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EDITORIAL

The Government of India is now aiming to skill 40 crore people by 2022 through its 'Skill India' program, the lack of awareness among youth about the government-run skill development programs is one of the key obstacles with about 70% of Indian youth is not aware of these schemes, according to a recent study "Young India and Work" by the Observer Research Foundation and World Economic Forum (WEF). The government had launched the Skill India initiative, which aims to train over 40 crore people in India in different skills by 2022. Since then, various schemes have been launched like Pradhan Mantri Kaushal Vikas Yojana (PMKVY) to further the aim of skill development, in order to enable a large number of youths in the country to take up industry-relevant skill training that will help them in securing a better livelihood. The new launch of programme that is "Kaushal Bharat Kushal Bharat" which enable the youth as employability. Thus, Sector Skill Councils (SSCs) are one of NSDC's significant pillars of strength, which play a vital role in bridging the gap between industry demand and the skill ecosystem. SSCs has playing an instrumental role and bring together all the stakeholders such as (a) industry,(b) labour and (c) academia together to ensure that the industry is furnished with skilled and efficient workforce. It has also initial seed funding to facilitate their growth and enable them to achieve self-sustainability in a time-bound manner , also been encouraged to develop their own placement portal and mobile applications. These portals are linked to demand aggregation and are aimed at mapping the skill needs of the industry. The 360-degree interface of the portal connects candidates and training partners with recruitment firms and potential employers. The research papers relating to Skill will enable as policy holders for their future endeavour.

Editorial Team

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RELEVANCE OF HIGHER ORDER OF MOMENTS IN PORTFOLIO SELECTION

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ABSTRACT

The first financial theory on investment portfolio selection devised by Markowitz is widely known as classical mean-variance approach. According to this approach, the investor's objective is to maximize the expected return (first moment or mean) of the portfolio and minimize its risk (second central moment or variance). Employing these two moments would have been really sufficient if the investors have a quadratic utility function or the security returns follow a Gaussian normal distribution. But empirical evidences reveal normality may not be the case in reality. On the contrary asset return distributions are often skewed and exhibit excess kurtosis. Hence the normality assumption needs to be relaxed and at the same time the incorporation of skewness (third central moment) and kurtosis (fourth central moment) become essential. Moreover, the investors would prefer positive skewness and try to reduce kurtosis of the portfolio return. Hence the inclusion of higher order moments into the portfolio selection process is essential and it enhances the applicability of the classical model for sure.

1. INTRODUCTION

Every investment involves some risk, which is the probability of incurrence of losses in comparison to the expected return from the same investment. In financial theories, the pricing and the evaluation of risky assets had been one of the major research areas for years. The systematic treatment of this investment risk has been first put forward by Harry Markowitz in his Modern Portfolio Theory (hereafter, MPT) (1952). This is an investment theory, which is based on the idea that an optimal portfolio can be constructed for a risk-averse investoreither by maximizing expected return of portfolio for a given level of portfolio risk or by minimizing portfolio risk for a given portfolio return. As an important and influential theory of investment,

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MPT measures portfolio return and risk interms of mean and variance respectively, which is a measure of the volatility of return. The notion that risk is inherent to higher reward has been emphasized in MPT. A specific measure of portfolio risk (variance) has been developed by Markowitz with an objective to derive the expected risk and return of a portfolio. By considering various feasible portfolios on the risk-return space, Markowitz model generates an efficient frontier of portfolios for a risk-averse investor. From this efficient set of portfolios, the most appropriate portfolio is chosen by an investor based on his/her risk tolerance level. Thus, from the above discussion,it is clear that an investor's foremost concern is the risk of the portfolio, which is a collection of securities. However, Markowitz's perception of a risky asset is succinctly summarized as below.

(i) If there is no perfect positive correlation between the returns of two risky assets, their standard deviations are not additive.

(ii) When a portfolio is constructed by choosing only risky assets, the portfolio risk measured in terms of variance is less than the sum of the risk of portfolio constituents.

As the security return in MPT is assumed to follow a multivariate normal distribution, the first two moments,i.e. mean and variance arguably is sufficient criteria for explaining the portfolio return distribution. This mean-variance optimization model for the construction of an optimal portfolio was a QP problem, where the variancewas minimized for a target value of expected return. Markowitz's original formulation of the variance minimization problem is stated as:

$$\text{Min } \sigma_p^2 = \Sigma^n_{i=1} = \Sigma^n_{j=1} x_i x_j r_{ij} \sigma_i \sigma_j .$$

subject to, (i) $E(R_p) = \Sigma^n_{i=1} x_i E(R_i)$,

(ii) $= 1$ (Weights add to 100%)

(iii) $\Sigma^n_{x=1} x_i \neq 0$ ....(1.1)

The solution of the above model determines the least risky portfolio for a given return which is an optimum portfolio for an investor.The calculation of portfolio risk in Markowitz model is based on the estimation of the variance of each security and the co-movements between each pair of securities (co-variances), for which the construction of a large-scale portfolio, byMarkowitz model generates computational complexity.

Against this drawback, a scholarly and computationally efficient attempt was made by Sharpe(1964) to develop a simplified version of Markowitz model, where the data and computational requirements were substantially reduced.The Single Index Model developed by Sharpe(1963) expresses the security's return as a function of the market index, i.e.

$$= \alpha_i + \beta_i R_M + e_i \quad ....(1.2)$$

Though the single index model is an empirical description of return ofan individual security, the same model can be extended to a portfolio of securities as well. This is possible because the weighted average of the expected returns of individual securities is considered as the expected return on a portfolio. While dealing with the risk aspect of individual security, however, the security's risk must be measured in terms of the extent to which it contributes to risk in the portfolio of an investor. Hence, in portfolio theories, a security's contribution to portfolio risk is different from the risk of individual security. Investors normally confront two types of risks, namely diversifiable and non-diversifiable (Sharpe, 1964; Linter, 1965). Diversifiable riskis also known as "unsystematic risk," "specific risk"is the component of portfolio risk, which can be eliminated through the construction of a well-diversified portfolio because such risks are specific to the securities of a particular company or industry. On the other hand, non-diversifiable risk, alternately, known as "systematic risk," "market risk" is a

type of uncertainty inherent to the entire market or economy. Such market risks being a component of the total portfolio risk cannot be eliminated through the process of diversification. Thus, it is clear that systematic risk is inevitable and plays a vital role in the investment scenario. Further research in this direction has resulted in an important theory of capital market,i.e., Capital Asset Pricing Model(CAPM) which explains the relationship between security's expected return and systematic risk, indicated by ß coefficient.

We organize this paper into five section. Section 2 describes the relevance of CAPM models in portfolio selection. Section 3 presents CAPM model with higher order moments and co-moments taking into consideration skewness and kurtosis. We apply this model to a set of securities listed in DJIA (Dow Jones Industrial Average) index in section 4. Finally in section 5, we conclude the model stating its advantage over the traditional CAPM models for portfolio selection.

2. Capital Asset Pricing Model (CAPM)

Based on the original work of Markowitz (1952), asset pricing model known as Capital Asset Pricing Model (hereafter, CAPM) has been laid down byresearchers such as Treynor (1961), Sharpe (1964), Lintner (1965a,b), and Mossin (1966). The CAPM as a capital market theory has been widely used for determining the price of an individual security or portfolio. In the CAPM model, the return on capital investment is expressedin terms ofthe Security Market Line (SML) equation. The equation for the said model is presented below.

$$i) = E(R_f) + ß_i (E(R_m) - R_f) \quad \ldots.(2.1)$$

where,

- i) is the expected return on the capital asset
- R_f is the risk-free rate of interest such as interest arising from government bonds
- $ß_i$ (the beta) is the sensitivity of the expected excess asset returns to the expected excess market returns,where $ß_i$.
- R_m is the expected return of the market
- $E(R_m) - R_f$ is sometimes known as the market premium (the difference between the expected market rate of return and the risk-free rate of return).
- $ß_i (E(R_m) - R_f)$is also known as the risk premium

The SML equation stated above explains the linear relationship between the expected return and the risk, particularly systematic risk. While determining the pricing of risky assets, the CAPM model is based on the idea that the investors are compensated for their investments in equities in two ways: 'time value of money' and 'risk premium.' The time value of money is represented by the risk-free rate (R_f) which is the yield on government bonds like the U.S treasury bills. The second part of the SML equation is the risk premium which is a compensation for the investor who bears extra risk over and above the risk-free rate.

The CAPM model is based on assumptions such as quadratic utility function, the normality of asset return distribution, and zero transaction cost. Because of the first two assumptions, only the first and second moments are considered as sufficient for explaining the return distribution investment. The formulation of a well-diversified portfolio is possible because of zero transaction cost, which in turn, completely removes the unsystematic risk. Under these assumptions in CAPM, the second order systematic co-moment (ß) is priced and considered as highly significant in explaining the return on investment (Chung et al., 2006).In CAPM, investors are worried

about the first two moments-mean and variance and one co-moment named covariance for the asset return distribution. Therefore, the traditional CAPM model is often described as mean-variance CAPM or two-moment CAPM (Chung et al., 2006).

3. CAPM with Higher Order Moments and Co-moments

In real life, the expected utility of asset return can be completely explained by mean and variance only when the return distribution is normal, uniform or binomial(Scott & Horvath,1980). On the contrary, most of the actual portfolio return distributions are non-normal. A plethora of empirical studies have been undertaken(Simkowitz, 1978; Singelton Wingender 1986; Aggarwal et al.; 1989;Maghrebi,1992;Konno et al., 1993;Chunhachinda etal.,1997) to show the asymmetric feature of the return distribution. Very often, the investor's utility function is of a higher order than quadratic. In such a situation the two- moment CAPM does not hold good. Thus,arguably, higher order moments- skewness, kurtosis and comments-co-skewness and co-kurtosis should be considered for the determination of portfolio return(Chung et al., 2006; Scott& Horvath, 1980). The non-diversified skewness and kurtosis are considered as vital in the process of equity valuation as the skewness and kurtosis cannot be diversified by increasing the portfolio size (Arditti, 1971; Fielitz, 1976; Gibbons,Ross& Shanken,1989).

The empirical anomalies of the two moment CAPM model have been addressed by Rubinstein (1973), Kraus and Litzenberger (1976).The importance of higher moments beyond variance in asset pricing theory has been studied (Jean, 1971; Scott & Horvath, 1980) and these insights have led to the extended reformulation of two moment CAPM Rubinstein (1973), Kraus and Litzenberger (1976) models. A brief exposition of these higher moment CAPM is presented below.

3.1. Three-Moment CAPM (Skewness and co-skewness)

Co-skewness, though a statistical measure, when used in finance, provides an estimation of the risk of a securityin relation to market risk. An investor always prefers a positive co-skewness of equity as it represents a higher probability of extreme high return in security over market return. On the other hand, an asset with negative co-skewness when included in a portfolio, adds negative skewness, which implies an increased probability of getting undesirable extreme values in the left tail of the distribution.

The importance and effect of the third moment or skewness, in pricing the risky assets has been explored by numerous scholars like Ingersoll(1975); Rubinstein (1973), Kraus and Litzenberger (1976);Sears and Wei(1985).Many empirical studies have been carried out (Adesi, 1985; Friend & Westerfield, 1980; Lim,1989; Sears &Wei, 1988; Singleton & Wingender, 1986) where the effect of skewness on the equilibrium asset pricing has been analyzed. Some studies discussing the role of co-skewness, in explaining the cross-section of stock returns have been undertaken (Friend & Westerfield, 1980; Adesi, 1985; Lim,1989; Harvey & Siddique, 2000;Smith, 2007; and Errunza & Sy, 2005).The first extended CAPM with the incorporation of skewness of return distribution has been proposed(Kraus and Litzenberger, 1976), where investor's preference for positive skewness of return has been assumed. While investing in risky assets,the systematic skewness also contributes the risk premium of the investment and hence is priced (Lim,1989).The empirical three-moment linear model developed by Kraus and Litzenberger (1976) is presented below.

$$E\left(\tilde{r}_t\right) = b_1\beta_t + b_2\gamma_t \qquad \text{....(3.1)}$$

$$\text{where, } \tilde{r}_t = \left(\frac{\tilde{R}_f - r_f}{r_f} \right) \text{and} \beta_{t=\frac{Cov(\tilde{r}_t, \tilde{r}_m)}{Var(\tilde{r}_m)}} \text{ and } \gamma_t = \frac{E\left[\left(\tilde{r}_t - E(\tilde{r}_t) \right) \left(\tilde{r}_m - E(\tilde{r}_m) \right)^2 \right]}{E\left[\left(\tilde{r}_m - E(\tilde{r}_m) \right)^3 \right]}$$

In the above equation, ß and γ representa systematic standard deviation and systematic skewness respectively. This model is the first ever empirically tested three-moment CAPM, where risk-averse investors have chosen a higher expected return over lower return, lower variance over higher variance, and a higher (positive) skewness over lower (negative) skewness for the greater objective of maximization of expected utility of investment.

While studying the effect of skewness on return distribution, it has been established in this model that the co-variance measure must be supplemented by the measure of co-skewnessto explain the cross-section of returns on risky assets. A scholarly attempt has been made (Harvey & Siddique,2000) to prove the statistical significance of systematic co-skewness in explaining the cross-sectional variation of the expected return of assets. As the investors always prefer a positively skewed return distribution (Friend & Westerfield, 1980), the presence of asymmetry in risk, specifically the downside risk, has been captured by the conditional skewness(Harvey & Siddique,2000). A three-moment CAPM has been tested(Harvey & Siddique,2000) that demonstrates, a stock with negative co-skewness with the market will earn a high-risk premium. The incorporation of co-skewness in asset pricing is preferred by the investors only when the market returns are positively skewed and disdained when there exist negatively skewed market returns.

3.2. Four-Moment CAPM (Kurtosis and co-kurtosis)

Co-kurtosis being a statistical measure estimates the degree of the peak of the probability distribution of a variable in relation to the peakedness of another variable. In finance co-kurtosis has been used as a measure of risk estimation, where it comes up with an estimation of security's risk in relation to the market. It is the fourth-moment kurtosis, which measures the extent to which a variable's probability distribution tends to have relatively large frequencies around the center and in the tails of the distribution. The study is related to the inclusion of the fourthmoment,and its effect on security return has grabbed a little attention in comparison to the three-moment CAPM. However, it has been studied (Aggarwal and Rao, 1990; Barnea and Downes, 1973; Fama, 1965; Officer, 1972) and documented that U.S. common stock returns are characterized by the presence of distributed with more returns in the extreme tails. Even, the presence of significant kurtosis in the distributions of Japanese stock returns hasbeen reported in various empirical studies like Aggarwal and Soenen (1988) and Aggarwal, Rao & Hiraki (1989).Therefore, investor's preference for the inclusion of higher moments for security valuation has been emphasized (Samuelson, 1970; Scott& Horvath, 1980).

Other theoretical and empirical evidence supporting the inclusion of the fourth moment in pricing asset return include Dittmar (1999) and Fang & Lai (1997).A four-moment CAPM has been derived (Fang &Lai, 1997) where it has been indicated that the expected excess returns on assets are dependent on systematic variance, systematic skewness, andon systematic kurtosis. Their findings have also revealed that the risk premium of an asset is contributed by the second, third and fourth moment jointly. While making a strong argument for the incorporation of the fourth moment, the theoretical investigation by Dittmar (1999) demonstrates the an investor's aversion for kurtosis.The contribution of coskewness and cokurtosisto the explanation of the cross-sectional variation of return generating process has been discussed (David & Chaudhury,2001) in the context of the

futures market. On the basis ofa regression analysis, this study demonstrates that the explanatory power increases when third and fourth moments are included. The linear four-moment CAPM equation developed by Fang & Lai (1997) is denoted as below.

$$\overline{R_1} - R_f = b_1\beta_i + b_2\gamma_i + b_3\delta_i, \quad i = 1, ..., \quad n, \qquad ....(3.2)$$

where,

$\overline{R_1}$: the expected rate of return on the i^{th} risky asset;

β_1 : Cov (R_i,R_m)/var (R_m), is the systematic variance of the asset i,

γ_i : Cov (R_i,R_m^2)/E $[(R_m - E(R_m))^3]$, is the systematic skewness of the asset i;

δ_i : Cov (R_i,R_m^3)/E $[(R_m - E(R_m))^4]$, is the systematic kurtosis of the asset i;

and b_1, b_2, b_3 : the market premiums for the respective risks.

4. Results from an empirical study

In this paper, we have also tested the effect of incorporation of higher moments on the asset return. For this data for 29 securities out of total 30 securities listed in DJIA (Dow Jones Industrial Average) index have been considered. One security hasbeen excluded due to the unavailability of data for the selected period of twenty years. Necessary statistical analyses have been donebased on monthly share prices along with the market indices throughout twenty years (from May 1999 to July 2018). After normalizing the monthly share prices, for dampening the variability, arithmetic means of monthly return from May-1999 to July-2018 has been taken as average return for each security and market index. The risk-free rate has been taken as 2.12%,based on the three months US Treasury bill yields that stood at 2.12%.Further, the average return of each stock has been annualized. This annualized average return has been used to calculate the excess return of each security by using the formula Ri-Rf where Ri is the expected rate of return on the ith stock,and Rf is the risk-free rate which is 2.12% in our case. The values for the beta, gamma,and delta which are the measures of covariance, coskewness,andcokurtosis respectively have been calculated for each stock by using the formula suggested byChristie-David & Chaudhury (2001) and is shown in table-1. Linear regressions have been

Table - 1 : Higher order moments for securities listed in DJIA (Dow Jones Industrial Average) index

Securities	BETA	GAMA	DELTA
AAPL	1.23089	0.84981	0.88262
AXP	1.51306	1.75790	1.64631
BA	.22757	1.84821	1.24896
CAT	1.60199	1.82959	1.83943
CSCO	1.49140	1.55980	1.48349
CVX	0.81840	0.66447	0.74794
DIS	1.20147	1.31874	1.20686
DWDP	1.59650	1.30583	1.53330
GS	1.42583	0.83781	1.18489

HD	1.06805	0.89980	1.00979
IBM	1.01070	0.76458	1.10469
INTC	1.42211	1.07959	1.33116
JNJ	0.53646	0.75217	0.56264
JPM	1.50174	1.54127	1.38084
KO	0.56831	0.98074	0.61558
MCD	0.75680	1.26613	0.85670
MMM	0.92010	0.56213	0.86824
MRK	0.66544	0.45295	0.59764
MSFT	1.14129	0.88510	1.05982
NKE	0.75954	0.44626	0.77602
PFE	0.67052	0.69271	0.68298
PG	0.35497	0.87624	0.37840
TRV	1.00956	0.38470	0.82391
UNH	0.69854	0.99764	0.86052
UTX	1.15004	1.08255	1.09928
VZ	0.72576	0.21287	0.65878
WBA	0.56460	1.30167	0.79435
WMT 0.	51254	0.34941	0.41751
XOM 0.	59902	0.57329	0.53095

run on SPSS, where the excess return on the stock has been employed as the dependent variable and regressed against the proxies for a second, third and fourth moment. It has been inferred from the regression output that the average R2 values increase from .005 for the two-moment regression to .006 for the three-moment regression and to .055 for the four-moment regression. Hence, it is quite evident from the regression results that the explanatory power of independent variables increase as terms for higher moments are included. A summary of the regressions is presented in table-2 below.

Table-2: Summary of the regression coefficients and higher order moments

Regressions	Constant (t - value)	Coefficient second moment (t - value)	Coefficient third moment (t - value)	Coefficient fourth moment (t - value)	Average R^2
Two moment	0.061 (1.861)	0.073 (0.382)	–	–	0.005
Three moment	0.061 (1.798)	0.084 (0.334)	–0.017 (–0.067)		0.006
Four moment	0.059 (1.731)	0.797 (1.182)	0.270 (0.761)	-0.947 (–1.139)	0.055

5. Concluding remarks

Sharpe's ß coefficient which measures the volatility of a security or portfolio is the result of his effort to linearize the classical Markowitz model. Beta as the second order systematic co-moment, measures the systematic risk of a security or portfolio, in comparison to the market as a whole, and at the same time it is highly significant in explaining the return on investment. Even the literature review on investment portfolio management reveals that, Sharpe's ß coefficient is the most commonly used performance measure in the determination of optimal portfolio. But in reality when security return does not follow a normal distribution, ß alone cannot explain the return on investment. Because a part of the systematic risk remains unexplained by ß as an independent variable. Rather the inclusion of third and fourth moments increases the explanatory power. This has been empirically established in this paper, where inclusion of higher order co-moments has resulted in increased R-squared values. An increase in the R-squared value implies all movements of the investment return (dependent variable) are better and more completely explained by higher order co-moments like Beta, Gama and Delta (independent variables).

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SKILL DEVELOPMENT TOWARDS RURAL ENTREPRENEURSHIP : A ROAD MAP FOR ECONOMIC EMPOWERMENT

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ABSTRACT

Skill development concept is not very well developed and recognized properly in India. In urban and rural areas, various training centers have been established to impart skill development activities to the individuals such as literacy skills, computer skill, artisan skill, production skill, manufacturing skill and so forth. India has progressively advanced as an aware country because of the wealth of competent, intelligent and experienced human resources. Decent work deficits are severe and are exacerbated by the lack of access to social protection, low rural incomes, absence of labour law coverage and a high degree of informality in rural India. Agriculture is still the main economic activity in rural areas by nature. Rural skills are traditionally associated with workplace and occupational profiles in natural resource dependent sectors especially modern and traditional farming systems. In India around 75% of the populace lives in villages. Rural India, therefore, is not only rich in natural resources but also produces the bread butter for the whole nation. In spite of such an enormous potential in rural India, thousands and millions of people migrate every day to urban areas in search of employment and livelihood. This is only because of the lack of development in rural areas. Entrepreneurship plays an important role in the economic development of a nation. Skilled workers and entrepreneurs are the need of the hour to support the skill landscape in rural areas especially to youths. This paper attempts to know the relevance and scheme the of skill development which provided and supported by central and state governments for rural entrepreneurship.

Keywords : Skill Development, Employment, Rural India, Entrepreneurship, economic empowerment.

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INTRODUCTION

In India around 75 % of people live in villages. Rural India, therefore, is not only rich in natural resources but also produces the bread butter for the whole nation. In spite of such an enormous potential in rural India, thousands and millions of youth migrate every day to urban areas in search of employment and livelihood. This is only because of the lack of development in rural areas. For want of well established infrastructure in rural areas, lack of facilities for education and financial support, a huge portion of the rural human resources goes waste. Recently, government has launched "Make in India" program which is an initiative in this area. There is an urgent need for more focus on setting up new industries and manufacturing units in rural India so that the country can utilize the human resources in a more efficient manner. The rural areas will thus become the power house of holistic growth in India. There is, therefore, a need for enhancement of knowledge and development of skills in the rural population for youths.

Objectives of the Study

The followings are the objective of the study.

1. To study the present skill capacity of India.
2. To study the challenges faced by skill development system in India.
3. To suggest possible solutions or ways forward.

Research Methodology

The present study mainly is based on secondary data and information is collected from the concerned sources. The books, documents of ministries, articles, newspaper and websites are used for the topic concerned.

Background of Study

Mahatma Gandhi, the father of the nation has said that the strength of India lies in its villages. Rural areas contribute significantly to the overall growth and economic development of a country. However, many issues still plague the villages of India such as poverty, water scarcity, malnourishment, lack of basic facilities, illiteracy, unemployment, anti-social elements, etc. While many of these exist from time immemorial, unemployment seems to be the major threat in today's scenario with the ever growing population. Effective utilization of resources and availability of skilled individuals help in ensuring that developmental activities do not get compromised. Thus, skill development plays a major role. Skill is required:

I. To improvement employment
II. To reduce poverty
III. To provide livelihood opportunities
IV. To enhance productivity
V. To promote environmentally sustainable development

Rural Entrepreneurship

There have been continuous efforts by State and Centre Government through Ministry of Rural Development to train youths under various government schemes. However, keeping in mind the size of Indian rural population, these efforts are just a tip of the iceberg. Skill development schemes which focus on infrastructure

development in rural India are the need of the hour. As human resources is the best resource of any nation and rural population can become the driving factor for the development and industrialization. Keeping in mind the level of education, technical knowhow and the attitude of the rural youths in India, there is a need to customize the pattern of skill development programs.

Present Scenario of Skill Capacity of India

In order to capitalize the demographic dividend, India will need to empower its workers with the right type of skills. The drop-out rates of educational institution is estimated to be 50 % in the age group of 5-14 years and 86 % after 15 years of age and in contrast to this the participation rate of the workforce rises rapidly after 14 years of age and it results in a semi-literate workforce which finds it difficult to absorb higher form of skills. 38 % of Indian workforce is illiterate, 25 % has education below primary or up to primary level and remaining 36 % has an education level of middle and higher level. 80 % of Indian workforce does not possess any marketable skills. Only about 2 % have received formal vocational training and 8 % non-formal vocational training, thereby implying that very few new entrants to the work force have any marketable skills as compared to developed economies. So, Government and its partner agencies have undertaken various steps for the effective implementation of the skill development system towards rural entrepreneurship.

3. Initiatives of Government of India

The Government of India has initiated two skill based programme i.e. "Skill India" and "Make in India" to create a framework for skill development and entrepreneurship activities in the country. The primary objective of "Skill India" programme is to ensure a well-established infrastructure for skill development and focus on professional skills and employment oriented training in order to create skilled labour workforce. The vision of Prime Minister of India is 'Make in India' as the skill capital of the world. Make in India programme is another major initiative to encourage manufacturing activities in India especially the rural areas which has a tremendous potential to be an intriguing feature in manufacturing export activities of the country. The Government has relaxed the FDI norms to encourage domestic and foreign companies to manufacture in India and contribute to the rise in GDP. As per the report by Ministry of Labour and Employment of India, unemployment among rural youth in India is highest today since 1993-94.

Challenges for Rural entrepreneurship development

The followings are the challenges so far as entrepreneurship is concerned

Culture

The Indian culture is the most effective in the determination of motivation level, confidence, risk bearing capability and other entrepreneurial competencies within its various communities.

Business Ideation

The development of vision and new business idea from existing way of business is definitely a challenges for entrepreneurs. Most of the small entrepreneurs are comfortable with present style of doing business activity. They don't know, run with time demand so that their relevance in the market is poor.

Hiring

It is very tough to new enterprise to bear the payment of employee as compare to existing one good established enterprise, therefore tough to find skilled employee ate startup level. Skilling need of India is so huge, in this line National Skill development Corporation (NSDC) has mandate to skill 150 million India by 2022.

Low Motivation Level

The small entrepreneurs have very low motivation because of absence of entrepreneurial education and confidence. They have good skill for running enterprise but they are not courageous for their enterprise development and taking risk.

Lack of Technical Knowledge

The absence of use of technology is hindering the growth of entrepreneurship. The small entrepreneur is away from technical education. They possess the own skill for produce the product but they don't know which technology will use in their enterprise.

Lack of Infrastructure

The availability of infrastructure for entrepreneurship is very poor. The entrepreneurs are always facing the challenges of infrastructure. The transport facilities in rural region are not fast and connected to railway except some extent so their distribution is not fast.

Policy Changes

Without enabling environment, effective and implementable ecosystem suppose of entrepreneurship development is subject of night dream. World Bank Ease of Doing Business Report ranked India at 142 out of 189 countries is very worried. And also starting a business rank of India is 158.

Financial Challenges

Finance is life blood of enterprise so the infant entrepreneurs facing the lifeblood problem. Most of the rural entrepreneurs are not knowing about how can rise the finance by government sources. There is problem of arranging working capital for small entrepreneurs. Now the entrepreneurs are facing the startup capital problem, working capital problem and difficulty in borrowing fund

Marketing of Product

The small entrepreneurs produce the goods but they don't know how to market them. They are selling their product in neighbor markets. They totally unlinked with online marketing. They are not using any promotional, advertising and barding technique for their product. Warehousing and transport is also challenges of rural and small entrepreneur. They don't know segmenting and positioning strategy of marketing.

Demand and Supply Mismatch

The demand made by the industries and supply of labour-force mismatch leads to aggravate all types of skill development initiatives of the Government and its partner agencies as: The number of people formally trained in a year is only 11, 00,000 by Ministry of Labour and Employment and approximately 32, 00,000 trained by 17 other central government ministries. This demand and supply mismatch indicates that there is a serious mismatch between the education and skills that the youth attain and what the labor market demands.

Geographical Problem

It is another hindrance plaguing the labor market and has a more serious impact in larger economies as the geographical set-up or outreach of the people for skills in India are uneven and in dismal share. Majority of formal institutions are located in urban areas as compared to rural areas and even private sector institutions are also reluctant to operate in rural areas.

Low Educational Attainment

There is lack of platforms where industrial and governmental agencies can meet regularly for systematic

up-gradation of curriculum for new skills. Inflexibility in curriculum framework of vocational training and education made it difficult for the individual to imbibe the proper skills In-spite of massive effort to expand the capacity of providing high-quality formal education or skills training, the workforce is still unable to gain any kind of benefit from the high economic growth.

Skill development for women

In India, women also form an integral and substantial part of the workforce; but the working percentage rate of women in total labor force is declining.

Private sector participation

The private sector is not involved adequately in curriculum development and policy formulation related to educational and vocational training. Mostly private sector institutes are located in urban areas therefore rural population remains lags behind.

Placement-linked Challenge

A major problem of India's existing skill (or education) development system is lack of linkages between education and placement of that trained workforce.

Multiplicity of Institutional Framework

Over the past few decades, India has witnessed not significant progress in the skill development landscape as various types of organizations have been set up both at national and at state level. Around 17 ministries,2 national-level agencies, several sector skill councils, 35 state skill development missions and several trade and industry bodies comes forward with a view to push the national skill development agenda.

Informal & Formal Sector Skill-Gap

As the Government of India has set a target to impart the necessary skills to 500 million people by 2022 in the Twelfth Five Year Plan, whereas in reality the country is facing a significant skilled manpower challenge over the next decade.

Infrastructure Challenge

One of the important requirements for the proper implementation of the skill and training development programs is the availability of the basic infrastructure for the same. It has been noticed that many skill development institutions suffer from lack of proper infrastructure.

Training of Trainers

Training of trainer is one of the important key of the skill development framework. And absence or inefficiency of the same would result in serious bottleneck in the implementation of skill development projects. However, to address this issue, NCVT approved a proposal to upgrade Model Industrial Training Institutes (MITIs) for conducting instructors training and in addition to this the council also allows various types of organizations to set up ITIs/ITCs, as well as undertake instructors training programs.

Lack of Labor market information system (LMIS):

The absence of proper LMIS) impedes the very objective of the skill initiative in India as it results in poor linkage between skill development and employment. At present, there is no proper system available in the job market where the industrial, job seekers and government come forward and share the relevant information among them and derive collective benefit from it. As a result, on one hand the Government lacks reliable data that would otherwise help it in making effective policy decisions and on the other hand, the inadequacy of such a system disappoints both employers and employees as it result in job mismatch and inferior quality output.

Other Challenges

The Indian rural entrepreneurs are until unable to update with required skills and team management quality, Fear of failure and traditional organizational structure, Instability stress, overestimating success, traditional organization structure, maintaining ecological balance, obsolescence of indigenous technology, finding right business location, finding good employee, capacity utilization, lack of support and negative mindset.

Skills Development in Rural Areas

Skills development in rural areas may have multiple objectives. These are the followings.

I. To broaden and strengthen the subsistence basis through diversification away from dependence on agricultural production.

II. To become part of the market economy through the strengthening of production chains and economic clusters.

III. To remain part of the market economy through retraining and broadening narrow specialization.

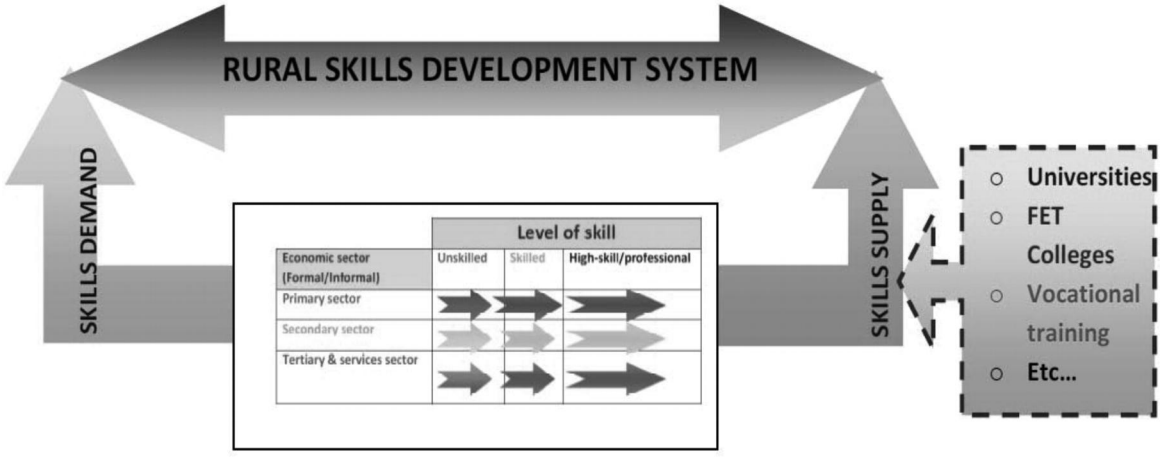


Figure 1: Schematic Overview of rural Skills Development System

The rural youths in India are not at par with their urban counterparts on account of following reasons.

a. Low quality of education standards and high dropout rates in rural schools create learners with low educational qualifications.

b. There exists a major gender bias toward women in obtaining vocational training.

c. Even though a significant majority of the employment exists is in the informal sector, training and other related interventions are not geared to the needs of this sector.

d. Rural youth miss out on the opportunity on industrial training sponsored by various local and government agencies of urban areas.

e. Inadequate number of training institutes in rural areas.

f. Rural youths have to spend more in obtaining training from urban centers.

g. The cost of getting job information is high for the rural youth.

h. Rural youths are less equipped with job-related information or skills that are currently in demand.

i. Lack of guidance and counseling for skill development amongst rural youth.

j. Lack of common national eligibility criteria that defines the competency framework for affiliation and for accreditation.

k. Lack of qualified trainers.

l. Lack of rural broadband network which can assist in skill training for rural youths.

Various Frameworks of Skill Development in India

India is the largest democracy as well as the "youngest nation" in the world having 54 % population under age of 25 years. It consists of 459 million of total workforce. Union Government is responsible for policy formulation and states are responsible for their implementation. Directorate General of Employment & Training (DGE&T) is accountable for policy formulation, setting down standards, enlargement and alteration of course curriculum, affiliation, trade testing, and certification for skill development. In addition to DGE&T, the following Ministries and Departments also impart vocational training as per their entrepreneurship requirement

1. Health and Family Welfare
2. Human Resource Development
3. Information Technology
4. Micro, Small & Medium Enterprises
5. Tourism
6. Urban Development
7. Urban Employment and Poverty Alleviation
8. Agro and Rural Industries
9. Agriculture
10. Textiles
11. Heavy Industries and Public Enterprises
12. Food Processing Industries
13. Rural Development
14. Social Justice and Empowerment
15. Tribal Affairs
16. Women and Child Development'1

Advisory Bodies

Central Government

National Council for Vocational Training (NCVT)

Central Apprenticeship Council (CAC)

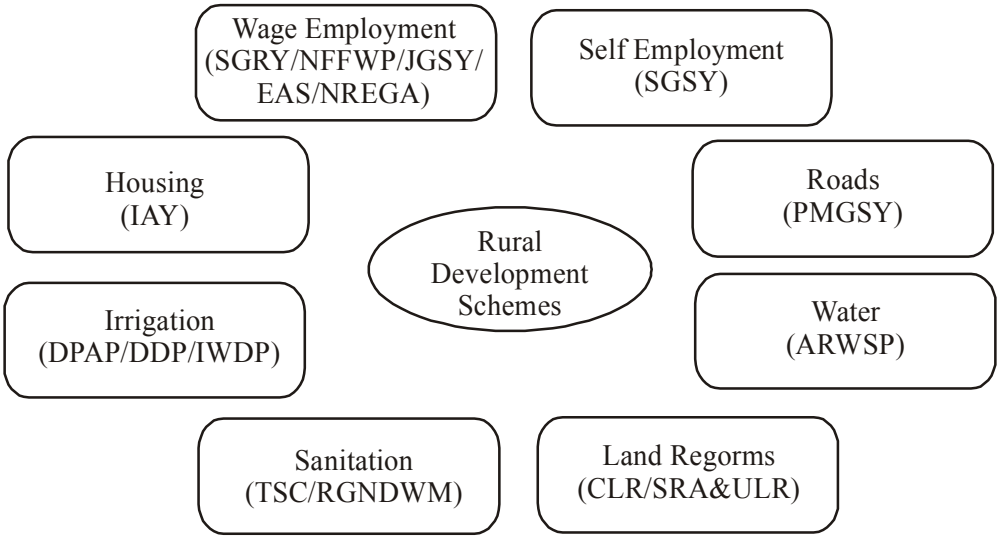
State Government

State Council for Vocational Training (SCVT)

State Apprenticeship Council (SAC)

Government Schemes for Rural Entrepreneurship in India

- Entrepreneurship Development Institution Scheme
- Rajiv Gandhi Udyami Mitra Yojana (RGUMY)
- Performance and Credit Rating Scheme (Implemented through NSIC)
- Product Development, Design Intervention and Packaging(PRODIP)
- Khadi Karigar Janashree Bima Yojana for Khadi Artisans
- Marketing Assistance Scheme
- Provision of Urban Amenities to Rural Areas (PURA)



Rural Development Schemes by MoRD

Table-3: The Four Processes and Relevant Activities of the TREE Methodology

Process and Relevant Activities

Institutional organization & planning	**Economic opportunities & training needs assessment**	**Training design, organization &delivery**	**Post-training support for micro-enterprise develop ment &wage employment**
Initial assessment of policy environment and needs	Collection and analysis of information and assessment of labour market demand	Design content and develop curricula	Facilitating access to wage or self employment
Orientation of stakeholders and partners	Socio-economic profile of the community and community mobilization	Selection of trainees and training of trainers	Providing support for small business start-up
Establishing appropriate TREE management and governance systems	Identification of economic opportunities and training needs assessment	Delivery of training	Facilitating access to credit, advisory services, marketing technology, etc.
Capacity building	Developing feasibility studies and training proposals	Continued training in the workplace	Providing support for the formation of groups Set up measures to support TREE graduates

Source: *TREE Manual, 2009*

Contribution of Skill Development for Rural People

One of the strongest reasons for a focus on skills development for rural people is that 70 percent of the India poor are rural. Skills development is essential to consolidate agriculture, and by strengthening the agriculture sector as well as allied activities, progress will be made towards entrepreneurship development. The following points show the potentially positive relationship between education and skills, agriculture and rural development.

1. Eradicate Extreme Poverty and Hunger

Much of poverty and hunger is concentrated in rural areas. There is also strong evidence for the direct impact of literacy rates on hunger and poverty. Agricultural production stimulates employment and improves incomes. At the same time, food security positively affects labour productivity, livelihoods and education.

2. Achieve Universal Primary Education

There is a clear effect of illiteracy on poverty, food security and nutrition and vice versa. Hunger, malnutrition and food insecurity erode cognitive abilities and reduce school attendance. Conversely, illiteracy and lack of education reduce earning capacity and contribute directly to hunger and poverty.

3. Promote Gender Equality and Empower Women

The role of women role in agriculture, access to resources and skills is of great importance. Moreover, the education of girls has positive effects on family' health, productivity and well being. The gender gap is usually more pronounced in rural areas.

4. Reduce Child Mortality

There is a clear negative effect of hunger, malnutrition and lack of micronutrients on child health and mortality.

5. Improve Maternal Health

Improved education, the introduction of labour-saving technologies and better nutrition can all significantly improve maternal health.

6. Combat HIV/AIDS, Malaria and other Diseases

Improvements in both education and nutrition can reduce the incidence of such diseases and resistance to them. The protection of forests can also contribute as they provide a vital source of medicinal plants.

7. Promote Environmental Sustainability

This can be promoted through ecologically sustainable management of agriculture and natural resources. Moreover, it is clear that hunger and poverty compel over-exploitation of natural resources thus compromising environmental sustainability.

8. Develop a Nationwide Partnership for development

A cross-sectoral focus such as that of education for rural development necessarily promotes the multi-agency mobilization of resources for achievement of the entrepreneurial development.

Suggestions for Skill Development in Rural India

India has the world's youngest work force and by 2030, half of its population will be under 28, making India a very young country for the next 15 years. There are a lot of challenges being faced by the government in imparting the skill development training to rural youth of the country. There is therefore an urgent need to work on the following area.

1. Maintaining the quality and relevance of the skill development programs.
2. Enhance the capability of the existing system to ensure equitable access for all
3. Striking a right balance between school education and the government's skill development efforts
4. Putting in place the institutional mechanism for research and development.
5. Ensuring the quality assurance, examinations, certification, affiliations and accreditation
6. With a view to develop necessary skills there is a need to mobilize adequate investment for financing these skill development programs.
7. When construction of schools, institutions and other establishments take place, there should be adequate measures for skill development to take place such as usage of technology.
8. Current institutions, ITIs, acquire mechanisms and equipment required for vocational training of the individuals.
9. Establishment of skill development centers in rural and urban areas, especially where there were not any.
10. Finances have been major issues especially for the economically weaker sections of the society; hence some measures have to be formulated to finance their skill development programs.

Concluding Remarks

In India, the concept of skill development has been largely recognized and many programs and policies are being formulated to initiate this concept not only amongst the individuals in urban areas but in rural areas as well. NSDCB and NSDC are the organizations that have formulated policies for skill development amongst the individuals and besides these there are vocational training centers. In India, rural masses are still in a backward condition, steps therefore have been implemented to develop skills amongst them for the purpose of obtaining self-sufficiency in resource utilization, governance and leadership. The different kinds of other skills which can open ways towards development of the individuals are literacy skills, computer skills, craftsmanship, manufacturing, trading skills and so forth. The majority of Indian rural youth enter the labor market without adequate vocational skills, leading to unstable, informal, low-wage employment, such as casual labor and various forms of self-employment. In India, the bulk of employment is in rural areas and in the unorganized sector, and almost all manufacturing firms are in the informal sector. Obviously, this lack of skills creates serious constraints on the production and innovation capabilities of Indian industries, and based on the discussion above, some suggestions for policy may be offered here. First, for India to promote industrial development and achieve sustainable growth, it must increase its investment in education and training for rural youth. In particular, to move further into a knowledge-based economy and move up the value chain, it is indispensable for India to improve the quality of education at every level. Second, the focus of India's skills development system does not correspond to either the level of skills demanded by industry or the overall levels of education of most young people. Thus, the government must ensure that most rural young people at least finish lower secondary school Third, to open training opportunities for youths who have not completed secondary education; it would be helpful to create more courses at ITIs with lower levels of educational requirements. Fourth, training for the informal sector needs to be strengthened. For transforming its demographic dividend, an efficient skill development system is the need of the hour. Therefore to achieve its ambitious skilling target, it is imperative to have holistic solutions of the challenges instead of piecemeal interventions.

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SKILLING RURAL WOMEN THROUGH ENTREPRENEURSHIP DEVELOPMENT : A CASE STUDY OF HINJILICUT BLOCK

**** Subhadarshini Pradhan***

ABSTRACT

"Skilling Odisha through business education" can be possible through women entrepreneurship particularly in rural Odisha. It is found that rural women endowed with invaluable talent of creativity, innovation, they effortlessly impart their creativity into various home made products and services and contribute towards the economic development of Odisha and nation as well. However in spite of all these creativity, competencies and innovations rural women have lack of entrepreneurial skills. Hence it is an attempt by the researcher to conduct a study on "skilling rural women through entrepreneurship development: A case study of Hinjilicut block". The main objective of this paper is to study the business profile and different dimensions of entrepreneurial skills of rural women entrepreneurs of Hinjilicut block. The present study is based on both primary and secondary data. The required data for the study have been collected mainly from primary sources with the help of: by observation, an interview, and a structured questionnaire. The researcher has been selected 200 respondents from Hinjilicut Block of Ganjam District by convenience sampling method. The study concluded that women in Hinjilicut operate micro enterprises within the boundaries of their local area. There is relationship between entrepreneurial skills and satisfaction of business profits, so they should enhance their skill to maximise their business profits and overall performance of the business, The intending rural women entrepreneurs should attend the training programmes organized by the government nodal agencies to equip themselves with necessary skills which are necessary for them to become an entrepreneur.

Key words : Entrepreneurship, Unorganized sector, Rural

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INTRODUCTION

"A nation would not march forward if women were left behind"-Swami Vivekananda. So Entrepreneurship development and income generating activities is a viable solution for skilling women and Odisha as a whole. It helps to generate employment for a number of people within their own social system. This is more beneficial for women in rural areas as it enables them to add to the family income while taking care of their own home and livestock cantered task. Rural women possess abundant resources to take up enterprises. They have the benefit of easy availability of raw materials and other resources. Hence, they can effectively undertake both the production and processing oriented enterprises. Participation in income generating activities helps in the overall empowerment of women. Entrepreneurship development among rural women helps to enhance their personal capabilities and Increase decision-making status in the family and society as a whole.

Rural women in Hinjilicut are endowed with invaluable talent of creativity, innovation, they effortlessly impart their creativity into various home made products and services. In spite of this abundant creativity, entrepreneurship among rural women seems to be very limited. So it is felt that Women must be empowered by enhancing their awareness, knowledge, skills and technology uses efficiency, thereby, facilitating overall development of the society. Hence it is an attempt made by the researcher to conduct a study on "Skilling rural women through entrepreneurship development: A case study of Hinjilicut block of Ganjam District".

REVIEW OF LITERATURE

Vanthamani M.R., Menon S.Sandhya (2012) in their research article on 'Enhancing Entrepreneurial Success of Self Help Group Women Entrepreneur through Effective Training' they wanted to evaluate the various dimensions of EDPs and its impact on entrepreneurial success. The respondents of this research are SHG women, who are successful in their entrepreneurial ventures and the findings of the study clearly depict the existence of positive relationship between entrepreneurial competency and training. It also stress upon the role and contributions of all the stakeholders of the society to bring in real success among these SHG women entrepreneurs.

P.Manimekalai1, R.Subramaniya Bharathy (2013) in their Research article on 'A Study on Satisfaction Level of Women Entrepreneurs in Dairy Sector in Salem District of Tamil Nadu' an attempt has been made to study the satisfaction level of women and to analyze the family support and business profit to women entrepreneurs in dairy industry. From study it can be summarized that, majority of respondents were satisfied with family support, business profits and medical facilities to the cattle and majority of the respondents were living in nuclear family. It is found that, out of 200 respondents majority were married (65%).Further the study revealed that majority of the respondents were doing business as a fulltime. Most of the respondents were allocated business profits for business development.

Dangi Neha,Ritika(2014) in their Research article on 'Women Entrepreneurship Growth and Performance of MSMEs in India' an attempt has been made to focus on the growth and performance of MSMEs in India and the problems and challenges which are faced by women entrepreneurs in India. It also focuses on initiatives taken by the government for women entrepreneurs. From this study it can be concluded that Micro, Small and Medium Enterprises are contributing to the economic growth and development of Indian economy. Women Entrepreneurs who were traditionally kept behind the four walls of their houses, now in modern society are capable of managing both their family and business.

RESEARCH GAP

From the above literature it appears that a good number of studies have been conducted on "skilling Odisha through business education", however only few studies are focusing on 'Skilling rural women through entrepreneurship development: A case study of Hinjilicut block' of Ganjam District in the year 2017. With this gap, it is an attempt made by the researcher to fill the existing gap by conducting this study.

OBJECTIVES OF THE STUDY

1. To study the business profile of rural women Entrepreneurs of Hinjilicut block.
2. To study different dimensions of Entrepreneurial skills of rural women entrepreneurs in Hinjilicut block.

RESEARCH METHODOLOGY

SOURCE OF DATA: The study is based on both Primary and secondary. Primary data is the first hand information, which has been collected through pretested interview schedule. The interview Schedule was designed to gather the data keeping in view of objectives of the study. Secondary data is also collected through Published articles, internet, from the office of the Hinjilicut block and DIC of Ganjam.

SAMPLE SIZE: In the present study 200 rural women entrepreneurs were taken as sample by convenience sampling method.

PERIOD OF STUDY: The study was conducted from the period 2016 to 2017.

METHODS OF ANALYSIS: After collecting data from the respondents, the researcher has analysed the same by using statistical technique: chi-square test. Tables and percentages are used to present the required data.

HYPOTHESIS OF THE STUDY

H_0: There is no significant relationship between Entrepreneurial skills and satisfaction of business profit of rural women entrepreneurs

DATA ANALYSIS AND INTERPRETATION

TABLE -1

BUSINESS PROFILE OF RURAL WOMEN ENTREPRENEURS OF HINJILICUT BLOCK

	FACTORS	PARTICULARS	NO. OF RESPONDENTS	PERCENTAGE
1	NATURE OF BUSINESS	Trading	75	37.5
		Service	58	29
		Manufacturing	67	33.5
2	FORM OF BUSINESS	Sole-proprietorship	198	99
		Partnership	2	1
3	NATURE OF BUSINESS PREMISES	Home	90	45
		Own building	40	20
		Rental Building	40	20
		Others	30	15

4	EXISTENCE OF BUSINESS	Up to 2 years	20	10
		3- 4 years	36	18
		5- 6 years	60	30
		Above 6 years	84	42
5	INITIAL INVESTMENTS	>10,000	92	46
		10,000-20,000	77	38.5
		>30,000	31	15.5
6	PRESENT INVESTMENT	>10,000	79	39.5
		10,000-20,000	67	33.5
		>30,000	54	27
7	PROFIT PER MONTH	4,000-6000	57	28.5
		6,000-8,000	88	44
		Above 8000	55	27.5

Source : *Primary Data*

INTERPRETATION

37.5 % of the entrepreneurs owned Trading division and 29% respondents have business of service in nature, while 33.5% of the respondents are engaged in manufacturing sector.

Existence of business unit gives information about the years of existence since its establishment. It indicates the life period of the business unit so far completed. Years of existence will influence the profitability and also the perception towards various problems encountered in the enterprises. In the present study, the existence is classified into: up to 2 years, 3 to 4 years, 5 to 6 years and above 6 years. A maximum of 42 % of the respondents have existence of above 6 years in Hinjilicut block and followed by 30 % have existence of 5 – 6 years. The numbers of enterprises which have existence of 3 -4 years constitute 18 % respectively.

Most of the women rural entrepreneurs in Hinjilicut block are doing sole-proprietorship form of business i.e. 99% where as only 1% are involved in partnership form of business. Women rural entrepreneurs in Hinjilicut block prefer to set up their enterprises in home (45%) as it is convenient for them to look after their family during the business hours. The house in which the women are staying that may be owned or rented. While the respondents are operating their venture in own building and rental building consists of 20% and 20% respectively. 15% of the respondents are doing business in public places.

Investment is essential to invest on capital goods and also for working capital needs. The capital invested at the time of promotion is called as initial capital in the present study, A maximum of 46% of the respondents have invested less than Rs. 10,000 followed by15.5 % of the respondents have invested more than 20,000 and less than 30,000 in the initial stage. Among the rural women entrepreneurs, who have invested Rs.10, 000 - 20,000 constitute 38%.

The capital requirements are growing day by day when the business activities are growing. Usually, increase in sales, debts, expenses etc requires an additional investment to manage the enterprises. The investment made on the enterprise in the present study is measured only at the time of survey. A maximum of 39.5 % of the

respondents have invested less than Rs. 10,000 followed by 33.5 % of the respondents have invested more than 10,000 but less than 20,000. Among the women entrepreneurs, the respondents who have invested 20,000 to 30, 000, constitute 27%.

The performance of the enterprises is assessed in terms of profits earned from the business. The entrepreneurs are asked to give the profit earned from the business at the time of survey. Nearly 28.5 % of the enterprises have earned 4,000 to 6,000 as profit every month whereas enterprises which earned profit of 6,000 to 8,000 constitute 44%. The enterprise which earned a profit of above 8,000 constitute 27.5 %.

ASSESSMENT OF ENTREPRENEURIAL SKILLS OF RURAL WOMEN ENTREPRENEURS

Women Entrepreneur is human being who has her dignity, self-respect, values, sentiments, aspirations, dreams apart from economic status. Indeed, economic betterment and social upliftment motivates a person to distinguish from others. The possession of certain skills or abilities results in superior performance. An entrepreneur may possess certain skills and at the same time it is possible to develop these through training, experience and guidance. Various skills required for superior performance as mentioned by Vasant Desai in 'The Dynamics of Entrepreneurial Development and Management' (2010) are technical, business management, personal entrepreneurial, enterprise, behavioural, communication, listening and soft skills.

In this paper an attempt is made to assess the skills necessary to become an entrepreneur. "Technical Skills, "Business Management Skills", "Personal Entrepreneurial Skills", "Enterprise Skills", "Behavioural Skills", "Communication Skills", "Listening Skills" and "Soft Skills". The skills are presented in the following table.

TABLE – 2: DIFFERENT DIMENSIONS OF ENTREPRENEURIAL SKILLS

S.NO	ENTREPRENEURIAL SKILLS	NO OF RESPONDENTS	PERCENTAGE
1	Technical Skills	15	7.5
2	Business Management Skills	13	6.5
3	Personal Entrepreneurial Skills	67	33.5
4	Enterprise Skills	25	12.5
5	Behavioural Skills	26	13
6	Communication Skills	20	10
7	Listening Skills	25	12.5
8	Soft Skills	9	4.5
9	**TOTAL**	**200**	**100**

Source : *Primary Data*

INTERPRETATION

From the above table it is found that the dimensions of entrepreneurial skill such as 'Business Management Skills', 'Enterprise Skills', 'Behavioural Skills', 'Communication Skills', 'Technical Skills', 'Personal Entrepreneurial Skills', 'Soft Skills' and 'Listening Skills' are 6.5%,12.5%,13%,10%,and 15.31,33.5,4.5% and 12.5%respectively.

TESTING OF HYPOTHESIS

H_0: There is no significant relation between entrepreneurial skills and satisfaction of business profit of rural women entrepreneurs

TABLE-3: Relationship between Entrepreneurial skills and satisfaction of business profit of rural women Entrepreneurs

ENTREPRENEURIAL SKILLS	NO OF RESPONDENTS		
	YES	N0	TOTAL
technical skills	11	4	15
business management skills	10	3	13
personal entrepreneurial skills	50	17	67
enterprise skills	17	8	25
behavioural skills	17	9	26
communication skills	14	6	20
listening skills	17	8	25
soft skills	5	4	9
TOTAL	141	59	200

TABLE-4: CALCULATION OF CHI-SQUARE TEST

O	E	(O-E)	(O-E)2	(O-E)2/E
11	10.575	0.425	0.18	0.02
4	4.425	-0.425	0.18	0.04
10	9.165	0.835	0.70	0.08
3	3.835	-0.835	0.70	0.18
50	47.235	2.765	7.65	0.16
17	19.765	-2.765	7.65	0.39
17	17.625	-0.625	0.39	0.02
18	7.375	10.625	112.89	15.31
17	18.33	-1.33	1.77	0.10
9	7.67	1.33	1.77	0.23
14	14.1	-0.1	0.01	0.00
6	5.9	0.1	0.01	0.00
17	17.625	-0.625	0.39	0.02
8	7.375	0.625	0.39	0.05
5	6.345	-1.345	1.81	0.29
4	2.655	1.345	1.81	0.68
210	200			17.56

Source : *Primary Data*

Df = (r-1)(c-1), (8-1)(2-1) = 7*1 = 7

The above Table shows, that the calculated value 17.56 is greater than the table value (7 d.o.f .at 5 % level of significance). Tabulated ψ_2 = (14.1). So the null hypothesis is rejected. There is significant relationship between entrepreneurial skills and satisfaction of business profit.

CONCLUSION

Since there is relationship between entrepreneurial skills and satisfaction of business profit, so they should enhance their entrepreneurial skill to maximise their profit and overall performance of the business, the intending rural women entrepreneurs should attend the training programmes organized by the government nodal agencies to equip themselves with necessary skills which are necessary for them to become an entrepreneur. The exposure visits to the nearby units and discussion with the successful entrepreneurs will also help the prospective women entrepreneurs to identify a suitable project idea. Survey of the local resources and its potentials will help the prospective rural women entrepreneurs to enter into the right business. The use of internet and web based services should be used to gather information about the government schemes, programmes and assistances. Trade Associations could be created to have network among the women entrepreneurs as well as to protect the interest of the business of the rural women entrepreneurs. New marketing strategies should be evolved to increase the sale of goods produced by the rural women entrepreneurs. The potentials of the existing 'self help groups' network could be used for marketing the goods produced by the rural women entrepreneurs.

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ROLE OF BUSINESS EDUCATION IN IMPROVING SKILLS, COMPETENCIES AND EMPLOYABILITY

**** Dr Jayashree Jethy***

ABSTRACT

In this present era, education plays a vital role to build skill-based society. It is the quality of education plays that plays an important role in deciding the quality of human resources of the country. Business education is about facilitating learning of job-related behaviors in order to improve individual and corporate performance. The present paper is to examine the link between industry competency requirements with the current provisions for Business education in India. It helps to understand the significance of skills and competencies with employment. The intent of the present paper is to analysis and highlights the status of contemporary education with respect to skill development. It focuses that there is a gap exists in between the needs of industry and the ongoing skills development of the workforce. The study revealed a clear understanding of the factors in business education that govern the relationship between the Skills, Competencies and Employability. And the findings of the paper will create awareness amongst the HR professionals. Also it can be applied by the business educators to commit themselves towards skills initiatives and should work towards developing skills. Competencies and employability.

Key Words – Business education, Competencies, Employability, Sustainability.

INTRODUCTION

Education is an important input for the growth of the Nation. Properly planned educational can increase national gross products, cultural richness, build positive attitude towards technology, increase efficiency and effectiveness of the governance. Education opens new horizons for an individual, provides new hopes and develops new values. The knowledge and skills of Business education are essential to all students.

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Students need to understand the competition they will be facing in their search for that first job. Business education gives them a glimpse of what will be expected of them from day one. They need to learn the skills to enable them to become effective consumers, employees and leaders. Business education teaches students how to work as a team, how to meet deadlines, how to prioritize work and teaches them problem-solving skills.Basic Business Education is the broad area of knowledge that deals with the economy. It identifies and explains the role of business as an economic institution and provides content and experience that prepare the individual for effective participation as a citizen and consumer

Literature Review

Business education is about facilitating learning of job-related behaviors in order to improve individual and corporate performance **(Krishnan, 2008)**.This scope of this paper is to focus on some of the skill sets required under a global market environment, and to provide a generalized view of the focus, strategies and procedures that are essential for reforming business education.

P Aghion et al (2009) conducted a study on casual impact of education on Economic growth's evidence from U.S. The hypothesis tested some investments in education raise growth. They find that exogenous shocks to research type education have positive effects in states fairly close to the technological frontier.

Denise Hawkes et al(2012) a meta analysis was done on relationship between education, skill and economic growth in low– income countries(LICs). Objective of the study was to address the impact of education, skill on economic growth to the direct effect on human capital investments on growth in LICs. The search based on 43 LICs, 3,842 unique studies were screened. The results showed that investing in education skills promotes economic growth in LICs correct in general. Also, some gaps like improper measurements in education and skills were found.

Business Education is a type of training which, while playing its part in the achievement of the general aims of education on any given level, has its primary objective as the preparation of people to enter into a career, to render efficient service and to advance from their present level of employment to higher levels **(Osuala 2003).**

Employers find far too many entry-level job applicants deficient in employability skills, and want the business schools to place more emphasis on developing these skills. **(Baxter and Young 1982).**

Some management gurus have raised the question of business education effectiveness and they have suggested that business education in its present form does not make great contribution to excellence in management practice **(Ghoshal, 2005).**

Okoli (2010) described business education as an important part of the general education which emphasizes on skills and competencies acquisition for use in offices and business-related occupations. **Nwanewezi (2010),** viewed business education as encompassing education for office occupation, business teaching, business administration and economic understanding. Thus, the primary goal of Business Education is to produce competent, skilful and dynamic business teachers, office administrators and businessmen and woman that will effectively compete in the job market

Aliyu (2013) stated that the purpose of Business education stresses the need for:

a. Specialized instruction to prepare students for career in business.
b. Fundamental instruction to help students assume their economic roles as consumers, workers and citizens.
c. Background instruction to assist students in preparing for professional careers requiring advanced study

Significance of Business Education in Skill learning and its Impacts on Employability

Business education enables the student to explore and learn about the world of work and the relevant interest and career interest of their choice, provide them with the necessary occupational information to enable them understand the various occupation in the world of work and enable them to acquire skills in the field of their choice. Business education contributes its role for educating citizens of a country to run their businesses more successfully which helps to improve economy of a country and thus helps indirectly in national development. Business education played a vital role in national development, especially in areas which include the following: generation of employment/creation of job opportunities, industrial development, entrepreneurship strategy, poverty alleviation, promotion of the Nigerian economy and promotion of Nigerian culture and value. It is a form of vocational education that is directed towards developing the learner to become productive in teaching, paid employment and self-employment (**Idialu in Amoor**, 2010). According to **Ogwuogo** (2013) Business education prepares beneficiaries for gainful employment and sustainable livelihood.

It provides knowledge and understanding of the economic, financial, marketing, accounting, management system and other branches of business endeavour. But in the words of Amoor (2010) business education plays a significant role in the economic development by providing knowledge and skills to the learners, thereby, enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems. The goal of business education is primarily to produce competent, skillful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work. It has as its primary aim, the preparation of people for roles in enterprises such roles could be as employee, entrepreneur and employer or simply as self-employed. According to Ogwuogo (2013) a gainfully employed individual contributes to GDP per capita, reduces poverty and unemployment which are some of the indices of development. A well trained business educator can successfully be engaged into the following areas: teaching profession from secondary to university level depending on qualification, business enterprise - as a promoter, manager, marketer, account clerk, secretary, word processor, sales representative, broker etc, proprietorship of private schools – primary, secondary, tertiary, computer training institute and so on. Therefore there is no gain saying the fact that business education is what we needs most now to help us to solve most of her socio-economic and developmental challenges especially in the realm of business.

Challenges facing Business Education

Business Education programmes are faced with numerous obstacles in a bid to effectively achieve its aims and objectives. They are -

1. **Shortage of Qualified Business Teachers:** The problem mostly is that qualified business education teachers prefer opting out of teaching to industries, thereby increasing the shortage of qualified personnel in business education and in the absence of these business education teachers, people from other discipline come into the department to teach courses without imparting the right knowledge on the students.
2. **Poor Funding:** In Nigeria, educational institutions are not adequately funded. At times, funds meant for education are directed to the other sectors of the economy. That is why Ugwuogo (2013), expressed that "it is a well known fact that one of the major problems bedeviling education in Nigeria today is inadequate finding and business education is no exception.
3. **Inadequate Provision of Facilities:** Laboratories, equipment, tools, library facilities, lecture rooms, work books and other materials for the effective implementation of business education curriculum content are not adequately provided. This creates problems for business educators. Therefore graduates of business who were taught without these facilities will not in any way be able to defend their certificates.

4. **Poor Remuneration and Motivation of Teachers:** Teachers, business education teachers inclusive, are poorly remunerated and motivated. The problem of teacher's remuneration in the education system in Nigeria has been from its inception. Teachers salaries, allowances, entitlements are always paid in arrears; at times they are denied of these entitlements. According to **Okpuzo** and **Ogidan** (2012), poor remuneration is responsible for the poor attitude to work of some teachers, they go about doing their private businesses instead of concentrating on how to improve teaching and learning in the school.
5. **Poor public image of Business Education Programme:** There is still poor public image of business education programme. This is in line with the observation of **Olufunke,** (2003) that parents prefer their children to study courses like pharmacy, medicine ,law ,engineering, e.t.c because they regard vocational education as a course for "Never –do –wells" who could not secure admission into other disciplines. This attitude of people towards vocational education, especially to business education contributes to the problems in teaching and learning of business education. Idialu (2007) stated that there is still a strong tendency towards white collar jobs as a result of low status associated with Vocational Education, business education inclusive.
6. **Inaccessibility of Digital and Internet Technology:** The non-availability of digital and Internet technology in the classroom has greatly affected both Business educator and students. Students are supposed to be taught the use of digital and Internet facilities.

Objective of the study

1. To study the present scenario of business education in India
2. To study whether Business Education develops students' skills, abilities and understanding
3. To study whether Business Education creates self-reliance and employability
4. To find out the level of employability skills in terms of the aspects of basic skills, thinking, resource, information, interpersonal, system/technology and personal quality.

Research Questions

1. What are the impacts of Business Education in improving the skills, competencies?
2. To what extent does Business Education develop the students' abilities, knowledge and attitudes towards self-reliance and employability?
3. What is the level of employability skills in terms of the aspects of basic thinking, information, interpersonal, system/technology, personal quality, secretarial and accounting skills?.

Research Hypotheses

1. Business Education has no significant effect on improving the skills, competencies
2. Business Education does not develop the students' abilities, knowledge and attitudes towards self-reliance and employability.
3. Business Education graduates do not have high employability skills.

Scope of the Study

- The scope of the study covers the students who are pursuing MBA in different Colleges in Odisha, MBA Pass out Students. And reputed Employers of Few companies

Significance of the Study

The objective of this study is to assess the level of skills and competencies and to suggest desired level

which needs to be imbibed in professionals graduating out of educational institutions so as to present excellence as a primary element for future business education in an era of new challenges for employability. The study is significant as there is a need to look at the employability skills development efforts and recommend ways to help them create the employable graduates

The findings of this research work will no doubt be of great importance to all stakeholders among which are:

1. **Government:** The findings of this work will better inform the government on how to plan for the graduates in the country and to equally put the necessary machinery in place geared at repositioning the educational system to be more responsive to the needs of the society.
2. **Researchers:** This study will provide a framework for subsequent studies in this area and it will serve as reference work for researchers who intend to do similar study.
3. **Students:** The students who are major stakeholders will find this work very useful as they prepare for the world of work. It will equally serve as "eye opener" to business students/graduates who are not informed about the skills they are suppose to possess. It will also form vital part of the students' course materials or reference materials.
4. **Employers:** The findings of this work will be of great importance to employers as it will afford them the opportunity to know the areas of weaknesses of our graduates and how to possibly organize a training programme to address this challenge.
5. **General Public:** The general public who intend to broaden their horizon as regards employability will definitely find this study a priceless companion. This will enable the public to be exposed to the nitty-gritty in employability.

Research Methodology

Research Design

In this study, the descriptive research design was used. In addition, primary data was made use of. The primary data was generated through the use of questionnaire to examine the relevance of Business Education in improving the skills, competencies and employability. The Business Education students (MBA) of odisha and few employers were randomly selected.

Population

The population for this study is 250 business education students pursuing MBA programme in different MBA Colleges in Odisha and MBA Pass out Students. And reputed Employers of Few companies were contacted for the studies.

Sample and Sampling Technique: The sample for this study is 100. The simple random sampling technique was adopted in drawing the sample from this academic session. The size is approximately 40% of the population

Research Instrument

Questionnaire was used as the instrument for collecting data from the field. It was divided into two sections (A and B). Section A comprises of demographic variables while section B comprises of opinion statements structured in 4-point rating. That is, Strongly Agreed (SA), Agreed(A), Disagreed(D), Strongly Disagreed(SD).

Validity and Reliability of Research Instrument

The test – retest method of reliability was adopted. 50 respondents who are pursing MBA from different MBA Colleges in Odisha have been taken as sample for conducting pilot study. Their responses were correlated using Pearson correlation (r) and the reliability coefficient obtained was 0.79.

Data Analyses

The Statistical Packages for Social Sciences (SPSS) version 16.0 was used in analyzing the data. The descriptive statistics to be used include mean and standard deviation. The mean value of 2.50 was used in taking decision. A mean value of 2.50 and above was considered as high while a mean value of less than 2.50 was considered as low. The data collected from the questionnaire was analyzed using chi-square statistical analysis.

Data Analysis and Hypothesis Testing

The data collected from the questionnaire was analysed using chi-square statistical analysis.

Hypothesis 1. Business Education has no significant effect on improving the skills, competencies

Alternative	O	E	O-E	(O-E)2	(O-E)2/E
SA	60	25	35	1225	49
A	28	25	3	9	0.36
D	7	25	-18	324	10.8
SD	5	25	-20	400	16
					76.16

The calculated chi-square value of 76.16 is greater than the critical table value of 21.026 at 0.05 level of significance. The H1 is rejected since the chi-square calculated is greater than the table value of 21.026. Therefore the alternative hypothesis will be accepted. Simply it means Business Education has significant effect on improving the skills, competencies

Hypothesis 2. Business Education does not develop the students' abilities, knowledge and attitudes towards self-reliance and employability.

Alternative	O	E	O-E	(O-E)2	(O-E)2/E
SA	70	25	45	2025	81
A	15	25	-10	100	4
D	10	25	-15	225	9
SD	5	25	-20	400	16
					110

The calculated chi-square value of 110 is greater than the critical table value of 21.026 at 0.05 level of significance. The H2 is rejected since the chi-square calculated is greater than the table value of 21.026. Therefore the alternative hypothesis will be accepted. Simply it means Business Education develop the students' abilities, knowledge and attitudes towards self reliance and employability.

Hypothesis 3. Business Education graduates do not have high employability skills.

Aspects of Employability	Mean	Standard Deviation (SD)	Decision
Information Skills	3.31	0.58	High
Interpersonal Skills	3.37	0.64	High
Systems/Technology Skills	3.20	0.67	High
Accounting Skills	3.34	0.61	High
Managerial Skills	3.49	0.75	High
Aggregates	3.34	0.65	High

It shows that the least mean was recorded in Systems/Technology Skills(3.20) followed by aspects of Information skills (3.31). The highest mean score was recorded in 'aspects of managerial Skills (3.49). The aggregate mean score is 3.34 which mean that Business Education graduates (Business Educators) have high employability skills. Therefore the alternative hypothesis will be accepted

Discussion of Findings

The findings of the study reveal that Business Education is playing an important role in improving skills, competencies and employability. From the analysis of the data collated, it is seen that Business Education graduates employability skills is high with an aggregate 3.34 which is quite okay.

Business Education is a vocational programme that allows individuals to develop the skills, abilities and understanding to handle business affairs. It develops in the students a good understanding and awareness of the economic and business activities of the society. It also creates opportunities to develop understanding of vocational opportunities available in the field of business. The study also reveals that the content of Business Education that prepares the individual for effective participation in Business needs to be reviewed. This is necessary so as to reflect the effective use of modern Technology. Business Education develop the students' abilities, knowledge and attitudes towards self reliance and employability.

Conclusion

The Business Educator has been exposed to different ways of being innovative, It also facilitates Job Competence, as well as development of understanding for vocational opportunities available in the field of business. Based on the findings, it can be concluded that:

1. Business Education has significant effect on improving the skills, competencies
2. Business Education develops the students' abilities, knowledge and attitudes towards self reliance and employability.
3. Business Education graduates (Business Educators) have high employability skills.

Business education enables the student to explore and learn about the world of work and the relevant interest and career interest of their choice, provide them with the necessary occupational information to enable them understand the various occupation in the world of work and enable them to acquire skills in the field of their choice. Business education contributes its role for educating citizens of a country to run their businesses more successfully which helps to improve economy of a country and thus helps indirectly in national development. Business education played a vital role in national development, especially in areas which include the following: generation of employment/creation of job opportunities, industrial development, entrepreneurship strategy, poverty alleviation, promotion of the economy and promotion of culture and value. Now it has become necessary to incorporate business education into the curriculum in order to prepare our graduates for standing in their own feet for nation building.

Recommendations

1. Government, school proprietors, donor agencies and all stakeholders should join hands in providing funds for education so as to ensure that necessary facilities are provided and maintained. This will greatly improve the standard of business education (Business education) in India.
2. Teachers remuneration should be enhanced beyond what it is presently. This will motivate fresh graduates to take up teaching appointments in business education as well as increase serving teachers' commitment and efficiency, thus making teaching career attractive and rewarding.
3. The government should create awareness on the relevance of business education programme to individuals, society and the country at large, through seminars, conferences and workshops. This will help to boost the supply of qualified business teachers in schools and colleges.
4. To ensure sustainable development through business education, the curriculum of business education programme should be reviewed and restructured to incorporate emphasis on practical teaching and to reflect the current development and technological changes in the country.
5. To combat the poor public perception and misconceptions about vocational education which business education is part of, vocational educators and other stakeholders should embark on aggressive public education and career guidance programme right from the secondary school level. The education must be geared towards improving the image of vocational education for the public to appreciate.
6. Students should be motivated with very conducive teaching and learning environment, facilities such as internet, computers, textbooks, and related reading materials and possibly, award scholarship to business education students.

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IMPACT OF MAKE IN INDIA IN THE DEVELOPMENT OF THE ECONOMY

**** Dr Biswa Mohana Jena***

ABSTRACT

Make in India is an international marketing campaigning slogan coined by the Prime Minister Narendra Modi on 25th September 2014, to encourage the companies around the world to invest and manufacture their products in India. He has launched this ambitious campaign with an objective to turn the country into a global manufacturing hub. To achieve a manufacturing led transformation, India would need to undertake a structured and planned approach in review manufacturing, gain global competitive advantage and gain global leadership.

Key Words : Make, Marketing, plan

INTRODUCTION

Make in India is an international marketing campaigning slogan coined by the Prime Minister Narendra Modi on 25th September 2014, to encourage the companies around the world to invest and manufacture their products in India. He has launched this ambitious campaign with an objective to turn the country into a global manufacturing hub. To achieve a manufacturing led transformation, India would need to undertake a structured and planned approach in review manufacturing, gain global competitive advantage and gain global leadership.

In order to succeed in this campaign, it was important to be open to capital and expertise from all over the globe and implementation of GST will make India one market and strengthen overall programme. Doing business in India today is much more difficult than elsewhere, but the government wants to change this. Several pressing issues prompted the launch of this campaign. First and foremost is India needs to reboot its economy. After several years of gross national product growth averaging 7.7%, between 2002 and 2011,

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this pace slowed down to around 5% in 2013 and 2014. Secondly India needs more jobs for its young people. Recently, on an average 5 million new jobs have been created each year, but around 12 million people join the workforce each year. India's labour force is expected to grow to 600 million by 2022. Job creation will fight poverty and help divert people from agriculture, which has a low capacity to sustain their livelihood. Thirdly, India's economic development model has been quite peculiar, offering privileges to skilled labour often employed by foreign companies. That is why today manufacturing in China makes up 34% of gross domestic product. The Chinese have positioned themselves as the workshop of the world, accounting for 22.4% of global manufacturing while India accounts for only 2%. India's manufacturing sector is less productive compared to its competitors and accounts for only 15% of its GDP. The government has set a target of 25% of GDP by 2022.

NEED FOR THE STUDY

India too needs to develop its infrastructure in order to militate its presence in the global picture and to match the rising demands and the living standards of its citizens. The most easy and important way to keep pace with the environment for a country is to develop its manufacturing sector. When more global and local players will invest in a country, it will boost the trade and economic growth, develop its infrastructure and generate more employment opportunities for its citizens.

OBJECTIVES OF THE STUDY

- To study the initiatives taken by Government and its impact on Indian economy
- To study the major challenges, opportunities of Make in India initiative.

RESEARCH METHODOLOGY

The present study is based on secondary data. The data has been extracted from various sources like research articles, publications from Ministry of Commerce, Government of India, various bulletins of RBI and authenticated websites.

MAKE IN INDIA CAMPAIGN -MAIN FOCUS AREAS

The focus of Make in India programme is on creating jobs and skill enhancement in 25 sectors. The following are the major areas: Automobiles Electronic System Ports and Shipping Automobiles Components Food Processing Railways, Aviation Entertainment Roads and Highways Biotechnology Leather Renewable Energy Chemicals Media and Entertainment Space Construction Mining Textiles and Garments Defense Manufacturing Oil and Gas Thermal Power Electrical Machinery Pharmaceuticals Tourism and Hospitality Wellness Information Technology (IT) and Business Process Manufacturing (BPM)

MAJOR INITIATIVES

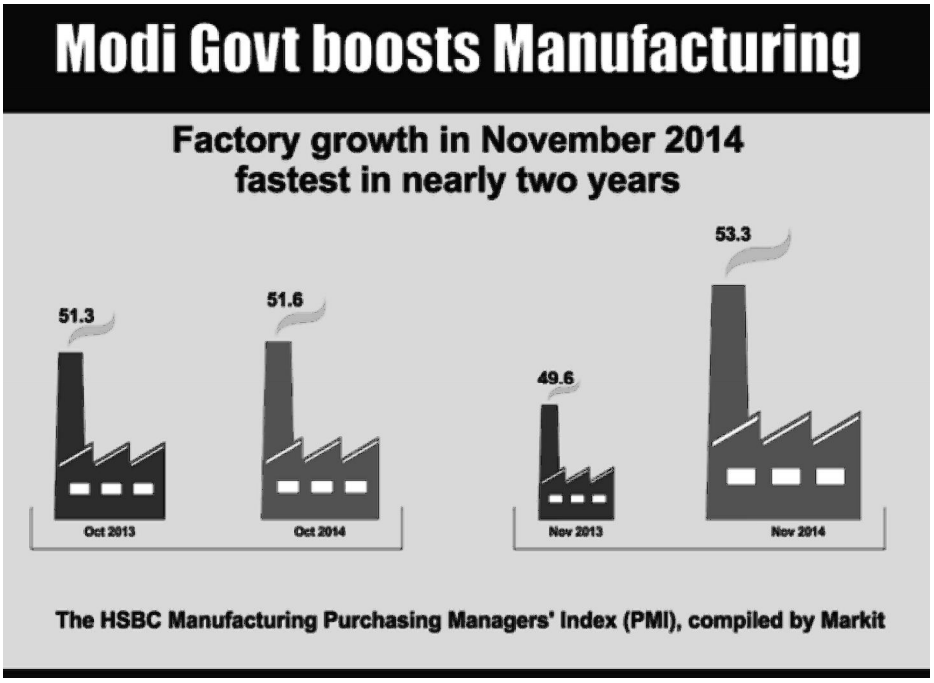
MAKE IN INDIA

Since years policy-makers have been debating how to give an impetus to manufacturing in India and make India a Global Manufacturing Hub. But it is Narendra Modi, who within a matter of months, launched the 'Make in India' campaign to facilitate investment, foster innovation, enhance skill development, protect intellectual property & build best in class manufacturing infrastructure. The "Make in India" initiative is based on four pillars, which have been identified to give boost to entrepreneurship in India, not only in manufacturing but also other sectors.

NEW PROCESSES

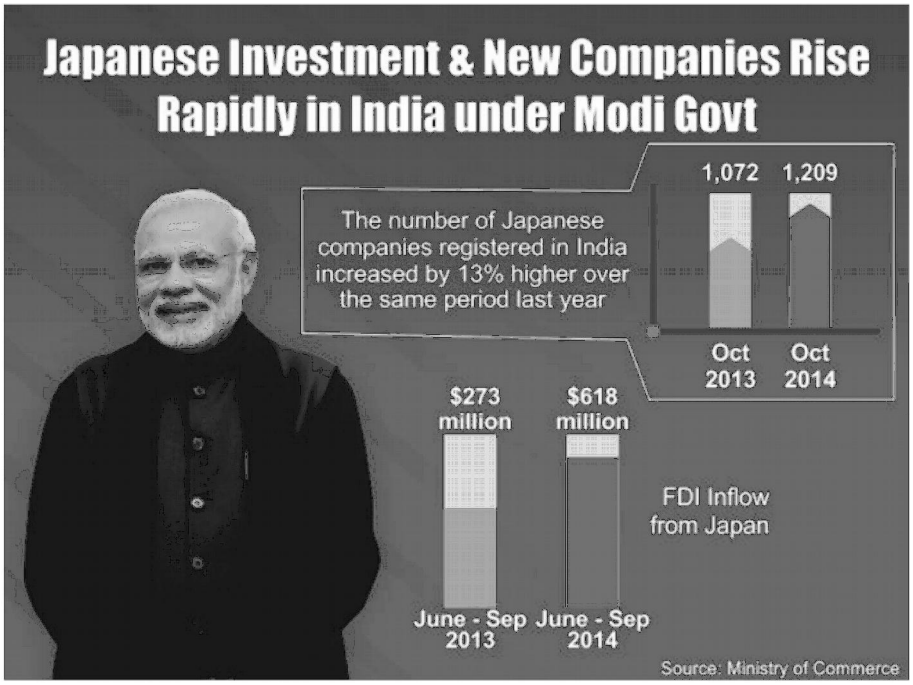
'Make in India' recognizes 'ease of doing business' as the single most important factor to promote entrepreneurship. A number of initiatives have already been undertaken to ease business environment. The aim is to de-license and de-regulate the industry during the entire life cycle of a business.

*Dr Biswa Mohana Jena



NEW INFRASTRUCTURE

Availability of modern and facilitating infrastructure is a very important requirement for the growth of industry. Government intends to develop industrial corridors and smart cities to provide infrastructure based on state-of-the-art technology with modern high-speed communication and integrated logistic arrangements. Existing infrastructure to be strengthened through upgradation of infrastructure in industrial clusters. Innovation and research activities are supported through fast paced registration system and accordingly infrastructure of Intellectual Property Rights registration set-up has been upgraded. The requirement of skills for industry are to be identified and accordingly development of workforce to be taken up.



NEW SECTORS

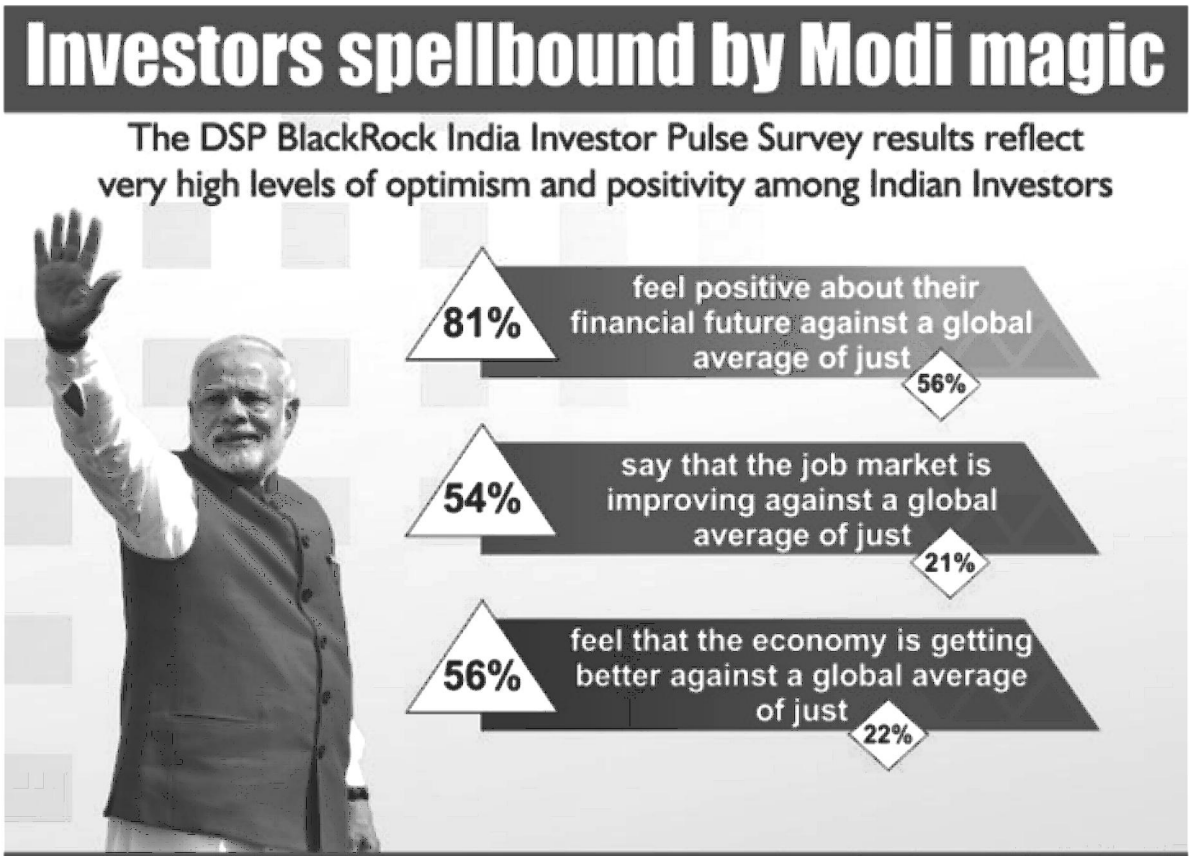
'Make in India' has identified 25 sectors in manufacturing, infrastructure and service activities and detailed information is being shared through interactive web-portal and professionally developed brochures. FDI has been opened up in Defence Production, Construction and Railway infrastructure in a big way.

NEW MINDSET

Industry is accustomed to see Government as a regulator. 'Make in India' intends to change this by bringing a paradigm shift in how Government interacts with industry. The Government will partner industry in economic development of the country. The approach will be that of a facilitator and not regulator. The Make in India program has been built on layers of collaborative effort. There has been from Union Ministers, Secretaries to the Government of India, state governments, industry leaders, and various knowledge partners. A National Workshop on sector specific industries in December 2014 brought Secretaries to the Government of India and industry leaders together to debate and formulate an action plan for the next three years, aimed at raising the contribution of the manufacturing sector to 25% of the GDP in the coming years.

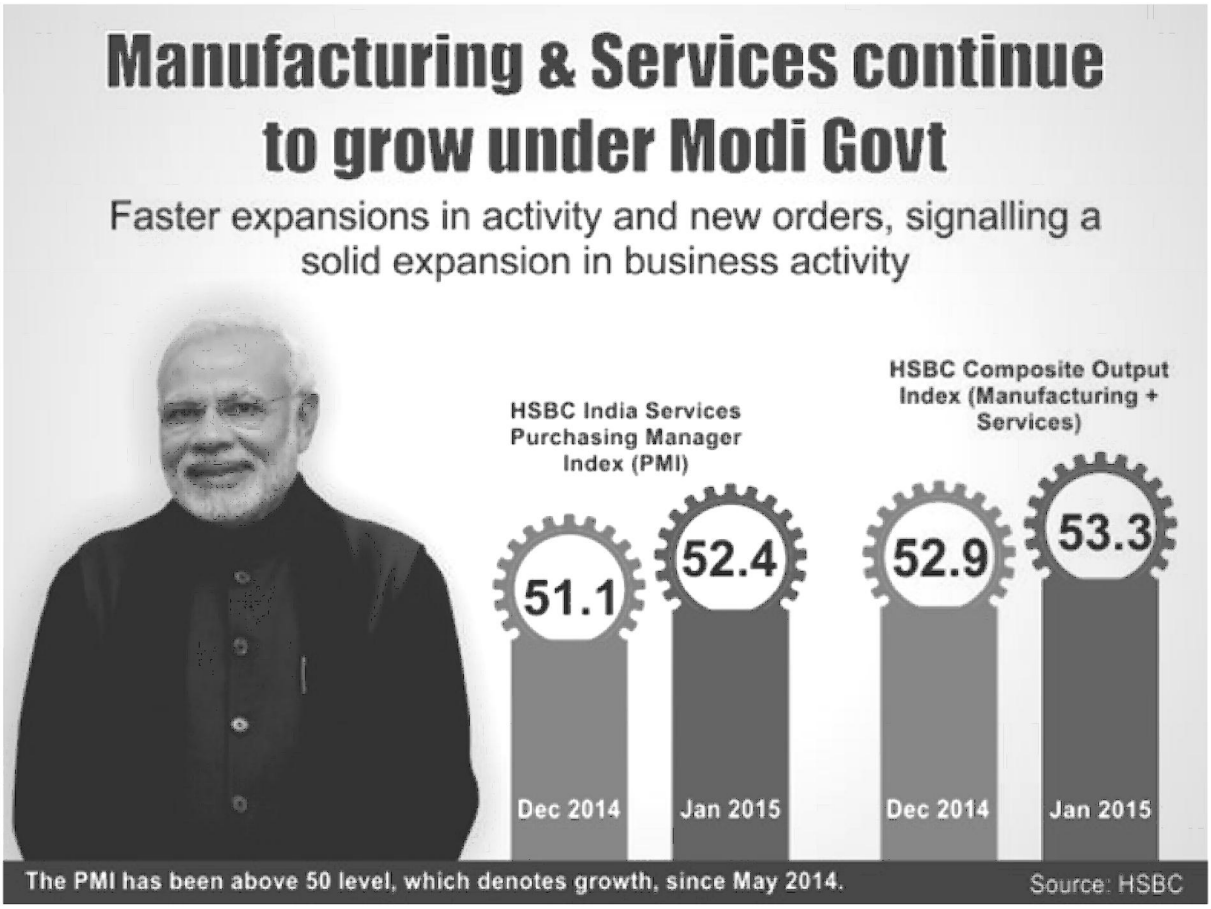
These exercises resulted in a road map for the single largest manufacturing initiative undertaken by a nation in recent history. They also demonstrated the transformational power of public-private partnership, and have become a hallmark of the Make in India program. This collaborative model has also been successfully extended to include India's global partners, as evidenced by the recent in-depth interactions between India and the United States of America.

In a short space of time, the obsolete and obstructive frameworks of the past have been dismantled and replaced with a transparent and user-friendly system that is helping drive investment, foster innovation, develop skills, protect IP and build best-in-class manufacturing infrastructure. The most striking indicator of progress is the unprecedented opening up of key sectors – including Railways, Defence, Insurance and Medical Devices – to dramatically higher levels of Foreign Direct Investment.



An array of measures focused on the ease of doing business in India have also been launched under the Make India program. Brand new, IT-driven application and tracking processes are replacing files and red tape. A number of new initiatives have been launched in order to streamline and rationalise licensing rules at the state government level, aligning them with global best practices.

From amendments in Labour law to online filing of returns & from rationalization of the regulatory environment to increasing the validity of industrial licenses, a lot of changes have been ushered in to make 'Make in India' a reality.



FOUR PILLARS OF MAKE IN INDIA

Manufacturing in India is the main vision of the government and leads to national development. The initiative is built on four pillars which are as follows: New Processes: The government is introducing several reforms to create possibilities for getting FDI and foster business partnerships. This reform is also aligned with parameters of World Bank's Ease of Doing Business index to improve India's ranking on it. Make in India recognizes ease of doing business as the single most important factor to promote entrepreneurship. A number of initiatives have already been undertaken to ease business environment. New Infrastructure: The government intends to develop industrial corridors and build smart cities, create world class infrastructure with state of the art technology and high speed communication. Innovation and research activities are supported by a fast paced registration system and improved infrastructure for IPR registrations. Along with the development of infrastructure, the training for the skilled workforce for the sectors is also being implemented. New Sectors: This campaign has identified 25 sectors to promote with the detailed information being shared through an interactive web portal. The government has allowed 100% FDI in Railway and removed restrictions in Construction. It has also increased the FDI to 100% in Defence and Pharmaceutical. New Mindset: This initiative intends to change by bringing a paradigm shift in the way Government interacts with various industries. It will focus on acting as a partner in the economic development of the country along with development in corporate sector

*Dr Biswa Mohana Jena

MAJOR CHALLENGES OF MAKE IN INDIA

India needs funds to build industries, which in turn need infrastructure. This requires more finance which? itself is a major challenge. India's banking systems are not in a position to lend many funds to industries, unless their balance sheet is cleared. If the government pumps more funds to bank, that leads to less investment in infrastructure. India can start manufacturing in India, but they cannot create more jobs because robots may take over the? manufacture worldwide and still stay competitive. Vivek Wadhawa, Standford University fellow who is at the forefront of alerting the world on the robotic threat, that new kind of industrial revolution won't require many humans. We are headed into a jobless future, just think of Google's self driving cars. Many companies like Maruti, Nokia, Ford and Hyndai have had strikes and protests in India at their? manufacturing plants in the past two years alone. India has labour laws and organized unions that can hinder smooth expansion. The Congress affiliated Indian National Trade Union Congress controlled more than 33 million workers. The BJP friendly Bharatiya Mazdoor Sangh (BMS) controlled 17 million workers. Communist party run unions had 20 million workers. India lagging behind in imparting skills training to workers. Dearth of vocational education facilities and? lack of training facilities are the key challenges of India's industrial landscape. Long term global competitiveness in industry required huge investments in research and development, but? Indian companies have been slow to embrace research and development. India has been very stringent in application of procedures and regulations. Creating healthy business? environment will be possible only when the administrative machinery is efficient. A business friendly environment will only be created if India can signal easier approval of projects and set up hassle free clearance mechanism. India should be ready to tackle elements that adversely affect competitiveness of manufacturing. India? should also be ready to give tax concessions to companies and set up unit in the country. India should be more focused towards novelty and innovations in small and medium sized industries. The? government has to chalk out plans to give special scope and privileges to these sectors. India's Make in India campaign will be constantly compared with Chin's Make in China campaign. India? should constantly keep up its strength so as to outpace china's supremacy in the manufacturing sector.

OPPORTUNITIES OF MAKE IN INDIA

Aiming to make in India as its export hub, home appliances manufacturer Bosch and Siemens today? announced company's first manufacturing plant in the country. The South East Asian region is expected to start operations by the second half of 2014.? Japan's largest consumer electronics exporter is now seriously evaluating to come and make in India? opportunity. The Make in India campaign seems to have come at perfect time. Many giant foreign companies have? already expressed their interest in setting up manufacturing facility in India. Switzerland based chocolate maker Barry Callebaut is looking at setting up a manufacturing unit in India as? part of its global expansion plans to cash in on the 3,000crore domestic market. Barry Callebaunt currently has only commercial operations in the country. The economic impact of manufacturing in India will go beyond direct employment. It will create jobs in the? services sector and allied services. Improving logistics infrastructure such as port-to- inland connectivity, cargo airports etc.? KPMG and CII recently completed a report which identified nine key action items to make in India? conducive for large scale manufacturing.

FINDINGS OF THE STUDY

Make in India will bring a drastic change in the fields like automobiles, aviation, biotechnology, defense, media, thermal power, oil and gas and manufacturing sector. The job opportunities are multiples and opened the doors without any limitations. Through continuous foreign investments, the progress of the Indian economy can be made sustained. The challenges and threats for the human resource sector will be refined in the sectors of the economy. This initiative creates great awareness about the growing technology.

SUGGESTIONS

The extra impetus by the government on initiatives like skill development has been proposed to provide essential support to make in India to thrive. We should manufacture goods in such a way that they carry zero defects and goods with zero effect that they should not have a negative impact on the environment. Reforms like bringing more sectors under the automatic route, increasing the FDI cap and simplifying the procedural delays has to be initiated. India should consciously work towards attracting greater FDI into Research and Development.

CONCULSION

Manufactured has emerged as one of the high growth sectors in India. The Make in India campaign helps to place India on the world map as a manufacturing hub and give global recognition to the Indian economy. India's ranking among the world's 10 largest manufacturing countries has improved by three places to sixth position in the coming years. The proposal of making in India will boost manufacturing the electronic manufacturing market in the country. This in turn will focus on electronic manufacturing and plans to set up electronic clusters across various towns and cities. The large investment in manufacturing will bring in more capacity creation in the country. The tax reliefs given to start ups and MSME's will boost sustainable employment and the quality of startups in the design led manufacturing sector. Make in India mission is one such long term initiative which will realize the dream of transforming India into manufacturing hub. Make in India campaign also focuses on producing products with zero defects and zero effects on environment. Come Make in India, Come Manufacture in India, Sell in any country of the world but manufacture here. We have got skill, talent, discipline and determination to do something.

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EDUCATION AND SKILL DEVELOPMENT : SUCCESS MANTRA FOR INCLUSIVE AND SUSTAINABLE DEVELOPMENT

**** Dr Ch. Sudipta Kishore Nanda***

ABSTRACT

If we have to promote the development of our Country, then our Mission has to be Skill Development and Skilled India.

- Shri Narendra Modi , Prime Minister of India

The National Policy on Education was framed in 1986 and modified in 1992. Since then several changes have taken place that calls for a revision of the Policy. The Government of India would like to bring out a National Education Policy to meet the changing dynamics of the population's requirement with regards to quality education, innovation and research, aiming to make India a knowledge superpower by equipping its students with the necessary skills and knowledge and to eliminate the shortage of manpower in science, technology, academics and industry. For the first time, the Government of India is embarking on a time-bound grassroots consultative process, taking input from citizens. In this connection, importance of skill India initiatives and linkage with education is very much addressable area.

India has seen rapid growth in recent years, driven by the growth in new-age industries. The increase in purchasing power has resulted in the demand for a new level of quality of service. However, there is a large shortage of skilled manpower in the country. In the wake of the changing economic environment, it is necessary to focus on inculcating and advancing the skill sets of the young population of the country. India lags far behind in imparting skill training as compared to other countries. Only 10% of the total workforce in the country receives some kind of skill training (2% with formal training and 8% with informal training). Further, 80% of the entrants into the workforce do not have the opportunity for skill training. Institutional mechanism driven by Ministry of Skill Development and Entrepreneurship (MSDE). The present paper is highlighting the institutional mechanism driven by Ministry of Skill Development and Entrepreneurship (MSDE) to fulfill the aspirations of the youth and empower them with challenges and problem faced in education system.

Key words : MSDE, Skill India, Entrepreneurs, Education Policy

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*Dr. Ch. Sudipta Kishore Nanda

INTRODUCTION

In today's global economy, skills and knowledge are the driving forces of economic growth and social development for any country. Countries with higher and better levels of skills adjust more effectively to the challenges and opportunities of the world of work. The accelerated economic growth has increased the demand for skilled manpower that has highlighted the shortage of skilled manpower in the country. Employees worldwide state a variety of reasons for their inability to fill jobs, ranging from undesirable geographic locations to candidates looking for more pay than what the employers have been offering. India is among the top countries in which employers are facing difficulty in filling up the jobs. For India, the difficulty to fill up the jobs is 48%, which is above the global standard of 34% in 2012. The lack of available applicants, shortage of hard skills and shortage of suitable employability, including soft skills, is some of the key reasons in finding a suitable candidate for available jobs in the country.

India has one of the world's fastest growing economies, but a lack of skills among the working population is one of the main bottlenecks to higher and more inclusive growth. Strong growth in key sectors, including information and communication technology (ICT), raises the demand for skilled workers. But employer surveys indicate skills shortages in ICT, financial services, tourism, retail, and skill-intensive manufacturing: in 2013, 61% of India's employers reported recruitment difficulties. These shortages, aggravated by a shortage of qualified trainers and the low willingness of employers to pay skills premia, have forced graduates into jobs unrelated to their training.

According to the NSSO survey (2004–05), only 6% of the total workforce (459 million) is in the organized sector. The World Economic Forum indicates that only 25% of the total Indian professionals are considered employable by the organized sector. The unorganized sector is not supported by any structured skill development and training system of acquiring or upgrading skills. The skill formation takes place through informal channels such as family occupations, on-the-job training under master craftsmen with no linkages to formal education training and certification.

Winds of Change

Skill development initiatives in India have traditionally been led by the government, starting with the establishment of the Industrial Training Institutes (ITIs) in the early years of post-independent India to provide skilled manpower for meeting the needs of the country's fledgling industrial sector. Initially, they were run by the central government, but in the 1960s, they were transferred to the states. Over the years, in addition to the government-run ITIs, a number of private sector-run Industrial Training Centres (ITCs) were also allowed to set up. Since then, the ITIs and ITCs have grown in numbers with numerous vocational courses being added to cater to the changing needs of industry. Curriculum, too, has been changed at periodical interval to ensure that these facilities continued to be relevant for the private sector.

Particulars	India	OECD
Public expenditure on education as % of GDP(2011)	3.4%	5.2%
Expected years in education (2011 for India)	11.7	17.6
Gross enrolment rate in education (2011, ages 14-18 for India and 15-19 for OECD)	69%	84%
Gross enrolment rate in tertiary education	25%	71%
Women aged 15-25 who are neither in education, employment or training	57%	14%

(2005/2006 for India)		
Men aged 15-25 who are neither in education, employment or training (2005/2006 for India)	15%	12%
Youth unemployment rate	10.3%	16.3%

Sources : OECD (2014), Education at a Glance; OECD (2014), Economic Outlook for Southeast Asia, China and India; OECD (2012), Closing the Gender Gap: Act Now; World Bank World Development Indicators database, ILO Laborsta database, OECD Employment and Labour Market Statistics database.

Challenges for Skill Development

1. The first challenge is to improve the quality of primary and secondary education, including second chances for youth and adults with only basic skills.
2. Increasing demand for skilled workers is not being met by the Indian education and skills system. Increased and better quality vocational training and on-the-job training might help address this.
3. India needs to improve the quality of its higher education system and expand access, while better using and disseminating the knowledge gained through innovative education models being developed in India and elsewhere.
4. New technologies could be exploited further, including massive open online courses and virtual classrooms.

National Policy on Skill Development

In 2009, the government formulated the national skill development policy that laid the framework for skill development, ensuring that individuals get improved access to skills and knowledge. The key features of the National Skill Development policy includes:

1. Institution-based skill development, including ITIs/ vocational schools/technical schools/ polytechnics/ professional colleges, etc.
2. Learning initiatives of sectoral skill development organized by different ministries/ departments
3. Formal and informal apprenticeships and other types of training by enterprises
4. Training for self-employment/entrepreneurial development
5. Adult learning, retraining of retired or retiring employees and lifelong learning
6. Non-formal training, including training by civil society organizations
7. E-learning, web-based learning and distance learning

National Skill Development Mission

The National Skill Development Mission was officially launched by the Hon'ble Prime Minister on 15.07.2015 on the occasion of World Youth Skills Day. The Mission has been developed to create convergence across sectors and States in terms of skill training activities. Further, to achieve the vision of 'Skilled India', the National Skill Development Mission would not only consolidate and coordinate skilling efforts, but also expedite decision making across sectors to achieve skilling at scale with speed and standards. It will be implemented through a streamlined institutional mechanism driven by Ministry of Skill Development and Entrepreneurship (MSDE). Key institutional mechanisms for achieving the objectives of the Mission have been divided into three

tiers, which will consist of a Governing Council for policy guidance at apex level, a Steering Committee and a Mission Directorate (along with an Executive Committee) as the executive arm of the Mission. Mission Directorate will be supported by three other institutions: National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC), and Directorate General of Training (DGT) – all of which will have horizontal linkages with Mission Directorate to facilitate smooth functioning of the national institutional mechanism. Seven sub-missions have been proposed initially to act as building blocks for achieving overall objectives of the Mission. They are:

(i) Institutional Training, (ii) Infrastructure, (iii) Convergence, (iv) Trainers, (v) Overseas Employment,

(vi) Sustainable Livelihoods, (vii) Leveraging Public Infrastructure.

Gross tertiary enrolment rates increased from 9% to 25% between 2000 and 2012. While India has dramatically expanded access to education since 2000, only 63% of 15 year olds are in secondary school and the participation of two Indian states in the PISA '2009+'round suggest that learning outcomes are low. With 28.5 million students enrolled in 2012,

The Indian tertiary education system is the world's second largest after China. But it is not clear whether the average quality of the teaching and learning is up to international standards.

The 2009 National Policy on Skill Development marks a major change in Indian policy in this area. The initiative aims to improve the quality and relevance of skills and training, and make education and training more responsive to employer needs while also including under-represented groups. It seeks to expand apprenticeships, and to train 500 million people by 2020.

Open and distance education, especially in the post-secondary sector, has always been a large and important part of the system but faces the universal problems of quality and recognition. Quality assurance procedures have been established and systems of oversight and accreditation implemented, but not all quality challenges have yet been adequately addressed.

In this context, Massive Online Open Courses (MOOCs) are a very important phenomenon, with India reported to be the second largest consumer of MOOCs after the United States. Indian students enroll heavily in MOOCs produced by American providers, but increasingly Indian universities and platforms are also providing MOOCs. However, as with open and distance education, oversight and accreditation issues remain.

SCHEMES

(a) Pradhan Mantri Kaushal Vikas Yojana (PMKVY)

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) is the flagship outcome-based skill training scheme of the new Ministry of Skill Development & Entrepreneurship (MSDE). The objective of this skill certification and reward scheme is to enable and mobilize a large number of Indian youth to take up outcome based skill training and become employable and earn their livelihood. Under the scheme, monetary reward would be provided to trainees who are successfully trained, assessed and certified in skill courses run by affiliated training providers.

Key features of the PMKVY are

a. **Standards-** Training will be done against standards (National Occupational Standards - NOS and Qualification Packs - QPs for specific job roles) formulated by industry-driven bodies, namely the Sector Skills Councils (SSCs). Third party assessments for skill training will be done based on national (and often) global standards.

b. **Direct Fund Transfer-** It will have complete transparent funding of skill training without any intermediaries with monetary rewards directly transferred to the trainees bank account. It will ensure financial inclusion with a provision of unique multi-wallet facility linked to debit card and accidental insurance.

c. **Demand-driven targets:** Based on assessment of skill demand and the Skill Gap Studies, target for skill training would be allocated to training providers by job-role and by district/city to the extent possible, by NSDC in consultation with the SSCs, States/UTs and the Central Ministries/Departments under the oversight of the Steering Committee of PMKVY.

d. **Target aligned to national flagship programmes and regions:** Target for skill training would be aligned to the demand from the Central Governments flagship programmes, such as - Swachh Bharat, Make in India, Digital India, National Solar Mission and so on.

e. **Supply side perspective in target fixation:** Skill training under PMKVY would essentially target drop out students after class 10 and class 12 and hence these numbers will be taken into consideration while deciding state / district wise targets. There will be special focus on youth in regions affected by left-wing extremists and from North Eastern States and J&K.

f. **Recognition of prior learning (RPL):** Under PMKVY, trainees with prior experience or skills and competencies will be assessed and they will also be given monetary rewards for undergoing assessments. This will be an important step towards recognising the skills possessed by workers working in the informal sector and their inclusion. This will also facilitate the process of skill upgradation and re-skilling of the existing workforce. The focus of RPL would be on those job-roles/sectors in which it is most desired and it will be accompanied with a strong advocacy campaign to promote a paradigm shift in the labour market to make skill training to standards aspirational.

g. **Variable amount of monetary reward:** Monetary reward for various job roles within a sector would also vary. This amount would be arrived at after taking various factors like cost of training, willingness of trainees for pay and other relevant factors into consideration. Higher incentives will be given to training in manufacturing, construction and plumbing sectors.

h. **Robust regime for registration of training providers:** NSDC training partners undergo due diligence before being registered with NSDC. Government affiliated training centres and other training partners will be approved by the SSCs on the basis of guidelines issued by NSDC. Under PMKVY, even the government affiliated training providers will undergo due diligence as per the process manual. Each training partner would be responsible for its entire franchisee network and the infrastructure of training centers. The same will be part of the monitoring process. Only first level of franchising would be allowed but the same should be declared in advance and validated on the basis of random sampling as per guidelines in the process manual.

i. **Focussed awareness building and mobilisation activities:** Awareness building & mobilization activities would be carried out with the involvement of local State and district governments as well as involve Members of Parliament in the activities to ensure greater outreach and ownership. A camp-based approach by organizing Kaushal Melas to disseminate information about various skill training options, outline possible career paths and income generation potential once the training is imparted would be held in every district.

j. **Improved curricula, better pedagogy and trained instructors:** While, the thrust would be on outcomes in terms of third party assessment/certification, but support for improved curricula, better technology

enabled pedagogy and upgrading the capacity of instructors would enable improving the overall ecosystem for high quality skill training in the country. All skill training would include soft skill training, personal grooming, behavioural change for cleanliness, and good work ethics as a part of the training curricula.

k. **Enhanced monitoring:** To monitor the training process, SSCs will be tasked with verifying and recording details of all training centres on the Skill Development Management System (SDMS), and ascertain quality of training locations and courses through certified assessors during the time of assessments. SSCs will also be responsible for certifying the training curriculum and for ensuring that it is aligned to QPs of job roles.

l. **Mentorship support:** A mentorship programme will be created in order to support trainees who have successfully completed the training programme and are in the process of looking for employment opportunities. Training providers will be responsible for identifying mentors who will support and guide trainees in the post-training phase. These mentors will provide career guidance and counselling for trainees once they have completed training and will also help connect them to employment opportunities.

m. **Evaluation:** Trainee feedback based on validated standard format obtained at the time of assessment will become the key element of the evaluation framework to assess the effectiveness and scale up of PMKVY in future.

n. **Grievance redressal:** A proper grievance redressal mechanism would be put in place. Online Citizens Portal would be set up to disseminate information about PMKVY. This would also serve as a platform for redressal of grievances.

(b) UDAAN

Udaan is a Special Industry Initiative for Jammu & Kashmir in the nature of partnership between the corporates of India and Ministry of Home Affairs and implemented by National Skill Development Corporation. The programme aims to provide skills training and enhance the employability of unemployed youth of J&K. It has two objectives:

(i) To provide an exposure to the unemployed graduates to the best of Corporate India;

(ii) To provide Corporate India, an exposure to the rich talent pool available in the State.

(c) Standard Training Assessment and Reward (STAR) Scheme

The National Skill Certification and Monetary Reward Scheme, known as STAR (Standard Training Assessment and Reward). NSDC is the designated implementing agency of the scheme and is working through various Sector Skill Councils (SSCs), Training Providers (TPs) and independent Assessment Agencies (AAs).

STANDARDS AND QUALITY

(a) National Skills Qualifications Framework (NSQF)

The National Skills Qualifications Framework (NSQF) is a competency-based framework that organizes all qualifications according to a series of levels of knowledge, skills and aptitude. These levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. Under NSQF, the learner can acquire the certification for competency needed at any level through formal, non-formal or informal learning. In that sense, the NSQF is a quality assurance framework.

The NSQF is anchored at the National Skill Development Agency (NSDA) and is being implemented through the National Skills Qualifications Committee (NSQC) which comprises of all key stakeholders. The NSQC's functions amongst others include approving NOSs/QPs, approving accreditation norms, prescribing guidelines to address the needs of disadvantages sections, reviewing inter-agency disputes and alignment of NSQF with international qualification frameworks.

Specific outcomes expected from implementation of NSQF are:

- Mobility between vocational and general education by alignment of degrees with NSQF
- Recognition of Prior Learning (RPL), allowing transition from non-formal to organised job market
- Standardised, consistent, nationally acceptable outcomes of training across the country through a national quality assurance framework
- Global mobility of skilled workforce from India, through international equivalence of NSQF
- Mapping of progression pathways within sectors and cross-sectorally
- Approval of NOS/QPs as national standards for skill training

(b) QP and NOS

NOSs – National Occupational Standards (NOSs) specify the standard of performance, knowledge and understanding when carrying out a particular activity in the workplace. Each NOS defines one key function in a job role. Example: For a Sales Associate, one of the NOS would be to 'To help customers choose right products'

QPs – A set of NOSs, aligned to a job role, called Qualification Packs (QPs), would be available for every job role in each industry sector. These drive both the creation of curriculum, and assessments. These job roles would be at various proficiency levels, and aligned to the NSQF. Example would be Qualification Pack of a Sales Associate

Sector Skill Councils are responsible for the creation of QPs and NOSs.

Innovation

The National Skill Development Agency, invites innovative ideas, concepts and practices on skill development. A committee has been set up to review all such innovations and to facilitate their application on a wider scale. All the innovators who wish to bring their ideas and practices may send their proposals and presentation to the National Skill Development Agency.

The National Skill Development Corporation has initiated the Innovations for Skills Marketplace to host information on innovative solutions, practices, models and other relevant research in the skill development space. These can be used by practitioners, Government agencies, policy makers, corporate and other stakeholders that contribute to this growing and vibrant ecosystem. NSDC also runs the Innovations for Skills Challenge to look for proposals, which will positively impact and create a multiplier effect in the skill development space.

World Skills

World Skills India is an initiative of the National Skill Development Corporation (NSDC) under the Ministry of Skill Development and Entrepreneurship. NSDC, through its World Skills India initiative, has been leading the country's participation at World Skills International competitions since 2011.

Objectives of World Skills India is to

- Promulgate skills in the society and motivate the youth to pursue vocational education.
- Champion skills and learning for work through local, regional, national and international skills competition and contribute to the society.
- Invite sponsorships to organize the local, regional, national and international skills competitions and also host international competitions.
- Establish links and a long-term association with the WSI secretariat along with development of cooperation with the Government of India, state Governments, registered vocational skills training and awarding bodies.

Role of NSDC

- Establish linkages and contacts with various stakeholders of the industry to promote the association.
- Provide support and synergy for efforts of World Skills India through its Skills Development initiatives.
- Provide administrative and technical support to the participants and experts for the World Skills Competitions.

Strengthening India's education and skills system is essential to boost inclusive growth and take India to a higher phase of economic development. India's Five-Year Plan (2012-17) aims to raise the overall literacy rate to over 80% and reduce the gender gap to less than 10%. The 2013-14 budgets focuses on the poor, with the goal of creating opportunities for young people to acquire the education and skills needed for decent employment.

But expanding access to education needs to be matched by determined efforts to raise quality and relevance. Recent improvements in educational attainment and deeper integration into global value chains have often not been sufficient to ensure the competitiveness of the labour force, as shown by the lower quality of education. Each citizen of India must concentrate on this issues so that India might be reach what our beloved prime minister's dream to be super power in education and other areas:-

- Focus on developing and employing the skills required by tomorrow's innovation-driven economy.
- Adopt a coherent and strategic approach to the design and implementation of skills policies to achieve greater access to quality education and training, and better learning outcomes.
- Work with the private sector to develop education systems responsive to the needs of productivity-driven economies, including through vocational training and life-long learning, to achieve a better match between the skills demanded and those supplied.
- Address remaining quality challenges in open and distance education

Conclusion

In a nutshell, the building blocks of any skills strategy must be solid foundation skills and stronger links between the worlds of education and work. This in turn requires good-quality education in childhood; good information on changes in demand for skills; education and training systems that are responsive to structural changes in economy and society; and recognition of skills and competencies, and their greater utilization in the workplace. To make India internationally competitive and further boost its economic activity, a skilled workforce and a functioning labor market are essential. To be effective, policy initiatives in these areas will also need to be closely linked with economic and social policy agendas. Skill development is a national priority and needs a coordinated approach by combining separate areas of government action on workforce participation, social inclusion and innovation so that policies on skills can connect with the wider economic, employment, social strategies and education , Particularly.

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SKILL BASED AND QUALITY EDUCATION AMONG STUDENTS IN INDIA : NEED OF AN HOUR

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ABSTRACT

*Having a productive, employable and quality youth is an asset to every nation. Half of the India's population is below 25 years of age and nearly 2/3 is below 35. This information proves that India has high potential demography. Unfortunately it will not prove as an asset to India unless it is productive in nature. The employability among professional graduate students has become a serious concern. The huge mismatch between education, employability and employment has become challenge to our country to take the benefit of youth demography. Many young people lack in some skills demanded by employers. Many sectors of industry face an acute shortage of skilled workers. There are people without jobs and jobs without people. There is an urgent need to enhance employability of the workforce by ensuring job-oriented professional skills training. In this paper the writers have tried to take a review about the existing skill based and quality education among students in India as well as in Odisha. Based o*n the facts, researchers have given some suggestions to improve the skills among the workforce.

Key words : *Employability, Acquisition, Potential demography, Diversified, Benchmark, Lacunas, Stakeholder, Incubation.*

INTRODUCTION

Quality often is not measured at all, but is appreciated intuitively1. Quality education is a golden instrument for any national development. It also acts as an instrument of social change in the nation. Skill based education has become very important in today's life. A commerce and management education faces a variety of challenges. To meet the upcoming requirements of developing and upbringing the human capital is a competitive advantage for an organization.

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Management courses have become academic rather than professional one. B-Schools barring a few exceptions have reduced to the status of commerce colleges. There is no difference between traditional colleges and professional colleges. Today we see that many universities, business schools/ management institutes produce number of MBA graduates. We repeat they produce MBA graduates but not the employable graduates. These graduates, either they do not have any dream in life, some may have dream but they change their dream, as a result they work on counters of mobile Shoppe, Malls, Big Bazar etc. Many engineers, doctors do not have any job opportunity. On one side we criticize the brain drain from India and another side these people does not have any job opportunity in their hand even after spending lakhs of Rupees and valuable years of their life. Who is responsible for that? Hence there is a burning need to restructure management education to meet new challenges of 21st century. Today's mushrooming management institutes, our age old education system, government policies, incompetent staff, weak links between training institutes and employers, limited vocational counseling and job placement services and many other reasons resulted into unemployable graduates. The education in these institution focuses on equipping students with hard skills and ignoring soft skills. The corporate world demands excellent results from day one itself.

Review of Literature

The Prime Minister's National Council on skill Development has set a target of training 500 million skilled individuals by 2022. To create an institutional base for skill development in India at the national level, the National Skill Development Corporation was created in 2008. Government of India introduced the National Skill Certification and monetary Reward Scheme, popularly branded as STAR Scheme. This scheme is one of its kinds and was first proposed in the Union Budget of 2013. A sum of Rs. 1000 crore was allotted for this initiative with the objective of training a million youth of the country during first year. The scheme also provides a certificate and an average monetary award of Rs. 10,000 to every trainee who completes his training and clears the assessment. It means a young person successfully completes the course and obtains a certificate he is eligible for a monetary reward that is dependent on the level of the course and the sector.

With a large and growing labour force, recent studies state that nearly 300 million in the age group of 18 to 50 are unemployed because of lack of job related skills.

Vision without action is merely a dream, action without vision is passing the lime hut vision with action can change the world.

India in 2020 is set to become the world's youngest country with 64% of its population in the working age group. India is a developing country, needs skilled and qualified labours.

A study which examined impact of the MBA degree on the career development, skills and employability found that MBA degree holders acquire diversified skills and get better chances to being promoted and being employed. MBA degree holders prove themselves as better managers for business organizations than other professionals and can develop multi skill personality.

Government has launched skill India after digital India and make in India in March 2015 to create opportunities and scope for the development of the talents of Indian youth. The programme aims at training and skill development of 500 million youth of India by 2020, covering each and every village. It also aims at improving entrepreneurship.

Statement of the problem

So as the review depicts the survey done by many researchers revealed that the employability of management students is very low. Our country is rich in youth demography. Government has been taking efforts and spending a lot for higher education. Then to these students remain unemployed due to mismatch between industry need and students skill. Parents are spending lakhs of rupees for the education but their children are jobless. Students use to come to the college campus but not in classroom. Who is responsible for all this? Our education system, we teachers, parents or policies of government who is responsible. Hence the title of the paper is, "Skill based and quality education among students: Need of an hour".

Objectives

The main objectives are :

1. To take a review on lacunas in skill development in management institutes.
2. To study the need of skill development education to the youth .
3. To give suggestions to develop the skill among the youth .

Need of skill based education

Gone those days where only degrees were working well to offer a job. Now a day's along with degree, there is need of multi skills among the students. For company jobs, when we see advertisement, there are certain criteria for certain posts. For example, for finance manager, employers prefer a person with MBA finance. But in developing country like India, how many students with higher education seek job opportunities from industry sector ? Our research tells that hardly 2 % to 3 % MBA students make their career by seeking job in their dream area. So we should think on, in the country of 125 crores population, whether human resource is a critical factor ? If yes, who are responsible for all this ? Are we all stakeholders of this society are really developing skills or destroying the skills among today's youth ?

In India recently many surveys were conducted by different agencies which show the lack of employability among the students who have completed their professional graduation streams like Engineering, Pharmacy and Management. We experience that a student after completing his law degree i.e. LL.B. special, can't plead the case in court of law, a doctor after completion of his masters degree can't practice immediately, a civil engineer cant design the structure, an electrical engineer cant estimate the cost required to electrify a particular building. The degree holder in MSC agriculture doesn't want to work in farm. They also prefer for secured job. They require practice to be a perfect professional. Many MBA aspirants don't know what the business is then also they are doing Masters in business administration. The person who has completed the degree of MSW doesn't want to work in villages. IT engineers want to drain their brain in different countries with intent to earn huge packages. Some may have exceptions to this scenario but what about others? Teacher who is NET qualified, can't deliver effective lectures to attract the students in the classroom. We met some so called Ph.D. holders who haven't even touched the research area after getting the Ph.D. degree. They haven't published any research papers or articles in any of the journals. Once they complete their degree and seek professor job, they become relax as they get safe and secured job. Who is responsible for this entire situation ?

In many colleges, students are coming to the college campus but not in Classrooms. Teachers are taking huge salaries but students are not taking advantage of the facilities extended by the government and the institutes. Government has been providing various facilities, financial aids, Scholarships, EBC scholarships and other such

much more aids. We regret to express that many of the IT engineers, doctors and other stream student prefer to go abroad to render their services. Why ? It means our education system lacks in giving values of patriotism, love for nation, our government, industrial sector is also responsible because they can't offer employment opportunities and huge salary packages for these youth that why they prefer to go to serve in other countries.

Except some A-grade having management schools which are famous for 100% placement, all the MBA graduates will not get job opportunities as per their dream and as per their expectation of dream salary. When we met placement officers of major management institutes in our area, they responded that, students are exam oriented, they do study only for getting more and more works but they never try to develop their soft skills. Many recruiter companies done for the campus interview but they hardly select three to five percent of the students. Placement officers are in frustrating situation because they can't employ these post graduate students. Some students prepare for exam and crack the aptitude but fail in first round of interview; some are not ready to mobile from their native place.

As a teacher, when I enter into the class of MBA students and ask their dream, many girl students reply that they want to seek job in banks or local organization. Some girls reply, only to get good life partner they have taken admission for MBA. Boy's students are also no different from the girl aspirants. They too have taken admission to seek a job in various sectors. Hardly one or two students in a class out of sixty respond that he/she wants to start their own business or to expand their existing family business. This is very serious future for management institutes and society also. Actually I expect that the aspirants, who want to take admission for MBA, must have at least two years experience of any small business so that he/ she can learn the course seriously and practically.

Not only in case of highly educated people but same thing is happening with less educated people also. In villages due to compulsory education, the literate rate has been increasing but only becoming the literate is not sufficient to undertake income generating activity. They lack in developing the skills among them. Now if you want a service of made in home, service of plumber, carpenter, painter, sweeper and other many service providers, we can't get quick service of these people. Very few people are there in market to provide these services. They charge more to render these services. In villages also, twelve artisans system has totally collapsed due the government policies and reluctant approach of the people. There is a urgent need to restructure the education policy and stress should be given on vocational and practical based education. This will definitely make the students capable to be a bread earner.

Benchmarking educational System : Solution to the problem

Benchmarking involves finding and implementing 'best practices'. Our dream India should develop such an educational system which will render skill based education among the students of different level. This system will provide practical oriented education, skill based education so that every educated can get an opportunity to earn for his/her livelihood without depending on anyone. In true sense earn and learn system should be there. When the students go through this system, he/she will come to know the importance of money in life. There is a need to support creativity and innovation not only among the students but in teachers too. The teacher's role is to build up a consensus in the classroom regarding what constitute a quality education which will enhance the employability of students. Most of the education institutes hardly pay attention to the development of either wisdom among the students. There is a shortage of skill development in education system. There is the question, is any educational institute undertake any strategic planning process to get the views of all stakeholders i.e. students, parents, industrialists, etc.

The designing of curricula needs to be assigned solely to the stakeholders, i.e. Institute, student and prospective job providers. Such curricula will be able to enter into diverse needs of the market as well as society. Learning occurs in the mind of a student, who changes in the process of learning. Therefore, Individual engagement is a must for learning.

Integrating rural skill development and entrepreneurship

At present more than 70 % of India's population resides in rural areas. Still there is very little focus on quality rural management courses. A success story is Institute of Rural Management, Anand working with collaboration with 1IM Ahmadabad in 1979. Tata Institute' of social sciences, Mumbai, KIIT institutes, Bhubaneswar. Such types of institute are very few in India. To take an example of practical education for MBA, we can say these are the benchmarking Institutes. I personally visited KIIT, Bhubaneswar for the conference. I met the management institute which is running practical based courses. In case of KIIT Bhubaneswar, the course of MBA in rural management, a group of 10 to 12 students from the class are made. Each group are headed by a faculty member who will act as a mentor. Each group adopts a village convenient to them and nurses during the entire programme of the study. These groups are expected to go and stay in the village twice a year. 10 to 12 days each time in a semester. It will help them to exchange of knowledge while villagers gain scientific and technical knowledge through students who promote entrepreneurship in village. Students gain general awareness of the village life and facilitate the process of integrating the underprivileged, illiterate sections of our population. The students will work in a group under the keen guidance of mentor faculty and will develop realistic village development plan, new techniques in the farming and local youth about food processing, its advances, provide access and training programmes to farmers, imparting training on basic processing and value addition.

Conclusion and Suggestions

Under the current regime of global knowledge society, a student would like to pursue a learning environment that empowers him with knowledge and skills for a rewarding career. In simple words, the courses and programme must keep pace with the developments in their respective fields.

There is a need to bring required changes in the education system to empower Indian youth with employment skills and participate actively in enhancing the nation's economy.

Skill based education is the key to a career. It must enable the student to realize his individuality, it should assist them to create their own identity and earn for livelihood. The purpose of education must be to facilitate skill acquisition. The skills required to promote social and economic development are broad. Skills can be raised by different ways, through on-job training, learning by doing, self-managed study etc. Vocational courses needs to be designed as per the skills required in the industry with proper implementation in training. Updating syllabus need to become a continuous process. Along with updated bookish knowledge, character building is to be taught. It should include Indian rich heritage, harmony, national integration, etc.

In every management institute, there should be a separate entrepreneurship cell where the efforts will be taken to incubation of entrepreneurship among the young students. Developing entrepreneurship skill among the students is not an easy task. There is a need of integrated efforts of institution and industries. While doing the summer project students should not adopt copy paste culture for preparing the project. The teachers should encourage the students to attend the industry genuinely for 50 days, observe the problematic area to select the topic for project. This practical experience will help the students to understand the industrial problem to solve it.

We would like to suggest, the management institutes should develop a research cell in their institute, which will provide opportunity for students and local industries in many ways. This research center should include the participation of teachers, industrialists, traders and students. They should sit together to discuss on different areas where there is a need of research. Industries can give a work of survey to these students and students will get an opportunity to complete their project under the guidance of their allotted guide. They will submit the survey report, they can solve HR problem and they can prepare a project report for a new upcoming organization. Thus the research center will help to provide practical knowledge among the students.

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ROLE OF EMPLOYABILITY SKILLS IN MANAGEMENT EDUCATION

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ABSTRACT

In today's highly competitive world where challenges are to be met at a faster rate management education plays a very important role in this dynamic global arena.It is the demand of most of the multi-national corporation's today to have efficient,flexible,adaptable and creative MBA graduates. This is why the MBA graduates now need to learn to go beyond their comfort zone,take initiatives and impress their employers.However, there seem to be a huge gap between the need of the organization and the quality of skilled students available in the market.Thus, enhancing employability skills in management education is considered as an important task by all universities and colleges.The present study has been attempted with the objective to explore the employability skills required for management graduates and to discuss the gap between the industry demand and talent that is available in the market. Attempt has also been made to explore the skill sets of the management students that will best serve the future labour market requirement in management education. The current study is primarily based on review of literature of educational reports, articles,and theoretical research papers.

Key words : Management Education, Employability, Dynamic, Skills.

INTRODUCTION

Management education basically focuses on developing a broad range of managerial knowledge and abilities. However, educational institutions in today's dynamic business era face the challenge of augmenting employability skills in management education.Organization demands good performance of the students on the job which requires developing a set of skills that will match these jobs.Students are now a days required to improve and develop more their communication and teambuilding skills. This paper sheds light on the employability skills and presents the review on aspects like Employability definitions, employability skills, employer needs and expectations, harmonizing employer needs and the nature of employability.

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The educational system in India has undergone tremendous change in this 21st century.But it is important to note that many of the management institutions are still following the traditional method of teaching. The need of the hour is to bridge the gap between academia and industry. In India after the establishment of the IITs, there was dire need for similar establishments in the field of management education. Thus came into existence Indian Institute of Management Ahmedabad (IIMA), followed soon after by one in Kolkata (IIMC). Today there are 13 IIM institutions. There is a mushrooming growth of B-schools in the country (over 2,500 institutes, of which about 1940 are certified by the All India Council for Technical Education (AICTE)), leading to issues of the quality of technical education. At present, there are a significant number of business schools in India that have collaborative agreements with international institutes. The Indian Institutes of Management (IIMs), Management Development Institute (MDI), Xavier Labour Relations Institute (XLRI), Institute of Management Technology (IMT), etc.

DEFINITIONS OF EMPLOYABILITY

According to **Yorke & Knight (2003)** employability is defined as a set of achievements-skills, understandings and personal attributes-that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.

As per University of Exeter employability as defined as; the establishment of clear mechanismsby which students can develop their abilities to use and deploy a wide range of skills andopportunities to enhance their own academic learning and enable them to become moreemployable.

However it is important to differentiate between employment and employability. **Lee (2002)** said that being employed means having a job, and being employable meanshaving the qualities needed to maintain employment and progress in the workplace.

Harvey (2001) has mentioned in his report titled "Employability and Diversity" that Employability hasmany definitions but they break down into two broad groups. The first relate to the ability of thestudent to get (and retain and develop in) a job after graduation. The other set are concerned withenhancing the students attributes (skills, knowledge, attitudes and abilities) and ultimately withempowering the student as a critical life-long learner.

Employability is actually having the skills that is needed to perform the tasks assigned well. Employability is a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace-to the benefit of themselves, their employer and the wider economy.

Development of Employability has three aspects i.e.

- The development of employability attributes
- The development of self-promotional and career management skills
- A willingness to learn and reflect on learning.

EMPLOYABILITY SKILLS

Employability skills are the non-technical skills and knowledge necessary for effective participation in the workforce. They can include skills such as communication, self-management, problem solving and teamwork. They are also sometimes referred to as generic skills, capabilities, enabling skills or key competencies.

There are eight top employability skills that is

- Self-management
- Problem solving
- Business awareness
- Team working
- Communication-application of literacy
- Customer care
- Application of numeracy
- Application of ICT

Further, Employability skills that are themost important to recruiters can be categorised as:

- Motivation and enthusiasm
- Initiative / proactivity
- Employability skills-qualities not qualifications.
- Teamwork
- Oral communication
- Flexibility and adaptability
- Ongoing development

NEW EMPLOYABILITY SKILLS FRAMEWORK

The Australian Government has recommended a new framework for employability skills and it has been renamed as "Core Skills for Employment".It is basically aimed at those preparing people for work.In this context, Learning Skills & Numeracy (LSN)has made the following recommendations

- The provision of clear information, advice and guidance to raise the aspirations of peopleentering employment and in employment towards learning and skills.
- The development of a single generic employability framework that addresses generictransferable employability skills between sectors, jobs, markets and regions.
- The adoption of a talentagenda that builds on positive, rather than deficit, models ofinitial, formative and summative assessment.
- Approach the current vocational reform as an opportunity to develop innovative andcreative approaches to embedding and measuring employability skillsand reconnectemployers, individuals and education providers.

Based on a number of surveys on the skills required by graduates undertaken by Microsoft,Target Jobs, the BBC, Prospects, NACE and AGR and other organisations, the following skillswere most often deemed important:

Verbal communication, Teamwork,Commercial Awareness,Analysing & Investigating, Initiative, Written Communication, Planning & Organising,Flexibility and Time Management.

The other skills that were seen as important were:

Global Skills (i.e able to speak and understand other languages and appreciation of other cultures),Negotiating & persuading, Leadership, Numeracy, Computing Skills, Self-awareness, Personalimpact, Lifelong learning, Stress tolerance, Integrity, Independence, developing professionalism,action planning, decision making, interpersonal Sensitivity, Creativity.

EMPLOYER'S NEEDS

Archer and Davison (2008), in their study considering the perspectives of employers on graduateemployability, has provided a contrast between what universities are promoting and what is actually required by industries. Archer and Davison (2008) found that regardless of the size of the company, soft skills (e.g communication skills and team-working) wereperceived to have more weight than technical or hard skills (e.g a good degree qualification, ITskills). Glass et al (2008) found that only a few employers recruitindividuals from universities specifically for the technical skills that they hope will be beneficial to their organisation. Most employers see a degree only as a proxy for achieving a certain level ofcompetence that represents the minimum standard that they are seeking in a new recruit.

The research literature indicates that the development of employability skills and attributes in Higher Education Institutions(HEIs)should be integrated within the curriculum.As stated by Knight and Yorke,students should be entitled to experiences in HEI that develop understandings, skills, self-theoriesand reflection and that this good learning and education improves employability.

NEED AND IMPORTANCE

In a recent survey conducted by MBAuniverse.com highlighted the fact that, only one in five MBAs isemployable. Further, the pre-recruitment survey conducted in tier-2 B-schools which included skills inverbal ability, quantitative ability and reasoning, suggested significant changes in the manner in which classroom teaching was conducted.

Another survey revealed poor on-campus placements at many business schools in the country has resulted in a sharp decline in the demand for MBA courses, with the only exception of the Indian Institutes of Management or IIMs, ISBs, IITs and a few other top schools. Also another survey, conducted by Associated Chambers of Commerce and Industry of India(Assocham) has presented that only 10 percent of graduates from Indian Business Schools,excluding those from the top 20 schools, get a job straight after completing the course, as compared to 54 per cent in 2008. Recruitment at campuses saw a steep 40 per cent decline in2012, and B-schools are now no more the top draw for students. This in turn has resultedin more than 180 B-schools having to shut in 2012 including some based in metros like Delhi,Mumbai and Bangalore. Another 160 B-schools are struggling for survival.On the other hand in the last five years, the number of B-schools in India has tripled to about4,500. There were 95,000 MBA seats in the country in 2006-07 which increased to 3.6 lakh seats in 2011-12. But in years of slow economic growth, job opportunities for MBAs have not grown in thesame proportion. The survey also questioned the students and reported that the students are not concerned about the quality of education in aninstitute, they only want to know the placement and salary statistics and discounts offered on thefee structure and this has spoiled the entire education system". On the otherhand, some students who participated in the survey said the entire focus of many B-schools wason placements and high salaries. Many of these schools had not updated their course curriculumor retrained their faculty in an environment changing fast.

NATIONAL EMPLOYABILITY REPORT, MBA GRADUATES 2012

Management education has witnessed a mushrooming growth in India which is indicative from the fact that the number of MBA colleges in India has increased from just 200 MBAcolleges in the early nineties to around 3300 MBA colleges in the present day.

Today's industries look for trained manpower in sales, marketing, HR andfinance roles in large numbers. Having trained business graduates fulfils a big need to face the growing competition and the pace of growth.It is thus important tofind out whether the quality of education has kept pace with the phenomenal jump in quantity or not. The findings of the studystate that:-

- **Employability of management graduates in functional domains remains below 10per cent-** Whereas employability for management students range between 10-20 per cent forroles involving client interaction, it remains below 10 per cent for any functional role in the fieldof HR, Marketing or Finance. Only 7.69 per cent MBA-finance students areemployable in the BFSI sector, which has created a very large number of jobs in the last decade whereas 32 per cent management graduates lose out because of lack of English and Cognitive skills, at least 50 per cent students are not employable in functional domains for lack ofknowledge and conceptual understanding of the domain intervention.
- **Gender ratio in Indian Management Schools is less as compared to that in Global topManagement Schools-** The male-to-female ratio in business schools in India is pegged at 1.64,better than that in engineering schools (1.98) and worse than that for graduates (3-year degreecourses, 1.09). Even though the employability of males and females is similar, females have adismal representation of 23 per cent in business in India.
- **English and Financeconstitute the hardest skills to attain for MBA students-** For students in tier II and tier IIIcities, a large gap is observed in English language skills (35 score points as compared to colleges in tier I cities) and Finance (45 score points). Even if candidates from non-metro cities pursue their education in MBA schools in metros, their disadvantage in English and Finance is not completely eradicated. The gap in other modules pretty much closes. It is also observed thatFinance is the hardest-to-attain skill for non-specialists (those in HR & Marketing domain).Also,the importance of English in the job market cannot be overemphasized. On the other hand, given the importance of finance education for job in the BFSI industry and the general need offinancial literacy for better management of personal money, lack of finance education is certainlya big concern.
- At least 40 per cent of employable management graduatesare invisible to enterprises-Out of 3300 management schools in the country, more than 40-55per cent employable candidates study beyond the top 1000 campuses. Given a total of 1.5 lakhmanagement students, at least 48 per cent employable candidates are in the latter 2300 campuses.Given that no corporation has a campus recruitment plan beyond the top campuses, thesecandidates form an 'invisible pool'.

MANAGEMENT EDUCATION IN INDIA

As business leaders around the world are trying to navigate and rebuild economies due to globalization and liberalization,today's business schools around the world are re-thinking leadership and ways to train the next generation of managers to face these challenges. India needs to create a management education system that will spureconomic growth and become the ultimate state-of-the-art laboratory for global businesseducation innovation. Following are six opportunities India has to reinvent management education worldwide:

1. **Serve locally but train globally-** Leaders of Indian management education have realized that they must look outward to train business leaders on a global platform. It will not be enough to focus on educating Indians for India rather B-schools in India can design themselves as global institutions, building globally distributed educational programs and deep partnerships around the world right from the start.
2. **Establish deep partnership with business-** India's corporations must become true partners in building the management education programs by supplying ideas, knowledge, capital, financial investment, live project and on-site experience for students, enabling them to learn in real-world situations.

3. **Cross-disciplinary educational programs-** The world-class Indian engineering educationsystem, the business education sector, and private enterprise can join forces as part of a national initiative to mine the rich intellectual capital of India and harness the palpable entrepreneurial energy of the massive Indian population. Here cross-disciplinary educational programs will help fosternew levels of innovation and opportunity.
4. **Making the worlda campus-** Going onlinecan help to reach massive numbers of people over incredible distances and to bring togethernew ideas, cultures, and thought-leaders like never before. Building on its worldclassIT knowledge, India has the opportunity to show the world the true potential of technologybasedlearning.
5. **Ignore the rankings-** Institutions should beencouraged to focus on their strengths, to represent themselves accurately tostudents and employers, and to let a diverse and vital system of institutions emerge. Governmentpolicy, rankings, and accrediting systems that inevitably will emerge should reflect and supportthis
approach.
6. **Embrace all forms of management training-** India can bring in ways in which the entrepreneurial energy and focus on innovation brought by alleducational institutions can ultimately benefit students, employers, and a society that needs newmodels to meet its growing need for business education.India as compared to the west is in theremarkable position of skipping over the mistakes of the past and building a managementtraining system that will incorporate these values and strategies from the start.

GROWING GAP BETWEEN WHAT BUSINESS NEEDS AND WHAT EDUCATION PROVIDES

In the recent years it has been increasingly seen that there seem to be a growing mismatch between our educational system in management education and the job skills employers need. Some of them are-

1. **The paradox of high unemployment and a war for talent continues-** It is seen that the world is not facing a job crisis but a skill crisis.Thus companies need to invest in internal development programmes to stay competitive.Companies are found to be ready to pay higher salaries to new workers if they do not find the skills inside. Thus,they focus more on ready-made employees.
2. **Educational Institutions are out of sync with employer's needs-** While 42% of employers believe newly educated workers are ready for work 72 % of institutions believe so, thus there is a great mismatch.
3. **Students don't perceive that traditional education methods drive skills-** Where most of the students believe on the job training is the best method to impart education most of the colleges still rely on lecture method.
4. **Student have a weak understanding of the skills and degrees which will best help them find a job-** Students are often not sure what educational program will help them find a good job. Thus students are unable to match their knowledge and skills acquired through management education with the industry requirement.

STRATEGIES TO IMPROVE THE EDUCATION SYSTEM

1. **Focus on skill based education-** Give a man a fish and you will feed him one day,teach him how to catch fishes and you will feed him for a lifetime.Thus if u teach a man a skill,we enable him for the lifetime.

2. **Reward creativity,original thinking, research and innovation-** Our current education system disregards deviance. Thus our marking and testing systems need to be built to recognize original contributions in the form of creativity, problem-solving,valuable original research and innovation.
3. **Get smarter people to teach-** It is high time to encourage a breed of superstar teachers.Here the internet has made possible for a teacher to go across classroom boundaries where the performance of a teacher can be opened up for the world to see.
4. **Implement massive technology infrastructure for education-** India needs to embrace internet and technology to teach.It makes sense to invest in technology infrastructure as it makes easies to access knowledge than ever before.
5. **Adapt changes-** As the industry requirement changes,institutions need to adapt themselves to these changes to create talent that can meet the future job requirement.

EMPLOYERS NEEDS WORLDWIDE

The 2012/13 QS Global 200 Business Schools Report, rates business schools based on theirreputation among global MBA employers. Nicole Willson speaks to career service directors atleading European business schools to find out what they feel are the biggest employment trends, as well as how the economic situation in the euro zone is affecting their graduates.

NEED OF THE HOUR

The B-schools in India appear to be losing their sheen. According to an Assocham study besides the top 20 business schools like the IndianInstitutes of Management (IIMs), merely 10 per cent of graduates from business schools manageto get hired by corporate India. On the other hand in the last five years, the number of MBA seats annually in Indiahas tripled from 4,500 to as many as 3.6 lakh, but campus recruitments have gone down by 40 per cent in the same period.

Thus it is necessary to empower these youngsters with the requisite skills that will help them to get employmentand to grow in a corporate environment. While academic skills count, various other skills

Such as spoken and written English, interpersonal skills, the art of communication, situationalbehaviour, and so on play a pivotal role in helping the student or candidate fit into the workplace.Lack of these skills may hamper the candidate's prospects at the interview stage itself. Technicaleducation must assess its curriculum and evaluate purpose in helping students attainemployment. It should cater to the needs of its stakeholders in industry. Although employment of their graduates is not the only goal of colleges, it is still important for college administrators andemployers to strive for open channels of communication and continuous dialogue in order torecognize, discuss, and resolve these outstanding discrepancies and more effectively serve their common link: the students.Hofstrand,1996 said that a possible reason for higher education institutions failing to addressthe employability skills of its students could be because college faculty do not understand what the lacking skills are and do not possess the necessary resources to teach them. Taylor,1998 on the other hand believed that while higher education faculty may not know what the lacking skills are, corporate employersdo, and as such, can have an influence on the enhancement of these skills in education. Soft skills are identified to be the most critical skills in the current global job-market especially in a fast moved era of technology. According to Dr Rod the following are the most important have skills for any professional.

- **Communicative Skills** – It refers to the skill that enhances the ability to deliver an idea clearly, effectively and with confidence eitherorally or in writing, ability to practice active listening skill and respond, ability to present clearlyand confidently to the audience and ability to use technology during presentation.
- **Critical Thinking & Problem Solving** – This is related to the ability to think critically, creatively, innovatively andanalytically and the ability to apply knowledge and understanding to new and different problems, skills to organize and interpret data and information, ability to think in time to forecast, to think ahead, and to plan and finally the ability to separate number, quantity,quality and values.

Soft Skills have to be embedded in the teaching and learning activities acrossthe curriculum by implementing activities such as questioning, class discussion, brain storming,team work, presentation, role play and simulation, task/project, field work and site visits. Ingeneral, the development of soft skills using the embedded model requires the expertise of thelecturers to use the various teaching strategies and methods that are entirely student-centered. It also involves active teaching and learning and for this students should participate actively in theactivities. Some of the appropriate strategies and methods that are practical include learning by questioning, co-operative learning, problem-based learning (PBL) and e-learning. In an MBAcourse, graduate students prepare for executive positions in business and therefore need to learnadvanced communication skills such as delivering presentations, leading meetings, writingemails etc. Hence Business English should form a part of MBA curriculum and must be taughtby experts. Discussions and classroom participation prompt students to stretch their learning beyond theconceptual framework. Practical pointers and confidence building guidelines help students to improve their skills. A continuous feedback methodology allows the instructor to be sensitive tothe progress of students.

CONCLUSION

Management education in India has witnessed a mushrooming growth with a tremendous increase in the number of B-schools. Industries today are in search for skilled and trained manpower in areas of sales, marketing, HR and finance. Thus, formal training ofemployees in basic business frameworks and concepts is a key success ingredient to be incorporated in management education.It is important to remember that these skills which are required to beemployable in the industry from the perspective of language competency, cognitive skills, andfunctional and people skills must be include in the curriculum of management education to prepare students to meet the industry requirements in the coming future. This will help them to face the competition and also to satisfy the demands of industries which inturn will give a boost to their professional career life and help them grow and prosper.

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SKILL DEVELOPMENT, EDUCATION SYSTEM AND ODISHA

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ABSTRACT

Skills and knowledge are the engines of economic growth and social development of any country. In the present era, skilling of manpower have become the most important issue to generate employment opportunity in India. In terms of skilling manpower, Odisha's manpower have a huge skill gap which needs to be bridged. Odisha being the 9th largest state by area, 11th largest state by population and the 3rd most populous state of India in terms of tribal population falls behind in case of skilled workers. The people and the government of Odisha have always given emphasis on general education while vocational and practical education have been thoroughly neglected. This has resulted in large number of educated people remaining unskilled and hence; unemployed. This paper analyses the current education system and employment opportunities for youth of Odisha through skill development, and also considers the challenges being encountered by the skill development system of Odisha. The objective of the study is to discuss about the recent initiatives taken by the government of Odisha to facilitate young people's transition to the world of work. The study is based on the secondary data which have been collected from newspaper, various journals and government websites. Thus the paper revolves around the statement that to speed up the economic growth of Odisha and to increase the employability of Odisha's youth, the state should formulate an aggressive policy to accelerate skill development; indirectly, youth's development.

Key words : Skill Development, Education System, Odisha's Manpower, youth development

INTRODUCTION

Skill development on education system is not a new thing we heard about. In some previous years, many articles have been written and discussed about it. In India, education system produce thousands of graduates with no skill. Education is seen as a source of earning not as a gain of knowledge. It can be called as knowledge economy. But according to sources, Indian graduates are not skilled to be employable.

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We are still going to uneducated people to repair a fan as he has a skill for it but an electrical engineer cannot do it though he has a qualification for it. Similarly, telecom engineer does not know how to repair a telephone. We have qualification and degree for everything but we are not practically strong in it. Education system should initiate on educating students in vocational and practical way, not only just in theoretical method. Skill is required to improve employability and reduce poverty. Education can be effectively utilized only by skilled persons/individuals who ensure in development activities and betterment of Indian economy. The people and the government of Odisha have always given emphasis on general education while vocational and practical education have been thoroughly neglected. This has resulted in large number of educated people remaining unskilled and hence; unemployed.

Review of Literature

Bijaya kumar malik (2015) in his article, "youth development in India: does poverty matter?" stated that youth population in any country is dynamic and important for its long run development. He suggested that skill development is one of the category for youth development. For the betterment of Indian economy, skilling of youth is also required.

A Mahendran (2015) in his paper, "Education, Skill Development impact on Economic Growth in India", suggested that Education alone is not needed, for proper execution, skill is necessary. His paper stated that every educated people needed proper skill for making his knowledge put to optimum utilization. The paper focused on the skill development of education system of India for the improvement of economic growth.

According to the employment and unemployment survey of 2004-05 conducted by the National Sample Survey Organization (Government of India), in the age group age 15-29 years, about 2 per cent of the population are reported to have received formal vocational training and another 8 per cent are reported to have received non-formal vocational training (Government of India, 2006). At present, the capacity in the VET programs is 3.1 million students per year. The government has set a target of up-skilling 500 million people by 2022.

Objective of the Study

1. To study the effectiveness of skill development on education system
2. To study the effectiveness of skill development on work/ business sector
3. To find the influence of skill development programme on students and youth

Research Methodology

In order to carry out the work, the information have been collected through newspaper, research articles, annual reports of OSDC, magazines, available literature, journals, websites and various published and unpublished materials and data available on the topic. The paper concentrated on its research area that is youth and education system and how we can improve it by introducing vocational and practical teaching in it.

Influence of skill programme on youth

Skill is actually about human transformation and not just about giving youngsters a skill and then asking them to get a livelihood, skilled team's job is to give them self-confidence, along with skills (article, 2017). According to an article written by bhagat in 2017, subharat bhagchi took initiative to train 8 lakh odisha's youth to make them skilled enough so that they can walk down with confidence and money on their both hands. He has many stories to tell us about skilled in odisha. One of the story is about Munitiga, a tribal girl from western

Odisha, with seven siblings, who was trained at an ITI, and now hauls the Shatabdi Express. "She told: 'Mei Munitiga, mei Indian Railways me loco pilot hu. Mei har roz Bhubaneswar station se Palasa tak Shatabdi Express ko kheench kar leti hu aur wapas le kar aati hu. (I am Munitiga, I am a loco pilot with Indian Railways. Every day, I pull the Shatabdi Express from Bhubaneswar to Palasa and then pull it back.)" (Article, 2017). She is a loco pilot. With training and improved skilled she is working with her self dignity and making her family survive. Another similar story is of a tribal boy of Munaram Hansdar. Being unskilled in his part, he didn't have job. Now after his training, Munaram Hansdar is now shift-in-charge for the insulin line at Biocon. Similarly Haripriya opens up a boutique after the completion of training and employs 12 women thus ultimately providing them jobs too. Many girls who are retail and hospitality assistants at the Westside Mall in Bengaluru, they are all trained in Odisha skill development center.

PERCEPTION TOWARDS SKILL DEVELOPMENT

Parents' perception

In India, parents have been involved in education of a child from his infant stage till his a got a job. Parents are considered the most important decision maker when it comes to the education of child. Most parents think introduction of vocational training is no good for their child and thus a wastage of time. Only a few parents are aware of the benefit of skill education at this young age to the child. Perception of parents towards vocational and skill training of children has acquired a negative position as they are afraid that their child may give more importance in learning vocational education then in learning their subjects. But when the time comes to change the education system, making teaching more lean towards to the practical ways, most parents agree upon it. As education can be more interesting by practical methods than through theoretical learning.Parents has to make believed that the educational system does not prepare children for entry into an appropriate profession. The updating of the school curriculum and the recruitment of good teachers is urgently needed so as to respond to the increasing demands for effective school management and improve of employable opportunities.

Government's perception

Government perception towards skill development has always been transparent and clear. Government has introduced many training programme and set up many polytechnics, training institutions, etc. for the improvement of talent in youths. The emphasis of government is to skill the youths in such a way so that they get employment and also improve entrepreneurship (blog, 2016). Government has introduce many EDPs and ESDPs for the youth so that no of them remain unemployable and act as a burden to the economy. Odisha government has taken help from the government of India to set up training institutions and has been concentrating on making the youth capable enough take the responsibility on their own. The government of Odisha are now trying to reach skill development programme to reach most part of rural and remote areas. The perception of government is always positive in nature and has shown its hard work attitude in terms of skill development of youth.

Findings

After research, it tell us that Skill Odisha initiative has help many youth to get blue collar jobs and earn a livelihood at a better way. Many positive impact has been on the development of economy of Odisha. Findings stated that many tribal areas does not know about the skill programme and are also not aware of it. Government should set up vocational training institute in those areas where youth are jobless and unskilled mostly. The paper

also found out that many private schools and colleges are showing interest on skilling their students at a tender age but still a many are lot left. Government has not taken a proper initiative to make private schools and colleges; andeven government schools and colleges understand that development of skills at a young age and right age the school levels and even at college level is very essential to channelize them for job opportunities.

Suggestions

By looking at the present scenario, many suggestions can be provided. But few suggestions can be taken into consideration.

1. Government should open separate vocational schools where students can take training on their interest subjects alongside with their education.
2. Many schools and colleges should introduce vocational subjects in the syllabus and make students understand about the importance of it.
3. Vocational and training institutions should be open at every town mostly at tribal areas, making the tribal people convert from unskilled labours to skilled ones.
4. Youth should be made aware about many skill development programme and their benefit of special training.
5. Private institutions participation should be encouraged.
6. Faculty development programme should take into account, because teachers should be given training about teaching students in practical methods not in a way theoretical way.
7. Scholarships in vocational education should be provided to encourage youth and students.
8. Awareness of benefits of vocational education and training to parents

On the way forward

Skill development as an important pillar for growth is often ignored. Education system and skill development have never been on same path before. In today, Odisha is considered as an education hub of east. Many students from east zone of India are coming to Odisha for higher education. Looking forward to it, education system of Odisha still need to take a lot of initiative to make the youth and students employable. Already private colleges and private schools have taken a step forward in providing skilling classes in the name of extracurricular activities so that students will grow stronger in both theoretical and practical knowledge. But still skilling initiatives remain rudimentary and yet large number of students drop out every year to provide support to their family, thus producing unskilled labours. The vast youth of Odisha is still lacking behind on basic skills thus making them unemployable. Concluding, skill development is going to change the conversation of the industry and education. Because impact of it will not only benefit the youth but also it will act as a linkage between increase of employable category and betterment of economy of Odisha. But still Odisha has go a way up to make its economic stronger with the help of skill education. Many technical institution, programme management training, business education and vocational schools are yet to open where youth and students can enroll separately to get proper training along with their education, which will bridge the gap between education and skill talent in the employable market. Now only time can tell, what shape 'Skill ODISHA' will take in its future.

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