Volume 9, Issue 2 (XXI)
April – June 2022
ISSN: 2394 – 7780

International Journal of
Advance and Innovative Research

Indian Academicians and Researchers Association
www.iaraedu.com

International Journal of Advance and Innovative Research

Volume 9, Issue 2 (XXI): April - June 2022

CERTIFICATE OF INDEXING (SJIF 2018)

This certificate is awarded to

International Journal of Advance & Innovative Research
(ISSN: 2394-7780)

The Journal has been positively evaluated in the SJIF Journals Master List evaluation process
SJIF 2018 = 7.363

SJIF (A division of InnoSpace)

SJIFactor Project Manager
International Advisory Services
INNOSPACE INTERNATIONAL

SJIFactor Project

International Journal of Advance and Innovative Research

Volume 9, Issue 2 (XXI): April - June 2022

CONTENTS

Research Papers

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

DEVELOPING EMPLOYABILITY SKILLS AMONG YOUTHS OF INDIA

Dr. Anupama Prakash Pol
K.N.Bhise Arts, Commerce and Vinakyarao Patil Science College, Vidyanagar Bhosare

ABSTRACT
The present paper tries to focus on developing employability skills among youths of India. It discuss various skills like leadership skills, team work skills, time management and stress management. All these four skills are combinly termed as 'Employability Skills'. The present paper will try to give some relevant examples for the techniques used to develop employability skills in the language classrooms. Leadership skills and other skills mentioned above are very important for acquiring a successful post and designation in the career of youths in India. It will help to the young generation to imbibe golden opportunities in service sectors. The education policy will give a chance to develop their bright future with the help of these employability skills. It will help every young student to develop qualities of a good leader for better success in various fields like Politics, Social Networking, Information Technology, Economical sectors or other sectors in various fields. It will develop leadership skills with greater confidence and positive attitude among the students. This will help them to live their life with prosperity, success, wealth and affection. Other skills like Team Work skills will help them to organise a good team and handle everyone in the team with effective communication for greater results. It helps the students to express their views and feelings with respect in the team. The present paper will also focus on Time Management skills which refer to critical soft skills in the world of business. It will help them to work hard by managing their tricks to complete their jobs within deadline. It help them to complete their task without stress and frustration. This skill is described as a very difficult skill to acquire. This paper will focus on this skill for developing the overall impression of the student. The next skill Stress Management will help the student to live healthy and happy life. Stress Management skills involve the skills related to cope with the stress. This will try to decrease the serious problem of stress from our life.

Keywords: Employbility Skills, Adaptability, IT, unemployment, Leadership Skills.

INTRODUCTION
Employability skills involves different skills like- Leadership skills, Time Management skills and Stress Management. In India, we are facing the problem of unemployment nowadays. Though we say that our country is highly literate, we are facing this problem. The reasons behind this unemployment are lack of opportunities, lack of communication skills, lack of employability skills and poor educational backgrounds. In this article, we will discuss one of the reason behind unemployment in India that is lack of unemployability skills. We have to discuss about how this can be revealed from the society. This article will try to focus on developing employability skills among the youth of India. Nowadays, we can see that IT sector is one of the dominant field for employment. In this sector we have a lot of opportunities to grab jobs with good salary. For job opportunities in IT sector, we require highly computer illiterate candidates. The 21st century is termed as the digital century. Everyone in the country should have basic and advance knowledge of computer for survival in the digital universe. Today we find that young generation is attracted to words the field of IT. Every youth wants to acquire the skill of digital technology. We have a large number of computer literate youths today. But unfortunately all youths can not acquire the jobs in IT sector or anywhere in India. Why? The answer or this question is that these youths do not have acquired employability skills. Let us discuss how this problem can be resolved.

What are Employability Skills?
Employability skills are required for proving ourselves that we are fit or perfect for the post for which we have applied in IT sector or anywhere. These skills make you aware of challenges and opportunities in various field. These skills are required for acquiring the job opportunities in different sectors with great success. These skills constitute the following skills:

- Leadership Skills
- Teamwork skills
- Time Management
- Stress Management

All the skills are combined together to form employability skills. In the present article we will discuss what are these skills and how we can develop the skills among the youths of India.

ISSN 2394 - 7780

- **Leadership Skills**

For developing employability skills we must have to acquire leadership skills. These skills involve the ability of a person to take decisions, to take initiative, to motivate and lead by example, to use reason rather than emotion to resolve conflicts, to take blame when things go wrong, to handle emergencies and unforeseen situations and good organisational skill. All these abilities can be acquired through the development of leadership skills. For young and enthusiastic generation it is important to discuss the characteristics of a good leader.

Characteristics

Every good leader must have these qualities for development of employability skills. These qualities are as follows:

1. Motivation

A good leader should be a motivator. He/She will be able to inspire confidence level in his teammembers or co-workers. He have to motivate the team to perform the task at hand.

1. Honesty:

A good leader have to take honest and right decisions to protect his/her team members or co-workers.Honesty is the key quality of a good leader. He/She have to be open and honest in his/her appraisal of colleagues and subordinates. He have to express himself/herself without bias.

2. Trust:

A good leader have trust in his/her team. If he have trust in team members, it will help them to performwell. This trust will inspire confidence among the team members or co-workers for success.

3. Delegation of Work:

A good leader how to delegate work so appropriate departments and personnel. He must not compelto do work without identifying strengths and weaknesses of his team members. He have to trust the team to play their part well in the project or task. We have to identify strengths and weaknesses of the team members for better results.

4. Communication:

A good leader is always a good communicator. He/She have to communicate properly with all team members. He/she will be able to let the team know the tasks each of the members is supposed to perform. The ability to communicate orally and in written form is very important. A leader have to listen to the team members and be sensitive to their needs. He must be assertive and not aggressive in communication. He had to promote open door policy for his team members or co-workers at the time of communication.

5. Confidence:

A good leader have to be confident of himself/herself as well as his team members. During crisis a good leader how to show his/her confidence in himself/herself and his/her team members. He have to affirm his/her confidence in the world team, during bad times too. This is a good sign of a good leader.

6. Positive Attitude:

A good leader's positive attitude will inspire the team to do well. A positive leader helps to keep themorale of the team up. These positive attitude leads into the success.

7. Leading By Example:

A good leader sets standards for team to follow. He/She can be a role model by leading himself/herselfby example. If a leader is punctual at his work, his team members will also follow this principle. A leader can always ask the team to follow that example.

8. Humour Sense:

A good leader with good sense of humour will help the team to see the bad times through. It will keepthe morale up and wipe away all tension and negativity. A good leader communicate clearly in a meeting or one-to-one interactions with his team or co-workers.

Teamwork Skills:

To be a successful professional one need to be a team player. One has to develop the ability to workas a team and to cooperate with one another for completion of work. There are some essential qualities for being an effective team player.

ISSN 2394 - 7780

Qualities of Team Player:

1. Adaptability:
For an effective teamwork, a team member must have to develop the ability to work with people fromvarious age, gender, educational or other backgrounds. This means that one has to adopt with differentkinds of people. It is the ability and willingness to adjust ourselves change or new situations. This will help us to be capable of functioning in that environment. It makes us to respond positively to unfamiliar circumstances and ways of working and move forward in spite of difficulties. This abilityalso refers to flexibility. It is an essential skill for working with people or group. It does not mean that one has to lose one's individuality. Every member of team will have his own specific skills perspectives, opinions and approaches. All these skills should be utilised in teamwork. An ideal employee is one who knows how to work as an individual as well as a part of team.

9. Strength And Weaknesses:
For an effective teamwork, every team member must know his/her role in the given assignment, taskor project. The rules of team members may differ according to the assignment/project. As a team member, one should know his/her strengths and weaknesses so that he will be able to choose the bestsuited role for him/her. Every member should be ready to rotate rules so that everyone can get the chance to learn wide range of skills for effective communication.

10. Good Communication Skills:
Teamwork involves working with a group. To do this work effectively, one needs to be a good communicator. At first every team member must have to listen to one another. In teamwork, listeningplays an important role. It allows you to respond appropriately to the view – points and arguments ofthe other members. It makes you play a good role in a team. It helps you to check if other members have understood you or not. One needs to participate actively in the discussions within the group byexpressing your ideas, views or opinions. I won't have to encourage other team members to contributetheir views in the discussion and add what others have said. Every member has to share idea in the team, it makes the team as a whole.

11. Questioning Skills;
Team members should be able to question one another. They should have to avoid the conflict by being flexible. They should have to be open to the point of view to other members in the group. Theyshould give respect to their beliefs and ideas of other team members. One should not put down the other team member or attack on what the other team member has said. One can disagree with other team member, but one should not use harsh, aggressive or offensive tone while expressing the arguments.

12. Tactful and Politeness:
For effective teamwork one should be more polite and tactful. When you disagree with someone in the team, explain your reasons for doing so. You can also admit that you did not understand what the team member has argued. You can ask clarifications for better understanding of arguments. This kindof behaviour lead to a healthy interaction and debate. One can conclude on a consensus, at this time one should learn the necessary persuasion techniques. It includes not only spoken or written words but also body language, facial expressions, tone and evil silence. All these tools are used for the process of persuasion and negotiation. It is important to give feedback to each team member honestlyabout their performance. All team members must not feel that they are being judged. Feedback shouldbe constructive and aimed to improve team as a whole.

13. Respect for one Another:
All team members should give respect to all of the team members. They have to put forward their ideas in a way that shows respect for one another stop one must have to channelise the work and debate in such a way that focuses on what every member can learn from each other. One should not have to blame each other or find out faults in one another. This respect also involves team members willingness to help others to achieve their goal. A good team is brought together by a sense of team loyalty and by members helping one another during difficulties. One should have to look towards a team member as a collaborator and not as a competitor.

- **Time Management Skill:**

The skill of time management is a very critical soft skill in the present busy schedule. Everyone has to do more work within a day in our personal or professional life. Most of us find ourselves in a greatdifficulty regarding completion of works. Though we work hard day most of us find that we are unable to complete it within the given time. It happens in our life due to lack of time management skills. It is our inability to be organised and to use the available time effectively. So time management is essential for optimum productivity and success. Everyone must have to develop a system of controlling time according to our particular needs. Within this we

ISSN 2394 - 7780

can meet to our deadlines and targets. Time management must be flexible so that we can face unexpected developments and changesituations, which are common in our life.

Time management can be done by proper assessment of workload, prioritising, planning and scheduling work, monitoring progress, and taking quick action to make up for unexpected delays. We should have to identify at time wasting activities as a first step to learn time management skills. We can change our habits and attitudes for managing our better time. We can gain control over what happens when better performance recognition at work and more free time and less stress. We can follow some tips for better time management. These tips are important for developing time management skills. These tips are as follows:

- Set your objectives according to your goal or task.
- Prepare timetable based on an estimate of hours you will require to complete the goals or task.
- Divide the time realistically and access the timetable periodically to check you are use of time according to the plan.
- Identify you are a time-wasting activities so that you can cautiously try to avoid them.
- Prepare a list of work that needs to be done and number them according to their urgency and importance.
- Complete the tasks or goals which are very urgent and important at first. Then complete other tasksor goals which are very important but not urgent. After this, complete those tasks or goals which are not very important but very urgent. Lately complete this tasks or goals which are neither important nor urgent.
- Use sticky notes or wall planners or diaries to plan your work.
- Make a checklist at the end of each day and do the changes which are necessary and review it.
- Delegate tasks that you need not to do personally to your colleagues or team members.
- Arrange your workplace carefully so that you can work efficiently in a comfortable and convenientway.
- Keep your desk tidy to avoid waste of time in searching the things.
- Deal with your paperwork without delay. Read letters, reports, circulars carefully before taking action. File on search papers neatly and systematically.
- Learn to use the telephone carefully. Decide the time is to write an email or call. Just Down thepoints to say or ask.
- Try to make all your calls together at convenient time every day, so that you are work is notdisturbed.
- Do not allow meetings to take up more time that they ought to.
- Avoid time wasting activities such as interruptions by colleagues, too many coffee breaks, browsingthe web to read a film review or news, and important personal calls etc.

- **Stress Management Skills:**

Stress is a part of all our lives. It is caused due to the demands are more than what we can comfortablyhandle. It may be physical and mental or emotional stress. We have to learn to cope with this stress. Stress management involves using different techniques to handle stress and prevent it from harming us. If we do not deal with it properly, it will affect our health and mental functions such as memory concentrations and understanding. All these things are closely related to our performance.

Signs of Stress:

- Sleeplessness
- Exhaustion
- Loss of appetite
- Headaches
- Excessive anger
- Frequent emotional outbursts
- Restlessness
- Poor concentration and memory
- Nervousness

ISSN 2394 - 7780

We can manage stress by identifying the cause of stress in our lives and finding ways of which standing pressure and meeting challenges without letting it harm us. We need to think carefully aboutour attitude, habits, and way of working in order to reduce the level of stress we experience. We should never turn to unhealthy ways of handling stress such as smoking, overheating, sleeping too much, behaving rudely with others, losing temper without reason, taking dangerous medicines, etc. We can release stress by doing positive activities like physical exercise, relaxation activities, fun activities like yoga, trekking, listening music, watching films, reading books, spending time with relatives and friends etc.

Ways to Cope with Stress:

1. Eat healthy diet rich in vitamins and minerals like-fresh fruits, vegetables, pulses, fish, curd andtea.
2. Have a good night's sleep and short mid-day naps whenever possible as at weekends or onholidays.
3. Adapt to a situation if you find that you cannot change it.
4. Get away from stressful situation whenever you can. Take short breaks to refresh yourself. Go ona holiday and spend time with people who do not belong to the situation that causes you stress.

CONCLUSION

From the above discussion, we can conclude that skilling is very important for unemployment. The employability skills discussed above are very necessary to acquire a job or an employment in our life.All the tips are very important for developing employability skills among youths in India.

REFERENCES

1. Sharma, Prashant (2021). Soft Skills 3rd Edition: Personality Development for Life Success. B P B Publications.
2. Graham, Bob & Poterfield, Jobin.(2018). The 55 Soft Skills That Guide Employee and Organisational Success. Mason-West Publishing House.
3. Taylor, Liam. (2021). Servant Leadership: Learn the most Effective Soft Skills to Become a Servant Leader and Guide Your Team to Success. Independently Published.

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

A STUDY ON ENTREPRENEURIAL ECOSYSTEM IN COMMERCECOLLEGES OF MUMBAI WITH REFERENCE TO INDUSTRY- ACADEMIA LINKAGE

[1]Dr. Bageshree P. Bangera Bandekar and [2]Ms. Arpita Atibudhi
[1]Research Guide, Cosmopolitan's Valia College of Arts & Commerce, D.N. Nagar, Andheri (West)
[2]Research Scholar, D.T.S.S. College of Commerce, Malad (East)

ABSTRACT
Academics play a major role in instilling knowledge, values and skills in the youth and make them capable to face the real-life problems. However, dealing with real-life problems during the process of learning is a value add, and given an opportunity must be grabbed. This opportunity can be recognized through entrepreneurial learning which is concerned with finding creative solutions to real-life problems. To ensure that the youth become creative, innovative and skilled; academic institutes must create an entrepreneurial ecosystem by setting up entrepreneurship development cells, innovation hubs, research parks, etc., within which it conducts multiple events to give practical exposure to the students. This process becomes more effective when industrialists are linked to this ecosystem through collaborations. In India, Industry-Academia Linkage is more prevalent among selected premier academic institutes, which is restricting the youth population to gain the desired exposure. There is a need to incorporate this culture at the undergraduate college level, to benefit all the stakeholders (college, industry and students). The college will get exposure to innovation, latest technology and funding for research and entrepreneurial activities; industry will get access to young talent and research partners and most importantly students will get an opportunity to deal with real- life problems through research, innovation and updated technology. This paper attempted to take a stock of the prevailing entrepreneurial ecosystem and Industry-Academia Linkage in commerce colleges of Mumbai (at the undergraduate level). It was found that most of the commerce colleges of Mumbai have an active entrepreneurial ecosystem with an entrepreneurship development cell that conducts varied events through Industry-Academia Linkage. However, there is a scope for further enrichment of the entrepreneurial ecosystem as the colleges still lag with incubation centres, innovation hubs and research parks.

Keywords: Entrepreneurial ecosystem, Industry-Academia Linkage, Innovation, Youth

INTRODUCTION
Innovation and skill development has been the subject matter of decision making for the policy makers of any economy. The existence of this, reinforces the youth and thrives the economy in the global market. The effective method through which it can be instilled into the youth is strengthening the innovation ecosystem. Academia is a key player of the National Innovation Ecosystem (UGC Report, 2019). Young minds evolve in their learning days and inclusion of innovation and skills during this phase will lead to creation of brilliant minds that will identify real life problems and deal with it through creative solutions. However, the major challenge faced by academia is confrontation of real-life problems, and that could be resolved through inception of entrepreneurial activities (UGC Report, 2019). Entrepreneurs deal with real-life problems as a part of their job profile and apply creative ideas to solve them. Therefore, setting up an entrepreneurial ecosystem within academics will provide exposure to young minds in terms of learning innovation and skills. This will further guide the young minds to start up their own venture and be an entrepreneur as well.

However, innovation and development of creative ideas needs brainstorming, networking and plethora of discussion. Along with setting up an entrepreneurial ecosystem within the academic institute, it is important to connect and collaborate with entrepreneurs/industry. Industry- Academia Linkage (IAL) is a crucial mediator and modulator of skill development, adoption of knowledge and promotion of entrepreneurship (Raza, 2020). Also, the Startup India Program identified one of the key pillars of support for startups in India, as 'Incubation and Industry Academia partnership' and has designed varied plans to boost it in India. This directs the researcher to take up the study on entrepreneurial ecosystem and Industry-Academia Linkage (IAL) in commerce colleges of Mumbai.

REVIEW OF LITERATURE
Jha (2017) in her research paper has explored the concept of entrepreneurial ecosystem in India with the help of a bunch of panellists and has endorsed the importance of building a stronger ecosystem for high chance of entrepreneur's success. Varied constituents of the ecosystem have been identified and their relationship has been studied to understand the process of building a stronger entrepreneurial ecosystem, which included accessible markets, availability of finance, conducive culture, quality human capital, progressive policy framework, and a range of institutional support (Isenberg, 2011). Acemoglu et al., (2005) argued that these constituents can best

ISSN 2394 - 7780

be seen as proximate causes, but not as the fundamental causes for the success of Ecosystems. Therefore, Stam and Andrew (2019) in their research paper had studied an entrepreneurial ecosystem model through a systems approach, mentioning the elements that are required to sustain entrepreneurship in a particular territory. These elements included institutional arrangements (formal institutions, culture, networks); resource endowments (physical infrastructure, demand, intermediaries, talent, knowledge, leadership, finance) and outputs (productive entrepreneurship). A strong interdependence was found among these constructs with both upward and downward causation, indicating that prevalence of better institutional arrangements contributes to productive entrepreneurship and vice versa.

Varghese (2020) argues that strategic relations with industrial units create advanced modes of values creation in the academic arena. It further mentions that students should learn theoretical concepts in class rooms and learn and practice the applications of such concepts in industrial units. The conceptual model establishes a link between Industry-Institution linkage and academic entrepreneurship with clear understanding of the sources and its implication that will provide academic exposure and build entrepreneurial skills. Prasad and Bhat (2021) in their research paper has described the novel initiative taken by PES University, Bengaluru and Intel Technology India Pvt. Ltd, Bengaluru in designing an Industry-University Collaboration (IUC) model for the benefit of undergraduate students in areas of technology, innovation and entrepreneurship and has explained the importance of collaboration to stakeholders. Two programs, namely Research and Innovation Contest (RIC) and Practical Learning to Deep Learning Course (PADL) were successfully implemented with productive outcomes and more are planned in future, which will contribute to innovation ecosystem thereby strengthening the entrepreneurial ecosystem.

OBJECTIVES OF THE STUDY

1. To study the existing entrepreneurial ecosystem in commerce colleges of Mumbai.
2. To study varied industry-academia linkage programs conducted in commerce colleges of Mumbai for creating an entrepreneurial ecosystem.
3. To study the impact of industry-academia linkage programs on entrepreneurial ecosystem in commerce colleges of Mumbai.

Hypothesis:

The following are the null hypotheses framed for the study:

H01: The commerce colleges of Mumbai do not have an active industry linkage for creating an entrepreneurial ecosystem

H02: Industry-Academia Linkage programs have no impact on enrichment of entrepreneurial ecosystem

The opposite of the above statements are the alternate hypotheses, which gets accepted if the null hypotheses are rejected.

RESEARCH METHODOLOGY:

The paper is constructed on primary and secondary data. To understand the literature on entrepreneurial ecosystem, innovation and skill development in India and, Industry-Academia Linkage, various research papers, articles and government websites are studied. For an empirical study on entrepreneurial ecosystem in commerce colleges of Mumbai, a survey was conducted to collect data from teaching faculties. 110 faculties participated in the survey with mostly responding to online survey through google forms. Few of the responses are collected through telephonic survey for better interaction. A structured questionnaire comprising open ended and close ended questions was used for the survey. The data is analysed and tested with the help of simple percentage method and graphically presented through pie charts and bar diagrams.

SIGNIFICANCE OF THE STUDY:

The paper helps in getting an overview on existing entrepreneurial ecosystem in commerce colleges of Mumbai, the events they conduct in collaboration with industry and, the student involvement in these events. The study helped in identifying the fact that though colleges have created an entrepreneurial ecosystem by initiating linkage with industry, benefits to college is restricted with mere conduct of events. There is a scope for further enrichment of the entrepreneurial ecosystem through set up of innovation centres, incubation centres, research parks and also active student involvement into these events and activities. These challenges allow scope for further research.

ISSN 2394 - 7780

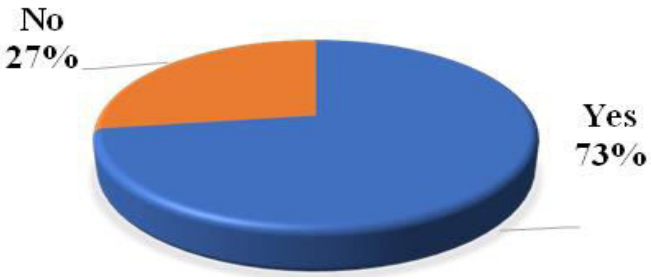
Role of Industry-Academia Linkage in Strengthening the Entrepreneurial Ecosystem:
As most of the linkage programs are held in premier academic institutes, lagging the colleges at undergraduate level, it has become essential to focus on this area. Industry-Academia Linkage at these premier academic institutes can act as role models for other academic institutes to have such linkages in designing varied programs for the development of students.They set up innovation hubs allowing brainstorming and development of ideas, conduct e- summit annually for networking and knowledge enhancement, strengthen incubation centres through ideas and funding, establish research parks for R&D requirements of industry. The youth getting such an exposure to real life problems by meeting persons from industry, is an easy access to innovation and skill development. Not only the students benefit but also the college gets access to technology, expert knowledge, experienced professionals and funds thatstrengthens its own entrepreneurial ecosystem.

Data Analysis and Interpretation:
Data is collected from 110 faculties teaching in commerce colleges of Mumbai to understand the existing entrepreneurial ecosystem in commerce colleges of Mumbai, Industry-Academia Linkage programs and its benefits to college and, student involvement in these events. The following questions with their responses assist in due analysis and interpretation.

1. **Colleges Having an Entrepreneurship Development Cell (EDC)**

Yes	No	Total
60	50	110

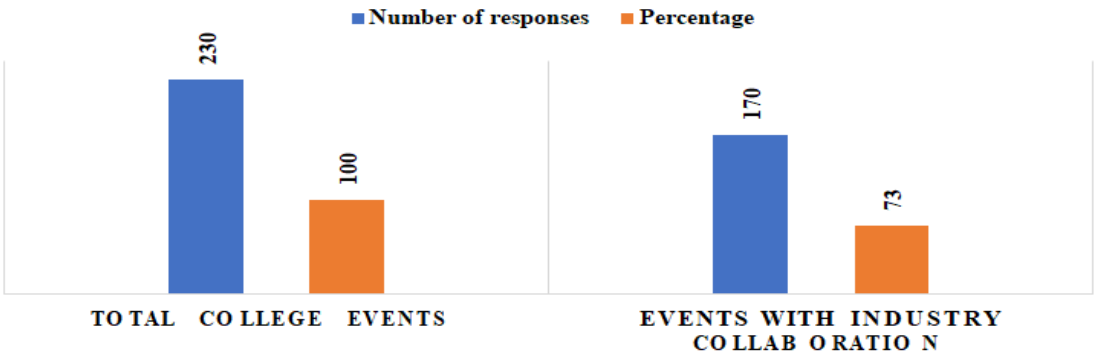
2. **Colleges Having Industry Linkage/Collaboration**



Yes	No	Total
80	30	110

3. **Number of Industry-Academia Linkage Programs Held in Commerce Colleges**

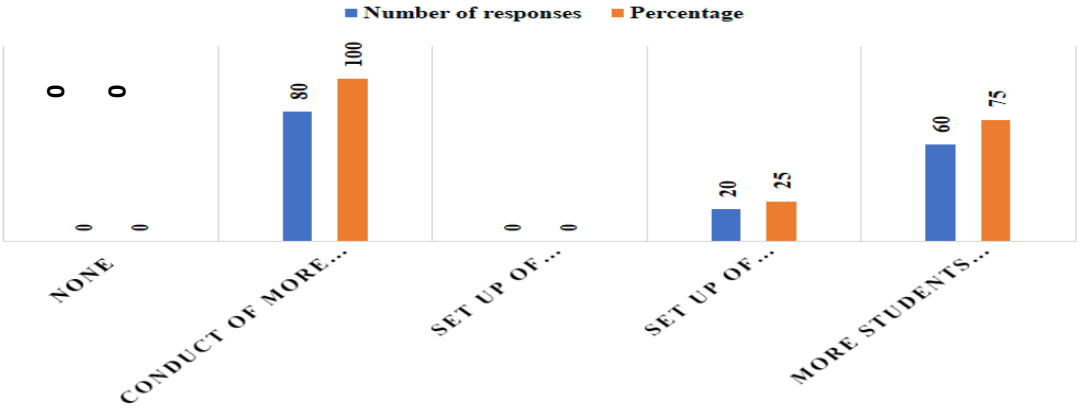
	Total college events	Events with industry collaboration
Number of responses	230	170
Percentage	100	73



ISSN 2394 - 7780

4. Benefits Gained By College Due To Industry Linkage/Collaboration

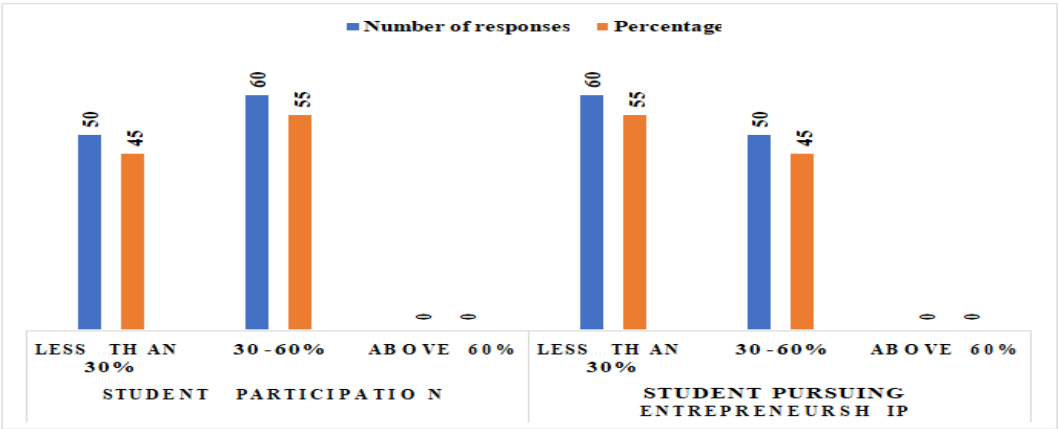
	Number of responses	Percentage
No benefit	0	0
Conduct of more entrepreneurial workshops/ webinars/seminars	80	100
Set up of innovation hub	0	0
Set up of incubation centre	20	25
More students interested towards entrepreneurship	60	75
Total number of colleges who have industry linkage	**80**	



5. Productive Outcome of the Entrepreneurial Ecosystem

To understand the productive outcome of the entrepreneurial ecosystem; student participationin entrepreneurial events and students pursuing entrepreneurship, post their graduation is studied.

	Student participation		Student pursuing entrepreneurship	
	Number of responses	Percentage	Number of responses	Percentage
Less than 30%	50	45	60	55
30-60%	60	55	50	45
Above 60%	0	0	0	0
Total	**110**	**100**	**110**	**100**



FINDINGS

The study was focused to understand the existing entrepreneurial ecosystem in commerce colleges of Mumbai, which contributes in instilling innovation and skills among the youth, through Industry-Academia Linkage. It was found that the colleges have been able to build anentrepreneurial ecosystem through the conduct of varied events at the college level that includes inviting industry speakers to discuss contemporary issues, the conduct of academic competitions, Eureka, entrepreneurship fairs, and many more. Some of the colleges channel these events through a specific Entrepreneurship Development Cell (EDC), around 55% of the respondents have an EDC in their college. 73% of the respondents have industry linkage through which they plan varied events and programs for skill enhancement among students. Further, it was found that out of the total number of events held

ISSN 2394 - 7780

at the college level, 73% of theevents are conducted in collaboration with industry. This validates the fact that commerce colleges in Mumbai are progressing towards Industry-Academia Linkage for skill development.

When asked about the benefits gained by colleges due to industry collaboration, 100% of the respondents agreed that more workshops, seminars, and webinars have been conducted for skillenhancement, 75% of the respondents claim that more students are getting interested in entrepreneurship, 25% of the respondents say that they have been able to set up an incubationcentre. However, there was no response for the option 'no benefit' stated in the questionnaire, which rationalizes the advantage of industry linkage to colleges. Also, there was no response for 'set up of innovation hub' which draws further scope for strengthening the linkage into this area. The effectiveness of all these discussion lies with active student involvement, the ultimatestakeholder for which it is designed. When studied about student participation in these events,in the range of less than 30%, 30-60%, and above 60%; it was found, 45% responded to less than 30%, 55% responded to 30-60%, and no responses for above 60% participation into the events. This gives a fair outcome of student participation within a range of 30-60% and can be enhanced to benefit more students. To understand the productive outcome of the entrepreneurial ecosystem, students opting for entrepreneurship was also studied on the above scale. 55% responded to less than 30% opting for entrepreneurship, 45% responded to 30-60%opting for entrepreneurship, and no responses for above 60% opting for entrepreneurship. Thisimplies that the majority of the students fall in the range of less than 30% who actually pursueentrepreneurship as a career option post their graduation. Though the number is less, as there are varied factors apart from college environment, that influences an individual towards pursuing entrepreneurship; the impact of Industry-Academia Linkage in building a stronger entrepreneurial ecosystem and benefiting colleges and students is inevitable.

The above findings lead to rejection of H01: The commerce colleges of Mumbai do not have an active industry linkage for creating an entrepreneurial ecosystem, as 73% of the colleges have linkage with industry and do conduct varied events in collaboration with them. H02: Industry-Academia Linkage programs have no impact on enrichment of entrepreneurial ecosystem the second null hypothesis is also rejected as colleges enjoy numerous benefits fromindustry linkage in the form of conduct of different workshops on contemporary issues, set up of incubation centres and motivation to students towards entrepreneurship, thereby enriching the entrepreneurial ecosystem.

SUGGESTION

The University of Mumbai can arrange an Entrepreneurship summit (E-summit) annually at university level allowing undergraduate colleges and industry to connect. This can assist colleges in networking, arranging more innovation driven programs and strengthening researchby dealing with real life problems.

CONCLUSION

Commerce colleges in Mumbai have progressed towards developing an entrepreneurial ecosystem by collaborating with industry and conducting varied competitions, seminars by industry speakers, entrepreneurship fairs; thereby providing the desired environment to foster innovation, skills and entrepreneurial mindset among the youth. However, there is scope for further enrichment of the entrepreneurial ecosystem by setting up of innovation hubs, incubation centres and research parks in more colleges. This will enable students to deal with real life problems by working in collaboration with R&D of industry, pursuing entrepreneurship as they can get funding from incubation centres and many more intrinsic benefits. College faculties too can get access to technology for research work thereby encouraging academic entrepreneurship.

REFERENCES

- Isenberg, D. (2011), The Entrepreneurship Ecosystem Strategy as a New Paradigm for Economic Policy: Principles for Cultivating Entrepreneurship, The Babson Entrepreneurship Ecosystem Project, Institute of International and European Affairs, Dublin, Ireland, 12 May 2011, pp. 1-13; Retrieved from http://www.innovationamerica.us/images/stories/2011/The-entrepreneurship-ecosystem- strategy-for-economic-growth-policy-20110620183915.pdf on (27.3.2022)
- Jha S.K. (2018), Entrepreneurial ecosystem in India: Taking stock and looking ahead, IIMB Management Review, vol. 30 (2), pp. 179-188, 0970-3896; Retrieved from https:// www.sciencedirect.com/ science/ article/ pii/ S0970389618301551#:~:text=The%20e ntrepreneurial %20 ecosystem %20 in %20 India, getting %2 0created%20in%202015%20alone on (20.3.2022)
- Varghese T. & Gurumoorthy R. (2020), Institution-Industry Linkages (IIL): A Value Addition Route for Academic Entrepreneurship, International Journal of Innovation, Creativity and Change, vol.12 (7), pp. 421-441; Retrieved from https:// www.researchgate.net/ publication/ 342378161_Institution- Industry_ Linkages_ IIL_A_Value_Addition_Route_for_Academic_Entrepreneurship on(4.3.2022)

- Prasad S., Bhat R.S. (2021), India Industry-University Collaboration - A Novel Approach Combining Technology, Innovation, and Entrepreneurship, pp. 373-380,

  10.1109/EDUCON46332.2021.9454090; Retrieved from https:// cie.pes.edu/wp- content/ uploads/ 2021/07/ 1181-IEEE-Educon2021-Sathya-Prasad.pdf on (4.3.2022)
- Stam E. & Van de Ven A. (2021), Entrepreneurial Ecosystem Elements, Small Business Economic, vol. 56 (2), 10.1007/s11187-019-00270-6; Retrieved from https:// www.researchgate.net/ publication/ 339602397_ Entrepreneurial_ Ecosystem_Elemen ts on (27.3.2022)
- Garg M. & Gupta S. (2021), Startups and the Growing Entrepreneurial Ecosystem, Journal of Intellectual Property Right, vol. 26, pp. 31-38; Retrieved from http:// nopr.niscair.res.in/ bitstream/ 123456789/ 56496/1/ JIPR%2026%281%29%2031-38.pdf on (27.2.2022)
- UGC Working Group Report (2019), Enabling and Enhancing University and Industry Linkages; Retrieved from https://www.ugc.ac.in/pdfnews/7849807_University-Industry-linkages-report.pdf on (2.3.2022)
- Retrieved from https://www.makeinindia.com/eodb on (28.2.2022)
- Retrieved from https://timesofindia.indiatimes.com/home/education/news/industry- academia-linkage-is-only-4-7-out-of-10-in-india-find-out-the- reasons/articleshow/71684003.cms on (2.3.2022)
- Retrieved from https://cpr.puchd.ac.in/wp-content/uploads/2017/05/Industry-Academia- RD-Ecosystem-in-India.pdf on (2.3.2022)
- Retrieved from https://yourstory.com/2018/05/industry-academia-convergence-foster- better-entrepreneurship-ecosystem-nasscom-study/amp on (22.3.2022)
- Retrieved from https://dailytimes.com.pk/642118/industry-academia-linkages-challenges-and-opportunities-part-i/ on (25.3.2022)
- Retrieved from https://www.greaterkashmir.com/todays-paper/editorial-page/industry-academia-linkages on (25.3.22)
- Retrieved from https://www.dawn.com/news/751452 on (25.3.22)
- Retrieved from https://mu.ac.in/iil on (4.3.2022)
- Retrieved from https:// www.indiainfoline.com/article/news-top-story/tcs-partners-with- university-of-kashmir-to-launch-education-skilling-and-entrepreneurship-programs-stock-surges-3-5-122022500111_ 1.html on (4.3.2022)
- Retrieved from https://www.tcs.com/tcs-partners-with-university-of-kashmir-launch- education-skilling-entrepreneurship-programs on (1.4.2022)
- Retrieved from https://www.startupindia.gov.in/content/dam/invest-india/Templates/public/Action Plan.pdf on (5.3.2022)
- Retrieved from https:// www.startupindia.gov.in/ content/ dam/ invest- india/ Templates/ public/ 5_years_Achievement_report%20_%20final%20(1).pdf on(11.3.2022)
- Retrieved from https://thesciencepolicyforum.org/articles/perspectives/industry-academia- rd-partnerships-strengthening-indian-innovation-ecosystem/ on (11.3.2022)
- Retrieved from https://www.thehindu.com/education/partnerships-between-industry-and- academia-will-be-instrumental-to-advancing-research-and-knowledge-and-creating-a- skilled-workforce/article33702484.ece on (11.3.2022)
- Retrieved from https://analyticsindiamag.com/top-industry-academia-collaborations-in-2019/ on (11.3.2022)
- Retrieved from https://www.business-standard.com/article/opinion/r-gopalakrishnan- boosting-industry-academia-linkages-116021801133_1.html on (11.3.2022)
- Retrieved from https://economictimes.indiatimes.com/industry/services/education/top-iits- iims-launch-consortium-to-boost-entrepreneurship/articleshow/74281328.cms?from=mdr on (11.3.2022)
- Retrieved from https://doms.iitm.ac.in/iVEIN/ on (11.3.2022)
- Retrieved from http://inskills.co.in/download/General/FICCI- NMIMS%20report%20on%20Industry-%20 Academia%20Convergence%20'Bridging%20the%20Skill%20Gap'.pdf on(11.3.2022)

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

THE NEW EDUCATION POLICY: OPPORTUNITIES & CHALLENGES

[1]Dr Ritu S. Sood, [2]Sanjeev Sood, [3]Mr. Archan Mitra and [4]Dr. Amit Chawla
[1]Professor and Dean, [2]Professor and [3]Assistant Professor, School of Media, Film & Entertainment, Sharda University, Greater Noida, India
[4]Professor, Amity School of Communication, Amity University, Haryana, India

INTRODUCTION

By 2030, Sustainable Development Goal 4 intends to "provide comprehensive and equitable access to high-quality education for all, as well as to promote opportunities for lifelong learning for all." Because education is an integral part of and a critical enabler of sustainable development, it must be included in national development plans and strategies to attain all SDGs. As part of India's commitment to the Sustainable Development Goals, the government has endeavoured to make reforms in the provision of inclusive and high-quality education for all lifelong learners. These two important characteristics of learning in the twenty-first century, as well as SDG goal four, influenced the development of NEP 2020.

Based on the changing skill requirements and technologies, the advent of big data, artificial intelligence, and machine learning, and the need for a well-trained workforce, it was evident that the current education plan needed to be rethought and updated. Children's ability to learn, as well as their ability to learn how to learn, is becoming increasingly important in light of the fast-changing employment environment and global ecosphere. As a result, education must transition away from a concentration on information to one that emphasises critical thinking and problem solving, being creative and multidisciplinary, and innovating, adapting, and absorbing new material in industries that are changing and becoming increasingly innovative. Education must become more integrated, immersive, inquiry-driven, holistic, discussion-based, learner-centred, adaptive, and discovery-oriented, and, of course, pedagogy must evolve in order to achieve this transformation. Furthermore, the curriculum should include essential arts and humanities subjects such as games, crafts and sports to help students develop all aspects of their personalities and abilities. Languages, literature, and values should also be included to make education more functional, helpful, and fulfilling for students.

A paradigm shift in teaching and learning processes to meet the needs of the twenty-first century will be brought about by NEP 2020, which has been designated as a National Education Policy. According to a 1996 report by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), learning in the twenty-first century is not a one-dimensional activity. It mentions learning to know, learning to do, and learning to be, among other things.

The Evolution of India's Education Policy:

The significant milestones for education policy in India, from independence to today:

- 1948-49: The University Education Commission (1948-49), also known as the Radhakrishnan Commission' (led by Sarvepalli Radhakrishnan), was focused on higher Education
- 1952-53: The Secondary Education Commission was focused on Education after primary school and before university begins
- 1964-66:The Education Commission, also known as the 'Kothari Commission', was led by Dr DS Kothari
- 1976: The 42nd Constitutional Amendment
- 1986: The National Policy on Education (NPE)
- 2004: The 'Common Minimum Programme' adopted by the UPA1 government
- 2009: the Right of Children to Free and Compulsory Education (RTE) Act was
- 2016: The T.S.R. Subramanian Committee (or Committee for Evolution of the New Education Policy) Report
- 2019: The Committee for Draft National Education Policy, or Dr K. Kasturirangan Committee, submitted its report. It sought to address the challenges of:

  (I) access, (ii) equity, (iii) quality, (IV) affordability, and (v) accountability faced by the current education system
- 2020: New National Education Policy.

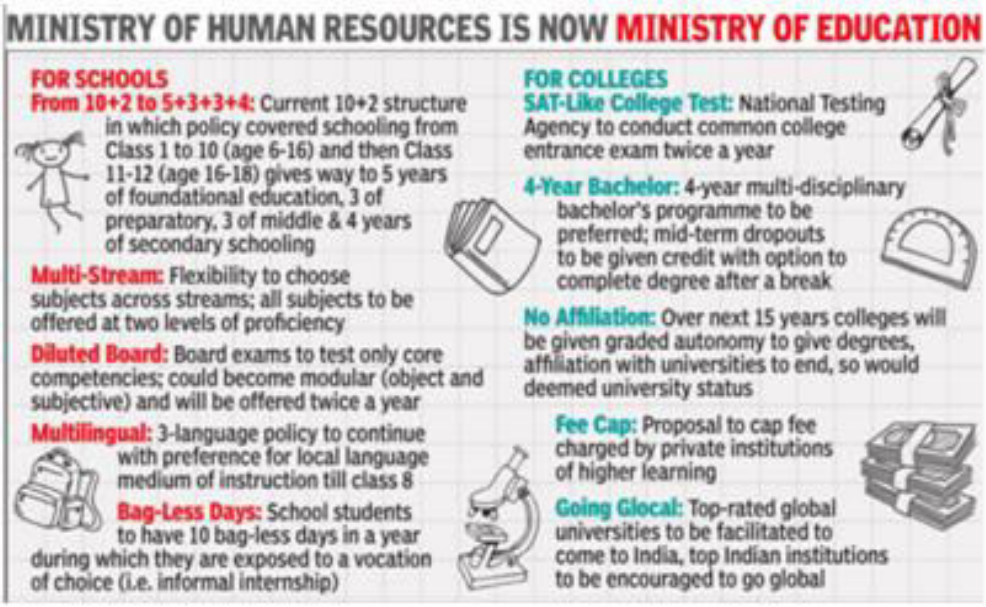
ISSN 2394 - 7780

NEED OF NEW EDUCATION POLICY:

The need for a new education policy arises from the fact that India has the world's youngest population, with an average age of 29. The previous education policy was designed for the previous century and does not take into consideration the technological change, new innovations, and research that is currently taking place in the country. Among these are the new concept of knowledge as a comprehensive composite domain, as well as the fact that there are so many factors that influence one another. It is expected that, when new knowledge areas become available, new sorts of employment prospects will emerge as the industry begins to operate according to the rules, as part of the revolution that is currently taking place with. Information and communication technologies (ICTs) are at the heart of almost everything that humans can accomplish. That capacity is being taken over by a machine. However, if humans are still required to be the creators of that machine, then the knowledge that they possess must be of a far different calibre than it would otherwise be. Humans would be reduced to the status of slaves to those machines, and you would all be reduced to the status of robots under the control of a gadget that does not possess intelligence. Let us be clear about this. Consequently, if we want to avoid entering that kind of era and planet, we must make the necessary adjustments. India should not be at the rear of the line, and India should be able to hear what is happening at the front and take the initiative to lead that progress.

New Education Policy 2020 Highlights:

- **Subject Choices:** In India, there are currently three streams available after the tenth grade: science, commerce, and the arts. Students are divided into streams, and they do not acquire biology and history, or physics and computers, as a result of this division. Students, on the other hand, have the option to choose their courses after the tenth grade, thanks to the National Education Plan. Because of this, students will have more options and will not be restricted to things that they do not find interesting or interesting at all.
- **Emphasis on Skill Subjects:** To ensure that all students receive a broad range of skills, every school must implement some skill subjects in specific classrooms, such as Informative Technology, Data Analysis, Artificial Intelligence, and so on. The goal is to educate students with a variety of abilities that will be useful to them in the long run.



- **Expanding the Limits of Right to Education (RTE) Limits**: An earlier law, the Right to Education (RTE) Act, specified that children between the ages of 5 and 14 were entitled to free education. Although the RTE Act has been updated, the age range has been expanded from 5 to 14 years to 3-18 years as a result of the New Economic Policy (NEP). This means that children between the ages of three and eighteen are entitled to free educational opportunities. The government's goal of expanding the number of students enrolled in higher education can be achieved in this manner.
- **Removal of 10+2 System:** After the NEP, the 10+2 system is abolished, and the new **5+3+3+4** system is introduced, which states that children are nursed by their parents until the age of three years, after which they should attend school, and during the next five years of their school, i.e. Nursery, playschool, KG, 1st & 2nd, (+5), they are taught about how to read, so that they can understand numbers, alphabets, and other symbols, and eventually understand languages

ISSN 2394 - 7780

- **Dismissal of the 10+2 System**: According to the NEP, the 10+2 system is replaced with the 5+3+3+4 system, which states that children should be at home for the first three years of their lives, then they should go to school, and for the next five years of their schooling (Nursery, playschool, KG, 1st & 2nd grades (+5), they are instructed to read in order to be able to comprehend foreign language.
- **Introduction of Practical-Based Learning:** A child obtains understanding of practicals and theories after sixth grade, according to the National Education Plan, because, in today's society, it is critical for every student to put what they have learned into practise. Consequently, students in the sixth, seventh and eighth grades (i.e., the following +3) are assigned small, hands-on practical projects or internships to complete.
- **Prioritization is Given to Knowledgeable Students:** Following the NEP, the course syllabus should be condensed. Another thing that will be eliminated is the rote monetization technique, and some practicals will be implemented. In this country, the goal is for pupils who have sufficient knowledge to obtain a higher rank or grade than those who merely memorised facts and figures. In a nutshell, knowledge is the key to getting things done.
- **Credit Transfer Policy:** The National Education Policy states that if a college student drops out for a year or more, he can re-enroll in the following year rather than having to start over from the beginning.
- **Four-Year Bachelor's Degree:** Previously, colleges offered bachelor's degrees that were three years in length; however, following the NEP, bachelor's degrees will be four years in length. The fourth year is devoted to research and development; however it is not required to complete the programme.
- **Fees Limits for Private Colleges:** The fee structure of numerous private institutions in India is one of the most major impediments to obtaining a degree in higher education. Private colleges in India demand expensive tuition rates, which are out of reach for students from the lower middle class in India. As a result, the Indian government has placed a cap on the prices that private colleges can charge their students. This means that private universities do not charge fees to students who go beyond the limits of their own institutions.

NEP Opportunities and Challenges:

The New Education Policy allows students to choose any subject from any stream, according to the policy. If a student wants to study Biology alongside Commerce, he or she can do so. Similarly, if a student wants to add or investigate Music as a subject, he or she can do so as well. Students will now be able to investigate the subject matter that most interests them. The National Education Plan (NEP) has placed greater emphasis on the knowledge learned. The need of self-evaluation is also emphasised in order to assist students in evaluating their own performance throughout the year.

Furthermore, the New Education Policy Government has agreed to spend a greater proportion of the GDP on education, which will amount to 6 percent of GDP instead of the current 3 percent. Ultimately, this leads to the advancement of education at the primary and secondary levels. The policy is out of this world. While implementing the programme across the country, the government is confronted with a complex set of challenges. One of the most major downsides of this strategy is that Indian politics changes every five years, so there would be uncertainty if the current government were to be replaced by a new one in the next five years. The next question that comes to mind is whether or not the policy is practically feasible.

Consider the other side of the coin: if the policy is followed in its current form, India will have a large number of students who are both skilled and knowledgeable. This has the potential to assist India in its transition from a developing to a developed country. Inadequate education and the educational system in the country are two major factors contributing to unemployment in the country. As a result of the NEP's proper implementation, the number of unemployed people will decrease since they have the ability and practical knowledge to create money and meet their basic needs. While keeping a global perspective, the National Education Policy 2020 focuses on bringing about much-needed revolutionary changes in the Indian education sector.

CONCLUSION

In India, the Sustainable Development Goal 4 has unquestionably made progress, thanks to the implementation of the New Education Policy. New knowledge horizons, strengthened solidarity, and cooperation around delivering high-quality education and lifetime learning opportunities for everybody have opened up as a result of this. Despite the fact that there are still numerous barriers to school enrollment and educational attainment, and that obstacles to progress monitoring would be a significant issue, education is also critical for the country's development. As a result, if India aspires to achieve the status of developed country within the next several years, it will need a strong educational system. The National Education Policy (NEP) contains the most important issues or reforms that the Indian Education System need.

ISSN 2394 - 7780

REFERENCES

1. Kumar, K. (2005). Quality of Education at the beginning of the 21st Century: Lessons from India. Indian Educational Review
2. Draft National Education Policy 2019, https:// innovate.mygov.in/ wpcontent/ uploads/ 2019/06/mygov 15596510111.pdf
3. National Education Policy 2020. https:// www.mhrd.gov.in/sites/ upload_files/mhrd/files/nep/ NEP_Final_English.pdf referred on 10/08/2020.
4. Yojana Magazine
5. Other Paper Articles

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

SKILL GAP IN INDIA

Licy Varghese
Senior Faculty

ABSTRACT
In India, skill shortage in the industry was reported by around 75% of the organizations. India's job situation has improved over the years, although not at the desired rate. Lack of jobs, unemployment, a lack of skills, and hiring are just a few of the terms that Indian youngsters are familiar with. In our country, unemployment is not a new problem. According to Wheebox's India Skills Report 2022, only 48.7% of India's young are employable. This means that nearly one in every two Indian youths is unemployed. According to the study, roughly 75% of all organizations surveyed acknowledged a skill gap in the industry. According to the research, B.Tech and MBA graduates are more employable. According to Wheebox's survey, employability has ranged from 34 to 46.2 percent in the last 7-8 years. Except for 2020, the employability of Indian candidates with higher degrees has improved every year. The age group 22 to 25 is the most employable. Maharashtra, Uttar Pradesh, Kerala, and West Bengal are among the states with the most employable talent. Maharashtra, Karnataka, and Tamil Nadu are the states with the most job openings. Unfortunately, women make up only 32.8 percent of India's employment. Surprisingly, 51.44 percent of females are employable, compared to 45.97 percent of males. Females in Telangana and Karnataka are the most job ready. Positive hiring intentions are expressed by 35.96 percent of businesses. According to the ROI on Apprenticeships analysis by Teamlease Skills University, productivity remains a critical concern because 56 percent of the Indian workforce is not skilled enough to fulfill market demands. Apprenticeship programs, according to the report, boost productivity and reduce turnover by allowing businesses to form stronger ties with their employees.

Keywords: Unemployment, lack of skills, training, hiring, human resource management

INTRODUCTION

BACKGROUND OF THE STUDY
This study helps to learn about the effect of the skill gap in India, and with the help of a few effective surveys, it is easy to state that the skill gap is a major problem in every aspect. 5.5% engineers of in India have the skill of artificial intelligence, it is important to solve this problem to increase the efficiency of work. Lack of future skills is considered an effective problem that can decrease workability easily. To evaluate this aspect, it is important to increase the literacy rate in India, which directly has an impact on the skill gap process. On the other hand, the challenge of skilling in India should be solved which can increase the success ratio of employment and various industries also. Proper skill and literacy help to control the unemployment rate in India successfully. It is important to provide information about new and effective technologies that help to increase the efficiency of people.

OBJECTIVES
- To identify the importance of literacy in maintaining the skill gap among people.
- To evaluate the impact of the skill gap on the employment process.
- To identify the importance of knowledge about technology to increase the organizational ability

LITERATURE REVIEW
Cabral, Clement and Dhar stated that the rise in literacy rate in India in the last two decades results rising in unemployment among skilled personnel (30). The rising of skilled u employment in India results in shortage o skilled jobs in the country. Increasing demands for Indian talent over the world result shortage of Indian talent for the Indian IT service sector. According to the report of man Group 2020, 63% of companies in India reported a shortage of talented employees, especially in engineering, sales, and IT services. To implement technical skills among the students the government Id launches several technical programs and skills education to bridge the skill gap in the country.

The report of National Employability state that most engineering graduates become unemployed after completing their degree because of a lack of technical skill and knowledge. Most MNC (Multinational companies) failed to hire engineering graduates because of less practical knowledge (Jegadeeshwaran 2350). The report on national employability for engineers 2019 reported that nearly 80% of engineers in India are unfit to take up any job in the knowledge economy. Along with this the port also stated that Indian engineers are far behind room their global counterparts and they are also not aware of the latest digital technologies such as machine learning, artificial intelligence, wireless technology, and data science.

ISSN 2394 - 7780

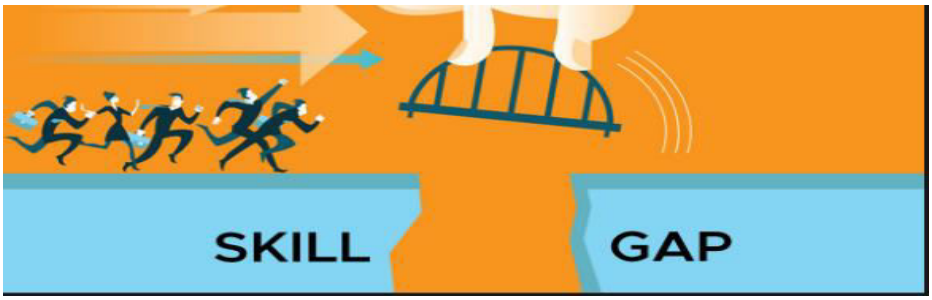


Figure 1: Picture of Skill Gap in India
(Source: created by author)

According to Tripathi, only 25 engineers can work with artificial intelligence and 55 % have basic programming abilities (44.1). The employment statistics report of India determined that only 15% of engineers are fit for the new jobs. There are several reasons behind the skills gap in India and the important one is university-level education. Most of the University of Indi8a primarily focused on the theory-based knowledge that lacks practical knowledge among the students. Along with this only 40% of the university provides internship opportunities for students.

The port of Indian education forum state that to bridge the skill gap research skill, analytical skill, presentation, and communication and writing skills among Indian students need to be increased. Improved these actors will help individuals to learn and adopt new technical skills as well as influence them to become practical at the education level. According to (0 in the workplace knowledge of practice is much required rather than theory and Indian duration lacks in this section (Malik and Venkatraman 60). However, the Indian government takes necessary steps to bridge the skill gap and as well as helps instruct universities to become practically oriented rather than theoretical.

METHODOLOGY

Research Philosophy: For the proposed research study positivism philosophy has been chosen. Positivism philosophy provides positive beliefs about the research that put a positive impact on the research for this reason positivism philosophy has been chosen (Snyder 335).

Research Approach and Research Design

For this research study, the deductive research approach has been chosen. The deductive research approach deducts unnecessary information from the research that minimizes the research time for the researcher for this reason deductive approach has been selected. For the research design in this study, a descriptive research design has been selected. The main reason behind the selection of descriptive design is that it described all essential information of the research effectively which makes the decision-making process easy for the researcher (Pandey and Mishra 65).

Data Collection and Data Analysis

In this research study, primary data collection has been selected as a data collection procedure. The primary data collection procedure provides authentic data to the researcher that helps the researcher to get an effective outcome from the research. For the data analysis technique in this research study, the qualitative data analysis technique has been chosen.

Figure 2: (Data collection procedure)
Source: Created by Author)

The important reason behind the selection of qualitative data analysis is that it analyzes research data more quickly and it analyzes all types of data providing extra flexibility to the researcher (Mohajan 35).

ISSN 2394 - 7780

Sampling

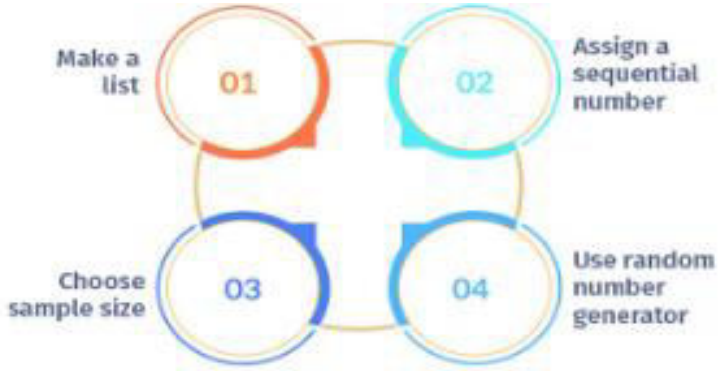


Figure 3: Simple random sampling
(Source: Created by author)

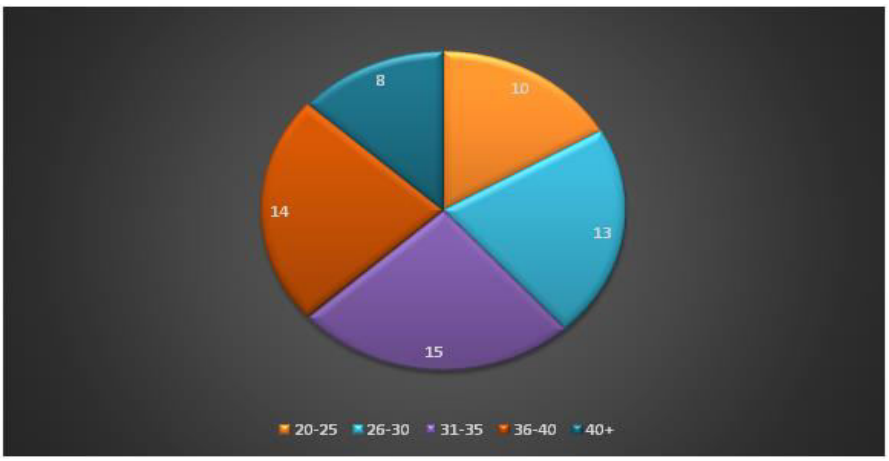
In this research study the sampling method Simple Random Sampling method has been selected. 60 participants are randomly selected by following a simple random sampling method. The questionnaire has been developed for the survey method and questions will be asked to individual participants.

Data Analysis and Discussion

Demographic Question

Age

Age Group	Number of respondents
20-25	10
26-30	13
31-35	15
36-40	14
40+	8

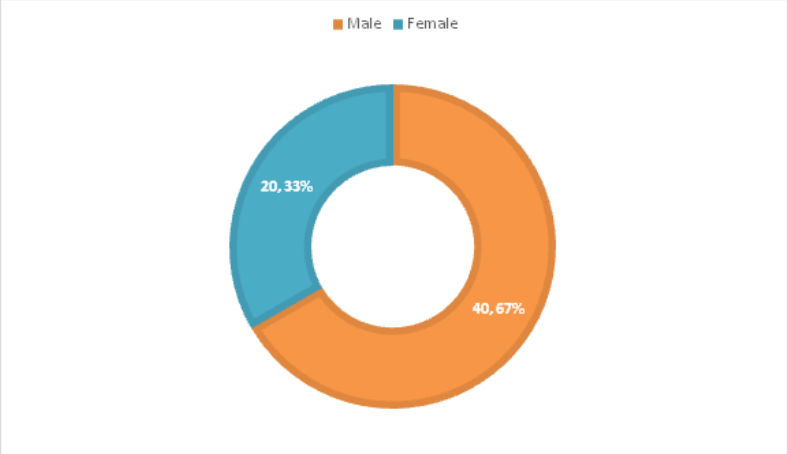


To provide information about the skill gap in India 60 participants are involved in this study. people with various age groups are involved in this study, among all respondents, 10 respondents are from the 20-25 age group. 13 people with 26–30-year age, 15 people with 31–35-year age, 14 people with 36–40-year age, and 8 people are from above 40. With the help of this analysis, it is easy to state that most of the people are from 31-35m years of age. These involved people can provide essential information about

Gender

Gender	Number of respondents
Male	**40**
Female	**20**

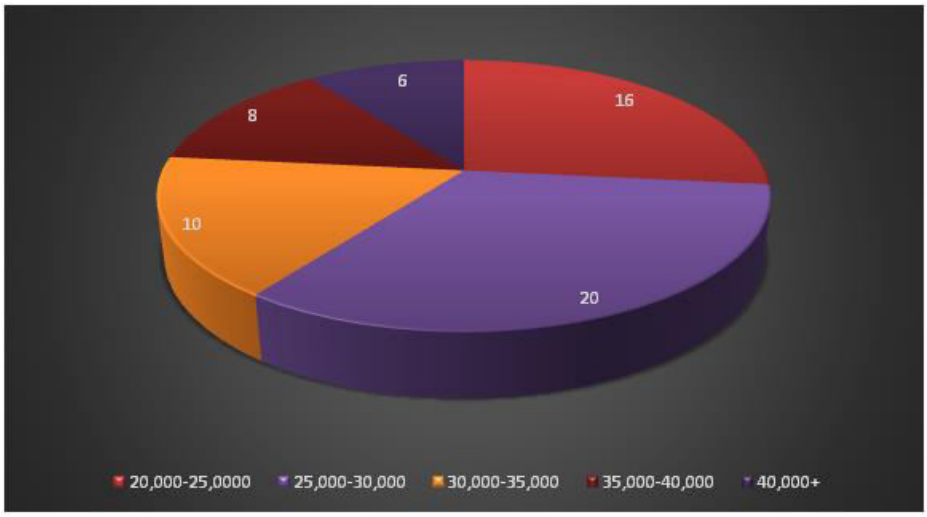
ISSN 2394 - 7780



Male and female both are involved in this study to provide all essential information about the skill gap in India. 40 respondents are male and 20 respondents are female. Based on this analysis it is easy to state that number of male respondents is more than the number of female respondents. These respondents help to learn about providing proper training to people that helps to control skill gaps.

Income

Income	Number of respondents
20,000-25,0000	16
25,000-30,000	20
30,000-35,000	10
35,000-40,000	8
40,000+	6



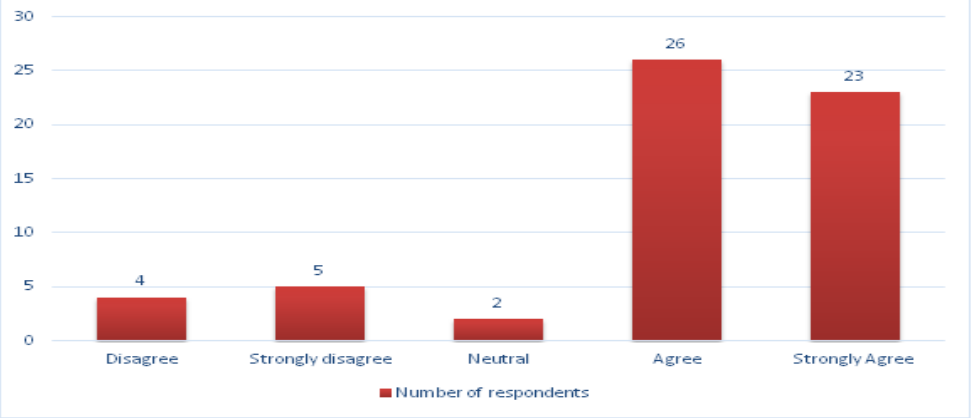
People with various income ranges are involved in this survey process to provide information about the skill gap in India and its impact on employment and other aspects. In this survey process, 16 people are from 20,000 to 25,000 income range, 20 people are from 25,000-30,000 income range, 10 people are from 30,000 to 35,000 income range, 8 people are from 35,000-40,000 income range and 6 people has 40,000 above income.

Survey Question

Do you agree that proper education and training are important to maintain the skill gap?

Opinion of respondents	Number of respondents
Disagree	4
Strongly disagree	5
Neutral	2
Agree	26
Strongly Agree	23

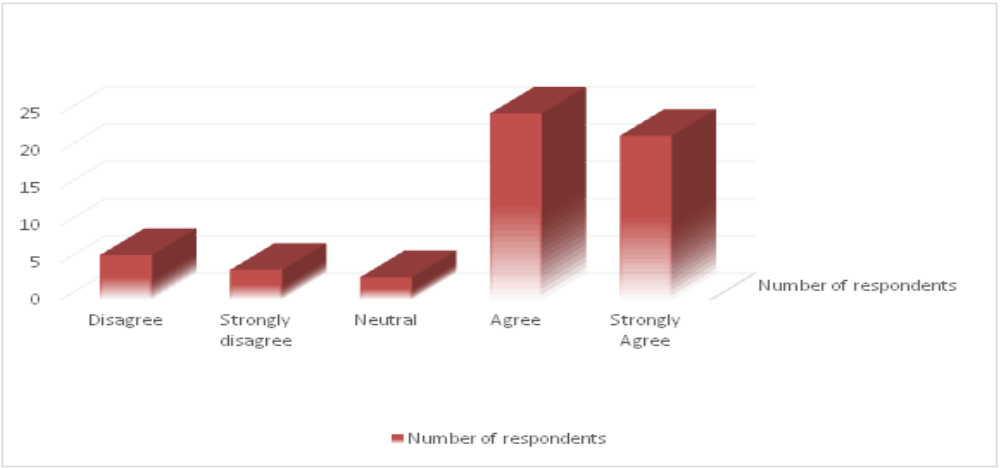
ISSN 2394 - 7780



60 people are involved in this survey to provide information about the importance of education and training in maintaining skill gaps. 4 respondents have disagreed and 5 respondents are strongly disagreed that education and training able to solve skill gaps. 2 respondents are unable to provide any opinion, as well as 26 respondents are agreed and 23 respondents are strongly agreed with this question. Based on this analysis it is easy to state that skill gap-related problems have been solved due to the involvement of [roper training and education (Moore and Morton 5).

A Proper Literacy Level is Important to Maintain the Skill Gap among People.

Opinion of respondents	Number of respondents
Disagree	6
Strongly disagree	4
Neutral	3
Agree	25
Strongly Agree	22

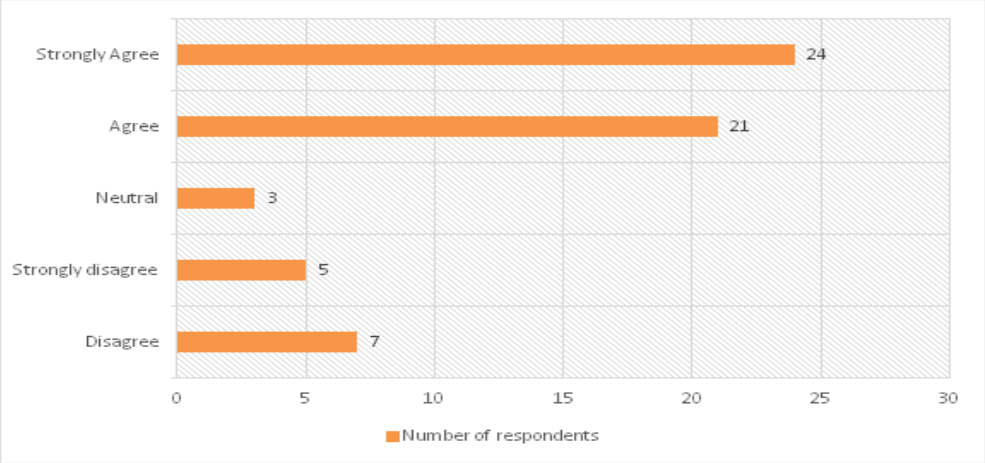


The importance of literacy in maintaining the skill gap has been justified in this study, among all respondents 6 respondents have disagreed and respondents are strongly disagreed with this statement. On the other hand, 25 respondents are agreed and 22 respondents are strongly agreed that proper literacy helps to justify the skill gap among people. On the other hand, 3 respondents are unable t provide any opinion about this statement. With the help of this analysis, it is easy to state that increasing literacy level is important that can control risk and problems of the skill gap in India (Dash et al. 25).

Do You Agree That Unemployment Related Problems in India have Been Solved Due to Providing Solutions to the Skill Gap?

Opinion of respondents	Number of respondents
Disagree	7
Strongly disagree	5
Neutral	3
Agree	21
Strongly Agree	24

ISSN 2394 - 7780



Among all respondents, 7 respondents have disagreed and 55 respondents agreed that the skill gap can increase the risk of unemployment. 3 responders become neutral in this case. 21 respondents are agreed and 24 respondents are strongly agreeing that unemployment related problems are increased due to the lack of proper solutions to the skill gap., to solve unemployment it is important to solve the skill gap (Ravindra, Sharma and Sharma 591-609).

CONCLUSION

This study successfully analyzes the factors of the skill gap in India. The outcome of this study described that there is a large skill gap in India and it results in unemployment in the country. The outcome of this study determined that without improvement in the skill gap the economic development and employability rate in India cannot be improved. Analyzing o this study also described that the implementation of practical skills and education among the university and schools will help the country to bridge the skill gap. This study will help individuals to understand the skill gap in India as well as help individuals take necessary steps to improve the skill gap condition of the country.

REFERENCES

Cabral, Clement, and Rajib Lochan Dhar. "Skill development research in India: a systematic literature review and future research agenda." Benchmarking: An International Journal (2019).: 25-50

Dash, Debasis, et al. "Internet of things (IoT): the new paradigm of HRM and skill development in the fourth industrial revolution (industry 4.0)." IUP Journal of Information Technology 15.4 (2019): 7-30.

Jegadeeshwaran, Dr M. "Employability Skill Gap Analysis of Commerce Postgraduate Students in Higher Education With Reference To Coimbatore District." International Journal of Innovative Research in Engineering & Management (IJIREM) ISSN (2021): 2350-0557.

Malik, Geetika, and A. Venkatraman. "“The great divide”: skill gap between the employer’s expectations and skills possessed by employees." Industrial and Commercial Training (2017): 52-69

Mohajan, Haradhan Kumar. "Qualitative research methodology in social sciences and related subjects." Journal of Economic Development, Environment and People 7.1 (2018): 23-48.

Moore, Tim, and Janne Morton. "The myth of job readiness? Written communication, employability, and the ‘skills gap’in higher education." Studies in Higher Education 42.3 (2017): 591-609.

Pandey, Prabhat, and Meenu Mishra Pandey. Research methodology tools and techniques. Bridge Center, (2021): 50-100

Prajapati, Ravindra, Bosky Sharma, and Dharmendra Sharma. "Significance of life skills education." Contemporary Issues in Education Research (CIER) 10.1 (2017): 1-6.

Snyder, Hannah. "Literature review as a research methodology: An overview and guidelines." Journal of business research 104 (2019): 333-339.

Tripathi, Dr. "Effectiveness of Pradhan Mantri Koushal Vikas Yojna in Bridging the Skill Gap of Workforce in India." Sambodhi UGC Care Listed Journal 44.1 (2021).

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

A STUDY ON THE RELATIONSHIP BETWEEN THE EDUCATION AND THE SKILL AMONG THE YOUTH IN MUMBAI

Dr. Ashok Venkat Poojari
HOD-Department of Accountancy, NES Ratnam College of Arts, Science & Commerce, NES High School Marg, Bhandup (West)

ABSTRACT
Indian society has always stressed on the formal education and even it has been observed that the developed countries also have not laid much of the importance on education as India has done. Today's base of the education system actual has been laid some hundred years ago. The Gurukul system during the era of Sages has been the foundation of our education system. As the time passed on and as per the requirement of the society, the education system adapted itself or evolved.Initially our education system was only knowledge based .Pure skill based education is been highlighted recently and still the product of the same has not yet been delivery which means the training given to the students is yet to bear fruit. Still the people are unware about the perfect education system which will surely lead to high skill and as per the requirement of the society and the industry. So it is an attempt to study and compare our education system with the skill achieved by the students.This paper will also study whether our education system has really provided right skill or otherwise.The study will also involve the importance of skill to get into qualified employment

Keywords: Skill, Education, Employment market, professionalism

INTRODUCTION
Providing education to the youths is a remarkable thing which is like planting a sapling which will bear fruits for many years. Education changes the life style of a educated person. Education changes the way of life. Education changes the style of operating the economy. In Indian society; education is given only with the intension of getting jobs for the youth. Getting education does not guarantee jobs but the education which promotes skill will definitely get the educated the finest job. Today professional courses like Medical, Engineering, Electronics and Telecommunications etc. are in great demand since it promotes required skill. The most successful person is one who possesses the skill and makes the best use of it.Inspite of completing the professional courses , the youths of today are unable to use the right skills and we find lag in perfection in any field.

RATIONALE OF THE STUDY
It has been observed that there are different professional courses available for the youths of today but they either don't take it seriously or they cannot afford to perceive the same. Secondly they lack basics to perceive the professional courses and they fail. Education does not means becoming graduates but it also means making best use of the knowledge and information perceived. Our youth lack both the willingness to perceive the skill and making the use of the same to greatest length.Today inspite of higher education , our youths are still in search of employment.

It has also been seen that there are many institutions which are not efficient in providing skill based education rather than they have made the education a business.The so called educated youths coming out of such institutions are unable to manage the business or become experts in any field.

OBJECTIVES OF THE STUDY
1. To study the problems faced by the youths of Mumbai regarding the attainment of skill for employment
2. To compare the curriculum set up and the level of skill imparted
3. To compare the education imparted by institutions and the level of skills attained
4. To compare the level of the skills attained with the types of employments.

Hypothesis
H01: Skill acquisition is totally dependent on the quality of education

H11: There is no relation between skill and education

H02: Quality skill has led to greater employment opportunities

H12: Skilled youths are still jobless

H03 The government has succeeded in providing employments to skilled youths.

ISSN 2394 - 7780

H13 The policies of the government have failed to provide employment to skill youths

H04: The education rendered by educational institutions are not skillful to get excellent employment

H14: Every educational institution in Mumbai have taken care to impart proper skill through education

REVIEW OF LITERATURE

According to **Tahir Ansari** and **Mohammud Khan i**n their article **" Role of Education and Skill Development to promote Employment in India**", population has been increasing and there is necessity of improved education system with highest skill development to provide apt employment opportunity.There is very urgent need of creating increased opportunity for the students to develop their personality, functional capability and make them economcally productive.There is a large mismatch in the labour market with respect ot skill required and the skill acquired.Our country suffers from shortage of skilled labour due to lack of access to education and skill training.The authors have also tried to analyse and highlight the success of skill development program as organized by the state authorities.They concluded by saying that skill development is very much critical for India from socio-economic and demographic point of view.

According to **Elisabeth Dunne, Neville Bennet** and **Clive Carre**, in their article **"Skill Development in Higher Education and Employment "**Higher education has changed rapidly over the last decade. They find that change in the higher education has led to different crisis like lack of funding , lack of quality education which led to unqualified skill developments, They have also discussed about the skill with employers perspective and what should be the employers initiative to get the skill developed among the employees. They have also presented a guide for skill development which is known as the .frame work for development of generic skills. They also concluded that specific skills are very much need for high and quality employment along with quality education.

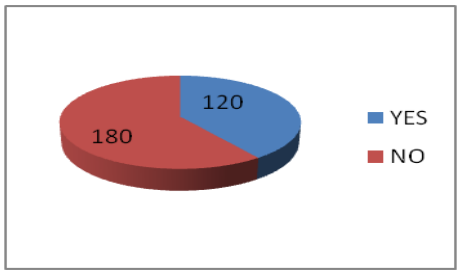
RESEARCH METHODOLOGY

Here we use the quantitative research methodology. Primary data are collected from passed out students of last 5 years with oral interviews. The data collected consist of passed out students of various colleges from 2015 to 2018 employed at various organizations and at various positions held. Secondary data are also collected from newspapers, magazines, articles..A sample of 300 respondents are taken and then concluded.

Analysis of Data:

1. Do You Feel that the Curriculum Taught in the Educational Institution is in Sync with the Skill Attained?

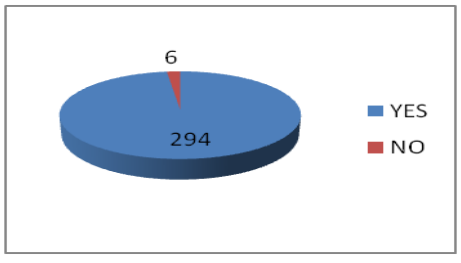
Yes	No	Total
120	180	300



2. The Problems Faced by you while Acquiring Skills for Employment is: Lack of Funds, Lack of Informations, Lack of Training Institutes, Lack of Guidance.

3. Do you feel that in Spite of Acquiring the Skills, You are not placed well?

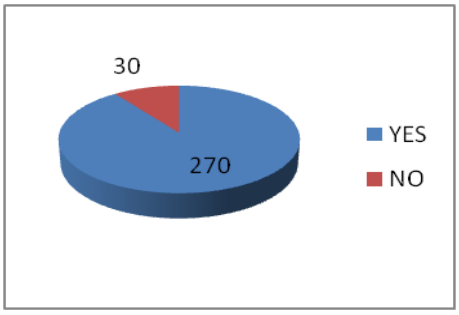
Yes	No	Total
294	06	300



ISSN 2394 - 7780

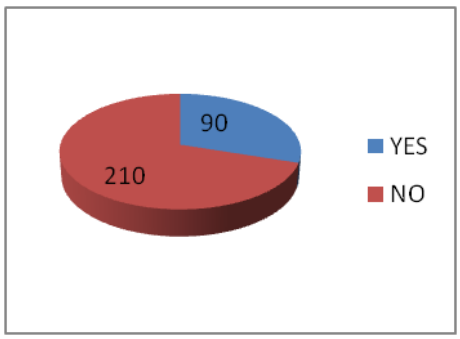
4. Do You feel that Quality of Skill Depends on the Quality of Education?

Yes	No	Total
270	30	300



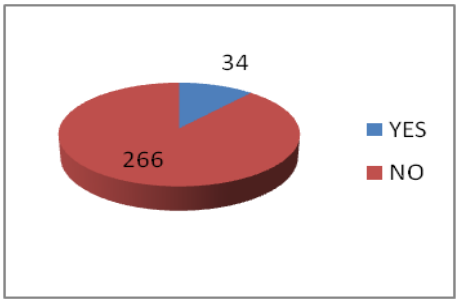
5. Do you feel that the Government is Serious about Provision of Employment to Youths of the Country?

Yes	No	Total
90	210	300



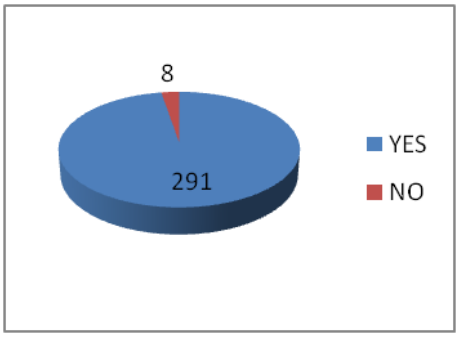
6. Does The Government Employment Scheme Has Succeeded To Provide you the Right Skillful Jobs?

Yes	No	Total
34	266	



7. Do You feel There is Competition in the Job Market?

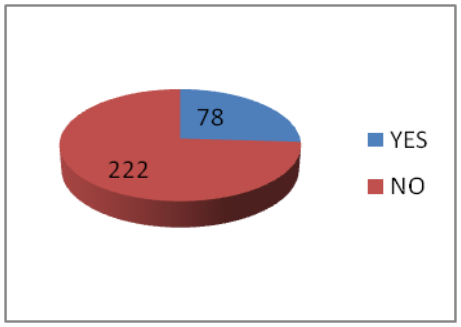
Yes	No	Total
291	08	



ISSN 2394 - 7780

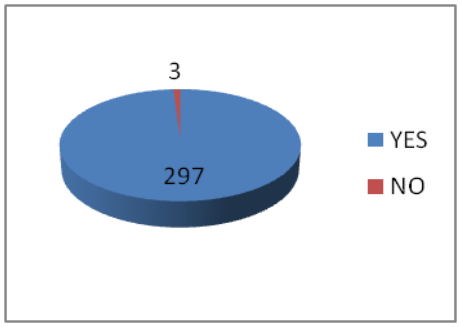
8. Do You Feel that the Educational Institution where you Have Studied has Taken Care To See That you Attain Proper Skill?

Yes	No	Total
78	222	300



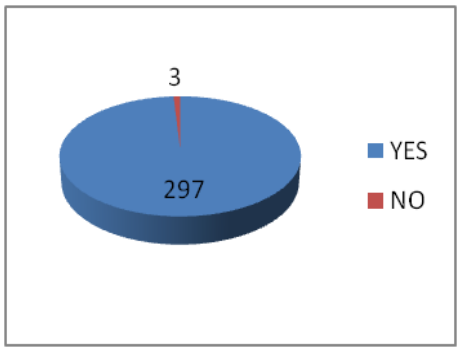
9. Do You Feel that there Should Be Improved Methods of Training for the Youth of Today and Tommorow?

Yes	No	Total
297	03	300



10. Do You Feel that Every Educational Institution should have well Set Goal of Training and Placement Cells so that Student of That College Should Be Assured of Employment?

Yes	No	Total
297	03	300



FINDINGS OF THE STUDY

a. The education imparted to the youth does not sync with the skills imparted as required in the employment market.

b. Youths of today are lagging in some areas due to ignorance, lack of training institutes and opportunities

c. Youth try to get better skills but they do not get better employment opportunity.

d. The government is not serious about training the youth and placing them at suitable place

e. According to some youth, the schemes of the government are for name sake and has not benefitted the youths of today.

f. There are few institutions which promote skill based educations and rest are traditional in nature

ISSN 2394 - 7780

RECOMMENDATIONS

I. Permission to be given to different institutions to promote skill based education

II. More employment opportunities should be created

III. The employment opportunities should be very well matching with the skill possessed by the youth of today.

BIBLIOGRAPHY

www.neeti.gov.in

www.skillforemployment.org

www.ilo.org

www.skillyouneed.com

www.msde.gov.in

www.futureskill.pearson.com

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

A STUDY ON SKILL DEVELOPMENT, STARTUPS AND LIFE STYLE METAMORPHOSIS

Dr. A. Sathish Babu
Professor & Head, P.G.Department of Commerce, Management & Research, VRS & YRN P.G College, Chirala- 523 155 (A.P)

ABSTRACT
The perplexing problem before the parties in power is to provide employment generation. It is a mammoth task to provide employment to workable youth in a populated country like India. There is a limitation to Government jobs and once it is a dream for youth to select for Government jobs an there is a feeling that Government job is secured and one can enjoy rest of life. As such there is a limitation to Government and public sector Jobs. When limited opportunities are available severe competition persists and many young men are not getting coveted posts. Over a period of time, this view has been changing and Governments thought that privatization is only the panacea for economic Development. Consequent to the introduction of economic reforms many private players have entered the Indian Industrial Landscape and proved their mettle. They required skilled man power. Merit and talent are only the yard sticks. Many startups have come into being. An idea that transforms the lives and many technocrats have become entrepreneurs and not only living on their legs but also providing employment to talented youth. Many a talented employees are migrating to abroad to find their financial fortunes and ameliorating their life styles. An attempt has been made in this paper to analyse the role and relevance of skill development over a period of time in our country, progress of startups and how the life styles have been changed and the differentiation between yester years and modern days.

Keywords: Economic development, Knowledge, livelihood, poverty, skill, tertiary sector, strategy, Startups, startup India, stand up India.

INTRODUCTION
Consequent to the Ushering of economic reforms in India a sea change has taken place in the Indian Industrial canvas. The prosperity of a country directly depends upon the development of agriculture and Industry. Agricultural production, however, requires Un interrupted power, credit, transport facilities etc., Industrial production requires not only machinery and equipment but also skilled manpower, management, energy, banking facilities, marketing facilities, transport services which include Roadways, railways Airways, shipping and communication facilities. All these facilities in a nut shell called as infrastructure. Infrastructure can deliver major benefits in economic growth, poverty alleviation and environmental sustainability. Service is the goal and the measure of development in infrastructure.

The pathos of political impasse is slowly evaporating and the reins of power are entrusted to the party with aspirations that it provides stability to the society in particular and to the Nation in general. In recent years, Indian voter is bestowing queer adjudication and expecting that political myopia stands shattered thus providing his maturity. This time, and for the last few times, the Indian voter is more consensus about his choice of selection and anticipating real progress from the parties in power. Various parties are attributing manifold inferences for their contemptible performance in the recently concluded (Five States0 democratic process. Candid examination of events indicates that cosmic conclusions and prodigal promises are only temporary phenomenon ad auto suggestions may create confusion or chos and people are contemplating real development rather than fervor harangue.

India being the largest democratic country in the world had wedded the concept of" mixed Economy" and seven and half decades of economic experience indicates that it is a mammoth task to provide minimum amenities to masses. A vast majority of Indian population lives in about 5,27,957 villages. It is the responsibility of the parties in power to provide basic needs such as safe drinking water, well connected roads, un interrupted power supply, transport facilities etc. Even the planners and political parties are striving hard for the last seven and half decades and overall scenario shows that it is a distant dream and public participation and reservoir of resources are necessary to achieve real progress. Swatch Bharat has ushered and little progress has achieved and long journey in this direction is awaited. It has been grasped **That" Economic Development is a Process and A Practice in Which it is Aimed to Improve the Quality of Life".**

At the outset, it was opined that economic development means, the development of agriculture which is the main occupation of a vast majority of Indian population. "**India lives in its villages are the standard adage".** So far, the agriculture sector is concerned, India made a phenomenal progress from a mere begging bowl stage during the fifties to a state of self- sufficiency**.**

ISSN 2394 - 7780

Subsequently, it was conceived that agriculture and industries are two wheels for the economic chariot and smooth running of economic cart depends on these sectors**.** In the initial years, the Government has invested in the areas where the private participants have not come forward and provided as many subsidies, free land and tax holidays. The Government through its annual budget exercises has been ushering innovative stratagems such as Foreign Direct Investment (F.D.I) and backward areas development. But the desired results have not reached to the common man on the other hand squalor and squander has been increased. Although its economy is growing, poverty is still a major challenge. It has around 84 million people living in extreme poverty which makes up 6% of its total population as of May 2021. That's why Public Distribution system is in vogue in many states.

The economic development of any country is directly dependent on the advancement and progress of the three sectors of the economy viz. primary sector, secondary sector, and tertiary sector. The primary sector of an economy making direct use of natural resources that are involved in the production and extraction of raw materials from agriculture, fishing, forestry, mining, dairy, etc. and secondary sector also known as the industrial sector is associated with the activities which involve the conversion of raw material into usable products. The majority of India's population is engaged in the primary sector which in turn is the main reason for underemployment in the country. Though in the last couple of years, manufacturing has been a great focus not much growth has been seen in the secondary sector (includes heavy manufacturing, light manufacturing, energy-producing, food processing, etc.) due to lack of infrastructure. So in order to quickly absorb this underemployed population, there is a need to shift to the tertiary sector.

The tertiary sector also known as the service sector involves a variety of things in its umbrella. Some of which are health and welfare, tourism, leisure, and recreation activities as well as retailing and sales of goods to the people. In the past six years, the service sector has undergone a great evolution which in turn has given it the independent status of the productive sector of the country. Moreover, this sector also provides a major impact on foreign exchange and thus contributes greatly to the modern economic development of the country. Gross Value Added (GVA) at current prices for the services sector is estimated at 96.54 lakh crore INR in 2020-21 and accounts for 53.89% of total India's GVA of 179.15 lakh crore Indian rupees. Thus, holds the highest share in the country's Net National Product.

In the present day's business world, liberalization, privatization and Globalization has been considered as an essential eventuality for the reason that political idiosyncrasies has not brought considerable change in the lives of people across the globe. Every country is endowed with natural resources and by exploiting these natural avenues economies are exporting the surplus produce and importing the required products from other countries. The inherent factor here is to provide maximum comfort to the population, satisfaction to the target customers and also run the country on sound financial lines. It requires global cooperation among the countries irrespective of different political ideologies. Hence, the prime objective is to provide greatest good to the public, Governments are striving hard to integrate their economies with other economies. At the same time, the international changes will also have an impact on domestic economy and necessary steps have to be initiated to save from the clutches of recession. There are only two types of countries in the world, developing and developed countries. For any economy in general and particularly for developing economies agriculture and industry are two wheels and when these two wheels are properly propelled then only the economic chariot will reach the path of growth. Even though globalization has been a powerful engine of economic growth, its running is also posing new problems and challenges. Massive increase in trade, remittances, international financial flows, technology transfers, human resources migrations across boundaries have been a strong signal for economic growth.

OBJECTIVES OF THE STUDY ARE TO

- Diagnosis of Indian education system and skill development
- Understand the skill development and startups
- Analyze the impact of professional progress on life styles.

METHODOLOGY: The present paper is based on the secondary data which is collected from different Books, journals and researches.

Indian Education System: Education is service. Education plays a vital role in the progress and performance of any individual. Its implications are comprehensive and exhaustive that the word could potentially refer to a whole spectrum o ideas ranging from procurement of wisdom, skills values beliefs and habits. Education is the process of facilitating learning. From the days of beginning of human culture and civilization, the human being

ISSN 2394 - 7780

has been engaged in a perennial quest for acquiring new things and new experiences. This experience made him to unfold the Gordian knots of mother's nature and always enthusiastic to visit new places. Initially, food and fodder were prime concern of man and in pursuit of the primary objective, he has visited many places and during this itinerary, he has acquired new information. He was of the opinion that mere acquiring new information may not be sufficient and these new ideas and thoughts must be translated into action. Hence, he has made experimentation and it has led t new vistas and he has believed that progress is always propelled by professionalism. The primitive man wondered in the universe from one corner to another and the gates of materialistic aspects opened and dawn before his eyes and new aspects made the path to ameliorate his conditions. The man's beliefs were experimented several times and they have resulted in to **"SKILLS".** The conceptual abilities have been metamorphosed into analytical thinking that led to open new thresholds. Once he had firmly believed that his experimentation has successful that becomes habits and other people have also started practicing them. The theoretical part was not documented in those days and it was a mouth to mouth learning. The eldest person who had the knowledge tried to impart what he had learned to a group of youngsters' and it helped the learners to settle in life with skills and values.

Indian civilization is an enigma to many and it has many wonders. It is believed in our country that education enables a man/woman to distinguish what is good or bad. The discriminating power or judgment paves the path for taking appropriate decisions at the right time. In the Indian context, our ancient education system was founded on the three pillars o wisdom thought and religion. Those were the days in which it was impossible to separate knowledge from religion as is testified by the vedas. Knowledge and religion are the two sides of the coin. Every facet of life, whether it is social, cultural, economic or political was shaped and regulated by religion. Education plays a key role in helping the individual attain fulfillment in life by directing thoughts and actions inward.

Indian Education System Can be Categorized in To

- Primary Education
- Secondary Education
- Higher education.

Education subject is in the concurrent list. Union Government and State Governments are looking after and promoting it. Still now, thirty five percent of people are below the poverty line and some geographical parts are not having infrastructure development. The popular adage that "**India Lives in Its Villages"** conveys a powerful message. Still vast majority of the population is living on agriculture and it has become uneconomical due to various reasons. When people are struggling for livelihood, their concentration will be on 2 square meals per day. When basic needs are satiated only, they will think about other aspects such as education, recognition, name and fame. It is widely believed that the destiny of India is now being shaped in class rooms. This, we believe, is no more rhetoric. In a world based on science and Technology, it is education, which determines the level of prosperity, welfare and security of people." Education is a knowledge attainment process. Skills are developed nd values are evolved. Social change which is indispensible for achieving economic development is always bound up with high quality of education.

- **Primary Education**: This type of education in India is divided into two parts, namely Lower Primary (Class I-IV) and Upper Primary (Middle school, Class V-VIII). The Indian government lays emphasis on primary education (Class I-VIII) also referred to as elementary education, to children aged 6 to 14 years old.
- **Secondary Education**: This education lasts 4 years. Students aged 14 to 18 complete the following 2 stages: lower secondary education, concluded with exams for a Standard X diploma; upper secondary education, concluded with exams for a Standard XII diploma or a Vocational Standard XII diploma.
- **Higher Education**: These institutions include not only universities and colleges but also various professional schools that provide preparation in such fields as law, theology, medicine, business, music, and art. Higher education also includes teacher-training schools, junior colleges, and institutes of technology. As of 2020, India has over 1000 universities, with a break up of 54 central universities, 416 state universities, 125 deemed universities, 361 private universities and 159 Institutes of National Importance which include AIIMS, IIMs, IIITs, IISERs, IITs and NITs among others.

Even though education plays a vital role in the development of an individual, family, society and Nation, there are several draw backs in our education system. They are lack of practical knowledge, no scope for other areas except studies, defective learning methods, lack fund and quality teachers and no value to education. Bookish knowledge is the prime motto of the Indian education system. The focus is given on the theoretical knowledge

ISSN 2394 - 7780

only not on practical knowledge. As a result, most Indian student gets unemployed despite having high qualification. Modern education emphasizes taking more and more degrees were no need for skill. In India Sports, Photography, Acting, Music etc. are considered as hobbies, not a profession. It is not included in the education system.

This scenario has prompted to skill development. Skill is the ability to use one's knowledge effectively and efficiently in execution or performance. Skill stresses technical knowledge and proficiency. A skill may be called as an art when it represents a body of knowledge. A systematic body of knowledge is called science and application of scientific principles to a body, material or thing may be called as an art.

Knowledge (K) = I + E (Information+ EXPERIENCE)
Information means information of ideas in human brain. Thoughts will continuously flow in human brain. Some are crazy, useful or useless. Sometimes, we expose and sometimes we hide because what the other person thinks about.

Thought- Idea- Concept -Experimentation- - Formula -Commercial Exploitation- Profits- Wealth Creation.
Colleges and higher education institution factories are producing degree holders. When they are entering into the wide world, they are feeling suffocation due to the fact that their subject, knowledge may not be helpful to earn decent salary to live and feed the family. Consequently, un- employment and under employment has been increasing. The major causes of unemployment in India are large population, Lack of vocational skills or low educational levels of the working population. Labour-intensive sectors suffering from the slowdown in private investment particularly after demonetization. Even though Government is spending huge amount on engineering, medical, and management institutions the knowledge of professionals is useful to other countries. Indian money and Foreign opportunity. Engineers and doctors are leaving the country after acquiring good knowledge. Lack of opportunities, poor salaries and lack of promotion avenues, no recognition to talent, caste politics and corruption are the main causes that professionals are leaving the country. It is not a hyperbola to say that there is no country in the world without the presence of Indian technocrats and professionals. Unemployment has costs to a society that are more than just financial. Unemployed individuals not only lose income but also face challenges to their physical and mental health. Societal costs of high unemployment include higher crime.

Skill Development and Startups: A midst of this scenario, it has become inevitable to develop skills among youth. Consequent to the introduction of economic reforms, many foreign players started manufacturing units in India and in order to suit their requirements, it has become an essential eventuality to develop skills among youth by redesigning courses. Government is having limitation to provide employment to youth who are not having employability skills. Due to Liberalization, privatization and Globalization every country has to redesign its economic policies and have to integrate with other world economies failing which there will be no development. Private players are more interested in profits and wealth creation only by satisfying consumers and converting them as customers. In that process and practice, they are giving utmost importance to talent and efficiency only. Other people who are having the skills are starting the companies with ideas and not only achieving self-sufficiency and providing employment. The Government of India has recognized Skill Development as a major priority for India's socioeconomic development, for sustaining its growth rate and the best means to convert India's demographics into an asset for development. It is also believed to help India respond to the global needs of skilled manpower and contribute to the reduction in inequality and poverty. The Government of India launched the Skills Development Initiative (SDI) scheme in 2008, with the aim to train 1 million persons on demand-driven vocational skills over the next 5 years and 1 million each year after that to support skills training, certification and up-gradation in the unorganized sector. The following major skill development schemes are in vogue.

- Pradhan Mantri Kaushal Vikas Yojana (PMKVY)
- Rozgar Mela.
- Pradhan Mantri Kaushal Kendras (PMKK)
- Capacity Building Scheme.
- Udaan.
- School Initiatives and Higher Education.
- India International Skill Centres (IISCs)
- Pre Departure Orientation Training (PDOT)

ISSN 2394 - 7780

Due to the financial constraints, people are neither able to concentrate on education nor able to come forward to become the veil of the social fabric. Due to the information technology, people are able to understand that unless they change their mindsets by educating and empowering, their lives and their conditions will not be improved. This made the people to go for self-employment. In addition, in a populated country like India, wherein a population explosion is seen, there is a lot pressure on the dramatically elected Governments to reduce un employment. However, it is a fact that there are some limitations to the respective Governments for not being able to generate employment for the youth and for a number of years, the policy of the Government is such that to invest in the capital intensive industries which require huge investments. The private sector was considered untouchable in the beginning. Subsequently, it was realized that unless private participation is encouraged, nurtured and promoted, it is not possible to see the real development. Several steps have been initiated by the Government which have been witnessing today in the form of Telecom, Transport, Finance, retail, travel and tourism, insurance and other allied sectors. On the other hand, due to the growth of information technology, youth are of the opinion that opportunities are electrifying and profits are plenty. Only the required necessity is dedication, determination and sincerity. In addition, people are not hesitating to reduce their consumption level on food and no compromise towards education and health. This made the emergence of people to start their own ventures by up grading their skills from time to time; thereby, we have been witnessing entrepreneurs in good numbers. Starting an enterprise is not only a challenging task but also brings fortunes if goes in a right direction.

The business of business is business and it is respected only when the business people are recognizing and respecting the customers and satisfying the needs and necessities of customers. In order to meet this obligation or challenge, multi facet skills are necessary s such there is a saying "**Repeated Business Ia Always a Business"** and this comes through only by giving quality products. Quality is free and can be seen in the eyes of the customers. A[part from this, value addition elements are also added. These requirements and potentialities are being recognized by policy makers as well as young entrepreneurs.

Once small is beautiful, but his concept has been changed. Now big is beautiful in the practice of globalization and border less trade. Production is not the constraining factor today. Massive productions, entering into niche markets are the two dimensions of modern business. Amidst having small capital, low technology support, limited marketing opportunities, lack of training, lack of fulcrum from the bankers or institutions, the small entrepreneur's task is very difficult. Flourish or perish is only the mantra in a market driven economy.

Several decades ago, India was best known for exporting commodities like cotton, jute and spices and it was viewed as an exotic region far removed from the global economic path. India has now a prominent role in the global economy. Over a period India has proved its mettle on the International Landscape in variety of fields including software and information technology. The size and scope of transition in India's image and relevance in today's economy as well as the direction of that transformation are truly astounding.

According to recent research, technology entrepreneurs in India are developing world class enterprises attracting a large number of global investors and forming their fair share of unicorn companies. Thus, "in the real world of business, the word start up goes beyond a company that is just getting off the ground".

The day of 15th August2015 was a historic day and on this day honorable prime Minister ushered a new slogan, "**Start Up India-Stand up India"** declaring the Government's passionate intention to enable and set up a startup eco system. In the year2015, India stood strong in the third position compared to U.K and US. With three or 4 startups emerging every day and investments are over 5 billion dollars. Startups and entrepreneurs have experienced un precendented development during the past few years. To assist these new ventures in India, a number of initiatives have been developed, including startup and stand up, make India, made India Digital India and other similar initiatives. Several incentives were given such as funding support up to 10,000 crores the ability for Startup Company to register a company in one day, tax exemptions for three years etc. The government has recognized 41,061 startups as of December 23, 2020, according to the Economic Survey 2020-21 tabled in Parliament on Friday. Of this, more than 39,000 startups have reported 4, 70,000 jobs, the survey said, without disclosing details. India currently houses the world's third largest startup ecosystem, with 38 firms being valued at over $1 billion or what is known as unicorns. In 2020, the country minted around 12 such unicorns despite the disruption to the economy caused by the Covid-19 pandemic. With the government opening up the space sector for private players, there are more than 40 startups working on space and satellite projects with funding, teams and structure, the survey said, citing industry estimates. Skill India is an initiative launched by the government in 2015 to train over 40 crore Indians in different industry-related jobs. The vision is to create an empowered workforce by 2022 with the help of various schemes and training courses.

ISSN 2394 - 7780

PROFESSIONALISM: Progress is always propelled by professionalism and the unmatched professionalism acknowledge through experience. This experience gets only when conceptual abilities can be metamorphosed in to analytical thinking that leads to the production of knowledgeable professionals who can suggest solutions to the practical problems of the startups. The phenomenal professionalism can be achieved through the temples of learning that are colleges and universities. Life means living in fine environment. When practical problems are faced the entrepreneur gets real time and experience and this helps him to find solutions and also enable him to take his organization to higher height with good market share.

Nothing succeeds success like success. After the sweet pill of success is achieved that gives motivation to the person to set another target and strives hard to reach his goals.

Life Style Metamorphosis: India has demographic dividend and talented people are leaving the country and going abroad to improve their financial conditions. There is no country in the world without the presence of Indians. Why other countries like Indians are honesty, hardworking nature, submissive nature and accepts low salary if needs be. Even though the Government is spending largest investments on these technocrats due to various reasons they are migrating to different countries. Opportunities are electrifying. Even the middle class and lower middle class people also want to send their children to best schools by sacrificing their desires and educating the children. Financial conditions are changing. Several changes are taking place in the human relations when compared to yester year. India can be divided into two. Rural India and Urban India. Slowly, the line of demarcation is changing between the two so far the socio-economic conditions are concerned.

There are good human relations when there were no huge assets, positions and luxuries in the society. People were lived without any ego issues and help others in the needs of hour. They used to live simple and honesty life. Contentment is only the yardstick and prime objective of life. There is a tendency that all are closely related and believed they are the part of family fabric. Joint family system is in vogue and elder brother is next to father and he takes family responsibility in all aspects and tries to increase family pride. Families are the foundation or fulcrum for building god society and nation. Pleasure and pressure are taken equivocally and shared with elder. In earlier days one educated member in the family use to guide other family members and acted as mentor. He or she used to motivate. The thinking was not only he grows but other members of the family should grow. If the eldest son is a doctor he used to guide other young minds. There is an urge in the minds of junior members that they used take the senior member as role model and follow his footsteps.

Care and concern is only the measurement and attitude. There exist a feeling that all are inter related. If any family member in the joint family achieves noteworthy, the entire family firmly believes that individual achievement is considered as family achievement. All the members in the family used to say that his son, grandson or daughter or daughter- in-law has achieved something unique in lives. That enhances family pride.

Things have changed dramatically. It is believed that nothing is permanent except the six letter word "**CHANGE**". Corporate education has brought many changes. Joint families become nucleus families. Everybody is giving utmost importance to education. Even the lowest strata of the society is forging my comforts and educating their children. Youngsters are also taking cue from their nearest relatives, neighbors or teachers and want to excel professionally. Children are utilizing the opportunities and endeavoring to create their own world in different fields.

Over a period o time there has been a change due to the abnormal growth of service sector. The financial fortunes of the families are growing without any leaps and bounds. <More comforts and luxuries are growing. Once it was a high time to go the hotel or Restaurant. Today, families are going twice or thrice in a week to the restaurants. Similarly visiting new places and new destinations is a common regularity. Modernity in its form can be accepted but not to the extent of spoiling relations and shaking the roots of families. Today, all the relations are economic relations only. Artificial meetings, plastic smiles lack of sincerity in actions and deeds are the order of the day. Sophistication and modernity can be accepted but not to the extent of extinguishing human values, relations, love and affections among the closely knitted family members. Even in the normal social gatherings also the normal discussions are their prodigal achievements, salary packages, latest purchase of jewellery purchased and in a nutshell discussing about wealth creation and opulence comparison.

Maintaining relations are gradually vanishing. In good olden days, if any auspious occasion takes place in the family, nearest relatives used to come a few days before and extend helping hands to make the function a grand success. Today, such type of environment is conspicuously absent and everybody is busy in their business and could not find time to call others even once in a blue moon. People are gluing to mobiles and our population is 130 crores and more than our population cell phones are using. Today one can't imagine the world without a cell phone. Today rural culture is no different to urban culture. In good olden days, if any relative or acquaintance

ISSN 2394 - 7780

comes to the family, neighbors thinks that the new comer is also their acquaintance and used to supply vegetables, curd etc.,. Today it is a distant dream and one can't expect such type of environment in rural areas. Attitudes are changing. Behaviour is changing. Indian youth especially software employees are forgetting clean shave, maintenance of neat dress due to their work culture. Stress is increasing. Youngsters are more concentrating on earning and eating unhygienic and junk food. Time is changing. I have sacrificed my life and educated my children. My eldest son is in America, Daughter is in Australia and youngest son is in u.k. Today we are alone and spending time in old age homes until the clarion call comes from the almighty. Hence, it goes without saying man is working hard to earn money. In that process, he is losing health. In order to gain health he tries to earn money until death and leaves big legacy that can be sufficient for 20 generations. We are imbibing western culture and in a recent raid in Hyderabad, on pub, 148 celebrities, children of business people and bureaucrats were found with drugs.

CONCLUSION

Technologically we are advancing. Startups are successful. We are emulating an example to the rest of world by exporting defence equipment also. Launching satellites are also on behalf of other countries to earn foreign exchange. Our foreign exchange reserves are good. Even in the pandemic, we have constructed roads in the border areas to strengthen and thus creating congenial environment to take the country fast forward. Foreign countries are looking at India as an attractive investment and production hub. If new industries are coming automatically new employment generation will take place and overall prosperity will ensure. Startups are also increasing and skilled man power is utilizing their opportunities. But the underlying factor is that concentration of economic power in a few hands is not good. It is a fashion for so many intellectuals are comparing India with china. But china has started its reforms well ahead of us and corruption is very minimal in china. We have to go a long way to curb corruption. If stringent laws are applied, is not far away to see India at least as a less corrupted country. We have to stop vote bank politics and public attraction schemes in the name of euphoria. Some states are exceeding their borrowing limits. If stringent steps are not initiated, we have to experience Sri Lankan crisis. Earning of money is important but not to the extent of accumulating opulence that lasts for of 30 or 40 generations. Instead we have to give good education and values to future generations. If personal life is good professional life will excel. At the same time, one should not forget our basic culture and values to take India to higher heights in all sectors.

REFERENCES

1. The Hindu News Papers.

2. The Week Magazine.

3. EEnadu News papers.

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022

ISSN 2394 - 7780

EXISTENCE OF FISHERIES INDUSTRY BY INCULCATING FINANCIAL LITERACY SKILL – A STUDY ON FISHER FOLKS IN TRIVANDRUM

Dr. Jinu L and Siji Cleetus
Assistant Professors, Department of Commerce, Marian College of Arts and Science, Menamkulam, TVM-695582, Kerala, India

ABSTRACT
Financial literacy is a significant sector that serves as a tool for industries throughout the world to succeed. We examine the association between financial literacy and lending portfolios using survey data from a sample of Trivandrum families in the fishing sector. We show that those who use consumer credit have worse financial literacy than people who don't. Borrowers with weak financial literacy are more likely to use high-cost credit (such as home collected credit, chitty auctions, short-term gold loans, and payday loans) than those with better literacy. We also discovered that those with low financial literacy are more prone to be unsure of themselves when reading loan terms and to be perplexed by financial ideas. They are also not interested to engage in behaviour which might help them to improve their awareness of the credit market. A common challenge for the remedial measures led the need for an adequate institutional structure for financial awareness. And also, instead of independent specific institutional structures for various purposes, fishermen should have one single agency where to submit complaints and inquiries considering the lack of financial literacy. Financial institutions should be required to apply fair, non-coercive and reasonable practices when selling and advertising financial products and services to such consumers. Terms and conditions should be understandable to the common man like fisher folks too. Thus, the study indicates the need of inculcating the financial literacy skills through various awareness programmes and training sessions to the deprived society in the industry. A part of the government spent can be diverted to this area.

Keywords: Fisher folks; financial literacy; Credit portfolios; Chitty auction; Financial institutions

INTRODUCTION
Financial literacy is playing more important role in many countries associated with the various problems particularly global financial crisis. In some countries, financial literacy programs are carried out to make the people financially literate, so finally it will increase the prosperity and welfare.

Several conditions such as the ease of obtaining credit due to tighter competition of financial institutions (Beal & Delpachitra, 2003) and the aggressiveness of marketing activities as well as the growth of financial products and services (Marcolin and Abraham, 2006) reinforce the assumption that financial literacy is a must.

Low financial literacy can be a serious problem for the households with because they tend to obtain the loan at high interest rate (Brown & Graf, 2012; Gathergood, 2012; Lusardi and Tufano, 2009), They do not plan pension (Bucher-Koenen and Lusardi, 2011; Lusardi & Mitchell, 2005, 2011; MCJ van Rooij, Lusardi A., & RJM Alessie, 2011), They do not diversify the low portfolio (Guiso & Jappelli, 2008), and They have little amount of savings (Beckmann , 2013; Delafrooz & Paim, 2011; Jappelli & Padula, 2013; Kharchenko, 2011; Lusardi, 2008b; Mahdzan & Tabiani, 2013; Spataro & Corsini, 2013).

Some surveys have consistently shown the low level of financial literacy in the countries with high income. In the countries with middle and low income, the condition is even much lower (Xu & Zia, 2012). Based on the research conducted by Cole, Sampson, and Zia (2009) in India and Trivandrum, it was shown that financial literacy was low in both countries. Jappelli's study (2010) conducted in 55 countries including Indonesia from 1995 to 2008 concluded that there was a positive relationship between economic literacy with math skills (based on PISA tests). With test scores under 400, fisheries folk's economic literacy was considered as the low. Jappelli (2010) also showed that the number population in urban areas was positively correlated to financial literacy. In several countries which the most population lives in the big cities (Australia, Belgium, Hong Kong, et cetera), a relatively high financial literacy is owned by their people. With the percentage of the urban population under 60%, the economic and financial literacy of fisheries society is under 4 or it is considered as relatively low.

The research conducted by DEFINIT (2013) also concluded that average fisher folks had relatively low financial literacy index. The study involved 450 households in Medan, Jakarta and Surabaya. It also provided the conclusion that the higher the level of education and income, the higher level of financial literacy. In addition, low financial literacy level also correlated with less ownership of financial products such as stocks, bonds and mutual funds. The lack of number of people who become customers of banks or investors in capital market was in line with the statement of Cole et al. (2009) that financial literacy was a predictor of demand for financial services. Low level of financial literacy was an obstacle to the use of financial services.

ISSN 2394 - 7780

Several studies of financial literacy have been carried out on some object such as a student (Beal & Delpachitra, 2003; Chen & Volpe, 1998; Jang, Hahn, & Park, 2014; Nidar & Bestari, 2012), workers (Karunarathne & Gibson, 2014) and households (Beckmann, 2013; Brown & Graf, 2012; Harris, Loundes, & Webster, 2002; Hilgert, Hogarth, and Beverly, 2003; Lusardi, 2008b; Van Rooij, Lusardi, and Alessie, 2012). However, the research on financial literacy in fishermen communities has not been conducted, yet.

This study was conducted to determine the influence of saving ownership financial literacy of fishermen community. Fishermen community was selected as the object because it was backgrounded by the real fact of their low economic welfare level. In addition, they still utilize very minimal banking services. The research question formulated was: "Does financial literacy among fishermen influences their household saving and credit portfolios?

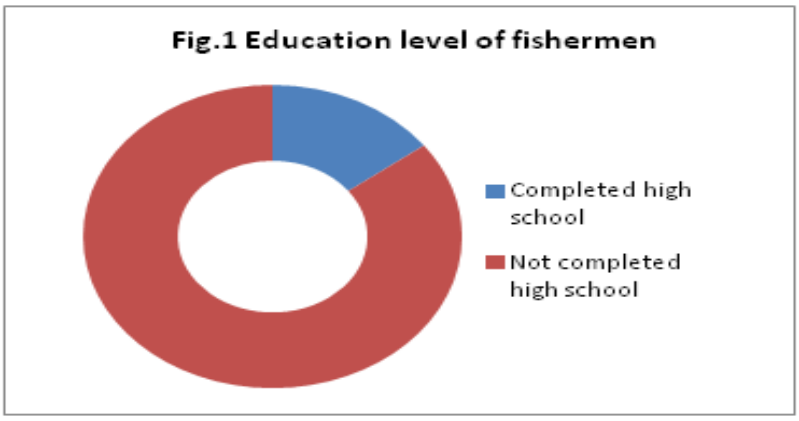
METHODOLOGY

The objective of this study was to determine whether financial literacy, influenced fishermen's household saving and credit portfolio. Financial literacy level is the variable that will be calculated using measurements of the basic literacy level of Lusardi (2008). Basic financial literacy includes knowledge about the level of interest rate, effects of inflation and concept of diversification of risk.

The data for this study were collected through questionnaires during January-June 2017. They were conveniently distributed to a population group of fishermen in the age of 25 to 50 years old in the fish catching centres of Trivandrum ie. Vizhinjam, Poonthura and And Anchuthengu. The sampling technique used was accidental sampling. To test the data simple statistical tools like average and mean are used.

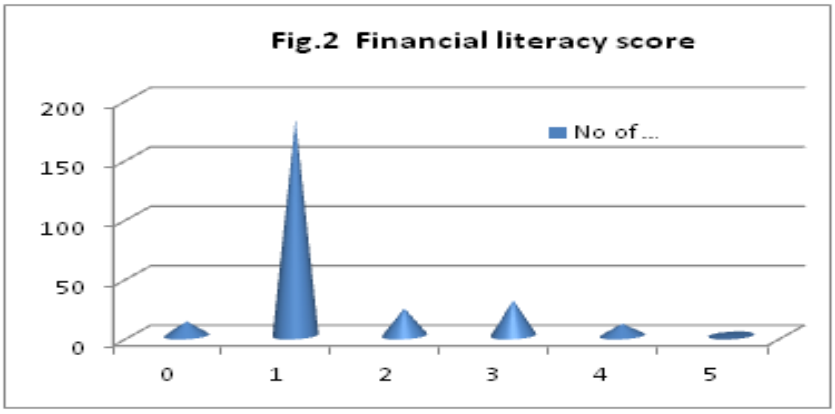
RESULTS AND DISCUSSION OF FINDINGS

Education Level of Fishermen



From this a study through 258 samples, it was described that the level of education of fishermen was very low. Fourteen percent of fishermen were high school graduates and the rest were dropouts from primary schooling. They do not continue their education to a higher level of education because they come from poor fishing families who do not know the importance of education. The age of fishermen who went to sea to catch fish between was 25-40 years, while those aged over 40 years worked on the mainland to sell the catching results or doing odd jobs to repair the boat.

Financial Literacy Score



ISSN 2394 - 7780

Eighty five percent of fishermen were considered illiterate because they could not answer questions regarding basic financial literacy correctly. This fact is of concern because of low financial knowledge will make the fishermen could not take advantage of income received to save or invest.

Financial Literacy Levels Based on Education

They which were classified as literate were fishermen graduated from high school, stay in area with presence of school and financial institution in it, and having children who attend school activities. This shows that education is a way that can be used to solve problems of financial literacy as stated by Mandell, L., & Klein, L. S. (2009).

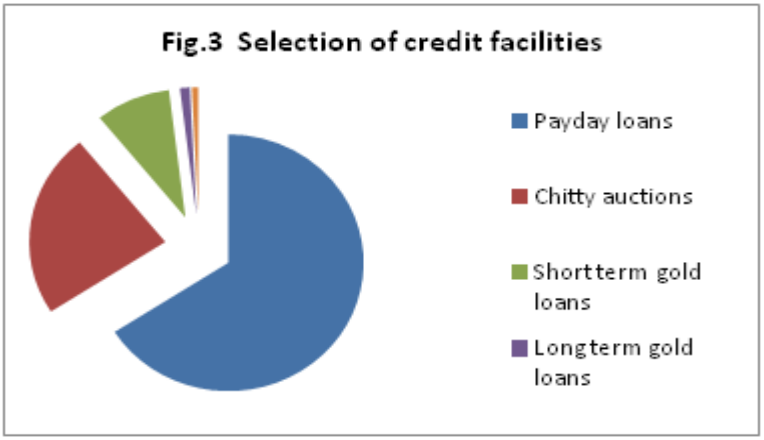
Financial Literacy Levels Based on Region

In addition, the area has a lot of schools and financial institutions also provide a role for financial literacy. Of the three regions, Vizhinjam is an area that has a number of schools and financial institutions more than other regions and proved that the city has the highest level of financial literacy.

Financial Literacy Levels Based on Children who Attend School Activity

High financial literacy is also owned by those who have children in school. This shows that the higher the level of financial literacy, the higher the person's interest to send their children.

Selection of Credit Facilities



Among the 258 samples 230 fisher folks approach to home collected credit such as payday loans and chitty auctions. We show that individuals who borrow on consumer credit exhibit worse financial literacy than those who do not. Borrowers with poor financial literacy hold higher shares of high-cost credit (such as home collected credit, chitty auctions, short-term gold loans and payday loans) than those with higher literacy. We also show that individuals with poor financial literacy are more likely to lack confidence when interpreting credit terms and to exhibit confusion over financial concepts. They are also not interested to engage in behaviour which might help them to improve their awareness of the credit market.

When a person becomes literate, then the probability of saving is equal to 1 or definitely will save. But it can only happen if a financial services institution is located closely to the place where they live. The characteristics of fishermen communities, especially in Poonthura and Anchuthengu are reluctant to come to a financial institution. They prefer to be served and it causes moneylenders more preferred by them. This is consistent with the study of Brown & Graf (2012) and Gathergood (2012) that low financial literacy will make a person can borrow money at high interest rates.

CONCLUSION AND LIMITATION

This study was conducted to examine financial literacy and the relationship between the financial literacy and household saving among Fishermen in Trivandrum. This study found that of most fishermen in Trivandrum has a low level of financial literacy as it also comes from a poor fishing family. This shows that education is a way that can be used to overcome poverty.

The study showed that they which were classified as literate were fishermen graduated from high school, stay in area with presence of school and financial institution in it, and having children who attend school activities. The study further showed that if a person is not literate, then there would be no interest in saving. But it can only happen if a financial services institution is located closely to the place where they live.

A common challenge for the remedial measures led the need for an adequate institutional structure for financial awareness. And also, instead of independent specific institutional structures for various purposes, fishermen

ISSN 2394 - 7780

should have one single agency where to submit complaints and inquiries considering the lack of financial literacy. Financial institutions should be required to apply fair, non-coercive and reasonable practices when selling and advertising financial products and services to such consumers. Terms and conditions should be understandable to the common man like fisher folks too.

Thus, the study indicates the need of inculcating the financial literacy skills through various awareness programmes and training sessions to the deprived society in the industry. A part of the government spent can be diverted to this area.

REFERENCES

Almenberg, J., & Dreber, A. (2011). Gender, stock market participation and financial literacy. Stockholm School of Economics Economic Research Institute Working Paper, 737.

Beckmann, E. (2013). Financial literacy and household savings in Romania. Numeracy, 6(2), 9.

Brown, M., & Graf, R. (2012). Financial literacy, household investment and household debt: Evidence from Switzerland. Working Papers on Finance, 1301.

Chen, H., & Volpe, R. P. (1998). An analysis of personal financial literacy among college students. Financial Services Review, 7(2), 107- 128.

Crossan, D., Feslier, D., & Hurnard, R. (2011). Financial literacy and retirement planning in New Zealand. Journal of Pension Economics and Finance, 10(04), 619-635

DEFINIT. (2013). Developing an Indonesian Financial Literacy Index DEFINIT, Support for Economic Analysis Development in Indonesia (SEADI), and Otoritas Jasa Keuangan (OJK).

Guiso, L., & Jappelli, T. (2008). Financial literacy and portfolio diversification. EUROPEAN UNIVERSITY Institute, Department of Economics.

Hilgert, M. A., Hogarth, J. M., & Beverly, S. G. (2003). Household financial management: The connection between knowledge and behavior. Fed. Res. Bull., 89, 309.

Kharchenko, O. (2011). Financial Literacy in Ukraine: Determinants and Implications for Saving Behavior. Kyiv School of Economics.

van Rooij, M. C. J., Lusardi, A., & Alessie, R. J. M. (2011). Financial literacy and retirement planning in the Netherlands. Journal of Economic Psychology, 32(4), 593-608. doi: http:// dx.doi.org/ 10.1016/ j.joep.2011.02.004

Wasak, M. (2012). Keadaan Sosial-Ekonomi Masyarakat Nelayan di Desa Kinabuhutan Kecamatan Likupang Barat. Kabupaten Minahasa Utara, Sulawesi Utara. PACIFIC JOURNAL, 1(7).

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

IMPACT OF SKILL INDIA INITIATIVE ON YOUTH REFERENCE TO MUMBAI DISTRICT

कौशल भारत - कुशल भारत

Amit Chhotelal Gupta
Research Scholar, Reena Mehta College of Arts, Commerce & Management Studies

ABSTRACT
Skill development refers to the process of improving ourselves and our skill sets in order to offer value to the organisation and advance our careers. The purpose of this paper is to analysis the skill India programme and initiative on youth career development. The focus of this research paper is to concentrate on skill development scheme has been adopted by Government of India. Though the training programme has an impact on youth skill and career growth. The main objective of this paper to highlight the various government scheme under the Skill India Programme. The data has been collected from the questionnaire method from the youth of Mumbai. There are 90 respondents for this research paper. The data analysis is done from the excel by using the ANOVA Method and find out the reliability and validity of the data.

Keywords: Skill India, Initiative of Skill India, PMKVY.

INTRODUCTION

The Government of India launched Skill India on July 15, 2015, with the goal of training over 30 million people in India in various skills by 2022. Under the ministry of skill development and entrepreneurship, Skill development is a critical component of reducing poverty by increasing empowerment, productivity, and facilitating long-term enterprise development, income growth, and development. The administration has made apparent attempts to fulfil its pledges about skill development in the country in order to empower its inhabitants. By creating a number of training centres across the country, the National Skill Development Program intends to provide low-cost skills, knowledge, and vocational training to interested young people from low-income backgrounds. India has always recognised the importance of youth in social and economic imperatives, and it has contributed significantly to economic development by providing innovative ways to empower the poor and unemployed.

India is one of the youngest populated country in the world, almost 65% of its population below the age of 35 years. India perceive the importance of youth in the society and has taken various steps to ensure that the workforce of tomorrow has future-ready skills. Therefore, The Hon PM of our country Mr. Narendra Modi Ji, had introduced Skill India in March 2015 and it was launched on 15th July 2015 on the Occasion of World Youth Skills Day.

Schemes and Initiative of Skill India: - Skill India is a government initiative initiated in 2015 to train approximately 40 million Indians in various industry-related vocations. With the support of numerous initiatives and training courses, the objective is to build an empowered workforce by 2022.

The Skill India Mission has Launched the Following Schemes & Initiatives: -

a) Sankalp.
b) Udaan.
c) Star.
d) Polytechnic scheme.
e) Vocationalisation of education.
f) National policy for skill development & entrepreneurship, 2015.
g) Skill development for minorities.
h) Deen Dayal Upadhyaya Grameen Kaushalya Yojana.

The Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the Ministry of Skill Development and Entrepreneurship's (MSDE) flagship scheme, which is implemented by the National Skill Development Corporation. The goal of this Skill Certification Scheme is to allow a large number of Indian youth to participate in industry-relevant skill training that would help them secure a better living. Individuals with prior learning experience or skills will be evaluated and certified as part of the Recognition of Prior Learning programme (RPL). Students receive a reward of Rs. 5,000–10,000 depending on the course they choose under the PMKVY scheme. This reward money can be used to pay the Training Partner's course fee.

ISSN 2394 - 7780

Pmkvy Courses List 2022

1) Agriculture.
2) Apparel, Made-ups & Home Furnishing.
3) Automotive.
4) Aerospace & Aviation.
5) Beauty & Wellness.
6) BFSI.
7) Capital Goods.
8) Construction.
9) Domestic Worker.
10) Electronic.
11) Food Industry Capacity & Skill Initiative.

LITERATURE REVIEW

1) M.K.Ganeshan, & Dr. C.Vethirajan – Skill Development initiatives & Employment opportunity in India in their study, it was mentioned currently, 80 percent of India's workforce (both rural and urban) lacks recognisable and marketable skills. Bridging this gap through various skill development efforts, for example, might make India the worldwide hub for skilled people, resulting in a skilled manpower surplus of almost 47 million by 2020. (FICCI).
2) Kanimozhi K - Impact of skill India initiative on rural development a study with special reference to Tirunelveli district in his study, it was indicated The first step in the development of talents has greatly improved their ability, competence, and empowerment. Skill India has given people the strength to meet any challenge and shine brightly in whichever sector they choose, regardless of gender, caste, or creed. PMKVY has benefited both urban and rural communities. Educated and illiterate people have distinct goals in mind when it comes to nation-building, which can only be accomplished through skill development. Skill India has ushered in a new era and re-energized the Indian people as a whole.
3) Dr. RAJNI ARORA & Manoj Chhadwani - Analysing the impact of skill India as a tool for reshaping Indian economy, the objective of this research paper is to keep the momentum going and ensure that the skill India programme is properly implemented, the government has set a goal of skilling 400 million people by 2022.
4) Lavina Sharma & Asha Nagendra - Skill Development in India: Challenges and Opportunities, this paper focused on The most crucial part of the country's development is skill development. To make it a successful programme, all of the agencies, stakeholders, and students must work together. If the policies can reach a bigger audience, they will have an impact on the country's job situation. India has a "demographic dividend," and it must endeavour to make it beneficial to the country. It would not only add value to the country's economy, but it will also boost the country's 'Make in India' drive by offering skilled labour. Our vocational training programmes, like those in China, should be integrated into the school curriculum.

RESEARCH METHODOLOGY

Objectives of this Research Paper: -

1) To analyse the effectiveness of the Skill India.
2) To determine how trainees under the Skill India programme are developing their skills.
3) To study the impact of skill India initiative on Youth in Mumbai district.
4) To identify the Awareness of skill initiative of Pradhan Mantri Kaushal Vikas Yojana.

Hypothesis

a) H0 – There is no significant relation between age group and training program quality.

H1 - There is significant relation between age group and training program quality.

b) H0 – There is no relation between Income level of youth to skill India development program.

H1 – There is relation between Income level of youth to skill India development program.

ISSN 2394 - 7780

Source of Data

Both Primary and Secondary Data are Used in this Investigation.

a) **Primary Data** A questionnaire is used to collect primary data from a study's sample population. The information was acquired through the use of a questionnaire and the survey method. A total of 83 persons were polled for the study.

b) **Secondary Data** is compiled from published sources including journals, periodicals, novels, newspapers, and other publications. A variety of websites were also used in the research.

Demographic Profile: -

Dimension		No of Respondent
Gender	Male	41
	Female	49
	Total	90
Age Group	18-25	57
	26-30	17
	31-35	10
	36- above	6
	Total	90
Income Group	Below 25000	68
	25001-30000	7
	30001-35000	6
	35,001- above	9
	Total	90
Profession	Student	52
	Professionals	27
	Service	10
	Self Employed	1
	Total	90

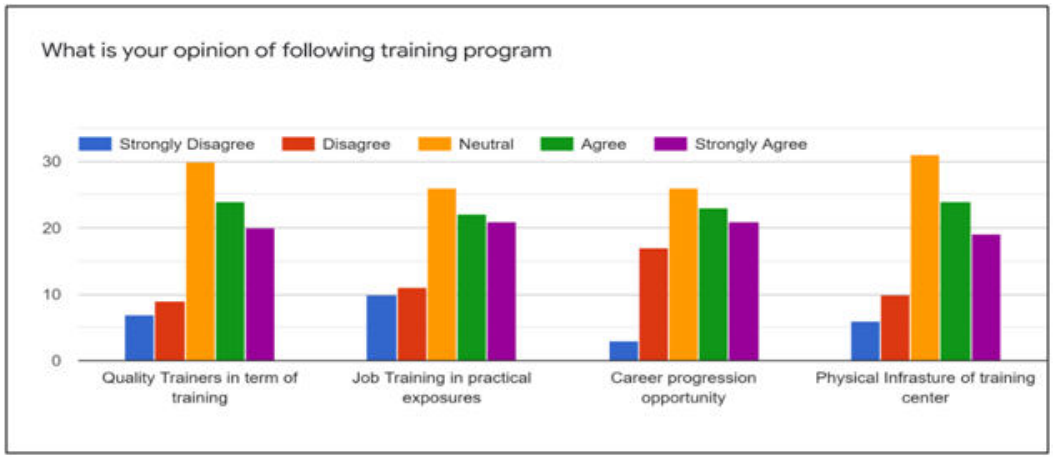
***Source:* - Table No 1 –** Demographic Profile (Primary Data).

Data Analysis & Interpretation: -

a) **H0 –** There is no significant relation between age group and training program quality.

Anova: Single Factor						
SUMMARY						
Groups	Count	Sum	Average	Variance		
Age Group	90	145	1.61	0.86		
Quality Trainers in term of training	90	311	3.45	1.37		
Job Training in practical exposures	90	303	3.36	1.62		
Career progression opportunity	90	312	3.46	1.3		
Physical Infrastructure of training centre	90	310	3.44	1.3		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	239.63	4	59.9	46.18	1.85	2.39
Within Groups	577.23	445	1.29			
Total	816.86	449				

ISSN 2394 - 7780

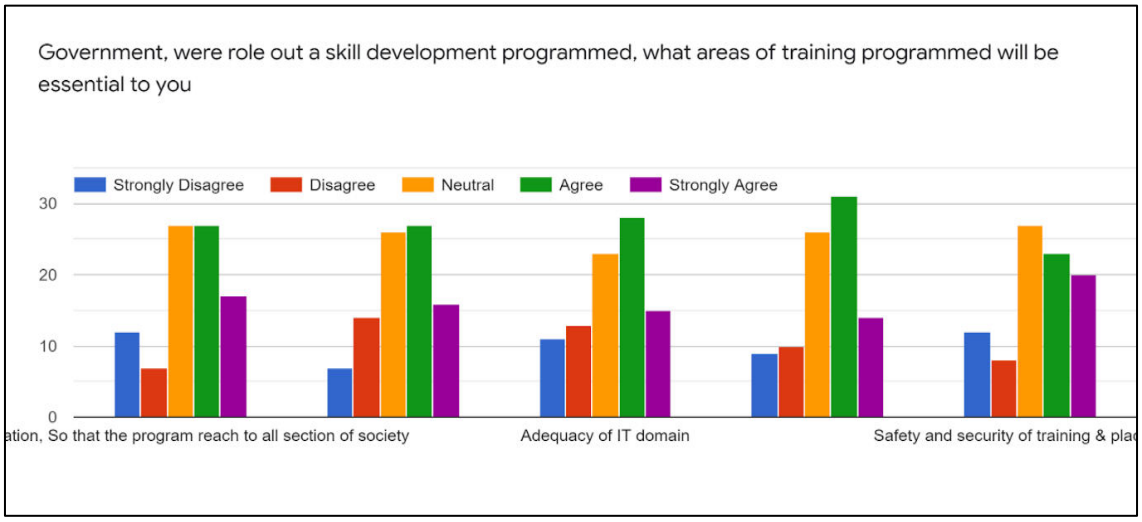


CONCLUSION: - The above hypothesis is being rejected, P > 0.05 from above analysis P = 1.85. There is significant relation between age group and training program quality.

INTERPRETATION: - from the above survey there is a relationship between age group & training programme provide by the government scheme. Most of the respondent "agree" then the job training have a practical exposure. Even though career progression opportunities have been built by physical infrastructure of training centre. Most of the respondent say "Neutral" to the training programme quality provide by government scheme i.e., 50% of analysis depend upon neutral agreement between the two group's (Age group & Training programme quality). Most of the respondent "Agree" that the training programme has an impact on the age group factor of the respondent to seek the career opportunity among the different factor of training programme.

b) **H0 –** There is no relation between Income level of youth to skill India development program.

Anova: Single Factor						
SUMMARY						
Groups	Count	Sum	Average	Variance		
Monthly Income	90	136	1.51	0.99		
Mobilization, So that the program reach to all section of society	90	300	3.33	1.57		
Standard of assessment process	90	301	3.34	1.37		
Adequacy of IT domain	90	293	3.25	1.56		
Post placement support & migration support	90	301	3.34	1.37		
ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	235.94	4	58.98	42.87	1.99	2.39
Within Groups	612.25	445	1.37			
Total	848.19	449				



ISSN 2394 - 7780

CONCLUSION: - The above hypothesis is being rejected, P > 0.05 from above analysis P = 1.99. There is relation between Income level of youth to skill India development program.

Interpretation: - The above hypothesis has been accepted, it shows the relationship between the income level and skill development programme adopted by government. There will be huge impact has been analysis from this study. Most of the respondent belong from the age group of 18 to 25 i.e., 63.3% this the youth which using the skill development programme to increase the income level. The study has significant that there is impact of the government scheme among the youth.

CONCLUSION & FINDINGS: - The study finding that the most of the respondent are youth and they are aware about most of the government skill development programme & scheme. Which is a great impact on the income level and the growth of the youth. The government play significant role by adopting the scheme at the different area of the society. Further the study has a finding that the career development and training programme has a great impact among the youth entrepreneur. The government are also adopting different scheme to enhance the skill of the youth to create the employment in our country to boost the economy of India. And to became a self-reliance. The skill development programme has led to providing proper training, accessing better-paying jobs, and experiencing a good standard of living. This programme has the ability to improve trainees' skills practise. The skilled beneficiaries were also given the option to work in order to improve their financial situation. The training program's training centres must be expanded in order to attract a larger number of beneficiaries.

The current study was limited to a Mumbai area with a small number of beneficiary samples. As a result, it is proposed that a comparable study be conducted in other states or City with a large sample size in order to generalise the findings.

REFERENCES

1) https://shodhganga.inflibnet.ac.in/bitstream/10603/263193/11/12_chapter5.pdf
2) https://www.researchgate.net/publication/344072413_Skill_Development_Initiatives_And_Employment_Opportunity_In_India
3) http://ijrar.com/upload_issue/ijrar_issue_20542799.pdf
4) https://www.researchgate.net/publication/313412965_Skill_Development_in_India_Challenges_and_Opportunities.

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

SKILLING AND EMPLOYMENT OPPORTUNITIES FOR YOUTH IN INDIA: A STUDY ON SCOUTING AND GROOMING TALENTS AND SCOPE OF TALENT AGENCY IN ENTERTAINMENT INDUSTRY

[1]Angela Kumar and [2]Dr. Baxiskumar Patel
[1]The Maharaja Sayajirao University Baroda
[2]Assistant Director, BBA Programme, The Maharaja Sayajiro University of Baroda

ABSTRACT
The research paper goes in depth about scouting, grooming and what a talent management agency is in an entertainment industry, how it functions which contributes in giving employment opportunities, not only to the youth but to people of all age groups. It gives an authentic review of the topic since the researcher has been working in this industry for 3 years, whether in front of the screen or behind. This paper aims at contradicting the negative stereotypes by spreading awareness about the meaning and scope of this industry and number of skilling and employment opportunities for youth inindia.

Keywords: scouting, grooming, entertainment industry, skilling and employment opportunities, youth in india

INTRODUCTION
A talent and management agency is an organization that focusses on handling scouting and selection of talent to providing them with job opportunities and growth, to their placements.

The main job of talent agencies is to build a clientele, form a suitable market and to find work fortheir talent.

Talent means any talent, actor, actress, artist, photographer, celebrity or other person represented or managed by the agency and whose services are made available to the client as part of any booking

A **Talent Agent**, Or **Booking Agent**, is a person who finds jobs talents in various entertainment or broadcast businesses. In addition, an agent defends supports and promotes the interest of their clients.

Activities includes participation in the production of advertisements in form of print, digital, tv commercials, music videos, feature films and so on, including the talents personal social media platform, for promotion of any product and similar professional activities for monetary compensation. This includes twitter, Instagram, YouTube and more.

Scouting- The term scouting can be defined by looking for or discovering potential faces or talents for the jobs provided by the talent agency. This is done through different methods.It could be done through social media platforms such as Instagram, snapchat, Facebook etc,or through connecting with national or international agencies that are looking for collaboration opportunities, or physical casting calls, interviews or model hunt which isorganised or scheduled by the agency.

Grooming and Personality Development
- During this probation term, in most of the agencies, the talents are given, provided with grooming and personality development sessions which aims at preparing a raw talent tocrack shoots and job opportunities. It focusses on overall development of the talent whether in terms of physical fitness, wardrobe, hygiene, expressions in a better manneretc. This process is similar to the training process that is carried out in corporates by the human resource department, to train the newcomers or employees so that the outcome is efficient performance.
- In entertainment and media industry grooming refers to how the talent carries themselves, communicates and performs when sent for castings or shoots. It's one of the most important aspects of talent management agency, to send "groomed" talents for shoots andeven castings.
- Having Professionalism along with being a groomed talent determines whether the particular talent is selected or repeated for services by a client. there are many instanceswhere a talent takes grooming lightly as a result of which they lose out on wonderful jobopportunities and getting these opportunities becomes a rare case for them due to theirown negative reputation built in the market.

4 Agency Scouting and Grooming Process
1) **Scouting:** the first step to find talents is by scouting and talent hunt. This is often done through social media platforms such as Instagram, Facebook and YouTube and so on. Other ways of

ISSN 2394 - 7780

Scouting include being aware of the market i.e., the market usually means the industry and which talent is doing good, growing at a good rate and might do well in future as well. in suchcases the agency usually finds out if the talent is with an agency or freelancing and get in touch with them accordingly. In other cases where models are called from across borders, thatare countries such as Ukraine, Argentina, Brazil, Iran, Austria, Spain and so on is through connections with the agencies present in the mentioned countries.

2) **Interviewing or setting up a Meeting:** At first, the models who might have a future in Indian modelling industry are reviewed in all areas: their work history, skills, portfolio. If everythingis in sync then an interview is set up with the team of the agency where every member on board examines the talent, whether they will work in Indian market or not. There are instanceswhere these models don't work often and the reason could be anything: their modelling skills,attitude, looks, body, etc. In the beginning, the agency provides them with a stay in some of the agencies, charging rent (if they start working and similarly earning) for security a beginning phase purposes. International models prefer to work in India because of low job opportunities in this field in their country and high demand of foreigners in India.

In case of Indian models or those present in India, they're called to the main agency office, ifnot in the same location, video call is set up. If they have potential, they're called to the officeto sign the contract and then moving forward are given grooming sessions if required or directly sent for castings and shoots if they've worked before and are professionals.

3) **Grooming**: This is not provided in all the agencies but only in a few of the agencies. Grooming and training sessions aren't a part of the agencies but it varies from agency to agency. Grooming is provided to raw and fresh talents who haven't worked at all or aren't groomed enough and need practice. Once they're groomed, their profiles are sent for castingsand shoots.

4) **Castings**: These are kind of auditions where talents are sent to studios, designers or other clients so as to try out their product on the new talents. This gives an idea to the agencyand the client if the product suits on the new talents or posing vice versa. If a talent is approvedthen they will be called for shoots in the same place meaning that they got that brand/studio approved whereas if a talent isn't accepted, they won't be booked for shoots with the same client.

5) **Marketing and Portfolio Management**: the portfolio of a talent is updated on a regular basisbefore sharing it with the client. Also, a whole marketing team is always on the go to promotetheir models, looking out for work opportunities. Once a talent starts shooting, they get knownin the market of modelling, this varies from model to model. Yet the team tries to push every model for the queries that they get for shoots and are always promoting, getting new clients,setting up meetings to do check-up of upcoming shoots and projects.

FREELANCERS

These are the artists who work without any agencies are known as freelancers and get work through either contact, their social media, non-exclusively from different agencies. They are responsible for everything, from dealing with the client in terms of coordination, negotiation, paycheck to working out the details of the shoot. Freelancing has its own pros and cons, sinceit requires more effort, patience and communication skills and is a little riskier than being withan agency in terms of work frequency, safety and so on.

MYTHS

There are many myths and stereotypes regarding the entertainment and media industry, unfortunately negatives are focused on prominently since there's not much awareness about this industry.

Some of the common myths are:

1) It's a Glamorous Business to Work in All the Time, 24/7

Contrary to popular belief, the time spent in front of the camera is a very small percentage of the time that actors spend their days. The rest of the time is spent learning lines, maintaining the proper nutrition and physical regimen required for the role, and going to press junkets to promote the project.

2) They Have Cushy Jobs and Work Much Less Than a Normal Person

Is very easy to look at an actor and think that they only have to show up for work for afew hours a day. The truth is that people in showbusiness wake up very early in the morning in order to prepare for a role and sometimes endure hours of uncomfortable costuming and makeup and prosthetics. The people who work behind the scenes have physically demanding tasks such as prop moving and equipment dismantling while functioning on very little sleep.

ISSN 2394 - 7780

3) Everyone Who Works in the Entertainment Industry is Wealthy.
Only a certain percent of the people in the entertainment industry can sustain themselves without needing further jobs or side hustles. There are talents who also have second jobs, projects they there is no stability in the entertainment. Because of that, you need to be practicaland wise with your money.

4) All You Need Is Talent
Talent is only a part of what gets you hired. As with any job, you also need to have a resume and other applications, documents that clearly convey your qualifications. It's also important to have poise, elegancy, being well spoken, industry savvy and versatile. The more you understand you industry and the more you network within it, the more effectively you'll be ableto position yourself to be shortlisted.

5) If You Want to Work in the Entertainment Industry, You Need to be a Model, Actor, Director or Singer.
The entertainment industry has a wide range of employment opportunities beyond the above- mentioned jobs. All the names that we see at the end of a show or a movie, the credits. There are a plethora of positions behind the scenes and throughout every aspect of the industry.

6) You Cannot Sustain as a Model or in this Industry for More than Certain Number of Years.
Majority of us has come across the saying that this isn't a sustainable industry, whereas the truth is that it depends from approach of individual to individual. There are models who have 2-3 career designations that they earned while working as a model, not wasting their time. Onecan also be an entrepreneur, have a job in a creative field that has flexible working conditionsor write a book and so much more.

THE RESEARCHERS' INTRODUCTION

Greetings Everyone,
I am Angela Kumar, Femina Miss India Chhattisgarh 2020, Top 15 national finalist and Times of India Times Fresh Face season 12 Ahmedabad winner and Top 5 Nationalfinalist.

I'm pursuing my Bachelor's in Business administration from Maharaja Sayajirao University, Vadodara and working as a model and grooming mentor with a talent management and production agency in Delhi.

I am a TEDx speaker and a fitness enthusiast who has played volleyball on a national level, represented my state in basketball and district in football and a triathlon champion for 3 years.I'm passionate about dancing, cooking, reading, writing and learning new languages (French and Spanish). I believe in giving back and it gives me immense pleasure to see smiles on other's faces. This I've worked with various nonprofit organizations, in collection and donation of food, medical kits to the poor, educating and teaching dance to underprivileged children, even during the lockdown began, the mode shifting to virtual dance sessions.

There is a soft side of mine towards environment and animal welfare.

I truly believe that each day is an opportunity to improve ourselves as human beings and that's exactly why I believe that it's now or never and to never give up.

INSPIRATION TO PRESENT THIS TOPIC

3) Why Did the Researcher Choose to Get Into Modelling or Did this Field Choose Her?
She has always been a curious kid with multiple interests and that kid is still inside her which will never fade away. Being from an army background, her father a captain and mother an educationalist, she was always supported in whatever she chose to do. With her parents' guidance, teachings, her own experiences and interests, she took up Science with biology clearing NEET, sports, dancing, writing, cooking, reading and so much more. To her modelling meant to be a role model, to inspire others. To become someone who isn't onlya model but also a sportsperson, dancer, scholar, kind, humble and a beauty queen. She had no clue if she would be modelling but she never stopped working on herself and kept going with the faith, that whatever happens, is for good. She believes that if one really wants something, they will do everything in their will to go after it. And so did she, she believes thatanybody can have it all, irrespective of where they come from, their current circumstances or any external environment. It's all a game of choices, decisions and power of will. It is now or never. She never gives up and wishes to inspire others to never give up on their dream. It is simple but it isn't easy. For those who believe in themselves and their dreams, who work hardand are ready to grow to fulfill their true potential, are the ones who can live their dream life.

ISSN 2394 - 7780

OBJECTIVE

Primary Objective

To understand the taboos and myths portrayed about the industry, how it is limiting youngsters to participate in this industry and about the reality of thesame.

To study the scope of growth opportunities that a talent management and production agency in the entertainment agency provides.

To understand how talents are scouted, groomed and how a talent management agency function.

PROPOSED MTHODOLOGY

a. Type of Research Design: The research is Qualitative in nature.

b. Collection of Data

Primary Data

The researcher conducted personal interviews and collected questionnaire responses as thesample utilized in this research study.

c. Data Collection Techniques: Interviews with concerned people and surveys was used as a research instrument for collecting primary data.

i. **Sample Size:** The proposed sample size was set at 150

ii. **Sampling Method:** The researcher used convenience sampling method as a sampling method to conduct the survey.

iii. **Sampling Frame:** The sampling frame was provided by theagency

iv. **Sampling Unit:** The sampling unit included teenagers and adultsfrom Austria, Argentina, Brazil, Ukraine, Delhi, Mumbai,Vadodara who've been working in the entertainment industry whether with or without an agency.

v. **Survey Method:** The researcher carried out the survey through personal interviews and questionnaire.

vi. **Survey Tool:** The survey was conducted through an unstructureddisguised questionnaire.

vii. **Time Frame of Survey:** This was carried out in the month of February.

viii. **Hypothesis:** The hypothesis was formed on the basis of the datacollected from the survey.

RESULTS / OBSERVATIONS

There was a total of 150 candidates, part of who filled the questionnaire and part of which were personally interviewed.

Country

It was observed that 52% are from India, 2% are from Austria 9% are from Spain, 17% fromArgentina, 15% from Brazil and 5% from Ukraine amongst all the respondents.

Candidates Age

It was observed that 16% are below the age of 20 years, 48% are aged between 20-25 years and 36% are between the ages of 26-30 years.

Percentage of Candidate's Age

It was observed that 39% are Talent/Model, 31% are students, 7% are Business Owners, 18% are Freelancers, 1% are in the private sector, 1% falls in housewife category and 3% belongs to others category.

Modes through Which Candidates Started Working in this Industry

It was observed that 44% began through a talent agency, 35% by freelancing, 7% through contacts and social circle and 14% applied for a job.

Candidates Who Sent Profile or Were Scouted

It was observed that 69% had sent in their profile, 10 % were scouted and rest 21% belong to the others category.

ISSN 2394 - 7780

Means Through Which the Candidates Found the Agency
It was observed that 43% discovered it through social media, 21% by their friends and family, 4% through Newspaper or articles, 2% through magazine, 7 % through online/offline advertisements and 23% through their mother agency.

If Candidates Were Provided With Grooming Sessions
It was observed that 65% were given grooming sessions, 32 % weren't provided with any grooming sessions and rest 3% belong to the Others category.

If the Grooming Sessions Were Helpful or Not
It was observed that 55% found them to be highly effective, 29 % rated them as moderate and rest 16% didn't find them helpful.

Graph Showing How the Candidates Get Work
It was observed that 65% get it through the talent agency, 28% get it through friends, family and contacts and rest 7% belong to the others category.

Job Satisfaction Level of Candidates
It was observed that 52% are satisfied, 34 % aren't satisfied and rest 14% belong to the Otherscategory.

The Scope of Growth of the Candidate's Agency
The above pie chart represents how the candidates rated the scope or growth of talent agency 39% rated it as excellent, 38 % as good and 23% as average.

Where the Candidates Want to Work Next
It was observed that 27% would like to work in France, 22 % in Italy, 8% in China, 10% in Dubai, 26% in India and rest 7% belong to the Others category.

What the Candidates Want to Pursue Other than Modelling
It was observed that 11% would like to become dancers, 3% in the medical field, 1% would like to join the Indian army, 3% are into sports, 1% in agriculture, 5% would like to become bloggers, 6% into direction and photography, 14% into media and communications, 10% intoacting, 3% into marketing, 3% into merchandising and 7% into being a grooming mentor.

INTERPRETATION OF RESULTS
The interpretation was a positive one since majority of the candidates had optimistic feedback about working in the entertainment industry. Whether it be as a talent or behind the scenes as a manager, coordinator, production team etc. The reason wasn't based on the superficial valuesof becoming known and earning a handsome pay but majorly of having the creative and financial freedom, time and capacity of being able to become an entrepreneur, author , social worker, have another job , to being able to dream big and start working towards making them come true.

CONCLUSION
The primary objective of this study was to understand how talents are acquired internationally and from within the country and then groomed so that their profile can be sent for jobs in this industry. To understand how a talent management agency functions, what are its aspects and list of renowned talent agencies in India. After the personal interview and survey response, it can be concluded that 48% of the respondents belong from abroad through Mother agency and majority of them came to know about the agency through the social media, relatives and friendsand minority through mother agency and other means mentioned in the data analysis.

The secondary objective of this research being to study the scope of growth opportunities thata talent agency in the entertainment agency provides and the taboos and myths portrayed about the industry, how it is limiting youngsters to participatein this industry and about the reality of the same.

Here it can be concluded that the entertainment industry not only gives an opportunity to peopleto be in front of the camera but can also be a part of the team behind the camera, from contentwriter, director to an accountant, graphical designer and what not.

As compared to the responses given by the candidates, the personal experience of the model with an agency, while filling the form is in sync with the majority. Whereas she began modelling through Freelancing where the work conditions weren't ideal, as she had imagined them to be. She falls with the majority of the age group, was scouted by the agency through a social media platform and was provided grooming sessions, once she signed the contract of 2 years with an agency. She found these grooming sessions to be helpful and effective. In terms of

ISSN 2394 - 7780

job frequency, she falls in others category, where she sometimes feels that the market could be better and according to her the scope of her agency is good. Although she wishes to travel all across India and the globe for her assignments and work, but would love to work in Francenext. Other than modelling, she would love to write a book, start a business and travel blogging.

Modelling in India has come a long way since 1941. Today, modelling agencies business in India is a multi-billion Rupee industry. Models are compensated very lucratively for playing roles in commercials. Modelling Agencies that promote them also get a good share of profits. Additionally, India's laws regarding child labour are strictly enforced by the country's legitimate advertising industry. Meaning, children can work as models only in specific conditions. As companies in India continue to boom, the demand for models will increase exponentially.

REFERENCES

BIBLIOGRAPHY

1) Federation of Indian Chambers of Commerce and Industry. (2007), "The Indian entertainment and media industry: a growth story unfolds". India:Federation of Indian Chambers of Commerce and Industry.

2) India brand equity foundation, (2021), "Media and entertainment industry report, India". India brand equity foundation.

3) Khan. Y. (2021). , "Impact of COVID-19 on media and entertainment industry in India", India: International Organization of Scientific Research.

4) Okwuchukwu, O. G. (2012). "International public relations and the new media". Awka, Nigeria: International Journal of Arts & Education Research.

5) Osinubi, F. (2017). "The business of entertainment harnessing growth opportunities in entertainment, media, arts and lifestyle". London: PriceWaterhouse Coopers.

REFERENCES

- www.ibef.org
- www.researchgate.net
- www.academia.edu
- www.pwc.com

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

SKILL FOR EMPLOYMENT IN RETAILING: RETAILERS OPINION IN KDMC REGION

Tejal Mahajan[1] and Pritesh Somani[2]
[1]Assistant Professor, SSDNC, Bhiwandi
[2]Assistant Professor, BS Anna Leela College, Kurla

ABSTRACT
Skills are an individual's capabilities gained through personal experience and problems solving proficiency. These are also developed from good habits through time and a continuing process. Skills must be developed significantly as they provide strength and expertise to a person. Small retailers around the world are vital to local economies, as they are in direct contact with their customers. In order to study Key Essential Skills for effective retailing; this study was conducted on 30 retailers who have shops in the Kalyan Dombivali Municipal Corporation urban area. The study consists of primary and secondary data. A structured questionnaire was used for data collection with 5-points Likert scale. Null hypotheses were tested using t-test. Micro retailers struggle to run profitable businesses because they do not have the necessary information and skills. In this digital era, the Supply Chain Management in general and retailing in particular has moved from brick-and-mortar stores to online network distribution system, as anything and everything is delivered online. This has affected the retail business. The skills required by the retailers have also probably had a paradigm shift. The research paper in hand summarizes with the Key Essential Skills required by the retailers in KDMC area. The study in hand would be beneficial to the retailers to understand this shift, acquire the required skills and achieve their ultimate goal of customer satisfaction. Furthermore, to the customers as they would interact with skilled and professional retailers.

Keywords: Key Essential Skills, Retailer's skills, Effective Retailing, KDMC

INTRODUCTION
The simultaneous liberalisation of the Indian economy and globalisation sparked a surge in industrial expansion throughout the country's whole market spectrum. The retail business as a whole is no different. The retail business has progressed into organised commerce. Changes in employment possibilities and Key Essential Skill needs were influenced by organised retailing. Human sourcing has gone through a number of changes in terms of identifying the proper people. Employees with specialised Key Essential Skill sets to fit their requirements are required by corporate participants in the organised grocery and vegetable retailing sectors who are using best practises demonstrated worldwide to manage their businesses cost efficiently. An exploratory research was conducted to determine the Key Essential Skill sets required in organised grocery and vegetable selling.

Retailers can own their own independent corner store or work for a retail chain as a franchisee. Unlike store managers, who usually work for a major company, retailers are often in charge of the whole business. Grocers, corner store owners, newsagents, butchers, bakers, booksellers, florists, and antique dealers are examples of independent merchants.

A retailer may serve customers at a counter and perform other tasks such as accepting payments, changing money, assisting customers, and packaging presents and purchases. The majority of the time, retailers respond to customers' questions, offer product recommendations, and listen to their requirements and wishes, which might signal fresh sales prospects. They also calculate daily takings, prepare pay checks, deposit cash at the bank, manage books, and take stock to guarantee that supplies are always accessible.

Wholesalers, producers, agents, and importers are all sources of stock for a retailer.

REVIEW OF LITERATURE

John Rudolph Raj (2015), conducted research on The Impact of Vendor Development in Supply Chain Management on Firm Performance. The technology improvements in computers and telecommunications, training is essential for employees in a lean supply organisation to adapt to the process automation. Competency in managing the electronic business environment becomes a critical requirement of decision makers. E-learning and upgrading of skills of the employees are crucial to ensure successful participation in vendor development.

C.L. Oosthuizen (NA), conducted research study on skills needed to move from the street vendor to the shop owner. It is important to know the intellectual capabilities and knowledge of the street vendors since this is one of the biggest reasons for not being able to run any business at its fullest potential. The infrastructure gap between what is available and what is needed as a street vendor is important to ensure that the skill development programs planned do not fail. Street vendors need to receive adequate and specifically designed training aimed

ISSN 2394 - 7780

at different skills levels since not all vendors are on the same level. The training should include programs on financial, marketing, bargaining and management skills.

Monal Deshmukh (2012), conducted study on Identifying Existing Skills Gap In Retail Sector: Issues & Implications For Retailers In Bhilai & Raipur (CG) Region. It investigated the major skills required in this area and the extent to which the gap exists. Research was conducted across Durg, Bhilai& Raipur regions where retail industry is in nascent state. There is a need to raise the image of the sector, to promote the variety of career options; to clarify the retail qualifications and training available, and to work towards retail's earlier inclusion in academic curriculum.

OBJECTIVES

- To know about the skills required by retailers.
- To analyse retailers' opinions on Key Essential Skills requirements by retailers in the Kalyan Dombivali Municipal Corporation urban area.
- To analysis the significant difference between demographics and Key Essential Skills requirements by retailers in the Kalyan Dombivali Municipal Corporation urban area.

Null and Alternate Hypothesis

H_0: There is no significant difference between Education and Key Essential Skill possessed by retailer

H_1: There is significant difference between Education and Key Essential Skill possessed by retailer

H_0: There is no significant difference between Establishment of shop and Key Essential Skill possessed by retailers

H_1: There is significant difference between Establishment of shop and Key Essential Skill possessed by retailers

H_0: There is no significant difference between Type of shop and Key Essential Skill possessed by retailers

H_1: There is significant difference between Type of shop and Key Essential Skill possessed by retailers

RESEARCH METHODOLOGY

The research study is indicative and analytical in nature. Both primary and secondary data was collected. Primary data was collected by floating structure questionnaire through google form among retailers from K.D.M.C region. The questionnaire was framed with five point Likert scale. The secondary data was collected from books, articles & Research Paper and websites. The population for the study was 34 retailers residing K.D.M.C region. The convenient Sampling Method was used. The questionnaire was subject to editing. Incomplete questionnaires were removed and complete questionnaires were taken into consideration. It gets classified, tabulated and summarized in the flow of paper. Normality Test was done & as the data was normal, Parametric test were applied.

LIMITATIONS OF STUDY

1. The area is restricted to K.D.M.C. Region
2. Time constraint to meet the more Retailers.
3. The study is restricted to 9 Key Essential Skill.

DATA ANALYSIS

The data analysis was done by using SPSS package. The normality test was conducted to check normality of data by using Kolmogorov-Smirnov & Shapiro-Wilk test. The data was found to be Normal therefore null hypotheses were tested by using parametric tests i.e ANOVA & t-test.

Normality Testing

Normality was conducted for the data using Kolmogorov-Smirnov & Shapiro-Wilk test.

H_0: Distribution is Normal

H_1: Distribution is Non-Normal

Table 1

Normality test- Key Essential Skill of Retailers						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Variable	Statistic	Df	Sig.	Statistic	df	Sig.
Rating- Key Essential Skill	.098	31	.198	.974	31	.627
a. Lilliefors Significance Correction						

Source: **Primary data**

ISSN 2394 - 7780

The Table number 1 indicated that significant value was more than 0.05 which means null hypothesis is accepted that means Distribution is normal hence appropriate Parametric test were used for further analysis.

Testing of Null Hypotheses

H_0: There is no significant difference between Education and Key Essential Skill possessed by retailer

H_1: There is significant difference between Education and Key Essential Skill possessed by retailer

Table 2

Independent Samples t-test – Education and Key Essential Skill of Retailer										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Rating-Key Essential Skills	Equal variances assumed	.734	.399	-.37	29	.71	-.53	1.42	-3.43	2.37
	Equal variances not assumed			-.38	19.4	.70	-.53	1.37	-3.40	2.33

Source: Primary data

The Table number 2 indicated that the p value is 0.71 which is greater than 0.05 which means the Null Hypothesis is accepted that means there is no significant difference between Education and Key Essential Skill possessed by retailer.

H_0: There is no significant difference between Establishment of shop and Key Essential Skill possessed by retailers

H_1: There is significant difference between Establishment of shop and Key Essential Skill possessed by retailers

Table 3

ANOVA-Establishment of Shop and Key Essential Skill of Retailer					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	41.36	3	13.79	1.04	.38
Within Groups	356.82	27	13.21		
Total	398.18	30			

Source: Primary data

The Table number 3 indicated that the p value is 0.38 which is greater than 0.05 which means the Null Hypothesis is accepted that means there is no significant difference between Establishment of shop and Key Essential Skill possessed by retailers.

H0: There is no significant difference between Type of shop and Key Essential Skill possessed by retailers

H1: There is significant difference between Type of shop and Key Essential Skill possessed by retailers

Table 4

ANOVA-Type of Shop and Key Essential Skill of Retailer					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	34.95	2	17.47	1.34	.27
Within Groups	363.23	28	12.97		
Total	398.18	30			

Source: Primary data

The Table number 4 indicated that the p value is 0.27 which is greater than 0.05 which means the Null Hypothesis is Accepted that means There is no significant difference between Type of Shop and Key Essential Skill possessed by retailers.

ISSN 2394 - 7780

Key Essential Skill Rating

An analysis was done to find out the Key Essential Skill requirement by retailer. As per the research study on opinion of retailers their Key Essential Skill requirement were rated as follows:

Table 5: Key Essential Skill

Key Essential Skill	Rating
Listening Skill	1
Product Knowledge	2
Customer Retention	3
Product Display	4
Soft Spoken	5
Understanding Customer Needs	6
Converting shopper to loyal customer	7
Digital Literacy	8
Organising	9

Source: Primary data

FINDINGS

- **Demographic**

1. 71% retailers are literate and 29% illiterate.
2. 29.4% retailers established their shops 20 years before, 35.3% are between 10-15 years, 20.6% are between 5-to years, 14.7% are between 0-5 years.
3. 38.2% retailers have small shops, 29.4% have medium shops, 32.4% have large shops.

- **Sources for Retailers**

35.3% manufactures, 26.5% distributors, 44.1% Wholesalers are sources of stock for retailers. 38.2% manufacture their own products.

- **Null Hypothesis**

Irrespective of education, type of shop, Key Essential skills required by retailers.

- **Ratings**

From the research study it was found that as per Retailers' opinion the 1st Important Key skill is Listening Skill, 2nd Product Knowledge, 3rd Customer Retention, 4th Product Display, 5th Soft Spoken, 6th Understanding Customer Needs, 7th Converting shopper to loyal customer, 8th Digital Literacy, 9th Organising.

- **REVIEW OF LITERATURE**

From the Review of Literature, it was found that, the competence and skills needs of managers in retail, achieving these in practice is more difficult. Indeed, the quality of managers has been highlighted as a major skills deficit for the retail industry and thus management and leadership and people skills are cited as potential skills gaps with the associated impact on staff development.

SUGGESTIONS

1. Local association similar to chamber of commerce can be established at District level or Taluka level to provide Skill Enhancement Training to the retailers.
2. Government may think upon establishing Institution for Retailers Training and Development.
3. Apart of the Curriculum in Education does include Retailing and Retail Marketing but Project Work or apprentice to retailers will go a long way in Skill Enhancement of Retailers from the student's life onwards.
4. A sole retailer is an entrepreneur in a way and hence Entrepreneur training and development institution can Introduce Entrepreneurship in Retailing.

SIGNIFICANCE OF STUDY

Retailing is no more buying and selling in smaller quantity to the customers. Gigantic companies like Reliance, Tata, Birla, Adani have entered into Retailing along with the local or Kiranas Store. With these competitions it becomes necessary to acquire the required skills, continuous upgradation and its implementations. A skillful retailer only can reach out to its customer and hence, sustain. The study is important to the existing and potential retailers to survive in the market.

ISSN 2394 - 7780

CONCLUSION

Survival of the fittest the age old Darvin principle is applicable even today, to survive one needs to acquire the Essential Skills in the respective area. As retailing has shifted to reaching the customers to provide customized product and services and that to at reasonable price which is value for their money. With the tough competition the retailers must make themselves tougher and this is possible only when one required. One self with the essential skills required. The present paper has identified nine Key Essential Skill required by the retailers. As per the respondent retailers opinion and rating the paper has sequenced the nine Key Essential Skill. In the series of 1st Listening Skill, 2nd Product Knowledge, 3rd Customer Retention, 4th Product Display, 5th Soft Spoken, 6th Understanding Customer Needs, 7th Converting shopper to loyal customer, 8th Digital Literacy, 9th Organising. A skilled Retailer would not only be able to survive his business but also achieve his goal/ objectives of customer satisfaction. As Retailing is taking the form of entrepreneurship and the new retailer is the new entrepreneur. There would be scope for employment generation and help in national development.

REFERENCES

1. John Rudolph Raj. (2015). The Impact of Vendor Development in Supply Chain Management on Firm Performance. International Journal of Management Sciences, 4(9), 371–382. https:// www. researchgate. net/ publication/272477156
2. C.L. Oosthuizen. (2008). Skills Needed To Move From The Street Vendor To The Shop Owner
3. Monal Deshmukh. (2012). Identifying Existing Skills Gap In Retail Sector: Issues & Implications For Retailers In Bhilai & Raipur (CG) Region. International Journal of Engineering Research & Technology (IJERT), 1(10), 1–4.
4. Jabeen, T. (2011). An Appraisal Of Mismatch Between Graduating Students' Perception And Employers' Expectation Regarding Employability Skills. Pakistan: University Of Gujrat.

WEBSITES

1. https://nationalcareers.service.gov.uk/job-profiles/shopkeeper
2. https://www.technoserve.org/blog/4-key-skills-every-small-shop-owner-needs/

BOOK

1. Dr. C R Kothari. (2019). Research methodology: Methods and techniques(Multi colour edition). New Age International Publishers; Fourth edition (1 September 2019).

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

SKILL DEVELOPMENT IN INDIA: "CHALLENGES, ANALYSIS AND REMEDIES"

Dr. Raju G
Associate Professor and Head, Department of Education, Kittel Arts College, Dharwad- 580001 (S) Karnataka

ABSTRACT
In this paper it is an attempt to highlight the Challenges, Remedies and Analysis of Skill development in India. This paper describes the Skill Development Ecosystem, Fundamental Challenges and Remedies of Skill development in India. Review of Literature- In order to understand the Skill Development system, the Skill Development Model of India has been studied. Major objectives of this research paper are: 1.To study the present system of Skill Development in India 2.To study the structure of Indian Education and Skill development. 3. To know the challenges with respect to the skill development in India 4.To analysis India's Current Skills. Method-Research paper is basically descriptive and analytical in nature and is based on both primary and secondary data according to the need of this study. Findings -1. Educating the public on Skilling opportunities, removing the negative perceptions. 2 Introducing Vocational Education in Schools 3. Standardization of quality of Education through National Occupational Standards.

Keywords: Skill development, Challenges, Vocational and Technical Education, Remedies

1. INTRODUCTION

"Education, vocational training and lifelong learning are central pillars of employability, employment of workers and sustainable enterprise development" - International Labour Organisation Today, youth across the world face serious challenges regarding skills and jobs, challenges fundamentally different from those their parents faced. In the globalized economy, competition has become intensified among firms and industries in developing and developed countries alike, requiring their workers to have higher levels of skills to enable them to engage in innovation, improve the quality of products/services, and increase efficiency in their production processes or even to the point of improving the whole value chain process. Rapid technological change demands a greater intensity of knowledge and skills in producing, applying and diffusing technologies. In turn, all these have changed the nature, contents, and types of skills that industry demands. As a result, most countries recently moved to reform their education systems, to upgrade the skills of their workforces. The challenges are greater for developing countries like India.

A. Skill Development

Skill development is critical for economic growth and social development. The demographic transition of India makes it imperative to ensure employment opportunities for more than 12 million youths entering working age annually. It is estimated that Only 2.7 million net additional jobs were created in the country. To enable employment ready workforce in the future, the youth need to be equipped with necessary skills and education. The country presently faces a dual challenge of severe paucity of highly-trained, quality labour, as well as non-employability of large sections of the educated workforce that possess little or no job skills. The skill development issue in India is thus pertinent both at the demand and supply level. To meet the demand side challenge, consistent efforts are being made towards expansion of economic activities and creation of large employment opportunities. On the supply side, a simple look at the projected youth population provides a fair reason to believe that India has the strength to cater to this demand. However, the employability quotient is questionable and remains a major area of concern. Already huge gaps exist between the industry requirements and the level of skills of workers due to varied reasons including inadequate training infrastructures, inappropriate mix of skills and education, outdated curricula, limited industry interfaces, limited standards, etc. The skill development ecosystem in India is skewed towards a formal education system with limited vocational training. While the vocational training is in a dismal state both qualitatively and quantitatively, the higher education system itself is grappling with issues related to scale and quality. There is a need to assess the traditional approach of skill development delivery in India in light of the successful models and best practices in other economies. The learning's can be imbibed and custom adopted to address the skill development challenges of India.

Concept of Skill Development

A growing number of countries have achieved the goal of universal primary education and others are moving closer to this goal. Young people who expect to pursue further education and training to improve their chances for employment and higher earnings get benefited from these goals.

ISSN 2394 - 7780

Skill: A skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both. In other words the abilities that one possesses. Skills can often be divided into **domain**-general and domain-specific skills. For example, in the domain of work, some general skills would include time management teamwork and leadership, self motivation and others, whereas domain-specific skills would be useful only for a certain job. Skill usually requires certain environmental stimuli and situations to assess the level of skill being shown and used. People need a broad range of skills in order to contribute to a modern economy. Skill development has always been an important agenda for all the governments India has seen so far. When it comes to a fast developing country like India, the desired set of skills is of much more importance than any other economy. Different types of skills are needed to be developed in an individual in order to meet lifestyle and industrial needs. A few can be named as Labor Skill, Life Skill, People Skill, Social skill, soft skill, hard skill, etc. Realisation of type of skill required for a specific job or task is an essential need of the hour.

Skill Development: According to the International Labour Organization (ILO), "Skill development is of key importance in stimulating a sustainable development process and can make a contribution in facilitating the transition from an informal to formal economy. It is also essential to address the opportunities and challenges to meet new demands of changing economies and new technologies in the context of globalization." The objective of Skill Development is to create a workforce empowered with the necessary and continuously upgraded skills, knowledge and internationally recognized qualifications to gain access to decent employment and ensure India's competitiveness in the dynamic global market. It aims at increasing the productivity and employability of workforce (wage and self-employed) both in the organized and the unorganized sectors. It seeks increased participation of youth, women, disabled and other disadvantaged sections and to synergize efforts of various sectors and reform the present system with the enhanced Capability to adapt to changing technologies and labour market demands. Skills development can help build a "virtuous circle" in which the quality and relevance of education and training for all genders fuels the innovation, investment, technological change, enterprise development, economic diversification and competitiveness that economies need to accelerate the creation of more jobs.

Current Scenario of Skill Development in India

A committee has been set up under the 'Skills Innovation Initiative' at National Skill Development Agency (Government of India) to bring new ideas and practices to the national level. This will benefit in implementing and extend

Uniform skill development program across the nation. The skill development of the working population is a priority for the government. The objective of National Policy on Skills (2009) is to expand on outreach, equity and access of education and training, which it has aimed to fulfil by establishing several industrial training institutes (ITIs),vocational schools, technical schools, polytechnics and professional colleges to facilitate adult leaning, apprenticeships, sector-specific skill development, e-learning, training for self employment and other forms of training. However, a fresh look at this policy was much needed in the frequently changing and more demanding industry needs. It led to the introduction of the National Policy on Skill Development and Entrepreneurship, 2015. The objective of this policy is to meet the challenge of skilling at scale with speed and standard (quality). It aims to provide an umbrella framework to all skilling activities being carried out within the country, to align them to common standards and link the skilling with demand centres. The effort is also to identify the various institutional frameworks which can act as the vehicle to reach the expected outcomes. This policy links skills development to improved employability and productivity.

2. OBJECTIVES OF THE STUDY

The objectives of the study are:

- To study the present system of Skill Development in India
- To review the Indian Education and Skill development structure.
- To know the challenges with respect to the skill development in India
- To analysis India's Current Skills

ISSN 2394 - 7780

3. REVIEW OF LITERATURE

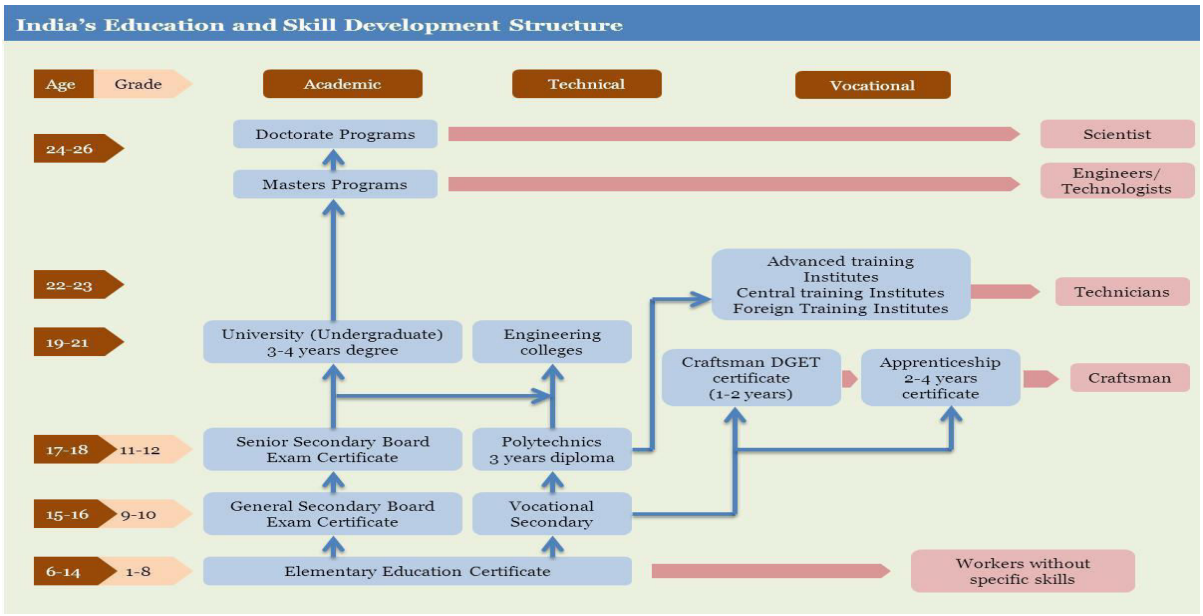
In order to understand the Skill Development system, the Skill Development Model of India has been studied.

4. METHOD

- Descriptive and analytical in nature and is based on both primary and secondary data according to the need of this study

5. Skill Development Ecosystem in India

The skill development ecosystem in India is complex, large and diverse, providing varied levels of skills across an extremely heterogeneous population. Skill development in India can be broadly segmented into **Education** and **Vocational Training.** The exhibit below presents the broad framework of Skill Development in India (Before introducing NEP2020).



Elementary, secondary and higher education is governed by the Ministry of Human Resource Development. University and Higher Education caters to all college education (Arts, Science, Commerce, etc.), while engineering education, polytechnics, etc. fall under Technical Education. University Grants Commission (UGC) is the nodal body governing funds, grants and setting standards for teaching, examination and research in Universities, and the All India Council for Technical Education (AICTE) is the regulatory body for Technical Education in India. Skills in India are acquired through both formal and informal channels. Formal vocational training is imparted in both public and private sector. Some of the major channels of formal vocation training include the government-run Industrial Training Institutes (ITIs), privately operated Industrial Training Centres (ITCs), vocational schools, specialized institutes for technical training, and apprenticeship training by the industry. The private sector participation has been on a rise lately, but the sector continues to be dominated by the public sector. Informal training on the other hand refers to experiential skills acquired on the job.

At the central level, the nodal institution for vocational training is the Director General of Employment & Training (DGET) under the Ministry of Labour and Employment. The DGET is responsible for formulating policies, establishing standards, granting affiliation, trade testing and certification, and matters connected to vocational training and providing employment services. The National Skill Development Council (NSDC) - now a part of the newly created Ministry of Skill Development and Entrepreneurship - was initially set up under the Ministry of Finance to provide viability gap funding and promote private skill initiatives.

6. SKILL DEVELOPMENT CHALLENGES IN INDIA

Alongside the daunting challenge of skilling millions of youth entering workforce each month, India also faces a huge challenge of evolving a skill development system that can equip the workforce adequately to meet the requirements of the industry. The workforce needs to be trained across four levels, from the high end specialised skills for 'White Collar' jobs to the low-level skills of the 'Rust Collar' jobs. Moreover, these skills have to be adequately linked to the available job opportunities.

Several factors have inhibited the skill development eco-system in India to scale up to the desired levels. The skill development system in India is plagued with multiple issues related to awareness, perception, cost, quality and scale. The challenges faced in skill development have been discussed below:

ISSN 2394 - 7780

❖ **Inadequate Scale, Limited Capacity**

The existing infrastructure, both physical and human, is grossly inadequate considering the projected demand for skilled labour. While there is a need to create additional capacity in existing institutes, at the same time there is a need to create an adequate infrastructure even in small towns and villages.

In terms of faculty, too, the training infrastructure is inadequate. For instance, corresponding to the current seating capacity of about 1.7 million trainees at ITIs, there is a need of almost 85,000 trainers (considering 20:1 student/faculty ratio). As against this, the seating capacity for various trainers' programme of DGET is just 4,438, which is far from adequate to meet the requirement.

❖ **Awareness, Mindset and Perception Issues**

Skill development in India is way below the requirements due to a lack of awareness on the type of courses as well as information on the ensuing career prospects. More importantly, there is limited acceptance of skill development courses as a viable alternative to formal education. Skilling is often viewed as the last resort meant for those who have not been able to progress in the formal academic system. This is partly to do with the lack of integration between the two options and also due to rising aspirations for white collar jobs which necessitate higher qualifications. Moreover, skill development is often associated with blue collar jobs, which is largely perceived to be of low dignity and provides low wages/salaries.

The perceived 'stigma' associated with skill development has resulted in low enrolments in vocational education courses. The inspirational mismatch that exists in India can be gauged from the example of the construction sector, which has a huge requirement of workforce with low level skills. For instance, the construction sector in Punjab faces a shortage of workers locally, and depends on the migrant workforce from Uttar Pradesh, Bihar and Jharkhand.

❖ **Cost Concerns**

Skill development initiatives in India continue to be largely dependent upon the government funds or public-private ventures. Owing to high capital requirements and low return on investments, skill development is often looked at as a non-scalable model and remains underinvested. Additionally, a fee-based model also faces challenges as prospective students are often unwilling or unable to pay high fees for training. Even the bank's willingness to lend for skill development activities is low as educational loans are perceived as high risk products due to uncertainty with respect to future employment.

❖ **Quality Concerns**

There is a serious mismatch between the industry's requirements and the skills imparted in educational and training institutes, especially for the mid-level skills requiring some expertise on handling of machinery. To tackle this problem, considerable improvement of the quality of training is needed.

The issue relates to the quality of infrastructure, trainers, as well as curricula and pedagogy. In terms of infrastructure, the institutes often lack appropriate machinery to give students hands-on training. Even the course curricula often are outdated, redundant and non-standardised. Additionally, the lack of industry-faculty interaction on course curricula leads to irrelevant training modules. The availability of good quality trainers is also a key concern. The quality of trainers is affected due to limited efforts towards re-training and skill improvement of trainers. There is a lack of focus on development of trainers with a clear career path which can make this an inspirational career choice and can ensure regular adequate supply of good-quality trainers in every sector.

While there is a need to constantly upgrade the training infrastructure and pedagogy, it is very expensive. This restricts the pace of modernisation and up gradation. Likewise, the process of standardisation is challenging in India. A significant portion of total employment falls under the unorganised segment, where it is extremely difficult to sensitise the employers on the importance of occupational standards, job roles and qualification packs.

❖ **Skills Mismatch**

There is a lot of issue related to the skills needed by the industry and the skills imparted through the educational and training institute. There is a lack of industry-faculty interaction because of which the skill set doesn't suit the employer. Though the people may be skilled but they are not employable. It becomes extremely important that the industry professionals are also included during the design of the curriculum.

❖ **No Focus on Non-Technical Skills**

The Vocational Training Centres in India is focusing on developing technical skills only whereas the employers feel the need of having Behavioral Skills also. According to the India Hiring Intent Survey, the employers also

ISSN 2394 - 7780

focus on Skills like Domain Expertise, Communication, a culturally fit person, values on Honesty and Integrity, Adaptability, focused on Result, Interpersonal skill and Learning attitude. These skills are not covered as an integral part of the skill development. This is a major challenge as it results to a lot of unemployed skilled workforce.

❖ **Mobility Concerns**

In India, educational qualification is generally preferred over vocational training as former is associated with better employment opportunities, in terms of pay as well as quality of work. Additionally, there is limited mobility between formal education and vocational training in India due to lack of equivalent recognition for the latter; a student enrolled in vocational training often cannot migrate to institutes of higher education due to eligibility restrictions.

However, under the on-going National Skills Qualification Framework (NSQF), attempts are being made to address the mobility issue by recognition of prior learning and establishing a credit system for skills, knowledge and experience gained by an individual either formally or informally. NSQF is expected to enable multiple-entry and exit between vocational education, skills training, general education, technical education and job markets.

7. INDIA'S CURRENT SKILL ANALYSIS

The current data suggest that only 2.3% of the work force in India has undergone formal skill training as compared to 68% in the UK, 75% in Germany, 52% in USA, 80% in Japan and 96% in South Korea. The workforce in India has little or no job skills that make them largely unemployable. It is an alarming signal for India which has the youngest population in the world. There is a lot of scope for India to provide its workforce with appropriate skills. As per the 12th Plan document of the Planning Commission, India's labour population is not educated enough. The people who completed educational qualification up to secondary level are 85 percent of the labour workforce. Approximately 55 percent have completed education level up to the primary level and a small percentage of 2 percent have undergone a formal vocational training. Efforts are being made to ensure more students enrolments in the higher education and vocational training.

There are initiatives like Make In India, Digital India and programs focusing on start-ups and funding programs laid on Skilled India. The current skill landscape of India is not very positive. According to the India Skills Report 2015, it was established that India lacks on the development of skills. Of all the students applying for roles in the labour market, a mere 1/3rd of the number had the appropriate skills to match the requirement of the employers. Though we have a sufficient manpower but all are not skilled enough to get a job. The fresh employments opportunities are getting created in the field of core engineering, retail, hospitality, ecommerce and banking but there is shortfall of trained people in the country to fill the positions. Looking at the labour market dynamics, the government has started initiatives to fight this major difficulty. In fact, the Government has given utmost priority to skill development and it will continue to be a vital matter for 10 years. The Skills Gap as per the Figure 3 mentions the expected shortage in the industries in 2022. There will be a considerable growth in the Infrastructure sector followed by the Auto & Auto Components. In order to focus on the Make in India campaign considerable efforts are needed to impart skills in the country.

8. REMEDIES FOR SKILL DEVELOPMENT/FINDINGS

➢ **Educating the public**

- Educating the public on Skilling opportunities, removing the negative VET perceptions
- National Media Campaign by NSDC (5 television commercials etc.)
- Push through the Companies' Act mandate of spending 2% of PBT towards CSR

➢ **Upwards / Lateral Mobility & Recognition**

- Introducing Vocational Education in Schools (National Skill Qualification Framework)
- Standardization of quality of Education through National Occupational Standards
- Certification and Recognition of Prior Learning
- Access to Funding for Education/ skill development
- Creation of Digital Market place, free online resources, LMIS
- NSDC creating capacity of training providers
- Infrastructure development to enable rural broadband
- Organizing National Skill Awards, World Skills Competition

ISSN 2394 - 7780

- **Effective Implementation of NEP2020**

CONCLUSION

This paper has examined the challenges and remedies for Indian people to develop their skills. Today, India faces complex and enormous challenges in fostering skills development for youths. Skill development is the most important aspect for the development of the country. It needs a coordinated effort from all the agencies, stakeholders and the students to make it a successful program. The policies, if are able to reach a larger audience will make a difference in the employment scenario of the country. India has a 'demographic dividend' and it has to work toward making it useful for the country. Poverty with high illiteracy rate is a common phenomenon in developing countries, most especially among the rural people, of which women form the majority. However, empowerment men and women through skills training programmes have been seen as a great weapon to curtailing illiteracy and poverty.

REFERENCES

- Government of India (2014). Demand Responsive Vocational Training. New Delhi: Directorate General of Employment and Training, Ministry of Labour & Employment.
- Government of India (2011). Second Annual Report to the People on Employment. New Delhi: Ministry of Labour & Employment.
- The World Bank and International Labour Organisation (ILO) (2013). Possible Futures for the Indian Apprenticeship System, Options Paper for India.
- Government of India- Ministry of Skill Development & Entrepreneurship, National Skill Development Corporation and KPMG. Human Resource and Skill Requirements in the Food Processing Sector (2013-17, 2017-22).
- Government of India (2015). Draft National Policy for Skill Development and Entrepreneurship 2015. New Delhi: Ministry of Skill Development & Entrepreneurship
- National Skill Development Agency (NSDA) and the National Skill Development Corporation (NSDC) (2014). Youth Empowerment through Skill Development.
- National Skill Development Corporation. Human Resource and Skill Requirements in the Capital Goods Sector (2012-17, 2017-22).
- Planning Commission, XII Five Year Plan, Employment and Skill Development.8. Santosh Mehrotra AG. Estimating the skill gap on a realistic basis for 2022. Institute of Applied Manpowe r Research.2013 Feb.
- Patil A. Skill Development in India: Challenges and Strategies, ISAS Working Paper. 2009 Sep.17.
- Santosh Mehrotra KD. Understanding Skill Developmentand Training in China: Lessons for India, Institute of Applied Manpower Research. 2013 Dec.

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

ALLIANCE BETWEEN ACADEMIA AND INDUSTRY – A STEP TO REDUCE SKILL GAP

Ms. Bharti Jethani
Assistant Professor, H.R. College of Commerce & Economics

ABSTRACT

The youth of the country form a strong pillars of the social and economic growth of communities, plays a crucial role in the nation's growth and development. With an abundance of natural resources, improving world-class infrastructure, and policies that support self-reliance, India is on a path to breaking barriers and positioning itself among world leaders.

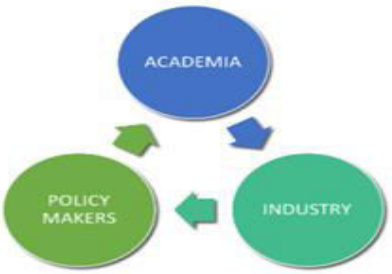
Fresh graduates are finding it increasingly difficult to seek employment due to lack of appropriate skills and experience required in the job market. Widening skill gap is the major reason for growing inequality in job opportunities and increasing unemployment among youth. There is a growing need to restore the balance between demand and supply of skills in the market. Skilling and training of youth for 21st-century employability skills and capabilities will help create a skilled workforce that can contribute towards socio-economic growth.

The skilling and training needs of India's youth will help our country achieve its sustainable development goals of reduced inequality, decent work and economic growth, and poverty eradication and overall wellbeing. We need to take steps to harness the true potential that the youth of India hold so that our country is able to realize its demographic dividend.

The major ties between the industry-academia linkage in consultancy activities such as training workshops, short courses and student industrial training will reduce the skill gap. Effort should therefore be made by both the government and the university to remove the obstacles of communication gap, cultural differences and lack of research facilities and infrastructure. This could be achieved by setting up a hybrid coalition between academia and industry. Other centres and units in the university, created to promote such collaboration, should be encouraged to improve upon their performance.

Keywords: UN – United Nations, CMIE - Centre for Monitoring Indian Economy (CMIE), NEP - National Education Policy

INTRODUCTION



The youth of the country form a strong pillars of the social and economic growth of communities, plays a crucial role in the nation's growth and development. A nation's productivity and development depend on the skills that its workforce holds. With an abundance of natural resources, improving world-class infrastructure, and policies that support self-reliance, India is on a path to breaking barriers and positioning itself among world leaders. At the heart of this progress are the people, especially the youth who are the principal resource contributing to national growth.

According to UN reports, young people are almost three times more likely to be unemployed than other adults and are continuously exposed to low quality of jobs, greater labour market inequalities, and longer and more insecure school-to-work transitions. As per the results of the latest quarterly Periodic Labor Force Survey (PLFS), conducted by the Ministry of Statistics and Programme Implementation, around 23 per cent of urban youth in the 15-29 age group remained unemployed in January-March 2021. As per data from independent economic data agency Centre for Monitoring Indian Economy (CMIE), India's labour participation ratio has fallen to 40.15 per cent in November 2021, i.e., 60 per cent of employable people in India have fallen off the job market. These factors make it important to help the youth of the nation access training and skill development opportunities through public and private initiatives.

ISSN 2394 - 7780

Fresh graduates are finding it increasingly difficult to seek employment due to lack of appropriate skills and experience required in the job market. Widening skill gap is the major reason for growing inequality in job opportunities and increasing unemployment among youth. There is a growing need to restore the balance between demand and supply of skills in the market. Skilling and training of youth for 21st-century employability skills and capabilities will help create a skilled workforce that can contribute towards socio-economic growth. The youth must be trained in real-time market-oriented skills that encompass soft skills as well as technical skills rather than specific skills taught in isolation. Holistic skills training will not only help the youth get employed and participate in the workforce but will also allow them personal growth and a climb up the social ladder.

At the core of skilling is basic education. The National Education Policy 2020 (NEP 2020) is a step in the right direction as it aims to address the skilling of the youth to prepare a workforce that is fit for industrial revolution 4.0. Focus on vocational training will allow students to grow in sectors of their interest and help them tap their true potential to contribute fully to the nation's development. While the NEP 2020 is at work, there is a need to address skilling and training for the youth who are currently looking for employment and skill acquisition. Given the rise in digitization across India, remote and virtual-mode learning needs to be leveraged to reach out to youth in semi-urban and rural India to provide skilling opportunities that can enhance talent and help provide access to employment opportunities, leading to the development and growth of communities. Skilling fresh graduates and those who lack the skills required for the job market and upskilling those looking to move industries or move upwards in their current sector will be a definite addition to the quality of the national labour force.

Make no mistake, skilling and training will be key in forming a world-class workforce that aids the Indian economy's ascendancy. Addressing the skilling and training needs of India's youth will also help our country achieve its sustainable development goals of reduced inequality, decent work and economic growth, and poverty eradication and overall wellbeing. We need to take steps now to harness the true potential that the youth of India hold so that our country is able to realize its demographic dividend.

The major ties between the university and the industries were found to be in consultancy activities such as training workshops, short courses and student industrial training. However, little or no research ties or joint ventures were observed; this is probably for reasons such as communication gap, cultural differences and lack of research facilities and infrastructure. Effort should therefore be made by both the government and the university to remove these obstacles. This could be achieved by setting up a hybrid coalition between academia and industry. Other centres and units in the university, created to promote such collaboration, should be encouraged to improve upon their performance.

OBJECTIVES OF THE STUDY

To understand the importance of industry's' requirement for increasing the skillful workforce

To encourage industrial visits

To include the training workshop in the studies

To bridge a gap between Academia and industry and to reduce the skill gap

SCOPE OF THE STUDY

The aim of this study will help the readers to know how academia-industry linkages are compulsory to reduce the skill gap of youth and help the industry to get the youth human youth resources which hybrid between academia and industry. It also help the government to increase the economy of the country by creating the introduce the training sessions, workshop and seminars and reduce to the unemployment which is one the major challenge for our country.

LIMITATIONS OF THE STUDY

- The present study covers the limited area and not the whole India.
- There may be some biases due to ignorance on the part of respondents.
- Due to small sample and biased opinions the results derived may not be appropriate.

HYPOTHESIS OF THE STUDY

- **H0** Hybrid of Academia-Industry linkages will maintain the balance between demand and supply of sills in the market.
- **Ha** Hybrid of Academia-Industry linkages will maintain the balance between demand and supply of sills in the market.

ISSN 2394 - 7780

RESEARCH METHODOLOGY

The main methods of data collection used in this study are primary data and secondary data analysis. This research paper aims to amalgamate existing data and with the support of a short survey aim to prove our hypotheses as stated above

LITERATURE REVIEW

Indian traditional education structure needs improvisation to create enough employment opportunities for the equivalently skilled workforce. So, what is the one crucial skill you absolutely must have in the future? Paper published by Reema Trivedi on 3rd June 2020. This paper focused on significant gap in skill development in India, and that this gap needs to be bridged to remain competitive in the world market. The skill development scenario offers itself as an excellent testing ground for public-private partnerships in providing training and ensuring the employability of our workforce. The primary objective of this study is to provide a clear understanding of the fundamental reasons behind the existence of this skill gap despite a vibrant and abundant young population and hence provide clear recommendations to companies and training institutes about opportunities in bridging the gap in the organized retail sector.

Article Published On "How to Bridge the Gap between Academic and Industry" In Partnership with MISB Bocconi

This article states on the recent statistics, the education sector in India is poised to witness major growth in the years to come as India will have world's largest tertiary-age population and second largest graduate talent pipeline globally by the end of 2020. India's economy is also expected to grow at a fast pace; rapid industrialization would require a gross incremental workforce of ~250 million by 2030; India could potentially emerge as a global supplier of skilled manpower. However, despite these encouraging statistics, a major segment of graduates remain unemployable - according to 'National Employability Report' 2016, which is based on a study of more than 1,50,000 engineering students who graduated in 2015 from over 650 colleges, 80% of them were unemployable and only 3% had suitable skills to be employed in software or product market. Such large segment of the population not getting jobs is indeed a grave problem as it has direct repercussions on the Indian economy and on social conditions. Though educational institutions are training millions of youngsters yet corporate are often complaining that they are not getting the necessary skill and talent required for a job. This article insists on Alignment of curriculum with industry requirements, Emphasis on skill-based education, Workplace exposure through internships, live projects, and corporate interactions, Up-skilling the faculty.

Paper Published on "Bridging the Industry-Academia Gap and Knowledge Management: Need of Hour" by Souvik Sen in January, 2015

This paper focused on Management of knowledge and communication makes a sense of newer outlook of the hydrocarbon sectors. To grow Oil and gas industry it is necessary to train the workforce continuously through mutual conjunction of academic and industrial human resource. To rectify the theoretical knowledge into the practical industrial problems proper training is needed for the newly recruited trainee. The trainee plays the most important role in this system to establish the academia-industry relation. More and more involvement of undergraduate students with the industry makes a proper hit to reduce the gap.

Paper Published on Bridging the Gap between Academics and Industries through Quality Education by Mayuri Popat in February, 2017

Education is a very important aspect of our Life. Education not only makes students better citizens of the world by inculcating values and good habits, but it also helps students to be technically sound so that they can compete with the outside world. Teachers play a dominant role in imparting knowledge to the society and so their teaching methods need to be as effective as possible. The purpose of this Paper is to present various principles of good practices in education. It also presents the learning gap between a teacher and the student and techniques to reduce the gap. It also elaborates the various Competency requirements for the Graduate students.

Charusat University provides various opportunities to students so that they can be well groomed and competent enough to work in the Professional environment. CHARUSAT University is continuously striving hard to improve the quality of education and also inculcating various values among students such as ethics, Integrity, Responsibility, respect for laws & regulations, love for work, punctuality and productivity. The University is also making a lot of efforts to reduce the gap between what academic offers and what industry needs by continuously

ISSN 2394 - 7780

Interacting with Industry People

An Article on the Need to Bridge the Gap Between Academia, Industry and Policy Makers Published by Samuel Odoi Laryea (Deputy General Manager at Soticam Ghana Ltd.) Published on 10th Jan, 2020
This article focused on An effective collaboration between academia and industry has the potential of boosting our economy and transforming the fortunes of our country whilst ensuring growth. When educational institutions of higher learning and industry come together in a working symbiotic relationship, both will find a common ground to meet each other's needs and create a substantial and sustainable win-win situation for all.

Some of the principal factors creating the ever-widening gap between academia and industry includes; lack of interactions between the two entities, lecturers or faculty lacking industrial exposure, the examination or evaluation process used in assessing students' performance, industry not getting involved in curriculum review and development and students lacking employ-ability skills amongst other factors.

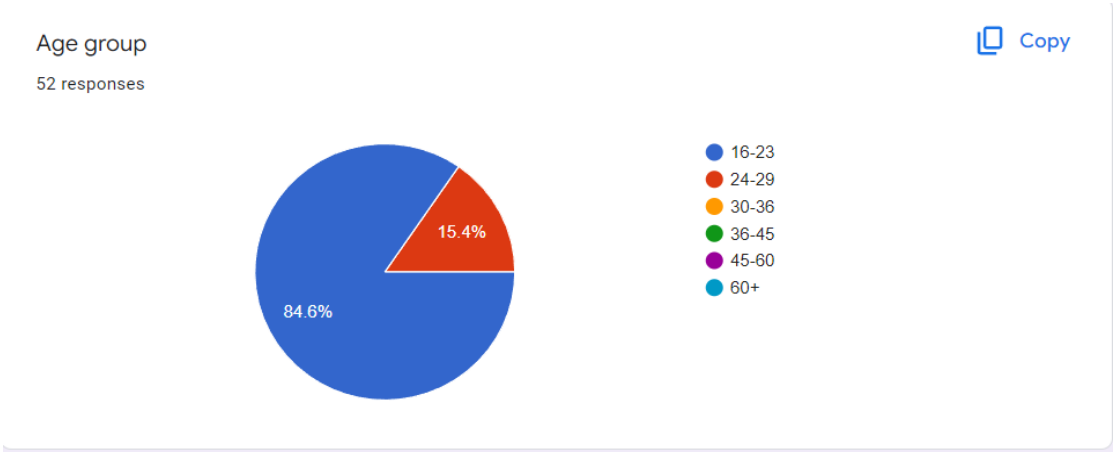
Also, the curricula of our local institutions shows that they all run similar programmes with different curricula. For instance, you would realise that students studying Computer Science in one institution has a different curriculum compared to another student studying the same programme in another institution of higher learning. Our first step should be entreating our academic institutions to look at ensuring that our industries are sustained in terms of the needed workforce

A paper Published on Bridging the Qualification Gap between Academia and Industry in India, December, 2017
This paper identifies the gap between academia and industry and presents an approach to bridge it using the concept of Learning Factories. The competencies of the newly graduate engineers and the competency requirements of Indian industry for graduates have been identified based on discussions with industry professionals and literature review. It has been found that the technical and social competency requirements match, but there is a gap regarding the methodological competency. This necessitates graduate engineer trainings at the start of employment. The additional trainings prove to be time consuming and costly for the industry. To bridge this gap a Learning Factory test bed has been implemented at a premier Indian university. It is expected that the proposed Learning Factory will make the Indian graduate engineers ready for the job at university level and the additional graduate engineer training redundant. The study also provides a roadmap of utilizing Learning Factories as an integral part for the Indian technical academic system.

A Paper Published On an Effective Framework for Bridging the Gap between Industry and Academia, April, 2020 by Susan Zeidan, Zayed University
The main aim of this paper is to investigate any gaps between academia and industry readiness and to identify skills and abilities organizations look for in terms of assessing Industry 4.0 readiness. The study investigates skills that are essential for 21st century workforce employability and takes into account the perspectives of alumni, university professors and employers. Data for this study was collected using surveys from undergraduate students, and focus groups comprising of Industry professionals, academics and alumni. Until today, there is a lack of consensus in the literature as to what the fundamental components for evaluating industry 4.0 readiness include. This study fills this gap by combining the perspectives of industry leaders/advisors, academic faculty, alumni and undergraduate students. Thus a triangular design approach is taken by considering the opinions of all parties involved to improve the validity of the results. It also provides a more holistic view of what can be improved on when it comes to the competences provided by universities. The results of the study showed that a gap exists between graduates' skills and competencies required by the industry. The results are significant as they have practical implications for both employers and academia in bridging the skills gap.

ISSN 2394 - 7780

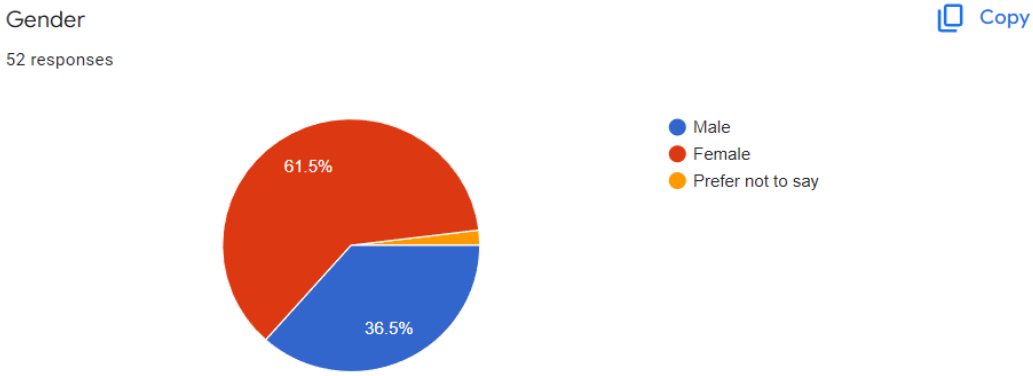
DATA ANALYSIS AND INTERPRETATION



Q1.

INTERPRETATION

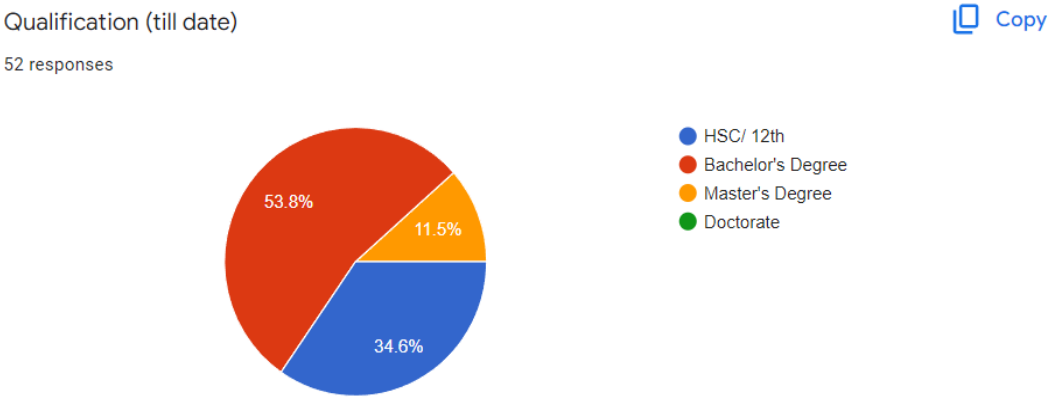
Out of the 52 responses recorded, majority belonged to the age group of 16-23 years. Only 8 people belonged to the age group of 24-29 years.



Q2.

INTERPRETATION

Out of 52 respondents, 32 respondents are females and 19 respondents are males with 1 respondent preferred not specifying their gender.

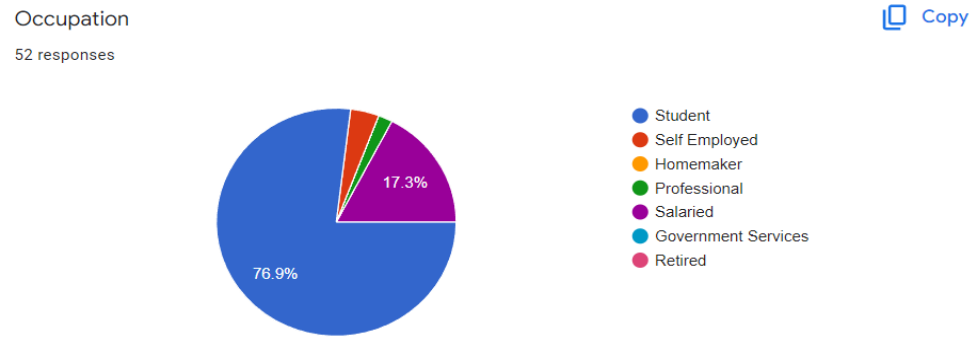


Q3.

INTERPRETATION

Out of 52 respondents, 28 respondents have done under-graduate, 18 have completed their HSC/12th and 6 respondents have completed their masters.

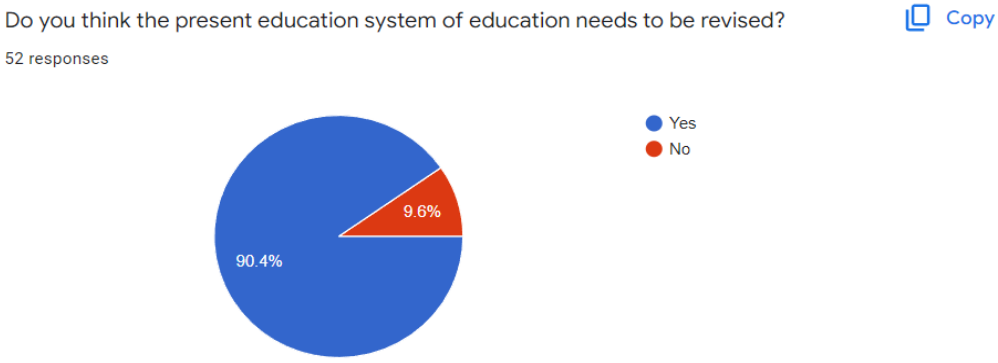
ISSN 2394 - 7780



Q4.

INTERPRETATION

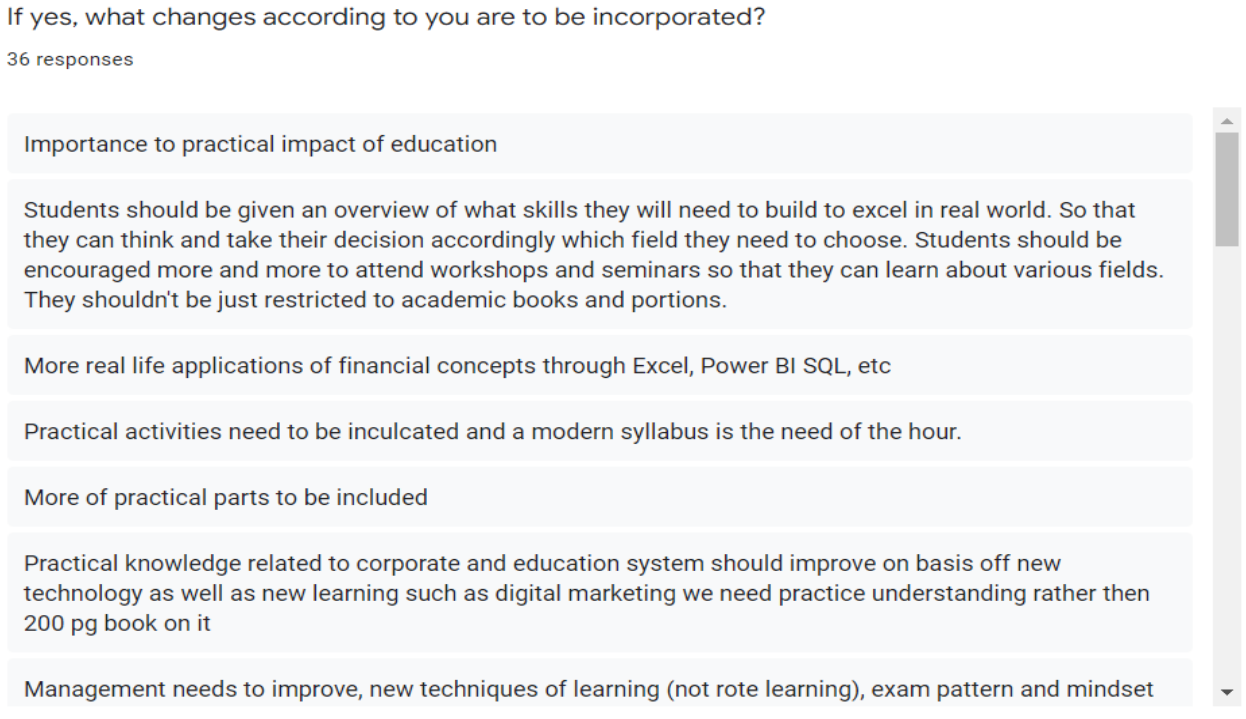
Out of 52 respondents, majority of the respondents are students. 9 respondents are salaried employees, 2 respondents are self employed whereas only 1 respondent is a professional.



Q5

INTERPRETATION

Out of 52 respondents, 47 respondents think that the present education system needs revision.

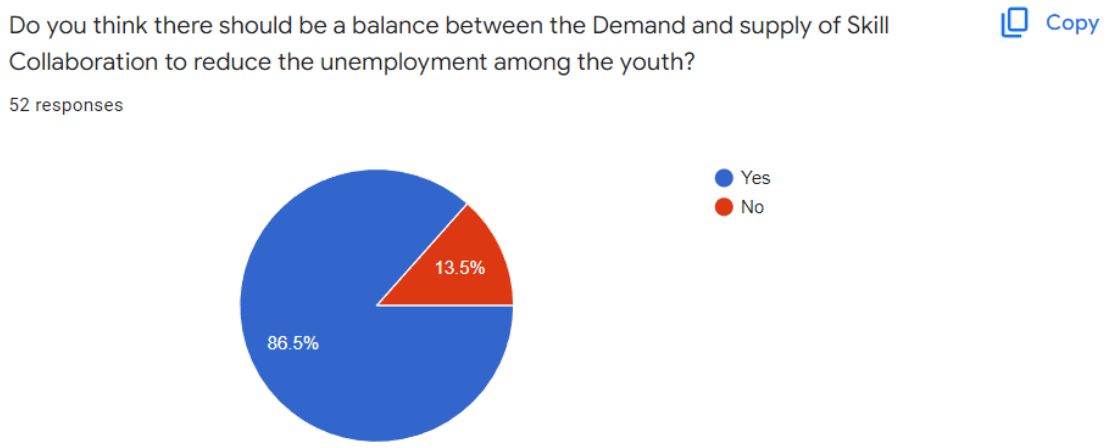


Q6.

INTERPRETATION

Most respondents have pointed out the need for practical knowledge, new techniques for exams, application based education system for bridging the gap.

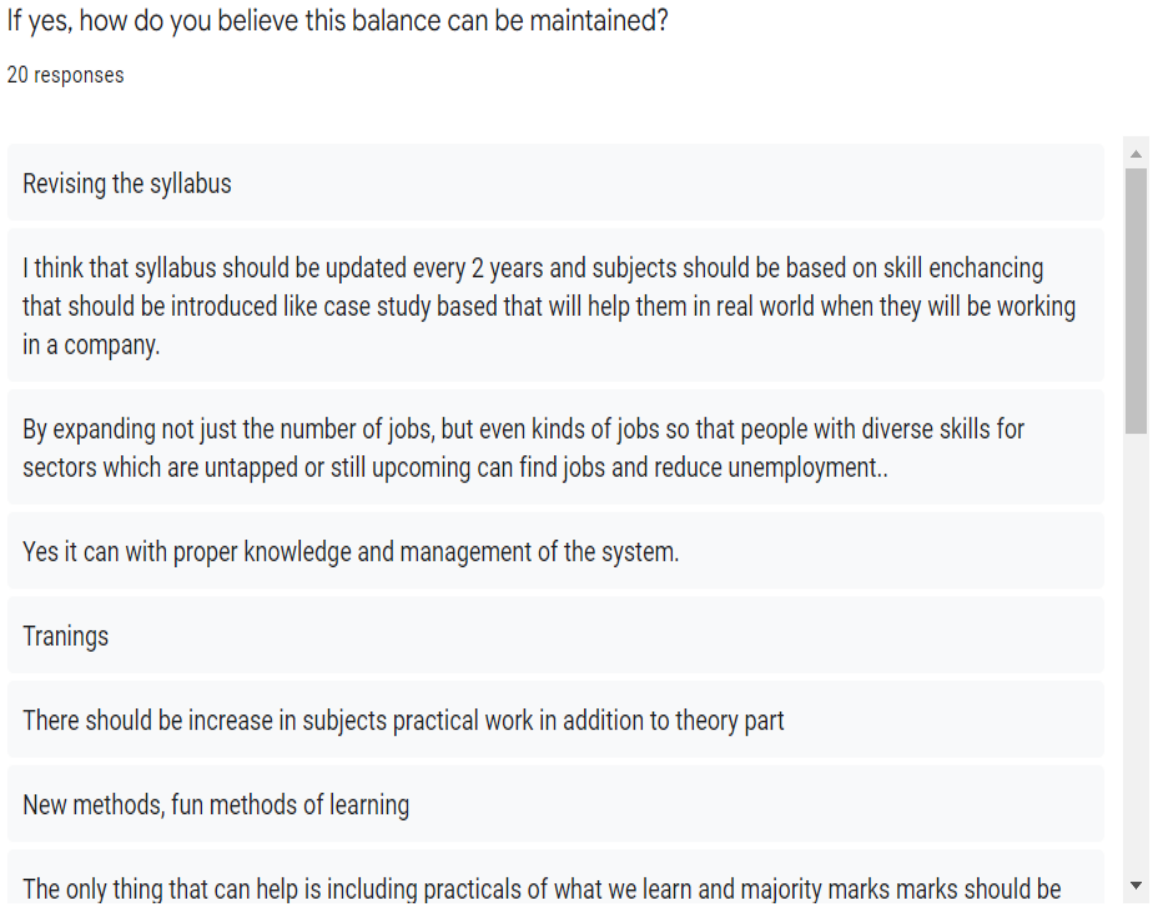
ISSN 2394 - 7780



Q7.

INTERPRETATION

Out of 52 respondents, 45 respondents feel the requirement of balance between demand and skill collaboration to reduce the unemployment among youth.

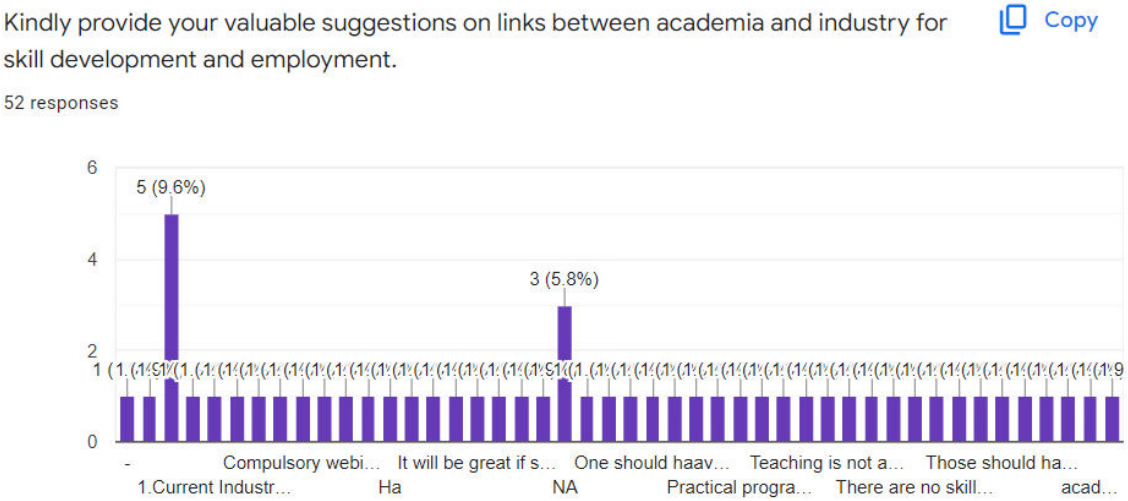


Q8.

INTERPRETATION

Respondents have stated relevant pointers to be to be taken into consideration in order to maintain a balance. Most of them have encouraged practical knowledge, employment opportunities, syllabus revision, trainings, workshops, attention and positivity.

ISSN 2394 - 7780



Q9.

INTERPRETATION

Respondents have provided valuable suggestions citing examples of curriculum followed abroad like compulsory internships, industry collaborations, and vocational training. Some respondents feel relevant training and skill development is necessary for having well groomed and industry-ready employees to bridge the gap between academia and industry.

CONCLUSION AND SUGGESTION

The overall conclusion of the study is that there should be a liaison between the university and academia. The syllabus should be revised from time to time as per the requirements of the industry. Also there will be compulsory internship based curriculum, help in reducing the skill gap. Education institutions should organize the industrial visit for the students and to call for the reports on experience of industrial visits. Industries should come ahead with the requirements and give the guidance to institutions for incorporating the updated programs in the curriculum. Effort should therefore be made by both the government and the university to take initiatives to remove these obstacles. This could be achieved by setting up a hybrid coalition between academia and industry. In order to reduce the unemployment among the youth which is one of the challenge in front of country, curriculum need to be revised frequently, and increase the economy of the country. It is one of the most suitable way to reducing the skill gap of academia and industry. The skilling and training needs of India's youth will help our country achieve its sustainable development goals of reduced inequality, decent work and economic growth, and poverty eradication and overall wellbeing. We need to take steps to harness the true potential that the youth of India hold so that our country is able to realize its demographic dividend.

Key Elements in Bridging this Gap:

Content & context are equally required to skill people. In this information-driven age content combined with a strong contextual understanding seems more interesting and easier to retain and also provides a real-time perspective moreover, it also improves the scope of employment as well.

The advent of technology is playing a significant role in reshaping the course of learning; hence, our education system is likely to be evolved and technology-focused to keep up with the pace of advancements. New technology-empowered learning modules including smart classes live online/virtual lectures, recorded videos, podcasts, Artificial and virtual intelligence, audio-video, etc. are reaping extra-ordinary outcomes in disseminating quality education amongst the learners.

Integrated learning programs ie Skilling & training has proved to be the most important investments in terms of quality output. Classroom training usually faces geographical restrictions related to equal distribution of quality education to all. Limited sources of teaching such as expert faculty, quality talent, applied learning modules also contribute to accelerate the disparity of demand and supply of talent. The integrated educational programs deliver learning through four forms of classrooms – Digital, On-Campus, On-sire, and On-the-Job offering a more holistic apprenticeship experience. It prepares the talent pool with add on practical skills and makes them ready for future employment.

ISSN 2394 - 7780

Skill and professional education ie Specializing in at least one professional skill is imperative while students are at schools or colleges. Embedding professional skilling programs and vocational courses across all education levels brace-up learners' skills and make them eligible for better job opportunities with good remunerations.

The Central and State Government both are proactively introducing various skill training programs to skill existing and prospective workforces to meet the demand of skilled employees in the job market. The Ministry of Skills Development and Entrepreneurship launched its Skill India program to align three major aspects – Academics, industry and job aspirants. However, many players in the market are developing and offering advanced & customized solutions to re-skill and up-skill people. The system is looking forward to evolving a sustainable and long-term skill learning plans for all to achieve the desired output.

Corporates are also inclining their focus on the importance of training. Need to stay updated with the ongoing trends & technologies has become imperative for the growth in the industry. Thus corporate keep on imbibing customized training programs as per the specific teams or the entire workforce.

It is clearly visible that education combined with professional skill is the need of the hour to fit into the current employment scenario bridging the actual shortage of skilled workforce.

BIBLIOGRAPHY

https://nucif.net/wp-content/uploads/2019/12/How-to-bridge-the-gap-between-academia-and-industry-EN.pdf

https://www.researchgate.net/publication/279840256_Bridging_the_Industry-Academia_ Gap_ and_ Knowledge_ Management_Need_of_Hour

https://www.linkedin.com/pulse/need-bridge-gap-between-academia-industry-policy-makers-laryea

https://dailytimes.com.pk/236442/how-to-bridge-the-gap-between-academia-and-industry/

https://www.researchgate.net/publication/317691964_Bridging_the_Qualification_Gap_between_Academia_and_Industry_in_India

https://www.researchgate.net/publication/341830407_An_Effective_Framework_for_Bridging_the_Gap_between_Industry_and_Academia

https://www.linkedin.com/pulse/skill-gap-one-biggest-problems-haunting-massive-youth-reema-trivedi

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

ROLE OF ICT SKILLS ON LEARNING AND TEACHING OF HISTORY SUBJECT

[1]Mr. Jeevan Vichare and [2]Mr. Yogesh Dilip Patil
[1]Assistant Professor Departmentof History, S.S.T College of Arts and Commerce, Ulhasnagar- 421004
[2]Assistant Professor, Department of IT & CS, S.S.T College of Arts and Commerce, Ulhasnagar- 421004

ABSTRACT
Information and communication technology (ICT) is a force that has changed many aspects of human endeavors. The impact of ICT on various fields of human endeavor such as medicine, tourism, business, law, banking, engineering and architecture over two or three decades has been enormous. But when one looks at the field of education, there seems to have been an uncanny lack of influence of ICT and far less change than other fields have experienced. A number of scholars such as Soloway and Prior, 1996 have attempted to explore this lack of activity and the influence of ICT on education and many others. In other words, though ICT has begun to have a presence in education, its impact has not been as extensive as in other fields (Collis, 2002). Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners. With the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important.

Keywords: Information Society Socio-political implication. ICT communications revolution. Technological Diffusion, Addiction, and distraction: Economic dilemma, Cryptography.

INTRODUCTION
History is seen by many who work in this field as a distinct form of knowledge. It is not only concerned with collecting and memorizing discrete facts about historical events or people, but it requires those studying it to understand a number of complex processes which are specific to the subject. Historians must reconstruct historical events using a range of evidence, which can be incomplete, inconsistent and difficult to interpret.

To develop an understanding of historical events and sources of evidence adult historians rely on a range of previous experience and knowledge, so pupils who have less extensive knowledge and experience can find it difficult to develop the skills they need.

How ICT contributes to learning and teaching in history ICT can be used to help pupils of all ages to develop the knowledge and skills that history demands. It provides them with opportunities to:

• Select and reproduce sources in a range of media contextualize and interpret sources reconstruct and simulate historical events construct narratives identify patterns in large quantities of data

• develop, organize and communicate historical thinking.

To establish an understanding of the extent to which ICT has the potential to enhance the teaching and learning of history it is necessary to examine the available research evidence.

General Benefits
• ICT provides opportunities for the teaching of historical inquiry, including the generation and testing of historical hypotheses and problems, as opposed to only learning historical facts. ICT and multimedia fit well with the multi-source nature of history - they can give a total picture and can allow pupils to integrate evidence into their work. The use of ICT promotes collaboration between pupils and can contribute to the development of historical thinking.

Benefits for Pupils
ICT helps to alleviate the constraints of writing and allows pupils to concentrate on the specific topic or discussion-this encouraging reflection, analysis and understanding. Using databases to work with large volumes of data can help pupils to look for patterns, frame Hypotheses, question accepted theories and place events into wider contexts The use of computer-mediated communications (CMC), including online discussion groups, enables students to better develop and communicate historical arguments, thinking and understanding, and these skills can be transferred to essay writing.

The use of hypertexts (documents embedded with hyperlinks] to investigate sets of historical documents and sources can help develop pupils understanding and interpretation skills and allows pupils to see connections between historical issues.

Computer simulations allow complex historical processes to be represented in a more dynamic way, and allow students to gain a better understanding of how key decisions in history were affected by the environment and the pressure of time.

ISSN 2394 - 7780

• Digital video can provide students with a model for gathering oral history before they conduct their own oral history interviews, allowing them to develop and retain the required skills more effectively.

Benefits for Teachers

• ICT (particularly the internet), gives teachers access to a wide range of information, historical sources and media types, which would otherwise not be readily available The use of computer-mediated communications (CMC), including online discussion groups, allows teachers to identify misconceptions in pupils' historical thinking, which might not otherwise have been apparent in more structured classroom discussions.

• ICT can enable teachers to present historical materials in ways most suited to individual and personal needs.

• ICT can be used to help teachers support, ar scaffold, the development of historical thinking and understanding at all levels.

Explanation of Findings

As with ICT more generally, direct causal effects are not always easily identifiable. Drawing clear conclusions on the effects of ICT from the range of research evidence and reports available can be automatic. There are a number of factors that limit effective comparisons, such as differences in sample sizes, methodologies and effects, and the extent and purpose of ICT use involved. Any positive impacts depend on the ways in which ICT is used in history. Improvements in teaching and learning will inevitably be reliant on the capacity of teachers and students to use ICT as an effective pedagogical tool in the pursuit of particular learning objectives.

Word Processing

Many writers with an interest in the use of ICT in history argue that the word processor can be a powerful tool in developing pupils' history skills. Word processing is found to be the most common form of ICT use in history in schools, and its potential to develop historical thinking was also identified. The word processor can help pupils to organise their historical thinking, analyse and interrogate sources and structure their writing. Prior and John (2000) describe the benefits of using a word processor to facilitate 'revelatory writing' Her pupils participate in historical writing and interact with its content, enabling them to take control of their own historical writing, and providing opportunities for developing different writing styles.

Hypertexts

Hypertexts are documents which contain links within the text, clicking on these links with a mouse takes the reader another part of the document, or to a new document, containing related information. In the context of history this allows pupils to be guided through a multiplicity of narratives', enabling them to weave together a variety of sources in order to create their own analyses and interpretations of historical events and decisions. This also has the effect of highlighting to pupils the importance of interpretation as a process in the study of history (Brown, 2001). Nichol et al. (2003) found that using hypertexts to study historical sources offered several advantages, including the fact that pupils could very quickly and easily move from one source to another, and that they were not restricted to a limited number of sources to investigate. In their study pupils were found to be impressed with the logic of the hyperlinked structure

Databases

The ability to store large amounts of data, together with the sophisticated manipulation features of databases, allow history pupils to look for patterns in data, frame hypotheses, and place smaller narratives about specific events, people and decisions, within wider historical contexts. Using the database to perform low-level tasks such as sorting and ordering data, allow the pupils to concentrate on higher order thinking, about the patterns they wish to look for and the information they want to extract

Computer Mediated Communications (Cmc)

Encouraging discussion and debate between pupils is seen as an important technique for developing pupils' historical thinking and understanding Computer-mediated communications (CMC) can bring added. value to such discussions. It is found that when asked to discuss historical issues via an online message. board, pupils quickly realised that in order to win their argument it was necessary to carefully select evidence to support their views, which in turn required them to be specific and analytical. Pupils were also found to have improved their writing skills, along with their ability to express ideas, use historical thinking. and compare historical sources. Teachers have also been found to benefit from online discussions, through ability to identify pupils' misconceptions and evidence of poor historical thinking, which might not necessarily have been noticed in the classroom.

ISSN 2394 - 7780

Key Questions for Schools and Teachers

• To what extent does the use of ICT in history lessons help to develop history skills, rather than focusing on the mechanics of the ICT?

• How skilled are pupils in critically assessing the reliability of historical information found on the internet and through other electronic sources?

• Are there any data analysis tasks performed by pupils which could be done by ICT instead, allowing pupils to concentrate on higher order historical thinking?

• Are your LEA link inspectors, governors, teachers and parents aware of the potential of ICT to enhance the teaching of history?

Key Areas for Further Research

Large scale, robust academic studies are needed in order to investigate the uses of ICT in history, including in particular the extent to which ICT can contribute to the development of higher-order historical thinking and skills of historical inquiry the specific uses of word-processing tools in history, and how these can directly contribute to developing pupils' skills in analysing historical sources

BIBLIOGRAPHY

1. Britt, M.A. and AGLINSKAS, C, 2002 Improving Students' Ability to Identify and use Source Information" Cognition and Instruction, 20 (4).
2. Brown, G.S., 2001. The Coming of the French Revolution in Multi-Media" History Teacher, 34 (2)
3. Haydn,T., 2001 "Subject Discipline Dimensionsof ICT and Learning: History, a Case Study
4. Hennessy, S., et al., 2003. Pedagogic Strategies for Using ICT to Support Subject Teaching and Learning. An Analysis Across 15 Case Studies. Research Reports, No. 03/1, Faculty of Education, University of Cambridge.
5. Martin, D., 2003. "Relating the general to the particular data handling and historical learning'
6. Masterman, E., and ROGERS, Y., 2002 A Framework for Designing Interactive Multimedia to Scaffold Young Children's Understanding of Historical Chronology
7. Masterman, L, and SHARPLES, M., 2002 'A theory-informed framework for designing software to support reasoning about causation in history Computers and Education, 38 (1-3), pp. 165-185

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022

ISSN 2394 - 7780

ONLINE FOOD DELIVERY COMPANIES - A 'HUNGER SAVIOR' FOR THEIR 'DELIVERY PARTNERS' DURING PANDEMIC

[1]Mr. Akshay Chandrakant Joshi and [2]Dr. Jaya Prem Manglani
[1]Research Scholar and [2]Assistant Professor (Research Guide), H.R. College of Commerce & Economics, Churchgate, Mumbai- 400 020 University University of Mumbai

ABSTRACT
During the pandemic, mainly after the first unlock phase, Online Food Delivery Companies have been a new source of earning for the 'youth' in the metro-cities including Mumbai. Most of such 'delivery partners' working with leading companies like Swiggy, Zomato; have chosen to work part/full time and earn for their livelihood. The unorganized sector employees, who became jobless due to lockdown; got a new source of income with weekly payouts along with social security benefits. Having a bike/moped/bicycle, license to ride, a smart-phone and basic communication skills of languages like Hindi and English with No educational qualification condition; a 'delivery partner' may earn Rs. 15000-35000 p.m., which soon became a popular deal amongst the 'youth' of the city. In the era of digital ordering and payments, especially adapting safety norms of pandemic, Online Food Delivery Companies created entrusted brand-names amongst their consumers and the 'Delivery Partners'. To underline, such 'Delivery Partners' by accepting digital payments and following all the safety norms, even fulfilled the food necessities of Covid affected consumers/families. The main objective of this research paper is to study the employment opportunities offered by the Online Food Delivery Companies and the level of satisfaction amongst the youth working as 'Delivery Partners', who are empowered to work ranging between 05-15 hours a day by numerous benefits. The data is collected distributing questionnaire amongst the delivery partners of Swiggy and Zomato - Online Food Delivery Companies. To conclude, Online Food Delivery Companies have been an adequate source of Income during the pandemic and have been a 'hunger savior' for their 'Delivery Partners'.

Keywords: Online Food Delivery, Delivery Partners, Employment Opportunities, Source of Income

INTRODUCTION
Online Food Delivery Applications, in case of city of Mumbai, namely 'Swiggy' and 'Zomato' have drastically impacted on the Food Culture of the Consumers. Visiting favorite restaurants and taste variety of dishes with family members or friends, which was a popular trend a decade ago, is now switched to ordering food through online platforms and enjoy at home to get rid of heavy traffic jams and long waiting hours outside the restaurants. Especially, during pandemic, after Unlock Phase I, when the restaurants were given permission to start their 'Take-Away' Counters, Swiggy and Zomato performed a notable job of delivering food to the customers including even the Covid - 19 affected families by taking utmost precautions.

The 'Delivery Partners' were not allowed to touch the food parcels and no cash mode of payments were used. Customer may pick-up the parcel directly from the bike and pay using online payment systems. This method of delivery developed a factor of trust amongst the customers and made the Online Food Delivery Applications popular during the pandemic period.

Due to Pandemic, huge number of workers / employees from unorganized sector suffered with financial issues as many of them lost their jobs, a result of 'Lockdown'. A Pay-out policy of the leading companies in Online Food Delivery sector, 'Swiggy' and 'Zomato' became an opportunity to such workers / employees to earn for their livelihood. With No barrier on Educational Qualification, learning communication skills of English and Hindi languages, bike and mobile phone, many of such workers opted to become delivery partners and serve the hunger of the society, which also resulted into serving hunger or themselves and their families.

REVIEW OF LITERATURE
Saxena, A. (2019), has mentioned about emerging innovative technologies in restaurant industry and yechniques followed by online food start ups Zomato, Swiggy.

Chai, L.T. and Yat, D. N. C. (2019), have stated that the Online Food Delivery Service is a new trend within the urban consumers and it is not just take-away but new eating out. In their study, they have tried to develop new model which can benefit the consumers and therefore the companies in Online Food Delivery Sector.

Tondon, U., Kiran, R., Sah, A., (2015), have discussed about undersatanding and analysing the perceived usability and perceived usefulness influencing customer satisfaction towards online shopping in India. The article also gives brief about the recent trends in developing countries about online shopping and consumer perspective towards payment methods.

ISSN 2394 - 7780

Bansal, H. S., McDougall Dikolli, G. H. G., Sedatole, S. S. and K. L., (2004), have studied the consumers' stated purchasing behaviour and online browsing behaviour. It distinguishes the conditions and therefore the outcomes of offline and online settings about impact of website on the consumers.

Li, H., Hong J., (2013), have explained the connection between online shopping businesses and customers by testing the model incorporating the mechanisms of perceived value, satisfaction, and consumers' repurchase intention.

Doppler, K., Wijting, C., Henttonen, T., Valkealahti, K., (2008), have presented a new concept for scheduling transmissions in an exeedingly wireless radio system operating in multiple frequency bands: the Multiband Scheduler (MBS). It ensures that the operation in multiple bands is transparent to higher network layers. Special attention is given by the authors to achieve low delay and latency when operating the system within the multiband mode.

OBJECTIVES:

1. To study the impact of employability offered by the Online Food Delivery Companies on their employees / delivery partners.
2. To find out reasons of popularity of online food delivery jobs.
3. To analyze the factors influencing to become a 'Delivery Partner'.

RESEARCH METHODOLOGY

UNIVERSE

Research is done restricted to the geographical boundaries of the Greater Mumbai city. The age group is divided into 15-30, 31-45 and 46-60.

SAMPLE SIZE

The Research is conducted through a questionnaire distributed among 111 respondents characterizing the pay-out policies of the Online Food Delivery Companies. The Respondents, based on the Seven Point Likert's Scale have given their appropriate responses.

HYPOTHESIS

H_0: The pay-out policies and other amenities provided by the Online Food Delivery Companies to their 'Delivery Partners' does not attract masses.

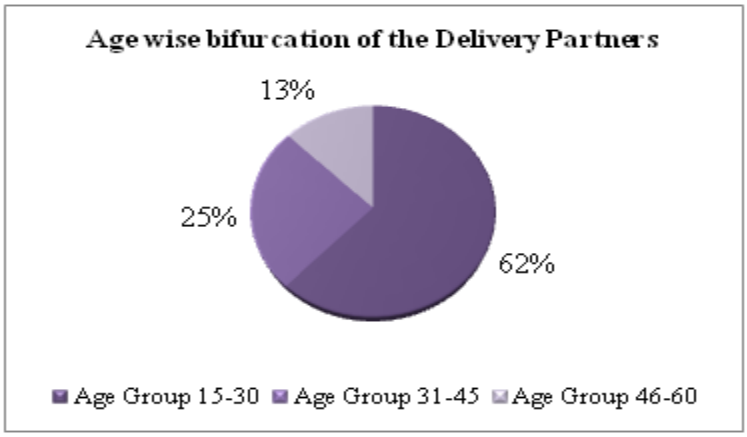
H_1: There is significant impact of pay-out policies and other amenities provided by the Online Food Delivery Companies to their 'Delivery Partners'.

SIGNIFICANCE OF THE STUDY

The outcomes of the study will be of importance to the masses to get familiar with the job opportunities in the Online Food Delivery sector. It will also be useful to the Online Food Delivery companies and their 'Delivery Partners' to know the feedback.

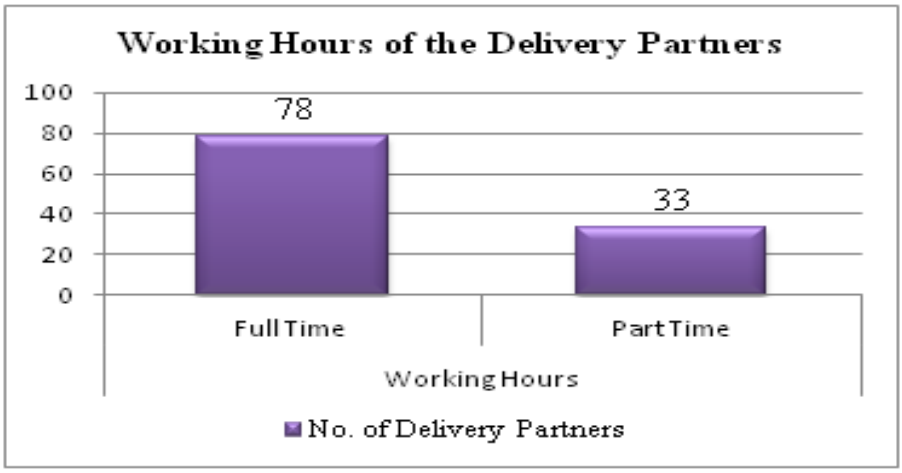
Graphical Representation of Data

1. The following graph shows the number of Delivery Partners bifurcated as per Age group i.e., 15-30, 31-45 and 46-60. It underlines the popularity of Online Food Delivery Jobs in the young generation.



2. The following graph states that the number of Delivery Partners are full-time working and attracted not only to basic salary but also the incentives offtered by the Online Food Delivery Companies.

ISSN 2394 - 7780



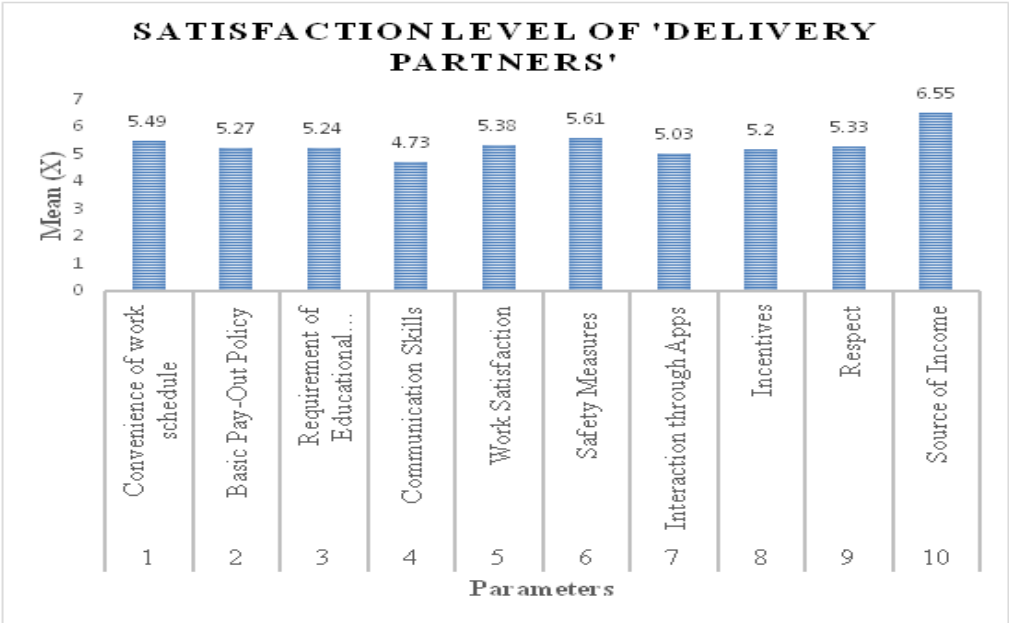
ANALYSIS OF DATA

The researcher has identified ten factors which have significant impact on the employees serving as 'Delivery Partners' to the Online Food Delivery Companies. From the identified factors it has been also attempted to determine the most important factors which has significant impact on the satisfaction level of the customers.

The respondents have given their responses as follows;

Sr. No.	Parameters	Mean (x)
1	Convenience of work schedule	5.49
2	Basic Pay-Out Policy	5.27
3	Requirement of Educational Qualifications	5.24
4	Communication Skills	4.73
5	Work Satisfaction	5.38
Sr. No.	**Parameters**	**Mean (x)**
6	Safety Measures	5.61
7	Interaction through Apps	5.03
8	Incentives	5.20
9	Respect	5.33
10	Source of Income	6.55

The overall Mean (x) of all the parameters is derived as 5.39 which also shows the satisfaction level of the 'Delivery Partners' above average and lies between 'Somewhat Satisfied' and 'Mostly Satisfied' on the Seven Point Likert's Scale. There is significant impact of pay-out policies and other amenities provided by the Online Food Delivery Companies to their 'Delivery Partners'.



ISSN 2394 - 7780

Statistical Analysis through SPSS

Reliability

Case Processing Summary			
		N	%
Cases	Valid	111	100.0
	Excluded[a]	0	.0
	Total	111	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.536	.550	10

Inter-Item Correlation Matrix										
	CONV	BPP	EDU	COMM	WS	SM	INTER	INS	RES	INC
CONV	1.000	.300	.410	.030	.191	.168	-.028	-.123	-.123	.021
BPP	.300	1.000	.256	.186	.335	.050	.079	.012	.035	.135
EDU	.410	.256	1.000	.029	.141	.047	-.140	.026	-.033	-.031
COMM	.030	.186	.029	1.000	.354	.100	.098	.211	-.106	-.045
WS	.191	.335	.141	.354	1.000	.191	.208	.187	.069	.036
SM	.168	.050	.047	.100	.191	1.000	.070	.171	.081	.130
INTER	-.028	.079	-.140	.098	.208	.070	1.000	.163	.049	.214
INS	-.123	.012	.026	.211	.187	.171	.163	1.000	.343	.109
RES	-.123	.035	-.033	-.106	.069	.081	.049	.343	1.000	.292
INC	.021	.135	-.031	-.045	.036	.130	.214	.109	.292	1.000

CONV - Convenience of Work, BPP - Basic Pay-out Policy , EDU - Requirement of Educational Qualification, COMM - Communication Skills, WS - Work Satisfaction, SM - Safety Measures, INTER - Interaction through Apps, INS - Insentives, RES - Respect, INC - Source of Income

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.590
Bartlett's Test of Sphericity	Approx. Chi-Square	128.363
	df	45
	Sig.	.000

Communalities		
	Initial	Extraction
CONV	1.000	.655
BPP	1.000	.520
EDU	1.000	.645
COMM	1.000	.674
WS	1.000	.605
SM	1.000	.237
INTER	1.000	.671
INS	1.000	.709
RES	1.000	.698
INC	1.000	.680
Extraction Method: Principal Component Analysis.		

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.076	20.757	20.757	2.076	20.757	20.757
2	1.713	17.135	37.891	1.713	17.135	37.891
3	1.256	12.564	50.456	1.256	12.564	50.456
4	1.048	10.479	60.935	1.048	10.479	60.935
5	.947	9.472	70.407			

ISSN 2394 - 7780

6	.751	7.507	77.913			
7	.674	6.741	84.654			
8	.561	5.607	90.261			
9	.516	5.159	95.420			
10	.458	4.580	100.000			
Extraction Method: Principal Component Analysis.						

Component Matrix[a]

	Component			
	1	2	3	4
CONV	.465	-.584	.300	-.089
BPP	.623	-.261	.104	-.229
EDU	.405	-.527	.339	.298
COMM	.481	.006	-.652	.131
WS	.717	-.003	-.301	-.021
SM	.425	.129	.095	.174
INTER	.318	.406	-.196	-.606
INS	.393	.554	-.079	.491
RES	.204	.595	.471	.283
INC	.290	.429	.499	-.403
Extraction Method: Principal Component Analysis.				

a. 4 components extracted.

CONCLUSION AND RESULTS

The reliability and the sampling adequacy test of the data was done using;

1. Cronbach's Alpha Test The reliability of statistical data is .550 based on the standardized items.
2. KMO and Bartlett's Test the adequacy of sampling is .590 and Bartlett's Chi square 128.363 with 45 degrees of freedom and significance .000 which is more than the table value 80.077 hence, null hypothesis rejected. So, there is significant impact of pay-out policies and other amenities provided by the Online Food Delivery Companies to their 'Delivery Partners'.

REFERENCES

1. Saxena, A. (2019), "An Analysis of Online Food Ordering Applications in India: Zomato and Swiggy", Volume 9, Special Issue, April 2019, 4th National Conference On Recent Trends in Humanities, Technology, Management & Social Development (RTHTMS 2K19); KIET School of Management, Ghaziabad, UP, India.
2. Chai, L.T., Yat, D. N. C., (2019), "Online Food Delivery Services: Making Food Delivery the New Normal."
3. Tondon, U., Kiran, R., Sah, A., (2015), "Customer satisfaction using website functionality, perceived usability and perceived usefulness towards online shopping in India."
4. Bansal, H. S., McDougall Dikolli, G. H. G., Sedatole, S. S. and K. L., (2004), "Relating E-Satisfaction to Behavioral Outcomes: An Empirical Study," Journal of Services Marketing, Vol. 18, No. 4, 2004, pp. 290-302.
5. Li, H., Hong J., (2013), Factors Influencing Consumers' Online Repurchasing Behavior: A Review and Research Agenda, iBusiness, Vol.5 No.4, December 20, 2013.
6. Doppler, K., Wijting, C., Henttonen, T., Valkealahti, K., (2008), "Multiband Scheduler for Future Communication Systems", International Journal of Communications, Network and System Sciences, Vol.1 No.1, June 4, 2008.

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

ROLE OF CURRENT EDUCATION IN YOUTH EMPLOYMENT AND INDIAN INDUSTRIES

Ramesh Kumar Sharma
Visiting Faculty, Department of ABST, Govt. PG College, Sirohi

ABSTRACT
Due to the current education system, increasing unemployment and increasing population, it does not seem to be as successful as it needs to be, because at present, in relation to employment, education is divided according to arts, commerce and science and so on. Accordingly, a youth looks for the means of employment in his life. And on the basis of this method, some professional courses, diplomas and certificates have been started, but the youth of the arts field cannot learn in commerce and science and the youth of the commerce sector cannot learn in the arts and sciences. Similarly, the youth of science field cannot learn in the arts and commerce sector, this lack of current education system limits the means of employment for the youth, but to overcome this shortcoming, the New Education Policy 2020, new employment opportunities for the youth. It will prove to be the foundation stone in the creation of resources. Various schemes have also been started by the government to promote skill education for employment generation and various types of loans have also been started by the government to raise the youth as entrepreneurs and with various industries and companies. Contracts have also been signed for employment generation for the youth.

Keywords: current education, government, youth, new education policy, employment, industries and companies, skill education

MEANING AND DEFINITIONS OF EDUCATION

Education is a life-long process, which works to develop the inner powers of man and develop the abilities of man and bring out the skills and build future citizens for the development of the society.

Education is the development of all the facilities of man so that he can control his environment and fulfill his possibilities.

(John Dewey)

Role of Current Education System in Employment:-

At present, in the field of education, general bachelor's degrees of arts, commerce and science are provided, which are based on no skill, in other words, bookish knowledge is given but practical knowledge i.e. youth in association with an institution. According to the current demand, any kind of experience is not provided to them, so today's youth remains unemployed even after being educated, whereas even today there are more employment opportunities in professional studies like MBA, CA, CS, Medical and Engineering. Due to the costly education of all these, except some youth, the rest of the youth are deprived of their studies, you can see the employment figures from these degrees from the following data:-

BE/ B.TECH	= 55.15%	B.SC	= 38.06%
MBA	= 55.09%	MCA	= 29.3%
BA	= 44.2%	POLYTECHNIC	= 21.43%
B.COM	= 42.62%	B.PHARMA	= 44.63%
ITI	= 31.3%		

Source: - Skill India report 2022

New Education Policy 2020 A Reform on the old Education Policy:-

After a long time, the new education policy was released on 29 July 2020 to rectify the many shortcomings in the old education policy 1986. Simultaneously the name "Ministry of Human Resources" was changed to "Ministry of Education". In this, a target has been set to spend 6% of GDP on education with the help of Central and State Governments. In this, the degree of graduation will be of 3 years and that of 4 years. Students will be awarded a certificate on completion of the first year of college, a diploma in the second year, and a degree in the third and fourth years. The degree of 3 years will be for those students who do not want to take higher education, while the students taking higher education will be able to do post graduation in 1 year only after getting the degree of 4 years. And will be able to do PhD directly. And the compulsion like choosing only one course will be removed from the students, which will create employment by getting opportunities to work in more than one field and institutes like IITs will also be made multidisciplinary, which will be in the direction of employment generation. Will prove to be a worthwhile step.

ISSN 2394 - 7780

Relations between Education, Indian Industry and Foreign Companies:-

Where the means of employment are searched through education, education itself is getting industrialized. Present e-learning platform is a fast emerging industry to name a few like unacademy, byju's, vedantu, zeus, testbook, grade up Lakhs of students are getting education from Aadi and on the other hand the youth are also getting employment from them. Similarly, the education industry is also being promoted by institutions like IIIT, IIT, nit, IIM and on the other hand the youth studying in these are being promoted by various Indian and foreign companies like Amazon, Microsoft, TCS, Vedanta, Paytm, Samsung, Infosys etc.

Challenges before Current Education and Industries:-

Education and industries are considered as an important means contributing to the development of a country, but even today innovations have not taken place in the field of education in India as compared to other countries like: Japan, America, and China and UGC norms According to this, the teacher-student ratio at the college level should be 1:30, but there are many states in India where this ratio is also 1:80-100, which is a major deterrent element in a quality education. On the other hand, the level of education has also dropped due to various epidemics and natural calamities such as: - Corona. During this online education was promoted, due to which the level of communication between the student and the teacher was very low. And lack of resources like lack of furniture, cleanliness, internet, building etc. also make a good education system weak. And even today there is a shortage of teachers at the university and college level, due to which education as well as employment opportunities are greatly affected and due to lack of employable skill education, the level of education system is still very low. Limits the sources of employment. And even today, instead of emphasizing practical knowledge, emphasis is given on memorizing the bookish language.

If we talk about industries, then even today there are various problems like: - problem of finance, inappropriate location, large scale competition from foreign companies, weak organization and management, unskilled labor, lack of machinery, complicated process for getting loans, and export related Indian industries are facing difficulties etc. even today.

SOLUTIONS AND SUGGESTIONS

It is true that the standard of our present education system and industry is not good enough to cope with the growing population, unemployment and economic problems, so that the standard of living of every person can be good. And both of these are the basic pillars in the all-round development of a country, the solutions to the problems related to them and the necessary actions for change can be seen through the following points:-

- In the field of education, the new education policy 2020 made by the government will prove to be a foundation stone in providing employment to the youth of the country and in the country's new construction.
- In the new education policy, there has been talk of bringing private schools, colleges and universities forward, due to which education can be expensive, the government should do a thorough brainstorming on it.
- In the new education policy, there was talk of contracting with undertakings for training work related to education as well as curriculum, due to which skill development will increase the means of employment, but for this the government will have to bring this thing on the ground.
- Madhya Pradesh will become the first state in India which will also provide medical education in Hindi language, which every state government should take as far as possible.
- At present, different types of schemes are being run by the government for each type of industries, which are related to solving the problems related to various problems of industries like finance, registration, tax etc.
- At present, indiscriminate fertilizers and techniques are being promoted in agriculture to promote agro-based industries, which is true to some extent, but as a result of which, along with reducing the fertility of the land, various diseases have also started to flourish like cancer. , related to eyes, stomach diseases etc. Therefore, the model of Sikkim which is the first organic state of India should be adopted by every state government.
- A self-reliant scheme has been started by the government with 20 lakh crore rupees for the development and growth of industries, in which different amounts have been set for different areas, which is a very good step of the government in terms of industrial development.

Apart from the self-reliant scheme, there are many schemes for the development of industries like employment fair, flight, Pradhan Mantri Kaushal Vikas Yojana, Pradhan Mantri Mudra Loan Yojana, Mahila Udyami Yojana, Mudra Card, Credit Guarantee Fund, Equipment Finance Scheme, Prime Minister Employment

ISSN 2394 - 7780

Generation Program etc. Which is completely dedicated to industrial development, but the government should make the process of these schemes flexible and simple.

CONCLUSION

From the point of view of providing employment, the present education system cannot be called a successful education system, but work is being done on it by the government and self-help groups and skill education and development is being promoted for employment generation and new education policy. Efforts are on to implement it soon. And to promote new startups and industries, efforts are being made by the government to bring the common man, youth and private sectors forward through various schemes, which will prove to be a good step in the direction of employment generation. The help of various commissions and techniques is being taken to solve the problems related to registration, tax and finance for industrial development.

REFERENCE

1. www.shiksha.com
2. Skill India report 2022
3. Made.gov.in
4. www.dcmsme.gov.in
5. www.investindia.gov.in
6. Zeenews.india.com & ndtv.in
7. Economic survey 2019-2020, 2020-2021, 2021-2022
8. Budget 2020-2021, 2021-2022

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

AN INTERNET OF THINGS BASED SMART GREENHOUSE CROP PROTECTION, OBSERVING AND CONTROLLING SYSTEM UTILIZING ARDUINO UNO

Kirtee Somaji Asawale and Akash Damodar Wakdikar
Academic Research Student, Department of Information Technology of Saket College of Arts, Science and Commerce Kalyan, Thane India

ABSTRACT
Development is playing huge and supportive work through and through the fields like agribusiness, mechanical section, Medical,, etc. Considering the Agriculture part we need to screen plants continually. Thusly, instead of achieving basically everything actually we can automate it so there is less human mediation and time is saved and further more less human effort. These benefits mean better occupations, and food security for metropolitan farmers and further developed sustenance for their provincial accomplices in resource obliged zones. This work is basically about the improvement of current plant rehearses by using present day headways for a superior yield. This work gives a model of a sharp nursery which urges the farmers to accomplish the work in a property consequently without the usage of much manual survey. The propose frameworks use Arduino Uno, soil dampness sensor, Rain sensor, Pi-camera and LED lights for controlling and observing savvy nursery.

Keywords: Greenhouse, Monitoring framework, Arduino, IoT, Sensors.

I. INTRODUCTION

Web of Things (IoT) is a thought and perspective that engages collaboration among objects unpreventably present experiencing the same thing. Around 55% of Indian populace has been busy with horticulture and brought together activities which involve only 15% of GDP in this way, it ends up being a ton of huge for the accomplices expected to rise up out of the normal cultivating rehearses and modernize the agribusiness using development.

The record for the accomplishment of IOT is its capability and makes it a potential development without any problem. There has been a crushing need to give steady property information like soil dampness, temperature, and pH to the ranchers. These are crucial soil limits that sway by and large harvest advancement, and consequently the rancher produce. Seeing of soil dampness in different domains of a property can help the in by and large water framework the chiefs. We have seen motorization in for all intents and purposes every one of the divisions. Nonetheless, agribusiness is one such division where computerization has not occurred generally speaking that might be, it has not supplanted the human work totally.

Nursery can give the expected proportion of light and warmth yet watering plants, etc needs human effort. Along these lines, we have composed the game plan of an automated nursery which is a particularly present day and trustworthy structure and is expected to work really. This works on analysis control i.e, it screens the nursery by adjusting definite results and changing the circumstances subject to the essential. At the point, when done reliably we can achieve exact circumstances. This is an IoT based framework which can be used for improvement of tropical yields or unequivocal plant species which require express natural circumstances. Checking and controlling is used in various applications including temperature, stickiness, soil clamminess, light and CO2 center. With this framework client can indirectly screen and control the nursery climatic circumstances from wherever which could save the human expenses. Nursery gives biological climate conditions to foster plants year around, even on cold and stormy days.This is controlled as follows, set the exact edge conditions for the variable characteristics, and if they cross the edge conditions, by then enlighten the owner of the nursery regarding the movements and control it is therefore by the actuators, so that, the farmer comes to ponder the conditions of nursery. By using current advancements, we are arranging a modernized nursery which hinders misuse of harvests in view of significant and lopsided precipitation. It contains roof which can close during weighty precipitation and open during still up in the air by the client. Housetop can be controlled thusly and actually. This system can screen different states of being like mugginess, dampness, and temperature sensible or an improvement of plant showed by the client.

II. OBJECTIVE

A. Reviewing on how LED lights can be utilized as a photosynthesis to store food and energy in a plant
B. About the yield harm because of weighty downpours
C. Secure crops using Green house technique.
D. To control exercises concerning closing and opening of Roof and various exercises actually through IOT advancement.

ISSN 2394 - 7780

The above objectives would be completed on a margin of proving the specific hypothesizes through survey analysis, which are:

1) LED lights are very efficient and capable of producing the type of light needed by the plants, because LED Light gives food and energy to plants through photosynthesis and makes everything flourish.
2) A rain sensor is an automated device that shuts off greenhouse irrigation system every time its rains, and because of that rain sensor alertness it will save crops.

III. LITERATURE REVIEW

In [1], Ravi K, K. et al. This creator was finished up a shrewd nursery, which makes the ranchers accomplish the work in a property therefore without the usage of much manual examination. Nursery, being a closed design safeguards the plants from phenomenal environment conditions specifically: wind, hailstorm, splendid radiations, and dreadful little creature and bug attacks. In[2], Angal S. et al. The Author was finished up concentrated on plant an astute nursery really taking a look at system reliant upon the web of things. Took a full considered cost, practicability and various parts, getting the IOT together with cushioned controlled procedure, using GPRS to regulator, organizing a splendid cultivating Observing system with better execution, essential construction and straightforward extensibility. In[3], Abdullah N. et al. The confirmation of soil temperature was done using the ds18b20 sensor going after the Dallas one wire show. The system was facilitated with Bluetooth for the trading of data to a shut by telephone. The entire structure was made on stm32.Nucleon stage. Future work was in progress for coordinating 6lowpan for systems administration. In[4] Shankaraiah. et al.The creator was finished up they had executed model of a mechanized nursery in which we controlled the limits like sogginess, temperature and soil clamminess, using the sensors like STM32 and moreover we took pictures of plant at explicit time spans and send it to mail, so that in case a singular requirements to really look at the states. In[5], Akkas M. et al. The Author was closed. The creator proposed a WSN model including MICAZ center points which were used to measure nurseries temperature, light, weight and moisture.Assessment data had been conferred to the help of IOT. With this structure farmers could controlled their nursery from their phone and PC from any spots. In[6], Shirsath O. et al. Faces out challenge of nursery not being kept up at express normal circumstances in light of human mistake. nursery. A client prepared to describe unequivocal nursery conditions "Attachment and Play" things. In[7], Jennifer et al. This Author was finished up The Wi-Fi accessibility in worked in the Netduino enables a straightforward information moved to the cloud. The proffered structure using the Netduino ensures creation increase and a strain decline for the ranchers giving an able automated system for green house the chiefs with a SMS acclimates to the clients. In[8], Shenan Z. et al. The Author was closed the IoT depend upon the opened web to pass on its data, so it very well may be impacted clearly by the web issues such obstruct also, the had been used as light power sensor this contraption might make dubious result and that might affect on the overall structure execution for example overshot. In[9], Sreekantha et al.The Author was closed the writing study on the web of things for the internet based crop checking. He depicts that the IOT empowers a compelling and a simple creation of the harvest, expanding the benefits of the ranchers. The Sensors additionally assume a crucial part in the observing of the yield development by get-together data about the development and sending them to the rancher's cell phones for carrying out the restorative estimates In[10], Anjana M. et al. Security of yield during stormy season was critical test for farmers. By joining cultivating development, a circumstance condition for a respect nursery helps with getting the yield in any climatic circumstances. Using IOT advancement it urges the farmers to controlled foster will made alongside the various features like sensor based completely noticing, security, crop wellbeing from pointless storm and modified roof overlaying office.

IV. COMPONENTS

Arduino uno: It is an open-source Arduino Uno board in light of the ATmega328P microcontroller. The board is comprising of sets of advanced and simple info/yield (I/O) sticks that might be interacted to different development sheets (safeguards) and different circuits. The board has 14 advanced I/O pins (six fit for PWM yield), 6 simple

I/O sticks, and is programmable with the Arduino IDE by means of a sort B USB link. 2)GSM900A Module: It is for the most part use in the portable correspondence framework. It will assist with sending the message with enrolled versatile number in sim card which is keen on GSM module. It has limit of sending information from 64 Kbps to 120 Mbps rates

3) Soil Moisture Sensor: Measure the volumetric water content in soil. Since the direct gravimetric estimation of free soil dampness requires eliminating, drying, and weighing of an example, soil dampness sensors measure the volumetric water content by implication by utilizing another property of the dirt, like electrical opposition, dielectric consistent, or cooperation with neutrons, as an intermediary for the dampness content.

ISSN 2394 - 7780

4) Rain Sensor: A downpour sensor or downpour switch is an exchanging gadget initiated by precipitation. There are two fundamental applications for downpour sensors. The first is a water gadget associated with a programmed water system framework that makes the framework shut down in case of precipitation.

5) LED Lights: Light discharging diode (LED) lights are frequently used to empower plant development. Plants use various frequencies of light to advance vegetative development and blooming. Driven lights are exceptionally effective and fit for creating the kind of light required by plants

6) Pi Cam: Pi camera module is a versatile light weight camera that upholds Raspberry Pi. It speaks with Pi utilizing the MIPI camera sequential connection point convention. It is ordinarily utilized in picture handling, AI or in observation projects.

V. PROPOSED SYSTEM

The propose System is arranged by joining different equipment and programming headways in to it. The proposed framework uses Arduino Uno as a crucial control unit and every one of the controlling exercises and executions have been finished by this Arduino. This frameworks uses various sensors to screen and control various boundaries like temperature, clamminess content in the dirt, mugginess and so forth etc GPS, LED lights Pi cam, and the sensors consolidate moisture sensor, soddenness sensor and downpour sensor/downpour switch as showed up in the Fig. 1. This sensor gives various readings that will help screen and control the Greenhouse. Entire framework works in both programmed mode similarly as in manual mode. By using IOT development proposed framework also engages the manual seeing of green house from wherever

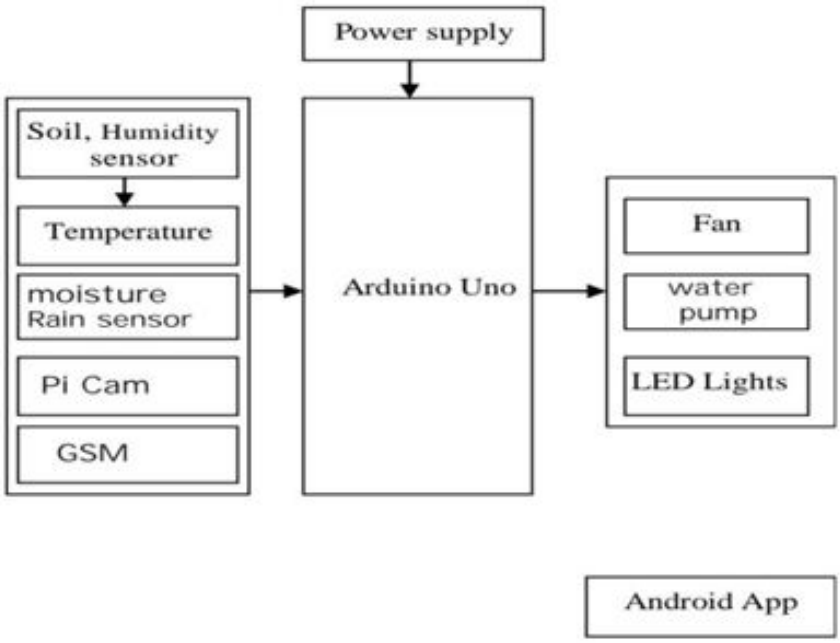


Fig.1: Block diagram of proposed system

VI. METHODOLOGY

An online survey was taken using the google forms. Link of the form was circulated on social media platforms. The questionnaire was designed in form to test the above proposed hypothesis which verify the certain parameters.

1) Participants: To test this hypothesis, this study uses two conditions i.e., first one is helpful and second one not helpful. Total 48 participants data were collected from different states. From this 30% were female and remaining 70% male. 2) Measures

Gender	Yes	No	Total
Male	29	3	32
Female	13	3	16
Total	42	6	48

Table 1:- Collected data by online survey here is the formula of calculating the expected value.

ISSN 2394 - 7780

Formula: - Expected Value = (row total) * (column total)/ (grand total)

E11 = (32*42)/48 =28

E12 = (32*6)/48 =4

E21 = (16*42)/48 = 14

E22 = (16*6)/48 = 2

We have obtained these expected values, now we need to compare this value with what has been observed. To do this, we need to calculate the X2 statistic, which is shown below.

X2 = ∑ (Observed value – Expected value)

Expected value

In this formula we have to subtract the expected value from the corresponding observed value. After subtraction has been completed, we have to square them and after squaring result we have divide it by expected value. We have to perform this step for every value and at the end we have to add this answer together.

Calculation table for above example is given below

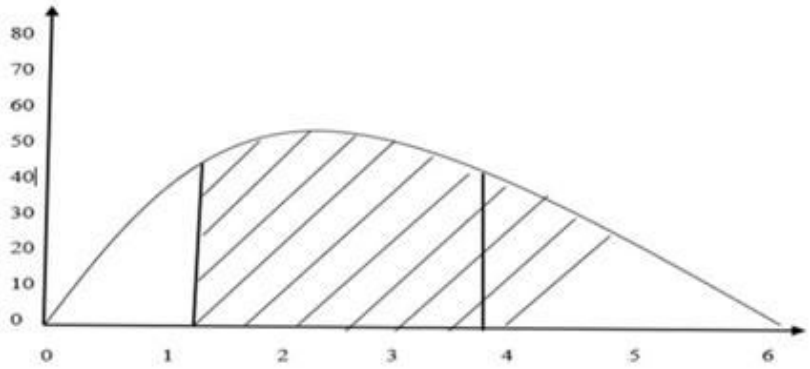
Obs	**Exp**	**Obs-Exp**	**(Obs-Exp)²**	**(Obs-Exp)²/Exp**
29	28	1	1	0.0357142857
3	4	-1	1	0.0357142857
13	14	-1	1	0.1
3	2	1	1	1
Total				1.1714285714

Table 2:- Calculation Table

VII. EXPERIMENT

Test value of independent sample where calculated at the significant level 95% using chisquare test. By using this test, we calculated X2 value. With help of participants, we able to test the multiple parameters in test i.e. (Would it be helpful to know if an accident has occurred or not? If an accident occurred, would it be helpful to send a message to the rescue squad, police and to relatives?). The calculated chi value is 1.1714285714, and tabulated chi value at 95% significant level is 3.84 with degree of freedom 1.

Fig 2:- Statics of Chi square



VIII. RESULT

The test value of independent example determined by chi-square test with assistance of online study investigation in that members have looking at commonly glue assault , so accordingly this LED lights and Pi cam is useful to them. Thusly speculation 1 is acknowledged. The test worth of free example determined by chi-square test with assistance online study examination in that members have been seen that when weighty precipitation occurs there is loads of harvest harms and as a result of this needed to confront the misfortune in cultivating business on schedule; subsequently, this Rain sensors sends readiness and close the top of nursery and GSM module sends messages about plant conditions to the nursery proprietor, is this innovation accommodating to them. Along these lines speculation 2 is acknowledged.

ISSN 2394 - 7780

IX. CONCLUSION

In this paper proposed framework is use to give the data about weighty precipitation occurs or not and receiving the message. In this framework Rain sensor is accustomed to getting the sharpness of whether conditions and shutting the top of nursery, and LED Lights is utilized to thrive the plants photosynthesis for plants , and GSM module is utilized to send the message to the proprietor of nursery on theirs enlisted numbers. The aftereffects of proposed framework it fulfilling the members as indicated by review investigation

X. ACKNOWLEDGEMENT

A special gratitude is conveyed to our Prof. Praseena Biju Sharan, Department of Information Technology of Saket College of Arts, Science and Commerce Kalyan, Thane and thankful to the participants who responded to the survey.

REFERENCES

[1] Kodali, R. K., Jain, V., & Karagwal, S. (2016). IoT based smart greenhouse. 2016 IEEERegion 10 Humanitarian Technology Conference (R10-HTC), 01.https://doi.org/10.1109/r10htc.2016.7906846

[2] Angal, S., Kapoor, K., Musfik, M., & Sharma, R. (2018). Automated Smart Greenhouse Environment Using IoT. International Research Journal of Engineering and Technology (IRJET), 5(10), 1665–1671. https://WWW.IRJET.NET

[3] Na, A., Isaac, W., Varshney, S., & Khan, E. (2016). An IoT based system for remote monitoring of soil characteristics. 2016 International Conference on Information Technology (InCITe) - The Next Generation IT Summit on the Theme - Internet of Things: Connect Your Worlds, 316–320. https://doi.org/10.1109/incite.2016.7857638

[4] D., G, P., B.S, H. K., B, S., & R, N. (2019). Automated green house. International Journal of Advance Research, Ideas and Innovations in Technology, 5(3), 1831–1834. https://www.IJARIIT.com

[5] Akkaş, M. A., & Sokullu, R. (2017). An IoT-based greenhouse monitoring system with Micaz motes. Procedia Computer Science, 113, 603–608. https:// doi.org/ 10.1016/ j.procs. 2017. 08. 300

[6] Shirsath, P. D. O., Kamble, P., Mane, R., Kolap, A., & More, P. (2017). IOT Based Smart Greenhouse Automation Using Arduino. International Journal of Innovative Research in Computer Science& Technology, 5(2), 234– 238. https:// doi.org/ 10.21276/ijircst.2017.5.2.4

[7] S. Raj, J., & J, V. A. (2019). Automation Using IOT in Greenhouse Environment. Journal of Information Technology and Digital World, 01(01), 38–47. https://doi.org/10.36548/jitdw.2019.1.005

[8] Shenan, Z. F., Maroon,, A. F. M., & Jasim, A. A. (2017). IoT Based Intelligent Greenhouse Monitoring and Control System. Basrah Journal for Engineering Sciences, 17(1), 61–69 https:// www.iasj.net/ iasj? func= article&aId=156114

[9] Sreekantha, D. K., and A. M. Kavya. "Agricultural crop monitoring using IOT-a study." In 2017 11th International Conference on Intelligent Systems and Control (ISCO), pp. 134139. IEEE, 2017.

[10] Anjana M, Sowmya M S, Charan Kumar A, & Monisha R, Sahana R H. (2020). IOT in Agricultural Crop Protection and Power Generation. International Journal of Engineering Research And, V9(05), 805–809. https://doi.org/10.17577/ijertv9is050208

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

A STUDY OF SKILLS REQUIRED FOR EMPLOYMENT AS A PART OF EARN AND LEARN CONCEPT FOR STUDENTS OF ULHASNAGAR

[1]Prof. Neetu Gidwani and [2]Prof. Rahul Sundrani
[1]Assistant Professor, Department of Commerce, Vedanta College, Vithalwadi
[2]Assistant Professor, Department of Management, Vedanta College, Vithalwadi

ABSTRACT
Earn and learn concept is an integrated strategy for promoting graduate students. Although education is necessary for getting career opportunities but with that priority should also be given for employability skills. The Earn and Learn concept will benefit the financially backward as well as meritorious students to get access to education with employment. Moreover, better performance of students is significant for academics and employment too. The economically backward students can become self-reliant in terms of livelihood by applying the earn and learn concept to their career and it can also inculcate the value based education. Earn and Learn concept would help not only in providing theoretical knowledge but also practical training to students. This paper through primary and secondary data studies the employability skills required by students of Ulhasnagar in the context of earn and learn concept.

Keywords: Earn, Learn, Education, Students, Career, Employability Skills

INTRODUCTION

During Pandemic situation of Covid-19, Honourable Prime Minister of India has emphasized on Aatma Nirbhar Bharat. The term self-reliance can also be taken into consideration while taking higher education through earn and learn concept for student development. The self-reliant attitude will also create an ability to face any challenging work in future. The earn and learn is an integrated concept and it is useful for economically backward and meritorious students. The concept inculcates into students minds that no work is big or small and it develops right and respectful attitude among students. The concept is useful for bridging the gap between rural and urban students in terms of employability skills. Yorke & Knight (2003)[5] defines employability as a set of achievements-skills, understandings and personal attributes-that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.

The earn and learn concept remains economically viable in terms of working benefits for students and also for inculcating all the employability skills like communication, Team work, confidence, attitude, accountability, motivation, time management, stress management, presentation skills and adaptability. The holistic development of the students is the basic objective of the earn and learn concept. The education through the concept offers not only the education in the selected courses but it also helps in developing the basic employability skills and qualities for living a fruitful life. The students of this scheme can also become an instrument of social change.

OBJECTIVES

1) To study the concept of employability skills.
2) To measure the impact of earn and learn concept on the overall personality of students.

HYPOTHESIS

1) Based on Personality: H0 – The concept of earn and learn has no impact on the overall personality of students. H1 - The concept of earn and learn has an impact on the overall personality of students.
2) Based on Employability: H0 – Every student needs additional skill to improve their employability quotient. H1 - Every student needs additional skill to improve their employability quotient.

RESEARCH METHODOLOGY

The present study evaluates the skills required by students for employment as a part of earn and learn concept. As the concept is being in practice for a long period so it was difficult to get the list of past beneficiaries of the scheme. Hence we considered the list of present beneficiaries of Ulhasnagar area only. In order to make the sample both representative and manageable a total of 112 male and female benefitting students were selected using stratified random sampling method. The details of students were collected through the questionnaire and secondary data was also collected from books, journals and websites however the secondary data are not much relied upon. The data collected through primary as well as from secondary sources were processed through simple statistical tools and it is partly exploratory and partly explanatory.

ISSN 2394 - 7780

ANALYSIS AND INTERPRETATION

The data was collected from 112 college students. The survey link of a questionnaire was uploaded on various social media platforms and students were requested to fill the survey. The survey link was kept open for a week for collecting proper responses from students of Ulhasnagar. The results obtained are as follows:

Gender	Male	Female	Total
No. Of Respondents	41	71	112

Most of the respondents were 'Female' students (n=71, %=63.39)

Frequency Tables for Responses

1. Gaining Vocational Skills Necessary for Employment.

Variables	n	%
Strongly Agree	34	30.4
Agree	62	55.4
Neutral	11	9.8
Disagree	4	3.6
Strongly Disagree	1	0.9

As from the above table of responses collected, the highest frequency observed for gaining vocational skills is necessary for employment was 'Agree' (n=62, %=55.4). Most of the students either have agreed or strongly agreed upon the view.

2. Theoretical (Bookish) Knowledge is required for Employment.

Variables	n	%
Strongly Agree	15	13.4
Agree	52	46.4
Neutral	30	26.8
Disagree	14	12.5
Strongly Disagree	1	0.9

As from the above table of responses collected, the highest frequency observed for theoretical (bookish) knowledge required for employment was 'Agree' (n=52, %=46.4). Though most of the respondents Agreed upon, but second most frequent response were 'Neutral' also it had the least disagreement.

3. Extra-Curricular Activities are Essential for Gaining Skills for Employment.

Variables	n	%
Strongly Agree	31	27.6
Agree	50	44.6
Neutral	22	19.6
Disagree	7	6.1
Strongly Disagree	2	2.1

As from the above table of responses collected, the highest frequency observed for extra-curricular activities are essential for gaining skills for employment was 'Agree' (n=50, %=44.6). Most of the students either have agreed or strongly agreed upon the view. But a considerable frequency was also observed for 'Neutral' response (n=22, %=19.6).

4. The Poor Financial Background Pressurizes the Students to go for Earn and Learn Programme.

Variables	n	%
Strongly Agree	29	25.9
Agree	43	38.4
Neutral	19	17
Disagree	17	15.2
Strongly Disagree	4	3.5

As from the above table of responses collected, the highest frequency observed for, the poor financial background pressurizes the students to go for earn and learn programme was 'Agree' (n=43, %=38.4), most of the students either agreed or strongly agreed.

ISSN 2394 - 7780

5. Earning with Learning Concept is Good Choice for Career Planning.

Variables	n	%
Strongly Agree	49	43.8
Agree	51	45.5
Neutral	4	3.5
Disagree	5	4.5
Strongly Disagree	3	2.7

As from the above table of responses collected, it was observed that 89.3% respondents (students) either agreed or strongly agreed on the view that earn and learn concept as a good career planning.

6. Earn and Learn Programme can Improve Overall Personality of Students

Variables	n	%
Strongly Agree	53	47.3
Agree	45	40.2
Neutral	4	3.5
Disagree	7	6.3
Strongly Disagree	3	2.7

As from the above table of responses collected, the highest frequencies observed for, earning with learning concept is good choice for career planning were 'Agree' (n=45, %=40.2) and 'Strongly Agree' (n=53, %=47.3). Majority of students had a positive response that earn and learn programme can improve overall personality of students.

7. Academic Performance Gets Affected by Earning while Learning Concept

Variables	n	%
Strongly Agree	21	18.8
Agree	45	40.2
Neutral	26	23.2
Disagree	17	15.2
Strongly Disagree	3	2.6

As from the above table of responses collected, the highest frequency observed for Academic performance gets affected by earning while learning concept was 'Agree' (n=45, %=40.2). 21 students strongly agreed and 26 students were neutral on this.

8. Earn and Learn Concept Would Help the Students for Private Jobs Only.

Variables	n	%
Strongly Agree	15	13.4
Agree	34	30.4
Neutral	18	16.1
Disagree	36	32.1
Strongly Disagree	9	8

As from the above table of responses collected, it is observed that there is a mixed view of students that earn and learn concept would help for private jobs only. There is no distinct strength on any of the responses.

FINDINGS OF STUDY

1) Majority of students were females and they were pursuing graduate degree with limited family income. The average age of students was approximately 19 years.
2) It is certain that in the study area "Earn while learn" run due to the domination of more non earning members with less source of income.
3) It shows that their family status is also the reason for their involvement in earning while learning concept.

CONCLUSION

This paper has carefully examined the employability skills as a part of earn and learn concept. It can be said that:

ISSN 2394 - 7780

a) It is quite clear that earns and learn concept are supportive constructs that should complement each other for students.

b) The Universities and faculty members of college should design the curriculum to improve academic performance and also for improving their skills so that it can result in higher employability for students.

c) The study also reveals that earn and learn concept will work only with sound literature support.

d) There is a significant difference in the aspects of employability skills possessed by students for secured placement under earn and learn concept.

e) Earn while you learn concept makes the students not only financial independent but also helps to give practical experience, boost their confidence and personality.

RECOMMENDATIONS

Based on the Research conducted, the following recommendations are pertinent to the advancement of employability skills under earn & learn concept and also for the overall personality of students.

1) The colleges must organize the Inter and Intra curricular activities for students and that should be kept compulsory so that each and every student participate in that activities and improve their skills.

2) Educators should develop modern motivational techniques for motivating the disciples for better understanding of earn and learn concept.

3) Practical internships, mock interviews should be organized in colleges for improving the employability skills of students especially for earn and learn concept.

4) Education will become only relevant only when the theoretical knowledge acquired is applied, there by filling the gap between education and employability.

5) Developing skill development programs is the need of the hour in the present education system.

BIBLIOGRAPHY

1) Aggarwal, Dr. Arun. (2020). Impact of 'Learn and Earn' Scheme on Employability of Students in a Vocational Institution in India. Journal of Advanced Research in Dynamical and Control Systems. 12. 1712-1721. 10.5373/JARDCS/V12SP7/20202280.

2) College, Commerce & Kakade, Vijaykumar &Professor,. (2009). An Economic Evaluation of Earn and Learn Scheme. Journal of shivaji university Kolhapur. 44. 37 -52.

3) Kumaravel,. Selvasundaram. (2016). an overview of empirical study on employability skills among college youth in 21st century. International Journal of pharmaceuticals sciences review and research. 40.45-45.

4) Nikam, Rohit& Kapadnis, Kailas & Borse, R. (2020). Analytical Study of Earn and Learn scheme in higher education System: An economic Evaluation. International Journal for Research in Applied Science and Engineering Technology. 8.10.22214/ijraset.2020.30596

5) Siddiq, Abbokar & Acharya, Ganesh. (2015). Perception of students towards "Earning and Learning"-A study with reference to.

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

MUTUAL FUND INDUSTRY: CAREER OPPORTUNITIES AND CHALLENGES

[1]Prof. Dr. Janardhan Hotkar and [2]Prof. CA. Reshmi M. Gurnani
[1]Principal, Doshi Vakil College, Goregaon
[2]Associate Professor, Accountancy Department in SMT Chandibai Himathmal Mansukhani College, Ulhasnagar

ABSTRACT
The mutual fund industry offers a variety of career opportunities for individuals with a multitude of educational and professional backgrounds. These include in sales, marketing, product development, research, investments, HR, risk and compliance across management levels. With the entry of private and foreign fund players, the scope for employment in this sector has increased by leaps and bounds and as the industry expands, it will definitely chase deserving candidates based on their experience, expertise and excellence.

But along with these opportunities also come some challenges, which pose some threats to the job market like technological advancement, economic and industrial transformation, demographic change, worsening employment to population ratio, change in the occupational structure etc. Moreover, in the times of pandemic, organic growth in the mutual fund industry has continued the downtrend, this adds to the already existing challenges for the job seekers trying to seek suitable job opportunities. This study tries to highlight some job prospects as well as the challenges associated with the same.

Keywords: Mutual Fund, job opportunities, Financial Products, Challenges

1. INTRODUCTION

The Indian mutual fund industry provides a comprehensive career roadmap across all managerial functions. For the people interested in the business side, they can pursue careers in sales and marketing. For those who wish to pursue a career in investments can start their careers as research analysts wherein they can grow as a fund manager moving up to the chief investment officer level. For those with inclination to legal and risk management can take up opportunities within the compliance and risk department focusing on regulatory aspects, apart from the industry neutral functions like IT, finance, operations etc.

Mutual Fund industry is playing an important and active role in the capital market today and is one among the fastest growing industries. In simple terms, mutual fund can be defined as "a professionally-managed form of collective investments that collects money from many investors and diversifies it in stocks, bonds, government securities, short-term money market instruments, and/or other securities.", hence if we analyse the given definition, we can see so many employment opportunities like professional fund managers, innovative product designers, enthusiast marketers of funds, market researchers, professional investors etc. But all these opportunities also come with some challenges and hindrances like Gaps in technical and vocational education and training, skill mismatch, technological advancements and the like.

2. RESEARCH METHODOLOGY

2.1 Aims and Objectives

The aim of this project is to take a look at the overview of the career prospects available in Indian Mutual Funds industry and the challenges associated with the same, as well as to analyse the key take-aways.

2.2 Scope and Limitations

The scope of this project is to study the latest developments and present scenario of the job prospects available in India's Mutual Fund industry and the challenges faced in said prospects in recent times. In this regard enumeration of any model has been avoided.

2.3 Method of Writing

The researcher has adopted an analytical and descriptive approach. The method adopted is analytical in so far as it seeks to analyse with facts, the availability and possibility of job prospects in Indian mutual fund industry with their set of challenges.

2.4 Research Questions

1. What kind of job prospects and career opportunities are available in Mutual Fund industry?
2. What are the general challenges faced by job seekers to sustain in Mutual Fund industry jobs in the coming future?

ISSN 2394 - 7780

2.5 Sources of Data

The researchers have relied upon secondary sources like journals, news reports, books, periodical materials and the internet. Several articles related to skills and career options in Indian Mutual Fund industry and relevant challenges have been examined.

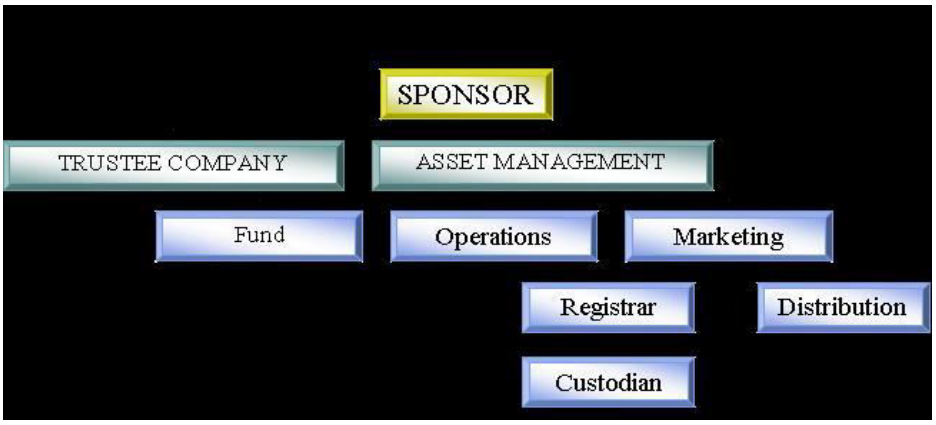
3. DISCUSSION

3.1 Asset Management Company and Opportunities in its Operational Structure

What is Asset Management

Asset management is investing, dis-investing and reinvesting a pool of investments into number of different assets like securities, stocks, bonds, real estate managed at a right time, by fund managers for the compensation in the form of remuneration or certain percentage of assets of investors or commissions as they do market analysis and create a portfolio of investment assets for their clients.

Structural Framework of a Mutual Fund



Roles within Asset Management Company

Like most financial services organisations, asset management firms have front, middle and back-office functions. Main roles within the asset management team are discussed as under:

1. Economists

Economists provides investment insights to the fund management team by ascertaining future macro trends and their impact on domestic and international markets. They predict outcomes in developed and emerging market currencies and fund flows. They give the fund management team a heads-up before the occurrences of risk-offs in the markets by using global macro variables and anecdotal evidences. In short, they prepare market presentations for fund managers, do macro and policy analysis, forecast and model macro variables to provide investment insights to fund manager.

Requirements:

One is likely to require an undergraduate degree in economics or a related subject, such as statistics, mathematics, business studies or finance and accounting. Most of the renowned and multinational banks / companies require a postgraduate master's degree in economics and / or PhD degree in economics. Some asset management companies also ask for an internship and a few years of professional experience in the respective field of economics. Candidates with research internship and work experience are always preferred.

ISSN 2394 - 7780

2. Analysts

Analysts provide valuable suggestions for customers by doing research. An Analyst needs to invest a lot of energy, effort and time in understanding the organization's administration, retail deals, constraints and so on. They turn their intangible skills into tangible by making their own research reports then tracking down how their investment recommendations do by noting the prices of assets on the day that recommendation was made for purchase and then tracking how they perform over time. They investigate the information gathered, seek monetary explanations, evaluate costs and benefits of the organization. Utilizing all these learnings they get ready a detailed report with proposals and complex money related models. Research analysts need to keep themselves educated and updated on the most recent trends.

Requirements:

There is no specific qualification that is compulsory to become a research analyst, but market research skills are a requirement for this career. Graduates or Master's degree in research analytics or in the field of commerce, finance, or investment are usually preferred, but it's not a compulsion. One must have strong organizational and communicative skills in order to process relevant information and convey it to clients or employers.

3. Fund Manager

Fund Manager also known as the portfolio manager, decides about the investment of the fund's underlying securities (money received from investors for investment), realizing capital gains or losses, and collects the dividend or interest income. Fund manager's job includes selecting the best securities, stocks, bonds, and other financial market instruments which will give results to the investors as per the fund's objectives. The Fund manager trades in such securities which make sense for the portfolio and sells off those which don't, to do so they have to delve deep into the financials of the whole lot of publicly and privately traded companies. They may use several mathematical tools and software platforms to conduct through research. The investment rewards are then distributed among the individual investors.

Fund manager assimilates data and information, goes through financial briefings, and strives to remain updated about global economic happenings. On the basis of results of their research, they shortlist some companies, which are compatible with the investment objective of the fund that they are managing. Along with the portfolio management, fund managers and their team are also responsible for making periodic reports for investors detailing the portfolio composition of the fund, convincing about some of the major portfolio decisions that were taken, and performance. A fund manager may also accompany sales and marketing teams of the company to various events so as to promote their funds and represent their company in investment-related panel discussions to broaden the brand appeal of the fund house in general and their managed funds in particular. Another key role of fund manager is managing costs associated with administering and operating their fund, all the decisions are taken with efficient cost management in mind.

Requirements:

Here, deep economic analysis is required for effective investment decision making and therefore professionals from Commerce, Economics, Finance, Mathematics and Management background are required. Chartered Accountants, MBA Finance, Chartered Financial Analysts, Economics Masters, Statistics Masters are in huge demand.

Skills Needed to be a Fund Manager

Various soft skills are required along with technical skills to become a fund manager like Self-Knowledge/Introspection, Creativity, Intuition , Decisiveness, Absolute vs. Timely Relative Decision Making, Vision, Forthrightness, Discernment, Context Creation, Research abilities, Scaling, Curiosity, Strong communication skills as portfolio manager's profile needs a lot of interaction with the client at all times.

Technical skills like financial modelling skills, reporting skills, mathematical proficiency is, of course, important for this career, but one also needs to have strong analytical skills and be detail-oriented in order to deal with large amounts of financial data and to find the best investment options. Technical aptitude is necessary to use the financial and portfolio development software. It is also necessary to be a good communicator, since findings and investment options are required to be presented to the clients.

It may be noted that fund managers and other financial analysts also need to hold one or more licenses from the Financial Industry Regulatory Authority, but generally such licensure can also be obtained after getting a job.

4. Operations

Actual investments on the recommendation & directions of the Fund Manager are required to be made through various trading transactions; for which 'Dealers' are required. National Stock Exchange (NSE) has launched

ISSN 2394 - 7780

NSE's Certification in Financial Markets (NCFM) for testing and certification of dealers. NCFM is an online testing system, a revolutionary concept in administration of examinations and one of its kind today in the country. It tests the practical knowledge and skills required to operate in the financial markets in a secure and unbiased manner and awards certificates based on relative merits thus ensuring that the caliber of persons entering this field is kept high in the best interests of a mature and vibrant market. It may be noted that SEBI has clearly specified that all brokers/dealers in the stock market have to mandatorily obtain the NCFM certification.

Requirements:
Candidates having knowledge of Capital Markets, Derivatives, Equities, Stock Exchange functioning, etc. are required along with certifications in one or more above mentioned areas.

5. The Registrar & Custodian
Registrar and Custodian is a trust company, bank or similar financial institution responsible for holding and safeguarding the securities owned within a mutual fund. A mutual fund's custodian may also act as the mutual funds' transfer agent, maintaining records of unit holder's transactions and balances.

Requirements:
Here, candidates from Secretarial, Legal background and semi-qualified professionals are required.

6. Marketing
Asset management companies launch various schemes through which they invite investors to put money in their company. So as to reach the retail investors and supply them with the information about the schemes, extensive marketing is done through various channels of the media. The distribution / selling of these schemes are done through Agents, Advisors, Third-party Distributors, Brokers and the like. Relationship Managers and mutual fund advisors assist investors in their financial planning by recommending them ideal investment portfolio and build a customer relation.

Requirements
Graduates having the AMFI certification can work as Business Development Managers / Relationship Managers / Advisors for the marketing and distribution of the mutual fund schemes. As per SEBI guidelines it is mandatory for any entity / person engaged in marketing and selling of mutual fund products to pass AMFI certification test (Advisors Module) and obtain registration number from AMFI. This certification is valid for 5 years from the date of the test and can be taken by anybody without any restrictions of age or qualifications.

INDUSTRY LEADER VIEWS ON IMPORTANCE OF SKILLS

Percentages indicate the number of expert opinion survey responses ranking each item first. Respondents were asked to rank each set of skills and then the four categories as a whole. This summarizes several questions: Rank the importance of the following skills/skill categories for successful investment professionals in the next 5–10 years.

Technical Skills	**14%**
Solutions skills (i.e., understanding client needs and developing appropriate portfolios)	40%
Foundational investment skills (as in the CFA Program)	31%
Finance, economics	14%
Information technology and computer science	9%
Science, engineering, math	5%
Management science	1%
ESG analysis skills	1%
Leadership Skills	**21%**
Ability to articulate mission and vision	45%
Instills an ethical culture	32%
Governance	16%
Crisis management	4%
Globally attuned, familiarity with multiple languages	3%
Soft Skills	**16%**
Creativity/innovation skills	33%
Communication skills	30%
Empathy/relationship skills	20%
Humility/self-awareness skills	10%
Consultative/selling skills	6%
T-Shaped Skills	**49%**
Situational fluency/adaptability	24%
Ability to connect across disciplines	21%
Understanding and leveraging diverse perspectives	21%
Cultivating a valuable network of contacts	20%
Systems savvy/understanding larger context	14%

Source- www. Cfainstitute.org

ISSN 2394 - 7780

RANKING OF SKILLS NEEDED FOR SUCCESS IN CIO AND CEO ROLES

	CIOs/PORTFOLIO MANAGERS		CEOs OF ASSET MANAGERS		CEOs OF ASSET OWNERS	
MOST IMPORTANT SKILLS	RANK	%	RANK	%	RANK	%
ABILITY TO ARTICULATE A COMPELLING VISION FOR THE INSTITUTION	1	36%	1	49%	1	40%
RELATIONSHIP-BUILDING SKILLS	2	35%	2	38%	4	34%
SPECIALIZED FINANCIAL ANALYSIS SKILLS	3	35%	8	20%	5	31%
ABILITY TO INSTILL A CULTURE OF ETHICAL DECISION MAKING	4	30%	3	38%	3	37%
UNDERSTANDING OF CORPORATE GOVERNANCE/REGULATIONS	5	25%	4	28%	2	39%
SOPHISTICATED KNOWLEDGE OF IT	5	25%	9	12%	9	13%
KNOWLEDGE OF SCIENCE, ENGINEERING, AND MATHEMATICS	7	24%	10	10%	10	10%
CRISIS MANAGEMENT SKILLS	9	23%	5	27%	6	29%
CONSULTATIVE SELLING SKILLS	8	23%	6	23%	8	17%
INTERNATIONAL AND CROSS-CULTURAL SKILLS	10	15%	7	21%	7	20%

Note: Responses to question: Which of the following skills will be more important in the next 5–10 years? (choose three).

TOP THREE RANKED SKILLS BOTTOM THREE RANKED SKILLS

Source- www. cfainstitute.org

3.2 Some General Challenges

Though the mutual fund industry has got a lot of scope for career options and business opportunities but there are many a hindrance for the successful creation of jobs in reality.

Some of the basic challenges faced in job market of mutual fund industry in Indian economy are:

1. Technological Advancement

Technological advances are making an increasing number of jobs traditionally performed by humans to become automated. Initially, such automation focused basically on routine tasks such as bookkeeping, routine clerical jobs, basic paralegal work and basic reporting. However, with the advent of Internet and easy access to it, Artificial Intelligence (AI), Big Data and ever-increasing computing power, non-routine tasks are also being increasingly performed automatically.

2. Robo-Advisors

Robo-advisors are a class of financial adviser that provide financial advice and investment management online with moderate to minimal human intervention. They provide digital financial advice based on mathematical rules or algorithms. Fees charged by Robo-advisors is quite lower because of the scalability of the technology hence the lots of jobs of researchers and analysts are lost.

3. **Demographics of the Country**

India is the country of young and growing workforce, where more than 50% of the population is less than 25 years of age. This accounts for the worst ever employment to population ratio. However, this challenge, can be converted into boom by harnessing the full potential of this demographic dividend, ensuring that youth have the skills necessary to be gainfully employed and make a contribution to economic growth.

4. Conceptualizing "Skill" and "Skills Mismatch."

India is increasingly encountering challenges related to skills mismatch. The confluence of several megatrends like globalisation, digitalisation and demographic influence has changed the nature of work in terms of the type of jobs being created, the skills required for these jobs and the way work is organised. These trends are revolutionising the traditional labour market and require new way of thinking to help navigate and create the new world of work so as to ensure an equitable sharing of the benefits that these advancements may bring while limiting their costs. Labour markets will need to be made more flexible and adaptable. This can be achieved through policies that seek economic and industrial transformation.

ISSN 2394 - 7780

5. Gaps in Technical and Vocational Education and Training

There appears to be a huge gap with regard to what skills and knowledge are imparted and what is actually needed when doing the job practically. It is observed that the training given many times is of outdated nature and requires to be refreshed every now and then, which again leads to investment in the form of efforts, money and time.

CONCLUSION

Mutual Fund industry has huge potential for job opportunities and one has tremendous scope for making a career in mutual funds. Research says, by 2025, mutual fund industry is slated to grow at 30%, favourable demographics, rising income levels and a burgeoning affluent middle class will provide a strong customer base for the mutual fund sector.

Asset management firms hire the best talent from the top universities of the world, there are certain requirements that are needed for hiring, which would be a degree in finance primarily Masters of Business Administration in Finance, Chartered Accountants or Chartered Financial Analyst or the like. Though these qualifications are not necessary for entry-level jobs but as one works up the corporate ladder in an asset management firm these degrees are very beneficial.

Having said this, we can't deny that the opportunities are also coupled with lot of challenges. With the advent of digitalisation in each area the technology has definitely created havoc for the job markets. A lot of fintech companies have adopted the Robo advisory model to cater to retail investors, further the industry's penetration in the country is close to 5 to 7 per cent only, which is extremely poor as compared to US and Europe markets. But the career options in the industry are quite large, hence it can easily be concluded that the opportunities of growth for job seekers in this space are tremendous.

REFERENCES

1. Vanita D'souza (April 2019), "6 Key Trends to Watch Out in the Mutual Fund Industry Entrepreneur India", https://www.entrepreneur.com/article/332499
2. PWC Report, (July 2020), PwC, "Financial services firms look to a future that balances remote and in-office work," PwC, July 1, 2020
3. "How middle-market wealth management firms can use digital transformation to drive growth", 2020, — https://www.pwc.com/us/en/industries/financial-services/research-institute/blog/middle-market-firms-digital-transformation.html
4. https://corporatefinanceinstitute.com/resources/knowledge/finance/asset-management/
5. www.amfiindia.com
6. https://www.cfainstitute.org/-/media/documents/survey/investment-professional-of-the-future-v2.ashx
7. Ra, S., B. Chin, and A. Liu., 2015, "Challenges and opportunities for skills development in Asia: Changing supply, demand, and mismatches", Asian Development Bank, 2015

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

THE PRESENT SCENARIO OF STARTUP: WITH REFERENCE TO ANDHRA PRADESH- A DESCRIPTIVE STUDY

[1]Guru Prasad Pasumarthi and [2]Dr. A Sathish Babu
[1]Research Scholar, Acharya Nagarjuna University, Guntur, A.P, India
[2]Professor & Head for PG, Commerce Management &, Research, VRS & YRN College of, Engineering & Technology Chirala

ABSTARCT
The significant function of this paper is to research the present scenario of Startups in Andhra Pradesh that stands for the present moment condition of start-ups as well as additionally the stages of organization in startups, group of organization in startups, location of company in startups, city of service in the start-ups, location of the business in the startups and additionally center of service in startups. As a result, on the scholastic framework we examine literary works some aspects that associate with the scenario of a service i.e., Startups presently. This informs that the city of organization and additionally area of business are the most crucial variables when it concerns comprehending the startups. Start-ups may be tiny business yet they can play a significant duty in financial development. They create much more jobs which indicates extra job, and extra job suggests a much better economic climate. Not just that, startups can likewise add to monetary dynamism by stimulating advancement in addition to infusing competitors. New business owners can bring originalities to the table, much required to mix development as well as create rivals.

Keywords: Startups, Present Scenario, Andhra Pradesh etc.

INTRODUCTION

A startup is a young firm established by several business owners to establish a distinct product or service and bring it to market. By its nature, the regular startup often tends to be a shoestring operation, with first funding from the founders or their loved ones.

Investopedia

Start-up companies can be found in all types, yet the expression "start-up company" is usually connected with high development, technology-oriented companies, most of which seek to disrupt an existing market or to develop a brand-new market.

Startup Timeline

In Early 1900

Edison General Electric Company (now GE) could be taken among the initial startups. The growth as well as challenging course to success for that firm is similar to a regular startup trip. Numerous companies like Nokia might likewise be taken a start-up in their very early days.

Late 1970

Startups are frequently linked with the rise of Silicon Valley. This tech business concentration around Stanford University has had a massive effect on the technical advancement of the globe given that the 1970s.

In Early 2000s

After the dot.com bubble, the start-up neighborhood picked up from it, carried on, as well as even increased their speed. If we look at the American major innovation business like Facebook, Uber, Airbnb, Twitter, LinkedIn, Tesla or Dropbox, none existed 20 years back-- also Google was founded just 21 years earlier. Start-up India program was released on 16th January, 2016. Intended to construct a strong eco-system for supporting technology and also Start-ups in the nation that will drive lasting financial growth and also produce huge range job opportunity.

Reasons for Startup Growth in India:

The start-up growth in India was something that was steady in nature, as well as there are plenty of reasons India came to be such a lasting setting for startups to thrive in. Some of the significant factors are:

- **The Quality Ideas of Young**

There's a saying that goes "children are the future," and also there's a great reason for that. Not only do they appear to be doing a whole lot more than we ever achieved at their age, they additionally see options to problems we battle ahead to terms with. That's why we ought to commemorate and utilize these concepts. In India itself there are a lot of great minds in the making. We're up several of one of the most path-breaking

ISSN 2394 - 7780

concepts we've seen coming from unbelievably young minds around the country. As well as that understands, maybe eventually you'll see several of them as the head of an effective start-up, locating solutions to 21st century's worst troubles-- from reducing contamination, switching over to cleaner power usage or battling our plastic torment. They're altering the world one day each time.

- **The pool of Talent** - Our country has a pool of ability. India has a population that has a bulk of the more youthful generation.
- **The cost of setting up businesses is low** - India is a labor-intensive country rather than being capital extensive. Additionally, the labor right here can be worked with at very affordable prices.
- **Government Schemes Boost** - This previous decade has actually seen a substantial start-up growth in India and also one of the factors for this could be credited to the different schemes released by the Government. A few of the significant systems that were presented to boost entrepreneurship were Start-up India and Standup India.
- **Increasing use of the Internet** - India has the globe's second-highest population, and also after the intro of inexpensive telecommunications solutions like Dependence Jio, the usage of net has actually boosted. It has even permeated to the rural areas currently.
- **The advent of Technology** - The advancement of start-ups in India has actually also resulted from the introduction of innovation. This has led to companies growing by leaps and bounds. Innovation has made the different processes of organization very fast, straightforward as well as efficient.

Indian Startup Eco System

India has the 3rd biggest start-up community worldwide; expected to witness YoY development of a constant annual growth of 12-15%. India has about 50,000 start-ups in India in 2018; around 8,900-- 9,300 of these are modern technology led start-ups 1300 brand-new technology startups were birthed in 2019 alone implying there are 2-3 technology start-ups birthed every day.

Indicators of Growth in the Startup Eco System

The speed of growth in the start-up community has actually enhanced to 15% year-on-year in 2018, while the development of the number of incubators as well as accelerators has actually grown to 11%, Significantly, the variety of lady's business owners stood at 14%, up from 10% as well as 11% in the previous 2 years. Startups in the nation have actually been able to create an approximated 40,000 new jobs throughout the years, taking the total jobs in the start-up ecological community to 1.6-1.7 lakh. Bangalore has actually been noted within the world's 20 leading startup cities in the 2019 Start-up Genome Task ranking. It is also ranked as one of the globe's five fastest expanding start-up cities.

Fund Raised By Indian Startup Companies

The Indian startups have gone on to raise large ticket dimensions from numerous worldwide as well as domestic funds. The leading 15 offers made up about 40% of overall deal value, showing that a lot of funds are valuing bargain high quality greater than amount. Personal equity bargain quantity in India rose for the 2nd straight year, and also while the typical bargain size decreased a little from the prior year, the complete worth of $26.3 billion in 2018 was the second-highest of the last decade. The number of offers more than $50 million increased from the previous year.

Drivers of Startup Eco System

(A) Corporate Connect

Enterprises are understanding the disruptive capacity of startups and also are hence, partnering/investing in them. Examples of company assistance: Facebook in partnership with Startup India disbursed cash grants of $50,000 each to the leading 5 picked start-ups.10000 Females program by Goldman Sachs is giving women entrepreneurs throughout the globe with a business as well as administration education and learning, mentoring as well as networking and also access to resources. Microsoft Ventures Accelerator Program in India has just recently gotten 16 start-ups.

(B) Government Support

Federal government of India is comprehending the value of working with turbulent trendsetters throughout the value chain as well as using their innovations to improve civil service shipment. Department of Animal Husbandry and Dairying has performed a grand obstacle in association with Start-up India to honor top startups in 5 categories 10 lakhs INR. Small Industries Growth Financial Institution of India has launched a scheme to offer support to existing Small and Tool Services in need of capital for growth. Over 26 states in the nation have Start-up plans.

ISSN 2394 - 7780

Life cycle of Business Startup

Figure 3-Lifecycle of a Business

Source: life cycle of in business - Google Search

REVIEW OF LITERATURE

In the new global economic climate, startup companies have been considered a key player in economic development. The factors for their significance are their payments to job creation (which increases employment) [1] as well as economic development at the regional, national, and commercial degrees. Several development innovations and significant services have actually been created by start-ups [2, 3] The elements consisting of an area's entrepreneurial atmosphere play an essential role in the successful development of startups, such as Silicon Valley, an area that is popular for its successful startup creation. The components of such a setting demand to connect together as a community that can support the creation of successful start-ups [3, 4] In a biological ecosystem, varieties interact with each other as well as with nonliving elements in their setting [5] Over the past three years, there have been quick developments in the concept of the community. When used in the business area, the idea is called a business community, in which firms work together in the form of relationships to produce value for consumers [6] Likewise, a start-up community describes the phenomenon in which start-ups and also their supporting elements communicate in a setting that is built to foster these start-ups' growth and growth. Nevertheless, concrete proof of an organized and thorough research that can give an introduction of the start-up ecosystem literary works and also the phenomenon itself is limited or unidentified [7, 8]. In this section, we describe the background literature on startups.

Startup and Its Development

Amongst several various other factors, a nation's natural deposits, education, political system, and also financial development depend upon its markets' capability to produce cutting-edge products. The duty of start-ups in this procedure has actually been raising [2] With respect to startup definitions, Steve Space [9] defined it as "a short-term organization searching for a scalable, repeatable, lucrative organization design," whereas Erik Ries [10] specified that it is "a human establishment developed to create a new product or service under problems of extreme unpredictability." Crowne [11] defined a start-up as an organization with minimal experience, dealing with insufficient resources, and influenced by numerous factors, such as capitalists, consumers, competitors, as well as the use of dynamic item innovations. The products of startups can be classified right into two types: hardware-intensive items (also called equipment start-ups) or software-intensive products (additionally described as software program startups). Numerous studies have actually been carried out in the context of startups' product growth (e.g., [11, 12, 13]. Crowne [11] laid out product advancement in four life process stages, which are start-up, stabilization, development, as well as advancement. Wang et al. [13] made use of six product development stages (concept, in development, working prototype, useful product with minimal individuals, functional item with high growth, and fully grown item) to assess the circulation of software program startups. Furthermore, our earlier research studies, [14, 15], discovered the effect of rival communication on item advancement and also item idea recognition in the start-up context.

OBJCTIVES OF THE STUDY

1. To identify the current status of a business Startups in Andhra Pradesh.
2. To know the category of business Startups in Andhra Pradesh.
3. To examine the location, city and districts of business Startups in Andhra Pradesh.

ISSN 2394 - 7780

NEED FOR THE STUDY

Recent years are witnessing the sweeping changes in the general business; mainly in startups. It was once strictly a made-to-order market and changed to a market. With the growing competition, it become essential on the part of business to understand the dynamics of it. Knowledge on startups will make and competent model builder and to frame appropriate strategies for the owned business startup. In this connection the present paper studies the scenario of business startups. The study identified those variables significantly in terms of location, city, category and stages of business startups in Andhra Pradesh.

RESEARCH GAP

Very a smaller number of studies have been available in startups in Andhra Pradesh as well India. Hence, research is needed to analyses the present scenario of startups in Andhra Pradesh in terms of stages, location, city, district and also category of the startups. Therefore, a significant gap exists in the study relating to the recent notions on startups in Andhra Pradesh in the Indian context. To this date, there has been no study that has conceptualized startups. Further studies are needed to examine through using a descriptive study. To the best of my knowledge that is based on the literature review done, there has been no study that has examined the present scenario of startup.

RESULTS AND DISCUSSIONS:

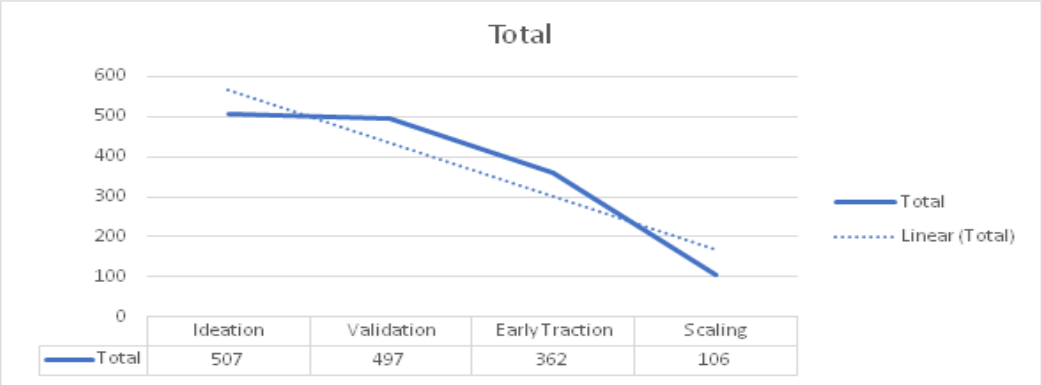
A. Stages of Business Startups in Andhra Pradesh

Ideation- There exists an idea for the product or the service the startup will deal in.

Validation- A MVP (Minimum Value Product) has been developed for the market.

Early Traction- the startup has acquired customers and started generating revenue.

Scaling- The startup has stabilized and has begun to generate profits.



Source: Secondary Data

Stages of Startup	Count of Location	% Percentage
Ideation	507	34.44
Validation	497	33.76
Early Traction	362	24.59
Scaling	106	7.20
Grand Total	**1472**	100.00

Source: Secondary Data

As per the observation that the total number of start-ups are 1472. In result companies in ideation stage, validation, Early Traction and Scaling. This here shows the trend towards starting a start-up and its success rate is going drastically down. This could be lack of awareness and functional side of start-ups, i.e., managerial foundations and implementations in society. The big need of the hour is to encourage and train the founders to safeguard their interest and motivate, we as a society have to move towards the being innovative products and encourage them to business.

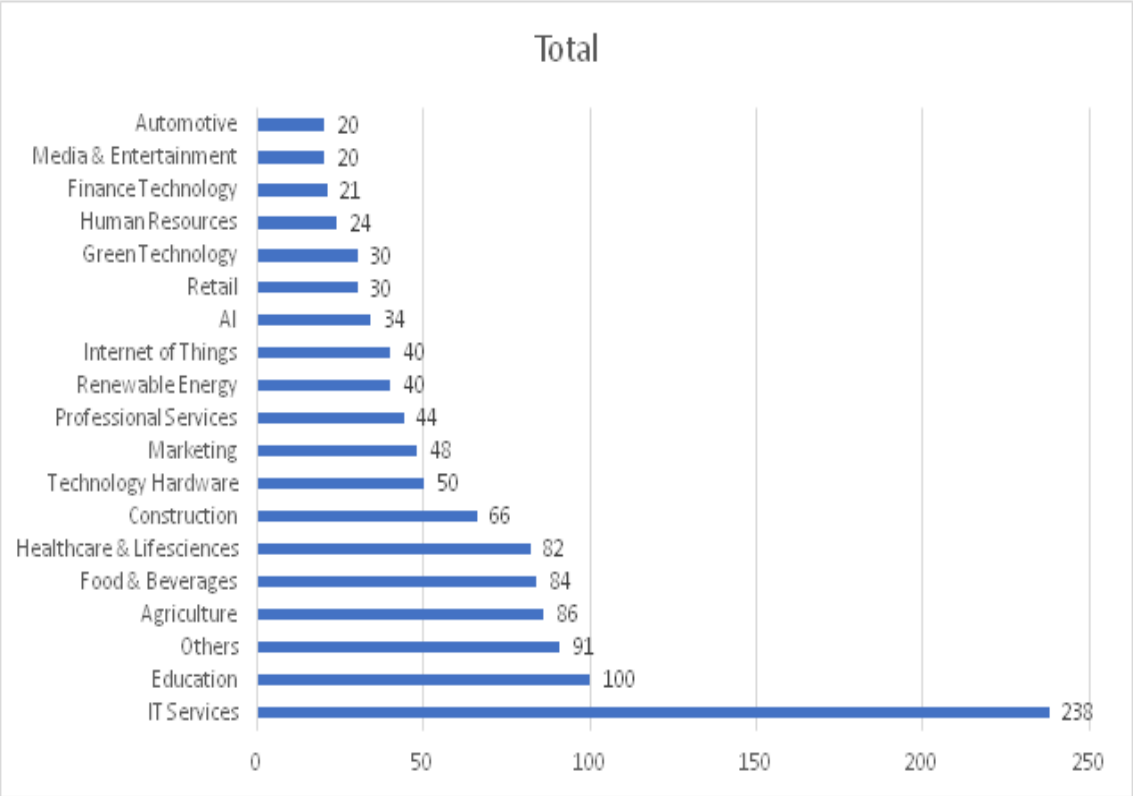
B. Category of Business Startups (Drawn only top 20 business startups)

Categories of Startups	Count of Category	Category	Total
IT Services	238	IT Services	238
Education	100	Education	100
Others	91	Others	91

ISSN 2394 - 7780

Agriculture	86	Agriculture	86
Food & Beverages	84	Food & Beverages	84
Healthcare & Lifesciences	82	Healthcare & Lifesciences	82
Construction	66	Construction	66
Technology Hardware	50	Technology Hardware	50
Marketing	48	Marketing	48
Professional Services	44	Professional Services	44
Renewable Energy	40	Renewable Energy	40
Internet of Things	40	Internet of Things	40
AI	34	AI	34
Retail	30	Retail	30
Green Technology	30	Green Technology	30
Human Resources	24	Human Resources	24
Finance Technology	21	Finance Technology	21
Media & Entertainment	20	Media & Entertainment	20
Automotive	20	Automotive	20

Source: Secondary Data



Source: Secondary Data

This data represent IT sector has the highest number of startups being it easy to setup. It is very prominent to see that agriculture has an impact and the startups are also coming innovations. Most of the young, are looking at Food and Beverage using large action plan on logistics. The one very most fact is that innovation using IOT technologies led startups to actively participating in construction. The prominent development of Analytics has led many students to go across Services marketing areas, providing good insights in advertising customer centric activates. In terms of Retail, green technology HR Finance and automotive areas the innovations are towards the Ancillary products to companies. Providing lighting to CARS etc.

C. Business Startups in City of Andhra Pradesh

CITY	Count of Location	Rank
Visakhapatnam	515	1
Vijayawada	223	2
Guntur	126	3

ISSN 2394 - 7780

Nellore	64	4
Tirupati	62	5
Rajahmundry	50	6
Kakinada	44	7
Anantapur	43	8
Chittoor	32	9
Ongole	24	10
Kurnool	23	11
Kadapa	23	12
Amalapuram	21	13
Srikakulam	19	14
Eluru	18	15
Tenali	16	16
Bhimavaram	14	17
Machilipatnam	13	18
Madanapalle	10	19
Vizianagaram	9	20

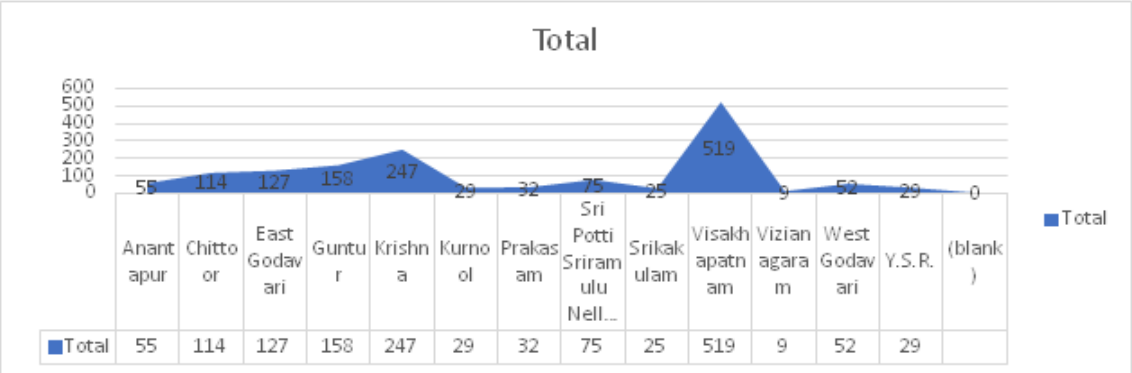
Source: Secondary Data

Ranks were given according to city in Andhra Pradesh. In this particular data Vishakhapatnam has a greater number of startups. And stood first in the ranking with 515 listed startups.

D. District-wise Business Startups in Andhra Pradesh

Districts	Count of District	Rank
Anantapur	55	7
Chittoor	114	5
East Godavari	127	4
Guntur	158	3
Krishna	247	2
Kurnool	29	10
Prakasam	32	9
Sri Potti Sriramulu Nellore	75	6
Srikakulam	25	12
Visakhapatnam	519	1
Vizianagaram	9	13
West Godavari	52	8
Y.S.R.	29	10
Grand Total	**1471**	

Source: Secondary Data



Source: Secondary Data

As per the data Vishakhapatnam stood first in the list of startups this is due to the reason it is under the category. Krishna district is in second place to being it has a greater number of Education institutes surrounded.

ISSN 2394 - 7780

CONCLUSION

The startup campaign is a good beginning for the start-up sector in India. Yet the implementation of the systems has not been proper. The developments being made with time will bring the industry to its goal. The decreased business taxes as well as the increased opportunities will certainly help young entrepreneurs make effective services with excellent ease. Startup India Standup India, is a goal to be started by the Modi Government on 16 January 2016. This is a very excellent project that will certainly give even more work opportunities for Indian young people. Prime Minister Narendra Modi had actually educated the people of this country about the plan in the speech of August 15, 2015. This plan will aid individuals directly to open their successful industries. Pm Said that any type of sort of development is not possible without new chances for brand-new adjustments in the nation as well as brand-new possibilities for the youth. The entire work strategy by the government will be used just on the day it starts. With this campaign, a plan has been made to bring positive change in the nation according to the demand for advancement. This will certainly help to reveal the skill of our country's youth through the business with company. All institutes consisting of Indian Institute of Modern Technology, Central Universities, Indian Administration Institute and so on need to spread awareness concerning this program so that they can be linked straight via this system in the future.

REFERENCES

[1] Tim J. Kane. The importance of startups in job creation and job destruction. 2010. URL http://dx.doi.org/10.2139/ssrn.1646934.

[2] Martin A. Carree and A. R. Thurik. The impact of entrepreneurship on economic growth, pages 557–594. Handbook of entrepreneurship research. Springer, 2010. 10

[3] Boyd Cohen. Sustainable valley entrepreneurial ecosystems. Business Strategy and the Environment, 15(1):1–14, 2006.

[4] Martin Kenney and Urs Von Burg. Paths and regions: the creation and growth of silicon valley. Path dependence and creation, pages 127–148, 2001. 15

[5] Anthony R Ives and Stephen R Carpenter. Stability and diversity of ecosystems. science, 317(5834):58–62, 2007.

[6] Saku J. Makinen and Ozgur Dedehayir. Business ecosystem evolution and ¨ strategic considerations: A literature review. In Engineering, Technology and Innovation (ICE), 2012 18th International ICE Conference on, pages 20 1–10. IEEE, 2012.

[7] Nicolo Paternoster, Carmine Giardino, Michael Unterkalmsteiner, Tony ` Gorschek, and Pekka Abrahamsson. Software development in startup companies: A systematic mapping study. Information and Software Technology, 56(10):1200–1218, 2014. 25

[8] Eriks Klotins, Michael Unterkalmsteiner, and Tony Gorschek. Software engineering knowledge areas in startup companies: a mapping study. In International Conference of Software Business, pages 245–257. Springer, 2015.

[9] Steve Blank and Bob Dorf. The startup owner's manual: The step-by-step guide for building a great company. BookBaby, 2012.

[10] Eric Ries. The lean startup: How today's entrepreneurs use continuous 40 innovation to create radically successful businesses. Crown Books, 2011.

[11] Mark Crowne. Why software product startups fail and what to do about it. evolution of software product development in startup companies. In Engineering Management Conference, 2002. IEMC'02. 2002 IEEE International, volume 1, pages 338–343. IEEE, 2002. 45

[12] Steve Blank. The four steps to the epiphany: successful strategies for products that win. BookBaby, 2013.

[13] Xiaofeng Wang, Henry Edison, Sohaib S. Bajwa, Carmine Giardino, and Pekka Abrahamsson. Key challenges in software startups across life cycle stages. In International Conference on Agile Software Development, 50 pages 169–182. Springer, 2016.

[14] Nirnaya Tripathi, Pertti Seppanen, Markku Oivo, Jouni Simil ¨ a, and Kari ¨ Liukkunen. The effect of competitor interaction on startup's product development. In Software Engineering and Advanced Applications (SEAA), 2017 43rd Euromicro Conference on, pages 125–132. IEEE, 2017. 55.

[15] Pertti Seppanen, Nirnaya Tripathi, Markku Oivo, and Kari Liukkunen. ¨ How are product ideas validated? In International Conference of Software Business, pages 3–17. Springer, 2017.

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

GOVERNMENT' INITIATIVE FOR SKILLING OF YOUTH IN INDIA: A CASE STUDY OF ITI DISTRICT SONEPAT

Dr. Sarika Gupta
Kanya Mahavidyalaya, Kharkhoda

Sonepat ITI started in 1959. There are 13 ITI's in Sonepat District. Apprenticeship act 1961 is implemented. The industries in Haryana having more than 30 employees have to register themselves on Apprenticeship portal. They have to apprentice 10% of their total work force requirement. Otherwise they are fined Rs. 500 for a month which amounts to Rs. 1000 per month after 3 months. There is a District Apprenticeship Committee. Whose members are chosen from Industries Association. D.C. is the chairman of this committee. Haryana is at number one position in Apprenticeship. There is an Institute Management Committee. Which is registered as a Society. Industrial Partner is as a member of this society who is the president of Maruti at present. This is an example of public private partnership for example partnership with Deep Industries which makes light. The ITI of Sonepat in of 1st level. ITI Gannaur is of 2nd Level. Women's ITI, Juan, Farmana, Mundlana, Kathura are of 3rd level. Khewra has came into being recently. The ITI Sonepat has implemented dual system of training of Germany. MOU's with Industries have been signed. 2 years course is run. According to the Academic Calender if the course is of one year minimum 3 months & maximum 6 months training is mendatory & if the course is of 2 year minimum 6 months & maximum one year training is to be done in Industries. District Nodal Officer is at the top. Centralized admission process is followed. Total 5000 seats are there. There are 30 trades & 43 units in GITI Sonepat. The ITI has now started its own production house. Girl child's education is free & a stipend is also given to them. The fee of a boy student is 135 per quarter. The students learn Industry work culture in the ITI itself. They learn work of a industry from 9 am to 5 pm. Mistry App has been started by ITI Sonepat. The certified carpenter, electrician, fitter, plumber etc. are registered on the App. Anyone from the common man can find mistry easily on this app. Students from Gohana, Butana etc. that is from the inside of Haryana do not want to leave their villages and go to Rai, Kundli & Nathupura which are industrial hub. Salary expectations are high. The students want 30 to 35 thousand in the beginning. While the Industry pays 12-20 thousand to a beginner. Skilling gap in India is due to some reasons. 1st is population. The high population of India makes it difficult for the government to provide skill to every person & to glean good learners is a difficult process. Lack of Initiative for reform on the side of the leaders because of Centre/State differences. Our evaluation process is also faulty. In Australia if a student fails to do some practical work assigned to him during exam he is not given the certificate. But in India everyone undergoing a training is provided with the certificate. Only certified candidates can provide services in Australia. But here in India anyone who learns within 2 days can become a service provider. It brings their rates/value down. We don't have good technicians because we don't have latest technology. On which these technicians can practise. We pay attention to increasing the number of seats instead of enhancing the quality. There are no dearth jobs. But of the skilled youth who can work in the industries by leaving their villages & coming to industrial hubs. In the beginning salary way be small but as they gain experience salary might be interased. suggestions. Youth must be motivated. Two things can be done 1st is the youth must migrate the industry site & the second is Industry can be taken to the villages.

Follow Up of One Year Course running in Govt ITI of Distt Sonipat (Session 2017-2018)

	31-Mar-22	1	2	3	4	5	6	7	8	9	10	11	12	Total
Sr No	Name of Govt ITI in Distt Sonipat	GITI Butana	GITI Farmana	GITI Ganaur	GITI Gohana	GITI Kathura	GITI Kharkhoda	GITI Mundlana	GITI Purkhas	GITI Rajlugarhi	GITI Sonipat	GITI W Sonipat	GITI Juan	
1	Trainees Admited	273		179	224	22	158	78	0	138	517	125	0	1714
2	Trainees Drop Out	71		15	34	0	1	17	0	14	127	3	0	282
3	Trainees Failed	7		4	24	0	22	3	0	4	42	2	0	108
4	Trainees Pass Out	195		160	166	22	135	58	0	120	348	120	0	1324
5	Un Employed	32		19	86	7	18	32	0	9	49	6	0	258
6	Placement / Wages employee	30		57	8	0	37	5	0	16	56	5	0	214
7	Apprentices Engaged in Sonipat	8		39	54	5	14	12	0	42	162	41	0	377

ISSN 2394 - 7780

8	Apprentices Engaged out of Sonipat	13		0	0	2	8	0	0	0	0	0	0	23
9	Self Emoloyed (With Loan)	0		0	0	0	1	0	0	0	3	0	0	4
10	Self Emoloyed (Without Loan)	80		34	15	6	41	4	0	37	46	36	0	299
11	Higher Education	10		11	3	1	11	3	0	16	28	5	0	88
12	Admitted in ITI in another courses	22		0	0	1	5	2	0	0	4	27	0	61
	Total	**195**		**160**	**166**	**22**	**135**	**58**	**0**	**120**	**348**	**120**	**0**	**1324**

This data depicts the follow up of one year course in Government ITI's in District Sonepat. In the year 2017-18 the number of trainees admitted by GITI Sonepat is 1714. The number of pass out trainees is 1324. The number of placement/wages employee is 214. The apprentices engaged in and out of Sonepat is 400. Self employed with loan are four and self employed without loan are 299. If we sum up the persons who are able to earn after skilling is 917. This is 53.5% of the total students admitted.

Follow Up of One Year Course running in Govt ITI of Distt Sonipat (Session 2018-2019)

		1	3	4	5	6	7	9	10	11	12	Total
Sr No	Name of Govt ITI in Distt Sonipat	GITI Butana	GITI Ganaur	GITI Gohana	GITI Kathura	GITI Kharkhoda	GITI Mundlana	GITI Rajlugarhi	GITI Sonipat	GITI W Sonipat	GITI Juan	
1	Trainees Admited	271	168	224	23	194	81	138	376	149	24	1648
2	Trainees Drop Out	41	2	29	0	1	5	25	27	2	9	141
3	Trainees Failed	2	5	14	0	19	2	5	25	1	0	73
4	Trainees Pass Out	228	161	181	23	174	74	108	324	146	15	1434
5	Un Employed	40	13	88	8	17	30	10	36	11	1	254
6	Placement / Wages employee	55	29	20	0	45	10	20	68	7	0	254
7	Apprentices Engaged in Sonipat	10	69	39	4	35	10	30	143	40	14	394
8	Apprentices Engaged out of Sonipat	18	0	0	0	3	-	0	0	0	0	21
9	Self Emoloyed (With Loan)	0	0	0	0	2	-	0	3	0	0	5
10	Self Emoloyed (Without Loan)	70	31	26	9	59	18	40	49	49	0	351
11	Higher Education	14	16	7	0	10	4	8	23	16	0	98
12	Admitted in ITI in another courses	21	3	1	2	3	2	0	2	23	0	57
	Total	228	161	181	23	174	74	108	324		15	1288
	Sig of JAPO/AI											
	Sig of AAA Sonipat											

In 2018-19 total number of trainees who were admitted was 1648. Number of pass out students is 1434. Number of admission has declined but the percentage of pass out students rose. 1025 trainees were able to earn their livelihood whether through placement/apprenticeship/self employment. This is 62.5% of the total admissions. It shows a handsome rise from previous year.

Follow Up of One Year Course running in Govt ITI of Distt Sonipat (Session 2019-2020)

		1	3	4	5	6	7	9	10	11	12	Total
Sr No	Name of Govt ITI in Distt Sonipat	GITI Butana	GITI Ganaur	GITI Gohana	GITI Kathura	GITI Kharkhoda	GITI Mundlana	GITI Rajlugarhi	GITI Sonipat	GITI W Sonipat	GITI Juan	
1	Trainees Admited	273	136	224	16	161	73	138	381	131	24	1557
2	Trainees Drop Out	65	12	78	0	8	13	10	135	6	3	330
3	Trainees Failed	20	0	36	0	40	0	5	113	0	0	214
4	Trainees Pass Out	188	124	110	16	113	60	123	118	115	21	988
5	Un Employed	10	0	55	9	5	24	8	10	11	3	135

ISSN 2394 - 7780

6	Placement / Wages employee	27	37	16	2	32	2	6	26	3	1	152
7	Apprentices Engaged in Sonipat	15	40	14	1	27	16	40	59	38	15	265
8	Apprentices Engaged out of Sonipat	4	0	0	2	2	1	6	0	1	0	16
9	Self Emoloyed (With Loan)	0	0	0	0	0		0	0	0	0	0
10	Self Emoloyed (Without Loan)	103	34	25	0	32	2	28	11	40	0	275
11	Higher Education	14	13	0	1	15	8	0	11	10	0	72
12	Admitted in ITI in another courses	15	0	0	1	0	7	0	1	12	2	38
	Total	188	124	110	16	113	60		118		21	750
	Sig of JAPO/AI											
	Sig of AAA Sonipat											

In 2019-20 total 1557 trainees were acknowledged out of which 988 passed out & 708 were settled either as apprentices or were self employed. Percentage of settled student is 45.47% out of total admission.

Follow Up of One Year Course running in Govt ITI of Distt Sonipat (Session 2020-2021)												
		1	**3**	**4**	**5**	**6**	**7**	**9**	**10**	**11**	**12**	**Total**
Sr No	Name of Govt ITI in Distt Sonipat	GITI Butana	GITI Ganaur	GITI Gohana	GITI Kathura	GITI Kharkhoda	GITI Mundlana	GITI Rajlugarhi	GITI Sonipat	GITI W Sonipat	GITI Juan	
1	Trainees Admited	240	136	176	24	228	63	138	335	129	24	1493
2	Trainees Drop Out	47	0		0	56	3		79	5	2	192
3	Trainees Failed	43	44		0	40	5		44	4	0	180
4	Trainees Pass Out	150	52		24	132	55		212	120	22	767
5	Un Employed	149	51		0	120	45		180	100	16	661
6	Placement / Wages employee	1	0		0	0			7	0	1	9
7	Apprentices Engaged in Sonipat	0	1		0	9			5	4	5	24
8	Apprentices Engaged out of Sonipat	0	0		0	3			0	0	0	3
9	Self Emoloyed (With Loan)	0	0		0	0			0	0	0	0
10	Self Emoloyed (Without Loan)	0	0		0	0	5		15	0	0	20
11	Higher Education	0	0		0	0			0	5	0	5
12	Admitted in ITI in another courses	0	0		0	0	5		5	11	0	21
	Total	150	52		24	132	55		212		22	647
	Sig of JAPO/AI											
	Sig of AAA Sonipat											

In 2020-21 total admitted trainees were 1493. Total pass out were 767. Only 61 students were employed. It means out of 1493 only 4% students could get employment.

30 trades are there in GITI Sonepat. The seats are almost full in all trades in 2016-17,18,19 except for some of the trades showing some steep decline like the trade of Carpenter (SCVT) having 52 seats & only 17 trainees took admission in 2017. In 2018, 36 students were admitted against 52 seats in the trade of carpenter and 19 students were admitted against 42 seats of mechanic (tractor). In the trade technician power electronics system 8 students took admission where as the total seats were 26. In 2019, 26 out of total 48 seats were occupied. Which shows a constant decline in the trade of carpenter over the years.

We may conclude that out of total admission the trainees who could earn their livelihood was 53.5% in 2017-18. This soared to 62.5% in 2018-19. Then in 2019-20 it witnessed a reduction & came down to 45.47%. In the following year i.e. 2020-21 this percentage dipped drastically and reached at its shameful low of 4%.

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

SKILLING REQUIREMENTS FOR AN AGENT OF HEALTH INSURANCE: A CASE STUDY OF AGENTS'OPINION RESIDING IN KALYAN DOMBIVLI MUNICIPAL CORPORATION REGION

[1]Dr. Kishori J. Bhagat and [2]Ms. Ashwini Bagkar
[1]Associate Professor, Pragati College of Arts and Commerce, Dombivli (East)
[2]Vice-Principal, K.V. Pendharkar College, Dombivli (East)

ABSTRACT
Agent is a mediator between company and customer. Customers buy the insurance products because they trust the agent prima facia over the company. An agent needs to be dynamic, optimistic, convincing, enthusiastic and committed. Together with these essential qualities; to become a successful agent, one should possess the preferential skills which can turn the prospective customer into policyholder. In order to study the preferential skills required by a health insurance agent the study was conducted in K.D.M.C. region. The study comprises of primary and secondary data. The primary data was collected from 30 health insurance agents residing at K.D.M.C. region from different age group and working experience by floating structure questionnaire by using 5-point Likert Scale. The null hypotheses were tested by using t-test and findings are presented in the research paper. The research paper is beneficial to the existing agents to brush up and enhance their skills, to the prospective agent as a criterion to become a virtuous agent and to the society at large as. The better agents would have a better reach and in turn percolate the insurance benefits to a larger uncovered part of the society. The research paper summarizes with preferential skills required by an Agent of Health Insurance from K.D.M.C. region.

Keywords: Preferential Skills, Agent"s skills, Health Insurance, Uninsured citizens,K.D.M.C.

INTRODUCTION

According to Shiv Khera, "People who wish to go into the future should have two skills to succeed - the ability to deal with people and the ability to sell". The Insurance companies" existence depends on their competent agents. Any Insurance company"s creditability isboosted by their Agent"s creditability. Trust and belief in the customer"s mind is to be createdfor buying insurance products. Agent is an intermediary between company and customer whocreates the awareness and trust in the minds of customer and turn them from uninsured citizen into policyholder.

Health Insurance is a sort of coverage that covers medical expenses which arise due to an illness. It helps the individual in more than one way i.e. comprehensive policy for hospitalization expenses and also for post-treatment care. As compare to other developed country, India has low penetration for health insurance. Due to lack of awareness about the benefits of health insurance, selling right health insurance policy to right customer is not an easy task. Agent can expect high rate of customer rejection, stress and attrition rate. Agent can achieve the success by acquiring core qualities and skills. In the insurance profession, Agent has to deal with wide range of customers. The preferential skills like communication, technical expertise, effective listing and patience are useful for Customer ladders.

REVIEW OF LITERATURE

- **Witanti Prihatiningsih, Fitria Ayuningtyas (2018)** conducted research on „Analysisof Insurance Agent"s Credibility to Customer"s Attitude in Buying Policy". The study analysed the factors like trustworthiness, expertise, and attractiveness. It was found that these factors have a significant impact to customer"s attitude in buying an insurance policy.

- **Muthusamy V. (2018)** conducted an Empirical Study on General Insurance Agents" Performance in Sri Lankan Insurance Industry. The study measured the impact of selling skill dimensions i.e. Interpersonal Skills, Salesmanship Skills, Technical Skillsand Marketing Skills on salesperson sales performance. It was suggested that General Insurance industry needs highly skilled person who should possess all these skills to complete the sales targets and retain the customer.

- **Mujahid Mohiuddin Babu, Muhammad Z Mamun (2009)** conducted the study on customers" perception about the success factors of the insurance agents. The study has endeavoured to identify the factors that significantly aid the insurance agent in attaining sales. The agent must nurture the success factors like personality, disciplined attitude, Extrovert, Sense of Humour, Long companionship and presentability to cope up in Insurance sector.

ISSN 2394 - 7780

- **M.Chandrasekaran (2010)** studied Role of Agents in Insurance Sector. The study was focused on how the insurance sector grows due to agent‟s personal development. It was suggested that to achieve good quality of insurance sale, an agent must be equipped with technical aspects of insurance knowledge, analytical ability to analyse human needs, up-to-date knowledge of other instruments of investments.

OBJECTIVES OF STUDY

1. To know about the skills required by an Agent of Health Insurance.
2. To analyze an Agents‟ opinion on preferential skills required by an Agent of HealthInsurance in K.D.M.C. region.
3. To analyze the significant difference between various demographics and preferentialskills required by An agent in K.D.M.C. region

Hypotheses:- Null Hypotheses and Alternative Hypotheses

1. **H_0:** There is no significant difference between Gender and Preferential skills requiredby an Agent.

H_1: There is significant difference between Gender and Preferential skills required byan Agent.

2. **H_0:** There is no significant difference between Experience and Preferential skillsrequired by an Agent.

H_1: There is significant difference between Experience and Preferential skills requiredby an Agent.

3. **H_0:** There is no significant difference between Type of company and Preferentialskills required by an Agent.

H_1: There is significant difference between Type of company and Preferential skillsrequired by an Agent.

RESEARCH METHODOLOGY

The research study is indicative and analytical in nature. Both primary and secondary data was collected. Primary data was collected by floating structure questionnaire through google form amongst Health Insurance Agents in K.D.M.C region. The questionnaire was framed with 5-point Likert Scale. The secondary data was collected from books, articles and research papers in Journals and websites. The samples for the study were 31 agents residing in K.D.M.C region. The Convenient Sampling Method was used to collect the data. The questionnaire was subject to editing. Incomplete questionnaires were removed and complete questionnaires were taken into consideration. It gets classified, tabulated and summarized in the flow of paper. Normality Test was done and as the data was non-normal, Non-Parametric tests were applied.

LIMITATIONS OF STUDY

1. The area is restricted to K.D.M.C. Region
2. Time constraint to meet the more Agents.
3. The study is restricted to 10 preferential skills

DATA ANALYSIS

The data analysis was done by using SPSS package. The normality test was conducted to check normality of data by using Kolmogorov-Smirnov & Shapiro-Wilk test. The data was found to be non-normal, therefore null hypotheses were tested by using non-parametric tests i.e. Mann-Whitney U Test and Kruskal Wallis Test.

Normality Testing

Normality of data was tested by using Kolmogorov-Smirnov & Shapiro-Wilk test.

H_0: Distribution is Normal

H_1: Distribution is non-Normal

Table 1- Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Overall Skills-Agent	.252	31	.000	.840	31	.000

a. Lilliefors Significance Correction

Source: Primary data

ISSN 2394 - 7780

Table number 1 indicated that significant value is less than 0.05 which means null hypothesis is rejected that means Distribution is non-normal hence appropriate non-Parametric test were used for further analysis.

Testing of Null and Alternative Hypotheses

H_0: There is no significant difference between Gender and Preferential skills required byan Agent.

H_1: There is significant difference between Gender and Preferential skills required by anAgent.

Table 2: Mann-Whitney U Test – Gender and Preferential skills required by an Agent

Null Hypothesis	Test	Sig.	Decision
There is no significant difference between Gender and Preferentialskills required by an Agent.	Independent-Samples Mann-Whitney U Test	.681	Retain the null hypothesis.

Source: Primary data

Table number 2 indicated that significant value is 0.681 which is greater than 0.05 thereby indicating the null hypothesis is accepted that means there is no significant difference between Gender and Preferential skills required by an Agent.

H_0: There is no significant difference between Experience and Preferential skills required by an Agent.

H_1: There is significant difference between Experience and Preferential skills required by an Agent.

Table 3: Kruskal Wallis Test – Experience and Preferential skills required by an Agent

Null Hypothesis	Test	Sig.	Decision
There is no significant difference between Experience and Preferential skills requiredby an Agent.	Independent-Samples Kruskal Wallis Test	.443	Retain the null hypothesis.

Source: Primary data

Table number 3 indicated that significant value is 0.443 which is greater than 0.05 thereby indicating the null hypothesis is Accepted that means There is no significant difference between Experience and Preferential skills required by an Agent.

H_0: There is no significant difference between Type of company and Preferential skills required by an Agent.

H_1: There is significant difference between Type of company and Preferential skills required by an Agent.

Table 4: Type of Company and Preferential skills requirement by an AgentMann-Whitney U Test

Null Hypothesis	Test	Sig.	Decision
There is no significant difference between type of company and the preferential skillsrequired by an Agent.	Independent-Samples Mann-Whitney U Test	.470	Retain the null hypothesis.

Source: Primary data

Table number 4 indicated that significant value is 0.470 which is greater than 0.05 thereby indicating the null hypothesis is accepted that means There is no significant difference between Type of company and Preferential skills required by an Agent.

Preferential skills' Rating

An analysis was done to find out the preferential skills required by an Agent.

As per the research study conducted on the opinions given by an Agents on the preferential skills required to become an Agent of Health Insurance; the same are given below in the preferential order.

Table 5: Preferential Skills

Preferential Skills	Preference No.
Customer Relationship	1
Product Knowledge	2
Communication skill	3
Technical Expertise	4
Empathy	5
Personality	6

ISSN 2394 - 7780

Information retention	7
Situational awareness	8
Effective listing	9
Patience and persistence	10

Source: Primary data

FINDINGS OF STUDY

1. Demographic

Out of the total respondents 54.80% were female and 45.20% were male. 51.60% agents were from Private and 48.40% from Public Company. 32.30% were having experience upto 5 years, 41.90% were 5-10 years and 25.80% were more than 10 years of experience. 61.30% agents were doing full time job and 38.70% were doing part timer job. 48.40% agents were spending minimum 5 hours, 22.60% were spending 5-10 hours whereas 29% were spending more than 10 hours in a day to complete the target. 48.40%

Were approaching minimum 5 customers, 29% were approaching 5-10 and 22.60% approaching more than 10 customers in a day. Only 9.70% agents had a dispute with customers. 54.80% agents were always achieved targets, 35.50% were sometime achieved and 9.70% agents were failed to complete the targets. 38.70% were received the awards/certificate of achievements from company.

2. Null Hypotheses

It was found that irrespective of Gender, Type of Company and Experience the preferential skills required by an Agent are essential.

3. Preferential Skills

As per the Agents‟ opinion, out of 10 preferential skills Agents have ranked 1st preference to Customer Relationship skill, 2nd –Product Knowledge, 3rd-Communication skill, 4th –Technical Expertise, 5th – Empathy, 6th –Personality, 7th - Information retention, 8th –Situational awareness, 9th – Effective listing and 10th - Patience and persistence skill.

4. From the Review of Literature it was found that General Insurance industry needs highly skilled person who should possess Interpersonal Skills, Salesmanship Skills, Technical Skills and Marketing Skills to become a skilled Agent.

SUGGESTIONS

1. IRDA has specified the examination as well as training program for becoming an Agent. The Insurance Company needs to meticulously follow the training programs for the Agents. The Insurance Companies must organized orientation for new products introduced and refresher training program for existing products with additional top-up plans.
2. Monetary and Non-monetary motivation to Agents would surely help to enhance theirwork.
3. Awareness programs, Skilled Development and Enhancement programs or Certificate courses can be designed by IRDA in association with Academician and can be a part of their Curriculum to start with Banking & Insurance specialization students.
4. Diploma Courses for Skilled Development of an Agent in Insurance sector can be designed by the Government.

SIGNIFICANCE OF STUDY

Along with the Public or Government Health Insurance companies there is tremendousincrease in the number of Private companies but correspondingly the number of insured citizens under Health Insurance are less. Agent is a major link and would play a key role in this respect. The study is significant as it provides suggestions for development and enhancement of skills of the Agents. A skillful Agent would surely work more efficiently, which in turn would be beneficial to the society at large to cover the uncovered.

CONCLUSION

“Health is Wealth”, but is still most neglected by the citizens. The Health Insurance seems to find the last place in their expenditure list. In spite of the fact that the health sector i.e. hospitals, medicines etc. have become dearer; the attitude of citizens haven‟t change to that extent. The Agents should get the due respect in their organization and society. There are number of skills that an Agent would have to possess. The present paper highlights ten such skills in their order of preference viz. 1st - Customer Relationship skill, 2nd –Product Knowledge, 3rd-Communication skill, 4th –Technical Expertise, 5th – Empathy, 6th –Personality, 7th - Information

ISSN 2394 - 7780

retention, 8th –Situational awareness, 9th – Effective listing and 10th - Patience and persistence skill. The Agentwho is instrumental in connecting citizen to Health Insurance needs to acquire these skills and polish the same time and again for broader benefit of the society at large.

REFERENCES

1. Witanti Prihatiningsih, Fitria Ayuningtyas (2018), "Analysis of Insurance Agent‟s Credibility to Customer‟s Attitude in Buying Policy", "International Journal of Engineering & Technology" 7 (2.29) (2018) 564-569.
2. Muthusamy V. (2018), "An Empirical Study on General Insurance Agents‟ Performance in Sri Lankan Insurance Industry", "International Journal of Innovative Science and Research Technology", ISSN No:-2456-2165, Volume 3.
3. Mujahid Mohiuddin Babu, Muhammad Z Mamun (2009), "Customers‟ perception about the success factors of the Insurance Agents: An Empirical Study in Bangladesh", "The Journal of Risk Management and Insurance," Vol.13 No.1 (2009).
4. M.Chandrasekaran (2010), "Role of agents in Indian insurance sector", "International Journal of Commerce and Business Management", Vol. 3 Issue 2 : 320-323

BOOKS

C.R.Kothari, "Research Methodology Methods & Techniques", New Age International Publishers"

WEBSITES

1. https://www.investopedia.com
2. https://www.irda.gov.in
3. https://www.brainyquote.com

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

SKILLING YOUTH UNDER NEP 2020: POSSIBILITY AND CHALLENGES

Dr. Rajesh Harichandra Bhoite
HOD- Business Economics, Anjuman-I-Islam's Akbar Peerbhoy College of Commerce and Economics, Grant Raod, Mumbai- 08

ABSTRACT
This is the first time in India that an education policy is announced with broad and comprehensive objectives covering skill education. The policy is drafted to groom the young population of the country and to develop them to increase their work productivity and potentiality This policy is being appreciated by many as it looks intensively for the 'Demographic dividend' of the country who have the responsibility of raising the name of the nation. This is an inclusive policy that is going to assure inclusion and equal participation of all the children including normal and divyang. The policy is aligned with 'Samgra Shiksha' and National Skills Qualification Framework (NSQF) to fulfill its vision of providing skill education to millions of youths from the school level only in a holistic manner. It is found that the student's fraternity is also happy with this policy and are excited to see it implemented as it is going to give importance to their hobbies, interest, and extra-curricular activities. This study is an attempt to find out the perception of the learners towards NEP 2020 in the context of 'skilling India'.

Keywords: NEP, Quality education, Skill development, Outcome of policy

❖ ABOUT NEP 2020

Recently New Education policy is announced by the government of India after almost 34 years. This policy was framed under a committee of T.S.R Subramaniam. The purpose of this policy is to enhance the quality of education and its creditability. This policy was again drafted in 2019 by the committee of 9 members under the chairmanship of Dr. K. Kasturirangam. This policy has main features like renaming the name of HRD as a ministry of education, an increase in GDP contribution by up to 6 percent, and an increase in gross enrollment ratio. Undoubtedly, the policy is comprehensive and qualitative as it gives importance to traditional as well dynamic modes of education. The main focus is on skill development. Learners would be given training at the school level only in the areas they have an interest. So that they can be employable easily. The policy allows inter-disciplinary and multi-disciplinary approaches. Learners can take combined subjects of their interest across all disciplines. Not only learners but for teachers also are going to bring education degrees to prepare class teachers by NCERT.

❖ SKILLING YOUTH

India, being a country with a large young population, Demographic dividend, has great potential to grow. The only condition is that this young population should be converted into the production of human capital. This is possible if they are provided with skills in the areas they are interested in and increased their ability to perform bests and contribute with high productivity. Hard and soft skills developed by learners can help them not only yield the best of themselves but also to increase interpersonal relationships. Educational attainment only won't be possible as today we can observe in India that the highly qualified ones are too struggling for jobs. Under the mission of skill India, GOI has been trying to initiate all possible ways to skill youth. Under the tag' Kaushal Bharat-Kushal Bharat', PM of India, Mr., Narendra Modi announced that this mission would provide skill training under NSDC. Youth can register under it and get trained with different skills. It would help them to get employment in India as well as abroad, which demands professionals only.

❖ SIGNIFICANCE OF THE STUDY

Skilling in India would not only help youngsters in developing their skills but also get employed in the areas they are interested in. Takshila portal has been set up for those who can contribute to skilling these young minds as quality trainers. Under this, there are many yojana such as PM Kaushal Vikas yojana. Apprenticeship opportunities provided would help to get first-hand knowledge. Industry linkages developed would help in employing the trained youngsters. The NEP has been focusing mainly on skill development so the skill mission is going to be the milestone in achieving similar objectives. Under Samagra Shiksha, today nearly more than 1.5 million learners are taking vocational education. More than 62 skill courses are available at the secondary and senior secondary levels from 20 sectors right from agriculture to the Hospitality industry. If this objective is achieved, the supply of skilled manpower can be matched with the demand in the industry or world of work.

ISSN 2394 - 7780

❖ LITERATURE REVIEW:

- **Afroz Zahra (2018)** gave broad views on population growth, employability, skills, education level, and also programs for development. The role of demographic dividend is discussed by him. **Arora R. and Chhadwani M. (2019)** carried descriptive study on skill programs and their role in reshaping India. Bringing impact over employment levels. **Chaitnya Talreja (2014)** mentioned the importance of the working population in the economic growth and development of a country. **Chauhan, S. and Arokiasamy, P. (2018**) while analyzing the study of Indian states on the issue of demographic dividend for the period of 2001-2011, emphasized the role of female labor participation rate as one of the important attributes. **Dayal S. (2016),** carried out the study titled, "Skill Development Landscape in India" The confluence of technological advancement, globalization, and economic liberalization in recent years has prompted governments in developed and developing countries, what he feels.. **Furtado H. (2018),** studied the employability of candidates at the entry level and the gap between skills they do possess and the skills expected at jobs. **Jagdish and D.G.M. Purohit (2017**) discussed the present status of skill programs, and the challenges faced by those, and also suggested measures to update and promote these programs shortly. The paper is based on secondary data. **Saini V. (2015),** carried out the study titled, "Skill Development in India: Need, Challenges, and Ways Forward", the objective of the paper was to study the scenario of needs and challenges faced by the skill development system and to provide some suggestions. **Sharma E. and Sethi S. (2015)** in their study entitled, "Skill Development: Opportunities and Challenges in India", has analyzed that India has witnessed rapid growth in recent years, driven by the development of new-age industries. **Sharma L. and Nagendra A.(2016),** in their study entitled, "Skill Development in India: Challenges and Opportunities", mentioned that the 'Make in India' campaign and the accelerated growth in the economy have highlighted the demand for skilled manpower in the country. **Varma J. (2016)** carried out the study titled, "Need and Challenges: Skill development in India" The paper attempted to study the present skill capacity, and challenges in front of skill development initiatives in India along with their solutions.

❖ OBJECTIVES OF THE STUDY

- To discuss the importance of Skill Education under NEP 2020
- To know the leaner's perception of the NEP 2020 outcome
- To highlight the areas where skill education is significantly needed
- To discuss the benefits of NEP in skilling youth from their perception.

❖ HYPOTHESES OF THE STUDY

- There is a significant association between the career development of learners and the objectives of NEP draft 2020
- There is a significant relationship between quality education and the objectives of NEP 2020.

❖ RESEARCH METHODOLOGY

▪ Primary Data

To know the significance of NEP 2020, data was collected from 250 learners from junior and degree sections from Mumbai colleges. After editing 211 questionnaires were considered for the data analysis and interpretation. A structured questionnaire with liker scale questions was framed to get the desired data.

▪ Secondary Data

To supplement the primary work, secondary data was taken from NEP 2020 draft, previous studies on education policies, journal articles, theses, etc.

▪ Sampling Technique

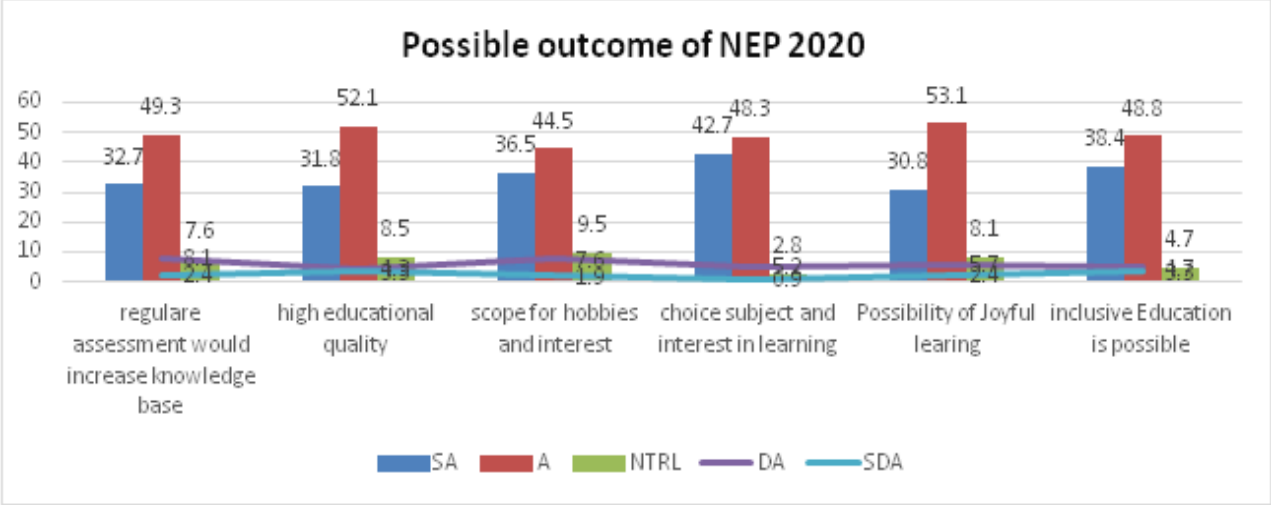
To get data, non-probability quota sampling was used as data was collected from two sections based on convenience. Sampling universe was a youth (learners) from Mumbai. The study is descriptive and explorative in nature as it shows the perception of the learners who are going to be benefited from this policy.

ISSN 2394 - 7780

❖ **Data Analysis**

A) Possibility outcome of NEP 2020

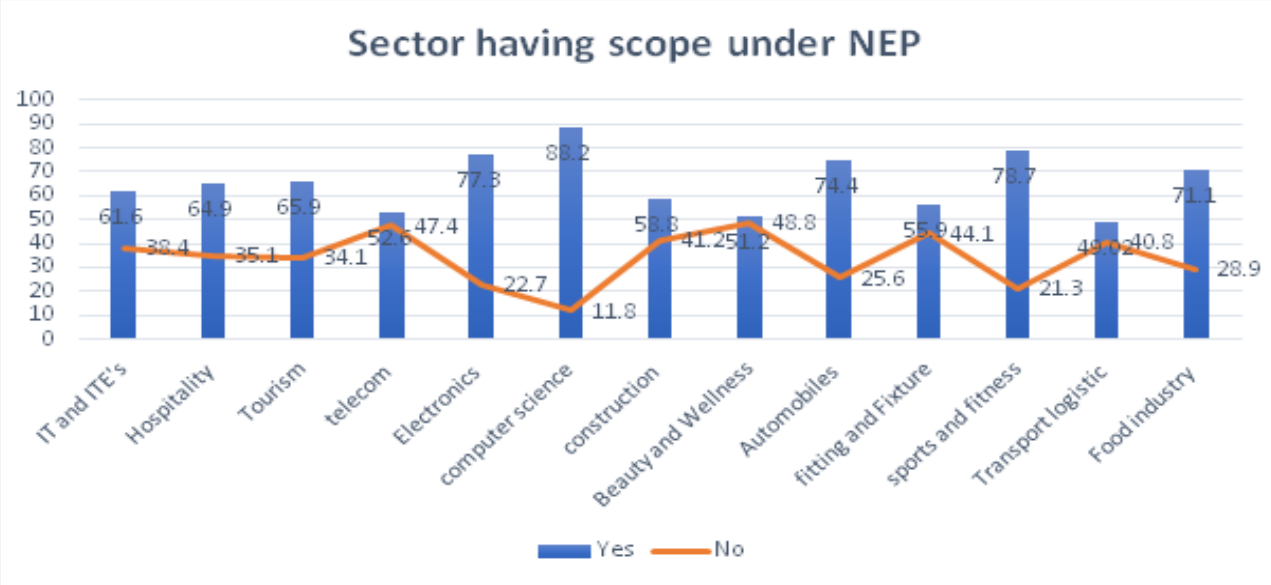
Chart 1: A) Possibility outcome of NEP 2020



It is observed that out of 211 learners 82 percent believe that NEP would increase their knowledge base due to regular evaluation, 88.3 percent strongly believed that the quality of higher education would increase. 81 percent mentioned that the scope for hobbies and interests would be given in this policy. Almost 91 percent believe that choice of the subject would increase interest in learning followed by 83.9 percent of learners, who feel that joyful learning would take place. And 87.2 percent mentioned that inclusive education would be possible.

B) Sectors having scope under NEP

Chart 2: Sectors having scope under NEP

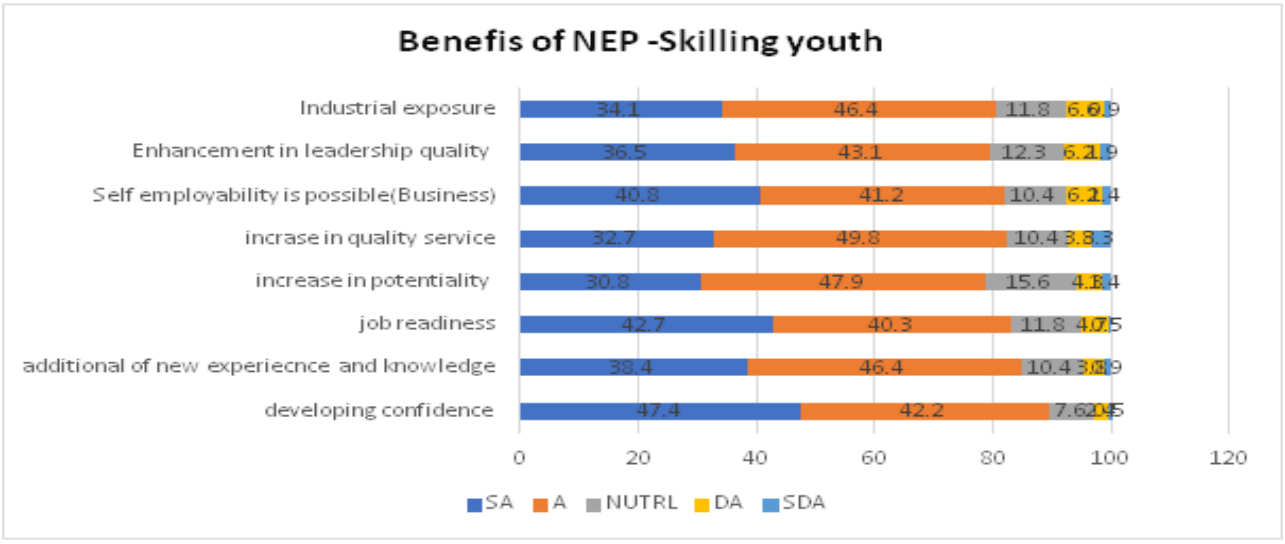


The main aim of the NEP is to provide vocational training to learners from school age only. It is one of the best models of education, already implemented by China, Japan, and the European Nations. It is observed that almost all the sectors state as IT and ITES, computer science, sports and f fitness, tourism, food industry, transportation, fitting and fixtures, hospitality, etc have been agreed by the learners where they find scope in future. It clearly shows that even learners want to replace the traditional learning system with a dynamic learning model.

ISSN 2394 - 7780

C) Benefits of NEP- Skilling Youth

Chart 3: Sectors having scope under NEP



It is important to know if the policy drafted would be accepted by the beneficiaries or not. So, the questions were asked to the learners to know their perception about the benefits of NEP. It is found that nearly 80.5 percent of learners believe that skill education would give them industrial exposure as well as good jobs. Nearly 79.6 believed that their leadership quality would be enhanced to shine in the area they wish to settle in. almost 92 percent believe that they can start their business, get self-employed, and contribute to entrepreneurship fulfilling the objective of standing up and starting India. 82.5 believe that their quality service will increase. 78.7 percent believe that their work potentiality would increase. Almost 93 percent believe that they would be ready for jobs. 88.4 percent believed that there will be knowledge gained in the specific area. And nearly 89.4 percent believed that their confidence level would be increased to meet the job supply.

❖ Hypothesis Testing:

H0: The mean of the Skill Education is necessary for a better career is the same in each category of the Class

The ANOVA was examined based on an alpha value of .05. The results of the ANOVA were significant, $F(2, 208) = 6.20$, $p = .002$, indicating there were significant differences in Skill Education is necessary for a better career among the levels of Class (Table 1). The eta squared was 0.06 indicating Class explains approximately 6% of the variance in Skill Education is necessary for a better career.

H0: The mean of the Need for Vocational Education is the same in each category of the Class

The ANOVA was examined based on an alpha value of .05. The results of the ANOVA were significant, $F(2, 208) = 10.06$, $p < .001$, indicating there were significant differences in the Need for Vocational Education among the levels of Class (Table 3). The eta squared was 0.09 indicating Class explains approximately 9% of the variance in the Need for Vocational Education.

Post-hoc

Paired t-tests were calculated between each pair of measurements to further examine the differences among the variables based on an alpha of .05. The Tukey HSD p-value adjustment was used to correct for the effect of multiple comparisons on the family-wise error rate. For the main effect of Class, the mean of Need for Vocational Education for Junior section ($M = 1.30$, $SD = 0.79$) was significantly smaller than for Degree section ($M = 1.80$, $SD = 0.52$), $p < .001$. No other significant effects were found.

❖ Challenges to be Faced:

- Implementing this policy is a great challenge due to the diversity of students and the disciplines they study.
- Choosing multiple subjects will increase the demand for teachers. Job supply would be a problem
- Manging a timetable for hundreds of skills and vocational courses would be challenging.
- Evaluation would be a great challenge as students may opt for multidisciplinary and trans-disciplinary subjects
- In the rural area, the chances of success of his policy is doubtful unless implemented meticulously.

ISSN 2394 - 7780

❖ CONCLUSION

From the empirical data collected and analyzed, it is clear that the youth are excited to see this policy implemented. They show optimism in policy outcomes and found it fruitful in their and the nation's development.

REFERENCE

- Afroz Zahra. (2018), Harnessing India's Demographic Dividend through Skilling: Challenges and Way Forward, New Delhi Publishers, 63, 82.
- Arora R. and Chhadwani M.(2019), Analyzing the impact of skill India as a tool for reshaping Indian economy, International Journal of Research and Analytical Reviews (IJRAR), 6, 396.
- Chaitanya Talreja C.(2014), India's Demographic Dividend: Realities and Opportunities, Indian Journal of Labour Economics (TIJLE), 57, 156.
- Chauhan, et.al (2018) India's demographic dividend: state-wise perspective, Journal of social and Economic Development; vol. 20 (1), p 1-23 [26-09-2019]
- Dayal S. (2016), "Skill Development Landscape in India", IRA-International Journal of Education and Multidisciplinary Studies, Vol.3, No.3, pp.547-566.
- Furtado H. (2018), A Study on Impact of Skill Development at Entry Level Job-Candidates in India, IOSR Journal of Business and Management (IOSR-JBM),
- Jagdish and D.G.M. Purohit (2017), Skill Development, Employability and Entrepreneurship Through Make in India: A Study, Research Article (RA)7, 28.
- Saini V. (2015), "Skill Development in India: Need, Challenges, and Ways forward" Abhinav National Monthly Refereed Journal of Research in Arts and Education, Vol.4, Issue.4, (April 2015), pp.1-9
- Sharma E. and Sethi S. (2015), "Skill Development: Opportunities and Challenges in India", Gian Jyoti E-Journal, Vol.5, Issue.1 (Jan-Mar 2015) ISSN 2250-348X 11th National Conference on "Role of Skill Development in Employment Generation: A National Issue", held on December 20th, 2014 at GJIMT, Phase II, Mohali, Punjab
- Sharma L. and Nagendra A. (2016), "Skill Development in India: Challenges and Opportunities", Indian Journal of Science and Technology, Vol.9, No.0(48)
- Varma J. (2016) "Need and challenges: Skill development in India", International Journal of Multidisciplinary Education and Research, Vol.1, Issue.10, pp.35-38.

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

THE STRATEGY OF REGIONAL RESOURCES-BASED MANUFACTURING HELP IN PROMOTING EMPLOYMENT IN INDIA

Ms. Nutan

ABSTRACT
Manufacturing sector played a very crucial role generating employment and boost and eclarites economy of a country and if manufacturing is regional resource-based manufacturing would be greats. Regional resource-based manufacturing is not only generating employment opportunities at a particular region but also though out worldwide which got GI Tag (geographical indication) at many regions. Now India has more than 300 GI Tags.

Regional resource-based manufacturing has its own benefits proper utilization of resources, employment for local people, special identity like Darjeeling Tea, glass of Firozabad etc. Every regional resources-based manufacturing has its own specialty by its owner and special skilled works. Which also helps to preserve some cultural significance of a product.

India were famous and recognized world wide for its cottage industries in pre-colonial era which was also based on regional recourse and it provided over 2.2millions people employment. Govt. have limited capability to provide job but its govt. reviews this sector andgive incentive so most of its problem of unemployment get started decline.

Keywords: GDP growth, Employment opportunities, increases industry.

INTRODUCTION
Regional resource-based manufacturing means that developing trade from regionally obtainable resources (ex. sugar trade developed in Punjab, Haryana wherever sugarcane production is prevalent). Local resource-based manufacturing will utilize the raw materials present nearby the regional (local market) Industry, hence will create the employment. Regional resource-based manufacturing can avail the advantages from the regionally by employing themfor basic jobs and menial jobs – security, loading down loading materials, housekeeping, clerical, availability admin and infrastructure maintenance from cost,and employee retention perspectives. No doubt, increase of high degree of Industrialization would create the more employment in India. It's been observed that a number (some) of the areas are growing at a faster rate due to the locational advantage with the rise in industrialization whereas some are lagging behind. Ex.- Employment has been generated during a great number by the Tata Steel for locals during the 50s and 60s and even 70s. It's the gratitude of the Tata Steel for the whole city of Jamshedpur. Imagine the quantity of direct and indirect employment it might have generated. If the employment generation is being done on a regional basis, then it'll reduce the income gap between urban and rural and thereby reducing the distress migration within the country.

Indian Manufacturing from locally available resources is referred to as regional resource- based manufacturing. The goal of a regional resource-based approach is to supply public (and private) infrastructure investments to extend work possibilities for the unemployed, increaseproductivity, provide social and economic infrastructure assets and amenities, enable commerce's, and improving general well-being.

The ''Department of Industrial Policy and Promotion'' (DIPP) has declared the ''National Manufacturing Policy'' (NMP). the essential goal of this program is to extend the manufacturing sector's proportion of GDP from 16% to 25% by 2022, while also creating 100 million jobs.

This paper reviews and summarizes the prevailing literature on the economic assessment of regional resources manufacturing with the objectives of, firstly, identifying the main categories of impacts and, secondly, constructing an inventory of methodologies available to assess them. we are going to progress step by step, starting from the most simplistic approaches and relaxing assumptions as we've a tendency to proceed.

OBJECTIVES OF THE STUDY
(1) To study about the employment opportunities in regional resources-based in India.

(2) To analyze the local Sector-wise employment in India.

METHODOLOGY
This study is a descriptive research and is based on secondary data. It includes the compilation of research articles of the experts and published articles in magazines ,periodicals, websites, published books etc.

ISSN 2394 - 7780

HYPOTHESIS

H0 There is no significant difference between awareness and use of regional resources-based manufacturing help in promoting employment in India.

H1 There is significant difference between awareness and use of regional resources-basedmanufacturing help in promoting employment in India.

LIMITATIONS

The first limitation was found in the data secondary collection process; data collection may appear to be insufficient to cover such a large area. Due to time limits of time andaccess to large secondary materials samples, this study could only utilize a representative secondary data to draw out the results.

A second limitation was encountered in the selecting of research methods. This studyis researching on the strategy of regional resources-based manufacturing help in promoting employment branding strategies behind marketing materials.

Benefit of Regional Resources-Based Manufacturing

A) Job creation

B) Human development

C) Woman empowerment

D) Industrial estate

E) Adequate resources and services

F) Poverty reduction

G) Social economic development

H) Prevent resources curse

I) Vibrant transport infrastructure

J) Quality water

K) Health infrastructure

L) Money saves from logistics

M) Locating industries to the source to be local

N) With create small industry

O) Create job for unskilled men & women

P) Bottom up approach

The Potencial Regional Resources-Based Manufacturing.

(a) Orissa has also **launched 'Odisha Industrial Development Plan: Vision 2025'** the with focused attention on five sectors that aim to attract investments of Rs. 2.5-lakh cr. &generate direct and indirect employment opportunities for 30 lakh peoples.

(b) UP government's "**One District, One Product scheme"** seeks to promoting traditional industries synonymous with their respective districts to spur the local economy and build jobs.

(c) **North-East Industrial Development Scheme (NEIDS)** encourages micro, small, and medium enterprises (MSMEs) to line set up within the north-east region.

(d) Forest-based industries and Tribal Products are being encouraged in in numerous states because of its ability to resolve the problem of unemployment and poverty.

(e) Different states and regions harbour GI tagged products that would be manufactured locally and marketed globally.

(f) National manufacturing policy.

(g) Public link incentive.

(h) Public private partnership.

ISSN 2394 - 7780

Advantage Of The Regional Resources-Based Manufacturing.

(a) Use of local resources.

(b) Vocal for local.

(c) Increase makes in India.

(d) Center -state coordination.

(e) Decrease migration.

(f) Bottom up approach.

(g) Balanced Development (Reduces Regional Imbalance

(h) Product and Service specialization in diverse areas.

Challenges For Regional-Based Manufacturing

(a) Like, Jharkhand, Chhattisgarh has abundant of natural resources, but they don't have adequate infrastructure — mainly roads and power — that has been a significant roadblock.

(b) Lack of knowledge & skill amongst people in these manufacturing industries.

(c) MSME' sector which is able to have lion's share in such a method are already facing challenges associated with marketing, credit, growth, and non-availability of suitable technology for manufacturing.

(d) Disruption within the Supply Chain.

(e) Shortage of workers.

(f) Identifying and Recruiting Qualified Leads.

(g) Issue of land acquisition

(h) Environmental Concerns

(i) In India, protecting and enforcing "intellectual property" is both costly and dangerous.

(j) Naxalism

Employment Generation DueTo Regional-Resource BasedManufacturing

(a) People with specialized skill sets are necessary to work in industries where the majorfocus is on one form of resource. This may increase the demand for workers thereupon particular skill set. As an example, a distillery and a manufacturing facility for alcoholic beverages.

(b) Suitably organized industries can utilize raw materials within the area and thereby provides a fillip to greater production and processing. This may help in overall regional development.

(c) Creating auxiliary industries- When a particular variety of industry is made with a given resource, various little industries within the variety of MSME's are established to provide smaller things to the most industry. These tiny businesses will aid within the creation of new jobs.

(d) Other than that, there are secondary job opportunities within the variety of cafés, hostels, and shops that spring up to serve the sector's workers, also as well as peripheral units that service the most industry. All of these would result in more jobs being created in the local areas.

(e) Because a supply chain may be a network between a firm and its suppliers that distributes a particular product to the ultimate buyer, the development of a supply chain within the area offers more employment opportunities.

(f) Different activities, people, entities, information, and resources are all a part of this network. As a result, regional resource-based manufacturing generates ancillary sectors, which successively generates more jobs.

(g) Manufacturing creates employment within the industry at various levels of skills. Normally a good proportion of the employment is within the unskilled and semi-skilled labor field who can expect higher wages than the informal sector earning.

(h) Transportation costs are going to be reduced due to the close proximity of raw materials and manufacturing units. This can aid within the hiring of more capable workers from that location.

ISSN 2394 - 7780

(i) Expertise- Manufacturing expertise may be established within the region, which would aid within the creation of new jobs.

(j) It encourages regional specialization of manufactured goods while increasing market value.

(k) Within the secondary and tertiary levels, the industry also generates prospects for entrepreneurship and employment in ancillary industries and services.

(l) Demand for consumer items would be higher and more diverse. This sets in motion a cycle of probable expansion in secondary and tertiary sector distribution sector , production sector, and support sector.

(m) It'd also narrow the wealth disparity between rural and urban areas, resulting in fewer forced migrations.

(n) There would be greater and more varied demand for consumer goods. This creates its own cycle of possible growth in local production, distribution and support within the secondary and tertiary sectors.

(o) It might also reduce the income gap between rural and urban areas and thereby reducing the distress migration.

SUGGESTIONS

1. Awareness, cooperation of local commodities for strengthening plans.
2. Avail the essential requirement like manpower in skilled & training proper financial support from government technologies advancement towards functioning.
3. Participation of women could trigger the benefits double in employment boosting.
4. Role of officials as well as politicians must be towards implementation of policy at ground level like, Kaushal yojana etc.

CONCLUSION

It plays an important and certainly positive role in the socio-economic and political development of communities, for instance, offering new employment opportunities. Also, in certain instances,it is contributing to a broader cultural understanding by creating awareness, respecting the diversity of cultures and ways of life. On the other hand, as a tool to create jobs, it hasn't fulfilled its expectations.

It can provide impetus to other industries and build several of new jobs. Commercial enterprise business is having a large potential to generate employment and also in earnings to contribute to the economic development of nation. Many unemployed and semi-skilled persons are self-employed especially in rural areas. The policies and changes implemented by the government of India is one of the main reasons for the development of. Regional resources-based manufacturing.

Hence several investment plans have huge potential of employment generation. If delivered via eco and employment friendly technology and local enterprises. Public infrastructure accounts for as much as 40%-60% of public investment.

The above-mentioned strategy can hence work well in regions which have unstabbed resources potential and untapped youth potential to tap into there resources and create job for themselves. India has a wealth of mineral assets and resources which will support "Made in India," but we haven't been ready to benefit of them. regional resources-based manufacturing help to self-sufficient and develop made in India product and also increase employment level.

Regional resource-based manufacturing is nice to increase employment and securing a balanced and coordinated development of the decentralized manufacturing economy in each region. This overall can helps withinin the development of the country economy as well as create employment in India. Hence H1 Hypothesis is proved.

REFERENCES

https://career101.in. https://officerspulse.com https://www.drishtiias.com https://indianexpress.com

https://en.wikipedia.org https://www.definitions.net/definition https://www.stoodnt.com/blog

https://www.geeksforgeeks.org\ https://www.bing.com/ck/a?! https://papers.ssrn.com/sol3 https:// earlypost 360.com

https://m.economictimes.com/backpage/travels-a-pleasure-trip https://www.projecttopics.org

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

A STUDY ON GOVERNMENT INITIATIVES FOR SKILLING ANDEMPLOYMENT WITH REFERENCE TO KERALA

Mrs. Mary Sanu Alosius
Assistant Professor, Department of Management Studies, Marian College of Arts and Science, Menamkulam, Trivandrum, Kerala 695011

ABSTRACT
Skills and knowledge are key drivers of macro-economic growth and socioeconomic stability. Appropriate policies for the skill development occupy a dominant place in the developmentof economy. When compared to countries like China and Japan that had far more disadvantageous circumstances at the time of Indian independence, India lies far behind in terms of employment opportunity creation. There are several factors that result in such a situation, but one of the most overlooked, but also the most important is the wide gap between the instruction provided to the students in institutions, and the actual knowledge they require in their armamentarium for the profession they vie for. In this context, present paper studies and analyses the various initiatives undertaken in Kerala for skillenhancement.

Keywords: Skill, employment, Kerala, training, Initiatives, institutes.

INTRODUCTION

'Every skill you acquire doubles your odds of success'

-Scott Adams

In this era, we can find competition in every domain around an individual. In order to sustain,one needs to be updated. Mere focusing on the academics alone cannot make a person employable. Overqualified person for a job and under qualified individuals seeking job are a bane to the society. Hence it is necessary to maintain equilibrium between the two extremes. Be it an employee or an entrepreneur, it is necessitate to possess the perfect skills forproductivity. Skill-based learning is acquiring knowledge through practical things or by doingthings oneself. It's more about planning and practice, and students are encouraged to think smart, logically and find new ways to strengthen the concepts they've learnt through knowledge-based learning. India being one of the youngest nations has around 65% of its youth in the working age group. Through skill development of the youth only we could make the best advantage of this demographic pattern. If we are able to inculcate the skill properly, then they add not only to their personal growth, but to the country's economic growth as well. Indian youth when moulded as a skilled workforce are able to certainly gratify to not only themarket demand within the country but also the global market demands. This paper main aim analysis the various skill development initiative schemes in Kerala, India.

OBJECTIVE AND METHODOLOGY

Main objective of this paper is to analysis the skill development Initiative Schemes undertaken in the state of Kerala. This research work used only secondary information regarding skill India and Skill Kerala information purpose. The secondary data are collectedfrom the Reports of the skill India ministry, Reports of Government of India, different website and books, journal, various websites.

REVIEW OF LITERATURE

- District wise skill gap study for the state of Kerala (2012-17, 2017-22) by NSDC
- Kaur, Kirandeep (2015) "A study on skill development initiatives in India.

Measures Taken By Government Of Kerala

The state of Kerala was formed on November 1st, 1956. It covers an area of about 38852 sq. km. administratively. The state has been divided into 14 districts with a population estimated to 3.59crores. Kerala state has highest literacy rate in India with 94% compared to the national average of 74%. Kerala ranked first in the fourth round of the Health Index was published by Niti Aayog for the period 2019-2020. As per the India Skills Report (ISR) survey, the state has marked its entry with multiple accolades, in the 2022 report. The survey is conducted by Confederation of Indian Industries (CII) under the leadership of the Union Labour Ministry and with the help of various universities and industrial units from the year 2016. ISR 2022 was published by Wheebox in partnership with entities including United Nations Development Programme, Ministry of Skill Development and Entrepreneurship, Confederation of Indian Industry, All India Council for Technical Education and Association of Indian Universities.

ISSN 2394 - 7780

Recording an employability rate of 64.2 per cent, Kerala bagged the third position among the 10 states in the country. Thiruvananthapuram, the capital city has been ranked third amongthe top 10 cities where youngsters with high employability are recorded. The unemployment rate in Kerala is at 15.77 per cent. Similarly, the state is lacking in mathematical skills and computer proficiency, according to the report. However, proficiency in English is high in the state, points out the statement. Considering these findings, the Government has planned several programmes which can cease the barriers and make highly skilled employable candidates from various sectors. This paper highlights some of those programs.

1. Pradhan Mantri Kaushal Vikas Yojana 2.0

It is the flagship outcome - based Skill Training Scheme of the Ministry of Skill Development & Entrepreneurship (MSDE). This Skill Certification Scheme aims to enable and mobilize a large number of Indian youth to take up skill training and become employable and earn their livelihood. Components of PMKVY 2.0 are:

i. Short Term Training **-** The Short-Term Training imparted at PMKVY Training Centres (TCs) is aimed towards the candidates who are either school/college dropouts or unemployed. Duration of the training varies according to the job role, however, the majority of courses range between 200-600 hrs (2 – 6 months). The Training is provided according to the National Skills QualificationFramework (NSQF) with Soft Skills, Entrepreneurship, Financial and Digital Literacy curriculum, a part of the curriculum. Upon successful completion of their assessment and certification, candidates are provided placement assistance by Training Partners (TPs).

ii. Recognition of Prior Learning Individuals with prior learning experience or skills are assessed and certified under the Recognition of Prior Learning (RPL)component of the Scheme. RPL aims to align the competencies of the unregulated workforce of the country to the NSQF. The duration of the training/orientation ranges between 12-80 hrs.

iii. Special Projects Special Projects component of PMKVY envisages to encourage training in special areas and premises of Government bodies, corporates / industry bodies and trainings in special job roles not defined under the available Qualification Packs (QPs)/National Occupational Standards (NOSs).These are the projects which may require some deviation from the terms and conditions of Short-Term Training under PMKVY.

2. Regional Directorate Of Skill Development & Entrepreneurship, Kerala& Lakshadweep

To ensure effective integrated development and monitoring of Skill Training and Apprenticeship training at state level, the Ministry of Skill Development and Entrepreneurship, Government of India has decided to set up Regional Directorate Of Skill Development And Entrepreneurship (RDSDE) for each State / UT. Accordingly for the state of Kerala & Lakshadweep, RDSDE has been established since January 2019. The existing Central Field Institutes viz; National Skill Training Institute for Women, Trivandrum & National Skill Training Institute, Calicut has become an integrated subordinate formation under this RDSDEs. RDSDE, Kerala, Trivandrum is the attached Office of the Ministry Skill Development. The Regional Director of RDSDE, Kerala is also designated as RegionalApprenticeship Advisor in terms of Section 27 of the Apprentices Act, 1961.

3. Kerala Academy For Skills Excellence (KASE)

KASE was designated as the State Skill Development Mission on 2016 to function as the nodal body for the convergence of all skill initiatives of the state. It targets the youth section of Kerala and has designed many schemes and programs to uplift the skills so that it matches with the global standards. Employability requirements faces continuous up gradation. The various initiatives under KASE are

(i) Kaushal Kendras - being set up as community skill parks focused for Language Lab, Digital Library, Assessment and Counselling Centre, and Multi Skill Centre with video conferencing facility for skill training in various sectors.

(ii) Employability Centre - Identifying employment opportunities and providing placements suited to the profile of candidates is the need of the hour. They provide value added services by setting up Employability Centres besides the Employment Exchanges in the State. The process in the Employability Centre starts from the registration. Once the registration is completed, the candidate will be requested to appear for an assessment test. This will be conducted through well developed software to assess their IQ level, skill set, reasoning ability, language skill, and communication skill and over all personality. Once the assessment is over, the score sheet of the candidate will be disclosed to the candidate. Based on the scoring

ISSN 2394 - 7780

sheet, the candidate will be either directly referred to the jobs available suited to their profile or referred for basic/ high end training programme. For high-end course, the candidate will be referred to VTPs (Vocational Training Providers), ITIs or other institutions based on the skills required.

(iii) Career Development Centres - CDCs is a destination where individuals can obtain authentic solutions for all kinds of career issues faced by them. The Centre adapts the latest technologies and appropriate tools in Career Management to address the issues of individuals. The ultimate goal of these Centres are to link the students with meaningful work, giving them support to shape and manage their careers by building key ingredients necessary for their transformation to become a complete professionals.

(iv) Indian Institute of Infrastructure and Construction – IIIC They are pioneering institutes in providing skill training for a workforce ranging from trades including masonry, carpentry, plumbing, electrical ,draftsman with CAD expertise, supervisor and site manager etc.

(v) Kerala State Institute of Design - The Kerala State Institute of Design (KSID) was established with the primary objective of creating a vibrant design community in Kerala through synergistic partnership between artisan community, professional designers and the general public. National Institute of Design Ahmedabad (NID) supports KSID in this endeavour by offering a comprehensive roadmap to develop and strengthen the organisation, providing curriculum and courses, and supporting faculty development.

(vi) Skill Registry - Skill Registry is a mobile application developed to avail the services of skilled workforce for the daily household and commercial needs directly to the public. Skilled labourers can register as Service Providers and those who require their services can register as Customers. The app has been developed by KASE (Kerala Academy for Skills Excellence) in cooperation with Industrial Training Department, Kudumbashree and Panchayat department. The application provides an opportunity for skilled labourers to find day to day jobs and making them capable to find their daily work by themselves.

4. Skill Delivery Platform Kerala

The vision of Skills Delivery platform (SDPK) is to impart industry relevant employability skills training programme to Engineering, Polytechnic and graduate students across the state. The highlight of SDPK is partnering with industry to deliver world-class skill development training programmes which will help students from all branches of engineering to interact with industry experts and get trained. The focus of SDPK is to enable student to develop technical, digital and life skills from the training programs/courses delivered using the platform. Through the platform, a targeted long-term skills programme that is Industry relevant and high quality can be delivered to the students.

5. REACH- Resource Enhancement Academy For Career Heights

REACH is a significant step forward by the Kerala State Women's Development Corporation (KSWDC). a professional finishing school was a project undertaken to professionally groom women from all strata of the society and prepare them for the corporate environment. REACH does not cater to school students alone but also to college students and female graduates in making them job ready.

6. Additional Skill Acquisition Programme (ASAP) – ASAP by Kerala is an undertaking of the Higher Education Department of the Kerala Government that focusses on training students and the general community with skills that improve their employability. They have designed many programs for elevating the skills such as

(i) Community Colleges - These are dynamic hubs instituted to translate traditional knowledge to enhanced skill training, especially among local communities. The model is operational under the All India Council for Technical Education (AICTE). It aims to uplift weaker sections of society.

(ii) Industry on Campus - An initiative to encourage industry dynamics and business innovation among students through a realistic model of industry on campus. The facilitators are ASAP Kerala, Industry and Government Polytechnic Colleges.

(iii) Finishing Course for Nurses - The initiative intends to enhance employability of nurses in Kerala to meet the rising demands across the globe. have partnered with the British Council for language training and Aster DM healthcare for clinical training.

(iv) Reboot Kerala Hackathon- It was designed to use technology, primarily coding, to solve an industrial or government departmental statement.

(v) SHE SKILLS - SHE SKILLS 2019 was an exclusive training programme for women above 15 years of age to improve their standard of living and make them economically self-sufficient.

ISSN 2394 - 7780

(vi) Skill Development Centres - These centres are ASAP's Partner Institutionsthat serve as training centres to undertake skill courses. ASAP follows a hub- and-spoke model of training. We've designed an industry-led skill training ecosystem through 126 SDCs. These connect institutions, including Higher Secondary Schools, Engineering and Polytechnic colleges for multi-skill training. The centres have state-of-the-art computer labs

(vii) Community Skill Parks (CSPs) - An exclusive skill-development model designed to enhance the employability of educated job aspirants in Kerala. Instituted across the state, this flagship initiative was conceived as an industry-led public-private partnership model of skill training.

(viii) Entrepreneurship Development - this cell offers training in soft and domain skills.

7. Centre of Excellence for Disability Studies

Skill and employment opportunities shouldn't be restricted only to the physically-mentally fit candidates. Disabled ones also have dreams and aspirations. CeDS undertakes academic, research, training and extension activities in order to actualize the goal of empowering the persons with disabilities at the grass root level.to D-Skill Training Programme. They foster and provide necessary academic support for social inclusion activities pertaining to thedisabled.

8. ICT Academy of Kerala

It is a Social Enterprise created in a Public Private Partnership model (PPP) for imparting ICT skills to the youths of Kerala and improves their employability opportunities in the Industry. The Company is supported by Govt. of India, partnered by Govt. of Kerala and the IT industry. They have various course categories and students can enrol there and reap the benefits.

9. Naipunya Samunnathi (Skill Development Schemes)

Samunnathi in association with KASE (Kerala Academy for Skill Excellence) focuses on the educated unemployed youth of the forward communities of Kerala with a view to assess theircareer aptitudes, skill sets and developing their skill factors to make them employable. The programme will have two faces viz. Counselling and Career Guidance and Advanced Soft Skills and English Language Training (ASSET) with client specific specialization.

Samunnathi will conduct job fairs for the candidates upon successful completion of the training programme and ensuring a minimum of 50% placement. The duration of the programme will be 120 hours spread over in one month. They have launched 'Praveenyam', alife skills training programme for youth in partnership with Tata Strive implemented by the department of labour and skills. The programme aims to empower youngsters between the age group 14 to 30 years to improve their non-cognitive skills for ensuring employability.

CONCLUSION

Policies need to be customised so that the candidates can not only upgrade their skills but also unleash their hidden potentials irrespective of their cultural, financial, educational background. More initiatives should focus on physically, mentally weak students.

States must act together to frame policies and share the strategies so that we can developtogether.

REFERENCES

- Kaur, Kirandeep. "A study on skill development initiatives in India." ACADEMICIA: An International Multidisciplinary Research Journal 5.3 (2015): 267-276.
- Okada, Aya. "Skills development for youth in India: Challenges and opportunities.
- Journal on Study On Skill Development Initiative Schemes In India, 2020 JETIRFebruary 2020, Volume 7, Issue 2 , Dr.S.Latha
- District wise skill gap study for the state of Kerala (2012-17, 2017-22) by NSDC
- Skill development Initiatives Kerala brief overview https:// www.google.com/ search?q= naipunya+ KASE&rlz= 1C1GCEA_ en- GBIN910IN910 &oq= naipunya+ KASE&aqs= chrome. 69i57j33i10i160l3. 13944j0j4 & source id= chrome &ie =UTF-8
- Skill development Initiatives Kerala brief overview : http://ceds.kerala.gov.in/cds/
- Sharma, Lavina, and Asha Nagendra. "Skill development in India: Challenges and opportunities." Indian Journal of Science and Technology 9.48 (2016): 1-8.

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

A STUDY ON TEACHER'S PERCEPTION TOWARDS SOFT SKILLS DEVELOPMENT ACTIVITIES CONDUCTED BY COLLEGES WITHIN SUBURBS OF THANE DISTRICT

Riddhi Aswani
Assistant Professor

ABSTRACT

In today's competitive and dynamic environment, where everything is changing and transforming so swiftly, Students are being looked forward to keep pace with these changes and be ready for any modifications. For this, students have to value certain traits and characteristics like creativity, leadership, decision making, team work etc. They have to adapt and put into practice like quotidian communication and interconnection with people around them.

As employers nowadays prefer to see multi-skills and capabilities in their staff, besides technical skills, soft skills are taken into account more desirably for accelerating their performance. This is due to employees are more likely to be engaged in different extent of decision making, problem solving, leadership, teamwork, creativity etc. Apart from these, employees are also required to have good communication skills to deal with the customers and other concerned parties within the organisation. For that, if students are being prepared at the ground level i.e. at college level only to develop some skills specifically the Soft Skills which in turn will improve their academic performance and also help them to build their career.

The main purpose of this study is to know how much colleges are taking initiative and endeavour to improve the Soft skills development of Students with reference to suburbs of Thane District. The study looks after the extent, the colleges are organising workshops, seminars, hands on training for their development. This research paper is focusing on the benefits and challenges involved in conducting such soft skills development activities by colleges and suggests certain measures to ameliorate their performance academically and professionally.

Keywords: Quotidian communication, Soft skills development, benefits and challenges, ameliorate their performance.

INTRODUCTION

Soft Skills plays a prominent role in developing student's personality with respect to their academic performance and helps in their career growth. Students who are aware about the importance of soft skills are able to lead in their academic performance successfully, as soft skills are in direct correlation with their performance. Soft or transversal skills are skills that creates a positive attitude, good fellowship with others and towards work. It includes all the personality traits which make a person better and successful.

Therefore, in this research paper focus is being done on what kinds of soft skill activities are conducted by colleges such as Time Management, Problem Solving, Leadership, Communication and Creativity. It also focuses on how much students are being benefitted from them, as students are being groomed for their career. Soft skills are mainly concerned with people around them, it signifies their character traits towards others and surroundings. Students when pursuing for a job require good combination of Hard and Soft skills.

Hard skills are the technical skills essential for a job, and focuses on expertise to achieve requisite tasks. Students get hands on Hard skills through formal education and training programmes inclusive of Apprenticeships, training courses, workshops, seminars, webinars etc. Hard skills can be acquired over a period of time, but soft skills require strenuous efforts to acquire and change. In a nutshell, hard skills help procure employment for students. However, soft skills help them sustain the employment for longer period of time. So, Colleges should emphasize on soft skills to improve the performance of students and prepare them for their professional life.

REVIEW OF LITERATURE

1. Shaheen Majid, Zhang Liming, Shen Tong, Siti Raihana Nanyang Technological University, Singapore in his paper **"Importance of Soft Skills for Education and Career Success",** focuses on the students perceptions towards soft skills development importance for their education and employment. His paper covers the awareness among students for soft skills, levels of skills required at different category of professionals, desire for improving these skills, barriers in developing these skills and most importantly how much educational institutions are taking efforts to improve soft skills of the students.
2. Huma Hyder Independent Researcher, Jeddah, Kingdom of Saudi Arabia. Zahid Mahmood1 and Syed Hamid Hasan2 Faculty of Computing & IT, King Abdulaziz University,1 Jeddah, Kingdom of Saudi Arabia

ISSN 2394 - 7780

in their research paper**, "Soft Skills: A Research Study On Outdoing Academics And Conquer The World"** shows the need of change in the academic curriculum, they say there should be a change in teaching methods. They also explained the importance of teaching and learning soft skills in the modern period.

3. Anna K. Touloumakos in her research paper of 4th September 2020, "**Expanded Yet Restricted: A Mini Review of the Soft Skills Literature",** she focused on two aspects in relation to the research of soft skills. The first is the categories and lists of soft skills to be outcome of empirical work and the second aspect is with the way the literature features soft skills that encompass a wide variety of categories.

OBJECTIVES OF STUDY

- To study various Soft skills development activities conducted by suburbs of Thane district colleges.
- To study about the benefits of conducting Soft skill courses by suburbs of Thane district colleges.
- To provide viable solutions for the challenges related to Soft skills activities faced by suburbs of Thane district colleges.

RESEARCH METHODOLOGY

- The Research is analytical in nature.
- The population includes College Teachers of suburbs of Thane District.
- The sample size collected was from 50 respondents.
- The stratified sampling technique was used for collecting data.
- The primary data was collected through a structured questionnaire by way of Google forms.
- The secondary data was collected through research papers and websites.
- All the data collected is edited properly followed by classification and tabulation.

HYPOTHESIS

- H_0: There is no statistically significant difference in the Various Soft skills courses conducted by the categories of Age.
- H_0: There is no statistically significant difference in the Benefits of Attending by the categories of Age.

ANALYSIS AND INTERPRETATION:-

Descriptive Statistics

Frequencies and Percentages

The most frequently observed category of Gender was Female (n = 40, 80.00%). The most frequently observed category of Age was 26 to 35 years (n = 31, 62.00%). Frequencies and percentages are presented in Table 1.

Table 1: Frequency Table for Nominal Variables

Variable	n	%
Gender		
Female	40	80.00
Male	10	20.00
Missing	0	0.00
Age		
Upto 25 years	2	4.00
26 to 35 years	31	62.00
36 to 45 years	13	26.00
Above 45 years	4	8.00
Missing	0	0.00
Note. Due to rounding errors, percentages may not equal 100%.		

ISSN 2394 - 7780

Figure 1: Pie Chart of Gender

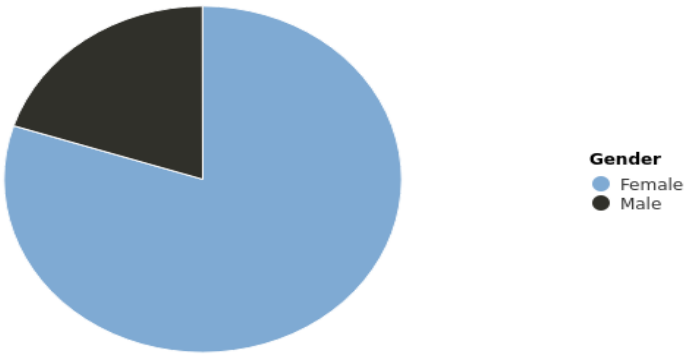
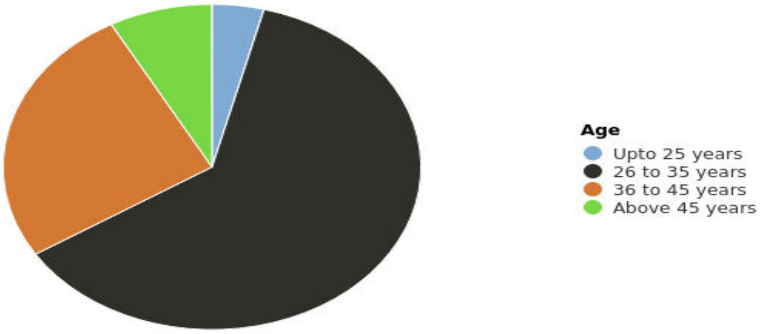


Figure 2: Pie Chart of Age



Summary Statistics

The observations for Various Soft skills courses conducted had an average of 18.56 (SD = 4.33, SE_M = 0.61, Min = 5.00, Max = 24.00, Skewness = -1.26, Kurtosis = 1.87). The observations for Duration of Course had an average of 11.36 (SD = 3.49, SE_M = 0.49, Min = 4.00, Max = 18.00, Skewness = 0.13, Kurtosis = -0.30). The observations for Benefits of Attending had an average of 28.32 (SD = 5.76, SE_M = 0.81, Min = 8.00, Max = 35.00, Skewness = -1.62, Kurtosis = 4.00). The observations for Challenges faced for conducting had an average of 17.50 (SD = 4.19, SE_M = 0.59, Min = 10.00, Max = 25.00, Skewness = -0.19, Kurtosis = -0.75). When the skewness is greater than 2 in absolute value, the variable is considered to be asymmetrical about its mean. When the kurtosis is greater than or equal to 3, then the variable's distribution is markedly different than a normal distribution in its tendency to produce outliers (Westfall & Henning, 2013). The summary statistics can be found in Table 2.

Table 2: Summary Statistics Table for Interval and Ratio Variables

Variable	M	SD	n	SE_M	Min	Max	Skewness	Kurtosis
Various Soft skills courses conducted	18.56	4.33	50	0.61	5.00	24.00	-1.26	1.87
Duration of Course	11.36	3.49	50	0.49	4.00	18.00	0.13	-0.30
Benefits of Attending	28.32	5.76	50	0.81	8.00	35.00	-1.62	4.00
Challenges faced for conducting	17.50	4.19	50	0.59	10.00	25.00	-0.19	-0.75
Note. '-' indicates the statistic is undefined due to constant data or an insufficient sample size.								

Reliability Test

A Cronbach alpha coefficient was calculated and the Cronbach's alpha coefficient was evaluated using the guidelines suggested by George and Mallery (2018) where > .9 excellent, > .8 good, > .7 acceptable, > .6 questionable, > .5 poor, and ≤ .5 unacceptable.

ISSN 2394 - 7780

Table 3: Reliability Table for Various Soft skills courses conducted

Scale	No. of Items	α	Lower Bound	Upper Bound
Various Soft skills courses conducted	5	.88	.83	.92
Duration of Course	4	.75	.65	.84
Benefits of Attending	6	.91	.88	.95
Challenges faced for conducting	4	.72	.62	.83
Note. The lower and upper bounds of Cronbach's α were calculated using a 95.00% confidence interval.				

H_0: There is no significant difference between the Various Soft skills courses conducted and Age.

INTRODUCTION

A Kruskal-Wallis rank sum test was conducted to assess if there were significant differences in Various Soft skills courses conducted between the levels of Age. The Kruskal-Wallis test is a non-parametric alternative to the one-way ANOVA and does not share the ANOVA's distributional assumptions (Conover & Iman, 1981).

RESULTS

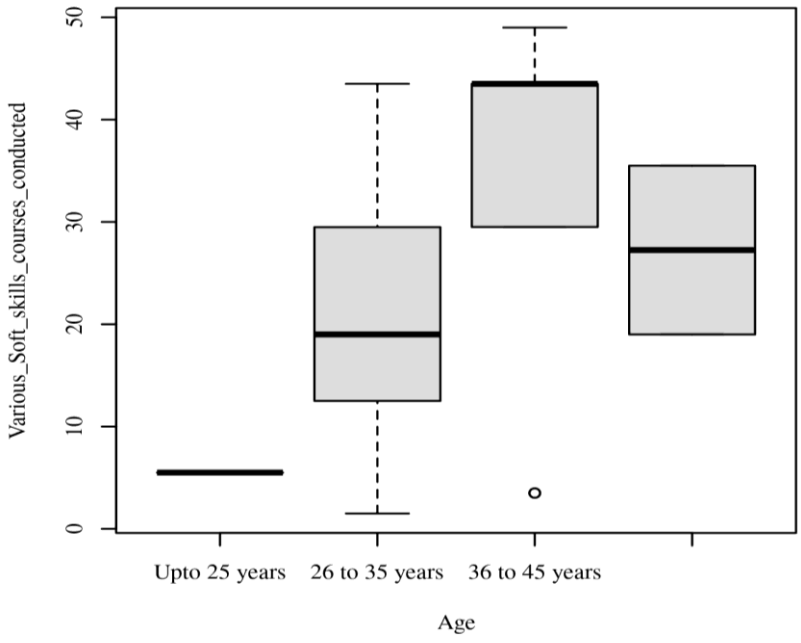
The results of the Kruskal-Wallis test were significant based on an alpha value of .05, $\chi^2(3) = 11.83$, $p = .008$, indicating that the mean rank of Various Soft skills courses conducted was significantly different between the levels of Age. Table 4 presents the results of the Kruskal-Wallis rank sum test. Figure 3 presents boxplots of the ranked values of Various Soft skills courses conducted by the levels of Age.

Table 4: Kruskal-Wallis Rank Sum Test for Various Soft skills courses conducted by Age

Level	Mean Rank	χ^2	df	p
Upto 25 years	5.50	11.83	3	.008
26 to 35 years	22.29			
36 to 45 years	35.69			
Above 45 years	27.25			

Null hypothesis is rejected as p value is less than o.o5; heance the alternate hypothesis is accepted

Figure 3: Ranked Values of Various Soft skills courses conducted by the levels of Age



Post-Hoc. Pairwise comparisons were examined between each level of Age. The results of the multiple comparisons indicated significant differences based on an alpha value of .05 between the following variable pairs: Upto 25 years-36 to 45 years and 26 to 35 years-36 to 45 years. Table 5 presents the results of the pairwise comparisons.

ISSN 2394 - 7780

Table 5: Pairwise Comparisons for the Mean Ranks of Various Soft skills courses conducted by Levels of Age

Comparison	Observed Difference	Critical Difference
Upto 25 years-26 to 35 years	16.79	28.06
Upto 25 years-36 to 45 years	30.19	29.21
Upto 25 years-Above 45 years	21.75	33.31
26 to 35 years-36 to 45 years	13.40	12.71
26 to 35 years-Above 45 years	4.96	20.43
36 to 45 years-Above 45 years	8.44	21.99
Note. Observed Differences > Critical Differences indicate significance at the p < 0.0500 level.		

H_0: There Is No Statistically Significant Difference In The Benefits Of Attending By The Categories Of Age**.**

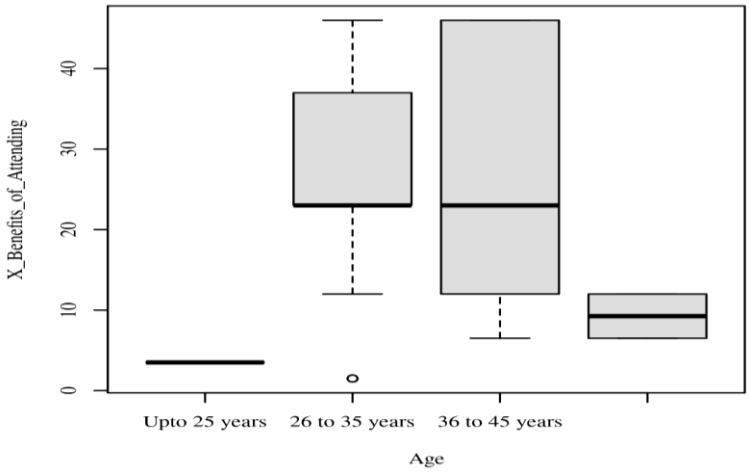
RESULTS

The results of the Kruskal-Wallis test were significant based on an alpha value of .05, $\chi^2(3) = 11.33$, p = .010, indicating that the mean rank of Benefits of Attending was significantly different between the levels of Age. Table 6 presents the results of the Kruskal-Wallis rank sum test. Figure 4 presents boxplots of the ranked values of Benefits of Attending by the levels of Age.

Table 6: Kruskal-Wallis Rank Sum Test for Benefits of Attending by Age

Level	Mean Rank	χ^2	df	p
Upto 25 years	3.50	11.33	3	.010
26 to 35 years	28.42			
36 to 45 years	26.92			
Above 45 years	9.25			

Figure 4: Ranked Values of Benefits of Attending by the levels of Age



Post-Hoc. Pairwise comparisons were examined between each level of Age. The results indicated that none of the individual pairwise comparisons were significantly different. Table 7 presents the results of the pairwise comparisons.

Table 7: Pairwise Comparisons for the Mean Ranks of Benefits of Attending by Levels of Age

Comparison	Observed Difference	Critical Difference
Upto 25 years-26 to 35 years	24.92	28.06
Upto 25 years-36 to 45 years	23.42	29.21
Upto 25 years-Above 45 years	5.75	33.31
26 to 35 years-36 to 45 years	1.50	12.71
26 to 35 years-Above 45 years	19.17	20.43
36 to 45 years-Above 45 years	17.67	21.99
Note. Observed Differences > Critical Differences indicate significance at the p < 0.0500 level.		

ISSN 2394 - 7780

LIMITATIONS

This paper is confined to the colleges located within the suburbs of Thane district. In context of Soft skills traits only 5 soft skills were taken into account such as Time management, Problem solving, Leadership, Communication and Creativity, there are other soft skills also which colleges are looking after.

This paper is more focusing on the benefits and challenges faced by the colleges while conducting such activities. It does not show that how much students are taking initiative for these activities and what is there perception towards such activities. The study does not cover the teaching professional training or inclusion of such activities in the academic curriculum.

CONCLUSIONS AND SUGGESTIONS

It was observed that Most of the colleges in suburbs of thane district are conducting soft skills activities to empower their students and students are also getting benefitted from that, but the frequency of conducting such activities are still less. It is suggested that the more we conduct these activities at college level, the more they will learn and improve.

Despite the challenges faced at College level, they should offer tailor-made courses in the academic curriculum, which involve a healthy interaction between students and teachers in the form of workshops or group projects. These tailor-made courses will improve communication and other soft skills of the students. This approach is preferred as it could provide an opportunity to the students to understand how to apply these skills in a specific situation. It is also equally significant that students should also make strenuous efforts to ameliorate their skills through their involvement in these courses.

REFERENCES

1. https://www.researchgate.net/publication/352247116_Significance_of_Soft_Skills_in_Educational_Process_During_the_Pandemic_Caused_by_the_Coronavirus_COVID-19
2. file:///C:/Users/USER/Downloads/3412-Article%20Text-6573-1-10-20201223.pdf
3. https://www.frontiersin.org/articles/10.3389/fpsyg.2020.02207/full
4. https://www.researchgate.net/publication/307710561_Importance_of_Soft_Skills_for_Education_and_Career_Success/link/5c73e6d5a6fdcc47159a7f68/download
5. https://www.careerindia.com/tips/8-soft-skills-that-students-need-develop-today-020054.html
6. https://www.simge.edu.sg/news/why-do-soft-skills-matter-for-students/#:~:text=Soft%20Skills%20are%20the%20foundation,and%20dependability%2C%20and%20lead%20teams.
7. https://www.researchgate.net/publication/290728890_Developing_Soft_Skills_in_Students
8. http://www.hgsitebuilder.com/files/writeable/uploads/hostgator427959/file/ijars209.pdf

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

A STUDY ON LEARNING PATTERNS AND THE RELATIONSHIP BETWEEN KNOWLEDGE GAIN, CONFIDENCE LEVEL, AND SKILL ACQUISITION BY THE LEARNERS

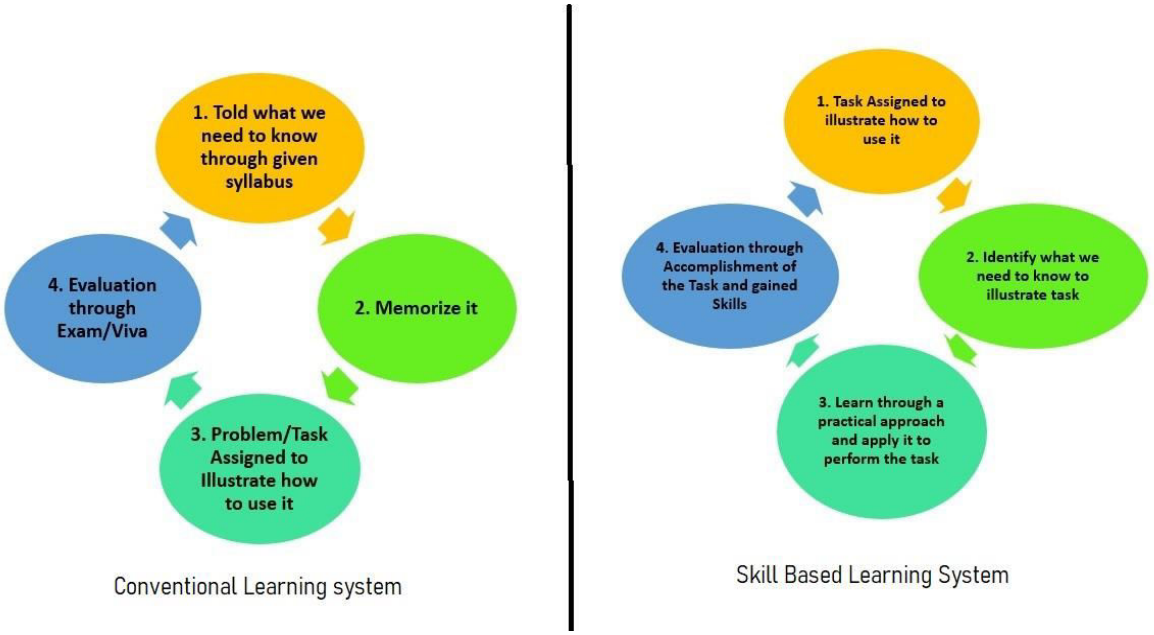
Jyotsana Agarwala
Vedanta College, Vitthalwadi

ABSTRACT
The aim of the paper is to highlight the learning pattern of the students, and the relationship between knowledge gain, confidence level, and skill acquisition by the students. The conventional pattern of the studies seems to be outdated; it should be revised by the skilled-based learning pattern. Skill-based learning patterns should work in the following manner- Task assigned to illustrate how to use it then identify what we need to know to illustrate task then learn through a practical approach and apply it to perform the task then evaluation through the accomplishment of the task and gained skills. The objective of the study is as follows to study the learning patterns of the learners, to study the relationship between the knowledge gain, confidence level, and skill acquisition by the learners. The conclusion of the study is the grade or percentage gained by the learner does not boost the confidence level. So, there is an acute need for skill sets that can boost the confidence level of the learners.

Keywords: Study pattern, Gained percentage, Knowledge gain, confidence level, skill acquisition.

INTRODUCTION
Education is the process of acquiring knowledge, proper conduct, technical proficiency, learning etc. Education includes knowledge, proper conduct and technical proficiency, teaching and learning, etc. Thus, it focuses on the advancement of skills, trades or professions, and mental, moral, and aesthetic. Skill-based education places the ownership of learning in the hands of the students and helps them restrict the big gap of understanding students who learn in a meaning-directed way adopt a deep approach to learning. Skill-based education places the ownership of learning in the hands of the students and helps them restrict the big gap of understanding. Skill-based education is definitely more effective and purpose-driven, which helps the students receive a clear objective along with a vibrant culture. It is a perfect mixture of opinions, values and routine to form a solid foundation. It promotes and develops the art of learning and development hence empowering the students to become successful in their chosen field.

Learning Pattern:
There are basically two types of Learning Patterns followed by learners



The above figure specifies the conventional learning system and the skill-based learning system. It's the need of the hour to replace our conventional learning system with a skill-based learning system. The skill-based learning system remains in the mind of the students as they do it in a practical way, it creates curiosity in the mind of the students and they hunt for the knowledge. When the task is being given by the instructor the students try to perform and try present in the class. The presentation impact in the mind of the student hence the skill is gained.

ISSN 2394 - 7780

REVIEW OF LITERATURE

The workforce is under constant stress in the dynamic, disruptive, and VUCA world of work. The need of the hour is skill development to bridge the skill gap and be future-ready. The researchers have made a literature review of skill development in India and identified that skill gaps are a pressing and critical issue. The need to resolve the skill gaps is evident across industries and is more relevant than ever before. The demographic advantage of India can be capitalized only when the workforce is trained and prepared with contemporary and future skill-sets. It is extremely important to focus on the advancement of skills that are relevant to the emerging economic development so that India can transform into a Knowledge Economy and can also meet the global skill demands.

Assessment of the skill landscape of India in the wake of emerging technological change, global transformation and international mobility of workforce, is the essence of this paper. Most of these studies show the different dimensions that cover the need of the skill programme within the perspective of "Make in India" frame work. The structural aspect of the Skill Development or Skill India framework with particular reference to the Skill Land Scape and gender diversity of India. The research design is explorative, methodology is secondary sources, collected from empirical-reports, survey-research, books, prominent-sites, media-reports etc. and literature-survey. The findings of the study indicate that despite the laudable and all admirable aspects of the Skill India Movement, the problem of gender inequality, sectoral imbalance in skilling, training and placements, remain unattended

The aim of this article is to review the state of the art of research and theory development on student learning patterns in higher education and beyond. Four themes are covered here: the dimensionality and the internal relationships of learning patterns and relationships of learning patterns with personal, contextual, and outcome variables. relationships with adjacent theories on student learning are discussed, the learning patterns perspective is critically examined, and pathways are derived to move the model forward. Finally, future conceptual and methodological directions for learning patterns research are derived.

THE OBJECTIVE OF THE STUDY

1. To study the learning patterns of the learners.
2. To study the relationship between the knowledge gain, Confidence level, and skill acquisition by the learners

THE HYPOTHESIS OF THE STUDY

H (0): There is no significant relationship between learning pattern and grade/percentage gained by the learner.

H (1): There is a significant relationship between Learning patterns and grade/percentage gained by the learner.

H (0): There is no significant relationship between days of learning and grade/percentage gained by the learner.

H (1): There is a significant relationship between days of learning and grade/percentage gained by the learner.

H (0): There is no significant relationship between grade/percentage gained by the learner and the Confidence Level of the learner.

H (1): There is a significant relationship between grade/percentage gained by the learner and the Confidence Level of the learner.

RESEARCH METHODOLOGY

The research is done based on primary data. A set of questionnaires were prepared on a 5-point Likert scale. A total of 429 responses were collected from learners.

The secondary data also considered while covering the research.

Data Analysis:

1st Hypothesis

Sample Size: 429

Source: Primary Data

H (0): There is no significant relationship between learning pattern and grade/percentage gained by the learner.

H (1): There is a significant relationship between Learning patterns and grade/percentage gained by the learner.

ISSN 2394 - 7780

Conventional Learning Pattern	Skill Based Learning Pattern
215 Respondent	214 Respondent
50.11%	49.88%

Analysis Tool: Correlation Coefficient

	Learning Pattern	Grade/Percentage
Study Pattern	**1**	
Grade/Percentage	**-0.004431498**	**1**

INTERPRETATION

As per the analysis, the Correlation Coefficient is -0.004 which is negative. So, it can be said that there is no association between the Learning Pattern and Grade/Percentage gained by the learner. So, the null hypothesis is accepted and the alternative hypothesis is rejected

2ND HYPOTHESIS:

Source: Primary Data

H (0): There is no significant relationship between days of learning and grade/percentage gained by the learner.

H (1): There is a significant relationship between days of learning and grade/percentage gained by the learner.

Days of Learning	No. of Respondent
3 Months	**82 Respondents (19.11%)**
2 Months	**77 Respondents (17.95%)**
1 Month	**131 Respondents (30.54%)**
15 Days	**89 Respondents (20.74%)**
Less then 7 Days	**50 Respondents (11.65%)**

Analysis Tool: Correlation Coefficient

	Days of Study	Grade/Percentage
Days of Study	**1**	
Grade/Percentage	**0.158750841**	**1**

DATA INTERPRETATION

As per the analysis, the Correlation Coefficient is 0.158 which is positively correlated. But it is not highly correlated, So, it can be said that there is very less association between the Days of learning and the Grade/Percentage gained by the learner. So, the alternative hypothesis is accepted, and the null hypothesis is rejected.

3RD HYPOTHESIS:

H (0): There is no significant relationship between grade/percentage gained by the learner and the Confidence Level of the learner.

H (1): There is a significant relationship between grade/percentage gained by the learner and the Confidence Level of the learner

Analysis Tool: Correlation Coefficient

O Grade/90% and above	**48 Respondents (11.18%)**
A+ to A Grade/70% to 90%	**317 Respondent (73.89%)**
B+ to B Grade/60% to 70%	**57 Respondent (13.28%)**
C Grade/50% to 60%	**7 Respondent (14.28%)**

ISSN 2394 - 7780

	Grade/Percentage	Confidence Level
Grade/Percentage	**1**	
Confidence Level	**0.085307415**	**1**

DATA INTERPRETATION

As per the analysis, the Correlation Coefficient is 0.085 which is positive but not highly correlated. So, it can be said that there is a very low association between the Grade/Percentage gained by the learner and the Confidence Level of the learner. So, the Alternat hypothesis is accepted, and the null hypothesis is rejected.

FINDINGS AND CONCLUSION

The conventional or Skill-based learning pattern does not influence the grade/percentage gain by the learner, and it also does not indicate that the grade reflects the level of skill acquired by the learner. There is an impact/association between learning period and grade/percentage gained by the learner but still there is a need for strong collaboration of effective learning process which can increase the skillsets among the learners. The correlation coefficient of association between grade/percentage gained by the learner and the Confidence Level of the learner is not highly correlated. It means only the grade or percentage gained by the learner does not boost the confidence level. So, there is an acute need for skill sets that can boost the confidence level of the learners

SUGGESTIONS

Only education and literacy rate cannot imbibe the skills in learners. Getting an excellent grade is also not a parameter to measure the skill set of a person. We being a teaching fraternity should take the responsibility not only to deliver the knowledge to the learner but also to encourage them to impart the skills to survive and let the young generation learn how to lead a successful, happy and pleasant life ahead.

REFERENCES

Behera, Biswabhusan & Gaur, Mamta. (2022). Skill Development in India -A Literature Review. GIS-Zeitschrift fü Geoinformatik. 9. 1721.

Dr. Chandra Shekhar Das, and Shilpa Das, Skill Development Mission and the Skill Landscape of India: - An Empirical Study, International Journal of Innovative Science and Research Technology, ISSN No:-2456-2165, Volume 5, Issue 10, October – 2020

Vermunt, Jan & Donche, Vincent. (2017). A Learning Patterns Perspective on Student Learning in Higher Education: State of the Art and Moving Forward. Educational Psychology Review. 29. 10.1007/s10648-017-9414-6.

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

A STUDY ON EMPLOYABILITY SKILLS RELATEDCHALLENGES FACED BY STUDENTS IN THANE DISTRICT

Prof. Drishti Nishan Dawra
Assistant professor, Department of Commerce, Vedanta College, Vithalwadi

ABSTRACT
In recent years it has been a topic of great interests that how apart from educationalqualification employability skills are mandatorily required for job. Students wish to start their career during their academics period only. Many students find it difficult to get the job as per their qualification. It has been observed that some students lack employability skills. Infact many students are not even aware of what employability skills are and how it can be acquired .Hence it is necessary to inculcate these employability skills in the students in their academics period simultaneously.

Keywords: Education, Qualification, Academics, Employability Skills

INTRODUCTION
In today's era where learn and earn Concept is trending. Most of the students earn along with their graduation period simultaneously. Of course, reasons can vary. Some students earn to fulfill family basic needs; some do it to gain practical knowledge or experience. The major reason for unemployment can be their lack of Employability skills. Academics knowledge which students are getting from education institutions is quite different from practical knowledge that can be the biggest reason for the unemployment. Students are facing number of problems like poor communication skills, professionalism, team spirit, leadership skills, professional ethics, initiative, creativity and many more. Here we will discuss some challenges related to Employability skills faced by students.

REVIEW OF LITERARTURE:
1. The article published on Researchgate.net dated 15th July, 2020 by Ahzmadia Wafa, Jugandir Singh and Devinder Kaur titled "Challenges Faced and Employability Skills That Employers Seek in Fresh Graduates in a Third World Country" states that HRM graduates can play a major role to minimize the soft skills gap and can train the upcoming employees

   The article published on Researchgate.net dated 22nd March 2021 by Husam Helmi Alharahsheh and Imad Guenane titled "Perceptions of Challenges Associated to Develop Employability Skills In Business Management Students" states thatAcademics studies can help to overcome such employability skills.
2. The article published on Researchgate.net dated 15th July, 2020 by Amruta Deshpandetitled "Employability challenges and issues in higher education" states that education degree will not suffice the skills required for employment. Employers have expectations which not only include theoretical knowledge acquired over the years of education but also management skills & smart work on job. Further, it has also focused on change in career in terms of gender.

OBJECTIVES OF THE STUDY
- To understand the concept of Employability skills
- To study significance of employability skills
- To study the employability skills related challenges faced by students

Challenges Faced By Students:
- Poor Communication studies
- Low Confidence
- Critical Thinking
- Professionalism
- Leadership Skills
- Professionalism
- Ethics
- Teamwork and Collaborations
- Self- Learning Skills
- Initiative

ISSN 2394 - 7780

RESEARCH METHODOLOGY

- The research is Analytical in Nature
- The study is based on primary and secondary data
- The samples were collected from 100 students from different colleges
- The primary data was collected through a structured questionnaire in online modeusing Google forms
- The secondary data was collected through articles, research papers and websites
- Data is collected in a proper manner followed by classification and tabulation

Analysis and Intpretation of Data

1. The most frequently observed category of GENDER was FEMALE (n = 60, 60.00%). Frequencies and percentages are presented in Table 1.

Table 1: Frequency Table for Nominal Variables

Variables		
Gender	**N**	**%**
Male	40	40.00
Female	60	60.00
Missing	0	0.00

Note. Due to rounding errors, percentages may not equal 100%.

2. The most frequently observed category of Finding a right job is a biggest challenge students are facing was Agree (n = 53, 53.00%). Frequencies and percentages are presented in Table 2.

Table 2: Frequency Table for Nominal Variables

Variable	n	%
Finding a right job is a biggest challenge students are facing		
Neutral	6	6.00
Agree	53	53.00
Strongly Agree	40	40.00
Strongly Disagree	1	1.00
Missing	0	0.00

Note. Due to rounding errors, percentages may not equal 100%.

3. The most frequently observed category of Graduation Degree is sufficient to get a right job was Disagree (n = 39, 39.00%). Frequencies and percentages are presentedin Table 3.

Table 3: Frequency Table for Nominal Variables

Variable	n	%
Graduation Degree is sufficient to get a right job Disagree	39	39.00
Agree	16	16.00
Neutral	30	30.00
Strongly Disagree	10	10.00
Strongly Agree	5	5.00
Missing	0	0.00

Note. Due to rounding errors, percentages may not equal 100%.

4. The most frequently observed category of Challenges faced by students to get a job Lack of Communication was Agree (n = 46, 46.00%). The most frequently observed category of Challenges faced by students to get a job Lack of Campus Placement Opportunities was Neutral (n = 35, 35.00%). The most frequently observed category of Challenges faced by students to get a job Low Confidence was Neutral (n = 31, 31.00%). The most frequently observed category of Challenges faced by students to get a job Lack of awareness was Disagree (n = 46, 46.00%). Frequencies and percentages are presented in Table 4.

Table 4: Frequency Table for Nominal Variables

Variable	n	%
Challenges faced by students to get a job Lack of Communication		
Agree	46	46.00

ISSN 2394 - 7780

Strongly Agree	30	30.00
Disagree	8	8.00
Strongly Disagree	7	7.00
Neutral	9	9.00
Missing	0	0.00
Challenges faced by students to get a job Lack of Campus Placement Opportunities		
Neutral	35	35.00
Agree	27	27.00
Strongly Agree	25	25.00
Disagree	13	13.00
Missing	0	0.00

Challenges faced by students to get a job Low Confidence

Disagree	24	24.00
Neutral	31	31.00
Strongly Disagree	7	7.00
Agree	14	14.00
Strongly Agree	24	24.00
Missing	0	0.00
Challenges faced by students to get a job Lack of awareness		
Strongly Disagree	10	10.00
Disagree	46	46.00
Neutral	20	20.00
Agree	12	12.00
Strongly Agree	12	12.00
Missing	0	0.00

Note. Due to rounding errors, percentages may not equal 100%.

5. The most frequently observed category of Education Institutions play a fundamental role in overcoming some of the above challenges was Agree (n = 43, 43.00%).Frequencies and percentages are presented in Table 5.

Table 5: Frequency Table for Nominal Variables

Variable	n	%
Education Institutions play a fundamental role in overcoming some of the above challenges		
Agree	43	43.00
Disagree	3	3.00
Neutral	33	33.00
Strongly agree	20	20.00
Strongly disagree	1	1.00
Missing	0	0.00

Note. Due to rounding errors, percentages may not equal 100%.

Testing of Hypothesis

1. Null Hypothesis(H_0)- There is no association between Gender and Finding a right jobis a biggest challenge

Alternate Hypothesis (H_1) - There is an association between Gender and Finding a right job is a biggest challenge

The results of Chi-square test yielded the following results:

	Value	df	p-value	Result
Pearson Chi-square	4.19	3	.242	Accepted

The result of the test is

Chi-square 4.19

ISSN 2394 - 7780

P-value .242

Degree of Freedom 3

Result of Test Test is accepted

The Chi-square value is .242 which is more than 0.05 and hence null Hypothesis is Accepted. There is an association between Genders and finding a right job is a biggest challenge

2. Null Hypothesis(H_0)- There is no association between Gender and Graduation degree is sufficient to get a right job

Alternate Hypothesis (H_1) - There is an association between Gender and Graduation degree is sufficient to get a right job

The results of Chi-square test yielded the following results:

	Value	df	p-value	Result
Pearson Chi-square	7.49	4	.112	Accepted

The result of the test is

Chi-square 7.49

P-value .112

Degree of Freedom 4

Result of Test Test is accepted

The Chi-square value is .112 which is more than 0.05 and hence null Hypothesis is Accept. There is an association between Gender and Graduation degree is sufficient toget a right job

3. Null Hypothesis(H_0)- There is no association between Gender and Education Institutions play a fundamental role in overcoming some of the above challenges

Alternate Hypothesis (H_1) - There is an association between Gender and Education Institutions play a fundamental role in overcoming some of the above challenges

The results of Chi-square test yielded the following results:

	Value	df	p-value	Result
Pearson Chi-square	6.96	4	.138	Accepted

The result of the test is

Chi-square 6.96

P-value .138

Degree of Freedom 4

Result of Test Test is accepted

The Chi-square value is .138 which is more than 0.05 and hence null Hypothesis is Accepted. There is an association between Gender and Education Institutions play a fundamental role in overcoming some of the above challenges Education Institutions play a fundamental role in overcoming some of the above challenge

CONCLUSION

Today's generation is very conscious about their career so they start doing jobs in their graduation period only. Due to lack of employability skills either they face unemployment problem or they are getting underemployed. Many students even after their graduation are unemployed because they do not possess the skills which are required to get a suitable job according to their qualification and their grades.

RECOMMENDATIONS

- To include the soft skills in the Academics only
- Education Institutions can conduct additional Expert lectures on the same
- Webinar, seminars and workshops can be organized
- To conduct Mock interviews sessions in the Education Institutions itself

ISSN 2394 - 7780

BIBLIOGRAPY

- Ahzmadia Wafa, Jugindar Singh and Devinder Kaur, (2020). Challenges Faced And Employability Skills That Employers Seek In Fresh Graduates In A Third World Country. International Journal of Psychosocial Rehabilitation. 24. 735-748.
- Alharahsheh, Husam & Pius, Abraham & Guenane, Imad. (2021). Perceptions of Challenges Associated to Develop Employability Skills In Business ManagementStudents.
- Amruta Deshpande, (2020). Employability challenges and issues in higher education.

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

A STUDY ON NEED OF SKILL-BASED LEARNING SYSTEM THROUGH GAP ANALYSIS BETWEEN KNOWLEDGE GAIN AND KNOWLEDGE RETENTION AMONG LEARNERS

Mr. Suraj Agarwala
B. K. Birla College (Autonomous), Kalyan

ABSTRACT
Assessment of the skill landscape of India in the wake of emerging technological change, global transformation and international mobility of workforce, is the essence of this paper. Most of these studies show the different dimensions that cover the need of the skill programme within the perspective of "Make in India" framework. The structural aspect of the Skill Development or Skill India framework with particular reference to the Skill Land Scape and gender diversity of India. The objective is to study the gap between Knowledge Gain and Knowledge Retention by the learners. The researcher found that the gap between the knowledge gained, and knowledge retention should be reduced by introducing some skill-oriented programs/courses which can help them learn by doing. So, the knowledge retention will be at par with the knowledge gained.

Keywords: Knowledge, Skills, Knowledge Retention, Gap analysis

INTRODUCTION
Assessment of the skill landscape of India in the wake of emerging technological change, global transformation and international mobility of workforce, is the essence of this paper. Most of these studies show the different dimensions that cover the need of the skill programme within the perspective of "Make in India" framework. The structural aspect of the Skill Development or Skill India framework with particular reference to the Skill Land Scape and gender diversity of India. The need to resolve the skill gaps is evident across industries and is more relevant than ever before. The demographic advantage of India can be capitalized only when the workforce is trained and prepared with contemporary and future skill-sets.The objective is to study the gap between Knowledge Gain and Knowledge Retention by the learners.

NEED OF THE STUDY
There is knowledge gained by the learners but there is no same level of knowledge retention by the learners. Because if the knowledge is retained then why the output of the skill is not as per the level of knowledge gained. So, there is a gap between knowledge gain and knowledge retention. So, the gap should be calculated.

REVIEW OF LITERATURE
There is a growing trend towards competency-based education in Europe. This is emphasized by the implementation of the European Key Competency Framework in many jurisdictions. This paper reflects on the attributes of competency-based education, its domains, and teaching approaches for effective competency-based teaching and learning.

Assessment of the skill landscape of India in the wake of emerging technological change, global transformation and international mobility of workforce, is the essence of this paper. Most of these studies show the different dimensions that cover the need of the skill programme within the perspective of "Make in India" framework. The structural aspect of the Skill Development or Skill India framework with particular reference to the Skill Land Scape and gender diversity of India. The research design is explorative, methodology is secondary sources, collected from empirical-reports, survey-research, books, prominent-sites, media-reports etc. and literature-survey. The findings of the study indicate that despite the laudable and all admirable aspects of the Skill India Movement, the problem of gender inequality, sectoral imbalance in skilling, training and placements, remain unattended

The workforce is under constant stress in the dynamic, disruptive, and VUCA world of work. The need of the hour is skill development to bridge the skill gap and be future-ready. The researchers have made a literature review of skill development in India and identified that skill gaps are a pressing and critical issue. The need to resolve the skill gaps is evident across industries and is more relevant than ever before. The demographic advantage of India can be capitalized only when the workforce is trained and prepared with contemporary and future skill-sets. It is extremely important to focus on the advancement of skills that are relevant to the emerging economic development so that India can transform into a Knowledge Economy and can also meet the global skill demands.

The aim of this article is to review the state of the art of research and theory development on student learning patterns in higher education and beyond. Four themes are covered here: the dimensionality and the internal

ISSN 2394 - 7780

relationships of learning patterns and relationships of learning patterns with personal, contextual, and outcome variables. relationships with adjacent theories on student learning are discussed, the learning patterns perspective is critically examined, and pathways are derived to move the model forward. Finally, future conceptual and methodological directions for learning patterns research are derived.

THE OBJECTIVE OF THE STUDY

To study the gap between Knowledge Gain and Knowledge Retention by the learners.

THE HYPOTHESIS OF THE STUDY

H (0): There is no significant gap between Knowledge Gain and Knowledge Retention by the learner.

H (1): There is a significant gap between Knowledge Gain and Knowledge Retention by the learner.

H (0): There is no significant relationship between study pattern and the level of knowledge retention by the learner.

H (1): There is a significant relationship between study patterns and the level of knowledge retention by the learner.

RESEARCH METHODOLOGY

The research is done based on primary data. A set of questionnaires were prepared on a 5-point Likert scale. A total of 426 responses were collected from students/learners.

The secondary data was also considered while covering the research.

Data Analysis

Sample Size: 426

For Hypothesis 1:

H (0): There is no significant gap between Knowledge Gain and Knowledge Retention by the learner.

H (1): There is a significant gap between Knowledge Gain and Knowledge Retention by the learner.

Study Pattern	Number of Respondent
O Grade/90% and above	48 Respondents (11.11%)
A+ to A Grade/70% to 90%	314 Respondent (72.68%)
B+ to B Grade/60% to 70%	63 Respondent (14.58%)
C Grade/50% to 60%	7 Respondent (1.62%)

Analysis Tool: z-Test: Two-Sample for Means

	V4	V5
Mean	3.941315	3.422535
Known Variance	0.328	0.981
Observations	426	426
Hypothesized Mean Difference	0	
z	9.358746	
P(Z<=z) one-tail	0.00	
z Critical one-tail	1.644854	
P(Z<=z) two-tail	0.00	
z Critical two-tail	1.959964	

INTERPRETATION

As per the analysis, the P-value is less than 0.05. So, the null hypothesis is rejected, and the alternative hypothesis is accepted.

Sample Size: 426

For Hypothesis 2:

H (0): There is no significant relationship between grade/percentage gained by the learner and the Confidence Level of the learner.

ISSN 2394 - 7780

H (1): There is a significant relationship between grade/percentage gained by the learner and the Confidence Level of the learner

Classical Study System	Skill Based Study System
213 Respondent	219 Respondent
49.30%	50.69%

Analysis Tool: Correlation Coefficient

	Study Pattern	Percentage of knowledge retention
Study Pattern	1	
Percentage of knowledge retention	-0.046390036	1

INTERPRETATION

As per the analysis, the Correlation Coefficient is -0.046 which is negatively correlated. So, it can be said that there is no association between the study methods followed by the learner and the percentage of knowledge retention by the learner. So, the Null hypothesis is accepted, and the alternative hypothesis is rejected.

FINDINGS AND CONCLUSION

It is found that there is a gap between the knowledge gained and knowledge retention by the learners.

There is no relation between the study method followed by the learners and the level of knowledge retention among the learners.

It can be concluded that the gap between the knowledge gained, and knowledge retention should be reduced by introducing some skill-oriented programs/courses which can help them learn by doing. So, the knowledge retention will be at par with the knowledge gained

SUGGESTIONS

Further study can be done by the researcher to check the holistic development of the learner and the outcome of the learning system though skill-oriented teaching-learning methods

REFERENCES

O'Sullivan, Neil & Bruce, Alan. (2014). Teaching and Learning in Competency-Based Education.

Dr. Chandra Shekhar Das, and Shilpa Das, Skill Development Mission and the Skill Landscape of India: - An Empirical Study, International Journal of Innovative Science and Research Technology, ISSN No:-2456-2165, Volume 5, Issue 10, October – 2020

Behera, Biswabhusan & Gaur, Mamta. (2022). Skill Development in India -A Literature Review. GIS-Zeitschrift fü Geoinformatik. 9. 1721.

Vermunt, Jan & Donche, Vincent. (2017). A Learning Patterns Perspective on Student Learning in Higher Education: State of the Art and Moving Forward. Educational Psychology Review. 29. 10.1007/s10648-017-9414-6.

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

A STUDY ON METAVERSE & ITS IMPACT ON EMPLOYABILITY & SKILLING AMONGST YOUTH

Jitesh Roopkumar Banswani
Assistant Professor, Department of Commerce & Account, Vedanta College, Vithalwadi

ABSTRACT
We have tried & have been trying to solve many issues such as poverty, quality of education & probably most prominent issue of all, "Unemployment" using conventional means since long time now. In India, average unemployment rate has been over 40% out of which youth unemployment rate stands above 23% approximately, which is huge matter of concern especially in growing economy where youth willing to work for lowest cost. To explore some unconventional means is need of an hour now. The concept of Metaverse Technology comes into play here. The Metaverse is a simulation of reality which creates a three-dimensional digital space allowing the user to interact with the objects in that virtual space. Employment opportunities in the tech related fields will drastically enhance after the entry of Metaverse.

Due to more hands-on-job knowledge, students might discover their area of expertise in terms of skilling. Metaverse will not only enhance the opportunities in global markets but will also generate some fresh opportunities in Indian Markets.

Keywords: unemployment, opportunities, simulation, Metaverse, youth, expertise, tech

INTRODUCTION
In today's era where technology is embedded in each & every aspect of our lives in some way or another, it is hard to imagine any issue where technology cannot become a part of the solution for that issue. In a developing country of India, we are surrounded by many problems such as poverty, quality of education & prominent issue of all unemployment, which needs a fresh line of approach than existing one. In this fresh approach, unconventional use of technology might set embarkation of future employment opportunities. Since technology nowadays is evolving at a pace faster than we can comprehend, it becomes immensely important to keep track of these dynamics and trying to find ways to incorporate them in part of solutions to running issues. One of such fast-changing & unconventional use of technology can be witnessed from the fact that we were yet to process the concept of Digital Currency, its tracing, regulations, and uses into our daily lives, just then the concept of Metaverse started doing its rounds when in August 2021, Facebook changed its name to Meta and unveiled its plan for Metaverse.

REVIEW OF LITERATURE
1. An article published in the Wired.com, by Eric Ravenscraft titled, "What Is the Metaverse, Exactly?" explains how Metaverse technology is just an extended internet which will be used for cool games and other such things or will drastically change the perception of what is internet.
2. Further in an article published on Weforum.org on February 07th, 2022 by Stefan Brambilla Hall & Moritz Baier-Lentz titled "3 technologies that will shape the future of the metaverse – and the human experience" stated the technology which will drive the Metaverse Technology and hardware it requires for smooth functioning.
3. Another article titled "What is Metaverse and How Can it Make Education, Employment System More Inclusive?" dated April 04th, 2022 by Manav Subodh on News18.com states really the impact of Metaverse technology on Education & skilling and how it can pave an distinctive way for Education system & Employability in general

OBJECTIVE OF STUDY
The objective of conducting this study is to understand:

- The Concept of Metaverse
- The Challenges faced in Employment and skilling opportunities by the youth
- The Role of Metaverse in addressing the above mentioned issues

RESEARCH METHODOLOGY
- The secondary data is collected for this research.
- Statistical & Technical data is collected through various websites & articles
- Accordingly the data is scrutinized & extrapolated for this research

ISSN 2394 - 7780

What Is Metaverse?

The term "Metaverse" was first conceived by author Neal Stephenson in his 1992 sci-fi novel Snow Crash. In his book, Stephenson cited the Metaverse as an escape from dystopian reality. In Simple terms, Metaverse is a change in how we interact with internet space. We can do all things that we do in reality into Metaverse virtually for example, socialize, work, buy or sell property, in short live an additional life virtually.

It is a three dimensional interaction with internet. It is a simulation to reality or alternatively it can be described as a place where a person can connect, interact or transfer its belongings to another person or teleport himself virtually to different place within flash of seconds using extended reality (XR) technology.

How to Enter Metaverse:

Metaverse technology can be accessed with the help of Extended Reality (Web3) technologies. This includes use of VR, AR, and BCI, which when compiled together position themselves as the computing platforms. These experiences are to be backed by ever-improving graphics processing units (GPUs), photorealistic 3D engines, faster content generation through volumetric video and artificial intelligence, the increasing prevalence of cloud computing and 5G, as well as more sophisticated and better-understood block chain infrastructure.

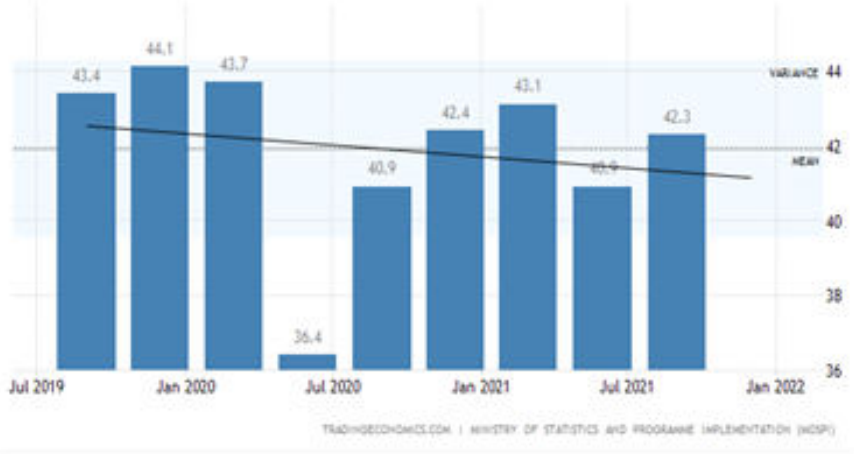
VR can be understood as Virtual reality which enables a person to immerse himself into 3 dimensional virtual reality. There are many games that are played using VR Technology. AR, on the other hand is augmented reality which can be said to be modification of real life environment. The best example of this can be seen in Flipkart app nowadays wherein if you buy some selected furniture you can see how that furniture can be visualized by pointing the phone camera in the required space. BCI-Brain Computer interface which uses the brain signals and transmits them into commands to carry out desired action.

Impact of Metaverse on Skilling Related to Employment:

- **Issues of Unemployment**

As discussed earlier, unemployment has been an unceasing issue for a while now. Various Government schemes to eradicate the same has been launched over the years. Some have worked out to a greater extent, some of them simply have not generated desired results which in turn has led to unemployment becoming a growing problem despite our country being home to world's largest youth population with approximately 356 Million people between the ages of 10-24 year olds.

Related	Last	Previous	Unit	Reference
Employment Rate	42.30	40.90	percent	Sep 2021
Youth Unemployment Rate	22.90	24.90	percent	Mar 2021



As per the data obtained from Ministry of Statistics and Programme Implementation (MOSPI), average unemployment rate has been over 40% as can be seen from this chart, which is huge matter of concern especially in growing economy where youth is able and willing to work for lowest of the cost possible.

- **Problem of Skilling**

Despite being the youngest and able population, the alarming average unemployment rate raises one important question. Whether the youth able & willing to work has sufficient skills, training, competency & awareness required for the field of work they are aiming for or even the jobs available in the industry?

ISSN 2394 - 7780

The answer of this question can be reflected in the fact that our education system lacks the inculcation of employability skills due to insufficiency of proper infrastructure for hands on training and imparting appropriate competency. The teachers require training and awareness in the modern skillset available in the industry so that they impart this knowledge to the students enabling them more competitive and job ready before going out in the real world.

Yet again the issue somehow zeroes down to infrastructures and lack of resources required to train teachers & convey the necessary skill to the students. Workshops, seminars & conferences are the current approaches to tackle with above mentioned issues. Various Industry visits are organized by the educational institutions to introduce the students to the practical workflow of the industry. However, this approach somehow falls short in filling the gap between the theoretical knowledge and practical execution.

One way to fill this gap is to make available the learning equipments necessary for educating the practical implication of the theory in the educational institutions. But the cost of procuring as well as maintaining these equipment is huge.

Role of Metaverse in Addressing the Abovementioned Issues:

- The Metaverse as explained above is simulation of reality which creates a three dimensional digital space allowing the user to interact with the objects in that virtually created space.
- Instead of Purchasing highly expensive learning equipment, experience of that equipment can be created in that virtual space enabling in huge savings in that front as well as get rid of the periodical maintenance cost of equipment
- Need for creation of better Infrastructure will be eliminated. Since this will be replaced by immersive virtual infrastructure.
- In modern times, EdTech companies are emerging at growing rate which requires high end technologies to make virtual learning more interesting for students, more lifelike as well as more skill focused. Metaverse technology can enable the lifelike experience for students
- Metaverse will actually make the Education more inclined towards learning practical aspects instead of current focus on textbook theoretical knowledge which in turn will boost the confidence amongst the students related to subject.
- Due to more hands-on-job knowledge, students might discover their area of expertise in terms of skilling which will help them see clearly the pathway to their careers. Since currently, many students start exploring their career options after completing their education which creates a gap of unemployment between the completions of education and getting the job.
- Employment opportunities in the tech related fields will drastically enhance after the entry of Metaverse.
- Foreign Markets rely heavily on Indian tech talent pool due to certain factors:
  - Cheap Labour cost
  - Advantage of time zones
  - Strong English speaking as compared to other foreign countries
- Metaverse will not only enhance the opportunities in global markets but will also generate some fresh opportunities in Indian Markets which might actually change the face of Indian IT Industry.

Challenges in Implementation Of Metaverse Technology

Whenever any new opportunities start a profusion, it becomes quite palpable that it comes with some challenges as well. Some of the challenges that need to be acknowledged are:

- One of the biggest challenge in Metaverse Technology is that it is in its **Infancy Stage** which makes it quite complicated to visualize its features, nature, let alone using it as a tool for a thumping issue of improvement in Education which can be addressed by having to understand it in a more deeper sense & discovering more knowledge about the same
- Another challenge that can be seen quite clearly that quality & accuracy of infrastructures which it is expected to replace might not create the impact that it is intended.
- Although, it promises to create the virtual infrastructures at the minimalistic cost as compared to the gigantic cost of physical infrastructure, ease of availability of necessary hardware, tools & software is still a question that subsists.

ISSN 2394 - 7780

CONCLUSION

It might take at least 5 to 10 years to get Metaverse Technology in Middle-of-the-road of commonly used technologies. Till that time the only thing that needs to be done, can be acquisition of more familiarity with this technology and assessment as to how it can be used to address the employment & skilling problems prevailing around us so that it can be best utilized for the required purposes.

BIBLIOGRAPHY

- Eric Ravenscraft. "What Is the Metaverse, Exactly?" Wired.com, April 2022
- Manav Subodh. "What is Metaverse and How Can it Make Education, Employment System More Inclusive?" April 04th, 2022 News18.com
- Stefan Brambilla Hall & Moritz Baier-Lentz. "3 technologies that will shape the future of the metaverse – and the human experience" Weforum.org. February 07th, 2022
- Tradingeconomics.com/india/unemployment-rate.

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022

ISSN 2394 - 7780

A STUDY ON BRIDGING THE GAP BETWEEN SKILLS REQUIRED AND SKILLS ACQUIRED FOR INCREASING THEIR EMPLOYABILITY QUOTIENT AMONGST COLLEGE STUDENTS OF THANE DISTRICT

[1]Dr. CA Vishwanathan H. Iyer and [2]Dr. Kishori Bhagat
[1]Assistant Professor, Vedanta College, Ulhasnagar
[2]Associate Professor, Pragati College, Dombivli

ABSTRACT
Every modern day student is much more aware of the employment situation than compared to their counterparts of a few decades ago. The age of Information Technology is definitely the age of Data explosion. While it gives a cutting edge to a few students, many other students get confused due to bombardment of data. The awareness of various skills needed for improving the Employability Quotient amongst the student is at its peak. However, there is a dearth in the skills set quality during actual employment intake. This indicates there exist a gap between the awareness and action plan enforced. This paper is an attempt to understand the gap between the skills required and skills acquired by students and further suggest measures to bridge this gap by introduction of effective training mechanisms. The study consists of primary and secondary data. A structured questionnaire was used for data collection. Null hypotheses were tested using Mann-Whitney U test and Kruskal Wallis test. This study will help the stakeholders identify the training needs of the students and thereby implement courses which will be generic yet tailor made catering to the requirement of the students. The students need to play their part of being a part of the action team rather than fence sitting and complaining of non-availability of employment opportunities.

Keywords: #skills #students #awareness #action #governmentrole #trainingneeds #skilldevelopment #employabilityquotient

INTRODUCTION
"We are very good lawyers for our own mistakes, and very good judges for the mistakes of others," this common phrase in English is applicable to majority of people. In this modern world, people with shortcomings can be broadly classified as,

a) People who never understand their shortcomings

b) People who are aware of their shortcoming but do nothing.

c) People who are aware of their shortcomings and take initiatives to improve the same.

The people who fall in the third category are ideal. The first category people are stagnant and it does not bother them. It is the second category of people who feel the pinch remaining in a worried state of mind. They have diagnosed the reasons for their failure but have not taken steps to improvise the same. They are aware of their problems but failure to overcome results in their downfall.

College Students are living example of the second category of people. They very well understand the recipe of being successful through various sources; however, they fail miserably when it comes to application of those in their personal lives.

Many a times, it is found that they are aware of the skills required for increasing their Employability Quotient but they fail to add those skills for reasons best known to them. The choice of enrolment for skill based learning is surprisingly based on other factors like recommendations from elders, peer pressure, fame of the course, and proximity of the institute rather than based on identification of training needs.

This paper is an attempt to understand the gap between the skills required and skills acquired by students and further suggest measures to bridge this gap by introduction of effective training mechanisms. A training need once diagnosed properly can become an effective tool to overcome the gap and also provide value addition to the student making him competent and improve the overall Employability Quotient.

REVIEW OF LITERATURE
Ms. A Smitha and Dr Mary Vineeta Thomas (2018) through their Research Paper, "A Study on Awareness of life skills among post graduates" published in International Journal of Creative Research Thoughts (IJCRT), www.ijcrt.com, Volume 6, Issue 1 March 2018 | ISSN: 2320-2882, page no 385-392, the research scholars concluded that Life skills based teaching learning process will help strengthen and promote the quality of the educational system and they also suggested that this would enhance the relationship between teachers and students as well.

ISSN 2394 - 7780

Bhuvaneshwari R and Selvia Juliet (2017) through their paper, "Assessment of life skills among first year BSc Nursing students of selected nursing college, Tamil Nadu'" published at International Journal of Advanced Research. 2017 Sep; 5(9):1007-1011 found that the majority of the respondents were having average level of life skills and others were having low scores in life skills. The result was found to be there is no association between life skills scores and socio- demographic variables of nursing students.

Arulsubila M and Subasree R.(2017) through their Research paper, "Life skills development among adolescents" published in International Journal of Multidisciplinary Educational Research. 2017 Feb; 6(2/2):168-179, concluded that majority of the students who are pursuing MSW have high level of awareness about both ISR and CSR. They further found that there was no significant differences in the awareness of two dimensions viz ISR and CSR based on Gender, Residential Area, UG degree and Specialization.

Aarti Chakra (2016) through her paper, "A life skills approach to adolescent development" published in International Journal of Home Science, ; 2(1): 234-238 has concluded that the two demographic factors viz birth order, income of family has influenced significantly the interpersonal relationship while the remaining demographic factors of Family type, sibling's number and gender have no significant influence on core affective life skills.

SIGNIFICANCE OF THE STUDY

Students find themselves at cross-roads of life frequently. Their age is the age of indecision and confusion. There is always a gap between the awareness and the responsiveness amongst the students. The 'teenagers' in their teens' manage multiple activities at the same time but are unable to reach to a conclusive result. Many of them are aware of the skilling requirement needed during their teenage to be successful in life but fail miserably to register and upgrade themselves. This paper is attempt to bridge the gap between the skills required and the skills acquired to increase their Employability Quotient.

OBJECTIVES OF THE STUDY:

1) To study the level of awareness of skill required amongst the youth for increasing their Employability Quotient
2) To understand the correlation between awareness and implementation of skills for increasing the Employability Quotient amongst the youth
3) To identify gap and suggest measures to enhance the Employability Quotient amongst the youth

HYPOTHESES

1) There is no significant difference between Gender and skill required amongst the youth for increasing their Employability Quotient
2) There is no significant difference between Stream and skill required amongst the youth for increasing their Employability Quotient
3) There is no significant difference between Year of Study and skill required amongst the youth for increasing their Employability Quotient

LIMITATIONS OF STUDY

1. The geographical area is restricted to Thane Distrcit
2. There was a time constraint to meet more Students for collection of data.

RESEARCH METHODOLOGY

The research study is indicative and analytical in nature. Both primary and secondary data was collected. Primary data was collected by floating structured questionnaire through Google forms among students. The questionnaire was framed with seven-point Likert scale. The secondary data was collected from books, articles & Research Paper and websites. The population for the study was degree college students, primarily belonging to Commerce faculty. The Convenient Sampling Method was used. After the responses were received, it was classified, tabulated and summarized and gets covered in the flow of paper.

Data Analysis

The data analysis was done by using SPSS package. The normality test was conducted to check normality of data by using Kolmogorov-Smirnov & Shapiro-Wilk test. The data was found to be Non Normal therefore null hypotheses were tested by using Non parametric tests i.e Mann-Whitney U test and Kruskal Wallis test.

ISSN 2394 - 7780

Normality Testing
Normality was conducted for the data using Kolmogorov-Smirnov & Shapiro-Wilk test.

H_0: Distribution is Normal

H_1: Distribution is Non-Normal

Table 1: Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	**df**	**Sig.**	**Statistic**	**Df**	**Sig.**
Skills required towards Employability Quotient	.126	205	.000	.883	205	.000
a. Lilliefors Significance Correction						

***Source*:** Primary data

The table 1 indicated significant value for the variable was less than 0.05 which means the Null Hypothesis is rejected and alternate hypothesis is accepted that is distribution is non-Normal hence appropriate non-Parametric test Mann-Whitney U test and Kruskal Wallis test were used for further analysis.

Testing of Hypotheses
H_0: There is no significant difference between Gender and skill required amongst the youth for increasing their Employability Quotient

H_1: There is significant difference between Gender and skill required amongst the youth for increasing their Employability Quotient

Table 2: Mann-Whitney U Test – Gender and skill required amongst the youth for increasing their Employability Quotient

Null Hypothesis	Test	Sig.	Decision
There is no significant difference between Gender and skill required amongst the youth for increasing their Employability Quotient	Independent-Samples Mann-Whitney U Test	.563	Retain the null hypothesis.

Source: Primary data

Table number 2 indicated that significant value is 0.563 which is greater than 0.05 thereby indicating the null hypothesis is accepted that means there is no significant difference between Gender and skill required amongst the youth for increasing their Employability Quotient.

H_0: There is no significant difference between Stream and skill required amongst the youth for increasing their Employability Quotient

H_1: There is a significant difference between Stream and skill required amongst the youth for increasing their Employability Quotient

Table 3: Mann-Whitney U Test – Stream and skill required amongst the youth for increasing their Employability Quotient

Null Hypothesis	Test	Sig.	Decision
There is no significant difference between Stream and skill required amongst the youth for increasing their Employability Quotient	Independent-Samples Mann-Whitney U Test	.210	Retain the null hypothesis.

Source: Primary data

Table number 3 indicated that significant value is 0.210 which is greater than 0.05 thereby indicating the null hypothesis is accepted that means there is no significant difference between Gender and skill required amongst the youth for increasing their Employability Quotient.

H_0: There is no significant difference between Year of Study and skill required amongst the youth for increasing their Employability Quotient

H_1: There is a significant difference between Year of Study and skill required amongst the youth for increasing their Employability Quotient

ISSN 2394 - 7780

Table 4: Kruskal Wallis Test – Year of Study and skill required amongst the youth for increasing their Employability Quotient

Null Hypothesis	Test	Sig.	Decision
There is no significant difference between Year of Study and skill required amongst the youth for increasing their Employability Quotient	Independent-Samples Kruskal Wallis Test	.289	Retain the null hypothesis.

Source: Primary data

Table number 4 indicated that significant value is 0.289 which is greater than 0.05 thereby indicating the null hypothesis is accepted that means there is no significant difference between Gender and skill required amongst the youth for increasing their Employability Quotient.

Table 5: Correlation between skills required and implementation of skills towards Employability Quotient

		Skills required towards Employability Quotient	Implementation of Skills towards Employability Quotient
Skills required	Pearson Correlation	1	.364**
	Sig. (2-tailed)		**.000**
	N	205	205
Implementation	Pearson Correlation	.364**	1
	Sig. (2-tailed)	**.000**	
	N	205	205
**. Correlation is significant at the 0.01 level (2-tailed).			

The Table number 5 indicated that significant value is 0.000 which is less than 0.05 which means the Null Hypothesis is rejected that means there is significant relationship between skill required amongst the youth and implementation of skills towards their Employability Quotient. There is positive Correlation between skill required amongst the youth and implementation of skills towards their Employability Quotient.

FINDINGS

1) Of all the respondents, 64.4% were Females and 35.6% were Male.
2) 92.2% of the respondents belonged to the Commerce Faculty whereas 7.8% were from Science stream.
3) The First year students were 45.9%, the Second year students 32.2% and Third year students were 22%
4) Amongst all the respondents, 77% reported Finance Problem, 69% stated ignorance, 61% expressed disinterest and 68% had a fear of failure as reasons for not undertaking a Skill development course.
5) There was a positive correlation between skills required and implementation of skills towards their Employability Quotient.
6) The positive correlation of 0.000 (Table 5) concludes that there is a strong positivity between the awareness of skills requires and actual skills acquired by them. In simple words, the more they are aware of the various skills required; they higher are the chances they will enroll for relevant courses.
7) All the 4 null hypotheses are rejected which means that there is no significant difference between the opinion regarding skills required and skills acquired irrespective of their gender, stream and year of study.

SUGGESTIONS

1) The Government sponsored skill development courses needs to be highlighted and advertised through print media, social media, and even Television etc. to generate awareness among the youth regarding availability of such courses.
2) The government schools, colleges need to be made a part of promoting skill development courses by entering into Memorandum of Understanding, which will play a pivotal role in bridging the gap of awareness and actual course enrolled by students.
3) One important aspect to be considered during introduction of skill based courses is to keep a proper control on the Coordinators of the courses as many courses are introduced but fail to take off. The coordinators are more interested to complete the formality rather than focus on the outcome of introduction of such courses.

ISSN 2394 - 7780

4) Considering the rampant growth of private sector in the field of education, the management of private educational institutes need to be sensitized about the need of awareness amongst students and effective implementation

5) One major aspect which every skill development course must ensure is the introduction of internship and/or placement opportunities to be available immediately on completion of the course. This will help the student in two ways – one provide employment and enter the market with updated information.

6) To add to the motivation factor for students to enroll, every skill based course must have certificate on completion. Further, credit points and/or degree/diploma may be a positive step in this regards.

7) Rather than keeping skill based course outside curriculum, the Board of Studies of the University or Autonomous status must include skill based courses as a part of curriculum.

CONCLUSION

The gap between the awareness and action initiated by the students are increasing each passing day. Immediate steps need to be taken for bridging this gap. One easy way is introducing a course which suits the needs of the students. But this may option may not be viable due to various reasons from the view point of trainers. A balance must be created between the two and viable courses needed by students needs to be created and an awareness drive must be conducted. This paper clearly indicates the positive relationship between awareness and acquisition of skills from students' point of time.

Thane district is predominantly an employee churning area which seeks employment (past, present and future). When such job seekers are provided the right set of skills, the productivity and the mindset would improvise the overall work environment. This is the right time to identify the gaps between the skills required and skills acquired at the 'bud' stage (student), take necessary steps to bridge the same efficiently.

With major changes expected in the educational field through NEP 2020, introduction of proper skills development courses alongside may work in tandem to bring about the change in the thought process of students and increase their Employability Quotient. This is the perfect time for bridging the gap between the awareness and action taken by acquiring those skills by the students.

BIBLIOGRAPHY

- Ms. A Smitha and Dr Mary Vineeta Thomas (2018), A Study on Awareness of life skills among post graduates, International Journal of Creative Research Thoughts (IJCRT), www.ijcrt.com, Volume 6, Issue 1 March 2018 | ISSN: 2320-2882, page no 385-392.
- Bhuvaneshwari R and Selvia Juliet (2017), Assessment of life skills among first year BSc Nursing students of selected nursing college, Tamil Nadu, International Journal of Advanced Research. 2017 Sep; 5(9):1007-1011.
- Arulsubila M and Subasree R.(2017), Life skills development among adolescents. International Journal of Multidisciplinary Educational Research. 2017 Feb; 6(2/2):168-179.
- Aarti Chakra (2016, A life skills approach to adolescent development, International Journal of Home Science, 2(1): 234-238

WEBSITES

https://nsdcindia.org/

https://www.msde.gov.in/

BOOKS

Dr. C R Kothari. (2019). Research methodology: Methods and techniques (Multi colour

Edition), New Age International Publishers; Fourth edition (1 September 2019)

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

SKILL DEVELOPMENT: CHALLENGES IN INDIA

Dr. Savita Sagar Wasunde
Baburaoji Gholap College, Sangvi, Pune- 27

ABSTRACT
India's demographic profile is helping the country to aim for an enhanced economic growth. India is expecting a huge growth in the employment market by having 62 percent of the population as the working population. It gives a lot of benefit to the country in the employment market. The country presently faces a dual challenge of severe shortage of highly-trained, quality labour, as well as non-employability of huge sections of the educated workforce that possess little or no job skills. The skill development issue in India is thus appropriate both at the demand and supply level. Skill development is the important aspect for the development of the country. It needs interrelate effort from all the agencies, stakeholders and the students to make it a successful program. The policies, if are able to reach a huge audience will make a difference in the employment scenario of the country

Keywords: work-related, industry requirements, Education, highly-trained

INTRODUCTION
India's demographic profile is helping the country to aim for an enhanced economic growth. India is expecting a huge growth in the employment market by having 62 percent of the population as the working population. It gives a lot of benefit to the country in the employment market. The country presently faces a dual challenge of severe shortage of highly-trained, quality labour, as well as non-employability of huge sections of the educated workforce that possess little or no job skills. The skill development issue in India is thus appropriate both at the demand and supply level.

To link up the demand side challenge, consistent efforts are being made towards enlargement of economic activities and creation of huge employment opportunities. On the supply side, a simple look at the predict youth population provides a fair reason to believe that India has the strength to cater to this demand. However, the serviceability quotient is questionable and remains a major area of concern. Already large gaps exist between the industry requirements and the level of skills of workers due to varied reasons including inadequate training infrastructures, inappropriate mix of skills and education, outdated curricula, restricted industry interfaces, little standards, etc.

The skill development ecosystem in India is disordered towards a formal education system with limited work-related training. While the occupational training is in a dismal state both qualitatively and quantitatively, the higher education system itself is struggle with issues related to scale and quality.

OBJECTIVES
1. To study the current system of regulation of the work-related Education, Training and Skill Development sector in India
2. The challenges with respect to the skill development in India

METHODOLOGY
It is based on secondary sources of data that include books, journals, Internet etc.

Skill Development System in India
India experiences a large advantage by having a young workforce, which means it high scope of providing manpower to the labour market. After assessing the huge demand for the skilled workforce in the world, the Ministry of Skill Development and Entrepreneurship was formed. The ministry was announced in June 2014. The Prime Minister of India, Shri Narendra Modi felt the need to focal point on skill development considering the changes happening in the labour market and hence the ministry was established. It focused on working in close collaboration with other ministries to meet the large demand of skilled workforce.

ISSN 2394 - 7780

Skill Development Eco-system in India. Source: FCCI KPMG Skilling India Report

The National Skills Qualifications Framework (NSQF) was enacted on 27th December 2013. The framework in built on the new concept of competencies which analyses the knowledge, skills and aptitude needed at each qualification. The levels are classifying from one to ten and are defined in terms of learning outcomes for each level. It is anyway of whether the skills are possessed through formal, informal and non-formal learning. The framework is based on competency modelling, which is considered to be effective method of mapping the skills needed for a particular role

Challenges in Skill Development

1. Circulate information about the availability and effectiveness of training programs.
2. Improper and inadequate development of work-related training system.
3. Lack of coordination between work-related training institutions and absence of partnership between these.
4. There is a need to identify institutions to carry out impact evaluation studies / tracer studies/ Surveys of graduates from vocational institutes on a regular basis.
5. Creative means to encourage good quality public/ private/in-service is not given much attention.
6. work-related training institutes should be given greater freedom in terms of resource generation (sale of production or service activities, consultation of) and utilizing the proceeds for not only cost recovery but also incentivizing those who generate revenues
7. Insufficient training capacity: The training was not sufficient to ensure a job for those who got the training – and this is why the employability rate remains very low.
8. Lack of entrepreneurship skills: While the government expected that some of the PMKVY-trainees would create their own enterprise, only 24% of the trainees started their business. And out of them, only 10,000 applicative for MUDRA loans.
9. Restricted industry interface: Most of the training institutes have little industry interface as a result of which the performance of the skill development sector is poor in terms of placement records and salaries offered.
10. Low student mobilization: The enrolment in skill institutes like ITIs, and polytechnics, remains low as compared to their enrolment capacity. This is due to low awareness level among youths about the skill development programmes.
11. Employers' unwillingness: India's joblessness issue is not only a skills problem; it is representative of the lack of appetite of industrialists and SMEs for recruiting.
Due to limited access to credit because of Banks' NPAs, investment rate has declined and thus a negative impact on job creation.
12. Lack of public sector collaboration with industry and the private sector: Along with a lot of other initiatives, the Government is working towards making collaboration with the private sector for better skilling and employment of the skilled youth.
13. Difficulty in international mobility,
14. Low participation of women in the workforce

ISSN 2394 - 7780

Table 1. Incremental Human Resource Requirements across Sectors by 2020

Segment	Employment base in million		
	2013	2017	2022
Building, construction and real Estate	45.42	59.40	76.55
Automobile and auto component	10.98	12.18	14.88
Banking, Financial Services Insurance	2.55	3.20	4.21
Textile and Clothing	15.23	18.06	21.54
Pharmaceuticals	1.86	2.60	3.58
Electronics – IT hardware	4.33	6.24	8.94
Retail Sector	38.6	45.11	55.95
IT and ITES	2.96	3.86	5.24
Food Processing	1.75	2.65	4.40
Beauty and wellness	4.21	14.27	10.06
Electronic and IT Hardware	4.33	8.94	4.61
Transportation and Logistics	16.74	28.4	11.66
Healthcare	3.59	7.39	3.8
Handlooms and Handicrafts	11.65	17.79	6.14
Telecommunication	2.08	4.16	2.08
Pharma and Life sciences	1.86	3.58	1.72
Education / Skill development	13.02	17.31	4.29
Leather and Leather goods	3.09	6.81	3.72
Security	7	11.83	4.83
Furniture and Furnishing	4.11	11,29	7.18
Tourism, Hospitality and Travel	6.96	13.44	6.48
Gems and Jewellery	4.64	8.23	3.59

Source: Ministry of Skill Development

Figure 1: The Skills Gap as per the Figure 1 mentions the expected scarcity of skilled manpower in various industries by 2022.

This disparity between the demand and supply not only affects economic growth, but it also prevents the inclusive growth of the economy as a whole. Hence, it becomes the authority of the government to be aware of such skill gaps and take newer initiatives for bridging those gaps in order to ensure inclusive growth. Fresh employment freedoms getting created in the field of core engineering, retail, hospitality, e-commerce and banking but there is shortfall of trained people in the country to fill the positions**.**

ISSN 2394 - 7780

CONCLUSION

Skill development is the important aspect for the development of the country. It needs interrelate effort from all the agencies, stakeholders and the students to make it a successful program. The policies, if are able to reach a huge audience will make a difference in the employment scenario of the country. India has a 'demographic dividend' and it has to work toward making it useful for the country. It will not only add value to the economy of the country but will be promoting the 'Make in India' campaign by providing the skilled workforce in the country. Like China, our work-related training programs should be included at the school level itself. The Public Private Partnership plays a key and an important role in the development of skills. NSDC has made some develop in improving the training infrastructure in the private sector by having more and more Public Private Partnership. There has been a growth in such partnership over a recent year. Such partnerships are also being motivate in rural areas which consist of a considerable high number of aspirants. It becomes extremely important to strengthen the tie-ups with the training institutes to ensure that the quality is maintained and the model is sustainable too. Since, there will be a huge demand in the Retail and the Hospitality Sector so the government needs to focus on the non-technical skills too. The Skilled India initiatives need to focus and develop more entrepreneurship skills amongst the workforce in order to ensure more job generation in the country. The Start-up India and Stand up India schemes need to be advertised well in the market in order to have more people taking advantage of such a model. The NSDC should also focus on the unorganized sector in order to make the Skill India campaign a successful model. Hence, the Make in India campaign will be successful from skill point of view and India will achieve its mission of "Koushal Bharat, Kushal Bharat".

REFERENCES

1. Federation of Indian Chamber of Commerce & Industry. (2014). Reaping India's promised demographic dividend — industry in driving seat. New Delhi: Ernst & Young Pvt. Ltd.
2. Aya Okada, Skills Development for Youth in India: Challenges and Opportunities, CICE Hiroshima University, Journal of International Cooperation in Education , Vol.15 No.2 (2012) pp.169～193
3. Skill Development Initiative Scheme, Maharashtra: http://sdimh.mkcl.biz/ CMS/Content_Static. aspx?did=190 Directorate of Vocational Education & Training, Mumbai (DVET) is the apex authority for vocational training an education in the State.
4. Mr. Ramsagar Yadav, "Skill Development Initiatives In India: Challenges And Strategies With Reference To Vocational Training Initiatives In Maharashtra", Tactful Management Research Journal, ISSN: 2319-7943
5. The Aspiring youth: Opportunities & Challenges of Skill Development in India, Dilip Chenoy CEO & MD NSDC 2014 [

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

CRITICAL REVIEW OF THE EFFORTS MADE BY THE GOVERNMENT OF INDIA FOR THE PREVENTION OF UNEMPLOYMENT

Dr. Kanhaiya Lal
Assistant Professor, E.A.F.M Government College, Sirohi (Raj)

ABSTRACT
Even after 75 years of India's independence, unemployment still exists as one of the basic economic and social problems of India. India is currently the country with the largest youth population but the problem of unemployment is still as challenging before the government as it was at the time of independence. At such times it becomes important that the policy effort of the government to reduce unemployment in India is honestly reviewed. This paper is an attempt in this direction. In this paper, there has been a critical study of the policy efforts made by the government as a solution to the problem of unemployment, reflecting the present unemployment situation in India. So that not only do we have the knowledge of these mistakes in our past, but the way for the future can also be paved.

Keywords: Unemployment, Economic and Social Problems, Population, Government, Policy.

INTRODUCTION
"Our Country has highest youth population in the world and every youth want jobs. Coming generations will not forgive us if urgent steps are not taken in the direction of employment generation". These views were expressed by Shri Santosh Kumar Gangwar, Ex-Union Minister of State (I/C) for Labour & Employment. This statement is very relevant in the present scenario. If we talk about the growth rate in India in the last decade the sustainable growth rate has been on an average of 7% but there has not been a substantial increase in employment compared to the growth rate. India today is a country of youth with more than half of its population below 26 years of age so we do not have enough economic opportunities to meet the growing demand for jobs. Statistics show that the annual demand for new jobs in India is estimated at 12 to 15 million due to which there is a lack of 4 to 7 million jobs every year in India. At the same time the unemployment rate in India is 3.5% which is officially there also clearly highlights the lack of jobs.

The solution to unemployment in India also becomes necessary because the poverty figures in India are even more frightening. One in five people in India live on less than $1.90 a day and more than half the population lives on less than $3 a day. Along with this most of India's population is engaged in low-skilled, low-wage and less productive occupations, which not only creates poverty in India but also poses challenges on the employment front. If we study the Indian economy from the historical point of view then we find that the development in the Indian economy has mainly faced two challenges. First our micro industries in which about 98 percent companies provide employment to less than 10 employees and on the other hand we find that the employment in our country is more than 90% in informal sector.

Today with the rapid expansion and growth of the digital age and service-based economy in India creating new employment opportunities has become even more challenging. Although the service sector is discharging its important role in providing adequate employment in the Indian economy. And it has also compensated to a large extent the shortcomings of the manufacturing sector in the same area. But in this era of digitization we need the necessary skills for employment which is lacking in the Indian youth. As a result most of the youth are passing through the era of unemployment despite being educated.

Indian Economy and Employment:
- PLFS information show an expansion in the specialist to population proportion (WPR) from 34.7% in 2017-18 to 38.2% in 2019-20. This is an inversion of the past pattern which showed a decrease in WPR after 2004-05. The change additionally infers that business has expanded at a lot quicker rate than development in population.
- Female WPR proportion expanded from 17.5% to 24% between 2017-18 and 2019-20. The proportion, when duplicated by the female populace, shows a yearly increment of 17% of ladies laborers. One more certain sign from PLFS information is that the hole between the male and female specialist interest rate is reducing. As against 100 male specialists, there were 32 female laborers in the labor force in 2017-18. This number expanded to 40 of every 2019-20. Ladies established 24% of the labor force in the country in 2017-18 and 28.8% in 2019-20. Additionally, the joblessness rate in the female workforce in rustic regions is far lower than the male workforce, though the contrary remains constant in metropolitan regions. This is in spite of the way that the female workforce cooperation rate in country India is 33% higher than the rate in metropolitan regions.

ISSN 2394 - 7780

- PLFS information shows that the quantity of positions expanded at a quicker rate than the expansion in the quantity of occupation searchers between 2017-18 and 2019-20. Be that as it may, regardless of this, the quantity of jobless people has expanded by 2.3 million between 2017-18 and 2018-19, fundamentally due to an expansion in the quantity of occupation searchers (52.8 million) in these two years.
- The level of salaried individuals has dropped from 21.2% in 2019-2020 to 19% in 2021, and that implies that 9.5 million individuals have left the salariat and become jobless or part of the casual area.
- The sectoral creation of the work force shows that 45.6% of the specialists in India are occupied with horticulture and associated exercises, 30.8% in services and 23.7% in industry. From 2017-18 to 2019-20, there has been no expansion in the portion of industry and services in complete employment. This implies that the work shift out of agribusiness isn't going on. There is many reasons for that.

Critical Study of Strategy and Policies to Solve Unemployment in India:
Since independence in India, many types of strategies and policy rules have been created to solve the problem of unemployment, which we are studying by dividing it into four main categories:-

Strategy 1: Industrialisation-Led Strategy:
Initially influenced by the development experience of Western countries many developing countries adopted the strategy of industrialization led growth to increase employment in their economy. According to which employment opportunities can be created by achieving high rate of industrial growth in the economy. In this labor and capital were considered as complementary inputs of each other and would form a strategy for development.

According to this there is a lack of adequate capital formation in underdeveloped countries due to which the labor force of the country is not being fully utilized as a result of which the situation of unemployment exists. Therefore many types of development models and development strategies were adopted under this approach through which emphasis was given on capital accumulation to create employment opportunities. Some of the major models of them have been:

- Harrod-Domar Model
- Lewis and Fei-Ranis Models of Growth
- Mahalanobis Heavy Industry Development Strategy and Employment etc.

A Critical Appraisal of Industrialisation-Led Strategy Of Employment:
In this view most of the emphasis for job creation was given only on capital development while other items were neglected. As a result a paradox situation arose in the economy in which capital development was over-emphasized and other aspects were neglected. Due to which an imbalance has been created in the economy and the amount of employment that was expected to be generated, the final results have not been promising. At the same time the solution to the hidden unemployment of agriculture could not be solved by this. The biggest drawback of this strategy was that it considered workers only as a source of labor supply for the industrial sector while the participation of workers in the agricultural sector was completely neglected. Due to which the correct results could not be obtained because there is a lot of employment opportunities available in agriculture but it was completely ignored in this model.

Strategy 2: Wages-Goods Strategy:
The constraint of availability of wage goods for employment generation was ignored in the industrialization based strategy. In the criticism of the development strategy of the Second and Third Five Year Plans, Vakil and Brahmananda presented the wage good strategy of development as According to him the main cause of unemployment and hidden unemployment in underdeveloped countries is the lack of supply of wage goods.

He made it clear that the amount of employment in less developed countries is determined by the availability of wage goods, so new jobs are created whenever public works are carried out in the economy. Since this cannot be continued unless there is sufficient wage goods especially food items (although in hidden unemployment people may be able to meet their need for food but they do not get adequate nutrition), so they When employment is given in terms of wages and commodities, their effective demand will increase by which we can attain full employment stage.

According to him, he called the difference between wages and the quantity of goods required and the actual availability. In developing countries like India, this gap exists due to hidden unemployment and open unemployment so until full employment is not achieved this gap cannot be eliminated. Thus Vakil and

ISSN 2394 - 7780

Brahmananda had laid more emphasis on wage and goods strategy as an alternative to capital, they believed that agriculture sector in particular needs to be given top priority to create more employment opportunities in the country. He has strongly criticized India's second and third plans which were based on basic heavy industry.

A Critical Evaluation of Wage-Goods Strategy:
The biggest drawback of this strategy is that the developing countries lack adequate organization and entrepreneurship as well as the basic institutional framework. Due to which effective employment cannot be generated in the economy through wage material structure as it is necessary to have capital resources to overcome this constraint. Therefore, the concept of providing employment only on the basis of wage goods without adequate capital infrastructure is mere imagination. According to this concept, it is possible that for the first time employment must be provided to the people but to provide them continuous and regular employment is not possible without adequate registered development, so this approach proved to be one-sided.

Strategy 3: Employment Strategy of Using Labour-Intensive Technology:
Major schools led by Schumacher, Singer, and Myrdal attribute the growing problem of unemployment and underemployment in developing countries to the use of capital-intensive technology. While industrial production is growing relatively well in developing countries, employment growth has been observed to be much slower. And this is due to the use of capital-intensive technology. Thus, according to this idea, the creation of employment opportunities through the use of capital-intensive technologies and the incredible rate of population growth have resulted in enormous amounts of overtime. It should be noted here that modern industries that use capital-intensive technologies not only create few new employment opportunities, but also destroy the employment of traditional household industries. Myrdal calls this adverse effect of the modern sector on traditional employment the backwash effect.

According to this idea, modern manufacturing companies use capital-intensive technology to mass-produce products that dominate the market for traditional home industry products. As a result, many people in these household industries have been forced to evacuate. They contribute to obvious or disguised unemployment in agriculture. Thus it is clear that capital intensive technology of developed countries is not a good option to generate more employment opportunities in developing countries. In developing countries like India, labor intensive techniques should be used to make efficient use of a huge stock of labor which is still lying in the form of surplus. Due to which not only the workers will get employment, but the skill resources of the country will also be properly utilized in the development process.

A Critical Evaluation of Using Labour-Intensive Technology:
Even though we know that their capital intensive technology is not suitable for developing countries yet developing countries are using capital technology to a greater extent. There are many reasons for this like first reason there is no alternative technology which can be efficient as well as labor intensive. The second reason is that the technology developed in western countries is according to the situation of that country, whereas the conditions of developing countries are different. Therefore it is useless to expect labor intensiveness from imported technology. That is why many economists discuss their middle path, according to them we need to develop those technologies which are technologically developed but at the same time remain labor intensive. So that the developing country can take advantage of technical skills on one hand and on the other hand it is in a position to provide employment to its labour. The biggest problem for developing countries like India is the development of the economy, so it cannot rely much on labor intensive technology. In this globalization era, we want to achieve rapid growth rate for which we need imported technology from abroad and this imported technology is generally capital technology. At the same time, labor-intensive technology has not been successful in India, because where labor-intensive technology is used more, there increases trade union bargaining and their interference, due to which a suitable industrial environment is not available in this situation. Many industrial units also shy away from using labor intensive technology due to labor union.

Strategy 4: Strategy of Direct Attack on Unemployment:
This approach seeks to solve the unemployment problem through specific employment programs, especially local public works, rather than by emphasizing specific patterns of resource allocation and technical choices. This approach does not show a regular growth process that is in a position to alleviate the problems of foreseeable future unemployment and underemployment. This approach of creating jobs through local public works is combined with the Food for Work program. Workers employed in the land's public works are paid in the form of grains as wages. However, some of the rewards may be paid in cash.

In the UPA Government's Common Minimum Program (CMP), the Food for Work program is an important element of a job creation strategy. In particular, Dandekar and Russ promoted the large-scale launch of rural

ISSN 2394 - 7780

labor programs to solve the problem of mass poverty they say is mainly due to unemployment and underemployment. Rural public works have also formed the main direction of India's Unemployment Commission's recommendations for addressing the problems of large-scale poverty and unemployment in the countryside. In addition, J.P. has identified a rural public works program as a major source of job creation in rural areas. Lewis, KN. Large, M.L. Dantowara and Large Krishna. Also, B.S. Minas also proposes a large rural work program in his "Integrated Compulsory Integration and Rural Development Program". Job creation for local public works was carried out regularly under the Food for Work program during the Janata administration in 1977-78 and was later adopted as part of the Sixth Five-Year Plan (1978-83). Under this system, most of the wages are paid in the form of grains.

CONCLUSION

In conclusion we can say that unemployment is less of an economic problem while it is more of a social problem. Governments have been striving continuously since independence to solve this problem and the efforts adopted by them were according to the situation of the country. But at present, in this era of globalization and digitization, generating employment is an important challenge that needs to be overcome. At present we do not have a shortage of employment but we have a complete lack of skills required for employment, which we have to create. If we want to generate maximum amount of employment in the country, then we have to acquire the necessary skills for that so that we can get qualified employment in this changing environment. If we talk at the country level rural labor, a construction activity, is a temporary or short-term solution to the problem of unemployment. A lasting and long-term solution to the problem of unemployment and underemployment lies in the refinement of development strategies, including technological and institutional changes appropriate for the labor surplus situation in the Indian economy.

REFERENCE LIST

1. Bhaduri, A. (2008): Grwoth and Employment in the Era of Globalization : Some Lessons from the Indian Experience : ILO Asia-Pacific Working Papers Series, Sub Regional Office for South Asia, New Delhi.
2. Chowdhury, Subhanil (2011): Employment in India : What does the latest data show, EPW, August 6, 2011, vol. XLVI, No. 32.
3. Ghosh, Ajit K. (2011): The Growth-Employment Interaction in a Developing Economy.' V.B. Singh Memorial Lecture delivered in the 53rd Annual Conference of The Indian Society of Labour Economics held in Udaipur.
4. Ghuman, R.S. (2011): Development Paradigm and Need for Social Protection for Workers; Global and Indian Scenario, Keynote paper on the Theme Social Protection for Workers in India presented in the 53rd Annual Conference of The Indian Society of Labour Economics held in Udaipur.
5. Himanshu, (2011): Employment Trends in India: A Re-examination; Economic and Political Weekly, Vol. XLVL, No. 37, pp 43-59.
6. Mazumdar Indrani, Neetha N. (2011): Gender Dimensions: Employment Trends in India, 1993-94 to 2009-10, Occasional Paper No. 56, CWDS. New Delhi.
7. Planning Commission (2011): Faster, Sustainable and More Inclusive Growth: An Approach to the 12th Five Year Plan.' Government of India, New Delhi.
8. https://www.economicsdiscussion.net/employment/top-4-strategies-to-boost-employment/10399
9. https://mowr.nic.in/Previous-site/presentations/Employment%20Generation.pdf
10. https://www.mssresearch.org/?q=Rural_employment_strategies_for_India
11. https://www.ibef.org/news/experts-discussed-employment-generation-strategies-in-india
12. https://www.oecd-forum.org/posts/29977-india-inclusive-growth-and-the-employment-challenge
13. https://www.thehindubusinessline.com/opinion/how-india-can-promote-job-creation/article35286136.ece
14. https://www.yourarticlelibrary.com/economics/employment-economics/strategies-for-employment-generation-in-developing-countries/38385
15. https://link.springer.com/chapter/10.1007/978-1-349-06646-9_1
16. https://www.rediff.com/getahead/report/career-5-ways-india-can-create-more-jobs/20200121.htm

ISSN 2394 - 7780

17. https://smartnet.niua.org/content/c2e559de-9ec9-4052-a2d1-341fac3f9db6
18. https://ciu.ind.in/employment_generation.htm
19. https://www.niti.gov.in/verticals/skill-development-and-employment
20. https://india.generation.org/news/three-strategies-for-closing-the-education-to-employment-gap/
21. https://www.siliconindia.com/news/general/unemployment-crisis-in-india--strategies-to-minimize-it-nid-214137-cid-1.html
22. https://www.drishtiias.com/daily-updates/daily-news-editorials/india-and-unemployment
23. https://www.indiabudget.gov.in/economicsurvey/doc/eschapter/hechap10.pdf
24. https://www.jstor.org/stable/4415834

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES FOR YOUTH IN INDIA

Prasanta Mujrai
Department of Geography, Research Scholar of Shri Jagdish Prasad Jhabarmal Tibrewala University, Vidyanagari, Jhunjhunu, Rajasthan- 33001

ABSTRACT
An estimated 1.21 billion people live in India, making up more than 17% of all people. Data from the 2011 Census shows that India's young (aged 15-24) account for one-fifth (19.1 percent) of the country's total population. The country's youth are expected to make up 34.33 percent of the total population by 2020. At its peak point in 2010, the percentage was 35.11%. 74.04 percent of people were literate in India in 2011, according to the 2011 census. Although this location has a high adult literacy rate, the youth literacy rate is over nine percentage points higher. It is the world's seventh-largest country by land area, with a total land area of 3,287,263 square kilometers. South to north, India measures 3214 kilometers, and east to west, 2993 kilometers. It has a coastline of 7,517 kilometers and a land boundary of 15,200 kilometers. There are 28 states in India, including 8 union territories. This research explores the current educational and employment prospects for Indian youth. Most young individuals cannot get a job because they lack adequate education. Indian educational institutions' capacity and the number of students they enroll have expanded dramatically, yet dropout rates and educational attainment remain low despite this progress. Indian youth are underprepared for the demands of today's business despite having access to a well-established vocational training system. Children should be given a conventional, skill-based education in science and art, vocational and professional education, and training to prepare them for the workforce. They are always a positive force in developing the country's economy, politics, and technology. With 1.2 billion individuals under the age of 25, India has the most significant young population globally.

Keywords: census; employment; underprepared; vocational training; technology

INTRODUCTION
In India, students may choose between public and private schools (regulated and sponsored by three levels of government: the national, state, and local). Free and compulsory education for children aged 6 to 14 is recognized as a fundamental right under several parts of the Indian Constitution. There are roughly seven public schools for every five private ones in India.

Indian students are becoming more and more educated in primary school. U.N. Development Program data shows that in 2011, 75% of children between the ages of 7 and 10 had literacy skills. The improvement of India's educational system has been seen by many as a critical component of the country's economic success. Several government agencies and organizations are responsible for much of the achievement, notably in higher education and scientific research. A Gross Enrollment Ratio of 24 percent for higher education in 2013 shows that, despite incremental increases over the past decade, the government is still far behind the levels of tertiary education enrollment in affluent nations. If India continues to reap the advantages of its relatively young population, known as a demographic dividend, this work is essential.

India has an extensive private school system that collaborates with government-run schools for primary and secondary education. About 29% of students aged 6 to 14 attend a private school. Private institutions of higher learning, such as community colleges and technical schools, exist. It is anticipated that the Indian market for private education will expand from US$450 million in 2008 to US$40 billion by 2015.

Ninety-six percent of rural children aged 6 to 14 were enrolled in school in 2011, according to the Annual Status of Education Report (ASER). There has been a four-year streak of high enrolment rates in the poll. A yearly average of 95% of kids in this age range was enrolled in Indian schools between 2007 and 2014. As a result, the number of students aged 6 to 14 who are not enrolled in school dropped to 2.8% by 2018. This year's ASER Class I-XII enrollment in India's certified urban and rural schools increased by 23 lakh pupils since 2002, according to a study released in 2013, while the proportions of girls and boys attending school increased by 19.5%, according to another report. The quality of India's education has been questioned, particularly in the country's government-run school system, despite the country's progress toward universal education in terms of numbers. Although over 95% of Indian children attend primary school, only 40% of teenagers in India continue their education beyond the eighth grade (Grades 9-12). More than $2 billion has been spent by the World Bank on India's education sector since 2000. Around a quarter of the teachers are often absent is one reason for the poor quality of education. Indian governments have created various examinations and evaluation mechanisms to identify and enhance these institutions.

ISSN 2394 - 7780

Even though they are severely regulated in terms of what they can and cannot teach, how they may operate, and all other aspects of their operation, India's private schools are permitted to exist and prosper. Consequently, it may be difficult to distinguish between public and private schools.

According to the most recent statistics, India has around 900 universities and 40,000 colleges as of January 2019. For members of historically underrepresented Scheduled Castes, Scheduled Tribes, and Other Backward Classes, the Indian government claims that affirmative action policies reserve thousands of places in the country's post-secondary education system. Underprivileged groups in federally affiliated universities, colleges, and other educational facilities are restricted to 50% of the total reservations available. In some instances, it may be different depending on where you live. With 73 percent of the population claiming reservations in Maharashtra in 2014, this state has the highest percentage in India.

India's Young People:

As a whole, young people are the most crucial sector of the population since they are dynamic in character, creative, and enthusiastic. Young people are the most critical human resource for fostering economic, cultural, and political progress. The number of young people in a nation determines the country's ability and growth potential. What they do for military advancement is critical to the survival and success of their country. It is possible for young people's passion and energy to have a tremendous impact on society and the government, provided they are appropriately directed. In their communities, youth are the digital innovators breaking new ground. Active citizens who want to create a long-term impact on their communities are involved in their communities. This demographic section must be successfully harnessed, motivated, skilled, and streamlined for a country to achieve quick progress.

Concepts and Definitions of Youth in India and Throughout the World:

As a general rule, youth is described as the interval between puberty and the middle of life. According to several definitions, youth is defined by the characteristics impacted by one's generation. According to the United Nations, Youth is everyone aged 15 to 24. National Youth Policy (2003-2004) first draughts defined youth as ages 13 to 35. However, in 2014, the National Youth Policy described "youth" as individuals ages 15 to 29. In this study, we've utilized the 15-34-year-old age group again to show trends and changes, as we did in the prior report.

Education:-

Education has been identified as a crucial problem in both the globally agreed-upon development goals and the World Programme of Action for Young People because the lives of young people across the world are so important. Fighting poverty and hunger and fostering long-term economic growth and inclusive and equitable development need an educated population. The advancement of global development projects relies heavily on enhancing educational access, quality, and cost. Even while primary school enrolment has increased significantly in certain areas, the Millennium Development Goal of providing universal primary education by 2015 was not achieved. Compared to their male counterparts, there has been a notable disparity in access to secondary school, vocational training, non-formal education, and employment opportunities for girls and young women. A staggering 10.6 percent of young people2 over the world are illiterate, unable to do basic arithmetic and reading tasks, and unable to get occupations that will allow them to support their families. High rates of youth unemployment and underemployment harm social inclusion, cohesion, and stability, among other things, because many working poor young adults lack even primary education. Over 225 million children in developing countries were "idle" in 2013, which means they were not engaged in school, working, or undertaking training. The capacity of young people to participate fully and effectively in the development of society, economy, and politics depend on their ability to learn and get an education. Increasing the participation rates of young people, particularly those from low-income backgrounds, is essential if they are to acquire the information and ethical concepts necessary to serve as agents of development, good governance, social inclusion, tolerance, and peace. Young people's growth is hampered by the lack of gender equality in education. Gender disparities in educational results include, but are not limited to, a high dropout rate among females in secondary school and limited access to gender-sensitive educational infrastructure, resources, and training programmes. Enrollment in primary schools has skyrocketed worldwide, spurring an uptick in demand for secondary education. Sub-Saharan Africa's out-of-school children decreased by 13 million between 1999 and 2009, while secondary school attendance rates increased by 40 percent between 1999 and 2008.2 East Asia and the Pacific have had considerable growth in higher education enrollments, rather than sub-Saharan Africa or South and West Asia, according to the World Bank. There may be regional differences in educational attainment based on the estimates of literacy rates. 12.1 percent of young people in developing countries are illiterate, with Sub-Saharan Africa accounting for 29.6 percent and South and West Asia accounting for 18.5 percent. As of 2015, the

world's young non-literacy rate is predicted to fall to 8 percent, while the percentage in developing countries is forecasted to rise to 11. Young illiteracy rates in Sub-Saharan Africa are expected to fall to 25 percent by 2020, according to the United Nations Educational, Scientific and Cultural Organization (UNESCO).

The extension of equal access to education and the attainment of universal primary education have both been accomplished. As a result, students' lives are impacted, and their options for social involvement decrease as progress is made without the required safeguards to maintain quality. Underprivileged areas of society are more likely to lack access to high-quality education, and education is often not suited to particular communities' cultural and linguistic needs. Lack of high-quality education and training also limits young people from finding work, increasing their earnings potential, and generally living a better life. As a final result, low-quality education may perpetuate intergenerational poverty and marginalization by reinforcing inequality. Young people are often left without the basic skills to break out of poverty and unemployment, even if they continue to get formal education. Non-formal education programmes aim to fill this knowledge and skill gap by providing learning and development opportunities relevant to the environment in which young people live and work. Non-formal education, generally offered by the youth and community-based groups, helps impoverished and marginalized people acquire life-relevant knowledge and skills. The World Programme of Action for Youth, the Millennium Development Objectives, the Education for All aims, and the Global Education First Initiative place education as a top priority for action.

Employment:

The number of persons looking for a job rises sharply as adolescent turns into adolescence. As the heir apparent, many youngsters and teens assume control of their family's business. Many young individuals are entering the job market for the first time and are seeking employment opportunities in their native country. This is true. Individuals constantly migrate in and out of the labour market since it is such a dynamic structure. Even though there are jobs in every country and location on the planet, unemployment rates vary widely.

Globally, young people were unemployed at a 13.0 percent rate from 2012 to 2014. Despite their active participation in the economy, over half (42,6%) of economically engaged youth remain unemployed or underemployed. 73.3 million young people were unemployed in 2014, making up 36.7% of the world's unemployed. However, the percentage of jobless young adults is steadily decreasing. A country's economic strength and policy climate have a significant role in job opportunities. High-quality labour boosts the economy and improves the well-being of citizens of a nation.

Social and political unrest may be directly linked to a high unemployment rate. Many political upheavals throughout the globe have been blamed on a high jobless rate. A high unemployment rate may lead to hunger, migration, criminal activity, suicidal thoughts, mental diseases, and other undesirable repercussions. As a consequence, governments use legislative measures and interventional programmes in an attempt to reduce or eliminate unemployment. Youth employment has come to the top of the policy priority list in most countries. As part of the Sustainable Development Goals (SDGs) 2030 development agenda, a global plan for youth employment is being developed. More and more national efforts, with a wide variety of public and private sector participants, emphasize the formation of partnerships to achieve policy consistency and effective coordination in employment for young people.

65% of India's population is under 35, making it a young nation. Increasing numbers of working-age individuals might be a driving force for economic growth. It is known as the "demographic dividend" since India's population has expanded at an average yearly rate of 2% since 2000. Over the next two decades, the number of Americans employed is expected to rise by 10-12 million annually. The number of people in the nation who are of working age will approach one billion by 2030. An aging population in other developing countries means that India's young people have the potential to fill the gap in the global workforce. Then, what if India cannot produce significant amounts of quality job prospects and train its growing population to perform effectively in such vocations on a wide scale? This demographic opportunity will be missed if it does not. India's young people have more access to knowledge and higher expectations. Therefore job quality will be just as crucial as quantity in the years to come.

Explosion in the Growth of Emerging Technological Advances:

New technologies, notably mobile, have had a substantial societal impact on India, yet the extent of this shift is difficult to assess. Mobile, Internet, and social media's spread can be predicted, but articulating how these developments have changed society's values and ways of life is far more challenging. Unparalleled access to knowledge has been made possible thanks mainly to India's technological revolution. For the first time, millions of people who couldn't afford to participate in the national conversation may now learn more about the world

ISSN 2394 - 7780

around them. Agricultural pricing is well-understood by farmers. Globally recognized quality standards for products and services are well-known to consumers. Rural residents are acutely conscious of the differences in opportunities between themselves and their city counterparts. In addition, citizens have the chance to express their political views in a public forum. Indians have acquired more significant control over their lives.

The future of India today might best be described as a problematic nation in the making because of the widespread calls for reform from almost every segment of society. India's extraordinary potential is wasted due to an outdated socio-political framework being criticized and warned against in the international and local news media. India's citizens are putting increased pressure on the government to adopt reforms in the system. While many in India are critical of the country's present state, many more are actively working to bring about a shift in the country. Given the enormity of our nation's difficulties, they admit that gradual change may not be an option. Economic development and improvements to human well-being predict rapid change and advancement, which they assume will occur throughout their lifetimes. This generation of Indians aims to make a big difference in economic and social arenas. Members of a growing middle class are searching for new and creative ways to meet their needs. Because of their education and empowerment, citizens and consumers feel empowered to demand and affect change in their communities. According to civic organizations, human advancements that are at least as helpful should be followed by human improvements.

CONCLUSION

Many young people in India have seen high unemployment rates in recent years. Many young people who are working are still working as casual wage labourers, putting them at risk both monetarily and socially. Despite increasing the number of opportunities for regular wage jobs, this has not happened as quickly as they had hoped. The "working poor" are defined by the Bureau of Labor Statistics as the third of every ten children who are employed. A vicious loop of low-productivity jobs, poor pay, and a family's limited capacity to invest in its children's education and health care have developed due to the high frequency of low-quality work, especially among SCs, STs, and Muslims. There is, however, one positive element to this situation: an increasing number of young people are enrolling in educational institutions.

On the other hand, this movement favouring education isn't widespread throughout all socioeconomic categories, leading to a more significant gap between those who work and those who study. ST, SC, and OBC-Muslim young people are far less likely than their peers in the OC group to complete their education after high school.

To put it another way, in the subsequent years, the challenge will be to provide many remunerative employment opportunities for both young people and those who are older. This would need more money to go into labour-intensive businesses, especially in less developed or remote parts of the country. Consequently, it is imperative to significantly increase legislative efforts to promote company development, particularly among SCs and STs. A combination of SC, ST, and other component plan funding might be used.

Another significant issue is ensuring that children and adolescents are appropriately educated. Education, as previously shown, significantly boosts one's chances of landing a better job. Because of this, more must be done to ensure that more young people have access to vocational and technical training and higher education. SCs and STs benefit from policies to improve their educational prospects, including the provision of scholarships and free uniforms, the condition of coaching for competitive examinations, and the imposition of reserved seats in educational institutions. However, more needs to be done to ensure that all students have equal opportunities for academic success. Education and skill training for young people is one of the most pressing issues. Public educational institutions' quality and relevance of education must be strengthened and held accountable, particularly at the secondary and postsecondary levels. However, private educational and training institutions must be closely monitored to ensure high-quality education while still keeping their costs low. The National Skill Development Mission's current skill development initiatives must be significantly boosted to overcome the Indian industry's talent shortages.

A new generation of tech-savvy youngsters has emerged, markedly different from those before. They have a fair case to make in voicing their concerns about leading a decent and honourable life. Legislators and politicians must do a lot more to improve the lives of young people in the country and ensure that they have good job opportunities.

REFERENCES

1. Burgess, S. R. (2014). Youth and Education. The New York Times on Gay and Lesbian Issues, 295–333. https://doi.org/10.4135/9781608717545.n8

ISSN 2394 - 7780

2. Chakraborty, S., Paul, D., & Agarwal, P. K. (2017). Evaluation of educational performance of Indian states using PROMETHEE-GIS approach. Benchmarking: An International Journal, 24(6), 1709–1728. https://doi.org/10.1108/BIJ-12-2015-0118

3. Education in India. (2022). Pacific Affairs, 26(2), 184. https://doi.org/10.2307/2753350

4. Ghara, T. K. P. (2018). Estimation of Gross Enrolment Ration (Ger) Considering Death Rate. Journal of Emerging Technologies and Innovative Research (JETIR), 5(8), 392–395.

5. Mamgain, R. P., & Tiwari, S. (2016). Youth in India: challenges of employment and inclusion. Journal of Social and Economic Development, 18(1–2), 85–100. https://doi.org/10.1007/s40847-016-0025-8

6. MYAS, G. (2017). Youth Development index and Report.

7. Soliven, P. S. (2015). The Korean , Chinese , Indian and Singaporean systems of education. OPINYON.

8. Youth and Education. (2011). Dialogue and Mutual Understanding.

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

A STUDY ON GROWTH OF MUTUAL FUNDS IN INDIA: AN OPPORTUNITY FOR YOUTH IN INDIA

[1]Miss. Daksha Siyaram Choudhary and [2]Faiyaz Lukman Charoliya
[1]Assistant Professor, Sasmira Institute of Commerce & Science, Worli
[2]Student, TYBAF, Abhinav College of Arts, Commerce & Science, Bhayandar (E), Thane- 401 105

ABSTRACT
Nowadays, the term Mutual Fund is very familiar to everyone. Many of the investors prefer investing in Mutual Fund as compare to other investment options available in the market. The market of Mutual fund has grown with good returns in India. The present research study is an attempt to analyse growth of mutual funds in India and to know the reasons for selecting mutual funds over other investment options available. The study also aims to find out top five mutual fund houses in India. The study is based on secondary sources of data collected through various websites.

Keywords: Mutual Fund, Rate of Return, Investment, AUM or AAUM

INTRODUCTION
Mutual fund is getting more popular as the days goes by. Earlier, banks offered Fixed deposits to people and gave them 8% to 10% interest but in today's market, they offer 6%, which is lower in comparison to Mutual funds' high rate of return. A mutual fund's rate of return goes up to 20% or more. In previous days, people didn't have any knowledge regarding Mutual Fund, but nowadays, SEBI has made it compulsory for Fund houses to invest their small profits into creating awareness about Mutual funds. The mutual fund gives risk diversification to its investors, as Fund managers invest mutual fund's money into different-different companies' shares in various sectors. The primary objective of this study is to understand mutual fund industries in India and their growth in recent years and the reason behind it.

Assets under management (AUM) are the overall commercial center cost of assets/capital that a mutual fund holds. The fund administrator manages those assets and makes all investment-related determinations for the benefit of the investors. The growth and volume of any given fund house can be identified through AUM. An Investor is able to evaluate a fund's assets under management over a period of time and with several related schemes.

A mutual fund is a pool of money where several investors or people invest their money in equity, bonds, government securities, etc. The money collected in mutual funds is further invested by Professional Fund managers in various company's stocks, bonds, etc. The Income or returns gained from the investment schemes are distributed amongst the investors. Professional Fund Manager also deducts the expenses and levies, by calculating a scheme's 'Net Asset Value' or NAV. Mutual Fund in India is established in the form of a Trust under the Indian Trust Act, 1882, under SEBI (Mutual Funds) Regulation, 1996. Unit Trust of India (UTI) was the First Mutual Fund in India and was established in 1963. AMFI, the association of all the Asset Management Companies (AMCs) of SEBI registered mutual funds in India, was incorporated on August 22, 1995, as a non-profit organization. As of now, 45 Asset Management Companies that are registered with SEBI, are its members. There are as many as 1451 mutual fund schemes available as of December 31, 2021, and also 19 new schemes have launched in the same month.

OBJECTIVES OF THE STUDY
1. To study the growth of the mutual fund industry over the last 10 years.
2. To examine reasons for selecting mutual funds over other investments.
3. To find out the top 5 mutual fund houses in India.
4. To find out the increase in the number of schemes over the last 3 years in the Mutual fund Industry.

SCOPE OF THE STUDY
- The data used in this study would be from the last 10 years.
- This study is limited to Indian mutual funds industries only.

LIMITATION OF THE STUDY
The present research study is limited to study the growth of mutual fund as a whole, and not on a particular mutual fund house. The study does not predict the future outcome of said house. The study focuses on the AUM or AAUM of a Mutual fund house only.

ISSN 2394 - 7780

RESEARCH METHODOLOGY

The present study was based on secondary sources for data collection. Such data is collected from various websites and related literature. The data collected are related to Mutual Funds, Assets under Management.

REVIEW OF LITERATURE

Mutual Fund can perform exponentially if the challenges like Low penetration ratio, Lack of Product differentiation, Lack of Interest awareness, and many more as seen in the paper 'Performance of Mutual Fund in India' by Bilal Ahmed Pandow (2017). It has yet to utilize its full potential even though it has shown significant progress over the years. Michael C. Jenson, in his paper 'The Performance of Mutual Funds in The Period 1945-1964', concluded that Mutual funds were average compared to the buy-the-market-hold policy. On average, the fund was not successful enough to regain even its brokerage expenses. Dr. S Narayan Rao, in his paper 'Performance Evaluation of Indian Mutual Funds', suggested that most of the Mutual funds in his sample of 58 schemes were able to satisfy the Investors by giving them excess returns. Dr. Deepak Agarwal, in his paper 'Measuring Performance of Indian Mutual Funds', revealed that the performance of the Mutual Fund is affected by the saving and investment of the people and how the loyalty of the fund manager matter and also the reward factor.

Data Analysis and Interpretations

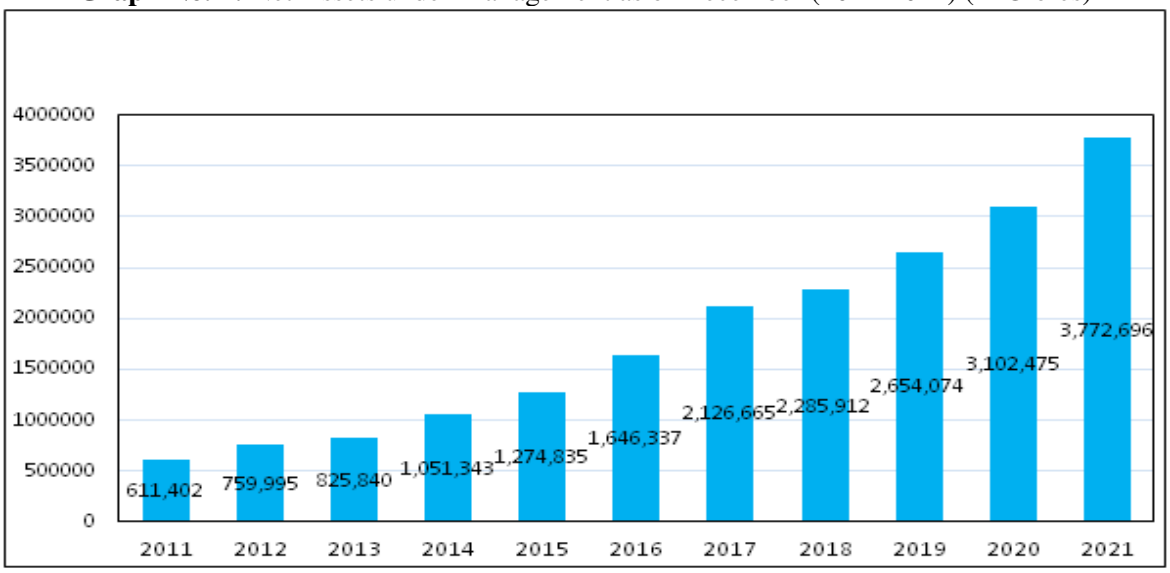
The present research study aims to find out popularity of Mutual funds industries in India and their growth in recent years. Some of the data collected through secondary sources are disclosed under this study.

Mutual Fund Companies in India

Nowadays, people are interested in investing their money, profit, etc in the share market, bonds, etc. but they are not aware about mode of investment. That's where a mutual fund comes in. Mutual Fund companies create awareness about mutual fund benefits as it has become mandatory by SEBI. They create awareness about how they invest, how do they work, how do they calculate NAV at the end. Compare to shares, Mutual funds are very easy to invest in. There are various types of mutual funds schemes such as Small-cap fund, Midcap fund, Large-cap fund, Hybrid fund, Debt fund, Liquid fund, etc.

Mutual Fund industries in India are growing at an exponential pace. The Indian mutual fund industry has recorded an Assets under Management (AUM) of ₹37.73 trillion (1 trillion equals 1 lakh crore) as of December 31, 2021. In the span of the last 5 years, the mutual fund industry's AUM has grown from ₹16.46 trillion as of December 31, 2016, to ₹37.73 trillion as of December 31, 2021, a more than a 2-fold increase. In the span of the last 10 years, the mutual fund industry's AUM has grown from ₹6.11 trillion as of December 31, 2011, to ₹37.73 trillion as of December 31, 2021, a more than a 6-fold increase.

Graph No. 1: Net Assets under Management as of December (2011-2021) (in Crores)



Source: https://www.amfiindia.com/research-information/amfi-monthly

Most popular Mutual Fund houses

Below are the top 5 mutual fund houses in India based on Average Assets under Management (AAUM) as of December 31, 2021.

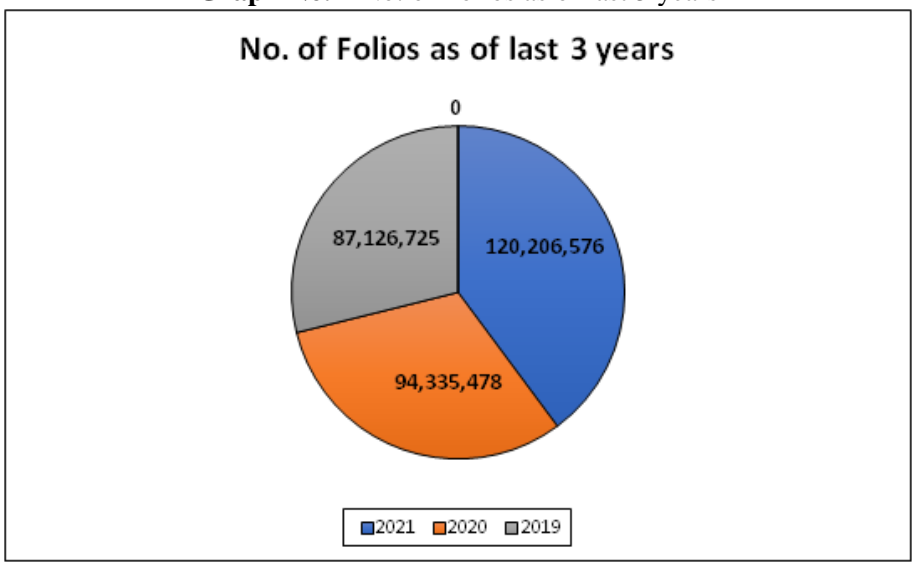
ISSN 2394 - 7780

Table no. 1 Top 5 Mutual Fund Houses in India

Sr.no	Name of the Fund House	AUM (in. Crore)
1	SBI Funds Management Private Limited	6, 26,273.82
2	ICICI Prudential Asset Management Company Limited	4, 74,224.25
3	HDFC Asset Management Company Limited	4, 42,167.40
4	Aditya Birla Sun Life AMC Ltd	2, 99,149.25
5	Kotak Mahindra Asset Management Co Ltd	2, 86,729.83

Source: https://www.morningstar.in/tools/mutual-fund-amfi-average-aum-by-fund-house.aspx

Graph No. 2 No. of Folios as of last 3 years



Source: https://www.amfiindia.com/research-information/amfi-monthly

The above chart indicates that the total number of mutual fund folios as of 31 Dec 2019 stood at 8,71,26,725, while the current folios as of 31 Dec 2021 stood at 12,02,06,576. The folios of mutual funds have increased by 37.97% in the last 2 years. It has been seen that the popularity of Mutual Fund is growing day by day at a significant rate.

Reasons for popularity of Mutual funds in India (Findings):

1. Compare to Fixed Deposit, a mutual fund offers a high rate of return which makes it more attractive as an investment tool for investors.
2. In a mutual fund's systematic investment plan (SIP), a person can start investing for ₹500.
3. The government or SEBI has made it compulsory for Fund Houses to create awareness about mutual funds.
4. There is no need to open a Demat account or trading account to start investing in mutual funds, which is one of the main reasons for the growth of mutual funds.
5. Mutual fund offers more diversification regarding investment. If we invest in one of the mutual fund schemes, our money is divided or diversified among companies of the same or different sectors.
6. It helps people who don't know shares or investments.
7. Compare to Fixed Deposit, if we want our investment back, we can redeem and can get our money within 3-4 days depending on the scheme's nature.

CONCLUSION

Ten years ago, the Net AUM of the Indian mutual fund industry was ₹6.11 trillion as of December 31, 2011. Over the years it has become ₹37.73 trillion as of December 31, 2021, which shows the growth of Mutual funds in India has been constant throughout the last ten years. The mutual fund has grown in recent years due to its uniqueness. Mutual Fund offers a high rate of returns as compare to any other investment options. Mutual fund is managed by a professional or a Fund manager. We can also get our investment back within 3-4 days. The mutual fund has come a long way since it initiated by UTI as the first mutual fund in India, and is growing day by day. Mutual Fund doesn't require a Demat account to start investing. Mutual Fund has been growing years upon years, so it is advised to start investing in it after understanding the terms of investment in Mutual Funds.

ISSN 2394 - 7780

REFERENCES

1. B. Kasi Viswanadham, Dr. Shailendra Yadav, "The Growing Popularity of Mutual Funds in India", JAC: A Journal of Composition Theory, Volume XII Issue XII DECEMBER 2019, pp.317-322.
2. https://www.sebi.gov.in/sebiweb/other/OtherAction.do?doRecognisedFpi=yes&intmId=23
3. https://www.sebi.gov.in
4. https://www.amfiindia.com/indian-mutual
5. https://www.amfiindia.com/investor-corner/knowledge-center/history-of-MF-india.html#accordion5
6. https://www.paisabazaar.com/mutual-funds/mutual-funds-in-india
7. https://www.franklintempletonindia.com/article/beginners-guide-chapter10-io04og32/types-of-mutual-fund-in-india
8. https://www.morningstar.in/tools/mutual-fund-amfi-average-aum-by-fund-house.aspx
9. https://www.investopedia.com/investing/advantages-of-mutual-funds/
10. https://en.wikipedia.org/wiki/Mutual_fund
11. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2925049
12. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=244153
13. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=433100
14. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1311761

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

LESSONS FROM ANCIENT INDIA FOR SKILL DEVELOPMENT IN MODERN INDIA

Dr. Rita Sharma
Assistant Professor, History, Maheshwari Girls PG College, Jaipur

ABSTRACT
The word 'Vidya' comes from the root vid, which means 'to know,' and is the same root as Veda. Because the Veda underpins the entire educational system, Vidya gained through Veda allows a person to understand the truth about the universe and one's personal relationship with it. The Rishis were well aware of this.

In comparison to other industrialized countries, India has a larger youth population, and only education and skill development can help to prepare young people for the future while simultaneously boosting economic growth by providing competent workers. Every institution or university in the modern era of education is implementing new teaching methods employing their teaching methodology. There were five major universities in ancient India, including Takshashila, Nalanda, and Vallabhi etc. which focus on the all-round development of students and those in the medieval period there exists 2 institutions madrasah and maqtabs which mostly focus on building student religious and leaders of the future. In modern education, there are well known autonomous institutes like IITs and IIMs which are famous all around the world.

Keywords: Vedic education, curriculum, Arthshastra, Ancient India, Taxila, Nalanda

INTRODUCTION

Education in Ancient India
The ancient education system can be best described by the following verse from Vishṇu Puraṇa.

तत्कर्मयन्नबन्धायसाविद्यायाविमुक्तये। आयासायापरंकर्मविद्यऽन्याशिल्पनैपुणम्॥

Tatkarmyannabandhāyasāvidyāyāvimuktaye। Āyāsāyāparṁ karmavidya'nyāśilpanaipuṇm।।

(Vishṇu Puraṇa 1-19-41)

"That is action, which does not promote attachment; that is knowledge which liberates. All action is a mere effort/hardship; all other knowledge is merely another skill/craftsmanship."

The preceding quotation is the best historical portrayal of the Indian educational system, and the Vedas are the foundation of that system. Vedic and Buddhist education systems were formed during the ancient times. Sanskrit was the language of the Vedic system, while pali was the language of the Buddhist system. Vedas, Brahmanas, Upanishads, and Dharma sutras were used in education at the time. Our ancient education began with the Rigveda with the goal of growing students not only in the outer body but also in the inner body. Students were taught ethics such as humility, truthfulness, discipline, self-reliance, and respect for all creations in ancient schooling. Education was largely given in ashrams, gurukuls, temples, and private homes. Students were occasionally taught by temple pujaris. Ancient India's education system contains several distinct characteristics and characteristics that are not seen in any other ancient education system in the world. The majority of the schooling took place in woodlands under a blue sky, which kept the students' minds fresh and vibrant. People used to live a basic life and work with dedication and hard work in ancient times.

Education's Purpose
The primary goal of education was to provide pupils with a high-quality education. The main goals of education were to enrich culture, character, and personality, as well as to create and cultivate noble values. The goal was to develop students' mental, physical, and intellectual personalities in order to prepare them for the future and help them survive in any situation.

Students used to leave their homes and live with their gurus till their education was accomplished at that time. Women's education was also prioritized throughout the early Vedic period. The education focuses on the physical and mental development of students. The course duration was about 10–12 years, as there were no books so students used to memorize all things, memory played a crucial role during learning. The education was imparted in forests away from cities and peoples to give students a pleasant and silent environment of study.

Curriculum
Curriculum plays an essential role in the education system. It was dynamic and not static; it was made up of different stages. The primary purpose of developing a decent curriculum was for pupils to grow physically and mentally. Four Vedas, six Vedangas, Upanishads, darshans, Puranas, and Tarka Shastra make up the curriculum.

ISSN 2394 - 7780

The six vedangas were Shiksha, Chhandas, Vyakarana, Nirukta, Jyotisha, and Kalpawhile the darshanas were Nyaya, Baiseshika, Yoga, Vedanta, Sankhya, Mimasa. At the period, Algebra, Geometry, and Grammar were also given significant weight. Panini was famous in the domain of grammar at that time. The curriculum of the Buddhist system consists of pitakas, Abhidharma, and sutras. Besides this medicine, Vedas were also given importance. Hindu learning was a part of Buddhist learning, although more emphasis was given to Buddhist learning. Both the systems were going hand in hand at that time. The teaching was entirely based on oral presentations and discussions, with annual tests. The education system of the ancient period focused on subjects like warfare, military, politics, religion.

Methods of learning

The caste system ruled ancient India, particularly during the later Vedic period—Brahmanas, Kshatriyas, Vaisyas, and Sudras. Each caste had its own vocation, and it received education that was relevant to that vocation. The Sudras used to provide menial tasks to the top three castes, but the upper three castes had the right to study based on their vocation.

The Brahmanas were primarily responsible for performing sacrifices and acting as "Purohits" in the homes of rulers and nobles. The priestly class was made up of them. They were the keepers of antiquity's wisdom and literature. There are four sciences that should be included in the royal education, according to Kautilya's Arthashastra.

Anvikshiki is the first, followed by the triple Vedas, Varta, and Dandaniti.

The Sankhya yoga and Lokayata ideas were combined in Anvikshiki. Varta possesses agricultural, cattle-breeding, and trading expertise. Dandaniti is a branch of government science that includes a working grasp of criminal law. The Kshatriya princes were also encouraged to study the aforesaid disciplines at the Manu, Brihaspati, and Usanas institutions.

Some cities, such as Taxila and Pataliputra, had public military schools. These were military training facilities. In a single military college, over a hundred princes might undergo military instruction. The princes could also be trained in military art by private and professional military tutors.

The public military school, which was usually located near the capital and included a gymnasium, swimming pools, and wide fields for military drills, was usually located in the area of the capital. History, Puranas, Economics, Arthashastra, Dharmashastra, Panchatantra, Hitopadesha, Politics, Administration, and Civil and Criminal law were all taught in the afternoons, with the mornings devoted to athletics and military drills.

Music and painting were also taught as fine arts. Boarding homes used to be utilized by students at these royal schools. The young prince was to be under the watchful supervision of his professors during his studies. The Brahmana educators developed vocational training curricula to meet the demands of both individuals and society. A Vaisya, like a Kshatriya prince or noble, was inducted into studentship at the appropriate age under the strict supervision of a Brahmin teacher. And studying the Veda was a requirement for him.

"Let the three twice-born classes, discharging their appointed tasks, study the Veda," Manu says. Knowledge of agriculture, fundamentals of accounting, knowledge of weights and measures, the likely profit and loss on merchandise, the proper means of rearing cattle, the manner of keeping goods, the rules of purchase and sale, the various languages of men, the rudiments of commercial geography, and the practical details of trade were among the subjects prescribed for a young Vaisya. In ancient Indian literature there are many references to such trade guilds of traders and artisans known as Mahajani schools.

Key Features

The teachers at that time paid special focus to their students and teach them according to their knowledge and skill level. Teaching was basically via orals and debates, and the different methods were as follows:

• At that time books were not there, so students had the habit to learn and memorize all the things taught in the class, and teachers also helped them in memorizing.

• The students used to deep dive into the concepts taught by their teachers and explore new methods to learn it.

• New ways of learning exploration included listening, reflection, and intense contemplation.

• To teach the students, the teachers used narrative techniques.

• Students used to ask questions concerning the themes that the professors were teaching, and these topics were then debated and the students' questions were answered.

ISSN 2394 - 7780

• The education of that time mainly focused on practical knowledge of the topics taught in the class.

• The students got plenty of knowledge through seminars and debates conducted at frequent intervals.

Medical education

Medical science is taught in India from time immemorial. A Greek writer, Strabo, praises the competency of Indian medical practitioners. The Vedic literature, the Charkas Sanghita, the Susruta, the Vinaya Texts, the Milinda Panha, and the Jatakas all refer to the study of the subject of ancient Indian medicine and surgery.

General Features

1. Taxila must have been the chief centre of medical education. Besides Taxila there were other centres of medical education such as Benares, Ujjaeni, Vaisali, Nalanda and Pataliputra. Excavations at Kumrahar near Patna have revealed in 1953 the existence of one-monastery-cum-hospital named Arogyavihara. In some cases, hospitals were attached to colleges.

2. Medical course was a very long course. It was of seven years' duration. Jivaka, the illegitimate son of Bimbisara, the most renowned medical practitioner of ancient India, studied both medicine and surgery for seven years at Taxila. He is perhaps the first surgeon in India who conducted many difficult and successful operations in different parts of India.

3. The course included both theory and practical training in surgery and pharmacy.

4. The success of the surgical operations must have depended upon the use of antiseptic medicines.

5. There were great teachers of medical science in ancient India such as Narada, Angirasa, Kapila, Atula, Charaka, Susruta etc. Each of these is known for a treatise of his own.

6. Medical education was usually imparted by private teachers.

7. A medical student had to be well-grounded in Sanskrit, for most of the books on medicine were written in that language.

8. Learning by rote was condemned. The student must know the subjects of medicine and surgery by heart.

9. There were many branches of the subject and students were encouraged to specialise in one or more branches.

10. Besides the rituals connected with general education, there was a special Upanayana ritual for students seeking admission to the medical course. Ayurvedic Upanayana was a short ritual modelled largely upon the Vedic prototype. The Ayurvedic Upanayana lays stress on physical and moral qualifications; and on cleanliness, good manners and morals, courage, humility, intelligence, patience, zeal, purity of body, mind, and speech and capacity for taking pains. A student lacking these qualifications will not be eligible for Upanayana and admission. The ceremony was to be performed on an auspicious day.

11. There was no caste restriction with regard to admission to medical course. A Sudra also may be initiated and admitted to a study of Ayurveda, if he was qualified by purity of his lineage and possession of virtues. Thus, the study of Ayurveda was open to all the castes.

Arts and Crafts Education

In India, arts and crafts education has a long history. Caste divisions existed in ancient Hindu civilization. Each of the four basic castes had its own jobs. However, these castes (Brahmanas, Kshatriyas, Vaisayas, and Sudras) grew further divided and subdivided over time. Traditional vocations for Brahmanas and Kshatriyas were preserved. The Vaisyas, on the other hand, were subdivided in vast numbers and mixed in with the crowds.

Sculptors, painters, architects, carpenters, farmers, tailors, goldsmiths, barbers, and other castes arose as a result of this. Different castes had different trades and occupations. Each caste developed a professional expertise that was passed down through the generations. The boy used to respect his father's vocation. The son of a carpenter naturally became a carpenter. But in Buddhism there was no caste system and as such anybody could accept any craft.

The traditional arts and crafts of India were strongholds in ancient India's villages, but many of the craftsmen also lived in towns. The prevailing attitude of society toward arts and crafts was quite favorable in early Indian history. Craftsmen and craftspeople were held in great regard. However, due to the rigidity of the caste system, this condition evolved through time. Manual arts and crafts were completely shunned by the Brahmanas and Kshatriyas, and they began to be despised. Craft guilds existed in both villages and towns in ancient India. Members who practiced a specific craft used to join their own guild. Sreni was another name for the guild.

ISSN 2394 - 7780

Every craft was self-governing by its Sreni. Though membership of a guild was hereditary, newcomers could be admitted by paying a fee. The guilds were of various kinds like the crafts and were like so many industrial schools. Each guild was managed by its "mahajanas or seths".

Some of the traditional arts and crafts (Kalas) are mentioned below:

1. Dancing,
2. Playing on many instruments,
3. Art of preparing different kinds of drinks,
4. Gambling
5. The art of making beds and garlands with flowers,
6. The art of the sculptor,
7. Skill at toilette,
8. Horticulture,
9. Archery,
10. Painting,
11. The art of producing vessels,
12. The science of charioteering,
13. Taking part in battle on elephant, horse or chariot,
14. The art of excavating tanks and well,
15. Construction of machines and musical instruments,
16. Manufacture of ornaments from gold or silver,
17. The science and art of tanning leather,
18. The art of sewing,
19. The art of weaving and knitting,
20. The art of swimming,
21. The art of cleaning clothes,
22. The art of shaving,
23. The art of ploughing,
24. The science of irrigation,
25. The art of manufacturing weapons,
26. The art of preparing tambula,
27. Architecture,
28. Smelting and welding.

Many Sanskrit, Buddhist, and Jain publications contain references to the ancient Indian arts and crafts that make up the most well-known and customary number of 64. The Ramayana, Bhagavata-Purana, Mahabhashya, Kadambari, Vatsyayana's Kamasutra, Bhavabhuti, Jatakamala, Kalpasutra, and other books are among these references.

Educational institutions in Ancient India

Gurukul was the hometown of teachers where students come after completing their initiation ceremony and learn until the completion of their study.

The parishads or academies were the places of higher learning and education where students learn through discussions and debates. Goshti or conferences were the places where the kings of the states used to invite scholars from every institute to meet and exchange their views. Ashramas or hermitages were the other learning centers where students from various parts of the country used to come and learn from saints and sages.

ISSN 2394 - 7780

Vidyapeeth was the place of spiritual learning founded by great Acharya, Sri Shankara in places like Sringeri, Kanchi, Dwarka, and Puri, etc. Agraharas was an institution of Brahmins in villages where they used to teach.

Viharas were the educational institutions founded by Buddhists where the students were taught the subjects related to Buddhism and philosophy.

1. Takshashila or Taxila

Takshashila was the famous center of learning, including religion and teaching of Buddhism in ancient times. It was famous for his higher education learning comprising of subjects like ancient scriptures, law, medicine, sociology, astronomy, military science, and 18 silpas, etc. The well-known scholars from the university were great grammarian Panini, he was an expert in his subject of grammar and published his work on Ashtadhyayi, Chanakya who is skilled in statecraft both studied here. Students from Kashi, Kosala, Magadha, and also from different countries flocked into the university despite a long and arduous journey. Takshashila was an ancient Indian city currently situated in north-western Pakistan was the well-known center of learning and has been declared as an archeological site and world heritage by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in 1980.

2. Nalanda

When Xuan Zang arrived in Nalanda, it was known as Nala, and it was a center of study for a variety of subjects. Students used to come from all over the country and even the world to study here. The Vedas, fine arts, medicine, mathematics, and astronomy were among the subjects taught. Xuan Zang himself became a Yogashastra student. UNESCO has also designated Nalanda, which is now located in Rajgir, Bihar, India, as a world historic site. Vallabhi, Vikramshila, Ujjain, and Benaras were some of the other notable institutes in ancient times.

Benefits

• The system emphasizes on students' overall growth, with a greater emphasis on practical knowledge over theoretical information.

• The students were not only interested in raising the ranks up, but they also put a strong emphasis on knowledge.

• Classrooms were designed to seem like trees, providing students with a relaxing learning environment.

• There was little academic pressure placed on students, allowing them to learn effectively.

• The government did not interfere with curriculum development; in fact, kings during the period aided in education growth.

CONCLUSION

There were eighteen Sippas or Arts mentioned in early Pali scriptures. The Arthasastra of Kautilya contains numerous allusions to various arts and crafts. The Arthasastra details the many categories of arts and crafts, including treasury, weaving, mining, metalworking, agriculture, navigation, and gambling, among others. We can also find signs of state control of arts and crafts in Arthasastra. In India, a young craftsman's education was solely vocational. It lacked nothing in terms of elements that made it truly valuable as a vocational school. The teacher-pupil friendly family relationship, the lack of artificiality in instruction, and the opportunity and encouragement to produce truly excellent work all contributed to the development of a spirit of good craftsmanship.

Industries and technology are rapidly evolving in the modern period. Every industry area is looking for the right person for the job. The complete system must be improved as well. Students learn in universities solely to compete with one another for top place, with little practical knowledge obtained. Students are committing suicide as a result of the stress and strain of work and studies that they are under.

Our educational system can learn from ancient and mediaeval education systems in terms of practical knowledge implementation, student-teacher relationships, student-teacher relationships, student-teacher relationships, student-teacher relationships, kings' contributions to education, no stress placed on students, and much more. Industry and business sectors will face a difficult and hard future so our government has to provide such an education system which will bring all-round development in students and make them future-ready and also teach them to live in any critical situation.

ISSN 2394 - 7780

REFERENCES

1. Agarwal, V. (2011). Principles of Education. Chapter 1. Lakshay Publication, India.
2. Bakshi S.R., Gajrani S., and Singh, Hari (2005). Early Aryans to Swaraj. Volume-3, 25 – 26.
3. Glukhov VV, Vasetskaya NO. Improving the teaching quality with a smart-education system. In: 2017 IEEE VI Forum Strategies Partnership of Universities and Enterprises of Hi-Tech Branches (Science. Education. Innovations) (SPUE). 2017
4. Jayapalan N. History of Education in India; 1996
5. Ramdasi, N.R. Visualising Indian heritage digital library metaphor. Research paper of PhD thesis. C- Dac, Pune.
6. Ramkumar, A. M. (2014). "Gurukul to University": Ancient education system and the present day. Golden Research Thoughts, 3, 1-5.
7. Sankuthalamma V. (1994). The trends of education in ancient India. PhD thesis, Shri Venkateshwara University, Tirupati, Andhra Pradesh, India.

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

CURRENT STATUS OF CLOCK HOUR BASIS (CHB) PROFESSOR IN MAHARASHTRA

Dr. Aslam Dastagir Attar
Dr. Babasaheb Ambedkar Mahavidyalaya, Peth-Vadgaon Tal- Hathkanangale, Kolhapur- 416112

ABSTRACT
Data emerging from census 2011 suggest unemployment rate is high among the better qualified that is 15.73 %. In 2021 the Unemployment rate India will be 19.4 % graduates and higher. In Maharashtra there are 12,000 vacancies for professors in 1,171 non-government colleges. Due to non-filling of vacancies, 24,000 professors are working in the college on CHB basis as per 1:2 governments GR. In India various central universities in the country there are 18,600 vacancies for assistant professors and associate professors. This is a dangerous thing in terms of the quality of the college. Moreover, the negative attitude of the younger generation towards this field will have a direct impact on the country's research and if it is not acted upon in time, the youth in higher education will disappear and the overall development of the country will be hampered. The recent Government of India's Audit Report (CAG) up to March 2021 shows that the Maharashtra government has had a direct impact on higher education due to austerity and irregularities in spending of funds received from the Center. Colleges and universities, under the guise of advertisement approval, post approval, proposal approval, honorarium bill, delay for four-five months for honorarium and it is too late for honorarium to be collected. This leads to financial hardship for professors working on the CHB basis. On the one hand, they work full time and on the other hand, due to insufficient and meager remuneration, these professors rush for part-time employment to support their families. E.g. they are selling vegetables, tea pottery, and handcart business, teaching classes, chicken and fish business, waiters, small businesses, security. This issue is very serious condition in terms of employment in higher education.

Keywords: Clock Hour Basis (CHB), Assistant professor, UGC, University, College.

INTRODUCTION
Looking at the condition of in higher education in India as well as in Maharashtra over last fifteen years, the attitude towards higher education is becoming more and more negative. Developed nations provide funding to increase youth participation in higher education and research, and colleges and universities focus on specialized research. But considering India, the overall situation seems to be one of leakage in higher education, lack of funding for research, closure of UGC research fund, no permanent recruitment of professors. There are 17,000 vacancies in 1,171 non-government colleges in the state as per the number of students as on 1st October, 2017 and the vacancies of professors who have retired so far. In the state of Maharashtra, on an average 48 percent seats are vacant in 15 universities and 27 percent in colleges. In Maharashtra an average of 3,000 professors are retiring every year. At present 50 per cent of the seats are vacant. Compared to the total number of professors, the number of professors on CHB basis is 50 percent. The picture of India is nothing else. There are 18,600 vacancies for Assistant Professors and Associate Professors in various Central Universities across the country. As per the study of 1st October, 2017 there are 9,511 vacancies of professors in non-government colleges. The condition of colleges in Maharashtra is getting worse due to non-recruitment of professors. This is having a direct effect on the quality of colleges and universities.

OBJECTIVES
1) To know the status of higher education in the state of Maharashtra.

2) To study the vacancies of professors in the state of Maharashtra and the recruitment of professors on CHB basis.

3) To suggest measures for the remuneration of professors on CHB basis Professor.

HYPOTHESIS
1) The condition of professors who working on CHB basis in colleges of Maharashtra is very poor.

RESEARCH METHODOLOGY
The research paper is mainly based on secondary data. It is collected from published sources. Secondary data was collected through various books, census report 2001 and 2011, economic survey reports, various articles in newspaper (Loksatta, Lokmat, Pudhari), internet etc. Research paper is limited to CHB basis professor in Maharashtra.

ISSN 2394 - 7780

Status of CHB Professor of Maharashtra

Recently, the Government of India's Audit (CAG) report up to March 2021 has focused on the Government of Maharashtra's higher education policy and implementation. Considering the figure from 2015-16 to 2020-21, the funds received from the Center could not be spent. On the other hand, it seems to be about austerity and cost reduction. Expenditure on higher education, which is expected to be 2 percent of GDP for higher education, has come down to 0.31 percent. Many activities like research, resources, new experiments, recruitment of full time teachers and their training in universities are undertaken, while universities are not seen striving for it.

Colleges have appointed 2 full time professors as per government policy for the 1 full time posts. The admission process in the college, the work of the NAAC, the committee members in the college, the smooth conduct of the examinations, all other academic and non-academic responsibilities, but on the other hand the financial worries are neglecting the professors on CHB basis. The government has exploited the professors by appointing them on temporary basis for 9 months, 6 months (in the academic year 2021-22) as part-time work due to non-payment of full honorarium on time basis. On the one hand, the honorarium for professors on CHB basis Professor was increased. On the other hand, he used to reduce the honorarium by differentiating between hour and hour. The Government of Maharashtra increased the honorarium of professors on CHB basis after 14th November 2018 as per the circular, but justice could not be done. Terms and conditions were laid down. It is unjust to work in the same college and write a stamp for it. Before 2018 GR, there were 240 honorariums and CHB basis Professor was getting work in two colleges. 13,000 honorariums were received from 2 colleges.

The new Governance narrow2018/ (185/18) mshi-3 dated- 14 Nov. 2018 is getting 625 rupees honorariums per hour, but in most colleges the hour is 45 to 55 minutes. And the government pays the honorarium on minute basis. CHB basis professor get lees honorarium. Therefore, the government should close the difference between clock hours and college time- table hours. MIDC and other places get 15,000 salaries, PF, medical benefits then the question of what exactly can be achieved by getting higher education comes before the eligibility holders. Colleges and universities, under the guise of advertisement approval, post approval, proposal approval, honorarium bill, delay for four-five months for honorarium and it is too late for honorarium to be collected. This leads to financial hardship for professors working on the CHB basis Professor. On the one hand, they work full time and on the other hand, due to insufficient and meager remuneration, these professors rush for part-time employment to support their families. E.g. they are selling teaching classes, chicken and fish business, vegetables, tea pottery, and handcart business, waiters, small businesses, security. This issue is very serious in terms of employment in higher education.

NET And SET Exam Result

Table No.1

Year	JRF	Lecturer	Total	SET exam (Maharashtra state)	SET exam (West Bengal State)
June,2002	354	1,507	1,861	-------	---------
June ,2007	448	4,850	5,267	-------	1,643 (2013)
Dec. 2007	448	5,483	5,931	-------	859 (2014)
June,2011	3,392	8,504	11,896	-------	1,047 (2015)
June,2019	4,756	50,000	54,756	5,415 (June 2019)	2,842 (2017)
Dec. 2019	5,092	60,142	65,234	4,114 (Dec.2020)	3,374 (2018)
June,2020	6,171	40,986	47,157	5,297 (Sept.2021)	3,586 (2020)

(***Source:*** www.ugc.ac.in & www.setexam.unipune.ac.in.translate)

Table no.1 shows the number of NET and SET exam qualify candidates. The numbers of NET exam qualified candidates in 2002 were 1,861. That number rose to 47,157 in June 2020. UGC and Universities conducted the SET exam and increasing the number of unemployment by increasing the passing percentage. On the other hand, eligible candidate gets meager and irregular honorarium.

FINDINGS

1) Contract professors carry out all the tasks from admission process, NAAC, examination smooth running full time, but they are appointed for the 9 months as well as short time temporary appointments.

2) Irregularities in honorarium have resulted in financial and mental turmoil for most of the professors on CHB basis Professor and hence they are working part time to carry out family responsibilities e.g. Tea pot, waiter, security, chicken business, farm labor, selling vegetables, small business on handcart, teaching class etc.

ISSN 2394 - 7780

3) It takes 30-35 years to get qualified education to become a professor in a college. At the same age, one has to carry out the exercise of handling family responsibilities.

4) Neither the guarantee of the future, nor other social provisions have made the lives of the professors working on such a tacit basis dark.

5) The number of professors on CHB basis Professor is 50 percent of the total professors in Maharashtra. Of course, most of the colleges in Maharashtra are dependent on professors on contract / CHB basis Professor, which has a direct effect on the NAAC of the college and especially on the quality.

6) In the current inflation, the serious question is how to run the family car in the honorarium actually received.

7) The vacancies of professors in Maharashtra, even if they do not get a job so now a days he has mentally disturb

8) There are vacancies in colleges in states like Karnataka, Kerala, Jammu and Kashmir, Rajasthan, but they are paying regular salaries of Rs 30,000 to Rs 40,000 to the professors appointed on such posts, but in progressive states like Maharashtra, teachers on CHB basis are being treated unfairly.

9) An average of three thousand professors is retiring every year in Maharashtra. Qualified professors like NET, SET, and Ph.D. are working in these posts on very low salary and due to this many colleges are also struggling due to the professors who are on CHB basis.

10) As per Government Resolution GR dated 14/11/2018 and 22/01/2021, proposal of honorarium on CHB basis Professor should be sent in time every month. However, the fact that colleges do not send honorarium proposals on time and office workers do not get time to send proposals in three-four months is a very serious matter. The big question, on the other hand, is how colleges will play a role in sending monthly honorarium bills.

11) The permanent professors, principals, office clerks of the college take care of the NAAC, examination supervisor, admission process and other important tasks from the professors on CHB basis Professor and take credit for it. But when CHB proposals are solicited, it is ignored and the honorarium is exhausted as the proposals are not sent on time, resulting in financial embarrassment for such professors.

12) When a college student sees the status of the professor who teaches him, he looks at the field narrowly and does not come to higher education. As a result, new youths do not come to higher education and research, which does not lead to innovation, has a direct effect on the development of the country.

13) Due to insufficient and irregular honorarium, it is not possible to attend conferences, workshops, seminars and research papers organized to enhance special knowledge and skills. This is a very serious matter for the research of the country.

14) The Central and State Governments implement different schemes for various constituents, but the question of professors on CHB basis Professor has been ignored. The Maharashtra government has not provided any help in the Covid-19 epidemic, even though there are official statistics of professors on CHB basis Professor.

15) According to the central budget of the Government of India, 6 percent of GDP should be spent on education but in reality 1.6 percent is spent on education. On the other hand, the state of Maharashtra is reluctant to spend the funds received from the Center for higher education. The special thing is that they are frugal in this, this matter is very serious.

SUGGESTIONS

1) The university should start organizing and a special camp in the month of June-July for the recognition of professorship on the basis of CHB basis Professor.

2) Professors on the CHB basis have been teaching in the same college for many years. The New applications should be scrutinized and approved immediately.

3) Advertising approval from the university immediately before the start of the academic session. Sometimes if the eligible candidate is not met, the first list should be sent for approval without waiting for it.

4) The government should allow professors on CHB basis Professor to work in two colleges in the academic year. In many colleges, it is compulsory to take the remaining lecturer without honorarium. E.g. If a college has 14 hours of a subject, only one professor is recognized. On the one hand, no candidate is taken for the remaining five hours, not more than 9 weeks.

ISSN 2394 - 7780

5) The Government of Maharashtra has decided to appoint two candidates for one post on the basis of CHB professors for the recruitment. Remuneration is no deducted during the examination period. No has been taken work bond is prepared at the time of appointment.

6) For a vacancy, two contract professors should be appointed for a monthly honorarium of 30,000 for 11 months. If the current recruitment process is prevalent, two colleges should be allowed to work. Appointments should be made every year for five years without advertisement or until full time vacancies are filled.

7) Experience of CHB basis professors should be considered after permanent appointment.

8) NET-SET exam should not be allowed to take by the UGC and the universities conducting the SET exam in each state, or close it for a few years, unless adjusted in the job. Because of this again many eligible unemployed are coming out, this problem is becoming more and more serious at the level of every state and country as a whole.

9) The government of Maharashtra should provide unemployment benefits to those who have completed NET, SET, and Ph.D. and also after getting higher education.

11) All state governments in India should provide jobs to NET, SET and Ph.D. qualified youth in primary, secondary and higher secondary schools, Zilla Parishad, Panchayat Samiti.

CONCLUSION

The quality of higher education is deteriorating due to the mentality of pushing for the vacancies of professors and government vacancies in the universities and colleges of India. Not filling the vacancies of university and college professors for years. This matter is very serious in terms of quality. Appointment of seasonal professors, their honorarium, condition of service etc. for vacancies in Maharashtra especially in colleges. Matter is thought provoking. If the government, universities and colleges do not take timely steps in this regard, there may be shortage of youth in this field. If India wants to be a superpower, this is not a tolerable issue. The condition of CHB basis professor in Maharashtra is very serious. Government, universities and colleges do not allow them to live a good life in the society. The government needs to make good government decision on minimum wage, social benefits, experience for CHB basis professor and implement it.

REFERENCES

1) Ahamd, Shakeel, (2008). UGC NET: A Measure To Maintain Quality In Teaching And Research University News, 46(20), 1-5.

2) M. Mandirasalam, Dr. S. Srinivasa Ragavan, (2012). Ugc-net Examination: On Overview And A Study On Its Results Of June 2010, Dec. 2010 And June 2011 With Special Reference To Tamilnadu And Lis, January 2012.

3) www.ugc.ac.in/inside/net.html

4) www.ugcnetonline.in/notification.php

5) www.ugc.ac.in/inside/gradesearsh11j.html

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

REVIEW OF 'SKILL INDIA MISSION' IN CREATING 'SKILLING AND EMPLOYMENT OPPORTUNITIES' FOR INDIAN YOUTH

Prakash Nhanu Talankar
Assistant Professor & Head, Department of Computer Science, Sant Rawool Maharaj Mahavidyalay, Kudal, Sindhudurg, India

ABSTRACT
The youth of the country are a dynamic population that plays a crucial role in the nation's growth and development. They form strong pillars of the social and economic growth of communities. A nation's productivity and development depend on the skills that its workforce holds. In early days, it is said that 'knowledge is power', but in this technology age, 'just knowledge is not a power but the skills to apply your knowledge is a real power'. Skill set is the key for new challenges and also for the opportunities in our day to day life. Skills and knowledge are the most important for the development of our country. Knowledge and skill is most beneficial for the youth of our country to grab employment opportunities. India is a country that is vastly populated and is home to a variety of resources. And among those varied resources stands out the most abundant one of all, the labour workforce. This workforce is largely divided into skilled and unskilled labour. The widening skill gap creates unemployment that leads to poverty and poor standard of living. This paper discuss the 'Skill India Mission' and different initiatives and schemes under this mission to achieve India's superpower status.

Keywords: Skill India, Unemployment, Workforce, Skill gap, Economic growth, Superpower.

I. INTRODUCTION

India is a potential global superpower. India is the world's second-most populous country and is expected to pass China's population by 2025. India has matched its growing population with significant economic growth and has the largest and youngest workforce in the world. More than 50% of India's current population is below the age of 25 and over 65% below the age of 35. The average age of an Indian is 29 years. India has a great opportunity to meet the future demands of the world and can become the world wide sourcing hub for skilled workforce. It has the second largest labor force and highest share of working age population. Skill development is basic to all forms of education, knowledge, learning and professional training. The future of our country rests on the hands of today's youth. The country faces a dual challenge of a severe shortage of skilled manpower in industries on the one hand and high youth unemployment on the other hand, highlighting a strong mismatch between the demand and supply for skills in the labour market. The need of the hour is skilled labour, and the Government of India has realized the need for the same. Bearing this in mind, the Skill India initiative was launched in 2015 with an aim to train over 40 crore people in India in different skills to create an empowered workforce by the year 2022. The mission aims at vocational training and certification of Indian youth for a better livelihood and respect in the society. The idea is to have a workforce that is skilled and will thus spearhead India's development as a whole and help it achieve superpower status at the earliest.

II. OBJECTIVES OF THE STUDY

1. To discuss different initiatives and schemes of Indian Government for minimizing skill gap in employable youth and generating employment opportunities for its workforce.
2. To discuss impact of skill development initiatives in increasing employability rate of youth.

III. HYPOTHESIS

Null Hypothesis (H0): Skill development initiatives have no any major impact on changing the unemployment scenario of the country.

Alternative Hypothesis (H1): Skill development initiatives are playing major role in minimizing skill gap, increasing employability rate and generating employment opportunities for skilled labour force.

IV. METHODOLOGY

Data and information presented in the study are collected from various reports and articles published by national agencies on Skill India Mission and different Skill development initiatives of Indian government. Information is also collected from annual reports of Ministry of Skill Development and Entrepreneurship and from different authentic, government websites.

ISSN 2394 - 7780

V. NATIONAL SKILL DEVELOPMENT MISSION

The National Skill Development Mission-'Skill India' was officially launched by the Hon'ble Prime Minister Shri Narendra Modi on 15 July 2015, on the occasion of World Youth Skills Day. The Mission has been started to train over 40 crore Indians in different industry oriented jobs. The vision is to create an empowered workforce by 2022 with the help of various schemes and training courses.

Major Schemes under the Skill India Initiative

1. Pradhan Mantri Kaushal Vikas Yojana (PMKVY)
2. Pradhan Mantri Kaushal Kendra (PMKK)
3. Jan Shikshan Sansthan (JSS)
4. Capacity Building Schemes
5. India International Skill Centers(IISCs)
6. National Apprenticeship Promotion Scheme(NAPS)
7. Rozgar Mela
8. Indian Institutes of Skills(IISs)
9. Skill Loan Scheme

- **Pradhan Mantri Kaushal Vikas Yojana (Pmkvy):**

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) was launched in 2015 to encourage and promote skill development in the country by providing free short duration skill training and incentivizing this by providing monetary rewards to youth for skill certification. It enables a large number of Indian youth to take up industry relevant skill training that can help secure a better livelihood. This is implemented through the National Skill Development Corporation (NSDC). Individuals with experience or skills after learning will also be assessed and certified under the recognition of prior education. Under this scheme, training and assessment fees are fully paid by the government. Skill development centers across the country provide short-term training, special projects, skills and employment fairs, placement guidelines and monitoring guidelines to the youth. The overall idea is to boost both industry and employability of youths. During its pilot phase in 2015-16, 19.85 lakh candidates were trained. Between 2015 -2021, 108.65 lakh candidates were trained under PMKVY. The scheme is being implemented through two components, first is 'Centrally Sponsored Centrally Managed (CSCM)' that is implemented by National Skill Development Corporation. 75% of the PMKVY 2016-20 funds and corresponding physical targets have been allocated under CSCM. The second 'Centrally Sponsored State Managed (CSSM)' component is implemented by State Governments through State Skill Development Missions (SSDMs). 25% of the PMKVY 2016-20 funds and corresponding physical targets have been allocated under CSSM.

Table 1. The Progress Under CSCM Component. (As On 31.12.2020):

Component	Sectors	Job Roles	Enrolled	Trained	Assessed	Certified	Reported Placed
Short Term Training (STT)	36	268	40,42,440	36,25,999	32,83,103	29,20,897	16,43,796
Recognition of Prior Learning (RPL)	38	823	62,10,185	60,44,032	48,41,965	45,06,008	NA
Special Projects (SPL)	34	179	2,30,443	1,86,745	1,51,281	1,25,697	67,994
Total			1,04,83,068	98,56,776	82,76,349	75,52,602	17,11,790

Source: Annual Report of MSDE 2020-21

- **Pradhan Mantri Kaushal Kendra (Pmkk)**

To run industry-driven courses of high quality with focus on employability and create an aspirational value for skill development training, Ministry of Skill Development and Entrepreneurship (MSDE) has started model training centers in every district of India. These model training centers are referred to as "Pradhan Mantri Kaushal Kendra" (PMKK). NSDC provides the funding support in form of secured loan up to a maximum of INR 70 lakhs per PMKK. 812 PMKKs have been allocated across 36 states of which 738 PMKKs are currently established in different districts.

ISSN 2394 - 7780

- **Skill Acquisition And Knowledge Awareness For Livelihood Promotion((SANKALP)**

Skill Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP) is a programme of the Ministry of Skill Development. It aims to improve short term skill training qualitatively and quantitatively through strengthening institutions, bring in better market connectivity and inclusion of marginalized sections of the society. This scheme aims to create convergence among all skill training activities, improve quality of skill development programmes through building a pool of quality trainers and assessors, model curriculum and content, establish robust monitoring and evaluation system for skill training programs, and more.

- **Capacity Building Schemes**

Under this Scheme, residential training was provided to the youth of North-Eastern region with a budget of Rs. 25 Cr. All the courses/ Job Roles that were taken up under the scheme were National Skills Qualification Framework (NSQF) aligned. In the duration of the scheme a total of 9,681 target (candidates) were allocated to 11 Government Training Providers. Out of the total allocation, the reported enrolment under the scheme was 9,449 candidates, out of which 7,460 candidates have been certified and 4,848 candidates have been placed.

Table 2. The Data On CB Scheme (As On 31.12.2020):

Targets allotted	Enrolled	Trained	Certified	Placed
9,681	9,449	8,836	7,460	4,848

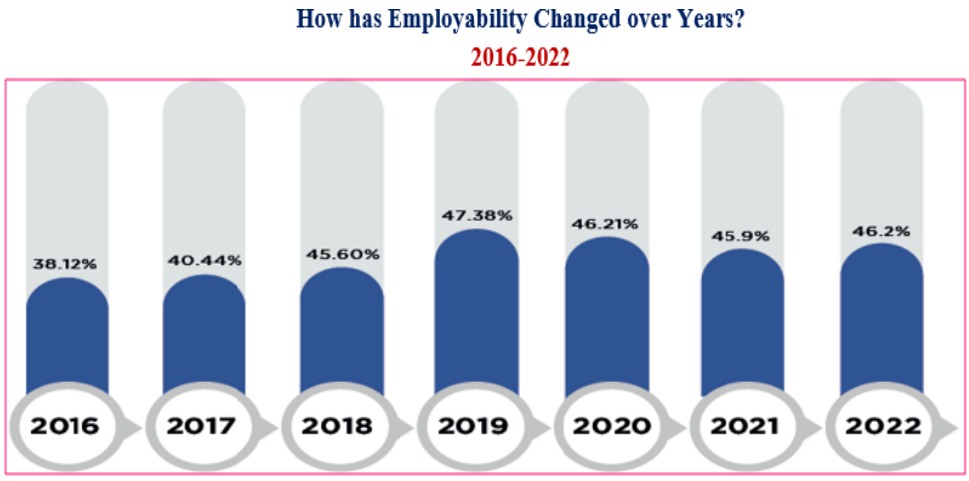
- **Rozgar Mela**

National Skill Development Corporation (NSDC) has been organizing Rozgar Melas across the nation for providing suitable job opportunities in private sector to the unemployed youth. From October 2016 to December 2020, more than 2200 Rozgar Melas have been organised in 25+ States/UTs by NSDC, SSCs, PMKKs, PMKVY. The overall status of the Rozgar Melas conducted from October 2016 to December 2020 is mentioned as under

Table. 3 Rozgar Melas Conducted (As On 31.12.2020)

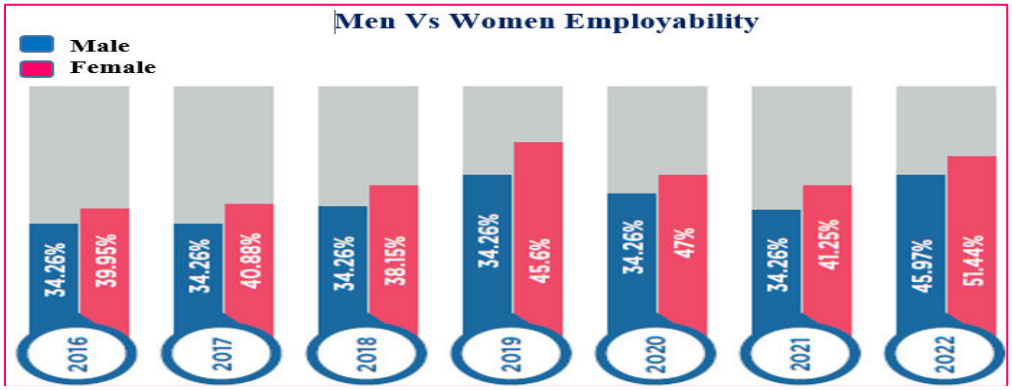
Sr.No	Organization	No. of Rozgar Melas Reported Registered	No. of Candidates Registered	No. of Employers Participated	No. of Candidates Shortlisted
1	National Skill Development Corporation	75	308601	3560	130830
2	Pradhan Mantri Kaushal Kendras (PMKK)	985	181703	6096	77604
3	Pradhan Mantri Kaushal Vikas Yojana (PMKVY) Centres	539	50636	3848	26005
4	Sector Skill Councils (SSC)	538	186533	3138	83668
5	Market-Led Fee Based Model Training Partners	124	53982	1223	12196
6	Placement Partners	6	8939	140	3734
	Grand Total	**2267**	**790394**	**18005**	**334037**

Source: Annual Report of MSDE 2020-21



Data Source : India Skill Report 2022

ISSN 2394 - 7780



Data Source : India Skill Report 2022

VI. CONCLUSIONS AND SUGGESTIONS:

Though India has seen a rise in its skilled population with more and more students showing hireable skills, yet not even half of the total students are employable despite having degrees. This is because still we have skill gap in employable population to fulfill industry requirements. Therefore, bridging this gap through various skill development initiatives could make India the global hub for skilled manpower. The Ministry of Skill Development and Entrepreneurship is responsible for co-ordination of all Skill Development efforts across the country, removal of disconnect between demand and supply of skilled manpower, building the vocational and technical training framework, skill up-gradation, building of new skills and innovative thinking not only for existing jobs but also jobs that are to be created. The Ministry aims to skill on a large scale with speed and high standards in order to achieve its vision of a 'Skilled India'. Though the different skill development initiatives and schemes are largely successful in accelerating the skill growth in employable youth, the journey is not ended. These initiatives needs to be continued with a long term vision to meet the future demands of the world and India can become the world wide sourcing hub for skilled workforce.

REFERENCES

1. https://msde.gov.in/
2. https://www.ibef.org/
3. Ministry of Skill Development and Entrepreneurship-Annual Report 2019-20
4. Ministry of Skill Development and Entrepreneurship-Annual Report 2020-21
5. India Skills Report 2021 by Wheebox – an online assessment platform company.
6. India Skills Report 2022 by Wheebox – an online assessment platform company.
7. Jalpa L Shah, Vijay Birajdar,"Study Of "Skill India" And Scope Of Development", Paridnya - The MIBM Research Journal, Vol-3, Issue-1, September 2015
8. Dr. Rajni Arora & Manoj Chhadwani, "Analyzing the impact of skill India as a tool for reshaping Indian economy", E ISSN 2348 –1269, PRINT ISSN 2349-5138, VOLUME 6 I ISSUE 1 I JAN.– MARCH 2019
9. Aya Okada." Skills Development for Youth in India: Challenges and Opportunities", CICE Hiroshima University, Journal of International Cooperation in Education. 2012; 15(2):169-193.

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

THE ECONOMIC IMPACT OF COVID-19 ON INDIA

Mr. Sanjay Yashwant Partole
Assistant Professor, Department of Economics, SST College, Ulhasnagar

ABSTRACT
The outbreak of the Covid-19 pandemic has thrown the Indian economy into disarray. Before Covid-19, the economy was already in a precarious position. The economy is likely to be slowed for a long time as a result of the country's long-term detention, the global economic downturn, and the resulting disruption of demand and supply networks. The length and severity of the health crisis, the length of the imprisonment, and hence the method in which the case unfolds once the imprisonment is lifted can all influence the degree of the economic damage. We will describe the situation of the Indian economy in the pre-Covid-19 era in this study. We describe the state of the Indian economy prior to the Covid-19 shock, assess the potential impact of the shock on various segments of the economy, analyze the policies announced to date by the central government and thus the Reserve Bank of India to mitigate the economic shock, and suggest a set of policy recommendations for specific sectors in this paper.

INTRODUCTION
We are in the midst of a global Covid-19 pandemic, which is causing two types of shocks to countries: a health and economic shock. Given the highly contagious nature of the sickness, policy steps such as social distancing, self-isolation reception, closure of establishments and public facilities, quality limits, and even entire country lock-down are all options for containment. These acts will very certainly have disastrous effects for economies all throughout the world. To put it another way, successful disease control necessitates the economy of a rural to impede its typical functioning. Fears of a deep and extended international recession have arisen as a result of this. On April 9, Crystalline Gergiev, the chief of the International Fund, stated that the year 2020 may see the worst international economic fallout since the Great Depression of the 1930s, with over a hundred and seventy countries likely to experience negative per capita gross domestic product growth as a result of the raging corona virus pandemic. The world has witnessed several epidemics like the Spanish Flu of 1918, outbreak of HIV/AIDS, SARS (Severe Acute Respiratory Syndrome), MERS (Middle East Respiratory Syndrome) and Ebola. Within the past, India has had to cater to diseases like the tiny pox, plague and polio. All of those individually are pretty severe episodes. However the Covid-19 which originated in China in December 2019 and over subsequent few months rapidly spread to most countries of the planet can potentially end up to be the most important health crisis in our history. Many experts have already called this a Cygnus attracts event for the worldwide economy.

On January 30, 2020, India reported the first instance of the disease. Since then, the number of cases has consistently and considerably climbed. As stated in figure 1, at the time of writing this chapter (July 2nd week, 2020), India has the third greatest Covid-19 caseload in the world, after the United States and Russia, with over 1,000,000 confirmed cases and over 25,000 deaths. 5 The doubling rate has rapidly increased to roughly 18-22 days (figure 2), resulting in 28,000-30,000daily additional confirmed cases. However, as indicated in Figure 1, the increase in active cases is less than the increase in total cases, indicating a relatively strong recovery rate that has continued to improve. Figure 3 further illustrates that, unlike other affected nations, India has yet to reach its peak in terms of daily new cases. There are almost 13 million confirmed cases worldwide, with nearly 6 lakh deaths (World Health Organization). To stop the virus from spreading, the Indian government declared a nationwide lockdown on Annunciation Day, 2020, which lasted for roughly two months. During this time, all non-essential services and businesses, including retail establishments, educational institutions, and places of spiritual worship, remained closed across the country, and all modes of transportation were halted, with the exception of some inter-state transportation permitted towards the end of April and early May to allow migrant workers, stranded pilgrims, tourists, and students to return to their homes. This was, and continues to be, the most far-reaching measure implemented by any government in response to the pandemic at the time. Subsequently from end May early June onward the lock-down was gradually relaxed during a phased manner but continued in high-risk zones or ‘containment’ areas. This was required given the uneven spread of the pandemic across the country with some states like Delhi, Gujarat, Maharashtra, Tamil Nadu , West Bengal etc reporting above average confirmed cases and also given the tremendous hardship that the nationwide lock-down had begun imposing on the general economy. With the continued surge in cases, after an initial phase of relaxations in June, the nationwide lock-down was extended till July 31 albeit during a less strict manner compared to the lock-down of March 24.

ISSN 2394 - 7780

Analysis
Within the limits outlined above, policymakers have certain options to consider as they seek to alleviate the depression. It is vital that both the state and federal governments work together.

Agriculture
•Farmer, agricultural labourer, and supply chain worker safety: Farmers, agricultural labourers, and supply chain workers must be protected against the health shock. The pandemic has now spread to agricultural areas. Several measures, such as rural population testing, social distancing in harvest operations, procurement, marketing, packaging, and so on, will aid in limiting the pandemic's spread.

Supply Chains:
It's vital to consider how to keep things operating smoothly during and after the shutdown. It is critical to emphasis the necessity of negotiating warehouse invoices for godowns and storage. To assure better pricing for farmers and to provide jobs for agricultural labourers and other rural people, supply linkages must be revitalised. Efforts to ensure farmers' access to markets includeFarmers must have access to markets in order to survive. Farmers that produce perishable items need help as these problems worsen. The government should have smooth procurement operations for Kharif crops. As a result of the outbreak, small farmers in the poultry and milk industries, for example, require more assistance. A moratorium or restructured loan may be required for industry..

Food Security for Farm Families and Agricultural Workers:
Despite their involvement in crop production, farmers face food-related issues. Farmers and agricultural workers must be included in any in-kind assistance package or social protection programmes that governments announce. PM-Kisan currently only comprises landowners. Tenant farmers who cultivate the land should be included in the programme.•Avoid export bans: At the macro level, trade in food and agriculture has to be maintained in order to have availability of food. Access to food has to be tackled in a different way than having export bans. For example, some of the farmers are suffering because of export restrictions. After the lockdown period, exports of farm products have to be continued.

Agriculture Reforms:
Reforms to the Essential Commodities Act, agricultural marketing, and contract farming would help farmers earn more money in the medium term. However, the government must provide greater clarification on these measures. The provision to use its controlling powers on exempted food goods is a major issue of contention in the changes to the Essential Commodities Act. That is, a 100% increase in the retail price of horticulture products or a 50% increase in the retail price of non-perishable items, whichever is smaller, relative to the previous 12 months or the five-year average. This provision would stifle large-scale investments in the industry. There's a lot of ambiguity in a lot of the definitions, which could lead to severe implementation issues if they aren't clarified. Furthermore, the officer's power to send all conflicts in such types of trade to the sub-divisional magistrate or the conciliation board he appoints offers him a lot of leeway. Taxes are another problem that isn't mentioned. on inter-state commerce What happens to taxes if a dealer buys items from other states, aside from the mandi tax and cess levied? Though the GST would have resolved many of these concerns, more clarification would be preferable.

Informal Sector:
It's critical to protect workers in the informal sector, who are particularly vulnerable and have few savings to help them weather the storm. Additional relief measures for informal sector workers may be considered in addition to the fiscal package already proposed by the central government until economic activity and employment increase..

Food and Nutritional Security:
India has an excess stock of grains and cereals of about 56 million tonnes when compared to standard limits. The government announced 5kg free rations in March, in addition to the right to purchase for 5kg at discounted costs. The Prime Minister declared in June that the Pradhan Mantri Garib Kalyan Anna Yojana (PMGKAY), a programme that provides free rations to over 80 million people, the most of whom are impoverished, will be extended for another five months until November. This could benefit workers in the informal economy in both rural and urban locations. However, the government must ensure that no one is left out, as there are still exclusion flaws in the Public Distribution System (PDS system). Free basic and upgraded rations have also been announced by state governments. Even before the crisis, the nutrition levels of informal workers, and thus the unemployed poor, were low. It will continue to decline due to a lack of jobs and revenues during and after the lockdown. As a result, ration shops must stock pulses, oils, and jaggery, among other items, to ensure that they

ISSN 2394 - 7780

have a varied diet. Ration distribution can be done through anganwadis and schools. Eggs are frequently used to improve the nutrition of children and women. The government must keep the cost of vital food goods under control. High costs would otherwise have a negative impact on the poor's food and nutrition security.

Cash Transfers:
Given the widespread loss of jobs and incomes, as well as the uncertainty about when things will return to normal, informal sector employees would welcome cash income assistance. Through their Jan Dhan Yojana accounts, the government has paid Rs.500 per month to women. There is some agreement that this may not be enough. The suggested amounts range from Rs. 3000 to Rs. 6,000 every month35. As a one-time solution, experts argue that a larger quantity of money transfer than the government declaration is required. According to Khera (2020), the NEFT method is preferable to the Aadhar Payment Bridge system because the latter includes occasional rejections and failed payments. A number of informal labourers and other disadvantaged populations do not have Jan Dhan accounts, which should be noted. These organisations also require financial assistance. In terms of targeted users, amounts, and duration, the best cash transfer programme design must be determined.

• The Gandhi National Rural Employment Guarantee Act (MGNREGA) scheme acts as an automatic stabiliser to some extent since those who need jobs would simply apply. The number of days in the programme could also be increased. As migrants return to rural regions, there has been a large increase in MGNREGA enrollments.Rangarajan and Dev (2020) proposed (a) increasing the number of days covered by MGNREGA from 100 to 150 days, and (b) introducing a 150-day employment guarantee scheme in metropolitan areas to address joblessness in the informal sector. Payments to MGNREGA workers are a connected issue. All arrears owed to these employees must be paid.

Migrant Workers:
Migrant workers have been the hardest hit by the shutdown and will continue to be so in the coming months. They have endured significant challenges. There are various ideas for helping migratory workers. Following the lockdown, the migrant workers must be returned to their jobs in a timely manner. Steps must be done to ensure that the benefits of social safety nets such as PDS and the Ujjwala plan are available to them even in urban and semi-urban regions (Kapur and Subramanian, 2020)

Banking Sector:
Given the peculiar nature of the crisis and the Indian economy's reliance on banks, the banking industry must step up its efforts to offer the required credit to businesses and people in the absence of a liquid and well-functioning bond market. Otherwise, far too many enterprises will be closed, resulting in severe job losses. Firms that are resolving: we all know that the health problem is only a short setback. According to standard theory, the best response to a short-term shock is for (viable) enterprises and people to obtain funding to help them get through the difficult phase Three types of businesses will emerge over the next few months: a) businesses that are prepared to pay their bills throughout the crisis; b) businesses that are fundamentally viable and may survive if given adequate credit support; and c) businesses whose business models are broken and will go bankrupt as a result of this shock. It will be critical for banks to distinguish themselves from these businesses. Banks should ideally do nothing with companies in category (a), grant a 6-month loan moratorium and credit support exclusively to companies in category (b), keep a scientific database with information on these companies, and refer companies in category (c) to the insolvency and bankruptcy courts.

The IBC suspension must be lifted so that firms in category (c) can be resolved quickly and resources that are currently locked up in these firms can be used for more productive reasons. In the absence of the IBC, failed enterprises' resolution is likely to be delayed, producing significant degradation in the value of the underlying assets and aggravating creditors' eventual losses. When the 6-month moratorium period expires, some companies in category (b) may default. It's unlikely that their financial status will considerably improve during the next six months. Starting in October 2020, they should be declared non-performing assets (NPAs), and banks should write off the assets on their books in accordance with RBI prudential guidelines. If a significant number of businesses require a one-time loan restructuring, the RBI should delegate the decision to banks to determine which firms require this and to compute the fine print of the restructuring plans. This option should only be used by businesses that are truly unable to repay owing to a cash-flow shock, not by businesses in the (c) category that are fundamentally bankrupt.

Covid-19 has presented India with an unparalleled problem. Lockdowns and other social distancing measures are proving to be extremely disruptive, given the large size of the population, the unstable state of the economy, particularly in the financial sector prior to the Covid-19 period, and the economy's reliance on informal labour. The federal and state governments have recognised the problem and are taking steps to address it, but this is only the beginning.

ISSN 2394 - 7780

The economic harm will almost certainly be substantially greater than the current projections. On the demand side, the government must strike a compromise between the need for income support and the need to keep the fiscal situation under control. The current balance appears to be cost-effective, but the government must find more ways to assist the poor's incomes. The involvement of state and local governments is also critical for the successful implementation of future fiscal initiatives.

Policymakers must be prepared to proportion their responses as events unfold in order to minimise the shock's impact on both the formal and informal sectors and set the path for a long-term recovery. At the same time, they must ensure that the answers are enshrined in a rules-based framework and that discretion is limited in order to avoid long-term economic damage.

REFERENCES

- BCG Henderson Institute, "What Coronavirus Means for the Global Economy," Carlsson-Szlezak, Martin Reeves, and Paul Swartz, https://hbr.org/2020/03/what-coronavirus-could-mean-for-the-global-economy
- N. Chaddha, A. Das, S. Gangopadhyay, and N. Mehta, 'Reassessing the Impact of Demonetisation on Agriculture and the Informal Sector,' India Development Foundation (IDF), New Delhi, January 2017.
- "A prescription for action: Nine measures after the next 21 days," Indian Express, March 29, 2020, Esther Duflo and Abhijit Banerjee..
- "Addressing COVID-19 implications on agriculture, food security, and livelihoods in India," IFPRI Blog, April 8, 2020. Dev, S. Mahendra.

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

IMPACTS OF ICT ON SOCIAL AND PERSONAL LIVES OF YOUTH IN MODERN INDIA

[1]Yogesh Dilip Patil and [2]Jeevan P. Vichare
[1]Assistant Professor, Department of IT & CS, S.S.T College of Arts and Commerce, Ulhasnagar- 421004
[2]Assistant Professor, Department of History, S.S.T College of Arts and Commerce, Ulhasnagar- 421004

ABSTRACT
Our lives have become increasingly immersed in technology Much of our communication is now online much of our leisure and entertainment is provided by the internet and video games and many of us find our mobile phones have become an essential part of our connectivity and everyday organization with these changes in lifestyle questions are arising about what technology be doing to us? Some of these questions revolve around potential detrimental effects, which have been a frequent focus of alarming press articles: Some commentators have suggested that we are facing an unprecedented crisis in which the human brain is under threat from the modem world. Our love of the latest technology could be turning into a 21"century addiction. Facebook is infantilizing us and Google is degrading our intelligence ITC's are playing salient roles in workplaces, business education, and entertainment Moreover many people recognize ICTs as catalysts for change, change in working conditions, handling and exchanging information, teaching methods, learning approaches scientific research, and in accessing information.

However, it is also a fact that new technologies and transformed versions of the earlier ones - play an active role in disrupting our conventional, that is, modem, value, and way of life, leading to a sense of helplessness and indisposition in addition to challenging the abilities of individuals and the society as a whole to learn and to adapt.

Keywords: Information Society Socio-political implication. ICT communications revolution. Technological Diffusion, Addiction, and distraction: Economic dilemma, Cryptography.

INTRODUCTION

Perhaps never before have the needs of human society and the objectives of education been so closely linked, nor has education ever had to compel a rationale and so urgent a responsibility to contribute to the societal change needed to ensure the survival of the planet and a sustainable-Jean Perrar Learning for a Sustainable Future.

All over the world, it is not uncommon to find both old and young ones talking on cell phones Even beggars might pause in their solicitations to make or take a call on their phones (High Technology. 2009) From cell phones to computers to television, technology has penetrated every nook and crannies of the world to the extent that it had reduced the divide between the rich and poor. It has also become part of life for everybody the pervasiveness and ubiquitous of technology, without doubt, is apparent in the proliferation of cell phones, many of which are no longer just phones Cell phones, pagers, and laptop computers make people accessible almost anytime, anywhere causing some users to feel caught in an electronic web. At the other extreme are technology addicts who have a compulsion to be connected addiction, distraction, and interrupt, therefore, are perhaps the most recognized problems associated with popular communications and media technology (cell phones, computers, internet, and television).

Advanced models enable users to access the internet, send and receive e-mail and text messages. watch TV. listen to music take photos, and navigate by the Global Positioning System (GPS) A multimedia smartphone now has more processing power than did the North American Air Defense Commando in 1965. According to reports, there is now one cell phone for every two humans on earth and at least 30 nations have more cell phones than people.

There is no doubt the fact that every nation in the world is now witnessing and experiencing the fastest global diffusion of any technology in human history The diffusion of Mobile communication systems worldwide is so fast that there are shout 4.6 billion mobile phones in the world today (CBSNews.Com, 2010). It has equally been asserted that worldwide, almost 60 percent of users live in developing lands, making the cell phone the first high-tech communication device to have the majority of its users in those lands. Planners, policymakers and researchers hold highly polarized and equivocal views on the diffusion of information and Communication Technology (ICT), its role in solving some of the developmental challenges and issues each as poverty alleviation, universal education, reduction in mortality and health hazards, and stainable development, and in bridging the digital as well as socio-economic divides in the world. In fact, has been asserted that many consider ICT to be the only possible means of achieving the objectives of any development agenda within a reasonable

ISSN 2394 - 7780

time frame, through technological leapfrogging Specifically, most policy statements, research reports and overview documents at both international and national levels have regained positive impact of ICT on socioeconomic development to be self-evident in Indian Youth

What is Technology?

Technology is the acquisition and application of basic scientific intelligence to practically produce and economically utilize the materials and needs of society Explicitly. Technology denotes the whole or an organic part of scientific and empirical knowledge relating to industrial activities material and energy resources, modes of transportation and communication, and other similar fields that are directly applicable to the production and improvement of goods and services. Science and Technology (S&T) have nowadays become symbiotic and interrelated In fact, they have become so closely related that the one now depends on the other for its development. The concept of Science and Technology" means, nowadays, the totality of activities in a nation that lead to innovation. Thus on a general note, we are not unaware of the fact that pure science provides (theoretical) insight and understanding of the forces of nature while technology as applied sciences provide the practical and applied skills required to exploit nature and produce materials and services needed by the society:

Why we must pursue Technological Development:

The benefits derivable from Science and Technology are not actually realized in an economy until innovation and diffusion occur Science and Technology play some important developmental roles in the life of any organization, society and nation in general History has demonstrated that Science and Technology has the potential for improving the quality of life of the people. It can help to reduce poverty, enhance international competitiveness and build social capability Science and Technology is vital to national survival, security and industrialization Science and Technology can be used to drive societal advancement. Today, there are a number of examples of how it has helped mankind One great example is the mobile phone and internet facilities Ever since the invention of the telephone in 1876, society has been in need of a more portable device that could be used t h to people. This high demand for a new product led to the invention of the mobile phone, which did and still does greatly influence society and the way people live their lives on the same argumentative plane. Mall Mann for instance, asserted that: "In the past, we only had to be concerned about too much TV exposure Now we have video games, computers and cell phones It is overwhelming for young children (adults alike Jand creates patterns of behaviors similar to addiction patterns. Their brains get used to too much auditory and visual stimulation and in the absence of these stimulations, they do not know what to do with themselves

The above statement shows the level at which the use of technology (Information Communication Technology) has penetrated the fabric of our society Mobile communication systems have provided a rich resource for the way in which technology is currently being used to support creativity through encouraging learners to make connections develop ideas create meaning collaborate and communicate They can be use to browse the Web. Take pictures, send e-mail and play games Rapid development of the Internet with its new services and applications has created fresh challenges for the further development of mobile communication systems

Judging Technology:

Since the industrial revolution the notion of technology has been burdened with moral values and often extreme views in our societies it has been regarded as an omnipotent solution to social problems, and on the other hand as a diabolic invention destined to alienate humans from themselves and nature. The basic question of whether technology is good or bad has not changed since the Luddite movements in the early 19th century through the romantic spirit of a return to nature, the futurists love for technology at the beginning of the 20th century culminating in today's radical environmentalist movements The prevailing values of every age have stamped themselves on technology like layers of meanings each of which can be found in the technophile or technophobe approaches to understanding information and communication technology (CT) The most obvious feature of information society-even to the man and woman in the street-is the ever-growing number, variety and complexity of technological instruments and their constant change at an unprecedented scale and at a barely manageable pace The need- and sometimes the pressure - to adapt to this rapidly changing technology in more and more areas of our everyday lives often ends up in frustration and shock for individuals and in moral panic for society as a whole.

When the real negative effects of technological change surface. it is primarily machined (PC mobile phones, the Internet, etc) that come to be seen as scapegoats by the public and the mass media alike exaggerating their contribution to the problem and forgetting their positive effects, However, it is a fact that new technologies and transformed versions of the earlier ones play an active role in disrupting our conventional, that is, modern, values and way of life, leading to a sense of helplessness and indisposition in addition to challenging the abilities of individuals and the society as a whole to learn and to adapt

ISSN 2394 - 7780

Information Society:
The concept of the information society has been successfully developed over the last 40 years by a number of distinguished proponents, such as Bell (1974), Masuda (1981) and Castells (1996/2002) In a useful work by Webster (2002), distinguishes five definitions from these theories of the information society depending on their primary criterion. These criteria are technological economic occupational, spatial and cultural. The technological criterion refers to the development of information and communications technology and its effects on social development. The economic criterion refers to the development of new products and their effect on industrial structures. The occupational criterion refers to the development of new types of workplaces and occupational restructuring The spatial criterion refers to the development of different types of networks and their effects on the organization of time and space, while the cultural criterion refers to the rapid increase in the information in social circulation.

In simplifying and summarizing the theories on the development of the information society from the point of view of spatial planning it is however important to distinguish between the following aspects:

• The development of the information society is taking place in various ways and at a different pace across all developed countries, as well as now gradually also in the developing countries This development will affect societies as a whole and will cause fundamental changes in economic and social life. Knowledge and skilled people will become the most important factors in production.

• The development of information and communications technology will be the main driving force in the formation of the information society. The emergence of information and communications technology makes it possible to create new ways of working as well as making possible to reorganize industrial, public and personal activities and structures Globalization will play an increasing role in these processes, The change in the meanings) of space, place, distance and time as the determinant location factors with probably the best-known concept of the changing role of space, place distance and time in the information age being suggested by Castells (1996/2002) when he introduces the concepts of space of flows, space of places and timeless time. As a result, we will have a virtual world functioning side by side with that wedded to conventional physical settings.

Workplace and Labour Market:
Computers and communication technologies allow individuals to communicate with one another in ways complementary to traditional face-to-face, telephonic, and written modes. They enable collaborative work involving distributed communities of actors who seldom if ever meet ph… or more jobs simultaneously. Since changing employers would not necessarily require changing one's place of residence, telecommuting should increase job mobility and speed career advancement.

A question that is more difficult to be answered is about the impacts that computers and communications might have on employment. The ability of computers and communications to perform routine tasks such as bookkeeping more rapidly than humans tends to concern that people will be replaced by computers and communications. The response to this argument is that even if computers and communications lead to the elimination of some workers, other jobs will be created. particularly for computer professionals, and that growth in output will increase overall employment. It is more likely that computers and communications will lead to changes in the types of workers needed for different occupations rather than to changes in total employment

A number of industries are affected by electronic commerce. The distribution sector is directly affected, as e-commerce is a way of supplying and delivering goods and services Other industries, indirectly affected, are those related to information and communication technology (the infrastructure that enables e-commerce), content-related industries (entertainment software) transactions-related industries (financial sector advertising, travel, transport) eCommerce might also create new markets or extend market reach beyond traditional borders. Enlarging the market will have a positive effect on jobs. Another important issue relates to interlinkages among activities affected by e-commerce Expenditure for e-commerce-related intermediate goods and services will create jobs indirectly, on the basis of the volume of electronic transactions and their effect on prices costs and productivity. The convergence of media telecommunication and computing technologies is creating a new integrated supply chain for the production and delivery of multimedia and information content. Most of the employment related to e-commerce involves around the content industries and communication infrastructure such as the Internet Jobs are both created and destroyed by technology, trade and organizational change. These processes also underlie changes in the skill composition of employment Beyond the net employment gains or losses brought about by these factors, it is apparent that workers with different skill levels will be affected differently E-commerce is certainly driving the demand for IT professionals but it also requires IT expertise to be coupled with strong business application skills, thereby generating demand for a flexible, multi-skilled

ISSN 2394 - 7780

workforce There is a growing need for increase integration of Internet front-end applications with enterprise operations, applications and back-end databases. Many of the IT skill requirements needed for Internet support can be met by low-paid IT workers who can deal with the organizational services needed for basic webpage programming. However, wide area networks, competitive websites, and complex network applications require much more skill than a platform-specific IT job Since the skills required for e-commerce are rare and in high demand, e-commerce might accelerate the upskilling trend in many countries by requiring high-skilled computer scientists to replace low-skilled information clerks, cashiers and market salespersons.

Education:

Advances in information technology will affect the craft of teaching by complementing rather than eliminating traditional classroom instruction. Indeed the effective instructor acts in a mixture of roles. In one role the instructor is a supplier of services to the students, who might be regarded as its customers. But the effective instructor occupies another role as well, as a supervisor of students and plays a role in motivating encouraging. evaluating, and developing students. For any topic, there will always be a small percentage of students with the necessary background, motivation, and self-discipline to learn from self-paced workbooks or computer instruction. For the majority of students, however, the presence of a live instructor will continue to be far more effective than a computer assisted counterpart in facilitating positive educational outcomes The greatest potential for new information technology lies in improving the productivity of time spent outside the classroom Making solutions to problem sets and assigned reading materials available on the Internet offers a lot of convenience E-mail vastly simplifies communication between students and faculty and among students who may be engaged in group projects.

Although distance learning has existed for some time, the Internet makes possible an large expansionn in coverage and better delivery of instruction Text can be combined with audio/ video, and students can interact inreal-time via e-mail and discussion groups Such technical improvements coincide with a general demand for retraining and upskilling by those who due to work and family demands, cannot attend traditional courses Distance learning via the Internet is likely to complement existing schools for children and university students, but it could have more of a substitution e_ect for continuing education programmes For some degree programmes, high prestige institutions could use their reputation to attract students who would otherwise attend a local facility. Owing to the Internet's ease of access and convenience for distance learning, overall demand for such programmes will probably expand, leading to growth in this segment of e-commerce.

As shown the previous section, high level skills are vital in a technology-based and knowledge-intensive economy. Changes associated with rapid technological advances in industry have made continual upgrading of professional skills an economic necessity. The goal of lifelong learning can only be accomplished by reinforcing and adapting existing systems of learning, both in the public and private sectors. The demand for education and training concerns the full range of modem technology. Information technologies are uniquely capable of providing ways to meet this demand online training via the Internet ranges from accessing self-study courses to complete electronic classrooms. These computer-based training programmes provide flexibility in skills acquisition and are more affordable and relevant than more traditional seminars and courses.

Private Life and Society:

Increasing representation of a wide variety of content in digital form results in easier and cheaper duplication and distribution of information. This has a mixed effect on the provision of content. On the one hand, content can be distributed at a lower unit cost. On the other hand, distribution of content outside of channels that respect intellectual property rights can reduce the incentives of creators and distributors to produce and make content available in the first place Information technology raises a host of questions about intellectual property protection and new tools and regulations have to be developed in order to solve this problem Many issues also surround free speech and regulation of content on the Internet, and there continue to be calls for mechanisms to control objectionable content. However it is very difficult to find a sensible solution Dealing with indecent material involves understanding not only the views on such topics but also their evolution over time Furthermore, the same technology that allows for content filtering with respect to decency can be used to filter political speech and to restrict access to political material. Thus, if censorship does not appear to be an option, a possible solution might be labelling The idea is that consumers will be better informed in their decisions to avoid objectionable content. The rapid increase in computing and communications power has raised considerable concern about privacy both in the public and private sector. Decreases in the cost of data storage and information processing make likely that it will become practicable for both government and private data-mining enterprises to collect detailed dossiers on all citizens Nobody knows who currently collects data about individuals, how this data is used and shared or how this data might be misused These concerns lower the

ISSN 2394 - 7780

consumers trust in online institutions and communication and, thus, inhibit the development of electronic commerce A technological approach to protecting privacy might by cryptography although it might be claimed that cryptography presents a serious barrier to criminal investigations.

It is popular wisdom that suffer information overload. A lot of the information available on the Internet is incomplete and even incorrect. People spend more and more of their time absorbing irrelevant information just because it is available and they think they should know about it. Therefore, it must be studied how people assign credibility to the information they collect in order to invent and develop new credibility systems to help consumers to manage the information overload. Technological progress inevitably creates dependence on technology Indeed the creation of vital infrastructure ensures dependence on that infrastructure As surely as the world is now dependent on its transport, telephone, and other infrastructures, it will be dependent on the emerging information infrastructure Dependence on technology can bring risks Failures in the technological infrastructure can cause the collapse of economic and social functionality Blackouts of long-distance telephone service, credit data systems electronic funds transfer systems and other such vital communications and information processing services would undoubtedly cause widespread economic disruption. However, it is probably impossible to avoid technological dependence. Therefore, what must be considered is the exposure brought from dependence on technologies with a recognizable probability of failure no workable substitute at hand, and high costs as a result of failure

Surveillance and Privacy:
New technical and legal developments are posing greater and greater privacy dilemmas Governments have in the recent years increasingly established and legalised surveillance schemes in form of data retention, communication interception or CCTVS purportedly for fighting terrorism or serious crimes Surveillance monitoring of individuals is also a threat in the private sector private organisations are, for instance, increasingly using profiling and data mining techniques for targeted marketing analyzing customer buying preferences or social sorting Workplace monitoring practices comprise surveillance of employees Emerging pervasive computing technologies, where individuals are usually unaware of a constant data collection and processing in their surroundings, will further exacerbate the problem that individuals are effectively losing control over their personal spheres.

At a global scale, Google Earth and other corporate virtual globes may have dramatic consequences for the tracking and sorting of individuals. With CCTV, the controlling power of surveillance is in few hands With live, high-resolution imagery feeds from space in the near future, massive surveillance may soon be available to everybody, a development whose consequences we do not yet grasp New means of surveillance are also enabled by social networks, in which individuals are publishing many intimate personal details about themselves and others. Such social networks are today already frequently analysed by employers, the marketing industry, law enforcement or social engineering

CONCLUSION
The on-going computing and communications revolution has numerous economic and social impacts on youth of modern Indian society and requires serious social science investigation in order to manage its risks and dangers. Such work would be valuable for both social policy and technology design. Decisions have to be taken carefully. Many choices being made now will be costly or difficult to modify in the future. But above all, the divinely inspired and time-tested principles found in God's written word and common sense should be applied.

REFERENCE
1. Ajzen, 1. (1991). The theory of planned behavior Organizational Behavior and Human Decision Processes, 50(2), 179-211.
2. Awake (2009) Technology: Blessing or Cause?
3. Baliamoune MN. (2002) The New Economy and Developing Countries: Assessing the Role of ICT Diffusion. Paperpresented at the WIDER Conference on The New Economy in Development, 10-11 May, Helsinki: UNU/WIDER.
4. Busselle, R., Reagan, J., Pinkleton, B. & Jackson, K. (1999). Factors affecting internet use in a saturated-access population. Telematics and Informatics, 16(1-2), 45-58.
5. Chang, M.K. & Cheung, W (2001). Determinants of the intention to use internet/WWW at work: A confirmatory study. Information and Management, 39(1), 1-14.
6. Chen, L.D., Gillenson, M.L. &Sherrel, D.L. (2002). Enticing online consumers: An extended technology acceptance perspective. Information and Management, 39(8), 705719

ISSN 2394 - 7780

7. Creese, G. (2007). Information scarcity to information overload.Information Management Magazine, Jan, 20-22
8. De Marez, L.., Verleye, G. (2004a). ICT-innovations today: Making traditional diffusion [14:05, 2/4/2022] Sst Vice Principal: patterns obsolete, and preliminary insight of increased importance. Telematics and Informatics, 21(3), 235-260.
9. Fisseha Mikre "The Roles of Information Communication Technologies in Education Review Article with Emphasis to the Computer and Internet"
10. Frances Cairncross, and Pöysti, K (nd) ICT's for education and building human capital Visions of the Information Society project http://www.itu.int/visions.
11. Lori, M.O. (2006). "From science to technology and innovation management", Obafemi Awolowo University Inaugural Lecture Series 184.ObafemiAwolowoUniveristy Press.
12. Jan Maarten Schraugen, Josine van de Ven "Human factors aspects of ICT for crisis management
13. Learning and Skills Development Agency Vocational Learning Support Programme: GCSE work-related assignments.
14. Lonsdale, J. D. (2004). The nature of war in the information age. New York: Routledge. (Egbetokun et al., 2007, Egbetokun and Siyanbola, 2008)
15. Ogunsola L. A. (2005), Information and Communication Technologies and the Effects of Globalization: Twenty-First Century "Digital Slavery" for Developing Countries--Myth or Reality? Electronic Journal of Academic and Special Librarianship v.6 no.1-2 (Summer 2005)
16. Washington Post, 2009.
17. Wesolowski Krzysztof (2002), Mobile Communication Systems ISBN: 0-471-49837-8 http://www. Bradford.ac.uk Press.
18. Wilde K (2003) Measuring and Enhancing the Impact of ICT on the Millennium Development Goals: A discussion paper for the 4" session of the United Nations ICT Task Force,United Nations Development Programme.
19. Wolf, S (2001) Determinants and Impact of ICT Use for African SMEs Implications for Rural South Africa. A Paper prepared for TIPS Forum 2001
20. World Bank (1990) Poverty. World Development Report, Oxford University Press.
21. World Bank (1990) Entering the 21st Century. World Development Report.Oxford [v1] University Press.
22. World Bank (2002) Information and Communicatioin Technologies;A World Bank Group Strategy.. Washington D.C: World Bank.
23. Wolfgang Hofkirchner ICTS and Society: The Salzburg ApproachTowards A Theory for, about, and by Means of the Information Society"

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

IMPACT OF ICT ON THE HEALTH SECTOR

[1]Mr. Jeevan Vichare and [2]Mr. Yogesh Dilip Patil
[1]Assistant Professor, Department of History, S.S.T College of Arts and Commerce, Ulhasnagar- 421004
[2]Assistant Professor, Department of IT & CS, S.S.T College of Arts and Commerce, Ulhasnagar- 421004

INTRODUCTION

Information and communications technology (I.C.T.) is often used as an extended synonym for information technology (IT), but is a more specific term that stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals). outers as well as necessary nterprise software, middleware, rage, and audio visual systems, which enable users to access, store, transmit, and manipulate information.

The term ICT is also used to refer to the convergence of audio-visual and telephone networks with computer networks through a single cabling or link system. There are large economic incentives (huge cost savings due to elimination of the telephone network) to merge the telephone network with the computer network system using a single unified system of cabling, signal distribution and management.

HISTORY

The phrase Information and Communication Technologies has been used by academic researchers since the 1980s, and the term ICT became popular after it was used in a report to the UK government by Dennis Stevenson in 1997 and in the revised National Curriculum for England, Wales and Northern Ireland in 2000, But in 2012, the Royal Society recommended that the term ICT should no longer be used in British schools as it has attracted too many negative connotations and with effect from 2014 the National Curriculum was changed to use the word computing reflecting the addition of computer programming to the curriculum. A leading group of universities consider ICT to be a soft subject and advise students against studying A-level ICT. preferring instead A-level Computer Science

PURPOSE

The paper describes the major constraints and challenges faced in using ICTs effectively in the health sector of developing countries. It draws out good practices for using ICTs in the health sector, identifies major players and stakeholders, and highlights priority needs and issues of relevance to policymakers. The paper also looks at emerging trends in technologies that are likely to shape ICT use in the health sector, and identifies gaps in knowledge.

For the purposes of this paper, ICTS are defined as tools that facilitate communication and the processing and transmission of information by electronic means. This definition encompasses the full range of ICTs, from radio and television to telephones (fixed and mobile), computers, and the Internet.

This paper sees health as a complex interaction of biomedical, social, economic, and political determinants. It places the discussion of health firmly in the context of poverty and development debates. There has been considerable international discussion about the potential of ICTS to make major impacts in improving the health and well being of poor and marginalized populations, combating poverty, and encouraging sustainable development and governance. Used effectively ICTS have enormous potential as tools to increase information flows and the dissemination of evidence-based knowledge, and to empower citizens. However, despite all their potential, ICTs have not been widely used as tools to advance equitable health care access.

A critical mass of professional and community users of ICTS in health has not yet been. reached in developing countries. Many of the approaches being used are still at a relatively new stage of implementation, with insufficient studies to establish their relevance, applicability or cost effectiveness. This makes it difficult for governments of developing countries to determine their investment priorities.

The paper highlights several major areas where not enough is known and where further experimentation, research, and analysis are needed, including moving from proof-of-concept to large-scale implementation in a range of different Settings, evaluating the impact of the use of ICTs on health in a systematic and coherent way;

• sharing information and experience and coordinating efforts (at national, regional and international levels) around the use of ICTs in the health sector; strengthening the role of and building the capacity of intermediaries.

ISSN 2394 - 7780

RELEVANCE

In developing countries, preventable diseases and premature deaths still inflict a high toll. Inequity of access to basic health services affects distinct regions, communities, and social groups. Under-financing of the health sector in most countries has led to quantitative and qualitative deficiencies in service delivery and to growing gaps in facility and equipment upkeep. Inefficient allocation of scarce resources and lack of coordination among key stakeholders have made duplication of efforts, overlapping responsibilities, and resource wastage common and troublesome problems. Most countries are at some stage of health sector reform, trying to provide expanded and equitable access to quality services while reducing or at least controlling the rising cost of healthcare. Health reform processes have many facets and is no single model being adopted by all countries ICTs have the potential to make a major contribution to improving access and quality of services while containing costs. Improving health involves improving public health and medical programs designed to provide elective, emergency, and long-term clinical care; educating people, improving nutrition and hygiene; and providing more sanitary living conditions. These in turn ultimately involve massive social and economic changes, as many health challenges go well beyond the health sector.

The health sector has always relied on technologies. According to WHO (2004), they form the backbone of the services to prevent, diagnose, and treat illness and disease. ICTS are only one category of the vast array of technologies that may be of use Given the right policies, organization, resources, and institutions, ICTs can be powerful tools in the hands of those working to improve health.

Advances in information and computer technology in the last quarter of the 20th century have led to the ability to more accurately profile individual health risks to better understand basic physiologic and pathologic processes, and to revolutionize diagnosis through new imaging and scanning technologies. Such technological developments, however, demand that practitioners, managers, and policymakers are more responsible in assessing the appropriateness of new technologies.

The methods people use to communicate with each other have also changed significantly Mobile telephony, electronic mall and videoconferencing offer new options for sharing perspectives Digital technologies are making visual images and the voices of people more accessible through radio, TV, video, portable disk players and the internet, which change the opportunities for people to share opinions, experience, and knowledge. This has been coupled with steps to deregulate the telecommunications and broadcast systems in many countries, which open up spaces and platforms, such as community radio, for increased communication.

Reliable information and effective communication are crucial elements in public health practices. The use of appropriate technologies can increase the quality and the reach of both information and communication. Increased information helps people to improve their own health. At the same time, social organizations help people achieve health through t health care systems and public health processes. The ability of impoverished communities to access services and engage with and demand a health sector that responds to their priorities and needs is influenced by wider information and communication processes mediated by ICTS.

Using Icts in the Health Sector

According to WHO, the use of ICTs in health is not merely about technology, but a means to reach a series of desired outcomes, such as:

• Health workers make better treatment decisions hospitals providing higher quality and safer care,

• People making informed choices about their own health;

• Governments becoming more responsive to health needs;

• National and local information systems supporting the development of effective,

• Efficient, and equitable health systems;

• Policymakers and the public becoming more aware of health risks; and

• People having better access to the information and knowledge they need for better health.

In practice, the use of ICTS in the health sector has tended to focus on three broad categories that incorporate these pillars:

1 improving the functioning of health care systems by improving the management of information and access to that information, including: management of logistics of patient care, administrative systems; patient records; and ordering and billing systems.

ISSN 2394 - 7780

2. improving the delivery of health care through better diagnosis, better mapping of public health threats, better training and sharing of knowledge among health workers, and supporting health workers in primary health care, particularly rural health care, including: biomedical literature search and retrieval, continuing professional development of health workers;

• Telemedicine and remote diagnostic support, diagnostic imaging. critical decision support systems, quality assurance systems, and disease surveillance and epidemiology.

3, improving communication about health, including improved information flows among health workers and the general public, better opportunities for health promotion and health communication, and improved feedback on the impact of health services and interventions, including: patient information, interactive communication, media approaches, health research, and advocacy to improve services. Each of these three categories will be explained in more detail in the following pages with examples of practice and key lessons and recommendations.

Improving the Functioning of Health Care Systems

Health systems are very complex. So too are the types of processes and information needs that are handled in health care systems. To be useful, information systems must capture and process data with broad diversity, scope, and level of detail.

The nature of health care systems, particularly as regards information, is markedly different from most other sectors. In banking, for example, there are limited terms used, limited transaction possibilities, and simple information needed about customers, and well established standards for data exchange among banks so that most transactions can be performed at automated terminals by the customers themselves.

Information systems within the health care system-patient records, tracking of disease prevalence, monitoring drug supplies, maintaining ordering systems for supplies, billing procedures-all stand benefit from the use of ICTS. ICTS are the basis for the development and operation of information systems and enable the creation and application of knowledge, Information systems function at many levels of sophistication and complexity -from very specific to very general.

Key lessons

Here are some of the key lessons in this brief review of the literature and analysis about the role and potential of ICTS in improving the functioning of health care systems: An effective approach to setting up information systems is to explicitly identify the objectives of the system and determine the expected results.

For maximum potential success, an ICT project requires all participants (from the developers of the system to the users and beneficiaries) to view the innovation as adding value to existing systems. If the people using the system do not like, want, or support it, it will likely fail.

Information systems should never become static or they will lose their value. Improving health care delivery Integrating the use of ICTS into existing health systems has helped to improve the delivery of health care in a number of ways. These include:

• improve diagnosis and enhance patient care;

• Improvements in the continuing professional development of health workers and better sharing of research findings; and the use of telemedicine,

• Efforts to extend the reach and coverage of health care to make an impact on specific conditions.

Telemedicine

Telemedicine is a growing field. According to the International Telecommunication Union, telemedicine is a powerful tool for improving health care delivery that has been successfully implemented in pilot projects in many countries.

E-LEARNING

In a key paper produced as part of a global review on access to health information, Using ICTS effectively offers the promise of changing this situation for health workers. One attempt to improve access to information has been undertaken by WHO and the United Nations Development Programme (UNDP) in India.

A major concern for this project was the need to ensure that already existing inequalities in health information access were not exacerbated by the introduction of ICTS. Project managers found that a strategic approach was needed to reach health workers less likely to have access to the Internet and computers skills (women, lower-ranked professionals).

ISSN 2394 - 7780

In Nepal, the unique ability of radio to reach, entertain, and educate isolated, less-educated, rural health workers and communities made it an ideal medium for attempting improve the quality of health services and support the continuing medical education of grassroots health workers Radio reaches service providers living in isolated communities in difficult terrain and gives them a chance to receive standardized instruction in an appealing format. This initiative highlighted the importance of:

• undertaking a comprehensive needs assessment;

• ensuring stakeholder involvement in the process; and strategic planning.

Key lessons

These are some of the key lessons about the role and potential of ICTS in improving communication in health care:

• There is growing evidence that ICTS aid health information dissemination, particularly via online routes.

• There is growing evidence that ICTs increase the effectiveness of some communication systems.

Increasing access to communications allows more people to be linked to opportunities.

COMMUNICATION

Mass media ICTs, such as radio, remain key in communicating health issues. There are demonstrable benefits in combining technologies, particularly some of the alder with some of the newer ICTs.

CONSTRAINTS AND CHALLENGES

CONNECTIVITY

With connectivity, there are issues such as the lack of an enabling telecom policy and regulatory environment; lack of access to electricity, solar power options, and power supply back-ups; insufficient infrastructure and connectivity access, and high costs. Embedded in this are issues of broadcasting rights and regulations controlling the media.

Connectivity access-measured in terms of telephone access, personal computer ownership, and Internet connectivity-varies widely around the world. Inequitable access also exists within societies. Within developing countries, segments of the population have been by-passed by the products of the information revolution. This is complicated by the fast-changing deployment of new technologies and accompanying standards that constantly raise the level of advancement that must be met by anyone who wants to remain current This is part of a set of much broader constraints that include insufficient telecommunications infrastructure, high telecommunications tariffs, inappropriate or weak policies, organizational inefficiency, lack of locally created content, and uneven ability to derive economic and social benefits from information-intensive activities.

CONCLUSIONS

The scope of this study has been finite and modest, and it is hoped that the knowledge gaps and other identified areas of focus highlighted in this paper will be further researched to build a strong body of evidence and analysis about ICT and health. It is also clear that even at this early stage in the evolution of ICTS, there is a developing body of evidence, primarily in the western context, which points to a range of benefits and efficiency savings for individuals and institutions in health. This body of evidence is not easily transposed onto developing country context, and the range of contextual issues around the world mean that

Ready-fit, "one-size-fits-all conclusions are difficult and dangerous to make. However the range of benefits that are being highlighted in various small-scale case studies are building a base of tentative evidence in the developing world for the application of ICT strategies These provide a compelling indication that there are benefits in ICT implementation in health, but that they need to be understood in context and scaled up carefully.

REFERENCES

1. Ahmed, M. 2004, Electronic immunization registry and tracking system in Bangladesh, eGovernment for Development: eHealth Case Study No.6 www.egov4dev.org/banglaimmune. html
2. Anon 2005, ICTS will be critical to attaining the United Nations Millennium Development Goals by 2015, Geneva: ITU. http://www.itu.int/wsis/tunis/newsroom/background/ict. mdg.html
3. Adesote SA, Omojeje AV (2011). The Place of Educational Media in the Teaching and Learning of History in Nigerian Senior Secondary Schools. J. Educ. Adm. Plan. 3(1):9-14.
4. Akudolu P (2007). ICT and Educational Development. J. Educ. Stud. 10 (2): 12-21.

ISSN 2394 - 7780

5. Carr EH (1954). A History of Soviet Russia: The Interregnum 1923-1924, London: Macmillan.
6. Clarke A (2006). Teaching adults ICT skills. Glasgow: Learning Matters Limited. pp.12-23.
7. Collingwood RG (1973). The Idea of History. London: Oxford University Press. pp. 10-23.
8. Duffy T, Cunningham D (1996). Constructivism: Implications for the design and delivery of instruction, Handbook of research for educational telecommunications and technology, New York: MacMillan. pp.170-198.
9. Falola T, Mahadi, A, Uhomoibhi A (1989). History of Nigeria 1.Ibadan: Longman Publishers Limited. pp.1-2.
10. Garrison R, Anderson T (2003). E-Learning in the 21st Century: A Framework for Research and Practice. Routledge Falmer, London.
11. Haddad W, Jurich S (2002). ICT for education: Potential and Potency. In W. Haddad & D. Drexler (Eds.), Technologies for Education: Potential, Parameters, and Prospects. Washington, DC: Academy for Educational Development and Paris: UNESCO pp.34-37.
12. Jonassen D, Reeves T (1996). Learning with technology: Using computers as cognitive tools. In D. Jonassen (Ed.), Handbook of Research Educational on Educational Communications and Technology. NewYork: Macmillan. pp.693-719.
13. Kamal BN, Banu AT (2010). ICT in Higher Education – A Study. Can. J. Data Inf. Knowl. Eng. 1(1):23-33.
14. Kennewell S (2004). The nature of ICT as a subject. In Kennewell, S; Parkinson, J and Tanner, H (Eds) Learning to teach ICT in the secondary school 18-36, London: Routledge Falmer. pp.23-29.
15. Lallana EC, Margaret UY (2003). The information age. Retrieved July, 25, 2013 from www.eprimers.org
16. Lebow D (1993). Constructivist values for instructional systems design: Five principles toward a new mindset. Educ. Technol. Res. Dev. 41(3):4-16.
17. McCausland H, Wache D, Berk M (1999). Computer literacy; its implications and outcomes. A case study from the Flexible Learning Centre. University of South Australia. Pp.6-9.

International Journal of Advance and Innovative Research
Volume 9, Issue 2 (XXI): April - June 2022
ISSN 2394 - 7780

A STUDY ON SKILL DEVELOPMENT PROGRAM OF GOVERNMENT AND ITS AWARENESS AMONG YOUTH WITH RESPECT TO ULHASNAGAR ZONE

Anish Kalwani and Wendrich Soares
Assistant Professors, Vedanta College

ABSTRACT
The Make in India initiative announced officially in 25th September 2014, in Vigyan Bhawan, New Delhi, by our the 15th Prime Minister of India, Mr. Narendra Damodar Das Modi, "Make in India" initiative striving to the proposal of project of India as the manufacturing center which will powerful instrument of economic development and growth of India. it objectives to alleviate investment, encourage the invention, heighten skill development, shelter intellectual property and physique preeminent in class manufacturing infrastructure and transform India into a manufacturing hub of the international level. NSDC aims to promote skill development by catalyzing creation of large, quality and for-profit vocational institutions. Further, the organisation provides funding to build scalable and profitable vocational training initiatives. Its mandate is also to enable support system which focuses on quality assurance, information systems and train the trainer academies either directly or through partnerships. NSDC acts as a catalyst in skill development by providing funding to enterprises, companies and organizations that provide skill training. It also develops appropriate models to enhance, support and coordinate private sector initiatives. PMKVY is deemed as skill India flagship, skill development scheme. Its objective is to enable youth to take up training to secure better livelihood assessment and training fees are covered by government and individual with prior experience can get certified.

Keywords: MII (Make in India) , NSDC(National Skill Development Coorporation), Skill Development, PMKVY (Pradhan Mantri Kaushal Vikas Yojana)

INTRODUCTION
India has a literacy rate of around 70%, which is less than some of the least developed countries, and when it comes to employability, only 20% of them are employable. Literacy is not just restricted to education but even broadens to the concept of skills, which comprises technical expertise, vocational skills, transferrable skills, digital skills, and other such knowledge and abilities required for employment and livelihood. According to a survey, only 25% of the Indian workforce has undergone a skill development program, and India needs a higher number of skilled workforce.

In this era, many organisations prefer skilled employees over less skilled ones as they have outstanding career growth, and they help boost the organisation in the same way with proficient working. Skills intensify the productiveness and quality of work for more significant results. According to the World Trade Organization, the GDP level can increase up to 3%-5% in 2035, if India focuses on skill development and training. There is a great need for India to train and skill the youth for the overall development of the country.

The **Ministry of Skill Development and Entrepreneurship (MSDE)** is accountable for coordinating skill development activities in India. It has supported various organisations like **National Skill Development Corporation (NSDC)**, which aims to promote skill development in the country by establishing institutes across the country and **National Skill Development Agency (NSDA)**, which seeks to coordinate the efforts of the government and the private sector and aid in skill development.

Hon'ble Prime Minister Shri Narendra Modi launched the **Skill India Mission**, under the Ministry of Skill Development and Entrepreneurship on 15 July 2015, which aims to train over 40 crore people in India in different skills by 2022. The mission seeks to vocational training and certification of Indian youth for a better livelihood and respect in the society. Various initiatives under this campaign are **National Skill Development Mission, National Policy for Skill Development and Entrepreneurship, 2015, Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Skill Loan scheme, Rural India Skill etc.**

Private organisations, such as **CLR Skill training foundation** works under the provision of **NEEM** Scheme of the government to serve skill development, technical skills training and employment, earn and learn, non-technical skills and soft skills to the youth.
We must support programmes that enhance access and improve educational opportunities from early-stage to education and skill development of the people of the country.

ISSN 2394 - 7780

LITERATURE REVIEW

The Researcher have made an extensive review of literature to understand importance of skill Development in India

Dr. S. C. Patil & Prof. Amaresh B Charantimath (2021) conducted a study on "Employability through Skill Development Programmes - an overview of significance of Employability skills". The objective of the study was to comprehend the need of employability skills and to study the skill gap - desired vs possessed. The study concluded that the skill gaps can be bridged with training, education and short-term courses. In spite of the efforts there is still a great scope in transformation of abandoned knowledge into skills. Various ambitious missions of Government of India i.e. Make in India, Atmanirbhar Bharat, 5 trillion economy dreams etc can come true with collective efforts

Vidhyadhar T. Banajawad & Dr.Mukta S. Adi(2020) conducted a study on "A study on skill development programmes for rural youth in India" with the objective to ascertain the current status, challenges and the Government initiatives for the skill development in India. The study concluded that skill development is currently gathering momentum and it is now evident that education and skills are fundamental in bettering employment opportunities, shrinking poverty, boosting productivity, and promoting environmentally sustainable rural development. The immediate need is assimilating skills, policies and strategies on rural development. Incorporation of skill-based training and industry link placement facility in education is indispensable. Skill development is need of the hour to adapt and match the current requirements for youth in rural India for rural development in real sense. Thus, education / skill development is an immediate and important requirement for developing countries with large youth population such as India. Anita Swain & Sunita Swain (2020) conducted a study on "Skill Development in India: Challenges & Opportunities". The study intended to analyse the data sourced from National Skill Development Corporation. It concluded that India, the 2nd populous country in the world with around 60% youth population, has a 'demographic dividend' and need capitalise on it for reaping the benefit which can add value to the economy of the country and also support 'Make in India' campaign by providing the skilled workforce in the country. The 'Skill India' mission requires more focus on entrepreneurship skills for enhancing job generation in the country. Various schemes like PMKVY, DDU-GKY etc. have been launched by Government of India for making Indian youth skilled and employable. Indian youth should be aware of such schemes, get required training and make themselves employable.

Dr. Chandra Sekhar Dash, Shilpa Dash (2020) conducted a study on "Skill Development Mission and the Skill Landscape of India: - An Empirical Study". The study aimed to assess the skill landscape of India in the wake of emerging technological disruptions, global transformation and international mobility of workforce. The findings of the study indicate that despite the laudable and commendable features of the 'Skill India Mission', the challenges of gender inequality, sectorial imbalance in skilling, training and placements still persists.

DATA ANALYSIS AND INTERPRETATION

Government of India had sanctioned the Budget for skill Development courses in India

GRANT NO.91-Ministry of Skill Development and Entrepreneurship Details of Budget Allocated to Ministry (Rs. in crore)												
	BE 2020-21			RE 2020-21			Actual Expenditure 2020-21 (upto 31.12.2020)			BE 2021-22		
	Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total	Revenue	Capital	Total
MSDE	2270.96	52.50	2323.46	2070.82	47.04	2117.86	1493	0.02	1493.02	2106.3	45.17	2151.47
DGT	652.07	26.68	678.75	579.32	26.68	606.00	447.68	20.46	468.14	605.23	28.53	633.76
Total: MSDE	2923.03	79.18	3002.21	2650.14	73.72	2723.86	1940.68	20.48	1961.16	2711.53	73.70	2785.23

Performance of NSDC between 2017-2021

NSDC has established a pathway, framework for short-term skilling VET in India through a network of more than 11000 centres and 37 Sector Skill Councils. It has trained about 2.53 crore individuals across its grant-based and fee-based trainings. Over the past year, NSDC has also implemented many new technology

ISSN 2394 - 7780

platforms, conducted several research studies and expanded into international partnerships with various countries such as Singapore, Japan and UAE.

Table-7: NSDC performance 2020-21)

Component	Training Type	Trained	ReportedPlaced
CSCM	Short Term Training (STT)	36,25,999	16,43,796
CSCM	Special Projects(SPL)*	1,86,745	67,994
CSCM	Recognition of PriorLearning (RPL)	60,44,032	NA
CSSM	Short Term Training(STT)	7,27,090	1,59,889
CSSM	Special Projects (SPL)	5,634	NA

FINDINGS OF RESEARCH

As per the Primary research conducted in Ulhasnagar youth with respect to skill Development courses of Government of India.

- 67.3% youth is aware about skill Development courses of Government.
- 65.5% youth have not joined any skill Development courses
- 90.9% youth is interested to join skill Development courses
- 72.7% youth have no idea about how to join skill Development courses even they don't know about centers of Skill Development in Ulhasnagar Vicinity
- 52.7% youth have not completed courses is still in process.
- 48.8% is currently unemployed after completing skill Development courses

CONCLUSION AND SUGGESTION

- India has always been a country of opportunities and growth. But in the last decade, the numbers of unemployed graduates have increased making some of us wonder what really went wrong.
- Among several different aspects to be considered responsible for the issue we must speculate on the steps which are necessary to resolve the problem and bring more opportunities for the youth of this country.
- **Some of the Suggestive Measures the Indian Government can Take to Increase Employment Are:**

1. Improve Quality of Education

- One of the biggest challenges faced by Indian industry is that quality education is still difficult to achieve for Semi Urban and Rural students
- The methodology applied at most institutes are traditional and do not meet the rapidly evolving industry requirements.
- Most companies want skills that are global and go beyond textbook education.
- The government and educational institutions must work together to ensure quality education is accessible to all regardless of distance, language or time and this could only be possible with the help of technology
- Online learning platforms can easily provide job oriented higher education courses to learners with the minimum requirement of a laptop/PC/smartphone and an optimum internet connection. Learners can also seek help of online resources and study material to discuss and learn with global connoisseurs.
- The curriculum needs to provide an immersive learning experience.
- Schools, teachers and government need to adopt and implement digital learning solutions in their regular curriculum.
- It is imperative to focus on improving infrastructure, connectivity, electricity and create awareness about technology among the rural students.
- Skills training needs to be imparted at the most basic level of population, especially those living below the poverty line.
- Quality education will certainly create skilled and well-informed youth who will be better employable and can create businesses that can generate employment opportunities for others as well.

ISSN 2394 - 7780

- **2. Invest in Technology**
- Investing in technology is a massive multiplier. It will lead to the creation of many prestigious and well-paying jobs.
- The Indian leadership needs to put forth an idea for technology led growth and take steps to realise it.
- Only when steps towards achieving a bold visions are taken, can it be accomplished.
- It's evident that technology, particularly big data, AI, IoT, cloud computing and digital payments will play a central role in its vision to become the dominant global power and serve as multipliers of productivity which creates wealth and jobs.
- Such advancements are needed to be embedded in the workforce in order to upskill them.
- India needs to upgrade the regular job skills with technology intervention and bring in more technology enabled job profiles to accommodate more young professionals.
- Investing in advanced technology infrastructure would certainly accelerate the growth and economy.
- **3. Invest in Physical Infrastructure**
- A slowdown or recession is the perfect time for a country to expand its physical infrastructure.
- India needs world-class physical infrastructure for increase economic growth into the middle of this century.
- The government must put people to work on massive public works projects.
- The physical infrastructure in India is astonishingly inadequate for meeting the country's global ambitions.
- With more freeways, more and larger ports and airports, power plants, dams, and high-speed rail India will become closer to realising its vision of becoming a global player by the middle of this century.
- In the process, it will put millions to work designing and building infrastructure projects that will facilitate commerce.
- **4. Structural Reforms by Lower Taxes**
- Our government needs to implement structural reforms to create a favourable environment for businesses maintaining a healthy competition among the players.
- We must work in the direction of an innovation and technology driven economy which could boost up creation of jobs and open advanced and newer avenues of employment within the country.
- Lowering taxes or providing short time concessions to the businesses can stimulate the economy by encouraging more people to enter the industry and create jobs.
- Lowering taxes allows more disposable income in consumers' hands.
- When consumers spend more, demand rises and businesses employ more workers to produce more goods and services. The government has already lowered corporate taxes to stimulate the economy- the result has been as expected.
- More innovative tax measures that put money in consumers' hands will stimulate the economy further and generate jobs.
- Corporate tax rates should also be lowered further to free up capital with enterprises giving them an incentive to invest more, thereby creating more jobs.
- **5. Lower Interest Rates**
- Before 2008, discussions on interest rates were held mostly in academic circles.
- Today more non-specialists understand the role played by interest rates in the economy and hence reviews on them are held by people who aren't academics.
- To create jobs, the government should consider further lowering the reverse repo rate, so banks are encouraged to lend more to consumers.
- When banks earn less by parking money with the RBI, they will be incentivised to lend.
- When consumers have to pay less interest for borrowing money, they will be encouraged to borrow more money.

ISSN 2394 - 7780

- They will subsequently purchase more goods and make investments in real estate.
- More purchases and investments will lead to higher demand and lead to companies investing more and hiring more people. Eventually, this will lead to the creation of more jobs.
- The government will have to find a way for a low turn around rate for loans which could be possible with AI. It could assesses loan applicants by cross-checking as many as five-thousand data points.
- Such innovative techniques need to be adopted by India which could lead to a significant drop in the default rates and there will be a higher demand for goods made by the automotive industry.
- Buoyed by higher demand, the automotive sector will also be able to hire more workers lowering the unemployment rate in India.

MANUSCRIPT SUBMISSION

GUIDELINES FOR CONTRIBUTORS

1. Manuscripts should be submitted preferably through email and the research article / paper should preferably not exceed 8 – 10 pages in all.
2. Book review must contain the name of the author and the book reviewed, the place of publication and publisher, date of publication, number of pages and price.
3. Manuscripts should be typed in 12 font-size, Times New Roman, single spaced with 1" margin on a standard A4 size paper. Manuscripts should be organized in the following order: title, name(s) of author(s) and his/her (their) complete affiliation(s) including zip code(s), Abstract (not exceeding 350 words), Introduction, Main body of paper, Conclusion and References.
4. The title of the paper should be in capital letters, bold, size 16" and centered at the top of the first page. The author(s) and affiliations(s) should be centered, bold, size 14" and single-spaced, beginning from the second line below the title.

First Author Name1, Second Author Name2, Third Author Name3

1Author Designation, Department, Organization, City, email id

2Author Designation, Department, Organization, City, email id

3Author Designation, Department, Organization, City, email id

5. The abstract should summarize the context, content and conclusions of the paper in less than 350 words in 12 points italic Times New Roman. The abstract should have about five key words in alphabetical order separated by comma of 12 points italic Times New Roman.
6. Figures and tables should be centered, separately numbered, self explained. Please note that table titles must be above the table and sources of data should be mentioned below the table. The authors should ensure that tables and figures are referred to from the main text.

EXAMPLES OF REFERENCES

All references must be arranged first alphabetically and then it may be further sorted chronologically also.

- **Single author journal article:**

Fox, S. (1984). Empowerment as a catalyst for change: an example for the food industry. *Supply Chain Management*, *2*(3), 29–33.

Bateson, C. D.,(2006), 'Doing Business after the Fall: The Virtue of Moral Hypocrisy', Journal of Business Ethics, 66: 321 – 335

- **Multiple author journal article:**

Khan, M. R., Islam, A. F. M. M., & Das, D. (1886). A Factor Analytic Study on the Validity of a Union Commitment Scale. *Journal of Applied Psychology*, *12*(1), 129-136.

Liu, W.B, Wongcha A, & Peng, K.C. (2012), "Adopting Super-Efficiency And Tobit Model On Analyzing the Efficiency of Teacher's Colleges In Thailand", International Journal on New Trends In Education and Their Implications, Vol.3.3, 108 – 114.

- **Text Book:**

Simchi-Levi, D., Kaminsky, P., & Simchi-Levi, E. (2007). *Designing and Managing the Supply Chain: Concepts, Strategies and Case Studies* (3rd ed.). New York: McGraw-Hill.

S. Neelamegham," Marketing in India, Cases and Reading, Vikas Publishing House Pvt. Ltd, III Edition, 2000.

- **Edited book having one editor:**

Raine, A. (Ed.). (2006). *Crime and schizophrenia: Causes and cures.* New York: Nova Science.

- **Edited book having more than one editor:**

Greenspan, E. L., & Rosenberg, M. (Eds.). (2009). *Martin's annual criminal code:Student edition 2010.* Aurora, ON: Canada Law Book.

- **Chapter in edited book having one editor:**

Bessley, M., & Wilson, P. (1984). Public policy and small firms in Britain. In Levicki, C. (Ed.), *Small Business Theory and Policy* (pp. 111–126). London: Croom Helm.

- **Chapter in edited book having more than one editor:**

Young, M. E., & Wasserman, E. A. (2005). Theories of learning. In K. Lamberts, & R. L. Goldstone (Eds.), *Handbook of cognition* (pp. 161-182). Thousand Oaks, CA: Sage.

- **Electronic sources should include the URL of the website at which they may be found, as shown:**

Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology, 2*(2), 38-48. Retrieved from http://ojs.lib.swin.edu.au/index.php/ejap

- **Unpublished dissertation/ paper:**

Uddin, K. (2000). A Study of Corporate Governance in a Developing Country: A Case of Bangladesh (Unpublished Dissertation). Lingnan University, Hong Kong.

- **Article in newspaper:**

Yunus, M. (2005, March 23). Micro Credit and Poverty Alleviation in Bangladesh. *The Bangladesh Observer*, p. 9.

- **Article in magazine:**

Holloway, M. (2005, August 6). When extinct isn't. *Scientific American, 293*, 22-23.

- **Website of any institution:**

Central Bank of India (2005). *Income Recognition Norms Definition of NPA.* Retrieved August 10, 2005, from http://www.centralbankofindia.co.in/ home/index1.htm, viewed on

7. The submission implies that the work has not been published earlier elsewhere and is not under consideration to be published anywhere else if selected for publication in the journal of Indian Academicians and Researchers Association.

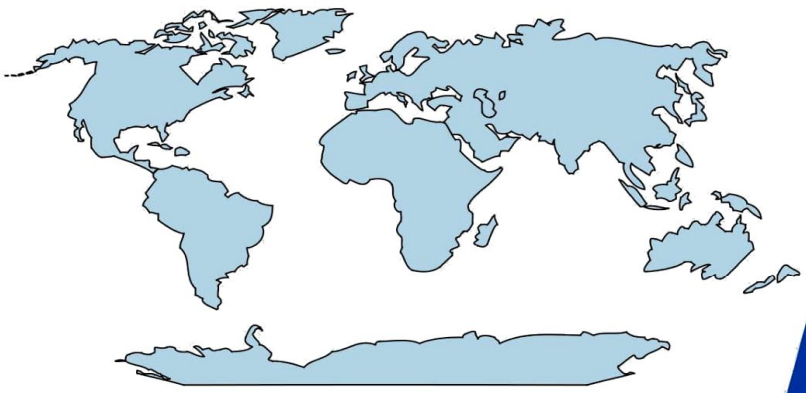
8. Decision of the Editorial Board regarding selection/rejection of the articles will be final.

www.iaraedu.com

Journal

ISSN 2322 - 0899

INTERNATIONAL JOURNAL OF RESEARCH IN MANAGEMENT & SOCIAL SCIENCE



Volume 8, Issue 2
April - June 2020

www.iaraedu.com

Journal

ISSN 2394 - 9554

International Journal of Research in Science and Technology

Volume 6, Issue 2: April - June 2019

Indian Academicians and Researchers Association
www.iaraedu.com

INDIAN ACADEMICIANS AND RESEARCHERS ASSOCIATION

Membership No: M / M – 1365

Certificate of Membership

This is to certify that

XXXXXXXX

is admitted as a

Fellow Member

of

Indian Academicians and Researchers Association

in recognition of commitment to Educational Research

and the objectives of the Association

Date: 27.01.2020

Director

President

INDIAN ACADEMICIANS AND RESEARCHERS ASSOCIATION

Membership No: M / M – 1365

Certificate of Membership

This is to certify that

XXXXXXXXXX

is admitted as a

Life Member

of

Indian Academicians and Researchers Association

in recognition of commitment to Educational Research

and the objectives of the Association

Date: 27.01.2020

Director

President

INDIAN ACADEMICIANS AND RESEARCHERS ASSOCIATION

Membership No: M / M – 1365

Certificate of Membership

This is to certify that

XXXXXXXX

is admitted as a

Member

of

Indian Academicians and Researchers Association

in recognition of commitment to Educational Research

and the objectives of the Association

Date: 27.01.2020

Director

President

IARA Organized its 1st International Dissertation & Doctoral Thesis Award in September'2019

1st International
Dissertation & Doctoral Thesis Award
(2019)

Organized By

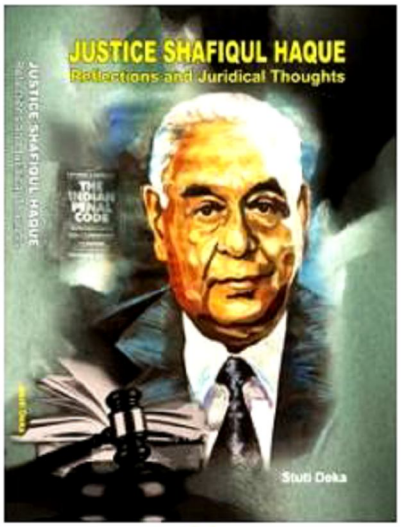
Indian Academicians and Researchers Association (IARA)

EMPYREAL PUBLISHING HOUSE

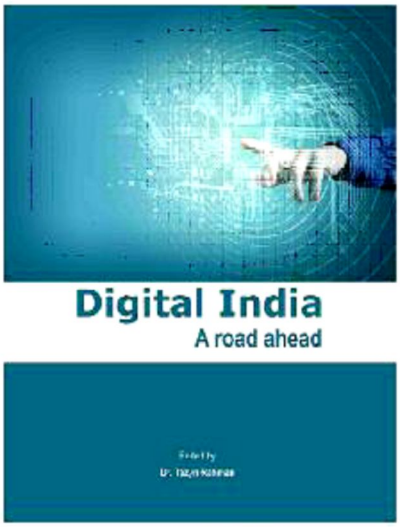
www.editedbook.in

Publish Your Book, Your Thesis into Book or Become an Editor of an Edited Book with ISBN

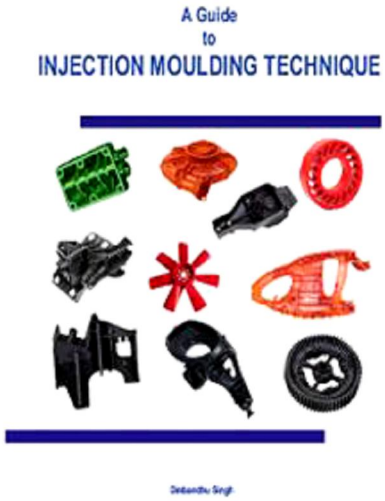
BOOKS PUBLISHED



Dr. Stuti Deka
ISBN : 978-81-930928-1-1

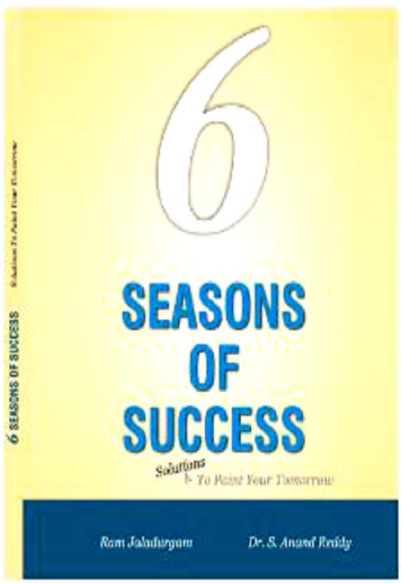


Dr. Tazyn Rahman
ISBN : 978-81-930928-0-4

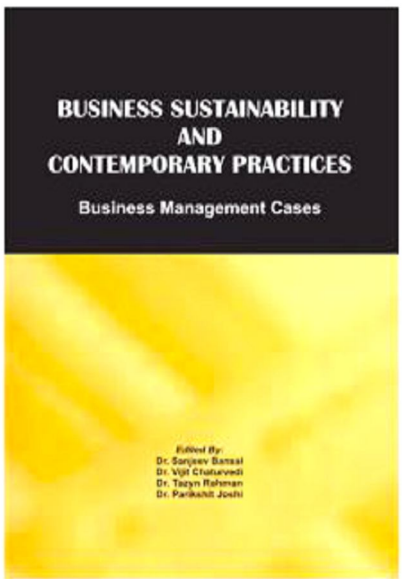


Mr. Dinbandhu Singh
ISBN : 978-81-930928-3-5

Dr. Ismail Thamarasseri
ISBN : 978-81-930928-2-8

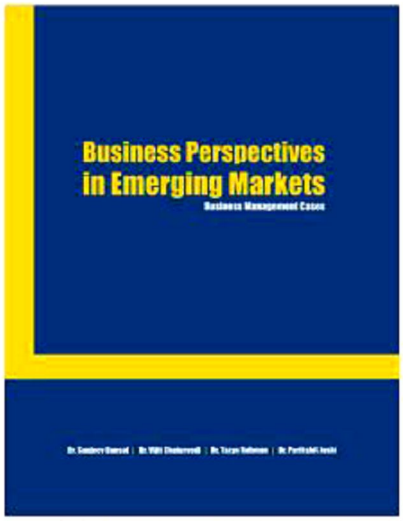


Ram Jaladurgam
Dr. S. Anand Reddy
ISBN : 978-81-930928-5-9



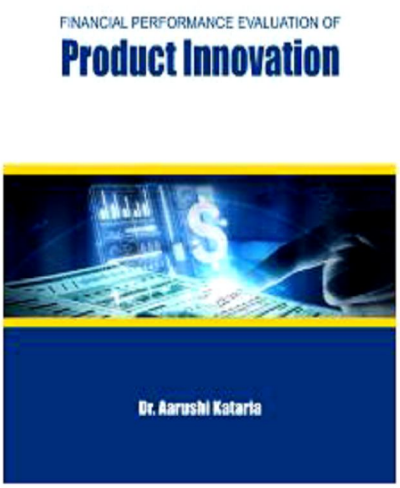
Dr. Sanjeev Bansal, Dr. Vijit Chaturvedi
Dr. Tazyn Rahman, Dr. Parikshit Joshi
ISBN : 978-81-930928-6-6

Ashish Kumar Sinha, Dr. Soubhik Chakraborty
Dr. Amritanjali
ISBN : 978-81-930928-8-0

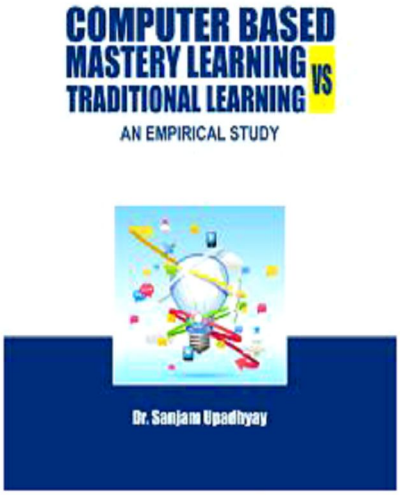


Dr Sanjeev Bansal, Dr. Vijit Chaturvedi
Dr. Tazyn Rahman, Dr. Parikshit Joshi
ISBN : 978-81-936264-0-5

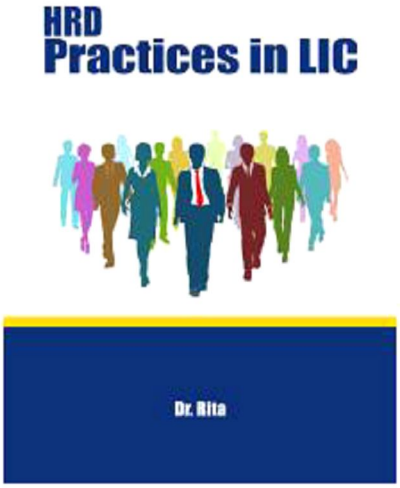
Dr. Jyotsna Golhar
Dr. Sujit Metre
ISBN : 978-81-936264-6-7



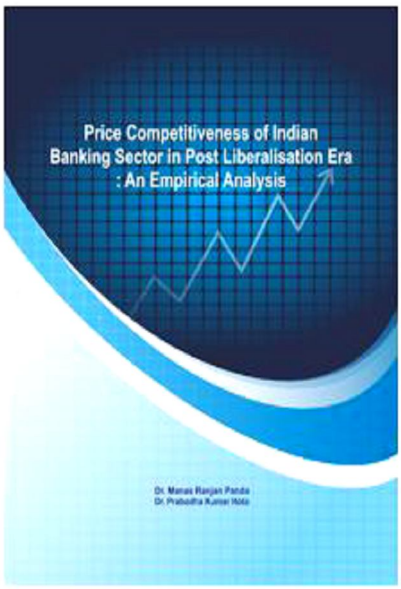
Dr. Aarushi Kataria
ISBN : 978-81-936264-3-6



Dr. Sanjam Upadhyay
ISBN : 978-81-936264-5-0



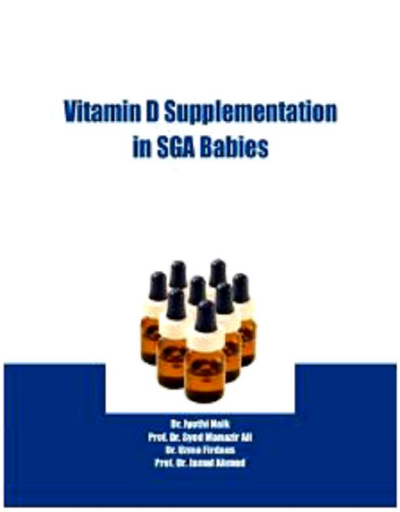
Dr. Rita
ISBN : 978-81-930928-7-3



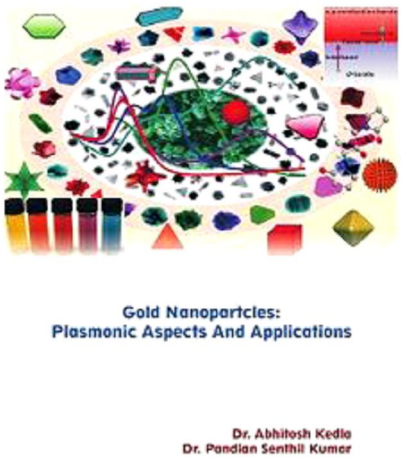
Dr. Manas Ranjan Panda, Dr. Prabodha Kr. Hota
ISBN : 978-81-930928-4-2

Poornima University
ISBN : 978-8193-6264-74

Institute of Public Enterprise
ISBN : 978-8193-6264-4-3



Dr. Jyothi Naik, Prof. Dr. Syed Manazir Ali
Dr. Uzma Firdaus, Prof. Dr. Jamal Ahmed
ISBN : 978-81-936264-9-8



Dr. Abhitosh Kedia
Dr. Pandian Senthil Kumar
ISBN : 978-81-939070-0-9

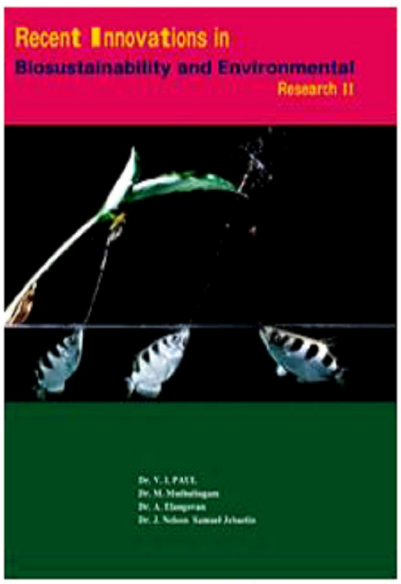
Dr. Vinod
S. Chandwani
ISBN : 978-81-939070-2-3

Prof. Dr. Dhananjay
Awasarikar
ISBN : 978-81-939070-1-6

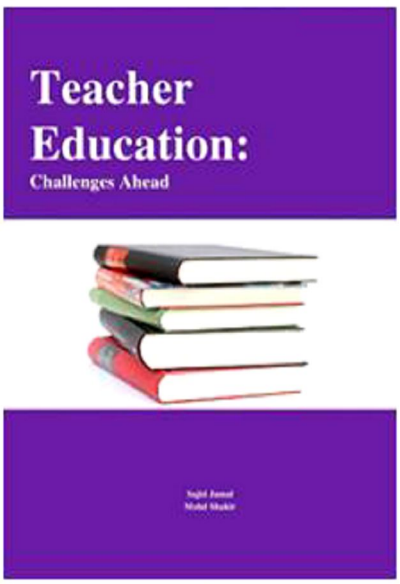
Dr. C. Samudhra Rajakumar, Dr. M. Ramesh
Dr. C. Kathiravan, Dr. Rincy V. Mathew
ISBN : 978-81-939070-4-7

Dr. C. Samudhra Rajakumar, Dr. M. Ramesh
Dr. C. Kathiravan, Dr. Rincy V. Mathew
ISBN : 978-81-939070-6-1

Dr. C. Samudhra Rajakumar, Dr. M. Ramesh
Dr. C. Kathiravan, Dr. Rincy V. Mathew
ISBN : 978-81-939070-7-8

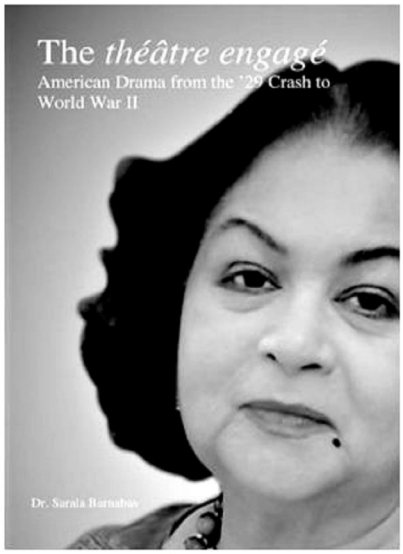


Dr. V. I. Paul, Dr. M. Muthulingam
Dr. A. Elangovan, Dr. J. Nelson Samuel Jebastin
ISBN : 978-81-939070-9-2



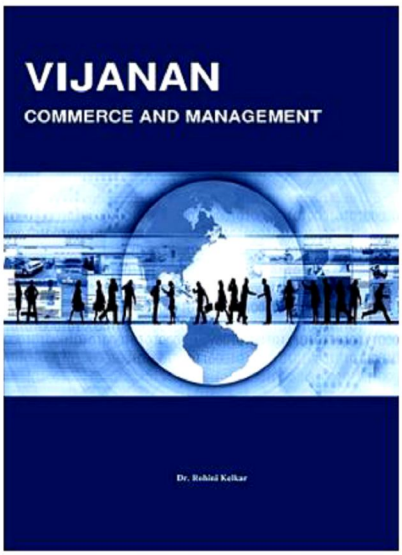
Sajid Jamal
Mohd Shakir
ISBN : 978-81-939070-8-5

Dr. R. Emmaniel
ISBN : 978-81-939070-3-0

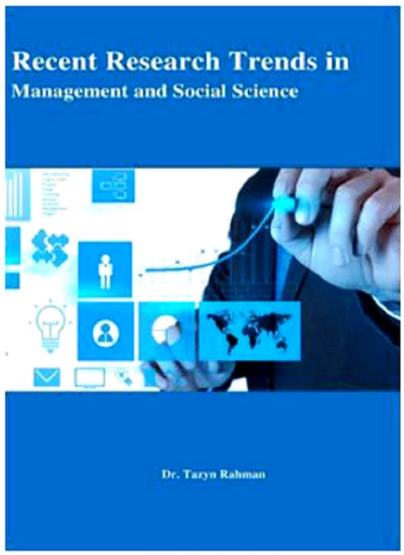


Dr. Sarala Barnabas
ISBN : 978-81-941253-3-4

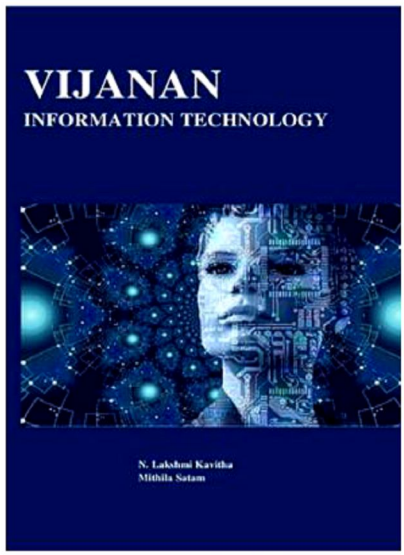
Dr. M. Banumathi
Dr. C. Samudhra Rajakumar
ISBN : 978-81-939070-5-4



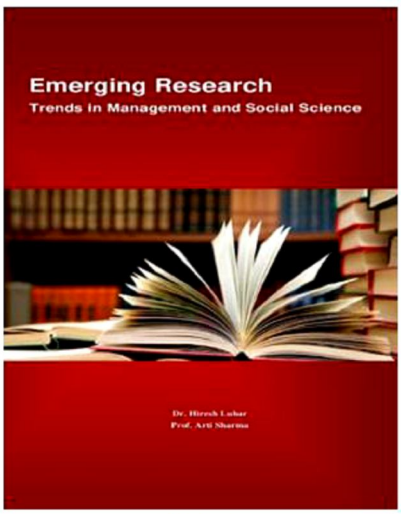
Dr. (Mrs.) Rohini Kelkar
ISBN : 978-81-941253-0-3



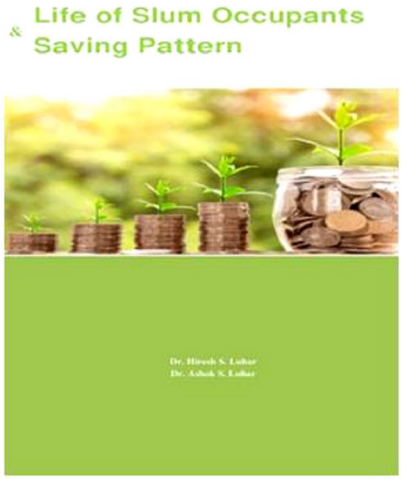
Dr. Tazyn Rahman
ISBN : 978-81-941253-2-7



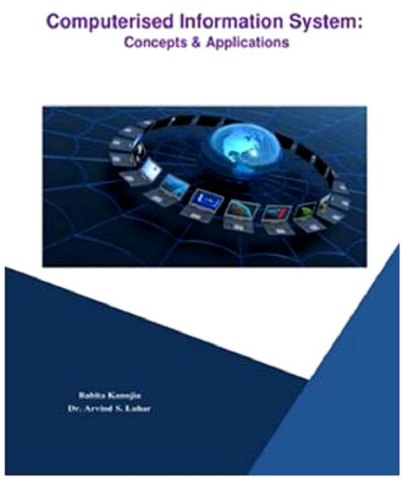
Dr. N. Lakshmi Kavitha
Mithila Satam
ISBN : 978-81-941253-1-0



Dr. Hiresh Luhar
Prof. Arti Sharma
ISBN : 978-81-941253-4-1



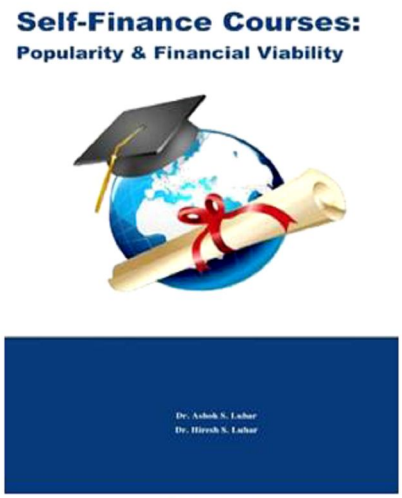
Dr. Hiresh S. Luhar
Dr. Ashok S. Luhar
ISBN : 978-81-941253-5-8



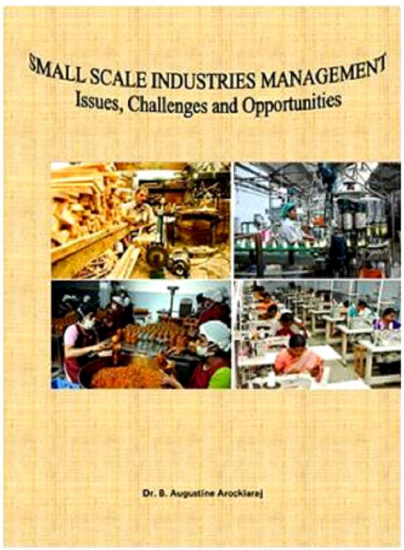
Dr. Babita Kanojia
Dr. Arvind S. Luhar
ISBN : 978-81-941253-7-2

Dr. Sw Rajamonaharane
SK Nathan
ISBN : 978-81-942475-0-0

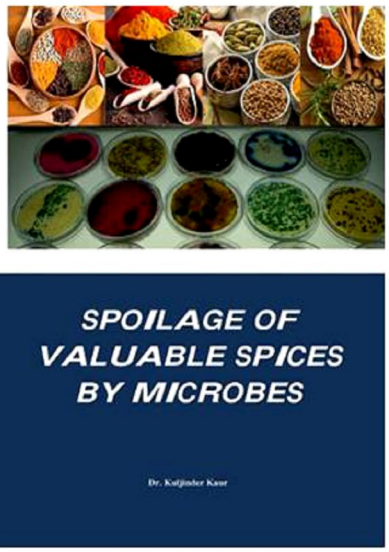
Aditi Sharma
ISBN : 978-81-941253-8-9



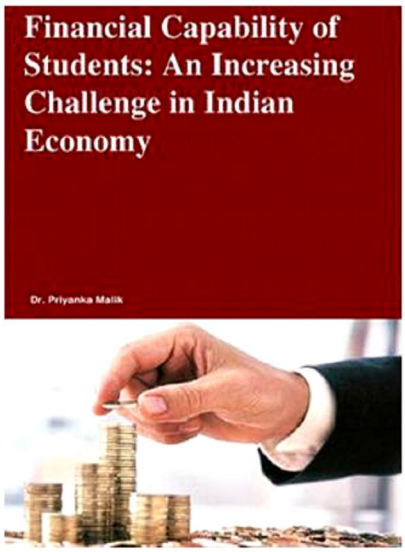
Dr. Ashok S. Luhar
Dr. Hiresh S. Luhar
ISBN : 978-81-941253-6-5



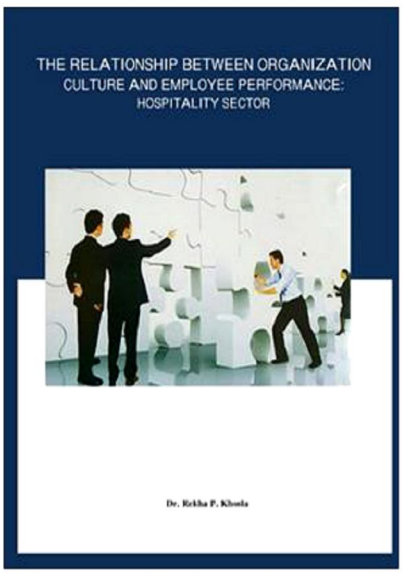
Dr. B. Augustine Arockiaraj
ISBN : 978-81-941253-9-6



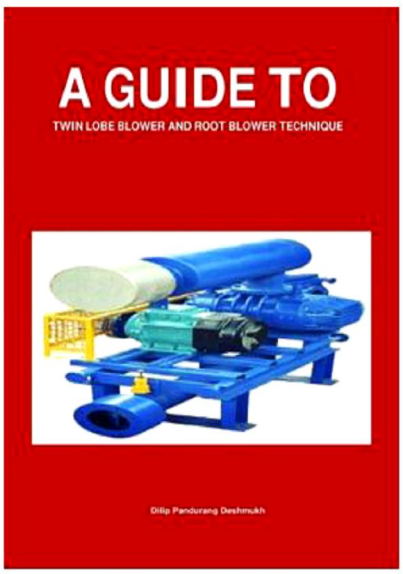
Dr. Kuljinder Kaur
ISBN : 978-81-942475-4-8



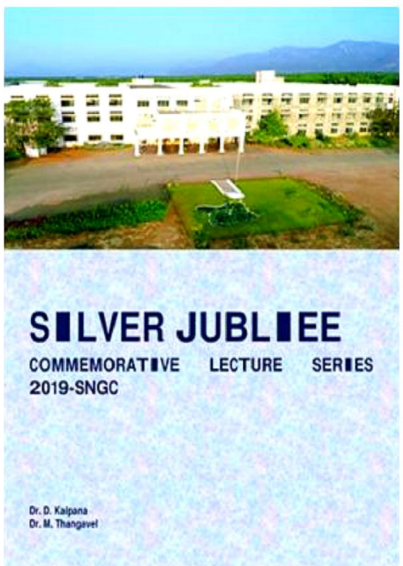
Dr. Priyanka Malik
ISBN : 978-81-942475-1-7



Dr. Rekha P. Khosla
ISBN : 978-81-942475-2-4



Dilip Pandurang Deshmukh
ISBN : 978-81-942475-3-1



Dr. D. Kalpana, Dr. M. Thangavel
ISBN : 978-81-942475-5-5

Indian Commodity
Futures and Spot Markets

Dr. Aloysius Edward J

Dr. Aloysius Edward J.
ISBN : 978-81-942475-7-9

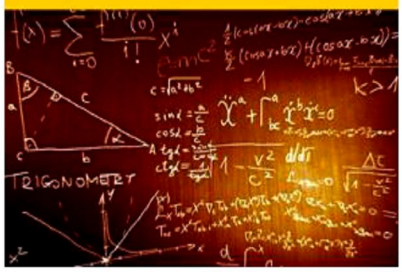
Correlates of Burnout Syndrome Among Servicemen

Dr. Rosemary Obiageri Ekechukwu

Dr. R. O. Ekechukwu
ISBN : 978-81-942475-8-6

Advances in
Mathematical Sciences
(A Collection of Survey Research Articles)

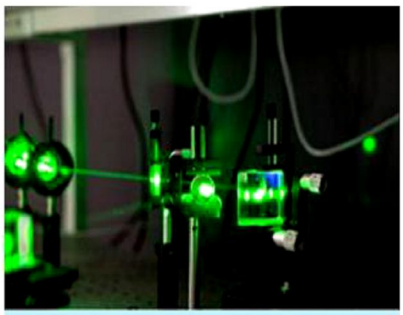
Edited By
Dr. Zakir Ahmed



Dr. Zakir Ahmed
ISBN : 978-81-942475-9-3

Fair Value Measurement
Challenges and Perceptions

Dr. (CA) Ajit S. Joshi
Dr. Arvind S. Luhar
ISBN : 978-81-942475-6-2



NONLINEAR OPTICAL CRYSTALS FOR LASER
Growth and Analysis Techniques

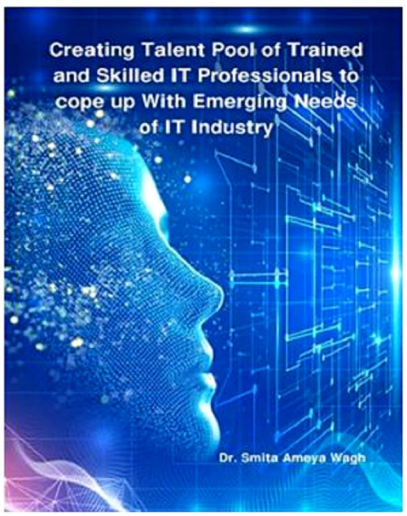
Madhav N Rode
Dilipkumar V Mehsram

Madhav N Rode
Dilip Kumar V Mehsram
ISBN : 978-81-943209-6-8

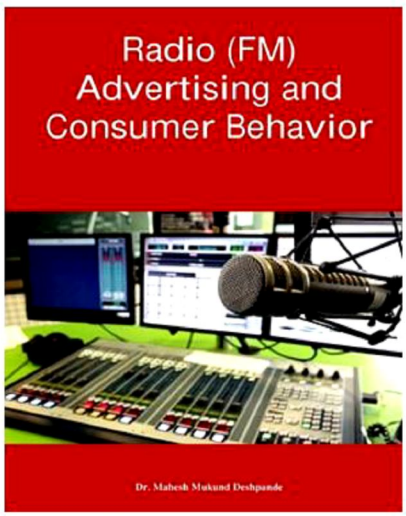
Remote Sensing of River Pollution And Agricultural Soils

Dr. Saif Said
Mr. Shadab Ali Khan

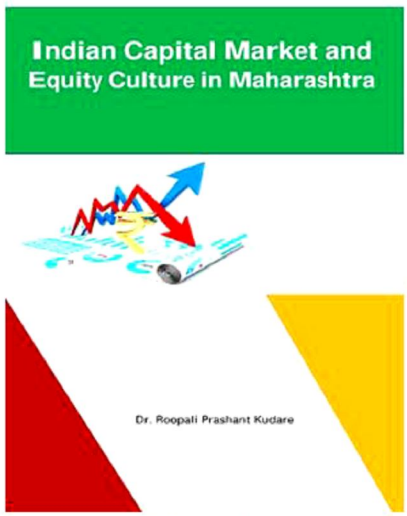
Dr. Saif Said
Shadab Ali Khan
ISBN : 978-81-943209-1-3



Dr. Smita Ameya Wagh
ISBN : 978-81-943209-9-9

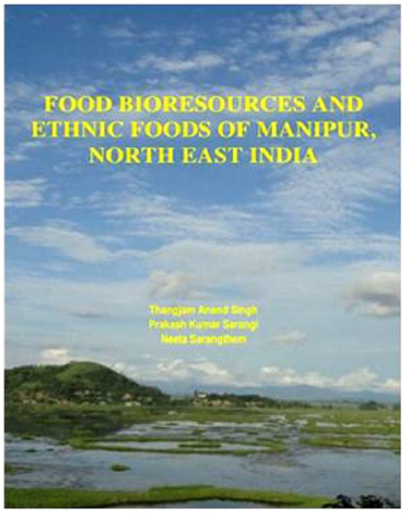


Dr. Mahesh Mukund Deshpande
ISBN : 978-81-943209-7-5

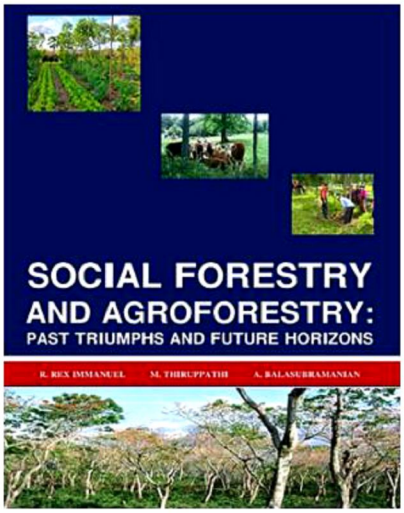


Dr. Roopali Prashant Kudare
ISBN : 978-81-943209-3-7

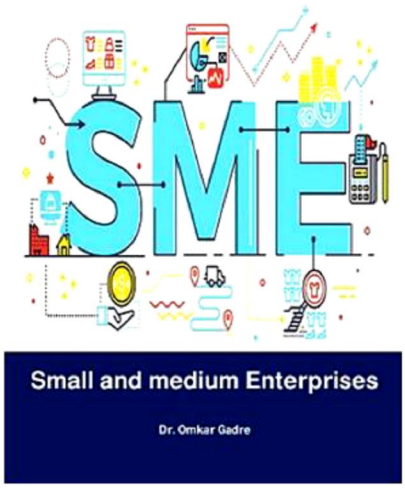
M. Thiruppathi
R. Rex Immanuel
K. Arivukkarasu
ISBN : 978-81-930928-9-7



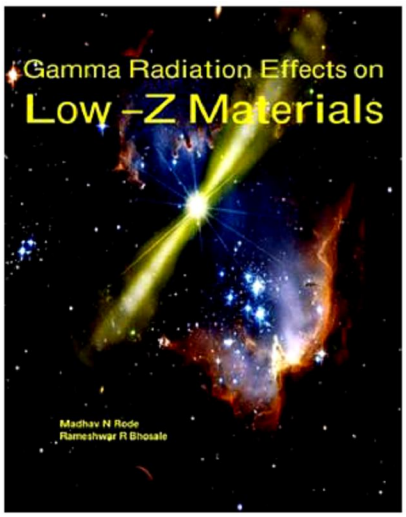
Dr. Th. Anand Singh
Dr. Prakash K. Sarangi
Dr. Neeta Sarangthem
ISBN : 978-81-944069-0-7



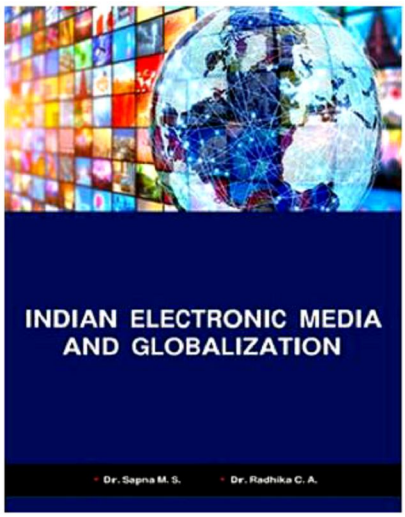
R. Rex Immanuel
M. Thiruppathi
A. Balasubramanian
ISBN : 978-81-943209-4-4



Dr. Omkar V. Gadre
ISBN : 978-81-943209-8-2

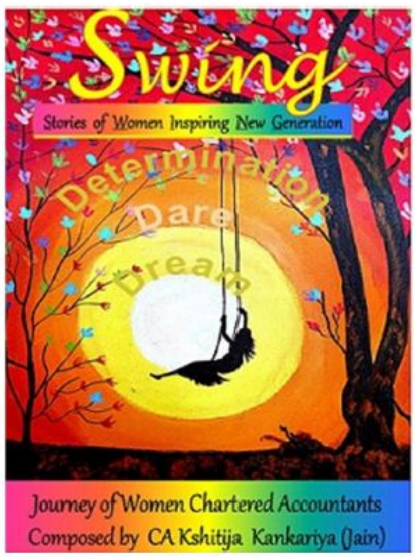


Madhav N Rode
Rameshwar R. Bhosale
ISBN : 978-81-943209-5-1

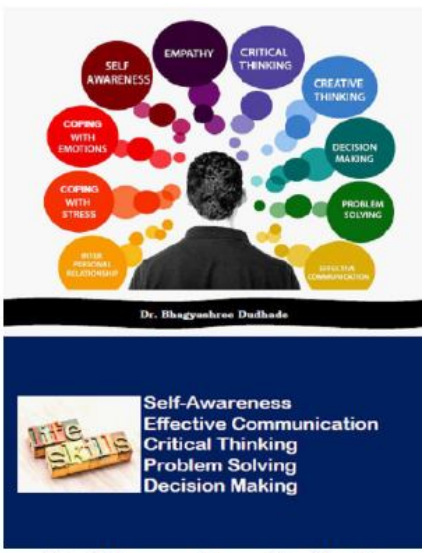


Dr. Sapna M S
Dr. Radhika C A
ISBN : 978-81-943209-0-6

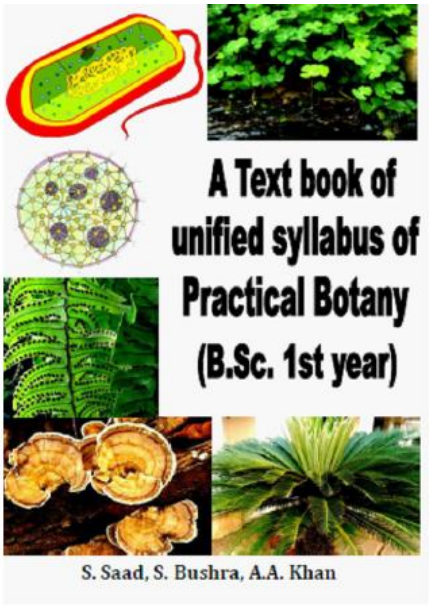
Hindusthan College
ISBN : 978-81-944813-8-6



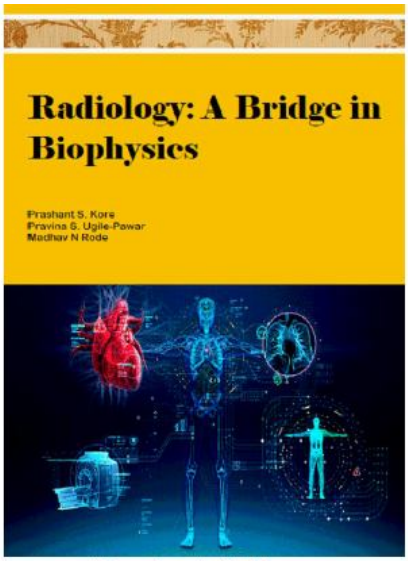
Swing
ISSN: 978-81-944813-9-3



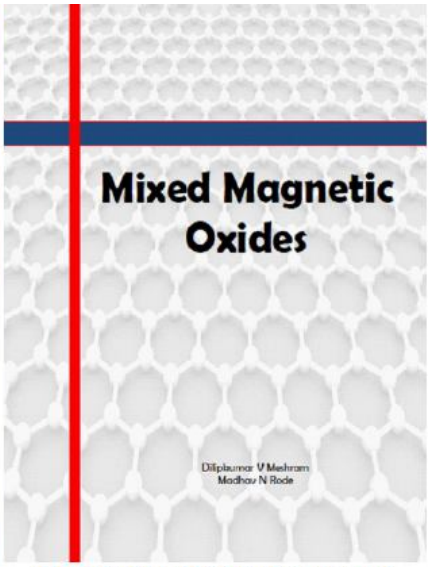
Dr. Bhagyashree Dudhade
ISBN : 978-81-944069-5-2



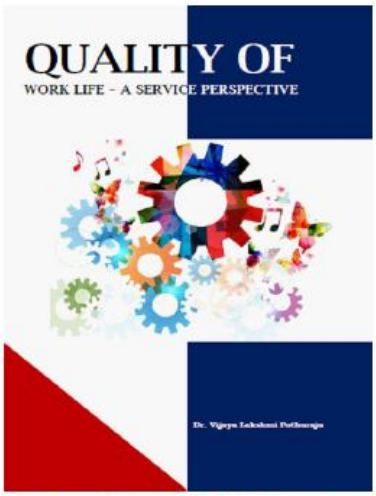
S. Saad, S. Bushra, A. A. Khan
ISBN: 978-81-944069-9-0



Prashant S. Kore
Pravina S. Ugile-Pawar
Madhav N Rode
ISSN: 978-81-944069-7-6



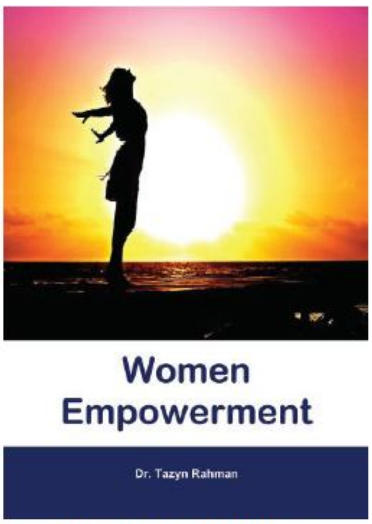
Dilipkumar V Meshram and
Madhav N Rode
ISSN: 978-81-944069-6-9



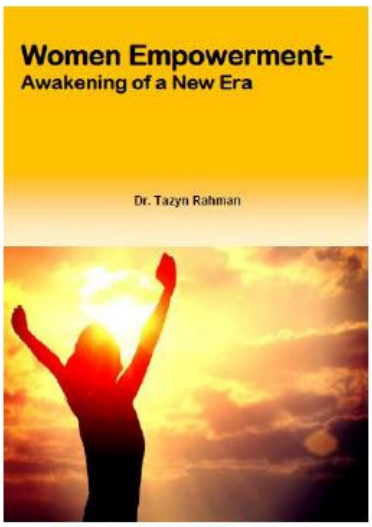
Dr. Vijaya Lakshmi Pothuraju
ISBN : 978-81-943209-2-0

Pratibha College
ISBN : 978-81-944813-2-4

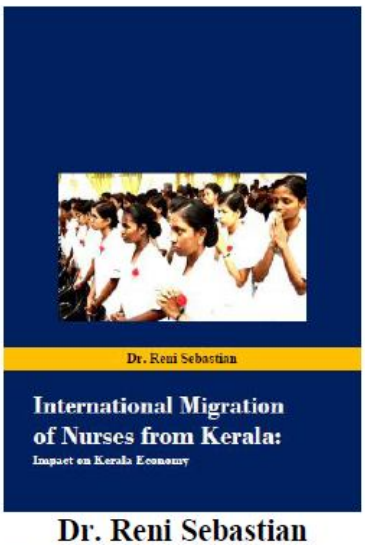
Pratibha College
ISBN : 978-81-944813-3-1



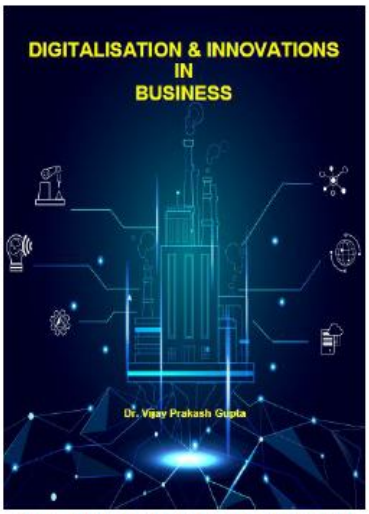
Dr. Tazyn Rahman
ISBN : 978-81-936264-1-2



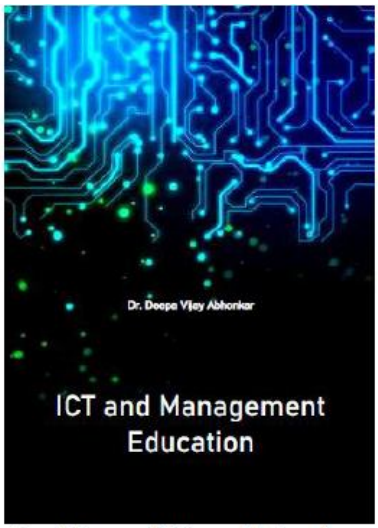
Dr. Tazyn Rahman
ISBN : 978-81-944813-5-5



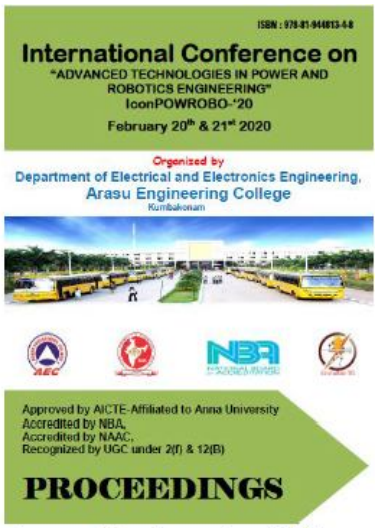
Dr. Reni Sebastian
ISBN : 978-81-944069-2-1



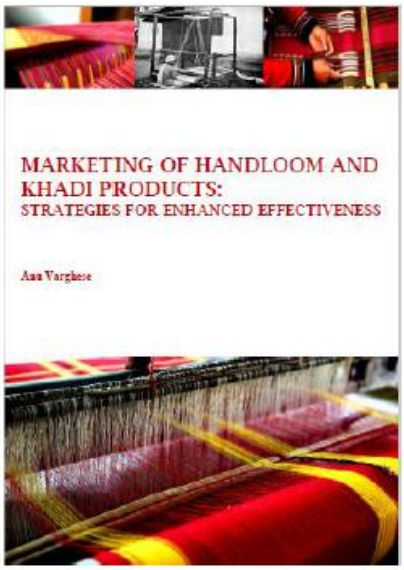
Dr. Vijay Prakash Gupta
ISBN : 978-81-944813-1-7



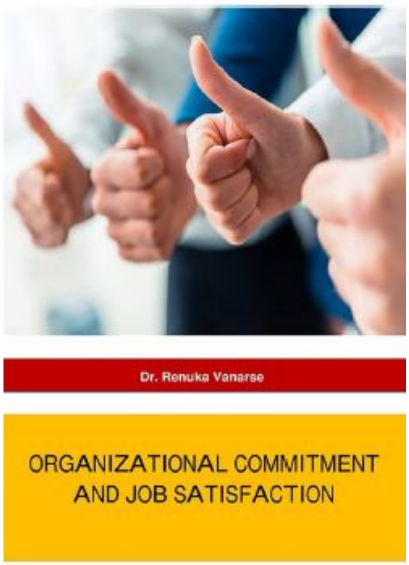
Dr. Deepa Vijay Abhonkar
ISBN : 978-81-944813-6-2



Arasu Engineering College
ISSN: 978-81-944813-4-8



Dr. Anu Varghese
ISBN : 978-81-944069-4-5



Dr. Renuka Vanarse
ISBN : 978-81-944069-1-4

Indian Academicians and Researchers Association
www.iaraedu.com