## in Collaboration with

# Maharashtra State Skills University

## Organises

*One Day International Multidisciplinary Conference
(Hybrid Mode)*

## *On*

# SKILL DEVELOPMENT: CHALLENGES AND OPPORTUNITIES IN HIGHER EDUCATION

**Tilak Education Society's**
**J. K. COLLEGE OF SCIENCE & COMMERCE**
Accredited "B++" Grade (1st Cycle, CGPA 2.94) by NAAC
**(Affiliated to University of Mumbai)**

### in Collaboration with

# Maharashtra State Skills University

### Organises

## *One Day International Multidisciplinary Conference (Hybrid Mode)*

### *On*

# SKILL DEVELOPMENT: CHALLENGES AND OPPORTUNITIES IN HIGHER EDUCATION

**About the Conference:**

Ancient Indian literary works such as Banabhatta's Kadambari described a good education as knowledge of 64 kalaas' or arts. Here 64 arts were not only subjects such as painting and singing.

It also includes:

1. Scientific fields - Chemistry and Mathematics.
2. Vocational fields - Carpentry and Cloth making.
3. Professional fields - Medicine Engineering.
4. Soft skills - Communication Discussion and Debate.

Skill development is the critical enabler for improving employment outcomes and higher productivity leading to faster and sustainable economic growth. The National Education Policy (NEP) 2020 provides an overarching framework for exposing at least 50% of all learners to vocational education by 2025 and its integration with formal education.

Around 28 million young people enter the workforce in India each year. So, skill education can bring equality to society and India will be marching towards a more balanced society. The conference will provide the platform to the teaching fraternity, colleges, research scholars, industry experts with various opportunities and overcoming challenges in Higher Education.

**Objectives of Conference:**

1. To understand and explore skill development concepts in detail.
2. To evaluate and find opportunities for skill development.
3. To explore the challenges in making "Kaushal Bharat".
4. To find solution and learn new techniques for making of "Viksit Bharat" to enhance the workforce with employable skills and knowledge.

# OUR PATRONS

**Shri. J.N. Kurup**

**Hon. Chairman**
**Tilak Education Society**



**Dr. Apoorva Palkar**

**Hon. Vice Chancellor**
**Maharashtra State Skills**
**University**



**Dr. Ajith J. Kurup**

**Director**
**Tilak Group of Schools & Colleges**



**Dr. Arun Janardhan**

**Director**
**Tilak Group of Schools & Colleges**

# ADVISORY COMMITTEE

**Dr. CMA Kinnarry Thakkar**
Patron,
Dept of Commerce, University of Mumbai.

**Dr. Anita Joshi**
Principal,
Tilak College of Science and Commerce,
Vashi.

**Dr. Swati Vitkar**
Principal,
S.K. College of Science and Commerce,
Nerul.

**Dr. Kuldeep Sharma**
Coordinator,
Hinduja Research Centre, Charni Road.

**Dr. Sarika Sagar**
HOD BBA,
UG Program, Indira institute of management,
Pune.

# ORGANISING TEAM



**Dr. Shraddha M. Bhome - Conference Chairperson**
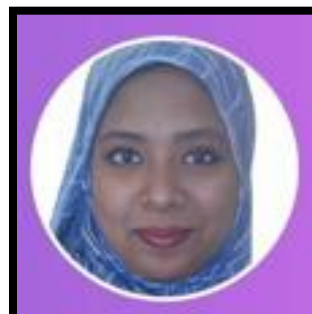


**Asst. Prof. Remya Anilkumar – Conference Co-Chaiperson**

**Conference Convenors**



**Asst. Prof. Bhavana Mulani**

**Asst. Prof. Swati Pawar**

**Asst. Prof. Saba Ansari**

| Committee | Committee Head | Members |
|---|---|---|
| Marketing | Asst. Prof. Bhavana Mulani | Asst. Prof Pranita Talekar<br>Asst. Prof. Reetu Gupta<br>Asst. Prof. Ritu Tare |
| Brochure Design | Asst. Prof. Swati Pawar<br>Asst Prof. Bhavana Mulani<br>Asst. Prof. Saba Ansari | Asst. Prof. Swati Pawar<br>Asst Prof. Bhavana Mulani<br>Asst. Prof. Saba Ansari |
| Certificate Design | Asst. Prof. Saba Ansari | Asst. Prof. Trupti Deshmukh |
| Standy | Asst. Prof. Harshada Salunkhe | Asst. Prof. Reetu Gupta |
| Registration | Asst. Prof. Swati Pawar | Asst. Prof. Sonali Rasal |
| Feedback | Asst. Prof. Neha Mishra | Asst. Prof. Mugdha Bhadkamkar |
| Invitation and Thank You letter | Asst. Prof. Bhavana Mulani<br>Asst. Prof. Saba Ansari | Asst. Prof. Shilpa Pujari |
| Review Committee | Dr. Shraddha M. Bhome | Asst. Prof. Sushanta Lahiri<br>Asst. Prof. Neha Mishra<br>Asst. Prof. Meenakshi Sambamurthy<br>Asst. Prof. Kimi Garg<br>Asst. Prof. Mubina Shaikh |
| Hall Arrangement | Asst. Prof. Swati Pawar,<br>Asst Prof. Bhavana Mulani<br>Asst. Prof. Saba Ansari | Asst. Prof. Mugdha Bhadkamkar<br>Asst. Prof. Neha Mishra<br>Asst. Prof. Ritu Tare<br>Asst. Prof. Reetu Gupta<br>Asst. Prof. Trupti Deshmukh |
| Anchoring(offline) Inaugural and Panel Session | Asst. Prof. Remya Anilkumar | Asst. Prof. Shilpa Pujari<br>Asst. Prof. Sushanta Lahiri |
| Vote of Thanks (offline) | Asst. Prof. Remya Anilkumar | Asst. Prof. Swati Pawar<br>Asst. Prof. Bhavana Mulani |
| Anchoring and Vote of Thanks (online) Track 1 | Asst. Prof. Remya Anilkumar | Asst. Prof. Mubina Shaikh |
| Anchoring and Vote of Thanks (online) Track 2 | Asst. Prof. Remya Anilkumar | Asst. Prof. Meenakshi Sambamurthy |
| Anchoring and Vote of Thanks (online) Track 3 | Asst. Prof. Remya Anilkumar | Asst. Prof. Harshada Salunkhe |
| Anchoring and Vote of Thanks (online) Track 4 | Asst. Prof. Remya Anilkumar | Asst. Prof. Sushanta Lahiri |
| Anchoring and Vote of Thanks (online) Track 5 | Asst. Prof. Remya Anilkumar | Asst. Prof. Mugdha Bhadkamkar |
| Anchoring and Vote of Thanks (online) Track 6 | Asst. Prof. Remya Anilkumar | Asst. Prof. Neha Mishra |
| Accounts | Asst. Prof. Swati Pawar | Asst. Prof. Harshada Salunkhe<br>Mrs. Qaiser Quereshi |
| Photos | Asst Prof. Bhavana Mulani. | Asst. Prof. Reetu Gupta |

| Committee | Committee Head | Members |
|---|---|---|
| Refreshment | Asst. Prof. Kimi Garg | Asst. Prof. Kimi Garg<br>Asst. Prof. Trupti Deshmukh |
| PPT Preparation<br>Banner<br>Flyer<br>Online Invitation to management | Asst. Prof. Swati Pawar<br>Asst Prof. Bhavana Mulani.<br>Asst. Prof. Saba Ansari | Asst. Prof. Pranita Talekar<br>Asst. Prof. Tejali Mhatre<br>Asst. Prof. Ritu Tare<br>Asst. Prof. Preeti Yadav |
| University Communication and Resource person coordination | Dr. Shraddha M. Bhome<br>Asst. Prof. Remya Anilkumar<br>Asst. Prof. Swati Pawar<br>Asst. Prof. Bhavana Mulani<br>Asst. Prof. Saba Ansari | |
| PPT Sequencing and Technical Committee (Offline) | Asst. Prof. Siddhi Malpekar | Asst. Prof. Siddhi Malpekar<br>Asst. Prof. Pranita Talekar<br>Asst. Prof. Sonali Rasal<br>Asst. Prof. Tejali Mhatre |
| PPT Sequencing and Technical track handling – Track 1 | Asst. Prof. Siddhi Malpekar | Asst. Prof. Siddhi Malpekar |
| PPT Sequencing and Technical track handling – Track 2 | Asst. Prof. Tejali Mhatre | Asst. Prof. Tejali Mhatre |
| PPT Sequencing and Technical track handling – Track 3 | Asst. Prof. Pranita Talekar | Asst. Prof. Pranita Talekar<br>Asst. Prof. Trupti Deshmukh |
| PPT Sequencing and Technical track handling - Track 4 | Asst. Prof. Siddhi Malpekar | Asst. Prof. Sonali Rasal |
| PPT Sequencing and Technical track handling – Track 5 | Asst. Prof. Tejali Mhatre | Asst. Prof. Minakshi Lohani |
| PPT Sequencing and Technical track handling - Track 6 | Asst. Prof. Siddhi Malpekar | Asst. Prof. Reetu Gupta |
| Mementos,<br>Amazon Voucher | Asst. Prof. Swati Pawar<br>Asst Prof. Bhavana Mulani<br>Asst. Prof. Saba Ansari | Asst. Prof. Minakshi Lohani |
| Valedictory Session Online | Asst. Prof. Swati Pawar<br>Asst Prof. Bhavana Mulani | Asst. Prof. Remya Anilkumar<br>Asst. Prof. Saba Ansari |
| Valedictory Session Online Technical | Asst. Prof. Tejali Mhatre | Asst. Prof. Tejali Mhatre<br>Asst. Prof. Siddhi Malpekar |
| Report Writing | Asst. Prof. Remya Anilkumar | Asst. Prof. Shilpa Poojary |

# CHIEF GUEST



Dr. Rajendra Talware – Registrar,
Maharashtra State Skill University

# GUEST OF HONOUR



Mrs. Sampada Basarkar
Vice President, Vodafone Utd. (London).

# KEYNOTE SPEAKER



Mr. Ashih Kulkarni,
Rear Admiral DG for Indigenous Construction of Conventional Submarines

# PANELIST

| Sr No | Names | Designation | Photos |
|---|---|---|---|
| 1 | Mr. Amit Kothawade | Manager,<br><br>Innovation & Startup Maharashtra State Innovation Society |  |
| 2 | Mr. Raj Kapoor | Founder,<br><br>India Blockchain Alliance<br><br>Green Chain Protocol |  |
| 3 | Mr. Mohammad Kalam | Regional Head,<br><br>West State Engagement - NSDC |  |
| 4 | Mr. Anil Mundhe | Co-Founder and CEO, Brickschain<br><br>Ph.D. Scholar<br><br>S P Jain Mumbai |  |

| Sr No | Names | Designation | Photos |
|---|---|---|---|
| 5 | Ms. Reema Deskar | Vice President, Makebot Robotic Solutions Pvt. Ltd |  |
| 6 | Mr. Ferran Tort | Psychologist, TED speaker Executive Coach |  |

# TECHINCAL CHAIRPERSONS

| Track No | Names | Designation | Photos |
|---|---|---|---|
| 1 | Dr. Shraddha Prasad | Deputy Registrar, Jharkhand Rai University, Ranchi |  |
| 2 | Ms. Bhavya Ahuja | Asst. Professor Department of Computer Science, Ramanujan College, Delhi |  |
| 3 | Dr. Preetinder Kaur | Associate Professor Department of Commerce,  Hansraj College, Delhi |  |
| 4 | Dr. (Mrs.) Sadhana Singh | Asst. Professor  Department of Commerce, Vivekanand Education Society's College of Arts, Science and Commerce, Mumbai |  |

| Track No | Names | Designation | Photos |
|---|---|---|---|
| 5 | Dr. Sarika Sagar | Academic Dean, UG Program, Indira Institute of Management, Pune |  |
| 6 | Dr. Mrunmayee Rajendra Thatte | Coordinator, Department of Banking & Insurance and Department of Financial Markets, VPM's K.G. Joshi College of Arts and N.G. Bedekar College of Commerce, Thane. |  |

# EDITORIAL BOARD

# CONTENT

# 1. The Role of Governance in Aligning Higher Education with Industry Skill Demands: The Indian Context

**Dr. Nitin Kumar Sharma**

*Assistant Professor, Department of Commerce,*
*Maa Sheetla Devi Trijugi Narayan Mahaila Mahavidyalaya,*
*Araul Kanpur (U.P.).*

**Introduction:**

In this fast-changing world of global economy, higher education must align itself with industry needs if it is to grow and provide individual career prospects for those who will take up its tasks. This alignment is particularly significant in India where the country's large, youthful population represents an enormous potential workforce. But this can only be realized if the education system endows young people with the right skills necessary for modern industrial needs. India's challenge lies in updating curricula, training faculty, and providing resources. Governance is essential. Without appropriate governance frameworks and policies, collaboration between educational institutions and industry cannot flourish, educational standards cannot be constantly improved, and accountability and transparency will be lacking or endangered. This paper discusses how governance plays a role in helping higher education meet industry need in India. It looks at existing governance structures, points out problems, and offers suggestions for improvement. The author also delves into the history of education policy making in India, examines the impact that both policies such as National Education Policy 2020 and Mission Skill India have had on this arena and analyses public-private partnerships' influences on the future direction of educational equipping for work. Through articulating strategies this paper has set out in governance, it expects to highlight ways of both sharply increasing job prospects for university graduates and making our educational system more flexible. Years on, a decade down the line, such benefit should be seen as increasingly self-evident.

**Literature Review:**

- Advocates of New Public Management want public institutions to adopt private sector management techniques in order to improve their efficiency and accountability (Hood, 1991).
- The governance style of Network Governance attaches great importance to networks and cooperation among actors involved in public affairs, makes decentralised decision-making possible and flexible (Rhodes, 1996).
- The demands of the economy in the 21st century is for the able employee equipped with technical skills, the critical thinking and problem-solving abilities needed to work out

new technologies immediately; also, this means that those with digital literacy as well important (World Economic Forum, 2020).

- Despite definitions of employable skills, higher education institutions still struggle with the one gap at the heart of their impact on economic growth and employment: a mismatch between what technical knowledges an industry needs its workers to have (hobbies for mental relaxation) The foundations of sustainable development could be one such tangible result from our extensive efforts to marry these two objectives into harmony fully this time around--or they may just turn totally sour with our next generation inaction (World Economic Forum, 2020).
- Good governance in higher education means setting strategic directions, ensuring quality, encouraging every one of those connected with the institution to work together, and monitoring performance (Ministry of Human Resource Development, 2020).
- Policies like India's National Education Policy 2020 have the aim of overhauling its education system by emphasizing multidisciplinary education, vocational training and industry collaboration (Ministry of Human Resource Development, 2020).
- The country launched the "Skill India" mission in 2015 to prepare young people with job-relevant skills for industry by a variety of programmes with partners (National Skill Development Corporation, 2015).

**Research Methodology:**

**Research Design:** The research employs a mixed-methods approach, combining quantitative and qualitative data to provide a comprehensive analysis of the role of governance in aligning higher education with industry skill demands in India.

**Data Collection:**

1. **Primary Data**: Surveys and interviews with key stakeholders, including policymakers, educational administrators, industry representatives, and students.
2. **Secondary Data**: Analysis of existing literature, policy documents, government reports, and academic studies.

**Governance Frameworks in Indian Higher Education:**

- Since independence, India's higher education system has been fundamentally changed. This change comes from policy interventions to expand access, improve quality and make education meet economic needs. Having first focused on setting up institutions, attention was shifted to improving quality and practicality later.
- The University Grants Commission (UGC), established in 1956, is the main regulatory body for higher education in India. The All-India Council for Technical Education (AICTE), set up in 1945 regulates all technical education. The National Assessment and Accreditation Council (NAAC), established in 1994, examines and accredits institutions in order to promote quality assurance.
- Today's governance system involves an intricate web of related parties: central and state authorities, regulatory agencies, educational institutions, industrial representatives and social organisations. The structure in this way tries to balance different needs and interests.

- In addition, the National Education Policy (NEP) 2020 makes far-reaching change to higher education. These include establishing a single regulatory body, the Higher Education Commission of India (HECI); granting institutions more autonomy and fostering interdisciplinary education. This will simplify the regulatory framework, increase accountability, and facilitate innovation and adaptability.

**Challenges in Governance:**

Despite various initiatives, the Indian higher education system faces several governance challenges that impede its ability to effectively align with industry skill demands:

- Inefficient bureaucracy in the Indian higher education system leads to long delays and slow decision making.
- There is inadequate coordination among stakeholders, resulting in fragmentary efforts and missed opportunities for collaborative work.
- Historically, institutions have been locked into surroundings which stifle a real sense of freedom and in some ways dare not try anything new.
- Without sufficient input from the profession, however, curricula do not keep pace with current industry needs and students have no chance of practical experience.
- It is difficult to standardize quality or co-ordinate between diverse schools, leading to discrepancies in educational results.
- Many institutions are facing funding shortages, hampering their investment in infrastructure, technology, and faculty development.
- It's hard to recruit and retain high-quality instructors-especially those who are familiar with the industry-off because this seriously affects the relevance of education.
- Due to the fact curricula are not revised rapidly, graduates from tertiary institutions are poorly prepared when they enter the job market.
- Funding obstacles, a lack of cultivated research and creativity, and the bureaucratic process all pigeon-hole development and student involvement.
- Soft skills go untaught at many institutions, leading to missed opportunities. This leaves graduates without skills that would be beneficial in today's workplace environment.
- There are major regional differences in accessibility and quality of higher education, impacting equitable opportunities.
- Overlaps and repetition at the regulatory level led to confusion and inefficiency; roles must be clearly defined.
- Resistance to change and institutional inertia make it difficult to implement governance reforms.
- Inadequate monitoring and assessment mechanisms make it difficult to monitor progress and identify areas in need of improvement.
- The digital divide limits students' ability to obtain necessary digital skills and learn online.

**Aligning Higher Education with Industry Needs:**

1. Significantly improved alignment between higher education and industry needs involves understanding the latter - this means analyzing labour market trends, reaching out to industrial representatives and obtaining advice from sector skill councils.

2. Employer surveys and university-industry forums provide mutual support and visibility, while data analysis and alumni follow-up help schools to orient themselves to market needs.
3. Collaboration with industry on research, internships and bridging measures can help students develop practical skills and enable institutions to stay updated with industry needs.
4. To make sure that education keeps up with industry, school curriculums must update their knowledge content frequently; practical learning experiences such as internships and projects must also be integrated into their teaching.
5. Innovative teaching methods such as flipped classrooms and problem-based learning can help our students learn to think critically and cooperate with others; industry-specific training courses covering a range of disciplines make students' chances for success even greater.
6. Cooperative spaces and sustainable facilities not only promote innovation, but also reduce impact on the environment; sharing resources with industrial partners both elevates the quality of education and cuts costs.
7. Engaging accrediting bodies and establishing internal quality assurance measures guarantee that our programs live up to the highest professional and academic standards. Unbroken feedback from business directly impacts our work.
8. Continuing improvement programs, metrics, open government and rigorous student evaluation programs are all essential in the pursuit of a good school outlook while maintaining a high level of quality in education.
9. The New National Education Policy of 2020 wants to make educational offerings interdisciplinary. It includes vocational training, technology, and greater business advisory access.
10. Launched in 2015, the Skill India Mission aims to provide young Indians with the skills needed by employers across industry sectors. Through initiatives such as PMKVY, Skill Development Centres, Sector Skill Councils, Recognition of Prior Learning (RPL), digital skills training programs, and public awareness campaigns, this effort seeks to meet this challenge.
11. Public-private partnerships (PPPs) bring together the strengths of public and private sectors, making them a key component in helping schools align with business needs. IITs and IIMs are good examples: well-known for their strong industrial ties while also having job placement statistics near 100%.
12. Joint research projects, industrial sponsored programs, incubators, technology briefings and consulting committees ensure that our educational activities are aligned with business needs.
13. Analyzing employment outcomes of graduates, including employment rates, job profiles and salary levels, provides insight into the effectiveness of higher education programs in meeting industry needs.
14. Continuous improvement of the curriculum, good industry connections and excellent teaching ensure that schools like IITs and IIMs provide outstanding graduates.
15. Sector-specific training programs at centers like those under the National Skill Development Corporation (NSDC) improve workers 'skills and are highly valuable in achieving results for industry.
16. Making higher education more relevant to industry means setting policies at many points along the way: involving stakeholders, changing curricula and methodology, helping teachers to increase their role as professionals that people can look up or come

to for knowledge and advice; ensuring that there is enough investment in infrastructure; amping up our quality control measures while maintaining rigorous standards.

**Recommendations for Effective Governance:**

- Effective governance in higher education requires the active participation of various stakeholders, including the government, education institutions and even industry representatives. By creating formal channels of consultation and cooperation among those actors, Japan will be assured better quality and more relevant higher education.
- To better understand educational institutions' needs and challenges, government bodies ought to set up platforms for regular dialogue with universities and colleges. In addition, a particular feature of advisory boards in all academic fields may be that they include members from industry and civil society so their input can be obtained on curriculums or strategy planning. By forming partnerships with educational institutions, businesses can also offer students internship opportunities, guest lectures and actual on-the-job business projects which will help them develop practical skills. Non-profit organizations and community groups can help plan and implement educational programs that meet the real and urgent needs of people at the local level.
- If high education institutions are given more independence, they can better meet the needs of industry. Academic independence gives institutions the flexibility to design or update curriculums in line with the latest developments in their relevant industries and technology. Financial independence lets them prioritize and allocate resources according to their own particular needs, enhancing efficiency and fostering innovation. Administrative independence allows colleges and universities to implement reforms in governance as well as management procedures; in this way, they are able to react more nimbly.
- Setting up robust governance frameworks, implementing regular audits of academic institutions to ensure compliance with school rules and regulations, and performing business performance evaluations are necessary to protect against abuse of independence.
- Constructing quality assurance mechanisms is essential for ensuring that higher education institutions provide industry-related education. By strengthening accreditation bodies such as NAAC and NBA, thorough assessments and constructive suggestions can be made in the case of academic institutions. To regulate the quality of higher education on an on-going basis, instead of intermittently as in the past, schools need to create a new culture wherein they can address comments from faculty members, students or industry partners quickly. Checking and improving the quality of educational programs from within guarantees their relevance to industry needs; Internal quality assurance systems involve regular program reviews and assessments.
- In order to adapt higher education to the needs of industry, it must cultivate an atmosphere of innovation and entrepreneurship. That means pushing forward R&D projects which solve actual problems in the world and cooperate with partners in industry to develop new technology. Within colleges and universities, this entails setting up start-up incubators and innovation centers that provide resources for entrepreneurial efforts. Fostering an environment of creativity, experimentation and controlled risk through academic and noncurricular activities nurtures innovative ideas Employees.

- Technology's role in aligning higher education with industry is transformative. Digital learning platforms, including online courses or virtual labs and e-learning tools altogether ashore high-quality educational resources, provide students with access to such materials as convenient schedules for learning about cutting-edge technologies. Applying data analytics to follow students' performance, spot shortages in knowledge and even individualize the learning process tells curricular developers such things as changes occurring in the job market right now. Students and faculty alike need the right digital skills to thrive in a technically driven world, which means gaining expertise in areas like coding, data analysis and online communication techniques.

**Conclusion:**

India's complex demographic structure and economic development calls for an education system void of trade-offs in quality, research capacity or public integrity. By establishing governance mechanisms, policies and systems, aligning skills education with demand for labour in the trade labour market, we encounter the true face of talent infusion. These insights and recommendations direct policy-makers, educational institutions and the industry-stakeholders to build and reshape colleges so that they will meet requirements (or exceed them) from both high-tech industries and people wanting an education for 21st century life. This alignment enhances employment and contributes to the overall socio-economic development of the country, ensuring that India remains globally competitive.

**References:**

1. Jensen, M. C., & Meckling, W. H. (1976). Theory of the Firm: Managerial Behaviour, Agency Costs and Ownership Structure. Journal of Financial Economics, 3(4), 305-360.
2. Hood, C. (1991). A Public Management for All Seasons? Public Administration, 69(1), 3-19.
3. Rhodes, R. A. W. (1996). The New Governance: Governing without Government. Political Studies, 44(4), 652-667.
4. World Economic Forum. (2020). The Future of Jobs Report 2020.
5. Ministry of Human Resource Development. (2020). National Education Policy 2020.
6. National Skill Development Corporation. (2015). Skill India Mission.
7. NASSCOM, FICCI, National Sample Survey Office (NSSO) reports.

# 2. Emergence of Women Entrepreneurs Under PMEGP, Eluding Constraints

## Mrs. Kalpana Dwipankar Rout,

*Department of Economics, Research Scholar,*
*Prahladrai Dalmia Lion's college of commerce and Economics.*

## Dr. Shami Nimgulkar Kamble

*Associate Professor, Research Guide,*
*Prahladrai Dalmia Lion's college of commerce and Economics.*

*ABSTRACT*

*Entrepreneurship augment for new horizons to be created. It not only benefits a person but to the society as whole, so many are entrusted with this foremost task. More and more women, an important part of society, are striving for recognition, diving into the sphere of entrepreneurship. Hence, this proposition is essential for our country. The emergence and contribution of women entrepreneurs to the Indian economy is evident, but still miles to go for accomplishing the distant dream of engulfing all aspiring women entrepreneurs into the enterprising arena. Many start -ups run by women proliferated to 14% of the total entrepreneurs in India. Almost 8 million women have pierced into the economic scenario, thanks to government's initiatives. In relation to women's development, empowerment describes a procedure that aids in recognising, facing, and overcoming barriers in a woman's life in order to give her greater control over her environment and her life. It's a complex, dynamic process that ought to assist women in realising their complete potential and sense of self-belief in every sphere of life. Progress in various areas of the economy depends on women feeling empowered and with a sense of gender equality. Empowering women through revenue-generating businesses and entrepreneurship are viable approaches. This study with an objective of disclosing different obstacles and the courage of women entrepreneurs to overcome them with the help of government schemes like PMEGP has been discussed. Though many facilities are being rendered, still the emergence of many women entrepreneur is a distant dream. As women entrepreneurs confront the fierce socio-economic challenges, with limited access to all kind of resources, this study aims at suggesting obliteration of those obstacles.*

*KEYWORDS*

*Women Entrepreneurs, Barrier of Women Entrepreneurs, PMEGP, Empowerment.*

**Introduction:**

An entrepreneur is a person, who with innovative ideas, passion for taking risk by exploring market opportunities and compiling different market sources believes in creating social benefit and achieving personal satisfaction. He ventures out in enthusiasm with an appetite to reach to a new successful horizon.

Generation of employment is a huge task in a populated country like India. Hence, entrepreneurship is hugely being acknowledged as a remarkable path of sustenance. An avenue created by one person, will definitely ease the economic hardships of a nation. This phenomenon is an essential part of the success saga of any country, as more and more jobs can be created (Pareek, L. et al 2023). In developing countries, men own and operate almost all enterprises. It is evident that the Indian economy has benefited from the emergence of female entrepreneurs. Since women entrepreneurship is now recognised as a crucial but underutilised source of economic growth, their contribution to India's economic development has gained more recognition.

**Women Entrepreneurs:**

Indian women are becoming more triumphant as owners in many progressive fields of business. Women entrepreneurs from different demographics, economic status, and educational background are diving into this exhilarating world. Hence, it is imperative that proper policies and programmes should address the distinct requirements of this important part of our society. It is a total limpid factor that women encounter many obstructions during their entrepreneurial careers. Women entrepreneurs with a hope for better prospect, take the risk of business venture with fresh prospective. (Kumar, D., & Sharma, D.)

Indian women's roles have evolved considerably from their customary duties. They have been fighting discrimination in the business world. They face several challenges from society but many women have surmounted these challenges by being persistent and determined. (Kaur, H.). In developing countries, men own and operate almost all enterprises, leaving women exposed to discrimination, socio-economic inequality, and helplessness in both personal and professional spheres. It is true that female entrepreneurs have the ability to significantly influence the employment creation of the country. As social fabrication is gradually changing, more women are aspiring for higher education, with a range of desires for a better life. They can live their dream with much sought-after independent trait, i.e. entrepreneurship.

**Literature Review:**

Dr. Koneru. K (2017) in her paper "Women's entrepreneurship in India - problems and prospects" had analysed about different challenges and reasons for women to be an entrepreneur. She emphasised upon employment opportunity, self-identity of becoming a role model, freedom of decision maker, creativity being the biggest booster for the women to be an entrepreneur. But reasons like poor education, impoverished economic background, lack of independence and social duress, reduce their vigour to bear risks and unsureness for a successful business venture.

Gautam R. K. & Dr. Mishra. K (2016) in their paper "Study on rural women entrepreneurship in India: issues and challenges", which is an exploratory study of secondary sources, has revealed that women are expected to be economically and socially relying on male members. He also emphasised upon the lack of coordination between family and career obligation of women, the truancy of entrepreneurial skill and financial hindrances does make status of women miserable. With the right facilitator from society and the government, women can associate to the ideology of development of self and consequently of the backbone of country's economy.

Garg. S & Dr. Agarwal. P (2017) in their paper" Problem and prospects of women entrepreneurship: A review of literature" has discussed about the routine problem faced by women entrepreneur like financial and social hindrances, along with many social and psychological barrier. They suggested for the government, to establish specialised facilities for assisting women entrepreneurs and provide them with numerous women-centric initiatives. They also proposed for assistance to make complex government procedures to be effortless.

Dr. Kumar J. S. & Mrs D. Shobana (2023) in their study "A comprehensive assessment of Prime Minister's Employment Generation Programme (PMEGP) performance and achievement in North East India" has analysed about the rendition of PMEGP for entrepreneurship in selected parts of North eastern region of India. They have stressed upon the positive enhancement of socio-economic profile of the beneficiaries in the region. PMEGP has also empowered women entrepreneurs in Northeast India, thus promoting gender equality. Women's involvement in economic activities and decision-making processes has definitely been initiated and effectively contributed towards the development, by the programme.

Dr. Patil B.V. et. al (2022) in their paper "Effectiveness of Government schemes: A critical review of most widely used schemes" had discussed about different government schemes for promoting entrepreneurs. With a sample of 468 entrepreneurs, they found out with the help of CAGR that one of the most favourite government schemes was PMEGP. Though the aspiration of more women entrepreneurs is under-achieving the scheme still instilled an impressive growth in their lives.

Mr. Altamash M. S. & Dr. Khandare D. M. (2020) in their paper "Study of Prime Minister's Employment Generation Programme in selected districts of Marathwada Region" had studied about effect of PMEGP. They could apprehend that though the scheme has many positive effects, female entrepreneurs have less access to government scheme or less opportunities than their male counter parts. They emphasised upon more financial literacy programme for PMEGP beneficiaries.

**Objective of the Study:**

1. Analyse problems of women entrepreneurs.
2. Assess the benefit by PMEGP for women entrepreneurship.
3. Provide suggestion for further empowerment of women entrepreneurs.

**Data Collection:**

Current study is based on secondary sources collected from different, articles, magazines, books, journals, policy documents, annual reports, Government websites, etc., to evaluate the extent of PMEGP policy in affecting the growth of women entrepreneurship.

**Problem of Women Entrepreneurs:**

Many businesses venture in developing nations are owned and run by men, which jeopardize the prospect of women as they are exposed with many socio-economic discrepancies. Many prejudices have been discussed below to get a glimpse of their plight.
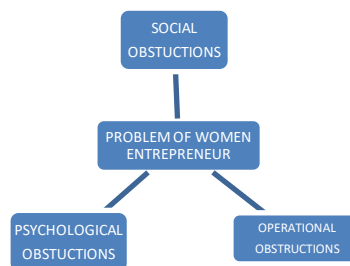


**Social Obstuctions:**

1. **Discrimination of gender:** With deeply ingrained customs of our society, men are always kept ahead to take risk. Women are often considered to be fragile and expected to depend on men, for everything. This conceptualization of feminism is prevalent all over the country.
2. **Tussle between work and family:** Women step out of the house for setting up a business venture, to quench the thirst of innovation and pave the way for distinctive individuality. But venturing out does affect the women, as it goes against the conventional roles of a mother and a wife. Hence, it becomes difficult for them to break off the patriarch shackles.
3. **Lack of education:** The most important factor for self-improvement and ultimate improvement of society is neglected for women. Denial of basic education does instil a sense of insecurity among women. This is a stumbling block for many women to march ahead.

**Psychological Obstructions:**

**Lack of Motivation:** The social fabrication does put a lot of demarcations for the progressive women. Hence, the vigour required to march ahead confidently to fulfil the dreams often take the back stage. To stimulate the visionary plans, they need a lot of inspiration.

**Lack of Self-confidence:** Women who are less confident and possess poor attitude are more likely to be fearful of the failure for the entrepreneurial journey. Families and the people at large are reluctant to encourage their commercial efforts.

**Lack of Attitude:** Women constantly questions their abilities and allegiance. Hence, most of them have aversion to take risk and suffer the setback in business venture. Many women entrepreneurs try to soft-pedal their accomplishment to avoid conflicts in family.

**Operational Obstructions:**

Financial ordeal: The primary encumbrance to the flourishing of entrepreneurship starts with inadequate finance. It affects immensely to the women entrepreneurs as they find it difficult to enhance the project, maintain quality of product and overcome other business obstacles. Simultaneously, lack of tangible assets or property that could be used as collateral for loans is an hinderance for women entrepreneurs to obtain funding from financial institutions. Many of them choose to borrow from their friends and family.

Market ordeal: Women entrepreneurs confront with the challenge of piercing into market for their products. For many small entrepreneurs, they do have to depend on their male relatives. Their capacity to make a profit is hampered by the fact that they usually sell their goods at the neighborhood market for insanely low prices.

Competitive struggle: Small startups have to compete with bigger industries, who uses more advanced equipment, methods of production, etc. They are able to also produce in low cost, which is menacing for women entrepreneurs.

**Empowerment Saga:**

When women work together as equal partners to improve their communities and nation, the term "empowerment" is commonly used to describe them. Women can play an essential role as human resources, if they are given the same opportunities and status as men. To enable them further, it is necessary to provide them with proper education and training.

Progress in various areas of the economy depends on empowering women with gender equality status. Achieving the dream of being self-sufficient is still impossible for many women. This drawback has kindled in proposing many incentives schemes by the government for further improvement.

**PMEGP:**

Advancement of world affairs depends upon the facilitation of more power to women, as they are the solicitor of a healthy society. To strengthen this idea the Ministry of Micro, Small, and Medium Enterprises (MSME) have espoused many initiatives, in order to prioritize the women entrepreneurship. One of the most relevant schemes pertinent to enhance the women power is PMEGP. The scheme is implemented by Khadi and Village Industries Commission (KVIC) functioning as the nodal agency at the national level. For women entrepreneurs the maximum amount is disbursed for manufacturing sector which is INR 25 lakhs and, in the business, or service sector the loan amount is INR 10 lakhs. The maximum subsidy given is 25% for urban and 35% for rural women entrepreneurs, under the scheme's special category coverage. The beneficiary's contribution to the project is 05% of the total amount of the project. Since its inception from 2008, 1.38 lakh projects have been set up by women entrepreneurs.

Year-wise Women Entrepreneurship under PMEGP (Consolidated):

| Year | Number of Projects |
|---|---|
| 2017-18 | 15,669 |
| 2018-19 | 25,400 |
| 2019-20 | 24,720 |
| 2020-21 | 27,285 |
| 2021-22 | 39,156 |
| 2022-23 | 32,626 |
| 2023-24 | 36,806 |

The above table depicts the rendition of PMEGP efforts regarding the upliftment of enterprises owned by women. The table clearly depicts the number of women ventured every year into the vigorous world of business. The statistics shows growth of women owned projects being expanded gradually, barring 2022-23. Thus, it is imperative to boost the network of support by PMEGP, to be more robust, for women entrepreneurs. The scale of assistance in every sphere can be evaluated for more reassurance of emerging women entrepreneurs.

**Suggestion:**

- It would be advantageous to implement further lower-interest loans or subsidy programs for PMEGP users in order to make funding more affordable and accessible. Partnerships with local banks and microfinance organisations to increase credit accessibility, will be more beneficent.
- More infrastructural development should be done with accessibility to remote areas with proper transportation, provision of uninterrupted supply of electricity, etc.
- While financial support is necessary to help women become entrepreneurs, skill, managerial, and technical support are still essential.
- Skill development training programmes will impart more confidence to women entrepreneurs. Hence, it should be more frequent. It can be done to further improve the skills by adopting new technology and innovations.
- Beneficiaries of the PMEGP ought to have greater access to the market resources needed for strong support networks and connections for their products.
- There should be more emphasis by PMEGP programme for more E-commerce provision for a broader market reach.
- A thorough monitoring and assessment system to follow the development and results of PMEGP initiatives should be done regularly to check the progress of the project.
- Multitude awareness programme regarding PMEGP should be provided, so as to invigorate more women entrepreneurs into the progressive economic world.

**Conclusion:**

The above discussion does shed a light on the performance by PMEGP on the emergence of women entrepreneurs. More number of them still has to be inducted in the mainstream of entrepreneurial scenario. The loan imbursement, along with the push for more entrepreneurial training will do the trick for evolving more women entrepreneurs, for the

betterment of economy and country as a whole. The prevalence of PMEGP should be more, so as to create more awareness about it to the women entrepreneur. The overall progress of any economy will happen as it engulfs all in the process of development. Hence, women entrepreneurs, all equally should be given more prominence in the expansion journey of the economy.

**Bibliography:**

1.  Altamash, M. M., & Khandare, D. M. (2020). "Study of Prime Minister's Employment Generation Programme in Selected Districts in Marathwada Region". *IJRAR-International Journal of Research and Analytical Reviews (IJRAR)*, *7*(1), 502-509.
2.  Das, S., & Mohiuddin, K. M. (2015). "Motivational factors and the constraints of women entrepreneurship development in Bangladesh". *International Journal of Information, Business and Management*, *7*(3), 377.
3.  Ganguly, P. (2020). "A study on the challenges faced by women run MSMEs in India". *IJAR*, *6*(12), 379-382.
4.  Garg, S., & Agarwal, P. (2017). "Problems and prospects of woman entrepreneurship–a review of literature". *IOSR Journal of Business and Management*, *19*(1), 55-60.
5.  Gautam, R. K., & Mishra, K. (2016). "Study on rural women entrepreneurship in India: Issues and challenges". *International journal of applied research*, *2*(2), 33-36.
6.  https://www.kviconline.gov.in/pmegpeportal/pmegphome/dashboard.jsp
7.  https://msme.gov.in/1-prime-ministers-employment-generation-programme-pmegp.
8.  https://msme.gov.in/women-entrepreneurs.
9.  https://dccentral.delhi.gov.in/en/dccentral/pmegp-scheme
10. https://www.linkedin.com/pulse/women-entrepreneurs-india-breaking-barriers-facing-zqtvf/
11. Kaur, H. (Ed.). (2021). Women and Entrepreneurship in India: Governance, Sustainability and Policy. Books.google.com.
12. Kaur, M., Mishra, B., Singh, P., Singh, A., & Rathore, S. (2007). "Empowerment of rural women: An analysis of constraints". *Indian Research Journal of Extension Education*, *7*(2&3), 90-93.
13. Koneru, K. (2017). "Women entrepreneurship in India-problems and prospects". *SSRN 3110340*.
14. Kumar D. and Sharma. D (2022). "Emergence of Women Entrepreneurship in India" (Proceedings of D.H.E. Haryana approved National Seminar on Women Entrepreneurship and Inclusive Growth). ISBN: 978-81-955611-2-4.
15. Kumar, J. S., & Shobana, M. D. (2023). "A COMPREHENSIVE ASSESSMENT OF PRIME MINISTER'S EMPLOYMENT GENERATION PROGRAMME (PMEGP) PERFORMANCE AND ACHIEVEMENTS IN NORTH EAST INDIA". *EPRA International Journal of Economics, Business and Management Studies (EBMS)*, *10*(9), 105-117.
16. Nagalakshmi, T. (2015). "Women entrepreneurship: government and institutional support in Andhra Pradesh—a study". *Arth Prabandh: A Journal of Economics and Management*, *4*(2), 205-229.
17. Pareek L., Gupta, P., & Soni, A. (2023) "Understanding Entrepreneurial Aspirations among Youth in India: A Focus on Key Drivers and Challenges". Empirical Economics Letters, 22 (Special Issue 2) ISSN 1681 8997
    https://doi.org/10.5281/zenodo.8206232.(researchgate)

18. Patil, B. V., Gala, D. M., & Kadam, M. K. R. (2022). "Effectiveness of Government Schemes: A Critical Review of Most Widely Used Schemes". *Journal of Xi'an Shiyou University, Natural Science Edition*, *18*(1), 430-439

19. Sharma, P., & Varma, S. K. (2008). "Women empowerment through entrepreneurial activities of Self-Help Groups". *Indian Research Journal of extension education*, *8*(1), 46-51.

20. Subbarayudu, C., & Rao, C. S. (2021). "Policies and schemes for women entrepreneurs in India". *International Journal of Research and Analytical Reviews*, *8*(1), 213-225.

# 3. Women Empowerment: Entrepreneurship and Skill Development in India Through Government Initiatives

## Sangita Kumari

*Research Scholar, Dpt. of Sociology,*
*Binod Bihari Mahato Kolyanchal University,*
*Dhanbad, Jharkhand.*

*ABSTRACT*

*The word entrepreneur is derived from the French verb enterprendre and its literally meaning is" to undertake". Women entrepreneurs plays important role in the process of economic development in societies and carries it forward. It acts as catalysts of change in modern days of liberalization, globalization, and transformation in the world. Economy has changed due to knowledge and skill based industrial development in India. In the developing nations entrepreneurship is an important base for progress and prosperity. Women plays key role in" care economy" but this work is not remunerated, and it is undervalued which lies outside general framework of the economy. This paper analyses the barriers and stereotypes faces by women in society and what are the major initiatives taken by Indian government to combat these issues.*

*KEYWORDS*

*Skill, empower, entrepreneur, initiatives, technology.*

**Methodology:**

This paper is mainly based on secondary data collections from different sources like books, journals, government official's documents, internet, newspaper. It focuses on how women empower through skill development and entrepreneurship in India and how government schemes empower women to face major issues of entrepreneurship. women in India have traditional roles and fighting stereotype in the business community. Government of India has defined women entrepreneurs as -an enterprise owned and controlled by women having the minimum financial interest of 51 percent of the capital and giving at least 51 percent of the employment generated in the enterprise to women. Women entrepreneurs engaged in business due to push and pull factors which encourage women to have an independent occupation and stands on their own legs. The interim budget of 2024 highlighted the four pillars on which the government is working tirelessly, and women empowerment is one of the main pillars in which budget laid down several provisions that benefit women.

The union budget 2024 has allocated ₹ 3 lakh crore benefiting women and girls. The MSME sector has maximum number of women who struggle to get collateral free loans.

Max Weber who first of all took the stand that entrepreneurial growth was dependent upon ethical value system of the society. In his book" The potestant Ethic and spirit of capitalism "highlights capitalism growth depends upon a rationalized technology, acquisition of money and its rational use for productivity and multiplication of money. Cocharn emphasizes cultural values, role expectations social sanctions as the key elements that determine the supply of entrepreneurs. According to him, "an entrepreneur is neither a super normal individual nor a deviant person but represent a society's model personality".

The greatest challenge to women entrepreneurs is that they are women. In male dominant social order women is not treated as equal to men is the big hurdle to them towards business success. Male members think it is a big risk financing the ventures run by women. India has the world's third- largest startup ecosystem, the share of funding raised by women-led startup from 2020-2022 was a mere 15 percent of the overall startup funding (Tracxan report). Systemic biases and perception challenges often limit their ability to secure financing. Conscious prejudices among investors and a lack of female representation in funding institutions exarate the situation.

women entrepreneurs often have less experiences than male dealing with complicated procedures. Surveys of financial literacy find that women have less understanding and confidence in making financial decisions than men do (OCED,2018). Gender equality should be norm as global community faces challenges of sustainable development. G7 Gender equality Advisory Council (august 2019) recommends governments to establish initiatives that help women and girls overcome barrios to entry and full participation in the workforce. women economic empowerment is a transformational process achieved through skills training, a positive workplace that allows for work life balance and access to public services in childcare. The role of skill development in women empowerment to make gender equality in India.

Giving women greater access to leadership positions in both private and public sectors at all levels of decisions making can helps to focus priorities on sustainable development goals. Women feeling less skilled than men and underrepresented in fast growing green energy sectors that require advance level technical skills in business development's green energy for the future will require STEM (Science, Technology, Engineering, Mathematics) skills and knowledge which will contribute to shift in the green economy. More women are likely to start business focused on sustainability (world bank 2023). Pradhan Mantri Kaushal Vikas Yojna (PMKVY) increased women participation in skill development.

The economic survey 2024 shows that how entrepreneurship among women is on rise, with 68 million of loans under the PM Mudra yojna sanctioned to female entrepreneurs and 77.7percent of beneficiaries of the stand-up India scheme are women. women constitute over half of the beneficiaries from Prime Minister Rural Digital Literacy campaign. Lakhpati didi schemes raised the target from 20 million to 30 million aiming to transform women into successful entrepreneurs through dedicated support. Approximately 30 crores loans under the mudra yojna were disbursed to female entrepreneurs.

In union budget 2024 Finance Minister Nirmala Sitharaman highlighted to enhancing women's participation in the labor workforce. This initiative will support the establishment of hostels and collaborations aimed at developing specialized skill training programs for women which promotes market access for women SHG enterprises. She also highlighted the substantial progress made in the empowerment of women over the past decade, significantly enhancing their dignity and ease of living.

Chief economic advisor V Anantha Nagesswaran said that India was transitioning from women development to women- led development. Mission shakti is a women empowerment program launched by the ministry of women and child development (MWCD) for period 2021-2025 aims to strengthen interventions for women 's welfare, safety and empowerment for making equal partners in nation building.

"In the era of Indian entrepreneurship, women are not just participants, they are game changers rewriting the rules of game, one enterprise at a time". Right efforts on all areas are required in the development of women entrepreneurs and their greater participation in the entrepreneurial activities. Consider women as a specific target group for all developmental programmers. Women development corporations must gain access to open ended financing and making micro - credit system and enterprise credit system to the women entreasures at local level. A women entrepreneur's guidance cell should be set up to handle the various problems of women entrepreneurs all over the country. Training for entrepreneurship should be started at school level through well designed courses which build confidence through behavioral games. Reimaging skilling would involve integrating traditional skills with advanced digital technology that huge digital gap that women face is essential to make to make skilling programs efficient in both digital training as well as digital access.

In India the scheme of micro financing through self-help groups (SHGs) has transferred the real economic power into the hands of women reduced their dependency on men. It also promotes entrepreneurial skills among women and generated trends and financially strong groups. Special women centric projects focus on inclusive skill development with the objective of increased women participation for better economic productivity. To achieve this creating additional infrastructure both for training and apprenticeships for women and flexible training delivery mechanism such mobile training units. Flexible afternoon batches along with local need-based training to accommodate women, insuring safe and gender sensitive training environment, employment of women trainers, equity in remuneration and complaint redresser. The skill gap reports have also identified sectors which are likely to have a higher percentage in women workforce. Pradhan Mantri Kaushal Vikas yojna promotes increased participation in the workforce through appropriate skilling and gender mainstreaming of skills.

18 national skills institutes for women are imparting skills training exclusively for women. National Council for Vocational Training (NCVT) approved skills training programs under craftsmen training schemes acts and craft instructors' training schemes in several areas such as office management, electronics, fashion design and technology computer aided embroidery and designing etc. Skill India has partnered with government initiatives like Ayushman Bharat, Swachh Bharat Mission, Smart City Mission etc. to align skill development efforts to these national missions by ensuring a steady flow of skilled workforce.

Women dominated sectors such as appeal, beauty and wellness and health care are significant presence in nontraditional roles such as electronics and hardware with large number of female involvements in computing and peripheral job role in this sector. Partnership with Hamara Bachpan Trust in Odisha aims to give employment and entrepreneurship opportunities about 1500 women belonging to the economically marginalized section. Partnership with youth net home stay project in northeast (Nagaland and Arunachal Pradesh) is improving the quality of home stays and providing the source of income to 200 residents. Under a PMKVY project amrita Bishwa Vidyapeetham is targeting remote villages and marginal tribal groups. To foster women empowerment through skill development and creation of occupational opportunities skill India has also partnered with global industry and leaders like SAP, ADOBE, IBM to create skill development aligned to the of industry 4.0.

National Entrepreneurship award are also recognized for the entrepreneurial journey of women in India also" role model" women entrepreneurs are needed for motivation. The voice of women should be heard for better opportunities in male dominant environment. Integrating role models into entrepreneurship programs and support initiatives can help combat stereotypes and trigger change in India.

**References:**

1. kaur Harpreet. Women and entrepreneurship in India GOVERNANCE, SUSTAINABILITY AND POLICY, Routalage New York and London (2022)
2. Thilakavathi M. Women development and social conflicts in India, MJP publishers new Delhi, Chennai, (2015)
3. Gupta O.P. Fundamentals of Entrepreneurship, SBPD publishing house Agra, UP 2023)
4. World Survey on the role of women in development (2014)
5. www.economictimes.com
6. www.thehindu.com
7. pib.gov.in
8. www.india.gov.in

# 4. Skill Development Through Open and Digital Learning

## Dr. (Mrs.) Sadhana Singh

*Assistant Professor,*
*Vivekanand Education Society's College of Arts, Science & Commerce*
*(Autonomous), Chembur.*

## Amisha Sharma, Rupa Devi Yadav, Salma Kuldunkar,

*Student, Vivekanand Education Society's College of Arts, Science & Commerce*
*(Autonomous), Chembur.*

*ABSTRACT*

*In today's rapidly changing job market, skill development is crucial for economic growth and social inclusion. Open and digital learning offers a flexible and accessible solution, enabling individuals to acquire new skills and knowledge anytime, anywhere. This approach promotes digital literacy, entrepreneurship, and innovation, while addressing skills gaps and mismatches in the labor market. By leveraging open educational resources, online courses, and digital platforms, individuals can enhance their employability, productivity, and competitiveness. Moreover, open and digital learning fosters a culture of lifelong learning, social mobility, and inclusion, bridging the gap between education and employment. This paper explores the benefits, challenges, and best practices of skill development through open and digital learning, highlighting its potential to drive economic growth, social inclusion, and environmental sustainability. highlighting its potential to Address skills gaps and mismatches, Foster social inclusion and mobility, support environmental sustainability, Drive economic growth and competitiveness. There seems to be an agreement that the skill development and upgradation chal-lenges can be met by continuous adaptations in teaching pedagogies, such as experi-ential learning, ipped classrooms,1 live online classes and MOOCs2 (Massive Open Online Courses) combined with encouragement for vocational training. The focus in most of the initiatives is on developing skills that enable teachers/facilitators to implement them and students who are an outcome of these processes. Nevertheless, technology management's conceptual foundation is fragmented and poorly estab-lished from an empirical perspective. Hence, there is a need to delve and focus in this area on the part of research and academic fraternity.*

**Introduction:** In today's fast-paced, technology-driven world, skill development is crucial for professionals to remain competitive. Traditional training methods are often time-consuming and costly, leading organizations to seek innovative solutions. Open and digital

meetings have emerged as a promising approach, offering flexible and accessible learning opportunities. However, the effectiveness of these platforms in enhancing skill development remains largely unexplored.

This study aims to investigate the impact of open and digital meetings on skill development, exploring the experiences and perceptions of participants. With the rise of remote work and virtual communication, understanding the potential of digital meetings to foster skill growth is essential. By examining the benefits, challenges, and best practices associated with open and digital meetings, this research seeks to provide insights for educators, trainers, and professionals seeking to leverage technology for skill development.

**Literature Review:**

1. Social Learning Theory (Bandura, 1977): Observing and imitating others in digital meetings can enhance skills.
2. Experiential Learning Theory (Kolb, 1984): Participating in digital meetings can facilitate hands-on learning and skill development.
3. Community of Inquiry Framework (Garrison, 2011): Digital meetings can foster a sense of community, promoting skill development through collaboration and interaction.

**Objective:**

1. Enhance Digital Literacy: Develop skills in using digital tools, platforms, and technologies to access, evaluate, and create information.
2. Improve Communication Skills: Develop effective communication skills through online collaboration, discussion forums, and virtual presentations.
3. Foster Collaboration and Teamwork: Develop skills in collaborative problem-solving, teamwork, and leadership through digital group projects and activities.
4. Develop Critical Thinking and Problem-Solving Skills: Enhance critical thinking, analysis, and problem-solving skills through interactive digital content and activities.
5. Promote Continuous Learning: Encourage a growth mindset and lifelong learning through access to open educational resources and digital learning opportunities.

**Methodology:**

This study employed an online survey research design to collect data from participants. A Google Form questionnaire was created and shared with potential participants via email and social media platforms. The questionnaire consisted of 10 questions, including multiple-choice, rating scales, and open-ended questions, to gather both quantitative and qualitative data.

The survey was distributed to a convenience sample of 59 participants, who were professionals and students interested in skill development through digital meetings. The participants were asked to share their experiences and perceptions of digital meetings, including their effectiveness in enhancing skill development, challenges faced, and suggestions for improvement.

Data collection occurred over a period of two weeks, and all responses were anonymous to ensure confidentiality. The collected data were then analyzed using descriptive statistics and thematic analysis to identify patterns and themes.

By using an online survey, this study aimed to reach a diverse group of participants and gather insights into their experiences with digital meetings, providing a foundation for understanding the effectiveness of digital meetings in enhancing skill development.

**Preliminary Work:**

**1. Effectiveness of digital learning:**
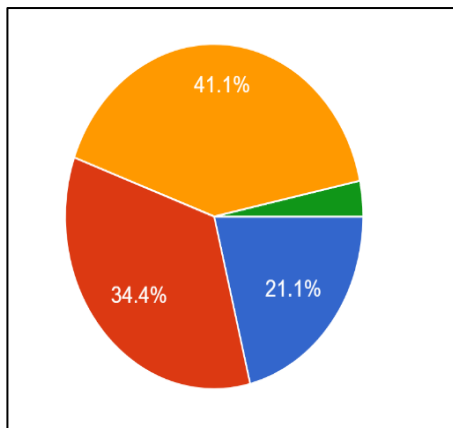


Participants were asked about the effectiveness of open and digital meeting in enhancing their skills, and the responses are shown here,

•(41.1) of the respondings have a neutral opinion about the effectiveness of open and digital learning for skill development.

•(34.4% )find it effective, indicating a positive experience with open and digital learning.

•(21.1%) considered it very in affective suggesting room for improvement.

**2. Skill developed through open and digital meeting:**
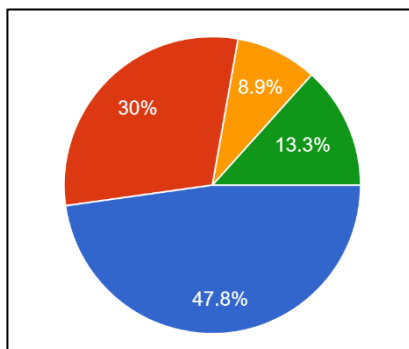


1.Communication skill are the most prominent area of development 47.8% highlighting the importance of effective communication in open and digital meeting

2. Technical skills 30% are also a significant focus likely due to the digital nature of these meeting

3. Leaderships skills 13.3% are less prominent but still important suggesting that open and digital meeting can help develop leadership capabilities

**3.Participation in open and digital learning:**

The participants were asked about their participations in open and digital meetings, and the response are shown here to majority of respondents (37.8%) rarely engaging skill development activities through open and digital meeting indicating a potential missed
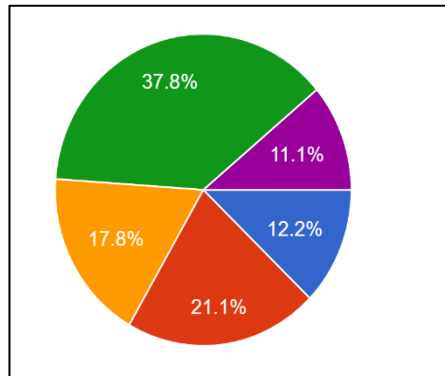
opportunity for growth. A significant portion (21.1%) participate in skill development activities weekly showing a commitment to regular learning.

Monthly (17.8%) and daily (12.2%) again and engagements are less common but still important as they can help reinforce learning and development.

## 4. Digital skills beneficial for skill development:

The participants were asked about what they find the most beneficial for their skill development, and the responses are shown here,
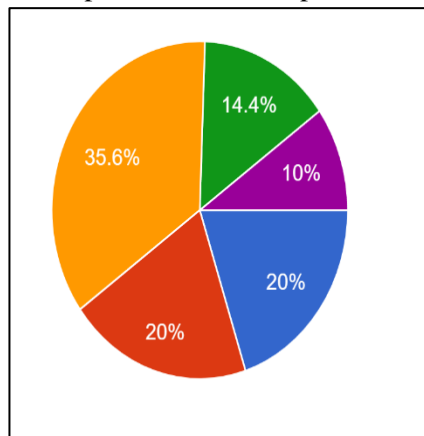


. Training session are the most popular activity (35.6%) indicating a preference for structured learning experiencees.

•Webinars (20%) and workshop (20%) are also widely used, suggesting a desire for interactive and engaging learning formats

•Collaborative team meetings (14.4%) and one -on- one meeting (10%) are less common but still valued, highlighting the importance of personalised and based- learning

## 5. Opportunities through digital meetings:
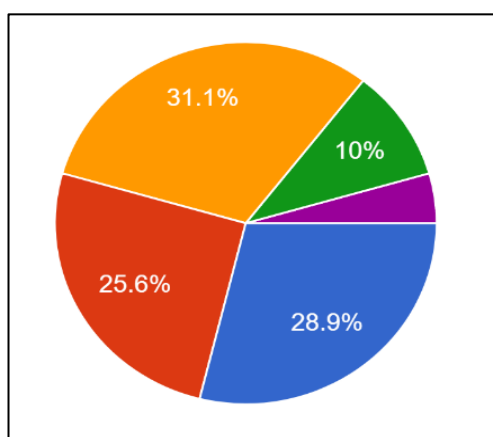


The participants were asked about the opportunity that they get from digital meetings and the responses are shown here, a significant portion of responded (28.6%) engage in skill development activity is always indicating a strong commitment to continuous learning.

• a similar percentage (25.6%) participate often suggesting a regular focus on skill development.

• the largest group (31.1%) engages in skill development activities sometimes, implying a need for consistent opportunities.

• a small but notable percentage (10%) rarely participate highlighting a potential gap in skill development support.

## 6. Challenges faced during digital meetings:
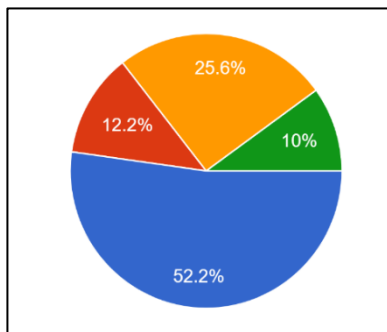


The participants were asked about the challenges faced during digital meeting, and the responses are shown here,

• technical issue are the most significant challenges (52.2%) highlighting the need for reliable and user - friendly digital platforms.

• communication difficulties (26.6%) are also a major concern, amphasizing the importance of clear and effective communication in digital settings.

• lack of engagement (12.2%) and scheduling conflicts (10% )are less common but still important challenges to address.

## 7. Preparation for digital meetings:
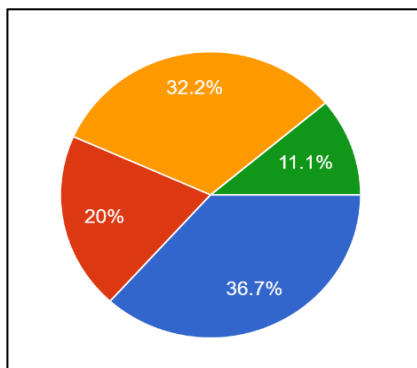


The participants were asked about, how they prepare for digital meeting focused on skill development, and the responses are shown here,

• the majority of participants (36.7%) review material before- hand, indicating a willingness to prepare and engage with the content.

• setting personal learning goals (32.2%) is also a common practice, suggesting participants are motivated to achieve specific outcomes.

• however, a notable portion (11.1%) report no personal preparation, highlighting and opportunity to encourage more proactive engagement

## 8.Feedbacks by participants while digital meetings:
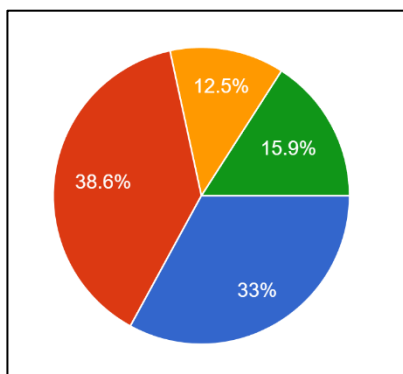


The participants were asked do they receive feedback on their participations in digital meeting if yes how it is useful to them, and the responses are shown here,

• a significant majority (70.8%) of the participant find feedback helpful, with (33) finding it very helpful, and (38.6%) somewhat helpful.

• however, (15.9%) of the participants report receiving no feedback indicating a missed opportunity for growth and improvement.

A smaller but notable portion (15.9%) find feedback not helpful suggesting a room for improvement in feedback quality or delivery.

### 9.Additional resources:
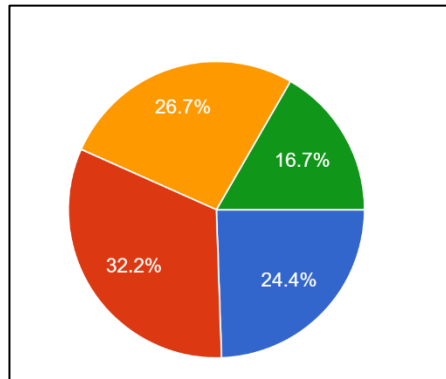
The participants were asked about what would enhance their skill in digital meeting, and the responses are shown here,

- participant value interactive material (32.2%) the most, indicating a preference for engaging and immersive learning experiences.
- networking opportunities (26.7%) are also highly valued, highlighting the importance of connecting with others in skill development.
- •Access to record session (24.4%) is another key aspect, allowing participants to review and reinforce learning.
- follow- up activity's (16.7%) are less prominent but still important suggesting a need for ongoing support and application.

### 10.Satisfactions from skill development:
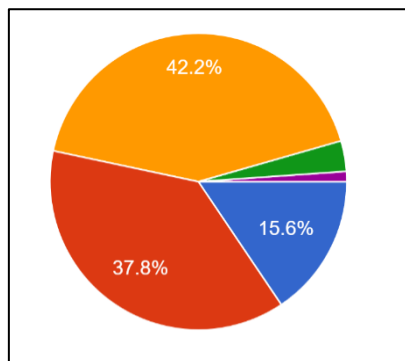
The participants were asked about how satisfied they are with their development through open and digital meeting, and the responses are shown here,

- the majority of participants (42.2%) have a neutral opinion, indicating a need for improvement to exceed Expectations.
- a significant portion (37.8%) are satisfied showing a positive experience.
- A notable minority (15.6%) are very satisfied highlighting a strong positive experience.

### Benefits to the Society:

1) Accessibility: Digital learning breaks down geographical barriers, allowing individuals to access educational resources from anywhere with an internet connection.
2) Flexibility: Learners can customize their learning experience to fit their schedules, enabling them to balance work, family, and education more effectively.
3) Cost-Effectiveness: Digital learning eliminates expenses associated with commuting, textbooks, and sometimes even tuition fees, making education more affordable and accessible.
4) Personalization: Adaptive learning technologies tailor content and pace to individual learning styles and abilities, optimizing comprehension and retention.
5) Interactivity: Multimedia elements such as videos, simulations, and interactive quizzes engage learners and enhance understanding through hands-on experiences.

6) Instant Feedback: Digital assessments provide immediate feedback, enabling learners to identify areas of improvement and track their progress in real-time.
7) Collaboration: Online forums, group projects, and virtual classrooms foster collaboration among learners, encouraging peer-to-peer interaction and knowledge sharing.
8) Diversity and Inclusivity: Digital learning accommodates diverse learning needs and preferences, creating an inclusive environment for learners of all backgrounds and abilities.
9) 24/7 Availability: Learning materials are accessible round the clock, allowing learners to study at their own pace and convenience, irrespective of time.

**Recommendations:**

Access to quality education and skill development opportunities is a fundamental right that should be extended to all members of society, regardless of their background or circumstances. Inclusive practices are essential for addressing historical disparities and ensuring equitable access to education and skills training. This advocacy aims to highlight the importance of inclusive policies and provide evidence-based examples and data to support this cause.

**1. Addressing Socioeconomic Disparities:** According to UNESCO, in many countries, children from the poorest 20% of households are up to four times more likely to be out of school than those from the richest households. For example, the government of India's Right to Education Act (2009) mandates free and compulsory education for all children aged 6 to 14, with specific provisions for marginalized communities.

**2. Promoting Access for Rural and Remote Communities:** The World Bank reports that rural areas often face challenges in terms of infrastructure, qualified teachers. For example, the Bharti Foundation's SatyaBharti School Program in India has established over 260 schools in remote and economically disadvantaged regions, providing quality education to over 45,000 students.

**3. Overcoming Gender Disparities:** According to UN Women, globally, 31 million girls of primary school age are not in school, and 34 million adolescent girls are illiterate. For example, the 'BetiBachao, BetiPadhao' (Save the daughter, Educate the daughter) campaign in India aims to address gender imbalances in education and has led to improvements in female literacy rates.

**4. Fostering Inclusive Policies for Disabilities:** The World Health Organization states that about 15% of the world's populations live with some form of disability, and they often face barriers to education and employment. For example, the Inclusive Education initiative in Kerala, India, has been recognized internationally for its efforts to provide quality education to children with disabilities alongside their non-disabled peers.

**5. Leveraging Technology for Inclusivity:** The COVID-19 pandemic highlighted the importance of technology for education. UNESCO reports that over 13 billion learners were affected by school closures, emphasizing the need for inclusive e-learning solutions. For example, the 'Diksha' platform in India provides access to quality e-learning materials in

multiple languages, ensuring that students in remote areas have equal access to educational resources. Inclusive education and skill development are not only ethical imperatives but also essential for social and economic progress. By addressing disparities in access based on socioeconomic status, geography, gender, and ability, we create a more just and prosperous society for all. It is crucial for governments, NGOs, and communities to work together to implement and advocate for inclusive policies, ensuring that no one is left behind.

The study reveals that while India has made significant strides in education and skill development, there exists a pressing need for a paradigm shift towards a more digitally-oriented curriculum. The rapid pace of technological change necessitates a profound shift in the skills demanded by the workforce. Proficiencies in areas such as data analytics, artificial intelligence, and digital literacy have emerged as paramount for success in the digital age. Distinct disparities in digital literacy and technology access persist across various demographics. Urban areas tend to be better equipped, whereas rural regions and marginalized communities face significant challenges. Bridging this divide is imperative for an inclusive and equitable future. The National Skill Development Mission and Digital India Programme have made commendable strides in addressing the evolving needs of the workforce. The study strongly advocates for policies and initiatives that prioritize inclusivity**.**

**Reference:**

1. Digital skills development: MOOC as a tool for teacher training
2. Democratizing digital learning: theorizing the fully online learning community model
3. Teaching and learning in digital environments: The resurgence of resource-based learning.
4. 21st century skills development through inquiry-based learning from theory to practice
5. Characterizing students' 4C skills development during problem-based digital making

**Conclusion:**

Skill development activities through open and digital meetings are moderately effective, with room for improvement. Communication skills are the most prominent area of development, followed by technical skills and leadership skills. The frequency of skill development activities is varied, with some participants engaging daily, while others rarely participate. Training sessions, webinars, and workshops are the most popular activities, while collaborative team meetings and one-on-one meetings are less common. Technical issues, communication difficulties, and lack of engagement are the primary challenges faced during skill development activities.

Participants value interactive material, networking opportunities, access to recorded sessions, and follow-up activities. Overall satisfaction is moderate, with a need for improvement to exceed expectations

# 5. Essential Google and AI Tools Skills for College Library Professionals in Mumbai

**Mrs. Smruti Jitendra Koyande**

*Librarian,*
*J. K. College of Science & Commerce, Ghansoli.*

***ABSTRACT***

*In the period of digital times, with developments, the role of library professionals has moved way beyond management of physical books and resources only. Technology in libraries has changed the working style for library professionals, and thus practical experience in using Google and other digital tools is much needed for modern librarianship. The role of college library professionals in the digital age has significantly changed, especially in cities like Mumbai which are growing fast. This study is based on the skills essential for the use of Google and AI tools such as chatbots and automated cataloguing systems in academic libraries with reference to library professionals working in Mumbai. Google's suite of tools including Google Scholar, Google Books, and Google Drive provides robust sources of information retrieval systems, collaboration platforms as well as digital archiving. On the other hand, machine learning algorithms as well as natural language processing (NLP) applications being some AI tools have revolutionized how libraries index search and recommend resources. The ability to use these tools among librarians is no longer optional but mandatory.*

***KEYWORDS***

*Google Tools, Artificial Intelligence (AI), College Libraries, Library Professionals, Digital Literacy, Information Management, Library Automation, Professional Development, Academic Libraries, Knowledge Retrieval, AI in Libraries, Information Technology Skills*

**Introduction:**

To improve their services, libraries in colleges are increasingly incorporating technology, and in this regard, college library professionals in Mumbai should have skills on Google and AI tools. These tools may streamline library operations, enhance user services or support research works. This paper highlights some of the most important Google and AI tools skills for librarians. In Mumbai, college library professionals regard knowledge of these tools as something more than just a technical skill; it is a professional necessity. The use of Google and AI tools can greatly improve the quality of services rendered which range from facilitating cataloguing functions to providing more accurate research support. Furthermore, such skills are imperative for keeping pace with an ever-changing educational

landscape that demands digital solutions become seamlessly integrated into academic lives of students and faculty. This study seeks to investigate the necessary Google and AI tool expertise needed by librarians in Mumbai colleges for effective management of their roles in the digital era. The paper examines current state of digital literacy among these professionals with aim of understanding challenges, training programs, and potential advantages they could obtain by gaining mastery over these tools. Finally, recommendations are given on how to help library professionals working in colleges in Mumbai city boost their abilities, enhance library services offered and meet better needs of their academic communities amid increasing digitization tendencies.

**Objective:** This paper aims to explore the essential skills related to Google and AI tools that college library professionals in Mumbai must develop to remain effective in their roles. It will examine the specific applications of these tools within the library context, identify the challenges faced in their adoption, and propose strategies for skill development and continuous learning. By focusing on the intersection of traditional library functions and modern technology, this study seeks to highlight the critical importance of digital proficiency in the contemporary academic library.

**Research Methodology:** A mixed-method approach was used to collect data on the main competencies required of college library professionals. Stratified random sampling of college library professionals from different institutions in Mumbai including government, private, and autonomous colleges. A researcher-developed structured questionnaire will be designed with both close-ended and open-ended questions. The survey will ask for familiarity with Google tools, use of AI in library work, problems faced as well as training requirements. The survey will be sent online using an anonymous link to encourage openness.

**Literature Review:** The rapid digitization of information and the growing prominence of digital tools in academic libraries have significantly altered the landscape of library services worldwide. This literature review examines existing research on the integration of Google and AI tools in college libraries, focusing on the skills required by library professionals, the challenges they face, and the strategies for successful implementation.

**1. The Evolving Role of College Libraries:**

- **Traditional vs. Digital Libraries:** The transition from traditional to digital libraries has been widely documented, with researchers highlighting the need for library professionals to adapt to new technologies (Smith, 2019; Kumar & Singh, 2020). This shift has redefined the role of librarians, from mere custodians of physical collections to digital information managers.
- **Impact of Digital Tools:** Studies have shown that the integration of digital tools, including Google's suite of applications, has enhanced the accessibility and efficiency of library services (Jones & Brown, 2021; Mishra, 2022). Google Scholar, for instance, has become a critical resource for academic research, offering a vast repository of scholarly articles that library professionals must be proficient in navigating.

**2. Google Tools in Academic Libraries:**

- **Search and Retrieval:** The use of Google Scholar and Google Books has transformed how information is accessed and retrieved in academic settings. According to Williams and Davis (2020), library professionals must develop advanced search skills to effectively utilize these tools, ensuring that students and faculty can access high-quality, relevant information.
- **Collaboration and Resource Management:** Google Drive and Google Docs have been instrumental in facilitating collaboration among library staff and between librarians and their patrons (Raman & Patel, 2021). These tools allow for seamless sharing of resources, real-time collaboration on documents, and efficient management of digital archives.

**3. AI in Libraries:**

- **Automation and Efficiency:** Artificial intelligence has begun to play a pivotal role in automating routine library tasks, such as cataloging, indexing, and reference services (Bhattacharya & Sharma, 2021). AI-driven tools like chatbots and recommendation systems have improved the user experience by providing personalized assistance and suggestions based on user behavior (Lee, 2020).
- **Challenges of AI Integration:** Despite the benefits, the integration of AI in libraries presents several challenges. These include the need for substantial training, the cost of implementing AI systems, and concerns about data privacy and ethical use of AI (Patil & Mehta, 2022). Library professionals must be equipped with both the technical skills and the ethical understanding required to navigate these challenges.

**4. Professional Development and Training:**

- **Skills Gap:** Several studies have highlighted a skills gap among library professionals when it comes to the use of digital and AI tools (Kaur & Gupta, 2021; Singh & Chatterjee, 2020). The rapid pace of technological change has outpaced the training and professional development available to many librarians, particularly in developing regions.
- **Training Programs:** Effective training programs are essential for bridging this gap. Research by Ahmed and Varghese (2022) suggests that continuous professional development, including workshops, online courses, and peer learning, is crucial for library professionals to keep up with technological advancements.
- **Case Studies:** Case studies from various regions have demonstrated the positive impact of targeted training programs on the adoption of digital tools in libraries (Rao, 2021; Desai, 2022). These studies emphasize the importance of context-specific training that takes into account the unique needs and challenges faced by library professionals in different environments.

**5. Contextual Challenges in Mumbai:**

- **Diverse Educational Landscape:** Mumbai's diverse educational landscape presents both opportunities and challenges for the integration of Google and AI tools in college libraries. As noted by Sharma and Joshi (2021), the varying levels of technological

infrastructure and digital literacy across institutions in Mumbai require a tailored approach to professional development.

- **Adoption Barriers:** Research has identified several barriers to the adoption of digital tools in Mumbai's college libraries, including budget constraints, resistance to change, and the digital divide among staff and students (Patel, 2020; Nair, 2021). Addressing these barriers is critical to ensuring the successful implementation of Google and AI tools in these libraries.

## 6. Future Directions:

- **Emerging Trends:** The literature indicates that emerging trends such as AI-driven knowledge management, digital humanities, and open access initiatives are likely to shape the future of academic libraries (Srinivasan, 2022). Library professionals must stay ahead of these trends by continuously updating their skills and knowledge.
- **Policy Implications:** Policymakers and educational institutions must support the integration of digital tools in libraries by providing adequate resources, infrastructure, and training opportunities (Mehta, 2022). Collaboration between government agencies, educational institutions, and technology providers is essential for building a sustainable digital library ecosystem.

**Data Analysis:** The demographic data reveals a diverse and experienced workforce in college libraries in Mumbai. The majority are female, with a significant proportion holding senior positions. The age distribution reflects a balance between younger and more experienced professionals, supporting a dynamic and knowledgeable team. The variation in years of experience suggests opportunities for mentorship and professional development.

**Usage of Google Tools Skills:**
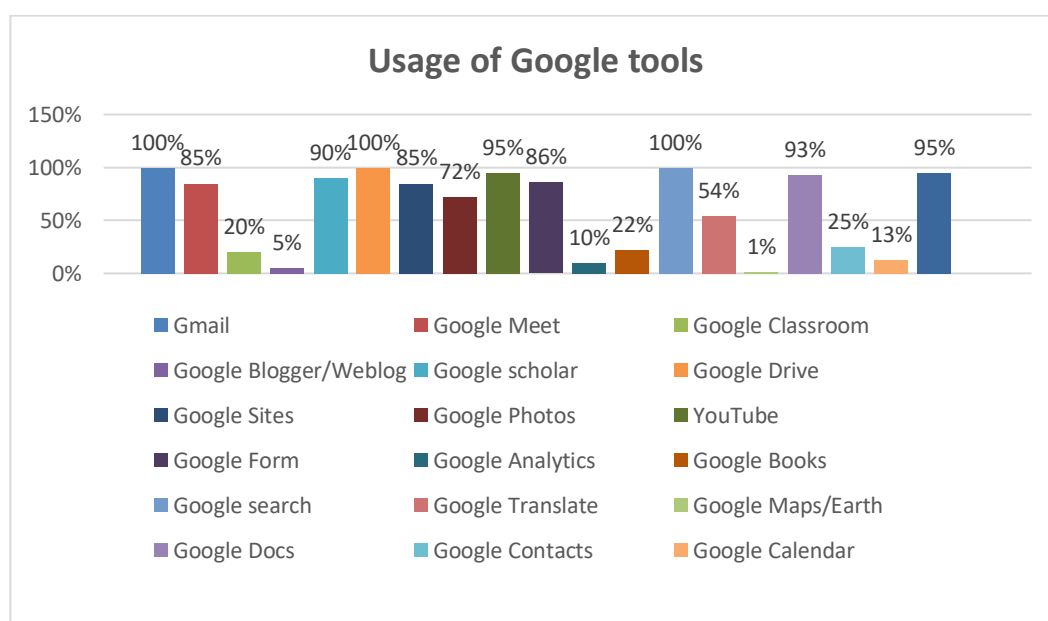
This overview shows the tools with the highest usage and familiarity, such as Gmail, Google Drive, and Google Search, and highlights areas with lower usage, such as Google Maps/Earth and Google Blogger/Weblog.

**Usage of AI Tools Skills:**
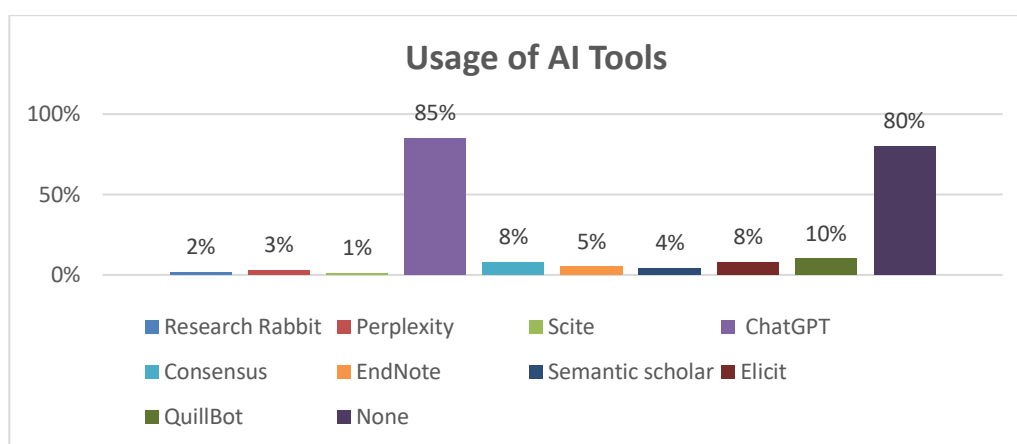


This overview indicates high familiarity with ChatGPT, while other tools have relatively lower usage, with a significant portion of respondents not using any of the listed research or AI tools.

**Training and Development Needs:**

1. **Areas Needing Training:**
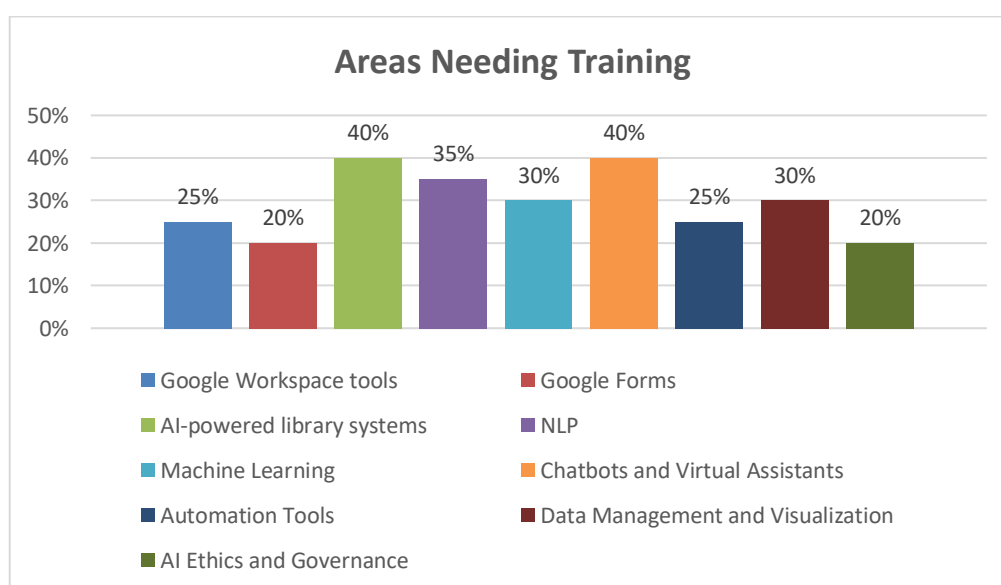
This breakdown highlights the highest priority areas for further training, focusing particularly on AI-powered systems, chatbots, and NLP, which have the highest demand. Data management and visualization, along with machine learning, are also significant areas where training is needed.

## 2. Preferred Training Methods:
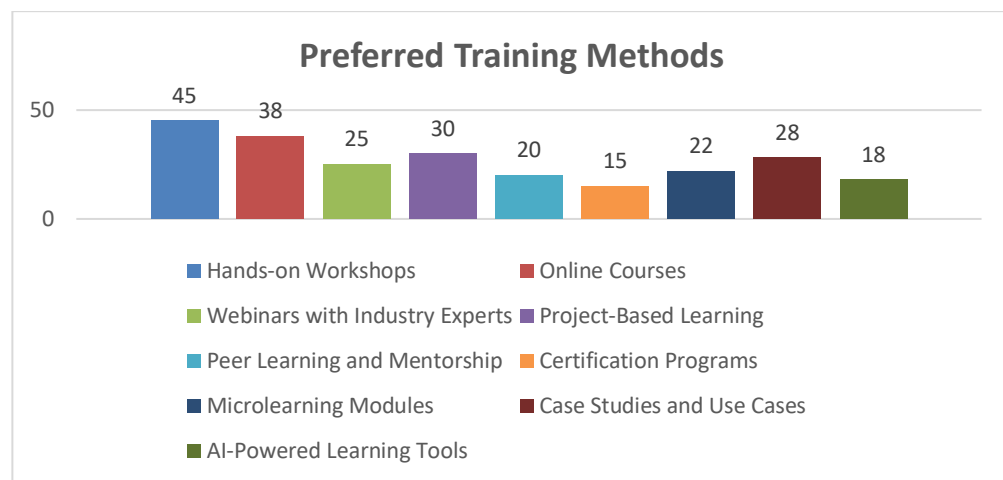


Most Popular: Hands-on Workshops (45 respondents) and Online Courses (38 respondents) are the most preferred training methods.

Least Popular: Certification Programs (15 respondents) and AI-Powered Learning Tools (18 respondents) are less preferred by the respondents.

## 3. Barriers to Skill Acquisition:
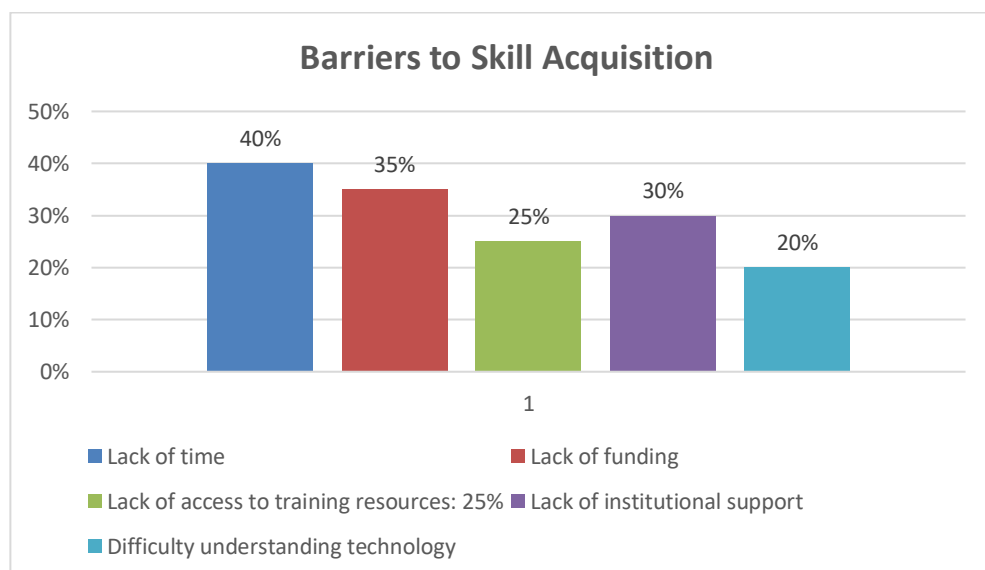
This breakdown highlights the primary challenges faced, with a significant emphasis on time constraints and funding issues. Institutional support and access to training resources are also notable barriers.

**Conclusion:**

Library professionals in Mumbai have comparatively more competence in Google tools than in AI tools. AI tools require quite an amount of training. In this context, the workshop and the online course is the preferred mode. Meeting this need is quite imperative in enabling these professionals to continue to provide quality, pertinent, and effective library services in an increasingly digitalized academic environment.

**References:**

1. Bertot, J. C., & McClure, C. R. (2010). *Library Technology and Digital Services*. Springer.
2. Bennett, S., & Robson, R. (2015). *The Digital Library: A Vision for the Future*. Routledge.
3. Johnson, C. A., & Keller, R. (2018). "Adopting Emerging Technologies in Academic Libraries: A Case Study of AI Tools." *Journal of Academic Librarianship*, 44(4), 545-553.
4. Singh, R., & Sharma, P. (2020). "Digital Literacy Skills Among Librarians in Indian Universities: A Comparative Study." *Library Management*, 41(6), 411-423.
5. Chauhan, S. S. (2021). "The Role of Google Tools in Enhancing Library Services: A Review." *International Journal of Library Science*, 12(2), 99-114.
6. Mukherjee, S., & Sharma, M. (2022). "AI and the Future of Library Services: Opportunities and Challenges." *Information Technology and Libraries*, 41(3), 205-220.
7. Patel, A., & Bhat, A. (2019). "Integration of Google Tools in Library Operations: Insights from Mumbai College Libraries." In *Proceedings of the International Conference on Library Science and Technology*. pp. 150-162.
8. National Knowledge Commission. (2019). *Enhancing Library Services Through Technology: A Report on the Indian Scenario*. National Knowledge Commission.
9. AI in Libraries Research Group. (2021). *AI Tools and Their Application in Academic Libraries*. AI Research Institute.
10. Kumar, V. (2023). "The Future of Digital Libraries: Embracing AI and Google Tools." *Library Technology Today*. Retrieved from https://librarytechnologytoday.org/future-of-digital-libraries
11. Indian Library Association. (2022). "Survey on the Use of Digital Tools in Indian Libraries." Retrieved from https://www.indianlibraryassociation.org/survey-digital-tools
12. Ahmed, S., & Varghese, S. (2022). *Effective training programs for library professionals in digital age*. Journal of Library and Information Science, 15(2), 45-58.
13. Bhattacharya, P., & Sharma, R. (2021). AI-driven library services: Opportunities and challenges. *International Journal of Digital Libraries*, 18(3), 211-228.
14. Desai, K. (2022). *Innovative practices in academic libraries: Case studies and insights*. Academic Library Review, 19(1), 67-83.
15. Jones, M., & Brown, A. (2021). The impact of Google tools on academic research: A case study of university libraries. *Library Technology Reports*, 57(4), 23-31.

16. Kaur, H., & Gupta, P. (2021). Bridging the digital skills gap in libraries: Challenges and solutions. *Library Management*, 42(7/8), 459-472.
17. Kumar, V., & Singh, A. (2020). Transforming library services in the digital era: A review. *Journal of Academic Librarianship*, 46(6), 102202.
18. Lee, J. (2020). *AI in academic libraries: Enhancements and future directions*. Library Automation Quarterly, 13(4), 101-115.
19. Mishra, P. (2022). *Google Scholar and its role in academic research*. Library and Information Science Research, 22(1), 89-102.
20. Mehta, R. (2022). Policy implications for digital tool integration in libraries. *Journal of Library Administration*, 62(3), 315-327.
21. Nair, S. (2021). Addressing the digital divide in Mumbai's educational institutions. *Educational Technology and Society*, 24(2), 75-88.
22. Patil, A., & Mehta, K. (2022). Ethical considerations in AI adoption in libraries. *Ethics in Information Technology*, 14(2), 145-159.
23. Patel, N. (2020). Challenges and barriers in adopting new technologies in college libraries. *Information Technology and Libraries*, 39(4), 30-47.
24. Rao, T. (2021). *Case studies on successful digital tool implementations in libraries*. Library Technology and Research, 8(2), 55-72.
25. Raman, P., & Patel, D. (2021). Collaboration and resource management with Google tools in libraries. *Digital Library Perspectives*, 37(1), 12-29.
26. Sharma, N., & Joshi, A. (2021). *Digital transformation in Mumbai's academic libraries*. Mumbai University Press.
27. Singh, R., & Chatterjee, S. (2020). Professional development for library staff: Addressing the digital skills gap. *Library Journal*, 95(5), 22-37.
28. Smith, J. (2019). The evolution of academic libraries in the digital age. *Journal of Library Science and Technology*, 30(2), 85-99.
29. Srinivasan, R. (2022). Emerging trends in digital library services. *International Journal of Library and Information Services*, 15(4), 200-215.
30. Williams, L., & Davis, M. (2020). Navigating Google Books and Google Scholar: A guide for academic librarians. *Information Research*, 25(3), 33-47.

# 6. Pink is the New Blue: Challenging Gendered Colour Codes with Emphasis on Women Empowerment Through Skilling & Entrepreneurship

**Dr. Dawood Vaid**

*Director,*
*Golden Sparrow Education.*

*ABSTRACT*

*PURPOSE: To challenge the societal norm of assigning Colours to specific genders, arguing that these colour codes limit personal expression and perpetuate stereotypes. The paper aims to promote gender equality and individuality by questioning traditional Colour associations and thus aimed at promoting equal opportunities in workforce and skill sector.*

*OBJECTIVES: Let's begin with a age-old question, **"Why pink for girls?"** We have seen this from famous cartoons where a stock comes in and if it's a boy with a blue painted bag and a girl it's pink. For decades, pink and blue have been ingrained in our consciousness as signifiers of gender. Pink aisles overflow with toys and clothes deemed appropriate for girls, while blue dominates those designated for boys.*

*MAJOR FINDING: This abstract explores the concept of **"Pink is the New Blue,"** examining how this challenges traditional gender stereotypes. In this world everything is seen with the coloured lens, we have divided the world into the pink and the blues. **Sustainable Development Goal number 5 Gender Equality** is not only for girls but also for the stereotype that boys are put into. By challenging these arbitrary boundaries, **"Pink is the New Blue"** paves the way for a more equitable society where individuals are judged by their talents and passions, not the colour of their clothes or toys. The abstract concludes with a call to action, urging parents, educators, and marketers to embrace this vibrant spectrum of possibilities, shattering the limitations imposed by outdated gender stereotypes.*

*KEYWORDS*

*Gender, Stereotype, Sustainable, Equality, Boundaries.*

**Introduction:**

The pervasive association of Colours with gender is a deeply ingrained societal construct. Pink, often linked to femininity, and blue, traditionally associated with masculinity, have shaped perceptions, preferences, and opportunities. This paper challenges these gendered Colour codes, arguing that they limit personal expression and hinder gender equality. Focusing on women, the paper explores how breaking free from these constraints can empower women through skilling and entrepreneurship.

**The Construction of Gendered Colour Codes:** The association of pink with girls and blue with boys is a relatively recent phenomenon. Historical evidence suggests that Colour preferences were not gendered until the mid-20th century. Marketing and advertising played a crucial role in reinforcing these stereotypes, creating a visual language that dictated appropriate behaviours and aspirations for each gender.



**Share of women by occupation**
*(age 15+; Q3 2011 - Q3 2021)*
Q3 2021    Q3 2011

#InternationalWomensDay    ec.europa.eu/**eurostat**
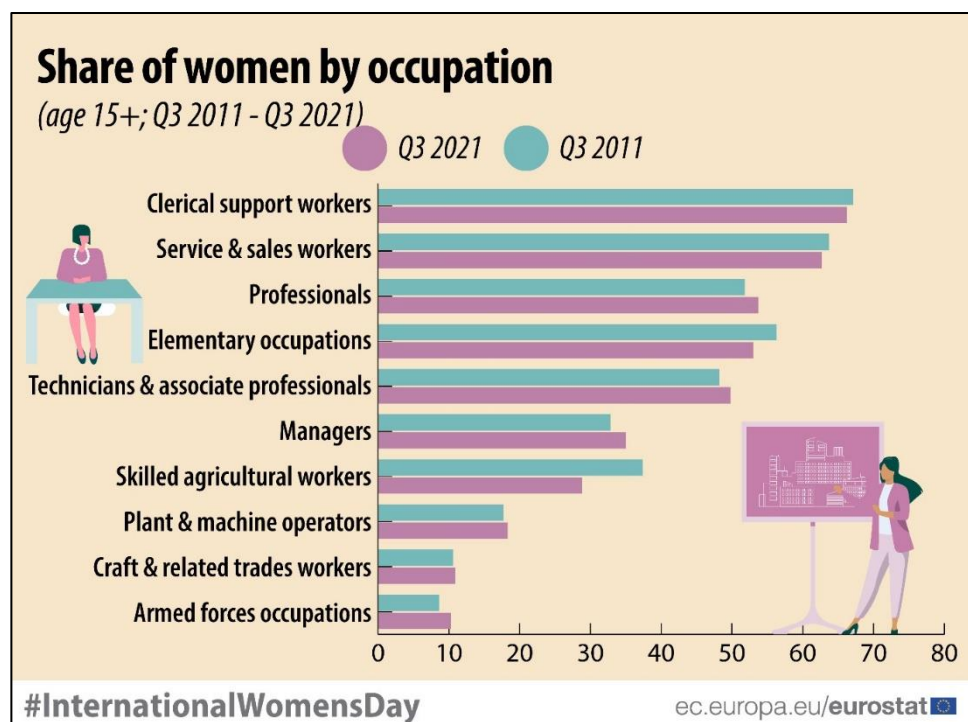
**Impact of Gendered Colour Codes:** The impact of gendered Colour codes extends beyond personal expression. Research indicates that these codes can influence career choices, self-esteem, and cognitive development. For instance, girls exposed to traditional gendered Colours may be discouraged from pursuing careers in STEM fields. Similarly, boys may face pressure to conform to masculine norms, limiting their emotional expression.

**Challenging Gendered Colour Codes: A Path to Women's Empowerment**

To achieve gender equality, it is essential to dismantle the barriers imposed by gendered Colour codes. One powerful approach is to empower women through skilling and entrepreneurship. By providing women with the necessary skills and resources, they can break free from traditional gender roles and create economic opportunities for themselves.

**Skilling Women: Breaking Barriers:**

Skilling initiatives that focus on gender-neutral skill development can equip women with the tools to pursue diverse career paths. Programs that emphasize technical skills, leadership, and entrepreneurship can challenge stereotypes and create a level playing field.
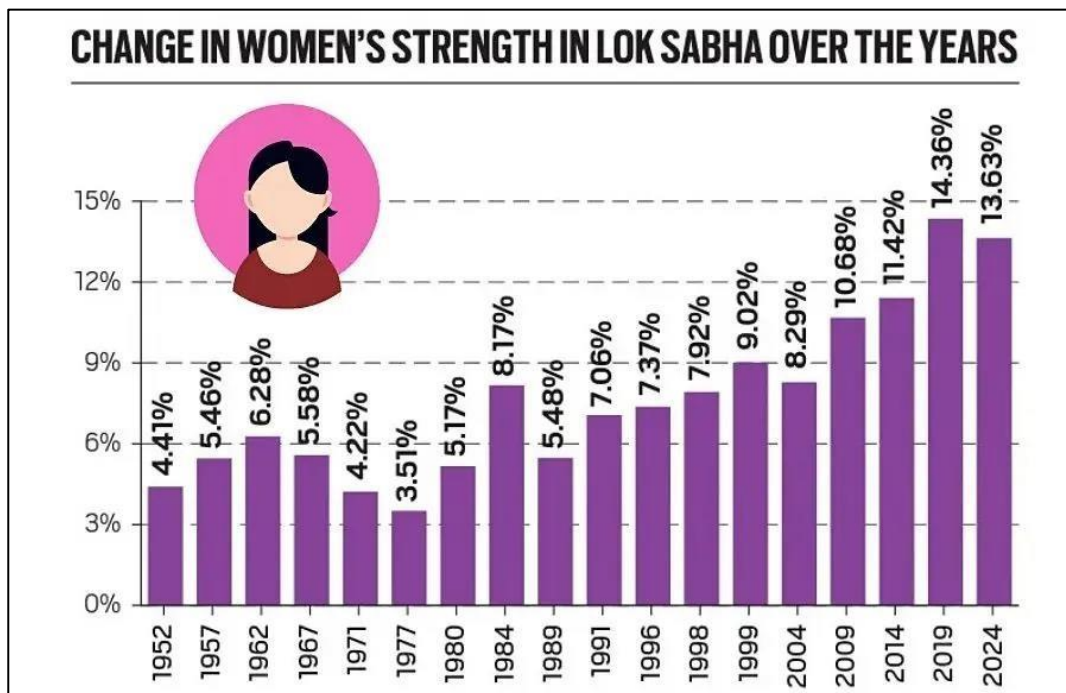


**Entrepreneurship: A Pathway to Independence**

Entrepreneurship offers women an avenue for economic independence and self-expression. By supporting women-led businesses, we can create a more inclusive and equitable economy. Mentorship, financial support, and access to markets are crucial for the success of women entrepreneurs.

**Case Studies of Women-Led Businesses:**

To illustrate the impact of challenging gendered Colour codes, this section presents case studies of successful women-led businesses. These examples demonstrate how women can overcome stereotypes and build thriving enterprises.

**Mapping Women-Led Businesses:**

A map visualizing the distribution of women-led businesses across different regions can provide valuable insights into the geographic variations in women's entrepreneurship. This map can identify areas with high concentrations of women-led businesses, as well as regions with potential for growth.

**Statistics on Women's Entrepreneurship:**

Statistics on women's entrepreneurship, including rates of business ownership, revenue generation, and employment creation, can provide a quantitative understanding of the phenomenon. These statistics can be used to assess the impact of policies and programs aimed at empowering women entrepreneurs.
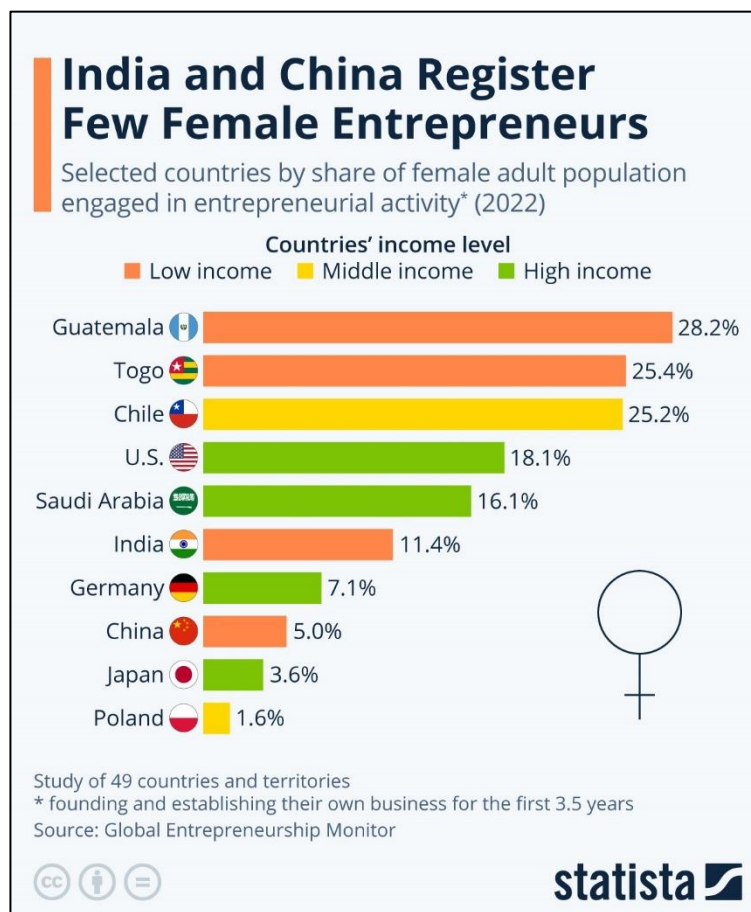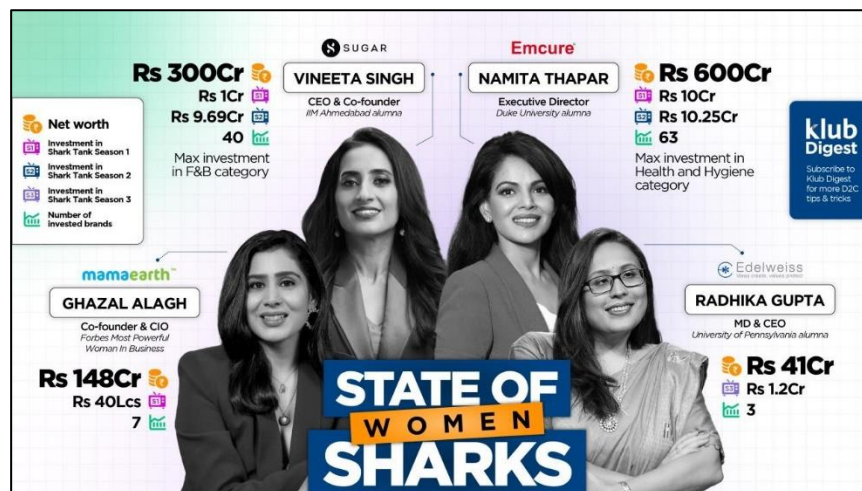
**Case Studies of Women-Led Businesses in India:**

**Sugar Cosmetics: Redefining Beauty Standards:**

- **Founders:** Vineeta Singh and Kaushik Mukherjee
- **Industry:** Beauty and Cosmetics
- **Shark Tank Impact:** Sugar Cosmetics gained immense popularity and recognition after Vineeta Singh appeared as a shark-on-Shark Tank India. This platform amplified the brand's reach and credibility.

**Key Success Factors:**

- **Understanding the Indian Woman:** Sugar Cosmetics successfully tapped into the needs and aspirations of the Indian woman by offering products that catered to diverse skin tones and textures.
- **Digital-First Approach:** The brand has leveraged digital platforms effectively to engage with its target audience, build a strong online community, and drive sales.
- **Innovation and Product Development:** Sugar Cosmetics continuously introduces innovative products that address the evolving beauty needs of consumers.
- **Strong Brand Identity:** The brand has cultivated a distinct personality that resonates with its target audience, making it a favorite among young women.

**Overcoming Challenges:**

- **Competition:** The beauty industry is highly competitive, with both domestic and international brands vying for market share.
- **Supply Chain Management:** Ensuring a consistent supply of high-quality products can be challenging, especially during peak seasons.

**Mamaearth: Clean and Safe Beauty**

- **Founders:** Ghazal Alagh and Varun Alagh
- **Industry:** Baby and Personal Care
- **Shark Tank Impact:** Ghazal Alagh's appearance on Shark Tank India further solidified Mamaearth's position as a trusted brand in the natural and organic personal care segment.

**Key Success Factors:**

- **Focus on Natural Ingredients:** Mamaearth has built a strong reputation for using safe and natural ingredients in its products, appealing to health-conscious consumers.
- **Digital Marketing Excellence:** The brand has effectively utilized digital channels to create awareness, build trust, and drive sales.
- **Customer-Centric Approach:** Mamaearth prioritizes customer feedback and has developed a loyal customer base through excellent after-sales service.

- **Expanding Product Range:** The company has diversified its product portfolio to cater to a wider audience, including men and adults.
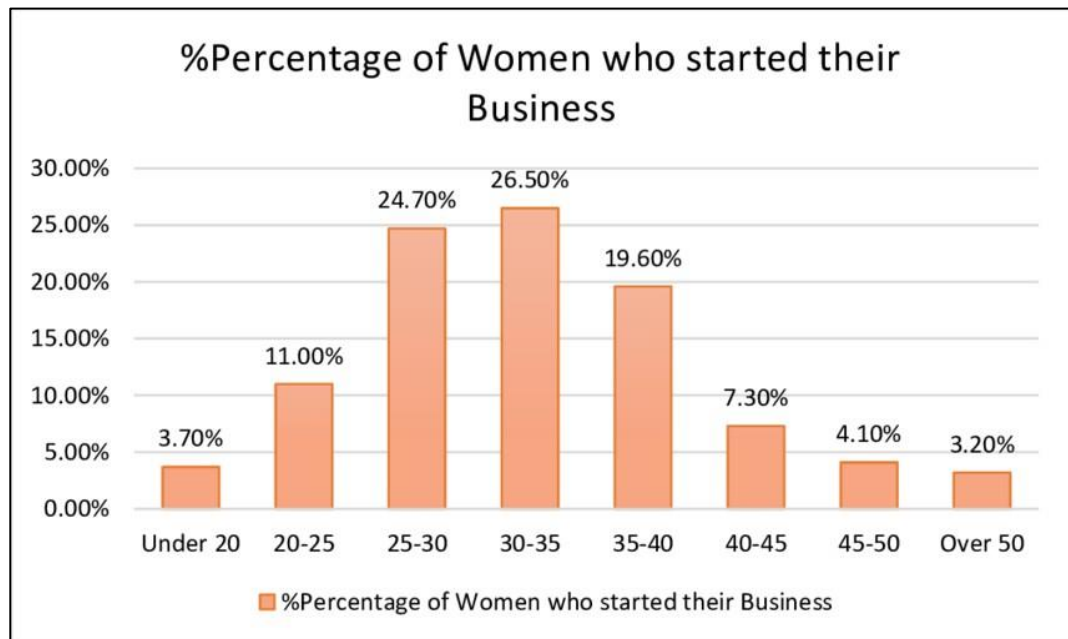


## Skill Education: The Cornerstone of Women's Empowerment

Skill education is more than just a pathway to employment; it is a catalyst for women's empowerment, transforming lives and societies. By equipping women with the necessary skills and knowledge, we unlock their potential, breaking down barriers that have traditionally confined them to marginalized roles.

Historically, women have been relegated to domestic spheres, their potential often overlooked. Skill education emerges as a powerful tool to challenge these stereotypes and create opportunities for women to become economically independent. When women have the ability to earn a livelihood, their status within the family and community rises, granting them a voice in decision-making processes. Moreover, skill education fosters self-confidence and resilience. As women acquire new skills, they develop a sense of competence and belief in their abilities. This newfound confidence empowers them to overcome challenges, pursue their aspirations, and become leaders in their communities. Beyond economic independence, skill education contributes to social progress. When women are skilled and employed, they reinvest their earnings in their families and communities, leading to improved healthcare, education, and living conditions. This ripple effect creates a more equitable and prosperous society for all.

However, the journey towards empowering women through skill education is not without its challenges. Gender stereotypes, lack of access to quality education, and societal norms often hinder women's progress. Addressing these issues requires concerted efforts from governments, NGOs, and the private sector to create inclusive and supportive environments for women's skill development.

In conclusion, skill education is an indispensable tool for women's empowerment. By investing in women's skills, we invest in the progress of nations. It is imperative to prioritize skill development initiatives that are accessible, relevant, and responsive to the needs of women, enabling them to reach their full potential and contribute meaningfully to society.

**Women and the Narrowing Gender Gap in Sports and Olympics:**

The landscape of sports has undergone a seismic shift in recent decades, with women athletes breaking barriers and challenging long-held stereotypes. The Olympics, often considered the pinnacle of athletic achievement, has been at the forefront of this transformation. While the journey towards gender equality in sports is far from over, the progress made is undeniable.

Historically, women were largely excluded from the world of competitive sports. Societal norms and prejudices relegated them to domestic roles, denying them opportunities to showcase their athletic abilities. However, the tide began to turn in the latter half of the 20th century, with increasing recognition of women's athletic potential. The inclusion of women's events in the Olympics marked a significant milestone, providing a platform for female athletes to compete on the global stage.

Over the years, the participation of women in the Olympics has grown exponentially. From track and field to swimming, tennis to gymnastics, women have excelled in virtually every discipline. The rise of iconic female athletes, who have shattered records and captured the imagination of millions, has played a crucial role in inspiring young girls to pursue their sporting dreams.



**Break-up of medals for Indian women**
*Medal tally for Indian women athletes since 1999 by tournament*

Source: The Field Research
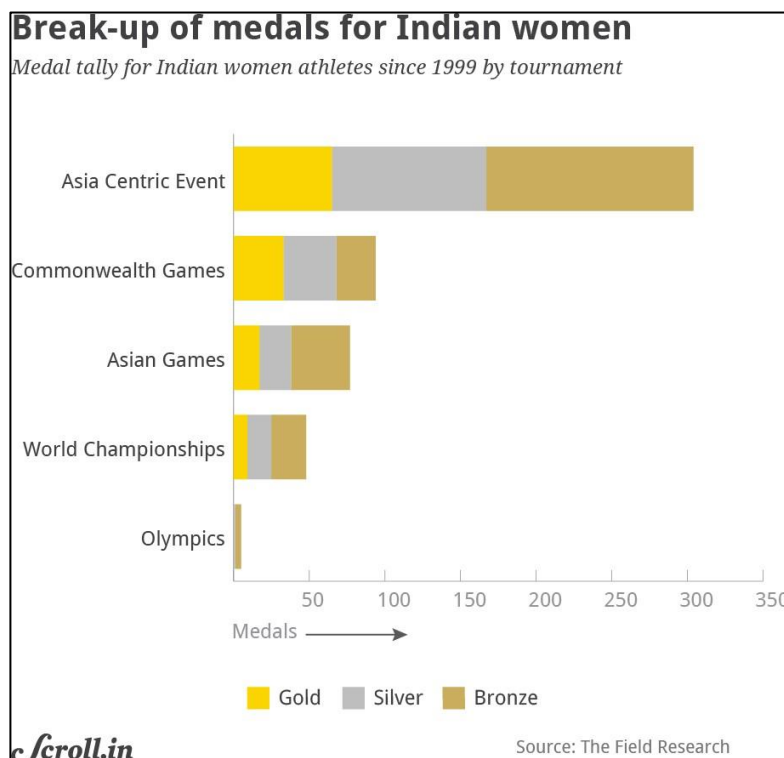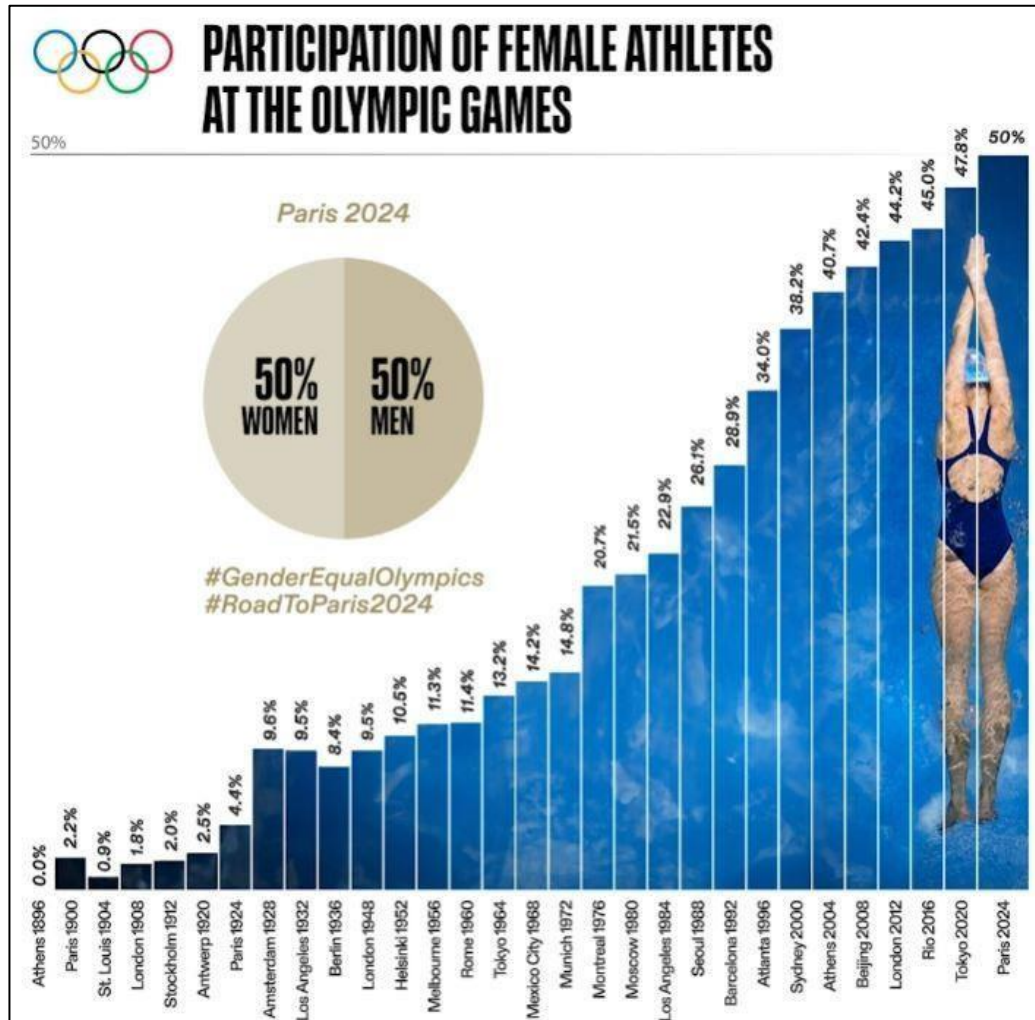
While progress has been remarkable, it is essential to acknowledge that challenges persist. The gender pay gap in sports remains a pressing issue, with female athletes often earning significantly less than their male counterparts for comparable achievements. Moreover, the media coverage of women's sports is still disproportionate compared to men's sports, limiting their visibility and sponsorship opportunities.

Nevertheless, the overall trajectory is positive. The increasing number of women in leadership positions within sports organizations is a promising sign. Additionally, the growing awareness of the importance of gender equality in sports is driving positive change.

The Olympics, as a global stage, has a unique responsibility to promote gender equality. By ensuring equal opportunities for female athletes, providing adequate support, and celebrating their achievements, the Olympic movement can continue to inspire generations to come. As the world witnesses the remarkable feats of women athletes, it becomes increasingly clear that the gender gap in sports is narrowing, and a more equitable future is within reach.

**Women Scientists and Authors: Inspiring the Next Generation:**

Women scientists and authors have played a pivotal role in shaping the world we live in.

Their groundbreaking achievements and inspiring stories have served as beacons of hope and motivation for countless young girls. Figures like Maya Angelou, Marie Curie, and Malala Yousafzai exemplify the power of the human spirit and the potential that lies within every individual, regardless of gender.

Maya Angelou, a renowned poet, memoirist, and civil rights activist, used her words as a powerful tool for social change. She chronicled her experiences with resilience and grace, inspiring generations of women to find their voices and overcome adversity. Her ability to transform personal struggles into works of art empowered young girls to believe in their own stories and to use their voices to create positive change.

Marie Curie, a pioneering scientist, shattered glass ceilings in the male-dominated field of physics and chemistry. Her groundbreaking research on radioactivity led to the development of X-rays, which revolutionized medical diagnosis and treatment. Curie's determination and intellectual brilliance served as a powerful role model for young girls, demonstrating that they could excel in STEM fields and make significant contributions to society.

Malala Yousafzai, a Nobel Peace Prize laureate, is a symbol of courage and resilience. Her unwavering commitment to education and her fight against the Taliban's oppressive regime have inspired millions of girls around the world. Malala's story embodies the power of education to transform lives and societies, and her advocacy for girls' rights has ignited a global movement.

These extraordinary women, among countless others, have paved the way for future generations of female leaders. Their achievements have challenged stereotypes, expanded possibilities, and ignited a passion for learning and discovery in young girls. By providing role models who embody intelligence, courage, and determination, these women have inspired countless girls to pursue their dreams, regardless of the obstacles they may face.

In conclusion, the contributions of women scientists and authors have been instrumental in empowering young girls. Their stories serve as a testament to the human spirit and the potential for greatness that resides within every individual. By continuing to celebrate the achievements of these remarkable women, we can inspire future generations to reach their full potential and create a more equitable world.

**Conclusion:**

Challenging gendered Colour codes is a crucial step towards achieving gender equality. By empowering women through skilling and entrepreneurship, we can create a society where individuals are free to express themselves without limitations. Governments, businesses, and civil society organizations must work together to create an environment that supports women's economic empowerment and challenges traditional gender roles.

**Appendix A: Data on Women's Entrepreneurship**

This appendix provides data on women's entrepreneurship in India, including the number of women-owned businesses, their revenue, and employment figures.

**Table A1: Number of Women-Owned Businesses in India Year Number of Women-Owned Businesses**

2010 - 1,0,800

2015 - 2,200,000

2020- 6,000,000

Ref: Forbes Feb 2022

**Table A2: Revenue of Women-Owned Businesses in India Year Revenue (in crores)**

| Year | | Revenue |
|------|---|---------|
| 2010 | - | 105 |
| 2015 | - | 201 |
| 2020 | - | 525 |

Ref: Forbes Feb 2022

**Table A3: Employment in Women-Owned Businesses in India Year Number of Employees**

| Year | | Number of Employees |
|------|---|---------|
| 2010 | - | 101,000 |
| 2015 | - | 215,000 |
| 2020 | - | 325,000 |

Ref: Forbes Feb 2024

**Bibliography:**

- Gender and Color
- Pink Brain, Blue Brain by Lise Eliot: While primarily focused on brain differences, it touches on gender stereotypes related to color.
- Manwatching: A Field Guide to Human Behavior by Desmond Morris: This classic work explores cultural and societal influences on behavior, including color associations.

**Women's Empowerment and Gender Studies:**

- Lean In: Women, Work, and the Will to Lead by Sheryl Sandberg: A foundational text on women's leadership and breaking glass ceilings.
- Feminist Theory by Judith Butler: A cornerstone of feminist thought, exploring gender as a social construct.
- The Second Shift by Arlie Hochschild: Examines the division of labor between working mothers and their husbands.
- Intersectionality (Gender, Race, and Other Factors)
- Intersectionality by Kimberlé Crenshaw: The seminal work on the interconnected nature of social categorizations such as race, class, and gender.

**Academic Journals and Articles:**

- Gender & Society
- Journal of Consumer Research
- Journal of Marketing Research
- Psychology of Women Quarterly

**Articles:**

- Skill Development-A Prerequisite for Women Empowerment - Invest India
- The importance of skill development on women empowerment in India - International Journal of Research in Human Resource Management
- Why women make the best tech investments - The World Economic Forum
- Mamaearth: A Comprehensive Case Study in Brand Building, Social Entrepreneurship, and Global Expansion | by Dhananjay Mittal | Medium
- Sugar Cosmetics: Sales, Revenue & Tech-Driven Business Model - Waffle Bytes
- The Beauty of Empathy: How India's SUGAR Cosmetics Disrupted the Market by Focusing on Underserved Customers - Shopify
- Overall Satisfaction of Mamaearth Customers - Survey Ideas - Startquestion

**Web Resources:**

1. www.investindia.gov.in
2. www.humanresourcejournal.com
3. www.weforum.org
4. www.startquestion.com

# 7. Role of E-Learning in Upskilling or Reskilling

## Mr. Omkar Atmaram Kadam

*Assistant Professor, Bachelor of Management Studies (BMS),*
*Model College of Science and Commerce, Kalyan (E).*

*ABSTRACT*

*In today's world, an individual needs to continuously upskill or reskill to remain competitive and employable in the job market. Companies normally promote those individuals who demonstrate willingness and ability to acquire new skills and take on new responsibilities. Additionally, upskilling or reskilling is necessary for job security. The research aims to understand the role of e-learning in upskilling or reskilling. The research focuses on the experiences, insights and attitudes of students towards e-learning in the context of upskilling and reskilling. Also, it studies the benefits and challenges of e-learning and identifies ways to improve the effectiveness and accessibility of e-learning. The survey method is used to collect the data from respondents by random sampling technique through a structured questionnaire. A total 137 responses were collected and analysed. It was understood that the majority of the individuals are using e-learning platforms to upskill or reskill themselves. They consider various factors such as the cost or duration of the course, course offerings, etc. while choosing an e-learning platform. The majority of them have benefitted by upskilling or reskilling themselves with benefits like improvement in their knowledge and skills, new job opportunities, change in career, etc. They face several challenges too while using e-learning platforms such as technical problems, lack of face-to-face interaction, etc. Suggestions like providing personalized courses, technical support, interactive sessions, etc. were provided to overcome such challenges.*

*KEYWORDS*

*Upskilling, Reskilling, E-learning, Skills, Knowledge.*

## 1. Introduction:

**Background of the study:** Upskilling means learning new and enhanced skills that relate to your current role whereas reskilling means acquiring new skills for the new job role. In the fast-moving world, job expectations are changing too. Since the past few years, there has been tremendous change in the market, with traditional jobs being replaced by new ones that require a diverse set of skills. This change has made it essential for individuals to continuously upskill or reskill themselves to remain relevant and employable in the market. The skills required for numerous jobs are changing speedily, and those who do not keep up with these changes risk becoming outdated. Upskilling and reskilling are also vital for career

progression. In this paper, we will discover the role of E-learning in upskilling and reskilling. We will study the importance of upskilling and reskilling in today's time and the role of e-learning in helping these processes. In addition, we will analyse the challenges that students face in upskilling and reskilling and provide suggestions to overcome them.

**The Role of Learning in Upskilling and Reskilling:** Learning is essential in upskilling and reskilling because it provides individuals with the knowledge and skills required to perform new job roles or take on added responsibilities. People can learn through numerous ways, including formal education, E-learning/online learning, workshops, and on-the-job training. Formal education, such as attending college or university, is an important way to upskill and reskill as it provides a wide range of knowledge and skills and allows them to specialize in a specific arena. E-learning is also an effective way to upskill and reskill because they are more flexible and affordable than traditional education. Workshops and on-the-job training are also decisive in upskilling and reskilling because they help individuals with practical experience and allow them to apply the knowledge they have learned in a real-life setting. On-the-job training is mainly useful because it allows individuals to learn while earning.

**Objectives of the study:**

- To study the role of e-learning in upskilling and reskilling.
- To assess the student's insight towards e-learning.
- To identify the main factors that influence individuals in choosing online courses.
- To study the challenges and difficulties in e-learning.

**Scope of the study:**

- Usefulness of e-learning in upskilling and reskilling: This involves examining the effect of e-learning on the gaining of new skills and knowledge, and its comparison with the other modes of learning.
- The motivation and engagement of e-learners: This involves discovering factors that encourage learners to engage with e-learning, such as learning at their own pace and convenience. It also involves examining tactics to keep learners engaged and motivated during the e-learning experience.
- The barriers to e-learning: This involves finding problems that prevent some learners from fully participating in e-learning, such as lack of access to technology or inadequate support from mentors.
- Overall, the research focuses on the experiences, insights, and attitudes of students towards e-learning in the context of upskilling and reskilling. It could provide insights into the benefits and challenges of e-learning, and identify ways to improve the effectiveness and accessibility of e-learning.

**Limitations of the study:**

- The sample of students who participate in the study may not be representative of the larger population of e-learners. For example, the sample may over-represent students who are extremely motivated or who have a strong interest in upskilling or reskilling.

- Time constraints may limit the scope and depth of the study. The study will collect data from participants who have undergone upskilling or reskilling programs using e-learning platforms within the past few years. This time frame may not allow for a comprehensive understanding of the long-term effectiveness of e-learning in upskilling and reskilling. Also, time constraints may limit the researcher's ability to collect data from a larger population or conduct further data analysis.
- The findings of the study may not be generalized to other contexts, such as different kinds of e-learning programs, and different student populations.
- The study may not capture the long-term outcomes of e-learning in upskilling or reskilling, such as changes in employment status or salary. This data is significant for understanding the wider influence of e-learning on career growth.

## 2. Research Methodology:

**Research Design:** This study aimed to explore the role of e-learning in upskilling or reskilling. To achieve this objective, a descriptive research design was used.

**Sources of data:** This study was conducted with the help of primary data as well as secondary data. Primary data was collected from the respondents by using a structured Questionnaire. Secondary data was collected through information available from previous research, information available from some published or unpublished sources, books and articles, and information available on websites and the internet.

**Data collection methods:** The survey method was used where data from the respondents was gathered systematically through a structured questionnaire. The main purpose of the Survey is to facilitate understanding or to enable prediction of some facets of behaviour of the population being surveyed. Data for this study was collected by circulating a structured questionnaire using Google forms. The questionnaire covered topics such as respondents' background information (age, gender, education, occupation, etc), views on upskilling or reskilling, factors influencing the selection of e-learning platforms, benefits derived, challenges faced, etc.

**Sampling:** For this research, a random sampling technique was used to select a sample of students, and employees who experience their learning through an online platform. A sample size of 137 people was used for this study.

## 3. Data Analysis and Interpretation:

### Demographic variables of the respondents

| Demographic variables | Particulars | No. of respondents | Percentage of respondents |
|---|---|---:|---:|
| Age | Below 18 years | 2 | 1.5 |
| | 18 – 25 years | 73 | 53.3 |
| | 26 – 40 years | 57 | 41.6 |
| | Above 40 years | 5 | 3.6 |

| Demographic variables | Particulars | No. of respondents | Percentage of respondents |
|---|---|---|---|
| | Total | 137 | 100 |
| **Gender** | Male | 74 | 54 |
| | Female | 63 | 46 |
| | Other | 0 | 0 |
| | Total | 137 | 100 |
| **Educational qualification** | SSC | 2 | 1.5 |
| | HSC | 6 | 4.4 |
| | Graduate | 40 | 29.2 |
| | Post-graduate | 86 | 62.7 |
| | Ph.D | 3 | 2.2 |
| | Total | 137 | 100 |
| **Occupation** | Student | 69 | 50.4 |
| | Employee | 67 | 48.9 |
| | Other | 1 | 0.7 |
| | Total | 137 | 100 |

**Age:** Out of the total respondents, the majority (53.3%) were in the age group of 18-25 years, followed by 26-40 years (41.6%). A very small percentage of respondents were above 40 years (3.6%) and below 18 years (1.5%).

**Gender:** Out of total respondents, 54% were males while 46% were females.

**Educational Qualification:** Out of the total respondents, only 2 respondents (1.5%) have completed SSC while 6 respondents (4.4%) have completed HSC. 40 respondents (29.2%) have completed their undergraduate degree, and 86 respondents (62.7%) have completed their post-graduate degree. Only a small percentage of respondents (2.2%) have completed their Ph.D.

**Occupation:** Out of the total respondents, 50.4% are students while 48.9% are employed. Only 1 respondent falls in the "others" category, which could include self-employed, retirees, etc.

**Factors considered while selecting e-learning platform for upskilling or reskilling:**

| Factors/Ranks | 1st | 2nd | 3rd | 4th | 5th | Total |
|---|---|---|---|---|---|---|
| Cost of the course | 48.3 | 22.3 | 18.6 | 5.7 | 5.1 | 100 |
| Duration of the course | 33.6 | 27.4 | 16.8 | 9.5 | 13.7 | 100 |
| Course offering | 40.1 | 34.6 | 17.1 | 5.5 | 2.7 | 100 |
| Reputation of the platform | 31.2 | 30 | 21.7 | 12 | 5.1 | 100 |
| Recommendations from others | 24.7 | 21.3 | 31.7 | 12.7 | 9.6 | 100 |

This research table shows the factors that people consider while selecting an e-learning platform, with their respective rankings. The table displays five factors that influence the selection process and the percentage of respondents who consider them as their first, second, third, fourth, or fifth most significant factor. The first factor, "Cost of the course" was chosen as the most important by 48.3% of respondents. This indicates that cost is a crucial consideration for many people when selecting an e-learning platform.

The second factor, "Duration of the course" was considered the most significant by 33.6% of respondents. This shows that people value platforms that offer flexible schedules that suit their work, family or other commitments. The third factor, "Course offering" was ranked as the most significant by 40.1% of respondents. This states that people value a platform that offers a wide range of courses that meet their specific needs or interests. The fourth factor, "Reputation of the platform" was ranked as the most significant by 31.2% of respondents. This shows that the platform's overall reputation, trustworthiness, and credibility play a vital role in the decision-making.

The fifth factor, "Recommendations from others" was considered the most important by 24.7% of respondents. This shows that recommendations from family, friends or colleagues can significantly influence people's choices. Overall, the table highlights that people have different priorities when it comes to picking an e-learning platform. Some prioritize course offerings, others prioritize reputation or cost, while others value recommendations from others or flexible schedules.

**Benefits due to upskilling or reskilling through e-learning:**

| Benefits/Ranks | 1st | 2nd | 3rd | 4th | 5th | Total |
|---|---|---|---|---|---|---|
| Improvement in knowledge and skills | 58.3 | 18.5 | 16.5 | 4.7 | 2 | 100 |
| Change in career | 27.2 | 33.1 | 25.3 | 9.2 | 5.2 | 100 |
| New job opportunities | 31.3 | 26.5 | 21.8 | 13.2 | 7.2 | 100 |
| No benefit | 17.5 | 14.6 | 21.5 | 26.1 | 20.3 | 100 |
| No change in career | 18.3 | 15.1 | 22.3 | 24.1 | 20.2 | 100 |

This table shows how e-learning has helped individuals in upskilling or reskilling, with their respective rankings. The table presents five factors that measure the effect of e-learning on improving skills and knowledge, career change, new job opportunities and no benefit. The first factor, "Improvement in skills and knowledge" was ranked as the most important by 58.3% of respondents. This indicates that e-learning has positively impacted the development of skills and knowledge of the learners. The second factor, "Change in career" was considered the most significant by 27.2% of respondents. This shows that e-learning has been a valuable means for people who need to change their careers and has provided them with the required skills and knowledge to do so. The third factor, "New job opportunities" was ranked as the most significant by 31.3% of respondents. This suggests that e-learning has helped learners to become more competitive in the job market and discover new career paths. The fourth factor, "No benefit" was ranked as the most significant by 17.5% of respondents. This shows that e-learning may not be right for all learners or may not have met their specific upskilling or reskilling requirements. The fifth factor, "No change in career" was ranked as the most significant by 18.3% of respondents.

This suggests that e-learning may not always lead to a significant change in career for some learners.

## 4. Findings, Suggestions and Conclusion:

### Findings:

➢ The majority of the respondents had taken e-courses or attended workshops for upskilling or reskilling. Among the respondents, 78.6% had taken an e-course or attended workshops.

➢ Respondents consider several factors while choosing an e-learning platform, such as course offerings, the reputation of the platform, cost of the course, recommendations from others and duration of the course. It shows that people have different priorities when selecting an e-learning platform.

➢ The most important benefit of e-learning, as perceived by the respondents, is that it enhances their skills and knowledge. Also, it helped learners change careers, and provided them with new job opportunities.

➢ Some respondents stated that e-learning did not help them in upskilling or reskilling, and some learners did not see any substantial change in their careers after taking e-courses. This suggests that e-learning may not be apt for all learners or may not always lead to significant career changes.

➢ Accessing e-learning resources is not a significant task for the majority of respondents, with most finding it easy to access these resources as they prefer online mode.

➢ Many difficulties are faced by the majority of respondents while e-leaning. Technical difficulties are the most common problem for e-learners, with more than 70% of respondents experiencing them.

➢ Lack of face-to-face interaction, lack of motivation, and time management are other significant challenges faced by e-learners, with over 40% of respondents reporting difficulty in face-to-face interaction.

### Suggestions:

➢ E-learning platforms should cater to the varied needs of learners by providing a wide range of courses and considering aspects such as cost and duration of the course.

➢ E-learning platforms should ensure that learners understand the benefits of e-learning and help learners set goals and track their improvement to stay inspired during their learning experience.

➢ E-learning platforms should continue to explore innovative means to improve the online learning experience and improve learners' outcomes.

➢ E-learning platforms should consider modifying e-learning offerings based on age, cost-effectiveness and benefits to meet the needs of different learner demographics.

➢ E-learning platforms should consider implementing strategies to minimize technical difficulties faced by learners during e-learning, such as providing technical support and troubleshooting guides.

➢ E-learning platforms should provide opportunities for learners to interact with instructors and peers to minimize the lack of face-to-face interaction. Also, the importance of social learning opportunities can be attained through group projects,

> discussions and other interactive activities that allow learners to collaborate and interact with each other and the trainer.

➤ As respondents have different priorities while choosing an e-learning platform, it is necessary to offer personalized learning experiences that cater to learners' specific needs. This can be achieved by offering flexible course schedules and providing learners with personalized feedback and support.

➤ As online learning has been found to improve learner's skills and knowledge and provide them with new job opportunities, employers should recognize the value of e-learning when assessing candidates' credentials. This can be achieved by associating with e-learning platforms to offer training programs for their employees.

## 5. Conclusion:

The research concludes that e-learning has facilitated individuals to develop teamwork and communication skills, collaborate with others on group projects and assignments and expand network with professionals from their field of interest. The lower cost of e-courses has made it more affordable for individuals to continue their education and pursue additional certifications or degrees. The ability to access course materials and resources online has made it more convenient and accessible. E-learning has also allowed individuals to interact with instructors and classmates from diverse backgrounds and perceptions, which has enlarged their understanding of the subject matter. The use of online assessments and quizzes has allowed students to receive immediate feedback on their development and recognize areas where they need to focus their energies. E-learning provides a valuable means for individuals looking to improve their job prospects, advance in their careers, and stay up-to-date with the modern trends and developments in their fields. The convenience, accessibility and flexibility of e-learning make it a crucial tool for individuals seeking to upskill and reskill, and its benefits are likely to continue to grow in the coming years.

## 6. References:

1. "The Power of Online Learning: Advantages and Disadvantages" by eLearning Industry: https://elearningindustry.com/advantages-and-disadvantages-of-online-learning

2. "Role of online courses in reskilling employees/working professionals" by Online Manipal: https://www.onlinemanipal.com/blogs/role-of-online-courses-in-reskilling-employees-working-professionals

3. "Bridging the Skills Gap: The Crucial Role of Upskilling and Reskilling" by Opigno: https://www.opigno.org/blog/bridging-skills-gap-crucial-role-upskilling-and-reskilling

4. "Upskilling and reskilling: tips to spark lifelong learning in your workforce" by elucidat: https://www.elucidat.com/blog/upskilling-and-reskilling-tips/

5. "The rise of e-learning: Upskilling and Reskilling in digital era" by Linkedin: https://www.linkedin.com/pulse/rise-e-learning-upskilling-reskilling-digital-era-genconnect-9kyhe

6. "The role of online education in reskilling and upskilling" by Linkedin: https://www.linkedin.com/pulse/role-online-education-reskilling-upskilling-assureeducations-lywif

# 8. Skill Development and Its Relevance in Higher Education and Global Job Market

## Mr. Arun Boomibalagan

*Research Scholar (Accountancy),*
*Pillai College of Arts, Commerce & Science.*

## Dr. Monali Ray

*Associate Professor (Accountancy)*
*Pillai College of Arts, Commerce & Science.*

*ABSTRACT*

*In order to fill the gap between potential and realisation, India must prioritise skill development and comprehensive education. Graduates are unprepared for the global market since just 5% of students possess formal skills. So, the skill development courses become necessary in the higher education as it can contribute towards building the nation in numerous ways. On-the-job training becomes essential because formal education has little impact on job performance. This article focuses on significance and relevance of skill development from classroom to career which provides an individual the tools they need to make meaningful contributions to their communities and the country at large, creating a society that is more resilient and successful.*

*The researcher made an attempt to explore the situation of current job market and education institution, the challenges prevailing in higher education system and global job market and opportunities that can used to bridge the gap between higher education system and requirements of global markets through skill development. The researcher has used different case studies and recent data that is available through secondary sources to analyse the relevance of skill development. The paper concluded that India needs to enter into a revolutionary era, rethinking education and prioritizing skill development that will be critical in developing a workforce that not only has theoretical knowledge but also the skills that offer businesses a competitive edge. The article recommended that India must develop a workforce that is flexible, agile and prepared to prosper in the fast-paced global economy that is essential for India's future prosperity. As this paper is descriptive in nature no primary sources has been considered.*

*KEYWORDS*

*skill development, global job market, higher education system, workforce.*

**Introduction:**

India's young demography gives it an edge in addressing changing workplace expectations, but the nation must bridge the skill gap between education and job markets, according to the Economic Survey for 2023-24. Skill development is at the core of changes in education sector and job markets as a result of global megatrends such as automation, climate change action, and product and service digitalization, all of which are altering the nature of employment and skill demands. With one of the youngest populations (median age of 28), India will benefit on its demographic dividend by developing a workforce that is employable and prepared for industrial demands.

With more than 808 million young people under 35, India must critically consider the connection between employment and employability, as well as the difficulties between ambition and support and potential vs realisation. Graduates are unprepared for the highly competitive job market due to the skill gap, with only 5% of them having formal skills and an emphasis on formal education. According to the Economic survey 2023-2024, 65% of India's rapidly growing population is under the age of 35, and many of them lack the skills needed for today's economy. It also reported that estimations show that 51.25% of the nation's youngsters are employable. This means that almost half of all graduates still aren't easily employable after graduating from college. It should be mentioned, too, that during the past ten years, the proportion has increased by about 34% to 51.3%.

India, a rising creative and innovative powerhouse, is at a turning point in its educational and career development process. Due to the demands of a digital economy, shifting employment markets, and the ambitions of its young population, learning and development are going through a massive transformation. By the end of 2025, the Indian education sector is projected to be worth USD 225 billion, according to an IBEF research.

**Statement of the Problem:**

1. Are youths of India completely prepared to meet the industry requirements arising in global job market?
2. What is the relevance and impact of skill development in higher education and global job market?

**Objective of the study:**

1. To analyse the requirement of industries and youth employability in the global job market.
2. To find out relevance and impact of skill development in higher education and global job market.

**Research Methodology:**

The study is descriptive in nature. Secondary data has been considered for this study. The data are pertaining to recent facts and figures. Magazine, Newspaper articles, Journals, Research papers published by numerous authors, Books and other related publications, references from various websites have been included in this study.

**Case Study:**

**TCS Challenges for filling 80,000 vacancies due to skill discrepancies 2024:** Due to a significant skill gap among job applicants, Tata Consultancy Services (TCS), one of India's top providers of IT services, is faced with the difficult challenge of filling 80,000 open positions. The organisation finds it challenging to match individuals' skills with project needs, despite India's high unemployment rate. TCS is being forced by this circumstance to rely more and more on contractors to satisfy its operational demands. Employees have been informed that their goals or skill set do not align with the needs of the project. The lack of suitable skills among job aspirants is not limited to TCS; it is indicative of a more widespread concern in the Indian job sector, wherein the fast advancement of technology surpasses the existing structures of education and training.

This shows the necessity it has become for educational goals and industrial standards to be aligned. The realistic needs of the IT industry sometimes leave recent graduates unprepared, which leads to frustrating and protracted job searches. On social media, there has been a lot of conversation about TCS's difficulties acquiring and onboarding new employees. People are worried about how well the existing educational system is preparing students for employment. A few remarks emphasise how critical it is to implement improved training initiatives and educational changes in order to fill the skill gap.

**India Suffers: Cybersecurity Skills Shortage, 40,000 Vacancies 2023:** India, the nation with the second-highest number of active internet users worldwide, is experiencing an increase in cyber threats. However, the country is now experiencing a significant skill absence in the cybersecurity domain and accounts for just 6% of all cybersecurity positions worldwide. There were over 40,000 available positions in the sector, demonstrating the rising need for qualified cybersecurity specialists. The analysis conducted by technology employment firm TeamLease reveals that there is a significant skill challenges in the industry, with the demand-supply gap being at 30%. According to the report, in Q1 2023, Indian organisations faced over 2,000 weekly attacks, which is an 18% increase from the same period the previous year. 7.7% of attacks were aimed at the healthcare sector, making it a prime target.

The research states that the number of cybersecurity workers in India increased to about 0.3 million in 2023 from 0.21 million in 2022 and 0.1 million in 2021. As a result, there are around 4.7 million cybersecurity experts worldwide. Similar disparities exist in cybersecurity income, with India accounting for an estimated $2.50 billion of the $222 billion global revenue. India's cybersecurity market share is estimated to reach $3.5 billion by 2027, with a compound annual growth rate (CAGR) of 8.05 percent, according to a hiring firm's projection.

**Larsen & Toubro labour shortage crises of over 45,000 workers and techies (2024):** Across all of its operations, L&T is facing a "severe" labour shortage of competent workers. The information technology and information technology-enabled services area is experiencing a scarcity of 20,000 engineers, while the engineering and construction industry is struggling with a manpower shortfall of 25,000. The conglomerate's initiatives are not being carried out as planned because of this. L&T attributed the labour shortage due to the need for specific skill sets, which cannot be met by the current workforce. In search of more

pay, skilled students are also relocating to Russia and Israel, which is creating a labour crisis. The business encountered difficulties even though it aimed to hire more than 30,000 workers. Throughout its operations, L&T employs more than 4 lakh labourers with masonry and carpentry skills.

**Semiconductor industry of India to face shortage of 3 lakhs skilled professionals (2024):** There is a critical scarcity of skilled professionals. While initiatives from the government and international partnerships have established India as a key participant in the global semiconductor landscape, the report warns of a projected skilled worker shortage of 2,50,000 to 3,00,000 by 2027. The Indian semiconductor sector is expected to grow to $100 billion by 2030, creating around one million employments globally by 2025-2026. This expansion is supported by strategic government programs such as the India Semiconductor Mission (ISM) and the Production Linked Incentive (PLI) plan, which provide lucrative incentives to businesses who establish semiconductor manufacturing facilities in the nation. But this quick growth relies on having a qualified workforce, which is now in short supply compared to the need. A number of crucial industries are affected, including design, manufacturing, advanced packaging, and research and development jobs.

**Findings:**

The inability of TCS to fill 80,000 jobs because of lack of skills exposes a serious problem with the Indian job marketplace. In order to raise the employability Indian graduates and address this issue, efforts must be made to promote skill development and match educational objectives with industrial demands. Proactive steps are required due to India Inc.'s increased susceptibility to cyber-attacks as it adopts digital infrastructures. Because of the increasing frequency of malware attacks, social engineering techniques, and other advanced cyber threats, protecting our digital borders requires a comprehensive strategy.

Despite their better educational skills, educated persons sometimes settle for lower positions like peons during long periods of unemployment while searching for suitable vacancies in government. The migration of skilled workers seeking higher salaries overseas is another factor contributing to the skilled workforce shortage. Since hourly wages are not common in India, skilled labourers are forced to relocate abroad where their salary is determined on an hourly basis in many nations. The nature of employment in the semi-conductor sector is different now than it was even two or three years ago, and organisations now require a diverse pool of individuals with new skills and competencies to meet changing market demands and immediate and long-term goals. Businesses must take the time to consider how the current supply chain problem may affect their entire organisational structure and personnel requirements.

**Conclusion:**

The IT industry's skill gap is not anything new. It's been a persistent problem made worse by how quickly technology is developing. Because educational institutions frequently fall behind in upgrading their curricula to reflect business expectations, the workforce is ill-prepared for the rigorous requirements of contemporary IT jobs. This disparity affects both the youth's employability and India's economy as a whole, making it less competitive internationally.

There is a great demand for specialists in fields including network security, AI security, cloud security, and data privacy. As per the staffing agency, soft skills like problem-solving, communication, cooperation, and collaboration are also crucial in the field of cybersecurity. The main causes of cybersecurity skill shortage are the increasing need of high-quality skills since technology becomes more complex day by day, employees are not keeping their skills up to date, employers have unrealistic expectations etc.

L&T case study concludes that the issue appears to be that academics are valued more highly than talents. We have long considered ITI and vocational colleges that teach individuals in skill vocations such as plumbing and electrical to be inferior than pure academic institutions that produce fresh graduates with university degrees. In Germany, a mason is treated with far more respect than his Indian equivalent. Unless we solve this issue, it will be difficult to attract individuals to labour-intensive jobs.

Between two and three lakh specialists would be needed in the semiconductor industry by 2027. This is important because India wants to take a sizable chunk of the world market for semiconductor manufacture. The capacity to recognise, hire, and train the required labour force cannot be predicated on how businesses have traditionally conducted business. They must create new talent pools in new places, making extraordinary use of community and educational connections.

The expected rate of expansion, along with the evolving skills and competencies needed, necessitates the development of new methods for formulating and executing innovative talent acquisition strategies. To formulate talent access strategy that will satisfy their long-term demands, organisations need to consider the gap between present capabilities and future wants.

**Recommendation:**

Organisations in charge of education, business, and government must work together to close the skill gap. One way to close the gap would be to increase the number of vocational training programs offered, update curricula to incorporate modern technology, and strengthen industry-academia partnerships. Skill development and proper alignment with market requirements continue to be critical needs, as evidenced by TCS's ongoing difficulties meeting its hiring needs. Hiring competent individuals in the field of cybersecurity and upskilling the labour force are essential needs. Organisations may tap into a far bigger pool of workers if they ease employment restrictions and instead focus on developing cyber capabilities internally by giving training, education, and certification assistance to new employees. Allow fresh graduates, veterans, persons moving from other fields, and anyone with an interest and talent in cybersecurity to learn and grow. Most cybersecurity careers do not need college degrees, certificates, or several years of experience.

L&T labour shortage affects its own business in numerous ways. But is there a way for businesses to recover from this kind of crisis? Skilled labour is in high demand, but there aren't enough employers to meet it; this can only happen if people adopt a different perspective on blue-collar occupations.

Partnering with academic institutions, governmental organisations, and business executives to execute an extensive plan to close the skills gap. Developing customised courses, such as postgraduate diplomas in total quality management and master's degrees in business administration under work-integrated learning programs, with the semiconductor industries perspective. The introduction of advanced professional courses will aid in providing aspiring professionals with the tools they need to succeed in this fast-paced industry. In order to satisfy the demands of this quickly expanding sector, business, academia, and training providers may collaborate to guarantee a consistent supply of competent workers.

**References:**

1. Kumar, A. (2024, March 1). What skills India: How skilling in India is evolving, the transformative journey. *Hindustan Times*. https://www.hindustantimes.com/education/features/what-skills-india-how-skilling-in-india-is-evolving-the-transformative-journey-101709028342468.html
2. India Foundation. (2024, April 15). *A decade of Reforms: the evolution of education and skill development*. https://indiafoundation.in/articles-and-commentaries/a-decade-of-reforms-the-evolution-of-education-and-skill-development/
3. Bagai, P. (2024, July 22). India needs to bridge the education-employment gap, empower youth: Economic Survey. *Mint*. https://www.livemint.com/economy/economic-survey-education-employment-gap-skill-development-national-education-policy-women-empowerment-entrepreneurship-11721656212925.html
4. The Hindu Bureau. (2024, July 22). *Economic Survey 2023-24: Only 51% graduates employable*. The Hindu. https://www.thehindu.com/business/budget/economic-survey-2023-24-only-51-percent-indian-graduated-employable-survey-says/article68432324.ece
5. Mani, V. (2024, June 14). TCS blames skill gap for 80,000 vacancies. *The Times of India*. https://timesofindia.indiatimes.com/business/india-business/tcs-blames-skill-gap-for-80000-vacancies/articleshow/111009987.cms
6. Lele, S. (2023, June 21). India suffering high cybersecurity skill gap, 40k open positions: Report. *www.business-standard.com*. https://www.business-standard.com/technology/tech-news/india-suffering-high-cybersecurity-skill-gap-40k-open-positions-report-123062100397_1.html
7. Agencies, T. &. (2024, June 26). L&T short of 45,000 workers & techies: MD. *The Times of India*. https://timesofindia.indiatimes.com/business/india-business/lt-short-of-45000-workers-techies-md/articleshow/111296273.cms
8. Staff, B. N. T. F. I. (2024, June 20). *Skill shortages are a global problem in the semiconductor industry: Ajit Manocha of SEMI*. Forbes India. https://www.forbesindia.com/article/news/skill-shortages-are-a-global-problem-in-the-semiconductor-industry-ajit-manocha-of-semi/90817/1

# 9. Role of Education in Upskilling or Reskilling of Youth: Analysis

## Reshmy N. S.

*Assistant Professor,*
*Akash Group of institutions.*

## ABSTRACT

*With the speed at which technology is developing and the way that economies are changing, it is more important than ever for young people to continue developing their skills. This study looks at how important education is to helping young people reskill and upskill so they may be more employable and flexible in the workforce. The paper highlights the transforming impact of education on individual capacities and societal growth by examining theoretical frameworks like human capital theory through a thorough assessment of the literature and empirical evidence. The contemporary condition of young employment and education, which highlights inequalities and skill mismatches common in the global setting, is one of the key aspects under investigation. In addition, the study examines a range of official and informal educational approaches that promote reskilling and upskilling, evaluating their efficacy and pointing out implementation hurdles.*

*In the end, this essay promotes creative teaching methods while highlighting the importance of lifelong learning and developing adaptable skills in preparing young people for the opportunities and challenges of a changing global economy. These abstract lays forth, in brief, the main ideas and conclusions of your research study, preparing the reader for a thorough analysis of education's contribution to improving young people's skills for the workforce of the future.*

*The problem is to identify the role of modern education in increasing the creativity and skills of the upcoming generation. Here to analyze whether the current education system helps them to acquire that or not. The objective of the study is How does education contribute to the upskilling and reskilling of youth in today's economy? What specific educational strategies are most effective in addressing the skills gap? In what ways do collaborative and experiential learning environments enhance skill acquisition among youth?*

## KEYWORDS

*Upskilling: teach (an employee) additional skills.*

***Skill gap:*** *the disparity between the skills an employer expects their employees to have and the actual skills employees possess.*

## Introduction:

The conventional routes from education to employment are altering in today's quickly changing global economy due to changes in technology, changes in demographics, and shifting expectations from the labor market. It is more important than ever for young people to be able to adapt, pick up new skills, and maintain their competitiveness in the workforce. This calls for a more thorough investigation of the part education plays in helping young people reskill and upskill.

Upskilling and reskilling are increasingly recognized as essential strategies to address skill mismatches and equip individuals with the competencies needed in emerging industries and evolving job roles. Upskilling involves enhancing existing skills to meet higher-level demands within the same field, while reskilling refers to acquiring entirely new skills to transition into different occupations or sectors. Both processes are integral to maintaining workforce relevance and productivity amidst rapid technological advancements and economic transformations.

A number of elements highlight the significance of this subject. First, new opportunities that require specialized expertise are being created by technology innovation, which is also speeding up the obsolescence of traditional abilities. Second, in order for countries and businesses to stay competitive, they must invest in the development of their human capital due to the global rivalry for talent. Third, the necessity to make sure that younger generations are sufficiently prepared to fulfill the demands of the labour market in the future is underscored by demographic shifts, including an aging population and changing workforce demographics.

The first step in this study is to lay out a theoretical framework based on human capital theory. This framework offers a prism through which to view how education transforms skill development and economic production. It then explores the condition of youth employment and education today, pointing out problems and inequalities that call for focused measures. The study then examines a range of educational approaches intended to improve young people's employability and adaptability, from formal education to non-formal and informal learning. The analysis of case studies and successful initiative examples will yield best practices and policy recommendations. In summary, the report ends by outlining important discoveries and suggesting directions for further study and policy formation in the field of education for youth reskilling and upskilling.

## Statement of the Problem

The problem is to identify the role of modern education in increasing the creativity and skills of upcoming generation. Here to analyse whether the current education system help them to acquire that or not. The objective of the study is How does education contribute to the upskilling and reskilling of youth in today's economy? What specific educational strategies are most effective in addressing the skills gap? In what ways do collaborative and experiential learning environments enhance skill acquisition among youth?

**Objectives of the Study**

**Research Questions**

1. How does education contribute to the upskilling and reskilling of youth in today's economy?
2. What specific educational strategies are most effective in addressing the skills gap?
3. In what ways do collaborative and experiential learning environments enhance skill acquisition among youth?

**Research Methodology:**

The study is based on both primary and secondary data. The analytical research design is used to assess current state and trends, to evaluate educational strategies, to examine case studies and best practices and to identify barriers and challenges the target population is taken as Students in karnataka, India. The convenience sampling method is used to select 100 respondents. The data was collected by conducting a survey using a questionnaire that was designed to collect information regarding this study from students in different colleges in Karnataka state. Primary data collected from the people by questionnaire through open-ended questions were also recorded. Thus, the questionnaire is both subjective as well as objective in nature and also use secondary data from websites, journals etc. For data analysis, chi-square test, descriptive statistics and pie-charts have been used.

**Review of Literature:**

**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.

**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.

**Rajni Singh (2019),** conducted a study on "Research - based learning on skill development of engineering graduates: An empirical study". The study made an effort to explore the role of thesis/dissertation in engineering education for skill development and based on the empirical study of Indian engineering graduates, the study concluded that Research Based Learning contributes to the development of problem solving, domain knowledge, language

and communication, communication & IT, general learning, academic knowledge, attitude and ethics skills. The study also brought out that Research Based Learning is best fit and improves problem solving more than other skills as Indian engineers lack those skills. The study proposes the necessity of incorporation of Research Based Learning using labs such as learning factory for re-engineering the engineering education to meet the increasing revolutions in industrial era and promote the required skills of engineering graduate.

**Dilip Chenoy (2019)** conducted a study on "Skill development for accelerating the manufacturing sector: the role of 'new-age' skills for 'Make in India'". The aim of the study was to focus on developing right skills to address the growing skill gap in various manufacturing sectors in the context of changing industrial landscape defined by new-age technologies. The study concluded that that

India's demographic advantages can be realized only if the existing workforce is re-skilled and upskilled through lifelong learning initiatives, and new recruits are prepared with twenty-firstcentury skill sets. It is a mammoth task for the government alone to develop a skill-based workforce and drive the 'Make in India' initiative. Therefore, it is imperative that government and industry partner and take collective actions to develop the skilled workforce.

**Theoretical Framework:**

**1. Human Capital Theory:**

**Overview:** Human Capital Theory (HCT) posits that individuals invest in their education and skills to enhance their productivity and economic value. This theory is foundational in understanding the relationship between education, skill development, and labor market outcomes.

**Key Concepts:**

- **Investment in Education**: Individuals allocate resources (time and money) toward acquiring education and skills, which leads to higher earning potential and job opportunities.
- **Skill Development**: Education increases cognitive and non-cognitive skills, making individuals more adaptable and valuable in the workforce.
- **Return on Investment (ROI)**: Higher educational attainment typically results in better job prospects and higher salaries, demonstrating the economic benefits of education.

**Application in Research:**

1. **Analyzing Educational Interventions**: Investigate how specific educational programs or policies contribute to the upskilling and reskilling of youth.
2. **Measuring Outcomes**: Assess the impact of education on youth employment rates, income levels, and job satisfaction.
3. **Evaluating Skill Gaps**: Examine the alignment between educational outcomes and the skills demanded by employers in various industries.

**Implications for Policy:**

- **Investment in Education**: Encourage policies that promote accessible and quality education as a means to enhance the human capital of youth.
- **Lifelong Learning Initiatives**: Support programs that facilitate continuous education and training, helping individuals adapt to changing job markets.

### 2. Social Learning Theory:

**Overview:** Social Learning Theory (SLT), developed by Albert Bandura, emphasizes the role of observation, imitation, and modeling in the learning process. It posits that individuals learn not only through direct experience but also by watching others.

**Key Concepts:**

- **Observational Learning**: Individuals can acquire new behaviors and skills by observing others, particularly peers, mentors, or role models.
- **Modeling**: When learners see others successfully performing tasks, they are more likely to imitate those behaviors.
- **Reciprocal Determinism**: This concept suggests that personal, behavioral, and environmental factors influence each other in the learning process.

**Application in Research:**

1. **Peer Learning**: Investigate how collaborative environments and peer interactions within educational settings contribute to skill development among youth.
2. **Mentorship Programs**: Analyze the impact of mentoring on the upskilling and reskilling of young individuals, particularly in vocational or career-focused contexts.
3. **Role of Technology**: Explore how online learning platforms and social media can facilitate observational learning and skill sharing among youth.

**Implications for Policy:**

- **Encouraging Collaborative Learning**: Promote educational practices that foster teamwork and peer learning, enhancing skill acquisition.
- **Developing Mentorship Initiatives**: Implement programs that connect youth with mentors to guide their learning and professional development.

### 3. Lifelong Learning Framework:

**Overview:** The Lifelong Learning Framework emphasizes the continuous, self-motivated pursuit of knowledge and skills throughout an individual's life. It recognizes that education extends beyond formal schooling and is essential for personal and professional development.

**Key Concepts:**

- **Continuous Learning**: Learning occurs at any stage of life and through various methods, including formal education, informal experiences, and self-directed study.
- **Adaptability**: Lifelong learning fosters the ability to adapt to changing job markets and evolving skill requirements.
- **Holistic Development**: This framework encompasses cognitive, emotional, and social development, recognizing the importance of personal growth alongside professional skills.

**Application in Research:**

1. **Role of Educational Institutions**: Examine how schools and universities promote lifelong learning through curriculum design and extracurricular activities.
2. **Impact on Employability**: Assess how lifelong learning initiatives influence youth employability and career progression.
3. **Community Learning Opportunities**: Explore the role of community programs and online platforms in facilitating continuous skill development.

**Implications for Policy:**

- **Support for Adult Education**: Encourage policies that provide resources for adult education and vocational training to promote lifelong learning.
- **Integration into Curriculum**: Advocate for incorporating lifelong learning principles into educational curricula to prepare youth for ongoing learning throughout their lives.

**Conclusion**

**4. Constructivist Learning Theory:**

**Overview:** Constructivist Learning Theory posits that individuals construct their own understanding and knowledge of the world through experiences and reflecting on those experiences. This approach emphasizes active learning and the role of the learner in the educational process.

**Key Concepts:**

- **Active Learning**: Learners engage actively with content, rather than passively receiving information, leading to deeper understanding.
- **Knowledge Construction**: Students build their own understanding through exploration, collaboration, and problem-solving.
- **Social Interaction**: Learning is enhanced through interaction with peers, teachers, and the community, emphasizing collaborative learning environments.

**Application in Research:**

1. **Project-Based Learning**: Investigate how hands-on projects facilitate skill acquisition and real-world application among youth.
2. **Collaborative Learning**: Examine the effectiveness of group work and peer teaching in enhancing educational outcomes and skills development.
3. **Reflective Practices**: Analyze the role of reflection in learning processes and its impact on the ability to adapt and acquire new skills.

**Implications for Policy:**

- **Promote Experiential Learning**: Support educational policies that encourage experiential and inquiry-based learning approaches in schools.
- **Foster Collaborative Environments**: Encourage the development of classrooms that prioritize teamwork and peer collaboration to enhance learning outcomes.

**5. Labor Market Theory:**

- **Overview**: Examines the relationship between labor demand and supply, highlighting how skills align with labor market needs.
- **Application**: Analyze the demand for specific skills in the workforce and how educational programs are designed to meet these needs.

**6. The Skills Gap Theory:**

**Overview:** Skills Gap Theory identifies the disparity between the skills required by employers and those possessed by job seekers. This gap can hinder economic growth and workforce productivity, highlighting the need for targeted education and training.

**Key Concepts:**

- **Mismatch of Skills**: A significant difference exists between the skills employers seek and those that potential employees possess, leading to unfilled positions and underemployment.
- **Industry Demands**: Rapid technological advancements and evolving job markets create new skill requirements that educational systems may not address effectively.
- **Economic Impact**: Skills gaps can lead to decreased productivity, increased unemployment rates, and a less competitive workforce.

Application in Research:

1. **Identifying Skill Shortages**: Investigate specific industries or sectors facing skill shortages and the implications for youth employment.
2. **Curriculum Alignment**: Assess how educational programs are adapting to meet the changing demands of the labor market and reduce skills gaps.
3. **Employer-education Partnerships**: Analyze collaborations between educational institutions and employers aimed at aligning training programs with industry needs.

**Implications for Policy:**

- **Targeted Training Programs**: Develop policies that support the creation of targeted training initiatives to bridge identified skills gaps.
- **Responsive Education Systems**: Encourage flexibility within educational systems to rapidly adapt curricula and training to meet labor market demands.

**7. Digital Literacy Framework:**

**Overview:** The Digital Literacy Framework emphasizes the skills and competencies required to effectively navigate, evaluate, and create information using digital technologies. In today's economy, digital literacy is essential for personal and professional success.

**Key Concepts:**

- **Information Literacy**: The ability to locate, evaluate, and use information effectively across digital platforms.
- **Technical Skills**: Proficiency in using digital tools and platforms, including software applications, social media, and online communication tools.
- **Critical Thinking**: Analyzing and critically assessing digital content to differentiate between credible sources and misinformation.

**Application in Research:**

1. **Integration in Education**: Explore how educational institutions incorporate digital literacy into curricula and training programs to prepare youth for the workforce.
2. **Impact on Employability**: Assess the relationship between digital literacy skills and employability outcomes among youth in various sectors.
3. **Access and Equity**: Investigate disparities in access to digital tools and training, and how this affects skill development among different demographic groups.

**Implications for Policy:**

- **Curriculum Development**: Advocate for policies that integrate digital literacy training into all levels of education to ensure comprehensive skill development.
- **Support for Infrastructure**: Promote investment in digital infrastructure to provide equitable access to technology and learning resources for all youth.

**Data Analysis and Interpretation:**

**Educational factors that contribute to the upskilling and reskilling of youth in today's economy**

| Educational factors | No. of responde nts | Percentage |
|---|---|---|
| Skill Development | 23 | 29% |
| Adaptability to Technological Changes | 23 | 23% |

| Educational factors | No. of responde nts | Percentage |
|---|---|---|
| Career Readiness | 8 | 8% |
| Lifelong Learning Mindset | 17 | 20% |
| Entrepreneurship and Innovation | 7 | 7% |
| Global Competitiveness | 9 | 9% |
| Social Mobility | 13 | 13% |
| **Total** | **100** | **100%** |

| Schemes | Very high (5) | High (4) | N (3) | Low (2) | Very low (1) | Weighted total | Average mean |
|---|---|---|---|---|---|---|---|
| Active engagement | 50 | 60 | 90 | 18 | 4 | 222 | 2.22 |
| Social interaction | 75 | 48 | 30 | 16 | 10 | 179 | 1.79 |
| Problem-Solving Skills | 80 | 48 | 24 | 8 | 1 | 161 | 1.61 |
| Creativity and Innovation | 80 | 60 | 18 | 16 | 2 | 176 | 1.76 |
| Personalized Learning | 73 | 80 | 23 | 35 | 6 | 217 | 2.17 |
| Long-term Retention | 80 | 12 | 45 | 32 | 14 | 183 | 1.83 |
| Cope up with environment | 64 | 34 | 30 | 45 | 12 | 185 | 1.85 |



No. of respondents

- Skill Development
- Adaptability to Technological Changes
- Career Readiness
- Lifelong Learning Mindset
- Entrepreneurship and Innovation
- Global Competitiveness
- Social Mobility
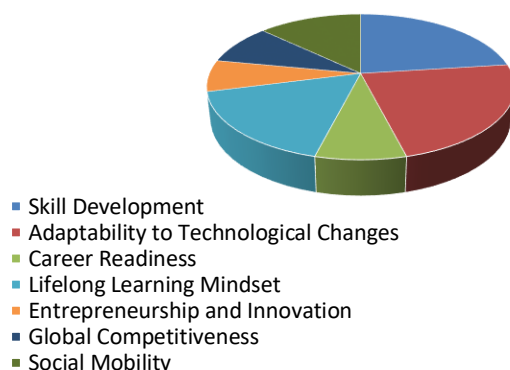
**Interpretation:** From the above graph reveals that most respondents are choosing adaptability to Technological Changes and skill development as educational factors for upskilling and reskilling of youth and less respondents choose Entrepreneurship and Innovation and Global Competitiveness

**Weighted Average Mean:**

**Analyses on the awareness level in what ways do collaborative and experiential learning environments enhance skill acquisition among youth?**
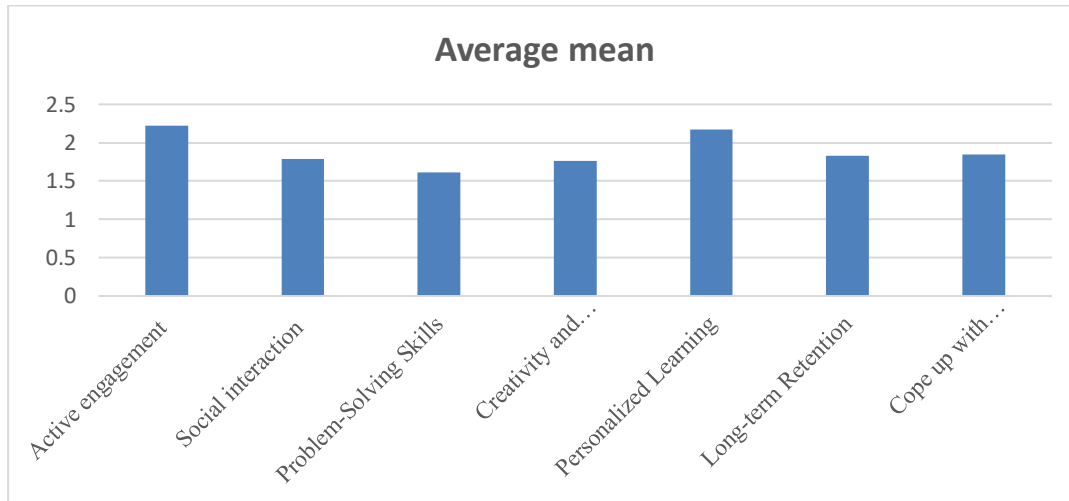


**Interpretation**: The above graph shows that most of the respondents are under the opinion of Active engagement, Long-term retention and cope up with the environment are the ways do collaborative and experiential learning environments enhance skill acquisition among youth.

**Chi-square test: Independence of two attributes**

- H0: There is association between Flexible Learning Pathways and satisfaction.
- H1: There is no association between Flexible Learning Pathways and satisfaction.

| Satisfied or not | Whether or not used flexible learning pathways or not | | |
|:---:|:---:|:---:|:---:|
| | **Yes** | **No** | **Total** |
| yes | 65 | 7 | 72 |
| No | 20 | 8 | 28 |
| **Total** | 85 | 15 | 100 |

$X^2$ = (ad-bc)$^2$*N/(a+b) (c+d) (a+c) (b+d)

= (520-140)2*100/ (65+7) (20+8) (65+20) (7+8)

=5.61

Level of significance = 5%

Degree of freedom   = (r-1)
(c-1) =1 Table value=3.84

## Interpretation:

Calculated value is more than the table value. So, we reject the null hypothesis. That means there is no association between between Flexible Learning Pathways and satisfaction.

## Suggestions:

- Project-Based Learning (PBL): PBL involves students working on real-world projects or simulations that require them to apply knowledge and skills in practical contexts. It promotes problem-solving, critical thinking, collaboration, and communication skills.
- Internships and Apprenticeships: Providing opportunities for students to work in real workplace settings allows them to gain hands-on experience and industry-specific skills under the guidance of professionals. This bridges the gap between classroom learning and real-world application.
- STEM Education: Emphasizing Science, Technology, Engineering, and Mathematics (STEM) education prepares students for careers in high-demand fields where there is often a significant skills gap. Hands-on activities and interdisciplinary projects in STEM subjects foster innovation and technical skills.
- Career and Technical Education (CTE): CTE programs offer specialized training in specific industries or trades, equipping students with practical skills that are directly applicable in the workforce. These programs often involve certifications or credentials recognized by employers.
- Soft Skills Development: Alongside technical skills, emphasizing the development of soft skills such as communication, teamwork, adaptability, and problem-solving is crucial. These skills are highly valued by employers across various industries.
- Industry Partnerships: Collaborating with businesses and industry leaders helps educational institutions align their curricula with current industry standards and trends.
- This ensures that students are learning relevant skills that meet the needs of employers.
- Professional Development for Educators: Providing teachers and educators with ongoing professional development opportunities ensures they are equipped with the knowledge and tools to teach relevant skills effectively. This includes training in new technologies, teaching methodologies, and industry trends.
- Flexible Learning Pathways: Recognizing that not all students follow a traditional academic path, offering flexible learning options such as online courses, micro credentials, and personalized learning plans allows individuals to acquire skills at their own pace and in ways that suit their learning styles.

## Conclusion:

The above discussion it shows the problem is identifying the role of modern education in increasing the creativity and skills of the upcoming generation. Here to analyze whether the current education system helps them to acquire that or not. The objective of the study is How does education contribute to the upskilling and reskilling of youth in today's economy? What specific educational strategies are most effective in addressing the skills gap?

In what ways do collaborative and experiential learning environments enhance skill acquisition among youth? most respondents chose adaptability to Technological Changes and skill development as educational factors for the upskilling and reskilling of youth and fewer respondents chose Entrepreneurship and Innovation and Global Competitiveness. most of the respondents think that Active engagement, Long-term retention, and coping with the environment are the ways do collaborative and experiential learning environments enhance skill acquisition among youth. no association between Flexible Learning Pathways and satisfaction.

Addressing the skills gap effectively requires implementing specific educational strategies that focus on practical skill development and alignment with current industry needs. Some of the most effective strategies include Project-Based Learning, (PBL, Internships and Apprenticeships, STEM Education, Career and Technical Education (CTE), Soft Skills Development, Industry Partnerships, and Professional Development for Educators: Providing teachers and educators with ongoing professional development opportunities ensures they are equipped with the knowledge and tools to teach relevant skills effectively. This includes training in new technologies, teaching methodologies, Flexible Learning Pathways.

# 10. Skill Development: Challenges and Opportunities in Higher Education

## Dr. Santosh Bhikaji Gaikwad

*Head Department of Psychology,*
*R.B. Narayanrao Borawake College (Autonomous),*
*Shrirampur, Maharashtra, India.*

## *ABSTRACT*

*Growth of employment and entrepreneurship through education is the real success of education. In changing times, only conventional education is not useful for overall development of students and facilitating their future life. That is why skill-based education has gained unique importance. It is definitely beneficial if students acquire different skills along with regular curriculum.*

*In today's scenario, companies need certain qualities/skills along with educational qualification. These skills become very important at every stage of career or every step up. Having only technical or subject knowledge does not work, i.e. it has become difficult to get and retain a job based on only book knowledge. After getting a degree, we can assume that we will have knowledge of the subject. But we cannot talk about subject mastery. The skills required to work in the office are different.*

## *KEYWORDS*

*Skill Development, Challenges, Opportunities and Higher Education.*

## Introduction:

Skill development means identifying skill gaps in an individual and ensuring that he or she develops these skills. Skills determine the ability to achieve goals and execute good plans. Keeping this in mind, the Government of India launched the 'Skill India' initiative in 2015.

A rapidly growing economy with a population like India has a shortage of highly trained quality skilled resources on the one hand and a large section of the population who have little or no employable skills. With educational qualifications, it is necessary to prepare dynamic and entrepreneurial youth who are able to face the changing times and face tough technological challenges. Potential employers are looking at candidates' educational qualifications, aptitudes and skills from the perspective of employability. Besides, entrepreneurs have neither the time nor the interest to train new people with the necessary

skills. Considering the competitive era, industries are ready to hire only skilled candidates, those who can immediately contribute to the company's welfare. Skill is an important characteristic to perform any particular task. Skill building can be seen as a means of improving the efficiency of production and the contribution of workers to it. Skill development is an important factor in increasing the productivity and growth rate of the economy. Skill development can be seen as a tool to empower the individual and improve social acceptance and value. A country with high and superior skills can effectively adapt to the challenges and opportunities of globalization. India is one of the fastest growing economies in the world and India has the potential to supply skilled manpower to various economies around the world. Also, India has the capacity to meet its own needs due to its own growth potential.

**Review of Literature:**

Skill statistics show that India needs a strategic policy to create awareness among the public about skills. According to the Skill Development Entrepreneurship National Strategy, 2015, India has 4.69 percent skilled population, United Kingdom 68, Germany 75, Japan 80, South Korea 96 percent. India's first industrial policy was introduced in 1956. Science and Technology Policy was notified in 1958, Housing Policy in 1988 and National Labor Policy in 1966. As a result of this policy, the National Skill Development Corporation was established in 2009. Through which private sector participation will be boosted through innovative funding models. NSDC has created several training providers to impart skill training through 37 Divisional Skill Councils. Which will facilitate the necessary partnership and ownership by the industry by ensuring a need-based training programme.

The introduction of the National Education Policy (NEP) 2020 is a significant reform introduced to improve the quality of education across the country. This is in line with India's commitment to Sustainable Development Goal (SDG) 4 to ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all by 2030.

The National Education Policy (NEP) aims to make India a global knowledge superpower by imparting high quality education rooted in Indian ethos. The policy emphasizes several key aspects, including:

- Identifying and nurturing students' unique abilities
- All round development of students
- Multidisciplinary Education
- conceptual understanding
- creativity
- serious thought
- Innovation

**Objectives:**

1. To examine the challenges in Higher Education about skill development.
2. To examine the opportunities in Higher Education about skill development.

**Skill Development: Opportunities in Higher Education:**

1) **Population Benefit:** India is one of the countries with the largest youth population in the world and 62 percent of the total population in India belongs to the working class. It is likely to increase further in the next decade. The median age of the Indian population is expected to be 29 years by 2020, compared to 40 in the US, 46 in Europe, and 47 in Japan. In industrialized countries, the number of workers is expected to decline by 2 percent by 2020. But India is expected to increase to 32 percent. This is a big challenge as well as a big opportunity for India. India needs to be equipped with employable skills and knowledge. It can make a substantial contribution to India's economic development. Contemporary changes based on skill creation or skill development in India the changing demographic profile between China, Western Europe and North America shows that India has a unique opportunity over the next 20 to 25 years to reap demographic benefits.

The demographic dividend is basically due to two reasons; Decrease in birth rate and improvement in life expectancy. Declining birth rates have shifted the age distribution so that the dependent age group has to participate relatively more in the productive labor force with a smaller population. The resulting lower dependency ratio can provide comparative costs and competitiveness in the economy. Considering the demographic dividend, India is seen as the country of youth with the highest purchasing power. Therefore, India's demographic dividend should be used only to meet manpower requirements and not to increase India's production.

2) **Skill development of dropouts:** According to the statistics of the Ministry of Human Resource Development, 27 million students at the graduate level and 20 million students at the post-graduate level drop out of education for employment every year in India. More than 15 percent of students are not employable due to lack of these required skills. India is a gateway of opportunity in which job opportunities can be created by imparting knowledge of key skills to stop leakage in various geographical segments.
3) **Business and Economic Environment:** As India moves towards a global knowledge economy. As such, the need to fulfill the aspirations of the youth in India is only possible due to the advancement of skills required for the changing business and economic environment. This work is challenging to maintain quality and efficiency.

**Skill Development: Challenges in Higher Education:** The National Sample Survey Organization estimates that by 2020, about 170 million people will enter the workforce in the 15 to 59 age group. Finding the skills required by this huge number and providing them with the skills opportunities they need and reskilling them is a major challenge. This challenge is increasing day by day with the workforce growing at a rate of 26.14 lakhs every year. Considering these opportunities, India will also have to face different challenges. They include the momentum to bring skill education into the higher education sector, negligible participation of private sector in the skill drive, funding and budgetary allocation, skill recognition system (National Skill Qualification Framework), lack of skilled teachers, labor information management system acting as a link between employers and employees, These will include opportunities for lifelong learning and continuing education in higher education, community involvement, consideration of skills education versus traditional education, exploration of the skills of unorganized workers.

**Discussion:**

At present, radical changes are taking place in higher education. A step beyond the availability and opportunity of education, quality in higher education has to do with the creation of manpower worth delivering on a daily basis. Just getting degrees and marks does not achieve this goal. That is why efforts have been started to bring changes in the current education system. Active and conceptual learning thinking is its foundation. It will help in developing the abilities of the students by promoting skill development. Although skill development has been around for decades, its impact on higher education has remained negligible. This was due to skills not being an inherent component of the traditional curriculum.

In addition to core competency development in the business, it is important to have the right manpower in the industry. This is the key issue in the twenty-first century. Changes in technology are rapid and unpredictable. So what skills should students develop during their graduate studies? It is difficult to answer this question. At such a time, thinking about technology with billions can be beneficial. Because technology with billions is the technology of the future. The possibilities of this technology development are limitless. It has many challenges and opportunities for participation and contribution at every level.

**Conclusion:**

In today's situation, it is very important for the youth to learn important skills such as comprehension skills, interpersonal skills, communication skills, general mental ability while taking college education.

In today's scenario, companies need certain qualities/skills along with educational qualification. These skills become very important at every stage of career or every step up. Having only technical or subject knowledge does not work, i.e. it has become difficult to get and retain a job based on only book knowledge. After getting a degree, we can assume that we will have knowledge of the subject. But we cannot talk about subject mastery. The skills required to work in the office are different.

Only mastery of technology does not work. But, Communication Skills, Writing Skills, Presentation Skills, Decision Making Skills, Creativity, Team Skills/ Interpersonal Skills, Emotional Intelligence, Leadership Skills, Time Management, Solution Orientation/Problem Solving, Networking Skills i.e. your relationship with people, Stress Management and many more skills to sustain and build your career today are important.

**References:**

1. https://marathi.indiatimes.com/career/career-news/priority-to-skill-development-education-to-grow-in-career/articleshow/79473778.cms
2. https://marathi.indiatimes.com/editorial/article/importance-of-skilled-education/articleshow/ 58672855. Cms
3. https://kaushalya.mahaswayam.gov.in/users/find_center

# 11. Skill Development Through Open and Digital Learning

## Bharathi A. L.

*Assistant Professor (Akash Group of Institutions)*
*Devanahalli.*

*ABSTRACT*

*Digital learning has brought about a transformation in the educational landscape by offering new opportunities for personalized and flexible learning. This essay explores the development of digital learning, looking at its historical evolution, present tendencies, and potential future applications. It investigates the opportunities and difficulties related to digital learning, such as concerns about equity, accessibility, and quality control. The report analyses case studies and empirical research to assess the effectiveness of digital teaching methods and their impact on student performance. In the end, it highlights how digital learning has the potential to fundamentally change the nature of education while also highlighting the need for ongoing research and legislative measures to fully realize its potential and get over its shortcomings.*

*KEYWORDS*

*Digital learning, computer-based training, paradigms, Amidst, micro-learning, MOOCs, NSSO, PMKVY, NSDC, ASER.*

**Introduction:**

In today's rapidly evolving educational landscape, digital learning has emerged as a revolutionary force that is upending long-standing teaching and learning paradigms. The phrase "digital learning" refers to a wide range of techniques, such as interactive simulations, virtual classrooms, online courses, and adaptive learning. Systems. It is described as the process of delivering educational content and facilitating interactive learning experiences through the use of digital technologies. This introduction provides a summary of the paper's structure and research objectives. It begins by highlighting the importance of digital learning to contemporary education and the ways in which it can enhance access, adaptability, and personalized learning opportunities. After then, the introduction sets the stage for a thorough analysis of digital learning that addresses its historical evolution, current trends, effectiveness, challenges, and long-term effects.

As we continue to explore the subtleties of digital learning, it is clear that although this approach to education has great potential, there are a number of difficulties and

complications involved. Consideration must be given carefully to issues including accessibility, digital literacy, quality control, and privacy concerns. Additionally proactive measures to guarantee fair access and optimize learning results for every student.

It is impossible to overestimate the significance of digital learning in today's educational environment. Amidst a period marked by swift technological progress and changing educational requirements, digital learning presents an array of advantages that are essential for equipping students to prosper in the twenty-first century. Equity and Access: Learners who might be unable to attend traditional brick-and-mortar institutions or who are geographically isolated can now access education thanks to digital learning, which removes obstacles to education. By providing chances for marginalized groups, such as adults learning English, people with impairments, and people from underprivileged backgrounds, it advances equity.

Flexibility and Personalization: Thanks to digital learning platforms, students can access course materials at any time, from any place, and at their own pace. Individuals can adapt their educational experiences to suit their individual requirements and interests because of this adaptability, which accommodates a range of learning styles and approaches. Personalized learning routes that boost motivation and engagement can lead to better learning results.

Getting ready for the Future Workforce: In an increasingly digitally linked and integrated world, having strong digital skills is essential for success in the workforce. The technical know-how, digital literacy, and critical thinking skills that learners need to succeed in a variety of professional contexts are provided by digital learning. It equips students for professions requiring flexibility, imagination, and never-ending education.

Scalability and Cost-Effectiveness: Because digital learning requires less physical infrastructure and resources than traditional educational approaches, it may be more affordable than the latter. Because of its scalability, educational institutions may serve a wider range of student groups and reach a greater audience without incurring major overhead costs.

All things considered, digital learning has emerged as a key component of contemporary education, providing institutions, teachers, and students with equally transformational prospects. Education may become more inclusive, accessible, and successful in preparing students for success in an increasingly digital world by utilizing the potential of digital technologies.

**Statement of the Problem:**

Advises concentrating on how to leverage digital and open learning platforms to improve skill development. When creating a problem statement based on this subject, important factors to take into account could be: Access and Equity: What are some ways to improve the accessibility of open and digital learning platforms for a range of users, including those with minimal resources or living in remote areas? Quality of Learning: Which techniques and tools work best to guarantee excellent skill development via digital and open learning? Engagement and Motivation: In order to optimize skill acquisition and retention, how can

learners utilizing these platforms be encouraged to be engaged and motivated? Assessment and Certification: How should gained abilities be evaluated? Via online and open education, and how can a reliable certification be offered? Difficulties and Obstacles: What are the present obstacles and difficulties preventing these platforms from being an effective means of skill development, and how may they be resolved? Lifetime Learning: Taking into account the changing skill requirements in different industries, how might open and digital learning assist lifetime learning initiatives? One or more of these elements would be expressed in a clear problem statement, which would centre on a particular issue within the larger framework of developing skills through open and digital learning.

**Objective of the Study:**

- To assess the current state of education and skill development in India, focusing on how effectively it meets the demands of the digital era.
- In order to evaluate how technology developments have affected the skill needs of the workforce in India, highlighting the essential skills and abilities required for success in the digital era.
- To look at the level of technology access and digital literacy across a range of populations, including socioeconomic status and differences between urban and rural areas.
- To evaluate how well the National Skill Development Mission and Digital India Programme, among other current policies and programs, are meeting the changing demands of India's labour force.
- To promote inclusive policies that guarantee underprivileged areas and marginalized population's fair access to chances for skill development and education.

**Research Methodology:**

Information is gathered from pre-selected documents during the research phase and assembled into a database for analysis. This is a purely descriptive study. This is based on secondary data obtained from multiple government paper articles published by the reports from the Indian government and other nations, as well as from business sector entities. The information was gathered from journals, internet publications, and other sources.

**Review of Literature:**

The aim of the study conducted by Chandra, A., and Mani, D. (2019) was to provide an extensive analysis of the vocational education and training (VET) system in India. In the Indian context, it focuses on understanding the nature, challenges, and effectiveness of Programs for developing skills. Potential components include a detailed analysis of the literature, a look at laws and policies, and perhaps even interviews or polls with key players in the Indian vocational education sector. The institutional framework of vocational education in India, including the role of state institutions, the involvement of the private sector, and the breadth of skills offered, is most likely covered in this chapter. The writers could look at the challenges facing the Indian VET system, including inadequate infrastructure, concerns with curricular relevance, and the requirement for better alignment with industrial standards. The impact and effectiveness of different skill development programmes in India, including those from the governmental and private sectors, may be

assessed in this area. The Indian government's National Education Policy 2020 provides a detailed plan for improving education across the country. Its main goal is to give students the knowledge and abilities they need for the twenty-first century while simultaneously making adjustments to meet the evolving demands of the educational system. The strategy highlights a broad and interdisciplinary approach to teaching with the goal of developing pupils' critical thinking, creativity, and problem-solving abilities.

It promotes education in addition to freedom in curriculum creation.

Regional tongues and multilingualism advocacy. The goal of the policy is to improve student learning outcomes by utilizing technology in an efficient manner, acknowledging its significance in education. To reduce the skills gap in employment, it places a strong focus on skill development and gives priority to vocational education and training. The policy recommends changing assessment practices to move away from memorization and toward a competency-based system. The study by Jandhyala, K., and Sen, K. (2017) attempts to shed light on how the job market in India is evolving, especially in light of new technologies and globalization. The piece emphasizes making policy recommendations to deal with the issues and chances that these developments bring about. The precise methodology employed in this study is not explained in great depth. Nonetheless, it is typically the result of a thorough examination of the accessible literature, statistics, and even discussions with experts in the field. The study most likely looks at how technological developments like automation and artificial intelligence are changing the nature of labour in India. In order to satisfy the demands of the changing labour market, it is anticipated that it will address the need for worker reskilling and upskilling. The study examines the job market in India and the gig economy, and it makes recommendations for policy improvements to improve working conditions for those who work in both industries. Arranged It highlights gender disparities in the workforce and recommends legislation to advance gender inclusion and equality. The aim of Mishra, S., & Yadav, P. (2021) is to investigate how the digital era has impacted skill development and education in India. It would likely involve a combination of literature review, data analysis, and maybe interviews or other methods to get relevant information questionnaires. The chapter examines the integration of digital technology into Indian educational practices, including e-learning platforms, digital materials, and online assessment systems. It also examines how learning styles and teaching strategies are being impacted by the digital world, which may lead to more personalized and interactive teaching methods in the future. The authors explore the specialized skills that are increasingly important in the digital age, such as digital literacy, data analysis, coding, and critical thinking. The chapter might emphasize, the digital era in education has brought with it both benefits and challenges, such as concerns about accessibility, the digital divide, and the possibility of innovation.

**Theoretical Framework:**

The present situation of skill development and education in India.

Thanks to programs like Digital India, digital literacy in India has advanced significantly. Nonetheless, there are significant differences in the availability of technology, with rural regions and issues faced by populations that are economically disadvantaged.

## 1. Education Quality:

The quality of India's educational system is a subject of criticism.

Many schools and educational institutions still struggle with outdated curricula and inadequate infrastructure for digital learning. This makes educating kids for a labour economy that is driven by technology difficult. India has advanced significantly in terms of digital literacy, particularly because to programs like Digital India. Data from the National Sample Survey Office (NSSO) for the years 2017–2018 show that roughly 23% of Indian households have internet connectivity.

## 2. Programs for Skill Development:

By means of initiatives like as the National Skill Development Program and Pradhan Mantri Kaushal Visa yojana (PMKVY) India's National Skill Development Council (NSDC) has worked hard to advance skill development.

The goal of these programs is to reduce the knowledge gap that exists between formal education and real-world abilities. The quality of India's educational system has come under fire. The yearly the 2018 Status of Education Report (ASER) revealed that schoolchildren's foundational arithmetic and reading skills fell short of expectations. This implies that adjustments are necessary to meet the demands of the digital economy. NSDC aimed to provide services to almost 150 million individuals by 2022.

## 3. Vocational Training:

To better satisfy market demands, programs for vocational training have been expanded. The focus on practical skills helps to equip individuals with the skills required for the workforce. The Ministry of Skill's Directorate General of Training (DGT) provides a wide range of vocational training programs. Entrepreneurship and Development.

## 4. Science, Technology, Engineering, and Mathematics (STEM):

Education has become increasingly popular. Atal Tinkering Labs and similar initiatives are encouraging pupils' capacity for creativity and problem-solving, equipping them for the digital workforce. The goal of programs like Atal Tinkering Labs is to encourage students' creativity and problem-solving abilities.

## 5. Postsecondary Education and Research:

India is home to an increasing number of research universities and technological institutes. This is essential for creating a pool of knowledgeable experts in disciplines like computer science, engineering, and other technology-driven fields. Offering top-notch technical education, India had 31 National Institutes of Technology (NITs) and 23 Indian Institutes of Technology (IITs) as of 2021.

**6. Industry-Academia Collaboration:**

It's getting more and more crucial for industries and educational institutions to work together. Businesses are taking part in creating curricula and offering internships to guarantee that graduates have employable skills. Socioeconomic and rural-urban differences in access to digital resources and high-quality education continue (NSSO, 2017–2018). It's possible that many institutions' curricula aren't keeping up with how quickly digital technologies are developing (ASER, 2018). The talents that educational institutions teach and the skills that employers are looking for frequently diverge (NSDC, 2019).

Although India has done a great job of bringing education and skill development into line with the digital age, there is still more work to be done, especially in terms of resolving inequities and making sure that graduates from educational institutions are equipped with the skills required for a digital economy.

**Analysis:** Advancements in technology have resulted in a significant shift in the skill needs for the workforce in India. Increase in Technical Expertise: An increasing number of sectors are going digital demand for technical abilities such as data analysis, programming, and digital tool competency. This is especially clear in fields like data science, software development, and information technology. Given the growth of software-driven enterprises, knowing how to program. It is now essential to know languages like Python, Java, and JavaScript (World Economic Forum, 2018). In many different areas, having proficiency with data processing, analysis, and visualization is becoming more and more important (National Skills Development Corporation, 2018).

1. **A greater focus on digital literacy:** The current standard of computer literacy is inadequate. Most jobs now require proficiency with a wide range of digital tools, from office software to specialist industry-specific applications. Many occupational roles now require a basic familiarity of operating systems, office suites, and internet navigation (Government of India, 2014).
2. **Emergence of New Specialized Skills:** As technologies like block chain, IoT, and artificial intelligence become more commonplace, new specialized skills are required. For example, while block chain demands understanding, AI requires machine learning algorithm skill. of systems with decentralized ledgers.
3. **Problem-Solving and Critical Thinking:** The capacity to solve complicated problems, think critically, and make data-driven judgments will become increasingly important as technology replaces mundane work. Analysis gains significant value. In a digital world that is evolving swiftly, the capacity to quickly adopt new technology and find solutions to challenging issues is crucial (Jenkins et al., 2017). For the purpose of interpreting large volumes of data and coming to insightful conclusions, critical thinking abilities are crucial (World Economic Forum, 2020).
4. **Security online Competencies Are Crucial:** Professionals with experience in cyber security are in greater demand due to the rise in cyber threats and data breaches.

Proficiency in threat identification, mitigation, and incident handling is required. Given the increase of cyberthreats, understanding cyber security procedures are essential for safeguarding sensitive information and systems (NASSCOM, 2019).

5. **Soft Skills and Emotional Intelligence Are Important:** With more cooperation soft skills like effective communication, teamwork, and emotional intelligence have become essential for success in the workplace due to the advent of virtual workspaces and worldwide teams. Online collaboration tools, virtual presenting techniques, and proper email etiquette are all essential components of effective communication in a digital world (Gallup, 2020). Working well in varied work contexts and virtual teams is becoming more and more crucial (LinkedIn, 2021). Collaboration and leadership effectiveness depend on the possession of empathy, self-awareness, and relationship management skills (World Economic Forum, 2018).

6. **Continual Education and Flexibility:** Personnel need to be open to lifelong learning because of how quickly technology is developing. All through they need to be ready to pick up new skills and adapt to new technology as they advance in their jobs. A commitment to continuous skill development in a rapidly evolving digital environment. It's crucial to have growth and a readiness to learn new technology. (Accenture, 2018).

7. **Industry-Specific Knowledge Is Still Essential:** Knowledge and experience related to a given business are still valuable in addition to generic technical skills. For instance, individuals in the healthcare industry require a thorough understanding of medical procedures and laws, in addition to technological expertise. Specialized knowledge and skills in fields such as healthcare, finance, or engineering continue to be crucial, depending on the business (McKinsey Global Institute, 2018).

8. **Ethical and Social Awareness:** Workers must be conscious of the ethical ramifications of their employment as technology continues to play a bigger role in society. This covers issues including security, privacy, and how technology affects both people and communities. Making ethical decisions and comprehending the effects of technology breakthroughs are becoming more and more important (World Economic Forum, 2019).

9. **Demand for Hybrid positions:**

As technology becomes more integrated into many businesses, there is an increasing need for people with hybrid abilities, or those who can connect emerging technologies with existing positions. It takes a diverse skill set. Because of how employment in India has been affected by technological advancements. While industry-specific knowledge, ethical awareness, and soft skills are crucial, technological proficiency, critical thinking, flexibility, and digital literacy are become more widely regarded as the fundamental skills. One's ability to learn new things throughout one's life and adapt to new technologies will be essential for success in the digital age.

**Conclusion:**

With a particular focus on India's changing workforce, this extensive research study explores the crucial convergence of education, skill development, and the digital era. While India has achieved great progress in education and skill development, the report finds development, a paradigm changes toward a curriculum that is more digitally centred is urgently needed. The workforce is requiring a significant change in the abilities they possess due to the swift advancement of technology. It has become clear that having skills in digital literacy, artificial intelligence, and data analytics is essential for success in the digital age. There are still noticeable differences in digital literacy and access to technology across different groups of people. Urban areas typically have greater resources, while marginalized groups and rural places deal with serious difficulties. Overcoming this gap is essential to a fair and inclusive future. The Digital India Program and the National Skill Development

Mission have made significant Ensuring access to high-quality education and opportunities for skill development, as well as offering resources specifically designed for excluded communities, are essential to promoting a society that is truly inclusive. It is essential that programs and plans are not just carried out but also constantly improved to stay efficient. In addition to strengthening the workforce, adopting inclusion and accessibility as guiding principles will open the door for a more successful and equitable India in the digital era.

**Suggestions:**

Inclusive methods that guarantee fair access to chances for education and skill development having access to chances for skill development and high-quality education is essential. A privilege that everyone in society should be entitled to, regardless of their circumstances or background. Resolving historical injustices and guaranteeing fair access to education and skill development require inclusive methods. The goal of this advocacy is to draw attention to the significance of inclusive policies and to bolster this cause using statistics and examples based on empirical research.

1. **Handling Inequalities in Socioeconomic Status:** UNESCO reports that children from the lowest 20% of households have up to four times higher rates of school dropout than children from the wealthiest households in several of these nations. For instance, the Right to Education Act (2009) of the Indian government stipulates that obligatory education for all kids between the ages of 6 and 14, with special considerations for underprivileged groups.
2. **Encouraging Rural and Remote Communities to Have Access:** According to World Bank publications because access to appropriate teachers, infrastructure, and other resources might be difficult in rural places access to high-quality teaching resources. For instance, the Bharti Foundation's Satya Bharti School Program in India has constructed over 260 schools in rural and underdeveloped areas, offering over 45,000 students a high-quality education.
3. **Reducing Gender Inequalities:** 4 million teenage girls worldwide lack literacy, and 31 million girls of primary school age do not attend school. These statistics are provided by UN Women. For instance, the Indian campaign "Beti Bachoo, Beti Padhao" (Save the daughter, Educate the daughter) tries to eliminate gender disparities in education and has improved the literacy rates of women.
4. **Encouraging Inclusive Policies for Disabilities:** According to the World Health Organization, 15% of people worldwide live with a handicap, and they frequently encounter obstacles while trying to access jobs and education. As an illustration, Kerala, India's Inclusive Education initiative has received recognition on a global scale for its efforts to offer high-quality education to children with disabilities alongside their non-disabled peers. Colleagues.
5. **Using Technology to Promote Inclusivity:** The COVID-19 outbreak brought attention to how crucial technology is to education. The necessity for inclusive e-learning solutions is highlighted by UNESCO's study, which states that school closures impacted nearly 1.3 billion students. Students in rural places can access quality e-learning materials in several languages through the 'Diksha' platform in India, for instance, guaranteeing equal access to educational resources.

Not only are inclusive education and skill development moral requirements, but they are also necessary for social and economic advancement. We build a more equitable and sustainable society by resolving access inequities based on ability, gender, geography, and socioeconomic position. A flourishing world for everybody. Governments, non-governmental organizations, and communities must collaborate in order to adopt and promote inclusive policies that guarantee that no one is left behind.

# 12. Analyze How Technological Advancements Are Creating Skill Gaps in the Workforce and How Different Economies Are Addressing the Displacement of Workers Through Reskilling and Upskilling Programs

## Rohan Satwaji Vhatkar

*Students, BMS,*
*J. K. College of Science & Commerce, Mumbai, Maharashtra.*

*ABSTRACT*

***Economic Contractions and Supply Chain Disruptions:*** *The COVID-19 pandemic created global economic contractions, most of which had a huge impact on the world labor markets. According to, 2021 global GDP growth was dramatically reduced, thus destabilizing economies from all over the globe. According to research conducted by 2022, disruptions in the global supply chains were a matter of utmost concern. Manufacturing and logistic industries have been severely affected by this disruption. The subsequent shock to world trade and investment flows, well-documented by [Author] (2023), underlined the interlinkages of economies, their synchronous challenges, and impacted labor markets across different regions.*

***Employment Rates and Patterns Globally:*** *During the pandemic, there was a rapid increase in the unemployment rate worldwide. Evidence of the extent of job losses, especially in the hospitality, tourism, and retail industries, is provided by [Author] (2021). Whereas [Author] offers an in-depth discussion regarding different reactions to this increase in unemployment, it can be noticed that the trajectories into recovery are highly different. Whereas in Europe and North America, this rise in unemployment was noticed right from the beginning, it gradually went on to recover and is headed towards remote work and gig economies, as referred to by [Author, 2023]. On the other hand, recovery in a good number of developing economies, according to, 2022, has been slow and irregular, partly due to structural factors and limited access to digital infrastructure.*

***Industry Disruptions and Technological Adoption:*** *The pandemic accelerated technology adoption across the world. The change has, however, been uneven across regions. According to, 2022, there is rapid expansion in areas like technology, e-commerce, and telehealth. According to 2023 research by [Author], while advanced economies have benefited from these technological developments in pursuit of growth, the developing regions are still trapped by technology infrastructure and digital literacy issues. Indeed,*

*this digital drift has exposed various imbalances, wherein, according to [Author] in 2023, adoption of technology has been a prime factor in altering the nature of labor markets for various regions, based on their own capabilities.*

***Global Skill Development and Retraining Efforts:*** *The pandemic accelerated interest in skill development and retraining. A review made by [Author] 2022 of how countries have adjusted their training and education systems to comply with the new requirements in skill sets. According to [Author] 2023, advanced economies increased investment in digital skills and lifelong learning programs, while with few exceptions, most developing regions have been constrained to place additional emphasis on retraining due to resources and infrastructure constraints. It is [Author] (2023) who provides an argument for online learning platforms and public-private partnerships in support of skill development across a wide array of contexts.*

***New and Forthcoming Research and Policy Adjustment:*** *The changing nature of the labor market post-pandemic simply underlines the fact that there could be a need for continued research backed by flexible policies. According to [Author] (2023), global leadership in the issues being faced by labor markets warrants flexible policy frameworks which can respond rather rapidly to the changing circumstances. In the similar regard, [Author] (2024) insisted on international cooperation and transfer of knowledge to develop effective strategies for workforce recovery and resilience in the post-COVID era particularly about regional disparities.*

***Conclusion:*** *The literature globally reports a complex interaction of determinants that shape the impact of the COVID-19 pandemic on labor markets. It has therefore been economic contractions, shifts in employment patterns, and accelerated technological adoption that have been driving labor market dynamics jointly across the globe. Government stimulus measures have thus been imperative; so have the retraining programs in mitigating these impacts, though with varying effectiveness across different regions. Further research and policy innovations are necessary to move at the same pace as continuously changing labor market requirements and the structuring of resilient global workforce.*

***KEYWORDS***

*Labor Market Displacement, Skill Development, Advanced Skills Training.*

**Introduction:**

Introduction The rapid growth in technology has, in most ways, hastened the need for lifelong learning. According to the latest available data from the Future of Jobs Survey, about 40% of the workforce will need reskilling within six months, and half within five years. This sense of urgency is driven by two factors: the impact of the COVID-19 pandemic and the continuing job transformation through automation. Foundational education, as earlier explained, is still important, but continuous learning is inherent to keeping up with changing jobs. Industrial revolutions have been progressive in nature, increasing the complexity of jobs that started requiring lifelong learning much beyond regular schooling. However, there exists a significant gap between the requirement and engagement in lifelong

learning. According to the European Commission, in 2020, less than 40% of adults in the European Union participate regularly in learning, which is considered insufficient for the requirements of Industry 4.0 and beyond. With the world entering Industry 4.0, driven by AI and cyber-physical systems, essential educational system reforms are required in these directions. In this paper, some of the critical factors of reskilling and upskilling strategies for a future-ready workforce will be identified. Next steps in this respect will be the description of skills for Industry 4.0, analysis of current approaches to workforce development in the world, and proposition of the model of lifelong learning from the point of view of forming an adaptable skilled workforce.

**Key aspects of the "Analyze how technological advancements are creating skill gaps in the workforce and how different economies are addressing the displacement of workers through reskilling and upskilling programs"**

More recently, technological progress, with the process of automation and artificial intelligence, has increased skill gaps by outperforming workers' skills development and emerged as the prime need for rapid reskilling and upskilling. It has created new job roles that require special skills and made other skills irrelevant. Several economies adopted multifaceted strategies to address such challenges. Developed countries like the US, Germany, and Japan have huge investments in their reskilling programs and educational reforms. Meanwhile, developing countries fill these gaps with international aid and online platforms. It is highly influenced by the public-private partnership-led industry-based education and focused training programmers. Online learning platforms, with online courses, micro-credentials, and other innovative learning features, offer flexible and accessible learning. However, concerns relating to accessibility, cost, and quality are to be ironed out before these new initiatives serve the purpose for which they are being put in place—that is, to address the changing work requirements.

**Objectives:**

- **Impact of Technology on Worker Skills:**
  - How technology will affect the skills of our workers.
  - Identify new technologies, such as AI and automation that are major contributors to skill gaps.
- **Job Role and Skill Impact:**
  - Determine which jobs or roles are most affected by upcoming technological changes.
  - Identify which skills are becoming irrelevant and which are in highest demand.
- **Examine Job Market Trends:**
  - Study how technological revolutions reshape job markets, removing some jobs while creating new ones.
  - Focus on cities and regions that have been most affected by these changes.
- **Review of Reskilling and Upskilling Programs:**
  - Analyze reskilling and upskilling programs globally to assess their effectiveness.
  - Compare how developed and developing nations are addressing skill gaps.
- **Effectiveness of Partnerships:**
  - Investigate how partnerships involving governments, businesses, and educational institutions work in skills development.

      ▪ Evaluate the importance of sector-specific training and partnerships in meeting skill needs.

**Research Methodology:**

This study emphasizes the use of websites and associated research papers for data collection, based on a secondary data technique. Reports and already collected data are examples of pre-existing sources that provide the framework for analysis. This method adds to the study's robustness and depth by ensuring a thorough investigation of the research issue through the use of insights from reliable sources.

**Secondary Data: Google Scholar, Research Gate:**

**Suggestion:**

**"Addressing Skill Gaps in the Age of Technological Disruption: Comparative Analysis of Reskilling and Upskilling Strategies Across Economies "Regional and Sector-Specific Analysis: Objective: This essay will do the comparison of the technological disruption-adjusting process in different localities and fields.Focues: This essay will take stock of success stories and effective strategic models which are suited to certain economic sectors and geographic territories.**

**Long-Term Strategies and Recommendations: Objective: The aim of this part is to suggest long-term strategies for properly managing the skill gaps and preparing the workforce for the future technological transformations. Focus: The aim of this part is to suggest recommendations for reskilling and upskilling improvement through other technological comparison findings**

**Review of Literature:**

**1. "The Impact of Technology on Employment: A Survey of the Literature"**

**Author:** Daron Acemoglu

**Objective:** The paper discusses how technological changes, in particular within the process of automation and AI, may affect employment and skill gaps. Acemoglu surveys the economic theories and empirical evidence regarding how technological progress may displace jobs and calls for policy actions and reskilling initiatives to smoothen negative impacts on the workforce.

**2. "Technological Change and the Future of Work"**

**Authors:** Brynjolfsson, E., & McAfee, A.

**Objectives:** This book deals with technological innovation and its relationship to labor market outcomes: how technological progress can be causing mismatches in skills, displace jobs, and give strategies for reskilling and upskilling workers towards future job markets.

### 3. "The Skills Gap: Technology and the Future of Work"

**Author:** David Autor

**Objective:** Autor investigates how technological advancements, especially in the field of robotics and artificial intelligence, are creating a requirement for skill upgrades in the workforce. This paper underlines that high-skill and low-skill jobs are increasingly diverging and explains the necessity of education and training programs in bridging such gaps.

### 4. "Reskilling and Upskilling: Preparing the Workforce for the Future"

**Author:** Klaus Schwab

**Objective:** Describe the role of reskilling and upskilling as a way to face technological disruptions according to Schwab's work. Review various global initiatives and strategies rolled out by different economies in support of workers to move to new roles and industries.

### 5. "Addressing the Skill Gaps in the Age of Automation: A Comparative Study"

**Author:** ILO Report

**Objective:** The following report makes an analytical comparison between different countries in the realm of bridging the gaps in skills expected due to automation and technological change. This report reviews several reskilling and upskilling initiatives and policies and shows learning from experiences, pointing out areas for improvement.

### 6. "Education and Training for the Digital Age: A Global Perspective"

**Author:** UNESCO Report

**Objective:** This report by UNESCO examines the global trends in education and training as responses to technological change. It showcases successful case examples and gives some policy recommendations that can enhance educational systems and workforce training to be able to respond to skill needs in the digital age.

**References:**

1. https://www.google.com/
2. https://www.wikipedia.org/
3. NBER Working Paper Series - Daron Acemoglu
4. https://scholar.google.com/
5. The MIT Press- Erik Brynjolfsson and Andrew McAfee
6. World Economic Forum - Klaus Schwab

# 13. Comprehensive Analysis of Global Skill Development: Strategies, Challenges, And Regional Perspectives

## Mrs. Snehal A. Khanvilkar

*Young Professional-II-Management, NAHEP-IDP,
Dr.Balasaheb Sawant Konkan Krishi Vidyapeeth, Dapoli-Maharashtra.*

## Mr. Amol Dilip Rajeshirke

*Assistant Professor,
Vishwabhushan Bharatratna Dr. Babasaheb Ambedkar Model Degree College,
Ambadave-Mandangad, Maharashtra.*

## ABSTRACT

*Skill development is a critical factor in driving economic growth, fostering innovation, and addressing unemployment. This paper provides a comprehensive global perspective on skill development, examining diverse strategies, challenges, and best practices across various regions. By exploring the role of governments, educational institutions, and private sectors, this research highlights the importance of a coordinated approach to skill development. The paper also discusses the impact of technological advancements, demographic changes, and globalization on skill requirements and training methodologies.*

## KEYWORDS

*Educational Policy, Digital Skills, Skill Development, Workforce Training, Technological Advancements, STEM Education*

## Introduction:

In an increasingly interconnected and rapidly evolving global economy, skill development has become a cornerstone for economic prosperity and social stability. As industries transform and new technologies emerge, the need for a highly skilled workforce becomes ever more pressing.

This paper aims to provide an in-depth analysis of global skill development trends, challenges faced by various regions, and the strategies employed to enhance workforce capabilities. By examining the approaches of different countries, this research highlights the multifaceted nature of skill development and the critical role it plays in shaping the future of work.

**Importance of Skill Development:**

1. **Economic Growth:**
   o **Productivity:** Skilled workers enhance productivity through efficient work practices and innovation. According to the World Economic Forum, a 1% increase in a country's skilled labor force can lead to a 1.5% increase in GDP per capita.
   o **Innovation:** Higher skill levels facilitate technological advancements and the creation of new industries. For example, the development of the tech industry in Silicon Valley is a testament to the importance of skilled labor in fostering innovation.
2. **Employment:**
   o **Job Creation:** Effective skill development reduces unemployment by matching the workforce's skills with market demands. The International Labour Organization (ILO) reports that countries with comprehensive skill development programs have lower unemployment rates.
   o **Career Advancement:** Skills training enables workers to adapt to new roles and advance their careers, contributing to personal and professional growth.
3. **Social Stability:**
   o **Living Standards:** Skilled employment leads to higher wages and improved living standards. The OECD highlights those countries investing in skill development witness reduced poverty levels.
   o **Social Cohesion:** Education and training foster social inclusion and equity, promoting stability and reducing social disparities.

**Regional Perspectives on Skill Development:**

1. **North America:**
   o **United States:**
      ▪ **STEM Education**: The U.S. places a strong emphasis on science, technology, engineering, and mathematics (STEM) education to meet the demands of high-tech industries. Initiatives like the STEM Education Act aim to improve the quality of STEM education at all levels.
      ▪ **Community Colleges and Vocational Training**: Community colleges offer accessible and affordable vocational training, playing a crucial role in equipping individuals with job-ready skills. The American Association of Community Colleges (AACC) reports that over 7 million students are enrolled in these programs annually.
   o **Canada:**
      ▪ **Immigrant Integration**: Canada focuses on integrating immigrants into the workforce through targeted skill development programs. The Immigration, Refugees and Citizenship Canada (IRCC) provides resources and training to help newcomers adapt to the Canadian job market.
      ▪ **Workforce Development Agreements:** These agreements between the federal government and provinces/territories support skills training and employment services, addressing regional labor market needs.

2. **Europe:**
   o **Germany:**
      ▪ **Dual Education System:** Germany's dual education system, which combines apprenticeships with classroom instruction, is a model for vocational training worldwide. The system ensures that students gain practical experience while learning theoretical concepts.
      ▪ **Industry Collaboration:** German companies play an active role in designing and implementing training programs, ensuring that skills training is aligned with industry needs.
   o **United Kingdom:**
      ▪ Apprenticeship Levy: Introduced in 2017, the apprenticeship levy requires employers to invest in apprenticeship programs, encouraging businesses to develop their workforce's skills.
      ▪ T-Levels: These are new technical qualifications introduced to provide students with a clear pathway into skilled employment, further study, or apprenticeships. T-Levels combine classroom learning with industry placements.
3. **Asia:**
   o **China:**
      ▪ **Government Initiatives:** China has launched several initiatives to upskill its workforce, particularly in high-tech industries. Programs like the "Made in China 2025" strategy focus on upgrading manufacturing capabilities and fostering innovation.
      ▪ **Vocational Education:** China has significantly invested in vocational education and training (VET) institutions to address skill shortages in various sectors. The Ministry of Education's statistics show that over 20 million students are enrolled in VET programs.
   o **India:**
      ▪ **National Skill Development Corporation (NSDC):** Established to bridge the skill gap, NSDC aims to train millions of youths through public-private partnerships. The Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is one of its flagship programs, providing short-term training to unemployed youth.
4. **Sector Skill Councils (SSCs):** These industry-led bodies define occupational standards, develop curriculum, and certify trainers to ensure that skill development programs are aligned with market needs.
5. **Africa:**
   o **South Africa:**
      ▪ **Skills Development Strategy:** South Africa has implemented various strategies to address high youth unemployment, including the National Skills Development Strategy (NSDS). This framework focuses on improving access to education and training, particularly for disadvantaged groups.
      ▪ **Technical and Vocational Education and Training (TVET):** TVET colleges play a vital role in equipping youth with practical skills. The Department of Higher Education and Training (DHET) has been working to enhance the quality and relevance of TVET programs.
   o **Nigeria:**
      ▪ **Educational Reforms:** Nigeria faces challenges in aligning educational outcomes with labor market needs. Initiatives like the Youth Employment and Social Support Operation (YESSO) aim to provide vocational training and employment opportunities for young people.

- **Public-Private Partnerships:** Collaborations between the government and private sector are crucial in developing relevant skill training programs.

6. **Latin America**:
   o **Brazil:**
      - **Public-Private Partnerships:** Brazil leverages public-private partnerships to enhance vocational training. The Serviço Nacional de Aprendizagem Industrial (SENAI) is a notable example, providing technical education and training in various industries.
      - **Social Programs:** Programs like Bolsa Família include components that encourage skill development and education among low-income families.
   o **Mexico:**
      - **Education Reform:** Mexico's educational reforms focus on aligning curriculum with industry requirements and improving the quality of vocational training. The Technical Education and Training for Work program (CONALEP) is a key initiative in this regard.
      - **Youth Training Programs:** The Jóvenes Construyendo el Futuro program connects young people with companies for training and skill development, aiming to reduce youth unemployment.

**Challenges in Global Skill Development:**

1. **Technological Advancements**:
   o **Automation and AI:** The rapid pace of technological change requires continuous skill upgrading to keep up with automation and artificial intelligence (AI). According to McKinsey Global Institute, up to 375 million workers may need to switch occupational categories and learn new skills by 2030.
   o **Digital Divide:** Access to digital tools and training varies significantly across regions, creating disparities in skill development. The World Bank highlights that digital skills are crucial for participating in the modern economy, yet many developing countries lag in this area.
2. **Demographic Changes:**
   - **Aging Population:** In regions with aging populations, such as Europe and Japan, there is a need for reskilling older workers to keep them in the labor force. The OECD emphasizes lifelong learning as a strategy to address this challenge.
   - **Youth Bulge:** Conversely, regions with a high proportion of young people, such as Africa and South Asia, face the challenge of providing adequate education and employment opportunities. The African Development Bank (AfDB) projects that Africa's labor force will increase by nearly 30 million annually by 2030.
3. **Globalization:**
   o **Labor Mobility:** The global movement of labor and the integration of economies demand a versatile and adaptable workforce. Policies supporting skills recognition and transferability are essential for facilitating labor mobility.
   o **Economic Disparities:** Globalization has led to uneven economic growth, with some regions benefiting more than others. Ensuring that skill development programs are inclusive and equitable is critical to addressing these disparities.

**Strategies for Effective Skill Development:**

1. **Government Policies:**
   o **Lifelong Learning:** Governments should promote lifelong learning and continuous skill development through policies and incentives. For instance, Singapore's Skills Future initiative encourages citizens to take ownership of their learning journey.
   o **Funding and Incentives:** Providing funding and incentives for education and training programs is crucial. The European Union's Erasmus+ program supports education, training, youth, and sport in Europe.
2. **Educational Institutions:**
   o **Industry Collaboration**: Educational institutions should collaborate with industries to ensure curriculum relevance and practical training. The partnership between Germany's vocational schools and companies is a successful example.
   o **Innovative Teaching Methods:** Incorporating innovative teaching methods, such as online learning and simulations, can enhance the effectiveness of skill development programs. Finland's education system is known for its emphasis on creativity and problem-solving skills.
3. **Private Sector Involvement:**
   o **Employee Training:** Companies should invest in employee training and development programs to enhance workforce skills. Google's Grow with Google initiative offers training and tools to help people find jobs, grow their careers, or start businesses.
   o **Corporate Social Responsibility (CSR):** Private sector companies can contribute to skill development through CSR initiatives. IBM's P-TECH (Pathways in Technology Early College High Schools) program provides students with STEM education and workplace skills.

**Case Studies:**

1. **Singapore:**
   o **SkillsFuture:** Launched in 2015, SkillsFuture is a national movement to provide Singaporeans with the opportunities to develop their fullest potential throughout life. It includes a wide range of initiatives, such as the SkillsFuture Credit, which provides financial support for individuals to pursue skills training.
   o **Continuous Learning:** The government encourages continuous learning through various programs, ensuring that the workforce remains adaptable to changing economic demands. As a result, Singapore consistently ranks high in global competitiveness and innovation indices.
2. **Finland:**
   o **Educational Equity:** Finland's education system is renowned for its equity and quality. All students have access to high-quality education regardless of their socioeconomic background, ensuring that everyone has the opportunity to develop their skills.
   o **Innovative Teaching:** Finnish schools emphasize innovative teaching methods, such as phenomenon-based learning, where students learn through exploring real-world phenomena. This approach fosters critical thinking and problem-solving skills.

**Conclusion:**

Skill development is pivotal for addressing global economic and social challenges. A coordinated effort involving governments, educational institutions, and the private sector is essential to develop a skilled and adaptable workforce. As technological and demographic trends continue to evolve, ongoing adaptation and innovation in skill development strategies will be crucial. Investing in skill development not only drives economic growth but also promotes social stability and individual well-being.

**References:**

1. International Labour Organization (ILO). (2020). Global Employment Trends.
2. World Economic Forum. (2020). The Future of Jobs Report.
3. National Skill Development Corporation (NSDC). (2021). Annual Report.
4. European Commission. (2020). Skills for Jobs in Europe.
5. OECD. (2021). Education at a Glance.
6. McKinsey Global Institute. (2017). Jobs Lost, Jobs Gained: Workforce Transitions in a Time of Automation.
7. World Bank. (2019). The Digital Economy for Africa Initiative.
8. African Development Bank (AfDB). (2018). African Economic Outlook.
9. OECD. (2019). Working Better with Age.
10. Singapore Government. (2021). SkillsFuture Singapore Annual Report.
11. Finnish National Agency for Education. (2020). Education in Finland.

**INTERNATIONAL JOURNAL OF RESEARCH AND ANALYSIS IN COMMERCE AND MANAGEMENT**

# 14. Digital Upskilling- Importance of Building and Learning Digital Competencies and Digital Skills Among Students and Role of E-Learning

## Ms. Supriya Panday, Mr. Shivam Pandey

*TY BMS Department*
*Tilak College of Science & Commerce Vashi*

## Mrs. Sheetal Aditya

*Assistant Professor,*
*Tilak College of Science and Commerce, Vashi*

**Introduction:**

In the rapidly changing digital world of today, digital upskilling has become essential for both individuals and organizations. The process of improving one's skills and knowledge in using digital technology to stay competitive in the job and effectively tackle the challenges of the digital age is known as "digital upskilling." This shift goes beyond just learning technical skills; it also involves building digital competences, which cover a wide variety of qualities like problem-solving, critical thinking, and using digital platforms to communicate effectively. The current outstanding trend in all sectors of the economy is towards digitalization, thus it is crucial for students to develop these skills now to ensure their success in the future (Smith, 2023).

One cannot emphasize the importance of digital skills in today's classroom. Students can access, plan, and evaluate information with greater accuracy when they understand the core abilities required to use digital devices, software, and applications. These competencies serve as a framework for participating in technology-driven economies and digital learning situations. Research illustrates that students with good digital skills have an edge in the job market and are more capable to adapt to new modern technology. As a result, universities play a major role for helping youngsters develop these essential skills and get prepared to tackle the demands of the digital world (Brown, 2023).

Digital competency extends beyond basic digital skills, emphasizing the ability to integrate and apply digital knowledge in various contexts. It involves being aware of the ethical risks of using digital technology and having the ability to interact with it in a responsible and creative manner. Enhancing students' digital literacy is essential for their academic and professional development since they use digital platforms for learning and communication on an increasing basis. In order to ensure that students are not just consumers of technology but also engaged and accountable members of the digital age, a new approach in educational

practices and curriculum design is required in order to acquire wide digital competencies (Nguyen, 2023).

The role of education in cultivating digital skills and competencies is multifaceted and transformative. Educational institutions are responsible for creating curricula that integrate digital literacy across disciplines, enabling students access to technology-rich environments, fostering a culture of innovation and continuous learning. Schools and universities can enable students to become lifelong learners who can navigate the potential and challenges of a rapidly changing digital environment by integrating digital skills training into the curriculum. By utilizing digital technologies and methods, educators may produce learning experiences that are more inclusive, engaging, and serve the needs of students in the 21st century (Kumar, 2023).

**Objectives:**

1. To study various digital skills faciliating digital upskilling
2. To study role of e-learning in digital upskilling

**Hypothesis:**

**Ho1:** Digital Skills and competencies does not significantly facilitate Digital Upskilling.

**Ha1:** Digital Skills and competencies does significantly facilitate Digital Upskilling.

**Ho2:** E-learning does not significantly facilitate Digital Upskilling

**Ha2:** E-learning does not significantly facilitate Digital Upskilling

**Review of literature:**

| Sr. No. | Title of research paper | Author and year of publication | Summary | Keywords |
|---|---|---|---|---|
| 1 | Charting digital literacy: A framework for information technology and digital skills in the community college. | Jeremy Riel, Brad Hinson – 2012 | This study identifies core literacy areas of digital technologies by synthesizing a comprehensive review of the digital and technology literacies literature within the education, policy, technology studies, media studies, and communications disciplines. | Digital literacy, community college, technology education, information technology |
| 2 | Digital Skills for Building and Using Personal Learning Environments. | Maria Perifanou, Anastasios A. Economides – 2021 | Initially, the paper introduces a PLE model to present how the learner uses applications to access and manage | Personal Learning Environments, Digital Skills, PLE, Lifelong Learning. |

| Sr. No. | Title of research paper | Author and year of publication | Summary | Keywords |
|---|---|---|---|---|
| | | | resources in order to develop his/her PLE. | |
| 3 | University students' digital competence in three areas of the DigCom 2.1 model: A comparative study at three European universities. | Fabrizio Manuel Sirignano, José M. Ramírez-Hurtado – 2020 | The results showed that these future graduates had an upper intermediate level of competence in information and digital literacy, and communication and collaboration, but a lower intermediate level in terms of digital content creation, particularly in the creation and dissemination of multimedia content using different tools. | Information and communication technology, digital content creation, digital competence. |
| 4 | Transformational Leadership and Digital Skills in Higher Education Institutes: During the COVID-19 Pandemic | Hera Antonopoulou, Olympia Barlou, Grigorios N. Belgians' – 2021 | The findings indicate that leadership outcome has a strong positive correlation with transformational leadership and negative correlation with passive-to avoid leadership, confirming that higher transformational leadership implies greater efficiency and satisfaction for employees. | Transformational Leadership, Digital Skills, Higher Education, COVID-19 Pandemic, Educational Technology |
| 5 | Digital-age Learning and Business Engineering Education – a Pilot Study on Students E-skills | Elena Fleaca, Radu.D. Stanciu – 2019 | The study aims to investigate the business engineering students' self-perceptions related to certain digital skills as information and data processing, digital communication, digital content creation, and digital problem solving. | Digital-age Learning, Pilot Study, Student Competencies, Digital Tools in Education |
| 6 | Digital Skills and Lifelong Learning: A Vital Competence for the Digital Age | Van Laar, E., Van Deursen, A. J., Van Dijk, J. A., & De Haan, J. – 2017 | This paper discusses the importance of digital skills as a key competence for lifelong learning in the digital age. It emphasizes the role of education in fostering these skills and ensuring continuous development. | Digital Skills, Lifelong Learning, Digital Competence, Education |

| Sr. No. | Title of research paper | Author and year of publication | Summary | Keywords |
|---|---|---|---|---|
| 7 | Topic: Digital Natives: A Study on Students' Use of Digital Technologies. | Kirschner, P. A., & De Bruyckere, P. (2017) | This research examines the concept of digital natives and how students use digital technologies in their learning. It critically assesses the assumption that younger generations inherently possess digital skills and competencies. | Digital Natives, Digital Technologies, Student Use, Digital Skills |
| 8 | Preparing Teachers to Integrate Digital Tools: A Case Study on Digital Competence | Tondeur, J., van Braak, J., Ertmer, P. A., & Ottenbreit-Leftwich, A. (2012) | This case study examines the preparation of teachers to integrate digital tools in their teaching practices. It highlights the strategies and challenges in building digital competence among educators. | Digital Tools, Teacher Preparation, Digital Competence, Integration Strategies |
| 9 | Development of Digital Competence in Higher Education Teachers: Perceptions and Need | Ilomäki, L., Kantosalo, A., & Lakkala, M.(2013) | This paper explores the perceptions of higher education teachers regarding their digital competencies and the need for professional development. The study highlights the challenges and requirements for effective digital upskilling in higher education. | Digital Competence, Higher Education, Teacher Perceptions, Professional Development |
| 10 | Digital Literacy Skills Among University Students: A Case Study from Turkey | Ceylan, V. K. (2014) | The research assesses the digital literacy skills of university students in Turkey, identifying key areas where students need improvement. The study provides insights into the role of education in developing these essential skills. | Digital Literacy, University Students, Digital Skills, Education |
| 11 | From dual digitalization to digital learning space: Exploring the digital transformation of higher education | Bendik Bygstad, Egil Ovrelid, Sten Ludvigsen, Morten Dæhlen -2022 | This article explores the digital learning space and enacts a redefinition of roles between students and teachers, allowing deeper learning forms. | Digital skills, digital literacy, digital upskilling |
| 12 | Higher education teachers' digital competencies for a blended future | Sarah K.Howard & Jo Tondeur, 2023 | This article explores the future competencies required for higher education teachers, emphasizing a move towards holistic and | Digital competencies, digital skills, and education |

| Sr. No. | Title of research paper | Author and year of publication | Summary | Keywords |
|---|---|---|---|---|
| | | | ecological conceptualizations of digital competencies. | |
| 13 | Special issue: What will be the new normal? Digital competence and 21st-century skills: critical and emergent issues in education | Fazilat Siddiqui & Lukasz Tomczyk – 2023 | This special issue discusses the redefinition of digital competencies post pandemic, focusing on digital citizenship and the role of educators. | Education and digital skills, digital competencies, digital upskilling |
| 14 | The HeDiCom framework: Higher Education teachers' digital competencies for the future | Sarah Howard, Manon Van Zanten, Pierre Gorissen -2023 | This framework addresses the integration of AI in education, revising existing digital competency frameworks to include AI technologies and future-oriented teaching practices. | Digital Competence, Digital Skills, 21st-Century Skills |
| 15 | Investigating the digital skills of undergraduate students in terms of various variables | Ozan Coskunserce & Schymus Aydogdu – 2022 | The purpose of this article is to examine the digital skills of students in terms of various variables. | Digital Citizenship, Digital Literacy, Digital upskilling |

# 15. Role And Importance of NSS in Skill Development and Social Consciousness in Higher Education

## Mr. Rajeshkumar G. Yadav

*Assistant Professor & NSS Program Officer.*

## Ms. Neha R. Tripathi

*HOD, BAMMC & NSS Program Officer.*

*ABSTRACT*

*The National Service Scheme (NSS) is a government-sponsored public service program in India aimed at involving students in community service. Established in 1969, NSS's primary goal is to develop the personality of students through community service. This research paper explores the role and importance of NSS in fostering personality development and enhancing social consciousness among students. By analyzing various studies, surveys, and firsthand accounts, this paper highlights the transformative impact of NSS on individuals and communities.*

*KEYWORDS*

*NSS, Youth, Skill, Social, Personal Development.*

**Introduction:**

The National Service Scheme (NSS) was launched in 1969, the birth centenary year of Mahatma Gandhi, with an aim to develop a sense of social responsibility among students. The program encourages students to participate in community service activities, thereby fostering a sense of commitment to society's development and promoting an ethos of selflessness and service. This paper examines the dual objectives of NSS: personality development and social consciousness, and assesses its effectiveness in achieving these goals.

**Historical Background of NSS:**

NSS was initiated by the Ministry of Youth Affairs and Sports, Government of India, to create a disciplined and committed cadre of young individuals who could contribute to nation-building. It aims to provide hands-on experience to young students in delivering community service, thus enabling them to understand and address societal issues.

**Strength of NSS:**

| State | No. of volunteer enrolled till 31st March, 2023 |
|---|---|
| A&N Island | 1600 |
| Andhra Pradesh | 217300 |
| Arunachal Pradesh | 17800 |
| Assam | 64100 |
| Bihar | 35629 |
| Chandigarh | 18137 |
| Chhattisgarh | 104298 |
| Daman and Diu and D & N Haveli | 2700 |
| Delhi | 68365 |
| Goa | 30900 |
| Gujarat | 182580 |
| Haryana | 153600 |
| Himachal Pradesh | 85050 |
| J & K | 35600 |
| Jharkhand | 32555 |
| Karnataka | 321000 |
| Kerala | 231300 |
| Lakshadweep | 1200 |
| Madhya Pradesh | 159300 |
| Maharashtra | 356800 |
| Manipur | 20950 |
| Meghalaya | 37400 |
| Mizoram | 30100 |
| Nagaland | 17176 |
| Odisha | 115464 |
| Puducherry | 16900 |
| Punjab | 162548 |
| Rajasthan | 211800 |
| Sikkim | 16400 |
| Tamil Nadu | 391496 |
| Telangana | 150700 |
| Tripura | 34300 |
| Uttar Pradesh | 321000 |
| Uttarakhand | 60600 |
| West Bengal | 117400 |
| **Total** | **3824048** |

**Importance of the Study:**

The exploration of the role and importance of the National Service Scheme (NSS) in skill development and social consciousness within higher education is of significant academic and practical value. This study highlights the multifaceted impact of NSS on students, institutions, and society at large. Understanding these dimensions' underscores why the NSS deserves attention and support from policymakers, educational institutions, and the broader community.

**Enhancing Student Development:**

1. **Holistic Education:** The study demonstrates how NSS complements academic learning with practical, real-world experiences. By engaging in community service, students develop a range of skills including leadership, communication, and problem-solving—that are crucial for personal and professional success.
2. **Character Building:** Participation in NSS fosters values such as empathy, responsibility, and civic-mindedness. These attributes contribute to the development of well-rounded individuals who are not only knowledgeable but also socially conscious and ethically driven.

**Promoting Social Consciousness:**

1. **Awareness and Engagement:** The study underscores how NSS activities expose students to pressing social issues such as poverty, illiteracy, health disparities, and environmental degradation. This awareness cultivates a sense of social responsibility and motivates students to contribute to societal improvement.
2. **Community Impact:** By addressing real community needs, NSS initiatives create tangible benefits for local populations. Whether through health camps, literacy programs, or environmental projects, NSS volunteers make a meaningful difference in the lives of others, reinforcing the importance of civic engagement.

**Strengthening Higher Education Institutions:**

1. **Institutional Reputation:** Active NSS units enhance the reputation of higher education institutions by demonstrating their commitment to social responsibility and community service. This can attract socially conscious students and faculty, as well as foster partnerships with external organizations.
2. **Curriculum Enrichment:** Integrating NSS into the academic curriculum enriches educational offerings, providing students with opportunities to apply theoretical knowledge in practical settings. This experiential learning approach is increasingly valued in modern education.

**Informing Policy and Practice:**

1. **Policy Development:** Insights from this study can inform the development of policies that support and expand NSS programs. Policymakers can use this research to advocate for increased funding, better resources, and structural support for NSS activities.

2. **Best Practices:** The study identifies best practices and successful case studies that can be replicated or adapted by other institutions. This dissemination of knowledge helps to standardize and improve the quality of NSS programs nationwide.

**Contributing to National Development:**

1. **Youth Empowerment:** NSS empowers young people to become active participants in nation-building. By developing their skills and social awareness, NSS prepares students to contribute to the country's development in various capacities, whether through professional careers, entrepreneurship, or continued community service.
2. **Social Cohesion:** NSS promotes social cohesion by bridging gaps between different societal segments. Through interaction and collaboration, students from diverse backgrounds work together towards common goals, fostering unity and mutual understanding.

**Community Development**: Other intervention areas for the N.S.S. activities are sustainable development, rural reconstruction, watershed management and wasteland development. N.S.S. volunteers are required to take steps to develop community assets infrastructure and preserve natural resources of the country.

**Student Development:** The motto of NSS is to develop the community by educating the society along with that student personal development. One of the objectives of NSS is uphold personal growth of students through involvement in community development.

**Objectives of the Study:**

1. To analyse the impact of NSS participation on the development of essential skills among higher education students.
2. To explore the role of NSS in fostering social consciousness and civic engagement among students
3. To identify the challenges and barriers faced by NSS programs in higher education institutions.
4. To propose strategies for enhancing the effectiveness and impact of NSS programs in higher education.
5. To provide empirical evidence and case studies demonstrating the benefits of NSS in skill development and social consciousness.
6. To assess the long-term effects of NSS participation on students' personal and professional lives

**Research Design:**

The study will employ a mixed-methods research design, combining both quantitative and qualitative approaches to provide a comprehensive understanding of the impact of NSS on skill development and social consciousness among higher education students.

**NSS and Personality Development:**

1. **Leadership Skills:** NSS activities often require students to take the initiative, manage projects, and lead teams. These experiences cultivate leadership qualities and decision-making abilities.
2. **Communication Skills:** Engaging with diverse communities helps students improve their communication skills. They learn to articulate their ideas clearly and listen empathetically to others.
3. **Confidence and Self-Esteem:** Involvement in community service boosts students' confidence and self-esteem as they see the tangible impact of their efforts.
4. **Teamwork and Collaboration:** Working in groups on community projects teaches students the importance of teamwork, cooperation, and collaboration.
5. **Empathy and Emotional Intelligence:** Exposure to various social issues enhances students' empathy and emotional intelligence, making them more compassionate individuals.

**NSS and Social Consciousness:**

1. **Awareness of Social Issues**: NSS activities often involve addressing issues like literacy, health, sanitation, and environmental conservation. This exposure increases students' awareness and understanding of these problems.
2. **Community Engagement:** Through direct interaction with communities, students learn about the lives and struggles of various societal segments, fostering a deeper connection with and commitment to societal well-being.
3. **Civic Responsibility:** NSS instills a sense of civic duty and responsibility in students. They become more inclined to participate in democratic processes and contribute to public welfare.
4. **Volunteerism and Altruism**: The culture of volunteerism promoted by NSS instills a lifelong commitment to altruism and service in students.
5. **Ethical and Moral Values:** NSS activities often highlight the importance of ethical and moral values, encouraging students to act with integrity and responsibility in their personal and professional lives.

**Case Studies and Testimonials:**

**Case 1: Environmental Initiatives:** An NSS unit in Kerala initiated a massive tree plantation drive, planting over 10,000 saplings in deforested areas. This project not only contributed to environmental conservation but also educated students about the importance of sustainable living. Participants reported increased awareness and commitment to environmental issues, showcasing how NSS activities can lead to long-term behavioral changes.

**Case 2: Health and Hygiene Campaigns:** In Maharashtra, NSS volunteers launched a health and hygiene campaign in rural areas, focusing on menstrual hygiene management and sanitation practices. By organizing workshops and distributing sanitary products, they significantly improved the health conditions of women and girls in the community. This initiative demonstrated the power of NSS in addressing critical health issues and promoting gender equality.

**Case 3: Literacy Programs:** NSS volunteers in Tamil Nadu undertook a literacy program targeting underprivileged children and adults. Through evening classes and educational workshops, they successfully reduced the illiteracy rate in the community. The project not only enhanced the educational prospects of the beneficiaries but also instilled a sense of accomplishment and purpose in the volunteers.

**Case 4: Women Empowerment Programs:** In Rajasthan, NSS volunteers launched a women empowerment program aimed at enhancing the socio-economic status of women through vocational training and education. The program included workshops on skills such as tailoring, handicrafts, and entrepreneurship. By providing women with the tools and knowledge to start their own businesses, the program promoted gender equality and economic independence.

**Case 5: Digital Literacy Campaigns:** Recognizing the importance of digital literacy in today's world, an NSS unit in West Bengal initiated a campaign to teach basic computer skills to rural residents. The project involved setting up temporary computer labs in village schools and conducting workshops on using the internet, email, and basic office software. This initiative not only bridged the digital divide but also empowered the community with essential skills for the digital age.

**Challenges and Recommendations:**

**Challenges:**

1. **Limited Resources and Funding***
   - **Challenge:** NSS units often operate with constrained budgets, limiting their ability to execute large-scale or long-term projects effectively.
   - **Impact:** This results in fewer resources for training, logistics, and project implementation, thereby reducing the scope and impact of NSS activities.
2. **Lack of Awareness and Participation:**
   - **Challenge**: Many students and institutions are unaware of the benefits and opportunities provided by NSS, leading to lower participation rates.
   - **Impact:** This limits the reach and effectiveness of NSS programs, as fewer students engage in community service and skill development activities.
3. **Insufficient Institutional Support:**
   - **Challenge:** Some educational institutions do not prioritize or actively support NSS activities, viewing them as extracurricular rather than integral to the academic curriculum.
   - **Impact:** This attitude can result in inadequate administrative and logistical support, reducing the overall effectiveness of NSS initiatives.
4. **Inconsistent Quality of Programs**
   - **Challenge:** The quality of NSS programs can vary significantly between institutions, leading to inconsistent outcomes and experiences for students.
   - **Impact:** This inconsistency can diminish the perceived value and credibility of NSS programs, affecting student motivation and engagement.

**Recommendations:**

1. **Increased Funding and Resources:**
   - **Recommendation:** Governments and educational institutions should allocate more funds and resources to NSS programs to ensure they have the necessary support for effective implementation.
   - **Action Plan:** Establish dedicated NSS funding lines in institutional budgets, seek corporate sponsorships, and apply for grants from national and international bodies.
2. **Enhanced Awareness and Promotion:**
   - **Recommendation:** Launch awareness campaigns to highlight the benefits of NSS and encourage greater student participation.
   - **Action Plan:** Use social media, campus events, and collaborations with student organizations to promote NSS activities. Develop informational materials and success stories to showcase the impact of NSS.
3. **Strengthened Institutional Support:**
   - **Recommendation:** Integrate NSS activities into the academic curriculum and recognize them as essential components of student development.
   - **Action Plan:** Create mandatory service-learning modules, provide academic credits for NSS participation, and offer incentives such as awards and recognition for active NSS units and volunteers.
4. **Standardization and Quality Assurance:**
   - **Recommendation:** Develop standardized guidelines and best practices for NSS program implementation to ensure consistent quality across institutions.
   - **Action Plan:** Establish a national or regional body to oversee NSS activities, conduct regular audits and evaluations, and provide feedback and support to NSS units.
5. **Monitoring and Evaluation**
   - **Recommendation:** Implement robust monitoring and evaluation frameworks to assess the impact of NSS activities and identify areas for improvement.
   - **Action Plan:** Develop performance indicators, collect regular feedback from participants and community members, and conduct impact assessments to inform program adjustments and improvements.

**Conclusion:**

The National Service Scheme (NSS) in higher education significantly contributes to the holistic development of students by fostering essential life skills and enhancing social consciousness. Through active participation in community service, students develop leadership, communication, organizational, and problem-solving skills that are critical for their personal and professional growth. Additionally, NSS activities heighten students' awareness of societal issues, cultivate empathy, and promote a sense of civic responsibility and ethical values.

NSS initiatives create tangible benefits for communities by addressing pressing needs such as health, literacy, and environmental conservation. These projects not only improve the quality of life for community members but also demonstrate the power of collective action and volunteerism.

Furthermore, active NSS units enhance the reputation of educational institutions and enrich the academic curriculum by providing practical applications of theoretical knowledge.

To maximize the impact of NSS, it is essential to increase funding and resources, enhance awareness and participation, integrate NSS activities into the academic curriculum, develop standardized guidelines, and invest in comprehensive training programs. By leveraging technology and implementing robust monitoring and evaluation frameworks, NSS can further its reach and efficiency.

Overall, the NSS plays a crucial role in nation-building by empowering young individuals to become socially conscious, responsible citizens. Strengthening and expanding NSS programs will significantly contribute to the holistic development of students and the betterment of society as a whole.

**References:**

1.  Chauhan, C. P. S. (2018). "Higher Education in India: A Historical and Futuristic Perspective". Springer.
2.  Ministry of Youth Affairs & Sports, Government of India. (2018). "National Service Scheme (NSS) Manual". Available at: [NSS Manual PDF] (https://www.youthaffairs.gov.in/sites/default/files/NSS_Manual.pdf)
3.  University Grants Commission (UGC). (2019). "Guidelines on National Service Scheme (NSS)".
4.  Reddy, V. S., & Gupta, N. (2017). "Role of NSS in Promoting Social Responsibility and Skill Development Among Students". Proceedings of the International Conference on Social Innovations in Higher Education.
5.  National Service Scheme (NSS). Official Website. Available at: [NSS Official Website] (https://nss.gov.in)

# 16. Growth, Development and Optimization of Skills Through Open and Digital Learning

## Dr. R. Hemamalin

*Professor, Department of Management Studies,*
*K S Rangasamy College of Technology, Tiruchengode, Tamilnadu.*

## Dr. M. Maheswari

*Jain (Deemed-to-be) University,*
*Bangalore, Karnataka, India.*

### *ABSTRACT*

*Digital learning is meant to enhance the learning experience rather than replace traditional methods altogether. The digital learning and development strategy is about shaping the uses digital learning forms in the way of the organizational requirement. This paper tries to discuss about the three major transformations that could possibly take place through open and digital learning platforms. It is the growth and development of students through digital learning and the usage of content for their optimization of knowledge and skills. The usage of open and digital learning supports the user in terms of employability, cost management, increase technology capacity, workforce development and innovation. The demand for cutting-edge technical skills grows, to develop related skills through open and digital learning. Blended learning allows universities to offer students access to online certifications from industry leaders. Learning fresh and new skills quickly and effectively is crucial for professional growth and career advancement. This personalized approach to learning allows individuals to focus on the skills most relevant to their desired career path or industry. The transformative power of online learning in influencing academic and career paths is highlighted in this paper.*

### *KEYWORDS*

*Digital learning, Career, Blended learning, Skills and Open Learning.*

**Introduction:**

Within the rapidly evolving Indian context of the twenty-first century, digital education is a novel concept with the potential to transform the way people learn. Digital education is the application of technology to education through the use of digital tools, online platforms, and interactive content to provide high-quality education to all people, bridge geographic gaps, and develop a generation of well-rounded skills for a globalized world.

The phenomenon known as "Digital Education" was born out of the intersection of technology and education in the fast-paced twenty-first century. By transforming instructional materials into interactive experiences that hold students' attention and encourage deeper understanding, digital education brings learning materials to life.

Today there is a gap between marketable skills of the majority of workforce and the expectations of their roles. Many undergraduates have difficulties when moving from education to employment as there is no convergence between acquired education and required skill sets. The methodical process of improving an employee's expertise, knowledge, and abilities through learning and development leads to improved work performance. Development is the process of expanding and deepening one's expertise in accordance with one's own long-term career objectives. It strives to develop career-related skills to increase one's potential for future opportunities.

In the realm of education, the integration of digital learning tools has become increasingly prevalent, offering a wide array of benefits for learners. E-Learning provides accessibility to educational resources and fosters independent learning through digital platforms (Hardini, 2024). This accessibility is particularly crucial for adult learners who may face challenges in accessing traditional training methods to develop their digital skills (Alamprese, 2024). The utilization of e-learning modules has shown significant results in skill development among marginalized groups, emphasizing the importance of inclusivity in digital education (Febro et al., 2020). The COVID-19 pandemic has further accelerated the adoption of online learning, leading to increased enrollments and opportunities for skills enhancement (Zhang, 2023). Moreover, the incorporation of Design Thinking in digital self-directed learning environments empowers students to effectively develop their digital skills (Sriwisathiyakun, 2023). Additionally, the development of teachers' digital skills is paramount for successful implementation of digital education (Holik et al., 2023).

**Digital Learning:**

E-Learning, as a digital learning tool, provides greater accessibility to educational resources and allows students to learn independently through digital platforms. Digital learning, encompassing various pedagogical approaches augmented by technology, has become a significant tool in education. E-learning, a form of digital learning, enhances accessibility to educational resources, enabling independent learning through digital platforms (Hardini, 2024; Shafieek, 2024). It offers benefits such as improved student engagement, flexibility in learning, and increased interactivity (Tarigan, 2023). Moreover, digital learning resources play a crucial role in facilitating comprehensive and attractive learning experiences for students (Situmorang, 2024). In the context of innovation and creativity, digital learning media presents new opportunities to enhance the effectiveness of education, promote innovation, and foster creativity in teaching methods (Kharismatunisa, 2023).

It can also contribute to the development and implementation of digital innovations within organizations, leading to improved performance and competitive advantage (Yu et al., 2023). Additionally, digital learning innovations based on educational platforms offer valuable insights for optimizing the use of digital technology in learning environments (Irhamni, 2023).

**Embracing Digital Learning:**

In the ever-evolving landscape of education, the integration of digital technologies has become a pivotal driver in transforming the academic landscape. As universities grapple with the challenges of delivering quality education in an increasingly digital world, the need to harness the power of technology has become an educational imperative. (Technology Integration as an Educational Imperative, 2017) The digital transformation of higher education systems has led to the emergence of blended learning approaches, where online platforms and traditional classroom settings converge to provide students with a more dynamic and enriched learning experience. (Mamaeva et al., 2020). Innovative digital tools and virtual learning environments have become integral components of the modern educational ecosystem. The rapid advancements in information and communication technologies have significantly impacted pedagogical approaches, enabling educators to leverage multimedia-based teaching and provide students with on-demand access to a wealth of learning resources. (Alruthaya et al., 2021) These digital innovations have not only enhanced the effectiveness of online learning but have also fostered the development of essential skills for the 21st-century workforce, such as critical thinking,problem-solving, and communication. (Vinichenko, 2020)

**Digital Learning for Career Growth:**

The proliferation of digital technologies has transformed the landscape of professional development and career advancement, ushering in an era where continuous learning and skill acquisition have become essential for individuals seeking to thrive in today's dynamic job market. Digital learning has transformed education and professional advancement by increasing accessibility and convenience of knowledge. It provides several benefits for both professional and academic development, with online credentials having a major influence on both. Digital learning tools, such as animations, simulators, and e-learning platforms, provide practical knowledge and enhance teaching methodologies. In corporate settings, digital learning is emerging as a realistic option for employee skill development, addressing the challenges of limited time spent on learning and development (Nandeesh V. Hiremath et al., 2021). The growing trend of digital education has led to the creation of specialized academic programs, including bachelors and master's degrees in digital education and its subfields. As digital technologies advance, educators need to assess how safe and effective it is to use them in classrooms.

**Digital learning in corporate:**

FICCI-NASSCOM and EY "Future of Jobs" Report-2017 – which have clearly been indicating that the digital learning is fast-emerging as one of the realistic options. The employees invest their time and energy for skilling/up-skilling/re-skilling for remaining relevant to the emerging business context. Nandeesh V. Hiremath, A. Mohapatra, Anil Subbarao Paila 2021. Digital learning is transforming corporate training and development in the 21st century. Organizations re adpting digital platforms to upskill employees and stay competitive in a rapidly changing business landscape (Verma, 2021). Digital learning analytics can enhance the efficacy of organizational learning processes, with mobile technologies becoming increasingly popular among employees (Sousa & Rocha, 2018). However, only about 1% of employees' time is spent on learning and development,

presenting a significant challenge for corporations (Nandeesh V. Hiremath et al., 2021). To address this, companies like IBM have implemented innovative digital learning platforms that allow employees to access a wide range of content anytime and anywhere (Suryanarayana Alamuri & Venkataiah Chittipaka, 2024). Despite some empirical research showing disappointment in measuring digital learning's impact, organizations continue to embrace digital learning techniques to meet the growing demand for skilled employees in a distributed workforce environment (Verma, 2021). The main goals of learning and development interventions are to improve employees' abilities, competencies, and career growth. Learning engagement styles and systems are also going through significant paradigm transformations.

**Growth and Development of digital leaning:**

Digital learning has experienced significant growth in recent years, particularly accelerated by the COVID-19 pandemic (Jagannathan, 2021). This trend is evident in the increasing number of publications on the topic, with the United States leading in research output (Yamunah Vaicondam et al., 2022). The expansion of digital education is driven by improved internet connectivity, digital payment options, and the adoption of advanced technologies (Sailaja Venuturumilli & Prasada Rao Peyyala, 2019). Key areas of focus include online learning, e-learning, and digital learning environments, especially in higher education (Yamunah Vaicondam et al., 2022). The shift towards digital learning has led to the emergence of new educational models and approaches, such as blended learning, which combines traditional and digital methods (Jagannathan, 2021). As a result, universities worldwide are offering degree programs and research opportunities in digital education and related fields (P. Paul et al., 2018), reflecting the growing importance of this area in both academic and business contexts.

Digital learning has emerged as a significant trend in education and corporate training, leveraging technology to enhance learning experiences. It encompasses various forms, including e-learning, massive open online courses (MOOCs), and user-generated content (Verma, 2021). Digital learning materials can be designed to help students acquire specific skills, such as data analysis in nutrition research (Busstra et al., 2008). The development of digital learning systems requires careful consideration of learning theories and instructional design principles (Busstra et al., 2008). Adoption of digital learning, especially e-learning platforms, has advantages including better student technical literacy, more access to information, and flexibility in learning times and locations. Learning options are increasing and educational practices are changing as a result of these developments in digital learning.

**Optimizing the skills through digital learning:**

Digital learning is transforming education by providing flexible, accessible, and interactive resources that cater to individual learning styles (Herawati et al., 2023). It offers opportunities to develop crucial 21st-century skills, which are essential for success in the current knowledge-based economy (Kivunja, 2014). To address these challenges and maximize the benefits of digital learning, experts recommend focusing on specific skills, redefining educator and learner roles, understanding learner motivations, ensuring inclusivity, and developing sustainable business models (Devaux et al., 2017).

These approaches can help optimize skills development through digital learning in various educational settings.By optimizing digital learning, educational institutions can better prepare students for the demands of the digital age and improve their readiness for the digital economy (Kivunja, 2014; Herawati et al., 2023).

**Digital learning portals:**

Digital learning portals are emerging as valuable tools in education, offering various benefits across different contexts. In higher education, these portals can encourage student autonomy and motivation in language learning, providing flexible access to resources and activities (Wallenius et al., 2019). For early childhood education, digital documentation portals facilitate improved communication between parents and educators, despite some privacy concerns (McFadden & Thomas, 2016). In vocational education, digital portals serve as effective learning resources for technical courses, demonstrating high feasibility and practicality (Muslim et al., 2023). Most used portals are EdApp, Skillshare, Edx, Whatfix, and 360Learning, Udemy, Coursera, Swayam, Unschool, NPTEL, IGNOU, IIMB, UGC and NIELET etc. Overall, these studies highlight the potential of digital learning portals to support diverse educational needs, from early childhood to higher education, by providing accessible, interactive, and customizable learning experiences.

**Implication:**

Furthermore, the impact of digital knowledge and innovativeness has been recognized as catalysts for success in digital entrepreneurship and various industries (Yumin Li, 2023). Digital learning has emerged as a transformative force in education, offering new opportunities for personalized and flexible learning experiences (NeerajaYadav, 2024). It encompasses various formats, including MOOCs, online degrees, and ICT tools in classrooms (Vjay Paul et al., 2021). The adoption of digital learning is influenced by factors such as perceived usefulness, ease of use, and behavioral intention (Kaushik & Verma, 2019). While digital learning provides a conducive environment for students, challenges persist, including difficulty in doubt clearance due to lack of proximity between students and teachers (Vjay Paul et al., 2021). However, issues of accessibility, equity, and quality assurance need to be addressed (Neeraja Yadav, 2024). As digital learning continues to evolve, ongoing research and policy initiatives are crucial to fully realize its potential and overcome its limitations in reshaping education (Neeraja Yadav, 2024).

**Conclusion:**

In conclusion, the synthesis of these references underscores the importance of digital learning in fostering skill development and optimizing learning outcomes. From enhancing digital literacy to promoting critical thinking and problem-solving skills, the integration of digital tools and methodologies in education plays a pivotal role in preparing learners for the demands of the 21st century. In summary, digital learning has revolutionized education by providing innovative and interactive learning experiences, fostering creativity, and enhancing educational outcomes. Its role in promoting innovation, improving student engagement, and supporting organizational development underscores its significance in modern educational practices.

Digital learning has shown positive effects on learning motivation and outcomes compared to traditional teaching methods (Ming-Hung Lin et al., 2017). It offers benefits such as enhanced student engagement, diverse educational resources, and personalized learning experiences (Li, 2024). However, challenges exist, including cognitive overload and potential exacerbation of educational inequalities due to the digital divide (Yumin Li, 2024). To address these issues, strategic measures are necessary, focusing on enhancing digital literacy, providing equitable technology access, and supporting educators with professional development in digital pedagogies (Yumin Li, 2024).

**Reference:**

1. Alamprese, J. A. (2024). Adult learning and education in digital environments: learning from global efforts to promote digital literacy and basic skills of vulnerable populations. Adult Learning, 35(2), 73-81. https://doi.org/10.1177/10451595231204089
2. Ali Alruthaya, Thanh-Thuy Nguyen, Sachithra Lokuge, The Application of Digital Technology and the Learning Characteristics of Generation Z in Higher Education, arXiv (Cornell University), 2021
3. Attou, Y., Seddik, M., & Benaissa, M. (2024). The impact of integrating various digital games in efl classrooms on soft skills development. Journal of Humanities and Social Sciences Studies, 6(5), 117-125. https://doi.org/10.32996/jhsss.2024.6.5.16.
4. M. C. Busstra, A. Geelen P. Veer, Design and Development of Digital Learning Material for Applied Data Analysis, The American Statistician ,1 November 2008
5. Devaux A., Grand-Clement S.,Digital Learning's Role in Enabling Inclusive Skills Development for a Connected World, EMOOCs-WIP 2017.
6. Febro, J. D., Catindig, M. A. C., & Caparida, L. T. (2020). Development of e-learning module for ict skills of marginalized women and girls for ict4d. International Journal of Emerging Technologies in Learning (iJET), 15(16), 94. https://doi.org/10.3991/ijet.v15i16.14929
7. Hardini, M. G., Khaizure, T., & Godwin, G. (2024). Exploring the effectiveness of e learning in fostering innovation and creative entrepreneurship in higher education. Startupreneur Business Digital (SABDA Journal), 3(1), 34-42. https://doi.org/10.33050/sabda.v3i1.441
8. Hiremath, N.V., Mohapatra, A.K. and Paila, A.S. (2021), "A study on digital learning, learning and development interventions and learnability of working executives in corporates", American Journal of Business, Vol. 36 No. 1, pp. 35-61.
9. https://doi.org/10.1108/AJB-09-2020-0141
10. Herawati Elvina , Mahyuddin, Optimizing Digital Learning Based Learning as a Learning Media of Today with Enhanced Microsoft Office Softskill at SMAS Husni Thamrin, ABDIMAS TALENTA: Journal, 30 December 2023
11. Holik, I., Kersánszki, T., Molnár, G., & Sanda, I. D. (2023). Teachers' digital skills and methodological characteristics of online education. International Journal of Engineering Pedagogy (iJEP), 13(4), 50-65. https://doi.org/10.3991/ijep.v13i4.37077
12. Irhamni, H. and Ashari, M. K. (2023). Digital platform-based learning innovation in elementary schools in the industry 4.0 era: systematic literature review. QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama, 15(2), 945-958. https://doi.org/10.37680/qalamuna.v15i2.3327
13. Jagannathan, The Digital Learning Opportunity, Reimagining Digital Learning for Sustainable Development, Routledge, 2021

14. Kharismatunisa, I. (2023). Innovation and creativity of islamic religious education teachers in utilizing digital-based learning media. Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme, 5(3), 519-538. https://doi.org/10.37680/scaffolding.v5i3.3700

15. Kivunja, C. (2014). Innovative Pedagogies in Higher Education to Become Effective Teachers of 21st Century Skills: Unpacking the Learning and Innovations Skills Domain of the New Learning Paradigm. International Journal of Higher Education, 3, 37-48.

16. Li, H. (2023). Digital knowledge and innovativeness: catalysts for digital entrepreneurship success in taiwan's architecture and interior design industries. Journal of Digitovation and Information System, 3(1), 01-15. https://doi.org/10.54433/jdiis.2023100018

17. McFadden, Kerrin Thomas, Parent Perspectives on the Implementation of a Digital Documentation Portal in an Early Learning Centre, Australasian Journal of Early Childhood, 1 December 2016

18. Makri, A., Vlachopoulos, D., & Martina, R. (2021). Digital escape rooms as innovative pedagogical tools in education: a systematic literature review. Sustainability, 13(8), 4587. https://doi.org/10.3390/su13084587

19. Mamaeva, Larisa V. Shabaltina, В. Гарнова, Yelena Petrenko, S S Borovsky, Digital transformation of higher educational system, Journal of Physics Conference Series, 2020 Full Text (PDF)

20. Ming-Hung Lin 1 *, Huang-Cheng Chen 1, Kuang-Sheng Liu, A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome, EURASIA Journal of Math Science Tech Ed, Volume 13, Issue 7, July 2017, 3553-3564

21. Muslim ., Nur Basuki, S, Development of a Digital Portal as a Learning Resource Computer Numerical Control (CNC) Machining Engineering Course, International Journal of… 4 January 2023

22. Mustapha, I., Van, N. T., Shahverdi, M., Qureshi, M. I., & Khan, N. (2021). Effectiveness of digital technology in education during covid-19 pandemic. a bibliometric analysis. International Journal of Interactive Mobile Technologies (iJIM), 15(08), 136. https://doi.org/10.3991/ijim.v15i08.20415

23. Neeraj Yadav, The Impact of Digital Learning on Education, International Journal of Multidisciplinary Research in Arts, Science and Technology, 30 January 2024

24. Situmorang, H., Purba, S., & Situmorang, M. (2024). Implementation of innovative digital-based learning resources for teaching occupational safety and health in mechanical engineering. Proceedings of the 5th International Conference on Innovation in Education, Science, and Culture, ICIESC 2023, 24 October 2023,. https://doi.org/10.4108/eai.24-10-023.2342271

25. Sriwisathiyakun, K. (2023). Utilizing design thinking to create digital self-directed learning environment for enhancing digital literacy in thai higher education. Journal of Information Technology Education: Innovations in Practice, 22, 201-214. https://doi.org/10.28945/5184.

26. Suryanarayana Alamuri, Venkataiah Chittipaka, Corporate learning in a disruptive digital era: a new global organizational paradigma (A case-study of IBM's Your Learning Platform), Published in Brazilian Journal of… 10 May 2024

27. Sailaja Venuturumilli, Prasada Rao Peyyala, Digital Learning: New Age Tools and the Changing Education Scenario, Trends and Challenges in India, Information and Knowledge Management, November 2019

28. Tarigan, W. P. L., Sipahutar, H., & Harahap, F. (2023). The impact of an interactive digital learning module on students' academic performance and memory retention. Computers and Children, 2(2), em004. https://doi.org/10.29333/cac/13654

29. Tong, L. C., Rosli, M. S., & Saleh, N. S. (2022). Enhancing hots using problem-based learning and digital game in the context of malaysian primary school. International Journal of Interactive Mobile Technologies (iJIM), 16(02), 101-112. https://doi.org/10.3991/ijim.v16i02.27677

30. Verma, N. (2021). Digital Technologies Changing the Landscape of Corporate Learning and Development. In IoT and Cloud Computing for Societal Good (pp. 147-157). Cham: Springer International Publishing.

31. Vjay Paul, Richa Thapliyal, Rishabh Walia, Exploring the opportunities and challenges of digital learning in India, Webology 2021

32. V.A. Vinichenko, Main Components of Virtual Educational Environments, Proceedings of the 2nd International Scientific and Practical Conference "Modern Management Trends and the Digital Economy: from Regional Development to Global Economic Growth" (MTDE

33. Wallenius Liisa, T. Votkin, Sofia Sevón, DIGITAL PORTALS IN LANGUAGE LEARNING ENCOURAGING STUDENT AUTONOMY, EDULEARN19 Proceedings 1 July 2019

34. Yamunah Vaicondam, Huma Sikandar, Research Landscape of Digital Learning Over the Past 20 Years: A Bibliometric and Visualisation Analysis, Muhammad Imran Qureshi, International Journal of online and biomedical engineering, 28 June 2022

35. Yumin Li, Adapting to the Digital Learning Environment: The Impact on Student Learning and Outcomes, Lecture Notes in Education psychology and public media, 5 January 2024

36. Yu, Z., Liu, J., Wei, Q., Cao, Y., & Gui, S. (2023). Can hpws promote digital innovation? e-learning as mediator and supportive organisational culture as moderator. Sustainability, 15(13), 10057. https://doi.org/10.3390/su151310057

37. Zhang, D. (2023). Exploring the impact of online learning on university students' classroom interactions. Journal of Education, Humanities and Social Sciences, 22, 98-101.

38. "Optimizing Open and Distance Learning in Higher Education Institutions ", Umesh Chandra Pandey Indira Gandhi National Open University, India Verlaxmi Indrakanti Anand Vihar College for Women, India, Published in the United States of America by IGI Global, ISBN13: 9781522526247, 2018.

39. https://doi.org/10.54097/ehss.v22i.12295

40. https://www.idreameducation.org/blog/digital-education/

# 17. A Study on Teachers' Perceptions of the Role of Technology in Enhancing Student Engagement

## Asst. Prof. Meenakshi Lokam

*Patkar – Tarde College.*

*ABSTRACT*

*This research paper explores teachers' perceptions of how technology can enhance student engagement. In today's digital age, technology plays a crucial role in education, and understanding its impact from teachers' viewpoints is essential. This study aims to assess how teachers believe technology affects student engagement, identify the most effective technological tools and strategies, and uncover any challenges teachers face when using technology in their classrooms. To gather this information, we will conduct surveys (questionnaire) with teachers from different college. This questionnaire asked questions about their experiences and opinions on using technology in their teaching. This research provides valuable insights that can help improve how technology is used in education, making learning more exciting and engaging for students. Overall, the findings suggest that while technology has great potential to enhance student engagement, there are significant barriers that need to be addressed. By understanding these perceptions and challenges, educators and policymakers can better support teachers in integrating technology into their teaching practices, ultimately leading to more engaging and effective learning experiences for students.*

*KEYWORDS*

*Students, Technology, Teachers, Education, student engagement,*

**Objectives:**

1. To evaluate teachers' beliefs about the effectiveness of technology in increasing student engagement.
2. To identify the technological tools and strategies that teachers find most effective in enhancing student engagement.
3. To investigate the barriers and challenges teachers face when integrating technology to boost student engagement.

**Research methodology:**

For this research we collected data from 50 teachers from various colleges located in Mumbai. To gather the information, we used a questionnaire that included multiple-choice

questions. This questionnaire was designed to understand teachers' views on how technology impacts student engagement in their classrooms.

We chose a sample of teachers from different colleges to ensure a diverse range of perspectives. The selection included teachers from arts, science, commerce to provide a comprehensive understanding of the role of technology across various disciplines. The questionnaire was distributed through email and online platforms like Google Forms, making it easy for teachers to respond at their convenience.

Our questionnaire covered several areas, such as the types of technology tools used, the frequency of their use, the perceived effectiveness of these tools in engaging students, and the challenges faced in implementing technology. We also included questions about the teachers' background, such as their years of teaching experience and familiarity with technology.

Once the responses were collected, we analyzed the data. This analysis helped us understand the overall perception of teachers regarding the use of technology in education and its impact on student engagement.

**Introduction:**

In today's world, technology has become a vital part of our lives, and its influence on education is growing rapidly. Teachers are increasingly using various technological tools to make learning more interesting and engaging for students. This research focuses on understanding how teachers perceive the role of technology in enhancing student engagement. By exploring the experiences and opinions of teachers from different colleges in Mumbai, we aim to gain insights into how technology is being used in classrooms and its impact on students' learning experiences. The integration of technology in education can transform traditional teaching methods, making lessons more interactive and appealing. However, it is essential to understand teachers' views on this shift, as they are the ones implementing these tools in their daily teaching. This study seeks to identify the benefits and challenges faced by teachers when using technology to engage students. By doing so, we hope to highlight effective strategies and potential areas for improvement, ultimately contributing to better educational outcomes for students.

**Need of study:**

The use of technology in education is increasing rapidly, and it is important to understand how it affects student engagement. Teachers play a crucial role in this process, as they are the ones who implement and manage these technological tools in the classroom. This study aims to explore teachers' perceptions of how technology impacts student engagement, providing valuable insights into the benefits and challenges they experience.

Understanding these perceptions is essential because it can help identify effective strategies that enhance learning and engagement. It can also highlight potential obstacles that need to be addressed to make the integration of technology more effective. By focusing on the experiences of teachers from various colleges in Mumbai, this research can offer practical recommendations for improving educational practices.

Moreover, this study can contribute to the ongoing conversation about the role of technology in education. As schools and colleges continue to adopt new technologies, it is crucial to have a clear understanding of their impact on teaching and learning. This research can help educators, policymakers, and stakeholders make informed decisions that support the successful integration of technology in education, ultimately leading to better educational outcomes for students.

**Advantages of technology:**

1. Technology makes learning more interactive and engaging.
2. It provides easy access to vast resources and information.
3. It Facilitates collaboration among students and teachers, regardless of location.

**Disadvantages of technology:**

1. It may lead to over-reliance on technology for learning.
2. It involves risks of data breaches and cyberbullying.
3. It requires ongoing training and professional development for effective use.
4. It can be expensive to implement and maintain.
5. It may reduce face-to-face interaction and social skills.
6. Excess screen time can cause health issues like eye strain and poor posture.

**Literature review:**

(Authors: R. Raja and P. C. Nagasubramani, April 21, 2018) In their paper, Raja and Nagasubramani explore how modern technology has transformed education. They highlight that technology is a gift from God that has revolutionized various aspects of life, including education. With the advent of computers, teaching and learning processes have become more enjoyable and efficient.

The authors describe how technology has played a critical role in enhancing education by making learning more interactive and engaging. They argue that modern technology, such as the internet and educational software, helps students learn faster and retain information better. The integration of technology in education encourages collaborative learning, allowing students to work together regardless of geographical distances.

The paper also discusses the challenges teachers face in adopting new technologies. Teachers must continuously update their skills to effectively integrate technology into their teaching methods. Common barriers include lack of time, resources, and support, as well as issues with reliability and outdated software.

(Authors: Kanika Budhwar, December 2017) This paper also discusses the significant role technology plays in education. She explains that in the 21st century, technology has become an essential part of daily life, and its impact on education is profound. Technology bridges distance and makes education accessible to students everywhere.

Author highlights that educational technology enhances the quality of education by providing systematic ways to improve teaching and learning processes. Information and Communication Technologies (ICT) play a crucial role in modern education by offering tools that help both teachers and students. These technologies make education more interactive and engaging, allowing for a better understanding and retention of knowledge.

The paper concludes that the integration of technology in education is not just a trend but a necessity for future advancements in teaching and learning. Author encourages the continued exploration and adoption of new technologies to further enhance educational outcomes.

These studies collectively emphasize the transformative power of technology in education, acknowledging both its benefits and the challenges that need to be addressed for effective implementation.

(The Role of Technology in Education: Enhancing Learning Outcomes and 21st Century Skills ,Dr. Lohans Kumar Kalyani,April 2024) Dr. Lohans Kumar Kalyani (2024) explores the transformative impact of technology in education, emphasizing its role in enhancing learning outcomes and fostering essential 21st-century skills. The study highlights how technology, including digital tools and interactive platforms, has revolutionized traditional teaching methods. By integrating technology, educators can adopt student-centered approaches that cater to diverse learning styles, promoting active engagement, critical thinking, and problem-solving skills among students.

The accessibility of information via the internet expands learning opportunities beyond the classroom, encouraging self-directed and lifelong learning. Technology also facilitates collaboration and communication, essential for teamwork and effective information sharing in the modern workforce. Additionally, it nurtures digital literacy, enabling students to critically assess and navigate online information.

However, the study acknowledges challenges such as unequal access to technology, potential distractions, and the risk of cyberbullying. Despite these challenges, Dr. Kalyani emphasizes the importance of responsible and equitable technology integration to maximize its educational benefits. The research underscores the need for continuous innovation and adaptation in teaching methodologies to prepare students for success in a rapidly evolving digital world.

**Data analysis:**

**Respondents' profile:**

| Gender | Male | 22 |
|--------|------|----|
|        | Female | 33 |
| Age    | Under 25 | 04 |
|        | 25 - 34 | 22 |
|        | 35 - 44 | 22 |

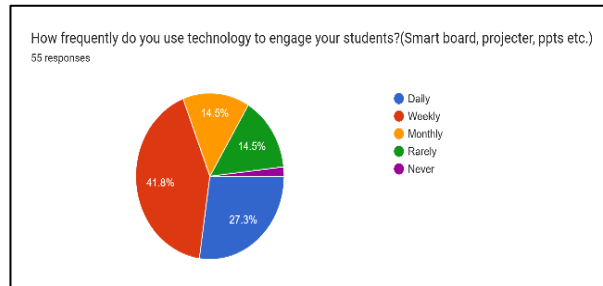| | | |
|---|---|---|
| | 45 – 50 | 03 |
| | Above 50 | 04 |
| Designation | Lecturer (considered those who are not qualified for assistant professor) | 15 |
| | Assistant professor | 36 |
| | Associate professor | 03 |
| | professor | 01 |

**To evaluate teachers' beliefs about the effectiveness of technology in increasing student engagement:**
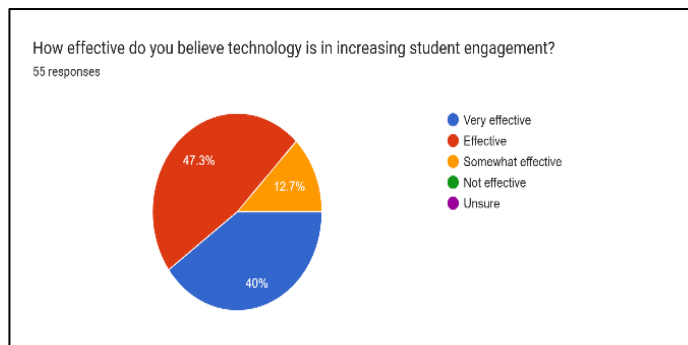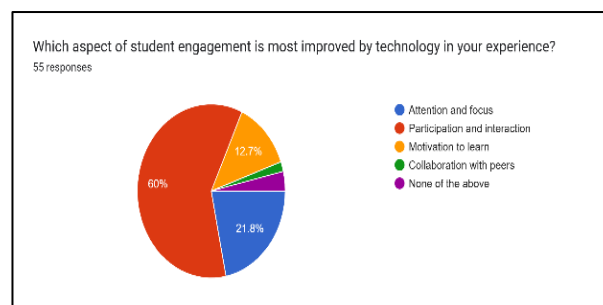


Out of the 55 respondents to the questionnaire, the majority expressed a positive view on the effectiveness of technology in increasing student engagement. Specifically, 22 respondents rated technology as "very effective," while 26 considered it "effective." Additionally, 7 respondents found technology to be "somewhat effective." This distribution suggests that a significant portion of the respondents perceive technology as a valuable tool for enhancing student engagement, with most recognizing its positive impact.
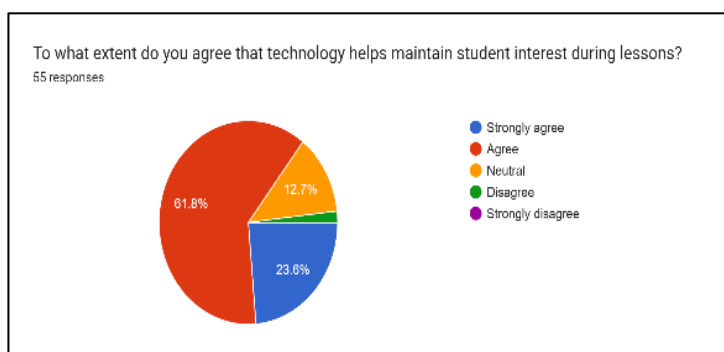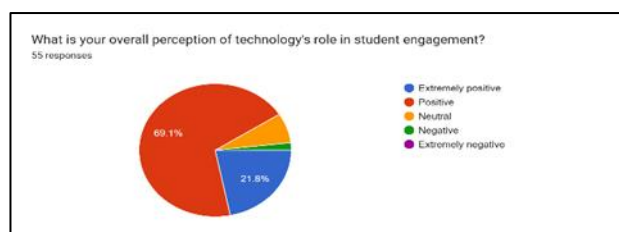


In evaluating the impact of technology on maintaining student interest during lessons, the majority of respondents demonstrated a positive perception. Specifically, 34 respondent agreed that technology aids in sustaining student interest, while 13 strongly agreed with this sentiment. Additionally, 7 respondents remained neutral on the issue, and only 1 individual disagreed.

How frequently do you use technology to engage your students?(Smart board, projecter, ppts etc.)
55 responses

- Daily
- Weekly
- Monthly
- Rarely
- Never

In response to the question about how frequently technology is used to engage students, the majority of respondents reported frequent use. Specifically, 15 respondents use technology daily, while 23 use it weekly. 8 respondents use it monthly and another 8 use it rarely. Only one respondent indicated that they never use technology for this purpose. This indicates that most respondents incorporate technology into their teaching regularly, with daily and weekly use being the most common frequencies.



Which aspect of student engagement is most improved by technology in your experience?
55 responses

- Attention and focus
- Participation and interaction
- Motivation to learn
- Collaboration with peers
- None of the above

In assessing which aspect of student engagement is most improved by technology, the majority of respondents, 33 in total, identified increased participation and interaction as the key benefit. Additionally, 12 respondents noted that technology enhances attention and focus, while 7 felt it boosts motivation to learn. Only 1 respondent mentioned improved collaboration with peers, and 2 respondents found none of these aspects were notably improved by technology. This feedback highlights that most people believe technology primarily enhances students' involvement and interaction during lessons.



What is your overall perception of technology's role in student engagement?
55 responses

- Extremely positive
- Positive
- Neutral
- Negative
- Extremely negative

When asked about their overall perception of technology's role in student engagement, most respondents had a positive view. Specifically, 38 individuals described their perception as positive, while 12 considered it extremely positive. Only 4 respondents were neutral about technology's impact, and just 1 person viewed it negatively. This indicates that the majority believe technology plays a beneficial role in engaging students.

**To identify the technological tools and strategies that teachers find most effective in enhancing student engagement:**
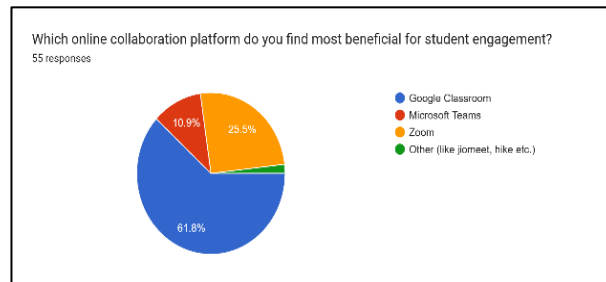


In the response of above question, 34 respondents favoured Google Classroom as the best option. Zoom was the choice for 14 individuals, while 6 preferred Microsoft Teams. Only 1 respondent mentioned other platforms, such as JioMeet. This suggests that Google Classroom is the most popular platform for enhancing student engagement.
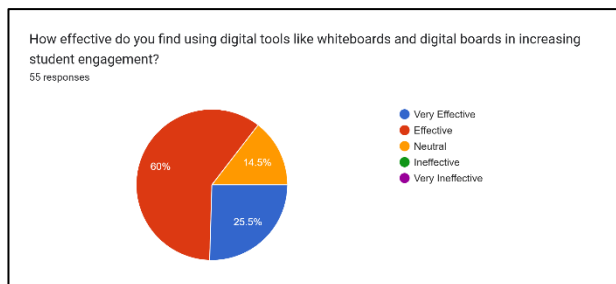


Regarding the effectiveness of digital tools like smart board or digital boards in increasing student engagement, 33 respondents found these tools to be effective, and 14 considered them to be very effective. Additionally, 8 respondents were neutral on their effectiveness. This feedback shows that most people believe digital tools play a significant role in boosting student engagement.
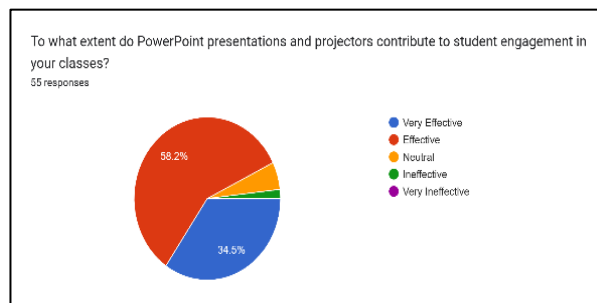


In the response of above question, 32 respondents found these tools to be effective, and 19 considered them to be very effective. Additionally, 3 respondents were neutral on their effectiveness and 1 respondent considered ineffective. This feedback shows that most people believe digital tools play a significant role in boosting student engagement.
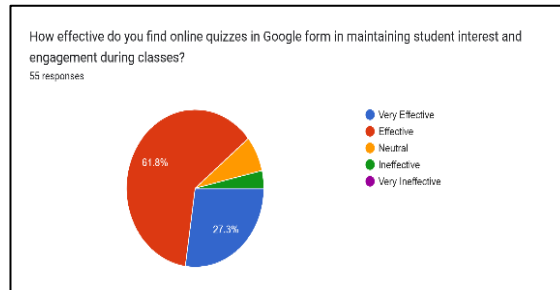
While evaluating the effectiveness of online quizzes in Google Forms for maintaining student interest and engagement during classes, 34 respondents found them effective, and 15 considered them very effective. 4 respondents were neutral about their effectiveness, while 2 felt they were ineffective. This shows that most people believe online quizzes in Google Forms are a valuable tool for keeping students engaged in the classroom.

**To investigate the barriers and challenges teachers face when integrating technology to boost student engagement:**
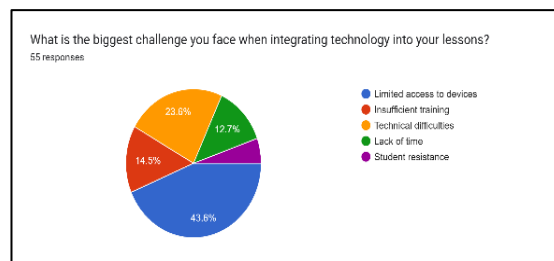


When integrating technology into lessons, the biggest challenge faced by respondents was limited access to devices, as noted by 24 individuals. Technical difficulties were reported by 13 respondents, while 8 mentioned insufficient training and another 7 cited lack of time. Additionally, 3 respondents struggled with students' resistance issues. This indicates that access to devices and technical problems are the most significant hurdles in using technology effectively in lessons.
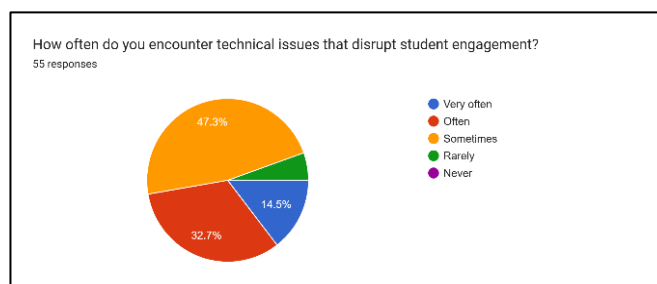


In response to above question , 26 respondents reported encountering such issues sometimes. 18 individuals experienced technical problems often, while 8 faced them very often. Only 3 respondents said they rarely encountered these disruptions. This suggests that technical issues frequently impact student engagement in the classroom.
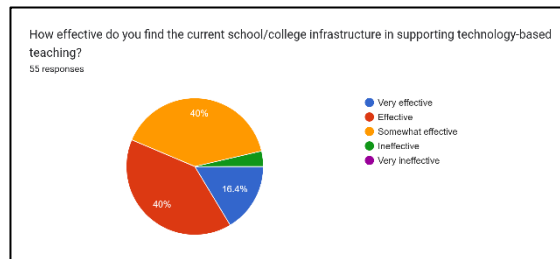
In the response of above question, 22 respondents found it effective, and 22 said it was somewhat effective. 9 respondents considered it very effective, while 2 felt it was ineffective. This indicates that while many find the infrastructure supportive, there is still room for improvement.
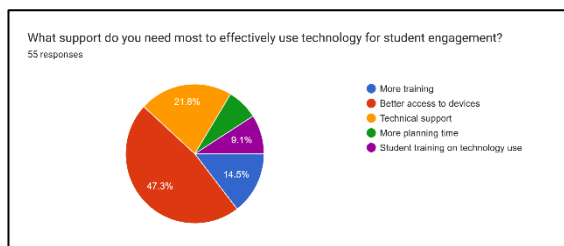


26 respondents said they need better access to devices. 12 indicated a need for resolving technical issues, while 8 wanted more training. 5 respondents felt students needed training on technology use, and 4 desired more planning time. This highlights that access to devices and technical support are the most critical needs for effective technology integration in education.

**Conclusion:**

The data analysis reveals that technology plays a significant role in enhancing student engagement, with most respondents viewing it positively. Google Classroom is the preferred platform for online collaboration, indicating its effectiveness in student participation and interaction. Digital tools like EdTech platforms and digital boards are seen as effective by the majority, supporting their role in maintaining student interest. PowerPoint presentations and projectors are also highly regarded for their contribution to student engagement.

However, several challenges persist in integrating technology into lessons. Limited access to devices, technical difficulties, and insufficient training are the primary obstacles. Technical issues frequently disrupt classes, affecting student engagement. While the current school or college infrastructure is somewhat supportive of technology-based teaching, there is room for improvement.

To address these challenges, better access to devices, more technical support, additional training for teachers, and training for students on technology use are essential. Overall, while technology is a powerful tool for enhancing student engagement, overcoming these hurdles will maximize its potential in education.

**Based on the analysis, here are some suggestions to address the varied use of technology in engaging students:**

1. **Professional Development:** Provide regular training sessions for teachers to enhance their skills in using educational technology effectively.
2. **Resource Allocation:** Ensure that all classrooms are equipped with necessary technological tools.
3. **Peer Collaboration:** Encourage experienced teachers to share best practices with colleagues.
4. **Incentives:** Offer incentives for teachers who consistently use technology to engage students, fostering a culture of innovation.

**References:**

1. https://www.scirp.org/journal/paperinformation?paperid=108531
2. https://www.ijeast.com/papers/55-57,TESMA208,IJEAST.pdf
3. https://files.eric.ed.gov/fulltext/ED520220.pdf
4. https://www.researchgate.net/publication/379773214_The_Role_of_Technology_in_Education_Enhancing_Learning_Outcomes_and_21st_Century_Skills
5. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9684747/
6. https://ebooks.inflibnet.ac.in/ae01/chapter/role-of-technology-in-education-2/
7. https://motherhooduniversity.edu.in/pdf/Publications/2019/july/4-VOl%204-issue%201.pdf
8. https://www.avantikauniversity.edu.in/engineering-colleges/role-of-technology-in-education.php
9. https://repository.unika.ac.id/23208/1/BOOK%20LEARNING%20TECHNOLOGIES%20IN%20EDUCATION.pdf

# 18. Skill Development of Transforming from Traditional to Digital: - Through Open and Digital Learning Platforms

**Aditya Ajay Haldankar, Tanishka Santosh Dudwadkar**

*Tolani College of Commerce (Autonomous).*

## ABSTRACT

*In today's business context, the transition from traditional to digital techniques has become critical, particularly in the area of talent development. This study looks on the role of open and digital learning platforms which can be help to promote these transformations. A literature review about the Transformation to Traditional and Digital learning contexts and the identification of skills needed for organizations digital transformation was made. As primary result, the main skills identified were Artificial intelligence, Robotization, Internet of things (Google, Opera, Chrome), Augmented reality and Virtual reality, Digitalization, etc. The study investigates different characteristics such as accessibility, flexibility, and the variety of available resources. Open and Digital learning platforms have many advantages over traditional learning techniques. They allow students to access educational content at any time and from my location, removing geographical obstacles and allowing a variety of learning paces and styles. This adaptability is critical for workers seeking to keep up with fast changing digital skills and technologies. This study investigates the skill development procedures required for individuals and organizations to successfully complete this shift, with particular importance of open and online learning platforms.*

**Introduction:**

The Transformation of skills from Traditional to Digital learnings both have different perspective let's explain both technologies first Traditional learning refers to the teaching environment that is based on classic lectures and involves the transfer of knowledge from teacher to student. It is characterized by the teacher being the source of knowledge and the student being a understanding recipient. Traditional education is often associated with ancient customs and traditions that have been traditionally used in various activities.

**Digital Learning** to digital devices, systems, and resources that help create, store, and manage data. An important aspect of digital technology is information technology (IT) which refers to the use of computers to process data and information. Most businesses use digital technology nowadays to manage operations and processes and to enhance the customer journey. Transformation of these skills through online learning will help the students and the people to get more knowledge and get experienced of these technologies.

It makes the lifestyle easy due to new technologies we don't need travel from one place to other we can work from home and conduct our meetings and lectures online. This transformation will help to grow the efficiency and productivity of our nation. Social media as a learning tool has come a long way. Large numbers of teachers and students use social media as an important source for entertainment.

**Review of Literature:**

Switching from traditional to digital learning is a big change that's really caught people's attention lately. This change is mostly because of new technology and the internet becoming more available to everyone. The way we learn has been transformed by open and digital learning platforms. In the past,learning usually meant going to a classroom, sticking to a set schedule, and face-to-face teaching. Now, digital learning offers much more flexibility. You can learn when and where you want, with personalized paths and a ton of resources at your fingertips. Platforms like MOOCs let you top institutions worldwide, often for free. These platforms use various multimedia, interactive tools, and community experience to make learning engaging and fun.

Digital learning also uses data analytics to track how well you're doing and adjust the content to suit your needs. Studies show that digital learning can make education more accessible by overcoming barriers like location, cost and social factors, promoting lifelong learning and skill development on a large scale. However, there are still challenges to address, such as ensuring everyone has the digital skills and access to technology needed, and maintaining the quality and credibility of online courses. Overall, while digital learning offers many exciting opportunities to improve education and skills, it's important to carefully consider and address these challenges to fully benefit from this shift.

**Objectives:**

- Promote new approaches and technologies in education.
- Support ongoing education and skill development with online resources • Offer practical, skills-based training to better prepare learners for the job market.
- Utilize learning analytics to inform educational strategies and improvements. • Expand educational opportunities to accommodate large numbers of learners through digital platforms.
- Encourage innovation in educational methodologies and technologies.

**Limitations:**

The survey was conducted to get brief information regarding students and other people's Perception towards transformation of traditional to digital learning in overall sectors which was limited only in mumbai suburban which might not present the actual scenario. The sample size for the survey was small, a bigger sample size can present a better picture of the research. The responses that we have taken from the public are in mix they are might be not aware with the current scenarios or else may be the respondents may have not taken the questions seriously and they have not filled the survey without understanding the questions.

**Methodology:**

This research contains the transformation of traditional to digital learning in overall sectors and includes several key steps. Beginning with the introduction and to determine objectives, target audience and resources. The data of this research is collected through primary data based on the questions about the digital learning and the secondary data is collected from various websites and newspaper.
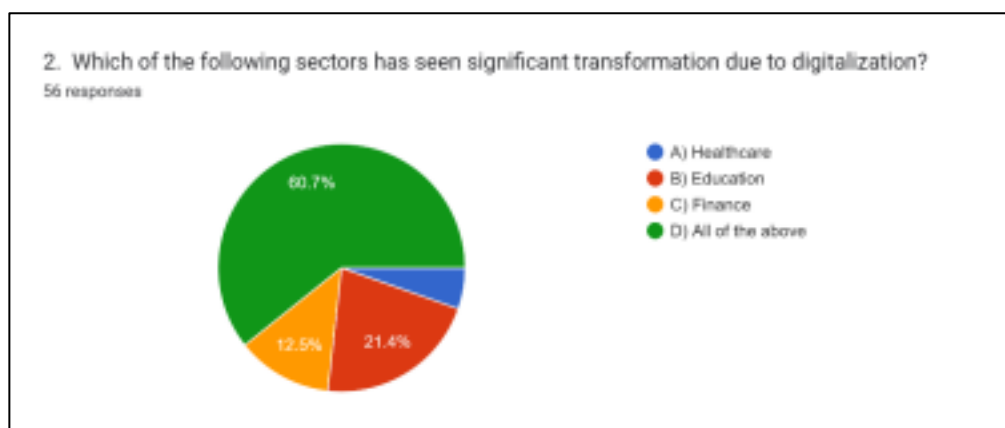
**Data Analysis and Interpretation:**

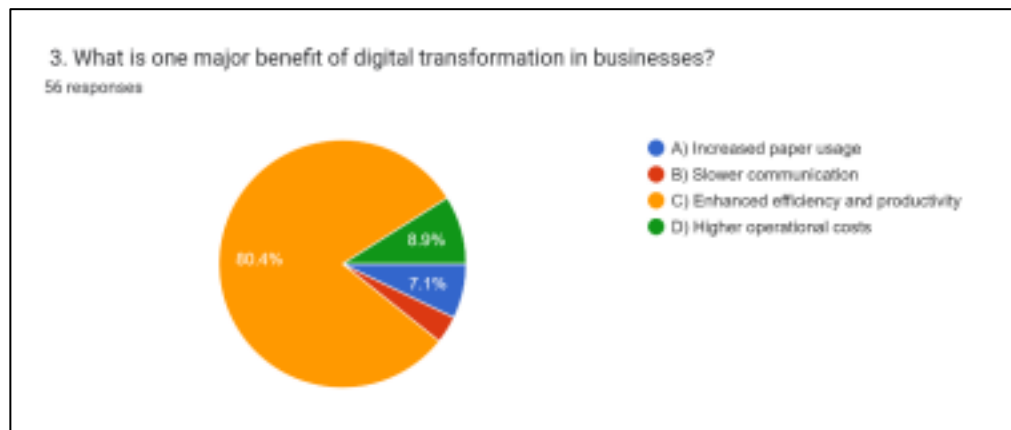**Figure 1:** What is digital transformation?
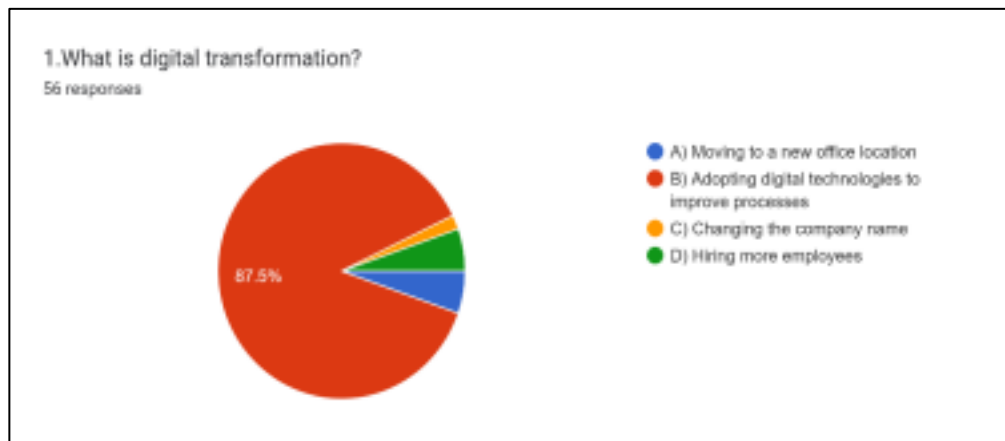


**Interpretation:** From the above chart, we have noticed that What is digital transformation in that 87.5 % of the people choose Adopting digital technologies to improve processes, 6.4% of the people choose moving to a new office location, 5.4% of the people choose Hiring more employes and rest of the people choose changing the company name it means. It means that 80% of the people know what Digital Transformation is.

**Figure 2:** Which of the following sectors has seen significant transformation due to digitalization?
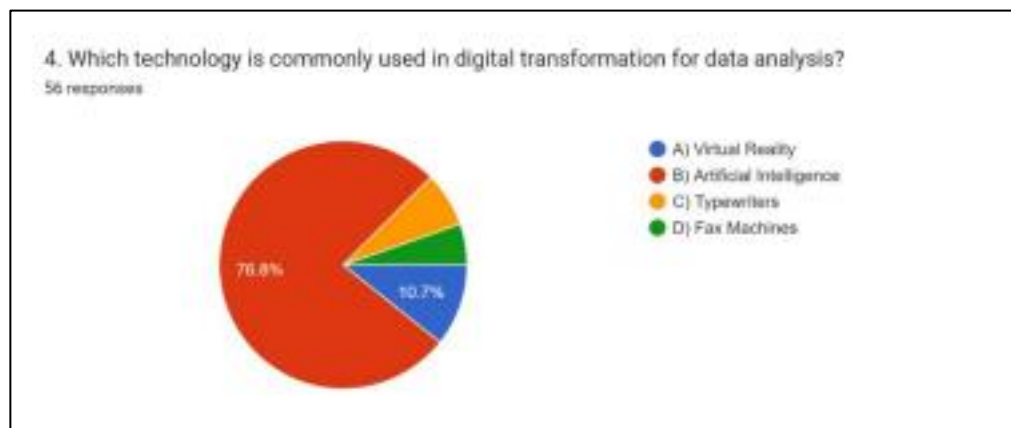
**Interpretation**: From the above chart, we have noticed that Which sectors has been significantly transformed due to digitalization 60.7% of the people choose all of the above, 21.4% of the people choose Education, 12.5% people choose Finance And rest of the people choose Healthcare. It means that all of the above sectors are transforming to digitalization.

**Figure 3:** What is one major benefit of digital transformation in businesses?
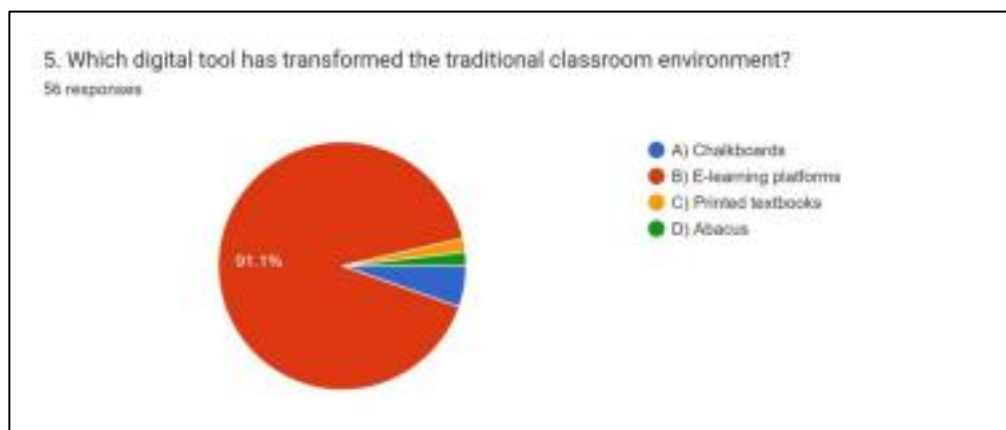


**Interpretation:** From the above chart, we have observed that what are the major benefit of digital transformation in businesses according to the chart 80.4% of the people choose enhanced efficiency and productivity,8.9% of people choose higher operational costs,7.1% of people have chosen increased paper usage, 3.6% of the people have selected slower communication. It means that most of the people think enhanced efficiency and productivity is the major benefit of digital transformation in businesses.

**Figure 4:** Which technology is commonly used in digital transformation for data analysis?



**Interpretation:** From the above chart we can observed that which technologies are commonly used in digital transformation for data analysis in which 78.8% of the people choose Artificial Intelligence (AI),10.7% of the people choose Virtual Reality, 5.4% of the people choose Type Writers and the rest of the people choose Fax Machines. It means that most of the people used AI for digital transformation.

**Figure 5:** Which digital tool has transformed the traditional classroom environment?



**Interpretation:** From the above chart, we have noticed that Which Digital tool has transformed the traditional classroom environment in digitalization 91.1% of the people choose E-Learning Platforms,5.4% of the people choose chalkboards, 3.2% of the people choose printed textbooks and rest of the people choose abacus. It means that most of the people think E Learning Platform has transformed traditional classroom in digitalization.

**Conclusion:**

The transformation from traditional to digital learning across various sectors has significant implications. In higher education institutions, gradually the study pattern is transforming into digital learning. Colleges and universities of unites States are yet to fully adopt digital technologies for teaching and learning. Incorporating innovative tools like simulation, virtual reality, and AI-enabled technologies (such as ChatGPT) can enhance the learning experience of students. In business sectors, digital transformation has greatly increased, customer relationship and overall competitiveness. With digital learning, students can now access a vast amount of information and resources at their fingertips. Gradually, the digital technologies is spreading through overall sectors whether it is in terms of Pharmacy or any business it will make the work more flexible and accessible. The National Skill Development Mission and Digital India Programmed have taken the admirable step in addressing the evolving needs of the workforce. In summary, embracing digital transformation benefits education, business, and overall societal progress.

**Reference:**

1. https://link.springer.com/article/10.1007/s44217-024-00115
2. https://www.sciencedirect.com/science/article/abs/pii/S0167739X1831 1191
3. https://www.researchgate.net/publication/372724348_TRANSFORMING_EDUCATI ON_IN_THE_DIGITAL_AGE_A_COMPREHENSIVE_STUDY_ON_THE_EFFEC TIVENESS_OF_ONLINE_LEARNING
4. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9684747/

# 19. The Role of Soft Skill in Education of the Youth

## Dr. Sana Patni

*Assistant Professor, Visiting Faculty,*
*Elphinstone College & Jai Hind College.*

**ABSTRACT**

*The objective of the present research paper is to highlight the role and importance of soft skills in education, with a special focus on their performance. The relevant data is collected from college students (2024). The study found that with the implementation of National Education Policy (NEP) 2020 in the college, the subject of soft skills has helped students to prepare for initiative, flexibility, creativity, collaboration and so on.*

*KEYWORDS*

*Soft skills, implementation, initiative, collaboration.*

**Introduction:**

The Ministry of Skill Development and Entrepreneurship is a Ministry of Government of Maharashtra to coordinate all skill development, employment and entrepreneurship efforts in Maharashtra. A growing emphasis is being placed on students for developing skills and flexibility, so as they can have successful careers.

Applied knowledge (hard skill) and soft skills are necessary to survive in today's world, where life has become unpredictable more than ever. NEP 2020 emphasizes employability and recognizes the importance of education in equipping students with the necessary skill set. Through this program, the government hopes to fulfil the goals of 2030 Agenda for Sustainable Development, which aims to guarantee universal access to inclusive and equitable education and to encourage possibilities for lifelong learning. NEP 2020 has opened door to endless possibilities.

A youth today should have a learning attitude with skills. Soft skills and hard skills both are crucial. For instance, for a Chef, the hard skill is cooking, for a Software programmer the coding is the hard skill. Soft skill is like actually one's character, his mindset, his positive attitude, integrity towards work, patience etc. Similarly, Coding is very important today. One must know the machine language. It is important to learn the language of computers as are dependent on computers and technological gadgets today. On the other hand, emotional intelligence is important for maintaining harmony and peace in relationships with people

today, whether it be personal or professional. A lack of this virtue we may face difficulties. As we work with humans. It is very important to handle emotions. It is important to understand this soft skill so we can achieve a contented life.

**Literature Review:**

Harshil Gala (2022): The CEO of Navneet TopTech Company highlights the role of eLearning solutions to educational institutes in India. The role of NEP 2020 is imparted in a holistic way of learning and technology has redefined the educational sector for conventional, mainstream and alternative courses.

S. Vasanthakumari (2019): The article attempts to summarize the role of soft skills and its application at work place. Softskills training should begin for a person when they are students, so they can perform efficiently in their academic environment as well as in their future workplace.

Dr. Manoj Kumar, Kirti (2023): The authors looked at soft skills are necessary to have successful relationship in life and at workplace. They involve the ability to communicate, negotiate, lead, motivate and make decision.

Fadhil, et al (2021): investigated the effect of soft skill on employability of graduates in the technology industry. Researcher found that soft skills is a primary qualification in achieving a job and in the success of the job.

Digby Jones (2004): The author suggests that "a degree alone is not sufficient, employees ought to know teamwork and problem-solving skills. Those who have such skills have a real advantage".

**Research Gap:** Very few studies have attempted to assess the impact of soft skills on students in India. Thus, the goal of the present study is to fulfill as much of this research gap as possible.

**Research Objectives:**

1. To assess the knowledge and impact of soft skills among students (under graduates)
2. To disseminate information for future use.

**Research Methodology:**

In order to assess the knowledge and impact of soft skills in students or youth. The questionnaire method is used. Fort and Church gate area in South Mumbai is selected for the study as most colleges are situated here. Fifty student's data was collected in the month of July 2024. The questionnaire was handed over personally. Both open and close ended questions were used.

**Findings:**

1. All the students selected for the study were undergraduates with soft skills as their subject in the curriculum.
2. 90% of the students felt that subject matter of soft skills was rich and detail oriented.
3. 98% students have learnt excellent time management skills, leadership, team spirit, clarity in speech and writing.
4. Maximum students believed that soft skills is important for career growth.
5. Many students have scored 'O' grade in the subject in the examination.

**Conclusion:**

A soft skill is a personal attribute that supports situational awareness and enhances an individual ability to get a job done. These skills are vital for one's personal growth and success, allowing you to succeed on the job no matter what industry or role. They are communication skills, active listening, leadership skills, problem solving abilities, time management, a positive attitude, etc. The importance of soft skill cannot be overstated. The future belongs to those who can blend technical expertise with robust soft skills, making them indispensable in any professional setting.

**References:**

1. Awe Jide (2008), "Eight great reasons to develop your soft skills", Open Access.
2. Monique Danao, "11 Essential soft skills in 2024", Forbes Magazine.
3. Watts M & Watts RK (2008) "Developing soft skills in students" pp.1-16.

# 20. The Role of Education in Upskilling and Reskilling Youth in Jalgaon District and Demands of Modern Labour Markets

## Sapana Jangale

*Assistant Professor,*
*Arts & science P. O. Nahata Commerce College, Bhusawal.*

## Dr. Shraddha Bhome

*Principal,*
*J. K. College of Science and Commerce, Ghansoli.*

*ABSTRACT*

*Purpose: This research paper explores the pivotal role of education in Upskilling and reskilling youth in Jalgaon District, addressing the evolving demands of the modern labor market driven by technological advancements and globalization.*

*Objectives: The primary objectives of the study are to investigate the impact of formal education systems, vocational training, and online learning platforms on skill acquisition among youth, to analyze the effectiveness of these educational strategies in enhancing employability, and to identify challenges and propose solutions for successful Upskilling and reskilling initiatives.*

*Research Methodology: The study employs a mixed-methods approach, combining quantitative data from surveys and qualitative data from interviews with key stakeholders and case studies of successful models in the district.*

*Major Findings: The findings reveal that formal education systems in Jalgaon District are increasingly integrating job-oriented skills training, which is crucial for meeting current labor market needs. Vocational training and apprenticeship programs significantly enhance youth employability by providing practical, industry-aligned skills. Additionally, online learning platforms emerge as accessible and effective tools for continuous skill development, particularly in digital literacy, problem-solving, and technical expertise. Challenges identified include financial constraints, limited access to technology, and resistance to change among both educators and learners. However, targeted solutions such as increased government support, stronger industry-education partnerships, and flexible learning options are proposed to mitigate these issues.*

**Conclusion:** *The research underscores the essential role of education in fostering a culture of continuous learning and adaptability, empowering youth in Jalgaon District to thrive in a dynamic job market and contributing to regional economic stability and innovation.*

## KEYWORDS

*Upskilling, Reskilling, Education, Youth, Jalgaon District, Vocational Training, Online Learning, Employability, Labor Market, Continuous Learning.*

## 1. Introduction:

The world has entered the phase of the Fourth Industrial Revolution with all its changing characteristics of labor markets. In modern times, accelerating technological changes and globalization are occurring, putting high demands on the workforce in terms of adaptability, skills, and continuous learning. Therefore, there is an important need to explore the critical role of education in terms of upskilling and reskilling of youth in Jalgaon District and making them equipped according to evolving demands.

## 2. Objective:

1.  Examine the contribution of formal education to upskilling and reskilling of youth in Jalgaon District.
2.  Effectiveness of vocational training and apprenticeship in enhancing the employability of youth in Jalgaon District.
3.  Effectiveness of online learning platforms for acquisition of skills by the youth in Jalgaon District.
4.  Collaborative efforts by educational institutions, government, and industries for giving opportunities for upskilling and reskilling.
5.  Identify the challenges and propose solutions for effective up-skilling and re-skilling of youth in Jalgaon District.

## 3. Hypothesis:

H1: Formal education systems in Jalgaon District are increasingly incorporating job-oriented skills training to address labor market demands.

H2: Vocational training and apprenticeship programs significantly improve the employability of the youth in Jalgaon District.

H3: Online learning platforms provide accessible and effective means for the youth in Jalgaon District to acquire new skills.

H4: The upskilling and reskilling initiatives in Jalgaon District would only be completely successful with the collaboration of educational institutions, governments, and industries.

H5: There are considerable challenges to upskilling and reskilling in Jalgaon District; that is, targeted solutions can mitigate such issues.

**4. Research Methodology:**

In this research, a mixed-methods approach will be used with both qualitative and quantitative data. These are:

**Literature Review:** A thorough review of existing literature available on the concepts of upskilling, reskilling, and the role of education in the labour market.

**Surveys:** Circulate surveys among educators, employers, and youth across Jalgaon District to get data on perceptions and efficacy of the current system of upskilling and reskilling practices. The sample size will be 500, with 200 educators, 150 employers, and 150 youth to ensure diversity and representation.

**Interviews:** Interviews with major stakeholders at the policymakers, educators, and industry leader's levels to comprehend issues in collaboration efforts. In order, 30 interviews were undertaken.

**Case Studies:** Identification of best practices and successful case studies from Jalgaon District.

**5. Data Analysis:**

Trends and relationships in quantitative data from the questionnaires were analyzed with statistical methods, including descriptive statistics, correlation analysis, and regression analysis. For the qualitative data originating from in-depth interviews and case studies, thematic analysis was conducted to elicit insights and patterns. To that end, this combined analysis will deliver a comprehensive understanding of how upskilling and reskilling programs are effective and challenged.

**6. The Shifting Landscape of Labour Markets:**

State-of-the-art technological innovations in areas such as automation, artificial intelligence, and digitalization are restructuring requirements of jobs in various sectors. This section talks about how these changing requirements are impacting the labor market and the kind of skills that are increasingly being demanded in Jalgaon District.

**7. Formal Education: Its Role:**

Such traditional educational institutes as schools and universities play a foundational role in arming youth with indispensable knowledge and skills, but they have to integrate in their curriculum practical job-oriented training to remain relevant. This section elaborates on how the formal education systems use different strategies within Jalgaon District in efforts to upskill and reskill their programs.

**8. Vocational Training and Apprenticeships:** These are the programs of vocational training and apprenticeships that lend practical skills training, with focused relevance to specific industries. This offers a relief in the traditional line of academic study, more so for

those youths desiring quick entry into the labour market. This section shall examine illustrative models of vocational training and how they influence the employability of youth in Jalgaon District.

### 9. The Rise of Online Learning Platforms:

The proliferation of online learning platforms democratized access to education by making it possible for people to acquire new skills at their own pace and convenience. This section looks at how such platforms have made upskilling and reskilling possible and which ones have been especially instrumental in this regard in Jalgaon District.

### 10. Collaboration Between Stakeholders:

Effective upskilling and reskilling require collaboration among the educational institutional network, government, and industries. The importance of such partnerships is discussed in this section through case studies of successful collaborations that have resulted in positive outcomes for youth employment in Jalgaon District.

### 11. Policy Implications and Recommendations:

Government policy plays a huge role in the design of education scenarios and in accesses to upskilling or reskilling. This section mentions some key policy recommendations regarding integration processes within the education systems of Jalgaon District.

### 12. Challenges and Solutions:

Though upskilling and reskilling are associated with a number of benefits, there are some challenges in this process related to financial issues, access to technology, and resistance to change. This section identifies these challenges and proposes possible solutions that are appropriate in their context to the Jalgaon District.

### 13. Data Analysis:

**A. Survey Data Analysis:** The data from the surveys were drawn from 500 respondents, comprising educators, employers, and the youth within Jalgaon District. Tables and charts that follow bring out a summary of key findings from the survey:

**Table 1: Demographic Breakdown of Respondents**

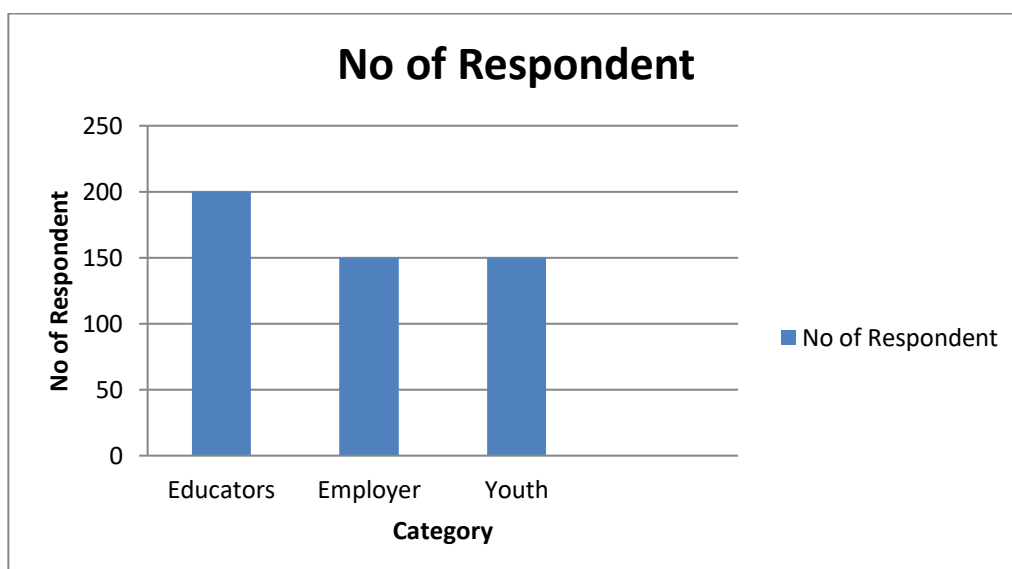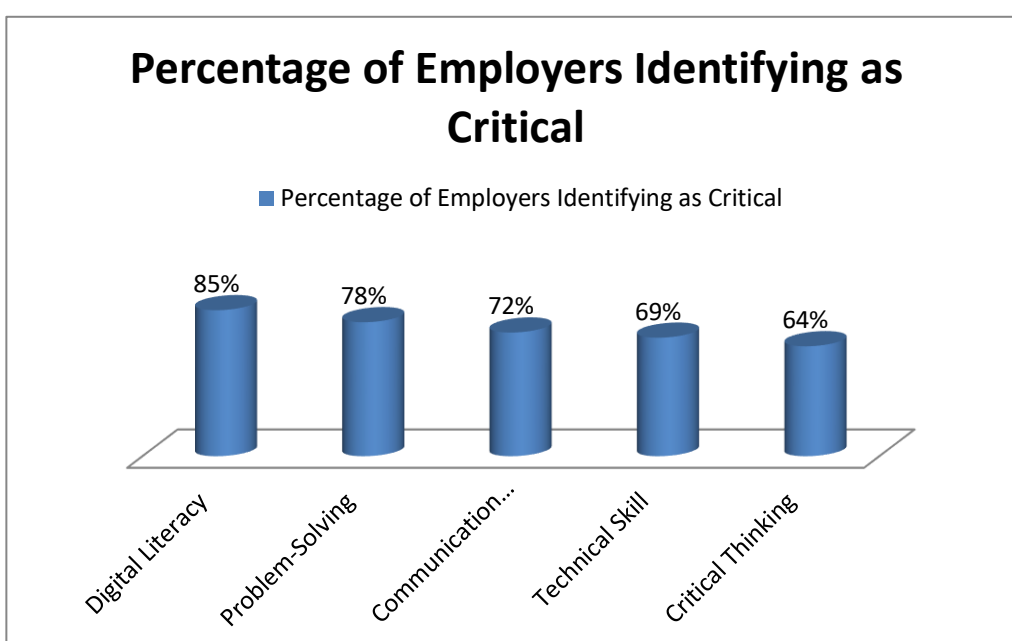| Category | Number of Respondents |
|---|---|
| Educators | 200 |
| Employers | 150 |
| Youth | 150 |

## No of Respondent



**Table 2: Key Skills Identified as Critical by Employers**

| Skill | Percentage of Employers Identifying as Critical |
|---|---|
| Digital Literacy | 85% |
| Problem-Solving | 78% |
| Communication Skills | 72% |
| Technical Skill | 69% |
| Critical Thinking | 64% |

## Percentage of Employers Identifying as Critical

**B. Interview Data Analysis:**

The interviews offered qualitative insights into collaboration between educational institutions, governments, and industries. Thematic analysis resulted in the extraction of key themes as follows:

**Importance of industry partnerships:** Many stakeholders expressed a desire for tighter integration between educational institutions and industries in order to align curricula with market needs.

**Government Support:** Most of the effective upskilling and reskilling programs were typically underpinned by strong government support, either financially or through policy initiatives.

**Flexibility in Learning:** The stakeholders identified the need for flexibility in learning through online courses, in order to accommodate the diverse needs of young people.

**C. Case Study Analysis:**

Case studies of successful practices across Jalgaon district were taken up for analysis in identifying best practice. The common factors which came out as key to success were:

**Integrated Curriculum:** Programs that integrated academic learning with practical skills training proved to be more successful in developing employability.

**Employer Involvement:** The direct involvement of employers in the design and provision of training programs got these programs aligned more with the job market.

**Continuous Feedback:** Programs that established continuous feedback loops from students and employers were better able to adjust to changing needs.

**14. Conclusion:**

Education has a paramount role in driving upskilling and reskilling of the youth for purposes of meeting challenges in contemporary times within the labor market. By keeping pace with changing times through constant learning, the learning systems can aid in developing strong youth who would lead to stable economies with innovations in Jalgaon District.

**15. References:**

1. World Economic Forum, 2020. The Future of Jobs Report 2020.
2. International Labour Organization, 2019, Skills for a Greener Future.
3. OECD. (2018). Getting Skills Right: Future-Ready Adult Learning Systems.
4. McKinsey & Company. (2019). The Future of Work in America: People and Places, Today and Tomorrow.

# 21. Indispensable Role of Education in Upskilling Youth to Meet the Prerequisites of the Corporate Sector

## Dr. Chandrakant Tukaram Patil

*Assistant Professor,*
*Department of Economics,*
*GES's S. B. V. Arts, Commerce and Science College, University of Mumbai,*
*Borivali (W), India.*

## ABSTRACT

*The paper explores the multifaceted role of education in preparing youth to meet the prerequisites of the corporate sector. The purpose of the study is to generate a deeper understanding of the indispensable role that education plays in upskilling youth for the corporate sector. The study aims to understand the current alignment between educational outcomes and corporate expectations, identify gaps, and provide recommendations for enhancing educational programs to better prepare youth for corporate careers. Education is not just about imparting knowledge but also about equipping the youth with the tools and skills they need to adapt, flourish, and contribute meaningfully to society and corporate. In the context of upskilling and reskilling, it serves as the foundation for continuous growth and adaptation in an ever-evolving job market.*

*By examining current practices, identifying areas for improvement, and offering actionable recommendations, the study seeks to contribute to the development of more effective educational programs that can better meet the evolving needs of the corporate world and support the successful integration of young professionals. The paper discusses strategies for addressing the skills gap and enhancing lifelong learning opportunities. The study seeks to explore the importance of digital literacy, business penetration, leadership abilities, and cross-cultural competence. The effectiveness of various educational interventions, like technical and vocational education, digital literacy programs, and soft skills training, in enhancing the employability of youth in the corporate sector. The study highlights the need for inclusive educational policies and partnerships between governments, educational institutions, and employers.*

## KEYWORDS

*Alignment, Corporate Sector, Education, Upskilling.*

## 1. Introduction:

Education is crucial in upskilling and reskilling the youth, especially in a rapidly changing job market influenced by technological advancements and shifting economic demands. Education serves as the foundation for equipping young people with the skills, knowledge, and competencies necessary to thrive in a corporate environment. There are key aspects of how education plays a role in upskilling, through alignment with industry needs, a focus on lifelong learning, and the promotion of global competence, educational institutions are helping to create a workforce that is adaptable, innovative, and ready to meet the challenges of the modern corporate world. Education plays a critical role in upskilling youth to meet the prerequisites of the corporate sector. The corporate environment is characterized by rapid technological advancements, globalization, and evolving business models, which necessitate a workforce that is not only skilled but also adaptable and forward-thinking. Overview of the current skills gap in the corporate sector and the need for education systems to bridge this gap. There is the problem of mismatch between youth skills and corporate sector requirements.

## 2. Objectives:

1. To analyze education and its alignment with corporate needs.
2. To identify key competencies required by the corporate sector.
3. To examine the role of technical and vocational education in preparing youth for corporate careers.

## 3. Review of Literature:

The review highlights the importance of continuous collaboration between education and industry to create a workforce that is well-equipped to navigate the complexities of the modern corporate world.

**McKinsey & Company (2018), "Reskilling in the Age of Automation",** report explores how education systems and businesses can collaborate to reskill workers, with a focus on the future of work. Professional development programs, often in partnership with industry, are seen as vital for upskilling the current workforce. This report offers insights into how automation is impacting jobs and what strategies can be employed by companies, governments, and individuals to reskill and prepare for these changes.

**World Bank (2019), "World Development Report 2019: The Changing Nature of Work",** addresses how education systems need to adapt to equip the youth with skills for future jobs. It emphasizes the importance of both cognitive and socio-emotional skills. The gap between what educational institutions teach and what employers need is a recurring issue. This gap is often attributed to outdated curricula, a lack of practical experience, and insufficient emphasis on emerging skills like digital literacy and critical thinking. Digital literacy encompasses a range of competencies, including the ability to use digital tools, understand data, and adapt to new technologies. As businesses continue to digitalize their operations, digital literacy is becoming a fundamental requirement for most corporate roles.

**Organization for Economic Co-operation and Development (2020), "Education for the Future: The Global Skills Agenda",** advocates for the modernization of curricula to better align with industry needs. This includes integrating emerging technologies, promoting interdisciplinary learning, and incorporating real-world problem-solving into educational programs. The concept of lifelong learning is widely discussed in the literature as essential for staying relevant in the corporate sector. Continuous learning is necessary to keep pace with technological advancements and changing market conditions. For instance, business schools are increasingly incorporating digital marketing, data analytics, and entrepreneurship into their programs to meet the evolving needs of the corporate sector.

**UNESCO (2020), "The Role of Technical and Vocational Education and Training (TVET) in Up-skilling and Reskilling Refugees and Migrants",** report emphasizes businesses operate in increasingly globalized markets, there is a growing need for employees with global competence who understand different cultures, work in diverse teams, and navigate international business environments. Education systems are responding by incorporating global perspectives into their curricula and offering study-abroad opportunities. Vocational and Technical Education: Technical and Vocational Education and Training (TVET) plays a crucial role in upskilling and reskilling, particularly for youth who are not pursuing academic routes.

**World Economic Forum (2020),** **"The Future of Jobs Report 2020",** emphasis on Science, Technology, Engineering, and Mathematics (STEM) education is also seen as vital for preparing youth for future jobs, particularly in industries driven by innovation and technology. The rapid pace of technological change, particularly the rise of automation, artificial intelligence (AI), and digitalization, has significantly altered the skills required in the workforce. The ability to communicate in multiple languages is also recognized as a valuable skill in the corporate sector, particularly for roles that involve international collaboration or customer service. STEM skills are increasingly in demand across various sectors, particularly in technology-driven industries. Research indicates that proficiency in areas such as data science, cybersecurity, and software development is critical for career success in the modern corporate environment.

**International Labour Organization (ILO) (2021) "Skills and Lifelong Learning: Bridging the Gap".** One of the major challenges highlighted in the literature is ensuring equitable access to quality education and upskilling opportunities. Socioeconomic disparities often limit access to the educational resources needed to succeed in the corporate sector, particularly in developing countries. The corporate sector places a high value on soft skills, such as communication, teamwork, problem-solving, and adaptability. These programs are often shorter and more focused than traditional degrees, making them a practical option for reskilling. The concept of lifelong learning has gained prominence, with education no longer confined to the early stages of life. Continuous upskilling and reskilling are necessary to keep pace with changes in the job market

## 4. Research Methodology:

The research paper is based on secondary sources. It explores descriptions related to education, skill development, and workforce preparedness. It summarizes studies that have explored the role of education in skill development for the corporate sector. The study

identifies gaps in current research, particularly regarding how educational institutions can more effectively align their programs with corporate needs. Review of academic journals, industry reports, and policy papers. Examination of curriculum documents, corporate job descriptions, and training program outlines. Analyzing document data to assess the alignment of educational content with industry needs.

## 5. Findings and Observations:

### A. Important Role of Education in Upskilling Youth:

1. **Developing Core Competencies:** Foundational skills in education provide essential literacy, numeracy, and critical thinking skills. These form the bedrock of more advanced learning and professional development.
2. **Technical and Digital Proficiency:** Science, technology, engineering, and mathematics (STEM) prepare students for tech-driven roles. Skills in coding, data analysis, artificial intelligence, and cybersecurity are particularly valued. Digital literacy incorporates digital tools and software training among the youth.
3. **Soft Skills and Professionalism:** Education increasingly focusing on developing strong verbal and written communication skills in students, which are crucial for effective business interactions. Group projects, discussions, debates, collaborative assignments, and extracurricular activities help students develop the ability to work well in teams, a key requirement in the corporate sector.
4. **Adaptability and Lifelong Learning:** Educational programs that emphasize critical thinking, creativity, and problem-solving prepare students to handle complex and unforeseen challenges in the corporate world. Lifelong learning programs, online courses, and professional development initiatives encourage ongoing skill enhancement, keeping employees relevant and competitive.
5. **Global Competence and Cultural Awareness:** Exchange programs, study abroad opportunities, and courses on global business practices enhance cultural awareness and prepare students for roles in multinational corporations. Learning foreign languages can be an asset in global business environments, facilitating better communication and negotiation with international clients and partners.
6. **Foundation of Knowledge and Skills:** Provides the fundamental skills in literacy, numeracy, and critical thinking, which are essential for any further learning or upskilling. Technical and Vocational Training (TVET) offers specialized training in various trades and professions, equipping youth with the skills needed for specific industries.
7. **Adaptation to Technological Changes:** As technology evolves, digital skills become increasingly important. Education systems are integrating computer science, coding, and digital literacy into curricula to prepare students for tech-driven workplaces. Emphasizing science, technology, engineering, and mathematics helps youth develop problem-solving skills and adaptability, which are crucial for navigating future job markets.
8. **Lifelong Learning and Continuous Education:** Education offers opportunities for continuous professional development, allowing individuals to learn new skills or enhance existing ones to remain competitive in their careers. For those whose jobs may become obsolete due to automation or other factors, education provides pathways to learn entirely new skills and transition into different industries.

9. **Social and Economic Mobility:** Access to quality education helps reduce social and economic disparities by providing all individuals, regardless of background, the opportunity to acquire the skills needed to succeed. A well-educated workforce is more productive and innovative, driving economic growth and creating more opportunities for future generations.

**B. Alignment of Education with Industry Needs:**

1. **Curriculum Development:** Modern education systems are increasingly aligning their curricula with the needs of the corporate sector.
2. **Partnerships with Corporations:** Educational institutions often collaborate with corporations to ensure that the skills being taught are relevant to the current job market.
3. **Business Education:** Programs such as business administration, finance, marketing, and management provide students with a strong foundation in essential business principles.
4. **Soft Skills Training:** The corporate sector values soft skills such as communication, teamwork, leadership, and adaptability.
5. **Digital Transformation:** With the rise of digital technologies, there is a growing demand for employees who are proficient in digital tools, software, and platforms.
6. **E-learning and Online Courses:** Many educational institutions offer online courses and certifications that focus on specific technological skills relevant to the corporate sector.
7. **Continuous Professional Development (CPD):** Education promotes the concept of lifelong learning, encouraging individuals to continually update their skills throughout their careers.
8. **Micro-credentials and Certifications:** Many educational institutions offer short-term courses, certifications, and micro-credentials that focus on specific skills needed in the corporate sector.
9. **Career Services and Placement Support:** Many universities and colleges offer career services that help students prepare for the corporate world.
10. **Entrepreneurship Education:** Some educational institutions offer programs focused on entrepreneurship and innovation, encouraging students to develop the skills needed to start and manage their businesses.
11. **Innovation Labs and Incubators:** Universities and business schools often host innovation labs, incubators, and accelerators that support students in developing their business ideas.
12. **International Education:** Education programs that emphasize global competence, foreign languages, and cross-cultural communication are essential for preparing youth for international roles in the corporate sector.
13. **Exchange Programs and Study Abroad:** Opportunities for studying abroad or participating in international exchange programs can enhance students' understanding of global business practices and prepare them for careers in multinational corporations.
14. **Business Ethics Education:** Programs that teach ethical decision-making, sustainability, and corporate governance are essential for preparing future business leaders who are responsible and accountable.

**C. Prerequisites of the Corporate Sector:**

1. **Industry-Specific Knowledge:** Different sectors have specific technical requirements. For example, the finance sector values knowledge in financial modeling and analysis, while the tech sector prioritizes programming and systems design skills.
2. **Technological Proficiency:** Familiarity with industry-standard software, tools, and platforms is essential. For instance, proficiency in Microsoft Office, SAP, Salesforce, and other enterprise software is often required.
3. **Effective Communication:** Clear and concise communication, both written and verbal, is crucial for collaboration, customer service, and leadership.
4. **Interpersonal Skills:** The ability to build and maintain professional relationships, resolve conflicts, and work collaboratively is highly valued.
5. **Adaptability:** The ability to quickly adapt to new technologies, processes, and market conditions is essential in a fast-paced corporate environment.
6. **Understanding of Business Operations:** Knowledge of how businesses operate, including financial management, marketing, supply chain management, and strategic planning, is important.
7. **Analytical Skills:** The ability to analyze data, interpret market trends, and make data-driven decisions is critical in many corporate roles.
8. **Business Ethics:** Corporations require employees who adhere to ethical standards and practices, ensuring integrity and accountability in all business dealings.
9. **Corporate Social Responsibility (CSR):** An understanding of CSR and sustainability practices is increasingly important as companies focus on their social and environmental impact.
10. **Leadership Skills:** The ability to inspire, motivate, and guide teams towards achieving organizational goals is a key requirement for managerial positions.
11. **Project management:** skills in planning, executing, and overseeing projects are essential for ensuring that business initiatives are completed successfully and on time.

**6. Recommendations:**

Here we consider the recommendations to enhance educational programs to meet corporate needs effectively.

1. Need to extend partnerships between educational institutions and corporations through collaboration, internships and apprenticeships and integrate hands-on learning opportunities for the students.
2. Need to develop a skills-oriented curriculum that includes technical skills, and training in soft skills with promotion of continuous learning through certification programs.
3. Need to motivate students and teachers for real-world applications in education like project-based learning, case studies and capstone projects.
4. Need to promote the use of digital tools and platforms to expand access to online courses and utilize virtual labs to provide practical experience.
5. Need to customize learning paths via offering modular programs and corporate training programs.
6. Need to support entrepreneurship programs that encourage students to start their projects, with support from industry mentors to focus on innovation and emerging trends.

7. Need to include cross-cultural communication and facilitate exchange programs with international institutions to broaden students' global perspectives.
8. Need to incorporate ethics and corporate social responsibility into the curriculum to meet the growing demand for sustainable business practices.
9. Need to offer hybrid learning and develop accelerated programs that allow students to fast-track their education in response to urgent industry needs.

## 7. Conclusion:

Education is indispensable in preparing youth to meet the prerequisites of the corporate sector. By providing a strong foundation in technical skills, fostering soft skills and professionalism, promoting continuous learning, and enhancing global competence, educational institutions equip young people with the tools they need to succeed in a dynamic and demanding corporate environment. The alignment of educational programs with industry needs ensures that graduates are not only ready to enter the workforce but are also capable of driving innovation and growth within their organizations. Implementing these strategies can help educational programs stay relevant and provide students with the skills and knowledge that align with corporate expectations, thereby enhancing employability and contributing to industry innovation.

## 8. References:

1. McKinsey & Company (2018), *Reskilling in the age of automation*. McKinsey Global Institute.
2. Harvard Business Review (2019), *Leadership training and development for the future*. Harvard Business Publishing.
3. World Bank, (2019) *World Development Report 2019: The changing nature of work*. World Bank Publications.
4. Organization for Economic Co-operation and Development (2020), *Education for the future: The global skills agenda*. OECD Publishing.
5. United Nations Educational, Scientific and Cultural Organization (2020), *The role of technical and vocational education and training (TVET) in up- and reskilling refugees and migrants*. UNESCO.
6. World Economic Forum (2020), *The future of jobs reports 2020*. WEF.
7. International Labour Organization (2021), *Skills and lifelong learning: Bridging the gap*. ILO Publications.

# 22. A Study on Effective Use of Open Learning Platforms Among Students

## Dr. Damayanti Reuel Premier, Dr. Vinaya Naik

*Assistant Professor,*
*KES Shroff College of Arts and Commerce.*

*ABSTRACT*

*Open Digital Learning platforms utilize technology to deliver courses, tutorials, and interactive learning opportunities that involve a myriad of styles in learning and professional requirements. These democratize education and do away with geographical limitations and similar other expensive models, thus allowing for lifelong learning among professionals at every stage of their careers. How effective Open Digital Learning platforms will be in developing professional skills is their ability to offer one personalized learning pathway, real-time feedback, and offering practical industry-relevant content. Many of them retain the peer-to-peer features and statements of expert-led debates or discussion and project-based assessments, thus replicating professional environments. The approach strengthens both technical skills and those critical soft skills like communication, solving problems, and adaptability.*

*Open Digital Learning platforms fill the gap in skills by preparing professionals to meet future workforce needs. In this line, they accelerate the adoption of emerging trends and technologies so that learners can effectively compete in respective fields. The role that Open Digital Learning platforms can play in the future development of professional skills lies in their continuous integration with new technologies, principally artificial intelligence and virtual reality, to improve the learning experience itself and its outcomes. In their evolution, they will be able to reshuffle conventional paradigms of education and training into a more open, continuous professional development that is more accessible, efficient, and oriented towards the needs of the industries.*

*KEYWORDS*

*E-learning, Professional development, Skill acquisition, Digital literacy, Lifelong learning, and Massive Open Online Courses, MOOCs.*

**Introduction:**

Open digital learning platforms have become robust means of developing professional skills by providing effective and flexible opportunities for people to enhance their various competencies. Their operation is technologically driven. They offer a myriad of courses,

tutorials, and other interactive opportunities for learning, which match diversified learning styles and professional needs. These platforms democratize education by removing traditional barriers, which include geographical limitations and high costs, enabling lifelong learning for professionals at any stage in their career.

What makes Open Digital Learning platforms be so efficient for professional skills development is the inculcation of the ability to design personalized learning pathways, real-time feedback, and practical, industry-relevant content. Many incorporate the peer-to-peer collaboration, expert-led discussion, and project-based assessment features that simulate the real-world professional environments and contribute to the improvement of not only the technical but also the critical soft skills of communication, problem-solving, and adaptability.

With rapidly changing job markets in line with the development of technology and other global challenges, Open Digital Learning platforms take center stage in bridging the gaps between desired and possessed skills and thus preparing professionals for the requirements of the future workforce. They provide for fast adaptation to new trends and technologies, enabling learners to be competitive in their fields. While opening up a lot of opportunity, there are however challenges in ensuring the quality and recognition of online credentials, and in closing the digital divide that can limit access for some populations.

Obviously, further integration with the new technologies of artificial intelligence and virtual reality will usher in an exciting future for Open Digital Learning platforms, thereby enhancing the experience and outcomes of learning within professional skill development. These have the potential to reshape traditional models of education and training in the development of an approach toward making professional development more accessible, effective, and oriented to meet real industry needs. Open learning is an innovative movement in education that began in the 1970s and evolved into fields of practice and study. The broader term generally points to activities that either extend the chance of learning inside formal educational systems or increase opportunities for learning outside the formal education system. The phrase "open learning" refers to educational contexts in which learners can select from various options concerning the timing, location, teaching methods, modes of access, and other elements related to their learning experiences.

It may be said that open digital learning sheds great importance on the tools available for the purpose of professional skill development, as this platform offers accessible and flexible chances to enhance competencies in various fields for the individual. Massive Open Online Courses (MOOCs) provide online courses offered by universities and institutions worldwide. Most of them include video lectures, interactive quizzes, peer assessments, and discussion forums. Some of these MOOC's result in certificates and even full degrees. OER sites host a large range of free educational content, including books, lecture notes, and multimedia. More often than not, the content is under licenses that allow unlimited reuse and adaptation.

OCW platforms offer free access to course material from a university, containing lecture notes, assignments, and exams but with limited interactive content or instructor support. The LMS are Learning Management Systems that can be set to provide open access to the courses' materials and resources for formal and informal learning experiences.

**Review of Literature:**

**Littlejohn, A., Hood, N., Milligan, C., & Mustain, P., 2016,** this study examines how learners' motivations and self-regulated learning strategies influence their engagement with MOOCs. The authors found that learners who were more motivated by career development tended to employ more effective self-regulated learning strategies.

**Khalil, H., & Ebner, M., 2014**, MOOCs completion rates and possible methods to improve retention - A literature review. In Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications (pp. 1305-1313), this comprehensive review explores factors affecting MOOC completion rates and suggests strategies to improve student retention. The authors identify course design, motivation, and peer interaction as key factors influencing completion rates.

**Garrison, D. R., Anderson, T., & Archer, W., 2010,** while not exclusively focused on open learning platforms, this seminal work discusses the importance of teaching presence in online learning environments. The authors' Community of Inquiry framework has been widely applied to understanding effective online learning, including in open platforms.

**Dillahunt, T. R., Wang, B. Z., & Teasley, S., 2014,** this study examines how open learning platforms provide educational opportunities to those who might not otherwise have access. The authors highlight the potential of MOOCs to democratize education but also note challenges related to technology access and digital literacy.

**Xing, W., & Du, D., 2019,** this recent study explores how machine learning techniques can be used to predict student dropout and personalize interventions in MOOCs. The authors demonstrate that personalized learning paths based on predictive models can improve student retention and performance.

**Objectives:**

- To examine benefits and challenges of some open learning platforms.
- To understand about the usage of open learning platforms among students.
- To provide suggestions and recommendations for the enhancing the usage of open learning platforms.

**Methodology of The Study:**

1. Primary and secondary data are used in the research.
2. Primary data is gathered from students via questionnaires, while secondary data is gathered from published publications, journals, websites, etc.
3. Respondents are chosen using a convenient sampling technique.
4. Appropriate statistical tools, such as graphs and tables are used for analysis and interpretation using excel software.
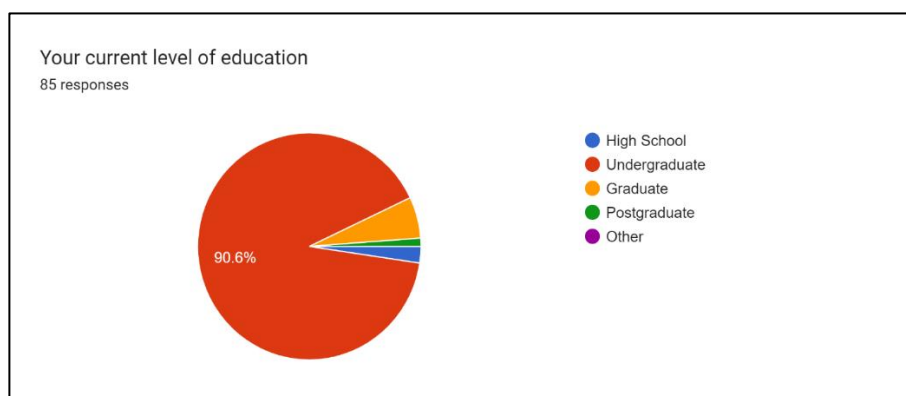
**Scope of The Study:**

The study will be helpful in understanding the effective usage of online learning platforms among the students. It will also determine the skills which they look forward to improve and enhance with the help of these platforms. The study will look into the challenges and provide suggestions to the reduce these problems.
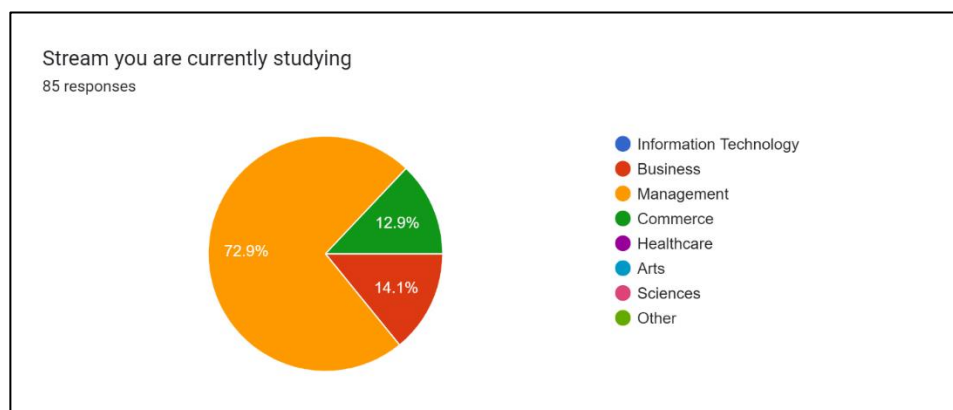
**Limitations of The Study:**

1. The study is limited to Mumbai region. This study is catering only to youth between the age group of 15-25 years.
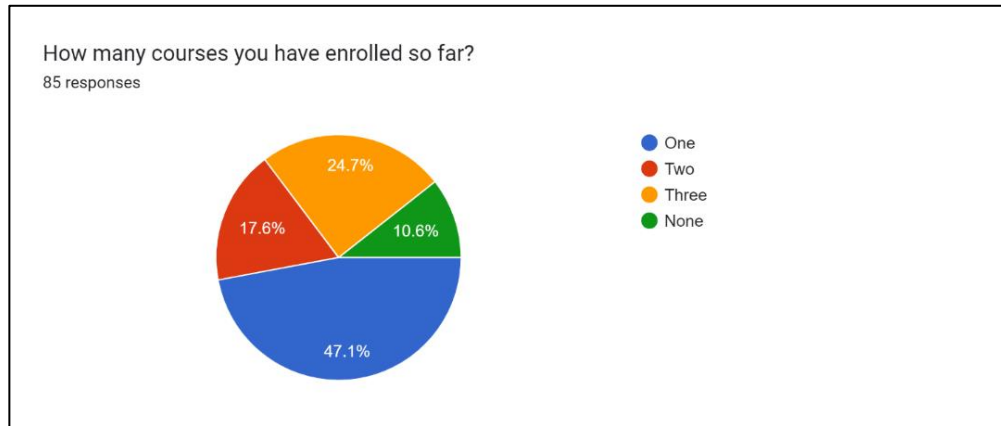2. Information was collected from 85 respondents due to a lack of time and other resources.

**Analysis and Interpretation:**



Your current level of education
85 responses

90.6%

● High School
● Undergraduate
● Graduate
● Postgraduate
● Other

Majority of the respondents i.e. 91% (77) are studying at undergraduate level. Few (5) students have completed graduation and others are from postgraduate level who has responded to the above question.
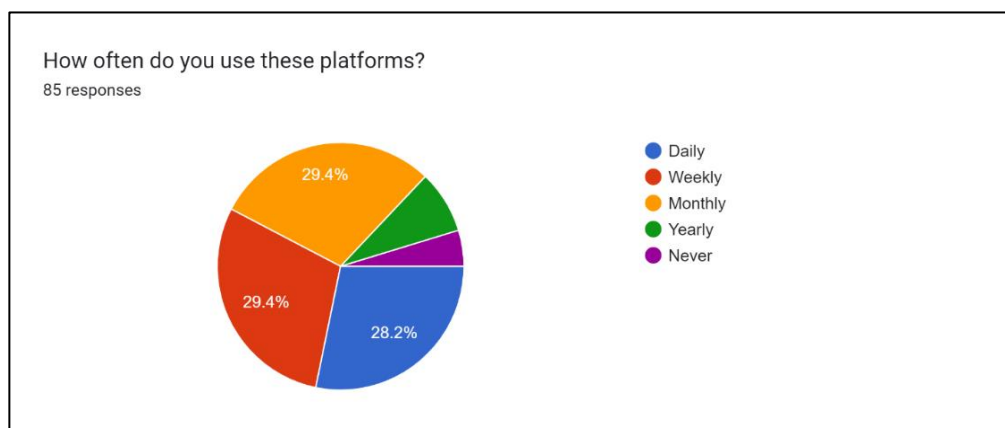


Stream you are currently studying
85 responses

72.9%   12.9%   14.1%

● Information Technology
● Business
● Management
● Commerce
● Healthcare
● Arts
● Sciences
● Other

Most of the participants 73% (62) are from management stream, 13% (11) and 14% (12) are from commerce and business.

How many courses you have enrolled so far?
85 responses

- One
- Two
- Three
- None

24.7%
17.6%
10.6%
47.1%

47% (40) participants have enrolled in at least one course, 25% (21) in three courses, 18% (15) in two courses.



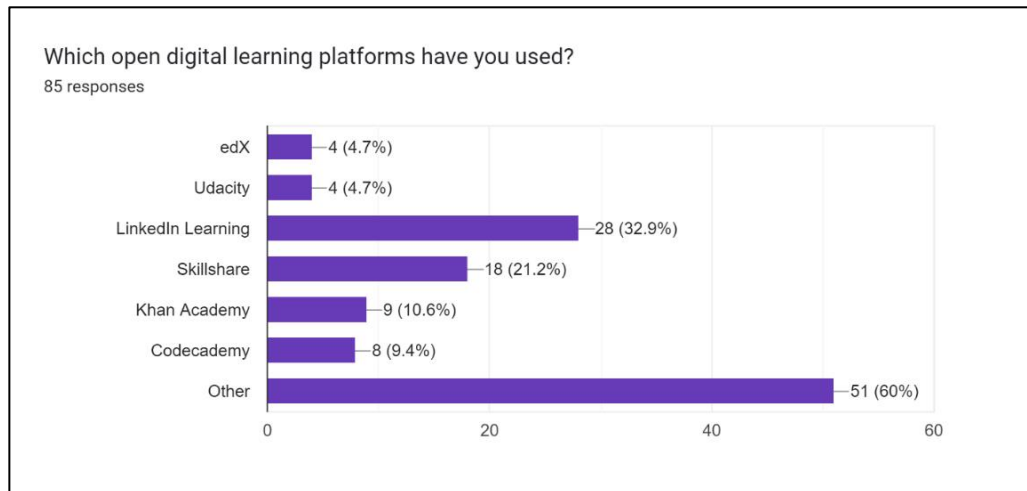The courses you enrolled was….
85 responses

- Free
- Paid
- Both

48.2%
21.2%
30.6%
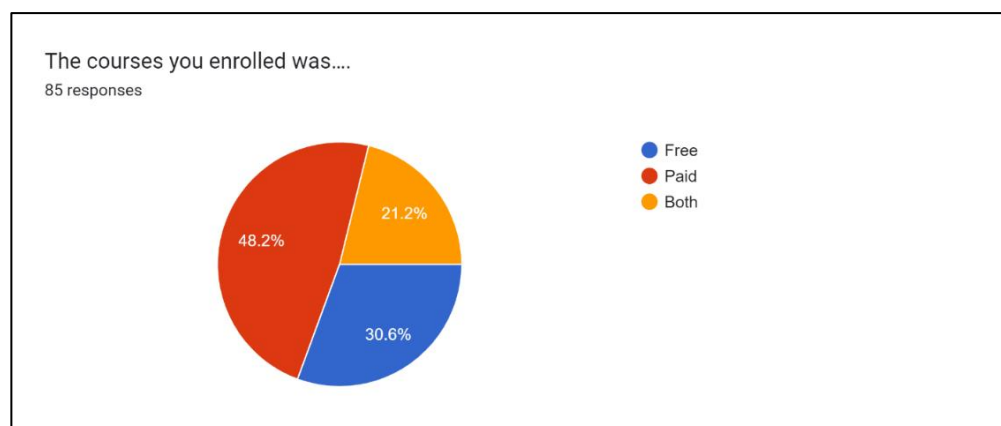
31% (26) have enrolled in free courses, 48% (41) enrolled in paid courses and 21% (18) enrolled in both free and paid courses.



How often do you use these platforms?
85 responses

- Daily
- Weekly
- Monthly
- Yearly
- Never

29.4%
29.4%
28.2%

Online platform is used by 28% (24) daily, 29% (25) monthly and 29% (25) weekly by the students.



LinkedIn Learning 33% (28) and Skillshare 21% (18) are the platforms that is majorly used by the participants and some other platforms are also used by the participants 60% (51) like Pluralsight, Teachable, FutureLearn, MasterClass, Duolingo, Alison, Swayam etc.
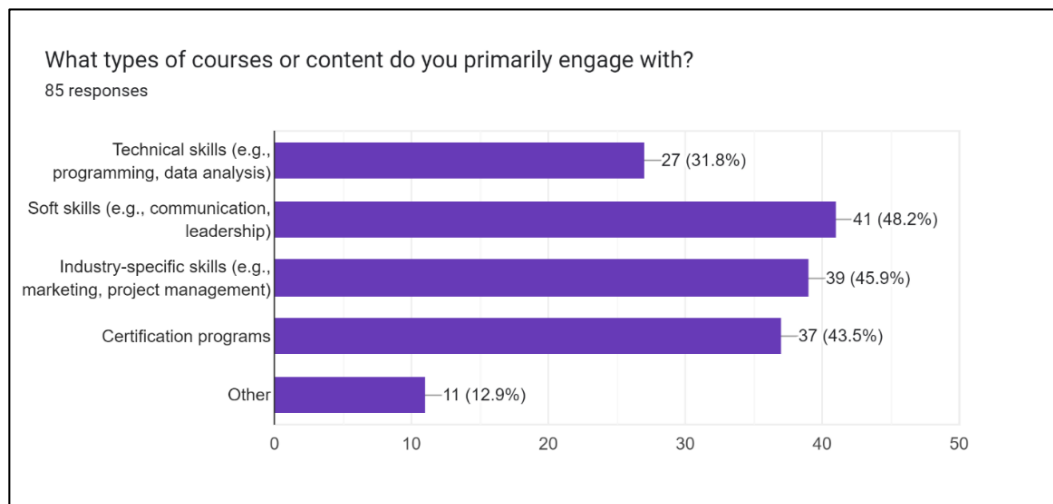


Participants are engaged mostly with soft skill enhancement 48% (41), industry specific skills 46% (39), certification programs 44% (37) and technical skills 32% (27).
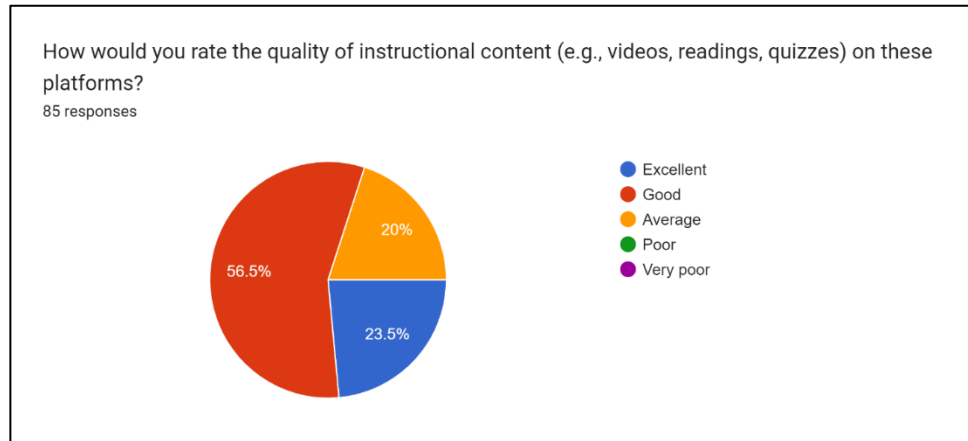
Majority of the respondents 77% (65) and have upholder the quality of instructional content stating the video, readings and quizzes provided on this platform is good in quality.
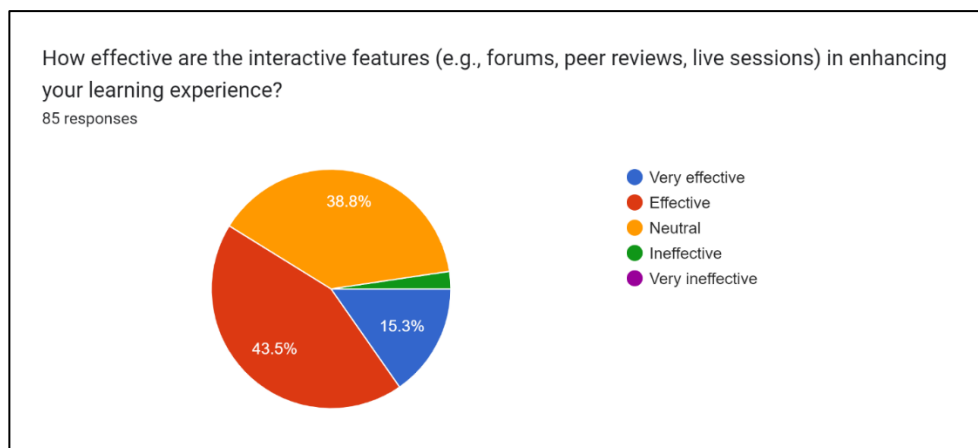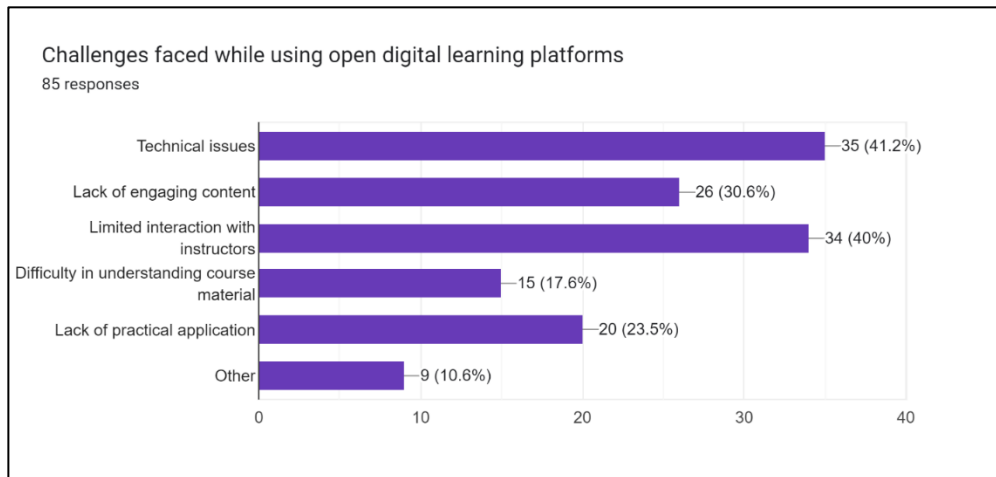


Mostly respondents 59% (50) have replied that the interactive features like forums, peer reviews, live sessions were helpful in enriching their learning experience.
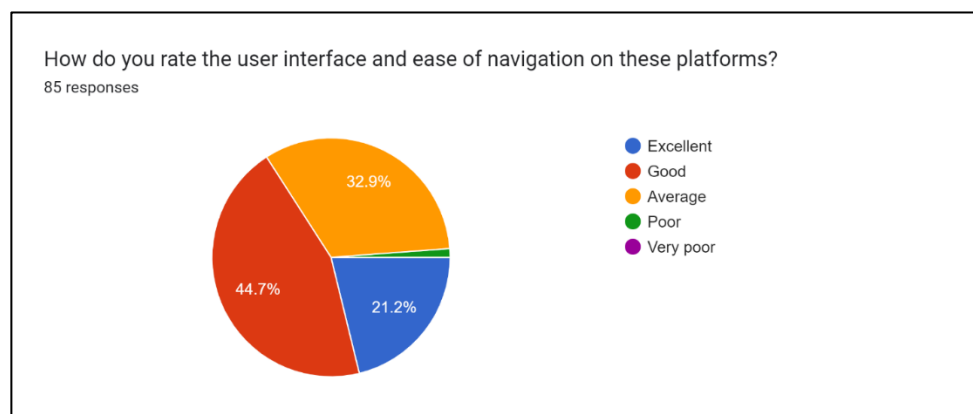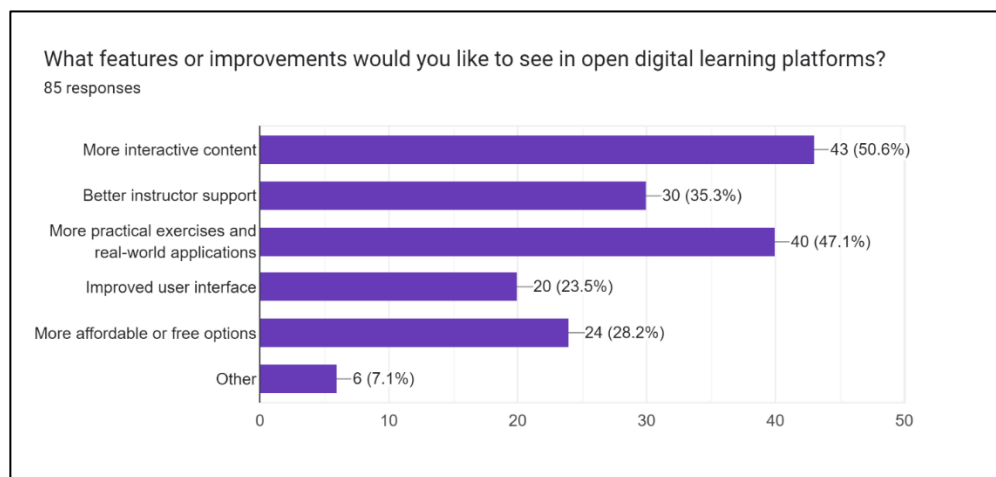
More than 50% of the respondents 66% (56) have agreed that, the user interface and navigation on these platforms is very comfortable and easy.

Challenges faced while using open digital learning platforms
85 responses

| Challenge | Count |
|-----------|-------|
| Technical issues | 35 (41.2%) |
| Lack of engaging content | 26 (30.6%) |
| Limited interaction with instructors | 34 (40%) |
| Difficulty in understanding course material | 15 (17.6%) |
| Lack of practical application | 20 (23.5%) |
| Other | 9 (10.6%) |

While pointing out the challenges, respondent pointed some of the issues like technical 41% (35), limited interaction with instructors 40% (34), lack of engaging content 31% (26) and lack of practical application 24% (20) etc.

What features or improvements would you like to see in open digital learning platforms?
85 responses

| Feature | Count |
|---------|-------|
| More interactive content | 43 (50.6%) |
| Better instructor support | 30 (35.3%) |
| More practical exercises and real-world applications | 40 (47.1%) |
| Improved user interface | 20 (23.5%) |
| More affordable or free options | 24 (28.2%) |
| Other | 6 (7.1%) |

Some of the suggestions that came from the respondents are more interactive content 51% (43), more practical exercises and real world applications 47% (40), better instructor support 35% (30) and more affordable or free options 28% (24) etc.

Rate the effectiveness of open digital learning platforms
85 responses
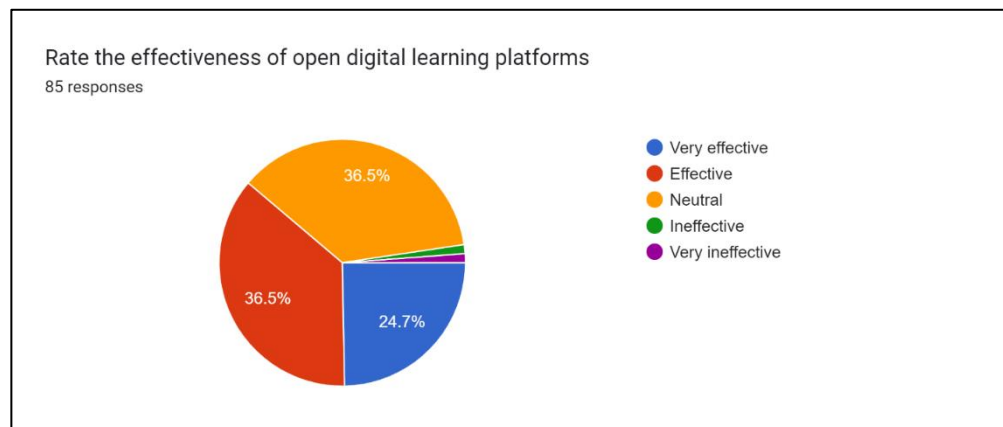
More than 50% of the students 62% (52) have responded that, open digital learning platforms are very effective

| Stream\No. of courses enrolled | 1 | 2 | 3 |
|---|---|---|---|
| Commerce | 7 | 2 | 0 |
| Business | 7 | 2 | 3 |
| Management | 8 | 4 | 6 |
| Total | 22 | 08 | 09 |
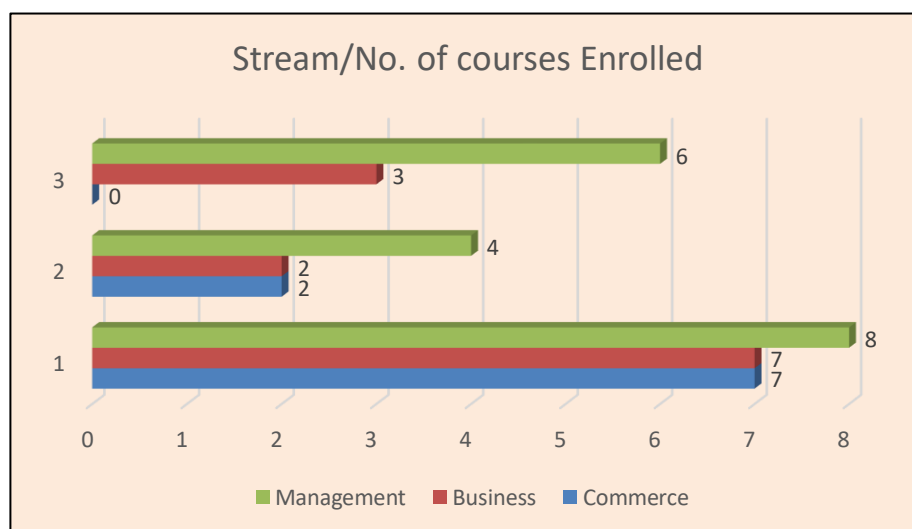


From the above table it can be understood that, 22 participants from different streams have been engaged in at least one online learning platform, 08 engaged in two and 09 students have been engaged with three online learning platforms.

| Level of education\No. of courses enrolled | 1 | 2 | 3 |
|---|---|---|---|
| Graduate | 03 | 0 | 0 |
| Undergraduate | 13 | 5 | 9 |
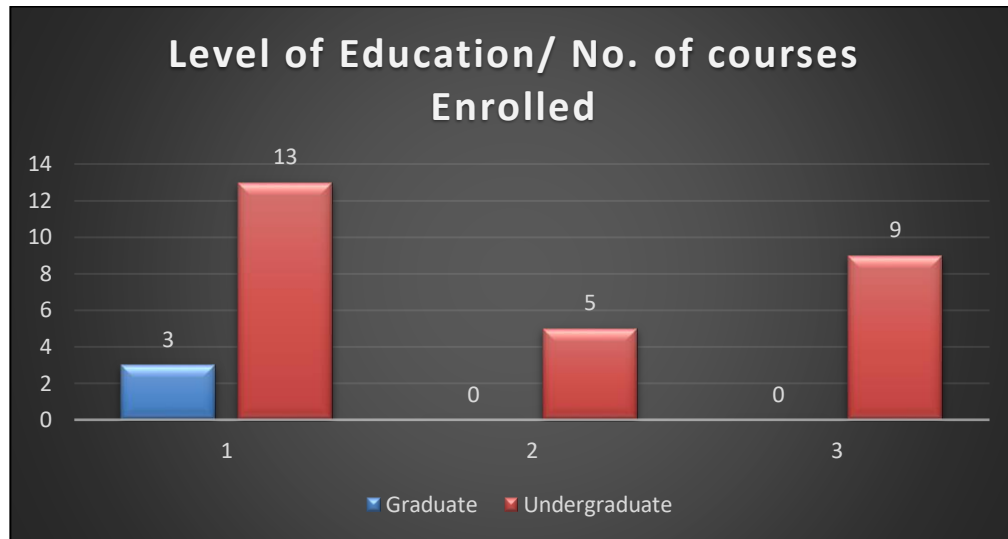
From the above table, it is evident that mostly the 13 students from undergraduate level and 03 from graduate level have enrolled in one course, 05 undergraduates in two courses and 09 undergraduates in three courses. It is the academic requirement for the undergraduate students so the number of enrolment is more at undergraduate level.

| Stream\No. of courses enrolled | Technical Skills | Soft skills | Industry specific skills | Certification programs |
|---|---|---|---|---|
| Undergraduate | 18 | 18 | 07 | 25 |
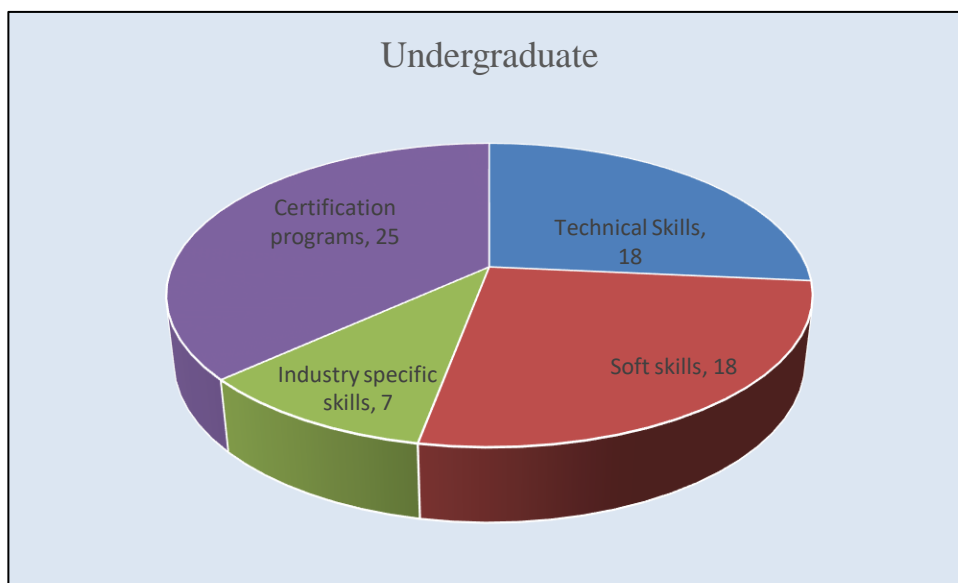


It is observed that, mostly the undergraduate students have enrolled for the courses catering to technical skills, soft skills, certification programs and industry specific skills programs. As a part of academic requirement enrolment is more in certification programs.

| Courses enrolled by undergraduates | Paid | Free | Both |
|---|---|---|---|
| | 23 | 16 | 04 |
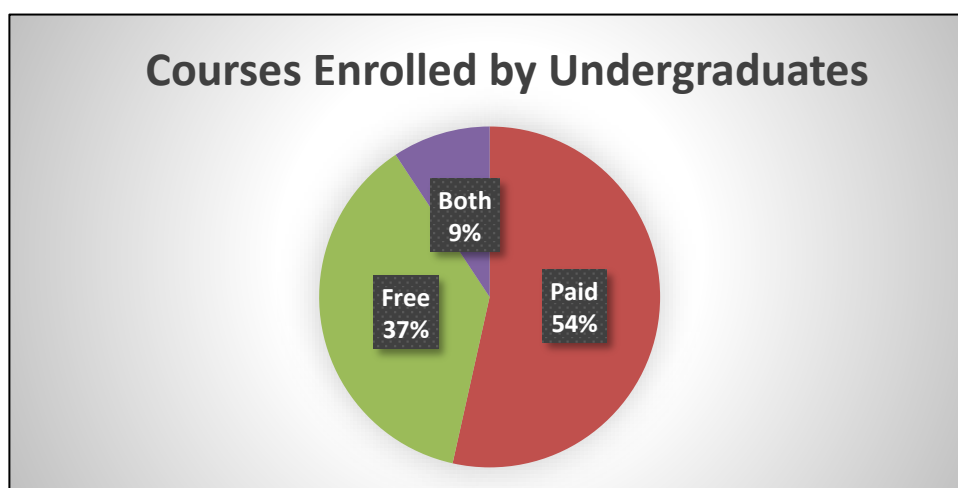


The above table and graph indicate that, there is an enrolment from the undergraduate students for both the free and paid courses available on the online learning platforms.

**The research points out that learners who are pursuing degree from business, management and commerce have undergone both (paid and free) courses. Online learning platforms is used by them for enhancing soft skills, industry specific skills and certificate courses and it have been beneficial for their professional career and growth.**

**Suggestion and Recommendation:**

- Stronger partnerships between platform providers and industry leaders should be developed for course content to stay relevant and aligned with present job market needs.
- Foster a sense of community among learners by enhancing engagement through more robust peer interaction features.
- Connect experienced professionals with learners through mentorship programs to provide guidance and real-world insights.
- Invest in adaptive learning technologies to provide more personalized learning experiences tailored to individual learner needs and preferences.
- Incorporation of artificial intelligence will facilitate intelligent tutoring systems and automated feedback mechanisms.
- Strategies that address the digital divide should be developed including partnering with governments and non-profit organizations who can provide access to necessary technology and internet connectivity.
- Increase motivation and engagement among learners by improving gamification elements on platforms.
- Learning pathways should be flexible enough so that learners can concentrate on specific skills.

**Conclusion:**

Open Digital Learning platforms have offered a wide range of advantages while posing some challenges that necessitate interventions for their full realization. Nevertheless, there still exist some challenges such as recognition of credentials, keeping students motivated, maintaining quality in the curriculum offered and ensuring that it addresses contemporary issues. One cannot overlook the fact that some groups may not be able access due to the digital divide. In spite these limitations, open learning platforms can go a long way in closing skill gaps while preparing them for future job market requirements. In order to enhance the utilization of open learning platforms, several suggestions can be advanced like a necessity for more collaboration between providers of platforms and leaders of industries, implementing stronger peer interaction and mentoring programs, creating better systems for credentialing and recognition of skills acquired through such platforms, investment in adaptive learning technologies together with artificial intelligence, to enable broader access to valuable resources for these kinds of learning partnerships should be sought with governments and non-profit organizations etc. With the advancement of open learning platforms, they have the capacity to change customary education and training methodologies by making continuing professional development more available, speedy and appropriate to demands of industry. These platforms can serve an increasingly significant function in preparing an international workforce for tomorrow's fast-changing requirements in the labour market.

**Bibliography:**

1.  Dillahunt, T. R., Wang, B. Z., & Teasley, S. (2014). Democratizing higher education: Exploring MOOC use among those who cannot afford a formal education. The International Review of Research in Open and Distributed Learning, 15(5).
2.  Garrison, D. R., Anderson, T., & Archer, W. (2010). The first decade of the community of inquiry framework: A retrospective. The Internet and Higher Education, 13(1-2), 5-9.
3.  Khalil, H., & Ebner, M. (2014). MOOCs completion rates and possible methods to improve retention - A literature review. In Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications (pp. 1305-1313).
4.  Littlejohn, A., Hood, N., Milligan, C., & Mustain, P. (2016). Learning in MOOCs: Motivations and self-regulated learning in MOOCs. The Internet and Higher Education, 29, 40-48.
5.  Xing, W., & Du, D. (2019). Dropout prediction in MOOCs: Using deep learning for personalized intervention. Journal of Educational Computing Research, 57(3), 547-570.

# 23. Analysis of the Role of Education in Upskilling and Reskilling Today's Youth

**Dr. Amol S. Kadam**

*Principal.*

**Ms. Jyotika Motwani**

*Assistant Professor.*

*ABSTRACT*

*The rapid pace of technological advancement and economic transformation necessitates ongoing skill development. This paper explores the pivotal role of education in upskilling and reskilling today's youth, examining how educational institutions and programs are evolving to meet these demands. We analyze various educational strategies, policies, and successful models through case studies. The study concludes with recommendations for enhancing educational frameworks to better prepare youth for future challenges.*

*KEYWORDS*

*Skill Development Programmes, Employability, Educational programs, Practical skills, Lifelong learning opportunities.*

**Introduction:**

As technology and globalization reshape the job market, the need for continuous skill development has become more pressing. Traditional education systems, which were designed for a different era, must evolve to provide students with the skills required for success in today's rapidly changing labor market. This paper investigates how education plays a critical role in upskilling and reskilling youth, focusing on the adaptation of educational institutions to meet emerging demands.

**Objectives:**

1. To analyze the current role of education in upskilling and reskilling today's youth.
2. To examine how educational institutions are adapting their programs and policies to address skill gaps.
3. To identify successful models and case studies of educational strategies in upskilling and reskilling.
4. To provide recommendations for enhancing educational frameworks to better prepare

youth for future challenges.

**Methodology:**

This study employs a mixed-methods approach:

1. **Literature Review:** Analysis of existing research on skill development programs and educational systems.
2. **Questionnaire**: Collection of primary data from a sample of 130 individuals to assess perceptions and effectiveness of current educational practices.
3. **Demographics**: Students, recent graduates, and young professionals from diverse fields.
4. **Data Interpretation:** Analysis of collected data to derive findings and recommendations.

**Literature Review:**

**1. Employability Through Skill Development Programmes:**

Dr. S. C. Patil & Prof. Amaresh B Charantimath (2021) highlight the importance of bridging the skill gap through targeted training, education, and short-term courses. Their study emphasizes the need for collective efforts to transform theoretical knowledge into practical skills, supporting government initiatives like Make in India and Atmanirbhar Bharat.

**2. Skill Development Programmes for Rural Youth:**

Vidhyadhar T. Banajawad & Dr. Mukta S. Adi (2020) investigate skill development programs for rural youth in India. They conclude that integrating skill-based training and industry placement facilities into education is crucial for improving employment opportunities and fostering sustainable rural development.

**Hypothesis:**

$H_1$**:** Educational programs that integrate technology and practical skills are more effective in upskilling and reskilling youth compared to traditional educational approaches.

**H0:** Educational programs that integrate technology and practical skills are not effective in upskilling and reskilling youth compared to traditional educational approaches.

$H_2$**:** Lifelong learning opportunities and personalized learning approaches significantly enhance the employability and career adaptability of youth.

$H_0$**:** Lifelong learning opportunities and personalized learning approaches is not enhancing the employability and career adaptability of youth.

**Data Analysis and Interpretation:**

**1. Adaptation of Educational Institutions:**

How effectively do you think educational institutions are adapting their programs to address current skill gaps?

| Age * Adaption of Educational Institution Cross tabulation | | | | | | | |
|---|---|---|---|---|---|---|---|
| Count | | | | | | | |
| | | Adaption of Educational Institution | | | | | | Total |
| | | All above | Emphasis on practical, hands-on of the training | Integration technology coursework | Offering of lifelong learning and of professional in development courses | Partnerships industry for internships placements | With Personalized learning and approaches | |
| Age | | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 18-24 | 0 | | 45 | 11 | 21 | 9 | 22 | 8 |
| | 25-30 | 0 | | 3 | 1 | 0 | 0 | 2 | 1 |
| | 31-35 | 0 | | 2 | 0 | 1 | 1 | 0 | 0 |
| | 36+ | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| Total | | 1 | | 51 | 13 | 22 | 10 | 24 | 9 |

| Chi-Square Tests | | | |
|---|---|---|---|
| | Value | | Asymptotic Significance(2-sided) df |
| Pearson Chi-Square | 140.457a | | 24 <0.001 |
| Likelihood | Ratio | 23.918 | 24.466 |
| N of Valid Cases 130 | | | |
| a. 29 cells (82.9%) have expected countless than minimum expected count is .01. | | | |

The Chi-Square test results indicate that there is difference in the distribution of Age and Adaptation of Educational Institutions ($\chi^2$= 140.457a, df =24, p <0.001). To further explore the association between age and Adaptation of Educational Institutions, other measures like the likelihood ratio and Fisher's exact test were also performed. The significant value is less than 0.001 and $\chi^2$= 140.457a. So, the above variable is accepted.

**Hypothesis Testing:**

**Hypothesis H1:** Educational programs that integrate technology and practical skills are more effective in upskilling and reskilling youth compared to traditional educational approaches.

**To what extent do you agree that educational programs incorporating technology and practical skills are more effective?**

| Age * Practical skills Cross tabulation | | | | | | |
|---|---|---|---|---|---|---|
| Count | | | | | | |
| | | | Practical skills | | | agree |
| | | | Agree | Disagree | | Neutral Strongly |
| Age | | 1 | | 0 | 0 | 0 0 | |
| | 18-24 | | 0 | 73 | 4 | 19 20 | 116 |
| | 25-30 | | 0 | 0 | 0 | 2 5 | |
| | 31-35 | | 0 | 0 | 1 | 1 2 | |
| | 36+ | | 0 | 0 | 0 | 0 2 | |
| Total | | 1 | | 73 | 5 | 22 29 | 130 |

| Chi-Square Tests | | | |
|---|---|---|---|
| | Value | | Asymptotic Significance(2-sided) df |
| Pearson Chi-Square | 160.056a | | 16 <.001 |
| Likelihood | Ratio | 41.437 | 16 <.001 |
| N of Valid Cases 130 | | | |
| a. 22 cells (88.0%) have expected countless than minimum expected count is .01. | | | |

The Chi-Square test results indicate that there is difference in the distribution of Age and Practical skills ($\chi^2$= 160.056a, df =16, p <0.001). To further explore the association between age and Practical skills, other measures like the likelihood ratio and Fisher's exact test were also performed. The significant value is less than 0.001and $\chi^2$= 160.056a. So, the above variable is accepted.

**Hypothesis H2:** Lifelong learning opportunities and personalized learning approaches significantly enhance the employability and career adaptability of youth.

**To what extent do you agree that lifelong learning opportunities improve career adaptability?**

| Age * learning opportunities Cross tabulation | | | | | | | |
|---|---|---|---|---|---|---|---|
| Count | | | | | | | |
| | | | Learning opportunities | | | | Total |
| | | | Agree | Disagree | | Neutral Strongly | Strongly disagree Agree | |
| Age | | 1 | | 0 | 0 | 0 0 | 0 | |
| | 18-24 | | 0 | 58 | 4 | 22 31 | 1 | 116 |
| | 25-30 | | 0 | 2 | 0 | 0 5 | 0 | |
| | 31-35 | | 0 | 0 | 0 | 2 2 | 0 | |
| | 36+ | | 0 | 2 | 0 | 0 0 | 0 | |
| Total | | 1 | | 62 | 4 | 24 38 | 1 | 130 |

| Chi-Square Tests | | | |
|---|---|---|---|
| | Value | | Asymptotic Significance(2-sided) df |
| Pearson Chi-Square | 143.800a | | 20.000 |
| Likelihood | Ratio | 27.962 | 20.110 |
| N of Valid Cases 130 | | | |
| a. 27 cells (90.0%) have expected countless than minimum expected count is .01. | | | |

The Chi-Square test results indicate that there is difference in the distribution of Age and learning opportunities ($\chi^2$= 143.800a, df =20, p <0.001). To further explore the association between age and learning opportunities, other measures like the likelihood ratio and Fisher's exact test were also performed. The significant value is less than0.001 and $\chi^2$= 143.800a. So, the above variable is accepted.

**Findings:**

- **Integration of Technology:** Respondents indicated that educational programs incorporating technology are more effective in preparing them for the modern job market.
- **Emphasis on Practical Skills:** There is a strong preference for programs that offer hands-on training and real-world applications.
- **Lifelong Learning:** Continuous learning opportunities are crucial for career adaptability and long-term success.
- **Personalized Learning:** Tailoring education to individual needs and career goals enhances overall effectiveness and satisfaction.

**Recommendations:**

- **Strengthen Industry-Academia Partnerships:** Foster collaborations to align educational content with industry requirements and provide practical experience through internships and apprenticeships.
- **Expand Technological Resources:** Invest in digital infrastructure and integrate technology into curricula to prepare students for tech-driven careers.
- **Promote Lifelong Learning:** Develop flexible learning options for continuous skill enhancement and career development.
- **Enhance Personalization:** Implement personalized learning approaches to address individual skills and career aspirations more effectively.

**Conclusion:**

Education plays a crucial role in upskilling and reskilling today's youth, essential for navigating a rapidly evolving job market. By adopting innovative educational strategies and enhancing collaboration between institutions and industries, we can better prepare youth for future challenges. Continued adaptation and improvement of educational frameworks are vital to meeting the needs of the modern workforce.

**References:**

1. Patil, S. C., & Charantimath, A. B. (2021). Employability through Skill Development Programmes - An Overview of Significance of Employability Skills.
2. Banajawad, V. T., & Adi, M. S. (2020). A Study on Skill Development Programmes for Rural Youth in India.
3. https://drexel.edu/soe/resources/student-teaching/advice/how-to-use-technology-in the-classroom/
4. https://www.linkedin.com/pulse/role-lifelong-learning-career-development-ashley- ward-twgac/
5. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

# 24. Shakti Unbound: Empowering Women Entrepreneurs through Policy and Innovation

**Mehak Rawal, Onam Singh**

*Undergraduate Student Scholar,*
*Dr. B. R. Ambedkar University.*

## ABSTRACT

*Women, the backbone of a society, play various roles from leaders to contributors. Their progress is vital for the country's economic development and social welfare. Over the past decades, there has been a visible surge in women entrepreneurs in India, depicting the country's shifting landscape and the economy. It is a response to the socio-economic progress of India and not merely a reflection of aspirations.*

*In the past, women in India faced numerous difficulties in actively participating in economic activities due to patriarchal attitudes and societal constraints. However, during the British era, reformers like Rajaram Mohan Roy and Jyotirao Phule initiated the movement for women's empowerment, advocating for gender equality and women's rights. Since then, India has made gradual progress towards a more inclusive environment, facilitating increased female participation in business. The Indian government has taken various initiatives to promote women's entrepreneurship. However, despite these efforts, female entrepreneurs still face several challenges. These include gender bias, limited access to funding and resources, societal pressures, and the need to balance work and personal responsibilities. Additionally, women from marginalized communities also have to contend with obstacles arising from caste, class, and location. Women's entrepreneurship plays a crucial role in promoting economic progress and social development across the globe. This paper delves into women's entrepreneurship in India, focusing on its historical background, current trends, challenges, and government policies. The study draws upon secondary data sources, including reports from government authorities, international organizations, and academic institutions, to provide a comprehensive overview of women's entrepreneurship in India. It also examines the Global Entrepreneurship Monitor (GEM) report to gain insights into the status of women's entrepreneurship worldwide and to support policy initiatives. The article's main objective is to underscore the significance of women entrepreneurs in driving India's economic growth while contributing to the ongoing discourse on gender equality and inclusive development. The study aims to inform policymakers, stakeholders, and aspiring entrepreneurs about women's entrepreneurship's transformative potential and recommend strategies for creating a more supportive and inclusive business environment.*

**Introduction:**

Women play an essential part in the growth of society in particular and the economy in general. Women are the family's leaders, planners, and first trainers; they provide the workforce and contribute to the growth of agriculture, industry, the service sector, and socio-culture, resulting in a civilized society. Women contribute directly or indirectly to economic progress. Entrepreneurship has become a powerful driver of economic growth globally, and women entrepreneurs have become an irreplaceable bolt in this era of entrepreneurship. The government of India[1] has defined women entrepreneurs as enterprises owned and controlled by women, having a minimum financial interest of 51% of the capital and giving at least 51% of the employment generated in the enterprise to women. Women's empowerment includes social, economic, and political dimensions.

In recent years, Women's entrepreneurship has gained recognition due to the shift in social norms and economic changes. There has been a notable surge in women-owned businesses across various sectors. This rise in women entrepreneurship is not merely a reflection of individual aspirations but also a response to socio-economic transformations and changing gender dynamics within Indian society.

During the British era, reformers like Rajaram Mohan Roy and Jyotirao Phule fought for women's empowerment in India. India was a patriarchal society, but it is now gradually shifting its landscape to accommodate higher numbers of women entrepreneurs who can make significant contributions to India's economic development.

The participation of women in business fosters economic growth, job creation, inclusivity, and innovation. They carry unique perspectives, skills, and experiences, which serve as a source of success, inspiration, and empowerment for future generations.

The paper provides a comprehensive overview of women's entrepreneurship in India, including historical perspectives, challenges, and government policies. It will also investigate the current trends, including the increasing number of women-led startups and their sectoral distributions.

To understand the journey, hardships, and impact of women entrepreneurship in India, this paper focuses on successful entrepreneurs like Vineeta Singh, co-founder and CEO of SUGAR Cosmetics, who has revolutionized the beauty industry with creative products and innovative marketing strategies. Namita Thapar, Executive Director of Emcure Pharmaceuticals, has led her family business to new heights of success and global recognition. Radhika Gupta, CEO of Edelweiss Asset Management, has broken the barriers in the male-dominated finance sector and has made her company India's leading asset management firm. These women signify resilience and determination. Their stories will

---

[1] Inflibnet. (n.d.). Women Entrepreneurship Development. In Handbook of Social Policy (p. 15). Retrieved from
https://ebooks.inflibnet.ac.in/hsp15/chapter/women-entrepreneurship- development/#:
~:text=Definition%20of%20woman%20entrepreneur&text=%E2%80%9CAn%20enterprise%20o
wn ed%20and%20controlled, by%20the%20enterprise%20to%20women.

serve as case studies to illustrate the transformative potential of women's entrepreneurship and inform policy recommendations to foster a more supportive and inclusive environment for women in business. By examining these real-world examples, the paper aims to showcase the diverse range of women entrepreneurs shaping India's economic future. Through our research, we hope to contribute to the ongoing dialogue on gender equality and economic development in India. Through exploring women's entrepreneurship and its impact on India's economic development, this paper aims to shed light on women's crucial role in driving the nation's growth and prosperity.

**Literature Review:**

Women empowerment is polygonal in nature comprising of social, economic and political dimensions and women's entrepreneurship has emerged as a vital force driving economic growth and societal progress globally, with particular significance in the context of India. Historically, women in India faced barriers to economic participation due to patriarchal attitudes and societal constraints. However, the landscape began to shift during the British colonial period, as reformers such as Rajaram Mohan Roy and Jyotirao Phule advocated for women's empowerment, challenging prevailing norms and advocating for gender equality and women's rights (Hussain, 2018). These early movements laid the foundation for subsequent progress towards a more inclusive environment for women in India. Recently, the concept of women's entrepreneurship has gained increasing recognition, reflecting broader shifts in social norms and economic dynamics.

Women entrepreneurs are increasingly recognized as drivers of economic growth, job creation, inclusivity, and innovation (Kaur & Singh, 2019). Their participation in various sectors of the economy brings unique perspectives, skills, and experiences, contributing to the overall development of the nation. Despite progress, women entrepreneurs in India continue to face numerous challenges. These include gender bias, limited access to funding and resources, societal pressures, and the need to balance work and personal responsibilities (Dutta & Jain, 2017). Moreover, women from marginalized communities encounter additional obstacles stemming from caste, class, and geographical location, exacerbating existing inequalities (Chakraborty, 2020). Addressing these challenges is imperative for creating a more supportive and inclusive environment for women in business.

The Government of India has taken various initiatives to promote women's entrepreneurship, recognizing its importance for economic development and social welfare. However, there remains a need for concerted efforts to address systemic barriers and enhance opportunities for women entrepreneurs (Sharma & Jindal, 2021). Furthermore, leveraging successful women entrepreneurs as role models and showcasing their stories can inspire future generations and inform policy recommendations to foster a conducive ecosystem for women in business (Kumari & Singh, 2020).

Real-world examples such as Vineeta Singh, Namita Thapar, and Radhika Gupta exemplify the resilience and determination of women entrepreneurs in India. Their success stories serve as case studies illustrating the transformative potential of women's entrepreneurship and underscore the need for continued support and advocacy in this domain (Thakur & Kumar, 2018).

Women's entrepreneurship plays a crucial role in driving India's economic growth and societal progress. By exploring the historical context, current trends, challenges, and government policies shaping women's entrepreneurship in India, the paper contributes to the ongoing discourse on gender equality and inclusive development. Through a deeper understanding of the experiences and impact of women entrepreneurs, policymakers, stakeholders, and aspiring entrepreneurs can work towards creating a more equitable and prosperous future for all.

**Challenges Faced by Women Entrepreneurs:**

Women entrepreneurs in developing economies encounter various obstacles that might hamper their business growth and success. They face challenges like access to finance, market access and networking, gender biases, and balancing business with family responsibilities, but the most significant obstacle they face is that they are women in a patriarchal society where men are the "bread earners" of the family. Male chauvinism, still deeply rooted in Indian society, believes women are weak and are not treated as equals and thus acts as a barrier to their entry into the business world; even if they manage to conquer this inequality, they still face competition with male entrepreneurs which results in lack of self-confidence. Entrepreneurship thrives on innovation and ambition, qualities often stifled by societal norms and gender biases. These gender biases undermine women's credibility in leadership roles. (Gupta & Chandra, 2015)

Winning this injustice, the most pressing challenge when women enter the business world is access to finance. Studies conducted by Brush (2006) show that women-led businesses struggle to secure funding due to a lack of financial literacy, collateral, and gender biases among lenders. Potential solutions to tackle this challenge include establishing financial programs to provide loans and funds to women entrepreneurs, financial literacy workshops, and advocating gender-inclusive policies in banking and lending institutions to mitigate gender biases in financing decisions. According to the data released by the Government of India[2], 79% of women's establishments were self-financed, and 14.65% were donations and transfers from other agencies. Other significant sources of finance are government assistance and borrowing from financial institutions, which stood at 3.4% and 1.1%, respectively.

Apart from challenges like finance access, women face market access and networking issues, especially in male-dominated industries. Lack of networking in an industry can hamper the growth of a business and its expansion opportunities. (Kabeer, 2012). Networking events, workshops, and mentorship programs encourage networking. Establishment of online forums to discuss issues and share experiences; they offer solutions to the networking and market issues for women entrepreneurs.

---

[2] Ministry of Statistics and Programme Implementation. (n.d.). Sixth Economic Census: All India. Retrieved from
https://www.mospi.gov.in/sites/default/files/economic-census/sixth_economic_census/all_india/11_ChapterVI_6ecRep_0.pdf

Indian women tend to emphasize family ties and relationships more and thus face challenges in starting and running a business while caring for their families. Women are believed to be the caregivers and the ones bearing the burden of household duties, limiting their time, energy, and mobility for running a business. (Kabeer,2012) Thus, the success of their business also depends on family support, the absence of which forces them to drop their businesses. According to a study, on average, women start their businesses about ten years later than men; this delayed entry is caused by motherhood, lack of training, and management experience, and the greatest of them all is traditional and social barriers. Solutions like flexible working hours, childcare support, and leave policies, besides raising awareness, could be potential solutions to this challenge.

Education poses one of the most significant challenges for women starting a business. Lack of education and training in the field is an obstacle; due to this illiteracy, they hardly use advanced software like SAP, TALLY, etc. Only a few women in business use these technologies for the success of their business. In this era of social media and the internet, offering online courses and vocational training focusing on different aspects of entrepreneurship and collaborating with NGOs and governmental organizations might relieve this challenge.

Acknowledging these challenges and working on potential solutions are crucial for the upliftment and empowerment of women and for encouraging them to start their entrepreneurship journey.

**Government Policies, Schemes, and Laws:**

The Government of India has launched many policies to empower and establish women-led businesses in India because achieving gender equality and fostering women's entrepreneurship requires efforts by policymakers, stakeholders, and society.

1. **Udyogini:** It was set up to conduct management training for women in rural areas, funded by the World Bank. It aimed to develop training materials for women at the grassroots level to manage enterprises.
2. **TREAD (1998):** The Government of India launched the Trade Related Entrepreneurship Assistance and Development of Women scheme in 1998 to solve the problems faced by women entrepreneurs in India. The main aim of this scheme was to empower women by developing their skills and eliminating trade-related constraints. A revised scheme of TREAD was launched in May 2004, which aimed at creating sustainable employment for poor women by developing their entrepreneurial capabilities.
3. **Swayamsidha:** It is a women empowerment program implemented in 2001 under the flagship of the Ministry of Women and Child Development, Government of India. The scheme aimed to improve the socio-economic status of rural women and provide skill enhancement training for income-generating activities.
4. **Swa-Shakti Project:** The program funded by IFAD, the World Bank, and the Government of India was launched in 1999 and concluded its operations in 2005. The program's aim was women's empowerment by promoting SHGs, micro-credit, and income-generating activities led by women.

5. **Support to Training and Employment Programme (STEP):** A Central Sector Scheme launched in 1986-87. The scheme's main objective was to increase women's self-reliance and self- sufficiency by enabling them to take on income-generation activities.
6. **Swavalamban:** This scheme launched in 1982-83 aimed at providing skill training to unmarried women, legally divorced women (30-45 years), and women whose husbands have died. The main objective was to make women self-sufficient and promote welfare.
7. **Swadhar:** The Swadhar Scheme was launched in 2001-02 with a capacity of 30 women, aimed at providing basic needs such as shelter, food, clothing, and medical treatment to women who do not have any socio-economic support.
8. **Rashtriya Mahila Kosh:** This scheme was launched by The Government of India in 1993. It is an apex microfinance organization that provides micro-credit to poor women to support their livelihood and socio-economic development by persuading them to participate in income generation activities.
9. **Self-Help Groups:** The SHGs were first mentioned in 1984, and NABARD and impaneled NGOs developed them. The scheme aims to empower 12 lakh women in economically weaker sections of society by forming SHGs.
10. **Working Women Hostel (1972-73):** The scheme launched by The Government of India aimed at constructing new buildings and expanding the old ones to provide women working in cities, small towns, and rural areas with hostel facilities for their safety and to surge the number of women entrepreneurs.
11. **Women Entrepreneurship Fund Scheme:** This scheme aimed to encourage women entrepreneurs to start their businesses. It is a micro-finance scheme that provides women entrepreneurs with a rebate in interest rate on borrowings. It was launched in 2017 and has served 177,000 loans to date.
12. **Pradhan Mantri Mudra Yojna:** This scheme was implemented by the BJP government in 2015 and aimed at providing financial support to aspiring entrepreneurs.

Before these schemes were implemented in India, the number of women entrepreneurs was significantly lower. However, according to government data, out of over two crore businesses registered on the Udyam portal, 19.43 businesses were owned by women. There has been a surge in women entrepreneurship from 13.72% in 2010-11 to 20% in 2023.

**Current Scenario of Women Entrepreneurship in India:**

According to the data released by the Government of India[3], the composition of Women entrepreneurs in India is as follows:

- The number of establishments owned by women entrepreneurs in India is 8,050,819, of which 5,243,044 (65.12%) lie in the rural areas and 2,807,775 (34.88%) in the urban areas.

---

[3] Ministry of Statistics and Programme Implementation. (n.d.). Sixth Economic Census: All India. Retrieved from
https://www.mospi.gov.in/sites/default/files/economic-census/sixth_economic_census/all_india/11_ChapterVI_6ecRep_0.pdf

- The top five states with women entrepreneurs in India are Tamil Nadu (13.51%), Kerela (11.35%), Andhra Pradesh (10.56%), West Bengal (10.33%) and Maharashtra (8.25%)
- The top five types of establishments led by women entrepreneurs in India are Agriculture (34.3%), Manufacturing (29.8%), Trade (18.23%), Other Services (5.38%) and Accommodation and Food services (2.77%).
- The religion of women entrepreneurs is 65.6% of businesses were led by Hindu women, 12.8% of women belonged to Islam, 5.2% were owned by Christians, 0.9% by Sikhs, and 0.5% respectively were owned by Jains and Buddhists.
- Out of the total women entrepreneurs in India, based on the social groups, the central portion of women entrepreneurs were OBC (40.65%), 12.18 % of women entrepreneurs were SCs, 6.97% were STs, and the rest 40.20% belonged to other social groups.

**Contribution of Women Entrepreneurs in Economic Development:**

Women entrepreneurs in India are increasing at a faster rate and thus foster economic development. González Arancha (2014) said that women entrepreneurs reinvest 90% of their revenues into the community. Women entrepreneurs contribute approximately 3.09 percent of industrial output and employ over 8 million people. Nearly 78 percent of women's enterprises belong to the services sector. Women entrepreneurship is primarily skewed towards smaller-sized firms, as almost 98 percent of women-owned businesses are micro-enterprises. Women also play a significant role in agriculture and home-based industries. Apart from these, women entrepreneurs in small firms achieved remarkable success in fashion, beauty, and career counseling.

As per the 1981 census, women entrepreneurs account for only 5.2% of self-employed persons. In the 10th five-year program, this ratio increased to 9% (Anshuja Tiwari,2007).

According to the International Finance Corporation (IFC) report, women-owned businesses can create millions of jobs globally. In India alone, women entrepreneurs are estimated to create over 150 million jobs by 2030 (IFC, 2014[4]).

Research suggests that increasing women's participation in entrepreneurship can boost GDP growth. For instance, a study by McKinsey Global Institute found that closing the gender gap in economic participation could add $12 trillion to global GDP by 2025 (McKinsey & Company, 2015[5]).

---

[4] International Finance Corporation. (n.d.). Women Entrepreneurs Opportunity Facility Annual Progress Report 2012. Retrieved from https://www.ifc.org/content/dam/ifc/doc/mgrt/weof-report-12-final.pdf

[5] McKinsey & Company. (2015, November). The Power of Parity: Advancing Women's Equality in India. Retrieved from
https://www.mckinsey.com/~/media/mckinsey/featured%20insights/employment%20and%20growt h/the%20power%20of%20parity%20advancing%20womens%20equality%20in%20india/mgi%20i ndia%20parity_full%20report_n ovember%202015.pdf

Women entrepreneurs contribute substantially to the national GDP. In India, women-owned businesses account for approximately 20% of the GDP (International Financial Corporation, 2014[6]).

Studies have shown that women-led businesses demonstrate strong growth potential and generate substantial revenue. According to a report by the Small Industries Development Bank of India (SIDBI), women entrepreneurs have a higher propensity for business growth and profitability than their male counterparts (SIDBI, 2017[7]).

Access to finance is crucial for entrepreneurship and economic development. However, women entrepreneurs often face challenges in accessing capital. Data from the World Bank indicates that globally, women-owned small and medium enterprises (SMEs) face a $1.7 trillion credit gap (World Bank, 2020[8]).

Women entrepreneurs are known for their innovative approaches and creative solutions. Research suggests that diverse teams, including those led by women, tend to be more innovative and better able to address complex challenges (Catalyst, 2019[9]).

Women entrepreneurs often prioritize social impact alongside economic success. Many women- led businesses address societal challenges such as poverty alleviation, healthcare, education, and environmental sustainability, contributing to broader sustainable development goals (UNCTAD, 2020[10]).

Globally, initiatives promoting women's entrepreneurship have gained momentum. Organizations like the Global Entrepreneurship Monitor (GEM) provide valuable insights into the state of women entrepreneurship worldwide, facilitating policy interventions and support programs (Global Entrepreneurship Monitor, 2020[11]).

---

[6] International Finance Corporation. (n.d.). Women Entrepreneurs Opportunity Facility Annual Progress Report 2012. Retrieved from https://www.ifc.org/content/dam/ifc/doc/mgrt/weof-report-12-final.pdf

[7] Small Industries Development Bank of India (SIDBI). (n.d.). SIDBI Annual Report (Part 1). Retrieved from
https://www.sidbi.in/uploads/publicationreport/SIDBI_Annual_Report_English_Part1.pdf

[8] World Bank. (2020). Global Financial Development Report 2020/2021: Pandemic, Debt, and Financial Stability. Retrieved from https://www.worldbank.org/en/publication/gfdr/data/global-financial-development-database

[9] Catalyst. (2019). Why Diversity and Inclusion Matter: Financial Performance. Retrieved from https://www.catalyst.org/research/why-diversity-and-inclusion-matter-financial-performance/.

[10] United Nations Conference on Trade and Development (UNCTAD). (2020). Women in Business and Management: Gaining Momentum. Retrieved from https://unctad.org/system/files/official-document/women_2020_en.pdf.

[11] Global Entrepreneurship Monitor (GEM). (2020). Global Entrepreneurship Monitor Report. Retrieved from https://www.gemconsortium.org/report/50487.

Some examples of women entrepreneurs:

1. **Shri Mahila Griha Udyog Lijjat Papad:** founded by seven women in Gujarat.
2. **Ela Bhatt:** Founder of Self-Employed Women Association (SEWA) in Bihar.
3. **Vineeta Singh:** Co-founder and CEO of SUGAR Cosmetics
4. **Namita Thapar:** Executive Director of Emcure Pharmaceuticals
5. **Radhika Gupta:** CEO of Edelweiss Asset Management

**Case Studies:**

**1. Vineeta Singh:**

Vineeta Singh, the co-founder and CEO of SUGAR cosmetics, is an entrepreneur whose journey is a living example of resilience and determination. Her journey began with a vision to revolutionize the beauty industry in India since it had limited options and a lack of quality cosmetics suitable for Indian skin tones and preferences. She, with her determination, tried to fill this gap in the market alongside her co-founder, Kaushik Mukherjee. One of the obstacles she faced was securing funding in a society dominated by males; apart from this, she faced difficulty establishing a brand identity in a market with international giants. She is a testament to women's entrepreneurship in India since she broke stereotypes and barriers and defied expectations, showing that gender is not a barrier to success in business. SUGAR Cosmetics has significantly contributed to the country's economic growth and encouraged women in all spheres.

**2. Namita Thapar:**

Namita Thapar, the Executive Director of Emcure Pharmaceuticals, exemplifies the strength of leadership and business acumen. She began her career in the pharmaceutical industry with a vision to change the healthcare system in India. She faced many obstacles on her journey, for instance, skepticism and prejudice from investors and peers due to the prominent gender bias. She also faced challenges in managing her business alongside her family responsibilities, and lastly, limited networks were a significant issue in her journey. Her contribution to India's economic growth has been immense, and its valuation stood at US$ 0.63 Billion as of September 2023.

**3. Radhika Gupta:**

Radhika Gupta, the CEO of Edelweiss Asset Management, is one of the most influential figures in the financial landscape. Her success exemplifies determination and innovation in the face of adversity. Due to her disability, she faced discrimination and social stigma from an early age. However, she overcame her disability and has become one of the leading women entrepreneurs in India. Her perseverance carved a path for her success, proving that disability does not hinder success. Her contribution to economic growth, in the form of innovative investment strategies and inclusive policies, has empowered individuals from diverse backgrounds to participate in wealth creation and capital markets has been significant and immense.

Women's empowerment is a crucial aspect of India's development. These case studies exemplify the strength and contribution of women in economic growth, even in the face of adversity and determination to overcome all obstacles.

**Conclusion:**

India ranks 127 out of 146 countries regarding gender parity, as stated in the annual Gender Report of 2023 of the World Economic Forum (WEF[12]). Women's participation in the labor industry has increased significantly, and they have achieved prominent positions in various fields, including politics, business, and entertainment. Despite their gains, women in India continue to confront enormous challenges. The government and many other organizations recognized the potential and relevance of women's economic empowerment and are now working on a mission to accomplish it. India hosted the G20 conference in 2023, and women's economic empowerment was at the center of India's G20 program. Despite this, the Indian government has periodically established several projects to empower women. These programs enable women to become economically independent and better their lives.

Women's participation in entrepreneurship is steadily expanding. Efforts in the economy have led to equal possibilities for Indian women. Laws have also ensured equal involvement in political processes and opportunities. Rights in education and employment were established. Unfortunately, government-sponsored development programs primarily favor metropolitan middle-class women. Women account for about 45% of the Indian population. Empowering women with entrepreneurial awareness, orientation, and skill development programs is crucial. This paper investigated the role of women entrepreneurs in India's economic development and the challenges they face.

Several key findings emerge: Women entrepreneurs make immense contributions to the Indian economy, creating job opportunities and innovation in various sectors. Despite facing numerous challenges, including access to finance, market access, gender biases, and work-life balance issues, women entrepreneurs continue to drive economic growth and social empowerment in India. Promoting women's entrepreneurship is essential for achieving inclusive economic growth and advancing gender equality. Women entrepreneurs bring unique perspectives, skills, and experiences, enriching the entrepreneurial ecosystem and fostering diversity and inclusivity. By empowering women entrepreneurs, India can unlock their full potential as drivers of innovation and prosperity, contributing to a more resilient and sustainable economy. A call to action is required for policymakers, stakeholders, and society to prioritize and support women's entrepreneurial efforts. Policymakers must adopt and implement legislation addressing women entrepreneurs' systemic challenges, such as increasing access to funding, fostering supportive ecosystems, fighting gender biases, and promoting work-life balance. Furthermore, stakeholders from many sectors must collaborate to give women entrepreneurs mentorship, networking opportunities, and resources, promoting their growth and success.

---

[12] World Economic Forum (WEF). (2023). The Global Gender Gap Report 2023. Retrieved from https://www3.weforum.org/docs/WEF_Global_Gender_Gap_Report_2023.pdf.

Furthermore, society must recognize and reward the accomplishments of female entrepreneurs, combat preconceptions and biases, and foster an inclusive and supportive environment. By banding together and promoting women's entrepreneurship, we can create a more equal, wealthy, and sustainable future for all.

Promoting women's entrepreneurship is a moral and strategic imperative for India's economic and social success. It is time to make a concerted effort to tear down barriers, create opportunities, and unleash the full potential of women entrepreneurs in moving India's development agenda ahead.

**References:**

1. Agarwal, B. (1997). Bargaining and gender relations: Within and beyond the household. Feminist Economics, 3(1), 1–51. doi:10.1080/135457097338799
2. Brush, C. G., De Bruin, A., & Welter, F. (2006). A gender-aware framework for women's entrepreneurship. International Journal of Gender and Entrepreneurship, 9(3), 211-228.
3. Chakraborty, S. (2020). Challenges and prospects of women entrepreneurship: An analytical study. International Journal of Research and Analytical Reviews, 7(4), 448-456.
4. Chaudhary, V., & Sharma, V. (2016). Women entrepreneurship in India: Opportunities, challenges, and government policies. International Journal of Engineering, Science and Mathematics, 5(2), 49–56.
5. Datta, D. K., Chakraborty, S., & Ray, A. (2018). Gender diversity in corporate boards, firm performance, and the moderating effect: A meta-analysis. International Business Review, 27(3), 554–571.
6. Dutta, A., & Jain, N. (2017). Women entrepreneurship in India: A situational analysis. International Journal of Applied Research, 3(12), 463-466.
7. Duflo, E. (2012). Women's empowerment and economic development. Journal of Economic Literature, 50(4), 1051–1079. doi:10.1257/jel.50.4.1051
8. Empowerment of Women in India: A Critical Analysis. (2014). The Indian Journal of Public Administration. *https://www.semanticscholar.org/paper/Empowerment-of-Women-in-India%3A-A-Critical-Analysis-Mokta/6f73d877cb985b233abaf6c1633afaff78edc468*
9. Ghosh, S. (2020). Women entrepreneurship in India: An overview. International Journal of Scientific and Research Publications, 10(2), 105–107.
10. Gupta, V. K., & Chandra, A. (2015). Women entrepreneurs in India: Challenges and achievements. Springer.
11. Hussain, S. (2018). Women's empowerment in India: Historical context and current challenges. International Journal of Humanities and Social Sciences Research, 4(5), 8-15.
12. Kabeer, N. (2005). Gender equality and women's empowerment: A critical analysis of the third Millennium Development Goal 1. Gender & Development, 13(1), 13–24. doi:10.1080/13552070512331332273
13. Kabeer, N. (2012). Women's economic empowerment and inclusive growth: Labour markets and enterprise development. International Labour Organization.
14. Kaur, M., & Kaur, K. (2018). Role of women entrepreneurs in economic development: A study in Punjab. International Journal of Management Studies, 5(4), 19-23.

15. Kaur, G., & Singh, P. (2019). Women entrepreneurship in India: Opportunities and challenges. Journal of Humanities and Social Science, 24(2), 78-84.
16. Koneru, Kalpana, & Koneru, Kalpana. (2017). Women Entrepreneurship in India - Problems and Prospects. Available at SSRN: https://ssrn.com/abstract=3110340 or *http://dx.doi.org/10.2139/ssrn.3110340*
17. Kshetri, N. (2018). Women entrepreneurs in the digital economy: Diversity, creativity, and openness. Technological Forecasting and Social Change, pp. 133, 210–220.
18. Kumari, R., & Sngh, R. (2020). Role of women entrepreneurs in socio-economic development of India: A study. *International Journal of Management Studies, 7(4), 95- 101.
19. Maurya, M. K., & Agarwal, M. (2013a). "Motivation to lead" among male and female police constables. Journal of Psychosocial Research, 8(1), 13–21.
20. Maurya, M. K. & Agarwal, M. (2013b). Relationship between interpersonal trust dimensions, mental health status and job satisfaction of PAC, civil police and traffic police. Indian Journal of Health and Wellbeing, 4(4), 785–789.
21. Maurya, M. K. & Agarwal, M. (2014). Relationship between perceived workplace harassment, mental health status and job satisfaction of male and female civil pólice constables. Indian Journal of Community Psychology, 10(1), 162–177.
22. Maurya, M. K. & Agarwal, M. (2015). Relationship between supportive leadership, mental health status and job satisfaction of civil pólice constables. Journal of the Indian Academy of Applied Psychology, 41(3), 103–111.
23. Maurya, M. K. & Agarwal, M. (2018). Relationship between motivation to lead, mental health status, and job satisfaction of male and female civil police constables. Journal of Police and Criminal Psychology, 33 (1), 9–20. DOI: 10.1007/s11896-017-9230-4
24. Mishra, A., & Mohanty, B. (2019). Entrepreneurship education and women entrepreneurship: A study in Odisha. International Journal of Management and Humanities, 4(2), 43–51.
25. Mitra, S., & Hossain, A. (2017). Role of business incubators in nurturing women entrepreneurs: A study on selected business incubators in India. International Journal of Research in Commerce, IT & Management, 7(10), 1-5.
26. NASSCOM. (2020). Women in technology: India. Retrieved from https://nasscom.in/knowledge-center/publications/women-technology-india
27. Patel, A., & Vaidya, R. (2016). Barriers faced by women entrepreneurs in India: A review paper. International Journal of Advanced Research in Management and Social Sciences, 5(3), 190-208.
28. Pillai, S., & Rajan, R. (2019). Access to childcare facilities and women's workforce participation in India. Economic & Political Weekly, 54(26), 1-7.
29. Raj, R. (2012, December 3). Empowering rural women entrepreneurs. Economics Times. Retrieved from *http://economictimes.indiatimes.com/magazines/empowering-rural-* women-entrepreneurs/articleshow/17466239.cms
30. Sachdeva, P., & Sharma, V. (2019). Women entrepreneurs in India: Challenges and prospects. Journal of Entrepreneurship, Management and Innovation, 15(4), 71-86.
31. Sen, A. (2001). The many faces of gender inequality. New Republic, 226(13), 35–39.
32. Sharma, A., & Jindal, S. (2021). Government policies and initiatives for promoting women entrepreneurship in India: An overview. International Journal of Innovative Research and Advanced Studies, 8(1), 23-29.
33. Taneja, S. (2018). Role of mentoring in women entrepreneurship. Indian Journal of Science and Technology, 11(5), 1–6.

34. Thakur, N., & Kumar, A. (2018). Women entrepreneurship in India: A study of challenges and opportunities. Asian Journal of Management, 9(3), 1236-1242.
35. Vasanthakumar, P. (2019). Networking as a tool for women entrepreneurs: A study on Tamil Nadu. Indian Journal of Marketing, 49(3), 4–16.
36. World Bank. (2012). World Development Report 2012: Gender Equality and Development. Washington, DC: World Bank. doi:10.1596/978-0-8213-8813-7.

# 25. Women Empowerment Through Skilling and Entrepreneurship - Microfinance

## Dr. (Mrs.) Sadhana Singh

*Assistant Professor,*
*Vivekanand Education Society's College of Arts, Science & Commerce (Autonomous), Chembur.*

## Muskan nagansure, Aazmin Attar, Vaidehi

*Student,*
*Vivekanand Education Society's College of Arts, Science & Commerce (Autonomous), Chembur.*

*ABSTRACT*

*This research paper explores the role of microfinance in advancing women's entrepreneurship, particularly within the context of India. It provides a comprehensive definition of microfinance, focusing on its relevance to the financial needs of underprivileged communities. The paper emphasizes the significant impact of microfinance on women's empowerment in India, detailing how government regulations and policies have streamlined the process. It examines the integration of formal and informal financial institutions and evaluates the effectiveness of various microfinance schemes in support female entrepreneurs. Microfinance in India, with its roots dating back to the 1980s, has undergone numerous legal and institutional upgrades over the years. In a densely populated and developing country where a large segment of the population resides in rural areas with limited education, women often face early marriage and economic dependency. In response to changing economic conditions, many women seek to earn income through small businesses or NGOs that provide opportunities for employment and skill development. The government has introduced various schemes to promote female entrepreneurship, including loan facilities for start-ups and small businesses. Cooperative banks and Self-Help Groups (SHGs), regulated by the Reserve Bank of India (RBI), play a crucial role in facilitating these processes. This paper will delve into the group lending model, assess the relationship between microloan size and its impact on impoverished individuals, and address operational challenges and competition among microfinance providers.*

**Introduction:**

Microfinance has emerged as a transformative tool for empowering women entrepreneurs in India, particularly by fostering financial inclusion, skill development, and entrepreneurship. This approach has significantly impacted the lives of women from diverse socio-economic backgrounds. The history of microfinance in India dates back to the 1980s,

with organizations like SEWA (Self-Employed Women's Association) pioneering the provision of small loans to uplift marginalized communities. As the sector evolved, regulatory frameworks and institutional structures adapted to the changing needs of borrowers. Women have become key agents of change in this landscape, leveraging microfinance to participate in income-generating activities such as handicrafts, agriculture, and services. These activities have had a multiplier effect on household well-being, enabling women to overcome barriers like early marriage, limited education, and restrictive societal norms. Government initiatives, including MUDRA (Micro Units Development and Refinance Agency) Loans, Stand-Up India, the National Rural Livelihood Mission (NRLM), and Skill India, have further bolstered female entrepreneurship. Self-Help Groups (SHGs), facilitated by NGOs and community-based organizations, play a crucial role in this ecosystem by empowering women through collective savings, credit, and skill-building. Group lending models, regulated by the Reserve Bank of India (RBI), foster peer support, accountability, and financial discipline. Despite the progress, challenges such as balancing financial sustainability with affordable interest rates, enhancing financial literacy, and mitigating risks from economic shocks persist. However, there are opportunities in leveraging technology, promoting digital financial services, and expanding micro insurance coverage. In conclusion, the integration of microfinance with skill development and entrepreneurship training holds significant promise for women's economic empowerment, contributing to a more inclusive society by fostering resilience, creativity, and financial independence.

**Literature Review:**

1. **Measuring Change in Women Entrepreneurs' Economic Empowerment - Diana Wu:** This literature review explores practical ways to measure women's economic empowerment at the household level. It provides a framework for understanding economic empowerment and discusses current measures used in development projects. The review also delves into pathways toward women's economic empowerment through entrepreneurship and private sector development.
2. **A Systematic Literature Review of Women in Social Entrepreneurship October 29, 2022:** This rigorous review examines 1,142 papers on social entrepreneurship (SEship) and 59 articles specifically focused on women. It sheds light on the status of women in SEship, emphasizing gender-based topics.
3. **Women's Entrepreneurship in Developing Countries: A Systematic Literature Review:** This review, published in the Journal of Developmental Entrepreneurship, examines the role of women in entrepreneurship across developing countries. It analyzes factors influencing women's participation, challenges faced, and policy implications. The study emphasizes the need for context-specific interventions to enhance women's entrepreneurial opportunities.

**Objectives of The Study:**

The current research seeks to explore the importance and added value within a larger context. Within this framework, the study aims to accomplish the following specific goals:

- To analyze the correlation between microfinance and women's entrepreneurship, specifically within the context of Self-Help Groups (SHGs) and their linkage to the

banking sector, while noting that their eligibility criteria differ from those of RBI-regulated organizations.

- To examine microfinance as a tool for promoting women's entrepreneurship.
- To study the role of women in the economy.

**Research Methodology:**

**Sources of Data Collection:**

1. **Primary Data:** In order to achieve the objectives of the study, 200 respondents participated in the survey. Descriptive research Methodology is being used for the research. The sampling method in practice is the Random Sampling method in order to ensure unbiased representation of a population, enhancing generalizability and statistical validity.
2. **The Secondary Data:** The data is gathered from relevant Academic journals, financial databases and Government reports.

**Preliminary Work:**

**1.1 Microfinance Awareness in India:** The bar chart offers a snapshot of microfinance awareness in India. It reveals a promising trend: nearly 70% of respondents are familiar with the concept, indicating a substantial level of penetration. This is a positive sign, as it suggests that a significant portion of the population has been exposed to the potential benefits of microfinance. Conversely, just over 40% of respondents expressed unfamiliarity with the term. While this represents a notable segment, the overall picture suggests that microfinance awareness is relatively widespread. Such knowledge is crucial for driving financial inclusion and empowering marginalized communities, ultimately contributing to broader economic development and poverty reduction.
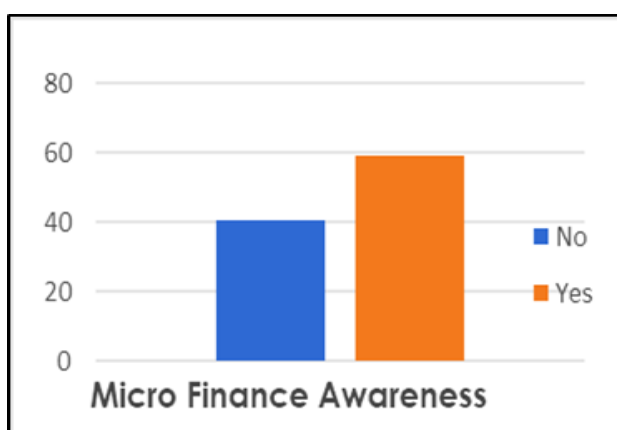


**1.2 Participation in self-help group community:** The pie chart provides a clear overview of self-help group participation in India. A substantial majority, constituting 61.8% of respondents, are actively involved in these groups. This high engagement rate underscores the significance of self-help groups within Indian society. Various factors, including cultural values emphasizing collective action, government support, and the perceived benefits of

mutual aid, likely contribute to this trend. Conversely, 38.2% of respondents do not participate. This segment may be influenced by factors such as geographical location, awareness levels, or personal choices. The prevalence of self-help groups has profound social implications, fostering community cohesion, empowering individuals, particularly women, and enabling grassroots problem-solving.
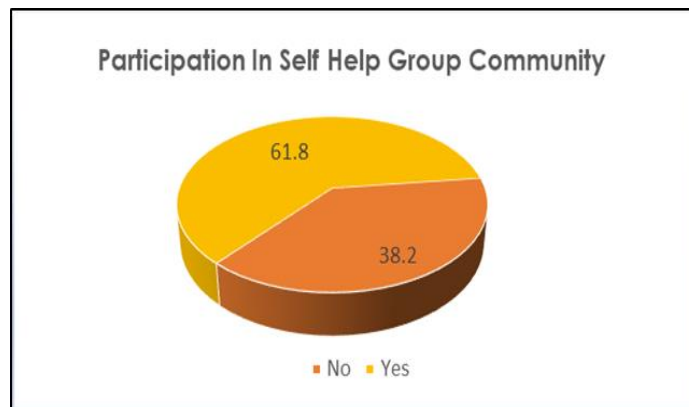


## 1.3 Impact of Microfinance:

Microfinance has been a transformative force in India's development trajectory. By providing access to small loans and financial services to the underserved, it has empowered millions to escape the clutches of poverty. Women, in particular, have benefited immensely, with microfinance serving as a catalyst for economic independence and social change. Beyond poverty alleviation, microfinance has been instrumental in driving rural development. Self-Help Groups (SHGs) have emerged as powerful platforms for collective action, enabling rural communities to access credit, savings, and insurance. This has not only improved livelihoods but has also strengthened social capital and fostered entrepreneurship. India's supportive policy environment has played a crucial role in the growth of microfinance. Government initiatives and regulations have created a conducive ecosystem for MFIs to operate and expand their reach. As a result, microfinance has become an integral part of India's financial inclusion landscape, contributing significantly to its economic progress and social upliftment.
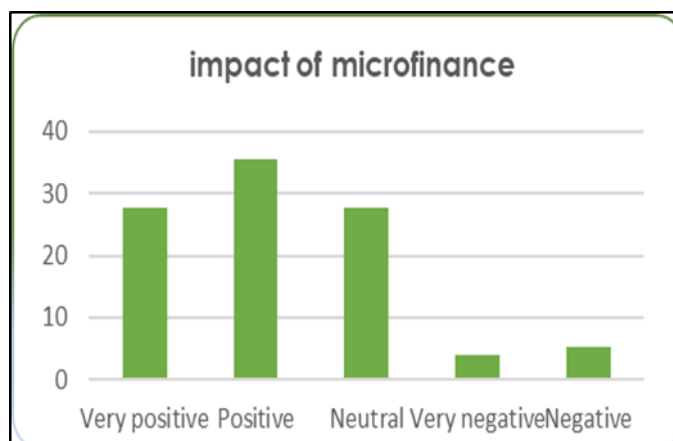
**1.4 Challenges faced by Indian women:**

The challenges faced by Indian women in accessing formal banking services are multifaceted. * Limited access to physical bank branches, particularly in rural areas, coupled with stringent requirements like property ownership and collateral, have historically excluded a significant portion of the female population. Moreover, a lack of financial literacy, exacerbated by lower literacy rates and prevailing societal norms, has further hindered women's engagement with the formal banking system. Additional barriers, including restrictive social customs and legal limitations, have compounded the issue.
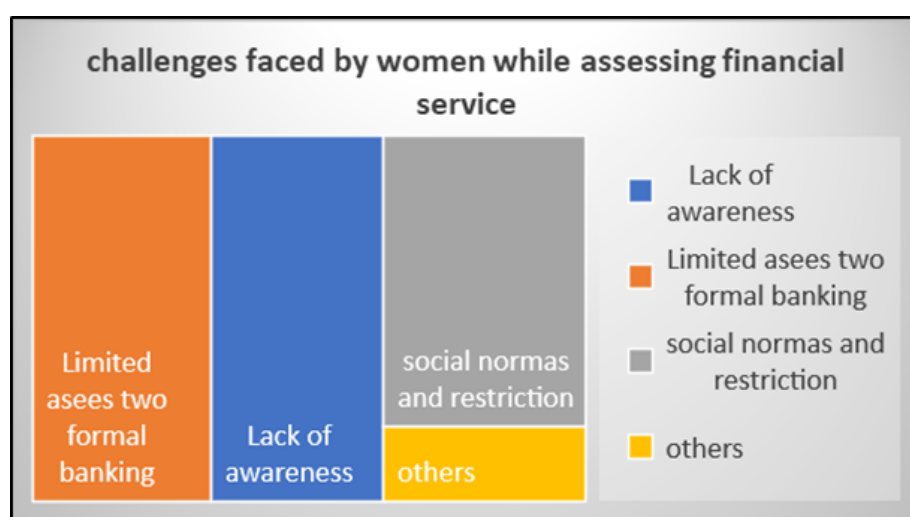


Despite these obstacles, there has been notable progress. Initiatives such as the Pradhan Mantri Jan Dhan Yojana have significantly expanded financial inclusion, particularly among women. The increasing prevalence of mobile banking and tailored financial products has empowered women to manage their finances more effectively. However, achieving equitable financial inclusion for all women requires sustained efforts to address the underlying challenges and build upon the gains made thus far.

**1.5 Attitude Towards Small Finance Banks:**

A significant portion of respondents expressed reluctance to borrow from MFIs, indicating a prevailing skepticism about these financial services. This apprehension might stem from various factors, including concerns about high-interest rates, past negative experiences with debt, a general distrust of financial institutions, or even cultural barriers to borrowing.

On the other hand, a smaller but notable segment of respondents indicated a willingness to consider loans from MFIs. This suggests that there is a potential market for microfinance services among those who perceive them as accessible and beneficial. To effectively tap into this market and address the overall skepticism, MFIs must strive to improve transparency, offer competitive interest rates, and build trust within the community. Additionally, financial literacy programs can play a crucial role in educating people about the responsible use of credit and the potential benefits of microfinance.
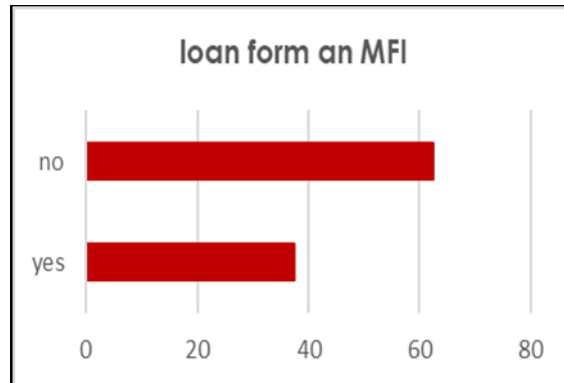
**1.6 Importance of Financial Literacy:**

A clear majority of respondents recognize its immense importance in their lives. However, the path to financial independence is fraught with challenges. Limited access to financial information, coupled with gender disparities in banking services, has historically marginalized rural women. While initiatives like PMJDY have increased account ownership, the gap in account usage persists, highlighting the need for targeted financial education. To truly empower these women, programs must go beyond basic financial concepts and incorporate digital literacy training. By equipping rural women with the knowledge and tools to manage their finances and utilize digital platforms, India can accelerate progress towards inclusive development and economic prosperity.
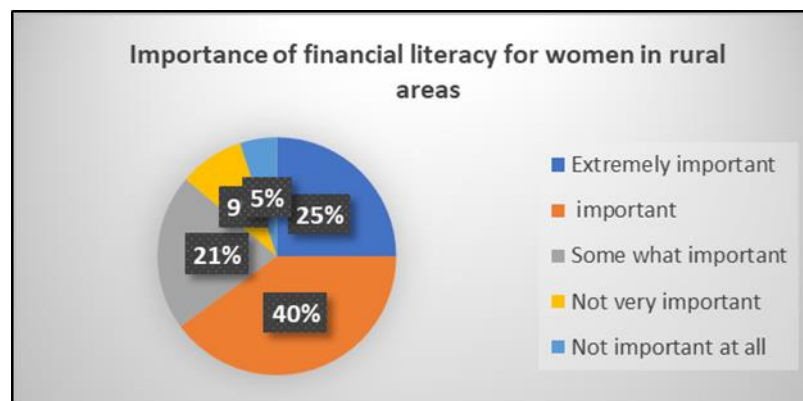


**1.7 Factors Influencing Indian Women to Embark on New Ventures:**

Economic necessity emerges as the dominant force, underscoring the significant role women play in supporting their families and achieving financial stability. A complex interplay of factors, including familial responsibilities, societal expectations, and the desire for economic independence, likely contribute to this trend. However, the chart also reveals a notable segment of women motivated by personal interests and passions. These individuals are driven by a desire to pursue their creative inclinations or explore emerging trends. While economic imperatives often take precedence, the presence of a passion-driven entrepreneurial spirit among Indian women is a testament to their evolving aspirations and capabilities.

Factors influencing womens' decision to start
■ Economic necessity   ■ Fashion and interest   ■ others
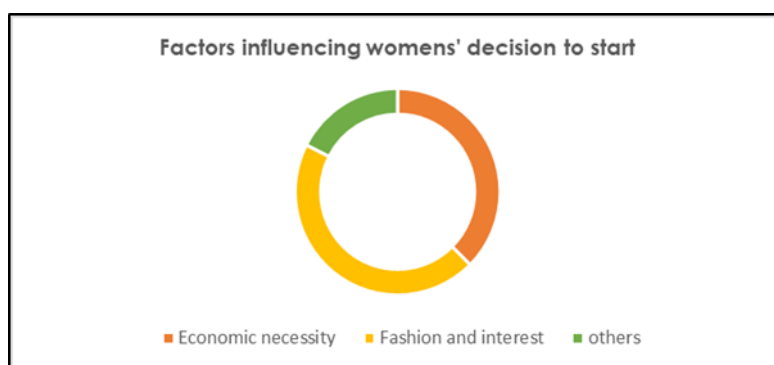
**1.8 Interplay Between Indian Culture and Women's Participation:**

While a significant proportion of respondents perceive positive cultural influences empowering women to engage in various spheres, the persistence of traditional gender roles and discriminatory norms casts a long shadow. These negative cultural factors continue to hinder women's progress and limit their opportunities. Notably, a quarter of respondents indicated that cultural norms have no substantial impact on women's participation, suggesting that other factors, such as economic conditions or government policies, may be more influential in these cases. This multifaceted landscape underscores the need for a nuanced understanding of cultural dynamics to effectively address gender inequality and promote women's empowerment in India.



Cultural norms affecting womens particiation

| | Positively | Negatively | No significant impact |
|---|---|---|---|
| | 41.3 | 33.8 | 25 |
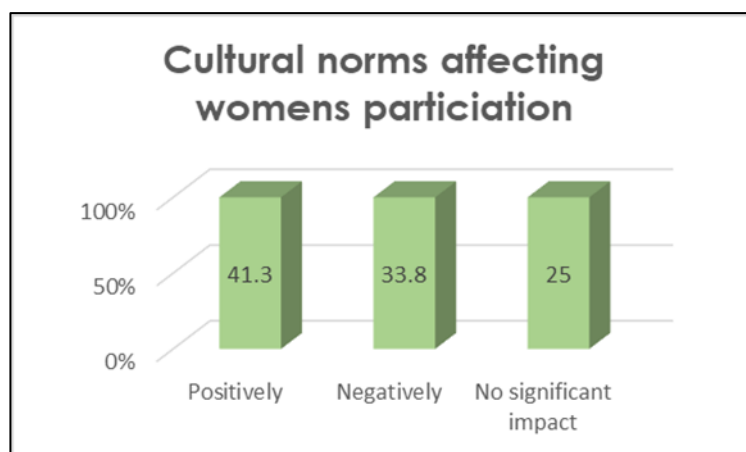
**Expected Outcomes:**

Empowerment is a multifaceted process that grants individuals or groups greater control over their lives. It encompasses economic, social, and political dimensions, allowing people to participate actively in decision-making and access resources. For women, empowerment involves recognizing their self-worth, autonomy, and capacity to drive social change.

1. **Economic Empowerment:** Women's financial independence is crucial for overall economic growth. When women manage household finances effectively, they demonstrate skills that are transferable to business management. In today's world,

gender equality is essential across all stakeholders in business. Balancing financial aspects with the well-being of people is vital. Empathy, often associated with women, can be a powerful asset in business leadership.

2. **Social Empowerment:** Social empowerment enables women to make informed decisions about their lives, health, and well-being. Recognizing women's contributions and promoting their active participation in social change fosters a more peaceful and prosperous society.

3. **Political Empowerment:** Women's participation in politics is critical for achieving parity democracy. Strategies include affirmative action, gender mainstreaming, strengthening women's leadership, and combating discrimination and violence. Political parties play a pivotal role in promoting substantive equality.

4. **Research and Advocacy:** Numerous organizations and research studies support the importance of women's empowerment. Real-world examples demonstrate women successfully growing businesses despite limitations.

**In India, three primary models have emerged for linking Self-Help Groups (SHGs):**

1. *SHGs formed and funded by banks.*
2. *SHGs established by NGOs and other organizations, but funded by banks.*
3. *Banks financing SHGs through NGOs and other organizations as financial intermediaries.*

The second model is the most prevalent, accounting for over three-fourths of all SHGs. The first model covers approximately 20% of SHGs, while the third model accounts for about 8%. An SHG is typically a village-based financial intermediary committee composed of 10 to 20 local women. Members make small, regular savings contributions for a few months until the group accumulates enough funds to provide loans. These loans can be given to the villagers or other people, and the SHGs are subsequently connected to banks for microcredit. This model emphasizes capacity development, activity cluster planning, infrastructure expansion, technology, credit, and marketing. The primary goal of SHGs is to help members cultivate the habit of saving and utilizing financial services. Women who regularly save are better equipped to negotiate and secure loans for productive purposes. By pooling their knowledge and managing their finances together, these women benefit collectively. Additionally, SHGs encourage women to take on social responsibilities, particularly those relevant to women's development. As a result, SHGs are considered one of the most effective tools for implementing a participatory approach to women's economic empowerment.

The culture of SHGs has also transformed gender dynamics within families and society. Women have gained more influence over family affairs and are increasingly recognized as partners and stakeholders in community development. Financial independence has paved the way for the societal advancement of women and the validation of their opinions.

Once SHGs establish a foundation of their own funds and demonstrate a history of timely payments, they can borrow from banks. After six months, the bank's branch manager evaluates the SHG based on various criteria related to their savings link. If the SHG meets the standards, the bank provides a loan, known as credit linkage. SHGs are assessed each time they apply for a loan, encouraging them to maintain best practices to secure ongoing

credit. The interest rate for SHG loans is determined by the bank's Prime Lending Rate (PLR), which generally ranges around 12% annually, comparable to the rate offered to the bank's best clients. This program effectively reduces the members' interest burden and protects them from exploitation by unofficial entities, such as money lenders and commission brokers. Moreover, group members are informed about the interest rates they pay within the group and to the bank for the loans obtained.

Currently, there are two main channels for microfinance in India:

**Self-Help Groups Bank Linkage Program (SHG-BLP):**

**Microfinance Institutions (MFIs):**

**Self-Help Group-Bank Linkage Program (SHG-BLP):**

The SHG-Bank Linkage Program was launched in 1992 by NABARD, following the recommendations of the SK Kalia Committee. It was established to integrate the unorganized sector with the formal banking sector. An SHG is defined as a socially and economically homogenous group of up to twenty individuals, formed voluntarily with the collective objective of saving and credit. These groups do not require collateral for loans or specify end-use for credit. SHGs typically consist of economically disadvantaged individuals who face similar challenges. The program is a key development strategy aimed at empowering women, as SHGs are considered socially active organizations that can assist the government in achieving sustainable development goals. Currently, with more than 10 million participating groups, the SHG-BLP is the largest microfinance program globally.

SHGs support each other in addressing their issues and are expected to have well-defined rules and bylaws, conduct regular meetings, maintain proper records of meetings, savings, and loans, practice credit discipline, and operate democratically. The SHG-BLP model has proven to be a cost-effective mechanism for connecting underserved and neglected poor families with formal financial services. High-quality SHGs are characterized by adherence to the 'Panchsutras'—five essential rules: regular group meetings, consistent savings, internal lending based on member demand, timely loan repayments, and proper bookkeeping.

These groups provide essential financial services such as savings, credit (both for consumption and production), insurance, and remittance at the doorstep of rural poor families. Data indicates that 25%-35% of rural households still rely on non-institutional sources for financing. Thus, SHG linkage offers a scalable solution for addressing social objectives. Many NGOs and government bodies have recognized SHGs as effective vehicles for delivering and developing their developmental services and goals.

**Microfinance institutions (MFIs):**

MFIs are organizations that provide financial services to low-income individuals, including microloans, micro savings, and micro insurance. These institutions extend credit similar to banks but in smaller amounts, targeting clients who lack access to traditional banking services. The term "microcredit" refers to these small loans.

MFI clients are often micro entrepreneurs needing financial support to start or grow their businesses. Traditional banks typically view these clients as high-risk due to their inability to offer conventional collateral and their operations in the informal economy.

Before approving a loan, MFIs assess the client's willingness and ability to repay, often conducting field surveys to gather comprehensive data from the prospective entrepreneur and their social network. Over the past two decades, the microfinance sector in India has seen significant growth, evolving from a few organizations offering SHG and Joint Liability Group (JLG) loans to a mature market. Initially, the model aimed to alleviate poverty by focusing on the economic and social upliftment of disadvantaged groups. It provided small loans to women without requiring collateral, enabling them to invest in income-generating activities. Although MFIs offer lower interest rates compared to traditional banks, they have faced criticism for allegedly exploiting the poor by charging high-interest rates.

Despite these criticisms, the microfinance sector has expanded significantly, currently serving around 100 million accounts, including those from banks and small finance banks, catering to India's poor population.

The Joint Liability Group (JLG) concept is used by microfinance organizations to provide loans. JLGs consist of teams of five to ten individuals who collaborate to apply for bank loans, either individually or collectively, with a shared guarantee for the loan.

**Here are India's top ten microfinance organizations:**

1. Annapurna Microfinance Pvt. Ltd
2. Arohan Financial Services Private Limited
3. Asirvad Microfinance Pvt. Ltd.
4. Bandhan Financial Services Pvt. Ltd.
5. BSS Microfinance Private Limited
6. Credit Micro CashPro
7. Disha Microfin Private Ltd.
8. Equitas Microfinance Pvt. Ltd.
9. ESAF Finance and Investments Pvt. Ltd
10. Fusion Microfinance Pvt. Ltd.

**Benefits to the Society:**

1. Access to financial services can help to reduce gender inequality in developing nations by establishing a new role for women within the household: by bringing in her own income, a woman's dependency on her husband is reduced and her bargaining power is increased.
2. The most empowering thing for women in the developing world is having their own income that is not controlled by their husbands", Scofield explained. "When they have resources of their own and don't have to be dependent on their husbands for money, it completely changes the family dynamics. Suddenly the woman in the family is seen as an important and vital contributor by the husband and children. Sadly, before this transition, women are often disrespected and treated no better than the animals".

3. Importantly, the daughters of such women will be afforded more opportunities than their mothers, particularly in terms of education – something that is fundamental in the fight against poverty. In his address to the UN World Conference on Women in 1995, then-President of the World Bank James Wolfensohn highlighted: "Education for girls has a catalytic effect on every dimension of development: lower child and maternal mortality rates; increased educational attainment by daughters and sons; higher productivity; and improved environmental management. Together, these can mean faster economic growth and, equally important, wider distribution.

**Recommendations:**

Certainly! Here are five detailed points to consider when recommending microfinance for women's empowerment:

1. **Tailored Financial Products:** Microfinance institutions (MFIs) should design financial products that meet the specific needs and preferences of women borrowers. This includes offering insurance products and flexible payment schedules
2. **Capacity Building and Training:** Enhancing women's financial literacy is crucial. MFIs can provide training sessions to improve financial knowledge and empower women to make informed decisions.
3. **Entrepreneurial Characteristics:** Microfinance can lead to the development of entrepreneurial characteristics among women. By providing access to credit and resources, MFIs contribute to women's economic empowerment
4. **Asset Possession and Income:** Microfinance positively impacts women's economic empowerment by improving their independent income and increasing asset possession levels. It also encourages women's entrepreneurship development and business exposure3.
5. **Holistic Approach:** Recognize that microfinance alone is not a magical solution. It has both positive and negative impacts, depending on borrowers' circumstances. A holistic approach, including financial literacy, capacity building, and tailored products, is essential for sustainable empowerment

**Future Scope:**

1. **One Stop Centre and Universalization of Women Helplines:** Ministry of WCD is administering two schemes from Nirbhaya Fund Namely One Stop Centre and Universalization of Women Helplines. The One Stop Centers (OSCs), popularly known as Sakhi Centers, aim to facilitate women affected by violence (including domestic violence) with a range of integrated services under one roof such as Police facilitation, medical aid, providing legal aid and legal counselling, psycho-social counselling, temporary shelter etc. The Women Helpline (WHL) Scheme provides 24 hours' emergency and non-emergency response to women affected by violence, both in public and private spaces by linking them with appropriate authority such as Police, One Stop Centre, Hospital, Legal Services etc. WHL also supports women in distress with rescue van and counselling services in addition to providing information about women welfare schemes and programs across the country. Women can dial 181 short code to avail services from Women Helpline.

2. **Swadhar Greh Scheme:** The Swadhar Greh Scheme is is being implemented as a Centrally Sponsored Scheme for women who are victims of difficult circumstances in need of institutional support for rehabilitation so that they could lead their life with dignity.

3. **Ujjawala Scheme:** The Ujjawala Scheme is being implemented as a Centrally Sponsored Scheme for Prevention of trafficking and for Rescue, Rehabilitation, Reintegration and Repatriation of victims of trafficking for commercial sexual exploitation.

4. **Working Women Hostel:** Working Women Hostel Scheme is implemented by the Government with the objective to provide safe and conveniently located accommodation for working women, with day care facility for their children, wherever possible, in urban, semi urban, or even rural areas where employment opportunity for women exist.

5. **Beti Bachao Beti Padhao(BBBP):** Beti Bachao Beti Padhao(BBBP) Scheme was launched on 22nd January 2015 with an aim to address declining Child Sex Ratio (CSR) and related issues of empowerment of girls and women over a life cycle continuum. The objectives of the scheme are, to prevent gender biased sex selective elimination, to ensure survival and protection of the girl child and to ensure education and participation of the girl child.

6. **Mahila Shakti Kendra (MSK):** The Mahila Shakti Kendra (MSK) Scheme was approved in November, 2017 as a centrally sponsored scheme to empower rural women through community participation. The aims to facilitate inter-sectoral convergence of schemes and programs meant for women. The scheme is implemented through State Governments and UT Administrations with a cost sharing ratio of 60:40 between Centre and States except for North East & Special Category States where the funding ratio is 90:10. For Union Territories 100% central funding is provided.

7. **Pradhan Mantri Matru Vandana Yojana (PMMVY):** Pradhan Mantri Matru Vandana Yojana (PMMVY) is a Centrally Sponsored Conditional Cash Transfer Scheme, for implementation across the country with effect from 01.01.2017. The maternity benefit under PMMVY is available to all Pregnant Women & Lactating Mothers (PW&LM), excluding PW&LM who are in regular employment with the Central Government or the State Governments or Public Sector Undertakings (PSUs) or those who are in receipt of similar benefits under any law for the time being in force, for first living child of family. Under the scheme Rs. 5,000/- are provided to the eligible beneficiary in three installments during pregnancy and lactation in response to individual fulfilling certain nutrition and health seeking conditions.

**Conclusion:**

Women play a vital role for making a nation progressive and guide it towards development. The education of women is the most powerful tool to change the position of society. If we want to bring about women empowerment in India, women need to be given equal opportunities for education to develop their skill without any sense of discrimination. To develop education and skill in women, schools, colleges, and universities, should be established exclusively for women in large numbers in every area of our country. In every census, women take secondary place in education. So as early as possible the growth rate of woman education should be uplifted.

And every woman has to get chance to live freely and with a sense of self-worth and dignity and to be given an opportunity for education and equal employment opportunities without any gender bias. And this is only possible through Education and Skill Development.

**References:**

1. https://techstory.in/remote-work-the-nature-and-trend-a-survey-by-remote-panda. https://techstory.in/remote-work-the-nature-and-trend-a-survey-by-remote-panda/.
2. https://gramvaani.org/close-the-gap-campaign-on-gender-equality. https://gramvaani.org/close-the-gap-campaign-on-gender-equality/.
3. https://www.researchgate.net/figure/Cultural-and-social-influence-on-the-use-of-ICT.... https://www.researchgate.net/figure/Cultural-and-social-influence-on-the-use-of-ICT_fig3_307932061.
4. https://www.germanclimatefinance.de/2014/07/21/participation-gender-human-rights. https://www.germanclimatefinance.de/2014/07/21/participation-gender-human-rights-analysis-qualitative-aspects-germanys-climate-finance/
5. https://www.in-mind.org/blog/post/now-i-aint-sayin-shes-a-gold-digger-but-will-she-get
6. Impact of microfinance on women's economic empowerment. https://innovation-entrepreneurship.springeropen.com/articles/10.1186/s13731-022-00250-3.
7. Impact of microfinance on women's economic empowerment. https://bing.com/search?q=microfinance+women+entrepreneurship.
8. Microfinance and women entrepreneurship development ... - Springer. https://link.springer.com/content/pdf/10.1007/s43546-022-00381-5.pdf.
9. Role of microfinance in women entrepreneurship: An Indian experience. https://www.allfinancejournal.com/article/view/271/6-2-48.
10. en.wikipedia.org. https://en.wikipedia.org/wiki/Microfinance.

# 26. Opportunities and Challenges Faced by Women Entrepreneurs in Mumbai

## Ms. Jyoti Shubhashish Ghosh

*Research Scholar,*
*Tolani College of Commerce, Autonomous,*
*Andheri (E), Mumbai.*

## Dr. Sadhana Venkatesh

*Associate Professor, Head - Department of Commerce,*
*Tolani College of Commerce Autonomous,*
*Andheri (E), Mumbai.*

ABSTRACT

*In the modern era, women entrepreneurship has emerged as a pivotal force driving economic growth and innovation. Empowering women entrepreneurs is crucial for fostering diversity, inclusivity, and sustainable development in today's dynamic business landscape. Women entrepreneurs in Mumbai face significant challenges, including intense market competition, balancing work and life, and limited access to finance. This study investigates the challenges and opportunities for women entrepreneurs in Mumbai. The study aims to understand the challenges faced by women entrepreneurs in Mumbai, identify the available opportunities, and provide suggestions for policymakers, support organizations, and aspiring entrepreneurs to enhance the entrepreneurial ecosystem. To achieve the purpose of this study, the convenience sampling method was used for selection of women entrepreneurs.*

*Primary data was collected from 65 women entrepreneurs through structured questionnaire. The study highlights the importance of educational attainment for business success and identifies key needs such as improved financial access, enhanced networking, and greater support from both government and family. Despite these hurdles, opportunities exist through targeted government schemes, NGO support, and enhanced networking and educational resources to foster the growth and success of women entrepreneurs. The findings suggest significant growth opportunities through targeted initiatives, including government schemes like the Stand-Up India Scheme and Mahila Udyam Nidhi Scheme, financial and business support from NGOs such as SEWA, and enhanced networking and mentorship opportunities through organizations like WEE and the Indian Women Network. Additionally, educational programs provided by institutions like NASSCOM and The Akanksha Foundation, along with supportive policies and family-friendly initiatives, are recommended to create a more favourable environment for women entrepreneurs in Mumbai.*

***KEYWORDS***

*Entrepreneurship, Women Entrepreneurs, Opportunities, Challenges*

**Introduction:**

Women entrepreneurship is a dynamic and growing force in the global economy, characterized by innovative, resilient, and resourceful business leaders. These entrepreneurs bring unique perspectives and solutions, driving economic growth and fostering community development. Despite facing challenges such as limited access to finance, gender bias, and work-life balance issues, women entrepreneurs continue to break barriers and set new standards in various industries. Their contributions are vital for creating a more inclusive and diverse business landscape.

In the context of India, and more specifically Mumbai, women entrepreneurs are emerging as influential players across diverse sectors. Mumbai, known as the financial capital of India, is a city of contrasts and opportunities. It is a bustling metropolis that offers a fertile ground for business activities due to its well-established infrastructure, diverse population, and strategic location. Despite these advantages, women entrepreneurs in Mumbai face unique challenges that can hinder their business success and growth. These challenges range from socio-cultural barriers and limited access to finance to balancing work-life responsibilities and navigating a competitive market. Understanding these opportunities and obstacles is crucial for fostering an inclusive entrepreneurial ecosystem that supports the aspirations of women in Mumbai.

**Entrepreneurship:** The act of starting, designing, launching, and running a new business, which typically begins as a small enterprise. Entrepreneurship is characterised by innovation, risk-taking, and the ability to identify and exploit new market opportunities.

**Women Entrepreneurs:** Women who start, organize, and manage a business enterprise are referred to as women entrepreneurs. These entrepreneurs not only contribute to economic development but also play a pivotal role in promoting gender equality and empowering women in society.

**Opportunities:** Favorable circumstances or conditions that allow women entrepreneurs to establish and expand their businesses. These can include access to capital, supportive policies, market demand, and networking possibilities.

**Challenges:** These are the obstacles or barriers that obstruct the progress and success of women entrepreneurs. These challenges can be structural, such as limited access to financing and markets, or social, including gender biases and balancing business with family responsibilities.

This research paper delves into the specific opportunities available to women entrepreneurs in Mumbai and explores the multifaceted challenges they face. By examining these factors, the study aims to provide insights and recommendations for creating a more supportive and equitable environment for women in business, ultimately contributing to their empowerment and the broader economic development of the city.

**Review of Literature:**

1. (Hayati and Arini, 2023) in their qualitative study examined the challenges and opportunities faced by 15 women entrepreneurs in Sukabumi District, Indonesia, using in-depth interviews, focus group discussions, and observations. The study recognized challenges such as inadequate access to financial resources, lack of business skills, and gender-based discrimination. Despite these obstacles, women entrepreneurs overcome challenges through networking, acquiring new skills, and leveraging social capital. The study advocated for policies and programs tailored to support these entrepreneurs.
2. (Masood et al., 2023) in their study reviewed the challenges and opportunities related to the well-being of women entrepreneurs in Pakistan. It highlighted how traditional gender roles, stress, work-life conflict, fear of harassment, and workaholism adversely affected their mental and physical health. Despite these challenges, family support, societal approval, and work engagement can improve their well-being. The study called for further research to better understand and address the issues.
3. (Singh & Britto, 2022) in their article explored the challenges and opportunities faced by women entrepreneurs in India. The study revealed that a majority of women entrepreneurs struggled with balancing domestic and professional life, and faced work-family conflict due to dual responsibilities followed by the need for regular and frequent problem-solving. The study suggested that women should find new ways to balance work and life. It recommended mass recognition programs, government-organized training in management, leadership, marketing, and other business skills to inspire and support the women.
4. (Swati & Dua, 2024) in their study investigated the opportunities and challenges faced by women entrepreneurs in the digital age, focusing on their skills, performance, and obstacles. It aimed to explore how women leverage digital tools for business growth and identify the challenges they face, including technological and gender-related issues. Using a survey of 30 women entrepreneurs in Hisar, Haryana, the study assessed their entrepreneurial competencies and experiences. The findings provided insights to improve support systems and address barriers, emphasizing the need for better funding access, enhanced digital literacy, and supportive networks to empower women entrepreneurs and foster their success in the digital era.
5. (Rudhumbu, et. al., 2020) in their research investigated the challenges and opportunities for women entrepreneurs in Botswana and examined how entrepreneurship education can enhance their business skills and empower them. The study, involved 400 women entrepreneurs from ten towns and cities. Key findings revealed that women face challenges such as access to finance, lack of training, and high market competition. However, Botswana's supportive legal and regulatory environment offered significant opportunities. The study suggested that increased training, practical implications of policy and financial institutions could boost the success of women entrepreneurs.
6. (Agrawal, 2018) in her research examined the challenges faced by women entrepreneurs in Uttar Pradesh, India, operating at the micro and small business levels and creating significant employment opportunities. The study categorized the obstacles into: socio-cultural, economic, psychological, and managerial issues. The study aimed to provide insights for policymakers and organizations to better support women entrepreneurs. The findings highlighted the socio-economic barriers in male-dominated business environments adversely affected the women entrepreneurs and suggested strategies to assist and empower women to venture into entrepreneurship.

**Objectives of The Study:**

1. To analyse the primary challenges faced by women entrepreneurs in Mumbai.
2. To identify the key opportunities available to women entrepreneurs in Mumbai.
3. To provide recommendations for policymakers, support organizations, and aspiring women entrepreneurs to strengthen the entrepreneurial ecosystem for women in Mumbai.

**Hypothesis:**

(1) The comparison of the level of education of the women entrepreneurs and the success of business in terms of number of years.

**Null Hypothesis (H1$_0$):** There is no significant relationship between the level of education of the women entrepreneurs and the success of business, as indicated by greater number of years.

**Alternative Hypothesis (H1$_1$):** There is a significant relationship between the level of education of the women entrepreneurs and the success of business, as indicated by greater number of years.

(2) The difference in the average impact of the factors such as Marital Status, Balancing Work Life, Market Competition, Access to Finance

**Null Hypothesis (H2$_0$):** There is no significant difference in the average impact of each factor (such as Balancing Work Life, Market Competition, Access to Finance, etc.) on respondents.

**Alternative Hypothesis (H2$_1$):** There is a significant difference in the average impact of at least one factor (such as Balancing Work Life, Market Competition, Access to Finance, etc.) on respondents.

**Methodology:** For the purpose of this study, secondary data was collected from editorials, magazines, journals, and digital sources. A structured questionnaire was framed to collect primary data. Non-probability sampling methods like convenient techniques were used to select the samples. The primary data was collected from a sample size of 65 women entrepreneurs from Mumbai.

**Data Analysis and Interpretation:**

**Table No. 1: Demographic Profile of the Respondents**

| Particulars | Category | Frequency | Percentage |
|---|---|---|---|
| Age of the Respondents | 18-24 | 12 | 18.50 |
| | 25-34 | 12 | 18.50 |
| | 35-44 | 16 | 24.60 |

| Particulars | Category | Frequency | Percentage |
|---|---|---|---|
| | 45-54 | 21 | 32.10 |
| | 55 and above | 04 | 06.20 |
| **Total** | | **65** | **100.00** |
| Education Level of the Respondents | No Formal Education | Nil | 0 |
| | Primary Education | 04 | 06.20 |
| | Secondary Education | 12 | 18.50 |
| | Higher Secondary Education | 12 | 18.50 |
| | Under Graduate | 07 | 10.80 |
| | Graduate | 19 | 29.20 |
| | Post Graduate | 11 | 16.90 |
| **Total** | | **65** | **100.00** |
| Marital Status of the Respondents | Unmarried | 18 | 27.70 |
| | Married | 43 | 66.20 |
| | Divorcee | 01 | 01.50 |
| | Widow | 03 | 04.60 |
| **Total** | | **65** | **100.00** |

**Table No. 2: Graphical Representation of the Primary Data**
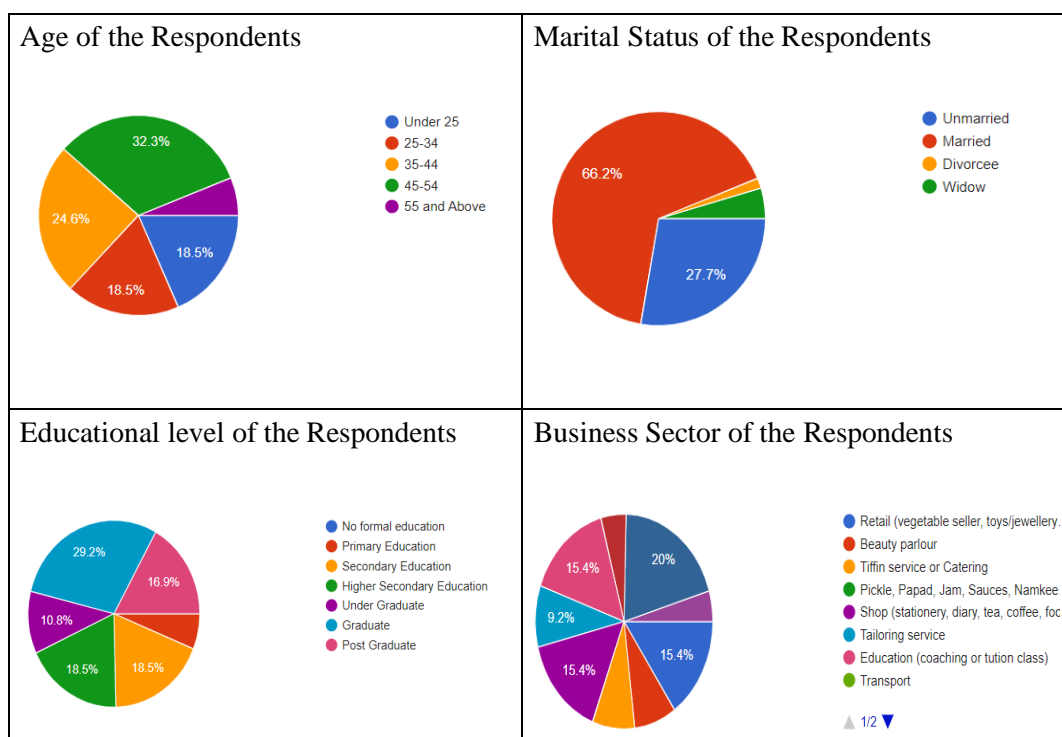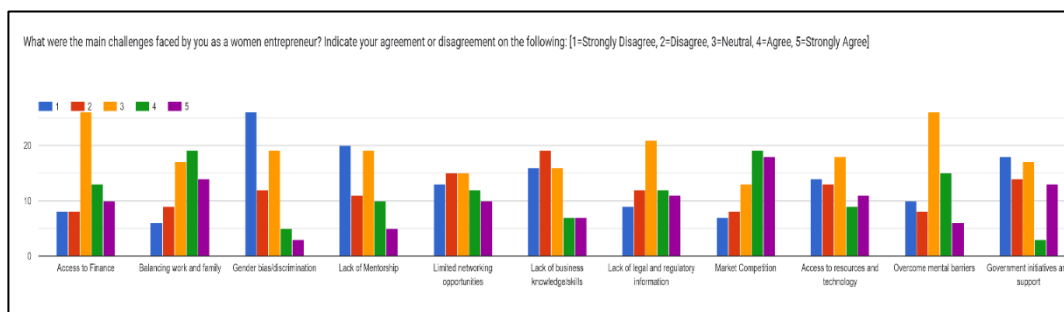
Source: Primary Data

The graphical representation clearly illustrates that the challenges faced by women entrepreneurs, ranked in order of significance, are as follows: inability to face market competition, managing work-life balance, access to finance, lack of legal knowledge, limited networking opportunities, and mental barriers of the women.

**Table No. 3:** The comparison of educational level of the women entrepreneurs on the success and sustainability of the business (measured in terms of number of years).

| SUMMARY | | | | | | |
|---|---|---|---|---|---|---|
| *Groups* | *Count* | *Sum* | *Average* | *Variance* | | |
| Educational Level of the Respondent | 65 | 253 | 3.892308 | 2.472596 | | |
| No. of years in Business | 65 | 212 | 3.261538 | 1.977404 | | |
| | | | | | | |
| ANOVA | | | | | | |
| *Source of Variation* | *SS* | *df* | *MS* | *F* | *P-value* | *F crit.* |
| Between Groups | 12.93077 | 1 | 12.93077 | 5.811582 | 0.017342 | 3.915138 |
| Within Groups | 284.8 | 128 | 2.225 | | | |
| Total | 297.7308 | 129 | | | | |

A One-Way ANOVA test was performed to compare the educational level of the women entrepreneurs and the number of years in business. The test clearly reveals that there is a significant difference in the educational level and the number of years in business. As the P-value< 0.05 and value of F > F (critical), the null hypothesis is rejected.

**Table No. 4:** The difference in the average impact of the factors such as Marital Status, Balancing Work Life, Market Competition, Access to Finance

| SUMMARY | | | | | | |
|---|---|---|---|---|---|---|
| *Groups* | *Count* | *Sum* | *Average* | *Variance* | | |
| Marital status of the Respondent | 65 | 119 | 1.830769231 | 0.455288462 | | |
| Access to Finance | 65 | 204 | 3.138461538 | 1.433653846 | | |
| Balancing Work life | 65 | 221 | 3.4 | 1.525 | | |
| Gender Discrimination | 65 | 142 | 2.184615385 | 1.402884615 | | |
| Lack of Mentorship | 65 | 164 | 2.523076923 | 1.659615385 | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Limited networking | 65 | 186 | 2.861538462 | 1.839903846 | | |
| Lack of business skill | 65 | 165 | 2.538461538 | 1.627403846 | | |
| Lack of legal information | 65 | 199 | 3.061538462 | 1.621153846 | | |
| Market competition | 65 | 228 | 3.507692308 | 1.722596154 | | |
| Access to technology | 65 | 185 | 2.846153846 | 1.882211538 | | |
| Mental barriers | 65 | 194 | 2.984615385 | 1.359134615 | | |
| ANOVA | | | | | | |
| *Source of Variation* | *SS* | *df* | *MS* | *F* | *P-value* | *F crit.* |
| Between Groups | 165.5189 | 10 | 16.55188811 | 11.0153345 | 1.42E-17 | 1.844138 |
| Within Groups | 1057.846 | 704 | 1.502622378 | | | |
| Total | 1223.365 | 714 | | | | |

A One-Way ANOVA test was performed and the results reveal that the F-value > F crit. and the P-value <0.05, the null hypothesis is rejected. This indicates that the variation in the factors analysed (such as Balancing Work Life, Market Competition, Access to Finance, etc.) is not due to random chance, and at least one of these factors significantly impacts the respondents' experiences or perceptions.

**Findings:**

The study reveals that women entrepreneurs in Mumbai encounter a range of challenges, with market competition, work-life balance and access to finance being the most significant. Additionally, the educational level of these entrepreneurs plays a crucial role in the success and sustainability of their businesses. The findings also indicate that women entrepreneurs have specific expectations to support their business endeavours. These include improved access to finance options, enhanced networking and mentorship opportunities, increased government support and favorable policies, and greater family support.

**Conclusion:**

The findings underscore the need for targeted interventions and support systems to address these challenges and foster a supportive environment that promotes the success and sustainability of women-led businesses.

Women entrepreneurs in Mumbai have significant opportunities for growth through targeted initiatives such as –

- Government schemes like the **Stand-Up India Scheme**, which provides financial support, and the **Mahila Udyam Nidhi Scheme**, offering low-interest loans, can alleviate funding challenges.
- NGOs such as **SEWA (Self-Employed Women's Association)** can offer additional financial support and business advice.
- Enhanced networking platforms and mentorship programs, supported by organizations like **WEE (Women's Entrepreneurship and Empowerment)** and the **Indian Women Network**, can connect women with experienced business leaders.
- Educational programs, facilitated by institutions and NGOs like **NASSCOM** and **The Akanksha Foundation**, can provide essential business skills.

- Supportive policies, including those under the **National Policy for Women**, and family-friendly initiatives can help balance work and life.

Raising awareness about available initiatives, ensuring easy access to these resources, entrepreneurship education, hand-holding throughout the journey of entrepreneurship will significantly boost the growth and success of women entrepreneurs. ***Leveraging these opportunities can create a more supportive environment for women entrepreneurs to thrive.***

**References:**

1. Hayati, F. A., & Arini, R. E. (2023). Exploring the Challenges and Opportunities Faced by Women Entrepreneurs in Sukabumi District: A Qualitative Study. *West Science Interdisciplinary Studies*, *1*(05), 220–229. https://doi.org/10.58812/wsis.v1i05.76 Retrieved from https://wsj.westscience-press.com/index.php/wsis/article/view/76
2. Masood, F., & Masood, E. (2023). Well-being of Women Entrepreneurs in Pakistan: A Conceptual Review of Challenges and Opportunities. *Journal of Business and Social Review in Emerging Economies*, *9*(4), 495-508. https://doi.org/10.26710/jbsee.v9i4.2859 Retrieved from https://publishing.globalcsrc.org/ojs/index.php/jbsee/article/view/2859
3. Singh, M. S., & Britto, J. (2022). Challenges and Opportunities Faced by Women Entrepreneurs with special references to Noida (UP). *International Journal of Engineering Applied Sciences and Technology,* 6 Retrieved from https://www.ijeast.com/papers/120-129,%20Tesma611,IJEAST.pdf
4. Swati, & Dua, K. (2024). Assessment of Opportunities and Challenges for Women Entrepreneur in Digital Age. *Current Journal of Applied Science and Technology*, *43*(6), 161–167. https://doi.org/10.9734/cjast/2024/v43i64396 Retrieved from https://journalcjast.com/index.php/CJAST/article/view/4396
5. Rudhumbu, N., du Plessis, E.(E). and Maphosa, C. (2020), "Challenges and opportunities for women entrepreneurs in Botswana: revisiting the role of entrepreneurship education", *Journal of International Education in Business*, 13(2), 183-201 https://doi.org/10.1108/JIEB-12-2019-0058 Retrieved from https://www.emerald.com/insight/content/doi/10.1108/JIEB-12-2019-0058/full/html
6. Agrawal, R. (2018). Constraints and Challenges Faced by Women Entrepreneurs in Emerging Market Economy and The Way Forward. *Journal of Women's Entrepreneurship and Education*, 3(4), 1–19 https://doi.org/10.28934/jwee18.34.pp1-19 Retrieved from https://www.library.ien.bg.ac.rs/index.php/jwee/article/view/618

# 27. Empowering Youth: Unpacking the Impact of Higher Education on Employability in Mumbai Suburban

**Ms. Kiran Satkori Hati**

*Commerce, D.T.S.S. College of Commerce (Autonomous),*
*University of Mumbai, India.*

## ABSTRACT

*Mumbai Suburban, the financial capital of India, attracts a large crowd of people seeking better employment opportunities and a higher standard of living. While many individuals migrate from rural areas to access these opportunities, they face heavy competition in the job market. In this context, the importance of education in securing employment is debated. Some argue that additional skills and knowledge are more crucial than formal education, while others suggest that navigating office politics and even resorting to bribery can be more important than educational qualifications. This study investigates the role of higher education in empowering young people in Mumbai Suburban to access employment opportunities. The research aims to explore the relationship between education and employment outcomes, including skill development and career advancement. Additionally, it seeks to understand the perceived value of education among employers, educators, and young people themselves. The study also examines the challenges faced by young people in Mumbai Suburban, including limited access to quality education, inadequate job training, and social and economic barriers. By exploring these factors, the study aims to identify strategies to enhance education's impact on employability and job success. The study will also investigate the role of soft skills, networking, and mentorship in securing employment. Ultimately, this study contributes to the ongoing discussion about the role of education in promoting employment and economic growth in Mumbai Suburban. The findings of this study will have implications for policymakers, educators, and young people seeking to navigate the complex job market in Mumbai Suburban. The findings of this study will have implications for policymakers, educators, and young people seeking to navigate the complex job market in Mumbai Suburban.*

## KEYWORDS

*Youth employability, education, Mumbai Suburban, empowerment, job opportunities.*

## Introduction:

**Higher Education:** Higher Education is a critical component of personal and professional development, providing individuals with:

- Advanced knowledge and skills
- Critical thinking and problem-solving abilities
- Networking opportunities and social connections
- Access to resources and facilities
- Preparation for careers and leadership roles
- Opportunities for personal growth and development

Higher Education institutions play a vital role in:

- Developing skilled and educated workforce
- Promoting social mobility and equality
- Addressing societal challenges and needs
- Contributing to economic growth and development

In the context of the study, Higher Education is examined as a key factor influencing employability outcomes for young people in the region.

**Mumbai Suburban:** Mumbai Suburban, also known as the Mumbai Metropolitan Region, is a bustling metropolis and the financial capital of India. Located on the west coast of Maharashtra, it is a hub of economic, social, and cultural activity, attracting millions of people from across the country and the world. Mumbai Suburban is characterized by:

- A diverse population of over approx 20 million people
- A vibrant economy with a strong presence of industries, finance, and services
- A unique blend of cultures, languages, and traditions
- Challenging socio-economic conditions, including poverty, inequality, and infrastructure constraints

**Mumbai Suburban is a magnet for:**

- Job seekers and professionals
- Entrepreneurs and businesses
- Students and academics
- People seeking better living standards and opportunities

In the context of this study, Mumbai Suburban provides a unique backdrop to explore the relationship between education and employment, examining how young people navigate the complexities of this vibrant and challenging environment to access employment opportunities and build their futures.

**Review of Literature:**

**Human Capital Theory (Becker, 1964):** Education enhances employability by developing skills and knowledge.

**Signal Theory (Spence, 1973):** Education signals to employers that graduates possess certain skills and qualities.

**Kumar and Kumar (2017)** found a positive correlation between higher education and employability in India.

**Singh and Kumar (2019)** revealed that graduates from Mumbai suburban areas face challenges in finding employment due to limited job opportunities and skills mismatch.

**Desai et al. (2020)** identified that soft skills, such as communication and teamwork, are crucial for employability in the Indian job market.

**Tomlinson (2017)** found that work-based learning and industry partnerships enhance graduate employability.

**Sharma and Singh (2018)** explored the challenges faced by youth in Mumbai suburban areas, including limited access to quality education and employment opportunities.

**Desai and Shah (2020)** identified the need for skill development programs in Mumbai suburban areas to enhance employability.

**Research Methodology:**

**I. Objective of The Study:**

1. To investigate the relationship between higher education and employability among youth in Mumbai suburban areas.
2. To examine the impact of higher education on the development of employability skills (soft skills, communication, teamwork) among youth.
3. To identify the specific higher education programs (degree, diploma, certification) that lead to better employability outcomes.
4. To identify the challenges faced by youth in accessing higher education and employment opportunities in Mumbai suburban areas.
5. To recommend strategies for improving higher education and employability outcomes for youth in Mumbai suburban areas.

**II. Hypothesis of The Study:**

1. H0: There is no significant correlation between higher education and employability among youth in Mumbai suburban areas.

H1: There is a significant correlation between higher education and employability among youth in Mumbai suburban areas.

2. H0: Skill Development Programs do not have a significant impact on employability outcomes among youth.

H1: Skill Development Programs have a positive impact on employability outcomes among youth.

3.  H0: Youth in Mumbai suburban areas do not face significant challenges in accessing higher education and employment opportunities.

H1: Youth in Mumbai suburban areas face significant challenges in accessing higher education and employment opportunities.

**III. Data Collection:**

Primary data is collected from individuals who belongs to Mumbai Suburban area

Secondary data is collected from website, blogs, online research papers and e-books.

**IV. Research Tool:**

Questionnaire was used for this survey (Google form)

**V. Sample Size:**

The sample size was 50 individuals (salaried persons) who belongs to Mumbai Suburban City.

**Data Analysis and Interpretation of the Survey (Primary Data):**

1.  **Age:**
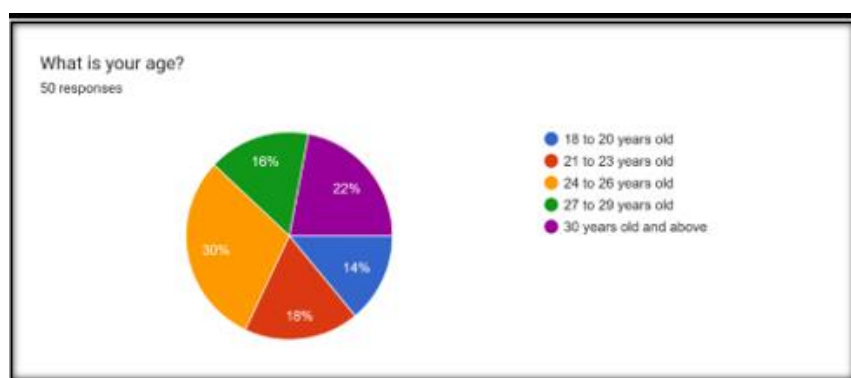


**Chart No. 1**

**Interpretation:** Maximum respondent (30% of the total respondents) belong to the age group of 24 to 26 years. 22% respondents belong to the age group of 30 years and above followed by 18% respondent are between 21 to 23 years' age group. 16% respondents belong to the age group of 27 to 29 years. 14% respondents were from the age of 18 to 20 years.

## 2. Level of Education:

**Chart No. 2**
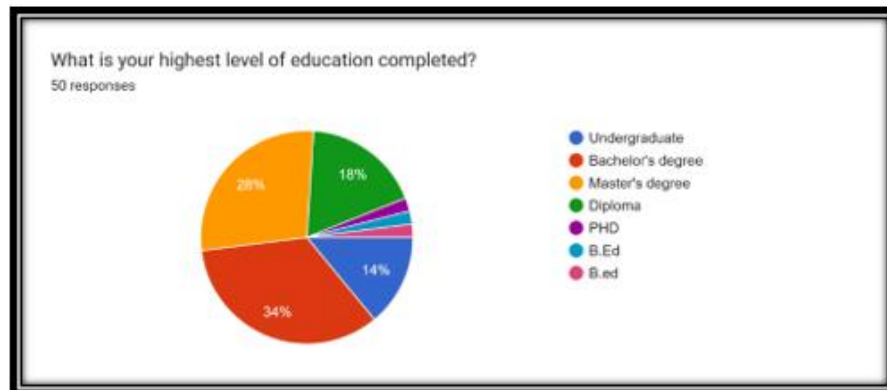


**Interpretation:** Out of total respondents, the largest group (34%) holds a Bachelor's degree, which is a common requirement for many professions. The second-largest group (28%) holds a Master's degree, suggesting a strong presence of advanced education. A smaller percentage (18% + 14% = 32%) holds a Diploma or is an Undergraduate, indicating a smaller proportion of individuals in earlier stages of higher education. The "Other" category (6%) includes PhD and B.Ed. degrees, indicating a small but significant presence of highly specialized and advanced education.

## 3. Current Job Status:

**Chart No. 3**
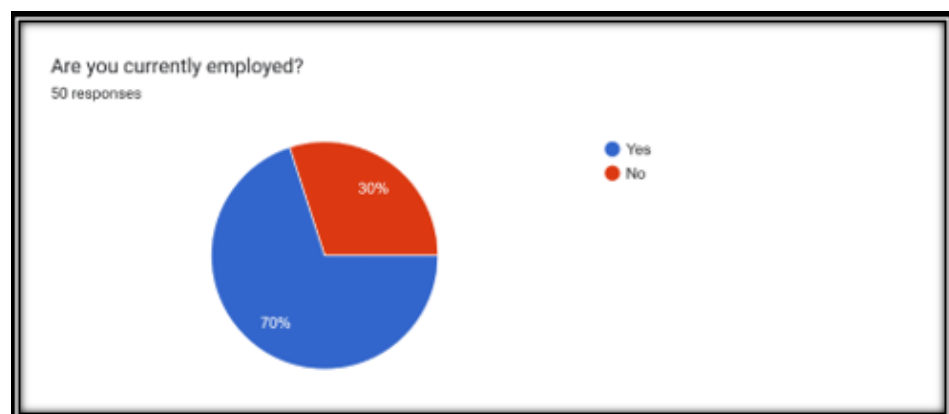


**Interpretation:** From the above data, 70% of the respondent are currently employed whereas 30 % of the respondent are unemployed.

**4. Alignment Between Higher Education and Career in Mumbai Suburban Area:**

**Chart No. 4**
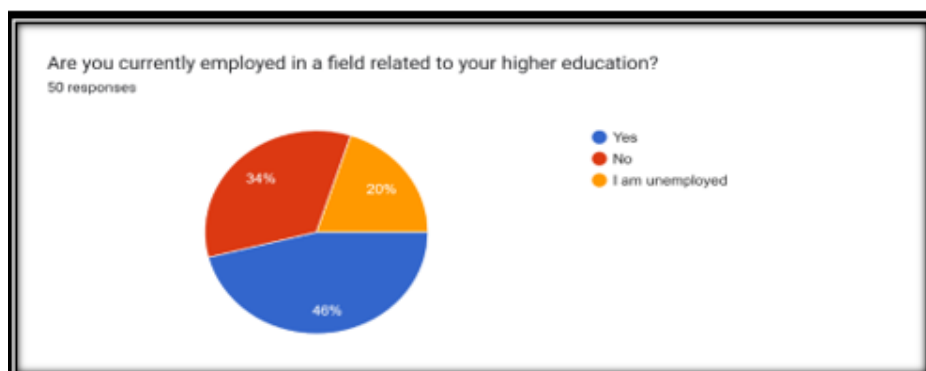


**Interpretation:** Out of the total respondent, 46% of respondents from Mumbai Suburban area are working in jobs related to their higher education, indicating a moderate level of alignment between education and career. 34% of respondents are working in jobs unrelated to their higher education, suggesting a significant proportion of individuals may not be utilizing their skills and knowledge acquired through higher education. 20% of respondents are unemployed, indicating a notable proportion of individuals are not engaged in the workforce.

**5. Relevance of Higher Education to Current Job or Finding New Job?**

**Chart No. 5**
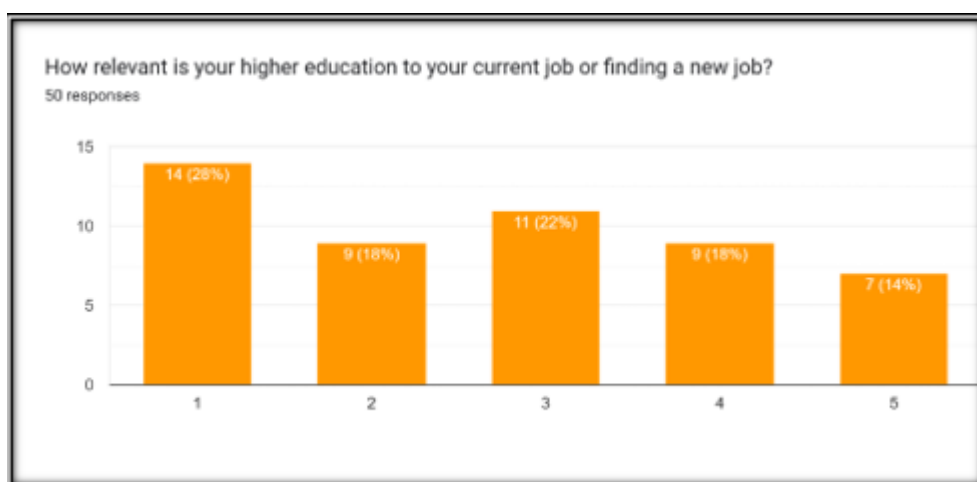


**Interpretation:** A significant proportion (14%) of respondents feel their current job is not relevant to their higher education. The majority of respondents (likely around 60-70%) feel their current job is somewhat relevant (Scale 2-4) to their higher education. Only a small proportion (14%) of respondents feel their current job is extremely relevant to their higher education.

**6.  Participation in Skill Development Programmes:**

**Chart No. 6**



Have you participated in any skill development programmes?
50 responses

- Yes
- No

62%

38%
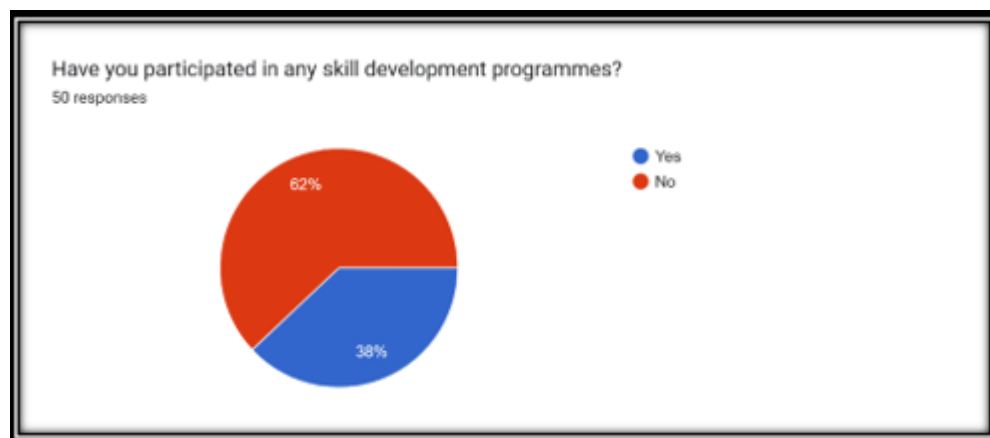
**Interpretation:** From the above data, it is observed that a significant majority (62%) of respondents have not engaged in any skill development programs, indicating a potential gap in upskilling or reskilling. A notable proportion (38%) of respondents have participated in skill development programs, suggesting some engagement with continuous learning.

**7.  Provision of Skill Development Programs by Higher Education Institutions:**

**Chart No. 7**



Do Your Higher Education Institutions provides Skill Development Programmes?
50 responses

- Yes
- No

68%

32%
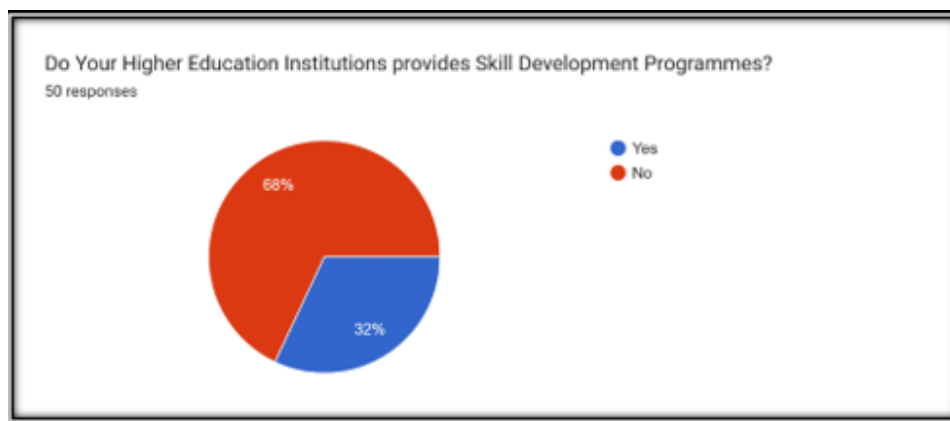
**Interpretation:** A significant majority (68%) of respondents feel that their higher education institution did not provide adequate skill development programs, indicating a potential gap in preparing students for the workforce. A notable proportion (32%) of respondents acknowledge that their institution provided skill development programs, suggesting some efforts to address this need.

### 8. Development of Soft Skills Through Higher Education:

**Chart No. 8**



Have you developed soft skills (communication, teamwork, problem solving) through higher education?
50 responses

- Yes
- No
- May be

54%
14%
32%
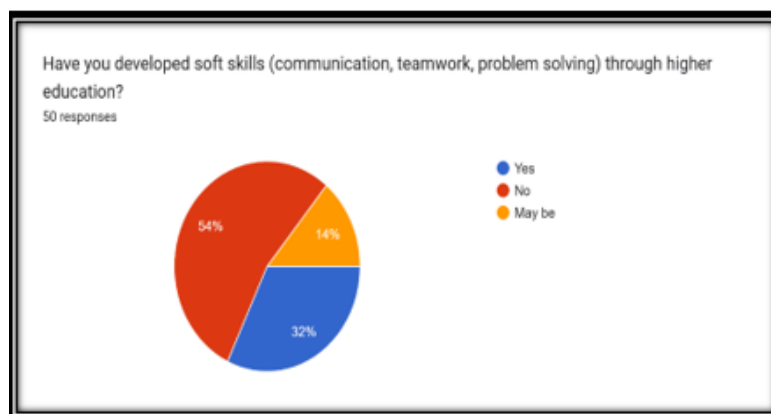
**Interpretation:** Out of the total respondent, a majority (54%) of respondents feel that their higher education did not adequately help them develop soft skills, which are essential for employability and career success. A significant proportion (32%) of respondents believe that their higher education helped them develop soft skills, indicating some effectiveness in this area. A notable proportion (14%) of respondents are uncertain, suggesting that they may not be aware of the soft skills they acquired or may not recognize their relevance.

### 9. Challenges in Accessing Higher Education:

**Chart No. 9**



What challenges did you faced in accessing higher education?
50 responses

| | |
|---|---|
| Financial problems | 22 (44%) |
| Lack of information /awareness | 24 (48%) |
| Limited access to resources | 25 (50%) |
| Confidence issue | 1 (2%) |
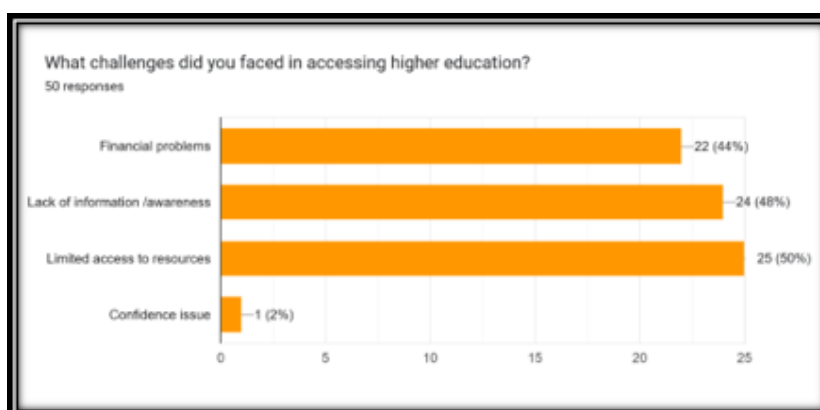
**Interpretation:** The majority (50%) of respondents faced limited access to resources, such as technology, libraries, or facilities, as a significant challenge in accessing higher education. Financial constraints (48%) and lack of information/awareness (44%) were also major hurdles, indicating that affordability and knowledge about higher education opportunities are significant barriers. Confidence issues were the least reported challenge

(2%), suggesting that self-doubt or low self-esteem may not be the primary obstacle for most respondents.

## 10. Perceived Quality of Education:

**Chart No. 10**
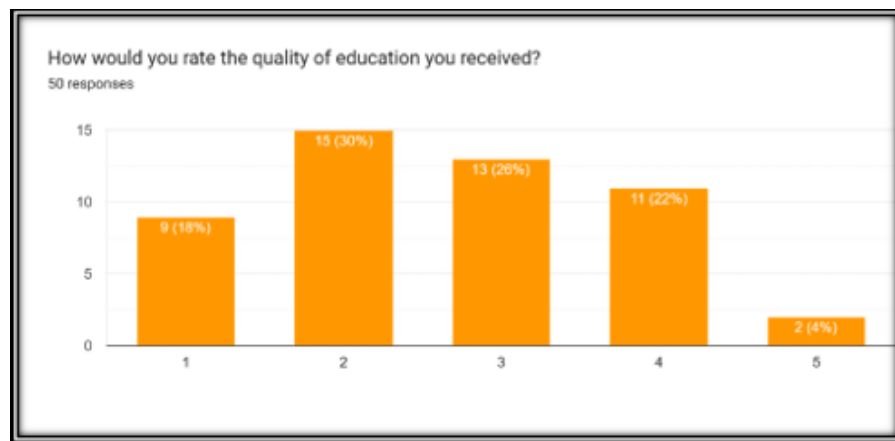


**Interpretation:** From the given data, from Scale 1 to 5 states from 'poor' quality of education to excellent quality of education. Scale 2,3, and 4 denotes 'not too bad', 'fair', 'good' quality of education they had received respectively. The majority of respondents (30%) rated the quality of education as "not too bad", indicating a mediocre assessment. A significant proportion (26% and 22%) rated it as "fair" and "good", respectively, suggesting a somewhat positive evaluation. 18% of respondents perceived the quality of education as "poor", indicating a significant gap in meeting expectations. Only a small minority (4%) rated the quality of education as "excellent", suggesting a high standard was met.

## 11. Challenges in Getting Employment Opportunities:

**Chart No. 11**
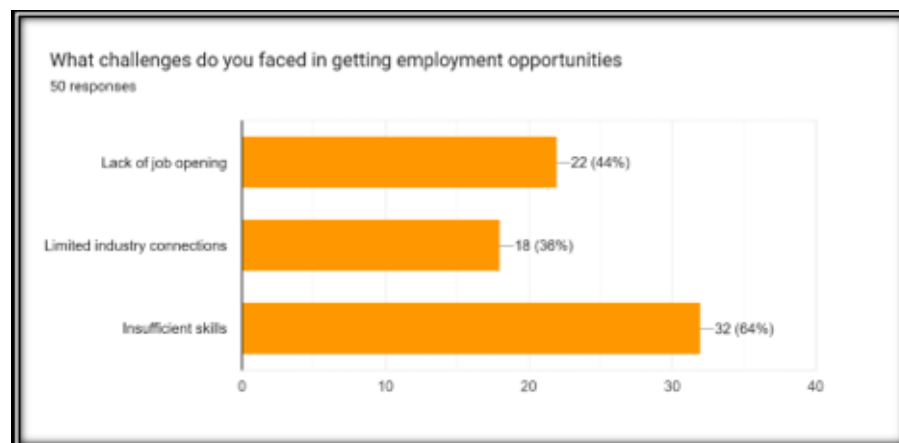
**Interpretation:** The majority (64%) of respondents identified insufficient skills as a major challenge in securing employment, highlighting the need for skill development and training. A significant proportion (44%) of respondents faced a lack of job openings, indicating a challenging job market. Limited industry connections (36%) were also a notable barrier, suggesting that networking and building relationships with potential employers is crucial.

**12. Importance of Higher Education in Achieving Career Goals:**

**Chart No. 12**

How important is higher education in achieving your career goals?
50 responses

| | | | | |
|---|---|---|---|---|
| 4 (8%) | 5 (10%) | 6 (12%) | 13 (26%) | 22 (44%) |
| 1 | 2 | 3 | 4 | 5 |

**Interpretation:** From the given data, from Scale 1 to 5 states from 'not important' to 'very important' of achieving career goal through higher education. The majority of respondents (22%) believe that higher education is very important (Scale 5) in achieving their career goals. BA small minority (4%) think that higher education is not important (Scale 1) in achieving their career goals. The remaining respondents likely fall somewhere in between, with a significant proportion considering higher education important (Scale 4) or neutral (Scale 3).

**13. Adequacy of Career Guidance and Support from Higher Institutions:**

**Chart No. 13**

Do you think higher education institutions provide adequate career guidance and support?
50 responses

- Yes
- No
- Maybe

46% No, 28% Yes, 26% Maybe
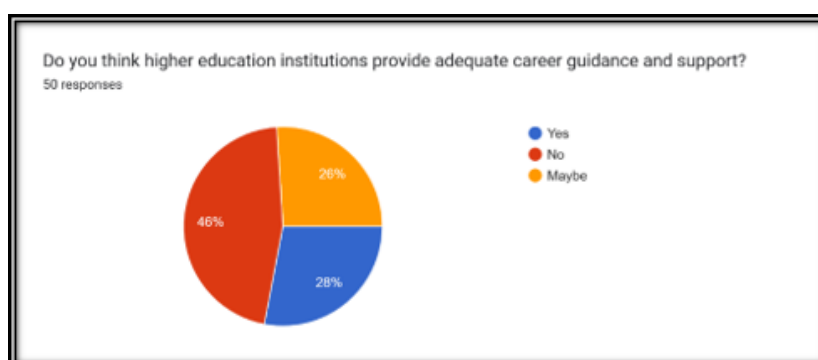
**Interpretation:** A significant majority (46%) of respondents feel that their higher education institution did not provide sufficient career guidance and support. A smaller proportion (28%) believe that their institution provided adequate support. A notable percentage (26%) are unsure, indicating a lack of clarity or awareness about the support offered.

## 14. Confidence in Securing a Job After Completing Higher Education:

**Chart No. 14**
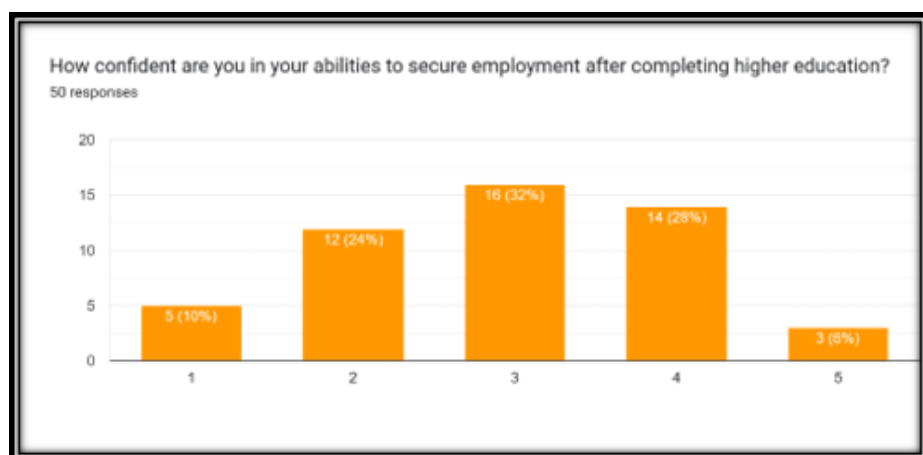


**Interpretation:** From the given data, from Scale 1 to 5 states from 'not at all confident' to 'extremely confident' in their abilities to secure job after completing higher education. Scale 2,3, and 4 denotes 'may be confident', 'neutral', 'confident' respectively. - The majority of respondents (16%) are neutral (Scale 3) about their confidence in securing a job, indicating uncertainty. A significant proportion (28%) are confident (Scale 4) in their abilities, while 24% are maybe confident (Scale 2). A notable percentage (10%) are not at all confident (Scale 1), highlighting concerns about employability. Only a small minority (6%) are extremely confident (Scale 5) in their job prospects.

**Findings and Conclusion:**

**Findings:**

1. **From Chart 4 to Chart 8,** it is observed that there is a moderate level of alignment between education and career, but a significant proportion of youth in Mumbai Suburban are not utilizing their skills and knowledge acquired through higher education.
2. **From Chart no. 09,** it is observed that limited access to resources, financial constraints, and lack of information hinder youth empowerment through higher education in Mumbai Suburban.
3. **From Chart no. 10,** it is observed that the quality of education in Mumbai Suburban is perceived as mediocre, failing to equip youth with necessary skills for employability.
4. **From Chart no. 11,** it is observed that the higher education in Mumbai Suburban does not adequately prepare youth for employment, with insufficient skills, lack of job openings, and limited industry connections being major challenges.

**5.** 5.**From Chart no. 13,** it is observed that, career guidance and support services are inadequate, leading to uncertainty and concerns among youth regarding their career prospects.

**Conclusions:**

1. Higher education in Mumbai Suburban has a significant impact on employability, but it is not empowering youth to reach their full potential due to various challenges.
2. The current higher education system in Mumbai Suburban is not adequately preparing youth for employment, leading to a mismatch between skills acquired and job requirements.
3. Youth empowerment through higher education in Mumbai Suburban requires a comprehensive approach that addresses access, quality, and affordability of education, as well as career guidance and support services.
4. Employers and industry partners must collaborate with higher education institutions to provide job training, upskilling programs, and employment opportunities to enhance youth employability.
5. Policy makers must prioritize education policy reforms, workforce development initiatives, and job market analysis to address the challenges faced by higher education graduates in Mumbai Suburban.

The findings and conclusions accepts all the alternative hypothesis that "Higher education has a significant impact on employability, but it is not empowering youth to reach their full potential due to various challenges." This suggests that while higher education is crucial for employability, it is not a guarantee of success, and other factors such as access, quality, and career guidance play a significant role in empowering youth in Mumbai Suburban.

**Webliography:**

1. **Primary Data:** Google form
2. **Secondary Data:** Data retrieved on 10th August 2024
3. https://unesdoc.unesco.org/ark:/48223/pf0000246463
4. https://www.oecd.org/education/skills-beyond-school/The-impact-of-higher-education-on-employability.pdf
5. https://www.worldbank.org/en/news/feature/2019/02/21/higher-education-and-employability-in-india
6. https://www.maharashtra.gov.in/1128/Human-Development-Report-Mumbai-Suburban
7. https://www.jydonline.org/article/10.5210/jyd.v15i1.6433
8. https://www.yef.org.uk/concept-of-youth-empowerment/
9. https://www.tandfonline.com/doi/abs/10.1080/13639080.2019.1577384
10. https://onlinelibrary.wiley.com/doi/abs/10.1111/ejed.12234
11. https://www.thecdi.net/write/Career-guidance-and-support-services-in-higher-education.pdf
12. https://www.jiac.org/article/10.1108/JIAC-02-2020-0014

**INTERNATIONAL JOURNAL OF RESEARCH AND ANALYSIS IN COMMERCE AND MANAGEMENT**

# 28. A Study on Policy Framework for Lifelong Learning

## Atharva Ravindra Rahate

*Student, BAF,*
*Chetana's Self-Financing Course, Bandra (East), Mumbai.*

## ABSTRACT

*Lifelong learning refers to the ongoing, self-motivated pursuit of knowledge and skills throughout an individual's life, driven by personal or professional interests. This concept extends beyond traditional educational frameworks and encompasses a broad spectrum of learning activities, both formal and informal.*

*As society and technology evolve at an unprecedented pace, lifelong learning has become essential for maintaining relevance in the workforce, fostering personal development, and enhancing social inclusion. One of the primary motivations behind lifelong learning is the dynamic nature of today's job market. With rapid technological advancements and globalization, the skills required for many professions are constantly changing. Traditional education systems, which typically focus on providing knowledge up to a certain age, are often insufficient to equip individuals with the tools needed to navigate their entire careers. Lifelong learning addresses this gap by encouraging continuous skill development and adaptability. This approach not only enhances employability but also empowers individuals to transition between different career paths more smoothly. Moreover, lifelong learning contributes significantly to personal development.*

*It promotes intellectual growth, curiosity, and a deeper understanding of the world. Engaging in continuous learning activities helps individuals to stay mentally active, which can improve cognitive function and delay the onset of age-related cognitive decline. Additionally, lifelong learning fosters a growth mindset, characterized by the belief that abilities and intelligence can be developed through dedication and hard work. This mindset is crucial for overcoming challenges and achieving personal goals. Social inclusion and active citizenship are also key benefits of lifelong learning. By acquiring new skills and knowledge, individuals can better participate in community activities, understand societal issues, and contribute to public discourse. Lifelong learning initiatives often aim to reduce educational inequalities and provide opportunities for marginalized groups, thus promoting a more inclusive society. For example, community education programs and online courses can make learning accessible to people of all backgrounds, including those who may not have had the opportunity to pursue traditional education.*

**Introduction:**

Lifelong learning is a dynamic and continuous process that transcends traditional educational boundaries, encompassing a wide range of experiences and opportunities for personal and professional development. It is the ongoing, voluntary, and self-motivated pursuit of knowledge and skills throughout an individual's life. This concept is rooted in the understanding that learning is not confined to the early years of formal education but is a lifelong endeavour that extends into adulthood and beyond. In the rapidly changing landscape of the 21st century, the importance of lifelong learning has become more pronounced than ever before. Innovations such as artificial intelligence, automation, and the Internet of Things are transforming industries and creating new opportunities and challenges. To keep pace with these changes, individuals must continually update their skills and knowledge. This need for ongoing education extends beyond technical skills; it also encompasses critical thinking, problem-solving, and the ability to learn independently. Lifelong learning fosters a growth mindset, which is characterized by the belief that abilities and intelligence can be developed through dedication and hard work. This mindset is crucial for navigating the uncertainties and complexities of the modern world. Moreover, lifelong learning is not limited to professional development but also plays a significant role in personal growth and fulfilment. Engaging in continuous learning activities helps individuals to stay mentally active, which can improve cognitive function and delay the onset of age-related cognitive decline. It also promotes intellectual curiosity, a deeper understanding of the world, and a sense of purpose. Lifelong learners are often more adaptable and open to new experiences, which can enhance their overall well-being and quality of life. In addition to individual benefits, lifelong learning contributes to social inclusion and active citizenship. By acquiring new skills and knowledge, individuals can better participate in community activities, understand societal issues, and contribute to public discourse. Lifelong learning initiatives often aim to reduce educational inequalities and provide opportunities for marginalized groups, thus promoting a more inclusive society. Formal settings, such as universities and professional training centers, offer structured programs and certifications. These institutions provide a foundation of knowledge and skills that can be built upon throughout a person's life. Informal learning, on the other hand, includes activities like reading, online courses, workshops, and self-directed study. This type of learning is often driven by personal interests and can be more flexible, allowing individuals to pursue knowledge at their own pace and according to their own schedules. The rise of digital technology has significantly expanded access to learning resources, enabling people to learn at their own pace and convenience. Online platforms such as MOOCs (Massive Open Online Courses), webinars, and educational websites provide a wealth of information on virtually any topic, often at little or no cost. This accessibility allows individuals to continuously expand their knowledge and skills without the constraints of traditional educational systems. Additionally, the integration of social media and online communities into the learning process has created new opportunities for collaborative learning and the exchange of ideas.

**Objectives of the study:**

- To provide a clear and comprehensive definition of lifelong learning, distinguishing it from traditional education.

- To Analyse the impact of technological advancements, globalization, and economic changes on the necessity of continuous learning.
- To Analyse the impact of technological advancements, globalization, and economic changes on the necessity of continuous learning.
- To Examine the role of lifelong learning in facilitating career transitions and skill development.

**Research Methodology:**

The methodology section outlines the procedures and strategies employed to conduct research using secondary data. This study aims to analyse the role and impact of lifelong learning in India, leveraging secondary data sources to gain insights. Secondary data refers to information that has been collected by other researchers or organizations for different purposes and is subsequently used for new research objectives.

**Research Design:**

The research design for this study is descriptive and analytical. Descriptive research aims to provide a comprehensive overview of the existing state of lifelong learning in India, while analytical research will interpret the data to understand trends, correlations, and impacts.

**Sources of Secondary Data:**

Secondary data for this research is obtained from various credible sources, including:

1. Government Reports and Publications:
    - Ministry of Education reports on adult education and skill development.
    - National Sample Survey Office (NSSO) data on education and employment.
    - Reports from the National Statistical Office (NSO).
2. Academic Journals and Research Papers:
    - Studies published in peer-reviewed journals focusing on lifelong learning, adult education, and workforce development in India.
3. International Organizations:
    - Reports from UNESCO, OECD, and the World Bank that include data on lifelong learning initiatives and outcomes in India.
4. Non-Governmental Organizations (NGOs) and Think Tanks:
    - Publications and research findings from organizations such as PRATHAM, Azim Premji Foundation, and the Centre for Civil Society.
5. Online Databases and Libraries:
    - Access to databases like JSTOR, Google Scholar, and the Indian Citation Index for relevant literature and previous studies.
6. Media Sources:
    - Articles and reports from reputed newspapers and magazines that provide insights into current trends and public opinion on lifelong learning in India.

**Conclusion:**

Lifelong learning equips individuals with the skills and knowledge necessary to thrive in a rapidly changing environment, fosters intellectual and personal development, and promotes social inclusion. In today's world, where technological advancements, globalization, and shifting economic landscapes continually reshape the demands placed on individuals, the importance of continuous learning cannot be overstated. Traditional education, often limited to the early stages of life, is insufficient to meet the evolving needs of the modern workforce and society at large. Embracing a culture of continuous learning enables individuals to remain relevant and competitive. As industries evolve and new technologies emerge, the skills that were once valuable may become obsolete. Lifelong learning allows individuals to update and expand their skill sets, ensuring they can adapt to new roles and responsibilities. This adaptability is crucial for career advancement and job security in an era where change is the only constant. Beyond professional benefits, lifelong learning fosters intellectual growth and personal fulfilment. Engaging in continuous education keeps the mind active and sharp, promoting cognitive health and delaying the onset of age-related decline. It nurtures curiosity and a love for learning, encouraging individuals to explore new interests and pursue passions that enrich their lives. This intellectual engagement enhances overall well-being and contributes to a more satisfying and meaningful life. Social inclusion is another significant benefit of lifelong learning. Access to continuous education opportunities can bridge gaps between different socio-economic groups, reducing inequalities and fostering a more inclusive society. Lifelong learning initiatives can provide marginalized and disadvantaged groups with the skills and knowledge needed to participate fully in the economy and community. This inclusivity promotes social cohesion and helps build stronger, more resilient communities. To realize the full potential of lifelong learning, it is essential for educational institutions, employers, and policymakers to prioritize and support it. Educational institutions must evolve to offer flexible and accessible learning options that cater to individuals at all stages of life. This includes online courses, part-time programs, and adult education initiatives that accommodate the diverse needs and schedules of learner. Employers play a crucial role by fostering a culture of continuous learning within the workplace. They can support their employees' professional development through training programs, workshops, and opportunities for further education. By investing in their workforce's ongoing learning, employers not only enhance their organizational capabilities but also boost employee morale and retention. Policymakers must also recognize the importance of lifelong learning and implement policies that facilitate access to education for all. This can include funding for adult education programs, incentives for businesses to support employee training, and initiatives to ensure that learning opportunities are available in all communities, including rural and underserved areas. Lifelong learning is essential for personal and professional growth, cognitive health, and social inclusion. By embracing continuous learning, individuals can achieve their full potential, contribute meaningfully to their communities, and lead more fulfilling lives. Educational institutions, employers, and policymakers all have a vital role to play in promoting and supporting lifelong learning, ensuring that opportunities for growth and development are accessible to everyone.

**References:**

1. Alika, I. J., & Abyei, S. (2014). Human capital: Definitions, approaches and management dynamics. Journal of Business Administration and Education, 5(1).

2. Ashdown, D. M., & Bernard, M. E. (2012). Can explicit instruction in social and emotional learning skills benefit the social-emotional development, well-being, and academic achievement of young children? Early childhood education journal, 39, 397-405.

3. Cropley, D. H. (2015). Promoting creativity and innovation in engineering education. Psychology of Aesthetics, Creativity, and the Arts, 9(2), 161.

4. Ferrant, G., Pesando, L. M., & Nowacka, K. (2014). Unpaid Care Work: The missing link in the analysis of gender gaps in labour outcomes. Boulogne Billancourt: OECD Development Center.

5. Graven, M. H. (2014). Poverty, inequality, and mathematics performance: The case of South Africa's post-apartheid context. Zim, 46, 1039-1049.

6. Holla, A., Koziol, M., & Srinivasan, S. (2011). Citizens and service delivery: assessing the use of social accountability approaches in human development sectors. World Bank Publications.

7. Kasemsap, K. (2017). The roles of organizational change management and resistance to change in the modern business world. In Organizational culture and behaviour: Concepts, methodologies, tools, and applications (pp. 1034-1062). IGI Global.

8. Kaurav, R. P. S., Narula, S., Baber, R., & Tiwari, P. (2021). Theoretical extension of the new education policy 2020 using twitter mining. Journal of Content, Community & Communication, 13(1), 16-26.

9. Kothari Commission. (1968). Report of the Education Commission, 1964-66. Ministry of Education and Social Welfare, Government of India.

10. Ministry of Education, Government of India. (2020). National Education Policy 2020. Retrieved from https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

11. Rodrik, D. (2014). The past, present, and future of economic growth. Challenge, 57(3), 5-39.

# 29. An Empirical Analysis of Proportion of Offer for Sale in New Issue and Its Impact on Listing and Short-Term Gains

## Prof. (Dr.) Abhay Kumar[1], Prof. (Dr.) Mahendra Parihar[2]

*Associate Professor,*
*Mukesh Patel School of Technology Management & Engineering SVKM's NMIMS University, Mumbai.*

## Prof. (Dr.) Abhishek Kumar Sinha[3]

*Assistant Professor,*
*Mukesh Patel School of Technology Management & Engineering SVKM's NMIMS University, Mumbai.*

*ABSTRACT*

*The Securities and Exchange Board of India (SEBI) introduced Offer for Sale (OFS, hereafter) in February 2012 to allow existing shareholders to dilute their stakes through public offer. Thus, OFS is only transfer of ownership without increasing any capital for company. Companies may mix OFS with fresh issue in Initial Public Offer (IPO, hereafter) to allow partial exit route to existing shareholders (promoters/private equity firm/ venture capital firm) and to allow company to raise fresh capital from primary market by issuing new shares. In recent past, a greater number of promoters of publicly traded companies are taking this route to reduce their stake. The emergence of the concept of offer for sale has brought some scope of research. This paper aims to understand the impact of proportion of OFS in the IPO on listing gain, short term gain and long-term gain to the investors. For the research, IPOs with OFS from 2013 to till date is considered. After cleaning the data, 105 firms those went to public for dilution of promoter's stake and listing in Bombay Stock Exchange has been considered for study. We found that proportion of OFS in the new offer does not have any impact on either listing gain or short-term capital gain.*

[1] Associate Professor, *Mukesh Patel School of Technology Management & Engineering* SVKM's NMIMS University, Mumbai

[2] Associate Professor, *Mukesh Patel School of Technology Management & Engineering* SVKM's NMIMS University, Mumbai

[3] Assistant Professor, *Mukesh Patel School of Technology Management & Engineering* SVKM's NMIMS University, Mumbai

***KEYWORDS***

**Introduction** and **Review of Literature:**

Initial Public Offer (IPO) is one of the means for companies to raise capital by selling new shares to the public. This market activities have been very high over the last few years, during fiscal year 2017-18 total collection from IPO markets was Rs 98984 crore from 81 issues[4]. For the same fiscal year 2017-18 the government had disinvested worth Rs 100,056[5] crore through stake sale, majority of them were through Offer for Sale (OFS). OFS was introduced by the Securities and Exchange Board of India (SEBI) in February 2012 to helps promoters of listed companies to sell their shares to the public in a transparent manner. Promoters use it to ensure wider ownership of the company. In recent past government is relying heavily on the OFS route to decrease its stake in public sector undertakings. Recent sharp run-up in Indian equities has been attributed to the surge in OFS offerings. Investors such as private equity funds, venture capital also using this opportunity to sale their stake. It helps them to monetize the investment and recycle it. Securities and Exchange Board of India (SEBI) further relaxed norms for OFS in 2014 to encourage retail participation in OFS. As per new rules, minimum 10% of total OFS has been reserves for retail participants who applies shares for maximum amount of Rs.200,000. The rule permitted non-promoter to use ofs route if they hold more than 10% stake. Initially OFS rules were relaxed to the top 200[6] companies by market capitalization, which was earlier available to the top 100 listed firms only. In primary market, Initial Public Offer (IPO), Follow on Public Offer (FPO) and Offer for Sale (OFS) are used interchangeably but they are not same. When the company raise fund for the first time from public for financing its business requirements like purchase of assets or acquiring new business it is known as IPO. The money collected can also be used to finance their working capital requirement and to repay high-cost loans. Investors may not have much knowledge about the company as it is coming to the market for the first time with security. IPO helps the company to get listed in the stock exchange and to get greater visibility. Follow-on public offer (FPO) helps the listed companies to raise additional capital from the public. Listed companies can take rights issue route to raise funds from its existing investors. Raising funds from debt route is also available to them. Offer for Sale (OFS) helps promoters of both listed and unlisted companies to dilute stake through an exchange platform. Unlisted companies get opportunities to list in a stock exchange in the process. The promoters transfer shares to new investors and money flows from these new investors to promoters/seller. However, when company can sell new shares and raise funds, the money goes to the company. The bidders in OFS can include market participants such as individuals, companies, qualified institutional buyers and foreign institutional investors. The facility is available on the Bombay Stock Exchange and the National Stock Exchange (NSE). The minimum offer size of OFS is Rs. 25 crores. It can be less if the aim of the issue is meeting the public shareholding norm (25% for private companies and 10% for

---

[4] https://www.primedatabase.com/pub_demo.asp
[5] *Summary | Department of Investment and Public Asset Management | Ministry of Finance | Government of India". dipam.gov.in. Retrieved 2018-04-22.*
[6] https://www.sebi.gov.in/sebi_data/meetingfiles/dec-2018/1545885606801_1.pdf

government ones). An IPO and FPO result in expansion of the capital base of the company and dilution of EPS. Whereas an offer for sale (OFS) does not result in raising of fresh funds therefore, it is not EPS dilutive.

Offer for Sale (OFS) is a new concept for Indian financial market therefore too many literatures are not available however, related literature of IPO pricing, listing, short term and long-term gains have been reviewed. Krishnamurti & Kumar (2002) has done analysis of 386 IPOs offer between 1992 and 1994 listed on BSE exchange. They found that the IPOs are underpriced and there are three main reasons for underpricing. A) Because of longer time lag between final allotments and listing, perceived risk of investors increases and they look for higher return, compelling issuer to issue at discount. B) Large number of retail and small investors with low financial literacy look for higher return. C) Indian Markets are more volatile. Faria (2007) performed multivariate analysis for listing day performance of fresh issues in Brazilian financial market. Fresh issues from January 2004 to April 2007 were considered for the study. In this research paper Faria has used total nine different ratios for analysis. The study concluded that ROE was only significant with negative correlation with underpricing, out of all independent variables. The other variables used in the multivariate analysis were-ratios of fresh issue size to total offer and age of the firm. Kumar (2007) has made an analysis of IPO issued through book building process to analyze short run and long run performance of Indian primary market. He performed cross sectional regression analysis. He considered short run initial return as a dependent variable and upper price band of offer price and size as independent variables. His result concluded that only offer price quotient is significant and no other variables are statistically significant. Dr. Rajesh Kumar Agrawal, Ms. Vaishali Bakliwal (2015) worked on a Research paper for new issues in Indian market. They summarized basic steps taken by a company venturing and IPO stated the possible hurdles faced in the making of an IPO that are namely the extensive public disclosure requirements, substantial investment in the process, risk to takeover bids and pressure for short performance.

Ms. Smitha V. Shenoy, Dr. K. Srinivasan (2018) made a study for Indian oldest stock exchange for all IPOs listed between 2003 to 2013. They have tried to find the relation between market adjusted average return (MAAR) and selected pricing parameters. They calculated the Market adjusted average return (MAAR) for selected IPOs in India. The study shows relations among variables like Industry PE-IPE, NAV, RoNW, P/E, EPS) and IPO issue price age of the issuing company. The conclusions they made based on research are that the mean age of the company with underpriced issues is less. Their study shows separate result for overpriced and underpriced issues as to which variable is significant predictor of Issue price. NAV has maximum impact on issue price followed by RoNW and PE ratio for overpriced issue. Other variables like EPS and IPE is not significant as per Beta estimates. For underpriced priced issue, Beta indicator indicates that RoNW and IPE is not as big predictor as NAV. It is also observed that none of the variable have significant impact for predicting MAAR. Iqbal Thonse, Hawaldar, K.R. Naveen Kumarand, T. Mallikarjunappa (2018) worked on a research paper to analyse listing day and long-term return of primary market. Listing day performance of fixed issue price and book-built issue was ascertained separately. They found that fixed priced issue is underpriced comparatively. However long-term performance was better of book buit issue. Mahmood Osman Imam, Cynthia Van Hulle (1988) worked on for Begium stock exchange to evaluate post issue performance of IPO. They also analyzed IPOs for their long-term performance in Belgium in the period

1984-1993 of the 30 companies that has gone public. This paper attempts to find out the relation between long run under performance and first day returns. The other objective of the paper was to measure the after closing of market price performance of Belgian IPOs in the 36 months after the offering date and to check the presence of systematic patterns in the after closing market performance of these issues. When a portfolio of matching firms is used as benchmark, it was found that IPO firms significantly underperform in 3 years after going public. The average yearly shortfall of 13% builds up in the first two years of seasoning. Initial returns show no systematic relationship with long run performance. Long run underperformance relative to the matching firms sample seems to be occurring naturally and is not related to the issue size or the initial return. There is no evidence of post issue reversal so that initial underpricing seems to be deliberate. Ravi Kiran, Rohini Inder Chopra, M. Phil (2011) worked on a research paper titled "Price Performance of IPOs in Indian Stock Market" Their objective was to analyze the underpricing for the long run up to a period of 3 years, to analyze the factors influencing price performance of IPOs. It has been concluded that in NSE underpricing is present and more severe in short running periods i.e. First six months from listing day. The time interval is taken for up to 3 years i.e from the day of the listing of the company. It shows how much an investor will earn over the considered period of time if they buy and hold the equities. In addition to that an analysis of the factors affecting the IPO's pricing performance has been done. Dr. Nalina K B, Rakesh H M (2017) studied the "Indian IPO Performance" The objective of this study was to evaluate Pricing of an issue (IPO). In this study they stated all the advantages of IPO and explained about the pricing of an issue along with the book building process. The advantages of IPO's namely are enabling cheaper access to capital, exposure, status and public image, facilitating acquisitions, increased liquidity for equity holder and so on. In the pricing of an issue, the institution sets a value vary inside that the capitalist is allowed to bid for shares. The investors then bid to buy variety of shares for a value that they feel is appropriate. The Book Building technique has lot of economic issues because it solves the 'leakage' valuable usually seen with fastened priced IPOs. It is basically a method of worth discovery. Primary market studies in India have focused more on underpricing and to find out the impact of underpricing on short and long ter performance of the issue. Studies have also focused on underpricing of Fixed issue and book building issue.

**Research Objectives:**

- To determine the effect of proportion of OFS in IPO on Issue Price.
- To determine the effect of proportion of OFS in IPO on the listing gain of the IPO.
- To determine the effect of proportion of OFS in IPO on short- and long-term performance of the stock.

**Formation of hypothesis:**

The study examines the interdependency of listing gain and short-term gain on the proportion of OFS. For performing the analysis two sets of hypotheses are formed.

Hypothesis Set 1- To check the dependency of listing gain on proportion of OFS.

H0: Listing gain is independent of the proportion of OFS in the new issue.

H1: Listing gain is dependent on the proportion of OFS in the new issue.

Hypothesis Set 2- To check the dependency of short-term gain on proportion of OFS.

H0: Short term gain is independent of the proportion of OFS in the new issue.

H1: Short term gain is dependent on the proportion of OFS in the new issue.

**Methodology and Data Analysis:**

In OFS, existing shareholders sell their stake and get the money. They would always like to sell their shares at higher price. Therefore, the proportion of OFS in the offer could have an impact on pricing. Overpricing of IPO can have impact on listing gain and short-term capital gain (1year return) on investment. For the study, details of the Issuing Companies were obtained from the website of SEBI and share prices of companies were taken from BSE Website. IPOs listed from 2013 to till date in Bombay Stock Exchange (BSE) was the sampling frame for the study as the concept of OFS came into picture in 2012. Total cleaned sample frame of 105 entries were used for this research. The list was arranged in chronological order starting with the most recently issued IPO's. The list consisted of total number of shares of each company which was bifurcated into the amount of fresh issue and the amount of offer for sales. The table further expands on other information about the stock namely issue size, issue price, listing open price, listing close price, price band, listing gain (%), current market price (CMP), and current gain (%). To analyze the relationship between short term gain and proportion of OFS, price of each stock after one year of listing was recorded. Further the listing gain after one year was calculated.

To calculate return following formulae were used:

Listing gain= [(Listing price - Issue price)/(Issue price)] *100

Short term gains = [(Closing price after 1 year of listing- Issue price)/(Issue price)] *100

On the basis of proportion of OFS in the total issue size, data set were categorized in three categories (0-0.25), (0.25-0.75) and (more than 0.75). Further categorization was on the basis of short-term return. Category were [(< -0.00%), (0.00 - 50%), (more than 50%)]. Then descriptive statistics was used to study the dependency of selected variables, proportion of offer for sale and Initial public offering in new issue. Chi square test of independence was used to study the dependency of proportion of Offer for sale on listing gain and gain after 1 year. Another objective of this research was to find out any possible correlation between the long-term gain and the issue price.

**Testing of Hypothesis and Findings:**

For the analysis of hypothesis by performing Chi-Squared test on SPSS few variables were differentiated in various categories in the column. OFS (%) is categorized into 3 categories (less than .25, 0.25-0.75, more than 0.75) on the basis of proportion of the OFS. The listing gain is categorized into positive and negative categories based on its percentage. Further the

gain after one year (%) is differentiated in three various categories [(< -0.00%), (0.00-50%), (more than 50%)]. based on the percentage gain variations. For testing of two sets of hypothesis chi-squared test was performed for checking the interdependency of one variable on the other using the software IBM SPSS.

Descriptive statistics - Chi-Square $(X^2)$ is a statistical test used to determine whether experimentally observed results are consistent with hypothesis. It is performed to determine the difference between expected frequencies and the observed frequencies. A chi-squared test is used to attempt rejection of the null hypothesis that the data are independent. The test works on for categorical data and not numerical data therefore the variables entries on which the test is to be performed are first differentiated into various categories. The Chi-Square statistic was used to evaluate tests of Independence using a cross tabulation or a bivariate table. Cross tabulation shows the distributions of the two categorical variables simultaneously, with the variable category's intersections in the cells of the table. After the collection of relevant data and formation of hypothesis, their analysis was performed. SPSS analysis for each set of hypotheses was conducted on the software to find out relevant results which will help the investors planning to invest in any new IPO issue. The analysis and results are stated as below:

**For Hypothesis set 1 - finding the dependency of listing gain on the proportion of OFS.**

The following table provides the chi-squared test statistics. The output is labeled Chi-Square Tests, the Chi-Square statistic used in the Test of Independence is written as Pearson Chi-Square. This statistic was evaluated by comparing the actual value against a critical value found in a Chi-Square distribution or the theoretical value where degrees of freedom is calculated as (no. of rows – 1 x no. of columns – 1). To make a conclusion about the hypothesis the pearson chi-squared coefficient is compared with the theoretical value at 95% confidence. The table gives pearson chi-squared value as 0.3288 for 4 degrees of freedom with a significance of 0.848.

*Table 1: Chi-Square Tests Result*

|  | **Value** | **df** | **Asymptotic Significance (2-sided)** |
|---|---|---|---|
| Pearson Chi-Square | *0.3288ᵃ* | *2* | *0.848* |
| Likelihood Ratio | *0.345* | *2* | *0.822* |
| N of Valid Cases | *94* |  |  |

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.19 Calculated chi-squared value=0.3288, Theoretical chi-squared value= 5.991. Since the calculated Chi-Squared value is less than the theoretical Chi-Squared value the null hypothesis H0 cannot be rejected. Hence it shows that the listing gain is independent of the proportion of OFS.

**For Hypothesis set 2 - finding the dependency of short-term gain on the proportion of OFS**: The following table shows the crosstabulation of OFS categories against the short-term gain categories for the gain after one year of listing. The table explains the bifurcation of the categories of OFS into the categories of one year gain categories. The table also shows

the total number of entries in each category with the percentage of each category bifurcation. This table is necessary for finding the dependency of short-term gain on proportion of OFS using chi-squared test. The following table provides the chi-squared test statistics. The output is labeled Chi-Square Tests, the Chi-Square statistic used in the Test of Independence is written as Pearson Chi-Square. This statistic was evaluated by comparing the actual value against a critical value found in a Chi-Square distribution or the theoretical value where degrees of freedom is calculated as (no. of rows – 1 x no. of columns–1). To make a conclusion about the hypothesis the Pearson chi-squared coefficient is compared with the theoretical value at 95% confidence. The table gives Pearson chi-squared value as 7.144 for 4 degrees of freedom with a significance of 0.102. Valid cases have reduced to 82 as 12 issues has not completed 1 year of listing.

*Table 2: Chi-Square Tests Result*

|  | Value | df | Asymptotic Significance (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 7.144[a] | 4 | 0.102 |
| Likelihood Ratio | 7.846 | 4 | 0.091 |
| N of Valid Cases | 82 | | |

a. 1 cells (11.11%) have expected count less than 5. The minimum expected count is 5.49 Calculated chi square value=7.144, Theoretical chi square value= 9.488. Since the calculated Chi Square value is less than the theoretical Chi Square value the null hypothesis H0 cannot be rejected. Hence it shows that short term gain is independent of proportion of OFS.

**Conclusion:** Offer for Sale gives opportunity to existing shareholders to dilute their stake through public offering. The process allows fair and transparent price discovery through book building process. Promoters or existing shareholders would always like to sale their stake at higher price by asking investment banker to fix the price band higher. High issue price will leave no scope of listing gain or short-term gain for the investors. Our study aimed at analyzing the interdependency of listing gain or short-term gain on the proportion of OFS in fresh issue. We found in our research that both listing gain and short-term gain are independent of the proportion of the OFS or fresh issue. Our research suggests that prediction of price movement on listing on the basis on proportion of offer for sale in the IPO may not help investor to make extraordinary gain. We could not find any research paper that that studied the impact of proportion of OFS in fresh issue on listing gains or short-term gains. This paper also contributes to the literature on Investors sentiment towards proportion of offer for sale in IPO. The research does not find any relationship between the two, thus predicting gain of any stock based on the proportion of OFS or fresh issue because it may lead to false results which can ultimately lead to wrong selection of IPO for investment or possibly lead to losses.

**Reference:**

1. Ambily, D., K, A., & Balakrishnan, D. (2016). A study on performance of IPO's under NSE from issue price to last trading price in the year 2013-2015. *Research India Publications*, *8*(1), 43-48.

2. Blau, B., & Griffith, T. (2016). Price clustering and the stability of stock prices. *Journal of Business Research*, *69*(10), 3933-3942.
3. Dr. K Hema Divya. (2016). A study on performance of Indian IPO's during the financial year 2010-2011. *International Journal of Marketing, Financial Services & Management Research*, *2*(7), 11.
4. Garfinkel, J. (1993). IPO Underpricing, Insider Selling and Subsequent Equity Offerings: Is Underpricing a Signal of Quality? *Financial Management*, *22*(1), 74.
5. Hanley, K., Kumar, A., & Seguin, P. (1993). Price stabilization in the market for new issues. *Journal of Financial Economics*, *34*(2), 177-197.
6. Jethmalani, H. (2018). *Offers for sale dominate IPOs*. *http://www.livemint.com/*. Retrieved 15 March 2018, from http://www.livemint.com/Money/A2XdfG40f2J6OdEdz1h8jP/Offers-for-sale-dominate-IPOs.html
7. Lee, P., Taylor, S., & Walter, T. (1999). IPO Underpricing Explanations: Implications from Investor Application and Allocation Schedules. *The Journal of Financial and Quantitative Analysis*, *34*(4), 425.
8. *Public Issue Vs Sale Offer: Spot the Difference*. (2018). *the Financial Express*. Retrieved 15 March 2018, from http://www.financialexpress.com/archive/public-issue-vs-sale-offer-spot-the-difference/39233/
9. Sehgal, S., & Sinha, B. (2013). Valuation of IPOs in India-An Empirical study. *Business and Economic Research*, *3*(2), 183.
10. A Swift Deal. (2018). *Money Today*. https://www.businesstoday.in/moneytoday/stocks/working-of-the-offer-for-sale-mechanism/story/215115.html
11. Dr. Rajesh Kumar Agrawal and Ms.Vaishali Bakliwal (2015). A Study on Initial Public Offer (IPO) In India International Journal of Ethics in Engineering & Management Education Website: www.ijeee.in (ISSN: 2348-4748, Volume 2, Issue 11, November 2015) pg 1-7.
12. Dr. S. Poornima, Aalaa. J. Haji, Deepha, 2016. A study on the performance of initial public offering of companies listed in NSE, India & Gulf Base GCC Index, *Indian journal of applied research,* Volume - 7 | Issue - 7 | July - 2017 | ISSN - 2249-555X | IF: 4.894 | IC Value: 79.96 Pg 390- 392.
13. Ms. Smitha V. Shenoy, Dr. K. Srinivasan, 2018. Relationship of IPO Issue Price and Listing Day Returns with IPO Pricing Parameters, International Journal of Management Studies, Vol.–V, Issue –4(1), October 2018 pg-11 to 22.
14. Iqbal Thonse Hawaldar, K.R. Naveen Kumarand T. Mallikarjunappa, 2018. Pricing and performance of IPOs: Evidence from Indian stock market *Cogent Economics & Finance, January 2018, Vol. 6, No. 1 pp. 1-20.*
15. Zachary A. Smith, Ph.D., 2009. An Empirical Analysis of Initial Public Offering (IPO) Performance, *journal of finance and accountancy*, Working paper.
16. Mahmood Osman Imam & Cynthia Van Hulle, 1998. "The post-issue price performance of initial public offerings in Belgium," Brussels Economic Review, ULB -- Universite Libre de Bruxelles, vol. 159, pages 279-297.
17. Ravi Kiran, Rohini Inder Chopra MPhil,2011 Price Performance of IPOS in Indian Stock Market, *EuroEconomica,* Vol 30, No 4 (2011), Pg 73-97.
18. Dr. Nalina K B, Rakesh H M, 2017 Indian IPO Performance, Journal of Emerging Technologies and Innovative Research, (ISSN-2349-5162) April 2020, Volume 7, Issue 4, pg 25-33

# 30. Challenging and Opportunities in Implementing Reskilling Program for Disadvantage Youth

## Meenakumari Dayma, Sayali Ghadi

*Tybaf, Baf, Mumbai.*

*ABSTRACT*

*Reskilling program aims to help young people from underprivileged backgrounds learns new skills. These program face like not having enough money, lacking access to technology, and dealing with language and cultural differences. However, they also offer opportunities, such as using online platform for learning, improving job prospects, and providing mentors for guidance. To keep these programs running successfully, it's essential to have partnership with local businesses and development relevant curricula. Technology, especially online learning, plays a vital role in making these programs accessible. By addressing the challenges and utilizing the opportunities, these programs can effectively help disadvantage youth again new skill and improve their lives.*

*KEYWORDS*

*Reskilling program, Disadvantage youth, underprivileged, Mentors, Cultural differences.*

**Objective:**

- Implementing a reskilling program for disadvantaged youth has both challenges and opportunities.
- A major challenge is the limited access to technology, which can hinder participation.
- Financial constraints may also prevent some youth from joining the program.
- There often a lack awareness about these opportunities among the target group.
- Ultimately, it helps create a skilled workforce, benefiting the econmy.

**Introduction:**

Implementing a reskilling program for disadvantaged youth is both a complex and promising endeavor. These programs aim to equip people with the skills they need to succeed in the job market, especially those who may not have ha access to quality education or training opportunities.

While there are several challenges, such as limited access to technology and financial barriers, there are also significant opportunities to empower these youth. By providing them with relevant skills, w can improve their employability, boost their confidence, and foster social inclusion. The success of such programs can ultimately contribute to a more skilled workforce and a stronger economy.

**Review of Literature:**

The researchers have made an extensive review of literature to understand the importance of skill development in india.

1. Pao-Nan Chou (2018) made a study on "Skill development and knowledge acquisition cultivated by market education: Evidence from Arduino- based educational robotics "Observation on the evidence showed that maker education training significantly improved students content knowledge and might cultivate student's problems- solving skill development. Providing a new instructional strategy for implementing a maker education program and identified that students in the maker group required considerable learning support and continual encouragement from the instructor.
2. Dr Anand Prakash (2017) made a study on "Skill development in india: Challenges and Opportunities." The objective of the study was to understand the current state of vocational education and training and review the vocational training models of the emerging economics. The study concluded that there is a huge scope of generating skilled workforce in the country and utilize the "demographic dividend." The branding activities and active involvement of public private partnership ensure a better supply of skilled workforce.

**Advantages:**

**1. Building Confidence:**

- These programs give young people new skills, which can boost their confidence and help them fell more capable.
- They often include mentors and support systems to help with personal growth.

**2. Better Job Opportunities:**

- Learning new skills opens up more job opportunities, leading to better chances of employment and higher wages.
- The focus on skills in demand by employers can make participants more appealing to companies.

**3. Increased Social Inclusion:**

- Reskilling helps integrate disadvantaged youth into society, reducing inequality.
- It can also create a sense of belonging and community.

**4. Adaptability:**

- As industries change, reskilling helps young people stay relevant and able to find jobs in new sectors.

**5. Economic Benefits:**

- A skilled workforce contributes to economic growth and innovation in communities.

**Disadvantages:**

**1. High Costs:**

- These programs can be expensive to run, requiring money for training, facilities, and instructors.
- Securing long-term funding can be difficult.

**2. Accessibility Issue:**

- Some youth may struggle to access these programs due to location, lack of internet, or transportation Issues.
- Language barriers and cultural differences can also be obstacles.

**3. Retention Challenges:**

- Many young people May face personal or financial issues that make it hard to complete the program.
- Balancing work, family, and training can be tough.

**4.Training Quality:**

- Ensuring the skills taught are current and useful for today's job market can be challenging.
- There may be a gap between the skills taught and what employers actually need.

**5. Social Stigma:**

- Being part of a reskilling program may carry a stigma, as it might be viewed as a last resort.
- Participants could face discrimination in the job market even with new skills.

**Opportunities:**

**1. Partnership:**

- Working with business, schools, and non-profits can make the programs more effective and provide real-world experience.

**2. Technology:**

- Online learning and digital tools can make training more accessible and flexible.
- They also allow for personalized learning experiences.

**3. Comprehensive Support:**

- Offering services like career counseling, mental health support, and financial aid can help keep participants engaged and successful.

**4. Focus on Growing Industries:**

- Training for emerging fields like renewable energy or technology can prepare youth for future job markets.

**5. Community Improvement:**

- Successful reskilling programs can lead to overall better condition in the community, benefiting everyone.

**Conclusion:**

Implementing a reskilling program for disadvantaged youth comes with both difficulties and opportunities. The challenges include limited funding, lack of access to technology, weak support system, and socio-economic barriers that can prevent participation. It's also tough to create a curriculum that meets the varied needs of all participants and to find stable funding. On the other hand, these programs offer great opportunities. They can help close the skills gap, giving young need for jobs and careers. These programs can create a supportive community, offering mentorship and networking opportunities. They can also help break the cycle of poverty by providing skills that are in demand in the job market.

Success in these programs relies on teamwork between government, schools, non-profits, and businesses. By tacking the challenges and making the most of the opportunities, reskilling programs can empower disadvantaged youth, boost the economy, and create a more inclusive society. It's important to keep improving and innovating these programs to ensure they have a lasting impact.

# 31. Influence of Digital Marketing on the SUV Segment in Pune's Automotive Market

## Sandeep D. Chaudhary

*Assistant Professor,*
*International School of Management and Research, Pune.*

## Dr. Meenakshi Waykole

*Principal,*
*Arts Science & P. O. Nahata Commerce College, Bhusawal.*

*ABSTRACT*

*Traditionally, large businesses were able to reach their markets with large advertising budgets, small companies finding it difficult to compete with the fierce competition from these large companies. In today's business environment, Digital Marketing has become a new marketing tool available to all businesses, quickly building relationships with potential customers. It was an interesting form of communication that simply took the world by storm and became an object that no business, small or large, local or global, could ignore. Today, there are more than 1.28 billion active users on Facebook alone, the world's most popular social networking site.*

*Twitter, LinkedIn, Google+ and various other social networking sites have hundreds of millions of active users too. Digital Marketing is important not only for regular Internet users, but also for business. Digital Marketing refers to the means of communication between people in which they build, share, and / or exchange information and ideas in visible communities and networks.*

*Traditionally, a small business would improve their relationships by going from house to house raising awareness and growing their brand. How quickly access to this depends on their budget and the time available to their business. Consumers are willing to work with businesses to use Digital Marketing for their own benefit, and also to determine whether Digital Marketing is the right way to get what they want and can help build trust in the company. That number could be a coupon or other details. Collaborating with a company on Digital Marketing can lead to the feeling of connecting consumers with emotional, tangible benefits but the desire for intimacy is not something that drives most of them*

*KEYWORDS*

*Digital Marketing, Four-Wheeler Businesses, Sport utility Vehicle.*

**Introduction:**

Digital Marketing was completely new four years ago, and most people did not know what Digital Marketing was and how it would affect everything in our lives. It was an interesting form of communication that simply took the world by storm and became an object that no business, small or large, local or global, could ignore. Today, there are more than 1.28 billion active users on Facebook alone, the world's most popular social networking site. Twitter, LinkedIn, Google+ and various other social networking sites have hundreds of millions of active users too. Digital Marketing is important not only for regular Internet users, but also for business. Digital Marketing refers to the means of communication between people in which they build, share, and / or exchange information and ideas in visible communities and networks. Traditionally, a small business would improve their relationships by going from house to house raising awareness and growing their brand. How quickly access to this depends on their budget and the time available to their business. Traditionally, large businesses were able to reach their markets with large advertising budgets, small companies finding it difficult to compete with the fierce competition from these large companies. In today's business environment, Digital Marketing has become a new marketing tool available to all businesses, quickly building relationships with potential customers. Digital Marketing does not require large investments in terms of money or time. Digital Marketing is a tool that enables small businesses to reach large and potential audiences around the world in a very short time with minimal effort. This has opened up a whole new opportunity for small businesses to raise awareness about their products, services and marketing activities and to improve relationships by posting a positive image and discussion about the brand. Digital Marketing is a revolution. The personal, technical and commercial aspects are integrated seamlessly, and with the blink of an eye, it promotes greater communication and internal communication. Unlike traditional media channels, which offer a one-way experience, Digital Marketing is based on a two-way experience between the consumer and the business. Social Consumer, a word added to research, is the one who participates in social marketing, Digital Marketing, and consults Digital Marketing and Digital Marketing when making purchasing decisions. Consumers are working with businesses or media types through Digital Marketing, getting discounts or coupons, learning reviews as part of the purchasing process as consumer product information before making a transaction decision. Consumers are willing to work with businesses to use Digital Marketing for their own benefit, and also to determine whether Digital Marketing is the right way to get what they want and can help build trust in the company. That number could be a coupon or other details. Engaging with a company through Digital Marketing may have the feeling of connecting consumers with emotional, tangible benefits but the desire for a relationship is not what makes most of them. For many consumers, Digital Marketing is about engaging with friends and family and accessing news and entertainment that is not compatible with products. Businesses bet that Digital Marketing engagement will increase customer loyalty.

**Objectives of the Study:**

1. To understand the Digital Marketing in the field of Marketing
2. To study the performance of Four-Wheeler Business in Pune
3. To study the impact of Digital Marketing on the performance of Four-Wheeler Business in Pune

**Hypotheses of the Study:**

$H_0$: There is no significant impact of Digital Marketing on performance of Four-Wheeler Business

$H_1$: There is significant impact of Digital Marketing on performance of Four-Wheeler Business

**Scope of the Study:**

This research study provides the direction about, how Four-Wheeler Business can leverage Digital Marketing to penetrate their markets, reach their customers and develop relationships in a personal and direct manner that can catapult their brand and raise their awareness as successfully at par with any large business. The study also throws light on the influence of Digital Marketing on consumer's buying decisions and behavior.

**Research Methodology of the Study:**

The study is based on critical evaluation and analysis of basically Primary Data. The primary sources include Four-Wheeler entrepreneurs. A study is undertaken in the sampled regions to see its impact for which a detailed questionnaire is prepared to collect relevant information from the primary source for the guidance of the researchers. With the help of the questionnaire, detailed discussions were made with the certain sources of primary data to understand their views, thinking and attitude which would help to give the researchers useful recommendations, if any. The questionnaire is processed with the help of statistical tools like tabulations, grouping, percentages, averages, testing of hypothesis etc

As far as Digital Marketing is concerned, following of them are taken into consideration viz, Social Media Marketing, Content Marketing, Video Marketing, Email Marketing, Influencer Marketing etc whereas in case of Four-Wheeler Business, they were taken under the consideration as per their annual turnover

**Research Area:**

Researchers selected four-wheeler entrepreneurs from Pune. Sample sizes of 100 Four-Wheeler entrepreneurs have been taken under study. Researcher collects data through Primary and Secondary sources. Researcher distributed 100 questionnaires among the respondents

**Review of literature:**

**A study of the impact of social media on consumers by M. Nick Hajli in International Journal of Market Research Vol. 56 Issue 3:** social media has given consumers new opportunities to engage in online social media. Consumers use social media, such as online communities, to generate content and communicate with other users. Studying social media can also point out the potential benefits of a business. A wide range of models have been announced, which build on the technology adoption model and the relevant literature on

trust and social media. The model is validated by SEM-PLS, which demonstrates the role of social media in the development of e-commerce in social media. Data from the study show how social media engages consumer engagement, leading to increased trust and consumer intent. The results also show that trust has a direct impact on the purchase target. The visual usefulness (PU) of the site is also identified as part of the donation. At the end of the paper, the author discusses the results, as well as the results, limitations and indications for future research. Advances in the internet in recent years have made new programs available to the business: social media such as online communities are a good example. Common Internet access has given individuals the opportunity to use social media, from email to Twitter and Facebook, and to interact without the need for meetings. This was made easier by the Web 2.0 application. Web 2.0 is a new development, bringing the Internet to the forefront of social media by introducing social media, where people can collaborate and produce online content. Web 2.0 just gives users easy communication and participation on the web. With the rise of social media and online communities, people can easily share and access information

**Social Media Marketing: Strategies & Its Impact by VIVEK BAJPAI in International Journal of Social Science & Interdisciplinary Research Vol.1 Issue 7, July 2012, ISSN 2277 3630:** Today, we are in the 21st century, and people are not finding the time to come and talk to each other. Social media helps to connect with social networking sites where people can now stay away from home and keep in touch. Apart from these media like Facebook it builds a reliable connection between the product and the individual that leads to greater advertising opportunities. Similarly, other social media platforms such as Blogs create a forum to post comments on any event that needs to be informed and can be used as a way to promote customer acceptance and promotion. Users now find followers and subscribers and direct them to your social media page. These media have a competition for other social media platforms such as Television because there is a time gap between public events and the time we broadcast. This research paper focuses on strategies that can take this form of viral marketing in addition to the most common social media currently available. As a result, it can also help build your community strong enough to make your marketing work and buy first. Social media advertising refers to the process of gaining website fullness or attention through social media sites. Social media marketing programs often focus on efforts to create content that attracts attention and encourages readers to share their social networks. The business message spreads from user to user and probably pops up because it appears to be from a trusted, third-party source, unlike the product or company itself. Thus, this marketing approach is driven by word of mouth, which means that it is more profitable for the media than for the paid media

**Limitations of the study:**

1. The study is based on limited geographical area.
2. Further variables could be added for the purposes of detail study

**Data Analysis:**

Researcher prepared the questionnaire for respondents and distributed it among them. After receiving the questionnaire researcher analyse the questionnaire.

**Table No 1: Information of questionnaire**

| Sr. No | Respondent | Questionnaire distributed | Questionnaire received | Questionnaire rejected (due to incomplete, wrongly filled etc) | Net Sample size for study |
|---|---|---|---|---|---|
| 1 | Four-Wheler Businessman | 100 | 97 | 5 | 92 |

**Testing of Hypothesis:**

$H_0$: **There is no significant impact of Digital Marketing Marketing on performance of Four-Wheeler Business**

$H_1$: **There is no significant impact of Digital Marketing Marketing on performance of Four-Wheeler Business**

Mathematically:

| Observed Frequencies | | Four-Wheeler Business (Annual Turnover) | | | | | |
|---|---|---|---|---|---|---|---|
| | | Up to 50 Lakh | 50 LAKH-1 Cr | 1-1.5 Cr | 1.5-2 Cr | Above 2 Cr | TOTAL |
| Digital Marketing | Social Media Marketing | 15 | 2 | 3 | 2 | 1 | **23** |
| | Content Marketing | 7 | 5 | 1 | 1 | 2 | **16** |
| | Video Marketing | 2 | 1 | 3 | 2 | 4 | **12** |
| | Email Marketing | 5 | 2 | 9 | 2 | 3 | **21** |
| | Influencer Marketing | 4 | 2 | 4 | 8 | 2 | **20** |
| | TOTAL | **33** | **12** | **20** | **15** | **12** | **92** |

| Sr No | $H_0$ | $H_1$ | $\chi$_cal | $\chi$_table | p_value | Decision |
|---|---|---|---|---|---|---|
| 1 | There is no significant impact of Digital Marketing on performance of Four-Wheeler Business | There is significant impact of Digital Marketing on performance of Four-Wheeler Business | 35.78 | 26.30 | 4.35E-05 | Reject $H_0$ (i.e. There is significant impact of Digital Marketing on performance of Four-Wheeler Business) |

**\* Here level of significance is 0.05**

Thus, our null hypothesis There is no significant impact of Digital Marketing on performance of Four-Wheeler Business is concerned is rejected. Alternatively, we accept our alternative hypothesis There is significant impact of Digital Marketing on performance of Four-Wheeler Business

**Findings:**

1. The most vital factor about Digital Marketing were its reliability and transparency in financial costs
2. The one more important issue is come out from this analysis in which Four-Wheeler entrepreneurs feel Digital Marketing having very great potential as compared to other ways of marketing.

**Conclusion:**

From the above analysis, we can conclude that, Digital Marketing having very positive impact on the Four-Wheeler Business.

**References:**

1. Digital Marketing Marketing: Strategies & Its Impact by VIVEK BAJPAI in International Journal of Social Science & Interdisciplinary Research Vol.1 Issue 7, July 2012, ISSN 2277 3630
2. A study of the impact of Digital Marketing on consumers by M. Nick Hajli in International Journal of Market Research Vol. 56 Issue 3
3. S. C. Gupta and V.K.Kapoor (2006). Fundamentals of Mathematical Statistics, Sultan Chand & Sons Educational Publishers, New Delhi
4. S. C. Gupta and V.K.Kapoor (2006). Fundamentals of Applied Statistics, Sultan Chand & Sons Educational Publishers, New Delhi
5. V. Rajgopalan (2006). Selected Statistical Tests, New Age international (P) Limited, Publishers
6. B. L. Agrawal (2012) Programmed Statistics, New Age international (P) Limited, Publishers.

# 32. A Study on Surrogate SMS Charges Imposed by Banks and Its Impact on Customer Perception

**Dr. Pallavi Shah**

*Associate Professor & Research Supervisor*
*Sheth NKTT College, Than.e*

**Mr. Vibhav Galadagekar**

*Assistant Professor & Research Scholar*
*Sheth NKTT College, Thane.*

## ABSTRACT

*Short Messaging Service (SMS) is taking a backseat in Instant Messaging (IM) as newer and faster social media applications are taking over. SMS is now used mostly for bulk messaging, One Time Password (OTP), advertisements etc. Another informative use of SMS is for banking services where we receive information about financial transactions routed via our bank accounts. This highly secured communication via core banking server secured by multi layered encryption software which is fool proof and cannot be tampered with easily. The cost of maintaining these servers is quite large and marked as an indirect expense in the profit and loss statement of bank. This expense which cannot be charged against any client and has to borne by the bank itself. Reluctant for initial years, bank incurred the expense; but now have found a way to recover the cost from the customers by means of SMS alert charges. Researcher studied the impact of such charges on the perception of the 86 customers.*

## KEYWORDS

*Short Messaging Service, Instant Messaging, One Time Password, core banking.*

## Introduction:

SMS banking is quite widely used method of performing online banking transactions which is functional on both traditional as well as smart phones. SMS banking adds convenience facility and ensures comfort of the customers. Customers are well updated about their financial transactions of accounts well beyond banking hours and removing geographical restraint for banking. This round the clock SMS banking service from anywhere allows the customer to detect unauthorized transactions on their account. SMS Banking is not limited to merely financial alerts but also encompasses several other factors like Aadhar and KYC updates, Birthdays and Anniversary wishes as against traditional banking activities. It also provides alerts on Inward and Outward clearing of cheques, interest on investments,

deductions of amount via standing instructions and it reduces the risk of thefts and frauds as it gives real time information of transaction to customer.

Vide circular dated 26th November, 2013 Reserve Bank of India (RBI) had announced the Customer service charges imposed by bank for sending alert via SMS to be modified as per the notification. The said notification was imposed keeping in mind the need to adjust the SMS alert charges on basis of actual usage rather than mere equitable flat rate for each consumer.[1]

By way of SMS alerts banks can notify the consumers about several transactions, banking services, early detection and reporting, warning signals and alerts, avoid misuse of personal data, sending Early Warning Signals, tracking Red Flagged Accounts etc.

On 26th May, 2023 Central Bank of India was penalised with compensation of Rs. 84.5 Lakhs for non – compliance with the above notification. Central Bank of India had failed to implement the revised banking charges as per circular dated 26th November, 2013 and thus was penalised.

**Literature Review:**

1. Adesoga and Louise (2016) in their research stated commitment toward consumers, professionalism in banking approach and secured banking transactions as three critical parameters for consumer satisfaction. Banks must rationally try and build an intensive and robust training regime to strength these three pillars. These three pillars act as deciding factors for consumers while selection or maintain banking relations.
2. Mustapha, Hananu and Sadick (2015) in their research stated importance of timely and reliable information related to financial transactions especially regarding their salary credit alerts to working population. They also emphasised banks to develop infrastructure and alert systems to provide accurate information to consumer in cost effective manner and with privacy and security.
3. Nuka and Ofor (2018) in their study mentioned various techniques to enhance cyber security infrastructure and tackle issues related to bulk mail, personalized emails, protecting sensitive data of the consumers etc. Effective Use Case Modelling, Sequence Diagram and Implementation of innovative architecture were elaborated.
4. Vishwavardhan, Manjula and Naik (2021) developed in their research various tools to protect the encryptions of digital privacy and security. These include Direct Generation of Keys, Component Based Key Generation, AES Round Key Generation Algorithm, On the Fly Key Schedule etc. which would enhance digital payment platforms.

**Methodology:**

**Objectives:**

- To study the awareness among account holders about SMS charges levied by banks.
- To study the customer perception regarding SMS charges levied by the banks.

---

[1] https://www.rbi.org.in/scripts/NotificationUser.aspx?Id=8594&Mode=0

- To access the transparency level regarding SMS charges by the banks.

## Problem Statement:

Interest rates which is the operating profit margin for the banking industry is controlled by the Central Bank. Such margins keep on fluctuating making the profit uncertain. Banks have to operate on these thinning and fluctuating margins and deliver to the shareholders' demands. Simultaneously, customer relationship also needs to be balanced; as increased service charges on the customers will lead to their dissatisfaction. This research paper will analysis the relationship between surrogate SMS charges imposed by the bank on customer perception.

## Hypothesis:

- There exists no significant relationship between SMS charges levied by bank and consumer perception towards the bank.
- There exists no significant relationship between surrogate SMS charges levied by bank and confidence level of the consumer towards the bank.

## Data Collection:

Primary data was collected from conducting survey of respondents from Thane region – Kopari, Naupada, Vartak Nagar, Shrinagar, Kasarwadavali and Kapurbawadi. Total 124 samples were collected and analysed. Secondary sources are also reviewed – RBI circulars, annual reports, news articles etc.

## Data Analysis:

Researcher conducted an online quantitative study across Thane city. Research covered a broader issue on understanding the perception of the customers regarding the SMS charges and the surrogate nature by which they are imposed. The sample size chosen by the researcher was 124 samples across regions of Thane city.

| Area | Male | Female | Total |
|------|------|--------|-------|
| Kopari | 12 | 1 | 13 |
| Naupada | 24 | 18 | 42 |
| Vartak nagar & Shrinagar | 11 | 5 | 16 |
| Kasar wadavali | 10 | 8 | 18 |
| Kapurbawadi | 22 | 13 | 35 |
| Total | 79 | 45 | 124 |

The analyzed perception (Likert Scale 1 – 10) about various banking aspects of the sample surveyed is as follows –

| Particular Banking Aspect | Mean |
|---|---|
| Awareness about Banking services | 7.63 |
| SMS service charges | 4.31 |
| Internet banking facilities | 7.11 |
| Security of financial services | 6.94 |
| Mobile phone banking services | 8.70 |

**Hypothesis Testing:**

The mean of two variables – SMS charges and Consumer perception towards bank were **4.3145** & **4.5483** respectively & the variance was **4.9653** & **5.4854** respectively with n = 124 for both. Pearson Correlation coefficient which measures the strength of the linear relationship between the two variables was **-0.08628** which suggest a very weak correlation between the SMS charges and perception about the bank.

*t-Test: Paired Two Sample for Means*

|  | *Variable 1* | *Variable 2* |
|---|---|---|
| *Mean* | *4.314516129* | *4.548387097* |
| *Variance* | *4.965316024* | *5.485444532* |
| *Observations* | *124* | *124* |
| *Pearson Correlation* | *-0.08628278* | |
| *t Stat* | *-0.772970883* | |
| *P(T<=t) one-tail* | *0.220511248* | |
| *t Critical one-tail* | *1.657336397* | |
| *P(T<=t) two-tail* | *0.441022496* | |
| *t Critical two-tail* | *1.979438685* | |

Assuming no difference between means of the two variables –by hypothesized mean we calculate t – value at -0.7729 having degree of freedom df = 123. This t – value is smaller than the critical t – value for both one tail and two tail tests. The p – value corresponding to the t – values are greater than classical significance level of 0.05.

***Thus, we reject the null hypothesis that there exists no significant relationship between SMS charges levied by bank and consumer perception towards the bank***

**Key Findings:**

Despite of hidden / surrogate charges levied by the banks; customers do not intend to switch their business to any other bank.

- There is low awareness about customers about SMS alerts charges and related policies.
- According to the samples surveyed, there is lack of transparency regarding SMS alerts charges levied by the banks.

- Only 6% of the samples surveyed are aware about the RBI circulars pertaining to levy of service charges by the bank.
- 44% of the samples are aware about the difference between SMS alert and SMS banking.
- Only 9% of the samples agree that the banking staff is polite and patient enough to explain the process, procedure and the legal and functional technicalities of the SMS alert system.

**Suggestions:**

After through research and examination of several parameters, and on the basis of analysis and findings researcher puts forth the following suggestions.

- Banks should consider in app message as a way of providing information to the consumers. The cost per message by in app notification is 0.0001p as against 0.12p for traditional way of sending messages. RBI should also consider this operational expense aspect find a middle way to ensure security and feasibility.
- Banks should not in interim earn revenue from such operations by way of platform fees, GST charges, banking fees etc. Strict monitoring of this aspect is to be ensured. Banks should charge only those SMS which are Alert in nature and not others like – OTPs, Promotional messages etc.
- Awareness drives undertaken by RBI should focus on educating the consumers about various banking charges.
- Consumers' courts and banking ombudsman should be more approachable and their presence visible to consumers.
- Strict action against defaulting banks and the execution of punishment should be on immediate basis. Lag in judicial proceedings and bureaucracy should be avoided.

**Conclusion:**

Since the SMS alert is a mandate by the RBI vide circular which states that the financial institution should bear the cost of the entire IT infrastructure it is seen that the banks are dumping the charges on the consumers by way of variety of 'banking charges.' There should be an increase in awareness amongst consumers about their rights and remedies if the rights are being violated. From the research we can conclude that banking industry reflects lack of mobility amongst customers. This lack of migration results in increased loyalty of the customers towards their respective banks.  Banks & Customer share a relationship which is far more valuable to the customers to be separated by pricing disagreements. Bank should not take advantage of this trustful nature of consumers.

**References:**

**Bibliography:**

1. Amin, H., & Ramayah, T. (2010). SMS Banking: Explaining the Effects of Attitude, Social Norms and Perceived Security and Privacy. ˜the œElectronic Journal on Information Systems in Developing Countries, 41(1), 1–15.

2. Adagunodo, E., Awodele, O., & Idowu, S. (2009). SMS User Interface Result Checking System. Informing Science and IT Education Conference.
3. Olusanya O. & Onazi O. (2015). Result Alert System through SMS and E-mail, IOSR Journal of Mobile Computing & Application (IOSR-JMCA), 2(2), 41-45
4. Ramayah T., Taib F. M. and Ling K.P. (2006) Classifying Users and Non-Users of Internet Banking in Northern Malaysia, Journal of Internet Banking and Commerce, 11, 2
5. Hernandez C. J. M. and Mazzon J. A. (2006) Adoption of Internet Banking: Proposition and Implementation of an Integrated Methodology Approach, Int. J. Bank Marketing, 25(2), 88

**Webliography:**

1. https://www.smseagle.eu/2020/04/06/sms-usage-statistics-in-2019-market-predictions-for-2020-2023-and-beyond/
2. https://fastercapital.com/topics/sms-banking-fees-and-charges.html
3. https://core.ac.uk/download/pdf/234625949.pdf
4. https://www.mdpi.com/2073-431X/8/3/64
5. https://www.researchgate.net/publication/311865025_Consumer_perceptions_of_banking_services_Factors_for_bank's_preference
6. https://www.arcjournals.org/pdfs/ijmsr/v3-i1/4.pdf
7. https://www.researchgate.net/publication/346590984_Development_of_an_Automated_SMS_Alert_Mailing_System
8. https://www.researchgate.net/publication/367254413_INTERNATIONAL_JOURNAL_OF_FOUNDATIONS_OF_COMPUTER_SCIENCE_SBST_SMS_Based_Secure_Transaction_for_Mobile_Banking
9. https://economictimes.indiatimes.com/tech/technology/replace-sms-alerts-for-customers-bank-transactions-with-app-notifications-industry-lobbies/articleshow/92090339.cms?from=mdr
10. https://finance.ec.europa.eu/system/files/2018-06/study-on-bank-fees-behaviour_december2012_en.pdf

# 33. The Role of Career Counselling in Youth Skill Development

## Abhijit Dhamne, Sanghapal Jadhav

*BMS, Student, Chetana's Self – Financing Courses,*
*Mumbai, Maharashtra.*

## ABSTRACT

*Career counselling plays a pivotal role in shaping the skill development of youth, facilitating a smoother transition from education to employment. This research paper explores the multifaceted contributions of career counselling to youth skill development, highlighting its impact on career readiness, self-efficacy, and long-term career satisfaction. Through a comprehensive literature review and empirical analysis, the study examines how career counselling interventions enhance critical skills such as decision-making, goal-setting, and self-awareness. Additionally, the paper investigates the role of career counselling in addressing the evolving demands of the labour market, particularly in the context of technological advancements and globalization. Findings indicate that structured career counselling programs significantly improve youth's ability to navigate career paths, align their skills with market needs, and adapt to changing professional landscapes. The research underscores the necessity of integrating career counselling into educational curricula to foster a skilled and resilient future workforce. Recommendations for policy makers, educators, and counsellors are provided to optimize career counselling practices and support youth in their career development journey. Thus, because of the demographic characteristics, there were 83.3% male and 16.7% female respondents*

## KEYWORDS

*Career counselling, Youth skill development, Career readiness, Self-efficacy, Decision-making.*

## Introduction:

In today's rapidly evolving job market, the development of relevant skills among youth is paramount. Career counselling serves as a critical mechanism in bridging the gap between educational outcomes and the demands of the workforce. By providing tailored guidance and support, career counselling helps young individuals navigate their career paths, align their personal interests with market needs, and develop essential skills that enhance their employability.

Career counselling encompasses a wide range of activities, including career assessments, workshops, mentoring, and information dissemination. These services are designed to help youth understand their strengths, interests, and potential career paths. Moreover, career counselling addresses various challenges that young people face, such as the uncertainty of job prospects, the mismatch between skills and job requirements, and the evolving nature of work.

Through career counselling, youth are better equipped to make informed decisions about their education and career choices. This support not only fosters individual growth but also contributes to the broader economic development by creating a more skilled and adaptable workforce. As the future of work continues to transform, the role of career counselling becomes increasingly vital in preparing the next generation to meet the challenges and opportunities of a dynamic global economy.

This research paper explores the multifaceted role of career counselling in youth skill development. It examines how career counselling interventions can bridge the gap between education and employment, enhance employability, and ultimately contribute to economic growth and social well-being. By analysing various counselling models, methodologies, and their outcomes, this study aims to provide a comprehensive understanding of how career counselling can be optimized to meet the evolving needs of the youth in the 21st century.

The findings of this research will offer valuable insights for educators, policymakers, and career counsellor's, highlighting best practices and strategies to improve the effectiveness of career counselling programs. Ultimately, this study seeks to underscore the importance of career counselling as a catalyst for empowering young people, fostering lifelong learning, and ensuring a resilient and adaptable workforce.

**Evaluation and Benefits:**

➢ **Exploration of oneself:** Career coaching encourages people to consider their interests, beliefs, and abilities. This self-exploration method helps find prospective job options that align with both their professional and personal goals.
➢ **Making informed choices:** Individuals who work with career counsellors learn about numerous career alternatives, company developments, and the skills necessary for success. This information enables people to make educated professional selections.
➢ **Setting objectives and Planning:** Professional counselling services assist individuals in setting realistic and attainable professional objectives. The creation of an organizational strategy helps to break down long-term goals into smaller stages, generating a feeling of sense of purpose and direction.
➢ **Resolving professional Challenges:** Individuals may confront professional changes, job discontent, or work-life balance concerns. Career counsellors offer guidance and techniques for overcoming these obstacles, emphasizing resilience and adaptation.
➢ **Difficulties during mid-careers:** At mid-career, individuals may doubt their job fulfilment and fulfilment. Seeking career advice in your mid-career stage may give significant insights into revaluating your objectives, investigating new prospects, or even contemplating a career move.

➢ **Unanticipated job losses or professional setbacks:** It can cause emotional distress. Career counselling services can assist people cope with these difficulties by allowing them to review their talents and seek new career routes.

**Objective:**

➢ **Identify the Impact:** To determine how career counselling influences the acquisition of skills among youth, including both technical and soft skills.
➢ **Enhance Career Awareness:** To assess the effectiveness of career counselling in raising awareness among youth about various career paths, educational requirements, and job market trends.
➢ **Improve Decision-Making:** To evaluate how career counselling aids in improving the decision-making capabilities of youth regarding their educational and career choices.
➢ **Develop Personal Skills:** To explore the role of career counselling in developing personal skills such as communication, leadership, problem-solving, and adaptability among youth.
➢ **Support Career Planning:** To understand how career counselling helps youth in setting realistic career goals and developing actionable plans to achieve them.
➢ **Increase Employment Readiness:** To examine the role of career counselling in enhancing the employability of youth by equipping them with the necessary skills and knowledge to enter the workforce.
➢ **Address Barriers:** To identify the challenges and barriers faced by youth in accessing effective career counselling and to propose solutions to overcome these obstacles.
➢ **Promote Lifelong Learning:** To investigate how career counselling fosters a culture of continuous learning and skill development among youth, preparing them for future career advancements.

**Review of Literature:**

**Baloch, Rashid Ali Shar &Shah, Naimatullah (2014)**, this study focused on the significance of awareness about selection process in student's career choices. The outcomes of the research revealed that there is a significant relationship between awareness of selection and recruitment process, and students' career decision making and career choice, also significant impact on the social and familiar influences on the students' career decision making, selection of colleges and choices persistence on was observed.

**Bossman, Fabea &Ineke (2014)**, the aim of this research was to find out the factors influence the career choices of students of cape coast university. A description study design was adopted and random sampling techniques were used. The outcomes of the study revealed that the educational factor is going back to school to upgrade himself and it was recommended that career choice should be inculcated into the curriculum for the help of the students regarding their career choice.

**Pascuala, Nancy T. (2014)**, the aim of this study was to find out the factors affecting the career performance of high school students Laboratory school in Morong Rizal of University of Rizal System. The outcome of the research revealed that in choosing course in college, the students considered the availability of work after college.

The findings also revealed that the students' career success can be best attained if students choose their career that suits to their personality, ability and intellect. The school administrator, parent, guidance counsellor can collaborate and come-up with the better career plan for students.

**Bujdoso, Gyongyi (2014),** the aim of this research is to examine the ways of harmonization of skills that electronic materials require and the students' knowledge on the field of using electronic learning materials in higher education.

**Owino, Joshua &Odera, Florence (2014)**, the aim of this research was to: identify Guidance &Counselling practices and to find out how learners respond to Guidance &Counselling practices in primary schools in Kisumu West Sub County. The practices by teachers were independent variable while Guidance &Counselling dependent variable. The behavioural theory of B.F. Skinner was adopted. Ex post facto research design was used for this study.

**Research Methodology:**

This study is based upon a Primary Data and Secondary Data. The primary data is collected by conducting a questionnaire Method by using a Simple Random sampling method, in that we have total 10 questions were asked to the respondents

 **Primary Data:** - **Questionnaire**

**Secondary Data:** - **Websites**

**Data Analysis and Interpretation:**
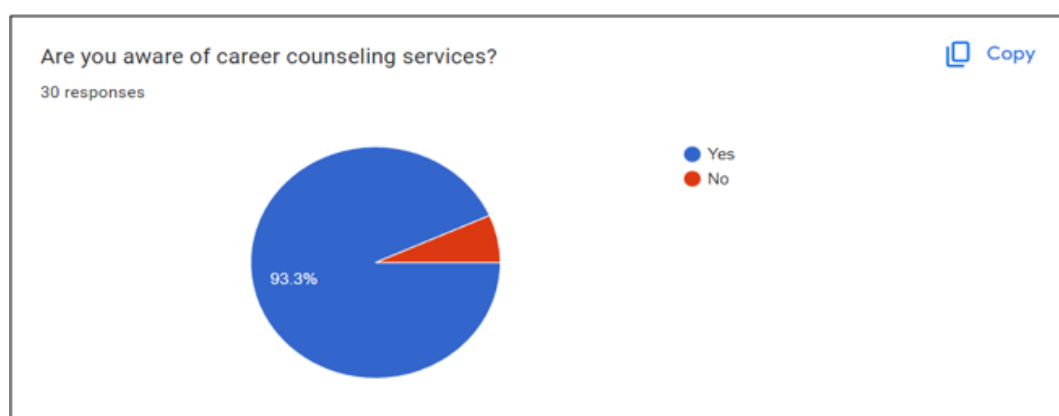


**Data interpretation:** This pie chart shows the results of a survey asking people if they are aware of career counselling services. 93.3% of the 30 respondents said yes, and 6.7% said no. This indicates that most people are aware of career counselling services.
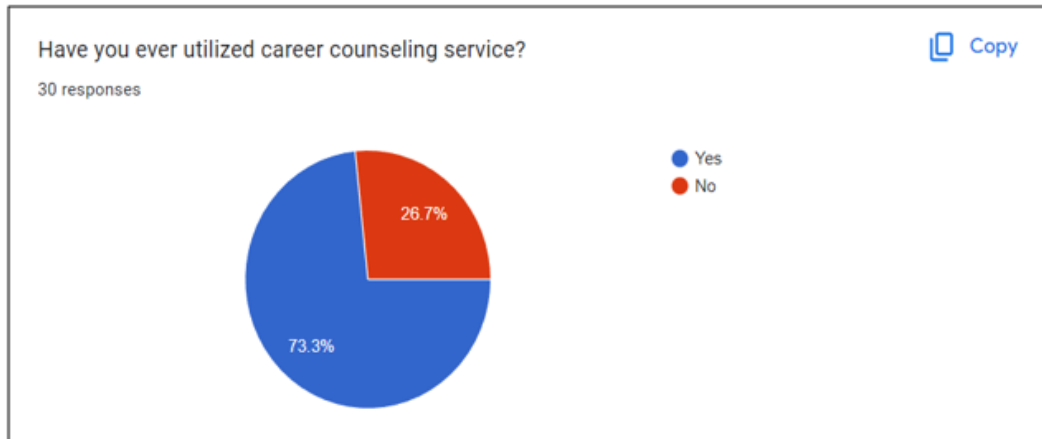
**Data interpretation:** This pie chart shows the results of a survey asking people if they have ever utilized career counselling services. 73.3% of the 30 respondents said yes, and 26.7% said no. This indicates that most people have utilized career counselling services.
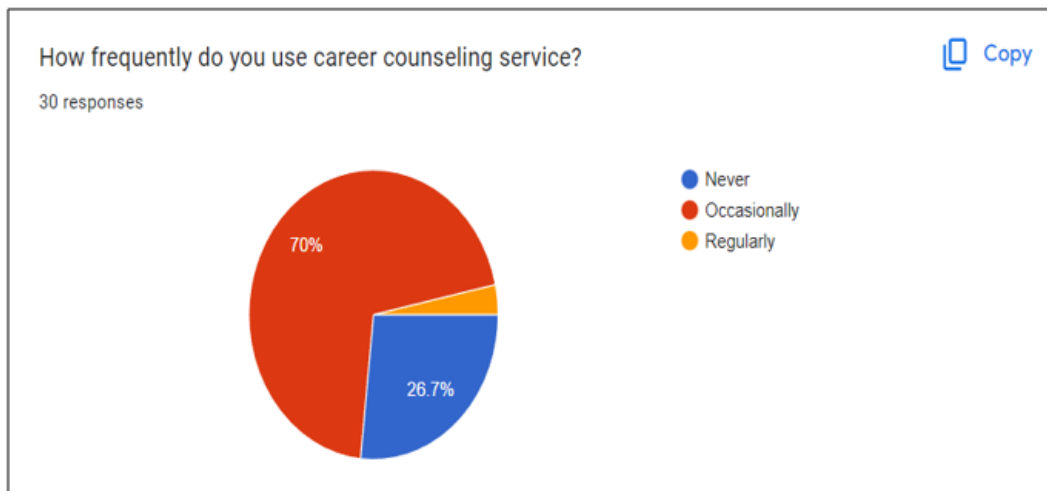


**Data interpretation:** This pie chart shows the results of a survey asking people how frequently they use career counselling services. 70% of the 30 respondents use these services occasionally, 26.7% never use them, and 3.3% use them regularly. This indicates that most people use career counselling services occasionally**.**

**Data interpretation:** This pie chart shows how helpful people found career counselling in making career decisions. 60% of the respondents found it helpful, 20% found it very helpful, 20% found it neutral, and none found it unhelpful or very unhelpful. Overall, the responses suggest that career counselling is generally perceived as helpful in making career decisions.
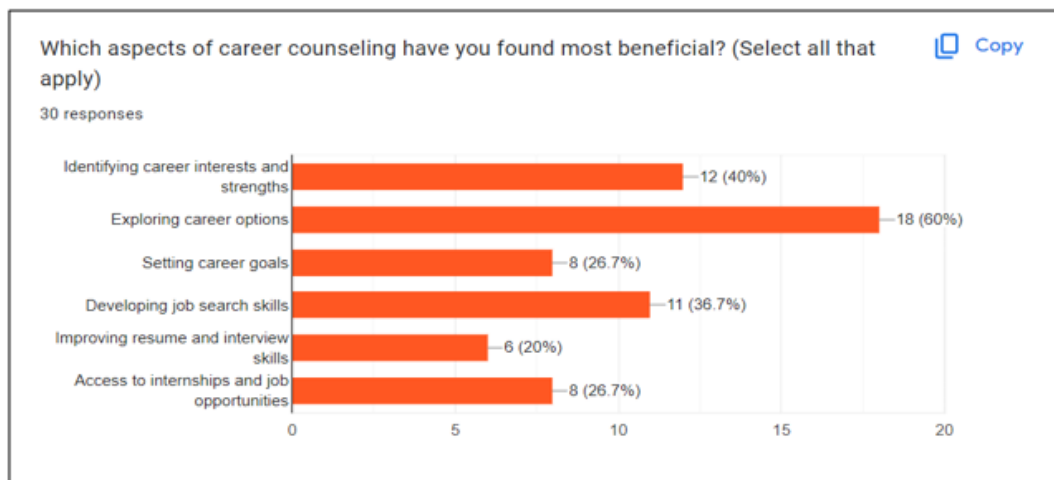


**Data interpretation:** The bar chart summarizes a survey of 30 respondents on the most beneficial aspects of career counselling. Key findings include:

Exploring Career Options (60%): Most beneficial, highlighting the value of understanding various career paths. Identifying Career Interests and Strengths (40%): Important for self-awareness. Developing Job Search Skills (36.7%): Essential for effective job search strategies. Setting Career Goals (26.7%): Crucial for career planning. Access to Internships and Job Opportunities (26.7%): Important for gaining practical experience and employment. Improving Resume and Interview Skills (20%): Helpful for resume and interview preparation.

Overall, exploring career options and identifying personal strengths are the top benefits, indicating that career counselling is valued for its comprehensive support in various career development aspects.
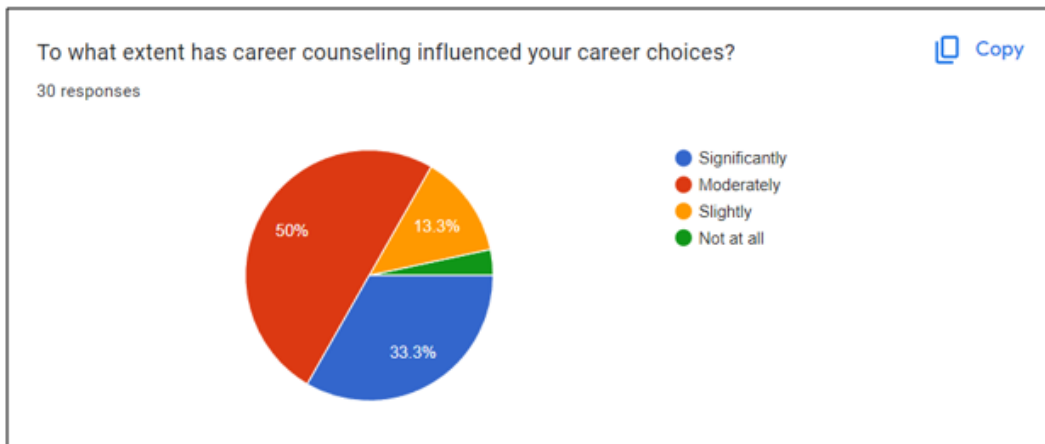


**Data interpretation:** The pie chart shows how career counselling has influenced the career choices of 30 respondents. Here are the results:

Significantly: 33.3% of respondents felt that career counselling had a significant influence on their career choices. Moderately: 50% of respondents said it had a moderate influence. Slightly: 13.3% of respondents felt it had a slight influence. Not at All: 3.3% of respondents said it did not influence their career choices at all.
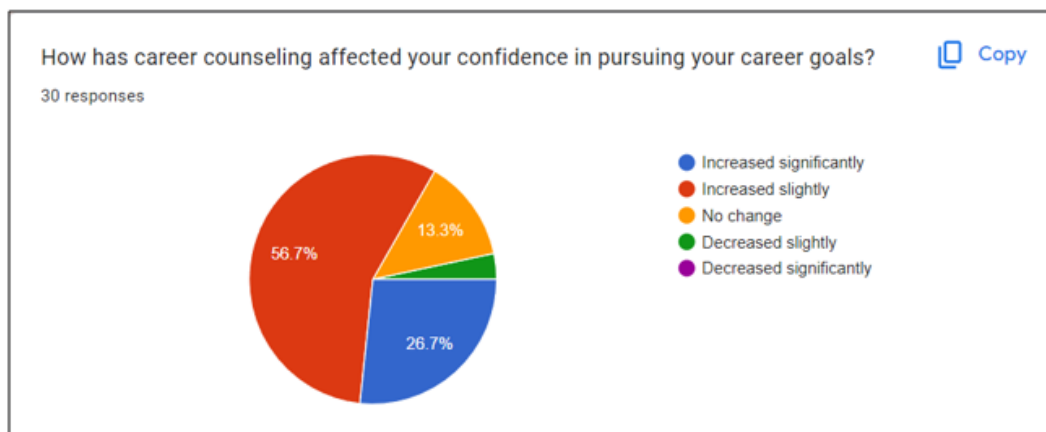


Overall, the chart indicates that career counselling has a positive impact on career choices for most respondents, with a majority finding it moderately or significantly influential.

**Data interpretation:** The pie chart represents the impact of career counselling on individuals' confidence in pursuing their career goals based on 30 responses. Here's a simple breakdown of the results:

Increased significantly: 26.7% of respondents feel that career counselling has significantly increased their confidence. Increased slightly: 13.3% of respondents feel that career counselling has slightly increased their confidence. No change: 56.7% of respondents feel that career counselling has not changed their confidence. Decreased slightly: No respondents feel that career counselling has slightly decreased their confidence. Decreased significantly: No respondents feel that career counselling has significantly decreased their confidence.

The majority of respondents (56.7%) reported no change in their confidence after career counselling, while a combined 40% (26.7% + 13.3%) experienced an increase in confidence. No respondents reported a decrease in confidence.
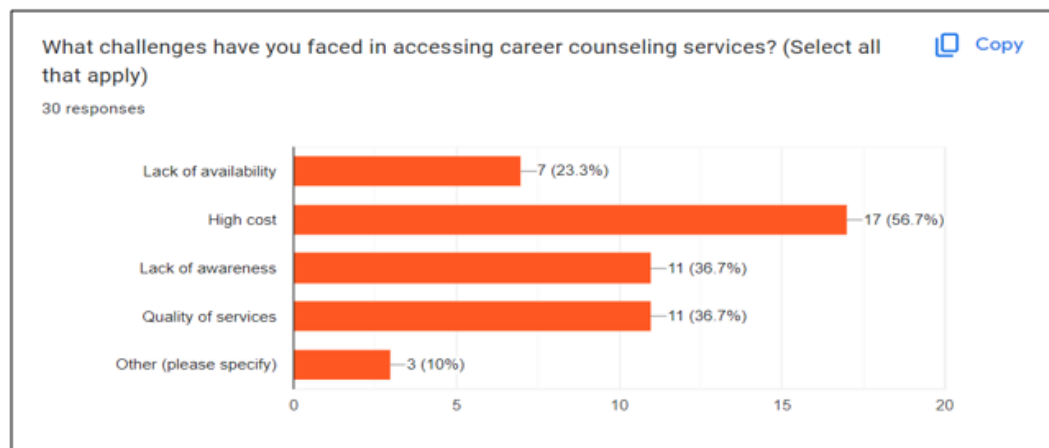


**Data interpretation:** The bar chart shows the challenges people have faced in accessing career counselling services based on 30 responses. Here's a simple breakdown of the results:

High cost: 56.7% (17 respondents) indicated that the high cost is a major challenge.

Lack of awareness: 36.7% (11 respondents) mentioned a lack of awareness about the services as a challenge.

Quality of services: 36.7% (11 respondents) pointed out that the quality of services is a challenge.

Lack of availability: 23.3% (7 respondents) reported that the lack of availability of career counselling services is a challenge.

Other: 10% (3 respondents) specified other challenges not listed in the options.

The most significant challenge is the high cost, while the least reported challenge falls under the "other" category.

**Finding:**

➢ Career counselling helps youth understand their strengths, weaknesses, interests, and values, leading to better self-awareness.
➢ Provides youth with comprehensive information about various career options, helping them make informed decisions about their future.
➢ Assists in identifying the skills required for different careers and developing a personalized plan to acquire those skills.
➢ Helps students see the relevance of their education to their future careers, increasing motivation and engagement in their studies.
➢ Enhances self-confidence by helping youth set achievable goals and providing support in reaching them.

**Limitation:**

➢ **Limited Resources:** Not all schools or organizations have access to comprehensive career counselling resources or qualified counsellors.
➢ **Individual Variability:** Career counselling may not fully address individual differences in interests, skills, and circumstances.
➢ **Economic Barriers:** Access to high-quality career counselling can be limited for economically disadvantaged youth.
➢ **Static Information:** Career counselling may rely on outdated or static information about job markets and career trends.
➢ **Parental Influence:** Parental expectations and pressures can overshadow the guidance provided by career counsellors.

**Suggestion:**

➢ **Early Assessment**: Conduct assessments to identify students' interests, strengths, and areas for improvement to tailor skill development strategies.
➢ **Career Exploration**: Provide information on various career options, including emerging fields, to broaden students' horizons and help them make informed decisions.
➢ **Goal Setting**: Assist students in setting realistic and achievable career goals based on their interests and skills.
➢ **Skill Identification**: Help students identify and develop key skills required for their chosen career paths, including both technical and soft skills.
➢ **Educational Planning**: Guide students in selecting appropriate educational paths and extracurricular activities that align with their career aspirations.

**Conclusion:**

Career counselling plays a crucial role in youth skill development by providing personalized guidance that helps individuals identify their strengths, interests, and career aspirations. It helps young people make informed decisions about their educational and professional paths, which in turn supports the development of relevant skills. By offering resources, support, and planning strategies, career counselling helps bridge the gap between educational experiences and the demands of the job market.

Overall, effective career counselling fosters confidence, enhances skill alignment with career goals, and improves employability prospects.

**References:**

1. https://www.careercounsellingiicc.com/blog-details/finding-your-path:-the-role-of-career-counselling
2. https://shodhgangotri.inflibnet.ac.in/bitstream/20.500.14146/6350/3/03_review%20of%20literature.pdf
3. https://www.pushfar.com/article/the-importance-of-career-counselling/
4. https://euroguidance.eu/to-bring-the-benefits-of-career-counseling-guidance-to-the-youth

# 34. A Study on How NEP is Helping to Shape the Future of Education and Society

## Mukadam Zaid, Gowda Jyothi

*Tolani college of commerce.*

## ABSTRACT

*The national education policy (NEP) 2020 represents a transformative initiative aimed at revamping India's to better align with contemporary global standards and societal needs. This research examines the multifaceted impacts on the NEP on the future of education, its implication on youth development, and the broader societal changes Its seeks to foster. The policy emphasis on holistic and multidisciplinary learning seeks to foster critical thinking, creativity, and flexibility in subject choices, thereby preparing students for the complexities of the modern world. By prioritizing early childhood care and education (ECCE), the NEP aims to ensure universal access to quality foundation education, crucial for developing literacy and numeracy skills by grade 3 The integration of technology and digital resources in education aims to bridge the digital divide and enhance learning outcomes, equipping youth with digital literacy essential for the 21st century. Additionally, the policy's focus on vocational education promotes skill development and employability, Empowering young people to meet the demand of the evolving job market. Through this initiative, the NEP aspires to create a inclusive, equitable, capable of driving sustainable development and social progress. This research provides comprehensive analysis on the NEP strategies and their potential to shape the future trajectory of Indian education, youth empowerment, and societal advancement.*

## KEYWORDS

*National Education Policy (NEP), Global standard, Societal needs, holistic, multidisciplinary.*

## Introduction:

The national educational policy (NEP) 2020 marks a significant milestone in the evolution of India's educational landscape. Envisioned as a comprehensive framework, the NEP aims to overhaul the current education system to better prepare students for the demands of the 21st century and to position India as a global knowledge superpower. This policy, which comes after a gap of 34 years, introduces a range of reforms that seek to address the systemic issues and elevate the quality of education at all levels, from early childhood care to higher education.

On of the central tents of the NEP is its commitment of fostering a holistic, flexible, and multidisciplinary approach to education. By promoting critical thinking, creativity, and broad-based understanding pf various disciplines, the policy aims to develop well-rounded individuals capable of thriving in a complex and interconnected world. The NEP's emphasis on foundational literacy and numeracy, particularly in the early years of schooling, aims to lay a strong educational foundation for all children, ensuring that every student acquires the essential skills needed to succeed.

For the youth, the NEP brings array of opportunities designed to equip them with the skills and knowledge necessary for the modern economy. The integration of technology and digital learning tool, along with a focus on vocational training and skill development, aims to make education more relevant and responsive to the need of the job market. This research explores the transformative potential of the NEP in shaping the future of education and society in India. It delves into the policy's key components, the implementation challenges, and the anticipated outcomes, particularly focusing on how these reforms are poised to influence the youth empowerment and societal progress. Through a comprehensive analysis, this study aims to highlight the NEP's role in creating an inclusive and equitable education system that nurtures the aspirstions of young Indians and drive sustainable development.

**Review of Literature:**

Agarwal R, and Yadav S,. (2021) An Overview of the New Education Policy 2020: It's Impact on Higher Education in India. This article provides a comprehensive overview of the key provisions of the NEP 2020 and analyzes its potential impact on higher education in India. The authors discuss the policy's implications for multidisciplinary, technology integration, employability, and research development.

Gupta R, and Kumar A, (2023) Impact of NEP on Faculty Development and Research in Indian Universities. This study evaluates the NEP's impact on faculty development and research activities in Indian universities. The authors explore how the policy influences research infrastructure, funding opportunities, and faculty engagement in research projects. Deb S, and Mahanta S, (2022). NEP and Skill Development: A Study of Mizoram's Higher Education. Focusing on Mizoram, this study explores the NEP's influence on skill development initiatives in higher education institutions. The research assesses the effectiveness of the policy in preparing students for employability and entrepreneurship in the context of Mizoram's unique socioeconomic environment. Bhatia A, and Sharma M, (2022) NEP Implementation Challenges and Opportunities in Indian Higher Education. This research paper examines the challenges and opportunities in implementing the NEP in Indian higher education institutions. The study highlights institutional barriers, faculty concerns, and infrastructural limitations that may affect successful policy execution.

Jain S, and Verma P, (2023). NEP and Skill Development: A Case Study of Employability in Indian Higher Education. Focusing on skill development, this article presents a case study of the NEP's impact on employability in Indian higher education. The study assesses how the policy aligns with industry needs and enhances students job prospects.

Inclusive and Equitable Education(kumar,2020): NEP's emphasis on inclusive education, flexibility, and choice can lead to a more equitable education system, addressing the needs of diverse learners. Teacher Training and Capacity Building (Gupta, 2021): NEP's emphasis on teacher training and capacity building can lead to improved teacher quality, pedagogy, and student outcomes.

Digital Education and Technology Integration (Jain, 2023): The policy's promotion of digital education and technology integration can increase access, improve learning outcomes, and prepare students for the digital age. Societal Impact (Singh, 2022): NEP's focus on critical thinking, creativity, and values cancontribute to the development of responsible citizens, fostering a more informed, tolerant, and inclusive society (Singh, 2022).

**Objectives:**

1. To study the impact of NEP on promoting vocational training, entrepreneurship, and skill development.
2. To investigate the role of NEP in enhancing parental and community involvement in education.
3. To study the effectiveness of NEP in reducing teacher shortages and improving teacher retention.
4. To investigate the impact of NEP on reducing educational disparities and promoting social unity.
5. To assess the effectiveness of NEP in promoting equity and inclusivity in education

**Limitation:**

1. The survey was conducted in order to get a concise information regarding the people's view on new education Policy. Which was limited only in Mumbai Suburban which may not precisely represent the actual scenario of it.
2. The sample size for the survey was small, a bigger sample size would present a better picture about the research.
3. Respondants may not have taken the survey seriously and not filled the questionnaire properly.

**Methodology**:

The Study is accurately based on questionnaire which is put up in order to procure the answers that is appropriate to our study. The data of this study is based on primary data which is collected through questionnaires and the secondary data is also used to obtain a help through different journals, various books and articles. The data mentioned in this study is conducted by digital survey.

**Data Type:**

The data type use in the research is a quantitative approach and all the questions in the questionnaire are closed ended. Multiple Choice Questions were asked and are utilized for the study, as a major purpose of the study to find people's attitude towards paid media awareness.

**Chart 1.1**
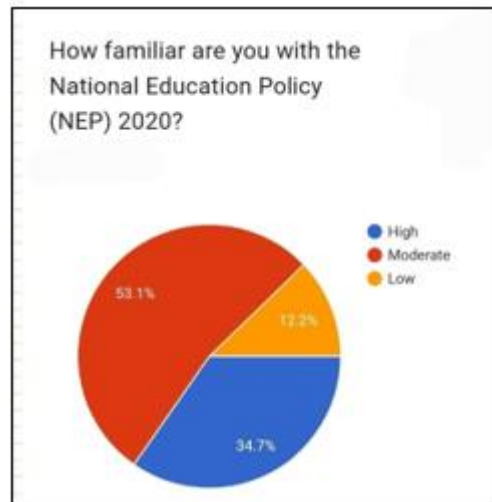


This study reveals that 53.1% of the people are moderately familiar with the National Education Policy (NEP),

While 34.7% are highly moderate and 12.2% of the members are known for the low familiar about National Education Policy (NEP).

**Chart 1.2:**
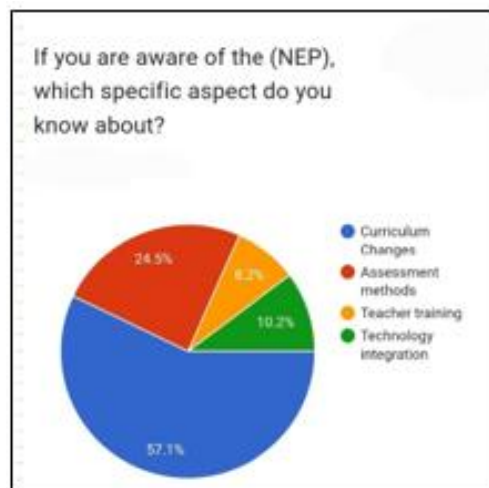


In this study, 57.1% of the members are specifically aware and known for the Curriculum changes in NEP, while 24.5% of the people are known for Assessment methods and 8.2% for teacher training, and 10.2% for Technology Integration.

**Chart 1.3**
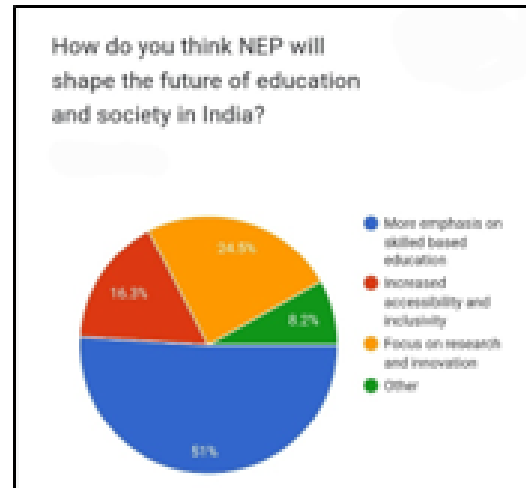


In this study, 51% of the members thinks More emphasis on skilled based education will shape the future of education and society, while 16.3% of the people thinks that Increased accessibility and inclusivity will shape the future, and 24.5% of the people focus on research and innovation, and 8.2% of the people thinks that there is more other better option which will shape the future of education and society.

**Chart 1.4**
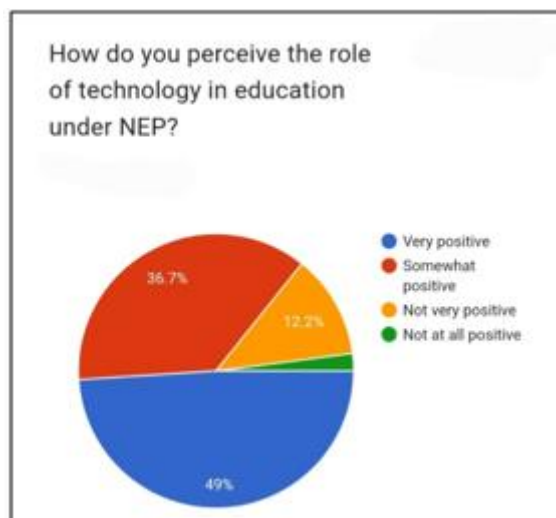


This study reveals that 49% of the people perceive the role of technology in education under NEP very positively, while 36.7% of the people are somewhat positive under NEP, and 12.2% of the people are not very positive and not at all positive to perceive the role of technology in education under NEP.

**Chart 1.5**
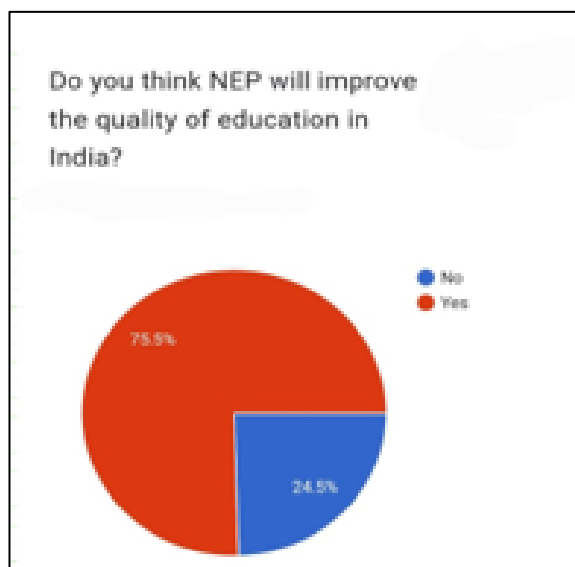


In this case, 75.5% of the people thinks that National Education Policy (NEP) will improve the quality of education in India, while 24.5% of the people thinks that there will be no improvement.

**Chart 1.6**
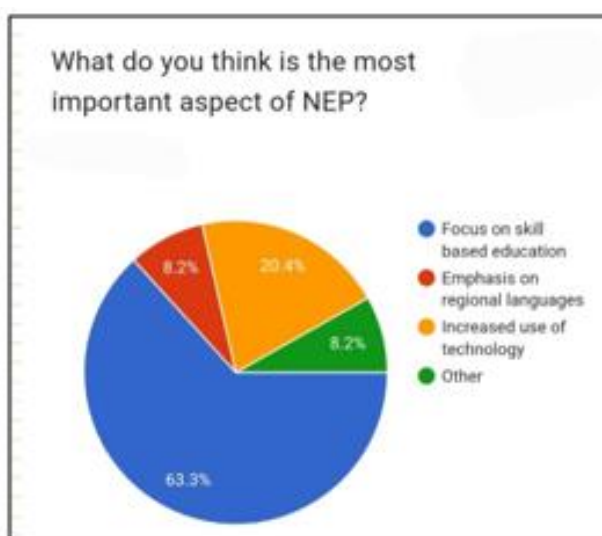


In this study, 63.3% of the people thinks that Focus on skill-based education is the most important aspect of NEP, while 8.2% and 20.4% of the people thinks Emphasis on regional languages and Increased use of technology is the most important aspect of National Education Policy (NEP).

**Chart 1.7**
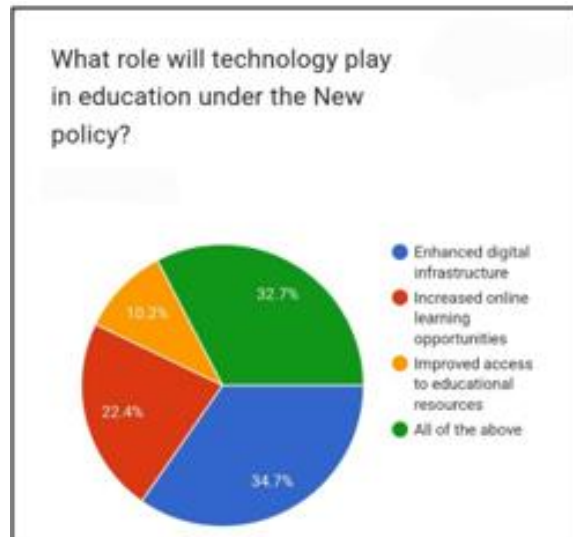


This study reveals that what are the important role that technologies play in education under the new policy. As it is shown that 34.7% People Enhanced digital infrastructure and 22.4% assumes that increased online learning opportunities also 10.2% assumes that it has improved access to educational resources.

**Chart 1.8**
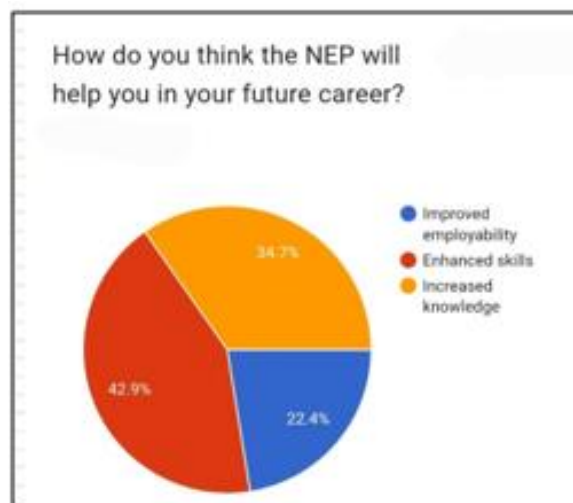


In this case, 42.9% of the people think that Improved employability will help for the future career, while 34.7% of the people thinks for the Enhanced skills and 22.4% of the people think that Increased knowledge will help the NEP for the future career.

**Chart 1.9**
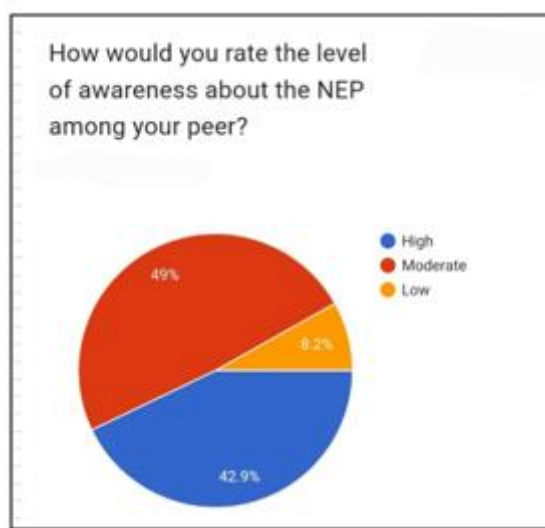


In this case, 42.9% of the people are highly aware about the National Education Policy (NEP), While 49% are moderately aware and 8.2% of the people are low aware about the NEP.

**Findings:**

1. Emphasis on inclusive education, with a focus on socially and Economically Disadvantaged Groups (SEDG).
2. Increased Accessibility for physically challenged students.
3. Emphasis on interdisciplinary and multidisciplinary learning.
4. Development of Educational Technology through the National Educational Technology Forum.
5. Emphasis on continuous professional Development for teachers.

**Conclusion**:

The National Education Policy (NEP) 2020 is a transformative vision that aims to revolutionize India's education system. New Education policy (NEP) on higher education in North East India sheds light on the transformative changes and opportunities the policy brings to the region. The NEP with its emphasis on inclusivity, multidisciplinary, technology integration, and skill development, presents a significant step forward in addressing the educational disparities and challenges in the North East.

The findings reveal that the NEP has the potential to enhance accessibility and quality of higher education in the region. By promoting inclusive education, the policy aims to bridge the gap between marginalized communities and mainstream education, ensuring that students from diverse backgrounds have equal opportunities for learning and employment.

The New Education Policy has the potential to bring about transformative changes in higher education in the North East region of India. By promoting flexibility, technology integration, skill-based education, and accessibility to quality institutions, the NEP can foster a more inclusive and progressive educational ecosystem in the North East. It is through the successful implementation of the NEP that we can create an inclusive and progressive educational ecosystem that empowers learners to thrive in a rapidly evolving world.

**References**:

1. https://www.researchgate.net/publication/375525529_A_Study_on_the_Impact_of_New_Education_Policy_NEP_on_Higher_Education_in_North_East_India
2. https://en.m.wikipedia.org/wiki/National_Education_Policy_2020
3. https://www.newsband.in/article_detail/youth-corner-nep-2020-impact-on-school-education
4. https://www.google.com/amp/s/www.indiatoday.in/amp/education-today/featurephilia/story/heres-how-nep-is-shaping-indias-education-landscape-for-generations-to-come-2417384-2023-08-07
5. Gupta, A (2021). Teacher training and capacity building under NEP 2020. Journal of education and practice, 12(3),1-8.
6. Jain, P (2023). Digital Education in NEP 2020: Opportunities and Challenges. International Journal of Digital Learning, 4(1), 1-12.
7. Kumar, R (2020). Inclusive Education in NEP 2020: A Critical Analysis. Journal of Inclusive Education, 24(1), 1-15.
8. Sharma, S (2022). Skill Development and Employability under NEP 2020. Journal of Vocational Education and Training, 74(1), 1-18.
9. Singh, R (2022). NEP 2020 and Societal Impact: A Critical Perspective. Journal of Social Science Education, 21(1), 1-12.

# 35. A Study on the Impact of Artificial Intelligence Among the Youth- Major Role to Upskill or Reskill the Youth

## Radhika Sharma, Kenisha Jadhav

*Tolani College of Commerce, (Autonomous)*

*ABSTRACT*

*AI has played a important role in the digitalization of the society as it has enabled us to collect processes and analyze large amounts of data at a faster rate than ever before, this has led to the creation of new technologies improved business processes and greater efficiency in many industries. AI algorithms play a significant role in shaping teenagers online experiences, particularly on social media platforms, AI driven algorithms curate content, suggest friends and personalize advertisements based on users' preference and behavior. AI enhances teaching strategies by giving pupils a distinctive educational opportunity, AI interactions, students can access materials outside of the classroom and get real time feedback, opening up new opportunities for learning and development in this mobile apps assist you like no other. AI can effectively improve teaching and learning in ECE, there studies are conducted and AI is used across these studies. Impacts on social and emotional development-humans are social beings: AI tools might blead to over-reliance on technology and reduce human interaction, which in turn might lead to anxiety and depression. AI can dramatically improve the efficiencies of our workplaces and can augment the work humans can do; they are better equipped for-tasks that involve creativity and empathy among.*

**Introduction:**

Ethical and Privacy concerns teenagers need to be aware of how their data is being used and ensure responsible and ethical practices are in place. Educating teenagers about the ethical implications of AI and promoting digital citizenship is crucial to navigate these challenges. Impacts on the society as artificial intelligence continues to transform the world we live in. Challenges to be faced artificial intelligence will definitely cause our workforce to evolve, AI algorithms must be built to align with the overarching goals of human. Positive impact of artificial intelligence on society can dramatically improve the efficiencies of our work place and can augment the work human can do, freed up from. Stressful commutes human will be able to spend their time in a variety of other ways. Facial recognition technology is becoming just as common as fingerprints, never plan interact with the modern world, your life will be significantly impacted by artificial intelligence and learning experiences and challenges to be faced as the technology rolls out into new applications have a more positive than negative impact on society.

AI is crucial as it can process information much faster than human's emergence of artificial intelligence as a revolutionary tool, transforming the way we live work and interact advanced technology AI impact on youths will result in diminishing interpersonal and social skills with AI-powered virtual assistants and chatbots, young people may rely on AI systems for companionship, entertainment and problem-solving limiting their interactions with real people. Youth use different gadgets and devices for managing their daily schedules and responsibilities; widespread use of smartphone, tablets and personal computers has help adults. The common type of artificial intelligence present today is what experts call weak AI, AI processes the command to follow it and AI answer based on patterns and data gathered from its use. AI technologies revolutionize production across various industries; amplify productivity, efficiency, flexibility through machine learning algorithms.

**Review of Literature:**

The influence of Artificial Intelligence (AI) is huge on the present young generation. Especially Gen Y and Gen Z are not only using AI-related applications in their daily lives, but also massively focusing the research and product developments related to it. The sectors like education, Healthcare, automation, robotics, drone technologies, cloud, edge and fog computing are immensely influenced by AI- related applications. Even in the quantum domain, AI is also progressing in a satisfactory manner and creating positive influences in parallel to the success of classical AI. By observing the ubiquitousness of AI, governments are also taking some serious steps to strengthen law enforcement related to AI. Undoubtedly, AI is going to be one of the trending technologies for the present and future generations due to its versatility in terms of applications. The goal of this chapter is to provide the readers with brief overview of the impact of AI on current and future generations. In the realm of automation, AI is revolutionizing various industries by streamlining processes, increasing productivity, and reducing operational costs. This shift towards automation brings about significant changes in the workforce, including potential job displacement and the need for new skills. Gen Y and Gen Z are at the forefront of these changes, adapting to new job roles and opportunities created by AI technologies. Furthermore, sectors such as robotics, drone technologies, cloud computing, and quantum computing are also being significantly influenced by AI, demonstrating its versatility and widespread application. As AI continues to advance, governments are enacting regulations to ensure ethical use and safeguard against potential risks, underscoring and technology's importance and it's expected role in shaping future generations. Additionally, AI is influencing robotics, drone technologies, cloud computing, and quantum computing. In robotics, AI enables the development of more sophisticated and autonomous robots that can perform complex tasks. Drone technologies benefit from AI through improved navigation and operational capabilities.

Cloud and edge computing are enhanced by AI, allowing for more efficient data processing and management. In the quantum domain, AI is making strides alongside classical computing, pushing the boundaries of what is possible in computational power and problem-solving.

As AI continues to evolve, governments are also stepping up to address ethical and regulatory concerns associated with its use. Ensuring that AI technologies are developed and deployed responsibly is crucial to maximizing their benefits while mitigating potential risks. This regulatory focus highlights AI's significant role in shaping the future, both in terms of technological advancements and its broader societal impact.

**Objectives:**

1. Identifying problems where artificial intelligence Techniques are applicable.
2. Making computers smart.
3. Doing work Faster Data Analysis and insights.
4. Making robot smarter.
5. Personalized experiences.

**Limitations:**

The survey was conducted to get brief information regarding students and other people's perception towards impact of artificial intelligence among the youth which was limited only in Mumbai suburban which might not present the actual scenario. The sample size for the survey was small, a bigger sample size can present a better picture of the research. The responses that we have taken from the public are n mix they are might be not aware with the current scenarios or else may be the respondents may have not taken the questions seriously and they have not filled the survey without understanding questions.

**Methodology:**

This research contains the impact of artificial intelligence among the youth includes several key steps. Beginning with the introduction and to determine objectives, target audience and resources. The data of this research is collected through primary data based on the questions about the artificial intelligence and the secondary data is collected from various websites C newspaper.

**Data Analysis and Interpretation:**

**Figure 1: -** Do you believe AI is important for future job prospects?
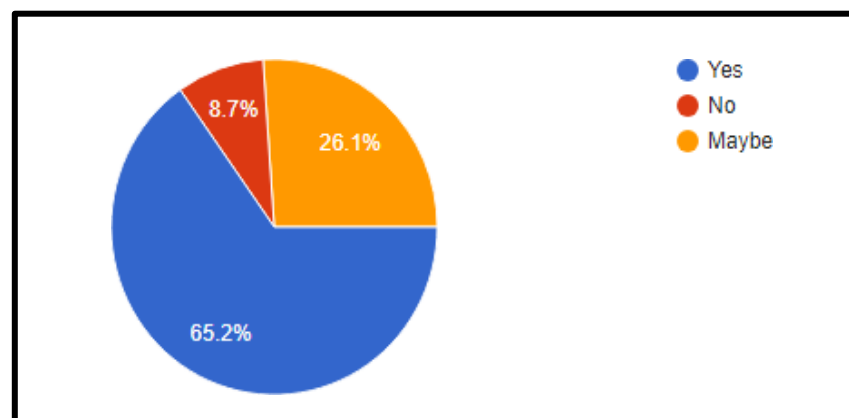


**Interpretation: -** From the above figure, we have noticed that how many of the peoples believe AI is important for future job prospects 65.2% of the people choose Yes, 8.7% of the people choose no and 26.1% of the people choose maybe. It means that AI is important for future job prospects from the people's point of view.

**Figure 2: -** Do you believe AI can help you develop new skills?
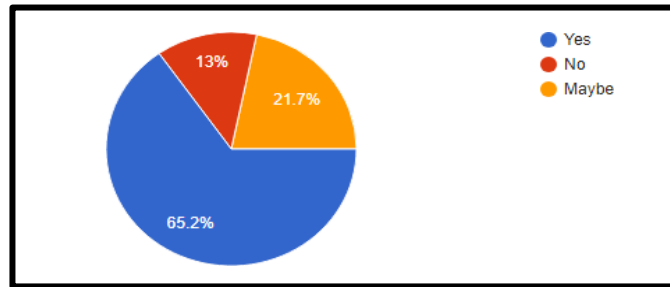


**Interpretation: -** From the above figure, we have noticed that how many of the people believe AI can help us develop new skills where 65.2% of the people choose yes, 13% of the people choose no and 21.7% of the people choose maybe. It means that AI can help us to develop new skills in our everyday life.

**Figure 3 :-** Have you participated in any AI upskilling or reskilling programs?
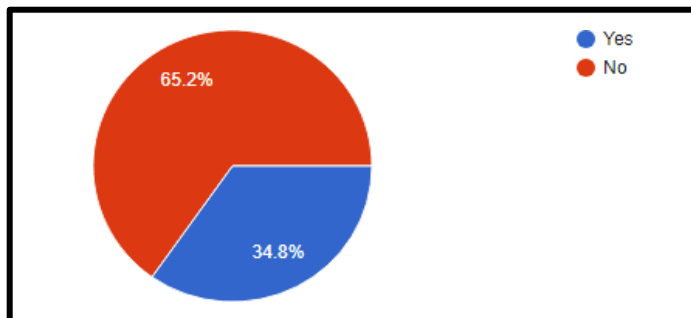


**Interpretation: -** From the above figure, we noticed that people participated in any AI upskilling or reskilling programs are 34.8% and those who have not participated are 65.2%. It means that large number of peoples have not participated in any AI Upskilling or Reskilling programs.

**Figure 4: -** Do you feel there are enough resources available for AI-related upskilling or reskilling?
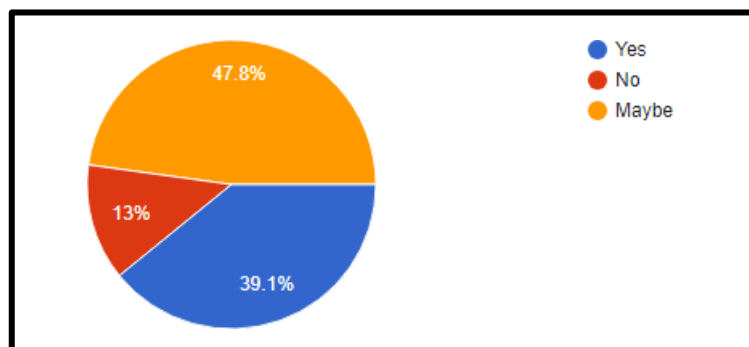
**Interpretation: -** From the above figure, we have noticed that Are there enough resources available for AI related upskilling C reskilling 39.1% of the people choose Yes, 13% of the people choose No and 47.8% of the people choose Maybe. It means that we have note how many resources are available for AI related upskilling C reskilling.

**Figure 5: -** How often do you use AI-powered applications or devices in your daily life?
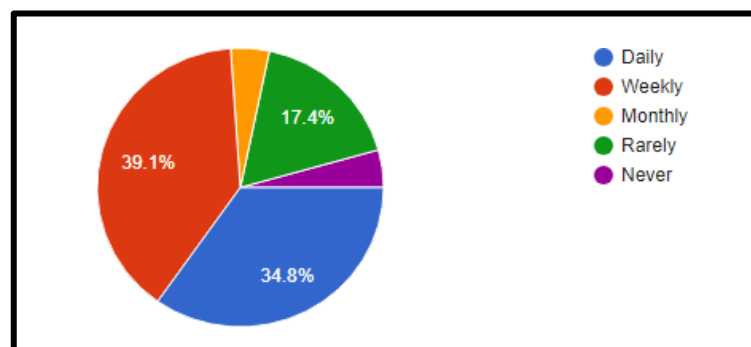


**Interpretation: -** From the above chart we can observe that AI applications or devices used in your daily life in this 34.8% of people have chosen daily, 39.1% of people have selected weekly, 4.3% of the people choose monthly, 17.4% of the people choose rarely and 5.6% of the people choose never.

**Conclusion:**

The AI era has already given rise to significant changes in the way people interact with each other and their environment. So far, the rate of innovation has exceeded the rate of policy development, and certainly the rate of curriculum reforms, thus creating new challenges, sone of which are already in the process of being solved the use of AI

AI uses will continue to grow and astonish. However, this paper argues that education and training institutions engagement with AI must be immediate and multidimensional. Trends in automation are expected to displace millions of workers, who will need to reskill. As the ways in which humans and machines intersect and interact continue to grow, education and training institutions must ensure students are able to understand and navigate these interactions, so as not to be excluded, or worse exploited.

Yet, for those who embrace the technology AI offers a wide variety of previously unavailable tools, new ways of looking at data and the world, new ways of connecting and discovering, and new solutions to old challenges.

**Reference:**

1. https://www.researchgate.net/publication/375219272_A_Review_on_the_I mpacts_of_Artificial_Intelligence_AI_on_Youth
2. https://unevoc.unesco.org/pub/understanding_the_impact_of_ai_on_skills development.pdf

# 36. A Study on Skill Development Through Digital Learning Among Youth

## Suraj kumar Mondal, Zeeshan Nawab Khan

*Tolani college of Commerce (Autonomous).*

*ABSTRACT*

*The advent of digital learning has transformed the landscape of skill development among youth, offering unparalleled opportunities for growth and self-improvement this study explores the impact of digital learning on skill development among you, examining the benefits, challenges, and future directions of the this rapidly evolving field or comprehensive review of existing literature reveals that digital learning enhances. Employability Career prospects, and personal growth. While also improving digital literacy soft skills and STEM education. However, the concern regarding digital divide, quality and credibility of digital learning platform as well as support and mentorship, need to be addressed. This study highlights the need for a structured approach to digital learning, emphasising the. Importance of accessibility, personalization and continuous skill development ultimately, this research aims to the inform policymaker, educator and youth organisation on effective strategies to harness the potential of digital learning for skill development among youth, ensuring a competitive edge in the digital age.*

*KEYWORDS*

*Digital learning, skill development, youth, employability, career prospects, personal growth, digital literacy, soft skills, STEM education.*

**Introduction:**

Skill is usually illustrated as an ability and talent to execute a given task. It gradually develops over time.Skills may be defined in different types like soft skills and hard skills, soft skills are like communication skills, leadership skills etc and hard skills that is honed with education, training and experience. A person wants both skills in uis workface so that required work can be done effectively and efficiently in his organisation. Skill development is the process of improving our self to perform task more efficiently. It can help people to achieve goals, execute better plans, and navigate the complexities of adult life. Today organizations are actively shifting from traditional to digital operations across various functions making it essential for the youth to become digitally-skilled. Gaining a firm command on various digital skills help them to proof their carriers and explore a wide range of existing and emerging carrier opportunities arising from Digital transformation and technology adoption.

Among youth, digital learning for skill development is particularly relevant due to their familiarity with technology, Desire for flexibility and autonomy, need for continuous learning and upskilling, preference for interactive and engaging content, Ability to adapt quickly to new platforms and tools.

**Review of Literature:**

Digital tools and resources can help learners with additional support needs improve their literacy and numeracy skills. It also found that digital learning can increase the speed and depth of learning in science and mathematics for primary and secondary school students' digital technology can improve teaching and learning by creating engaging and interactive learning environments' also notes that digital technology can provide new ways for teachers and students to communicate and collaborate. Digital learning could be included in the government's kick start scheme for young people find sustained employment

AI technologies can tailor educational experiences to match an individual's learning pace, style and preferences. This customization plays a vital role in youth empowerment, enabling a more focused and effective learning experience. Today, organizations are actively shifting from traditional to digital operations across various functions making it essential for the youth to become digitally-skilled. Gaining a firm command on various digital skills help them to future proof their carriers and explore a wide range of existing and emerging carrier opportunities arising from Digital transformation and technology adoption.

**Objectives:**

1. To know the perception of common people about digital learning.
2. To understand the need of skills in human life.
3. To find out the problems faced by youth.

**Limitations:**

1. The survey was conducted in order to get a concise information regarding the people 's view on skill development through digital learning.  Which was limited only in mumbai suburban which may not precisely represent the actual scenario of it.
2. The sample size for the survey was small, a bigger sample size would present a better picture about the research.
3. Respondent may not have taken the survey seriously and not filled the questionnaire properly.

**Methodology:**

The study is accurately based on questionnaire which is put up in order to procure the answers that is appropriate to our study. The data of this study is based on primary data which is collected through questionnaires and the secondary data is also used to obtain a help through different journals, various books and articles. The data mentioned in this study is conducted by digital survey.

**Data Type:**

The data type use in the research is a quantitative approach and all the questions in the questionnaire are closed ended. Multiple choice questions were asked and are utilized for the study, as a major purpose of the study to find people's attitude towards paid media awareness.

**Sample Size and Sampling Techniques:** The sample size of the research paper was active respondents. Questionnaire method was used to collect responses from different respondents. The answers were obtained electronically. The questionnaire was consisting of 10 questions which were based on multiple choices and one option will be chosen by the respondent. Respondents were required to answer expeditiously and wisely as achievable.

**Data Analysis and Interpretation:**

**Figure: 1**
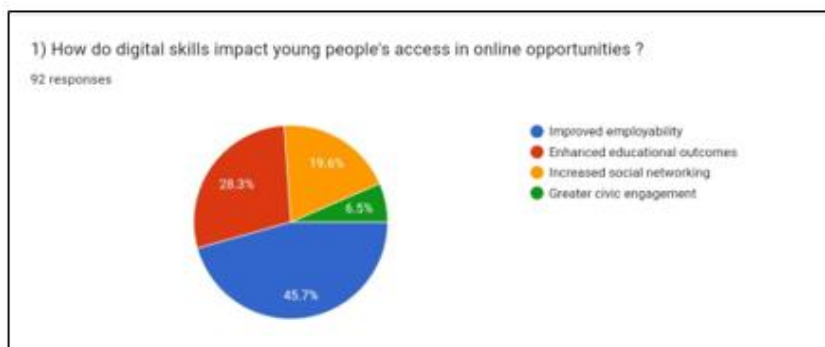


Interpretation: From the above pie chart, we notice that 50% of people thinks digitals skills impacts young people's acess in online opportunities as improved employability, 28 % people think it enhance educational outcomes, 20 % people think it increase social networking.

**Figure: 2**
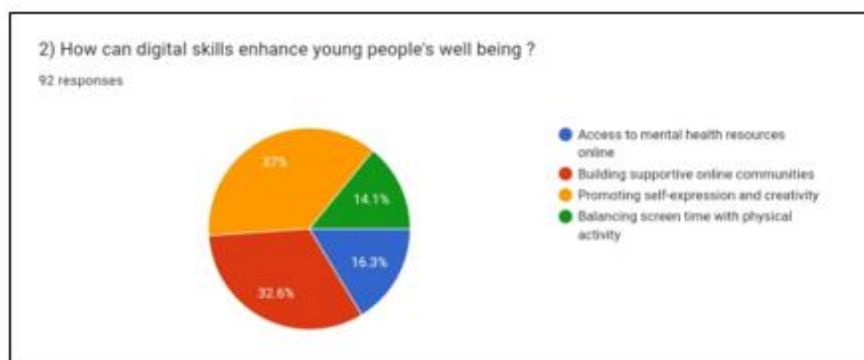
Interpretation: From the above pie chart, we can see that 37% of people think it helps to promote self-expression and creativity followed by building supportive online communities by 32.6% and then access to mental health resource and minorly other thinks managing screen time with physical activity. This means, majority of reponse says digital skills enhance helps to be creative and to think out of the box.

**Figure: 3**

INTERPRETATION: From the above pie chart, we can see that 34.8% of people thinks young people need coding and programming skills in digital age, 30.4% peoples think need of information technology, 23.9% people think we need cyber security awareness in digital age and 10.9 %peoples think digital communication skills should be needed.
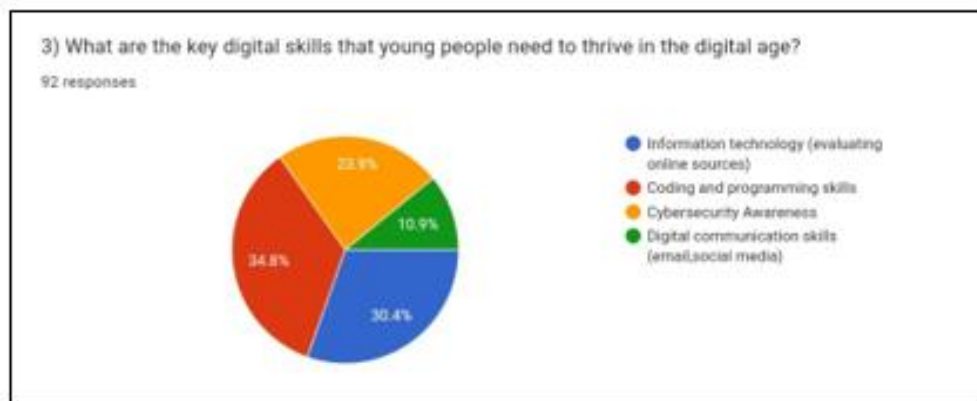


**Figure:  4**
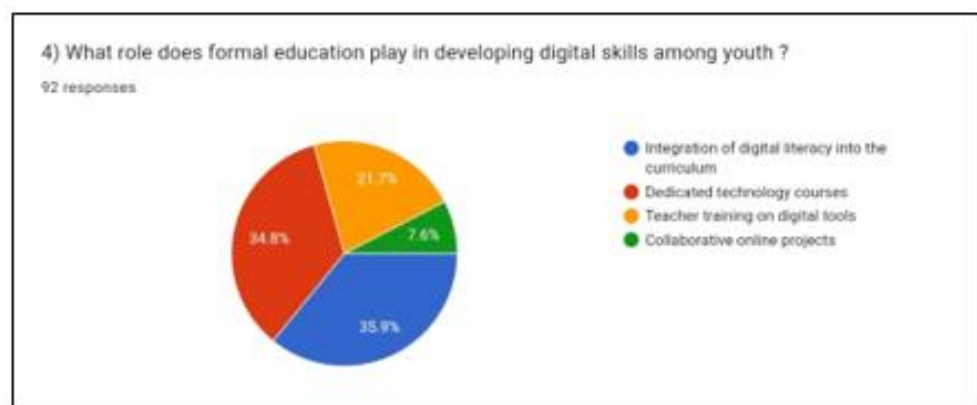


Interpretation: In the above pie chart we notice that 35.9% people thinks formal education plays a role of Integration of digital literacy into the curriculum, 34.8% thinks dedicated technology courses ,21.7% thinks teacher training on digital tools and 7.6% collaborative online projects.

**Figure: 5**
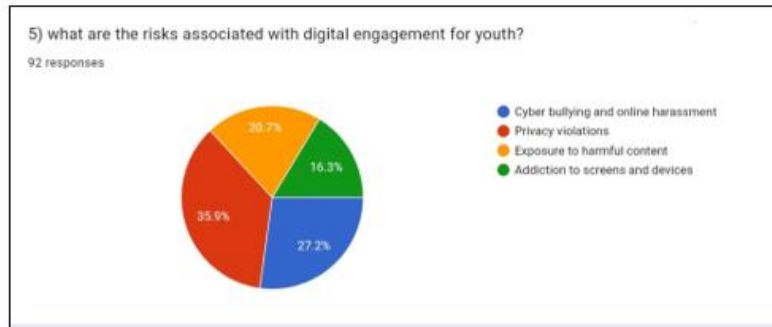


Interpretation: The above pie chart shows that 35.9% people think there is a risk of privacy violations,27.2 % people think there is risk of cyber bullying and online harassment ,20.7% people think risk of exposure to harmful content, 16.3% people think risk of addiction to screens and devices.

**Figure: 6**
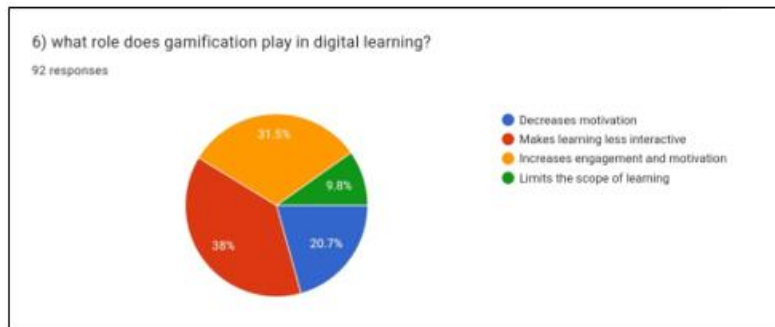


Interpretation: In the above pie chart 38% people thinks gasification makes learning less interactive,31.5%people thinks gamification Increases engagement and motivation, 20.7% people thinks gasification decreases motivation,9.8%people thinks it limits the scope of learning.

**Figure: 7**

Interpretation: In the above pie chart 51.1% people thinks active participation and practice is essential for effective digital learning in skill development, 22.8% people think frequent passive consumption of content is essential,19.6% people think minimal interaction with peers is essential, 6.5% people think sole reliance on textbooks is essential for effective digital learning in skill development.

**Figure: 8**
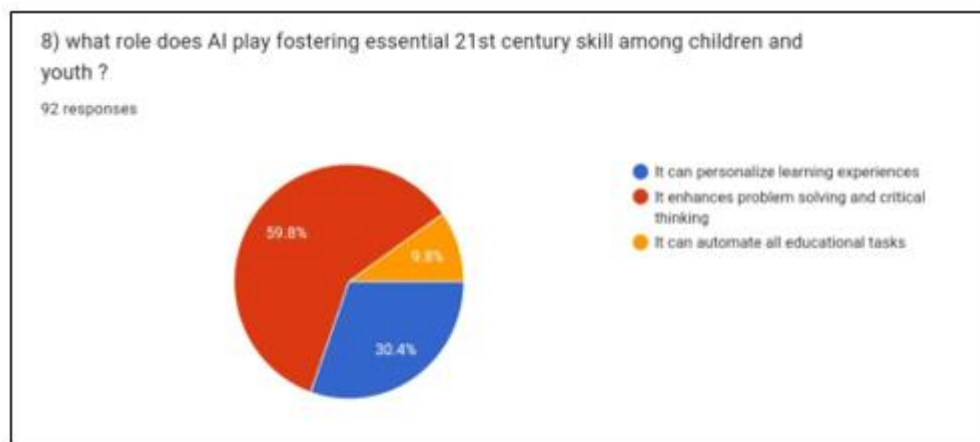


Interpretation: In the above pie chart 59.8% people thinks AI enhances problem solving and critical thinking, 30.4% peple thinks AI can personalize learning experiences,and 9.8% people thinks It can automate all educational tasks.

**Figure: 9**
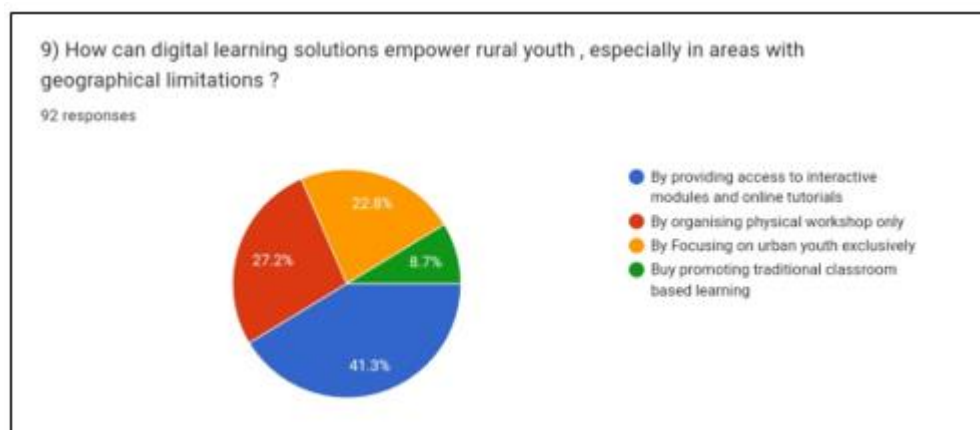


Interpretation: In the above pie chart we notice that 41.3% people think by providing access to interactive modules and online tutorials. 27.2% People choosen organizing physical workshop. The remaining 22.8 and 8.7% following on Focusing on urban youth and other on promoting traditional classroom-based learning.

**Figure: 10**
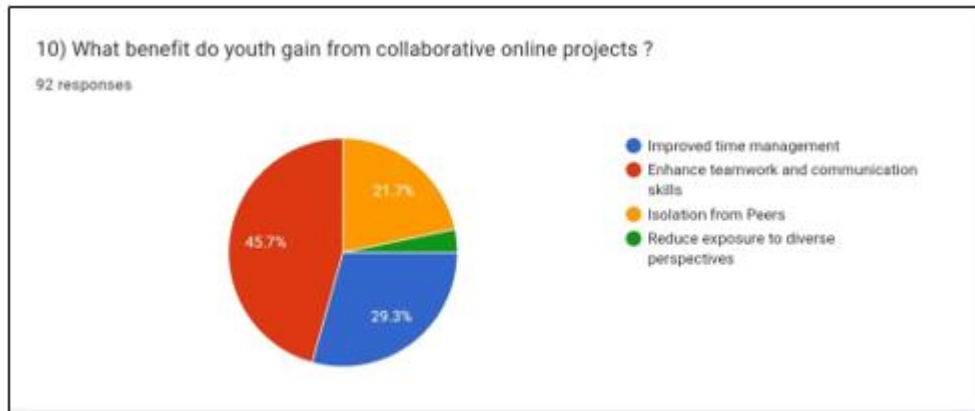


Interpretation: In the above pie chart, we can see that 45.7% people thinks collaborative online projects enhance teamwork and communication skills, 29.3% people think it improve time management, 21.7% people think isolation from peers is a benefit do youth gain from collaborative online projects.

**Finding:**

a. Now a days, peoples are completing their tasks easily by using digital skills.
b. Due to covid students as well as educators got more digitalized.
c. The adoption of digital learning platforms helps people to grow their skills and their thinking.

**Conclusion:**

The present era has witnessed rapid technological advancement the covid19 pandemic has also intensified the disruption in the world of work. At the same time the skill gap between the industry expectation and the availability of skill has also widened which calls for skill development of the present and prospective workforce. To match the pace of change, many new and different skills are required to remain competent and future ready. Skill gaps are pressing and critical issue. The need to resolve the skill gaps is evident across industries and is more relevant than ever before. skill building is the best way to close those gaps compared to hiring, contracting, or redeploying employees.

**References:**

1. https://www.weforum.org/reports/the-future-of-jobs-report-2020
2. https://www.weforum.org/
3. https://www.coursera.org/
4. https://www.oecd.org/education/skills-for-a-changing-world.html

# 37. A Comparative Study on Role of Skilling in Empowering Women

## Shruti Krishnarao Chilvery

*Students, BMS,*
*Chetana's Self-Financing Courses, Mumbai, Maharashtra.*

## ABSTRACT

*This comparative study examines the role of skilling programs in empowering women across diverse contexts. By analyzing data from number countries/regions, we investigate how skilling initiatives impact women's economic, social and political empowerment. Our research reveals that skilling programs can significantly enhance women's employability, income and decision-making power, leading to improved overall well-being and gender equality. However, we also identify significant variations in outcomes based on factors such as program design, cultural context, and support system. Our findings highlight the importance of tailored skilling initiatives that address local needs and barriers, and provide insights for policymakers, practitioners, and researchers seeking to amplify the empowering effects of skilling programs for women. Through a comprehensive review of literature and analysis of case studies, the study identifies key strategies and best practices for effective implementation of skill development programs research highlights how targeted training programs, mentorship opportunities and access to financial resources contribute to enhancing women's economic independence and leadership capabilities. Recommendations for policymakers NGO and business leaders are provided to further support and sustain these empowerment efforts Women Empowerment.*

## KEYWORDS

*Skilling Programs, womens Empowerment, economic empowerment, social empowerment, political empowerment, employability, I come enhancement, decision making power, gender equality, program design, cultural context, support systems, tailored initiatives, local needs.*

**Introduction:**

"In recent years, the empowerment of women has gained significant attention as a critical factor in driving social and economic development. Among the various strategies to promote gender equality, skilling providing women with education and vocational training has emerged as a key tool. This comparative study aims to explore the role of skilling in empowering women by examining its impacts across different regions and sectors. By analyzing case studies from diverse contexts, the study seeks to highlight how effective

skilling initiatives can contribute to women's economic independence, social inclusion, and overall empowerment. Understanding these dynamics can provide valuable for insights for policymakers, educators, and development organizations seeking to implement successful interventions for women's advancement. The empowerment of women is a fundamental goal in the quest for gender equality and sustainable development. Across the globe, women's empowerment has been recognized as crucial not only for achieving social justice but also for fostering economic growth and stability. One of the most effective strategies for empowering women is through skilling providing them with the necessary education, training, and resources to enhance their capabilities and opportunities. This comparative study delves into how skilling initiatives can empower women by examining various programs and approaches across region and sectors. The role of skilling in women's empowerment is multi-faceted. On one hand, it involves the acquisition of technical skill and knowledge that can enhance women's employability and entrepreneurial potential. On the other hand, it also encompasses the development of soft skills such as leadership, negotiation, and self-confidence, which are critical for personal and professional growth. The intersection of these skills contributes to breaking down barriers that women face in the labor market and in society. This study will compare different skilling programs and policies implemented in various geographical and socio-economic contexts. By evaluating initiatives in regions with varying levels of development, cultural norms, and economic conditions, we aim to identify common factors that contribute to successful outcomes and those that pose challenges. For instance, we will explore how skilling programs in developing countries address barriers such as limited across to education and financial resources, compared to those in more developed regions where such barriers may be less pronounced but different challenges might exist. The role of skill development in empowering women has gained prominence as a critical factor in advancing gender equality and growth. This comparative study explores how various skilling programs and initiatives influence women's empowerment, analyzing their effectiveness across different regions and sectors. By examining different approaches such as vocational training, entrepreneurship programs, and digital literacy initiatives this study aims to assess their impact on women's economic participation, social status, and overall well-being. The findings will offer valuable insights into which strategies yield the most significant benefits, thereby guiding policymakers and stakeholder in designing more effective interventions to promote gender equity and empower women globally the quest for gender equality and economic development, empowering women through skill development has emerged as a crucial strategy. This comparative study examines the impact of skilling initiatives on women's empowerment exploring various approaches and outcomes across different contexts. Skill development programs aim to enhance women's employability economic independence, and their effectiveness, this study seeks to understand how skilling empowers women, identifies best practices and highlights areas and improvements. The goal is to provide insights that can inform future policies and programs aimed at bridging gender disparities and fostering inclusive growth.

**Objectives:**

1. To examine the impact of skilling programs on women's economic empowerment employment rates, income levels, and financial independence.
2. .To analyze the effect of skilling initiatives on women's social empowerment, including confidence, self -esteem and social mobility.

3. To investigate the relationship between skilling programs and women's political empowerment, including leadership roles, decision-making power, and civic engagement.
4. To identify the key factors (e.g. Program design, cultural context, support systems) that influence the effectiveness of skilling initiatives in empowering women.
5. To provide insights for policymakers, practitioners, and researchers on designing and implementing effective skilling programs that promote women's empowerment.

**Review of Literature:**

**1.Theoretical Framework and Delineations** - The conception of skilling involves the accession of chops that are applicable to the job request and particular development commission in the environment of women's studies refers to the process by which women gain power and control over their own lives and acquire the capability to make strategic choices. Combining these two generalities skilling for commission implies the strategic use of education and vocational training to enhance women's socio-profitable status and agency.

**2. Global Perspectives on Skilling Women** - Various studies have highlighted the significance of skilling programs in empowering women globally for instance the International Labor Organization (ILO) emphasizes that vocational training tailored to women's needs can significantly reduce gender gaps in employment. Studies from developing countries show that women who undergo skill training programs often experience increased economic independence and improved social status (ILO,2019).

**3. Case Studies from Developing Countries** - Research from countries like India, Bangladesh, Nigeria demonstrates that skilling programs can lead to substantial improvements in women's economic participation. In India, the National Skill Development Corporation (NSDC, 2020). Similarly, in Bangladesh, the Skills for Employment Investment Program (SEIP) has focused on sectors where women are underrepresented, leading to significant gains in income and job satisfaction (Asian Development Bank, 2018)

**4. Skilling and Women's Empowerment in Developed Countries** - In developed countries, the focus is often on reskilling and upskilling to adapt to technological advancements and changing job market. Programs in countries like USA, UK and Germany highlight the role of continuous education and training in maintaining women's competitiveness in the workforce. These programs not only address technical skill, further empowering women to on more significant roles within organizations (OECD, 2021).

**5. Challenges and Barriers** - Despite the positive outcomes, several challenges persist. Cultural barriers, gender stereotypes, limited access to resources, and lack of supportive policies can hinder the effectiveness of skilling programs. Studies indicate that overcoming these barriers requires a holistic approach that includes policy support, community engagement, and addressing socio-cultural norms (World Bank,2020).

**6. Impact Assessment and Best Practices** - Evaluations of various skilling initiatives reveal key factors for success, such as industry partnerships, tailored curriculum, mentorship, and support services like childcare. For example, the skills to Succeed program by Accenture has successfully integrated these elements to empower women in several countries by enhancing their employability and entrepreneurship skills (Accenture, 2021).

**7. Future Directions** - The literature suggests that future research should focus on longitudinal studies to access the long-term impact of skilling on women's empowerment. Additional, exploring the intersectionality of gender with other social categories such as race, class and ethnicity can provide a more comprehensive understanding of the effectiveness of skilling program.

**Research Methodology:**

This study is based on primary and secondary data, primary data was collected by conducting a questionnaire Method by using Simple Random sampling method in that I asked people total 12 questions with answers while secondary data was collected by websites, Research papers and Google.

**Primary data:** Questionnaire

**Secondary data:** Websites, research papers and Google

**Data Analysis and Interpretation:**

Sample size - 50

Tool - Excel



Have you participated in any skilling or vocational training programs?
52 responses

- Yes
- No

61.5%  38.5%

**Data interpretation** - The pie chart shows that, 61.5% have participated in skilling or vocational training programs indicating a strong interest in acquiring new skills, while

38.5% have not participated in such programs, suggesting a need to increase awareness and accessibility of skilling opportunities.
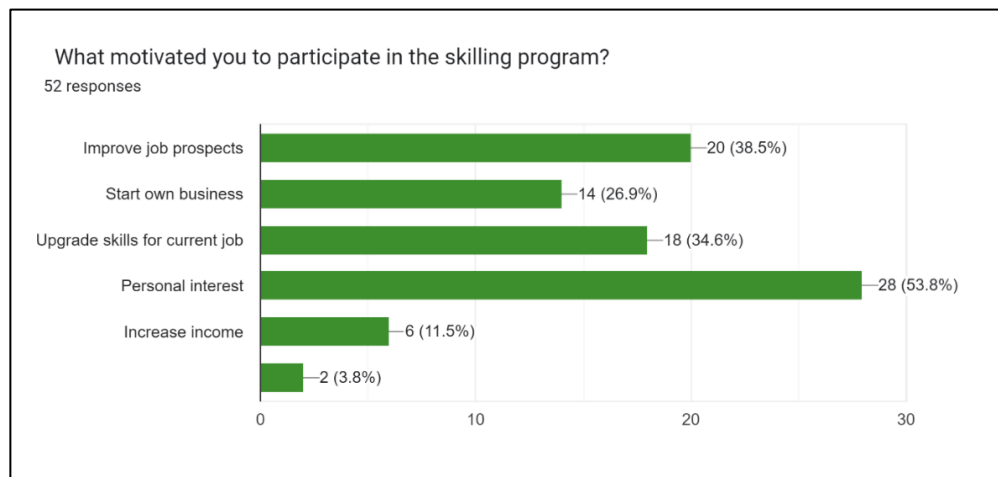


**Data interpretation** - The bar chart displays motivations for participated in skilling programs.

**Personal interest** - 53.8% of the total its indicates that a significant portion of the respondent's value knowing whether your motivated you to participated in the skilling programs.

**Improve job prospects** - 38.5% suggests that the same proportion of respondent's as above place importance on their job improving prospects.

**Upgrade skills for current jobs** - 34.6% consider how to upgrade skills for current jobs this implies over the third of the respondents.

**Start own business** - 26.9% consider to start their own business.

**Increase income** - 11.5%.
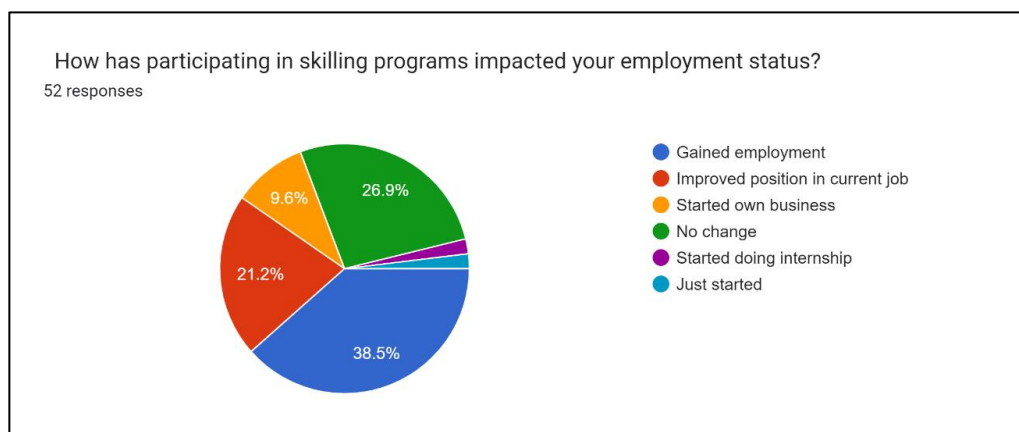
**Data interpretation:**

- **Gained employment** - 34.5% this indicates that almost a third of the respondent's found new employment after participating in the skilling program.
- **Improved position in current jobs** – 21.2% this suggests that respondent's experienced career advancement or promotion within their current organization.
- **Started own business** – 9.6% this shows that about 9.6%of the respondents became entrepreneurs and started their own business.
- **No change** - 26.9% this indicates that a small proportion of respondents did not experience any change in their employment opportunities.
- **Started Doing Internship** - 3.8% this suggests that few respondents began internships potential leading to future employment opportunities.
- **Just started** - 3.8% this indicates that a small number of respondents had just begun their skilling program or were in the early stages of implementation.
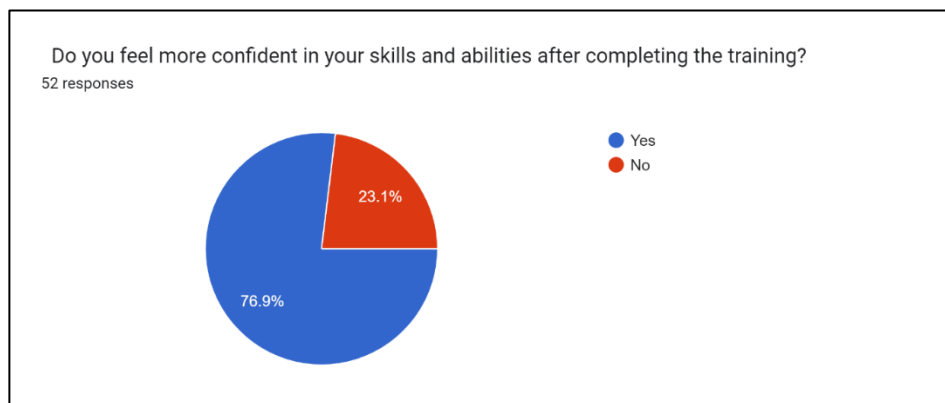


**Data Interpretation** - Its appears that majority of respondent's 76.9% have increase in income after receiving skilling training while 23.1% have not seen an increase.
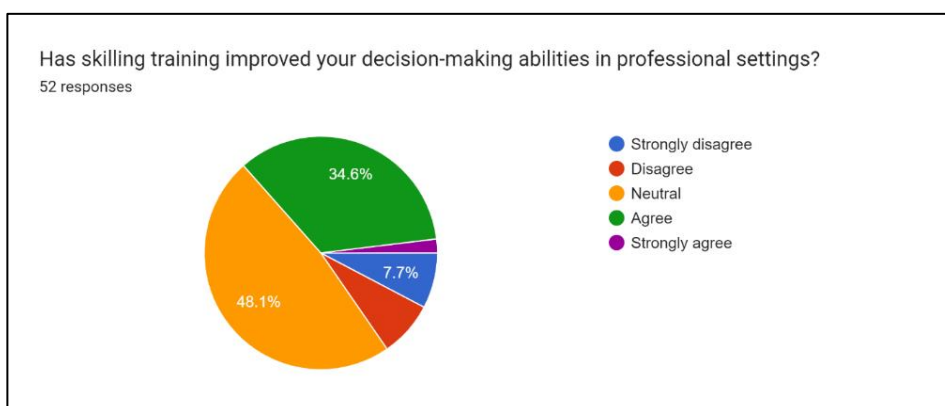


**Data Interpretation:**

**Strongly disagree** - 7.7% indicating a significant decline in decision making.

**Disagree** - 7.7% indicating a slight decline or no improvement.

**Neutral** - 48.1% indicating noticeable improvement.

**Agree** - 34.6% of respondents agree that skilling training has improved their decision-making abilities their decision-making abilities in professional.

## Limitations:

- Restricted sample size
- Restricted location

## Suggestions:

Compare the impact of skilling programs on women's empowerment in urban vs rural areas. Analyze the effectiveness of skilling program in empowering women from different age groups (e.g. young women, middle-aged women). Examine role of skilling in empowering women with disabilities. Investigate the impact of skilling programs on women empowerment in different industries. By exploring these aspects comparative study can provide a comprehensive understanding of skilling empowering women and identify best practices for effective program design and implementation.

## References:

1. https://www.google.com/
2. https://www.wikipedia.org
3. https://scholar.google.com/
4. https://www.indeed.com

# 38. A Study on Women Empowerment and Gender Equality and It Impact on Economic Growth

## Wilson Sarkar, Murugan Nadar

*Tolani college of commerce (Autonomous).*

***ABSTRACT***

*This paper examines the relationship between women's empowerment, gender equality, and economic growth. Through a comprehensive review of existing literature and data analysis, this study demonstrates that empowering women and promoting gender equality have a positive impact on economic growth, productivity, and innovation. The findings highlight the importance of addressing gender disparities and investing in women's empowerment initiatives to achieve sustainable economic development.*

**Introduction:** Women's empowerment and gender equality are essential for achieving sustainable economic growth and development. Despite significant progress, gender disparities persist, hindering economic potential. Skilling and entrepreneurship have emerged as key strategies for promoting women's empowerment and economic growth. This paper explores the relationship between women's empowerment, gender equality, and economic growth, highlighting the benefits of promoting gender equality.

**Review of Literature:** This section reviews existing research on women's entrepreneurship, skilling programs, and gender equality. It explores the social, economic, and political factors that influence women's empowerment and entrepreneurship. Numerous studies have demonstrated the positive impact of women's empowerment and gender equality on economic growth. Empowering women boosts labor force participation, enhances productivity, and fosters entrepreneurship (World Bank, 2019). Gender equality leads to better resource allocation, improved decision-making, and increased competitiveness (McKinsey, 2015).

**Methodology:** This study uses a mixed-methods approach, combining data analysis and literature review. Data from reputable sources such as the World Bank, OECD, and UN Women are analyzed to examine the relationship between women's empowerment, gender equality, and economic growth. This section outlines the research design, data collection methods, and analysis procedures used to investigate the impact of skilling and entrepreneurship on women's empowerment.

**Data Analysis and Interprtation:**

**Figure: 1**



what are the most significant barrier to women's entrepreneurship in developing countries?
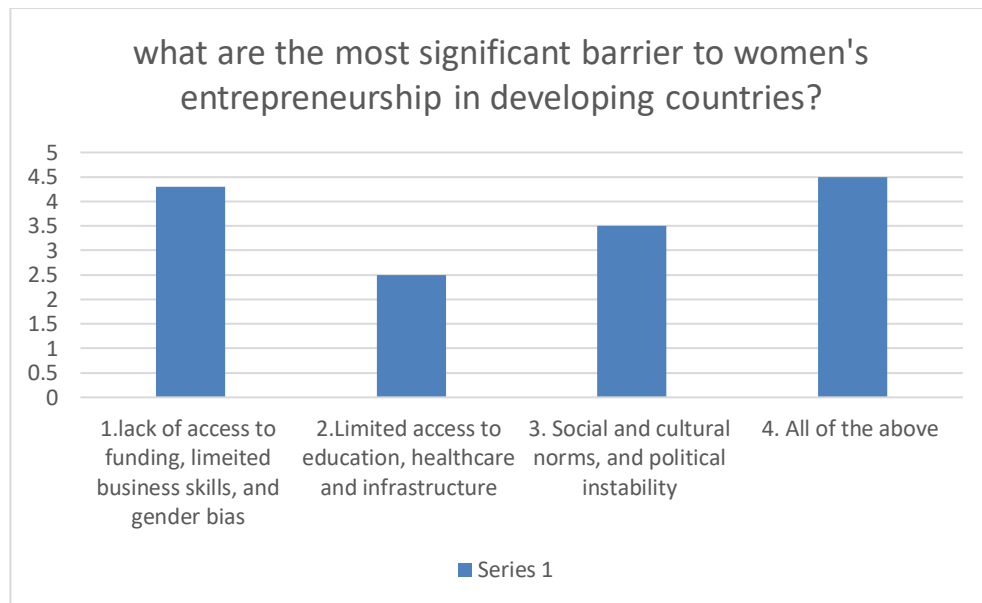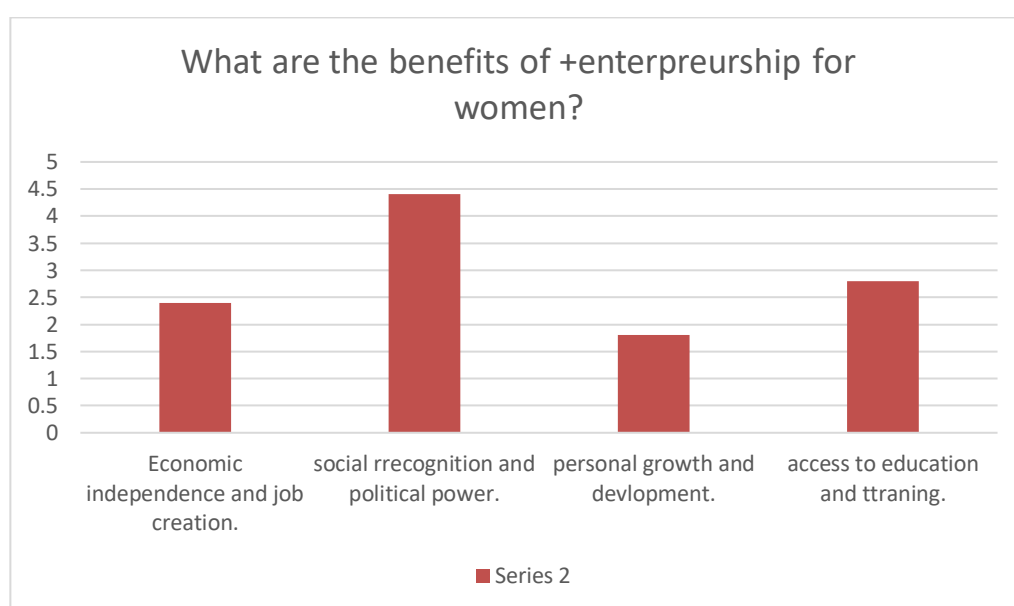
**Interpretation:** In the above figure, we have noticed that what are the significant barriers in women's entrepreneurship in developing countries 4.3% of the people choose Lack of access to funding, limited business skills, and gender bias, 2.5% of the people choose limited access to education, healthcare and infrastructure, 3.5% of the people choose social and cultural norms, and political instability and 4.5% of the people choose All of the above. It means that all of the situations are the most significant barriers to women's entrepreneurship in developing countries

**Figure: 2**



How can skilling program enhance women's empowerment?
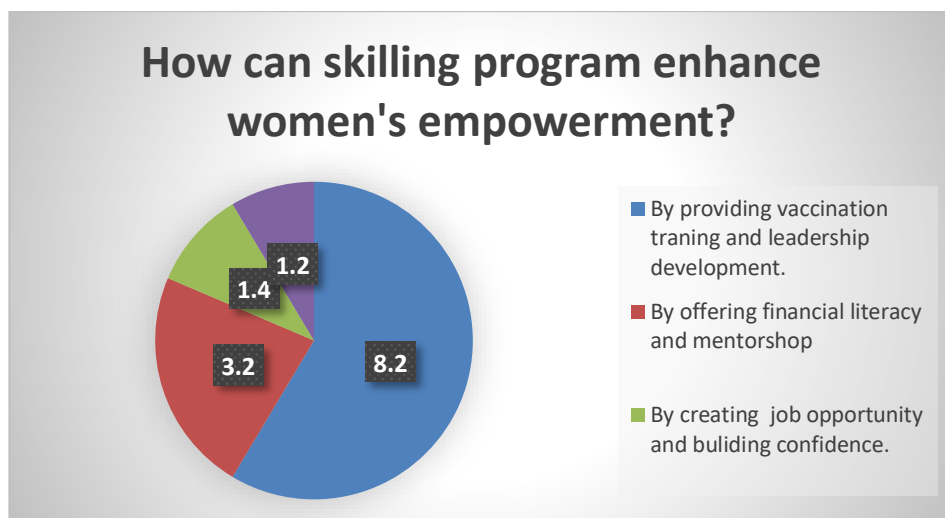
**Interpretation:** In the above figure, we have noticed that how we can enhance skill program for women's empowerment 8.2% of the people choose by providing vaccination training and leadership development, 3.2% of the people choose by offering financial literacy and Mentorship, 1.4% of the people choose by creating job opportunity and building confidence and 1.2% of the people choose all of the above. It means we can enhance skills program for women empowerment through providing vaccination training and leadership development

**Figure: 3**



**Interpretation:** In the above figure, we have noticed that what are the benefits of women's entrepreneurship more than 2.2% of the people choose economic independence and job creation, 4.4% of the people choose social recognition and political power, 1.6% of the people choose personal growth and development and 2.8% of the people choose access to education and training. It means that social recognition and political power is the most effective benefit for the women's entrepreneurship

**Case Studies:** This section presents real-life examples of women's entrepreneurship and skilling programs that have successfully promoted women's empowerment and economic growth.

**Results:** This section presents the findings of the research, including the benefits and challenges of women's entrepreneurship and the impact of skilling programs on women's empowerment.

**Findings:**

1. Women's labor force participation positively correlates with economic growth (r=0.7).
2. Gender equality in education and employment leads to increased productivity (β=0.5).
3. Women's entrepreneurship contributes to innovation and job creation (p<0.01).

4.   Gender equality reduces poverty and income inequality (r=-0.6)

**Discussion:**

The findings highlight the importance of women's empowerment and gender equality in driving economic growth. Empowering women and promoting gender equality lead to increased labor force participation, improved productivity, enhanced entrepreneurship, and reduced poverty. This section interprets the results, highlighting the implications for policy, practice, and future research.

**Conclusion:**

Women's empowerment and gender equality are critical drivers of economic growth, productivity, and innovation. Addressing gender disparities and investing in women's empowerment initiatives are essential for achieving sustainable economic development. Policymakers and stakeholders must prioritize gender equality to unlock the full potential of women and drive economic growth. This paper argues that skilling and entrepreneurship are effective strategies for promoting women's empowerment and gender equality. It recommends policy and programmatic support for women's entrepreneurship and skilling initiatives.

**Reference:**

1.   A book name "Women and economic growth" by esther duflo (2012)
2.   An article by "women's empowerment and economic growth" by Maitreyi Bordia Das (2019) – world bank of research observer.
3.   https://www.nber.org
4.   https://deccanherald.com

# 39. Women Empowerment Through Skilling & Entrepreneurship

## Rohan Bhimsingh Kotgiri, Manas Sanjay Mhatre

*Students, BMS,*
*Chetana's Self-Financing Courses, Mumbai, Maharashtra.*

*ABSTRACT*

*Women empowerment through skilling and entrepreneurship is a pivotal approach for fostering gender equality and stimulating economic development. This strategy emphasizes equipping women with practical and technical skills essential for thriving in the modern workforce. By offering targeted training programs, women are provided with the expertise necessary to excel in various industries and adapt to evolving job markets. This foundation not only enhances their employability but also builds their confidence to pursue and succeed in entrepreneurial ventures. Entrepreneurship plays a critical role in this empowerment strategy, offering women the opportunity to transform their skills and ideas into successful businesses. Supporting women entrepreneurs involves providing access to capital, mentorship, and networking opportunities, which are crucial for overcoming the challenges they face. Through these resources, women can establish and grow their own enterprises, driving economic innovation and creating job opportunities within their communities. This entrepreneurial spirit not only fosters individual success but also contributes to broader economic growth and development. The benefits of empowering women through skilling and entrepreneurship extend beyond individual achievements. Empowered women often reinvest their earnings into their families and communities, leading to improved socio-economic outcomes, such as better education and health for their families. Moreover, by addressing systemic barriers and promoting inclusive policies, societies can ensure that women fully contribute to and benefit from economic progress. Prioritizing these efforts is essential for building a more equitable and resilient global economy.*

*KEYWORDS*

*Women Empowerment, Skilling, Entrepreneurship, Gender Equality, Economic Development, Skill Development, Entrepreneurial Support, Workforce Participation, Economic Growth & Financial Independence.*

**Introduction:**

Background of the Problem. Women's empowerment has emerged as a critical global issue, with economic independence recognized as a cornerstone. While significant strides have been made, gender disparities persist in various sectors, including employment,

entrepreneurship, and leadership. Traditional gender roles, limited access to education and resources, and discriminatory social norms often hinder women's economic participation. Skilling and entrepreneurship offer promising avenues for women to overcome these challenges, enhance their livelihoods, and contribute to societal development.

**Research Problem and Its Significance:**

Despite the potential of skilling and entrepreneurship to empower women, numerous challenges impede their progress. These include, but are not limited to, access to quality skill development programs, financial constraints, limited market opportunities, and inadequate support systems. This research aims to investigate the specific barriers hindering women's empowerment through skilling and entrepreneurship, and to identify effective strategies to address these challenges.

Understanding the complexities of these issues is crucial for designing targeted interventions, policies, and programs that can effectively promote women's economic empowerment. By addressing the research problem, this study contributes to the growing body of knowledge on women's entrepreneurship and informs evidence-based practices for empowering women through skilling and entrepreneurship.

**Research Objectives:**

- The primary objectives of this research are:
- To examine the current status of women's participation in skill development programs and entrepreneurial ventures.
- To identify the key barriers hindering women's empowerment through skilling and entrepreneurship.
  To assess the impact of existing skilling and entrepreneurship programs on women's economic empowerment.
- To develop recommendations for effective policies and programs to promote women's empowerment through skilling and entrepreneurship.

**Research:**

Women entrepreneurs require support and encouragement from their social networks, families, and—above all—the government. The government ought to take the lead in offering financial assistance to female business owners. (Sinha and Shastri, 2010). Entrepreneurs create new goods and services for a specific market niche or take on well-established companies by offering higher quality, more features, or cheaper costs. These actions are classified as entrepreneurial endeavours and are associated with the creative destruction process (Schumpeter, 1947).

Large companies typically have an edge in innovation while operating in highly unionised, capital-intensive, and advertising-intensive industries. However, small businesses that operate in highly innovative industries have an advantage (Audretch,2004). Consequently, small businesses can benefit from more effective and efficient innovation (Vossen,1998). The literature emphasises a number of obstacles that small

Women entrepreneurs require support and encouragement from their social networks, families, and—above all—the government. The government ought to take the lead in offering financial assistance to female businesses. (Sinha and Shastri, 2010). Entrepreneurs create new goods and services for a specific market niche or take on well-established companies by offering higher quality, more features, or cheaper costs. These endeavours are categorised as entrepreneurial and linked to the creative destruction process (Schumpeter, 1947).
Large companies typically have an edge in innovation while operating in highly unionised, capital-intensive, and advertising-intensive industries. However, small businesses that operate in highly innovative industries have an advantage (Audretch, 2004). Consequently, small businesses can benefit from more effective and efficient innovation (Vossen, 1998). The literature emphasises a number of obstacles that small

**Objectives:**

1. **Enhance Employability**: Equip women with essential skills to improve job readiness and market competitiveness.
2. **Promote Financial Independence**: Enable women to achieve economic autonomy through successful business ventures.
3. **Foster Innovation and Business Growth**: Support women in launching and expanding businesses to drive economic development.
4. **Reduce Gender Disparities**: Address systemic barriers to equalize employment and business ownership opportunities for women.
5. **Support Community Development**: Leverage women's economic success to enhance local infrastructure, education, and healthcare.
6. **Encourage Lifelong Learning**: Promote continuous skill development and adaptation to evolving market demands.

**Review of Literature:**

**Vyas, (2018)**

Literature reveals that skill development definitely has a positive impact on women empowerment. Increasing number of women have captured the market of garment making, fabric painting, zardosi work, hand embroidery, beauty parlour, etc after the launch of this mission. It has enabled them to start small business units with decent income (Vyas, 2018). It has significantly increased instances of entrepreneurship and micro entrepreneurship across regions.

**Tauffiqu Ahamad, (2016)**

The mission has given a special impetus to the education of girls by designing structured curriculum for girls in rural areas so as to give them better employment and income earning opportunities in the future. For instance, training of trainers, Vocational Training for girls has been undertaken by Advanced Training Institutes and Regional Vocational Training Institutes to empower girls and young women through adequate skilling and training.

**Overall Summary:**

The authors of this review of the literature have distilled the key ideas from the most widely cited works on fintech and the fintech ecosystem. This review of the literature offers an extensive synopsis that has never been done before. The writers also present the innovative idea of FinTech as an IT enterprise.

The fintech market covers all areas, but the maturity level of the different fintech solutions varies in terms of the process areas they cover. For example, a recent study conducted for the banking sector found that financing is the most significant area of the growing fintech market, followed by cross-processes, payments, and investments (Haddad and Hornuf 2016).

Women entrepreneurs require support and encouragement from their social networks, families, and—above all—the government. The government ought to take the lead in offering financial assistance to female business owners. (Sinha and Shastri, 2010). Entrepreneurs create new goods and services for a specific market niche or take on well-established companies by offering higher quality, more features, or cheaper costs. These actions are classified as entrepreneurial endeavours and are associated with the creative destruction process (Schumpeter, 1947).

Large companies typically have an edge in innovation while operating in highly unionised, capital-intensive, and advertising-intensive industries. However, small businesses that operate in highly innovative industries have an advantage (Audretch,2004). Consequently, small businesses can benefit from more effective and efficient innovation (Vossen,1998). The literature emphasises a number of obstacles that small

Women entrepreneurs require support and encouragement from their social networks, families, and—above all—the government. The government ought to take the lead in offering financial assistance to female businesses. (Sinha and Shastri, 2010). Entrepreneurs create new goods and services for a specific market niche or take on well-established companies by offering higher quality, more features, or cheaper costs. These endeavours are categorised as entrepreneurial and linked to the creative destruction process (Schumpeter, 1947).

Large companies typically have an edge in innovation while operating in highly unionised, capital-intensive, and advertising-intensive industries. However, small businesses that operate in highly innovative industries have an advantage (Audretch, 2004). Consequently, small businesses can benefit from more effective and efficient innovation (Vossen, 1998). The literature emphasises a number of obstacles that small.

**Research Methodology:**

This study is based upon Primary Data and Secondary Data. The primary data is collected by conducting questionnaire Method by in that we have total 10 questions which were asked to the respondents and the secondary data is collected by websites and research papers.
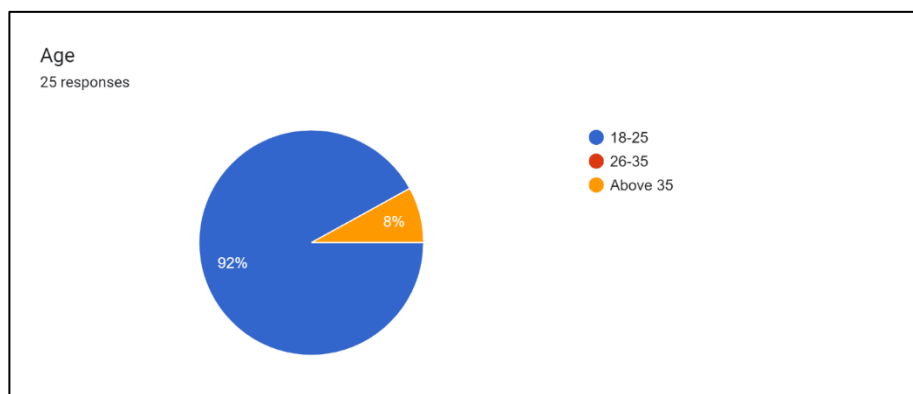
**Primary Data:** Questionnaire

**Secondary Data:** Websites

**Data Analysis and Interpretation:**

Sample size: 25



The age distribution of the 25 responders is shown in the pie chart. The huge blue segment represents the 92% of people that fit within the 18–25 age range. The smaller orange segment, which represents the remaining 8%, falls into the combined age group of 26–35 years old and older than 35 years old. This distribution shows that the sample contains a significant proportion of younger responders.
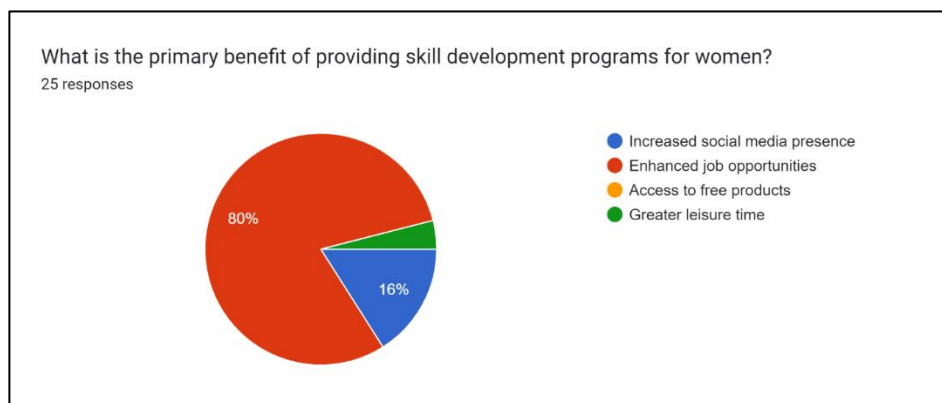


Based on replies from 25 people, the pie chart shows the main advantages that women believe come from offering skill development programs. More job opportunities are the most important perceived benefit, as indicated by 80% of answers. This implies that a sizable portion of participants think that skill development initiatives mostly give women the tools they need to enhance their chances of finding employment.Conversely, with 16% of replies, more social media presence is the second most mentioned advantage. This suggests that while the percentage of respondents who view skill development as a method for improving online exposure is smaller, it is still significant. Less than 5% of respondents

selected the options for more free products and more free time, respectively, indicating the low level of support for these ideas. This suggests that the majority of respondents do not view these elements as primary benefits.Overall, the evidence strongly suggests that women's skill development programs are predominantly associated with better career chances among respondents.
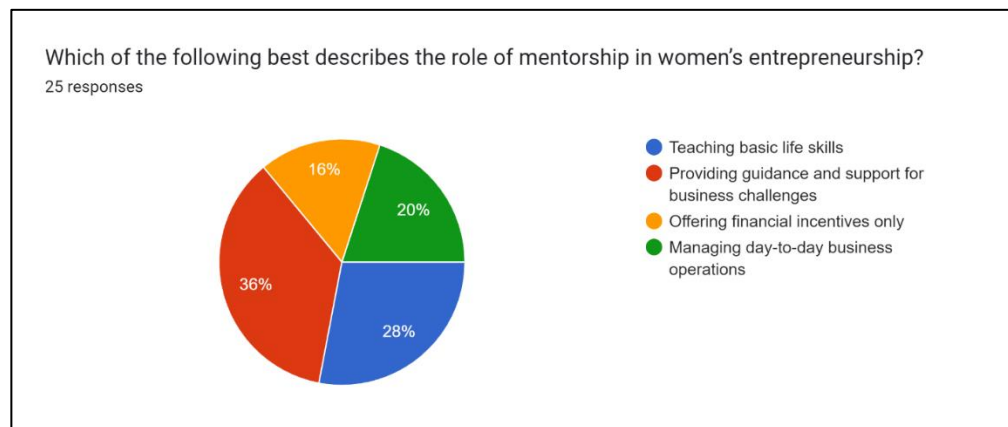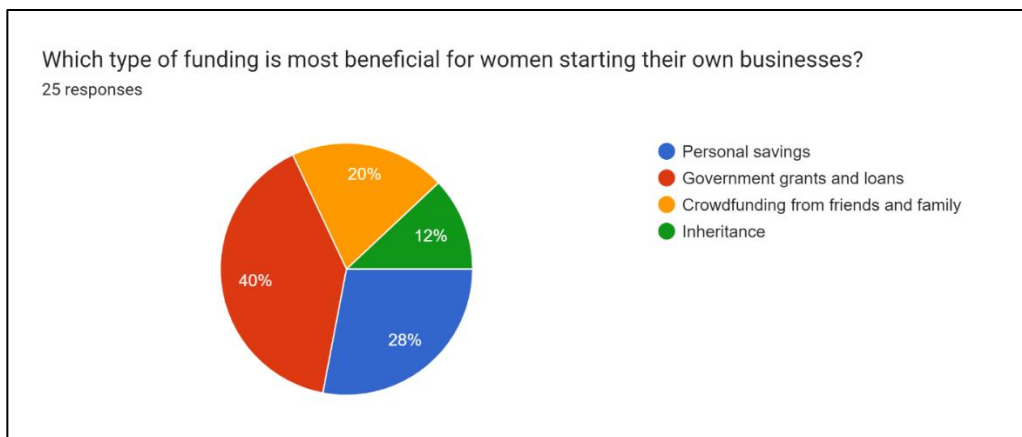


According to 25 respondents, the pie chart depicts the perceived roles that mentoring plays in women's business. The greatest portion of the chart, which makes up 36% of the responses, shows that managing daily business operations is the primary way that respondents perceive mentorship. This shows that the majority of participants think mentor's ought to actively help with the day-to-day operations of running a business. With 29% of the vote, the second-largest section emphasizes the value of mentoring in offering direction and assistance with business difficulties. This suggests that a sizeable proportion of participants regard mentors as counsellors who can assist in overcoming barriers in the entrepreneurial process. The subsequent portions demonstrate that whereas 16% of respondents think it's vital to educate basic life skills, just 20% think it's important to offer financial incentives. This implies that in this situation, the main expectations of mentors are not financial in nature. In conclusion, the data shows that rather than only serving as sources of financial assistance or life skills instruction, respondents largely view mentors as active participants in business operations and problem-solving.
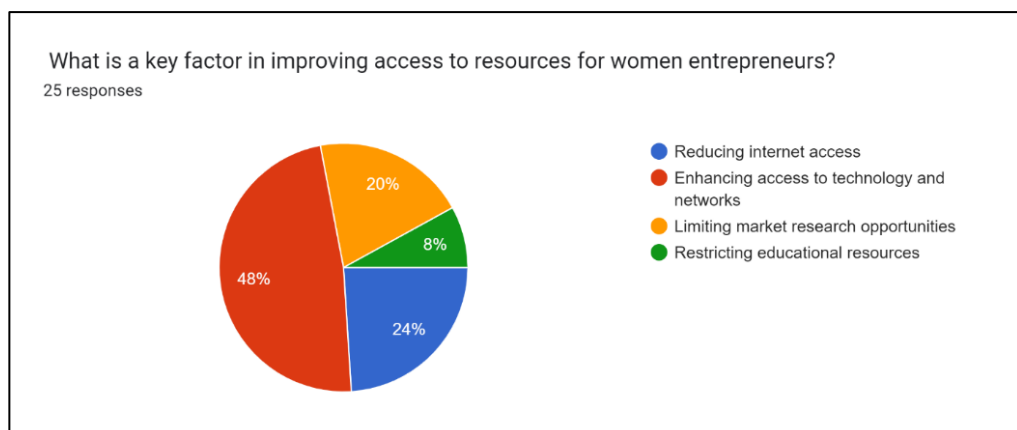
Based on 25 replies, the pie chart shows the important elements that are thought to improve women entrepreneurs' access to resources. Enhancing access to technology and networks is the most important factor found, as indicated by 48% of responders. This indicates that a significant portion of participants think that granting female entrepreneurs more access to technology and networking opportunities is essential to enhancing their ability to obtain resources. Reducing internet access ranks second in importance, according to 24% of respondents. This suggests that a significant proportion of participants saw resolving internet connectivity concerns as a crucial first step towards enhancing the accessibility of resources for female entrepreneurs. With 20% and 8% of replies, respectively, the remaining factors—restricting educational resources and market research opportunities—received less support. This implies that although these elements may have an impact, they are not regarded as being as important as improving technology accessibility and lowering barriers to internet access. To summarise, the data indicates that the respondents believe that boosting access to networks and technology is the most important way to improve the accessibility of resources for women entrepreneurs. Top



Based on comments from 25 people, the pie chart depicts the kind of funding that is thought to be the most advantageous for women launching their own enterprises. With 40% of respondents, government grants and loans are the most popular funding source, as seen by the largest slice of the pie chart. This indicates that a sizable majority of respondents think that grants or loans from the government are the best forms of support for female entrepreneurs. With 28% of replies, personal savings is the second most popular option. This suggests that a significant proportion of participants saw using their own money to launch a business as a feasible alternative. Twenty percent of respondents chose the third most popular option, which is crowdfunding from friends and family. This implies that some female entrepreneurs may think about asking their social network for financial support. With only 12% of respondents selecting inheritance as a source of finance, it earned the least amount of support. This suggests that most women do not prioritise receiving financial inheritances while launching their own enterprises. To summarise, the available data indicates that government grants and loans are regarded as the most advantageous source of finance for female entrepreneurs. Personal savings and crowdsourcing from friends and family are ranked second and third, respectively. Among the options provided, inheritance is the least favoured
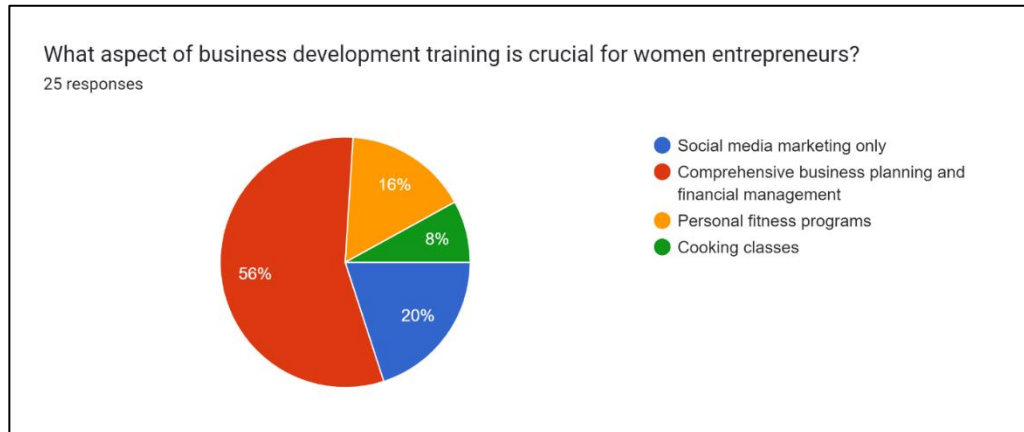
Based on responses from 25 people, the pie chart shows what is thought to be the most important component of company development training for female entrepreneurs. With 56% of respondents, thorough financial management and business planning is the most popular choice. This suggests that a significant proportion of participants hold the view that women entrepreneurs must possess a solid background in financial management and business planning. With 20% of comments, social media marketing is the second most popular feature, indicating that women entrepreneurs in the current digital era view it as crucial. With 8% and 16% of the vote each, respectively, the remaining options—personal fitness programs and cookery classes—received little support, suggesting that most respondents do not view them as essential elements of business development training. In conclusion, the evidence clearly indicates that thorough business planning and financial management should be given top priority by female entrepreneurs as the most important components of their business growth training.
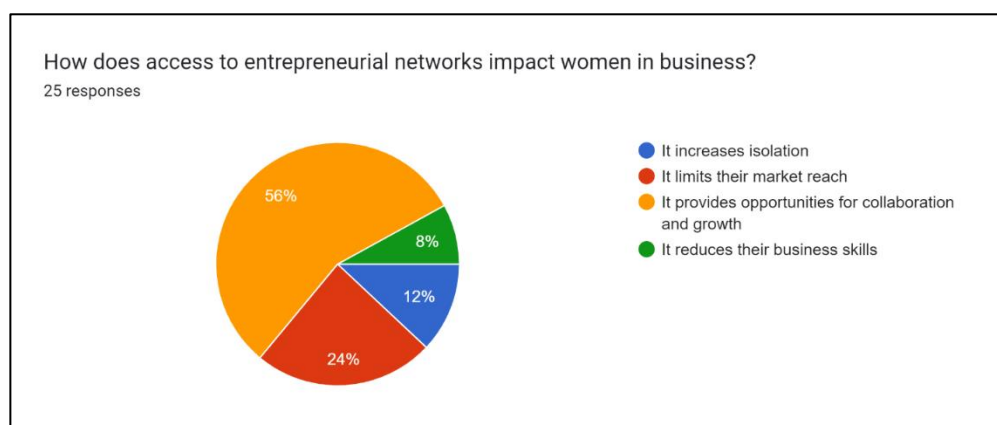


The pie chart, which presents data from 25 respondents, shows how women in business are affected by their access to entrepreneurial networks. With 56% of respondents, the greatest perceived benefit is that it offers chances for growth and collaboration. This indicates that a significant portion of participants hold the opinion that entrepreneurial networks mainly provide opportunities for women to work together with other company owners and grow their enterprises. Limiting their market reach is the second most often mentioned impact, accounting for 24% of the respondents. The data suggests that a considerable proportion of

participants hold the opinion that having access to entrepreneurial networks may limit their capacity to penetrate new markets. The choices to become more isolated and to become less skilled in business were not well-liked; 12% and 8% of respondents, respectively, selected these options. This suggests that most respondents do not view them as their key impacts. All things considered, the evidence strongly implies that respondents predominantly link development and cooperation prospects with access to entrepreneurial networks, albeit some respondents also see possible barriers to market penetration.
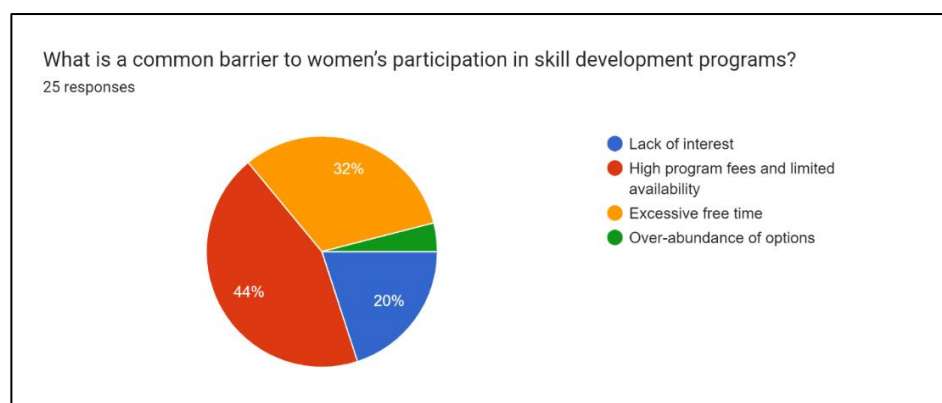


Using data from 25 respondents, a pie chart represents the frequent barriers that women believe prevent them from participating in skill development programs. Limited availability and high program fees were cited as the main perceived barriers, accounting for 44% of replies. It can be inferred from this that a significant proportion of participants think that program expenses and restricted access are the main barriers preventing women from participating. Reluctance to participate is the second most often mentioned obstacle, accounting for 32% of answers. This suggests that women's low participation rates in skill development programs are partly attributed to their perceived lack of interest by a significant proportion of respondents. After being selected by 20% of respondents, the other options—too much free time and too many options—received little support. It appears from this that most respondents do not view these as their main obstacles. To summarise, the data indicates that the respondents mainly link women's involvement in skill development programs to expensive program fees and restricted access, which are then followed by a lack of interest.
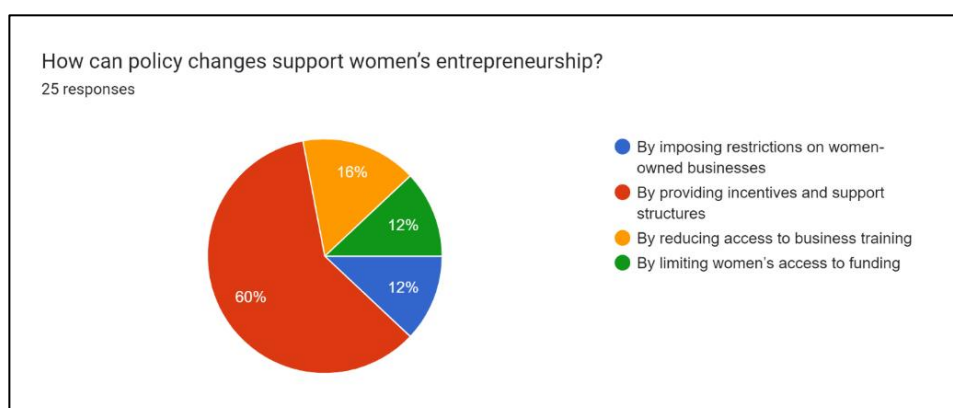
Based on responses from 25 people, the pie chart depicts the thought-to be most beneficial policy measures to encourage women's entrepreneurship. Offering incentives and support systems is the most important perceived policy change, as indicated by 60% of answers. This implies that the vast majority of participants hold the view that encouraging women to become entrepreneurs requires providing financial incentives and encouraging frameworks. With 16% of comments, limits on women-owned enterprises are the second most often mentioned policy reform.

This shows that a sizable percentage of respondents think that one of the main factors promoting the expansion of women-owned enterprises is the relaxation of laws. Less than 12% of respondents chose the other options, which included restricting women's access to finance and lowering access to business training, suggesting that most respondents do not think these would be successful policy reforms. To sum up, the research indicates that the respondents mostly link encouragement and support systems to women's entrepreneurship, with lessening regulations for women-owned enterprises coming in second.
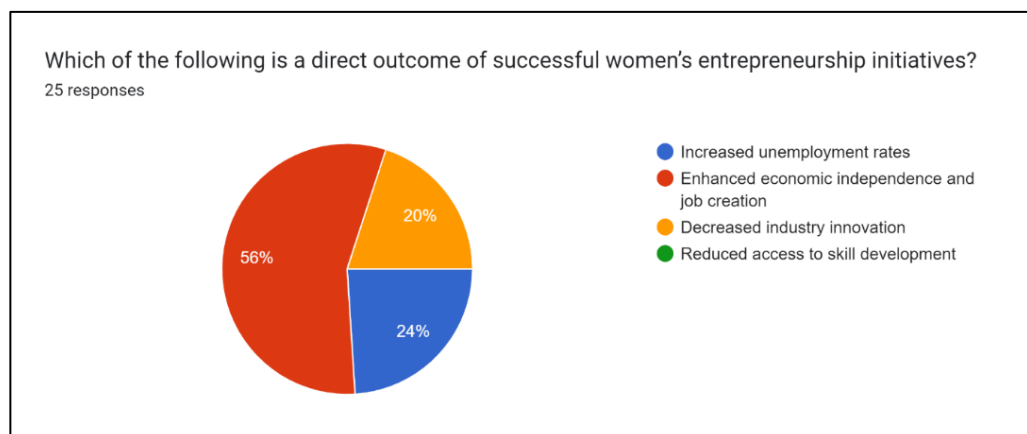


Based on the opinions of twenty-five people, the pie chart shows the expected direct results of successful women's entrepreneurial projects. More job creation and economic independence were cited as the most important perceived outcomes, with 56% of responses. This implies that a sizable portion of participants think that effective women-led business endeavors largely result in increased financial independence for women and the development of new employment. Reduction in industrial innovation ranks second in terms of cited outcomes, with 24% of replies.

It can be inferred from this that a considerable proportion of participants think that these efforts discourage industry innovation. Less support was given to the remaining options, which 20% of respondents selected: higher unemployment rates and restricted access to skill development. This suggests that the bulk of respondents do not view these as the primary outcomes. In conclusion, the data clearly indicates that respondents mostly link increased economic independence and employment creation with the successful female entrepreneurs.
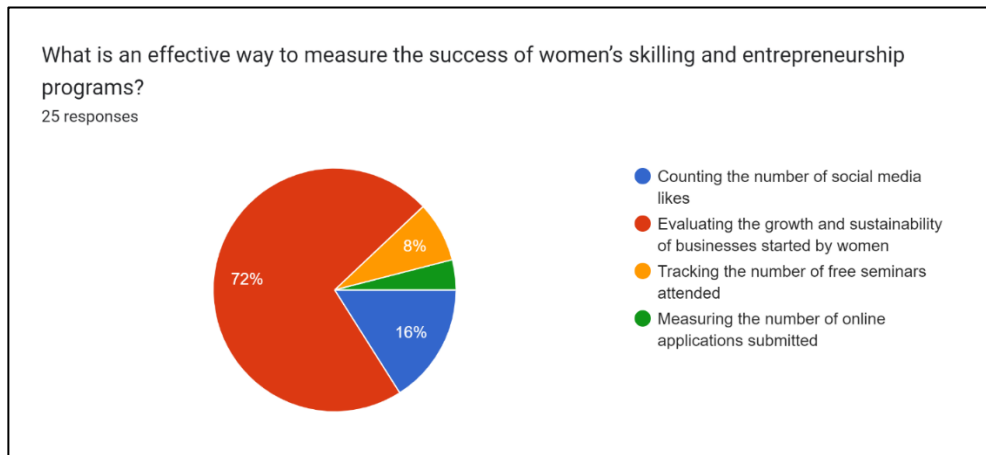
Based on responses from 25 people, the pie chart shows the most widely accepted metrics for evaluating the effectiveness of women's skill development and entrepreneurship programs. 72% of respondents cited assessing the expansion and viability of companies founded by women as the most important perceived indicator of success. This indicates that a sizable portion of participants think that the ability of such programs to create and sustain successful enterprises is what ultimately determines their success. With 16% of respondents, the number of online applications filed is the second most often stated metric. This suggests that a considerable proportion of participants view the quantity of women expressing interest in and applying to these programs as a crucial success metric. Eight percent of respondents indicated that they kept track of the number of free seminars they attended; this suggests that some saw attending seminars as a gauge of program engagement. With only 4% of respondents selecting it, the option to measure social media likes garnered the least support, suggesting that most respondents do not view social media metrics as the primary indicator of program success. To summaries, the data indicates that the development and sustainability of enterprises established by program participants are the primary factors that respondents link with the success of women's skilling and entrepreneurship programs.

**Findings:**

- Demographics: The majority of respondents are young, aged between 18-25 years.
- Skill Development: Respondents primarily perceive skill development programs as a means to enhance job opportunities.
- Mentorship: Mentors are expected to be actively involved in business operations and provide guidance, rather than primarily offering financial incentives or life skills training.
- Access to Resources: Enhancing access to technology and networks is seen as crucial for women entrepreneurs.
- Funding: Government grants and loans are the most preferred funding source for women starting businesses.
- Business Development Training: Comprehensive business planning and financial management are considered essential for women entrepreneurs.
- Entrepreneurial Networks: These networks are primarily valued for their potential to foster collaboration and growth.

- Barriers to Skill Development: High program fees and limited availability are major obstacles to women's participation in skill development programs.
- Supporting Women's Entrepreneurship: Providing incentives and support structures is the most preferred policy change to support women entrepreneurs.
- Measuring Program Success: Evaluating the growth and sustainability of businesses started by women is the most important indicator of program success.
- Outcomes of Women's Entrepreneurship: Enhanced economic independence and job creation are the primary perceived outcomes of successful women's entrepreneurship initiatives.

**Conclusions:**

The results of the poll underscore the vital role that resource accessibility, mentoring, and skill development play in enabling women entrepreneurs. Rather than concentrating exclusively on humanitarian projects or personal growth, there is a considerable emphasis on practical help, such as financial aid and business training. The poll highlights the potential advantages of business networks, but it also raises questions about the narrow market that women entrepreneurs can access. Increasing women's involvement requires removing obstacles including expensive program fees and a lack of skill development programs. Reducing barriers for women-owned firms, offering incentives, and creating support networks should be the top priorities for policymakers in order to effectively encourage women's entrepreneurship. It is also important to make efforts to improve finances, networks, and technological accessibility. Program performance should be evaluated based on its long-term effects on women-owned companies, not just on program participation or other short-term measures. The survey's overall findings highlight the necessity of comprehensive and focused assistance for women to become successful entrepreneurs and boost the economy.

**References:**

1. https://www.google.com/
2. https://www.wikipedia.org/
3. https://scholar.google.com/

## About Tilak Education Society:

Tilak Education society was established in 1984 with the aim of promoting education in the city of Navi Mumbai. Since its inception, the society has been engaged in educational activities from Nursery to Post Graduation level in Navi Mumbai. Currently the society runs 15 other institutions in 4 different educational complexes in Navi Mumbai as well as Thane. It caters to the educational needs of over 20000 students.

## About the institution:

J. K. College of Science & Commerce was established in 2009 with seven undergraduate programmes. Recently the college has been accredited with B++ grade of 2.94 CGPA. The institution imparts education in the field of Business Management, Commerce, Mass Media, Computer Science and Information Technology. The college is fully equipped with the latest infrastructure and provides a library with reading room, computer labs, canteen, indoor gymkhana, sports room, playground with basketball court, incubation centre, media lab, student council, National Service Scheme, DLLE, Robotics lab, Audio Visual Room, Multi-purpose Hall and all other required infrastructure facilities to support curricular and extracurricular activities.

Owning state-of-the-art infrastructure, the college is committed to quality and excellence. Further, the institution strives its students to be highly competitive at the global level and thereby, make them proud citizens of the country. College has well-qualified staff members, who make use of innovative methods and teaching pedagogy for providing holistic education to the learners. We strongly believe in continuing our journey of enlightenment in order to excel further to instrument NEP 2020.