



Effectiveness of Skill Development Programmes under DDU-GKY Scheme in Kancheepuram District

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Abstract. As India moves undeviating towards becoming a global knowledge economy, it must meet the rising hope of its youth. Skill development has a pivotal role in this highly competitive world in order to cater to the aspirations of its young population. The objective of this article focuses on the skill development programmes under the Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) scheme and the various factors affecting skill development programmes and employability and finally to conclude whether DDU-GKY scheme is effective in Kancheepuram district. The data for the research was collected from the PIAs in Kancheepuram District. The total population of the study is 1856, out of which 154 sample respondents were chosen using simple random sampling. The statistical tools used were Kruskal Wallis test, One way ANOVA, Chi Square test, Mann Whitney U test and One sample t test. The major findings of the study were Skill mismatch and mobilizations have serious impact on the skill development programmes under DDU-GKY scheme, followed by infrastructure. Also domain knowledge and communication has found to have major importance on employability of the respondents. Based on the analysis, Mobilization has a very serious impact on the effectiveness of the scheme. Present study brings into light that; even though there is a good implementation of the scheme in the Kancheepuram district, they are not up to the expectations in certain points. There is room for further improvement in terms of mobilization and resultant placement.

Index Terms - Skill Development, Skill mismatch, Mobilization, DDU-GKY Scheme

1. Introduction

Skill development plays a very important role in order to meet the global standards of quality and to boost industrial and economic development. Therefore skill and knowledge is considered to be the best driving force for socio economic growth and development. Currently India is predetermined to be a contributor to the global pool of workforce on account of demographic dividend, with a growth rate of higher working age population when compared to its total population. India is in its best time of history having more than half of the population is below the age of 25 years. It is estimated that the working age group is likely to be more than 64 percent by the year 2021. Youth is considered as a potential power to help our country on the global scale. For that, the government has to make substantial policy orientation and support for them to come up in life. In order to improve the employability of youth, we should focus on the advancement of skills. Skill development is a continuous process of self improvement. Education is acquiring life skills and not about getting degrees. Skill development has become inexorable requirement of the time. Skill development is critical for the growth of the economy and social development. The demographic transition of India has to be effectively utilized to improve the quality of youth. As of now, India faces a dual challenge of severe deficiency of highly trained, quality labour, and non-employability. Today, youth across India face serious challenges regarding skills and jobs. Challenges are greater for developing countries like India. Our country suffers from a shortage of skilled labour. Recently, the Indian government has made drastic changes in its policy and setups for promoting skills development. Based on the above mentioned issues, this article focuses on the skill development programmes under the DDU-GKY scheme and the various factors affecting skill development programmes and employability and finally to conclude whether DDU-GKY scheme is effective in Kancheepuram district.

2. Back ground of DDU-GKY Scheme

More attention has to be paid to the vast population of India living in rural areas in order to make the skill development initiatives successful. When comes to empowerment of people in rural areas, Integrated Rural Development Programme (IRDP) was the initiating scheme. Number of programmes such as Training of Rural Youth for Self Employment (TRYSEM), Development of Women and Children in Rural Areas (DWCRA), Swarnajayanti Gram Swarozgar Yojana (SGSY) were added. For more than 12 years, SGSY provided livelihood for the poor BPL families. In 2011, SGSY scheme has been reconstructed into 'Aajeevika Skills' which is then succeeded by DDU-GKY scheme.

3. Statement of the Problem

The assessment of skill development programmes are very important in empowering the youth as well as enhancing the employability. There is multiplicity of programmes without appropriate linkages and most of these skill development programmes have lost its focus. The placement linked skill development through DDU-GKY scheme is an initiative of

Ministry of Human Resource Development to the rural poor. This scheme is initiated with much expectation, as it is need driven and demand based. However when compared to other states of India, the state of Tamilnadu and its capital Kancheepuram has some exceptional positive characteristics. Such as high literacy rate, lesser marginality of caste difference and better gender equality. So it is the need of the hour to check the effectiveness of DDU-GKY scheme. The success rate of the scheme will be substantially high, if the skill development training is demand driven. With this research, the researcher tries to gather information about the effectiveness of scheme.

4. Review of Literature

Aya Okada (DEC 2012). Researcher focuses on skill development, employment for young youth and the challenges faced by the youth. The study says that the Indian young people fall into two groups, a tiny fraction from economically well off middle classes and these ranges of people get good education and they are placed in good job positions. But the majority fraction of people falls under economically and socially disadvantaged groups; they get very limited education and little access to nurture their skills and talents. This study has identified skill gaps which mean there is a mismatch of skills trained and skills needed. Anindita Sengupta (Nov 2017). Researcher points out that the problems of skill mismatch in India into two broad categories. Firstly, there occurs a skill deficit or education deficit, where a worker's education as well as skill is not up to the requirements of the job. Secondly, education or skill underutilization, which means that the level of education and skill exceeds those required by the hiring officials. Researcher also proves that people without any technical education had high probability in unemployment ratio. Roman Gerodimos (OCT 2018). The study focuses on the recent thinking and practice on the issue of youth mobilization. Mobilization is an important factor affecting skill development programmes. Skill development programmes is associated with blue collar jobs. Also most of the skill development training programmes are of low pay scales, limited growth and less challenging roles. Low mobility of students is mainly based on the low recognition of technical trades and with less salary. Colin M Snider (AUG 2017). The study analyzes student mobilization and its impact on higher education in Brazil. Researcher highlights the inequalities in the Brazil's higher education system. Student mobilization was a need for educational reform. Student activism that had happened in 2013 has resulted in social unrest and broader struggles to reform education. Education continues to be an important part of social as well as political struggles. Sujata Srivastava (MARCH 2016). The researcher discusses about the various skill development initiatives taken such as at higher education, vocational school education. Author gives some suggestions such as : (1) There should be a change in the model of skill development programmes. (2) All the learners should get rigorous orientation on the courses offered by community colleges. There should not be any caste or background discrimination. (3) It is required that both public as well as private sector organizations invest in the skill development training as part of their corporate social responsibility. Tessa Thomas (JAN 2018). Researcher explains about the DDU-GKY scheme and its significant role in promoting inclusive financial growth through various skill development and training programmes. The study focuses on the scheme, its various courses, and project implementing agencies. DDU-GKY scheme focus on the skill training for rural empowerment and resultant placement. Lavina Sharma, Asha Nagendra (DEC 2016). According to the researcher, skill development raises as one of the major aspect of India's economic policies. The study focuses on the skill development model of India with respect to the skill development models of China, Brazil and Singapore. The skill acquisition in our country is mainly through two channels such as formal and informal methods. Both the public and private sector aims at imparting the formal training. The informal training is imparted through experiential training and these type of trainings are unstructured. Also the study focuses on the skill gap. The various challenges pointed out by the researcher is Restricted capability, Mobilization, Skills mismatch.

5. Objectives of the study

1. To examine the influence of skill development factors on DDU-GKY scheme.
2. To suggest some measures to improve the effectiveness of DDU-GKY scheme confined to Kancheepuram district.

6. Hypothesis

1. H₀: There is no significant difference in the mean rank of Age with regard to Skill Mismatch.
2. H₀: There is no significant relationship between Type of family and Mobilization.
3. H₀: There is no significant relationship between Type of family and Mobilization.
4. H₀: There is no significant relationship between Native Background and Skill Mismatch

7. Summary of DDU-GKY Scheme in Kancheepuram District

Deen Dayal Upadhyaya Grameen Kaushalya Yojana is a central government scheme for skilling and placement initiative of MoRD. DDU-GKY scheme has been originated from the Aajeevika Skills programme. The scheme was launched on September 25th 2014. The main aim of the scheme is to cater to the occupational aspirations of rural youth and enhancing the skills for getting them employed. State governments, Technical Support Agencies, Panchayati Raj and Project Implementing Agencies are included in the implementation of DDU-GKY scheme. In Kancheepuram district, the whole responsibility of implementing the DDU-GKY scheme is given to the Kudumbashree District Mission. District Mission is

headed by District Mission Coordinator, followed by District Program Manager. DDU-GKY scheme categorizes the states into two categories. They are AP States and YP States. AP States are those states which are able to build its own plan for the financial year with less involvement of MoRD. In case of AP States the state coordinators are asked to manage the social inclusion, inspections etc. YP States are those states who need the support from the MoRD in implementing the strategic plan. Tamilnadu comes under AP States. DDU-GKY scheme has various interventions and all these interventions are supported by PIAs (Project Implementing Agencies). DDU-GKY gives sufficient funds for the private education as well as skilling experts in order to start an modern and advanced training centres. PIAs are those training centres where the beneficiaries are enrolled for various trades and courses. Once the beneficiaries successfully complete the training, PIAs will themselves find a job for the students. Training centres will provide free training for the beneficiaries and also provides free study materials and uniforms for free of cost. PIAs or training centres can be either residential or non residential. In case of residential training centres, food and accommodation are free. In non residential training centres, if the beneficiary completes one full day training, he will get reimbursement for one meal and travel allowance. These PIAs will take initiative to take bank account and insurance where applicable. In Kancheepuram district, there are 10 PIAs. Each PIAs offer different courses under different trades. The different trades offered by the training centres are IT & ITES, Healthcare, Hospitality and Retail industry.

8. Research Methodology

Considering the objectives of the study, it is necessary to collect the needed information from the beneficiaries of DDU-GKY scheme in Kancheepuram district. The researcher used structured questionnaire to collect the data. As the research was conducted from all the Project Implementing Agencies under DDU-GKY scheme, the respondents were selected based on simple random sampling from the population. The pilot study has been done during the month of March 2019 and tested the reliability analysis. Based on the reliability analysis, the questionnaire has been revised. Pilot study was conducted for 40 respondents. Based on the pre testing, the researcher calculated the standard deviation as 0.3165 and found the sample size as 154. Tool used for analysis: Based on the theoretical and observational study on the skill development programmes under DDU-GKY scheme, data were collected and tabulated in an organized manner. The data were analyzed using Statistical Package for the Social Sciences (SPSS). For the descriptive as well as inferential analysis, various statistical tools were used such as Percentage Analysis, Kruskal Wallis test, Mann Whitney U test, one sample t-test, one way ANOVA and Chi Square test.

TABLE 1 Descriptive Statics Sampling Table

Sl. No	Particulars	Description
1.	Study Area	Kancheepuram district of state Tamilnadu
2.	Total population of Kancheepuram district	1852
3.	Sampling method	Simple random sampling
4.	Sample size	154 (12:1)

Source: Primary data

Percentage Analysis:

TABLE 2 Demographic Variables of the Respondents

Sl. No.	Demographic Profile	Frequency	Number of Respondents	Percentage
1.	Age	17-20	54	35.1
		21-25	87	56.5
		26-30	13	8.4
		Total	154	100
2.	Gender	Male	58	37.7
		Female	96	62.3
		Total	154	100
3.	Educational Qualifications	SSLC & ITI	27	17.5
		HSC	71	46.1
		UG	55	35.7
		PG	1	0.6
		Total	154	100
4.	Native Background	Village	130	84.4
		Town	23	14.9
		City	1	0.6
		Total	154	100
5.	Type of Family	Joint	56	35.9
		Nuclear	98	64.1
		Total	154	100

Source: Primary Data

The above table shows that 35.1% of respondents belong to the age group 17-20 years. 56.5% of the students belong to the age group 21-25 years and the remaining 8.4% of the respondents are under the age group 26-30 years. More than half of the respondents (62.3%) are female. Remaining 37.7% of the beneficiaries are Male. 46.1% of the respondents have Higher Secondary as their educational qualification. 17.5% of the respondents have secured SSLC & ITI as their educational qualifications. 35.7% of the beneficiaries have got UG as their educational qualifications. Minority percent of 1% of the respondents have their educational qualification as PG. Majority of the respondents belongs to village (84.4%). Native backgrounds of 14.9% of the respondents are Town. Minority percent of 0.6% of the respondents belongs to City. Majority of the respondents (64.1%) are from nuclear family. 35.9% of the respondents are from joint family.

Sample t test: One sample t test is considered as an appropriate test for judging the significant difference of opinion about a sample mean. Using one sample t test, skill development factors such as skill mismatch, mobilization and infrastructure are tested.

TABLE 3. Skill Mismatch

No.	Statements	Mean	SD	T Value	P Value
1	Skills imparted through the training institute.	4.29	.822	63.871	<0.001
2	Proposed curriculum is as per the hiring companies.	3.94	.936	51.570	<0.001
3	Lack of employer faculty interaction.	3.41	1.199	34.852	<0.001
4	Mismatch of skills taught.	3.17	1.297	29.892	<0.001
5	Training focuses only technical skills.	2.57	1.271	24.726	<0.001
6	Faculty has enough knowledge.	4.23	1.089	47.593	<0.001

Source: Calculated Primary Data

The above table indicates that the majority of the respondents (M=4.29, SD=0.822) agrees that the skills imparted through the training institute is efficient. Most of the respondents (M=3.94, SD=0.936) indicates that the proposed curriculum is as per the hiring companies. The minimum number of respondents (M=2.57, SD=1.271) points out that the skill development training programmes under DDU-GKY scheme focuses both technical and behavioural skills. It is also observed that majority of the respondents (M=4.23, SD=1.089) indicates that the faculty has enough knowledge and experience in their particular domain. Based on the mean score, except for the 5th statement all other statements regard that Skill Mismatch are above average level.

TABLE 4. Mobilizations

No.	Statements	Mean	SD	T Value	P Value
1	Not willing to migrate.	3.67	1.267	35.433	<0.001
2	Parents have traditional mindset.	3.10	1.427	26.602	<0.001
3	Low salary for entry level jobs.	3.92	1.033	46.470	<0.001
4	Lack of recognition for technical trades.	3.91	1.064	44.967	<0.001
5	Limited growth for technical trades.	3.98	1.155	42.185	<0.001

Source: Calculated Primary Data

The above table indicates that majority of the respondents (M=3.67, SD=1.267) were not willing to migrate from their native place. Most of the respondents (M=3.10, SD=1.427) agrees with the statement that their parents have traditional mindset. Majority of the respondents (M=3.92, SD=1.033) perceives that entry level jobs get only low salary. Majority of the respondents (M=3.91, SD=1.064) believes that there is lack of recognition among the society for technical trade jobs. Most of the respondents (M=3.98, SD=1.155) indicates that there is limited career growth for technical trade positions. Based on the mean score, all the statements regarding Mobilization are above average level.

TABLE 5. Infrastructures

No.	Statements	Mean	SD	T Value	P Value
1	Have ventilated classrooms.	4.33	.739	71.833	<0.001
2	Have good practical space.	4.15	.739	68.790	<0.001
3	Have smart classrooms.	4.11	.856	58.881	<0.001
4	Have enough security measures.	3.93	.917	52.525	<0.001

Source: Calculated Primary Data

The above table indicates that majority of the respondents (M=4.33, SD=0.739) indicates that their training institute have ventilated classrooms. Most of the respondents (M=4.15, SD=0.739) agrees that their training institute has good practical

space for developing their skills. Majority of the respondents (M=4.11, SD=0.856) indicates that there is smart classrooms in their training institute. Most of the respondents (M=3.93, SD=0.917) indicates that security measures are frequently checked in their training centre. Based on the mean score, all the above statements regarding Infrastructure are above average level.

One way Anova: One way Anova was conducted to examine the influence of skill development factors on DDU-GKY scheme.

TABLE 6. Educational Qualifications and Skill Mismatch

No	Skill Mismatch	Educational Qualifications				F Value	P Value
		SSLC & ITI	HSC	UG	PG		
1.	Skills imparted through the training institute.	4.00	4.50	4.17	4.00	3.179	0.026
2.	Proposed curriculum is as per the hiring companies.	3.85	4.09	3.80	4.00	1.076	0.361
3.	Lack of employer faculty interaction.	3.41	3.64	3.13	3.00	1.944	0.125
4.	Mismatch of skills taught.	3.15	3.04	3.35	2.00	0.837	0.475
5.	Training focuses only technical skills.	3.00	2.28	2.72	2.00	2.621	0.053
6.	Faculty has enough knowledge.	3.74	4.37	4.30	5.00	2.482	0.063

Source: Calculated Primary Data

The above test displays the results of one way ANOVA for the variables under the factor Skill Mismatch and Educational Qualifications. From the table, it is clearly evident that the respondents with educational qualification as HSC (M=4.50) states that the skills imparted through the training institute is efficient, followed by SSLC & ITI respondents (M=4.00) and (M=4.17) for the respondents who have UG as educational Qualifications. Other respondents who are PG holders have (M=4.00). Since P value is < the significance level 0.05 at 95% level of significance, null hypothesis is rejected and alternative hypothesis is accepted. Respondents who are able to state that there is lack of employer faculty interaction with SSLC & ITI representing the (M value=3.41), followed by the HSC respondents (M=3.64), respondents with UG and PG qualifications representing M value =3.13 and M=3.00. Since the P value is > the significance level, null hypothesis is accepted. For the statement, faculty has enough knowledge, the respondents with SSLC & ITI as qualification represents (M=3.74), followed by (M=4.37) for HSC and represents M value =4.30 and 5.00 for UG and PG respectively. Since the P value is > the significance level, null hypothesis is accepted. From the table, it is understood that the respondents with HSC as educational qualifications have greater mean value when compared with others.

Mann Whitney U test: Mann Whitney U test was conducted to perceive if there is any significant difference of opinion between the Genders with regard to Mobilization.

TABLE 7 Skill Mismatch Gender and Mobilization

Sl No:	Mobilization	Gender		Z Value	P Value
		Male	Female		
1	Not willing to migrate.	76.17	75.08	-0.157	0.875
2	Parents have traditional mindset.	76.19	75.07	-0.159	0.874
3	Low salary for entry level jobs.	85.34	69.30	-2.373	0.018
4	Lack of recognition for technical trades.	73.98	76.46	-0.359	0.720
5	Limited growth for technical trades.	82.93	70.82	-1.769	0.077

Source: Calculated Primary Data

From the above table, it is understood that male respondents those who are not willing to migrate represents (M=76.17) followed by female respondents (M=75.08). Since the P value is > the significance level, null hypothesis is accepted. The parents of male respondents with traditional mindset represents (M=76.19) followed by female respondents (M=75.07). Since the P value is > the significance level, null hypothesis is accepted. Male respondents who agrees with the statement that there is low salary for entry level jobs represents (M=85.34) followed by female respondents (M=69.30). Since p value is < the significance level at 95%, null hypothesis is rejected and alternative hypothesis is accepted.

Chi square test: From the below table, it is analyzed whether there is significant relationship between native background and skill mismatch. The statements of Skill Mismatch such as “Skills imparted through the training institute, Proposed curriculum is as per the hiring companies, Lack of employer faculty interaction, Mismatch of skills taught, Training focuses only technical skills, Faculty has enough knowledge” has been calculated. Since the P value is greater than the significance level 0.05, null hypothesis is accepted. Hence it is concluded that there is no significant relationship between Native Background and Skill Mismatch.

TABLE 8 Native Backgrounds and Skill Mismatch

Sl No	Skill Mismatch	Chi Square Value	P Value	Inference
1	Skills imparted through the training institute.	14.731	0.065	Not Significant
2	Proposed curriculum is as per the hiring companies.	9.594	0.295	Not Significant
3	Lack of employer faculty interaction.	21.580	0.062	Not Significant
4	Mismatch of skills taught.	3.353	0.910	Not Significant
5	Training focuses only technical skills.	11.698	0.165	Not Significant
6	Faculty has enough knowledge.	6.671	0.572	Not Significant

Source: Calculated Primary Data

From the below table, in case of type of family and factors under mobilization has been analyzed using Chi Square test. The statements “Not willing to migrate, Parents have traditional mindset, Low salary for entry level jobs, Lack of recognition for technical trades and limited growth for technical trades” the null hypothesis is accepted at 95% significance level. Hence it is concluded that there is no significant relationship between Type of family and Mobilization.

TABLE 9 Type of family and Mobilization

Sl No	Mobilization	Chi Square Value	P Value	Inference
1	Not willing to migrate.	3.897	0.420	Not Significant
2	Parents have traditional mindset.	5.564	0.172	Not Significant
3	Low salary for entry level jobs.	3.231	0.520	Not Significant
4	Lack of recognition for technical trades.	4.890	0.299	Not Significant
5	Limited growth for technical trades.	6.052	0.195	Not Significant

Source: Calculated Primary Data

9. Findings Of The Study

Findings of demographic profile: Majority of the respondents (56.5 %) are between the age group 21-25 years, More than half of the respondents (62.3%) are female, Majority of the respondents (64.1%) are from nuclear family, 46.1% of the respondents have Higher Secondary as their educational qualification, Most of the respondents (84.4%) are from village. The age, sex, native background of the respondents indicates that the selection of beneficiaries under the DDU-GKY scheme is as per the guidelines of the scheme.

Findings related to One Way ANOVA: One way ANOVA has been used to find the difference between educational qualification and Skill Mismatch. For the statements, “Skills imparted through the training institute, Proposed curriculum is as per the hiring companies, Lack of employer faculty interaction, Mismatch of skills taught, Training focuses only technical skills, Faculty has enough knowledge” there is no significant difference between educational qualifications. So null hypothesis is accepted. The statement “Skills imparted through the training institute” has significant difference with regard to educational qualifications. So alternative hypothesis is accepted.

Finding related to Mann Whitney U test: Mann Whitney U test was done for Gender and Mobilization. For the statements under mobilization, “Not willing to migrate, Parents have traditional mindset, Lack of recognition for technical trades, Limited growth for technical trades” there is no significant difference with regard to Gender. The statement “Low salary for entry level jobs” has significant difference with regard to gender. So alternative hypothesis is accepted.

Findings related to Chi Square test: Chi Square test was done to find the significant relationship between Skill mismatch and Native Background. The statements of Skill Mismatch have no significant relationship with respect to native background. So null hypothesis is accepted. Type of family and factors under mobilization has been analyzed using Chi Square test. The statements have no significant relationship with type of family. So null hypothesis is accepted.

10. Suggestions And Recommendations

Suggestions: on the basis of the analysis, the following suggestions are made to improve the quality of skill development programmes under the ddu-gky scheme and thereby reduce the skill gap in the competitive market.

1. The ddu-gky scheme is organized to identify the demand of skills either by the block level or grama panchayat level. Authorities have to make the scheme in such a way that all taluks should have training centres (project implementing agencies).
2. Mobilization has a very serious impact on the effectiveness of the scheme. As of now mobilization has been done through the block level and grama panchayat level.
3. Awareness counseling has to be given for the parents of the selected beneficiaries, so that their traditional mindset (orthodox thinking) can be changed.

4. Skill mismatch has to be eliminated to the maximum in order to obtain maximum employability among the beneficiaries.

Recommendations: from the research, researcher tries to recommend certain measures to improve the effectiveness of skill development programmes under the ddu-gky scheme.

1. Before selecting the trade, make sure that the selected beneficiaries have their basic educational qualifications in that particular domain or trade.
2. The mobilization process has to be increased from the above areas to community mobilization and tribal mobilization (church, mosque and tribal areas)

Skill survey can be done to bridge the gap between demand and supply of skills and knowledge. Skill surveys will help in designing best course structures by eliminating the skill gap.

11. Conclusion

Skill development is considered as the driving force of economic growth and social development. Various skill development initiatives are started by the central government as well as state government, but in order to make a scheme successful, there needs to be a coordinated effort from PIA's, Stakeholders and students. Through this research, researcher provides the effectiveness of DDU-GKY scheme, focusing on the skill training for rural environment. The study has been conducted on the students who have completed the training and also from those who are attending on the job training in Kancheepuram district. Present study brings into light that; even though there is a good implementation of the scheme in the Kancheepuram district, they are not up to the expectations in certain points. There is room for further improvement in terms of mobilization and resultant placement. From the analysis it's clearly evident that most of the beneficiaries were not ready to migrate and only 50% of the beneficiaries got placed in the financial year 2018-2019. This study will be inspiring to improve the scheme. As a result it will benefit the skill development and resulting employability of the beneficiaries who successfully complete the training under the DDU-GKY scheme.

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