

# BANKIM SARDAR COLLEGE

*Transmitting Smiles in the Sunderbans since 1955*

*A College with Potential for Excellence since 2016*

join hands with

SURENDRANATH COLLEGE FOR WOMEN,  
KOLKATA



BENGAL BUSINESS COUNCIL  
KOLKATA

to organize

## ICSSR - ERC SPONSORED TWO DAY NATIONAL LEVEL CONFERENCE

EDUCATION POLICIES and ROLE OF SKILL DEVELOPMENT IN GENERATING EMPLOYABILITY &  
STRENGTHENING INDUSTRY-ACADEMIA INTERFACE

[Under the scheme *Azadi Ka Amrit Mahotsav* - to commemorate the 75<sup>th</sup> year of India's Independence]

Venue: Surendranath College for Women Date: May 18, 2022 (Wed) May 19, (Thu) 2022

### Inaugural Address

Mr. Humayun Kabir  
Minister of State *Department of Technical  
Education, Training & Skill Development*

### Keynote Address

Prof Abhirup Sarkar  
*Indian Statistical Institute*

### Guest of Honour Address

Prof Koushiki Dasgupta,  
Vice Chairman (Academic),  
*West Bengal State Council  
of Higher Education*

## Academia

Dhrubojyoti Chatterjee,  
Hon'ble Vice Chancellor  
Sister Nibedita University

Sushim Banerjee,  
Chief Executive Officer  
Indian Iron and Steel Skill Council

S Chandrasekhar,  
Professor,  
Indira Gandhi Institute of Development  
Research

Saibal Kar,  
RBI Professor,  
Centre for Studies in Social  
Sciences & Director ICSSR

Kausik Gupta  
Professor in Economics  
University of Kolkata

Soumyananda Dinda  
Professor in Economics  
University of Burdwan

Sebak Jana  
Professor in Economics  
Vidyasagar University



## Industry

### Bengal Business Council

Subhashis Dutt,  
Managing Director Mohendra Dutt and Sons  
Avelo Ray, MD  
Managing Director Startup Mentor Kolkata Ventures  
Amit Chakraborty  
Entrepreneur, SAICON

### Tata Consultancy Service

Shristi Gupta - TCS CSR  
Biswajit Datta - TCS CSR

### Dept of Skill Vocational Education Govt of WB

Gargi Dey  
OSD, Paschim Banga Society for Skill Development  
Mahua Bandopadhyay  
District Nodal Officer, South 24 PGNS, PBSSD  
Supriya Pal  
National Institute of Technology, Durgapur  
Samsun Nabi  
Director, Sphere Edge Enterprise

### Confederation of Indian Industries

Dalia Dey  
CSR, Livelihood Generation, Rural Development,  
Women Empowerment, Policy Advocacy

### Moderators

Debashis Biswas - Inspector of College CU  
Krishna Roy - Principal - Bethune College  
Mahalaya Chatterjee - Professor in Economics CU

Valedictory Speech

Maitri Ghosh - Joint Secretary(Academic) West Bengal State Council of Higher Education

ব্রাত্য বসু

মন্ত্রী

উচ্চ শিক্ষা বিভাগ এবং বিদ্যালয় শিক্ষা বিভাগ

পশ্চিমবঙ্গ সরকার

বিকাশ ভবন (৫ম তল)

ইস্ট ব্লক, সেক্টর - ১

সল্টলেক, কলকাতা - ৭০০ ০৯১

ফোন : ২৩৫৮-৮৮৫৮, ২৩৩৪-২২৫৬, ফ্যাক্স : ২৩৩৭-৬৭৮৩



Bratya Basu

**Minister-in-Charge**

Higher Education Department  
and

School Education Department  
Government of West Bengal

**Bikash Bhavan** (5th Floor)

East Block, Sector - I

Salt Lake, Kolkata - 700 091

Tel : 2358-8858, 2334-2256, Fax : 2337-6783

No.387-MIC/HED & SED

16<sup>th</sup> May, 2022.

## Message

I am very happy to note that that Bankim Sardar College – a rural college in the Sunderbans – have taken the initiative of organizing a Two Day National Level Conference on ‘*Education Policies, Role of Skill Development in Generating Employability & Strengthening Industry-Academia Interface*’.

I appreciate their initiative, which is one of the most important issues for the youth generation towards building their future. I am hopeful that this effort of Bankim Sardar College will initiate a move towards building an ecosystem for industry academic relationship in the state in the days to come.

I am also glad to note that organizers have succeeded in bringing in eminent resource persons from both the academia and the industry. I am confident that such confluence under one umbrella will result in having meaningful dialogue to appreciate each other’s view and show future roadmaps.

I also congratulate Surendranath College for Women, Kolkata and Bengal Business Council Kolkata for joining hands with Bankim Sardar College to make this event a success.

I request all stakeholders not to remain confined to the two days conference only but to extend the benefits of the conference in real output so that our students really become employable.

I convey my best wishes to the organizers, to the resource persons and to the delegates.

*Bratya Basu*

Bratya Basu

## Two Day National Level Conference

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### EDUCATION POLICIES AND ROLE OF SKILL DEVELOPMENT IN GENERATING EMPLOYABILITY & STRENGTHENING INDUSTRY-ACADEMIA INTERFACE

#### Organized By:

DEPARTMENT OF ECONOMICS & INTERNAL QUALITY  
ASSURANCE CELL, BANKIM SARDAR COLLEGE [A COLLEGE  
WITH POTENTIAL FOR EXCELLENCE], SOUTH 24 PARGANAS,  
WEST BENGAL

#### In Collaboration With:

1. DEPARTMENT OF ECONOMICS & INTERNAL QUALITY  
ASSURANCE CELL, SURENDRANATH COLLEGE FOR WOMEN,  
KOLKATA, WEST BENGAL

2. BENGAL BUSINESS COUNCIL, KOLKATA

#### Sponsored By:

INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH,  
EASTERN REGIONAL CENTRE, KOLKATA

Observing Azadi Ka Amrit Mahotsav

#### Dates:

18th & 19th MAY, 2022

#### Venue:

SURENDRANATH  
COLLEGE FOR WOMEN,  
KOLKATA

## **SCHEDULE**

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### **Day 1 – May 18, 2022 - Wednesday**

<b>Registration</b>	09.00 – 10.00
<b>Inauguration</b>	10.00 – 11.30
<b>Welcome Address</b>	Prof. Purnima Biswas Principal, Surendranath College for Women

### LIGHTNING OF THE LAMP BY HONOURABLE GUESTS

<b>Introducing the theme</b>	Prof. Tilak Chatterjee Principal, Bankim Sardar College
<b>Inaugural Address</b>	Dr. Humayun Kabir Minister-in Charge, Department of Technical Education, Training & Skill Development, Govt. of West Bengal
<b>Presidential Address</b>	Sri Paresh Ram Das Member, West Bengal Legislative Assembly & President, Governing Body, Bankim Sardar College
<b>Presidential Address</b>	Dr. Uday Shankar Hazra President, Governing Body, Surendranath College for Women
<b>Guest of Honour Address</b>	Prof. Koushiki Dasgupta, Vice Chairman, West Bengal State Council of Higher Education
<b>Guest of Honour Address</b>	Prof. Saibal Kar, CSSSC & Director, Indian Council of Social Science Research — Eastern Region
<b>Vote of Thanks</b>	Prof. Kalyan Chattopadhyay IQAC Coordinator, Bankim Sardar College
<b>Key Note Address</b>	11:00 - 11:30                      Prof. Abhirup Sarkar, ISI, Kolkata

## **TECHNICAL SESSIONS: DAY- 1**

Time	Resource Person
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11:40 – 12:10	Dhrubojyoti Chatterjee, Vice Chancellor, Sister Nivedita University Session to be Conducted by Prof. Kalyan Chattopadhyay IQAC Coordinator, Bankim Sardar College
12:10 – 12:40	Sushim Banerjee, Chief Executive Officer, Indian Iron and Steel Skill Council Session to be Conducted by Dr. Suparna Gangopadhyay, Surendranath College for Women

12:40 – 1:30      **Lunch**

1:30 – 2:00	S. Chandrasekhar, Professor, Indira Gandhi Institute of Development Research Session to be Conducted by Dr. Prokriti Chatterjee, Surendranath College for Women	India's Jobs Challenge: How much can the past inform the future?
2:00 – 2:30	Saibal Kar, RBI Professor, Centre for Studies in Social Sciences & Director ICSSR— ERC Session to be Conducted by Budhaditya Banerjee, Surendranath College for Women	Industrial Clusters: Networks, Regulatory Choices and Distribution

2:30 – 3:30	Kausik Gupta, Professor in Economics, University of Calcutta Soumyananda Dinda, Professor in Economics, University of Burdwan Sebak Jana, Professor in Economics, Vidyasagar University Mahalaya Chatterjee, Professor in Economics, University of Calcutta Session to be Conducted by Dr. Suparna Gangopadhyay, Surendranath College for Women	Panel Discussion on Scope for Skill Development and industry academia interface in Academic Institutions
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3:40 – 5:00      **Paper Presentation**

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**TECHNICAL SESSIONS: DAY- 2: MAY 19, 2022**

Time	Resource Person	Area of Discussion
10:00 – 11:30	Subhasis Dutt, Secretary, Bengal Business Council & MD, Mohendra Dutt & Sons Avelo Roy, Startup Mentor & MD, Kolkata Ventures Dr. Amit Chakrabarti, Director, SAICON Dr. Debashish Biswas, Inspector of Colleges, University of Calcutta Session to be Conducted by Samina Rai, Bankim Sardar College	Panel Discussion on Industry-Academia Interface Towards Entrepreneurship as an Alternative
11:30 – 12:30	Session to be addressed by Confederation of Indian Industry Kalyan Chattopadhyay, IQAC Coordinator, Bankim Sardar College Session to be conducted by Pooja Dey, Surendranath College for Women	Panel Discussion on Industry-Academia Interface Towards Entrepreneurship as an Alternative

12:30 – 1:30	Mrs. Gargi Dey OSD, Paschim Banga Society for Skill Development, Govt. of West Bengal Dr. Santanu Chakraborty Deputy Director, Directorate of Vocational Education and Training, Govt. of West Bengal Smt. Mahua Bandopadhyay District Nodal Officer, South 24 PGNS, PBSSD Dr. Supriya Pal, National Institute of Technology, Durgapur Samsun Nabi , Director, Sphere Edge Enterprise Suparna Gangopadhyay, Surendranath College for Women Smita Mazumder, Surendranath College for Women Session to be Conducted by Pooja Dey, Surendranath College for Women	Panel Discussion on Necessity and Possibility of Livelihood Generation and Skill Development through Utkarsh Bangla
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1:30 – 2:00

**Lunch**

2:00 – 3:30	Biswajit Dutta, Head, Entrepreneurship Programme, TCS Kolkata	Panel Discussion on Industry-Academia Interface Towards Entrepreneurship and Employability
	Shristi Gupta, Head, Youth Employment Programme, TCS Mumbai	
	Dr. Nilendu Chatterjee, Bankim Sardar College	
	Session to be conducted by Samina Rai, Bankim Sardar College	

3:30 – 4:30

**Paper Presentation**

**VALEDICTORY SESSION**

4:30 – 5:00

Dr. Maitri Ghosh

Joint Secretary (Academic), West Bengal State Council of Higher  
Education

Dr. Uma Shankar Pandey

I.Q.A.C. Coordinator, Surendranath College for Women

Prof. Kalyan Chattopadhyay

I.Q.A.C. Coordinator, Bankim Sardar College

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**Vote of Thanks**

Dr. Suparna Gangopadhyay

HoD, Department of Economics, Surendranath College for Women



**MESSAGE FROM THE PRESIDENT, BANKIM SARDAR COLLEGE:**

***Paresh Ram Das***  
Member  
West Bengal Legislative Assembly



**Office:**  
Canning Town  
P.O.+ P.S.-Canning  
24 Parganas (S).  
Pin- 743329  
M.- 9609821022

Ref. No. ....



Date *10/05/2022*

**:: Message ::**

Congratulation to Department of Economics and Internal Quality Assurance Cell, Bankim Sardar College for rising to the occasion and holding this two day national conference on issues pertinent to today's job market.

The theme of the conference is an extension of the objectives and efforts of the Government of West Bengal and as a Member of the Legislative Assembly, I extend all my support to this initiative.

I wish Bankim Sardar College to be the pathfinder in the direction of the generation of skill development and would go forward to introduce add-on courses, youth employability programmes and entrepreneurship training programmes encouraging start ups in the days to come.

Sincerely Yours,

From  
Sri Paresh Ram Das  
President of Governing Body,  
Bankim Sardar College  
&  
Hon'ble Member,  
West Bengal Legislative Assembly

## THE PRESIDENT'S ADDRESS:

**Paresh Ram Das**  
Member  
West Bengal Legislative Assembly



**Office:**  
Canning Town  
P.O.+ P.S.-Canning  
24 Parganas (S).  
Pin- 743329  
M.- 9609821022

Ref. No. ....

Date 10.05.2022

দুইদিন ব্যাপী সেমিনারের উদ্বোধনী অনুষ্ঠানে আয়োজক কলেজের পরিচালন সমিতির সভাপতি হিসেবে আমি কিছু কথা বলতে চাই।

প্রথমেই বলি আমাদের মুখ্যমন্ত্রীর কথা। আমরা সবাই জানি ছাত্র ছাত্রীদের ভবিষ্যত গড়ে দেওয়ার লক্ষ্যে উনি সবসময় সচেষ্ট। ওনার স্বপ্ন, ওনার ভাবনা, ওনার নীতি, ওনার কর্মসূচী, আমাদের এই রাজ্যকে শুধু দেশের মানচিত্রে নয়, পৃথিবীর মানচিত্রে প্রতিষ্ঠা করেছেন। কন্যাশ্রী থেকে স্টুডেন্টস ক্রেডিট কার্ড - সকল কর্মসূচীর একটাই লক্ষ্য ছাত্র ছাত্রীদের মঙ্গল। গত দশ বছরে অনেক নতুন কলেজ বিশ্ব বিদ্যালয় প্রতিষ্ঠা করেছেন। উদ্দেশ্য একটাই, বাংলার ছাত্র-ছাত্রীদের স্বনির্ভর করে তোলা।

এই স্বপ্ন শুধু মুখ্যমন্ত্রীর নয়। এই স্বপ্ন আমাদের সবাইকে দেখতে হবে। মাননীয় উচ্চ শিক্ষামন্ত্রী গতবছর মেধা সিরিজ অনুষ্ঠানের উদ্বোধন করতে গিয়ে আমাদের মনে করিয়ে দিয়েছিলেন যুব সমাজের স্বপ্ন, তাদের দক্ষতা বৃদ্ধির প্রয়োজনের কথা, এবং কাজের বাজারের জন্য তাদেরকে প্রস্তুত করার কথা। এই কাজের জন্যে তিনি শিক্ষা প্রতিষ্ঠানের সাথে শিল্প প্রতিষ্ঠানের যৌথ উদ্যোগ আহ্বান করেন। আমার খুব ভালো লাগছে যে আমার প্রিয় কলেজ বঙ্কিম সরদার কলেজ এবং তার সাথে সুরেন্দ্রনাথ কলেজ ফর উইমেন এই উদ্যোগ নিয়েছে। এবং তার সাথে যোগ দিয়েছেন বঙ্গীয় ব্যবসায়ী কাউন্সিলের প্রায় ১০০ জন বাঙ্গালী ব্যবসায়ী প্রতিষ্ঠান। এই যৌথ উদ্যোগই সরকারের লক্ষ্য। তাই এই উদ্যোগকে স্বাগত জানাই সরকারের তরফ থেকে।

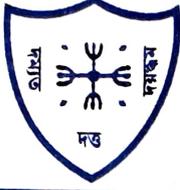
দ্বিতীয়ত বলব, আমাদের কলেজের কথা। সুন্দরবনের কলেজ। প্রান্তিক পরিবারের ছেলেমেয়েরা পড়তে আসে। শহরের ছেলেমেয়েদের মতন সুযোগ সুবিধে পায়নি তাদের ছোটবেলায়। আজ কলেজে যখন তারা পা রেখেছে তখন আমাদের দায়িত্ব তাদেরকে শুধু পড়ানো নয় তাদেরকে কাজের বাজারের জন্য প্রস্তুত করাও আমাদের কাজ। আমাদের টিচাররা তাদের কে বিভিন্ন অ্যাড অন কোর্সের মাধ্যমে, তাদের স্কিল ডেভেলপমেন্ট এর দিকে নজর দেয়। আমাদের বানিজ্য বিভাগের উদ্যোগে নেতাজী সুভাষ মুক্ত বিশ্ব বিদ্যালয়ের সঙ্গে আমরা মৌ চুক্তিতে আবদ্ধ হয়েছি বিভিন্ন স্কিল ডেভেলপমেন্ট কোর্স এ সার্টিফিকেট বা ডিপ্লোমা কোর্স খুলতে।

আমাদের অর্থনীতি বিভাগ উদ্যোগ নিয়েছে টাটা কনসালটেন্সি সার্ভিসের সাথে মৌ চুক্তি করেছে। যাতে করে তাদের সিএসআর প্রোগ্রামের অন্তর্গত ১০০ ঘণ্টার স্কিল ট্রেনিং এবং প্লেসমেন্ট এর ব্যবস্থার সুযোগ পায় আমাদের ছেলেমেয়েরা। বঙ্গীয় ব্যবসায়ী পরিষদের সাথে যৌথ উদ্যোগে স্টার্ট আপ ট্রেনিং শুরু হতে চলেছে খুব শীঘ্রই। আপনাদেরকে সুন্দরবনের খুব দরকার। আপনারা আসুন এবং যুব সমাজের মধ্যে উদ্যোগের মন প্রস্তুত করুন। আমরা আশা করবো আগামী দিনে অন্য সকল কলেজ এই ধরনের উদ্যোগ নেবেন। আশা করবো এই সকল উদ্যোগ সফল হবে। এবং সবাই মিলে আমরা মুখ্যমন্ত্রীর স্বপ্ন স্বার্থক করবো।

পরিশেষে সুরেন্দ্রনাথ কলেজ ফর উইমেন কে জানাই আমার আন্তরিক ধন্যবাদ। আপনাদের সাহায্যের জন্যই আজ আমরা এই অনুষ্ঠানকে সকলের সামনে নিয়ে আসতে পেরেছি।

*Paresh Ram Das*

MESSAGE FROM THE PRINCIPAL, SURENDRANATH COLLEGE FOR WOMEN:



**SURENDRANATH COLLEGE FOR WOMEN**  
(NAAC ACCREDITED B++)

24, MAHATMA GANDHI ROAD  
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www.sncwcal.ac.in, www.sncwcal.in

Ref. No. ....

Dated.....20

Heartiest welcome to all. This academic year has imposed a challenge on account of COVID-19. However, the pandemic gave an opportunity world-wide to rethink and reassess the strategies for higher education. In the present era of digitalization, educators are faced with a big challenge to provide young minds with holistic education, and to make them prepared to face the challenge of the competitive world. The role of industry academia collaboration becomes important to improve the employability of students by combining necessary skills with education which can ultimately contribute to economic growth.

With all your cooperation and interactions, I hope this Two-Day National Conference on "Education Policies, Role of Skill Development in Generating Employability & Strengthening Industry Academia Interface", organised by Department of Economics & Internal Quality Assurance Cell, Bankim Sardar College, in collaboration with Department of Economics & Internal Quality Assurance Cell, Surendranath College for Women, and Bengal Business Council, Kolkata will be highly engaging, fruitful and beneficial for both the students and the educators.

With best wishes

Dr. Purnima Biswas

*Principal*

**Surendranath College For Women**  
Kolkata-700 009



## Bongiyu Antorjatik Banijyo Council

VOICE OF BENGALI-RUN BUSINESSES WORLDWIDE

Incorporated under the Indian Companies Act, 2013, Section 8(1)  
approved by the Ministry of Corporate Affairs, Government of India

Bengal Business Council is an organisation of Bengali-run business establishments which include credible business organizations from diverse sectors. The intention is to bring together Bengali business houses to develop friendship, trust and imbibe the sense of entrepreneurship in the Bengali community by way of networking amongst ourselves.

We aim at cultivating entrepreneurial mindset amongst the Bengali youth and encourage them to enter into start up initiatives. For this we are willing to join hands with those HEIs who want to initiate and sustain efforts with regard to opening entrepreneurial development cells.

Towards this end we have initiated dialogue with government aided college and spot on the students who have potential to be entrepreneurs and mentor them towards achieving the goal. Bankim Sardar College with all their dynamism has responded to our call and we are joining hands for rendering training for skills for entrepreneurship development.

Now we understand that Bankim Sardar College is organizing a two day national level workshop on skill development and Industry Academia interface. We congratulate Bankim Sardar College for this initiative and we are really privileged to be a part of this initiative as a collaborator.

We wish all success to this event.

Best Regards,  
Thanking You,

Subhashis Dutt  
Director,  
Bongiyu Antorjatik Banijyo Council  
Registered Office of the Council

213 C, Mahatma Gandhi Road, Kolkata 700007, West Bengal, INDIA

Correspondence and Working Office

47/1 Mahatma Gandhi Road Kolkata 700009, West Bengal, INDIA

[www.bengalbusinesscouncil.com](http://www.bengalbusinesscouncil.com),

[admin@bengalbusinesscouncil.com](mailto:admin@bengalbusinesscouncil.com)

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MESSAGE FROM THE IQAC COORDINATOR, SURENDRANATH COLLEGE FOR WOMEN:



**SURENDRANATH COLLEGE FOR WOMEN**  
(NAAC ACCREDITED B++)

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Ref. No. ....

Dated.....20

On behalf of everyone at Surendranath College for Women, we are delighted to welcome colleagues, researchers and dignitaries to the Two-day National Conference on 'Education Policies, Role of Skill Development in Generating Employability and Strengthening Industry-Academia Interface' in collaboration with Department of Economics and IQAC, Bankim Sardar College, South 24 Parganas and sponsored by Indian Council of Social Science Research, Eastern Regional Centre, Kolkata on 18-19 May 2022.

At the Surendranath College for Women, it has been our continuous endeavour to strike the right balance between skill and knowledge components in our curriculum delivery. We have also strived to create opportunities for industry-academia interface and to update ourselves with pedagogical tools to help students meet the challenges of the everchanging digital ecosystem.

In July 2020 we organised an online webinar on Best Practices for Teaching Online in collaboration with ABP Education. It was viewed by over 2 lakh colleagues. In July 2021 we also organised the International Association for Media and Communication Research Regional Conclave in collaboration with Press Club, Kolkata. In recent months there have been a number of such initiatives.

We hope to have such occasions for collaborations, knowledge sharing and brain storming in the future as well. We hope the present endeavour is relevant and useful for all participants.

With Best Wishes,

Dr. Uma Shankar Pandey

IQAC Coordinator

Surendranath College for Women, Kolkata  
**Dr. Uma Shankar Pandey**  
IQAC Co-ordinator  
Surendranath College for Women

## INTRODUCING THE THEME

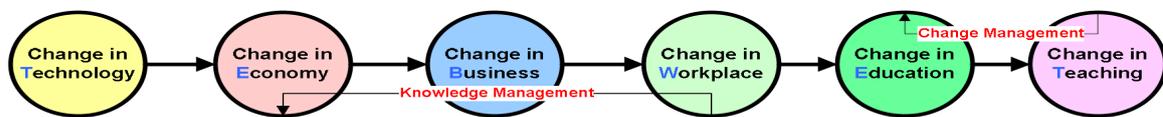
### Education Policies, Role of Skill Development in Generating Employability & Strengthening Industry-Academia Interface

Dr. Tilak Chatterjee – Principal, Bankim Sardar College

#### **A word of introduction**

The world in which we live today is fast-changing and perhaps would change much faster in the years to come due to the concomitant influences of

- Rampant proliferation of information and communication technology (ICT),
- The emergence of Industry 4.0
- Technology adoption by the masses in the aftermath of COVID 19 pandemic led to new normal



The dialectics of such changes in technology and its adoption is having its implication on the economy, which in turn changes the rules of business, posing changes in the requirements of the workplaces.

Today workplaces are changing – from physical to virtual to hybrid.

Many jobs are disappearing, yielding place to new age jobs as the future domain of employment.

The working relations are changing where instead of big dominating the small, the fast dominates the slow.

It does not end there. This changing scenario calls for change in the education system so that the education system becomes capable of breeding new-age citizens who can cope with the above changes.

Further, it requires changes in curriculum and pedagogy, changes in learning platforms from paper content to e-content, and changes from classroom mode to blended mode.

In this context, the HEIs also need to transform themselves from the centre of enlightenment to the centre of empowerment.

The objective function of HEIs is not to remain confined to the narrow domain of producing graduates and postgraduates but to build employability skills, entrepreneurial acumen, and open placement cell to provide opportunities for internship on the one hand and give scope for horizontal progression and lateral entry on the other.

All these are posing a plethora of challenges both to today's students (who will be tomorrow's employees) and the employers who find it challenging to find out the required skills in their prospective employees.

This is a challenge for the HEIs as well because it is expected that the HEIs are to change themselves to narrow down the skill-gap through by working out an appropriate industry-academia mismatch.

The need of the hour is to address these issues.

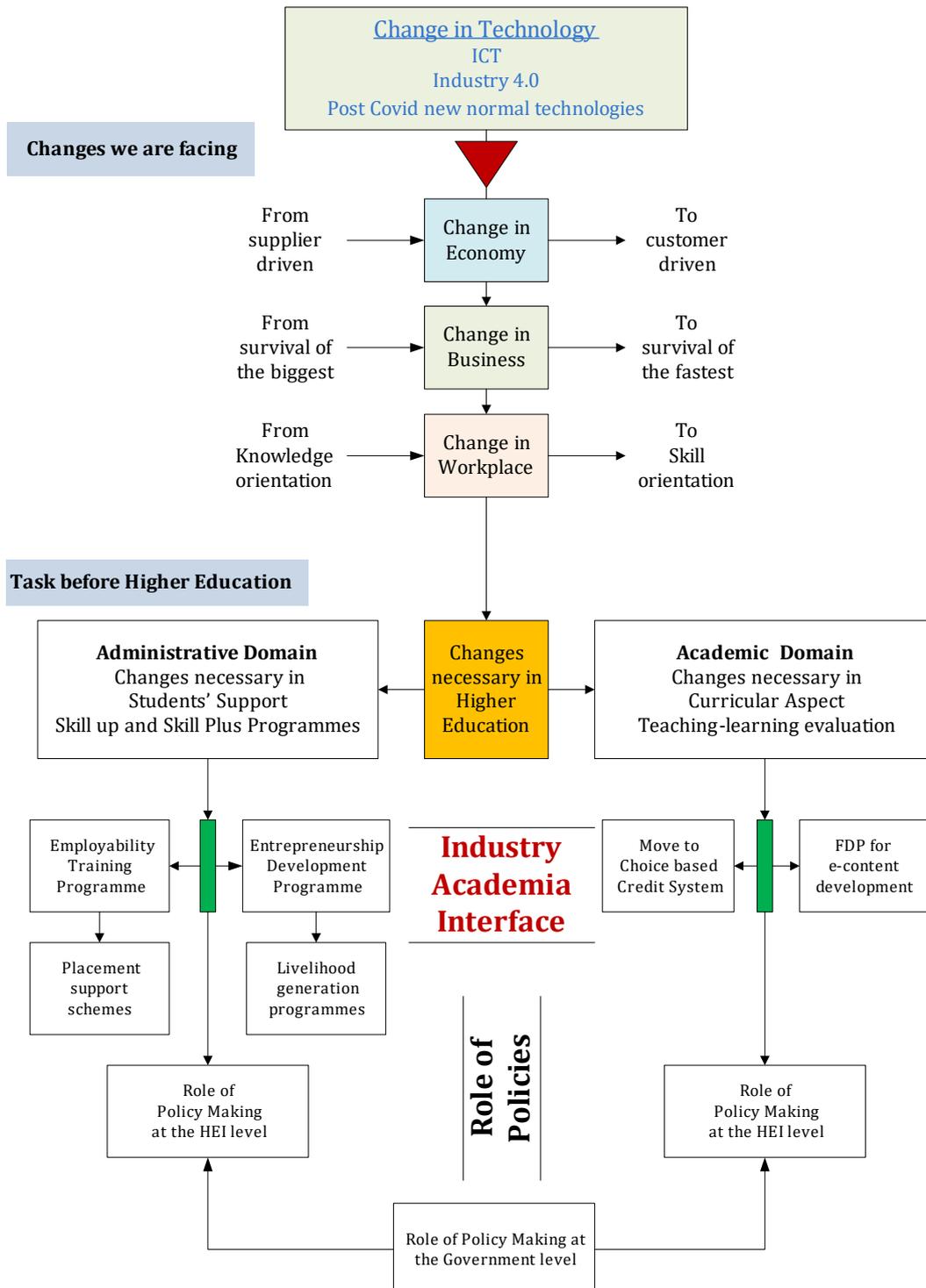
The theme of the conference is *Education Policies, Role of Skill Development in Generating Employability & Strengthening Industry-Academia Interface* touches upon all these issues as noted below

1. Appreciating the fact that narrowing down the skill gap is a task for both the industry and the academia, this conference will try to address the question:

*How can the academia-industry relationship be strengthened?*

2. This conference would try to identify the emerging skill requirements of today's workplaces and would try to locate what curriculum for skill development could be and should be introduced
3. The discussions during the conference would try to find out the various roles of education policy that would make the HEIs the fundamental enabler of the change in the management process

**The Total Picture**



## The issues to be addressed



### The Skill Emphasis

Presently, India is recognized as one of the "emerging economies" in the world not only for its high GDP but also for one of those few economies, with the majority of its population being recognised as a "working force." West Bengal, too is at the stage of reaping the benefits of the demographic dividend subject to the fulfilment of two mutually reinforcing conditions

1. Creation of employment opportunities for the emerging working population
2. Development of employability skills amongst the new generation of youths

Needless to mention that failure to fulfil either of these two conditions may bring upon us a *demographic disaster* instead of the benefits of the *demographic dividend*.

While the creation of employment opportunities is primarily the role of the government and the investors, the development of employability skills – in the first place - is the task of the prospective employees, i.e., the students, but with support from other stakeholders, namely the academia (one who builds the workforce) and the industry (one who demands the workforce)

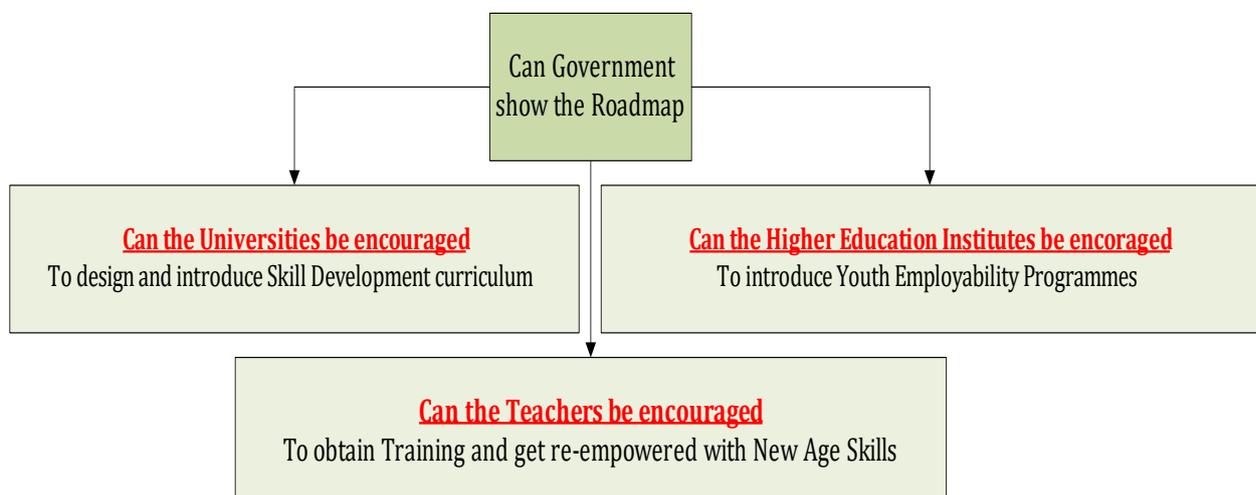
*State Government is expected to give necessary directions to HEIs and make them appreciate their role in Skill Development*

From this perspective, West Bengal needs an educational system – curriculum and pedagogy - that caters to the industry's diversified needs and emphasizes skill development.

It is expected that the State Government would address the issue of **Skill Emphasis** and give necessary directions to the HEIs to follow.

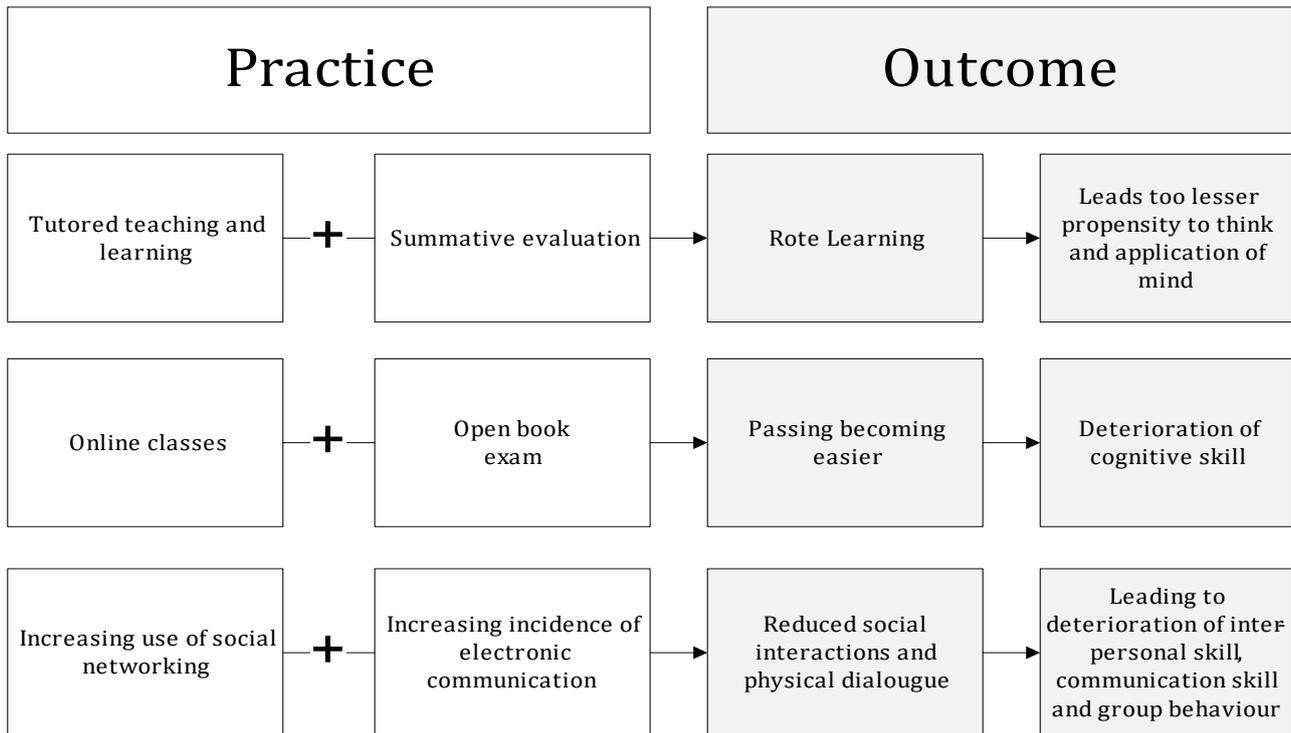
This is important because as long as the government directs the HEIs to emphasize on the skill, it is unlikely that HEIs would change their mindset and give importance to the employability role

### Essential questions that are required to be addressed





## Skill Concern



### Essential questions that are required to be addressed

1. Can these trends be reversed?
2. If yes, how – whose task it is?



## The Skill Quotient

For years, students' academic credentials have been considered the yardstick of employability. Consistent good result in academic grade or merit score is equated with the students' intelligence, diligence, and determination, and hence they were presumed to be predictors of success in workplaces.

But time has changed. Hence new techniques to assess students' capabilities - which the employers look for – have become necessary

1. **The adversity quotient** measures the resilience of an individual to work under adversities
2. **The empowerment quotient** measures the capability of an individual to accept non-routine tasks, learn new things to deliver such charges, and, most importantly, have a more significant self-efficacy belief of "I can do it."

### Essential questions that are required to be addressed

1. Can the government, universities, or HEIs think of making profile mapping of each student and understanding their diverse needs?
2. Can such profile mapping be made a tool of formative assessment to gauge each student's advancement or incremental growth for their progression from learning to earning?



## The Skills for the Future

Future of Jobs Survey 2020 – World Economic Forum – identifies the following as the skills for the future

Analytical thinking and innovation	Reliance, stress tolerance and flexibility
Active learning and learning strategies	Reasoning, problem-solving and ideation
Complex problem-solving	Emotional intelligence
Critical thinking and analysis	Troubleshooting and user experience
Creativity, originality and initiative	Service orientation
Leadership and social influence	System analysis and evaluation
Technology use, design and programming	Persuasion and negotiation

### Accepting the above skill requirements, the questions that become important are

1. *What changes be made in the curriculum so that the learners can acquire these skills*
2. *Who will build such a curriculum – industry or academia?*
3. *Given these skill requirements, who can train the students to acquire these skills – industry or academia?*
4. *How far industry and academia can work in unison or in collaboration?*



## The rural-urban interface and the digital divide

No discussion on skill development is complete without considering that India has a deep-rooted rural-urban divide and, for that matter, the digital divide is pertinent.

Is it necessary that skill development programmes for urban youth and rural youth are to be seen from the same perspective

The job destinations are not the same. Hence, the roadmap to employability or livelihood is dissimilar in the context of rural youth and urban youth.

## The questions that become important are

1. What roles can the government play in bridging the rural-urban divide?
2. How far can the private sector step in and deliver their corporate social responsibility in training for employability and entrepreneurship development?
3. Can HEIs play a catalytic role in developing an appropriate mindset and skill set to make the rural students employable?
4. How far can the Govt, NGOs, and the private sector show roadmaps for rural livelihood generations?



## The Industry-Academia Interface

*Industry HEIs interface*

One crucial question that relates to skill development is about the skill trainers of the students

*Industry Teachers interface*

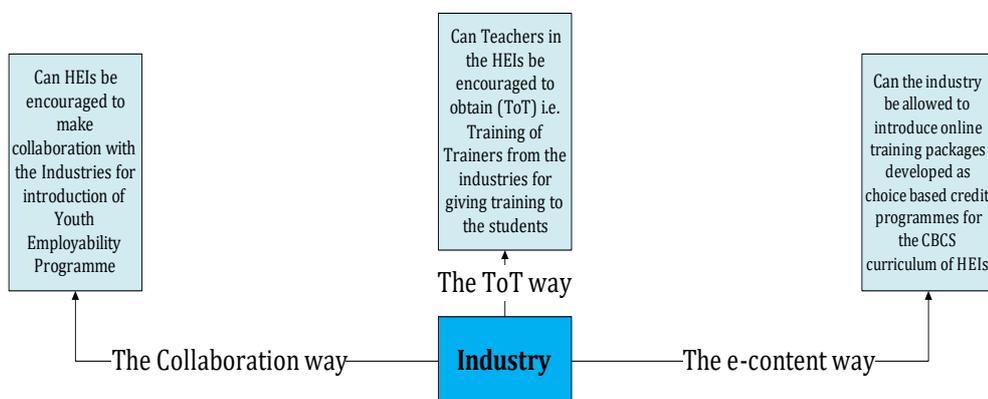
In the **first place**, the industry may come up with their resources, expertise, and experiences to appraise the students about the requirements of the workplace and also train them through various youth employability programmes in collaboration with the HEIs – **the collaboration way** – here the role of the HEIs become important as this requires the HEIs to include skill function in their goal orientation

*Industry Education Policies interface*

**Secondly**, the industry may share their training curriculum with the teachers in the HEIs and train the teachers to be the trainer of their students – **the ToT way** – here, the role of the teachers become essential as this requires their interest in developing into skill trainer

**Thirdly**, the industry may introduce online training packages developed as choice-based credit programmes so that such programmes be included in the CBCS curriculum of colleges and universities – **the e-content way** – here, the roles of the HEIs become vital as this requires their interest in developing employability curriculum in technical collaboration with the industry as a part of the e-content development plan

## Essential questions that are required to be addressed



**Dhrubojyoti Chatterjee, Vice Chancellor, Sister Nivedita University**

The National Education Policy has also emphasized on skills development to ensure that students are able to map their aptitude with the job they will be pursuing. The use of disruptive technologies has further aggravated the need to have proper skills development so that the students can be employable in diverse sectors. When we talk of skills we need to understand that in today's dynamic environment it is not just enough to acquire a skill set for a specific sector, rather we should be able to develop in students an array of skill sets which will be applicable across various domains. It might happen that the student needs to change their job preferences in the long run hence diverse skills mapping will help them to become sustainable in the VUCA (Volatility, Uncertainty, Complexity & Ambiguity) environment.

Thanks and With Regards,



JAYANTA RAYCHAUDHURI

Executive Assistant to Hon'ble Vice Chancellor

Contact: 033-6638 2020 | Direct: 033-6638 2071 | Mob: 9830813338

DG1/2, New Town, Action Area-I, Kolkata-700156

*I am delighted to know that the Department of Economics of Bankim Sardar College is organizing a conference on **EDUCATION POLICIES, ROLE OF SKILL DEVELOPMENT IN GENERATING EMPLOYABILITY & STRENGTHENING INDUSTRY-ACADEMIA INTERFACE***  
*I wish success to this conference.*

Abhirup Sarkar  
Former Professor of Economics  
Indian Statistical Institute,  
Kolkata

**প্রফেসর কৌষিকী দাশগুপ্ত**

বিদ্যাসাগর চেয়ার প্রফেসর  
সহ সভাপতি (শিক্ষা)



**পশ্চিমবঙ্গ রাজ্য উচ্চশিক্ষা সংসদ**  
**WEST BENGAL STATE COUNCIL**  
**OF HIGHER EDUCATION**

**PROF. KOUSHIKI DASGUPTA**  
VIDYASAGAR CHAIR PROFESSOR  
VICE CHAIRMAN (ACADEMIC)

**Message**  
**West Bengal State Council of Higher Education**

It is a pleasure to know that Bankim Sardar College, South 24 Pargana is going to organize a conference on “**Education Policies, Role of Skill Development in Generating Employability and Strengthening Industry-Academia Interface**” in collaboration with the **Surendranath College for Women, Kolkata** and Bengal Business Council on 18<sup>th</sup> & 19<sup>th</sup> May 2022 to make participants aware of the skills necessary for attaining better placement in the industrial sector and to enhance the scope of knowledge and research.

I hope that the conference will witness enthusiastic participation of students and faculty members resulting in productive partnership between Academic and Industry.

Best Wishes for the successful organization of the event.

Dated 05.05.2022  
Kolkata

  
Prof. Koushiki Dasgupta 5/5/22  
Vice Chairman (Academic)  
West Bengal State Council of Higher Education

আসন্ন ভবন, প্লট নংঃ ডি.জি-১০/১,  
প্রেমিসেস নং- ১৩-০৩২৭, অ্যাকশন এরিয়া-ID  
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## भारतीय सामाजिक विज्ञान अनुसंधान परिषद

(मानव संसाधन विकास मंत्रालय)

पूर्वी क्षेत्रीय केन्द्र

### INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH

(Ministry of Human Resource Development)

EASTERN REGIONAL CENTRE

1/R-1 Baishnabghata Patuli Township, Kolkata 700 094

The Indian Council of Social Science Research-Eastern Regional Centre (ERC) at 1/R-1, Baishnabghata Patuli Township, Kolkata – 700094, is happy to be associated with the forthcoming 2-day conference on "Education Policies and Role of Skill Development in Generating Employability & Strengthening Industry-Academia Interface" organized by Bankim Sardar College, [A College with Potential for Excellence] South 24 Parganas, West Bengal.

The proposed theme is extremely important in view of creating awareness and enthusiasm regarding industrial networks and prosperity in eastern India. The industry-academia link, which is rather feeble in India in general, should rightly be at the core of potential positive externalities allowing the instruments of growth and development to transcend regional limitations.

I wish the conference a grand success!

Thank you

Saibal Kar, PhD

RBI Chair Professor of Economics,

Centre for Studies in Social Sciences, Calcutta

Director, ICSSR-ERC, Kolkata

Research Fellow, Institute of Labor Economics, Bonn

Managing Editor, South Asian Journal of Macroeconomics and Public Finance (SAGE) E-mail:

saibal@casscal.org



## Indira Gandhi Institute of Development Research (IGIDR)

An Advanced Research Institute established by the Reserve Bank of India  
(Deemed University)

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I am delighted that the Department of Economics and IQAC, Bankim Sardar College (A College with Potential for Excellence) is collaborating with Department of Economics and IQAC, Surendranath College for Women, Kolkata and Bengal Business Council to organize the two-Day conference on "Education Policies and Role of Skill Development in Generating Employability and Strengthening Industry-Academia Interface".

While the relevance of the theme needs no justification, there is one statistic that sums up the importance and timeliness of this conference. According to estimates from the Periodic Labour Force Survey, the unemployment rate among the youth, i.e. those aged 15-29 years is high. In the quarter October – December 2021 the unemployment rate among men and women in this age group stood at 19.6 per cent and 26 per cent respectively.

I am confident that the conference will go beyond key headline indicators like labour force participation rate, unemployment rate and the persistence of informal employment and seek to understand the reason why economic growth did not translate into an improvement in these indicators. While we have a reasonable understanding of the processes at work at the national level, what is missing is a granular discussion at the sub-national level. I am sure that the deliberations will bridge this important gap.

S Chandrasekhar

Professor, Indira Gandhi Institute of Development Research, Mumbai

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Gen. A.K. Vaidya Marg, Filmcity Road, Goregaon (East), Mumbai - 400 065, (INDIA).

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Prof. Kausik Gupta, PhD  
Professor, Department of Economics  
University of Calcutta  
56A Barrackpore Trunk Road  
Kolkata -700050, West Bengal, India  
and Former Vice Chancellor,  
West Bengal State University, Barasat, West Bengal, India  
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Mob: +91 9830007055  
08/05/2022

I am happy to know that the Department of Economics and Internal Quality Assurance Cell of Bankim Sardar College and Department of Economics and Internal Quality Assurance Cell of Surendranath College for Women in association with Bengal Business Council, Kolkata, is going to organize a two-day National Level Conference titled “Education Policies, Role of Skill Development in Generating Employability and Strengthening Industry-Academia Interface” on 18<sup>th</sup> and 19<sup>th</sup> May 2022. The topic is interesting and is very much relevant in the present day world, especially in the era of globalization. The Conference will be useful not only for the researchers but also for the undergraduate and postgraduate students of different streams. I should congratulate both the educational institutions and the business house for organizing such a Conference and I wish it a grand success.

A handwritten signature in black ink, appearing to read 'Kausik Gupta'.

(Kausik Gupta)

KAUSIK GUPTA  
PROFESSOR OF ECONOMICS  
UNIVERSITY OF CALCUTTA



**VIDYASAGAR UNIVERSITY**  
**MIDNAPORE, WEST BENGAL, INDIA, PIN 721102**  
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#### MESSAGE

The collaboration between academia and industry is increasingly being perceived globally and India as well as a vehicle to enhance economic growth. Collaboration between these two is critical for formation of skills and competency formation through dissemination of innovation and technology transfer.

It is a great pleasure to congratulate and commend the Department of Economics and IQAC, Bankim Sardar College for organizing conference on “Education Policies, Role of Skill Development in Generating Employability and Strengthening Industry- Academia Interface” in collaboration with Department of Economics and IQAC, Surendranath College for Women, Kolkata and Bengal Business Council on 18th& 19th May, 2022.

I sincerely hope that the deliberations of the Seminar will be really enriching to all the participants and policy makers.

*Sebak Kumar Jana*

May 8<sup>th</sup>, 2022

Dr. Sebak Kumar Jana  
Professor of Economics,  
Former HOD and Coordinator, UGC,SAP, DRS-1  
Department of Economics  
Vidyasagar University



Govt. of West Bengal  
পশ্চিমবঙ্গ সরকার



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e-mail : bethunecollege1879@gmail.com

বেথুন মহাবিদ্যালয়, ১৮১, বিধান সরণী  
কোলকাতা - ৭০০ ০০৬  
দূরভাষ : ২২৪১-১৭৩১ (PBX)

To / প্রাপক :

Date / তারিখ :

I convey my best wishes for the upcoming conference entitled on "Education Policies, Role of Skill Development in Generating Employability and Strengthening Industry-Academia Interface " on Wednesday 18<sup>th</sup> and 19<sup>th</sup> May 2022.

It is also my pleasure to wish you a very good luck for whatever you have planned for the conference and hope it will be meaningful, stimulating and productive for all the participants.

Prof.(Dr.) Krishna Roy  
Principal  
Bethune College, Kolkata

Dr. Tilak Chatterjee  
Principal  
Bankim Sardar College



Phone : 2412-4082

# VIJAYGARH JYOTISH RAY COLLEGE

(Affiliated to The University of Calcutta)

8/2, BEJOYGARH, JADAVPUR, KOLKATA - 700 032

**ACCREDITED BY THE NAAC - B+ Grade.**

Ref. No.....

Date. 5.5.22.....

It is no denying the fact that for economic growth and social development the prime movers are skill and knowledge. Since India is evolving as knowledge ceremony, human skills will definitely by play as a game changer.

Perhaps keeping this in the back drop NEP emphasizes more on skill development of the students, outcome based education, job oriented skill development etc. According to NEP, 2020 higher education institution need to develop a linkage with the industry because skill development cannot happen without signals from the job market. In this perspective Surendranath College for Women and Bankim Sardar College is going to organize jointly a Two-Day National Level Conference on "EDUCATION POLICIES, ROLE OF SKILL DEVELOPMENT IN GENERATING EMPLOYABILITY & STRENGTHENING INDUSTRY-ACADEMIA INTERFACE" on 18<sup>th</sup> and 19<sup>th</sup> May, 2022. Myself as a student of economics and HOI feels that this conference has lots of potential to generate ideas, new thinking in the field of skill development, knowledge and industry connection. For colleges like Surendranath College for Women and Bankim Sardar College have may limitation to develop such an linkages but we cannot leave the field without touching each stone for the benefit of the student community as a whole. I must congratulate from the core of my heart and on behalf of all staff and students of Vijaygarh Jyotish Ray College to Surendranath College for Women and Bankim Sardar College to organize such a very relevant conference. I wish all the success of this conference.

R. Neogy 5.5.22

**Dr. Rajyasri Neogy**

*Principal*

**Principal**  
**Vijaygarh Jyotish Ray College**  
Kolkata -700 032



# Deshbandhu College for Girls

NAAC RE-ACCREDITED B++ 2.76  
SECOND CYCLE

I congratulate the Department of Economics & Internal Quality Assurance Cell, Bankim Sardar College and Department of Economics & Internal Quality Assurance Cell, Surendranath College for Women and Bengal Business Council, Kolkata on organising the two-day national level conference titled "Education Policies, Role of Skill Development in generating employability and Strengthening Industry-Academia Interface". My best wishes remain for such an admirable academic endeavour and wish it all success.

*Anita Chattopadhyay Gupta*  
6/5/2022

DR. ANITA CHATTOPADHYAY GUPTA  
PRINCIPAL  
DESHBANDHU COLLEGE FOR GIRLS  
KOLKATA

*More than 60 years in the Service of Women's Education*

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[www.deshbandhucollegeforgirls.net](http://www.deshbandhucollegeforgirls.net)

## INDUSTRY SPEAKS: MESSAGES

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Building on belief

Dear Dr Chatterjee,

On behalf of TCS Youth Employment Program, I would like to thank you for your interest in partnering with us to enhance the employability of students of Bankim Sardar college. We have been working towards building equitable and inclusive pathways for marginalized youth and women. We are on a mission to skill and connect youth to right opportunities in the digital economy. Bankim Sardar college has been educating primarily marginalized youth which matches with TCS Empowers vision & mission. We would like to train, mentor and coach students of Bankim Sardar college and support them in their journey towards excellence. We are certain that the partnership of TCS YEP with your esteemed institute will help us further our common pursuit of youth empowerment.

Thanks and regards  
Srishti Gupta  
Head – TCS Youth Employment Program  
Corporate Social Responsibility  
Tata Consultancy Services



## The George Telegraph Training Institute

An ISO 9001 : 2015 Certified Institute



Training Partner : National Skill Development Corporation (N.S.D.C.) (Ministry of Skill Development & Entrepreneurship, Govt. of India)

In today's age of globalisation and technological volatility, skill development is an important instrument to increase the efficacy and quality of skilled manpower for improved productivity and economic growth.

Skills and knowledge development are the driving forces behind the financial growth and community development of any country. Skill building is a powerful tool to empower individuals and improve their social acceptance. Indeed, it is the need of the hour for the economic development of 21st Century India.

In the changing world scenario with regard to industry and the job market, there is now an overpowering need for skilled workers. In order to enhance the employability of today's youth, it is most important to educate and train them to acquire the skills.

Technology is evolving every day, and industries are steadily moving towards automation. However, organizations cannot solely depend upon technology to sail through this era of rapid and unpredictable change. Instead, they need to build a workforce that is motivated to learn, up skill themselves, and ready to go beyond their traditional responsibilities. Skill development will address the current skill gaps and pave the way towards creating a future-ready workforce.

The onset of the COVID-19 pandemic has brought in economic hardships, and abrupt layoffs have widened this already existing gap. At the same time, this has emphasized the importance of skill development, as it will help the workforce find jobs as per their competency levels.

The George Telegraph Training Institute for the past 102 years has been playing a pivotal role with a mission to lift the quality of life by finding every aspirant a career and consequently cater to the growth of the industry by bringing the best out of the huge potential that exists among the youth of the nation. We thank our esteemed industry partners who are associated with us for this noble cause, we also thank and congratulate institutions like Bankim Sardar College for uplifting the youth by providing them quality education in a challenging location like the Sundarbans.

ANINDA DUTTA  
Director

### SEALDAH CENTRE

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## OUR EMINENT SPEAKERS:

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# 1

### Prospect of Improving Employability through Digital Education

— Abhirup Sarkar

*Low chances of future employability constitute one of the major causes of school dropouts. To reduce dropout rates chances of employability need to be enhanced and to enhance employability the quality of education needs to be improved. In this lecture I explore the pros and cons of digitally delivered education as a means of improving educational quality.*

Abhirup Sarkar is Former Professor of Economics Indian Statistical Institute

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# 2

### Industrial Clusters: Networks, Regulatory Choices and Distribution

— Saibal Kar

*Industrial clusters are regarded as an interesting laboratory for economic research and a useful concept to guide industrial and labour-market policies. The indefiniteness of cluster boundaries generates interesting opportunities for empirical exploration, both from a geographical and an industry perspective. The formulation of policy objectives may require constraining cluster definitions to match the boundaries of administrative units, of particular sets of industries, or formal associations of enterprises and institutions. We discuss the economic scope and labor market implications of network clusters in West Bengal, briefly.*



Professor Saibal Kar, PhD,  
RBI Chair Professor of Economics  
Centre for Studies in Social Sciences, Calcutta  
Research Fellow, IZA Bonn  
Director (Hon.), Eastern Regional Centre, ICSSR  
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Prof. Kar is **Reserve Bank of India Chair Professor of Economics at the Centre for Studies in Social Sciences, Calcutta (CSSSC), India** and a **Research Fellow of the Institute of Labor Economics (IZA) Bonn**. He has been a professor of economics at Calcutta University and a Fellow of the prestigious Alexander von Humboldt Foundation during 2008-09. He held visiting

positions at Amsterdam School of Economics, Santa Fe Institute, Hamburg University, United Nations University, etc. in recent years. He is the Managing Editor, South Asian Journal of Macroeconomics and Public Finance (Sage). He also serves as the **Director of the Eastern Regional Centre of ICSSR**.

His research interests are broadly in the areas of Labor Economics, International Economics and Applied Microeconomics, having published in well-known peer-reviewed journals such as *World Development*, *IEEE-Transactions*, *European Physical Journal*, *Environmental and Resource Economics*, *Resource and Energy Economics*, *Economic Modelling*, *Economics Letters*, *Ecological Economics*, etc. His co-authored and edited books include, "The Outsiders: Economic Reform and Informal Labour in a Developing Economy" (jointly with Sugata Marjit) published by the Oxford University Press in 2011); 'International Trade and Economic Development' (with R. Acharyya, Clarendon, Oxford University Press, UK, 2014); 'Industry and Labor Market: Issues in Developing and Transition Countries' (Springer, New Delhi, 2014) and 'International Trade, Welfare and the Theory of General Equilibrium' (with S. Marjit, Cambridge University Press, 2018). He has undertaken research projects funded by various international agencies, the Government of India; Planning Commission, GOI; UNICEF; etc.

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### 3 SKILLING THE YOUTH — Sushim Banerjee

*Skill development has been considered one of the critical aspects for job creation in India. India has unique demographic advantage with more than 60% of the population is in young age group. As per current statistics only 10% of the fresh graduates are employable and rest of the 90% lack skills required by the corporate sector for hiring.*

*Skills help in Increasing proficiency, ability to do justice to the job prescriptions. It enables the individual to achieve task in less time with more output and Increase in performance level leading to improvement in productivity.*

*Empirically it has been well established that Graduate students face shortfall in different areas, including technical abilities (design, testing, configuration of management tools, etc.) personal skills (communication, teamwork, etc.) and professional qualities (e.g. ethics, work culture). By raising awareness of these areas, it is possible for educators to become aware of areas where students most frequently fall short of expectations of the employers, be an individual or a corporate entity. It is necessary to make curriculum changes or adjustments to address these problems. These problems can also be addressed by introducing some specific target group focused additional skill development courses. Today, the longing for a successful career path is fast increasing and for this, well designed skill development trainings are required.*

*According to the New Education Policy the skill development training in India has been made mandatory to enhance all-round expertise of the people from the very grass root level (From class 5 onwards). This can only be possible if they get abundant opportunities to grow and develop by undergoing skill development schemes.*

*Since many universities have given importance to skill development, it was found that students are facing higher potential to avail the job opportunities and get engagement early in life. Organizations today want effective and productive people and this would be possible with a well*

*laid out skill development programme from the early stage in school itself (Class 6 onwards). A career growth plan awaits the students after they opt for skill development programmes.*

*Technology is also an essential component in scaling up the Skill development training in India Initiative. Technology helps to define standard training tools for the candidates so that all tests and tutorials can be conducted easily. The main aim of creating a skilled workforce has to be united with employment opportunities for young people. Without the required opportunities the core challenges of unemployment in the country will never get resolved!*

Sushim Banerjee is the Chief Executive Officer of Indian Iron and Steel Skill Council

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## **4 India's Jobs Challenge: How much can the past inform the future?** — S Chandrasekhar

*More often than not, we examine past patterns while discussing how developing countries can improve their employment prospects. In the context of debate over future of jobs in India we will answer four questions. First, what insights can we draw by benchmarking India's performance vis a vis other countries along the following dimensions - GDP, composition of GDP and distribution of workers? Second, what can we infer from the macroeconomic aggregates, in particular, components of gross value added and characteristics of India's labour market? Third, to what extent do national policies take into account differences in the economic structure observed across Indian states and do states actually tailor policies taking into account their economic base? Fourth, what are the insights available from other countries when they tried to address informality in the labour market? In the process of answering these four questions we will arrive at a set of stylized facts based on which we can assess the current policy discourse on employment prospects in India.*

S Chandrasekhar is a Professor at Indira Gandhi Institute of Development Research

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## **5 Industry Academic Interface Towards Choosing Entrepreneurship As An Alternative** — Avelo Roy



*Entrepreneurship as a career option allows for you to learn multiple disciplines ranging from product development, project management, Law, finance, marketing, sales and many other things.*

*When you choose entrepreneurship as a career option there are very few losses.*

*The gains so far surpassed the losses. In fact pursuing entrepreneurship is far greater learning than getting an MBA in many ways. I am a guest faculty at top*

*MBA colleges in India and US and I do not have an MBA myself. I am invited as a guest faculty purely on the basis of my experience and success.*

*It is important to include entrepreneurship in the curriculum of undergraduate and graduate studies to give exposure to people on this alternate career path so that those who want to be their own boss can gain the knowledge on how to start.*

*I also recommend colleges to offer entrepreneurial LIVE projects that bring in students from multidisciplinary backgrounds and allow them to work collaboratively to solve real life problems, create value and generate revenue. This will be tremendous in terms of learning from each other and prepare the students for corporate life.*

*Kolkata Ventures is dedicated to helping the E-cells, student startups & interested faculty with entrepreneurship education, mentoring, hand holding, industry connects, faculty development programs & business skill development.*

**Avelo Roy** is a Startup Mentor & MD, Kolkata Ventures.

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## **6** Roadmap to an entrepreneurial mindset

— **Amit Chakrabarti**

*Entrepreneurship is not only about making money but also about creating value for the society. In the process of creating that value you eventually create wealth not only on a personal basis but also for your entire team those are directly and indirectly associated with you. Entrepreneurship is characterized by the process of understanding and recognizing opportunities to build a new product or service.*

*It is about looking for the right resources to exploit the opportunity and improve the structure of the economy.*

*Entrepreneurship is not an individual game but team play.*

*This session sets out to discuss the fears and hesitations in taking up entrepreneurship as a career.*

*There is a myth that starting a business requires huge capital investment which is actually not the truth. Hence proper guidance and correct facts as to when and how anyone can start their entrepreneurial journey and what are the do's and don'ts, common mistakes one must avoid.*

*The objective of this session is to encourage the younger generation to take up entrepreneurship as a career and participate in the larger picture of solving problems from micro to a global scale.*

*It will also provide the students with a vision of creating wealth not only on an individual level but also for the society as a whole. Some amount of emphasis will also be laid on the fact how successful entrepreneurship is related to effective team work, ethics and shared goals.*



*This session will also contribute in expanding the students understanding of practical problems faced in entrepreneurship and will provide practical guidance that may advance their entrepreneurial skills and merits.*

**Amit Chakrabarti** is the Director of SAICON.

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## **7** *Baniya Bano* — **Subhashis Dutt**

*Mr. Subhashis Dutt, a young member from one of the most prominent business families of Bengal and Managing Director of Mohendra Dutt & Sons will share his experience with the young minds with the sole aim to motivate them to take up entrepreneurship as a career option. Although Mr. Dutt came from a well-established business background and the company he leading is a household name in Bengal his journey was not that of a fairy tale. He will share his experiences of practical challenges and hardships which he frequently faces in order to modernize the productions of his century-old family firm.*



*Being a representative of a more traditional business culture, his talk will also highlight the difference between a traditional business set up and a start up venture with an emphasis on the importance of growing slowly but steadily.*

**Subhashis Dutt** is the Secretary, Bengal Business Council & the Managing Director of Mohendra Dutt & Sons

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Panel Discussion on *Industry Academia Interface towards Entrepreneurship as an alternative*  
Session to be addressed by **Confederation of Indian Industry**

After its economic liberation in the nineties, India has witnessed rapid growth in recent years, driven by the development of new-age industries. With the changing economic environment, India has witnessed structural transformation from agricultural activities to manufacturing and services oriented activities which presents the Indian Government with a critical challenge of generation of productive and gainful employment on a sufficient scale. It is estimated that more than 700 million people are estimated to be of working age (24-59 years) in India by 2023. This indeed is a ‘demographic dividend’ that will also lead to a ‘low dependency ratio’ compared to the rest of the world. Of these, approximately 500 million workers (including those who temporarily migrate from rural to urban areas in lean agricultural seasons) will require some kind of vocational/skill training. Besides, about 50 to 70 million jobs to be created over the next five years, (with more than 75% falling largely in the unorganized and informal stream) will too require capacity building in basic expertise.

On the other hand, the COVID-19 pandemic has stressed healthcare infrastructure, labour markets and employment to a degree never seen before. In a sense, this has exposed the major fault lines in the vocational education and training systems. Skills are increasingly becoming the global currency of 21st-century economies. The evolving Labour Market heralds the potentially explosive growth of vocational education in the country since it requires all educational institutions to integrate vocational education into their offerings. This will bring in a very large number of schools, colleges and universities — a little over 280,000 secondary and higher secondary schools and more than 40,000 higher education institutions — into the fold of potential TVET providers during the coming decade, making TVET available to millions of students.

To this effect, the session intends to explore the dependencies of, and on vocational training in the realm of education and economy, while also understanding the effectiveness of this integration. The interaction will also include insights on the pathways Eastern states already have or should have in view to achieve the outcome of 50% students being exposed to vocational education by 2025.

# 1 **Unearthing Sundarmon in the Sunderbans: Social Responsibility towards Enrichment of Rural Youth**

Dr. Pinaki Ranjan Bhattacharyya, Associate Professor, Marketing & Entrepreneurship, Calcutta Business School, Kolkata      Email – [pinakirb@gmail.com](mailto:pinakirb@gmail.com)

Dr. Suchandra Biswas, Associate Professor, Department of Chemistry, Bankim Sardar College

Dr. Nilendu Chatterjee, Assistant Professor, Department of Economics, Bankim Sardar College

Arumita Dey, Assistant Professor, Department of Philosophy, Bankim Sardar College

## **Abstract:**

*The last decade has seen major changes in the social responsibility development practices being carried out in West Bengal. The Sunderbans – one of the most backward regions of this country has its inhabitants economically challenged, socially and culturally backward. People residing in this part of the world never thought of new vistas of upliftment for their children due to lack of opportunities. However, the authorities of a government aided college thought differently and had the vision of enriching the life of the rural youth through a Best Practice – the Sundarmon – to give them an opportunity to exhibit their talent to be excellent. Some conscious and concerted efforts of mentoring by the teachers aimed to nurture the unexplored talent in these under privileged children. The case has been written in the social responsibility perspective to discuss the approach of the authority and exemplify innovative and socially responsible ideas.*

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## ABSTRACTS OF PAPERS TO BE PRESENTED

### **1 Towards measurement of Employability: Introducing mQ - Empowerment Quotient**

Tilak Chatterjee, Principal, Bankim Sardar College, Email: writetilak@gmail.com  
Suchandra Biswas<sup>1\*</sup>, Internal Quality Assurance Cell, Bankim Sardar College, Email:  
suchandrabiswas@yahoo.co.in

\* Corresponding Author

#### **Abstract:**

*In order to cope with the ever-changing demands of today's workplace, students need to believe more in their own capability towards accepting any task and delivering it and have strong propensity of self directed learning. To empower students for the 21<sup>st</sup> century job market, higher education institutes (HEIs) should aim at bringing changes in both curriculum and pedagogy. In this paper the authors argue that HEIs while aiming at employability of students require tools that would make a fairly close estimate of their employability potential. Towards such end this paper first discusses the efficacy of the various tools already available that tends to predict workplace success (namely Merit Score, Intelligence Quotient, Emotional Quotient, Practical Intelligence Quotient, Adversity Quotient) and then introduces a new tool called mQ – the empowerment quotient. The methodology of its construct and the validity and reliability of the items in the questionnaire has been described and four case studies of representative Indian HEIs have been made.*

**Keywords:** Empowerment quotient, methodology construct, validation and reliability, case-study

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### **2 Achievement of Vocational Training among marginalised people across different states of India**

Dr. Uttam Halder, Assistant Professor of Economics, Serampore Girls' College  
Dr. Santanu Bisai, Associate Professor, Sido-Kanho-Birsha University, Purulia

#### **Abstract:**

*Hon'ble Prime Minister of India Narendra Damodar Modi launched Skill Development mission of India, known as Skill India on 15<sup>th</sup> July 2015 with a target to create 30 Cr skilled personnel by 2022. Skilled development Programme was implemented through four broad scheme such as Pradhan Mantri Kushal Vikash Yojana (PMKVY), Jan Sikshan Sansthan Scheme (JSS), National Apprenticeship scheme (NAPS), Craftsman Training Scheme (CTS). JSS scheme was implemented to provide vocational training to literate, illiterate and school passed/dropout people with the age group of 15-45 and specially people belong to underprivileged sections of our society like schedule Caste, Schedule tribe, Minorities and divyanggan. The aim of the present study is to understand the achievement of creating skilled personnel through vocational training among the marginalized people and age groups across major states of India. The study also tries to find factors that acts as barriers to vocational training in India. Unit level secondary data set of national Sample Survey (NSS) of India was analysed. Results shows that skilled manpower has increased through vocational training but not up to mark. Significant variation across states also observed in achievement of*

vocational training. Main obstacles in achieving vocational training are economic background, education level, gender inequality and caste discrimination.

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### **3 FEASIBILITY OF VENTURE CAPITAL AND START-UP SKILL ENHANCEMENT IN A DEVELOPING ECONOMY: A GUIDELINE FOR THE POLICYMAKERS**

Subhasree Basak, Department of Economics, University of Calcutta, Kolkata-700050, West Bengal, INDIA

#### **Abstract:**

*In this paper we focus on the importance of start-up business as the employment provider to the skilled workforce in a developing economy. The pool of skilled worker failing to land with a job in the high-skilled service sector gets absorbed in the start-up industry. The study captures in terms of a four-sector general equilibrium trade model for a small open economy the effect of venture capital funding and other investments to incentivize the growth of start-up business. Next, this paper also explores the plausible impact of emigration of skilled worker on the start-up sector. The findings suggest that encouraging investment in this sector expands the output and also raises the competitive skilled wage thereby decreasing the skilled wage-gap between service sector and start-up sector. But it will lead to an increased skilled-unskilled wage inequality. On the other hand, if there is brain drain then it adversely affects the start-up business in a developing economy. To compensate the negative effect more investment is required targeting the expansion of the start-ups. Thus, this paper emphasizes the significance of investment directed towards the enhancement of start-up business while framing policies.*

**Keywords:** Venture capital, Start-up business, emigration, wage-gap

**JEL Classification:** F22, J31, J61

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### **4 SKILL ENHANCEMENT VERSUS FDI: THE PATH FOR A FEASIBLE SKILL ENHANCEMENT PROGRAMME**

Soumyadip Roy, Department of Economics, University of Calcutta,

Kolkata-700050, West Bengal, INDIA

Email: [soumyadip.ray1995@gmail.com](mailto:soumyadip.ray1995@gmail.com)

#### **Abstract:**

*The issue of skill formation or skill enhancement is always a burning issue for a developing economy like India. The issue has been examined in terms of a four-sector general equilibrium trade model where three sectors are final goods producing sectors and the fourth sector is a skill formation sector. The agricultural sector and the manufacturing sector use unskilled labour and domestic capital and they form a Heckscher-Ohlin nugget. There is a service sector that uses skilled labour and sector-specific foreign capital. There is a skill formation sector where the unskilled workers are converted to skill using human capital as an input. The stock of human capital is specific to this sector. Our model shows that skill enhancement requires expansion of human capital stock instead of FDI. Expansion of human capital not only enhances skill but also benefits the service and reduces the skilled-unskilled wage gap. FDI on the other hand no doubt benefits the service sector but at the cost of rising skilled-unskilled wage inequality. Moreover FDI causes no expansion of skill. So the policy makers should rely on expansion of domestic human capital stock*

*through spread of education for skill enhancement instead of waiting for FDI to achieve the desired skill formation.*

**Keywords:** Human capital stock, skilled-unskilled wage gap, skill formation, FDI

**JEL Classification:** J31, J40, F11, F21

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## **5 Social inclusion through Vocational Education**

Dr. Gargi Basu, Assistant Professor

Department of Economics, Seth Anandram Jaipuria College

### **Abstract:**

*The National Policy on Education of 2020 has emphasized the role of vocational education in India. The policy has recognized the role of it and the Ministry of Education (MoE) has already undertaken important initiatives to promote it. Vocational education or Vocational education training (VET) prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation. Vocational education enables the learners to gain practical experiences in their chosen career path before they even complete their formal course. These practical experiences generated through vocational education facilitated social inclusion in the economy.*

*According to the 12th five-year plan (2012-2017) only a very small percentage of the Indian workforce in the age group of 19 to 24 (approximately 5%) has received formal vocational education. This percentage is 52 percent, 75 percent and 96 percent for USA, Germany and South Korea respectively. The main reason for this low percentage in India is lesser well defined pathways for the students who complete their 11-12 grades with vocational education in higher education in the country.*

*In this backdrop, the present study tries to find out how the policies undertaken in the National Education policy of 2020 to promote vocational education, is effective in enhancing social inclusion in India.*

**Key words:** Vocational Education, National Education Policy 2020

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## **6 Skills for Inclusive Development: Employment Security in India— A story from the Grassroots**

Sujoy Kumar Das, Assistant Professor, Department of Political Science , Surendranath College for Women, Kolkata, E-mail: [sujoy.das444@gmail.com](mailto:sujoy.das444@gmail.com)

### **Abstract:**

*'Skills' 'Inclusive Development', 'Employment', these words have been much discussed in the field of development discourses. Qualified human resource has played an essential role in making the sustainability of economic growth and to reach the full potentiality of employment security. This paper presents a conceptual framework of inclusive development in view of skilled labour force for enhancing the human capital in India. This paper is to explore the governmental plans and schemes for the enhancement of skill levels, education, and training in relation to human resources development in India. This paper also identifies the linkages between the employability skills and employment security in the context of women labour force at grassroots level. Human resources have potential to make more inclusive development by providing effective skill development. This*

*study is purely based on secondary data, and governmental reports. As a result inclusive development depends on socioeconomic characteristics of the population in India. The study also shows that skilled human resources have made positive progress to achieve human development and economic growth of the nation. To gain Employable Skills of the trainees is increasing the numbers of training institutes and creating a working environment. The nature of linkages between the employability skills and employment security is proportionate. The mobilization of human resources is to protect employment security in the workplace. The available literature suggests that proper training and institutional support systems have promoted substantive changes in the process of Inclusive Development in India.*

**Keywords:** Skills, Inclusive Development, Employment, Human Development, Human Resources

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## **7 Skill India Programme and Its Achievements and Challenges**

Sarajit Ankura, Assistant Professor, Department of Economics, Bijoy Krishna Girls' College, Howrah

### **Abstract:**

*Skill development is the process of enhancing one's abilities in order to provide an incentive for one's own professional advancement. Constantly learning and improving abilities necessitates identifying the skills required, and India is effectively with its huge working-age population. Skill India is a programme that aims to improve the physical and mental development of Indian youth in order to reduce the country's unemployment rate. It focuses on the potential for business formation and government-managed reserve funds, which encourage young people to take risks and contribute to the economy. All vocations such as transportation, cultivation, handicraft, weaving, calculating, and various social capacities, as well as executive abilities such as employment and employability skills, are assisted, planned, and carried out under the Skill India concept. India now has a unique opportunity to boost its market share in the global re-appropriating business, which is now approximately 37 percent, owing to rising globalization and computerized accessibility. As a result, such a circumstance necessitates workforce skill development. This study focuses on to discuss achievements and challenges in skill development initiatives in India. According to skills development minister Mahendra Nath Pandey, the government has met its skilling targets, with 1.07 crore youth trained by January 2021 under the Skill India Mission. The government has set a goal of teaching one crore young people between 2016 and 20 under its flagship scheme, Pradhan Mantri Kaushal Vikas Yojana. According to critics, PMKVY's primary concentration has been on short-term skill training, resulting in low placements. PMKVY is an ambitious plan to impart short-term skills, according to Narayanan Ramaswamy, partner and head of education and skill development at KPMG India. However, this strategy has been over-emphasized, and it is now viewed as the solution to all skill-related problems. To accomplish the objectives of the Skill India initiative, we need to take a proactive approach to vocational education and skill development, with a defined approach for both short- and long-term training courses.*

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## 8 Achievements and failures of various programmes under Skill India

Suvan Tasho Lepcha

Assistant Professor, Department of Economics ,Bijoy Krishna Girls' College, Howrah

### **Abstract:**

*India is yielding a demographic dividend with millions of young working population all across the country and the globe. India will supply the significant percentage of workforce over the next decades. In order to match the demand and supply, India needs to increase the skill capacity of the workforce which in turn will be beneficial for the economic growth of the nation. There is a mammoth task ahead in both educational sector and vocational training. And Skill India, launched by Prime Minister Narendra Modi on 15<sup>th</sup> July 2015 and managed by the National Skills Development Corporation of India is a step towards achieving that goal. It has been found that India face lot of challenges in terms of illiteracy and lack of vocational training. Many of them have no formal education, some of the workforce are below primary level education. This paper attempts to find the different initiatives and measures taken by the government along with its partners to implement Skill India. It also attempts to discuss the challenges and failures of the Program and the road ahead. It has been found that Recognition of Prior Learning (RPL) is a component of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) Scheme, which has benefited lakhs of population across the country. At the same time there are challenges like Training capacity constrain, low participation and massive unemployment.*

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## 9 Connecting Skill Development and Sustainable Development Goals: A Way

Dr. Debjani Mitra, Assistant Professor, Department of Economics, Bijoy Krishna girls' College, Howrah

### **Abstract:**

*Skill development is a process of identifying one's skill gap and ensuring him or her to develop these skills. Skills determine anyone's ability to execute plans and achieve his or her goals. Skill development and training is an integral part of an employee's life. Skill development ensures employability. To increase the labour force of any economy thus skill development plays a crucial role. Skill Development Cell has been entrusted the responsibility to train youth by providing them skills through AICTE approved Colleges/ Registered facilitators with objective for enhancing their Employment/ Self-Employment opportunities. The cell is running various schemes to meet its objectives. Major schemes are- Pradhan Mantri Kaushal Vikas Yojana for Technical Institutes (PMKVY-TI), Employability Enhancement Training Programme (EETP), National Employability Enhancement Mission (NEEM), AICTE-Startup Policy, Skill Assessment Matrix for Vocational Advancement of Youth (SAMVAY), Leadership Development Programs, etc.*

*National Skill Development Corporation(NSDC) aims to promote skill development by catalyzing creation of large, quality and for-profit vocational institutions. Further, the organisation provides funding to build scalable and profitable vocational training initiatives. Its mandate is also to enable support system which focuses on quality assurance, information systems and train the trainer academies either directly or through partnerships. NSDC acts as a catalyst in skill development by providing funding to enterprises, companies and organizations that provide skill training. It also develops appropriate models to enhance, support and coordinate private sector initiatives. The differentiated focus on 37 sectors under NSDC's purview and its understanding of their viability will make every sector attractive to private investment.*

*Government of West Bengal is Committed towards large scale Skill development for its youth population to improve the scope of gainful employment and entrepreneurial opportunities under the*

WBSDM (West Bengal Skill Development Mission) chaired by the Hon'ble Chief Minister of West Bengal. To ensure that the above commitment is met successfully the Department of Technical Education, Training & Skill Development; Government of West Bengal has launched the "Utkarsh Bangla", a flagship scheme on 16th February 2016 under the aegis of the PBSSD (PaschimBanga Society for Skill Development) for placement linked short-term skill trainings across the State of West Bengal.

The term sustainable development was first used by world conservation strategy presented by the international union for conservation of nature and nature resources in 1980. In recent years an important question rolls in one's mind is whether and level of development in many developing countries is fairly low ,whether they are facing the problem of increasing population. But on the other band in developed countries main worry is about sustainable of development in term of wasteful consumption.. According to Drundtion Report, Sustainable development is meeting the needs of the present generation without compromising with the need of future generations. In other words we can say sustainable development is development which is ever lasting. In sustainable development 17 goals are addressed of which few goals can be linked with skill development.

In this backdrop this current paper will concentrate on different skill development schemes of India and West Bengal and trying to connecting them with sustainable development goals.

**Keywords:** Skill Development, SDG

JEL Classification: J24, O20

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## 10 Digital initiatives for Education System in India during COVID-19: A Perspective

Deepanjana Halder Majumder

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### **Abstract:**

Covid-19 pandemic has resulted into an abrupt transformation in human need along the diversified areas of the Globe. The whole population seems to have one and only necessity that is getting rid of this infection caused by a virus that is yet to be understood by the researchers. COVID-19 epidemic beyond the health status of the global society and economy has been experiencing a major challenge. The peak of the epidemic, more than one and a half thousand students, or about 90% of the world's pre-primary to higher education students are being hindered. Numerous nations have chosen temporarily to close schools, universities and colleges in an attempt to contain the spread of COVID-19. The future looks ambiguous, unimaginable, and challenging for all education fraternity. The development of a country depends upon the education system of it. There are more problems which encountered with online education. Educating and learning in an e-learning condition happens Web based learning, or virtual classes offered over the web, is stood out from conventional courses taken in a physical school building. The present paper has attempted to analyze critically on the basis of secondary data sources whether online learning has been able to achieve Education for All in this pandemic crisis. It's also sheds light on how educators have successfully converted the pandemic into an opportunity and a window is opened on the new ways for promoting effective learner engagement in online learning processes along with personal and professional development as a result of using the mentioned approaches.

**Keywords:** Gendering Pandemic, COVID-19 Crisis, Right to Education, Initiatives of Govt. of India.

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# 11 Covid-19 and Trends in labour Employment- Some Reflections from Indian Employment Scenario and the Need for Reform

Dr. Rajib Bhattacharyya, Associate Professor in Economics, Goenka College of Commerce and Business Administration, University of Calcutta, India

## **Abstract:**

*Labour market has been the worst hit due to the pandemic in 2020. As per the latest report of the International Labour Organization (ILO), though the labour market is showing some signs of recovery, but the pace is uneven and uncertain. Employment around the world remains below its pre-pandemic levels, reflecting a mix of negative output gaps, worker fears of on- the-job infection in contact-intensive occupations and labor demand changes as automation picks up in some sectors. The employment losses of some sectors have been ruinous, whereas others have been less affected, or even experienced growth. Sectors, whose jobs require interaction with the public, workers have been confronting exposure to COVID-19 on a daily basis. This includes- (1) Enterprises (2) Healthcare sector (3) Retail trade. Worldwide, employment in the accommodation and food services sector is estimated to have been the worst affected by the crisis. The tourism industry as a whole includes the airline industry, which employs over 10 million workers around the world & 144 million workers engaged worldwide in the accommodation and food services sector. The Indian economy had already been passing through an unprecedented decline in employment from 2011-12 to 2017-18 (Mehrotra & Parida, Oct, 2019). Due to a decline of employment in agriculture and manufacturing and slow growth of construction jobs, the process of structural transformation, which had gained momentum post-2004-5, has stalled since 2012. Mounting educated youth unemployment, and lack of quality non-farm jobs have resulted in an increase of the disheartened labour force. The employment rate fell to 35.3 per cent in May 2021 from 36.8 per cent in April 2021. Over 15 million jobs were lost during May 2021. Employment fell from 390.8 million in April 2021 to 375.5 million in May 2021. This translates into a loss of 15.3 million jobs, or a 3.9 per cent fall in employment in the month. April and May 2021 witnessed a particularly severe fall in employment (22.7 million of the 25.3 million job losses in the past four months). The present paper seeks to examine the trends in employment globally and also in India on the basis of secondary time series data available from International Labour Organization (ILO) and Centre for Monitoring of India Economy (CMIE) Reports as well as World Economic Outlook (WEO). It attempts to analyse the reasons behind such decline and suggests the need for reform.*

**Keywords:** Covid-19, Employment Trends, Unemployment Rate, Labour market Reforms, Government policy.

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# 12 EDUCATION POLICIES, ROLE OF SKILL DEVELOPMENT IN GENERATING EMPLOYABILITY & STRENGTHENING INDUSTRY-ACADEMIA INTERFACE

Rohitashwa Sengupta, Research Scholar, Business Management, Techno India University

## **Abstract:**

Before we start with the process of writing an abstract, I would like to address some contradictions in the topic itself.

- Role of education for providing knowledge is as ancient as the human civilization, but it was the fundamental and creative minds that spread most of the truths about our world and this universe, and they paid the price for that with their lives, not some organization paid them price for their creativeness, and this will remain true for the foreseeable future, as long as things don't go in the direction this gigantic profit making machine called a system wants to.

- If knowledge and the right to acquire it is a fundamental right, the interface between industries and academia will only hurt and cripple the creative thinking as people will only go after the skills that are necessary to get employed and get money.
- Academia and industry had always been in collaboration, maybe academia didn't provide the solutions readily or instantaneously, but fundamental research was always helpful in the long run in the industry and the whole mankind for that matter. Without Archimedes there wouldn't be any modern geometry or architecture, but the man was beheaded at his time, he didn't provide the solution to the problem instantly, but he did in the end surely. But the need of the system didn't need that back then and because he and his mind went against the current, the system beheaded him, the gigantic profit-making machine as I mentioned earlier.
- Skill development is of course the need of the hour now, but are we sure that these "skills for the industry" won't hamper the fundamental research works?
- Industry 4.0 heavily relies on technology. In an international research paper by a former finance minister of India, technology is dehumanization of labor. Does it really create more jobs or is it the other way around?

John Nash was not an economist; he was a mathematician. When the game theory saw a drastic improvement in its structural behavior with the contribution of this genius mathematician, businesses boomed to take the upper hand in long term vision of making profits. It was academia that created a John Nash, it was Princeton that invested in his fundamental research which after years of his derivations, saw a huge adoption in modern economics and business. If John Nash had to set his thoughts in a framework of employability, who knows what would have happened with the game theory!

In a country like India where a miniscule percentage of population get the chance to have education at a primary level, is the introduction of technology really going to help that number go up? It's the other way around. The economic standard of living for majority of the population in India does not allow them to have access to these technologies, and from here we go back to that age old discussion of economic inequality. The history repeated itself, after feudalism died, it repeated as a tragedy, and now, in the era of this neo capitalism, it is repeating it again as a farce, a farce of equal opportunity.

Aligning academia with industry is on paper a great idea to bring more people on board, get them jobs, but the labor reservoir as it is called, does it allow everyone to be on board even if they are employable? Then comes the question of fundamental thinking. Bridging creativity in academia with industry demands always leads to a linear development, be it in science, applied technology or anything.

I imagine if this was the case throughout the history, and this plan took off, could we have had a Picasso? Or a Hemmingway? A Satyen Bose?

This abstract will always beg the question on how a country like India can increase the number of employable aspirants with technology given the current unequal wealth distribution, where people don't have enough to eat properly, how can they afford such luxury? Are we going into a system that is made for a particular class that represents a small percentage of this big country?

It is indeed an age of wisdom, with next level of innovations, lean supply chain, industry 4.0 and whatnot, but it will be the age of greatest foolishness if capitalism gets to another brink of collapse if it tries to take the education and academia and merge it just to make more profits, surplus that will bring nothing but another creative destruction as Schumpeter calls it, unless we can think of an alternative economic system where everyone can be provided equally and skill development doesn't hurt the creative thinking process because it is the true fundamental creativity that is rewarded, not what the industry wants or defines as creativity.

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## 13 Social Inclusion through Vocational Education and Training in Indian Education System

Dr. Anindita Basu (Chowdhury)\*, Associate Prof. of Economics, Panihati Mahavidyalaya  
Mrs. Rapti Deb, Research Scholar, Dept. of Commerce, University of Calcutta

### Abstract:

*On the basis of the background of low educational and employment outcomes, policy in India has focused on skill development through the technical and vocational education and training (TVET) sector. Vocational Education and Training increase the skills that are directly applicable in the workplace. Recently there are many vocational schools across the country which provide the students to gain valuable hands-on-experience. It makes an individual responsible and independent whereas those who study regular courses lack in the sphere. The key objective of vocational education is to develop an individual's skill in a specific field by providing him experience in that specific vocation or trade. This not only makes him or her employable, but also helps in creating opportunities for entrepreneurship. As Vocational education and training (VET) has played an important role in the provision of pathways to further learning or employment for people from*

*disadvantaged backgrounds thus we can accept this as a pathway to social inclusion. Here in this paper, we have highlighted how this social inclusion is possible through vocational Education and Training. We have also discussed here what steps should be taken to motivate this disadvantaged group so that they will be prepared to take this opportunity.*

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## **14 Role of Skill Development and Education under Resource Scarcity in Dryland areas of West Bengal**

Nilendu Chatterjee, Department of Economics, Bankim Sardar College

Dipak Kundu, Department of Commerce, Bankim Sardar College

Tonmoy Chatterjee, Department of Economics, Bhairab Ganguly College

### **Abstract:**

*The climate all around the world has been changing very rapidly posing a threat to the attainment of Sustainable Development Goals. This applies more in case of Developing Economies. The four districts of West Bengal, namely Purulia, Bankura, West Midnapore and parts of Birbhum are recognised as “Drylands” by NABARD as these districts suffer from lack of rainfall and therefore groundwater scarcity also. So, the people of these areas suffer from uncertainty of livelihood and needs frequent changes in sources of livelihood generation as agricultural base is very weak. Here we have developed a model by which we have seen that in the presence of uncertainty of livelihood generation because of harsh climate condition, role of skill development and skill acquisition become even more important but it is the decision along with capability of the individual to acquire skill that plays the major role. The lack of rainfall leads to forced groundwater depletion. Hence, groundwater depletion is very much related to skill acquisition through education. We have found a non-linear relationship between skill acquisition and sustainability of ground water stock.*

**Keywords:** Dryland Areas, Skill Acquisition, Natural Resources, Sustainable Development

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## **15 Impact of Education Policies on Women Empowerment in India**

Dr. Urmi Mukherjee, Assistant Professor, Department of Economics, St. Xavier’s College (Autonomous), Kolkata

### **Abstract:**

*Education is a panacea of all evils. It improves the self-esteem and self-confidence of human beings. In India, one of the indicators of socio-economic development is expansion of education. Since the time of independence, Government of India has introduced a number of programmes to address and tackle the problem of literacy in rural-urban India irrespective of sex. The Right to Education Act has been considered to be a turning point in the context of elementary education. This act has resulted in remarkable change in the school education, which also generated many positive impacts on girl child. Education is considered to be a landmark of women empowerment because through education the female counterpart can face and confront the challenges and take part in decision making. This actually helps them to improve their status in their families as well as in the society. At the same time through women empowerment the problem of poverty and unemployment can be eradicated.*

*In this paper, an attempt has been made to study the impact of various education policies and schemes on female education in India since independence. This paper is descriptive in nature. In this connection ‘Kanyashree Prakalpa’ introduced in West Bengal has also been taken into*

consideration as a part of upliftment of female education in West Bengal. Although 'Kanyashree Prakalpa' is not directly associated with education policy, however, it has greatly impacted the quality of female education. With the aim of expansion of female education, this programme has also been successful in reducing early marriage. School dropout cases are minimized by funding studies for the girl child and females aspiring for higher education. In fact, early marriage and school drop outs are the two major hindrances restricting the expansion of female education. 'Kanyashree Prakalpa' has played an important role to overcome these two major challenges.

**Keywords:** Female Education, women empowerment, school dropouts, education policy.

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## 16

### **Role of Start-up initiatives in setting new opportunities in the field of employment generation**

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#### **Abstract:**

*Start-ups have led to the creation of a skilled workforce. The most dependable way of fulfilling the basic needs of 'roti, kapda aur makaan', globally has been employment generation. A hangover of the pre-liberalization mentality, we as a society have forgotten to upgrade our expectations of the State of the evolving globalized economy. While our country has transitioned from socialist' ideals to globalized development ideology, we are yet to figure out whom to lay the onus of job creation. As a result, the responsibility of job creation remains a fuzzy area in our society despite the huge pool of skills and talents that the country has to offer. The government pursues the scope of higher employment figures through policies, and corporations struggle to create jobs in adverse surroundings, it is the start-up ecosystem that has emerged as a ray of hope to fulfil the employment aspirations of the society. Besides employment, start-ups have led to the creation of a skilled workforce. India's population is projected close to 1.37 billion, and in coming years it is predicted that India will surpass. Entrepreneurs are essential to the future development of the country. Cultivating the spirit of innovation along with the skills which support entrepreneurship among our young population would prove to be a mission-critical endeavour going ahead if we are to deliver on the promised troika of food, clothing, shelter through employment in the future.<sup>1</sup>*

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## 17

### **Employability Curriculum: Design and Delivery**

S.M. Sadain Raza, PhD Scholar, JNU, New Delhi

Vivek Kumar, PhD Scholar, JNU, New Delhi

#### **Abstract:**

*It is beyond doubt that education has played a very important role in the progress of human civilizations throughout the world. It plays fundamental role in the development of our society and economy. It plays a very significant role in developing equitable and just society, where it helps in economic growth, as well as in mitigating the inequality. Mentioning the importance of education,*

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<sup>1</sup> India Today Help Desk, 'Startups are paving way for mass employment' (INDIA TODAY) <https://www.indiatoday.in/education-today/jobs-and-careers/story/startups-are-paving-way-for-mass-employment-1567517-2019-07-12> accessed 21 April 2022.

*we argue that curriculum that are followed in educational institutions needs to be designed in a way that it helps in attaining the goals of educations.*

*Curriculum is a prerequisite part of the formal schooling as well as for the higher educational institutions as students are expected to learn as per the curriculum designed by the institution for the semester or year. It is this curriculum that partly or majorly determines the learning outcomes for the students. If curriculum is not updated time to time, it becomes less and less useful from the perspective of employability because the type of skills a person would acquire following that becomes obsolete as per the requirement of the job market. No matter students acquire traditional, technical, or vocational degrees, curriculum needs to be evolved time to time as per the need of the hour. In the era of technological advancement, skills that required by the market are changing rapidly which were not part of the old curriculum systems. Hence, to make the education system more responsive towards the market, it is the need of the hour to make necessary changes in the curriculum of the educational institutions so that it becomes more result oriented from the perspective of employability.*

*In the present context of India, on the one hand, there is an increase in the educational levels and enrollment rates while on the other hand, the unemployment rate among the youths is also very high. It shows that the educational attainments among the youths are not reflected on the employment side of the economy. The literature shows that this situation is not because jobs are not available in the market, or the number of jobs is reducing day by day. But it is argued that because of rapid automation in the economy, the nature of jobs has changed and this new kind of jobs require a different skill set. Because of this skill mismatch for which old and outdated curriculum is largely responsible, a large number of youths are unemployed in the present time. This mismatch can only be mitigated by addressing the required skill set and designing curriculum in such a way that it could address the necessary industry skill requirements in the near future. If we succeed in that, then our economy can successfully address the unemployment issues among the educated youths.*

*Against the above mentioned backdrop, NEP 2020 has mentioned detailed prescriptions to address the issue of skill mismatch by proposing necessary change in the curriculum and pedagogy of the educational institutions as per the market requirement. In this paper, we have tried to analyze the prescriptions of NEP 2020 to design the curriculum and its challenges that it may face during the delivery. We have also looked at the prescriptions from the critical perspective.*

## 18 Covid 19 and the Sphere of Unemployment

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Ms. Mouli Chowdhury, Assistant Professor of Economics, Institute of Business Management, Jadavpur University, Kolkata, West Bengal, Email: [c.chowdhury.mouli@gmail.com](mailto:c.chowdhury.mouli@gmail.com)

### **Abstract:**

*COVID-19 has overpowered the ability to earn a living for many people, rendering the world economy to a standstill, and bringing a myriad of social and economic changes. The situation in India is no different. According to the Ministry of Statistics and Programme Implementation, India's Industrial Production fell by 16.7% year-on-year from March 2020. It is the steepest decline since 1994. A plausible reason could be that the lockdown, which was adopted by the Government due to the outbreak of the COVID 19 pandemic, has closed many businesses either temporarily or permanently, exposing many workers to job loss. India's potential growth may have slowed down by*

over one percentage point due to the longer-than-expected disruption caused by the pandemic and a modest policy response so far. From the growth of contraction to rising unemployment and inflation, there are plenty of hurdles on India's road to recovery. Amidst all of these, the whole world of work has been profoundly affected by the global virus pandemic. It has triggered one of the worst job crises since the Great Depression. There is a real danger that the crisis will increase poverty and widen inequalities, with the impact to be felt for years to come. Countries now have to resort to any measure that can stop this job crisis from turning into a social crisis. This study intends to analyse the current labour market from the perspective of the COVID-19 pandemic, subsequent lockdown and the expected slowdown in the Indian economy. We explore situations such as what percentage of workers will be really able to earn from home and earn a livelihood and which are the vulnerable groups in the labour market that are most likely to be affected. The articles also suggest suitable policy measures to combat the turning of the job crisis into a socio-economic crisis.

**Keywords:** Covid 19, Labour market, Lockdown, Socio-economic crisis, Unemployment.

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Singh, Bhanu Pratap (2020). Impact of Covid – 19 on Rural Economy in India, *Banaras Hindu University*.

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## 19 **Upskilling Indian Youth in Light of NEP 2020: Prospects and Challenges**

Dr. Mom Mitra De, Associate Professor, Department of Education, Surendranath College for Women, 24, MG Road, Kolkata – 700009

**Abstract:**

*The driving force of any country for its economic growth and social development is the skills and knowledge that the country provides to those residing there. Unfortunately, India at present is facing a demand-supply mismatch, as the Indian economy requires more skilled labour than is available. The National Education policy 2020 has made huge changes in trying to develop the creative potential of each individual, together with cognitive capacities like critical thinking and problem solving thereby trying to bridge the gap between learning outcomes and what is required. The present paper aims to highlight the areas where the policy emphasized skill development throughout all stages of education and how the government of India has taken several steps in linking skill development programs with vocational education to improve the employability of youth. The paper also attempts to discuss the challenges encountered in the process of realizing the goals of NEP 2020 concerning skill development.*

**Keywords:** NEP2020, Skilled, Skill development, India

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## 20 **Role of Start-ups in Skill Upgradation and Employment Generation in the Indian Economy**

Dr. Dipak Kundu, Assistant Professor in Commerce, Bankim Sardar College

Dr. Surya Narayan Ray, Assistant Professor in Commerce, Dinhat College

**Abstract:**

*'India has emerged as the third largest start-up ecosystem in the world after the US and China and the pace of growth is not showing any signs of slowing down. Over the last year, India has added three unicorns every month taking the total count to 51, ahead of the UK (32) and Germany (18).'*<sup>1</sup>

*Not only in number of unicorns has the Indian ecosystem clocked impressive numbers from its initial journey in 2011, but also in the numbers of future unicorns – the gazelles and cheetahs – whose exponential pace has leapfrogged the total unicorns in India from 51 (2020-21 study) to cross the century milestone as of today (2<sup>nd</sup> May, 2022).*<sup>2</sup> *Indian start-ups have necessitated the upgradation of skills and generation of employment – for example, from generating 49,000 jobs in 2017, Indian start-ups have quickly added on jobs to the tune of 1,70,000 by 2020.*<sup>3</sup>

*But, in its hurry to achieve the 5\$ trillion-dollar mark, India with her teeming millions has a poor skill report with only a marginal improvement in employability from 45.97 % to 46.2 %. (Indian Skill Report, 2022).*<sup>4</sup> *This points to the basic fact that there is a demand-supply skill gap in India, especially in her rural hinterland which is blessed with a young demographic dividend.*

*In the landscape of the post-COVID scenario, the Indian start-up ecosystem is quickly expanding its roots in her rural hinterland and with high expectations of 1000 unicorns within 2025, the Indian start-up ecosystem holds the key in addressing the demand-supply skill gap and providing more and more employment opportunities, with the educational institutions providing skill-enhancement courses to the youth of India. This paper addresses all these facts and tries to draw relevant linkages between Indian start-ups, skill upgradation and employment opportunities and drawing up the future roadmap of India – where the dream of 5\$ economy will rest side-by-side with her teeming millions spread across the length and breadth of the country.*

**References:**

<sup>1</sup> John Sarkar (2021), India becomes third largest startup ecosystem in the world, TOI, 3 September.

<sup>2</sup> Team INC42 (2022), India's 100 Unicorn Startups – Today marks a New Milestone for India's Startup Economy, INC42, 2 May.

<sup>3</sup> StartupIndia (2021), Evolution of Startup India – Capturing the 5 year history, GOI.

<sup>4</sup> Business Today Desk (2021), India's employability improves marginally from 45.97% to 46.2% this year: India Skills Report 2022, Business Today, 9 December

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## 21 IMPLICATION OF DIGITAL LITERACY IN INDIAN LABOUR MARKET

Prof. Nibedita Mallick , Asst. Professor in Commerce , Bankim Sardar College (C.U)

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**Abstract:**

*Entrepreneurship is indispensable to accelerate the industrial growth in the 21st century. Micro, Small and Medium Enterprises (MSMEs) are acting as catalyst and soul of economic growth in India as well as in the world and considered as an important strategy for advancing the economic empowerment of women. The MSMEs plays a very significant role in terms of balanced and inclusive growth and contributes to the process of economic development, equitable distribution of national income and regional dispersal of enterprises by way of mobilization of capital and entrepreneurial skills and thus, has been recognised as engine of growth all over the world. Digital literacy and connectivity have strengthened the labour market in India. It provided a opportunity and a platform to people in rural area. This ICT based skill also helped the people of the rural areas become financially independent. Enhance innovation has helped the rural areas improve their growth prospects and policymakers support reforms beyond subsidies and sector — specific approaches.*

**Keywords:** Entrepreneurship, catalyst, economic empowerment, ICT, Digital Literacy

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## 22 Covid- 19 Pandemic and the Employment Scenario of India

Kakali Basu (Roy), Assistant Professor, Memari College

### **Abstract:**

*Development of a country largely depends on the contribution of labour market. The growth of employment continues to sluggish despite serious attempts at reform over decades. Our recent growth experience shows that there has been a shift towards higher capital intensity and greater use of skilled labour. As a result unemployment among unskilled labour and semi-skilled labour has been steadily on rise. There is evidence of aggregate employment declining in absolute term between 2011-12 and 2018-19. Different employment stimulating programmes were running to solve this major problem of our economy. And then came the COVID 19 pandemic with its effect. It completely retarded the labour market activities. Due to complete lockdown India witnessed migration on a large scale. Lack of social protection, lack of means to earn income, risk of losing jobs etc made the labour market unstable. Both organized and unorganized sectors were badly affected. During lockdown unemployment became the most serious concern of Indian Economy. The objective of this paper is to review the extent of the influence of COVID 19 pandemic on the scenario of Indian employment.*

**Key Words:** COVID 19 pandemic, rate of growth of employment, organized sector, casual labour

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## 23 An Inquiry into the Rural-Urban Digital Demarcation in the Post Covid Era

Antardeepan Roy Chowdhury, Email: antardiepan@gmail.com

### **Abstract:**

*India is recognized as one of the youngest nations in the world with over 50% of the population under 30 years. It is estimated that by about 2025, India will have the 25% of the total global workforce. This demographic dividend is supposed to form the basis of economic growth for the next four decades; however without adequate skill development and education this dividend cannot be efficiently utilized. The Indian government's 'Make in India' campaign and the accelerated growth in the economy has highlighted the demand for skilled manpower in the country. For this purpose the central government had introduced the, 'New Education Policy' and numerous states have come up with their own education policy to improve the skill development at the state level. Skills and comprehension are the operating intensity of economic growth and social development for any country. Countries with elevated and superior levels of skills adjust more effectively to the provocation and golden opportunities of world of work. Globalization, knowledge and competition have intensified the need for highly skilled workforce in both the developing and developed nations as it enables them to accelerate their growth rate towards higher trajectory.*

*This paper will throw light on various challenges, as India moves progressively bridging the digital gap between rural and urban. To improve the condition investment needs to be made in improving both infrastructure and development of educational facilities. Additional manpower has to be recruited to improve the deliverance of education and improvement of skill development focused in the rural areas. Due to the majority of the population in rural areas being engaged in agriculture the level of education has remained poor which has led to poverty, without adequate skill development the demographic dividend of the nation cannot be properly utilized. The skill*

*development of rural areas should be implemented however not before creating the proper infrastructure ensuring efficiency and distribution of the benefits of skill improvement education.*

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## **24 Universal Access To Quality Education: Reality Check!**

Diya Banerjee

### **Abstract:**

*Education Policy as a social mechanism is designed to bring about certain skills and attitudes that are judged to be useful and desirable for the greater society. Education is a process of acquiring skills and knowledge for the development of the physical and mental abilities of the people to enhance their personalities for the development of mankind. Therefore, from the dawn of civilization we find every state, customized and formulated their education policy in synchronization with the major interest of the nation. Since the Indian Independence, any perceptive observer wouldn't fail to notice, the endeavors of the newly formed Indian Government to provide all of its citizens the opportunities to avail high quality education. Due to this, for the past few decades the rapid changes in the knowledge landscape ought to affect the Education Policies being framed in the nation. During current situations, the sector of educational policy making has to consider several effecting and affecting factors, like, employment pattern and global ecosystem, the reflection of this consideration can be clearly seen in the present proposed education policy which aims at ensuring equitable access, to the highest quality education for all learners irrespective of their social and economic background. The proposed National Education Policy lays particular emphasis on the development of the creative potential of each individual, resulting to, the development of fundamental skill besides cognitive skills. Proposed Educational Policy assumes education as a great leveler and is the best tool for achieving economic and social mobility.*

*Along with this we have to remember, since the rise of nation state politics permeates every aspect of human endeavors. Politics is found to operate at all levels of social engagement. Here we witness a symbiotic relationship between politics and education. The ways in which the educational system is planned, organized, and administered are intrinsically linked to politics, just as contemporary politics is linked and influenced by the contributing factors of market, capital, and corporate sectors. In this case, National Education policy is compelled to fulfill the needs and requirements of market economy. The dilemma is revealed when one seeks to equate, the claims of the National Education Policy 2020 to propagate best quality education to all, with its practical effects on the actual Indian Society, as to how far the opportunity is accessible.*

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## **25 COVID-19, Higher Education and Digital divide in India: A descriptive analysis**

Sumon Roy, Assistant Professor, Department of Economics, Siliguri College

### **Abstract:**

*The world-wide impact of the disruption due to temporary cessation of face-to-face activities is very much variable and depends, on the ability to remain active in their academic activities and, on their financial sustainability of the higher education institutions. The covid-19 pandemic accompany in a persistent need to improve the digital literacy of students, teachers and parents. Having students of all levels studying, submitting homework and videoconferencing with teachers and classmates online has amplified awareness of the need for safe communications. The pandemic has created a unique and often surprising, challenge to our day-to-day life and work. But we have to keep up the momentum, even if we have to sometimes adjust our expectations. The education system, globally have reacted uniformly by continuing teaching without face-to-face interaction. As the classes suspended temporarily, reformulation of public policy will be inevitable for continuity of academic*

activity to assist students, teachers and educational institutions and the education sector as a whole. Most HEIs have chosen to continue regular courses using virtual platforms. However, there is a huge difference between HEIs that have own capacities both technological and experienced teachers and those that do not. It is well known that there is a direct positive correlation between loss of learning and future unemployment rate and welfare loss. So the learning losses may have negative impact on the future well-being of the children leading to less opportunity to higher education, higher unemployment, and underemployment and lower earning capabilities in future. Ultimately it will affect the growth of national income and development of a nation. The short-term impacts of the crisis on educations are easily recognized, but its long-term impact is hard to predict. Government (public) educational institutions will reopen in full economic recession and cuts in public budget in education are expected, like 2008 financial crisis. It is very possible to anticipate that the crisis will lead to definitive closures of some private institutions. This paper tries to draw attention the immediate impacts of the covid-19 pandemic on the higher education sector, for all the stakeholders. This paper has also tried to review some of the steps taken by the governments and higher educational institutions to continue the teaching-learning process during the pandemic. This paper discusses some observations and policy recommendations before the restart of normal mode of education and also highlights the importance of preparations for the 'new-normal' of education sector.

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## 26

### **Labour market transformations in the era of the fourth industrial revolution: A comparative analysis of General-purpose technology (GPT) vs the Specific-purpose technology (SPT)**

Sushobhan Mahata, Department of Economics, University of Calcutta, Kolkata      Ranjanendra Narayan Nag, Department of Economics, St. Xavier's College (Autonomous), Kolkata  
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#### **Abstract:**

*Given the nature of the fourth industrial revolution, which has a substantive reliance on automation based on artificial intelligence (AI) technology, in future, the skill endowment of a nation will play a crucial role in the distribution of its possible productivity gains. On the other hand, there are fears of job losses and monopsonization of the labour market due to automation. The net effect on employment will depend on the path and speed of labour market transformations to match the changing nature of the production of goods and services. Against this backdrop, the paper attempts to analytically explore the possible future consequences of production automation on a few main aspects of labour market transformations, namely, (i) skill formation and skill heterogeneity, (ii) emergence of the new informal labour and (iii) degree of digital slipover and wage disparity. In so doing, we build a "multi-sector multi-factor general equilibrium model" for a distortion ridden developing economy. The dual nature of automation has been compared in terms of General-purpose technology (GPT) and specific-purpose technology (SPT). The former has positive externalities that spill over to other sectors of the economy while the latter has industry-specific effects. Sectors which use AI induced automation are classified as the "AI exposed sectors" or "sectors on the air" and sectors which are dependent heavily on physical infrastructure and non-AI technology of production are classified as the "traditional sectors" or "sectors on the land". Finally, the role of public skill development institutes has been analyzed which can capitalize on the benefits of automation only if it is accompanied by sustainable high-skill formation rather than low-skill training which would otherwise lead to the emergence of a new form of informal labour.*

**Keywords:** Automation, skill development, wage inequality, general equilibrium.

**JEL classification codes:** D50, J24, O33

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## 27 **IMPACT OF THE COVID-19 PANDEMIC ON SOCIO-ECONOMIC ENVIRONMENT AND EDUCATION SYSTEM IN INDIA**

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### **Abstract:**

*In the present scenario, an inquiry towards the need for global protection and propose a way for an integrated way of life has become incumbent upon the human community as well as the philosophical community at large. Although scientific researches related to COVID-19 pandemic are still being conducted globally out of utter concern for the existence of every living being on earth, it proves to be inadequate till date. Presently, every rational being on earth is eagerly awaiting the discovery of such an indispensable medicine or vaccine that would prevent us completely from different variants of this deadly virus and lead us towards a normal life. Since, this pandemic has already caused unparalleled damage to the Mother Earth and hence perturbed the communion between man and nature. There is actually or specifically no such particular sector that has not been affected; the whole ecosystem is still undergoing adversity due to this deadly pandemic. The fundamental spheres of human life, such as the social, economic, domestic, educational sectors are all in jeopardy. However, this paper will be restricted within the domain of covid-19-affected national education system in India and will touch upon the challenges regarding online digital education system, possible demerits and merits of digital learning and other related issues. In this connection, reflecting upon the efficacy and applicability of Gandhian philosophy would be relevant.*

**Keywords:** Economy, Mahatma Gandhi, Online Education, Pandemic, Skill development

## 28 **Sustainable Development, Labour Market Transition and Human Capital Formation in a Developing Economy: A Dynamic Growth-Theoretic Analysis**

Shouryo Basu, Department of Economics, St. Xavier's University, Kolkata

Chandralekha Mukherjee, Department of Economics, St. Xavier's University, Kolkata

### **Abstract:**

*The educational achievement of society, conventionally referred to as human capital formation plays an important role in economic growth, however, the internal trade-offs and the precise mechanisms remain ambiguous. The question that remains is whether innovation can lower income disparity and hence if at all there exists some optimal level of innovation given the pre-existing distortions in a developing economy. The present paper attempts to offer an analytical structure by expanding the basic Mankiw, Romer and Weil (1992) model toward an understanding of the role of human capital formation and industry-specific skill development in terms of a macroeconomic dynamic growth model. The paper explores how human capital can affect various socio-economic variables and economic growth. We analyse the effect of a rise in expenditure share on human capital, a rise in the ratio of non-industry to industry-specific human capital and human capital depreciation. The majority of the analysis so far has focused on a common version of human*

capital, however, we bifurcate human capital into industry-specific human capital and non-industry human capital. We extend our analysis in terms of a stochastic model to establish a non-linear relationship between education and income disparity which is an important aspect of sustainability. We have also highlighted the role of education in some other socio-economic aspects. Finally, we analyse the role of public policy in terms of targeted and untargeted research and development subsidies. The results of the paper reflect the internal contradictions of a less developed economy which provide some condition that leads to the determination of the dynamic stability (instability) of the time path of skill acquisition.

**Keywords:** Innovation, Brain-Drain, Human Capital, General Equilibrium.

**JEL Classification Code:** D50, O15, O30

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# 29

## **Child Labour and Education in a Developing Economy: A policy analysis**

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(Late) Sarbajit Chaudhuri\*

Jayanta Kumar Dwivedi, Department of Economics, Brahmananda Keshab Chandra College, Kolkata, India

Dibyendu Banerjee, Department of Economics, Serampore College, West Bengal, India

\* Professor Sarbajit Chaudhuri was involved in this research, however, a few months before he left the physical world due to (non-Covid) lung infection on 25th April 2021. The rest of the authors (R. K. Khan, J. K. Dwivedi and D. Banerjee) remember Prof. S. Chaudhuri with great fondness and love.

### **Abstract:**

*There was a historical prevalence of the problem of child labour all over the world especially in developing economies and it still exists on a large scale in Sub-Saharan Africa, Central and Southern Asia, Northern Africa and Western Asia. Besides this, the pandemic results in an acute rise in poverty that intensifies the risk of child labour. In many scholarly works, abject poverty and lack of educational facilities are often cited as the primary factors responsible for the incidence of child labour in developing nations. The traditional wisdom recommends a hike in educational opportunities to eradicate the problem of child labour. Given this backdrop, this paper explores how the alternative policies to promote children's education by the government can result in a counterproductive result in reducing child labour in the presence of a privatized education sector in a developing economy. The families/households decide the children's time distribution between education/schooling and wage-earning activities as child labour by intertemporal utility maximization. From the household optimization exercise, the total demand for education services has been derived. A micro-theoretic general equilibrium model has been constructed for a distortion ridden developing economy. A diagrammatic representation of the demand and supply curve for education services is provided to explain the simultaneous determination of the price of education services and the incidence of child labour. Two government policies to combat the problem of child labour have been analysed. First, the traditional policy of education subsidy per unit cost of education to the household has been considered. Second, the government policy to support the infrastructure development of the private education sector in the form of capital subsidy has been analysed where it can be argued that the capital subsidy to the education sector can lower the cost of education which incentivizes households to put their children in schools rather than the wage-earning activities as child labour. This paper shows that initially, education subsidy lowers the cost of education but ultimately it may fail to address the problem of child labour. Similarly, capital subsidy as a policy measure to lower the incidence of child labour may not be effective and*

*in fact, it may aggravate it. Finally, it is shown how the characteristics of a developing economy play an important role in determining this kind of counterproductive result.*

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## 30 **Cash Transfers and Demand Oriented Skill Acquisition: A Theoretical Framework**

Nilavo Roy

### **Abstract:**

*The need for skill formation has assumed greater significance for developing countries like India with the progress of economic liberalization, which are typically scarce in skilled labour. The National Skill Development Mission, a Government of India initiative, thus aims to rapidly scale up skill development efforts while budging from the conventional supply driven strategies for skill development towards a more demand-oriented strategy for skill acquisition, which in fact is a move from a system of funding training institutes to funding the candidates. Cash transfers as a form of social assistance can be used as an interesting intervention to fund candidates from socially disadvantaged backgrounds though a stipend paid to each trainee coupled with a fee subsidization offered to the institutes. This paper purports to present a theoretical framework employing a three-sector general equilibrium model to capture such unconventional form of government intervention. The impact of cash transfer both in the form of stipend and fee subsidization on skill formation has been examined with respective conditionalities imposed for the redistributive programmes of two different kinds. The relative factor intensities of the sectors under consideration hold key to examination of consistency of the transfer policies with the objective of skill formation.*

**JEL Classifications:** I38, J24, J32

**Keywords:** Skill formation, cash transfer, skilled labour, unskilled labour

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## 31 **Significance of skill development and curriculum reformation in formal UG and PG courses in India**

Atendriya Dana, M.Phil. First Year, Department of International Relations, Jadavpur University

Email: atendriya.dana@gmail.com

### **Abstract:**

*In terms of higher education, India ranks third, after only China and the United States. It has been 75 years since independence, and formal education in the 21<sup>st</sup> century is not keeping up with industrial demands. Premier institutes continue to educate in the conventional manner, with the teacher giving lectures and students taking notes. Due to a lack of a student-centered approach and skill development curriculum, students enrolled in formal courses are falling behind. Favorable semester grades cannot provide good prospects to students, and a lack of self-assessment techniques limits the opportunity for students' growth. Because of their efficiency, technical students are being given opportunities in non-technical sectors. Employers prefer competent labour over intellectuals for operations, management, backend work, and other positions in the organization. Every year, the observation gap caused by a lack of ground reality produces a slew of intellectual idiots. In order to effect change in the curriculum, the inclusion of skill development programmes, field engagements, and soft skills of technological tools is critical. The fundamental component for improving pupils' empirical observation skills is skill development and self-awareness. A well-designed curriculum and the use of an industry-focused approach may readily provide formal UG and PG students with greater career chances. Internships, field trips, workshops, community immersions, and boot camps may all help students realize their full potential.*

**Keywords:** skill development curriculum, community immersion, boot camps, student' growth

# 32 THE PUZZLES AND CONTRACTIONS OF THE POST - COVID LABOUR MARKET IN INDIA

Anwasha Banerjee, M.Phil First Year, Department of International Relations, Jadavpur University  
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## **Abstract:**

*One of the biggest economic fallout of the pandemic has been the deteriorating labour market conditions. A weak labour market has been the Achilles's heel of our country for decades. The fact that labour in India, in the context of the COVID-19 pandemic, has been trapped in an unprecedented crisis, in living memory, is widely acknowledged. The crisis in the world of work in India, to a great extent, is rooted in the neoliberal policy regime of the last three decades, in particular the extremely ill-conceived disruptions due to demonetisation and GST and the utter mismanagement subsequently. Despite strong economic growth of CAGR 7.0 percent between 2003-04 and 2017-18, the total employment growth remained low and grew at a CAGR of 5.0 percent. The pandemic further accentuated the labour market situation. The outbreak of the worldwide COVID-19 pandemic at the start of 2020 prompted almost all governments around the world to implement restrictive measures, with social distancing playing a key role. In the years ahead when the health crisis subsides and the economy witnesses a rebound, the healing of the labour market may take some more time. This is because the impact of a recovery on this market is always felt with a lag. Given the ebb and flow of the pandemic, the growth recovery is likely to be fragmented and will weigh on the number and types of jobs available. For instance, the recovery of a few sectors, such as contact-intensive services, which are labour intensive and employs low-to-semi-skilled workers, is likely to be gradual. Besides, intermittent mobility restrictions are likely to disrupt the logistics and supply chain, thereby prompting restructuring of investments and digitisation. These factors are likely to result in structural shifts redefining the nature of work that will exist and the people required to do those jobs. India faces the daunting challenge of creating jobs that are broad-based (for youth as well as across sectors). Due to the pandemic, several children have fallen out of the education grid during school closures. While learning losses might be a short-term challenge, this disruption may have a long-term impact on students' aspirations and result in a hysterical effect on education. At the same time, adopting a labour-intensive path to absorb India's massive low-skilled population will be difficult given the increased adoption of labour-saving technologies by businesses during the pandemic. The world on the other side of the pandemic will demand more efficiency and knowledge-intensive skills, further skewing opportunities between the haves and have nots. India has been experiencing a rise in the role of technology, climate change, urbanization, demographic shifts and the globalisation of values. As a result there is the need for increasing human capital investments to foster growth. India has been aware of the fact that the youth come out of the education system lacking critical, technical and soft skills and therefore the Government of India to develop a skilled workforce, has set an ambitious target of skilling 500 million workers by the end of this year. Recognising the value of skill development is a requisite for the present status of Indian labour market.*

**Keywords:** Labour, growth, employment, skill, opportunity

# 33

## **Skill in Indian Labour Market: Current trends and Estimating Future Gaps**

Sanjukta De, Research Scholar, Department of Economics, University of Burdwan, West Bengal, India

### **Abstract:**

*Countries with higher proportion of working age population can achieve higher growth rate if this labourforce is employed optimally and productively. India is going through this stage of demographic transition but recent macroeconomic trend does not indicate that India is reaping any demographic dividend. Large mass of manpower are not engaged productively and both unemployment and underemployment are increasing. Mismatch between labour demand and labour supply both in terms of quantity and quality is observed. In this context this paper tries to forecast future labour market situation in India across different industries, occupations and skill groups. Results indicate surplus labour for lower skill categories and shortages for higher skill categories in the near future. The new economy is expected to be more dependent on machines and skilled workers conversant with them. With the fourth industrial revolution looming large, demand for skilled professionals would increase further, while huge surplus of low skilled labour force released by the primary sectors would coexist. Twin strategy of targeted employment expansion programs and up-skilling labourforce to fit the demands of new economy is called for. Otherwise, a demographic disaster would explode at our face.*

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# 34

## **Female Education, FDI-Led Growth and Gender-Based Wage Disparity In A Developing Economy: A Theoretical Analysis**

Ananya Bhattacharyya, 4<sup>TH</sup> SEMESTER, Gokhale Memorial Girl's College, University of Calcutta, Kolkata, [ananyabhattachar21@gmail.com](mailto:ananyabhattachar21@gmail.com)

Kasturi Ghosh, 4<sup>TH</sup> SEMESTER, Gokhale Memorial Girl's College, University of Calcutta, Kolkata, [gkasturi237@gmail.com](mailto:gkasturi237@gmail.com)

### **Abstract:**

*The paper attempts to analyse the effectiveness of targeted education subsidy and FDI-led growth on female schooling (skill acquisition), and female labour force participation. In so doing, we derive female child's optimal time allocation in schooling and unskilled wage-earning activities from the household's optimization of the intertemporal utility function. Three different cases pertaining to time allocation are obtained which crucially hinges on the level of education subsidy. A three-sector competitive general equilibrium model is developed to analyse the effect of targeted FDI to skilled female labour-intensive sector on gender-based wage disparity and female schooling. It was obtained that FDI-led growth, or an education subsidy may not produce a gender-inclusive outcome due to the presence of gender-based wage disparity and varying levels of subsidies.*

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# 35

## **A Comparative Analysis of Public Aid to Innovation Vs Industry-Specific Skill**

### **Development: Human capital, Brain drains and Income distribution**

Anusil Das, Department of Economics, Jadavpur University, Kolkata, E-mail: [dasanusil19@gmail.com](mailto:dasanusil19@gmail.com)

Arka Datta, Department of Chemical Engineering, Heritage Institute of Technology, Kolkata

### **Abstract:**

*There exist quite different approaches to the study of economic development, representing two alternative visions of the development process. One vision puts human capital accumulation at the heart of the process, the other innovation. On one hand, Schumpeterian approach stresses that new*

*innovations do not get implemented instantaneously and they diffuse gradually, through a process of research and development which augments the productivity of existing capital stock. On the other hand, Lucas (1988) emphasizes on industry specific skill formation may have some positive immediate benefits in terms of human capital development. Against this backdrop, this paper attempts to make a comparative analysis of public aid to innovation versus industry specific skill formation. In show doing, we develop a  $4 \times 4$  hybrid general equilibrium model with a Ricardian flavour for a small open less developed economy. We investigate the question such as: (I) should government's emphasize research and development (R&D) or industry specific skill development, (II) how does the choice of innovation versus skill development affect brain-drain, human capital formation and income distribution. These questions gain substance when addressed in the context of general equilibrium model with endogenous brain drain and skill acquisition and technical innovation. We model innovation as an outcome of research and development (R&D sector) which augments the productive efficiency of existing stock of capital, while the output of skill training institute increases the endowment of the stock of industry specific skilled labour. The results of our paper reflect a possible short run tradeoff between the two. The effect on brain drains and wage inequality crucially hinges on the capital intensity of the R&D sector vis-à-vis the skill development sector.*

**Keywords:** Innovation, Brain-Drain, Human Capital, General Equilibrium.

**JEL Classification Code:** D50, O15, O30

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## 36 Skill Development Education and Generating Employment: A Study in Indian Context

Soumyadip Mondal, B.Com Sem-VI (accounting & Finance Hons.), Vidyanagar College

Prasanta Kumar Porey, B.Com Sem-VI (accounting & Finance Hons.), Vidyanagar College

Gourab Das, Assistant Professor, Department of Commerce, Vidyanagar College

### **Abstract:**

*Knowledge is one of the more important parts of getting employment. In the era of globalization only traditional education is not sufficient to make one employable. Both skill and knowledge act as a driven force for economic growth & employment generation in the present situation. India has a large number of young workforces and proper skill development education enhances the employability among them. In post covid situation unemployment is one of main problem in Indian economy. Proper vocational education or skill development programme can make those people employable and it will lead economic growth as well. It has been shown that the employment generation is much more in skill based service sector than other sector in Indian economy last couple of years. This paper focused the importance of skill development for generating employment in Indian economy in different sectors and the problems & challenges for the same.*

**Keywords:** skill development, employment, economy, knowledge

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## 37 Application of Information and Communication Technology and its Relation with Urbanisation in India

Mahananda Kanjilal, Associate Professor of Economics, Jogesh Chandra Chaudhuri College, Kolkata

### **Abstract:**

In economic sense, urbanization is a process of transformation of rural economy to modern economy. It is measured by the increase in urban population to total population. In India, urbanization is increasing over the last hundred years. In 1911, urbanization in India was 10.29%

which reached to 31.16% in 2011. In 2018, urban population of India was 460.78 million or 34% of total population. The rate of growth of urbanization depends on economic growth of the country in many respects. In the present world, economic growth of an economy is highly dependent on the growth of Information and Communication technology (ICT). The growth of this sector in India is significant in last two decades. The Indian Information Technology (IT) industry also has created an important place in the global IT market. The objective of this paper is to search a relationship between urbanization, development of the ICT sector in India. The proposed work is empirical in nature. Secondary sources of data are used. The data of urbanization of India has been analysed for census years from 1951 to 2011. The data on Information and communication technology has been taken for the period 2014-15. The data has been collected from Internet and Mobile Association of India, Telecom Regulatory Authority of India, Cellular Operations Association of India and District Information System of Education. For analyzing the development of ICT sector in India the variables taken are e- infrastructure, telephone density per 100 persons, mobile subscribers per 100 persons, mobile subscribers with internet, schools with computers and e participation. Hypothetically growth of urbanization is expected to develop the ICT sector. From the analysis it comes out that, apart from some exceptions the relatively economically developed and urbanised states of India are found to have developed ICT sector. Whereas in relatively less urbanised states the development of ICT sectors are not up to the mark.

**Keywords:** ICT, urbanization, IT, e- transactions, growth

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## 38 National Education Policy 2020 and the development of a 'self' reliant skilled Indian Youth: Deciphering the meandering Journey.

Pallama Ghosh, Pursuing PhD from the Department of International Relations, Jadavpur University, Kolkata [pallamaghosh@gmail.com](mailto:pallamaghosh@gmail.com)

### **Abstract :**

*The 'information age' is marked by the advent of the post- industrial phase that we all have ventured into. An age which is no more a humanist phase but that of a post-humanist phase. The advancement of the age with the advent of Information and communication technology and artificial intelligence demand for a paradigm shift as far as the modus operandi and the curriculum of our Education System. The machine-man interface can only be resorted by the proper implementation of the infrastructure-academia interaction. Such initiatives are visible in our New Education Policy, 2020 which emphasised the initiative to develop a skilled youth who are just not potential skilled employees but also skilled employment generators for a self -reliant economic model of development of the Indian youth. The initiative envisioned to restructure the present model of Education to a more Skill focused mode of pedagogy focusing not only on the education that reflects skilled expertise but jobs which are skill based for a potential generation of self- reliant skilled individuals. The present initiative as well harp on to the logics of the Sustainable Development goals for ensuring the inclusive and equitable quality education and promoting lifelong learning prospects for all by 2030. This paper will try to retrospect into the logic how the New Education Policy,2020 introduced a paradigm shift from the existing model of education to a more skill focused model of education. The areas on which the policy will development as far as the skill development of the youth are concerned. The futuristic prospects of the policy as far as the development of Atmanirbhar Bharat or Vocal for local such objectives are concerned.*

**Keywords:** New Education Policy, Skill focus, Self reliant, Indian Youth, Sustainable Development.

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### Abstract:

*The viral transmission from SARS-CoV-2 has severely affected millions across the world and led to a drastic loss of lives. The World Health Organization (WHO) has announced the novel coronavirus (COVID-19) as pandemic on March 12, 2020. The pandemic has exposed a huge percentage of world population to extreme poverty. Along with that, the pandemic has hugely impacted all levels of education system as well. India is no exception to that. Since 2020, E-learning or online education has been emerging as an alternative to the traditional classroom education. Although the Government of India is promoting learning through various digital platforms but government reports have revealed that this shift has created a learning loss among students, indicating imparting digital education or digital divide, necessitated by the pandemic. A Union Government report has revealed that total enrolment in higher education has been around 38.5 million with the female constituting 49% of the total enrolment. It has been found that Gross Enrolment Ratio (GER) in higher education in India is 27.1%, which is calculated for 18-23 years of age group. Distance enrolment constitutes about 11.1% of the total enrolment in higher education, of which 44.5% are female students. In recent years, with more students enrolling for distance education, emerging technologies are becoming widely being used in universities and institutions around the nation to cater the blended mode of education. For competitive job markets in recent times it has become essential for candidates to develop skills to intensify their productiveness and ensure their employability. Open and distance educational institutions have been emphasizing on technical and vocational learnings lately in order to cater the requirements of the industry. In this paper, we have mainly tried to evaluate the recent trends in regular as well as distance mode of higher education on the basis of primary as well as secondary datasets and government reports. To support our study we have surveyed 300 students (150 from regular courses and 150 from distance courses) and tried to find if there is any significant difference in their final year exam results. Further, we aimed at drawing policy recommendations on the basis of our findings.*

**Key Words:** Higher Education, Regular Mode, Distance Education, Learning Loss, Digital Divide, Skill Development

**JEL Classification:** I23, I24

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### Analysis

Tonmoy Chatterjee, Department of Economics, Bhairab Ganguly College

Nilendu Chatterjee, Department of Economics, Bankim Sardar College

### Abstract:

*This paper augments the existing literature on international trade and skill formation by exploring the effects of terms of trade changes in the context of a three good general equilibrium model, where one of the goods is a non-traded good. We have made a real- world survey of two industries by which we have seen how skill development plays an important part in various stages of employment. From the perspectives of theory, we find that under quasi-linear preferences the effect of the terms of trade on skill formation in the first generation depends critically on the pattern of either substitutability or complementarity in the excess demand functions between the export good and the non-traded good. We extend the analysis to the case of homothetic preferences and find that the basic result is somewhat modified in a context where the marginal utility of income is affected by the terms of trade. We further extend the analysis to the case where factors move freely between the said three goods within a H- O-S type framework. Finally, from the perspective of policymaking we have shown that a balanced budget policy of taxing the skill-education of second generation skilled workers and subsidizing to the skill-education of first generation or unskilled workers must raise the number of skilled workers without affecting aggregate welfare of the representative economy.*

**Keywords:** Skilled worker, terms of trade, non-traded good and general equilibrium

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## 41 Relevance of the Twin-Model of Higher Education and Skill Development in Post-Pandemic Global Market

Dr. Indrila Guha, Principal, Basanti Devi College

Dr. Ananya Mitra Assistant Professor, HoD, Department of Sanskrit, Basanti Devi College; Email: [ananyaonly@gmail.com](mailto:ananyaonly@gmail.com) (corresponding author and presenter)

Dr. Aditi Sarkar, Associate Professor, Department of Education, Basanti Devi College

Smt. Ankhi Sen Sanyal, Assistant Professor and HoD, Department of Political Science and Department of Human Rights, Basanti Devi College

### **Abstract:**

*At present, the 1986 National Policy on Education is being replaced by the National Education Policy 2020 (NEP 2020). This NEP 2020 is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. Since 2015, in the curriculum of CBCS (Choice-based Credit System), both in under-graduate and post-graduate level, the bridge has been mended. There are two and one SEC(s) (Skill Enhancement Course) in the three-year and two-year academic programme(s) of U.G. and P.G. courses respectively. Not only in accordance to this proposed blue-print of Higher Studies by NEP 2020 but also following the long history of Vocational Training for skill development since Independence, we consider the twin-model of Higher Education and the Skill Development objectives can do wonder in post-pandemic global market.*

*This paper investigates the correlation between Higher Education and Skill Development in the context of Indian academic scenario and is focused on to understand that how and to what extent Covid-19 has affected the trends of global market, in order to pursue the inquiry of why skill-empowered higher education is required to cope with the dynamics of global market in post-Covid era. The team mostly relies on secondary and tertiary data to carry out this research on “Higher Education and Skill Development in the Post-Covid scenario”.*

*In the post-Covid era, the global market has taken a giant leap from ‘Digitization’ to Digitalization’. A few were raised a question regarding the feasibility of this digital imposition; they even coined a term like ‘digital divide’ which is another demarcation of ‘haves and have-nots’ in our country, India with HDI ranking of 131 (2021). Who cares! The employability criteria demand the skill of digital competence and we need to satisfy the demand of the global market (and local also, only if that could survive).*

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## 42 Re-imagining Vocational Education and Skill-building in the Context of NEP 2020

Dr. Ajit Mondal, Assistant Professor, Department of Education, West Bengal State University, Kolkata-700126, E-mail: [mondalajit.edn@gmail.com](mailto:mondalajit.edn@gmail.com)

### **Abstract:**

*Knowledge and skill are the driving force for economic growth and social development of any nation in the 21<sup>st</sup> Century. Today’s education system needs not just to educate youth but bequeath them with relevant skills. The traditional system of human resource development requires newer orientation so that it can prepare youth with desired levels of skills and competencies to harmonise education with gainful employment across the globe. It requires a shift from conventional*

*educational system to skill-based qualification system. The Sustainable Development Goal 4 also aims at ensuring inclusive and equitable quality education where relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship have also been attached markedly. Numerous efforts have been made to the success of vocational education in India since independence, but success has been very lukewarm. Like earlier policies, the new National Education Policy 2020 has also given greater importance to vocationalization of education. Vocational orientation to education right from school level to higher education as envisaged in the New Education Policy 2020 is need of the hour in the context of boosting the employability skills and shaping socio-economic landscape in India. It is in this context, an attempt has been made here to decode the policy reforms in the area of vocationalization of Indian education embedded the NEP 2020. This paper also attempts to peep into the challenges to vocationalizing of Indian education in the context of the provisions envisioned in the NEP 2020. Lastly, it attaches a focus on some pathways of vocationalizing education for skill development in generating employability and strengthening industry-academia interface.*

**Keywords:** Vocational Education, Knowledge, Skills, Employability, Employment, Development

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## 43 **A Comparative analysis of gender gap in India vis-à-vis Developing and the less-developing Countries.**

Ahana Mitra LORETO COLLEGE, Ankita Pal, LORETO COLLEGE

Aradhana Saha, LORETO COLLEGE, Arhitha Mukhopadhyay, LORETO COLLEGE

Mainak Bhattacharjee

### **Abstract:**

*A gender gap is a relative disparity between people of different genders. Various institutional factors across communities, especially in India, have oppressed women in the name of traditions, customs and beliefs. This paper attempts to analyse India's dynamics in Gender gap relative to the developing and the less-developed nations over the period 2000-2020. Besides the paper develops a simple general equilibrium model drawing upon **Jones(1965, 1971)** to illuminate on the causation of gender disparity (more precisely the wage disparities between males and females) in the light of demographic and social-sanitary factors (including health and various societal customs, traditions and beliefs).*

**Keywords:** Gender Disparity, Gender Gap Index, Demography, General Equilibrium, Developing and Less Developing Nations

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## 44 **Emerging Skill Requirements in Post Pandemic Workplace**

Adarsha Chattopadhyay, Economics Hons - Semester 6 Student, The Heritage College, Kolkata

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### **Abstract:**

*Workplace changes due to changes in forces of production and concomitant changes in the relations of production. This has remained a historical truth all along that workplace changes whenever there are changes in technology. The outbreak industrial revolution, the advent of information and communication technology and off late the creeping in of Industry A4 - all of them produces significant changes in workplaces thus requiring employees to acquire new skills so as to become employable and remain employable.*

*In recent times however new skill requirements are emerging but this time for a different reason all together and that is COVID 19 pandemic and the resultant lock down.*

*During this phase both for the employers and their employees there has been a new revelation. Both recognized the benefits of working remotely from their home. It is hypothesized and appreciated and asserted that productivity would remain the same if not more if employees are allowed to work from home. Thus now when the pandemic is over and unlocking is also complete, back to the pre-lockdown office set up is not taking place. It is an undeniable reality that workplaces in the post pandemic scenario is not the same again as it was before the pandemic. This does not mean that traditional offices have disappeared completely, but the reality is that some sort of hybrid work model is likely to dominate in the future. This paper would discuss the nature and composition of such hybrid work model, its implication on the “new normal” working conditions and the emerging skill requirements under such “new normal.”*

**Keywords:** new normal, hybrid work model, future of jobs, jobs for the future

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## 45 SWAMI VIVEKANANDA'S PHILOSOPHICAL THOUGHT OF MAN MAKING EDUCATION AND ITS IMPORTANCE IN TODAY'S EDUCATIONAL SYSTEM

BASUDEB HALDER, Assistant Professor, Department of Philosophy, Surendranath College for Women

### **Abstract:**

*In Present scenario, the frustration of unemployment is an obstacle to social development, skill enhancing education has especially important role for holistic development of individuals, which leading to societal development. Skill development education can be imbibed and improved the ability through practice. Skill development education also leads to improve academic, emotional, physical and social outcomes for individuals. Hence skill development education are now very important and most effective in present time on India.*

*Among all educationist in the 19<sup>th</sup> century, Swami Vivekananda was the most influential and renowned theorist, educationist and reformer of India with his idea and philosophy of education which is based on moral and spiritual. Morality and spirituality have important role to make person's character. Vivekananda had foreseen the emergence of various social evils due to imperfect education system in India. Modern India has put tremendous emphasis on the scientific and mechanical ways of life which is fast reducing man to the status of a machine. Moral and Spiritual values are being diluted and the fundamental principles of civilization are being disregarded. According to Swami Vivekananda perfect education system can be producing genuine human being, to be producing a civilized society and it also possible through self effort, self realization and proper training. In Indian context, Vivekananda considered Indian religion and Western science-based education equally important for the education system. Indian religion will promote morality and spiritual values, and western science-based education will help to increase skills, which is encouraging to overall societal development. This paper aims to explore Swami Vivekananda's philosophy of education. It tries to analyze the relevance of his educational ideas and three tenets of Swami Vivekananda's philosophy of education, viz., Manifestation of oneself, character building and man making; and philosophy in the light of the twenty first century education system in modern life.*

**Keywords:** Vivekananda's philosophy of Education, Man Making Education, Moral value, Spiritual Value

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## 46 NEED FOR VOCATIONAL TRAINING AND SKILL DEVELOPMENT FOR WOMEN EMPOWERMENT

Dr. Shyamasree Sur, Assistant Professor and Head, Department of Education, Siddhinath Mahavidyalaya, S.S.Patna , Purba Medinipur, West Bengal, Email: [shyamasreesur2020@gmail.com](mailto:shyamasreesur2020@gmail.com)

**Abstract:**

*Skill development for employability will be used as an agent of change in promoting women's employment. Women face a multitude of barriers in accessing skills and productive employment after a period of absence spent (pregnancy and infant rearing). Vocational training programme is introduced to enhance livelihood opportunities who are at a disadvantageous position and have a scant exposure to technical skills and knowledge. The vocational training program for women aims to develop entrepreneurial skills among women. Most of the people work in the informal sector in our country. In the Indian economy, the female workers of low socio-economic status are the most vulnerable groups in informal sector because of irregular nature of work. Women empowerment is largely depend on three factors i.e. their economic, social & political identity. Women can be truly empowered only when all these three factors are made positively & compatible to each other. Again all these three factors are correlated with skill development. Women empowerment is defined as the process in which their spiritual, political, social or economic status is raised. It is a well-known fact that women entrepreneurship has been associated with women empowerment as well as increasing the quality of life and confidence level of women in the developing world. This study tried to determine the need for vocational training and skill development for women empowerment.*

**Keywords:** vocational training, skill development, women empowerment

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47

**Role of skill development in development of workforce through education policy: A comparative analysis**

Puja Ghosh, Research Scholar, Department of Management Studies, National Institute of Technology, Durgapur, West Bengal, India

Mousumi Roy, Professor, Department of Management Studies, National Institute of Technology, Durgapur, West Bengal, India

Tilak Chatterjee, Principal, Bankim Sardar College, Tangrakhali, West Bengal, India

**Abstract:**

*The essence of development even on normal grounds and issues is skill. Skill is the nucleus of each milestone of development. It moves through its stride, rides over any other propulsive factor of development. Any educational policy to progress must have vocational education (VE) as its heartbeat. In accordance to the 12th five-year plan, India lagged far behind (5% only) of the Indian workforce in the age group of 19–24, in respect to the United States where the number was 52%. In Germany, it was 75% and was as high as 96% in South Korea. These numbers reflect the need to hasten the spread of VE in our country to have a high graphic picture of growth. Most of our workforces are unaware of developments taking place in the modern world. The present scenario is such that even educated youths are facing severe unemployment problem due to the lack of skills and technical knowledge. The seriousness of the day is educated unemployment. Thus, the world nations are stressing on imparting proper skill education. India too should not lag far behind. Reduction of poverty, by improving employability, productivity and helping sustainable enterprise development can only be addressed by using skill development as its active tool. This paper highlights New Education Policy 2020 for VE. This paper wants to describe the skill development policy of different states like Kerala, Maharashtra and Karnataka as these states are*

*technologically advance. Finally, this paper will throw some light on different countries skill development policy where the percentage of workforce receiving VE is very high.*

**Keywords:** Skill development, Skill education, Vocational education (VE), New Education Policy 2020 (NEP 2020), Technical knowledge

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## 48 COVID 19 and Challenges on the Labour Market: A Study on the Present Scenario of the Health Sector in India

Tuneer Das, 4th semester student of BSc (H) course in Economics, Vivekananda College

### **Abstract:**

*The economy as a whole has faced quite a challenge in the Covid-19 pandemic. The health care sector of India tried its best to control the spread of the virus and to treat the effected patients . But the results showed us that the currently existing health care sector of India is not fully equipped to treat this population of 1405.2 million people(statista.com , 2022) in case of a pandemic. The labour force in the health sector was not enough in number and also didn't have sufficient skillset to mangle the situation. This paper tries to find the causes behind that problem and how to overcome this situation in the future.*

*One major reason behind this problem was the lack of infrastructures in the hospitals. The number of hospital beds per 10,000 population in India is only 5 (timesofindia.indiatimes.com, Dec 2020). Another issue was in our state as many of the health care workers are from other provinces , during the lockdown period majority of them had to go back to their own state which had left a huge vacancy in the health sector . Some of the ways to overcome this problem is by increasing the budget of health care by the government. The present budget is 1.8 % of its GDP on healthcare which is far off from the global average of 6%, provided some much-needed relief to the healthcare sector ( Healthworld.com, Nov 2021). Training and employing more local health care workers will solve the issue originated due to migratory workers. Presently West Bengal with a population of 9,12,76,115 have only 6% of the total health care workers (thehindubusinessline.com, Jan 2022). Despite having all those difficulties thanks to all the health care workers in India, the COVID situation is now seems to be better than before. The average number of infected person went below ten thousand after March 2022 (Our World in Data and JHU CSSE COVID-19 Data, March 2022). Also with proper state intervention the situation is expected to be back to normal.*

**Keywords:** Health care system, health care workers, COVID 19 pandemic.

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## 49 The Missing Educated Women from Labor Force in India: A Study on Access to Vocational Training

Ashin Chakraborty, 4<sup>th</sup> semester student of BSc (H) course in Economics, Vivekananda College

### **Abstract:**

*Year after year reports show that Indian companies are in a dire need of skilled labor(ManPower;2014). And another set of reports show the rapidly growing numbers of female education attainment (World Bank Database,2021). If we go by the classical supply-demand models, this should be a match made in heaven. Educated women should have flocked to the companies and the industry should have welcomed them with decent salaries. But this is not the case in reality. Newly educated women were unable to fill up the void created by the absence of supply of skilled labor mainly because going to school did not increase their skillsets (Le Nestour et al.,2021). Still women are largely absent from vocational training programs (Mehrotra and*

Sinha,2017) despite the fact that vocational and technical education significantly increase women's salaries (Maitra and Mani,2013) and female labor force participation rate has been steadily falling since 2004-05 (Verick,2014). Using National Sample Survey 68<sup>th</sup> round (2011-12) and other relevant literature, this paper found out the major reasons behind this seem to be low autonomy inside households, virtually no access to affordable child care among others and targeted governmental interventions appear to have a positive effect on female employment and participation in vocational training programs.

**Keywords:** Vocational Training, Female Labor Force Participation Rate, Skill Development

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## 50 National Education Policy 2020: The Astound Fort of Skill Development and Employment among Youths in India

Abhishek Acharya, Economics (Honours), Semester 2, Vivekananda College, Kolkata

### **Abstract:**

*Even with 91.7% literacy rate among youths, unemployment prevails highly in India. According to India Skills Report 2022 by Wheebox, there are 51.3% youths who have already pursued their degrees but they are involuntarily unemployed. With so much higher degree of education there should not exist unemployment in any of the industries. But reality is often disappointing. This paper illuminates the reason behind this unemployment in highly educated youths. This study finds out that lack of vocational education during higher education is the main reason behind this. 33% among the higher educated youths have zero future-ready skills. The world changes and so do economies along with it, the need for a skill-based workforce is on the rise. The previous Education Policy (1986) remained only theory centric and the students had to pursue vocational courses outside of their formal institution. Most of them could not afford to do so they could not compete with the required skills for the rapidly growing industries. So the government has recently proposed to implement National Education Policy (NEP) 2020 where every student might get holistic, multilingual vocational training from the start. We would see that NEP 2020 might make a new generation of youths with future-ready skills within 2030 and generate employment among them.*

**Keywords:** Literacy Rate, Involuntary Unemployment, Highly Educated Youths, Lack of Vocational Education, Rapidly Growing Industries, National Education Policy (NEP) 2020, Skill and Research Centric Education

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## 51 Connecting skill development with the achievement of Sustainable developmental goals (SDGs) : A study of India in the post global era

Pranay Ray, Economics (Honours), Semester 4, Vivekananda College, Kolkata

### **Abstract:**

*Skill development is a very important term in 21<sup>st</sup> century. It defines the process to develop various skills in a large section of society by identifying the skill gap. (L. Giuliano ,2019). The skill development is directly connected with the sustainable developmental goals as prescribed by united nations. With development of proper skills the human resources will flourish. This development of human resource in any society or nation will lead and work towards the target or goal set by the United nations regarding SDG(J .Wickramanayake ,2015).*

*The motivation of the paper is define and analyze the role of Indian government in working towards SDGs by creating an eco system of skill development in post liberalization era in Indian society .The SDGs were set up in 2015 by the United Nations General Assembly (UN-GA) and are*

*intended to be achieved by 2030. They are included in a UN-GA Resolution called the [Agenda 2030](#). We will primarily focus of the critical SDGs which are highly important and on which Indian government has taken important steps in past 2 decades.*

*Breaking the vicious circle of poor education, and persistent poverty is crucial for promoting inclusive economic growth and decent jobs for all is part of skill development. Education, as well as being an end in itself, is also a means to getting a decent job, especially for young people,. Skills development is therefore an essential prerequisite for sustainable development . It can also contribute to facilitating the transition from the informal to the formal economy, and this research paper mainly focuses on the above issues. Thus main focus here will be on Indian government with its achievements along with statistics towards the goal of Agenda 2030.*

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## **52 Role Of Startup— Can It Be A Game Changing Strategy In India?**

SRIJITA BHATTACHARJEE, Economics (Honours), Semester 2, Vivekananda College, Kolkata

### **Abstract:**

*The motivation of this research paper stems from analyzing the role of startup initiatives in India that has rolled out several new businesses with an objective of building a robust startup ecosystem and transferring India into a country of job creator instead of job seeker. START-UP initiatives in India are a flagship intended to built a strong ecosystem and create sustainable economic growth and generate large scale employment generation. The main objective of the present study is to examine the role of entrepreneurship in the economic growth of a country. In so doing an attempt has also been made to provide an overview of employment and unemployment in India. The results found from this study is that the capable youth of India can increase the industrial base by setting up more production center. The study points out that start-up in India can be game changer for employment generation with proper government intervention and high scale production which involves skilled laborer from rural section .It is in fact statistically found in the economic survey report of 2021-22 that the number of new recognized startups have increased to over 14,000 in 2021-22 from only 733 in 2016-17- (The Economic Times, Jan 31,2022). A report by Nasscom-Zinnov, Indian Startup Ecosystem Maturing - 2016, estimated that startup ventures in India are set to grow 2.2 times to reach 10,500 by 2020 despite a perception that the ecosystem in the country has slowed down in 2015-16.The present study hints that entrepreneurship in India is a key contributor in the area of employment generation, innovations ,product improvement and better quality of standard of living.*

**Keywords:** ENTREPRENEURSHIP, GROWTH, STARTUP, EMPLOYMENT, JOB CREATOR

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## **53 National Education Policy 2020: Focus On Skill Development And Vocational Education**

Shohini Ganguly, Economics (Honours), Semester 2, Vivekananda College, Kolkata

### **Abstract:**

*Skill Development and Vocational Education are two sides of the same coin. In the present context of globalization, the demand for skilled and multiskilled workers has increased. Therefore in the scenario of developing countries, such as India, there is a critical need for quality Skill Development and training (Mallapurkar, India Today, 2018). This study attempts to find out why there has been a lack of Skill Development in India and the need for the same in the present scenario. It compares the National Education Policy (NEP) 2020 with the previous Education policies and highlights the Skill Focus of the NEP 2020. The study identifies that the previous policies were solely theory based. Presently students can choose amongst the theory based subjects.*

*This is often leading to their incapacities in their careers and is hindering the possibility of attaining maximum output in the economy. In order to handle such problems NEP 2020 diverted its focus from all-round development of students to multidisciplinary and interdisciplinary liberal education backed up with vocational education. The students are getting opportunities to continue with lifelong research and study and continuously enrich their knowledge and skills. This can transform our country into an equitable, sustainable and vibrant knowledge society with first-hand practical experience and can lead to a maximum productive economy.*

**Keywords:** National Education Policy, Vocational Education, Skill Development, Maximum Productive Economy

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## 54 **ONLINE MODE OF TEACHING: A conundrum to higher education in rural India**

Mitisha Mukherjee, Semester II, Economics Honours at Vivekananda College, Kolkata

### **Abstract:**

*The present study aims to focus on how online mode introduced due to COVID -19 acts as a hindrance in acquiring higher education in rural India. It throws light on the challenges faced by teachers and students in accessing this new technique and how the employment status of the children accessing online education today can be hampered in future and the government initiatives that can be taken to improve their situation. A quantitative approach to collect databases from sample surveys, business journals and articles, and digital news media is used. E- learning is now the way to transform education sector and if it continues in future rural population would face a roadblock for interrupting power supply, lack of high speed data in remote areas. Only 32% of rural population have internet access (India Case Study, UNICEF-UNESCO). It is imperative to consider the availability of right devices, data packs and their costs can be a deterrent for both teachers and students in rural areas. Looking into these problems, the steps taken by Government like giving subsidies, to have good network connectivity, allotting funds to build new infrastructure etc., for the deprived strata of rural people so that conditions become favourable for them to tackle this situation is our basic concern. To explore further this study contributes to an in depth analysis of the problems and to what extent it can be solved.*

**Keywords:** Online mode, Higher education, COVID-19, Government initiatives, rural population

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## 55 **IMPACT OF NATIONAL EDUCATION POLICY 2020 ON COMPARATIVE STUDY OF 1986 TO 1988**

Dr. SANGHAMITRA BASAK, ASSISTANT PROFESSOR, SURENDRANATH COLLEGE FOR WOMEN, EMAIL- sanghamitrabasak@ gmail.com

### **Abstract:**

*This study is intended to investigate the Indian education system, (1986 to 1988 ) earlier National Education policies, its objectives, implementation, areas of failures and necessity for a new national policy on education in India ( 2020) and the challenges foreseen to new national educational policy. This paper is an attempt by the researcher to study different policies and their comparison related to the to school education system in post-independence period.*

**Keywords:** National education policy, school education system

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## 56 **ROLE OF START-UPS IN CREATION OF JOBS IN INDIA ALONG WITH ITS DEMERITS**

**Abstract:**

*Start-ups are opening the way for mass employment with the creation of a highly trained, qualified and experienced people. They approximately generate around 2.86- 3.56 million new employment action every year. The research work focuses on the role of start-ups in setting new employment opportunities. Latterly start-ups have begun to play a crucial role in boosting the economy of nations worldwide with their innovation and competitiveness and hence have successfully drawn great attention in various parts of the world. Countries all over the world have started recognizing start-ups as key role drivers towards growth and development and are making arduous attempts to support new businesses. The paper focuses on the success parameters of start-ups and their role in production creation of massive employment opportunities alongside its few demerits specially focusing on the subcontinent in India. The number of start-ups companies in India has increased expeditiously and along with that acknowledgement, encouragement and support for it have also multiplied exponentially. The research makes an attempt to analysis the state of start-ups in contemporary society, tries to determine the increase in rate of employability owing to these start-up companies and also investigates the main challenges confronted by these entrepreneurs trying to assess unorthodox technological advances in their way of building a successful society. The research is conducted using and comparing pre-existing data assembled from new and existing interviews with start-ups founders, investors, representatives along with surveys held for existing and ex-employees employed at these start-ups.*

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**Covid-19 and employment scenario in India : A study of vulnerable groups**  
Sradhya Chakraborty, Economics (Honours), Semester 4, Vivekananda College, Kolkata

**Abstract:**

*The objective of the study is to show how the coronavirus (COVID-19) pandemic has disproportionately affected the employment of vulnerable and marginalized groups who often receive less government support than the formally employed. Even though the formal sector also saw job losses, the impact in the informal sector was more devastating and affected the quality of life of the workers catalysing the widening disparities in the labour market. In April, 2020 Overall 121.5 million jobs were lost in India and out of it 91.2 million were informal jobs such as small traders, hawkers, daily wage labourers etc. (CMIE, 2020). Thus the study endeavours to implicate necessary policy prescriptions that will help the situation to bring forth long required reforms. In March 2020, the unemployment rate was 8.7 percent and it further worsened in April 2020 ( CMIE, 2020 ). The situation further worsened in 2021 with the hit of second wave but slowly started to come around with vaccination drives and reopening of the economic sectors .Even though the Government was to provide jobs under (MGNREGA) to migrant workers once they reached their native places, in the second half of April 2020, only 30.8 million jobs were provided in contrast to 273.9 million in the corresponding period in 2019. The results suggest that governments need to introduce more upskilling training programs like DDU-GKY (Deen Dayal Upadhyaya Grameen Kaushalya Yojana) and job-guarantee schemes like MGNREGA and ensure work safety and social security support and carefully consider ways to identify and register the target group whose livelihoods are at risk due to the pandemic.*

**Keywords :** Informal sector, Migrant workers , Pandemic

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58

**Employment and National Education Policy 2020**

Dr. Gour Sundar Ghosh, Assistant Professor, Department of Education, Ananda Chandra College, Jalpaiguri, W.B., India, E-Mail: [goursundar.ca@gmail.com](mailto:goursundar.ca@gmail.com)

**Abstract:**

*The NEP 2020 aims to revolutionize education. The NEP tackles several important gaps in the present education system – it creates a more holistic approach, dedicates a much higher investment, focuses on gross enrolment; it is, on paper, ideal in every manner. One of the major practical problems that arise from the same is employment. The objectives that the NEP 2020 consists of can rationally be achieved only by increasing the value and quality of teachers, along with looking at e-learning as a primary mode of learning, and this in itself can be addressed by the creation of more employment opportunities.*

**Keywords:** NEP 2020, employment

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## 59 Higher Education & Skill Development in the Post- Covid Scenario

Susmita Sarkar, Indira Gandhi National Open University, E-Mail Address: [susmitasarkar0006@gmail.com](mailto:susmitasarkar0006@gmail.com)

**Abstract:**

*The corona situation left its mark not only on the social and economic issues but also made a huge impact on the education, nearly 1.6 billion learners in more than 200 countries have affected. According to UNESCO, higher education institutions were closed completely in 185 countries in April 2020. Due to the closure of about 90% of the institution caused the largest disruption of education system. The sudden stagnation of education has forced students to take online education instead of learning of face to face interaction. As a result, the new mode of learning has affected the quality of education and in some cases, it also hampered the development of students' thinking and abilities. The pandemic has exposed the shortcoming of the current higher education system and the need for more training educators in digital technology to adopt to the rapidly changing climate of the world. The higher education institutions need to plan the post pandemic education and research study to ensure students learning outcomes and standard of educational quality.*

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## 60 Reimagining Vocational Education in National Education Policy 2020: Action plans and Challenges

Pooja Dey, Surendranath College for Women

**Abstract:**

*Worldwide the demand for skilled labor is increasing daily because of technological advancement, whereas scientifically advanced machineries are replacing unskilled laborers. Thus, the scope for unskilled jobs decreases rapidly over time as most of the new jobs created in the future will be highly skilled. In the case of labor force participation, India has one of the youngest populations globally. By 2020, the median age in India will be just 28, compared to 37 in China and the US, 45 in Western Europe, and 49 in Japan. According to Economic Survey 2018-19, India's Demographic Dividend started in 2005-06, will peak around 2041, and will last till 2055-56. United Nations Population Fund (UNFPA) observed a notable finding that for India, the demographic dividend is available for five decades from 2005-06 to 2055-56, longer than any other country in the world. Past data exhibits that the Demographic dividend has contributed up to 15% of the overall growth in developed economies. For India the major challenges are low human capital base and lack of skills in workforce, which is working as a hindrance to taking advantage of the demographic dividend opportunities. NSSO Labour Force Survey 2017-18 states that India's labor force*

*participation rate for the age-group 15-59 years is around 53%; that is, around half of the working working-age population is jobless. These numbers suggest an urgency to invest in education (both academic and vocational) in India for overall economic growth. The National Education Policy (NEP) 2020 is the first education policy of the 21st century that addresses all these issues and advocates solving the root of these problems. Compared to mainstream education, vocational education is always treated as inferior; so the paper's main idea is to address the issue by analyzing the action plan, with targets and timelines discussed in the latest education policy NEP 2020 related to vocational education that can bring positive changes in labor force participation and skill improvement in the workforce of India. The 12th Five-Year Plan (2012–2017) estimated that less than 5% of the Indian workforce in the age group of 19–24 received formal vocational education and training compared to the other developed countries like the USA, where 52% of the population has received the formal vocational education, in Germany the number is 75%, and South Korea it is 96%. NEP 2020 targets that by 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education which will help realize the full potential of India's demographic dividend. Therefore in this paper, I tried to inspect the action plan of Vocational Education as discussed in NEP 2020 and how vocational education is linked with skill development and employment generation in India, integration of vocational education with academic education, and challenges faced at the time of implementation.*

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## **61 Informalisation and Earning Loss in Indian Labour Market during the Pandemic Scenario: Evidence from CMIE-CPHS Dataset**

SAJAL JANA, Assistant professor, Dept. of Economics, Dinabandhu Andrews College, Garia, Kolkata-700084

### **Abstract:**

*The present paper attempts to reveal that the pandemic has had a devastating impact on India's workers. Even after the immediate impacts of the nationwide lockdown were over, employment levels remained slightly below pre-pandemic levels for several months, and more importantly there was a significant drop in earnings and rise in precarity. Women and younger workers were hit particularly hard both in terms of loss of work and ability to re-enter the labour market. Workers crowded into fallback arrangements and sectors further lowering earnings. All these impacts have obvious implications for household finances, food security and other welfare indicators. The present paper also addresses whether informalisation in terms of employment arrangements has taken place in the labour market. Compared to the pre-pandemic period there was a reduction in the proportion employed in salaried employment, with a corresponding rise in self-employment. The nature of transition has been compared before & after the lockdown between the last four months of 2019 & the same months in 2020 along the lines of gender, caste & religion. It is worth noting to mention that Pandemic has done at the macroeconomic level to the labour share of income in the economy. Decomposition of aggregate loss in earnings during the pandemic situation indicates that the share of self-employed workers has increased in post-pandemic situation. For the temporary salaried, decline in average earnings and the loss of job contributed more or less equally to the overall decline in income indicating their vulnerability. Households have coped by reducing food intake, borrowing, and selling assets. Government relief has helped avoid the most severe forms of distress, but the reach of support measures is incomplete, leaving out some of the most vulnerable workers and households. We find that additional government support is urgently needed now for two reasons - compensating for the losses sustained during the first year and anticipating the impact of the second wave.*

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## 62 UNEMPLOYMENT IN RURAL AND URBAN INDIA: A COMPARATIVE ANALYSIS BETWEEN PRE -COVID AND POST -COVID PERIOD

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Sandip Basak, State Aided College Teacher-1, Surendranath College For Women  
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### **Abstract:**

*The menace of unemployment has been present since a long time. The developed nations too were grappling with unemployment during Great Depression in 1930s. India was making significant progress economically, which was stalled due to the Covid-19 Pandemic that deepened roots in the financial year 2020-2021. Imports, exports, production all suffered due to lockdown imposed. The unemployment spread vastly in informal sector where most of the workforce are contractual in nature. Many of the private companies were also shut down and their employees fired. This paper attempts to show the impact of covid-19 on unemployment in rural and urban India separately, using the statistical technique of paired t-test. The results suggest that the change in unemployment rate was not significant in Rural and Urban India due to Covid-19.*

**Keywords:** Unemployment Rate, Covid-19 Pandemic, Rural India, Urban India

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## 63 Clinical Legal Education in India

Dr. Ayan Kanti Chakraborty, Assistant Professor of Law, Jogesh Chandra Chaudhuri Law College, Kolkata, India, Email – [ayanchakraborty2008@gmail.com](mailto:ayanchakraborty2008@gmail.com)

### **Abstract:**

*Clinical Legal Education is directed towards developing the perceptions, attitudes, skills and sense of responsibilities in the students of law so that they are better prepared for their real-life professional engagement. The law school curriculum can therefore be broad and varied. The goal of Clinical Legal Education is to enable law students to understand and take responsibilities as members of public service in the administration of law, in equitable distribution of legal services in society, in protection of individual rights and public interests, in upholding the basic elements of professionalism and in the reform of law. Clinical legal Education curriculum in law schools thus provides an opportunity for law students to learn not only about the professional skills used by advocates but also about many aspects vital for preparation to deliberate and act like a lawyer. The importance of dissemination of legal knowledge in a democratic society following constitutional principles is enormous. The Bar Council of India constituted under the Indian Advocates Act, 1961 is endowed with the duty to supervise the standards of legal education in consultation with State Bar Councils and Universities imparting legal education and hence the Council from time to time lays down guidelines to Universities and Law Schools about the framework of the Clinical Legal Education. The council prescribes the content of the curriculum along with the methods to be followed for its completion. The Council remains strict in context to maintaining the standard of the Clinical Legal Education.*

**Keywords:** Clinical, curriculum, professional engagement

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## 64

### **Bridging the Gap between Theory and Praxis: A Review of UG CBCS curriculum**

Dr. Sukanta Das, Associate Professor of English, Prasanta Chandra Mahalanibis Mahavidyalaya, (affiliated to West Bengal State University)

#### **Abstract:**

*The present paper seeks to investigate the critical areas so prominently enshrined in the CBCS system at UG level introduced by University Grants Commission, and to review the 'gap' between vision and implementation of the curriculum. The curriculum introduces a number of innovative courses that are designed to offer necessary skills to the learners. The innovation is well manifested not merely in the nomenclature appended to a course but also in the designing itself. The courses like Ability Enhancement Core Course (AECC) and Skill Enhancement Course (SEC) are purported to help the learners acquire necessary skills in the concerned discipline and therefore can assist them compete in the job market. However such stated goals are not ordinarily achieved because of the conservative approach employed to teach the courses. The traditional mode of teaching within the prevalent evaluation system has been utilized to transact the course leading to the critical gap between the stated objective and the actual delivery of the curriculum. While innovative teaching methodologies including the multidisciplinary approach have been prescribed for effective delivery and transaction of the curriculum, the lack of adequate infrastructural facilities and shortage of human resources turn out to be the deterrent factors in realizing the ambitious objectives. The out-of-the-box thinking, innovative teaching methodologies, the use of cutting edge technologies and most importantly highly motivated teaching faculties with effective evaluative system may help in bridging the gap between the stated objectives and the final delivery of the curriculum.*

**Keywords:** CBCS, Theory, Praxis, AECC, SEC, Curriculum

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## 65

### **Start-ups and Employment Generation: An analysis with special reference to India**

Dipayan Shee, UG Student, B.Com Sem-VI (accounting & Finance Hons.), Vidyanagar College  
Gourab Das, Assistant Professor, Department of Commerce, Vidyanagar College

#### **Abstract:**

*Start-ups play a key role in Indian economy to generate employment. Once maximum number of industries and enterprise in India, was dominated by Government. After globalization giant multinational companies entered into Indian economy and the scenario of Indian economy have started to change. After Covid -19 situations the down fall of economy results loosing of jobs of many people as well as unemployment situation affect the economy. Start-ups might have rescue the economy from this situation. Though Indian start-ups has not in the full maturity stage still it has been already noticed the significant growth Indian start-ups and its power of creating employment. This paper gives the fundamental idea of pros and cons of Indian start-ups in present scenario and its future growth towards the way of creating employability for developing the nation through start-ups ecosystem.*

**Keywords:** start-up, economy, employment

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## 66

### **An Approach for Making Education Skill-Based with NEP 2020 Vistas**

Parnab Ghosh, Assistant Professor, Department of Education, Panskura Banamali College (Autonomous)

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**Abstract:**

*The NEP 2020 vision aims to empower youth by providing them with a set of vocational, marketable, and entrepreneurial skills at various stages of training and education. Students will benefit from skill development by gaining greater career possibilities and becoming self-employed professionals. By 2025, the NEP hopes to have provided vocational skills to half of all students. These vocational training programmes will begin in elementary school and continue through higher education, based on the interests and needs of individual students. The NEP-based model will use a skill-based education approach to teach students employable and self-sufficient (atmanirbhar) skills compatible with 4<sup>th</sup> Industrial Revolution (4IR). This paper has tried to find out and highlight different standpoints for transforming education skill-based and making students employable from the policy perspectives.*

**Keywords:** Vocational, Marketable, and Entrepreneurial skills, Self-Employed Professionals, Skill-Based Education, Vocational Training Programmes, Employable and Self-Sufficient Skills

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## 67 Importance of Skill Development

Ajit Mondal, Assistant Professor, Department of English, Bankim Sardar College

**Abstract:**

*In all aspects of life human skills are the most wanted resource. National Skill Development Corporation (NSDC) is a first of its kind public private partnership (PPP) in India for upgrading skills of the growing Indian workforce through various programmes with the target of skilling 500 million people by 2022. Skill development training is necessary for effective execution and fulfilling the job requirements. The universities and colleges should manifest the advertisement and publicity for kindling the awareness about skill development for employability enhancement. It is advised that at the end of every employment enhancement programme, skill mapping should be guided. Full flags cara-van i.e. “Mobile Training Vehicle” must be used for employability enhancement of the applicants. The proper atmosphere for training is most important.*

**Key Words:** Human skills, NSDC, Skill Mapping, Cara-Van, employability, proper atmosphere

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