities..54% population are below 25years of age.62% population would be in 15-59 years age group by 2020.Average age of population in India by 2020 would be 29 years as against 40 years in USA, 46 years in Europe and 47 years in Japan. In next 20 years Labor force in industrialized countries will decrease by 4% and in India it is expected to increase by 32%.During 2005-2012 only 2.7 million net additional jobs were created in the country. Hence, entrepreneurship needs to be promoted on a very high scale. The issues Scale speed, standard and sustainability has been addressed in new policy. Only 2.3% of the total workforce in India has undergone formal skill training as compared to 68% in UK, 75% in Germany, 52%in USA, 80% in Japan and 96% in South Korea. The Government of India, under the banner of various Ministries has started many skill development schemes for different target groups, one of them is Community Development through polytechnic scheme(CDTP Scheme) under the Ministry of Human Resource Development [MHRD][Department of Higher Education] in the year 2009 with a view to providing meaningful and quality non-formal training to rural youth, women, school dropouts, SCs/STs, disabled, other weaker sections and under-privileged groups of the society to enable them to obtain gainful wage/self-employment and in turn improving their standard of living,. The Scheme is presently operational in 518 polytechnics [government, aided and private] covering almost the entire country. Manpower Development through Skill Development Training Programmers, Dissemination and Application of Appropriate Technologies, Technical and Support Services to the intended target groups and creating awareness among the masses about the technological advancements and

contemporary issues of importance are the major activities organized under the scheme. Each polytechnic is permitted to start 5-10 extension centre's within its vicinity. Each polytechnic is expected to train 600 persons, demonstrate five technologies and organize five technical services camps annually. The institutions implementing the scheme receive recurring and non-recurring grants from MHRD, Govt. of India for carrying out activities prescribed under the scheme. The scheme is monitored at the state level by the Directorate of Technical Education, at regional level by the concerned NITTTR, and at the national level by the MHRD, Govt. of India. The community development through polytechnic scheme was started in Govt. polytechnic for women Chandigarh in the month of Feb; 2010. Institute is imparting skill in various courses for weaker sections of society in 08 Extension centers. The study has been conducted to analysis the problems and future prospective s of this scheme. The effectiveness of the scheme has been critical studied to see the future benefit of the scheme for targets groups. The study also highlighted the various issues and challenges for skill development schemes of GOI and focus especially on the problems faced in implementation of CDTP Scheme and how this scheme is useful for various target groups especially weaker sanction of society. The papers also throw some light on employment opportunities to trainees after the completion of training to assure sustainable livelihood options and how this scheme is helpful in creating self employment and wage employment in to trained beneficiaries.

Key Words- *Non-formal training, under-privileged groups, Appropriate Technologies*

INTRODUCTION .

India is a vast country with a population of approximately 130 Crore. 65% of India's population lives in around 06 lacs villages. There is a visible difference in rural and urban, rich and poor, highly educated and lesser educated, forward and backward areas. While resourceful people ,particularly those living in urban areas, have had access to better education and professional skill training, but vast majority of those who live in rural areas and slums are lesser educated and hardly undergo any technical, professional and vocational training. In fact, majority of such people cannot afford quality education and higher technical and professional education due to their economic status and lack of avenue. In terms of career options, such lesser educated persons unfortunately have to work in low paid unorganized sector. As a matter of fact, per person productivity of such persons works out to be a small fraction of productivity as compare to who work in organized sector of Indian economy. In an increasingly, competitive economic environment of our country, the unorganized sector, which is so important for the country, needs to increase the productivity of its manpower for its survival and growth. Yet another paradox before the Indian informal sector is that it cannot afford employing highly educated and professionally trained manpower which usually aspires for highly challenging, rewarding and satisfying career. The only option available before the Indian informal sector is to depend upon relatively low paid manpower, trained through non-formal system of skill development. There is, therefore, an urgent need to train millions of such persons every year through a countrywide network of non-formal skill development. Such non-formal skill training should attract beneficiaries from all cross-sections of Indian society with special emphasis on SCs/STs, OBCs, women, school dropouts, minorities, physically disabled, economically weaker sections of the society and other Under-privileged persons. Technology divide is clearly visible in Indian urban and rural society. Vast majority of Indian urban population and small fraction of those who live in rural areas and slums enjoy the benefits of modern technologies. Vast majority of rural people and those living in slums require assistance in adopting appropriate technology for benefitting from investment in science and technology and enhancing their productivity and standard of

living. There is, therefore, an immediate need to evolve a vast network which can help in adoption of appropriate technologies among the rural people and slum dwellers. Sustainable use of technology by such people would involve technology demonstration, repair and maintenance services, counseling and consultancy services and free service camps from time to time under guidance of experts from relatives demanding areas.

NSDC skill gap study (2014) has indicated net requirement of 11.92 crore skilled manpower in 24 key sectors by 2022. As per NSSO 66th & 68th rounds country has total workforce of 48.74 crore of which 51% is in non-farm Sector. Assuming labour participation rate of 65% (both male & female) at least 1.70 crore will enter the workforce annually and they need to acquire skills. There would be Net surplus of 2.4 crore people in agriculture by 2022. (NSDC skill gap study)

Empowering Women through Skill Development in India: a brief overview

The five years plan has recognized India's massive need to skill millions of formal and informal workers in the next ten years. In response, the government developed an ambitious scheme "of increasing the proportion of formal and informal skilled workers in its total workforce from a mere 2% now to 50% by 2022, thus creating a 500 million strong resource pool." Women form a significant proportion of this work force in India, however, they are largely concentrated in the informal sector, engaged in vocations characterized by low earning, low productivity, poor working conditions and lack of social protection

TECHNICAL SKILL IN INDIA

Various Skill Development Scheme

The Skill Development Initiative scheme was started by M/o labour, GOI, New Delhi for the Workers seeking certification of their skills acquired informally. Workers and ITI graduates seeking skill up-gradation, early school drop-outs and unemployed, free of cost. Skill Development Initiative on Modular Employable Skill (MES) has been developed in close consultancy with Industry, State Governments & Experts in pursuance of excellence in vocational training. MES is 'Minimum Skill Set' which is sufficient to get an employment in the world of work. MES allows skills up gradation/formation, multi entry and exist, vertical and horizontal mobility and lifelong learning opportunities in a flexible manner and allows reorganization of prior learning. The skill is to be assessed by the Assessing Body mainly from the concerned Industry/Govt.organizations/.NCVT issues certificate of skills acquired through informal means/competence assessed after formal examination of the beneficiaries who has been trained.

Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship outcome-based skill training scheme of the new Ministry of Skill Development & Entrepreneurship (MSDE). The objective of this skill certification and reward scheme is to enable and mobilize a large number of Indian youth to take up outcome based skill training and become employable and earn their livelihood. 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.

Key features of the PMKVY are Standards, Direct Fund Transfer, Demand-driven targets, Target aligned to national flagship programmes and region, Supply side perspective in target fixation.

Standard Training Assessment and Reward (STAR) 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.

NSDC is the designated implementing agency of the scheme and is working through various Sector Skill Councils (SSCs), Training Providers (TPs) and independent Assessment Agencies (AAs).

This money is NSDC processed and may take some time to reach the beneficiaries.

UDAAN

Udaan is a Special Industry Initiative for Jammu & Kashmir in the nature of partnership between the corporate of India and Ministry of Home Affairs and implemented by National Skill Development Corporation. The programme aims to provide skills training and enhance the employability of unemployed youth of J&K.

Vocationalization of Education in India

School Level Skill

The Centrally Sponsored Scheme of Vocationalisation of Secondary Education of Ministry of HRD, Government of India lists out a crucial role for NSDC and its Sector Skill Councils (SSCs) in implementation of NSQF. The trainings conducted in the scheme are based on the National Occupational Standards set by NSDC through its Sector Skill Councils. The scheme also mandates the SSCs to conduct assessments and certification jointly with the State Board/State technical board.

Higher Education Level Skill

In order to bridge the industry academia gap – NSDC has developed a unique model to integrate skill based trainings into the academic cycle of the Universities. These are based on National Occupational Standards set by industry through sector skill councils. The job roles offered are designed to be progressive in nature – from Level 5 – level 7 on National Skills Qualification framework.

The Union Cabinet chaired by the Prime Minister, Shri Narendra Modi, gave its approval for introduction of Common Norms across all skill development schemes being implemented by different Ministries / Departments of Government of India.

Currently, over 70-odd Skill Development Programmes (SDPs) are being implemented by Government of India, each with its own norms for eligibility criteria, duration of training, cost of training, outcomes, monitoring and tracking mechanism etc. This multiplicity of norms and parameters has created a diffusive effect of SDPs, which need to be streamlined in order to achieve the final outcomes envisaged. Common Norms seek to rationalize the whole spectrum of skill development processes and systems including inputs, outputs, funding/cost norms, third party certification and assessment, monitoring/tracking mechanisms, and empanelment of training providers.

Common Norms define the activities constituting ‘Skill Development’ in the country, skill development courses and their alignment with the National Skills Qualification Framework,

broad input standards for training programmes and the outcomes expected from these programs. The outcomes of skill training programmes have been defined in terms of placement achieved in wage and self-employment, both for fresh trainees as well as existing workers who have undergone Recognition of Prior Learning. Since the common norms are aimed at being outcome focused, the cost norms and fund flow mechanism for skill development programs have also been linked to specific outcomes achieved. Cost norms include support for components like mobilization of candidates, trainers’ training, placement expenses, post-placement tracking/monitoring and infrastructure costs.

The proposal envisages the creation of a Common Norms Committee under the Chairmanship of Secretary, Ministry of Skill Development and Entrepreneurship to bring about uniformity and

standardization among the skill development schemes of the Central Government. The Committee will also consist of eight other representatives from relevant Central Ministries/Departments, State Governments, National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC), with a provision for inviting experts and other significant stakeholders who may be necessary in the decision making process. It will be empowered to revise/amend the common norms, schedules of the notification, training costs and funding norms for skill development programmes.

While the common norms would be applicable to the skill development schemes of the Government of India being implemented through various Ministries/Departments, the State Governments are also expected to align their skill development schemes with the common norms so as to bring in uniformity and standardization.

One thought on “Common Norms for Skill Development Schemes implemented by Government of India”

Scheme of Community Development through Polytechnics (CDTP)

The Scheme of Community Development through Polytechnics (CDTP) was initiated in the XI Plan Period and is presently mandated to continue till the end of XII Plan Period.

CDTP scheme envisages providing non formal, short term, employment oriented skill development programmes, through AICTE approved Polytechnics, to various sections of the community, particularly the rural, unorganized & disadvantaged sections of the society, to enable them to obtain gainful self / wage employment. Duration of training usually ranges from three to six months. These courses are be offered by the Polytechnics in their premises, as well as through extension centres, set up in nearby locations, from where, these courses can be offered to the local community. No fees are charged from the trainees under this Scheme and there is no restriction of age and qualification for the trainees.

The scheme of funding is -“One time Non-recurring grant of Rs. 20.00 lakh (Polytechnic which did not receive non-recurring (NR) Grant under erstwhile CP Scheme) and Rs 13.00 Lakh (Polytechnics which received NR Grant under erstwhile CP Scheme) for one five year plan and Recurring grant up to Rs. 17.00 lac per annum”

The community Development through Polytechnic Scheme was started in Govt. Polytechnic for Women Chandigarh in the month of Feb, 2010 by M/o H.R.D, GOI, Chandigarh. Our institution are imparting skill in various courses for weaker sections of society in 08 extension centre’s including main centre with the coordination of Social Welfare Department Chandigarh and other recognized NGO’s in Chandigarh.

SKILL DEVELOPMENT TRAINING PROGRAMMES UNDER CDTPS

The Basic objective of skill development Program is to provide multi skill training to poor and deprived sections of the society in both urban and rural areas in Chandigarh.

Skill Development Courses are : Computer Fundamental, Web Page designing & Web Publishing Assistant-II, Data entry Operator, Computer-BPO-Voice, Auto Cad, ASP.net, Fashion Designing Technology, Beauty Therapy and Hair styling, Integrated Course in Hair, Skin & Make up, Basic Electric Training.

Finding of the Study

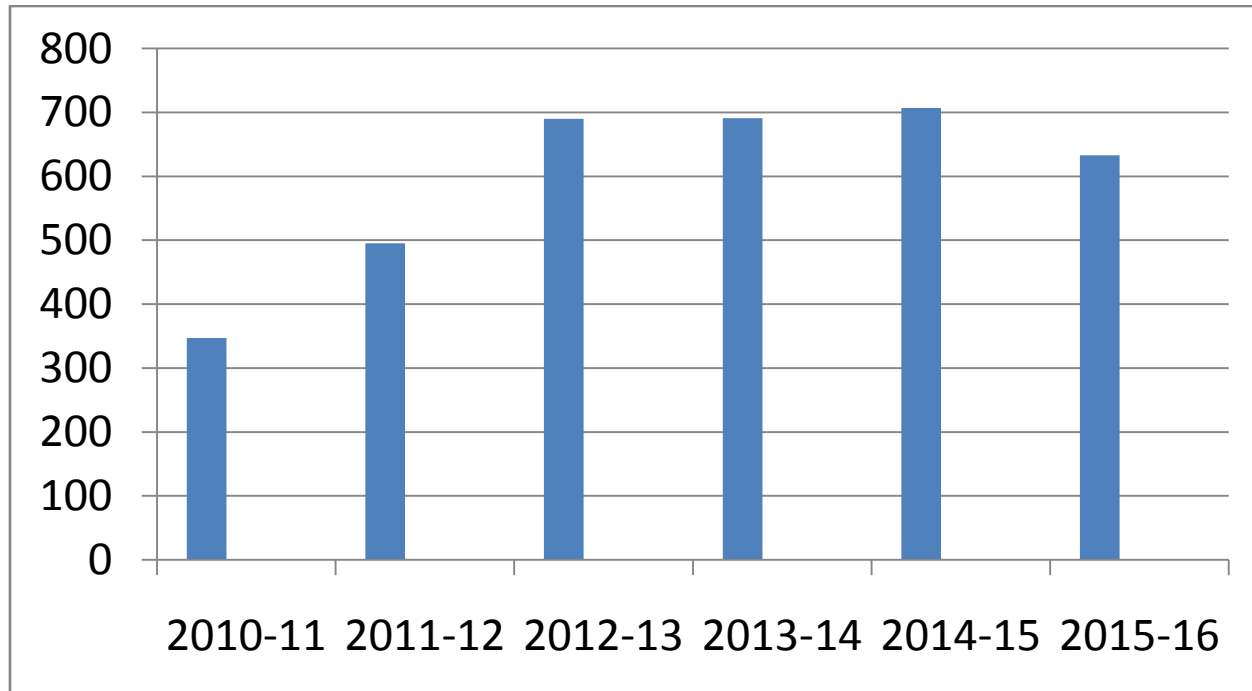
Total person trained = 4049 end Sep 2016

Total Number of Persons Undergoing Training till date =464 (F.Y 2016-17)

Average Employment Rate (Wage/Self Employed) till end of this year, 2015 = 68%

Average Monthly Income (Wages) = Rs. 6500/-

Average Monthly Income (Self) = Rs. 6000/-



Year-wise Women empowerment under CDTP Scheme

Transfer of Appropriate Technologies

Large number of technologies has been developed by various research institutions and laboratories in the form of appropriate technologies and the benefits of these technologies are reaching to the rural masses.

Name of technology

- Solar energy devices(solar lantern)
- Herbal plants cultivation
- Plant protector
- Flour interlacing machine

Technical & Support services

- Repair of computers.
- Repair of sewing machines.
- Village health and sanitation Assistance to micro enterprises arranging loan to beneficiaries with SC/BC Development Corporation & C& WDC, UT, Chandigarh.
- Safety and use of LPG for Domestic Women.

DISSEMINATION OF INFORMATION

- Self-employment and Entrepreneurship (Micro enterprises) with NITTTR &RCED, Sector 35, Chandigarh.
- Skill development and training with DGET
- Promotion of Clean environment (Tree Plantation) with state NSS Cell, forest Deptt. & other NGO's.
- Women safety (Respect women Protect women) Legal rights of SC/ST/Weaker section of Society with state legal services authorities, Chandigarh.. Social Welfare Board. Chandigarh police.
- Health & Hygiene and public Sanitation with MC U.T.Chandigarh by inviting specialists/experts from Premier Hospital like PGI Chandigarh and other Govt.hospitals and corporate hospital Max, Forti, Eden etc.

Challenges &Future perspectives in Skill Development

As noted earlier, the aim of skill development, particularly in case of women, is not merely to prepare them for jobs, but also to improve the performance of women workers by enhancing the quality of work in which they are engaged. The NSDC has identified a few of the major challenges, which need to be addressed for building a conducive ecosystem, of skill development for the women workforce. These are as follows, “(i) the large number of women who need to be trained since currently only 2% of the female workforce is formally trained, (ii) inadequacies in the quality and relevance of TVET (technical and vocational employment training in India), (iii) inadequate Infrastructure, acute shortage of trained women workers, poor quality of training, (iv) lack of mechanisms to judge and certify quality, (v) inequity in access to TVET for women (vi) low level of education of potential women trainees that limits training of women in the formal sector, (vii) lack of recognition of prior learning of potential women trainees (viii) relatively high opportunity cost of learning involved for training women.”¹² The major challenges noted here are few in number but represent a complexity of issues involved. Additionally, it is argued that the empowerment practice has to go beyond its focus on women to gender. A focus on gender would imply an emphasis on strategic needs such as leadership and advocacy, rather than a simple focus on basic needs. The concept of gender will also, encourage an understanding and an analysis of power relations, and enforces the idea of developing capabilities rather than simply skills.¹³ Another important point that cannot be left out is the potential advantage of “demographic dividend” that India has over many other countries.

- Higher self esteem among women and overall personality development. It is also urged that for skill development to be more effective, training needs to bend towards developing the kind of skills women and men already know.¹⁷ Or, in other words, the need is to enhance or adapt traditional skills to inspirational skills.¹⁸ However, focus on up gradation need not be at the cost of developing new skills, especially in the case of women who otherwise may get further entrenched in traditional skills and roles.

CHALLENGES & FUTURE PERSPECTIVES FOR EMPOWERING WOMEN UNDER CDTP SCHEME.

- Non formal skill development scheme for empowering women through skill development.

- Guidelines documents of Scheme required immediate revision.
- Competition with other similar skill development schemes of states and GOI.
- The major problem is that grant-in-Aid recurring not received in time every year.
- The financial budgetary provision (honorarium to staff) is too meager as compared to other G.O.I. Skill Development Schemes leading to withdrawal of the experienced & competent staff for better opportunities.
- Amount of Non-Recurring Grant in aids for providing infrastructure / equipments to extension center is inadequate which required to be enhanced.
- The Channel of Transferring of GIA recurring is too long which goes through different hands and leads to unnecessary delay in receiving the grant in time.
- Taking feedback and conducting survey is also a major problem due to lack of transport facility in each polytechnic.

SUGGESTIONS & RECOMMENDATIONS FOR EMPOWERING WOMEN UNDER CDTP SCHEME

- Revision in guideline document with five years plans in which more and more flexibility should be given to CDTP supervisory staff.
- Introduction of MIS System for reporting, operational plan and other issues under CDTP Scheme.
- Introduction of Public Financial Management system for monitoring and management of funds under CDTP Scheme to check the interference of Audit staff.
- The Nodal officer at State level to deal with CDTP Issue should be appointed who can coordinate with M/O HRD, from time to time.
- The scheme should be made formal duly recognized by national and international level.
- The effort should make to align all skill development courses with NSQF and linking data with LMIS.
- The quantum of Recurring grant should be enhanced to meet the remuneration /contingency and other miscellaneous expenses of the scheme.
- The emphasis should be on Quality of technical education with the alien of NSQF for weaker section of society, SC/OBC and PWD, s.
- Emphasis should be on overall development of personality of trainers and trainees.
- The stress must be to create Awareness regarding self/wage employment through various entrepreneurial agencies.
- The efforts should be made to make them competent to earn their livelihood.
- The success of the scheme depends entirely on grass root level with the help of Local Panchayats, Municipal Corporation and NGO's.etc
- The involvement of Polytechnic in implementation of CDTP scheme is the need of the hour.
- The G.I.A. should be directly transferred in time to the concerned polytechnic on line as was being done in the previous C.P. scheme as well as when the CDTP scheme was restarted in Feb. 2010
- The budgetary provision (honorarium to staff) should be enhanced so that the experienced and qualified staff may be retained to run the scheme efficiently.

- The tenure of the CDTP should be enhanced to at least one year in order to achieve set targets, retention of staff, stability and security of jobs of the competent staff.
- Adequate fund to be provided in Non-Recurring grant under each head to purchase advanced equipments.
- Provision of independent vehicle to transport the personnel must be provided.

MAJOR/SPECIAL ACHIEVEMENTS MADE UNDER THE SCHEME TILL DATE

- Being a women Institution, maximum coverage has been given for young Girls and women.
- Special batches at extension centers to train Visually Impaired/blind, deaf, dumb & physically handicapped started.
- Special batches for SC& ST categories have been successfully started.
- Emphasis is on to provide skill development Training to the SC/ST and for weaker sections of society.
- Average income of trained beneficiaries is Rs 5500 to 8,000 per month.
- Special emphasis on awareness programs on Health and Sanitation & self-employment.

CONCLUSION

The National Policy for Skill Development and Entrepreneurship 2015 offers an integrated Approach for empowering women in India. This demographic dividend is expected to last until around 2035. Hence, India has to act now and get the training and skill development right to benefit from this demographic dividend, to create a global pool of skilled persons. However, if the demographic dividend is not turned into an opportunity now, and if India fails to deliver, this demographic dividend in about 25 years may actually become a handicap. Besides the demographic dividend, another factor that adds to the urgency for improved skill development is the increasing number of newly educated youth, especially women, who would like to seek employment in the service sector. The education and skill development sector has not adequately responded to this emerging need, making it imperative to provide skill development and training in marketable skills and services. It is therefore clear, that there is a dire and urgent need for a paradigm shift in the skill development sector, in favor of innovations, improvements and high quality training. It is also observed, that the concept of training and skill development needs to move beyond the conventional goal of imparting technical and managerial competencies, to playing a broader role of even including basic literacy, numeracy, critical social and political awareness, awareness about gender, and enhancing life skills. Such interventions by their nature will encourage. This strengthens the role of training and motivational programs for institutions to be developed for undertaking the challenging task. Only 2.3% of the total workforce in the country has undergone formal skill training in India. The polytechnics in India can play vital role in providing quality of the technical Skill to Women and empowering them through various Skill Development scheme of GOI. Personality Development techniques should form the main part of the various training program. The young girls are advised to take advantage of the wide variety of schemes of short and long duration which are in operation at the grass roots level. Institutional infrastructure needs to be considerably strengthened. Faculty

development orientation program for empowering women need to be introduced in each of the sectors. Choice-based credit system can give enough motivation to learn and practice a few skills of the candidate's choice. Skill India mission looks ahead for 2020 and beyond to develop employable skill in young girls and women with necessary knowledge and skills benefit to India, and other developed and developing countries.

REFERENCES

- ❖ Abrahart, Aetal (2009), “Reforms in The Indian Vocational Education and Training System”, In *Vocal*, vol 7, 2008-09, pp 107-116
- ❖ Surinder Batra, (2009),”Strengthening human capital for knowledge economy needs: an Indian perspective”,*Journal of Knowledge Management*, Vol. 13 Iss: 5 pp. 345 - 358
- ❖ Bennell, P (1999), “Learning to Change: Skills Development among the Economically Vulnerable and Socially Excluded in Developing Countries”, *Employment and Training Papers*, 43, Employment and Training Department, International Labour Office, Geneva
- ❖ Chenoy, D (2012), “Empowering Women through Skill Development : Challenges and Opportunities”, Power Point Presentation at the GEPD forum II, Institute of Social Studies Trust and Heinrich Boll Foundation, at the India Habitat Centre, 24 April 2012
- ❖ Comyn, P (2012), “Skills Development & Gender”, Power Point Presentation at the GEPD forum II, Institute of Social Studies Trust and Heinrich Boll Foundation, at the India Habitat Centre, 24 April 2012,
- ❖ Hartl, .M (2009), “Technical and Vocational Education and Training (TVET) and Skills Development for Poverty Reduction – Do Rural Women Benefit?” Paper presented at the FAO-IFAD-ILO Workshop on Gaps, trends and current research in gender dimensions of agricultural and rural employment: differentiated pathways out of poverty, Rome, 31 March - 2 April 2009
- ❖ Hughes, P (2005), “Why Access to TVET for All is Essential if Education for All is to be Achieved”, in *Prospects*, vol. XXXV, no. 3, September 2005
- ❖ King, K (2012), “The Geopolitics and Meanings of India’s Massive Skills Development Ambitions”, in *International Journal of Educational Development*, 32 , 2012, pp 665–673
- ❖ Lyngdoh, B W B (2005), “Skills for Work in the Future: A Youth Perspective”, in *Prospects*, vol. XXXV, no. 3, September 2005
- ❖ Ministry of Labour and Employment (2011), “Second Annual Report to the People of Employment”, Government of India, 2011
- ❖ Mukerji, S & Tripathi, P. “Using Technological Interface in Vocational Education for Women in India. Theme: Skill Development, Sub Theme: Skills Development for National Development”, available at <http://>
- ❖ National Skill Development Corporation (2012),”Skill Matters”, Newsletter issue no 12, March 2012
- ❖ Vishwanath, V. (2012), “Empowering Women through Skill Development : Challenges and Opportunities”,Power Point Presentation at the GEPD forum II, Institute of Social Studies Trust and Heinrich Boll

- ❖ **Ministry of Skill Development and Entrepreneurship (May 2015). Draft National Policy for skill Development and Entrepreneurship 2015, New Delhi.**
- ❖ **Institute of Small Enterprises and Development (ISED) (2014 and 2015).India Micro, Small and Medium Enterprises Reports 2014 and 2015, ISED, Kochi (Kerala).**
- ❖ **Yojana (2014).Special Issue on Technology, Innovation, and Knowledge Economy, November 2014, Vol.58 No.11.**
- ❖ **<http://www.nscsindia.org/>**
- ❖ **<http://nsdcudaan.com/>**
- ❖ **<http://www.sdi.gov.in/>**
- ❖ **Ministry of Micro, Small and Medium Enterprises(MSMEs) (2012) Report of the work in the sub group on MSMEs growth for the 12thFive Year Plan (2010-17) Report of -group on skill Development and Training (Chairman of the working group: R.K. Mathur),New Delhi.**
- ❖ **Yojana (2015). Special Issue on Skill on India Initiative, October 2015, Vol. 59 no. 10.**