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IMPACT OF VOCATIONAL TRAINING WITH SPECIAL REFERENCE TO PROBLEMS FACED AND SUGGESTIONS INVOKED BY THE BENEFICIARIES FOR IMPROVEMENT IN CHHATTISGARH, INDIA

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ABSTRACT

The importance of Vocational training was recognized by the Second Education Commission (1964) which highlighted its capability for direct contribution to income generation and livelihood options. The Chhattisgarh State Skill Development Mission programme, which was started by the state government in 2009, is a vocational training-based programme aimed at upliftment of the economic condition of beneficiaries. Each programme faces some or other issues and recommendations are shared by the participants to improve future programmes. The study was conducted in Bilaspur District of Chhattisgarh among the beneficiaries of the Chhattisgarh State Skill Development Mission (CSSDM). Five courses with the maximum number of certified beneficiaries were selected with a proportion of 250 total respondents. Socio-economic impact for all the respondents irrespective of course group was found to be at medium level with 64.8%. The annual income of the respondents showed a strong association with the impact of vocational training. The seriousness of the constraints was varied across various skill development courses. Low industry interface leading to poor placement record was perceived as the most serious constraint among all the respondents. Among the suggestions, "skill survey, which bridges the gap between demand and supply", was ranked first by overall beneficiaries of vocational training.

Key words : Constraints, Garret's Ranking, Suggestions, Vocational Training, Beneficiaries.

Introduction

India has a proportionately larger young population. India will be the only major economy left in the world that will have a surplus labour force, and therefore it is the aspiration for India to become the hub of production and services. But the path to this aspiration is not without constraints. There are two major challenges to be highlighted in this context. The first challenge is productivity. If one looks at the Indian labour productivity, it is probably the lowest, and it has an adverse effect on all three stakeholders, *i.e.*, for the government, it means lower economic growth; for the industry, while pay may be relatively lower at entry levels', that is offset by the huge cost on internal training, attrition and consequent hiring' and of course, an adverse effect on production. The projects, in turn, incur huge costs and time overruns; for the workforce, if they are not skilled, there are lower wages and growth challenges. It also needs to be enhanced by uplifting the women's perspective as well (Barman *et al*., 2024).

The second problem is the capacity of training and trainers available in India. If one looks at surveys on skill-based jobs, 92 per cent of those employed do not have any vocational or technical education. By 2022, there will be a need for 40 crore skilled people in the country, and even if the existing infrastructure is multiplied sevenfold, the country can only skill about 5 crore people. Though these numbers are directional, there is a huge gap in the capacity and infrastructure to train people. Several skill development initiatives have been launched

in recent years. Some of the flagship programs have been the *National Skill Development Mission*, *Pradhan Mantri Kaushal Vikas Yojana* and *Skill Loan Scheme*, *etc.* (https://darpg.gov.in/sites/ default/files/Vocational Training.pdf).

Under the present study, the Chhattisgarh State Skill Development Mission (CSSDM) was taken to analyse the differences that occurred among the beneficiaries before and after the attainment of vocational training. Adhikari *et al*. (2021), Sandhu and Chauhan (2020), highlighted similar work on differences found before and after the involvement in the event. Respondents were from five different courses, namely Garment making, ICT, Electricals, Medical & Nursing and Construction who were selected for the study. Every programme has some constraints which are faced by the participants. Here, those hurdles or problems are discussed that were faced while fulfilling desirable events as a part of a larger study on the impact assessment of CSSDM. Also, some of the future suggestions were assembled based on beneficiaries' opinions for policy modification in the future.

Materials and Methods

The present paper focused on the constraints and suggestions of beneficiaries on the CSSDM programme. This study was conducted in the Bilaspur district of Chhattisgarh, as it had the maximum number of certified beneficiaries. From the 108 running courses, five were selected that had the maximum number of certified beneficiaries. The proportionate method was used to draw a total of 250 respondents *i.e.* garment making (86), ICT (80), electrical (30), Medical & Nursing (29) and Construction (25). Ex-post facto research design led to the systematic inquiry of phenomena, which has already taken place. Data was collected with the help of personal interviews based on the structured interview schedule as suggested by Cochran and Cox (1957). The Cumulative Square Root Frequency (CSRF) method was used to determine the statistical boundaries of socio-economic characteristics of the beneficiaries. It helped to generate an appropriate stratum by breaking down the population into intervals. There are several references for this methodology (Cochran, 1977).

The chi-square test was implemented to determine the association of socio-economic factors towards the impact of livelihood. These tests are frequently used to compare observed data with data that would be expected to be obtained if a particular hypothesis were true.

Constraints in this study were operationalized as factors that restrict the beneficiaries from attaining the desired objectives of development. It was assessed and listed accordingly. The Garrett ranking technique was used to rank the constraints and suggestions in accordance with their numerical scores (Garrett and Woodworth, 1969). With the help of Garrett's Table, the percent position estimated is converted into scores. Then, for each factor, the scores of each individual are added and the total value of scores and mean values of score were calculated (Shelar *et al.,* 2022 and Yadav *et al.*, 2022).

Results

Socio-economic status of respondents

The socio-economic aspects were enquired to have an insight into the background of participants/beneficiaries under the vocational training programme.

Sources of income

The result presented in Table 1 shows that in the garment-making, majority respondents (69.76%) were involved in agriculture practices. Further, in ICT, electricals, medial & Nursing and Construction courses, it was found that almost all the respondents had earning from private sector services with 90.00%, 100%, 95.55% and 100% respectively. The distribution of respondents on an overall basis has depicted in Fig. 1, which indicates that 78% of them were serving in the private sector for livelihood.

Annual Income

In the case of the annual income of respondents, it was found that all the respondents belonging to garment making, ICT, electricals, medical & nursing and construction had medium (63,659-1, 20,537/-) annual income with 54.65%, 70.00%, 70.00%, 82.75 and 92.00% respectively (Table 2). On an Overall basis also more than two-thirds of the respondents (68.40%) had a medium level of annual income as presented in Fig. 2.

Social status

It was found that the majority of the beneficiaries belonging to garment making, ICT, electricals, medical & nursing and construction courses had higher social status (62.79%, 81.25%, 80.00, 62.06 and 88.00% respectively) (Table 3). On an overall basis close to three-fourths of the beneficiaries (74.80%) had higher social status.

Expenditure in food consumption

In the case of expenditure on food consumption, it was found that respondents belonging to garment making, ICT, electricals and medical & nursing courses had medium expenditure on food consumption i.e., Rs. 874-1403/month (68.60%, 53.75%, 70.00% and 58.62,

Table 1 : Distribution of respondents according to their sources of income.

S. no.	Particulars	Garments making (n=86)	ICT (n=80)	Electricals (n=30)	Medical & Nursing (n=29)	Construction (n=25)
		Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)
1.	Agriculture	60(69.76)	50(62.50)	22(73.33)	23(79.31)	16(64.00)
2.	Animal Husbandry	51(59.30)	32(40.00)	09(30.00)	05(17.24)	12(48.00)
3.	Public sector service	02(02.32)	04(05.00)	00(00.00)	01(03.44)	00(00.00)
4.	Private sector service	40(46.51)	72(90.00)	30(100.0)	28(96.55)	25(100.0)
5.	Business/Trade	53 (61.62)	05(06.25)	00(00.00)	03(10.34)	00(00.00)
6.	Agril. Wage labour	00(00.00)	00(00.00)	00(00.00)	00(00.00)	00(00.00)

Table 2 : Distribution of respondents according to their annual income.

S. no.	Particulars	Garments making (n=86)	ICT (n=80)	Electricals (n=30)	Medical & Nursing (n=29)	Construction (n=25)
		Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)
1.	Low (up to 63, 658.97/-)	25(29.07)	03(03.75)	00(00.00)	00(00.00)	00(00.00)
2.	Medium (63,659-1,20,537/-)	47(54.65)	56(70.00)	21(70.00)	24(82.75)	23(92.00)
3.	High (>1,20,537/-)	14(16.28)	21(26.25)	09(30.00)	05(17.25)	02(08.00)

Table 3 : Distribution of respondents according to their social status.

S. no.	Particulars	Garments making (n=86)	ICT (n=80)	Electricals (n=30)	Medical & Nursing (n=29)	Construction (n=25)
		Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)
1.	Low (up to 16.59 score)	00(00.00)	00(00.00)	00(00.00)	00(00.00)	00(00.00)
2.	Medium (17.00-23.97 score)	32(37.21)	15(18.75)	06(20.00)	11(37.94)	03(12.00)
3.	High (>24.00 score)	54(62.79)	65(81.25)	24(80.00)	18(62.06)	22(88.00)

respectively) whereas majority (52.00%) respondents belonging to construction course had low expenditure on food (upto 873.80/- per month). On an overall basis 4 more than 50% of the overall respondents had medium expenditure on food (Fig. 3).

Health status based on the number of health issues faced (last year)

It was found that in the case of health status those respondents of garment making, electricals, medical & nursing and construction courses had fewer health issues with 51.16%, 66.67%, 58.63 and 60.00%, respectively. However, the majority (53.75%) of respondents of the ICT course had a satisfactory level of health conditions with a higher number of major health issues. Fig. 4 depicted that on an overall basis almost 50.00% of the overall respondents, irrespective of their course group had fewer health issues i.e., good health conditions.

Social participation

In case of social participation, it was found that respondents belonging to garment making, ICT, medical

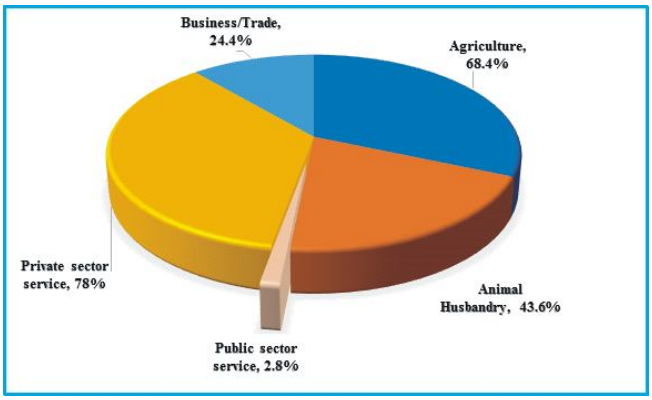

Fig. 1 : Distribution of respondents (Overall) according to their sources of income.

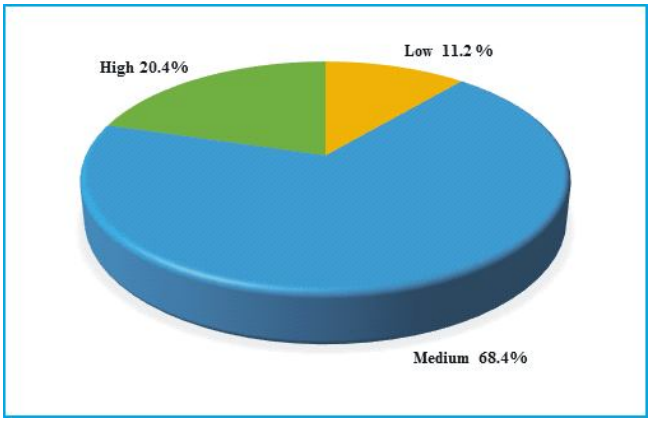

Fig. 2 : Distribution of respondents (Overall) according to their annual income.

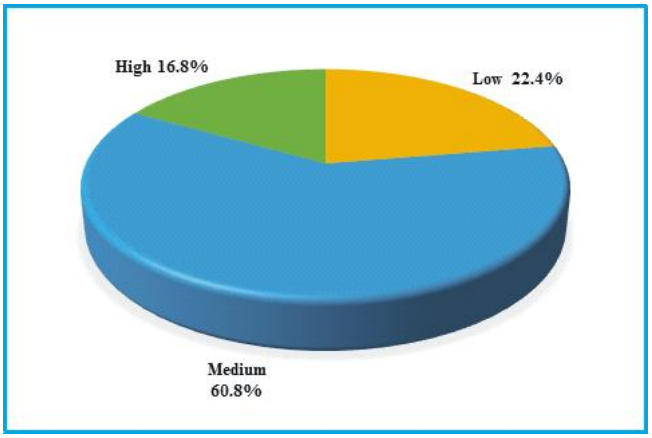

Fig. 3 : Distribution of respondents (Overall) according to their expenditure on food.

& nursing and construction courses had medium levels of social participation with 40.69%, 50.00%, 65.52% and 48.00%, respectively. However, the majority (73.34%) respondents of electrical courses had low social participation. Overall respondents' social participation has been presented in Fig. 5, which highlights that almost 50% of the respondents had medium social participation.

Socio-economic impact of CSSDM

The above-discussed indicators were summed-up by using before-after data to calculate a single index of socio-economic impact of CSSDM among the beneficiaries. The beneficiaries then classified in three strata *i.e.*, low, medium and high socio-economic impact on respondents as presented in Table 4.

The present result indicated that in garment making course, 48.88% respondents had low socio-economic impact of the vocational training. However, in case of ICT, electricals, medical & nursing and construction coursers, it was found that vast majority had medium socio-economic impact with 72.50%, 86.66%, 68.96% and 60.00%, respectively. The Fig. 6 depicting the socio-economic impact of overall respondents clarifies that, close to two third of the respondents (64.8%) had medium level of impact in their socio-economic development due to the vocational training.

Influencing factors affecting socio-economic impact of vocational training

The chi-square test was utilized to find out the significant association between socio-economic determinants with the impact of vocational training. The relationship is depicted in Table 5. Except for social participation all the determinants were found to have a significant positive association with impact under the study. Cramer's V was utilized to report the degree of association as there was more than one level in all the selected variables. Based on Cramer's V value Annual Income of the respondents had "very strong" association with the impact of vocational training. For the number of sources of income, social status, Expenditure on food and health status the degree of association was moderately strong.

Constraints faced by respondents during vocational training

Here, beneficiaries have highlighted and ranked the constraints faced by them under the programme of skill development mission which has been presented in Table 6. The ranking of the given constraints was done with the help of the Garret ranking method. The ranking of constraints after the analysis of respondents has been presented in Table 8. It was found that "low industry interface leading to poor placement record and salaries offered" was perceived as the most severe constraint, with Garret's score of 58.05. "Inadequate infrastructure for conducting the training activities" and "Lack of skill relevance provided by training with that of industry requirements" were the second and third most severe constraints as found from Garret's ranking of garment-making courses. "Vocational training centres in India is focusing on developing technical skills only, but there is a

Table 4 : Distribution of respondents according to their socio-economic impact.

S. no.	Particulars	Garments making (n=86)	ICT (n2=80)	Electricals (n3=30)	Medical & Nursing (n4=29)	Construction (n5=25)
		Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)	Frequency (%)
1.	Low (up to 0.442051)	42(48.83)	22(27.50)	04(13.34)	09(31.04)	10(40.00)
2.	Medium (0.442052-0.497671)	29(33.72)	58(72.50)	26(86.66)	20(68.96)	15(60.00)
3.	High (>0.497671)	15(17.45)	00(00.00)	00(00.00)	00(00.00)	00(00.00)

Table 5 : Association between Selected socioeconomic determinants and Impact of Vocational Training (Chi-square Test) and degree of association (Cramer's V).

S. no.	Socio-Economic Determinants	Chi-square (p-value)	Cramer's V (p-value)
1.	Sources of Income (Number)	32.95** (<.001)	.257** (<.001)
2.	Annual Income	59.28** (<.001)	.345** (<.001)
3.	Social status	14.17** (<.001)	.238** (<.001)
4.	Expenditure in food	27.46** (<.001)	.234** (<.001)
5.	Health status	43.067** (<.001)	.293** (<.001)
6.	Social Participation	2.75 (.599)	.074 (.599)

**Significant at 1% level of significance.

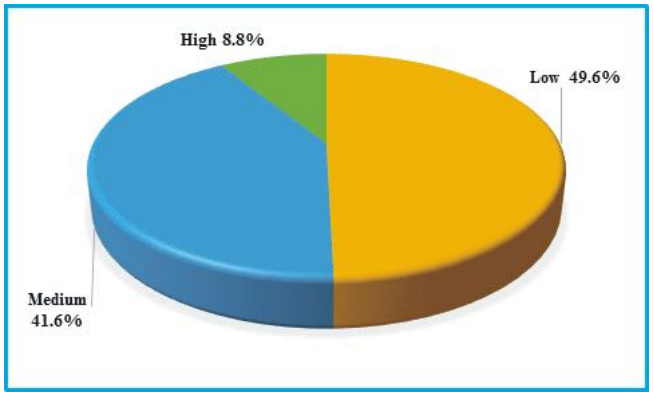

Fig. 4 : Distribution of respondents (Overall) according to their health status based on health issues.

lack of behavioural skills" was found to be the least severe constraint as perceived by the beneficiaries with a garret's score of 38.32 from among the identified group of ten constraints.

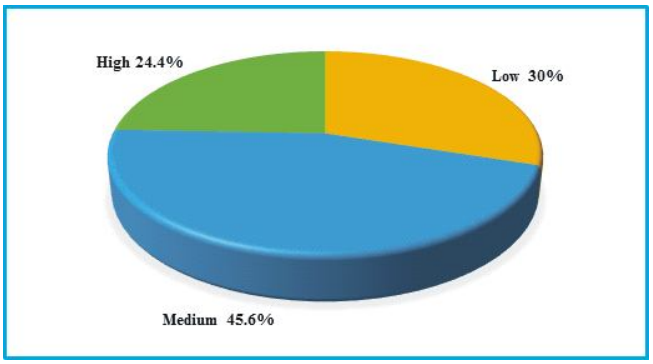

Fig. 5 : Distribution of respondents (Overall) according to their social participation.

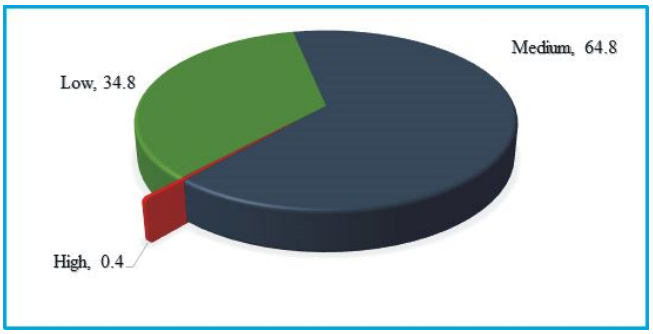

Fig. 6 : Overall respondents socio-economic impact (n=250).

"Inadequate infrastructure for conducting the training activities which is not suitable to bridge the gap between training demand and supply" was perceived as most severe constraints (Garret's score of 61.26) in case of ICT course. Further, "Lack of skill relevance as some courses of skill institutes do not provide training that match the industry requirement due to which they have poor placement records" and "Low industry interface leading to poor placement record and salaries offered" was the second and third most severe constraint as found from the Garret's ranking in the same course. "Vocational training centres in India is focusing on developing technical skills only but there is a lack of behavioural skills" was found to be least severe constraint with a garret's score

Table 6 : Garret ranking of constraints faced by respondents with the average score.

S. no.	Constraints	Garments making (n=86)	ICT (n=80)	Electricals (n=30)	Medical & Nursing (n=29)	Construction (n=25)	Overall (n=250)
1.	Inadequate infrastructure for conducting the training activities which is not suitable to bring the gap of training demand and supply.	II (57.97)	**I (58.28)**	**I (61.26)**	IV (54.55)	III (54.44)	II(57.92)
2.	Low industry interface leading to poor placement record and salaries offered.	**I (58.05)**	III (54.16)	II (58.33)	II (56.31)	II (57.64)	**I(57.94)**
3.	Direct admission without assessment leads to mismatch between the interests and abilities of the students	IV (54.05)	IV (52.93)	IV (56.80)	III (54.82)	IV (54.24)	IV(54.13)
4.	Lack of standardisation of the course curriculum or training delivery system.	V (50.88)	VI (49.22)	V (55.06)	V (52.00)	V (51.20)	V(51.01)
5.	Lack of standardisation approach for measuring and evaluating the competence outcome.	VI (49.94)	V (50.08)	VI (52.40)	VI (50.10)	VIII (43.96)	VI(49.70)
6.	Lack of skill relevance as some courses of skill institutes do not provide training that matches the industry requirement due to which they have poor placement records.	III (56.02)	II (54.18)	III (58.13)	**I (61.48)**	**I (62.36)**	III(56.95)
7.	Lack of proper career guidance to the students due to inadequate placement statistics and week industry linkage of the training institutes.	VII (46.73)	VII (48.13)	VII (51.23)	VII (46.37)	VI (46.88)	VII(47.91)
8.	Lack of coordination among fragmented vocational education system results in ineffectiveness of any top-down approach to skill development.	VIII (43.72)	VIII (45.60)	VIII (44.03)	VIII (43.31)	VII (45.64)	VIII(44.33)
9.	Funding of vocational education in India is restricted largely to govt. where little attention is paid to quality	IX (41.65)	IX (43.41)	IX (41.00)	IX (40.89)	IX (42.72)	IX(42.15)
10.	Vocational training centres in India is focusing on developing technical skills only but there is a lack of behavioural skills.	X (38.32)	X (37.77)	X (37.54)	X (38.13)	X (38.52)	X(38.05)

of 37.77 from among the identified group of ten constraints.

"Inadequate infrastructure for conducting the training activities" again was perceived as most severe constraint with Garret's score of 61.26 in case of electricals course as well. "Low industry interface leading to poor placement record and salaries offered" and "Lack of skill relevance as some courses of skill institutes do not provide training that matches the industry requirement" was the second and third most severe constraints as found from the Garret's ranking. "Vocational training centers in India is focusing on developing technical skills only but there is a lack of behavioural skills" was found to be least severe constraint with a garret's score of 37.54 from among the identified group of ten constraints.

"Lack of skill relevance to match the industry requirement due to which they have poor placement records" was perceived as most severe constraints with Garret's score of 61.48 and 62.36 respectively in course of medical & nursing and construction. "Low industry interface leading to poor placement record and salaries offered" and "Direct admission without assessment leads to mismatch between the interests and abilities of the students" was found to be second and third most severe constraints from the Garret's ranking. Here also, "Vocational training centers in India is focusing on developing technical skills only not of the behavioural skills" was found to be least severe constraint with a garret's score of 38.13 from among the identified group of ten constraints.

The assessment of constraints for the whole programme cumulatively by all selected respondents has been depicted in Fig. 7. The figure indicated that "low industry interface leading to poor placement record and salaries offered was perceived as the most severe constraints, with Garret's score of 57.94". "Inadequate infrastructure for conducting the training activities" and "Lack of skill relevance provided by training with that of industry requirements" were the second and third most severe constraints as found from Garret's ranking (57.92 and 56.95, respectively). "Vocational training centres in India are focusing on developing technical skills only, but there is a lack of behavioural skills" was found to be the least severe constraint, with a garret's score of 38.15 from among the identified group of ten constraints.

Suggestions offered by respondents for smooth and purposeful running of vocational training under CSSDM

Suggestion tends to give an idea or put some kind of plan for considerations. Here, the beneficiaries provided various indications of facts or situations which could be helpful to overcome constraints or hurdles which faced by them under skill development mission. These statements were analysed with Garret ranking method and ranked according to their average score. The data is presented in Table 7.

In case of garment making course "skill survey which bridges the gap between demand and supply" was accorded highest priority as suggestions by the beneficiaries to make vocational training more purposeful. "Enlightening students *i.e.* students should be made aware of the existing training institutes, courses offered & career opportunities after course completion" was given least importance as the beneficiaries reiterated that the programme already have good reach to the most potential trainees. The respondents of ICT courses also gave highest priority to the similar suggestion *i.e.* "skill survey", as given by beneficiaries of garment making course and least preferred to "enlighten the students". Similar Scenario was found among the respondents of electricals course. In case of trainee from medical & nursing, they most prioritised the suggestion to "enhancing of public-private partnership which plays key role in development". "Stringent measure for more participation from grass-root level" was felt least urgent by them.

In case of beneficiaries of construction course "bringing more number of technical courses under the vocational training" was given highest importance. "Enlightening students" was given last rank as majority of them felt that vocational training was itself attracting a greater number of students. When assessed cumulatively for all courses the ranking pattern depicted that "skill survey which bridges the gap of demand and supply" was deemed as highest priority suggestion for improving the programme further. "Enhancing public-private partnership which play key role in development", "Evaluation of training institutes" and "Establishing more number of vocational training centers nearby the residential areas especially for women" was perceived as second, third and fourth most important suggestion, respectively.

Further, fifth rank was given to the suggestion "bring more number of technical courses under the vocational training". Also, "stringent measure to be taken for more number of participation from grass-root level" was given sixth rank and lastly "enlightening students regarding course and programme" was given seventh rank by the respondents.

Discussion

Beneficiaries participating in vocational training had

Table 7 : Garret ranking of suggestions according to average score.

S. no.	Suggestions	Garments making (n=86)	ICT (n=80)	Electricals (n=30)	Medical & Nursing (n=29)	Construction (n=25)	Overall (n=250)
1.	Evaluation of training institutes.	III(52.39)	III (52.00)	II(52.06)	III(52.68)	VI(47.92)	III(51.81)
2.	Skill survey- In order to bridge the gap between demand and supply, it is necessary to find out the main causes of this gap.	**I(53.91)**	**I (56.41)**	**I (54.03)**	II(55.44)	III(51.36)	**I(54.65)**
3.	Enlighten students- Students should be made aware of the existing training institutes, courses offered & career opportunities after course completion.	VII (46.26)	VII(45.52)	VII(45.66)	VI(45.79)	VII(42.32)	VII45.50
4.	Enhancing the public-private partnership which play key role in development.	II(52.87)	II (53.68)	IV(50.90)	**I(57.06)**	IV(50.80)	II(52.49)
5.	Stringent measures to be taken for more number of participation for grass root level and better placement opportunities.	VI(46.36)	VI (45.91)	VI(46.46)	VII(45.75)	V(50.16)	VI(46.53)
6.	Bringing more number of technical courses under the vocational training.	V(47.48)	V (45.97)	III(51.26)	IV(50.06)	**I(54.96)**	V(48.50)
7.	Forming more number of vocational training centres nearby the residential areas especially for women.	IV(50.72)	IV (50.48)	V(49.60)	V(49.03)	II(52.48)	IV(50.32)

diversified social and economic living conditions. Socio-economic indices may not be as much important to deal with upcoming hurdles of training practices as they do not give preparatory effects for future events (Das *et al.*, 2024; Pauline and Karthikeyan, 2015). Social participation gives conceptual exposure towards different training practices (Prakash and De, 2008; Das, *et al.* 2018).

Socio-economic impact is crucial for the successful implication of vocational training. Respondents had observed positive differences in their livelihood upliftment. Learning by doing and demonstration improves psychomotor skills for future prospects as well (Singh *et al.*, 2023; Kumar, 2023). Annual income has a significant and positive effect upon the socio-economic impact (Das *et al.*, 2024).

Constraints mean limitations or stiffness in relation to any object or person. These factors are hurdles to the effective functioning of any kind of event (Vavilala, 2024). It tends to find out various hurdles faced by an individual during the fulfilment of desirable events. The beneficiaries of garment-making course, did accept the training concept but were not happy with the post-training activities. Also, skill relevancy was missing with inappropriate infrastructure in this particular course. Beneficiaries of ICT course had faced the problem of infrastructure in most of the cases. Also, they highlighted about several course relevancy which did not had connection to the industrial interface. Reddy (2012) mentioned the interrelationship between education and entrepreneurship for socio-economic development. Gogoi *et al* (2018) also highlighted the low exposure towards training practices as depicted in medical and nursing courses.

Further, distress in post training or production activities were depicted as an ignorant part by Kushwah and Chaudhary (2015), Yadav and Sharma (2005) as seen in electricals course. The consistent constraints as seen in construction course in relation to different sectors were also found by Bharathi and Badiger (2009) and Singh (2011). Overall assessment of constraints showed low industry interface as a major issue. Bhat and Choure, 2014 indicated the indefinite market structure as a major issue. These technical problems were also depicted by Samantaray *et al.* (2009). Lack of ownership had a different

attitude towards behavioural responses (Rabha and Saikai, 2022).

The suggestions of beneficiaries indicate that respondents belonging to garment making, ICT and electricals had prioritised the skill survey which indicates their curious involvement and desire to upgrade the economic conditions and job standards. Further, the respondents of medical & nursing were mostly interested in public-private partnerships to receive a mutual benefit and coordination from both sectors together. Also, in construction course, respondents were suggesting the addition of technical courses to uplift and refine the vocational training practices. Consistent suggestions were given by Meena and Sharma (2012), Sharma (2007).

Conclusion

The above study depicts that the socio-economic strengthening plays a significant role in active participation of people towards developmental programmes including vocational trainings. In spite of these strengthening, beneficiaries face lot of constraints including low industry interface leading to poor placement record and salaries offered as the most important constraints faced while training. Different mass-media can be used to pursue different aspects of loans, subsidies, govt. policies to brief the participants. Majority of the beneficiaries suggested assured skill survey to bridge the gap between demand and supply as necessitated to find the main cause of this gap. The participants are henceforth, suggested to not only identify the problems but try to encourage the other participants and trainees to rectify the constraints at least to their level. This could help and make higher authorities to alter the programme patter as well as other activities being conducted while training.

Highliths

- 64.8% of the overall beneficiaries' medium impact of vocational training in socio-economic development
- Annual Income of the respondents had "very strong" association with the impact of vocational training, based on Cramer's V value.
- Industrial interface and poor placement record was perceived as the most severe constraints, with Garret's score of 57.94.
- Skill survey with bridging the gap between demand and supply, was suggested by most of the beneficiaries.

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