NATIONAL DIRECTORATE OF EMPLOYMENT BASIC NATIONAL OPEN APPRENTICESHIP SCHEME TRAINEES' RATINGS OF THEIR EMPLOYABILITY IN ANAMBRA STATE

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Abstract
The study determined National Directorate of Employment Basic National Open Apprenticeship Scheme trainees' ratings of their employability in Anambra State. Two research questions and two null hypotheses guided the study. The descriptive survey design was adopted. All the population, which was 240 NDE B-NOAS 2021 trainees from three Local Governments in Anambra State, was used as the sample. A 63-item questionnaire was used for data collection, which were validated by three experts. Test re-test reliability method was employed, and Pearson Product Moment Correlation Co-efficient was used to determine the reliability of the instrument, which yielded an overall co-efficient of 0.87. Mean and standard deviation were used to answer the research questions, while analysis of variance (ANOVA) was used to test the hypothesis. The findings revealed that NDE B-NOAS trainees possessed high technical and ICT skills after their training for employability in Anambra State. There was a significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education on their technical skills and ICT skills for employability after NDE B-NOAS training in Anambra State. It was, therefore, concluded that that adoption of technical skills and ICT skills will go a long way to increase the quality of manpower and reduce the rate unemployment or dependence on government for job. Based on the findings, it was recommended among others, that effective instructional technique and strategies should be adopted by trainers to achieve employability skills necessary for the world of work for their trainees.
Keywords: Unemployment, National Directorate of Employment, Basic National Open Apprenticeship Scheme, Employability.

Introduction

The mass unemployment of qualified and able-bodied men and women has generated much concern all over the world. The International Labour Organisation (2012) noted that despite the rapid recovery in the global economy that took place, unemployment remained elevated. The above scenario propels Nigerian government to take some practical steps towards alleviating unemployment by the establishment of National Directorate of Employment (NDE). However, in spite of the desperate efforts toward eradication of this phenomenon, it is sad to note that Nigeria continues to experience increase in unemployment rate among youths.

According to NDE (2015), unemployment especially among graduates of tertiary institutions (PhD, M.Sc/M.Ed, PGD, B.Sc/B.Engr/B.Ed, HND, OND, NCE) and school leavers of lower level of education (NABTEB, SSCE, NECO, JSSCE, FSLC) has remained one of the fundamental challenges threatening the economic development of Nigeria. It continued to worsen with the implementation of economic reform policies such as currency devaluation, deregulation, trade liberalization, privatization and the enthronement of market forces. This

resulted in low capacity utilization in industries, the collapse of various businesses, and massive staff rationalization in both government and private agencies.

The Nigerian government has continued to strive to contain the contagious effect of unemployment in the country by providing various empowerment and skill acquisition programmes to develop the youths. However, the results have remained terribly unimpressive despite the efforts of government, stakeholders and economic players in establishing a programme such as NDE. The philosophy of NDE is self enterprise, which emphasizes self-employment and self-reliance in preference to wage employment. This philosophy is pursued through policy planning and well articulated programme of Vocational Skills Development (VSD) Programme. These programme are set up across the 36 states and Federal Capital Territory in an effort to alleviate unemployment crises in the nation (Adebisi & Oni, 2012).

The VSD training programme has Basic National Open Apprenticeship Scheme (B-NOAS) whose aim is to train people on technical and vocational skills in different fields of trade for certain duration (Ekpenyong, 2011). The scheme is designed to empower and equip unemployed graduate of tertiary institutions, unskilled school leavers and school dropouts through skill acquisition training in Anambra State. The scheme offers technical and vocational training in computer operation and repairs, computer programming, electrical installation, electronics repairs, refrigerator and air-conditioning repairs, cosmetology, hair dressing, catering, confectionery, tailoring, satellite dish installation and tracking, bead making, hat making, shoe making, and battery charging (NDE, 2015).

In addition, the scheme is executed within budgetary provisions or collaborative initiatives as provided in the NDE Act. These collaborative ventures have proven to be veritable strategies in imparting skills at the grass roots. The NDE state offices recruit persons without formal education, school leavers and graduates of tertiary institutions who desire to acquire functional and marketable skills. These youths are posted to master craftsmen and women in informal sector operators for skills acquisition training. In the case of rural areas with no informal sector outlets, NDE provides a well-equipped mobile workshop to train the youths for period of three months. The aim of the NDE skill acquisition training is to promote the development of skills by the trainees at the completion of the training. The graduate trainees are expected to be equipped with employability skills useful in the world of work (NDE, 2015).

Employability skills are skills required in securing and retaining a job (Shafie & Nayan, 2010). These are essential skills for acquiring, keeping and performing well on a job. According to Amadi (2019), refer to employability skills as the ability of graduates to possess and exhibit the knowledge, attributes and attitudes needed to attain and maintain jobs in which they can be successful and fulfilled not only in their occupations but in life as well. Such skills include managing resources, communication and interpersonal skills, team work and problem-solving skills among others. In addition, Ezedum (2011) stated that employability skills are transferable skills needed by an individual such as information and communication technology (ICT) and technical skills.

Technical skills are referred to as the technical competence or industry based skills embedded in the training curriculum (Okorie, 2010). According to Osinem & Nwoji (2010), refer to technical skills as the theoretical knowledge and practical skills required by the trainees in the course of their training. Osuala in Tongshuwal (2015) defined technical skills as the ability to do or perform an activity in relation to some meaningful work. Tongshuwal further stated that

these skills are needed to perform specific tasks through proper procedures. These skills would help an individual possess such qualities as interest, ability, aptitude, patience, practice, personality characteristics and other human physical qualities. Also, these skills would enable an individual to succeed in the present rapid global change and ICT driven economy.

ICT skills are those skills related to the use of computers and other technologies such as the ability to transmit stored information through fixed or wireless phone networks (Attwell in Odede & Enakerakpo, 2013). ICT skills deal with application of ICT for specific purposes. It is not about the use of software package, operating system and keyboarding knowledge rather it is the ability to use ICT to find, develop and present information. These skills constitute a set of practices that form ICT packages such as spreadsheet processing, word processing, data base management, web designing, graphics designing and power point presentation (Haywood in Odede & Enakerakpo, 2013). ICT skills should be of great importance to the individuals who desire to get engaged in wage employment or self employment.

However, the possession of these employability skills by graduate trainees of B-NOAS scheme would go a long way to increase the quality of manpower, reduce the rate of dependence on government for job and contribute to the national economic growth and development. It is therefore, against this background that the study sought to determine the NDE B-NOAS trainees' ratings of their employability skills in Anambra State.

Statement of the Problem

Unemployment is a socio-economic problem and every nation deals with it within their respective capacities. As could be seen from individual research reports and other government statement, the situation in Nigeria has gone out of hand as about 75 percent of those who are willing to work cannot find gainful employment especially among graduates of tertiary institutions and school leavers of lower level of education. As a result, many youth have taken to various crimes ranging from militancy, robbery, kidnapping, drug and child trafficking and armed banditry all in a bid to earn their living. It does not matter anymore whether the means is legitimate or not. The situation appears to have gone beyond remedy.

Every year, new set of graduates of tertiary institutions and school leavers are added to the stock of unemployed youths resulting to increased frustration and aggression against the society that have refused to provide for them. Successive governments have made several efforts to combat the menace of unemployment and its after effect through the NDE. However, the impact has not been significant on the level of employment. The problem of this study therefore, is that unemployment is persisting. Its resultant ills are persisting in Nigeria generally and Anambra State in particular despite the huge investment of government into NDE.

Research Questions

The following research questions guided the study:

1. What are the ratings of technical skills for employability of participants of NDE B-NOAS training in Anambra State?
2. What are the ratings of ICT skills for employability of participants of NDE B-NOAS training in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

Ho1: There is no significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education on their technical skills for employability after NDE B-NOAS training in Anambra State.

Ho2: There is no significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education on their ICT skills for employability after NDE B-NOAS training in Anambra State.

Method

This study adopted descriptive survey design. Descriptive survey is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to representative of the entire group using questionnaire or interview (Nworgu, 2015). The population of the study was 240 2021 NDE B-NOAS trainees from three Local Governments (Awka-South, Nnewi-North and Onitsha-North) in Anambra State. The entire population was used because the size was manageable. A structured questionnaire titled "National Directorate of Employment Basic National Open Apprenticeship Scheme Questionnaire" (NDEBNOASQ) developed by the researcher with the insight gained from literature review was used for data collection. The instrument was structured on five (5) point rating scale of Very High (VH), High (H), Moderate (M), Low (L), and Very Low (VL). The instrument was face validated by three experts: two from Department of Technology and Vocational Education and one from Measurement and Evaluation both in Nnamdi Azikiwe University, Awka. To determine the reliability of the instrument, test re-test method was used on 10 respondents (trainees) each from electrical installation, electronics repairs, refrigerator and air-conditioning repairs and satellite dish installation and tracking skill in NDE skill acquisition training center in Enugu state. Data collected were analyzed using Pearson Product Moment Correlation reliability co-efficient which yielded 0.87 for the two sub-sections of the instrument. Copies of the questionnaire were personally administered to the respondents by the researcher with the help of three research assistants. The data collected were analyzed using mean and standard deviation to answer the research questions and analysis of variance (ANOVA) to test the null hypotheses at 0.05 level of significance. The null hypothesis was not rejected where calculated f value was less than the table value but was rejected where calculated f value was greater than or equal to the table value.

Result

The results were discussed based on the trades such as electrical installation, electronics repairs, refrigerator and air-conditioning repairs and satellite dish installation and tracking.

Research Question 1: What are the ratings of technical skills for employability of participants of NDE B-NOAS training in Anambra State?

Table 1: Mean ratings of the respondents on technical skills (electrical installation trade) for employability after NDE B-NOAS training in Anambra State

S/N	Technical Skills (Electrical Installation): Ability to…	X	SD	Remark
1	Trace open circuit faults (no power inputs/outputs)	4.00	0.781	H
2	Trace conduit wiring obstructions (improper conduit pipes laying)	3.60	1.291	H

3	Trace short circuit faults (abnormal flow of high current through equipments or transmission)	3.80	1.176	H
4	Solve problems of unsymmetrical fault (unbalanced flow of current due to improper connections)	3.50	1.372	H
5	Trace fault caused by power surge	3.70	1.239	H
6	Identify wires/cables needed according to the current rating	4.20	0.755	H
S/N	**Technical Skills (Electrical Installation): Ability to…**	**X**	**SD**	**Remark**
7	Lay conduit in the building	3.50	1.444	H
8	Install cables from distribution board to lighting points	4.00	0.864	H
9	Use tools for electrical installation	4.20	0.840	H
10	Install lights, ceiling fans and switches	4.50	.504	VH
11	Install junction boxes for connections of wires/cables	4.60	0.527	VH
12	Install ceiling roses and sockets	4.50	0.504	VH
13	Install distribution board and main switches	4.60	0.527	VH
14	Know the spacing for wire clips in surface wiring	4.20	0.819	H
	Cluster	4.06	0.903	H

Data in Table 1 show that out of the 14 items listed on technical skills (electrical installation trade) for employability after NDE B-NOAS training in Anambra State, 4 items were rated very high with the mean score of 4.50 to 4.60, 10 items were rated high with the mean score of 3.50 to 4.20. The cluster mean scores for technical skills (electrical installation trade) were 4.06. These indicate that the respondents possess high technical skills for employability after NDE B-NOAS training in Anambra State. The standard deviations for all the items are within the same range indicating that the respondents were homogenous in their opinions.

Table 2: Mean ratings of the respondents on technical skills (electronics repairs trade) for employability after NDE B-NOAS training in Anambra State

S/N	**Technical skills (Electronics repairs)** Ability	$\overline{X}$	SD	Remarks
1.	Trace fault of power button/power input in a radio or television	3.80	1.176	H
2.	Trace fault of signal/receiver in a radio or television	3.60	1.343	H
3.	Trace sound fault (audio output/no sound)	3.80	1.246	H
4.	Trace fault of synchronization separation in a television	3.50	1.444	H
5.	Trace bandwidth separation fault in a radio	3.40	1.487	M
6.	Trace fault of picture tears into segment in a television	3.50	1.408	H
7.	Trace fault of no picture in a television	3.80	1.176	H
8.	Trace fault of noise in a radio or television	3.60	1.304	H
9.	Use soldering lead and soldering iron very well	4.20	0.898	H
10.	Use multimeter very well to measure resistors, capacitors, inductors, diodes, transistors, relays and integrated circuits	4.00	0.864	H
11.	Trace fault caused by power surge	3.80	1.213	H
12.	Trace short circuit faults (abnormal flow of high current through equipment)	3.80	1.176	H
13.	Use other tools foe electronics repairs	4.20	0.819	H

14.	Detect when the fuse, transformer, capacitor, resistor, diode and integrated circuits are bad	3.60	1.291	H
Cluster Mean		**3.76**	**1.203**	**H**

Data in Table 2 show that out of the 14 items listed on technical skills (electronics repairs trade) for employability after NDE B-NOAS training in Anambra State, 13 items were rated high with the mean score of 3.50 to 4.20, 1 item was rated moderate with the mean score of 3.40. The cluster mean scores for technical skills (electronics repairs trade) were 3.76. These indicate that the respondents possess high technical skills for employability after NDE B-NOAS training in Anambra State. The standard deviations for all the items are within the same range indicating that the respondents were homogenous in their opinions.

Table 3: Mean ratings of the respondents on technical skills (refrigerator and air-conditioning repairs trade) for employability after NDE B-NOAS training in Anambra State

S/N	**Technical skills (Refrigerator and air-conditioning repairs)** Ability to:	$\bar{X}$	SD	Remarks
1.	Trace fault caused by power surge	3.80	1.176	H
2.	Ability to trace fault of humming sound but not cooling	4.00	0.939	H
3.	Ability to detect when the refrigerator or air-condition has low gas	4.60	0.527	VH
4.	Ability to solder condenser or compressor pipe very well	4.20	0.898	H
5.	Ability to detect faulty condenser or compressor	4.50	0.504	VH
6.	Ability to refill gas in a refrigerator or air-condition	4.60	0.527	VH
7.	Ability to detect faulty relay or capacitor in a refrigerator or air-condition	4.20	0.819	H
8.	Ability to use multimeter very well to measure relay or capacitor	4.40	0.643	H
9.	Ability to use other tools for refrigerator and air-condition repairs	4.00	0.863	H
10.	Ability to recoil copper pipe inside the refrigerator for proper cooling	3.60	1.291	H
Cluster Mean		**4.19**	**0.819**	**H**

Data in Table 3 show that out of the 10 items listed on technical skills (refrigerator and air-conditioning repairs trade) for employability after NDE B-NOAS training in Anambra State, 3 items were rated very high with the mean score of 4.50 to 4.60, 7 items were rated high with the mean score of 3.60 to 4.40. The cluster mean scores for technical skills (refrigerator and air-conditioning repairs trade) were 4.19. These indicate that the respondents possess high technical skills for employability after NDE B-NOAS training in Anambra State. The standard deviations for all the items are within the same range indicating that the respondents were homogenous in their opinions.

Table 4: Mean ratings of the respondents on technical skills (satellite dish installation and tracking trade) for employability after NDE B-NOAS training in Anambra State.

S/N	**Technical skills (Satellite dish installation and tracking)** Ability to:	$\bar{X}$	SD	Remarks
1.	Trace fault caused by decoder power surge	4.00	0.864	H

2.	Detect no signal when the satellite dish is bend		3.80	1.176	H
3.	Detect low signal when the satellite dish is rust	3.80	1.172	H	
4.	Detect no signal due to satellite dish improper position		4.20	0.755	H
5.	Detect signal loss due to F-type connector tread wear		4.40	0.643	H
6.	Detect low signal due to improper position of low noise block (LNB)				
	4.50	0.504	VH		
7.	Detect no signal due to coaxial cable cut	4.60	0.527	VH	
8.	Mount different satellite dish pan	4.20	0.840	H	
9.	Track different satellite dish channels		4.60	0.527	VH
10.	Use tools for satellite dish installation and tracking		4.40	0.643	H
	Cluster Mean		**4.25**	**0.765**	**H**

Data in Table 4 show that out of the 10 items listed on technical skills (satellite dish installation and tracking trade) for employability after NDE B-NOAS training in Anambra State, 3 items were rated very high with the mean score of 4.50 to 4.60, 7 items were rated high with the mean score of 3.80 to 4.40. The cluster mean scores for technical skills (refrigerator and air-conditioning repairs trade) were 4.25. These indicate that the respondents possess high technical skills for employability after NDE B-NOAS training in Anambra State. The standard deviations for all the items are within the same range indicating that the respondents were homogenous in their opinions.

Research Question 2: What are the trainees ratings of their ICT skills for employability after NDE B-NOAS training in Anambra State?

Table 5: Mean ratings of the respondents on ICT skills for employability after NDE B-NOAS training in Anambra State.

S/N	**ICT skills:** Ability to:		$\bar{X}$	SD	Remarks
1.	Send e-mail		4.20	0.814	H
2.	Manipulate the keyboard accurately		3.60	1.050	H
3.	Store and retrieve documents		4.00	0.969	H
4.	Access e-mail		4.00	0.915	H
5.	Use video conferencing	4.00	1.084	H	
6.	Access data and information through the internet	4.20	0.844	H	
7.	Operate e-banking		4.00	0.915	H
8.	Use web browser such as opera mini, google chrome, etc	3.60	1.050	H	
9.	Use passwords for data security	4.00	1.082	H	
10.	Use search engine such as google	4.20	0.814	H	
11.	Download files		4.50	0.501	VH
12.	Use internet to buy different products		3.80	1.208	H
13.	Use chat rooms such as yahoo messenger, whatsapp, etc	4.50	0.614	VH	
14.	Compose and attach files in e-mail		4.40	0.626	H
15.	Create a web page for business purpose	3.60	1.050	H	
	Cluster Mean		**4.04**	**0.902**	**H**

Data in Table 5 show that out of the 15 items listed on ICT skills for employability after NDE B-NOAS training in Anambra State, 2 items were rated very high with the mean score of 4.50, 13 items was rated high with the mean score of 3.60 to 4.20. The cluster means score of

4.04 shows that the respondents possess high ICT skills for employability after NDE B-NOAS training in Anambra State. The standard deviations for all the items are in the same range indicating that the respondents were homogenous in their opinions.

Hypothesis 1: There is no significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education on their technical skills for employability after NDE B-NOAS training in Anambra State.

Table 6: **Summary of ANOVA on difference in educational attainment respondents' mean ratings on their technical skills (electrical installation trade) for employability after NDE B-NOAS training**

Sources of variance	SS	df	MS	F-value	p-value	Decision
Between Groups	2.034	3	0.678	6.388	0.001	Significant
Within Groups	5.943	56	0.106			
Total	7.977	59				

Table 6 shows the degree of freedom of 59 at 0.05 level of significance with p-value of 0.001. The p-value is significant since p-value of 0.001 is equal to or less than 0.05, hence the null hypothesis is rejected This means that there is a significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education on their technical skills (electrical installation trade) for employability after NDE B-NOAS training in Anambra State.

Table 7: **Summary of ANOVA on difference in educational attainment respondents' mean ratings on their technical skills (electronics repairs trade) for employability after NDE B-NOAS training**

Sources of variance	SS	df	MS	F-value	p-value	Decision
Between Groups	3.862	2	1.931	6.734	0.002	Significant
Within Groups	16.344	57	0.287			
Total	20.206	59				

Table 7 shows the degree of freedom of 59 at 0.05 level of significance with p-value of 0.002. The p-value is significant since p-value of 0.002 is equal to or less than 0.05, hence the null hypothesis is rejected This means that there is a significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education on their technical skills (electronics repairs trade) for employability after NDE B-NOAS training in Anambra State.

Table 8: **Summary of ANOVA on difference in educational attainment respondents' mean ratings on technical skills (refrigerator and air-conditioning repairs trade) for employability after NDE B-NOAS training**

Sources of variance	SS	df	MS	f-value	p-value	Decision

Between Groups	0.875	2	0.437	4.184	0.020	Significant
Within Groups	5.595	57	0.105			
Total	6.834	59				

Table 8 shows the degree of freedom of 59 at 0.05 level of significance with p-value of 0.020. The p-value is significant since p-value of 0.020 is equal to or less than 0.05, hence the null hypothesis is rejected This means that there is a significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education on their technical skills (refrigerator and air-conditioning repairs trade) for employability after NDE B-NOAS training in Anambra State.

Table 9: **Summary of ANOVA of difference in educational attainment respondents' mean ratings on their technical skills (satellite dish installation and tracking trade) for employability after NDE B-NOAS training**

Sources of variance	SS	df	MS	f-value	p-value	Decision
Between Groups	0.772	2	0.386	4.106	0.022	Significant
Within Groups	5.358	57	0.094			
Total	6.130	59				

Table 9 shows the degree of freedom of 59 at 0.05 level of significance with p-value of 0.022. The p-value is significant since p-value of 0.022 is equal to or less than 0.05, hence the null hypothesis is rejected This means that there is a significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education on their technical skills (satellite dish installation and tracking trade) for employability after NDE B-NOAS training in Anambra State.

Hypothesis 2: There is no significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education on their ICT skills for employability after NDE B-NOAS training in Anambra State.

Table 10: **Summary of ANOVA of difference in educational attainment respondents' mean ratings on their ICT skills for employability after NDE B-NOAS training**

Sources of variance	SS	df	MS	F-value	p-value	Decision
Between Groups	9.646	3	3.215	53.029	0.000	Significant
Within Groups	14.309	236	0.061			
Total	23.955	239				

Table 10 shows the degree of freedom of 239 at 0.05 level of significance with p-value of 0.000. The p-value is significant since p-value of 0.000 is equal to or less than 0.05, hence the null hypothesis is rejected This means that there is a significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education on their ICT skills for employability after NDE B-NOAS training in Anambra State.

Discussions

The findings revealed that NDE B-NOAS trainees possessed high technical skills for employability after their training in Anambra State. Their responses showed that the NDE B-NOAS training programme is practical oriented necessary for effective employment in an occupation. The key factor in NDE B-NOAS training depends on the quality, efficiency and effective individual skill development and experience after the training n programme. Furthermore, findings of the study indicated that there is a significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education respondents on technical skills for employability in Anambra State. This result is in line with the findings of Consultancy, Research & Information Technology Department in Adibe (2019) that the inculcation of the right attitude is necessary for entry and progress in an occupation irrespective of the certificate one possesses.

The findings revealed that NDE B-NOAS trainees possessed high ICT skills for employability after their training in Anambra State. Their responses showed that after NDE B-NOAS training programme, graduate trainees are equipped with the necessary employability skills to enable them enter specialized occupations. Furthermore, findings of the study indicated that there is a significant difference in the mean ratings of graduates of tertiary institutions and school leavers of lower level of education respondents on ICT skills for employability in Anambra State. This result is in line with the findings of Bassey & Ofre (2013) that the training on ICT skills for students improves their application of ICTs in their various job areas. The training centered on operational skills of how to use the ICT devices confidently and efficiently.

Conclusion

Based on the findings of the study, it was concluded that the adoption of technical and ICT skills on the NDE B-NOAS training will go a long way to increase the quality of manpower and reduce the rate unemployment or dependence on government for job.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The study recommends that effective instructional technique and strategies such as demonstration, project, experiment and assignment should be adopted by trainers to achieve employability skills necessary for the world of work for their trainees.
2. The study also recommends that the government should provide soft loans or start-up tools and equipment at subsidize cost for all the graduate trainees between one to three months after training and certification.
3. The study also recommends that the NDE should sponsor the trainers for in-service training, seminars and workshops necessary for effective performance in their respective trades.
4. The study also recommends that the government should provide adequate funds to NDE for proper execution of NDE B-NOAS training and remuneration of trainers and trainees.
5. The study also recommends that the NDE should create a forum for beneficiaries to be meeting on regular basis to discuss their challenges and way-forward on a quarterly or at least bi-annual basis. Regular contact with the graduated trainees by the NDE is important so as to know if they are doing fine or not.

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