

A STUDY ON YOUTH PERCEPTION TOWARDS NEW EDUCATION POLICY'S IMPLEMENTATION IN MUMBAI

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Abstract

In the interim budget 2024, the Finance Minister of India announced its theme to be – Viksit Bharat Budget which envisions a developed India by 2047. Further, youth and women empowerment are the two pillars out of four pillars of the Viksit Bharat Budget, other two focus areas being poor and farmers. In this regard, it has been observed that there has been a significant gap between the skills possessed by youth and the actual skills required for candidates in order to be successfully employable in the job market. Thus, there are many challenges in youth employability. Various factors could be held responsible for this. New Education Policy, 2020 envisions holistic education and letting learners follow their passion, aims at reducing this gap. The addition of internships, workshops, certificate programmes, and vocational courses to a set curriculum will make education more comprehensive and improve young people's employability and market value. Also, consideration is being given to the role of start-ups, entrepreneurship, and skill development as an opportunity for youth employability by creating innovative opportunities right from mere job to passionpreneur. This study covers youth perception towards implementation of the New Education Policy, 2020 in Mumbai. For this study, data is being collected using structured questionnaire and analysed using Microsoft utilities and SPSS.

Keyword: Viksit Bharat, Entrepreneurship and Skill Development, Youth Employability, Start-ups, New Education Policy, 2020, Mumbai.

INTRODUCTION

India has the highest proportion of youth in the World, with almost 70 percent of its population being under 35 years of age. India's enormous human resource base holds the key to its economic potential. India's economy is also among the fastest-growing in the World with a GDP growth of 7.3 % in 2023-24 compared to a World average of 2.4 % which is indicative of the fact that India is availing the benefit of demographic dividends.

In India, entrepreneurship and skill development are also promoted. In today's employment market and business, candidates are expected to develop stay updated on all fronts. The candidate must be knowledgeable in both the theoretical and applied aspects of the relevant fields. Since, the beginning of college, internships have been available for learners to learn, apply their knowledge, and gain real-world experience. Moreover, soft skills like communication are also crucial.

These elements have also been emphasised in the New Education Policy, 2020. It's crucial that a learner follows their chosen vocation with ardour. Many experts believe that learners lack technical and social skills and that educational institutions' curricula are out-of-date. It's also crucial to keep up with the latest technology. In order to help the UN accomplish its Sustainable Development Goals and Millennium Development Goals, more productive jobs must be created. It's crucial that leading academics, decision-makers, and professionals from the sector share their knowledge and perspectives on youth employability, including its prospects and problems. Further, allowing top Universities among the World to come to India has automatically opened avenues for Indian learners with global opportunities.

VIKSIT BHARAT

The Finance Minister of India, Mrs. Nirmala Sitharaman declared in the paperless Budget 2024 through her tablet device that this year's budget would have the theme "Viksit Bharat Budget 2024," which aims to see a developed India by 2047 meaning thereby achieving 100 years of independence. Viksit Bharat's four pillars are be the

"Annadata" (Farmers), "Mahilayen" (Women), "Yuva" (Youth), and "Garib" (Poor). This is mapped with UN Sustainable Development Goals of no poverty, zero hunger, quality education and gender equality.

ENTREPRENEURSHIP AND SKILL DEVELOPMENT

The four main production factors are land, labour, capital, and enterprise. Entrepreneurship is the capacity and process of developing, organising, and running a new business in order to generate economic value in the form of profits while assuming related financial and other risks. Entrepreneur makes to work all the other factors of production.

The Indian Government has created a "Ministry of Skill Development and Entrepreneurship." It is led by State Minister Shri Rajeev Chandrasekhar and Union Minister Shri Dharmendra Pradhan. This ministry was founded on November 9th, 2014 with the remit of training and skill development, skill up gradation, vocational skills, innovative thinking, and the creation of new and innovative employment opportunities, with the goal of building a "Skilled India." This is a chance for Indian youth employment with global opportunities.

The Union Budget 2024 (Interim) also focuses on youth and women empowerment as two of its pillars which could be linked and supported by the aforesaid ministry.

YOUTH EMPLOYABILITY

India has the biggest percentage of youth in the world, which is a huge advantage for the nation. India has a huge potential to reap the benefits of demographic dividends due to this. Yet, not every young person is successfully positioned in the market to make a respectable living and have a dream life. The primary cause of unemployment or underemployment is a mismatch between the knowledge provided by universities and the real demand for practical skills in the labour market. Hence, in this essay, we'll elaborate about the chances and difficulties that youth employability faces both in India and globally.

START-UPS

Start-ups are young business entities with a unique business idea with respect to goods or services. It could be a completely new product or service or simply a creative modification in an existing product or service, thus, making it unique. Start-up boosts entrepreneurship and is looked as an opportunity for youth employability in India and worldwide. Further, India has the third largest ecosystem in the World after U.S.A. and China. Thus, start-ups studies a particular problem faced by general masses through market research and comes up with a unique and innovative product or service thus, solving that problem. The Start-up India Scheme was launched by our Honourable Prime Minister Shri Narendra Modi in January 2016.

NEW EDUCATION POLICY, 2020

The Ministry of Human Resource Development had announced New Education Policy, 2020 which would replace the Education Policy of 1986. The new policy aims at early childhood care and education with no examination up to class two, foundation course, reduction in drop outs, Universal access to education, elimination of streams and choice to learners to select subjects as per their own interests and passion, holistic learning along with faculty development programs, equitable and inclusive education for all and meeting United Nations Sustainable Development Goals for quality education, reimagining vocational education, technology education, professional education and lifelong learning etc. Thus, it focuses on creative thinking, continuous assessment, inclusive education, research, internships, non-profiteering of education, regional and foreign languages etc.

UN – Sustainable Development Goals

The definition of sustainable development is "development that satisfies present demands without sacrificing the needs of future generations." It adopts a more global perspective and takes into account a healthy balance between the three Ps: People (the social component), Planet (the environmental component), and Profit (Business Component).

The Department of Economic and Social Affairs of the United Nations has listed the following Sustainable Development Goals: No Poverty, Zero Hunger, Excellent Health and Well-Being, Quality Education, Gender Equality, Clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation, and infrastructure, decreased inequality, sustainable cities and communities, responsible consumption and production, climate action, life on land and in the water, peace, justice, and strong intuitions are all necessary for the achievement of the goals.

REVIEW OF LITERATURE

Various demographic studies has been carried out in general about employment, under-employment and unemployment. Further, studies have been carried out analysing reasons for overall unemployment and under-employment among youth and further dealing with the challenge of employability among youth. However, no detailed study is found studying employability of youth in India along with its opportunities envisioning start-ups, entrepreneurship and skill development and further considering holistic education as a merit out of the New

Education Policy, 2020. Further, restricting this study to Mumbai makes it unique. Thus, there existed a research gap which was tried to be considered.

Dev, Mahendra & Motkuri, Venkatanarayana. (2011). Youth employment and unemployment in India. A rise in the percentage of youth due to the demographic "dividend" or "youth bulge" appears to be one of the potential drivers of future economic growth in India. It looks at changes in the labour force, workforce participation rates, working poorness, unemployment, and unemployment rates. In order to increase productive employment and lower youth unemployment, the study offers policy recommendations. The workforce's poor employability will undercut the advantages of the demographic dividend if action is not taken to enhance educational attainment and skill development among young people.

Joshi, Bhanu & Kunduri, Eesha. (2017). Youth in India: Prospects and Challenges. India is the BRICS nation that is the youngest. According to projections, India's population of working age would total roughly 592 million by 2020, trailing only China's (776 million). For a developing nation like India, the "youth bulge" or "demographic dividend" provides opportunities as well as challenges. The "youth bulge" or "demographic dividend" presents benefits as well as challenges for a developing country like India. This note examines the issue of youth in contemporary urban India from a variety of perspectives, including the institutional setting and framework for youth governance in India, the interest and involvement of young people in politics, employment and unemployment among young people, aspirations, and day-to-day politics of the youth.

Rajkumar Adukia (2021), in his research article titled "Role of Chartered Accountants in Assisting Start-ups to reach to Unicorn Status", is of the opinion that there is no doubt that building a start-up and watching it succeed is interesting but equally challenging. India has emerged as the third largest Start up ecosystem in the World after USA and China and leaves potential for India's budding entrepreneurs. Start-ups can absolutely need the financial, management, and other technical talents, coupled with compliance experience, to reach unicorn status. A few key success elements for start-ups include focusing on the particular demands of the consumer, data-driven market strategies, effective market research and advertising, including the appropriate use of social media, being surrounded by the best people, mentorship, etc. The input of a chartered accountant is therefore quite valuable.

RELEVANCE OF THE STUDY

India has the highest youth population in the World. Thus, this must be treated and utilised as an asset for the all-round growth and development of the Nation and in turn of all the youths, thus, creating a win-win situation for everyone. Job and business opportunities must not only be explored in India but could be explored worldwide. But, many youths are under employed as well as unemployed. One of the reason for this being lack of proper employability skills among youths. Thus, it becomes relevant and important to study about youth employability - Opportunities and Challenges.

SCOPE OF THE STUDY

CONCEPTUAL SCOPE

This study is limited to youth perception towards implementation of the New Education Policy, 2020 with respect of impartment of employability skills in Mumbai.

AREA

The area selected for study is Mumbai.

AGE GROUP

College going learners below 30 years of age group are selected.

GENDER

Both male and female learners are selected.

OCCUPATION

Learner category respondents are considered.

RESEARCH METHODOLOGY

CLASS OF RESPONDENT

The sample selected for the study is 200 learners studying in Mumbai based Institutions and below the age group of 30 years.

SAMPLING METHOD

For collection of primary data, non-probability convenience sampling method is used.

METHOD OF DATA COLLECTION

In this research, researchers has used both primary and secondary data.

Primary data was collected from 200 learners in Mumbai randomly and sample size being determined using sample size calculator through structured questionnaire circulated through google forms.

Secondary data used to support the study is collected from books, journals, research papers, websites, and newspapers.

Statistical Technique of analysis of data: Chi square test is used to test the hypothesis along with percentage analysis and pie chart using Microsoft Utilities and SPSS.

OBJECTIVES OF THE STUDY

1. To study the learner perception towards New Education Policy, 2020 with respect to impartment of employability skills.
2. To analyse the subject matters about which learners are passionate.
3. To study the opportunities that start-up ecosystem along with skill development and entrepreneurship provide towards youth employability.

HYPOTHESIS OF THE STUDY

Hypothesis 1

H0: Learners are not concerned about introduction of internships along with regular studies.

H1: Learners are concerned about introduction of internships along with regular studies.

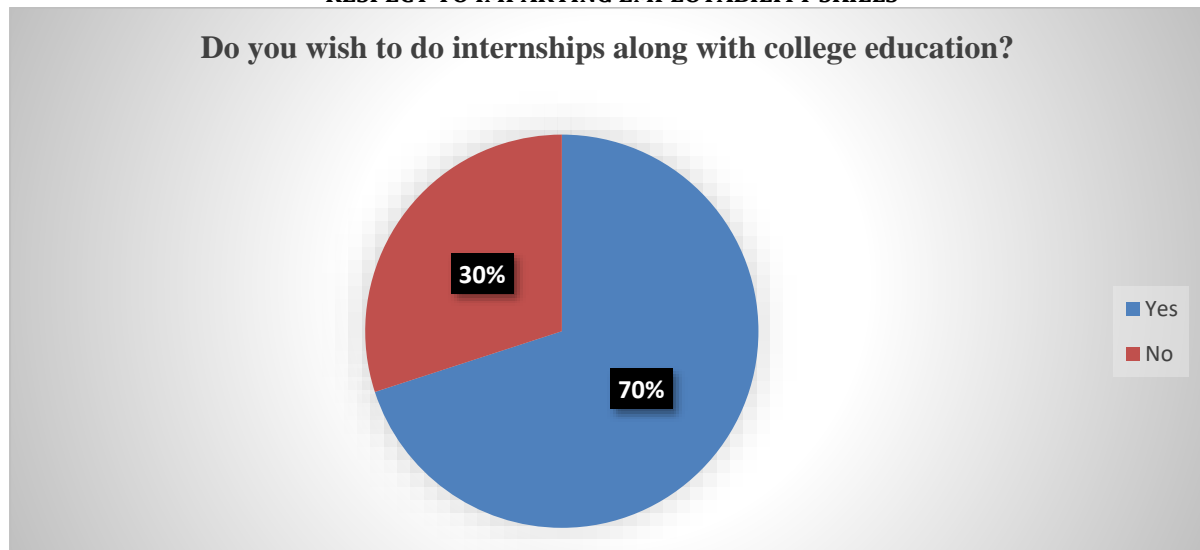
Hypothesis 2

H0: Learners are not concerned about learning multidisciplinary subjects apart from their regular degree course curriculum.

H1: Learners are concerned about learning multidisciplinary subjects apart from their regular degree course curriculum.

RESULTS - DATA ANALYSIS AND INTERPRETATION

LEARNER PERCEPTION TOWARDS IMPLEMENTATION OF THE NEW EDUCATION POLICY, 2020 WITH RESPECT TO IMPARTING EMPLOYABILITY SKILLS



Thus, it can be concluded that learners are interested in gaining practical experience and upskill themselves by bridging the gap between theoretical education and it's practical application in industry. Further, stipend received as contribute a small amount to educate oneself further. Most of the learner's are already persuing internships.

Do you like to learn extra / interdisciplinary subjects apart from curriculum ?



As per old Education policy, syllabus is decided and fixed streamwise but in New Education Policy, 2020, there would be no such concept of stream and learners can select subjects for graduation and post graduation as per their passion. Thus, as per study on hand, learners are interested in studying extra and multidisciplinary subjects apart from their fixed curriculum.

Do you wish to learn foreign language ?



Thus, apart from English, learners are interested in learning other foreign languages as well and further ease their foreign career. Further, NEP, 2020 also encourages learning a foreign language.

Rank	Language
1.	French
2.	Japanese
3.	German
4.	Spanish
5.	Korean
6.	Russian
7.	Mandarin
8.	Arabic

Thus, out of learner preference, French language is most in demand and also has career avenues.

Do you wish to make an International career with Foreign job and business opportunities ?



Thus, learners are interested in making a foreign career.

Do you think practical knowledge apart from class room is required ?



Almost all learners agree that purely classroom education is not enough in order to become employable in the market and a blend of theoretical and practical knowledge is required in order to become market ready.

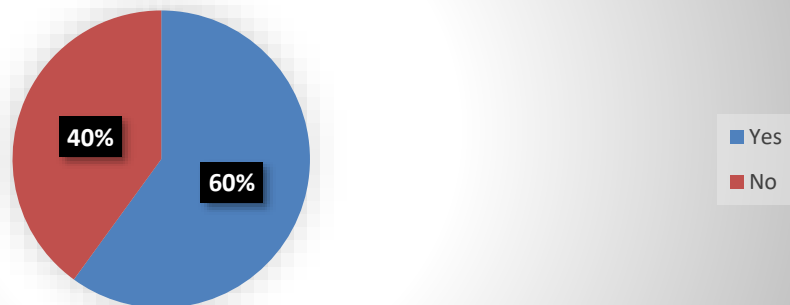
Do you think educational institutions impart practical education from job market / Industry / Business point of view ?



Further, it has been agreed by learners that more practical knowledge is required to be incorporated as part of curriculum in form of holistic education with experiential learning.

Sr. No.	Certificate Course	Rank
1	Stock Market	1
2	Computer Programming and Web Designing	2
3	Financial Accounting, Planning, Portfolio Analysis and Taxation	3
4	Soft Skills and Personality Development	4
5	Marketing, Digital Marketing, Sales and Logistics	5
6	Cyber Security	6
7	Travel and Tourism	7
8	Banking Fundamentals	8
9	Microsoft Utility	9
10	Bakery	10
11	Journalism	11
12	Research Methodology	12

Do you prefer e-learning and online lectures ?



Thus, especially after pandemic, there has been an increasing trend in e-learning.

HYPOTHESIS TESTING:

Hypothesis 1

H0: Learners are not concerned about introduction of internships along with regular studies.

H1: Learners are concerned about introduction of internships along with regular studies.

Data collected was tested to be normal and non-parametric test was applied. Out of various non-parametric tests, viz., Wilcoxon Test, Kruskal Wallis Test, Chi-square test etc. To test the above null hypothesis Chi-square test is applied. The results are as follows.

Test Statistics

	Do you wish to do internships along with college education?
Chi-Square	16
Df	1
P-value	.000063

Interpretation: Above results indicate that the calculated p-value less than 0.05. Therefore Chi-square test is rejected. Hence, null hypothesis is failed to get accepted and the alternate hypothesis is accepted.

Conclusion: Learners are concerned about introduction of internships along with regular studies.

Finding: To understand the findings of the hypothesis observed and expected frequencies are obtained and presented in the following table:

Do you wish to do internships along with college education?

	Observed N	Expected N	Residual
Yes	70	50	20
No	30	50	-20
Total	100		

The above table indicates that the proportion of learners is significantly less who are not interested into internships.

Hypothesis 2

H0: Learners are not concerned about learning multidisciplinary subjects apart from their regular degree course curriculum.

H1: Learners are concerned about learning multidisciplinary subjects apart from their regular degree course curriculum.

To test the above null hypothesis Chi-square test is applied. The results are as follows.

Test Statistics

	Do you like to learn extra / interdisciplinary subjects apart from curriculum?
Chi-Square	16
Df	1
P-value	.000063

Interpretation: Above results indicate that the calculated p-value less than 0.05. Therefore, Chi-square test is rejected. Hence null hypothesis is failed to get accepted and the alternate hypothesis is accepted.

Conclusion: Learners are concerned about learning multidisciplinary subjects apart from their regular degree course curriculum.

Findings: To understand the findings of the hypothesis observed and expected frequencies are obtained and presented in the following table:

Do you like to learn extra / interdisciplinary subjects apart from curriculum?

	Observed N	Expected N	Residual
Yes	70	100	20
No	30	100	-20
Total	100		

Above table clearly indicates that learners are interested in multidisciplinary education

CONCLUSION OF THE STUDY

Thus, it can be concluded that learners are interested in multidisciplinary education and acquire more job oriented skills and also interested in internships. Learners are further interested in mastering foreign languages and make up an International career. India, having highest number of youth population in the World, must

capitalise on such resources as asset for the Nation building and further create a win-win situation for both Nation and youths by economic growth and development as well as individual career growth and satisfaction for the youth not only in Indian but also in Global markets.

Education is not just limited to text books because of the comprehensive education perspective. Learners are receiving some practical training in the form of certificate programmes, projects, and assignments. Also, there is an overuse of interactive technology and a rise in e-learning. Learners will likely become more employable and credit worthy in the global job market as a result.

NEP,2020 also recommends continuous assessment of learners along with both learner and faculty development programmes. Also education is a public service and so profiteering of education must be stopped. However, there is a great implementation challenge for the same and NEP, 2020 could be implemented in phases.

SUGGESTIONS AND RECOMMENDATIONS

India has the largest proportion of young people in the World, thus, we can be sure that it has the potential to develop into a superpower and a global leader by reaping the benefits of demographic dividend. However, this youth population must be effectively and efficiently mentored at college level itself. Starting of industry oriented certificate courses, workshops and encouragement to complete internships would serve as an opportunity for youth employment.

Further, not completely depending on job market, a youth can also strive to the phase of self-employment to solopreneur to an entrepreneur and thus, creating more job opportunities for others. Start-ups, entrepreneurship and skill development must be considered as an opportunity. This support should be given through start-up festivals and business idea competitions at college levels and establishment of entrepreneurship and skill development committee / cell at each and every educational institution.

Technology, automation and artificial intelligence are likely to eliminate more job opportunities and so, life-long learning must be introduced whereby, a youth continuously strives to achieve a new skill, up skill themselves and become more confident in life so as to explore newer and better job opportunities along with multiple degrees and certificates.

Not shares, debentures, stocks, bonds, gold, etc., but investing in oneself is the finest investment. One must invest time, money, and effort in order to continuously better oneself and learn something novel and creative that will produce greater rewards.

Learner as well as faculty development programmes must be conducted on regular basis. Quality campus placements along with effective networking and constructive use of social media can also be looked as an opportunity. Digital career prospects could also be considered. It is also recommended to take use of the large youth population by promoting and training for entrepreneurship and start-ups with export of goods and services there by preventing brain drain and encouraging reverse brain drain.. Additionally, active is the Department for Promotion of Industry and Internal Trade (DPIIT).

It's important to take intellectual property rights into account in business. In order to close the employment gap and improve learners' marketability, alumni associations of educational institutions must regularly host sessions with former learners who are industry specialists in India and also worldwide. In order to modify the curriculum in accordance with industry standards, the Board of Studies must also include such industry experts. By implementing these suggestions, a road map could be made and India will be able to realise its goal of having a five trillion economy by the time it celebrates 100 years of independence. However successful one becomes, one must always seek blessings of Parents, Guru and God.

LIMITATIONS OF THE STUDY

1. Only Mumbai region is selected for study.
2. 200 samples are selected for the study.
3. Only youth perception towards employability along with its opportunities and challenges is considered for study w.r.t. NEP, 2020.
4. Only role of educational institutions are selected for study.

SCOPE FOR FURTHER STUDY

Thus, from the above mentioned limitations, it's apparent on record that there exists further scope for study with respect to entrepreneurship and skill development, Start-up businesses, geographic location, industry, business or candidate perception for the said topic and further contribution of various start-ups belonging to various industries along with its contribution towards the vision of making India a Five Trillion economy etc. Further, there exists a large scope to study in detail on contribution of the Ministry of Entrepreneurship and Skill Development on success of start-ups in various industries. Further, there also exists further scope to study the impact of United Nations, Sustainable Development Goals on Start-ups, entrepreneurship and skill development.

Further analysis could be done and more opportunities and challenges could be found out as regards effective employability of youths in India and also global opportunities.

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